

NATIONAL TRANSPORTATION SAFETY BOARD

IN RE: :

THE ACCIDENT INVOLVING : NTSB Accident No.

AMTRAK TRAIN #89 AND MOW : DCA16FR007

EQUIPMENT AND EMPLOYEES :

NEAR CHESTER, PENNSYLVANIA :

ON APRIL 3, 2016 :

INTERVIEW OF: DREW BROWN, BRUCE SHAFFER, & HUGH CAMPBELL

Wednesday,
September 7, 2016

National Railroad Passenger Corporation,
Amtrak
Headquarters
Philadelphia, Pennsylvania

BEFORE:

RYAN FRIGO, NTSB
BOB BEATON, NTSB
RICHARD HIPSKIND, NTSB
DONALD HILL, BLET
MICHAEL HOEPF, NTSB
THERESA IMPASTATO, AMTRAK
CHRISTOPHER SCHULTE, FRA
STEVE STEARN, BMW

ALSO PRESENT:

FORREST HOLDCROFT, NTSB

This transcript was produced from audio provided by the National Transportation Safety Board.

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

1
2 INVESTIGATOR FRIGO: Okay. Good afternoon.
3 My name is Ryan Frigo, and I am the investigator in
4 charge for NTSB for this accident. We are here today
5 on September 7th at the National Railroad Passenger
6 Corporation, Amtrak's headquarters in Philadelphia,
7 Pennsylvania to conduct an interview with Mr. Drew
8 Brown, Mr. Bruce Schaeffer, and Mr. Hugh Campbell, who
9 all work for the National Railroad Passenger
10 Corporation, or Amtrak.

11 This interview is in conjunction with NTSB's
12 investigation of a collision of Amtrak train 89, with
13 workers and equipment, on April 3rd, 2016 near Chester,
14 Pennsylvania, on the northeast corridor. The NTSB
15 accident reference number is DCA-16-FR007.

16 Before we begin our interview and questions,
17 let's go around the table and introduce ourselves.
18 Please spell your last name. And please identify who
19 you are representing, and your title. I would remind
20 everybody to speak clearly so we can get an accurate
21 recording.

22 I'll lead off, and then pass off to my
23 right. Again, my name is Ryan Frigo. Spelling of my
24 last name is F-R-I-G-O. I am the investigator in
25 charge for the NTSB on this accident.

1 MR. HIPSKIND: Good afternoon, everybody.
2 My name is Richard Hipskind. And the spelling of my
3 last name is H-I-P-S-K-I-N-D. I am the Track and
4 Engineering Group Chairman for this accident.

5 (Off the record recording played)

6 MR. BEATON: I'm Bob Beaton. I'm with NTSB.
7 I'm struggling with my recorder at the moment.

8 INVESTIGATOR FRIGO: Spelling of your last
9 name, sir?

10 MR. BEATON: B-E-A-T-O-N.

11 MR. HILL: Don Hill with the BLET Safety
12 Task Force, H-I-L-L.

13 MR. SCHULTE: Christopher Schulte. Last
14 name is Schulte, S-C-H-U-L-T-E, Federal Railroad
15 Administration, Supervisory Safety Specialist.

16 MR. HOLDCROFT: Forrest Holdcroft, H-O-L-D-
17 C-R-O-F-T. I'm with the NTSB (unintelligible). And I
18 will be observing.

19 MR. HOEPF: Hi. I'm Michael Hoepf. And I'm
20 also with the NTSB, and a psychologist.

21 INVESTIGATOR FRIGO: Spelling.

22 MR. HOEPF: Thank you. And it's H-O-E-P-F,
23 my last name. And I'm just going to be an observer.

24 MR. STEARN: Steve Stearn, S-T-E-A-R-N,
25 party spokesman for the Brotherhood of Maintenance of

1 Way Employees.

2 MS. IMPASTATO: Theresa Impastato, I-M-P-A-
3 S-T-A-T-O, Amtrak Deputy Chief Safety Officer.

4 MR. BROWN: Drew Brown, B-R-O-W-N. I'm a
5 safety liaison for Amtrak southern district track.

6 MR. SHAFFER: Bruce Shaffer, S-H-A-F-F-E-R.
7 I'm the RSON (phonetic) safety liaison.

8 MR. CAMPBELL: Hugh Campbell, C-A-M-P-B-E-L-
9 L, safety liaison, communications signal department,
10 Brotherhood of Railroad Signalmen, BRS.

11 INVESTIGATOR FRIGO: Okay. And before we
12 begin, gentlemen, do we have your permission to record
13 our discussion, our interview with you today?

14 MR. CAMPBELL: Yes.

15 INVESTIGATOR FRIGO: Bruce?

16 MR. SHAFFER: Yes.

17 INVESTIGATOR FRIGO: Drew?

18 MR. BROWN: Yes.

19 INVESTIGATOR FRIGO: Let the record indicate
20 that all three indicated yes. Additionally, do you
21 wish to have a representative with you today?

22 INVESTIGATOR FRIGO: Drew?

23 MR. BROWN: No.

24 INVESTIGATOR FRIGO: Bruce?

25 MR. SHAFFER: Not at this time.

1 MR. CAMPBELL: Hugh Campbell, no.

2 INVESTIGATOR FRIGO: Thank you. And do you
3 mind if we proceed on a first name basis?

4 MR. BROWN: No.

5 MR. SHAFFER: Don't mind at all.

6 INVESTIGATOR FRIGO: Yes. Okay. Excellent.
7 Let's proceed. Hugh, if we could start with you. Can
8 you give us a synopsis of your work experience, and
9 take us up to your present job. And let us know how
10 long you've been in that position.

11 MR. CAMPBELL: I was hired December 14th,
12 1987, third generation railroad. Daddy was a
13 conductor. His father was an electrician, Pennsylvania
14 Railroad and the Redding Railroad.

15 I got hired in the signal department, was a
16 helper. We started our own signal school with a
17 veteran foreman. And we learned to become maintainers
18 in two years. After that we went to school at Amtrak
19 in Lancaster, and learned more about becoming
20 maintainers.

21 My first shift on the trouble truck
22 (phonetic) was 3:00 p.m. to 11:00 p.m. by myself,
23 Atlantic City line. I moved up to assistant foreman
24 maybe ten years later, like '90s, late '90s. In '97 I
25 became a signal technician, '98 became a communications

1 technician. And last year I became safety liaison.

2 MR. SHAFFER: Bruce. Started with
3 Washington Terminal Company down I Washington, DC,
4 April 25th, 1977, as an electrician helper. Made
5 electrician in '78. Transferred to the B&B (phonetic)
6 department '81. Amtrak took over Washington Terminal
7 in '84. That's when I became an Amtrak employee. The
8 B&B mechanic until /95. Became a B&B foreman. Then
9 '98 I made supervisor. And then last year I became the
10 RSON Safety Liaison.

11 MR. BROWN: Drew. I was hired in June of
12 2008 as a trackman for Amtrak. Then I became a driver,
13 then a welder. I was a foreman in 2011 to 2012. Then
14 I welded again. And I've been a safety liaison since
15 last year.

16 INVESTIGATOR FRIGO: Okay, thank you. So,
17 we've all heard that, you know, essentially the three
18 of you have all been safety liaisons for about a year.

19 MR. BROWN: Eight months, yes.

20 INVESTIGATOR FRIGO: Eight months. Okay.
21 If someone could, you know, for the purposes of
22 explaining the role of a liaison, and what that title
23 entails. Can you explain that for us?

24 MR. SHAFFER: Sure. Bruce again. For me,
25 sometimes guys have issues with going to their

1 managers, supervisors to, if they have a safety
2 concern, or if they can't get something solved. Then
3 they'll come to us, kind of like taking the bull by the
4 horns and pursue it.

5 They go to the safety meetings. They have
6 their own safety committees. I attend their meetings
7 as
8 RSON. And basically go out with the guys, out on the
9 tracks to find issues. Try to correct them on the
10 spot. If they have issues or concerns they'll come to
11 us, and we try to get them taken care of.

12 MR. CAMPBELL: Hugh Campbell. As liaison I
13 believe I'm to communicate between the craft and the
14 management here. And sometimes it's on site, an issue
15 might be unsafe. Other times it's a practice. Or it's
16 a standard rule that we have applied that's being
17 ignored, or not being informed of.

18 Typical day starts with a film called 645
19 (phonetic) with the safety call. That's up and down
20 the corridor, from Washington to Philly, out to
21 Harrisburg. I think the gentlemen are coming around
22 when I pull up to a job. It's, they see me. I get
23 greeted.

24 I, they bring up the job briefing.
25 Protection is being explained to me. This is all

1 slowly getting better. And, you know, the guys know
2 that I'm here, as it's better for me to come up on a
3 situation and find a shortcoming, than it is if the FRA
4 does. I could be money out of their pocket. So, we
5 all want to continue on, and make it to retirement.

6 Thank you.

7 MR. BROWN: Drew. After the morning call I
8 normally pick a division that I'm going to go to, or a
9 gang. I go to that gang. When I arrive, I try to get
10 there before the briefing. Listen to the briefing.
11 Make sure it's okay.

12 Then I'll stick around for awhile for the
13 job, to make sure that they're following the briefing,
14 the protection's adequate. I normally just hang out
15 with them for a few hours to make sure they're doing
16 everything safe, see if they have any questions.
17 That's pretty much what I do on a daily basis.

18 INVESTIGATOR FRIGO: So, it sounds like
19 there's a good amount of independence in safety
20 liaison's ability to go to a job site, and to observe
21 what's going on. Can you walk me through the reporting
22 structure for a safety liaison?

23 MR. CAMPBELL: Sure. Hugh Campbell. We've
24 had tablets distributed to us. And each tablet has a
25 check sheet. RWP, what we're looking for, what

1 protection's being provided, a site evaluation, what
2 hazards are out there. Are they addressing their
3 hazards? Is there any hazards that have been missed.
4 Does everybody in that workgroup have agreement with
5 what's going on there?

6 I could get my tablet if you want to see it
7 later. But, and there's vehicle inspections, whether
8 or not they have equipment stored properly, conditions
9 of the truck, anything that could cause a hazard later
10 on. And we can fill out this information in our
11 tablet, and squirt it, bam, it goes right to Matt
12 Pordoe (phonetic) and his people.

13 And we do five of these a week minimum,
14 mixed up, at our leisure. And at the end of the week
15 there's a total. And we get our report. And all these
16 stats go into the safety office.

17 INVESTIGATOR FRIGO: So, do you, is it, do
18 the safety liaisons report to Matt Pordoe for --

19 MR. SHAFFER: No.

20 INVESTIGATOR FRIGO: No.

21 MR. SHAFFER: They have a lead safety
22 officer.

23 INVESTIGATOR FRIGO: Okay.

24 MR. SHAFFER: Bruce. Actually, the one that
25 just left for us --

1 INVESTIGATOR FRIGO: Right.

2 MR. SHAFFER: Jamie McMillan (phonetic), he
3 got another position. So he's gone. But he's actually
4 doing both, back and forth to try to still help us out.
5 But if we have any concerns or issues that need to go
6 to management we'll take them to him. And then he'll
7 address it with Matt, or whoever the appropriate
8 manager is.

9 INVESTIGATOR FRIGO: Okay. And just for
10 the, for explanation, Mr. McMillan is an employee of
11 the safety department?

12 MR. SHAFFER: Not at this -- Well --

13 INVESTIGATOR FRIGO: Or at the time that he
14 was the lead safety --

15 MR. SHAFFER: Yes. Yes.

16 INVESTIGATOR FRIGO: Okay.

17 MR. SHAFFER: That's correct.

18 INVESTIGATOR FRIGO: Okay. And would that
19 individual, would Mr. McMillan indicate what work sites
20 to go to on a daily basis? Or again, was, is that up
21 to the liaison to determine?

22 MR. SHAFFER: Bruce. Pretty much for me it
23 was different than these guys. Because my territory is
24 much bigger. I pretty much have from, not that I've
25 been there yet to all these places, but from Washington

1 to Boston, to Albany, to Chicago, to now it's Michigan,
2 and everything in between that's Amtrak's.

3 All right. Obviously I haven't been to all
4 these places yet. But I've been up north, a bunch of
5 different places. So, I typically talk to Jamie in the
6 morning, or whenever. Say where I'm going. If he has
7 something going on he wants me to go check out, that's
8 what I do.

9 MR. CAMPBELL: Hugh Campbell. I have from
10 Harrisburg to Holmsburg Station, down to 5.8 Darby.
11 And what I do is, I contact the supervisors and track
12 inspectors. Track inspectors whether there's switch
13 tests are going on, so I can come out and watch that.

14 That's a great opportunity for me, because I
15 get to see track and C&S working together. And then I
16 talk to the other supervisors. I like to see where the
17 gangs are working at. That's where a lot of your
18 younger guys are, who are in training to become
19 maintainers.

20 So, I like to get a hit list of three or
21 four spots. But I don't tell anybody where I'm going,
22 you know, because everybody's perfect when they know
23 you're coming up.

24 MR. SHAFFER: Right.

25 MR. CAMPBELL: So, you know, I'm going to

1 show up. I'm not going to bring presents like the
2 Easter Bunny. But I just want to be there, and be, you
3 know, have them knowing kind of like, I could be there,
4 but I might not be there. If I'm not there today,
5 maybe I'll be there tomorrow. So, I like it that way.

6 MR. BROWN: Drew. Normally, like I said, in
7 the morning I'll pick a division. And I'll go to that
8 division. I'll talk to a supervisor, ask where the
9 different gangs are going to be at. And then I'll pick
10 one of the gangs. I don't necessarily tell them which
11 gang I'm going to. But I'll pick one of those gangs
12 and head in that direction.

13 INVESTIGATOR FRIGO: Great. Okay. I just
14 want to step back a little here. Because, Hugh, you
15 mentioned, you brought up the tablet, which seems to
16 have some information on it. You mentioned there was a
17 checklist. And you mentioned RDBP (phonetic). And I
18 think you mentioned there was a hazard identification -
19 -

20 MR. CAMPBELL: Right.

21 INVESTIGATOR FRIGO: -- list as part of
22 that. Was there any training provided to you on how to
23 use the worksheets on that tablet?

24 MR. CAMPBELL: Yes. We had a class upstairs
25 on the third floor. And we, you know, learned how to

1 navigate the tablet. What I do is, I printed out the
2 sheets, so I don't have to mess with the tablet. And I
3 do it on a clipboard.

4 And then I sit down in here, in this room,
5 and then I fill out the tablet itself. Because the
6 tablet's a pain in the butt out in the field. And, you
7 know, so, yes, we had one day of training, which is
8 sufficient for the little thingy.

9 INVESTIGATOR FRIGO: Okay. And what about
10 for the use of the actual forms, like the hazard
11 identification form?

12 MR. CAMPBELL: Hugh Campbell. I had no
13 problem with the forms, because they're, they seem
14 close to a job briefing sheet that we fill out for
15 every job anyway. It seems like they were modeled
16 after that.

17 And we have the freedom, we're, Bill Reagan
18 (phonetic), the south liaison and I, we're going to
19 modify one of those forms to fit craft specific for
20 C&S. Because I can have, I have men that work in the
21 station here who never leave. I just took Bruce around
22 the station. He didn't know where it was.

23 And, you know, there's ways to go. There's
24 work to be done in here, phone work, computer work,
25 fiber work. And we work in towers. We work in huts,

1 you know, for a long time. We have a shop in Leola.
2 Beaumont is outside of Lancaster. Those men never
3 leave. That's a factory. So, they never leave.
4 They're not going to be RWP sheets. So, we're
5 modifying it as we speak.

6 INVESTIGATOR FRIGO: So, it sounds like
7 you're able to, as a liaison you're able to bring the
8 tools necessary to the employee, with the hazards that
9 they're identifying in their workspace.

10 MR. CAMPBELL: Yes, you can. Well, that's
11 like, we can, and we do it. And so far we have full
12 support.

13 INVESTIGATOR FRIGO: Great. And, Bruce.

14 MR. SHAFFER: Same thing. Yes. I'd just
15 like to add one more thing to the tablet. It's also an
16 action item, which I find that's going to be used quite
17 bit. Or if we can put something in there that's been
18 addressed for like one or two years. And I'll give you
19 an example of that in a second.

20 But then it will go, once it's an action
21 item it will go directly to the manager responsible.

22 INVESTIGATOR FRIGO: Okay.

23 MR. SHAFFER: And he'll have to explain why
24 it hasn't been done, and what it's going to take to get
25 done. Whether it be money, whether it be manpower,

1 whatever the case may be. And it's all about getting
2 solutions, getting the stuff taken care of, removing
3 the safety hazards. I think this will be really good.

4 INVESTIGATOR FRIGO: So, Bruce, do you --

5 MR. SHAFFER: Yes.

6 INVESTIGATOR FRIGO: Using that example of
7 the to do list, identifying a hazard, logging into the
8 tablet, the information then going to a manager. How
9 do you then relay, what is the expectation on the
10 safety liaison to relay that decision making back to
11 the craft, and to the employees?

12 MR. SHAFFER: Well, at any time we can go in
13 there and view how far it's proceeded. And we can take
14 that back to the guys.

15 INVESTIGATOR FRIGO: Is there a weekly
16 meeting? Or is there a forum for that to occur?

17 MR. SHAFFER: No. Just on the tablet.

18 INVESTIGATOR FRIGO: Okay.

19 MR. SHAFFER: It's pretty much up to us. I
20 mean, believe me, those guys (unintelligible). They
21 have something that's in their craw, and they want to
22 get it taken care of, then they'll be asking you every
23 time you see them. So, we stay on the line.

24 INVESTIGATOR FRIGO: Great. And then I know
25 Hugh mentioned the requirement to do five of the --

1 MR. CAMPBELL: Evals.

2 INVESTIGATOR FRIGO: -- evals during the
3 week. Do you know where that information goes after
4 you input it into the tablet, and hit send?

5 MR. CAMPBELL: Hugh Campbell. No, I don't
6 particularly know where it goes.

7 INVESTIGATOR FRIGO: Do you ever see any of
8 the results from that cumulatively, over time, as to,
9 you know, a certain number of observations that are
10 conducted by the liaisons?

11 MR. CAMPBELL: No. Hugh Campbell. Once I
12 send that I get credit for doing my job basically. But
13 what I do is, I make up a safety counter for
14 communication signals. So, on a monthly basis I cover
15 23 and 27. One book is for testing, one is for
16 building and maintaining our signal apparatus. It's
17 basically our bible.

18 So, I have a safety rule in that calendar.
19 When I pick that from my shortcomings from the previous
20 month, things that I see repetitively. And so, I
21 repetitively just keep putting it right back in the
22 safety rule books. I mean, on the counter, so they
23 have to read it.

24 RWP, which use to be protection against
25 trains. We can cover that too. And I put a RWP rule

1 out there, you know, stuff about the shunts, this,
2 that, the other thing, shortcomings from the week
3 before.

4 Sometimes I take information that was from a
5 trial that just was, you know, a bonehead move, or
6 something. And then the C&S, what is appropriate for
7 that time of year out of the 23 and 27? I use the, my
8 information after I send it, to rehash, and to bring it
9 back to the men. And to cover it again and say, look,
10 we're missing something here.

11 INVESTIGATOR FRIGO: Hugh, it sounds like
12 you're capturing a tremendous amount of detail, as to
13 what the men are actually exposed to, and then what the
14 events that are taking place are telling you about what
15 you need to focus on.

16 And I'm just curious. Is it, does that just
17 end with the safety liaison, and with how you do your
18 checks? Or does that get communicated upward in any
19 way?

20 MR. CAMPBELL: I have a headquarters in the
21 yard. And I have supervisors at my disposal from my
22 department. And I sit down with them when we do that
23 morning call. It's every morning. And it's, each
24 morning has a different department.

25 And we, I bounce ideas off of them. And the

1 latest thing we came up with was, when we were younger
2 we worked by ourselves, and we, as soon as you
3 qualified you went to the tower and introduced
4 yourself. And you went to CTEC (phonetic), Section C.
5 You had Atlantic C line.

6 So, the next group of guys that come out of
7 school, and they're going to be maintainers, they're
8 going to spend a day with me. They're going to post
9 with me. And we're going to get on a train. And we're
10 going to go to Wilmington.

11 They're going to see what a dispatcher goes
12 through. Why does this conversation have to be this
13 way? The power director's over here. What's he,
14 what's going on? Trouble desk is right here. Why do I
15 have to answer 42 questions for a clear and arrival?
16 And when I tell you there's a broken bond wire, and to
17 replace bond, it's one half a page, you know.

18 So, there's a little something like that
19 that we've been bouncing off. And I feel that it's
20 going to help us. I have full support from my
21 supervisor so far.

22 INVESTIGATOR FRIGO: And, do you guys have
23 the same interaction with supervision? That what
24 you're seeing in the field, and the information that
25 you're gaining, that you're able to have those similar

1 conversations?

2 MR. BROWN: Drew. Yes, I believe so. Like
3 I said, I try to, when I go to the divisions, go to the
4 supervisor first. And then, sometimes afterwards.
5 Speak with him. Make sure everybody's on the same
6 page, you know. Yes. I believe I have good
7 communication with him.

8 MR. SHAFFER: Yes. Bruce. Yes.
9 Definitely. Just to give you a quick little
10 background. For a couple, well they said a couple of
11 years. The C&S guys in the south end that Bill
12 Reagan's the liaison of, were complaining about steps
13 at the huts.

14 They'd have a tire butt there, or something.
15 And they had to jump over it, blah, blah, blah. But
16 they were complaining at every safety meeting. They
17 couldn't get anything done.

18 So, when we came along Bill said, hey, this
19 is a big problem. We need to get it taken care of. Do
20 you know what we can do? I said, yes, go up to
21 (unintelligible). We can talk to Wayne (phonetic),
22 who's, he's in charge of projects, and see what we can
23 do.

24 Within three or four weeks we had a capital
25 project set up, \$50,000 in it for this year, and like

1 \$100,000 for next year. So, we start to getting these
2 issues resolved.

3 And at every meeting we would update them,
4 so they could take it back to the field, and spread it
5 out to their guys. That's how liaisons worked with, on
6 this project. So, it went pretty good.

7 INVESTIGATOR FRIGO: Well, that's a great
8 example. Thanks, Bruce.

9 MR. SHAFFER: Sure.

10 INVESTIGATOR FRIGO: At this time I'd like
11 to pass it on to Mr. Hipskind.

12 MR. HIPSKIND: Okay, guys. I just want to
13 get some of the obvious stuff down. And so, for the
14 three of you, you answer this however you want. But
15 the picture I'm getting is that Hugh looks mainly at
16 the signal department, signal employees. And, Bruce,
17 you can describe who you go out and look at. And,
18 Drew, I take it you look at mostly the track gangs?

19 MR. BROWN: Yes.

20 MR. HIPSKIND: And so, the thing I want you
21 to answer is, is that the way it is? Or do you look at
22 other things? And if you do, give me an example.

23 MR. CAMPBELL: Hugh Campbell. Primarily
24 C&S. I have enough territory that George is, George
25 Stewart (phonetic) is the track liaison in this area,

1 Philadelphia. We have the same headquarters.

2 I don't stop and talk to them, or mess with
3 the track guys unless I see something, you know, just
4 outrageous. And I walk right up to the white hat, and
5 I'll talk to them about it. But I'm busy enough with
6 the C&S people themselves.

7 MR. SHAFFER: Bruce. Yes. I interact with
8 all the crafts, however, Hugh, Drew, whoever. I
9 usually, if it's a different craft, my background is
10 B&B. But like I said, I do all crafts. I'll hook up
11 with whoever the liaison is in that territory, or with
12 that department or craft. And then we'll go do an
13 observation, or whatever the case may be.

14 MR. HIPSKIND: Drew.

15 MR. BROWN: Drew. I never target to go to
16 another craft. But a lot of times with track you have
17 other crafts working alongside of them. So, when
18 they're there I'll speak to them. But I don't normally
19 target the other groups.

20 MR. HIPSKIND: Okay. And then -- Thank you.
21 And then, for all three of you, have you got enough
22 work to do to keep you busy?

23 MR. CAMPBELL: Yes, sir. Hugh Campbell.
24 Yes, sir.

25 MR. HIPSKIND: Bruce?

1 MR. SHAFFER: Yes, sir. Just a little brief
2 thing. Thirty-seven of my 39 years was in the
3 terminal. So, now I'm out in the railroad. It's an
4 eye opener. That's a big railroad. It's a lot of
5 miles. And it's overwhelming. And it's also, these
6 guys are good, you know, for what they have to do and
7 the territory they cover, it's impressive.

8 It was an eye opener for me. And that's one
9 main reason I took the job. I wanted to be exposed to
10 railroad. Terminal is a whole different thing, a
11 definite different animal. You get out on the
12 railroad, and right away it's definitely different.

13 MR. HIPSKIND: Okay. Thank you for that,
14 Bruce. Drew?

15 MR. BROWN: Drew. Yes. I believe we have
16 plenty to do. I cover from Bear, Delaware to
17 Washington, DC. So, just getting around to all the
18 different groups, there's a lot of people between Bear
19 and Washington in the track department.

20 MR. HIPSKIND: Okay. I heard all of you say
21 that you're busy, you've got a lot of work. And I, the
22 sense I got too was that you all have fairly large
23 territories. So, are you spread too thin?

24 MR. CAMPBELL: I kind of like it right now.
25 I didn't know there was a GG1. Hugh Campbell. I

1 didn't know there was a GG1 at Harrisburg Station until
2 Bruce and I went out there.

3 MR. HIPSKIND: And a GG1 is what?

4 MR. CAMPBELL: It's an engine, a
5 (unintelligible) electric engine.

6 MR. HIPSKIND: The (unintelligible).

7 MR. CAMPBELL: Bobby Kenyon (phonetic)
8 (unintelligible) pulled by GG1. But anyhow, I get to
9 see more of the out west, Harrisburg area. I was
10 mainly a Philadelphia guy. And I'm enjoying it right
11 now. It's a lot of driving. But I get to see
12 different aspects. I get to see that we have all
13 different technology out there now. I'm enjoying it.
14 I think it's fine.

15 MR. SHAFFER: I love what I'm doing now. I
16 do. But it's a big territory. But typically if I get
17 a call I can respond within a couple of days. And I
18 can do whatever I can over the phone of course. But,
19 like, to go from here to Boston, Washington to Boston,
20 to Albany, that's pretty good territory. But it's
21 doable.

22 MR. HIPSKIND: Drew?

23 MR. BROWN: I don't necessarily, Drew. I
24 don't necessarily think I'm spread too thin. Maybe the
25 only thing I could say is have a liaison on day shift

1 and one on night shift. But I don't think the
2 territory is too much, no.

3 MR. HIPSKIND: Well, he's brought up a
4 pretty good question. So, I am aware, and they've
5 impressed upon me that there's a great amount of work
6 that by necessity of operation a lot of the repair
7 work, whether it's signal, this craft, or that craft,
8 and line maintenance construction, that a lot of that
9 work is done on the weekends, holidays, and at night.

10 So, when are you guys out there? And when
11 is the work getting done? And how well does that match
12 up? Hugh?

13 MR. CAMPBELL: Hugh Campbell. My days off
14 are Friday and Saturday. The south liaison is off
15 Sunday, Monday. So I catch half of that weekend work,
16 Sundays, as my regular day. And I think maybe I should
17 come in once in awhile at night to see the men also.

18 There's a lot going on at night, because we
19 get the railroad. Trains are sleeping at night. And
20 that's a lot of time when track and C&S work in
21 conjunction. And the project has to be done before the
22 first train in the morning.

23 MR. HIPSKIND: So, I didn't hear you say
24 this, but do you work primarily daylight hours?

25 MR. CAMPBELL: Yes, primarily day.

1 MR. HIPSKIND: All right. And Bruce?

2 MR. SHAFFER: Yes. I also work primarily
3 daylight. But are there times when I should come in at
4 night? Yes, (unintelligible). Yes. I mean, that's
5 just straight up. Yes, I should be in there sometimes
6 at night. I don't know how we'd juggle that as far as
7 whether it would be overtime or, because you can't
8 really swap shifts kind of thing. So, I guess that's
9 something we have to work on. But yes, I
10 (unintelligible).

11 MR. HIPSKIND: Thank you, Bruce. And Drew?

12 MR. BROWN: Drew. I work Monday to Friday,
13 and have Saturday and Sunday off.

14 MR. HIPSKIND: And, but daylight hours
15 mostly?

16 MR. BROWN: Yes, it's daylight hours mostly,
17 predominantly.

18 MR. HIPSKIND: Okay. So, don't take this as
19 criticism. But until we had just this conversation I
20 was under the impression that when the most amount of
21 work is being done that the safety liaisons was there.
22 And that's not necessarily the case right now. Is that
23 fair to say?

24 MR. CAMPBELL: Hugh Campbell. That's
25 correct. They talked about bringing us in when

1 projects kicked off, and when projects closed out. You
2 know, the first night in a new territory, new
3 characteristic, physical characteristic area, new
4 equipment, new crews working together. That never came
5 about. And when jobs are finished, say a cut over or
6 completion, they give back that. We've not been
7 invited or asked to come in at any of those times.

8 MR. HIPSKIND: Okay. Bruce?

9 MR. SHAFFER: I'm not so sure actually.
10 Because there is a lot of production work that's done
11 during the day also. But they're stretched out through
12 the railroad. And they could be 50, 75 miles apart.
13 But, you know, you have to find out where that's going
14 on then. But there is still stuff at night. But there
15 is still plenty to keep me busy during the day.

16 MR. HIPSKIND: Drew, do you have an opinion?

17 MR. BROWN: Drew. I believe with the
18 division gangs it's pretty even between day and night
19 shift. It would be more of the production gangs and
20 traveling gangs that do a lot of work at nighttime.

21 MR. HIPSKIND: Okay. And again, for each of
22 you, I want you to talk a little bit, to help me
23 understand. And I'll make a statement, and then you
24 can kind of respond to it.

25 Each of you volunteered for this job. And

1 each of you I'm going to assume, until you tell me
2 different, that you've gone through all the same type
3 of training as the people you're observing.

4 And what I want you to comment on is, are
5 you adequately trained to know and understand, when
6 you're making your observations, when you're in that
7 liaison role, to know if the processes, procedures,
8 compliance, rules, are being adhered to? Hugh?

9 MR. CAMPBELL: Hugh Campbell. For my craft,
10 yes. I qualified up the ladder within my craft,
11 backhoe operator, and every other date on the roster,
12 yes. I feel confident in that aspect.

13 MR. HIPSKIND: You lived it, worked it, and
14 did it for years, and years, and years?

15 MR. CAMPBELL: Yes.

16 MR. HIPSKIND: You can recognize when
17 somebody's doing something deficient?

18 MR. CAMPBELL: (Non verbal response)

19 MR. HIPSKIND: Okay. Thank you. Bruce?

20 MR. SHAFFER: Bruce. Yes, I think I'm
21 definitely qualified too. Although not craft specific,
22 like, I'm not a track guy. But as far as them working
23 on the railroad and having the right protection up,
24 yes, I am qualified to do that. And I feel comfortable
25 with it.

1 C&S, that's a whole different ball game,
2 same as ET. But as far as the clearances, and stuff
3 like that with ET, definitely qualified and comfortable
4 with it. C&S, I'm pretty comfortable with that also.
5 I've learned a lot in the last three months. It's
6 something I didn't know.

7 MR. HIPSKIND: Yes. ET is the Canton area's
8 (phonetic) --

9 MR. SHAFFER: Yes (unintelligible) --

10 MR. HIPSKIND: -- contractors? Okay.

11 MR. SHAFFER: That's correct.

12 MR. HIPSKIND: And, Drew?

13 MR. BROWN: Drew. Yes. Within the track
14 department definitely. And like Bruce said, I've
15 learned a little bit more about the other departments.
16 But within my own department I definitely feel like I
17 am.

18 MR. HIPSKIND: Okay. And Ryan may have
19 covered this. But did any of you have to go through a
20 specific course or training to help you understand your
21 position as a safety liaison?

22 MR. CAMPBELL: Hugh Campbell. We had a week
23 in Delaware after we were awarded the jobs through a
24 bid process. What was expected of us was explained.
25 Some do's and don'ts, you know, that's what I got out

1 of it.

2 MR. HIPSKIND: Bruce?

3 MR. SHAFFER: Yes, Bruce. Yes, that week in
4 Delaware pretty much covered everything I thought. You
5 know, of course, what's really good is that they're
6 very open to discussion. If we have a problem, or if
7 we have something going on we can call our lead safety
8 specialist. That's the first step, Matt Pordoe --

9 MR. HIPSKIND: God bless you.

10 MR. SHAFFER: -- or whoever the case may be.
11 It's very open, very, I mean, I don't hesitate. I
12 don't think anybody does if we got a question or an
13 issue. We know who to call. And if they don't have the
14 answer, they will get it for you.

15 MR. HIPSKIND: Drew?

16 MR. BROWN: Drew. Yes. We had the week in
17 Delaware. And I believe the communication that they
18 were saying is good, you know. If I'm not sure on
19 something, I definitely use the phone or email. And
20 normally somebody gets back to me pretty quickly.

21 MR. HIPSKIND: Okay. So, for each of you
22 again, what, give me your thoughts. What is your
23 overall goal? What's your purpose? We've kind of
24 established you're trained, you have some freedom, you
25 contact with people, you record your observations, all

1 this. Somebody sum up for me, what's the mission here?
2 What's the overall goal? Hugh, we'll start with you.

3 MR. CAMPBELL: Well, everybody has facts.
4 Hugh Campbell. Everybody's facts and figures of ratios
5 and injuries, man hours worked. And we have a lot of
6 names on the wall in Washington of people killed on the
7 railroad. I would like to have no more names put on
8 that wall. That would be very nice.

9 Part of my motivation is a book I have here,
10 "Disasters in Pennsylvania". Everything in there
11 they've learned from. The Boyertown Movie Theater,
12 that's where you got your exit lights from. You know,
13 everything like that. So, I want to care about my
14 fellow man.

15 I want to make it through a career intact.
16 You know, my father, he lost a finger on the Redding
17 Railroad. His buddy lost a life. What good's that?
18 You come home from World War II to die on the railroad?
19 I mean, nobody wants to do that. Nobody wants to live,
20 come from where you come from. You come here for a
21 living.

22 And I just, you know, I think I have
23 something to give. And I think we can make this safer.
24 The trains are getting faster. More people are going
25 to be riding the trains. And we're not, our feet are a

1 little bit slower. So, I think we can look ahead and
2 try to improve upon it. And I saw a shortcoming here.
3 So, I think we can make it through. Thank you.

4 MR. SHAFFER: Bruce. I agree with you. My
5 number one goal is to try to prevent any and all
6 injuries. That's pretty tough. I mean, the industry
7 we're in is a hard, heavy, fast, everything is big and
8 fast. But there are rules. And if you go by them
9 you're going to be okay. But human nature. So, and
10 that part of it is being out with the guys, letting
11 them know.

12 To be truthful when we first, when I first
13 started this liaison job it wasn't really well received
14 in the field. Of course, being a supervisor I didn't
15 get much lip. But some of the other liaisons did.

16 So, but now, I think it's a lot better.
17 When you walk up to a group, hey, man, how's it going?
18 And here's our job briefing. And then, you know, you
19 just look it over. And hey, you know, there's
20 something else here I think you should add. You know,
21 call training control instead of 911, blah, blah, blah.
22 And, oh, yes, man, I didn't know that.

23 And so, it's a lot better. Before it was
24 like here, you know, what are we going to do? But in
25 eight months it's turned around a lot I think. And I

1 think that's us, by us being out there a lot, being out
2 in the field.

3 MR. HIPSKIND: Okay. Thank you. Drew.

4 MR. BROWN: Drew. My goal would be to
5 improve the safety margin, drop the injuries,
6 especially those caused by bad habits or old habits.
7 Trying to change our culture a little bit, just make it
8 safer in general.

9 MR. HIPSKIND: Okay. You guys comfortable?
10 Are you still good?

11 MR. SHAFFER: Yes.

12 MR. BROWN: Yes.

13 MR. HIPSKIND: All right. I'm going to
14 break up the dialogue here a little bit. I'm going to
15 give you a pop quiz. All right?

16 MR. CAMPBELL: Okay.

17 MR. HIPSKIND: And it's going to be on
18 roadway worker. Because all of you deal with roadway
19 worker protection. Because you're out there looking at
20 gangs. The gangs are working on the track, and all
21 this and that.

22 So, I'm not saying I know the answers to
23 these. But I'm just, I'm interested what you think
24 about the questions, okay. So, just a real general
25 question, hopefully a short answer. Who can be an EIC,

1 an Employee in Charge. Hugh?

2 MR. CAMPBELL: NORAD (phonetic) qualified,
3 physical characteristics.

4 MR. HIPSKIND: Okay, Bruce?

5 MR. SHAFFER: NORAD qualified, and physical
6 characteristics in that territory that they're in,
7 working.

8 MR. HIPSKIND: Okay. You both gave it.
9 Drew, do you differ from that? Or would you add on to
10 that?

11 MR. BROWN: If it's on, you know, on track
12 with most of what we do, you also have to have the
13 NW1000, in addition to the NORAD and the physical
14 characteristics.

15 MR. HIPSKIND: Okay. And before, I'm just
16 going to state this. And if anybody takes exception
17 you can holler. The other part of it is, before you're
18 NORAD qualified, and all that, that means that you had
19 to go through certain training, and get all the cards,
20 and stamps, and approvals, right? So you all agree on
21 that? Okay. All right.

22 This is not a trick question. But how many
23 EICs can there be on a job site?

24 MR. CAMPBELL: Our safety rule book states
25 senior foreman will take charge of the work site. We

1 prefer one EIC. Say one work site is one interlocking,
2 I prefer one. I'll go with one.

3 MR. HIPSKIND: Okay. And I'm going to add
4 to that. When you're out there doing a safety liaison
5 thing, is that something that you detail, to make sure
6 that there is just one? Or have you run into cases
7 where there's more than one?

8 MR. CAMPBELL: SON-D (phonetic), track
9 department and C&S. Hugh Campbell. If the track
10 department and C&S are working together, track is
11 providing their own track protection. A senior track
12 foreman, he was getting the shunts, he was talking to
13 the tower.

14 The foreman of the C&S group, signal
15 department, he was conducting the men on where to dig,
16 how to dig, and replace a switch in the valve.
17 Therefore, one person was in charge. He was informing
18 everyone else. So, that's what, the communication
19 worked that way. And I think you just can't beat that.

20 MR. HIPSKIND: Okay. Bruce?

21 MR. SHAFFER: One. Bruce. One.

22 MR. HIPSKIND: Okay. Drew?

23 MR. BROWN: Drew. One.

24 MR. HIPSKIND: All right. Just a couple
25 more, and you're just about done with your pop quiz.

1 All right?

2 MR. CAMPBELL: I'm having so much fun.

3 MR. HIPSKIND: Are you aware of any process,
4 rules, procedure, that allows for foremen to transfer
5 one files (phonetic) to the other foreman by talking to
6 the dispatcher? Hugh?

7 MR. CAMPBELL: I do not know of any transfer
8 of files. I do not.

9 MR. HIPSKIND: So, if I was a foreman, and I
10 had files with the dispatcher, I'd have to give them
11 up. And if another foreman wanted it, he'd have to
12 call the dispatcher?

13 MR. CAMPBELL: Hugh Campbell. You would
14 have to clear up.

15 MR. HIPSKIND: Clear up.

16 MR. CAMPBELL: Give up. And then the next
17 foreman would have to reapply.

18 MR. HIPSKIND: Okay. All right. Bruce?

19 MR. SHAFFER: I agree too. Yes. This would
20 be total separate new form.

21 MR. HIPSKIND: And, Drew?

22 MR. BROWN: Drew. Yes. I also agree.
23 Clear up, and the foreman, the next foreman gets their
24 own job file from the dispatcher.

25 MR. HIPSKIND: All right. This is the last

1 one. You guys are doing really good so far. Can I be
2 an employee out there, and I'll say, can one. Can one
3 be an EIC and not present at the job site? Hugh?

4 MR. CAMPBELL: Hugh Campbell. No.

5 MR. HIPSKIND: Okay.

6 MR. CAMPBELL: It won't happen under my
7 charge.

8 MR. HIPSKIND: And I just want to follow-up
9 with you, Hugh. And if you did come up on a group at a
10 work site, and the EIC was not there, you would have
11 something to say about that?

12 MR. CAMPBELL: Red flag, yes.

13 MR. HIPSKIND: Red flag?

14 MR. CAMPBELL: That's about one.

15 MR. HIPSKIND: Okay. Bruce?

16 MR. SHAFFER: Bruce. I agree with you
17 again. Yes, he's got to be on the job site.

18 MR. HIPSKIND: Okay. And, Drew?

19 MR. BROWN: Drew. I also agree that, yes,
20 he needs to be, has to be on the job site.

21 MR. HIPSKIND: Okay. And tell me if I'm
22 wrong about this. But for this little bit of a pop
23 quiz. And I'm done with it. You guys were basing your
24 answers on your knowledge, your training of roadway
25 worker issues. Is that correct?

1 MR. CAMPBELL: Yes.

2 MR. HIPSKIND: And you're all nodding in the
3 affirmative?

4 MR. BROWN: Yes.

5 MR. HIPSKIND: All right. Great. That's
6 all I've got for right now. I want to hand off to Dr.
7 Beaton, and have him just talk with you a little bit.
8 Okay? Are you guys all still good to go?

9 MR. CAMPBELL: Yes.

10 MR. SHAFFER: Yes.

11 MR. HIPSKIND: All right. Great.

12 MR. BEATON: Gentlemen, I'm Bob Beaton. I
13 work at NTSB in (unintelligible). I mentioned before
14 that we're here to try to learn from you. Okay. So,
15 if I ask you some questions, I apologize in advance if
16 it has a little edge to it. That's sometimes my
17 personality when I get really interested. I get
18 passionate, just like you. You get passionate about
19 your work. And so, it's all friends, friendly here.

20 Tell me a little bit more about the safety
21 liaison position. Do you know when safety liaisons got
22 started at Amtrak?

23 MR. SHAFFER: Bruce. No, I don't. No.

24 MR. BROWN: Drew. No, I don't.

25 MR. CAMPBELL: Yes. Hugh Campbell. I

1 believe it was like ten years ago. I was a safety
2 committee man back when I was a helper. We always had,
3 committees would come and go. And they advertised a
4 safety liaison. I believe it was ten years ago.

5 MR. BEATON: And do you know how they got
6 started? I mean, ten years ago was this an initiative
7 that came up through labor? Or was it an initiative
8 that came down through management?

9 MR. CAMPBELL: Hugh Campbell. I believe it
10 was a agreement between labor and management to make
11 preparations for, we were going to be hiring a lot more
12 new people. And things had changed over. We changed
13 from protection against trains to RWP, and so forth.
14 And I believe that's how it came about.

15 MR. BEATON: Okay. So, it was probably
16 acceptable to both labor and management. And they
17 worked --

18 MR. CAMPBELL: Yes.

19 MR. BEATON: -- cooperatively to push this
20 forward?

21 MR. CAMPBELL: Yes.

22 MR. BEATON: And I realize that you guys
23 have been doing this for about a year or less, eight
24 months or so. From your point of view right now, does
25 the safety liaison role seem to be working?

1 MR. SHAFFER: Bruce. Absolutely.

2 MR. BEATON: Absolutely?

3 MR. SHAFFER: Yes.

4 MR. BEATON: Would you, could you give me an
5 example of --

6 MR. SHAFFER: Well, just the way --

7 MR. BEATON: -- why say that?

8 MR. SHAFFER: When we arrive, with the gangs
9 now, like I said earlier, it wasn't, you know, that big
10 a thing when we first started, I didn't think. Guys
11 would kind of shy away from you. Oh, no, here they
12 come, you know, that kind of stuff. They're going to
13 make us do this.

14 Whereas, now, you know -- Plus, getting out
15 you're starting to know the guys a lot more, because
16 you're seeing them regular. And, you know, they're
17 good with it. They're like, oh, I missed that. I'm
18 glad you brought it up, you know. Just whatever the
19 case may be.

20 MR. BEATON: Okay.

21 MR. SHAFFER: You know, I mean, from just
22 simple like, you'd be better off calling this number to
23 get an ambulance here in case of an emergency, instead
24 of this number.

25 MR. BEATON: Okay.

1 MR. SHAFFER: Oh, I didn't know that. So, I
2 mean, it's getting --

3 MR. BEATON: So, you have some knowledge of
4 the local territory that you can share with --

5 MR. SHAFFER: Absolutely.

6 MR. BEATON: -- the crews?

7 MR. SHAFFER: Yes.

8 MR. BEATON: Okay. Good.

9 MR. CAMPBELL: I would say it's all -- Hugh
10 Campbell.

11 MR. BEATON: Yes.

12 MR. CAMPBELL: It's not wine and roses.

13 MR. BEATON: No.

14 MR. CAMPBELL: There's still some areas
15 where you bring up a safety issue and a ADA will tell
16 you, don't tell me how to spend my F-ing money, and
17 whatnot. And so, we have a way around that. We have
18 the action tracker. We can just send it off. And
19 they'll get the same information through the back door,
20 if they don't want to hear it from us.

21 But some people don't want to adhere to any
22 rules. We had a location, the Glen (phonetic) that 12,
23 these stickers, they only warn of asbestos. So, were
24 removed, and they drilled into the wall. Then they was
25 told, well, get this project done, or you don't work

1 overtime this weekend, you know. So, there still is
2 that threat --

3 MR. BEATON: Okay.

4 MR. CAMPBELL: -- that the men have to deal
5 with.

6 MR. BEATON: Okay.

7 MR. BROWN: Drew. Yes. I think we've made
8 somewhat of a difference. You know, like Bruce said,
9 in the beginning people avoided us. Now I feel like
10 people approach me now, and ask me questions. Or my
11 phone rings a lot more than it did in the beginning,
12 with the guys wanting to talk about something, or ask
13 questions.

14 MR. BEATON: Okay.

15 MR. BROWN: I think it's making a
16 difference.

17 MR. BEATON: So, I'm just a little confused.
18 Are you viewed as part of the craft? Or are you viewed
19 as part of the management?

20 MR. BROWN: Drew. I don't really know how
21 to answer that. I'm not sure how they all view us.

22 MR. BEATON: How do you view yourself?

23 MR. BROWN: Part of the craft.

24 MR. BEATON: Part of the craft?

25 MR. SHAFFER: Bruce. Part of the craft.

1 Yes. That's the big, big difference.

2 MR. CAMPBELL: Hugh Campbell. Part of the
3 craft. I'm the safety liaison. I'm their local
4 chairman. And I'm their red block representative. So,
5 sooner or later they all come to me for something.

6 MR. BEATON: Okay. All right. Very good.
7 Good answer. Earlier you were talking a little bit
8 about -- I've got a couple of things running in my head
9 here. Talking about training, and you've had the one
10 week course down in Delaware.

11 During that one week course I imagine you
12 covered a number of topics. Can you give me a sense of
13 what was covered in that one week course?

14 MR. CAMPBELL: Hugh Campbell. We attempted
15 to cover fall protection. And Jamie McMillan, our lead
16 safety specialist, gave the guy the hook. And he had
17 to go. It was incomplete, unprepared, and
18 uninformative. It was a complete waste of time. And
19 that's another subject. And we haven't made any
20 positive ground on it lately.

21 MR. BEATON: Have you had a course in fall
22 protection?

23 MR. CAMPBELL: No, I have not.

24 MR. BEATON: Yet to come?

25 MR. CAMPBELL: Yes. It's coming.

1 MR. BEATON: Okay.

2 MR. SHAFFER: Bruce. Well that, I think
3 that's a great example, what you said about Jamie
4 giving them the hook. Because the managers are behind
5 us 100 percent. And that's the only way it's going to
6 work.

7 Because you can go to them with anything,
8 and they're going to do their best to figure out what
9 we can do to get it solved. That's the biggest thing
10 nowadays. We know the problems. Let's get them
11 solved. You know, it's, whether it's money, whether
12 it's manpower. We're addressing all of these issues.

13 MR. BEATON: Okay.

14 MR. SHAFFER: So, it's moving in the right
15 direction. It's going to take time. Nothing's
16 perfect. It's going to take awhile. But we're heading
17 in the right direction, in my opinion.

18 MR. BROWN: Yes. We're getting there I
19 think. Like we said, just take a little more time,
20 getting around some more, meeting more of the guys.

21 MR. BEATON: Okay.

22 MR. BROWN: Being more visible.

23 MR. BEATON: So, when you go out and meet a
24 crew, maybe you know some of the guys, you've seen them
25 before, they're in your territory. I imagine there's

1 some stability there. So you develop a relationship
2 with the guys. And they come to you for a variety of
3 reasons. How many guys out there are afraid to be
4 proactive with safety issues? Maybe afraid of
5 violating the cardinal rule?

6 MR. CAMPBELL: I would say -- Hugh Campbell.
7 I would say 98 percent of my men. They are --

8 MR. BEATON: Not 97?

9 MR. CAMPBELL: No. Not 97. I have two
10 percent that are retiring in a year or less.

11 MR. BEATON: Oh, okay.

12 MR. CAMPBELL: So, they would just postpone
13 the trial.

14 MR. BEATON: Oh. Effectively 100 percent of
15 all of the working guys?

16 MR. CAMPBELL: Yes, yes. It's looming over
17 them. It's, it impedes their thought process. And it
18 slows them down. And makes them second guess what
19 they're doing.

20 MR. BEATON: Yes.

21 MR. CAMPBELL: You know, because we started
22 with, just because you've always been doing it with no
23 glasses on, and no gloves, doesn't make it right now,
24 you know. Am I doing, what am I doing wrong here? Am
25 I doing something? So, we haven't got to the point

1 where the guys are policing themselves enough in a
2 positive way.

3 MR. BEATON: Okay.

4 MR. CAMPBELL: Everybody's just pretty
5 scared.

6 MR. BEATON: Bruce.

7 MR. SHAFFER: Again, you know, I think we're
8 heading in the right direction. It's, you know, do we
9 go still and catch the same guys, you know? Yes. I do
10 know a lot of the guys around the railroad. Like I
11 said, I've been here 39 years. So, yes, I know a lot
12 of guys. Even though most of it was in the terminal.
13 But still, you see guys out and about.

14 But they'll come up and talk to you now, you
15 know. Whereas, before, you know, they didn't want to
16 say anything to managers, because it wasn't getting
17 done. I ain't wasting my time. That's what you hear
18 all the time.

19 And now they'll bring it up to me. And
20 then, what I got to do is go back to them with answers,
21 you know. This is who I went to. This is what they're
22 doing. I'll let you know. I'll follow-up. And that
23 means a lot to the guys.

24 MR. BEATON: Okay.

25 MR. SHAFFER: So, like I said, it's a work

1 in progress.

2 MR. BROWN: Drew. Yes. Like I was saying
3 earlier, I think the hardest part is breaking the old
4 habits. And just working with that. And trying not to
5 pass the old habits on to the newer group of guys out
6 there. As far as the cardinal (phonetic) rules, I
7 think everybody's pretty nervous about those.

8 MR. BEATON: Okay.

9 MR. BROWN: I'm not sure if --

10 MR. BEATON: So, as a safety liaison is
11 there anything that you can do that's affecting guys
12 thinking? Their head's not in the game, or if they're
13 not sort of taking a stand, and watching out for their
14 brothers out there, and saying something about it.
15 What can be, what have you guys done about it as safety
16 liaisons? Is there anything that --

17 MR. CAMPBELL: Hugh Campbell.

18 MR. BEATON: -- you can do about it?

19 MR. CAMPBELL: In specific, you mean, in
20 reference to the cardinal rules committee?

21 MR. BEATON: Yes, yes.

22 MR. CAMPBELL: We stress that the cardinal
23 rules, half of it is in your safety rule book or your
24 standards of excellence. The only thing that's changed
25 is the punishment for not obeying them.

1 MR. BEATON: Okay.

2 MR. CAMPBELL: Maybe it's the Catholic
3 school in me coming out. But the cardinal rules are
4 like the cardinal sin kind of thing, you know. And it
5 just seems like, you know, if you're accused of this
6 it's a death sentence, it's termination. We lost two
7 guys last week for cardinal rule violation, Rule number
8 1, tampering with a safety device. So, yes. It seems
9 pretty severe punishment.

10 MR. BEATON: So, how do you deal with that?
11 I mean, a guy is in the process of breaking a cardinal
12 rule, and you observe him, what would you do?

13 MR. CAMPBELL: Well, I owe it to him. You
14 can't (unintelligible) to him and myself. Because if I
15 let him go on with it, I'm guilty of a cardinal rule
16 also. So, I have --

17 MR. BEATON: So, you have to --

18 MR. CAMPBELL: Yes. I have to, you know,
19 stop the show.

20 MR. BEATON: Okay.

21 MR. CAMPBELL: But the worst part is, is the
22 fabrication. I can't do that. It's a cardinal rule.
23 He shouldn't be doing that. He shouldn't park here.
24 Then this application of a cardinal rule, it seems to
25 be that is very prevailing. One, with the guys who,

1 somebody doesn't want to do something, they question a
2 cardinal rule. And I pull it out and say, which one
3 are we referencing here?

4 MR. BEATON: Okay.

5 MR. CAMPBELL: You know?

6 MR. BEATON: Yes.

7 MR. CAMPBELL: And then sometimes from the
8 manager, they want to throw a cardinal rule around
9 because they're not getting their way.

10 MR. BEATON: Okay.

11 MR. CAMPBELL: Same thing. How are you
12 interpreting it that way?

13 MR. BEATON: Okay.

14 MR. CAMPBELL: It seems to be interpretation
15 and the application of the death sentence.

16 MR. BEATON: Kind of a reverse working to
17 the rule, huh?

18 MR. CAMPBELL: Exactly.

19 MR. BEATON: Yes. Very good. You guys want
20 to add anything to that, in terms of what you can do?

21 MR. SHAFFER: Bruce. Yes. Just that, just
22 add to what he said. That when it came out about, you
23 know, you're going to be fired, you know. Before it
24 was a major whole violation you had maybe 30 days
25 hanging over your head, whatever the case may be.

1 But when they come out with the termination,
2 you will be fired. And if you observe it, and you
3 don't turn it in or do something about it, you're going
4 to be fired also. I think it made our job a lot harder
5 for a good while.

6 Getting the message across, listen, these
7 rules have been around for a good while. They're here
8 to protect you. Just do your job. Follow the rules,
9 and you'll be all right.

10 But fear, fear's a great motivator. But it
11 also stopped a lot of work. But I think we're coming
12 around a little bit out of that. But still, people
13 fear that big time.

14 MR. BROWN: Drew. Yes. I think they
15 covered that pretty well. I mean --

16 MR. BEATON: Okay.

17 MR. BROWN: Basically it's fear.

18 MR. BEATON: You know, we're here because of
19 the Chester accident. I understand and appreciate that
20 you weren't there. Did you know these crews that were
21 involved in Chester?

22 MR. SHAFFER: I didn't know anybody. I
23 never met them. Yes.

24 MR. BROWN: Drew. Yes.

25 MR. BEATON: Yes?

1 MR. BROWN: Yes, I knew them.

2 MR. BEATON: You knew them? So, you knew
3 their -- Had you ever visited these crews in the field
4 as a safety liaison?

5 MR. BROWN: Drew. That's not my territory.
6 I work on the southern end. But I, before I was a
7 safety liaison I worked in Wilmington. Not in those
8 gangs. I was in the welding gang. But I knew them
9 from being in the same base --

10 MR. BEATON: Okay.

11 MR. BROWN: -- as that.

12 MR. BEATON: Okay.

13 MR. CAMPBELL: Hugh Campbell. That was a 70
14 some hour outage, mainly in automatic territory. C&S,
15 the signal department routinely does not support track
16 work in the automatic territory, because we don't have
17 apparatus there, no switches signals --

18 MR. BEATON: Okay.

19 MR. CAMPBELL: -- and whatnot. We might
20 have blocked (unintelligible) wires, or something.
21 Then they would call them in. But, you know, that's
22 another example of, C&S wasn't there at the beginning
23 of that project that I know of. And C&S wasn't there
24 at the end of it. Nobody was scheduled to be there
25 with them for protection or support.

1 The C&S guy, I can protect myself five
2 different ways if I was going to go work on the tracks
3 right now today at North Penn Station here. Five ways
4 that these two gentlemen don't know, because they're
5 not in my craft. The training that we get, the NORAD
6 class and the RWP is not craft specific.

7 The guy teaching me that class was a
8 conductor. And conductors are cool. They do their job
9 quite well. He doesn't know that I could take the feet
10 off a transformer. I can remove track wires. I can
11 put a shunting barricade. I can shunt the track
12 itself. I can local control. None of that is covered
13 in any of our classes.

14 When we went to track department we get a
15 safety stand down, I had a supplemental shunting
16 device. I stood next to Jamie McMillan, our lead
17 safety specialist at the time. Three-quarters of the
18 track men didn't know what I was holding. They didn't
19 know what it was.

20 So, I don't know why they didn't know. I
21 understand I'm in a skilled craft. And we have
22 different training and different schooling. But, you
23 know, a supplemental shunting device, could that have
24 avoided the whole thing? You know, I think so.

25 Or feed off the transformer, the train would

1 have been going 15 when it came up in that location. A
2 TOL would have never entered there. So, yes. A little
3 bit of shortcoming there.

4 MR. BEATON: Okay. Do you want to add
5 anything else to that? So, I'm going to turn it over.
6 And I'm going to reserve the right to come back and ask
7 you a few follow-up questions.

8 But I wanted to ask you one more question.
9 And that is, and I appreciate not all of you may have
10 an opinion on this. But I'd like you to put your
11 safety liaison hat on.

12 And let's go off the railroad for a second.
13 Let's get in my car and just drive down to the shore,
14 okay. And we're going down to the shore. I'm coming
15 up to a bridge. And this time of year is a great time
16 for a lot of road construction.

17 So, I got some positive guidance from the
18 cones. We see the lights flashing down there in, where
19 the work crew is. And we're at speed at 60 miles an
20 hour. Do we slow down as we go over a bridge in a
21 (unintelligible) work zone, in our car going to the
22 shore? I mean, would that --

23 MR. CAMPBELL: Hugh Campbell. Yes, sir.
24 And if I was riding with you I would be minded to do
25 so.

1 MR. SHAFFER: Bruce. Absolutely.

2 MR. BEATON: Yes.

3 MR. BROWN: Drew. Yes.

4 MR. BEATON: Yes. I'm glad to hear you say
5 that. Because I would definitely be slowing down if
6 we're going down to the shore. Because I want to make
7 sure I get to the shore, right. But now, let's get
8 back on the road, the railroad, all right.

9 And so, we got a work crew out there
10 vacuuming some ballast. We got tracks out of service.
11 We have equipment. We go some out of, we got track and
12 tie going on. So foul (phonetic) time on some tracks.

13 And as a dispatcher, all of a sudden I get a
14 call that says, hey, I'm going to release my foul on
15 one of the tracks. And I'm going to run a train. And
16 you say, good. Because now I can run my train down
17 through that hole. I run that --

18 Dispatchers got their head in the game. And
19 they understand the ground situation. Do they run that
20 train through that hole at speed? Or do they put it
21 into a restricted speed?

22 MR. CAMPBELL: Hugh Campbell. We know it
23 had, was operating at maximum allowable speed at that
24 time.

25 MR. FRIGO: I'm just trying to get --

1 (Simultaneous speaking)

2 MR. CAMPBELL: Oh, scenario. Okay.

3 MR. FRIGO: The principle, I mean, what's --

4 MR. CAMPBELL: I'm sorry.

5 MR. FRIGO: As a safety liaison --

6 MR. CAMPBELL: I was just, I would assume
7 that there would be speed restrictions there for the
8 condition of the track. But no, once they give it
9 back, you know, whatever condition MW1000 says that
10 they can leave that track and return it in working
11 order. I fully understand that all they have to do is
12 lay on the horn when they come by.

13 MR. FRIGO: So where --

14 (Simultaneous speaking)

15 PARTICIPANT: -- whatever the dispatch
16 authorizes. You know, it depends on the type of work
17 that's being done. They're just, you know, whatever
18 the case might be. If they clear the track and they
19 give up the foul at normal speed, then the train's
20 going to go at normal speed.

21 MR. BROWN: Drew. Agree that foul's cleared
22 and that the track's at regular speed, that's what
23 they're doing.

24 MR. FRIGO: So what am I missing here, guys?
25 I mean, you and I are going down shore, we come up onto

1 some bridge work on the highway and we want to slow
2 down even though our lane's clear and we got a 60 mile
3 an hour speed limit.

4 We're going to slow down out of, you know,
5 we don't want to hit a roadway, we don't want to hit
6 one of the construction workers, we're not sure if
7 somebody's going to turn a backhoe into our lane, we're
8 not sure that a cone doesn't get blown out into the
9 road. We don't know. We're just going to be cautious.

10 What's the difference between that scenario
11 and what the dispatcher's doing sending a train at 100
12 miles an hour through a work zone and eh's got an open
13 hole in the area? What am I missing?

14 MR. SHAFFER: Bruce. When that pullman
15 gives that track back, he's the one in charge of making
16 sure that everybody's in the clear, and he'll have
17 watchmen out that are supposed to make sure everybody's
18 clear in the clear for 15 seconds prior to the train
19 coming to them.

20 So when he knows that everybody's clear and
21 gives it back at full speed, then there shouldn't be
22 any issue. Everybody should be in the clear away from
23 the rail.

24 MR. CAMPBELL: Hugh Campbell. You know, I
25 get where we're at here. It's not, if you equate the

1 two together there, a work zone is a work zone. And
2 without a train restriction being put up or something
3 in the bulletin order, there's no other way. That
4 engineer's assuming it's good to go, he's got good
5 cabs, he's got a good signal, he's got a schedule.
6 He's going to rock and roll.

7 But by and time, we see the cones out there,
8 we see the men in yellow and orange and whatnot. We
9 slow down just in case we have to do something because
10 we have control of that car, because that second we
11 were buying time for that guy who steps backwards
12 around the cone or something like that.

13 You know, it's odd to say that we kind of
14 accept that we're going to work and we're going to
15 clear up and let this train go by because it's in our
16 craft. We're cowboys or something and we jump right
17 back in when the train goes by.

18 It doesn't make sense. We should be
19 treating it the same way as that going over the bridge,
20 over the bay to the shore. You know, a work zone is a
21 work zone.

22 PARTICIPANT: Yes but, if they have
23 (inaudible) all set up and they have speed limits at 60
24 miles an hour, you're going to do 60 miles an hour even
25 if the cones are there. It's all about the protection.

1 If these guys are protected on the highway the same way
2 they're supposed to be protected on a railroad --

3 PARTICIPANT: Right, but he said --
4 (Simultaneous speaking)

5 PARTICIPANT: He said there was cones.

6 PARTICIPANT: But I'm saying if --
7 (Simultaneous speaking)

8 PARTICIPANT: You know what I mean?

9 MR. FRIGO: I mean, you got it. The point
10 here is a work zone is a work zone. And to create a
11 margin of safety, I mean, you know, I ask you to put
12 your safety liaison's hats on, what we know about human
13 beings, they make errors, right?

14 PARTICIPANT: Absolutely.

15 MR. FRIGO: And if I'm going to rely, I'm
16 going to put men that are in potentially harms way by
17 releasing my fouls and then send the train down there
18 at full speed, where's my margin of safety is where I'm
19 getting at.

20 PARTICIPANT: No, I understand.

21 MR. FRIGO: Are you agreeing with me?

22 PARTICIPANT: Yes, I agree.

23 MR. FRIGO: Okay. I mean, I don't want to
24 put words in your mouth, I just wanted to get your
25 perspective on this. Okay, thank you, gentlemen.

1 (Inaudible).

2 MR. HILL: Good afternoon, guys. My name is
3 Don Hill, BLET Safety Task Force. Just listening to
4 you guys I just have a few questions. What are your,
5 what is your perspective with regard to the
6 relationship between management and the unions?

7 MR. CAMPBELL: Hugh Campbell. I need you to
8 be more general on topic, incidents, or I can't, it's
9 kind of a broad brush.

10 MR. HILL: With regards to safety. Sorry.

11 MR. CAMPBELL: Hugh Campbell. Most of our
12 safety issues are addressed with attention and follow
13 up, detail, safe is a site. But if it costs money,
14 it's going to get put on the back burner. And the
15 training, the training for safety and our yearly
16 training are five weeks according to our contract of
17 training camp per year has slowly become less of a
18 priority.

19 The training that we take, I talked to NORAC
20 earlier. It's not craft specific. It's five crafts
21 take the same test. AMT too, management doesn't want
22 to hear it. We have a class of A men and B men.

23 I've been an A man since 1990. I've never
24 taken power. Okay? The guy who taught me power is
25 retired, he's gone. I took myself off the list. I

1 took a test to be an A man to take power and never done
2 it.

3 But they were going to call me in in the
4 middle of the night to go take power out? Get me off
5 of that list. So there's no follow up on it. They can
6 say look, well I got a piece of paper here, you're
7 qualified to do this, you're qualified to do that.
8 It's incomplete.

9 MR. SHAFFER: Bruce. What I know about it,
10 they have a tendency to butt heads before it really
11 gets things worked out. I really can't say other than
12 that because I haven't been with them. But I know the
13 union is 100 percent safety and I know our group is 100
14 percent safety.

15 So as far as, like, rule changes and
16 training, is it a money thing? Not sure. But since
17 we're talking about training, to me, you know, I
18 understand, I hear now that engineering's really taken
19 back over training. I hope that's correct.

20 To me, if you have somebody from engineering
21 that's been out in the field, has done this work, knows
22 what these guys are dealing with every day, they could
23 teach it a lot better.

24 When you have somebody teaching a class, I
25 see it every year in NORAC, somebody's got to go in

1 there and they're scrambled. They just don't have a
2 clue and it's alarming. But they get through it. I
3 think that's probably a little even more alarming.

4 But now that engineering is going to be
5 teaching those classes, I think that's definitely a
6 step in the right direction. We got to have people
7 that are familiar in the field.

8 MR. BROWN: Drew. My biggest concern with
9 the training is I think there should be more on the job
10 training, especially with the track forming. The
11 requirements is two years and pass MW1000, have NORAC
12 and PCs.

13 A lot of people can do that and then get put
14 on the job and, you know, they realize real quick that
15 they don't know as much as they thought they did when
16 they passed these classes. I would like more on the
17 job foreman training, maybe more assistant foreman jobs
18 maybe to put the newer foreman in or just foreman
19 trainers to go around with the newer foreman.

20 MR. HILL: Taking off of what you just
21 stated, Drew, is that a concern that you believe comes
22 from the union is because the training foreman --

23 MR. BROWN: That's a concern that a lot of
24 guys have brought up to me, agreement employees, guys
25 that I go around the different work groups. I'll ask

1 them what their concerns are and that's quite a few of
2 them have brought that up.

3 MR. HILL: And for you guys, what is your
4 perspective with regards to the employees that you meet
5 when you go to these sites? Their regard, their
6 perspective towards safety?

7 PARTICIPANT: Various, A to Z. You'll find
8 some guys, the older guys get a little rough around the
9 edges. But most of them, you know, they'll talk to you
10 but they like to blow off a little steam. And that's
11 all part of it.

12 But big thing I find now is because we have
13 a lot of new hires, young guys who can take these tests
14 and pass them, but then you have to apply it and that's
15 where the problem comes in.

16 But as far as safety, I think it's doing a
17 lot better. A couple years ago, you know, we're
18 getting people killed out here. So you pound this down
19 their throats, they're listening. It's reality, you
20 know, we've had three people killed. It's like come on
21 guys, this ain't no game. So they're starting to come
22 around. I do believe that.

23 MR. CAMPBELL: Hugh Campbell. First
24 question on just about every test you take to get
25 promotion within my department, the answer is safety is

1 of utmost importance of discharge of duty. You know,
2 that's the first one. But you have to wonder down the
3 line if they're more task oriented.

4 As you said, a lot of the newer guys, hats
5 off to them for stepping up and putting on the white
6 hat, aka the crown of thorns. But some of them can
7 regurgitate what needs to be put on that piece of paper
8 for these NORAC and PCs and all these other
9 qualifications.

10 And the test is even on a computer now.
11 I've been here 29 years, so they all seem young to me
12 now. And the guys I looked up to are all leaving. But
13 the culture of the safety from our aspect being a
14 communication and signal department.

15 What I do is my safety, my brother's safety,
16 and Mrs. Phyllis Jones (phonetic) going by on the
17 train, it's her safety also. So it all has to be taken
18 into consideration.

19 The rules that we have in our books and our
20 testings that we perform to certain specifications,
21 whether it's more stringent than the FRA or not, it's
22 all for the rider's safety. It's not for the guy who's
23 worried about you wearing your hard hat.

24 And that's where there's a disconnect on
25 what we do in our craft for rider's safety and our

1 safety as opposed to these cardinal rules that don't
2 seem to relate to, you know, what the definition of
3 this safety device is, you know, how this affects my
4 job. Once again, it's a large collection of rules
5 written on a card that I can't read. My kid has to
6 read it to me it's so small.

7 And they don't, like, how does that equate
8 to my department? How does that, you know, you can see
9 two, that must have come from mechanical department and
10 you can take another two from here. And once again,
11 not craft specific. So it kind of just loses itself in
12 the brush.

13 It's like yeah, yeah, some people have them
14 on their ID cards, you know? And that's really cool,
15 but you still can't read them. But anyhow, yes so it's
16 kind of like yes okay, yes I heard that. It's like a
17 bell that rung. Yes, I heard it. Going now.

18 MR. BROWN: Drew. I think it depends on the
19 group of workers that you're with. Some of them are
20 just better about it than others and a lot of it's the
21 learned behavior from those that were already there
22 when they got there. And people take on, like I said
23 earlier, take on other people's bad habits. It's
24 trying to break these bad habits.

25 MR. HILL: Thanks, guys. One last question

1 and that's just going to be with regards to the
2 supplemental shunts. Have you guys witnessed a
3 recurrent problem with the lack of utilization of these
4 shunts at sites that you visit?

5 MR. CAMPBELL: Hugh Campbell. First off,
6 they had to order shunts for almost every truck. Okay?
7 Our storehouse could only supply so many. Being in the
8 (inaudible) department, we had variable shunts for
9 different (inaudible) and whatnot.

10 So we ordered them, they were coming in 10,
11 20 at a time. You put an ohm meter to show the
12 continuity of them and half of them did not work. So
13 we had to take them back and send them back to the
14 factory. They didn't stop off the insulation.

15 And then once again the guys had to be shown
16 what they are. There are spots that you don't want to
17 put them down at, you know, next to a crossing or
18 within an interlock and you'll tie up the switches and
19 stuff.

20 So it had to be a learned aspect. It was a
21 tool that three quarters of the departments outside of
22 CNS didn't, were not aware of. It was never covered in
23 any of their training because I believe in tracks,
24 correct me if I'm wrong, Drew, NORAC is for machine
25 operators and foremen?

1 MR. BROWN: Correct.

2 MR. CAMPBELL: So you're track men and your
3 guy swinging the hammers and digging and carrying them
4 ties around and all that kind of stuff, they were not
5 aware of all these supplemental shunting devices.

6 MR. BROWN: Drew. And they weren't really
7 something that was covered in the classes even for
8 NORAC and WM1000. (Inaudible). I'm not saying they
9 should have known, it wasn't really something that was
10 talked about as much as it should have been.

11 MR. CAMPBELL: Hugh Campbell. Was in the
12 RWP book, but then that camp kind of, it got out of the
13 RWP book in a rewrite and the camp, training camp that
14 we go to for a yearly sentence is, it wasn't covered
15 then either.

16 So the guys were ignorant to it. Just a lot
17 of your newer hires that weren't aware of the
18 situation. They weren't aware of the level of
19 protection that they could have had. And that's why we
20 want layers of protection so if one breaks down,
21 there's another layer there. You know, they get
22 through the front line, we got the linebackers waiting
23 there for them.

24 MR. SHAFFER: Yes, Bruce. I agree totally
25 with both the guys. Big thing down our way was I made

1 sure any new SSDs we got they took them to the electric
2 shop and had them tested because I knew, I was with you
3 actually in Lancaster when we found a couple.

4 And so that's been a big push. But like I
5 said, the guys that aren't foreman and stuff, that's
6 who also needs to know this stuff. Everybody. So they
7 could follow up and make sure their protection is
8 there.

9 MR. HILL: Okay guys, thank you. I really
10 appreciate it.

11 MR. SCHULTE: Chris Schulte from Federal
12 Railroad Administration. Just one question. In
13 addition to all the activities you described
14 (inaudible) five times, doesn't any of the guys, do you
15 have an opportunity ever to participate in the training
16 classes other than what you normally go to? Stop ed
17 and the kind of (inaudible) training that comes along
18 here in the area?

19 MR. SHAFFER: Bruce. No, actually I know I
20 haven't.

21 MR. BROWN: Drew. No, I have not.

22 MR. CAMPBELL: Hugh Campbell. I have
23 visited our school in Lancaster. And that's where I
24 spoke to the men and that's where we came upon this
25 idea of maybe when they come out, not maybe, definitely

1 when they come out, Philadelphia men to Harrisburg or
2 (inaudible) will post with me and I wanted to show them
3 that light on the board, that TOL and the protection,
4 the order presence of train in that area.

5 So we're trying to get them the big picture.
6 But I've only been in the school twice since I've been
7 the liaison.

8 MR. SHAFFER: Can I add to that? Bruce.
9 Add to that Bill Riggin (phonetic), the safety liaison
10 for CMS on the south end actually recommended that all
11 the track foreman, any foreman is qualified to go in to
12 the towers or wherever and see exactly what an SSE
13 does.

14 If they can see that if they put that on the
15 track and that, they can't get a signal into that
16 territory, they can't do anything, I think they're
17 going to have a lot better understanding how they're
18 protected, that this can save their lives.

19 MR. SCHULTE: That's it.

20 MR. STEARN: Hi, guys. Steve Stearn, safety
21 plan. I know all of you and I'm so happy you came in
22 here and shared discussions with us. And I've got a
23 bunch of questions and somehow they've all gotten out
24 of order so I'm just going to jump right into it. If I
25 seem to be going backwards or confusing, help me.

1 So earlier I heard you say you're required
2 to make five observations a week. And any of you can
3 answer, but who determined the number five, and do you
4 know what happens if there's only four or six? I mean,
5 is that number which appears so arbitrary to me, how is
6 that decided?

7 MR. SHAFFER: Bruce. I don't have any idea.

8 MR. BROWN: Drew. I don't either.

9 MR. CAMPBELL: Hugh Campbell. I asked about
10 how that came about, and they figured five was a good
11 number because sometimes say you have to follow up.
12 The gated Holmesburg station, 76, the other side of
13 Pennypack Creek, there's a billboard there.

14 Okay, have one gate leads into Fairmont Park
15 kind of, and the other one takes you up to the
16 railroad. That's continuously getting vandalized and
17 squashed by equipment when we're up in that area.

18 Anyway, sometimes you have a follow up and I
19 can go to three sites, different locations between here
20 and Harrisburg, and it's really not an eval, it's a
21 follow up to a previous one.

22 So Matt explained to me, you know, five is
23 just a minimum. You could do more, you know. And but
24 the follow up sometimes just takes so much of your
25 time, it's really not a new instance.

1 MR. STEARN: Okay, so then did Matt then
2 advise you what happens if you do just four? Is that a
3 cardinal rule violation? I mean, is there, I mean, you
4 see where I'm going?

5 MR. CAMPBELL: Yes. Hugh Campbell. I
6 didn't have any problem doing five. The way they do
7 their statistics and they total it up, I end up with
8 six or seven sometimes because I had staggered days
9 off.

10 I have not been threatened if I did a four
11 or a three. But I seem, if I came up short that I
12 would probably have an explanation as to where I was,
13 trial or interview or something.

14 MR. STEARN: So you gentlemen now have been
15 issued tablets, all of you have tablets I understand?

16 MR. SHAFFER: Yes.

17 MR. STEARN: And those are what you enter
18 the data from your observations, how you enter the data
19 from your observations by using the tablet?

20 MR. SHAFFER: Bruce. That's correct.

21 MR. STEARN: Do you know where that
22 information goes after you've entered it?

23 MR. SHAFFER: Bruce. No I don't. I'm sure
24 it's some kind of database but, I mean, I don't know.

25 MR. CAMPBELL: Hugh Campbell. There's a man

1 named Thomas Dayo (phonetic). He collects and analyses
2 our data and forwards it on to the system safety I
3 believe.

4 MR. STEARN: But you guys aren't sure?

5 MR. CAMPBELL: I'm not sure, no.

6 MR. STEARN: So then I guess to continue on,
7 made an observation six months ago, nine months ago
8 when I first started as a liaison. Today I made an
9 observation and I thought, you know, it's similar to
10 the one I made nine months ago. Is there a way on this
11 tablet I, the liaison, can go back and review my one
12 nine months ago?

13 MR. BROWN: Drew. We just recently got the
14 tablets. We didn't have them in the beginning. So no,
15 we couldn't go that far back.

16 MR. CAMPBELL: Hugh Campbell. No, there's
17 no way that I know of that we can review and look at
18 our history. I have hard copies that I keep. And then
19 once I send it, I believe it's gone in cyber space or
20 whatever.

21 MR. STEARN: And you received, but you
22 received a day of training on the tablet. And they
23 spoke some about some training you had received in
24 Wilmington in connection with your liaison position and
25 you spent a week in Wilmington.

1 And what I heard was when you were going to
2 have fall protection training but that went out the
3 door for whatever reason. But you never really spoke
4 about what other types of training, liaison specific
5 training you had received. And I was wondering if you
6 guys could elaborate on any of that.

7 I guess let me back this up. How were you
8 selected as liaisons anyway?

9 MR. SHAFFER: It's a bid. You put in a bid
10 for the job.

11 MR. STEARN: Were there requisite
12 qualifications that accompanied those? Your
13 applications, did you have to have a certain level of
14 safety training prior to bidding on these jobs?

15 MR. SHAFFER: Bruce. Yes you did. You had
16 to have, just like a regular job you bid on any craft.
17 Mine was an RSO bid job with certain qualifications,
18 RDP, MT2, stuff like that. And then I had an interview
19 with the management and then also had an interview with
20 the union representative.

21 MR. STEARN: So your qualifications for the
22 liaison position really did not differ much, at all
23 from the equipment operator and were even less
24 (inaudible).

25 MR. SHAFFER: Bruce. For me it didn't

1 differ much from being a supervisor. I was a
2 supervisor before I took this job, and technically I
3 still am a supervisor. And I can't speak for these
4 guys, but I'm still a supervisor and I represent the
5 (inaudible).

6 MR. CAMPBELL: Hugh Campbell. As far as I'm
7 concerned, all my training that I have was either on
8 the communications side or the signal side. And I bid
9 the job. I believe I was awarded by seniority and a
10 clean work history. That's the understanding I had.

11 MR. STEARN: To me work history means not
12 been in trouble on the railroad?

13 MR. CAMPBELL: Yes.

14 MR. STEARN: So back to the training at
15 Wilmington, we didn't get fault protection training.
16 Hopefully we're going to get that somewhere down the
17 road. But what other types of training at Wilmington
18 did you receive in that one week?

19 MR. BROWN: Drew. We had an OSHA guy come
20 in and speak for a while.

21 MR. CAMPBELL: Hugh Campbell --

22 MR. STEARN: So now understanding that your
23 training was not solely administered by Amtrak but
24 there were outsiders who were parts of this training?

25 MR. CAMPBELL: Hugh Campbell. Yes, McDonald

1 Safety I believe is the gentleman, and he expanded upon
2 the fall protection. They're a nearby safety
3 consortium. We also, we covered job safety analysis.

4 And the push was on for slight specific job
5 briefings and job briefings related to, you know, that
6 site as opposed to having a job briefing here in the
7 chapel and then we're going to fill interlock and then
8 go do some switches. So we covered job safety analysis
9 and on-site job briefings and site specific job
10 briefings.

11 MR. SHAFFER: Bruce. And a lot of it was
12 the duties of the safety liaison that we were safety
13 liaisons. We weren't union guys, because I think there
14 had been an issue before. But it was, you know, what
15 our duties would entail.

16 You're going to be out with the guys. The
17 craft liaisons would be, they would have to set up
18 their own Tier 1 safety committees, have regular safety
19 meetings. All this was, you know, told to us in the
20 class.

21 I would be attending Tier 1 and Tier 2
22 classes, meetings, I'm sorry. And how do you go about
23 setting that up, getting out with the gangs, getting
24 volunteers. Spent a lot of time on that because at the
25 time it was not too many people wanted to be involved

1 like I was saying earlier.

2 We were kind of like butting heads a little
3 bit, but that's a lot better now. I've been to a lot
4 of these safety meetings and they're pretty good. You
5 get good participation. Some of them are a lot better
6 than others, but it's a work in progress and it's
7 moving along. But there's a lot about that, we covered
8 that quite a bit.

9 MR. CAMPBELL: I think we're all new to this
10 liaison position. I was a safety committee man
11 underneath the liaison for years. And he retired,
12 thank God. And so now I've got this position here.

13 So we were all new to this and I would say
14 maybe half the people there, they were re-upping. They
15 were already current safety liaisons.

16 MR. SHAFFER: And a lot of the discussion,
17 Bruce again, was with the previous guys that were
18 having issues and trouble. And we talked all that out.
19 It was really open discussion that took, as you know
20 when you start with, what was it, probably 35 people in
21 the room, that can take some time.

22 You know, there was issues that weren't
23 being taken care of, safety stuff. And I was
24 explaining what it's going to take to get it taken care
25 of, and that's the goal. I don't want to find any

1 issues but find it getting results with these issues,
2 getting stuff done.

3 MR. STEARN: Thank you guys. How many
4 liaisons are on the property now? Any ideas? A
5 general number if you know.

6 PARTICIPANT: From say Philly to Harrisburg
7 or the whole system?

8 MR. STEARN: I mean, the point being you're
9 not the only three?

10 PARTICIPANT: No.

11 PARTICIPANT: Yes. No, we're not the only
12 three, correct.

13 PARTICIPANT: Correct, yes. I would say at
14 least 20.

15 MR. STEARN: So it's maybe 20 on property.
16 How were you three selected to be here today?

17 MR. SHAFFER: I don't know. Well I do know,
18 I'm sorry. Bruce again. I was told that they wanted
19 somebody from each craft. And I'm the arts guy.
20 That's how I know I was selected.

21 MR. STEARN: So you received a phone call
22 that said make yourself available?

23 MR. SHAFFER: Email.

24 MR. STEARN: An email?

25 MR. SHAFFER: Correct.

1 MR. STEARN: All of you?

2 MR. CAMPBELL: Hugh Campbell. I get volun-
3 told to be on all these committees. It just happens.

4 PARTICIPANT: (Inaudible) the tablets,
5 (inaudible) using a tablet. Do you think the tablet
6 contains enough entry options for you to make an
7 effective observation? Could there be more or is there
8 too many?

9 MR. SHAFFER: You mean as far as line items
10 for each --

11 (Simultaneous speaking)

12 PARTICIPANT: I haven't seen one. I'm just
13 imagining what a tablet might contain.

14 MR. SHAFFER: Yes, you have, like, one of
15 the categories is vehicle inspection.

16 PARTICIPANT: Bruce. Bruce. Who are you?

17 MR. SHAFFER: Oh, Bruce. I'm sorry. Got
18 you. But you have vehicle inspection, it breaks it
19 down. But anything with these tablets, if we want to
20 add stuff we go to Matt and okay, why do we think we
21 need to add that. And it can be added or not. So it's
22 very open, it's very new. So there wasn't any
23 discussion about things that need to be added or taken
24 away. So it's good.

25 MR. CAMPBELL: Hugh Campbell. I have a

1 tablet. It's about 38 steps away if you want me to get
2 it out of my locker.

3 PARTICIPANT: Maybe after these discussions,
4 and thank you.

5 MR. CAMPBELL: Okay.

6 PARTICIPANT: We talked a little bit about
7 how you guys are primarily assigned to a day length
8 operation as safety liaisons. If there's some work,
9 significant amount of work, I can't put a percentile to
10 it. Fifty percent of the work is done at night.

11 Do you have any power, any authority to say
12 to your chain of command hey, I will be out there at
13 night at this (inaudible) operation or are you solely
14 limited to, you know, your daily.

15 MR. SHAFFER: Bruce. As far as I know, all
16 you have to do is put it in on the overtime list, just
17 like any other craft that isn't safety. They have an
18 overtime list they have to fill out every week, and if
19 it gets approved, that's okay.

20 You just have to give the reason why. Say
21 it be midnight they're putting in a switch at such-and-
22 such such-and-such. And it's a whole, you know,
23 whatever, you put that on the request. And if it gets
24 approved, you go ahead. If it don't, you can't work.

25 So if it's something important, they'll let

1 you work, let's put it that way. Bruce again.

2 MR. CAMPBELL: Hugh Campbell. I beg to
3 differ. My CNS is tighter than tree bark with the
4 dollar. And I have off Friday, so when there's a
5 project going on, I contact the supervisors and let
6 them know Thursday they apply for their overtime.
7 That's the policy.

8 If they need me in for anything, let me know
9 beforehand or send me a text or call. We just gone
10 through a change with lead safety specialist, division
11 engineer, and deputy division. So now I got a newer
12 person that I'm working with.

13 I'm working with Jim Stefan (phonetic) and
14 he is open to me coming in for certain jobs. He says
15 no problem, we just have to make sure you get part of
16 the, I guess you call it a quote or an estimation for
17 the job. So I get put on the list for that overtime
18 when they apply for it. And that has to be okayed by
19 the higher ups.

20 They're starting. They're starting to
21 listen to reason on that. And with this newer person
22 in charge, I'll see how it goes. But I had not been
23 invited by anybody to come out and look at a job, look
24 it over.

25 Like I said before, we talked about when

1 jobs kicked off and jobs closed would be a good time.
2 And we talked about it some more but we've done nothing
3 about it.

4 MR. BROWN: Drew. I was told at the
5 beginning that as long as it didn't affect your normal
6 shift, you could work. But it's kind of hard to do
7 that without affecting your normal shift. If you go in
8 at night, you got to be in on your regular day shift.
9 That would pretty much limit you to one day a week on a
10 weekend to be able to do that.

11 MR. CAMPBELL: Hugh Campbell. They also
12 came out with another really cool thing called -- they
13 didn't want you working over 14 hours even though we
14 work eight hour shifts and two times eight is sixteen.
15 So, and that kind of impedes the progress.

16 And then they don't want you getting TPNW
17 Code 29 time paid not worked. That's another column
18 that they really dance down. You know? So that kind
19 of impedes the progress also. We're trying to do a job
20 and they're tying one hand behind their back.

21 PARTICIPANT: Thanks, gentlemen. Would you
22 agree in let's say the last, let's go back two years
23 that there has been an influx of newly hired employees.
24 And do you have a handle on how many new employees
25 versus how many more seasoned employees that are out

1 there? Do you think there's more of the newly hired
2 employees than seasoned employees or it's about equal
3 mix or --

4 MR. SHAFFER: Depends on the department.
5 Track ended up hiring a bunch of guys, about 400 the
6 last couple years whereas BNB has 100, at least down on
7 south end. So that's (inaudible) to talk about.

8 MR. BROWN: Drew. And the gangs I cover is
9 definitely more new guys. Probably by a pretty big
10 percentage.

11 Hugh Campbell. Yes, a whole bunch of new
12 guys. I could see a truck go by and not recognize
13 anybody. You know, I got, we have, we didn't hire for
14 so long and then we hired out of a panic it looks like.
15 A lot of our Penn Central guys are now leaving and so
16 that hiring. And 77 guys, we're not even keeping up
17 with attrition right now.

18 PARTICIPANT: Thank you. Earlier I heard
19 you use the phrase employees, I believe it was you that
20 said they were regurgitating the answers. I wondered
21 if you could elaborate on that one.

22 MR. CAMPBELL: The NORAC test, the class
23 itself is for five different crafts. And you ask the
24 instructor a question about a form date. And they
25 cover form date for no less than an hour and a half,

1 some classes he spends two hours on it.

2 In my craft, if I come up to the work site
3 and Drew has a track out form D in his name, I'm to
4 look at his form D. He explains the safety procedures
5 in effect to the limits of his protection and territory
6 and I sign that I saw the form D.

7 They cover an hour and a half on another, a
8 conductor's point of view, an engineer's point of view.
9 So anyway, the class, the NORAC class there's no
10 nutritional value for a man in my craft because it goes
11 on and on and on.

12 So he asked the guy the question and he says
13 the answer's the answer. That's because it's the
14 answer. What are you, Dr. Seuss man? Come on,
15 seriously. How is that going to help me do my job?
16 I'm spending a day in this class and getting nothing
17 out of it.

18 So the kids get up and they just learned it,
19 just spit out that answer, you know, kind of whatever.
20 They know an answer. They know the answer and they
21 know it. They don't know how or why.

22 MR. SHAFFER: Can't apply it.

23 MR. CAMPBELL: You know? Like a signal
24 maintainer knows why something is 0.06 ohm shunting
25 sensitivity. Why is it this? They don't, we don't

1 know how it applies. The whole class itself has less
2 to do -- we have our general chairman just sat in on
3 three day NORAC.

4 And he came out. He was all frazzled. He
5 passed. He get's to stay being the general chairman.
6 But it was just so out there. It's not applicable to
7 our craft. You know, why should I be in the same class
8 as Drew? I don't know what an MW1000 is.

9 You know, he doesn't know what a 27 is. He
10 doesn't know what 18 test is. It just doesn't apply.
11 And then you got BNB. We don't even know what they do,
12 you know. Why are we in the same class.

13 PARTICIPANT: Everything you don't.

14 MR. CAMPBELL: Exactly. Thank you.

15 PARTICIPANT: Now we know why you're on all
16 these committees.

17 PARTICIPANT: Earlier one of you gentlemen,
18 I can't remember which one, talked about cardinal
19 rules, talked about the employees' fear, talked about
20 they were, it sounded to me like they were so concerned
21 with violating a cardinal rule that a lot of other
22 things might not have been at the forefront of their
23 attention.

24 And I wondered if you guys would hazard an
25 opinion as to whether you think being scared is an

1 effective tool in changing the safety culture here on
2 the property versus a fundamental understanding of the
3 rules and the theory and the practice. Do you think
4 that scared, being scared is a healthy, makes for a
5 healthy safety environment?

6 MR. SHAFFER: Bruce. No, I don't.

7 MR. BROWN: Drew. No, not at all.

8 MR. CAMPBELL: Hugh Campbell. No, not at
9 all. It's a deterrent. It adds to delay, delay in
10 response time, delay in their thought pattern. We
11 can't have that.

12 PARTICIPANT: But you all feel that it is
13 improving?

14 MR. SHAFFER: This is Bruce. Yes I do.

15 PARTICIPANT: General view of all safety,
16 attitude --

17 MR. SHAFFER: Attitude, yes.

18 PARTICIPANT: -- from the ground up? From
19 the top down? In all aspects? Do you have specifics?

20 MR. SHAFFER: Bruce again. I would say both
21 because at least as a liaison, our bosses will listen.
22 And they'll help you work things through or get things
23 done. And the bottom side, definitely with the guys.
24 Yes, you have to pound it in their head every day, but
25 that's why we're here.

1 And we've (inaudible) in the foreman and
2 their supervisors. And you know, you're trying to
3 change a culture, you're trying to change, like Drew
4 said, we still got a lot of old heads around here,
5 including myself. They have bad habits and it's trying
6 to get everybody out of that.

7 MR. CAMPBELL: Hugh Campbell. The safety
8 aspect was coming along better before. But I think the
9 cardinal rules, the pendulum has swung far the other
10 way. I can't explain where the cardinal rules came
11 from, who the cardinal is, why.

12 Why is the punishment so severe? We have
13 other books. We have the federal codes of regulation
14 to follow. We know that there are fines that will
15 apply to them. A guy wearing a watchman vest helping
16 pull cable, he gets a \$3,500 fine.

17 We know all that, it's in writing. You
18 don't do this, here's what happens if you're caught
19 doing that. You know, we have other specifications, we
20 have the 1908 safety rule book. We have the gray
21 standards of excellence.

22 Where these cardinal rules came from nobody
23 knows. Nobody knows. Who's on the committee that's
24 supposed to review these situations to see if really if
25 you are entitled to the severe punishment.

1 It eroded the ground that we were covering
2 in safety and it eroded the management and union
3 togetherness. It just blew it all up. It has done
4 more damage than good for us. Maybe in the long run
5 it's going to limit, it's going to save them money
6 somehow. We'll see.

7 PARTICIPANT: Okay, thanks. So one final
8 thing. If you guys could wave a magic wand or write on
9 a sheet of paper what would make your whole safety
10 liaisons that much better or change the culture that
11 significantly, what would that one single-ticket item
12 be today?

13 MR. CAMPBELL: Hugh Campbell. Shred the
14 cardinal rules and make training craft specific.

15 MR. SHAFFER: I agree.

16 MR. BROWN: Bruce?

17 MR. SHAFFER: Yes, Bruce, I'm sorry.

18 Definitely the training craft specific. I mean, I
19 can't tell you how many times I've been to NORAC. But
20 I mean, just about every time I go they do the
21 introduction and they go over anything.

22 They say okay, at BNB we know this is harder
23 for you guys because you rarely use it. Well, you know
24 what, then break the BNB guys into a separate group
25 like Hugh said and get NORAC the way they need to get

1 it. And I think that will help maybe get that through
2 with the engineering guys. That would be my goal.

3 MR. BROWN: Drew. I agree with that. Also
4 like I said earlier, it needs to be more on the job
5 training, especially for the foremen, new foreman.
6 That's pretty much what I said earlier. I really think
7 that's one of the biggest problems out here.

8 Hugh said people can answer these questions
9 on the test and then it's a little bit different when
10 you have to apply it in the field.

11 PARTICIPANT: Okay, thanks guys. No more
12 from me right now.

13 PARTICIPANT: All right, let's take a break.
14 We're going off the record.

15 (Whereupon, the foregoing matter went off
16 the record and went back on the record.)

17 MS. IMPASTATO: Theresa Impastato. I heard
18 you mention Tier 1 and Tier 2 committees. Could you
19 explain to me what the committees are, types, kind, the
20 types of issues that they tackle, who's on the
21 committees and how they're selected?

22 MR. SHAFFER: Bruce. The Tier 1 committees
23 are voluntary. They go out, different liaisons stay
24 with their craft and will go to different safe track
25 department. He'll go to different track gangs and

1 looking for volunteers to be part of the safety
2 committee, and that's how they meet their, make up
3 their committee. And I'm sure it's the same with CNS
4 volunteers. It's nothing.

5 Now the Tier 2, my understanding is the lead
6 safety specialist, they're the Tier 2 level. If we
7 can't get something solved on the Tier 1 level, take it
8 to the Tier 2 level. If they can't get something
9 solved, then it goes to the upper management yourself.
10 And hopefully not that high up, Mr. Logue (phonetic).

11 MR. CAMPBELL: Hugh Campbell. The Tier 1 is
12 basically voluntary, like pulled the people in certain
13 areas. I took one from communications. Two people
14 asked about it, I picked one of those gentlemen. I
15 have like, say 20 guys working in this building alone.

16 I took one guy from the shops in Leola,
17 outside of Lancaster, I got one guy out from out west
18 of Philadelphia in the signal department and I got
19 another guy from Philadelphia itself. So I got all my
20 little areas represented there.

21 And they could bring anything to us and we
22 use it to exchange communication back and forth to
23 dispel myths, to quell anything that's growing, for
24 them to report something that they don't feel they
25 can't say in front of a white hat or a manager or

1 something like that because they feel, you know, there
2 might be repercussions or something.

3 And then the best part is we bring in
4 special guests like Harry Dunfy (phonetic), a guy who's
5 been a safety liaison for a long time, you know, a
6 gentleman who runs the truck shop for truck problems.
7 There's always truck incidences and stuff like that.

8 So we bring in specialty people. I like to
9 bring in somebody from this room to a meeting, and we
10 invite managers left and right. We brought Bruce in.
11 Bruce is an ARSA guy so he's really not one of us, he's
12 one of them kind of.

13 So we bring in other people from different
14 points of view so we can look at it from both sides.

15 MR. SHAFFER: Bruce again. Just not to
16 interrupt you, Drew. But I was at a safety meeting,
17 Tier 1, CMS, and Baltimore Friday and they invited the
18 FRA because some other guy had some questions, specific
19 questions for the FRA. And it was all answered. It
20 was a great meeting. Sorry, Drew.

21 MR. BROWN: Drew. My committee consists of
22 I try to get at least one guy from each of my
23 divisions, from all different years of service. And I
24 have everything from track men to foremen just to get,
25 because all of them see things differently so I try to

1 keep a good mixture of different types of employees in
2 the track department.

3 Plus I brought in other liaisons and Bruce
4 to try to mix it up a little bit. We go over concerns,
5 recent injuries, what we think we could do to prevent
6 them from happening again, things of that nature.

7 MS. IMPASTATO: How often do the committees
8 meet?

9 MR. BROWN: Once a month. Drew. Once a
10 month.

11 MR. SHAFFER: Bruce. Once a month.

12 MR. CAMPBELL: Hugh Campbell, once a month.
13 That's part of our accountability that is built into
14 our agreement here.

15 MS. IMPASTATO: Last question about the
16 committees. What do you think could be done to improve
17 the committees?

18 MR. CAMPBELL: Hugh Campbell. I have the
19 top three things that nothing has been done about. I
20 take that chalkboard, my meetings are held right here.
21 Come by, I have doughnuts.

22 I have that chalkboard, and fall protection
23 is at the top left. It just occupies that whole area,
24 nothing's been done about it. We surveyed, we went out
25 with engineers. They climbed up and they were very

1 informative.

2 I invited them to our meeting, but they cost
3 money. You know, lingo of what a cage is and what is a
4 proper climbing area and stuff like that, and so forth.
5 But there's a couple things that we just don't seem to
6 be getting anywhere with.

7 You know, and besides that, we're covering
8 the little, we're getting some little things done,
9 steps, ramps, and whatnot. And there's just a couple
10 that the elephant's standing in the room, everybody
11 walks around. It gets kind of old. I can't do nothing
12 about it.

13 MR. SHAFFER: Bruce. Definitely the fall
14 protection issue, especially with CNS. It's a big
15 thorn in their side. And I know they're working on it.
16 I mean, we went around with an engineering firm that's
17 designing the protection, what has to be done.

18 But like Hugh said, nothing's been done yet.
19 So hopefully that's still moving forward. I know it
20 takes time because it's big money, it's a lot of money.
21 So hopefully we'll get something moving in the near
22 future.

23 MR. BROWN: Drew. On the track side we
24 really don't use fall protection very often that I know
25 of. At least not in my area. It seems like we get

1 sometimes the smaller things are harder to get done
2 than something big. Like, if it sticks out like a sore
3 thumb people will tend to fix it.

4 But for instance we have a storage cabinet
5 for gas cans and things like that that the guys want
6 moved, and it's been --

7 (Simultaneous speaking)

8 MR. BROWN: Yes, and it hasn't been done.
9 That's probably been two months, three months. So it
10 seems like the smaller it is, the easier it is to
11 ignore. You know, that sort of thing.

12 MR. CAMPBELL: Hugh Campbell. To beat up
13 the fall protection issue while we're on it, it seemed
14 we were making some headway and then them cardinal
15 rules came out and blind sided everybody because if we
16 don't follow the fall, that's a cardinal rule.

17 If we don't follow that we can be
18 terminated. But the definition of what is a rescue
19 team, what is a proper climbing apparatus and what is
20 your proper training. The guys go to class and they
21 get trained on how to put on a harness, not how to use
22 it, how to repel, how to ascend anything, how to climb
23 vertical, horizontal.

24 So that's all incomplete. But there's a
25 rule that says if you don't follow all this, we're

1 going to fire you. So that kind of undid anything we
2 were doing. Before it was if you don't feel safe, don't
3 do it, as with every other issue. If you don't feel
4 safe climbing, don't climb. But we got blind sided by
5 those rules.

6 MS. IMPASTATO: My last question is with
7 regard to work site visits. What sort of issue do you
8 find the most when you go out to a work site?

9 MR. BROWN: Drew. Again it's the small
10 things, guys without glasses, guys without gloves.
11 They've gotten a lot better about using D-rails and
12 whistle boards and things like that that that's a lot
13 better than it was.

14 A lot of it really is the small things,
15 things that can be forgotten. Take your glasses off to
16 clean them and then, you know, half an hour later
17 they're hanging off of your shirt.

18 That's what I've been running into a lot
19 lately is the small things that can turn into something
20 big. You know, but they're easy to overlook or forget
21 about.

22 MR. SHAFFER: Bruce. Same thing. But to
23 add gates left open on the right of way. That's a big
24 issue for their safety and the public having access.
25 But we pound that down every day all day.

1 MR. CAMPBELL: Hugh Campbell. Sometimes the
2 safety is overkill. If you carried every book that
3 they told you to carry and that bottle of water and the
4 whistle and the flashlight that the police say you
5 should have with you, your 23, 27, your rec book, your
6 1908. You look like a freshman going to high school
7 for the first day. And then you have to carry a tool
8 bag.

9 So in reality, sometimes it's just overkill.
10 You know? Hard hat, safety glasses, steel toe boots,
11 gloves, a lanyard hopefully that won't get caught, ear
12 plugs. Sometimes, you know, there's a time and a place
13 for everything. And it seems like common sense has
14 been shoved to the side.

15 MS. IMPASTATO: That's all.

16 MR. FRIGO: Thank you, Theresa. This is
17 Ryan Frigo again. I just wanted to follow up on larger
18 projects that you've come across where a site specific
19 work plan has been used. Are you guys familiar with
20 that term?

21 MR. BROWN: Yes.

22 MR. SHAFFER: Yes.

23 MR. FRIGO: Okay, so everybody's nodding
24 affirmative here. Can you walk me through, you know,
25 your experience with that, with the site specific work

1 plan? Is that something that a liaison gets involved
2 in developing or overseeing? Or what's a liaison's
3 role?

4 MR. SHAFFER: Bruce. Typically no, we don't
5 get involved in that unless they ask us because usually
6 they're setting the job up and we don't really know.
7 That would be specific supervisor that would be
8 handling that job. He would get it together.

9 Now if he calls and say, you know, ask some
10 questions, of course we would get involved. But
11 typically the supervisor sets it up and the manager at
12 that site to my knowledge, yes. No, they don't call me
13 to ever get involved in that.

14 MR. BROWN: Drew. No, I've never been
15 involved in it.

16 MR. CAMPBELL: Hugh Campbell. I've come to
17 a job where the site specific work plan was explained
18 to me and why they were going about it that way. If
19 you get a physical characteristics sheet or a chart or
20 a line, if you get a graph that tells you where you're
21 going to be working at Linwood here, it's a line on a
22 piece of paper going from the left side to the right
23 side.

24 But site specific might say we're going to
25 go park on the four track side, but we're going to be

1 mud spots on one track side. And they track you, you
2 know. And the fouling equipment and the relays are on
3 one track side.

4 Well, site specific would tell you, you
5 know, that is a better place to park. We could clear
6 up this track is out of service. And it makes you more
7 aware of what is going on in that area. And then they
8 explain why we're doing it this why and why we're going
9 to have to clear up.

10 At some spots, sometimes you go to clear up,
11 you're up here and you don't want to tumble down. And
12 so that's why you have, you want more time to clear all
13 tracks, observe the movement of all trains. So
14 sometimes it's forethought, it's better planning.

15 MR. FRIGO: And for the record, Hugh
16 indicated being up on an elevated area and then the
17 dangers associated with clearing up from an elevated
18 spot.

19 MR. CAMPBELL: Yes.

20 MR. FRIGO: Those are all the questions I
21 have.

22 MR. HIPSKIND: This is Dick Hipkind. I
23 need to make a point of clarification. We've talked
24 about, we've used the term fall protection and I just
25 want to ask each of the gentlemen, and Drew, I

1 understand you guys may not use it a lot. But Drew, if
2 you were to use fall protection, it would come under
3 the FRA guidelines most of the time?

4 MR. BROWN: Right.

5 MR. HIPSKIND: Is that correct?

6 MR. BROWN: Correct.

7 MR. HIPSKIND: And Hugh, when you talk about
8 fall protection, you're not talking about bridge worker
9 safety. What you're talking about is when employees
10 are up on a signal bridge. And what we're really
11 talking about there are compliance with OSHA
12 regulations, is that correct?

13 MR. CAMPBELL: Correct.

14 MR. HIPSKIND: And Bruce, being in the BNB,
15 when you talk about fall protection, primarily you
16 could be coming under either one depending on the work.
17 But if you were out on a bridge, it would be FRA bridge
18 worker safety regulations and if it was something to do
19 with building or heights, it might be OSHA. Is that
20 correct?

21 MR. SHAFFER: Bruce. Yes, that's correct.

22 MR. HIPSKIND: Okay, I just wanted to get
23 that clarified. So here's the last few things I want
24 to talk about. I just want to understand that when you
25 guys go out and make observations, you're primarily

1 trying to address issues and concerns. And by that I
2 think what you're trying to tell me, Bruce, is where
3 somebody's doing something wrong or somebody's doing
4 something unsafe. Is that correct?

5 MR. SHAFFER: That is correct. Bruce.

6 MR. HIPSKIND: And same for -- go a head.

7 MR. SHAFFER: I'm sorry. Bruce. That's
8 correct.

9 MR. HIPSKIND: Okay, and Drew and Hugh, same
10 thing?

11 MR. BROWN: Yes, that's correct.

12 MR. HIPSKIND: Okay. And also Hugh, you
13 mentioned that the other thing that you said was
14 standards and practices which it's kind of the same
15 thing. Are you doing something the right way or are
16 you doing something the wrong way that may get you or
17 others hurt. Is that how I should understand that?

18 MR. CAMPBELL: Yes. Yes.

19 MR. HIPSKIND: Okay. But so you have, you
20 interact with people on the gangs doing the work. And
21 you document this stuff and you create data and other
22 people have preview of that. But I want to get this
23 nailed down.

24 You do not counsel employees per se about
25 unsafe practices or habits or non-compliance, do you?

1 MR. SHAFFER: Bruce. Counsel?

2 MR. HIPSKIND: Well, and I know that's a
3 vague term. I know you talk to them and interact with
4 them.

5 MR. SHAFFER: Absolutely.

6 MR. HIPSKIND: But you don't counsel them in
7 the term like what a manager would do, right? You
8 don't do that.

9 MR. SHAFFER: Being a supervisor, sometimes.
10 Well the second part of that is when we interact with
11 them it's listen, you know, what I'm telling you is it
12 can keep you out of trouble.

13 Keep you from getting hurt and keep you out
14 of trouble. Somebody else, manager, FRA, somebody
15 walks up, catch you doing the same thing, they could
16 possibly give you discipline. So remember this, you
17 know, keep it in the back of your mind. All right
18 here, I'm trying to help you out.

19 And that's been the biggest part that helps
20 is that knowing that I'm there to help them instead of
21 penalize them because I can't give them discipline
22 which is good.

23 MR. HIPSKIND: Okay. And Drew, would you
24 add to that?

25 MR. BROWN: Drew. The way I go about it is

1 if they're doing something incorrectly or unsafely, I
2 try to turn it into more of a conversation of, you
3 know, I fix the problem and then have a conversation
4 about it as to why it shouldn't have been done that way
5 and why we're doing it this way instead.

6 And that's basically how I do it. I don't
7 try to talk down to them or anything. I try to stay on
8 the same level as them, I try for cooperation that way
9 the next time --

10 MR. HIPSKIND: Is it fair for me to say that
11 you're trying to add meaning behind the purpose of the
12 rule?

13 MR. BROWN: Yes.

14 MR. HIPSKIND: Okay, thank you. And Hugh?

15 MR. CAMPBELL: Hugh Campbell. I try to make
16 it a learning experience. I have a few guys that I got
17 hired with, and when I talk to them about an issue, I
18 remind them that maybe we can walk out the door
19 together.

20 And I showed so many other guys, and I
21 explained to them that Exhibit A, that's why he's
22 limping, because he used to jump off of this apparatus
23 all the time or whatnot.

24 And I try to remind them of someone who's no
25 longer with us. Maybe he's out on disability due to

1 his haste of getting the job done. And I let them know
2 we're not on piecework. We get paid by the hour.

3 MR. HIPSKIND: Okay. For all three of you,
4 to the extent that you discuss safety issues or
5 whatever, the bottom line is you guys are, you're
6 involved in behavior modification, taking that what you
7 see as either detrimental to the employee or others,
8 but you are trying to improve their behavior?

9 MR. CAMPBELL: Yes.

10 MR. SHAFFER: Bruce. Absolutely.

11 MR. HIPSKIND: And, Drew?

12 MR. BROWN: Yes.

13 MR. HIPSKIND: So you are all in agreement
14 with that, okay, thank you. So I want to spend, on a
15 favorite topic of mine I want to talk about job
16 briefing details.

17 Details, I get it, there is a lot job
18 briefing that goes on. I have attended Amtrak job
19 briefings and I know what it's like when I am there and
20 I suspect I know what it is like when you are there.

21 So I want to just go down the list real
22 quick. In your experience with participating or
23 observing job briefings is the issue about train
24 approach discussed, is it something that you would
25 expect to be discussed? Hugh?

1 MR. CAMPBELL: Yes, it is discussed and it
2 is open for readjustment if we -- the watchman place
3 test, the whistle test, point of view. That is
4 probably the most cohesive time that all the men are
5 together in thought.

6 MR. HIPSKIND: Okay. And, Bruce?

7 MR. SHAFFER: Bruce. Absolutely. Yes, of
8 course.

9 MR. HIPSKIND: And, Drew?

10 MR. BROWN: Yes.

11 MR. HIPSKIND: Okay. Now I want to put some
12 meaning behind train approach. How do each of you see
13 that? Do you see that as the highest risk, the primary
14 risk, or is just a matter of well, we should not
15 interact with trains?

16 I mean how do you view that, what's the
17 emphasis that you place in the job briefing on that
18 topic?

19 MR. CAMPBELL: Hugh Campbell. It's priority
20 one. You know, you are in that situation, it's a
21 fatality, it's not good. We can work in and about, we
22 can clear up, we can move, and we can get the train
23 from Point A to Point B on time. It can be done and it
24 can be done safely.

25 MR. HIPSKIND: Bruce?

1 MR. SHAFFER: I totally agree, absolutely,
2 number one.

3 MR. HIPSKIND: And, Drew?

4 MR. BROWN: Drew. Number one. Number one
5 priority.

6 MR. HIPSKIND: Okay. Now I am just going to
7 change a word here.

8 MR. BROWN: Okay.

9 MR. HIPSKIND: I get what you told me about
10 train approach. How often is a train schedule
11 discussed? Is that something that is referenced, is
12 that something that in the course of a job briefing
13 somebody says okay, guys, we're going to be out here
14 working from 8:00 in the morning till 12:00 noon and
15 then we are going to shut things down and go to lunch,
16 but in that four hours we should expect two
17 southbounds, two northbounds, commuters on the left and
18 right?

19 How is that discussed, is it required to be
20 discussed? Hugh?

21 MR. CAMPBELL: Hugh Campbell. The rush hour
22 as far as that is discussed, not the 8:15 or the 7:29
23 coming by, it's not discussed in that detail. You
24 know, we have our windows and that's it because the
25 trains can be in any direction at any time. You can't

1 rely --

2 MR. HIPSKIND: Rule K (phonetic), right?

3 MR. CAMPBELL: No, you just can't rely on a
4 schedule.

5 MR. HIPSKIND: Bruce?

6 MR. SHAFFER: Bruce. Same thing. Trains,
7 you know, like you said they are delayed, they are --
8 You know, you never know, so, no, we don't discuss it.

9 MR. HIPSKIND: And, Drew?

10 MR. BROWN: No, we don't schedule
11 (inaudible).

12 MR. HIPSKIND: Okay. So in a job briefing
13 one of the main goals of a job briefing, and you tell
14 me if I am wrong about this, it's to get everybody on
15 the same page to do everything correctly within the
16 guidelines, the rules of procedures, but ultimately
17 it's about mitigating risk so people don't get hurt.
18 How do you view what I just said?

19 MR. CAMPBELL: I think you hit it on the
20 head. Hugh Campbell. I had the fortune to work
21 under some old-timers and we did job briefing, verbal,
22 they brought us together, we'd huddle, and we covered
23 everything and we covered everyone's responsibility,
24 you're going to carry this up, you're going to pull the
25 wire out, he's going to terminate it, and we divided a

1 task up and who was going to be where and what
2 protection was going to be provided.

3 So for us it was old hat and when this came
4 out, you know, this was just a little bit better.

5 MR. HIPSKIND: Bruce?

6 MR. SHAFFER: Bruce. Yes, I agree with you.
7 But I think the goal should be to have everybody on the
8 same page, and I mean everybody in that briefing, have
9 everybody participate.

10 I'll tell you one thing, down in Washington,
11 the track department, when they give a briefing that
12 foreman asks everybody in the group something, a
13 different question, and he gets everybody involved.

14 What's the track speeds where we're working,
15 we're working in (inaudible) today, what's the track
16 speeds? And they are kind of like looking and then
17 they know, but everybody participates and that doesn't
18 happen a lot, but I know Washington track does that.

19 MR. HIPSKIND: And, Drew?

20 MR. BROWN: Yes, I agree. I think it's to
21 get everybody on the same page and make sure everybody
22 knows what their task is.

23 MR. SHAFFER: And their protection. Bruce.

24 MR. BROWN: And the protection. It
25 eliminates question during the job, you don't sit --

1 MR. HIPSKIND: Okay. Now --

2 MR. BROWN: -- and what wonder what's
3 happening.

4 MR. HIPSKIND: All right, sorry about that.
5 I want to tie two or three things together and let's
6 have just a little bit more conversation.

7 In the course of our discussion here this
8 afternoon we have talked about training, we have talked
9 about new employees, we've talked about old employees,
10 we've talked about roadway worker protection, we've
11 talked about rules compliance, of serving people, and
12 all this and that, and we just talked about the goal of
13 job briefing.

14 So in all this is there an element of
15 problem solving? So I am a foreman or I am going to be
16 the EIC and I am going to go out to a job site and I am
17 going to work a specific task, and they vary --

18 MR. CAMPBELL: True.

19 MR. HIPSKIND: -- the environments vary. I
20 could have curves, I could have undulating track, I
21 could have different speeds of operation. So tell me
22 how well do you see employees applying the training and
23 doing the correct problem solving for their protection
24 and for the protection of the employees and for the
25 protection of the public?

1 And I know that's a question so take your
2 time and think about.

3 MR. CAMPBELL: Hugh Campbell. I stated
4 earlier we have layers of protection and that's the
5 best way to be. It's come a long way from if you want
6 it, shunt it, okay.

7 That was like one of the first things that
8 we learned, but it still rings true kind of today that
9 is a form of protection and when we have a job we want
10 to have more than one.

11 You have the watchman, you have a barricade
12 up, you put up your own TOL light, you rob the system
13 of its code and what not. If you rely on just one form
14 of protection and that breaks down then you have no
15 forms of protection.

16 So we kind of -- We agree on it and
17 sometimes if I miss something or if the guy running the
18 show that day missed something then it's brought up,
19 because the guys know if you don't feel safe you don't
20 walk, don't proceed on out to the tracks.

21 So, I guess I don't know if I am really
22 answering your question, but with the layers of
23 protection, yes, it is possible to attain.

24 MR. HIPSKIND: Bruce?

25 MR. SHAFFER: Bruce. I agree with Hugh.

1 You see it every day now that when you have these job
2 briefings like I just said about Washington track, that
3 these guys will speak up now, you know, whereas before
4 it was always, you know, they sat there and they be
5 reading the paper or something, but all that that's --
6 They stopped a lot of that, most of it I should say.

7 Does it happen? Probably, but for the most
8 part everybody is participating, and that's what you
9 got to have because some people might catch something
10 that somebody has missed, and that's the whole point in
11 my book, why you have everybody involved.

12 Is that -- You know, what about if we put a
13 barricade up here and we'll have protection? Yes,
14 absolutely, let's do it. You know, why not, why not
15 add the extra layer of protection.

16 If that makes them feel more comfortable and
17 it's not going to slow the trains down, do it. You
18 know, it's like -- Plus that gives them a little pat on
19 the back and they feel more involved in getting things
20 done.

21 MR. HIPSKIND: Drew?

22 MR. BROWN: (Inaudible) I think the
23 participation in the briefings has gotten a lot better.
24 It wasn't always that way, but now guys want to know if
25 the foreman will be used in the shunts, they want to

1 know where the whistle boards are, a lot more questions
2 are being asked about the protection.

3 MR. HIPSKIND: Well, Drew, I've got to pin
4 you down on something. The last statement you made, is
5 that more characteristic of post the accident at
6 Chester or was it prior, or was your characterization
7 that's the way it was prior?

8 MR. BROWN: I think a lot of it has come
9 afterwards, yes. I mean like I said earlier you have
10 groups that are better than other groups, so there was,
11 you know, you'd go to one briefing and you had good
12 participation and then you go to another briefing and
13 everybody is looking in that direction of the guy
14 reading the former briefing, but it seemed like
15 everybody is listening now, afterwards, and it seems
16 like it's better everywhere.

17 MR. HIPSKIND: Okay. And I want to address
18 a comment that Bruce made. Engagement at a job
19 briefing is the key, would you agree with that?

20 MR. SHAFFER: Bruce. Absolutely.

21 MR. HIPSKIND: All right. So, Hugh, you
22 brought up the concept of the watchman and we have
23 talked about trains coming by at speed, and so here is
24 another couple of dots I want to connect.

25 In the training about roadway worker

1 protection, job briefings, this whole issue of -- And,
2 Hugh, I think you made a great point about layers of
3 protection and getting away from single point failures.

4 I am totally on board with that, but isn't
5 the reality of the work that is done on railroads
6 nowadays, and I am not just talking about Amtrak, if we
7 have certain characteristics about our work location,
8 and let's say it's high speed operation and let's say
9 we've got some challenging physical characteristics,
10 either curves, undulating track, whatever, at high
11 speed, how do you, how does the group problem solve
12 putting a sufficient number of watchmen out there if
13 they don't have a sufficient number of watchmen?

14 How do you solve that problem? I've got six
15 people on my gang and the physical characteristics tell
16 me I need about three, two or three watchmen to protect
17 my work and where I am at, how do you solve that
18 problem?

19 MR. CAMPBELL: Hugh Campbell. Seeing as we
20 escalate it, the scenario can be we're either out there
21 doing maintenance of something that's not broken and we
22 don't want it to break, we're out there for a piece of
23 trouble, something has failed, Ward's Renewal
24 (phonetic), it's a bigger project and, you know, it's
25 got more to go along with it, but we just run it right

1 up the pole.

2 We call the supervisor, they call me, you
3 know, and I'll say I'll be there if you need me, or
4 Philadelphia, this area, these supervisors here, they
5 have no problem, what's going on, there is a six second
6 curve at Holmesburg, you know, high speed, and we need
7 "x" amount of people here.

8 Well blow it out and we'll do it Saturday
9 when we have more people available or something, you
10 know. Sometimes things are overlooked, but we get the
11 attention we need and we get the cooperation we need so
12 far as soon as we run it up.

13 The guys aren't young anymore. They're not
14 going to just blind obedience and go do what they have
15 to do. They know now there is dire consequences for
16 those actions. But, no, we do not proceed on.

17 If we do not have enough watchmen, can't
18 spread them out, make it work with whistle tests,
19 either we take from the crew or we bring people in or
20 we don't do the job.

21 MR. HIPSKIND: Okay. Thank you for that,
22 Hugh. Bruce, thoughts?

23 MR. SHAFFER: Bruce. Oh, absolutely. Just
24 you don't do it until you have the proper protection
25 period. Whatever it takes, you call another supervisor

1 and get some more guys or you don't do it until you
2 have protection. That's plain and simple. You might
3 get somebody killed if you don't.

4 MR. HIPSKIND: Drew?

5 MR. BROWN: Actually just a week or two ago
6 in Perryville they were sent to do a job, I think it
7 was either Prince or Bacon, there's a curve at both of
8 those, I forget which interlock it was, they required
9 like, according to the hotspot book it requires five or
10 six watchmen and that was the entire gang.

11 So they used their right to refuse and they
12 didn't do it. You know, they all expected to get
13 yelled at the next day but the assistant supervisor
14 admitted that he overlooked that, that was his fault.

15 I was surprised. So it worked out. You
16 don't do it if you don't have enough. And hopefully
17 everybody does it that way.

18 MR. HIPSKIND: Okay.

19 MR. CAMPBELL: Hugh Campbell. Can I double
20 dip?

21 MR. HIPSKIND: Oh, sure, absolutely. I want
22 you to.

23 MR. CAMPBELL: Halfway down the on-track
24 safety briefing sheet is "Is location considered a
25 hotspot?" A hotspot would be a curve or something that

1 --

2 MR. BROWN: Interlock.

3 MR. CAMPBELL: -- mitigating, interlocking,
4 a factory nearby that covers noises and stuff like
5 that, and hopefully that would be addressed in that
6 scenario, in that spot there.

7 And then normal direction of traffic, we
8 always -- There is nothing normal about the direction
9 of traffic. It either comes from the left or the
10 right. And then are we getting a shunt.

11 So that whole portion there, if you got past
12 all that and you sign this sheet that means you have
13 agreed with all of the above.

14 MR. HIPSKIND: Okay. And the point about
15 you bringing that out is there is another example of
16 layered protection, shunts, watchmen, et cetera, okay.

17 MR. CAMPBELL: Yes.

18 MR. HIPSKIND: All right. Now there is a
19 reason that I wanted to engage in this discussion and I
20 just want to hear from the three of you, you are aware
21 the rubber meets the road and I want you think about
22 your training and whether your training is going to be,
23 if it allowed you the option I am going to talk about
24 and in the real world I want you tell me whether you
25 have seen this option exercised.

1 And so here it is, well I don't have enough
2 watchmen and I am in a high speed area, and I don't
3 know if it is on that job briefing sheet you've got
4 there, but as a foreman, as an EIC, as a supervisor,
5 can I call up the dispatcher and slow the train down?
6 Hugh?

7 MR. CAMPBELL: Hugh Campbell. I have never
8 heard of that scenario. I am sorry that I am smirking,
9 that's absurd to me.

10 MR. HIPSKIND: But if you slow the train
11 down --

12 MR. CAMPBELL: It's still moving.

13 MR. HIPSKIND: Pardon?

14 MR. CAMPBELL: It's still moving and -- No,
15 I don't like it. It seems like a half measure to me.

16 MR. HIPSKIND: And tell me why.

17 MR. CAMPBELL: Well we didn't have enough
18 watchmen so the train is still going to be coming down
19 (inaudible) but just not as fast. What is not as fast?

20 MR. HIPSKIND: You tell me. I mean what I
21 am --

22 MR. CAMPBELL: I like restricted speed
23 because the definition states that -- Hugh Campbell --
24 that it's going to be stopping short of all obstruction
25 and I would consider myself an obstruction if I was out

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1 there.

2 MR. HIPSKIND: Okay. Hugh, that's a great
3 point. I used the term slower, and let's just say the
4 speed of operation is 125 and as a foreman I wanted to
5 call and tell the dispatcher from Interlocking A to
6 Interlocking B I am going to be doing work in between
7 those two points and so the train is passing me, I want
8 them down to 60 miles an hour?

9 MR. CAMPBELL: Well if you are not on a
10 track usage sheet it's not going to happen.

11 MR. HIPSKIND: Pardon? I am not following
12 what you are saying here.

13 MR. CAMPBELL: This is a track usage sheet.

14 MR. HIPSKIND: Okay. And a track usage
15 sheet is what?

16 MR. CAMPBELL: Track usage sheet says that -
17 -

18 MR. SHAFFER: You have to put in for track
19 usage beforehand and it gets approved.

20 MR. HIPSKIND: Okay.

21 MR. CAMPBELL: At (inaudible) interlocking
22 here --

23 (Simultaneous speaking)

24 MR. SHAFFER: If it don't get on there it
25 ain't happening there.

1 MR. CAMPBELL: -- I am going to be on
2 (inaudible) --

3 (Simultaneous speaking)

4 MR. HIPSKIND: Ah, so --

5 MR. CAMPBELL: -- "x" amount of tracks and
6 there is going to be speed restriction or something put
7 around me. With proper communication I could see that,
8 but you're not going to call up and order it like you
9 are ordering pizza pie. It's not going to happen.

10 MR. SHAFFER: That's good.

11 MR. HIPSKIND: Okay. Well you have educated
12 me here. So the answer to the problem solving, if I
13 know where I am going to go ahead of time then the
14 processor procedure would be for me to make prior
15 arrangements --

16 MR. CAMPBELL: Correct.

17 MR. HIPSKIND: -- and get it on the track
18 usage, which I am going to assume that means somebody
19 has got to approve it, but in the terms of problem
20 solving I can restrict the speed of train operations by
21 me if I find that that's the one thing I need to do.

22 There is just a process and the process is
23 you got to let somebody know about track usage.

24 MR. SHAFFER: Right.

25 MR. CAMPBELL: Hugh Campbell. Rich, I

1 wouldn't work under those conditions. I would say you
2 get the track we're working on, you get the adjacent
3 track, and then we'll go to work.

4 MR. SHAFFER: Right, take it out of service.

5 MR. CAMPBELL: I'd rather stay home and let
6 somebody else deal with that situation. I wouldn't
7 work under those conditions.

8 MR. BROWN: Drew. I worked with the
9 undercutter last summer and they would do that but they
10 still put out the required amount of watchmen.

11 It was just an extra step they took on there
12 because the train, you know, you drop it from like 120
13 mile an hour territory but they'd drop it down to like
14 80. To me 120 and 80 is not that big of a difference.

15 MR. HIPSKIND: Okay.

16 MR. CAMPBELL: Yes, but we're talking about
17 the speed restriction signs put in well in advance --

18 (Simultaneous speaking)

19 MR. BROWN: Oh, yes, yes, it's time
20 consuming, yes, yes.

21 MR. CAMPBELL: -- you put down before the
22 job starts.

23 MR. BROWN: It's a lot of, you got go
24 through a lot of --

25 MR. HIPSKIND: Right. They see an SR sign

1 that says speed restricted.

2 MR. BROWN: So these little gangs with five
3 people, but, you know --

4 MR. HIPSKIND: Right.

5 MR. BROWN: -- that's not going to happen.

6 MR. SHAFFER: You almost have to take the
7 track out of service. Bruce.

8 MR. BROWN: Yes.

9 MR. SHAFFER: Take the track out of service
10 to do stuff like that. You can't compromise the
11 safety.

12 MR. HIPSKIND: Okay. Well maybe not taking
13 the track out of service but what you would do is
14 probably call and get a foul time?

15 MR. SHAFFER: Depending on the work, yes.

16 MR. HIPSKIND: Okay.

17 MR. BROWN: Yes, (inaudible) conditions.

18 (Simultaneous speaking)

19 MR. CAMPBELL: Then if you get a foul --

20 MR. HIPSKIND: Pardon?

21 MR. CAMPBELL: Hugh Campbell. If I get that
22 foul then I am going to shunt it, so if a train does
23 come he's going real slow.

24 MR. HIPSKIND: And, again, you're trying to
25 get away from a single point failure, right?

1 MR. CAMPBELL: Yes.

2 MR. HIPSKIND: Okay.

3 MR. CAMPBELL: I'm controlling the speed.

4 MR. HIPSKIND: Okay. So slowing a train
5 coming by you on an adjacent track I'm going to say it
6 sounds to me that's not something you guys use on a
7 frequent basis, right?

8 MR. BROWN: Drew. Yes, that was the only
9 time I have ever seen that done was with the
10 undercutter, and that, you know, with all the 40 cars
11 hooked to it it's a long piece of machinery.

12 MR. HIPSKIND: Okay.

13 MR. BROWN: So you'd want a lot of watchmen.
14 There is a lot of blind spots, so I am assuming that's
15 why they did it. Nobody else I've ever seen do it.

16 MR. HIPSKIND: Well, Bruce, you have been to
17 a number of job briefings, have you ever seen where
18 anybody is elected to speed restrict the trains passing
19 on adjacent track?

20 MR. SHAFFER: No. Definitely not at the job
21 briefing. Like Hugh said you'd have to set it up.

22 MR. HIPSKIND: Ahead of time.

23 MR. BROWN: Ahead of time.

24 MR. SHAFFER: Correct.

25 MR. CAMPBELL: Yes, it's not something you

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1 get to the job site --

2 MR. SHAFFER: And then if (inaudible) the
3 watchmen you still got to have your protection that
4 day.

5 MR. HIPSKIND: Okay.

6 MR. SHAFFER: (Inaudible) argument they will
7 step back, it's happened before.

8 MR. HIPSKIND: Hugh, any final thoughts on
9 that?

10 MR. CAMPBELL: Hugh Campbell. Lots of times
11 when Drew talks he is representing a piece of
12 equipment, on track equipment, and I am representing
13 the man with the tool bag working on a switch or with a
14 meter working on, clipping on to a rail to get the
15 voltage or an amperage reading, so I think that might
16 be why we differ there.

17 Lots of times when the track equipment is
18 out there that outage, that equipment is going to go
19 from this interlocking to the next interlocking so they
20 get it all.

21 They get all that permission, and they have,
22 let's say from Interlocking Smith to Interlocking
23 Jones, and it's all theirs, they own it for that
24 timeframe. Whereas my men they get it in shots, they
25 get fouls, and they get time to go out and do what they

1 got to do.

2 So I think that's kind of why we differ in
3 that.

4 MR. HIPSKIND: No, I think that's an
5 excellent distinction. Give me just half a minute here
6 to look at something.

7 I think that pretty much covers all the main
8 topics I wanted to discuss with you. So if I don't get
9 a chance later I greatly appreciate the fact you guys
10 came in and spent this kind of time with us and were as
11 candid as you were. So, Ryan, that's all I've got.

12 MR. FRIGO: So I've got a few follow-up
13 questions and we ought to get done by 8:00 tonight.

14 MR. SHAFFER: All right.

15 MR. CAMPBELL: I told you I get paid by the
16 hour.

17 MR. FRIGO: No, we won't go that long, but I
18 do want to clarify a couple things.

19 MR. CAMPBELL: Good.

20 MR. FRIGO: So let me circle back to your
21 role as a safety liaison. I have heard today a lot of
22 times that things are getting better, the men are
23 coming to you, that you are able to get things done,
24 you can convey the concerns up the chain of command.

25 One question I have, do you view your role

1 as a safety liaison as a conveyor of concerns or are
2 you visiting these crews to identify the hazards that
3 they may be experiencing, as one role could be as a
4 communicator of issues on behalf of the men and the
5 other one is more you are watching out for the men and
6 advising them of any hazards that they may be getting
7 themselves into?

8 MR. SHAFFER: Bruce. Both.

9 MR. FRIGO: Okay.

10 MR. SHAFFER: Absolutely both, yes. You
11 know, I tell them all the time listen, I'm coming up
12 here to make sure you're doing it right and keep you
13 out of trouble, but first to keep everybody safe.

14 You know, the idea is to make sure nobody
15 gets hurt because these guys out here in the track
16 department it's very unforgiving. Let me correct, I
17 shouldn't just say track, but it's, when there is a lot
18 of heavy equipment out there and also to keep them out
19 of trouble.

20 You know, but like you said they're human so
21 you just got to keep an eye on them, but in my opinion
22 it is getting better.

23 MR. FRIGO: They are human meaning there are

24 --

25 MR. SHAFFER: Make mistakes.

1 MR. FRIGO: -- that can make mistakes?

2 MR. SHAFFER: Exactly right.

3 MR. FRIGO: Okay. And I'm going to come
4 back to that.

5 MR. SHAFFER: I mean I'm human and we all
6 make mistakes.

7 MR. FRIGO: How do you guys feel about it?
8 I mean what's your -- Do you agree?

9 MR. CAMPBELL: Yes. Hugh Campbell. I
10 agree. The point is you almost have to be like a coach
11 to convey this message where sometimes the guys need to
12 be talked to very sternly and other guys you got to
13 talk to them like hey, brother, listen, you know, and
14 then get your message in there.

15 MR. SHAFFER: Yes.

16 MR. CAMPBELL: I have to remind them, I'm
17 one of you, okay. I am one of you. As a matter of
18 fact I am above you on a roster so give me a hard time
19 and I'll come back and bump you, you know.

20 So sometimes that's what they need to hear,
21 and other guys are like are you kidding me, I have
22 never ever even thought about that. So being in -- The
23 guy swinging hammer or using a wrench as a hammer and
24 then being the guy that comes walking up on him, hey,
25 you know what, seeing it from my point of view it makes

1 it more complete, it's easier to convey that message.

2 MR. FRIGO: Okay.

3 MR. BROWN: Drew. I agree 100 percent. I
4 think you need both and make corrections when we see
5 it. Before I leave every job site that I go to I ask
6 them if they have any concerns that they want me to
7 take somewhere else, so we definitely do both.

8 MR. FRIGO: Okay. So in that role as the
9 conveyor of concerns, when you have to get something
10 done for the crew and you run it up the chain of
11 command who do you go to? I mean do you have a one-
12 stop point of contact or do you go to whoever it is
13 that is involved with that issue?

14 MALE PARTICIPANT: No.

15 MR. SHAFFER: Bruce. It depends on who it
16 is, what department. Like we have bad ruts in the
17 access road, well you go to the track department. Hey,
18 Roy, listen, we got a bad issue down at such and such,
19 it's hitting oil pans, blah, blah, blah, okay, we'll
20 take care of it. Just something as simple as that.

21 But then you get other things that's not
22 like that easy --

23 MR. FRIGO: And I assume you guys agree with
24 him?

25 MR. BROWN: Yes. Drew. Yes, I normally

1 start with the supervisor or AD to do --

2 MR. CAMPBELL: I have my rebuttal.

3 MR. BROWN: Imagine that.

4 MR. CAMPBELL: Hugh Campbell. I like
5 blackmail. I will send the supervisor in that
6 territory an email and then I carbon copy other people
7 and his superior and his foreman so everybody knows
8 that I spoke to him about that issue and now we all
9 know that you know about this and then if they don't
10 follow up I do my follow up, we still all know you have
11 done nothing about this, and it kind of speeds things
12 up a little bit.

13 MR. FRIGO: Do you get away with that
14 because you are kind of an old head and you've got a
15 relationship with the fellas up in the office?

16 MR. CAMPBELL: Well some people if it's
17 verbal it was never heard. They tell you what, what
18 are you talking -- I didn't know about that.

19 MR. FRIGO: Easy to deny?

20 MR. CAMPBELL: Yes. And you know what, and
21 some guys are really spread so thin that I actually
22 believe sometimes the guys got --

23 MR. FRIGO: Just forgot.

24 MR. CAMPBELL: -- nine things going on and
25 they haven't finished their coffee yet, you know.

1 MR. FRIGO: Yes.

2 MR. CAMPBELL: So, you know, in writing with
3 an email and a follow up and then we always have a
4 backup plan. We have --

5 MR. FRIGO: So I'm just getting the sense
6 here that you guys are pretty influential. I mean
7 you've got a politic with the management to get things
8 done, influence them, put them in the limelight so to
9 speak, it's leveraged and that you can get away with
10 doing that more than once.

11 MR. CAMPBELL: Right.

12 MR. FRIGO: Okay. It tells me that you have
13 a pretty strong position to be able to do that. You're
14 talking to the guys on the ground and they are learning
15 to trust you and you're wheeling and dealing a lot of
16 leverage here, right, is that a fair way to
17 characterize it?

18 MR. CAMPBELL: Yes.

19 MR. SHAFFER: Bruce. I'd like to think so,
20 yes.

21 MR. FRIGO: Okay. I mean that probably
22 makes you feel pretty good about things.

23 (Simultaneous speaking)

24 MR. SHAFFER: Respect, (inaudible).

25 MR. FRIGO: If the guys are trusting you and

1 management is listening to you it's --

2 MR. CAMPBELL: You get more done, have
3 respect and you deal with the fear. Fear just shuts
4 them down.

5 MR. FRIGO: Okay. So I'm trying to figure
6 out, I mean to me you guys are like the bosses out
7 there. I mean if you can talk to the crews --

8 MR. BROWN: No.

9 MR. FRIGO: Not the job boss, but you're the
10 --

11 MR. BROWN: Right.

12 MR. SHAFFER: We're the go-between.

13 MR. FRIGO: You're the go-between, yes.

14 MR. SHAFFER: That's exactly what
15 (inaudible) is, it's the go-between.

16 MR. FRIGO: You're big players out there and
17 you can get things done and make things happen. I'm
18 just wondering when you take your concerns back if you
19 are going to another construction department to get
20 something done, get some ruts, you know, get a grader
21 out there to get some ruts taken care of, I can
22 understand how that works but how do you interface with
23 the safety department of on track?

24 I mean you are the safety liaisons but it
25 sounds to me like you are the wheelers and dealers out

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1 here to make sure things run smoothly and guys go home
2 at night, but where does the safety department come
3 into play?

4 MR. SHAFFER: Bruce. It comes into play
5 when we can't get the managers to do it or the
6 supervisors and you go the AD, I ain't got time or I
7 don't have the money for that.

8 Okay, fine, what about if I get you the
9 money? I'll take care of it then. I said let me work
10 on that. Then I go to my manager and that's the next
11 step.

12 MR. FRIGO: Okay. Now is your manager part
13 of the safety department?

14 MR. SHAFFER: Yes, absolutely, yes.

15 MR. FRIGO: Is that true for you as well?

16 MR. SHAFFER: The lead safety specialist.

17 MR. CAMPBELL: Yes, we all answered to Jamie
18 McMillian (phonetic), who was our lead safety
19 specialist and got promoted down south, so I just walk
20 right in Pordo's (phonetic) office and sit down and
21 talk to him.

22 MR. FRIGO: Okay. And that's Matt?

23 MR. SHAFFER: Matt Pordo, yes.

24 MR. FRIGO: What's his title?

25 MR. CAMPBELL: I don't know.

1 MR. SHAFFER: Director --

2 MR. BROWN: Directory of Safety.

3 MR. SHAFFER: -- of System Safety.

4 MR. FRIGO: Director of System Safety.

5 MR. SHAFFER: Yes. Never have an issue with
6 him either.

7 MR. FRIGO: And do you copy Matt on those
8 emails?

9 MR. CAMPBELL: Sure.

10 MR. FRIGO: I mean that's a pretty clever
11 technique, I'll have to remember that.

12 MR. CAMPBELL: Check this out. Hugh
13 Campbell. There is a manhole next to a hut at Styles
14 (phonetic) out past the zoo here in Philadelphia, the
15 manhole turret always gets hit, somebody's driving into
16 it.

17 So I says to Matt I said, you know, I come
18 in Monday I got a tire roped to my bumper, I got to
19 pull the turret back on this thing all the time because
20 it's, you know, there is cables down there, it's fiber,
21 there's everything down there.

22 I said, you know, the store house, I got to
23 -- I'll paint it yellow and he said go ahead, he said
24 go see Keith Holden (phonetic) and if he won't pay for
25 it I'll pay for it.

1 So I saw Keith and yes, sure, here, go do
2 it, I'd rather you painted them yellow. A little while
3 later now I got five gallons of paint because the
4 yellow paint is fading, so I brought it up and now I
5 follow through with it, you know, but it works.

6 It worked. It took -- It wasn't 19 emails,
7 it was walk, sit in the office. I didn't even know
8 what his title was because his door is always open.
9 But anyhow I talked to him and we walked over, we all
10 work for the same company --

11 MR. FRIGO: And you got it done.

12 MR. CAMPBELL: Got it done, yes.

13 MR. FRIGO: Just a few more here. I think I
14 have heard you twice today make the comment that you
15 haven't been invited to go visit a crew when they are
16 starting up or shutting down a job.

17 I take you guys haven't been invited either,
18 so you know what my question is. I mean if you guys
19 got so much leverage out there why are you waiting for
20 an invitation? I mean what color paper do you want it
21 on?

22 MR. CAMPBELL: I don't know. You know, it
23 seems to be, you know, I have this relationship with
24 the newer person that took my division engineer here,
25 we have a production side that seems to do whatever

1 they want.

2 They come and go and they run over --
3 Everything you paint yellow they'll run it over and so
4 forth, so they are harder to deal with. So I would
5 have to contact them to find out numbers you're getting
6 paid for under these hours and what not.

7 So I have not shown up uninvited yet, but I
8 guess I will have to.

9 MR. FRIGO: I just want to make sure I
10 understand that because it sounds to me like you don't
11 need an invitation, right?

12 MR. SHAFFER: Oh, absolutely not. Bruce.
13 Absolutely not.

14 MR. FRIGO: Okay.

15 MR. SHAFFER: But like Hugh I think a lot of
16 it's they're trying to keep a cap on overtime and stuff
17 like that, and especially Code 29. I mean I can't
18 really say that either because I've never put in for
19 the overtime, I've never been denied, so until that
20 happens I can't really say that it's --

21 (Simultaneous speaking)

22 MR. BROWN: Drew. We also have to know the
23 job is going on.

24 MR. FRIGO: Yes.

25 MR. BROWN: A lot of times I hear about a

1 job after it happened.

2 MR. FRIGO: Okay.

3 MR. CAMPBELL: Exactly. Yes, like --

4 MR. BROWN: Somebody will ask well where
5 were you, well I didn't know you were there, you know.

6 MR. CAMPBELL: Like right now, excuse me,
7 we're in Philadelphia here, there's two projects going
8 on, Sierra Center Project, that's the big apartment
9 building they're building south of here, and then there
10 is a column here where they requested C&S support for
11 that job. C&S, yes.

12 Holmesburg tide installation tonight, C&S is
13 out there supporting them 10:00 p.m. to 5:00 a.m. You
14 know, that's not a big project and that's kind of that
15 automatic territory situation there, but out of those
16 three, out Shore, Mantua, Girard, and Lehigh, and then
17 the Sierra Center Project which is just old hat.

18 The vac train, of all those that drew it
19 that that to me looks like it could be the most
20 dangerous situation. It creates a ton of noise, it's
21 stretched out along the railroad.

22 They have their own, production has their
23 own safety liaisons that are not with us here today, so
24 that's kind of like their territory.

25 MR. SHAFFER: Right.

1 MR. FRIGO: Okay. So when you say you
2 weren't invited it's because they didn't request C&S
3 support --

4 MR. CAMPBELL: Well C&S support means the
5 maintainer is going to be on the spot either to take
6 out the track wires or do whatever needs to be done for
7 that time.

8 MR. FRIGO: Okay.

9 MR. CAMPBELL: But some of the projects are
10 being done on the production side and they have their
11 own safety liaisons.

12 MR. SHAFFER: Right.

13 MR. FRIGO: They all have their own, okay.

14 MR. SHAFFER: They have their own liaisons,
15 yes.

16 MR. FRIGO: But you would not go to a job
17 site if you knew about it and you thought there may
18 have been some risk or hazards there or would you
19 really wait for somebody to say, okay, this job is in
20 the process?

21 MR. SHAFFER: No, no, absolutely not. No,
22 that -- If I knew there were hazards --

23 MR. FRIGO: Yes.

24 MR. SHAFFER: -- well then I would call Matt
25 and say listen, I think we're having a problem here

1 with such and such, we should probably be there.

2 MR. FRIGO: Okay.

3 MR. CAMPBELL: Hugh Campbell. Yes, and this
4 weekend I believe they are going to try to cut in one
5 of these interlockings out near Harrisburg, okay. I'm
6 going to show up for that, to kick it off.

7 Because when you kick it off, and the guys
8 are going to be working ten, 12 hours, so I'm like as
9 long as you're there for the beginning and is something
10 overlooked or just to have my input, and then make some
11 rounds and then just, then get out of their way.

12 MR. FRIGO: Okay. Yes, you've made your
13 influence and let it go from there.

14 MR. CAMPBELL: Yes, presence be seen, you
15 know.

16 MR. FRIGO: Yes. I've heard a couple times
17 today about bad examples. I think you said like you,
18 the old head, you've got some bad habits. Can you give
19 me some examples of what we are talking about here and
20 bad habits?

21 I know we have mentioned doing things
22 without glasses or gloves, but are there some other
23 examples of bad habits that you --

24 MR. SHAFFER: Bruce. Typically it's the
25 small stuff. Why do I have to have my glasses on

1 standing over here by the truck, you know, that kind of
2 stuff. You got to get a little bit of lip. I was
3 like, yes, you do need your glasses on, you know,
4 you're out here, but stuff like that, I mean it's
5 usually small stuff.

6 MR. BROWN: Using the wrong tools.

7 MR. FRIGO: Okay.

8 MR. BROWN: Drew. Yes, using the wrong
9 tools, things like that, spiking maul when you should
10 be using the regular sledgehammer (inaudible).

11 MR. FRIGO: I want to talk about just the
12 bad habits of not just laborers but the supervisors and
13 foremen. If you kind of think about either what you've
14 done yourself or what you've observed for supervisors
15 on a crew what are some of the bad habits a supervisor
16 might have?

17 MR. BROWN: Drew. Sending crews out without
18 enough people.

19 MR. FRIGO: Without enough?

20 MR. BROWN: Without enough people.

21 MR. FRIGO: Okay.

22 MR. BROWN: (Inaudible).

23 MR. FRIGO: I understand.

24 MR. BROWN: And then they get to the job
25 site and realize they don't --

1 MR. FRIGO: Can't get it done.

2 MR. BROWN: Yes.

3 MR. FRIGO: Okay, good.

4 MR. SHAFFER: Bruce. That's probably the
5 biggest thing, the manpower, or lack of.

6 MR. BROWN: Yes.

7 MR. SHAFFER: And not having enough people
8 to do the job properly, but, you know, and then that's
9 where the foremen are supposed to come in, you know, at
10 the briefing, we don't have enough guys to cover this.
11 They've got to step up and tell them we can't do it.

12 MR. FRIGO: Is it (inaudible) to be a good
13 supervisor you should supervise and not do the work or
14 can a good supervisor be a worker as well.

15 MR. SHAFFER: Bruce. In my opinion the
16 supervisor can't work. He's got be absorbing his men.
17 He's got to make sure things are set up right,
18 protection is right.

19 He is supposed to be supervising the foremen
20 also to make sure they got their stuff squared away,
21 not them, just -- and the workers, you know, everybody.
22 They are all his responsibility.

23 MR. CAMPBELL: Hugh Campbell. The
24 supervisor should supervise, the watchmen should watch.
25 If a supervisor breaks out a tool bag we throw it in

1 the river, he shouldn't have it.

2 His primary purpose is to supervise. He
3 should be using this, the finger, that's it.

4 MR. FRIGO: And if you as a safety liaison
5 came up on a crew where a supervisor was down on his
6 knees cleaning ballasts, what would you do?

7 MR. CAMPBELL: Hugh Campbell. I'd make my
8 presence known and remind him, ask him if he wants to
9 trade hats.

10 MR. SHAFFER: Bruce. Same thing. You don't
11 see that much but it does happen. I don't know how
12 much you know about the union agreements but usually
13 the guys will say oh, I'm going to time claim you for
14 doing that.

15 You know, they can put in what's called a
16 time claim and get paid because he is doing their job.
17 And usually it's just lip service, but usually they'll
18 stop, you know.

19 But it doesn't happen a lot, seeing the
20 supervisor actually work, because he's not supposed to.

21 MR. BROWN: Yes, I agree. I don't think you
22 see that too often. I mean you see it from time to
23 time, but I guess I would stop them and ask them why
24 they're doing that, why there wasn't somebody else to
25 do that job instead of him.

1 MR. FRIGO: Okay. You used the term "red
2 flag" earlier in the day, do you have authority to stop
3 work?

4 MR. SHAFFER: Absolutely. I do as a
5 supervisor. Bruce.

6 MR. BROWN: I mean I don't know, but I have
7 stopped it, you know.

8 MR. CAMPBELL: Hugh Campbell. Yes, I have,
9 and sometimes you pull up, the work stops because they
10 just want to get it over with, you know, and if they
11 cooperate and hopefully I'll leave them alone.

12 But when I pull up, you know, I say to the
13 guys, sometimes I have my notepad and I'll put down the
14 time that I got there and at the end I'll say, you
15 know, I'm 25 minutes here, do you feel I wasted your
16 time.

17 Other times I can spend 12 minutes on a work
18 site, you know, and if it's small and, you know,
19 nothing major going on, they're waiting for track time
20 or something then I'll just inspect their truck while
21 I'm there, can I see your books, and to make it all old
22 hat, but I think it's just kind of -- Yes, I can throw
23 a red flag and I have and I brought them all in.

24 You know, something was definitely
25 overlooked here and when I came up on the job there was

1 three white hats all working. Well a white hat means
2 you are in charge.

3 So I said well who -- Nobody greeted me.
4 This was when I first got there, nobody came up at the
5 on track job briefing. Hey, somebody's got to take
6 this -- Who is in charge of what?

7 So if nobody was, who, then who is doing on
8 track protection, who was walking, you know what I
9 mean. There was no layers of anything. It was just
10 mass confusion.

11 Three task-oriented guys who wanted to get
12 it done, they would have dug it with their bare hands,
13 but they forgot the simple fact that somebody has to
14 take charge here, you know.

15 I said what happened, did you not have
16 enough men? The truck broke down, it's got four men in
17 it, they're not here. Chill. You know, step aside.
18 So I've only had to really do that one time.

19 MR. FRIGO: Okay. Good, thank you for that.
20 I appreciate that. I only have a couple more here.
21 What's your experience with workers that are not fit
22 for duty because of drugs out on the road? How
23 prevalent is the drug problem in your world?

24 MR. BROWN: I don't really think it's that
25 big of an issue. I mean I couldn't name you somebody

1 right now that I knew --

2 MR. FRIGO: No, I'm not asking for names.

3 MR. BROWN: No, I wouldn't do that anyway,
4 but I'm just saying like there is not a person that
5 pops in my head when you ask me that question, yes.

6 MR. FRIGO: So from your end of the pipe
7 drugs are not an influence or a threat or a risk to
8 your crews?

9 MR. BROWN: I don't think so. I mean I am
10 sure it's out there somewhere, but --

11 MR. FRIGO: Just to be clear on what you are
12 telling me when you say don't think so that's because
13 you are not seeing guys high --

14 MR. BROWN: Right, right.

15 MR. FRIGO: -- or drugged out, whacked out
16 for any reason or another?

17 MR. BROWN: Right.

18 MR. SHAFFER: Bruce. Same thing. I don't
19 know in years, and it used to be pretty rampant I will
20 say years ago. Like I said I started in the '70s, but
21 rarely, I can't even remember a time actually in a long
22 time seeing anybody even suspected.

23 MR. FRIGO: Is that right?

24 MR. SHAFFER: Yes.

25 MR. CAMPBELL: Hugh Campbell. I don't fit

1 the mode here. No, I have escorted men off the
2 property about a few years ago, and I have helped a man
3 leave the railroad to go get on disability. I had
4 taken someone to a rehab.

5 The problem I see right now is prescription
6 drugs. The guys have a 3133 form, I believe that's the
7 medical form to fill out if you're taking any certain
8 medicines, and everybody with a back pain gets a
9 percocet or some other kind of prescription or
10 something, and so that, for me, that is a problem.

11 As a matter of fact I was at the medical
12 office earlier this week and I have that form and I am
13 handing them out at the union meeting tomorrow night,
14 because I wear them three hats, the red block guy and
15 the union guy and the safety guy.

16 I don't want you watching for me if you are
17 taking your pain medication, you know, and so forth.

18 MR. FRIGO: Right.

19 MR. CAMPBELL: And just like I don't want
20 you watching for me if you got your headset on in your
21 phone listening to the jazz channel.

22 MR. FRIGO: Right.

23 MR. CAMPBELL: So, yes, we had -- The
24 problem I see right now is the pills. There is a
25 problem with them and it's a backdoor to heroin and

1 these other addictions and I see a problem with it.

2 MR. FRIGO: Okay. Do you have any layered
3 protections with regard to drugs such as testing,
4 random testing or peer-to-peer observation or
5 reporting, some counseling?

6 MR. CAMPBELL: He locked himself out. Once
7 again with the red cap hat on I take them to red block,
8 I recommend them to, I have two people that are red
9 block that that's their job, and it enables me to do my
10 job.

11 MR. FRIGO: Okay.

12 MR. CAMPBELL: But to save someone's life I
13 will go let's go home, you're going home today. I have
14 no problem with that and sometimes it will work out for
15 the better or not, but they'll still be alive.

16 MR. FRIGO: Okay.

17 MR. SHAFFER: Bruce. Just to step in here,
18 your guys are always subject to random testing, too,
19 right?

20 MR. BROWN: I understand everybody is, but
21 that's not really --

22 MR. CAMPBELL: No, signal department, hours
23 of service or --

24 MR. BROWN: (Inaudible).

25 MR. CAMPBELL: -- get tested more frequently

1 than a communications guy.

2 MR. BROWN: Right.

3 MR. CAMPBELL: I have communications men who
4 are not hourly service not part of the random testing.

5 MR. BROWN: Yes.

6 MR. CAMPBELL: But we do have a supervisor
7 who if there is a problem the supervisor is contacted
8 and like trying to nip it in the bud, but --

9 MR. FRIGO: Okay. Thank you for that. I
10 believe -- Just one last question, just one last. In
11 that training that you had to become a liaison
12 (inaudible) Delaware, when you were talking about job
13 safety analysis in the context of that class that you
14 took do you remember anybody ever using the phrases
15 "frequency of occurrence" and "consequences?"

16 That if frequency of occurrence of some sort
17 of risk or hazard and the consequences of those risks
18 or hazards, do those concepts connect in any way for
19 you?

20 MR. CAMPBELL: Hugh Campbell. At the time
21 at the training, no, it was more behavioral-analysis
22 based and we were going to accumulate this data and
23 somebody's going to analyze it come up with some kind
24 of pattern out of this.

25 MR. FRIGO: Okay.

1 MR. SHAFFER: Bruce. Yes, I agree with you.
2 That really didn't -- Doesn't sound familiar.

3 MR. FRIGO: What do you agree with?

4 MR. SHAFFER: That what you said doesn't
5 sound familiar.

6 MR. FRIGO: It doesn't sound familiar?

7 MR. SHAFFER: Right.

8 MR. FRIGO: Okay.

9 MR. SHAFFER: That would be more --

10 MR. BROWN: Drew. That's not familiar to me
11 either.

12 MR. FRIGO: Oh, okay. If I said Mil
13 Standard 882 would that mean anything to you?

14 MR. BROWN: No.

15 MR. SHAFFER: No.

16 MR. CAMPBELL: What is it?

17 MR. FRIGO: It's a military standard about
18 safety and it's about managing risks and hazards, so
19 it's fairly common in a lot of arraignments where
20 somebody identifies a hazard and they can characterize
21 that hazard as something that's likely to occur or very
22 unlikely to occur, and that's the frequency of
23 occurrence aspect of it.

24 And then not only is that important but does
25 that hazard mean anything, is it inconsequential or is

1 it really catastrophic. So if something is unlikely to
2 occur but if it does all hell is going to break loose
3 and it's very consequential.

4 Even though it's improbably you want to do
5 something about it because it could mean a huge
6 disaster. So I am just curious if that was taught to
7 you as part of your liaison prep?

8 MR. CAMPBELL: No.

9 MR. FRIGO: Okay. Gentlemen, as Dick said,
10 I've really enjoyed talking to you this afternoon and I
11 hope I haven't gotten over the boundary or got too
12 passionate about anything.

13 MR. CAMPBELL: No.

14 MR. FRIGO: I don't mean to be off-putting
15 if I have, but I appreciate all of your comments.
16 Thanks for educating me today.

17 MR. SHAFFER: Thank you.

18 MR. CAMPBELL: No problem.

19 MR. FRIGO: Thank you for your time.

20 MALE PARTICIPANT: All right, well I would
21 like to echo what Dr. Bob said and I just wanted to
22 thank you all for being here with us today and we
23 learned a lot and, you know, time is valuable and you
24 guys spent a good chunk of time with us here and, you
25 know, I just want to thank you again, and with that I

1 will turn it over to Mr. Hipskind to ask the final
2 questions.

3 MR. HIPSKIND: No, I just -- Our sincere
4 thanks and appreciation. I think the goals with our
5 conversation were met today and we wanted more
6 visibility and we wanted more understanding, I think we
7 got that.

8 I do have one request and I'll put it on the
9 record that I did not want to interrupt the flow of our
10 discussion today with pestering you about each and
11 every acronym and abbreviation that we used.

12 So when you get your sheet, your transcript,
13 if you could kind of explain some of the abbreviated
14 language that we used that would be helpful.

15 MR. SHAFFER: Okay.

16 MR. HIPSKIND: It would be helpful to the
17 transcriptionist, okay.

18 MR. BROWN: Okay.

19 MR. SHAFFER: Yes.

20 MR. CAMPBELL: Glad we could help.

21 MALE PARTICIPANT: Thank you. All right,
22 we're off the record.

23 (Whereupon, the recording in the above-
24 entitled matter was concluded.)

25

C E R T I F I C A T E

MATTER: Accident Involving AMTRAK Train #89
April 3, 2016
NTSB Accident No. DCA16FR007
Interview of Brown, Shaffer, & Campbell

DATE: 09-07-16

I hereby certify that the attached transcription of page 1 to 146 inclusive are to the best of my professional ability a true, accurate, and complete record of the above referenced proceedings as contained on the provided audio recording; further that I am neither counsel for, nor related to, nor employed by any of the parties to this action in which this proceeding has taken place; and further that I am not financially nor otherwise interested in the outcome of the action.



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