Message from the Department Chair
by Dr. Debra Steele-Johnson, Program Chair

Happy New Year! And, welcome to Spring Semester 2015. Fall 2014 brought us three new faculty members. Dr. Assaf Harel specializes in cognitive neuroscience and is supporting our HFIO program as well as collaborating with our Behavioral Neuroscience faculty. Dr. Carmen Culotta is leading our Psychology 1010 instructional team. Also, Dr. Pam Dowling has joined our instructional team, supporting Psychology 1010 as well as other undergraduate courses. Matt Shively joined our department as an academic advisor. Moreover, eight graduate students started working toward HFIO degrees in Fall term. Please welcome Mike Brady, Tony Gibson, Kat Wylde, and Zac Zimmerlin on the I/O side and August Capiola, Claire Shah, Christen Sushereba, and Hanshu Zheng on the HF side. I will get to know many of them well when I teach the I/O Research Methods course in spring semester!

Those of you who haven’t been on campus recently may notice a few changes. This seems to be a period of renovations. Check out our new PUP office. We have co-located it with the main department office, so now all of our academic advisors have offices in one suite. The old PUP office location is being converted to a Psychology Success Center. Additional renovations are in the works for our lab classroom space on the 3rd floor. Assaf is knocking down a wall or two to accommodate equipment needed for his cognitive neuroscience research, and our Behavioral Neuroscience faculty are preparing to move into the new Neuroscience and Engineering Collaboration building.
Department Chair Message, continued

Dr. Debra Steele-Johnson

Further, we have been doing some “renovations” with respect to our graduate program. Dr. Valerie Shalin has been traveling to various conferences to spread the word about Human Factors—and potentially recruit some new HF students in the process. Also, the HFIO faculty have been taking another look at our curriculum to ensure that our students get the best content coverage and a more predictable schedule of courses. Finally, as always, our HFIO faculty and graduate students have been publishing and presenting vast amounts of research and obtaining a lot of grant funds to support that work, continuing to increase our visibility and build our reputation. You are an important part of that process. To our current students, we hope you continue your excellent work and make good progress toward your degree. To our alumni, we hope you are excelling in your careers, and please come back and visit if you get a chance. We would love to see you!
Congratulations to . . .

Dr. Gary Burns, Dr. Megan Morris, Corinne Wright. Their recent article (Burns, Morris, & Wright, 2014) received a 2014 Editor Commendation from the Journal of Business and Psychology.

Dorothy Carter, a former WSU undergraduate honors student in Psychology who completed her honors project in Debra Steele-Johnson's lab, is finishing her Ph.D. in I/O Psychology at the Georgia Institute of Technology. She has recently accepted an assistant professor position in I/O Psychology at the University of Georgia.

Dr. Carmen Culotta is involved in community work with regard to police reform in Beavercreek.

Jason Culbertson was awarded a Values in Progress Award from the City of Lakeland, Florida. Jason came to the aid of a person who was having a medical emergency.

Dr. Kevin Eschleman was the recipient of the San Francisco State University Presidential Award for Excellence in Scholarship - The award is a Sabbatical for Fall 2015.

Jimmy Garrett accepted a Pathways Internship at NASA Johnson Space Center, where he works in the Behavioral Health and Performance element of the Human Research Program. His research at NASA was featured in the television show "Strip the Cosmos" on the Science Channel. He also co-produced the "All About That Space" parody video for NASA (youtu.be/kHy08ZPav88). At one point it was in the top five most popular YouTube videos, and was featured on various news outlets. More information can be found in the YouTube description.

Dr. Cristina Kirkendall recently started a job with the Army Research Institute at Fort Belvoir, Virginia.

Dr. Beth Peyton started a post-doctoral fellow position with the Veterans Health Administration's National Center for Organizational Development.

Emily Polander recently accepted a position at ShadowBox LLC in downtown Dayton as Senior Research Associate. Shadowbox is a newly formed subsidiary of MacroCognition and focuses on developing training that captures the knowledge of domain experts.

Caitlan Rizzardo was awarded the 2014 Student Grant Award within the Training Technical Group of HFES. The TTG awards this grant to graduate students conducting research relevant to topics including instructional design and the implementation of applied training systems. The grant's purpose is to support her dissertation research to more specifically study the key elements of the display and continue exploring how to best measure spatial knowledge.

Mark Roebke was awarded $1,150 from The Center for Open Science in support of his research.
Congratulations to . . .

Dr. Sheldon Russell took a research faculty position with the Virginia Tech Transportation Institute in Blacksburg, VA.

Dr. Katie VanDixhorn just started a job at Nationwide Insurance as the Human Capital Analytics Consultant.

Corinne Wright was named Deputy Senior Scientist and Managing Director of MacroCognition, LLC, a research and development firm owned by Professor Emeritus Dr. Helen Altman Klein. In addition, Dr. Wright is the Chief Executive Officer and part owner of ShadowBox, LLC, a spinoff company of MacroCognition that provides tacit knowledge training in complex domains. ShadowBox is also owned by Dr. Gary Klein and Dr. Helen Altman Klein.

2014 and Current Grant Funded Projects


Colle, Herb. (1997-present). NCR, Human Factors Engineering, Behavioral research projects, PI.

Colle, Herb. (2000-present). NCR, Advanced Projects, Graphical kiosk interfaces, PI.


2014 and Current Grant Funded Projects


Fall semester is the time when we ask our graduate students to tell us what they have accomplished during the previous year in the form of an annual activity report. The faculty then review these reports and based on the information, offer congratulations, encouragement, and sometimes a bit of “tough love.” The point of this exercise is to keep the entire graduate faculty informed of student progress and also to hopefully keep students focused on the things they need to accomplish to progress through the program at a reasonable pace. In keeping with the latter goal, these reports ask the student to identify his or her goals for the next academic year. This Fall, I was pleasantly surprised to see that about 15 students expect to defend their Ph.D. dissertation by the end of summer 2015! That would be an amazing accomplishment and a record for our program. I am anxiously waiting to attend every one of those defenses.

As we start the Spring semester, the graduate program leadership (graduate program director and the HF and I-O area leaders) is also starting to make its mid-year student check-ins. We first instituted these meetings in the summer of 2013. They are one-on-one conversations that we have with all graduate students, preferably in person but phone calls work too, with the purpose of finding out how each student is doing, what they are working on, and if there are any issues or problems standing in the way of their progress that we might be able to help solve. We want each student to be successful and so we purposely created this personalized communication opportunity to know what help may be needed.

Finally, I wanted to let everyone know (or remind them) about graduate student grants that are offered through the WSU Graduate Student Assembly (GSA). Every year, the GSA has two opportunities (around mid-October and mid-March) to apply for its Original Work and Professional Development grants. These are small grants to help graduate students with their original research (buy material, pay subjects, etc. - maximum $750) or their professional development by helping defray the costs of attending a conference, seminar, or workshop (maximum $400). The GSA has $2,500 to distribute in each of its two competition rounds per year. There is a separate application form for each type of grant available at the following address: https://wsugradstudent.wordpress.com/. You must be a member of GSA to submit a grant application, but membership is free for all Wright State Graduate students so there is no reason not to take advantage of this grant opportunity.
Item Response Theory (IRT) has become an important tool for organizational researchers. Most IRT models are based on placing one or more item parameters and a persons’ attribute level on the same metric. The item parameters serve as thresholds indicating the levels of the trait required for certain response options to be more probable. Many models assume a dominance response process where individuals will be more likely to endorse an item option if their attribute level exceeds that of the item threshold. The probabilistic nature of the relationship between endorsing an item option and the attribute level of an individual is thought to occur because of momentary fluctuations of the item threshold caused by ambiguity of the item. That is, individuals with attribute levels near the item threshold will sometimes endorse the item and sometimes not endorse the item because of temporary shifts in the location of the item threshold. In practice, these fluctuations are captured by an item discrimination parameter that is equal to the inverse of the amount of variability in the item thresholds.

An alternative less-used approach is to view item thresholds as fixed, but allow for temporary changes individuals’ attribute levels. Fluctuations for individuals’ attribute levels represent ambiguity in their standing on the trait. Such fluctuations could be caused a lack of self-understanding about the attribute being measured or insufficient effort in responding (IER). As such, they may represent an interesting individual difference variable in how individuals respond to items, and be of interest to organizational researchers.
Person Fluctuation Parameters
The notion of person fluctuation parameters (PFPs) has roots in Thurstone’s (1927) law of comparative judgment and Torgerson’s (1958) law of categorical judgment. Based on these laws, Lumsden (1970) provided a framework for thinking about item and person fluctuation parameters in an IRT context. As shown in Figure 1, Lumsden’s framework depicts items and individuals as being located on the same trait continuum. Both items and individuals are thought to have momentary fluctuations that cause a normal distribution of values around a central location. Momentary fluctuations for items reflect possible ambiguity in the item. Fluctuations for individuals represent ambiguity in their standing on the trait. Such fluctuations are likely common when responding to introspective measures (i.e., personality inventories, attitude inventories, etc.). Individuals will endorse an item when their momentary trait levels exceed that of the item threshold. In practice, there are considerable estimation difficulties in estimating both sets of fluctuations. Lumsden considered various restrictions that could be imposed on the item and person fluctuations to create different IRT models. For example, setting both the item and person fluctuation parameters to be equal to one produces the one-parameter logistic (1pl) model. Restricting the PFPs to be one leads to the commonly used two-parameter logistic (2pl) model.

A less commonly used alternative is to constrain the item fluctuations to be fixed and allow the PFPs to vary. Lumsden labeled this the pseudo-Rasch 1 model (PR1M). The PR1M can be visualized using Figure 1 by fixing the item fluctuation parameters to their means (as indicated by the dotted line). Individuals will endorse items when their momentary trait level exceeds that of the item threshold. The size of the PFP determines the consistency with which each individual will respond to the item. For example, in Figure 1, Person 1 has a smaller PFP than Person 2 and thus would be more likely to provide more predictable responses. Person 1 would always endorse item 1 but not item 2. In contrast, Person 2 responses would be more variable in that they would sometimes endorse both item 1 and item 2, sometime endorse one or the other, and sometimes not endorse either.

Current Research
In my lab, we have several ongoing projects concerning PFPs. One is simply explaining and demonstrating how PFPs can be used to address several types of interesting organizational research questions. A second project investigates the accuracy of estimating PFPs. We are comparing the performance of different estimation procedures and prior distributions across several contextual factors (e.g., number of cases, number of items). Finally, Tyler Barnes (aka Papa Rex) is comparing PFPs with other measures of IER for his master’s thesis.

References
Meet the Newest Members of our Department!

Dr. Carmen Culotta

Dr. Culotta joined our department as an Instructor after receiving her B.S. in Psychology from the University of New Orleans and both her M.S. and Ph.D. in Developmental Psychology from Penn State University. She has taught courses at both Penn State and Saint Joseph’s University in Philadelphia. She is interested in adolescent peer relationships. For her dissertation, she examined the effects of cumulative risk and physical abuse on the peer relationships of at-risk youth. In the future, she would like to examine the impact that "color-blind" racial attitudes may have on cross-race friendships during adolescence. Dr. Culotta is originally from New Orleans and enjoys cooking cajun food and promises to bring chicken étouffée to the next departmental gathering!

Dr. Pam Dowling

Dr. Dowling joined our department as an Instructor after receiving her bachelor’s degree in psychology from Biola University and her M.S. and Ph.D. in Human Factors Psychology from Wright State University. She has taught at both Miami University and Sinclair Community College. Her research interests include storytelling and how we communicate information. Dr. Dowling is originally from Whittier, California. She was married earlier last year!
Meet the Newest Members of our Department!

Dr. Assaf Harel

Dr. Harel joined our department as an Assistant Professor after receiving his B.A. in Psychology and Mass Communication from Tel Aviv University in Israel and both his M.A. and Ph.D. in Cognitive Neuropsychology from the Hebrew University of Jerusalem. His research interests include high-level vision and its neural substrates. He is interested in how visual recognition occurs in real-world settings and adopts a neuroergonomic approach to study the applied aspects of high-level vision. For this purpose, he employs a diversity of cognitive neuroscience methods, including EEG, fMRI, and psychophysics. Topics of his research include visual expertise, object and scene recognition, categorization and perceptual learning. Dr. Harel is originally from Jerusalem, Israel. For his 30th birthday, he started taking music lessons and learned to play the double bass, stopping just before starting his postdoc in the Laboratory of Brain and Cognition in the National Institute of Mental Health (NIMH).

Welcome Dr. Zandra Zweber! Dr. Zweber recently moved to the Miami Valley and is interested in work opportunities and connections in southwest Ohio. She earned a Ph.D. in industrial and organizational psychology from the University of Connecticut. Her interests include employee engagement, occupational health, and organizational assessment.

We’d like to congratulate students who have recently defended or graduated!

Defended:
- Jordan Haggit – M.S.
- Erin O’Brien – PH.D

Graduated:
- Caitlin E. Blackmore – M.S.
- Elizabeth Mersch – M.S.
- David Periard – M.S.
Introducing our First-Year Graduate Students!

Mike received his undergraduate degree from Sewanee: The University of the South and his master’s degree in I/O Psychology from George Mason University. He initially chose to pursue I/O because of his interest in applying psychological research to organizational settings. Mike’s research interests include faking, non-cognitive predictors of performance outcomes, and other selection-related issues. In his spare time, Mike enjoys golf, reading, and snowboarding.

**Why WSU?** “After working in an applied setting with my master’s degree, I wanted the opportunity to become more involved in the research that drives the application of I/O principles in organizational settings. WSU was a good fit with my research interests, and I like the people here.”

August received his bachelors of science from Wheeling Jesuit University and his masters of science from Shippensburg University of Pennsylvania. August chose to study human factors in order to understand how measures such as dispositions and frames predict human perceptions of risk. His current research interests deal with the psychophysiology of emotion and challenge/threat distinctions. In his spare time, August enjoys playing music, watching movies, and improving his game at Settlers of Catan.

**Why WSU?** “I chose WSU in order to extend my interests in social and health psychology. I wanted to investigate how people vary in their perceptions of risk (and how people can become more realistic regarding those perceptions), and I was also interested in classical topics such as the link between physiology and emotion.”

Mike Brady
Advisor: Dr. Corey Miller
Hometown: Pittsburgh, Pennsylvania

August Capiola
Advisor: Dr. Tamera Schneider
Hometown: Washington, Pennsylvania
Introducing our First-Year Graduate Students!

Tony received his undergraduate degree from Wright State University. He chose to pursue I/O because he is interested in conducting research to solve real-world organizational problems. His research interests include counterproductive work behaviors, occupational stress and health, and careless responding to surveys. In his spare time, Tony loves to run, hike, and watch baseball.

**Tony Gibson**
Advisor: Dr. Nathan Bowling
Hometown: Marion, Ohio

**Why WSU?** “I chose WSU because of the many research opportunities available and the overlap of research interests with my advisor, Dr. Bowling.”

Claire received her undergraduate degree from Towson University in Maryland. She chose to pursue Human Factors because she is interested in helping people work efficiently with the world around them. Her research interests currently include problem solving and communication. A fun fact about Claire is that as an undergraduate, she received an honorable mention in an ergonomics design competition against graduate level industrial engineers.

**Claire Shah**
Advisor: Dr. Valerie Shalin
Hometown: Severna Park, Maryland

**Why WSU?** “I chose Wright State University because I liked the diversity in research topics and all of the opportunities for collaboration within the department.”
Introducing our First-Year Graduate Students!

Christen received her undergraduate degree in psychology from the University of Dayton. She worked for a small business focused on human factors and Naturalistic Decision Making for 4 1/2 years. At Applied Decision Science, she had the opportunity to collaborate with researchers at the Air Force Research Lab, the Nuclear Regulatory Commission, and the Veterans Health Administration. Christen’s research interests include interface design, particularly in relation to how interfaces can impact human decision making in high stress environments. Outside of school and work, she enjoys photography, reading, taking dance classes, and spending time with her puppy.

**Why WSU?** “I chose WSU after taking Dr. Bennett’s EID class last winter. I enjoyed learning about his approach and its theoretical underpinnings, and was interested in learning more. The robust HF/IO program at WSU and the close relationship with Wright Patterson Air Force Base made the choice easy!”

**Lt Haley Wilson**
Advisor: Dr. Gary Burns  
Hometown: Grapevine, Texas

Haley received her undergraduate degree from the United States Air Force Academy and is now a Behavioral Science Officer in the United States Air Force. She currently works as a Research Psychologist and Program Manager in the Air Force Research Laboratory’s Human Effectiveness Directorate: Cognitive Models and Agents Branch. She chose to pursue Industrial/Organizational psychology because of her interest in social psychology and organizational performance. Specifically, she is interested in individualized training, leadership, and personnel selection.

**Why WSU?** “WSU offers the perfect combination of HF and I/O psychology as well as opportunity to combine my academic and professional pursuits. The current research relationship with WPAFB is unbeatable for a person in my situation.”

Christen Sushereba  
Advisor: Dr. Kevin Bennett  
Hometown: Bellbrook, Ohio
Introducing our First-Year Graduate Students!

Kathleen Wylds
Advisor: Dr. Debra Steele-Johnson
Hometown: Mason, Ohio

Kathleen received her undergraduate degree from Wright State University. She chose to pursue I/O psychology for several reasons, including a desire to make the workplace a better place for everyone and improve employee satisfaction. She was also inspired by many of the I/O faculty at WSU as an undergraduate student. Seeing how passionate they were about their research and projects helped motivate her to pursue a graduate degree at WSU. Her research interests include motivation, resilience, and teamwork. In her spare time, Kathleen enjoys playing and watching soccer, reading, listening to music, and hiking.

Why WSU? “I chose Wright State University because as an undergraduate I saw firsthand how passionate the faculty and other graduate students are about their research and the field. I know that Wright State will provide me with the resources that I need to succeed and pursue a career in I/O psychology.”

Hanshu Zhang
Advisor: Dr. Joseph Houpt
Hometown: Jingmen, China

Hanshu received her undergraduate degree in psychology and dual-degree in advertising from Wuhan University, China. She chose to pursue human factors because she wants to learn how psychology could be applied to various practical problems. Hanshu’s research interests include the cognitive modeling in decision making and visual search and scene perception. In her spare time, Hanshu likes reading.

Why WSU? “I chose WSU because Dr. Houpt’s research in cognitive modeling really interests me and I think it’s a good chance to start learning an interdisciplinary area in psychology at WSU.”
Introducing our First-Year Graduate Students!

Zachary A. Zimmerlin
Advisor: Dr. Debra Steele-Johnson
Hometown: born in Rotterdam, Netherlands; moved to Beavercreek, Ohio in early 1990s

Zac received his undergraduate degree from Wright State University. He chose to pursue a degree in Industrial/Organizational Psychology at WSU because he loves the field and being able to use science in an applied setting! Zac's research interests run the gamut from teamwork to counterproductive work behaviors. In his spare time, you can find him playing either the bass or guitar (as a means of decompression), going to concerts, traveling and planning for future journeys, cooking different types of food, or watching some obscure 80’s horror movie.

Why WSU? “While pursuing my B.S. in psychology, I took Dr. Bowling's intro I/O course and fell in love with the field. I worked as a researcher in a few different labs throughout my undergraduate career and even for a couple of years after graduation. I am excited to be a part of such a strong program.”

Recent Publications


Job Search Advice, Part II: 
Insights for Consulting and Applied Research Careers  
by Dr. Nathan A. Bowling, I/O Area Leader

Part I of this article, which was published in the Spring 2014 Edition of the Newsletter, provided advice for pursuing careers in academia. For Part II, I asked Drs. Megan Leasher, Joseph Lyons, and Chad Thompson to share their advice for pursuing consulting and applied research careers. Together, these three Graduate Program alumni have had a variety of professional experiences. I’m sure you’ll find their insights to be useful!

What can a student do early on in the graduate program to help prepare for the job search?

Dr. Leasher: Your faculty knows tons of I/Os in all kinds of roles; use them as a resource to make connections. Ask to have exploratory conversations with I/Os in applied roles. It’s not about asking them for a job at this point; it’s about being proactive and researching what jobs exist, how to obtain those jobs, and how those jobs help the larger organization. It will build your network and make you much more knowledgeable when it comes time for you to actually start applying.

Dr. Lyons: I think the best thing you can do during your graduate training is absorb as many experiences as you can. This is your time to explore and take risks, so take advantage of that time. If you are interested in an applied career, I strongly encourage you to get applied experience while in graduate school. This could include a part-time job at a consulting firm or a summer internship.


How should students look for job openings?

**Dr. Leasher:** SIOP’s job page is always a good start, but don’t solely rely on that. As very few of us have “industrial and organizational psychologist” in our job titles, it can be challenging to have search terms on regular job sites. I recommend bookmarking and regularly searching career sites and direct employer sites under the umbrella of “human resources” or “talent development.” I/O jobs won’t always be under HR or Talent umbrellas in organizations, but many are and it’s a good place to start for routine searching. LinkedIn I/O groups are also a great way to hear about openings.

**Dr. Lyons:** Network, network, network. Branch-out into different sectors of the workplace and use those contacts to gather information about job openings. Also leverage contacts acquired through your applied experiences. Even if your contacts don’t have openings in their respective organizations, they may know of other organizations that do. It’s a pretty small world in the end.

“How should students look for job openings?”

---

“Your faculty knows tons of I/Os in all kinds of roles; use them as a resource to make connections.”

- Dr. Megan Leasher
What do you know now that you wished you would have known when you started applying for jobs?

**Dr. Leasher:** Don’t use statistical or scientific terminology in an interview, unless you are being interviewed by an I/O and they use that kind of language FIRST. Just because someone is an I/O doesn’t necessarily mean they want to talk like one. Be a person first and an I/O second. Interviews are where you connect person-to-person; so that’s the time to turn on the charm and just be engaging, positive, and relatable.

**Dr. Lyons:** The biggest lesson I learned was understanding (and communicating) how you can help contribute to the mission of the organization. To do this effectively, you must communicate your strengths and interests to the organization, but then also place those skills, experiences, and interests in line with the goals of the organization. Do some research to understand the mission/goals of the organization you are applying to and it will go a long way.

“Network, network, network.”
- Dr. Joseph Lyons

What sort of things can our students expect when applying for their first applied I/O job? Can they expect to do a formal telephone interview? Can they expect to have a face-to-face visit if the phone interview goes well?

**Dr. Leasher:** Hiring processes are different for every company. Most will do a telephone interview as an initial screen to gauge candidate interest, but you could go straight to a face-to-face interview. Organizations are not just evaluating your skills and how well you might fit in with the role and company; they are also gauging your interest in working for them.
What happens during a face-to-face visit? For instance, can applicants expect to be asked to complete standardized assessments (e.g., a job knowledge test, assessment center exercises, etc.)?

Dr. Leasher: If you are applying for a job at an external consulting firm, expect to take a battery of their assessment tests. Be prepared to discuss what you thought about the assessments. They are not just looking at your scores; they want to know if you are on board with their products. Pay attention to the sections, constructs, item types, and response options as you complete the assessments. Be curious and ask them about the assessments, including questions about how they constructed the assessments, who comprises the norm group, what do hiring and developmental reports look like, etc.

If you are applying for an internal job with a company, you may have to take assessments. If you do, still be prepared to discuss what you thought about the assessments. They may be curious about your opinion as an I/O regardless of whether the job you are applying for relates to those assessments.

Dr. Thompson: Selection processes for applied I/Os can be intense. If applying to work for a test vendor, you can expect to take a battery of their proprietary instruments. Internal positions may require cognitive or personality assessments. When interviewing for both types of applied roles, expect a competency-based situational interview (“Tell me about a time when . . .”) and a technical interview (“In addition to the 4/5th rule, what other analyses might you run to identify potential adverse impact”). Finally, some kind of role play/business case exercise is also likely. For one interview, I was given a set of fictitious survey data and had 60 minutes to analyze the data, create a PowerPoint presentation, and present it to a panel of assessors.

“Our selection processes for applied I/Os can be intense.”
- Dr. Chad Thompson
Job Search Advice, Part II: Insights for Consulting and Applied Research Careers, Continued by Dr. Nathan A. Bowling, I/O Area Leader

Are applicants generally expected to give the applied equivalent of a "job talk"?

**Dr. Lyons:** For most applied research jobs, you can expect to give something akin to a job talk. This could range from a formal presentation about your prior research, to an informal discussion over a meal. In either case, you will want to think about and rehearse your “elevator speech.” You will interact with many different people in the application process; conveying an effective, concise, and consistent message regarding your research (and future interests) will be important.

**Dr. Thompson:** Not in my experience. When I think of a “job talk,” I think of that as being primarily about the topics of interest to the applicant. In an applied setting, employers want to know how you can help them meet their needs.

**Contributor Biographies**

**Dr. Megan Leasher** earned a Ph.D. from Wright State University and she is the Director of Talent Assessment and Measurement with Macy’s, Inc. in Cincinnati, Ohio. In her role with Macy’s, she oversees all talent assessment programs enterprise-wide. She also leads all talent measurement creation and research to utilize data and analytics in strategic-decision making. Her scientific research has been published in several academic journals and presented at national conferences. Dr. Leasher’s awards include the [RHR International Outstanding Dissertation Award](#) (awarded by the Society of Consulting Psychology); the [Society for Human Resource Management Foundation’s Graduate Student Leader Award](#); and she was named to Cincinnati’s [Forty Under 40](#), a leadership, business, and community involvement award that honors forty people under the age of 40 who are making a difference in the greater Cincinnati area.

**Dr. Joseph Lyons** earned a Ph.D. from Wright State University in 2005 and he is the Technical Advisor for the Human Trust and Interaction Branch within the 711 Human Performance Wing at Wright-Patterson AFB, OH. He is the Editor of *The Military Psychologist*. Between 2011 and 2013 Dr. Lyons served as a Program Officer for the Air Force Office of Scientific Research, where he managed an annual research portfolio of over $10M. Dr. Lyons has published 25 peer-reviewed journal articles and he works closely with technology developers for the Department of Defense and NASA.

**Dr. Chad Thompson** earned a Ph.D. from Wright State University in 2008. He is currently the Managing Director of the Consulting + Assessment practice at Taylor Strategy Partners (TSP), a talent acquisition and management consulting firm based in Columbus, Ohio. Prior to joining TSP, Dr. Thompson was a Senior Consultant with Aon Hewitt. Since graduating from WSU, his applied work has focused on individual psychological assessment, selection process design, and validation, and competency modeling/job analysis.
Faculty Spotlight
The newsletter staff sat down for a few minutes with Dr. David LaHuis.

Where is your hometown?
Otsego, Michigan

What is your favorite movie or TV program?
Simpsons

What is your favorite non-I/O book?
Catch-22

What kind of music do you like?
Pretty much everything

What are your hobbies?
Basketball, exercising, video games, sports, Tecmo Super Bowl, reading

Where is your favorite place to eat?
Chick-fil-a

How did you first become interested in I/O psychology?
I took an I/O class as an undergraduate at Hope College. I liked the applied aspect and the quantitative emphasis.

If you weren’t an I/O psychology professor, what career would you have?
I would probably be a high school teacher and coach basketball.

What is the best piece of career advice that you’ve ever received?
It is no fun to be able to throw a 95 mph fastball and play in a slow pitch softball league.