



INSIDE HFES

User Experience Day 2014 Leadership Development Workshop

By Marc Resnick, Program Chair, Internet Technical Group

Most attendees of the HFES Annual Meeting are probably familiar with User Experience (UX) Day, the series of UX-related technical and social programs that takes place on Wednesday during the meeting week. What you might not have heard about is the Leadership Development Workshop that is included in the program.

This is an exclusive, invitation-only event that brings together the most promising emerging UX leaders for an intensive leadership development activity. These emerging leaders are identified through a meticulous selection process that concentrates on their professional accomplishments in UX or leadership in HFES. They often have won Society-level awards, such as Student Member with Honors and the Alphonse Chapanis Best Student Paper Award. This unique mentoring event matches these emerging leaders with established user experience leaders and researchers who head major industry and academic UX organizations around the country.

At the meeting in October, the emerging leaders will be required to make a 3-minute elevator-pitch-style presentation on the importance of using UX methods while designing a product. One of the participating mentors will then provide a 2-minute critique. This will be followed by a group discussion on the effectiveness of the emerging leaders' pitch styles and content, moderated by Marc Resnick and Chalil Madathil.

If you have been invited to participate in this event, you should be proud of your accomplishments and know that your hard work has not gone unnoticed. If you were not invited this year, I would like to encourage you to get more active and to be visible. Getting on the fast track, regardless of your human factors specialization, has benefits that last a lifetime.

Call for 2014 Student Member and Chapter Award Applications

By Kim-Phuong L. Vu, Chair, Student Affairs Committee

The Student Affairs Committee is pleased to have the opportunity to recognize the accomplishments of and service to the Society by our students and student chapters through the Student Member with Honors Award and the Outstanding Student Chapter Award. To apply for these awards, students or chapters must send a completed application (see below) and supporting materials to me at kim.vu@csulb.edu on or before **July 1, 2014**. Award recipients will be recognized

at the [2014 International Annual Meeting](#) in Chicago during the Student Reception, to be held on Tuesday, October 28, from 5:00 to 6:00 p.m.

The following are highlights of the eligibility requirements for the awards. Please refer to the HFES [Student Chapter Web site](#) for complete details.

Student Member With Honors

This designation honors students who have made outstanding contributions to the discipline and/or HFES during their tenure as students. To qualify, students must meet *all* of the following eligibility requirements:

- Student membership in HFES for at least six months prior to application
- Classified as a graduate student, or class standing of junior or senior for an undergraduate
- Minimum GPA of 3.75 for graduate students; minimum GPA of 3.50 for undergraduate students
- Successful completion of at least three HF/E-related courses with an A grade
- Significant HF/E-related service to HFES
- One letter of recommendation from a faculty member, which specifies and demonstrates the outstanding contributions made by the student.

The letter of endorsement from the faculty member is critical to the application. The letter should highlight the outstanding contributions of the student and indicate how those achievements meet the requirements for the student to be recognized as a Student Member with Honors in the Society by distinguishing the student from his or her peers.

In addition, at least two of the following three conditions must be met:

- Primary author of an HF/E research paper published in an approved journal
- Presenter of an HF/E-related lecture at a national or international conference
- Evidence of significant contribution to an industry project

It should be noted that meeting at least two of the three conditions above is necessary but not sufficient for the award. The quality of the candidate's contributions in each of the areas will also be evaluated.

Student Chapter Levels of Recognition

Chapters are recognized for their contributions and achievements (both the number and quality of activities) across a number of categories as listed below, with emphasis on demonstrated excellence in a specified number of areas. The levels of recognition are as follows:

- **Gold** requires activity in at least eight categories with excellence in at least five categories, and at least 50% of the student members being HFES Student Affiliate members.
- **Silver** requires activity in at least five categories with excellence in at least three categories, and at least 40% of the student members being HFES Student Affiliate members.
- **Bronze** requires activity in at least three categories with excellence in at least two categories, and at least 25% of the student members being HFES Student Affiliate members.

The list of activity categories follows; of primary importance is the quality and outcome of the activity in the category. The creativity category allows chapters to uniquely define activities and provides an opportunity for some chapters to obtain a recognition level for which they would not otherwise qualify.

- Recruitment
- Guest speakers
- Field trips
- Outreach/volunteerism
- Collaboration
- Service to HFES
- Exploration
- Social and networking activities
- Information dissemination
- Mentorship
- Continuous improvement
- Creativity

Chapters must clearly indicate the recognition level sought (Gold, Silver, or Bronze), provide supporting materials that document the various activities of the chapter in each category, and provide a letter of recommendation from the chapter adviser. We encourage chapters to submit other materials that will support the application, such as brochures, announcements, or images from events, videos, and Web sites. Please include all supporting material electronically as part of the application, and provide a short narrative that sufficiently details your accomplishments in each activity category.

Submitting Your Application

The deadline for receiving applications for both the Student Member with Honors and the Student Chapter Award is **July 1, 2014**. No applications will be accepted after this date. Be sure to read the complete application details before making your submission. Compile the completed application materials into a single document (preferably PDF, but Word is acceptable) and send it by e-mail to me at kim.vu@csulb.edu.

HFES Accreditation Webinar

Current HFES Accreditation Chair Barbara S. Chaparro and past Accreditation Chair Patricia R. DeLucia will present a webinar entitled “HFES Accreditation Requirements, Guidelines, and Process” on Monday, April 28, 2014, from 8:00–9:30 a.m. Pacific Time.

HFES instituted an accreditation program for human factors/ergonomics and related graduate programs in 1989. There are currently 15 accredited programs. This webinar will provide an overview of the HFES accreditation process and information about program requirements for accreditation. In addition, the process for application and renewal will be discussed, along with guidelines and tips for a streamlined submission.

Prior to being appointed as chair, Barbara Chaparro served as a reviewer on the committee for two years. She is coordinator of the Human Factors Psychology Graduate Program at Wichita State University, which has been accredited since 2002.

Pat DeLucia chaired the HFES Accreditation Committee from 2010 to 2013. She was a member of the HFES Program Accreditation Task Force in 2010 and chaired the Education and Training Committee from 2004 to 2009. Pat has served as coordinator of the Human Factors Psychology Program at Texas Tech University since 1991. Texas Tech received its HFES program accreditation in 2002. Pat is a Fellow of HFES and editor in chief of *Human Factors*.

Register for the webinar [here](#). Note: This registration link is only for HFES members.

Join the Discussion on LinkedIn

The official HFES LinkedIn group now has more than 10,000 members! If you haven't already taken advantage of the variety of networking tools that LinkedIn offers, join today and connect with thousands of HF/E professionals from around the world to discuss current topics with like-minded colleagues. Members are invited to start discussions, pose questions, and share interesting news and research.

The following is just a small sample of recent topics:

- Today's car stereo systems: are they user UN-friendly?
- Ergo training aids
- Touch-screen user interface and the future of user interface for critical technologies
- Hospital alarm fatigue: a deadly epidemic?
- Breaking into HF/E

Join the [HFES LinkedIn group](#) today at (LinkedIn account creation required). For additional updates on HFES happenings, like our [Facebook page](#) and join our 900+ followers on [Twitter \(@HFES\)](#).

Submit Your Product or System for the 2014 User-Centered Product Design Award

The Product Design Technical Group (PDTG) welcomes submissions for its 13th Annual Stanley H. Caplan User-Centered Product Design Award. The award recognizes excellence of both product design and the methods used to specify and achieve the design.

This year's winning product or system will be recognized during the HFES 2014 International Annual Meeting in Chicago. The recipient will receive a \$1,000 honorarium and make a presentation on the product and process used for its development during the PDTG's award session on October 28. The awardee will also submit a paper to *Ergonomics in Design* within two months of the meeting.

Submissions may address products, software, or systems that are used in the home, the workplace, or while mobile. This includes consumer, commercial, and medical products but excludes military equipment or systems. The product or system being nominated must be operational and capable of being placed into regular service with no more than minimal changes. Products must have been on the market for fewer than three years.

You may submit nominations for your own work or that of others. The nominee need not be a member of HFES or PDTG, so please feel free to forward this information to interested colleagues.

The deadline for submitting award nominations is **June 6**. Complete submission requirements and information about past winners are available [here](#).

ANNUAL MEETING

Annual Meeting Exhibitor and Sponsorship Opportunities

Do you want to promote your organization to more than 1,200 HF/E professionals? [Reserve online](#) now to book an exhibitor booth, tabletop, or sponsorship at the 2014 HFES Annual Meeting.

Annual Meeting attendees include psychologists, engineers, designers, and scientists employed in industries, universities, government agencies, consulting firms, military research centers, and public utilities. Past attendees have reported visiting the Exhibit Hall multiple times and are purchasers or recommenders for a wide range of products.

Exhibitors receive a 10% discount on sponsorships! To obtain the discount, reserve your exhibit booth or tabletop at the same time you sign up for your sponsorship.

Enhance your exhibit by advertising in the Annual Meeting program, HFES Bulletin, or registration bags. Size and pricing information is available [here](#).

We hope that you will consider joining the list of [distinguished organizations](#) that have supported the HFES Annual Meetings. See you in Chicago!

STUDENT VIEWS

Transitioning From Student to Professional

By Elyse Hallett

This is the third of three articles summarizing Student Career and Professional Development Day at the 2013 Annual Meeting. The theme of the day was transitions. Panelists represented both recent graduates and successful professionals from universities, industry, and government agencies.

Have you ever caught yourself staring at the pile of books and papers around you and wondering how your time as a student will help you find that dream job? You may have asked yourself, “What are these classes actually preparing me for? How does my involvement outside of school matter? When I have an interview, what do I do?”

If you have ever expressed these worries, you are not alone. The “Transitioning From Student to Professional” panel at the 2013 Annual Meeting provided students with the opportunity to ask these questions of HF/E experts. Chaired by Anthony D. Andre of Interface Analysis Associates and San Jose State University, the panel also included Valerie Gawron (MITRE Corporation), Cheryl Bolstad (SA Technologies), Mac Smith (Google), and Anna Selmarker (Scania). The panelists provided insight on how a student can prepare for future interviews and life beyond graduation.

Preparing a Résumé: Useful Skills, Classes, and Involvement

Some classes and skills are more useful than others, the panelists noted. They agreed that strong candidates show the capability to apply their knowledge and skills. Furthermore, it was noted that companies are looking for the best product, not the best HF/E characteristics. HF/E ideas that contradict the process of product development will hinder a team’s progress toward meeting an upcoming deadline. Thus, panelists said that basic knowledge in product development and manufacturing is highly desirable, and that companies also look for individuals who are able to provide an analysis of a product and illustrate their recommendations. Candidates who have made something tangible — whether it is a robot with HF/E design or software that is highly accessible — should include this information in ePortfolios and mention it during interviews.

The panelists also stressed the need to volunteer and get involved. HF/E is a small field that relies on relationships. Cheryl Bolstad explained that a résumé with a face promotes relationship building better than a faceless résumé. HF/E professionals rarely acquire positions through traditional job Web sites anymore, and anything students can do to enhance their opportunities to network will help them form the necessary connections leading to employment. Students who

gain experience in a variety of areas also build necessary leadership skills.

Preparing for the Breadth of Diversity in HF/E

The panelists noted that students will find that many companies cover a wide variety of areas; for example, aerospace, health care, and defense. If a professional career can cover such a wide array of fields, what should students focus on while in school? Is specialization still an asset? The panelists agreed that a candidate should have three attributes: specialized skills, domain knowledge, and interpersonal skills. These core assets, along with the potential to be trained, are necessary in any candidate.

Skill sets acquired from internship experiences or extracurricular involvement make a candidate stand out. Companies tend to match these skill sets with their needs. However, although these specific strengths will set one candidate apart from the others, panelists noted, they will not be sufficient for one's entire career, nor will they encompass his or her professional role within a company. Thus, students should gain an understanding of areas outside their specialization so they can transfer their skills across various applications and better understand the bigger picture of what a company offers.

Finally, all of the panelists stressed the need for strong interpersonal skills. HF/E professionals must convince others of the value the science brings to the organization. An ability to communicate the impact of any suggestion, despite the cost, is essential. Furthermore, because HF/E professionals often work within groups, their ability to communicate effectively with a variety of personalities is an important skill.

Transitioning From Student to Professional

Panelists noted that job postings often require three to five years of work experience; however, most recent graduates lack this experience. This requirement refers to a basic level of professionalism, which companies assume is learned in the first few years of employment. These skills include e-mail management, accountability, and the ability to work in groups. Students can acquire these skills through student leadership roles and internships. Furthermore, students can demonstrate professionalism through their résumé, their attire, and their manner of communicating.

Many companies hire recent graduates who can demonstrate levels of professionalism with strong skill sets, domain knowledge, and interpersonal skills. Mac Smith assured students that his company often hires students right out of school.

Preparing for the Interview and Beyond

After a student has lined up an interview, he or she should prepare by gaining a thorough understanding of the company's objectives. Some questions for the interviewer might include the following:

- "Will I be working on a team?"
- "What software is used for analysis?"
- "How will my role fit into the company's larger goals?"

The panelists caution against seeming to know everything the job encompasses—rather, be prepared to learn and ask questions. Furthermore, the candidate should focus his or her questions on the position, not on the interviewer.

The interviewing process itself has become longer and more competitive, the panelists noted. Often companies will ask the candidate to do "homework," such as creating a sample usability study. The potential employer may require an interview with teams within the company, such

as marketing or design, to discuss how the candidate's role fits within the work process. Candidates should be prepared for the length and intensity of each company's interview process.

After acquiring a job, the panelists recommended, the new employee should take a deep breath and remain calm. Ask what needs to be done, and whether one can shadow another person. Be present and involved. Ask questions and keep learning. Be confident that the job was offered on the basis of the candidate's unique skill sets and strengths.

In summary, the panelists recommended that students transitioning from an educational setting to the professional realm should remember three things:

1. Know why you want the job. This will relate with your knowledge of the field and your areas of specialization gained from your education.
2. Come to the interview prepared. Dress professionally. Ask questions so you can come out of the experience with a good understanding of the company.
3. Know what skill sets you offer. As a student in your chosen specialty, you have gained a unique set of skills.

With this knowledge and plenty of hard work, that pile of books and papers will pay off as you transition into your professional career.

Elyse Hallett is working toward an MS in the human factors program at California State University, Long Beach. In addition to serving as a graduate assistant for a research methods class and studying for classes, she also works within the Center for Human Factors in Advanced Aeronautics Technologies.

PUBLIC POLICY MATTERS

President Obama Releases Budget Request for FY 2015

By Lewis-Burke Associates LLC

On March 4, President Obama released his fiscal year (FY) 2015 budget request, a month after the required February submission to Congress and with many on Capitol Hill already moving into the appropriations process. The release of the FY 2015 budget request came only a month after the final FY 2014 spending decisions in Congress, with the discretionary spending caps for FY 2015 largely the same.

The president's budget request presents a very mixed picture, reflecting a forecast for non-profit organizations, which is in part optimistic, while also proposing new programs to appeal to his base supporters in an election year. Based partly on bipartisan-supported initiatives, such as advanced manufacturing and exascale computing, the request continually touts the virtues of research and education to enable the economy of the future. In addition, the request proposes several new initiatives but bases these ideas on difficult offsets at a time when many in Congress are unable or unwilling to accommodate new proposals.

Overall, adhering to the two-year budgetary framework (P.L. 113-67) passed in December 2013, the budget request includes \$1.014 trillion in discretionary spending, a level that is largely consistent with FY 2014. The request also continues the partial offset to sequestration in FY 2015. Although there is unlikely to be much debate over the overall spending levels, the total investment proposed for individual agencies, accounts, and programs will be adjusted by Congress in the annual appropriations process, especially in areas where substantial changes have been proposed from FY 2014 funding levels.

Regardless, the annual budget request, reflecting nearly nine months of planning and negoti-

ations by the White House Administration, does provide a window into forthcoming plans and priorities across federal agencies. The proposed increases for research, assessment, education, and infrastructure reflect areas of emphasis for the remaining two and a half years of the Obama Administration and benchmarks for which congressional champions will advocate throughout the appropriations process.

In addition to the budget requests for each agency and the statutory caps, President Obama proposes a new \$55.4 billion Opportunity, Growth, and Security Initiative (or Opportunity Initiative), which includes numerous spending priorities, such as advanced manufacturing, renewable energy, early education, and infrastructure. Beyond this stimulus-like fund, the budget represents a proposal to end sequestration in FY 2016 and beyond through a combination of spending cuts, nearly \$650 billion in added tax revenue, and deficit reduction resulting from enactment of immigration reform legislation.

Although none of these politically charged proposals is expected to be taken up by Congress in this election year, the Opportunity Initiative does provide specific initiatives around which Democrats are expected to rally. The Opportunity Initiative reinforces the looming fight that must be waged by the next Congress for FY 2016 and beyond with respect to overall spending and the fate of sequestration.

The full Lewis-Burke analysis of the president's FY 2015 budget request for federal research, health and education programs is available [here](#).

Lewis-Burke Associates LLC, a leading Washington, D.C.-based government relations and consulting firm, represents the public policy interests of scientific societies and institutions of higher education. Lewis-Burke's staff of about 20 government relations professionals work to promote the federal research and policy goals of HFES and the HF/E community.

MEMBER NEWS

In Memoriam: John C. Guignard

HFES emeritus member John C. Guignard passed away on August 30, 2013, at the age of 82. John was chair of the Host Committee for the 2004 Annual Meeting in New Orleans and had been a member since 1969.

A graduate of Edinburgh University Medical School, John entered aeromedical research during active duty (1957–1961) in the Royal Air Force Medical Branch. He remained at the RAF Institute of Aviation Medicine, specializing in effects on people of aviation and surface-effect ship vibration, motion, and noise until 1967, when he moved to the Institute of Sound and Vibration Research, University of Southampton. There, he founded the Human Factors Research Unit and established MSc and BSc courses in human factors for engineers. Moving to the United States in 1969, he worked on several research projects in human vibration, noise, and combined stress for the U.S. Air Force Aerospace Medical Research Laboratory.

In 1975, John was appointed to the Naval Biodynamics Laboratory as a research medical officer, studying human motion and vibration. He authored a number of texts and research reports on human response to vibration and noise and was also active in national and international standards efforts in the evaluation of human exposure to mechanical vibration and shock. He was a U.S. delegate to ISO Technical Committee 108, Subcommittee 4 on this topic and was also chair of the Working Group on Biodynamic Terminology. John was a Fellow of the Royal Society of Medicine (UK) and a member of the Acoustical Society of America, Aerospace Medical Association, and Ergonomics Society (now the Institute of Ergonomics and Human Factors).

CALENDAR

July

[78th National Environmental Health Association \(NEHA\) Annual Educational Conference \(AEC\) & Exhibition](#) July 7–10, 2014, Las Vegas, NV.

[2014 Digital Societies and Social Technologies \(DSST\) Summer Institute](#) July 8–10, 2014, Columbia, MO.

[3rd International Conference on Cross-Cultural Decision Making](#), July 19–23, 2014, Jagiellonian University, Krakow, Poland.

[2014 User Experience Professionals Association \(UXPA\) Conference](#), July 21–24, 2014, London, UK.

August

[32nd International System Safety Conference](#), August 1–10, 2014, St. Louis, MO.

[122nd Annual Convention of the American Psychological Association](#), August 7–10, 2014, Washington, DC.

[4th International Symposium on Naturalistic Driving Research](#), August 25–28, 2014, Blacksburg, VA.

September

[Engineering and Product Design Educational Conference 2014](#), September 4–5, 2014, University of Twente, NL.

[AutomotiveUI'14: The 6th International Conference on Automotive User Interfaces and Interactive Vehicular Applications](#), September 17–19, 2014, Seattle, WA.

October

[American Biological Safety Association \(ABSA\) 57th Annual Biological Safety Conference](#), October 2–8, 2014, San Diego, CA.

[32nd Annual SAE Brake Colloquium & Exhibition](#), October 5–8, 2014, Burlingame, CA.

[International Society of Exposure Science \(ISES\) 24th Annual Meeting](#), October 12–16, 2014, Cincinnati, OH.

[HFES 2014 Annual Meeting](#), October 27–31, 2014, Hyatt Regency Chicago, Chicago, IL.

[77th ASIS&T Annual Meeting](#), October 31–November 4, 2014, Seattle, WA.

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