Address from the Department Chair  
by Dr. Debra Steele-Johnson

This past semester, Spring 2014, has brought many changes and accomplishments. Since my last newsletter message, we have said farewell to Dr. Wayne Shebilske, who retired last summer. We thank Wayne for his many efforts on behalf of the department. Although Jean Edwards and Al Nagy had retired previously, they continue to support the department through teaching. Say “hello” when you see them. Since January 2014, seven graduate students have successfully defended either a masters or dissertation. Please join me in congratulating our newest Ph.D.s: John McIntire, April Courtice, Sheldon Russell, Megan Morris, Elizabeth Peyton, and Julie Steinke. Please join me also in congratulating our newest M.S. graduates: Sho Hakoyama, Truman Gore, and Darrell Kelly. Also, related to our HF/IO graduate program, Wright State University is now among the top third of universities in research productivity in I/O psychology. We were ranked 20th out of 62 universities with I/O psychology Ph.D. programs (The Industrial-Organizational Psychologist, 2014). Moreover, we said farewell to a long-term employee and friend, Ms. Netty Yount. Netty supported our department for close to 20 years, providing invaluable service to the undergraduate program and to the department in general.

Wright State Ranked in the Top 3rd of I-O Ph.D. Programs

Wright State University was ranked 20th in a recent evaluation of the research productivity of I-O psychology Ph.D. programs (The Industrial-Organizational Psychologist, 2014). Researchers at Auburn University compiled the rankings, which included 62 U.S. and international programs, by the number of faculty papers published in the top 10 I-O journals from 2003 through 2012. Programs ranked similarly to WSU include North Carolina State University, Penn State University, Portland State University, the University of Western Ontario, and Central Michigan University. Being included in the top 1/3rd of I-O programs globally is something to be very proud of!
Department Chair Address, continued

Finally, we welcomed a new academic advisor, Ms. Sarah Cicora, to our Psychology Undergraduate Program (PUP) office. She has settled into her role, demonstrated her commitment to our students, and has become a valued member of our department. Sarah brings boundless energy and enthusiasm, and we are beginning to see results from her many creative ideas regarding how we can better support our students.

**Congratulations to . . .**

**Dr. Kevin Bennett,** for co-authoring a paper that received the best paper award for JCEDM in 2013. The title of the paper is "Evaluation of an Ecological Interface Design."

**Caitlin Blackmore,** who was awarded a Professional Development Grant from the Graduate Student Assembly to partially fund her travel expenses to the 2014 SIOP conference in Honolulu, Hawaii.

**Dr. Nathan Bowling,** who had his article Bowling and Beehr (2006) featured in an upcoming APA book about publishing high impact research.

**Dr. John Flach,** who was awarded the 2013 Paul M. Fitts Education Award, which recognizes a person who has made exceptional contributions to the education and training of human factors/ergonomics.

**Dr. John Flach,** for serving as the keynote speaker this past April at the W21C workshop in Calgary, Alberta, Canada. John spoke about Dr. Tim McEwen’s dissertation work on a graphical interface for clinical decision making with respect to cardiovascular disease. The title of the talk was "Supporting Evidenced-Based Practice through Interface Design."

**Betsy Fox,** who won a Graduate Student Assembly Professional Development Award to attend the Annual Meeting of the Vision Sciences Society to present her paper, "Analysis of fused and unfused imagery using Systems Factorial Technology."

**Joey Glavan** and **Betsy Fox,** for receiving travel awards to attend the HFES meeting this Fall.

**Drew Hampton,** the department awardee for the Graduate Student Excellence Award.

**Steve Khazon,** who recently took a position as Adjunct Professor of Psychology at the University of Dayton.

**Beth Peyton,** who was awarded the SIOP Student Travel Award, which partially reimburses her travel expenses to the 2014 SIOP conference in Honolulu, Hawaii.

**Caitlin Rizzardo** and **Elizabeth McGregor,** under supervision of **Herb Colle,** who received the American Psychological Association, Division 3 (Experimental Psychology) New Investigator Award for an article published in the *Journal of Experimental Psychology: Applied.*
Personality Psychology has found a secure home within Industrial and Organizational Psychology. While personality offers the ability to understand a myriad of organizational variables from motivation to decision making, from job attitudes to performance, most of its fame comes from meta-analyses of the Big Five (e.g, Barrick & Mount, 1991). In fact, it would not be too much of an exaggeration to say that the Big Five saved Personality Psychology by answering the challenges of research integration. Unfortunately, in this process many researchers have deified these constructs. They are so ubiquitous to the point that I/O psychologists often don’t consider other personality traits and constructs, which is unfortunate because so much of this work is applicable to employee behavior.

One of the biggest criticisms of the Big Five is that it is too constrained, too restrictive. (Of course, one could be even more restrictive and adopt Musek’s [2007] “Big One”). Though there are many measures besides the Big Five, for researchers wishing to stay within this framework there are ways to add complexity. In a study of Goldberg’s (1990) Big Five adjectives, Hofstee, de Radd, and Goldberg (1992) found that a majority of the adjectives actually loaded on two factors; this is in contrast to the strict hierarchical model in which we commonly perceive these traits. Building upon this finding, Hofstee and colleagues developed the Abridged Big Five Circumplex (AB5C).

What is AB5C?

The AB5C identifies 10 circumplexes representing blends of two Big Five Traits. Each circumplex consists of six dimensions: two primary factors, two positive circumplex traits, and two negative circumplex traits. The first two dimensions in each circumplex structure are the principal axes, representing two primary Big Five domains. The other four dimensions represent circumplex traits composed of different combinations of high/low levels of these factors. For example, the Agreeableness (II) and Conscientiousness (III) circumplex offers measurement of Morality (high Agreeableness and high Conscientiousness, or II+/III+), Dutifulness (III+/II+), Sympathy (II+/III-), and
Rationality (III+II-). With this structure the AB5C measures the Big Five and 40 other circumplex traits. For those desiring less complexity, DeYoung, Quilty, and Peterson (2007) collapsed across diagonals to create 10 aspects of the Big Five.

**What is the value?**

So what is the value in this complexity? Seldom do we find that our criteria are predicted by only one of the Big Five. When criteria are related to two or more Big Five traits, the AB5C offers both economy of measurement and increased predictive power. Burns, Morris, and Wright (2014) found that the AB5C measures predicated performance above and beyond the effects of primary Big Five factors and showed similarity to interactions between these traits. Beyond this predictive potential, the AB5C also offers potential benefits for researchers who wish to reduce the number of items in their survey. Despite this promise, little research actually exists on the AB5C and researchers and practitioners should be encouraged to consider these measures.

**References**


Greetings! My name is Caleb Bragg, and I am entering my fourth (and hopefully final) year here in the I/O Psychology PhD program. I work in Dr. Nathan Bowling’s Employee Well-Being lab, where we are most concerned with research topics like Counterproductive Work Behavior, Job Satisfaction, Job Stress, Job Attitudes, and Organizational Citizenship Behaviors. My own research interests fall along similar lines, with an additional focus on personality predictors of these and other well-being factors, particularly counterproductive work behavior, in conjunction with personnel selection and assessment techniques.

I am currently work on a project that has little to do with my above stated research interests. Starting in January, 2013, I was approached by Dr. Bowling with the opportunity to work on a grant he had received through the Air Force Research Lab, a subsection of the Human Performance Wing of the Air Force. There had been a fantastic new push to develop and empirically test a model of suspicion, particularly in IT environments. The model had already been developed by other researchers at a different university, which specified suspicion as having components of increased cognitive activity, perceived malintent, and uncertainty. Our job is to set up experiments to empirically test this theoretical model.

We just finished collecting data for our first experiment, which we are now analyzing. We also have a second test of the measure using a different task and set of hypotheses regarding the model, which we are planning to start collecting data with in the fall. We are hoping to understand the nature of suspicion, as well as its causes and consequences. These empirical studies are our first step along that path.
WSU Photos from SIOP 2014 in Honolulu, Hawaii
WSU Photos from SIOP 2014 in Honolulu, Hawaii
Recent Publications (student names in bold print)


Conference Presentations (student names in bold print)


Conference Presentations (student names in bold print)


Job Search Advice, Part I

In Part 1 of a two-part series, Dr. Kevin Eschleman, Dr. Anupama Narayan, and Dr. Nathan Bowling describe their job search experiences and provide practical advice to graduate students preparing to search for academic positions. Part 2 of our series, which is set to be published in the Fall 2014 Edition of the Newsletter, will provide advice to graduate students wishing to pursue applied careers.

You are in the midst of completing your dissertation and are searching for your first job after graduate school. It is a time of anticipation, excitement . . . and, perhaps, apprehension. A potential source of anxiety for many soon-to-be Ph.D.s is not knowing what to expect during the job interview process.

Dr. Eschleman’s experience applying for academic jobs

I was on the academic job market during two consecutive years. During my first attempt, while I was still completing my dissertation, I applied to about 15 academic positions--mostly within psychology doctoral programs. This was nearly all of the positions on the market that year because universities were still struggling from the economic downturn. I received two phone interviews and invitations for job talks. Unfortunately, I was not excited about either of those positions and turned down the job talk offers in favor of an applied research position. I was very apprehensive about taking the applied research position because my goal was always to work in academia. However, I decided that I could use this opportunity to strengthen my understanding of the applied world while I worked evenings to continue my research and gain additional teaching experience at a local university. My plan was to reapply for academic jobs a few years later. However, I found one job that greatly appealed to me the following year. I applied and was successful in getting the job--my current position at San Francisco State! I think two things changed during the intervening year: 1) I was more marketable with additional experiences (research, teaching, and applied), and 2) rather than focusing exclusively on Ph.D. programs, I became open to working within an I/O master’s program.

I learned two things from my experience that are particularly beneficial to graduate students seeking academic positions. First, explore the difference in programs that offer a master’s degree versus Ph.D. I strongly feel that these programs differ in the nature of
Job Search Advice, Part I

The work. Mentoring a student for two years, for example, provides different challenges than mentoring a student for five years. Also, do not assume that a program that offers a master’s degree necessarily has fewer resources for research. Every program is different. Psychology programs within a college of science are likely to value research regardless of the level of degree that is offered. It is also important to not become discouraged if you do not land an academic position immediately upon graduation. In fact, many universities require additional experiences after graduate school before they will consider you for an Assistant Professor position. In other psychology and science specialties, most graduates move on to post-doctoral positions. I/O psychology does not generally have this post-doctoral infrastructure, but the value of working in multiple research laboratories remains. I recommend finding an applied position that emphasizes research to fulfill this expectation. If you do accept an applied position with the hopes of later transitioning into an academic job, it is vital that you continue to pursue your research interests and publish.

Dr. Narayan’s experience applying for academic jobs

I applied to approximately 12 academic positions, all within psychology departments. With the exception of two, each had doctoral programs. I did six campus visits. The process had broad similarities across visits, with some procedural differences. All invitations for a visit started with some variety of phone conversation (ranging from structured interviews to brief informal conversations). Some schools planned my trip and bought my plane ticket, whereas other schools asked me to plan my trip and reimbursed the cost of travel post-visit. Campus visits included a job talk—a formal 60-minute presentation summarizing my research program—and meetings with students, faculty, the department chair, the college dean, and the provost. These conversations focused on professional topics (e.g., exploring the fit between what I had to offer with the teaching and research needs of the department, graduate student support, teaching styles, department climate, start-up requirements, where the department and the university were headed in the next five years), as well as more personal topics (e.g., what the city had to offer, my hobbies and interests, thoughts regarding buying a house, or renting). Overall, my experience was pleasant, but the process was relatively hectic—especially when there were two campus visits during the same week!
Job Search Advice, Part I

Dr. Bowling’s experience applying for academic jobs

I applied to approximately 35 academic positions--roughly half within psychology departments and half within business schools. I did nine campus visits, all of which were for psychology faculty positions. I saw some variability in how schools approached the interview process. For instance, some schools conducted a structured phone interview prior to inviting me for a campus visit, whereas other schools skipped the formal phone interview and simply called to say “hello” and invite me for a campus visit. My campus visits lasted from one to three days. During these visits you can expect to meet a variety of people--students, department faculty, the department chair, and the college dean. In most instances these meetings are informal opportunities for interviewers and interviewees to ask questions and get to know each other. As part of every campus visit I was asked to deliver a “job talk.” During job talks--which typically last around 60 minutes--applicants give a formal research presentation with time left for questions from the audience. The job talk gives those in attendance the opportunity to judge the applicant’s potential as a researcher and teacher. Although no school asked me to teach a class during my visit, this is a common request when making campus visits to teaching-intensive institutions, such as four-year liberal arts universities.

Suggestions when applying for academic jobs:

- As a graduate student, you should be an active scholar. Work on research, present at SIOP and other professional conferences, and get publications. Regardless of whether you are pursuing a career as an academic or practitioner, these activities are valued because they allow you to develop important KSAs.

- Gain experience teaching classes in core subjects such as research methods, introductory statistics, introduction to HF/I-O psychology, and introduction to psychology. Schools generally like applicants who are willing and able to teach these particular courses.

- You can find academic job ads in a number of places: the webpages of professional organizations (e.g., siop.org/jobnet/; psychologicalscience.org/index.php/employment; jobs.psyccareers.com/jobs/), The Chronicle of Higher Education, higheredjobs.com, and through word-of-mouth.
Job Search Advice, Part I

Suggestions when applying for academic jobs, continued:

• Before applying for any position, do your homework. How much does the position emphasize teaching? How much does it emphasize research? The answers to these questions impact how you will develop your application materials and prepare for campus visits.

• For some campus visits, you may be asked to do a teaching demonstration. The lecture topic is usually broad (e.g., “job attitudes”), thus you have the freedom to cover information you are comfortable with. Ask about the type of student who is likely to attend your teaching demonstration (e.g., prior course experience, graduate versus undergraduate) so that you can develop an appropriately challenging and engaging presentation.

• Practice your job talk with a “friendly” audience prior to giving the real job talk. Research-oriented positions will want you to show that you have a distinct program of research. This means you will need to have at least a couple of studies to present that share a common research theme.

• Be sure to talk with your advisor and other faculty about the job search process. You have access to several people who have successfully interviewed for academic jobs--take advantage of this resource!

• Make a cheat sheet of all department faculty members. Include their names and bullet points of research interests. During your campus visits you will likely interact with non-HF/I-O faculty, so it is good to be able to say how your research interests might overlap with theirs.

• Be prepared to discuss how you plan to obtain external funding for your research (e.g., NIH grants, R15s, R1s).

• Prepare an “elevator speech” of your research interests; practice describing your research interests in 30 seconds or less.
Job Search Advice, Part I

Suggestions when applying for academic jobs, continued:

• Before accepting an offer, ask specific questions regarding faculty expectations and actual time spent on service, teaching, and research. Be ready to negotiate! Ask for anything that you might need to be successful in your career.

• Remember that you are always in the “spotlight” during face-to-face job visits. Don’t let your guard down even if the situation feels informal.

Author biographies:

Dr. Kevin Eschleman earned a Ph.D. in Human Factors/Industrial and Organizational Psychology from Wright State University in 2011. He is currently an assistant professor at San Francisco State University, where he teaches I/O master’s degree students.

Dr. Anupama Narayan earned a Ph.D. in Human Factors/Industrial and Organizational Psychology from Wright State University in 2008. She is currently an assistant professor within the I/O Ph.D. program at the University of Tulsa.

Dr. Nathan Bowling earned a Ph.D. in Industrial and Organizational Psychology from Central Michigan University in 2005. He is a professor and the I/O Area Leader at Wright State University.

Distinguished Alumni Award

The HF/IO program has recognized four outstanding alumni--Drs. Tony Aretz, Matt Smith, Megan Leasher, and Anu Narayan.

Tony Aretz received his M.A. in Human Factors from Wright State University and his Ph.D. in engineering psychology from the University of Illinois, Urbana-Champaign. Tony has been the president of the College of Mount St. Joseph in Cincinnati, Ohio, since 2008.

Matt Smith received his M.S. and Ph.D. from Wright State’s HF/IO program and is currently a senior human factors scientist at the Delphi Electronics and Safety Division in Kokomo, Indiana.

Megan Leasher received her M.S. and Ph.D. from Wright State’s HF/IO program and is currently the director of Talent Assessment and Measurement at Macy’s Inc. in Cincinnati, OH.

Anu Narayan received her M.S. and Ph.D. from Wright State’s HF/IO program and is currently an associate professor of psychology at the University of Tulsa.
Introducing the first-year students

Tyler Barnes
Dr. David LaHuis, Supervisor
Tyler received his undergraduate degree from Eastern Kentucky University. He chose to pursue I/O because he loved the idea of applying psychology to the workplace and loved the strong quantitative emphasis within the field. Tyler’s research interests include careless responding, Item Response Theory, and alternative models. In his spare time, Tyler enjoys video and card games, canoeing, and fishing.

Why WSU? “I wanted to work with David because of the chance to learn quantitative skills.”

Jennifer Baumgartner
Dr. Tamera Schneider, Supervisor
Jennifer received her undergraduate degree from the University of Illinois at Chicago. She chose to pursue human factors because she finds the applied nature of the work fascinating. Jennifer’s research interests include stress, resilience, psychophysiology, human strengths, and interventions. A fun fact about Jennifer is that she likes to pretend that she is a comic book character. Also, she has an encyclopedia-like knowledge of dinosaurs.

Why WSU? “I chose WSU because of the fantastic research capabilities.”

Kelly Camus
Dr. Nathan Bowling, Supervisor
Kelly received her undergraduate degree from Washington and Lee University. She chose to pursue I/O because wanted to get into a more applied area of psychology. She loves that I/O seems to offer many job opportunities both in applied and academic settings. Kelly’s research interests include careless responding and workplace aggression. An interesting fact about Kelly is that she is related to the French philosopher Albert Camus and French was one of her undergraduate majors.

Why WSU? “When visiting, I could immediately tell how passionate and energetic the professors and grad students are about their areas of interest and being at WSU. Their happiness made it easy to want to be a part of the program.”

Gary Douglas
Dr. Ion Juvina, Supervisor
Gary received his undergraduate degree from WSU. He chose to pursue human factors because he enjoys understanding how humans interact with the world around them. Gary’s research interests include trust, robustness, and game theory. A fun fact about Gary is that he went from being a truck driver to a graduate student!

Why WSU? “I chose WSU because it coordinates heavily with Wright Patterson Air Force Base in research and is at the front line in new discoveries and understanding.”
Introducing the first-year students

Betsy Fox
Dr. Joseph Houpt, Supervisor
Betsy received her undergraduate degree from WSU. She chose to study Human Factors because she can deepen her understanding of both psychological mechanisms and mathematical measures and implementing them into interface adaptation in applied domains. Betsy’s research interests include evaluating workload effects on human performance by investigating applicable mathematical bases for implementation with adaptive human-machine interfaces. In her spare time, Betsy enjoys craft making, home decorating, thrift and vintage shopping, drawing, visiting art museums, running, and spending time with her puppy.

Why WSU? “I began undergraduate research with Dr. Houpt in the last year of my program and got highly involved in the research topic. Seeing how well I fit into the lab, I knew Wright State would offer a great transition into my research career. In this program I can develop a solid understanding of the theory and methodology current in human factors that will be the foundation of furthering my career and accomplishing my research interests.

Joseph Glavan
Dr. Joseph Houpt, Supervisor
Joseph received his undergraduate degree in Cognitive Science from Rensselaer Polytechnic Institute in Troy, NY. He chose to pursue human factors because the key to understanding people’s choices is understanding how people interact with the world and other systems. Joseph’s research interests include using mathematical and computational cognitive modeling to study decision making, particularly how people integrate and evaluate the multiple dimensions of cost/benefit. An interesting fact about Joseph is that he played drums in high school, and though he is out of practice now, you can often catch him tapping out beats with his fingers on his desk, leg, computer, or anything within reach.

Why WSU? “I chose WSU because I knew there were opportunities for joint human factors research with WPAFB. Also, I was excited to get the chance to be a part of the start of cognitive modeling at WSU.
Introducing the first-year students

Taleri Hammack
Dr. Kevin Bennett, Supervisor
Taleri received her undergraduate degree from the University of Idaho. She chose to pursue human factors because she wanted to be able to create innovative, ergonomic designs that integrate human abilities, limitations, and environmental constraints into the work domain. Taleri’s research interests include Ecological Interface Design/Cognitive Systems Engineering. A fun fact about Taleri is that she has been to 21 different states.

Why WSU? “Kevin Bennett and John Flach’s areas of interest and specialties are parallel with my learning goals.”

Mark Roebke
Dr. Gary Burns, Supervisor
Mark received his undergraduate degree from North Dakota State University in Fargo, North Dakota, and his Master’s in I/O from St. Cloud University. While getting his M.S. degree, Mark developed a strong passion for the field of I/O psychology. Exposure to both internal and external consulting, as well as numerous research projects, have driven him to dig deeper into the discipline. Mark’s current research interest is personality measurement. A fun fact about Mark is that as an undergraduate, he co-founded a biomedical engineering company that won an entrepreneurial award.

Why WSU? “WSU provides numerous research opportunities and also proximity to external resources including Wright Patterson Air Force Base and three metro areas within an hour drive.”

Alumni Updates

Congratulations to . . .

Dr. Anupama Narayan for her promotion to Associate Professor with tenure at Tulsa University.

WSU’s newest alumni, Drs. April Courtice, Elizabeth Peyton, John McIntire, Megan Morris, and Sheldon Russell.

Anupama Narayan received her Ph.D. from WSU in 2008
Faculty Spotlight

The newsletter staff sat down for a few minutes with Dr. Gary Burns.

Where is your hometown?
St. Mary’s, West Virginia

Do you have a nickname and if so what is it?
Nope. Not at all. And I'm not telling you what it is.

What is your favorite movie or TV program?
My favorite fluctuates, but let’s go with Fight Club for now.

What is your favorite non-I/O book?
My favorite fluctuates, but right now I would recommend Neal Asher's Polity series.

What kind of music do you like?
Very eclectic taste in music ranging from Josh Ritter to Fear Factory.

What are your hobbies?
I'm an avid reader of fantasy and science fiction.

Where is your favorite place to eat?
Qdoba. Delicious and quick.

How did you first become interested in I/O psychology?
Introduced to training seminars. The appeal of leading such large workshops was financial.

If you weren’t an I/O psychology professor, what career would you have?
I was trained as a behavior analyst with rats, but was also looking at Industrial Engineering.

Can you briefly describe an entertaining, memorable, humorous, or embarrassing story from your grad school days?
Three of the students from the first class I ever taught (Intro to I/O) went on to get advanced degrees in I/O.

What is the best piece of career advice that you’ve ever received?
As an academic, your publications are your only coin of trade.