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Building on Our Success With the SIOP/CARMA Open Science Summer Series

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In May–June of this year, SIOP, in conjunction with the Consortium for the Advancement of Research Methods and Analysis (CARMA), hosted the SIOP/CARMA Open Science Summer Series. The series was hosted free of charge, and we'd again like to thank CARMA's director, **Dr. Larry Williams**, for his support of the open science community. Our sessions were led by **George Banks** of the University of North Carolina, Charlotte, who we also would like to thank for taking time from his busy schedule to make the series happen. All of George's materials can be found by visiting a dropbox hosted by CARMA (https://tinyurl.com/ca3anaz9). Many of these materials include sources from presentations given by scholars advancing open science, such as Herrera Bennett, Chris Chambers, Brian Nosek, Claire Riss, **Steven Rogelberg**, Rolf Zwaan, as well as scholars servicing the Center for Open Science ambassador-resource page.

Overall, the series was a resounding success! Participants who responded to our survey (n = 23) would recommend the series to their friends or colleagues. Attendance was strong. Over 200 scholars signed up for the series with each class consisting of roughly 20–50 viewers. Our lead instructor, George Banks, brought us through discussions and exercises pertaining to a variety of open science topics. We also ended each day of the series with a panel discussion consisting of editors from a variety of journals.

Table 1 gives a broad overview of the topics discussed, panelists, and supporting journals. Topics ranged from open science workflows to how to use the Open Science Framework to how to speak openly about key issues in opening up our science (e.g., authorship). Panelists consisted of editors and associate editors from several journals. Collectively, we explored the many ways of encouraging greater openness and transparency in our science.

Table 1

Open Science Topics Discussed on Each Day of the SIOP/CARMA Open Science Virtual Summer Series

Day	Workshop topics	Panelists
1	(a) What is open science? (b) Accelerating robust research in the organizational sciences?	**Scott Highhouse** (*Personnel Assessment and Decision)* Andrew Timming (*Human Resource Management Journal*) **Mo Wang** (*Work, Aging, and Retirement*)
2	(a) What is the Open Science Framework? (b) An ounce of prevention is worth more than a pound of cure: The various forms of preregistering research	**John Antonakis** (*Leadership Quarterly*) Maryam Kouchaki (*Organizational Behavior and Human Decision Processes*) **Cornelius Konig** (*International Journal of Selection and Assessment*)

3	(a) An open science workflow template (b) Reviewing with open science in mind	**Lillian Eby** (*Journal of Applied Psychology*) Nadya A. Fouad (*Journal of Vocational Behavior*) **Jonas W. B. Lang** (*Journal of Personnel Psychology*)
4	(a) The many ways of ensuring analytic reproducibility (b) Promoting open science and replication work	**Paul Bliese** (*Organizational Research Methods*) **Berrin Erdogan** (*Personnel Psychology*) Nikolaou Ioannis (*International Journal of Selection and Assessment*) **Lucy Gilson** (*Group & Organization Management*)
5	(a) How to have better conversations when making authorship decisions (b) Transparency and openness guidelines, preprints, and our publishing model	**Steven Rogelberg** (*Journal of Business and Psychology*) **Christian Resick** (*Journal of Organizational Behavior*) Ingo Zettler (*Journal of Personnel Psychology*)

Note: Panelists discussed, broadly speaking, answers to two questions: (a) What problems or growing pains have you encountered in adopting or encouraging open science practices? (b) What advice do you have to offer authors hoping to adopt open science practices but seeing the challenges associated with doing so? They did not necessarily discuss topics related to the questions for each day.

Several interesting insights and takeaways emerged from our panel discussions, a few of which I will highlight. Lillian Eby, editor of the *Journal of Applied Psychology*, encouraged authors to adopt methods checklists such as that found at *JAP* (e.g., see Eby et al., 2020) to ensure that key methodological details are provided in a manuscript. Lillian also noted that *JAP* and all APA core journals are committing to the Transparency and Openness Promotion Guidelines (Nosek et al., 2015), which for *JAP* will be effective November 2021 (for the announcement, visit this link). Nadya Fouad, editor of the *Journal of Vocational Behavior*, reported that authors submitting under the results-blind review format—where there is a separation between the review of the methods and the results of an investigation—currently have nearly twice the acceptance rate as their general submission format. These and other benefits of results-blind reviewing have been reported in the literature (see Woznyj et al., 2018). Far from negatively impacting journal prestige, leveraging open science publishing practices such as registered reports was cast by John Antonakis, editor of *Leadership Quarterly*, as both promoting good science and elevating his journal's prestige. Representatives of several other journals (*Leadership Quarterly*, *Journal of Business and Psychology*, *Human Resource Management Journal*, *International Journal of Selection and Assessment, Group and Organization Management, Journal of Organizational Behavior*) highlighted how they have introduced new publishing practices (e.g., registered reports, results-blind reviewing) to further enhance the rigor and reproducibility of our science.

There have been many changes brought about partly due to the open science movement. When it comes to further enhancing the robustness of our science, there is always more work to be done. One of our panelists, Cornelius König, who is an associate editor for the *International Journal of Selection and Assessment*, challenged our attendees to see the replication crisis occurring within social psychology as offering lessons about ways in which we might strengthen our own field. He noted that some may view the crisis, if we call it that, as restricted generally to social psychology. He suggested that this view needs to be challenged and urged our attendees to consider what key claims may need to be revisited in light of the open science movement. Another panelist, Lillian Eby, noted also that there are many challenges

specific to the domain of I-O psychology that arise when applying open science practices in our field. For example, the proprietary nature of organizational data or measures can prevent sharing them openly. We should certainly strive for some forms of openness even in these cases (e.g., sharing sample items, providing detailed descriptive statistics), yet we will likely have to accept some data privacy issues if practitioners are to continue making timely and important contributions to the field.

We are continuing to leverage our relationship with CARMA to promote more open science activities sponsored by SIOP. We also hope to build more collaborations with other professional societies (e.g., Southern Management Association, Academy of Management). Many of these developments are ongoing, and we look forward to sharing more details in a subsequent entry in *TIP*.

Author Note

Thanks to **Fred Oswald** for his feedback on this manuscript.

If you are interested in contributing to *Opening Up*, *TIP*'s column for all things open science, please contact christopher.castille@nicholls.edu. We are considering topics such as diversity and inclusivity, teaching open science, and areas where there may be value in spurring different kinds of replication projects (registered reports vs registered replication reports).

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Work–Family Conflict and Professional Conferences: Do We Walk the Talk?

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"The true character of a society is revealed in how it treats its children."

--Nelson Mandela

Over the last year and a half so many aspects of our lives have changed due to the global pandemic. And one of the things that many of us have missed is the opportunity to convene with our fellow SIOPers at the annual conferences. SIOP conferences are wonderful experiences; we go there to learn about the latest research and practice, network with others who share our passions for the field, visit with old friends and make new ones, and of course, enjoy the great venues (New Orleans, Austin, DC, Chicago, Orlando, Honolulu!, to name a few). The virtual conferences of 2020 and 2021 have continued to serve the SIOP community in many of these respects, but many of us still miss the in-person aspects.

But over the last year and a half, many of us have probably considered how some aspects of a virtual conference (no flight, hotel, or meal costs; convenience) actually are better. When conferences are in person at great venues, one of the selling points is the exciting activities outside of the conference. Wouldn't it be fun to bring the family along, so they can go to the museums, zoos, theme parks, and so on while we attend sessions? One of the authors recalls her father (breadwinner) attending sessions at a conference (not SIOP) while she (preschooler) and her mother (homemaker) toured New Orleans. But is this stereotype still true? Here are some more modern scenarios as SIOPers contemplate attending the annual conference in person:

- Hooray, SIOP in person! Oh, wait—it'll be in April, and the kids are still in school. They'll have to stay home with my spouse/partner. I'll have to check out Seattle without them.
- Darn it—we're a dual-career couple and both of us want to attend SIOP. Guess we'll do rock-paper-scissors again to see who gets to go.
- Ugh—I'm a single parent. I better go beg a relative to watch the kids so I can go to SIOP.
- Help!—I just had a baby and am still nursing. At least there's a nursing mothers' room, but can I actually attend sessions with my infant, or will I spend all of SIOP wandering around the posters?

Unfortunately, this kind of work–family conflict is all too common in many professional fields. But in the field of industrial-organizational psychology, work–family issues are a core research topic. So, when it comes to promoting work–family balance for our members, do we walk the talk?

A Very Brief Overview of Work–Family Conflict

Over the last 40 years, a great deal of research has focused on issues of work–family (or work–life) balance (e.g., Eby et al., 2005; Shockley et al., 2017). Much of this research has dealt with gender-related issues, given women's greater participation in the workforce throughout the latter part of the 20th cen-

tury (e.g., increasing from 29.6% in 1950 to 46.8% by 2016; Department of Labor, 2021), as well as changing gender roles within the family. In particular, as more families involve dual-earner partners who both work and share childcare responsibilities (see Greenhaus et al., 2000), or a working single parent, research interest in the work–family experiences of parents is likely to continue.

Work–family balance may be viewed as having different dimensions; for example, Frone (2003) suggested that work-to-family as well as family-to-work effects are possible and that one can help or hinder performance in the other (i.e., facilitation and conflict, respectively). Here we are focusing on the work–family-conflict dimension given the harmful health and organizational consequences of such conflict (see Frone, 2003). Although empirical research on whether women do experience more work–family conflict than men has found mixed results, a recent meta-analysis by Shockley et al. (2017) found that mothers reported greater family interference with work than fathers did. Additionally, in dual-earner couples, women reported greater family interference with work than men did.

One area that has often been overlooked in terms of work–family conflict is professional conferences. In many fields, attendance at professional conferences is considered important not only for maintaining credentials but also learning about the latest research. Additionally, conferences provide opportunities for networking with other professionals, research collaborations, contacts for jobs for oneself or one's students, connections with funders, as well as provide skill-building opportunities (Mata et al., 2010). Thus, although attendance at conferences may be viewed by some as a "boondoggle," there are valuable career-related reasons why attendance at conferences is valuable (Mata et al., 2010). Moreover, conference attendance is particularly important for those early in their careers, but that presents a challenge for individuals who are trying to balance careers and childrearing (Calisi, 2018). Parental responsibilities such as breastfeeding and childcare may affect women more than men, and when women choose not to attend professional conferences for childrearing reasons, their careers may pay the "baby penalty" (see Mason, 2013).

For parents, the options for childcare during conferences may be limited. One parent may choose to leave children at home with the other parent or another relative (e.g., grandparent). Such options may not be very viable if both parents wish to attend the conference or if relatives are not in close proximity to the parents (as is often the case in our geographically mobile society). Moreover, it may not be possible for aging relatives to care for the children, as increasing numbers of Americans find themselves in the "sandwich generation," caring for both younger children and elderly parents (Parker & Patten, 2013). Some parents may choose to take the children with them to the conference, especially infants who are nursing. However, whether conferences in the field of psychology and management are providing sufficient resources for parents is the primary question addressed in this research project. Specifically, we looked at whether conferences mentioned providing resources listed below on their websites:

- Lactation room availability
- Childcare availability
- Childcare grants
- Children allowed to attend the conference
- Family networking opportunities

Method

Inclusion Criteria

For the purpose of this study, we only focused on major professional conferences in the field of psychology and management held between 2017–2019, as the pandemic dramatically changed conferences in 2020–2021. We focused on larger and more prominent associations with 500 or more members because they were considered more likely to have resources to address the work–family issues in comparison to smaller associations. We also focused on conferences conducted at the national/regional level, as attendees at local conferences may not face the same kind of childcare issues, if, for example, attendees can easily commute to the venue and attendance does not require an overnight stay (however, attendees at local conferences may still face work–family issues).

For psychology conferences, we identified the various divisions of the American Psychological Association (APA) that had more than 500 members listed on the APA website, resulting in a total of 38 divisions. Next, we identified major national conferences for each division from the division websites. In addition, 12 additional national associations in the field of psychology were identified through a Google search. Many of the APA divisions listed the APA Convention as their division's primary conference; this reduced the number of psychology conferences to 26. To identify management conferences, a list of management associations was obtained via Wikipedia. We followed the same inclusion criteria, in terms of the association having 500 or more members, and the primary conference conducted at the national or regional level. A total of 17 management associations and associated conferences were identified that met our criteria. Thus, a total of 43 conferences were coded for childcare-related information provided on their websites for 2017, 2018, and 2019 meetings. Where possible, the month of the conference, mean age of the members, and the gender balance of the membership were also coded.

Coding of Childcare-Related Services at Conferences

Each conference website was coded for the availability of the following childcare-related information: lactation/nursing-mother's room; children provided with guest badges; children allowed to attend sessions; family-friendly activities in the venue mentioned; parent lounge or children's play area; family networking opportunities; childcare on site; list of childcare providers; childcare availability; pricing of childcare; and childcare grants. Descriptive information such as examples of family networking or family-friendly activities were also compiled.

Results

A review of data published on conference websites of 43 major conferences held in 2019 indicated that eight (18.60%) of the conferences listed availability of a nursing-mother's room, and only four (9.30%) of the conferences mentioned childcare on their website (see Table 1). A list of childcare providers was provided on four conference websites; of these, three conferences mentioned availability of childcare services on-site, three provided information about day/night childcare availability, and three listed information on pricing for childcare. Two conferences provided parent lounge areas at the conference venue, and two provided opportunities for family networking. In addition, only two conferences mentioned providing guest badges for children, two conferences allowed children to attend conference sessions, and five conferences advertised family-friendly activities in the venue.

Table 1

Summary of Childcare Services Offered by Psychology and Management Conferences Held Between 2017–2019

Childcare services	2019 (out of 43)	2018 (out of 21)	2017 (out of 14)
Lactation/nursing-mother's room	18.60% (8)	33.33% (7)	42.86% (6)
Children get guest badge	4.65% (2)	0% (0)	0% (0)
Children attend sessions	4.65% (2)	9.52% (2)	7.14% (1)
Family-friendly activities in the venue described	13.95% (6)	4.76% (1)	7.14% (1)
Parent lounge or play area for children	4.65% (2)	0% (0)	0% (0)
Family-networking opportunities	4.65% (2)	0% (0)	0% (0)
Mentions childcare	9.3% (4)	9.52% (2)	21.43% (3)
Childcare on-site	6.98% (3)	0% (0)	7.14% (1)
Childcare provider list	9.3% (4)	4.76% (1)	14.29% (2)
Childcare availability	6.98% (3)	0% (0)	7.14% (1)
Pricing of childcare mentioned	6.98% (3)	0% (0)	7.14% (1)
Childcare grants	2.33% (1)	0% (0)	0% (0)

At the time of this review, data for only 21 conference websites were available for the year 2018, as information about conferences prior to the current year often had been removed from the websites. A review of data published on these websites indicated that 7 (33.33%) of these 21 conferences listed the availability of a nursing-mother's room. Only one conference listed family-friendly activities in the venue such as availability of theme parks, and so forth. Two conferences allowed children to attend sessions, and only one conference mentioned childcare on their website. For the year 2017, data for only 14 conferences were still available on the websites. Six (42.85%) of these conference websites listed the availability of a nursing-mother's room at the conference venue. One conference allowed children to attend sessions as well as listed the availability of family-friendly activities at the conference venue. Three conferences mentioned childcare on their websites, with one listing on-site childcare and two listing childcare providers in the area.

Moderators

We also looked at factors that may influence childcare services offered by conferences, including percentage of women in the association, management versus psychology conference, and whether the conference was held during the school year (see Table 2). Findings suggested that psychology conferences were more likely to mention providing childcare-related services, conferences were more likely to mention childcare-related services when they were held during the school year, and more services were offered if the primary association had more than 50% female members. However, given the very small sample sizes here, the differences are generally nonsignificant, so further research is warranted.

Table 2

Childcare Services by Type of Conference, Timing of Conference, and Gender Proportion of Membership

	Type of conference		Timing of conference		Gender proportion of primary association	
	Management (*N* = 17)	Psychology (*N* = 26)	Not during school year (*N* = 9)	During school year (*N* = 30)	< 50% Female (*N* = 8)	> 50% Female (*N* = 35)
Nursing-mothers' room	1	7	2	6	4	4
Children get guest badge	1	1	1	1	0	2
Children attend sessions	1	1	0	2	1	1
Family-friendly activities in venue	3	3	1	5	0	6
Parent lounge/ play area	0	2	1	1	0	2
Family networking	0	2	1	1	0	2
Mentions childcare	0	4	1	3	1	3
Childcare on-site	0	3	1	2	0	3
Childcare provider list	0	4	1	2	1	3
Care available	0	3	0	3	0	3
Pricing	0	3	1	2	0	3
Grants	0	1	0	1	1	0

Discussion

In this preliminary investigation of support for parents at professional conferences in psychology and management, we found to our surprise that very little information was publicly available on the current conference websites or in the past conference programs. The majority of websites did not mention childcare availability, children's access to the conference, or family networking, and few conferences noted even having a lactation/nursing-mothers' room. We find this lack of attention to an important work–family issue particularly troubling in light of the fact that these conferences were selected from the fields of management (including human resources) and psychology (including psychology of children and women), two fields that seemingly should be well-versed in work–family issues. Moreover, the field of psychology has a relatively balanced gender composition (e.g., APA membership in 2017 was 57.8% female), and thus women's work–family issues would not be unfamiliar to the field. We should note, however, that many of the psychology divisions listed the APA Convention as their primary conference and that the APA website did provide detail as to children's conference activities and childcare providers, with a section on "Information for Families" on their conference website.

Additionally, although a few conferences did occur during the summer, when attendees might bring their families, 69.77% of these conferences occurred during the school year. This may be one reason why very little information was provided about childcare; there may be an implicit assumption among conference organizers that attendees will *not* be bringing children (as the latter will be in school). In support of this proposition, SIOP has typically not provided information about childcare in recent conferences, but when the conference was in Hawaii in May 2014, detail was provided about childcare (although this information has since been removed from the website). Thus, it is plausible that there is an expectation that childcare is not an issue that needs attention for professional conferences that occur during the school year. However, it is interesting to contrast two major conferences—the APA Convention and the Academy of Management Annual Meeting—both of which occur in August and regularly

attract over 10,000 attendees. Whereas the APA Convention website addressed various childcare issues such as providing a list of childcare providers in the area, highlighting family-friendly activities in the venue, and providing play areas for children, the Academy of Management Annual Meeting only listed the availability of a nursing-mother's room at the conference on its website.

A substantial problem in doing this research was the lack of information available on the conference websites. In many cases, information about prior conferences had been removed from the websites, and thus only the conference program was available to examine, if anything at all was available. For this initial investigation, we did not contact the conference organizers to obtain additional information because we believe that websites and programs are the primary source of information for most conference attendees. If the website does not post such information prominently, it suggests that conference organizers might not have attended to such issues. Given today's technology, it seems to be an unnecessary step to force attendees to contact the conference organizers to obtain information about childcare.

Another particularly troubling finding from this investigation is that psychology and management may be lagging behind other fields that are more proactive in providing support for families to attend conferences. Several recent popular press articles have discussed the issue of childcare at conferences focused on the STEM fields (see Grens, 2017; Langin et al., 2018). For example, in an examination of 18 conferences, Langin et al. (2018) noted that a lower percentage of conferences in the life and social science fields (which had larger proportions of women) offered childcare accommodations. This is consistent with the pattern of results obtained here, that so little detail about childcare was mentioned in the psychology and management conferences (i.e., part of the social sciences). It may be that the STEM fields have become more cognizant in recent years of the need to retain women in the field and are taking proactive steps to do so. Thus, future research should examine other social science conferences, as well as arts and humanities, and STEM fields, which may have different gender proportions in their membership.

From a practical perspective, more attention is needed by conference organizers on enhancing work–life balance for their attendees. Calisi (2018) recommends making conferences family friendly by including affordable childcare, "babywearing," family-friendly dates and venues, lockers and refrigeration to support lactating mothers, and parental social networking. Further, such social networking could be used to help parents arrange for babysitting with other parents or students. Conference organizers should also be aware that care is needed during daytime sessions as well as at night for social functions. Additionally, providing the option for presenters to hold sessions via web conferencing might be a reasonable option for new parents.

We should note that as a step in this direction, SIOP recently instituted a Family Care Grant for caregiving support to facilitate conference attendance for up to 20 members (graduate students and early career professionals; see Gaskins et al., 2021; https://www.siop.org/Foundation/Awards/Conference-Awards). However, just as employers have begun to more sincerely attend to work–family balance, professional associations should also begin to make their conferences more inclusive for families. We see this as a priority for the fields of psychology and management to "walk the talk" when it comes to the work–family balance of their members.

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Academics' Forum: On What We Wish We Knew While on the Academic Job Market

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It's that time of the year that is the most exciting (and intimidating) for academic-focused I-O psychology PhD candidates: The "Academic Job Market" has officially begun! In my experience, the plethora of opportunities can also bring up even more questions: What kind of job do I want? What kinds of programs might want *me*? How do I know if it's a good fit?

I was reminiscing the other day with my great friend, Rachel Williamson Smith (assistant professor at Georgia Southern University), about these questions and more from when we were on the market, and we quickly realized how *differently* we think about "what matters" in an academic job now as assistant professors versus how we thought of everything while we were newbies to the academic world. So for today's column, I'm honored to have Rachel join me as a guest author, so we can discuss important considerations and nuances that "we wish we knew" to help demystify the process of the academic job market.

First, it is important to note that your academic job search is a deeply *personal* journey. A job that may be a perfect fit for one person might be a terrible fit for another, even if they have comparable experience and credentials. Keep in mind that *you* are the one who will be in this job (not your cohort mates, not your advisor, and not that one person you met that one time at a conference), so ultimately *you* have to be the one who likes what it has to offer. Second, there may not be a "one perfect job" (or even if you think there is, they may not be hiring the year you are on the market), so job candidates need to contemplate and balance a number of considerations about a potential academic job when determining their fit with an opportunity. We encourage job seekers to think carefully about the following:

1. What kind of department do you want to join?

One of the benefits of an I-O psychology PhD is the versatility of your knowledge and how it might be applied in a university setting. Many I-O students know about options for joining either psychology departments or business schools, but there are many other program options for which an I-O psychologist might be a fit too (depending on your experience and research areas). For instance, you might find a good fit with a quantitative-methods or data-analytics program, a communications program, an occupational health program, and more. Of course, this means that your future colleagues may be from different disciplines than you, but that might be something you find exciting (see Aguinis et al., 2014, for further discussion on this topic).

2. Where do you want to live?

This can be a challenging one because there are many aspects that factor into this question. For example, is there a particular region of the US you prefer (or even a different country)? Do you want/need to be close to family? Do you want/need to be in a city? What is the cost of living? What are your options for housing? Do you have a partner and/or other family members who need to be able to find a job in this new location too? All of these questions can help you to determine whether a particular job opportunity is a good fit for you and the lifestyle you hope to lead.

3. What is your preferred balance between research and teaching?

The expectations a program has for research productivity do not necessarily align with the university's research ranking (e.g., research productivity expectations are much more dependent on a specific program's culture and goals, and not just whether they are an R1 or R2). Thus, a better metric to use to disentangle the degree to which a job is "research focused," "teaching focused," or "balanced" between the two is the teaching load expectation. For instance, research-focused jobs might offer a 3–0 (i.e., you teach 3 classes in the fall, 0 classes in the spring) or 2–2 teaching load, whereas balanced jobs might offer a 3–2 or a 3–3 teaching load, and teaching-focused jobs might offer a 4–4 or higher teaching load. This can be an important metric for evaluating potential positions (i.e., if you value research the most, don't aim for 4–4 schools; if you value teaching the most, don't aim for 3–0 schools). Additionally, an under-considered aspect beyond the teaching load is the number of new "preps" per year (i.e., the number of unique courses you teach per year). For instance, having a 2–2 teaching load that requires teaching 4 unique preps may be similar or perhaps even more of a teaching effort than a 3–3 teaching load with only 1–2 preps (i.e., teaching multiple sections of the same course). Typically, the number of preps is not listed within job ads, so be sure to ask about this during your interviews.

4. Who will your future colleagues be?

Most people consider this question from a "personality" and "fit" perspective (which you *definitely* still should!), but there are a few extra pieces to consider that we've found particularly important as junior academics. For instance, it can be incredibly helpful to have other assistant professors in your same program, and especially ones who are a year or two ahead of you in the tenure process. This means you have someone facing similar career stages and challenges as you, and you can learn from and support one another. However, it's also *extremely* beneficial to join a program with people who are already tenured at the associate professor and the full professor levels. Faculty members with seniority can protect you from additional service requirements, connect you to important opportunities, and even give you advice about the field more broadly (Shout out to **Fran Yammarino** and Shelley Dionne at Binghamton University for being amazing about all of these things!). Thus, the range of experience levels for the faculty members of a particular program is a nontrivial component to keep in mind during your job search.

5. Who will your future students be?

No matter your university, you will be expected in some way to interact with, teach, and/or mentor students. What kind of students would you be expected to work with in your role (e.g., undergrads, MBAs, master's or PhD students, or all of the above)? Additionally, it's important to think about the type of students you will interact with depending on the department you are in (e.g., psychology or management) and the type of mentoring they will need as a result. For example, on the one hand, if you work within a psychology department, it is likely that your PhD students could be preparing for a career in academia *or* in the applied sector. On the other hand, most management departments prepare their PhD students solely for academic careers. Similarly, mentoring psychology majors often involves preparing them for graduate school, whereas many business majors intend on pursuing an internship or full-time job immediately after graduation. Thus, carefully consider the students you will be expected to work with, and then make sure that type of activity aligns with your preferred student–mentorship model.

6. What are your potential tenure expectations (and what do those *really* mean)?

Different types of programs will have different expectations for teaching and research, and thus, different tenure expectations. However, there can be much more nuance here than you might initially think. For example, if the expectation is "2 A publications and 6 other publications," what counts as an "A publication" and as an "other publication" for that program? Are these outlets journals you already target for publishing your work, or would they be too narrow? Is there any flexibility in the list, or not? Certain programs may also place more of an emphasis on nuanced aspects of publishing, such as the impact factor of the journal, the percentage of your publications in which you are the first author, and the number of coauthors on your publications. Another important tenure-evaluation consideration is the degree to which you are or aren't encouraged to pursue grant funding as part of your tenure evaluation. If it is encouraged, what counts as being "grant active" for your program (i.e., is applying enough, or must you be awarded a major federal grant)? Are there special benefits associated with receiving grant funding (e.g., can you "buy-out" of teaching responsibilities, or does a grant count as an "A pub" for your research evaluations)? Getting publications and pursuing external funding are both highly challenging endeavors, so be sure the programs you consider joining have a reward structure that aligns with your own professional goals.

There is no doubt that the academic job market is both exciting and challenging. However, through our experiences, Rachel and I have found that if you're true to yourself and your needs when searching for a future academic home, it'll pay dividends for your future career satisfaction and success!

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Once Upon a Time in Hollywood: Local I-O Groups in Tinseltown

Anna Erickson & Denis Ochieng
Local I-O Group Relations Committee

They say the stars shine brighter in Hollywood. We can't confirm that, but we do know there are some stars in Los Angeles who are helping our field shine. The local I-O scene is expanding thanks to the hard work of **Brad Schneider,** Naz Tadjbakhsh, Clare Caldera, Ella Shahjahanian, and the local groups they lead in Southern California. These LA-based local groups are providing support for professional growth, networking, and learning.

Los Angeles Society for Industrial & Organizational Psychology (LASIOP)

Brand new to the LA area, the (LASIOP) was founded just a few months ago with aspirations to be Southern California's premier professional association for industrial psychologists, consulting psychologists, and HR leaders.

LASIOP was founded by Brad Schneider (president), **Lizzette Lima** (vice president), and **Jason Read** (secretary) in early 2021. According to Schneider:

> A key driver for forming the group was to bring together leaders and professionals from diverse backgrounds. After moving to LA and seeing that there was really no active I-O group in the area—despite being the second largest city in the country—I felt there was a tremendous opportunity to add to the field by connecting I-Os and HR leaders in an engaging format. Having been a member of several highly successful local I-O groups, such as MPPAW and PTC/MW, I wanted to create a group that capitalized on the strengths of those organizations, in an effort to create something that would last and add value for many years to come.

LASIOP provides online seminars on strategic and timely topics, geared toward offering actionable recommendations that you can leverage today. The organization offers a forum for I-O, consulting, and HR leaders and professionals to discuss topics of importance and receive guidance on their most pressing needs with a vision to provide a means for networking among leaders and professionals, as well as providing one of the leading job boards in the industry. They are currently a predominantly online community that welcomes members from all over the world. "We strongly believe that the most valuable and innovative ideas and solutions stem from a diverse community," said Schneider. "Everyone is welcome to join LASIOP, and membership is free."

The group is off to a great start. Their first event on June 15 featured Christina Norris-Watts, global head of Competency & Assessment, Johnson & Johnson, sharing her insights on the future of employee selection. Turnout for the event was strong with nearly 400 people attending the online seminar. If you're interested, you can access a recorded version of the session online here.

To learn more about LASIOP visit their website: www.LASIOP.org. There you will find a calendar of events, a job board, and information about joining LASIOP.

Personnel Testing Council of Southern California (PTC-SC)

For those working in the public sector, the PTC-SC may be the group for you. Founded in 1953, this organization is one of the oldest local I-O groups in the country. PTC-SC began as an informal gathering of

professionals meeting to exchange ideas about employment testing and has since grown and flourished with the adoption of bylaws in 1974 and the addition of its first annual conference in 1978. Today the organization has around 100 members and hosts monthly meetings focused on information sharing, discussion of industry trends, and building community. Like many organizations, they have shifted from in-person to virtual meetings in response to the COVID pandemic. Last year, PTC-SC partnered with their sister organization to the north, the Personnel Testing Council of Northern California, to host the annual 3-day conference. Like other events, this year's conference will be held virtually and will take place during the first week in November.

If you're interested in learning more about PTC-SC, you'll find information about the organization, its history, bylaws, and upcoming events on their website: http://ptc-sc.org/ The cost to join the group is just $40 per year, and meetings are free for members. For this year, the cost to attend the online conference is just $150 and includes an annual membership for 2022. You don't need to be an I-O psychologist to join; anyone interested in learning more about employment testing is welcome.

Southern California I-O Psychology Network (SCIOPN)

Founded in 2017 by Dr. Naz Tadjbakhsh, this local group (originally called The People Experience Project) has transformed from an in-person meeting format to an online networking group. The group's mission is to bring I-O psychology practitioners and researchers together to build meaningful connections and community in the Los Angeles and Orange County area. According to the group's description, it "consists of like-minded professionals who share an interest in promoting the science and practice of psychology to the world of work and organizations in order to enhance the ways people experience work." SCIOPN operates like a community of practice, serving those in the I-O space by discussing members' experiences, practical applications, and best practices. Members are encouraged to ask for and provide advice, insight, and guidance related to a variety of topics from program design to vendor identification. The group is also a great resource for I-O psychologists seeking employment in Southern California.
If you're interested in learning more, you can request to join the group on LinkedIn:
https://www.linkedin.com/groups/13518882/

About SIOP's Local I-O Group Relations Committee

SIOP's Local I-O Group Relations Committee was established in 2013 to support local groups committed to the science and practice of I-O psychology in the workplace. Although SIOP does not establish local chapter structures, communities of I-O psychologists have emerged to form "grass-roots" organizations. There are dozens of local groups that have formed across the US and around the world. Some are formal and highly structured; others are informal and more casual. All share a common purpose in connecting I-O professionals to share ideas, research, and practice, while networking and learning from each other. The committee offers support for those starting local groups through its toolkit and maintains a list of local groups on the SIOP website. If you are interested in starting a local group or if you have a local I-O group that is not listed, please reach out to the committee's chair, Anna Erickson, via email: anna.erickson.phd@gmail.com.

The Local I-O Group Relations Committee would like to extend a big "thank you" to Brad Schneider, Naz Tadjbakhsh, Clare Caldera, and Ella Shahjahanian for their help in writing this article.

Resources Create a "Productive Anywhere" Workforce:
What We Learned and Confirmed About the Job Demands-Resources Model

Gabriela (Gabby) Burlacu and Kelly Monahan
Accenture Research

It is no secret that the events of the past year and a half have upended the lives of all individuals. But for researchers, perhaps the most interesting ramifications of the COVID-19 pandemic are those that had an impact at scale, and that will continue to influence our lives for years to come. Although only some of us had experience with the virus itself (thank goodness), all of us experienced dramatic changes in how we work. As we emerge into a postpandemic world, many are asking what the future of work will look like.

For some, resuming a sense of normalcy is the top priority. Business leaders of Goldman Sachs, Facebook and Amazon join a growing list of people who are enthusiastically planning the return of their workers to an on-site location, citing culture and collaboration as key reasons for this. Others, like Zillow, have come to realize that remote work isn't the impossible arrangement it once seemed, and they have committed to continuing to allow workers to work off site. Which is the best way? In an ongoing war for talent, what approaches are going to attract and retain the best?

Accenture's Future of Work 2021 study surveyed over 9,000 global workers in March of 2021, across 11 countries and 10 industries, to learn more about how people experienced work during the pandemic and how they perceive the opportunities and possibilities available to them in the future of work. We analyzed response tendencies across 140 questions and found that overall, 31% of people are feeling fatigued, negative, and pessimistic, and an additional 15% are feeling disconnected and disengaged. Clearly as we emerge from the worst of the physical aspects of COVID-19, the possibility of a mental health crisis is not far behind. But we were able to classify 42% of workers as "thriving"—despite the negative events of the preceding year, they had a predominantly energized and optimistic mindset regarding the future of work.

Our initial aim was to find support for companies taking either of the popular emerging approaches: bringing people back to an on-site location (like an office) or enabling people to continue working remotely. Key drivers influencing our respondents' desire to work on-site included access to better technology than was possible at home, increased opportunity to collaborate with colleagues face to face, and an appreciation for the routine that going on-site creates. Key drivers influencing a desire to work remotely included safety concerns, increased quality of life, and the freedom to structure one's day and to take productive breaks as needed. Predictors of productivity in each physical location also differed: When people reported strong social relationships at work and more supportive leadership, they were more likely to say they could be more productive on-site; when people reported greater job autonomy, greater organizational agility, and greater work–life enhancement, they were more likely to say they could primarily be productive remotely. A hybrid work model, wherein individuals can work remotely between 25% and 75% of the time, was the most popular: 83% of global workers said this would be optimal for them in the future of work.

But here we immediately recognized the impossible situation organizations find themselves in. First, giving people the freedom to work both on-site and remotely requires companies to create engaging, productive, and equitable experiences in both physical locations when they've been challenged in the past to create this simply for one. Second, a sweeping "future of work is hybrid" statement completely leaves behind our essential workers for whom remote work will never be possible—this was approximately 25% of our sample—regardless of what they felt would be optimal in the future. Third, there were demographic predictors of desiring more on-site versus remote work as well, with younger and male employees preferring on-site and older, female employees preferring remote work, making it all the more critical to create equivalent experiences and opportunities across all workers.

In short, getting to the "perfect" hybrid model is going to be all but impossible for organizations. What may make more sense is to focus less on optimizing each physical location and more on the elements that create worker productivity, resilience, and health, regardless of where people work.

Through this study, we identified two additional clusters of workers beyond the original two we had planned to focus on (the original two being those that desire more on-site work, and those that desire more remote work). One of these clusters comprised about 8% of our sample. This group felt they could be productive in neither location. They were simply frustrated and felt inefficient, wherever the future of work would be. But the other cluster, which comprised about 40% of our sample, felt they could be productive anywhere in the future of work. It did not matter whether work would happen on-site or remotely; they were confident in and positive about their ability to get the job done.

As we dug into these two groups to better understand how they came to be in their respective situations, our initial hypothesis was that the stress and burnout associated with the pandemic must have impacted some more than others. Although this is probably true, it was not a key factor in differentiating whether someone believed that they could be productive in both on-site and remote locations, or not at all. Our "productive nowhere" and "productive everywhere" groups experienced similar levels of work stressors. They were both burned out, and both groups had experienced some degree of interpersonal issues at work—in fact, our "productive everywhere" group had experienced higher levels of microaggressions. What really differentiated this group was the *resources* their organizations had enabled for them. When people were equipped with more autonomy, more supportive leadership, higher levels of digital skills, more learning opportunities, greater organizational agility, and effective health policies, they thrived and were much more likely to be resilient and to feel "productive anywhere" in the future of work.

This was surprising for a lot of our stakeholders, but not for those of us who remembered our graduate school comprehensive exams. We knew that in 2007 Arnold Bakker and Evangeline Demerouti developed the widely cited job demands-resources model. In this model it was suggested that all work comes with some degree of stress, or demands. But job resources can act as a buffer, dampening the negative effect of those demands. With enough resources, people can thrive even in very stressful jobs. This seeks to explain how some people can stand to work in high-stress environments for a long period of time—they are equipped with resources that help offset the negative aspects of those environments.

The job demands-resources theory has been validated across job types and in many different countries. Now we have evidence of it here, in our Accenture survey study that aims to give business leaders some insight as they make decisions regarding the future of work.

This suggests to us first that the companies best positioned to attract and retain talent as we enter the future of work will be those that optimize resources for all workers, regardless of where they are asked to physically come to work. But it also suggests that organizational psychology theory and practice have tremendous value in helping companies make informed, scientifically driven decisions in the coming months and years. We know work is likely changed forever and that a full return to the approaches and policies in place prior to 2019 will not be effective. But I-O psychology draws from decades of knowledge about human behavior, motivation, and productivity, all of which are more relevant than ever as business leaders face tough decisions around how to facilitate that motivation and productivity in a drastically changed world. I-O psychologists, the time is now to showcase your voice and expertise to help shape the future of work.

The Alliance for Organizational Psychology: Connecting IWOP-P Societies Around the Globe

Sharon Glazer
The University of Baltimore

D.J. O'Donnell
Independent Consultant

The Alliance for Organizational Psychology (henceforth,"Alliance") is a federation of industrial, work, organizational, and personnel psychology (IWOP-P) societies, started by the International Association for Applied Psychology (IAAP), Society for Industrial and Organizational Psychology (SIOP), the European Association for Work and Organizational Psychology (EAWOP), and the Canadian Society for Industrial and Organizational Psychology (CSIOP). The aims of the Alliance are to

1. Advance the science and practice of IWOP-P internationally;
2. Develop more effective communication and collaboration among the federated societies;
3. Enhance the contributions of IWOP-P to global society through improvements to the quality of work life and the effectiveness of individuals and organizations.

In order to achieve these aims, in 2021, the Alliance established The Big Tent, a term borrowed from the language of the circus where all contributors, participants, and audience are not only watching with excitement for the presentation to unfold, but are, in fact, actively part of the experience. In the case of Alliance's Big Tent, it is a network of industrial-, organizational-, work-, and personnel psychology-related societies and associations. People who join this group are typically representatives of their respective societies or associations.

Leadership of organizations that are members of The Big Tent are invited to

1. Share news, content (e.g., blogs) about activities, events, or current issues occurring in your association (e.g., an organizing committee for an international workshop to be held under the auspices of a group of network partners)
2. Distribute content to relevant parties in their organization
3. Engage with recent and timely societal topics via open dialogue, questions, and/or requests to the community as relevant
4. Ask globally relevant questions of the community to promote benchmarking
5. Exchange resources and seek advice from The Big Tent community and/or inquire about best practices
6. Participate in various Alliance initiatives

The Alliance Big Tent Committee, chaired by Sharon Glazer and vice-chaired by D.J. O'Donnell, has been inviting leadership representatives from IWOP-P associations around the world to join. We are reaching out, one by one, to leadership to explain who and what we are and to ask them to identify the key person(s) from their association. We then invite those individuals to join the group's electronic mailing list. If you are in a leadership role in your IWOP-P-related association/society and would like to join The Big Tent, please email Sharon Glazer at sglazer@ubalt.edu with the subject line "Alliance: The Big Tent."

It is important to note that this is not an electronic mailing list for membership of associations but an electronic mailing list for leadership (or designees) of associations to exchange information.

Ultimately, by networking with associations and societies around the globe, we are hoping to simplify information access. The Big Tent serves to support members of each of the associations by being a platform for information exchange, whereby leadership from every society or association that is part of The Big Tent can share information onward to its constituents. Members of associations that have information to share with the community around the world should work through the society/association they are a member of to determine if the content is relevant for sharing with member organizations of The Big Tent.

International Students in I-O Psychology: Sharing Experiences and Providing Support

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The COVID-19 pandemic not only changed the world of work, but it has also impacted higher education. Specifically, international students, making up about 5.5% of the total U.S. higher education population and a $44b national export (International Trade Administration, n.d.), experienced uncertainties and challenges related to continuing their education in the USA during the pandemic. A survey conducted by the Institute of International Education (IIE) during the coronavirus outbreak reported that the majority (92%) of international student respondents remained in the USA following the outbreak, whereas the rest either paused their education with a U.S. institution or continued

taking classes remotely in their home countries with various technical difficulties (Martel, 2020). In addition, a new directive released by the U.S. Immigration and Customs Enforcement (ICE) on July 6, 2020 regarding requirements for international students to remain in the USA for education suddenly created the threat of deportation and risks of COVID-19 exposure for those students. The directive also conveyed a sense of unwelcomeness to a large portion of international students and increased discriminatory rhetoric against specific racial or ethnic groups. This also placed significantly more demands and challenges on university faculty and staff to respond with flexible curriculum design and providing sufficient emotional and social support for potential psychological distress among international students (Redden, 2020). Though this directive was rescinded shortly after, international students are still facing both visible and invisible challenges in terms of virtual learning, travel restrictions, anti-immigrant rhetoric, barriers to career opportunities, and uncertainties of the future.

As universities and graduate programs continue to respond to many changes introduced by the COVID-19 pandemic, it is imperative not only for educators and domestic students to understand the new challenges these students face during their educational journeys in the USA and other countries, but also to cultivate an inclusive and safe environment for international students to voice their concerns and share their experiences. Therefore, we organized an alternative session titled "International Students in I/O Psychology: Sharing Experiences and Providing Support" in a combined roundtable and panel discussion format in the 2021 SIOP Annual Conference, which provided a platform for current and former international students, domestic students, and graduate program staff (including program directors and faculty members) to discuss key challenges faced by international students and ways to support them, especially during the COVID-19 pandemic. Specifically, this session focused on two goals: (a) sharing international student experiences and (b) creating a space for educational programs and the broader academic community to show their support. During the first half of the session, Dr. Seulki Jang shared her personal experiences of overcoming various hurdles as an international graduate student and academic scholar. Her personal stories resonated with many attendees and helped stimulate our first small group discussions on challenges and concerns international students have faced and advice for future international students. Dr. Sharon Glazer then shared her research on international students' experiences of acculturation and adjustment, which inspired further discussions on how we could move I-O psychology research forward in supporting international students.

The session attracted many international students and scholars from a wide range of countries (e.g., China, India, Italy, Jamaica, Malaysia, Mexico, Nigeria, South Korea). The discussions generated many important insights on existing and emerging challenges, as well as potential recommendations for international students and graduate programs to address those challenges. Below we elaborate on specific challenges and recommendations that emerged from the session.

Sharing Experiences From International Students

Language Barrier and Social-Cultural Adjustment

Consistent with findings from a 2018 survey of international students in the SIOP community (Gisler et al., 2018), language barriers and social-cultural adjustment continue to be recognized as two major challenges in academic learning and socialization among international students. In terms of language barriers, many I-O students found that reading articles in English can take a longer time. Engagement in class discussion and even social interactions with peers could be difficult when using a second language or new cultural communication norms. These challenges could be attributed to anxiety of public speaking in a non-native language coupled with the time and additional mental energy required to

translate and understand others. Dr. Seulki Jang offered some recommendations for overcoming the language barrier during graduate school. For example, she found that listening to TED talks or NPR news in the morning or during a commute helped improve speaking and listening skills. She also suggested setting a writing and reading goal for each day or joining groups to support writing and reading skills.

Related to social and cultural adjustment, many of our SIOP session attendees mentioned that they have experienced difficulties in feeling connected especially during the first year of graduate school, as most graduate students in I-O programs are domestic students. However, many also noted that intentionally connecting with others, joining various social groups, and soliciting social support from peers were helpful strategies for adjusting to the new environment. Linking to Dr. Glazer's presentation of her research findings, I-O international students' perceived congruence with values endorsed by U.S. students is positively associated with social-cultural adjustment for international students. Note that, as a self-selecting group that chose to pursue higher educational degrees in a different country, perceived value congruence among international students did not differ much from perceived congruence among domestic students (Glazer et al., 2018). Thus, in addition to recommending proactively seeking communities (academically or socially), we also suggest domestic students and graduate programs provide more comprehensive orientation programs or cultural activities to enhance both international and domestic students' understanding of cultural values and reduce uncertainty and anxiety during social interactions.[1]

Immigration Status Restrictions and Discrimination Issues

Many students from I-O psychology programs are eager to seek job opportunities to gain applied experiences and obtain financial support both during graduate study and postgraduation. However, international students continue to face challenges in finding and securing job offers due to their immigration status restrictions and unfair treatment in the job search process. Specifically, international students (on F-1 visas) are only allowed to work off campus after 12 months of being active in a graduate program and are limited to working a maximum of 20 hours per week throughout the academic year, including summers. Toward the end of their program, students may apply for Optional Practical Training (OPT), a 12-month temporary employment authorization to work in one's major area of study; STEM majors could obtain an additional 24-month extension, though the majority of I-O psychology programs are not designated as STEM (see next section for more details). This process introduces another source of stress because of the uncertainty associated with the preparation of paperwork, processing time, and resources needed for the job search. Adding to these typical challenges, the COVID-19 pandemic slowed down the processing time (from around 90 days to 150 days or more). Many international students often feel a lack of control and anxiety due to these restrictions, which gets compounded with the typically experienced stress of graduate study. Some students in the SIOP session provided a few recommendations to enrich and gain relevant experiences while waiting for approval of OPT work authorization and seeking employment opportunities, such as working or volunteering in research labs, preparing research manuscripts or conference submissions, and preparing job applications during "off season." Others also suggested the importance of attending to one's psychological well-being during the job search process.

Not only is immigration status a stressor, but also it affects fairness in the job search process. Many international students have experienced biases against their nonpermanent resident status and harsh or subtle discriminatory comments related to their nationality, race, or religion during the interview process. It is important to recognize that discrimination based on demographic and other background characteristics can manifest differently across nationalities. For many international students, their encounter

with discrimination due to their foreign status in a new country may be a first-time experience. As diversity, equity, and inclusion are increasingly emphasized in institutions, professional communities, and organizations, we recommend that international students and scholars also be represented in key committees for international voices to be heard (e.g., SIOP's International Affairs Committee).

Providing Support From Graduate Programs and the Academic Community

Challenges faced by graduate program support staff are often not central to the discussions about international student education. One necessary step is for graduate programs to raise awareness among faculty, staff, administrators, and domestic students about common hurdles international students face. Programs may need to plan ahead to be sure they allocate sufficient resources (e.g., graduate assistantships) for international students and facilitate curriculum designs and implementation of support systems (e.g., mentoring programs) that accommodate international students' needs. The COVID-19 pandemic also instigated more virtual learning, heightened racial rhetoric, and increased difficulties in the graduate school application process. Examples to counteract these challenges include graduate programs intentionally exploring the feasibility of flexible learning methods (e.g., hybrid) and providing accommodations in selection of international applicants, such as the use of standardized testing scores, to offer sufficient resources and opportunities during the application process (Woo et al., 2020). To mitigate social biases, coursework could highlight cross-cultural and international I-O psychology content to facilitate the understanding of current social problems and movements (Griffith & Wang, 2010).

Although typically beyond the scope of a graduate program's control, some participants noted the value of a Science, Technology, Engineering, and Mathematics (STEM) Classification of Instructional Programs (CIP) code for international students. Having a STEM designation could qualify an international student for a 24-month OPT extension, which would give both international students more time to navigate the competitive job search process and employers more flexibility before having to commit to paying for a work visa. Despite the heavy focus on quantitative analyses and psychometrics, many I-O psychology programs currently do not qualify as a STEM program. Program directors across the USA wrote and cosigned a letter for SIOP to advocate the urgency of this issue in providing opportunities for the enlarging international student population in the SIOP community. In addition, such challenges around work authorization may exist outside of the USA. We suggest that this discussion could also take place in graduate programs and I-O psychology communities in other countries so that we can collectively improve international student experiences globally.

International students continue to make up an increasing proportion of the SIOP community; thus, providing a platform for international students to actively voice their concerns in a safe environment while networking with others is imperative to facilitating an inclusive environment in our community.

Note

[1] Several academic and professional communities have emerged in the field of I-O psychology: Blacks in I/O (linktr.ee/blacksinio), Latinos in I/O (linktr.ee/latinosinio), SIOP Student Group on Facebook (www.facebook.com/groups/siopstudentgroup/), Asians in I/O Psychology on LinkedIn (https://www.linkedin.com/groups/9058893/).

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New Trends in Workplace Psychology From Around the World

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Recognizing the rapidly changing conditions at workplaces across the globe, 2021 SIOP Conference organizers invited the International Affairs Committee (IAC) leadership to facilitate a discussion with SIOP members about new trends in workplaces around the world. The information presented below is a result of that discussion. We take this opportunity to express our gratitude to the 140+ attendees from around the globe who participated in this robust 8am EST session.

Insights From IAC Session Attendees

In order to manage the unprecedented numbers of attendees for an international session, the authors created 17 breakout rooms. After a brief introduction, attendees were asked to address three questions and take notes on a Google document or share their notes post conference with the facilitators. The three questions that were tackled in each breakout room were

1. What are the most relevant I-O trends in your country?
2. How do you define workplace diversity in your country/region?
3. What initiative could SIOP focus on to support workers and work-eligible populations?

Although many session attendees were located in North America, the majority of them identified as international I-O psychology-related professionals who had ties with different countries around the world. Following brief introductions, groups spent most of their time answering the first question.

New I-O Trends in Selected Countries

The attendees shared insights from the following countries: United States, Canada, Australia, the United Kingdom, the Netherlands, Romania, Dominican Republic, Kenya, as well as reflections about Europe in general. Irrespective of the country or region of reference, two trends dominated the conversations: (a) remote work and (b) diversity, inclusion, and equity. Several more specific trends are subsumed under each.

Remote Work

Remote work stood out as the major I-O trend around the world. This trend captured several subtopics that were important: psychological well-being, personnel matters, and organizational climate and culture.

Psychological Well-Being

Attendees noted regional/local differences in burnout and mental health associated with working remotely. They expressed an increased focus on work–family integration, flex time, and adding health days. Additionally, office space/design was raised as an important consideration to ensure employee physical health as many members of the workforce will be returning to offices.

Personnel Matters

Another trend associated with remote work is the advent of artificial intelligence (AI) in selection and the opportunities to engage in video interviews but also the possible exclusion of some populations who do not have access to reliable Internet connectivity or a computer. Some group members voiced concerns over biases inherent in computer-mediated and AI-influenced selection processes. Subsequent to selection is socialization. Some groups discussed increasing virtual onboarding but lamented over the need for human connectedness. Many organizations are currently attuned to the impacts of remote work on salary (e.g., pay equity related to area cost of living).

Impact of Remote Work on Organizational Climate and Culture

Several concerns were raised over organizational culture and team dynamics impacted by remote work and computer-mediated connectivity. With care providers having to split their attention between work and home more than ever before due to work-from-home orders, some breakout groups identified a virtual glass ceiling affecting women's progression in their organizations. Relatedly, organizations are working to redefine productivity measures and performance criteria. Visibility was given to the importance of training and educating managers to support remote employees and developing remote leadership competencies.

Finally, a group expressed increased attention being given to the advantages and disadvantages of online education and degrees. An advantage is the experience of the online platform and easy access to an education. A disadvantage is the limited ability to network and get to know faculty and peers in a close and meaningful, long-lasting way. This concern was echoed with ongoing remote work environments.

Diversity, Equity, and Inclusion

The second major I-O trend across the world that has been extensively discussed as particularly relevant in English-speaking countries (especially the United States, Canada, Australia, and the United Kingdom) consisted of diversity, equity, and inclusion (DEI). I-O psychologists from the United States emphasized the subtopic of social and racial injustice, as well as implications of DEI for personnel selection. Attendees familiar with Canada and the Dominican Republic spoke about gender and intersectionality (Gender Based Analysis Plus in Canada), as well as inclusion of women in the workforce in light of childcare availability. Other subtopics mentioned in relation to DEI consisted of developing initiatives in corporations (e.g., the pressure on companies, such as Trader Joe's, to change their brand) and in the public sector (e.g., how the federal government can attract and retain younger workers).

Certainly, there is some overlap in the two major trends of remote work and DEI. When considering the virtual glass ceiling and incorporating DEI initiatives, employers might be prudent to account for the shift in household dynamics that might be affecting a person's career progression, as well as a person's feelings of inclusion associated with work (and schooling)-from-home orders and computer-mediated communication for remote workers.

Definitions of DEI in Selected Countries

National context matters for diversity and inclusion theory, policy, and practice (Dale-Olsen & Finseraas, 2020); it would be incorrect to assume that researchers and practitioners from different countries have the same understanding of DEI in the workplace. Given the importance of DEI in relation to the new international workplace trends, attendees of the session were asked to define DEI in their countries. In general, they agreed that overall more attention has been paid to race and gender. In the United States, the most relevant DEI categories seemed to be race, gender, age, disability, and LGBTQ+ status, similar to Australia. However, participants agreed that DEI covers more than just race or ethnic identity, and includes religion, age, beliefs, ideals, and mindset. In fact, attendees familiar with India concluded that DEI was more gender than race focused, as was the case with some European countries. In the Dominican Republic, the perception of diversity was more along the lines of social class and not skin color; furthermore, in the Dominican Republic, country or national origin seemed more related to prejudice and discrimination than race. Participants familiar with Kenya also mentioned social class as relevant for DEI, alongside tribal diversity (with some tribes having higher status than others). Linguistic diversity stood out as an important component of DEI in Europe where there is a need for cross-cultural inclusion and learning to value culture rather than using it as a stereotype.

Participants in the session also posed some relevant questions in relation to DEI across countries. For example:

- What are possible differences in workplace DEI in STEM versus non-STEM fields?
- How can a researcher capture “56 different gender categories in a survey?”
- How do we attract diverse talent and onboard them?
- How do we alleviate the skills gap as we transition to new economic areas (i.e., solar from coal/gas) and reskill the workforce that may be resistant to change in light of socio-economic gaps?

There was much discourse on what is “DEI” and how to build it. For example, a group reported the importance of maintaining openness to different factors involved in diversity beyond race and gender to include identity issues, education levels, and access to technology and transportation.

Recommended Initiatives

The third question posed to the session attendees prompted them to identify a specific initiative that SIOP could focus on to support workers and work-eligible populations. Unfortunately, the vast majority of small groups reported not having enough time at their disposal to discuss this last question.

The attendees who were able to consider specific initiatives would like for SIOP to create virtual learning opportunities, such as a knowledge database that stores uploads of various sessions, webinars, posters, and other materials. They also recommended a stronger international focus and more international perspectives and contributions at the conference.

Some other initiatives discussed featured branding and marketing to enable SIOP practitioners and researchers to help organizations navigate multiple workplace challenges. The same group recommended more I-O psychology-oriented lobbyists to help North American decision makers, leaders, and policy administrators understand what SIOP does and what I-O psychologists do.

Finally, another recommendation consisted of taking a full system, multidisciplinary approach to evaluating how people work, who might benefit from greater advantage or suffer from lack of advantage, and who might be victims of prejudice and discrimination, including groups that are not so vocal. Attendees would like to see SIOP identify elements of infrastructure that are important for workplace DEI and support the efforts that can impact education, transportation, and access to technology.

Discussion and Conclusions

For the good of reflection, but also a source of uncertainty, the COVID-19 global pandemic has disrupted myriad ways of working for many people and ignited a conversation about the future of work for all of us. As evident in the workplace trends presented across the world, albeit primarily English-speaking North America, issues associated with COVID-19 work-from-home orders have permeated many practitioners' and scholars' purview. This impact is further evident in a Gallup poll conducted in late April 2020 showing that nearly 7 out of 10 employees were working remotely in some capacity (Hickman & Saad, 2020). As more employees work from home, they may be more likely to struggle with unplugging after work, loneliness, and collaborating with others (Buffer, 2020). Rudolph et al. (2021) discussed 10 of the most relevant research and practice topics in the field of industrial and organizational (I-O) psychology that would likely be influenced by COVID-19. The topics discussed included occupational health and safety, work–family issues, telecommuting, virtual teamwork, job insecurity, precarious work, leadership, human resources policy, the aging workforce, and careers. These issues were echoed in the groups' discussions. In fact, Brenner et al. (2021) benchmarked 20 Mayflower member companies to understand the importance of needing more in-depth research due to COVID-19 on each of the above focus areas. The results indicated that virtual teamwork and telecommuting were the two most important focus areas needing more in-depth research. Interestingly, these two domains were not identified as trends by SIOP attendees. We believe that together, the insights from various published works and SIOP attendees with ties in different countries shed light on workplace trends across the globe, albeit more Anglo-speaking countries. Emphasis on implications of remote work, as well as attention to diversity and inclusion, stands out as seminal challenges associated with the ever-present COVID-19 pandemic.

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An International Perspective on Changes in Work Due to COVID-19

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The very nature and format of work, along with its social and psychological dynamics, the labor market, and economic conditions within which it is embedded have undergone a large change in the months since COVID-19 was declared a global pandemic (Kniffin et al., 2020; Rudolph et al., 2021). No country has been spared the spread of disease and nowhere are workers free from the impact and aftermath of COVID-19. Industrial and organizational psychology (I-O) faculty and practitioners have been keenly observing, tracking, and studying the changing nature of work, but few have been doing so from a cross-cultural and international lens. Given the global nature of the pandemic, here we take a deliberate *global, international* perspective to understanding the disruption and opportunities for the world of work. An international perspective is imperative to developing a complete and holistic understanding of (a) work psychology in the face of pandemics, (b) the consequent challenges faced by workers and organizations, (c) the future of work post-COVID-19, and (d) how I-O can meaningfully contribute to ease work-oriented disruptions and better prepare for similar future challenges. We apply a cross-cultural and international lens to focus on four areas where scholarship and practice in I-O could help in matters related to employment and the workplace: (a) informal workers, workers in poverty, and precarious work around the world; (b) technology, human resources; (HR) practices, and the digital divide; (c) the intersection of culture, work, health, and well-being; and (d) learning from crises and crisis management during a global pandemic.

Informal Workers and Workers in Poverty and Precarious Work

I-O has traditionally focused on work performed in for-profit organizations, largely ignoring informal workers and those who live and work in poverty (Saxena, 2017). The need to deliberately incorporate 62% of the world's workforce into our research and practice has never been more pressing. Workers in poverty, those engaged in precarious work, and informal workers have been hit the hardest in the face of the ongoing global pandemic. The numbers are too large to ignore—over 2 billion workers earn their

livelihood in the informal economy, representing as much as 90% of total employment in low-income countries (ILO, 2018). Global South countries are facing the brunt of the COVID-19 aftermath (UN, 2020). The least industrialized countries are at serious risk of falling behind the 2030 United Nations Sustainable Development Goals timeline, with far reaching adverse consequences for policy and development (UN, 2020).

It is estimated that COVID-19 will increase relative poverty by 50% in low-income countries with 1.6 billion informal workers at risk of losing their livelihoods forever (ILO, 2020). Workers in the informal economy, such as those in sales, migrant work, and generational work as seen in highly skilled artisans and the gig economy, typically do not hold formal office jobs within the regulated economy (Saxena, 2017, 2018). Due to the disruption in infrastructure, breakdown, and slowdown of supply chains; lower demands in the face of lockdowns; bans on community gatherings and local bazaars for sale purposes; and the reliance on primary sector roles, informal workers and those in poverty face the most fundamental stressor: economic tenuousness. Relying on daily wages to survive in the absence of income replacement or savings, impoverished informal workers at the base of the pyramid are experiencing a disruption to work and their livelihood that is threatening the continuation of their work and their survival.

Precarious Work

Precarious work is characterized by poorly compensated work engagements, ill-defined work schedules, poor and unsafe working conditions, vague reporting structures, social isolation, and limited to no access to employment protection standards, job security, work benefits, and secure payments (Milczarek et al., 2008). Precarious workers (e.g., those in domestic work and migrant workers) face an increasingly unstable labor market and heightened vulnerability. Often deemed “essential workers,” they are susceptible to increased exploitation by the expectation to report to work with minimal or no personal protective equipment. In addition to poverty and reduced access to healthcare, migrant workers face the added challenge of being viewed as the “other” and ensuing discrimination at the hands of the local population.

Volunteers

Volunteer workers are another overlooked working population. They are an essential group of workers that enable nongovernment organizations (NGOs) and not-for-profit organizations (NPOs), such as the Red Cross, Red Crescent, Red Star of David, or United Nations Children’s Fund (UNICEF) to provide services in hard-stricken areas. Volunteers often face serious health and safety risks, and the pandemic has put a spotlight on just how necessary and how vulnerable this group is, as well as the unique safety challenges faced by these workers. Volunteers must develop a sensitivity to a variety of national policies and circumstances, including societal cultural divides, making work itself a serious threat to their health and well-being.

Overall, multiplicative stressors and extenuating circumstances highlight the necessity of I-Os with cross-cultural and international competencies to pay greater attention to marginalized working populations to fully understand how they are affected by the pandemic. Just as with formal jobs, there is an urgent, critical need to actively and deliberately consider how cross-cultural and international I-O research and practice can be more inclusive of all types of workers, particularly those who are most in need of our knowledge, skills, and expertise.

Technology, HR Practices, and the Digital Divide

Technology-Based Selection Implications

Web-based technologies are increasingly employed in various HR functions due to the pandemic. A critical functional area, employee selection, is likely to be particularly transformed. Management in most countries use some form of interviews in their selection systems (Ryan et al., 1999). A recent U.S.-based survey (Handler et al., 2020) of talent acquisition professionals found that 57% of respondents indicated that the use of video interviewing has increased since the beginning of the pandemic and that changes in talent acquisition will be long lasting yet may lead to particularly pernicious unintended consequences. Proper use of synchronous video interviews requires stable, high-speed, broad bandwidth Internet connections for both employees and applicants. Unfortunately, there remains a "digital divide" such that many in low-income countries do not have widespread access to high-speed Internet and that this lack of access will likely not be solved anytime soon (Hilbert, 2016).

There are global implications for this lack of access. The lack of Internet access may exacerbate global income inequality as low-income job seekers may be locked out of jobs with upward mobility potential. Given the consistent relationship between race/ethnicity and income *in*equality, the increased use of video interviewing may hinder organizations' plans to implement effective affirmative action/employment equity programs, which many countries throughout the world espouse to varying degrees (Myors et al., 2008). At the organizational level, perhaps organizations can opt for asynchronous video interviews, cognitive and noncognitive self-reports, reference checks, or even short job tryouts.

Trust

The technology and oversight challenges companies now face have important implications on trust in the workplace. Creating a sense of "shared meaning" (Cooke & Szumal, 2000) or "shared understanding" is more difficult in the virtual space, yet they are the backbones of culture and essential for creating and maintaining trust. Moving to a virtual space, much of the "in-person" cultural norms might continue, at least for a while, but the changed nature of interaction means that culture will change, which consequently affects trust. Interpersonal trust in a team requires belief that the other team members will continue to perform at the same level of quality and timeliness in their contributions in the virtual environment as they did in the in-person environment. However, in a number of Asian cultures, for example, where the implicit work contract is much more dependent upon interpersonal relationships than upon written documents, attempting to develop and maintain trust via technology can be compromised (Kwantes & Glazer, 2017). Moukarzel and Steelman (2015) detail recommendations for providing effective feedback across cultures and global teams. Future studies could investigate the effectiveness of these recommendations, particularly with respect to maintaining trust amongst members of global virtual teams (GVTs).

Another related area to note is possible cultural differences in employee appraisals of organizations' remote monitoring systems to assess work behaviors. In countries that are hierarchical (or higher in power distance), such oversight may be more acceptable than in countries in which egalitarian values are endorsed (Schwartz, 1999). Executives of multinational organizations, therefore, must be attuned to these appraisal differences in order to maintain a positive organizational and/or team culture, support trust in employees, and encourage employee trust in the organization.

The Intersection of Culture Work, Health, and Well-Being

Global Virtual Teams and Stressors

In today's connected economy, workers were already accustomed to a reality of working in global virtual teams (GVTs; Glazer et al., 2012), and the science and practice of implementing effective teams has been under study (Glickson & Erez, 2019; Zakaria & Yusof, 2020). COVID-19 has amplified the necessity to understand new kinds of stressors and strains employees might experience by being proximally and temporally distant. On the one hand, GVTs have advantages for organizations, such as reduced travel and personnel costs (e.g., employing workers living in low-cost areas for less pay than in high-tech hubs), and for employees, such as less international travel, less disruption to diet and routine, and less strain on family. On the other hand, current restrictions on travel and reliance on GVTs might instigate stressors as yet anticipated due to the unique circumstance. The pandemic therefore compels researchers to study the implications of working in global virtual teams on employee performance, particularly with respect to cultural factors, such as communication style and values in the experience of stressors (Glazer et al., 2012).

Culture and Communication Styles

Cross-cultural psychology research shows that in-person interactions are particularly important in many cultures, such as those characterized as high-context cultures (Kwantes & Glazer, 2017). People in high-context cultures not only attend to intonation and voice inflections but also to body language as communication cues. Lack of personal contact reduces access to these cues and further challenges relationship building and understanding communication conventions in different cultures. For example, in Japan, lack of eye contact connotes deference and respect towards someone, but without physical proximity, these cues are lost and might threaten the relationship dynamic. Thus, although media richness (i.e., synchronous and visible connections) could help mitigate stressors from becoming strains, a loss in context-dependent cues might exacerbate "Zoom fatigue" (i.e., increased cognitive load when trying to observe and make sense of nonverbal cues in video conferencing platforms; Wiederhold, 2020).

Blurred Lines and Respite

Another COVID-19 fallout affecting international collaborations are blurred lines between work and home, particularly as related to worksite and respite. When it comes to worksites, Japanese employees are reluctant to work from home, even when their counterparts in other parts of the world do, because of an emphasis on collective decision making (Jozuka, 2020), as well as a belief that it is important to demonstrate long work hours (McCurry, 2020). By the end of February 2020, only 70% of Japanese organizations had implemented or planned to implement telework, but still most people believed that "telework isn't real work" (McCurry, 2020). However, as more companies have now *required* remote work, it is important to understand how beliefs might affect work engagement.

Additionally, taking time to rest and decompress has been hampered, and the sense of demand associated with expectations that one must always be accessible has heightened, creating anxieties (Wolf, 2020). Add to this mix cultural differences in the domain of respite, and even more intense work strain may ensue. For example, under normal circumstances, Americans take very few vacation days compared to the French, for whom August is a sacred holiday time (Schrag, 2007). However, during this period of mandatory or suggested stay-at-home orders, Americans may work even more, whereas animosity may grow toward colleagues who take their vacations.

Physiological Strain

Another imperative area for research is the implication of COVID-19 on work-related stressors and subsequent physiological health and well-being. Glazer et al. (2012) reported that working at all hours of

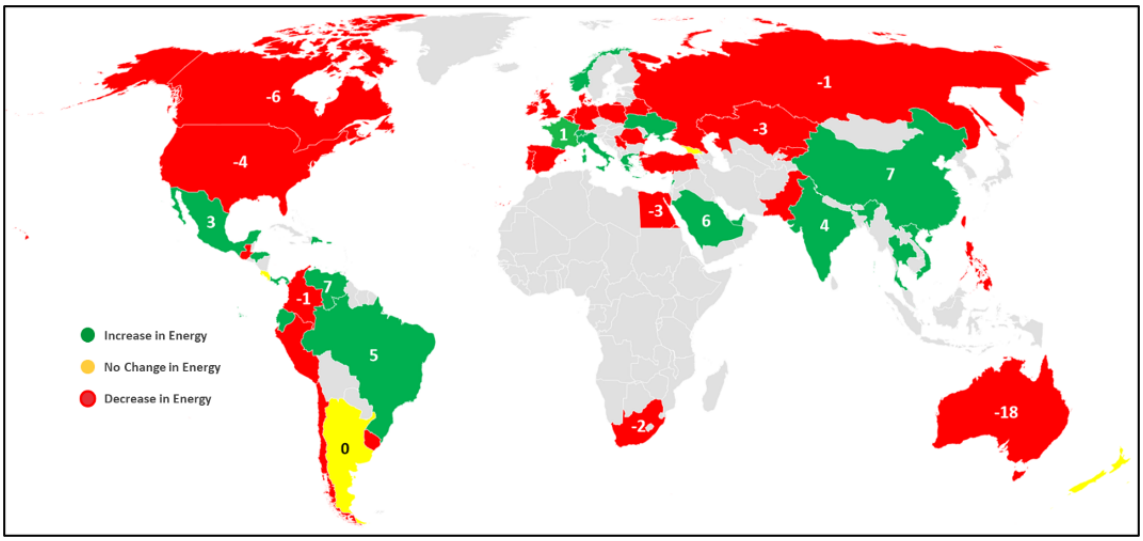
the day and night (which can be a reality in GVTs) has adverse effects on weight, cholesterol, and cardiovascular disease. The anxieties associated with required remote working, coupled with having to work around the clock, are connected to weight gain (Bhutani & Cooper, 2020). More cross-cultural comparative research on physiological implications of a constantly accessible remote work environment on physiological health and long-term implications is warranted. Are people in some cultures more prone to developing physiological health problems, and what are the associated predictors of ill health?

Coping

Coping is also ripe for research as a result of living through a global pandemic. The global pandemic is both a macrolevel stressor and a microlevel stressor. People have legitimate societal-level worries about it and personal worries. How people cope with those worries is likely to differ across cultures. Findings from a matched sample survey assessment initiative by a multinational food and beverage organization that captured employee energy (i.e., "I feel energized by my work") at two time points (September 2019 and April 2020) illustrates this point. 10,260 employee responses across 53 countries revealed that energy levels across countries differed, suggesting different levels of resilience or tolerance to COVID-19 (see Figure 1). Employees in traditionally collectivistic countries (e.g., China, India, Saudi Arabia, Mexico, and Brazil) appeared to be more resilient and had an increase in energy following the onset of the pandemic, compared to employees in more individualistic countries (e.g., Australia, USA, Canada, and South Africa) who had a decline in energy. Greater stress tolerance and increased social support from a stronger social fabric owing to collectivistic leanings may be a possible explanation for the findings. People in Anglo countries are likely to endorse power and achievement values more so than benevolence and universalism values and thus experience COVID-19 as a personal, micro worry (Schwartz et al., 2000). The diverse fluctuations in employee energy at a country level points toward the need for deeper consideration of cross-cultural or global nuances in the impact of the current pandemic on work behaviors. Future research could examine the role of organizational values and congruence with national values to examine how people around the globe appraise and cope with stressors associated with COVID-19, as well as how effective these strategies are in thwarting strain.

Figure 1

Change in Employee Energy Between September 2019 and April 2020 by Country



Note: A minimum of 5 responses to each survey was required for country reporting.

Learning From Crises and Crisis Management Across Cultures

Crisis Management

Coombs and Laufer (2018) noted that multinational companies must attend to crisis management, particularly as more countries, and thus distance, enter the supply chain. The current crisis has revealed that not only are local and international organizations affected but so are supply chains and the workers within these supply chains. The questions they pose are apropos for the current situation: "Do stakeholders in different countries react differently to a crisis and to crisis response strategies? [and]... how should a multinational respond to a crisis in its different markets?" (p. 199). Lee's (2007) analysis of Hong Kong government's crisis management during the 2003 severe acute respiratory syndrome (SARS) outbreak revealed that political and international factors affect the crisis management process. Crisis management involves prevention (and preparation), intervention (taking action in response to crises), and evaluation (learning from the response and revising prevention plans). In the current crisis environment, executives are scrambling to make decisions that affect the survival of the organization and the continued employment for their workers. According to a July 2, 2020 McKinsey report, 52% of executives are concerned over their faltering national economies, and between 20% to 60% of executives around the world are worried for their own jobs. They are simultaneously trying to address current needs through "quick fixes and workarounds" while also planning for returns to the workplace. Unfortunately, many large and small businesses across many sectors are having to lay off employees and close offices around the world (Borden & Akhtar, 2020). The crisis intervention strategies companies use will yield different responses from their employees and consumers around the world (Coombs & Laufer, 2018), and it behooves I-O professionals (scholars and practitioners) to evaluate cultural implications on crisis management strategies (Stern & Sundelius, 2002) employed around the globe in order to create prevention strategies.

Work, Endemics, Epidemics, and Pandemics

Our field is somewhat new to examining infectious diseases as occupational safety hazards associated with work itself. However, the current global pandemic highlights the need for I-O to expand beyond the traditional boundaries of the field to consider the many ways in which *work itself* exposes individuals to disease epidemics that have the potential to become massive global pandemics. For instance, using the experience sampling method, Saxena (2015) identified local cultural factors associated with rice farming in rural, remote villages that facilitated the transmission of Japanese Encephalitis, an endemic communicable disease with high mortality rates in South and Southeast Asia. We believe that I-O can play an important role post-COVID in terms of understanding, and possibly preventing, future disease epidemics through basic and applied cross-cultural I-O research and policy efforts informed by the same (e.g., Saxena & Burke, 2020).

Conclusion

The current global crisis is impelling I-O to take a close look at how best to contribute to both science and practice and to do so from a global perspective. Within the USA, I-O is coming to the realization that it is not us versus the rest of the world but "we." Around the globe there are job shortages, increased reliance on computer technology, and stressors beyond most people's (in high-income countries) imaginations. Entire livelihoods and occupations face the threat of permanent extinction. How we handle and study these challenges will be a defining moment for our profession. Will we be reactive, or will we see this world pandemic experience as a window for re-envisioning work (formal and informal), guiding in-

clusive HR practices and policies, and preparing for unfathomable crises as informed by best practices from around the world?

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The SIOP 2022 Conference Program: See You in Seattle AND Online!

Richard Landers, Chair
SIOP 2022 Program Committee

The SIOP Annual Conference is the most important yearly event for the I-O community. It is where we all get together to connect with friends and colleagues, past and present, sharing our research and our experiences of the past year with each other. It is where we all take a short break from our daily work to learn, together. This year, more so than at least in the last several decades of the SIOP conference, our lack of togetherness is palpable. Although the 2021 conference was as exceptional as it could be in the midst of a spike in global unrest and a global pandemic that brought so much strife and suffering, I now look toward the future, anticipating that once again, come April, we will be able to share a laugh and perhaps a meal with those we have not seen in so many years. Much as in the ancient times of 2019, we plan to have a SIOP conference that is at least a little bit back to "normal," whatever normal might mean for each of us. And although I cannot promise it, I can say that the Program Committee has been doing everything it can to help that vision come true. I hope you will join us for whatever the annual conference becomes, and I hope you will submit a proposal so that we can learn from you just as we all learn from the broader I-O community.

Now for some details. To start, the biggest news if you haven't heard it already: **The submission deadline this year is Wednesday, October 13, 2021 at 5PM ET**. Every year people wait until the very last minute to start their proposals on the website, and every year, the website slows down, and a few of those people find themselves unable to submit. Don't be that person! Start early.

Next, as you might expect given the first in-person conference coming back from a pandemic and 2 years out of the norm, there will be more changes than usual this year, in three major sets. The first set of changes is that we have further simplified the roles individuals can occupy in a session. When submitting proposals, submitters will only need to designate who is a ***Speaker*** and who is a ***Non-Speaking Contributor***. A **Speaker** is someone who will be speaking during the session. In the past, these may have included discussant, chair, cochair, panelist, presenter, and so on. **Non-Speaking Contributors** are all others: credited authors who will not speak in the session. Thus, the number of sessions in which a person is designated **Speaker** will be used to evaluate compliance with the **Rule of Three** (see Eligibility) instead of author order. This means that you have a bit more flexibility than in past years; for example, you could specify the "third author" of a poster as the person responsible for presenting it. Additionally, all non-poster submissions must have at least one **Speaker** that is not a **Student Affiliate**, but that person does not need to be a session organizer. A side effect of this change is that you will now also be asked to provide an APA-style citation to your session that will indicate author order and more specific roles, which will eventually appear in the publicized (in Whova) description of your session. SIOP will not track this information otherwise.

The second and biggest set of changes is that we will feature significant in-person *and* virtual content. Given feedback and attendance records over the last 2 years, in-person content will be the "premiere" experience of the SIOP conference. All presentations will be delivered live, either in-person or virtually, and we will not have a separate asynchronous program. In-person attendees will have access to all virtual and in-person content, whereas virtual attendees will have access to all virtual content and a subset of the in-person content, such as by watching livestreams of one or two tracks of in-person content. Additionally, in-person poster presenters will be asked to present twice—once online in the same Virtual Chair format used during the 2021 SIOP Conference and once as usual, in-person in the Exhibit Hall in

the Washington State Convention Center. Given expectations for accepted submissions (see "Conference Programming Formats"), we will also ask in-person submitters to share supporting content (e.g., poster PDFs, symposium slide deck PDFs, master tutorial sample code, other supplemental material) virtually in advance of the conference, around the end of March.

Thus, when submitting, you will be required to select an **In-Person Live** or **Virtual Live** modality. **Importantly, virtual attendance and virtual submission are not the same.** In-person attendees may participate in both in-person and virtual submissions, whereas virtual attendees will only participate in virtual submissions. The intent of the virtual modality is to provide greater accessibility and increase diversity of presenters, not to support a stand-alone version of the conference. Thus, virtual submissions must have at least one **Speaker** that meets **Virtual Presentation Qualifications** and plans to attend virtually (see Conference Programming Formats), but other **Speakers** may attend either in-person or virtually as appropriate given their other submissions. Logistical support, such as a quiet space for presenting, will be provided in Seattle for those needing to present virtually mid-conference.

The third major set of changes concern submission content: We have eliminated press paragraphs, increased the length of the abstract, allowed 80-minute submissions for all submission types except poster but note that 50-minute submissions are much preferred, and expanded the types of social media information requested so as to better advertise your session. All of these changes are with the intent of streamlining the submission process, increasing peer review quality, and facilitating better session promotion.

As in all years prior, the SIOP Program Committee continues to welcome proposals aligned to SIOP's vision, mission, values, and goals. All proposals must advance the scientific mission of SIOP, to translate scientific knowledge to tackle real-world problems in collaboration with organization leaders, communities, and policymakers, promoting individual and organizational health and effectiveness. We particularly encourage proposals reflecting a diverse and inclusive I-O in terms of the questions asked, the populations studied, the research teams investigating, and the **Speakers** presenting. Through this conference, we hope to energize those invested in understanding and improving work and workplace issues, to guide the learning of all attendees both during the conference and beyond. Please join us!

Finally, we are also asking for your patience during the continually evolving circumstances of the pandemic, especially as new variants emerge and as vaccination continues to progress unevenly worldwide. Comments and suggestions are always welcome!

SIOP 2022 Program Committee
Richard Landers, Chair (program@siop.org)

SIOP Award Winners: Meet Mary L. Tenopyr Graduate Student Scholarship Award: Desmond Leung

Liberty J. Munson

As part of our ongoing series to provide visibility into what it takes to earn a SIOP award or grant, we highlight a diverse class of award winners in each edition of *TIP*. We hope that this insight encourages you to consider applying for a SIOP award or grant because you are probably doing something amazing that can and should be recognized by your peers in I-O psychology!

This quarter, we are highlighting the winner of the Mary L. Tenopyr Graduate Student Scholarship Award: **Desmond Leung** for his proposed dissertation research examining strategies for reducing backlash to diversity initiatives in organizations.

Why did you apply?
When I heard about the call for award nominations, I had just begun formulating an idea for my dissertation. I decided to submit an application not only because of the potential funding but also because doing so helped motivate me to start writing up my dissertation proposal.

Share a little a bit about who you are and what you do.
I am a PhD candidate (ABD) in the I-O psychology program at Baruch College & The Graduate Center, CUNY. My research interests center around issues related to diversity and inclusion, leadership, and personnel selection.

Describe the research/work that you did that resulted in this award. What led to your idea?
This work was inspired in part by something I kept seeing in the news—reports about intense negative reactions in response to diversity programs at various organizations. For example, a few years ago, an engineer at Google infamously published a memo that was highly critical of the organization's gender diversity programs. Other organizations, including Microsoft and the National Football League (NFL), have also recently received notable backlash from organizational members for their diversity programs.

My faculty advisor had recently discussed his research on storytelling with me, so an idea occurred to me: Could we use this form of communication (i.e., stories or narratives) in an organizational context to reduce negative reactions to diversity initiatives? A large body of research suggests that narratives can be effective tools for persuasion. Thus, the primary aim of my proposed dissertation study is to investigate how narrative forms of diversity initiative messaging might attenuate backlash among organizational members compared to more traditional expository forms of diversity initiative messaging.

To examine this research question, I am currently carrying out an experimental study that should be completed by 2022.

What do you see as the lasting/unique contribution of this work to our discipline? How can it be used to drive changes in organizations, the employee experience, and so on?
I think this study has a number of potential implications for science and practice in our field. The findings could help shed light on the psychological drivers of backlash against workplace diversity efforts. Findings might also highlight the potential benefits of integrating research from nontraditional I-O areas (e.g., communication) and applying them to organizational settings. Finally, as the social climate in the United States continues to grow increasingly polarized, findings of this proposed study may inform ef-

fective organizational strategies for communicating about diversity initiatives in ways that help foster greater buy-in among organizational members.

Who would you say was the biggest advocate of your research/work that resulted in the award? How did that person become aware of your work?
I couldn't have won this award without the support of my faculty mentors. Initially, I was hesitant to submit an application, worried that I would simply be wasting my time. But the faculty at my program were extremely encouraging and assured me it would be worth the effort. Special shoutout to **Dr. Logan Watts**, who has continued to guide me through the dissertation process despite recently moving to a different institution.

What's a fun fact about yourself (something that people may not know)?
I used to be a shoe tester for New Balance. Every few months, the company would send me a pair of shoes that I would meticulously review on a variety of dimensions, including fit, comfort, cushioning, traction, and durability. I don't test shoes anymore, but I definitely learned more about shoe anatomy than I ever thought I would.

What piece of advice would you give to someone new to I-O psychology? (If you knew then what you know now…)
Develop an effective "elevator pitch" that describes what I-O psychology is and what I-O psychologists do. Your family, friends, and people you meet will never stop asking about this when you tell them what field you're in.

About the author:

Liberty Munson is currently the principal psychometrician of the Microsoft Technical Certification and Employability programs in the Worldwide Learning organization. She is responsible for ensuring the validity and reliability of Microsoft's certification and professional programs. Her passion is for finding innovative solutions to business challenges that balance the science of assessment design and development with the realities of budget, time, and schedule constraints. Most recently, she has been presenting on the future of testing and how technology can change the way we assess skills.

Liberty loves to bake, hike, backpack, and camp with her husband, Scott, and miniature schnauzer, Apex. If she's not at work, you'll find her enjoying the great outdoors or in her kitchen tweaking some recipe just to see what happens.

Her advice to someone new to I-O psychology?
Statistics, statistics, statistics—knowing data analytic techniques will open A LOT of doors in this field and beyond!



"The Bridge: Connecting Science and Practice" is a *TIP* column that seeks to help facilitate additional learning and knowledge transfer to encourage sound, evidence-based practice. It can provide academics with an opportunity to discuss the potential and/or realized practical implications of their research as well as learn about cutting-edge practice issues or questions that could inform new research programs or studies. For practitioners, it provides opportunities to learn about the latest research findings that could prompt new techniques, solutions, or services that would benefit the external client community. It also provides practitioners with an opportunity to highlight key practice issues, challenges, trends, and so forth that may benefit from additional research. In this issue, **Andrew Loignon** and **Kristina Loignon** provide a thought-provoking piece about how I-O psychology researchers and practitioners can increase understanding about and mitigate the effects of social class divides in the workplace.

Co-Editors: Apryl Brodersen, Metro State University, Sarah Layman, DCI, and Tara Myers, American Nurses Credentialing Center

How I-O Psychology Can Help Bridge Social Class Divides Within Organizations

Andrew C. Loignon and Kristina K. Loignon


"Americans have never been comfortable with the notion of a pecking order based on anything other than talent and hard work. Class contradicts their assumptions about the American dream, equal opportunity and the reasons for their own successes and even failures." (Scott & Leonhardt, 2005)

A cornerstone of the "American Dream" is a nearly unshakeable belief that, regardless of our starting point, we should be able to ascend the social ladder. Nearly 95% of Americans endorse the principle that "everyone in America should have equal opportunity to get ahead," and public support for this sentiment has not wavered in over 50 years (Putnam, 2015). Likewise, Americans regularly overestimate the degree to which we can improve our social class, and some may, in fact, bristle at the suggestion that our lot in life is, at least somewhat, influenced by where we start (Kraus & Tan, 2015; Scott & Leonhardt, 2005).

Unfortunately, such beliefs do not fully coincide with reality. Most notably, the ongoing COVID-19 pandemic has demonstrated that social class differences permeate our society (Bapuji et al., 2020). Throughout the pandemic, those who occupy the lowest social class positions—people who live in poorer neighborhoods, have less income, and possess a lower level of education—have been more likely to contract and succumb to the virus (Hatef et al., 2020; Koma et al., 2020; Wadhera et al., 2020). In addition, they have faced the steepest climb to prepandemic levels of employment (Long et al., 2020).

In this edition of "The Bridge," we hope to begin a conversation among I-O researchers and practitioners regarding the ways in which social class differences likely permeate many of the talent management systems and practices that are a cornerstone of our field and what we can do to mitigate their effects.

What Is Social Class?

Part of the challenge with addressing social class differences is that operationalizing the construct of social class can be daunting (Côté, 2011; Diemer et al., 2013; Scott & Leonhardt, 2005). For our purposes, we leveraged a recent systematic review of the literature that integrated multiple perspectives, which defined social class as *the social context that a person occupies as defined by the resources that they hold and their subjective interpretation of that context* (Loignon & Woehr, 2018). Examples of resources that create such contexts include human capital (i.e., income, prestige, and education), social capital (i.e., contacts and connections that allow them to draw on their social networks), and cultural capital (i.e., a set of distinctive tastes, skills, knowledge, and practices).

How Does Social Class Permeate Talent Management Systems?

Given the breadth and far-reaching effects of social class, it should come as no surprise that there is a growing body of evidence demonstrating that differences in social class can affect how people think, feel, and act within organizations (Côté, 2011). Below, we highlight some particularly compelling examples from the literature of how social class differences can manifest within talent management systems.

- *Recruiting*: When entering the job market, lower social class college students are more likely to use haphazard search strategies, which ultimately yield fewer interviews and offers (Fang & Saks, in press).
- *Selection*: People can identify another person as lower social class, with above chance accuracy, based simply on hearing seven spoken words. Hearing their accent then affects the degree to which the person is perceived as competent and, ultimately, can affect whether they are extended a job offer (Kraus et al., 2019).
- *Organizational culture*: People who grow up in lower social class environments, which are defined by a dearth of resources, come to value interdependence (i.e., adjusting and responding to others' needs, connecting to others, and being part of a group; Stephens et al., 2012). However, most organizations value independence (i.e., the ability to exert agency, influence one's environment; Stephens et al., 2014).

Although brief, this summary of recent class-based research demonstrates how social class differences can disadvantage applicants and employees within various talent management systems.

What Can I-O Psychology Do?

Faced with such findings, as well as the undeniable class-based divisions within our society, we believe there is value in I-O researchers and practitioners considering how they can reduce these divides. These efforts include designing talent management systems that are more consistent with the ideals of a "classless society" where achievement is less about one's birthright (Amis et al., 2020) and instead allow organizations to leverage the unique skills and knowledge that class-mobile employees may bring with them (Herrmann & Varnum, 2018; Martin & Côté, 2019). Below, we put forth considerations to mitigate class-based effects in the areas of recruitment, selection, and organizational culture.

Recruiting: Source Applicants From All Social Classes

Before screening employees to fill a particular role, we suggest that employers consider adding nontraditional sourcing strategies to their current recruitment approach. For instance, if an organization regularly recruits from campuses, they might consider diversifying the types of colleges and universities they work with in the hopes of casting a wider net across various class boundaries. One potential resource for

identifying "class-friendly" institutions of higher learning is an online database from *The New York Times*, based on work from Harvard University economist Rav Chetty and colleagues, which designates schools that facilitate upward social mobility. Schools that rank higher on the list have done a better job of admitting students from across various social classes and helping them ascend the class ladder.

Along with sourcing, consideration should be given to the language used in job descriptions and postings, as it can discourage otherwise qualified candidates from certain class backgrounds from applying. For example, a common requirement listed in job postings is a college degree. To ensure that such requirements are not inadvertently limiting job opportunities to applicants from across various social classes, practitioners can work with subject matter experts to consider whether the role really requires college training or whether there are alternative means of demonstrating adequate job fit. For instance, a survey of HR leaders found that many are willing to consider recognized certifications, certificates, degrees from massive open-online courses, and even digital badges in lieu of college degrees for certain positions (Maurer, 2018). It is likely that this type of flexibility in designing job descriptions and postings could help increase the class-based diversity of an applicant pool.

Selection: Have Class-Based Criteria Seeped Into Your Hiring Process?

Because social class can be readily perceived and informs important interpersonal judgments (Kraus et al., 2017), there is ample opportunity for class-based bias to emerge during the hiring process. One approach to minimize such biases is to use a blind-résumé-review approach, wherein résumés are scrubbed of job-irrelevant information that may provide cues about an applicant's social class. This can range from extracurricular activities, which are often segregated along class lines (e.g., boxing vs. golf; Rivera, 2012), to subtle cues like names and addresses (Barlow & Lahey, 2018; Kline et al., 2021).

There may also be subtle, class-based constraints that exist within an organization's hiring system. For example, 75% of households that have at least one college-educated member have access to high-speed Internet, but this number plummets to less than 50% for those who did not graduate from high school (Cleary et al., 2006). Similar divides exist along other indicators of social class (e.g., family income). As such, employers might consider the extent to which applicants need access to high-speed Internet, or even a computer, to complete prehire tests in lieu of other media that are more readily accessible across populations (e.g., mobile-optimized technology).

Organizational Culture: Let's Give Everyone a Seat at the Table

Beyond hiring and promoting diverse talent, employers can focus their efforts on retention policies that provide a sense of inclusion and belonging for people from all walks of life. Although social class is not officially recognized as a legally protected class within the United States, we believe efforts to encourage social class diversity would likely dovetail with the recent emphasis that has been placed on diversity, equity, and inclusion (DE&I) in today's organizations. In particular, companies can demonstrate their commitment to having a diverse workforce by expanding ongoing DE&I practices to include social class. For instance, antidiscriminatory policies could include language acknowledging social class backgrounds, affinity groups could be formed for people from lower social classes, and class-based metrics could be created that allow stakeholders to track and report their progress toward class-based diversity goals (e.g., tracking the number of first-generation college students throughout the workforce). More broadly, recent research has found that interventions aimed at reconciling differences between the values held by those from lower social classes and many elite institutions can enhance task-based performance re-

tention (Stephens et al., 2012). Taken as a whole, these various actions may ameliorate many of the pressures felt by those from different classes (Gray et al., 2018; Warnock & Hurst, 2016).

Conclusion

Some have referred to organizations as gateways where people can either ascend or descend the social class ladder (Stephens et al., 2014). If that's the case, then we encourage I-O researchers and practitioners to begin to see themselves as gatekeepers to such important outcomes. In this paper, we outlined some of the ways that research has already helped to inform employment practices, such as recruiting, selection, and DE&I efforts. We invite researchers and practitioners to continue addressing the social class divide in the workplace. As a first step in this process, we have included a list of suggested readings that are focused on social class (see Table 1). Such a mindset, coupled with thoughtful changes to existing talent management systems, can help our field move the "American Dream" closer to a reality.

Table 1
Suggested Social Class Readings

Reference	Summary
Popular press books	
Our Kids: The American Dream in Crisis (Putnam, 2015)	Putnam demonstrates, with accessible and compelling data, that one's ability to transcend the social class they were born into has waned in recent years.
Heartland: A Memoir of Working Hard and Being Broke in the Richest Country on Earth (Smarsh, 2018)	Smarsh analyzes society's perceptions of the working class while recounting her experience growing up in extreme poverty.
Hillbilly Elegy: A Memoir of a Family and Culture in Crisis (Vance, 2017)	Vance describes his experience transitioning across social class boundaries while growing up in Appalachia, joining the military, and eventually attending Yale University.
Educated: A Memoir (Westover, 2018)	Westover illustrates the struggles of being raised outside of society's borders and eventually overcoming a lack of formal education to attend Harvard and Cambridge Universities.
Popular press articles	
Ingram (2021)	Ingram provides a contemporary, and captivating, discussion of why social class should be considered in conjunction with other major forms of diversity.
Scott and Leonhardt (2005)	Scott and Leonhart wrote a captivating introduction to the *The New York Times*' special issue on social class in 2005, titled "Class Matters."
Basic research	
Kraus et al. (2019)	Kraus et al. demonstrate how social class can be signaled in incredibly subtle (i.e., one's voice/accent) and powerful ways.
Stephens et al. (2012)	Stephens et al. provide evidence of distinct class-based cultures within contemporary universities and show that being a "misfit" in such class-based cultures is detrimental for lower social class students.

Part of empowering ourselves as I-O researchers and practitioners involves learning about how different backgrounds, perspectives, and experiences impact how we show up at work. There are many resources that can enlighten us and shed light on differences across social class upbringings. Below are a few select pieces that span academic literature and the popular press. Full citations of each can be found in the reference section.

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Max. Classroom Capacity: Back to the Classroom!

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"Great Scott!"
Doc, *Back to the Future*

We're going back…to the classroom! As many universities across the country are returning to in-person instruction, it's a good time to consider the question of what the future of I-O psychology education should look like. I'm certain that many of you have spent the summer reflecting on this very question. For some reason this made me think of the classic Robert Zemeckis 80s movie *Back to the Future*. Much like that movie, there is something that feels strangely "retro" about going back to in-person instruction after our collective foray into high-tech online education. Are we in fact going back to the future, picking up where we left off in the spring of 2020? Or, like the photographed image of Marty McFly slowly disappearing as events in his past undermine his future, has the pre-COVID trajectory of education been irrevocably altered by the pandemic? As with Marty's father, will all of our COVID shenanigans leave us with a better future? Or will we feel like Doc Brown at the end of the movie, speaking of another future: "It's your kids, Marty. Something's gotta be done about your kids!"

But before we get into the future, let's raise a glass to the last year and a half and celebrate what we've accomplished (or at least, survived)![1] Many of us substantially increased our online teaching experience or perhaps taught fully online for the first time. We created workspaces out of strange nooks and crannies in our homes. Professional and personal boundaries were blurred. We learned how much more difficult it is to teach our own children than it is to teach strangers.[2] Some of us stretched Zoom to the very limits of its capabilities (e.g., a Zoom dance party? It's better than nothing, but just not the same…). Then the vaccines arrived, and we made it through! Good for us.[3] The questions that I want to ask now are, of all of the experimentation and innovation over the last 18 months, what should we **keep** with us? On the flip side, what COVID-inspired innovations (or deviations) do we want to **lose**? I will start off this game of keep/lose but would love to hear your own entries!

1. **Keep** the vaccines. It seems obvious that the COVID-19 vaccines are responsible for the dramatic reduction in cases and deaths in 2021 compared to 2020. At the same time, the troubling rise in cases and deaths in July of 2021 (as I write this) also seems attributable to a large minority of people who are unable (lack of access, medical reasons, etc.) or unwilling to get vaccinated. The Occupational Safety and Health Act requires that employers provide "*safe and healthful working conditions*" for workers here in the USA, including those who work in private colleges and universities. It goes without saying that public institutions should be similarly concerned with the health and safety of their staff and students. Many questions remain regarding what colleges and universities can and should require of their students, instructors, and staff regarding vaccinations. Should proof of vaccination be required for all in-person instruction? According to a CNN count, more than 100 U.S. colleges and universities now require students to be vaccinated. By comparison, despite similar overall vaccination rates, Canadian post-secondary institutions have been more reluctant to require student vaccinations. If allowed to attend in-person instruction, should unvaccinated individuals be required to divulge their unvaccinated status, wear masks, or limit their interactions with others? How do we balance individual liberty and privacy versus the health of the campus community? Despite the fact that vaccines are required for children to attend school in all 50 states in the US, there is some uncertainty regarding the legality of requiring students to be vaccinated against COVID-19. A judge recently upheld an Indiana University policy that

requires students to be vaccinated before returning to campus in fall 2021. Many other work organizations are wrestling with similar questions. In the USA, organizations have been relatively more willing to require that their employees be vaccinated, with the legality of such a requirement being more (though apparently not definitively) established as compared, for example, to European companies. Regardless, the COVID-19 vaccines are safe for almost everyone, they are astoundingly effective at saving lives, and to the extent that things are getting back to normal we have the vaccines to thank for that—so let's keep them!

2. **Lose** the social isolation. Who wants to continue to look at a matrix of screens in Zoom and wonder how many of the students with their cameras off are actually still listening or even in the same room? Yeah, me neither. How much worse (I imagine) it must have been for our students than for us! Yet despite this I looked forward to my synchronous online classes because for a long time they were the *only* social contact I was having with nonfamily members. Asynchronous classes likely provide even *less* social interaction. I have fond memories (or at least memories of some sort) of most of my in-person classes over the years. I taught 250 students in fully online, asynchronous classes in the past year, and I regret to say that I have very few memories of any of them (They probably feel the same way about me!). It's not that I think that the asynchronous, online format is completely useless—far from it (please see my next point)! But I have come to believe that having ONLY asynchronous online classes impoverishes the educational experience for both students and instructors. Networking, building relationships, finding social support, forming friendships, finding mentors, building community—all of this seems most effectively accomplished via face-to-face interaction (maybe students immersed in social media would disagree with me[4]). Moreover, on balance, virtual formats seem to constrain the possibilities of class exercises, discussions, debates, and group work more than they create new opportunities for them. Also, I miss the joking around, the random discussion topics, and the creative ideas that seem to arise just from interacting with people in the same physical space. I'm not aware of any research that speaks to these views—I'd be happy to hear of dis/confirming evidence. In the meantime, social isolation: Why don't you make like a tree, and get out of here!

3. **Keep** doing *some things* in asynchronous, online format. There is value to the new and improved technological tools that hang, shiny as a buffed DeLorean, from our teaching tool belts. Many of my students surprised me by saying how much they appreciate the flexibility afforded by fully online asynchronous classes and the agency that they had in organizing their own schedules, in figuring out the rhythms of the class, and how to best manage their own learning. Personally, I was pleased with how well my online discussions of assigned readings seemed to work, and I would consider keeping those for some classes—particularly graduate-level classes. I think many instructors are going to keep using their already recorded lecture material or continue to make and post recorded lectures online. It's easy to recognize the value of putting lectures online in order to open up precious in-person class time for more impactful, interactive, and fun learning activities such as discussions, simulations, cases, exercises, and so forth. This practice of "flipped" hybrid classes is generally in keeping with research that suggests that such formats are the most effective—even more so than traditional in-person classes (e.g., Means et al., 2010).[5] Some students gave me the very candid (and appreciated) feedback that video-recorded lectures allowed them to pause and take a break when they lost focus, to "rewind" when they missed something, and, for some, to watch at 1.5 speed (or faster) for a more efficient learning experience! Administrators have long seen the value of shifting some parts of education online to reduce the strain on campus resources. It seems like we were headed in this direction already, and I think the pandemic, rather than making us want to "pump the brakes" on online education, has had the opposite effect.

4. **Lose** class meetings that are entirely based in Zoom (substitute for Zoom any other video-conferencing platform). Look, Zoom is an amazing tool with a lot of innovative and useful features for video conferencing. I have less experience with other platforms, but I imagine they are all pretty similar to each other. I don't think Zoom classes are as good as in-person classes, but let's give some credit to Zoom. A case can be made for offering Zoom classes on some occasions, such as when instructors are attending academic conferences or when outside factors make it difficult for students to attend class in person (e.g., due to extreme weather conditions). Providing the option of attending class on Zoom gives working students with long commutes to campus 1.21 gigawatts of power to flexibly fit their classes into their busy schedules. It may also be critical for students who are immunosuppressed or unable to get a COVID vaccine, for whom attending class in person presents a significant risk to their health. However, the logistics are more complex for instructors, as they would have to simultaneously teach an in-person class while also taking part in a video conference. A simpler option may be to video record in-class meetings and make them available online for asynchronous viewing afterwards, though there are some privacy concerns with the even incidental recording of students and annoyances like wearing a mic and making sure that it works, staying on camera, and so on. Beyond convenience, video conferencing itself may provide some educational benefits compared to the in-person format. For example, Zoom made it easier for me to more equitably distribute among students chances to contribute to class discussions. Because of the unmanageable chaos of multiple people speaking simultaneously in Zoom, I had to establish clear norms in which students raised their hands (electronically) and were called on and unmuted before they could speak. However, I don't see any reason why these kinds of norms and procedures couldn't be introduced into an in-person classroom with a disciplined instructor (I have failed to do this consistently). Some students told me they felt less intimidated to participate in a Zoom compared to in-person class. Additionally, the option of a parallel communication pathway—the chat/instant messaging function—raised interesting new learning and peer-feedback opportunities (although I suspect students have been messaging each other during our in-person classes since long before the pandemic). Plus, I don't mind not having to commute to work, and many of my students felt the same way. HOWEVER, without echoing many of the points I made in #2, learning is a social activity, and on balance, I believe that Zoom constrains social interaction more than it enables it, relative to in-person classes. Finally, I think in-person classes are more fun for both students and instructors, and preserving fun in education is a very serious matter.

5. **Keep** some of the existential drama that came with COVID. It's good not to be too comfortable, to question fundamental assumptions, to think about what kind of future we want, and to contemplate what actions we can take to get there. COVID is just *one* existential threat that we face, and it has the virtue of demanding immediate action. Other threats that may be even more dire don't have that virtue (e.g., climate change, growth-based economics in a world of finite natural resources, environmental degradation). One way or another, we're all going to die pretty soon anyway (I hope that's not too dark!). Let's make the most of our time and create a better future!

Agree? Disagree? Was there something I missed? Please email me. I'd love to hear from you. Loren.Naidoo@csun.edu. In the meantime, dear readers, stay safe, get vaccinated if you can, gird your laptops for battle, and fire up your flux capacitor—we're back!

Notes

[1] Yes, there is a nonzero probability that a combination of new variants, low vaccination rates, and an unwillingness or inability to put in place measures to limit the spread of COVID-19 may put us back in a very bad place. But let us be optimistic!

[2] Please refer to this author's "What I Learned by Failing Homeschool"

[3] It is also important to say that I appreciate that I am fortunate to live in a country in which there is widespread access to safe and effective COVID-19 vaccines. This is not the case in most of the world, and there is a lot to be unhappy about regarding the inequity of that terrible reality. Thus, although things are indeed looking up for some of us, I don't expect this column to resonate with the experiences of readers in many other parts of the world where the situation remains very dire indeed.

[4] I can't think of any sci-fi book or movie from the 20th century that depicts social media as part of our future. Why did nobody predict this? Is it because social media seem so mind-bogglingly useless compared to, for example, a flying skateboard?

[5] I reviewed some of this research in a previous column.

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Diversity, Equity, and Inclusion: Where Do SIOP Members Stand? Evidence From the 2019 SIOP Salary Survey

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Diversity, equity, and inclusion (DEI) have received growing interest among I-O psychologists and HR practitioners for various reasons. First, there is a business case for promoting DEI in organizations, including increased innovation, employee engagement, and profits (Bourke et al., 2017). Second, advancing DEI is the right thing to do under the social justice case as organizations move beyond legal compliance to avoid discrimination. However, SIOP members may wonder how SIOP itself compares on DEI issues. Using the 2019 SIOP Salary Survey data, we highlight how far SIOP has come to increase gender representation and identify how to achieve racial diversity and pay equity along gender and racial lines.

The structure of this article is divided into three studies examining the 2019 survey data. First, we quantified the gender pay gap among SIOP members and examined various predictors of the gender pay gap, including employer type, education, experience, and job title. Second, we examined the possibility of a double jeopardy effect of gender and ethnicity among SIOP members and the benefit of obtaining a professional license and/or certification on pay. Finally, we explored teleworking and the extent to which gender and racial inequality existed in teleworking among SIOP members.

Our analyses utilized data from the SIOP Salary Survey conducted in 2019, which asked SIOP members about their income in 2018. An email invitation was sent to all SIOP members (i.e., no Student Affiliates) with active email addresses. Of the 4,362 invitations sent, there were 1,605 respondents (a 36.8% response rate). After cleaning the data and limiting the sample to full-time employees, the final sample was 1,403 participants. The sample was evenly split in terms of gender (52% female), the majority identified as White (80.9%), and the average age was 42.25 years (*SD* = 11.28).[1]

Study 1: Are We Closing the Gap? Current State of the Gender Pay Gap With SIOP Members

Women have made significant strides in education, work experience, and representation across occupations to improve gender equality in the workplace, dramatically narrowing the gender pay gap over time (Blau & Khan, 2016). For example, women earned 85% of what men earned in 2018, compared to 64% in 1980 (Graf et al., 2019). The 2016 SIOP Salary Survey results observed a gender pay gap of 89.7%, suggesting that the pay gap within our field was continuing to close compared to prior SIOP salary surveys (Richard et al., 2018). Based on trends from prior surveys, we expected that (a) the gender pay gap continued to narrow, with a higher female-to-male income ratio compared to years prior; (b) differences in

the pay gap continue to be significant; and (c) the lowest gender pay gaps would occur during early career and at lower level job titles compared to later career and higher level job titles. We examined several predictors of the gender pay gap, including education, experience, and employer type, to compare with the 2016 Salary Survey results (see Richard et al., 2018).

For the first time in the history of the SIOP salary survey, women surpassed men in representation, with 711 selecting female (52%, coded as 1) and 658 selecting male (48%, coded as 0). Contrary to trends in recent years, the gender pay gap widened compared to prior administrations, with a female-to-male base income ratio of 86.8%. This pay gap was significant (t = 6.19, df = 1,367, p < .01), and percentile breakdowns showed female-to-male income ratios ranging from 78.5% to 89.6% (Table 1).[2] Income disparities were lowest at the 10th and 25th percentiles with the highest income disparities at the 90th percentile. This trend had also been found in the 2016 Salary Survey; however, at that time, the average female income for the 10th percentile was higher than the male income, which was not the case in the 2019 Salary Survey. The differences across all percentiles were much higher than previously, suggesting the gender pay gap is widening both across the board and within percentile bands.

Table 1

Study 1: Descriptive Statistics and T-Tests by Gender

	Female			Male				
	N	Median	Mean (*SD*)	*N*	Median	Mean (*SD*)	Female to male median income ratio	*t*-test (*df*) of female vs. male mean
Base income	711	108,500	120,322 (59,575)	658	125,000	147,540 (105,055)	86.8%	6.19** (1367)
Base income percentiles:								
90th		190,800			243,000		78.5%	
75th		144,000			170,000		84.7%	
50th		108,500			125,000		86.8%	
25th		81,500			90,916		89.6%	
10th		61,360			70,000		87.7%	

** p < .01.

Next, we examined variables that might impact the current gender pay gap, including education level, experience, and employer type.[3] Women earned less than men whether they held master's degrees (t = 2.40, df =276, p < .05) or doctorates (t = 5.03, df =1053, p < .01; Table 2). However, this gap was slightly smaller for master's degree holders (93.5% vs. 91.9%). Contrary to our expectations, the gender pay gap was not smaller in early career, and female-to-male income ratios fluctuated over the years with the pay disparity disappearing closer to midcareer at 10–14 years but re-emerging and widening for respondents with more experience (Table 3 and Figure 1).

Table 2

Study 1: Descriptive Statistics and T-Tests for Gender Across Educational Levels

	Female			Male				
Education	*N*	Median	Mean (*SD*)	*N*	Median	Mean (*SD*)	Female to male median income ratio	*t*-test (*df*) of female vs. male mean
Master's degree	172	85,088	92,388 (38,891)	106	91,000	108,868 (59,186)	93.5%	2.40** (276)
Doctorate	525	119,409	129,815 (62,482)	530	130,000	156,243 (109,129)	91.9%	5.03** (1053)

Note. Results for the ABD/working on doctorate category are not shown due to small sample size.
** $p < .01$.

Table 3

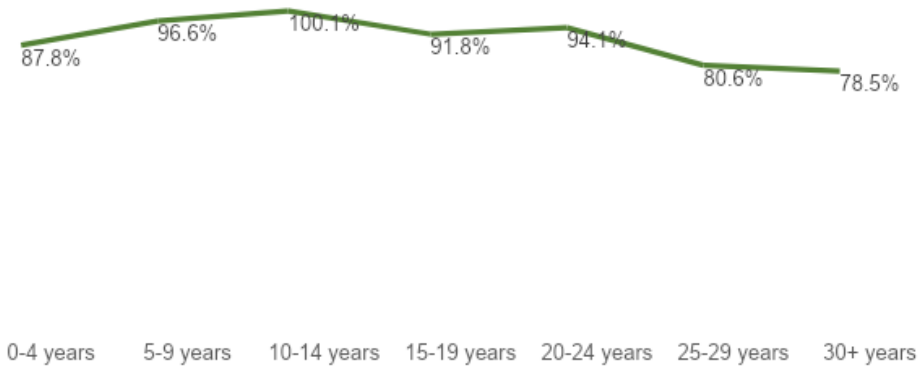
Study 1: Descriptive Statistics and T-Tests for Gender Across Experience

	Female			Male				
Experience range	*N*	Median	Mean (*SD*)	*N*	Median	Mean (*SD*)	Female to male median income ratio	*t*-test (*df*) of female vs. male mean
0-4	212	81,000	86,642 (36,819)	150	92,250	97,939 (43,355)	87.8%	2.51* (360)
5-9	169	107,500	115,966 (48,154)	116	111,250	122,711 (56,989)	96.6%	.96 (283)
10-14	94	129,200	135,141 (51,129)	87	128,000	136,929 (49,716)	100.1%	.39 (179)
15-19	70	135,000	145,983 (59,385)	75	147,000	162,449 (68,737)	91.8%	1.73† (143)
20-24	51	144,000	163,028 (76,272)	65	153,000	206,226 (184,840)	94.1%	1.36 (114)
25-29	28	150,000	157,408 (53,207)	35	186,000	231,044 (180,164)	80.6%	2.06* (61)
30+	32	128,500	152,489 (82,405)	70	163,600	200,554 (130,168)	78.5%	2.39* (100)

† $p < .10$; * $p < .05$.

Figure 1

SIOP Salary Survey Gender Female-to-Male Income Ratios by Experience



An examination of employer type (Table 4) found similar trends to the previous survey in that government and not-for-profit organizations had the lowest gender pay gaps (99.1% and 91.7% female-to-male income ratios, respectively), and private sector and university/collegiate institutions had higher pay gaps (82.7% and 83.3% female-to-male income ratios, respectively).

Table 4

Study 1: Descriptive Statistics and T-Tests for Gender Across Employer Type

	Female			Male				
Employer type	*N*	Median	Mean (*SD*)	*N*	Median	Mean (*SD*)	Female to male median income ratio	*t*-test (*df*) of female vs. male mean
Government	56	106,034	110,208 (36,878)	49	107,000	109,595 (36,204)	99.1%	-.03 (103)
Not-for-profit organization	51	105,414	105,715 (44,359)	39	115,000	137,695 (71,751)	91.7%	2.54* (88)
Private sector, for-profit organization	366	112,500	126,462 (63,191)	318	136,000	165,058 (131,748)	82.7%	5.30** (682)
University or college	233	100,000	115,374 (58,318)	248	120,000	133,781 (70,327)	83.3%	3.18** (479)

* $p < .05$; ** $p < .01$.

Last, hierarchical regression was used to test the effects of the education and experience variables on the gender pay gap. In Step 1 ($R^2 = .25$, $p < .01$), base income was significantly predicted by years of experience ($\beta = .42$, $p < .01$) and education ($\beta = .21$, $p < .01$). The addition of gender in Step 2 was also significant ($\beta = -.08$, $p < .01$; $\Delta R^2 = .01$, $p < .01$), indicating that the gender wage gap persisted even when controlling for education and experience.

In sum, pay inequities remain despite gender representation among SIOP membership rapidly growing in recent decades. Common assumptions about the causes of the gender wage gap are that women face a compensation penalty by leaving the workplace to care for children (Sigle-Rushton & Waldfogel, 2007) or that women are less likely to negotiate their salaries (Babcock & Laschever, 2009). However, follow-up analyses found no significant gender differences in salary negotiation. Indeed, other situational factors may explain the wage gap, such as women facing more work interruptions, shorter hours, or dual career issues such as sacrificing their career advancement for a partner's career (Blau & Kahn, 2016). Further examination of these and other factors in the context of I-O psychology-related careers is needed to identify patterns regarding factors contributing towards the persistent pay gap in our field. In the next study of the 2019 Salary Survey we examine whether licensing and certification ameliorate wage gaps based on gender as well as race.

Study 2: Will Getting a Professional License and/or Certification Overcome Pay Inequity?

As noted in Study 1, the gender wage gap persists nearly 6 decades after the Equal Pay Act was passed. Moreover, women who are minorities are doubly disadvantaged, according to the double jeopardy hypothesis (Bradley & Healy, 2008). In 2018 U.S. income data, Black women, Native American women, and Latinas earned $0.62, $0.57, and $0.54, respectively, for every dollar a White man made (Connley, 2020).

Whether possessing a professional certification or license can help close these pay gaps is an important question. Of the many available human resources (HR) certifications, the two most popular sponsored by the Society for Human Resource Management (SHRM) are the SHRM-Certified Professional (SHRM-CP) and SHRM-Senior Certified Professional (SHRM-SCP) certifications. The two most popular sponsored by the Human Resource Certification Institute (HRCI) are the Professional in Human Resources (PHR) and Senior Professional in Human Resources (SPHR) certifications. Hundreds of thousands of people have obtained these certifications as of January 2019 (HR Certification Institute, 2019). Despite the growing importance of HR certification as a legitimate credential for those in I-O psychology and HRM professions, there lacks empirical evidence justifying the value of HR certification (Lengnick-Hall & Aguinis, 2012).

Licensing for I-O psychologists is a controversial topic. Although not mandated to practice I-O psychology, proponents view licensure as lending legitimacy to the profession. In addition, licensing provides curriculum standardization in I-O psychology. Critics of licensing argue that licensing is likely unenforceable and that such a requirement may suppress free competition in the marketplace. In addition, the lack of data justifying that licensing protects the public from harm caused by nonlicensed I-O psychologists explains the slow growth in I-O psychology licensing relative to HR certification (Latham, 2017).

In this set of analyses, we examine whether obtaining an HR certification and/or professional license can help to overcome pay inequity based on the double jeopardy hypothesis (Bradley & Healy, 2008). Human capital theory states that employees' knowledge, skills, and abilities contribute to the firm's profit (Becker, 1964). Obtaining a professional license and/or certification requires an investment of time and money that should generate a positive return on investment based on this theory. However, compared to obtaining a required occupational license (e.g., certified public accountant), obtaining an I-O-relevant certification is voluntary and, therefore, may not guarantee a positive return on investment. Thus, we expect pay inequity by sex and race to persist even after obtaining a certification and/or license.

Table 5 shows the mean effect size of pay differences by sex and race.[4] Of the 4 racial subgroups examined in this research, the White–Black difference was the largest (d = .37), followed by White–Asian (d =.28), and White–Hispanic (d = .10), all favoring White participants. The effect size magnitude was simi-

lar for base pay and total pay. Additionally, Asian women earned the least base pay and total pay, followed by Black women, Hispanic women, and White women (Figure 2).

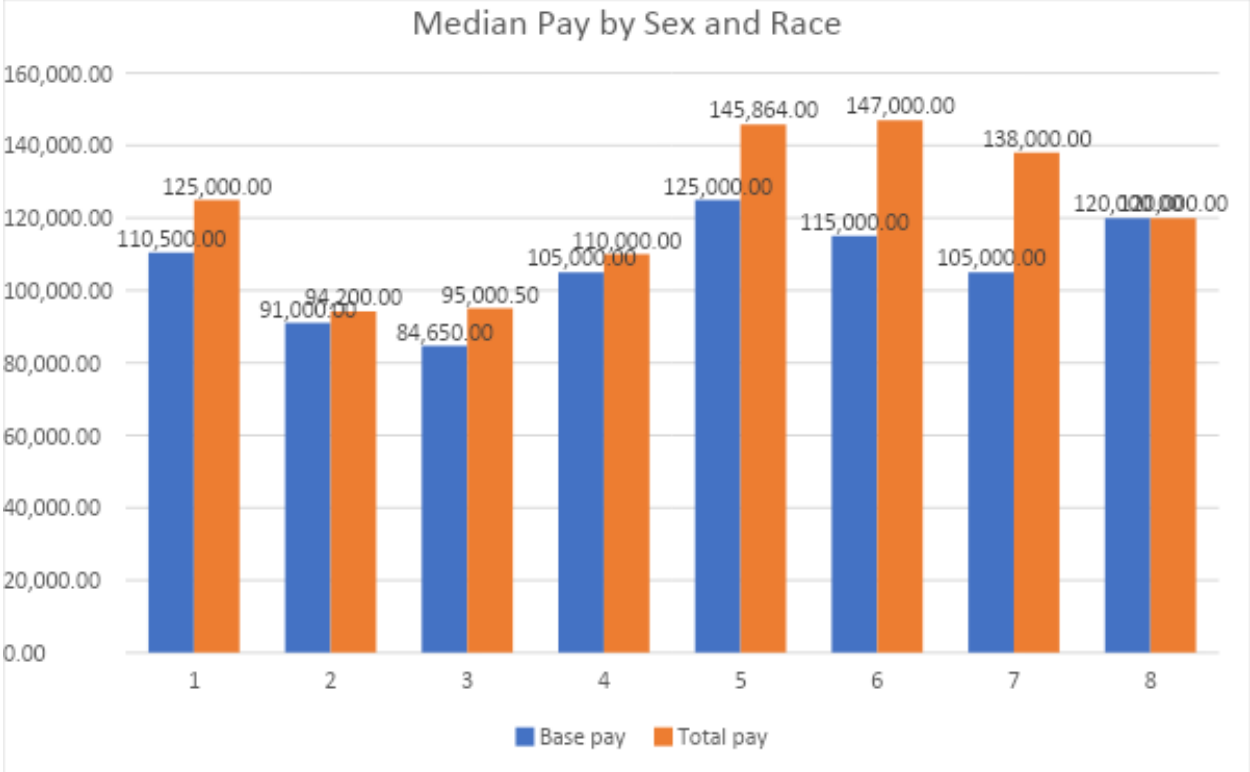
Table 5

Study 2: Effect Size of Sex and Race Differences in Pay

Base pay	Median (USD $)	Std	*N*	Cohen's *d*
Male	125,000	107,497	619	
Female	109,900	67,678	660	Male–Female = .17
White	120,000	88,391	1,131	
Black	92,000	62,204	35	White–Black = .37
Asian	92,640	106,561	77	White–Asian = .28
Hispanic	110,250	114,721	42	Hispanic–White = .10
Total pay				
Male	145,197	176,040	620	
Female	121,000	167,292	662	Male–Female = .14
White	136,000	148,021	1,133	
Black	97,000	94,591	35	White–Black = .31
Asian	102,750	110,315	77	White–Asian = .25
Hispanic	115,500	537,849	42	Hispanic–White = .05

Figure 2

Median Pay by Sex and Race



HR certification was positively associated with base pay (r = .09, p < .01) and total pay (r = .09, p <.01). HR certification was associated with a $14,000 increase in base pay and $11,000 increase in total pay after controlling for sex, race, place of employment, job experience and degree type (β = .13, t = 2.03, p < .05; β = .16 t = 1.95, p = .05, respectively).[5] No significant gain in base pay or total pay was found for obtaining a professional license after controlling for the above variables. Some gender and racial pay gaps persisted after controlling for job experience, degree type, employer type, and certification/professional license. Specifically, the White–Asian difference in total pay was d = .32, whereas the same effect size for base pay was d = .31, favoring White participants. Hispanic–White difference in total pay was d = .34, favoring Hispanic participants. All other racial subgroup differences in pay (e.g., Black–White) became nonsignificant after controlling for the above variables.

Our results suggest that HR certification can help to reduce the pay inequity among SIOP members, but gaps persist even after obtaining a professional license and/or HR certification. Despite recent gains in female representation within SIOP, these findings are disconcerting and worthy of future research. In our final study, we examine whether telework affects the pay inequities documented in our first two studies.

Study 3: Exploring the Nature of Telework in SIOP Members

The term "telework" includes any work arrangement where one conducts work outside of their organization's primary physical location (Biron & van Veldhoven, 2016). Facilitated by technological developments, 51 million (32%) employed Americans teleworked in some capacity in 2019 (U.S. Department of Commerce, 2020). The onset of the COVID-19 pandemic in early 2020 exponentially increased the number of employees teleworking. In the first 2 months of the pandemic in the US, the percentage of employed Americans teleworking nearly doubled to 62%, the majority (59%) of whom indicated they preferred to continue teleworking once pandemic restrictions are lifted (Brenan, 2020). Though the present research explores data collected prior to the COVID-19 pandemic, our findings are even more relevant in today's increasingly virtual world.

Teleworkers experience benefits such as increased autonomy, job satisfaction, job performance, and supervisor relationship quality (Gajendran & Harrison, 2007; Gajendran et al., 2015). Organizations experience multiple benefits of telework including increased employee performance and productivity, increased recruiting appeal and retention, and real estate cost savings (Khanna & New, 2008; SHRM, 2010). Yet, extant research suggests that demographic variables such as gender and race impact one's experiences in both the traditional physical workplace (e.g., Kabat-Farr & Cortina, 2012) and the remote workplace. For example, women and men may experience different benefits from teleworking (Sullivan & Lewis, 2001), and significant racial disparities exist in rates of telework (U.S. Department of Commerce, 2020). We explore the nature of telework and potential differences in telework regarding gender and race based on the 2019 SIOP Salary Survey data.

Of the sample, 40.4% worked remotely to some degree.[6] Those that teleworked spent an average of 68.39% of their week teleworking (SD = 31.63%). Teleworkers worked 45.39 hours per week on average (SD = 7.50), which was not significantly different from non-teleworkers (M = 45.34, SD = 7.10; t(1350) = -0.14, p = .45). The majority of teleworking SIOP members worked in the private sector (58.8%), followed by those in academia (29.5%). The majority of teleworkers had one or more children (56.9%).

Regarding gender and telework, more women worked remotely compared to men (M_{women} = 0.44, M_{men} = 0.37, t(1350) = -2.75, p < .001). The interaction of gender by telework did not significantly predict base income (β = -1750.58, p = .445). There was not a significant difference regarding the likelihood of tele-

working by race (M_{white} = 0.41, $M_{non\text{-}white}$ = 0.40, t(1347) = .45, p = .347). Additionally, the interaction of race by telework did not significantly predict base income (β = -1978.94, p = .394). Thus, teleworking does not appear to exacerbate or attenuate pay inequities in our sample of SIOP members.

Future SIOP salary surveys should collect additional telework data, such as whether telework is optional or a non-negotiable aspect of one's job. This would allow us to examine Straw's (1989) equality dimensions of *equal access* (equal opportunity to telework), *equal chance* (everyone teleworking is treated the same way), and *equal share* (equal representation regarding who is teleworking). More nuanced data would afford the opportunity to examine potential gender or racial differences regarding who can telework, the degree of equality in the treatment of teleworkers, and representation among gender and racial groups.

Conclusion

This research addressed three aspects of DEI within the 2019 SIOP Salary Survey. First, we examined the persistent gender pay gap among SIOP members. Compared to the 2016 results, the gender pay gap widened slightly in 2019. Results were consistent with research showing that the gender pay gap narrows during the initial years of women's careers and widens with progressing years of experience (Leaker, 2008; Meara et al., 2017).

Second, we examined the possibility of a double jeopardy effect of gender and race/ethnicity among SIOP members. We found pay inequities in terms of race, favoring White participants, and these disparities were further exacerbated by gender. Additionally, we found that obtaining a HR certification and/or professional license was associated with an income gain among SIOP members but that gender and racial pay gaps persisted.

Finally, we explored teleworking among SIOP members and the extent to which gender and racial inequality existed in teleworking. Approximately 40% of surveyed members reported teleworking in 2018. We did not observe any racial differences among White and non-White SIOP members regarding teleworking access, but women were found to telework more than men. However, these differences did not translate into differences in base pay.

Certain limitations in the current research are worth noting. The small number of individuals who identified as a racial minority limited our analyses such that we had to group racial categories. This is consistent with the lack of racial diversity reported by SIOP, as only ~16% of SIOP members self-report as non-White (SIOP, 2019), reflecting a larger issue our profession must tackle regarding representation of individuals from diverse backgrounds. Additionally, these data were collected prior to COVID-19, highlighting the need for future research to examine these issues during and eventually after the pandemic. Notably, 80% of employees who have left the workforce during the pandemic are women (U.S. Department of Labor, Bureau of Labor Statistics, 2020). Of the women that left the workforce, 38% were Latina and 7% were Black, providing a snapshot into the potential gender and racial disparities occurring more broadly.

Altogether, our findings suggest that despite our field's interest in DEI, SIOP members are not immune to pay inequities based on gender and race. Although other factors certainly influence or ameliorate these inequities (e.g., educational level, experience, employer type, certification and/or licensure), the gaps tended to persist in our sample even when controlling for such factors. Clearly, work remains to be done within our profession to achieve SIOP's goals of promoting worker well-being.

Notes

[1] Analyses revealed that this sample closely mirrors the characteristics of SIOP membership as a whole (see the full 2019 SIOP Salary Survey Report for more details: https://www.siop.org/Portals/84/PDFs/Surveys/SIOP_TI_Income-and-Employment_Report.pdf?ver=2020-09-22-152339-387)

[2] Due to skew in the base pay data, a natural logarithmic transformation was conducted to normalize this variable.

[3] Education level was coded as 0 for a master's degree (in any area), 1 for ABD or working on a doctorate, and 2 for a doctorate (in any area). Years of experience was computed based on years since earning highest degree. Employer type included government, not-for-profit, private sector for-profit, and university or college. To help preserve respondent anonymity, analyses with sample sizes < 20 per cell are not reported.

[4] Due to the small sample of some racial subgroups, we combined participants who identified as Indian Asian, Chinese, and other Asian origins into the larger Asian group (*N*=78). The remaining groups are White (*N* = 1,133); Black (*N* = 35), and Hispanic (*N* = 42). In terms of sex, the final sample included 712 females and 658 males. Due to skewness of base pay and total pay data, a natural logarithmic transformation was conducted to normalize these two variables.

[5] We obtained the same results when conducting these analyses after removing the highest and lowest values of base pay and total pay.

[6] 41% of this sample did not report race. Due to low numbers of participants in many race categories, race was dichotomized into White or non-White. Telework was also dichotomized, such that if participants indicated they teleworked in any capacity during their regular workweek, they were coded as teleworking.

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SIOP in Washington: Advocating for I-O in Federal Public Policy

Alex Alonso and Jack T. Goodman

Since July 2013, SIOP and Lewis-Burke Associates LLC have collaborated to make I-O science and research accessible to federal and congressional policy makers. SIOP has embedded a foundational government relations infrastructure within the organization, enabling SIOP to develop an authoritative voice as a stakeholder in science policy in Washington, DC and to promote SIOP as a vital resource for evidence-based decision making.

SIOP Hosts Federal Workforce Briefing for Policymakers

SIOP hosted a briefing May 20 on "Rebuilding the Federal Workforce" for congressional staff, agency officials, and other external stakeholders. During the briefing, a panel of I-O psychologists spoke on research findings around improving onboarding, increasing diversity and inclusion, and enabling better work–life balance. Inspired by recent attrition in the federal workforce, the briefing also addressed workplace changes due to COVID-19, the national movement to address race and equity, a changing presidential administration, and other recent events that have impacted workers and workplaces. The panel of experts fielded questions from the moderator and audience members on creating efficient and equitable onboarding processes, incorporating and training on new technologies, providing opportunities for professional development and promotion, supporting women in the workplace, and other topics facing policymakers. SIOP has continued to engage with Congress and other stakeholders on federal workforce topics as a follow-up to the briefing.

The panel was composed of **Tammy Allen, Talya Bauer,** and **Derek Avery,** and was moderated by Alex Alonso. The briefing also featured opening remarks from SIOP President **Steven Rogelberg** and Senator Gary Peters (D-MI), chairman of the Senate Homeland Security and Governmental Affairs Committee. A full video of the briefing is available here.

SIOP Joins NSF Advocacy Day, Congress Advances Funding Bills

The annual appropriations process to determine federal agency funding for the next fiscal year is in full swing, and SIOP has continued to advocate for robust funding increases to the National Science Foundation (NSF) and for social science research. SIOP joined the Coalition for National Science Funding (CNSF) to participate in the annual CNSF Advocacy Day, a coordinated day of meetings with congressional stakeholders to discuss the importance of federally funded research and to provide examples of research successes. Tammy Allen participated in meetings with staff in the offices of Reps. Charlie Crist (D-FL), Scott Franklin (R-FL), and Kathy Castor (D-FL), where she spoke about her NSF-funded research projects and encouraged the staff members to support robust NSF funding in both the annual appropriations process and the ongoing NSF reauthorization process.

Meanwhile, the Biden administration and Congress have continued to move forward with allocating and finalizing funding levels for federal agencies in fiscal year (FY) 2022. The Biden administration released its first budget request to Congress, which suggested that Congress provide $10.17 billion for NSF in FY 2022, a $1.66 billion or 19.8% increase over current levels. The budget request also stated that within this increase, NSF intended to provide a 13.3% increase for social, behavioral, and economic sciences (SBE). Shortly after, the U.S. House of Representatives released and advanced out of committee its FY 2022 annual funding bills, which would provide over $9.6 billion to NSF in FY 2022, an increase of $1.15

billion or 13.5% over current funding levels but $535 million shy of the Biden administration's request. Although Congress does not break out specific funding amounts for most individual directorates, the accompanying bill report reinforces support for SBE and notes the importance of this research. Final NSF funding levels are not likely to be determined until this fall or later, following negotiations between the House and Senate.

SIOP Policing Initiatives Meets With National Academies Staff

The SIOP Policing Initiative met with staff of the National Academies of Science, Engineering, and Medicine's (NASEM) Law and Justice Committee. During this meeting, the Policing Initiative gave an overview of I-O psychology, spoke with the committee staff about their upcoming reports on policing, and shared SIOP's interests in policing reform. The Policing Initiative also discussed the Societal Experts Action Network (SEAN) and NASEM's upcoming studies on the effects of COVID on work and family. At the request of NASEM staff, SIOP provided NASEM with a list of I-O experts in policing and of SIOP members with published research on the impact of COVID-19 on work and family life. SIOP will continue to engage with NASEM when appropriate and enable SIOP members to serve as a resource to the National Academies going forward.

New Policy Newsletter

Lewis-Burke and GREAT have partnered to launch the *Washington InfO*, a new monthly newsletter to provide SIOP members updates on pressing federal news of interest to the I-O community, including updates on emerging workforce/workplace policies and funding opportunities. For questions regarding SIOP advocacy or to subscribe to the newsletter, please feel free to contact SIOP's GREAT Chair Alex Alonso at alexander.alonso@shrm.org or Jack Goodman at jack@lewis-burke.com

Foundation Spotlight: AI in the Workplace

Milt Hakel

The SIOP Foundation Trustees have been thinking about how to work smarter within the Foundation in particular and the world of SIOP and I-O praxis in general. Praxis is the key, and it is what makes I-O unique: We value application and science equally without giving greater status to either.

To date, the SIOP Foundation has supported R&D about the human impacts, benefits, and costs of artificial intelligence technologies in several ways. The Foundation's Horizon Forum has identified a number of issues that are key to CHROs and could be better informed by our research. See https://www.siop.org/Foundation. All four finalists in the 2020 Visionary Grant competition proposed projects investigating human facets of AI, and all of the nine funded Anti-Racism Grants are investigating systemic and algorithmic biases as focal issues.

As we look to the future, we believe the introduction of artificial intelligence into HR practices demands the attention of I-O psychologists. The SIOP Foundation has convened a working committee to discuss and refine a statement about the "**use of AI technologies in the workplace.**" Artificial intelligence is a gigantic wave surging through the world of work, and we want to ensure that the I-O profession helps shape the ways in which business and industry integrate AI into their practices.

Through the AI in the Workplace Ad Hoc Committee, we expect to develop a strategy for generating funds for supporting research into AI and the identification of best practices so that leaders have evidence-based findings that combine the best of theory and practice to guide them.

The committee began its work in July. We discussed several applications of AI, including employee selection, job analysis, training, and employee surveys. All are important, and we will be addressing each of these topics quickly. To do so, we created four separate work groups, one for each topic. Each group will begin by defining the current state of affairs regarding the use of AI, providing initial answers to questions such as these:

- How is AI being used in this field?
- Are there processes that are labeled AI that we believe are off base?
- What data are used as input?
- What data should be included, and which are generally unreliable, intrusive, unethical, or otherwise off-limits?
- What technological tools and methods are used in the applications in this field?
- What concerns do we have regarding these tools and the methodology used to develop them?
- What is happening on the legal front in the form of laws, policies, and proclamations?
- What is our view of this emerging legislation?
- What research and practice questions do we as I-O psychologists have?
- What tools or documents will be useful in informing I-O psychologists, members of the legal profession, HR, and other members of the public?
- What would be effective next steps?
- What is a rough time line for next steps?
- Who else should be included in the next steps (e.g., software engineers, IT professionals, media production houses, statisticians, legal and regulatory authorities, HR)?

Moving I-O Ahead

The SIOP Foundation's mission is to connect donors with I-O professionals to create smarter workplaces. We need you to volunteer to assist us in addressing the challenges posed by AI technologies—let us know about your interest via email, or text or call me at the number below.

Another way to move I-O ahead is to contribute now: The Visionary Circle seeks contributions of $1,000 and larger to fund the second $100,000 Visionary Grant, to be awarded during the 2022 SIOP Conference–contribute at https://www.siop.org/Foundation/Visionary-Circle/Make-a-Pledge.

The world of work needs I-O informed evidence-based praxis as never before.

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SIOP Award Winners: Meet Deirdre J. Knapp 2021 Distinguished Service Contributions Award Winner

Liberty J. Munson

As part of our ongoing series to provide visibility into what it takes to earn a SIOP award or grant, we highlight a diverse class of award winners in each edition of *TIP*. We hope that this insight encourages you to consider applying for a SIOP award or grant because you are probably doing something amazing that can and should be recognized by your peers in I-O psychology!

This quarter, we are highlighting SIOP's 2021 Distinguished Service Contributions Award: **Deirdre Knapp.**

What award did you win?

I won SIOP's Distinguished Service Contributions Award for 2021. I was nominated for the award by one of my longtime colleagues at HumRRO, Dr. Cheryl Paullin.

Share a little bit about who you are and what you do.

I received my PhD in I-O psychology from Bowling Green State University. I've worked at the Human Resources Research Organization (HumRRO) for most of my career—almost 34 years now. Although I was a manager for 14 years and vice president for operations for 11 years, I continued to do project work throughout my time at HumRRO. In 2019 I returned to an individual-contributor role as a principal scientist. I'm edging my way to full retirement, but I enjoy my work so am not quite ready for that yet.

My work has primarily involved performance measurement, often for purposes of large-scale criterion-related validation efforts (particularly for the U.S. Army) and for various professional certification and licensure programs. Some of the more interesting technical challenges I've had have involved conducting job analysis work that forecasts evolving job requirements and/or supports selection of suitable (not just convenient) performance measurement strategies.

What do you think was key to you winning this award?

I started volunteering with SIOP and several other professional organizations early in my career. These early experiences showed me the value of professional service—for me, my employer, and to our profession—which reinforced my interest in continuing to serve in various capacities over the course of my career. So, starting early and keeping at it over time was one key to my winning this award. I think another key is that I have been a visible voice for I-O psychology in my service to other professional associations, most particularly APA. This is an effective strategy for broadening the reach and influence of I-O psychology, and I am grateful that SIOP leaders appreciate that by recognizing service outside of SIOP.

What's a fun fact about yourself?

After a lifetime of being a work-focused single person, I met the man of my dreams in my mid-50s. We learned to SCUBA dive for our honeymoon in 2015. Learning to dive presented a totally new kind of challenge for me, both mentally and physically. We've been able to practice our diving skills on some amazing vacations, including the Galapagos Islands, where we were lucky to be on the last voyage of our

cruise ship before borders closed down in March 2020 due to the pandemic. Not quite as exotic, but my husband and I are working on our ballroom dancing skills too.

What piece of advice would you give to someone new to I-O psychology?
Take opportunities where you find them, including learning from those around you whether or not they are I-O psychologists. Career planning is great but recognize that many of your opportunities to grow will be a result of fortunate breaks that simply come your way. Get involved in SIOP and other professional associations to help you create a network of colleagues who can help you develop professionally. Actively volunteering is a great way to develop that network and to gain organizational and leadership experiences that will likely improve your day job skills as well.

About the author:
Liberty Munson is currently the principal psychometrician of the Microsoft Technical Certification and Employability programs in the Worldwide Learning organization. She is responsible for ensuring the validity and reliability of Microsoft's certification and professional programs. Her passion is for finding innovative solutions to business challenges that balance the science of assessment design and development with the realities of budget, time, and schedule constraints. Most recently, she has been presenting on the future of testing and how technology can change the way we assess skills.

Liberty loves to bake, hike, backpack, and camp with her husband, Scott, and miniature schnauzer, Apex. If she's not at work, you'll find her enjoying the great outdoors or in her kitchen tweaking some recipe just to see what happens.

Her advice to someone new to I-O psychology?
Statistics, statistics, statistics—knowing data analytic techniques will open A LOT of doors in this field and beyond!

Where Science and Practice Meet: The Cutting Edge of Leadership Development

Karen B. Paul
3M, Chair of 2021 Leading Edge Consortium

Despite Covid, budget cuts, incredibly busy schedules, switching from in-person to a virtual format and a variety of other obstacles, the SIOP Leading Edge Consortium (LEC) Planning Committee set out to create a conference portraying the leading edge of leadership development.

If you have registered (or have taken one of our amazing workshops), then you realize how much the following people did to bring you this incredible event. A huge thank you to

- **Mike Benson**, General Mills
- **Allan H. Church**, Pepsico
- **Gordon (Gordy) Curphy**, Curphy Leadership Solutions
- **David V. Day**, Claremont McKenna College
- **Alexis Fink**, Facebook
- **Samantha Guerre**, 3M
- **Laura K. Mattimore**, Procter & Gamble
- **David B. Peterson**, 7 Paths Forward

2021 SIOP LEC Leading Edge: Leadership Development includes a fantastic array of thought leaders. Some of our corporate speakers include **Michael Arena**, vice president of Talent & Development at Amazon Web Services**; Adam Bryant**, managing director of Merryck & Company; **Karishma Patel Buford**, chief people officer for OppLoans**;** Allan H. Church, senior vice president, Global Talent Management, PepsiCo, Inc.; Gordon (Gordy) Curphy, managing partner, Curphy Leadership Solutions; **Peter Fasolo**, the CHRO of Johnson & Johnson; **Bob Lockett**, chief diversity and talent officer, ADP; Laura K. Mattimore, senior vice president, Human Resources, Global Talent, Procter & Gamble; **Elliott Masie,** president and CEO of the MASIE Center; and **Melissa Dawn Simkins**, CEO, Velvet Suite.

Those from academia include **Tomas Chamorro-Premuzic**, Harvard Business School; **Jay A. Conger**, Claremont McKenna College; **Rob Cross**, Babson College; David V. Day, Claremont McKenna College; **Jennifer Deal**, University of Southern California; **Amy Edmondson**, Harvard Business Schoo;, **Francesca Gino**, Harvard Business School; **Adam Gordon,** Aarhus University; **Stefanie K. Johnson**, University of Colorado Boulder; and **Alec Levenson**, University of Southern California. It would be hard to find this collection of heavy hitters in leadership development in any other forum.

We'd love for you to join us, so if you haven't yet, please register; please do! Go to https://www.siop.org/Leading-Edge-Consortium/Rates.

Leading Edge: Leadership Development

Virtual Conference Event: October 7–9, 2021 (Thur–Sat)
https://www.siop.org/Leading-Edge-Consortium

David Phillip Campbell

Born January 14, 1934 in Bridgewater, Iowa, the son of Gerald L. and Shirley Sullivan Campbell who preceded him in death. David graduated from Greenfield High, earned his BS and MS degrees from Iowa State University, and his PhD in psychology from University of Minnesota (UMN). In 1960, he joined the faculty at the UMN, rising to full professor in 8 years, a first for the university. He and his wife Phyllis Jenson Campbell had three sons, James (Jim), Charles (Chuck, who preceded him in death), and Andrew (Drew). In 1984, he married Jodi Kassover. In 1990, he married Rita Moore, and they adopted their daughter, Sondra. In 2001, while traveling in China, he met Katie Qu and her daughter, Sally. Katie and David married in 2013 and lived in Wichita, Kansas.

At the university, he coauthored the Strong-Campbell Interest Inventory, a widely used career counseling tool. On sabbatical in 1970, he and his family traveled through Europe and North Africa for a year of adventures and research, a family of five living in a Volkswagon van. In 1973, he was named a visiting fellow at the Center for Creative Leadership (CCL) in Greensboro, North Carolina, and stayed on after that year as a vice president. In 1981, he was appointed the first Smith Richardson Senior Fellow at CCL. In that role, he frequently traveled for speaking engagements and workshops in dozens of countries around the world. He served as an honorary research fellow at the University of London and a distinguished visiting professor at the U.S. Air Force Academy in Colorado Springs. He facilitated the development of the Colorado branch of CCL and moved there permanently in 1985. Under his guidance, CCL Colorado developed Leadership at the Peak, a leadership training program ranked #1 by the *Wall Street Journal.* He developed the Campbell Skills and Interest Survey, which became a widely used instrument for corporate career management.

David's honors include the E.K. Strong, Jr. Gold Medal for excellence in psychological testing research practices, an honorary doctorate from the University of Colorado, and the 2012 Lifetime Achievement Award from the American Society for Training and Development (ASTD). In 2007, he was named an Iowa State University Distinguished Alumni. He was a prolific author of books such as *If You Don't Know Where You're Going, You'll Probably End Up Somewhere Else*, research papers, columns, and letters.

For decades, David passionately searched the globe to assemble arguably the world's largest private postcard collection. He donated the nearly 300,000 card collection along with his papers to the Akron Museum of Psychology, where students use the postcards as a research resource. He enjoyed singing, playing competitive squash, word games, visiting with friends, and traveling.

David passed away Jan. 18, 2021 in Wichita, KS. He leaves his wife Katie Qu; children Jim (Susan Enfield), Drew (Divine Grace Caliao Campbell) and Sondra Campbell; stepdaughter Sally Jiang; sisters Sally Hanson and Sue Shepard; grandchildren Alec, Colin, Anderson, Charlotte and Skyler Campbell; ten nieces and nephews; colleagues and friends.

Published by *The Gazette* on Feb. 14, 2021.
https://obits.gazette.com/us/obituaries/gazette/name/david-campbell-obituary?pid=197766726

Charles J. de Wolff (1930–2021)

Charles J. de Wolff died June 24, 2021, at 91, and the world of work/industrial/organizational (WIO) psychology lost one of its most prominent contributors and organizers. He excelled in all three organizational ecologies in which WIO psychologists spend their careers.

He was born January 22, 1930 in Amsterdam during the global economic depression. Charles' father was a primary school teacher in an impoverished part of the city, but the family was able to avoid the worst poverty. In 1944–45, extreme food shortages and starvation became known as the "Hunger Winter," the most difficult time in his life.

Charles began studying psychology at Vrije Universiteit in 1947. The academic program was similar to what it had been before the war, with emphasis on philosophy. He completed his undergraduate studies in 1953.

In 1953 while still a student, Charles began employment in the Selection Department of the Dutch Navy, interviewing applicants and conducting validation studies. This led to study of methodology and statistics, training as a naval officer, and active duty, military, and civilian service investigating the range of issues for WIO psychologists. Conference attendance and publications resulted.

In 1961, Charles joined Dutch steel company Hoogovens while continuing his PhD studies. Projects focused on testing and selection, expanding into applicant attraction. Cooperative studies with other large employers and conference presentations and publication followed, most notably on workplace stress.

Charles was chair of the Netherlands Institute of Psychologists and professor at the University of Nijmegen, and conducted research on workplace stress. Workplace absences due to illness had increased enormously, and the number of persons on disability benefits in the Netherlands was approaching one million. This led to many research projects and consultation on public policy.

In 1974, I had the privilege of becoming the editor of *Personnel Psychology* and continuing a project initiated by previous Editor Rains Wallace. Rains invited Charles to write a review of industrial psychology in Europe. Charles secured a grant and chaired meetings of industrial psychologists from seven countries. One meeting was where a joint discussion session was held with Summit Group members. The review article (de Wolff and Shimmin, 1976) was published just ahead of a symposium at the APA Convention. Subsequently, de Wolff et al. (1981) edited *Conflicts and Contradictions: Work Psychology in Europe*.

In 1979, Charles was one of the founders of the European Network of Organizational Psychologists, an informal association of WIO psychologists.

From 1980 to 1990, Charles was secretary general/treasurer of the International Association of Applied Psychology, having served on its Executive Committee since 1971. Charles was a central figure in regularizing its publications contract, congresses, and finances during this period of rapid change.

In 1991, Charles was founding editor of the *European Work and Organizational Psychologist*.

Charles de Wolff was articulate, thoughtful, resourceful, energetic, and visionary. After his mandatory retirement in 1995 from the University of Nijmegen, he continued to serve, advise, and publish. Crucially, he always did what he had agreed he would do: sterling example, one entirely worthy of emulation.

Milton D. Hakel
Ohio Eminent Scholar and Professor of Psychology Emeritus
Bowling Green State University

References

De Wolff, C. J., & Shimmin, S. (1976). The psychology of work in Europe: A review of a profession. *Personnel Psychology*, *29*(2), 175–195.

De Wolff, C. J., Shimmin, S., & de Montmollin, M. (1981). *Conflicts and contradictions: Work psychology in Europe*. Hillsdale NJ: Erlbaum.

De Wolff, C. J. (2017). My "outstanding contributions to the advancement of psychology internationally." *IAAP Bulletin*, *29*(2), 8–32.

Edwin A. Fleishman

Dr. Edwin A. Fleishman, of Silver Spring, MD, passed away on Wednesday, February 17, 2021 at the age of 93. He is survived by his wife, Pauline Fleishman (nee Utman); sons, Jeffrey B. Fleishman and Alan R. (Tina) Fleishman; brother, Dr. Robert P. (Janet) Fleishman; and grandchildren, Sera Jane and Ariana Fleishman. He was predeceased by his parents, Sera and Harry Fleishman.

Dr. Edwin A. Fleishman was an American psychologist best known internationally for his work in the field of industrial and organizational psychology. He was born in New York City and grew up in Baltimore. A graduate of Baltimore City College High School in 1943, he completed his bachelor's degree at Loyola College in just 2 years in a special course because of World War II at age 18. After a year serving in the United States Navy, he received his master's degree in psychology at the University of Maryland and his PhD doctorate in 1951 from Ohio State University. He then took a position with the United States Air Force in San Antonio, Texas where he participated in the design of the cockpit in the first capsule of the Project Mercury Program. He also developed a program to increase the efficiency of motor skills for air force pilots.

Beginning In 1957, he was a professor at Yale University in the Department of Psychology and founded the Human Skills Research Laboratory there. He published a book titled, *Psychology and Human Performance*, which helped delineate which exercises were most effective in achieving physical fitness. Dr. Fleishman was the recipient of a Guggenheim Fellowship which allowed him to spend a year in Israel as a visiting professor at the Technion University. He also was invited to be a guest lecturer in England, China, and many other countries. In 1960, he was one of eight invited psychologists to visit the Soviet Union to learn about psychological developments in that country. He arrived just a few weeks after the United States U-2 reconnaissance aircraft was shot down over Russia. He was taken to see the U-2 close up, which he described as "a mind-boggling experience." He became a Distinguished Professor of Psychology at George Mason University in 1986 where he founded the Center for Behavioral and Cognitive Studies.

In addition to several textbooks, Dr. Fleishman was author of more than 250 journal articles and research reports. But above all, he was a wonderful husband, father, brother, grandfather, friend. A man of character. A man who loved deeply and was loved deeply in return.

Contributions in his memory may be sent to Central Scholarship Bureau, Sera & Harry Fleishman Scholarship Fund, 6 Park Center Court, Suite 211, Owings Mills, MD 21117.

Published by *The Baltimore Sun* from Feb. 19 to Feb. 20, 2021.
https://www.legacy.com/us/obituaries/baltimoresun/name/edwin-fleishman-obituary?pid=197795337

Frank Schmidt

Frank Schmidt, emeritus professor of management & entrepreneurship at the Tippie College of Business and one of the University of Iowa's most cited researchers, died suddenly of a heart attack on Saturday, Aug. 21. He was 77.

Schmidt's concepts of validity generalization (VG) and meta-analysis have had a tremendous impact on the applications of psychology, and he was a pioneer in the field of industrial and organizational psychology, the study of human behavior in the workplace. A prolific researcher, his work has been cited more than 76,000 times by other scholars in their work. His h-index, a measure of a scholar's influence, is 98, which puts him seventh among all University of Iowa-affiliated researchers.

Schmidt published more than 200 journal articles and book chapters with more than 100 of them in top-tier journals such as *Psychological Bulletin*, *Journal of Applied Psychology*, *Organizational Behavior and Human Decision Processes*, and *Personnel Psychology*.

"Frank was a legendary scholar, devoted mentor, and meticulous innovator of research methods," said Amy Kristof-Brown, dean of the Tippie College of Business. "His work with co-authors, which included many PhD students who became award winning scholars, shaped the field of meta-analysis across all disciplines."

Schmidt joined the college in 1984 as the Ralph L. Sheets Distinguished Professor and retired as the Gary C. Fethke Chair in Leadership in 2012. Born in Louisville, Kentucky, Schmidt graduated from Bellarmine University before earning his graduate degrees from Purdue University. He was a member of the faculty at Michigan State University and held a research position at the Personnel Research and Development Center at the U.S. Civil Service Commission for 11 years before joining the faculty at the University of Iowa.

Schmidt was a fellow of the American Psychological Association and Society for Industrial and Organizational Psychology (Division 14). He was president of Division 5 of the American Psychological Association (Division of Evaluation, Measurement, and Statistics). Highly honored for his work, a sampling of his awards includes the Dunnette Prize for Contributions to Individual Differences Research from the Society for Industrial and Organizational Psychology, the Ingram Olkin Award for contributions to meta-analysis methods from the Society for Research Synthesis Methods, and the Gold Medal Lifetime Achievement Award for Applications of Psychology from the American Psychological Foundation. He served on numerous editorial boards in his career including the *Academy of Management Journal*, *Journal of Applied Psychology*, *Human Resource Management Review*, and many others.

A full listing of his awards and editorial boards can be found online at http://frankschmidt.memorial/franks-impact/.

Source: The University of Iowa, Tippie College of Business, https://tippie.uiowa.edu/news/professor-emeritus-frank-schmidt-dies-77

Members in the Media

Amber Stark
Marketing and Communications Manager

Awareness of I-O psychology has been on the rise thanks to articles written by and/or featuring our SIOP members. These are member media mentions found from June 7, 2021, through September 5, 2021. We scan the media on a regular basis but sometimes articles fall through our net. If we've missed your or a colleague's media mention, please email them to astark@siop.org. We share them on our social media and in this column, which you can use to find potential collaborators, spark ideas for research, and keep up with your fellow I-O practitioners.

The Workplace Postpandemic

Robin Rosenberg on the hybrid work model coming our way: https://talentculture.com/hybrid-model-coming-our-way/

Cathleen Swody on the lines between work and home: https://www.msn.com/en-us/health/wellness/burned-out-try-lill%C3%B6rdag-the-swedish-custom-of-little-saturday/ar-AALTc8l

Kimberly Acree Adams on how to effectively support working parents during a crisis: https://www.journalofaccountancy.com/issues/2021/aug/how-to-effectively-support-working-parents.html

Larry Martinez on workplace incivility: https://www.kgw.com/article/news/local/psu-study-pinpoints-workplace-incivility-which-is-rising-during-the-pandemic/283-0eff2441-1df5-4778-9f32-9e5250ad4a5e

Sayeed Islam on returning to the office post-COVID: https://www.newsday.com/business/coronavirus/office-reopen-pandemic-safety-masks-1.50288177

Adam Bandelli on if it's OK to ask your coworkers if they're vaccinated: https://www.aarp.org/work/working-at-50-plus/info-2021/asking-coworkers-vaccine-status.html?intcmp=AE-WOR-BB

Sunni Lampasso on five things you need to be a highly effective leader during turbulent times: https://medium.com/authority-magazine/dr-sunni-lampasso-of-shaping-success-five-things-you-need-to-be-a-highly-effective-leader-during-85778b4c4d5

Diversity, Equity, and Inclusion

Christiane Spitzmueller on how to get more diversity in job-applicant pools: https://www.diversityinc.com/new-study-reveals-diversity-slate-of-job-applicants-increases-by-118-when-women-or-poc-oversee-hiring-and-recruitment/

Tunji Oki on diversity hiring and talent acquisition:
https://open.spotify.com/episode/7GodBD8TgJpFM0s1BjHe3R

Tunji Oki on inclusion and allyship:
https://open.spotify.com/episode/5Go8jvOKXcSYDVlhmtXRXx?fbclid=IwAR24NIlhdboIamZjgIyuVEqgTC1hjp5cryc-lRbX619vMEBZ7lEuqsOkREU

Traci Sitzmann and **Elizabeth Campbell** on whether religion could be fueling the gender pay gap:
https://www.forbes.com/sites/jennicawebster/2021/08/05/could-religion-be-fueling-the-gender-pay-gap/?sh=795ed9dc2e21

Miscellaneous Workplace Topics

Kevin Kniffin on the benefits of employees eating together at work: https://www.wired.com/story/how-humans-think-when-they-think-group/

Kecia Thomas on imposter syndrome in the workplace: https://hbr.org/2021/07/end-imposter-syndrome-in-your-workplace

Cathleen Swody and **Cort Rudolph** with tips to make your commute less terrible:
https://www.seattletimes.com/explore/careers/dreading-a-return-to-your-commute-these-tips-might-make-it-less-terrible/

Lisa Barrington on how automation changes the employee experience:
https://www.cmswire.com/employee-experience/the-impact-of-automation-on-employee-experience/

Careers/Career Planning/Mentoring

Adam Grant on the rarest type of employee and why psychologists say they outperform everyone else:
https://www.nbcconnecticut.com/news/business/money-report/there-are-3-types-of-employees-heres-the-rarest-one-and-why-psychologists-say-theyre-the-most-successful-and-smartest/2510189/

Sunni Lampasso on the five things you need to create a highly successful career as a life or business coach: https://medium.com/authority-magazine/dr-sunni-lampasso-of-shaping-success-five-things-you-need-to-create-a-highly-successful-career-as-37d726c0098a

Bill Berman on how important it is to have mentors throughout your life:
https://thriveglobal.com/stories/bill-berman-i-wish-someone-had-told-me-how-important-it-is-to-have-mentors-throughout-your-life/

Neil Morelli on how to manage toxic emotions that hold you back from changing careers:
https://www.fastcompany.com/90669649/how-to-manage-toxic-emotions-that-hold-you-back-from-changing-careers

Testing and Assessment

Fred Oswald on personality tests: https://www.apa.org/research/action/speaking-of-psychology/personality-tests

Membership Milestones

Jayne Tegge
Member Engagement Manager

Please welcome the newest members of the Sterling Circle, members of SIOP for 25 years!

Gary Allen
Scott Bedwell
Andra Brooks
Julie Cincotta
Richard Cober
Kelly Dages
Paul DeKoekkoek
James Diefendorff
Steven Fehr
Kenneth Graham
Joseph Greenberg
Lynn Harland
Michael Hudy
Sylvia Hysong
Jeffrey Jolton
Dawn Lambert
Michael Lindemann
Kathleen Mosier
Casey Mulqueen
Jason Myers
Leissa Nelson
Noelle Newhouse
Scott Oppler
Kevin Plamondon
Eduardo Rodela
Robert Satterwhite
Kelley Slack

Please welcome these new professional members of SIOP.

Allen Abbott
Teresa Aires
Mary Amundson
Mikhail Attong
Katherine Barteck
Stacey Boyle
Jenisa Caban
Jessica Carre
Nicola Cary
Cynthia Cole
Beth Corcoran
Anna Dawson
Veronica De Leon
Monica Dittfurth
Laurie Drake
Jon Feil
Patrick Flynn
Nahanni Freeman
Gilbert Fugitt
Juan-Maria Gallego-Toledo
Erin Greilick
Christine Haskell
Jerrilyn Henderson
Annika Hillebrandt
Reba Holley
Tabitha Hubbling
Britta Ingwersen
Kirsten Kirchofer
Danielle Klarman
Renee Lutz
Rachel Makai
Kimberly McCann
Kristen McSweeney
Adiza Musah
Joshua Musicante
Winnie Nagle
Wai Hung Thomas Ng
Eduardo Ortega
Edgar Papke
Samantha Parnham
Stephanie Perrone
Jeremy Pike
Chris Sablynski
Ishmeet Sethi
Hayley Skulborstad
Brandon Smith
Ben Smytheman
Kathryn Solook
Swati Srivastava
Elizabeth Stevens
Laura Stokes
Dee Strbiak
Parker Thomas
Michelle Truesdale
Joseph Ungemah
Jose Valentin
Sandra VelezCandelario
Alan Whitehead
Lissa Williams
Katria Williams
Les Wright
Leila Zaghloul-Daly
Jin-long Zhu
Richard Zonderman

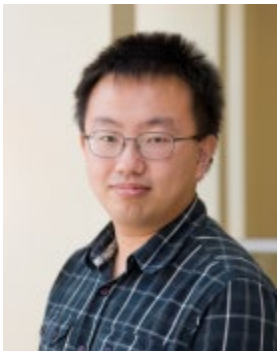
I love SIOP because it helps me feel connected to others in this amazing, challenging field! I also love the opportunity to give back as a member of the Ambassador Program Subcommittee that literally tries to help people new to the Annual Conference feel at home and comfortable within the SIOP community.

Jenna-Lyn Roman
Associate Consultant: Talent Metrics, LLC
Communications Lead:
Ambassador Program Subcommittee
SIOP Associate Member
Joined 2015

IOtas

Jen Baker
Sr. Mgr., Publications & Events

Honors



Mo Wang, Lanzillotti-McKethan Eminent Scholar at the University of Florida Warrington College of Business, has been elected to join the Academia Europaea as a Foreign Member in the section of economics, business, and management sciences.