

Program Review Action Plan – Progress Report
Faculty of Business and Computing - Aviation

Recommendation	Progress to Date	Status	To be done
1. “UFV is now free to collaborate with other flying schools to create an aviation-aerospace pathway within their program that would attract individuals who are interested in or are already working in various fields of aviation and aerospace” (Prog. Rev Ex. Rev. Report, p.2).	The School of Business now has an exhaustive list of all (DLI) flying schools in BC and Canada. They have all been contacted and informed about extending our credit recognition.	<u>Implemented</u>	
2. “A large proportion of aviation students are lost to the Bachelor of Integrated Studies, which is more generous in terms of credit recognition”. (Prog. Rev Ex. Rev. Report, p.2) – this problem is emphasized a bit later in the report: “The School of Business is aware of the credit recognition discrepancies between the Bachelor of Integrated Studies and the Diploma or Bachelor of Business Administration in Aviation and is working to address the situation. Given the evolving competitive environment, this should be done as quickly as possible – preferably under firm deadlines” (Prog. Rev Ex. Rev. Report, p.3).	The increase of credit recognition for Transport Canada Pilot licenses was validated in the Summer of 2023 and implemented in our program in the Fall of 2023.	<u>Implemented</u>	
3. “Enrolment numbers in aviation programs are rather modest and conversion rates are disappointing. The admissions to applications ratio appears a little low but has been over 30% for the BBA Aviation over the last three years reported, which is comparable to several other business schools (and much higher than for the most	The two key factors previously identified as contributing to the low graduation rate have been addressed: • Credit recognition for pilot licenses has been expanded (refer to the progress update for Recommendation 2). • The Aviation concentration within the	<u>Implemented</u>	

prestigious schools). The low graduation rate in the aviation programs is a major problem. Two causes for this were reported: the challenge for student pilots to accumulate flying time, and, more importantly, the switch to the Bachelor of Integrated Studies (BIS), a program that offers more generous credit recognition allowing students to graduate more quickly” (Prog. Rev Ex. Rev. Report, p.5).	BIS program has been officially discontinued following approval by the UFV Senate in March 2025.		
4. “Universities need to address this by offering different entry and exit points, and by freeing themselves of the “program” paradigm as much as possible. This is particularly true for practice-oriented programs such as UFV’s Diploma and Bachelor of Business Administration in Aviation. Recognizing professional experience and awarding credits for it is crucial. Micro-credentials in aviation are an avenue to consider for UFV, especially given the interest of province for this new trend in education” (Prog. Rev Ex. Rev. Report, p.2).	A micro-credential titled “<i>Leading Productively in Aviation and Aerospace</i>” has been developed by a leadership expert from the UFV School of Business. Although delivery has been delayed due to a change in leadership within the original industry partner organization, plans are in place to offer the program more broadly to the aviation sector, including through online delivery as a targeted training for aviation-related industries.	<u>Implemented</u>	
5. “The creation of a potential “non-pilot” pathway is mentioned numerous times in the self-study. This idea has considerable merit; however, the expression “non-pilot” has a negative connotation. We recommend replacing it by the term aviation-aerospace” – in relation to that, “It might not be necessary to formulate different learning outcomes for the new aviation-aerospace pathway (though these might need to be updated, see below). LO7 – “Operate aircraft; they use visual or instrument flight rules to safely operate single or multi-engine”	The development of a non-pilot pathway has been delayed due to the departure of two subject matter experts from the School of Business over the past two years. Despite this challenge, the School successfully appointed a new Chair in Aviation, who commenced in Fall 2024. Since then, aviation-related courses have been restructured and updated, creating the necessary foundation to initiate the development of the non-pilot pathway. A Program Working Group has been	<u>Ongoing</u>	

– could simply be replaced by a more general learning outcome” (Prog. Rev Ex. Rev. Report, p.3).	established and will actively work on this initiative during the upcoming academic year.		
6. “The marketing strategy should reach out to all flying schools but also to diverse organizations in the aviation supply chain. These recommendations are based on the underlying assumptions that the School of Business has some decision power concerning marketing and branding decisions” (Prog. Rev Ex. Rev. Report, p.4).	This initiative experienced delays due to the absence of an Aviation faculty member for a full academic year. Nevertheless, a comprehensive list of flight schools across Canada has been compiled, and a targeted marketing campaign has recently been launched in collaboration with UFV. These efforts will enhance UFV’s visibility and reputation in aviation-related education.	<u>Ongoing</u>	
7. “Other avenues to grow enrolment could include establishing partnerships with different flying schools to offer accelerated pathways to their students (this could be done through PLAR)” (Prog. Rev Ex. Rev. Report, p.4) – this aspect is also emphasized later in the report: “PLAR does provide the aviation programs as well as the School of Business and UFV as whole with an indisputable advantage. In a post pandemic era where academic institutions need to reinvent themselves and become more accessible, becoming a leader in PLAR is a very smart move” (Prog. Rev Ex. Rev. Report, p.7).	PLAR is expected to play a key role in diversifying UFV’s aviation programs. However, the development of an effective PLAR framework was contingent upon the extension of credit recognition for Transport Canada-issued pilot licenses, which will determine the number of credits eligible for PLAR within the programs. A Program Working Group has been established to explore the development of a non-pilot pathway, in which PLAR will be a significant component. The group is scheduled to meet monthly from Fall 2025 through Spring 2026.	<u>Ongoing</u>	
8. “Other recommendations concerning Indigenization, gender diversity, experiential	The partnership with the First Nations Technical Institute (FNTI) is contingent	<u>Ongoing</u>	

learning, micro-credentials, executive training, faculty renewal and fundraising were raised as discussion points in the last section of the present report” (Prog. Rev Ex. Rev. Report, p.4).	upon the implementation of extended credit recognition for pilot licenses, which has been introduced in the current academic year. The newly appointed Chair of Aviation is aware of the importance of this initiative and will lead the efforts to advance the partnership. Under the leadership of the newly appointed Chair of Aviation, a new aviation-related student club has been established. The club actively organizes events, panel discussions, and mentorship sessions, featuring alumni, current pilots, and industry experts who share their experiences and provide valuable guidance to students.	<u><i>Implemented</i></u>	
9. “While the integration of experiential learning is one of UFV’s education goals, the school does not seem to have expanded much effort toward that goal beyond cooperative education” (Prog. Rev Ex. Rev. Report, p.5).	The Co-operative Education option offers students in the BBA (Aviation) degree program the opportunity to obtain paid, career-related work experience in their field of study during their education at UFV. Pilot positions are not included in Co-op employment opportunities. After completing their first year of study, Co-op students alternate between full-time and paid employment semesters. For more details, see the following links: https://www.ufv.ca/calendar/current/ProgramsA-B/AV_DEG.htm https://www.ufv.ca/calendar/current/General/COOP.htm	<u><i>Implemented</i></u> <u><i>Ongoing</i></u>	

	The idea of developing a practicum for our aviation students is directly related to how we can engage with aviation-related industries in the region. Having only one pilot pathway narrows the possibilities of collaboration. In this context, enlarging our access to our Aviation programs is a necessary condition for developing a meaningful practicum for our students and for regional industries.		
10. “Program learning outcomes, though well formulated and measurable, need to be updated. In particular, the seventh learning outcome (“Operate aircraft”) is too restrictive given the School of Business’ desire to attract students from different aviation and aerospace trades. It is not clear to which extent the assurance of learning process (i.e. evaluating the extent to which program learning outcomes are achieved by students) differs from the in-course evaluation of student work. Distinguishing the two will be important in order to achieve accreditation by the Association to Advance Collegiate Schools of Business (AACSB). Curriculum mapping will also help the School attain AACSB standards” (Prog. Rev Ex. Rev. Report, p.6).	The PLOs will be updated in Winter 26 when we have a non-pilot pathway for our programs. Depending on the type of education pathways we will have (helicopter pilots, non-pilots, etc.), the PLOs will be updated accordingly.	<u>Ongoing</u>	
11. “Strategic planning should be conceptualized as a higher-level process. The formulation of learning outcomes could be considered as a step towards the implementation of the strategic plan” (Prog. Rev Ex. Rev. Report, p.6).	In 2024, the School of Business created and developed a new strategic plan in which Aviation has been clearly identified as a differentiating program. This academic year is the first year of implementation. The idea of creating a	<u>Ongoing</u>	

	specific Aviation advisory board is directly related to our ability to develop a non-pilot pathway – once we know the type of educational pathways we can offer, we will be able to identify the key/relevant stakeholders for this board.		
12. “The School should be commended for including a Professional Selling course in the program. Sales management is a topic too often ignored by the field of marketing, despite its importance to business success. Registering for a social science elective other than in economics ensures a more well-rounded education. Business analytics and supply chain management courses are missing from the curriculum, however. Besides, not all the quantitative courses appear relevant. (A growing number of business schools are reassessing these courses to ensure the relevance of the topics covered)” (Prog. Rev Ex. Rev. Report, p.6).	These changes will be part of the development of our non-pilot pathway. The School is currently exploring the channels through which supply chain management course/micro-credential can be developed	<u>Ongoing</u>	
13. “The recognition of additional PLAR credits towards the Aviation BBA and Diploma will provide additional opportunity to refresh the curriculum by eliminating non-essential courses, as suggested by the private consultant hired to review the Aviation programs. Additionally, the suggestion to add EDI content to the curriculum is a good idea given how male-centric the aviation sector is” (Prog. Rev Ex. Rev. Report, p.6).	PLAR will be explored in the context of developing a non-pilot pathway for our aviation programs. The program working group has been formed and will be active starting from June 2025, with a target of June 2026 for the development of a PLAR-related framework non-pilot pathway. The development of a PLAR framework required the full implementation of our credit extension for our existing pilot pathway.	<u>Ongoing</u>	

14. The panel members invite the School of Business to “explore executive aviation education” (Prog. Rev Ex. Rev. Report, p.7).	In Fall 2023, a customized micro-credential has been developed for (and in collaboration with) Cascade Aerospace. While the curriculum was ready to be delivered, a double change in the leadership of Cascade Aerospace led to a restructuring of the educational branch of the company that led to a pause of this initiative. The objective is to replicate this initiative with other aviation-related industries.	<u><i>Implemented/On going</i></u>	
15. “The university are active researchers with highly relevant research agenda. This indicates a smooth transition to a more research-centered institution. However, a renewal of aviation faculty will be necessary to grow the aviation programs. Forty percent of all courses are taught by per-course instructors in the School of Business. While sessional instructors are valuable resources as they share practical experience with students, it is important to have mechanisms in place to ensure that instructors stay current. This will be important if the School of Business is seeking AACSB accreditation” (Prog. Rev Ex. Rev. Report, p.7).	A new academic chair was appointed in September 2024. Aviation is a very practical field, and finding a research-oriented faculty member is not easy, especially due to the scarcity of this kind of profile, which is in high demand (with high salary) on the market. A pragmatic way to avoid the potential problem with AACSB is to exclude our Aviation programs from the AACSB scope and focus on a more practical aviation-related accreditation AABI. Our new academic chair will work on our eligibility criteria for this accreditation.	<u><i>Implemented</i></u>	
16. “The aviation programs could be used as an opportunity to contribute to the Indigenization agenda of the University of the Fraser Valley. Air transportation is an instrument of self-determination for northern Indigenous communities, and Indigenous carriers are important players in the Canadian aviation sector. PLAR could	The change in Cascade leadership made collaboration with them difficult because the company decided to restructure /reduce their education section. The School kept the idea to work on the use of drones as a way to attract Grade 12 students and as a way to work with Indigenous communities. The school	<u><i>Ongoing</i></u>	

create pathways for members of Indigenous airline companies” (Prog. Rev Ex. Rev. Report, p.9).	currently interact with Lil’Wat First Nations to explore further collaborations.		
17. “It is clear that faculty renewal will be essential if the School of Business plans to grow its aviation programs. There is an opportunity to recruit junior faculty who have received research training during their doctoral studies, and to create a portfolio of intellectual contributions in aviation management and engage in research programs with direct impact on the aviation and aerospace sectors. Such research capabilities would complement well practical expertise already present in the School. Research funding could be available through programs such as Mitacs, through government agencies and trade associations” (Prog. Rev Ex. Rev. Report, p.10).	We hired one new experienced faculty member; however, one of our Aviation faculty members resigned to start a new position in NavCan. As the program grows, we hope to hire an additional faculty member in aviation as well as explore additional support.	<u>Ongoing</u>	
18. “The School of Business and the University of the Fraser Valley should consider looking for a name donor for its aviation programs. A transformational gift could be used to offer bursaries to Indigenous and female students, to fund research, international field trips, and to provide experiential learning opportunities to students” (Prog. Rev Ex. Rev. Report, p.10).	Finding a name for the aviation programs is a priority, but putting our programs at their best is important to ensure a good endowment. With this in mind, the donors will be contacted when the programs are updated (new non-pilot pathway) and an accreditation (AABI) for our programs. Then, we will be in a good position to formulate our value proposition to contact potential donors.		<u>To be done</u>
Notes: see attached Memo			
Progress Report Completed by: Chris Schinckus, Dean, Faculty of Business and Computing Date: April 10, 2025.			

