PSYC 631

INDUSTRIAL AND PERSONNEL TESTING AND EVALUATION

(AKA "SELECTION")

George Mason University

Spring 2024

Class Day and Time:	**Thursday, 4:30 – 7:10 PM**
Class Location:	**Research Hall, Room 201 (in person!)**
Instructor:	Reeshad S. Dalal, Ph.D.
Email Address:	rdalal@gmu.edu
Office Hour:	Monday, 1:30 – 2:30 PM, or by appointment
Office Hour Location:	Zoom (link will be provided on Blackboard)

PREREQUISITES:

Graduate survey-level industrial psychology course (PSYC 636 or equivalent)

PREFERRED (NOT REQUIRED) PRIOR OR CONCURRENT-ENROLLMENT COURSES:

Graduate survey-level statistics courses (PSYC 642 and 643, or equivalent)

ADDITIONAL COURSES RELEVANT TO EMPLOYEE SELECTION:

- Behavior and Performance at Work (PSYC 743)
    - This course is extremely relevant to employee selection. After all, we really need to ask the question: *For what purposes, or to what ends, are we selecting employees?* This course provides an in-depth understanding of the nature, assessment, and management of the performance criteria (outcomes) we hope to maximize via the predictor (antecedent) variables we emphasize in employee selection. Studying employee selection without studying performance appraisal—and more broadly performance management—is akin to putting the cart before the horse.
- IO Psychology and Legal Issues in Employment Discrimination (PSYC 738)
    - This course is extremely relevant to employee selection. Specifically, it provides an understanding of the legal framework that constrains and facilitates employee selection.
- Personality: Theoretical and Empirical Approaches (PSYC 668)

- This course is quite relevant to employee selection. After all, personality—along with other "non-cognitive" individual difference variables, such as interests—represents an important category of predictor variables that explains incremental validity (beyond intelligence, etc.) in performance criteria and yet (unlike intelligence, etc.) exhibits minimal adverse impact against members of legally protected groups.

Consider taking these courses if you have the time to do so before graduating. Given the existence of these courses, I cover the topics in question either not at all or in very cursory fashion in the current course.

RECOMMENDED BACKGROUND READING:

Cascio, W. F. & Aguinis, H. (2019). *Applied psychology in talent management* (8th ed.). Sage. https://sk-sagepub-com.mutex.gmu.edu/books/applied-psychology-in-talent-management-8e

[Note: This book covers performance in Chapters 4 and 5, legal issues in Chapter 2, and personality—albeit unfortunately very briefly—in Chapter 13.]

Society for Industrial and Organizational Psychology. (2018). *Principles for the validation and use of personnel selection procedures* (5th ed.). https://www.apa.org/ed/accreditation/personnel-selection-procedures.pdf

COURSE OVERVIEW AND LEARNING OUTCOMES:

This is a graduate-level survey of research related to employee selection. Essentially, students in this course get a more advanced look at the selection-related topics covered in the Survey of Industrial Psychology (PSYC 636).

One major focus of the course is on basic scientific research, and several readings are therefore peer-reviewed journal articles and research-focused book chapters. A second focus, however, is practical. Some of the readings and assignments focus on how to actually do things in the real world—but to do so in an *evidence-based* (i.e., research-informed) way. Finally, believe it or not, a third focus is to keep the amount of reading in any given week to a manageable length. The sincere hope is that this will encourage students to actually complete all the assigned readings. ☺ Overall, in terms of learning outcomes, the course aims to help students become good consumers, appliers, and developers of research on the topic.

COVID-19/FLU/COLD POLICY:

Students are required to be aware of and adhere to the university's COVID-19 policy, which may shift back and forth over time. However, as far as possible I will actively support students

in their decisions to be more careful than the university's minimum requirements.

On any given day, if you are exhibiting symptoms commensurate with COVID/flu/cold and/or if you have recently been exposed to COVID, you are required to do *both* of the following if you wish to attend class: (1) take a rapid COVID test and ensure that you test negative prior to coming to class, *and* (2) wear a mask in class. Alternately, you may choose not to attend class on such a day (in this regard, please refer to the attendance policy).

ATTENDANCE/PARTICIPATION AND TECHNOLOGY POLICY:

One absence during the semester is permitted without any penalty and for any reason, as long as the absent student summarizes their reactions to each of the week's readings *in some depth* (at least 1,000 words in total) on the Blackboard discussion board within one week of the absence. A second or third absence for any reason will *each* automatically result in a letter-grade penalty to the participation/attendance portion of the overall course grade (e.g., an "A" becomes an "A-") *unless* the student not only provides reactions to the readings but also performs an additional assignment for each absence (please see me to discuss this). Barring truly exceptional circumstances (as determined by *me*), a fourth absence for any reason will automatically result in a failing grade (i.e., "F") in the participation/attendance portion of the overall course grade.

Frequent instances of late arrival to and/or early departure from class will also result in grade penalties to the participation/attendance portion of the course grade. This is also the case for temporary departures from the classroom while class is in session. Barring emergencies, students are *not* permitted to leave and return mid-class except during official breaks. So, I might recommend a visit to the restroom before class in proactive fashion. In contrast, students are very welcome to eat and drink (and knit and stand and stretch and…) in class as long as they are simultaneously able to pay attention and are not disruptive to other students. 😊

It is important for every student to complete all the assigned readings and contribute to the class discussion because the quality of this course will be influenced significantly ($p < 0.01$) by the quality of the discussion. Every student is expected to contribute to the class discussion during every course session. I do empathize with students who are introverted, and so I encourage contributions via the online (Blackboard) discussion board; however, such contributions cannot substitute completely for in-class participation. If I notice that some students are not participating in class, I will encourage them to do so. A sustained level of low participation will be reflected in poor grades on the participation/attendance portion of the overall course grade.

To facilitate participation, the use of phones is not allowed in class barring emergencies or other situations that are discussed with me ahead of time. I do allow laptop/tablet use, although non-work use (social media, instant messaging, emailing, watching cat videos, retweeting dank memes, etc.) is, sadly, not permitted. I will, moreover, make it a point to direct

questions toward students who visibly appear inattentive or disruptive. Finally, if laptop/tablet use proves disruptive, I reserve the right to disallow use for the remainder of the semester.

Note: *If you are ill, I have a "no questions" (and certainly "no documentation required") policy that will allow you to attend class via Zoom. The Zoom option is available only in the case of illness (or injury or concerns about physical safety); it is not applicable to work/internship events, family/friend visits, and so forth. Zooming in for authorized reasons will <u>not</u> count as an absence and therefore no make-up assignment will be necessary. Ideally, you would inform me about this ahead of time and arrange the logistics with another student who will be attending class that day—and you and that student would ensure that you can hear me and the other students clearly. Alternately, if you are ill and prefer to skip class altogether, that is completely understandable! That will count as an official absence, but I will give you as much time as I can to do the make-up assignment(s). In general, if you are ill, I commit to making things work for you as best I can.*

CLASS CANCELLATION POLICY:

In the hopefully very unlikely event that I myself need to miss class, I will do my very best to inform you via email as soon as possible. Depending on the specific content to be covered in the missed week, the nature of the make-up may differ. For instance, we may switch to a virtual class (over Zoom) or we may have a guest instructor or I may request that you post reactions to the readings to the Blackboard discussion board (and I may use that medium myself to communicate critical information about the readings and/or to respond to your reactions) or we may defer the discussion of the readings until the following week.

COURSE READINGS:

When reading an empirical article, here are some questions to keep in mind:

- Primarily *descriptive* questions:
    - What are the main points in this article? A few examples:
        - What theoretical framework is used? If you were asked to summarize the theoretical framework in 4-5 sentences, what would you say?
        - What are the major hypotheses? How do these hypotheses flow from the theoretical framework used?
        - How are the relevant constructs defined?
        - What is the research design?
        - How are the relevant constructs measured?
        - How do the author(s) analyze the data and what are the major findings?
            - You are in an advanced graduate-level seminar, and so it's important to sink your teeth into the results sections of empirical papers. Even in cases where the data-analytic techniques are

complex, try to emerge with at least a big-picture understanding of the techniques, why they are used, what they reveal, and the extent to which the findings are consistent with hypotheses. Note that this may occasionally require you to read additional sources.
        - What are the implications for future research?
        - What are the implications for practice in organizations?
    - In what ways does this article relate to other articles we have read this week or in previous weeks?
- Primarily *evaluative* questions:
    - What are the strengths of this article? For example, if the article has been cited heavily, why might this be the case?
    - What are the weaknesses of this article? How serious are they, and why do you suppose the article was published despite them?
        - Remember that a common graduate student "disease" (or bias) involves overemphasizing the weaknesses while underemphasizing—and, really, underappreciating—the strengths of published work.
    - Was there anything in this article that you personally found surprising or particularly interesting? Did you obtain any insights that you will apply to your own life (your work, your relationships, etc.)?

Some of the above questions will also apply to a theoretical/review article, a book chapter, etc.

Notes:

1. Students are expected to be familiar with basic material from their Survey of Industrial and Organizational Psychology (PSYC 636) course or elsewhere. In-class discussion will therefore focus on more in-depth and/or advanced aspects of the readings. *Students who need a refresher on basic material should provide themselves with one* ***<u>before</u>*** *coming to class.*
2. For a given week, unless otherwise stated, I generally recommend going through the assigned readings in chronological order (based on publication date).
3. An asterisk ("*") indicates a reading that is not required, and that may or may not be discussed in class, but that is warmly recommended for personal development. ☺

JANUARY 18
First Class Meeting

Introductions, discussion of syllabus, etc. No assigned readings.

JANUARY 25
Overview

Cascio, W. F. & Aguinis, H. (2019). Understanding outcomes of selection decisions: Utility analysis. In W. F. Cascio & H. Aguinis, *Applied psychology in talent management* (8th ed., pp. 364-375). Sage.

Sackett, P. R., Zhang, C., Berry, C. M., & Lievens, F. (2023). Revisiting the design of selection systems in light of new findings regarding the validity of widely used predictors. *Industrial and Organizational Psychology, 16*(3), 283-300.

Van Iddekinge, C. H., Lievens, F., & Sackett, P. R. (2023). Personnel selection: A review of ways to maximize validity, diversity, and the applicant experience. *Personnel Psychology*, *76*(2), 651-686.

*Ock, J., & Oswald, F. L. (2018). The utility of personnel selection decisions: Comparing compensatory and multiple-hurdle selection models. *Journal of Personnel Psychology, 17,* 172-182.

*Sackett, P. R., Berry, C. M., Lievens, F., & Zhang, C. (2023). A reply to commentaries on "Revisiting the design of selection systems in light of new findings regarding the validity of widely used predictors". *Industrial and Organizational Psychology*, *16*(3), 371-377.

*Sackett, P. R., Demeke, S., Bazian, I. M., Griebie, A. M., Priest, R., & Kuncel, N. R. (2023). A contemporary look at the relationship between general cognitive ability and job performance. Journal of Applied Psychology. Advance online publication.

*Schoen, J. L. (2023). Hocus-pocus and hydraulics functions: Anything not worth doing is not worth doing well. *Industrial and Organizational Psychology*, *16*(3), 328-331.

FEBRUARY 1
Job Analysis

Brannick, M. T., Pearlman, K., & Sanchez, J. I. (2017). Work analysis. In J. L. Farr & N. T. Tippins (Eds.), *Handbook of employee selection* (pp. 168-198). New York, NY: Routledge.

Pew Research Center (2023). Which U.S. workers are more exposed to AI on their jobs? https://www.pewresearch.org/social-trends/2023/07/26/which-u-s-workers-are-more-exposed-to-ai-on-their-jobs/

Strah, N., & Rupp, D. E. (2022). Are there cracks in our foundation? An integrative review of diversity issues in job analysis. *Journal of Applied Psychology*, *107*(7), 1031-1051.

United States Office of Personnel Management. (n.d.).:

1. *Six steps to conducting a job analysis.* https://www.opm.gov/policy-data-oversight/assessment-and-selection/job-analysis/job_analysis_checklist.pdf
2. *Job analysis.* https://www.opm.gov/policy-data-oversight/assessment-and-selection/job-analysis/job_analysis_presentation.pdf
3. *The ABC's of writing occupational questionnaire items.* https://www.opm.gov/policy-data-oversight/assessment-and-selection/occupational-questionnaires/writing_occ_questionaire.pdf
4. *Developing occupational questionnaires.* https://www.opm.gov/policy-data-oversight/assessment-and-selection/occupational-questionnaires/developing-occupational-questionaires.pdf

Voss, N., Falcone, M., Witherow, R., Tenreiro, N., Gans, H., & Camburn, M. (2022). Competency modeling: An essential practice for the future of strategic human capital management. *SIOP white paper series.* https://www.siop.org/Portals/84/docs/White%20Papers/Visibility/CompMod.pdf?ver=gasajETu4nQ1fjNq0XecAg%3d%3d

*Kubisiak, C. & Katz, L. (2006). U.S. Army Aviator job analysis (Report No. 1189). Arlington, VA: United States Army Research Institute for the Behavioral and Social Sciences.

*Militello, L. G., & Hutton, R. J. (2000). Applied cognitive task analysis (ACTA): A practitioner's toolkit for understanding cognitive task demands. *Ergonomics, 41*(11), 1618-1641.

*Stetz, T. A. & Chmielewski, T. L. (2015). Competency model documentation. *SIOP-SHRM white paper series.* https://www.siop.org/Portals/84/docs/SIOP-SHRM%20White%20Papers/SHRM-SIOP_Competency_Modeling_Documentation.pdf

*Vanguard Research. (2018). *Megatrends: The future of work.* https://pressroom.vanguard.com/nonindexed/Vanguard-Research-Megatrends-Series-Future-of-Work-101018.pdf

[See also: Bui, Q. (2015). *Will your job be done by a machine?* https://www.npr.org/sections/money/2015/05/21/408234543/will-your-job-be-done-by-a-machine]

FEBRUARY 8
Validity

Johnson, J. W., Steel, P., Scherbaum, C. A., Hoffman, C. C., Jeanneret, P. R., & Foster, J. (2010). Validation is like motor oil: Synthetic is better. *Industrial and Organizational Psychology*, *3*, 305-328.

LoVerde, M. & Lahti, K. (2015). Test validation strategies. In C. Hanvey & K. Sady (Eds.), *Practitioner's guide to legal issues in organizations* (pp. 27-48). Springer.

Wyatt, M. R., Pathak, S. B., & Zibarras, L. D. (2010). Advancing selection in an SME: Is best practice methodology applicable? *International Small Business Journal*, *28*(3), 258-273.

*LeBreton, J. M., Schoen, J. L., & James, L. R. (2017). Situational specificity, validity generalization, and the future of psychometric meta-analysis. In J. L. Farr & N. T. Tippins (Eds.), *Handbook of employee selection* (pp. 93-114). New York, NY: Routledge.

*Schmitt, N. W., Arnold, J. D., & Nieminen, L. (2017). Validation strategies for primary studies. In J. L. Farr & N. T. Tippins (Eds.), *Handbook of employee selection* (pp. 34-55). New York, NY: Routledge.

FEBRUARY 15
Intelligence: Controversies

Gottfredson, L. S., et al. (1994, December 13). Mainstream science on intelligence. *Wall Street Journal* (p. A18). https://www1.udel.edu/educ/gottfredson/reprints/1994WSJmainstream.pdf

Mainstream science on intelligence. https://en.wikipedia.org/wiki/Mainstream_Science_on_Intelligence

Nisbett, R. E., Aronson, J., Blair, C., Dickens, W., Flynn, J., Halpern, D. F., & Turkheimer, E. (2012). Intelligence: New findings and theoretical developments. *American Psychologist*, *67*, 130-159.

Neisser, U., Boodoo, G., Bouchard Jr, T. J., Boykin, A. W., Brody, N., Ceci, S. J., ... & Urbina, S. (1996). Intelligence: Knowns and unknowns. *American Psychologist*, *51*, 77-101.

Woo, S. E., LeBreton, J. M., Keith, M. G., & Tay, L. (2023). Bias, fairness, and validity in graduate-school admissions: A psychometric perspective. *Perspectives on Psychological Science*, *18*(1), 3-31.

*Woo, S. E., Keith, M. G., Tay, L., & LeBreton, J. M. (2023). Rejoinder to Commentaries on Woo et al. (2022). *Perspectives on Psychological Science*, *18*(1), 61-66.

FEBRUARY 22
Intelligence: Use in Employee Selection

Lievens, F., & Chan, D. (2017). Practical intelligence, emotional intelligence, and social intelligence. In J. L. Farr & N. T. Tippins (Eds.), *Handbook of employee selection* (pp. 404-430). New York, NY: Routledge.

Lyons, B. D., Hoffman, B. J., & Michel, J. W. (2009). Not much more than *g*? An examination of the impact of intelligence on NFL performance. *Human Performance*, *22*, 225-245.

Ones, D. Z., Dilchert, S., Viswesvaran, C., & Salgado, J. F. (2017). Cognitive ability: Measurement and validity for employee selection. In J. L. Farr & N. T. Tippins (Eds.), *Handbook of employee selection* (pp. 297-327). New York, NY: Routledge.

*Schneider, W. J., & Newman, D. A. (2015). Intelligence is multidimensional: Theoretical review and implications of specific cognitive abilities. *Human Resource Management Review*, *25*, 12-27.

FEBRUARY 29
Adverse Impact, Differential Validity/Prediction, and the Ostensible Validity-Diversity Tradeoff

Berry, C. M. (2015). Differential validity and differential prediction of cognitive ability tests: Understanding test bias in the employment context. *Annual Review of Organizational Psychology and Organizational Behavior*, *2*(1), 435-463.

Dunleavy, E., Morris, S., & Howard, E. (2015). Measuring adverse impact in employee selection decisions. In C. Hanvey & K. Sady (Eds.), *Practitioner's guide to legal issues in organizations* (pp. 1-26). Springer.

Olenick, J., & Somaraju, A. (2023). On the undervaluing of diversity in the validity–diversity tradeoff consideration. *Industrial and Organizational Psychology*, *16*(3), 353-357.

Rupp, D. E., Song, Q. C., & Strah, N. (2020). Addressing the so-called validity–diversity trade-off: Exploring the practicalities and legal defensibility of Pareto-optimization for reducing adverse impact within personnel selection. *Industrial and Organizational Psychology*, *13*(2), 246-271.

*Bobko, P. & Roth, P. L. (2010). An analysis of two methods for assessing and indexing adverse impact: A disconnect between the academic literature and some practice. In J. L. Outtz (Ed.), *Adverse impact: Implications for organizational staffing and high stakes selection* (pp. 29-49). New York, NY: Routledge.

MARCH 7
Spring Break

No assigned readings.

MARCH 14

ADA Vulnerabilities, Ethics, and Applicant Reactions

Deadline for submitting the CHRO Briefing (4:30 PM). Submit via Blackboard (as an assignment).

Bauer, T. N., McCarthy, J., Anderson, N., Truxillo, D. M., & Salgado, J. F. (2020). What we know about the candidate experience: Research summary and best practices for applicant reactions. *SIOP white paper series.* https://www.siop.org/Portals/84/docs/White%20Papers/candidate%20experience.pdf?ver=2020-07-02-073420-397

Gutman, A. (2015). Disabilities: Best practices for vulnerabilities associated with the ADA. In C. Hanvey & K. Sady (Eds.), *Practitioner's guide to legal issues in organizations* (pp. 163-182). Springer.

Lefkowitz, J. & Lowman, J. (2017). Ethics of employee selection. In J. L. Farr & N. T. Tippins (Eds.), *Handbook of employee selection* (pp. 658-683). New York, NY: Routledge.

*Anderson, N., Salgado, J. F., & Hülsheger, U. R. (2010). Applicant reactions in selection: Comprehensive meta-analysis into reaction generalization versus situational specificity. *International Journal of Selection and Assessment*, *18*, 291-304.

*Jeanneret, P. R. & Zedeck, S. (2017). Professional guidelines/standards. In J. L. Farr & N. T. Tippins (Eds.), *Handbook of employee selection* (pp. 599-630). New York, NY: Routledge.

*Marcy, R. T. & Bayati, A. (2020). How I-O psychology can help in the selection and development of neurodiverse employees. *SIOP white paper series.* https://www.siop.org/Portals/84/docs/White%20Papers/neurodiverse.pdf

MARCH 21
Assessment Methods (Practically Focused): Week 1 – General Plus Interviews

Bourdage, J. S., Derous, E., Holtrop, D., Roulin, N., De Kock, F. S., Powell, D. M., & Dunlop, P. D. (2021). Cross-cultural interview practices: Research and recommendations. *SIOP white paper series.* https://www.siop.org/Portals/84/docs/White%20Papers/crosscultint.pdf

Huffcutt, A. I., & Murphy, S. A. (2023). Structured interviews: moving beyond mean validity…. *Industrial and Organizational Psychology*, *16*(3), 344-348.

United States Office of Personnel Management. (n.d.). *Other assessment methods.* https://www.opm.gov/policy-data-oversight/assessment-and-selection/other-assessment-methods
[Note: Please visit ALL the links on this website. Note that many of the links themselves have links to sample items—please be sure to check those out too!]

United States Office of Personnel Management. (2008). *Structured interviews: A practical guide.* https://www.opm.gov/policy-data-oversight/assessment-and-selection/structured-interviews/guide.pdf
[Note: Please read the appendices as well!!! For instance, Appendix C contains templates for eliciting effective and ineffective critical incidents via the well-known "STAR" (or "ABC") method, whereas Appendix G contains templates for rating proficiency levels for the various KSAs (or "competencies") elicited via the critical incidents.]

*Levashina, J., Hartwell, C. J., Morgeson, F. P., & Campion, M. A. (2014). The structured employment interview: Narrative and quantitative review of the research literature. *Personnel Psychology*, *67*(1), 241-293.

*United States Office of Personnel Management. (2008). *Assessment decision guide.* https://www.opm.gov/policy-data-oversight/assessment-and-selection/reference-materials/assessmentdecisionguide.pdf [Note: The OPM Assessment Decision Guide *predates* the updated validity estimates discussed in Sackett et al. (2023).]

MARCH 28
Assessment Methods (Practically Focused): Week 2 – Other Assessment Methods

Chambers, R. & Winter, J. (2017). Social media and selection: A brief history and practical recommendations. *SIOP white paper series.* https://www.siop.org/Portals/84/docs/White%20Papers/Visibility/Social_Media_and_Selection_FINAL.pdf

Lievens, F., Van Keer, E., & Volckaert, E. (2010). Gathering behavioral samples through a computerized and standardized assessment center exercise. *Journal of Personnel Psychology, 9*(2), 94-98.

Oswald, F. L., Schmitt, N., Kim, B. H., Ramsay, L. J., & Gillespie, M. A. (2004). Developing a biodata measure and situational judgment inventory as predictors of college student performance. *Journal of Applied Psychology*, *89*(2), 187-207.

Pollard, S., & Cooper-Thomas, H. D. (2015). Best practice recommendations for situational judgment tests. *The Australasian Journal of Organisational Psychology*, *8,* 1-10.

Spychalski, A. C., Quinones, M. A., Gaugler, B. B., & Pohley, K. (1997). A survey of assessment center practices in organizations in the United States. *Personnel Psychology*, *50*(1), 71-90.

*Aamodt, M. G. (2016). Conducting background checks for employee selection. *SIOP-SHRM white paper series.* https://www.siop.org/Portals/84/docs/SIOP-SHRM%20White%20Papers/SHRM-SIOP_Background_Checks.pdf

APRIL 4
AI/ML Week 1: Introduction

Campion, M. A., & Campion, E. D. (2023). Machine learning applications to personnel selection: Current illustrations, lessons learned, and future research. *Personnel Psychology*, *76*(4), 993-1009.

Morelli, M. (2019). Artificial intelligence in talent assessment and selection. *SIOP white paper series.* https://www.siop.org/Portals/84/docs/White%20Papers/visibility/AI.pdf?utm_source=Web&utm_medium=Article&utm_campaign=Top10

Sydell, E. & Koenig, N. (2020). Harnessing AI in hiring: What you need to know. https://www.youtube.com/watch?v=onN5pfBk12w&t=2745s (55:50)

Yankov, G. P., Wexler, B., Haidar, S., Kumar, S., Zheng, J., & Li, A. (2020). Algorithmic justice. *SIOP white paper series.* https://www.siop.org/Portals/84/docs/White%20Papers/justice.pdf?ver=2020-05-07-085828-327

*Nye, C. D., Oswald, F. L., Hough, L., Putka, D. J., Jones, K., Ryan, A. M., Landers, R. N., Sherman, R. A., Locklear, T. S., Tippins, N. T., & Macey, W. [Ad hoc task force on AI-based assessments] (2023). *Considerations and recommendations for the validation and use of AI-based assessments for employee selection.* Society for Industrial and Organizational Psychology. https://www.siop.org/Portals/84/SIOP%20Considerations%20and%20Recommendations%20for%20the%20Validation%20and%20Use%20of%20AI-

Based%20Assessments%20for%20Employee%20Selection%20010323.pdf?ver=5w576kFXzxLZNDMoJqdIMw%3d%3d

APRIL 11
AI/ML Week 2: Empirical Applications to Personnel Selection (Other Than Personality Assessment)

Auer, E. M., Mersy, G., Marin, S., Blaik, J., & Landers, R. N. (2022). Using machine learning to model trace behavioral data from a game-based assessment. *International Journal of Selection and Assessment*, *30*(1), 82-102.

Koenig, N., Tonidandel, S., Thompson, I., Albritton, B., Koohifar, F., Yankov, G., ... & Newton, C. (2023). Improving measurement and prediction in personnel selection through the application of machine learning. *Personnel Psychology*, *76*(4), 1061-1123.

Zhang, N., Wang, M., Xu, H., Koenig, N., Hickman, L., Kuruzovich, J., ... & Kim, Y. (2023). Reducing subgroup differences in personnel selection through the application of machine learning. *Personnel Psychology*, *76*(4), 1125-1159.

*Landers, R. N., Auer, E. M., Dunk, L., Langer, M., & Tran, K. N. (2023). A simulation of the impacts of machine learning to combine psychometric employee selection system predictors on performance prediction, adverse impact, and number of dropped predictors. *Personnel Psychology, 76*(4), 1037-1060.

APRIL 18
SIOP Conference

No assigned readings.

APRIL 25
AI/ML Week 3: Empirical Applications to Personality Assessment

Fan, J., Sun, T., Liu, J., Zhao, T., Zhang, B., Chen, Z., Glorioso, M., & Hack, E. (2023). How well can an AI chatbot infer personality? Examining psychometric properties of machine-inferred personality scores. *Journal of Applied Psychology, 108*(8), 1277-1299.

Hernandez, I., & Nie, W. (2023). The AI-IP: Minimizing the guesswork of personality scale item development through artificial intelligence. *Personnel Psychology*, *76*(4), 1011-1035.

Hickman, L., Bosch, N., Ng, V., Saef, R., Tay, L., & Woo, S. E. (2022). Automated video interview personality assessments: Reliability, validity, and generalizability investigations. *Journal of Applied Psychology*, *107*(8), 1323-1351.

MAY 2: Deadline for submitting the term paper (4:30 PM). Submit via Blackboard (as an assignment).

Note: A Google Doc signup sheet will be provided to you so that you can form groups for the group assignments. For group assignments, I recommend that you start by creating a group/team charter. Also, for every group assignment, the group must submit a jointly agreed upon Author Contributions Statement (see below for an example).
Here's an example of an Author Contributions Statement:

> **Author Contributions**
> RD developed the broad rationale for the paper and some of the research questions. BA, RD, AT, and SH fleshed out the theoretical foundation, improved and added to the research questions, designed the study, and selected the instruments. All authors contributed to data collection. BA, ZS, AM, and SH contributed to data analysis. All authors contributed to the interpretation of the results. BA, RD, and ZS contributed to manuscript writing. AM, AT, and SH provided critical reviews for, and helped with the editing of, the manuscript prior to submission. BA, RD, ZS, AM, and SH contributed to manuscript revisions subsequent to reviewer feedback.

Please proof-read your assignments carefully! Also, please be aware that I have high standards: I believe that you are talented students who will submit high-quality work, and I will be disappointed if you don't. 😊

The following sections provide additional details regarding various aspects of the course.

CLASS PARTICIPATION (INCLUDING ATTENDANCE):

For details, please see the section (above) entitled "Attendance/Participation and Technology Policy."

CLASS FACILITATION (KAHOOT QUIZ CREATION):

This is a group project. You will be working in groups of two people (i.e., dyads). Please include an Author Contributions Statement (see above for example).

The Kahoot quizzes are designed for students to assess their own understanding of the class material in a confidential, non-graded manner. Consequently, when answering Kahoot quizzes, students should use nicknames, not their real names. Grades are assigned for students who create the quizzes, not students who complete them. However, if students who are completing quizzes are routinely not performing well, they may wish to reevaluate how they are reading the articles—and they should feel free to come to me for advice.

Each group of students should *sign up for **two** weeks* during which they will facilitate (a small portion of the) class. Here, class facilitation involves assessing students' understanding of each assigned reading or video. For this purpose, we will use a gamified learning platform such as Kahoot (or Mentimeter, etc.) to pose multiple-choice questions to the class. *There should be at least 2, 3, and 4 questions per reading or video for short, medium-length, and long readings or videos, respectively.* Yes, I realize that these categories are somewhat subjective, but, for example, specifying page limits is problematic because journals and websites use different font sizes, row spacings, and numbers of columns. When in doubt, include an extra question for a given reading.

Questions should be chosen from all major sections of any given reading or video. For instance, for an empirical journal article, all the questions should not be chosen from the Method section. *Please do not include very narrow, picky, or tricky questions*. Instead, the goal should be to choose questions to assess students' understanding of the major points of the readings: students who have read an article fairly closely and understood its major points should be able to get almost all the Kahoot questions correct.

So, essentially, each group of students will be responsible for preparing the Kahoot quizzes for *two* weeks during the semester. We will complete the quiz for each reading or video *before* we discuss that reading or video in class.

STUDENT-SELECTED READING PRESENTATION:

This is a solo project.

Each student will individually present ***one (1) empirical journal article*** of their choice over the course of the semester. Each chosen reading *must be highly relevant to employee selection* (obviously!) *and more specifically one of the topics mentioned in the course schedule presented above, must be at least eight (8) pages long in its original form, must be an empirical article (not a review/theory article, a book chapter, a video, etc.) and must have been published in a peer-reviewed journal article*. Students can certainly choose from the list of empirical journal articles included in the recommended readings, but must otherwise choose an empirical journal article *published during the last two decades* in any of the following journals:

- *Journal of Applied Psychology*
- *Personnel Psychology*
- *Journal of Organizational Behavior*
- *Journal of Business and Psychology*
- *Applied Psychology—An International Review*
- *European Journal of Work and Organizational Psychology*
- *International Journal of Selection and Assessment*

These criteria still provide considerable flexibility. This is *your* reading: choose something that *you* believe will be interesting and important!

It is the responsibility of the student presenting a particular reading to "educate" the rest of us because, in all likelihood, neither the other students nor I will have read what you are presenting. Thus, each student should prepare a PowerPoint (or Google Slides, etc.) presentation that includes:

- First slide:
    - The student's name
    - A full reference for the reading selected (in American Psychological Association Style)
- Next slide or two:
    - Information regarding why that particular reading was chosen
    - Information regarding how the chosen reading fits in with the topics covered in class and the required readings in the syllabus. Please cite specific required readings to which the chosen reading is most similar—and indicate why
- Remaining slides:
    - A summary of the chosen reading. For an empirical journal article, this should include things like: theoretical framework, hypotheses, methods used, analyses conducted, conclusions drawn, and suggestions for future research and practice. You'll need to think about how to represent the major findings very efficiently (I obviously don't expect you to discuss *every* statistical test in the results section, but you should present and explain the major findings) yet in sufficient depth to reveal your understanding of the nuances of the data analysis. And, yes, in some cases, you might need to do additional reading (beyond the chosen article) so as to be able to understand and communicate at least the gist of the research design and/or statistical techniques used.
        - It should be obvious from the above that you *must* engage deeply with the results. Simply summarizing the main conclusions in a few bullets of text without presenting and explaining tables and figures will lead to grade penalties.

Please make sure that all slides are *numbered*! Please also post your slides and the PDF of the selected reading to the Blackboard discussion board prior to your presentation. Please *practice*

your presentation before class, and, while doing so, please *time it* to ensure that it is **11-13** minutes long.

Each presentation will be followed by a brief (**2-4** minutes) question-and-answer session involving the other students and me.

CHRO BRIEFING:

Submission Deadline: March 14 at 4:30 PM. Submit via Blackboard (as an assignment). You will need to prepare a video with voiceover narration; however, on Blackboard you can simply submit a one-page document that contains a link to your video.

This is a group project. You will be working in groups of two people (i.e., dyads). Please include an Author Contributions Statement (see above for example).

Imagine that your group is a (very small) consulting firm. You have been approached by Ms. Zeynep Erdogan, the Chief Human Resources Officer (CHRO) at a large multinational corporation. Ms. Erdogan wants you to deliver a **10-12** minute long briefing to her and her direct reports on the topic of **cognitive ability testing**. Essentially, the company's CEO has asked Ms. Erdogan to consider whether the company should begin to use cognitive ability (i.e., general mental ability or intelligence) assessments at the hiring stage—and, before she makes any decisions in this regard, Ms. Erdogan has hired you to brief her and her direct reports on the relevant research.

Your task is to provide Ms. Erdogan and her team with **four (4)** very specific and very evidence-based reasons regarding whether or not cognitive ability tests should be used. For each recommendation, be very specific regarding the nature of the recommendation and its evidentiary basis. Be very precise, but do not use technical terms (e.g., rather than saying "meta-analysis," explain what a meta-analysis is in layperson terms). Through your recommendations, you should try to convey estimates of effect size (e.g., improvement in predictability of job performance or extent of adverse impact against protected groups); however, rather than referring to effect sizes like Pearson's *r* or Cohen's *d* (let alone something like ΔR^2), convert the effect sizes to non-technical metrics: for example the "common-language effect size," "binomial effect size display," odds ratio, or risk ratio. In sum, you should aim your briefing at an intelligent layperson audience.

Additional guidelines:

- Use PowerPoint
- Number your slides
- Include your names on the first slide
- Include as many graphics as possible (albeit relevant ones)
- Don't include too much text on a single slide

    - Use more slides with less text per slide rather than fewer slides with more text per slide
- Cite relevant research, but make the citations unobtrusive (e.g., include citations in footnotes rather than in-text citations); however, please *do* include a References section (at least 7 references, using American Psychological Association style) at the very end of the presentation
- Record the presentation with a voiceover narrative
    - Each team member should do the voiceover for two of the four recommendations
    - I would highly recommend practicing the voiceover once or twice before doing the actual recording
- Include an Author Contributions statement (see above for example)

Base your presentation on the relevant required readings plus additional readings (e.g., relevant recommended readings or readings you find through other means, such as a literature search). You will need at least seven (7) references in total.

You may find the following helpful:

- **Table S5** in the online supplementary materials for Voss and Lake (2020, *Personnel Assessment and Decisions*). You can find the table in question here: https://scholarworks.bgsu.edu/cgi/viewcontent.cgi?filename=1&article=1090&context=pad&type=additional
- A way to convert effect sizes to non-technical metrics. For instance: http://stat-help.com/spreadsheets/Converting%20effect%20sizes%202012-06-19.xls

TERM PAPER:

Submission Deadline: May 2 at 4:30 PM. Submit via Blackboard (as an assignment).

This is a group project. You will be working in groups of two people (i.e., dyads). Please include an Author Contributions Statement (see above for example).

I will, of course, provide feedback on the final term paper. The purpose of doing so—even though at that point the semester will be over—is (in addition to justifying the grade) to assist students with their writing/framing skills in general, and to suggest areas for improvement as well as "next steps" in the event that they wish to pursue their projects further (beyond the end of the semester) or to do more reading in relevant areas.

You should choose one of the following options for the term paper.

Option A: Research Proposal

Each group of students is required to propose an original research project *explicitly focused on*

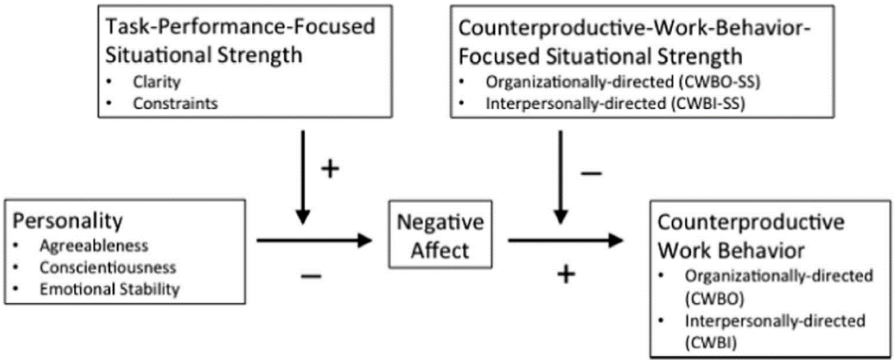
the topic of employee selection (obviously!). In other words, selection cannot simply be treated as one variable in the paper: it must be ***the*** *focus*, or at least *one of the major foci*, of the paper. So, in all likelihood, a word/phrase such as "selection," "hiring," "general mental ability," "conscientiousness," "adverse impact," or something along those lines should be included in the *title* of the paper and/or in the list of *keywords*.

In practical terms, the bulk of the end product will consist of the *introduction, method, and "planned analyses" sections of an* ***empirical*** *journal article*.[†]

- Include a ***title page*** (does not count toward the page limit).
- Include an ***abstract*** (limit 200 words; does not count toward the page limit).
- Immediately below the abstract (i.e., on the same page), include up to 5 *keywords* (does not count toward the page limit).
- For the ***introduction*** section, you should first review the literature on a particular topic and then propose your own hypotheses. Be sure to answer the "So What?" or "Who Cares?" question: in other words, indicate not only that your paper topic fills a gap in the existing research but also why that particular gap is worth filling! Additionally, the introduction section *must* feature one or more of the major topics we have discussed this semester. In terms of structure, the introduction section (from opening "hook" to hypotheses) should follow Kendall et al. (2000) or similar sources. Each hypothesis should be preceded by a sound theoretical rationale. Ideally, all the hypotheses would be derived logically from a single theory; certainly, an opportunistic mishmash of theories should be avoided (see Sparrowe & Mayer, 2011). You should plan for *2-3 hypotheses in total*. You should also include a boxes-and-arrows figure to summarize your hypotheses. An example of a boxes-and-arrows figure is provided below (from Dalal et al., 2020, *Journal of Business and Psychology*).

Kendall, P.C., Silk, J. S., & Chu, B. C. (2000). Introducing your research report: Writing the introduction. In R. J. Sternberg (Ed.), *Writing articles for publication in psychology journals: A handbook* (pp. 41-57). New York: Cambridge University Press.

Sparrowe, R. T., & Mayer, K. J. (2011). Publishing in *AMJ*--Part 4: Grounding hypotheses. *Academy of Management Journal, 54,* 1098-1102.



- For the ***method*** section, you should describe your sample and procedures. As part of describing the sample, you should indicate not only who the participants will be (demographic information, job types, etc.) and why, but also *how many* participants you will need. The number of participants needed can be estimated either via a formal power analysis (which you should describe *in detail*, along with appropriate citations, and which should be targeted at the most sample-size-intensive of your planned analyses) or, failing that, via a rule of thumb that has been articulated for the analyses you plan to conduct (which you should describe *in detail*, along with appropriate citations). Additionally, please briefly mention the steps you will take to ensure the quality of your data (inclusion of "attention check" items in your survey, etc.).
- The "***planned analyses***" (or similarly titled) section should be as close to a results section as you can get without actually having collected any data. Basically, you should describe the data-analytic techniques you plan to conduct, along with a brief justification for the use of these techniques. This justification becomes critical if, as is often the case, there are multiple techniques that could plausibly be used to analyze your data. For every technique you propose to use, please list the outcome variables, the predictor variables, any mediators and/or moderators, and so forth.
- Include a ***References*** section (should contain at least 15 references; does not count toward the page limit).
- Include an ***Author Contributions Statement*** (see above for example; does not count toward the page limit).

In addition to the above, please take a look at the American Psychological Association's Journal Article Reporting Standards (JARS): https://psycnet.apa.org/fulltext/2018-00750-002.pdf (Hint: Table 1 in the JARS will be most important for you). Another suggestion is to use a couple of recently published papers in top-tier journals such as the *Journal of Applied Psychology* as models from a structural standpoint.

Note that this is a proposal for *basic* research (meaning fundamental scientific research, not low-level research!). It should focus on psychological constructs and their inter-relationships. Hypotheses should ideally be derived from psychological (or other social science) theories. A paper discussing an applied research problem (e.g., "Here is a description of a consulting project I conducted for *Elegantly Wasted Winery*, *Inc.*, comparing employee cognitive ability scores before versus after employees consumed alcohol sufficient to obtain a blood alcohol concentration of 0.20") is completely inappropriate and will receive a failing grade.

The idea is for students to use this opportunity to develop research proposals in areas relevant and interesting to them. In the past, some students have gone on to conduct the studies they proposed for this course and have submitted them to well-regarded journals.

Papers should be formatted in American Psychological Association style, as exemplified by the latest edition of the APA Publication Manual.

For both your sanity and mine, the term paper will be fairly short: **10-12** double-spaced pages of text—that is, *excluding* the title page, abstract (limit 200 words) and keywords (limit of 5 words/phrases), references, any tables or figures you may have, and the Author Contributions statement. You do not need a discussion section. You will need *at least 15 references* in the term paper. The short length of the paper does not preclude the need for thoroughness.

†I am potentially open to a theory or review paper instead of an empirical paper. If students are interested in exploring these options, they should come and talk to me about it *at least three (3) weeks* ahead of the due date. However, students should be aware that it is—at least in my opinion—harder to write a good theory or review paper than a good empirical paper.

Option B: Applied Project – Structured Interview Development

The goal of this assignment is to give you some exposure (albeit abbreviated) to the process by which a job analysis is conducted as well as the process by which a structured interview is developed.

The requirements of the assignment are as follows:

1. Find and peruse resources regarding how to conduct a job analysis. You should certainly use the assigned readings from class, but you should also use (and cite) *at least one additional resource*. The additional resource should be evidence-based, in the sense that it should draw heavily from existing research on job analysis.
2. Select a job with which you have some familiarity or in which you have some interest (I-O professor, I-O master's student, I-O PhD student, management consultant, barista, film critic, human cannonball, etc.).
3. Select one (1) subject-matter expert (SME). This should be a person (cannot be yourself) who currently holds that job.
4. Conduct an initial interview with, and a direct work observation of, your SME. The interview should be at least 20 minutes in length, and the work observation should also be at least 20 minutes in length. Briefly describe how/why you chose the specific occasion on which to observe the SME's work. Additionally, collaborate with your SME to create at least 8 critical incidents using the "STAR" (or "ABC") method. Thus, in total, you will need at least an hour of your SME's time, and possibly appreciably more.
    i. Note that the questions you pose to the SME should be based on the job analysis readings assigned for class as well as the other evidence-based "how to" resources you located.
    ii. Note that you will subsequently be developing structured interview questions to evaluate applicants for the job in question. Therefore, before interviewing and observing your SME, you should think about (and read up on) the types of job analytic information that might be most important to assist you in the subsequent development of the structured interview. Additionally, think about the types of tasks that would be most useful for you to directly observe.

5. Augment your direct observation of the SME by watching online videos of others performing this job and by perusing online job ads (please include citations to these sources). But do not use, or even look at, O*NET at this stage.
6. Based on the information obtained from the SME, online videos, job ads, etc., create a list of task statements and categorize them in an organized fashion. You should have at least 20-30 task statements (though of course a "real" job analysis would have many more task statements: often up to 300-500).
7. Evaluate each task on frequency and importance using standardized scales (e.g., 1-5 Likert-type scales with appropriate anchors). Ideally you would be able to go back to the SME and ask the SME to do the ratings for you. Failing that, you should do the ratings yourselves based on the information obtained from the SME and other sources (online videos, job ads, etc.—but *not* O*NET).
8. Create a list of relevant KSAOs. Feel free to use or modify existing KSAO taxonomies from the literature (but *not* O*NET) rather than generating your own. If you use existing taxonomies, be sure to cite the sources, explain why you are using these taxonomies, and explain how and why you are modifying these existing taxonomies (or why you are using them without modifying them).
9. Conduct a linkage analysis of tasks to KSAOs. The deliverable here could take the form of a table (or a set of tables) with tasks as rows and KSAOs as columns.
10. Write a formal job title.
11. Write a one-paragraph narrative job description.
12. Provide a description—at least 3 double-spaced pages—of how you conducted the job analysis. Be very specific as to what you did (e.g., which types of information you collected), and why.
13. Up to this point, you should not have used (or even looked at) O*NET. But now you should briefly (e.g., at least ½ double-spaced page) compare your job-analytic results to those from the corresponding parts of the O*NET profile for the job in question. Briefly mention a couple of major similarities and differences (if any).
14. Find and peruse resources regarding how to develop structured interview questions. You should certainly use the assigned readings from class, but you should also use (and cite) *at least two (2) additional resources*. The additional resources should be evidence-based, in the sense that they should draw heavily from existing research on structured interviews.
15. Based on the job analysis information you have collected, develop at least 4 structured interview questions (though of course a "real" structured interview would have many more questions) along with specific probes and rules for scoring the answers.
16. Provide a description—at least 1½ double-spaced pages—of how you developed the structured interview questions and the scoring rubrics. Be very specific as to what you did, and why. For instance, explain which type of structured interview you used (and why), and explain very clearly how the structured interview questions and scoring rubrics were based on the job analysis results.
17. Turn in a document containing the following products:

i. Snazzy cover page listing your names as well as the name and logo (!!!) of your fictionalized consulting firm (does not count toward the page limit)
ii. Description of job analysis procedure (should include a description of all the methods you used to obtain information; at least 3 pages)
iii. Job analysis results: (a) job title, (b) job description (narrative paragraph), (c) list of task statements with importance and frequency ratings (and with particularly critical tasks highlighted), (d) list of KSAOs, (e) linkage analysis connecting tasks to KSAOs, (f) list of critical incidents, and (g) summary of any other job analytic information you collected (at least 5 pages)
iv. Comparison of your job analysis results with those from O*NET for the same or most similar job (at least ½ page)
v. Description of procedure by which you developed the structured interview (at least 1½ pages)
vi. Structured interview questions with probes and scoring rubrics (at least 4 interview questions; at least 2 pages)
vii. Any additional comments you wish to make (optional section; does not count toward the page limit)
viii. References section (American Psychological Association style; does not count toward the page limit)
    - This section should include references to the required readings/videos you cited along with the additional sources you used (at least 3 additional best-practice sources plus the job analysis sources; see above for details)
ix. An Author Contributions statement (see above for example; does not count toward the page limit)

Again, for the "description" portions (i.e., how you conducted the job analysis and developed the interview questions), you must be very specific, justify each step based on the literature, and cite your sources!

For both your sanity and mine, the term paper will be fairly short: at least **11** double-spaced pages of text—*excluding* a bunch of other required content (see above). The short length of the paper does not preclude the need for thoroughness.

Please proof-read carefully before submitting. Poor quality writing will be penalized.
It is imperative that the interview with and observation of the SME be conducted in an ethical manner, consistent with basic Institutional Review Board (IRB) guidelines for human subjects research (though you do not actually need to obtain IRB approval). In other words, although this is a class project and not a research endeavor, your SME should be informed of the basic procedures, guaranteed complete confidentiality, and given the opportunity to withdraw from the interview, observation, critical incident elicitation, etc., at any time without consequence.

Additionally, at the end, the SME should be debriefed regarding the purpose of the data collection.

Finally, I am potentially amenable to modifying the requirements and/or structure of this applied project. If you desire modifications, please discuss them with me *at least three (3) weeks* ahead of the due date.

Option C: Make Your Pitch!

This is your opportunity to choose an alternative term paper that is important and interesting to you. For instance, potentially, you could do an entirely different type of applied project or you could attend and write up your observations from a multi-day workshop, or you could participate in and write up your observations from a multi-day basic or applied research opportunity (note that this opportunity should extend beyond the requirements of your existing research projects, your internship/job, etc.). *At least three (3) weeks* before the submission deadline for the term paper, please send me a *brief (1-2 pages) proposal* that includes the names of your team members and that addresses the following questions:

- What do you want to do, and why?
- Why is your idea appropriate for a term paper in this course?
- Would your idea require a *time commitment* and *page limit* that are roughly equal to (or greater than) those required for the other options for this assignment? How did you determine this?
- Are all the team members enthusiastic about this alternative term paper, knowledgeable about what it will entail, and willing to put in the necessary work?

COURSE GRADING SCHEME AND SCALE:

Class Participation (including Attendance)	30%
Class Facilitation (Kahoot Quiz Creation)	15%
Student-Selected Reading Presentation	15%
CHRO Briefing	15%
Term Paper	25%
TOTAL	**100%**

Grade	% Range	Quality Points	Satisfactory/Passing?
A+	100.00% - 96.67%	4.00	Satisfactory/Passing
A	96.66% - 93.34%	4.00	Satisfactory/Passing
A-	93.33% - 90.00%	3.67	Satisfactory/Passing
B+	89.99% - 86.67%	3.33	Satisfactory/Passing
B	86.66% - 83.34%	3.00	Satisfactory/Passing
B-	83.33% - 80.00%	2.67	Satisfactory*/Passing

C	79.99% - 70.00%	2.00	Unsatisfactory/Passing
F	69.99% - 0.00%	0.00	Unsatisfactory/Failing

*Although a B- is a satisfactory grade for a course, students must maintain a 3.00 average in their degree program and must present a 3.00 GPA on the courses listed on the graduation application.

Note that this is not an "Easy A" course. Poor work will receive a poor grade.

UNIVERSITY HONOR CODE:

George Mason University has an Honor Code, which requires all members of this community to maintain the highest standards of academic honesty and integrity. Cheating, plagiarism, lying, and stealing are all prohibited, as is tolerating such behavior from other students. Please familiarize yourself with the university's honor code (available at https://oai.gmu.edu/mason-honor-code/full-honor-code-document/) and conduct yourself accordingly. I may use *SafeAssign* or some other plagiarism detection software on your writing. All violations of the Honor Code will be reported to the Honor Committee. Ignorance of the Honor Code does not constitute an acceptable excuse for violating it.

APPROPRIATE AND INAPPROPRIATE USE OF ARTIFICIAL INTELLIGENCE (AI):

AI has the potential to be very helpful in improving understanding. Moreover, in general I want students to approach this course in a spirit of exploration. Therefore, students should feel free to provide demonstrations of the use of AI to summarize readings, explain relevant statistical techniques, provide best practice recommendations, and so forth. Please feel free to be creative! Obviously, whenever AI is used for these purposes, the fact that and the manner in which it is used should be *fully disclosed* to me and the other students.

I am potentially also amenable to students using AI on graded assignments. However, here too the manner in which AI is used must be fully disclosed to me. Additionally, AI must be used only as an add-on rather than as a replacement to human effort and judgment.

Inappropriate use of AI constitutes cheating and will be penalized accordingly. If you have questions regarding what constitutes appropriate versus inappropriate use in a particular situation, please ask ahead of time.

TECHNOLOGY USED IN THE COURSE:

All readings (other than the textbook) will be provided via Blackboard. Students will submit some assignments via Blackboard. Blackboard will also be used to post grades, augment in-class discussion and, occasionally, to make announcements. All other electronic communication will be via email.

OFFICIAL COMMUNICATION VIA MASON E-MAIL:

Mason uses electronic mail to provide official information to students. Examples include communications from course instructors, notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their Mason email account, and are required to activate that account and check it regularly.

STUDENTS WITH DISABILITIES:

Students with disabilities who need academic accommodations should contact Disability Services (ods@gmu.edu or 703-993-2474) at the beginning of the semester and should request accommodations from me at the beginning of the semester.

COURSE ADD/DROP DEADLINES:

Please refer to https://registrar.gmu.edu/calendars/ and, in particular, the links associated with the current semester.

OTHER RELEVANT UNIVERSITY POLICIES:

See https://stearnscenter.gmu.edu/knowledge-center/teaching-polices-at-mason/

The instructor reserves the right to make changes to the syllabus with reasonable advance notice.