



Department of Energy

Official File

Bonneville Power Administration
P.O. Box 3621
Portland, Oregon 97208-3621

CORPORATE

May 11, 2006

In reply refer to: DK-7

Ashley Burt
P.O. Box 963
Portland, OR 97207

RE: FOIA Request #06-021

Dear Ms. Burt:

This letter is in response to your Freedom of Information Act (FOIA) request dated April 13, 2006 and designated as FOIA #06-021. You requested copies of documents relating to the assessment of job application materials submitted for the following positions: Biological Scientist /Physical Scientist, GS-401/1301-7/9 (advertised as 002948-05-DE); Fishery Biologist, GS-0482-11/12 (advertised as 003121-05-DE); and Environmental Protection Specialist, GS-0028-9/11 (advertised as 003420-06-DE). Specifically you requested assessment information on your qualifications and experience and that of the successful applicant of each of the aforementioned positions.

On announcement 002948-05-DE, you requested consideration for and were rated as basically qualified for the GS-9 level. You were within reach on the GS-9 certificate of eligible applicants, but not selected. Another eligible applicant, Andrew Chang, was selected for the position at the GS-7 level. Documents provided are: Basic Qualifications Rating Sheets, Delegated Case Examining Rating Sheets, and job application materials for both you and the selectee. Also included are the vacancy announcement and the qualification standards for the position.

For announcement 003121-05-DE, you requested consideration at the GS-11 level, but it was determined that you did not meet the specialized experience requirements for the position. The specialized experience requirement for this position was: "Experience analyzing and evaluating scientific information; implementing projects to mitigate or enhance fishery resources that involved multiple partners and stakeholders; and independently negotiating successful outcomes." We were unable to find one year of specialized experience equivalent to the GS-9 level implementing projects to mitigate or enhance fishery resources. No selection was made from this announcement. The position was filled from the merit promotion announcement for the position. Documents provided are your Basic Qualification Rating Sheet, your job application, the vacancy announcement and the qualification standards for the position.

On announcement 003420-06-DE, you were rated as basically qualified at the GS-9 and GS-11 levels, but did not rate high enough to be referred to the selecting official. Selections are still in progress for this position. Documents included are your Basic Qualification Rating Sheet, Delegated Examining Rating Sheets, your job application, the vacancy announcement and the qualification standards for the position.

BPA has determined that some of the information you requested is exempt from disclosure under 5 U.S.C. 552 b) (6) (exemption 6) and 5 USC 552(b) (2) (“exemption 2”). Exemption 6 protects personnel, medical and similar files from disclosure when disclosure would result in a clearly unwarranted invasion of personal privacy, and is intended to protect individuals from the injury and embarrassment that could result from an unnecessary disclosure of personal information. Exemption 2 protects material “related solely to the internal personnel rules and practices of an agency.”

In order to determine whether information should be withheld under exemption 6, an agency must (1) identify whether a privacy interest exists, (2) identify whether release of the document would further the public interest by shedding light on the operations and activities of the Government, and (3) weigh the identified privacy interests against the public interest as a whole in order to determine whether disclosure of the information would constitute a clearly unwarranted invasion of personal privacy.

BPA asserts exemption 6 for the following information, as explained below:

Information relating to the successful job applicant. We have redacted identifying information such as social security number, home addresses and phone numbers from the applications of the selectee. There is a significant privacy interest in this type of information. As stated above, there is a public interest in learning the qualifications of a successful job applicant; however, release of identifying information would not shed any light on this public interest. Therefore, we find that the privacy interest in protecting this information outweighs the public interest in disclosing it.

BPA asserts exemption 2 for the following information as explained below:

Any additional information upon which the ratings were based. BPA is withholding the crediting plan for the position. The crediting plan is the assessment instrument used for annual positions to evaluate candidates objectively against job-related criteria. It is used to determine the best qualified candidates. Crediting Plans are predominately internal guides that are used by personnel officials to evaluate candidates for job promotions. The plans are commonly treated as confidential by personnel departments in both the public and private sectors and are often utilized in future competitions for the same or similar positions. Public disclosure would render the criteria in these plans operationally useless in future competitions by giving job applicants an unfair advantage. If job candidates were given this type of information in advance, it would allow them to circumvent the

selection program by giving them an opportunity to fabricate or exaggerate qualifications to fit the evaluation criteria.

If you are dissatisfied with this determination, you may make an appeal within thirty (30) days of your receipt of this letter to Director, Office of Hearings and Appeals, Department of Energy, 1000 Independence Avenue, Washington, D.C. 20585. Both the envelope and letter must be clearly marked "Freedom of Information Act Appeal."

There were no fees attached to your request as search and review took less than two hours and less than 100 copies were made.

If you have any questions, please contact me at 503-230-5511, or mail stop DKC-7.

Sincerely,

/s/ Joel Scruggs

Joel Scruggs
Acting Freedom of Information Officer

Enclosures:
CD with releasable FOIA documents

Basic Qualification Rating Sheet

			Lowest Acceptable Grade	
Name (Last, First, MI) BURT, ASHLEY	Vacancy Announcement 003419-06/003420-06-DE	Position Title and Series ENVIRONMENTAL PROTECTION SPECIALIST, GS-0028	Grade(s) 9/11/	

Veterans' Preference		Documentation Received	
<input checked="" type="checkbox"/> Non-Veteran	<input type="checkbox"/> 10-point (more than 30%)	<input type="checkbox"/> DD-214	
<input type="checkbox"/> 5-point	<input type="checkbox"/> 10-point Purple Heart	<input type="checkbox"/> SF-15	
<input type="checkbox"/> 10-point (less than 30%)	<input type="checkbox"/> 10-point Spouse/Widow/Mother of Deceased	<input type="checkbox"/> VA Letter w/in 10 years	

Specialized Experience

GS-9 - Experience assisting as part of a team in researching, analyzing, and assessing the implications of human activities on natural resources such as soil, water, wildlife, fish, wetlands, visuals, air, cultural resources, ESA issues, or vegetation and presenting this information to diverse interest groups. Experience compiling data for environmental documentation appropriate to meet NEPA regulations or implementing consultation requirements for cultural resource protection, endangered species, wetland protection, or other environmental permitting processes.

GS-11 - Experience researching, analyzing, and assessing the implications of human activities on natural resources such as soil, water, wildlife, fish, wetlands, visuals, air, cultural resources, ESA issues, or vegetation and presenting this information to diverse interest groups. Experience compiling data for environmental documentation appropriate to meet NEPA regulations. Experience implementing consultation requirements for cultural resource protection, endangered species, wetland protection, or other environmental permitting processes.

Experience					
Employment Dates		Title, Series, and Grade or Job Held	Specialized		
From	To		%	Years	Months
2/04	Present	ENV. SCIENTIST,			

Comments (i.e., reasons for meeting or not meeting minimum qualification Requirements)

Eligibility/Qualification Determination	
<input checked="" type="checkbox"/> Qualified	Grades: <u>9/11</u>
<input type="checkbox"/> Pending verification of:	
<i>(Requires note on certificate that qualifications are pending verification)</i>	
<input type="checkbox"/> Not-qualified	
<input type="checkbox"/> Ineligible	Grades: _____
<input type="checkbox"/> Time-in-Grade	<input type="checkbox"/> Lacks required education/coursework
<input type="checkbox"/> Lack Specialized Experience	<input type="checkbox"/> Selective Placement Factor
<input type="checkbox"/> Status	<input type="checkbox"/> Other (non-citizen, etc.)

Rater

Date

Reviewer

Date

Bonneville Power Administration Delegated Case Examining Rating Sheet

ASHLEY BURT
Applicant

003420-06-DE Environmental Protection Specialist, GS-0028-9/11
Announcement # Position Title and Series

9

Instructions - In accordance with the rating schedule in the crediting plan; record the individual numerical score (i.e., 0, 2, 3, 4) for each evaluation factor in the "Individual Panel Member" column. Record the composite panel score in the final panel score column. Total the final panel score column and record the results in the raw score box.

Evaluation Factors (Knowledge, Skills, and Abilities)	Individual Rater Scores			Final Panel Score	Comments
	1	2	3		
Knowledge of ecological systems and the techniques to assess and mitigate impacts resulting from human activities	4	4	4	4	
Knowledge of Federal and State laws and regulations such as NEPA, ESA, Clean Air and Water Acts, National Historic Preservation Act and other related laws which govern the environment	3	3	3	3	
Ability to communicate effectively both orally and in writing through reports, correspondence, briefings, presentations, and other media sufficient to report on complex, technical information	4	4	4	4	
Ability to develop resolutions to problems and make decisions in an open, collaborative manner through shared ideas and goals in team settings. Skill in working with a diverse group of people in both formal and informal teams settings	4	4	4	4	
Ability to be adaptable and innovative in work situations characterized by limited resources and frequently changing deadlines and/or direction	4	4	4	4	

Raw Score 19

For HR Office Use Only	
Transmuted Score	99
Veterans' Preference Points	0
Final Rating	99

Non-disclosure Agreement - I agree, by signing below, that I understand my obligation to maintain the confidentiality of the competitive examining process. I acknowledge that I am prohibited from disclosing information regarding applicant qualifications; the names of applicants; and examination criteria. I further understand that if I disclose information pertaining the examining process that I may be subject to disciplinary action, up to and including removal from the Federal service.

Printed Name Rater #1

Printed Name Rater #2

Printed Name Rater #3

Signature

Date

4/5/06
Date

4/6/06
Date

Date

Bonneville Power Administration Delegated Case Examining Rating Sheet

ASHLEY BURT
Applicant

003420-06-DE Environmental Protection Specialist, GS-0028-9/11
Announcement # Position Title and Series

11

Instructions – In accordance with the rating schedule in the crediting plan; record the individual numerical score (i.e., 0, 2, 3, 4) for each evaluation factor in the “Individual Panel Member” column. Record the composite panel score in the final panel score column. Total the final panel score column and record the results in the raw score box.

Evaluation Factors (Knowledge, Skills, and Abilities)	Individual Rater Scores			Final Panel Score	Comments
	1	2	3		
Knowledge of ecological systems and the techniques to assess and mitigate impacts resulting from human activities	X	4		4	
Knowledge of Federal and State laws and regulations such as NEPA, ESA, Clean Air and Water Acts, National Historic Preservation Act and other related laws which govern the environment		2		2	
Ability to communicate effectively both orally and in writing through reports, correspondence, briefings, presentations, and other media sufficient to report on complex, technical information	X	4		4	
Ability to develop resolutions to problems and make decisions in an open, collaborative manner through shared ideas and goals in team settings. Skill in working with a diverse group of people in both formal and informal teams settings	X	4		4	
Ability to be adaptable and innovative in work situations characterized by limited resources and frequently changing deadlines and/or direction	X	4		4	

Raw Score **18**

For HR Office Use Only	
Transmuted Score	<u>97</u>
Veterans' Preference Points	<u>0</u>
Final Rating	<u>97</u>

Non-disclosure Agreement – I agree, by signing below, that I understand my obligation to maintain the confidentiality of the competitive examining process. I acknowledge that I am prohibited from disclosing information regarding applicant qualifications; the names of applicants; and examination criteria. I further understand that if I disclose information pertaining the examining process that I may be subject to disciplinary action, up to and including removal from the Federal service.

Printed Name Rater #1 _____

Signature _____

Date 4/5/04

Printed Name Rater #2 _____

Signature _____

Date 4/05/06

Printed Name Rater #3 _____

Signature _____

Date _____

Ashley A. Burt
P.O. Box 963
Portland, Oregon 97207

March 13, 2006

RECEIVED
RECEIVED
MAR 13 2006
MAR 13 2006

Personnel Services
Bonneville Power Administration
905 N.E. 11th Avenue
Portland, Oregon 97232
BPA Vacancy Announcement #003420-06-DE, GS-11 /9

Dear Sir or Madam:

I am writing to express my interest in the above-referenced Environmental Protection Specialist position published on the Bonneville Power Administration's website. I am very interested in applying my education and professional experience to the challenges of the Bonneville Power Administration, and feel that my broad science and policy education combined with my diverse work experience make me an ideal candidate.

What appeals to me most about the Environmental Protection Specialist position is its interdisciplinary nature and focus on assessing and mitigating project impacts on the human and ecological environments. My academic credentials and practical experience make me particularly well qualified for the position. In completing my Bachelor of Science in Biology with a second major in Environmental Science and Policy at Duke University, I developed a strong scientific background in both biotic and abiotic systems. My scientific courses provided me with a firm foundation in science, while my policy coursework trained me how to apply scientific information in contexts often complicated by economic and social compromises.

I have studied biology and its many associated sciences inside and outside the classroom. In libraries and lecture halls, I studied chemistry, physics, geology, statistics, and numerous biology topics. In the field and laboratory I applied these ideas. As a student and summer intern, I have been involved with vegetation mapping, insect surveys/collections, water and soil sampling, plant collections, and mist netting for small birds. As an intern at Savannah River Ecology Laboratory I assisted in ongoing efforts to track (via mark and recapture) Terrapin turtle and salamander populations. As a student in Costa Rica, I studied the impact of rice paddies on water quality. As an assistant on Ellesmere Island in northern Canada, I conducted field research on photosynthetic rates of arctic plants under artificial climate warming scenarios.

During my studies and work in biology, it has become increasingly clear that science can have little impact without pertinent environmental policies to implement it. This realization originally led me to my second major at Duke University: Environmental Science and Policy. In this area I examined both national and international environmental policies and agreements, and honed my research, presentation and writing skills. My education in the environmental sciences (ranging from geology to economics), coupled with environmental policy, provided me with a breadth of knowledge applicable to diverse situations.

After completing my Bachelor of Science at Duke University (and working for a year as an Assistant Teacher of Introductory Biology), I decided to focus on abiotic systems. To this end, I pursued a Master of Science in Environmental Science and Engineering at OHSU's OGI School of Science and Engineering. My coursework at OGI included aquatic chemistry, hydrology, ecosystem management and restoration, geospatial information systems, satellite-based remote sensing, and chemical degradation and distribution fascinating and challenging. As part of my Masters degree I also studied toxicology, risk assessment, and environmental law. These studies particularly expanded my understanding of how abiotic systems and public policy affect biological systems.

I have experience as an Assistant Teacher of Introductory Biology, a Research Assistant on a Forest Service search engine project, and an Intern with an environmental consulting firm. I am currently a full-time Environmental Scientist and Graduate Risk Assessor with an international environmental consulting firm. These work experiences have developed my communication and analytical skills, as well as my ability to work as part of a technical team to reach a common goal. On a daily basis I strive to create a product that accurately and clearly incorporates complex information and a variety of perspectives.

With my solid background in biology, familiarity with environmental policy, and professional work experience, I can be a valuable addition to the Bonneville Power Administration. I have a firm academic foundation in science and policy, strong critical thinking skills, an ability to ask logical and pertinent questions, a strong work ethic, a positive attitude, and a genuine desire to work as a Environmental Protection Specialist for the Bonneville Power Administration.

I welcome the opportunity to be interviewed by telephone, or to meet with representatives of the Bonneville Power Administration. I can be reached at the above address, by electronic mail at burt.ashley@gmail.com, and by telephone at (503) 887-5232. Thank you for your consideration.

Sincerely,

A handwritten signature in cursive script, appearing to read "Ashley A. Burt".

Ashley A. Burt

Ashley A. Burt

RESUME

JOB INFORMATION

Announcement Number: 003420-06-DE
Title: Environmental Protection Specialist
Grade: GS-0028-11/9

PERSONAL INFORMATION

Name: Ashley Andrea Burt
Mailing Address: P.O. Box 963, Portland, Oregon 97207
Email: burt.ashley@gmail.com
Social Security Number: 540-13-5571
Country of Citizenship: United States of America
Veteran's Preference: None
Reinstatement Eligibility: Not Applicable
Highest Federal Civilian Grade Held: Not Applicable

EDUCATION

Graduate Education

OGI School of Science and Engineering at Oregon Health and Sciences University
20000 N.W. Walker Road
Beaverton, Oregon 97006

Major and Degree Received: Master of Science in Environmental Science and Engineering,
degree awarded in October 2003.

Undergraduate Education

Duke University
103 Allen Building, Box 90054
Durham, North Carolina 27708

Major and Degree Received: Bachelor of Science in Biology (second major in Environmental
Science and Policy), awarded in May 2001.

High School Education

Lincoln High School
1600 S.W. Salmon Street
Portland, Oregon 97205

Date of Diploma: June 1997

WORK EXPERIENCE

Job Title: Environmental Scientist / Graduate Risk Assessor

Duties: Analysis of technical information and subsequent creation/review of technical documents; development and revision of human health and ecological risk assessments; compilation of Environmental Impact Statements; Phase I field assessments; data quality assurance and control; research; health and safety compliance; coordination of health and safety standards and expectations with regional co-workers, clients, and subcontractors; project coordination; statistical analysis; and field measurements/sampling.

Employer's Name and Address:

URS Corporation
111 S.W. Columbia Street, Suite 1500
Portland Oregon 97201

Supervisor's name and phone number: Mike Edwards, P.E. (503) 222-7200

Please do not contact my current supervisor.

Starting and ending dates: February 2004 to present

Hours per week: 40+

Salary: \$46,072 annually

Job Title: Environmental Scientist Intern

Duties: Scientific research (literature, permit, and program reviews); field assistance; compliance report and design preparation; statistical analysis; and acquisition/interpretation of environmental data.

Employer's Name and Address:

Maul, Foster & Alongi, Inc.
7223 N.E. Hazel Dell Avenue
Vancouver, Washington 98665

Supervisor's name and phone number: Jim Maul, P.E. (360) 694-2691

Starting and ending dates: June 2003 to February 2004

Hours per week: 20 to 40

Salary: \$20 per hour

Job Title: Research Assistant

Duties: Served as part of a U.S. Forest Service multidisciplinary team on a web portal project with the goal of improving management of natural resources by facilitating access to government documents. Duties included acquiring and analyzing data for entry into the portal, verifying existing information, and drafting a journal article.

Employer's Name and Address:

OGI School of Science and Engineering at Oregon Health and Sciences University
20000 N.W. Walker Road
Beaverton, Oregon 97006

Supervisor's name and phone number: Patty Toccalino, PhD. (916) 278-3090 (now employed with the U.S. Geological Survey, email is ptocca@usgs.gov).

Starting and ending dates: January 2003 to June 2003

Hours per week: 10

Salary: Initially received credit toward tuition, subsequently received \$12 per hour

Job Title: Assistant Teacher of Introductory Biology

Duties: Presented new material in labs and seminars, led discussions and reviews, provided comments and feedback, and also graded papers, quizzes, and exams. Lab preparation duties included lab set-up, as well as maintenance of lab equipment and animals.

Employer's Name and Address:

Duke University Department of Biology
Box 90338
Durham, North Carolina 27708

Supervisor's name and phone number: Alec Motten, PhD. (209) 684-2301

Starting and ending dates: August 2001 to May 2002

Hours per week: 40

Salary: \$16,000 stipend

Job Title: Field Assistant, National Science Foundation Intern

Duties: Field Assistant to University of Wyoming graduate student at an ultra-remote field station (on Ellesmere Island in northern Canada). Also developed an individual project investigating the effects of water, fertilization, and atmospheric warming on photosynthetic rates of high arctic plants.

Employer's Name and Address:

University of Wyoming
1000 E. University Avenue
Laramie, Wyoming 82071

Supervisor's name and phone number: Jeffrey Welker, PhD. (no longer at the University of Wyoming -- current phone number could not be located).

Starting and ending dates: May 2001 to August 2001

Hours per week: 40

Salary: \$3,000 summer stipend

Job Title: Summer Intern, National Science Foundation Intern

Duties: Individual research project, examining the effects of coal burning by-products (weathered fly ash and coal pile runoff) on plant growth.

Employer's Name and Address:

Savannah River Ecology Laboratory
P.O. Drawer E
Aiken, South Carolina 29802

Supervisor's name and phone number: Ken McLeod, PhD. (803) 725-5309 (email address is McLeod@srel.edu).

Starting and ending dates: May 1999 to August 1999

Hours per week: 40

Salary: \$3,000 summer stipend

QUALIFICATIONS

40-hour Hazardous Waste and Emergency Response (HAZWOPER) trained.
8-hour OSHA Supervisor Trained
Proficient with basic uses of GIS software (ArcView 3.3 and ArcGIS 8.3).

Honors

URS Corporation's Individual Outstanding Achievement Award {July 2005}
Presidential Management Fellow Finalist {2004}
Dean's List {Duke University -- Spring & Fall 1999; Fall 2000; Spring 2001}
National Science Foundation Internship {Summers 1999 & 2001}

Professional Affiliations

Oregon Association of Environmental Professionals (OAEP)
-Chair of Membership Committee & Board Member
Northwest Association of Environmental Professionals (NWAEP)
Society of Environmental Toxicology and Chemistry, Pacific N.W. Chapter (PNW-SETAC)

Continuing Professional Education

Freshwater Mussels of the Pacific Northwest {Summer 2005}
ASTM Course on Risk-Based Decision Making {Fall 2004}

Foreign Languages

Basic Spanish and French, and some German.

Duke University

Official Transcript

Name : Burt, Ashley Andrea
 Student ID: 0392131
 Print Date: 2005-05-09 01:20 PM

--- Degrees Awarded ---

Degree: Bachelor of Science
 Confer Date: 2001-05-13
 Plan: Biology
 Student completed AB requirements in second major

Academic Program

Program: Trinity College
 Biology (BS) Major
 Environmental Sci/Policy (AB) 2nd Major
 Current Status: Completed Program

Beginning of Undergraduate Record

Course	Description	Earned	Grade
1997 Fall Term			
International Baccalaureate Rx Credits			
ENG 20	LITERATURE & COMPOSITION	1.00	IPC
ENG 25	COMPOSITION & LANGUAGE	1.00	IPC
	IP Credits	2.00	
GLOBAL ENVIRONMENTAL CHANGES, FOCUS PROGRAM			
CHM 111	PRINCIPLES OF CHEMISTRY	1.00	B-
ENV 181	SCIENCE OF CLIMATE CHG	1.00	B
ROC 185	ISS GLOBAL ENVIRONMENT	0.50	P
WST 125	MODERN WORLD ENVIRON HIST	1.00	A-
UNC 7	WORKSHOP IN RHET 71FOCUS	1.00	A-
Term GPA:	3.275	Term Totals:	6.50

Course	Description	Earned	Grade
1998 Spring Term			
BIO 251	PRINCIPLES OF BIOLOGY	1.00	B+
CHM 121	PRINCIPLES OF CHEMISTRY	1.00	C+
OPS 6	INTRO PROG DES/ANALYSIS	1.00	B
WTH 311	LABORATORY CALCULUS I	1.00	B-
SP 72	SOCIAL DANCING	0.50	P
Term GPA:	2.925	Term Totals:	4.50

Course	Description	Earned	Grade
1998 Summer Term & Fall			
Transfer Credit	from UNIVERSITY OF PORTLAND		
WTH 32	CALCULUS II	1.00	TR
SPS 82	EFFECTIVE SPEECH COMM	1.00	TR
	Credits Transferred	2.00	
Term GPA:		Term Totals:	2.00

Course	Description	Earned	Grade
1998 Fall Term			
BIO 118	GENETICS/CELL BIOLOGY I	1.00	C
CHM 151L	ORGANIC CHEMISTRY	1.00	IPC
GEO 41	THE DYNAMIC EARTH	0.50	P
PE 31	EMERGENCY MEDICAL TECH	0.50	P
SP 1	ELEMENTARY SPANISH	1.00	A-
Term GPA:	2.925	Term Totals:	4.50

Course	Description	Earned	Grade
1999 Spring Term			
BIO 119	GENETICS/CELL BIOLOGY II	1.00	B
ECO 52D	COMP. MONOPOLY, WELFARE	1.00	A
ENV 101	INTRO ENV SCIENCE/POLICY	1.00	A
PE 73	INTERMED SOCIAL DANCE	0.50	P
PPS 116D	POL CHOICE/VAL CONFLICT	1.00	B+
SP 2	ELEMENTARY SPANISH	1.00	A
	Spring Dean's List		
Term GPA:	3.600	Term Totals:	5.50

Course	Description	Earned	Grade
1999 Fall Term			
BIO 110L	ECOLOG	1.00	A-
ENV 114S	U & ENVIRONMENTAL SCI	1.00	A
STA 119B	STA/DAT ANALY-PSY/BIO SCI	1.00	A
WST 150S	BOBY IN THE 20TH CENTURY	1.00	A-
	Fall Dean's List		
Term GPA:	3.950	Term Totals:	4.00

Course	Description	Earned	Grade
2000 Spring Term			
BIO 134	FUNDAMENTALS TROP BIO	1.00	B+
BIO 135L	RES METH TROPICAL BIOL	1.00	A
ENV 129	ENV SCI/POL OF TROPICS	1.00	A
SP 62	INTENSIVE STUDY SPANISH	1.00	C+
Term GPA:	3.400	Term Totals:	4.00

Course	Description	Earned	Grade
2000 Fall Term			
BIOLOGY 311	DIVERSITY OF LIFE	1.00	A-
BIOLOGY 295S	SEMINAR (TOPICS)	1.00	A
	Topic: History of Lakes		
PHYSICS 531	GENERAL PHYSICS	1.00	B
POLSCI 271S	INTERNAT ENVIRON REGIMES	1.00	A
	Fall Dean's List		
Term GPA:	3.600	Term Totals:	4.00

Course	Description	Earned	Grade
2001 Spring Term			
BAL 93	INTRO BIOLOGICAL ANTHRO	1.00	A-
BIOLOGY 121	EVOLUTION OF ANIMAL FORM	1.00	A
PHYSED 24	KAYAKING	0.50	P
PHYSED 68	YOGA	0.50	P
PHYSIC 154L	GENERAL PHYSICS	1.00	B
POLSCI 147	ENV POL DEVELOPING WORLD	1.00	A
	Spring Dean's List		
Term GPA:	3.875	Term Totals:	4.50

Course	Description	Earned	Grade
Undergraduate Career Totals			
	Cum GPA:	3.400	Cum Totals:
		40.00	

EXAMINER UNDER THE SEAL OF THE UNIVERSITY OF MEDICINE

ISSUED TO STUDENT

Burt W. [Signature]
 UNIVERSITY REGISTRAR

Ashley A. Burt

NARRATIVE RESPONSES TO BASIS OF RATING KSAs

1. Knowledge of ecological systems and the techniques to assess and mitigate impacts resulting from human activities. *(Please describe your experience analyzing and assessing the impacts of human activities on any of the following: soil, water, wildlife, fish, wetlands, visuals, air, cultural resources, ESA issues, vegetation. Include any experience participating in project teams or interdisciplinary teams to determine project impacts and the interactions and relationships between natural resources. Also include whether you were involved in solving issues by identifying appropriate mitigation.)*

During most of my undergraduate and graduate educations I studied various ecological systems and anthropogenic effects on them with the understanding that complex environmental problems must be resolved by integrating science with policy decisions. In this pursuit I coupled my biology major at Duke University with a second major in environmental science and policy. My coursework for my primary major, biology, included classes in chemistry, physics, geology, statistics, and biological topics ranging from cellular biology to general ecology and tropical ecology. Courses for my second major included national and international environmental policy. My graduate work complimented and expanded on these interests. While earning my Master of Science at OGI School of Science and Engineering I studied hydrology, chemical fate & distribution, geospatial systems, environmental microbiology, and toxicology & risk assessment.

In papers and discussions, I analyzed scientific information, public policy, and economics to reach well-reasoned, defensible policy recommendations. On a national level, my projects included recommendations on how to reduce air pollution and improve visibility in a national park, where to locate a county landfill, and the best method to screen children for lead poisoning. While studying abroad, I considered anthropogenic impacts on ecological systems by developing a field project in Costa Rica. This project examined how aquatic invertebrate diversity and abundance was affected by rural agriculture (rice production). I also have written about the effects of agriculture on the Chesapeake Bay, the impact of eutrophication on *Pfiesteria* (a toxic dinoflagellate), and the impact of nuclear thermal effluent on diatom and chrysophyte communities.

Perhaps the most highly integrative course I have taken was toxicology and risk assessment at OGI. It integrated elements from a host of scientific disciplines to quantify the risks posed by chemicals on human and ecological health. As part of the course, I prepared an extensive human health and ecological risk assessment written as a case study. The hypothetical scenario involved an abandoned chemical plant located along a river. The site had groundwater and soil contamination, and was located upriver of a city. The risk assessment considered potential pathways to, and effects on, a number of human receptors (including residents, children, swimmers, fish consumers, excavation workers, and occupational workers). The ecological assessment considered acute, chronic, and biocummulative effects on key species. I have also worked on similar human health and ecological risk assessments as an environmental consultant.

In environmental consulting, I have expanded my knowledge base and skill sets to address new problems. The complexities of an Environmental Impact Statement (EIS) illustrate this point. The purpose of an EIS is to assess the breadth of impacts that may result from the implementation of a proposed project. These impacts may positively or negatively affect plant and animal species, aesthetics, air quality, community services, transportation, noise, water quality, and drinking water sources.

I have contributed to two EISs—a proposed wind turbine project in Idaho and a new university campus in California. On the wind turbine project, I assisted in the quantification of the risks posed to resident and migratory avian and bat populations. I handled data quality control/assurance, statistical computation,

literature review, drafting sections, and technical editing. The EIS for the new university campus has just been reviewed by the U.S Army Corps of Engineers (USACE) and will soon be released for public comment. My current primary role on this project is project coordination and assisting with comment response. My former tasks on this project included drafting chapters, gathering technical information, collection and compilation of data from public and private sources, and review of technical guidance. This project requires the cooperation of many stakeholders and has led me to interact with Federal, State, and local agencies. These agencies included the USACE, the U.S. Fish and Wildlife Service (USFWS), the Natural Resource Conservation Service of the U.S. Department of Agriculture (NRCS USDA), California Department of Transportation (CAL-Trans), Merced County, the City of Merced, the City of Livingston, the local irrigation district, the County of Merced Local Agency Formation Commission, and the Merced County Association of Governments.

Over the last year I have been working on an investigative project examining the extent of methane generation within a "clean fill" landfill. The client was a contractor hired to fill the landfill with "clean" soil and construction debris for over a decade. Once the fill was completed, the property owner started to build on the land, discovered the presence of methane gas, installed an expensive remediation system, and sent our client the bill. Our task was to assess the extent of the methane problem and determine the reasonableness of the remedy implemented. The project entailed working with the developer's consulting firm to obtain remediation data, the DEQ to obtain public records, various attorneys to obtain site access for field sampling, and the client to obtain historical fill records.

I am currently involved in drafting and revising Beneficial Water Use Determinations, Conceptual Site Models, and Corrective Actions Plans for sites that may be eligible for a No Further Action letter from the Oregon Department of Environmental Quality (DEQ). The sites are typically retail gasoline stations with relatively little contamination, so these reports are based on DEQ's Risk-Based Decision Making for the Remediation of Petroleum-Contaminated Sites. I compile, analyze, and summarize laboratory analytical reports of soil and groundwater samples, historical environmental reports of the site, applicable public records (such as well logs), zoning ordinances, and drinking water source information. With this information, I work to determine reasonable closure scenarios, contaminants of interest and concern, all potential current and future receptors, and exposure pathways.

Work in my current position frequently addresses potential or actual anthropogenic impacts on the environment. I have worked on site assessments of soil and groundwater contaminated by petroleum products, asbestos, polychlorinated biphenyls (PCBs), solvents (i.e., trichloroethylene (TCE) and its degradation products), and methane. These projects often call for assessment of risk to human or ecological health and selection of the most appropriate cleanup remedy.

In addition to contaminated project sites, I have participated in wetland delineations and natural resource surveys at uncontaminated sites. This work included habitat design for a target species (western pond turtle) and vegetation survival surveys following implementation of re-vegetation projects. As a student I participated in a variety of ecological field work including mark and recapture to measure insect, amphibian and reptile populations, mist netting to measure bird physiology, and river seining. I also measured photosynthetic rates (using LI-COR instrumentation) and analyzed microinvertebrate communities in pond water samples. I also investigated phytoremediation applications of three plant species by studying the phytotoxicity of coal pile run off and fly ash at Savannah River Ecology Laboratory.

In each of these projects I was presented with a new challenge, I researched and collected information, summarized the data, and presented my findings and recommendations. During the past eight years, I have refined this process and have applied it to circumstances spanning the breadth of environmental issues and real world problems including studies of turtle habitat, locating an underwater property line, and assessing site contamination.

2. Knowledge of Federal and State laws and regulations such as NEPA, ESA, Clean Air and Water Acts, National Historic Preservation Act and other related laws which govern the environment. *(Please describe your experience applying environment compliance laws and regulations. Include which you've applied and in what capacity that was done, e.g. independently, as part of a team, etc.)*

Federal, State and local environmental regulations have been primarily responsible for the existence of the industry in which I work, and have guided both my academic and professional careers. Without the encouragement provided by the threat of regulatory response, fewer of our clients would be motivated to pursue environmental remediation. As many Federal laws are administered and enforced by State agencies, most of the regulations I apply in my daily work are those of State agencies such as the DEQ, the Washington Department of Ecology (DOE), and the California Department of Toxic Substances Control (DTSC).

In addition to these State regulatory agencies, my work has also involved the Oregon Water Resources Department for rules on well installation and abandonment, tracking of water rights, and tracking of existing wells. I am currently working on a project involving the California Regional Water Quality Control Board due to concerns over potential surface water contamination, and I have worked on two projects involving California regional air pollution control districts: one for permitting a vapor sparging system, and the other for meeting air quality goals following implementation of a large project which was expected to increase traffic.

A number of remediation projects I have been involved with are affected by the Clean Water Act, typically in the form of securing permits to discharge treated groundwater under the National Pollution Discharge Elimination System (NPDES) permitting program. My role has been to review our quarterly discharge monitoring reports required by DEQ to maintain our NPDES permit.

The Endangered Species Act (ESA) has been relevant to the ecological risk assessments and the EISs I have worked on. In both cases the project interest is in the nearest observations of endangered species and their habitats. With ecological risk assessments, if there is a possibility that an endangered species could be present on a site, concentrations of site contaminants left in place must be protective of endangered species as individuals, a much higher bar than unprotected species for which concentrations of site contaminants only have to be protective of species population. In the case of the EIS, if a project will negatively impact an endangered species or its habitat, the project must consider other reasonable project locations or configurations that could prevent the negative impact.

Although I have not written EIS sections dealing with the National Historic Act or on visual resources protection, I have reviewed these sections and discussed them with the specialists who have written them. Through this, I have improved my understanding of the intent and content of these provisions.

Environmental laws and regulations have direct and important applications to my current and past projects. Their clear applicability has led me to pursue greater understanding of these regulations using published guidance documents and continuing professional education when possible. Since the requirements for each project varies, I often research relevant guidance documents and work with regulatory representatives to meet legal requirements appropriate to the project at hand.

3. Ability to communicate effectively both orally and in writing through reports, correspondence, briefings, presentations, and other media sufficient to report on complex, technical information. *(Please describe your experience in all of the following communication mediums: presentations, reports, correspondence, documentation of procedures, and explaining technical information. Identify the audience to whom this information was presented.)*

Over the course of my academic and professional careers I have learned to highly value clear and effective communication. In my various roles as student, teacher, research assistant, intern, and environmental scientist, I have refined my oral and written communication skills. As a student, it was important that my professors understand my knowledge of course material and the ideas I was trying to convey. As an assistant teacher, it was important that my students understand not only the technical materials I was trying to teach them, but also my expectations and feedback. In environmental consulting, communication skills are highly prized as we analyze technical information and serve as conduits of information for clients and regulators.

Communication within internal work teams is a daily component of my work as an environmental consultant and generally occurs as informal meetings or conference calls with tables, figures, schedules, report drafts, or raw data prepared and presented as needed. Occasionally I make presentations on a topic of which I have special knowledge such as technical course I've recently attended, new client-specific health and safety requirements, or a complex project that may be of general interest to my co-workers. Simple questions and responses are frequently communicated through email. Complex projects sometimes require more detailed forms of communication such as telephone logs, compilation and dissemination of meeting minutes, written summaries of records search findings, or explanations of the statistical analysis of environmental data.

Writing is an essential form of communication in environmental consulting. Since our work product is usually in the form of a report, the quality of our reports reflects on the professionalism of the consulting firm. Our writing must clearly and succinctly describe technical information on a range of scientific and engineering topics, and do so in a way that will be understandable to our clients, regulators, and in many cases, the public. While it is difficult to eliminate every error from reports, independent technical review and editing is an important quality control at URS. I am frequently asked to review and edit technical documents before they are finalized, and I take extra pains to ensure that our technical reports are written as in as straight-forward and consistent a manner as possible.

Outside of URS, I work with public and private sector environmental professionals, attorneys, students, and interested citizens as a member of the Board of Directors and Chair of the Membership Committee of the Oregon Association of Environmental Professionals (OAEP). In this role, I have the opportunity to talk with the attendees about their work and interests, and this gives me a chance to hear different perspectives and to learn about upcoming projects and techniques. I have also worked with middle school students involved with a local group, Advocates for Women in Science and Engineering (AWSEM). As the site visit coordinator for URS, I organized a dozen women at URS to speak about their careers in science and engineering to local 12 and 13 year old girls. In preparation for this visit I worked individually with each woman professional to develop presentations that would be both interesting and understandable to the young attendees. The event was a success and parents of enthusiastic students contacted me afterwards to request additional information on how to provide science and engineering opportunities for their daughters.

Over the course of my career, I have had many opportunities to develop facets of my communication skills. Whether talking with different stakeholders in a large project meeting, writing technical reports, summarizing research finding, emailing co-workers and clients, or presenting findings and recommendations to an audience, the need for clarity and focus remain. I look forward to applying these skills at the Bonneville Power Administration.

4. Ability to develop resolutions to problems and make decisions in an open, collaborative manner through shared ideas and goals in team settings. Skill in working with a diverse group of people in both formal and informal teams settings. *(Please describe your experience and style of developing resolutions to problems in team settings, particularly teams with diverse backgrounds and experience levels. Describe any conflicts that arose and if the team achieved its goal or objectives.)*

In roles as a student, assistant teacher, field crew member, technical resource, and task leader, I have worked as part of various teams to reach common solutions. These experiences have impressed upon me that a successful outcome requires listening, asking questions, refining ideas, offering leadership, and maintaining focus. Successful teamwork is indivisible from successful communication. Whether in a classroom or on a consulting project, communication helps ensure that each team member has the resources and understanding they need to complete their task on schedule. Which resources and what degree of understanding each team member needs depends on both their task/role and their personality. Some team members will work best with highly detailed information on how project components will come together, while others will prefer just an overview explanation. Clear expectations combined with an understanding of each team member's communication and work styles will improve the project outcome.

Although teamwork was important in group projects as a student, I could usually select my own teammates and often chose a team with similar work habits to my own. As an Assistant Teacher, however, I needed to work with all the students in my classes and these students had a range of abilities, skills, and communication styles. While professors taught the lectures and wrote the tests, since I taught the smaller labs and seminars I was often the students' first point of contact when they had a concern. As such, I had an important role as an intermediary between my students and the professors. Both in discussions of course materials and in resolving conflicts (such as grades), teaching helped me develop skills in communicating with people with various personality types and learning styles.

My subsequent positions in consulting have demonstrated to me the degree to which people skills and communication skills remain crucial. Essentially all the projects at my current firm are completed by teams of environmental professionals and success hinges on working with people to reach a common end. My daily work entails working closely with project managers, staff scientists, attorneys, and private and public clients to produce a mutually-agreeable work product. At URS, I frequently work with up to seven project managers on report writing, health and safety coordination, compliance, project coordination, data interpretation, and field work. Meeting and managing the expectations of so many project managers, each with their own needs, preferences, and timelines, has resulted in the refinement of my time management, organization, and communication skills. These projects have furthermore increased my appreciation for developing a high quality product, while remaining conscientious of project schedule and budget constraints.

In collaboration with junior and senior personnel from a variety of disciplines, I produce work that meets the expectations of clients, their attorneys, and regulators. When differences of opinion arise, they are typically resolved amicably through detailed discussions and analysis of technical or scientific information. In some cases, differences are resolved by a disparity of power or roles -- clients make project decisions, while we make project recommendations. Typically, my role is to gather and summarize pertinent information, present my findings, and make a recommendation.

Outside of work, I serve on the Board of Directors of a local professional organization, the Oregon Association of Environmental Professionals (OAEP). In this capacity, I work with other board members to select interesting and timely topics for upcoming seminars, and to determine the most appropriate speakers for each topic. The board is comprised of a regulator, a university professor, environmental consultants, and environmental attorneys. Decisions made by the board are reached through a collaborative process which includes hearing the opinions of each member and eventually holding a vote.

During the last few meetings there has been a difference of opinion about the appropriateness of a suggested year-long seminar theme. The board member proposing the theme thought that it would attract our members by providing additional depth on the topic, whereas I was concerned that a single theme could not appeal to our members' wide range of specialties and interests. After a lengthy discussion we compromised by implementing a mini-series on the theme. Future seminars on the topic will be judged based on the reception of the mini-series. Participation on this board has also given me an opportunity to meet, talk to, and come to know many local professionals, speakers, and seminar attendees and it has been valuable to hear many perspectives on environmental topics.

5. Ability to be adaptable and innovative in work situations characterized by limited resources and frequently changing deadlines and/or direction. *(Please describe your experience managing programs or projects that required adjusting budget, schedule, or personnel to achieve the stated goal. Give examples of changes required, scope of project or program managed, and level of success at meeting goals of the project or program despite changes.)*

In my almost three years of environmental consulting I have come to appreciate that the key attributes of a successful consultant include high adaptability, a broad knowledge base, the ability to learn quickly, and clear oral and written communication skills. On a daily basis I participate in work teams based on time-specific project needs. Team members are brought onto a project team based on their skills, work quality reputation, availability, and cost. Since our work is entirely client-driven and project-based, the project management principles of budget, scope, and schedule guide every step of projects.

Project teams may be simple or complex and include frequently shifting teams of consultants, client representatives, subcontractors, and regulators. Inevitably our projects are budget constrained by the client's willingness and ability to spend, and scope changes as regulators' and clients' perceptions cause project priorities to fluctuate. Although project changes cannot be eliminated, a mutually agreeable project outcome hinges on conscientious project management and clear communication.

Conscientious project management includes timely tracking of budget, scope, and schedule and clear communication includes not only client and regulator communication, but also communication within an internal work team. It is important for the work team to know what elements of the project are flexible and which must be met. Since I frequently have to juggle the needs of many projects, this information is vital for me to determine which project must be prioritized over another, which tasks need to be delegated to someone else, and which tasks require that I work overtime to meet project needs.

Regardless of its size, the elements of budget, scope, and schedule cannot be ignored on any project. On large projects, however, these elements are particularly important. In December 2005 I was asked to help finalize a component of an ecological risk assessment on a project from a URS California office. This project was the site of a former fuel processing facility, located near a coastal environment with widespread PCB contamination. The project has been ongoing for over a decade and with costs nearing 20 million dollars, the client and the regulatory agencies are anxious to pursue an aggressive schedule to complete any necessary remediation.

The project is further complicated by an existing adversarial relationship between the client and a number of regulatory agencies, and also by a lack of consensus among the regulators on the most appropriate cleanup approach. Due to this lack of consensus and the desire for an aggressive schedule, new regulatory requests frequently arise and the scope changes almost weekly. The requested environmental risk assessment is divided into marine and upland components with each component requiring several stages (each a separate report). Following completion of all these assessments, a feasibility study can be completed, a remedy selected, and then finally implemented.

The project is expected to continue into early 2007 and at this stage of the project we are working to develop a realistic schedule to meet key milestone dates for environmental sampling. Understanding the

client desires to meet the schedule, the URS Portland office has opened direct lines of communication with the lead regulatory agency through telephone calls and emails. Communications with the regulator are tracked in telephone logs and emails so that agreements and decision points can be accurately traced. With improved communication with the lead regulatory agency, URS hopes to continue forward progress on the project and achieve project completion in the relatively near future.

While the project has not yet reached successful completion, the road forward is now clear. We have been able to act on mutually acceptable decision points (such as collecting sediment and tissue samples) while postponing and allowing further discussion on more contentious points (such as how the data will be used and what are appropriate background chemical concentrations). We have identified additional project team members to assist in future stages of the project and we continue to aggressively pursue our proposed schedule. The biggest foreseeable challenge is that meeting the proposed schedule hinges upon regulatory approval of intermediate project submittals.

This project has proven to be exciting, fast-paced, and very interdisciplinary. Its ecological complexity, long project history, regulatory agency dynamics, and project management needs have presented challenges that we continue to address. As we work as part of a large interstate and interoffice project team, excellent project management skills and clear communication are our most valuable tools.



BPA VACANCY ANNOUNCEMENT (#003420-06-DE)

U.S. DEPARTMENT OF ENERGY
BONNEVILLE POWER
ADMINISTRATION

POSITION AND LOCATION: Environmental Protection Specialist, GS-0028-9/11, Portland, OR

OPENING DATE:
02/28/06

CLOSING DATE:
03/13/06

ANNUAL PAY RATE
GS-09 - \$44,726 - \$58,149
GS-11 - \$54,115 - \$70,353

Selections at Bonneville Power Administration (BPA) are based on merit and are accomplished without regard to political, religious, or union affiliation or non-affiliation, marital status, race, color, national origin, sex, sexual orientation, age, or non-disqualifying physical disability; nor will such action be based upon any personal relationship, patronage, or nepotism.

WHO MAY APPLY: All US Citizens

POSITION LOCATION: Corporate, Environment, Fish & Wildlife, Environmental Planning & Analysis - KEC

NOTES:

The full performance level of this position is GS-12.

This position may be filled at the **GS-09 or GS-11 level**. You must indicate on your application the grade levels for which you are applying. Candidates hired at less than full-performance level may be promoted without further competition when assigned higher-level duties and meeting all qualification requirements.

Current permanent Federal employees with status may also apply under Merit Promotion procedures to vacancy announcement 003419-06. Merit Promotion announcements can be viewed at www.jobs.bpa.gov. Applicants selected from this DE announcement will serve a one-year probationary period regardless of current or former Federal service

This agency provides reasonable accommodations to applicants with disabilities. If you need a reasonable accommodation for any part of the application and hiring process, please notify the agency. The decision on granting reasonable accommodation will be on a case-by-case basis.

CAREER TRANSITION ASSISTANCE PROGRAM (CTAP)/INTERAGENCY CAREER TRANSITION ASSISTANCE

PROGRAM (ICTAP): Displaced or surplus employees who may be entitled to consideration under CTAP/ICTAP must meet the OPM and BPA requirements for consideration. Individuals who have special priority selection rights under the Agency Career Transition Assistance Program (CTAP) or the Interagency Career Transition Assistance Program (ICTAP) must be well qualified for the position to receive consideration for special priority selection. Well qualified for merit promotion (status applicants) means an applicant who possesses the knowledge, skills, and abilities which clearly exceed the minimum qualification requirements for the position, including being evaluated at the "3" or equivalent rating level on all quality ranking factors. Well qualified for non-status applicants means an applicant who scores 85 points or higher prior to the addition of veteran's preference points, if applicable. Federal employees seeking CTAP/ICTAP eligibility must submit proof that they meet the requirements of 5 CFR 330.605(a) for CTAP and 5 CFR 330.704 for ICTAP. This includes a copy of the agency notice, a copy of their most recent Performance Rating, and a copy of their most recent SF 50 noting current position, grade level, and duty location. Please annotate your application to reflect that you are applying as a CTAP or ICTAP eligible. For additional information, please refer to <http://www.opm.gov> or to <http://www.jobs.bpa.gov>.

CONDITIONS OF EMPLOYMENT:

If selected, you will be required to complete a Declaration for Federal Employment (OF 306, revised 1/01) to determine your suitability for Federal employment and to authorize a background investigation. You will be asked to sign and certify the accuracy of all information in your application. If you make any false statement in any part of your application, you may not be hired; or you may be fined, jailed, or fired after you begin work. The correct version of the OF-306 form is available at: http://www.opm.gov/forms/pdf_fill/of0306.pdf.

Veteran's Preference: A 5-point preference is granted to veterans who entered military service prior to October 14, 1976, or who served in a military action for which they received a Campaign Badge or Expeditionary Medal, or who served on active duty during the Gulf War from August 2, 1990 through January 2, 1992 and who served continuously for a minimum of 24 months or for the full period for which called or ordered to active duty. You may be entitled to a 10-point veteran's

preference if you are a disabled veteran or Purple Heart recipient or you are the widow, widower, or mother of a deceased veteran. You must submit a Standard Form 15 (SF-15) and documented proof of your claim.

MAJOR DUTIES: At the full performance level, this position leads the preparation and processing of environmental documents; conducts analysis of natural and social resources to determine the scope and effort of impacts created by agency actions; ensures the satisfaction of applicable regulations, policies and guidelines; serves as the lead contact, at the project level, for environmental matters with agencies, governments, tribes, and the public, and identifies and implements the project's public involvement plan. Specific duties include: Serves as the Environmental Project Lead to plan and implement actions to attain necessary environmental clearances for Customer proposals. Identifies and documents environmental resource issues, analyzes of impacts and makes recommendations for mitigation in specific areas of technical expertise. As a Contracting Officer's Technical Representative, contracts for professional services necessary to complete the analysis. Plans and conducts the public involvement program for assigned project. Additional supervision is provided at lower grade levels.

QUALIFICATION REQUIREMENTS: Applicants must have had a total of 1 year specialized experience that has equipped them with the particular knowledge's, skills and abilities to perform successfully the duties of the position, and that is typically related to the work of this position. **Specialized experience:**

GS-9 - Experience assisting as part of a team in researching, analyzing, and assessing the implications of human activities on natural resources such as soil, water, wildlife, fish, wetlands, visuals, air, cultural resources, ESA issues, or vegetation and presenting this information to diverse interest groups. Experience compiling data for environmental documentation appropriate to meet NEPA regulations or implementing consultation requirements for cultural resource protection, endangered species, wetland protection, or other environmental permitting processes.

GS-11 - Experience researching, analyzing, and assessing the implications of human activities on natural resources such as soil, water, wildlife, fish, wetlands, visuals, air, cultural resources, ESA issues, or vegetation and presenting this information to diverse interest groups. Experience compiling data for environmental documentation appropriate to meet NEPA regulations. Experience implementing consultation requirements for cultural resource protection, endangered species, wetland protection, or other environmental permitting processes.

Note: In order to be rated as qualified for the position, we must be able to determine that you meet the specialized experience requirement - please be sure to include this information in your application. To be creditable, specialized experience must have been equivalent to the next lower grade of the position to be filled. Applicants who have qualifying experience performed on less than a full-time basis must specify the percentage and length of time spent in performance of such duties.

Substitution of Education: You may substitute education for specialized experience in the following amounts, if it provided you with the knowledge, skills and abilities to perform the duties of the position: **For GS-9:** 2 full years of progressively higher level graduate education or master's or equivalent graduate degree; **For GS-11:** Ph.D or equivalent doctoral degree or 3 full years of progressively higher-level graduate education leading to such a degree. **College transcripts are required if substituting education for experience (photocopies are acceptable).**

BASIS OF RATING: No written test is required. If qualified, ratings will be based on an evaluation of the quality and extent of experience, education, and training in relation to the following knowledge's, skills, and abilities. Applicants should submit narrative responses to the following KSA's. Failure to submit your narrative responses to the KSA's for this position may negatively affect your eligibility and/or rating.

1. **Knowledge of ecological systems and the techniques to assess and mitigate impacts resulting from human activities.** (Please describe your experience analyzing and assessing the impacts of human activities on any of the following: soil, water, wildlife, fish, wetlands, visuals, air, cultural resources, ESA issues, vegetation. Include any experience participating in project teams or interdisciplinary teams to determine project impacts and the interactions and relationships between natural resources. Also include whether you were involved in solving issues by identifying appropriate mitigation.)
2. **Knowledge of Federal and State laws and regulations such as NEPA, ESA, Clean Air and Water Acts, National Historic Preservation Act and other related laws which govern the environment.** (Please describe your experience applying environment compliance laws and regulations. Include which you've applied and in what capacity that was done, e.g. independently, as part of a team, etc.)
3. **Ability to communicate effectively both orally and in writing through reports, correspondence, briefings, presentations, and other media sufficient to report on complex, technical information.** (Please describe your experience in all of the following communication mediums: presentations, reports, correspondence, documentation of procedures, and explaining technical information. Identify the audience to whom this information was presented.)
4. **Ability to develop resolutions to problems and make decisions in an open, collaborative manner through shared ideas and goals in team settings. Skill in working with a diverse group of people in both formal and informal teams settings.** (Please describe your experience and style of developing resolutions to problems in

team settings, particularly teams with diverse backgrounds and experience levels. Describe any conflicts that arose and if the team achieved its goal or objectives.)

5. **Ability to be adaptable and innovative in work situations characterized by limited resources and frequently changing deadlines and/or direction.** (Please describe your experience managing programs or projects that required adjusting budget, schedule, or personnel to achieve the stated goal. Give examples of changes required, scope of project or program managed, and level of success at meeting goals of the project or program despite changes.)

APPLICATION INFORMATION:

There is no specific required application form. There is specific information that you are required to submit. For further information on completing your application, please refer to the statement below "Required Information on Resumes."

- Applicants may, at their choice, submit a resume, the Optional Application for Federal Employment (OF 612), a copy of the obsolete Application for Federal Employment (SF 171), or any other written application format.
- All applications must contain sufficient information to determine eligibility for the position.
- **Applicants will not be contacted for missing information. Material received after the closing date will not be accepted.**

HOW TO APPLY:

Submit your application with supplemental information. It must be received with the application. Your application package should include the following:

1. Your resume, or other application, that fully describes your education and experience.
2. Narrative responses to Knowledges, Skills, and Abilities
3. College transcripts (**REQUIRED** if substituting education for specialized experience. Copies are acceptable)
4. If you are applying for consideration with 5-point veteran's preference, you must provide a copy of your DD-214 (Member 4).
5. If you are applying for consideration with 10-point veteran's preference, you must provide a copy of your DD-214 (Member 4), Standard Form 15 (Application for 10-Point Veteran Preference), and documented proof of claim as specified on SF-15. (**SF-15 form**).
6. All applicants are encouraged to complete and submit DOE F 1600.7e, Applicant Disability, Race/National Origin and Sex Identification form (attached or may be accessed at: <http://www.directives.doe.gov/pdfs/forms/1600-7.pdf>).
7. OF-306 (revised 1/01), Declaration for Federal Employment

REQUIRED INFORMATION ON RESUME*:

1. Announcement number, title, and grade of the position for which you are applying.
2. Your full name, mailing address, and day and evening telephone number.
3. Your e-mail address (please provide if available – failure to provide will not effect the processing of your application.)
4. Your Social Security Number.
5. Country of citizenship.
6. High school attended which includes name of high school, location (city/state), and date of diploma or GED.
7. Work experience (Paid and non-paid experience related to the job for which you are applying. Include job title (**YOU MUST INCLUDE SERIES AND GRADE IF FEDERAL JOB**), duties and accomplishments, employer's name and address, supervisor's name and phone number, starting and ending dates (**including month and year**), salary, hours worked per week, salary).
8. Indicate if we may contact your current supervisor.
9. A list of other job related training, skills (for example, languages, tools, machinery, typing speed, etc.), certificates and licenses, honor societies, awards, professional membership, publications, leadership activities, performance awards, etc.

****Please note that if your resume or application does not provide all the information requested in the vacancy announcement, you may lose consideration.**

FORMS AVAILABILITY: All application materials may be obtained from all Bonneville Power Administration Human Resources offices at 905 NE 11th Avenue, Portland, OR 97232, or by calling 503-230-3810, or 1-877-975-4272 . You may also download a copy of this announcement, including all forms from our website at <http://www.jobs.bpa.gov/>

If you have questions, you may call the Employment Center at 503-230-3810, or 1-877-975-4272.

Applicants should retain a copy of their application as BPA does not return applications or provide copies.

WHERE TO APPLY:

If **mailing** your application, please send to the following address: Bonneville Power Administration, ATTN: Human Resources, Employment Center – CHR-1, PO Box 3621, Portland, OR, 97208-3621. If applications are delivered in person,

they can be delivered to: Bonneville Power Administration, Human Resources, Employment Center, CHR-1, 905 NE 11th Avenue, Portland, OR 97232.

RECEIPT OF APPLICATION:

Your complete application must be received no later than 12 midnight Pacific Standard Time (PST) of the closing date to be accepted. Applications submitted by fax or e-mail must be time/date stamped or electronically postmarked at point of origin no later than 12 midnight PST.

Applicants will be notified of receipt of their application package.

FAX APPLICATIONS:

Faxed applications should be sent to 503-230-3149. Applicants are responsible for ensuring that application materials transmit successfully.

EMAIL APPLICATIONS:

Applications should be sent as email attachments to: jobs@bpa.gov. The Announcement Number must be included in the subject line of the email. Required forms may be sent as email attachments, may be faxed, or sent as hard copy. Application materials provided by different means must be cross-referenced so they may be combined at BPA. Applicants who apply by email will receive an email confirmation. Applicants are responsible for ensuring that application materials are formatted in a manner that will transmit successfully.

THE BONNEVILLE POWER ADMINISTRATION IS A HARASSMENT FREE WORKPLACE.

www.va.gov	http://www.jobs.bpa.gov/	www.usajobs.opm.gov	http://www.opm.gov/qualifications/index.htm
Veterans Administration	Bonneville Power Administration	Office of Personnel Management Jobs	Office of Personnel Management

This page can be found on the web at the following url:
<http://www.opm.gov/qualifications/SEC-IV/A/gs-admin.asp>

Office of Personnel Management

The Federal Government's Human Resources Agency

Working for America

Operating Manual

Qualification Standards for General Schedule Positions

Group Coverage Qualifications Standards for

Administrative and Management Positions

The text below is extracted verbatim from Section IV-A (pp.13-17) of the Operating Manual for Qualification Standards for General Schedule Positions [MANUAL], but contains minor edits to conform to web-page requirements.

This qualification standard covers positions in the General Schedule that involve the performance of two-grade interval administrative and management work. It contains common patterns of creditable experience and education to be used in making qualifications determinations. Related individual occupational requirements are contained in Section IV-B of the [MANUAL]. Section V of the same manual identifies the occupations that have test requirements. This same information is available through the index of this Web page.

A list of the occupational series covered by this standard is provided below.

This standard may also be used for two-grade interval positions other than those listed if the education and experience pattern is determined to be appropriate.

EDUCATION AND EXPERIENCE REQUIREMENTS

The following table shows the amounts of education and/or experience required to qualify for positions covered by this standard.

		EXPERIENCE

GRADE	EDUCATION	GENERAL	SPECIALIZED
GS-5	4-year course of study leading to a bachelor's degree	3 years, 1 year of which was equivalent to at least GS-4	None
GS-7	1 full year of graduate level education <i>or</i> superior academic achievement	None	1 year equivalent to at least GS-5
GS-9	master's or equivalent graduate degree <i>or</i> 2 full years of progressively higher level graduate education leading to such a degree <i>or</i> LL.B. or J.D., if related	None	1 year equivalent to at least GS-7
GS-11	Ph.D. or equivalent doctoral degree <i>or</i> 3 full years of progressively higher level graduate education leading to such a degree <i>or</i> LL.M., if related	None	1 year equivalent to at least GS-9
GS-12 and above	None	None	1 year equivalent to at least next lower grade level
Equivalent combinations of education and experience are qualifying for all grade levels for which both education and experience are acceptable.			

Some of the occupational series covered by this standard include both one- and two-grade interval work. The qualification requirements described in this standard apply only to those positions that typically follow a two-grade interval pattern. While the levels of experience shown for most positions covered by this standard follow the grade level progression pattern outlined in the table, users of the standard should refer to E.3.(p) in the "General Policies and Instructions" (Section II of the [MANUAL]) for guidance on crediting experience for positions with different lines of progression.

Undergraduate Education: Successful completion of a full 4-year course of study in *any field* leading to a bachelor's degree, in an accredited college or university, meets the GS-5 level requirements for many positions covered by this standard. Others have individual occupational requirements in Section IV-B that specify that applicants must, in general, (1) have specific course work that meets the requirements for a major in a *particular field(s)*, or (2) have at least 24 semester hours of course work in the field(s) identified. Course work in fields closely related to those specified may be accepted if it clearly provides applicants with the background of knowledge and skills necessary for successful job performance. One year of full-time undergraduate study is defined as 30 semester hours or 45 quarter hours.

Superior Academic Achievement: The superior academic achievement provision is applicable to all occupations covered by this standard. See the "General Policies and Instructions" for specific guidance on applying the superior academic achievement provision.

Graduate Education: Education at the graduate level in an accredited college or university in the amounts shown in the table meets the requirements for positions at GS-7 through GS-11. Such education must demonstrate the knowledge, skills, and abilities necessary to do the work.

One year of full-time graduate education is considered to be the number of credit hours that the school attended has determined to represent 1 year of full-time study. If that information cannot be obtained from the school, 18 semester hours should be considered as satisfying the 1 year of full-time study requirement.

Part-time graduate education is creditable in accordance with its relationship to a year of full-time study at the school attended.

For certain positions covered by this standard, the work may be recognized as sufficiently technical or specialized that graduate study alone may not provide the knowledge and skills needed to perform the work. In such cases, agencies may use selective factors to screen out applicants without actual work experience.

General Experience: For positions for which individual occupational requirements do not specify otherwise, general experience is 3 years of progressively responsible experience, 1 year of which was equivalent to at least GS-4, that demonstrates the ability to:

1. Analyze problems to identify significant factors, gather pertinent data, and recognize solutions;
2. Plan and organize work; and
3. Communicate effectively orally and in writing.

Such experience may have been gained in administrative, professional, technical, investigative, or other responsible work. Experience in substantive and relevant secretarial, clerical, or other responsible work may be qualifying as long as it provided evidence of the knowledge, skills, and abilities (KSA's) necessary to perform the duties of the position to be filled. Experience of a general clerical nature (typing, filing, routine procedural processing, maintaining records, or other nonspecialized tasks) is not creditable. Trades or crafts experience appropriate to the position to be filled may be creditable for some positions.

For some occupations or positions, applicants must have had work experience that demonstrated

KSA's in addition to those identified above. Positions with more specific general experience requirements than those described here are shown in the appropriate individual occupational requirements.

Specialized Experience: Experience that equipped the applicant with the particular knowledge, skills, and abilities to perform successfully the duties of the position, and that is typically in or related to the work of the position to be filled. To be creditable, specialized experience must have been equivalent to at least the next lower grade level in the normal line of progression for the occupation in the organization. Applicants who have the 1 year of appropriate specialized experience, as indicated in the table, are not required by this standard to have general experience, education above the high school level, or any additional specialized experience to meet the minimum qualification requirements.

Combining Education and Experience: Combinations of successfully completed post-high school education and experience may be used to meet total qualification requirements for the grade levels specified in the table, and may be computed by first determining the applicant's total qualifying experience as a percentage of the experience required for the grade level; then determining the applicant's education as a percentage of the education required for the grade level; and then adding the two percentages. The total percentages must equal at least 100 percent to qualify an applicant for that grade level. Only graduate education in excess of the amount required for the next lower grade level may be used to qualify applicants for positions at grades GS-9 and GS-11. (When crediting education that requires specific course work, prorate the number of hours of related courses required as a proportion of the total education to be used.)

The following are examples of how education and experience may be combined. They are examples only, and are not all-inclusive.

- The position to be filled is a Quality Assurance Specialist, GS-1910-5. An applicant has 2 years of general experience and 45 semester hours of college that included 9 semester hours in related course work as described in the individual occupational requirements in Section IV-B. The applicant meets 67 percent of the required experience and 38 percent of the required education. Therefore, the applicant exceeds 100 percent of the total requirement and is qualified for the position.
- The position to be filled is a Management Analyst, GS-343-9. An applicant has 6 months of specialized experience equivalent to GS-7 and 1 year of graduate level education. The applicant meets 50 percent of the required experience but none of the required education, since he or she does not have any graduate study beyond that which is required for GS-7. Therefore, the applicant meets only 50 percent of the total requirement and is not qualified for the position. (The applicant's first year of graduate study is not qualifying for GS-9.)
- The position to be filled is a Music Specialist, GS-1051-11. An applicant has 9 months of specialized experience equivalent to GS-9 and 2 1/2 years of creditable graduate level education in music. The applicant meets 75 percent of the required experience and 50 percent of the required education, i.e., the applicant has 1/2 year of graduate study beyond that required for GS-9. Therefore, the applicant exceeds the total requirement and is qualified for the position. (The applicant's first 2 years of graduate study are not qualifying for GS-11.)

USING SELECTIVE FACTORS FOR POSITIONS COVERED BY THIS STANDARD

Selective factors must represent knowledge, skills, or abilities that are essential for successful job performance and cannot reasonably be acquired on the job during the period of orientation/training customary for the position being filled. For example, while the individual occupational requirements for Recreation Specialist provide for applicants to meet minimum qualifications on the basis of education or experience in any one of a number of recreational fields, a requirement for knowledge of therapeutic recreation may be needed to perform the duties of a position providing recreation services to persons with physical disabilities. If that is the case, such knowledge could be justified as a selective factor in filling the position.

OCCUPATIONAL COVERAGE

A list of the occupational series covered by this qualification standard is provided below. The occupational series marked with an asterisk have individual occupational requirements in Section IV-B of the **Operating Manual for Qualification Standards for General Schedule Positions**. Refer to the Index for links.

- GS-006 Correctional Institution Administration*
- GS-011 Bond Sales Promotion*
- GS-018 Safety and Occupational Health Management*
- GS-023 Outdoor Recreation Planning*
- GS-028 Environmental Protection Specialist
- GS-030 Sports Specialist*
- GS-062 Clothing Design*
- GS-080 Security Administration
- GS-105 Social Insurance Administration
- GS-106 Unemployment Insurance*
- GS-107 Health Insurance Administration
- GS-132 Intelligence
- GS-142 Manpower Development
- GS-160 Civil Rights Analysis
- GS-188 Recreation Specialist*
- GS-201 Human Resources Management
- GS-244 Labor Management Relations Examining*
- GS-249 Wage and Hour Compliance*
- GS-260 Equal Employment Opportunity
- GS-301 Miscellaneous Administration and Program
- GS-334 Computer Specialist* (Replaced by GS-2210)
- GS-340 Program Management
- GS-341 Administrative Officer
- GS-343 Management and Program Analysis
- GS-346 Logistics Management
- GS-360 Equal Opportunity Compliance
- GS-362 Electric Accounting Machine Project Planning
- GS-391 Telecommunications*
- GS-501 Financial Administration and Program
- GS-505 Financial Management*
- GS-526 Tax Specialist*

GS-560 Budget Analysis
GS-570 Financial Institution Examining*
GS-669 Medical Records Administration*
GS-670 Health System Administration*
GS-671 Health System Specialist*
GS-672 Prosthetic Representative
GS-673 Hospital Housekeeping Management*
GS-685 Public Health Program Specialist*
GS-828 Construction Analyst*
GS-901 General Legal and Kindred Administration
GS-920 Estate Tax Examining
GS-930 Hearings and Appeals
GS-950 Paralegal Specialist
GS-958 Pension Law Specialist*
GS-965 Land Law Examining*
GS-967 Passport and Visa Examining*
GS-991 Workers' Compensation Claims Examining
GS-993 Railroad Retirement Claims Examining
GS-996 Veterans Claims Examining
GS-1001 General Arts and Information*
GS-1008 Interior Design*
GS-1010 Exhibits Specialist*
GS-1020 Illustrating*
GS-1035 Public Affairs
GS-1040 Language Specialist*
GS-1051 Music Specialist*
GS-1054 Theater Specialist*
GS-1056 Art Specialist*
GS-1071 Audiovisual Production*
GS-1082 Writing and Editing
GS-1083 Technical Writing and Editing*
GS-1084 Visual Information*
GS-1101 General Business and Industry*
GS-1103 Industrial Property Management*
GS-1104 Property Disposal
GS-1130 Public Utilities Specialist
GS-1140 Trade Specialist*
GS-1144 Commissary Store Management*
GS-1145 Agricultural Program Specialist*
GS-1146 Agricultural Marketing*
GS-1147 Agricultural Market Reporting
GS-1150 Industrial Specialist*
GS-1160 Financial Analysis*
GS-1161 Crop Insurance Administration*
GS-1162 Crop Insurance Underwriting*
GS-1163 Insurance Examining*
GS-1165 Loan Specialist*
GS-1169 Internal Revenue Officer*
GS-1170 Realty
GS-1171 Appraising

GS-1173 Housing Management
GS-1176 Building Management
GS-1361 Navigational Information*
GS-1397 Document Analysis*
GS-1421 Archives Specialist
GS-1630 Cemetery Administration
GS-1640 Facility Management*
GS-1654 Printing Management*
GS-1670 Equipment Specialist*
GS-1702 Education and Training Technician
GS-1712 Training Instruction*
GS-1715 Vocational Rehabilitation*
GS-1801 General Inspection, Investigation, and Compliance*
GS-1810 General Investigating
GS-1811 Criminal Investigating*
GS-1812 Game Law Enforcement
GS-1816 Immigration Inspection
GS-1831 Securities Compliance Examining*
GS-1850 Agricultural Commodity Warehousing Examining*
GS-1854 Alcohol, Tobacco and Firearms Inspection*
GS-1864 Public Health Quarantine Inspection*
GS-1889 Import Specialist*
GS-1890 Customs Inspection*
GS-1894 Customs Entry and Liquidating*
GS-1895 Customs and Border Protection Officer Series* GS-1910 Quality Assurance*
GS-1980 Agricultural Commodity Grading*
GS-2001 General Supply
GS-2003 Supply Program Management
GS-2010 Inventory Management
GS-2030 Distribution Facilities and Storage Management
GS-2032 Packaging
GS-2050 Supply Cataloging
GS-2101 Transportation Specialist*
GS-2110 Transportation Industry Analysis*
GS-2123 Motor Carrier Safety*
GS-2125 Highway Safety*
GS-2130 Traffic Management*
GS-2150 Transportation Operations*
GS-2161 Marine Cargo*
GS-2210 Information Technology Management

- [To Top of This Page](#)
- [To Qualifications Standards Front Page](#)

Office of Personnel Management

Site Index

1900 E Street NW, Washington, DC 20415-1000 | (202) 606-1800 | TTY (202) 606-2532

[Contact Us](#) | [Important Links](#) | [Forms](#) | [FAQ's](#) | [Products & Services](#)

Basic Qualification Rating Sheet

Name (Last, First, MI) BURT, ASHLEY	Vacancy Announcement 003121-05	Position Title and Series Fishery Biologist, GS-482-11/12	Lowest Acceptable Grade 11
			Grade(s)

Qualifications/Prerequisites		Documentation Received	
<input checked="" type="checkbox"/> Non-Veteran	<input type="checkbox"/> 10-point (more than 30%)	<input type="checkbox"/> DD-214	
<input checked="" type="checkbox"/> 5-point	<input type="checkbox"/> 10-point Purple Heart	<input type="checkbox"/> SF-15	
<input type="checkbox"/> 10-point (less than 30%)	<input type="checkbox"/> 10-point Spouse/Widow/Mother of Deceased	<input type="checkbox"/> VA Letter w/in 1 year	

Specialized Experience

GS-11: Experience analyzing and evaluating scientific information; implementing projects to mitigate or enhance fishery resources that involved multiple partners and stakeholders; and, independently negotiating successful outcomes.

GS-12: Experience analyzing and evaluating scientific information for managing fishery resources; developing and implementing projects to mitigate or enhance fishery resources that involved multiple partners and stakeholders with diverse and often competing priorities; and, independently negotiating successful outcomes on complex issues.

Experience					
Employment Dates		Title, Series, and Grade or Job Held	Specialized		
From	To		%	Years	Months

Comments (i.e., reasons for meeting or not meeting minimum qualification Requirements)

lack of - implementing projects to mitigate / Enhance Resource.

Eligibility/Qualification Determination	
<input type="checkbox"/> Qualified	Grades: _____
<input type="checkbox"/> Pending verification of: _____ <small>(Requires note on certificate that qualifications are pending verification)</small>	
<input checked="" type="checkbox"/> Not-qualified	
<input checked="" type="checkbox"/> Ineligible	Grades: 11
<input type="checkbox"/> Time-in-Grade	<input type="checkbox"/> Lacks required education/coursework
<input type="checkbox"/> Lack Specialized Experience	<input type="checkbox"/> Selective Placement Factor
<input type="checkbox"/> Status	<input type="checkbox"/> Other (non-citizen, etc.)

Rater _____ Date **9/9/05**

Reviewer _____ Date **9/12/05**

Ashley A. Burt
P.O. Box 963
Portland, Oregon 97207

RECEIVED
SEP 01 2005

September 1, 2005

Personnel Services
Bonneville Power Administration
905 N.E. 11th Avenue
Portland, Oregon 97232
BPA Vacancy Announcement #003121-05-DE

Dear Sir or Madam:

I am writing to express my interest in the above-referenced Fishery Biologist position published on the Bonneville Power Administration's website. I am very interested in applying my education and professional experience to the challenges of the Bonneville Power Administration, and feel that my broad science and policy education (combined with my diverse work experience) make me an ideal candidate.

What appeals to me most about the Fishery Biologist position is its focus on the many elements of fisheries management – from habitat restoration to hatchery programs. My academic credentials and practical experience make me particularly well qualified for the position. In completing my Bachelor of Science in Biology (with a second major in Environmental Science and Policy) at Duke University, I developed a strong scientific background in fisheries, as well as the myriad of biotic and abiotic systems that affect them. My scientific courses provided me with a firm foundation in the living sciences, while my policy coursework trained me to apply that information in contexts often complicated by economic and social compromises.

I have studied biology and its many associated sciences inside and outside the classroom. In libraries and lecture halls, I studied chemistry, physics, geology, statistics, and numerous biology topics. In the field and laboratory I applied these ideas. As a student and summer intern, I have been involved with vegetation mapping, insect surveys/collections, water and soil sampling, plant collections, and mist netting for small birds. As an intern at Savannah River Ecology Laboratory I assisted in ongoing efforts to track (via mark and recapture) Terrapin turtle and salamander populations. As a student in Costa Rica, I studied the impact of rice paddies on water quality. As an assistant on Ellesmere Island in northern Canada, I assisted with ongoing field research on photosynthetic rates of arctic plants under artificial climate warming scenarios.

During my studies and work in biology, it has become increasingly clear that science can have little impact without pertinent environmental policies to implement it. This realization originally led me to my second major at Duke University, environmental science and policy. In this area I examined both national and international environmental policies and agreements, and honed my research, presentation and writing skills. My education in the environmental sciences (ranging from geology to economics), coupled with environmental policy, provided me with a breadth of knowledge applicable to diverse situations.

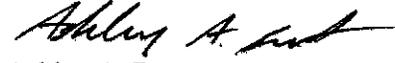
After completing my Bachelor of Science at Duke University (and working for a year as an Assistant Teacher of Introductory Biology), I decided to focus on abiotic systems. To this end, I pursued a Master of Science in Environmental Science and Engineering at OHSU's OGI School of Science and Engineering. After my work studying ecological systems at Duke University, I found my OGI coursework in aquatic chemistry, hydrology, ecosystem management and restoration, geospatial information systems, satellite-based remote sensing, and chemical degradation and distribution both fascinating and challenging. As part of my Masters degree I also studied toxicology, risk assessment, and environmental law. These studies expanded my understanding of how abiotic systems and public policy affect biological systems.

I have experience as an Assistant Teacher of Introductory Biology, a Research Assistant on a Forest Service search engine project, and an Intern with an environmental consulting firm. I am currently a full-time Environmental Scientist and Graduate Risk Assessor with an international environmental consulting firm. These work experiences have developed my communication and analytical skills, as well as my ability to work as part of a technical team to reach a common goal. My focus is creating a product that accurately and clearly incorporates complex information and a wide variety of perspectives.

With my solid background in biology, familiarity with environmental policy, and professional work experience, I can be a valuable addition to the Bonneville Power Administration. I have a firm academic foundation in science and policy, strong critical thinking skills, an ability to ask logical and pertinent questions, a strong work ethic, a positive attitude, and a genuine desire to work as a Fishery Biologist for the Bonneville Power Administration.

I welcome the opportunity to be interviewed by telephone, or to meet with representatives of the Bonneville Power Administration. I can be reached at the above address, by electronic mail at burt@ebs.ogi.edu, and by telephone at (503) 887-5232. Thank you for your consideration.

Sincerely,

A handwritten signature in black ink, appearing to read "Ashley A. Burt". The signature is fluid and cursive, with a long horizontal stroke at the end.

Ashley A. Burt

Ashley A. Burt

RESUME

JOB INFORMATION

Announcement Number: 003121-05-DE
Title: Fishery Biologist
Grade: GS-482-11

PERSONAL INFORMATION

Name: Ashley Andrea Burt
Mailing Address: P.O. Box 963, Portland, Oregon 97207
Email: burt@ebs.ogi.edu
Social Security Number: 540-13-5571
Country of Citizenship: United States of America
Veteran's Preference: None
Reinstatement Eligibility: Not Applicable
Highest Federal Civilian Grade Held: Not Applicable

EDUCATION

Graduate Education

OGI School of Science and Engineering at Oregon Health and Sciences University
20000 N.W. Walker Road
Beaverton, Oregon 97006

Major and Degree Received: Master of Science in Environmental Science and Engineering,
degree awarded in October 2003.

Undergraduate Education

Duke University
103 Allen Building, Box 90054
Durham, North Carolina 27708

Major and Degree Received: Bachelor of Science in Biology (second major in Environmental
Science and Policy), awarded in May 2001.

Duke University does not offer courses based strictly on taxonomic groups (such as zoology, botany, ornithology, or ichthyology); instead these subjects are integrated into other course offerings. In my case, I covered these subjects in introductory biology, tropical biology, organismal biology, ecology, diversity of life, history of lakes (paleolimnology), genetics and cellular biology, and evolution of animal form.

Duke University also does not record course hours as some other universities do. With the exception of physical education courses, Duke grants a single credit for all courses, regardless of the amount of classroom and laboratory time required. As a rule of thumb, all courses included three hours of lectures per week, and those marked with an "L" included a lab which lasted between 3 and 4 hours per week (for example, Introductory Biology (a one credit course)

includes 3 hours of lectures and 3.5 hours of labs and seminars per week). Most course descriptions can be found at: <http://www.aas.duke.edu/reg/synopsis/view.cgi>

High School Education

Lincoln High School
1600 S.W. Salmon Street
Portland, Oregon 97205

Date of Diploma: June 1997

WORK EXPERIENCE

Job Title: Environmental Scientist / Graduate Risk Assessor

Duties: Analysis of technical information and subsequent creation/review of technical documents, data quality control and assurance, Phase I field assessments, research, technical writing, and compilation of Environmental Impact Statements, health and safety compliance, coordination of health and safety standards and expectations with regional co-workers, clients, and subcontractors, project coordination, statistical analysis, and field measurements/sampling.

Employer's Name and Address:

URS Corporation
111 S.W. Columbia Street, Suite 1500
Portland Oregon 97201

Supervisor's name and phone number: Mike Edwards, P.E. (503) 222-7200

Please do not contact my current supervisor.

Starting and ending dates: February 2004 to present

Hours per week: 40+

Salary: \$43,680

Job Title: Environmental Scientist Intern

Duties: Scientific research (literature, permit, and program reviews), field assistance, compliance report and design preparation, statistical analysis, and acquisition/interpretation of environmental data.

Employer's Name and Address:

Maul, Foster & Alongi, Inc.
7223 N.E. Hazel Dell Avenue
Vancouver, Washington 98665

Supervisor's name and phone number: Jim Maul, P.E. (360) 694-2691

Starting and ending dates: June 2003 to February 2004

Hours per week: 20 to 40

Salary: \$20 per hour

Job Title: Research Assistant

Duties: Served as part of a U.S. Forest Service multidisciplinary team on a web portal project with the goal of improving management of natural resources by facilitating access to government documents. Duties included acquiring and analyzing data for entry into the portal, verifying existing information, and drafting a journal article.

Employer's Name and Address:

OGI School of Science and Engineering at Oregon Health and Sciences University
20000 N.W. Walker Road
Beaverton, Oregon 97006

Supervisor's name and phone number: Patty Toccalino, PhD. (916) 278-3090 (now employed with the U.S. Geological Survey, email is ptocca@usgs.gov).

Starting and ending dates: January 2003 to June 2003

Hours per week: 10

Salary: Initially received credit toward tuition, subsequently received \$12 per hour

Job Title: Assistant Teacher of Introductory Biology

Duties: Presented new material in labs and seminars, led discussions and reviews, provided comments and feedback, and also graded papers, quizzes, and exams. Lab preparation duties included lab set-up, as well as maintenance of lab equipment and animals.

Employer's Name and Address:

Duke University Department of Biology
Box 90338
Durham, North Carolina 27708

Supervisor's name and phone number: Alec Motten, PhD. (209) 684-2301

Starting and ending dates: August 2001 to May 2002

Hours per week: 40

Salary: \$16,000 stipend

Job Title: Field Assistant, National Science Foundation Intern

Duties: Field Assistant to University of Wyoming graduate student at an ultra-remote field station (on Ellesmere Island in northern Canada). Also developed an individual project investigating the effects of water, fertilization, and atmospheric warming on photosynthetic rates of high arctic plants.

Employer's Name and Address:

University of Wyoming
1000 E. University Avenue
Laramie, Wyoming 82071

Supervisor's name and phone number: Jeffrey Welker, PhD. (no longer at the University of Wyoming -- current phone number could not be located).

Starting and ending dates: May 2001 to August 2001

Hours per week: 40

Salary: \$3,000 summer stipend

Job Title: Summer Intern, National Science Foundation Intern

Duties: Individual research project, examining the effects of coal burning by-products (weathered fly ash and coal pile runoff) on plant growth.

Employer's Name and Address:

Savannah River Ecology Laboratory

P.O. Drawer E

Aiken, South Carolina 29802

Supervisor's name and phone number: Ken McLeod, PhD. (803) 725-5309 (email address is McLeod@srel.edu).

Starting and ending dates: May 1999 to August 1999

Hours per week: 40

Salary: \$3,000 summer stipend

QUALIFICATIONS

40-hour Hazardous Waste and Emergency Response (HAZWOPER) trained.

8-hour OSHA Supervisor Trained (expected completion mid-September 2005)

Proficient with basic uses of GIS software (ArcView 3.3 and ArcGIS 8.3).

Honors

URS Corporation's Individual Outstanding Achievement Award {July 2005}

Presidential Management Fellow Finalist {2004}

Dean's List {Duke University -- Spring & Fall 1999; Fall 2000; Spring 2001}

National Science Foundation Internship {Summers 1999 & 2001}

Professional Affiliations

Oregon Association of Environmental Professionals (OAEP)

–Chair of Membership Committee & Board Member

Northwest Association of Environmental Professionals (NWAEP)

Society of Environmental Toxicology and Chemistry, Pacific N.W. Chapter (PNW-SETAC)

Continuing Professional Education

Freshwater Mussels of the Pacific Northwest {Summer 2005}

ASTM Course on Risk-Based Decision Making {Fall 2004}

Foreign Languages

Basic Spanish and French, and some German.

Duke University

Official Transcript

Name: Burt, Ashley Andrea
 Student ID: 0392131
 Print Date: 2005-05-09 01:20 PM

Degrees Awarded

Degree: Bachelor of Science
 Confer Date: 2001-05-13
 Plan: Biology
 Student completed AB requirements in second major

Academic Program

Program: Trinity College
 Biology (BS) Major
 Environmental Sci/Policy (AB) 2nd Major
 Current Status: Completed Program

Beginning of Undergraduate Record

Course	Description	Earned	Grade
1997 Fall Term			
ENG 20	LITERATURE & COMPOSITION	1.00	IPC
ENG 29	COMPOSITION & LANGUAGE	1.00	IPC
IF Credits			
GLOBAL ENVIRONMENTAL CHANGES, FOCUS PROGRAM		2.00	
CHM 111	PRINCIPLES OF CHEMISTRY	1.00	B-
ENV 181	SCIENCE OF CLIMATE CHG	1.00	B
POC 105	ISS GLOBAL ENVIRONMENT	0.50	P
HST 328	MODERN WORLD ENVIRON HST	1.00	A-
UNC 7	WORKSHOP IN RHET & FOCUS	1.00	A-
Term GPA:	3.275	Term Totals:	6.50

Course	Description	Earned	Grade
1998 Spring Term			
BIO 258	PRINCIPLES OF BIOLOGY	1.00	B+
CHM 121	PRINCIPLES OF CHEMISTRY	1.00	C+
OPS 6	INTRO PROG DES/ANALY I	1.00	B
MTH 311	LABORATORY CALCULUS I	1.00	B-
PE 12	SOCIAL DANCING	0.50	P
Term GPA:	2.825	Term Totals:	4.50

Course	Description	Earned	Grade
1998 Summer Term - Full			
Transfer Credit from UNIVERSITY OF PORTLAND			
MTH 72	CALCULUS II	1.00	TR
FPS 82	EFFECTIVE SPEECH COMM	1.00	TR
Credits transferred:			
		2.00	
Term GPA:		Term Totals:	2.00

Course	Description	Earned	Grade
1999 Fall Term			
BIO 118	GENETICS/CELL BIOLOGY I	1.00	C
CHM 151D	ORGANIC CHEMISTRY	1.00	C
GEO 41	THE DYNAMIC EARTH	1.00	A
PE 31	EMERGENCY MEDICAL TECH	0.50	P
SP 1	ELEMENTARY SPANISH	1.00	A
Term GPA:	2.925	Term Totals:	4.50

Course	Description	Earned	Grade
1999 Spring Term			
BIO 119	GENETICS/CELL BIOLOGY II	1.00	B
ECO 52D	COMP. MONOPOLY, WELFARE	1.00	A
ENV 101	INTRO ENV SCIENCE/POLICY	1.00	A
PE 73	INTERMED SOCIAL DANCE	0.50	P
FPS 116D	POL CHOICE/VAL CONFLICT	1.00	B+
SP 2	ELEMENTARY SPANISH	1.00	A
Spring Dean's List			
Term GPA:	3.600	Term Totals:	5.50

Course	Description	Earned	Grade
1999 Fall Term			
BIO 110L	ECOLOGY	1.00	A-
ENV 149	U S ENVIRONMENTAL POL	1.00	A
STA 110B	STA/DAT ANALY PSY/BIO SCI	1.00	A
WST 150S	POBY IN THE 20TH CENTURY	1.00	A-
Fall Dean's List			
Term GPA:	3.650	Term Totals:	4.00

Course	Description	Earned	Grade
2000 Spring Term			
BIO 134	FUNDAMENTALS TROP BIO	1.00	B+
BIO 135L	RES METH THEORETICAL BIOL	1.00	A
ENV 129	ENV SCI/POL OF TROPICS	1.00	A
SP 62	INTENSIVE STUDY SPANISH	1.00	C+
Term GPA:	3.400	Term Totals:	4.60

Course	Description	Earned	Grade
2000 Fall Term			
BIOLOGY 311	DIVERSITY OF LIFE	1.00	A-
BIOLOGY 295S	SEMINAR (TOPICS)	1.00	A
Topic: History of Lakes			
PHYSICS 53L	GENERAL PHYSICS	1.00	B
POLSCI 271S	INTERNAT ENVIRON REGIMES	1.00	A
Fall Dean's List			
Term GPA:	3.600	Term Totals:	4.00

Course	Description	Earned	Grade
2001 Spring Term			
BAK 93	INTRO BIOLOGICAL ANTHRO	1.00	A
BIOLOGY 121	EVOLUTION OF ANIMAL FORM	1.00	A-
PHYSED 27	KAYAKING	0.50	P
PHYSED 65	YOGA	0.50	P
PHYSICS 54L	GENERAL PHYSICS	1.00	B+
POLSCI 147	ENV POL DEVELOPING WORLD	1.00	A
Spring Dean's List			
Term GPA:	3.675	Term Totals:	5.00

Undergraduate Career Totals			
Cum GPA:	3.400	Cum Totals:	40.00

ISSUED TO STUDENT

[Signature]
 UNIVERSITY REGISTRAR

A BLACK & WHITE DOCUMENT IS NOT OFFICIAL

Engineering at OHSU

Transcript printed by: Dept. of Grad. Education

Current Program
 Current College(s): Science & Engineering
 Major(s): Environmental Sci & Engineering
 Degree(s) Awarded: Master of Science 03-OCT-2003
 Major(s): Environmental Sci & Engineering

 TRANSCRIPT TOTALS *****
 Earned Hrs 50.00 GPA Hrs 38.00 Points 148.00 GPA 3.89
 TOTAL INSTITUTEION
 TOTAL TRANSFER 0.00 0.00 0.00 0.00
 OVERALL

 END OF TRANSCRIPT *****

SUBJ NO.	COURSE TITLE	CRED	GRD	PTS	R
INSTITUTEION CREDIT:					
Fall 2002					
ESE 510	Aquatic Chemistry	4.00	A	16.00	
ESE 522	Intro to Spatial Sciences	4.00	A	16.00	
ESE 550	Environmental Microbiology	4.00	A	16.00	
ESE 599	Environmental Science Seminar	1.00	P	0.00	
Ehrs: 13.00	GPA-Hrs: 12.00	Qpts: 48.00	GPA: 4.00		
Winter 2003					
ESE 523	Introduction to Remote Sensing	4.00	A	16.00	
ESE 570	Toxicology & Risk Assessment	3.00	A	12.00	
ESE 599	Environmental Science Seminar	1.00	P	0.00	
ESE 610	MS Non-Thesis Research	3.00	P	0.00	
MST 512	Project Management	4.00	A	16.00	
Ehrs: 15.00	GPA-Hrs: 11.00	Qpts: 44.00	GPA: 4.00		
Spring 2003					
ESE 514	Dist/Fate Organic Pollutants	4.00	B	12.00	
ESE 540	Groundwater/Watrshed Hydrology	4.00	A	16.00	
ESE 580	Ecosystem Mgmt & Restoration	4.00	A	16.00	
ESE 599	Environmental Science Seminar	1.00	P	0.00	
Ehrs: 13.00	GPA-Hrs: 12.00	Qpts: 44.00	GPA: 3.66		
Summer 2003					
ESE 586	Environmental Law & Regulation	3.00	A	12.00	
ESE 620	Professional Internship	6.00	P	0.00	
Ehrs: 9.00	GPA-Hrs: 3.00	Qpts: 12.00	GPA: 4.00		

 CONTINUED ON NEXT COLUMN *****

Ashley A. Burt

NARRATIVE RESPONSES TO BASIS OF RATING KSAS

1. Knowledge of fishery resource management theories and techniques sufficient to develop and implement projects to mitigate or enhance fishery resources. (Please describe your experience developing or implementing programs/projects to mitigate or enhance fishery resources. For each assignment, specify whether the experience was at the programmatic or project level. Also include complicating factors such as multiple partners/stakeholders with diverse or competing priorities.)

As a Northwest native and student of biology, I am familiar with fishery enhancement projects and management techniques used in the region. I am most conversant with these enhancement projects for in-stream and riparian habitat restoration and water quality improvement. These projects typically address non-point source problems, such as sedimentation, eutrophication, depressed dissolved oxygen concentrations, and elevated water temperatures. I am also conversant with techniques used to mitigate for the interruption of anadromous migration caused by dams, such as bolstering populations through hatchery breeding, trucking of smolt around dams and from hatcheries, and sending water through spill ways to increase smolt survival. I am familiar with the general problems fish ladders pose as well as the controversy surrounding the recent biological opinion issued by the National Oceanographic and Atmospheric Administration (NOAA) on the role of dams in endangered salmon survival.

On an academic and professional level I have worked on projects that address fishery resources from three approaches: restoration of aquatic habitats; pollution abatement; and policy analysis. My work with habitat restoration projects began in 1996, as an intern with a local consulting firm. My role was to monitor and assess the survival of riparian vegetation a year after the completion of a restoration project on Johnson Creek. I mapped the site, tracked mortality and survival of individual plants, and presented my findings. In subsequent work with Maul, Foster and Alongi, Inc., I tracked vegetation survival and shifts in community composition at constructed wetlands. I also helped design a North Portland western pond turtle habitat enhancement project. My contributions included field reconnaissance, development of an invasive plant removal strategy, research of appropriate habitat characteristics, and preparation of a draft habitat design.

As an environmental consultant with URS, my current work is primarily focused on pollution control and remediation. I frequently draft and revise site assessments, conceptual site models, and corrective action plans. These analyses entail locating the nearest surface water and determining the likelihood of pollution reaching it. If the nearest surface water is fish-bearing and pollution has the potential to reach it, I quantify the risk that the contaminant poses to ecological (and human) receptors. If endangered species are potentially involved, the risk analysis must be even more rigorous and conservative. During the last year, I have spent about 50% of my time working on a URS project at an industrial site in the Portland Harbor. This site has known soil, groundwater, and sediment contamination, and URS is in the process of determining the impacts to human and environmental receptors so that the appropriate clean up remedy can be selected.

I have also worked on projects relating to impacts on fisheries and fish resources from a policy perspective. As a student I worked on a number of projects analyzing the effect of political decisions on natural resources. In the course of this work, I have presented analyses on the degree of protection offered to endangered species through international cooperation (e.g., the CITES treaty), the effect of Exclusive Economic Zones (EEZs) on international fishing and pollution control, and the effects of local participation in resource management decisions and property rights on environmental restoration. I have also researched the US Forest Service western timber harvesting policies from a historical perspective.

In addition to my experience addressing fishery resources from these perspectives, I am also practiced in a number of field techniques. My fieldwork, while not exclusively fisheries related, may be applicable to the analysis of technical studies and documentation of fisheries and riparian habitat. As a student, intern, and

environmental scientist, I have performed fieldwork in ecosystems ranging from rainforests to tundra in the diverse regions of Georgia, North Carolina, Oregon, Washington, Costa Rica, and the Canadian arctic. In ecological investigations, I have used mark and recapture to measure insect, amphibian, and reptile populations, mist netting to measure bird physiology, and river seining to monitor a variety of fauna. I have measured photosynthetic rates (using LI-COR instrumentation) and analyzed microinvertebrate communities (in pond water samples). I have also explored the phytoremediation applications of three plant species through studies of the phytotoxicity of coal pile runoff and fly ash (at Savannah River Ecology Laboratory).

In graduate school, components of my coursework included collecting geospatial data (using a backpack-mounted GIS unit), and then downloading and analyzing the data (for use with ArcView software). In a remote sensing course, I used aerial and satellite images to reach conclusions about ground characteristics. In a course on stream restoration, I collected hydrological and physical data (including sinuosity, bankfull width, and temperature) on a local stream.

During the last two years I have been employed with URS as an Environmental Scientist, and have completed tasks requiring a range of skills, science, and political science. I have been involved with fieldwork, literature research, report writing, and communication facilitation. In the field, I have assisted with wetland delineations, habitat design for target species, and vegetation monitoring. My ability to synthesize technical information to reach a viable recommendation has been essential in my discussions with coworkers, other consultants, clients, their attorneys, and regulators.

2. Ability to analyze and evaluate scientific, political, social, and economic information in order to make recommendations for the management of fishery resources. (Please describe your experience in the analysis and evaluation of scientific data as well as political, social, or economic information. Include the goal of the analyses/evaluations, how your recommendations or other results were used when completed, and the type of natural resources that were the subject of the analysis/evaluation.)

I have researched complex issues and made scientific and policy recommendations in various capacities during the last eight years. I coupled my biology major at Duke University with a second major in environmental science and policy because I believe that complex environmental challenges cannot be resolved solely by science but must be integrated with policy.

At Duke University I took courses spanning the breadth of biology, and combined them with courses in national and international environmental policy. In papers and discussions, I analyzed scientific information, public policy, and economics to reach well-reasoned, defensible policy recommendations. On a national level, my projects included determining how to reduce air pollution in a national park, where to locate a county landfill, and the best method to screen children for lead poisoning. While studying abroad, I considered anthropogenic impacts on ecological systems by developing a field project in Costa Rica. This project examined how aquatic invertebrate diversity and abundance was affected by rural agriculture (rice production). I also have written about the effects of agriculture on the Chesapeake Bay, the impact of eutrophication on *Pfiesteria* (a toxic dinoflagellate), and the impact of nuclear thermal effluent on diatom and chrysophyte communities. On an international level, I have analyzed international treaties and agreements. These studies included analyzing the value of exclusive economic zones for managing international pollution, and the effect of the Convention on International Trade of Endangered Species of Wild Flora and Fauna (CITES) on trade in endangered species. The lessons I learned at Duke University were important in graduate school at OGI, where a course on U.S. environmental law included a case study on remediating a brownfield site involving contentious community environmental and business groups.

In graduate school, I gave a presentation on the causes, effects, and spread of a fungus, *Phytophthora ramorum*, which infects many plant species and causes "Sudden Oak Death." This fungus particularly interested me because it seems to have originated in Europe and to have been spread to California (and now

to parts of Oregon) through the global nursery trade. I continue to follow this issue, and am interested to see how it will impact the composition of affected plant communities.

Perhaps the most highly integrative course I have taken was toxicology and risk assessment at OGI. It integrated elements from a host of scientific disciplines to quantify the risks posed by chemicals on human and ecological health. As part of the course, I prepared an extensive human health and ecological risk assessment written as a case study. The hypothetical scenario involved an abandoned chemical plant located along a river. The site had groundwater and soil contamination, and was located upriver of a city. The risk assessment considered potential pathways to, and effects on, a number of human receptors (including residents, children, swimmers, fish consumers, and excavation and occupational workers). The ecological assessment considered acute, chronic, and biocummulative effects on key species.

In environmental consulting, I have expanded my knowledge base and skill sets to address new problems. The complexities of an Environmental Impact Statement (EIS) illustrate this point. The purpose of an EIS is to assess the breadth of impacts that may result from the implementation of a proposed project. These impacts may positively or negatively affect plant and animal species, aesthetics, air quality, community services, transportation, noise, or water quality and drinking water sources.

I have worked on two EISs—a proposed wind turbine project in Idaho, and a new university campus in California. On the wind turbine project, I assisted in the quantification of the risks posed to resident and migratory avian and bat populations. I handled data quality control/assurance, statistical computation, literature review, drafting sections and technical editing. The latter project is ongoing and my primary role is now coordination. My duties include drafting chapters, gathering technical information, collection and compilation of data from public and private sources, and review of technical guidance. This project requires the cooperation of many stakeholders and has led me to interact with Federal, state, and local agencies (these agencies have included the U.S. Army Corps of Engineers (USACE), the U.S. Fish and Wildlife Service (USFWS), the Natural Resource Conservation Service of the U.S. Department of Agriculture (NRCS USDA), California Department of Transportation (CAL-Trans), Merced County, the City of Merced, the City of Livingston, the local irrigation district, the County of Merced Local Agency Formation Commission, and the Merced County Association of Governments).

During 2004, I worked on a project with the City of Gresham to design a business inspection program to reduce pollutant contributions to storm water. The City of Gresham wanted to focus on businesses with high potential for pollutant discharge, but which did not already have storm water discharge permits. I worked with city employees to determine which business types should receive highest priority for inspections, and what the costs of such a program may be. I analyzed which business may pose the greatest pollution risks, but also development of a cost-effective monitoring plan that could be scaled up if more financial resources became available. This project was a classic example of combining science and policy to achieve a reasonable outcome.

I recently worked on an investigative project examining the extent of methane generation within a “clean fill” landfill. The client was a contractor hired to fill the landfill with “clean” construction debris for over a decade. Once the fill was completed, the property owner started to build on the land, discovered the presence of methane gas, installed an expensive remediation system, and sent the client a bill. URS’s task was to assess the extent of the methane problem and determine if the remedy implemented was reasonable. The project entailed working with the developer’s consulting firm to obtain remediation data, the DEQ to obtain public records, various attorneys to obtain site access for field sampling, and the client to obtain historical fill records.

I am currently involved in drafting and revising Beneficial Water Use Determinations, Conceptual Site Models, and Corrective Actions Plans for sites that may be eligible for a No Further Action letter from the Oregon Department of Environmental Quality (DEQ). The sites are typically retail gasoline stations with relatively little contamination, so these reports are based on DEQ’s Risk-Based Decision Making for the Remediation of Petroleum-Contaminated Sites. I compile, analyze, and summarize laboratory analytical

reports of soil and groundwater samples, historical environmental reports of the site, applicable public records (such as well logs), zoning ordinances, and drinking water source information. With this information, I work with others at URS to determine reasonable closure scenarios, contaminants of interest and concern, all potential current and future receptors, and exposure pathways. The element of "reasonableness" is a qualitative component.

In each of these projects share I was presented with a new challenge, I researched and collected information, summarized the data, and presented my findings and recommendations. During the past eight years, I have refined this process and have applied it to circumstances spanning the breadth of environmental issues and real world problems including studies of turtle habitat, locating an underwater property line, and assessing site contamination.

3. Ability to independently negotiate successful outcomes with diverse work groups having competing priorities on complex fishery management issues. (Please describe your negotiating experience. Include the issues being negotiated, the parties involved and their differing priorities, any other factors that made the negotiations complex, and the outcome/success.)

I have worked in a variety of different teams or groups to reach common solutions. I have found that a successful outcome requires listening, asking questions, refining ideas, offering leadership, and maintaining focus.

From 2001 to 2002, I worked as an Assistant Teacher of Introductory Biology at Duke University. Although full professors taught the lectures, I was responsible for teaching the labs and seminars, grading exams and papers, responding to questions, and leading review sessions. In this capacity, I was accountable for my students' understanding of the material. I also had an important role as an intermediary between my students and the professors, since I was often the students' first point of contact.

Both my students and the professors had an interest in education and student learning, but had different perspectives. This was the first university-level biology course for most of the students in my labs and seminars. They had different levels of preparation for the course, and very different personal experiences. Most merely wanted the best grade they could get from the course, and were anxious to move on to more specialized classes. They wanted to know what the secret was to succeeding in the course, and how to get achieve that end as painlessly as possible. The professors, on the other hand, had an interest in teaching the course material, but were busy with their own specialized research interests. The professors drafted tests and set the course expectations. It was up to me, as an Assistant Teacher, to make sure that the course came together as seamlessly as possible. I ensured that the tests were reasonable, and that all the questions were adequately covered by the course material. When students thought something was unfair, I was their voice.

Working as an Assistant Teacher was an exercise in communicating with people with various personality types and learning styles. My subsequent positions in consulting have demonstrated to me the degree to which people skills and communication skills remain both fundamental and crucial. Much, if not most, of what I do as an environmental consultant hinges on working with people to reach a common end. My daily work entails working closely with project managers, staff scientists, attorneys, and private and public clients to produce a mutually-agreeable work product. At URS, I frequently work with up to seven project managers on report writing, health and safety coordination, compliance, project coordination, data interpretation, and field work. Meeting and managing the expectations of so many project managers, each with their own needs, preferences, and timelines, has resulted in the refinement of my time management, organization, and communication skills. These projects have furthermore increased my appreciation for developing a high quality product, while remaining conscientious of project budget constraints.

Outside of work, I serve on the Board of Directors of a local professional organization, the Oregon Association of Environmental Professionals (OAEP). In this capacity, I work with other board members to

select interesting and timely topics for upcoming seminars, and to determine the most appropriate speakers for each topic. This has given me an opportunity to meet, talk to, and come to know many local professionals, speakers, and seminar attendees.

4. Ability to communicate effectively and be persuasive with different audiences.

(Please describe your experience persuading/influencing different audiences including upper management and external parties with both written and oral presentations. Also describe experience writing guidance concerning technical or management issues, again, identifying the intended audiences.)

My communication skills have developed during my academic and professional careers, and I have learned the value of clear and effective communication. In my various roles as student, teacher, research assistant, intern and environmental scientist, I have refined these skills. As a student, it was important that my professors understand my knowledge of the material and the ideas I was trying to convey. As an assistant teacher, it was important that my students understand not only the technical materials I was trying to teach them, but also my expectations and feedback. In environmental consulting, communication skills are highly prized as we analyze technical information and serve as conduits for clients and regulators.

Communication is a daily component of my work as an environmental consultant. In collaboration with junior and senior personnel from a variety of disciplines, I produce work that meets the expectations of clients, their attorneys, and regulators. When differences of opinion arise, they are resolved amicably through detailed discussions and analysis of technical or scientific information. In some cases, differences are resolved by a disparity of power or roles -- clients make the decisions on their projects, while we make the recommendations. Typically, my role is to gather and summarize pertinent information, present my findings, and make a recommendation.

Outside of URS Corporation, I work with public and private environmental professionals, attorneys, students, and interested citizens as a member of the Board of Directors and Chair of the Membership Committee of the OAEP. In this role, I also have the opportunity to talk with the attendees about their work and interests, and this gives me a chance to hear different perspectives and to learn about upcoming projects and techniques. I also work with middle school students involved with a local group, Advocates for Women in Science and Engineering (AWSEM). As the site visit coordinator for URS, I have prevailed on a dozen women professionals at URS to speak to local 12 and 13 year olds about their careers in science and engineering. In preparation for this visit I worked with each woman professional to develop presentations that would be both interesting and understandable to the young attendees.

Over the course of my career, I have had many opportunities to think and learn "on my feet." Time and time again, I have been presented with a new challenge, distilled the problem, researched possible solutions, summarized the important features, and presented my findings and recommendations to an audience. Regardless of the topic — science, policy, what middle school aged girls want for lunch — the same skills and techniques are applied. I look forward to applying these skills at the Bonneville Power Administration.

This page can be found on the web at the following url:
<http://www.opm.gov/qualifications/SEC-IV/A/GS-PROF.asp>

Office of Personnel Management

The Federal Government's Human Resources Agency

Working for America

Operating Manual

Qualification Standards for General Schedule Positions

Group Coverage Qualifications Standards for

Professional and Scientific Positions

The text below is extracted verbatim from Section IV-A (pp.19-24) of the Operating Manual for Qualification Standards for General Schedule Positions [MANUAL], but contains minor edits to conform to web-page requirements.

This qualification standard covers positions in the General Schedule that involve the performance of two-grade interval professional and scientific work. The specific requirements for entry into each occupation covered by this standard are described in individual occupational requirements in Section IV-B of the [MANUAL]. This same information is available through the index of this Web page. Subsection E.4.(g) of the "General Policies and Instructions" (Section II of this Manual) provides guidance on interpreting minimum educational requirements.

A list of the occupational series covered by this standard is provided below.

BASIC REQUIREMENTS FOR ALL GRADES

Applicants who meet the basic requirements described in the individual occupational requirements are fully qualified for the specified entry grade (generally grade GS-5). Applicants who wish to qualify for positions at higher grade levels (generally grade GS-7 and above) must also meet the requirements shown in the table on page IV-A-22, in addition to meeting the basic requirements.

The individual occupational requirements typically provide at least two methods for applicants to meet the basic requirements of the occupations covered by this standard:

- A. Successful completion of a full 4-year course of study in an accredited college or university leading to a bachelor's or higher degree that included a major field of study or specific course requirements generally as stated in paragraph A in the individual occupational requirements.

Where specific course requirements are not indicated in paragraph A, the number of semester hours required to constitute a major field of study is the amount specified by the college or university attended. If this number cannot be obtained, 24 semester hours will be considered as equivalent to a major field of study. The nature and quality of this required course work must have been such that it would serve as a prerequisite for more advanced study in the field or subject-matter area. Related course work generally refers to courses that may be accepted as part of the program major.

OR

- B. Appropriate combination of education and experience that is typically specified in paragraph B of the individual occupational requirements. The "paragraph B" method generally requires that an applicant possess a core of educational credit, such as described in paragraph A above, plus additional education and/or experience. The method of determining the number of semester hours required to constitute a major field of study is the same as described in paragraph A.

The quality of the combination of education and experience must be sufficient to demonstrate that the applicant possesses the knowledge, skills, and abilities required to perform work in the occupation, and is comparable to that normally acquired through the successful completion of a full 4-year course of study with a major in the appropriate field. In addition to courses in the major and related fields, a typical college degree would have included courses that involved analysis, writing, critical thinking, research, etc. These courses would have provided an applicant with skills and abilities sufficient to perform progressively more responsible work in the occupation. Therefore, creditable experience should have demonstrated similarly appropriate skills or abilities needed to perform the work of the occupation.

The individual occupational requirements for some series make no provision for combining experience and education. Therefore, they do *not* include paragraph B provisions.

For a small number of occupations or positions covered by this standard, applicants may possess certain kinds of experience *in lieu* of education. In such cases, applicants may meet minimum qualification requirements through experience equivalent to a 4-year degree. These situations are generally described in paragraph C of the individual occupational requirements.

Applicants whose experience is used to meet the basic requirements through a paragraph B or C provision may qualify for grades above the entry level if that experience includes 1 year of specialized experience. In such cases, the specialized experience would have to be evaluated to determine if it is at the appropriate grade level in the normal line of progression.

ADDITIONAL EXPERIENCE AND EDUCATION REQUIREMENTS FOR GS-7 AND ABOVE

In addition to meeting the basic entry qualification requirements, applicants must have specialized experience and/or directly related education in the amounts shown in the table below.

GRADE/POSITIONS	EDUCATION	SPECIALIZED EXPERIENCE
GS-7	1 year of graduate-level education <i>or</i> superior academic achievement	1 year equivalent to at least GS-5

GS-9	2 years of progressively higher level graduate education leading to a master's degree <i>or</i> master's or equivalent graduate degree	1 year equivalent to at least GS-7
GS-11	3 years of progressively higher level graduate education leading to a Ph.D. degree <i>or</i> Ph.D. or equivalent doctoral degree	1 year equivalent to at least GS-9
GS-12 and above		1 year equivalent to at least next lower grade level

Research Positions

GS-11 research positions	Master's or equivalent graduate degree	1 year equivalent to at least GS-9
GS-12 research positions	Ph.D. or equivalent doctoral degree	1 year equivalent to at least GS-11
GS-13 and above research positions		1 year equivalent to at least next lower grade level

NOTE: Education and experience may be combined for all grade levels for which both education and experience are acceptable.

While the levels of experience shown for most positions covered by this standard follow the grade level progression pattern outlined in the table, users of the standard should refer to **E.3.(p)** in the "General Policies and Instructions" (Section II of this Manual) for guidance on crediting experience for positions with different lines of progression.

Combining Education and Experience: When combining education with experience, first determine the applicant's total qualifying education as a percentage of the education required for the grade level; then determine the applicant's experience as a percentage of the experience required for the grade level; finally, add the two percentages. The total percentage must equal at least 100 percent to qualify an applicant for that grade level. For example, an applicant for a GS-184, Sociology, position has successfully completed 60 undergraduate semester hours, including 24 semester hours in sociology, and, in addition, has 2 full-time years of appropriate experience that demonstrates that the applicant possesses the necessary analytical and communication skills. The applicant would qualify for GS-5, since the 60 semester hours (the equivalent of 2 years of undergraduate education, or 50 percent of the total requirement) were supplemented by 2 additional years of appropriate experience that provided the remaining 50 percent of the total required education and experience.

Specialized Experience: Experience that equipped the applicant with the particular knowledge, skills, and abilities to perform successfully the duties of the position, and that is typically in or related to the work of the position to be filled. To be creditable, specialized experience must have been equivalent to at least the next lower grade level in the normal line of progression for the occupation in the organization.

Superior Academic Achievement: The superior academic achievement provision is applicable to all occupations covered by this standard. See the "General Policies and Instructions" for specific guidance on applying the superior academic achievement provision.

Graduate Education: Completion of graduate level education in the amounts shown in the table, in

addition to meeting the basic requirements, is qualifying for positions at grades GS-7 through GS-11, and GS-12 research positions if it provided the knowledge, skills, and abilities necessary to do the work. One year of full-time graduate education is considered to be the number of credit hours that the school attended has determined to represent 1 year of full-time study. If that number cannot be obtained from the school, 18 semester hours should be considered an academic year of graduate study. Part-time graduate education is creditable in accordance with its relationship to a year of full-time study at the school attended.

Research Positions: Positions that primarily involve scientific inquiry or investigation, or research-type exploratory development of a creative or advanced scientific nature, where the knowledge required to perform the work successfully is typically and primarily acquired through graduate study (master's or equivalent degree for GS-11, Ph.D. or equivalent for GS-12). The work is such that the academic preparation will equip the applicant to perform the full range of professional work of the position after a short orientation period.

1. Qualification on the basis of education--Applicants for such research positions can be considered qualified for GS-11 if they possess an appropriate master's or equivalent graduate degree, and qualified for GS-12 if they possess a Ph.D. or equivalent doctoral degree.
2. Qualification on the basis of experience--Applicants who furnish positive evidence that they have performed highly creative or outstanding research that has led or can lead to major advances in a specific area of research, to a major advance in the discipline or field of science involved, or to major advances in science in general, can be rated under this provision for highly demanding research positions requiring similar abilities. Under these circumstances, applicants can be rated eligible for the next higher grade level above that for which they would normally be rated, provided they have not been rated eligible at this higher grade on the basis of meeting the graduate study requirements described in paragraph 1 above. To receive this rating, the work must have been creative in the sense that it developed a basic principle, product, concept, method, approach, or technique, or provided a body of basic information that opened the way for a major advance in the discipline or field of science involved, or to advances in science in general, by providing a method of solving other problems, opening areas of research, or providing the means of exploiting the application of science in a major area.

Applicants cannot receive an "extra" grade for education, and an additional "extra" grade for appropriate experience.

Combination of Graduate Education and Professional Experience: Combinations of successfully completed graduate level education and specialized experience may be used to meet total experience requirements. Only graduate level education in excess of the amount required for the next lower grade level may be combined with experience. For example, an applicant with 6 months of appropriate experience equivalent to GS-7 (50 percent of the experience requirement for GS-9) and 27 semester hours of appropriate graduate education (50 percent of the education requirement for GS-9, in excess of that required for GS-7) would be qualified for a GS-9 position (assuming that there is no evidence that the attended college or university requires more than 18 semester hours as equivalent to a year of graduate study).

USING SELECTIVE FACTORS FOR POSITIONS COVERED BY THIS STANDARD

There are a variety of situations where agencies would be warranted in limiting consideration to

applicants who possess the particular qualifications required to perform the work of positions covered by this standard. For example, an agency may require specific kinds of training appropriate for filling positions concerned with scientific research and development activities, or may require specific educational courses or combinations of courses (where the individual occupational requirements permit applicants to qualify based on several combinations of educational course work) to meet other specialized agency requirements. An agency filling an international economist position may require knowledge of international economics. In this case, since applicants can qualify on the basis of education, the agency may require certain types of educational courses. Similarly, in some cases, consideration may be limited only to those applicants who possess an appropriate license, registration, or certification, if possession of such is determined to be necessary for carrying out the responsibilities of a position and/or required by statute.



OCCUPATIONAL COVERAGE

A list of the occupational series covered by this qualification standard is provided below. All occupational series covered by this standard have individual occupational requirements in Section IV-B of the **Operating Manual for Qualification Standards for General Schedule Positions**. Refer to the Index for links.

- GS-020 Community Planning
- GS-101 Social Science
- GS-110 Economist
- GS-130 Foreign Affairs
- GS-131 International Relations
- GS-140 Manpower Research and Analysis
- GS-150 Geography
- GS-170 History
- GS-180 Psychology
- GS-184 Sociology
- GS-185 Social Work
- GS-190 General Anthropology
- GS-193 Archeology
- GS-401 General Natural Resources Management and Biological Sciences Series
- GS-403 Microbiology
- GS-405 Pharmacology
- GS-408 Ecology
- GS-410 Zoology
- GS-413 Physiology
- GS-414 Entomology
- GS-415 Toxicology
- GS-430 Botany
- GS-434 Plant Pathology
- GS-435 Plant Physiology
- GS-437 Horticulture
- GS-440 Genetics
- GS-454 Rangeland Management
- GS-457 Soil Conservation

GS-460 Forestry
GS-470 Soil Science
GS-471 Agronomy
GS-480 Fish and Wildlife Administration
GS-482 Fish Biology
GS-485 Wildlife Refuge Management
GS-486 Wildlife Biology
GS-487 Animal Science
GS-510 Accounting
GS-511 Auditing
GS-512 Internal Revenue Agent
GS-601 General Health Science
GS-630 Dietitian and Nutritionist
GS-631 Occupational Therapist
GS-633 Physical Therapist
GS-635 Corrective Therapist
GS-637 Manual Arts Therapist
GS-638 Recreation/Creative Arts Therapist
GS-639 Educational Therapist
GS-644 Medical Technologist
GS-665 Speech Pathology and Audiology
GS-690 Industrial Hygiene
GS-696 Consumer Safety
GS-801 General Engineering
GS-803 Safety Engineering
GS-804 Fire Protection Engineering
GS-806 Materials Engineering
GS-807 Landscape Architecture
GS-808 Architecture
GS-810 Civil Engineering
GS-819 Environmental Engineering
GS-830 Mechanical Engineering
GS-840 Nuclear Engineering
GS-850 Electrical Engineering
GS-854 Computer Engineering
GS-855 Electronics Engineering
GS-858 Biomedical Engineering
GS-861 Aerospace Engineering
GS-871 Naval Architecture
GS-880 Mining Engineering
GS-881 Petroleum Engineering
GS-890 Agricultural Engineering
GS-892 Ceramic Engineering
GS-893 Chemical Engineering
GS-894 Welding Engineering
GS-896 Industrial Engineering
GS-1015 Museum Curator
GS-1221 Patent Adviser
GS-1223 Patent Classifying
GS-1224 Patent Examining
GS-1226 Design Patent Examining

GS-1301 General Physical Science
GS-1306 Health Physics
GS-1310 Physics
GS-1313 Geophysics
GS-1315 Hydrology
GS-1320 Chemistry
GS-1321 Metallurgy
GS-1330 Astronomy and Space Science
GS-1340 Meteorology
GS-1350 Geology
GS-1360 Oceanography
GS-1370 Cartography
GS-1372 Geodesy
GS-1373 Land Surveying
GS-1380 Forest Products Technology
GS-1382 Food Technology
GS-1384 Textile Technology
GS-1386 Photographic Technology
GS-1420 Archivist
GS-1510 General Mathematics and Statistics
GS-1510 Actuarial Science
GS-1515 Operations Research
GS-1520 Mathematics
GS-1529 Mathematical Statistics
GS-1530 Statistics
GS-1550 Computer Science
GS-1701 General Education and Training
GS-1710 Education and Vocational Training
GS-1720 Education Program
GS-1725 Public Health Educator
GS-1730 Education Research
GS-1740 Education Services
GS-1750 Instructional Systems



Office of Personnel Management

1900 E Street NW, Washington, DC 20415-1000 | (202) 606-1800 | TTY (202) 606-2532

Site Index

[Contact Us](#) | [Important Links](#) | [Forms](#) | [FAQ's](#) | [Products & Services](#)

This page can be found on the web at the following url:
<http://www.opm.gov/qualifications/SEC-IV/B/GS0400/0482.HTM>

Office of Personnel Management

The Federal Government's Human Resources Agency

Working for America

Operating Manual

Qualification Standards for General Schedule Positions

Individual Occupational Requirements for

Fish Biology Series, GS-482

The text below is extracted verbatim from Section IV-B of the Operating Manual for Qualification Standards for General Schedule Positions (p.IV-B-76), but contains minor edits to conform to web-page requirements.

Use these individual occupational requirements in conjunction with the "Group Coverage Qualification Standard for Professional and Scientific Positions."

Basic Requirements:

Nonresearch Positions:

- A. Degree: major in biological science that included:
- o At least 6 semester hours in aquatic subjects such as limnology, ichthyology, fishery biology, aquatic botany, aquatic fauna, oceanography, fish culture, or related courses in the field of fishery biology; and
 - o At least 12 semester hours in the animal sciences in such subjects as general zoology, vertebrate zoology, comparative anatomy, physiology, entomology, parasitology, ecology, cellular biology, genetics, or research in these fields. (Excess course work in aquatic subjects may be used to meet this requirement when appropriate.)
- OR
- B. Combination of education and experience--courses equivalent to a major in biological science (i.e., at least 30 semester hours), of which a minimum of 6 semester hours were in aquatic subjects and 12 semester hours were in the animal sciences, as shown in A above, plus appropriate experience or additional education.

Research Positions: Applicants must show that they have a degree with major study in biology, zoology, or biological oceanography that included at least 30 semester hours in biological and aquatic science and 15 semester hours in the physical and mathematical sciences. This course work

must have included:

- At least 15 semester hours of preparatory training in zoology beyond introductory biology or zoology in such courses as invertebrate zoology, comparative anatomy, histology, physiology, embryology, advanced vertebrate zoology, genetics, entomology, and parasitology; and
- At least 6 semester hours of training applicable to fishery biology in such subjects as fishery biology, ichthyology, limnology, oceanography, algology, planktonology, marine or fresh water ecology, invertebrate ecology, principles of fishery population dynamics, or related course work in the field of fishery biology; and
- At least 15 semester hours of training in any combination of two or more of the following: chemistry, physics, mathematics, or statistics.

FOR DEPARTMENT OF THE INTERIOR POSITIONS WITH PILOT DUTIES

Applicants must:

- Possess a current FAA Commercial Airman Certificate with ratings appropriate for the duties performed;
- Possess an instrument rating;
- Have completed a minimum of 500 hours of flight time as Pilot-in-Command and 25 hours of flight time as Pilot-in-Command at night; and
- Possess a current Class II Medical Certificate.

Office of Personnel Management

[Site Index](#)

1900 E Street NW, Washington, DC 20415-1000 | (202) 606-1800 | TTY (202) 606-2532

[Contact Us](#) | [Important Links](#) | [Forms](#) | [FAQ's](#) | [Products & Services](#)



BPA VACANCY ANNOUNCEMENT (#003121-05-DE)

U.S. DEPARTMENT OF ENERGY
BONNEVILLE POWER
ADMINISTRATION

POSITION AND LOCATION: Fishery Biologist, GS-482-11/12, Portland, OR

OPENING DATE 08/12/05	CLOSING DATE 09/02/05	ANNUAL PAY RATE: GS-11: \$52,446 - \$68,180 GS-12: \$62,858 - \$81,712
---------------------------------	---------------------------------	---

Selections at Bonneville Power Administration (BPA) are based on merit and are accomplished without regard to political, religious, or union affiliation or non-affiliation, marital status, race, color, national origin, sex, sexual orientation, age, or non-disqualifying physical disability; nor will such action be based upon any personal relationship, patronage, or nepotism.

WHO MAY APPLY: All US Citizens

POSITION LOCATION: Bonneville Power Administration, Corporate, Environment, Fish & Wildlife, Unified Plan Implementation (Upper), Portland, OR – KEWU

Special Requirement:

The incumbent is required to possess and maintain a valid state driver's license in order to perform the duties of this position. If selected, you will be required to provide proof that you meet this requirement.

NOTES:

The full performance level of this position is GS-12.

This position may be filled at the GS-11 or GS-12 level. **You must indicate on your application the grade level(s) for which you are applying.** Candidates hired at less than full-performance level may be promoted without further competition when assigned higher-level duties and meeting all qualification requirements.

This agency provides reasonable accommodations to applicants with disabilities. If you need a reasonable accommodation for any part of the application and hiring process, please notify the agency. The decision on granting reasonable accommodation will be on a case-by-case basis.

Current permanent Federal employees with status may also apply under Merit Promotion procedures to vacancy announcement 003120-05. Merit Promotion announcements can be viewed at www.jobs.bpa.gov. Applicants selected from this DE announcement will serve a one-year probationary period regardless of current or former Federal service.

CAREER TRANSITION ASSISTANCE PROGRAM (CTAP)/INTERAGENCY CAREER TRANSITION ASSISTANCE

PROGRAM (ICTAP): Displaced or surplus employees who may be entitled to consideration under CTAP/ICTAP must meet the OPM and BPA requirements for consideration. Individuals who have special priority selection rights under the Agency Career Transition Assistance Program (CTAP) or the Interagency Career Transition Assistance Program (ICTAP) must be well qualified for the position to receive consideration for special priority selection. Well qualified for merit promotion (status applicants) means an applicant who possesses the knowledge, skills, and abilities which clearly exceed the minimum qualification requirements for the position, including being evaluated at the "3" or equivalent rating level on all quality ranking factors. Well qualified for non-status applicants means an applicant who scores 85 points or higher prior to the addition of veteran's preference points, if applicable. Federal employees seeking CTAP/ICTAP eligibility must submit proof that they meet the requirements of 5 CFR 330.605(a) for CTAP and 5 CFR 330.704 for ICTAP. This includes a copy of the agency notice, a copy of their most recent Performance Rating, and a copy of their most recent SF 50 noting current position, grade level, and duty location. Please annotate your application to reflect that you are applying as a CTAP or ICTAP eligible. For additional information, please refer to <http://www.opm.gov> or to <http://www.jobs.bpa.gov>.

CONDITIONS OF EMPLOYMENT:

If selected, you will be required to complete a Declaration for Federal Employment (OF 306, revised 1/01) to determine your suitability for Federal employment and to authorize a background investigation. You will be asked to sign and certify the accuracy of all information in your application. If you make any false statement in any part of your application, you may not

be hired; or you may be fined, jailed, or fired after you begin work. The correct version of the OF-306 form is available at: http://www.opm.gov/forms/pdf_fill/of306.pdf.

Veteran's Preference: A 5-point preference is granted to veterans who entered military service prior to October 14, 1976, or who served in a military action for which they received a Campaign Badge or Expeditionary Medal, or who served on active duty during the Gulf War from August 2, 1990 through January 2, 1992 and who served continuously for a minimum of 24 months or for the full period for which called or ordered to active duty. You may be entitled to a 10-point veteran's preference if you are a disabled veteran or Purple Heart recipient or you are the widow, widower, or mother of a deceased veteran. You must submit a Standard Form 15 (SF-15) and documented proof of your claim.

MAJOR DUTIES: This position is located in the Unified Plan Implementation (Upper and Lower) group whose function is to implement fish and wildlife projects that mitigate for the effects of the FCRPS in the Columbia River Basin. The incumbent serves as biologist in support of a broad spectrum of projects relating to resident fish substitution and mitigation; resident fish hatcheries; anadromous fish and wildlife habitat protection and enhancement; ecosystem coordination; model and focus watershed program participation and coordination; anadromous fish hatcheries; fish passage and irrigation intake screening in main stem and tributaries; supplementation research throughout the basin; captive brood stock research programs for sockeye and other species; coded wire and PIT tag fish marking; monitoring and recovery programs; and natural production research. Resident fish habitat restoration and research in the both the mainstem and tributaries for bull trout, burbot, native rainbow and cutthroat, kokanee and other resident fish species managed for resident fish substitution.

BASIC REQUIREMENTS:

A. Degree: major in biological science that included:

- o At least 6 semester hours in aquatic subjects such as limnology, ichthyology, fishery biology, aquatic botany, aquatic fauna, oceanography, fish culture, or related courses in the field of fishery biology; and
- o At least 12 semester hours in the animal sciences in such subjects as general zoology, vertebrate zoology, comparative anatomy, physiology, entomology, parasitology, ecology, cellular biology, genetics, or research in these fields. (Excess course work in aquatic subjects may be used to meet this requirement when appropriate.)

OR

B. Combination of education and experience--courses equivalent to a major in biological science (i.e., at least 30 semester hours), of which a minimum of 6 semester hours were in aquatic subjects and 12 semester hours were in the animal sciences, as shown in A above, plus appropriate experience or additional education.

PLEASE NOTE: MUST provide a copy of your college transcripts with your application (Photocopies are sufficient). Failure to provide transcripts will result in a rating of not qualified.

IN ADDITION TO MEETING THE BASIC REQUIREMENTS ABOVE, YOU MUST ALSO MEET THE FOLLOWING QUALIFICATION REQUIREMENTS: Applicants must have had a total of 1 year specialized experience that has equipped them with the particular knowledge's, skills and abilities to perform successfully the duties of the position, and that is typically related to the work of this position. Specialized experience for each grade level is defined below:

GS-11: Experience analyzing and evaluating scientific information; implementing projects to mitigate or enhance fishery resources that involved multiple partners and stakeholders; and, independently negotiating successful outcomes.

GS-12: Experience analyzing and evaluating scientific information for managing fishery resources; developing and implementing projects to mitigate or enhance fishery resources that involved multiple partners and stakeholders with diverse and often competing priorities; and, independently negotiating successful outcomes on complex issues.

Note: In order to be rated as qualified for the position, we must be able to determine that you meet the specialized experience requirement - please be sure to include this information in your application. To be creditable, specialized experience must have been equivalent to the next lower grade of the position to be filled. Applicants who have qualifying experience performed on less than a full-time basis must specify the percentage and length of time spent in performance of such duties.

Substitution of Education for Experience: 3 full years of progressively higher level graduate education leading to a Ph D or Ph. D. or equivalent doctoral degree in a related field may be substituted for experience at the GS-11 grade level. You must submit all relevant transcripts (both undergraduate and graduate) with your application.

BASIS OF RATING: No written test is required. If qualified, ratings will be based on an evaluation of the quality and extent of experience, education, and training in relation to the following knowledge's, skills, and abilities. Applicants should submit narrative responses to the following KSA's. Failure to submit your narrative responses to the KSA's for this position may negatively affect your eligibility and/or rating.

1. **Knowledge of fishery resource management theories and techniques sufficient to develop and implement projects to mitigate or enhance fishery resources.** *(Please describe your experience developing or implementing programs/projects to mitigate or enhance fishery resources. For each assignment, specify whether experience was at the programmatic or project level. Also include complicating factors such as multiple partners/stakeholders with diverse or competing priorities.)*
2. **Ability to analyze and evaluate scientific, political, social, and economic information in order to make recommendations for the management of fishery resources.** *(Please describe your experience in the analysis and evaluation of scientific data as well as political, social or economic information. Include the goal of the analyses/evaluations, how your recommendations or other results were used when completed, and the type of natural resources that were the subject of the analysis/evaluation.)*
3. **Ability to independently negotiate successful outcomes with diverse groups having competing priorities on complex fishery management issues.** *(Please describe your negotiating experience. Include the issues being negotiated, the parties involved and their differing priorities, any other factors that made the negotiations complex, and the outcome/success.)*
4. **Ability to communicate effectively and be persuasive with different audiences.** *(Please describe your experience persuading/influencing different audiences including upper management and external parties with both written and oral presentations. Also describe experience writing guidance concerning technical or management issues, again, identifying the intended audiences.)*

APPLICATION INFORMATION:

There is no specific required application form. There is specific information that you are required to submit. For further information on completing your application, please refer to the statement below "Required Information on Resumes."

- Applicants may, at their choice, submit a resume, the Optional Application for Federal Employment (OF 612), a copy of the obsolete Application for Federal Employment (SF 171), or any other written application format.
- All applications must contain sufficient information to determine eligibility for the position.
- **Applicants will not be contacted for missing information. Material received after the closing date will not be accepted.**

HOW TO APPLY:

Submit your application with supplemental information. It must be received with the application. Your application package should include the following:

1. Your resume, or other application, that fully describes your education and experience.
2. Narrative responses to Knowledges, Skills, and Abilities
3. College transcripts (**REQUIRED** - Copies are acceptable. Submit both undergraduate and graduate transcripts if applicable. Failure to provide will result in a rating of not qualified.)
4. If you are applying for consideration with 5-point veteran's preference, you must provide a copy of your DD-214 (Member 4).
5. If you are applying for consideration with 10-point veteran's preference, you must provide a copy of your DD-214 (Member 4), Standard Form 15 (Application for 10-Point Veteran Preference), and documented proof of claim as specified on SF-15. (**SF-15 form**).
6. All applicants are encouraged to complete and submit DOE F 1600.7e, Applicant Disability, Race/National Origin and Sex Identification form (attached or may be accessed at: <http://www.directives.doe.gov/pdfs/forms/1600-7.pdf>).
7. OF-306 (revised 1/01), Declaration for Federal Employment

REQUIRED INFORMATION ON RESUME*:

1. Announcement number, title, and grade of the position for which you are applying.
2. Your full name, mailing address, and day and evening telephone number.
3. Your e-mail address (please provide if available – failure to provide will not effect the processing of your application.)
4. Your Social Security Number.
5. Country of citizenship.
6. High school attended which includes name of high school, location (city/state), and date of diploma or GED.
7. Work experience (Paid and non-paid experience related to the job for which you are applying. Include job title (**YOU MUST INCLUDE SERIES AND GRADE IF FEDERAL JOB**), duties and accomplishments, employer's name and address, supervisor's name and phone number, starting and ending dates (**including month and year**), salary, hours worked per week, salary).
8. Indicate if we may contact your current supervisor.
9. A list of other job related training, skills (for example, languages, tools, machinery, typing speed, etc.), certificates and licenses, honor societies, awards, professional membership, publications, leadership activities, performance awards, etc.

****Please note that if your resume or application does not provide all the information requested in the vacancy announcement, you may lose consideration.**

FORMS AVAILABILITY: All application materials may be obtained from all Bonneville Power Administration Human Resources offices (2401 NE Minnehaha, Construction Services Building, Vancouver, WA 98663; or 905 NE 11th Avenue, Portland, OR 97232), or by calling 360-418-2090 or 503-230-3055. You may also download a copy of this announcement, including all forms from our website at <http://www.jobs.bpa.gov/>

If you have questions, you may call the Staffing Center, 360-418-2090 or 503-230-3055.

Applicants should retain a copy of their application as BPA does not return applications or provide copies.

WHERE TO APPLY:

If **mailing** your application, please send to the following address: Bonneville Power Administration, ATTN: Personnel Services – CHP/CSB-2, PO Box 491, Vancouver, WA 98666, (street address): 2401 NE Minnehaha Street, Vancouver, WA 98663

If applications are delivered in person, they can be delivered to the address above **OR** to: Bonneville Power Administration, Personnel Services, 905 NE 11th Avenue, Portland, OR 97232.

RECEIPT OF APPLICATION:

Your complete application must be received no later than 12 midnight Pacific Daylight Time (PDT) of the closing date to be accepted. Applications submitted by fax or e-mail must be time/date stamped or electronically postmarked at point of origin no later than 12 midnight PDT.

Applicants will be notified of receipt of their application package.

FAX APPLICATIONS:

Faxed applications should be sent to **360-418-2063**. Applicants are responsible for ensuring that application materials transmit successfully.

EMAIL APPLICATIONS:

Applications should be sent as email attachments to: jobs@bpa.gov. The Announcement Number must be included in the subject line of the email. Required forms may be sent as email attachments, may be faxed, or sent as hard copy. Application materials provided by different means must be cross-referenced so they may be combined at BPA. Applicants who apply by email will receive an email confirmation. Applicants are responsible for ensuring that application materials are formatted in a manner that will transmit successfully.

THE BONNEVILLE POWER ADMINISTRATION IS A HARASSMENT FREE WORKPLACE.

www.va.gov	http://www.jobs.bpa.gov/	www.usajobs.opm.gov	http://www.opm.gov/qualifications/index.htm
Veterans Administration	Bonneville Power Administration	Office of Personnel Management	Office of Personnel Management

Basic Qualification Rating Sheet

Name (Last, First, MI) <i>Chana, Andrew</i>	Vacancy Announcement 002948/002949	Position Title and Series Bio Sci/Phys Sci, GS-401/1301	Lowest Acceptable Grade 7/9
			Grade(s) 7/9

Veterans' Preference		Documentation Received	
<input type="checkbox"/> Non-Veteran	<input type="checkbox"/> 10-point (more than 30%)	<input type="checkbox"/> DD-214	
<input type="checkbox"/> 5-point	<input type="checkbox"/> 10-point Purple Heart	<input type="checkbox"/> SF-15	
<input type="checkbox"/> 10-point (less than 30%)	<input type="checkbox"/> 10-point Spouse/Widow/Mother of Deceased	<input type="checkbox"/> VA Letter w/in 1 year	

Specialized Experience

GS-07:

Professional experience (at least equivalent to the GS-5 level) providing support assistance in the design, coordination and oversight of sampling and monitoring efforts/programs relative to construction, cleanup, and monitoring projects, and to provide assistance to evaluate, assess, and interpret data and results of sampling and monitoring efforts.

GS-09:

Professional experience (at least equivalent to the GS-7 level) involving the design, coordination and oversight of sampling and monitoring efforts/programs relative to construction, cleanup, and monitoring projects. Such experience must also have included evaluating, assessing and interpreting data and results of sampling and monitoring efforts.

Experience					
Employment Dates		Title, Series, and Grade or Job Held	Specialized		
From	To		%	Years	Months
3/84	pres	<i>Harvest Inspector GS-462-7</i>			

Comments (i.e., reasons for meeting or not meeting minimum qualification Requirements)

MS Forest Products

Eligibility/Qualification Determination	
<input checked="" type="checkbox"/> Qualified	Grades: <u>7/9</u>
<input type="checkbox"/> Pending verification of: <small>(Requires note on certificate that qualifications are pending verification)</small>	
<input type="checkbox"/> Not-qualified	
<input type="checkbox"/> Ineligible	Grades: _____
<input type="checkbox"/> Time-in-Grade	<input type="checkbox"/> Lacks required education/coursework
<input type="checkbox"/> Lack Specialized Experience	<input type="checkbox"/> Selective Placement Factor
<input type="checkbox"/> Status	<input type="checkbox"/> Other (non-citizen, etc.)

Rater

Date

Reviewer

Date

**Bonneville Power Administration
Delegated Case Examining Rating Sheet**

Chang, Andrew

002948-05-DE Interdisciplinary Bio/Phys Scientist, GS-401/1301
Announcement # Position Title and Series

79
Grade

Instructions – In accordance with the rating schedule in the crediting plan; record the individual numerical score (i.e., 0, 2, 3, 4) for each evaluation factor in the "Individual Panel Member" column. Record the composite panel score in the final panel score column. Total the final panel score column and record the results in the raw score box.

Evaluation Factors (Knowledge, Skills, and Abilities)	Individual Rater Scores			Final Panel Score	Comments
	1	2	3		
1. Knowledge of field practices and protocols to conduct environmental investigations, cleanups, sampling and monitoring.	3	3			
2. Ability to provide scientific and technical support in the planning, development, coordination, and implementation of pollution prevention and abatement projects and programs for electrical transmission facilities.	3	3			
3. Ability to work with a diverse group of personnel who may have competing priorities, and to take the initiative in expediting problem situations toward amicable solutions.	4	4			<i>Good response</i>
4. Knowledge of natural resources and the ability to assess multiple and diverse impacts to them as a result of human activities.	3	3			

Raw Score 13

For HR Office Use Only	
Transmuted Score	94
Veterans' Preference Points	-
Final Rating	94

Non-disclosure Agreement – I agree, by signing below, that I understand my obligation to maintain the confidentiality of the competitive examining process. I acknowledge that I am prohibited from disclosing information regarding applicant qualifications; the names of applicants; and examination criteria. I further understand that if I disclose information pertaining the examining process that I may be subject to disciplinary action, up to and including removal from the Federal service.

Printed Name Rater #1	Signature	Date
		7-6-05
Printed Name Rater #2	Signature	Date
		7/6/05
Printed Name Rater #3	Signature	Date

2 of 2

Bonneville Power Administration Delegated Case Examining Rating Sheet

Chang, Andrew

002948-05-DE Interdisciplinary Bio/Phys Scientist, GS-401/1301
Announcement # Position Title and Series

79
Grade

Instructions - In accordance with the rating schedule in the crediting plan; record the individual numerical score (i.e., 0, 2, 3, 4) for each evaluation factor in the "Individual Panel Member" column. Record the composite panel score in the final panel score column. Total the final panel score column and record the results in the raw score box.

Evaluation Factors (Knowledge, Skills, and Abilities)	Individual Rater Scores			Final Panel Score	Comments
	1	2	3		
1. Knowledge of field practices and protocols to conduct environmental investigations, cleanups, sampling and monitoring.	2	2			Based on education -
2. Ability to provide scientific and technical support in the planning, development, coordination, and implementation of pollution prevention and abatement projects and programs for electrical transmission facilities.	2	2			No Elec trans exp
3. Ability to work with a diverse group of personnel who may have competing priorities, and to take the initiative in expediting problem situations toward amicable solutions.	3	3			
4. Knowledge of natural resources and the ability to assess multiple and diverse impacts to them as a result of human activities.	2	2			Education indicates ability

Raw Score 9

For HR Officials Only	
Transmuted Score	87
Veterans' Preference Points	-4
Final Rating	87

Non-disclosure Agreement - I agree, by signing below, that I understand my obligation to maintain the confidentiality of the competitive examining process. I acknowledge that I am prohibited from disclosing information regarding applicant qualifications; the names of applicants; and examination criteria. I further understand that if I disclose information pertaining the examining process that I may be subject to disciplinary action, up to and including removal from the Federal service.

Printed Name Rater #1

Signature

7-6-05
Date

Printed Name Rater #2

Signature

7/6/05
Date

Printed Name Rater #3

Signature

Date

Basic Qualification Rating Sheet

Name (Last, First, MI) <i>Dust, Ashley</i>	Vacancy Announcement 002948/002949	Position Title and Series Bio Sci/Phys Sci, GS-401/1301	Lowest Acceptable Grade <div style="border: 1px solid black; padding: 2px; display: inline-block;">9</div>
			Grade(s) 7/9

Veterans' Preference		Documentation Received	
<input checked="" type="checkbox"/> Non-Veteran	<input type="checkbox"/> 10-point (more than 30%)	<input type="checkbox"/> DD-214	
<input type="checkbox"/> 5-point	<input type="checkbox"/> 10-point Purple Heart	<input type="checkbox"/> SF-15	
<input type="checkbox"/> 10-point (less than 30%)	<input type="checkbox"/> 10-point Spouse/Widow/Mother of Deceased	<input type="checkbox"/> VA Letter w/in 1 year	

Specialized Experience

GS-07:

Professional experience (at least equivalent to the GS-5 level) providing support assistance in the design, coordination and oversight of sampling and monitoring efforts/programs relative to construction, cleanup, and monitoring projects, and to provide assistance to evaluate, assess, and interpret data and results of sampling and monitoring efforts.

GS-09:

Professional experience (at least equivalent to the GS-7 level) involving the design, coordination and oversight of sampling and monitoring efforts/programs relative to construction, cleanup, and monitoring projects. Such experience must also have included evaluating, assessing and interpreting data and results of sampling and monitoring efforts.

Experience					
Employment Dates		Title, Series, and Grade or Job Held	Specialized		
From	To		%	Years	Months

Comments (i.e., reasons for meeting or not meeting minimum qualification Requirements)

15 Years Exp & Eng

Eligibility/Qualification Determination	
<input checked="" type="checkbox"/> Qualified	Grades: <u>9</u>
<input type="checkbox"/> Pending verification of: _____	
<small>(Requires note on certificate that qualifications are pending verification)</small>	
<input type="checkbox"/> Not-qualified	
<input type="checkbox"/> Ineligible	Grades: _____
<input type="checkbox"/> Time-in-Grade	<input type="checkbox"/> Lacks required education/coursework
<input type="checkbox"/> Lack Specialized Experience	<input type="checkbox"/> Selective Placement Factor
<input type="checkbox"/> Status	<input type="checkbox"/> Other (non-citizen, etc.)

Rater	Date
Reviewer	Date

**Bonneville Power Administration
Delegated Case Examining Rating Sheet**

1 of 1

Burt, Ashley

002948-05-DE Interdisciplinary Bio/Phys Scientist, GS-401/1301
Announcement # Position Title and Series

79
Grade

Instructions – In accordance with the rating schedule in the crediting plan; record the individual numerical score (i.e., 0, 2, 3, 4) for each evaluation factor in the “Individual Panel Member” column. Record the composite panel score in the final panel score column. Total the final panel score column and record the results in the raw score box.

Evaluation Factors (Knowledge, Skills, and Abilities)	Individual Rater Scores			Final Panel Score	Comments
	1	2	3		
1. Knowledge of field practices and protocols to conduct environmental investigations, cleanups, sampling and monitoring.	3	3			
2. Ability to provide scientific and technical support in the planning, development, coordination, and implementation of pollution prevention and abatement projects and programs for electrical transmission facilities.	3	3			
3. Ability to work with a diverse group of personnel who may have competing priorities, and to take the initiative in expediting problem situations toward amicable solutions.	3	3			
4. Knowledge of natural resources and the ability to assess multiple and diverse impacts to them as a result of human activities.	3	3			

Raw Score 12

For HR Office Use Only	
Transmuted Score	93
Veterans' Preference Points	
Final Rating	93

Non-disclosure Agreement – I agree, by signing below, that I understand my obligation to maintain the confidentiality of the competitive examining process. I acknowledge that I am prohibited from disclosing information regarding applicant qualifications; the names of applicants; and examination criteria. I further understand that if I disclose information pertaining the examining process that I may be subject to disciplinary action, up to and including removal from the Federal service.

Printed Name Rater #1

Signature

Date

7-6-05

Printed Name Rater #2

Signature

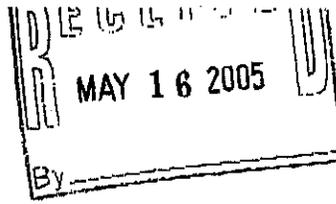
Date

7/6/05

Printed Name Rater #3

Signature

Date



Andrew Chang

I would like to be considered for the Physical Scientist, GS-1301-7/9 position in Portland, OR, vacancy announcement 002948-05-DE.

Qualification synopsis:

Masters degree in Forest Products, with concentration in an area that requires knowledge of biocide/pesticide/toxicant application, hygienic practice and containment.

Have GPAs of	3.34, magna cum laude	(A.A.S.)
	3.41	(B.Sc.)
	3.62	(M.Sc.)

In addition to the equivalent of at least 44 semester credit hours of coursework in the physical sciences, I have also completed 51 semester hours of courses directly related to the biological sciences.

I currently work extensively in the field under adverse conditions with about 40% overnight travel monitoring impacts and quality of contract work for the US Forest Service as a permanent seasonal technician at the GS-07 level.

I possess a high level of physical fitness.

Level of qualification:

I believe that I qualify at the GS 09 level based on my M.Sc. degree in forest products and current field experience in environmental monitoring at the GS-07 level for the USDA Forest Service. I would also consider the GS-07 level.

Materials included in my application:

- 1) Cover letter
- 2) List of courses relevant to the physical and biological sciences
- 3) Resume
- 4) KSA statement
- 5) Transcripts
- 6) OF-306

Contact Information:

Please feel free to contact any of the references listed at the end of my resume. The best method of initially contacting me is via email, as I am frequently out of the office.

Applicable coursework for Andrew Chang,

Physical Sciences

Course Title	Credits	Institution
Soil and Water Measurements and Control	1.5	St. U. NY
Physical Geology	3	U Idaho
Physical Geology Lab	1	U Idaho
Organic Chemistry I	3	U Idaho
Organic Chem I Lab	1	U Idaho
Organic Chem II	3	U Idaho
Organic Chem II Lab	1	U Idaho
Physical Chem	3	U Idaho
Physical Chem I Lab	1	U Idaho
Physical Chem II	3	U Idaho
Physical Chem II Lab	1	U Idaho
Engineering Physics I	3	U Idaho
Engineering Physics II	3	U Idaho
Engineering Physics II Lab	1	U Idaho
Quantitative Analysis	5	U Idaho
Instrumental Analysis	4	Quarter Oregon State
Wood and Fiber Science	4	Quarter Oregon State
Bioprocess Engineering	3	Quarter Oregon State
Wood and Fiber Physics	4	Quarter Oregon State
TOTAL SEMESTER CREDITS	44*	

* 44 semester credits estimate based on 33.5 semester credits + 15 quarter credits

Biological Sciences

Course Title	Credits	Institution
Watershed Management	2	U Idaho
General Soils	3	U Idaho
General Botany	4	U Idaho
Systematic Botany	3	U Idaho
Dendrology	3	U Idaho
Forest Ecosystems Processes	3	U Idaho
Wildland Field Ecology I & II	3	U Idaho
Forest Diseases	3	U Idaho
Advanced Forest Pathology	3	U Idaho
Seminar: Tree Diseases	2	U Idaho
Dendrology	2	St. U. NY
Forest Ecology	3	St. U. NY
Forest Entomology	1	St. U. NY
Elements Wildlife Ecology	1.5	St. U. NY
Forest Pathology	1	St. U. NY
Structure and Growth of Trees	1.5	St. U. NY
General Biochemistry	4	Quarter Oregon State
General Biochemistry II	4	Quarter Oregon State
Natural Resources Data Analysis	4	Quarter Oregon State
Wood and Fiber Anatomy	4	Quarter Oregon State
TOTAL SEMESTER CREDITS	51*	

* 51 semester credits estimate based on 39 semester credits + 16 quarter credits

APPLICANT RESUME/PROFILE:

ANNOUNCEMENT NUMBER: 002948-05-DE

APPLYING FOR: (Job Title, Series and Grade): Physical Scientist, GS-1301-7/9;
GS-07 level acceptable

APPLICANT NAME: **ANDREW B. CHANG**

ELECTRONIC ADDRESS:

SOCIAL SECURITY NO:

IMMEDIATE SUPERVISOR AND PHONE:

IF YOU ARE OR PREVIOUSLY WERE A FEDERAL EMPLOYEE, INDICATE THE HIGHEST GRADE YOU HELD AND THE DURATION OF THAT JOB: Grade 07 Total of nine months.

CLAIMING VETERANS PREFERENCE? No.

DATES AVAILABLE: When current logging operation wraps up (May or June)

Education:

- 2002 **M.S. in Forest Products** from Oregon State University, Corvallis, Oregon. **Won academic fellowship, graduated with 3.62 GPA.** 135 quarter hours credited.
- 1995 **B.S. in Forest Resources** with Science Option, University of Idaho, Moscow, Idaho. **Graduated with 227 semester credits with 3.42 GPA.** 176.5 semester hours credited.
- 1992 **A.A.S. in Forest Technology** from the Ranger School, State University of New York, Wanakena, New York. **Graduated Magna Cum Laude; third in class; 3.34GPA.** Awarded **James F. Dubuar award of merit.** 45.0 semester hours credited.
- 1990 **High School Graduation.** Trinity School, New York, New York

Page 2
C.V., Andrew Chang

Work Experience

1. **Harvest Inspector, GS 462-07** United States Forest Service
March, 2004 to present
 - Received Spot Award in recognition for effective communication and operation across two ranger districts on job in 2004.
 - Work with logging contractor to ensure compliance with state and federal environmental regulations.
 - Monitor contractor progress, evaluate environmental issues and recommend solutions for operational problems.
 - Operate independently in field in close coordination with wide variety of Forest Service personnel and private contractors.
 - Participate in natural resources inventory and management forest blowdown.
 - Produce forest management maps from GIS database on Hoonah Ranger District.
 - Inform local Ranger District and Supervisors of project progress.

2. **Logger and Equipment Operator** The Yankee Group Logging Co.,
March, 2003 to November, 2003
 - General operator for a cable and ground yarding logging company in Western Oregon.
 - Operated chainsaws, 70,000lb tracked excavators and caterpillar tractors on uneven slopes and inclement weather.
 - Responsible for rigging set up of cable yarding system and routine maintenance on vehicles
 - Awarded pay raise based on performance.

3. **Botany Crew Leader** US Forest Service Forestry Sciences Lab,
March, 2002 to November, 2002
 - Was awarded cash bonus and United States Department of Agriculture **Certificate of Appreciation** in recognition of my high quality of crew supervision.
 - Supervisor on crew of six botany technicians conducting plant surveys in Southeast Alaska.
 - Identified plants to species in fixed plot long-term research project
 - estimated percent cover and collected biomass of plants according to standard protocols.
 - Planned and solved field safety, operational logistics and transportation needs.
 - Used GPS receivers and surveying instruments to lay out research units.
 - Due to our crew's outstanding attitude and productivity, our work objective was accomplished in 83% of the scheduled time with no lost time injuries to crew.

Page 3

C.V. for Andrew B. Chang

4. Process Flow Analyst

June, 1998 to September, 2000

Roseburg Forest Products,

- Was offered two pay raises upon informing company of my decision to finish my Masters Degree.
- Worked successfully with computer modeling third party vendor.
- Located, analyzed and incorporated production and financial information into Tristar2000 linear optimization model.
- Analyzed operation processes, identified wasteful processes and presented realistic alternatives.
- Presented written, oral and PowerPoint briefings on model progress to Vice Presidents of Sales and Manufacturing and production managers of company.
- Researched, constructed and presented feasibility reports for large purchases to executive officers.
- Performed operations analyses to help solve production disputes between mill managers.
- Directed and allocated 40 workers.
- Trained and monitored worker in safety training and workmanship.
- Supervised employees with respect to productivity and employment protocols.
- Interacted successfully with union and administrative personnel to improve quality of products.

5. Graduate Research Assistant.

January, 1996 to May, 1998

Oregon State University, Corvallis, OR.

- Designed and executed research in wood biodeterioration leading to Masters Degree in Wood Science.
- Constructed, treated and installed and mapped 3200 field testing samples in field location.
- Collected samples, tested samples and performed statistical analysis on data to determine time and soil effect on measured physical parameters.
- Presented research findings to international forestry meetings.

6. Forest Inventory Specialist.

May, 1995-November, 1995

BPS Consulting,

- Located and measured variable and fixed plots; identified forest health issues, conducted regeneration surveys and identified non-woody vegetation.
- Worked in variety of adverse field conditions in rural Idaho and California.

Page 4

C.V. for Andrew B. Chang

Paid Summer Employment during schooling:**Forest Science Technician** 1994 Oregon State University

- Identified and estimated percent cover of regeneration and herbaceous plants growing up in gaps created for canopy opening study on HJ Andrews and Wind River Research Forests.

Wildlife Technician 1993 Idaho Department of Fish and Game

- Searched for rare/threatened plant populations in Hell's Canyon area of western Idaho. Identified and marked populations of invasive weeds.
- Ground-truthed GIS/LANDSAT vegetation type maps identified and located sensitive plant populations on USGS topo quads using hand compass and landmarks.

Forest Science Technician, 1992 New York Botanical Garden

- Conducted vegetation transects in urban New York forests.
- Identified/Keyed herbaceous and woody plants.

Wildlife Technician, 1988-1991 American Museum of Natural History

- Live-trapped and banded Common and Roseate Terns off Niantic, Connecticut.

Certifications and Training

- Dale Carnegie Public Speaking (40 hours of training)
- USFS Region 10 Timber Measurement Scaler Certified (Utility)
- USFS Chainsaw Operator certified class B falling, Class C bucking
- Wilderness First Aid, American Red Cross Standard First Aid/CPR
- Other Forest Administration courses and certifications

Computer Skills

- Practical and resourceful field operator with extensive and varied natural resources and industrial experience.
- Strong training in fundamental physical sciences and mathematics.
- Good writing ability.
- Proven ability to interact effectively and productively with people from different educational, professional and organizational backgrounds.
- Fully literate in MS Word, Access, PowerPoint and Excel
- Competent in constructing maps from GIS using ARC/MAP
- Proven skill in managing and scheduling people and multiple assignments.
- Have excellent public speaking ability, having presented numerous technical and progress presentations to both academia and industry. Also have taken several college-accredited courses in public speaking.
- High ability to use instruments, tools and equipment for building structures in compliance with building codes.

Page 5

C.V. for Andrew B. Chang

- Professional Experience:**
- Ten days of Nature Conservancy work parties, including weedy plant identification and eradication
 - Staff member of Wood Magic, 1998-2001, an interactive presentation designed to increase elementary school children's awareness about the role of sustainable forestry in modern society.
 - Judge for AOFC Timber Cruising contest for Oregon State high school students.
 - Resident Hall Assistant for University of Idaho
 - Secretary and leader for Forest Products Society OSU Student Chapter
 - 2004, 2005 Federal Mascot for 15th Annual Hoonah Fishing Week.

Recreational Interests:

Woodworking and carving, archery, cycling, Telemark and nordic skiing, reading.

References:

KSAs for Andrew Chang, Physical Scientist, GS-1301-7/9

In prefacing my KSAs, I feel that there are four particularly useful aspects of my professional and educational experience:

- 1) I have a substantial training in the analytical sciences, but I also have a proven track record of success in industrial operations and fieldwork.
- 2) I have consistently sought out and succeeded in positions that require building strong interpersonal relationships as a key to success.
- 3) I strive to maintain a balance between knowledge, the ability to apply knowledge productively, and the ability to exchange information effectively with people.
- 4) I seek out and enjoy challenging work environments.

1. Knowledge of environmental investigations, cleanups, sampling and monitoring.

My current position with the forest service requires scheduled and daily monitoring of areas for spills, pollution and operational violations of contractual agreement. As a harvest inspector, I am responsible for verifying that there is minimal environmental impact to the watershed. In this capacity, I inspect equipment for hydraulic and oil leaks, stream discharge for excess sediment and proper functioning of silt traps. In the event that undesirable impacts are noted, I work with the private contractors to effect solutions.

All of my professional experience involves field sampling of one sort or another. Working for Roseburg Forest Products in a quality control capacity, I was frequently involved with maintenance and materials recycling operations. In addition to giving me excellent hands on and practical experience with process optimization and bulk transfer systems, I also participated directly and daily in oil skimming, waste stream containment and emissions abatement processes.

In addition, I have substantial education in topics including bioprocess engineering, organic chemistry, waste products and instrumental methods of chemical analysis.

2. Scientific and technical support

While I do not possess direct experience with electrical utility pollution monitoring and abatement, my educational background has allowed me to get up to speed on analogous environmental monitoring and pollution control issues in the past.

I have taken a large number of science and biology courses during my undergraduate and graduate education, well in excess of minimum requirements for graduation. In addition, I have in excess of 8000 hours of experience in industrial field operations and facilities. As a result, I have good knowledge of the likely contaminants coming out of industrial processes, and the ways in which they can spread and adversely affect the environment.

KSAs (Continued)

2. Scientific and technical support (continued).

My strong background in the natural sciences and practical experience have both been useful to me as a federal field technician in the US Forest Service who is responsible for environmental monitoring and industrial operations compliance with existing state and federal environmental regulations.

In addition, my industrial experience and excellent science education has allowed be to more readily communicate with the hydrologists and soil scientists who also monitor the operation that I currently work on.

I believe my combination of scientific training, technical enthusiasm and work experience will help me to become competent in providing scientific and technical support to electrical utility pollution control in a minimum of time.

3. Ability to work with diverse personnel

I have a pretty thorough technical education and ability in the general sciences and forestry. I am proud of the fact that I have worked in both the private and public sectors. I am, however, happiest about my proven track record of interacting effectively and productively with a wide variety of personnel. I have worked for state, federal, large private and small private natural resource entities.

Recent examples:

- 1) From 1998-2000, I worked with union production employees, production management and upper management while at Roseburg Forest Products, a high capacity West Coast timber company. This included working on a daily basis with production personnel and regular briefings with company upper management to the vice-president level. The general consensus of people there was "that I fit like a glove."

One specific example of my success as a negotiator while at Roseburg centered around an accounting dispute between two of the mill managers. I was designated to provide a credible analysis of the accounting situation late one afternoon and I had the analysis in by the next morning. Despite the fact that the two mill managers had well-deserved reputations for being strongly opinionated, they agreed to adopt the accounting methodology that I recommended, which brought our accounting back into a consistent line.

- 2) In 2002, I volunteered to take crew leadership of a botany survey team working for the Forest Science Lab out of Juneau, Alaska. Our crew lived in very close quarters in a remote field location, and the potential for serious interpersonal conflicts in these quarters

KSAs (Continued)

3. Ability to work with diverse personnel (continued)

is always a possibility. We had no serious conflicts, no field injuries and my crew accomplished its work faster than scheduled. Part of this excellent performance was due to the quality of the crew.

- 3) In 2003, I worked with a crew of contract loggers, most of whom did not have education past the high school level.
- 4) From 2004-2005, I have worked as a harvest inspector for the US Forest Service, acting as a field observer for a salvage logging in Yakutat, Alaska. The Forest Service personnel in Yakutat are primarily concerned with fish management. As a result, they are wary and possess some preconceived opinions against logging. In contrast, the prevailing culture of my district in Hoonah, Alaska is relatively favorable toward timber harvest. In addition, I spend approximately 30% of my time interacting with the contract loggers.

Despite these built-in priority differences, I have maintained good communication with all parties. In early 2005, I received a cash award in recognition of my successful interactions with Yakutat, Hoonah and the private contractors.

I think that the above four examples indicate that I interact effectively with "practical types," "theoretical types," and also that I have a proven ability to work productively in situations where competing priorities have to be fairly analyzed.

4. Knowledge of natural resources.

Since 1988, I have been involved with natural resource sampling of one form or another. This has included work as a wildlife tech, botany tech, forester, logger, graduate student, industrial management trainee and contract compliance field rep. This is an indication of my abiding and comprehensive interest in the field of natural resources. This interest continues.

During my time in the natural resource field, I have become accustomed to the idea that natural resources are finite, and also that there are numerous natural resource interests that are potentially in conflict with each other. The potential for conflict can be managed and minimized by the judicious and timely application of knowledge and proactive effort to solve environmental issues, preferably before they cause damage.

In addition, as a Harvest Inspector, I work for a production-oriented branch of the forest service. We are concerned with facilitating the job of the private contract logger and timber processor while ensuring that environmental regulations are adhered to.

This, combined with my extensive experience as a contract logger and a forest products manufacturing employee, has further impressed on me the fact that resources and funds are limited, and that operational objectives in natural resources must be accomplished efficiently and safely.

TRANSCRIPTS FOR MSc, BSc, AAS

Oregon State

Student No:

Record of: Andrew Eachtel Chang

Issued To: Andrew Chang

Course Level: Graduate

Current Program

College : College of Forestry
Major : Forest Products

Comments:

Master of Science degree (thesis) requirements completed April 24, 2002.

Degree Awarded : Master of Science 16-JUN-2002

Major : Wood Science
Minor(s) : Integrated

Master's Thesis

Performance of Copper Based Biocides in Potentially Copper Tolerant Soils

SUBJ NO.	COURSE TITLE	CRED	GRD	PTS	R
----------	--------------	------	-----	-----	---

TRANSFER CREDIT ACCEPTED BY THE INSTITUTION:

BS 1995 University of Idaho
 Hrs: 0.00 GPA-Hrs: 0.00 Pts: 0.00 GPA: 0.00

INSTITUTION CREDIT:

Winter 1996
 BB 550 GENERAL BIOCHEMISTRY 4.00 A- 14.80
 FP 503 THESIS 4.00 R 0.00
 ST 511 METHODS OF DATA ANALYSIS 4.00 A- 14.80
 Hrs: 12.00 GPA-Hrs: 8.00 Pts: 29.60 GPA: 3.70

Spring 1996
 BB 551 GENERAL BIOCHEMISTRY 3.00 B 9.00
 FP 541 PRIMARY WOOD PROCESSING 4.00 A 16.00
 ST 512 METHODS OF DATA ANALYSIS 4.00 B- 10.80
 Hrs: 11.00 GPA-Hrs: 11.00 Pts: 35.80 GPA: 3.25

Summer 1996
 FP 505 THESIS 9.00 R 0.00
 Hrs: 9.00 GPA-Hrs: 0.00 Pts: 0.00 GPA: 0.00

SUBJ NO.	COURSE TITLE	CRED	GRD	PTS	R
----------	--------------	------	-----	-----	---

Institution Information continued:

Fall 1996
 CH 528 INSTRUMENTAL ANALYSIS 4.00 A- 16.00
 FP 507 SEMINAR 3.00 A 0.00
 FP 511 ADVANCED WOOD SCIENCE & TECH 4.00 B+ 16.00
 FP 512 WOOD AND FIBER ANATOMY 4.00 A- 14.80
 Hrs: 13.00 GPA-Hrs: 12.00 Pts: 46.80 GPA: 3.90

Winter 1997
 FP 605 THESIS 9.00 R 0.00
 FP 611 ST/WOOD & FIBER SCI 3.00 A 12.00
 Hrs: 12.00 GPA-Hrs: 3.00 Pts: 12.00 GPA: 4.00

Spring 1997
 BRE 557X BIOPROCESS ENGINEERING II 3.00 A 12.00
 FP 503 THESIS 3.00 R 0.00
 FP 514 WOOD AND FIBER PHYSICS 4.00 A- 14.80
 Hrs: 13.00 GPA-Hrs: 7.00 Pts: 26.80 GPA: 3.82

Summer 1997
 FP 505 THESIS 9.00 R 0.00
 Hrs: 12.00 GPA-Hrs: 0.00 Pts: 0.00 GPA: 0.00

Fall 1997
 FP 503 THESIS 11.00 R 0.00
 FP 507 SEMINAR 1.00 P 0.00
 FP 542 COMPOSITES MANUFACTURING 4.00 A- 14.80
 Hrs: 16.00 GPA-Hrs: 4.00 Pts: 14.80 GPA: 3.70

Winter 1998
 FP 503 THESIS 6.00 R 0.00
 FP 506 PROJECTS 2.00 A 8.00
 FS 523 NATURAL RESOURCE DATA ANALYSIS 4.00 B- 10.80
 Hrs: 12.00 GPA-Hrs: 6.00 Pts: 18.80 GPA: 3.13

***** CONTINUED ON PAGE 2 *****

***** CONTINUED ON NEXT COLUMN *****

Student No:

Date Issued: 19-Nov-2005
OFFC

Record of: Andrew Bechtel Chang
Level: Graduate

Page: 2

SUBJ NO.	COURSE TITLE	CRED	GRD	PTS	R
----------	--------------	------	-----	-----	---

Institution information continued:

Spring 1998

ENGR 520X	PROFESSIONAL ENGIN ETHICS	1.00	A	4.00	
FP 503	THESIS	12.00	R	0.00	
Ehrs: 13.00 GPA-Hrs: 1.00 Pts: 4.00 GPA: 4.00					

Fall 2000

FP 603	THESIS	12.00	R	0.00	
Ehrs: 12.00 GPA-Hrs: 0.00 Pts: 0.00 GPA: 0.00					

***** TRANSCRIPT TOTALS *****

	Earned Hrs	GPA Hrs	Points	GPA
TOTAL INSTITUTION	135.00	52.00	188.60	3.62

TOTAL TRANSFER	0.00	0.00	0.00	0.00
----------------	------	------	------	------

OVERALL 135.00

***** END OF TRANSCRIPT *****

University of Idaho
Office of the Registrar Moscow, Idaho 83844-3132

NAME: ANDREW BECHTEL CHANG
DATE OF BIRTH:

ENTERED: UNDERGRADUATE FALL 92-93

DEGREE EARNED: B.S. FOREST RESOURCES MAY 20, 1995
OPTION: SCIENCE

CEES - 1989-90
HARVEY MUDD COLLEGE 1990-91
CITY COLLEGE OF NEW YORK SUMMER 1991
SUNY COLLEGE OF ENVIRONMENTAL
SCIENCE AND FORESTRY 1991-92
TOTAL TRANSFER CREDITS ACCEPTED 75.50

FALL 1992-93

BIOC	205	GENERAL BOTANY	A	4	16
CHEM	277	ORGANIC CHEM I	B	3	9
CHEM	278	ORGANIC CHEM I-LAB	A	1	4
ECON	152	PRIN OF ECONOMICS	B	3	9
GEOL	101	PHYSICAL GEOLOGY	B	3	9
GEOL	102	PHYSICAL GEOLOGY LAB	A	1	4
MATH	310	ORD DIFFERENTIAL EQUAT	C	3	6
CUM: DIV					18.00 GPTS 57.00 GPA 3.16 NTCR 93.50

SPRING 1992-93

BOT	241	SYSTEMATIC BOTANY	A	3	12
CHEM	372	ORGANIC CHEM II	A	3	12
CHEM	376	ORGANIC CHEM II-LAB	A	2	8
COMM	131	FUND OF PUBLIC SPEAKING	A	2	8
PHYS	210	ENGINEERING PHYSICS I	A	3	12
STAT	301	PROBAB & STATISTICS	A	3	12
WRITING PROFICIENCY EXAM					
ENG	104	ESSAY WRITING	F	2	0
CUM: DIV					34.00 GPTS 121.00 GPA 3.55 NTCR 111.50

FALL 1993-94

CHEM	305	PHYSICAL CHEMISTRY	C	3	6
CHEM	307	PHYSICAL CHEMISTRY LAB	F	1	0
COUNS	400	SEMINEE LIFE GUIDANCE	P	2	0
ENG	317	TECH & ENGR REP WRIT	A	3	12
FOR	383	ECON/MAT RES MANAGERS	A	3	12
PHYS	211	ENGINEERING PHYSICS II	B	3	9
PHYS	213	ENGR PHYSICS LAB II	F	1	0
CUM: DIV					47.00 GPTS 160.00 GPA 3.40 NTCR 126.50

SPRING 1993-94

ANST	301	INTERPRETING AMERICA	A	4	16
CHEM	306	PHYSICAL CHEMISTRY	F	3	0
CHEM	308	PHYSICAL CHEM LAB	W	0	0
FOR	320	DENDROLOGY	A	3	12
FOR	430	FOREST ECOSYSTEM PROC	B	3	9
GEOG	385	GTS-PRINER	A	3	12
RANGE	301	WILDLAND FIELD ECOL I	A	1	4
CUM: DIV					64.00 GPTS 213.00 GPA 3.32 NTCR 140.50

CORE SATISFIED

SUMMER 1994

FISH	302	WILDLAND FIELD ECOL II	A	2	8
CUM: DIV					66.00 GPTS 221.00 GPA 3.34 NTCR 142.50

FALL 1994-95

CHEM	253	QUANTITATIVE ANALYSIS	D	5	5
CHEM	307	PHYSICAL CHEMISTRY LAB	B	1	3
FOR	235	SOCIETY & NATURAL RES	A	3	12
FOR	434	SILVICULTURE	A	1	4
FOR	434	SILVICULTURE	B	1	3
FOR	424	SILVICULTURE	B	1	3
FOR	462	WATERSHED MANAGEMENT	B	2	6

FOR	466	FOR DISEASE/INSECT PRB	A	3	12
SOILS	205	GENERAL SOILS	B	3	9
CUM: DIV					85.00 GPTS 278.00 GPA 3.27 NTCR 162.50

SPRING 1994-95

ASH	107	BEGINNING WELDING	B	2	6
CHEM	306	PHYSICAL CHEMISTRY	B	3	9
CHEM	308	PHYSICAL CHEM LAB	B	1	3
FOR	470	INTERDISC MAT RES PLNG	A	3	12
FOR	499	DS: TREE DISEASES	A	2	8
FOR	564	ADV FOREST PATHOLOGY	A	3	12
CUM: DIV					96.00 GPTS 328.00 GPA 3.41 NTCR 174.50

*** END OF TRANSCRIPT ***

*** ISSUED TO STUDENT ***

OFFICIAL TRANSCRIPT *** NOT VALID WITHOUT REGISTRAR'S SIGNATURE AND UNIVERSITY IMPRESSION SEAL *** OCTOBER 24, 1995
FEDERAL LAW PROHIBITS THE TRANSMISSION OF THIS INFORMATION TO OTHERS

The State University of New York
 Environmental Science and Forestry
 Ranger School, Wanakena, New York

Student Name: Andrew Rechter Chang

ID No:

Record of Attendance: 09/13/91—Entered in AAS Program

Program: Forest Technology

COURSE NUMBER AND TITLE	Credit Hours	Grade	Grade Points
FTC 200 Dendrology I	2.0	A-	7.40
FTC 202 Plane Surveying I	5.0	A-	18.50
FTC 204 Forest Mensuration/Statistics I	3.5	A-	12.95
FTC 206 Forest Ecology	3.0	B-	8.10
FTC 207 Aerial Photogrammetry	2.0	B+	5.60
FTC 208 Allied Technology (Forestry Equipment)	2.0	A-	7.40
FTC 210 Computer Applications	1.0	A-	3.70
FTC 213 Forest Entomology	1.0	A-	3.70
FTC 223 Graphics	1.0	B	3.00
FTC 205 Forest Mensuration/Statistics II	2.0	B+	6.60
FTC 209 Forest Roads	2.0	B	6.00
FTC 211 Silviculture I	2.5	B+	8.25
FTC 214 Personnel Management	1.5	A-	5.55
FTC 215 Timber Harvesting	2.0	D+	4.60
FTC 217 Forest Management	3.5	B+	11.55
FTC 218 Forest Recreation	1.5	B+	4.85
FTC 219 Elements of Wildlife Ecology	1.5	A-	5.55
FTC 221 Soil Water Measurements/Control	1.5	B+	4.85
FTC 226 Forest Pathology	1.0	B	3.00
FTC 227 Fire Management	2.0	A-	7.40
FTC 228 Structure and Growth of Trees	1.5	B+	4.95
FTC 229 Silviculture II	2.0	B	6.00

	Hours Carried	Hours Passed	Grade Points	Grade Point Average
Sem. I	20.5	20.5	71.35	3.480
Sem. II	24.5	24.5	79.35	3.239
Cum.	45.0	45.0	150.70	3.340

DEGREES RECEIVED:
 12/24/02 ASSOCIATE IN APPLIED SCIENCE
 (MAGNAE CUM LAUDE)

*****END OF AAS TRANSCRIPT*****

Ashley A. Burt

**P.O. Box 963
Portland OR 97207**

May 13, 2005

RECEIVED

MAY 13 2005

Bonneville Power Administration
Personnel Services
905 N.E. 11th Avenue
Portland, Oregon 97232
RE: BPA Vacancy Announcement #002948-05DE

Dear Sir or Madam:

I am writing to express my interest in the above-referenced Biological Scientist (Environmental) position published on the Bonneville Power Administration's website. I am very interested in applying my education and professional experience to the challenges of the Bonneville Power Administration and feel that my broad science and policy education combined with my diverse work experience qualify me for this position.

What appeals to me most about the Biological Scientist position is its interdisciplinary nature. My academic credentials and practical experience make me particularly well qualified for the position. I have developed a strong scientific background in completing my Bachelor of Science in Biology (with a second major in Environmental Science and Policy) at Duke University. My scientific courses have provided me with a firm foundation in the living sciences, while my policy coursework has trained me to apply that information in contexts complicated by economic and social compromises.

I have studied biology and its many associated sciences inside and outside the classroom. In libraries and lecture halls I have studied chemistry, physics, geology, statistics, and numerous biology topics, but in the field and laboratory these ideas were applied. As a student and summer intern, I have been involved with vegetation mapping, insect surveys/collections, water and soil sampling, plant collections, and mist netting for small birds. As an intern at Savannah Ecology Laboratory I have assisted in ongoing efforts to track (via mark and recapture) Terrapin turtle and salamander populations. As a student in Costa Rica, I have studied the impact of rice paddies on water quality. As an assistant on Ellesmere Island, I assisted with ongoing field research on photosynthetic rates of arctic plants under artificial climate warming scenarios. I have had the opportunity to study the ecology of regions ranging from Oregon to North Carolina, and from the tropics to the arctic. My background in biology and my familiarity with various field techniques, give me a broad understanding that would be valuable in the Bonneville Power Administration's projects.

As I have studied and worked in biology, it has become more and more clear that science has little impact without environmental policies to implement it. This realization originally led me to my second major, environmental science and policy. In this area I have examined both national and international environmental policies and agreements, and developed research, presentation and writing skills. My education in the environmental sciences (ranging from physics to economics), coupled with environmental policy, has provided me with a breadth of knowledge applicable to diverse situations.

After completing my Bachelor of Science at Duke University, I decided to focus more on abiotic systems. To this end, I pursued a Master of Science in Environmental Science and Engineering (at OHSU's OGI School of Science and Engineering). After my work studying ecological systems at Duke University, I found coursework in geospatial information systems, satellite-based remote sensing, stream morphology and restoration, hydrology, and chemical degradation and distribution both fascinating and challenging. I also studied toxicology and risk assessment, as well as environmental law.

Between and concurrent with my college studies, I have held positions as an Assistant Teacher of Introductory Biology, a Research Assistant on a U.S. Forest Service search engine project, an Intern with an environmental consulting firm, and a full-time environmental scientist with an international environmental consulting firm. These positions have developed my communication and analytical skills, as well as my ability to work in technical teams to reach a common goal. As a teacher, my goal was to maximize student understanding of course materials. In my other capacities my goal has been to create a product that accurately and clearly incorporates complex information and the breadth of team viewpoints.

With my solid background in biology, familiarity with environmental policy, and professional work experience, I can be a valuable addition to the Bonneville Power Administration. I have a firm academic foundation in science and policy, strong critical thinking skills, an ability to ask logical and pertinent questions, and a genuine desire to work in the advertised position.

I welcome the opportunity to be interviewed by telephone, or to meet with representatives of the Bonneville Power Administration. I can be reached at the above address, by electronic mail at burt@ebs.ogi.edu, and by telephone at (503) 887-5232. Thank you for your consideration.

Sincerely,



Ashley A. Burt

Ashley A. Burt

P.O. Box 963
Portland OR 97207

May 13, 2005

RECEIVED

MAY 13 2005

Bonneville Power Administration
Personnel Services
905 N.E. 11th Avenue
Portland, Oregon 97232
RE: BPA Vacancy Announcement #002948-05DE

Dear Sir or Madam:

I am writing to express my interest in the above-referenced Biological Scientist (Environmental) position published on the Bonneville Power Administration's website. I am very interested in applying my education and professional experience to the challenges of the Bonneville Power Administration and feel that my broad science and policy education combined with my diverse work experience qualify me for this position.

What appeals to me most about the Biological Scientist position is its interdisciplinary nature. My academic credentials and practical experience make me particularly well qualified for the position. I have developed a strong scientific background in completing my Bachelor of Science in Biology (with a second major in Environmental Science and Policy) at Duke University. My scientific courses have provided me with a firm foundation in the living sciences, while my policy coursework has trained me to apply that information in contexts complicated by economic and social compromises.

I have studied biology and its many associated sciences inside and outside the classroom. In libraries and lecture halls I have studied chemistry, physics, geology, statistics, and numerous biology topics, but in the field and laboratory these ideas were applied. As a student and summer intern, I have been involved with vegetation mapping, insect surveys/collections, water and soil sampling, plant collections, and mist netting for small birds. As an intern at Savannah Ecology Laboratory I have assisted in ongoing efforts to track (via mark and recapture) Terrapin turtle and salamander populations. As a student in Costa Rica, I have studied the impact of rice paddies on water quality. As an assistant on Ellesmere Island, I assisted with ongoing field research on photosynthetic rates of arctic plants under artificial climate warming scenarios. I have had the opportunity to study the ecology of regions ranging from Oregon to North Carolina, and from the tropics to the arctic. My background in biology and my familiarity with various field techniques, give me a broad understanding that would be valuable in the Bonneville Power Administration's projects.

As I have studied and worked in biology, it has become more and more clear that science has little impact without environmental policies to implement it. This realization originally led me to my second major, environmental science and policy. In this area I have examined both national and international environmental policies and agreements, and developed research, presentation and writing skills. My education in the environmental sciences (ranging from physics to economics), coupled with environmental policy, has provided me with a breadth of knowledge applicable to diverse situations.

After completing my Bachelor of Science at Duke University, I decided to focus more on abiotic systems. To this end, I pursued a Master of Science in Environmental Science and Engineering (at OHSU's OGI School of Science and Engineering). After my work studying ecological systems at Duke University, I found coursework in geospatial information systems, satellite-based remote sensing, stream morphology and restoration, hydrology, and chemical degradation and distribution both fascinating and challenging. I also studied toxicology and risk assessment, as well as environmental law.

Between and concurrent with my college studies, I have held positions as an Assistant Teacher of Introductory Biology, a Research Assistant on a U.S. Forest Service search engine project, an Intern with an environmental consulting firm, and a full-time environmental scientist with an international environmental consulting firm. These positions have developed my communication and analytical skills, as well as my ability to work in technical teams to reach a common goal. As a teacher, my goal was to maximize student understanding of course materials. In my other capacities my goal has been to create a product that accurately and clearly incorporates complex information and the breadth of team viewpoints.

With my solid background in biology, familiarity with environmental policy, and professional work experience, I can be a valuable addition to the Bonneville Power Administration. I have a firm academic foundation in science and policy, strong critical thinking skills, an ability to ask logical and pertinent questions, and a genuine desire to work in the advertised position.

I welcome the opportunity to be interviewed by telephone, or to meet with representatives of the Bonneville Power Administration. I can be reached at the above address, by electronic mail at burt@ebs.ogi.edu, and by telephone at (503) 887-5232. Thank you for your consideration.

Sincerely,



Ashley A. Burt

Ashley A. Burt

RESUME

JOB INFORMATION

Announcement Number: 002948-05-DE
Title: Biological Scientist (Environmental)
Grade: GS-401-9

PERSONAL INFORMATION

Name: Ashley Andrea Burt
Mailing Address: P.O. Box 963, Portland, Oregon 97207
Email: burt@ebs.ogi.edu
Social Security Number: 540-13-5571
Country of Citizenship: United States of America
Veteran's Preference: None
Reinstatement Eligibility: Not Applicable
Highest Federal Civilian Grade Held: Not Applicable

EDUCATION

High School Education

Lincoln High School
1600 S.W. Salmon Street
Portland, Oregon 97205
Date of Diploma: June 1997

Undergraduate Education

Duke University
103 Allen Building, Box 90054
Durham, North Carolina 27708
Major and Degree Received: Bachelor of Science in Biology (second major in Environmental Science and Policy), degree awarded in May 2001.

Graduate Education

OGI School of Science and Engineering at Oregon Health and Sciences University
20000 N.W. Walker Road
Beaverton, Oregon 97006
Major and Degree Received: Master of Science in Environmental Science and Engineering, degree awarded in October 2003.

WORK EXPERIENCE

Job Title: Environmental Scientist/Graduate Risk Assessor

Duties: Data quality control and assurance, creation and review of technical documents, health and safety compliance, project coordination, statistical analysis, literature research, and field measurements and sampling.

Employers Name and Address:

URS Corporation
111 SW Columbia Street, Suite 1500
Portland OR 97201

Supervisor's name and phone number: Kim Marcus, (503) 222-7200

Please do not contact my current supervisor.

Starting and ending dates: February 2004 to present

Hours per week: 40

Salary: \$43,680

Job Title: Environmental Scientist Intern

Duties: Scientific research (literature, permit, and program reviews), field assistance, compliance report and design preparation, statistical analysis, and acquisition/interpretation of environmental data.

Employers Name and Address:

Maul, Foster & Alongi, Inc.
7223 N.E. Hazel Dell Avenue
Vancouver, Washington 98665

Supervisor's name and phone number: Jim Maul, (360) 694-2691

Starting and ending dates: June 2003 to February 2004

Hours per week: 20 to 40

Salary: \$20 per hour

Job Title: Research Assistant

Duties: Part of a U.S. Forest Service multidisciplinary team on a web portal project with the goal of improving management of natural resources by facilitating access to government documents. Duties included acquiring and analyzing data for entry into the portal, verifying existing information, and drafting a journal article.

Employer's Name and Address:

OGI School of Science and Engineering at Oregon Health and Sciences University
20000 N.W. Walker Road
Beaverton, Oregon 97006

Supervisor's name and phone number: Patty Toccalino, PhD., (503) 748-1083

Starting and ending dates: January 2003 to June 2003

Hours per week: 10

Salary: Initially received credit toward tuition, subsequently received \$12 per hour

Job Title: Assistant Teacher of Introductory Biology

Duties: Presented new material in labs and seminars, lead discussions and reviews, provided feedback, and graded papers, quizzes, and exams. Lab preparation duties included lab set-up, as well as maintenance of lab equipment and animals.

Employer's Name and Address:

Duke University Department of Biology
Box 90338
Durham, North Carolina 27708

Supervisor's name and phone number: Alec Motten, PhD. (209) 684-2301

Starting and ending dates: August 2001 to May 2002

Hours per week: 40

Salary: \$16,000 stipend

Job Title: Field Assistant, National Science Foundation Intern

Duties: Field assistant to a University of Wyoming graduate student at an ultra-remote field station, on Ellesmere Island in northern Canada. Also developed individual project investigating the effects of water, fertilization, and atmospheric warming on photosynthetic rates of high arctic plants.

Employer's Name and Address:

University of Wyoming
1000 E. University Avenue
Laramie, Wyoming 82071

Supervisor's name and phone number: Jeffrey Welker, PhD., (no longer at the University of Wyoming -- current phone number could not be located).

Starting and ending dates: May 2001 to August 2001

Hours per week: 40

Salary: \$3,000 summer stipend

Job Title: Summer Intern, National Science Foundation Intern

Duties: Individual research project, examining the effects of coal burning by-products (weathered fly ash and coal pile runoff) on plant growth.

Employer's Name and Address:

Savannah River Ecology Laboratory
P.O. Drawer E
Aiken, South Carolina 29802

Supervisor's name and phone number: Ken McLeod, PhD., (no phone number available). Email is McLeod@srel.edu.

Starting and ending dates: May 1999 to August 1999

Hours per week: 40

Salary: \$3,000 summer stipend

Ashley A. Burt

NARRATIVE RESPONSES TO BASIS OF RATING KSAS

1. Knowledge of field practices and protocols to conduct environmental investigations, cleanups, sampling, and monitoring.

My academic and professional experience provides me with a broad range of skills applicable to environmental investigations, cleanups, sampling, and monitoring. As a student, intern, and environmental scientist, I have performed fieldwork in ecosystems ranging from rainforests to tundra in the diverse regions of Georgia, North Carolina, Oregon, Washington, Costa Rica, and the Canadian arctic.

I have employed a range of field techniques. In ecological investigations, I have used mark and recapture to measure insect, amphibian and reptile populations, mist netting to measure bird physiology, and river seining. I have also measured photosynthetic rates (using LI-COR instrumentation) and analyzed microinvertebrate communities (in pond water samples). I have also explored the phytoremediation applications of three plant species by studying the phytotoxicity of coal pile run off and fly ash (at Savannah River Ecology Laboratory).

In graduate school, components of my coursework included collecting geospatial data (using a backpack-mounted GIS unit), and then downloading and analyzing the data (for use with ArcView software). In a remote sensing course, I used aerial and satellite images to reach conclusions about ground characteristics. In a course on stream restoration, I collected hydrological and physical data (including sinuosity, bankfull width, and temperature) on a local stream.

During the past two years, I have been employed as an Environmental Scientist. My tasks have been highly varied, and have included fieldwork, literature research, report writing, and communication facilitation. In the field, I have assisted with wetland delineations, habitat design for target species, and vegetation monitoring (primarily investigating the plant survival and community composition in designed wetlands).

My current duties address the investigation, assessment, and cleanup of contaminated sites. In this role I produce health and safety plans, conduct field reconnaissance for Phase I investigations, and collect field samples for laboratory analysis. The field samples have included groundwater samples, air samples from an air sparging system, and methane concentrations from a "clean fill" landfill. In addition, I have completed OSHA-approved 40-hour HAZWOPER (or Hazardous Waste and Emergency Response) training.

2. Ability to provide scientific and technical support in the planning, development, coordination, and implementation of pollution prevention and abatement projects and programs for electrical transmission facilities.

I have experience with a number of projects that relate to the planning, development, coordination, and implementation of pollution prevention and abatement projects for electrical transmission facilities.

For the last year I have been intermittently involved with a wind power generation project on Bureau of Land Management (BLM) land in the Cotterel Mountains of Idaho. This proposed project is located along the ridgeline of the Cotterel Mountains and would be the first large scale wind project in Idaho. I was part of the technical team responsible for assessing the proposed project's impact on resident and migratory bird populations and, to a lesser degree, bat populations. To this end, we prepared a technical baseline study of resident and migrating bird populations and flight behaviors, as well as a chapter for the project's Environmental Impact Statement (EIS). My primary role on the team was data quality control/assurance and statistics; however, I also assisted the principal investigator with literature reviews, text drafting, and technical editing.

I have worked on a variety of other pollution prevention and abatement projects that may be applicable to the issues surrounding electrical power transmission facilities. I am currently working on an investigative project examining the extent of methane generation within a "clean fill" landfill. Our client was contracted

to fill the landfill with “clean” construction debris for over a decade. Once the fill was completed, the property owner started to build on the land, discovered the presence of methane gas, installed an expensive remediation system, and sent our client the bill. Our job is to assess the extent of the methane problem and determine if the remedy implemented was reasonable. The project entails working with the other consulting firm to obtain historical data, the DEQ to obtain public records, attorneys to obtain site access for field sampling, and our client to obtain historical fill records.

During 2004, I worked on a City of Gresham project to design a business inspection program to reduce pollutant contributions to storm water. The City of Gresham was primarily interested in focusing on businesses which may cause storm water pollution through their activities, but which did not already have storm water discharge permits. Our team worked with City employees to determine which business types should receive highest priority for inspections, and what the costs of such a program may be.

I am also involved in assuring internal and external compliance with URS and/or client-stipulated health and safety requirements. I recently spent a week in the Seattle area visiting retail gasoline stations (directly operated by, or franchised with, a publicly-held company) to ensure that their safety and maintenance documentation was in accordance with the national chain’s requirements. In cases where I found this documentation was deficient, I worked with the station managers to explain the problem and how they could meet the requirements in the future.

I am also involved in drafting and revising Beneficial Water Use Determinations, Conceptual Site Models, and Corrective Actions Plans for sites that may be eligible for a No Further Action letter from the Oregon Department of Environmental Quality (DEQ). Our sites are typically retail gasoline stations with relatively little contamination, so these reports are based on DEQ’s Risk-Based Decision Making for the Remediation of Petroleum-Contaminated Sites. I compile, analyze, and summarize laboratory analytical reports of soil and groundwater samples, historical environmental reports of the site, applicable public records (such as well logs), zoning ordinances, and drinking water source information. With this information, I work with project managers to determine reasonable closure scenarios, contaminants of interest and concern, all potential current and future receptors, and exposure pathways.

3. Ability to work with a diverse group of personnel who may have competing priorities, and to take the initiative in expediting problem situations toward amicable solutions.

I have had many opportunities to work in groups to reach common solutions. I have found that a successful outcome requires listening, asking questions, refining ideas, offering leadership, and maintaining focus.

From 2001 to 2002, I worked as an Assistant Teacher of Introductory Biology at Duke University. Although full professors taught the lectures, I was responsible for teaching the labs and seminars, grading exams and papers, responding to questions, and leading review sessions. In this capacity, I was accountable for my students’ understanding of the material. I also had an important role as an intermediary between my students and the professors, since I was often the students’ first point of contact.

Both my students and the professors had an interest in education and student learning, but had different perspectives. This was the first university-level biology course for most of the students in my labs and seminars. These students had different levels of preparation for the course, and very different personal experiences. Most students merely wanted the best grade they could get from the course, and were anxious to move on to more specialized classes. They wanted to know what the secret was to succeeding in the course, and how to get achieve that end as painlessly as possible. The professors had an interest in teaching the course material, but were busy people with specialized research interests. The professors drafted tests and set the course expectations. It was up to us, the assistant teachers, to make sure that the course came together as seamlessly as possible. We ensured that the tests were reasonable, and that all the questions were adequately covered by the course material. When students thought something was unfair, we were their voices.

Working as an Assistant Teacher was an exercise in communicating with people with various personality types and learning styles. My subsequent positions in consulting have demonstrated to me the degree to which people skills and communication skills remain both fundamental and crucial. Much, if not most, of what I do as an environmental consultant hinges on working with people to reach a common end. My daily work entails working closely with project managers, other staff scientists, attorneys, and both private and public clients to produce a mutually agreeable work product. At URS, I frequently work with up to seven project managers on report writing, health and safety coordination, compliance, project coordination, data

interpretation, and field work. Meeting and managing the expectations of so many project managers, each with their own needs, preferences, and timelines, has refined my own time management, organization, and communication skills. These projects have furthermore increased my appreciation for developing a high quality product, while remaining conscientious of project budget constraints.

Outside of work, I serve on the Board of Directors of a local professional organization, the Oregon Association of Environmental Professionals (OAEF). In this capacity, I work with other board members to select interesting and timely topics for upcoming seminars, and to determine the most appropriate speakers for each topic. This rewarding position has given me the opportunity to meet and hear the perspectives of many local professionals, speakers, and seminar attendees.

4. Knowledge of natural resources and the ability to assess multiple and diverse impacts to them as a result of human activities.

My diverse academic background includes coursework in a range of biotic and abiotic disciplines, as well as in national and international environmental policy. This background, together with my professional experience in applying these concepts to real world problems, give me the ability to understand, integrate, and further study whichever topics are currently relevant or become relevant to the project at hand.

As an undergraduate, I was particularly interested in the anthropogenic effects on ecological systems. I enrolled in a number of courses addressing these complex questions. My coursework included a policy analysis of the effect of vehicular traffic on visibility in the Blue Ridge Mountains of North Carolina, a study of the effect of rice paddies on adjacent aquatic communities in Costa Rica, and a research proposal on the effects of nuclear power thermal effluent on diatomic communities.

I continued exploring these themes in graduate school, where I gave a presentation on the causes, effects, and spread of a fungus, *Phytophthora ramorum*, which infects a large number of plant species and causes "Sudden Oak Death." This fungus was particularly interesting to me, because it seems to have originated in Europe and to have been spread to California (and now to parts of Oregon) through the global nursery trade. I continue to follow this topic and am interested to see how it will impact the composition of affected plant communities.

Perhaps the most highly integrative course I have ever taken was in toxicology and risk assessment. This course integrated elements from a host of scientific disciplines to quantify the risks posed by chemicals on human and ecological health. As part of this course, I prepared a 40-page human health and ecological risk assessment written as a case study. The hypothetical scenario involved an abandoned chemical plant located along a river. The site had groundwater and soil contamination, and was located upriver of a city. The risk assessment considered potential pathways to, and effects on, a number of human receptors (including residents, children, swimmers, fish consumers, and excavation and occupational workers). The ecological assessment considered acute, chronic, and bioaccumulative effects on key species.

In environmental consulting, I have often been asked to expand my knowledge base and skill sets to address new problems. The complexities of an Environmental Impact Statement (EIS) illustrate this point. The purpose of an EIS is to assess the breadth of impacts that may result from the implementation of a proposed project. These impacts may positively or negatively affect plant and animal species, aesthetics, air quality, community services, transportation, noise, or water quality and drinking water sources.

I have worked on the EIS for the Cotterel Wind Turbine Project in Idaho. I was not involved with the entire EIS, but only on the portion that assessed avian and bat impacts. I am now more extensively involved with a second EIS in which I am part of a team of environmental consultants developing the draft EIS for a proposed University of California campus in Merced, California. The proposed campus will be approximately 980 acres and at full development will accommodate 45,000 students, staff, and faculty. Such a large project is by nature a highly collaborative project. My primary role is coordinating the EIS chapters. This project requires the cooperation of many stakeholders and has led me to interact with other consultants as well as Federal, state, and local agencies. These agencies have included the National Resource Conservation Service of the U.S. Department of Agriculture (NRCS USDA), California Department of Transportation (CALTrans), Merced County, the City of Merced, the City of Livingston, the local irrigation district, the County of Merced Local Agency Formation Commission, the Merced County Association of Governments, and the University of California. The project also involves work with the U.S. Army Corps of Engineers (USACE), and the U.S. Fish and Wildlife Service (USFWS).

Duke University

Official Transcript

Name : Burt, Ashley Andrea
 Student ID: 0392131
 Print Date: 2005-05-09 01:20 PM

--- Degrees Awarded ---

Degree: Bachelor of Science
 Confer Date: 2001-05-13
 Plan: Biology
 Student completed AE requirements in second major

--- Academic Program ---

Program: Trinity College
 Biology (BS) Major
 Environmental Sci/Policy (AB) 2nd Major
 Current Status: Completed Program

--- Beginning of Undergraduate Record ---

1997 Fall Term

Course	Description	Earned	Grade
International	Baccalaureate Ex Credits		
ENG 20	LITERATURE & COMPOSITION	1.00	IPC
ENG 29	COMPOSITION & LANGUAGE	1.00	IPC
	IP Credits :	2.00	
	GLOBAL ENVIRONMENTAL CHANGES, FOCUS PROGRAM		
CHM 11L	PRINCIPLES OF CHEMISTRY	1.00	B-
ENV 181	SCIENCE OF CLIMATE CHG	1.00	B
FOC 185	ISS GLOBAL ENVIRONMENT	0.50	P
HST 32S	MODERN WORLD ENVIRON HST	1.00	A-
UWC 7	WORKSHOP IN RHET 7:FOCUS	1.00	A-
	Term GPA: 3.275 Term Totals:	6.50	

1998 Spring Term

Course	Description	Earned	Grade
BIO 25L	PRINCIPLES OF BIOLOGY	1.00	B+
CHM 12L	PRINCIPLES OF CHEMISTRY	1.00	C+
CFS 6	INTRO PROG DES/ANALY I	1.00	B
MTH 31L	LABORATORY CALCULUS I	1.00	B-
PE 72	SOCIAL DANCING	0.50	P
	Term GPA: 2.825 Term Totals:	4.50	

1998 Summer Term - Full

Course	Description	Earned	Grade
Transfer Credit from UNIVERSITY OF PORTLAND			
MTH 32	CALCULUS II	1.00	TR
PPS 82	EFFECTIVE SPEECH COMM	1.00	TR
	Credits Transferred :	2.00	
	Term GPA: Term Totals:	2.00	

1998 Fall Term

Course	Description	Earned	Grade
BIO 118	GENETICS/CELL BIOLOGY I	1.00	C
CHM 151L	ORGANIC CHEMISTRY	1.00	C
GEO 41	THE DYNAMIC EARTH	1.00	A
PE 91	EMERGENCY MEDICAL TECH	0.50	P
SP 1	ELEMENTARY SPANISH	1.00	A-
	Term GPA: 2.925 Term Totals:	4.50	

1999 Spring Term

Course	Description	Earned	Grade
BIO 119	GENETICS/CELL BIOLOGY II	1.00	B
ECO 52D	COMP, MONOPOLY, WELFARE	1.00	A
ENV 101	INTRO ENV SCIENCE/POLICY	1.00	A
PE 73	INTERMED SOCIAL DANCE	0.50	P
PPS 116D	POL CHOICE/VAL CONFLICT	1.00	B+
SP 2	ELEMENTARY SPANISH	1.00	A-
	Spring Dean's List		
	Term GPA: 3.600 Term Totals:	5.50	

1999 Fall Term

Course	Description	Earned	Grade
BIO 110L	ECOLOGY	1.00	A-
ENV 149	U S ENVIRONMENTAL POL	1.00	A
STA 110E	STA/DAT ANLY-PSY/BIO SCI	1.00	A
WST 158S	BODY IN THE 20TH CENTURY	1.00	A-
	Fall Dean's List		
	Term GPA: 3.850 Term Totals:	4.00	

2000 Spring Term

Course	Description	Earned	Grade
BIO 134	FUNDAMENTALS TROP BIO	1.00	B+
BIO 135L	RES METH TROPICAL BIOL	1.00	A
ENV 129	ENV SCI/POL OF TROPICS	1.00	A
SP 62	INTENSIVE STUDY SPANISH	1.00	C+
	Term GPA: 3.400 Term Totals:	4.00	

2000 Fall Term

Course	Description	Earned	Grade
BIOLOGY 31L	DIVERSITY OF LIFE	1.00	A-
BIOLOGY 295S	SEMINAR (TOPICS)	1.00	A-
	Topic: History of Lakes		
PHYSICS 53L	GENERAL PHYSICS	1.00	B
POLSCI 271S	INTERNAT ENVIRON REGIMES	1.00	A
	Fall Dean's List		
	Term GPA: 3.600 Term Totals:	4.00	

2001 Spring Term

Course	Description	Earned	Grade
BAA 93	INTRO BIOLOGICAL ANTHRO	1.00	A
BIOLOGY 121	EVOLUTION OF ANIMAL FORM	1.00	A-
PHYSEDU 27	KAYAKING	0.50	P
PHYSEDU 65	YOGA	0.50	P
PHYSICS 54L	GENERAL PHYSICS	1.00	B+
POLSCI 147	ENV POL DEVELOPING WORLD	1.00	A-
	Spring Dean's List		
	Term GPA: 3.675 Term Totals:	5.00	

Undergraduate Career Totals

Cum GPA: 3.400 Cum Totals: 40.00

--- End of Transcript ---

ISSUED TO STUDENT

DUKE UNIVERSITY

THE OHIO SCHOOL OF SCIENCE &
Engineering at OHSU

Student No: 540-13-5571

Date Issued: 06-MAY-2005

Record of: ASHLEY A BURT

U N O F F I C I A L Page: 1

Course Level: Science & Engineering
Matriculated: Fall 2002

Transcript printed by: Dept. of Grad.
Education

Current Program

Current College(s): Science & Engineering

Major(s): Environmental Sci & Enginrng

Degree(s) Awarded: Master of Science 03-OCT-2003

Major(s): Environmental Sci & Enginrng

***** TRANSCRIPT TOTALS *****
Earned Hrs 50.00 GPA Hrs 38.00 Points 148.00 GPA 3.89
TOTAL INSTITUTION 0.00 0.00 0.00 0.00
TOTAL TRANSFER 0.00 0.00 0.00 0.00
OVERALL 50.00 38.00 148.00 3.89
***** END OF TRANSCRIPT *****

SUBJ NO.	COURSE TITLE	CRED	GRD	PTS	R
----------	--------------	------	-----	-----	---

INSTITUTION CREDIT:

Fall 2002

ESE 510	Aquatic Chemistry	4.00	A	16.00	
ESE 522	Intro to Spatial Sciences	4.00	A	16.00	
ESE 550	Environmental Microbiology	4.00	A	16.00	
ESE 599	Environmental Science Seminar	1.00	P	0.00	
Ehrs: 13.00 GPA-Hrs: 12.00 QPts: 48.00 GPA: 4.00					

Winter 2003

ESE 523	Introduction to Remote Sensing	4.00	A	16.00	
ESE 570	Toxicology & Risk Assessment	3.00	A	12.00	
ESE 599	Environmental Science Seminar	1.00	P	0.00	
ESE 610	MS Non-Thesis Research	3.00	P	0.00	
MST 512	Project Management	4.00	A	16.00	
Ehrs: 15.00 GPA-Hrs: 11.00 QPts: 44.00 GPA: 4.00					

Spring 2003

ESE 514	Dist/Fate Organic Pollutants	4.00	B	12.00	
ESE 540	Groundwater/Watrshed Hydrology	4.00	A	16.00	
ESE 580	Ecosystem Mgmt & Restoration	4.00	A	16.00	
ESE 599	Environmental Science Seminar	1.00	P	0.00	
Ehrs: 13.00 GPA-Hrs: 12.00 QPts: 44.00 GPA: 3.66					

Summer 2003

ESE 586	Environmental Law & Regulation	3.00	A	12.00	
ESE 620	Professional Internship	6.00	P	0.00	
Ehrs: 9.00 GPA-Hrs: 3.00 QPts: 12.00 GPA: 4.00					

***** CONTINUED ON NEXT COLUMN *****

OREGON HEALTH & SCIENCE UNIVERSITY
 Confidential - Advising Copy
 Academic Summary - Page: 1
 06-MAY-2005

Student Name: Ashley A Burt
 Student ID: 540135571
 Candidacy Date:
 Degree: Master of Science
 Major: Environmental Sci & Enginrng
 Matriculation Term: Fall 2002
 Degree(s) Awarded: MS-ESE 10/03/03
 Advisor:

Subj	No.	Sec	Course Title	Credits	Grade	Level	R

Institution Credits:							
Summer 2003							
ESE	586	0	Environmental Law & Regulation	3.00	A		SE
ESE	620	JH	Professional Internship	6.00	P		
	Level:	SE	Earned Hours: 9.00	GPA:	4.00		
Spring 2003							
ESE	514	0	Dist/Fate Organic Pollutants	4.00	B		SE
ESE	540	0	Groundwatr/Watrshed Hydrology	4.00	A		
ESE	580	0	Ecosystem Mgmt & Restoration	4.00	A		
ESE	599	0	Environmental Science Seminar	1.00	P		
	Level:	SE	Earned Hours: 13.00	GPA:	3.66		
Winter 2003							
ESE	523	0	Introduction to Remote Sensing	4.00	A		SE
ESE	570	0	Toxicology & Risk Assessment	3.00	A		
ESE	599	0	Environmental Science Seminar	1.00	P		
ESE	610	PLT	MS Non-Thesis Research	3.00	P		
MST	512	1	Project Management	4.00	A		
	Level:	SE	Earned Hours: 15.00	GPA:	4.00		
Fall 2002							
ESE	510	0	Aquatic Chemistry	4.00	A		SE
ESE	522	0	Intro to Spatial Sciences	4.00	A		
ESE	550	0	Environmental Microbiology	4.00	A		
ESE	599	0	Environmental Science Seminar	1.00	P		
	Level:	SE	Earned Hours: 13.00	GPA:	4.00		

	Level:	SE	Earned Credits: 50.00	Institution GPA:	3.89		



BPA VACANCY ANNOUNCEMENT (#002948-05-DE)

U.S. DEPARTMENT OF ENERGY
BONNEVILLE POWER
ADMINISTRATION

POSITION AND LOCATION: Interdisciplinary Position: Biological Scientist (Environmental), GS-401-7/9
Or Physical Scientist, GS-1301-7/9, Portland, OR

OPENING DATE
05/03/05

CLOSING DATE
05/16/05

ANNUAL PAY RATE:
GS-7: \$35,436 – \$46,068
GS-9: \$43,346 - \$56,347

Selections at Bonneville Power Administration (BPA) are based on merit and are accomplished without regard to political, religious, or union affiliation or non-affiliation, marital status, race, color, national origin, sex, sexual orientation, age, or non-disqualifying physical disability; nor will such action be based upon any personal relationship, patronage, or nepotism.

WHO MAY APPLY: All US Citizens

POSITION LOCATION: Bonneville Power Administration, Corporate, Environment, Fish & Wildlife, Pollution Prevention & Abatement, Technical & Regional Services, Portland, OR - KEPR

NOTES:

This is an interdisciplinary position and may be filled as either a Biological or Physical Scientist. The series of the position will be determined by the qualifications of the selectee. PLEASE NOTE ON YOUR APPLICATION THE SERIES FOR WHICH YOU WISH TO CONSIDERED.

The full performance level of this position is GS-12.

This position may be filled at the **GS-7 or GS-9 level**. You must indicate on your application the grade levels for which you are applying. Candidates hired at less than full-performance level may be promoted without further competition when assigned higher-level duties and meeting all qualification requirements.

This agency provides reasonable accommodations to applicants with disabilities. If you need a reasonable accommodation for any part of the application and hiring process, please notify the agency. The decision on granting reasonable accommodation will be on a case-by-case basis.

CONDITIONS OF EMPLOYMENT:

Incumbent must possess and maintain a valid state driver's license in order to operate, leased, private or government-owned motor vehicles, which is required to carry out assigned duties. Verification must be provided if selected.

Position requires frequent travel (11 or more days of overnight travel per month).

Work is performed in the office and field. Fieldwork requires moderate physical exertion hiking through BPA rights of way, which includes very steep and uneven terrain. The work involves lifting and positioning generators weighing up to 50 lbs.

The work is performed in a variety of weather conditions. Exposure to hazardous substances and various types of contamination may occur. Protective clothing and respiratory equipment are required when appropriate.

If selected, applicant will be required to pass a physical examination.

If selected, you will be required to complete a Declaration for Federal Employment (OF 306, revised 1/01) to determine your suitability for Federal employment and to authorize a background investigation. You will be asked to sign and certify the accuracy of all information in your application. If you make any false statement in any part of your application, you may not be hired; or you may be fined, jailed, or fired after you begin work. The correct version of the OF-306 form is available at: http://www.opm.gov/forms/pdf_fill/of0306.pdf.

CAREER TRANSITION ASSISTANCE PROGRAM (CTAP)/INTERAGENCY CAREER TRANSITION ASSISTANCE PROGRAM (ICTAP):

Displaced or surplus employees who may be entitled to consideration under CTAP/ICTAP must meet the OPM and BPA requirements for consideration. Individuals who have special priority selection rights under the Agency Career Transition Assistance Program (CTAP) or the Interagency Career Transition Assistance Program (ICTAP) must be well qualified for the position to receive consideration for special priority selection. Well qualified for merit promotion (status applicants) means an applicant who possesses the knowledge, skills, and abilities which clearly exceed the minimum qualification requirements for the position, including being evaluated at the "3" or equivalent rating level on all quality ranking factors. Well qualified for non-status applicants means an applicant who scores 85 points or higher prior to the addition of veteran's preference points, if applicable. Federal employees seeking CTAP/ICTAP eligibility must submit proof that they meet the requirements of 5 CFR 330.605(a) for CTAP and 5 CFR 330.704 for ICTAP. This includes a copy of the agency notice, a copy of their most recent Performance Rating, and a copy of their most recent SF 50 noting current position, grade level, and duty location. Please annotate your application to reflect that you are applying as a CTAP or ICTAP eligible. For additional information, please refer to <http://www.opm.gov> or to <http://www.jobs.bpa.gov>.

Veteran's Preference: A 5-point preference is granted to veterans who entered military service prior to October 14, 1976, or who served in a military action for which they received a Campaign Badge or Expeditionary Medal, or who served on active duty during the Gulf War from August 2, 1990 through January 2, 1992 and who served continuously for a minimum of 24 months or for the full period for which called or ordered to active duty. You may be entitled to a 10-point veteran's preference if you are a disabled veteran or Purple Heart recipient or you are the widow, widower, or mother of a deceased veteran. You must submit a Standard Form 15 (SF-15) and documented proof of your claim.

MAJOR DUTIES: Performs progressively responsible assignments in the performance of the following duties: Supports the implementation of environmental compliance, permitting, mitigation, restoration and monitoring requirements for new transmission facilities from the planning/design phase, through construction to maintenance. Supports Transmission Business Line and Environment, Fish and Wildlife staff in the implementation of environmental requirements (e.g. requirements for environmentally sensitive resources, environmental permits, mitigation, restoration, and monitoring measures, etc.) during the construction, operation, and maintenance of transmission facilities. Makes field visits and supports environmental reviews to ensure implementation of environmental requirements during project construction. Responds to environmental emergencies resulting from releases of hazardous or toxic substances and petroleum products. Notifies regulatory agencies of reportable releases, conducting field sampling, and assists with oversight of cleanup operations, and supports preparation of closure reports. Supports environmental programs and projects within the framework of applicable laws, e.g., Endangered Species Act, Comprehensive Environmental Response Compensation and Liability Act, Clean Air and Water Acts, Resource Conservation and Recovery Act, Toxic substance and Control Act, National Environmental Policy Act.) Provides scientific and technical guidance for environmental programs, projects and activities utilizing a wide range of knowledge on the aforementioned laws and environmental implementation practices.

BASIC QUALIFICATIONS:

FOR BIOLOGICAL SCIENTIST, GS-401:

A. 4-year Degree: biological sciences, agriculture, natural resource management, chemistry, or related disciplines appropriate to the position.

OR

B. Combination of education and experience--Courses equivalent to a major, as shown in A above, plus appropriate experience or additional education.

FOR PHYSICAL SCIENTIST, GS-1301:

A. 4-year degree: physical science, engineering, or mathematics that included 24 semester hours in physical science and/or related engineering science such as mechanics, dynamics, properties of materials, and electronics.

OR

B. Combination of education and experience-education equivalent to one of the majors shown in A above that included at least 24 semester hours in physical science and/or related engineering science, plus appropriate experience or additional education.

NOTE: YOU MUST SUBMIT A COPY OF ALL RELEVANT COLLEGE TRANSCRIPTS WITH YOUR APPLICATION (COPIES ARE ACCEPTABLE). FAILURE TO SUBMIT TRANSCRIPTS WILL RESULT IN A RATING OF NOT QUALIFIED.

In addition to meeting the basic qualification requirements above, you must also meet the specialized experience requirements (or substitute education for experience as described below): Applicants must have had a total of 1 year specialized experience that has equipped them with the particular knowledge's, skills and abilities to perform successfully the duties of the position, and that is typically related to the work of this position. **Specialized experience for each grade level is listed below (education may also be substituted for specialized experience (see the information below):**

GS-07:

Professional experience (at least equivalent to the GS-5 level) providing support assistance in the design, coordination and oversight of sampling and monitoring efforts/programs relative to construction, cleanup, and monitoring projects, and to provide assistance to evaluate, assess, and interpret data and results of sampling and monitoring efforts.

GS-09:

Professional experience (at least equivalent to the GS-7 level) involving the design, coordination and oversight of sampling and monitoring efforts/programs relative to construction, cleanup, and monitoring projects. Such experience must also have included evaluating, assessing and interpreting data and results of sampling and monitoring efforts.

Note: In order to be rated as qualified for the position, we must be able to determine that you meet the specialized experience requirement - please be sure to include this information in your application. To be creditable, specialized experience must have been equivalent to the next lower grade of the position to be filled. Applicants who have qualifying experience performed on less than a full-time basis must specify the percentage and length of time spent in performance of such duties.

Substitution of education for experience: Completion of graduate level education in the amounts show below (in addition to meeting the basic requirements) may be substituted for specialized experience.

1 full year of directly related graduate level education **or** superior academic achievement* may be substituted for experience at the GS-7 grade;

2 full years of progressively higher level directly related graduate education **or** masters or equivalent graduate degree at the GS-9 grade.

*Superior academic achievement (for GS-7 level only) is based on (1) class standing (upper 3rd of graduating class), (2) grade-point average (3.0 or higher overall for 4 year program **or** 3.5 or higher based on the average of the required courses completed in major field or required courses in major field completed during the final 2 years of curriculum), (3) honor society membership.

NOTE: Applications will be accepted from students who expect to complete qualifying education by Summer 2005, however we must verify that the education was completed successfully (and GPA verified) **before you can be appointed.** We will use the transcripts you submit with your application for qualification purposes, but appointment will be tentative until verified with final transcripts.

BASIS OF RATING: No written test is required. If qualified, ratings will be based on an evaluation of the quality and extent of experience, education, and training in relation to the following knowledge's, skills, and abilities. Applicants should submit narrative responses to the following KSA's. Failure to submit your narrative responses to the KSA's for this position may negatively affect your eligibility and/or rating.

- 1. Knowledge of field practices and protocols to conduct environmental investigations, cleanups, sampling and monitoring.** *(Describe how you gained knowledge of field practices and protocols sufficient to conduct onsite environmental investigations, cleanups, sampling and monitoring. If you acquired this knowledge through coursework, describe the classes and the specific assignments that provided you with this knowledge.)*
- 2. Ability to provide scientific and technical support in the planning, development, coordination, and implementation of pollution prevention and abatement projects and programs for electrical transmission facilities.** *(Describe your ability to apply scientific and technical support in the planning, development, coordination, and implementation of pollution prevention and abatement projects and programs for electrical transmission facilities applicable to field applications. If you acquired this knowledge through coursework, describe the classes and the specific assignments that provided you with this ability.)*
- 3. Ability to work with a diverse group of personnel who may have competing priorities, and to take the initiative in expediting problem situations toward amicable solutions.** *(Describe how you have used communication skills to work harmoniously and effectively with a diverse group of personnel with competing priorities, and how you brought those situations to amicable solutions. Include information about any written correspondence, which may have demonstrated your ability to resolve situations with amicable solutions.)*

4. **Knowledge of natural resources and the ability to assess multiple and diverse impacts to them as a result of human activities.** (Describe how you acquired this knowledge. If through coursework, describe the classes and the specific assignments that provided you with this knowledge.)

APPLICATION INFORMATION:

There is no specific required application form. There is specific information that you are required to submit. For further information on completing your application, please refer to the statement below "Required Information on Resumes."

- Applicants may, at their choice, submit a resume, the Optional Application for Federal Employment (OF 612), a copy of the obsolete Application for Federal Employment (SF 171), or any other written application format.
- All applications must contain sufficient information to determine eligibility for the position.
- **Applicants will not be contacted for missing information. Material received after the closing date will not be accepted.**

HOW TO APPLY:

Submit your application with supplemental information. It must be received with the application. Your application package should include the following:

1. Your resume, or other application, that fully describes your education and experience.
2. Narrative responses to Knowledges, Skills, and Abilities
3. College transcripts (**REQUIRED – COPIES ARE ACCEPTABLE**).
4. If you are applying for consideration with 5-point veteran's preference, you must provide a copy of your DD-214 (Member 4).
5. If you are applying for consideration with 10-point veteran's preference, you must provide a copy of your DD-214 (Member 4), Standard Form 15 (Application for 10-Point Veteran Preference), and documented proof of claim as specified on SF-15. (SF-15 form).
6. All applicants are encouraged to complete and submit DOE F 1600.7e, Applicant Disability, Race/National Origin and Sex Identification form (attached or may be accessed at: <http://www.directives.doe.gov/pdfs/forms/1600-7.pdf>).
7. OF-306 (revised 1/01), Declaration for Federal Employment

REQUIRED INFORMATION ON RESUME*:

1. Announcement number, title, and grade of the position for which you are applying.
2. Your full name, mailing address, and day and evening telephone number.
3. Your e-mail address (please provide if available – failure to provide will not effect the processing of your application.)
4. Your Social Security Number.
5. Country of citizenship.
6. High school attended which includes name of high school, location (city/state), and date of diploma or GED.
7. Work experience (Paid and non-paid experience related to the job for which you are applying. Include job title ((**YOU MUST INCLUDE SERIES AND GRADE IF FEDERAL JOB**), duties and accomplishments, employer's name and address, supervisor's name and phone number, starting and ending dates (**including month and year**), salary, hours worked per week, salary).
8. Indicate if we may contact your current supervisor.
9. A list of other job related training, skills (for example, languages, tools, machinery, typing speed, etc.), certificates and licenses, honor societies, awards, professional membership, publications, leadership activities, performance awards, etc.

****Please note that if your resume or application does not provide all the information requested in the vacancy announcement, you may lose consideration.**

FORMS AVAILABILITY: All application materials may be obtained from all Bonneville Power Administration Human Resources offices (2401 NE Minnehaha, Construction Services Building, Vancouver, WA 98663; or 905 NE 11th Avenue, Portland, OR 97232), or by calling 360-418-2090 or 503-230-3055. You may also download a copy of this announcement, including all forms from our website at <http://www.jobs.bpa.gov/>

If you have questions, you may call the Staffing Center, 360-418-2090 or 503-230-3055.

Applicants should retain a copy of their application as BPA does not return applications or provide copies.

WHERE TO APPLY:

If **mailing** your application, please send to the following address: Bonneville Power Administration, ATTN: Personnel Services – CHP/CSB-2, PO Box 491, Vancouver, WA 98666, (street address): 2401 NE Minnehaha Street, Vancouver, WA 98663

If applications are delivered in person, they can be delivered to the address above **OR** to: Bonneville Power Administration, Personnel Services, 905 NE 11th Avenue, Portland, OR 97232.

RECEIPT OF APPLICATION:

Your complete application must be received no later than 12 midnight Pacific Daylight Time (PDT) of the closing date to be accepted. Applications submitted by fax or e-mail must be time/date stamped or electronically postmarked at point of origin no later than 12 midnight PDT.

Applicants will be notified of receipt of their application package.

FAX APPLICATIONS:

Faxed applications should be sent to **360-418-2063**. Applicants are responsible for ensuring that application materials transmit successfully.

EMAIL APPLICATIONS:

Applications should be sent as email attachments to: jobs@bpa.gov. The Announcement Number must be included in the subject line of the email. Required forms may be sent as email attachments, may be faxed, or sent as hard copy. Application materials provided by different means must be cross-referenced so they may be combined at BPA. Applicants who apply by email will receive an email confirmation. Applicants are responsible for ensuring that application materials are formatted in a manner that will transmit successfully.

THE BONNEVILLE POWER ADMINISTRATION IS A HARASSMENT FREE WORKPLACE.

www.va.gov	http://www.jobs.bpa.gov/	www.usajobs.opm.gov	http://www.opm.gov/qualifications/index.htm
Veterans Administration	Bonneville Power Administration	Office of Personnel Management Jobs	Office of Personnel Management

This page can be found on the web at the following url:
<http://www.opm.gov/qualifications/SEC-IV/A/GS-PROF.asp>

Office of Personnel Management

The Federal Government's Human Resources Agency

Working for America

Operating Manual

Qualification Standards for General Schedule Positions

Group Coverage Qualifications Standards for

Professional and Scientific Positions

*The text below is extracted verbatim from Section IV-A (pp.19-24) of the **Operating Manual for Qualification Standards for General Schedule Positions** [MANUAL], but contains minor edits to conform to web-page requirements.*

This qualification standard covers positions in the General Schedule that involve the performance of two-grade interval professional and scientific work. The specific requirements for entry into each occupation covered by this standard are described in individual occupational requirements in Section IV-B of the [MANUAL]. This same information is available through the [index](#) of this Web page. Subsection **E.4.(g)** of the "General Policies and Instructions" (Section II of this Manual) provides guidance on interpreting minimum educational requirements.

A list of the occupational series covered by this standard is provided [below](#).

BASIC REQUIREMENTS FOR ALL GRADES

Applicants who meet the basic requirements described in the individual occupational requirements are fully qualified for the specified entry grade (generally grade GS-5). Applicants who wish to qualify for positions at higher grade levels (generally grade GS-7 and above) must also meet the requirements shown in the [table](#) on page IV-A-22, in addition to meeting the basic requirements.

The individual occupational requirements typically provide at least two methods for applicants to meet the basic requirements of the occupations covered by this standard:

- A. Successful completion of a full 4-year course of study in an accredited college or university leading to a bachelor's or higher degree that included a major field of study or specific course requirements generally as stated in paragraph A in the individual occupational requirements.

Where specific course requirements are not indicated in paragraph A, the number of semester hours required to constitute a major field of study is the amount specified by the college or university attended. If this number cannot be obtained, 24 semester hours will be considered as equivalent to a major field of study. The nature and quality of this required course work must have been such that it would serve as a prerequisite for more advanced study in the field or subject-matter area. Related course work generally refers to courses that may be accepted as part of the program major.

OR

- B. Appropriate combination of education and experience that is typically specified in paragraph B of the individual occupational requirements. The "paragraph B" method generally requires that an applicant possess a core of educational credit, such as described in paragraph A above, plus additional education and/or experience. The method of determining the number of semester hours required to constitute a major field of study is the same as described in paragraph A.

The quality of the combination of education and experience must be sufficient to demonstrate that the applicant possesses the knowledge, skills, and abilities required to perform work in the occupation, and is comparable to that normally acquired through the successful completion of a full 4-year course of study with a major in the appropriate field. In addition to courses in the major and related fields, a typical college degree would have included courses that involved analysis, writing, critical thinking, research, etc. These courses would have provided an applicant with skills and abilities sufficient to perform progressively more responsible work in the occupation. Therefore, creditable experience should have demonstrated similarly appropriate skills or abilities needed to perform the work of the occupation.

The individual occupational requirements for some series make no provision for combining experience and education. Therefore, they do *not* include paragraph B provisions.

For a small number of occupations or positions covered by this standard, applicants may possess certain kinds of experience *in lieu* of education. In such cases, applicants may meet minimum qualification requirements through experience equivalent to a 4-year degree. These situations are generally described in paragraph C of the individual occupational requirements.

Applicants whose experience is used to meet the basic requirements through a paragraph B or C provision may qualify for grades above the entry level if that experience includes 1 year of specialized experience. In such cases, the specialized experience would have to be evaluated to determine if it is at the appropriate grade level in the normal line of progression.

ADDITIONAL EXPERIENCE AND EDUCATION REQUIREMENTS FOR GS-7 AND ABOVE

In addition to meeting the basic entry qualification requirements, applicants must have specialized experience and/or directly related education in the amounts shown in the table below.

GRADE/POSITIONS	EDUCATION	SPECIALIZED EXPERIENCE
GS-7	1 year of graduate-level education <i>or</i> superior academic achievement	1 year equivalent to at least GS-5

GS-9	2 years of progressively higher level graduate education leading to a master's degree <i>or</i> master's or equivalent graduate degree	1 year equivalent to at least GS-7
GS-11	3 years of progressively higher level graduate education leading to a Ph.D. degree <i>or</i> Ph.D. or equivalent doctoral degree	1 year equivalent to at least GS-9
GS-12 and above		1 year equivalent to at least next lower grade level

Research Positions

GS-11 research positions	Master's or equivalent graduate degree	1 year equivalent to at least GS-9
GS-12 research positions	Ph.D. or equivalent doctoral degree	1 year equivalent to at least GS-11
GS-13 and above research positions		1 year equivalent to at least next lower grade level

NOTE: Education and experience may be combined for all grade levels for which both education and experience are acceptable.

While the levels of experience shown for most positions covered by this standard follow the grade level progression pattern outlined in the table, users of the standard should refer to **E.3.(p)** in the "General Policies and Instructions" (Section II of this Manual) for guidance on crediting experience for positions with different lines of progression.

Combining Education and Experience: When combining education with experience, first determine the applicant's total qualifying education as a percentage of the education required for the grade level; then determine the applicant's experience as a percentage of the experience required for the grade level; finally, add the two percentages. The total percentage must equal at least 100 percent to qualify an applicant for that grade level. For example, an applicant for a GS-184, Sociology, position has successfully completed 60 undergraduate semester hours, including 24 semester hours in sociology, and, in addition, has 2 full-time years of appropriate experience that demonstrates that the applicant possesses the necessary analytical and communication skills. The applicant would qualify for GS-5, since the 60 semester hours (the equivalent of 2 years of undergraduate education, or 50 percent of the total requirement) were supplemented by 2 additional years of appropriate experience that provided the remaining 50 percent of the total required education and experience.

Specialized Experience: Experience that equipped the applicant with the particular knowledge, skills, and abilities to perform successfully the duties of the position, and that is typically in or related to the work of the position to be filled. To be creditable, specialized experience must have been equivalent to at least the next lower grade level in the normal line of progression for the occupation in the organization.

Superior Academic Achievement: The superior academic achievement provision is applicable to all occupations covered by this standard. See the "General Policies and Instructions" for specific guidance on applying the superior academic achievement provision.

Graduate Education: Completion of graduate level education in the amounts shown in the table, in

addition to meeting the basic requirements, is qualifying for positions at grades GS-7 through GS-11, and GS-12 research positions if it provided the knowledge, skills, and abilities necessary to do the work. One year of full-time graduate education is considered to be the number of credit hours that the school attended has determined to represent 1 year of full-time study. If that number cannot be obtained from the school, 18 semester hours should be considered an academic year of graduate study. Part-time graduate education is creditable in accordance with its relationship to a year of full-time study at the school attended.

Research Positions: Positions that primarily involve scientific inquiry or investigation, or research-type exploratory development of a creative or advanced scientific nature, where the knowledge required to perform the work successfully is typically and primarily acquired through graduate study (master's or equivalent degree for GS-11, Ph.D. or equivalent for GS-12). The work is such that the academic preparation will equip the applicant to perform the full range of professional work of the position after a short orientation period.

1. Qualification on the basis of education--Applicants for such research positions can be considered qualified for GS-11 if they possess an appropriate master's or equivalent graduate degree, and qualified for GS-12 if they possess a Ph.D. or equivalent doctoral degree.
2. Qualification on the basis of experience--Applicants who furnish positive evidence that they have performed highly creative or outstanding research that has led or can lead to major advances in a specific area of research, to a major advance in the discipline or field of science involved, or to major advances in science in general, can be rated under this provision for highly demanding research positions requiring similar abilities. Under these circumstances, applicants can be rated eligible for the next higher grade level above that for which they would normally be rated, provided they have not been rated eligible at this higher grade on the basis of meeting the graduate study requirements described in paragraph 1 above. To receive this rating, the work must have been creative in the sense that it developed a basic principle, product, concept, method, approach, or technique, or provided a body of basic information that opened the way for a major advance in the discipline or field of science involved, or to advances in science in general, by providing a method of solving other problems, opening areas of research, or providing the means of exploiting the application of science in a major area.

Applicants cannot receive an "extra" grade for education, and an additional "extra" grade for appropriate experience.

Combination of Graduate Education and Professional Experience: Combinations of successfully completed graduate level education and specialized experience may be used to meet total experience requirements. Only graduate level education in excess of the amount required for the next lower grade level may be combined with experience. For example, an applicant with 6 months of appropriate experience equivalent to GS-7 (50 percent of the experience requirement for GS-9) and 27 semester hours of appropriate graduate education (50 percent of the education requirement for GS-9, in excess of that required for GS-7) would be qualified for a GS-9 position (assuming that there is no evidence that the attended college or university requires more than 18 semester hours as equivalent to a year of graduate study).

USING SELECTIVE FACTORS FOR POSITIONS COVERED BY THIS STANDARD

There are a variety of situations where agencies would be warranted in limiting consideration to

applicants who possess the particular qualifications required to perform the work of positions covered by this standard. For example, an agency may require specific kinds of training appropriate for filling positions concerned with scientific research and development activities, or may require specific educational courses or combinations of courses (where the individual occupational requirements permit applicants to qualify based on several combinations of educational course work) to meet other specialized agency requirements. An agency filling an international economist position may require knowledge of international economics. In this case, since applicants can qualify on the basis of education, the agency may require certain types of educational courses. Similarly, in some cases, consideration may be limited only to those applicants who possess an appropriate license, registration, or certification, if possession of such is determined to be necessary for carrying out the responsibilities of a position and/or required by statute.



OCCUPATIONAL COVERAGE

A list of the occupational series covered by this qualification standard is provided below. All occupational series covered by this standard have individual occupational requirements in Section IV-B of the **Operating Manual for Qualification Standards for General Schedule Positions**. Refer to the Index for links.

- GS-020 Community Planning
- GS-101 Social Science
- GS-110 Economist
- GS-130 Foreign Affairs
- GS-131 International Relations
- GS-140 Manpower Research and Analysis
- GS-150 Geography
- GS-170 History
- GS-180 Psychology
- GS-184 Sociology
- GS-185 Social Work
- GS-190 General Anthropology
- GS-193 Archeology
- GS-401 General Natural Resources Management and Biological Sciences Series
- GS-403 Microbiology
- GS-405 Pharmacology
- GS-408 Ecology
- GS-410 Zoology
- GS-413 Physiology
- GS-414 Entomology
- GS-415 Toxicology
- GS-430 Botany
- GS-434 Plant Pathology
- GS-435 Plant Physiology
- GS-437 Horticulture
- GS-440 Genetics
- GS-454 Rangeland Management
- GS-457 Soil Conservation

GS-460 Forestry
GS-470 Soil Science
GS-471 Agronomy
GS-480 Fish and Wildlife Administration
GS-482 Fish Biology
GS-485 Wildlife Refuge Management
GS-486 Wildlife Biology
GS-487 Animal Science
GS-510 Accounting
GS-511 Auditing
GS-512 Internal Revenue Agent
GS-601 General Health Science
GS-630 Dietitian and Nutritionist
GS-631 Occupational Therapist
GS-633 Physical Therapist
GS-635 Corrective Therapist
GS-637 Manual Arts Therapist
GS-638 Recreation/Creative Arts Therapist
GS-639 Educational Therapist
GS-644 Medical Technologist
GS-665 Speech Pathology and Audiology
GS-690 Industrial Hygiene
GS-696 Consumer Safety
GS-801 General Engineering
GS-803 Safety Engineering
GS-804 Fire Protection Engineering
GS-806 Materials Engineering
GS-807 Landscape Architecture
GS-808 Architecture
GS-810 Civil Engineering
GS-819 Environmental Engineering
GS-830 Mechanical Engineering
GS-840 Nuclear Engineering
GS-850 Electrical Engineering
GS-854 Computer Engineering
GS-855 Electronics Engineering
GS-858 Biomedical Engineering
GS-861 Aerospace Engineering
GS-871 Naval Architecture
GS-880 Mining Engineering
GS-881 Petroleum Engineering
GS-890 Agricultural Engineering
GS-892 Ceramic Engineering
GS-893 Chemical Engineering
GS-894 Welding Engineering
GS-896 Industrial Engineering
GS-1015 Museum Curator
GS-1221 Patent Adviser
GS-1223 Patent Classifying
GS-1224 Patent Examining
GS-1226 Design Patent Examining

GS-1301 General Physical Science
GS-1306 Health Physics
GS-1310 Physics
GS-1313 Geophysics
GS-1315 Hydrology
GS-1320 Chemistry
GS-1321 Metallurgy
GS-1330 Astronomy and Space Science
GS-1340 Meteorology
GS-1350 Geology
GS-1360 Oceanography
GS-1370 Cartography
GS-1372 Geodesy
GS-1373 Land Surveying
GS-1380 Forest Products Technology
GS-1382 Food Technology
GS-1384 Textile Technology
GS-1386 Photographic Technology
GS-1420 Archivist
GS-1510 General Mathematics and Statistics
GS-1510 Actuarial Science
GS-1515 Operations Research
GS-1520 Mathematics
GS-1529 Mathematical Statistics
GS-1530 Statistics
GS-1550 Computer Science
GS-1701 General Education and Training
GS-1710 Education and Vocational Training
GS-1720 Education Program
GS-1725 Public Health Educator
GS-1730 Education Research
GS-1740 Education Services
GS-1750 Instructional Systems



Office of Personnel Management

Site Index

1900 E Street NW, Washington, DC 20415-1000 | (202) 606-1800 | TTY (202) 606-2532

[Contact Us](#) | [Important Links](#) | [Forms](#) | [FAQ's](#) | [Products & Services](#)

This page can be found on the web at the following url:
<http://www.opm.gov/qualifications/SEC-IV/B/GS0400/0401.HTM>

Office of Personnel Management

The Federal Government's Human Resources Agency

Working for America

Operating Manual

Individual Occupational Requirements for

General Natural Resources Management and Biological Sciences Series, GS-401

The text below is extracted verbatim from Section IV-B of the Operating Manual for Qualification Standards for General Schedule Positions (p.IV-B-55), but contains minor edits to conform to web-page requirements.

Use these individual occupational requirements in conjunction with the "Group Coverage Qualification Standard for Professional and Scientific Positions."

Basic Requirements:

- A. Degree: biological sciences, agriculture, natural resource management, chemistry, or related disciplines appropriate to the position.

OR

- B. Combination of education and experience--Courses equivalent to a major, as shown in A above, plus appropriate experience or additional education.

FOR DEPARTMENT OF THE INTERIOR POSITIONS WITH PILOT DUTIES

Applicants must:

- Possess a current FAA Commercial Airman Certificate with ratings appropriate for the duties performed;
- Possess an instrument rating;
- Have completed a minimum of 500 hours of flight time as Pilot-in-Command and 25 hours of flight time as Pilot-in-Command at night; and
- Possess a current Class II Medical Certificate.

United States Office of Personnel
Management

Operating Manual



**Qualification Standards
for General Schedule
Positions**

Individual Occupational Requirements for

**GS-1301: General Physical Science
Series**

*The text below is extracted verbatim from Section IV-B of the **Operating Manual for Qualification Standards for General Schedule Positions** (p.IV-B-183), but contains minor edits to conform to web-page requirements.*

Use these individual occupational requirements in conjunction with the "Group Coverage Qualification Standard for Professional and Scientific Positions."

Basic Requirements:

- A. Degree: physical science, engineering, or mathematics that included 24 semester hours in physical science and/or related engineering science such as mechanics, dynamics, properties of materials, and electronics.
- OR
- B. Combination of education and experience--education equivalent to one of the majors shown in A above that included at least 24 semester hours in physical science and/or related engineering science, plus appropriate experience or additional education.

FOR DEPARTMENT OF THE INTERIOR POSITIONS WITH PILOT DUTIES

Applicants must:

- Possess a current FAA Commercial Airman Certificate with ratings appropriate for the duties performed;
- Possess an instrument rating;
- Have completed a minimum of 500 hours of flight time as Pilot-in-Command and 25 hours of flight time as Pilot-in-Command at night; and

- Possess a current Class II Medical Certificate.

- To [Top of This Page](#)
- To [Qualifications Standards Front Page](#)
- To [OPM Web Site Index](#)
- To [OPM Home Page](#)

Page created 22 March 1999