

Aviation

Faculty of Business & Computing

Dean's Summary

Submitted by:

Dr. Chris Schinckus, Dean, Faculty of Business & Computing

Accepted by:

Senate in February 2023

Academic Planning and Priorities Committee in January 2023

MEMORANDUM

Academic Planning and Priorities Committee

APPC Chair: James Mandigo

APPC Assistant: Melinda Saretzky

TO: Gerry Palmer, Vice Chair, Senate

FROM: James Mandigo, Chair, Academic Planning and Priorities Committee

CC: Chris Schinckus, Dean, Faculty of Business and Computing

Claire Carolan, Associate Director, Program Development and Quality Assurance

DATE: January 26, 2023

RE: Aviation Program Review

The Aviation Program within the Faculty of Business and Computing underwent a program review in 2021-22. The Academic Planning and Priorities Committee reviewed all of the documentation related to the program review and accepted them at its January 25, 2023 meeting and recommend to Senate for approval.

The APPC recognized the great work on this excellent program review and it was noted that the program working group appreciated learning new things about the program and has started some of the work on the action plan. The College of Arts offered their assistance with a portion of their action plan related to the Bachelor of Integrated studies, and encouragement to seek additional consultation from the Faculty of Applied and Technical Studies was given because of their experience and continued relationships with community partners.

SUGGESTED MOTION:

THAT Senate accept the Dean's Summary Report of the Aviation Program Review as presented.

Attachments:

- Memo to APPC
- Dean's Summary Report

Remainder of the documents located:

- UFV Drive: H:\UFVinfo\APPC
- Blackboard: COM-APPC (Senate Committee – APPC)



Bachelor of Business Administration – Aviation
Faculty of Professional Studies
Dean’s Summary

Submitted by:

Dr. Christophe Schinckus, Dean, Faculty of Professional Studies

With a special thanks to:

Sue Brown, Advisor, School of Business

Quan Cheng, Associate Professor, School of Business

Rod Hayward, Director, School of Business



Executive Summary

Program review of School of Business Aviation programs occurred in 2021-2022, in accordance with Policy 189, and culminated with a site visit on May 5th and 6th of 2022. The External Review Report (ERR) was received on July 11, 2022, and an initial response was provided by the department in October 2022.

The Aviation program review committee (APRC) included, for a time, the Director of the School of Business (SoB) and now Dean of Professional Studies and the Aviation chair and advisor in the SoB. The Program Review was informed by the SoB program review committee as well as the Dean's scope letter.

APRC drew on data provided by Institutional Research, historical records of Aviation programs at UFV and surveys conducted with students. The External Review Committee (ERC) met with several stakeholders, including students, faculty, staff, and members of UFV's senior administration. They also toured the campus to assess facilities and supports for faculty and students. Programs under review include the Bachelor of Business Administration (Aviation) degree (BBA – AV) and Business Administration (Aviation) diploma (AV Dip). Both programs are administered by the School of Business, within the Faculty of Professional Studies.

The School has a total core faculty of 31 full-time tenure-track professors as well as 11 sessional part time instructors; it is also worth noting that a number of guest speakers are regularly invited to deliver presentations and participate in lectures. Most of the faculty members have significant professional experience and international backgrounds; according to UFV regulations they are required to teach seven courses per year, representing 60% of their total workload, while 40% is dedicated to research or service.

The School and the Dean appreciate the time, energy, and thoughtfulness of external reviewers. They made several suggestions and comments that will be helpful as the School moves forward with Aviation programs.

Supportive comments in the review included how resources are spared by having the Bachelor degree and the Diploma share courses, that there is high level support for aviation programs from UFV – a sentiment shared across stakeholder groups of staff, faculty, and university leadership as well as a recognition that the programs strengthen the brand of the university. Other positive elements of the UFV institutional context include the Teaching and Learning Center as well as the newly appointed Prior Learning Assessment and Recognition (PLAR) Manager, who brings valuable expertise to the table and will reduce faculty workload with respect to credit recognition.

The external report identified several issues that the APRC knows of, many of which were being addressed before and after submitting the self-study and receiving the external report. Those issues include increasing the credit recognition of flight training and relevant standards set and enforced at the federal level as well as broadening the scope of academic Aviation programs in the School to better reflect the diversity and depth of the Aviation sector in and outside of Canada. Please see the External Review's recommendations and response of the Dean below:

Action Plan on Recommendations and Implementation Schedule

The following recommendations have been extracted from the BBA Aviation Program Review, requiring a reply and an action. This document lists the action plan the School of Business (SoB) will implement for the BBA Aviation. When possible, a schedule for implementation is provided for the initiatives presented in this report.

Recommendation 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).

UFV had a long-term partnership with a specific flying school. It is best to recognize federal licenses and ratings within a Pilot pathway to standardize the recognition. Using Transport Canada allows students from all stages of life to participate in the program. Over time UFV will have a pool of flight trainers to build a relationship with. The next step is defining a communication strategy to reach flying schools in the province and even in Canada.

One of our standards for relationship building is through collaboration with flight trainers who have [Designated Learning Institute \(DLI\)](#) for international students and, [flight trainers who are eligible for BC Student Loan funding](#) for domestic students.

Action: The Aviation Chair will list the relevant flying schools operating in British Columbia and Canada

Schedule for implementation: Summer 2023.

Recommendation 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).

Continuing to use many of the academic program requirements in the current SoB Aviation programs, the SoB proposes an increase in the total number of credits awarded by UFV for Transport Canada flight training licenses and ratings, from 15 to a minimum of 30 (and a maximum of 39) credits. The increase reflects the recommendation made by the program's reviewers and the review of the practices implemented by other post-secondary institutions offering an aviation-related program. It positions UFV as a preferred institution for those completing flight training or current pilots wanting to continue their education and will contribute to growth in related enrollment. Students will continue to complete the 4-year credential in 4 years but will be able to balance their academic and flight training responsibilities by taking a full course load of 9 credits for many of their semesters as opposed to 12 or 15 credits per fall and winter semester.

Action: The director and the school is currently working on a proposal to increase the credit recognition for Transport Canada licenses.

Schedule for implementation: This process will be internally initiated early 2023 (i.e., memo supported by the school and the faculty council in February or March 2023 at the latest).

Recommendation 3:

“**Enrolment numbers** in aviation programs are rather modest and conversion rates are disappointing. The admissions to applications ratio appear 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 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).

Subject Matter Experts (SME) in Aviation agree that current flight training requirements are undervalued in terms of awarded credit (See the recommendation above about the AV credit increase memo). Increasing the credit recognition will have a positive impact in recruitment and retention of students in the program. Using Transport Canada federal standards allows students freedom to change flight schools to maximize the access to flight trainers and flying hours.

Action: The director continues to be attentive to this observation and the actions to solve this effect have been presented in the recommendation 2.

Schedule for implementation: Fall 2023 or Winter 2024

Recommendation 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).

This is an important point. The School fully agreed on this perspective and is working on 2 actions to deal with those issues.

Actions:

- 1) The development of an introductory microcredential (MC) with an aerospace company (Cascade) focussing on the promotion of leadership skills in Aviation/Aerospace working environment. The initiative is already in its curriculum development phase with a strong practice-oriented aspect and integrates the current needs of the industry in the program design.

Schedule for implementation: One School’s expert is currently working on the development of this MC with the objective to have the first delivery in September 2023 (or Spring 2024 depending on the need of the industry partner).

- 2) The development of an additional MC in Aviation and Aerospace using Associate Certificate model. The initial MC will be used as part of the credit requirements for the Associate Certificate two additional courses will also be created for this new credential that will be perceived as the second step (MC being the first) in our academic ladder toward the traditional aviation credentials: diploma and BBA.

Schedule for implementation: These projects are still in discussion, but it should be initiated in September 2023 for a first offer in September in 2024.

Recommendation 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” – could simply be replaced by a more general learning outcome” (Prog. Rev Ex. Rev. Report, p.3).

Agreement in School to use the term “Aviation-Aerospace”.

Aviation as a sector has multiple entry points and advancement opportunities. The BBA – AV needs flexibility in the recognition of standardized Aviation related credit by SME and external programs and/or professional designations. The proposed UFV recognition of Transport Canada credit represents a quarter or more of the program. Other programs and designations have potential for UFV recognition that may or may not exceed the amount of credit the BBA – AV can accommodate. With this purpose, it will be important to have UFV recognition prioritized for students to have potential to use those credits in alternate programs depending on their goals. Credentials, in and out of post-secondary using either

provincial or federal standards can be recognized with academic credit. Recognition of additional Transport Canada designations is a good place to start. Additional organizations such as [International Airport Transportation Association \(IATA\)](#) , [Canadian Council for Aviation and Aerospace \(CCAA\)](#) <https://www.avaerocouncil.ca/en> , [Air Transport Association of Canada \(ATAC\)](#) , [Airports Council International \(ACI\)](#)– [Canadian Airports Online College](#), [International Civil Aviation Organization \(ICAO\)](#) are under consideration.

The creation of an ‘Aviation-Aerospace’ pathway will allow the School to explore new forms of collaborations and partnerships with national and international stakeholders. For instance, it will be possible to recognize the experience and prior learning from students coming from all aviation-related working environment (airport; airlines etc.) so that our programs can help to upgrade/upskill their knowledge. At the international level, an ‘Aviation-Aerospace’ pathway will also allow the program to welcome students involved in diplomas and degrees in civil aviation management or airport management. It will also allow the development of various forms of partnerships (1+3, 2+2, and 3+1) with existing program in Aviation/Aerospace.

Action: The creation of an ‘Aviation-Aerospace’ pathway will require a major change of our program taking the form of the submission of a proposal to the Ministry of Advanced Education and Skills.

Schedule for implementation: The project will be initiated in September 2023 with a classical two-year horizon for the program development and approval

Recommendation 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).

The SoB is intending to work with a company from Quebec to have them developing SoB wide branding for UFV. In the short-term, revising SoB Aviation web content will start with cleaning content to clarify academic credit vs flight training, total credits in program and types of courses for program completion as well as recommended pacing of AV programs.

Action: The Aviation Chair in collaboration with the school will work on the rebranding of our Aviation programs will start as soon as the credit extension for the pilot licenses is achieved.

Schedule for implementation: Winter or Spring 2023.

Recommendation 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).

Agreed that PLAR offers significant opportunities to value experience and prior learning of our students’ coming from aviation-related industries. As explained in the previous recommendation; the SoB plans to enlarge the scope of its aviation programs by developing an ‘Aviation-Aerospace’ pathway that will allow UFV to improve its aviation programs’ flexibility through PLAR.

A UFV mission is to engage learners and a key aspect of engagement is emphasizing active and experiential forms of learning.¹ UFV recognition of TC licences and rating with academic credit operationalizes integration of experiential learning and articulation standards by using a Prior Learning Assessment and Recognition specialists to apply OREG standards. The PLAR manager has responsibility to create a transparent and consistent process while articulating recognition of learning from a non-traditional organization awarded institutional recognition at UFV.

Action: The full integration of PLAR in our curriculum requires an enlargement of our aviation programs that will probably take two years (see timeline for the recommendation 4).

Schedule for implementation: Fall 2024.

Recommendation 8:

“Other recommendations concerning Indigenization, gender diversity, experiential 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).

Several distinct actions will be initiated by the school to deal with these items.

Actions:

- 1) In terms of Indigenization and decolonization, the SoB plans to engage with [First Nations Technical Institute](#), which has a flight based a three-year Aviation diploma. Depending on goals of students there may be interest in having a 2 + 2 or 3 + 1 agreement. Furthermore, this agreement could help the SoB to learn about their flight training model with indigenous students so that we would better understand how we could build our program, potential students, community interest and curriculum design. Such partnership can certainly help the SoB's work on decolonization, inclusivity, e and diversity (not just BBA – AV).

Schedule for implementation: Fall 2023

- 2) The School plans to create a specific Aviation Advisory Committee in which Indigenous women (<https://www.iskwew.ca/>; <https://verticalmag.com/q-and-a/teara-fraser-first-indigenous-woman-launch-airline-canada/>) and women leaders in aviation will be involved. The Aviation

¹ <https://www.ufv.ca/media/assets/strategic-planning/Strategic-Plan-Implementation.pdf> pg 3

Chair will also reach out several organizations such as Woman of Aviation Worldwide (WOAW) to collaborate and promote diversity in the aviation-related industries.

Schedule for implementation: Fall 2023

- 3) The School is currently exploring the possibility to develop a mentorship framework inviting graduated/graduating female students to mentor/support their female peer students starting the programs. These mentors will also act as ambassadors of our aviation programs by promoting gender equality in the industry.

Schedule for implementation: Fall 2023

- 4) The potential hiring a female faculty with an expertise in aviation industry is currently under discussion.

Schedule for implementation: September 2024 or 2025 for the hiring of a female faculty in aviation.

Recommendation 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).

We can address this recommendation through three actions:

- 1) The SoB goal is to add specific language to calendar copy saying 6 credits of Co-op can be used as credits for program completion. This change will provide experiential learning to students outside of flight training.
- 2) There is a potential for our student-led business ‘UFV Enactus’ to engage more in Aviation specific initiatives. A discussion on this matter will be initiated.
- 3) The school is exploring an existing framework implemented in the College of Arts. Precisely, ARTS 380 offers 3 credits for 6-8 hours a week as a practicum over one semester (with Faculty guidance on reflecting on learning before, during and after learning experience). ARTS 380 exists and the SoB could replicate the model in a new course with natural partners such as Cascade and Abbotsford Airport.

Schedule for implementation: These changes require discussions at the curriculum committee with potential adjustments – these processes will bring use to September 2024 minimum to see the first practical implications of these changes.

Recommendation 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 Dean agrees with the recommendation. Program Learning Outcomes will need a revision to ensure we capture all aspects of aviation and define all types of Aviation accepted for program completion.

Action: The curriculum mapping is a larger exercise but the school plan to connect the curriculum with the updated program learning outcomes. The development of an ‘Aviation-Aerospace’ pathway and the update of the PLO's will offer a ground for a better integration of PLAR in our Aviation programs.

Schedule for implementation: : The revision of the PLOs and the enlargement of the aviation programs scope will take 2 years (Fall 24 or Winter 25).

Recommendation 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).

The SoB plans to develop a proper strategy for the Aviation programs. This strategy will include various aspects discussed above (i.e., creation of a new non-pilot pathway; definition of a new communication package etc.) and the following initiative:

Action: Creation of an Aviation sector specific advisory board. The direct and consistent industry connection will enable a strategic plan in relation to SoB Aviation but also be a vehicle to build stronger relationship with industry.

Schedule for implementation: Fall 2023.

Recommendation 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).

Agree that our programs need some updates – here are the actions that will be taken relation to that:

Actions:

- 1) There is an introductory marketing course (BUS 120) in the proposed changes to the BBA – AV and AV Dip. Airports and Airlines and other companies or organizations related to aviation benefit from employees understanding customer management/customer relations/selling a product. The School will interact with industry and external stakeholders to see if there is a need for a professional selling course (BUS 221) to be mandatory SoB AV programs.

Schedule for implementation: September 2024

- 2) The development of a business analytics and supply chain management courses are currently under discussion (early stage) in the school.

Schedule for implementation: September 2024

Recommendation 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).

The SoB needs to define transfer credit as both traditional transfer between accredited post-secondary and organizations with specific credentials, licenses, or designations the SoB assesses and determines as deserving of academic credit. There needs to be a distinction regarding recognition of non-traditional academic organizations or credentialing bodies that have clear, consistent/standardized training and assessment and traditional academic learning bodies that represent common transfer credit partners in post-secondary.

Action: The SoB is pursuing TC recognition which will result in transfer credit and be on UFV student record as academic transfer credit. The PLAR manager will control the process of reviewing submitted designation and articulating transfer credit on a student record.

Schedule for implementation: The director will be attentive to this point and the timeline will be reviewed and decided after the Transport Canada credit memo has been approved.

Recommendation 14:

The panel members invite the School of Business to “explore executive aviation education” (Prog. Rev Ex. Rev. Report, p.7).

UFV is well-known for its undergraduate programs and the School of Business does not currently offer any graduate degree or executive training. In this context, opportunities for traditional executive education are limited.

Action: Despite the background noted above, a school’s expert in leadership is currently working on the development of a MC to respond to the current needs of the regional industry (i.e. elaboration of succession plan; upgrading employees’ leadership skills etc.) This project can be seen as the very first step towards more industry-oriented programmatic initiatives in the futures.

Schedule for implementation: Development of the MC for Summer 23.

Recommendation 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).

Agreed with the recommendation.

Action: SoB has a goal of hiring an expert in aviation and will encourage existing content areas conduct research related to the field of aviation in various areas by providing extra funding. For example, accounting and finance area faculties would conduct research on sustainability reporting in aviation industry. A full-time research faculty in Aviation would be hired to lead the program and present aviation research topics in conferences and SoB Research events.

Schedule for implementation: A full-time tenure track position will be discussed for the 2024-2025 budget.

Recommendation 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 create pathways for members of Indigenous airline companies” (Prog. Rev Ex. Rev. Report, p.9).

Agreed with the recommendation.

Action: The School is currently collaborating with Cascade to explore how to create some attractive initiatives (i.e. land exploration with drones) aiming at raising the awareness of Aviation opportunities among Indigenous Youth. This initiative might offer new opportunities for credit recognition (drone licenses, for example).

Schedule for implementation: Development of a new MC in collaboration with the School of Computing for Fall 2023 or Winter 24

Recommendation 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).

Agree with this recommendation. This aspect has been discussed in the response to the recommendation #15.

Action: In a very first step, a restructuring of our programs is an absolute necessity so that we can rebuild our enrolment/graduation metrics and justify the hiring of a new faculty in aviation.

Besides encouraging existing faculties to conduct research in aviation and planning of hiring a full-time research faculty in aviation research. The School of Business is pleased to welcome our new Assistant for Quality Assurance, Accreditation, and Stakeholder Engagement. The individual graduated from UFV with a bachelor's degree in Business Administration, focusing on aviation. SoB is very excited about this hire for the School of Business and looks forward to having more staff with experience in Aviation.

Recommendation 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).

Yes, this is something the director and the dean will be attentive.

Action: The School will engage with potential donors for our Aviation program. The renaming of the aviation program requires first a restructuring of our offer so that we can enlarge the scope of our programs and therefore attract a larger pool of potential donors.

Schedule for implementation: The school hopes to initiate the engagement with the relevant pool of potential donors in Fall 2025.