IPAC
International Personnel Assessment Council

Assessment Council Newsletter

June 2018

President's Message

Matisha Montgomery, IPAC President

I am so excited for what 2018 has in store for IPAC and I am honored to serve as this year's President. I have some very big boots to fill after Mary Ann but I know with her continued support as Past President and all of you we are riding a giant wave and see some amazing changes and benefits for the organization and our members.

I want to echo Mary Ann's thanks to the 2017 Board and to Martha Hennen for their commitment, service, and leadership to IPAC. Their dedication to the membership of IPAC has always been generous.

As President, I'm committed to building upon the foundation laid in 2017 and use the strategic plan we created as a map to take us to new heights. I hope to engage each of you to share with me what you want and need from IPAC, what would be of most value to the community, and how you will contribute to making it all happen. If you have any feedback you'd like to provide please share it with me – president@ipacweb.org.

In January, as Mary Ann passed the torch to me, I revisited my position statement from 2016 – I was excited to see how much it aligns with our 2018-2020 strategic plan. In 2016 I stated, "I hope to support IPAC in growing membership benefits, strengthening the community, expanding our partnerships, and harnessing our collective strengths for the benefit of the organization." The strategic plan created by the Board in November 2017 gives us a clear path to meet this vision. You can find the final product on Page 3. If you are interested in helping IPAC achieve these goals please volunteer by contacting me – president@ipacweb.org.

Growing Membership Benefits

I want to work with all of you to offer more training opportunities throughout the year. Between the annual conference and GLEAN's training

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opportunities we are starting to reach a bigger audience and meet just in time needs for our community. I hope to see these opportunities expanded to encompass all of our membership. Additional sponsored sessions either in person or through webinars can be extraordinarily helpful to meet needed or required training goals. Tell me – what topics would you like to see us cover?

Strengthening the Community

I believe GLEAN is a wonderful model that has brought together not only IPAC members in a region but focused on the specific needs of the membership in that community. I hope to see this model expanded to other regions. Further, as evidenced by our ever popular hospitality suite, we like each other…a lot. Why not have a few more opportunities to network, play catch-up, and partner throughout the year? If you have an interest in building a regional IPAC chapter in your area please contact Liz Reed – ereed1@columbus.gov.

Expanding our Partnerships

IPAC has continued its partnerships with WRIPAC, PTC-MW, and IPMA-HR to support our membership locally through additional training opportunities. In addition, each year our corporate sponsors help to build a strong conference program through amazing keynote speakers, innovative ideas shared through presentation or vendor booths, and nightly networking activities. I hope to help IPAC expand its network of partners to continue increasing our presence in the HR and I-O fields, garner additional support for our goals, and reach new members to contribute to our community. As an all-volunteer run organization, we rely on our vendor partners to help us bring benefits to our members and connect our members with high-quality support to get the job done right. If you or your business would like to explore partnership opportunities with IPAC, please contact me – president@ipacweb.org.

Harnessing Our Collective Strengths

The IPAC community has a volunteer spirit. The leadership and growth of this organization is built on the dedication of its members to volunteer and take on roles within and outside their comfort zones and expertise. I hope to engage with each of you to better utilize the strengths within our own community in pursuit of our goals. It takes a lot of people doing just a little bit to make this organization great. For example, more than 20 people have volunteer roles in the conference planning committee and nearly 20 people make up the Board and its committees. With only 8% of IPAC's membership, this team accomplishes a great deal. Don't you want to be a part of that?

Bonus Goal

In 2015, incoming President Liz Reed said, "it's time for IPAC to swagger." I couldn't agree more. We have an awesome organization made up of smart, talented, amazing people. Let's shout it from the rooftops and show off our swagger.

Here's how:

1. Volunteer or run for office – contact me at president@ipacweb.org.

2. Contribute an article about your work, your organization's challenges or successes, your research, or anything of interest to the community to our ACN editors Frank Igou at figou@latech.edu and Ryan O'Leary. at ryan.oleary@pdri.com

3. Attend the 2018 conference in Old Town Alexandria July 29 – August 1 and bring a new attendee with you. Spread knowledge - share the swagger!

4. Network – online and in-person (LinkedIn, Listserv, Twitter, Hospitality Suite, etc.)

5. Contact me (the clear theme of this article). I want to hear your ideas, questions, concerns, needs – here it is again president@ipacweb.org.

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IPAC is my professional family. A group and organization that feels like home, where you can learn and grow as a professional, share your successes and know you have a cheering squad, admit your failures and not worry about judgment, and share it all with amazing people that are always there if you need advice, a new perspective, or just empathy. Thank you to each of you for making IPAC the kind of organization that it is – a friendly, open, and engaging forum for assessment professionals to collaborate on the science and practice of assessment. I can't wait to hear from you all!

IPAC

IPAC Strategic Plan 2018-2020

MISSION

IPAC serves personnel assessment practitioners and scientists by facilitating interaction with a community of peers and experts and delivering the practical tools they need to achieve professional success.

VISION

IPAC aspires to be the first stop for assessment professionals seeking a network of expertise and applied resources.

CORE VALUES

Community | **Learning** | **Practice**

GOALS AND OBJECTIVES

FOSTER MEMBER GROWTH (Frank Igou)	1. Establish and monitor member performance metrics (retention, growth, satisfaction, etc.), leveraging the Membership Committee to support recruitment, retention, and renewal efforts 2. Establish partnerships with relevant organizations to increase IPAC's visibility and impact 3. Conduct outreach or reengage academic institutions to increase student participation in IPAC activities 4. Identify target regions for growth, applying the GLEAN model to new Chapters
INCREASE MEMBER VALUE AND ENGAGEMENT (Liz Reed)	5. Optimize and ensure consistency of member and lapsed member messaging campaigns, including onboarding and renewal messages 6. Develop content ownership, curation, and development plan to include listserv enhancements and repackaging of GLEAN and conference content 7. Establish segmentation approach to tailor communications and resources to prioritized communities of practice 8. Implement website enhancements and redesign, including content updates and development of online volunteer tools
MAXIMIZE OPERATIONAL EFFICIENCIES (John Ford)	9. Complete, maintain, and execute key internal process plans, including policies and procedures manuals, website content, data storage plan, and annual operations plan 10. Develop key roles succession plan to ensure consistency among IPAC leaders and support knowledge transfer over time 11. Research and develop proposal for the support services needed to implement ongoing operations (legal, finance, marketing, communications, etc

OUTCOMES

Develop and Commit to Internal Plans and Processes	**Grow and Diversify Membership**	**Increase Online and Regional Presence**	**Activate and Engage Volunteer Network**

2018 IPAC Conference
July 29 - August 1, 2018
Alexandria, VA
Old Town, New Assessments

Join us for our annual conference in Alexandria, VA on July 29 to August 1! This year's conference is shaping up to be a truly memorable event, with an impressive lineup of keynote speakers and engaging pre-conference workshops.

So far, this year's keynote presentations include:

- Suzanne Tsacoumis, Vice President HumRRO. The Rich-Media Storm: Wading Through the Rising Waters
- John C. Scott, Chief Operating Officer and Co-Founder, APTMetrics. Assessing and Selecting Leadership Talent for the 21st Century Workplace
- Hennie J. Kriek, CEO and President, TTS-Top Talent Solutions Inc. and Professor Extraordinarius, UNISA. Personality Assessment in the World of Work: New Trends and Developments
- Ben Hawkes, Selection Lead, Shell International and Co-Founder, Blackhawke Behaviour Science. How To Be The Perfect Partner

Our pre-conference workshops provide an invaluable opportunity to take a deep-dive into current innovations in a small group setting.

This year's pre-conference workshops include:

- Developing Training and Experience Questionnaires with Customized Rating Scales
- Developing Structured Interviews
- Barrier Analysis: How do you really get that done?
- Designing and Evaluating Assessment Games and Gamification for Selection
- Developing and Evaluating a Training Program
- Establishing a Comprehensive Human Capital Program using Competency Models

In addition to the many conference sessions and activities hosted by the IPAC conference, the charming city of Alexandria, or Old Town, has no limit of things to do in and around the town. Located on the Potomac River and mere minutes from Washington D.C., Old Town is listed on the National Register of Historic Places. While Old Town's cobblestone streets, historic attractions, and 18th-century buildings will transport you back to another time, it also boasts a modern and eclectic dining, shopping, museum, arts, and theatre scene. At the center of the town is the mile-long King Street; recognized as one of the "Great Streets" in America.

As always, we are excited to host several evening events for attendees to network and connect with professionals in the field. Keep checking the conference website.

We hope to see you in Alexandria this summer!

The Journal of Personnel Assessment and Decisions (PAD)

By Reagan Girardot, student, Louisana Tech University

Personnel Assessment and Decisions (PAD), the official journal of the International Personnel Assessment Council (IPAC), has a unique submission model unlike any other in I-O Psychology. Offering open access and accessibility to practicioners, PAD is committed to merit principles and sound measurements.

In Volume 4, Issue 1, there are four research-focused articles.

In the first article (an invited submission) Creating Test Score Bands for Assessments Involving Ratings using a Generalizability Theory Approach to Reliability Estimation, the authors use selection data to demonstrate the use of generalizability theory-based compare the implications of its use in test score banding compared to the traditional approach.

In the second article, Critical Analytic Thinking Skills: Do They Predict Job-Related Task Performance Above and Beyond General Intelligence?, the authors present a criterion validity study to examine whether critical thinking skills predict technical performance generally and incrementally, beyond cognitive ability and other characteristics.

In the third article, Investigating Three Approaches of Using Personality to Predict Competency-Based Performance, the authors compared scale-based profiles, subscale-based algorithms, and scale-based algorithms to examine the reliability of scores across methods and evaluate the effectiveness of each method in predicting competency-based job performance.

In the fourth article, Content of Qualitative Feedback Provide During Structured, Confidential Reference Checks, the authors used text analytic software to examine the unstructured (or qualitative) data provided by job references during confidential, multi-rater reference checks.

Finally, there is call for papers for an upcoming SPECIAL ISSUE: Applications of Judgment and Decision Making to Problems in Personnel Assessment, papers based on laboratory, online, and field experiments as well as survey, archival, and qualitative data examining personnel judgment and decisions utilizing JDM theories and research as the guiding framework are solicited. Descriptive, prescriptive, or both approaches are acceptable, as well as the submission of theory development papers.

Reagan Girardot is a student in the Industrial-Organizational Psychology Doctoral Program at Louisiana Tech University.

Some Thought on Using Assessments to Develop Work Teams

By Lance Anderson, HumRRO

Organizations must increasingly deal with dynamic environments. The rise of the global economy has led to an increase in the number and type of goods, services, suppliers, and customers. The free flow of information through the internet has increased the volume, type, and speed of interactions. This dynamic environment is particularly salient in the information industry, where these changes literally provide for a world of possibilities within a nanosecond.

Dynamic environments present special challenges for organizations. As threats and opportunities present themselves, organizations must act quickly. Within days, and sometimes hours, they must gather the information, analyze it, make a decision, and implement. Due to the complexity of the opportunities and threats, organizations cannot rely on one person, no matter how highly skilled, to perform the analysis, make the right decision, and lead the execution of the solution.

Many organizations use some form of matrix management structure to assist in operating in a dynamic environment (Anand & Daft, 2007). Strictly speaking, a matrix organization involves having each individual report to two managers, perhaps with one manager providing authority with regard to function, and the other with regard to resources (Galbraith, 1973). However, a more flexible matrixed structure is likely best for organizations facing dynamic environments, where workers have one consistent supervisor who helps to address the cross-project resource needs of the worker and assists in assigning the individual to appropriate, cross-functional project teams. Project managers manage the work of each individual on the team and workers typically serve on multiple teams. The benefit of this structure is that it provides for better communication and knowledge sharing across experts and teams.

To effectively deal with new threats and opportunities, matrix organizations must quickly form teams of individuals with the relevant abilities, skills, knowledge, and other characteristics (Green, 1999). It is particularly challenging for many large organizations to form the best teams based on the competencies of workers. The number and complexity of available employee competencies increases with the number of employees, the diversity of occupations, and the complexity of the industry.

Talent databases have a lot of potential to assist organizations in dealing with dynamic environments. A talent database, as discussed in this article, is a database containing information on the talents of the workers in the organization. The data in the database is typically organized by competencies. Talent databases are frequently a part of a competency management system, but they need not be. Competency management systems have been conceived of as serving many needs including leadership development, succession planning, strategic resource planning, recruitment and selection, staffing, career management, learning and professional development, performance management, and compensation and rewards (Wharff, Juraska, & Trombini, (2011). By contrast, talent databases, as discussed here, serve a more narrow set of applications, including identifying team members for sudden engagements, conducting strategic resource planning, and planning talent development initiatives.

There are many tools available for organizing talent. A simple Internet search using the terms “Skills Database” provides examples. Many of these tools appear to have a great deal of usability and database functionality, but there seems to be little emphasis on how the knowledge, skills, abilities, and other characteristics of individuals are measured. And, without proper assessment, these tools are useless.

The measurement considerations with talent databases are familiar in many respects. But the relevance of some considerations varies from what is typically seen with other applications (e.g., selection as-

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sessments). For example, while reliability and validity are obviously important considerations, other factors relating to system maintenance and continued use are essential.

If the system is not maintained or used, it will die. To ensure that a system is maintained and used, workers and managers need to trust the data and view populating the database as a worth the effort. So, considerations such as measurement specificity, face validity, and administrative effort are key. Specificity is important because project managers typically are looking for a specific skill or knowledge (e.g., skill developing particular types of applications using a specific computer language in a particular context). The face validity of the data is needed to engender trust among employees and managers. Finally, the administrative effort needs to be relatively low to encourage continued population and use of the database.

There are several common ways to assess and describe the competency levels of staff, including self-ratings, performance ratings, broad ability/skill assessments, certification, micro or digital badging, customer feedback, specific knowledge and skill assessments, training and experience, recommendations, crowd sourced ratings (cf. LinkedIn).

None of these methods alone provides a complete solution to the challenge of populating a useful skills database in the context of a dynamic environment. Both self-ratings and supervisory ratings are subject to leniency bias. These ratings are also often limited in scope as they focus only on the competencies relevant to the job of the particular incumbent (rather than the competencies that might be needed broadly in the organization). While it may be easy to obtain valid measures of broad abilities and skills, the types of assessments used often lack the specificity needed to assign people to teams. Certification has been popular for some years within the public sector, but developing and maintaining good credentialing programs requires time and effort, and in a dynamic environment, information on newly developed competencies must be made available quickly to be useful. Digital badges and microbadges partially address the challenges with typical credentialing programs (Hurst, 2015), nevertheless, considerable effort is needed to develop and maintain them.

All of the assessment methods mentioned above fail to address one of the biggest challenges with talent databases in dynamic environments: measuring and describing competencies at a level that is both general enough to be feasible, but specific enough to be useful in forming teams. Other forms of assessment (e.g., recommendations or experience levels) lack sufficient validity to be useful.

One approach that addresses these problems is to use a system able to leverage text-based data on employees. Natural language processing (NLP) has potential for doing this and thus warrants close examination. If NLP could be used to assess open-ended text, analyze it, and score it according to broad competencies, the scores could be used to identify a draft list of employees for a work team. Then the manager could use the details in the text itself to further narrow the list.

There are inherent problems with this approach and we, as assessment professionals, are well positioned to help address them. The biggest problem is the quality and variance of the data that is likely available on employees. The next big problem is to determine whether it is possible to develop valid competency scores based on the data. Finally, work needs to be done to ensure that a system such as this can and will be populated and maintained regularly.

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Revisiting the Case for the Structured Interview

Felecia Harris McCray, U.S. Merit Systems Protection Board

While employment assessments can vary from job to job, one thing that remains constant is the interview. It is the most commonly used assessment tool in the job selection process. Research has shown that the most effective way to evaluate candidate is by using a standardized assessment method for evaluation however, nonstrandardized assessments like unstructured interviews remain popular amongst hiring managers (Dana, Dawes, & Peterson, 2013). So why are unstructured interviews so popular?

Unstructured interviews are attractive to hiring managers because they offer flexibility and autonomy. They can be unrehearsed and casual in nature. The interviewer relies on a free flowing conversation that focuses on your personal qualities as they relate to the work and your fit in the organization. Based on information uncovered in the interview the questions can vary amongst candidates. While this can be a good way to get to know a candidate personally, it doesn't allow one to properly compare candidates due to the lack of a standardized rating scale with predetermined acceptable answers.

An unstructured interview might begin with a simple, "Tell me about yourself." While this statement may feel perfectly natural, both to the interviewer and the candidate, you may be thinking: That's a pretty valid and straight forward question. What could possibly go wrong? Several things, as it turns out.

The risk of unstructured interviews include:

• Overconfidence. Because information isn't collected or evaluated systematically, the interview must rely on impressions and intuition. Unfortunately, intuition and impressions don't have a good track record. So the interviewer may well make a poor choice, while firmly believing that he or she is making the right one.

• Bias. Without structure, and interviewer's judgments may consciously or unconsciously reflect on factors that are irrelevant—such as liking the same sports team or type of cuisine—or, worse yet, inappropriate or impermissible. We tend to like people who resemble ourselves. That natural tendency, if unchecked, can result in discrimination (e.g., a pattern of selecting people of the same gender, social class, or religion).

• Incomplete information. While engaged in casual conversation, it can be all too easy to get sidetracked. The interviewer may never raise any questions that actually relate to the competencies needed to be successful at the job.

• Impressionistic scoring. Interviewers may rely on first impressions and personality over the candidate's ability to actually perform the job task.

• A lack of documentation. Without a rating scale and agreed upon answers to established questions, interviewers will not have a documented paper trail to defend an employment decision should the need arise.

A lack of structure in the interviewing process makes it jam packed with bias, inaccuracies, and possible future legal challenges.

However, in a structured interview, each candidate is asked the same job related questions and rated on a predetermined rating scale. For example, "Tell me about a time when you took the lead in a team project and the outcome." Instead of a free flowing conversation, prewritten questions such as this focus on your job related competencies and your past experiences. This allows all of the applicants to

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compete on a level playing field. By supplying the interviewer with a list of preapproved questions it deters the interviewer from asking inappropriate or unrelated questions and helps identify characteristics needed for the job.

Structured interviews have a high degree of reliability, validity and defensibility. Research has proven that a structured interview is the most effective interview when assessing candidates for employment selection, so what are some of the basic things you need in order to begin developing one?

1. **Conduct a job analysis**. Identify the duties, functions, knowledge, abilities, and skills, and competencies needed to successfully perform.

2. **Develop questions**. Create open ended, behavioral questions based on the job analysis.

3. **Develop a rating scale to evaluate the candidate's answers**. Provide a description and examples of answers for each rating level (e.g. basic, intermediate, expert or unacceptable, acceptable, superior).

4. **Create an interviewer's guide**. Include general instructions and tips.

While nothing can predict a candidate's job performance with 100% accuracy, the use of standardized assessment methods like structured interviews are the most reliable and valid option. Does this mean that we should abolish unstructured interviews? Absolutely not. Unstructured interviews have their place in mentoring, giving feedback, and other contexts where customization is more important than comparison for job selection. There is a time and place for each assessment method. You must first determine which one addresses your needs. If you need to make a selection decision, a structured interview is your best bet.

Reference:

Dana, J., Dawes, R., & Peterson, N. (2013). Belief in the unstructured interview: The persistence of an illusion. *Judgment and Decision Making*, 8, 512-552.

Felecia Harris McCray holds a Master's in I/O psychology and currently works at the U.S. Merit Systems Protection Board in the office of Policy and Evaluation.

Ideas for Evidence-Based Retest Policies

Lorin Mueller, PhD, Federation of State Boards of Physical Therapy

A common question in selection and assessment settings is whether to allow retesting or reevaluation of unsuccessful candidates, and if so, under what circumstances it should be considered. Many unsuccessful candidates request a second opportunity to demonstrate their qualifications, and under some circumstances it might be advisable to give them that opportunity. Conditions that favor retesting include the following.

1. Deviations from administration standards: Something that might have put the candidate at a disadvantage, such as the loss of heat or air conditioning in a test site.

2. Differential candidate familiarity with the assessments: Some candidates might receive additional information about the assessments from employees or administrators in an informal manner, such as content or strategies.

3. Candidate circumstances: A candidate might be ill or have some other temporary issue that might have prevented maximal performance on the assessment.

Retesting and Validity

To the extent that these factors represent threats to the validity of the validity of the assessment, they may favor more liberal retesting policies. However, retesting can have two substantial downsides. The first are the potential impact of practice effects (Hausknecht, Trevor, & Farr, 2002). To some extent, if practice effects reflect minimizing construct irrelevant variance (such as candidates having differential information) or even legitimate learning, then practice effects may even enhance validity. In other cases, such as practice effects observed with trait-based candidate measures practice effects represent construct irrelevant variance and harm validity, such as faking on personality (Hausknecht, 2010) or assessment content preknowledge (see Eckerly, 2017).

Retesting and Reliability

A second issue relates to test reliability. Candidates who retest have an additional opportunity to capitalize on error variance in a positive direction, or in other words, get lucky (Mikush, Sircar, & Mueller, 2014). When a cut score is involved, retesting has the statistical effect of lowering the cut score, which can be modeled by the function:

$$X_{ECS} = X_{NCS} - \Phi^{-1}\left(1 - e^{\frac{\ln(.5)}{n}}\right) * SEM_X$$

where X_{ECS} is the effective cut score (the true score at which 50% of candidates will pass at least one attempt), X_{NCS} is the nominal cut score (or the cut score given a single attempt), n is the number of attempts, SEM x is the standard error of measurement in raw score units, and $\Phi^{-1}$is the inverse of the normal cumulative distribution (i.e., equivalent number of standard deviations to a given probability). As a general rule of thumb, allowing one retest gives candidates .5 standard errors below the cut score a 50% chance of passing. Allowing three attempts gives candidates who are about .8 standard errors below the cut score a 50% chance of passing; these candidates only have about a 20% of passing on a single attempt. So allowing retests for any reason will result in more false positives. You can invert this process for tests that rank order candidates: allowing a retest will, on average, allow candidates to outperform their true scores by a half a standard error (Oppler, Mueller, Dunleavy & Dunleavy, 2010).

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Balancing Validity and Practical Concerns

Allowing retesting under some circumstances is advisable both from validity and practical concerns. As noted previously, no assessment can perfectly measure of a candidate's qualifications irrespective of the context. Test sponsors and users should consider the balance of validity and reliability concerns with practical issues that may arise necessitating retests.

Drafting a formal appeal policy is a good first step in striking this balance. The appeal policy can describe circumstances that are appropriate for a retesting opportunity, describe procedures for requesting a retest, and place reasonable limits on a candidate's ability to retest. Test sponsors can also draft internal, confidential documentation laying out the technical and evidential bases for aspects of the retesting policy, such as the number of test forms available, concerns about assessment reliability (i.e., the standard error of measurement), opportunities for legitimate learning in between attempts, how a test score might be misinterpreted on a subsequent attempt.

Lastly, test sponsors and users are advised to take steps to limit the need for retesting. Providing candidates with adequate information about the types of assessments they will encounter, and practice materials where possible, and help candidates feel the assessment process was fairer and allowed them to demonstrate their qualifications to the best of their abilities. Additionally, providing candidates with generous time limits, appropriate accommodations, and allowing flexibility in testing arrangements can also help candidates feel they are being given adequate opportunity to perform their best rather than perceiving the assessments as obstacles to being hired. These steps may seem difficult, but they have a tremendous return on investment with respect to establishing candidate goodwill and improving assessment validity.

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Who's the **Right Person** for the Job?

Which entry-level candidate has the maturity to join your department? Who should get the next set of sergeant stripes? Who has the leadership skills to be your department's next chief? IPMA-HR's police assessment systems have the answers – at a fraction of the cost of a consulting firm.

Police Officer Structured Interview System (POSIS) assesses entry-level candidates' levels of maturity and motivation, and their decision-making, communication and interpersonal skills in a face-to-face setting.

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Conference Schedule at a Glance Now Available

The 2018 IPAC Conference Schedule at a Glance is now ready! We are excited about the variety of concurrent session formats and topics we have to offer this year.

Interested in developing computer adaptive tests? Want to learn more about using artificial intelligence for employee selection? Seeking help in creating situational judgment tests? We have got you covered for that, and much more!

Conference Dates: July 29 – August 1, 2018
Pre-Conference Workshops Date: July 29, 2018
Location: The Westin Alexandria in Old Town Alexandria, VA
Start planning your conference experience at 2018 IPAC Conference!

Conference Sponsorship Opportunities Available

IPAC is offering a diverse array of opportunities to sponsor and support our annual conference, held in Alexandria, VA on July 29 – August 1. As a sponsor of the IPAC annual conference, you can build connections with top professionals, academics, and talent in HR, I/O Psychology, and related fields across the private sector and municipal, state, and federal governments.

IPAC offers four levels of sponsorship, each with unique options to spotlight and represent your organization. Our sponsorship options range from Bronze ($650) to Platinum ($5,000), and include such benefits as guaranteed exhibitor space, access to pre- and post-conference attendee mailing lists, and recognition on the IPAC website and signage.

Additional benefits at each level include:

• Bronze: 10% discount on advertisements in the conference program
• Silver: Place your organization's logo on items distributed to all attendees, or sponsor a keynote speaker
• Gold: Host the Hospitality Suite, or place a full ad on the back cover of the conference program
• Platinum: Host the Welcome Reception, or Monday night Social Event

Options are also available for organizations who cannot attend the conference, which include dedicated ad space in our conference program, as well as literature inserts provided in the registration materials for conference attendees.

Don't miss out on the beneficial opportunity to become an IPAC conference sponsor! For more information on conference sponsorship opportunities, contact our Sponsor Chair, Lindsay Northon, at sponsor@ipacweb.org or visit the IPAC conference sponsorship website.

The Professional and Scientific Affairs Committee

Dennis Doverspike, Chair

Two years have passed since my last update on the Professional and Scientific Affairs Committee (PSAC). Our current committee members include Brian Hoffman, Winfred Arthur, John Ford, and Nathan Carter. I am reaching out because we need your help to achieve the committee's strategic goals. Below I have outlined the major roles of the PSAC and how you can contribute.

Outreach

A primary responsibility of the PSAC is to increase and maintain the relationships between IPAC and other scientific and professional organizations. This includes assisting in the coordination of presentations at professional meetings. If you are planning a meeting and would like to connect with potential presenters and speakers, we can assist you.

Personnel Assessment and Decisions

Hopefully, many of you have been reading the Personnel Assessment and Decisions Journal (PAD). PAD strives to be relevant to those working in the field and welcome submissions from practitioners. All types of submissions are welcome including, traditional articles, descriptions or innovative types of assessment, as well as practitioner demonstration projects. We also have three special issues planned:

1. Reducing Discrimination in the Workplace;
2. Applications of Judgment and Decision Making to Problems in Personnel Assessment; and
3. Advanced Technologies for Personnel sAsessment.

Please feel free to share the articles with colleagues, students, and other assessment professionals. We also want to encourage you to consider submitting an article. You can find submission guidelines at and PAD articles at https://scholarworks.bgsu.edu/pad/.

Learning and Development Benefits

The PSAC plans to begin offering webinars and other online/virtual developmental opportunities. If you have experience creating webinars or online training, we want to hear from you. If you would like to volunteer to create a webinar for IPAC members or other groups, we can assist you. IPAC members have found value in our old monograph series in the past. As with the webinars, if you have ideas for new monographs or would like to author a monograph, we can assist you. We are open to all ideas.

Media Relations

The PSAC handles questions from members and the media regarding scientific, ethical or professional issues. Over the years, the committee has received very few requests. If you have questions regarding the science and practice of I/O, ethical practices or obligations in assessment or HR, or if a member of the media contacts you for information, feel free to contact the IPAC PSAC for assistance or advice.

As a personal update, I have taken early retirement from The University of Akron Psychology Department. Although I continue to teach the same classes, my primary affiliation is no longer with the university. My current primary affiliation is with Doverspike Consulting LLC. Please feel to contact me at dennisdoverspike@gmail.com. Thank you for your membership in IPAC and for allowing the committee to serve you.

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Farewell Message

Mary Ann Haskins, 2017 IPAC President

I will forever relish the opportunity I had to serve as the IPAC President in 2017. In the Fall of 2015, Liz Reed asked me to consider the President-Elect position, and with the support of my employer, I accepted the nomination. I will always be grateful to Liz for her belief in me. Fortunately, I led a dedicated Board of Directors and Committee Chairs who are truly amazing individuals, and each Board Member and Committee Chair were fully engaged and contributed their time and their ideas throughout the year. The Board was especially blessed to have the wisdom shared by Past-President Martha Hennen. If Martha did not recall the details of a past event or situation, she knew who to call and stepped in to assist many times behind the scenes.

2017 was a year of milestone accomplishments for IPAC. The Birmingham "Assessments of Steel" Conference exceeded expectations.

In November, the Board and Committee Chairs met and drafted IPAC's first Strategic Plan. The Strategic Plan will keep us focused and guide our activities for 2018 through 2020, with planned future updates.

In December, the Members elected new Board Members and voted to revise our Bylaws, which added a new Emeritus Member category. IPAC Professional Members who have retired from and no longer work fulltime in the personnel assessment field following a minimum of two years of Professional Membership (in total with non-continuous membership permitted), may request to convert their Professional Membership to this limited-status category that has a lower fee. Also included in the updated Bylaws was a change for GLEAN from being known as a "Committee" to being called a "Chapter."

Throughout 2017, then President-Elect Matisha Montgomery was very committed to working closely with me and the rest of the 2017 Board with a long-term vision of what IPAC can become. Matisha is an incredible leader, and IPAC is fortunate to have her as the 2018 President because she will continue to move our organization forward toward greater success. But, even with her efforts, IPAC can only make strong strides if all of us continue to support the organization through our involvement. I challenge all members to volunteer for some assignment, join a committee, attend the conference, or find a new creative way to help IPAC in 2018.

My year at the helm has passed, but the many memories will stay with me forever. Thank you — each one of you — for your support during my term and your continued involvement in our organization. I can't wait to see everyone in Old Town at the 2018 IPAC Conference!

I'm a Student. Why Should I Attend the IPAC Conference?

Here are a few good reasons:

The Value: Meet and network with professionals in your career field. Learn about current personnel assessment trends and practices with your colleagues. Give back by volunteering.

Networking: Connect with other professionals! The IPAC conference provides numerous formal and informal opportunities to network with those in your field during the conference and at evening events. Professionals will be present from both the public and private sectors representing human resources, I-O psychology, and the legal fields.

Engaging Presentations and Keynote Speakers: Learn about current hot topics in research and applied assessment from IPAC'S expert keynote speakers and numerous other academic and applied professionals. Go to IPAC 2018 Keynote Speakers for more information about our speakers.

Pre-Conference Workshops: Attend a cutting-edge, pre-conference workshop! Students pay only $50 for a deep-dive into current innovations in a small-group setting. These applied sessions are a perfect complement to your academic training! Check out the session links for more details.

Volunteering: Want to get more involved? Need financial assistance? We need student volunteers to help with registration and assist conference attendees and presenters. Volunteer at least 8 hours, and your conference registration is FREE. You must be a Student Member to qualify for free registration. If you are interested in volunteering, please contact Kathy Stewart at conference@ipacweb.org.

Registration: Students can attend the conference for a very low cost! Register by June 22 as a Student Member for only $100. Not an IPAC member yet? Join IPAC today for only $25!! Ready to register? Visit the IPAC Registration page.

Make Your Case For Attending: If you need help making your case for attending this year's conference, check out our helpful resource on our Student Opportunities page. The Student Case for Attending the IPAC Conference letter can help you communicate the value of the IPAC Conference to your college or university and express the many reasons for attending this year's conference in Old Town, Alexandria, VA.

Stay up-to-date on all the conference happenings at our website.

About the ACN

The ACN is the official newsletter of the International Personnel Assessment Council, an association of individuals actively engaged in or contributing to the professional, academic, and practical field of personnel research and assessment. It serves as a source of information about significant activities of the Council, a medium of dialogue and information exchange among members, a method for dissemination of research findings and a forum for the publication of letters and articles of general interest. The Council has approximately 300 members.

The anticipated ACN publication dates for the remainder of 2018 are September 14 and December 14. Respective closing dates for submissions are August 31, and November 30. Submissions for Publication: Prospective authors are invited to send in their articles, research reports, reviews, reactions, discussion papers, conference reports, etc., pertaining to the field of personnel research and assessment. Topics for submission include, but are not limited to:

- Technical
- Practical – lessons learned, best practices
- Legal
- Technology/Tools
- Statistics/Measurement
- Book reviews

Articles and information for inclusion should be submitted directly to the Editor via e-mail at figou@latech.edu. Articles will be accepted only by electronic submission (Word compatible). Submissions should be written according to the Publication Manual of the American Psychological Association, 6th edition. The editor has the prerogative to make minor changes (typographical/grammatical errors, format, etc.); substantial changes will be discussed with the author. Submissions more than 1,500 words should include an abstract of maximum 100 words, preferably with three keywords. If you have questions or need further information, please contact the editor.

The ACN is looking for a new Professional and Scientific Affairs Editor. If you are interested or would like to recommend somebody, please contact Frank Igou at figou@latech.edu or call (318) 278-7154.

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