Converting to Online Testing

Comments by Tom Ramsay

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RESULT: Tests results and statistics are now immediately available at www.ramsaycorp.com, and can be accessed locally or nationwide. Decision-makers can receive a password enabling them to review test results. Test administrators can have restricted or full access rights. Cutting scores can be programmed into the system. Summary reports can be printed for groups or individuals and exported to Excel to aid in record keeping. Demographic data can be collected. The number of tests takers is limited only by the number of computers available.

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TIP
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FEATURED ARTICLES

EDITORIAL DEPARTMENTS

NEWS AND REPORTS

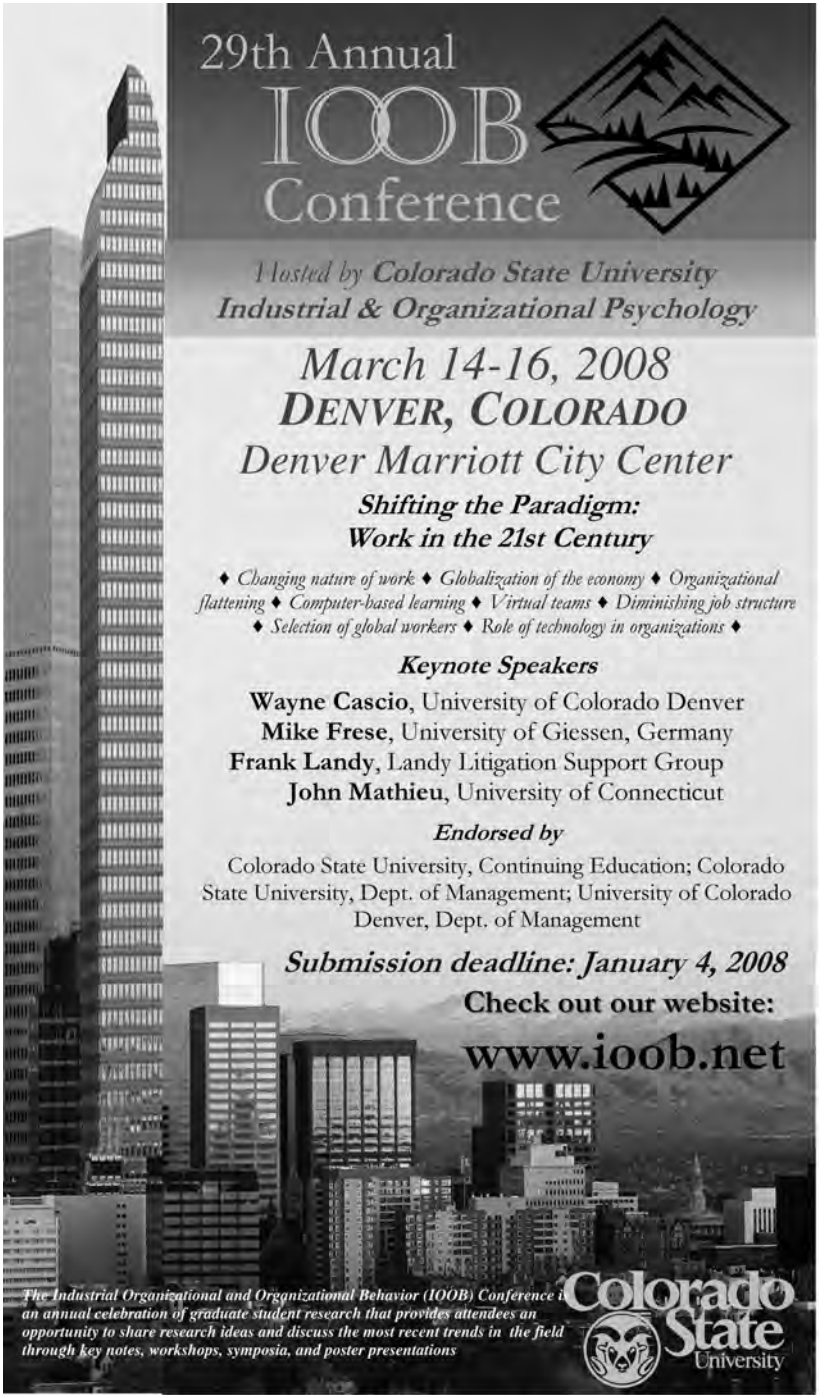
Errata

Laurie Wasko's name was spelled incorrectly on page 116 of the July issue of *TIP*. We apologize for the error.

Page 133 should have been the first page of *Report From the APA Council of Representatives.* The error has been corrected in the online versions. Our apologies for the inconvenience.

In the *TIP* article on the SIOP Survey (July 2007), the correlation between years since highest degree and ownership was erroneously printed as .42; the correct figure is .21. The error is regretted.

Cover: Kilauea Lighthouse, Kauai, the northern most point in the Hawaiian Islands.
Photo courtesy of Debra Major, Old Dominion University.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Frank Landy, Landy Litigation Support Group
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A MESSAGE FROM YOUR PRESIDENT

Lois Tetrick

It is the end of July and I am preparing my presidential column for you, the members of SIOP, knowing that you won't see this column until October. I know that it is good to be future oriented, but I feel a bit like I need a crystal ball!

To put my thinking in context, I realize that July to October is a busy time. By October, the awards deadlines are past and the Awards Committee chaired by **Wendy Boswell** is hard at work making difficult decisions; we await the news. The deadline for Fellow nominations is looming large, although it is still not too late as long as you are reading this before November 1; maybe if you really hurry, you can still make it. **George Hollenbeck** and his committee are waiting to receive all the completed nominations. We are anticipating another stellar group of nominees as was the case last year.

The submission deadline for the SIOP conference has just passed. **Steven Rogelberg,** his committee members, and the Administrative Office are hard at work processing all of the submissions, while the rest of us are recovering from the adrenaline rush resulting from the interaction of deadlines, any number of Murphyisms, and procrastination. The reviewers are eagerly awaiting their assigned submissions to read.

There is a common underlying thread among these activities. For those of you who submitted nominations or sent in submissions for the conference, you should have found the process much easier. The Administrative Office has been instrumental in automating processes that had not previously been electronic, and there has been a substantial overhaul of the conference program management system.

The new 3-day conference format and other changes promise an exciting conference in San Francisco. **Doug Pugh** and his committee are not only looking forward to San Francisco but have their eyes on future conference sites.

Our third Leading Edge Consortium is just around the corner. The goal of the Leading Edge Consortium is to attract a small number of researchers and practitioners to focus on a specific topic in an integrative manner supporting our strategic goal of maintaining and enhancing the scientist–practitioner model. This year's Leading Edge Consortium was organized by **Leatta Hough** as the General chair, **Michael Frese** as the Science chair, and **Bill Mobley** as the Practice chair and focuses on Enabling Innovation in Organizations: The Leading Edge. If you haven't planned on attending and this topic is of interest to you, I encourage you to check the SIOP Web page at www.siop.org/lec to find out the latest on the consortium and to register to attend if possible.

In line with our strategic goals of advocacy, visibility, and the scientist–practitioner model, SIOP organized a taskforce to coordinate our comments about the revision of the 1999 *Standards for Educational and Psychological Testing*. **Dick Jeanneret** and **Shelly Zedeck** agreed to lead a taskforce to prepare SIOP's response. Members of the task force are **Winfred Arthur, José Cortina, Marilyn Gowing, Jerry Kehoe, Jim Outtz, Bob Ramos, Paul Sackett**, and **Suzanne Tsacoumis**. The taskforce reflects considerable expertise in the *Standards* and knowledge of the last revision process. I hope that all of you submitted your comments regarding general areas of the *Standards* needing revision. The deadline for submitting your comments to us to forward collectively to the American Psychological Association has passed and I want to thank everyone who submitted their comments to SIOP's taskforce. However, I believe that there is still time for you to submit your comments directly to APA if you have not done so. Comments will be accepted at the following Web site until October 15 www.apa.org/science/revisions.html. Based on the comments received by the Management Committee appointed by AERA, APA, and NCME, a revision committee will be appointed and begin work on the revision in 2008. We will keep you updated as things progress.

On the advocacy and visibility front, I wanted to let you know that Barb Wanchisen, executive director of the Federation of Behavioral, Psychological, & Cognitive Sciences, and I met with Kathy Salaita, a scientific review administrator (SRA) with the Center for Scientific Review at the National Institute for Health, and Jacqueline Meszaros, the Program Director of the Innovation and Organizational Change (IOC), Decision, Risk, and Management Sciences Division of the SBE Director of the National Science Foundation. The purpose of our visits was to put a face on I-O psychology and explore potential opportunities for funding of I-O research. It appears that there are some funding opportunities both within NIH and NSF. Within NIH, there are some funds for researching health services including topics such as medical errors, aging, safety, and structure and staffing of health care delivery organizations. IOC clearly matches I-O interests, and NSF has other programs that may match your interests. As is the general advice, both individuals advised that interested researchers identify a program that seems to best fit their research project and then talk with the program officer. We will continue to work with the Federation and other sources to increase the visibility of I-O psychology to funding agencies.

Another activity that is underway in collaboration with the Federation is a forum on Work and Aging: Psychological-Organizational Science Contributions to the Management of an Aging and Age-Diverse Workforce. **Ruth Kanfer**, a member of Scientific Affairs, is taking the lead in working with the Federation to organize this event. It is our hope that we will continue our collaboration with the Federation in this manner to enhance the visibility of I-O psychology and highlight I-O psychology's contributions and potential future

contributions. Scientific Affairs, chaired by **Steve Kozlowski**, will be developing procedures for identifying topics, in consultation with the Federation, for future events.

There are just a few of the many efforts underway relative to our strategic goals. As part of SIOP's strategic planning process begun in the fall of 2005, past president **Jeff McHenry** formed a special task force to look at SIOP's governance structure, both in terms of its efficiency and alignment to SIOP's strategic plan. The task force is chaired by **Kurt Kraiger** and is comprised of: Dick Jeanneret, **Irv Goldstein, Rich Klimoski, Jeff Weekley, Janet Barnes-Farrell, Jim Farr, Milt Hakel, Laura Koppes, Mickey Quinones,** and **John Cornwell**. Collectively, the task force members have a wealth of experience with the Executive Committee, and many were involved in the formation of SIOP many years ago.

At the beginning of the summer, task force members interviewed a number of current and former members of the Executive Committee, as well as leaders of other professional organizations such as the Academy of Management and other APA divisions. The interviews focused on perceived strengths and weaknesses of the current SIOP governance structure, as well as other governance models. Notably, the majority of interviewees said that most other related professional organizations look up to SIOP as the gold standard in governance. However, a number of issues arose in these interviews, including whether the Executive Committee as constituted provided adequate representation of primary constituencies within the society; whether there were processes in place that created adequate accountability and means for executing key tasks related to the business of the society; whether there was an adequate process in place for preparing new elected officials and committee chairs for their roles, and whether the current Executive Committee structure was adequately aligned with the strategic plan as well as the ongoing business of SIOP.

The task force met in mid-July to review this data and to craft an initial set of recommendations to the Executive Committee for changes to current Executive Committee structure. These recommendations will be presented to the Executive Committee in September for review and feedback. It is then planned that a final set of recommendations will be voted on by the Executive Committee at our January meeting. We will keep you informed about the proposed changes as they become more concrete. In the likely event of changes in the positions constituting the Executive Committee, there would need to be a bylaws change voted on by members, and the new structure would be instituted by the 2009 conference.

These are just a few of the activities that we have been doing. If you haven't done so recently, you might want to check out the committee activities and goals that are available on the SIOP Web page at www.siop.org/reportsandminutes/. SIOP is definitely a vibrant organization with a fantastic climate of volunteerism!

I realize that we are all busy people with many responsibilities, and I find it most rewarding to be associated with, let alone be president of, SIOP. The extent of involvement of our members is a hallmark for which we are known. It is interesting to me that there appear to be so many people who don't understand what I-O psychology is, but they do know that SIOP is an exemplar of member involvement. I believe our reputation is because SIOP values our members and encourages participation of all of our members. I truly believe that we are striving to advance our strategic goals:

- Visible and trusted authority on work-related psychology;
- Advocate and champion of I-O psychology to policy makers;
- Organization of choice of I-O professionals;
- Model of integrated scientist–practitioner effectiveness that values research, practice, and education equally and seeks higher standards in all three areas.

Slippery Slope of "Alternatives" Altering the Topography of Employment Testing?

James C. Sharf[1]

Recent federal district court decisions (a) rejected use of a valid employment test on anecdotal grounds that less adverse "alternatives" were available, and (b) treated "a pass rate below the 'four fifths rule' as sufficient to make out a prima facie case of discrimination, and therefore sufficient to justify voluntary race-conscious remedies." This is not the federal court's "first impression"—DOJ having long advocated "alternatives" to cognitive ability tests.[2] What is particularly noteworthy is the anecdotal level of evidence these judges[3] have accepted for "less adverse alternatives"—contrary to the burden on plaintiffs spelled out in the Civil Rights Act of 1991.

The Legal Context for "Alternatives"

Under Title VII, the plaintiff is burdened with demonstrating that one or more of the employer's selection or promotion procedures caused a disparate impact on the basis of race, color, religion, sex, or national origin. If the plaintiff does so, the burden shifts to the employer to prove that the challenged practice is "job related for the position in question and consistent with business necessity."[4] If the employer meets this burden, then the plaintiff can prevail only if it proves at trial that an "alternative employment procedure" exists that would also serve the business purpose articulated by the employer, would be of equal validity as the challenged practice but with less adverse impact, and the employer nevertheless "refuses" to adopt the less adverse procedure.

The "alternatives" section of the Civil Rights Act of 1991 (CRA 91) was enacted in response to the Supreme Court's 1989 decision in *Wards Cove Packing Co. v. Atonio.*[5] CRA 91 overruled the *Wards Cove* decision in some respects but codified it in others, now requiring courts to apply the law as it existed *before Wards Cove* in determining whether the plaintiff has sustained its burden at trial of proving an "alternative employment procedure." CRA 91 also stipulated that the employer would not be liable on that basis unless, after the plaintiff meets its burden at trial, the employer "refuses to adopt" the equally valid, less adverse alternative.

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[1] jim@jimsharf.com

[2] *United States v. City of Garland, Texas*, Case No. 3:98-CV-0307-L; *United States v. Delaware State Police*, No.Civ.A. 01-020-KAJ.

[3] According to defense counsels, each judge had been identified in press coverage as a liberal female.

[4] Civil Rights Act of 1991, Sec. 105. Burden of Proof in Disparate Impact Cases; 42 U.S.C. § 2000e-2(k)(1)(A)(i).

[5] 490 U.S. 642 (1989).

Supreme Court "Introduces" Alternatives

As was also the case with the disparate impact definition of employment discrimination, the concept of "alternative employment practices" was found nowhere in the legislative history of the Civil Rights Act of 1964. It was "introduced" (i.e., created by judicial fiat) in the Supreme Court in 1975 in *Albemarle Paper Co. v. Moody,*[6] building upon its earlier 1971 decision in *Griggs v. Duke Power Co.*[7] The unanimous *Griggs* decision held that if an employment practice was shown to cause a disparate impact, the burden shifts to the employer to show that the practice has "a manifest relationship to the employment in question."[8] In *Albemarle*, the Court held that even if the employer met its burden of proof under *Griggs*, the plaintiff could still prevail by demonstrating that an alternative employment practice "would also serve the employer's legitimate interest" but "without a similar undesirable racial effect."[9] The Court stated that such a showing "would be evidence that the employer was using its tests merely as a pretext for discrimination."[10]

Subsequently in 1978 in *Furnco Construction Corp. v. Waters,*[11] the Supreme Court noted that "Courts are generally less competent than employers to restructure business practices," that a court has no power to require employers "to adopt what it perceives to be the 'best' hiring procedures," and that "Title VII…does not impose a duty to adopt a hiring procedure that maximizes hiring of minority employees."[12] The 1988 Supreme Court plurality in *Watson v. Fort Worth Bank & Trust Co.*[13] noted: "(F)actors such as the cost or other burdens of proposed alternative selection devices are relevant in determining whether they would be equally as effective as the challenged practice in serving the employer's legitimate business goals."

Also in 1988 in *Wards Cove,*[14] the Supreme Court ruled that if an employment practice was shown to cause a disparate impact, the employer would only be required to articulate a legitimate business justification for that practice. The plaintiff would then bear the burden of proving that the practice *did not serve* the employer's proffered justification. The Supreme Court in *Wards Cove* did not depart from its ruling in *Albemarle* that the plaintiff could also prevail by showing that there was an alternative employment practice that would serve the employer's proffered justification equally well, with less adverse impact than the challenged practice, but that the employer nonetheless

[6] 422 U.S. 405 (1975).
[7] 401 U.S. 424 (1971).
[8] *Id.* at 432.
[9] *Albemarle*, 422 U.S. at 425.
[10] *see also Lanning v. Southeastern Pennsylvania Transportation Authority*, 181 F.3d 478, 485 (3d Cir. 1999), *cert. denied*, 528 U.S. 1131 (2000) (a demonstrated alternative employment practice must "also serve the employer's legitimate business interest").
[11] 438 U.S. 567 (1978).
[12] *Id.* at 577-78.
[13] 487 U.S. 977 (1988).
[14] 490 U.S. at 659-60.

refuses to adopt it.[15] As in *Albemarle*, the Court noted that "such a refusal would belie a claim by petitioners that their incumbent practices are being employed for nondiscriminatory reasons."[16] The Court also repeated its admonitions from *Watson* and *Furnco* that the alternative must be equally as effective as the challenged practice in achieving the employer's stated goals, that factors such as costs or other burdens are relevant to this inquiry, and that "the judiciary should proceed with care before mandating that an employer must adopt a plaintiffs alternate selection or hiring practice in response to a Title VII suit."[17]

The Civil Rights Act of 1991 overruled *Wards Cove* in part by placing the burden on the employer to justify an employment practice that was shown to have caused an adverse impact.[18] CRA 91 also provided that, even if the employer meets its burden, the plaintiff may still prevail if it: "makes the demonstration described in subparagraph (C) with respect to an alternative employment practice, and the respondent refuses to adopt such alternative employment practice."[19] CRA 91 defined the term "demonstrates" to mean "meets the burdens of production and persuasion," an event that occurs at trial.[20] Subparagraph (C) of the disparate impact section provides that "the demonstration referred to by subparagraph (A)(ii) shall be in accordance with the law as it existed on June 4, 1989 with respect to the concept of 'alternative employment practice.'"[21] June 4, 1989 is the day before the Supreme Court's decision in *Wards Cove*.

The Civil Rights Act of 1991 Act thus requires two separate showings with respect to "alternatives." First, the plaintiff must meet the burdens of production and persuasion that existed under pre-*Wards Cove* law with respect to an "alternative employment practice." Second, liability may be imposed only if, after the plaintiff meets those burdens at trial, the employer nonetheless "refuses to adopt" that alternative employment practice. (Note: The Civil Rights Division of the Department of Justice has argued that the "alternatives" need not measure the same construct.[22])

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[15] *Id.* at 660.
[16] *Id.* at 660-61.
[17] *Id.* at 661.
[18] 42 U.S.C. § 2000e-2(k)(1)(A)(i).
[19] 42 U.S.C. § 2000e-2(k)(1)(A)(ii).
[20] 42 U.S.C. § 2000e(m).
[21] 42 U.S.C. § 2000e-2(k)(1)(C).
[22] *United States v. The Delaware State Police* Civil Action No. 01-020-RRM; (Discovery Notice at 12 (U.S. Response to RFA 53). See also *United States v. City of Garland, Texas*, USDC Case N. 3:98-CV-0307-L. Civil Rights Act of 1991, Sec. 105. Burden of Proof in Disparate Impact Cases; 42 U.S.C. § 2000e-2(k)(1)(A)(i). 490 U.S. 642 (1989). 422 U.S. 405 (1975). 401 U.S. 424 (1971). *Id.* at 432. *Albemarle*, 422 U.S. at 425. *see also Lanning v. Southeastern Pennsylvania Transportation Authrity*, 181 F.3d 478, 485 (3d Cir. 1999), *cert. denied*, 528 U.S. 1131 (2000) (a demonstrated alternative employment practice must "also serve the employer's legitimate business interest"). 438 U.S. 567 (1978). *Id.* at 577-78. 487 U.S. 977 (1988). 490 U.S. at 659-60. *Id.* at 660. *Id.* at 660-61. *Id.* at 661. 42 U.S.C. § 2000e-2(k)(1)(A)(i). 42 U.S.C. § 2000e-2(k)(1)(A)(ii). 42 U.S.C. § 2000e(m). 42 U.S.C. § 2000e-2(k)(1)(C). *United States v. The Delaware State Police* Civil Action No. 01-020-RRM; (Discovery Notice at 12 (U.S. Response to RFA 53). See also *United States v. City of Garland, Texas*, USDC Case N. 3:98-CV-0307-L.

City of New Haven Fire Department[23] (December 2006)

In March 2004 the New Haven Civil Service Board (CSB) refused to certify the results of promotional exams for the positions of lieutenant and captain in the New Haven Fire Department. Plaintiffs were White and Hispanic candidates who took the promotional exams but received no promotion because without the CSB's certification of the test results, the promotional process could not proceed. Given the number of vacancies and following the "rule of three" for hiring those with the highest scores, had the captain exam results been implemented, promotions would have gone to 7 Whites, 2 Hispanics and no Blacks; all 10 lieutenants would have been White.

An I-O from a competing firm testified before the CSB that …his company finds "significantly and dramatically less adverse impact in most of the test procedures that we design;" that "we know that a written test is not as valid as other procedures that exist;" that as an alternative to traditional written and oral testing processes, "an assessment center process…(and) situational judgment tests …demonstrate dramatically less adverse impact…"

The judge noted:

> This case presents the opposite scenario of the usual challenge to an employment or promotional examination, as plaintiffs attack not the use of allegedly racially discriminatory exam results, but defendants' reason for their *refusal* to use the results. Plaintiffs argue that the CSB did not have extensive evidence of the existence of other, less discriminatory, and equally effective selection measures. Dr. (I-O) telephonically testified that other tests, particularly ones he had developed, generally yield less adverse impact, and mentioned that an "assessment center approach" might benefit New Haven, without specifically explaining what that approach entailed. As plaintiffs argue, there was no testimony that an "assessment center" approach has a demonstrably less adverse impact, and there is some evidence in the record in this case, including from Dr. (I-O)'s website, that such an approach may still have some adverse impact. Dr. (I-O) acknowledged that he had not had time to review the exams carefully, and his comments illustrated lack of familiarity with the methods (the defendant's I-O consultant) utilized to develop the tests.
>
> Plaintiffs' argument boils down to the assertion that if defendants cannot prove that the disparities on the Lieutenant and Captain exams were due to a particular flaw inherent in those exams, then they should have certified the results because there was no other alternative in place. Notwithstanding the shortcomings in the evidence on existing, effective alternatives, it is not the case that defendants *must* certify a test where they cannot pinpoint

[23] *Ricci v. Destefano*, Civil No. 3:04cv1109 (JBA).

its deficiency explaining its disparate impact under the four-fifths rule simply because they have not yet formulated a better selection method.

In this case, the parties agree that the adverse impact ratios for African-American and Hispanic test-takers on both the Lieutenant and Captain exams were too low to pass muster under the EEOC's "four-fifths rule." As *Kirkland*[24] and *Bushey*[25] held, **a statistical showing of discrimination, and particularly a pass rate below the "four fifths rule" is sufficient to make out a prima facie case of discrimination, and therefore sufficient to justify voluntary race-conscious remedies** (emphasis added).

While plaintiffs are correct that Title VII now prohibits race-norming, none is alleged to have happened here and the 1991 amendments do not affect the reasoning and holding…, namely that **a showing of "sufficiently serious claim of discrimination" is adequate to justify race conscious, remedial measures** (emphasis added).

Here, defendants' remedy is "race conscious" at most because their actions reflected their intent not to implement a promotional process based on testing results that had an adverse impact on African-Americans and Hispanics. The remedy chosen here was decidedly less "race conscious" than the remedies in *Kirkland* and *Bushey*, because New Haven did not race-norm the scores, they simply decided to start over, to develop some new assessment mechanism with less disparate impact. Thus, while the evidence shows that race was taken into account in the decision not to certify the test results, the result was race-neutral: all the test results were discarded, no one was promoted, and firefighters of every race will have to participate in another selection process to be considered for promotion. Indeed, there is a total absence of any evidence of discriminatory animus towards plaintiffs—under the reasoning of *Hayden*, "nothing in our jurisprudence precludes the use of race-neutral means to improve racial and gender representation"… (T)he intent to remedy the disparate impact of the prior exams is not equivalent to an intent to discriminate against non-minority applicants.

Memphis Police Department[26] (September 2006)

Plaintiffs claim there were several equally valid alternative selection procedures that would have resulted in less adverse impact than the actual 2002 process. The first was to use a practical exercise of the type used in

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[24] *Kirkland v. New York State Department of Correctional Services*, 771 F.2d 1117 (2nd Cir. 1983).

[25] *Bushey v. New York State Civil Service Commission.*.

[26] *Johnson v. City of Memphis* 00-2608 DP & 04-2017 DP; *Billingsley v. City of Memphis* 04-2013 DA.

the 1996 process. That practical exercise, Plaintiffs assert, had substantial content validity and had less adverse impact than any test used in the 2002 process. Plaintiffs further maintain that the 1996 "high fidelity" simulation of actual on-the-job behaviors "was more consistent with the standards of content validity" than the low fidelity simulation that resulted in greater mean score differences between whites and blacks. Plaintiffs argue that such a "practical type test" would have fully met the City's obligation to conduct competitive, job-related, non-discriminatory tests of a "practical nature" that measure the relative competency of the candidate to discharge the duties of a sergeant. Plaintiffs further assert that the 1996 practical test was substantially less expensive than the 2002 tests. Defendant counters that the 1996 case simulation was the weakest component of the process, was exorbitantly expensive and labor intensive and created serious security concerns.

Second, Plaintiffs suggest that assessments of integrity and conscientiousness are substantially equally valid with less adverse impact than any of the tests used in the 2002 process. Defendant counters that integrity and conscientiousness were not assessed because these qualities were not identified by the MPD's subject matter experts as important to the sergeant job during the job analysis. Plaintiffs respond that in the context of a promotion process development project in another city, Dr. (I-O) had portrayed the assessment of those particular qualities as having high validity and low adverse impact. Plaintiffs argue that Dr. (I-O) should have relied on this knowledge to include those assessments, regardless of the failure of the SMEs to identify them.

Finally, Plaintiffs assert that a merit promotion process used in Chicago, in which Dr. (I-O) was involved, represented an equally valid selection process with little adverse impact. Plaintiffs maintain that evidence regarding the Chicago process, which differed markedly from the 2002 process, demonstrates the lack of credibility of Dr. (I-O's) statement that he knew of no other process that would have less adverse impact and that he provided the City with "all the options I could think of." Defendant maintains that Dr. (I-O) considered the use of a merit-based process or panel interviews and rejected such approaches based on the amount of subjectivity involved and the potential for bias.

The Court finds merit in all three of Plaintiffs' broad suggestions as to alternative testing modalities. It is of considerable significance that the City had achieved a successful promotional program in 1996 and yet failed to build upon that success. While the 1996 process was not perfect it appears to have satisfied all of the legal requirements of promotional processes. The 2000 process departed substantially from the 1996 model in its abandonment of the practical exercise and re-weighting of the

remaining elements. The 2002 process, while arguably more sophisticated than its predecessors, suffered from a grossly disproportionate impact on minority candidates.

It is unnecessary for the Court to scrutinize the advisability of incorporating assessments of qualities such as integrity and conscientiousness or the relative merits of the Chicago process. It is sufficient to acknowledge that the existence of such alternative measures and methods belies, as Plaintiffs suggest, Defendants' position that they had no choice but to go forward with the 2002 promotion process despite its adverse impact because no alternative methods with less adverse impact were available (emphasis added).

Defendant argues that Plaintiffs have failed to meet their burden because none of the alternatives now suggested were proposed at the time the 2002 process was implemented. This argument misconstrues the appropriate standard. Plaintiffs must prove that there was "another *available* method of evaluation which was equally valid and less discriminatory" (emphasis in opinion). *Bryant v. City of Chicago*, 200 F.3d 1092, 1094 (7th Cir. 2000). **Plaintiffs are not required to have proposed the alternative. The requirement is only that the alternative was available. The Court reads "availability" in this context to mean that Defendant either knew or should have known that such an alternative existed** (emphasis added). Plaintiffs have amply demonstrated that Defendant knew of all three alternatives they have set forth.

For the foregoing reasons, the Court finds that Plaintiffs have met their burden of showing "that other tests or selection devices, without a similarly undesirable racial effect, would also serve the employer's legitimate interest in efficient and trustworthy workmanship."[27] Accordingly, the Court finds for minority Plaintiffs on their Title VII disparate impact claim as to the 2002 process.

[27] *Albemarle*, 422 U.S. at 432.

Slippery Slope of "Alternatives" Altering the Topography of Employment Testing?

James C. Sharf[1]

Recent federal district court decisions (a) rejected use of a valid employment test on anecdotal grounds that less adverse "alternatives" were available, and (b) treated "a pass rate below the 'four fifths rule' as sufficient to make out a prima facie case of discrimination, and therefore sufficient to justify voluntary race-conscious remedies." This is not the federal court's "first impression"—DOJ having long advocated "alternatives" to cognitive ability tests.[2] What is particularly noteworthy is the anecdotal level of evidence these judges[3] have accepted for "less adverse alternatives"—contrary to the burden on plaintiffs spelled out in the Civil Rights Act of 1991.

The Legal Context for "Alternatives"

Under Title VII, the plaintiff is burdened with demonstrating that one or more of the employer's selection or promotion procedures caused a disparate impact on the basis of race, color, religion, sex, or national origin. If the plaintiff does so, the burden shifts to the employer to prove that the challenged practice is "job related for the position in question and consistent with business necessity."[4] If the employer meets this burden, then the plaintiff can prevail only if it proves at trial that an "alternative employment procedure" exists that would also serve the business purpose articulated by the employer, would be of equal validity as the challenged practice but with less adverse impact, and the employer nevertheless "refuses" to adopt the less adverse procedure.

The "alternatives" section of the Civil Rights Act of 1991 (CRA 91) was enacted in response to the Supreme Court's 1989 decision in *Wards Cove Packing Co. v. Atonio.*[5] CRA 91 overruled the *Wards Cove* decision in some respects but codified it in others, now requiring courts to apply the law as it existed *before Wards Cove* in determining whether the plaintiff has sustained its burden at trial of proving an "alternative employment procedure." CRA 91 also stipulated that the employer would not be liable on that basis unless, after the plaintiff meets its burden at trial, the employer "refuses to adopt" the equally valid, less adverse alternative.

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[5] 490 U.S. 642 (1989).

Supreme Court "Introduces" Alternatives

As was also the case with the disparate impact definition of employment discrimination, the concept of "alternative employment practices" was found nowhere in the legislative history of the Civil Rights Act of 1964. It was "introduced" (i.e., created by judicial fiat) in the Supreme Court in 1975 in *Albemarle Paper Co. v. Moody,*[6] building upon its earlier 1971 decision in *Griggs v. Duke Power Co.*[7] The unanimous *Griggs* decision held that if an employment practice was shown to cause a disparate impact, the burden shifts to the employer to show that the practice has "a manifest relationship to the employment in question."[8] In *Albemarle*, the Court held that even if the employer met its burden of proof under *Griggs*, the plaintiff could still prevail by demonstrating that an alternative employment practice "would also serve the employer's legitimate interest" but "without a similar undesirable racial effect."[9] The Court stated that such a showing "would be evidence that the employer was using its tests merely as a pretext for discrimination."[10]

Subsequently in 1978 in *Furnco Construction Corp. v. Waters,*[11] the Supreme Court noted that "Courts are generally less competent than employers to restructure business practices," that a court has no power to require employers "to adopt what it perceives to be the 'best' hiring procedures," and that "Title VII…does not impose a duty to adopt a hiring procedure that maximizes hiring of minority employees."[12] The 1988 Supreme Court plurality in *Watson v. Fort Worth Bank & Trust Co.*[13] noted: "(F)actors such as the cost or other burdens of proposed alternative selection devices are relevant in determining whether they would be equally as effective as the challenged practice in serving the employer's legitimate business goals."

Also in 1988 in *Wards Cove,*[14] the Supreme Court ruled that if an employment practice was shown to cause a disparate impact, the employer would only be required to articulate a legitimate business justification for that practice. The plaintiff would then bear the burden of proving that the practice *did not serve* the employer's proffered justification. The Supreme Court in *Wards Cove* did not depart from its ruling in *Albemarle* that the plaintiff could also prevail by showing that there was an alternative employment practice that would serve the employer's proffered justification equally well, with less adverse impact than the challenged practice, but that the employer nonetheless

[6] 422 U.S. 405 (1975).
[7] 401 U.S. 424 (1971).
[8] *Id.* at 432.
[9] *Albemarle*, 422 U.S. at 425.
[10] *see also Lanning v. Southeastern Pennsylvania Transportation Authority*, 181 F.3d 478, 485 (3d Cir. 1999), *cert. denied*, 528 U.S. 1131 (2000) (a demonstrated alternative employment practice must "also serve the employer's legitimate business interest").
[11] 438 U.S. 567 (1978).
[12] *Id.* at 577-78.
[13] 487 U.S. 977 (1988).
[14] 490 U.S. at 659-60.

refuses to adopt it.[15] As in *Albemarle*, the Court noted that "such a refusal would belie a claim by petitioners that their incumbent practices are being employed for nondiscriminatory reasons."[16] The Court also repeated its admonitions from *Watson* and *Furnco* that the alternative must be equally as effective as the challenged practice in achieving the employer's stated goals, that factors such as costs or other burdens are relevant to this inquiry, and that "the judiciary should proceed with care before mandating that an employer must adopt a plaintiffs alternate selection or hiring practice in response to a Title VII suit."[17]

The Civil Rights Act of 1991 overruled *Wards Cove* in part by placing the burden on the employer to justify an employment practice that was shown to have caused an adverse impact.[18] CRA 91 also provided that, even if the employer meets its burden, the plaintiff may still prevail if it: "makes the demonstration described in subparagraph (C) with respect to an alternative employment practice, and the respondent refuses to adopt such alternative employment practice."[19] CRA 91 defined the term "demonstrates" to mean "meets the burdens of production and persuasion," an event that occurs at trial.[20] Subparagraph (C) of the disparate impact section provides that "the demonstration referred to by subparagraph (A)(ii) shall be in accordance with the law as it existed on June 4, 1989 with respect to the concept of 'alternative employment practice.'"[21] June 4, 1989 is the day before the Supreme Court's decision in *Wards Cove*.

The Civil Rights Act of 1991 Act thus requires two separate showings with respect to "alternatives." First, the plaintiff must meet the burdens of production and persuasion that existed under pre-*Wards Cove* law with respect to an "alternative employment practice." Second, liability may be imposed only if, after the plaintiff meets those burdens at trial, the employer nonetheless "refuses to adopt" that alternative employment practice. (Note: The Civil Rights Division of the Department of Justice has argued that the "alternatives" need not measure the same construct.[22])

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[15] *Id.* at 660.
[16] *Id.* at 660-61.
[17] *Id.* at 661.
[18] 42 U.S.C. § 2000e-2(k)(1)(A)(i).
[19] 42 U.S.C. § 2000e-2(k)(1)(A)(ii).
[20] 42 U.S.C. § 2000e(m).
[21] 42 U.S.C. § 2000e-2(k)(1)(C).
[22] *United States v. The Delaware State Police* Civil Action No. 01-020-RRM; (Discovery Notice at 12 (U.S. Response to RFA 53). See also *United States v. City of Garland, Texas*, USDC Case N. 3:98-CV-0307-L. Civil Rights Act of 1991, Sec. 105. Burden of Proof in Disparate Impact Cases; 42 U.S.C. § 2000e-2(k)(1)(A)(i). 490 U.S. 642 (1989). 422 U.S. 405 (1975). 401 U.S. 424 (1971). *Id.* at 432. *Albemarle*, 422 U.S. at 425. *see also Lanning v. Southeastern Pennsylvania Transportation Authority*, 181 F.3d 478, 485 (3d Cir. 1999), *cert. denied*, 528 U.S. 1131 (2000) (a demonstrated alternative employment practice must "also serve the employer's legitimate business interest"). 438 U.S. 567 (1978). *Id.* at 577-78. 487 U.S. 977 (1988). 490 U.S. at 659-60. *Id.* at 660. *Id.* at 660-61. *Id.* at 661. 42 U.S.C. § 2000e-2(k)(1)(A)(i). 42 U.S.C. § 2000e-2(k)(1)(A)(ii). 42 U.S.C. § 2000e(m). 42 U.S.C. § 2000e-2(k)(1)(C). *United States v. The Delaware State Police* Civil Action No. 01-020-RRM; (Discovery Notice at 12 (U.S. Response to RFA 53). See also *United States v. City of Garland, Texas*, USDC Case N. 3:98-CV-0307-L.

City of New Haven Fire Department[23] (December 2006)

In March 2004 the New Haven Civil Service Board (CSB) refused to certify the results of promotional exams for the positions of lieutenant and captain in the New Haven Fire Department. Plaintiffs were White and Hispanic candidates who took the promotional exams but received no promotion because without the CSB's certification of the test results, the promotional process could not proceed. Given the number of vacancies and following the "rule of three" for hiring those with the highest scores, had the captain exam results been implemented, promotions would have gone to 7 Whites, 2 Hispanics and no Blacks; all 10 lieutenants would have been White.

An I-O from a competing firm testified before the CSB that …his company finds "significantly and dramatically less adverse impact in most of the test procedures that we design;" that "we know that a written test is not as valid as other procedures that exist;" that as an alternative to traditional written and oral testing processes, "an assessment center process…(and) situational judgment tests …demonstrate dramatically less adverse impact…"

The judge noted:

> This case presents the opposite scenario of the usual challenge to an employment or promotional examination, as plaintiffs attack not the use of allegedly racially discriminatory exam results, but defendants' reason for their *refusal* to use the results. Plaintiffs argue that the CSB did not have extensive evidence of the existence of other, less discriminatory, and equally effective selection measures. Dr. (I-O) telephonically testified that other tests, particularly ones he had developed, generally yield less adverse impact, and mentioned that an "assessment center approach" might benefit New Haven, without specifically explaining what that approach entailed. As plaintiffs argue, there was no testimony that an "assessment center" approach has a demonstrably less adverse impact, and there is some evidence in the record in this case, including from Dr. (I-O)'s website, that such an approach may still have some adverse impact. Dr. (I-O) acknowledged that he had not had time to review the exams carefully, and his comments illustrated lack of familiarity with the methods (the defendant's I-O consultant) utilized to develop the tests.
>
> Plaintiffs' argument boils down to the assertion that if defendants cannot prove that the disparities on the Lieutenant and Captain exams were due to a particular flaw inherent in those exams, then they should have certified the results because there was no other alternative in place. Notwithstanding the shortcomings in the evidence on existing, effective alternatives, it is not the case that defendants *must* certify a test where they cannot pinpoint

[23] *Ricci v. Destefano*, Civil No. 3:04cv1109 (JBA).

its deficiency explaining its disparate impact under the four-fifths rule simply because they have not yet formulated a better selection method.

In this case, the parties agree that the adverse impact ratios for African-American and Hispanic test-takers on both the Lieutenant and Captain exams were too low to pass muster under the EEOC's "four-fifths rule." As *Kirkland*[24] and *Bushey*[25] held, **a statistical showing of discrimination, and particularly a pass rate below the "four fifths rule" is sufficient to make out a prima facie case of discrimination, and therefore sufficient to justify voluntary race-conscious remedies** (emphasis added).

While plaintiffs are correct that Title VII now prohibits race-norming, none is alleged to have happened here and the 1991 amendments do not affect the reasoning and holding…, namely that **a showing of "sufficiently serious claim of discrimination" is adequate to justify race conscious, remedial measures** (emphasis added).

Here, defendants' remedy is "race conscious" at most because their actions reflected their intent not to implement a promotional process based on testing results that had an adverse impact on African-Americans and Hispanics. The remedy chosen here was decidedly less "race conscious" than the remedies in *Kirkland* and *Bushey*, because New Haven did not race-norm the scores, they simply decided to start over, to develop some new assessment mechanism with less disparate impact. Thus, while the evidence shows that race was taken into account in the decision not to certify the test results, the result was race-neutral: all the test results were discarded, no one was promoted, and firefighters of every race will have to participate in another selection process to be considered for promotion. Indeed, there is a total absence of any evidence of discriminatory animus towards plaintiffs—under the reasoning of *Hayden*, "nothing in our jurisprudence precludes the use of race-neutral means to improve racial and gender representation"… (T)he intent to remedy the disparate impact of the prior exams is not equivalent to an intent to discriminate against non-minority applicants.

Memphis Police Department[26] (September 2006)

Plaintiffs claim there were several equally valid alternative selection procedures that would have resulted in less adverse impact than the actual 2002 process. The first was to use a practical exercise of the type used in

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[24] *Kirkland v. New York State Department of Correctional Services*, 771 F.2d 1117 (2nd Cir. 1983).

[25] *Bushey v. New York State Civil Service Commission.*

[26] *Johnson v. City of Memphis* 00-2608 DP & 04-2017 DP; *Billingsley v. City of Memphis* 04-2013 DA.

the 1996 process. That practical exercise, Plaintiffs assert, had substantial content validity and had less adverse impact than any test used in the 2002 process. Plaintiffs further maintain that the 1996 "high fidelity" simulation of actual on-the-job behaviors "was more consistent with the standards of content validity" than the low fidelity simulation that resulted in greater mean score differences between whites and blacks. Plaintiffs argue that such a "practical type test" would have fully met the City's obligation to conduct competitive, job-related, non-discriminatory tests of a "practical nature" that measure the relative competency of the candidate to discharge the duties of a sergeant. Plaintiffs further assert that the 1996 practical test was substantially less expensive than the 2002 tests. Defendant counters that the 1996 case simulation was the weakest component of the process, was exorbitantly expensive and labor intensive and created serious security concerns.

Second, Plaintiffs suggest that assessments of integrity and conscientiousness are substantially equally valid with less adverse impact than any of the tests used in the 2002 process. Defendant counters that integrity and conscientiousness were not assessed because these qualities were not identified by the MPD's subject matter experts as important to the sergeant job during the job analysis. Plaintiffs respond that in the context of a promotion process development project in another city, Dr. (I-O) had portrayed the assessment of those particular qualities as having high validity and low adverse impact. Plaintiffs argue that Dr. (I-O) should have relied on this knowledge to include those assessments, regardless of the failure of the SMEs to identify them.

Finally, Plaintiffs assert that a merit promotion process used in Chicago, in which Dr. (I-O) was involved, represented an equally valid selection process with little adverse impact. Plaintiffs maintain that evidence regarding the Chicago process, which differed markedly from the 2002 process, demonstrates the lack of credibility of Dr. (I-O's) statement that he knew of no other process that would have less adverse impact and that he provided the City with "all the options I could think of." Defendant maintains that Dr. (I-O) considered the use of a merit-based process or panel interviews and rejected such approaches based on the amount of subjectivity involved and the potential for bias.

The Court finds merit in all three of Plaintiffs' broad suggestions as to alternative testing modalities. It is of considerable significance that the City had achieved a successful promotional program in 1996 and yet failed to build upon that success. While the 1996 process was not perfect it appears to have satisfied all of the legal requirements of promotional processes. The 2000 process departed substantially from the 1996 model in its abandonment of the practical exercise and re-weighting of the

remaining elements. The 2002 process, while arguably more sophisticated than its predecessors, suffered from a grossly disproportionate impact on minority candidates.

It is unnecessary for the Court to scrutinize the advisability of incorporating assessments of qualities such as integrity and conscientiousness or the relative merits of the Chicago process. It is sufficient to acknowledge that the existence of such alternative measures and methods belies, as Plaintiffs suggest, Defendants' position that they had no choice but to go forward with the 2002 promotion process despite its adverse impact because no alternative methods with less adverse impact were available (emphasis added).

Defendant argues that Plaintiffs have failed to meet their burden because none of the alternatives now suggested were proposed at the time the 2002 process was implemented. This argument misconstrues the appropriate standard. Plaintiffs must prove that there was "another *available* method of evaluation which was equally valid and less discriminatory" (emphasis in opinion). *Bryant v. City of Chicago*, 200 F.3d 1092, 1094 (7th Cir. 2000). **Plaintiffs are not required to have proposed the alternative. The requirement is only that the alternative was available. The Court reads "availability" in this context to mean that Defendant either knew or should have known that such an alternative existed** (emphasis added). Plaintiffs have amply demonstrated that Defendant knew of all three alternatives they have set forth.

For the foregoing reasons, the Court finds that Plaintiffs have met their burden of showing "that other tests or selection devices, without a similarly undesirable racial effect, would also serve the employer's legitimate interest in efficient and trustworthy workmanship."[27] Accordingly, the Court finds for minority Plaintiffs on their Title VII disparate impact claim as to the 2002 process.

[27] *Albemarle*, 422 U.S. at 432.


Rules for
the Game
(Structure +/– Predictability)
Primary Scales + 1 Validity Scale + 31 Subscales = 20PI Measurement
Reputation (what you do) + Identity (why you do it) =

Less Adverse Alternatives: Making Progress and Avoiding Red Herrings

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If an employer meets its burden of demonstrating business necessity in a Title VII disparate impact case, the plaintiff may still prevail if it can be established that there is another selection procedure that is equally valid and would have less adverse impact. This particular strategy is becoming more frequent in adverse impact cases. When this strategy is employed, the court must sort through a number of difficult issues: what constitutes "equal" validity and whether the projected reduction in adverse impact is based on sound evidence. Three recent cases are presented below that exemplify the increasing prominence of the "less adverse alternatives" strategy and the factors that appear to influence whether it is successful.

Context

The concept of less adverse alternatives was first introduced in the Supreme Court case of *Albemarle Paper Company v. Moody.* In this case, the Supreme Court ruled that even if a defendant shows that an employment practice can be justified on the grounds of job relatedness, the plaintiff can still prevail by showing that (a) there is an equally valid alternative that has less adverse impact and (b) the defendant refuses to use it (Gatewood &Field, 1994) . If the case proceeds to this stage, the employer either (a) was not aware of an available alternative and should have been (according to plaintiff) or (b) was aware of an alternative but incorrectly asserts (again according to plaintiff) that it did not meet both criteria of equal validity and less adverse impact. When the strategy of a less adverse alternative is introduced by plaintiff, the defendant can address on substantive grounds or, if that is not an option, resort to presenting red herrings in an attempt to distract attention away from a possibly discriminatory practice. One red herring that seems particularly appealing is to describe the less adverse alternative using inflammatory terms such as racial norming or quotas. This may be designed to distract attention from a defense that is pretextual.

Determining whether plaintiff has met its burden in demonstrating a less adverse alternative presents difficult issues for the court. Several recent cases indicate however that courts are up to the challenge.

Marilyn Johnson, et al. v. City of Memphis (2006)

In this case, plaintiffs were African-American officers in the Memphis Police Department who sued the city of Memphis on the grounds that they were denied promotions to the rank of sergeant. The three cases challenging

the promotion procedures of the Memphis Police Department were consolidated into the *Johnson* case.

This case demonstrates some of the factors courts use in deciding whether plaintiff has met the burden of proof. The first is "context." The court seems to weigh the employer's history in determining whether plaintiffs' less adverse alternative is reasonable. As an example, in deciding whether the city of Memphis should or could have implemented a less adverse alternative, the court considered the city's prior posture with regard to equal employment opportunity in the police department. The court stated:

> Although the City has invariably denied engaging in unlawful discrimination, it has admitted that certain of its past practices may have given rise to an inference of such conduct. In settlement of the various suits against it, the City has entered into a series of court-approved consent decrees establishing practices and procedures "to insure that blacks and women are not placed at a disadvantage by the hiring, promotion and transfer policies of the City and that disadvantage to blacks and women which may have resulted from past discrimination is remedied so that equal employment opportunities will be provided to all. (Pl.'s Trial Ex. 55, *United States v. City of Memphis*, C-74-286, Amended Consent Decree 2.)
>
> In a 1979 consent decree entered into with the Afro American Police Association, the City admitted that "historically blacks have been excluded from or limited in hiring and promotional opportunities within its police department." (Pl.'s Trial Ex. 57, Stipulations of Facts 1, 1.) The City further admitted that its promotion examinations had not been prepared and the content of the oral interview was not developed on the basis of a professionally acceptable job analysis of the officer rank tested for. The city has conducted no study showing those tests, the oral board evaluation or the promotional selection process as a whole, to be valid selection devices as required by Title VII of the Civil Rights Act of 1964, as amended, and the Guidelines issued thereunder.
>
> In spite of the City's oft-repeated promises to institute properly validated promotion tests, the City continued to administer tests which were not validated as to job-relatedness and that resulted in adverse impact on African Americans. In a 1994 decision, the Sixth Circuit Court of Appeals noted that "incredibly, the City continues to make police and fire department promotions according to procedures that have not been validated." *Aiken v. City of Memphis*, 37 F.3d 1155, 1164 (6th Cir. 1994).

Clearly the court determined that the city of Memphis had been in violation of Title II for an extended period of time with regard to hiring and promotion practices in its police department. This conclusion was based on sound legal evidence. In 1996 the city of Memphis developed what the court described as "its first validated" officer promotion process. The process was developed by an I-O

psychologist under the oversight of another I-O psychologist retained as a consultant by the United States Justice Department. The process consisted of four components weighted as follows: performance test, 50%; written test, 20%; performance evaluation, 20%; and seniority, 10%. Two aspects of the 1996 process are noteworthy. First, unlike previous procedures, the process was not challenged as to its validity or adverse impact. Second the process was challenged however by the police union on the grounds that the union was not consulted with regard to its development. The latter point indicates the role that labor unions sometimes play as stakeholders in selection practices. The union's grievance was rejected. The fact that the 1996 process withstood scrutiny is noteworthy because it set the foundation for a less adverse alternative. Thus, the court would be faced with the question of why the city of Memphis could not have continued with this or similar alternatives, a very significant contextual issue.

The city of Memphis introduced a new process in 2000 that deviated from the one used successfully in 1996. In new process, the written text was used as an initial hurdle. Although this change resulted in some adverse impact, it was not severe in that the four-fifths ratio for African Americans was .77. A greater concern however was the fact that part of the examination was compromised and had to be thrown out. The remaining components of the process were then given greater weight. The city ultimately conceded that the 2000 process was not valid. An I-O psychologist was retained in 2002 to develop another process.

The 2002 process was based on a thorough job analysis and designed to meet professional and legal standards. The court in fact determined that the 2002 process was content valid and appropriate for ranking candidates for promotion. The court also found however that "the 2002 process although more sophisticated resulted in substantial adverse impact." Plaintiffs challenged the 2002 process on the grounds that the 1996 process constituted an equally valid alternative with less adverse impact. The court found in favor of plaintiffs, stating that:

> The Court finds merit in all three of Plaintiff's broad suggestions as to alternative testing modalities. It is of considerable significance that the City had achieved a successful promotional program in 1996 and yet failed to build upon that success. While the 1996 process was not perfect it appears to have satisfied all of the legal requirements of promotional processes. The 2000 process departed substantially from the 1996 model in its abandonment of the practical exercise and re-weighting of the remaining elements. The 2002 processes, while arguably more sophisticated than its predecessors, suffered from a grossly disproportionate impact on minority candidates.

Jacob Bradley, Noah Bradley, Keith Ridley, and Jared Thomas v. City of Lynn et al. (2006)

In this case, the plaintiffs alleged that a written cognitive ability test used to qualify and rank applicants for entry-level firefighters was racially discriminatory. This case demonstrates a second key factor used by courts in evaluating less adverse alternatives—method of use. Plaintiffs claimed that

both the test itself and the method in which it was used (for ranking) were discriminatory. The plaintiffs offered two forms of evidence to show adverse impact, the four-fifths rule and a statistical test. The court took note of the ranking issue (method of use) as a major factor.

> Coupled with the statistical evidence is the fact that the statutory framework by ranking candidates by score makes the examination integral to whether and when individuals are hired.
>
> To validate the use of examinations for ranking: Evidence which may be sufficient to support the use of a selection procedure on a pass/fail (screening) basis may be insufficient to support the use of the same procedure on a ranking basis under these guidelines. Thus, if a user decides to use a selection procedure on a ranking basis, and that method of use has a greater adverse impact than use on an appropriate pass/fail basis…the user should have sufficient evidence of validity and utility to support the use on a ranking basis.
>
> *Id.* In this case, the "four-fifths rule" statistics demonstrate that the use of the examination for ranking has a greater adverse and disparate impact than the use of the examination for pass/fail. Therefore, it is not enough to validate the examinations generally.
>
> While the attorneys have not briefed the issue, banding based on scores that have no statistical difference to diminish the adverse impact of a rank-order system seems consistent with the statutory scheme and applicable caselaw under Title VII.

The court determined that a number of less adverse alternatives were available to the defendant.

> Second, the HRD could have used a physical abilities, personality (a.k.a. work style), and/or biodata (a.k.a. life experience) test in combination with the written cognitive examination to rank candidates. Based on the record, the HRD is one of the few major jurisdictions nationwide that uses a written cognitive examination as the exclusive basis for ranking firefighter candidates.
>
> While none of these approaches alone provides the silver bullet, these other non-cognitive tests operate to reduce the disparate impact of the written cognitive examination.
>
> In addition, the use of non-cognitive tests with the written cognitive examination increases the validity of the selection procedure. Statistically speaking, incorporating physical, personality, and/or biodata into the ranking mechanism increases its correlation coefficient.

Although the court's enthusiasm for combining noncognitive measures with a cognitive ability test must be tempered based upon the scientific work of Sackett and others, this opinion offers a glimpse of the rationale used in finding for plaintiffs (Sackett & Ellingson, 1997).

Frank Ricci, et al. v. John Destefano, et al. (2006)

This case points out a recurring "method of use" issue that is given close scrutiny by the courts—weighing of select procedure components. The plaintiffs were 17 White candidates and 1 Hispanic candidate for promotion to the position of lieutenant in the New Haven Fire Department. Plaintiffs contended that the New Haven Civil Service board's refusal to certify the results of promotion exams resulted in substantial adverse impact against African Americans and was a violation of law and in essence constituted race norming because the primary consideration in deciding not to certify the examination results was race. The court rejected plaintiff's race argument based in part on another case at the appellate level that dealt with a similar issue. The court stated:

> In *Hayden v. County of Nassau*, 180 F.3d 42 (2nd Cir. 1999), the Second Circuit held that race-conscious configuration of an entry-level police department exam did not violate Title VII or the Equal Protection Clause.
>
> Following development of a test by the county and Department of Justice advisors, a validity analysis was conducted to determine which configuration of the tests was sufficiently job-related "yet minimized the adverse impact on minority applicants."
>
> The Court of Appeals rejected the plaintiffs' contentions, finding plaintiffs were "mistaken in treating racial motive as a synonym for a constitutional violation" and observing that "[e]very antidiscriminatory statute aimed at racial discrimination, and every enforcement measure taken under such a statue, reflect a concern with race. That does not make such enactments or actions unlawful or automatically suspect.…"

The decisions in the cases cited above indicate the degree of careful consideration given to the issue of less adverse alternatives. Clearly a number of factors play a significant role in the courts' decision making including (a) contextual issues such as the employers prior practices with regard to equal employment opportunity, (b) the existence of procedures already in use that could be considered less adverse alternative, and (c) method of use. It is equally clear that the breadth of counterarguments raised by defendants will include a few red herrings like racial norming.

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Six Degrees of Separation: An Application to I-O Psychology

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Author's Note: This is a humor piece, intertwined with research, and is written in APA journal form to better convey this. The author has no formal affiliation with Dr. Highhouse or Bowling Green State University. All arguments are based on the opinions of the author and should have no consequence towards the credibility of APA, APS, or SIOP. Comments and criticisms should be e-mailed to the author (Jesse S. Michel) at michelj@msu.edu.

Abstract

The current work applies Stanley Milgram's small world phenomenon (i.e., "small world problem") to the field of I-O psychology through co-author publication linkages. Following 6 criteria, **Scott Highhouse** was chosen as the target. Co-author publication linkages were determined for (a) top authors within the I-O community, (b) quasi-random faculty members of highly productive I-O programs in North America, and (c) publication trends of the target. Results suggest that the small world phenomenon is alive and well with mean linkages of 3.00 to top authors, mean linkages of 2.50 to quasi-random faculty members, and a relatively broad and nonrepetitive set of co-author linkages for the target. Implications are discussed and suggestions for future research are set forth.

Six Degrees of Separation: An Application to I-O Psychology

Mirroring a short story titled *Láncszemek (Links)* by Hungarian author Frigyes Karinthy, Stanley Miglram's small world experiments (e.g., Milgram, 1967; Travers & Milgram, 1969) examined the interconnectedness, or social capital, of individual networks. As one of the most eminent psychologists of the 20th century (Haggbloom, Warnick, Warnick, Jones, Yarbrough, Russell, et al., 2002), Milgram's work on the U.S. population displayed how society was connected by approximately six degrees of separation. Though this term was never used by Milgram, this notion of six degrees of separation has gained iconic status in today's popular culture. Most notable of these are the "six degrees of Kevin Bacon," an application to the Hollywood or film population where actors are connected through film appearances.

The purpose of the current work is to apply the six degrees of separation concept to the field of I-O psychology through publication linkages. Accordingly, after a target is indentified, the following reasearch questions will be answered.

RQ1: To what degree of separation are the top authors within the I-O community?

RQ2: To what degree of separation are faculty within top I-O programs?

RQ3: What are the publication trends, in regards to separation, of the target?

As such, this work should be viewed as an initial feasibility study of the small world phenomenon within the field of I-O psychology.

Method

Inclusion Criteria and Selection of Target

There were four primary criteria for target selection: (a) Fellow of SIOP, (b) highly published in I-O relevant journals, (c) current faculty member in an I-O program, and (d) obtained a PhD from an I-O program. To narrow the target pool, two subjective criteria were chosen: (e) someone mid-career, and (f) someone known within the I-O community as having a sense of humor, to ensure my career would continue past the publication of this piece. Of the 263 candidates who met the first criterion, **Scott Highhouse** also met the additional criteria.

Rules of Separation

Three publication forms were chosen for inclusion: (a) co-authored peer reviewed journal articles, (b) co-authored book chapters, and (c) co-authored books. All other works were excluded in the current work.

Degrees of Separation

Degrees of separation were determined via manual PsychINFO author searches. In this application, a linkage or degree of separation refers to co-authorship. For example, if **Kurt Kraiger** were to be linked to Scott Highhouse, a linkage would be developed via Kraiger and Ford (1985)→Zalesny and Ford (1990)→Zalesny and Highhouse (1992). This linkage would result in a "Highhouse Number" of 3. Accordingly, Highhouse Numbers represent the linkages between authors and were used to answer Research Questions 1 and 2 (see Tables 1 and 2). To answer Research Question 3, a "Highhouse Factor" was used. The Highhouse Factor represents the extent to which an author has co-authored with Highhouse (i.e., those who have a Highhouse Number of 1). For example, if someone with a Highhouse Number of 1 co-authored three works that meet the criteria herein, they would have a Highhouse Factor of 3.

Results

Research Question 1

To answer Research Question 1, Highhouse Numbers were determined for the top 10 authors in the *Journal of Applied Psychology* and *Personnel Psychology* during the 1990s (see Ones & Viswesvaran, 2000). The mean Highhouse Number for these 10 authors was 3.00. These results indicate that the I-O community is very small in regards to publication linkages.

Table 1
Highhouse Numbers for the Most Published Authors in *Journal of Applied Psychology* and *Personnel Psychology* During the 1990s

Absolute rank (Category)	Author	Current affiliation	Total # of *JAP* and *PP* publications in the 1990s	Highhouse number
1 (1)	Timothy Judge	University of Florida	20	4
2 (2)	Paul Sackett	University of Minnesota	19	2
3 (3)	Neal Schmitt	Michigan State University	18	3
4.5 (4)	Ann Marie Ryan	Michigan State University	16	2
4.5 (4)	Frank Schmidt	University of Iowa	16	2
7 (5)	Murray Barrick	Texas A&M University	13	4
7 (5)	Michael Campion	Purdue University	13	2
7 (5)	Michael Mount	University of Iowa	13	3
9 (6)	Eduardo Salas	University of Central Florida	12	4
10 (7)	Robert Bretz, Jr.	University of Notre Dame	11	4

Note: Productivity rankings are from Ones and Viswesvaran (2000).

Table 2
Highhouse Numbers for Faculty Members From the Top 10 I-O Doctoral Programs in North America

Program rank	Overall productivity index	Program	Quasi-random faculty member	Highhouse number
1	87.02	Michigan State University	Richard DeShon	3
2	79.13	University of South Florida	Paul Spector	3
3	73.41	Pennsylvania State University	Kevin Murphy	2
4	73.15	University of Illinois	Fritz Drasgow	2
5	68.50	University of Minnesota	Deniz Ones	3
6	62.06	Bowling Green State University	Milton Hakel	2
7	59.90	George Mason University	Jose Cortina	3
8	59.67	University of Maryland	Paul Hanges	4
9	57.56	University of Akron	Dennis Doverspike	1
10	56.93	University of Georgia	Charles Lance	2

Note: Productivity rankings are from Oliver, Blair, Gorman, & Woehr (2005).

Research Question 2

To answer Research Question 2, Highhouse Numbers were determined for quasi-randomly selected faculty from the top 10 most productive I-O departments in North America (see Oliver, Blair, Gorman, & Woehr, 2005). The mean Highhouse Number for these 10 authors was 2.50. These results also indicate that the I-O community is very small in regards to publication linkages.

Research Question 3

To answer Research Question 3, Highhouse Factors were determined for the top 15 co-authors of Scott Highhouse. The mean Highhouse Factor for these 15 authors was 2.53. Though not displayed in Table 3, the mean Highhouse Factor for all coauthors was 1.51. These results indicate that coauthor publication trends within the I-O community can be relatively broad and nonrepetitive, with 45 co-authors across 54 publications that met the inclusion criteria.

Table 3
Top 15 Authors in Regards to the Highhouse Factor

Absolute rank	Author	Current affiliation	Highhouse number	Highhouse factor
1 (1)	Margaret Brooks	Bowling Green State University	1	5
2 (2)	Jerel Slaughter	University of Arizona	1	4
4 (3)	Jody Hoffman	University of Michigan	1	3
4 (3)	Filip Lievens	Ghent University	1	3
4 (3)	Michael Zickar	Bowling Green State University	1	3
10.5 (4)	Peter Bachiochi	Eastern Connecticut State University	1	2
10.5 (4)	Allison Collins	Boston University	1	2
10.5 (4)	Andrew Gallo	Unknown	1	2
10.5 (4)	John Hazer	Indiana University-Purdue University Indianapolis	1	2
10.5 (4)	David Mohr	University of California	1	2
10.5 (4)	Paul Paese	University of Missouri	1	2
10.5 (4)	Charlie Reeve	University of North Carolina	1	2
10.5 (4)	Evan Sinar	Development Dimensions International	1	2
10.5 (4)	Todd Thorsteinson	University of Idaho	1	2
10.5 (4)	Payam Yüce Iþýk	Sabanci Holding	1	2

Note: Categorical rankings could be further distinguished by Highhouse Numbers of these author's co-authors. For example, if **Michael Zickar** has five co-authors who have published with Scott Highhouse (excluding publications used for the Highhouse Factor), and **Jody Hoffman** and **Filip Lievens** have three co-authors who have published with Scott Highhouse (excluding publications used for the Highhouse Factor), Michael Zickar would move to the absolute rank of 3. Rankings for Jody Hoffman and Filip Lievens could then move to co-authors once removed (i.e., co-authors of their co-authors) and calculate Highhouse Numbers to determine absolute ranks for 4 and 5. In essence, rankings beyond the Highhouse Factor could be determined through a Highhouse nomological network.

Discussion

The general findings of the current work are that publication linkages within the I-O community mimic the original conception of the small world phenomenon. That is, all of the linkages presented in Tables 1 and 2 were accomplished within four linkages, with a mean linkage of 3.00 with top authors in *Journal of Applied Psychology* and *Personnel Psychology*, and a mean linkage of 2.50 with quasi-random faculty in the most productive I-O programs in North America. Indeed, it seems the I-O community is a small world.

Contributions and Implications

The findings herein could be incorporated to one's general teaching and research philosophies. For students, you could incorporate Highhouse Numbers into your dissertation proposal. As an "ice breaker," point out your committee's Highhouse Numbers, and proceed to point-out Highhouse Numbers of cited authors (e.g., **Fred Fiedler**–Highhouse Number of 3; Larry Williams–Highhouse Number of 2). For faculty, this conception of the I-O community could be used to quiz graduate students. "What are the Highhouse Numbers for **Michael Burke, Russell Cropanzano**, and **Leslie Hammer**?" If the graduate student is unable to recite 2, 2, and 3, with the appropriate linkages, they suffer an appropriate form of punishment (e.g., expulsion from your laboratory). Additionally, this could be a supplement for traditional oral qualification exams. What better way to quiz I-O knowledge than coauthor linkages of the material? "New this year is the Highhouse Enriched Oral Qualification Exam. Good luck!"

Recommendations for Research

There are at least three avenues for future research. First, variation of the coauthor linkages could be implemented. For example, one could have forward linkages based on publication dates (Highhouse→Lievens, 2005; Lievens→Sackett, 2007), backward linkages based on publication dates (Highhouse→Lievens, 2005; Lievens→Ryan, 2004), in addition to the bidirectional linkages employed in the current study (Highhouse→Lievens, 2005; Lievens→Sanchez, 2004; Sanchez→Spector, 2006). This would be particularly helpful in the Highhouse Enriched Oral Qualification Exam if a "pass with distinction" versus mere "pass" were used.

Second, a database mapping the linkages between I-O authors could be developed. A similar project has been developed for the mathematician Paul Erdös (for a review of Paul Erdös' life and work see Hoffman, 1998). With an estimated 1,525 publications, which continue years after his death (cf., unreleased Beatles albums), Paul Erdös was an extremely prolific author. This database (see http://www.oakland.edu/enp) estimates that 511 authors have a Erdös Number of 1, and another 8,163 authors have a Erdös Number of 2 (e.g., Albert Einstein, Sheldon Lee Glashow, Harry M. Markowitz—all Nobel Prize winners). This methodology could be applied to I-O authors and supplement traditional publication records. "Denied tenure! But have you seen my linkages?"

A third area of research could investigate how good of a "center" Scott Highhouse is. That is, to what extent is Scott Highhouse the center of the I-O universe? This is not a novel concept and has been applied to the actor Kevin Bacon by the Department of Computer Science at the University of Virginia (The Oracle of Bacon at Virginia; see http://oracleofbacon.org). Their database shows that Kevin Bacon has an average Bacon Number of 2.96 (total number of linkable actors is 875,711). Interestingly, Kevin Bacon is not the center of the Hollywood universe (currently ranking 1,049th). This honor goes to Rod Steiger—General Decker from Mars Attacks! (average Steiger Number of 2.741). Surprisingly, even with the dark forces of Count Dooku and Saruman, Christopher Lee was unable to overcome the General (average Lee Number of 2.745). Nonetheless, future research could determine who is the center of the I-O universe. Such findings could be used to implement a monarchical form of SIOP regime. All hail Sovereign **Frank Schmidt** and the Ones, Viswesvaran, and Pearlman Aristocracy!

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*Due to space requirements, references pertaining to Highhouse linkages are not included. A complete list of references can be obtained from the author.

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Appendix

List of Author Linkages for Highhouse Numbers >1 Reported in the Current Work

Author	Highhouse linkage
Murray Barrick	Dunn, Mount, Barrick, & Ones (1995)→Viswesvaran, Schmidt, & Ones (2005)→Campion, Outtz, Zedeck, Schmidt, Kehoe, Murphy, & Guion (2001)→Guion & Highhouse (2006)
Robert Bretz, Jr.	Trank, Rynes, & Bretz (2002)→Orlitzky, Schmidt, & Rynes (2003)→Campion et al. (2001)→Guion & Highhouse (2006)

Appendix Cont'd.

Author	Highhouse linkage
Michael Burke	Burke, Hoffman, Hazer, & Hall (1982)→Beckner, Highhouse, & Hazer (1998)
Michael Campion	Campion et al. (2001)→Guion & Highhouse (2006)
Jose Cortina	Laczo, Sackett, Bobko, & Cortina (2005)→Sackett, Lievens, Berry, & Landers (2007)→Lievens, Highhouse, & De Corte (2005)
Russell Cropanzano	Cropanzano, Slaughter, & Bachiochi (2005)→Slaughter, Zickar, Highhouse, & Mohr (2004)
Richard DeShon	Murphy & DeShon (2000)→Campion et al. (2001)→Guion & Highhouse (2006)
Fritz Drasgow	Drasgow, Levine, & Zickar (1996)→Slaughter et al. (2004)
Fred Fiedler	Ayman, Chemers, Fiedler, Romano, Vecchio, & Zaccaro (1998)→Zalesny & Vecchio (1997)→Zalesny & Highhouse (1992)
Milton Hakel	Reeve & Hakel (2002)→Reeve, Highhouse, & Brooks (2006)
Leslie Hammer	Balzer, Hammer, Sumner, Birchenough, Martens, & Raymark (1994)→Stanton, Balzer, Smith, Parra, & Ironson (2001)→Highhouse, Stanton, & Reeve (2004)
Paul Hanges	Alexander, Herbert, DeShon, & Hanges (1992)→Murphy & DeShon (2000)→Campion et al. (2001)→Guion & Highhouse (2006)
Timothy Judge	Judge, Martocchio, & Thoresen (1997)→Robert, Probst, Martocchio, Drasgow, & Lawler (2000)→Drasgow, Levine, & Zickar (1996)→Slaughter et al. (2004)
Charles Lance	Conway, Lievens, Scullen, & Lance (2004)→Lievens et al. (2005)
Michael Mount	Judiesch, Schmidt, & Mount (1992)→Campion et al. (2001)→Guion→Highhouse (2006)
Kevin Murphy	Campion et al. (2001)→Guion & Highhouse (2006)
Deniz Ones	Viswesvaran, Schmidt, & Ones (2005)→Campion et al. (2001)→Guion & Highhouse (2006)
Ann Marie Ryan	Anderson, Lievens, van Dam, & Ryan (2004)→Lievens et al. (2005)
Paul Sackett	Sackett et al. (2007)→Lievens et al. (2005)
Eduardo Salas	Kozlowski, Brown, Weissbein, Cannon-Bowers, & Salas (2000)→Kozlowski & Kirsch (1987)→Zalesny & Kirsch (1989)→Zalesny & Highhouse (1992)
Frank Schmidt	Campion et al. (2001)→Guion & Highhouse (2006)
Neal Schmitt	Schmitt, Sackett, & Ellingson (2002)→Sackett et al. (2007)→Lievens et al. (2005)
Paul Spector	Sanchez, Spector, & Cooper (2006)→Lievens, Sanchez, & De Corte (2004)→Lievens et al. (2005)
Larry Williams	Williams & Hazer (1986)→Hazer & Highhouse (1997)

Note: These are example linkages. Alternative linkages may exist and lower Highhouse Numbers may be possible by the time you read this. It is urged that readers update possible linkages for the Highhouse Enriched Oral Qualification Exam.

THE HISTORY CORNER

Want to Do Some Historical Research?

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Conducting I-O history research is both difficult and easy. The easy part is picking a topic as there has been relatively little research on our field's history relative to the vast number of topics that could be researched. For example, although there has been a lot of research conducted on the founding fathers of the field, such as Hugo Münsterberg, Walter Van Dyke Bingham, and Walter Dill Scott, there has been little research on the second generation of applied psychologists. Picking an unresearched or underresearched topic is the easy part. The difficult part is getting started, once you have picked a topic. Conducting historical research is difficult because to evaluate information critically, it is important to understand the historical context that surrounds the event or person that you are studying. For example, understanding the beginnings of applied psychology are impossible if you do not understand the importance the role World War I played, as well as the economic context (e.g., rapid industrialization and violent labor strikes) in addition to the intellectual context (e.g., rapid flowering of many different schools of thought in psychology and the social sciences). In this article, I provide some places for novice historical researchers to start.

The Koppes Book

Until this year, there were no books that provided a complete look on the history of applied psychology. Fortunately, **Laura Koppes's** edited volume *Historical Perspectives in Industrial and Organizational Psychology* came out this year. This is a tremendous resource that should be the first stopping point for anybody who is interested in the history of our field. There are overview chapters, as well as chapters that focus on the history of particular topics such as selection, job analysis, motivation, and leadership. In addition, there is a list of historical resources that would provide a nice next step for students of history. This book is the best place to start for anybody who wants to understand the beginnings of our field.

Original Textbooks

The next step I would recommend is to read some of the original textbooks of the field. These should be readily attainable if you have access to interlibrary loan systems. Alternatively, you can buy your own copies of many of these books for relatively cheap prices at used book Web sites such as www.amazon.com or www.abebooks.com. Hugo Münsterberg's *Psychology and Industrial Efficiency* published in 1913 and Morris Viteles's *Industrial Psychology* published in 1932 would be the two with which I recommend you start. These books will provide you with a sense of the field in its early days, written from the perspectives of two of the most important figures in the field.

Original Journal Articles

Next, I would recommend reading articles from the early days of some of the important journals in the field. Just like now, the *Journal of Applied Psychology*, founded in 1917, published much of the most important research of the field. Another journal that I have found really useful is the *Personnel Journal*, first published in 1922 by the Personnel Research Foundation, a group founded by Walter Van Dyke Bingham and industry and labor leaders to promote discussion of personnel management techniques. The latter journal is interesting to read in that there are research articles as well as many articles written by practitioners on topics related to selection testing, performance evaluation, labor negotiations, and the like. Reading the original articles helps provide a sense of the spirit of the times that is difficult to get when reading historical summaries.

Visit Archives

Once you have picked a topic, visiting archives can provide valuable historical insight that you will not get in historical summaries. The premier archive for psychology research is the Archives of the History of American Psychology located at the University of Akron. This archive is the resting place for papers from a large number of important figures in psychology (as well as the SIOP archives), including many important names in applied psychology. The staff is extremely friendly and encouraging of all researchers. I recommend visiting their Web site that lists the collections that they currently hold: http://www.uakron.edu/ahap/.

Besides the Akron archives, there are important archives held around the country related to individual psychologists. The Bingham Archives at Carnegie Mellon Libraries holds the papers of Walter Van Dyke Bingham as well as many documents related to the founding of the first industrial psychology program at Carnegie Tech. Walter Dill Scott's papers are held at Northwestern University and Hugo Münsterberg's at the Boston Public Library. Information on individual psychologists is often held at university archives located at the places they were employed.

There really is no substitute for archival research. I have discovered many gems while digging through archives. For example, while at the Wayne State Archives researching Arthur Kornhauser, I found a memo from the late 1940s sent from the Dean to Kornhauser who was at Columbia being courted to Wayne. Kornhauser, an unabashed liberal advocate for civil liberties, was advised by the Dean that he did not need to answer the question on the application blank that asked if he "swore loyalty to the United States." The Dean suspected that Kornhauser, out of protest to the red-baiting hysteria spreading throughout the country, might have answered *no* out of protest. Apparently, no answer was better than a negative one!

Oral Histories

Finally, I recommend that you interview our predecessors in the field. Interviewing aging I-O psychologists can provide you additional perspective on historical events and allows one to ask direct questions that you might not be able to have answered when looking through archives and other historical material. SIOP has been sponsoring an oral history project in an effort to document the lives of aging I-O psychologists. We have sample interview guides, suggestions, and even provide help with transcribing interviews. If you are at all interested in conducting oral history research, please contact the current SIOP Historian **Scott Highhouse** (shighho@bgsu.edu) and he will set you up.

Conclusions

Good luck in conducting your own historical research! There are many important topics that deserve historical investigation. I hope this article provides you some suggestions on where to go.

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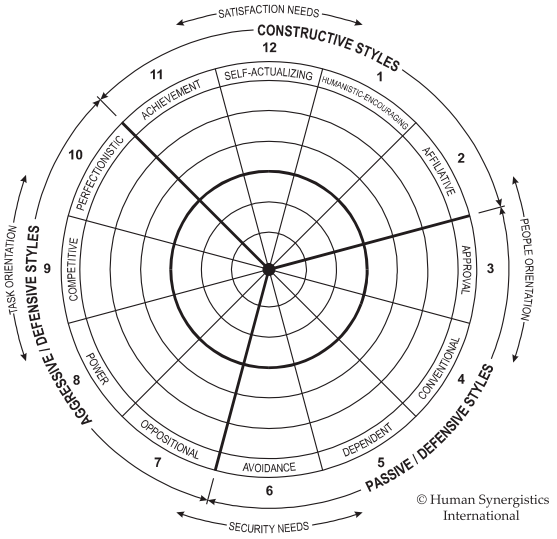
Blueprint for Change



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ON THE LEGAL FRONT

The Supreme Court Ruling in *Parents v. Seattle School District:* Sending *Grutter* and *Gratz* Back to School

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On June 28, 2007, the Supreme Court struck down two plans, one for high school enrollment (in Seattle, Washington) and one for elementary school enrollment or transfer between schools (in Jefferson County, Kentucky). The case is entitled *Parents Involved In Community Schools v. Seattle School District No.1 et al*. This is the first ruling by the Supreme Court on so-called "reverse discrimination" since the 2003 rulings in *Grutter v. Bollinger* and *Gratz v. Bollinger*. The *Grutter* court ruled that the University of Michigan's Law School admissions plan satisfied both prongs of the strict scrutiny analysis, assessing whether (a) diversity was a compelling government interest and (b) the admissions plan was narrowly tailored to that interest. On the other hand, the *Gratz* Court ruled that the University of Michigan's undergraduate admissions program failed the second prong because it was not narrowly tailored. The *Parents* ruling, which is reminiscent of the *Gratz* ruling, will undoubtedly affect enrollment and transfer plans in elementary and high schools throughout the country. This is no small thing. Nevertheless, we feel that the greater issue for *TIP* readers concerns the implications of *Parents* for diversity in the workplace. We think the *Parents* ruling does **not** undermine *Grutter*, and therefore, does not undermine key rulings prior to or after *Grutter* on diversity in the workplace. That said, there are issues raised in this ruling that merit concern.

Facts of the Case

The Seattle plan involved three tiebreakers for admission into any of the 10 high schools in School District No. 1. Entering students listed their first choice and the tiebreakers were used to fill slots in oversubscribed schools. The first tiebreaker (sibling enrollment) and third tiebreaker (geographical proximity) were race neutral and were not at issue in this case. However, the second tiebreaker compared the race of the student to the racial composition of the school in relation to the racial composition of the entire district. Students were classified as "White" or "non-White," where non-White was any

racial category other than White. The composition of the district was 41% White and 59% non-White. Schools that were **not** within 10% of these percentages were defined as "integration positive," and students whose racial classification brought the school closer to the 41% to 59% balance were given preference in these schools.

Jefferson County (Louisville, Kentucky) once operated a segregated school system and was court ordered to desegregate in 1975. This desegregation decree was dissolved in 2000, when decree goals were met, and racial guidelines were instituted in 2001 for nonmagnet schools. At the time, 34% of the 97,000 students in the county were Black and most of the remaining 66% were White. The county divided its schools into clusters, and within each cluster, schools were ordered to maintain a minimum Black percentage of 15% and a maximum Black percentage of 50%. Thus, in effect, students were classified as being either "Black" or "other." This rule affected both initial enrollments into schools and transfers between schools.

The defendants believed they had a compelling interest to achieve racial diversity, or more specifically, to avoid racial isolation due to housing patterns (or de facto segregation). They also believed that their plans were narrowly tailored because only a small percentage of student enrollments were affected by them. Ultimately, the defendants lost because of two factors: (a) race was the only factor involved in those decisions in which the plans were invoked, and (b) there was no attempt to use race-neutral solutions to avoid racial isolation prior to invoking the plans. However, as we will witness below, the Supreme Court's decision was not a simple one.

Overview of the Court's Ruling in *Parents*

The Supreme Court's ruling in *Parents* was, in fact, fractured. That is, no five justices agreed to exactly the same thing. Instead, one group (Roberts, Alito, Scalia, and Thomas) argued that neither prong of the strict scrutiny analysis was satisfied, and a second group (Breyer, Ginsberg, Stevens, and Souter) argued that both prongs were satisfied. Therefore, Justice Kennedy, in effect, decided the case. Referring to the Roberts group as the plurality and the Breyer group as the dissent, he criticized both groups on various grounds and fashioned his own opinion in which he disagreed with the dissenting opinion and agreed with only a portion of the plurality opinion. The problem for the reader is that Roberts wrote the "Opinion of the Court," which actually represents the plurality of four justices, not five. Therefore, the reader must stake out those portions of Roberts' opinion that Kennedy agreed with in order to figure out the binding precedents in this case.

To readers familiar with past affirmative action rulings, *Parents* is reminiscent of *Regents v. Bakke* (1978). In *Bakke*, there were two pluralities of four justices. Justice Powell borrowed from each plurality and wrote the Court's opinion. Borrowing from one plurality, he wrote that the "Davis Plan" (for

admission to medical school) was a quota system and, therefore, not narrowly tailored. Borrowing from the other plurality, he wrote that diversity is a compelling government interest and offered the "Harvard Plan" as a narrowly tailored solution (where race is treated as a plus factor along with many other factors that determine acceptance). More recently, the *Grutter* majority viewed the law school plan as being consistent with and the *Gratz* majority viewed the undergraduate plan as being inconsistent with the Harvard Plan. As in *Gratz*, the only point that five justices agreed to in *Parents* is that neither the Seattle plan nor the Jefferson County plan is narrowly tailored.

Analyzing the Fragments

The only ruling that five justices agreed on was that neither plan in *Parents* was narrowly tailored. This is hardly surprising in view of the reasons a majority of justices supported the admissions plan in *Grutter* and not in *Gratz*. For example, Justice O'Connor wrote the following in her concurrence with the *Gratz* ruling:

> Unlike the law school admissions policy…. The procedures employed by the….Office of Undergraduate admissions do not provide for a meaningful individualized review of applicants.… The Law school considers the various diversity qualifications of each applicant, including race, on a cases by case basis.… By contrast, the Office of Undergraduate Admissions relies on the selection index to assign every underrepresented minority the same, automatic 20-point bonus without consideration of the particular background, experiences, or qualities of each individual applicant.

The key ingredient, emphasized by the Roberts plurality and supported by Kennedy, was that both plans in *Parents* were based on percentages (White/non-White or Black/other), and therefore, neither plan permitted flexible, individualized review representative of a narrowly tailored system.

That said, there are other fragments worth noting. In the nonbinding portion of the plurality opinion, Roberts began by citing two compelling interests in prior affirmative action rulings: (a) remedying past acts of intentional discrimination (remedial needs) and (b) diversity. He argued that remedial needs did not apply here because the Seattle school district was never found guilty of illegal (or "de jure") segregation and that Jefferson County had satisfied its court ordered sanction to desegregate in 2000. On the issue of diversity, Roberts argued there can be none when the only consideration is race. In his view, the true interest in these plans was racial balancing, and racial balancing cannot serve as a compelling government interest. Or in Roberts's words:

> Accepting racial balancing as a compelling state interest would justify imposing racial proportionality throughout American society, contrary to the Court's repeated admonitions that this is unconstitutional. While the school districts use various verbal formulations to describe the interest

> they seek to promote—racial diversity, avoidance of racial isolation, racial integration—they offer no definition suggesting that their interest differs from racial balancing.

Thus, unlike the *Gratz* ruling, where the only basis cited for striking down the undergraduate plan was lack of a narrowly tailored solution, Roberts believed that the plans in *Parents* failed to present a compelling government interest. Indeed, in Roberts' view, the landmark desegregation rulings in *Brown v. Board of Education* (1954) and *Swan v. Charlotte-Mecklenburg Board of Education* (1971) made it unconstitutional to consider race, White or Black, in school admissions.

In another part of his opinion, also nonbinding, Roberts argued that the scope of the *Grutter* ruling was narrowly related to the unique context of higher education. In Roberts' words:

> In upholding the admissions plan in *Grutter*…..this Court relied upon considerations unique to institutions of higher education, noting that in light of "the expansive freedoms of speech and thought associated with the university environment, universities occupy a special niche in our constitutional tradition." 539 U.S., at 329. See also *Bakke*, supra, at 312, 313 (opinion of Powell, J.). The Court explained that "[c]ontext matters" in applying strict scrutiny, and repeatedly noted that it was addressing the use of race "in the context of higher education." *Grutter*, supra, at 327, 328, 334. The Court in *Grutter* expressly articulated key limitations on its holding—defining a specific type of broad-based diversity and noting the unique context of higher education—but these limitations were largely disregarded by the lower courts in extending *Grutter* to uphold race-based assignments in elementary and secondary schools. The present cases are not governed by *Grutter*.

Had Kennedy endorsed this view, pundits would be writing that diversity as a compelling interest is limited to higher education, thereby casting considerable doubt on workplace rulings both prior to and after *Grutter*.

For its part, the dissent, led by Breyer, argued that there were compelling remedial and diversity interests addressed by both plans. However, Breyer spent more words on remedial needs than diversity. On this score, Breyer cited the following passage from the landmark ruling in *Swan*:

> School authorities are traditionally charged with broad power to formulate and implement educational policy and might well conclude, for example, that in order to prepare students to live in a pluralistic society each school should have a prescribed ratio of Negro to White students reflecting the proportion for the district as a whole. *To do this as an educational policy is within the broad discretionary powers of school authorities.*

Breyer emphasized two points. First, although Seattle never lost in court, it did face segregation charges between 1958 and 1969, and agreed to deseg-

regate in order to settle potential lawsuits. Second, Breyer believed a plain reading of *Swan* empowered municipalities to remedy de facto segregation without fear of reverse discrimination lawsuits.

Breyer then cited three reasons why both plans were narrowly tailored. First, he argued that the plans affected only a small portion of selections and that most decisions were based on "nonracial elements." Second, because the plans in question involved only a small percentage of students, Breyer reasoned they were more narrowly tailored than court-ordered desegregation efforts in the past that involved considerably more students. Third, he argued that both plans embodied "the results of local and community consultation" and that neither plan involved enormous resource usage as, for example, in court-ordered busing of large numbers of students.

For his part, Kennedy agreed with the dissent and disagreed with the plurality on whether the plaintiffs had identified a compelling interest. In Kennedy's view:

> The dissent finds that the school districts have identified a compelling interest in increasing diversity, including for the purpose of avoiding racial isolation….The plurality, by contrast, does not acknowledge that the school districts have identified a compelling interest here….For this reason, among others, I do not join Parts III-B and IV. Diversity, depending on its meaning and definition, is a compelling educational goal a school district may pursue.

Kennedy disagreed with the plurality that diversity cannot be taken into account when race is the only factor, or that de facto segregation is not a major concern of a school district. Accordingly:

> This is by way of preface to my respectful submission that parts of the opinion by the Chief Justice imply an all-too-unyielding insistence that race cannot be a factor in instances when, in my view, it may be taken into account. The plurality opinion is too dismissive of the legitimate interest government has in ensuring all people have equal opportunity regardless of their race. The plurality's postulate that "[t]he way to stop discrimination on the basis of race is to stop discriminating on the basis of race," ante, at 40-41, is not sufficient to decide these cases. Fifty years of experience since *Brown v. Board of Education*, 347 U.S. 483 (1954), should teach us that the problem before us defies so easy a solution. School districts can seek to reach *Brown's* objective of equal educational opportunity. The plurality opinion is at least open to the interpretation that the Constitution requires school districts to ignore the problem of de facto resegregation in schooling. I cannot endorse that conclusion. To the extent the plurality opinion suggests the Constitution mandates that state and local school authorities must accept the status quo of racial isolation in schools, it is, in my view, profoundly mistaken.

At the same time, Kennedy felt that solutions applicable to de jure discrimination are not available for de facto segregation. Accordingly:

> As to the dissent, the general conclusions upon which it relies have no principled limit and would result in the broad acceptance of governmental racial classifications in areas far afield from schooling. The dissent's permissive strict scrutiny (which bears more than a passing resemblance to rational-basis review) could invite widespread governmental deployment of racial classifications.

Finally, in what is a critical message for school districts and employers alike, Kennedy noted that the second prong of the strict scrutiny analysis (narrow tailoring) requires consideration of race-neutral alternatives, a ruling that was key in both *City of Richmond v. Croson* (1989) and *Adarand v. Pena* (1995). The Roberts plurality also alluded to this point. However, Kennedy cited specific means by which policies that are race-conscious are, nevertheless nondiscriminatory and would suffice to satisfy the admonitions in *Croson* and *Adarand*. Accordingly:

> School boards may pursue the goal of bringing together students of diverse backgrounds and races through other means, including strategic site selection of new schools; drawing attendance zones with general recognition of the demographics of neighborhoods; allocating resources for special programs; recruiting students and faculty in a targeted fashion; and tracking enrollments, performance, and other statistics by race. These mechanisms are race conscious but do not lead to different treatment based on a classification that tells each student he or she is to be defined by race, so it is unlikely any of them would demand strict scrutiny to be found permissible.

Putting the fragments together, Kennedy will likely emerge from the *Parents* ruling much like Powell did 3 decades earlier in the *Bakke* ruling. It is safe to assume from Kennedy's concurrence that diversity remains a compelling government interest, even when race is the only factor. Furthermore, it is safe to assume that plans using race-conscious methods that are, in effect, facially neutral (e.g., deciding where to build a school and where to put special resources) but mindful of demographic factors are narrowly tailored to the compelling interest of diversity. However, the one thing that five justices did agree on in *Parents* is that any plan based on race alone, without flexible alternatives and individual evaluations of students, will remain illegal.

Implications for Diversity in the Workplace

The historical code term for diversity in the workplace is "operational needs." This term was first used in *Detroit Police v. Young* (1979) and shortly thereafter in *Talbert v. City of Richmond* (1981). The *Detroit Police* case was decided shortly after the *Bakke* ruling and both rulings cited from *Bakke*. The Detroit PD made several affirmative action promotions of Blacks to sergeant,

bypassing White candidates with higher numerical rankings. The 6th Circuit supported these promotions based on federal commission reports indicating that Black **and** White citizens need Black **and** White officers acting in racial harmony, particularly at times of civil unrest (e.g., the 1968 riots in Detroit). These reports strongly recommended that White **and** Black citizens would be in danger if either believed they could rely only on police officers that were of the same race as themselves. Accordingly, the 6th Circuit concluded:

> The argument that police need more minority officers is not simply that Blacks communicate better with Blacks or that a police department should cater to the public's desires. Rather, it is that effective crime prevention and solution depend heavily on public support and cooperation, which result only from public respect and confidence in the police.

In *Talbert*, the 4th Circuit endorsed a race-based promotion from captain to major in the Richmond PD. Several candidates were deemed qualified for the promotion, and race was one of several factors considered. Accordingly, the 4th Circuit viewed the promotion decision as being consistent with Justice Powell's ruling in *Bakke*. The 4th Circuit cited verbatim the aforementioned quote on operational needs in Detroit Police.

In *Wittmer v. Peters* (1996), another case supporting operational needs, a boot camp commander promoted a lower scoring Black correctional officer to lieutenant, prompting higher scoring White officers to sue. The 7th Circuit supported the preferential promotion, ruling that Black lieutenants are needed in such boot camps because Black inmates are "unlikely to play the correctional game…unless there are some Blacks in authority in the camp."

More recently, in *Lomack v. City of Newark* (2006), a post-*Grutter* case, the 3rd Circuit viewed the terms "diversity" and "operational needs" as isomorphic, stating:

> In a sense, Grutter could itself be characterized as an "operational needs" opinion. The Supreme Court essentially found that law schools have an operational need for a diverse student body in order to effectively achieve their educational mission.

However, the city of Newark lost this case. The newly elected mayor decided he would create a "rainbow" by ensuring that all 108 fire departments were racially diverse. To accomplish this goal, firefighters were transferred to and from various fire stations. The city argued that there were "educational and sociological" benefits for such "rainbow" fire stations, but the 3rd Circuit saw it as the type of "outright racial balancing" that is not supported by *Grutter*. There are other post-*Grutter* rulings in which state or municipal entities have lost on similar grounds (see for example *Biondo v. City of Chicago*, 2004 and *Rudin v. Lincoln Land Community College*, 2005).

The best example of a post-*Grutter* ruling supporting operational needs is *Petit v. City of Chicago* (2003). This is a very complex case that was discussed

in this column in the April 2004 issue of *TIP*. Interested readers are referred to that column. For present purposes, it is important to note that the 7th Circuit Court used the *Grutter* ruling to support both prongs of its strict scrutiny rulings. Accordingly, on the issue of compelling interest, the 7th Circuit ruled that:

> It seems to us that there is an even more compelling need for diversity in a large metropolitan police force charged with protecting a racially and ethnically divided major American city like Chicago. Under the Grutter standards, we hold, the city of Chicago has set out a compelling operational need for a diverse police department.

And even though the 7th Circuit estimated that 50 or more white officers had their promotions delayed, this court concluded there was narrow tailoring, stating:

> While we do not minimize the loss that those who were not promoted suffered, we find that the procedures met the *Grutter* standard for minimizing harm to members of any racial group.

Conclusions

For reasons cited above, the *Parents* ruling does not alter the precedents established in *Grutter* for either education or the workplace. Of course the counter argument is that if a dissenting justice retired and a replacement in agreement with the Roberts plurality emerged, it would be possible that Roberts' view (that diversity as a compelling interest is limited to the "context" of higher education) could prevail. Of course, that is pure speculation. Indeed, under analogous circumstances in 1992, there were five Supreme Court justices on record supporting overturning *Roe v. Wade* (1973) prior to the *Planned Parenthood v. Casey* (1992) ruling. Many pundits anticipated that *Roe* would be overturned. However, one of the five justices (Kennedy) balked, not because he now favored *Roe*, but rather, because he felt it was not his role to rule against prior Supreme Court precedents based on personal views.

Clearly, and especially with the retirement of Justice O'Connor, Justice Kennedy has staked out a position as decision maker in future cases that could test diversity in education or the workplace. His position in *Parents* is consistent with his position in *Grutter*. He supported Justice Powell's *Bakke* ruling but argued that the Michigan Law School admissions plan was not faithful to the Harvard Plan. Therefore, it will be interesting to see what the Supreme Court decides, and how it decides it, if and when it rules on a workplace diversity case. In addition, the workplace diversity cases cited in this article concern public safety, where there is intuitive reasoning as to why diversity is a compelling need. It will be particularly interesting to see cases involving workplaces where it is less clear whether diversity is a compelling need. Rulings under these circumstances may tell us a lot about where diversity ranks on the list of compelling interests.

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Cause for Concern: Musings on Two Recent Race-Related Events

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As the chair of the Committee for Ethnic Minority Affairs (CEMA), it is my responsibility to attend to and raise awareness concerning issues that may be of particular relevance to minority members of our society. In the past, I have made it my general practice to devote this space, **The Diversity Report**, to discussing theory and applied research falling within that domain. To date, a little more than halfway through my tenure in this role, I have been delighted with the positive feedback my coauthors and I have received from you (the readers of *TIP*)—thank you! Although I plan to continue in this vein in future columns, today I feel strongly compelled to take a bit of a detour from the norm.

Two recent race-related current events in the United States have really caught and consumed my attention. One has been highly publicized whereas the other has received relatively little media coverage. Although neither directly involves minorities in the workplace or SIOP members, both are relevant not only to CEMA but to SIOP as a whole. The purpose of this column is to briefly review each of these situations and discuss what they mean (or should mean) to us as I-O psychologists.

Racial Diversity in Schools

The Case

The first event pertains to the U.S. Supreme Court's recent decision to overturn part of the ruling made in the landmark 1954 *Brown v. the Topeka Board of Education* case. In that case, the National Association for the Advancement of Colored People (NAACP), led by future Supreme Court Justice Thurgood Marshall, represented the plaintiff in challenging the notion that the then mandated racially segregated school system provided equal opportunity to all students. After hearing the case, the high court decided that "separate, but equal" did not work and legally outlawed the widespread practice of racially segregating public schools in the United States. Consequently, school boards were forced to devise and implement strategies designed to produce racially integrated schools. Toward this end, many redrew school districts and engaged in forced busing to increase the proportion of underrepresented groups in racially homogenous schools.

Although these tactics produced considerable change in the wake of the *Brown* ruling, the desegregation achieved appears to have been fleeting. For

instance, a recent study conducted by the Harvard Civil Rights Project reported that school integration peaked in 1988 (Orfield & Lee, 2004) and has declined steadily since then. In fact, in 2002, the percentage of Southern Blacks in majority White schools (one measure of integration) was approximately 30, which is lower than it had been since 1970. In spite of this apparent resegregation, the Supreme Court decided in June of this year to outlaw the use of race as a factor in the assignment of children to public schools. Specifically, it struck down the right of school boards to make racial diversity a strategic objective in student assignment.

The Impact

So what does this mean to us as citizens and, more pertinently in this context, as I-O psychologists? Perhaps the most significant ramification is that we should expect our jobs to become more difficult, irrespective of the particular setting in which we work. Here's what I mean by that statement. Whether or not we collectively choose to acknowledge it, considerable racial and ethnic diversity is an imminent reality. Immigration, globalization, and disproportional birth rates are creating a far more racially and ethnically diverse citizenship than this country has ever known. Although we, or at least many of us, seem intent on maintaining (and even increasing) segregation as we become more diverse, we can only reach our individual and collective potential by working together. For instance, a well-managed diverse group will likely outperform a comparably managed homogenous group (Ely & Thomas, 2001). Moreover, recent research (Chrobot-Mason & Leslie, 2003) has shown individual multicultural competence, which can be enhanced by structured contact with dissimilar others (Avery & Thomas, 2004), to correlate positively with job performance, promotions, and leadership ratings. Thus, the very things that many individuals deliberately seek to avoid for themselves and their children (i.e., dissimilarity and diversity) are critical to individual development and can help to facilitate organizational success.

In addition, we have volumes of evidence showing that separate but equal schooling simply does not work. In fact, the more segregated our schools become, the larger the disparity in the allocation of school resources (Kozol, 2006). Because funding is a key antecedent of student learning, resource disparities in allocations to racially homogenous schools are likely to translate into perpetuating the widely chronicled achievement gap between minority and majority students (Hanushek & Rivkin, 2006). This begins with racial differences in schooling outcomes and, subsequently, leads to differences in unemployment, job assignments, starting salaries, career trajectories, and career earnings.

The preceding discussion suggests that if you perform I-O-related work in an educational capacity (as I do), greater primary and secondary school segregation will make it increasingly difficult to produce the level of multicultural competence sought by organizations in college graduates (Day & Glick, 2000). It also places an artificial ceiling on the level of racial and eth-

nic diversity we will see in our college classrooms, which can influence both diversity-related and nondiversity-related learning (Avery & Thomas, 2004; Terenzini, Cabrera, Colbeck, Bjorklund, & Parente, 2001). Alternatively, if you work in an applied setting, prepare to be faced with overcoming the inherent shortcomings in multicultural competence after these individuals join organizations. In addition, the perpetuation of the achievement gap will make it harder for practitioners to find qualified labor needed to properly staff their organizations and clients. Interestingly enough, Justice Kennedy seemed to share my sentiment that, "a compelling interest exists in avoiding racial isolation." Nevertheless, he cast the swing vote in the 5-4 ruling.

The Jena Six

The Case

The second diversity-related current event that caught my attention concerned the Jena Six. Although nearly everyone reading this likely will have heard about the Supreme Court ruling discussed above, I'm sure considerably fewer are familiar with the Jena Six. Admittedly, my own knowledge of the case is because, in large part, it involves several Black youths from my home state, Louisiana, where Jena is located. After hearing about the case, I find it appalling that there has been such little media coverage of the situation. Consequently, I felt obligated to try to help increase awareness of this tragedy in the making.

Jena is a small town of approximately 4,000 residents in central Louisiana. Last fall, a series of events unfolded at Jena High School raising racial tensions. From the reading of the scarce media coverage and case transcripts, here's what I've been able to determine: The preliminary event seemed to be when a Black student at the school sat underneath what is considered a "White" tree (i.e., one where only White students sat) in September 2006. The next day, three nooses were found hanging from the tree. When the Black students complained about the nooses, the school administrators took no action and deemed the hanging of the nooses as a harmless prank. Accordingly, the Black students staged a protest wherein all of the Black students at the school sat under the tree. The administration responded by calling the police and district attorney (DA), who immediately came to the school and confronted the congregated Black students. According to substitute teacher Michelle Rogers, although the Black students said nothing, the DA (Mr. J. Reed Walters) told them: "See this pen in my hand? I can end your lives with the stroke of a pen."

Tensions further escalated in the following months. A Black student was badly beaten for attending an all-White party. A White student pulled a gun on a group of Black students at a gas station. The Black students took the gun from him and reported the incident to the police only to be charged with assault and robbery (for stealing the gun). Shortly thereafter, a White student was beaten in a school fight, resulting in a mild concussion. Though the concussion was not severe enough to prevent him from attending a school function the same night,

it resulted in six Black students being expelled from school and indicted for attempted second-degree murder and conspiracy to commit murder. These six students—Robert Bailey (17), Theo Shaw (17), Carwin Jones (18), Bryant Purvis (17), Mychal Bell (16), and an unidentified minor—later became known as the Jena Six. Their bonds were set between $70,000 and $138,000 (far more than their families could afford to post) and they face 20 to 100 years in prison, if convicted. In early July, an all-White jury convicted Mychal Bell, the first of the Six to go to trial, in less than 2 days for aggravated battery and conspiracy to commit aggravated battery (both felonies). His public defender did not call a single witness to testify on his behalf. When sentenced, he faces a maximum (which the D.A. has said he plans to seek) of 22 years in prison.

The Impact

So what does a case about a single instance of race-related injustice in a small, southern town mean to us? How is this relevant to the field of I-O psychology? Quite frankly, I see it as a progress, or rather lack-of-progress, marker. That's not to say there has been no progress. There certainly has been improvement and it has been considerable. Nonetheless, many in our society continue to claim, both openly and privately, that racial discrimination is a thing of the past. Even the staunchest defenders of modern America as a colorblind meritocracy, however, have to concede that this case and its handling are rife with racial bias, thereby demonstrating the fallacy of such a perspective. So, the question is this: Are we to believe that racial bias in the states is limited solely to (a) rural Louisiana, (b) the criminal justice system, or (c) high school students?

Clearly, the answer to the preceding question is no. If we, as a society, will allow individuals to lose their lives (or a significant portion of them) due to the racial bias of another, certainly we must believe that considerably less significant outcomes (e.g., selection and promotion decisions) are likely influenced by such biases as well. Although I could have used any number of recent cases to make this example, I focused on the Jena Six for two reasons. First, I soundly believe more people should know about this case and feel that the lack of media coverage is morally reprehensible. We can, and need to do more to redress this type of injustice. For more on what you can do, please visit this site (http://www.colorofchange.org/jena).

Second, as I-O psychologists, we can either continue being part of the larger problem or become a part of the solution. Rest assured, by saying and doing nothing, we are indeed part of the problem. Without question, racial bias and intolerance exist both inside and outside of the workplace (e.g., Stauffer & Buckley, 2005; Tenenbaum & Ruck, 2007). It is foolhardy to think organizations and the individuals within them can reach their fullest potential in such a state. We cannot continue to focus solely on changing behavior in organizations (i.e., eliminating discriminatory actions) while ignoring the core attitudes and beliefs that underlie such behaviors. Even when we are successful at modifying behaviors, people's true colors eventually show. For instance, though mod-

ern racists may not routinely engage in overt racial bias, when given an excuse (which could be quite subtle), they will discriminate (Brief, Buttram, Elliott, Reizenstein, & McCline, 1995; Brief, Dietz, Cohen, Pugh, & Vaslow, 2000).

Correcting Our Course

Readers who've found the facts and arguments presented here to be compelling are undoubtedly wondering what individual I-O psychologists and SIOP as a whole can do about these types of current events. Put another way, what should we do if we don't like the direction in which we appear headed? Perhaps the first should be to address our own personal issues with diversity. Many of us continue to simply consider ourselves unbiased without taking the time to recognize and deal with our unresolved issues about racial and ethnic groups (others and our own). After we've begun to address our own issues, we can be of significantly greater value to others. For example, we can conduct research challenging and debunking myths concerning members of certain groups. We can become advocates of diversity at both our own and our children's institutions, focusing attention on learning about, as opposed to fearing and avoiding differences. We can create programs designed to help others realize and attenuate their own biases. We can shine light on injustice and ensure that it is labeled as such when it occurs. These are all things that are directly within our control.

I know you probably didn't turn to **The Diversity Report** expecting to read this type of article. I'll be the first to admit that it isn't the most coherent column I've written (despite my best efforts to the contrary). It also isn't the most scholarly or intellectual. That said, if it can get even two or three people to truly think about what's going on around us, the meanings of these occurrences, and how we can shape them, it very well might be the most important.

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SPOTLIGHT ON I-O ORGANIZATIONS

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Greetings, *TIP* readers, and welcome to the autumn edition of the **Spotlight** column! Now that the month of October has arrived, you're probably spinning your wheels trying to decide whether to attend that upcoming Halloween party as a pirate, Elvis, or an I-O psychologist from New Zealand. Those of you choosing the latter will undoubtedly need to do a little homework to prepare for the role. Thanks to Mike O'Driscoll, Stu Carr, and Stewart Forsyth, the following pages provide all the information you need to pass yourself off as someone who is truly "in the know" about I-O psychology down under. Read on for an interesting and informative account of how our colleagues on the other side of the globe go about meeting, learning, networking, and sharing information with one another.

I-O Psychology in Aotearoa, New Zealand: A World Away?[2]

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Industrial-organizational psychology has had a fairly long history in this country, dating back to around the 1920s (Jamieson & Paterson, 1993). To a large extent the field developed initially within universities, although the focus of I-O psychologists' activities in this country has always been very applied. Inclusion of I-O psychology in university curricula originally started at the University of Canterbury (in the south island) and then Massey University (in the north island); now two other universities (University of Auckland

[1] As always, your comments and suggestions regarding this column are most welcome. Please feel free to e-mail me: lfthompson@ncsu.edu.

[2] The authors would like to thank their I-O colleagues who contributed ideas to the formulation of this article, especially Steve Atkins, Chris Burt, Helena Cooper-Thomas, Dianne Gardner, Brenda Lobb, and Sarah Wright.

and University of Waikato, both in the north island) also provide training programs in the field. There are about a dozen academics in psychology departments who would consider themselves to be I-O psychologists, and a small handful in management or HRM departments. Clearly the number of academics specializing in this field is very small. Although this poses challenges for the development of I-O psychology in Aotearoa New Zealand, at the same time it helps communication among us.

Typically, students wanting to find employment in I-O psychology graduate with either a master's degree or a postgraduate diploma; relatively few go on to complete PhDs, as these are not required for employment as practitioners in this country. Instead, they often enroll in a post-master's diploma program, completion of which enables them to apply for registration (licensure) as a psychologist. The content of undergraduate and postgraduate courses is fairly equivalent to that offered in U.S. and European programs. There are, however, some unique issues here that influence the nature of our teaching and research. For instance, in recent years there has been an increasing emphasis on the importance of recognizing the role and status of the indigenous Maori people (tangata whenua). Compared with most Europeans (known here as pakeha), Maori culture fundamentally embraces collectivistic values, and there is a strong emphasis on extended family and kin (the whanau), which exerts a very powerful influence on social customs and interactions between people, along with a strong sense of family responsibility.

In addition, Aotearoa New Zealand is becoming an increasingly multicultural society, with recent growth in the immigration of peoples from the South Pacific and Asia in particular. I-O psychology in this country has, regrettably, not paid as much attention as it should to bicultural and multicultural issues, and there have been calls for approaches that recognize both the similarities and the differences in cultural backgrounds and values, and how these can affect the functioning of work organizations. There has also been advocacy for the acknowledgement of multiple psychologies, rather than a (some would suggest biased) focus solely on European-based theories, methodologies, and practices. To some extent, cultural issues are reflected in practice areas; for example, personnel testing and selection, and teaching programs have made efforts to incorporate Maori perspectives in particular.

Most businesses here are relatively small in size and, with the exception of the armed services and some consulting firms, very few employ people with the title "I-O (or organizational) psychologist." Hence, graduates from I-O psychology programs compete with their colleagues from management schools for similar positions (typically in human resource management functions), and organizations often do not understand or make a distinction between graduates with a psychology background and those with management or HRM training. Having said that, an increasing proportion of students combine psychology and management in their degrees (e.g., majoring in business psychology), which enables them to get both the depth of training in

psychology as well as breadth of exposure to other related areas. University psychology faculty also collaborate with their colleagues in management schools, a recent example being the research on migration in and out of Aotearoa New Zealand by the "talent flow team" (Inkson et al., 2007).

Most graduates are interested in practitioner roles, either in the larger corporations (e.g., in the human resources section), in government agencies, in consulting firms (of which there is a growing number), in the armed services, and in not-for-profit organizations. A few graduates eventually establish themselves as private consultants. Nevertheless, the overall number of practitioners (although growing) is also relatively small, certainly compared with our near neighbor Australia. The New Zealand Psychological Society (our equivalent of APA) has around 1,000 members in total, of whom approximately 150–200 might identify themselves formally as I-O psychologists. Within the Society, we have a division of I-O psychology, membership of which is very open, and even professional psychologists who do not necessarily practice as I-O psychologists can belong to this division. Many I-O psychologists also join the Human Resource Institute of New Zealand (HRINZ), a separate body providing materials, conferences, and networking opportunities for human resource specialists.

The Division of I-O Psychology was established around 25 years ago. Although small, it has been quite active in promoting the profession and providing an opportunity for I-O psychologists (and students) to interact and network with each other. The annual conference of the New Zealand Psychological Society (see http://www.psychology.org.nz/news/Conference_calendar.html) is one of the major forums for this networking, and typically one whole stream of this 3-day conference is filled with papers on I-O topics. Although many of these presentations are "academic," there are also opportunities for practitioners to discuss applications of I-O principles in applied settings. About 7 years ago, the I-O division established a virtual communication network called I-O Net, which is hosted by Massey University and promotes the exchange of information and viewpoints on a wide array of issues, including topics such as the utilization of assessment techniques for selection purposes, the value of various training programs and packages, research on personality factors and work behavior, career opportunities, information on conferences and publications, and similar topics. This virtual discussion group currently has about 600 subscribers (one does not need to be a formal member of the I-O division to subscribe to I-O Net). The majority of subscribers (around 60%) are practitioners, with approximately 30% being academics and the remaining 10% students. Although the volume of traffic is not consistent, some topics have generated lively debate and exchange of viewpoints.

Another unique networking activity that has been popular over the past few years is the formation of special interest groups in major centers. These are referred to here as I-O SIGs, and the ones in Auckland, Wellington, and Christchurch have been the most prominent. The first I-O SIG was established in 2000 in Auckland, after the suggestion was mooted in an I-O Net

discussion. The Auckland group is the most active and organizes 8 or 9 presentation sessions per year (with attendance ranging from 25 to 60 people, most of whom tend to be practitioners), involving both local and (sometimes) international presenters who cover a variety of relevant topics. Presenters are typically (though not always) other I-O psychologists. Topics presented have been wide ranging, including personality disorders at work, challenges to psychological assumptions about measurement, a critique of psychological testing in the workplace, and selection biases against some skilled immigrants. Not all presenters have been I-O psychologists, some notable exceptions being a family psychologist discussing work–life balance, a recruiter reflecting on the practicalities of career advancement, and an engineer describing a strategy to increase personnel retention in his business.

The I-O SIGS began primarily as an opportunity for I-O psychologists in a region to interact informally with each other and to share experiences. Their mission has evolved over time to focus more now on promoting the scientist–practitioner model. We share the SIOP goal of being "visible and trusted authorities on work-related psychology" (Hough, 2006, p. 20). Presenters at I-O SIG meetings are encouraged to emphasize evidence-based approaches. Among the lessons learned from these interactions are (a) the importance of establishing relationships with HR professionals and their networks—there is close collaboration with HRINZ; (b) the need to rotate the coordination of I-O SIG functions, to facilitate various initiatives and to think strategically when organizing events; and (c) in a world where there are multiple networking opportunities, it is vital to provide a range of events appealing to different interests, to diversify attendance and ensure that attendees have the opportunity to meet a variety of professionals in allied areas. Future intentions will focus on the provision of more skill-development sessions for I-O psychologists and continuing to add value to professional development. In a similar vein, the University of Canterbury has built a strong alumni network and summer studentships, which other universities may soon emulate.

Multi-institutional research collaboration has become increasingly important in this country, especially as the major research grant-awarding agencies are now favoring research projects that include researchers from more than one institution (and more than one discipline). About 18 months ago, a group of us from five different universities met in Auckland to discuss possibilities for the development of a collaborative research project. Since then we have met several times and have moved forward in the development of a project that will examine the factors (both situational and psychological) that contribute to the development and effectiveness of small businesses in Aotearoa New Zealand. This and similar developments offer exciting opportunities to conduct collaborative research that has a very local flavor.

In recent years there has also been considerable interaction with our Australian colleagues. One avenue for this interaction has been the biennial Australian Industrial and Organizational Psychology conference (see Myors [2005] for an overview). This event, which in 2007 was concurrently desig-

nated as the first Asia-Pacific Congress of Work Psychology, provides an important and increasingly utilized mechanism for the exchange of information and for collaboration between researchers and practitioners from our respective countries. Earlier this year, an online journal was established, the *Australian and New Zealand Journal of Organisational Psychology*, and two of us (Mike and Stu) are on the editorial board of this new journal. We anticipate that this will further strengthen ties between Australia and Aotearoa New Zealand, as well as promote research collaboration across the Tasman.

Further afield, a range of other collaborative I-O networks has been instituted to benefit our profession. These include agreements to exchange both students and faculty in I-O psychology, in teaching and research. Agreements exist with universities in Germany (the University of Lueneburg) and Ireland (University of Dublin, Trinity College). The former agreement to cooperate rests on the partners each having a bachelor of arts degree with a specialization in business psychology. The latter rests on a shared research and policy focus regarding the Millennium Development Goals (http://www.un.org/millenniumgoals/). Hence, existing and developing networks span both more and less traditional foci for I-O psychology.

Research links are not solely university to university. The New Zealand Psychological Society has recently set up an International Affairs Standing Committee, whose charge includes connecting with international professional societies in applied psychology and fostering mutual capability building for the profession as a whole (e.g., with regard to managing natural disasters). A more exclusively "I-O-focused" network is "Povio." Povio was formed to enable practitioners in I-O psychology, working to apply I-O psychology to poverty reduction, to connect with and find support from (a) other practitioners working in the same (difficult and underresourced) situation, (b) academics, (d) practitioners, and (d) policy makers (Carr, 2007). Povio is hosted by a poverty research group, which is currently working with Ireland's Center for Global Health and City University of New York to initiate a global taskforce on work psychology for development. Alongside those efforts, a largely New Zealand-founded global project called "SmartAid: Consultants Without Costs" is currently working with the SIOP Foundation and Rotary to facilitate pro-bono teams assisting with aid projects, constituted from underemployed I-O-skilled migrants, I-O consultants living in "developed" economies, and Rotarians. (Those interested in learning more about this initiative can contact **Dr. Stephen Atkins**, satkins@tekotago.ac.nz.)

Other projects further highlight the global and interdisciplinary network in which New Zealand I-Os participate. Project ADDUP ("Are Development Discrepancies Undermining Performance?") is a noteworthy initiative that is jointly funded by the UK's Economic and Social Research Council (ESRC) and Department for International Development (DFID). ADDUP explores the effects of aid salary discrepancies in the health, education, and business sectors of six countries: the landlocked economies of Malawi and Uganda, the

transition economies of India and China, and the island economies of the Solomon Islands and Papua New Guinea. Bringing together an international team of psychologists, sociologists, management experts, educationalists, and economists from 10 different countries, and coordinated from within New Zealand, ADDUP focuses on the human dynamics of aid salary discrepancies and their significance for capacity building in low-income countries (http://psychology.massey.ac.nz/research/res-groups.htm).

Innovative connections like the above are reinforced through regional journals. One example is the *South Pacific Journal of Psychology* (SPJP, http://spjp.massey.ac.nz/). Despite its title, this journal was from its inception interdisciplinary. More recently, the *SPJP* has metamorphosed into the *Journal of Pacific Rim Psychology* (*JPRP*, http://www.australianacademicpress.com.au/Publications/Journals/JPRC/jprp.htm). Like its predecessor, *JPRP* retains a focus on I-O psychology. As well however, the new journal has a wider geographical ambit. That greater outreach is explicitly designed to enable us to connect further with our colleagues across both South and North America, including of course SIOP!

In conclusion, as we say here in Aotearoa, New Zealand, haere mai (welcome) and please do come and visit our beautiful and spectacular country. If you are coming our way, be sure to let us know and we (and our colleagues) would be very happy to show you some of our world-renowned Kiwi hospitality!

Concluding Editorial

So there you have it—everything you need to expand your working knowledge of I-O psychology in New Zealand. As you can see, our colleagues on the other side of the globe have developed a number of creative and effective systems for learning, networking, and collaborating in person and virtually. Though relatively small in numbers, their impact continues to be great, both within and beyond their country and our discipline.

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Marcus W. Dickson
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In our last column, we got to share some of the exciting research we ran across at SIOP. This time around, we don't have a specific theme or event to cover, so we're just going to draw attention to some articles we've run across that we think fit our goals for this column—highlighting research that advances theory and has clear practical implications for the workplace. We'll also focus on a recent editorial about the scientist–practitioner/manager gap.

David Herold, Donald Fedor, and Steven Caldwell published an interesting article on change management in the July 2007 issue of *Journal of Applied Psychology*. In it they attempted to examine at least one possible reason why many organizational change efforts tend to fail, despite the stacks of books one can find on the subject, not to mention consultants who are willing to dive in and tell you how to do it. If we supposedly know so much about how to manage change in organizations, ask the researchers, why do those affected seem to so often look upon change with cynicism, weariness, jadedness, and general lack of commitment? This is, in fact, just the kind of research question that piques our interest when researching for this column.

One reason for this gap between theory and reality might just be that people aren't doing it right, despite having access to a literature replete with theory and advice backed up by considerable research. This is possible, but probably not the sole reason. Herold, Fedor, and Caldwell examine an additional possible driver of commitment to organizational change: the interaction between individual differences and the larger context in the organization. Context, especially the context created by other changes currently or recently happening elsewhere in the organization, is key to understanding why some people get burned out on change, fail to commit to it, and generally look upon the latest change effort with groans and weary sighs. A departmental reorganization is often tough enough to get behind on its own, but it may be completely impossible if it comes on the heels of a new payroll system, a new boss, new processes for filing expense reports, a new bonus program, a merger with a competitor, and the removal of that vending machine with the one kind of soda you like so much.

Contexts like you find in real-world organizations matter, the researchers argue, and they set out to conduct a field study that would tap this factor and measure its effect on the relationship between individual differences (in this case, "change self-efficacy" or the belief that one can deal with the demands of the new change) and commitment to organizational changes across orga-

nizational levels. They predicted that change self-efficacy would be positively related to individuals' commitment to change but that change turbulence (the preponderance of other changes going on within the organization) would moderate this relationship such that it would be higher under more turbulent conditions. Using a sample of several hundred employees across 25 different organizations in a variety of sectors, the researchers collected information on recent or nearly complete changes as well as measures of change self-efficacy. They found essentially what they expected: that change self-efficacy predicted commitment to change efforts and that this individual difference mattered most when there were a lot of other changes going on.

These findings have a number of implications for practitioners, chief among them being that you can't roll out change after change and expect stakeholders to consider each one an isolated event the same way that your consultants or project plans do. Changes don't occur in a vacuum, and this realization should bleed over into aspects of change management such as prioritization, scheduling, appointments of change champions, and so on. This may seem obvious, but the authors point out that it stands at odds with some of the prevailing wisdom of change management, which attempts to put the onus for success on the rank and file, who are supposed to not worry about who moved their cheese and just roll with it. Obviously, those instigating and driving the change have a much larger part to play. Finally, the researchers note that the importance of the change self-efficacy trait should not be underestimated. This form of efficacy might be developed through initiating and celebrating smaller changes, and those who have high degrees of change self-efficacy might be identified and used as drivers and champions for the change.

A separate group of researchers (McKay et al., 2007) also looked at a different organizational context in a *Personnel Psychology* article entitled "Racial Difference in Employee Retention: Are Diversity Perceptions the Key?" I found this article interesting because many organizations (such as Ameren, where one of this column's authors works) place a premium on the diversity of their workforce, communicating this commitment through diversity fairs, celebrations, workshops, and other events in addition to parity in HR practices like recruiting, hiring, promotion, and work assignments. But what effects does this kind of commitment to workforce diversity have? Do they show up anywhere on the bottom line?

The study by McKay et al. examined the role of diversity climate perceptions (basically how much people think the organization values diversity) on self-reported intentions to turn over (an established strong predictor of actual turnover) and how the strength of that relationship varied by race and sex. The authors put forth arguments that one would expect the diversity climate perception and turnover intention relationship to be strongest among those groups that have the strongest racial identities, such that it would be most pronounced in Blacks, followed by Hispanics, and then by Whites. Unfortunately, sample sizes prevented them from including other racial groups.

Using survey data from thousands of managerial employees at a single large retailer, the researchers used factor analyses and path analysis to test their hypotheses. Perhaps most interesting was the finding that Blacks' perceptions of diversity climates were related to intentions to quit their job. In other words, those who think their employer values diversity are more likely to be more committed to the organization, which in turn leads to lower turnover intentions. Although the researchers failed to find results of a similar magnitude for Hispanics, another finding that did surprise me was that Whites—a group not traditionally seen as the victim of racial discrimination or inequity—also tended to report higher organizational commitment and fewer turnover intentions in the face of a climate supportive of diversity. This, according to the authors, is important for practitioners because "fostering a pro-diversity work climate need not come at the expense of producing more negative attitudes and behaviors among White employees."

So although the research by McKay et al. isn't without limitations (I'm holding on to some amount of skepticism given that the participants were all from a single organization), it does push the boundaries of the field and offer a link between theory and a practice that has arisen out of real-world need for diversity and organizational values in favor of the same. It appears that such programs also impact turnover intentions, which can be extremely costly.

As I write this, it appears that Rupert Murdoch's News Corporation has succeeded in their efforts to acquire Dow Jones (and the *Wall Street Journal*). Prior news reports on the proposal have included interviews with Dow Jones employees who fear what a News Corp. take-over might mean. Louise Nemanich and Robert Keller's (2007) recent article in *The Leadership Quarterly* focusing on the role of transformational leadership in an acquisition might provide some insight into the dynamics those employees will encounter.

The study surveyed employees of a large, multinational firm that acquired a competitive firm and integrated the acquired firm into a division of the acquiring firm. The acquisition was friendly but nonetheless a significant change for employees on both sides. The results suggest that leaders who engage in transformational behaviors had employees who were significantly more willing to accept the acquisition, and to be more satisfied overall. This largely occurred because of the environment these leaders created for their subordinates. Specifically, transformational leaders created a context in which employees understood their goals and in which new ideas and creative thinking for how to implement the changes accompanying the acquisition were welcomed. Given the number of acquisitions, mergers, spin-offs, and other major changes that organizations are experiencing in the current economy, having a better understanding of leader behaviors that appear to reduce the negative outcomes that can co-occur with major change can only be beneficial.

We'll conclude with an editorial from the *Academy of Management Journal*, by Debra Shapiro, Bradley Kirkman, and Hugh Courtney (2007). They attempt to address "Perceived Causes and Solutions of the Translation Problem in Management Research." Addressing "the impact that management research has (or

doesn't have) on private and public sector management" (p. 249), they identify two types of problems: a knowledge transfer problem, meaning that the research being done is relevant for practicing managers/practitioners but is not translated or shared appropriately, and a knowledge production problem, meaning that the questions researchers are addressing are not those that matter to practicing managers/practitioners, and therefore more collaborative efforts to identify the best research questions to pursue. This distinction—referred to in the article as "lost in translation" versus "lost before translation"—is an important one because the solutions that emerge are different, depending on which problem is present.

We wanted to highlight this editorial because we think it addresses a fundamental issue that is of interest to readers of this column. We think SIOP members would probably agree with the respondents to the editorialists' survey—there is a gap between research and practice—and might also share the lack of consensus found in the survey about the nature of the gap, the origin of the gap, and the solution(s) to the gap.

Our **Good Science–Good Practice** column is based on the idea that at least part of the gap between academics and practitioners is that the pragmatic usefulness of academic research is lost in translation or that it never gets translated at all—that's why we try to highlight articles and studies that practitioners and managers ought to know about, but perhaps will have missed. We think this is an important thing for SIOP and *TIP* to be doing, and based on the feedback we (occasionally) get, at least a few others think so as well. But this column really doesn't address the "lost before translation" issue. Two of the most endorsed solutions in the survey were (a) the increased use of academic "sabbaticals in business practice as either 'translators' of research results or as researchers on a set of practitioner-oriented research issues… [and] (b) practitioner sabbaticals as executives-in-residence at business schools or as fellows at research institutes in which they help shape and participate in research programs" (p. 262). Are these viable solutions for SIOP members? Are there readers of this column who have had experiences like these who might be willing to share some of their learnings through this column?

We hope to hear from you, and look forward to your suggestions for research we should highlight, or to experiences you'd like to share that help us better achieve **Good Science and Good Practice**.

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Avoiding Undergraduate Teaching Burnout

Sylvia G. Roch
University at Albany

Welcome to **The Academics' Forum**, a new editorial column that focuses on concerns and issues facing those in academia. Hard for me (and also for my advisor) to believe, but it has now been a full decade since I received my PhD from Texas A&M University. I chose to become an academic and have never regretted the decision. It is a fulfilling and rewarding career path. I am currently an associate professor of psychology at the University at Albany, State University of New York. However, those of us who focus our careers on research and teaching, regardless of whether it is in a business school or a psychology department, do face unique challenges and issues. I will focus this editorial column on concerns and issues, both teaching and research related, facing academics during all stages of their careers.

My first topic is one of great interest to me at this stage of my career, and I suspect of interest to others who have been teaching 10 or more years: how to avoid teaching burnout. I have now been teaching introductory undergraduate I-O psychology for nearly every semester for 10 years. I enjoy teaching and enjoy teaching I-O but have found that, at times, I do not have the same level of excitement giving, let's say, a lecture on organizational justice for the 20th time as I had during the first few years of teaching, even though organizational justice is one of my favorite topics. I have also noticed that some of my more experienced colleagues become better instructors with experience but others have reduced enthusiasm for teaching. Thus, I decided to ask teaching experts how they keep their teaching fresh and maintain their enthusiasm for teaching. I was overwhelmed by their responses and, thus, instead of discussing this topic in only one column, I plan to discuss it in two columns. The first teaching expert is **Paul Muchinsky**, Joseph M. Bryan Distinguished Professor of Business at the University of North Carolina at Greensboro and inaugural recipient of the SIOP Distinguished Teaching Contribution Award.

Paul Muchinsky
Joseph M. Bryan Distinguished Professor of Business
University of North Carolina at Greensboro

I received my PhD in 1973 from Purdue. I was very much part of the rich and hoary legacy of I-O PhDs from Purdue. I felt it was my teaching obliga-

tion to serve as a "missionary" of the discipline to my students. For the first 8 years or so I concentrated on "getting it right." I faithfully and dutifully dotted the *i*s and crossed the *t*s of I-O, explaining the facts and theories to be sure my students knew them at a level of proficiency I would expect of an undergraduate. I then entered phase two of my own evolution as a teacher. I came to realize that all of the undergraduate I-O textbooks were, to be blunt, very dry and boring. This seemed like such a grave injustice to our field. Here is this thing that we do, work, and we do more of it in our life than anything else, including sleep. How could we succeed in making our primary activity in life sound so boring? I talked myself into believing I could write a "high-quality undergraduate textbook" on I-O. My idea was immediately greeted with skepticism. I was told "high quality" meant "graduate level," and "graduate level" was a synonym for "rigor." Therefore, nobody could write a high-quality book at the undergraduate level that would capture the hearts and minds of 19-year old students. In 1982 the first edition of my textbook, *Psychology Applied to Work*, was published. It was my pride and joy, and my teaching I-O became an exercise of using my own spoken words in the classroom as a channel to the book I had written. Thus, my students got two doses of me: one in print and one in class. In my own days as a student, I never had a professor who had written the textbook used in the class, so this was a really heady experience for me (and according to my students, for them as well). The market was very receptive to my book. I have revised it for over 25 years. (That is one-quarter of a century!) It has been published in several foreign languages. The 9th edition of the book will be published in the summer of 2008. It is the most widely read book in the history of I-O psychology, and my having written it was the "fuel" that kept my teaching fires burning.

However, every professor cannot write a textbook. There must be something else that keeps us from going stale. I have discovered what it is but only after many years of teaching. I cannot tell you the exact year in my career I became aware of it, but I know it was truly a transforming event in my life. I came to realize that all the years I had been teaching, I was teaching "for them"—my students. Like eating leftovers, the same food, no matter how cleverly reconstituted, tastes the same, and eventually it becomes more of a chore than a delight to consume it. I then realized for my own mental and emotional welfare (and energy), I had to stop teaching for my students and start teaching FOR ME! In my address to SIOP on having been the inaugural recipient of the Distinguished Teaching Award, I said our teaching style is an extension of our own personality. If you want to be a good teacher (of I-O, or anything else), you must first recognize what is most important is "the singer" not "the song." Use your class time to channel what is special and unique about you. In looking back, I chose my first phase of teaching style (to get it right) because it was the most secure, the most safe, the most defensible, and also because it required the least work on my part. I read my lines

like an actor reading a script. If the audience didn't like my performance, I could always blame it on a "bad script." How can I-O psychology possibly compete with Abnormal Sexual Behavior in sustaining student interest, I would say to myself. It was only when I realized I was slowly being transformed into an "academic vending machine," a dispenser of three credit hours, did I realize I was well on my way to burnout. I was becoming burned out, as what was fresh to my students was old to me, and I couldn't hide it from them. The tedium in myself washed over my students, and I soon had created the ultimate nightmarish tautology in academia—stale, bored professors incubate stale, bored students. The solution had to reside in me, not my students, and not in the content of the material I was teaching.

This third phase of my own teaching style is totally generalizable and universal. It begins by inverting the fundamental paradigm. Do not try to be like those who taught you, for you can be nothing more than a weak imitation of them. Rather, put all your energies into first understanding yourself as a person, and then use that understanding to fashion your teaching style around who you are. If you are fundamentally a "stat person" who believes life is made up of an endless series of equations, then accept that about yourself, and teach your classes showing the logic (and beauty) of equalities—something to the left of the equal sign equals something to the right of the equal sign. If you resonate to passion and energy, forget about "violating established teaching protocol"—there is none. And if we think there is, it is why teaching tends to be dry and teachers tend to burn out. Don't be afraid to make yourself the center of your teaching universe. Once you begin to feel comfortable in allowing yourself to be you (instead of someone else, or instead of the way you feel you "should" conduct yourself), you will radiate with self-confidence, and your students will gravitate to it. Your obvious energy and passion will energize and impassion them. Believe it or not, this entire phenomenon is delightfully contagious in the classroom. Soon your students will exhibit signs of real learning and growth. They will say something like, "I've always wanted to ask this question, but I've always felt awkward about asking it before, but can you please explain why...?" Be honored that you have inspired at least one student to speak from the heart. However, your answer must be as nakedly honest as the question posed. Students can detect "canned" answers, and you will lose them just when you are on the verge of capturing them. In short, get over the guilt of abandoning the "actor's role" in teaching. Great teaching begins with first understanding the teacher, not what is to be taught. Some research has been done on teachers who have had an enduring impact on the lives of students, sometimes 30, 40, and 50 years after the class. The overwhelming finding is that students long forget what was taught, but they remember something endearing about the teacher, which is why he or she is remembered decades later. What is recalled typically pertains to passion, energy, caring, sincerity, and so on, the "stuff"

of the person, not the subject matter. In my perfect university, each professor has a unique teaching style, each built on our own unique personalities. It takes tremendous courage to both be yourself and to derive satisfaction from it. I believe burnout is the end result of incongruity, a forced fit between two things that no longer go together. I don't believe you can ever burn out being yourself, particularly as we ourselves change over the course of our own lives, and our teaching style merely mirrors where we are in that stage of our own evolution. I am pleased to say that heading off to class is the highlight of my work day. Some days it is still a struggle (I still haven't find a way to make job analysis riveting), but other days I don't walk out of class, I float, intoxicated with my own brew.

Future Columns

Next time I will present the responses of **Janet Kottke**, professor of psychology at Cal State Bernardino, and **Peter Bachiochi**, associate professor of psychology at Eastern Connecticut State University, both of whom have been prolific in writing articles and giving presentations regarding the teaching of undergraduate I-O psychology. Also, if you have advice in how to avoid teaching burnout and how to keep a course "fresh" that you are willing to share, please e-mail me your suggestions.

Finally, a topic for a future column will be finding populations from which to collect data for research purposes. If you have a good idea regarding how to collect data from a population other than the traditional subject pool and are willing to share the idea, please e-mail me. Ideas regarding how to collect data other than one-time self-report data would be especially welcome. Also, I welcome suggestions for future topics. My e-mail address is roch@albany.edu.

Reanna Poncheri, Jane Vignovic, Tara Behrend, Amy DuVernet, Clara Hess, Jenn Lindberg

L to R: Amy DuVernet, Reanna Poncheri, Tara Behrend, Clara Hess, Jennifer Lindberg, & Jane Vignovic

With the SIOP submission rush behind us, we turn to a topic that is relevant for everyone—publishing. Publishing can be an intimidating process, but there are ways to make the process easier and increase one's likelihood of success. This column is a brief introduction to the publication process and is intended to be a guide for unpublished students and students who wish to continue sharpening their publication skills. In this column, we present information that many students have had to learn the hard way. We hope this information will make the publication process less intimidating and will prepare students to utilize many of the skills they are gaining in graduate school.[1]

The Who, What, When, Where, and Why of Publishing

Who

Graduate school is the perfect time to start publishing. Graduate students are knowledgeable about the current research literature and are honing writing skills for class assignments. In addition, students are surrounded by individuals who can share insights and information about the publication process (i.e., faculty members) and with whom there is the opportunity to collaborate (i.e., other graduate students). Publishing with faculty members or other students can be a beneficial activity for all involved parties.

Keep in mind that publishing is beneficial for all career paths. Often, publishing is emphasized for those who plan to go into academia but not stressed for those going into practice. However, a recent graduate told us, "Employers were impressed with the publications on my vita. It showed them I had a drive to take on challenges and to see something through to completion." The lesson here: Publications are a concrete way to demonstrate skills to any type of employer, regardless if someone is pursuing a job as an academician or as a practitioner.

What

In our last column, it was suggested that students should submit class papers to conferences. Similarly, both class papers and conference presentations can be turned into publications. A great plan is to take a completed class paper, reduce its length for a conference submission, and then begin prepar-

[1] Thank you to the academicians, practitioners, and peers who provided much of this valuable information.

ing the paper for publication as soon as it is under review for the conference. One student who responded to our MySpace poll indicated that she presents one or two first-author papers at major conferences each year and then submits at least one of these papers for publication. This process provides many opportunities for continual manuscript improvement.

Remember that a multimillion dollar grant is not necessary to conduct publication-worthy research. If you do not have a dataset available to conduct a research study, ask faculty members or other graduate students if archival datasets are available. Small-scale projects can still provide valuable information to the I-O community.

When

The earlier one starts publishing, the earlier one can reap the benefits. It can take years to complete a paper, wait for feedback, and respond to reviewers' comments and suggestions. If possible, first-year graduate students should take on more junior research roles because it will give them exposure to the publication process. More tenured graduate students may choose to lead their own research projects as they develop their knowledge of a particular content domain and increase their comfort with the publication process.

Where

Determining where to submit a manuscript for publication is perhaps the most important decision to make during the publication process. The academicians and practitioners we consulted suggested that writing should never begin without first identifying a list of potential journal outlets for the work. Read a variety of articles published in the journals being considered as publication outlets to get a feel for the journals. Structure your manuscripts accordingly.

One commonly used strategy for submitting a manuscript is to initially target a long-shot journal (i.e., the most prestigious); however, some topics in I-O psychology are more time sensitive than others (e.g., technology). Be sure to choose a strategy that compliments your topic.

Why

Publishing in graduate school can benefit students in the following ways:

- Enhancing academic and applied careers: As an academician, publications are the key to gaining tenure at many institutions. As a consultant, both current and potential clients will see a strong publication record as evidence of one's expertise.
- Providing a detailed, public record of one's work ethic and commitment to scholarly research: A publication can provide much more information about a student than can be gleaned from a course grade.
- Gaining valuable skills, such as working with others, delegating tasks, revising an idea, and responding to constructive criticism.

- Developing opinions: The publication process encourages the development of opinions and expertise in certain content domains (Goddard, 2002).

Clearly, publishing is a beneficial activity for which graduate students are well equipped. Here are some tips for starting the process.

Publishing: A Brief "How-To" Guide

Note that none of these steps should be carried out in isolation. Each step is an integral part of a larger process. Also, this information is just a start. There are sources available with more extensive suggestions about how to be successful at publishing. We hope this article will inspire students to recognize the skills they currently have and will motivate them to seek additional information.

Step 1: Identify and frame the research topic.

Select a research topic that is interesting. Your passion about the topic is critical! Use a research journal to keep track of ideas, research questions, and lines of inquiry to pursue. In addition, always consider where research gaps exist in the field. What new research findings would move the field forward? Remember that even small-scale research can be valuable.

Step 2: Select the appropriate journal(s).

After identifying a topic to research and pursue for publication, begin the important process of selecting a journal for which to submit the manuscript. The decision will largely depend on the content of the manuscript and its intended audience. Does the content of the manuscript align with the journal's mission and focus? Do you want to reach an I-O academic audience (e.g., *Journal of Applied Psychology*), a practitioner audience (e.g., *Academy of Management Perspectives*), or perhaps another population (e.g., military via *Military Psychology*)? Information about a journal's mission, focus, and intended audience can be found on the journal's Web site.

Ask others (i.e., faculty members and other graduate students) for their input on where to submit the manuscript. Also, consider having an informal exchange with the editor or a member of the editorial board of a journal under consideration. These individuals are uniquely positioned to provide input about what manuscripts are a good fit for their journals.

Here are some additional tips for selecting an appropriate journal:

- Learn about journals and how they compare to each other in terms of prestige. See the Zickar and Highhouse (2001) *TIP* article.
- Investigate the quality of journals using the Web of Science database. The Web of Science database, available at most university libraries, contains a link for "Journal Citation Reports" (JCR). Select "JCR Social Sciences Edition," and then enter the name of the journal of interest. The resulting table provides valuable information about the

journal, including the impact factor, immediacy index, and cited half-life. Click on the help menu to get a full description of these indices.
- Explore where the main articles cited in the manuscript and other articles related to the manuscript's content domain were published (Chamberlin, 1999).
- Search for recent articles published in each journal to determine the type of work the journal publishes and the writing style of the papers published in the journal (Hewlett, 2002).
- Incorporate the work of an editorial board member's research when it is relevant to the manuscript.

One final note about selecting a journal: Determining journal prestige is somewhat controversial and the metrics discussed above are not flawless. Different parties have different perspectives on what makes one journal "better" than another, and different metrics matter to different people.

Step 3: Prepare the paper for submission.

After selecting a journal, the next step is to prepare the manuscript for submission. To prepare the manuscript for submission:

- Check the journal's Web site for submission requirements and evaluation criteria.
- Double check that the appropriate outlet for the work has been selected and written in a manner that is consistent with previous publications in this journal.
- Ensure that the manuscript meets the journal's formatting requirements. To prepare for blinds reviews, delete any document properties that may identify the manuscript author.
- Ask a faculty member or other graduate student to review the manuscript and provide feedback (Hewlett, 2002). Use this time to take a break from the paper and revisit it with a fresh perspective.

Generally, all journals will require a cover letter accompanying the submission. The cover letter is an important opportunity to market the submission to the editor (Fischer, 2004) and should:

- Highlight the contribution the manuscript will make to science, practice, or both.
- Explain why readers of the journal would benefit from the manuscript and make a case for why it would be a good fit for this journal (Gump, 2004).
- Include contact information, the type of paper being submitted, a statement confirming this work has not been published elsewhere, and an indication if supplemental material (e.g., still video images) will be provided.
- A cover letter can also be used to advise editors about who would or would not be appropriate reviewers based on the content of the manuscript (Hewlett, 2002).

Step 4: Wait for reviewers' feedback and respond to their comments and suggestions.

After submitting a manuscript, be prepared for the reviews and have a plan for how to proceed. Develop a thick skin. Remember, few people receive an outright acceptance, but a revise and resubmit decision is positive (Hewlett, 2002). If a revise and resubmit decision is received:

- Decide whether or not to pursue the revisions and resubmit the manuscript. Meet with coauthors to determine how to proceed. If revisions will be pursued, create a revision table that includes a cell for each reviewer comment, information about which changes were made and which were not, and an accompanying justification. Be sure to address each reviewer concern or comment, and ask for clarification from the editor whenever necessary.
- Keep in mind that not all reviewers are right 100% of the time. At times their suggestions may stem from not understanding a portion of the manuscript.
- Consider moving on to a second choice journal if the requested revisions are too extensive or are not possible given the constraints of the data.
- Be polite and professional in all written and verbal communication with the reviewers and the journal editor (Taylor, McKay, & Abramowitz, 2006).

If a rejection is received, select another journal and use the reviewers' comments from the first submission to improve the manuscript (Chamberlin, 1999).

Remember, persistence is the key to successful publishing. We hope this column has helped students to realize they have the tools to succeed in publishing and provided some information to start the process. The **TIP-TOPics** MySpace (http://www.myspace.com/tiptopics) has additional information, resources, and a discussion forum related to publishing and other topics of interest.

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ISO Planning to Develop International Standards on Testing in the Workplace

Wayne Camara
The College Board

In spring of 2006, for the first time ever, an effort was initiated to develop world-wide standards for psychological testing. The German Institute for Standardization (referred to as DIN[1]) submitted a proposal to the International Organization for Standardization, or ISO, to develop an ISO standard that addresses "psychological assessment services." This proposal, including a draft standard developed by DIN, was actually more of a set of standards similar to those in our *Standards for Educational and Psychological Testing.* The country members of ISO voted on the DIN proposal, and although the U.S., through the American National Standards Institute (ANSI), chose not to support the new work based on feedback from an interdisciplinary group of testing experts and professional associations,[2] a great majority of the voting countries approved the new work. This effort is now considered an ISO project (ISO/PC230) with more than a dozen nations participating in the development of a standard for psychological testing in the workplace.

ISO is the world-wide federation of national standards bodies from 157 countries. It is a nongovernmental organization, and unlike the United Nations, its members are not necessarily delegations of national governments. On the one hand, many of its member institutes are part of the governmental structure of their countries that are mandated by their government. On the other hand, other members have their roots uniquely in the private sector, having been set up by national partnerships of industry associations. This is the case in the United States where ANSI is a private, nonprofit organization that administers and coordinates the U.S. voluntary standardization and conformity assessment system. Its mission is to enhance both the global competitiveness of U.S. business and the U.S. quality of life by promoting and facilitating voluntary consensus standards and conformity assessment systems, and safeguarding their integrity. ANSI promotes the development of standardization and related activities with a view to facilitating the exchange of goods and services and to developing cooperation in the spheres of intellectual, scientific, technological, and economic activity.

The DIN proposal to establish an ISO standard on the subject of psychological services contains the following scope:

[1] DIN is the Deutsche National Institute.

[2] Actually, the Joint Committee on Testing Practices (JCTP) coordinated the response for ANSI which ultimately opposed the creation of a work group to develop an ISO standard on psychological testing.

Standardization of requirements for procedures and their use in psychological assessment services with reference to:

- Assessment planning;
- Selection, integration, implementation, and evaluation of assessment procedures;
- Interpretation of the assessment results and judgment formation;
- Requirements of the qualification of the individuals taking an active part in the assessment process.

The standard will not apply to medical diagnostics.

The proposed standard submitted by DIN (DIN 33430) establishes requirements for proficiency assessment procedures and their implementation. It was developed by a committee chaired by Professor Lutz F. Hornke in cooperation with Randall Pitts. The proposed standard is about 26 pages in length and is restricted to assessment in HR functions. Although DIN 33430 is a guidance document much like the *Joint Standards* or the *ITC Guidelines*, it is currently used as the basis for a test user certification in Germany and relies primarily on assessment knowledge rather than competency standards. An unofficial translation by the British Psychological Society is available at http://www.bdp-verband.org/bdp/politik/clips/din33430en.pdf.

The DIN standard is much broader and, thus, less specific than the *Joint Standards* (*Standards for Educational and Psychological Testing* produced by AERA, APA, and NCME). The DIN standard addresses issues such as norms, job analysis, validity, assessment assistants, administration, reliability, documentation, evaluation, professional responsibilities of contractors, quality requirements in contractors, and preselection methods. There are several concerns related to the adoption of DIN 33430 as an ISO standard:

- Its adoption as an international standard could undermine the existing U.S. standard (the *Joint Standards*) as well as work underway to develop higher standards in test use by the International Test Commission and other European organizations and collaborations. Consequently, it is most important that the concerned parties in the U.S. participate in the PC230 Working Group to ensure that our interests are protected.
- There are several very significant inconsistencies between the DIN standard and the *Joint Standards* (as well as SIOP's *Principles for the Validation and Use of Personnel Selection Procedures*).
- Adoption of the DIN standard as the international standard would simply subsume psychological assessment and selection procedures within a much broader (and less specific) requirement as one of many assessment techniques.
- There would be a substantial burden placed on global organizations to conform to both ISO and domestic U.S. standards that may differ in how they must be implemented. It is not clear whether and how the ISO adoption process will consider existing national standards, such as the *Joint*

Standards, although the ISO Working Group is attempting to evaluate various competing standards to find areas of consistency and to use common features of the documents to forge the basis for a global standard.

There are a few notable areas where the DIN standard appears to be inconsistent with the *Joint Standards* and SIOP *Principles*, such as the discussion of validity, reliance on classical test theory, reliance on knowledge rather than competencies as the basis for qualification to conduct assessment, and definition of job analysis. For example, the DIN standard addresses validity as follows: "The procedures used must have the highest possible degree of validity for the question of interest. A procedure's validity is generally determined by the empirical analysis of the construct, criteria, or content validity (see B.20 Validity). The type of validity must be selected to adequately suit the purpose of the procedure and the question of interest (7)." The standard discusses the "level" of validity, which implies that a validity coefficient is the primary or only way to report validity. The appendix then speaks of validity in terms of statistical analyses as opposed to a body of evidence and describes very specific procedures for content, construct, and criterion validity. The discussion of validity in the DIN standard is not only inconsistent with the current *Joint Standards* and SIOP *Principles*, but appears to predate the discussion of validity in the 1986 *Joint Standards*.

Where Things Stand Today

The ISO procedures that govern new work proposals and approval of international standards are complex and must be understood if U.S. participants are to have their concerns heard and taken into account in this work. The DIN brought forth the proposal for new assessment standards in psychological assessment in 2006 and 18 national organizations voted on the proposal. ISO has established the PC230 Working Group that will develop a draft standard; however, it is generally accepted that any resulting draft standard developed by the working group easily receives ISO approval as a final standard. Last May, the DIN proposal was supported by 16 nations and opposed by only the U.S. and Finland. When ANSI received the DIN proposal they asked organizations such as AERA, APA, NCME, and the Joint Committee on Testing Practices (JCTP) to provide comments on this proposed ISO Standard. The comments we prepared were critical of the draft standard in three areas:

1. First, the document did not reflect recent advances in measurement theory and had made use of an outdated conceptualization of validity.
2. In addition, although the proposal seemed in title to focus on psychological assessment services in general, it really only focused on the use of psychological tests in employment or work-related settings.
3. Finally, the document seemed to presume that a single standard or set of standards could somehow hold for all countries at once. In our comments, discussion of issues involving individuals with disabilities and English lan-

guage learners, and how various countries deal with these individuals quite differently, seemed, at least in our minds, to bring to question the possibility of any sort of international standard.

These issues were of great concern for the three organizations and also for the Association of Test Publishers, whose member companies have utilized the *Joint Standards* in developing their various products for decades. Another major concern identified by the publishing industry that came to the forefront concerned the apparent regulatory nature of the DIN proposal, which is used for user certification in Germany. Requirements of the qualifications of all individuals taking part in the assessment process appeared as though they were going to be set via the ISO standard.

The ISO PC230 Working Group has been established and is charged with developing the standard and submitting to the entire ISO for approval. Although the working group began with the proposal submitted by DIN, it can make modifications to the eventual draft that is submitted to ISO. Thus, although it is doubtful that there is a practical chance of "killing" any ISO standard at this point, having U.S. involvement on the ISO working group is the best means to influence the final draft standard. As noted earlier, because ANSI represents the U.S. on all ISO standards development work, it has authorized the professional community and industry (in this case psychological assessment community and industry) to form a Technical Advisory Group (TAG). One organization must join ANSI, serve as a facilitator and convener, and create the TAG that will work with the ISO on the assessment proposal.

Last fall, representatives of AERA, APA, NCME, JCTP, the Association of Test Publishers (ATP), Buros Institute, and other assessment professionals met with ANSI to learn about the issues surrounding formation of the TAG and how the TAG represents ANSI on working group matters. It became evident at that meeting that for the U.S. to have any impact on the ISO process we needed to establish a TAG and become a member of ANSI within a 60-day period. ATP has taken the lead in providing the necessary management structure for the TAG and paid all up front costs to ISO and ANSI. As organizations such as AERA, APA, and NCME join the ANSI TAG, they are able to participate and send a representative or representatives to the ISO working group meetings who can then provide input into the process of better defining the DIN proposal and input into the subsequent development process. The TAG itself will cost approximately $30,000–$40,000 annually to operate (including dues paid to ISO and ANSI). ATP has paid all up front costs for the TAG and organizations that join the TAG have been asked to pay an annual fee of $6,000 a year to recoup these advanced costs and the cost of continuing the TAG activities going forward.[3]

[3] ATP agreed to serve as the convener for the U.S. TAG and pay all initial costs to ANSI because larger associational groups such as AERA, APA, and NCME were unable to respond as quickly to the situation. If the U.S. did not have a TAG and membership in ANSI, we would have been unable to attend the first meeting of the ISO working group, which was held in Germany last March.

The first meeting of the ISO working group dealing with the development of the ISO standard was held in Berlin, Germany in March 2007. Dr. G. Harris, Executive Director of ATP, served as our representative for the TAG at that meeting. Unfortunately, he was the only U.S. representative and most other national organizations had multiple representatives. Prior to the meeting, other TAG members reviewed a revised version of the DIN proposal and provided a number of points that needed to be clarified. A second PC230 Working Group meeting is planned for October in Vienna and at least two additional meetings will be held in the next 12 months. A final standard should be completed within 12–18 months, a draft of which is then submitted to the ISO for a vote.

We have spoken with SIOP and encouraged formal involvement because the ISO standard is clearly aimed at employment and preselection assessment, and groups like AERA, NCME, and even APA more broadly may not have the same level of interest and knowledge in these areas.

Similarly, we have also considered the possibility of creating a separate TAG in the future that would submit our revised *Joint Standards* for ISO approval pending the outcome of this effort. As we embark on a revision to the *1999 Joint Standards* (reported elsewhere in this issue of *TIP*), we are also going to need to keep a careful eye on the international effort taking place in the occupational assessment area to make sure that the ISO standard and our *Joint Standards* appropriately align and to ensure that anything done of a regulatory nature on the international level is acceptable to our organizations. Finally, one has to consider the possibility that if ISO is successful with this effort, then proposals for psychological service standards in other areas addressed in our *Joint Standards* could well follow.

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Test Standards Revision: Call for Comments

Wayne Camara
The College Board

A revision of the 1999 *Standards for Educational and Psychological Testing* has been approved by the three sponsoring associations: American Educational Research Association (AERA), American Psychological Association (APA), and the National Council for Measurement in Education (NCME). The revision will begin with a general call for comments from members of the associations and other groups and individuals having expertise and interest in educational and psychological testing.

In 2005, the sponsoring associations (AERA, APA, and NCME) appointed a management committee that is responsible for determining the general scope and emphasis of the revision, coordinating input and review of the revision, overseeing the financial and managerial aspects of the revision, and appointing chairs and members of the Joint Committee who will conduct the revision. The Management Committee is pleased to appoint Barbara Plake, emeritus professor and former director of Buros Testing Center at the University of Nebraska-Lincoln, and Lauress Wise, president of Human Resources Research Organization as co-chairs for the upcoming revision of the *Testing Standards*. Both individuals have made broad and continuous scientific, applied, and policy-related contributions to educational and psychological testing.

Dr. Plake has served on the National Research Council Panel for the Assessment of Teaching and co-chaired the panel for the Redesign of the U.S. Naturalization Test. In addition, she served as co-editor of the *Mental Measurements Yearbook* and the *Tests in Print* series, and co-founded/co-edited the journal *Applied Measurement in Education*. She is a past president of NCME, a prior officer in AERA Division D, and a previous member of APA's Committee of Psychological Tests and Assessments. She has received Career Contribution Awards from both NCME and the Association of Test Publishers. She was on the faculty at the University of Nebraska-Lincoln and a research associate for American College Testing Programs. She serves on the technical advisory committees for several state assessment programs and for other assessment programs.

Dr. Wise has served on panels for both the National Academy of Education and National Academy of Science evaluations of the National Assessment of Educational Progress (NAEP) and as co-principal investigator on the National Academy of Sciences study to evaluate the Voluntary National Tests. Dr. Wise served on and later chaired the National Academy of Science Board on Testing and Assessment. Dr. Wise's work at HumRRO includes an ongoing evaluation of the impact of the California High School Graduation Test (since 2000) and quality assurance work for NAEP. Before joining HumRRO, Dr. Wise was the director of research and development for Armed Ser-

vices Vocational Aptitude Battery (ASVAB), and prior to that, he was chief psychometrician for the Medical College Admissions Test.

The Management Committee has posted a call for comments at http://teststandards.org. Individuals and organizations are welcome to submit comments on line through mid October. Once all comments have been received and reviewed, the Management Committee, with collaboration from the co-chairs, will determine the general areas or priorities for the revision and timeline. Based on the scope and focus of the revision, individual members with expertise in testing will be appointed a joint committee to begin the revision of the *Standards* in 2008.

The 1999 *Standards* are the 3rd revision of the joint standards, with separate standards on psychological and educational testing standards created by APA and AERA and NCME in 1955 and 1956, respectively. The *Standards* have been frequently cited in federal and state legislation, court decisions, and other policy and legal documents as the preeminent professional and scientific guidelines on the development, use, and validation of psychological and educational tests and assessments. The Management Committee and co-chairs, and joint committee will welcome your comments with regard to the revision of the *Standards*.

The management committee is comprised of: Wayne Camara (chair), The College Board; David Frisbie, University of Iowa; and Suzanne Lane, University of Pittsburg.

CALL FOR COMMENTS ON THE REVISION OF THE STANDARDS FOR EDUCATIONAL AND PSYCHOLOGICAL TESTING

The American Educational Research Association (AERA), American Psychological Association (APA) and the National Council for Measurement in Education (NCME), sponsors of the Testing Standards, have approved the 4th revision of the Joint Testing Standards. The *Standards* provide criteria for the development, use and evaluation of assessments and are widely cited by testing professionals, government agencies, and legal bodies as establishing scientific and professional practices in testing.

Individuals and organizations interested in educational and psychological testing are invited to submit their comments regarding the current Standards and recommendations for a revision.

The call for comments is posted at http://teststandards.org The deadline for comments is **October 15, 2007**.

LGBT and SIOP: A Report From the Big Apple

Eden B. King and Mikki R. Hebl

As is true of most things in New York City, the meeting and reception for SIOP's ad hoc committee on lesbian, gay, bisexual, and transgender (LGBT) issues was stimulating and enlightening. After welcoming many folks—both LGBT and allies—to our open meeting, we described the great progress we have made this year in working toward our mission, which is "to increase favorable attitudes and awareness of LGBT issues within SIOP, to encourage research on LGBT issues, and to promote LGBT voice and support."

First, and perhaps most significantly, we presented a SIOP LGBT Award!

In NYC, we initiated our presentation of "The Best Lesbian/Gay/Bisexual/Transgender (LGBT) SIOP Research Award." This award was given to **Nancy Day** and Patricia Greene for research entitled, "Sexual-Orientation Policies, Attitudes, and Firm Size: An Exploratory Study." The recipients of this award received a plaque and cash prize of $500.

This award is given to an individual or group of individuals *in recognition of a poster or symposium paper presented at SIOP that represents an outstanding example of scholarship addressing issues facing lesbian/gay/bisexual/transgender individuals in the workplace*. It will be offered again in 2008 and we welcome your submissions, which may involve empirical research, theory, or teaching-related activities and may be in any area of I-O psychology (e.g., compensation, employee relations, equal employment opportunity, human factors, job analysis, job design, organizational development, organizational behavior, leadership, position classification, safety, selection, training). However, the focus of the submission must involve some aspect of issues related to the lesbian/gay/bisexual/transgender (LGBT) experience in the workplace. Papers submitted to SIOP that pertain to LGBT-related issues will be considered automatically. The criteria that will be used to judge the award include the following:

1. Have a sound basis in science, theory, and/or practice.
2. Increase our understanding of workplace issues faced by LGBT employees.
3. Offer practical guidance to organizations seeking to improve the workplace experiences of LGBT employees.
4. Extend and broaden our theoretical and/or empirical knowledge of sexual identity in the workplace.
5. Represent technical adequacy, including issues of internal validity, external validity, appropriate methodology, appropriate statistical analyses, comprehensiveness of review (if the publication is a literature review, and/or theoretical rigor and soundness.

So, again, we encourage you to conduct research and pursue the many lines of investigation that exist and are underrepresented in this area.

Second, we also began the task of initiating an endowment for the SIOP LGBT Award.

To ensure that "The Best LGBT SIOP Award" is an award that becomes an annual SIOP event, our committee has initiated an endowment, created as an Emerging Fund through the SIOP Foundation. In order to create this endowment, our committee is trying to raise the requisite $25,000 within a 5-year timeframe. We happily report that we already have received $10,000. We are excited about this and encourage you to personally contribute or to identify any individual or organization who might be interested in donating to this tax-deductible fund. You can send a check made out to "The SIOP Foundation" (with "LGBT SIOP Award" on the subject line) to P.O. Box 1205, Bowling Green, OH, 43402-8005. Alternatively, you can donate online at http://www.siop.org/foundationdonation. If you donate online, you should specify that you want to donate to the category marked "Emerging Funds." On the following screen, you will be asked "to whom you are making this donation in honor of" and you should specify "LGBT SIOP Award." To test out technology, we made a donation this morning and the computer happily and successfully took our money and directed us to a printable sheet that can be used for tax purposes. We happily and graciously thank you for any amount of contribution, and most importantly, we really believe that permanently adding this award will permanently give LGBT-related issues an important stage within SIOP.

Third, we continue to promote LGBT voice within SIOP through the LGBT discussion list.

The SIOP home page was expanded to include a LGBT discussion group that facilitates interaction and collaboration among SIOP members who are interested in this area. Its use has been limited, but it has the potential to provide a forum for discussing research issues (e.g., sampling concerns, theoretical implications), publication-related issues (e.g., best outlet for a given manuscript), and other topics of interest (e.g., access to research participants) to those conducting LGBT-related research. We welcome all of you to use this forum, and you can find information on how to subscribe at www.siop.org/comm/LGBT/default.aspx. Please feel free to post information that you believe is relevant and important for LGBT discussion list members.

We are excited about what we have done this year! Yet, we are cognizant that more work remains. First, we still have $15,000 to raise toward our endowment. Please help! Second, we are beginning to create a list of folks who would like to be on an identifiable "SIOP LGBT and Allies" e-mail list that can be used to e-mail each other throughout the year and particularly prior to SIOP conferences so that LGBT individuals and their allies can be identified and connected at the SIOP conference. Third, we will continue to increase the visibility of LGBT workplace issues at the 2008 SIOP conference via the promotion of more research sessions. Members of the committee are

already working on a focused effort to submit LGBT-related papers and symposia to the SIOP 2008 conference. If you would like to contribute something and are looking for others to join you, please use the discussion list!

Finally, we would like to conclude with a very open invitation to all SIOP members. During our committee meeting and reception in NYC, we were reminded once again that there is some confusion over who is welcome and invited to the SIOP LGBT meeting. It is open to everyone—please come! Feel free to use our meeting and reception as a place to meet and connect with other LGBT folks and allies, as a space that is inclusive and welcoming regardless of one's sexual orientation, and as a venue to talk about research and practical applications of LGBT-related issues in the workplace.

If you have any questions about our committee and/or would like information about joining the committee itself, feel free to contact any of us!

Committee Co-Chairs: Mikki Hebl, Rice University
Eden King, George Mason University

Additional Members:
John Cornwell, cornwell@rice.edu
Lyne Desormeaux, desormeaux@comcast.net
Gene Johnson, Johnson_gene@hotmail.com
Belle Rose Ragins, Ragins@uwm.edu

Call for Submissions to the 2008 APA Convention

Chris Robert
University of Missouri-Columbia

Online call for submissions open until **Monday, December 3, 2007**

Hear ye, hear ye! We want your submissions to the 2008 APA Convention to be held in historic Boston, MA, from Thursday, August 14 to Sunday, August 17. Whether you come by land or by sea (or by air), we would like to see a strong showing of SIOP members and to hear about your work!

If you submitted a proposal to SIOP for the April 2008 conference, you might recall that you were able to choose whether you wanted your SIOP conference submission to be considered for presentation at APA if it was not accepted for SIOP. If you selected that option and your submission is accepted for presentation at APA, we will be getting in touch with you in December, after the SIOP conference submission decisions are finalized. You do not need to resubmit your proposal again to APA.

If you did not submit anything to APA during the SIOP submission process, you can still participate in the APA convention! The SIOP program at APA will be created from your submissions of posters, symposia, tutorials, conversation hours, panel discussions, and other formats you wish to propose. Individual paper presentation submissions may be combined with other papers to form paper sessions on a common topic. Cross-cutting proposals from multiple divisions are especially encouraged to facilitate interaction between SIOP and other APA divisions.

For the complete Call for Proposals and guidelines for submission formats, visit the APA Convention Web site: **www.apa.org/convention**. All submissions (except those considered first for the SIOP conference) must be received online via the APA Web site by Monday, December 3, 2007 to be considered for acceptance. Submissions will be considered from APA and/or SIOP members or from individuals sponsored by an APA or SIOP member.

Questions may be directed to the Division 14 Program Chair, Chris Robert, at robertc@missouri.edu.

Preconference Workshops for SIOP 2008

Suzanne Tsacoumis
Human Resources Research Organization (HumRRO)

Mark your calendars for Wednesday, April 9, 2008 to ensure your attendance at the SIOP preconference workshops at the Hilton San Francisco. The Workshop Committee has identified a diverse selection of current and timely topics to offer this year. A glimpse is provided below:

Doing Competencies Well in Applied Settings. Michael A. Campion, Purdue University; Alexis A. Fink, Microsoft Corporation; Brian J. Ruggeberg, Aon Talent Solutions Consulting. Coordinator: Margaret Barton, U.S. Office of Personnel Management.

Making Mergers and Acquisitions Work: The Basics and Beyond. Mitchell Lee Marks, San Francisco State University and JoiningForces.org. Coordinator: Linda Carr, Sun Micro Systems.

Creating a Compelling Offer: Aligning Your Employee Value Proposition to Key Talent Segments. Anthony McBride, Bristol-Myers Squibb Co.; Maria Amato, CLC Solutions. Coordinator: Robin Cohen, Bristol-Myers Squibb Co.

Closing the Business Acumen Gap: Moving From an HR Expert to an Impactful Business Partner. Adam Ortiz, Executive Development Consulting; Jeff Smith, Barclays Bank PLC. Coordinator: Shane Douthitt, Morehead Associates.

Using Technology to Enhance Assessment and Development Programs. Deborah Rupp, University of Illinois at Urbana-Champaign. Coordinator: Barbara Fritzsche, University of Central Florida.

Building and Managing Effective E-Learning Systems: How to Build a World-Class Technology-Based Training System in Which Employees Really Learn. Kurt Kraiger, Colorado State University; Kenneth G. Brown, University of Iowa. Coordinator: Joan Gutkowski, KPMG.

Global Knowledge and Skills for Industrial-Organizational Psychology. Keith James, Portland State University; José M Péiro, University of Valencia, Valencia, Spain; Mo Wang, Portland State University. Coordinator: John Howes, Nike.

It's All About the Fundamentals! Staying Statistically Savvy in a Point-and-Click World. Rod A. McCloy, Human Resources Research Organization (HumRRO). Coordinator: S. Mort McPhail, Valtera Corporation.

Leading an Ethical Culture in Organizations: How I-O Psychologists Can Help. Charles E. Ruthford, The Boeing Company; Michael E. Brown, Penn State-Erie. Coordinator: Liberty Munson, Microsoft Corporation.

The Impending Workforce Crisis: What I-O Psychologists Can Do About It. Wayne Cascio, University of Colorado; Peter Cappelli, University of Pennsylvania. Coordinator: Debra Drenth Setzer, Franklin Templeton.

EEO Update: Adding, Deleting, or Altering Selection Instruments Required, Permitted, or Prohibited? Keith M. Pyburn, Fisher and Phillips, LLP; John Weiner, Psychological Services, Inc. Coordinator: Bill Sipe, Mercer HR Consulting.

Performance Testing: A New Frontier for I-O Psychologists. Deirdre J. Knapp, Human Resources Research Organization (HumRRO); David J. Pucel, Performance Training Systems, Inc. and the University of Minnesota. Coordinator: Bill Strickland, Human Resources Research Organization (HumRRO).

Executive Talent Management: Creating and Implementing Practices that Drive Business Results. Pradnya Parasher, Microsoft Corporation; Suzan L. McDaniel, Bristol-Myers Squibb. Coordinator: Deb Whetzel, U.S. Postal Service.

From Scientific Progress to Improved Practice: A Practitioner-Oriented Primer on Cutting-Edge I-O Research. Gilad Chen, University of Maryland; Joshua Sacco, Aon Consulting. Coordinator: Kate Zimberg, Microsoft Corporation.

As can be noted, you can expect a broad range of professional development opportunities in the upcoming workshops. And there may be another topic or two still to come. But remember, you can only choose two! Please look for the workshop descriptions and presenters' biographical sketches in the preconference announcement and on the SIOP Web site during registration in January. And don't forget—the workshops are on Wednesday this year!

See you there!

The 2007–2008 Workshop Committee consists of:

Margaret Barton
Linda Carr
Robin Cohen
Shane Douthitt
Barbara Fritzsche
Tom Giberson
Joan Gutkowski
John Howes
Mort McPhail
Liberty Munson
Debra Drenth Setzer
Bill Sipe
Bill Strickland
Suzanne Tsacoumis, Chair
Deb Whetzel
Kate Zimberg

SIOP 2008 Friday Seminars

Lisa M. Penney
University of Houston

On behalf of the Friday Seminars Committee (**Russell Johnson, Jennifer Kaufman, Bennett Tepper**, and **Scott Tonidandel**), I am pleased to announce the topics and expert presenters for the four Friday Seminars that will be offered at the SIOP 2008 conference in San Francisco.

The Friday Seminars are replacing the Sunday Seminars and are designed to provide longer, in-depth explorations of cutting-edge topics and methodological issues from a scholarly perspective. Additional information regarding these sessions will be available in the January *TIP*.

If you have any questions, please contact me at lpenney@uh.edu.

Topics and Presenters

Doing Diversity Right: A Research-Based Approach to Diversity Management. **Derek R. Avery**, University of Houston, and **Patrick F. McKay**, Rutgers University.

Conceptual and Methodological Issues in Analyzing Changes Over Time. **David Chan**, Singapore Management University, and **Robert J. Vandenberg**, University of Georgia.

Work–Life Balance: Good Research/Good Practice. **Jeff Greenhaus**, Drexel University, and **Tammy Allen**, University of South Florida.

Understanding Emotional Labor in I-O: When "Grin and Bear It" Is a Job Requirement. **James M. Diefendorff**, University of Akron, and **Alicia A. Grandey**, Pennsylvania State University.

Notice of External Awards: Nominations

Annette Towler
Chair of the External Awards Subcommittee

The External Awards Subcommittee encourages you to consider nominating a SIOP member for forthcoming awards. Our role is to aid in the process. We are available to help coordinate the materials needed for each award and can submit the nomination on your behalf, as requested. Please take a moment to review these upcoming awards and think about who you might nominate. We also encourage you to call us with names of individuals who you think should be nominated for awards, even if you are not able to make the nomination yourself. For assistance with a nomination or to suggest SIOP members who might be nominated for these awards, contact Annette Towler (atowler@depaul.edu).

American Psychological Foundation
Charles L. Brewer Distinguished Teaching of Psychology Award

This award recognizes a significant career of contributions to the teaching of psychology. The awardee receives a plaque, $2,000, and an all-expense paid round trip to the APA annual convention, where the award is presented. Awardees are also invited to give a special address.

Requirements: The award recipient must have a proven track record as an exceptional teacher of psychology. In addition, they should demonstrate research on teaching; the development of effective teaching methods and/or materials; the development of innovative curricula and courses; exemplary performance as a classroom teacher; demonstrated training of teachers of psychology; demonstrated teaching of advanced research methods and practice in psychology; and/or administrative facilitation of teaching.

Application process: Nominators must complete an *application form* (PDF file at http://www.apa.org/apf/brewer.html), write a letter of support, and submit the nominee's current vita and bibliography.

Deadline: **December 1**

Gold Medal Awards for Life Achievement

The Gold Medal Awards for Life Achievement are bestowed in recognition of a distinguished career and enduring contribution to psychology. All awardees receive a gold medal, an all-expense paid trip to the APA annual convention, where the award is presented, and a $2,000 donation is made in their name to the charity of their choice.

The Gold Medal Awards are conferred in four categories:

- Gold Medal Award for Life Achievement in the Science of Psychology recognizes a distinguished career and enduring contribution to advancing psychological science.
- Gold Medal for Life Achievement in the Application of Psychology recognizes a distinguished career and enduring contribution to advancing the application of psychology through methods, research, and/or application of psychological techniques to important practical problems.
- Gold Medal Award for Life Achievement in Psychology in the Public Interest recognizes a distinguished career and enduring contribution to the application of psychology in the public interest.
- Gold Medal Award for Life Achievement in the Practice of Psychology recognizes a distinguished career and enduring contribution to advancing the professional practice of psychology through a demonstrable effect on patterns of service delivery in the profession.

Requirements: Psychologists must be 65 years or older, normally residing in North America, and must show evidence of enduring contribution to the particular category the award represents.

Application process: Nominations should indicate the award category for which the individual is being nominated and include:

- A nomination statement that traces the nominee's cumulative record of enduring contributions in the award category
- A current vita and bibliography
- Letters of recommendation from appropriate professionals and colleagues supporting the nomination

All nomination materials should be coordinated and collected by the chief nominator and forwarded together in one package to the **Gold Medal Award Coordinator, American Psychological Foundation, 750 First Street, NE, Washington, DC 20002-4242.**

Deadline: **December 1**

Please nominate a SIOP member today and let the External Awards Committee know if they can be of assistance!

SIOP Members Who Have Received APA Awards

Award for Distinguished Professional Contributions

1976	John C. Flanagan	1991	Joseph D. Matarazzo
1980	Douglas W. Bray	1992	Harry Levinson
1989	Florence Kaslow		

Award for Distinguished Scientific Contributions to Psychology

1957	Carl I. Hovland	1972	Edwin E. Ghiselli

Distinguished Scientific Award for the Applications of Psychology

1980	Edwin A. Fleishman	1994	John E. Hunter & Frank Schmidt
1983	Donald E. Super		
1987	Robert Glaser	2005	John Campbell

Distinguished Scientific Award for an Early Career Contribution to Psychology

1989	Ruth Kanfer	2005	Frederick Morgeson
1994	Cheri Ostroff		

Award for Distinguished Contributions to the International Advancement of Psychology

1994	Harry C. Triandis	1999	Edwin A. Fleishman

SIOP Members Who Have Received APF Awards

Gold Medal Award for Life Achievement in the Application of Psychology

1986	Kenneth E. Clark	1993	John C. Flanagan
1988	Morris S. Viteles	1994	Charles H. Lawshe
1991	Douglas W. Bray	2004	Edwin A. Fleishman

SIOP Members Who Have Received APS Awards

James McKeen Cattell Fellow Award

1993	Edwin A. Fleishman, Robert Glaser, & Donald E. Super
1998	Harry C. Triandis
1999	Fred E. Fiedler & Robert J. Sternberg
2000	Robert M. Guion
2005	Edwin Locke

16th Annual Mid-Winter Conference of The Society of Consulting Psychology

(Division 13 of the American Psychological Association)

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Shared interest groups program
Peer-to-peer mentoring
Post-conference workshops

Full hotel, program and registration information will be available on the Division 13 Website in October.

DON'T MISS IT!
www.div13.org

SIOP Awards

Wendy R. Boswell
Texas A&M University

Starting Monday, October 8, 2007, we will begin accepting proposals for three programs aimed at supporting research conducted by SIOP members and students, and two programs designed to provide support to graduate students.

1. Small Grant Program. Provides funding for academic/practitioner research; $15,000 available (limit of $5,000 per grant)
2. Graduate student scholarships provide scholarships to graduate students in I-O or related field; $3,000 (2) and Lee Hakel ($3,500).
3. Leslie W. Joyce and Paul Thayer Graduate Student Fellowship provides support for graduate students in I-O whose focus is training/development or selection/placement ($10,000).

We are also still accepting nominations for the Raymond A. Katzell Media Award in I-O Psychology designed to recognize evidenced-based news, feature stories, and editorials in any medium that advance both the science and practice of I-O psychology.

Full information regarding program focus, eligibility criteria, and submission guidelines for each of these programs can be found in this issue of *TIP* or can be viewed online at http://www.siop.org/siopawards/. Awards will be made prior to the SIOP annual conference in 2008 in San Francisco.

Proposals can be submitted online at http://www.siop.org/awardsonline/main.aspx by **February 1, 2008**. Please direct all questions regarding research funding to Awards Committee Chair Wendy R. Boswell wboswell@tamu.edu.

SIOP MEMBERS IN THE NEWS

Clif Boutelle

The news media have found SIOP members to be rich sources of information for their stories about workplace-related topics. And no wonder! SIOP members have a diverse range of expertise as evidenced by the listings in Media Resources on the SIOP Web site (www.siop.org). There are more than 100 different workplace topics with more than 1,500 SIOP members who can serve as resources to the news media.

SIOP members who are willing to talk with reporters about their research interests are encouraged to list themselves in Media Resources. It can easily be done online. It is important, though, that in listing themselves, members include a brief description of their expertise. That is what reporters look at, and a well-worded description can often lead the reporter to call.

It is suggested that listed SIOP members periodically check and update their information, if needed.

Every mention in the media is helpful to our mission to gain greater visibility for the field of I-O psychology.

Following are some press mentions that have occurred in the recent months:

An August 2 *USA Today* story about friendships at work quoted **Ken Siegel** of the Impact Group in Los Angeles. The story noted there can be pitfalls with workplace friendships. One thing, he said, working against workplace friendships is money and status. True friendships are a myth, desired but not achievable. When you inject money and power into the equation, it changes things, he said. "People try to create workplace friendships out of their own vulnerability and the more companies talk about friendships at work, the less real it is."

Dory Hollander of WiseWorkplaces in Arlington, VA contributed to a July 31 *Wall Street Journal* story about tactful ways to leave a job. Building solid bridges generates more than a rosy reference letter when you resign. It can boost your future job prospects. "If you leave on a high note with connections that are real and true, you create opportunities for yourself down the road." She offered other tips including making peace with workplace enemies, but give the most attention to close colleagues. "These people are going to be part of your eternal career network. Bid people farewell face-to-face and promise to keep in touch. Send handwritten notes along with a new business card and reconnect regularly over a meal."

The July/August issue of *Monitor on Psychology* featured women leaders in psychology that included SIOP members: **Sandra Shullman**, executive coach with Executive Development Group in Greensboro, NC, and **Nancy Tippins**, managing partner and senior vice president of Valtera. The issue also carried a story about research conducted by **Alice Eagly** of Northwestern University dispelling the "glass-ceiling" metaphor that implies women are blocked from top business posts. With 23% of American CEOs now women, Eagly says

a more accurate metaphor for the obstacles women encounter is a labyrinth of challenges through which women traverse to become successful leaders.

The July issue of *Talent Management* magazine featured an article on the use of lifestyle coaching as a strategic management tool by **Kenneth Nowack** of Envisia Learning in Santa Monica, CA. Although lifestyle behaviors have traditionally been the domain of health professionals, Nowack suggests coaches who help increase effectiveness and performance of clients should consider coaching for lifestyle modifications. Why? Because stress, job–family imbalance, and other health issues are directly related to an employee's work life. Many successful businesses, Nowack says, understand that investing in their employees' health and well-being can have tremendous bottom-line results, including increased retention, improved performance, and reduced costs because of health, insurance, accidents and absenteeism.

A June 24 story in the *Atlanta Journal Constitution* about how Atlanta public schools are experimenting with separate classes or schools for boys and girls quoted **Alexander Alonso** of the American Institutes for Research, who was the lead investigator for a U.S. Department of Education systematic review of single-sex schooling interventions. "There's some methodologically rigorous research that supports single-sex education for certain areas or certain outcomes, such as testing or achievement," he said. "But there's too little research out there to make that definitive."

Theresa Kline of the University of Calgary and **Deirdre Knapp** of HumRRO were interviewed for a June 23 column on personality testing that appeared in the *Vancouver Sun* that was also distributed to Canadian and U.S. media outlets. Kline noted that well-designed tests can measure characteristics such as customer and coworker rapport, motivation to help the organization succeed, and communication skills. She cautioned that test scores "reflect a snapshot of an individual on one dimension" and that organizations should not overrely on test scores for decision making. "These measures help ensure a good person–job fit, which benefits the employer and the job seeker," added Knapp.

The June issue of *Monitor on Psychology* included a feature story on how **Wendy Becker** of the University at Albany uses I-O psychology to help keep order in crime labs. Forensic scientists are, for the most part, overburdened and unsupported says Becker. Fueling that is the rush to embrace new technology in criminal investigations, which often overlooks the people needed to make technology work. Becker and her collaborator, W. Mark Dale, former head of the New York State crime lab and current director of the Northwest Regional Forensics Institute at the University at Albany, implemented organizational expertise to address high turnover, lack of resources and overwork that affect staff performances.

The May 28 issue of *Fortune* magazine featured a story on the impact Generation Y (30 and under) is having on the workplace. Noting that Gen Yers tend to stretch the transition to adulthood well into their 20s and that one study showed that 73% of the respondents said they see their parents at least once a

week and half do so daily, **Mitchell Marks,** of the consulting firm Joining Forces in San Francisco, said "It's difficult to start making decisions when you haven't been making decisions your whole life." For many, he added, the way they have been raised can be detrimental. "They've been made to feel so special and that is totally counter to the whole concept of corporations."

During l'affaire Wolfowitz, which was prominent in the news last spring, ABC News did a story (May 16) on the consequences that result when a boss has a romantic relationship with a subordinate. Many employers, not just the World Bank, face this sort of workplace nepotism and fraternization on a daily basis and they all have some sort of policy that governs workplace behavior. Adler noted that "virtually every organization's sexual harassment policy says it is the manager's responsibility to take action to avoid a relationship with a subordinate. For a CEO, something has to give—either the CEO or the person below has to leave that position."

Joan Brannick of Brannick HR Connections in Tampa, FL was contacted for her thoughts for a May 15 *Wall Street Journal* story about the skills freshly graduated students bring to the workplace. Because they do not have relevant on-the-job experience, many new graduates figure they lack the skills required in the corporate world. Not so, says Brannick. "Students don't think about what skills they developed during their college careers over and above what appears on their transcripts," she said. "It's not just about the class work they did." For example, many students have the ability at 2 a.m. to write a paper while instant messaging friends and watching a Tivoed program. That's a skill that can come in handy at a company that values employees who can manage tight schedules effectively.

U.S. companies spend millions of dollars each year to record customer calls, and then ignore what they hear, according to a study by Aon and Verint. The results were reported in the May 15 *Call Center* magazine and by Reuters and other news outlets which quoted **Miriam Nelson** of Aon. "Even though call monitoring systems are in place at most call centers, companies do not adequately turn those recorded conversations into lessons that make customers happier," she said. "Fortunately, fairly simple process changes are generally enough to give companies a better return on their investment of time and resources."

For a May 7 *Christian Science Monitor* story on the rising number of workplaces that are "age-friendly," **Bill Byham** of Development Dimensions International in Bridgeville, PA noted that many companies see the value of older workers and realize that some people "want to do something different with the company and welcome new challenges."

Nathan Bowling of Wright State University conducted a mega-analysis that found people who are satisfied with their jobs are not necessarily top job performers. The results were reported in several media including the May 13 *Dayton Daily News*, the *Dallas Morning News*, and *Columbus Dispatch*. Although job satisfaction and job performance correlate, one does not cause the other, he noted. Rather what really determines happiness and performance

on the job is personality. "Simply put, workplace interventions designed to improve performance by exclusively targeting employee satisfaction are unlikely to be effective," he said. The best way to employ workers who are both satisfied and perform well can be found in the selection process. "There are ways to select employees who will be successful," he added.

For several news stories on bad bosses, writers turned to **Bob Hogan** of Hogan Assessment Systems in Tulsa, OK. For a March 26 *Tulsa Oklahoman* story, Hogan noted that "there are more bad managers than bad employees." For a March 18 *New York Times* story, he offered several reasons for bullying managers' behavior, including pressure from upper management, insecurity, feelings of inadequacy, and even chronic depression. Also, for an April 26 *Wall Street Journal* story about micromanaging bosses, Hogan suggests informing the boss in a nonconfrontational way that his/her constantly checking work is intimidating and uncomfortable. "You are basically saying, 'Tell me what your concerns are and I will make sure those are no longer a concern.'" Also ask the boss which tasks are most important and then assure him or her that you can handle them.

Also quoted in the same story was **Kenneth DeMeuse** of the University of Wisconsin at Eau Claire. He noted that when a boss is micromanaging the employee should try to control his or her behavior because the employee has little control over the supervisor. Also, he said, try to understand why the boss may be breathing down the employee's neck. "Being a manager today is not an easy job. Management is being squeezed and the boss may be caught in that squeeze."

Managing motivation was the subject of a story in the February issue of *Go* magazine, and SIOP members **Ben Dattner** of Dattner Consulting in New York and **Lorraine Stomski** of Aon Consulting's San Francisco office were asked to contribute. Dattner noted, "Given how challenging most senior-level jobs are these days, it is easy for senior executives to lose touch with issues like employee motivation and morale." Which can be a costly mistake. "When a firm has a disengaged workforce, it risks having individuals who fail to perform to their potential, fail to inspire others and end up de-motivating those around them," added Stomski.

In a December 11 *Wall Street Journal* story about companies redefining flexible work schedules as a quality-of-life issue for all employees, not just for women, quoted **Seymour Adler** of Aon Consulting. He said promoting quality-of-life programs for everyone offers several benefits, including reducing resentment from men who feel flex programs are a concession to women. They also address concerns of single people and non-parents who believe those with families have more flexible options.

Please let us know if you, or a SIOP colleague, have contributed to a news story. We would like to include the mention in **SIOP Members in the News.**

Send copies of the article to SIOP at siop@siop.org or fax to 419-352-2645 or mail to SIOP at PO Box 87, Bowling Green, OH 43402.

Anna L. Sackett
University at Albany

Awards & Recognition

Michael M. Harris received the Thomas Jefferson Award in 2007, which recognizes individuals who rise above excellence and demonstrate clear distinction in teaching, research, writing, creative activities, and service to the University of Missouri and humankind. The award is given every other year, and the winner is selected from all four campuses in the University of Missouri system.

Patrick F. McKay (Rutgers University), **Derek A. Avery** (University of Houston), and **Mark A. Morris** (J.C. Penney, Inc.) were awarded the 2007 Dorothy Harlow Distinguished Paper Award from the Gender and Diversity in Organizations division of Academy of Management for the conference paper titled, "The Interaction of Subordinates' and Managers' Diversity Climates on Store Unit Sales Performance."

Sylvia Hysong, health services researcher at the Houston Center for Quality of Care and Utilization Studies and faculty member at Baylor College of Medicine, has been awarded a 5-year career development award from the Department of Veterans Affairs, Health Services Research and Development Service. She has also been recently awarded an NIH minority supplement to expand ongoing research investigating physician-level financial incentives to improve the care of hypertensive patients. Hysong's research will examine organizational moderators and mediators of the effectiveness of financial incentives on quality of health care delivered to patients with hypertension.

Aon Consulting would like to recognize **Seymour Adler**, Senior Vice President in the Talent Solutions Consulting practice. Adler was awarded Fellow status in the Association for Psychological Science (APS) this month for his sustained outstanding contributions to the advancement of psychological science.

The American Society for Training & Development (ASTD) presented **Tacy M. Byham** with the Dissertation Award at its 2007 International Conference & Exposition in Atlanta, Georgia. The ASTD also presented the academic team of **Tammy D. Allen, Lillian T. Eby**, and **Elizabeth Lentz** with the Research Article Award at the conference. Both awards recognize an outstanding dissertation and outstanding research that is published in a refereed journal, respectively, that holds major implications for workplace learning and performance practitioners.

CONGRATULATIONS!

Transitions, Appointments, and New Affiliations

As noted above, Patrick F. McKay has joined the School of Management and Labor Relations at Rutgers University. Previously he worked in the management area of the Sheldon B. Lubar School of Business at the University of Wisconsin-Milwaukee.

Joyce Bono and **Lisa Leslie** have joined the faculty of the Department of Human Resources and Industrial Relations at the University of Minnesota. They will join SIOP members **Michelle Duffy, Theresa Glomb,** and **Connie Wanberg**.

Derek R. Avery has joined the I-O faculty at the University of Houston. There he will join **Jim Campion, Lisa Penney, Christiane Spitzmüeller**, and **Alan Witt**.

After 34 years, **David Campbell** retired from active service with the Center for Creative Leadership (CCL) at the end of June. Campbell will continue to have a presence at CCL for the next several months and will maintain his office in Colorado Springs as he transitions several projects.

Robert F. Goldsmith has recently become Senior Project Director for AlignMark. AlignMark is a human capital consulting company that deals with a wide variety of issues in I-O psychology. Goldsmith will be particularly involved in computer-based assessment and development solutions, as well as traditional assessment centers.

Eric Dunleavy, formerly a senior research scientist at the American Institutes for Research (AIR), has joined DCI Consulting as a senior human resources consultant. Dunleavy will be involved in all phases of the equal employment opportunity and affirmative action regulatory compliance practices provided by DCI, particularly in the areas of pay equity analysis, employee selection and test validation, and OFCCP audit and litigation support.

Aon Consulting is pleased to announce several new team members have joined the Talent Solutions Consulting practice. **Mitchell Gold** has joined the Kansas City office as assistant vice-president. Prior to joining Aon, Gold spent 11 years with Sprint and its spin-off, EMBARQ. **Pat M. Caputo** has joined the New York City office and **Anthony S. Boyce** has joined the Houston office both as consultants.

The psychology department at Old Dominion University is pleased to welcome assistant professor **Karin Orvis**. She joins colleagues **Debra Major, Don Davis,** and Jim Bliss in the I-O doctoral program.

BEST OF LUCK!

Keep your colleagues at SIOP up to date. Send items for **IOTAS** to **Wendy Becker** at WBecker@siop.org.

Visibility News: New I-O Brochure Available!

Joel Philo
JCPenney

As Baby Boomers retire and the war for talent heats up, the importance of raising the visibility of our field to students, universities, and businesses increases. We need organizations to understand how our research and practice can help win the war for talent. We need universities to support our research and practice, and we need a diverse crop of promising new students to join our field. To this end, the Visibility Committee recently revised the I-O psychology brochure to make it more engaging and compelling.

The revised brochure has an eye-catching title, clear and simple language, and a touch of humor. It is ideal for students or any individuals considering a career change. It is also useful for quickly summarizing our field for interested university personnel or potential business clients.

The new brochure, entitled "Maximizing Human Potential Within Organizations," is available at http://www.siop.org/visibilitybrochure/siopbrochure.aspx. You can get to this link by going to the SIOP homepage, clicking on Resources, I-O Resources/Publications, and then SIOP Brochure. You can either print this brochure yourself, or you can request copies from the SIOP Administrative Office (siop@siop.org). The first 100 copies of the brochure are absolutely free and each additional 100 costs only $7.50 (including shipping)!

We encourage members to make this brochure available to students, businesses, and anyone interested in learning about our organization or our profession. The more visible we are, the more we can contribute. We are all part of the visibility effort, and this brochure provides us with a useful tool for raising awareness. Please do your part and share this brochure today.

Announcing New SIOP Members

Miguel Quiñones
Southern Methodist University

The Membership Committee welcomes the following new Members, Associate Members, and International Affiliates to SIOP. We encourage members to send a welcome e-mail to them to begin their SIOP network. Here is the list of new members as of August 20, 2007.

Renee Alfieri
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Welcome!

CONFERENCES & MEETINGS

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Please submit additional entries to David.Pollack@Sodexhousa.com.

2007

Oct 1–5	Annual Conference of the Human Factors and Ergonomics Society. Baltimore, MD. Contact: The Human Factors and Ergonomics Society, www.hfes.org (CE credit offered).
Oct 8–12	Annual Conference of the International Military Testing Association. Gold Coast, QLD, Australia. Contact: www.internationalmta.org.
Oct 26–27	SIOP Fall Consortium—"Enabling Innovation in Organzations: The Leading Edge." Kansas City, MO. Contact: SIOP, www.siop.org (CE credit offered).
Nov 7–10	Annual Conference of the American Evaluation Association. Baltimore, MD. Contact: AEA, (888) 232-2275 or www.eval.org.

2008

Feb. 28–March 1	Annual Conference of the Society of Psychologists in Management (SPIM). San Antonio, TX. Contact: www.spim.org (CE credit offered).
March 7–9	Annual Conference of the Southeastern Psychological Association. Charlotte, NC. Contact: SEPA, www.sepaonline.com (CE credit offered).
March 7–11	Annual Conference of the American Society for Public Administration. Dallas, TX. Contact: ASPA, (202) 393-7878 or www.aspanet.org.
March 14–16	Annual IO/OB Graduate Student Conference. Denver, CO. Contact: martin.lanik@colostate.edu.

March 24–28	Annual Convention, American Educational Research Association. New York, NY. Contact: AERA, (202) 223-9485 or www.aera.net.
March 25–27	Annual Convention, National Council on Measurement in Education. New York, NY. Contact: NCME, (608) 443-2487 or www.ncme.org.
April 10–12	Annual Conference of the Society for Industrial and Organizational Psychology. San Francisco, CA. Contact: SIOP, (419) 353-0032 or www.siop.org (CE credit offered).
May 22–25	Annual Convention of the American Psychological Society. Chicago, IL. Contact: APS, (202) 783-2077 or www.psychologicalscience.org (CE credit offered).
June 1–4	Annual Conference of the American Society for Training and Development. San Diego, CA. Contact: ASTD, (703) 683-8100 or www.astd.org.
June 8–11	Annual Conference of the International Public Management Association Assessment Council. Oakland, CA. Contact: IPMA, www.ipmaac.org.
June 12–14	Annual Conference of the Canadian Society for Industrial and Organizational Psychology. Halifax, Nova Scotia. Contact: www.ssc.uwo.ca/psychology/csiop/conferences.html.
June 22–25	Annual Conference of the Society for Human Resource Management. Chicago, IL. Contact: SHRM, (703) 548-3440 or www.shrm.org (CE credit offered).

3rd Annual River Cities I-O Psychology Conference
November 2-3, 2007

The title for this year's conference is "Connecting the Dots." We hope to have professionals, educators, and students from the field of I-O psychology and human resources presenting at our conference this year.

We invite you to plan to attend. Please visit our conference Web site at http://rcio.nku.edu/ for more information, and updates.

Call for Papers: Sixth Conference on Emotions and Organizational Life (Emonet VI), July 17–19, Fontainebleau, France

Researchers interested in studying emotions in organizational settings are invited to submit empirical or theoretical papers for presentation at the Sixth Conference on Emotions and Organizational Life ('Emonet VI'), to be held in Fontainebleau, France, July 17–19, 2008. The conference aims to provide a forum for some of the significant advances that have been made in our understanding of the role of emotions in organizational life. The conference papers will be considered for inclusion in Volumes 5 and 6 of the Elsevier Science Annual Series, Research on Emotion in Organizations.

The submission deadline is **March 31, 2008**. Papers are to be submitted via the Emonet Web site http://www.uq.edu.au/emonet/, and will be subject to blind review. Format is per the submission guidelines for the Academy of Management. A brief statement of authors' preference for presentation format should also accompany submissions. It is anticipated that a wide variety of delivery styles will be used, including symposia, panel discussions, workshops, posters, and traditional presentations.

Authors unable to attend the conference are also invited to submit their papers to be considered for inclusion in the book. These papers will be available for workshopping at the conference and will be subject to the same review process as the conference papers. Authors should indicate whether they wish to have their work reviewed for presentation at the conference, the book, or both.

For more information about the conference go to Emonet Web site, or e-mail Neal M. Ashkanasy (UQ Business School, University of Queensland) n.ashkanasy@uq.edu.au; Charmine E. J. Härtel (Department of Management, Monash University) charmine.hartel@buseco.monash.edu.au; or Wilfred J. Zerbe (Haskayne School of Business, University of Calgary) wilfred.zerbe@haskayne.ucalgary.ca.

A Call for Citations and Abstracts of Published Research on Work and Aging

Ruth Kanfer, representing the Scientific Affairs Committee, in conjunction with The Federation for Behavioral, Psychological, and Cognitive Sciences, is organizing a "Science Forum" that is designed to increase the visibility of SIOP and its members doing research on topics of import to federal fgencies. The goal is to better network our researchers, policy makers, and granting agencies. The first topic (we anticipate conducting others) is on Work and Aging: Psychological-Organizational Science Contributions to the Management of an Aging and Age-Diverse Workforce. The Science Forum will bring together a small group of leading researchers in the topic area, representatives of Federal Agencies, and policy makers for a series of presentations and discussions. The Scientific Affairs Committee will provide more information about the Science Forum as planning proceeds.

WE NEED YOUR HELP. To broaden the impact of the forum and increase the benefit to SIOP members, we are planning to produce a compendium of SIOP member abstracts on research relevant to the Science Forum. A bound compilation of abstracts, describing recent scientific research on work and aging by members of the Society for Industrial and Organizational Psychology (SIOP) will be distributed to all forum participants and attendees, along with a listing of SIOP researcher names and contact information. To accomplish this, we need your input: If you have published relevant research, we need you to e-mail the citation and maximum 100-word abstract (Word format; Subject line in e-mail: Science Forum) to **Seth Kaplan at George Mason University** (skaplan1@gmu.edu) no later than **November 30, 2007**.

SIOP also offers JobNet, an online service. Visit JobNet for current information about available positions and to post your job opening or resumé— https://www.siop.org/JobNet/.

INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGIST: THE DEPARTMENT OF PSYCHOLOGICAL SCIENCES AT PURDUE UNIVERSITY invites applications for a tenure-track position in industrial-organizational psychology at the **BEGINNING OR ADVANCED ASSISTANT PROFESSOR LEVEL**, beginning in the fall semester of 2008. The successful candidate will have a strong publication history and the beginnings of a strong research program, with the likelihood of future funding as well as a record of teaching excellence. Area of interest is of less relevance than the potential for scholarly contribution to the field of I-O psychology and high-quality graduate and undergraduate mentoring and teaching. Applicants should submit a vita, a description of current research and teaching interests, evidence of teaching effectiveness (if available), reprints of publications, and three letters of recommendation to the search committee. Materials may be submitted by mail to **Chair, I-O Psychology Search Committee, Department of Psychological Sciences, Purdue University, 703 Third Street, W. Lafayette, IN 47907-2081.** Application review begins November 1, 2007, but applications will be accepted until the position is filled.

Purdue University is an affirmative action/equal access/equal opportunity Employer.

Women and individuals from underrepresented groups are especially encouraged to apply.

INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY: THE UNIVERSITY OF TULSA'S DEPARTMENT OF PSYCHOLOGY invites applications for two tenure-track positions as **ASSISTANT PROFESSOR** in industrial-organizational (I-O) psychology, commencing fall 2008. A PhD in industrial-organizational psychology or ABD (anticipated final defense by August 10, 2008) is required. Specialty within I-O psychology is open, but we seek individuals with demonstrated scholarly potential and commitment to undergraduate and graduate teaching.

The successful applicants will contribute to our undergraduate and graduate curricula. The department is committed to excellence in teaching and research, has a strong undergraduate program, and has established PhD and master's programs in both I-O and clinical (APA-Full Accreditation) psychology. The I-O program has an energetic, productive faculty and strong

support from the department. Information about the program is available at http://www.cas.utulsa.edu/psych/.

The university and department share a strong commitment to achieving diversity among faculty and staff. We particularly encourage applications from underrepresented groups. The department values collegiality and strives to maintain a pleasant work environment. Tulsa is an affordable city known for its diverse culture, arts, and natural attractions.

Please send a letter of application, vitae, reprints, evidence of teaching effectiveness, transcripts, and three letters of reference to **Dr. John McNulty, Department of Psychology, The University of Tulsa, 600 S. College Ave., Tulsa, OK 74104-3189.** Inquiries about the position should be directed to john-mcnulty@utulsa.edu. Review of applications will begin October 1, 2007, and continue until the position is filled. The University of Tulsa is an EEO/AA employer.

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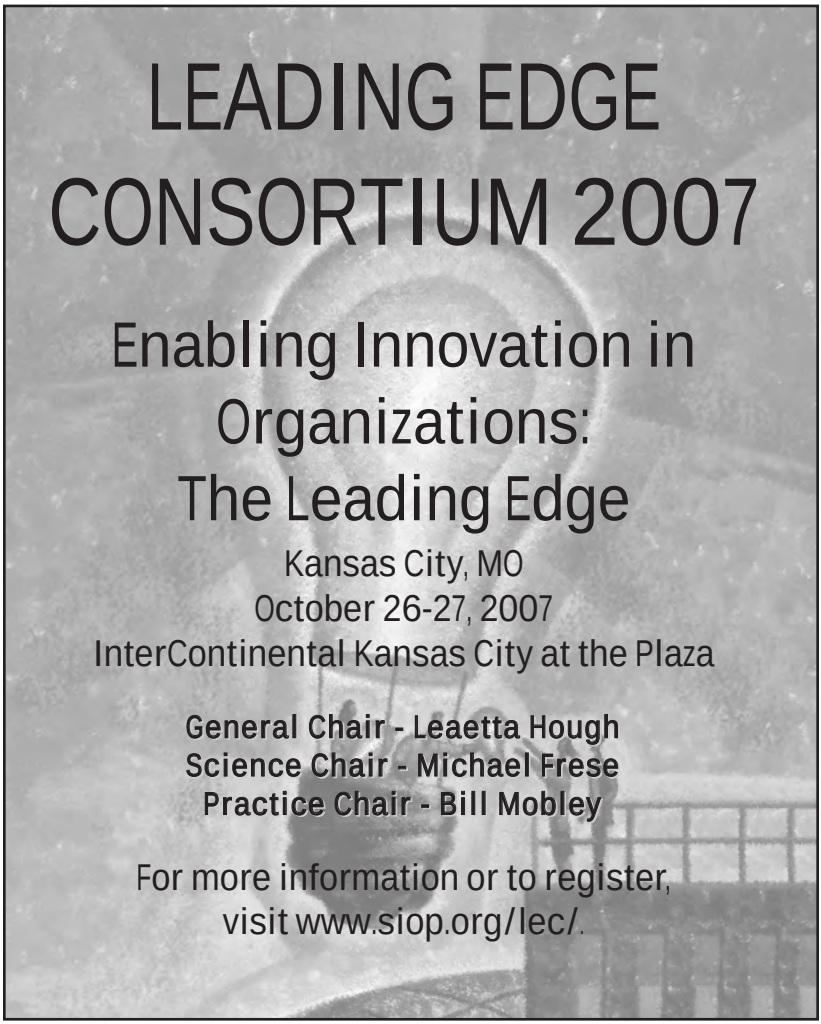

Information for Contributors

Please read carefully before sending a submission.

TIP encourages submissions of papers addressing issues related to the practice, science, and/or teaching of industrial and organizational psychology. Preference is given to submissions that have broad appeal to SIOP members and are written to be understood by a diverse range of readers.

Preparation and Submission of Manuscripts, Articles, and News Items

Authors may correspond with the editor via e-mail, at LKoppes@SIOP.org. All manuscripts, articles, and news items for publication consideration should be submitted in electronic form (Word compatible) to the editor at the above e-mail address. For manuscripts and articles, the title page must contain a word count (up to 3,000 words) and the mailing address, phone number, and e-mail address of the author to whom communications about the manuscript should be directed. Submissions should be written according to the *Publication Manual of the American Psychological Association*, 5th edition.

All graphics (including color or black and white photos) should be sized close to finish print size, at least 300 dpi resolution, and saved in TIF or EPS formats. Art and/or graphics must be submitted in camera-ready copy as well (for possible scanning).

Included with the submission should be a statement that the material has not been published and is not under consideration for publication elsewhere. It will be assumed that the listed authors have approved the manuscript.

Preparation of News and Reports, IOTAS, SIOP Members in the News, Calls and Announcements, Obituaries

Items for these sections should be succinct and brief. Calls and Announcements (up to 300 words) should include a brief description, contact information, and deadlines. Obituaries (up to 500 words) should include information about the person's involvement with SIOP and I-O psychology. Digital photos are welcome.

Review and Selection

Every submission is reviewed and evaluated by the editor for conformity to the overall guidelines and suitability for *TIP*. In some cases, the editor will ask members of the Editorial Board or Executive Committee to review the submission. Submissions well in advance of issue deadlines are appreciated and necessary for unsolicited manuscripts. However, the editor reserves the right to determine the appropriate issue to publish an accepted submission.

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Advertise in *TIP*, the Annual Conference Program, and on the SIOP Web Site

The Industrial-Organizational Psychologist (*TIP*) is the official publication of the Society for Industrial and Organizational Psychology, Inc., Division 14 of the American Psychological Association, and an organizational affiliate of the American Psychological Society. *TIP* is distributed four times a year to more than 6,000 Society members. The Society's Annual Conference Program is distributed in the spring to the same group. Members receiving both publications include academicians and professional practitioners in the field. *TIP* is also sent to individual and institutional subscribers. Current circulation is approximately 6,400 copies per issue.

TIP is published four times a year: July, October, January, April. Respective closing dates for advertising are May 1, August 1, November 1, and February 1. *TIP* is a 5-1/2" x 8-1/2" booklet. Advertising may be purchased in *TIP* in units as large as two pages and as small as one-half page. Position available ads can be published in *TIP* for a charge of $108.00 for less than 200 words or $128.00 for 200–300 words. Please submit position available ads to be published in *TIP* by e-mail. Positions available and resumes may also be posted on the SIOP Web site in JobNet. For JobNet pricing see the SIOP Web site. For information regarding advertising, contact the **SIOP Administrative Office, 520 Ordway Avenue, PO Box 87, Bowling Green, OH 43402, graphics@siop.org, (419) 353-0032.**

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Two-page spread	$640	$465			
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Inside 1st page	$620	$440	7-1/4"	x	4-1/4"
Inside 2nd page	$600	$415	7-1/4"	x	4-1/4"
Half page	$294	$240	3-1/4"	x	4-1/4"
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Back cover 4-color	$1,230	$1,050	8-1/2"	x	5-1/2"

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Advertising is available in the Annual Conference Program. Submission of display ads is due into the SIOP Administrative Office by January 15. The Program is published in March, with a closing date of January 15. The Conference Program is an 8-1/2" x 11" booklet.

Size of ad	*Price*	*Vertical*		*Horizontal*
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Quarter page	$202	4-1/4"	x	3-1/2"
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Advertising for SIOP's printed publications should be submitted in electronic format. Acceptable formats are Windows EPS, TIF, PDF, Illustrator with fonts outlined, Photoshop, or QuarkXpress files with fonts and graphics provided. You must also provide a laser copy of the file (mailed or faxed) in addition to the electronic file. Call the Administrative Office for more information.

TIP

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