

FORM D - IV A INSTRUCTION

The faculty member is encouraged to use a range of evidence demonstrating instructional accomplishment, which can be included in portfolios or compendia of relevant materials.

1. Undergraduate and Graduate Credit Instruction:

Record of instructional activities for at least the past six semesters. Include only actual participation in credit courses (on- or off-campus instruction) or virtual university on-line courses. In determining the “past six semesters,” the faculty member may elect to exclude any semesters during which s/he was on leave; additional semesters may be included on an additional page. Fill in or, as appropriate, attach relevant print screens from CLIFMS*.

Semester and Year	Course Number	Credits (Number or Var)	Number of Sections Taught		Number of Students	Number Of Assistants**	Notes
			Lec	Rec Lab			
SS07	101	4	1	lec	493	3	
FA07	101	4	1	lec	364	3	
SP08	236H	3	1	lec	28	0	Honors
FA09	836	3	1	lec	15	0	Graduate
SP11	101	4	1	lec	502	3	
SP12	101	4	1	lec	496	3	

Please note that during the during the review period, I received course reductions for sabbatical, for developing an on-line version of PSY 236, and for editing.

2. Non-Credit Instruction:

List other instructional activities including non-credit courses/certificate programs, licensure programs, conferences, seminars, workshops, etc. Include non-credit instruction that involves international, comparative, or global content delivered either to domestic or international groups, either here or abroad.

*Consult departmental staff who are authorized to enter data on the web-based CLIFMS (Course Load, Instruction, Funding and Modeling System) system and can search for course sections and enrollments by faculty name, per semester.

**May include graduate and undergraduate assistants, graders, and other support personnel.

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- In 2008, I taught a two-day course on subjective well-being for the Masters in Applied Positive Psychology program at the University of Pennsylvania.
- I have had research visits from four foreign graduate students: Gunvor Marie Dyrdal (Norway), Maike Luhmann (Germany), Roos Hutteman (Germany), and Katrin Furler (Switzerland). I served on Maike Luhmann's dissertation committee, and have published two papers with her. I also have published one paper with Gunvor Marie Dyrdal.
- In 2012, I worked with Nursing student Kelly Adams.
- I developed the materials for an on-line version of PSY 236, which I taught twice during the summer. Although I no longer teach this course, the materials I developed (including recorded lectures) are still used every summer.

*Consult departmental staff who are authorized to enter data on the web-based CLIFMS (Course Load, Instruction, Funding and Modeling System) system and can search for course sections and enrollments by faculty name, per semester.

**May include graduate and undergraduate assistants, graders, and other support personnel.

3. Academic Advising:

a. Faculty member's activity in the area of academic advising. The statement may include commentary on supplementary materials such as recruitment activities, international student advising, evidence of peer recognition, and evidence of student recognition.

Undergraduate:

In my research, I involve undergraduate students as research assistants to help run our lab studies. I typically recruit five to ten students per semester, and these students become involved in all aspects of the research process. In addition, we have weekly meetings where we discuss the studies we are conducting and read articles relevant to the research. A number of these research assistants have gone on to do honors projects with me. Most notably, Nicole Lawless did her honors project with me and has continued to work with me even after graduating. We have already published one paper together and have another in press at the top empirical journal in our field. We also have an in press chapter. Nicole is currently a graduate student at the University of Oregon. Another honors student, Laura Boucher, has a published abstract with me that is based on the honors project that she did with me. Laura is currently a graduate student at the University of Montana. I also served on the honors committee for Michael Hoerger, and have co-authored two publications with him since he left MSU. He has finished his Ph.D. and is now a post doc at the University of Rochester.

Graduate:

I have been the primary mentor for seven graduate students, Brendan Baird, Kimdy Le, Portia Dyrenforth, Ivana Anusic, Stevie Yap, Jessica Wortman and Felix Cheung. Brendan Baird was my first student and was recruited to MSU before I arrived. He worked with me on a number of different projects, many of which were published in high quality outlets. Indeed, Brendan's record was good enough to get him a very good post doc at Notre Dame. However, after spending four years at this post doc, Brendan did not publish any additional papers and recently left academia for an industry job (one that uses his training as a personality psychologist).

Kimdy Le came to MSU specifically to work with me. Kimdy was an excellent recruit who received a Competitive Doctoral Enhancement Fellowship. He was actively involved in my research on extraversion, along with his own line of research on the links between positive affect and goals. Kimdy completed his Ph.D. and has a tenure-track teaching job at Indiana University-Purdue University. Portia Dyrenforth also came to MSU to work with me and I served as her primary advisor. Like Kimdy, Portia had a successful job search in her final year at MSU and began a tenure track teaching job at Hobart and William Smith Colleges.

Four years ago, I successfully recruited Ivana Anusic, a student who already has her M.A. from the University of Toronto. Ivana was a top recruit, and indeed she has been very successful. She already has multiple publications, and I think that she has the potential to become a star in the field. Stevie Yap started working with me after his M.A. and we have already completed two papers (one published, one revise and resubmit). He is also well-positioned to get a good academic job. Most recently, I attracted two new students, Jessica Wortman and Felix Cheung. Both are excellent recruits and both received University Distinguished Fellowships. In addition, Felix received a highly prestigious NSF Fellowship. Both are progressing well.

Graduate/Professional: NA

Other: NA

b. Candidate's undergraduate advisees (if applicable to individual under review):

Although I have worked with honors students in the past and currently have 8 undergraduate research assistants working in my lab, I do not currently have any honors advisees.

FORM D – IV A INSTRUCTION, continued

	Freshman	Sophomore	Junior	Senior
Number of current undergraduate advisees	0	0	4	4

c. Candidate's graduate/graduate-professional advisees (limit to principal advisor or committee chairpersonship status):

	Masters	Doctoral	Professional
Number of students currently enrolled or active	1	3	NA
Number of graduate committees during the reporting period	3	6	
Degrees awarded during the reporting period	2	3	NA
Degrees awarded during career	3	3	NA

FORM D – IV A INSTRUCTION, continued

4. List of Instructional Works:

List publications, presentations, papers, grants received (refer to Form D-IVE), and other works that are primarily in support of or emanating from instructional activity.

NA

5. Other Evidence of Instructional Activity:

Cite other evidence of instructional productivity such as works/grants in progress or under review (refer to Form D-IVE). Address instructional goals and approaches; innovative methods or curricular development; significant effects of instruction; and curatorial and patient care activities, etc. Include evidence of instructional awards and peer recognition (within and outside the university).

I have tried to balance my teaching between large undergraduate courses and smaller graduate seminars. I have prepped five different courses while at MSU. Specifically, I have taught undergraduate personality and introduction to psychology. In addition, I have taught graduate-level personality, emotions, and social cognition classes. I have also developed honors versions of my intro and personality classes. Finally, I developed an on-line version of PSY 236 (Personality).

Students seem to be most impressed by my course organization and the student-instructor interaction in my classes. One of the things that I am most proud of is that even in my large Psych 101 class (with between 350 and 550 students), my ratings for student-instructor interaction were very good. I think that this shows my commitment to using a variety of strategies to get students involved. I also keep up date with advances in technology that can improve teaching, and I incorporate iClickers into my in class activities and use Angel for class feedback and discussion that cannot take place during class. Overall, I feel that these approaches have been successful, as my teaching ratings are generally above average when compared to similar classes in the department.

Below I present the course ratings for all my courses from the reporting period.

Column Labels: A = instructor involvement; B = student interest; C = student-instructor interaction; D = course demands; E = course organization.
Response Scale: 1 = Superior; 2 = Above Average; 3 = Average; 4 = Below Average; 5 = Inferior

Sem./Course #	Course Title	# Stu.	Avg. Grade	% Respond	A	B	C	D	E
<u>Graduate</u>									
FA 09 PSY 836	Personality	15	4.00	100%	2.05	2.41	1.45	2.29	2.29
<i>DEPARTMENTAL AVERAGE FOR GRADUATE CLASSES:</i>					<i>1.66</i>	<i>1.89</i>	<i>1.81</i>	<i>2.12</i>	<i>1.98</i>
<u>Undergraduate</u>									
SP 07 PSY 101	Intro	493	2.77	37%	1.89	2.42	2.40	2.57	2.06
FA 07 PSY 101	Intro	364	2.64	51%	1.90	2.39	2.30	2.43	1.91
SP 11 PSY 101	Intro	502	2.70	34%	1.75	2.26	2.01	2.22	1.92
SP 12 PSY 101	Intro	496	2.55	71%	1.83	2.53	2.26	2.46	2.17
<i>DEPARTMENTAL AVERAGE FOR 101</i>					<i>2.13</i>	<i>2.41</i>	<i>2.43</i>	<i>2.61</i>	<i>2.28</i>
SP 08 PSY 236H	Personality	28	3.50	89%	1.94	2.23	1.41	2.42	2.06
<i>DEPARTMENTAL AVERAGE FOR HONORS CLASSES:</i>					<i>1.93</i>	<i>2.25</i>	<i>2.01</i>	<i>2.52</i>	<i>2.32</i>

Additional Evidence:

I have twice been invited to lecture in the University of Pennsylvania’s Masters in Applied Positive Psychology Program. I once gave a guest lecture and once served as an instructor. I also supervised an independent study for two I/O students in the Spring of 2012.

Summary of Student Comments:

I have primarily taught Introduction to Psychology, a very large, four-credit lecture class with an enrollment close to 500 students. My ratings are generally above average for the department across all the categories. Students generally find my course well-organized. Many of the positive comments focus on the fact that I incorporate teaching techniques beyond just lecture into my class and provide different types of graded assignments instead of just exams (e.g., homeworks, in-class activities, in-class quizzes). Students also appreciate that I incorporate an opportunity to retake their exam for extra credit in an open-book setting. This allows them to immediately review and learn from any mistakes they make.

Criticisms that are typically raised typically fall into one of three categories. First, students often find the course difficult, and my average grade is slightly lower than the department average. Second, some students find that there is too much material covered and that I move too quickly through it. Third, some students find the material itself boring and think that the time that I spend on non-lecture activities (e.g., in class activities, discussions) are not helpful.

Representative Student Comments:

“Enjoyed this class, professor did a great job engaging himself and students, especially considering the size of the class.”

“I really enjoyed this course and you are a great professor. I like the videos and the examples you give. I don’t like some of the questions on the exam because I feel like some of them aren’t testing my true knowledge and their [sic] confusing.”

“Dr. Lucas was a very friendly prof., which I appreciated. However, I thought the test were very difficult and, because there weren’t many other points in the class, I wasn’t able to bring my grade up/do well through other activities. I was disappointed that this class brought down my GPA simply because I am not very interested in all the theories and such, yet needed the class for my major.”

“Make the exams much less of a bulk of stuff to study or memorize and make the slides a little bit more detailed.”

“Instructor spoke quickly and moved through powerpoints faster than I would have liked.”

“I liked the extra credit on exams to review & see what and how you did it helped for better comprehension. I did not like the paper in class activities, maybe make them online things.”

“I truly think my professor is quite a great professor I just think during the lectures we should focus more on what going to be on the exams because some things he talks about is just to talk.”

“The class was interesting and intellectual. The professor was organized and supportive.”

“I really enjoyed the class. I think my only criticism would be to improve the homework assignments. They didn’t really help me learn the material.”

“I think he needs to go over what will be on the exam more. More review sessions.”

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“I loved our teacher. He seemed like he actually wanted all of us to do good in the class. He got done what needed to be done and made it interesting. The course had a reasonable amount of reading and homework but not overloaded. Overall, I was very happy with Professor Lucas.”

“He talks a bit too fast, there isn’t enough time to take notes.”

“Great class, note taking was hard because the instructor was covering too much material too quick. The exams were difficult for a “100” level course because the questions had similar concepts on the same answer options. Would appreciate it if it was more straightforward.”

“I enjoyed your class and your teaching style. I-clicker questions that asked about ourselves or personal opinion really made the material more relatable and class more interesting. Possibly incorporate more.”

“I really enjoyed this class. I feel the videos and iclicker questions helped to hold my attention. Incorporating more videos may make the class even more interesting.”

“The course organization helped me be successful. He talks kind of fast.”

“Videos are great. Homework is frustrating to do but helps revisit old concepts before exams.”

“The course was well organized and the system used should be the same in future courses.”

“Very good lectures for studying, exams are appropriate based on material provided and greating [sic] scale is generous with extra credit! Overall a very good class.”

“This course was great and very informative. I enjoyed it very much and you did an amazing job teaching it. Keep up the good work.”

“Please make the syllabus easier to understand. Develop a new system for the lecture slides. There are always repeated slides online. I had a hard time understanding lecture sometimes, it sounds like you are nervous. Speak more clearly and slow down.”

“The course was well taught by Dr. Lucas. The only improvement I would suggest is having more of a review in class before an exam.”

“Clicker questions go by way too quickly. Huge amount of material to cover in tests and if class sessions were to be broken up, I believe this class would be much more enjoyable.”

“Improve overall interest in the course. Relate to more understandable material.”

“Easier tests or give more preparation and examples of what is going to be in the exams.”

“Very exciting and enthusiastic. Made the class very fun and a joy to come to. Good job.”

“Some of the exam topics are not covered in class, making studying very difficult.”

“The lecture notes are very helpful. More videos would also be helpful in understanding the topics more.”

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“Give us a better understanding of what is going to be on the exams. It’s difficult to know how/what to study b/c between the book and the notes there is so much information. A general study guide would be nice.”

“I believe that the course attempted to move to fast and the amount of material to be covered was too much.”

“My only suggestion would be not cramming n as much material within each unit; 3-4 chapters per unit/exam is a lot to cover in such little time for each one.”

“Notes were clear, many good examples, liked the videos, and extra credit opportunities.”

“I really enjoyed the fact that it is not just lecture.”

“Good instructor, moves a little fast through the book.”

“It seems to be hard for an Intro to Psych class. You are a great teacher.”

FORM D - IV B RESEARCH AND CREATIVE ACTIVITIES

1. List of Research/Creative Works:

Attach a separate list of publications, presentations, papers, and other works that are primarily in support of or emanating from Research and Creative Activities. Indicate how the primary or lead author of a multi-authored work can be identified. The list should provide dates and, in particular, accurately indicate activity from the reporting period. Items to be identified:

- 1) Books
- 2) Book chapters
- 3) Bulletins or monographs
- 4) Articles
- 5) Reviews
- 6) Papers and presentations for learned professional organizations and societies
- 7) Artistic and creative endeavors (exhibits, showings, scores, performances, recordings, etc.)
- 8) Reports or studies

Indicate peer-reviewed or refereed items with a “*”.

Indicate items with a significant outreach component with a “**” (determined by the faculty member)

SEE SEPARATE LIST – “LucasPublicationList.pdf”

2. Quantity of Research/Creative Works Produced:

For each of the categories listed in question one above, list the number of research and creative works produced.

	1	2	3	4	5	6	7	8
During the reporting period	2	14	0	41	0	28	0	0
During career	2	25	0	59	0	45	0	0

3. Number of Grants Received (primarily in support of research and creative activities; refer to Form D-IVE):

During the reporting period: 3 During career: 7

NOTE: One grant was submitted in 2005 (before the reporting period) and received in 2006 (during the reporting period). If that grant is included the number of grants received during the reporting period would be 4. I listed this on Form D-IV E, but noted the submission date.

The total reported above does not include three intramural grants received (all three were received earlier in my career, before the reporting period).

4. Other Evidence of Research/Creative Activity:

Cite other evidence of research and creative productivity such as: seminars, colloquia, invited papers; works/grants in progress or under review (refer to Form D-IVE); patents; formation of research-related partnerships with organizations, industries, or communities; curatorial and patient care activities, etc. Include evidence of peer recognition (within and outside the university).

- Fellow, Society for Personality and Social Psychology, 2011
- Felix Buchel Prize for Excellence in SOEP Use, 2010
- Positive Psychology Fellow, University of Pennsylvania, 2005-2007
- Society of Friends of the DIW, Berlin: Best Publication Based on the SOEP Data Set, 2003.
- International Society for the Study of Individual Differences Early Career Award, 2003
- Finalist, Martin E. P. Seligman Positive Psychology Dissertation Award, 2002
- According to ISI, my papers have been cited 3,957 times and my H-Index is 21.

FORM D - IV B RESEARCH AND CREATIVE ACTIVITIES

- According to Google Scholar, my papers have been cited 12,775 times and my H-Index is 36.
- In a recently published paper in the journal *Personality and Social Psychology Bulletin*, I was ranked 15th out of all active social and personality psychologists (a total of 611 people) in terms of the number of citations relative to career stage (time since PhD).
- The Society for Personality and Social Psychology *Dialogue* listed me as one of the most frequently published authors in the field's top journal, the *Journal of Personality and Social Psychology*.
- Selected as one of five primary speakers (including Nobel Prize winner, Daniel Kahneman) at a meeting sponsored by the National Institute on Aging and the National Academies of Science focused on the use of well-being measures for policy purposes.
- I serve as Research Professor for the German Institute for Economic Research. This group runs the German Socio-Economic Panel Study, a large, widely used, household panel study of Germans. I have advised the group on measures that could be included in this study.
- Presented research to a group from the Humana health care company.
- I gave the keynote address at the Meeting of the Section of Differential Psychology, Personality, and Psychological Assessment in Saarbruecken, Germany (2011).
- I was recently invited to give a keynote address at the 2013 meeting of the Household Income and Labour Dynamics in Australia in Melbourne Australia.
- I have given invited talks at Princeton University, Washington University, Wake Forest University, the University of Zurich, and the Gallup Well-Being Forum.

1. Service within the Academic Community

a. Service to Scholarly and Professional Organizations:

List significant committee/administrative responsibilities in support of scholarly and professional organizations (at the local, state, national, and international levels) including: elected and appointed offices held; committee memberships and memberships on review or accreditation teams; reports written and submitted; grants received in support of the organization (refer to Form D-IVE); editorial positions, review boards and ad hoc review requests; and programs and conferences planned and coordinated, coordinated or served on a panel or chaired a session. Include evidence of contributions (e.g., evaluations by affected groups or peers).

- Editor-in-Chief, *Journal of Research in Personality*, 2009-present. This is the journal of the Association for Research in Personality.
- Associate Editor, *Journal of Personality and Social Psychology*, 2006-2008. This is the top empirical journal in my field, and I began serving as Associate Editor before I received tenure.
- Guest Editor, Special Issue, *Journal of Research in Personality*, 2008.
- Guest Editor, *Perspectives on Psychological Science*, 2007.
- Editorial boards of *Personality and Social Psychology* and *Journal of Happiness Studies*.
- I review approximately 30-50 journal articles a year for a variety of journals including *Science*, *Psychological Science*, *Journal of Personality and Social Psychology*, *Psychology and Aging*, *Emotion*, and *Personality and Social*
- I have served as a temporary member of the NSF Social Psychology review panel (in 2006), and I have repeatedly served as a temporary member of the NIH Social Personality and Interpersonal Processes (SPIP) panel, where I typically review 6-9 grant applications per meeting. I have participated in the last three meetings of this group and was recently invited to be a full member (starting in 2013).
- I also served on two NIH P01 review panels in 2012, where I reviewed three R01-length proposals per panel.
- I have written three tenure letters for other universities during the review period.
- I have reviewed two grant applications for foreign organizations or universities (University of Leuven, Social Sciences and Humanities Research Council of Canada).
- I reviewed a report for the National Academies of Science.
- Program Committee, 2010 Meeting of the Society for Personality and Social Psychology Annual Meeting.
- I served on the 2011 Fellows Committee of the Society for Personality and Social Psychology, where I reviewed new nominees for SPSP Fellows.
- I organized and presented in an invited symposium at the XXIX International Congress of Psychology in Berlin, German (2008).

b. Service within the University:

List significant committee/administrative responsibilities and contributions within the University. Include service that advances the University's equal opportunity/affirmative action commitment. Committee service includes: appointed and elected university, college, and department ad hoc or standing committees, grievance panels, councils, task forces, boards, or graduate committees. Administrative responsibilities include: the direction/coordination of programs or offices; admissions; participation in special studies or projects; collection development, care and use; grants received in support of the institution (refer to Form D-IVE), etc. Describe roles in any major reports issued, policy changes recommended and implemented, and administrative units restructured. Include evidence of contributions (e.g., evaluations by peers and affected groups).

- Psychology Department Advisory Committee in 2006.
- Chair, Social/Personality Program in 2007, 2008, and 2009.
- Psychology Department Undergraduate Policy Committee in 2007, 2008, and 2009.

FORM D - IV C SERVICE WITHIN THE ACADEMIC AND BROADER COMMUNITY, continued

- Psychology Department Graduate Policy Committee in 2007, 2008, and 2009.
- Psychology Department Space Committee, 2008 and 2009.
- Chair, Social Psychology Faculty Search Committee, 2006.
- Member, Clinical Psychology Faculty Search Committee, 2007.
- Member, Psychology Department Grievance Committee, 2007.
- College Ad Hoc Committee on on-line courses, 2010-2011.
- Psychology Department Fund-Raising Committee, 2011-present.
- Social/Personality Program Area Admissions Chair, 2010-present.
- Joe Cesario, Faculty Review Committee: 2007, 2008 (Chair), 2009, 2010 (Chair), 2011 (Chair).
- Carlos Navarrete Faculty Review Committee: 2007, 2008 (Chair), 2009 (Chair).
- Isis Settles Faculty Review Committee: 2008.
- Brook Ingersoll Faculty Review Committee: 2008.
- Taosheng Liu Faculty Review Committee: 2011.
- Lily Yan Faculty Review Committee: 2012.
- Tim Pleskac Faculty Review Committee: 2012.

2. Service within the Broader Community:

As a representative of the University, list significant contributions to local, national, or international communities that have not been listed elsewhere. This can include (but is not restricted to) outreach, MSU Extension, Professional and Clinical Programs, International Studies and Programs, and Urban Affairs Programs. Appropriate contributions or activities may include technical assistance, consulting arrangements, and information sharing; targeted publications and presentations; assistance with building of external capacity or assessment; cultural and civic programs; and efforts to build international competence (e.g., acquisition of language skills). Describe affected groups and evidence of contributions (e.g., evaluations by affected groups; development of innovative approaches, strategies, technologies, systems of delivery; patient care; awards). List evidence, such as grants (refer to Form D-IVE), of activity that is primarily in support of or emanating from service within the broader community.

Lucas, R. E. (May, 2011). Do life circumstances matter for subjective well-being? Talk given to the MSU University Club. East Lansing, MI.

Presented research to a group from the Humana health care company.

FORM D - IV D ADDITIONAL REPORTING

1. **Evidence of Other Scholarship:**

Cite evidence of “other” scholarship as specified on p. 2 in the “summary rating” table (i.e., functions outside of instruction, research and creative activity, and service within the academic and broader community). Address the scholarship, significance, impact, and attention to context of these accomplishments.

NA

2. **Integration across Multiple Mission Functions:**

Discuss ways that your work demonstrates the integration of scholarship across the mission functions of the university—instruction, research and creative activities, and service within the academic and broader community.

My research focuses on subjective well-being, or a person’s subjective evaluation of the quality of his or her life. This topic is important not only because it can inform broad psychological theories, but also because the general public has an inherent interest in the topic. Furthermore, as my colleagues and I argued in our recent book, the goal of governmental policy is often to improve quality of life generally, and thus, research into subjective well-being and the factors that relate to it can inform policy decisions. Although I have conducted a considerable amount of research on subjective well-being, and although my primary focus is publishing this work in peer reviewed outlets, I have also been able to use the broad interest in this work to integrate my scholarship across the mission functions of the university.

For instance, I have tried to incorporate my research on well-being as a way to structure my Introductory Psychology course. The focus on well-being provides a broad context for many of the specific topics that we discuss throughout this introductory course. This helps keep students engaged, and it also allows those who will not go on to major in psychology to apply the information gained in the class to real world problems. I have also used this research as the basis for additional educational opportunities, including guest lecturing in the University of Pennsylvania’s Masters of Applied Positive Psychology Program and lecturing at MSU’s University Club.

In addition, I have recently become active in efforts to improve the measurement of well-being by U.S. and European governments. By improving measurement, researchers and policy makers can determine whether reports of well-being are sensitive to environmental features that are themselves amenable to policy interventions. As part of this effort, I have participated in a number of meetings sponsored by the National Institute on Aging, the National Academy of Sciences, the Organization for Economic Cooperation and Development, and the Brookings Institution where these issues have been discussed. Thus, my work is having an impact on the broader community.

3. **Other Awards/Evidence:**

Cite other distinctive awards, accomplishments of sabbatical or other leaves, professional development activities, and any other evidence not covered in the preceding pages. (If the reporting period differs from the usual review period, then justify and support that period here.)

NA

FORM D - IV E GRANT PROPOSALS

List grant proposals submitted during reporting period relating to teaching, research and creative activities, or service within the academic and broader community. Include grants in support of outreach, international, urban, and extension activities.*

Name of Granting Agency (Grantor:) Focus of Grant (Focus:)	Date Submitted	\$ Amount Requested	Status			\$ Amount Assigned to Faculty Candidate (if Applicable)	Principal/Co-Investigators (if not faculty candidate)
			Pending	\$ Amt Funded	Not Funded		
II. Research/Creative Activity							
Grantor: NATL INST OF HEALTH - NIH/PHS	6/2009	\$1,270,334	<input type="checkbox"/>		<input checked="" type="checkbox"/>	\$423,444	Lucas, PI; Donnellan & Kashy, Co-PIs
Focus: Examine the utility of a state/trait statistical model for examining stability and change in health and well-being.							
Grantor: NATL INST OF HEALTH - NIH/PHS	2/2010	\$1,458,698	<input type="checkbox"/>		<input checked="" type="checkbox"/>	\$486,233	Lucas, PI; Donnellan & Kashy, Co-PIs
Focus: Resubmission of above grant							
Grantor: NATL INST OF HEALTH - NIH/PHS		\$177,262	<input type="checkbox"/>	\$145,354	<input type="checkbox"/>	\$145,354	Lucas, PI for MSU Subcontract.
Focus: Subcontract from the University of Michigan to study the time use and subjective well-being of older adults (with a focus on those with a disability).							
Grantor: NATL INST OF HEALTH - NIH/PHS	1/2012	\$179,006	<input checked="" type="checkbox"/>		<input type="checkbox"/>	\$179,006	
Focus: This is a P01 submission that would incorporate the funded R01 listed above.							
Grantor: NATL INST OF HEALTH - NIH/PHS	10/2010	\$2,433,096	<input type="checkbox"/>	\$1,971,898	<input type="checkbox"/>	\$985,949	Dual PI with Brent Donnellan
Focus: To investigate the psychometric properties of different types of measures of well-being and quality of life.							
Grantor: NATL INST OF HEALTH - NIH/PHS	6/2010	\$140,771	<input type="checkbox"/>		<input checked="" type="checkbox"/>	\$70,386	Lucas, PI; Donnellan, Co-PI
Focus: To investigate the links between major life events and changes in personality traits.							

*Anyone with an MSU Net username and password can log onto the web-based Information Reference database, maintained by the Office of Contract and Grant Administration, to search for records of proposals and grant awards by principal investigator. Printouts may be attached to this page.

FORM D - IV E GRANT PROPOSALS

Name of Granting Agency (Grantor:) Focus of Grant (Focus:)	Date Submitted	\$ Amount Requested	Status			\$ Amount Assigned to Faculty Candidate (if Applicable)	Principal/Co-Investigators (if not faculty candidate)
			Pending	\$ Amt Funded	Not Funded		
Grantor: NATL INST OF HEALTH - NIH/PHS Focus: To examine the association between the experience of life events and changes in subjective well-being.	6/2007	\$143,832	<input type="checkbox"/>	\$118,294	<input type="checkbox"/>	\$118,294	
Grantor: NATL INST OF HEALTH - NIH/PHS Focus:	10/2005	\$71,541	<input type="checkbox"/>	\$64,387	<input type="checkbox"/>	\$32,168	Lucas, PI; Donnellan, Co-PI
ii. Professional/Patient Care Activities							
Grantor:			<input type="checkbox"/>		<input type="checkbox"/>		
Focus:							
iii. International Studies and Programs							
Grantor:			<input type="checkbox"/>		<input type="checkbox"/>		
Focus:							
vi. Urban Affairs Programs							
Grantor:			<input type="checkbox"/>		<input type="checkbox"/>		
Focus:							
v. Other							
Grantor:			<input type="checkbox"/>		<input type="checkbox"/>		
Focus:							

*Anyone with an MSU Net username and password can log onto the web-based Information Reference database, maintained by the Office of Contract and Grant Administration, to search for records of proposals and grant awards by principal investigator. Printouts may be attached to this page.