Docket No. SA-531

Exhibit No. 2-G

NATIONAL TRANSPORTATION SAFETY BOARD

Washington, D.C.

Operations Group Chairman
Interview Summary – Saab 340 Check Airman
Robert Campbell

(40 Pages)

UNITED STATES OF AMERICA

NATIONAL TRANSPORTATION SAFETY BOARD

OFFICE OF ADMINISTRATIVE LAW JUDGES

Investigation of:	*
	*
CRASH OF CONTINENTAL CONNECTION FLIGHT 3407, OPERATED BY COLGAN AIR, INC. FEBRUARY 12, 2009, 2217 EST CLARENCE, NEW YORK	* Docket No.: DCA-09-MA-027

Interview of: BOB CAMPBELL

NTSB, Conference Room C
429 L'Enfant Plaza East, S.W.
Washington, D.C.

Monday,
March 9, 2009

The above-captioned matter convened, pursuant to notice, at 11:25 a.m.

BEFORE: ROGER COX

APPEARANCES:

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EVAN BYRNE
National Transportation Safety Board

KEN WEBSTER
Regional Senior Investigator-Operations Air
National Transportation Safety Board, Canada

EUGENE CONWAY
ASI Air Carrier Operations, FAA

CAPTAIN TIM DITTMAR
Colgan Air

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I N D E X

I N T E R V I E W

(11:25 a.m.)

INTERVIEW OF BOB CAMPBELL

BY MR. COX:

Q. Your full name, please?

A. Robert Campbell.

Q. Your age?

A. Forty.

Q. Your date of hire at Colgan.

A. I believe February 18 of 2000, thereabouts.

Q. Your current title?

A. Saab 340 check airman.

Q. How long have you been a Saab 340 check airman?

A. 2001, since 2001.

Q. Your certificates.

A. Airline transport, CFI and aircraft dispatch or dispatcher.

Q. Have you ever worked as a dispatcher?

A. About 12 years ago.

Q. Total flying time please?

A. I would estimate about 8,000.

Q. Do you recall how much time you had when you came to work at Colgan?

A. Somewhere around 3 -- maybe mid 3000's, 35, 37.

Q. Pilot command time? Just approximate.

A. Maybe about 3500, 4000.

Q. And how much on the Saab?

A. Probably 3,000 on that, between 2600, 3,000 PIC.

Q. Okay. One of the reasons we asked you to come in is because I understand you did the initial type rating ride for Captain Renslow on the Saab.

A. Yes.

Q. Okay. So let's just jump right into that now. Let's go back to the time in which that training took place or that checkride took place. Did you do any training, other than the checkride, with him?

A. No.

Q. Okay. Recall for us, if you can, what took place during the checkride.

A. The checkride was satisfactory up until the last event, and that was the single engine ILS.

Q. Uh-huh.

A. And that ended up being an unsatisfactory outcome for that.

Q. Can you tell me what happened?

A. The first ILS was stable up until the last 4 to 500 feet and then the -- he got off the flight director. The flight director starts to go one way and as the localizer gets more sensitive, if you don't correct immediately, then it'll sort of lead you.

By the time you get the turn going, it's coming back the other way. So we started to kind of zigzag and then he recognized that it wasn't, you know, he saw that and recognized it. So he made the decision to go around.

Q. Okay.

A. So that was satisfactory. That was successful.

Q. Okay.

A. Came back around, I put him on the localizer and the next one was fine. It was straight, stabilized. He got down to about 50 feet and from his debrief, he just told me he didn't like what he saw.

So he went -- decided to execute another go around and that one was unsatisfactory. He got slow on that go around. And that's when I had to stop the sim.

Q. Okay.

A. Discontinue the ride.

Q. Is this kind of performance on the single engine approach and go around atypical?

MR. JAQUES: In a checkride?

MR. COX: Atypical.

MR. JAQUES: Atypical in a checkride as opposed to some other phase.

MR. COX: That's fine.

MR. JAQUES: Okay.

THE WITNESS: Well, it's -- the frequency of

occurrence is low but when that part of the checkride becomes unsatisfactory, that is one of the more common errors.

BY MR. COX:

Q. Were there any other areas of performance where he passed but may have had to take an extra try or may have -- it may have been a little bit marginal?

A. No. On type rides, that's not -- train to proficiency is not allowed.

Q. I understand. Did you ever do any other checking on Captain Renslow?

A. No.

Q. Did you ever do any other training with him?

A. No. The only other thing I did was his recheck.

Q. Okay. Was that immediately thereafter?

A. That was the next day.

Q. How did he do?

A. Fine. No deviations, no other airmanship issues, anything like that.

Q. Uh-huh. Before you conducted the checkride, were you aware of his prior training record at all?

A. No, no, only the training documents from his upgrade training, one of the things that gets checked during the oral portion.

Q. Okay. Did you do his oral?

A. Yes.

Q. Are there any areas on the oral that you felt needed emphasis or follow up because maybe you weren't sure he understood it?

A. No.

Q. Okay. Do you get involved in the hiring process at all?

A. No. No, I don't do interviews or anything like that.

Q. Simulator checks?

A. (No audible response.)

COURT REPORTER: I'm sorry? I didn't hear an answer to that.

THE WITNESS: No, I don't.

COURT REPORTER: Thank you.

BY MR. COX:

Q. Is the Saab susceptible to tail stalls?

A. In certain conditions, yeah.

Q. Do you think you could give me a brief synopsis of when those conditions would be?

A. In icing conditions.

Q. Does Colgan train pilots to recognize when they're in conditions in the Saab which would have tail stall possibility?

A. Yes.

Q. How do they do that?

A. Through classroom presentation during initial indoc as well as recurrent.

Q. Anywhere else?

A. In the simulator, we teach, you know, how the airplane performs in ice and equipment malfunctions, but as far as tail stall, we don't do that in the simulator, just the classroom video presentation during winter operations.

Q. Have you ever flown the 1900?

A. Yes.

Q. At Colgan?

A. Yes.

Q. Is that airplane susceptible to tail stall?

A. (No audible response.)

Q. Yes?

A. Yes.

Q. And is the Q400 susceptible to tail stall?

A. I haven't flown the airplane. So I really couldn't answer that.

Q. So as far as Colgan's concerned, everybody receives the training on tail stall?

MR. JAQUES: I think he can speak to his experience. He's not here to talk generally about Colgan, especially the other fleets.

THE WITNESS: On the fleet that I have exposure to, yes, we were taught tailplane and winter operations. So I would assume it's the same.

BY MR. COX:

Q. Does Colgan have any kind of program for pilots who may be perhaps a little bit behind in certain proficiency areas where they need to be monitored even though they're acceptable in flying the line?

A. Yes, we do.

Q. Do you know what they call that?

A. Not offhand, I don't know the exact title of it but --

Q. Do you have any idea who's in this program or who's required to be in there?

A. I believe that's a function of the Flight Standards and training.

Q. Okay.

A. They're the ones who handle that.

Q. So as a Saab check airman, you wouldn't know who might be in that training status?

A. Well, any of the check airman can administer that training.

Q. Yeah.

A. But it's flight standards and training, Darrell Mitchell, Jeb Barrett, Sherry Baxter, or the chief pilot will get involved. Bill Honan is our chief pilot.

Q. Have you ever done any training where it was special purpose training for a pilot who might have a proficiency issue?

A. Only thing I've done is retraining after a proficiency check failure or a checkride failure.

Q. Okay. Do you do IOE?

A. No, I currently do not fly the line.

Q. At all?

A. No.

MR. COX: Evan?

MR. BYRNE: Sure.

BY MR. BYRNE:

Q. Captain, after the checkride, did you ever have an opportunity to fly the line with Captain Renslow?

A. I flew a repositioning flight, a 91 repositioning flight for an airplane out of heavy check. I was his first officer.

Q. Okay. Where was that flight to and from?

A. It was from Quebec to Dulles, with a stop in Buffalo to clear Customs.

Q. What were the weather conditions during that flight?

A. Basically clear the entire route.

Q. Time of year?

A. I'd probably say late winter, early spring.

Q. About how long was that after the checkride failure?

A. Maybe about four to five months.

Q. Describe how Captain Renslow set the tone in the cockpit when he flew on that flight?

A. It was -- well, I didn't see any standardization issues. Everything was by the book. His aircraft control and the situational awareness were what I would have expected.

Q. How many of the legs did he fly?

A. He flew the first leg and I flew the second.

Q. Okay. How would you characterize his leadership abilities when he went through the checkride?

A. Commensurate with his position. I did not notice any command issues as far as his pilot-in-command presence which he did have. I did not have to debrief him on any of that.

Q. I guess can you amplify what you mean by commensurate with his position? His position at the time or he's going through a captain --

A. Yeah, a captain upgrade. One of the things on the checkride for the captain is to be able to basically run the show, fly the airplane as well as manage the other pilot and crew and, you know, any abnormal situation that's going on. And his was -- it was calm and confident is what I would -- if I had to say -- was the tone.

Q. Okay. How would you characterize his CRM abilities?

A. Probably average to above average as far as -- I mean, I guess compared to --

Q. Compared to other captains at the time.

A. Yeah, average to above average for the typical applicant that I see.

Q. What stood out?

A. His ability not to rush, you know, if I'd give him more than one task, if I'd task over saturate, he was good at delegating to his first officer and not trying to do everything all at the same time.

Q. What areas in CRM -- at the time that you checked him, doing the type ride, was he still needing maturity or needing to work on --

A. I can't recall anything specific, as far as having to debrief afterwards on any of that. I think it was basically level across the board. I can't identify a particular area that I thought wasn't up to par, and that was reinforced on the flight we did. It was about the same. So I didn't have to debrief on either occasion.

Q. Was there any -- on the flight you did together, was there anything that stood out as a dramatic improvement in Captain Renslow, any area in particular from when you saw him in the simulator to when you flew together on the line?

A. Not that I can remember just because of the very little exposure I've had with him. You know, it was -- I didn't notice anything offhand.

Q. Okay. And I'm not sure if this question has been asked, and I apologize if it has, but what was Captain Renslow's reputation down in Dulles?

A. That I don't know. The checkride and that flight are

the only, like I said, the only dealings I've had with him. So I'm not aware of any kind of reputation.

Q. On the Saab 340, what queues do you use for speed awareness?

A. I mean basically mostly visual, airspeed indicator, power settings, sounds, as far as -- are you talking about -- I'm trying to think, just normal -- yeah, basically airspeed, power settings.

Q. And is that aircraft traditional analog displays or is that flat plate CRT?

A. It's -- we have two CRT -- screens.

Q. So it's got a speed tape.

A. No, regular airspeed indicator.

Q. Okay.

A. Yeah. Yeah, the EADI and the EHSR are the only two displays that we have that are glass.

Q. Okay.

A. Everything else is standard.

Q. So when you bug your approach speeds, you're physically moving the bugs?

A. Yeah.

Q. How about the trim system in the 340? How -- I guess under autopilot, what queues does the airplane give you that it's putting trim in?

A. We do have a trim position indicator that will move

with the trim system. We don't have any kind of oral warning to that effect. So you'd have to watch the trim indicators.

Q. Is it a wheel that moves or is it just a pointer on a scale?

A. It's just a pointer on a scale.

Q. Okay.

A. Yeah.

Q. Any visual queue or light that goes on when the aircraft is trimming?

A. No.

Q. On the 340, when you're operating in icing conditions, are there any speed adjustments that are made?

A. There are recommended minimum speeds while operating in icing conditions based on your configuration.

Q. How long have you -- you have flown the line out of Dulles?

A. No.

Q. You have not?

A. No.

Q. Okay. As far as the checkride, how slow did he get on the go around?

A. It was -- where I stopped the sim was at VREF minus 10.

Q. Is that a criteria that you use or is there a standard criteria that's used?

A. In our book for missed approaches, for single engine, the minimum speed is VREF.

Q. When was the last time you went through the recurrent winter ops deice and ice course?

A. Let's see. I believe it was mid February.

Q. Of this year?

A. Yes.

Q. Okay. Where did you take that class?

A. That was at Manassas, at the training center.

Q. Who was the instructor?

A. Myself. Well, I just taught the class.

Q. You taught the class?

A. Yes.

Q. Oh, okay.

A. Yeah.

Q. So I guess that's the last time you taught it. When was the last time you -- I want to talk to you about that but when was the last time you took it, you attended or do you have to attend it?

A. Well, if I'm teaching the class, that counts as my recurrent, if I'm due.

Q. Okay.

A. As long as I'm teaching the class, yeah. So that would also be my last class for that.

Q. Okay. So let's go back to the last time you taught

it, and how long does it last?

A. The recurrent ground school is three days.

Q. How long is the winter ops, anti-ice, deice portion of that?

A. Winter ops I believe is two hours.

Q. And talk us through what you do as an instructor in that two-hour period.

A. It's primarily -- it's a review of the winter operations section of our FOPM, and for the Saab, we have the NASA tailplane icing video as well as the Saab icing video that we show.

Q. And the class that you teach is only for Saab 340 pilots?

A. Correct.

Q. The NASA video, what's the title of that video?

A. I believe it's just the tailplane icing.

Q. How long does that video last?

A. It's about around the 30-minute timeframe.

Q. And what script exists as far as you as an instructor for prefacing that video?

A. As far as how to introduce it?

Q. How do you introduce it?

A. Well, it's -- once we get done talking about the winter operations section in the FOPM, then we talk about some Saab specific issues, if any, you know, if anything comes from

Saab or any incidents on the Saab have happened since the last recurrent, we go over that.

And then, we do talk about the exposure to the 340 for tailplane icing, and I'll usually as if anybody's had any experience with that or come close or what they saw, and then we talk about the video and that's how I introduce it.

Q. Okay. Quick digression. When you ask that question, has anybody experienced it?

A. I have not.

Q. Do hands go up?

A. Yeah, I have not had anybody so far that's had a tailplane -- any sort of tailplane icing incident in the Saab that they've experienced.

Q. And over how many year time span have you been teaching this course?

A. My first ground school I believe was 2004 that I taught. So I haven't had anybody come and tell me that they've had any sort of near icing -- tailplane icing incidents.

Q. Okay. Has that video been used since you started teaching ground school, 2004?

A. Yes, in some form.

Q. So the video's shown --

A. Uh-huh.

Q. -- continuously start to stop, without any intervention by --

A. Correct.
Q. -- the instructor?
A. Correct.
Q. After the video ends, what happens?
A. Depending on what time it is, if we take a quick break or -- then I'll usually show the Saab video. Saab has a winter operations video specifically for the 340 that they sent to us, and it follows the NASA video fairly closely.
Q. Okay. How do you know or what information are you providing in ground school in this class on helping pilots identify whether they have a tail stall or a wing stall?
A. Well, we discuss, you know, what the video describes, what the differences are between and aerodynamic stall and a tail stall, the tach tile feedback, what can precipitate it, the conditions and, you know, what the recovery sequence is to make sure that everybody understands what the difference is.
Q. What is the tach tile feedback?
A. It's sensitivity. If the tailplane starts to ice up, the pitch will be more sensitive. In the 304, you'll actually get a pulsating in the controls. The yoke will pulsate back and forth. Those are the primary indications.
Q. What sort of periodicity or what's the speed at which the controls pulse?
A. I'm not sure. It would probably vary depending on the degree of contamination.

Q. What are the precipitating conditions?

A. Well, tailplane icing is what's going to cause the condition and what that does is it -- as it breaks up the airflow, it moves the center pressure back aft of where it is normally, and it can move it back to where the elevator could actually get basically sucked down and it could actually take the yoke right out of your hand and down you go. And that's aggravated by flap application.

Q. So what are the recovery procedures?

A. In the Saab, it's power to flight idle, yoke back and flaps returned to the last previous setting before the tail stall occurred.

Q. And is there a procedure in the manual for that recovery?

A. I believe there is not in the manual.

Q. Is it trained in the simulator?

A. No.

Q. But it's discussed in the --

A. In the classroom.

Q. -- ground school?

A. Yes.

Q. And the Saab, when operating under autopilot, how do you differentiate whether you've got a tail stall or a wing stall?

A. With the autopilot on, it's really going to be

difficult to tell one way or the other unless you can actually -- there's not any feedback from that until the -- if you get a wing stall or an aerodynamic stall, the stick shaker will activate and the autopilot will disconnect. If you have a tailplane stall, the nose is going to drop whether the autopilot is on or you've got the controls.

Q. Is there any opportunity for confusion between the stick shaker and the pulsing of the control column that you described?

A. No.

Q. Why?

A. The stick shaker also gives an oral warning as well as a -- it's a vibration, not an actual movement back and forth like a tailplane icing would be.

Q. Okay. When did you fly -- well, I guess you haven't flown the line.

A. Right, since January of '05, was my last --

Q. Okay.

A. -- line flight.

Q. I guess then let's go into your training and checking. What do you look for when you're doing a checkride with respect to sterile cockpit adherence?

A. Anything below 10,000 no non-essential conversation below 10,000.

Q. Is it discussed at all in checkrides?

A. It's briefed during the preflight briefing. You give about a half an hour briefing, what you're going to do, what the criteria is, what you're looking for and that's briefed.

Q. How about the ground school, you're covering the recurrent ground school as an instructor or --

A. Yes.

Q. -- portions of it?

A. The entire program, the entire three days.

Q. So during that three days, what portions of the syllabus cover or address sterile cockpit adherence?

A. That would be the general indoc subject portion during the beginning, the first day and that's review of a number, well, any number of FOM subjects to include sterile cockpit discussion.

Q. Okay. Thank you.

MR. BYRNE: That's all I have.

MR. COX: Let's move over to Gene please.

MR. CONWAY: Okay.

BY MR. CONWAY:

Q. Let's see. Do you go by Robert or Bob?

A. Either one.

Q. Either one.

A. Yes.

Q. Okay. Bob, I wasn't clear on this. Did you say you don't do simulator training but just checking, or do you do the

sim training also?

A. I do both but I don't check the people I've trained. I'm not allowed to check. So if I train --

Q. I understand.

A. -- the people, then I send them to somebody else but I also check other people's trainees.

Q. Okay. And with respect to that training, there was some question about a separate program or a supplementary program perhaps having to do with the pilots that may need a little, in the opinion of a check airman, or perhaps a line captain, may need a little extra help who seem a little weak. Am I phrasing that right? Is there a program --

A. Yes.

Q. -- or a pathway to bring this to someone's attention?

A. Yes.

Q. Where would that normally come from? I would imagine for sure a check airman might call that to someone's attention but is there another way for that to come to someone's attention?

A. It would really depend if it was a problem on the line that may come from a captain first.

Q. Uh-huh.

A. You know, maybe the captain might be the first one to report it and then they may have a check airman follow up on that. They may fly with the guy on the line but not having,

not being on the line, I'm not really sure. If a pilot is having trouble during training, that's usually where I'm -- that's my main area is out in the training, out in the sim.

Usually the instructor and the training manager will confer on that. I usually don't come in unless there's a checkride failure. If somebody fails a checkride, and maybe the retraining doesn't go well, then they'll have somebody fly with the guy and evaluate him or run the sim and evaluate him. So I guess there's a number of paths that could lead up to an evaluation.

Q. Is that formalized to the extent of having a curriculum, a retraining curriculum per se?

A. It would -- what will happen is, whatever area of deficiency is deemed, then if they were to be sent to the sim, we would apply that part of the training curriculum. Like we do have a training syllabus and, you know, if it's a certain area or task, then we would use that particular part of the training syllabus and apply that to that situation.

Q. And who is it that you coordinate that with? Director of training or standards.

A. Yeah, generally I'm in contact with our training manager as well as the Flight Standards department because I think -- and they'll talk to each other as well. They communicate on that and then to my extent, then I'll get briefed on what to look for, you know, when they send them out

to me, say okay, this is the area of operation that needs to be examined, you know, and I'll get the briefing on what -- you know, where the whole chain started. Well, he's been having this kind of problem on line, a number of captains have reported it. So we're going to work -- send him back for some training in this particular area of operation.

Q. When pilots come back for their PCs --

A. Uh-huh.

Q. -- so they've been on the line usually six months. Would that be --

A. Yes, six months for captains.

Q. Okay. And when they're coming back, is it unusual to run into training issues or is that no so common?

A. In my experience, I would say it's rare from my experience.

Q. Does the train to proficiency methodology make an impact on failures? In other words, is that part of the reason why perhaps additional training doesn't have to be awarded because training to proficiency can -- training can be done within the context of a ride to an extent?

A. Yes, if it can be trained to proficiency and worked out if it's a minor, you know, discretion that can be worked out during the checkride as a train to deficiency event, that can satisfactory that requirement.

Q. Has that been present since 2000 or 2001? Since you

were involved in the training, have you had that option --

A. Yes.

Q. -- of doing training to proficiency?

A. Yeah.

Q. And just on that recovery that you were making reference to with respect to tailplane icing, would you say that again? Power to idle did I hear --

A. Flight idle.

Q. Flight idle.

A. Uh-huh.

Q. Flaps to the last position.

A. Yeah, flaps to the last position prior to the tailplane stall.

Q. Okay. And there was one other element I missed.

A. Yoke back, full back.

Q. Full back?

A. Yeah, to reduce the angle of the attack on the tailplane.

Q. And then you said -- the question was how do you differentiate and you were pointing out that, well, between a tailplane icing or tailplane stall --

A. Uh-huh.

Q. -- or impending stall, and the aerodynamic stall, the wings, and you mentioned, well, if have that, you've got a shaker, you'd have a wing stall and you have a different set of

oral and feel --

A. Yeah.

Q. -- with the shaker.

A. Yes.

Q. Okay. And so the process for recovery is whatever you would normally teach on stall recovery?

A. Yes. If it's a suspected aerodynamic stall, then the stall recovery procedure would apply.

Q. Would you agree they're clearly opposite procedures, one based on a suspected tail issue and one suspected -- based on a wing stall issue?

A. Correct.

Q. I don't know about tail stalls in icing. So I mean I really have very little experience with that. So I'll just ask this, you know, this is a schoolhouse question. Can I assume from that that it's normally contemplated that that issue, i.e. a stalling tail or impending iced up tail and maybe a tailplane stall, is happening at a much higher airspeed than a wing stall would be occurring?

A. Correct.

Q. So a wing stall is not even a player in this.

A. Generally, yes. Just to make sure I heard right, the tailplane stall can happen at a higher airspeed than the wing stall. That's what you were asking.

Q. That's what -- yeah --

A. Yes.
Q. -- that's what I'm asking, exactly right.
A. Yes.
Q. And you're replying in the affirmative it can.
A. Yes.
Q. And maybe, would you go as far as to say normally it would happen? It's a situation that would happen sooner or do you have an opinion on that?
A. I would say normally, yes.
Q. Okay. And, you know, I should preface it. Based on what you have, the NASA, the videos and also the follow through video from Saab --
A. Yes.
Q. -- explained all of this?
A. Yes.
Q. I have no other questions. Thanks very much.
A. Okay.
MR. COX: Let's move to Harlan Simpkins.
MR. SIMPKINS: All of my questions have been answered and it's been thorough. So I have no questions.
MR. COX: Okay. Ken.
BY MR. WEBSTER:
Q. The checkride, are the stall recovery procedures checked on the Saab 340?
A. Yes.

Q. And can you explain what the recovery procedures are?
A. In the Saab, it's set max power, reduce the angle of attack and then clean up the airplane on profile depending on the configuration that it's initiated in.
Q. In your estimation, how much would you have to decrease the angle of attack?
A. Initially, maybe just a degree or two. Well, we practice -- the Saab 340, the general procedure is to practice it to the stick shaker but we also do train to the pusher, but normally they're done just to the stick shaker. So it's just basically a relaxation and a little bit of back pressure.
Q. Are there PTS standards for the stall recovery on the --
A. Yes.
Q. Do you know what those standards are?
A. We do constant altitude stalls. So they're heading an altitude recovery and it's plus or minus 100 feet on the altitude and 10 degrees on the heading unless the stall is done in a bank.
Q. Okay. You mentioned pusher. Is it part of the syllabus, training syllabus?
A. Yes.
Q. Is it a demonstration or is it a full recovery?
A. It's a training item and it's with a recovery.
Q. That's all I have for now. Thank you.

MR. COX: Mike?

BY MR. WICKBOLDT:

Q. Hey, Bob.

A. Hey.

Q. When you're teaching in the sim, do you provide the same level of instruction to each student, teach the same things over and over again?

A. Yes.

Q. Would you stay that goes for all our instructors, they're all standardized, teaching the same thing?

A. Yes.

Q. While you're in the sim, are you able to stay up to speed on the read and sign memos, procedure changes and incorporate that into your simulator training?

A. Yes, I get -- I have access to those.

Q. What about when you're teaching ground school? Are you able to incorporate those changes into the ground school --

A. Yes, I get those and that's part of the syllabus' current issues.

Q. When you have been teaching those ground schools, whether it's the entire ground school or a portion thereof, have you ever had any ground school -- pilots of different equipment types?

A. Maybe once and twice, and they'll come in for just the indoc subjects.

Q. Indoc.

A. General indoc, yeah, the non-aircraft specific training.

Q. The Saab icing video, you said it's shown after the NASA video that's been brought up. How long has that been shown to the ground school? How long has that been used if you're aware?

A. The current one I believe is within the last year.

Q. And who made that video? Did Colgan come up with that video or did Saab?

A. Saab did.

Q. Since you've been an instructor, have you seen any changes in the training syllabus whether it be the simulator training or the ground school?

A. Not any major changes.

Q. Can you describe, for example, one change?

A. Just maybe changing call outs and just small things like that but --

Q. Do you know the reasoning behind those changes?

A. Not off the top of my head.

Q. Okay. That's all I have.

A. The only thing that's changed recently is the ice. When Saab came out with the new boots operation.

Q. And to clarify that, who put that material out there?

A. Saab did.

MR. COX: Tim?

BY MR. DITTMAR:

Q. For changing procedures, like Mike said, can you think of any specifically that the company has put out there to change procedures?

A. Not off the top of my head. Are you talking about recent ones or just any?

Q. Just in general. Are you aware that, yes or no, that there have been company procedures --

A. Yes.

Q. -- that have been changed?

A. Yes.

Q. You just can't think of one.

A. Well, the icing one was -- is going to be the most recent one. I mean that was -- well, that was a company change of procedure based on a Saab recommendation or a Saab mandate. That's the most recent one.

Q. When you're checking -- strike that. That's all I have. I don't have anything else.

A. Okay.

BY MR. COX:

Q. I'll just follow up a little bit, Bob.

A. Okay.

Q. You're teaching stall recovery on a Saab and the pilot perhaps gets it up a little bit more steeply and a little

bit slower before he gets his recovery going, and during the course of his recovery, he then descends. Would descending more than 100 feet below your original altitude constitute a failure?

A. Not in a -- not if it was immediately corrected. What we're looking for in checkrides, one of the -- is a continuous exceedence in the PTS. So if a momentary discretion, you know, indiscretion below 100 feet were initiated and then I see immediate corrective action, then that would not constitute a failure. Failure would be failure to correct for the altitude loss in a timely manner.

Q. Does the Saab have an ice detection system?

A. No.

Q. Does it have any kind of enunciator that tells you when the deicing system is on?

A. We have status lights on the instrument panel when you turn the in ice switches on, the lights will come on.

Q. Does it have any kind of a REF speed increase system or switch?

A. No.

Q. When you set REF speeds in the Saab, are there additives based upon winds or icing?

A. We do have, if icing is suspected, we do have REF additives. We don't add to REF for wind. We do have a correction for our approach speed for wind but we don't correct

VREF for wind, but we do correct it for ice contamination.

Q. And what is that correction?

A. I believe it's -- plus 10 is our icing increment for that.

Q. So you would brief that?

A. Correct.

Q. And then set the bug itself faster?

A. Correct.

Q. And that bug is manually set?

A. Yeah, little plastic bugs around the airspeed indicator.

Q. Does the stall warning system have any kind of input that tells it that it's in icing conditions?

A. No.

Q. To clarify something that we talked about earlier when we talked about whether anyone in your classes had given you any feedback saying, yes, I had tailplane icing --

A. Uh-huh.

Q. -- and you said no.

A. Correct.

Q. Has the company ever had any reports through its regularity or safety reporting systems of any tailplane icing events?

A. Not that I'm aware of.

Q. And just to clarify, the Saab video does refer to

tailplane icing?

A. Yes.

MR. COX: Do we have a copy of that? Did we get the Saab video, too? I haven't seen that.

MR. BYRNE: The Saab --

MR. COX: Make sure it's the same one.

MR. BYRNE: Okay.

BY MR. COX:

Q. You came to work in 2000 and you started teaching ground school in 2004?

A. Yeah, that was my first recurrent ground school that I was asked to teach.

Q. In 2004?

A. Correct.

Q. Okay. But you've been there since 2000. So you've been going through recurrent every year.

A. Yes.

Q. Do you recall when the videos were first shown?

A. To the best of my knowledge, the NASA video has been shown since I've been there. That was part of the recurrent syllabus.

Q. And just, only if you know, who made the decision to show the video?

A. That I don't know. Probably the training manager or manager of training.

Q. Do you remember who that was at the time?

A. I believe it was Jose Carrion (ph.). I think that was his name, Carrion.

Q. Is he at Colgan now?

A. No.

Q. Do you know anything about where Mr. Carrion came from?

A. I don't remember. He was there -- I think he had been there for at least a couple of years before I got there.

Q. Has there ever been any discussion at check airman meetings about the icing and tailplane videos as they are to be trained and taught?

A. I can't recall any specific information on that as far as, you know, whether that had been brought up or not.

Q. Is there a procedure at Colgan that's required for the company to integrate new ideas into the curriculum or into the actual SOPs or the manual for procedures such as a training video such as this?

MR. JAQUES: I think you're getting beyond the scope of this witness' knowledge.

MR. COX: But he gets to tell me if he knows or doesn't know.

MR. JAQUES: I don't think he's in a position to tell you from the company's perspective. He can tell you from his own perspective whether he knows. I don't think he --

MR. COX: That's what I want to know. He's been here since 2000. He's been doing training, you know, all this time.

BY MR. COX:

Q. And what I'm asking is you get to go to check airman meetings. Presumably you do have some knowledge of this. If you do, tell me.

A. Yeah. I know that we do, during the check airman meetings, any changes like you mentioned are brought up but as far as the specifics of that, I'm not sure. You know, I'm sort of an end user --

Q. Sure.

A. -- in that aspect.

Q. Okay.

A. So if it gets developed and implemented, then it's disseminated.

Q. I think we've exhausted our questions. We got done a little bit quicker than the previous couple.

MR. DITTMAR: I just have a few.

MR. COX: Tim.

BY MR. DITTMAR:

Q. Do you have regular contact with people in the standards and training department on a regular basis?

A. Yeah.

Q. Have you ever made a suggestion or a recommendation for things to be changed and looked at?

A. Yeah, I've talked about some things.

Q. Have any of those ever been incorporated into programs?

A. Most of those have actually come through the fleet manager, you know, we've discussed how to streamline the cockpit and some of the, you know, speeds and how to kind of reduce the paperwork, things like that, yeah.

MR. DITTMAR: That's it.

MR. COX: Anyone else?

MR. BYRNE: Just one small area for follow up.

BY MR. BYRNE:

Q. You don't fly the line. How often do you observe operations on the line?

A. I'm required once a year to do a line observation as part of my currency, my check airman currency. So I go out and I observe from the jump seat line operations.

Q. So you're required to do it once a year. How many times do you do it? How many times have you done it in the last 12 months?

A. Probably just the one required event. Now that can be multiple legs, usually multiple legs but just one day out on the line.

Q. Does it affect your ability to do your job that you're not flying the line?

A. No.

Q. Why?

A. Because I stay, like I said, I have access to the procedural changes, you know, I get -- if a new procedure, line procedure is incorporated, it's disseminated and then -- because I'm required to check that if it's a new procedure. So I have to be -- I have to maintain qualification for that.

Q. Thank you.

MR. COX: Okay, Tim. I think we're done.

(Whereupon, at 12:20 p.m., the interview in the above-entitled matter was concluded.)

CERTIFICATE

This is to certify that the attached proceeding before the

NATIONAL TRANSPORTATION SAFETY BOARD

IN THE MATTER OF:	CRASH OF CONTINENTAL CONNECTION FLIGHT 3407, OPERATED BY COLGAN AIR, INC. FEBRUARY 12, 2009, 2217 EST CLARENCE, NEW YORK Interview of Bob Campbell
DOCKET NUMBER:	DCA-09-MA-027
PLACE:	Washington, D.C.
DATE:	March 9, 2009

was held according to the record, and that this is the original, complete, true and accurate transcript which has been compared to the recording accomplished at the hearing.

_____
Kathryn A. Mirfin
Transcriber