

Christopher M. Castille, Ph. D.

Gerald Gaston Endowed Assistant Professor of

Management

Application

for

Promotion and Tenure

Fall 2022

TABLE OF CONTENTS

INTRODUCTION

- Application Letter
- Endorsement by SIOP President, Dr. Steven Rogelberg
- Endorsement by Colleague, Dr. Larry Williams
- Performance Summary
- Departmental Letter of Eligibility to Apply
- Performance Evaluations
- Curriculum Vitae

TEACHING DOCUMENTS AND EVALUATIONS

- Teaching Performance Summary; Philosophy and Pedagogy
- Graduating Student Acknowledgement Letters
- MNGT 370 Rating Summary and Syllabus
- MNGT 425 Rating Summary and Syllabus
- MNGT 475 Rating Summary and Syllabus
- MNGT 502 Rating Summary and Syllabus

RESEARCH DOCUMENTS

- Research Performance Summary and Research Statement
- Refereed-Journal Articles
- Other Intellectual Contributions

SERVICE DOCUMENTS

- Service Performance Summary and Statement



September 27, 2022

Dear Peer Review Committee Members,

This letter is intended to serve as my application for both (i) the granting of tenure at Nicholls State University and (ii) promotion to the rank of Associate Professor in the Department of Management and Marketing in the College of Business Administration (CBA) at Nicholls State University. Below, I specify the criteria for tenure and promotion set by the CBA as well as the criteria listed in the Nicholls Policies and Procedures manual.

According to the CBA Faculty Development Plan (Eff. 2018), tenure and promotion from Assistant Professor to Associate Professor require a minimum the following criteria:

CBA Criterion 1: 5 years at lower rank

I have held the position of Assistant Professor of Management at Nicholls since August of 2017; therefore, I have completed my 5th year in the position.

CBA Criterion 2: an *Exemplary* performance level in Intellectual Contributions (if high in Teaching)

According to Table 8a of the CBA Faculty Development Plan, I have met the criteria for being qualified as *Exemplary*. I am well-regarded in my field as a leader on the relationship between open science and industrial-organizational psychology. On this and other topics (e.g., individual differences in personality in the workplace, people analytics) I have published 11 journal articles either in the CBA-approved list or in the Cabell's Directory. I have also completed 38 presentations (not published as proceedings), 10 magazine articles catering to practitioners in my field, 2 conference proceedings, and 1 book chapter (1 forthcoming). My research has received awards from the *Southern Management Association* (Outstanding Conference Paper, Best in Human Resources/Research Methods Division) as well as the College of Business Administration (Excellence in Research).

CBA Criterion 3: a *High Performance* level in Teaching (if exemplary in Intellectual Contributions)

According to Table 7 of the CBA Faculty Development Plan, I have met the criteria necessary to be classified at the *High Performance* level from 2018 through 2021.

CBA Criterion 4: adequate/satisfactory Service performance rating

According to Table 9 of the CBA Faculty Development Plan, I have met the criteria necessary to be classified as *High Performance*. These high ratings were received because of my participation in department, college, and university committees as well as my involvement in the community, supervision of independent studies, executive education courses, and peer mentoring work via my research lab: the People Analytics Lab.



The Nicholls Policies and Procedures manual lists the criteria for tenure (see section 2.9.3.3.1) and promotion from the rank of Assistant Professor to Associate Professor (see section 2.9.3.2.4). I address each of the criteria below.

Tenure Criterion 1: that faculty be contributing at no less than the minimum levels required by their respective departments in the areas described in Section 2.9.2 of this Manual

Section 2.9.2 states that university faculty must demonstrate accomplishments in teaching, research, and service. My accomplishments and how I have exceeded the minimum levels set by my department have been stated above under the sections CBA Criterion 2, CBA Criterion 3, and CBA Criterion 4.

Tenure Criterion 2: that faculty display the promise of continued performance at those levels required to obtain tenure in their departments

Over the past 5 years, I have been a consistently high performer in my teaching and have increased the quality of my performance over time. As a researcher who is well-established in the field, I can both generate valuable research products and support other scholars who are executing projects in my field. The time I dedicate to service has also increased over the past 5 years and I fully anticipate attaining a classification of *Exemplary* by the time I apply for Full Professorship status.

Promotion Criterion 1: the terminal degree

I meet this criterion. I received a PhD from Louisiana Tech University in August 2015.

Promotion Criterion 2: continued development as an effective teacher

I am always refining my teaching craft by surveying the scholarly literature on teaching effectiveness, responding to student feedback, and considering what my colleagues find helpful in their interactions with our students. I also attend teaching-focused scholarly conferences (e.g., the Academy of Management Teaching and Learning Conference, Lilly Teaching Conference) and conference sessions devoted to teaching effectiveness (e.g., the Society for the Improvement of Psychological Sciences, which hosted a session on how to mentor students using open science) to refine my craft.

Promotion Criterion 3: research or scholarly or creative activity indicating promise of a productive career

As mentioned in regard to CBA Criterion 2 and Tenure Criterion 2, I am a highly active scholar in my field, as is evident in my 11 publications and ~40 other intellectual contributions. I can generate or lead projects (i.e., serve as lead author) as well as support others in the field as they execute valuable research projects (e.g., serve in a supporting role). Indeed, I am currently planning 1 book chapter on method variance, 3 conference proposals, and 3 manuscripts on the topics of either open science or dark personality at work.

Promotion Criterion 4: cooperation and industry within the department



I am active within my department and college. Since Fall of 2017, I have (a) supported Dr. Melanie Boudreux as she advises our student SHRM chapter, (b) advised roughly 20-30 Human Resource Management students per academic year, (c) worked on the assurance of learning committee, (d) served as an instructor of record for independent studies, internships, and executive education, (e) chaired the social impact committee for the College of Business Administration, (f) served as a thesis advisor, and (g) served on two faculty search committees. I also helped my Department Head, Dr. Ken Chadwick, complete a program review.

Promotion Criterion 5: professional presentation at regional, national or international conferences

Over the past 5 years, I have represented Nicholls in 18 presentations at prestigious conferences such as the (i) *Academy of Management*, (ii) *Hawaii International Conference Systems Sciences*, (iii) *Society for Industrial and Organizational Psychology* (SIOP), and (iv) the *Southern Management Association*. I have also shared my work locally via the Scholars Expeaux.

Promotion Criterion 6: significant participation in the University community

Regarding university service, I have (a) provided students across the university with the opportunity to join my volunteer research lab (The People Analytics Lab), (b) represented the College of Business Administration faculty interests via the Faculty Senate where I served as a member of the COVID 19 Taskforce, (c) served on the Research Council, (d) represented my college at the University of Louisiana System Conference, (e) contributed to the Academic Master Plan via the Teaching Excellence Subcommittee, and (f) and served as a member of the Courses and Curriculum committee.

Promotion Criterion 7: effective work with students in a non-classroom setting beyond minimal expectations

I have supervised 5 students in either volunteer independent research or formal independent research in Human Resource Analytics, as well as 1 student thesis. One student team (Sara Avet, Kathryn Daigle, Bernard Wezeman) won a “Best Poster” award at the Scholar’s Expeaux hosted by Nicholls State University. In collaboration with another student, Sandesh Sharma, and my colleague, Dr. Ann-Marie Castille, we published an article in the *Journal of Organizational Psychology* on insufficient effort responding. Lastly, I have been invited to speak on a variety of topics of interest to the HR profession by local HR organizations (e.g., Bayou SHRM and Imperial Calcasieu SHRM). When I have a presentation, I invite my Human Resource Management students to help me to prepare. Occasionally, they play an active role gathering information for my presentations or help me to facilitate discussion (e.g., Ujjwal Dhakal, Luis Hernandez).

Promotion Criterion 8: other civic or community activities in which professional expertise is utilized

I serve on the Editorial Boards for 2 major journals: the *Journal of Business and Psychology* and *Journal of Managerial Psychology*. I also edit a column in my profession’s quarterly publication,

College of Business Administration
Department of Management & Marketing
P.O. Box 20115
Thibodaux, LA 70310
985.449.7015



Nicholls State University

The Industrial-Organizational Psychologist. I have also been sought after for my expertise in the field, having completed over 40 article review requests as of the time of writing (September 2022).

In summary, based upon the performance standards set forth, I have met the criteria required for promotion from Assistant Professor to Associate Professor. I also believe that I deserve serious consideration for the award of tenure. As a native of south Louisiana (born in New Iberia), working at Nicholls has allowed me to make valuable impacts to my home. I hope to continue making valuable impacts for the years to come.

Sincerely,

Christopher M. Castille



ORGANIZATIONAL SCIENCE

UNC CHARLOTTE

The University of North Carolina Charlotte
9201 University City Boulevard
Charlotte, NC 28223

July 28, 2022

Dear Tenure Review Committee,

I am honored to write this letter of support for Dr. Christopher Castille as part of his tenure file. I have had just a few occasions to meet Dr. Castille in person, but I have at the good fortune to work with him on some key work activities. Dr. Castille is just fantastic. I have an incredible respect for him, his intellect, his drive to do good and important work, his superlative ethics, and his outstanding initiative.

I worked with Dr. Castille in two professional contexts: 1) his work as a board member for the Journal of Business and Psychology (JBP; Impact factor 6.6) and 2) his open science work for SIOP. Let me first comment on the board member role, first. I have rarely asked assistant professors to join the board. Dr. Castille is the exception. And, what a great decision I made. He has a fantastic ability to review scholarship and provide incredibly constructive feedback. He has a real gift. As a result, the science we publish is better because of him. Next, let me comment on his service to Open Science through his work with SIOP. SIOP assembled a task force of key thought leaders to address the topic. The task force was mostly composed of past SIOP Presidents and Key Journal Editors (e.g., Journal of Applied Psychology). There was only one assistant professor on the task force: Dr. Castille. I will say this, if Dr. Castille was not on the task force we would not have accomplished half of what we did. He elevated all of our work. He drove change and initiatives superbly. He was innovative and so conscientious. He spearheaded our education efforts by authoring a column in our main association newsletter and he coordinated the SIOP/CARMA Open Science Virtual Summer Series. He did such incredibly impactful work. He has greatly helped make open science normative in our discipline. He also first authored an amazing editorial for my journal on open science. I have rarely seen an assistant professor become a thought leader so quickly. Dr. Castille has achieved that. I am so grateful for his efforts.

Bottom line, I am envious of Nicholls State University. I wish I could have him as a colleague at my university. He is truly fantastic. Please don't hesitate to reach out if you have any questions.

Sincerely,

Steven G. Rogelberg,
Chancellor's Professor
Professor, Management
Immediate Past President, SIOP
Editor, *Journal of Business and Psychology*
APS, SIOP, and CARMA Fellow

October 1, 2022

Promotion and Tenure Committee
Department of Management and Marketing
College of Business Administration
Nicholls State University

Dear Committee Members:

I am pleased to offer this letter in support of the case for promotion and tenure of Dr. Christopher Castille, currently the Gerald Gaston Assistant Professor of Management at your school. I have known of Dr. Castille and his work for some time, given our interest in similar research methods topics. It can be easily seen from his vita that he has a good publication record, with 11 peer-reviewed articles, many of which have appeared in good outlets (*Industrial/Organizational Psychology: Perspectives on Science and Practice*; *Journal of Business and Psychology*; *Advances in Methods and Practices in Psychological Science*; *Journal of Business Ethics*). I also think it is noteworthy that he is first author on seven of these articles- that pattern of leadership in his research speaks to his abilities and motivation and provides evidence that he is positioned to have continued success in his future research efforts. His research accomplishments are reflected in his appointment to editorial boards of *Journal of Business and Psychology* and *Journal of Managerial Psychology*.

While Dr. Castille's accomplishments above can be easily seen from his vita, what may be less obvious is the impact of his work, especially as relates to research methods. I view the work he is doing from the perspective of being the Founding Editor of the journal *Organizational Research Methods (ORM)* and the Founding Director of the Consortium for the Advancement of Research Methods and Analysis (CARMA). From this vantage point, I would like to emphasize the importance of Dr. Castille's passionate and effective support for "open science". As we in management research face challenges related to replicability (or lack thereof) of our research findings, those like he who help educate researchers as to how they can better conduct and report their work are making a very important contribution to our field. His participation in SIOP's Open Science and Practice Committee and editorship of the Opening Up column in the *Industrial/Organizational Psychologist* is having an important impact on junior and senior scholars.

I was also very happy to have him work to co-organize our first SIOP/CARMA Open Science Virtual Summer Series in 2021. This series presented workshops on various aspects of Open Science and included panel sessions in which leading researchers shared their experiences with implementing Open Science principles. In my roles with *ORM* and CARMA I have learned that leading change that improves how scholars conduct and report their research is difficult and can be slow. Thanks in part to his leadership in the open science area, change is happening, and our field will be better in the long run as a result. His ongoing work in this area is much needed in our future.



I hope you find my comments to be helpful and wish you well in your consideration of Dr. Castille's case for promotion. It seems like he contributes much to your school- I know he does to our professional community, and I hope my letter increases understanding of the importance of his research and service. Please let me know if I can be of any further assistance.

Sincerely



Dr. Larry J. Williams
James C. and Marguerite J. Niver Chair in Business
Professor of Management
Director, CARMA
Rawls College of Business
Texas Tech University
703 Flint Ave.
Lubbock, TX 79419

PERFORMANCE SUMMARY

Overall

| | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 |
|-----------------|------|-------------|-------------|-------------|-------------|------|
| Teaching | — | 7.77 | 7.77 | 8.19 | 7.99 | — |
| Research | — | 8.25 | 8.88 | 9.00 | 9.00 | — |
| Service | — | 8.25 | 7.70 | 8.10 | 8.48 | — |
| Total | — | 8.01 | 8.21 | 8.42 | 8.39 | — |

Teaching

| Courses | Average of Student Evaluations Comprising the T SCORE |
|---------------|---|
| MNGT 370 | 4.34 |
| MNGT 475 | 4.38 |
| MNGT 425/486* | 4.51 |
| MNGT 502 | 4.31 |

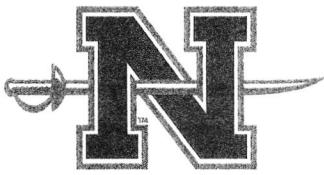
* I created MNGT 425 (HR Analytics), which was an elective course (486) but became a required class.

Research

| | Overall Count | Count Past 5 Yrs |
|---------------------------------------|---------------|------------------|
| Journals | 11 | 8 |
| Proceedings | 2 | 2 |
| Presentations (Paper, Poster, Panels) | 38 | 29 |
| Magazine Articles | 11 | 11 |

Service

| | Count (lines on CV from Past 5 Yrs) |
|-----------------|-------------------------------------|
| University | 6 |
| Dept. & College | 9 |
| Professional | 5 |
| Community | 2 |
| Awards/Honors | 4 |



Nicholls State University
Department of Management and Marketing

P.O. Box 2015 | Thibodaux, LA 70310 | 985.448.4175

March 11, 2022

Dr. Chris Castille
Department of Management & Marketing
College of Business Administration
Nicholls State University

Chris,

This letter is to inform of your eligibility to apply for promotion and tenure. By October 05, 2022 you must submit your professional portfolio to the Peer Review Committee for review. The portfolio will be submitted electronically.

The faculty handbook describes the process. Please see me if you need to review the process and/or timelines.

Sincerely,


Ken Chadwick, Head
Management & Marketing
College of Business Administration
Nicholls State University

cc: Marilyn Macik-Frey, Dean
John Lajaunie, Chair, Peer Review Committee

DEPARTMENT HEAD ANNUAL PERFORMANCE EVALUATION OF FACULTY FORM

COLLEGE OF BUSINESS ADMINISTRATION

FACULTY MEMBER: Chris Castille

EVALUATION PERIOD: 2021

Instructions: Transfer percentage for "% Allocation Selected" from the Faculty Evaluation Agreement.

| TEACHING/LIBRARIANSHIP | % ALLOCATION ALLOWED | % ALLOCATION SELECTED | RATING* (0-9) | SCORE* |
|--|--------------------------------------|-----------------------|-----------------------------|--------|
| Percentage Allocation to Teaching | 50-60% | T% = 50% | | |
| A. Delivery of Instruction a. Student Evaluation (25-75%) b. Administrative Evaluation (25-75%) <i>Total of a + b must equal 100%</i> | (50-80%) a% 50% b% 50% 100% | A% = 50% x x x | 7.91 7.91 7.91 = 3.96 | |
| B. Professional Development | (0-30%) | B% = 0% x | = 0.00 | |
| C. Innovation Teaching* | (0-30%) | C% = 30% x | 8.00 = 2.40 | |
| D. Accessibility/Interaction with Students | (20-40%) | D% = 20% x | 8.18 = 1.64 | |
| E. Other (ex. Service learning opportunities; QEP initiatives; etc.). | (0-30%) | E% = 0% x | = 0.00 | |
| TOTAL % for A+B+C+D+E must equal 100% 100% | | | | |
| T = TOTAL Score Points for Teaching (A+B+C+D+E scores) T = 7.99 | | | | |
| T SCORE = Teaching/Librarianship Performance Merit Score T% 50% x T 7.99 = 4.00 | | | | |

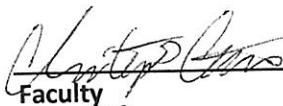
| RESEARCH/CREATIVE WORK (As Specified by College/Department/Discipline)* | % ALLOCATION ALLOWED | % ALLOCATION SELECTED | RATING* (0-9) | SCORE* |
|--|----------------------|-----------------------|---------------|--------|
| Percentage Allocation to Research | 30-40% | R% = 30% | | |
| A. Peer-Reviewed Publications (accepted or in press) | 50% | A% = 50% x | 9.00 = 4.50 | |
| B. Other intellectual contributions | 50% | B% = 50% x | 9.00 = 4.50 | |
| TOTAL A+B must equal 100% 100% | | | | |
| R = TOTAL Score Points for Research (A+B scores) R = 9.00 | | | | |
| R SCORE = Teaching/Librarianship Performance Merit Score R% 30% x R 9.00 = 2.70 | | | | |

*For SA, SP -Publications may only count once – either upon acceptance or at time of publication and must be from the CBA journal list or have an approved exception application.

| PROFESSIONAL/PRACTITIONER ACTIVITIES (As Specified by College/Department/Discipline)** | % ALLOCATION ALLOWED | % ALLOCATION SELECTED | RATING* (0-9) | SCORE* |
|---|----------------------|-----------------------|---------------|--------|
| Percentage Allocation to Professional/Practitioner Activities | 30-40% | R% = 0% | | |
| 20 hrs. for IP in Cont. Ed./year | 50% | A% = 50% x | = 0.00 | |
| B. Other professional contributions | 50% | B% = 50% x | = 0.00 | |
| TOTAL A+B must equal 100% 100% | | | | |
| R = TOTAL Score Points for Research (A+B scores) R = 0.00 | | | | |
| R SCORE = Teaching/Librarianship Performance Merit Score R% 0% x P 0.00 = 0.00 | | | | |

| SERVICE | % ALLOCATION ALLOWED | % ALLOCATION SELECTED | RATING* (0-9) | SCORE* | | | |
|---|----------------------|--|------------------|--------|--|--|--|
| Percentage Allocation to Teaching | 10-30% | S% = 20% | | | | | |
| organization advisor, student competitions, student research, etc. | (10-70%) | A% = 30% x | 7.25 = | 2.18 | | | |
| roles without additional remuneration or committee service) | (0-70%) | B% = 0% x | = | 0.00 | | | |
| governmental or foundation volunteerism, Educational workshops, conference speaker or reviewer, mission-focused speaking or volunteerism in the | (0-70%) | C% = 70% x | 9.00 = | 6.30 | | | |
| D. Other (ex. Mentor for teaching initiative, special projects, etc.) | (0-70%) | D% = 0% x | = | 0.00 | | | |
| <i>TOTAL A+B+C+D+E must equal 100% 100%</i> | | | | | | | |
| S =TOTAL Score Points for Teaching (A+B+C+D scores) 8.48 | | | | | | | |
| S SCORE = (Service Merit Score) S% 20% x S 8.48 = 1.70 | | | | | | | |
| <i>TOTAL A+B+C+D+E must equal 100% 100%</i> | | | | | | | |
| TOTAL FACULTY MERIT SCORE | | | | | | | |
| Ex: T-SCORE + R-SCORE + S-SCORE = (0-9) | | | | | | | |
| T - SCORE | 4.00 | Only One Score for either Research/Creative OR Professional Practitioner Activities | | | | | |
| R - SCORE | 2.70 | | | | | | |
| R - SCORE | 0.00 | | | | | | |
| S SCORE | <u>1.70</u> | | | | | | |
| | 8.39 | | | | | | |
| *Evaluator's rating based on a 0-9 scale where: | | | | | | | |
| 8.5 - 9.00 = Exemplary Performance (documented evidence required) | | | | | | | |
| 7.00 - 8.49 = High Performance | | | | | | | |
| 5.00 - 6.99 = Adequate/Satisfactory Performance | | | | | | | |
| 3.00-4.99 = Inadequate/Needs Improvement on Performance | | | | | | | |
| 0-2.99 = Unsatisfactory/Poor Performance (documented evidence required) | | | | | | | |

SIGNATURES:


Faculty

4-13-22
Date


Department Head

4/13/22
Date

NOTE:

While the intent of this evaluation instrument is to be comprehensive, it is acknowledged that it is not all inclusive. Therefore, it is expected that all faculty will comply with basic responsibilities of employment in accordance with standards for professional ethics and collegiality (*as per Section 2.7 in the University Policy and Procedure Manual*).

DEPARTMENT HEAD ANNUAL PERFORMANCE EVALUATION OF FACULTY FORM
COLLEGE OF BUSINESS ADMINISTRATION

FACULTY MEMBER: Chris Castille

EVALUATION PERIOD: 2020

Instructions: Transfer percentage for "% Allocation Selected" from the Faculty Evaluation Agreement.

| TEACHING/LIBRARIANSHIP | % ALLOCATION ALLOWED | % ALLOCATION SELECTED | RATING* (0-9) | SCORE* |
|--|--------------------------------------|-----------------------|----------------------|--------|
| Percentage Allocation to Teaching | 50-60% | T% = 50% | | |
| A. Delivery of Instruction a. Student Evaluation (25-75%) b. Administrative Evaluation (25-75%) <i>Total of a + b must equal 100%</i> | (50-80%) a% 50% b% 50% 100% | A% = 50% x x x | 7.99 7.99 7.99 | = 4.00 |
| B. Professional Development | (0-30%) | B% = 0% x | | = 0.00 |
| C. Innovation Teaching* | (0-30%) | C% = 10% x | 8.00 | = 0.80 |
| D. Accessibility/Interaction with Students | (20-40%) | D% = 40% x | 8.49 | = 3.40 |
| E. Other (ex. Service learning opportunities; QEP initiatives; etc.). <i>Specify:</i> | (0-30%) | E% = 0% x | | = 0.00 |
| TOTAL % for A+B+C+D+E must equal 100% 100% | | | | |
| T = TOTAL Score Points for Teaching (A+B+C+D+E scores) T = 8.19 | | | | |
| T SCORE = Teaching/Librarianship Performance Merit Score T% 50% x T 8.19 = 4.10 | | | | |

| RESEARCH/CREATIVE WORK (As Specified by College/Department/Discipline)* | % ALLOCATION ALLOWED | % ALLOCATION SELECTED | RATING* (0-9) | SCORE* |
|---|----------------------|--------------------------|---------------|------------------|
| Percentage Allocation to Research | 30-40% | R% = 30% | | |
| A. Peer-Reviewed Publications (accepted or in press) B. Other intellectual contributions | 50% 50% | A% = 50% x B% = 50% x | 9.00 9.00 | = 4.50 = 4.50 |
| TOTAL A+B must equal 100% 100% | | | | |
| R = TOTAL Score Points for Research (A+B scores) R = 9.00 | | | | |
| R SCORE = Teaching/Librarianship Performance Merit Score R% 30% x R 9.00 = 2.70 | | | | |

*For SA, SP -Publications may only count once – either upon acceptance or at time of publication and must be from the CBA journal list or have an approved exception application.

— OR —

| PROFESSIONAL/PRACTITIONER ACTIVITIES (As Specified by College/Department/Discipline)** | % ALLOCATION ALLOWED | % ALLOCATION SELECTED | RATING* (0-9) | SCORE* |
|--|----------------------|--------------------------|---------------|------------------|
| Percentage Allocation to Professional/Practitioner Activities | 30-40% | R% = 0% | | |
| A. Licensure/Certification maintenance and/or 10 hrs. for PA or 20 hrs. for IP in Cont. Ed./year B. Other professional contributions | 50% 50% | A% = 50% x B% = 50% x | | = 0.00 = 0.00 |
| TOTAL A-B must equal 100% 100% | | | | |
| R = TOTAL Score Points for Research (A+B scores) R = 0.00 | | | | |
| R SCORE = Teaching/Librarianship Performance Merit Score R% 0% x P 0.00 = 0.00 | | | | |

**For PA, IP – Professional/practitioner activities may only count once, either in this section or under Professional/Community Service.

| SERVICE | % ALLOCATION ALLOWED | % ALLOCATION SELECTED | RATING* (0-9) | SCORE* |
|---|----------------------|-----------------------|---------------|--------|
| Percentage Allocation to Teaching | 10-30% | S% = 20% | | |
| A. Student services (Ex: advising, mentoring, student organization advisor, student competitions, student research, etc.) | (10-70%) | A% = 30% x | 6.00 | = 1.80 |
| B. Department, College or University services (Administrative roles without additional remuneration or committee service) | (0-70%) | B% = 0% x | 8.50 | = 0.00 |
| C. Professional & Community service (Ex: Professional, governmental or foundation volunteerism, Educational workshops, conference speaker or reviewer, mission-focused speaking or volunteerism in the community, consulting service, etc.) | (0-70%) | C% = 70% x | 9.00 | = 6.30 |
| D. Other (ex. Mentor for teaching initiative, special projects, etc). Specify: | (0-70%) | D% = 0% x | | = 0.00 |
| <i>TOTAL A-B-C+D+E must equal 100% 100%</i> | | | | |
| S = TOTAL Score Points for Teaching (A+B+C+D scores) S = 8.10 | | | | |
| S SCORE = (Service Merit Score) S% 20% x S S = 8.10 = 1.62 | | | | |
| <i>TOTAL A-B-C+D+E must equal 100% 100%</i> | | | | |

**Calculate scores to the 2nd decimal point.*

TOTAL FACULTY MERIT SCORE

Ex: T-SCORE + R-SCORE + S-SCORE = (0-9)

| | |
|-----------|-------------|
| T - SCORE | 4.10 |
| R - SCORE | 2.70 |
| R - SCORE | 0.00 |
| S SCORE | <u>1.62</u> |

8.42

Only One Score for either Research/Creative OR Professional Practitioner Activities

***Evaluator's rating based on a 0-9 scale where:**

- | | |
|-------------|--|
| 8.5 - 9.00 | = Exemplary Performance (documented evidence required) |
| 7.00 - 8.49 | = High Performance |
| 5.00 - 6.99 | = Adequate/Satisfactory Performance |
| 3.00-4.99 | = Inadequate/Needs Improvement on Performance |
| 0-2.99 | = Unsatisfactory/Poor Performance (documented evidence required) |

SIGNATURES:

SIGNATURES:

Cindy Cato
Faculty

Cindy Cato
Department Head

4-14-21

Date

4/14/21

Date _____

NOTE:

While the intent of this evaluation instrument is to be comprehensive, it is acknowledged that it is not all inclusive. Therefore, it is expected that all faculty will comply with basic responsibilities of employment in accordance with standards for professional ethics and collegiality (*as per Section 2.7 in the University Policy and Procedure Manual*).

Supervisors shall document such non-compliance as part of the annual performance evaluation. However, this non-compliance will not factor into the computation for merit rather will become part of the permanent personnel record.

PROVIDE COMMENTS BELOW OR ATTACH DOCUMENTATION (double click in cell below to edit comments):

DEPARTMENT HEAD ANNUAL PERFORMANCE EVALUATION OF FACULTY FORM
COLLEGE OF BUSINESS ADMINISTRATION

FACULTY MEMBER: Chris Castille

EVALUATION PERIOD: 2019

Instructions: Transfer percentage for "% Allocation Selected" from the Faculty Evaluation Agreement.

| TEACHING/LIBRARIANSHIP | % ALLOCATION ALLOWED | % ALLOCATION SELECTED | RATING* (0-9) | SCORE* |
|---|------------------------------|---|----------------------------|--------|
| Percentage Allocation to Teaching | 50-60% | T% = 50% | | |
| A. Delivery of Instruction a. Student Evaluation (25-75%) b. Administrative Evaluation (25-75%) | (50-80%) a% 50% b% 50% | A% = 50% Total of a + b must equal 100% 100% | x 7.60 x 7.60 x 7.60 | = 3.80 |
| B. Professional Development | (0-30%) | B% = 0% | x | = 0.00 |
| C. Innovation Teaching* | (0-30%) | C% = 20% | x 7.75 | = 1.55 |
| D. Accessibility/Interaction with Students | (20-40%) | D% = 30% | x 8.07 | = 2.42 |
| E. Other (ex. Service learning opportunities; QEP initiatives; etc.). Specify: | (0-30%) | E% = 0% | x | = 0.00 |
| TOTAL % for A+B+C+D+E must equal 100% 100% | | | | |
| T = TOTAL Score Points for Teaching (A+B+C+D+E scores) T = 7.77 | | | | |
| T SCORE = Teaching/Librarianship Performance Merit Score T% 50% x T 7.77 = 3.89 | | | | |

| RESEARCH/CREATIVE WORK (As Specified by College/Department/Discipline)* | % ALLOCATION ALLOWED | % ALLOCATION SELECTED | RATING* (0-9) | SCORE* |
|---|----------------------|-----------------------|------------------|------------------|
| Percentage Allocation to Research | 30-40% | R% = 40% | | |
| A. Peer-Reviewed Publications (accepted or in press) B. Other intellectual contributions | 50% 50% | A% = 50% B% = 50% | x 8.75 x 9.00 | = 4.38 = 4.50 |
| TOTAL A+B must equal 100% 100% | | | | |
| R = TOTAL Score Points for Research (A+B scores) R = 8.88 | | | | |
| R SCORE = Teaching/Librarianship Performance Merit Score R% 40% x R 8.88 = 3.55 | | | | |

*For SA, SP -Publications may only count once – either upon acceptance or at time of publication and must be from the CBA journal list or have an approved exception application.

— OR —

| PROFESSIONAL/PRACTITIONER ACTIVITIES (As Specified by College/Department/Discipline)** | % ALLOCATION ALLOWED | % ALLOCATION SELECTED | RATING* (0-9) | SCORE* |
|---|----------------------|-----------------------|---------------|------------------|
| Percentage Allocation to Professional/Practitioner Activities | 30-40% | R% = 0% | | |
| A. Licensure/Certification maintenance and/or 10 hrs. for PA or 20 hrs. for IP in Cont. Ed./year B. Other professional contributions | 50% 50% | A% = 50% B% = 50% | x | = 0.00 = 0.00 |
| TOTAL A+B must equal 100% 100% | | | | |
| R = TOTAL Score Points for Research (A+B scores) R = 0.00 | | | | |
| R SCORE = Teaching/Librarianship Performance Merit Score R% 0% x P 0.00 = 0.00 | | | | |

**For PA, IP – Professional/practitioner activities may only count once, either in this section or under Professional/Community Service.

| SERVICE | % ALLOCATION ALLOWED | % ALLOCATION SELECTED | RATING* (0-9) | SCORE* |
|---|----------------------|-----------------------|--|-------------------------------------|
| Percentage Allocation to Teaching | 10-30% | S% = 10% | | |
| A. Student services (Ex: advising, mentoring, student organization advisor, student competitions, student research, etc.) | (10-70%) | A% = 20% | x | 8.00 = 1.60 |
| B. Department, College or University services (Administrative roles without additional remuneration or committee service) | (0-70%) | B% = 10% | x | 8.50 = 0.85 |
| C. Professional & Community service (Ex: Professional, governmental or foundation volunteerism, Educational workshops, conference speaker or reviewer, mission-focused speaking or volunteerism in the community, consulting service, etc.) | (0-70%) | C% = 70% | x | 7.50 = 5.25 |
| D. Other (ex. Mentor for teaching initiative, special projects, etc). | (0-70%) | D% = 0% | x | 0.00 |
| Specify: | | | | |
| | | | TOTAL A+B+C+D+E must equal 100% 100% | |
| | | | S = TOTAL Score Points for Teaching (A+B+C+D scores) | S = 7.70 |
| | | | S SCORE = (Service Merit Score) S% 10% x S | S SCORE = 7.70 = 0.77 |
| | | | TOTAL A+B+C+D+E must equal 100% 100% | |

*Calculate scores to the 2nd decimal point.

TOTAL FACULTY MERIT SCORE

Ex: T-SCORE + R-SCORE + S-SCORE = (0-9)

| | |
|-----------|-------------|
| T - SCORE | 3.89 |
| R - SCORE | 3.55 |
| R - SCORE | 0.00 |
| S SCORE | <u>0.77</u> |
| | 8.21 |

Only One Score for either Research/Creative OR Professional Practitioner Activities

***Evaluator's rating based on a 0-9 scale where:**

- 8.5 - 9.00 = Exemplary Performance (documented evidence required)
- 7.00 - 8.49 = High Performance
- 5.00 - 6.99 = Adequate/Satisfactory Performance
- 3.00-4.99 = Inadequate/Needs Improvement on Performance
- 0-2.99 = Unsatisfactory/Poor Performance (documented evidence required)

SIGNATURES:

Faculty

Date

Department Head

Date

NOTE:

While the intent of this evaluation instrument is to be comprehensive, it is acknowledged that it is not all inclusive. Therefore, it is expected that all faculty will comply with basic responsibilities of employment in accordance with standards for professional ethics and collegiality (*as per Section 2.7 in the University Policy and Procedure Manual*).

Supervisors shall document such non-compliance as part of the annual performance evaluation. However, this non-compliance will not factor into the computation for merit rather will become part of the permanent personnel record.

PROVIDE COMMENTS BELOW OR ATTACH DOCUMENTATION (double click in cell below to edit comments):

DEPARTMENT HEAD ANNUAL PERFORMANCE EVALUATION OF FACULTY FORM
COLLEGE OF BUSINESS ADMINISTRATION

FACULTY MEMBER: Chris Castille

EVALUATION PERIOD: 2018

Instructions: Transfer percentage for "% Allocation Selected" from the Faculty Evaluation Agreement.

| TEACHING/LIBRARIANSHIP | % ALLOCATION ALLOWED | % ALLOCATION SELECTED | RATING* (0-9) | SCORE* |
|--|----------------------|-----------------------|---------------|--------|
| Percentage Allocation to Teaching | 50-60% | T% = 50% | | |
| A. Delivery of Instruction | (50-80%) | A% = 50% x | 7.64 | |
| a. Student Evaluation (25-75%) | a% 50% | | 7.64 | |
| b. Administrative Evaluation (25-75%) | b% 50% | | 7.64 | = 3.82 |
| Total of a + b must equal 100% | 100% | | | |
| B. Professional Development | (0-30%) | B% = 0% x | | = 0.00 |
| C. Innovation Teaching* | (0-30%) | C% = 30% x | 7.75 | = 2.33 |
| D. Accessibility/Interaction with Students | (20-40%) | D% = 20% x | 8.14 | = 1.63 |
| E. Other (ex. Service learning opportunities; QEP initiatives; etc.). | (0-30%) | E% = 0% x | | = 0.00 |
| <i>Specify:</i> | | | | |
| TOTAL % for A+B+C+D+E must equal 100% 100% | | | | |
| T = TOTAL Score Points for Teaching (A+B+C+D+E scores) | | | | |
| T SCORE = Teaching/Librarianship Performance Merit Score T% 50% x T 7.77 = 3.89 | | | | |

*For the purposes of supporting our premier teaching institution goal, C. Innovation in Teaching will be used to evaluate innovation, engagement and impact in the classroom through new techniques implementation, and presenting new teaching innovations to the CBA faculty.

| RESEARCH/CREATIVE WORK | % ALLOCATION ALLOWED | % ALLOCATION SELECTED | RATING* (0-9) | SCORE* |
|--|----------------------|-----------------------|---------------|--------|
| Specified by College/Department/Discipline)* | | | | |
| Percentage Allocation to Research | 30-40% | R% = 30% | | |
| A. Peer-Reviewed Publications (accepted or in press) | 50% | A% = 50% x | 8.50 | = 4.25 |
| B. Other intellectual contributions | 50% | B% = 50% x | 8.00 | = 4.00 |
| TOTAL A+B must equal 100% 100% | | | | |
| R = TOTAL Score Points for Research (A+B scores) | | | | |
| R SCORE = Teaching/Librarianship Performance Merit Score R% 30% x R 8.25 = 2.48 | | | | |
| *For SA, SP - Publications may only count once – either upon acceptance or at time of publication and must be from the CBA journal list or have an approved exception application. | | | | |
| — OR — | | | | |
| PROFESSIONAL/PRACTITIONER ACTIVITIES | % ALLOCATION ALLOWED | % ALLOCATION SELECTED | RATING* (0-9) | SCORE* |
| (As Specified by College/Department/Discipline)** | | | | |
| Percentage Allocation to Professional/Practitioner Activities | 30-40% | R% = 0% | | |
| A. Licensure/Certification maintenance and/or 10 hrs. for PA or 20 hrs. for IP in Cont. Ed./year | 50% | A% = 50% x | | = 0.00 |
| B. Other professional contributions | 50% | B% = 50% x | | = 0.00 |
| TOTAL A+B must equal 100% 100% | | | | |
| R = TOTAL Score Points for Research (A+B scores) | | | | |
| R SCORE = Teaching/Librarianship Performance Merit Score R% 0% x P 0.00 = 0.00 | | | | |
| **For PA, IP – Professional/practitioner activities may only count once, either in this section or under Professional/Community Service. | | | | |

| SERVICE | % ALLOCATION ALLOWED | % ALLOCATION SELECTED | RATING* (0-9) | SCORE* |
|---|----------------------|-----------------------|---------------|-------------|
| Percentage Allocation to Teaching | 10-30% | S% = 20% | | |
| A. Student services (Ex: advising, mentoring, student organization advisor, student competitions, student research, etc.) | (10-70%) | A% = 20% | x | 8.25 = 1.65 |
| B. Department, College or University services (Administrative roles without additional remuneration or committee service) | (0-70%) | B% = 40% | x | 8.00 = 3.20 |
| C. Professional & Community service (Ex: Professional, governmental or foundation volunteerism, Educational workshops, conference speaker or reviewer, mission-focused speaking or volunteerism in the community, consulting service, etc.) | (0-70%) | C% = 40% | x | 8.50 = 3.40 |
| D. Other (ex. Mentor for teaching initiative, special projects, etc). | (0-70%) | D% = 0% | x | = 0.00 |
| Specify: | | | | |
| TOTAL A+B+C+D must equal 100% 100% | | | | |
| S = TOTAL Score Points for Teaching (A+B+C+D scores) | | | | |
| S SCORE = (Service Merit Score) S% 20% x S 8.25 = 1.65 | | | | |
| TOTAL T+R+S must equal 100% 100% | | | | |

*Calculate scores to the 2nd decimal point.

TOTAL FACULTY MERIT SCORE

Ex: T-SCORE + R-SCORE + S-SCORE = (0-9)

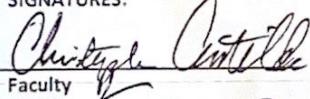
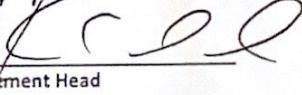
| | |
|-----------|-------------|
| T - SCORE | 3.89 |
| R - SCORE | 2.48 |
| R - SCORE | 0.00 |
| S SCORE | <u>1.65</u> |
| | 8.01 |

Only One Score for either Research/Creative OR
Professional Practitioner Activities

***Evaluator's rating based on a 0-9 scale where:**

- 8.5 - 9.00 = Exemplary Performance (documented evidence required)
- 7.00 - 8.49 = High Performance
- 5.00 - 6.99 = Adequate/Satisfactory Performance
- 3.00-4.99 = Inadequate/Needs Improvement on Performance
- 0-2.99 = Unsatisfactory/Poor Performance (documented evidence required)

SIGNATURES:


 Faculty 
 Department Head

4-2-19
 Date

4/2/19
 Date

NOTE:

While the intent of this evaluation instrument is to be comprehensive, it is acknowledged that it is not all inclusive. Therefore, it is expected that all faculty will comply with basic responsibilities of employment in accordance with standards for professional ethics and collegiality (as per Section 2.7 in the University Policy and Procedure Manual).

Supervisors shall document such non-compliance as part of the annual performance evaluation. However, this non-compliance will not factor into the computation for merit rather will become part of the permanent personnel record.

PROVIDE COMMENTS BELOW OR ATTACH DOCUMENTATION (double click in cell below to edit comments):

CHRISTOPHER M. CASTILLE, PH.D.

Gerald Gaston Assistant Professor of Management

Department of Management & Marketing

Nicholls State University

College of Business Administration

Phone: (337) 256-0664

[Email](#)

[ResearchGate](#) R^o

[ORCID](#) ID

[Web of Science](#)

[Google Scholar](#)

EDUCATION

LOUISIANA TECH UNIVERSITY

Ph.D., Industrial/Organizational Psychology (2015)

Concentration: Organizational Leadership

M.A., Industrial/Organizational Psychology (2012)

Dissertation: Castille, C. M. (2015). *Bright or dark, or virtues and vices? A reexamination of the big five and job performance*. Louisiana Tech University.

LOUISIANA STATE UNIVERSITY

B.S., Psychology (2008)

Minor: Business Administration

ACADEMIC POSITIONS

NICHOLLS STATE UNIVERSITY (Thibodaux, LA)

Assistant Professor of Management, Department of Management & Marketing (Fall 2017–present)

RUTGERS UNIVERSITY (New Brunswick, NJ)

Assistant Professor of Practice, Department of Management & Global Business, Rutgers Business School (Fall 2016–present)

VILLANOVA UNIVERSITY (Philadelphia, PA)

Visiting Assistant Professor of Human Resource Development, Department of Psychology (Fall 2014–Spring 2016)

LOUISIANA TECH UNIVERSITY (Ruston, LA)

Adjunct Assistant Professor of Psychology, Department of Psychology and Behavioral Sciences (2013–Spring 2014)

TEACHING INTERESTS

- Managing Human Capital
- Human Relations and Interpersonal Skills
- Human Resource Analytics

TEACHING

NICHOLLS STATE UNIVERSITY

INSTRUCTOR RATINGS

- | | | |
|---|--|--------|
| • <i>Managing Human Capital (Management 502, multiple sessions Fall 2017–present)</i> | Taught 149 students in a required MBA course (section ratings: 4.42, 4.57, 4.08, 4.33, 4.25, 4.33, 4.33, 4.39, 3.99, 4.39) | 4.31/5 |
| • <i>Human Resource Analytics (Management 425 & 486, multiple sessions Spring 2018–present)</i> | Taught 95 students in an elective and eventually core Human Resource Management course (section ratings: 4.01, 4.61, 4.94, 4.37, 4.61) | 4.51/5 |
| • <i>Performance and Compensation Management (Management 475, multiple sessions Fall 2017–present)</i> | Taught 151 students in a core Human Resource Management course (section ratings: 4.30, 4.36, 4.64, 4.48, 4.11) | 4.38/5 |
| • <i>Human Relations and Interpersonal Skills (Management 370, multiple sessions Fall 2017–present)</i> | Teaching 291 students in an elective Management course (section ratings: 3.72, 4.11, 4.53, 3.33, 4.68, 4.78, 4.08, 4.72, 4.76, 4.67) | 4.34/5 |

RUTGERS UNIVERSITY

- | | | |
|---|--|--------|
| • <i>Management Skills (Management 302)</i> | Taught over 250 students in core a Management and Global Business course. Average rating is across all eight sections. | 4.51/5 |
|---|--|--------|

VILLANOVA UNIVERSITY

- | | | |
|--|---|--------|
| • <i>Organizational Development and Change Management (Human Resource Development 8875, multiple sessions 2014–2016)</i> | Taught 46 students in core HRD course for both the online (section ratings: 4.46, 4.24) and on-campus (section ratings: 4.59, 3.93, 4.34) degree programs | 4.31/5 |
| • <i>Human Resource Metrics and Statistical Research (Human Resource Development 8006, multiple sessions 2014–2016)</i> | Taught 85 students in core HRD course for both the online (section ratings: 4.23, 4.07) and on-campus (section ratings: 3.65, 4.13, 4.37, 4.16) | 4.10/5 |
| • <i>Leadership in Work Settings (Human Resource Development 8499, Spring 2015)</i> | Taught 4 students in an elective on-campus HRD course | 4.62/5 |
| • <i>Organizational Psychology (Human Resource Development 8425, Fall 2014)</i> | Taught 9 students in an elective HRD course | 4.14/5 |

LOUISIANA TECH UNIVERSITY

- *Introduction to Psychology (Psychology 102, multiple sessions 2012–2013)* 3.70/4
Taught 75 students in core Psychology (section ratings: 3.83, 3.56)
 - *Statistics for the Social Sciences (Psychology 300, multiple sessions 2012–2013)* 3.58/4
Taught 50 students in core Psychology (section ratings: 3.64, 3.51)
 - *Industrial Psychology (Psychology 465, Fall 2013)* 2.15/4
Taught 10 students in an elective online Psychology course
 - *Psychology Applied to Life (Psychology 305, Fall 2013)* 2.74/4
Taught 10 students in an elective online Psychology course
-

RESEARCH INTERESTS

- Open Science and Practice in IO Psychology
 - Method Variance
 - Personality at Work
-

PEER-REVIEWED ARTICLES

11. **Castille, C.M.**, Köhler, T., & O’Boyle, E. (2022, in press). A brighter vision of the potential of open science for benefitting practice: A ManyOrgs proposal. *Industrial and Organizational Psychology: Perspectives on Science and Practice*.
10. **Castille, C. M.**, Kreamer, L. M., Albritton, B. H., Banks, G. C., & Rogelberg, S. G. (2022). The open science challenge: Adopt one practice that enacts widely shared values. *Journal of Business and Psychology*, s10869-022-09806-2. <https://doi.org/10.1007/s10869-022-09806-2>
9. Simonet, D. V., & **Castille, C. M.** (2020). The search for meaningful work: A network analysis of personality and the job characteristics model. *Personality and Individual Differences*, 152, 109569. <https://doi.org/10.1016/j.paid.2019.109569>
8. **Castille, C. M.**, & Castille, A.-M. R. (2019). Disparate treatment and adverse impact in applied attrition modeling. *Industrial and Organizational Psychology*, 12(3), 310–313. <https://doi.org/10.1017/iop.2019.53>
7. **Castille, C. M.**, Castille, A.-M. R., & Williamson Smith, R. (2019). Assessing ideal personalities at work: Is it all just a little bit of history repeating? *Industrial and Organizational Psychology*, 12(2), 133–137. <https://doi.org/10.1017/iop.2019.25>
6. Moshontz, H., Campbell, L., Ebersole, C. R., IJzerman, H., Urry, H. L., Forscher, P. S., Grahe, J. E., McCarthy, R. J., Musser, E. D., Antfolk, J., **Castille, C. M.**, Evans, T. R., Fiedler, S., Flake, J. K., Forero, D. A., Janssen, S. M. J., Keene, J. R., Protzko, J., Aczel, B., ... Chartier, C. R. (2018). The Psychological Science Accelerator: Advancing psychology through a distributed collaborative network. *Advances in Methods and Practices in Psychological Science*, 1(4), 501–515. <https://doi.org/10.1177/2515245918797607>

5. **Castille, C. M.**, Buckner, J. E., V, & Thoroughgood, C. (2018). Prosocial citizens without a moral compass: Examining the relationship between Machiavellianism and unethical pro-organizational behavior. *Journal of Business Ethics*. <https://doi.org/10.1007/s10551-016-3079-9>
4. **Castille, C. M.**, Kuyumcu, D., & Bennett, R. J. (2017). Prevailing to the peers' detriment: Organizational constraints motivate Machiavellians to undermine their peers. *Personality and Individual Differences*, 10429-36. <https://doi.org/10.1016/j.paid.2016.07.026>
3. **Castille, C. M.**, Sawyer, K., Thoroughgood, C., & Buckner V, J. (2015). Some key research questions for mindfulness interventions. *Industrial & Organizational Psychology: Perspectives on Science and Practice*, 8(4), 603-609. [doi:10.1017/iop.2015.86](https://doi.org/10.1017/iop.2015.86)
2. Buckner, J. E., V, **Castille, C. M.**, & Sheets, T. L. (2012). The five factor model of personality and employee' excessive use of technology. *Computers and Human Behavior*, 28(5), 1947-1953. <https://doi.org/10.1016/j.chb.2012.05.014>
1. Levy, J. J., **Castille, C. M.**, & Farley, J. A. (2011). An investigation of musical performance anxiety in the marching arts. *Medical Problems of Performing Artists*, 26(1), 30-34. [[link](#)]

BOOK CHAPTERS

1. **Castille, C. M.**, & Endress, T. (in press). New work and collaborative cheating: Lessons from the Volkswagen Emissions Scandal. In T. Endress's (Ed), *Decision-making under uncertainty and risk: Theory, technology, and applications*.

POPULAR PRESS/PRACTITIONER-FOCUSED CONTRIBUTIONS

11. **Castille, C. M.** (Fall, 2022, in press). Are large-scale open science collaborations a viable vehicle for building a more cumulative science in IO psychology? *The Industrial-Organizational Psychologist*, 60(2).
10. **Castille, C. M.**, Cobb, H. R., Siegel, J. A., & Thomas, C. L. (Summer, 2022). Opening up: Tips for fostering belongingness in our scholarly communities while encouraging open science. *The Industrial-Organizational Psychologist*, 60(1), <https://www.siop.org/Research-Publications/Items-of-Interest/ArtMID/19366/ArticleID/6857/preview/true>
9. **Castille, C. M.** (Fall, 2021). Opening up: Building on our success with the SIOP/CARMA open science summer series. *The Industrial-Organizational Psychologist*, 59(2), <https://www.siop.org/Research-Publications/Items-of-Interest/ArticleID/5393/ArtMID/19366/preview/true>
8. **Castille, C. M.** (Summer, 2021). Opening up: Success stories implementing open science

- practices into scholarly activities. *The Industrial-Organizational Psychologist*, 59(1) <https://www.siop.org/Research-Publications/Items-of-Interest/ArtMID/19366/ArticleID/5237/preview/true>
7. **Castille, C. M.**, & Grand, J. (Spring, 2021). Opening up: Sign up for the SIOP/CARMA Open Science virtual summer series!. *The Industrial-Organizational Psychologist*, 58(4) <https://www.siop.org/Research-Publications/Items-of-Interest/ArtMID/19366/ArticleID/5047/preview/true/Sign-Up-for-the-SIOPCARMA-Open-Science-Virtual-Summer-Series>
 6. **Castille, C. M.**, Oswald, F. L., Banks, G., & Williams, L. (Winter, 2021). Opening up: Small wins in open science: Things you can do today to improve research in I-O psychology. *The Industrial-Organizational Psychologist*, 58(3). <https://www.siop.org/Research-Publications/Items-of-Interest/ArtMID/19366/ArticleID/4890/preview/true>
 5. **Castille, C. M.**, Zhang, D., & Smith, R. W. (Fall, 2020). Opening up: How do I conduct peer review with open science in mind. *The Industrial-Organizational Psychologist*, 58(2). <https://www.siop.org/Research-Publications/Items-of-Interest/ArticleID/4750/ArtMID/19366>
 4. **Castille, C. M.**, Oswald, F., Marin, S., & Bipp, T. (Summer, 2020). Opening up: Credibility multipliers: Simple yet effective tactics for practicing open science principles. *The Industrial-Organizational Psychologist*, 58(1). <https://www.siop.org/Research-Publications/Items-of-Interest/ArtMID/19366/ArticleID/4596>
 3. **Castille, C. M.** (Spring, 2020). Opening up: Replication crisis...or opportunities and challenges? *The Industrial-Organizational Psychologist*, 57(4). <https://www.siop.org/Research-Publications/Items-of-Interest/ArticleID/3422/ArtMID/19366>
 2. **Castille, C. M.** (Winter, 2020). Opening up: A primer on open science for industrial-organizational psychologists. *The Industrial-Organizational Psychologist*, 57(3). <https://www.siop.org/Research-Publications/Items-of-Interest/ArtMID/19366/ArticleID/3293>
 1. **Castille, C. M.** (Fall, 2019). Opening up: Introducing “Opening Up”. *The Industrial-Organizational Psychologist*, 57(2). <https://www.siop.org/Research-Publications/Items-of-Interest/ArtMID/19366/ArticleID/3166>

CONFERENCE PRESENTATIONS AND PROCEEDINGS

* denotes a collaboration with a student.

40. **Castille, C. M.**, & Williams, L.R. (2022, August). *To partial or not? Re-examining the unmeasured latent method construct (ULMC) as a statistical remedy for method variance*

- [Paper]. Academy of Management 82nd Annual Meeting, Seattle, WA, United States. <https://aom.org/events/annual-meeting/annual-meeting-theme>
39. Billeaud, M. L., Burch K. A., **Castille, C. M.**, Cobb, H. R., Pearman, J., Rudolph, C. W., Thomas, C. L., & Zhang, D. C. (2022, April). *Keeping up with open science: Teaching, self-teaching, and training on open science* [Panel]. Society for Industrial and Organizational Psychology, Inc., 37th Annual Meeting, Seattle, WA, United States. <https://www.siop.org/annual-conference>
38. **Castille, C. M.**, Williams, L.R., Castille, A., & Cogswell, J. (2022, April). *You've gotta keep em' separated? Examining separation of measurement* [Paper]. Society for Industrial and Organizational Psychology, Inc., 37th Annual Meeting, Seattle, WA, United States. <https://www.siop.org/annual-conference>
[osf link]
37. Simonet, D., & **Castille, C. M.** (2021, April). *Psychometric network analysis of core self-evaluation as a reinforcing system* [Paper]. Society for Industrial and Organizational Psychology, Inc., 36th Annual Meeting (virtual). <https://www.siop.org/Annual-Conference/Conference-Schedule/Program-Search-21>
36. Castille, A., Sharma, S.*., & **Castille, C. M** (2021, April). *The incremental value of controlling for insufficient effort responding* [Paper]. Society for Industrial and Organizational Psychology, Inc., 36th Annual Meeting (virtual). <https://www.siop.org/Annual-Conference/Conference-Schedule/Program-Search-21>
35. Omori, C. Daigle, K.*., & **Castille, C. M.** (2020, April). *What do these people do? Demographics and occupational features of MTurk* [Paper]. Society for Industrial and Organizational Psychology, Inc., 35th Annual Meeting (virtual). <https://www.siop.org/Annual-Conference/Conference-Schedule/Virtual-Program> (conference canceled due to COVID 19)
34. **Castille, C. M.**, Bipp, T., Vantilborgh, Tl, Marin, S., Oswald, F., Buckner, J., & Belwalkar, B. (2020, April). *Kicking off open science collaborations in IO psych* [Panel]. Society for Industrial and Organizational Psychology, Inc., 35th Annual Meeting (virtual). <https://www.siop.org/Annual-Conference/Conference-Schedule/Virtual-Program> (conference canceled due to COVID 19)
33. Morrison, M., & **Castille, C.** (co-chair) (2019, April). *Open science, open practice: Future reality or pipedream?* [Panel] Society for Industrial and Organizational Psychology, Inc., 34th Annual Meeting, National Harbor, MD. <https://www.siop.org/Annual-Conference/Registration-and-Resources/Past-Conference-Programs/ProgramSearch19>
32. Simonet, D., & **Castille, C.** (2019, April). *Psychometric network analysis and ideal point assessment: Developing ideal employees* [Paper]. Society for Industrial and Organizational Psychology, Inc., 34th Annual Meeting, National Harbor, MD. <https://www.siop.org/Annual-Conference/Registration-and-Resources/Past-Conference-Programs/ProgramSearch19>

[Programs/ProgramSearch19](#)
[\[osf link\]](#)

31. D. S., Tarantino, D., **Castille, C.**, DeSanto, S., Cruz, A., Janeiro, A., & Angelbeck, A. (2019, April). *Dark triad unleashed: Examining trait activators linking dark traits to CWB* [Paper]. Society for Industrial and Organizational Psychology, Inc., 34th Annual Meeting, National Harbor, MD. <https://www.siop.org/Annual-Conference/Registration-and-Resources/Past-Conference-Programs/ProgramSearch19>
30. Elcott, M.D., Lambert, D., **Castille, C. M.**, Mead, A.D., & Saier, A., & Stilson, F.R. (2018, April). *Talk about convenient sampling! Crowdsourcing lessons and best practices* [Panel]. Society for Industrial and Organizational Psychology, Inc., 33rd Annual Meeting, Chicago, IL. <https://www.siop.org/Annual-Conference/Registration-and-Resources/Past-Conference-Programs/ProgramSearch18>
29. **Castille, C. M.**, & Fultz, A. (2018, January). *How does collaborative cheating emerge? A case study of the Volkswagen Emission Scandal* [Paper]. Hawaii International Conference for Systems Sciences, Waikoloa Village, HI, US. <https://researchr.org/publication/hicss-2018>
28. Avet, S.*, Daigle, K.*, Wezeman, B.*,& **Castille, C. M.** (2018, April). *Comparing MTurk and the US Population's Occupational Diversity: An Open Science replication of Mahmoud et al. (2017)* [Poster]. Scholars Expeaux hosted by Nicholls State University, Thibodaux, LA [\[osf link\]](#)
 - Winner of “Best Poster” offered by the College of Education
27. **Castille, C. M.**, Crawford, W., Simmering, M. (2017, October). *You gotta keep em' separated? Examining the efficacy of remedies for proximal causes of method variance* [Paper]. Annual meeting of the Southern Management Association, St. Pete Beach, FL. <https://smgmt.org/wp-content/uploads/2021/02/2017%20SMA%20Final%20Program.pdf?6bfec1&6bfec1>
 - Winner of “Best-in-Track” Human Resources/Research Methods
 - Winner of “Outstanding Conference Paper”
26. Williamson, R.*, **Castille, C. M. (co-chair)**, & Harris, A.* (2017, April). *Practical guidance for developing and implementing ideal point measurement models* [Panel]. Society for Industrial and Organizational Psychology, Inc., 32nd Annual Meeting, Orlando, FL. <https://www.siop.org/Annual-Conference/Registration-and-Resources/Past-Conference-Programs/ProgramSearch17>
25. **Castille, C. M.** (2017, April). *Cross-validation of an unfolding measurement model of the cybernetic big 5 theory traits* [Paper]. In R.L. Williams, **Castille, C. M.**, & Harris, A. (co-chairs), *Ideal-point IRT modeling: Advances in personality assessment* [Paper Symposium] Society for Industrial and Organizational Psychology, Inc., 32nd Annual Meeting, Orlando, FL. <https://www.siop.org/Annual-Conference/Registration-and-Resources/Past-Conference-Programs/ProgramSearch17>

24. Mahmoud, B.*, **Castille, C. M.**, & Williamson, R. (2017, April). *Comparing MTurk and the US populations' occupational diversity* [Paper]. Society for Industrial and Organizational Psychology, Inc., 32nd Annual Meeting, Orlando, FL. <https://www.siop.org/Annual-Conference/Registration-and-Resources/Past-Conference-Programs/ProgramSearch17>
23. Buckner, J. E. V. & **Castille, C. M.** (2016, May). *A revival and extension of a content validation technique* [Paper]. Annual meeting for the Association for Psychological Science, 28th Annual Meeting, Chicago, IL. <https://www.psychologicalscience.org/conventions/archive/2016-2>
22. **Castille, C. M.**, Kuyumcu, D., & Bennett, R. J. (2016, October). *Prevailing to their peers' detriment: Organizational constraints motivate Machiavellians to undermine their peers* [Paper]. Southern Management Association, Charlotte, NC. https://smgmt.org/wp-content/uploads/2021/02/sma2016program_compressed.pdf?6bfec1&6bfec1
21. **Castille, C. M.**, Theys, E. R.*, & Khan, S.* (2016, May). *Too much of a good thing? Nonlinear personality–performance relations* [Paper]. Society for Industrial and Organizational Psychology, Inc., 31st Annual Conference, Anaheim, CA. <https://www.siop.org/Portals/84/SIOP%20Docs/SIOP%20Conference%20Presentations/2016ACProgram.pdf>
20. **Castille, C. M.**, Theys, E. R.*, & Thompson, H.* (2016, May). *Preliminary development of hierarchical unfolding cybernetic Big 5 trait measures* [Paper]. Society for Industrial and Organizational Psychology, Inc., 31st Annual Conference, Anaheim, CA. <https://www.siop.org/Portals/84/SIOP%20Docs/SIOP%20Conference%20Presentations/2016ACProgram.pdf>
19. Castille, A. R., **Castille, C. M.**, & Vega, M.* (2015, May). *The effects of leader presentation style and gender on follower perceptions* [Paper]. Association for Psychological Science, 27th Annual Meeting, New York, NY. <https://www.psychologicalscience.org/conventions/archive/2015-2>
18. **Castille, C. M.**, & Buckner, J. E. V (2015, May). *Do bottom-line mentality climate perceptions activate Machiavellian unethical pro-organizational behavior* [Paper]? Society for Industrial and Organizational Psychology, Inc., 30th Annual Conference, Philadelphia, PA. <https://www.siop.org/Portals/84/SIOP%20Docs/SIOP%20Conference%20Presentations/2015SIOPAC.pdf>
17. **Castille, C. M.**, Theys, E.R., & Igou, F. (2014, July). *Synthetic validation with local Bayesian estimation: An illustration with realistic examples* [Paper]. International Personnel Assessment Council, Denver, CO. <https://www.ipacweb.org/page-1810062>
16. **Castille, C. M.**, & Brawley, A.* (2014, May). *The international culture & climate Item pool: Concerns and solutions* (Co-chair) [Panel] Society for Industrial and Organizational

Psychology, Inc., 29th Annual Conference, Honolulu, HI.
<https://www.siop.org/Portals/84/SIOP%20Docs/SIOP%20Conference%20Presentations/2014ACProgram.pdf>

15. **Castille, C. M.**, Kuyumcu, D., & Bennett, R. J. (2014, May). *Prevailing to their peers' detriment: A study in Machiavellian undermining* [Paper]. Society for Industrial and Organizational Psychology, Inc., 29th Annual Conference, Honolulu, HI.
<https://www.siop.org/Portals/84/SIOP%20Docs/SIOP%20Conference%20Presentations/2014ACProgram.pdf>
14. Ramsey, M. A., & **Castille, C. M.** (2014, May). *Engineering internships to enhance the reputation of the field* (Co-chair) [Panel]. Society for Industrial and Organizational Psychology, Inc., 29th Annual Conference, Honolulu, HI.
<https://www.siop.org/Portals/84/SIOP%20Docs/SIOP%20Conference%20Presentations/2014ACProgram.pdf>
13. Theys, E. R., Dennis, B. E., Patton, C. B., & **Castille, C. M.** (2014, May). *The viability of MTurk for testing applied psychological models* [Paper]. Society for Industrial and Organizational Psychology, Inc., 29th Annual Conference, Honolulu, HI.
<https://www.siop.org/Portals/84/SIOP%20Docs/SIOP%20Conference%20Presentations/2014ACProgram.pdf>
12. **Castille, C. M.**, & Simmering-Dickerson, M. (2013, November). *The effectiveness of temporal separation of measurement for avoiding common method variance: A Bayesian Approach* [Paper]. Southern Management Association, New Orleans, LA.
https://smgmt.org/wp-content/uploads/2021/02/sma2013program_compressed.pdf?6bfec1&6bfec1
11. **Castille, C. M.**, Plaisance, B., Chambers, R., De Leon, J., Huynh, C., Patton, C.... Sheets, T. (2013, July). *Content validation for higher order factors: A pretest procedure* [Paper]. International Personnel Assessment Council, Columbus, OH.
10. **Castille, C. M.**, Plaisance, B., & Sheets, T. L. (2012, July). *So you think you can fly? A differential investigation in the domain of visual perception* [Paper]. International Personnel Assessment Council, Las Vegas, NV.
9. Brawley, A., Chamber, R., **Castille, C. M.**, & Tubré, T. (2012, April). *Seeing it differently: An alternative perspective on resilience* [Paper]. Southwestern Psychological Association, Oklahoma City, OK.
8. **Castille, C. M.**, & Buckner, J. E., V. (2012, April). *A resource-based leadership model: A qualitative study using grounded theory* [Paper]. Southwestern Psychological Association, Oklahoma City, OK.

7. **Castille, C. M.**, Rabalais, A-M., & Brawley, A. (2012, April). *The calm, the cool, and the collected: A pilot study in resilience* [Paper]. Southwestern Psychological Association, Oklahoma City, OK.
6. **Castille, C. M.**, & Buckner, J. E., V. (2012, April). *p < .05 and social scientific epistemology: Why a change is in order* [Paper]. Louisiana Academy of Sciences, Alexandria, LA.
5. **Castille, C. M.**, Plaisance, B., McKnight, S., Lyons, J., Sheets, T. L. (2012, April). *Using mental rotation to predict pilot performance* [Paper]. Louisiana Academy of Sciences, Alexandria, LA.
4. Murphy, S., Rabalais, A., **Castille, C. M.**, Desselles, M. (2012, April). *A state-based conceptualization of team personality* [Paper]. Louisiana Academy of Sciences, Alexandria, LA.
3. Igou, F., Binder, J., & **Castille, C. M.** (2011, April). *An empirical examination of selection test score banding* [Paper]. Louisiana Academy of Sciences, Monroe, LA.
2. Brawley, A. M., Foster, B. M., & **Castille, C. M.** (2011, April). *Psyched! Methods for exploring the role of emotionality under stress* [Paper]. Louisiana Academy of Sciences, Monroe, LA
1. **Castille, C. M.**, Foley, C., Tassin, S., & Rizzuto, T. (2009, February). *The pursuit of happiness under the gun: An investigation into high stress jobs* [Paper]. Southeastern Psychological Association, New Orleans, LA.
 - Winner of a Regional Research Award

SERVICE, INVITATIONS, & HONORS

UNIVERSITY SERVICE

6. *People Analytics Lab Co-director* (Fall 2017–present)
 - Provide students with informal career mentoring opportunities via applied research in my areas of interest (serviced students in human resource management, psychology, and computer information systems)
 - *Internal Organizational Consulting, Nicholls State University* (Fall 2019 – 2020). Worked with Renee Hicks to build a model that identifies students who are at-risk of leaving Nicholls as well as identifying ways to intervene to boost retention.
5. *Faculty Senate Representative for the College of Business Administration* (Fall 2019–present)
 - Served as the Senate’s COVID 19 Task Force
4. *Research Council Member* (Spring 2019–present)
 - Reviewed over 20 proposals for seed funding purposes

3. *Representing the Nicholls CBA at the University of Louisiana Systems Conference* (Spring 2021, 2022)

2. *Academic Master Plan Teaching Excellence Subcommittee member* (Spring 2019)

1. *Courses and Curriculum Committee Member* (Fall 2018)

DEPARTMENT & COLLEGE SERVICE

9. *Nicholls State University SHRM Group Faculty Co-advisor* (Fall 2017–present)

- Supported Melanie Boudreau in advising the NSU SHRM chapter
- Supported students case competition efforts (November 2, 2017)
- Created a student mentoring program that helped select students receive development (2020)

8. *Academic Advising* (Spring 2018–present)

- Advised between 10-30 students each academic year

7. *Assurance of Learning Committee Member* (2018–present)

- Supported Dr. Shari Lawrence in executing our charge
- Created visualizations to illustrate how student evaluations of Nicholls have changed over time.

6. *Instructor of Record for Independent Studies, Internships, and Executive Education*

- MNGT 486 (*HR Analytics*) – 28 students total over three sections
- MNGT 469 (*Internships in HR*) – 14 students over 9 sections
- CIS 485 (*Independent Study in the People Analytics Lab*) – 2 students over 1 section
- CIS 490 (*Independent Study in HR Analytics*) – 1 student over 1 section
- MNGT 502 (*Managing Human Capital*) – 33 students over 3 sections

5. *Chair, Social Impact Committee* (Fall 2021–Spring 2022)

- Led the development of the College of Business Administration's Social Impact focus areas

4. *Faculty Supervisor for Travel Abroad* (Spring 2022)

- Helped Dr. Michael Chiasson with grading developing and grading the travel abroad assignment for one HR student

3. *Galfalon carrier for Graduate Studies* (Spring 2022)

2. *Thesis Advisor for Liam McCloy (HR undergraduate)* (Fall 2020–Spring 2021)

1. *Management Search Committee Member* (2018)

- Served on the committees that selected Drs. Josh Cogswell and Onome Igboavodha.

Faculty Advisor for Two Johnson & Johnson Business Case Competition Teams, Rutgers Business School (Spring, 2017)

Strategic Review of the Villanova University Graduate HRD Program, Villanova University (2015)

- Developed a report summarizing relevant changes in the HR field for structuring the graduate program offerings of the HRD program.

Process Consultant, the LA Tech Counseling and Guidance Program. Louisiana Tech University (2012)

- Trained an undergraduate student to enter data into SPSS.
- Wrote a technical report summarizing quantitative and qualitative information gathered from recent graduates (see section entitled “Technical Reports”).
*My report helped the counseling psychology doctoral program achieve [CACREP](#) accreditation.

Researcher, LA Tech Typing for Ten, Louisiana Tech University (Winter 2012)

- Served as a general research process consultant.

PROFESSIONAL SERVICES

5. *Member of SIOP’s Open Science and Practice Committee* (Fall 2019–present)

- Editor of *The Industrial-Organizational Psychologist*’s column titled *Opening Up*, which receives entries on open science and practice as is pertinent to the study of IO psychology

4. *Editorial Board Member*

- *Journal of Business & Psychology* (2020–present)
- *Journal of Managerial Psychology* (2022)

3. *Ad hoc Reviewing for Journals*

- *Journal of Applied Psychology* (2020–2021)
- *Journal of Business and Psychology* (2019–present)
- *Journal of Business Ethics* (2020–present)
- *Journal of Managerial Psychology* (2018–present)
- *Applied Psychological Measurement* (2017–2021)
- *Management Decision* (2018–present)
- *Current Psychology* (2020–2021)
- *Personality and Individual Differences* (2020–present)
- *Social Behavior and Personality: An International Review* (2020)
- *Applied Psychology: An International Review* (2021)
- *Journal of Organizational Effectiveness: People and Performance* (2017)
- *Sage OPEN* (2017)

2. *Reviewing/Assisting with a Professional Conference*

- Co-organized the first ever SIOP/CARMA Open Science Virtual Summer Series (2021)
- Academy of Management OB/HR and Research Methods Divisions (2015)
- Discussant, Academy of Management Session on Leadership and Personality Assessment (2015)

- Society for Industrial and Organizational Psychology, Inc. (2014–present)
- Southern Management Association (2013–present)

1. *Invited Talks*

- Napper, C., & Hines, S. (Hosts). (2022, June 25). *Directionally Correct – Interview with Dr. Chris Castille – The Reproducibility Crisis* [Audio podcast].
<https://soundcloud.com/directionallycorrect/directionally-correct-podcast-ep-4-june-24-2022-dr-chris-castille>
- *The Volkswagen Emissions Scandal: What can we learn from this case of corporate cheating behavior?*, Guest of Dr. Tobias Endress, Asian Institute of Technology (November 6, 2021).
- *Method Variance*, Guest of the Southern Management Association annual conference (co-presented with Dr. Larry Williams), New Orleans, LA. (November 4, 2021)
- *Open Science*, Guest of the Southern Management Association (co-presented with Dr. Larry Williams), New Orleans, LA. (November 4, 2021).
- *Turnover Analytics*, Guest of Bayou Society for Human Resource Management (October 14, 2021)
- Ledet, P., & Perque, J. (Hosts). (2021, August 27). *The Wasted Hour – Casting with Castille* [Audio podcast].
https://www.audible.com/pd/Podcast/B08TGSYYFC?ref=a_pd_Podcas_c3_1Asin_0_2&pf_rd_p=625c212d-b95a-47db-8d56-d35a359de6e9&pf_rd_r=5SH0F1A4BQMCAABT35TT
- *Advances in HR Analytics*, Guest of Imperial Calcasieu Society for Human Resource Management (May 12, 2021)
- *Baby steps to best practices: Strategy and tactics for putting open science into practice*. Invited to present to faculty and students at the University of Georgia (November 2020)
- *Evidence-based tips for making virtual teams work*. Invited to present to University of Louisiana system faculty in preparation for Fall 2020. (COVID-related) (Summer 2020)
- *Talk on Open Science*. Invited to present to faculty and student at Louisiana State University (Spring, 2020)
- *The State of Emotional Intelligence Research*, Guest of Bayou Society for Human Resource Management (October 10, 2019)
- *IO Psychology as a Career*; Guest of Dr. Gary Rosenthal, invited to present to students majoring in Psychology by the Department of Psychology, Counseling, and Family Studies (2018–2019)
- *Local Benchmarking Research for Bayou SHRM*, Guest of Bayou Society for Human Resource Management; co-presented with two MBA students (October 12, 2018)
- *Social Media in Employee Selection Settings*, Invited to speak to Bayou SHRM (2017)
- *Using Virtual Office Hours to Enhance Student Learning in a Satisfactory Manner*, Guest of Dr. Gabrielle Bauer, Director of Villanova Institute of Teaching and Learning – Villanova University (2015)
- *Career Paths in Industrial-Organizational Psychology*, Guest of Dr. Thomas Toppino, course instructor for Professional Development in Psychology – Villanova University (2014-2015)

COMMUNITY SERVICE, PROBONO CONSULTING

2. Krewe of Christopher Member (2022)

1. Assisted the Bayou SHRM Event, *Bayou SHRM HR Jeopardy Event*, co-hosted by Nicholls State University and Bayou SHRM, Thibodaux, LA, US (October 12, 2017)

Work Analysis Project. Subcontracted through *The Workforce Consultants*. Contact is Lynda Zugec, Managing Director (2016)

Leadership Development Projects for Drum Corps International. Contact is Gene Monterastelli (2011, 2013, 2015)

Leadership Development Projects for Youth Education in the Arts. (2016, 2017)

HONORS

4. *Gerald Gaston Assistant Professor of Management*, Nicholls State University (2022–present)
3. *Excellence in Research*, College of Business Administration, Nicholls State University (2019, 2022)
2. *Recipient of awards from the Dean Frey to travel to a conference in order to enhance teaching effectiveness* (2019, 2022)
 - Recipient of funds for traveling to the *Academy of Management Teaching and Learning Conference* (2022)
 - Recipient of funds for traveling to *The Teaching Professor Conference* (2019)
2. *Best paper in the HR/Research Methods Division and Outstanding Conference Paper*, Southern Management Association (2017)
1. *Reviewer of the Year* for the *Journal of Business and Psychology* (2020)

Awards and honors received prior to employment at Nicholls State University

- Recipient of the Lilly Teaching Conference Travel Fellowship for First Year Faculty (2015)
- Research Advisor for Applied Research for Organizational Solutions (2012-2014)
- President for the Industrial/Organizational Psychology Student Group (2011)
- Outstanding Graduate Service Award (2010)
- Regional Research Award for Excellence in Undergraduate Research; \$300 Small Grant for Undergraduate Research (Southeastern Psychological Association)
- Distinguished Service Award for unselfish devotion as a member of The Cadets (2008)
- Cadet of the Year (2007)
- Distinguished Service Award for unselfish devotion as a member of The Cadets (2006)
- Drum Corps International World Champion (2005)
- Drum Major/Mellophonist, The Cadets Drum & Bugle Corps (2004-2008)
- LSU Tiger Band member (2004-2005)
- TOPS Scholarship Recipient (2004)

MENTORING/PROTÉGÉS

FORMER MBA IN PRACTICE

- Marcos Devoto, MBA from Nicholls State University (Spring, 2022). Currently an Assistant General Manager at Fritz's Adventure.
- Ujjwal Dhakal, MBA from Nicholls State University (Fall, 2018). Currently a Senior Financial Analyst at Ochsner Health.
- Luis Hernandez, MBA from Nicholls State University (Spring, 2019). Currently an Analyst at Avid Realty Partners.

FORMER UNDERGRADUATE IN A FACULTY POSITION

- Dr. Alice Brawley, Ph.D. in Industrial-Organizational Psychology from Clemson University (August 2016). Currently an Assistant Professor at Gettysburg College.

FORMER UNDERGRADUATE IN PRACTICE

- Dixie Sevin, B.S. in Human Resource Management (minor in Business Analytics) from Nicholls State University (Fall, 2021). Currently a Human Resource Analyst at Cornerstone Chemical Company.
- Liam McCloy, B.S. in Business Administration and Management (General) from Nicholls State University (Spring, 2021). Currently an Administrative Assistant at Herbert Rentals.
 - I was Liam's Thesis advisor (Fall 2020–Spring 2021)
- Sandesh Sharma, B.S. in Computer Information Systems from Nicholls State University (Spring, 2021). Currently a Data Analyst for The Bernard Group, Inc.
- Bernard Wezeman, B.A. in Psychology and B.S. in Business Administration from Nicholls State University. Currently a Data Scientist at Quantile.
- Kathryn Daigle, B.S. in Business Administration and Management (General) from Nicholls State University (Spring, 2017). Currently an Information Systems Manager at Family Tree In-Home Care.
 - Student's work won "Best Poster" in a student competition held at Nicholls State University. Pre-print of her work is highly viewed and occasionally cited. [[preprint](#)]
- Michelle Wong, B.S. in Supply Chain Management and a B.S. in Political Science from Rutgers Business School. Currently a Manufacturing Supervisor of Robotics & Digital Solutions at Johnson & Johnson.
- Robert Leighton, B.S. in Logistics, Materials, and Supply Chain Management from Rutgers Business School.
- Johnny Villarini, B.S. in Marketing (minor in Psychology) from Rutgers Business School (Spring, 2019). Currently a Marketing Automation Specialist over at Nasdaq.
- Brett M. Foster, M.A. in I/O Psychology, Minnesota State University, Mankato (2010-2012). Independent Consultant.

PROFESSIONAL EXPERIENCE

CONSULTING ENGAGEMENTS

Project Manager/Associate, Applied Research for Organizational Solutions (AROS) (2010 - Summer 2013)

- Led a team of researchers in the development and validation study of a measure of general psychological climate. Measurement validation involved content, criterion, and construct validation strategies.
- Led a team of process consultants who provided research and statistical expertise.
- Conducted qualitative data analysis of an employee feedback survey for a Fortune 500 company. Generated themes and systematically coded individual responses. Provided comprehensive summary and actionable insights to inform leadership decision-making.

INTERNSHIPS

Research and Assessment Intern, Talent Acquisition, CenturyLink, Inc. (2014)

- Benchmarked CenturyLink's selection system against select telecommunications organizations and espoused best practices.
- Conducted adverse impact analyses to determine the fairness of a widely used selection assessment.
- Revised an assessment for evaluating candidates' writing quality.
- Advised managers and the VP of Talent Acquisition regarding selection practices.

Leadership Development Intern, Lean Department, Libby Glass, Inc. (Summer 2009)

- Developed a 360-degree feedback instrument of political skill to be used in a leadership development program.

TECHNICAL REPORTS

- **Castille, C. M.** (2013). *ProfilesXT content validity report for the Acquisition Executive Sales (AES) positions* (Report No. 1). For CenturyLink, Inc., internal purposes.
- **Castille, C. M., & Ramsey, M.** (2013). *What have we learned? A benchmarking study on selection practices within the telecommunications industry* (Report No. 1). For CenturyLink, Inc., internal purposes.
- **Castille, C. M.** (2012). *Executive summary of the graduate exit, alumni, and employer surveys for the Louisiana Tech Counseling and Guidance Program* (Report No. 2). For Counseling and Guidance Program purposes.

LICENSURES AND CERTIFICATIONS

- Introductory Reviewer Training (SIOP/CARMA)
- Mandatory training completed (all Nicholls State University faculty are required to complete)
 - [annual] Ethics Training (2017–present)
 - [annual] CPTP, Preventing Sexual Harassment (2017–present)
 - Defensive Driving Course (2017)

PROFESSIONAL AFFILIATIONS

Society for Industrial and Organizational Psychology (2009–present)
Academy of Management (2015–present)
Southern Management Association (2013–present)

REFERENCES

Tilman L. Sheets, Ph.D.

Relationship: Advisor, Dissertation Chair, Co-Author
Professor of Psychology
Department of Psychology and Behavioral Sciences
College of Education
Louisiana Tech University
Email: Tilman@latech.edu

Katina Sawyer, Ph.D.

Relationship: Former Departmental Colleague, Co-Author
Associate Professor of Management and Organizations
Eller College of Management
University of Arizona
Email: katina.sawyer@villanova.edu

Rebecca J. Bennett, Ph.D.

Relationship: Dissertation Committee Member, Co-Author
Professor of Management
Management Department
College of Business Administration
University of Central Florida
Email: Rebecca.Bennett@ucf.edu

Gerard Brandon, Ph.D.

Relationship: Former Supervisor
Director, Graduate Programs in Human Resource Development
Department of Psychology
Villanova University
Email: gerard.brandon@villanova.edu