

Docket No. SA-531

Exhibit No. 2-K

NATIONAL TRANSPORTATION SAFETY BOARD

Washington, D.C.

Operations Group Chairman
Interview Summary – Q400 Check Airman
Wayland Kramer

(88 Pages)

UNITED STATES OF AMERICA

NATIONAL TRANSPORTATION SAFETY BOARD

OFFICE OF ADMINISTRATIVE LAW JUDGES

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Investigation of:

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CRASH OF CONTINENTAL CONNECTION

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FLIGHT 3407, OPERATED BY

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COLGAN AIR, INC.

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Docket No.: DCA-09-MA-027

FEBRUARY 12, 2009, 2217 EST

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CLARENCE, NEW YORK

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Interview of: WAYLAND J. KRAMER

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

Monday
March 16, 2009

The above-captioned matter convened, pursuant to notice.

BEFORE: ROGER COX

APPEARANCES:

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National Transportation Safety Board

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I N T E R V I E W

(8:00 a.m.)

INTERVIEW OF WAYLAND J. KRAMER

BY MR. COX:

Q. I'd like to start off just getting a few basic facts about yourself, so I always start off with asking your full name.

A. Okay, my full name is Wayland Jason Kramer.

Q. Okay. And that's K-r-a-m-m --

A. M-e-r.

Q. -- e-r.

A. One M.

Q. One M?

A. Yes, sir.

Q. Tim, I don't know about that. Your age, please?

A. Twenty-nine.

Q. Twenty-nine. And your date of hire, if you remember it, at Colgan?

A. February 2004.

Q. Your current title or position?

A. I am a check airman and captain on the Q400.

Q. And as check airman, specifically, what qualifications as check airman?

A. A line check airman and a PC check airman.

Q. Okay. Let's talk a little bit about your certificates and ratings.

1 A. Okay, I have an ATP license, single and multi-engine.

2 Q. Um-hum.

3 A. I have a certified flight instructor for single-engine,
4 multi-engine and instrument instruction.

5 Q. Um-hum.

6 A. And I also have a ground instructor certificate for
7 advanced and instrument.

8 Q. Great. Let's move on to your flying time.

9 A. Okay, I have approximately 5,500 hours of total flying
10 time.

11 Q. Um-hum.

12 A. Three thousand or so of that is with Colgan, FAR 121 --

13 Q. Um-hum.

14 A. -- both on the Saab 340 and the Q400.

15 Q. Okay. How about command time?

16 A. Pilot-in-command time is, I would estimate, just over
17 4,000 hours. Probably closer to 5,000 hours.

18 Q. Okay. How long have you been a check airman?

19 A. I've been a check airman the entire time I've been on
20 the Q400 and probably about two years on the Saab 340, so about
21 three years total.

22 Q. And you came on to the Q when?

23 A. When we started, February of last year.

24 Q. Were you in the initial cadre?

25 A. Yes, I was.

1 Q. Um-hum. Can you tell me what you were doing before you
2 came to Colgan?

3 A. Sure.

4 Q. Um-hum.

5 A. I went to university for a degree in aeronautical
6 science, at Embry-Riddle --

7 Q. Okay.

8 A. -- in Daytona Beach, and instructed for the school as a
9 flight instructor for about six months, so prior to graduation.
10 When I graduated, my next job, my next flying job, was in
11 Gaithersburg, Maryland, at Montgomery County Airport, as a flight
12 instructor at a school that also had a small charter outfit, so I
13 was operating under their 135 program.

14 Q. Um-hum.

15 A. Single pilot in smaller airplanes and then dual pilot in
16 some larger airplanes that they had there.

17 Q. That's where you got that single-engine ATP, huh?

18 A. Yes, sir.

19 Q. Yeah, yeah.

20 A. I know it's weird, though.

21 Q. No, it's not weird at all, I got one, too. I got it in
22 172 and I know how it is. It's kind of strange but, you know,
23 we've got to do it.

24 A. After that I obtained my first -- in 2003 my first 121
25 job was with a small carrier in Portsmouth, New Hampshire, Boston

1 Main Airways. It didn't last very long. I was there through
2 ground school, simulator training, and then they furloughed, so
3 back to flight instructing and I went --

4 Q. Um-hum.

5 A. -- back down at Gaithersburg, a different company at
6 this time. The other one had moved to another location.
7 Montgomery Aviation I believe it is.

8 Q. Um-hum.

9 A. And then a short time there and I got my Colgan job in
10 2004.

11 Q. Perfect. All right. According to our records that we
12 received, you had at least one experience with Captain Renslow, as
13 an instructor.

14 A. That's correct.

15 Q. What I'm showing here is -- I believe that's the LOFT,
16 is that correct, is that what that is, t-l-f-t?

17 A. Yes, I believe that's what it stands for.

18 Q. In October, four hours at FlightSafety in St. Louis.

19 A. Correct.

20 Q. Does that sound right?

21 A. Yes, in November.

22 Q. Yeah.

23 A. Yes.

24 Q. Yeah, November. Did you ever have any other flights
25 with Mr. Renslow?

1 A. In November was the first month that I met
2 Captain Renslow. I did do his Q400 training in the simulator, as
3 well as the LOFT scenario.

4 Q. Oh, you did? Okay.

5 A. Yes.

6 Q. Okay. Here it is. Yeah, I see it there, okay. Well,
7 let's talk about the LOFT. Maybe you can recall that occasion.

8 A. Sure.

9 Q. Tell us about how the LOFT went, if you can recall.

10 A. We have a LOFT scenario that involves a flight from
11 Newark to Toronto and return.

12 Q. Um-hum.

13 A. The flight going to Toronto is mainly a normal
14 profile --

15 Q. Um-hum.

16 A. -- takeoff to landing, and the way back involves several
17 abnormalities, as well as a diversion.

18 MR. COX: By the way, the guys on the phone, are you
19 hearing this okay?

20 MR. SIMPKINS: Yes, perfect, thanks.

21 MR. COX: Great, okay.

22 MR. WEBSTER: Yeah.

23 BY MR. COX:

24 Q. Sorry, go ahead.

25 A. That's pretty much the general overview --

1 Q. Okay.

2 A. -- of the LOFT.

3 Q. Can you recall any of the details of that particular
4 LOFT session?

5 A. From what I can recall, we departed Newark en route to
6 Toronto, nothing out of the ordinary, just getting a feel, letting
7 the students get a feel, for actually flying the airplane in a
8 cruise-type environment because we spend most time in standard
9 approaches and training exercises.

10 Q. Um-hum.

11 A. Things of that nature.

12 Q. Um-hum.

13 A. Nothing extra out of the ordinary there.

14 Q. Um-hum.

15 A. The return trip, we -- I usually give an electrical
16 abnormality, a major -- usually a dual-generator failure or
17 something of that nature. I'm not 100 percent sure that's what I
18 gave them, but it's usually what I do. And then a diversion for
19 the closed airport at Newark --

20 Q. Um-hum.

21 A. -- to Allentown, Pennsylvania.

22 Q. Okay. Just kind of reviewing in our minds, kind of,
23 anything that took place, I'll just kind of prompt you with a
24 couple of things that came to my mind. Did you do any deicing
25 scenarios?

1 A. We did not run a deicing scenario.

2 Q. Okay. How about engine-out scenario?

3 A. No engine-out scenario. We did operate the airplane in
4 icing conditions en route.

5 Q. Okay.

6 A. The only thing related to icing.

7 Q. I see, okay. Using that term, en route, makes me think
8 of that e-ice entry that you make into the ACARS. Does the ACARS
9 work in the simulator?

10 A. We do not have the ACARS function in the simulator, no.

11 Q. Okay. And in that scenario where you have to divert to
12 Allentown, can you recall kind of what the circumstances were?

13 A. I gave them the diversion, saying that Newark was closed
14 and that they would have to divert, or ask them what they would
15 want to do.

16 Q. Um-hum.

17 A. We simulated a call to dispatch and what you would do
18 with the ACARS and the planning information we have in that LOFT
19 scenario, a sample ACARS printout --

20 Q. Um-hum.

21 A. -- that we can pass back and forth to simulate that,
22 since we don't have it in the actual sim.

23 Q. I see.

24 A. And then a reroute to Allentown and a landing in
25 non-icing conditions.

1 Q. Okay. Do you recall who the first officer was on that
2 one?

3 A. Yes, Matt Reed.

4 Q. Okay. Do you remember if First Officer Reed was new on
5 the airplane at the time?

6 A. He was new on the airplane. He was a Beech first
7 officer transition to the --

8 Q. How'd he do?

9 A. Matt did very well.

10 Q. Um-hum.

11 A. And a little surprisingly, usually the Beech pilots,
12 with all the new technology and whiz-banging in the Q, are a
13 little slower to take acceptance to it. But --

14 Q. Um-hum.

15 A. -- Matt, I understand, came from the computer background
16 stuff, so he was very, very eager to learn and did very well.

17 Q. Okay. Well, obviously, Captain Renslow passed his LOFT.
18 I guess that's no surprise. But any comments on his performance?

19 A. I noticed Captain Renslow wasn't exactly the quickest
20 learning I've had in the airplane, but --

21 Q. Um-hum.

22 A. -- it's not uncommon too. Things were a little slow in
23 the beginning, but he definitely speeded up towards the end. Both
24 him and Matt worked really well together.

25 Q. Um-hum.

1 A. And working together, I think, is what helped him
2 through --

3 Q. Um-hum.

4 A. -- as good as he did.

5 Q. In the interactions between crew members, there's -- you
6 know, there's sort of good communication and sometimes there's a
7 dependency, especially on the simulator.

8 A. Um-hum.

9 Q. You see it all the time, where, you know, one guy is
10 having a little challenge and the other guy steps in and kind does
11 things for him.

12 A. I did notice that in the beginning, yes. Every sim
13 session that we had after that, there was less and less of it.

14 Q. So now we're going back to the training, right?

15 A. Correct.

16 Q. Yeah, uh-huh. And who was helping who in that
17 situation?

18 A. Matt, First Officer Reed, would be helping
19 Captain Renslow --

20 Q. Okay.

21 A. -- in the beginning.

22 Q. So now I'm going to go back to those -- whatever it was,
23 16 hours, you know, of training sessions.

24 A. Um-hum.

25 Q. Give me your impression of Captain Renslow's performance

1 as he first got into the airplane, first as an initial student.

2 A. Captain Renslow wanted to make sure he was doing
3 everything correctly, so he was very slow in the beginning, as far
4 as pushing what button, taking the time to really think things
5 through before he actually did it. So we got off to a slightly
6 slow start.

7 Q. Um-hum. Did you keep any, like, handwritten training
8 records of the day-by-day performance?

9 A. I kept notes mainly for debrief and briefings --

10 Q. Um-hum.

11 A. -- none of which I don't think I have anymore. Just
12 scratch paper.

13 Q. Just scratch paper?

14 A. Yeah.

15 Q. Okay. Did you keep like a little --

16 A. We have --

17 Q. -- mandatory score --

18 A. -- an official training record --

19 Q. Okay.

20 A. -- that we keep, yes.

21 Q. Okay. Do you know what happened to that?

22 A. I both faxed that in and mailed that in and that goes to
23 the training department.

24 Q. Okay.

25 A. And I don't know where it goes from there.

1 Q. Who in the training department?

2 A. I send those to Bonnie McCastor (ph.), I think her last
3 name is. I can get the exact spelling, if you'd like that.

4 Q. Okay. Well, throughout the training as it evolved
5 and --

6 A. Um-hum.

7 Q. -- went forward, were there any areas that you thought
8 were particularly strong, that Captain Renslow showed?

9 A. I do remember his ability to make decisions was very
10 good.

11 Q. Um-hum.

12 A. Sometimes his sim partner, First Officer Reed, would get
13 a little ahead of himself and Marvin would say, all right, let's
14 slow down for a second. Let's think about what we're going to do,
15 would ask for delay -- if I'm rushing them --

16 Q. Um-hum.

17 A. -- which is part sim scenarios as well, too. So his
18 ability to take hold of the situation, slow down and think it
19 through and then give an answer that was mostly correct, was very
20 good.

21 Q. Good. And were there areas that you thought was maybe a
22 little below average and needed work?

23 A. Use of the FMS was new to all of us when we started and
24 I'd say that was one area that he struggled with most of the time.

25 Q. At the time, did Colgan provide an FMS trainer before

1 you got into the simulator?

2 A. We did. There was a mandatory FMS online course --

3 Q. Um-hum.

4 A. -- that we used prior to starting training. And then,
5 for us, for the initial class, we used an FMS box that was out of
6 the airplane that we could train on. I'm not sure if classes
7 after that had access to that or not. But I know when we were
8 doing the training with FlightSafety, they gave us that ability.

9 Q. Um-hum.

10 A. There was also computer software that we weren't allowed
11 to distribute but that was floating around and a lot of people --
12 I know Marvin had that, because they had -- somebody brought the
13 CD and they had it loaded on a laptop and the whole thing. I seen
14 them practicing with it.

15 Q. Okay. I'll take you back to the training. I guess you
16 would've performed engine-out approaches and missed approaches and
17 go-arounds?

18 A. Yes, sir.

19 Q. Can you recall how Captain Renslow performed?

20 A. It was one of those where you would present the problem
21 and it might not have been the most beautiful recovery or go-
22 around or approach in the beginning, but once they'd seen it, once
23 he saw it, then it was that he'd do a much better job the second
24 time.

25 Q. Okay. So just speaking about engine-out approaches --

1 A. Um-hum.

2 Q. -- and engine-out go-arounds, what I'm hearing is
3 essentially that maybe not the first time he didn't get it nailed,
4 but the second time he settled down.

5 A. The second time we were pretty close. Usually, if it
6 went to a third time, it would be well within standards --

7 Q. Okay. Thinking back to those training sessions and
8 considering that you have a little grading sheet that you keep,
9 although you apparently --

10 A. Um-hum.

11 Q. -- didn't keep it permanently, but you have a one
12 through five grading system on maneuvers, is that right?

13 A. Yes.

14 Q. Can you recall maneuvers in which you would've graded a
15 particular session less than -- I think one is the best, correct?

16 A. Correct. I remember giving threes out towards the
17 beginning, which is more or less normal progress to --

18 Q. Um-hum.

19 A. -- satisfactory completion. There's the possibility
20 that I might've put a four in there, that was below average, but
21 by the end of our training sessions, everything was satisfactory,
22 a one, reading to move on to --

23 Q. Sure.

24 A. -- the checkride.

25 Q. Sure, I understand. Can you recall any particular

1 areas? I mean, I mentioned the engine-out thing. Any other areas
2 that would've been a three or a four?

3 A. Air work, steep turns. I remember particularly a lost
4 altitude on the steep turns.

5 Q. Um-hum.

6 A. And we normally practice those in a sim session in the
7 beginning of the training, which is when they're still getting
8 used to actually flying the airplane or flying the sim.

9 Q. Um-hum.

10 A. People tend to believe they're a little more touchy than
11 the real airplane sometimes. And then we test again later in the
12 training, which they usually do a lot better.

13 Q. Sure.

14 A. I remember that being a little rough in the beginning,
15 but by the time they had used the hand-flying sim three or four
16 sessions later, they're fine.

17 Q. Well, as an experienced instructor, I'm sure you see
18 people frequently who may not nail something and --

19 A. Um-hum.

20 Q. -- you assist them and figure out why, maybe, so you can
21 apply a correction to whatever maneuver they're trying to do.
22 What was your assessment of Captain Renslow and why he might have
23 not been able to do that steep turn right off the bat?

24 A. Again, I give them a lot of leeway in the beginning,
25 just because the sim is very touchy to fly and that they're not

1 used to it. Plus, it's a very different scan as opposed to the
2 aircraft that we'd fly previous to this one --

3 Q. Um-hum.

4 A. -- up here at Colgan too. So I do give a lot of leeway
5 in the performance in those maneuvers in the beginning. But once
6 they, like I said, had time to learn the machine and learn how to
7 fly --

8 Q. Um-hum.

9 A. -- I hold them to a much higher standard.

10 Q. Of course, of course.

11 A. Yeah.

12 Q. So now, just thinking about the difference between the
13 Saab and the Q --

14 A. Um-hum.

15 Q. -- and what you're going to be looking at when you fly a
16 maneuver like a steep turn, for instance, maybe there's some
17 differences in that scan?

18 A. Yes.

19 Q. Can you give me an example of what you mean?

20 A. Sure. The Saab is what I'd say is the normal six-pack
21 instrument kind of setup where everything's separated.

22 Q. Um-hum.

23 A. Round dials, like an airspeed indicator --

24 Q. Um-hum.

25 A. -- altimeter, things of that nature. The Q400 has a

1 glass -- with a single-screen representation of altitude,
2 airspeed, which is in tape form as opposed to the round dial. So
3 it's a little different presentation. You focus more on one spot
4 than moving around, which, for me personally, it's easier than --
5 less of a workload, but it still takes a little getting used to.

6 Q. Did you think there were any elements of his scan or
7 crosscheck that were maybe a little rusty?

8 A. No, I wouldn't say. He flew a pretty good airplane.
9 There were several differences between the two that we -- not
10 necessarily scan oriented. But things like switches in this
11 airplane -- to turn things on was the opposite direction from the
12 pervious airplane. There wasn't a standard there. So we got hung
13 up in turning things on when we should be turning things off, and
14 vice versa, which took a little while, but in the end it wasn't an
15 issue.

16 Q. How did First Officer Reed do on the steep turns?

17 A. He did very good. Coming from the Beech background,
18 they do a lot of hand-flying, so they're very up on their skills.
19 That wasn't a problem, no.

20 Q. Did you do stall training?

21 A. Yes.

22 Q. Can you recall the stalls that you did, in terms --

23 A. Um-hum.

24 Q. -- of what happened?

25 A. We practice three different types of stalls, along with

1 our air work. One is a takeoff stall, which we do with the gear
2 extended and flaps at 15 and about a 20-degree bank in either
3 direction to simulate a takeoff stall.

4 Q. Um-hum.

5 A. A en route stall, which is done -- go to the landing
6 stall here -- flaps -- at the landing stall we simulate a landing
7 scenario where it's flaps either at 15 or 35, with the gear
8 extended --

9 Q. Um-hum.

10 A. -- and recovery from that.

11 Q. Okay.

12 A. And then the en route stall, which is pretty much just a
13 stall, holding current altitude.

14 Q. Clean?

15 A. Clean.

16 Q. And do you recall how he performed?

17 A. I don't recall the specific details, but it was just
18 like the steep turns. I believe we struggled just a little bit in
19 the beginning, but by the time -- and I think we did those at the
20 same time, steep-turn stall, the air work in the beginning, and it
21 was much improved on the second time.

22 Q. In order to set up to do a stall, you've got to pull
23 power back and slow down?

24 A. Um-hum.

25 Q. During the process of recovery, you have to apply power?

1 A. Um-hum.

2 Q. Typically, what does that do to the pitch of the
3 airplane?

4 A. When you apply power, it increases the pitch of the
5 aircraft.

6 Q. It pitches up?

7 A. Correct.

8 Q. If you don't trim or do anything kind of roughly, how
9 much does it pitch up, do you know?

10 A. This airplane, I don't think it's -- from what I've done
11 and what I've seen out on the line, it's nothing extreme. A
12 little bit of nose forward trim compensates for it pretty easily.

13 Q. Okay. What about yaw, when you apply power out of that
14 stall series, what does it do in terms of yaw?

15 A. There is quite a bit of yaw in this airplane.

16 Q. Um-hum. Which way?

17 A. You're going to have a turning tendency to the -- when
18 you're applying power to the left.

19 Q. Um-hum.

20 A. So there's quite a bit of right rudder that's needed to
21 compensate for that.

22 Q. Okay. So just thinking back to the stall series
23 training that you did, how did he do -- was it the first day that
24 you did stall series?

25 A. Yes, air work was the first day.

1 Q. Okay.

2 A. Lesson 1.

3 Q. So how did he do on his recoveries?

4 A. I can't remember the exact details with that. It was
5 more of the steep turns that I remember being the deficiency at
6 that point. But I didn't see any reason why just practicing them
7 again later in the sim training wouldn't -- he would improve on
8 it, so --

9 Q. So going back to the yaw that you get when you put the
10 power --

11 A. Um-hum.

12 Q. -- stall series, what is good technique in terms of
13 managing of that, just use a rudder or do you use a trim, too?

14 A. Use the rudder first and then trim off the pressure.

15 Q. Okay.

16 A. So initially, as you bring the power up, you're
17 simultaneously bringing the right rudder as well, to kind of match
18 the rate at which the airplane is yawing.

19 Q. So for a typical, you know, student that you're putting
20 through, you know, a training like this --

21 A. Um-hum.

22 Q. -- if that person was attempting to recover from a stall
23 and you observed that they just used their feet and they didn't
24 trim the rudder or they didn't apply trim, would that result in a
25 successful maneuver?

1 A. If they were just using the rudder to -- you'll have to
2 say it one more time.

3 Q. For the typical candidate who's going through and is
4 going to do stall series --

5 A. Okay.

6 Q. -- when they apply the power to --

7 A. Um-hum.

8 Q. -- recover from the stall and they don't use trim,
9 rudder trim or pitch trim, would that, in your view, result in a
10 successful maneuver?

11 A. Sure, but I would definitely let them know they could
12 make it much easier on themselves.

13 Q. Um-hum.

14 A. But as long as they're maintaining the control they need
15 to have, with the correct inputs, I don't see why that --

16 Q. So what is your expectation of a student or a candidate,
17 in terms of handling trim on a stall recovery?

18 A. My expectation is that they're going to help themselves
19 as they can by using the trim, sure. But like I said, it's not
20 something that I would -- you know, it's only something I
21 recommend. It's not something that I --

22 Q. So if a guy flies out of it, in terms of maintaining the
23 parameters --

24 A. Um-hum.

25 Q. -- for the recovery and he doesn't use the trim, that's

1 okay?

2 A. Sure.

3 Q. Okay. In terms of heading and altitude requirements,
4 what, if any, requirements are there to complete the stall
5 recovery adequately or satisfactorily?

6 A. Well, I have -- I test via the PTS --

7 Q. Okay.

8 A. -- first of all, which is minimal loss of heading and
9 altitude and airspeed when the situation -- but I also teach -- I
10 have personal minimums as well, too. I like to keep them within a
11 hundred feet, plus or minus a hundred feet, airspeed, 10 knots,
12 and as well as that --

13 Q. Um-hum.

14 A. -- that I like to teach, yeah.

15 Q. Heading what?

16 A. Ten degrees.

17 Q. Ten degrees.

18 A. Which is mainly, I believe, the older the PTS standard
19 that I just kind of use as a minimum of what I feel is
20 satisfactory.

21 Q. Okay. How did First Officer Reed do on the stall
22 series?

23 A. Stalls, procedurally wise, once we got the right order
24 of things down, he did very well.

25 Q. Did you conduct any training on a situation where you

1 simulated having a stall on the tail?

2 A. No.

3 Q. Was that something that you discussed in any of your
4 briefings or training?

5 A. No, it's not something normally we teach.

6 Q. Do you recall if either one of the crew on that training
7 scenario, Renslow or Reed, ever brought it up to you and asked you
8 about it?

9 A. No. I'm sure something like that I would've remembered.

10 Q. Um-hum. In your experience taking crews through
11 training, do you recall any of your pilots bringing it up during
12 that transition training to the Q?

13 A. No.

14 Q. I guess you go to check airmen meetings.

15 A. Yes, sir.

16 Q. Do you recall any check airmen meetings that the subject
17 of the tail stall came up in connection with your Colgan training?

18 A. No, not in any of the check airmen meetings.

19 Q. Before you began your training with Captain Renslow and
20 First Officer Reed, did you have any information about his
21 background, that is to say, did anyone from flight standards or
22 chief pilot's office or, you know, anyone amongst the check
23 airmen, you know, recapitulate his experience to you, at the
24 company, to date?

25 A. No. In fact, I'd never heard his name until I showed up

1 there and met with him for the first time.

2 Q. On day one, when you sit down with your students --

3 A. Um-hum.

4 Q. -- you'll take a few minutes to find out about them?

5 A. About four hours.

6 Q. Four hours, okay. What I meant was, of course, you
7 know, what is your background in terms of flying?

8 A. Right. Well, we pretty much get down right to business
9 right off the start. It's normally throughout the training that
10 we learn a little bit more about them. Especially when you're out
11 there together with somebody for two weeks or so, you're bound to
12 learn some stuff about them. But that's not like I sit down and
13 ask for their resume --

14 Q. I understand.

15 A. -- or anything of that nature.

16 Q. Sure. I guess when you say two weeks, you were in
17 St. Louis two weeks together?

18 A. Yeah, approximately.

19 Q. So you had a chance to get together outside the training
20 environment a little bit?

21 A. Sure.

22 Q. Sure. Did you get a chance to talk to Captain Renslow
23 about his flying background outside the classroom?

24 A. We didn't spend too much time on that, but we did go out
25 to dinner on occasion when we were working together. He didn't

1 mention much about it. It seemed to be more business, our
2 conversations, than personal stuff. But you know, that's really
3 it. So I didn't know too much about his background at the time.

4 Q. You know, sometimes when you get together, you know,
5 with pilots in an arrangement like that --

6 A. Um-hum.

7 Q. -- people talk about, you know, there I was, they tell
8 flying stories.

9 A. Yeah.

10 Q. Kind of their background on, you know, where they came
11 from.

12 A. I'm sure there was a story or two in there, but nothing
13 particular that I can recall. I mean, most of the ones that I
14 remember were Colgan stories, not previous Colgan stories. Just
15 about his time in flying in Houston and things along that nature,
16 and commuting and all the logistics that are usually with working
17 for the airlines. But in nothing particular that I can recall, in
18 my mind, about an experience in previous airplanes.

19 Q. I believe we've come to the understanding that
20 Captain Renslow at one time had worked for a company called
21 Gulfstream.

22 A. I have heard that since, yes.

23 Q. Did he ever talk about any flight experiences there?

24 A. No, I don't remember that.

25 Q. Are you familiar with Gulfstream's program or the

1 company?

2 A. Well, I went to school in Florida. I know that they
3 operated in southern Florida, there. I know that they -- I don't
4 know if they still are. I'm not familiar that much, but I knew
5 they did a lot of paper training-type flying.

6 Q. Um-hum.

7 A. A first officer would basically pay to be a first
8 officer there.

9 Q. Um-hum.

10 A. Then they could upgrade and make money from there as
11 captain. But that's about all I really know. They fly 1900s.

12 Q. Um-hum, okay. Let me change just a little bit. Let's
13 talk a little bit about ref speeds.

14 A. Sure.

15 Q. When you are flying the Q and you are getting ready to
16 land and the pilot's monitoring the gross weight and the other
17 conditions in the ACARS and it comes back with a ref speed --

18 A. Um-hum.

19 Q. -- if you put in ice as one of the conditions, what does
20 that do to the ref speed that comes back then?

21 A. Well, when we operate with the ref speed increase switch
22 on, that reconfigures the stall protection system for the
23 airplane.

24 Q. Um-hum.

25 A. It increases roughly by 20 knots for a normal landing.

1 Q. Um-hum.

2 A. So when we request speeds for landing in icing
3 conditions that basically gives us speeds back plus the 20 knots
4 to compensate for that.

5 Q. Okay. So in any of your training with Captain Renslow
6 or on the LOFT, do you recall asking either one of the pilots to
7 simulate that they entered that icing into the ACARS?

8 A. Not for the LOFT scenario, but during the training, I
9 know it was discussed. We never made a landing, that I can
10 recall, with the increase ref switch on. But inevitably, when
11 you're doing a cockpit scan, you come across the switch and you
12 talk about it for a while.

13 Q. Okay. So just thinking back to the training that you
14 did --

15 A. Um-hum.

16 Q. -- with him, were there any scenarios where you had to
17 use the deicing equipment for an approach and landing?

18 A. Not for approach and landing.

19 Q. Not for approach and landing.

20 A. We did en route.

21 Q. You did en route. So what would happen if you put on
22 the increase ref speed switch but you didn't put ice in the ACARS
23 when you set up to get your ref speed?

24 A. Your speeds, then, would be lower than the top of the
25 stall protection.

1 Q. Okay.

2 A. So if you reduced all the way to the speeds, it would
3 put you into the stall protection --

4 Q. Have you ever seen that when you were up flying the
5 line?

6 A. No.

7 Q. From a procedure standpoint, does Colgan require that
8 you put ice into that ACARS message when your increase ref speed
9 is on?

10 A. Yes.

11 Q. And where is that procedure?

12 A. In our FOPPM there is a chapter on operating in the
13 icing conditions, with the ACARS and what codes to put in the FMS
14 to get the icing information, and I believe it says, when you use
15 -- if you're landing with the increase ref switch on, you need to
16 type in these codes to get the new speeds back for landing in an
17 icing condition.

18 Q. Okay. We'll dig that up, because I was hunting through
19 there and I couldn't find that. But that doesn't mean it's not
20 there. It just means I'm not very good at reading a 300-page book
21 and digesting everything that's in it simultaneously. Under
22 normal conditions, no ice, you got a B ref, it comes back with a B
23 ref and a B go-around and --

24 A. Um-hum.

25 Q. -- a B for something else and you get four speeds.

1 A. Climb.

2 Q. When on final do you expect your students to go right to
3 that ref speed and fly that ref speed?

4 A. We teach ref plus 10 for approach --

5 Q. Okay.

6 A. -- and with a landing at ref. So --

7 Q. Um-hum.

8 A. -- somewhere on short final, a hundred, 200 feet,
9 reducing the power to rate that would land you at ref, ref plus
10 10.

11 Q. And ref plus 10, is that written in any of your policies
12 anywhere?

13 A. I believe we were trained with that at FlightSafety. It
14 was their profile. I believe it's continued to our profile and
15 recommended in our CFM as well, too. I'd have to look to find
16 specifically where it is, but --

17 Q. Okay. Do you have additives? In other words, if you
18 have a gusty wind, for instance, or significant wind, is there a
19 speed additive over and above that ref plus 10?

20 A. No.

21 Q. No.

22 A. Sometimes mechanical issues. When you refer to the QRH
23 for the aircraft, there's a column that tells you ref plus a
24 certain speed, as well as if you're operating with the increase
25 ref switch.

1 Q. Like you had a flap malfunction or some flight control
2 malfunction, something like that?

3 A. Right.

4 Q. I understand, sure. When you're out on the line,
5 sitting in the jump seat, I guess you do line checks?

6 A. Um-hum.

7 Q. Do you do observations as well? Are you one of those
8 LOSA guys?

9 A. I've only done one LOSA. It was very early, when the
10 safety department put the program out. But it's mainly -- line
11 observations is what we call them now. It's a much shorter form.

12 Q. Sure.

13 A. And I've done a few of those.

14 Q. Sure, okay.

15 A. As well as normal line checks.

16 Q. In your experience sitting in the jump seat and watching
17 pilots fly and bearing mind that you go in and out of Newark a
18 lot, where they have a lot of speed adjustments, typically what
19 speed do you find, relative to ref, that your crews fly the final
20 at, say from the final approach fix inbound?

21 A. I would say people have a tendency, that I've seen, to
22 stay a little bit faster than the ref plus 10. I've seen as much
23 as 20, 30 knots until closer in. They keep us pretty compact up
24 there and usually a hundred and eighty knots to the marker, to the
25 outer marker there. So bleeding off that speed in a smooth

1 fashion takes a little time inside the marker there, and then to
2 configure, which -- so by the time we're getting down, I've only
3 seen landings done maybe, at the most, ref plus 10, but close to
4 ref.

5 Q. Um-hum, okay. Well, I certainly operated Newark a lot
6 and I know what it's like, it's no picnic. I give you guys a lot
7 of credit for dealing with that environment every day. Just
8 thinking back to your observations, sitting on jump seats and
9 watching pilots fly in and out of Newark, for example, where
10 you're having to level off and then maintain a hundred and eighty,
11 you know, to the outer -- wherever it is that you're told that you
12 can begin to slow. What's the best technique for pilots to get
13 the airplane slowed down once they realize that, you know, I'm
14 going to be allowed to slow down?

15 A. Reducing the power in this airplane slows up pretty
16 fast, having those props go towards flap pitch. Our first flap
17 speed, as well as gear, is 200 knots.

18 Q. Um-hum.

19 A. So even if we're at 180, we have the ability to add drag
20 pretty quickly to the airplane.

21 Q. Um-hum.

22 A. And then, really depending on weight, it can slow either
23 really quick or it takes a little while to slow down. But once
24 you get that first flap setting of five degrees and the gear,
25 which is very large on the airplane, it slows down pretty quick,

1 especially when the power's back towards flight idle.

2 Q. So as technique, if you're buzzing there at a level of a
3 hundred and eighty knots and your ref -- let's just pick a number,
4 like a hundred and twenty.

5 A. Okay.

6 Q. Give me the kind of sequence that you would recommend
7 that pilots use in terms of configuring the airplane and using the
8 power to get yourself pulled back to the kind of speed that you
9 want to fly final at.

10 A. Power back.

11 Q. Um-hum.

12 A. First notch flaps, five degrees, and then gear down, and
13 with the power back at about 12 percent or so, torque. The
14 airplane will slow up pretty good, right to within, I'd say, 10,
15 15 seconds. You should be at ref -- even going down the glide
16 slope, going downhill, you should be back at ref plus 10 at that
17 point, of course, slowing through your other speeds, continuing to
18 configure the airplane.

19 Q. Um-hum.

20 A. Flaps 15 and flaps 35, if you so choose, will increase
21 the rate at which the airplane is slowing down. So it doesn't
22 take very long at all.

23 Q. Okay. So would it be typical, say, for instance, coming
24 into Newark, considering the traffic that you have to deal with,
25 to allow the airplane to, say, slow to 180 and maintain clean

1 until you got in there, or you go ahead and get configured?

2 A. Normally below 200 knots we'll fly at flaps five --

3 Q. I see, okay.

4 A. -- just to lower the pitch attitude of the airplane. At
5 a hundred and eight knots clean, it pitches up about five degrees
6 or so.

7 Q. Okay. But you could fly it clean at 180, is that right?

8 A. Sure.

9 Q. What would be the -- how would I know at what sort of
10 minimum speed I could fly clean at? What is that? Is that one of
11 those V speeds you put in?

12 A. Well, climb speed would probably a good speed for
13 landing, if you -- a minimum speed for a clean configuration,
14 because it's basically what you're doing when you're climbing out,
15 after the veer and flaps have been retracted.

16 Q. Okay. So I guess, on a typical sort of nominal gross
17 weight, let's just pick something where your ref speed's about
18 120, whatever that gross weight is.

19 A. One-forty, one-fifty.

20 Q. So you could really get -- you could get slowed up to
21 like even 150 clean if you had to for some reason, right?

22 A. Sure.

23 Q. But of course, then your pitch attitude's coming up?

24 A. It's uncomfortable for everybody in the back.

25 Q. Right. So as a check airman observing a lot of pilots

1 out on the line, if you saw a guy slowing up and getting that
2 pitch attitude up a certain amount, you know, and increasing, at
3 what point would you say something to him about it?

4 A. Probably slowing through a hundred and eighty knots,
5 just because I don't want them to get too close to it, but I want
6 them to see what's happening as well, too.

7 Q. Um-hum.

8 A. So kind of take it somewhere in the middle of the road
9 there, between 200 and 150, for example.

10 Q. Um-hum.

11 A. So about a hundred and eighty knots. Usually they get
12 it before that. They notice -- yeah, I'm sure they'd notice at
13 that point. But that's just so you can show them, as well as keep
14 yourself safe.

15 Q. Because some pilots like to fly it clean, just sort of
16 for the fuel conservation aspect of it?

17 A. Everybody I've observed, it's pretty much once they're
18 below 200, within the terminal environment, extending flap stop.
19 It hasn't been an issue --

20 Q. So once again, I'm relying on your experience with the
21 airplane. If you do get it slowed up a little bit below 180 and
22 you've got a little bit more pitch than you normally do, if you
23 apply power, say, for instance, you know, you have to level off or
24 go around, does that affect your pitch attitude?

25 A. Not in any extreme regard, no. Just a little bit of

1 pitch, maybe a little bit of forward trim. It's the yaw that
2 would mainly affect it, even those in an attitude in an airspeed
3 like that.

4 Q. So in the exact same scenario, then, when you're buzzing
5 in there and you're slowing below 200 and down towards, you know,
6 180, you're still clean and you -- but you're using the autopilot.
7 It's a good technique. You can look outside the airplane, you can
8 pay attention to what you're doing, using the automation
9 appropriately. If you change the power, you know, up or back or
10 anything like that, does the autopilot compensate for that?

11 A. For the pitch, it does. It trims the pitch.

12 Q. Uh-huh.

13 A. Excuse me. Not so much for the yaw.

14 Q. Not for the yaw. So if you're on the autopilot and you
15 are -- you do have the power back and you are slowing and you do
16 then apply power and the autopilot really doesn't compensate for
17 the yaw, how does that affect the airplane?

18 A. It yaws quite a bit, actually. And it's a feet one type
19 of airplane, even with the autopilot on. Unusual in the
20 beginning, to us, because the Saab had a rudder boost on it and
21 the autopilot trimmed the rudder. In this airplane it doesn't.
22 We have a yaw -- but it doesn't trim the rudder for us, as the
23 Saab did. So it's now constantly I teach and I personally -- feet
24 on the rudder post the whole time, especially any time you're
25 making a pitch power or a turn adjustment.

1 Q. I see. So if you were coming off a Saab, which did have
2 rudder compensation for yaw and you're going onto the Q, one of
3 the things you have to learn is to use the rudder pedals, even
4 when the autopilot is on?

5 A. How do use your feet all over again, yes.

6 Q. Okay, okay. Let me shift gears just a little bit.
7 You're familiar with the air safety reports that Colgan provides
8 for?

9 A. Um-hum.

10 Q. What do you call those?

11 A. The air safety reports?

12 Q. Um-hum.

13 A. Well, we have a quarterly report that comes out. I'm
14 not sure of the exact title on it, but it's put out by the ASAP
15 and the safety department.

16 Q. Um-hum.

17 A. And they report on things throughout that quarter of
18 that year. And then we also publish a check airmen newsletter
19 that talks a lot about the recent safety items --

20 Q. Um-hum.

21 A. -- and stuff. So the information is disseminated pretty
22 well, if that's what you're asking.

23 Q. Well, yeah, that's interesting. I guess kind of what I
24 was talking about was, you know, you're flying with Joe Pilot and
25 he asks you, hey, you know, I had something happen yesterday. It

1 was a safety event. Now, how do I -- I mean, I'm concerned. I
2 thought maybe I might've violated a regulation or I might've had
3 something happen that, you know, kind of bothers me. What would
4 you tell him to report?

5 A. Fill out an ASAP application or an ASAP form.

6 Q. Okay. And how would you tell him to do that?

7 A. Pretty much the same way. It's probably a good idea,
8 then, to go ahead and fill out an ASAP form.

9 Q. Is that done on line? Is it a piece of paper?

10 A. We have both methods. The preferred method is on line.
11 There is also a manual sheet that you can write. Most of the
12 time, everybody does it via the Internet.

13 Q. Okay. How would you differentiate, in terms of your
14 reporting, between some routine company thing that happened
15 versus, you know, a safety issue?

16 A. Well, we also have the ability to fill out an
17 irregularity report, which is not necessarily safety related. It
18 could be for other things. Just for an example, incorrect group
19 procedures or something like that, that you want somebody to look
20 into and have that ability to report that so somebody can look
21 into it -- an official way of reporting it.

22 Q. Have you ever filed a NASA report?

23 A. Yes.

24 Q. Have you ever, as a check airman, in the course of your
25 duties, ever suggested or advised to a pilot about NASA reports?

1 A. We have the ability -- when we submit an ASAP form,
2 there is a checkbox on that on line form that will simultaneously
3 send a NASA report in --

4 Q. Um-hum.

5 A. -- as well.

6 Q. Um-hum.

7 A. So I always encourage that. It's not that hard to do.
8 I've done it myself.

9 Q. Um-hum. Just thinking back to when you would've done it
10 yourself, as an example, did you get any acknowledgement back from
11 ASRS or NASA, saying, yeah, we got the form?

12 A. Yeah, they send you back a date-stamped --

13 Q. They do?

14 A. -- form, yeah.

15 Q. So you know it happened?

16 A. Yeah.

17 Q. Great. Did Captain Renslow ever talk to you at all
18 about maybe having had any emergencies or abnormals?

19 A. No. Maybe abnormals. I recall a conversation,
20 something of that nature, but you know, there's a lot of those and
21 they're pretty common. Nothing emergency wise, as far as, you
22 know, like engine failures or anything like that. Like, we talked
23 about a loss of a generator or something like that, but nothing
24 big.

25 Q. Um-hum.

1 A. Normal maintenance items.

2 Q. What's ECAPS?

3 A. It's our enhanced crew awareness procedures.

4 Q. Any idea where that kind of came from and when it's in
5 effect at Colgan?

6 A. I believe it stems from several accidents that happened
7 in the past. The program was put together and kind of adopted by
8 the industry, kind of in the same way CRM was.

9 Q. Can you recall any specific issues that ECAPS addresses?

10 A. One of the most important ones that we train with is
11 altitude awareness. When setting and confirming altitudes,
12 there's a procedure that we use for that, as well as when
13 operating on the ground, taxi instructions, reading back hold
14 shorts between both pilots, so everybody is aware of things of
15 that nature.

16 Q. Do you ever get involved in pilot selection or hiring?

17 A. At one point I was doing some interviews for prospective
18 first officers when I was locally based in the Manassas area, but
19 not for --

20 Q. And we talked to the Director of HR and we understand
21 that the pilots do get involved in that vetting process, either in
22 flying a simulator or in interviews. So I guess your role was
23 interviews?

24 A. I just did interviews. Yes, I did not participate in a
25 simulator.

1 Q. When you were doing interviews, presumably one of the
2 things -- well, I won't put words in your mouth, but how do you --
3 what sort of things do you look for when you're interviewing or
4 finding out whether somebody's going to be a successful candidate?

5 A. Definitely personality I look at, but I gather that
6 information as I ask questions related to aviation. When I was
7 doing it I would mainly ask questions where all I was looking for
8 was simple answers to figure out their thought process. For
9 example, I would put an airport diagram on the table and told them
10 you're coming into this uncontrolled field at night, which runway
11 would you use, looking for simple answers like, well, I'd take the
12 longest runway.

13 Q. Um-hum.

14 A. Or this one has an approach associated with it that I'm
15 unfamiliar how to take the approach, just looking for the thought
16 process, not necessarily anything specific.

17 Q. Um-hum.

18 A. Sure. And then, like I said, I think personality, would
19 like to be in the cockpit with this person?

20 Q. When you were doing interviewing, what was the typical
21 flight experience and background of the candidates?

22 A. At the point when I was doing interviewing, I remember
23 qualifications being around a thousand, 1500 hours total time. It
24 was a quite a bit varied. I remember somebody with military
25 helicopter experience, all the way to just a flight instructor

1 experience as well. So it was varied quite a bit.

2 Q. What was your flight experience when you came to work
3 here?

4 A. When I got hired here, I remember having about 2,000
5 hours total time and multi-engine was the other big one they were
6 looking for. I had about 350, 400 hours on multi-engine.

7 Q. Um-hum. What are some of the things that you would see
8 in a candidate that you might consider to be marginal or
9 disqualifying?

10 A. Marginal, disqualified? I'd have to say maybe some
11 serious lack of technical knowledge for like those simple things.
12 Maybe systems of the aircraft that they were certified to fly at
13 that time, that they have recent experience on, that show you that
14 if they don't know what they're working with now, how are they
15 going to know what they're working with in the future? So trying
16 to gain the knowledge of what -- how hard they're working at what
17 they're doing right now, in relation to how hard they're going to
18 work for me when they get here.

19 Q. In the interview, did you look at their licenses?

20 A. Um-hum. Log books mostly.

21 Q. Log books?

22 A. Right.

23 Q. Did you have anybody that you thought maybe the log
24 books just didn't ring true or the flying time wasn't right?

25 A. Nothing. We have very short time to look those things

1 over, but nothing out of the ordinary that I remember seeing.

2 Q. So at your step in the interview processes, one of the
3 pilots who's going in and vetting a candidate --

4 A. Um-hum.

5 Q. -- that would be the point at which the log books would
6 be examined?

7 A. Correct. And more or less just looking for neatness and
8 organization and looking at past checkrides, things along that
9 nature, the remarks.

10 Q. So if somebody was putting stuff in his log book that
11 wasn't true, do you got any way to kind of assess that?

12 A. Other than maybe -- maybe something that stood out, like
13 a special aircraft type or something that you might not normally
14 see in somebody's log book, might lead me to ask a question on the
15 interview, but I wouldn't have any -- I don't have any specific
16 training on auditing that type of information, no.

17 Q. Okay. In interviewing a candidate, would you ask them
18 about whether or not they'd ever failed any of their license
19 checkrides or certificate checkrides?

20 A. I believe I asked that, yes.

21 Q. If the candidate said to you, well, actually, you know,
22 I've had multiple failures, what would be your approach to that?

23 A. Multiple failures would probably be a problem for me. I
24 could see overlooking a single failure, everybody has a bad day.
25 Multiple failures would make me question, I think, what their

1 performance is going to be like here at the company, sure.

2 Q. So I don't know if this ever happened, but if you had a
3 candidate who said, yeah, look, you know, I didn't make it through
4 my commercial and I also had a problem with my instrument check,
5 what would your step be at that point?

6 A. Once we've completed the interview, usually we discuss
7 the candidate, between myself, HR and whoever else is in the
8 interview at that point.

9 Q. Um-hum.

10 A. It would be a point that I brought up. I can give my
11 opinion. I'm not the one in charge of the interview, so it's not
12 totally up to me.

13 Q. Um-hum.

14 A. But I gave my opinion and I felt that they respected
15 that as well, when I was doing the interviews.

16 Q. Um-hum. So I guess what you're telling me is that, at
17 that point in time, if you realized in your interview that the
18 fellow had had several -- multiple failures, this would be --
19 you'd be the guy that would go to the company and say, well, maybe
20 that's not going to be working for us?

21 A. It would definitely be something that I brought up,
22 sure.

23 Q. Sure. Would there be anybody else in the company, at HR
24 -- check or any of the other steps the candidate goes through that
25 would specifically ask him, how did you do on your -- you know, on

1 your upgrade as you went through your licensing?

2 MR. JAQUES: I'm going to object. That calls for
3 speculation. Unless he has personal knowledge of that process, he
4 can't comment on it.

5 BY MR. COX:

6 Q. Did you ever have anybody like that, that had multiple
7 failures?

8 A. I remember one.

9 Q. Do you recall what you did about that?

10 A. Pretty much what I said, I voiced my opinion. You know,
11 it was so long ago, I don't remember if he was actually hired or
12 not. But that's pretty much it.

13 Q. Okay. So just to be clear, as the pilot interviewer,
14 the pilot interview in that situation would be the person who
15 would go out and investigate that aspect of a candidate's
16 background?

17 A. As far as I know.

18 MR. COX: Okay. I'm going to move to Mr. Byrne now.

19 BY MR. BYRNE:

20 Q. Captain, bear with me a second. I kind of jump around
21 with follow-up questions. I guess the first question is did you
22 know First Officer Shaw?

23 A. No.

24 Q. You never flew with her?

25 A. No.

1 Q. And as far as when you did the training with
2 Captain Renslow, that was in St. Louis?

3 A. Correct.

4 Q. And as far as what you learned about Captain Renslow
5 during your dinners and outside the simulator time, did he drink
6 alcohol in your presence?

7 A. We did go out. I believe it was the night that he
8 passed his checkride and we did have a beer or two, yes.

9 Q. And what about smoking?

10 A. No smoking.

11 Q. What do you know as far as his fitness level?

12 A. I don't know anything about that.

13 Q. And what kind of discussions -- what did you come to
14 know as far as his experience in winter operations or operating in
15 icing conditions in the Saab?

16 A. Well, he spent most of his time, from what I learned
17 about him as we were talking, that most of his flying experience
18 has been down south in Houston, for us, in the Saab, particularly
19 and I knew icing wasn't very common down there, at least at the
20 altitudes that we're operating in, with the temperatures that they
21 have down in Houston. So it was something we definitely talked
22 about, but it wasn't something that I figured he had a lot of
23 experience in.

24 Q. Did he ask any -- did he state to you any lack of
25 experience or --

1 A. Not that I can remember.

2 Q. Did he state to you any concerns about operating in
3 icing conditions?

4 A. No.

5 Q. What were the times in your simulator sessions?

6 A. That's going to be a touch one to remember. I had two
7 groups simultaneously. They alternated. I believe he was in the
8 latter group. The early morning was 6:00 to 11:00 and I believe
9 there was -- later on it was like 12:00 to 4:00 or something of
10 that nature and a break in between. It might've been later than
11 that, in the day.

12 Q. 12:00 to 4:00 p.m. and not 12:00 to 4:00 a.m.?

13 A. Yes, yes, normal.

14 Q. And you flew with Captain Renslow when?

15 A. Well, I instructed him in November --

16 Q. Right.

17 A. -- and that's all I did.

18 Q. You never flew with him in the aircraft?

19 A. Never flew with him, no.

20 Q. When did you last see Captain Renslow?

21 A. I last saw him -- I only saw him, since the training in
22 November, maybe two times in the crew room and it had been about a
23 month since I saw him last. However, I did talk to him on the
24 phone because we worked trip trade for a reserve day probably
25 somewhere around 30 days before the accident or so. So I didn't

1 have too much time with him post-training.

2 Q. And I guess help me out as far as a trip trade. What do
3 you mean by that?

4 A. I had a reserve day and I don't normally do reserve, but
5 somehow it got in my schedule and I wanted to get released early
6 from that so that I could catch a flight home. It was the end of
7 my work week and he was there. He had flown in that day, I
8 believe, to start the next day and he agreed to take the rest of
9 my reserve that day, from me, so that I could catch a flight home.

10 Q. Is that a normal thing or --

11 A. Yeah, we tend to help each other out sometimes with
12 that, sure, as long as it doesn't create a rest issue or anything
13 for the next day.

14 Q. Who's responsible for making sure it doesn't create the
15 rest issue?

16 A. Well, ultimately, I guess it's our responsibility, but
17 we use the resources at crew scheduling and stuff to back us up.

18 Q. As far as the LOFT, you talked a little bit about speed
19 profiles going into Newark and such. What kind of speed profile
20 are you looking for with respect to decelerating the airplane on
21 that divert into Allentown?

22 A. Well, looking for an understanding of exactly that they
23 know where they are and how much time they have to get to their
24 diversion and plan accordingly for that. I'm looking to make sure
25 they're not rushing themselves, they take the time that they need

1 to get the information, weather, performance, things along those
2 nature -- that nature. And do you mean more specifically, like
3 when --

4 Q. Well, I guess once you're entering in the terminal area
5 at Allentown, are you putting any speed -- are you serving as ATC
6 and are you putting any speed constraints on the aircraft as it
7 approaches?

8 A. Usually, sometimes I work a scenario where -- I don't
9 remember if I did this specifically with him, but they'll ask for
10 a delay vector or a speed -- a slower speed and I'll tell them
11 unable, need to get you in or it's going to be half an hour in
12 holding or something like that, to kind of push them along, see
13 how they react and things along that line.

14 Q. You mentioned something as far as Captain Renslow not
15 being the quickest learner that you've seen. In what particular
16 aspect?

17 A. I'll go back to the FMS stuff specifically. It
18 definitely took him longer than most people to acquire that
19 knowledge, the computer knowledge, the programming and flight
20 plans and all of that stuff. That was the one that was most
21 prevalent. But I still remember on about the third session we
22 were still flipping the landing light switch in the wrong
23 direction to turn it on. Usually people will pick that up by the
24 second session or so. But it was more of a -- I didn't treat that
25 so seriously. It was more of a -- kind of jokingly, you've got to

1 learn how to -- which direction the switch has to go to turn it
2 on. More relaxed than causing a training interruption for a
3 landing light switch or something simple like that.

4 Q. It was something you brought up during debriefs or --

5 A. Yeah, I remember telling him, all right, Marvin, we're
6 going to do this. You've got to turn this on, and I'd turn to him
7 and go, and what direction's on? Something like that, but it's
8 something that's kicked out by the third session or so and we
9 didn't have problem with it after that.

10 Q. Was that normal, that switchology mix-up?

11 A. Yeah, some people struggle with it, so it wasn't
12 anything that was uncommon, but I noticed it just lasted a little
13 longer with Marvin than it did with some of the others.

14 Q. As far as his aircraft control?

15 A. It was a pretty good stick. I don't remember that being
16 -- once we got the aerial maneuvers down, which were -- in the
17 beginning, hand-flying the airplane, I didn't notice any
18 deficiency.

19 Q. And his systems knowledge?

20 A. I didn't test too much specifically on -- oral-wise on
21 systems. That was more for the ground school. I was more with
22 the flying aspect of it. But we do simulate emergencies,
23 abnormalities, that require a little bit of systems knowledge to
24 perform the correct actions. But mainly the QRH is pretty good at
25 leading you to the right place, as long as you use it correctly.

1 Q. How as his procedural knowledge or flows?

2 A. Flows were pretty good. I don't remember the exact
3 details, but I don't remember there being any problem practicing
4 once or twice. And when I do an initial group in the airplane, I
5 spend, like I was saying early, about four hours on the first day
6 going over that and a CPT, or Cockpit Procedures Trainer, before
7 we even get into the simulator. So I try to hammer that out
8 before we even get flying and start spending the money.

9 Q. As far as when you were doing a LOFT, what are you
10 looking for with respect to CRM and captain leadership?

11 A. Definitely good communication. This group was a little
12 bit easier, being that they were paired captain and first officer.
13 Sometimes we get two captains going through at the same time, but
14 -- so right off the bat it was easier, you know, if they were
15 already used to that captain/first officer philosophy and CRM, so
16 it worked out really good.

17 Q. And how would characterize Captain Renslow's CRM during
18 the LOFT?

19 A. I can't remember anything that would prevent me from
20 saying that he did a good job.

21 Q. How about first officer monitoring, what are you looking
22 for specifically during the LOFT, in terms of the monitoring
23 pilot, when it's the first officer?

24 A. Looking mainly at the monitoring pilot to be ahead, one
25 step ahead of everything that's going on with the aircraft; to be

1 able to do things without being prompted; to get the weather
2 before the cap says so; what runway are they using there and
3 things along that nature, and then providing that information to
4 the captain, when the first officer's actually the one not pilot
5 monitoring, not the one flying. And then, I guess, when he is the
6 pilot flying, that he's pretty much acting like a captain within
7 his boundaries as first officer.

8 Q. As far as the LOFT that occurred with Captain Renslow,
9 what was covered during the debriefing?

10 A. We talked about -- this is, again, the first time they
11 see the airplane, the actual flying environment and cruise flight,
12 how fast it goes, and we spend most of our time 200 knots or less
13 in the sim. So we talk a lot about those things. I know the one
14 area that I discuss is the resetting of the altimeter to standard
15 pressure.

16 MR. JAKUES: Let me stop you. He asked specifically
17 with regard to Renslow, not what you usually talk about. So make
18 sure you're answering his question.

19 THE WITNESS: I can't remember the exact details of what
20 we specifically discussed, but I do remember integrating a little
21 bit of the ACARS into the discussion as well, too, since they
22 don't get to see that in the sim, what you would do to get your
23 performance data for takeoff and landing and things along there.

24 BY MR. BYRNE:

25 Q. How comfortable was Captain Renslow in the cockpit, with

1 respect to his seat position?

2 A. I didn't notice anything out of the ordinary. He seemed
3 to be fine. I know, in the beginning, him included, everybody
4 seems to think that the yoke's a little bit too low in the
5 cockpit, but you get used to it really quick and you go --
6 personally, I go back to the other airplane, the Saab, I sit in
7 that cockpit and it feels too high after that. So everybody
8 mentions that. I know Marvin mentioned that. I remember talking
9 about that.

10 Q. And as far as fore or aft movement, any issues there?

11 A. It seemed we talked about, when I first got in there, I
12 remember we talked about adjusting the rudder pedals, adjusting
13 the seat, and there is a sight gauge up on their on the windshield
14 as well, too, and we talked about all of that.

15 Q. And is that sight gauge -- what's that used for, is that
16 for fore and aft or --

17 A. It's height.

18 Q. Height?

19 A. Yeah. So as far as fore and aft, I guess it's whatever
20 you feel comfortable. I'm not aware of a standard for that.

21 Q. When you talk to them as far as adjusting the pedals and
22 adjusting the seat, what guidance are you giving them?

23 A. If you look to be able to see over the top of the yoke,
24 down at the PFD screen, you want to be able to see all of that
25 information there, so you don't want to be so low that the yoke

1 blocks that. As far as fore and aft, it has the same effect as
2 well, too. The farther you sit away, the higher the yoke looks
3 like it's covering up any information there. And you have reach
4 of all of the buttons that you need to be able to switch, or any
5 programming of the FMS, things along that nature.

6 Q. As far as the seat position during the LOFT, Captain
7 Renslow adjusted it all fore/aft from -- during the scenario?

8 A. Not that I remember. I do remember the time we got in
9 the sim. I think the group that had it before us, I remember
10 specifically, the rudder pedals were almost all the way forward
11 and someone had very long legs, so he'd adjust them every time he
12 got in. Sometimes the seatbelts would be fully stretched out, so
13 he'd adjust those. That's the only thing I remember.

14 Q. Going back to the simulator training prior to the LOFT,
15 during what lesson is icing discussed?

16 A. Well, we pretty much discuss the icing on every lesson.
17 I set -- do the same thing pretty much to everybody, where I would
18 set the -- and with Marvin -- set the field temperature at 15
19 degrees or so, and once we get up to 5,000 feet, then it's below
20 the five degrees. It defines the icing in the air. So just about
21 every lesson we're talking about it and it's on our syllabus, that
22 we have them turn on the icing equipment and stuff.

23 Q. Well, I guess that's my question. I'm looking in the
24 training manual and see that icing is in Lesson 6.

25 A. Um-hum.

1 Q. And there's a takeoff scenario there. I guess, are you
2 following that syllabus that's in the training manual?

3 A. Yes, following the syllabus. Pretty much the takeoff
4 scenario, one, is kind of the same thing. Since we don't have the
5 ACARS, you mention that stuff to them in the brief, that you would
6 normally get the fluids option in the ACARS, to get you the data
7 for that. And then the question always comes up, well, when we
8 turn the increase ref on, then, you know, does that mean we're
9 going to rotate 20 knots later, and you explain that we don't use
10 that on the ground, not until we're at least a thousand feet in
11 the air, we're at a thousand feet in the air. So it's a little
12 bit more of a pre-brief than it is actually in the sim, doing it.

13 Q. Did I hear you correctly? There is no landing scenario
14 in the descriptive lessons?

15 A. Not that I'm aware of.

16 Q. What are you looking for, as a check airman, with
17 respect to a crew's awareness of the ice protection system status,
18 specifically whether or not that increase ref speed switch is on?

19 A. I'm looking for that they recognize when they are in
20 icing conditions and that they know which equipment to put on. So
21 in the case of five degrees or colder, where they use -- we have
22 the intake bypass doors on, as well as -- static on all the time.
23 And then, at that time, it was -- if you were in visible moisture,
24 five degrees or colder, that you turned on the ice protection
25 system of the airplane, including the boots and the prop feet,

1 which, any time you had that on, would also require the use of the
2 increase ref switch.

3 Q. And when you're making an approach into an airport, in
4 which you've got the ice protection system on at some point during
5 flight, the conditions on landing are not based on the ADs that
6 you get or not, expect it to be icing conditions and you're not
7 accumulating ice at the time, what do you -- how do you -- or en
8 route, how do you maintain an awareness of the -- you yourself, of
9 the status of the system?

10 A. Specifically, the boots have indicators lights that tell
11 you if they're working, or not, that cycle, as well as the prop
12 feet has an indicator light of when each prop is heating. And
13 then we have malfunction lights, control warning panel lights that
14 could set off an ice protection light, that we have a checklist
15 for. So it has those systems built into it to let us know if it's
16 working or if it's not working correctly.

17 Q. What do you have as far as the increase ref speed
18 switch?

19 A. The increase ref speed switch on the E.D. display, on
20 the electronic -- the engine display, there is an increase ref
21 white label at the bottom that comes on when you turn the switch
22 on. It tells you that that's on.

23 Q. And how do you keep, I guess, from -- you said the
24 shaker has never gone off for you with that switch being on. How
25 do you stay aware of where you are with respect to the status of

1 that switch and the airspeed bugs that may be bugged for clean
2 speeds?

3 A. Usually I'm teaching that if you're not sure if you're
4 going to be landing in icing conditions or not, or you could have
5 the possibility of keeping en route ice to the ground, that you
6 get speeds for both at the same time, so that you have the ability
7 to use either/or when you make that decision, so you're not
8 involved that close to the landing and getting new speeds to land
9 the airplane.

10 Q. Which speeds would you bug?

11 A. Well, you're bugging your ref speed and your go-around
12 speed.

13 Q. But will you be bugging the clean in the scenario or
14 would you be bugging the ice?

15 A. When I'm not expected to be picking up ice during the
16 approach and I believe the airplane's clean, I'll be using the
17 clean speeds.

18 Q. And what technique do you use -- what do you use to stay
19 aware that as you're decelerating to the V ref plus 10, that
20 you're doing so in a way -- and the increase ref speed switch is
21 on --

22 A. I see what you're saying. I would be bugging the higher
23 speeds. But that's not necessarily something I believe that we --
24 it's told that we do it. It's just technique. It seems like more
25 sense.

1 Q. Okay.

2 A. To be bugging the ice speeds until I turn that switch
3 off and then I can reconfigure the speed bugs at the normal no ice
4 speeds.

5 Q. And that's how you fly?

6 A. Um-hum.

7 Q. Do you observe other captains doing that when you're
8 riding as check airman on the jump seat?

9 A. It seems to be the way people do it, because they set up
10 for the worse-case scenario first and then, if it changes closer
11 to ground, you can reconfigure the speeds. I wouldn't say that
12 I've seen -- observing and I've seen that be required many times,
13 but the ones that I have seen do it, it seems to be the way people
14 were doing it.

15 Q. Going back to the simulator and stall training, these
16 maneuvers, are they entered discreetly, as far as we're going to
17 be doing a departure stall?

18 A. Yes, they're briefed and we do them.

19 Q. Is there any stall maneuvers that are in your training
20 syllabus, involving an unexpected stall?

21 A. No.

22 Q. With respect to training Captain Renslow and First
23 Officer Reed, was there any opportunity for either of them to
24 observe the stick pusher?

25 A. Not during the normal course of training. I know

1 usually, at the end of the LOFT, it doesn't take us the full sim
2 session, of a lot of time. So we kind of play around with the
3 airplane a little bit at the end there and usually somebody will
4 set off the stick shaker, doing that, but nothing officially that
5 we do during the training.

6 Q. What do you recall of that post-LOFT session with
7 Captain Renslow?

8 A. We had a hard time -- I'm pretty sure this was with this
9 group. We tried to reposition the airplane in the sim and we
10 ended up actually in the St. Louis area, in the sim there. We do
11 the -- there's one that I normally do, just flying like to the
12 Arch and back to the airport as quick as we can and kind of time
13 it. And you know, we usually do kind of like a chandelle maneuver
14 over the Arch and the airplane gets slow and it's usually where
15 they hit the shaker there, but it's one purpose most of the time.
16 But this is all, again, post-training and you know, just for fun.

17 Q. And that happened when Captain Renslow --

18 A. I'm pretty sure I remember that as part of his group,
19 right.

20 Q. Did the pusher go off at any time during that period?

21 A. I don't think we got the pusher.

22 Q. Did not?

23 A. No.

24 Q. And neither of them asked for the pusher at all during
25 the sim sessions that you were --

1 A. No.

2 Q. -- working with them? We talked about stall training.
3 Describe how you approach upset or unusual attitudes training.

4 A. The unusual attitudes we do training for and it's --
5 normally, I give two, one with a high-pitch attitude and one with
6 a low-pitch attitude and I basically have the pilot flying
7 transfer the controls to the pilot monitoring and the pilot
8 monitoring will put them into an unusual attitude and then tell
9 them to recover while the pilot has his eyes closed, obviously,
10 and then to say, recover, and looking for proper recovery
11 technique of the unusual attitudes.

12 Q. And what lesson does that go on?

13 A. Off the top of my head, not having the syllabus in front
14 of me, I'm not exactly sure, but I don't think it's too far into
15 the training.

16 Q. How would characterize Captain Renslow's skills and
17 abilities in that area?

18 A. I remember maybe he over-controlled a little bit, but
19 nothing strictly out of the ordinary.

20 Q. And what access did he over-control?

21 A. Not pitch. I remember being very rough on the yaw. Not
22 the yaw, the roll of the airplane, but usually looking for
23 something a little more smooth. He didn't necessarily go out of
24 any over-bank of anything, but he was very rough on the controls,
25 I do remember that.

1 Q. Did you give him another opportunity to demonstrate
2 proficiency?

3 A. Um-hum, we did at least two of them that I can remember
4 that day. I believe it comes up again on the review prior to the
5 checkride and we did them again there and I didn't see any reason
6 to -- back after that.

7 Q. How would you characterize his progression in that
8 respect?

9 A. Starting from the beginning, he progress maybe a little
10 slower, like I've been saying, than other people that I've worked
11 with, and then, towards the end, really, really accelerated to the
12 point where he was ready to go without any extra training.

13 Q. And I guess just to clarify my question or clarify what
14 you were answering, but my question was, his progression with
15 respect to unusual attitudes.

16 A. The second time I'm pretty sure was fine. That's why we
17 concluded that satisfactorily and we moved on.

18 Q. As far as the ACARS use of speeds, what speeds to get
19 back, I think you mentioned to Roger that that information is in
20 the FOPPM?

21 A. Yes.

22 Q. What chapter?

23 A. It's towards the back of the book. I think it's an
24 appendix, actually.

25 Q. And you said that the stick shaker firing with the

1 increase ref speed switch on has never happened to you.

2 A. No.

3 Q. Have you heard of it happening to others on the line?

4 A. Recently I have. I don't know any details of the
5 situation.

6 Q. And by recently, what do you mean?

7 A. I think somebody mentioned it to me the other day that
8 somebody had been giving a line check and the stick shaker was set
9 off on an approach. That's basically all I know.

10 Q. Prior to that event, had you heard it discussed on the
11 line --

12 A. No.

13 Q. -- in that manner?

14 A. No.

15 Q. What's the pitch moment on this airplane, or how does
16 this airplane react in pitch as flaps are extended from five to
17 15?

18 A. It noses up. You have to roll a nose-down trim.

19 Q. The check airmen meetings that you discussed, as far as
20 those meetings, what has come up in the last year regarding
21 adherence to standard operating procedures, in those meetings?

22 A. It's always discussed, it's always something that we're
23 talking about, adhering to SOPs, specifically the taxiing around
24 with airport diagrams in front of you, as opposed off in your book
25 somewhere, with your awareness to hold shorts at airports and

1 things along that nature. Runway incursion is always a big topic
2 that we discuss at all the meetings.

3 Q. What about SOP issues airborne?

4 A. In the air, I'm sure there's a lot there that we
5 normally talk about. I'm trying to think of something,
6 specifically the -- we've talked about entry into patterns of
7 uncontrolled airports, things that -- we don't normally do that in
8 the Q, but in the evenings, the towers close and you could be put
9 in that situation. But things, say, procedure-wise, I know we
10 talk about -- we've talked about the icing FMS codes and things of
11 that nature, before.

12 Q. What kind of discussion has taken place regarding crew
13 adherence to sterile cockpit, in these meetings?

14 A. It's always something that's briefed, that we brief. I
15 don't remember -- and that we practice, but I don't remember
16 specifically talking about in a check airmen meeting.

17 Q. And by it's always briefed, do you mean when you fly?

18 A. Um-hum.

19 Q. How do you personally brief it?

20 A. Sometimes, at least on the first flight of the day, I
21 kind of sum it all up as standard Colgan operating procedures,
22 which is all encompassing of all of that information. When I have
23 a jump seat rider, I more specifically, when I brief them as well,
24 and show them the ACM card, that we adhere to sterile cockpit
25 below 10,000 feet.

1 Q. Have you had the opportunity to challenge a first
2 officer, or correct a first officer, regarding the adherence to
3 sterile cockpit?

4 A. I have had first officers that don't want to participate
5 in it and I pretty much just ignore -- when they're talking, just
6 ignoring them. It kind of clues them into maybe I shouldn't be
7 talking right now.

8 Q. So is that your technique as far as --

9 A. That's what I start with. If they continue, then I'll
10 mention it to them. Hey, we're sterile cockpit.

11 Q. When did you upgrade to captain?

12 A. I upgraded on the Saab in 2005.

13 Q. And did you receive -- I guess, what training did you
14 receive as far as making the transition from the right seat to the
15 left seat on that aircraft, in terms of the transition and role?

16 A. The transition, we had a ground school that not only
17 refreshed our memories of the systems and all the recurrent stuff
18 but also our role as captain, coming from the first officer
19 position. And then we had sim training associated with it as
20 well. I don't remember the specific amount of sessions we had,
21 but we had enough sessions to make us comfortable in the airplane.
22 We'd already flown the airplane from the right seat, so --

23 Q. I guess, as far as the ground school training --

24 A. Um-hum.

25 Q. -- classroom training, how much of that training was

1 spent on helping you acquire or get the leadership skills that you
2 needed to be a captain?

3 A. It was a while ago, but I don't remember specifically
4 dwelling on that for a long period of time.

5 Q. Were you involved in Captain Renslow's interview?

6 A. No.

7 Q. You mentioned one of the things you look for is
8 personality. What type of personality do you like to fly with?

9 A. Somebody that's easy to get along with; somebody that
10 you wouldn't mind going out to dinner with; easygoing; has a job
11 and knows, you know, what to do, what their goals are, completes
12 the job successfully; say somebody that doesn't have a very harsh
13 personality; knows how to ask you a question; things along that
14 nature. Not somebody that tries to question everything you're
15 doing and just somebody that's easy to talk to, I guess.

16 Q. When you're in these interviews, who's in charge of the
17 interview?

18 A. Usually our -- back when I was doing them, the person in
19 charge was Chuck Colgan, who was in our HR department.

20 Q. Okay. What was his position?

21 A. I don't remember his exact title. I don't know if he
22 was the director or manager of hiring or something like that. It
23 was just a hiring department he was involved with.

24 Q. And it sounds like your observations, your findings --
25 you report them in real time, just after the interview?

1 A. Um-hum.

2 Q. The people on the interview team --

3 A. Yeah.

4 Q. -- debrief?

5 A. Yeah, we would all talk to each other and come up with a
6 decision. I didn't feel like it was ultimately my decision, but I
7 don't remember disagreeing with any course of action that we did,
8 any hiring, or not hiring, that we did.

9 Q. What kind of feedback -- I guess, what feedback do you
10 get as far as if a candidate is ultimately given a thumbs-up or
11 rejected and when you get it?

12 A. I don't get, really -- if they hire them on the spot,
13 then it's easy to get the feedback. You know that they're hired.
14 But a lot of times, people that they were on the fence about would
15 go to the sim interview and then I normally wouldn't hear back if
16 they were hired or not. Back then, we were such small company,
17 you kind of saw them on the line the next day and that was your
18 feedback, I guess.

19 Q. Okay. The quarterly safety reports or quarterly ASAP
20 summary -- what were those called?

21 A. I can't tell you the exact title, but I know that they
22 came out from the ASAP, and the safety department would put them
23 out.

24 Q. What are the issues that were in the last one that you
25 recall seeing?

1 A. I actually work on the ASAP committee. I'm not in
2 charge of putting the reports together, but just the majority of
3 the runway incursions are always a big one and the adherence to
4 using CRM seem to be a big issue as well, too.

5 Q. In what way?

6 A. The way that we see a lot of reports that if the crew
7 were using better CRM, then maybe this wouldn't have happened and
8 that that's an area we ought to look into. And then that would
9 disseminate into the training department and we'd go from there.

10 MR. BYRNE: Captain, thanks, those are all my questions
11 for now. We'll go around the room. Mike?

12 MR. WICKBOLDT: Yeah.

13 MR. BYRNE: Any questions?

14 BY MR. WICKBOLDT:

15 Q. Yeah, just a few.

16 A. Sure.

17 Q. When you're out there flying the line or in the sim,
18 yourself or from what you observe from students and other pilots,
19 when is your instrument scan most focused?

20 A. When is the instrument scan most focused? I know, for
21 example, a single-engine IOS, especially since they're hand-flying
22 the airplane, is very focused when they're scanned at that point.

23 Q. What about in relation to a terminal area flight and
24 cruise -- flight?

25 A. Well, terminal, you'd be more focused than in cruise.

1 Q. When you're in that focus scan, what are you looking at?
2 What's included in your scan, primarily?

3 A. Everything from airspeed, altitude, attitude of the
4 airplane; if you're on course, engine data, things along that
5 nature.

6 Q. Do you spend an equal amount of time between the PFD and
7 the E.D. in the focus scan?

8 A. I'd said I spend more time on the PFD than I do the E.D.

9 Q. Any ratio that you'd care to throw out there?

10 A. Two to one, maybe.

11 Q. Two to one. Where is the visual indication for the
12 increase ref speed switch being on?

13 A. On the E.D.

14 Q. And what's that indication?

15 A. It's a ref increase white indication -- E.D.

16 Q. Earlier, they were discussing seat position.

17 A. Um-hum.

18 Q. When you adjust your seat properly, as per the -- and by
19 all means, I don't know what it's called, the indicator?

20 A. Sight indicator.

21 Q. Sight indicator. Are there any lights that you cannot
22 observe anywhere on the flight deck, when properly aligned?

23 A. Not that I can think of off the top of my head, nothing
24 that I wouldn't miss on a regular basis.

25 Q. Regarding the FMS training that was talked about

1 earlier, what feedback from the pilots, if any, have you gotten
2 regarding the computer programs that were required to use prior to
3 training?

4 A. There seems to be a couple things on the FMS that are
5 slightly confusing, software-wise, it might've been as a user. It
6 might've been a little easier to set up, for example, the extended
7 center line on an approach. Having to manually retype in a
8 waypoint to create that centered center line is something that I
9 know a lot of people feel, including myself, that maybe the
10 software engineers could've made that a little easier to do or
11 automatic, all together. Little things along that nature.

12 Q. Has there been any discussion of including a usable
13 ACARS trainer in the simulator, incorporating the ACARS into the
14 FMS in the simulator for use during training?

15 A. That would be nice. I know FlightSafety has a lot of
16 customers and different customers use different programs, so I'm
17 not sure if that's at all possible. There is an ACARS -- we do
18 talk about the ACARS in ground school. I have taught a ground
19 school before and there is a computer software-based ACARS
20 simulator that we used.

21 Q. Earlier with Roger you were speaking about your
22 interviewing experience with the company. While you were
23 interviewing potential pilots, were you compensated for that?

24 A. When I was doing it, I was actually based at
25 headquarters in Manassas. It would be days that I was sitting

1 reserve anyway, so I'd help out. So I was not compensated above
2 my normal reserve pay, no.

3 MR. WICKBOLDT: That's it. Thanks, Wayland.

4 MR. BYRNE: Gene, are you ready to go?

5 BY MR. CONWAY:

6 Q. Yes, thanks very much. Hi, Wayland.

7 A. Hello.

8 Q. A couple questions just -- with respect to the increase
9 ref switch, did I understand that the only primary recognition of
10 it being on or off is on the E.D., the engine display, in the
11 center?

12 A. Correct.

13 Q. In white?

14 A. Correct.

15 Q. And it's steady and not flashing or anything else
16 notable about it, would that be true?

17 A. Correct.

18 Q. Okay. Would you say, on approach, from the outer marker
19 -- we'll say, final approach fix, so the outer marker, inbound,
20 would there be a whole lot of attention -- would you be teaching
21 your students to be having a whole of attention outside of the
22 primary flight display and the data that's displayed there, as
23 opposed to the E.D. area --

24 A. I think that their primary scan is going to be on the
25 PFD as opposed to the E.D., yes.

1 Q. In regard to that, at least regarding in my mind, I
2 heard you say that your personal technique for determining the
3 matching of increase ref speed -- increase ref switch and the
4 icing speeds or the speeds with the icing additive, approximately
5 20 knots --

6 A. Um-hum.

7 Q. -- your personal technique is, if I understood correctly
8 and correct me if I'm wrong, if you're going to use the increase
9 ref switch, you'll just go ahead and bug it for the icing numbers
10 and to be compatible or on the safe side and then --

11 A. Correct.

12 Q. -- go ahead and take them out if you wanted to take them
13 out, if you decide that you didn't have an icing ground scenario.

14 A. That is correct, that's my technique as well as what I
15 teach in the simulator. Worse-case scenario with the switch on,
16 bug the faster speeds, which are the ice speeds, and then, if you
17 are not -- are going to land in a situation where it's not
18 required, then when you remove the increase ref switch to re-bug
19 the clean speeds.

20 Q. I heard you say that you taught that -- you teach that
21 in the scenario, as a technique or --

22 A. Um-hum.

23 Q. I don't want to put that word in your mouth, but --

24 A. Right.

25 Q. -- you use that technique in the simulator, for teaching

1 with your students.

2 A. I would say not specifically, because I don't normally
3 do a landing scenario, but it's something that I brief and then
4 out on the line as well. When I fly with the first officers,
5 that's what I have them do, yes.

6 Q. Okay. To clarify then, in the simulator, during actual
7 training, it really doesn't become an event because that's not one
8 of the modules?

9 A. Correct.

10 Q. But the line operation is a wholly different situation?

11 A. Correct.

12 Q. Do you recall if there's ever any check airmen meeting-
13 type discussion on this and the pros and the cons of the
14 introduction of that technique or of an SOP?

15 A. I know we've talked about the icing information at the
16 check airmen meetings. I don't remember specifically what exactly
17 was talked about.

18 Q. Okay. I missed one of your replies and I think the
19 question must have been, do you recall teaching Captain Renslow
20 unusual attitudes?

21 A. Yes.

22 Q. Did you comment on that?

23 A. Yes.

24 Q. Okay. And did you say that -- well, would you reiterate
25 what your recollection is of that training?

1 A. I believe I stated that the first series that we did
2 towards the beginning of the training, it was very -- it was not
3 very smooth, very rough, but then again, that's when people are
4 still trying to get used to flying the simulator. And then
5 towards the end of the training he was much smoother on the
6 controls and the recovery from the unusual attitudes.

7 Q. And then just one other one then. On stalls, I do
8 believe you mentioned PTS standards as being that which was your
9 yardstick. I don't think you used that term. But you also
10 mentioned a personal minimum is a plus or minus a hundred feet.

11 A. Um-hum.

12 Q. Can you elaborate on that?

13 A. Well, most -- a majority of my teaching was the previous
14 PTS. I know it changed recently. Last year, I believe. And I
15 believe the older PTS had something similar that, with the plus or
16 minus a hundred feet altitude and 10 knots airspeed, 10 degrees
17 heading. So I kind of carried that standard with me to the new
18 PTS, where it's just minimal altitude, heading and airspeed, and
19 kind of use that as my personal minimum when I'm teaching
20 students.

21 Q. Okay. And when you're teaching stall recovery --

22 A. Um-hum.

23 Q. -- which is brought about by, you know, artificially
24 inducing, shall we say, a stick shaker, is it not?

25 A. Um-hum.

1 Q. That's the kickoff before stall recovery?

2 A. Yes. You're looking for them to recognize the stall,
3 first of all.

4 Q. Um-hum.

5 A. And in this case, the first sign of the stall would be
6 stick shaker and that's when they verbally state stall and
7 recover.

8 Q. And I know you were talking about three different stall
9 scenarios --

10 A. Um-hum.

11 Q. -- approach, takeoff and clean. But at the heart of all
12 of them, what needs to be done to reverse the problem and fix the
13 problem?

14 A. Lower the pitch attitude and increase the power.

15 Q. Okay. So lowering the attitude accomplishes -- along
16 with power, accomplishes what?

17 A. The lowering of the pitch attitude decreases the angle
18 of the tack of the airplane, correcting for the stalled condition.
19 And then the increased power increases the airflow, it increases
20 the speed in the airflow over the wings. It basically allows the
21 airplane to start flying again.

22 MR. CONWAY: Great. I have no other questions. Thank
23 you very much.

24 MR. BYRNE: Tim?

25 BY MR. DITTMAR:

1 Q. Did you do integrated systems training with Marvin?

2 A. No.

3 Q. Do you know if he accomplished that prior to coming to
4 sim training in St. Louis?

5 A. I do not know.

6 Q. Okay. Did you do CPT --

7 A. Yes.

8 Q. -- with Marvin? Did the CPT include any ACARS and FMS
9 training?

10 A. We talked about it but we did not have -- we do not have
11 a physical unit to work with. It's just a cardboard knockout.

12 Q. We were talking about Marvin and the first officer,
13 their abilities in the sim, dealing with single-engine operations
14 and FMS. In the beginning you said there were some issues with
15 that. Was their progression through these maneuvers and profiles
16 abnormal or would it be something that you'd see with most
17 students that come through the program, just being new to the
18 airplane?

19 A. Yeah, I wouldn't characterize it as abnormal at all.

20 Q. We were talking about the syllabus for icing.

21 A. Um-hum.

22 Q. Do you train for abnormal icing conditions in one of the
23 syllabus modules?

24 A. We train for abnormalities in the ice systems, but not
25 necessarily --

1 Q. That's what I mean.

2 A. Yeah.

3 Q. Okay. In the sim, are there certain lessons or a bunch
4 of lessons that describe just general SOPs, procedures, profiles,
5 or is that something that you're looking at in all modules of the
6 simulator?

7 A. Um-hum, yes.

8 Q. Would one of those -- so is the proper use of icing
9 systems, would that fall under that, of proper procedures?

10 A. Yes.

11 Q. You said you taught ground school. Did you teach
12 systems or did you just teach the ACARS?

13 A. I did systems integration for one ground school class, a
14 transition class last month, I believe.

15 Q. What is systems integration?

16 A. It's pretty much the CPT, flows, profiles, FMS, ACARS.

17 Q. Just going back to what Gene was talking about before,
18 because I think I got really confused here and I just want to make
19 sure I'm understanding what you're saying --

20 A. Um-hum.

21 Q. Okay. So we're talking about bugging the ice speeds.

22 A. Um-hum.

23 Q. So when you're coming in to land, is it a procedure that
24 if you're landing in icing or you're doing an approach in icing
25 conditions, you'll have your icing speeds bugged?

1 A. Yes.

2 Q. Okay. Now, if you're landing without ice, what speeds
3 would you have bugged?

4 A. Your clean bugs, as long as you don't have en route
5 icing.

6 Q. Okay. If you're coming in and you're doing the approach
7 with icing conditions and the speed's bugged for icing, correct,
8 what is the minimum altitude that we could turn them off?

9 A. That we could turn them off?

10 Q. I'm sorry, let me rephrase that. What would be the
11 minimum amount that we could switch our bugs back to the increase
12 ref -- I mean, I'm sorry, the ref speeds, no ice?

13 A. Well, we operate -- one thing that comes to mind is we
14 operate under the stable approach concept, which, for an
15 instrument approach, a thousand feet. So it would be at or above
16 that to accomplish that, or above that.

17 Q. Okay.

18 A. To adhere to that, sure.

19 Q. Okay. And just to confirm, when you're getting these
20 speeds, you don't just add a specific number. How do you get
21 these increase ref speeds?

22 A. You have, in the ACARS, the ability to -- under the
23 options, to type in e-ice for en route ice, or icing for landing,
24 which will give you those speeds compensated for the increase ref.

25 MR. DITTMAR: Okay, I have no further questions.

1 MR. COX: Harlan, are you on with us?

2 MR. SIMPKINS: Yes, I'm here.

3 MR. COX: Shoot.

4 BY MR. SIMPKINS:

5 Q. Okay. When you were talking about the transition to the
6 presentation of the Q400 single-screen PFD compared to the six-
7 pack with the Saab, you mentioned that there is a bit of a
8 transition time. In your opinion, is the Q400 easier to get onto,
9 thereafter?

10 A. From my personal experience, it was easy for me, yes.

11 Q. Okay. And have you noticed, during training, any
12 deficiencies or errors or problems with students, long term,
13 beyond the scope of training?

14 A. No, just initially, in the sim, it takes a little while
15 to get used to, but out on the line, I haven't noticed anything.

16 Q. Okay. On average, how many days of sim would it take
17 before someone's -- you feel someone's confident with the system?

18 A. Usually within the first two sim sessions.

19 Q. Okay, second question. When you're training for stalls
20 and stall recovery, for a minimum loss of altitude, do you have
21 any techniques that you brief students with, specific power
22 settings or pitch attitudes to maintain?

23 A. Nothing specific, but lowering the pitch attitude not to
24 the point of a negative attitude with respect to the horizon, and
25 with the increase in power, usually it doesn't result in a loss of

1 altitude. So that's kind of the way I recommend going -- doing
2 that maneuver, but I don't give any specific pitch attitude
3 numbers.

4 Q. Okay. So in the recovery, you suggest that you don't go
5 -- the pitch below the horizon?

6 A. That's correct. And then power all the way to the
7 detent.

8 Q. Okay. Does Colgan have any procedures for pilot flying,
9 to maintain their hands on the power lever when reducing power --

10 A. No.

11 Q. -- to flight idle?

12 A. Recently, I believe they had put something out, but at
13 that time, not that I can recall, when the power's hit flight
14 idle.

15 Q. Okay. How recently has that been?

16 A. Within the last week and a half, I would say.

17 Q. Okay. Is there any Colgan procedure for flight crews to
18 shadow the flight controls when the autopilot is on, say, below
19 2,000 feet or a specific altitude?

20 A. There's the within the thousand-foot, to have one hand
21 on the yoke and I'm not -- I don't recall if that's a requirement
22 or if that was just a technique. I'd have to look into that.
23 Below a thousand feet, AGL on, on the approach.

24 MR. SIMPKINS: Okay, thank you, I have no further
25 questions.

1 MR. COX: Ken?

2 BY MR. WEBSTER:

3 Q. Hi there. Just one quick question. If I could take you
4 back to the sim training, the stall recovery, I believe you said
5 it was in the first sim session, is that correct?

6 A. Yes.

7 Q. Throughout the rest of the initial training, is this
8 covered anywhere else in the initial training?

9 A. The air work?

10 Q. Specifically the approach to stall.

11 A. Yes, there's one just prior to review for the checkride,
12 so we cover it at least twice.

13 Q. Okay. If you can remember, can you describe
14 Captain Renslow's performance as compared to the first one?

15 A. Much improved on -- it wasn't bad on the first one and
16 it was much improved on the second one and I saw no reason to try
17 it again.

18 Q. Okay. And so the three scenarios, are those three
19 scenarios touched again, then, or is it just one?

20 A. We do all three. I do all three.

21 Q. Okay. Just one other question. In your experience as a
22 trainer, can the exercises that are in the syllabus, can they be
23 covered within the time allotted?

24 A. Yeah, it's definitely fast-paced, fire hose-type
25 scenario, but very rarely do -- have I have ever had to get an

1 extra sim session to finish covering anything or to make up for
2 any deficiencies throughout the training. So it's close but it
3 works.

4 Q. Okay. What happens when you have to get an extra sim
5 session, do you have any difficulties getting an extra sim
6 session?

7 A. I never have in the past. Usually about by the fourth
8 lesson, which is you're pretty much halfway through the training,
9 it's a good point to evaluate exactly the performance of the
10 student there and if you need to request an extra session from the
11 training department, it's never been an issue. I've been granted
12 that before.

13 MR. WEBSTER: Okay, thank you for your time. No further
14 questions.

15 BY MR. COX:

16 Q. Let me do a couple little follow-ups, please, Wayland.

17 A. Sure.

18 Q. We were talking earlier about the CFM and FOPPM. These
19 are our copies that we received. Would these be issued to the
20 pilots?

21 A. Yes.

22 Q. Are pilots issued any other manuals at this time?

23 A. Other than our airway manuals, you know, the FOPPM, our
24 airway manuals and the CFM.

25 Q. Okay. How would a pilot be able to access either the

1 airplane flight manual or the airplane operating manual?

2 A. As of right now, the CFM we have is a temporary CFM
3 until our new one is approved. So right now, the information
4 about the airplane is available to us in the airplane as the
5 aircraft operating manual --

6 Q. Okay. Is that accessible to the pilots when they're in
7 their seats?

8 A. Yes.

9 Q. Okay. Did you ever pull it out?

10 A. Um-hum, sure.

11 Q. We were talking earlier about where the Colgan guidance
12 to the pilots would tell them to operate the increase ref switch
13 on and the icing increment into their bug speeds at the same time
14 in a coordinated way, and I think you said that the guidance there
15 was either in the FOPPM or the company flight manual. Do you
16 recall?

17 A. In the FOPPM there is an area that talks about the codes
18 for the icing and the FMS.

19 Q. Um-hum.

20 A. I don't believe it specifically talks about the increase
21 ref and the bugs. I'd have to look through the CFM to find that
22 specific line, but I imagine that might be in the expanded
23 checklist area.

24 Q. Take just a minute for a minute, if it's the CFM that
25 you need, and just kind of point that out. Or either one of them

1 and point out to me where it gives that guidance that says, yes,
2 if you're going to have that increase ref switch on, then you
3 should also use icing speeds in your setting of your speed bugs
4 for approach on the ref.

5 MR. JAQUES: Let's go off the record.

6 (Off the record.)

7 (On the record.)

8 BY MR. COX:

9 Q. Okay. You're on the ASAP ERC committee?

10 A. Correct.

11 Q. In your experience on that committee, have you ever had
12 a report, through the safety reporting system, of a crew having a
13 shaker come on?

14 A. No.

15 Q. Or a stall?

16 A. No.

17 Q. Or an event of low airspeed?

18 A. No.

19 Q. Okay. When would you apply the tail stall recovery
20 procedure?

21 A. Well, that would be a tough one. I know that recovery
22 is a bit different, but the stall is almost -- almost feels the
23 same. So you would have to take into account what conditions
24 you're flying the airplane in, are you in icing, moderate icing
25 conditions, things like that.

1 Q. Um-hum. Is there any procedure at Colgan, where the
2 pilot monitoring moves the flaps without being commanded by the
3 pilot flying?

4 A. No.

5 Q. The company's recently introduced a reference to
6 Level 1, 2 and 3, with regard to deice.

7 A. Um-hum.

8 Q. Do you know why the company did that?

9 A. I think it was actually always the plan, since we have
10 the same level-type scenario on the Saab. And I remember being
11 part of the program in the beginning, that that was an intention,
12 eventually, to go that way. So this wasn't something that they
13 just came up with. We want the fleet to kind of match this all-
14 one or all-all as something we carried over from FlightSafety to
15 get us started.

16 MR. COX: I see. Okay, that's all I have.

17 MR. DITTMAR: I just have --

18 MR. COX: Okay.

19 BY MR. DITTMAR:

20 Q. Where did you do your initial training?

21 A. My initial training?

22 Q. For the Q400.

23 A. Where?

24 Q. Yes.

25 A. At FlightSafety in Toronto.

1 Q. What manuals were you issued?

2 A. We were issued FCOMs, I believe they called them. They
3 were a series of three books produced by FlightSafety.

4 Q. Okay. Do you know what kind of information that was
5 tailored to, what was in --

6 A. Systems and then FlightSafety procedures that they
7 taught. Since we didn't have actual procedures developed yet, we
8 used generic profiles and things along that line.

9 Q. Were the FCOM similar to the AOM?

10 A. Yeah, they were actually set up very similar.

11 Q. Do you know if the AOM is issued to pilots -- well, are
12 the FCOMs issued to pilots going through the Q400 program here at
13 Colgan, anymore?

14 A. No.

15 Q. Is the AOM?

16 A. They receive an electronic copy of the AOM and then,
17 from what I've seen, they have the hard copy while they're in
18 class.

19 Q. So when they leave class, they do leave with an AOM?

20 A. Yes.

21 MR. DITTMAR: All right, no more questions.

22 MR. COX: Gene?

23 BY MR. CONWAY:

24 Q. After being challenge and reply on the descent
25 checklist, with regard to ice conditions or ice configurations, is

1 there any other later challenge and reply regarding icing and
2 icing configuration?

3 A. Could you say that one more time?

4 Q. Okay. After the descent checklist, is there any other
5 discussion required by the checklist, any other challenge from the
6 checklist --

7 A. No.

8 Q. -- with regard to icing --

9 A. No.

10 Q. -- and configuration?

11 A. Not that I can recall.

12 MR. COX: Anybody else?

13 MR. WICKBOLDT: One more.

14 MR. SIMPKINS: Nothing from Bombardier.

15 MR. COX: Mike?

16 BY MR. WICKBOLDT:

17 Q. The FCOMs issued, are they given updates and revisions
18 once you get them from FlightSafety?

19 A. No, they're frozen at whatever you get them at.

20 MR. COX: Okay?

21 MR. WICKBOLDT: That's it.

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

23 (Whereupon, the interview in the above-entitled matter
24 was concluded.)

25

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.
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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.

Timothy Atkinson
Official Reporter