



EPG NEWS

Educators' Professional Group Newsletter Human Factors and Ergonomics Society

<http://www.indiana.edu/~iuepsyc/HFES/EPG.html>
Number 2, 1998-1999, July 1999

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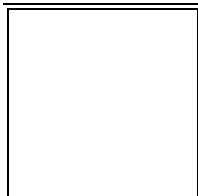
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Call for Nominations

Nominations for EPG Officer slots are welcomed!
Please send your nominations as soon as possible to Suzi, Gary,
or Carter. The deadline is August 15. Yes, you can nominate
yourself! Current nominees include:

Chair: Gary Klatsky
Program Chair (2002 - 2003): Open
Newsletter Editor: Open

Program Chair's Update



The proposal reviews of the 1999 Educators Professional proposals has been completed. Once again we have a program that most members of Educators Professional TG will find interesting. Our panel session is a bit "off the track" as it addresses research opportunities outside of the University. It is however important to educators in show our students alternatives available to them. The lectures range from the implementation of an Internet based statistics remedial program, hands on activities to make an introductory human factors course more appealing to students, and the annual assessment of hiring trends in the HFES placement service. One paper I wanted to highlight a bit, not because it is better than the others, because it is addressing a topic that was broached at last years annual meeting, whether the Educators Professional TG should broaden its scope to include educational ergonomics. This final paper looks at an approach to educational ergonomics. Last year there was a great workshop on educational ergonomics led by Tom Smith that got many of us thinking. Barrett Caldwell is planning a panel session for 2000 to continue from last year's workshop. It is also important that the Educators' Professional TG address the issue of expanding EPG to include this broader scope. I am interested in setting up one of those Birds of a Feather session on this topic. Anyone else who is interested contact me klatsky@oswego.edu

There were a total of six lecture proposals, one panel and two posters submitted. This is down from last year when we had eight lecture proposals along with a panel session. I know that many of you have thought about submitting proposals but for various reasons were unable to get your submission in on time. There should still be time to get your proposals in for the joint IEA meeting. The deadline was extended until July 6.

I was fortunate this year to have a plethora of reviewers. In fact, more people volunteered than I was able to use. Thanks to all of you: Robert Bateman, Tracey Bernard, Don Blosswick, Maxine Cohen, Michael Companion, Andy

Frievalds, Joe Goldberg, Fran Greene, Martin Helander, Rob Henning, Dianne McMullin, Jackie Mozrall, Pat Patterson, Ron Shapiro, Jasper Shealy, Paula Sind-Prunier, Bob Sorkin, Nancy Stone, Don Tepas, Rob Thomas, Tom Weitzel. My sincerest apologies if I missed anyone.

LECTURES:

Interactive Remedial Statistics Learning Modules for the Internet

Eberts, Eberts, and Craig

Statistics courses at most university campuses draw students from numerous departments. As a result, the mathematical backgrounds of the students vary widely. This places some students at an initial disadvantage as they have to do remedial math review. If a student falls behind in the beginning of a class, chances for failure in the course are greatly increased. If the instructor slows down the progress of the course to review basic material, the class in general will suffer. Retaking several years of math classes is usually not a viable option for students. To address this problem, we developed a series of Internet-based learning modules that can be adapted to fit various statistics courses and meet the learning needs of each student individually. These learning modules are interactive and are visual-based, utilizing color graphics and animation. The learning modules are available to anyone or to any course with Internet access.

Hands-On Human Factors and Ergonomics Education

Jones

Teaching an introductory course in Human Factors and Ergonomics presents a number of opportunities to have the students participate in a variety of hands-on labs and projects. The students participate in a variety on hands-on activities that provide a range of human factors and ergonomic experiences. Also having the students select a project that is of interest to them, and allowing them to actively participate in that project is essential to the educational experience. Since this is an introductory course the students may not initially have a clear understanding of what human factors and ergonomics are. Furthermore each student brings with them different levels of maturity, interest, and motivation. The challenge is to make course materials accessible to all students, and to be responsive to individuals who are having difficulty integrating the new material without boring others. I believe that learning can and should be fun, and that students who are active participants learn more than those who are passive.

Placement Opportunities for HFE and Ergonomics Professionals in Industry, Government/Military and Consulting Positions

Cummings-Hill, Harrison, Means, and Moroney

During the period from November 1997 through September 1998, the Placement Service of the Human Factors and Ergonomics Society distributed announcements describing 249 new positions available for human factors engineers and ergonomics professionals. This paper describes placement opportunities for HFE and ergonomics professionals in industry, government/military and consulting positions (N 5). The attributes of the position descriptions examined include: degree requirements, industrial sector, areas of expertise, required work experience, salary, geographic location, job description and skills required. Sixty percent of the positions describe the masters degree as the minimum requirement. The area of expertise most frequently requested (67.8%) was HCI, with test and evaluation (specifically usability testing) being specified for 48.3% of the positions. Consulting, computer software, computer hardware and aviation/aerospace were the four leading industries offering positions. The geographical areas with the most jobs were the California and the Northeast. The most frequently cited (27%) primary area of responsibility was software design.

Sociotechnical Design Aspects of Educational Technology

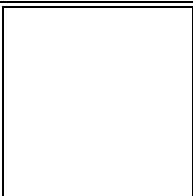
Watson, Caldwell, Derry, and Canty

The goal of this project is to develop and understand how technology can be integrated with the teaching of an instructional design course in a secondary education program. A sociotechnical approach to systems design is appropriate for this project because educational systems can be modeled as more or less open systems which are impacted by environmental factors. In general, it is expected that the approach adopted here can also be used by other organizations including higher and secondary education institutions. We have identified the basic product concepts which are needed to meet the design goals. Since the development of collaborative technology is fairly widespread, it makes sense to first evaluated and look for pre-existing tools that may fill our needs. Work completed includes concept development, a technology needs analysis, a survey of existing collaborative tools, and initial prototype development.

PANEL SESSION:

Is There Research Off the Tenure Track?

Paley and MacMillan



Many students enroll in degree programs based on a desire to conduct research in their field of interest. As students they are exposed to statistical methods, experimental designs, and a research literature to base future hypotheses. For those aiming to maintain an active research career, academics is often presented as the natural choice, but it is important to stress that many non-academic positions offer ample opportunity to conduct quality research. The intention of this panel, comprised of researchers from academics, government, industry, and consulting, is to first discuss the various research options available to job applicants and discuss the pros and cons of the various options. In doing so, we hope to dispel a common misconception that the only place to conduct quality research is within academics and provide students and recent graduates with an opportunity to make well informed decisions with respect to a research career path.

POSTERS:

Identifying underlying factors of engagement, involvement, and self-regulated learning

Stone

A measurement scale was developed to assess the characteristics of engagement, involvement, and self-regulated learning. Engagement, involvement, and self-regulated learning appear to be three related yet somewhat distinct areas of research that address the process by which students do or do not acquire knowledge. Undergraduate students performed a card sorting task (Experiment 1) or responded to a survey (Experiment 2) composed of items selected based on the results of Experiment 1. Sorting task data and factor analysis data supported the proposed characteristics, which correlated with academic performance measures. Implications include modifying learning settings for specific learner characteristics to help students and trainees assimilate and master as much of the course information in order to increase achievement. This scale might also be used to evaluate the relationship between these characteristics and calibration scores.

Instructional Technique for Learning Design Guidelines: Lessons Learned

Follette, Richman, Deyo, Ruesch, and Braun

The study of control and display design is a fundamental building block in any human factors education. Despite their significance, learning and integrating the information can be challenging in part because the guidelines and principles are abstract and dry. Learning human factors guidelines should be

engaging, complex, and related to real world issues. A class project endeavored to teach the Mil-STD and NUREG through the evaluation of a nuclear control room simulator. Students presented evaluations and recommendations to the simulator operators and staff. Evaluation of the control room simulator provided students with an opportunity to learn and integrate a set of standards and general human factors design principles to a complex industrial system. This applied approach provided a sense of realism and importance that motivated the students to learn the design guidelines. While on-site visits encourage students to learn a set of standards, the experience also benefits all associated parties through development of professional relationships.

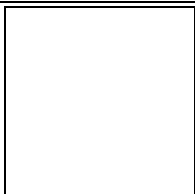
Gary Klatsky

Up Close & Personal with Don Chaffin (7 ± 2 Questions)

This is a relatively new component of our newsletter. Please send candidates for future editions. It is intended to take us "up close and personal" with some of our more distinguished EPG members. This edition features Don B. Chaffin, Ph.D., PE, CPE. Don has been a Fellow in HFES since 1986 and was honored with the Paul M. Fitts Award in 1990. He has been a member of HFES since 1966. He is currently a Professor in the Industrial & Operations Engineering Department at the University and formerly the Director of the Center for Ergonomics. He earned a BS in Industrial Engineering from the General Motors Institute in 1961, an MSE from the University of Toledo in 1964, and a Ph.D. in Industrial Engineering at the University of Michigan in 1967.

1) How did you get started in Ergonomics?

After graduating from GMI with a BSIE degree in 1961, I was given a job in a GM plant to design new precision gauging systems to assure better manufacturing quality control. One of the first things I learned was that even though the systems I designed could be used effectively by me, the workers on the line were often confused by both my training materials and the poor human interfaces I designed. At the same time I began taking graduate IE courses at the University of Toledo in the evening, and met a wonderful instructor, Milton Netter, who taught Human Factors from Ernest McCormick's first edition. Because Professor Netter also was an attorney, he was able to illustrate very vividly the legal, medical and economic consequences of poor ergonomics. He later became my Advisor on my MS thesis, which was a statistical evaluation of the



sources of error, human and otherwise, when using the gages I designed for the production floor. At this point I was hooked, and so I went back to school at the University of Michigan to study for the Ph.D. in IE. I chose Michigan because Professor Walton Hancock was beginning to perform research on how human factors affected productivity and quality of products produced in the automotive industry, and their Ph.D. program was very flexible, allowing me to take classes from Paul Fitts in Psychology, Wilbert Dempster in Anatomy and Harold Magnuson in Occupational Medicine. My thesis in 1998 showed that a person's metabolic rate, and thus fatigue, could be accurately predicted on a job if you carefully measured the postures and motions involved. Because I was now interested in the affects of manual exertions on people, I joined the University of Kansas, Physical Medicine and Rehabilitation faculty. Though only there for one year, I learned that ergonomics must always be sensitive to extreme variations in population physical capabilities and impairments, and that injuries to the musculoskeletal system often severely and permanently degrade the quality of ones remaining life. In 1969 I returned to the University of Michigan as a faculty member in IE, with the motivation and authority to assemble a curriculum and assist in hiring other engineering faculty members who would perform research and teach in the growing ergonomics field.

2) Tell us about your early upbringing.

My father and mother worked for most of my early life as sales people in various stores around the Sandusky, Ohio area. In high school I played drums in a small band on weekends and worked during the summer at a large amusement park, Cedar Point. In the latter job I maintained rental canoes and small power boats, which probably explains why I continue to like boating. It also taught me to plan my work to be efficient and minimize adverse stresses. During the first two years of my co-op experience at GMI, I was allowed to work on the production line of an automotive parts plant under the supervision of senior UAW members. These people were very important in my life, for they taught me not only how to run and maintain complicated equipment in a production environment, but also that their welfare and safety was largely dependent on the implementation of human factors in the design of the equipment and tools they were provided.

3) What did it mean to become a Fellow and receive the Paul M. Fitts Award from the Society?

Naturally one is very honored by such events. Especially in that these honors are bestowed by an organization that I believe to be of utmost importance to the public. Many of the older Fellows in the Society are people whom I have held in the highest regard throughout my career. And to receive the

Paul M. Fitts Award for outstanding teaching in the field is especially wonderful, because I knew Paul when he was here at Michigan. I had the greatest respect for what he stood for as an educator and research pioneer in the field.

4) What three people have most positively influenced your career?

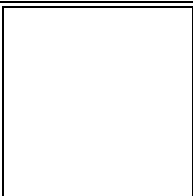
At a professional level there are many, but Professor Walton Hancock, as Chairman of IE here at Michigan had enough faith in my abilities in 1969 to allow me to return and start teaching several courses in ergonomics. Quite frankly, these courses were not very well attended at first. It took time for students to realize that the field was just beginning to impact engineering practice back then. I also would like to recognize the early guidance of Professor Milt Netter, who encouraged me to leave my comfortable engineering job and go back to school for my Ph.D. in Human Factors in 1964. Lastly, I would say that Donald Rose, MD, Ph.D., who was Chairman of Physical Medicine and Rehabilitation at the University of Kansas Medical Center greatly influenced me in 1968 by sharing his ideas on a daily basis about the different ways biomechanics could be used to assist his patients to return to active and productive members of society.

5) What has been your favorite class to teach and why?

There is no doubt that my introductory graduate class in Occupational Biomechanics continues to be my all time favorite course. I started teaching it in 1970 with no textbook. Students attended from several different disciplines, as they do today. In 1984 I was able to take my class notes, and with the aid of my good friend, Gunnar Andersson, who is now the Chairman of Orthopedic Surgery at Rush-Presbyterian Medical Center in Chicago, write them into a textbook entitled, Occupational Biomechanics. John Wiley & Sons published the 3rd edition of this book in early 1999. It is very exciting now to have someone call who is using the book in a similar course elsewhere and ask about some concept, and how I would present it in class.

6) Have you considered authoring a book on the ergonomics of boating?

Actually, I have. Over the years I've been amazed at the poor ergonomic considerations in both power and sailboats. It is getting better, thanks to consumer groups and magazines that routinely comment on the ergonomics of at least the helm area of new vessels. Unfortunately there still are many aspects of boating that could be made more enjoyable and safer by considering elementary ergonomic principles. Maybe someday I'll have the time for this, but for now next year I'm involved in a new book for the SAE on "Case Studies in the Simulation of People in CAD Applications".



7) What has been your favorite or best research project and why?

My first reaction to this question is to say that the current research is the best. I really am most excited over the new Human Motion Simulation project we have started. I've got wonderful people to work with here, a great consortium of companies to support us, and a topic that could lead to fundamental principles and prediction models of normal reaching and moving behaviors. If we are successful, then workspace designers will be able to visualize in their CAD systems the dynamic interactions of different people within proposed workspace designs, and will be better able to perform ergonomic assessments while their designs are still in the conceptual stage. Of all the questions you have asked, this one is perhaps the most difficult to answer, since I have enjoyed so many research projects on a personal level. But being an engineer I have to say that the early projects on strength prediction and low-back modeling, which now have produced the software used by over 3000 licensed users, were the most professionally satisfying. And the reason is simply that the work we did has provided a useful tool for others in the field to analyze all types of manual exertions and derive improved work requirements. It also involved over 21 of my former Ph.D. students, many of whom continue to nurture this growing ergonomics technology. This continues to provide the basis for many great intellectual discussions with them and others in the biomechanics community.

8) What pearls of wisdom would you give to a student interested in the field?

First I would tell them to spend some time working in the field before continuing their advanced studies beyond a masters degree. I say this because there are so many tough human factors problems that still need to be seriously researched. But to do so requires a person who is willing to work extremely hard to understand the extreme complexity of various human-hardware systems, i.e., a student who is intrinsically motivated to better people's lives by developing scientifically valid human factors principles. I do not believe we can instill the necessary motivation level through class and academic project work alone. Such motivation and curiosity comes from real life experiences provided by interacting with people who are seriously affected by devices, software and processes which simply don't function as expected, or which are even harmful to users. Secondly, I'd tell them to be open to new ideas and approaches. Seek out a cross-discipline education. Mix courses from the behavioral and life sciences with courses from the engineering sciences. Also, it never hurts to take a few courses in a Business School to understand the organizational, cost/benefit, and legal issues that will need to be

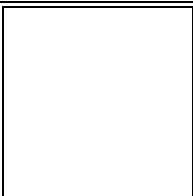
considered for implementation of any good human factors principles one is advocating. Lastly, I'd try to convince them that this is a wonderful and satisfying profession. The market for well educated people in the field is very strong today. More importantly, one is provided an opportunity in this field to really make a profound and positive contribution to people's lives. What more can one ask of a chosen profession?

Chair's Message

I hope that all of you are finding time to enjoy the pleasures of summer. Acceptance of presentations for the fall HFES meeting are on the way. While I know that you are busy now, maybe you could plan a little time this summer to make some contributions to the EPG. Send me a brief report of a classroom technique that you tried this year or something great that a student or faculty member did. (Maybe an abstract from your best student paper or a brief description of your favorite professor.) How about a note about the award that you received for excellence in teaching or the excellent paper you presented. What is the address of the web page that you finally got posted or the one you found to be really useful for a course. I would like to see a contribution, however small, from everyone.

During my spring break I participated in two activities I would like to share with you. The Council of Technical Groups had an hour and a half long phone conference to discuss several issues. One topic you should see evidence of soon - the first issue of the COTG Digest. This is a compilation of the best of the best from technical group newsletters and is only sent to people who belong to one or more technical groups. This publication was proposed to share the information collected by the technical groups that has a more general appeal. I think that you will find it quite interesting and I hope it will inspire you to contribute something of equal quality to our newsletter so that it can be included at a future date. We also discussed the issue of "domain experts." HFES periodically gets requests for contacts with individualists who are specialists in a particular area. This is often sent to a technical group chair to be forwarded to members. Should HFES have a list of domain experts that can be given to individuals requesting such information? Does this involve a potential for a conflict of interest? Are the technical groups the best place to determine who these people might be? Please let me know what you think about this issue so that I can appropriately represent the group. There was also discussion of the Technical Group web sites and whether HFES would sponsor/provide a server for these documents. (At present most are supported on computers with donated space.) What do you think?

Along these lines, what do you think should be on our web site? Is anyone willing to prepare or even just send me content or links that could be posted? There is a membership drive within the society that can benefit our group. The group



who recruits the most members for HFES will receive money for a social event at the next annual meeting. We also need members for EPG. I recommended a similar contest for the group with the greatest proportional increase. Even without such incentives, I would suggest that we need to do something to recruit new members. The best recruiting tool is what the individual will receive from the group. The best way to assure that there is something there to receive is to contribute. You can have a role in this process on more than one level.

I also attended an assessment workshop in Chicago. There were four individuals from my institution who were sent as a team to learn more about assessment of courses, programs and the institution as a whole. Assessment and accountability are moving from business and industry into the academic setting. One item of discussion was the need to set appropriate goals and then to measure the current state as an indication of where efforts are needed. I would like to propose that we do an assessment of the EPG. To begin we need to discuss the goals that we are trying to achieve within HFES. Here are some of the goals we might wish to address.

1. EPG will take a part in improving the education and training of human factors professionals.
2. EPG will support and encourage faculty who teach about Human Factors and Ergonomics
3. EPG will support and encourage students who are learning about Human Factors and Ergonomics.

Please send me your comments! Are there other goals of the group that are more important? Should these not be included? Could these be worded more accurately or more effectively to facilitate assessment? When we get to the assessment itself, we might like to survey the members on their thoughts about whether we are achieving the goals outlined. I hope to hear from you soon.

Suzi Shapiro

Journal Editor Candidates Sought

The term of the current editor of Human Factors will soon expire, and the Communications and Publications Subcouncil is seeking candidates for the position.

The editor serves a four-year renewable term. Administrative support for the manuscript review process is provided in the central office, where all submissions are sent and author and reviewer databases maintained. The Society's publications staff also performs production editing of the journal. Questions about these functions may be directed to Lois Smith at 310/394-1811 (e-mail hfes@compuserve.com).

Interested persons are invited to send a current curriculum vitae and cover letter to the subcouncil in care of the HFES central office via mail, fax, or e-mail (see below).

Materials are requested by July 30, 1999. After receiving CVs, the subcouncil will ask candidates to respond to a list of questions regarding the journal. Selection of editor will be based partly on responses to those questions and to telephone interviews.

Send materials to Journal Editor, Human Factors and Ergonomics Society, P.O. Box 1369, Santa Monica, CA 90406-1369 USA, fax 310/394-2410, hfes@compuserve.com.

Job Postings

Publicize your positions for free! Send submissions to the Newsletter Editor.

Foster Professional Development in HFES Through Volunteering

Volunteers are needed for Education and Training Committee, which is a Special Committee, formed by the HFES Executive Council. The purpose of the Education and Training Committee (ETC) is to promote, guide, and provide education and professional training in human factors and related fields to HFES members and non-members. The Education and Training Committee will first focus on developing a mid-year professional development opportunity for HFES members and non-members alike. Some of the tasks the committee is chartered to do are listed below:

- 2) Identify educational and training needs that can be satisfied by lecturers and one- or two-day seminars.
- 3) Form a production team to recruit a presenter and evaluate the presentation content, visual aids, handouts, and other presentation materials that will be used.
- 4) Coordinate with the central office on placing advertisements, scheduling, contracting, collecting registration fees, and paying presenter fees and costs.

This could be a very exciting and worthwhile activity for our discipline. The output of this committee could be very important to HFES in terms of outreach and professional development as well. In addition, committee participation could be personally rewarding and fun. If you are interested in learning more, contact Mark Lee at Old Dominion University by phone (757-683-4222) or email (mlee@odu.edu).

Hear It, See It, Do It, Eat It!

Having trouble introducing probability theory or sampling? Bring in transparent containers and bags of candy in a variety of colors (M&M's, Skittles, jaw breakers). Begin with

the containers filled with one color. (Make sure you know how many are in each container.) Move candies from one jar to another and calculate the probabilities on the board.

Then pour all of the candies into one container – Don't Mix – pull out a small handful and tally the number of each color and the percent on the board.

Ask the students if they feel that the sample represents the "population" of the candies. (You can assign a relevant characteristic to each color if you want to increase application to other situations.)

They are likely to tell you that your sample wasn't good because part of the populations represented unfairly. Ask what you need to do to get a better sample. At any point you can follow the students instructions for sampling and post the distributions. They are likely to suggest that you mix the candies.

Grab another small handful and tally the colors and percentages. Ask the students if they feel that this is a better sample. Since your sample is small there is likely to be a less representative distribution. Ask the students what could be done to make the sample more representative. (They will eventually suggest a larger sample.)

You should be able to lead them to the conclusion that a larger sample size helps, but at some point, larger does not really increase the representative nature of the sample. Ask what happens if a single color is picked out for the sample (subject mortality). Be sure to discuss the practicality of using the entire population as a sample.

An alternate version is to allow each student to grab as many candies as they want. Then use each of theirs as a sample (before they are eaten).

At the end of this activity your students should have a good intuitive understanding of sampling - something that is often missing when only numbers and formulas are used. There are as many versions of this exercise as there are classes.

Have Fun! Be sure to let the students eat some of the candy!

Suzi Shapiro

Call for Student Volunteers 1999 HFES Annual Meeting

The 43rd Annual Meeting of the HFES will be held at the Westin Galleria in Houston during the week of September 27 through October 1. The host committee invites all students planning to attend this year's Annual Meeting to serve as volunteers. If you are planning to attend the conference as a student, please consider signing up as a volunteer.

Many benefits are associated with volunteering. Volunteer for one day and your registration fees for the entire

meeting meeting will be reimbursed. Serving as a volunteer also creates an opportunity for you to work closely with other students and presenters to help make this year's Annual Meeting a success.

If you have any questions or want to sign up as a volunteer, email Philip Tidwell (Student Volunteers Chair) at BamaPhil@aol.com or ptidwell@travertech.com. Call at (281)886-1424.

Please forward this message to the other students in your chapter so that your colleagues will be aware of this opportunity.

Web Corner

A list of websites that may be helpful to Professional Educators will be maintained in this section. Please send contributions to the newsletter editor.

EPG Web Page

<http://www.indiana.edu/~iuepsyc/HFES/EPG.html>

HFES Web Page

<http://hfes.org>

Bad Human Factors Designs

<http://www.baddesigns.com/>

Engineering Your Future

American Society for Engineering Education

<http://www.asee.org/precollege/>

Office of Special Education and Rehabilitation Services

US Department of Education

<http://www.ed.gov/offices/OSERS/>

Thomas Register of American Manufacturers

<http://www.thomasregister.com/>

Learning Productivity Network

<http://www.gse.buffalo.edu/org/lpn/>

IBM Healthy Computing

<http://www.pc.ibm.com/US/healthycomputing/>

CTDNews Online

<http://www.ctdnews.com/>

Ergonomics at Work

<http://www.combo.com/ergo/atwork.htm>

1998 Meeting Minutes

Attendees at the 1998 meeting were:

Keith Adams	Iowa State Univ.
S. Deivanayagam	Tennessee Tech Univ.
Kristen Gilbert	Univ. of Montevallo
Joe Goldberg	Penn State Univ.
Paul Green	Univ. of Michigan
Carter Kerk	SD School of Mines
Gary Klatsky	Oswego State Univ.
Mark Lee	Old Dominion Univ.
David Martin	NC State Univ.
Gary Mirka	NC State Univ.
Bill Moroney	Univ. of Dayton
Ron Mourant	Northeastern Univ.
Ed Rinalducci	Univ. of Central Florida
Wendy Rogers	Georgia Tech
Suzi Shapiro	Indiana Univ. East
Thomas Smith	Univ. of Minnesota
Nancy Stone	Creighton Univ.

Suzi Shapiro opened the meeting at 7:20 AM. Attendees introduced themselves. Gary Klatsky reported on this year's program: 4 papers, 1 panel, 9 submissions. Next year all submissions will be electronic (web-based). There is \$3800 in the treasury. In order to stimulate new membership, the group voted 12-0-2 to suspend dues for a one year trial period.

Thomas Smith spoke about broadening our scope or mission to all of learning and educational issues. Wendy Rogers suggested joining forces with the Training TG. Mark Lee presented HFES plans for Continuing Education (see article in this issue titled, "Foster Professional Development in HFES Through Volunteering").

Suzi Shapiro opened the floor for nominations. Deivy Deivanayagam was nominated for Program Chair. More are needed.

Suzi discussed development of Successful Strategies or Quick Hits. Let's publish what strategies are working well for us either in the newsletter or in some sort of publication.

COTG Discussion: Re-examine the EPG brochure; each group involved in the Project will be displayed at the Annual Meeting.

Kristin Gilbert is the new contact for student groups. Give her your newsletter submissions at gilbertk@um.montevallo.edu

Chair's Notes

1998 Annual Meeting

First I would like to thank all of you who were able to attend the business meeting early Wednesday morning. I appreciate your dedication and your "tireless" efforts. (At another meeting I attended it was suggested that people who attended the business meeting not pay dues as they have already contributed by doing the business of the organization.)

Second, I would like to thank those of you who could not attend the meeting but have been supportive of the Educators' Professional group for the past year.

This year's program was well received and I think all of the presenters make a valuable contribution to the efforts of the society in producing well trained Human Factors and Ergonomics professionals.

I would like to make a plea for your continued support. An organization is only as good as its members make it. I would like to see the EPG as a resource and support for faculty and students as well as the professions.

This newsletter requests nominations for officers in the technical group. While these tasks do not provide the honor of a knighthood or the monetary reward of a lottery, there are reasons to volunteer.

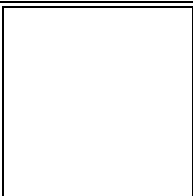
- 1) Your services are needed by the EPG. (YES – I mean you!)
- 2) You have an opportunity to support excellence in your profession.
- 3) Some of you can use your status as an officer as documentation of public service.
- 4) It is actually fun – sometimes.
- 5) You get the opportunity to get to know some great people.

You don't have to have a certain degree or job to be involved. (Students are welcome too.)

If you cannot be an officer for the next two years, please consider the other ways that you might be able to contribute.

Prepare a paper or poster to submit for the Houston meeting next year or the joint meeting with IEA in 2000. Reminder – these submissions are only two months apart! - Not the year that you are accustomed to.

- Send something to the newsletter-
- A book review
- A note on an interesting problem
- A quick description of some classroom technique that you have found to be effective.
- A copy of your syllabus for our file of materials available to interested faculty.
- A link to your site.
- The URL of your syllabus.
- Information on your program.



A resource that you find useful.

Send information for the EPG Web page.

Even a note on how things are going and where you are would be great!

There are a few things that we covered in the Council of Technical Groups (COTG) that you might like to know about.

A possible project for the HFES is a design contest. Would the EPG be supportive of this project? Yes? Please let me know –

Membership is an issue with both the HFES and EPG. HFES proposed a contest with the award of \$1000 for a social event at the next meeting. We just need the Most New HFES members. See what you can do ----

The EPG needs new or returning members just to serve as a TC. Any of you interested in helping to develop Internet Policy for the HFES, contact Doug Antonelli.

The COTG is sponsoring a new publication, the COTG Digest. Items with general interest will be taken from Technical Group Newsletters and put in a publication sent to all members. It is my understanding that this will be available in the next year. This should provide a motivation for some good material to appear in our newsletter.

Suzi Shapiro

What's New!

Send in news of your teaching and research activities. Use this space to promote your programs. Send your submissions to the editor.

Keith Adams

Teaching System Safety / Industrial Safety Engineering. Developing research in simulation / VR in Workstation Design and miscellaneous committee assignments.

Jacob Jen-Gwo Chen

Jacob has started a new position as the Dean of the College of Science and Engineering at the University of Texas - Pan American, 1201 W University Drive, Edinburg, TX 78539-2999, USA. His new phone number is 956-381-2404, fax is 956-381-2428, and E-Mail is chen@panam.edu. UTPA has one of the largest Hispanic enrollments among four-year colleges and universities. The Hispanic Outlook in Higher Education Magazine listed UTPA as 4th in the number of bachelor's degrees conferred on Hispanics and 16th in the number of Master's degrees.

S. Deivanayagam

Have a "Fellowship" from Univ. Of Tennessee's Center for Industrial Services. Travel all around the state to assist industries with their ergonomic issues.

Joe Goldberg

Too Much Teaching! Building new IE Building at Penn State.

Paul Green

Teaching and preparing for 40th year of Michigan Human Factors Engineering Short Course. Conducting research on the visual demand of driving.

Carter Kerk

Received Governor's Award to develop new Safety Engineering course. Just started renovation of IE building and HF/E Lab.

Gary Klatsky

Two research programs dealing with object recognition. Preference and performance in responding to alert symbols. Developing an Interdisciplinary MA in Human Computer Interaction. Gary recently received the Oswego State University President's Award for Excellence in Academic Advisement this past semester.

Mark Lee

New professor at Old Dominion University. Chairing the HFES Education and Training Committee.

David Martin

On sabbatical during the spring of 1999. Interest in visiting sites where distance learning is being studied. Let me know if you are at such a site. (david_martin@ucsu.edu)

Gary Mirka

Working on on-line real-time delivery of Occupational Biomechanics course. North Carolina State is really pushing this type of distance learning.

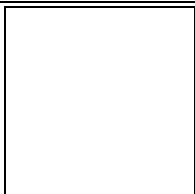
Bill Moroney

Teaching and conducting a faculty search for cognitive psychologist with HCI orientation.

Ronald Mourant

Developed a human performance lab using the ERTS system. Supervise graduate students who teach human factors.

Edward J. Rinalducci



Teaching; past coordinator of HF program at UCF. Involved in some VR research and miscellaneous committee assignments at UCF.

Wendy Rogers

Recently changed jobs – now at Georgia Tech. Currently participating in a teaching fellows program.

Thomas J. Smith

Sponsored HFES-98 colloquium on HF/E issues with education and educational technology.

Nancy Stone

Developing a scale of student characteristics that will hopefully, identify “good” students as well as “trouble” students. Such identification should allow for effective intervention. Also working on ways to use teams in the classroom for better learning.

+46 13 20 40 00, fax +46 13 12 61 62; or Richard Pain, Transportation Research Board, 2101 Constitution Ave., N.W., Washington, DC 20418; 202/334-2960, fax 202/334-2003; rpain@nas.edu.

September 28 – October 1, 1999. 4th ICOH Int. Conference on Occupational Health for Health Care Workers. Montreal, Canada. Conference Secretariat, 5100 Sherbrooke St. East, Suite 950, Montreal, Quebec, Canada H1V 3R9; 514/253-6871, fax 514/253-1443, icoh1999@asstsas.qc.ca, <http://www.asstsas.qc.ca/icoh1999/>. *Abstracts due April 30, 1999.*

September 28 – October 2, 1999. 43rd Annual Meeting of the Human Factors and Ergonomics Society. Houston, TX. Hosted by the Houston Chapter. HFES. P.O. Box 1369, Santa Monica, CA 90406-1369; 310/394-1811, fax 310/394-2410; hfes@compuserve.com, <http://hfes.ogr>.

September 30 – October 3, 1999. Design and the Social Sciences. Edmonton, Alberta, Canada. Jorge Frascara, Design and the Social Sciences, Dept. of Art and Design, University of Alberta, Edmonton, Alberta T6G 2C9, Canada; 780/492-3261, fax 780/492-7870; dessoc99@ualberta.ca, http://www.ualberta.ca/~artdesin/conf_MAIN.htm.

October 6-8, 1999. Safety and Health in the Construction Industry in the 21st Century. Vienna, Austria. Office for Int. Relations and Conferences of the AUVA, Adalbert-Stifter-Strasse 65, A-1200 Vienna, Austria; +43 1 33111 537, fax +43 1 33111-469; hik@auva.sozvers.at.

October 11-13, 1999. Ergonomics Society of Australia 35th Annual Conference. Fremantle, Western Australia. Keynote Conferences, P.O. Box 1126, West Leederville, Western Australia 6901; +61 8 9382 3799, fax +61 8 9380 4006; keynote@ca.com.au.

November 8-12, 1999. 6th World Congress on Intelligent Transportation Systems. Toronto, Canada. ITS America, 400 Virginia Ave., S.W., #800, Washington, DC 20024-2730; 202/484-4542, fax 202/484-3483; kstacy@itsa.org, <http://www.itsa.org>, or <http://itsworldcongres.org>.

November 16-19, 1999. 7th Color Imaging Conference. Scottsdale, Arizona. Society of Imaging Science & Technology, 7003 Kilworth Ln., Springfield, VA 22151; 703/642-9094; info@imaging.org. *Abstract deadline: April 2, 1999.*

November 17-19, 1999. Sport, Leisure, and Ergonomics Conference. Wirral Cheshire, UK. Conference Secretariat, SLEC, Research Inst. for Sport and Exercise Sciences, Liverpool John Moores University, Henry Cotton Campus, 15-21 Webster St., Liverpool, L3 2ET, UK; +44 151-231-4323, fax +44 151-231-4353; j.p.greeves@livjm.ac.uk.

November 25-26, 1999. 9th New Zealand Ergonomics Society Conference. Christchurch, New Zealand. Conference

Human Factors Educators Listserv

Come join the fun! If you are interested in joining a human factors educators listserv contact Gary J. Klatsky by email at klatsky@oswego.edu or check out Gary in the Officer's Directory section.

Calendar of Events

August 16-21, 1999. 17th Int. System Safety Conference. Orlando, FL. CPS, Inc., 2453 Orlando Central Pkwy., Orlando, FL 32809; 800/777-5333, fax 407/851-8313, issc1999@yahoo.com.

August 22-25, 1999. 8th Int. Conference on Vision in Vehicles (VIV8). Boston, MA. VIV8, Inst. of Behavioural Sciences, University of Derby, Mickleover, Derby, DE3 5GX, UK; fax 4+44 1332 622287; avru@derby.ac.uk, <http://ibs.derby.ac.uk/viv8>.

August 22-27, 1999. HCI Int. '99, the 8th Int. Conference on Human-Computer Interaction. Munich, Germany. Conference Secretary, Fraunhofer IAO, Nobelstrasse 12, D-70569 Stuttgart, Germany; +49 711 970-2331, fax +49 711 970 2300; hci99@iao.fhg.de, <http://www.HCI99.iao.fhg.de>.

September 15 – October 15, 1999. CybErg 1999, 2nd Int. Cyberspace Conference on Ergonomics. Congress West, CybErg 1999, P.O. Box 1248, West Perth, WA 6872, Australia; fax +61 8 9322 1734; cyberg@congresswest.com.au, or <http://www.curtin.edu.au/conference/cyberg/>. *Abstracts due April 9, 1999.*

September 20-22, 1999. 10th Int. Conference on Traffic Safety on Two Continents. Malmö, Sweden. Contact Kenneth Asp, Conference Secretariat, S-581 95 Linköping, Sweden;

Request for Assistance

Dear EPG,

I'm currently developing a proposal for a new Human Factor/Ergonomics lab for our undergrad level courses. I am looking for any current material discussing the teaching and learning of human factors/ergonomics at the undergrad level. I would deeply appreciate any suggestions. Best regards,

Alvaro D. Taveira, Ph.D.

Assistant Professor

Department of Industrial Engineering

University of Southern Colorado

Phone: 719-549-2788

Fax: 719-549-2519

taveira@meteor.uscolo.edu

Editor's Corner

Please accept my apology for the delay in getting this issue published. I got swept up in the school year and did not get the job done in a timely fashion.

If you have been reading my column regularly, you will see that I keep repeating the same issues over and over again. First of all we need more new members. In March 1998 we had 144 members. In June of 1998 we had 178. As of June 1999 we have 193 members. There are currently 48 non-renewed members from last year I am working to get renewed. We need to get to the 200 level to maintain our status as a technical group within HFES and we are basically there. The \$4 fee is peanuts. Please keep helping to recruit new members!

How do you like the **Up Close and Personal (7 +/- 2 Questions)** theme? This issue features my Ph.D. Advisor, Don Chaffin. Send me names of people you would like to have featured. Remember, if you don't send me candidates for this column, you will be reading about my favorite people. Either way is fine with me.

Send me your **What's New!** updates on yourselves and your programs. Let us hear about what courses you are teaching, what texts you are using, what techniques have been successful.

Help build the usefulness of the **Web Corner**. If you have useful web pages or know of others, let me know. I also look forward to your contributions to the **Calendar** and **Job Postings** sections. Take a moment right now and send me your contributions for the next newsletter.

Carter Kerk

ckerk@silver.sdsmt.edu

Phone: (605) 394-6067

On a Sad Note

It is with sadness that I have to report that James R. Buck, Professor of Industrial Engineering at the University of Iowa, died on June 10, after a long illness.

Jim had been a Professor of Industrial Engineering at the University of Iowa since 1981 and had been Chair of the Department from 1981 to 1988. He had previously been a Professor at Purdue University and an Assistant Professor at the University of Michigan in Dearborn, MI.

Jim was a Fellow, Institute of Industrial Engineers and was active in the Human Factors and Economic Analysis areas.

Donations can be made to the James R. Buck Scholarship Fund, c/o Department of Industrial Engineering, University of Iowa, 4132 Engineering Building, Iowa City, IA 52242-1527.

Peter O'Grady

EPG Officers, 1997 - 1999

Chair

Susan J. Shapiro

Department of Psychology

Indiana University East

2325 Chester Boulevard

Richmond, Indiana 47374-1289 USA

Phone: (765) 973-8284

Fax: (765) 973-8508

Email: sjshapir@indiana.edu

URL: <http://www.iue.indiana.edu/psych>

Program Chair 98 - 99

Gary J. Klatsky

Department of Psychology

State University of New York at Oswego

Oswego, NY 13126 USA

Phone: (315) 341-3474

Fax: (315) 341-6330

Email: klatsky@oswego.edu

URL: <http://www.oswego.edu/~klatsky>

Program Chair 00 - 01

Subramaniam (Deivy) Deivanayagam

Industrial Engineering Department

Tennessee Tech University

PO Box 5011

Cookeville, TN 38505-5011 USA

Phone: (615) 372-3465

Email: deivy@tntech.edu

Newsletter Editor

Carter J. Kerk
Industrial Engineering Program
South Dakota School of Mines & Technology
501 E St Joseph St
Rapid City, SD 57701-3995 USA
Phone: (605) 394-6067
Fax: (605) 394-2405
Email: ckerk@silver.sdsmt.edu



Educators' Professional Group

Carter J. Kerk, Ph.D., PE, CSP
Industrial Engineering Program
South Dakota School of Mines & Technology
501 E St. Joseph St
Rapid City, SD 57701-3995
USA

Application for Membership

Educators' Professional Group, Human Factors & Ergonomics Society

Membership in the EPG does not require membership in the Human Factors and Ergonomics Society. (Members of the Human Factors and Ergonomics Society may pay their EPG dues with their HFES dues.) Please print.

Name: _____

Title: _____

University/Organization: _____

Address: _____

Phone: _____

Fax: _____

Email: _____

Are you a full time student? yes no

Are you a member of HFES? yes no

Please mail this application and check for US \$4 to:

Human Factors and Ergonomics Society, PO Box 1369, Santa Monica, CA 90406-1369 USA

