

EQUIS Self-Assessment Report 2018



EQUIS Student Report 2018



Acronym/Term	Meaning
SLPP	Second Language Promotion Programme
SME	Small to Medium Enterprises
SMS	Student Management System
SMT	UC Senior Management Team
SMTI	Senior Management Team International
SSR	Student Staff Ratio
STEM	Science Technology Engineering and Maths
SVA	Student Volunteer Army
Tangata Tū, Tangata Ora	People Prepared to Make a Difference
Te Reo	Māori language
Te Whare Wānanga o Waitaha	Māori name for the University of Canterbury
TEC	Tertiary Education Commission
TEO	Tertiary Education Organisations
TIA	Tourism Industry Aotearoa
UC	University of Canterbury
UC LACE	University of Canterbury Language and Culture Exchange
UCBS	UC Business School
UCE	University Centre for Entrepreneurship
UCIC	University of Canterbury International College
UCSA	University of Canterbury Student Association
UNZ	Universities New Zealand
VC	Vice Chancellor
Wānanga	Māori centres of Tertiary Learning

Chapter 1 Context, Governance and Strategy

The EQUIS Standard

Mission

The School should have a clearly articulated mission that is understood and shared throughout the institution.

Governance

The School should have an effective and integrated organisation for the management of its activities based on appropriate processes, with a significant degree of control over its own destiny.

Strategy

The School should have a defined, credible and coherent strategy, realistically reflecting its market positioning, resources and constraints.

Strengths

- The School has a clearly articulated mission, vision and values statement, which informs its strategy
- The School has a strong market position and clear future strategic direction
- The School has robust academic quality assurance processes in place

Future Focus

- Continuing to embed sustainability and social responsibility throughout all areas of the School's operations
- Strengthening the School's international visibility and profile
- Developing national and international corporate and industry connections to support the School's teaching and research activities
- Reducing the reliance on student fee income, especially from China and India
- Improving the School's strategic planning processes



Overview

The University of Canterbury – Te Whare Wānanga o Waitaha (UC) is at the forefront of teaching, learning and research. UC graduates are enterprising, community minded, and globally aware. More importantly, they aspire to the UC's vision of 'People prepared to make a difference – tangata tū tangata ora'. Within this context, the School's planning, investment decisions and academic offerings are all driven by its mission to be 'In the Business of making a difference – Ke te whakapiki mana tā mātou mahi'.

In 2010/2011 seismic events literally shook up the Canterbury region – and UC with it. In order to attract and retain students, UC needed to shed its traditional reputation and move forward. It therefore seized the opportunity to transform itself, developing a range of innovative programmes and delivery techniques. Numerous new research opportunities also presented themselves, helping organisations deal with the reaction to, readiness for and recovery from significant natural disasters.

In the last eight years the School has developed a clear vision of being a highly respected, internationally recognised business school that makes a difference in society. It is now well on the way to achieving this vision. It has developed strong links with the local entrepreneurial community and is continuing to develop international linkages. Students therefore have increasing opportunities to interact with companies and social organisations in classes, internships and projects. The research profile of the School includes numerous high-ranking journal publications in a variety of subject areas. It also maintains a number of highly applied research projects that have had a direct impact on practice, in particular in the aftermath of the Canterbury earthquakes.

1.1 The Environment

1.1.1 The University of Canterbury within New Zealand's Tertiary Education System
New Zealand's tertiary education system encompasses all post-secondary school education. The system includes a range of public and private independent, self-governing tertiary education organisations (TEOs) that award tertiary education qualifications. UC is one of eight publicly funded universities in New Zealand, a country with no private universities. Under the Education Act (1989), universities, technology institutes, polytechnics (ITPs), wānanga (Māori centres of tertiary learning) and some private training establishments (PTEs) are empowered to

award Bachelor and Master degree level qualifications. However, only universities may award PhD degrees.

The New Zealand Education Act (1989) enshrines in law the principle of academic freedom. This protects the autonomy of universities, subject to a statutory, quality assurance framework. Like other New Zealand universities, UC is constrained by decisions of the national government, particularly as they relate to funding, which has decreased in real terms over the last decade, especially for non-STEM subject areas.

All New Zealand universities derive revenue from a mix of government funding, tuition fees, commercial activities and philanthropic support. Student tuition fees currently account for 28% of the total income of New Zealand universities. Government funding comes from the Student Achievement Component (SAC) and Performance Based Research Fund (PBRF). This accounts for 42% of universities' income, with research, commercialisation and other external sources accounting for 30% of income (Universities New Zealand 2018).

1.1.2 History of UC and the UC Business School
UC, also known by its Māori name Te Whare Wānanga o Waitaha, is New Zealand's second oldest university. It was founded by scholars from the University of Oxford in 1873 as Canterbury College, and became Canterbury University College in 1933. Following the dissolution of the University of New Zealand in 1961, UC became an independent, degree awarding university.

UC offers academic programmes from undergraduate to doctoral levels, and conducts research across most major academic disciplines. The University comprises five academic Colleges (Arts, Business and Law, Education, Health and Human Development, Engineering, and Science).

The origins of the School date back to 1906, when Canterbury College introduced the first Bachelor of Commerce degree programme in New Zealand (the history of the School since its creation is summarised in Table 1-1). In 2004, UC restructured into four Colleges and a School of Law, administering multiple schools and departments. In 2012, the School of Law merged with the College of Business and Economics to form the College of Business and Law, comprising a School of Business and Economics and a School of Law. In 2017, the School of Business and Economics was renamed 'UC Business School' to better align with the international market.

