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UNITED STATES DEPARTMENT OF AGRICULTURE

IN RE:

Meat & Poultry

Hearing held on the 23rd day of June, 2003

at 6:00 p.m.

Alexandria, Virginia

TRANSCRIPT OF PROCEEDINGS

## P R O C E E D I N G S

June 23, 2003

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3 DR. DENTON: I think everyone is here who we  
4 were expecting to be at the meeting this evening. I  
5 think we probably all know who each other are, but I'll  
6 go ahead and kick off just making sure. I am James  
7 Denton, Professor at the University of Arkansas. I work  
8 in the Poultry Center there and have been there for the  
9 past 12 years.

10 MR. KOWALCYK: My name is Michael Kowalcyk, I  
11 am a member of STOP and Co-President of the Dane County  
12 Wisconsin Chapter of Safe Tables, Our Priority.

13 MS. BALDWIN: I am Deanna Baldwin, I am with  
14 the Maryland Department of Agriculture. I have been  
15 there 25 years working in our Food Safety Programs.

16 MS. KELLY: Karlease Kelly, Deputy Director for the  
17 FSIS Center for Burning.

18 MR. LINK: I am Charles Link, I am Director of  
19 Regulatory Affairs for Cargill Meat Solutions Platform.  
20 I have been with them for a couple of years. This is my  
21 second term on this Advisory Committee.

22 MR. BAYSE: Gladys Bayse, Deli Conte  
23 Department of Chemistry. I teach and I do some research  
24 on the potential human impact of some animal foods.

25 DR. DENTON: Thank you. I appreciate everyone

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1 being here and participating in this session this  
2 evening. And without further ado, I think we will jump  
3 directly into the questions there, and the first  
4 question that has been posed for us is what feedback do  
5 we have regarding the objectives that were outlined with  
6 regards to delivery of training and education. I would  
7 like to compliment Karlease for the very thorough job  
8 that she did in laying out the agenda for us, and  
9 talking about the strategic goals that they have  
10 established. With that I will throw the floor over for  
11 comments or discussion. I suppose it might be a good  
12 idea to follow down through each of the goals that were  
13 outlined to make sure that we have addressed all of  
14 these goals independently. Goal number one is to  
15 strengthen the Public Health scientific and technical  
16 skills of the work force.

17 MR. LINK: I have a question I was going to  
18 ask earlier today, but I thought I would wait. How many  
19 of these 7,500 or whatever the number was inspectors who  
20 are actually GS8 known?

21 MR. KELLY: That is a question that I am not  
22 sure I know the answer to right off the top of my head,  
23 but I could get that answer.

24 MR. LINK: I figure percentage wise it has to  
25 be pretty small, because I look at some of these

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1 processing plants, they have 12 inspectors in them and  
2 10 are them on the line, two of them are on the floor  
3 doing the GS8 level basically. The reason I ask the  
4 question is because I am wondering if some of these  
5 objectives could we focus on the guys that are on the  
6 floor making the decisions as opposed to the guys that  
7 are pretty much tied to the line with routine tasks.

8 MR. KELLY: Right, and don't forget that the  
9 consumer safety inspector it includes the GS8 but it  
10 also includes all processing inspectors. So those would  
11 be people with patrol assignments.

12 MR. LINK: Right, I was just thinking  
13 primarily about the guys that are on the slaughter line  
14 because that has got to be a large percentage in number,  
15 I just don't know what it is, I was wondering.

16 MR. KELLY: I'm sorry, I don't know  
17 specifically to give you a good answer for that.

18 MR. LINK: The only reason I asked is because  
19 it is a tough deal obviously training 7,500 people, but  
20 if you do a third of that many, because that many are on  
21 the floor doing things, as opposed to tied to the line,  
22 then that makes your job a little easier and certainly  
23 you can kind of target what you are doing.

24 MR. KELLY: I know we have a goal in the Food  
25 Safety Regulatory Essentials when we kind of did a

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1 survey. That is really the target group for Food Safety  
2 Regulatory Essentials. It was something like 3,800.

3 MR. LINK: That is a big number.

4 MS. KELLY: It is.

5 MS. BAYSE: I was interested in your math  
6 where you had pulled apart the different segments, and  
7 it occurred to me that I think it is highly likely that  
8 each of those state segments there are universities with  
9 distance learning facilities. And that seems to be a  
10 really good way to do some of this, because it is at  
11 least interactive, they can ask questions of the  
12 presenter and get responses, and it just seems a little  
13 more human, sort of person related than just looking at  
14 something, a tape of some kind or a safety of some kind.  
15 And also I guess as a teacher, one always wants to think  
16 of a really clear syllabus that would lay out not only  
17 content, but the expectations at the end of this  
18 training, and I thought it was really a good idea if  
19 there could be something like continuing education  
20 credit or something that went on the work record of  
21 whatever level this person was. That would be maybe  
22 somewhat motivating.

23 MS. BALDWIN: When I was looking at this goal  
24 I was thinking there is really two kinds of training  
25 involved. One would be like the theory, like if you are

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1 talking about how to understand the principles is one  
2 kind, and that is kind of suited to the university. But  
3 then you have the interpretation for like doing the  
4 inspection task in, I don't know you get a lot of  
5 regional differences in interpretation. So I think that  
6 would have to be done by FSIS almost.

7 MS. KELLY: It sounds like more of a  
8 partnership approach you are thinking about.

9 MR. BALDWIN: Yes. Understanding hasn't been  
10 the principles is entirely different than doing the  
11 enforcement or inspection activities.

12 MR. KOWALCYK: I would like to add that in  
13 looking at this first goal, I look at it from two  
14 vantage points. One perspective new hires, your front  
15 line inspectors. It was mentioned during the full  
16 committee the possibility of pre-hire testing  
17 requirements, a certain aptitude level, so these folks  
18 can make decisions while thinking on their feet, be able  
19 to do that and be able to follow through the  
20 regulations. Then the other aspect I would say would be  
21 what we refer to at my place of employment is your  
22 continuing education and this might be a condition of  
23 ones going for promotion within the organization, where  
24 you would have to have to many hours of training and as  
25 an example, looking at HACCP is a relatively new

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1 practice in the industry and you have a large percentage  
2 of inspectors that are going to be eligible for  
3 retirement. These folks basically their job role has  
4 changed. So that continuing education I feel is very  
5 important especially since good industry is going to be  
6 innovative. For the companies to be more competitive  
7 they are going to try to innovate and try to find better  
8 ways to produce their product. So I think continuing  
9 education is an important aspect, as well as entry level  
10 education. I also agree that taking advantage of state  
11 grant universities that have agricultural science  
12 programs, even technical college, so that the training  
13 is localized so the agency doesn't have to incur the  
14 traveling expense. I feel that would apply to both  
15 continuing, as well as entry level education.

16 MR. LINK: I think while you are looking at  
17 entry level education levels and what people are capable  
18 of doing come back on this separation issue, but if you  
19 are going to be on the line looking at dead animals, you  
20 need a certain level of education. If you are going to  
21 be on the floor making decisions that effect food safety  
22 issues and things of that sort, you are probably going  
23 to have a different level. I don't know how you  
24 separate those two, and you have to look at one point  
25 and say well if you are going to be a GS8 level, a

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1 processing inspector, you need certain education. You  
2 probably need to understand microbiology better than the  
3 guy on the line. You probably need to understand  
4 statistics better than the guy on the line. A lot of  
5 things that they have to deal with on a daily basis, and  
6 if a guy on the line gets promoted off the line, he  
7 probably ought to go through a series of training before  
8 he gets that opportunity to be on the floor, which is  
9 different from what it has been in the past, I guess.  
10 In the past it has primarily been I have been there  
11 longer than you, therefore.

12 MS. KELLY: Right.

13 MR. LINK: That is kind of what it has been.  
14 And I agree, I think if you can get out who was it said  
15 the sun rises and sets on College Station. You got to  
16 get those guys into College Station and you can't work  
17 forever in the process plants running short staffed with  
18 USDA inspectors. And there is always a problem trying  
19 to find bodies anyway, and then they have to send have  
20 of them to Texas, three of the to Texas for that matter  
21 for two weeks or however long they are there, is a real  
22 struggle for everybody financially and for the  
23 processing plants too, because they are having to pay an  
24 operator while those guys aren't around. So while I  
25 agree that universities can add a lot to it, and have

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1 got they are all over. The Trade Associations have some  
2 excellent training programs in specific areas like --  
3 whatever. I don't know they put together training  
4 programs for the industries. That is something that  
5 could be looked into that they would be more than happy  
6 to have USDA inspectors sitting in the room to talk  
7 about whatever issues. It is a good idea to share back  
8 and forth so maybe we ought to talk about joint  
9 training, because whatever we are doing, everybody has  
10 got a different point in view and it is a great idea to  
11 sit and share these things, as opposed to coming at just  
12 from one side.

13 DR. DENTON: I completely agree with what you  
14 are saying, it is kind of like Karlease was talking this  
15 morning about the accessibility of training at the local  
16 level. Your point about having universities within each  
17 of those districts that have the distance education  
18 capabilities, web based approach, anything that you can  
19 do that makes it possible for that employee that is  
20 currently on line there at the plant to stay at home, do  
21 their job, and still have access to that educational  
22 experience is going to be a key part in this. Because  
23 sending everybody to College Station costs too much  
24 money. Number one and it takes too many people out of  
25 the work force for too long a time.

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1 MS. BAYSE: It is not working anymore.

2 MR. LINK: Just looking at Harrisonburg,  
3 Virginia, we can't send people to College Station  
4 regularly, so that is why we looked, Virginia Tech comes  
5 up and does acid training, or we have had the American  
6 -- come in and do Listeria training. Come do it so you  
7 can get people there. Because that is the only way we  
8 can do it, the same issue with getting USDA inspectors  
9 in, you just can't do it.

10 MS. BAYSE: And I would think to dovetail with  
11 whatever is to be done about Homeland Security, which  
12 sounds like many of the same folks have now got to add  
13 that, as a new responsibility, that is very tough and if  
14 they are not motivated being able to not travel all the  
15 way across the country, and get their boss all upset  
16 because they are gone two or three weeks. If there is  
17 some way to break it down all together.

18 MS. BALDWIN: The joint training that you  
19 mentioned with industry, you mentioned it today that  
20 FSIS was going to be including the states, but I do  
21 think that is really a good idea that the state  
22 inspectors and FSIS inspectors are in the same room and  
23 getting the same kind of training.

24 MR. LINK: I know you mentioned universities  
25 can provide services. When it gets down to the internal

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1 regulations it would almost have to come from the USDA.  
2 The industry folks have to know the interpretation of  
3 the regulations too, so even then regardless of who  
4 teaches it, we all ought to hear the same message,  
5 state, federal and industry.

6 MS. KELLY: I will add, I didn't share it this  
7 morning, but there has been in the past with the CSO  
8 methods what we call for maybe lack of a better term, a  
9 walk through, a regulatory walk through of the training  
10 materials. And we are planning to do that with Food  
11 Safety Regulatory Essentials where we essentially have a  
12 meeting and International HACCP Alliance would probably  
13 coordinate that meeting. But basically we will be  
14 walking through the materials, a lot of materials that  
15 we use to train our inspectors with. So it is not  
16 actually sitting in the room and attending joint  
17 training, but it is having the opportunity to discuss  
18 the training essentially.

19 DR. DENTON: And this is with the industry.

20 MS. KELLY: Yes.

21 MS. BALDWIN: Will that also be offered to  
22 state people also, or is it a different approach?

23 MS. KELLY: I don't see why we shouldn't offer  
24 it to anybody who would be interested, so states  
25 included, consumer groups included, anybody who wanted

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1 to walk through, people from Macedemia [ph] to walk  
2 through and discuss what we are covering in training.

3 MS. BAYSE: I think it is a really great idea  
4 that Charles brought it up first, to pull all this  
5 together. Speaking from my own known situation it is  
6 very easy to get these adversarial feelings. It is not  
7 like it is science versus non science for example. It  
8 might be industry versus government. And what I have  
9 found in all these many years is that you can have that  
10 sort of tension between the group, but when you are in  
11 an individual setting it is really hard to feel the same  
12 way, and that would bring individuals together. I am  
13 not a psychologist, but I have just seen it, it really  
14 matters if you know the individual as opposed to saying  
15 oh them and us kind of thing. So I think that would be  
16 great for the USDA and industry.

17 MR. LINK: I sat through, I went to College  
18 Station, this has been a lot of years ago, but there was  
19 a totally quality control class. And I think it was  
20 five weeks long, but two weeks of that they allowed  
21 industry to sit in and the other three weeks was  
22 strictly USDA. But for that two weeks that we were  
23 there might have been eight industry people there 20  
24 USDA people, but it was a great exchange. And  
25 interestingly enough, they had the same concerns and

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1 issues that we have because we are sitting around  
2 blaming USDA for something, they are sitting around  
3 blaming us for something. When we were sitting there in  
4 that room talking for two weeks, the same issues and you  
5 were able to get it on the table and talk through it.  
6 And we had one of our local inspectors was there, so it  
7 was a good opportunity for us to be able to do that. I  
8 just see joint training.

9 MR. KOWALCYK: I would like to add as a  
10 consumer advocate I think as a consumer health officers  
11 which FSIS hires to protect public health. Consumers  
12 feel that they are paying for something when a product  
13 has a USDA Seal of Approval on it. And if decentralized  
14 training, if joint training will bring the training  
15 level up so that inspectors can speak the same language  
16 as those within industry so that problems can be  
17 addressed earlier, rather than later, I think everybody  
18 would come out ahead. I would also like to see some  
19 participation by consumer groups in the training. To  
20 say yes your job is very important. It is a line job  
21 and it is a monotonous job, but it is important because  
22 of the end result. I am also advocating that FSIS  
23 maintain control over the curriculum so that the  
24 curriculum is consistent throughout the federal system  
25 as well as the states. In talking to a fellow from a

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1 small operation that is state inspected, there is a lot  
2 of confusion over what rules should they follow and if  
3 you have two competing sets of rules, it causes a lot of  
4 gray area, and I think a lot gets lost in that.

5 DR. DENTON: I agree with you and we have been  
6 advocating consistency for as long as I can remember,  
7 what do we have 17 districts now, is that right. We  
8 have 17 different ways to do the same set of rules. So  
9 I agree if we can get it, this is it, this is the  
10 training, this is what we all learn and we all come in  
11 and do it, we would all be better off.

12 MS. BALDWIN: With that, I think having the  
13 centralized training with Dr. Kelly as opposed to like I  
14 have dealt with other branches of USDA and they do it  
15 differently. Some of them will develop their training  
16 region by region. And if you talk to anybody in any  
17 other region, they did not get the same training. They  
18 were given the same subjects to address and it was  
19 entirely different, so the interpretation is entirely  
20 different when you get back in there to do it. So I  
21 think control from your office over this, is what we are  
22 going to have out there in the training, even though it  
23 is done by other people, it would be the same curriculum  
24 would provide that uniformity with everybody.

25 MR. LINK: I am not sure we are following your

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1 list.

2 DR. DENTON: That's okay.

3 MR. LINK: This stuff is coming in my head, I  
4 need to speak it.

5 DR. DENTON: That's okay, it's captured.  
6 Looking at goal number two, enhancing the ability of the  
7 workforce to protect the meat, poultry and egg products  
8 from intentional harm, that is the Homeland Security  
9 issue which Gladys has already addressed. Indicating  
10 that we need to provide security trying to facilitate  
11 import liaisons surveillance, inspection training and  
12 specialized animal disease topics into the VMO training.  
13 I think our question is still are these appropriate  
14 goals. And from what I have heard stated here the  
15 answer to that is probably yes. I am not quite sure how  
16 we do that just yet. I think it is an appropriate goal.

17 MS. KELLY: I will tell you what we are doing  
18 right now. I didn't tell you a lot of details about it  
19 his morning but the district office training that we are  
20 offering includes district office personnel, circuit  
21 supervisors, then state officials are invited and local  
22 law enforcement officials are invited so that also I  
23 believe other federal agencies that are located in the  
24 area are invited, so that everybody who may need to  
25 cooperate in case of an emergency have an opportunity to

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1 meet each other face to face, and walk through some  
2 scenarios so that they really have a good understanding  
3 of how they work together and then when we go to the  
4 plant setting, it is sort of a repeat of that. We have  
5 obviously FSIS employees, but we also have plant  
6 employees interacting, and again the local law  
7 enforcement officials, and anybody who happens to be  
8 within the area to come together to talk about things.  
9 Something as simple as making sure that these people  
10 would know how to have access to the plant if there was  
11 some catastrophic event that occurred there. Which is  
12 the best way to come into a plant. So everybody has the  
13 opportunity to be on the same page and talk about how it  
14 is going to be everybody working together in that  
15 situation. Really understanding how to cooperate.

16 MR. LINK: You know a lot of that started  
17 going through regulations and things of that sort. You  
18 already got the emergency rescue squad, the fire people,  
19 the police, so you need to go through all that stuff, so  
20 you know if you have an emergency what to do, how to go  
21 in, when not to go in. Which way the wind is blowing  
22 even. So a lot of that stuff is done and we are adding  
23 to it now to make sure public issues beyond what do we  
24 call it process safety management, the regulations,  
25 something beyond that and then we are looking at more

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1 security issues as opposed to hazardous materials. So a  
2 lot of that is done.

3 MS. BAYSE: So the local health care workers  
4 would also be involved in this as well.

5 MS. KELLY: Yes.

6 MS. BAYSE: If it had gone far enough to be  
7 detected.

8 MS. KELLY: That is the general approach that  
9 we are going with is to try to involve everybody who  
10 potentially could be involved in a critical situation  
11 like that.

12 MS. BAYSE: I think the scenario I was going  
13 to ask that, but specific scenarios put to the group,  
14 what if.

15 MR. LINK: Have you guys talked to the OSHA or  
16 EPA people with regard to what their requirements are?  
17 Because you are adding on to what they are already  
18 doing, and I am wondering if there is a way to just kind  
19 of hook on, instead of reamend it, you now what I mean.  
20 Simply because they already require it, and certainly it  
21 is a smart idea to have your local law enforcement  
22 involved. In any kind of emergency situation.

23 MS. KELLY: I know also there is awareness, it  
24 is raising level of awareness with the training. I  
25 haven't actually participated in the training myself. I

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1 will next week in fact participate in the training. We  
2 decided that we would have it for all of us a training,  
3 and we are inviting everyone in our building, because we  
4 are not in a federal building we are in a commercial  
5 building. And we have no building security. But I  
6 think the other thing that they are teaching is just  
7 awareness of your situation. What things might indicate  
8 sudden danger signals and how to handle those potential  
9 signals.

10 DR. DENTON: Okay.

11 MS. KELLY: Any other thoughts, or any thing  
12 else?

13 MR. KOWALCYK: I think one concern I would  
14 like to add is training with respect to protecting from  
15 biosecurity attack or other terrorist attack. I would  
16 not want to see it detracting from the other duties that  
17 FSIS inspectors are to conduct while on site. So I  
18 think part of the training should be the development of  
19 contingency plans and this would probably involve  
20 cooperation with the producers as well, because I am  
21 sure the producers have contingency plans if they have  
22 to shut the line down because something terrible  
23 happened. It is just a matter of my one concern is it  
24 was said in the presentation today that DC was in chaos  
25 on 9/11, however, the producers kept producing.

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1 MS. KELLY: Well I can tell you exactly what  
2 happened on 9/11, because I was part of the group that  
3 was trained to be in a -- we were in a standby situation  
4 in case there was ever a reason for us not to be able to  
5 operate. And we were called as soon as soon as the  
6 south building was evacuated, so we essentially put in  
7 what we call the continuity of operations plan, an  
8 alternate headquarters, with different people, totally  
9 different people running the agency, since the people  
10 who normally run the agency were not available. And we  
11 did that until those people could get in and they  
12 continued running the agency, and that is why things  
13 were a little bit keep operating, because we didn't shut  
14 down, we just essentially transferred that function to a  
15 group of people who were trained. We were one of the  
16 few federal agencies that -- a lot of federal buildings  
17 just people shut down and went home. We were like no,  
18 we can't do that. We are going to keep operating,  
19 people have to eat, and they have to eat safe food.  
20 This could cause a terrible chain reaction. So FSIS is  
21 one of the few agencies that had continuity of  
22 operations plan and we implemented it on 9/11 and just  
23 kept operating with people in charge. We didn't close  
24 anything down. Just to make that clear. When Jesse was  
25 talking I think about the city, he wasn't talking about

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1 the functions of the organization.

2 MR. LINK: I heard stories about the south  
3 building, they would run out they would run back in, run  
4 out. You can't be on the street get back in there.  
5 Well the DC Police was in charge but you also had your  
6 own security at the south building and they were in  
7 charge and nobody was in charge. I am wondering, it was  
8 a good point to get to practice it.

9 MS. KELLY: Well we have practiced it in  
10 scenarios by phone we had practiced those things. But  
11 we sent a message immediately to the field, to tell them  
12 we have an alternate headquarters that is operating now.  
13 If you have any questions that you would normally route  
14 that direction, they need to be rerouted and we had a  
15 process for ramping up and ramping down. But I think  
16 everybody learned a lot of lessons.

17 DR. DENTON: Okay.

18 MR. LINK: I just wanted to say something  
19 here.

20 DR. DENTON: You have something else.

21 MR. LINK: Not detracting from their main  
22 goals, because I think it was I think it was Mike Govro  
23 today mentioned just put it through security and HACCP.  
24 I know it is not our topic but if you were to put it in  
25 HACCP, you would probably have to ask the question well

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1 is this reasonably likely to occur.

2 MS. KELLY: Right, and the answer would be no.

3 DR. DENTON: So should we really spend a lot  
4 of effort on it, probably not. Yes awareness is a key,  
5 that is something we need to know, but when you get  
6 right down to it.

7 MS. KELLY: I'll tell you also just to add on  
8 to that. All of our district offices have plans for  
9 operating in case for some reason, it doesn't really  
10 matter what the reason is. An ice storm, a snow storm,  
11 whatever, that makes operating out of your normal  
12 conditions not possible. They have plans for continuing  
13 operations, because we realize that business must  
14 continue. Food safety must be protected.

15 DR. DENTON: Good point, Charles, I had  
16 forgotten about that. Okay moving on to goal number  
17 three. Make training and education accessible at the  
18 work site and three bullet points underneath that,  
19 regional approach to training, entry level employees  
20 within their probationary period, and then computer  
21 based training. All three of which I happen to agree  
22 with.

23 MR. LINK: Yes, me too, I think we have kind  
24 of beat on it and made a point to make sure that you  
25 guys control what it is, but so that everybody is

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1 getting the same message. It needs to be brought out at  
2 College Station. I was hoping to get a copy of that  
3 map, because I wanted to see how you have broken down  
4 this regional deal.

5 MS. KELLY: If you look at the map you really  
6 can't see anything, and the reason why you can't see  
7 anything other than just sort of states burst out in  
8 different directions is because we haven't made any  
9 decisions as of today on where those locations will be.  
10 I can tell you some of our thinking about those  
11 locations. One is that we don't have the staff  
12 resources to put say a trainer in every district. But  
13 that may be our long term goal. It is possible that  
14 could be our long term goal. We have to consider things  
15 like workload. And we know that some districts have  
16 larger numbers of turn over, larger numbers of plants  
17 and employees than others. So it may be that we don't  
18 put a person in every district, but every district has  
19 someone who is their regional trainer, someone they can  
20 rely on. And maybe more than one someone. But we  
21 probably will be implementing that concept in steps.  
22 And some of the things that we have been thinking about  
23 in terms of where to locate this and maybe you all have  
24 some thoughts on where a regional trainer would be  
25 effective to locate in terms of that activity. We have

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1       been thinking about hiring patterns. For example where  
2       is there a high degree of turn over, or a high degree of  
3       hiring. Because if we are putting a lot of emphasis on  
4       the entry level employee, we need to be accessible in  
5       those locations where there is a lot of new people  
6       coming in. Another thing is the large number of  
7       employees. Obviously we have a large number of  
8       employees, and I am going to anticipate that you would  
9       need training for that number of employees. So you  
10      might balance, if you are putting a region together, a  
11      high number of employees in one district with a lower  
12      number to give better balance in workload. Another  
13      thing we are thinking about is proximity to academic  
14      institutions that we can partner with. In fact we know  
15      already that there are some districts that have  
16      effective, ongoing relationships with academic  
17      institutions. Now given the current budget environment,  
18      I don't know how much of that would survive. But we  
19      want to think about that. Another thing that we are  
20      thinking about is type of species in a region. The way  
21      we have our training set up because we are again  
22      thinking about the entry level employee a lot. We do  
23      have some different regulations for poultry slaughter  
24      inspection than we do for livestock slaughter  
25      inspection. There are some parts of the country that

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1 are heavier in different types of concentrations for  
2 poultry or swine or livestock. So maybe it makes sense  
3 to group some regional trainers in that manner. Because  
4 it is maybe just a little bit easier on our trainers.  
5 They don't have to be the jack of all trades, they can  
6 kind of specialize in an area. We have also tried to  
7 think of course about cost effectiveness. There is  
8 probably no getting away from the fact that there may be  
9 some travel, especially as you get farther west of the  
10 Mississippi. Because you know there is a larger  
11 geographic distribution of where these people are going  
12 to be working, versus where they might be trained. And  
13 it is probably only in like large metropolitan areas  
14 where people could actually be trained in the same place  
15 where their duty station is. So instead of driving to  
16 work one day, they drive to training one day. But when  
17 you get out to some place like the Boulder district  
18 which is huge, like five states, we are going to have  
19 some travel involved in that. So we have to think about  
20 airports, location proximity to airports. We have to  
21 think about per diem rates, some things like that when  
22 we get into those issues.

23 DR. DENTON: That is one of those issues where  
24 it really becomes critical to think about what we can  
25 deliver via distance education. Because those are the

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1 things that really beg for that type of delivery system  
2 where it is possible to do it and still do a good job.

3 MS. KELLY: That's true. So those are some of  
4 the main factors that we are thinking about. There may  
5 be some other things that we need to think about, in  
6 determining where to put these regional trainers.

7 MR. LINK: I agree with you, I mean if you  
8 look where a poultry issue primarily it is easy, you  
9 know. Arkansas, Virginia, North Carolina, South  
10 Caroline.

11 MS. BALDWIN: Don't forget Maryland.

12 MS. KELLY: That region or several regions.

13 MR. LINK: You can head out to Kansas. Kansas,  
14 Texas, Oklahoma.

15 MS. BALDWIN: You actually have more  
16 employees.

17 MS. KELLY: Yes, we do under the current  
18 situation.

19 MR. KOWALCYK: I agree with the specialization  
20 of the trainers so that you have your trainers that are  
21 experts in that every inspection. I think that is a very  
22 logical way to split up the training workforce, and not  
23 to say that if someone in a district out west that is an  
24 inspector at a poultry plant somewhere out there, they  
25 can travel or distance learning they would be

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1 restricted. One question I had about training of the  
2 entry level employees. What percentage of that training  
3 is on site, versus classroom?

4 MS. KELLY: We have some current models and to  
5 be honest with you for the veterinary medical officer  
6 and for the inspector, we are in the process of really  
7 taking a serious hard look at our models. And trying to  
8 make them more cost effective as well as make sure we  
9 can provide that training when they enter on duty.  
10 Don't allow them the situation where they go to their  
11 duty assignment and never get to come to training. And  
12 part of the problem with the current models is that we  
13 can't actually get them to work the way that they were  
14 intended to work. Because the system has so much  
15 trouble with staffing. We have so much trouble with  
16 staffing. We can't get people to go through the models  
17 the way that we had planned. But for example the  
18 veterinary medical officer training model, it depends on  
19 how you look at it. Some people would say it is a year  
20 long training program. And in that year, they have a  
21 lot of time in a plant setting with a field trainer who  
22 spends a lot of time showing them, modeling, on the job  
23 coaching, shadowing, they shadow that individual and  
24 they have for three weeks, I think it is three weeks of  
25 classroom training and then they have a long list of

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1 computer based training that they do at the work site.  
2 And then the slaughter inspector model is a shorter time  
3 frame. They are also supposed to have some on the job  
4 kinds of experiences and they have two weeks of  
5 classroom training in their model. So those are --  
6 there is I think an inevitability that some of the  
7 training is going to be on the job because in sort of  
8 the ideal world you could take advantage of virtual  
9 reality where people actually feel like they are in a  
10 plant and can really visualize some of those situations.  
11 But from what I hear in talking to people, there is no  
12 getting away from the fact that some of that training is  
13 going to be an on the job application, what they learn  
14 in the classroom. What we are trying to do is put that  
15 classroom training up front, and a lot of that is to  
16 determine if people have the ability, do they have the  
17 ability to understand the concepts that we need them to  
18 understand when they get to the plant.

19 MS. BAYSE: You might have mentioned this,  
20 this morning and I missed it. But after the training  
21 what sort of assessment is done to see how much has been  
22 osmoses in by the participants. I mean is there a  
23 follow up on that?

24 MS. KELLY: Right now the only follow up that  
25 we can say for sure that we have would be the

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1 supervisor's assessment of how well that individual  
2 performs, which is really kind of part of our normal  
3 performance evaluation system. In the new models that  
4 we are looking at, we would be assessing people,  
5 assessing their mastery of the content of that training  
6 and if we afford it, if we can implement it, we would  
7 also like to have somebody like it could be one of the  
8 roles of a regional trainer to go to another region to  
9 do a job audit on someone who received training, forget  
10 the conflict of interest, if you are assessing somebody  
11 that you trained, of course you have a paradigm of how  
12 well they went forth. Doing some kind of assessment of  
13 the performance, the job audit concept. That is what we  
14 would like to do. So we are essentially assessing them  
15 on two levels. What they know and then how they do what  
16 they know. And realistically knowing that some people  
17 won't pass that first cut and get to the application  
18 part. Obviously people who can't read and write are not  
19 going to be able to demonstrate what they know.

20 MS. BAYSE: I was going to say just thinking  
21 of college students, I mean it can be the best  
22 presentation anyone ever gave, and you know some are  
23 there and some are not there.

24 MS. KELLY: I think they will be there, when  
25 they realize they have a test at the end.

1 MS. BAYSE: Well that is where I am going.

2 DR. DENTON: I think one of the things that we  
3 have found to be successful is you got to train them and  
4 then you got to train them, and then you got to train  
5 them. These guys find out they learn what you train  
6 them. And part of that is the manager of the area has  
7 got to get them to go back in the office and go through  
8 it with them again. Since you have essentially been on  
9 the job now three weeks, what do you remember, what did  
10 you see, what can I do to help you get it better. I  
11 don't know the modes or what they do with the training  
12 pieces. But in my mind they ought to be trained  
13 trainers in certain areas anyway. So when a new  
14 employee comes in they can work them, pull them back in,  
15 coach them, guide them, lead them, and maybe keep them  
16 so you don't have such a turn over problem. But I am  
17 not sure how much they are involved in that, other than  
18 I make sure going down the line you guys are call the  
19 right stuff and we are throwing away the right kind of  
20 birds. But I don't know if they pull them back in and  
21 go through all the stuff with them, I am not sure if  
22 they are trained in that. Maybe that is a coaching  
23 skill those guys need to be trained in.

24 MS. KELLY: Well we are as I said we have some  
25 field trainers right now who have essentially our field

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1       trainers are in plant IIC's who have an additional job  
2       element to be a field trainer. It is what they call a  
3       collateral 2E. And we are looking at that role as well.  
4       One of the issues is I think our field operations that  
5       headquarters has determined that the role for training  
6       should belong to the training center. And the role for  
7       intermittent coaching may be a supervisory role. So we  
8       want to make sure we have some clearly defined roles.  
9       So the role of our field trainer may be changing to one  
10      that is a lot more of a mentoring coaching than it is  
11      training per se.

12                 DR. DENTON: And that makes really good sense,  
13      I guess more logical to work that way. Because you got  
14      that training from the person whose job and abilities  
15      are as an educator and then you got that support network  
16      out there at the local level to help with the mentoring  
17      process. It works a little bit like it does with new  
18      faculty and new employees at any place else.

19                 MS. BALDWIN: I would think that the training  
20      materials that they take back with them, if they were  
21      set up so they are a reference to what they are doing  
22      each day, that would be helpful with what you are  
23      talking about. I mean they may know it now but four  
24      weeks from now something comes up that hadn't come up  
25      before, they can go back to that reference.

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1 DR. DENTON: That's okay, we'll move to goal  
2 number four which is goal that addresses improving  
3 training for managers, updating courses for frontline  
4 supervisors, educational assignments, leadership  
5 assessment and development program and coordinating  
6 management training with succession planning. That  
7 speaks to the issue of what we do. I think you said 50  
8 percent.

9 MS. KELLY: 55 percent are eligible to retire  
10 by 2005.

11 DR. DENTON: And 70 percent by 2007.

12 MS. KELLY: Now eligible and actually retiring  
13 are two different things now. They don't always retire  
14 when they are eligible. Especially those people who are  
15 having a good time.

16 MS. RUSSELL: Or have their retirement stop  
17 funds.

18 DR. DENTON: There are some mitigating  
19 factors.

20 MS. KELLY: But we realize that we need to be  
21 prepared in case all those 55 percent say hey, I am  
22 going to move on to something else in my life. And some  
23 of those positions no doubt may be filled with people  
24 from outside of FSIS and I think we think there is a  
25 good healthy blend of having people who have been

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1 brought up organizationally in say other federal  
2 agencies or state agencies or other kinds of areas that  
3 would prepare somebody for work in the federal  
4 environment. But I think we are realizing that  
5 mentoring, coaching and growing our own so to speak also  
6 has some benefits. Not to mention the fact as I said  
7 earlier that we realize most of our great majority of  
8 our managers and supervisors are from the technical  
9 ranks and don't have a lot of background, weren't  
10 necessarily initially hired for their management and  
11 supervisory skills.

12 MR. LINK: I think if 55 percent leave you are  
13 going to have to hire from outside. And it may not be a  
14 bad idea because when you think about as you just  
15 mentioned most of the folks have kind of come up through  
16 the system. Maybe their training wasn't the best and  
17 now they perpetuate a bad system. And if FSIS tries to  
18 move from an organization whose primary goal was to  
19 identify animal diseases once upon a time, to public  
20 health, then you ought to be looking at public health  
21 officials and technical expertise out there in the  
22 industry or in Macedonia, wherever that could help you  
23 guys get where you want to go. Not just because  
24 somebody has a veterinary degree.

25 MS. KELLY: I think, I mean Dr. McKee is a  
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1 primary example.

2 DR. DENTON: Let me jump in there because you  
3 said I agree with. And at the same time I am conflicted  
4 just a little bit with regards to having people that are  
5 trying technically like what you are saying. Because I  
6 think that is an important element. But what I heard  
7 Karlease say is that there is a missing component with  
8 regard to the managerial part of that. And how you  
9 manage and supervise people. And get the best out of  
10 them, which may not be the same background as someone  
11 that is very well qualified as a public health official  
12 unless they bring that skill with them. So we have got  
13 two very essential components in that. One is the  
14 technical ability to understand what the issues are with  
15 regard to safety. The other one is personnel management  
16 and interpersonal skills that are necessary to get the  
17 best out of your employees. Am I hearing that  
18 correctly?

19 MS. KELLY: Yes.

20 MR. LINK: And I think you mentioned this  
21 improved training for managers, and that is part of what  
22 I think they need is more of the interpersonal coaching,  
23 mentoring. They got the technical piece but the other  
24 part of it is how do you -- I am sure these inspectors  
25 are somehow pleasant here and they can't training,

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1 coaching, mentor because there is probably a union issue  
2 with it but I am not sure what that is.

3 MS. KELLY: Any other comments on this goal?

4 MR. LINK: One other thing that I thought  
5 about, and here again this kind of comes from my own  
6 perspective. You and I have visited and I have  
7 mentioned this in prior meetings about our food safety  
8 and quality business education program. How important  
9 is it -- well maybe that is not the right way to answer  
10 that, the right way to ask that. I'll start down the  
11 path and maybe I'll figure out the right way to phrase  
12 the question by the time I get there. How do we bring  
13 into play something like the certification program that  
14 we have for a HACCP Coordinator that we get called in  
15 because it was built to serve the needs of industry that  
16 has got six modules, three hours each, that will qualify  
17 them and they take things like basic food microbiology,  
18 in the day. Fundamentals of food microbiology  
19 statistical process control and auditing, food loss  
20 regulations, food sanitation and principles of food  
21 processing are advance HACCP or what we would expect  
22 somebody that works for you would be able to certify  
23 that they are proficient in these things. The next tier  
24 in that program is one that is for a food safety manager  
25 and that one is fundamentals of food processing

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1 engineering which is building on what they learned in  
2 fundamental of food processing, principles of  
3 epidemiology, human diseased, advanced food micro,  
4 quality management and food toxicology. That then  
5 becomes a smaller sub set of the first group that become  
6 your food section managers within a corporate structure,  
7 but similar situation to what your needs are with regard  
8 to having all these managerial folks move out of the  
9 agency. Are there enough of the managerial qualified  
10 people that something like that, being distance  
11 education there would be a way that you can fill some of  
12 the shortages that you anticipate over the next two to  
13 four years.

14 MS. KELLY: That is possible, and I think it  
15 is also recognized in some of the things that we are  
16 planning that even our managers, because of the nature  
17 of our work is technical. Even our managers need some  
18 technical training to have a basis for decision making.

19 MR. LINK: Not saying we are inappropriate but  
20 think of a way that could be of benefit to the agency in  
21 that particular part where it is really short of folks.

22 DR. DENTON: You can almost see that as your  
23 first part is probably entry level.

24 MR. LINK: They need to know that to start.

25 DR. DENTON: I mean you need to know this. If

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1 you want to move beyond that.

2 MS. KELLY: Another thing that we are doing is  
3 we are taking a look at other public health agencies and  
4 the competencies that they define to see if there is  
5 anything that we can work from that. Because we had  
6 some defined competencies for our entry level, mid-level  
7 and executive positions. So we are taking a look at  
8 whether we need to do some revision on those skills and  
9 competencies that we are trying to train for, and assess  
10 for.

11 MR. LINK: There are, I wish I could remember  
12 what Mike Govro said, there are some other types of  
13 training that are available through other groups. You  
14 mentioned the AMI but he mentioned AFDO Association of  
15 Food and Drug Officials those types of educational  
16 experiences that would feed into this same area here.  
17 So that we are talking about a mixture of technical  
18 colleges, universities, trade groups, professional  
19 societies, wherever we find the subject matter content  
20 that fits within what your needs are for that training  
21 and education. I keep coming back to education because  
22 I think that is where we solve the problem over the long  
23 term. It is a longer term commitment.

24 MS. BAYSE: I think it is real important not  
25 to try to reinvent the wheel because we have already

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1 admitted I think that you are asking now in terms of  
2 security for example the same persons who are inspecting  
3 the food to do this. I mean no matter how dedicated  
4 individuals are, they is sort of a limit. So to the  
5 extent that there are good programs out there in  
6 industry or other federal agencies. It can be sometimes  
7 awkward, but in the end I think worse it to try to use  
8 them.

9 MS. BALDWIN: You had rotational assignments  
10 listed under the pretraining for managers. How would  
11 you envision that working?

12 MS. KELLY: The agency has had a program in  
13 the past we call it a RAP program or rotational  
14 assignment program. We didn't have the funding to  
15 implement that program this year, but it will take  
16 people. People have to apply for the program. Usually  
17 they are at a mid-level kind of position, maybe a  
18 supervisory position and they are aspiring to move up  
19 through the organization to more of a managerial, like  
20 managing a program versus supervising a staff. So they  
21 apply, they have a selection process and get a cadre of  
22 people move in, get a special assignment for a period of  
23 some weeks that is outside their normal area of  
24 expertise. Something that requires them to essentially  
25 expand their view of organization. Work with people,

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1 different than who they would normally work with. I  
2 know a couple of people who were on rotational  
3 assignments before. We had some people from clients  
4 that was essentially their whole world view, that is  
5 definitely a world view of compliance. And we moved that  
6 individual out to planning the first agency public  
7 meeting on epidemiology. So they had to work with  
8 people from the Office of Public Health and Science.  
9 People from policy office, people from all these outside  
10 groups that were coming in to make presentations and  
11 make public comments. So it really expanded that  
12 person's view of how the organization works and kind of  
13 gave them a taste for if you are a manager your scope of  
14 operating is at a different level, and you are going to  
15 interact with people outside the area that you were sort  
16 of have familiarity with. And then another person was  
17 assigned, they were supervisor of a small staff at the  
18 technical service center. They got an assignment to  
19 work on a project to redesign a policy. And again, they  
20 had to work with all these different people. And it is  
21 essentially like learning by doing. So you get an  
22 assignment and you have to execute that assignment in a  
23 short period of time.

24 DR. DENTON: Okay, I think that moves us up to  
25 goal five, and as I am looking at this it is one that we

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1 have already covered. Maintain and improve the training  
2 infrastructures. It goes back to a point that Mike made  
3 earlier make successful training a condition of  
4 employment, so that they come in with a fundamental  
5 skill set. Test employees who complete the training,  
6 conduct a needs assessment and then evaluate the  
7 training. Anyone have additional thoughts or comments  
8 on that particular goal. Because I think it is an  
9 intregal part of we are trying to accomplish.

10 MR. KOWALCYK: I think I would like to add  
11 with respect to the continued training and this be a  
12 point in training for managers. I don't know how much  
13 flexibility the agency has with my economics background,  
14 but if you incest people financially, they are going to  
15 strive for reaching the next level. So if there is an  
16 incentive to you can go up a level into a management  
17 position based on your completion of this course and  
18 testing out of passing an assessment of how much you  
19 learned from that course. And if the flexibility is  
20 there, to provide an incentive for that advancement,  
21 that may help with retention problems as well as filling  
22 in management gaps. But again I don't know how much  
23 flexibility you have.

24 DR. DENTON: A lead in for Charles, he can tie  
25 to a job description, he can tie it to a merit increase

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1 and he can tie it to a promotion.

2 MS. KELLY: Yes we don't have merit pay, but  
3 we do have awards. But that is not nearly as much as an  
4 incentive. But I think that one of the things that I am  
5 hearing that we probably need to work on is people  
6 sometimes call it career ladders or where we need to  
7 essentially link, if you have accomplished this  
8 training, then you are eligible for this next level. So  
9 we need to try to develop those links as we are making  
10 training as a condition of employment.

11 MS. BAYSE: And I think with a really lower  
12 level person who is down on the line, at the lowest  
13 level person in terms of background and training.  
14 Sometimes it is just, we got these gorgeous certificates  
15 today, but sometimes to a person at that level it is  
16 just something done on the computer, kind of recognition  
17 they never got. And I mean I think you know what I  
18 mean. You talk about conducting the needs assessment.  
19 I think when you do that, you get people buying into the  
20 training. They say I need training in this area and  
21 then they see it offered in that particular area they  
22 feel like there is some attention being paid to them,  
23 they are more willing to put the effort into it. Also  
24 on that too we talked about including like industry and  
25 state people, it might be helpful. It just opens the

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1 box to so many people. But if there was some way to  
2 solicit some kind of comments about what other kind of  
3 training is needed when the industry has idea or the  
4 state, either one.

5 MS. KELLY: That is on training needs?

6 MR. BAYSE: Yes.

7 MS. KELLY: Okay. That is very helpful. I  
8 mean the thing we know for sure, even though we have  
9 asked for more resources and physically we are up for,  
10 we have no guarantee of getting those. We don't have  
11 unlimited resources so if we were to do some joint  
12 activities it probably would be good to check in with  
13 people and say what would your priority be for joint  
14 activity. Would you like to have a joint activity on  
15 CSO methodology, would you like to have a joint activity  
16 on Food Safety Regulatory Essentials or you know. So to  
17 do more engaging, involving in trying to find some  
18 mutual priorities.

19 DR. DENTON: Okay, moving on to goal six.  
20 Respond to emerging and specialized needs. Address  
21 needs of specialized groups such as egg product  
22 inspectors, foreign government officials, quickly  
23 develop training programs to support new policies,  
24 procedures and regulations. Comments?

25 MR. LINK: If you want to know how to do it,

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1 talk to the training association because every time a  
2 new rule comes out we whip up a training program to deal  
3 with it. Make sure they understand what they are, how  
4 to comply. We really do.

5 MS. BALDWIN: Okay, if you -- we talked  
6 earlier about some of the other items about FSIS having  
7 training staff regionally that are kind of specialized.  
8 So if they are trained to be trainers they could quickly  
9 learn a new curriculum instead of having everybody come  
10 to them. I mean that is one person that you can send  
11 out to multiple locations pretty quickly, to get that  
12 training done.

13 MR. KOWALCYK: Yes, I would agree with that  
14 having the infrastructure set up so you have specialized  
15 trainers, so that inspectors from the line level on up,  
16 if there is a new directive, a new reg. that they are  
17 required to follow that effects their job. To have that  
18 on site training there from a USDA trainer so that they  
19 clearly know what there new responsibilities are. I  
20 think that is very important and I think the training  
21 association is a good idea because they are going to  
22 react quickly. But I think it if comes from their  
23 ultimate employer which is the USDA, I think then you  
24 want a consistent message to all your people.

25 MS. KELLY: Can I add one thing since we have

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1 gone through those six goals. If you were going to make  
2 up the goals for training and education in FSIS is there  
3 something you would add, is there something we have left  
4 out? I mean we are kind of going through these goals  
5 and saying we think they are good, but is there  
6 something missing?

7 MR. LINK: I only have two things that I wrote  
8 down. I tried to think about this before I came. One  
9 is the rigor of what we are trying to incorporate into  
10 the educational experience, can you actually as the  
11 agency would. You want to get with regard to the  
12 training, and tie that to an examination so they have to  
13 demonstrate proficiency at every one of these steps  
14 along the way. That is one. And the second one and  
15 here I don't know what kind of flexibility you have. It  
16 kind of goes back a little bit to what we were talking  
17 about before on making these employees buy into this  
18 whole concept. Is there something, I would call it  
19 release time, maybe not the right terminology. But if  
20 they get as part of their employment the right to  
21 participate in these educational activities while they  
22 are working, so that there is then a commitment to the  
23 employee on the part of the agency and reciprocal to  
24 that on the part of the agency act, the employee's  
25 active agency. The agency is going to allow work time

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1 to participate in the educational experience that the  
2 employee might be committed to the agency for a  
3 specified time. Rather than getting their education at  
4 the cost of the agency.

5 MS. KELLY: Take the education and run.

6 MR. LINK: I mean realistically it is the same  
7 situation you would be in, if you were going to get  
8 somebody to pursue a Master's Degree without some sort  
9 of commitment from them, before you would pay for it.  
10 That they are going to stay with you for a certain  
11 length of time. But that comes down to the fundamental  
12 issues of the loyalty of the employee and back to the  
13 employer.

14 MR. KOWALCYK: Which comes to the only point  
15 that I was going to bring up in this whole issue you  
16 really need to focus on the potential. You can train  
17 them and they leave you, but hopefully you will keep  
18 them and they can walk through the succession ladder.  
19 But that is an area that is hard to deal with and I know  
20 if you look at our processing plants, we have got plants  
21 that are really lean, so over time we figure out what  
22 the good guys are doing and what the others aren't. But  
23 it costs a lot of money to replace employees, train  
24 them, lose them, start all over again. So you might  
25 want to try to find a way to keep the ones you got. So

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1 train them in microbiology, figure out how to keep them.

2 MS. BAYSE: On the other side you are going to  
3 begin to do some training maybe at the lower level. It  
4 is important that it not be a dreaded fearsome thing. I  
5 mean I do believe in the system to see if they really  
6 learned something. But there is some kind of fine line  
7 between maybe it is to do with the pride of some  
8 achievement. But you don't want it to be a frightening  
9 thing. I really believe as a teacher, if you got a  
10 scared student, they don't hear anything. So the  
11 teachers that have these horrible reputations, they  
12 never give A's or students never make A's. I mean I  
13 didn't believe that until I talked for so long that  
14 receptiveness is almost a psychological thing. So with  
15 a person who is not going to be so well trained, they  
16 are going to leave you, I think you also on the other  
17 hand want to give them a sense of pride and at the same  
18 time not fear that if they don't do well they are going  
19 to lose their job. So it is a tough job. But it sounds  
20 to me like you know how to do it.

21 MR. LINK: If there is some way to assess the  
22 employees background educational level so that they are  
23 appropriately slotted into the educational experience,  
24 so that they are not set up. It goes back to a point we  
25 talked about earlier.

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1                   MR. BAYSE: We would call it a pretext that  
2 you are going to take the course. If their math is  
3 terrible, don't put them in the first year course. And  
4 again I don't know how feasible that is.

5                   DR. DENTON: You want them to succeed at what  
6 they are doing if they are making that commitment. Okay,  
7 I have a suggestion here. I think that we have covered  
8 the goals. What we need to do is two things I think and  
9 one is to steal this map so we can make a very brief  
10 statement about each one of those goals with regard to  
11 the appropriate area. We will also need to address the  
12 second question here which is what other suggestions do  
13 you have. I think we got most of that answered  
14 throughout the discussion. It may be a matter of simply  
15 organizing them into two separate columns to answer  
16 question one and question two. Does that sound like a  
17 reasonable approach.

18                   MS. KELLY: Anybody need a break?

19                   MR. LINK: I do.

20                   MS. KELLY: Me too.

21                   DR. DENTON: It will be condensed to a brief  
22 statement, or maybe two statements. I think we have  
23 agreed that all six of them are appropriate goals, but I  
24 think we need to make a little bit of a statement with  
25 regard to each one of them. That would satisfy the

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1 question that has been laid out for us in question  
2 number one. Then I think we can pull from these  
3 comments specific recommendations that we might have  
4 that would be of benefits to this issue of delivering  
5 education and training and says what suggestions to you  
6 have, because in some cases we strayed a little bit.

7 MR. LINK: So we need a statement.

8 DR. DENTON: For goal one, goal two.  
9 Something that kind of captures the essence of that I  
10 haven't decided what they are yet. So I think we can  
11 pull that down and reread the goals.

12 MS. RUSSELL: Can folks read my writing, and  
13 you can see the charts okay.

14 DR. DENTON: Absolutely, you have done a  
15 marvelous job. Goal number one is to strengthen the  
16 public health, scientific and technical skills of the  
17 workforce. And underneath that provide updated advanced  
18 education programs that lead to certification and  
19 credit. Provide updated passive training and address  
20 training needs of new types of employees such as CSK's  
21 and public health officers. And I see two or three  
22 things that link together. Mike's two perspectives with  
23 regard to new hires and continuing education of current  
24 professionals. Two kinds of training the theory and  
25 practical part of it. Universities and trade

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1 associations and any other source that doesn't have to  
2 be a university it can be college or technical  
3 institute. With distance learning facilities provide  
4 continuing education credit for that. With joint  
5 training and accessibility at the local level.

6 MS. RUSSELL: Are those two different things  
7 joint training and accessibility, or is the  
8 accessibility for joint training?

9 DR. DENTON: I think those are two separate  
10 issues. Accessibility to training at the local level  
11 and any joint training that can be conducted involving  
12 FSIS, state and industry would be beneficial.

13 UNIDENTIFIED: Dr. Denton, I'm sorry I came in  
14 late. I made a mistake by going to my office and then  
15 coming back. But on a joint training, are you talking  
16 about both the science and the regulatory aspect? The  
17 role that the inspector has in terms of enforcing  
18 regulations having the industry involved with that, or  
19 are you just...

20 DR. DENTON: Primarily focusing on the science  
21 when I think about joint training with the exception of  
22 having FSIS and state inspection personnel working  
23 closely together. So there are two separate kinds of  
24 things. And it would depend on what the content of the  
25 educational experience is, because I think based on what

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1 I hear this morning from Lee and Mike and the folks that  
2 represent the state folks, that they would benefit  
3 immensely from participating in the same types of  
4 educational experiences as our federal counterpart.

5 MR. LINK: But at the same point I am not sure  
6 why there would be a concern if we are talking about  
7 regulations and I happen to be sitting here listening.  
8 I am just wondering too about the regulations.

9 DR. DENTON: Folks come in from a different  
10 perspective in terms of their roles and I am not sure  
11 how the company officials along with the FSIS staff in  
12 the same room learning about enforcement is prominent.  
13 I think the first thing we need to identify the training  
14 requirements for line training and processing plant they  
15 are going to be different, and the continuing training.  
16 If the FSIS training center or whoever has the  
17 expertise.

18 MR. LINK: And to your point the joint  
19 training there is no problem with that either. Think  
20 about it is there?

21 DR. DENTON: I missed that.

22 MR. LINK: Joint training you were talking  
23 about industry, FSIS, state inspector consumer  
24 representation.

25 MS. KELLY: Oh absolutely. It should include

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1           whoever wants to participate.

2                   DR. DENTON: I think there is a goal for  
3           everybody to be better informed with regard to what our  
4           obligations are.

5                   MS. RUSSELL: Now are you trying to get it  
6           into points that you will develop into a statement, or  
7           do you want to get a summary statement.

8                   MR. LINK: We are going to end up restating  
9           everything.

10                   MS. BAYSE: It has to be typed up and  
11           presented tomorrow.

12                   MR. LINK: So we want three or four bullets  
13           under each goal or one bullet?

14                   MS. RUSSELL: Those were in fact goal one over  
15           there in the file.

16                   MS. BAYSE: Which piece, the missing goals or  
17           the summary?

18                   MS. RUSSELL: The statements, goal one about  
19           new hires and continuing education for current  
20           employees, two types of training theory and practice,  
21           joint training with industry FSIS and states and  
22           accessibility to training at the local level. Are  
23           there any other points that you see for goal one?

24                   MR. LINK: The only other piece would be the  
25           centralized control of the training content by FSIS and

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1 industry.

2 MS. RUSSELL: Would that go more with goal  
3 three, because we are trying to -- because they all kind  
4 of ran together in our discussion so we have to make  
5 training and education accessible at the work site. The  
6 first bullet is regional approach to training. We could  
7 just add to that statement with centralized control of  
8 content would fit in there and take that out of the goal  
9 one and maybe add to the goal one what we are talking  
10 about with the joint training and the different kinds of  
11 training, maybe not limit this to the workforce but to  
12 the industry workforce in related.

13 DR. DENTON: It works for me whatever you  
14 said.

15 MS. RUSSELL: I'll never remember it.  
16 Strengthen the public health, scientific and technical  
17 skills of the workforce which would mean FSIS people,  
18 industry and other government agencies which would  
19 include state and local agencies, whatever might be  
20 involved in getting the job done.

21 MR. LINK: By identifying the new hire trainee  
22 continuing education requirements et cetera, et cetera.

23 MS. RUSSELL: Yes, I mean even to make it  
24 clear we could add another bullet, provide joint  
25 training as appropriate.

1 MS. KELLY: Okay, I think we have got the  
2 joint training.

3 MR. LINK: It runs all kind of together,  
4 doesn't it.

5 MS. KELLY: Maybe your comments don't  
6 necessarily have to be with a specific goal, if you feel  
7 like they are comments that are general. That should  
8 apply to more than one goal.

9 DR. DENTON: Can someone catch me up to speed  
10 here?

11 MS. RUSSELL: The group was sort of looking at  
12 having the bullets along with goal one rather than like  
13 a three sentence description.

14 DR. DENTON: I think at the end it will be  
15 pretty good, if you just kind of add a statement with  
16 that. Strengthen the public health, scientific,  
17 technical skills of the workforce.

18 MS. RUSSELL: Industry and other effected  
19 agencies. I wrote it down so I wouldn't forget it.

20 MR. LINK: Those the identification of  
21 training requirements for new hires, continuing  
22 education, joint training when appropriate.

23 MS. KELLY: Can I ask that you get that down  
24 in a flowing sentence if they want it that way.

25 MR. LINK: And the accessibility at local  
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1 level, leave off and pick up.

2 MS. RUSSELL: Yes, because number three we had  
3 the regional approach to training and we were saying  
4 just add to that one with centralized control.

5 MR. LINK: That would go into the training?

6 MS. RUSSELL: That would go under number  
7 three.

8 MR. LINK: We talked about these a little bit  
9 out of order. That is just making clear what the  
10 message is to the inspectors.

11 MS. BAYSE: We don't want to reinvent the  
12 wheel either, but put provide updated advance education  
13 programs if we just insert uniform. That goals back to  
14 goal one the first bullet you had. Provide updated  
15 advanced education programs, insert the word uniform or  
16 consistent.

17 MS. RUSSELL: Which goal are we on may I ask?

18 MR. LINK: We are still on one believe it or  
19 not.

20 MS. BALDWIN: We will be modifying those  
21 goals.

22 MR. LINK: The second one the only thing we  
23 did was we have one little page on it. I think part of  
24 what we talked about was not detracting from the primary  
25 goal in life which is through safety. Because there is

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1 a chance that somebody might decide to attack our plan.

2 MR. KOWALCYK: Above reaching what OSHA for  
3 example current processes without extending the thought  
4 of averting resources unnecessarily away from food  
5 safety inspection.

6 DR. DENTON: That is a good point, because as  
7 you mentioned part of it is pulling all local emergency  
8 folks in, which was probably already done through other  
9 programs and it may be a matter of awareness that food  
10 security ought to be part of that whole discussion too.

11 MS. RUSSELL: Is there kind of one statement  
12 that I could write down that would help you a bit?

13 MS. KELLY: Maybe the goal to add, this is  
14 what I hear people saying to add the concepts of  
15 leveraging what we know and what is in place without  
16 diverting resources from food safety.

17 MS. BAYSE: I think you are absolutely right,  
18 but somebody is tired of just ordinary food safety could  
19 be a little motivated I think. I don't mean to make  
20 light of it but is almost like I am responsible for this  
21 in a different sense.

22 DR. DENTON: What I captured in the language  
23 in this one and some of this is from Karlease and some  
24 from Mike with regard to some activity being done away  
25 with. We talked security and the key element there

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1 being continuity of operation plan and then follow on  
2 with the issue of activities of security should not  
3 detract from the normal duties, more or less added on to  
4 that.

5 MR. LINK: We basically don't want inspectors  
6 outside the gate looking for suspicious activity.

7 DR. DENTON: That's right.

8 MS. RUSSELL: Does this capture it? They  
9 might ask who is we.

10 MS. KELLY: Similar to goal three we want to  
11 add with centralized control of content.

12 MS. RUSSELL: I'm sorry.

13 MS. KELLY: Add to that goal with centralized  
14 control of content, so the message is consistent. There  
15 may be other things we want to add too.

16 MS. BAYSE: So message is consistent or  
17 training is consistent?

18 MS. KELLY: Message.

19 MS. RUSSELL: We brought it up several  
20 different ways about incentives for training, whether it  
21 was recognizing the employee for doing it, or money,  
22 financial incentives. But maybe a general statement  
23 about incentives.

24 MR. LINK: Will that fit under maintain and  
25 improve the training infrastructure.

1 MS. RUSSELL: Okay.

2 MR. LINK: And using the universities whenever  
3 you can to bring it to the workplace. I guess you have  
4 gotten it in there.

5 DR. DENTON: Now we will go to four is that  
6 correct? The key thing about this is we need to take  
7 advantage of anyplace that we find training that would  
8 be appropriate for managers, whether it is public health  
9 groups, universities.

10 MS. RUSSELL: That was training for managers  
11 did you say?

12 DR. DENTON: Yes.

13 MR. LINK: Is this where we were also talking  
14 about your succession planning and trying to make sure  
15 that we have got kind of lined out what an inspector has  
16 to do to become a manager?

17 MS. BAYSE: Yes.

18 MS. RUSSELL: So do you want succession  
19 training put up there or career paths?

20 MS. BAYSE: Succession plannings are a part of  
21 this.

22 MS. RUSSELL: Okay. So we are going to add  
23 career ladder concept.

24 MS. BAYSE: I am having a little bit of a  
25 problem, do we need to be more specific, take advantage

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1 of anyplace we can find training. I know we know what  
2 that means, but I am still thinking about presenting it  
3 to the group tomorrow.

4 MS. RUSSELL: Would you want to say address  
5 sources of training.

6 MR. LINK: Sources of training for example  
7 technical colleges, associations, other federal  
8 agencies.

9 MR. KOWALCYK: Do we want rotational  
10 assignments within that, because that is maybe I  
11 misinterpreted it, but rotational assignments is  
12 increasing their experience across different areas. So  
13 providing them with more exposure through those  
14 rotational assignments.

15 DR. DENTON: That is listed as one of your  
16 bullets.

17 MS. BAYSE: It might be also in addition to.

18 MS. RUSSELL: I am just going to put goal five  
19 out of the way so you can look at goal five.

20 MR. LINK: Did we add in four before we go  
21 away the mentoring, coaching aspect for management  
22 training?

23 DR. DENTON: Yes.

24 MS. KELLY: And about goal five, you already  
25 said to add provide incentive for training and

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1 education.

2 DR. DENTON: Incentive for continued learning.

3 MR. LINK: As opposed to monetary it might be  
4 the opportunity to participate in some of this  
5 rotational stuff, or something to give them an  
6 opportunity to do something new and different. Because  
7 they would be trained.

8 DR. DENTON: That recognition.

9 MS. RUSSELL: Anything else?

10 DR. DENTON: I think we can add recognition  
11 award for successfully completing it.

12 MR. LINK: I am think that need assessment  
13 piece to access the state agencies, the industry and  
14 help identify what those needs are.

15 MS. RUSSELL: I'm sorry you said?

16 MR. LINK: The needs assessment just to  
17 comment to emphasize to look outside its doors to help  
18 identify what those needs are. Just the state agencies  
19 or whomever.

20 MR. KOWALCYK: We also talked a little bit  
21 about, I don't think it was this point, I don't think it  
22 was specifically number five, but as far as the  
23 evaluation of the training where you had within FSIS a  
24 training specialist trained a group of people having an  
25 evaluation by a third party within FSIS, so there is no

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1 bias in the evaluation.

2 MS. RUSSELL: So that would be evaluation  
3 would you say by outside party or third party, or how  
4 did you want to put that?

5 MR. KOWALCYK: I would say evaluation would  
6 still occur within the agency, but by...

7 DR. DENTON: A regional trainer from another  
8 region going in to do a job audit in a different region  
9 than where they work.

10 MS. RUSSELL: Does that capture five?

11 DR. DENTON: Yes.

12 MS. RUSSELL: I almost ran out of paper.

13 DR. DENTON: We'll have to kill another tree.

14 MS. RUSSELL: I used to work for the Forrest  
15 Service so am I being a traitor now? I am going to  
16 move out of the way so you can see six.

17 DR. DENTON: This one I have we mentioned  
18 specialized training as may be new rules for example  
19 there have got to be people in the agency who are  
20 experts on the subject matter, they could help put  
21 together to have access to that. Make sure everybody  
22 understands.

23 MS. RUSSELL: So you want to be a little more  
24 specific have specialized trainers?

25 MR. LINK: They would either be accessing

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1 somebody outside of FSIS as you need that expertise.  
2 The University of Arkansas has certain expertise, they  
3 help train on a certain subject matter. Tap into it if  
4 something is coming up.

5 DR. DENTON: Right.

6 MS. RUSSELL: Can you get us some Brownies?

7 MS. BAYSE: Tomorrow afternoon you have to  
8 wait for you reward.

9 MR. LINK: We need incentive now.

10 MS. BAYSE: Bureaucracy, things do not occur  
11 immediately.

12 MR. LINK: We have only got ten minutes here.

13 MS. RUSSELL: Any description along with the  
14 affirmative?

15 MR. LINK: I think the second one is like the  
16 last page.

17 DR. DENTON: I think we have really done what  
18 we were supposed to do on question two, along with the  
19 attendant goals.

20 MR. LINK: But the missing goals addresses  
21 that.

22 DR. DENTON: Say that again.

23 MR. LINK: That last piece of missing goals we  
24 got three things there that covers it.

25 DR. DENTON: I forgot we did that.

1 MS. BAYSE: Students get creative when the  
2 bell is about to ring.

3 MR. KOWALCYK: We talked a lot about in five  
4 and six the incentives and infrastructure and I don't  
5 know forgive me for not being up to date on this, but as  
6 far as certification levels within the agency. Is there  
7 anything that could be formally set up kind of along  
8 that career ladder.

9 MS. KELLY: I think that is something that we  
10 need to do.

11 MS. RUSSELL: How should we state that?

12 MS. RUSSELL: Set up a career ladder with  
13 certification and testing.

14 MS. RUSSELL: Would it be a career ladder or  
15 several?

16 MS. KELLY: Multiple yes, as applicable.

17 MS. BAYSE: This is apart from job  
18 descriptions are they not?

19 MS. KELLY: They don't have to be linked to  
20 that.

21 MR. LINK: Well I think you have a job  
22 description in a company but I don't know how to get  
23 there. If somebody can give me if you get this  
24 certification and this and this, then we can consider  
25 you for that. Just because they know that I have got

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1 the education. So I agree it ties to that.

2 MS. RUSSELL: Is this the best way to state  
3 it, or would you like to change it a bit?

4 DR. DENTON: I think establishing a career  
5 ladder or educational requirements associated with the  
6 job description. That way we have got those linked.

7 MR. KOWALCYK: And plus your point about what  
8 you are incorporating it into.

9 MS. RUSSELL: And I'm sorry, Dr. Denton,  
10 establish career ladder with...

11 DR. DENTON: With educational requirements  
12 linked to the job description.

13 MS. RUSSELL: Take out the testing  
14 certification then, this replaces that?

15 DR. DENTON: Yes, they will have testing and  
16 educational requirements. Agreed?

17 MR. LINK: Yes, we have already beat on  
18 incentive somewhere.

19 DR. DENTON: We got a little word sniffing to  
20 do on this but I think we got the key elements there.

21 MS. RUSSELL: Will we do the missing goals as  
22 bullets?

23 MS. KELLY: Incorporate it into that.

24 DR. DENTON: Have we missed anything?

25 MR. LINK: Are you good?



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8 DATE: June 23, 2003

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