

REPORT ONE

**Recommendations for Consideration by the Secretary of
Labor on the GS-0018, Safety and Occupational Health
Management Job Series**

Prepared by the
Federal Advisory Council on Occupational Safety and Health
(FACOSH)

On June 7, 2011, FACOSH approved the recommendations in this report and adopted the report.

EXECUTIVE SUMMARY

In the fall of 2010, the Federal Advisory Council on Occupational Safety and Health (FACOSH) tasked its Training Subcommittee with researching whether or not the current qualifications in the GS-0018, Safety and Occupational Health Management Job Series (established by the Office of Personnel Management (OPM) in 1980), were sufficient to ensure that Federal agencies could hire GS-0018s with the skills to meet today's demanding standards for performing the job functions. The Training Subcommittee was asked to prepare recommendations for better describing the qualifications for these positions based on current needs. The subcommittee determined that positive education requirements (i.e., a safety, science, or related college degree) should be included in the GS-0018, Safety and Occupational Health Management job series. The Training Subcommittee met throughout spring 2011.

The Training Subcommittee was comprised of technical experts from: American Federation of Government Employees, AFL-CIO, Department of Commerce, Department of Defense, Department of State, Department of Health and Human Services, Department of Veterans Administration, Environmental Protection Agency, Occupational Safety and Health Administration (OSHA), OPM, American Federation of Government Employees, International Federation of Professional and Technical Engineers, and Seafarers International Union. The Subcommittee also sought insight from Safety Directors in other Federal agencies, the American Society of Safety Engineers (ASSE), and the Board of Certified Safety Professionals (BCSP). Other Federal agencies mirrored the Subcommittee's concerns that current OPM job qualifications made it difficult to hire qualified safety professionals.

ISSUE

The current OPM qualifications for the GS-0018, Safety and Occupational Health Management Job Series position allow applicants to use either education or experience or a certification from the Board of Certified Safety Professionals to qualify for the position. These qualifications can be found at <http://www.opm.gov/qualifications/Standards/IORs/gs0000/0018.htm>.

An unintended consequence of the Subcommittee's recommendation to add positive education requirements to the GS-0018, Safety and Occupational Health Management Job Series, could be a negative impact on incumbents.

RECOMMENDATION

1. FACOSH recommends that the Secretary of Labor request that the Office of Personnel Management (OPM) delete the option of using experience alone as a qualification for the GS-0018, Safety and Occupational Health Management job series and require education and/or professional certification as a Certified Safety Professional (CSP) from the Board of Certified Safety Professionals, Certified Industrial Hygienist (CIH) from the American Board of Industrial Hygiene, or a Certified Health Physicist (CHP) from the Academy of Health Physics as a qualification.

2. As a result of adding positive education requirements to the GS-0018, Safety and Occupational Health Management job series, FACOSH recommends that the Secretary of Labor request that OPM move the GS-0018, Safety and Occupational Health Management job series, from the Administrative Series to the Professional Series.
3. FACOSH recommends that the Secretary of Labor request that OPM include the phrase “from an accredited college or university” with the positive education requirements, such as a bachelor’s or higher level degree [as stated in the current qualifications], or an associate’s or higher level degree in occupational safety from a college or university accredited by an accrediting agency recognized by the Department of Education(<http://www2.ed.gov/admins/finaid/accred/index.html>).
4. The introduction of positive education requirements to the Safety and Occupational Health Manager, GS-0018, series could result in a negative impact on incumbents. FACOSH recommends that the Secretary of Labor request that OPM create no adverse impact to current GS-0018s (who do not have a college degree) as a result of including education as a qualification requirement for the GS-0018, Safety and Occupational Health Management job series.
5. To help employees currently in the GS-0018 job series meet the education requirements, FACOSH recommends that the Secretary of Labor request that OSHA convene a working group with representation from Federal agency Safety Directors to develop a model career management plan that would describe career advancement opportunities across an agency, identify the training and experience needed for advancement, and develop a mechanism to include the training in the employees' individual training plans.

These recommendations are based on the changes that have occurred in the occupational Safety and Occupational Health (OSH) profession since this OPM series was first written in 1980. The safety profession now requires sophisticated knowledge of hazards recognition, the ability to identify and evaluate measures to control those hazards, the skills to defend the budgeting for and implementation of those controls to management, as well as the planning and organizational strategies to prevent injury and illness. Today’s Federal safety professionals must be able to conduct analyses of information across diverse disciplines (injury trends, statistics, blueprints, hazard analysis, budgets, etc.). These are skills that are only gained through formal education. And, in today’s economic climate it is critical that Federal agency safety professionals possess those skills if agencies are going to reduce/prevent work-related injuries and illnesses and reduce their ever-increasing workers’ compensation costs.

What follows is documentation of the problem. In addition to the FACOSH Subcommittee, two pre-eminent safety organizations have provided guidance: The Board of Certified Safety Professionals and the American Society of Safety Engineers.

I. Description of the problem/issue

II. Description of the knowledge, skills, abilities, and competencies necessary to perform the work of the safety professional

What is a Safety Professional?

The Safety Professional of Today

Perspective from the Board of Certified Safety Professionals

<http://www.bcsp.org/safetyprofessional>

III. Scope and Functions of Safety Professionals American Society of Safety Engineers

http://www.asse.org/about/scope_function.php

IV. Reasons why current qualifications and requirements for Federal safety managers (0018 Job Series) do not adequately meet the needs of Federal agencies

V. Unintended consequences A partial list of Federal agencies with employees in the 018 job series

VI. Conclusion

I. Description of the problem/issue. Summarization of the rationale and evidence supporting adding education as a required qualification for GS-0018, Safety and Occupational Health Management series.

- A. Currently, education is not a requirement in the Office of Personnel Management (OPM) GS-0018, Safety and Occupational Health Management series. The current qualifications state that a candidate may have either education, or certification [Certified Safety Professional (CSP) from the Board of Certified Safety Professionals, Certified Industrial Hygienist (CIH) from the American Board of Industrial Hygiene, or a Certified Health Physicist (CHP)], or experience. This makes it possible for a Federal Safety Manager to progress as high as a GS-13, 14, or 15 position based only on experience, and in some cases with minimum experience to meet the one year "time in grade" requirement.

The current requirements for a GS-0018, Safety and Occupational Health Manager were written in 1980 based on the needs of the profession at that time. Since 1980, we have become, as a profession and as a society, more technologically and scientifically sophisticated. Today's workplace, within and outside the government, faces hazards not recognized even a decade ago. This is the information age. We rely on the ability of educated professionals to acquire, understand, and evaluate data; and then to determine a solution based upon practical application. Regulations have increased in scope and breadth since 1980, as has the need for the safety professional to recognize the impact of global trade and international requirements on the workplace.

- B. In 1980, the specialties of Safety and Occupational Health Manager, Industrial Hygienist, and Environmental Protection Specialist were viewed as distinctly separate occupations with minimal overlap. Today, it is widely recognized that Safety and Occupational Health Managers need to understand the related disciplines of industrial hygiene and environmental protection. In short, the OPM qualification standard for the GS-0018 series has not kept pace with the changing needs of society or the Federal workplace.
- C. Other personnel with whom safety professionals interact have an education requirement as part of their professional series (industrial hygienists, occupational health nurses and physicians, epidemiologists, attorneys, engineers, etc.). In order for Federal safety professionals to keep pace and work competently with these related professions, we must ensure that within the Federal government, they have similar background. This can be accomplished by adding education as a requirement to the GS-0018 qualifications.

II. Description of the knowledge, skills, abilities, and competencies necessary to perform the work of the safety professional.

What is a Safety Professional?

A safety professional is a person engaged in the prevention of accidents, incidents, and events that harm people, property, or the environment. They use qualitative and quantitative analysis of simple and complex products, systems, operations, and activities to identify what events can occur and the likelihood of occurrence, severity of results, risk (a combination of probability and severity), and cost. They identify what controls are appropriate and their cost and effectiveness. Safety professionals make recommendations to managers, designers, employers, government agencies, and others. Safety professionals manage and implement controls, including administrative controls (such as plans, policies, procedures, training, etc.) and engineering controls (such as safety features and systems, fail-safe features, barriers, and other forms of protection).

In addition to the knowledge of a wide range of hazards, controls, and safety assessment methods, safety professionals must have knowledge of physical, chemical, biological and behavioral sciences, mathematics, business, training, and educational techniques, engineering concepts, and particular kinds of operations (construction, government, manufacturing, military, transportation, etc.)

- A. Within the occupational safety and health (OSH) field, safety professionals must be able to conduct analyses of numerous types of information (injury trends, statistics, blueprints, hazard analysis, budgets, workers' compensation costs, etc.). These are skills that are only gained through formal education.
- B. Safety professionals do technical writing, prepare briefs, present their findings to leadership, submit budgets/unfunded requests, execute and defend budgets, and understand how money flows from Congress to Federal agencies. Specifics of an organization's budget can be learned on the job, but the formal education process provides for a knowledge base of writing and mathematical skills.

These skills are lacking in many current applicants and employees in the GS-0018, Safety and Occupational Health Management job series

The Safety Professional Today

Perspective from the Board of Certified Safety Professionals

<http://www.bccsp.org/safetyprofessional>

In the 21st century, safety professionals confront new challenges not faced a generation or even a decade ago. Today's safety professionals are well-educated, highly-motivated and aim to recognize, evaluate, and control risks to people, property and the environment. They must be able to apply technology and work with top management to minimize risk and ensure that safety, health and environmental performance are fundamental measures of business success.

Professional safety practice today involves aspects of engineering, business, health, education, laws and regulations, human behavior, education and training and computer and internet technologies. They use qualitative and quantitative analysis of simple and complex products, systems, operations, and activities to identify hazards. They evaluate the hazards to identify what events can occur and the likelihood of occurrence, severity of results, risk (a combination of probability and severity), and cost. Besides knowledge of a wide range of hazards, controls, and safety assessment methods, safety professionals must have knowledge of physical, chemical, biological and behavioral sciences, mathematics, business, training and educational techniques, engineering concepts, and particular kinds of operations (construction, manufacturing, transportation, and other like industries).

Safety professionals who can demonstrate their competency are in demand and receive compensation well above their colleagues. To be able to compete for positions with responsibility requires safety professionals take charge of their own professional development. Those moving to leadership positions are arming themselves with advanced degrees. In addition, safety professionals are obtaining nationally accredited and highly recognized certifications to demonstrate competency to qualify for positions, to compete for government and private contracts and to gain new clients.

III. SCOPE AND FUNCTIONS OF SAFETY PROFESSIONALS

American Society of Safety Engineers

http://www.asse.org/about/scope_function.php

Founded in 1911, the American Society of Safety Engineers (ASSE) is the oldest safety society and represents more than 32,000 SH&E practitioners committed to protecting people, property and the environment and are at the forefront of safety engineering, design, standards development, management and education in virtually every industry, governmental agency, labor and in institutions of higher education. Presently, ASSE has 151 chapters, 35 sections and 60 student sections. There are also members in 75 countries including Mexico, Ecuador, Saudi Arabia, the United Kingdom, Australia, Kuwait, and Egypt. ASSE members serve on over 40 safety and health standards committees including the International Organization for Standardization (ISO).

Scope of a Safety Professional

To perform their professional functions, safety professionals must have education, training and experience in a common body of knowledge. Safety professionals need to have a fundamental knowledge of physics, chemistry, biology, physiology, statistics, mathematics, computer science, engineering mechanics, industrial processes, business, communication and psychology. Professional safety studies include industrial hygiene and toxicology, design of engineering hazard controls, fire protection, ergonomics, system and process safety, safety and health program management, accident investigation and analysis, product safety, construction safety, education and training methods, measurement of safety performance, human behavior, environmental safety and health, and safety, health and environmental laws, regulations and standards. Many safety professionals have backgrounds or advanced study in other disciplines, such as management and business administration, engineering, education, physical and social sciences, and other fields. Others have advanced study in safety. This extends their expertise beyond the basics of the safety profession.

Functions of a Safety Professional

The major areas relating to the protection of people, property and the environment are:

A. Anticipate, identify and evaluate hazardous conditions and practices.

http://www.asse.org/about/scope_function.php

This function involves:

1. Developing methods for
 - a. Anticipating and predicting hazards from experience, historical data and other information sources.
 - b. Identifying and recognizing hazards in existing or future systems, equipment, products, software, facilities, processes, operations and procedures during their expected life.
 - c. Evaluating and assessing the probability and severity of loss events and accidents which may result from actual or potential hazards.
2. Applying these methods and conducting hazard analyses and interpreting results.

3. Reviewing, with the assistance of specialists where needed, entire systems, processes, and operations for failure modes, causes and effects of the entire system, process or operation and any subsystem or components due to:
 - a. System, subsystem, or component failures.
 - b. Human error.
 - c. Incomplete or faulty decision making, judgments or administrative actions.
 - d. Weaknesses in proposed or existing policies, directives, objectives or practices.
4. Reviewing, compiling, analyzing and interpreting data from accident and loss event reports and other sources regarding injuries, illnesses, property damage, environmental effects or public impacts to:
 - a. Identify causes, trends and relationships.
 - b. Ensure completeness, accuracy and validity of required information.
 - c. Evaluate the effectiveness of classification schemes and data collection methods.
 - d. Initiate investigations.
5. Providing advice and counsel about compliance with safety, health and environmental laws, codes, regulations and standards.
6. Conducting research studies of existing or potential safety and health problems and issues.
7. Determining the need for surveys and appraisals that help identify conditions or practices affecting safety and health, including those which require the services of specialists, such as physicians, health physicists, industrial hygienists, fire protection engineers, design and process engineers, ergonomists, risk managers, environmental professionals, psychologists and others.
8. Assessing environments, tasks and other elements to ensure that physiological and psychological capabilities, capacities and limits of humans are not exceeded.

B. Develop hazard control methods, procedures and programs.

http://www.asse.org/about/scope_tit_nct_ion13.php

This function involves:

1. Formulating and prescribing engineering or administrative controls, preferably before exposures, accidents, and loss events occur, to:
 - a. Eliminate hazards and causes of exposures, accidents and loss events.
 - b. Reduce the probability or severity of injuries, illnesses, losses or environmental damage from potential exposures, accidents, and loss events when hazards cannot be eliminated.
2. Developing methods which integrate safety performance into the goals, operations and productivity of organizations and their management and into systems, processes, operations or their components.
3. Developing safety, health and environmental policies, procedures, codes and standards for integration into operational policies of organizations, unit operations, purchasing and contracting.

4. Consulting with and advising individual and participating on teams
 - a. Engaged in planning, design, development and installation or implementation of systems or programs involving hazard controls.
 - b. Engaged in planning, design, development, fabrication, testing, packaging and distribution of products or services regarding safety requirements and application of safety principles which will maximize product safety.
5. Advising and assisting human resources specialists when applying hazard analysis results or dealing with the capabilities and limitations of personnel.
6. Staying current with technological developments, laws, regulations, standards, codes, products, methods and practices related to hazard controls.

C. Implement, administer and advise others on hazard controls and hazard control programs. http://www.asse.org/about/scope_functionC.php

This function involves:

1. Preparing reports which communicate valid and comprehensive for hazard controls which are based on analysis and interpretation of accident exposure, loss event and other data.
2. Using written and graphic materials, presentations and other communication media to recommend hazard controls and hazard control policies, procedures and programs to decision making personnel.
3. Directing or assisting in planning and developing educational and training materials or courses. Conducting or assisting with courses related to designs, policies, procedures and programs involving hazard recognition and control.
4. Advising others about hazards, hazard controls, relative risk and related safety matters when they are communicating with the media, community and public.
5. Managing and implementing hazard controls and hazard control programs which are within the duties of the individual's professional safety position.

D. Measure, audit and evaluate the effectiveness of hazard controls and hazard control programs. http://www.asse.org/about/scope_functionD.php

This function involves:

1. Establishing and implementing techniques, which involve risk analysis, cost, cost-benefit analysis, work sampling, loss rate and similar methodologies, for periodic and systematic evaluation of hazard control and hazard control program effectiveness.
2. Developing methods to evaluate the costs and effectiveness of hazard controls and programs and measure the contribution of components of systems, organizations, processes and operations toward the overall effectiveness

3. Providing results of evaluation assessments, including recommended adjustments and changes to hazard controls or hazard control programs, to individuals or organizations responsible for their management and implementation.
4. Directing, developing, or helping to develop management accountability and audit programs which assess safety performance of entire systems, organizations, processes and operations or their components and involve both deterrents and incentives.

IV. REASONS WHY CURRENT QUALIFICATIONS AND REQUIREMENTS FOR FEDERAL SAFETY MANAGERS (GS-0018 JOB SERIES) DO NOT ADEQUATELY MEET THE NEEDS OF FEDERAL AGENCIES

Description of Changes in the Safety Profession that make a Revision of the GS-0018 Qualifications Requirements Necessary

The following statement from Roger Brauer, PhD, CSP, P.E., Executive Director of the Board of Certified Safety Professionals (BCSP) from 1996 to 2009, was submitted to the FACOSH Training Subcommittee on February 23, 2011.

Dr. Brauer's statement provides the rationale of why, effective January 1, 1998, BCSP no longer accepted experience as the sole qualification for applicants for the Certified Safety Professional (CSP) exams that are sponsored by the BCSP.

To my knowledge there were two significant factors that led to that decision of requiring a college degree [for those applying to take the Certified Safety Professional exams]. First, the education level among safety practitioners significantly increased in the first two decades following the implementation of the Occupational Safety and Health Act in 1970. The demographic data on education level of members for the American Society of Safety Engineers (ASSE) reflect the dramatic change in education between 1980 and 1990. When considered in total, the average member increased in education level by one academic month per year during that decade...a huge shift upward. BCSP saw the same kind of increase in education among applicants for the CSP. The number with less than a bachelor's degree continued to decrease. At the time the change in qualification decision was made (1998), about 5% or less of all CSP applicants had less than a bachelor's degree. The data show the drastic change in education in the profession.

The second factor was related to pay standards. The BCSP Board recognized that if those involved in safety practice were to compete for similar pay with others in professional and scientific positions, it was important for the CSP qualification standards to eliminate experience alone as a sufficient qualification and to increase emphasis on the requirement for a bachelors degree.

Those two factors had the greatest influence on the decision.

Another relevant factor was the change in qualifications to be eligible to sit for a professional engineering license. In the 1970s, several states allowed someone to qualify for a professional engineering license based on experience alone. By 1990, only a couple of states still allowed someone to sit for the professional engineering licensure examinations based on experience only. Today, I don't believe there are any states that allow that. Since the engineering model had always provided a conceptual model for the CSP certification, the change in qualifications to be eligible to sit for professional engineering licensure examinations likely had influence on the BCSP decision.

In summary, safety practice as a profession has experienced considerable maturity. The safety practitioner role and image changed drastically. Previously, a safety practitioner role was often filled by someone who had experienced a significant injury or amputation and was an advocate and cheerleader among peers. Employers and workers perceived people in such an advocacy role as safety 'poster hangers.'" From that image, the safety profession emerged, led to a great extent by the CSP certification. The profession now requires sophisticated knowledge of hazards recognition, evaluation and control, defending administrative and technical controls for hazards to management, as well as planning and organizing technical, organizational and personal strategies to reduce and eliminate injury and illness and to protect the environment.

These are some of the primary factors that influenced the decision to eliminate experience alone as a qualification for the CSP examinations.

V. Unintended consequences of adding positive education requirements GS-0018, Safety and Occupational Health Management Job Series.

The introduction of positive education requirements to the OPM GS-0018, Safety and Occupational Health Management Job Series could negatively impact incumbents that do not hold degrees or incumbents that do not hold degrees from accredited colleges and universities. The intent of the effort to add positive education requirements to the qualifications for this series is to recognize the progression of the field. The FACOSH Training Subcommittee's Recommendation #4 wants to ensure that those currently holding these positions are not negatively impacted by changes to the qualifications.

VI. A partial list of agencies with employees in the GS-0018 job series

- A. Department of Agriculture
 - 1. Animal and Plant Health Inspection Service
 - 2. Food and Nutrition Service
 - 3. Forest Service 4. Agricultural Research Service

- B. Department of Commerce
 - 1. Census
 - 2. National Oceanic and Atmospheric Administration
 - 3. National Institute for Standards and Technology

- C. Department of Defense
 - 1. Air Force
 - 2. Army
 - 3. Navy
 - 4. Marine Corps
 - 5. Defense Agencies

- D. Department of Energy

- E. Department of Health and Human Services
 - 1. Centers for Disease Control and Prevention
 - 2. National Institute for Occupational Safety and Health
 - 3. Federal Drug Administration
 - 4. National Institutes of Health

- F. Department of Homeland Security
 - 1. Citizenship and Immigration Services
 - 2. U.S. Coast Guard
 - 3. Customs and Border Protection
 - 4. Directorate for Science and Technology
 - 5. Federal Law Enforcement Training Center
 - 6. Immigration and Customs Enforcement
 - 7. Secret Service

- G. Department of Housing and Urban Development

- H. Department of the Interior
 - 1. Minerals Management Service
 - 2. National Park Service
 - 3. U.S. Geological Survey

- I. Department of Justice
 - 1. Drug Enforcement Agency
 - 2. Federal Bureau of Investigation

- 3. Federal Bureau of Prisons
- J. Department of Labor
 - 1. Mine Safety and Health Administration
 - 2. Occupational Safety and Health Administration (OSHA)
- K. Department of State
 - 1. Domestic Environmental Safety Division
 - 2. Overseas Building Operations
- L. Department of Transportation
 - 1. Federal Aviation Administration
 - 2. National Highway Traffic Safety Administration
- M. Department of the Treasury
 - 1. Alcohol, Tobacco Tax and Trade Bureau
 - 2. Bureau of Engraving and Printing
 - 3. Internal Revenue Service
 - 4. Mint
- N. Department of Veterans Affairs
- O. Army Corps of Engineers
- P. Environmental Protection Agency
- Q. Federal Deposit Insurance Corporation
- R. National Aeronautics and Space Administration
 - 1. Johnson Space Center
 - 2. Kennedy Space Center
 - 3. Langley Research Center
 - 4. Goddard Space Flight Center
- S. National Gallery of Art
- T. Smithsonian Institution
 - 1. Museums
 - 2. National Zoo

APPENDIX A

The following list contains the names of FACOSH members, technical experts, and OSHA staff who actively participated on the Training Subcommittee during its analysis of the qualifications for the GS-0018, Safety and Occupational Health Management Job Series.

FACOSH Members

Donald Bathurst, Chief Administrative Officer, U.S. Department of Homeland Security

Curtis Bowling, Director, Environmental Readiness and Safety, Office of the Deputy Under Secretary of Defense (Installations and Environment), U.S. Department of Defense

Dennis Bushta, Deputy Director, Office of Administration, Environmental Protection Agency

William Fleming, Director, Office of Human Resources Management, Deputy Chief Human Capital Officer, U.S. Department of Commerce

Edward Hamilton, Sr., Director, Facilities and Administrative Services Staff, U.S. Department of Justice

Robin Heard, Deputy Assistant Secretary for Administration, U.S. Department of Agriculture

John Sepulveda, Assistant Secretary for Human Resources and Administration, U.S. Department of Veterans Affairs

Thomas Yun, MD, Medical Director, Office of Medical Services, U.S. Department of State

William Dougan, National President, National Federation of Federal Employees

Gregory Junemann, International President, International Federation of Professional & Technical Engineers

Colleen Kelley, National President, National Treasury Employees Union

Deborah Kleinberg, Counsel, Seafarers International Union, AGLI WD

William Kojola, MS, Industrial Hygienist, Safety and Health Department, AFL-CIO

William "Chico" McGill, Director, Government Employees Department, International Brotherhood of Electrical Workers

Milagro "Milly" Rodriguez, Occupational Health and Safety Specialist, American Federation of Government Employees

Special Agency Liaison

Mariano S. Aquino, CFM, Director, Facilities Management, Facilities, Security & Contracting, U.S. Office of Personnel Management (OPM)

Gary Steinberg, Director, Office of Workers' Compensation Programs, U.S. Department of Labor

Frank Hearl, PE, Chief of Staff, National Institute of Occupational Safety and Health, Centers for Disease Control and Prevention, U.S. Department of Health and Human Services

Technical Experts

Catherine Beaucham, National Institute of Occupational Safety and Health, Centers for Disease Control and Prevention, U.S. Department of Health and Human Services

Andrea Bright, Manager, Classification and Assessment Policy, U.S. Office of Personnel Management

Dennis Bushta, Deputy Director, Office of Administration, U.S. Environmental Protection Agency

Wesley J. Carpenter, Director, Safety, Health, and Environmental Management Division, U.S. Environmental Protection Agency

Henry Cleveland, Program Analyst, U.S. Department of Veteran Affairs

Brenda Cook, Classification & Assessment Policy, U.S. Office of Personnel Management

Cathie Cronin, Director, Office of Training and Educational Development, Occupational Safety and Health Administration, U.S. Department of Labor

Cynthia DeAngelo, Program Analyst, U.S. Department of Veterans Affairs

Carolynn Ellis, U.S. Environmental Protection Agency

Deborah Kleinberg, Counsel, Seafarers International Union, AGLIWD

William Kojola, MS, Industrial Hygienist, Safety and Health Department, AFL-CIO

Nancy J. McWilliams, CSP, ARM, Director, Office of Occupational Safety and Health, U.S. Department of Commerce

Maureen O'Donnell, CIH, Industrial Hygienist, Safety, Health, and Environment Management Office, U.S. Department of State

Mariano (Mario) S. Aquino, CFM, Director, Facilities Management, Office of Facilities, Security & Contracting, U.S. Office of Personnel Management

Tim McClellan, Facilities Manager, U.S. Environmental Protection Agency

Milagro "Milly" Rodriguez, Occupational Health and Safety Specialist, American Federation of Government Employees

John Seibert, CIH, CSP, Assistant for Safety, Health & Fire, Office of the Deputy Under Secretary of Defense (Installations & Environment), U.S. Department of Defense

David Shelby, U.S. Environmental Protection Agency

Charles J. Shields, MS, CIH, CSP, Director, OSHA Training Institute, Occupational Safety and Health Administration, U.S. Department of Labor

Ike Udejiofor, Senior Classification Specialist, Classification & Assessment Policy, U.S. Office of Personnel Management

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Francis Yebesi, Director, Office of Federal Agency Programs, Occupational Safety and Health Administration, U.S. Department of Labor

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Robert Nester, Safety and Occupational Health Specialist, Office of Federal Agency Programs, Occupational Safety and Health Administration, U.S. Department of Labor