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Journal of Aviation/Aerospace Education and Research: A Why, What, and How Story

Henry R. Lehrer Ph.D.

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ous review. This segment of the evaluation process has three major purposes:

1. To examine in detail the information provided by the institution and to determine if the information is a reasonable and accurate assessment of the institution, particularly with regard to: (a) Organization, control, and administrative support for the institution and for the specific program(s), (b) breadth, depth, and quality of the aviation academic program(s), (c) breadth, depth, and quality of faculty, staff, and administration, (d) admission, retention, and graduation criteria, and number of students admitted, enrolled, and graduated, (e) career opportunities and student placement, (f) faculty teaching loads, research commitments, and non-teaching requirements, (g) physical facilities and support, and (h) financial support.

2. To evaluate intangible qualities which do not lend themselves to quantitative

analysis. Issues of faculty, staff, and student morale; intellectual atmosphere; caliber of the faculty, staff, and students; character and caliber of faculty and student work, are intangible factors which are difficult to document yet have profound effects on the overall quality and conduct of the programs.

3. To assist the institution in identifying and assessing its weaknesses and strengths.

In order to be considered for accreditation, collegiate aviation programs must be designed to prepare graduates to function at the level of aviation professional.

DEFINITION OF AN

AVIATION PROFESSIONAL

An aviation professional is one who employs a common body of knowledge gained by study, experience, and practice, and applies it with imagination, intuition, judgment, competence, reason, ethics, integrity, and responsibility, to the design, management, and operation of the safe and efficient national

and international aviation and aerospace systems, for the benefit of mankind.

Interpretive Notes: This definition implies the safe and efficient management and operation of the vehicle in the aviation and aerospace systems, and the design, management, and operation of the safe and efficient aviation and aerospace systems in which the vehicle operates.

The collegiate aviation accreditation process acknowledges the need for broadly educated individuals who are specifically qualified in aviation, requiring the preparation afforded by a traditional four year baccalaureate program experience. It is time for the aviation education profession to assume responsibility for establishing a set of professional standards and criteria for aviation education. The CAA "Accreditation Standards Manual" represents a praise worthy response to this challenge.



JOURNAL OF AVIATION/AEROSPACE EDUCATION AND RESEARCH: A WHY, WHAT, AND HOW STORY

Henry R. Lehrer

The "publish or perish" question has finally found its way into this nation's college and university aviation programs. No longer is a charming personality, longevity, or total flight hours going to "cut the mustard" in academe. Collegiate faculty members are going to have to be able to write and do research and then get their ideas published. This may sound like a simple order, but there are several problems in the process that I would like to share with you.

The first is that many college and university aviation faculty members have let their writing skills fall somewhat into a state

of disrepair. The second is that there are few if any scholarly journals that are interested in aviation or aerospace issues.

The what question is "What kind of aviation publication would be interested in the scholarly work of a college professor?"

What has been needed desperately for many, many years is a refereed journal devoted to issues that the aviation/aerospace community, be it the industry or the educational institutions, see as critical. A refereed journal is a publication that uses a blind review process for manuscripts that are submitted for consideration for publication. JAAER uses a minimum of three peer reviewers for each manuscript. Each reviewer is a subject matter specialist and/or a practicing professional in that field. Each referee indicates whether the manuscript should be accepted for publication, accepted with revisions, or rejected; the editor makes a final decision and informs the author.

As you are aware, there is now a refereed journal for the aviation/aerospace community. As far as the "how did we do it", I must say it was done with little money and a lot of sweat equity. My institution has graciously supported the Journal since our first issue was published in April

of 1990. However, the expectation is that in the future most of our support will come from subscriptions and donations.

I am pleased to announce that during the first fiscal year, May 1 to April 30, 79.5% of the Journal budget is derived from subscriptions and only 20.5% is funded by ERAU funds. The Journal has over 230 professional members, 6 institutional libraries as subscribers, and 5 student memberships.

Of our total budget, 40% is for administrative and secretarial support, 35% is for printing costs, 10% is for travel, and 5% is for general supplies. For the next fiscal year, I have submitted a budget which reflects three issues per year rather than I hope that within the next years, we can publish on a quarterly basis.

I would like to encourage you and your organization to consider becoming a sustaining sponsor for the Journal. It is imperative that I begin to establish a base of minimum support that will serve as a

foundation. Perhaps your organization might be able to help us with a small grant this next fiscal year. The minimum cost for any of these programs is a few hundred dollars. We do not advertising but are very willing to list you conspicuously as a sponsor.

The need for the sharing of ideas among university aviation educators and with individuals in our government and the aviation industry has never been more important than it is today. As we all know, the air transportation system, particularly since deregulation, has grown as few could have imagined. With this growth has come a need for the aviation industry and higher education to work jointly to solve a number of exceedingly pressing problems. One of the best ways to solve many of these problems will be through communication in the form of an exchange of ideas.

The *Journal of Aviation/Aerospace Education and Research* stands ready to assist this effort. Can we count on your help?



THE FAA AND AVIATION EDUCATION

Phillip S. Woodruff

First, I want to compliment GAMA, and especially Frank Mitchell, for arranging this "Issues" luncheon--and I want to thank each of you for your participation in and contribution to the success of this event. I hope we are able to continue such forums for many years to come. This conference is much different from most of the events that many of us attend throughout the year. For example, rather than speak about WHAT we do at FAA, Frank asked me to explain WHY we at FAA do what we do in terms of aviation education.

I suppose that's a fair question, and I'll do my best to give you an answer in the few minutes

that we have to share together, but that task is a bit like asking me to describe the universe and

give two examples.

Actually it is a very fair question, not only for the Federal