

Docket No. SA-531

Exhibit No. 2-R

NATIONAL TRANSPORTATION SAFETY BOARD

Washington, D.C.

Operations Group Chairman
Interview Summary – Q400 Aircrew Program Designee
Sam Omair

(82 Pages)

UNITED STATES OF AMERICA
NATIONAL TRANSPORTATION SAFETY BOARD
OFFICE OF ADMINISTRATIVE LAW JUDGES

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Investigation of: *
*
CRASH OF CONTINENTAL CONNECTION *
FLIGHT 3407, OPERATED BY *
COLGAN AIR, INC. *
FEBRUARY 12, 2009, 2217 EST *
CLARENCE, NEW YORK *
* * * * *

* Docket No.: DCA-09-MA-027

Interview of: SAM OMAIR

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

Monday,
March 9, 2009

The above-captioned matter convened, pursuant to
notice, at 9:15 a.m.

BEFORE: ROGER COX

APPEARANCES:

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National Transportation Safety Board

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I N D E X

<u>ITEM</u>	<u>PAGE</u>
Interview of Sam Omair, Check Airman, Colgan	
By Mr. Cox	4
By Mr. Byrne	22
By Mr. Conway	38
By Mr. Simpkins	49
By Mr. Webster	51
By Mr. Wickboldt	60
By Mr. Dittmar	61
By Mr. Byrne	67
By Mr. Cox	72
By Mr. Simpkins	81

I N T E R V I E W

(9:15 a.m.)

INTERVIEW OF SAM OMAIR

BY MR. COX:

1
2
3
4
5 Q. Okay. Let me start off and ask you your full name
6 please.

7 A. Sam Omair.

8 Q. And your age?

9 A. Forty-three.

10 Q. Can you tell me your date of hiring at Colgan?

11 A. It was July of 1999.

12 Q. Okay. And your current position?

13 A. I'm on APD, one of the examiners on the Q400, check
14 airman as well, too.

15 Q. Okay. And your title as far as Colgan is concerned?

16 A. Check airman.

17 Q. Check airman?

18 A. Yeah.

19 Q. Can you give me a brief synopsis of your certificates
20 and licenses?

21 A. I have an ATP type on the 737, Q400, Saab 340 and the
22 Beech 1900.

23 Q. And commercial?

24 A. Commercial instrument, single, multi and a single
25 engine and seaplane rating.

1 Q. So is that the commercial privileges single engine
2 land? Is that -- that's what a lot of guys have. Is that what
3 you have?

4 A. Yeah. For the seaplane, yes.

5 Q. Uh-huh.

6 A. Yeah.

7 Q. Okay. Your total flying time, please?

8 A. 7800.

9 Q. And your approximate time at Colgan, do you know?

10 A. In terms of?

11 Q. Flying time.

12 A. I joined Colgan with 1700. So the difference
13 between --

14 Q. Okay.

15 A. -- that.

16 Q. And you're check airman on the Q400. How much time
17 do you have in the Q400?

18 A. A little over 700 hours, 732 to be exact.

19 Q. Very good. And your PSC time, please.

20 A. Total PSC time is probably over -- on the Q or just
21 total total?

22 Q. Just total total.

23 A. Probably over 5,000.

24 Q. Okay. And tell me what you were doing prior to
25 joining Colgan?

1 A. I was working as a flight instructor out of Warrenton
2 Airport.

3 Q. Out of where?

4 A. Warrenton Airport.

5 Q. Warrenton.

6 A. Whiskey 66 is the airport code.

7 Q. Okay.

8 MR. BYRNE: The old code.

9 THE WITNESS: That's right. The old code. Now I'm
10 dating myself.

11 BY MR. COX:

12 Q. As I understand it, you performed IOE for Captain
13 Renslow on the Q400?

14 A. No, actually Rebecca.

15 Q. For Rebecca?

16 A. Rebecca Shaw.

17 Q. Okay. All right.

18 A. She was my -- student.

19 Q. Did you do any training with Captain Renslow?

20 A. No, I haven't done any training with Captain Renslow.

21 Q. Can you tell me, or recall for me, when you did that
22 IOE with First Officer Shaw, when that was approximately?

23 A. March of last year.

24 Q. Okay. Can you describe how that IOE went?

25 A. It went fine. We had a morning show in Baltimore and

1 I believe we were on for three to four days. I'm guessing four
2 days and just your typical IOE schedule and she did really
3 well, you know, for a first officer. She didn't need any extra
4 time or anything like that. Nothing stands in my mind, you
5 know, that was out of the normal.

6 Q. In thinking about the IOE and saying that she did
7 fine. Can you recall any specific instances of performance
8 issues you felt you needed to discuss with her?

9 A. You know, most first officers, you know, coming
10 through and flying the Q, typically their CFIs have surfaced
11 before that and they would only have like transitional issues
12 with like landing the airplane or, you know, handling the
13 automation. I don't recall her having any of those types of
14 issues. She came along and progressed very nicely and I signed
15 her off on the, you know -- in the allocated time that we had
16 initially to get the IOE done. She didn't need any extra time.

17 Q. Did you have the opportunity to fly in icing
18 conditions at all with her?

19 A. That time of the year, you know, we were probably
20 going through icing, you know, through clouds and stuff like
21 that but nothing specifically comes to mind for March. You
22 know, we might have gone through icing conditions, you know,
23 just going up to altitude and then coming down from altitude,
24 but nothing specifically.

25 Q. Have you done a lot of IOE, I mean, with other new

1 hires?

2 A. Yeah, I was part of the initial cadre for working on
3 the Q400. So --

4 Q. Okay.

5 A. Yeah, I've done a ton of IOE.

6 Q. Any -- give me an estimate of how many pilots you've
7 done IOE for. Guess, we're just talking ballpark.

8 A. Maybe a total of 15 to 20.

9 Q. Okay. Out of those 15 to 20, how would you rate
10 First Officer Shaw, generally speaking, in terms of --

11 A. She did good. Yeah, I don't recall her struggling
12 with any, you know, the major things that most people struggle
13 with in terms of their scan or landing, you know, the airplane
14 or just being behind the airplane, you know, with the
15 automation and stuff like that. She was pretty sharp.

16 Q. Okay. When you do IOE, do you devote specific
17 attention to operating the deicing equipment in the airplane?

18 A. Of course, and then when it's necessary, when we're
19 in those conditions, absolutely. You also want to keep the FOs
20 in the loop. I mean, you want to explain to them when you're
21 in and out of icing conditions what they should do with them to
22 make sure that their captains are, you know, doing the right
23 thing at the right time. So that could be a factor to the
24 captain.

25 Q. Okay. Are there some specific areas in a Q400 on IOE

1 that you feel like captains may be overlooking that first
2 officer's need to be especially sharp to monitor?

3 A. I'm not sure I understand the question.

4 Q. Okay. Maybe there is not answer. Are there things
5 about the way your captains fly the Q400 that may require the
6 first officer to be especially careful, in terms of monitoring,
7 that you bring to their attention?

8 A. Well, I mean it's -- the way, you know, we have it
9 set up, it's really simple. If you're in icing conditions, all
10 the stuff -- all the ice comes on. It's either on or off. So
11 the question is being able to recognize icing conditions and
12 that's a fairly, you know -- it's the temperature and whether
13 you're in freezable moisture or not and if the ice equipment
14 comes on or not. So it's a fairly simple procedure.

15 Q. You're doing instruction during IOE?

16 A. Correct.

17 Q. What do you tell your pilots about turning off the
18 deicing equipment after you've exited icing conditions?

19 A. That's a captain's judgment. So it wouldn't be a
20 first officer's duty to, you know, turn off icing or turn it
21 on.

22 Q. Okay.

23 A. So I mean if I was giving IOE to a captain, that
24 would be, you know, separate.

25 Q. Okay. So you don't want the FO on the loop on that?

1 A. Well, you do. I mean the FO could bring it to the
2 captain's attention and -- but, it's the captain's discretion
3 to, if they elect to keep it on for longer than needed.

4 Q. And in your experience, how often do you find that
5 it's necessary to leave your deicing on all the way through
6 landing?

7 A. Well, if you're in icing condition, and you're going
8 to have it all the way through the landing, you would
9 absolutely leave it on all the way through the landing part.

10 Q. You know, just thinking back, how often does that
11 happen? I mean, as a percentage of the total times you're
12 flying in icing.

13 A. Well, it's based on the weather conditions, where
14 your destination airport is.

15 Q. Sure.

16 A. So I mean when you get there and you're in icing
17 conditions still all the way down, you absolutely leave it on.

18 Q. Yeah.

19 A. -- to landing.

20 Q. You're telling me the policy. I'm just asking for
21 you to give me your kind of actual personal experience as to
22 how often it's necessary.

23 A. It's based on the weather conditions at the airport
24 when you get to it. I mean if you need it, you know, if you're
25 in icing conditions, all the way throughout the landing, you

1 would leave it on. It's not --

2 Q. Uh-huh. Have you ever landed with all of your
3 deicing equipment on?

4 A. If I'm in icing conditions. In fact, I did it, you
5 know, if I exited, you know, icing conditions, yeah, I mean I'm
6 sure I have a few times where if I'm in icing conditions I need
7 it all the way down to the ground, absolutely.

8 Q. So you have?

9 MR. JAQUES: Just go by what you recall. If you
10 don't recall, say you don't recall. If you can recall
11 instances where that occurred, let him know. So just focus on
12 what you recall and if you don't recall, tell him that.

13 THE WITNESS: Yeah, I don't recall. I mean, other
14 than if I need it, the deicing would be one throughout the
15 approach or throughout the landing.

16 MR. COX: Okay.

17 THE WITNESS: I don't recall like how many times, you
18 know.

19 BY MR. COX:

20 Q. But you have done it you think?

21 A. I don't remember like a specific incident other than
22 if I'll need it, you know, I'll have it on. If not, not.

23 Q. Okay. So kind of what I'm getting at is, you know,
24 you're part of the training department and you're part of the
25 company's, you know, making sure that people --

1 A. Right.

2 Q. -- conform to all the things that you teach.

3 A. Right.

4 Q. So what I'm trying to ask you is, in your experience,
5 what do you think most Colgan pilots do if they're deicing
6 equipment prior to landing in icing conditions?

7 MR. JAQUES: I'm going to object. You can ask him if
8 he knows but you're asking him to speculate on what other
9 pilots did. He can talk about what he's observed but don't
10 speculate on what you think other people might do.

11 BY MR. COX:

12 Q. I don't want a speculation. I want an actual
13 observation, based on the fact that you sit there and you give
14 IOE and you train people. So I would expect of all people in
15 this room, except maybe Tim, you would have a very clear
16 picture of whether or not when you have the deicing equipment
17 on and you're flying a trip and you're in icing conditions --
18 and you may be in or out but, regardless of whatever happens,
19 what is your personal experience and observation of other
20 pilots at Colgan?

21 A. Being a check airman, when I'm flying with a captain,
22 I'm conducting training. So I'm not flying as a FO, you know,
23 with another captain --

24 Q. Sure.

25 A. -- you know, watching them. So for me to answer, you

1 know what I mean? I couldn't tell you what other captains did.
2 You know, we train them to put the icing equipment on when
3 they're in icing conditions and when they, you know, when they
4 need it to be on.

5 But I'm not in a position to observe other captains
6 being that I'm a check airman. So I'm either giving no
7 training or giving a first officer training, or flying with a
8 normal first officer that's out of training.

9 Q. Okay. Do you ever do land observations?

10 A. Sure. Yeah.

11 Q. So once again, you're sitting in the jump seat.

12 A. Sure.

13 Q. Have you observed captains leaving the deicing
14 equipment on all the way through landing?

15 A. Not if they're out of icing conditions.

16 Q. But that's not what I asked you.

17 MR. JAQUES: The question is what you observed and if
18 you recall observing it, testify to it. If you don't
19 recall --

20 THE WITNESS: I don't remember that, yeah.

21 BY MR. COX:

22 Q. Okay. Now have you had anybody that didn't get
23 through IOE?

24 A. I've had people that have needed extra time --

25 Q. Uh-huh.

1 A. -- and, you know, you pass them onto another
2 instructor and then somebody else takes them over and, you
3 know, helps them along with whatever areas they might have
4 needed more help.

5 Q. Have you ever had anybody that did not make it
6 through IOE?

7 A. No. Like on my watch, in the sense that like I'm not
8 the final person that makes that decision. It's not my call to
9 do that. I mean, if I'm given 20 hours with a captain or first
10 officer, and they don't complete IOE through those 20 hours,
11 yes, I've had that, but then you report it to your superiors
12 and then they sign them up with another instructor and they
13 give them more additional time.

14 Q. Uh-huh.

15 A. But I don't go back and follow through if that person
16 finished or not, or, you know, you just kind of go through with
17 other people.

18 Q. Okay. So what are key items that you found where
19 people didn't do satisfactorily in the time that you were with
20 them?

21 A. Typically --

22 MR. JAQUES: In the Q?

23 THE WITNESS: In the Q?

24 BY MR. COX:

25 Q. In the Q, of course. Obviously that's what we're

1 talking about.

2 A. Depending on what their background and what their
3 experience is, some of the areas that could of challenge to,
4 you know, someone coming to the Q, would be the automation, the
5 FMS, you know, having to completely get used to a whole
6 different scam in terms of speed tape and an altitude tape,
7 landing the airplane, you know. It's the kind of airplane you
8 want to land with a little bit of power. You don't want to
9 bring the power levels back to idle.

10 Q. Uh-huh.

11 A. So that's a whole different technique.

12 Q. Okay.

13 A. And just, you know, getting used to the power that
14 the airplane has, you know, it's got a lot of pick up and go.
15 So you really need to be on top of your airplane and stay ahead
16 of it scan-wise. So typically those are the areas.

17 Well, you know, not being familiar in the northeast,
18 the airspace is really busy. Frequencies are really congested.

19 So missing radio calls, that kind of stuff, depending what
20 their background area, where they've flew, you know, previous
21 to that.

22 Q. As a check airman, you also conduct checkrides?

23 A. Correct.

24 Q. And that's in the simulator?

25 A. Correct.

1 Q. Have you conducted checkrides on the Q400?

2 A. Sure. Yeah.

3 Q. Have you ever had anybody that failed, that you
4 didn't pass?

5 A. Yeah, I just had one recently. A first officer, give
6 him a PC check. He wasn't prepared and I failed him on the
7 oral part of the checkride.

8 Q. Okay. Any others?

9 A. Not that I recall. I just recently became a PC
10 checker. I mean on a, you know, we train to proficiency in a
11 simulator. So you might fail them on a particular maneuver per
12 se and then, you know, train them to proficiency on it.

13 Q. Uh-huh.

14 A. But that was my recent failure was that first
15 officer.

16 Q. Do you go to check airman meetings?

17 A. Yeah, of course.

18 Q. Uh-huh.

19 A. Actually, I did have another failure on an ATP ride
20 that I was -- when I was becoming DE, designated examiner --

21 Q. Uh-huh.

22 A. -- observed by the FAA. That captain that was going
23 up for his type ride, I did fail him on that checkride as well.
24 So those two failures.

25 Q. Do you remember what it was for?

1 A. Checklist usage -- improper checklist use.

2 Q. Okay. One of the things that I think sometimes gets
3 discussed at check airman meetings is, you know, what's our
4 success or failure rate. Has anybody ever discussed any kind
5 of failure rate amongst your first officers or captains?

6 A. I don't recall that being discussed. So --

7 Q. Okay. Colgan obviously sometimes hires people with
8 fairly low time and most companies do have some turnover when
9 they do that. Do you have any -- are you familiar at all with
10 that?

11 A. I'm sure we've washed people out of our training
12 program all the time. I mean you try to give the individual
13 the best, you know, the benefit of the doubt and you try to
14 give them extra time. You try to give the, you know, extra
15 training but it gets to a point where somebody has to make the
16 call and say, look, this is not going to work out and then take
17 it from there.

18 Q. Do you get involved in hiring at all?

19 A. I do get involved in the hiring process.
20 Occasionally, I'll get called out to LaGuardia to either go run
21 the simulator or do the sim eval portion of the interview.

22 Q. Okay.

23 A. Or I'll help out with the interview portion of the
24 interviews, the panel interviews.

25 Q. Based upon your experience there doing that hiring,

1 in the simulator for instance, what are the things that you
2 look for that you think will make the person successful?

3 A. I look for someone that has a good scan, someone that
4 is trainable. They are nervous when they're in there and, you
5 know, this is like their big shot at getting their first
6 airline job most of the time.

7 Q. Uh-huh.

8 A. So I'm not necessarily looking for them to fly a
9 perfect ILS, but I want to see that they can recognize that
10 they're maybe getting off course or getting off heading and
11 being able to correct and to see if they're trainable or not.

12 Q. Uh-huh.

13 A. I also look to see how they perform under pressure,
14 when you give them a class to go hold at a particular VOR and
15 see how they, you know, figure that out. I look for them how
16 they work together with their sim partner, whoever's in the
17 right seat, how they conduct themselves in the seat as well,
18 too.

19 Q. Okay.

20 A. And whether or not they would be someone that would
21 fit and be able to work with others and so forth because a lot
22 of these people don't have multi-crew experience. They're
23 coming from a single pilot operation. So --

24 Q. Sure. So, in your experience in doing those sim
25 evals, how often do you simply say I don't think this person is

1 going to work for us?

2 A. Quite often. Yeah. You know what, because if you
3 can identify that early on in the game, it saves you so much
4 down the road.

5 Q. Uh-huh. When you do these panel interviews, do you
6 have the person's application so that you can look at it?

7 A. You typically have a copy of their application, a
8 copy of their resume, and then we use an evaluation form of
9 certain things that we grade and look at, anywhere from their
10 appearance, to the way they answer questions, certain questions
11 that we ask them, if they have a DWI, that kind of stuff and
12 any FAA violations, those types of questions.

13 Q. Do you have a record of their progress in their prior
14 jobs in terms of the checkrides that they've passed?

15 A. We do ask them if they've, you know, failed
16 checkrides in the past. They have to get online and fill out
17 an online application and typically it's all in that
18 application.

19 Q. Were you involved in the hiring process for Rebecca?

20 A. I don't remember being involved in either one to be
21 honest with you.

22 Q. Okay. Let me switch gears for a second.

23 A. Okay.

24 Q. We're interested in the subject of the tail stall and
25 the training that's given for that. Since you do training,

1 you'd be a guy that would know about that.

2 A. Sure.

3 Q. Describe for me the training that Colgan does for
4 recognizing and dealing with a tail stall.

5 A. We don't necessarily, like, train it as a maneuver
6 per se. There's a video that we run, a NASA video that it
7 talks about icing conditions in general and toward the end of
8 the video it does address and talk a little bit about tail
9 stalls.

10 Q. Does Colgan do any other training regarding --

11 A. No, it's nothing that we practice in the sim. It's
12 not in our -- or anything like that. It's like I said, you
13 know, if the video's like an hour and half, maybe like 20
14 minutes or 15 minutes are dedicated to talking about tail
15 stalls.

16 Q. During any of the training that you've conducted,
17 either with captains or first officers, do you recall
18 discussing the tail stall recovery practice or procedure?

19 A. No.

20 Q. There is an exemption to 121.434 that sometimes
21 allows companies to do captain's final line checks with
22 designated examiners rather than FAA examiners. Are you
23 allowed to do that?

24 A. Wait. Say that again. Are you talking about the
25 captain observation ride?

1 Q. I'm talking about the captain's final line check,
2 yes, on an initial checkout.

3 A. Typically we have to have FAA for somebody in the
4 jump seat.

5 Q. Typically you do have to FAA --

6 A. Right. I mean, yeah. That's a must. They have to
7 be observed by FAA.

8 Q. Okay.

9 A. Yeah.

10 Q. Okay. This is your opportunity to think of anything
11 else that you can tell me about First Officer Shaw, in terms of
12 your experience with her.

13 A. The one thing that really stands out the most is the
14 morning we met in the lobby. Her husband came out and met me
15 at the lobby and we chitchatted for five minutes and, you know,
16 he shook my hand and asked me to take care of his wife --

17 Q. Uh-huh.

18 A. -- and of all the IOE students that I've flown with
19 over the years, that was the one time a family member came out
20 to, you know, kind of say, you know -- kind of send her -- a
21 spouse or significant other -- to a training kind of thing.
22 Aside from that, she was great to fly with. She was really
23 nice, great personality, and she was a good pilot. I enjoyed
24 flying with her.

25 Q. Okay. I'm just wondering if she ever discussed her

1 experience in winter or icing conditions with you at all.

2 A. I don't remember that. I don't remember what part of
3 the country she actually flew in as an instructor. So nothing,
4 like, comes to mind but, you know, typically you sign somebody
5 off and you worry about them maybe, you know, not -- maybe
6 getting in trouble say like after you sign them off, but not
7 typically a year later.

8 I mean, you know, she had 750 hours or some plus
9 hours in the airplane. So she's experienced the whole winter
10 with us. She's flown with a variety of captains. I've never,
11 you know, come across a captain that said anything bad about
12 her or, you know, had any bad comments to say that she was weak
13 or this or that. So, you know, she had good experience under
14 her belt with that many hours after I did her ride anyway.
15 So --

16 Q. Okay.

17 MR. COX: I'm going to pass it off to Evan Byrne --

18 THE WITNESS: Yes, sir.

19 BY MR. BYRNE:

20 Q. Captain, how were you selected to become an APD?

21 A. I guess the company goes through their selection
22 process and, you know --

23 MR. JAMES: If you don't know, don't --

24 THE WITNESS: Yeah, I don't know. I got a phone call
25 and I said -- I got a phone call and I was told I was selected

1 to be an APD. How that came about, I don't know.

2 BY MR. BYRNE:

3 Q. And once you got that phone call and you said, yes,
4 what happened next, as far as your training before you finally
5 became an APD?

6 A. I observed training of, you know, other captains. I
7 observed checkrides that were given to type rides. I observed
8 type rides that were given by Tim, another APD of ours on the
9 Q400, and then I was observed by the FAA giving a checkride and
10 that was the captain that actually a pink slip on his type
11 ride.

12 Q. And about how many checkrides did you observed when
13 you say you observed? About how many were you observing?

14 A. I've been in the check airman program for a long
15 time. I've observed checkrides over the years. On the Q, I've
16 observed probably two or three checkrides on the Q and prior to
17 that, I was a PC check airman. So I've given PC checkrides
18 myself in the Q400. And I've also done training in the Q400
19 with, like, new hires or transitions, as well, too.

20 Q. And from the call where you accepted the offer to
21 become an APD until the time you were assigned off and became
22 an APD, how long did that take?

23 A. I'd say that was about probably two to three months.

24 Q. The -- we talked a bit about First Officer Shaw's
25 abilities. I'd like to ask you some questions as some

1 questions as far as your soft skills, the COM type --

2 A. Okay.

3 Q. -- skills.

4 A. Sure.

5 Q. How would you characterize her assertiveness when you
6 flew with her during IOE?

7 A. She was not a pushover. If she didn't like
8 something, she told you about it, and she was definitely
9 assertive enough to, you know -- if something was on her mind,
10 she would ask the question or prompt you as the captain or
11 even, you know, as an instructor to clarify stuff. So she was
12 very thorough that way.

13 Q. And just to clarify in my own mind, you flew with her
14 during IOE. Had you had the opportunity to fly with her after
15 IOE?

16 A. That, I don't remember. I know I did her initial
17 IOE. I don't remember flying with her after her IOE.

18 Q. Okay. How would you characterize her abilities and
19 skills as a monitoring pilot when she wasn't flying the
20 airplane?

21 A. They were good. I mean, she kept up with the
22 airplane -- nothing that made me feel that I needed to hold her
23 back or get more time for her or anything like that. She had a
24 good scan.

25 Q. Did she have an opportunity to challenge or correct

1 you while you were flying with her?

2 A. I don't remember, and I'm sure if something came up
3 that was not standard that she noticed, I'm sure she would have
4 brought it to my attention.

5 Q. And how did she compare to other first officers that
6 you done IOE with?

7 A. Good. She -- yeah, I mean nothing that stands out
8 that she was weak on or that needed extra help.

9 Q. When did you last see First Officer Shaw?

10 A. I don't remember. A couple of months ago, probably
11 through the crew room just in passing.

12 Q. How about Captain Renslow? When did you last see
13 him?

14 A. Probably the same thing. I don't remember a specific
15 instance -- probably just running around in the crew room or in
16 the terminal.

17 Q. And had you had an opportunity to fly with Captain
18 Renslow?

19 A. No.

20 Q. You observed Captain Renslow's checkride with --

21 A. Yes, I did.

22 Q. -- Captain Dittmar?

23 A. Yes, I did.

24 Q. Can you characterize what you observed?

25 A. It was a good solid checkride. Tim gave him a really

1 good solid checkride, very thorough oral, you know, it was a
2 type ride. So there was not any room for error type of thing,
3 you know, it's not like you can get -- proficiency, and he did
4 really good. He got through it really well.

5 Q. I'd like to clarify how much you fly the line.

6 A. I average about 70 hours a month.

7 Q. When you're flying for those 70 hours a month, how
8 much of that is spent as a check airman or in your APD duties
9 or doing the IOE?

10 A. I haven't done any recent IOE simply because we
11 haven't had -- we haven't went out in a hiring mode. At the
12 beginning of the year, I don't a ton of IOE because I was part
13 of the initial cadre. I was one of the few check airmen to
14 become a check airman on the Q400.

15 So I did a lot of IOE initially but as, you know,
16 things got caught up and they got stabilized. They're just not
17 -- I think that there's about four -- two to four people coming
18 through, you know, the system every month. With 30 some check
19 airmen, I just haven't done any IOE lately.

20 Q. Is it fair to say currently in the last month, the 70
21 hours that you've been flying have been as regular flying time?

22 A. Oh, yeah, just flying, yes, sir.

23 Q. How would you characterize what you're seeing in
24 terms or how many Q400 bases are there?

25 A. Q400 bases, we have Newark, Norfolk and Albany.

1 Q. Okay. Now standardized -- based on your experience
2 flying with pilots, first officers, how standardized are those
3 bases?

4 MR. JAQUES: That's pretty ambiguous. Can you
5 clarify what you mean?

6 BY MR. BYRNE:

7 Q. When you fly with first officers on the line, are you
8 flying exclusively with pilots from Newark base?

9 A. Correct.

10 Q. You're not mixing up and flying with pilots from the
11 Norfolk base or the Albany base?

12 A. No. Typically you're assigned a schedule and
13 typically they'll have the same first officer for the entire
14 month. It's only if FO calls out sick or something happens.
15 You might occasionally find yourself flying with another
16 officer from the same base.

17 Q. How would you characterize the sterile cockpit
18 adherence of the first officers that you fly with?

19 A. It's good. I mean, if they forget, you remind them
20 that it's a sterile cockpit and you're back to sterile cockpit.

21 Q. Have you had opportunities to make that reminder?

22 A. Of course. I mean, you know, if somebody forgets
23 that we're in sterile cockpit, they should have realized that
24 you're on sterile cockpit.

25 Q. Can you give an example of the last time you had to

1 do that?

2 A. Not one particular incident, you know, jumps out, but
3 it's just -- I use the same technique. If we're in sterile
4 cockpit and somebody breaks sterile cockpit, I remind them that
5 they just did and we're back again in sterile cockpit. Being a
6 check airman, you know, when they're flying with me, they
7 definitely want to be on their toes, when it comes to all that
8 stuff.

9 Q. Okay. Do you see any deviations in adherence to SOPs
10 when you're flying with first officers?

11 A. No. No.

12 Q. The use of ice protection and deicing systems, as far
13 as when the systems are turned on, is there a call out
14 associated with their use?

15 A. Yeah, ice on, ice off.

16 Q. And by ice on, what are you turning on?

17 A. Everything comes on. So it's the increased -- you've
18 got the prop heat and you've got a fast on the boots and then
19 the windshield.

20 Q. But you do say ice on?

21 A. Correct.

22 Q. And when they come off, you say ice off.

23 A. That way you keep the first officer in the loop --

24 Q. Okay.

25 A. -- of what you're doing.

1 Q. When the ice protection and deicing systems are on,
2 if you notice ice accumulation, what do you do?

3 A. Well, in icing conditions, I mean you're fighting the
4 ice and all the icing stuff is on, you're obviously monitoring
5 to see what type of ice, you know, is it severe, is it
6 moderate, is it light, and then try to exit icing conditions by
7 going above it or below it by working with ATC.

8 Q. For any ice?

9 A. Yeah, I mean if it's not severe, then you should be
10 okay but if it's severe, if you're in severe icing conditions,
11 absolutely, get on the horn and start, you know, making
12 arrangements with ATC to get above it or below it.

13 Q. The crew room or base operations, how do you refer to
14 that area?

15 A. Our crew room down in Newark?

16 Q. In Newark, yeah. How often do you observe crews or
17 pilots overnighting in that room?

18 A. I haven't personally observed it, you know, I'm in
19 and out of there just to get my bag, check my mailbox and go to
20 my crash bed or go home.

21 Q. You've never overnighted in that room?

22 A. Oh, God, no. No. No.

23 Q. Why?

24 A. Why would I? You know, I have a crash bed or I get a
25 hotel room.

1 Q. Okay. Is there a policy that speaks one way or the
2 other as far as whether that's a permissible activity to
3 overnight in the crew room?

4 A. It's not permissible for crew members to spend the
5 night there.

6 Q. How do you know that?

7 A. It's a crew room. It's not a place you go sleep and
8 spend the night. It's a crew room that we go to work, but it's
9 not a place where you would want to spend the night.

10 Q. Is there a written policy specifying that you can't
11 overnight in that room?

12 A. I'm sure there's a -- that speaks to that.

13 Q. When you are flying the line, how often do you have
14 FAA observers on your jump seat?

15 A. They come out, you know, randomly, quite often, you
16 know. I was part of the proofing run. So we had the FAA in
17 the jump seat all throughout the whole process.

18 Q. As far as safety reports, what do you do as a pilot
19 if you have a safety concern with this company?

20 A. Safety concern about an operational?

21 Q. An operational safety concern.

22 A. Get a hold of somebody in the safety department and
23 let them know about it.

24 Q. By picking up the telephone and calling?

25 A. Yeah, it initially starts off with a phone call and

1 then probably an e-mail to follow up with whatever the concern
2 might be, so they can follow up on it.

3 Q. Is there a formal reporting system that you have?

4 A. Yeah, sure. Yes, yes, we have a formal reporting
5 system.

6 Q. What's that called?

7 A. I'd have to look. I mean I'd have to look at the
8 forms to see what the acronym might be for that.

9 Q. Have you ever had to submit one of those forms?

10 A. I've done an irregularity report but I don't recall
11 doing a safety report.

12 Q. What have you done an irregularity report for?

13 A. Numerous things that just -- normal stuff that
14 happened on the line that you need to, you know, stuff that you
15 do a gate return for or, you know, an air return, you know,
16 that's an irregularity report that you need to fill out and
17 document what the incident was that caused you to come back to
18 the gate or do an air return.

19 Q. Is there a safety hotline that you have to call?

20 A. Yes.

21 Q. What's that phone number?

22 A. I don't remember the phone number, but I mean it's
23 easily -- you can get a hold of it easily, if you need to get a
24 hold of it. But I do know that it does exist.

25 Q. Okay. Have you used it?

1 A. Not personally.

2 Q. What is the company's fatigue policy?

3 A. If you're fatigued, you call out fatigue. I mean,
4 that's a personal choice that someone has to, you know -- if
5 you're tired, you're tired.

6 Q. Have you called out fatigued?

7 A. I'm sure I've done it once or twice in the years that
8 I've been at Colgan, absolutely.

9 Q. Was there any follow up required of you when you
10 called out fatigued?

11 A. No.

12 Q. When a captain upgrades at Colgan, what kind of
13 training is given to them with respect to leadership?

14 A. There's a leadership course that they take in their
15 ground school to help them start thinking and acting and, you
16 know, just teaching them command and leadership skills, and
17 stuff like that.

18 Q. Do you know how long that course is?

19 A. I want to say it's a one-day course, six to eight
20 hours, something like that.

21 Q. When did you go through it?

22 A. Back when I upgraded. It's a recent course. So when
23 I upgraded initially on the Beech 1900 back 2001 or 2000, I
24 don't believe we had that course at the time, as an official
25 course, as we have it today.

1 Q. And when did you last go through the winter
2 operations anti-ice, deice course?

3 A. My last recurrent?

4 Q. When was that?

5 A. Just last year, yeah.

6 Q. Last -- what month?

7 A. I'd have to look back in my records.

8 Q. Who was the instructor for that course?

9 A. I don't remember. We have two or three instructors
10 that typically teach us. So it could have been -- Andy or
11 Dick. I guess one of those two.

12 Q. And was the NASA video shown?

13 A. Yep.

14 Q. How much of the or how long was the NASA video that
15 you saw?

16 MR. JAQUES: Can you clarify which one you mean?
17 There's several NASA videos out there.

18 BY MR. BYRNE:

19 Q. Well, you tell me, Captain? Which NASA videos were
20 shown in the course that you last attended?

21 A. We saw the one on icing, and --

22 MR. JAQUES: Do you recall the title of it, the name
23 of it?

24 THE WITNESS: No, I don't remember the exact title.
25 But it was an hour plus, hour and 10 minutes, hour and 15

1 minutes long.

2 BY MR. BYRNE:

3 Q. What other video was shown?

4 A. We saw one on thunderstorms and cold weather
5 operations and then just the normal PowerPoints that we go
6 through in terms of winter operations as well too.

7 Q. And I guess some of what your impression -- what was
8 your take home message after seeing the NASA video that
9 discussed tail plane icing?

10 A. The video itself was not specifically about that. I
11 mean it started generally talking about -- initially about
12 general icing conditions, the type of ice. It talked about the
13 boots and how the boots in the old days were not as efficient
14 as the boots and, you know, in today's environment. The last
15 part of the video addressed tail, you know, tail stalling and
16 stuff like that. But the initial part of the video was all
17 about just general icing stuff.

18 Q. What is the recovery procedure for a tail plane
19 stall?

20 A. There's not a procedure that we have at Colgan. In
21 the video, it didn't necessarily lay out a particular
22 procedure. It suggested that you would hold back on the yoke,
23 return the flap to the last previous position and add power
24 judiciously, but it wasn't saying that was necessarily a
25 recover. It was more of a suggestive type thing.

1 Q. I'm just trying to get our -- trying to understand
2 Colgan's procedures and flows and profiles. When you're
3 captain, when do you call for the descent checklist?

4 A. When you leave the, you know, when you're leaving
5 your initial cruise altitude, coming into your destination
6 airport.

7 Q. And how about the approach checklist? That's the one
8 that comes next?

9 A. Yep, it's descent followed by the approach checklist.

10 Q. When does that -- when does the approach checklist
11 get called for?

12 A. You want to call for that at least, what, 30 or 40
13 miles out or as you're approaching the terminal area of the
14 airport that you're going into.

15 Q. And if you're the pilot flying, at what point do you
16 do your approach brief?

17 A. You want to get that done in cruise when you have
18 time. Being in the Q400, you can get digital ADIZ, as soon as
19 you get to your cruise. So you can, you know, get your digital
20 ADIZ for your destination, you know what the weather's going to
21 be, you know what the landing weight is going to be. You know
22 what your approach that you're going to plan on shooting for.
23 You can send for your numbers at cruise.

24 So while you're on cruise, you can get a lot of that
25 stuff done. You can get your landing numbers. You could get

1 the weather, brief the approach and be done with all that ahead
2 of time.

3 Q. And when you do -- so the approach briefing is done
4 before the approach checklist?

5 A. Checklist, of course. Yeah.

6 Q. And when you're -- as flying pilot, the captain,
7 being the flying pilot in this scenario, how do you go about
8 doing your approach checklist?

9 A. How do I go -- well, I get all that stuff done. So I
10 get my weather. I brief my approach, leaving the top of
11 descent point or leaving the top of my, you know, my cruise
12 altitude. I'll call for the descent checklist, and then I'll
13 call for the approach checklist soon after that.

14 Q. Is transfer of control required when you're doing the
15 approach brief?

16 A. At altitude, absolutely, yeah, I'll transfer
17 controls. When I'm ready to brief the approach, I'll brief the
18 approach, take the controls back and then call for the descent
19 and approach --

20 Q. Is transfer of controls always done? The flying
21 pilot, are they ever allowed to brief the approach while they
22 are still maintaining --

23 A. No, they should transfer controls.

24 Q. Have you experienced the stick shaper during the line
25 operations on a Q400?

1 A. No. No.

2 Q. How about in your past aircraft at the company?

3 A. No.

4 Q. The first officer evaluation program --

5 A. Yes, sir.

6 Q. -- talk to us a little bit about that.

7 A. It's a program to evaluate your first officers on
8 different areas of operation and there's a scale that you can
9 grade a first officer on in the different areas of operation.

10 Q. Is it something that you fill out for every first
11 officer that you fly with?

12 A. I do. I did because it gives them an idea what areas
13 they need to work on, improve on, you know, it kind of gives
14 them a gauge of how they're doing.

15 Q. And is it mechanically -- do you have the form or who
16 starts the process? Is that you or the first officer?

17 A. I've had first officers, you know, ask me at the end
18 of a round trip, say, hey, Captain Omair, would you please fill
19 one out on me? And then I've taken the initiative on myself at
20 the end of a round trip with a first officer to fill one out
21 myself too, but if they don't ask, I go out and get the form
22 myself and fill it out.

23 Q. And it's a paper form that you fill out?

24 A. Yes, sir.

25 Q. And where do you turn that in?

1 A. I leave it in the assistant chief pilot inbox.

2 Q. What sort of upset recovery training did you receive
3 on the Q400?

4 A. Unusual latitudes is something that we, you know,
5 trained on and then stalls and we have the three stalls, clean
6 stall, takeoff stall and landing stall, and we also do wind
7 shear demos as well, too.

8 Q. I'll leave those for someone else to follow up on.
9 And, Captain, that's all I have now.

10 A. Thank you, sir.

11 Q. Thank you, sir.

12 MR. COX: Gene, let's go to you now, please.

13 BY MR. CONWAY:

14 Q. Okay. Captain Omair, I only know you as Sam.

15 A. That's all right. I go by Sam.

16 Q. We'll just leave it at Sam, then. I just have a few
17 questions here. You are now functioning as an APD. Would you
18 define that? Not everyone is necessarily familiar with what
19 that is, as opposed to the PC check airman.

20 A. As a PC check airman, I would give six-month PC
21 checkrides for captains and one-year PC checkrides for first
22 officers. As a check airman, I can also give a first officer
23 his or her initial checkride once their training is complete,
24 but I wasn't able to give a captain his checkride. Now as an
25 APD, I can give a captain his type ride on a Q400.

1 Q. Okay. So am I understanding the differentiation
2 between a checkride which would be some sort of a recurrent
3 training event versus actually getting a piece of paper such as
4 type rating --

5 A. Correct.

6 Q. -- or an initial ATP?

7 A. Yes, I can now issue the type rating on the Q400 as
8 well as an ATP.

9 Q. Okay. And would you agree that that's the essential
10 differentiation for APD is that you can write the paper?

11 A. Yes.

12 Q. I would like to clarify. Do you agree that in that
13 function, you're actually acting on behalf of the FAA?

14 A. Yes, that's exactly what I'm doing.

15 Q. Okay. And you were working for the FAA in that
16 capacity --

17 A. That is correct.

18 Q. -- pilot or anybody --

19 A. That is correct.

20 Q. Then, with regard to training in general, you made
21 mention of the PC of a train to proficiency.

22 A. Right.

23 Q. Would that occur when you're doing an APD -- I mean,
24 functioning as an APD to do a type rating or an initial ATP?

25 A. No.

1 Q. Okay. So that would be pass or fail, in other words?

2 A. Correct.

3 Q. And with respect to the training that you did for
4 Rebecca Shaw, or any training she got, would it also be correct
5 that she wasn't subjected to a pass or fail but it was a
6 judgment and maybe trained to proficiency --

7 A. That's correct.

8 Q. -- or if necessary?

9 A. As a first officer, on their final checkride, they
10 can be trained to proficiency up to two different maneuvers and
11 still have a satisfactory outcome and pass the checkride, as
12 long as it's not the same two maneuvers, as long as she's not
13 being trained on the same maneuver twice.

14 Q. And is that noted in the training record that you had
15 to train to proficiency on that maneuver but then it was
16 passed?

17 A. Correct, absolutely. So, for example, is she does
18 her steep turns and for some reason it's not to ATP standards,
19 you stop the checkride, you train her to proficiency. Then she
20 has to demonstrate that maneuver to ATP standards. If she
21 does, the checkride continues. If she does not, the checkride
22 stops right there and then.

23 Q. Now there was one failure where you were "riding
24 paper acting" (ph.) on behalf of the FAA and you were also
25 monitored on that occasion by the FAA?

1 A. That is correct. Inspector Jessie was in the
2 simulator with us. He was observing me conduct my first type
3 ride and it was an unsatisfactory type ride.

4 Q. And is he a FAA inspector assigned to Colgan?

5 A. Yes, he is.

6 Q. In that function, he's your direct boss?

7 A. Correct.

8 Q. Is that the only failure that you've had to do for an
9 initial type or ATP?

10 A. That was me being observed. So, yes, that is the
11 only one because I haven't had any other type rides that I've
12 given since I've become an APD.

13 Q. Okay.

14 A. That was the first time I was being observed by
15 Inspector Jessie. It was an unsatisfactory type ride. He
16 actually issued a pink slip because I wasn't -- it was still
17 conducted like under him monitoring me do it but since then I
18 haven't had another type ride to give yet.

19 Q. And the PC failure, that would be proficiency check
20 failure --

21 A. That is correct.

22 Q. -- was just that, a proficiency check that did not --
23 was not an ATP and was not a type ride but it was an individual
24 who, while conducting the oral, that you felt they were
25 unsatisfactory?

1 A. That's correct. It was a first officer coming up for
2 his PC check on the Q400 and the oral portion of the PC was not
3 satisfactory. We didn't even get in the sim and I --

4 Q. You did not get in the sim. You just ended it.

5 A. Yeah, I ended it at the oral. Yeah, absolutely.

6 Q. Just for background further, did he then do an oral
7 -- was he given the opportunity to do an oral and the check
8 subsequently?

9 A. He was taken back to training. He received some
10 ground school to bring him up to speed on his oral and then he
11 was given a second opportunity to do his PC check with another
12 instructor.

13 Q. And do you know the outcome of that?

14 A. He did pass the second time.

15 Q. Now with regard to stall training, I understood you
16 to say -- maybe I misunderstood you to say -- there was mention
17 of the NASA video, but nothing regarding training for stalls.
18 But then later I thought I understood you talking about stall
19 training on the three stalls, clean, approach and landing
20 stalls.

21 A. No, the NASA video doesn't talk about the normal
22 stalls that we teach at Colgan. It just talked about tail
23 stalls at the end of the video --

24 Q. So --

25 A. -- and that's not something we train for.

1 Q. Okay. I understand. So I'm asking you about stall
2 training, do you do stall training?

3 A. We do stall training for J-prop stall, a clean stall
4 and a landing stall.

5 Q. Okay. And then with regard to those, I would just
6 have one question about the stall training or maybe it will be
7 two or three --

8 A. That's fine. That's fine.

9 Q. -- about the stall training. Sam, if you were just
10 to boil it down, what are you really wanting to get into the
11 candidate's mind about what's really important, you know, when
12 you hear that stick shaker? What are you looking -- what do
13 you need to do now? What do you need to accomplish?

14 A. Well, you need to recover right away. So it's
15 depending on what stall you're recovering from, you want to add
16 power, change the configuration appropriately for the recovery
17 procedure that we have for the profiles and maintain your
18 altitude.

19 Q. And where does airspeed factor into that?

20 A. Well, airspeed is -- since the candidate is going to
21 be maintaining altitude, airspeed is your positive rate. So --
22 but, you know, as your speed starts picking up, as you see an
23 increase of earth speed, that's your positive rate indication.

24 Then you just start calling for a reconfiguration
25 such as, you know, calling for the gear and the flaps and so

1 forth.

2 Q. Okay. So as that shaker goes off and the maneuver
3 begins, the training maneuver in this case, the training
4 maneuver begins, the shaker is a function of what?

5 A. It's an indication of a stall.

6 Q. Okay. And if I said --

7 A. And that kind of starts you to recover. It's also
8 the starting point of recovering from that stall.

9 Q. And what airspeed as a reference to REF, does that
10 shaker go off at? I mean is lower than VREF or is it higher --
11 I'm sorry, Vs or is higher than Vs or is right at Vs, stall
12 speed? Vs, velocity stall.

13 A. Got you.

14 MR. JAQUES: Do you understand the question?

15 THE WITNESS: No, not quite.

16 BY MR. CONWAY:

17 Q. Okay. If I define stall speed as Vs --

18 A. Okay.

19 Q. -- all right, would the shaker be going off right at
20 stall speed or would the shaker --

21 A. No, it's going to go off like a couple of knots above
22 the stall itself.

23 Q. Okay. So it's an airspeed function there.

24 A. Correct.

25 Q. And what within the airplane is doing all that

1 computing and how does the airplane know to set off the shaker?

2 A. I mean it figures that out. The computer of the
3 airplane figures all that out.

4 Q. Okay.

5 A. And, you know, displays the low NQ on your airspeed.

6 Q. Okay. So it's some device putting input in and this
7 computer is causing the shaker to occur.

8 A. Right.

9 Q. And in order to get the shaker to stop sounding,
10 where does airspeed function come into that because you talked
11 about adding power --

12 A. Right.

13 Q. -- and you talked about maintaining altitude, but --

14 A. As the airspeed increases, the shaker will stop going
15 off and then you start your recovery procedure.

16 Q. Is there another way to get -- so power is giving us
17 the airspeed, is that what I'm taking from you? Additional
18 power is changing the --

19 A. As you add the power, its speed starts picking up.

20 Q. All right. So the power is converting into airspeed
21 increase. The only parameter you're changing with power -- I
22 mean if you change --

23 A. You're relieving a little bit of back pressure but
24 you're expected to maintain altitude throughout the recovery
25 procedure. So a combination of relieving some back pressure

1 and the power is going to get your airspeed to come back up
2 again.

3 Q. So if I'm -- I'm not putting words in your mouth,
4 just so I can understand this, so power is going to be
5 converted into airspeed, not altitude is not going to be
6 converted --

7 A. Correct.

8 Q. -- into airspeed?

9 A. Correct.

10 Q. Altitude, it's your understanding --

11 A. You're maintaining altitude, at that point, right.

12 Q. With respect to the criteria for pass and fail, when
13 doing a type rating --

14 A. Okay.

15 Q. -- or an ATP --

16 A. Okay.

17 Q. -- what does the practical test standards say about
18 your limits?

19 A. Plus or minus 100 feet on the recovery portion of --
20 so if -- we start out stalls at 500 and 5,000 feet, plus or
21 minus 100.

22 Q. Okay. Is the plus or minus 100 a function of the
23 PTS, or is that a Colgan-derived limit?

24 A. That's a PTS standard.

25 Q. FAA flights you jump seats randomly.

1 A. Correct.

2 Q. Is it for the most part, the Colgan assigns the
3 person or --

4 A. No, it could be anybody.

5 Q. Do you know -- if you have others coming and doing
6 it, sometimes the FAA will get on there just for
7 transportation? It could be a cabin inspector.

8 A. It could be anybody, yeah.

9 Q. It could be a maintenance inspector.

10 A. Sure. Absolutely.

11 Q. And it could be an operation -- air carrier
12 operations.

13 A. Absolutely.

14 Q. Do you --

15 A. I've seen all different types.

16 Q. You've seen them all.

17 A. Yes, so it could be anybody.

18 Q. Now with respect to fatigue, we sign a lot of
19 documents I know. So we don't always read the fine print, but
20 there's fine print on all of the releases that I'm familiar
21 with.

22 A. Okay.

23 Q. And I want to make sure that it's not just my
24 experience rather than being a generic to all of them. Is
25 there wording to the effect that you are certifying the

1 commission of your airplane and your personal condition and
2 that of your crew to conduct the mission?

3 A. Correct.

4 Q. So would you interpret that as meaning that you're
5 sufficiently rested --

6 A. Yes.

7 Q. -- your FO is sufficiently rested. And you sign a
8 release every time you get released.

9 A. Absolutely.

10 Q. Your take with respect to one of Evan's questions,
11 your take from the video I believe is the way he asked it.
12 What was your take on the -- or what message did you get with
13 respect to the tail plane stall and I think there was follow-
14 through question on the recovery procedure. Did I hear you say
15 that it involved pulling back on the yoke, returning the flaps
16 and adding the power judiciously --

17 A. Correct.

18 Q. -- was your characterization. Okay. Do you know how
19 -- did you take from that video any information on how much of
20 a yoke movement or pullback or pressure was going to be
21 required to get this thing recovered from this --

22 A. No.

23 Q. -- condition? Okay. That's all the questions I
24 have.

25 A. Thank you, sir.

1 MR. COX: Thank you. Let's move on to Harlan
2 Simpkins.

3 BY MR. SIMPKINS:

4 Q. How you doing?

5 A. How you doing?

6 Q. I just have a few clarification questions for you.

7 A. Okay.

8 Q. When you were talking about ice on and ice off, does
9 Colgan have a level system that they use, level 1, level 2,
10 level 3, or is it on off?

11 A. Well, as of recently, we've come up with a memo where
12 it allows us to have level 1, 2 and 3, but this was a bulletin
13 that came out just a week or two ago, I mean like the last
14 couple of weeks but prior to that, it's all on or all off.

15 Q. Okay. Have you landed with the REF speed increase
16 switch on before?

17 A. I personally have not done that, no.

18 Q. In training, have you had a first officer have to
19 land with it on?

20 A. I don't remember that. Once again, the captain would
21 be the one who would be putting that on. So I don't remember
22 that.

23 Q. But if the first officer was flying and the captain
24 put it on and then --

25 A. Yeah, I don't remember doing that in training.

1 Q. When you're doing IOE training, obviously there's a
2 lot of discussion happening, explaining a lot of things off and
3 on down the line.

4 A. Sure.

5 Q. So how does that factor into the sterile cockpit?

6 A. Well, you know, you're not talking about a movie you
7 saw last night. You're talking about stuff that's
8 operationally relevant. So you're explaining things. You're,
9 you know, giving them a heads up on what they can expect, in
10 terms of vectors, talking, helping them with setting power
11 settings to maintain their assigned airspeeds. So you're doing
12 training. You're conducting training. So you're talking about
13 relevant stuff.

14 Q. Strictly operational?

15 A. Absolutely. Yeah, absolutely.

16 Q. You do simulator training, as well?

17 A. Yes, I do.

18 Q. Have you ever had to train somebody to proficiency on
19 a stall recovery?

20 A. Of course. I mean that's part of -- you do it when
21 you're doing, you know, I've done both. I've trained initial
22 people how to, you know, teach them the whole stall series and
23 also I've had to train people to proficiency on a stall
24 recovery on a PC check.

25 Q. Someone that's losing altitude, do you have any

1 tricks in the simulator on how to get through the maneuver,
2 power settings, altitudes, that type of thing that you are --

3 A. It's not tricks as much as they're scan typically is
4 locking. So you try to get them to pick up their scan and get
5 them to recognize it as it's happening to them.

6 Q. Do you find in stall training, in your experience, do
7 people lose altitude in the beginning or gain altitude in the
8 recovery?

9 A. You see both, you know, when the power starts, you
10 know, spooling up and comes out, if they don't adjust their
11 pitch appropriately one way or they could either gain or lose
12 altitude or if they think it's going to come in now but it
13 doesn't come in until later, and it comes back to their scan
14 again.

15 Q. No further questions, sir.

16 A. Thank you.

17 MR. COX: Ken.

18 BY MR. WEBSTER:

19 Q. Hi, Sam. How are you?

20 A. Good. How you doing?

21 Q. Good. Just a few questions. Where were you trained
22 on Q400?

23 A. I did my training up in Toronto, Canada, with Flight
24 Safety. I was the second class to go through.

25 Q. And when was that?

1 A. October, November 2007.

2 Q. Did you do ground school there as well?

3 A. Everything was done up in Toronto. We did ground
4 school, the base -- fixed based CBTs and all that and also our
5 simulator training.

6 Q. Was your sim partner, was he Colgan as well?

7 A. Yes, he was.

8 Q. Do you recall -- did you do stall recovery training
9 there as well --

10 A. Yes, we did.

11 Q. Do you recall what syllabus it was in?

12 A. It was --

13 Q. What number syllabus?

14 A. No. That, I don't remember.

15 Q. Okay.

16 A. I don't remember that.

17 Q. Do you recall unusual latitudes or upset recovery
18 training in that session in your simulator training?

19 A. Yeah, we did unusual latitudes, yes.

20 Q. You did a FAA checkride up there as well?

21 A. Yes.

22 Q. And who gave you your checkride?

23 A. I'm sorry.

24 Q. The name of your checkride or check airman?

25 A. I don't remember that. We had several Flight Safety

1 instructors throughout the whole process. So --

2 Q. So after you did your training with Flight Safety,
3 can you outline the rest of your training or -- take you to get
4 -- so you complied --

5 A. We finished our training up in Canada. We came back
6 and we flew the Saab for a month. Then we went out to Seattle
7 and got another checkride on the -- or a PC check to become
8 current again on the Q400, and then we started doing the
9 proofing runs.

10 Q. So now you're a sim instructor. I just want to
11 outline a little bit of the stall recovery again, if you don't
12 mind. If I was to break the procedure down into three
13 segments --

14 A. Okay.

15 Q. -- stall recovery, as a trainee, you have entry,
16 during and exit.

17 A. Okay.

18 Q. Would you be able to break those down into the --
19 what you would do for each of those segments?

20 A. Sure. You go through your safety checks and you get
21 those done. You disconnect the autopilot and set up for the
22 maneuver. So let's say if we're doing a stall in the takeoff
23 configuration with a bank to the left, you would start off at
24 180 knots, throw the gear down. You go flaps 5, gear down, and
25 you'd throw your flaps 15.

1 At 120 knots you start a nice 20 degree bank to the
2 left or your right, wait for the stick shaker, when that comes,
3 wings level, add power, maintain altitude, relieve just a
4 little bit of back pressure but you've got to make an altitude
5 and then start recovering on speed.

6 So as the speed increases, you -- the gear up and
7 then you bring the flaps up and -- and then you'd let it
8 accelerate to 180 and bring the power back, reengage the
9 automation and you're done.

10 Q. Okay. So you mentioned there was three different
11 types of stall recovery, takeoff and --

12 A. The recovery procedure is the same. I mean your
13 configuration is different. So you're calling for different --
14 your call aspect might be slightly different based on the
15 configuration, but the overall technique is, you've got to
16 maintain plus or minus 100 feet and maintain your altitude and,
17 you know, clean up on speed.

18 Q. Out of those three, the three different ones, is
19 there anyone of those in particular that is more difficult for
20 the student?

21 A. I find that on a clean staff, the students have a
22 more difficult time recovering because it happens a lot quicker
23 for them, where if you're dirty and you have all the flaps
24 hanging out and the gear hanging out, it seems that they can
25 keep up with the recovery a little bit easier with that. But

1 it's nothing more than just improving their scans and really
2 watching your pitch as you recover. On a clean stall, that
3 makes it a little more challenging.

4 Q. So where do you, as a trainer, where do you get your
5 guidance from to teach install recovery?

6 A. We have profiles and we teach the profiles.

7 Q. Okay. And where are those located?

8 A. Company flying manual, CFO.

9 Q. Now are these any different than the ones you've done
10 in Flight Safety when you were checked out in Canada?

11 A. Same ones.

12 Q. Now you mentioned the PTS standards during the
13 checkride. Where would you get the guidance for that as far as
14 guidance for the checkride, and there must be something you
15 look at to see what the --

16 A. PTS.

17 Q. Is there a certain name of a document or something
18 with that or -- where would you look to get -- say you can't
19 remember what they are, do you look them up and look at the
20 limitations or wouldn't you look at those?

21 A. I mean I have a copy of it that I go back to.

22 Q. Is that a Colgan document or is that a FAA document?

23 A. No, it's a FAA document.

24 Q. Have you ever experienced -- let me change that.

25 Have you ever been demonstrated when you were a pusher, when

1 you were being trained?

2 A. No.

3 Q. Have you ever demonstrated that to a student?

4 A. No, it's not on our syllabus.

5 Q. Has any students requested it?

6 A. No.

7 Q. Just give me a second here. You train unusual
8 latitudes with the students as well?

9 A. Yes.

10 Q. What -- how would you -- just walked me through, how
11 would you train them in an unusual latitude?

12 A. Unusual latitudes, typically the way I train it is I
13 have the student close their eyes, put their heads down. I'll
14 have their sim partner put them in an unusual latitude. I try
15 to get them to experience one nose up and one nose down to see
16 if they have a proper technique for recovering. And then when
17 the person puts them in an unusual latitude, I'll say, okay,
18 your airplane, they'll open up their eyes, they're looking at
19 their instruments and, you know, I'm standing there watching to
20 see how they recover.

21 If I am not satisfied with how the student
22 preliminarily unusual latitude, I'll ask the student to close
23 their eyes and then I'll tell the other student to do certain
24 things with the airplane, you know, in terms of putting their
25 pitch higher, you know, bank this way or that way to get them

1 in a really unusual latitude to see a good recovery.

2 COURT REPORTER: Excuse me? Could I have everyone
3 remove their Blackberries off the table? They're interfering
4 with the microphones.

5 BY MR. WEBSTER:

6 Q. Now when you do this training, can you recall what
7 lesson plan the training or the stall recovery is in or --

8 A. To be honest, it's like session 2 or 3. It's early
9 on in the game.

10 Q. So it would be the initial time you train the
11 student. It would be the initial sim session as in second or
12 third?

13 A. Right, right. I mean, you talk about it the night
14 before and you brief for it, and you go with the profiles to
15 make sure they understand it, and then you go in the sim and
16 you practice the stalls.

17 Q. Is it covered again anywhere in the rest of the
18 initial training?

19 A. Then you come back and cover it toward the end as
20 well, too, because at the end you want to kind of give them a
21 mod checkride. So you want to go through it and basically hit
22 everything they're going to see on their checkride.

23 Q. Do you find as far as the time allotted for the
24 syllabus, do you find the sim session is enough time to cover
25 everything in that?

1 A. You know, it is. It is but, you know, if you have
2 someone that's slow, then you don't have enough time to cover
3 your objectives that you're trying to cover that one day.
4 That's when you pick up the phone and you start getting some
5 extra time for that one student. But --

6 Q. What happens when you pick up the phone for that
7 extra time for the student? Is there any issue with that?

8 A. Is he -- I'm sorry.

9 Q. Any issues with that? Any, any --

10 A. No, I mean all of a sudden you start, you know, maybe
11 they have a hiccup on one maneuver or one task and once you get
12 the extra time in, you get that resolved. Then, you know, they
13 keep up with everybody else but typically it's not an issue.

14 Q. So who would you call?

15 A. I would call Darrell, the director of training and,
16 you know, advise them that, hey, look, it looks like I might
17 need an extra hour or two, a session or two, whatever it takes,
18 and then they'll come up with the extra sim time that we'll
19 need, and then we'll just keep a close eye on that individual
20 or person and see how they progress along through the whole
21 training process.

22 Q. Okay.

23 A. Something that also helps is you can have them sit
24 and watch somebody else, and that sometimes gets them off the
25 hot seat. They can get someone else to do a stall and they

1 say, oh, okay. This is what I need to be looking for and that
2 kind of helps them in their training as well, too.

3 Q. You just characterized -- how does the experience of
4 the candidate affect the ability to complete the training to
5 PTS standards?

6 A. They all have to complete it to PTS standards. I
7 mean some get through it --

8 Q. I mean this guy's got 10,000 hours. This guy's got
9 1,000 hours. Do you find that there is a big difference in
10 training of that person or --

11 A. You know, I've trained guys with 500 hours who are
12 much sharper than a guy with 10,000 hours, and it just really
13 depends on their individual skills, how recent their experience
14 is. I see it in training. I see it when I'm doing the
15 simulator evaluation. You look at somebody's resume. They
16 look great on paper but they can't hold an eye to save their
17 lives on it, figure out a holding entry under pressure. So
18 there's not one particular measure for that.

19 Q. Okay. Thank you.

20 A. Thank you, sir.

21 MR. COX: Thank you, Sam. We appreciate your
22 patience while --

23 THE WITNESS: Not a problem.

24 MR. COX: -- going through our group here.

25 THE WITNESS: Not a problem.

1 MR. COX: Sometimes we have a little trouble getting
2 our questions straight, and we appreciate your patience.

3 THE WITNESS: No worries.

4 MR. COX: Mike?

5 BY MR. WICKBOLDT:

6 Q. Hi, Sam. How you doing?

7 A. Good. How you doing?

8 Q. All right. I'm going to split these questions to
9 stuff that we do and stuff that you do in the sim --

10 A. Okay.

11 Q. -- if you don't mind. Starting with the simulator
12 stuff first, when you're teaching the candidate in the
13 simulator, do you provide the same instructions to all your
14 candidates?

15 A. Yes.

16 Q. When it comes to teaching the simulator, you're --

17 A. Absolutely.

18 Q. Have you ever heard of different instructors teaching
19 a profile procedure different from the way you teach it?

20 A. No. You've got to teach it the same way, or it's not
21 fair to the students.

22 Q. We receive a lot of policy and procedure changes --
23 in memos. In the simulator, are you able to keep up with those
24 and incorporate those into your simulator training?

25 A. Yeah, because we get them on e-mails as well, too,

1 and you can plug into the website and get those as well.

2 Q. When you're out flying the line, how do you keep
3 track of -- let me think. Is it easy for you to keep track of
4 those read and sign memos and procedure policy changes while
5 you're out flying the line?

6 A. Yeah, because you're in and out of the crew room,
7 so --

8 Q. You check those in the crew room?

9 A. Exactly. I mean that's what I do first thing when I
10 walk in is I check my read and signs and log in and what have
11 you.

12 Q. The ice on/ice off procedure, where's that located?

13 A. It's in our CFO, yeah.

14 Q. And one more thing about flying the line. If you're
15 leveling off in either a climb or a descent at a low altitude,
16 would you say that -- where would you say the pilot -- are
17 closer to, the rating -- or flight idle?

18 A. When you're leveling off, it should be closer to the
19 flight idle.

20 Q. At low altitude.

21 A. Correct.

22 Q. That's all I have. Thanks.

23 A. Thank you.

24 MR. COX: Tim.

25 BY MR. DITTMAR:

1 Q. I have just a few things here for clarification. We
2 were talking before about your IOE and you said you done about
3 15 to 20 IOEs.

4 A. Correct.

5 Q. Is that specifically on the Q400?

6 A. Yes, that's the Q400.

7 Q. So your experience as an instructor, how many IOEs?

8 A. I've done hundreds. I've been an IOE instructor for
9 Colgan since 2000, so hundreds.

10 Q. So you would say you're experienced at taking off
11 with somebody --

12 A. Oh, absolutely. I've seen a lot of different things
13 over the years at Colgan. I've done IOE on the Beech 1900.
14 I've done IOE on the Saab 340 and the Q400.

15 Q. We were talking about keeping the FO in the loop when
16 they're talking about icing and primarily it is the captain's
17 job like you said. In the sim, when you're evaluating first
18 officers and also training them, do we do icing scenarios with
19 them as well?

20 A. Absolutely.

21 Q. And so are they trained on how to function the icing
22 equipment?

23 A. Yes, absolutely.

24 Q. Okay. Landing with the increased REF speed switch
25 on, I think what Roger was asking before, one of his questions

1 was, do you see that happen often that we land with it on.

2 Basically, have you ever seen anybody land with it on?

3 A. I personally haven't but I mean if you need it, you
4 need it.

5 Q. All right. Have you ever done a line check or any
6 sort of IOE on somebody who is improperly using the icing
7 equipment?

8 A. No.

9 Q. If we have -- if you have a failure on a PT check or
10 a type ride, do we have to report that to Standards?

11 A. Absolutely, right away. Right away.

12 Q. And do we have a policy where we have to report to
13 the FAA any failures on type rides and our percentages?

14 A. I believe we do, yes. That's probably a Flight
15 Standards deal.

16 Q. Did you have any ground training associated with your
17 APD training?

18 A. Yes.

19 Q. And what did that consist of?

20 A. I worked with you on it, and I also worked with
21 Inspector Jessie, did a whole day of ground school training in
22 Newark.

23 Q. And before that, I just want to clarify you -- I
24 think I misunderstood but you said your APD training from the
25 time they called you to the end time, I think you said it was

1 two to three months. Did you mean two to three weeks or was it
2 two to three months? I wasn't sure what you said.

3 A. From the time that I got the initial call until the
4 time I actually got done, it was probably closer to, I don't
5 know, six to eight weeks maybe.

6 Q. Okay.

7 A. Yeah.

8 Q. We were talking about sleeping in the crew room. Was
9 there a recent -- sign memo about that --

10 A. Yes, there was.

11 Q. -- about sleeping in the crew room? Where would you
12 find the number for the safety hotline?

13 A. It's in our crew room. You can call dispatch. You
14 can call crew scheduling or you can call the safety department.

15 Q. Anything in any of our manuals about that?

16 A. Oh, of course, it's in our manual, yeah, you can find
17 it there, too.

18 Q. When we were talking about the stall recovery
19 procedures, I believe you said that you bring the gear up when
20 you bring the flaps up or do you bring the gear up at a
21 different spot when you're talking about the recovery from the
22 maneuver?

23 A. Well, depending on what configuration -- like if
24 we're doing a flaps 35 landing, it's check power, flaps 35,
25 positive rate, gear up, defri (ph.) 5, flaps 0.

1 Q. So you bring the gear up before defri?

2 A. Correct.

3 Q. Okay. Have you ever had a problem getting extra time
4 for a student when --

5 A. No.

6 Q. -- they needed it in a simulator?

7 A. Colgan has been really wonderful when it comes down
8 to that. They really do trust your judgment, and if you need
9 the extra time, they'll give you the extra time, but if it gets
10 to a point where they don't think the person is going to get
11 through the program, then they just wash them out.

12 Q. We talked about, Mike brought up having trouble with
13 procedures, getting updated procedures and everything. When
14 we're testing, we have a standardized checkride procedure and
15 do we have -- is there a certain portion of that allocated to
16 updated procedures?

17 A. Correct.

18 Q. And what if somebody isn't up to date on all those
19 procedures? Is that unsatisfactory on a checkride or failure
20 or TP? How do you deal with that if they weren't up to date on
21 the procedures, the current procedures?

22 A. When you say procedures, you're talking about?

23 Q. Well, let's say, you know, you get an updated
24 bulletin or read and sign memos or crew track messages that
25 we're testing them on and they are unfamiliar with them. How

1 would you deal with that in the sim as a check airman giving a
2 PC to somebody?

3 A. It would be a TP, train to proficiency on it.

4 Q. What about a type ride?

5 A. It would be a failure, absolutely.

6 Q. When we get a crew track message, can we -- are we
7 required to check in for a flight --

8 A. Yes, absolutely.

9 Q. Can you check in without reading your crew check --

10 A. No. That's the first thing that comes out. You have
11 to read them before you can even get to the part where you can
12 check in.

13 Q. If you don't check in, is there any action or
14 discipline action that happens?

15 A. Absolutely. We're required to do that and that's how
16 the company keeps track that you're where you're supposed to be
17 on time.

18 Q. Okay. And the read and sign memo, what's the policy
19 with that read and sign? So when do we check those? When are
20 we supposed to check those and required to check those?

21 A. Every day you go to work, you've got to check them
22 and make sure that there's nothing that's coming out that
23 you're missing.

24 Q. Are those monitored on a regular basis?

25 A. Yes, they are. You'll get a phone call if you don't

1 like, you know, read what you're supposed to read and sign it.

2 MR. DITTMAR: I have no more questions.

3 MR. COX: I've got a couple of more that's kind of --
4 and I know Evan does too. So would you like to please start?

5 MR. BYRNE: Sure.

6 BY MR. BYRNE:

7 Q. Captain, I'll try to just clean up some open
8 questions. Has the stick shaker every fired when you've been
9 flying with the increased REF speed switch on?

10 A. No.

11 Q. If it did fire when you have the increased REF speed
12 switch on, what would you do?

13 A. If it did fire. I mean I'd see it even before it got
14 to that point, but if it did fire, I'd just add power and -- I
15 mean, I might be sending. I might be going straight and level,
16 you know, just add power and recover out of it.

17 Q. How would you see it coming?

18 A. I monitor my instruments like a hawk. So I'm all
19 over my scan. So I would -- I'd watch that trend arrow and
20 that airspeed very closely, and you would see that red queue
21 come in at you from the bottom, and that's something that's
22 really hard to miss on a scan.

23 Q. When doing IOE, have you seen pilots coming close to
24 missing that --

25 A. No.

1 Q. -- on the scan?

2 A. No.

3 Q. In training, have you see difficulties with --

4 A. In the simulators, yeah, but I mean when you do IOE
5 on the airplane, it's something that you definitely want to
6 emphasize but typically if you're in the simulator, if they
7 miss it once, they know to do it again now that they've seen
8 that scan.

9 Up to that point, if they're not familiar with that
10 scan, it can sneak up on them the first time but after that,
11 when they know what they're looking for.

12 Q. As far as your flying the airplane on approach, what
13 call outs do you expect from the pilot monitoring with respect
14 to speed, airspeed?

15 A. If they saw me doing something -- if they saw the
16 airspeed going too fast or too slow, bring it to my attention
17 and the way I brief it is call airspeed, altitude, bank angle,
18 whatever it is that I need to take a look at. If they caught
19 something I missed, I expect them to bring it to my attention.

20 Q. And I guess on approach, what is -- you have VREF
21 targeted. What speed are you going to be flying?

22 A. When you're flying VREF?

23 Q. You've bugged VREF. What speed are you looking for
24 or what speed are you flying?

25 A. You fly all the way down the slope, yeah, VREF.

1 Q. VREF, on VREF?

2 A. The speed that you're bugging, yes. Yeah.

3 Q. Okay. And in deviations from that, you would expect
4 call outs --

5 A. Airspeed to bring it to my attention.

6 Q. What magnitude?

7 A. Plus or minus 5, I want them to bring it to my
8 attention.

9 Q. Is that Colgan's policy or --

10 A. That's just a personal technique.

11 Q. -- your policy?

12 A. Personal technique, yeah.

13 Q. What training does Colgan provide to its pilots in
14 terms of the development of monitoring skills?

15 A. We talk about it every day in everyday training going
16 through the simulator. I mean, monitoring all the different
17 instruments, all the different gauges, all the different queues
18 that you get. So that's -- you brief it, you talk about it,
19 you do it every day. I mean, that's what you do.

20 Q. How do you detect or discriminate tail plane stall
21 versus a wing stall?

22 A. Tail plane stall is hard to detect. I mean I've
23 personally never experienced one. In listening to the video,
24 they talk about the controls get a little mushy and then they
25 suggest that procedure for recovering it, but if you have the

1 autopilot on, that would really mask it very easily as well.

2 Q. You were describing when Tim was asking questions
3 about checking in on crew track, what comes up when you check
4 in?

5 A. A bunch of e-mails. Let's say the director of
6 operations is sending an e-mail to everybody. Then you've got
7 to read that e-mail. If scheduling is sending an e-mail
8 personally to you, then you've got to read that e-mail. If the
9 chief pilot is sending out a memo or asking people to do this
10 or do that, you've got to go through all of those e-mails
11 before you can get to your own schedule to do whatever you want
12 to do, whether you want to print your -- or check in on line or
13 so forth.

14 Q. Okay. So it's more than just read and signs that
15 comes through?

16 A. Absolutely. It could be e-mails from payroll. It
17 could be e-mails from crew scheduling. It could be e-mails
18 from everybody.

19 Q. On time performance.

20 A. Absolutely, that's one of them. Yeah.

21 Q. What information is presented?

22 A. They go through and they put out like how many planes
23 left on time today, if we look any delays, what were the delays
24 for, whether it was maintenance or not, how long we each delay
25 and it's actually a very nice informative e-mail because it

1 kind of keeps everybody in the loop. We're always trying to be
2 on time and have like on time departures every day in the
3 morning. So --

4 Q. And how about -- do you as a captain accumulate sick
5 leave here or what's the sick leave policy?

6 A. You get so many hours per week or per month or
7 whatever it is.

8 Q. And when you call in sick, what happens?

9 A. You just call in sick and they take you off the
10 flight and they use your sick time to pay you for it, and
11 that's it.

12 Q. Is there any follow up that you're required to do as
13 a pilot once you've called in sick?

14 A. Sometimes you're going to have to bring a doctor's
15 note if you need to and sometimes not. If you're just sick
16 because you have a cold or something, you're off for a couple
17 of days. So --

18 Q. When was the last time you called in sick?

19 A. I never called in sick at Colgan.

20 Q. Never?

21 A. Never.

22 Q. Is that by luck or by choice?

23 A. I guess I got lucky. I really have never done it,
24 you know.

25 Q. Thank you, Captain.

1 A. You're welcome.

2 BY MR. COX:

3 Q. Okay. Now it's getting a little long. Let me get
4 into just some clean up items.

5 A. Sure.

6 Q. Okay. Is the Q400 susceptible to tail stalls?

7 A. I haven't seen anything that says it's not.

8 Q. In your observations of pilots in the simulator
9 flying the line, what would cause a guy to lose track of his
10 power -- back at idle?

11 A. Typically, they're distracted by something else or
12 they typically forget. I've given plenty of PC checkrides and
13 one area that I always see a lot is when they do the circle to
14 JFK, they hit the final approach fix, they pull the power back
15 to idle, they're coming down 1,000 feet a minute and right
16 about 1,000 feet they are breaking up, there's the runway, the
17 autopilot levels off the airplane and they're looking at the
18 runway, they begin to think about the circle and they forget to
19 bring the power up, and they miss the ball. The next thing you
20 know, a stick shaker comes on. They just busted the
21 maneuvering.

22 Q. And that sounds like a training scenario that you've
23 seen?

24 A. Plenty of.

25 Q. Does Colgan have any kind of a program for pilots to

1 be tracked by the management if, for instance, they've been
2 shaking in some area; that is, they're qualified but they're
3 being monitored or tracked or given additional attention over
4 time?

5 A. Yeah, as a matter of fact, we do. I mean last year,
6 we got a call about FO that a captain felt that they were not
7 necessarily up to speed.

8 Q. Uh-huh.

9 A. I was assigned to go and evaluate that first officer,
10 and I flew with him for like almost two weeks, and we put him
11 back on the line. So, yes, there is that program where if
12 somebody feels that somebody's not doing their job up to
13 standards, that they can call and say, hey.

14 Q. Is there a name for that program?

15 A. I don't remember what it's called.

16 Q. Okay.

17 A. I mean I know it exists because I did one last year,
18 but I don't know what it's called.

19 Q. As a check airman, are you aware of people who are
20 within that program?

21 A. No, I'm not. That's above my pay grade.

22 Q. Having gone into Buffalo, I'm sure, many times, have
23 you ever -- and I'm assuming you have.

24 A. Yes, I have.

25 Q. Have you ever noticed the glide slope behave in an

1 anomalous way, that is, any kind of rapid excursions of the
2 glide slope?

3 A. I have actually, yeah. There's a little balloon on
4 that glide slope and there's been like NOTAMs on it as well.

5 MR. JAQUES: Which one?

6 THE WITNESS: ILS-23.

7 BY MR. COX:

8 Q. I'm sorry. I didn't hear that -- ILS-23? Can you
9 describe what your personal experience is with having seen
10 that?

11 A. A slight ballooning and right back down.

12 Q. So how would the glide slope behave, just gradually
13 move?

14 A. Yeah, maybe like a half a dot deflection and right
15 back on.

16 Q. Can you recall whether you were left, right,
17 centerline, far out, where you were when that happened?

18 A. I don't recall. I don't.

19 MR. JAQUES: But you were always right down the
20 middle?

21 THE WITNESS: Yeah, exactly. I think I was on the --
22 I don't believe I was left or right of it. It was on the --

23 BY MR. COX:

24 Q. Have you ever had that happen when you were coupled
25 up?

1 A. I don't remember.

2 Q. Have you had any conversations with other Colgan
3 pilots in the crew room or any other experience where other
4 pilots would say, yeah, I saw that do that?

5 A. No.

6 Q. No. Do you recall what the NOTAM is or kind of what
7 the general guidance is just from memory?

8 A. It talks about a balloon on the glide slope.

9 Q. Is it a NOTAM?

10 A. Yeah.

11 Q. Okay. What is the additive for -- to your VREF when
12 you're setting your bug if you know you're going to be in ice?

13 A. It's plus 20 knots.

14 Q. Do you keep any written records during the time that
15 you're doing sim training for someone, about how they're doing?

16 A. It's all kept in their training record that -- when
17 you're done with their training, you just fax and mail all the
18 paperwork in but I don't keep any of that stuff personally.

19 Q. But say for instance, you're taking somebody through
20 training, sim tech training --

21 A. Right.

22 Q. -- you do keep some written notes about their
23 performance on that particular training ride?

24 A. You mean on the checkride or --

25 Q. No, no. I'm asking now in a training environment.

1 A. No, I mean it's all kept in their training folder.

2 Q. Sure. So if you were the instructor, for instance,
3 in a simulator, you would have some notes about how Joe did
4 today?

5 A. Well, they're my students. I keep like mental notes
6 on the person, but I don't write it down.

7 Q. You don't write it down?

8 A. Well, I'm with them every day.

9 Q. Okay.

10 A. So if they're struggling with stalls today, then I'm
11 going to keep an eye on you for that and, you know, if he's
12 doing --

13 Q. I understand that. What I'm driving at -- say for
14 instance, you call in sick and they've got to put another
15 instructor on your, you know, to carry on with lesson 4, how
16 would --

17 A. Then you -- I would write the notes on the training
18 folder and leave a note for the next instructor who is going to
19 take him through.

20 Q. So when you're completed with that person's training,
21 what happens to those notes?

22 A. They're not -- they're like notes on, you know a
23 piece of paper.

24 Q. It's not kept?

25 A. No. It's just -- the training crew itself doesn't

1 have a place to keep notes like that.

2 Q. Uh-huh.

3 A. They're graded on a scale of 1 to 5 on the different
4 areas that we're teaching them and they're going to be tested
5 on, but there's no official note that we write out.

6 Q. So let's say we're going to through and we're doing
7 an initial on Rebecca, say going through --

8 A. Okay.

9 Q. -- and we've got a training folder. Today we're
10 going to engine out approaches and missed approaches. You're
11 going to do a level 1 through 5 on engine out approaches and
12 missed approaches --

13 A. Right.

14 Q. -- and that's going to be in that training record
15 someplace, right?

16 A. Correct.

17 Q. And today she didn't do so good; we gave her a 3.

18 A. Right.

19 Q. And then tomorrow she does great, she gets a 5,
20 something like that?

21 A. Correct.

22 Q. Okay. So that is kept someplace?

23 A. That's in her training folder.

24 Q. And that's in the training folder.

25 A. And if she's doing fine, and there's no reason for me

1 to tell another instructor, hey, you know, she's really
2 struggling with this, we need to work on that, she could just
3 take her training folder, give it to the next instructor --

4 Q. Sure.

5 A. -- and just by looking at her progress along the week
6 or along the sessions and how many 2s or 1s or 3s she's got, by
7 the end of her training session she has to have 1s on all --

8 Q. Ones are good.

9 A. -- the categories.

10 Q. One is good.

11 A. Five is --

12 Q. Five is not good?

13 A. No.

14 Q. That's the Japanese number 10?

15 A. Yeah, exactly.

16 Q. All right. Same thing on IOE, you're going to go up,
17 presumably you're going to stay with this person but maybe for
18 some reason you're going to hand them off.

19 A. Okay.

20 Q. What kind of records would you keep in terms of
21 writing when you're with that person, to just sort of keep
22 yourself mentally up to speed that they've done the things
23 they're supposed to do and that you could tell another
24 instructor if you needed to?

25 A. They have their training records as well, for the IOE

1 where we keep track of the likes and what have -- how many
2 landings and what have you. And then if you're going to hand
3 them off to another instructor, you typically talk to that
4 instructor and bring him or her up to speed on their progress,
5 hey, you know, it looks like -- she's doing great. He's doing
6 great. They just, you know, need another 5 hours before
7 they're done for their 20 hours of whatever it is that they're
8 doing or, hey, you know, make sure she gets flaps 35 landing or
9 flaps 50 landing, that type of thing. So we brief each other.

10 Q. So it sounds like it's mostly verbal.

11 A. Yeah. I mean if there is anything even verbal to
12 say. If there's not -- if they're doing fine, then they just
13 get their training record and they're good to go.

14 Q. So at the end of IOE, you're signed off if
15 everything's cool, take the training record and give it back to
16 somebody.

17 A. When you sign somebody off, you fax their training
18 records to Valerie and then you mail the hard copies of the
19 paperwork to the training department.

20 Q. I've got a question about flight guidance systems for
21 my own edification. You've got autopilot integrated with
22 flight director. I understand when we get a stall warning that
23 the autopilot comes off.

24 A. Okay.

25 Q. Do you have any idea what the flight director does?

1 A. The command bars would -- well, we teach them to
2 ascend typically. It's off already but if you're flying on the
3 autopilot, and it just drops off because of a stick shaker, I
4 would imagine it would still be upon the screen.

5 Q. So thinking it through just a little bit, you're in
6 altitude hold, the autopilot comes off, any idea what it would
7 be commanding?

8 A. Unless it kicks out of the mode that it's in, which
9 is altitude hold, it would be commanding the person to a pitch
10 that would maintain their altitude is what I would imagine.

11 Q. I really don't know. I mean --

12 A. I'd have to test it in the sim.

13 Q. Yeah, I mean like we might need to go do that
14 actually. I want to encourage you if you think of anything
15 additional that is important to us in our inquiries, please let
16 us know. You know our phones are common. Tim's got our
17 number. Everybody can reach us at anytime.

18 A. Okay.

19 Q. Once again, our goal is to get to the bottom of this
20 and we appreciate your assistance.

21 A. Thank you for having me today.

22 Q. Do you have any additional thoughts or comments that
23 you wanted to provide?

24 A. You've been pretty thorough. So thank you.

25 Q. Good.

1 MR. SIMPKINS: I just have one last question.

2 MR. COX: Oh, sure.

3 BY MR. SIMPKINS:

4 Q. In your IOE requirements, do you have -- flap 15,
5 flap 35 landing.

6 A. Sure.

7 Q. Do you have a 50 landing or do you just do that in
8 the sim?

9 A. No, that's only sim, yeah.

10 Q. And there's nothing to do an increased REF speed
11 landing in training?

12 A. Nothing in our syllabus says land that way, no.

13 MR. SIMPKINS: That's it.

14 MR. COX: That's all we need, Tim.

15 (Whereupon, 11:00 a.m., the interview in the above-
16 entitled matter was concluded.)

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CERTIFICATE

This is to certify that the attached proceeding before the

NATIONAL TRANSPORTATION SAFETY BOARD

IN THE MATTER OF: CRASH OF CONTINENTAL CONNECTION
 FLIGHT 3407, OPERATED BY
 COLGAN AIR, INC.
 FEBRUARY 12, 2009, 2217 EST
 CLARENCE, NEW YORK
 Interview of Sam Omair

DOCKET NUMBER: DCA-09-MA-027

PLACE: Washington, D.C.

DATE: March 9, 2009

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

Kathryn A. Mirfin
Transcriber