

Lincoln University Investment Plan

2023–2025



LINCOLN
UNIVERSITY

TE WHARE WĀNAKA O AORAKI



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1. Strategic Intent: Mission, Role and Purpose

Who we are

Te Whare Wānaka o Aoraki Lincoln University exists to facilitate excellent research and education, to grow the knowledge of its students and to help shape a world that benefits from a greater understanding of the relationships between land, food and ecosystems.

As New Zealand's only specialist land-based university, Lincoln is unique amongst tertiary institutions. Great learning and growth are realised through generating impactful applied research, delivering industry-leading study programmes, offering world-class modern learning environments, and cultivating deep global connections, collaborations and partnerships to ensure that what we teach is relevant today and tomorrow.

The University has student-headcount roll at the end of 2021 of 3483 and 533 full-time equivalent staff. With three academic faculties, one teaching division, seventeen research centres and collaborations, and a range of corporate service units, Lincoln University draws its students from over 63 countries throughout the world.

Students are at the heart of all that we do at Lincoln, and the campus is celebrated for delivering an unparalleled student experience. Students are enabled to grow into their potential so that they can help shape a world that benefits from a greater relationship between the land, food and ecosystems; from food and fibre and agribusiness to viticulture to tourism to landscape architecture and more.

Learning and teaching takes place in an environment directed towards the success of individuals and groups of learners, both in person and online. Lincoln University's learner success framework, Manaaki Tauira, is an intersection of sector best practice with the University's values, to ensure that every Lincoln University student, beginning with Māori, Pasifika and disabled tauira, is supported to reach their potential.

In inspiring new generations of students to help grow a better future, Lincoln has developed market-leading capabilities that position us at the forefront of global land-based disciplines.

Throughout the COVID-19 pandemic, the University has maintained its close-knit community through dedicated outreach to staff and students, drawing on the Lincoln values of Students at our Core, Integrity, Innovation and Leadership, to sustain the cohesion of its whānau in the service of manaakitaka: looking after people.

Programme structure

Students at Lincoln University are supported in tailoring their learning experience to suit their specific individual needs and preferences, mirroring an approach championed by many of the world's leading universities.

This advancement, introduced in 2018, anticipated changing market demands and recognised a desire from students and industry for multi-disciplinary flexibility and the delivery of programmes cognisant of contemporary issues.

It came from the University embarking upon a process of identifying core disciplines to more effectively concentrate teaching and research resources in order to address the grand challenges confronting society.

The University seeks to provide new generations with the academic capacity to create and design solutions in the intersection between agriculture, water, tourism and conservation. Additional majors, introduced from 2018, allow students to incorporate a complementary focus in selected academic programmes. This ensures the University can deliver the multi-disciplinary job-ready graduates demanded by employers. Our graduates are the most likely to find employment in New Zealand, with an employment rate of 83 percent.

The Lincoln Connected Programme, launched in 2020, is the strategic offering of selected Lincoln University

diplomas and degrees in a fully online, asynchronous learning environment. These programmes support the knowledge and skills development of students who work, or aspire to work, in the land-based industries. In 2022, as many as ten percent of Lincoln University's enrolled students are now studying a Lincoln Connected programme, with the majority studying postgraduate programmes part-time while working in industry.

In response to growing industry demand for qualified graduates, a new major in brewing and fermentation has been added to the Bachelor of Science from 2022. A further graduate diploma in the same discipline enables graduates from other science backgrounds to specialise in this field. This offering enhances Lincoln University's teaching and research in food and beverage science for the benefit of industry.

Lincoln University continues to innovate in teaching, connecting students at all levels with the land-based disciplines. In 2022 it has re-established the Secondary Tertiary Alignment Resource (STAR) Programme to introduce motivated secondary students to learning in the domains of agribusiness and environment. Two first-year courses, Global Food Systems and Land, People and Economies, now enrol STAR students from across New Zealand and include virtual field activities for learners.

A new innovative partnership with leading New Zealand business T&G Global has been established, offering students a hands-on learning experience and pathway into employment in the horticulture industry. The two-year programme means students can earn a fulltime wage while gaining valuable, practical work experience as they study towards a Level 5 Lincoln University Diploma of Horticulture.

Small is big

Lincoln University's position as the smallest university in New Zealand gives a competitive advantage. The University offers a personable learning environment for its students, through long-established face-to-face teaching programmes, its online learning programme Lincoln Connected, and through the tools of remote learning adopted during the COVID period. Holistic and comprehensive approaches to student support foster a sense of community. Lincoln University's learner success framework, Manaaki Taura, and within its Disability Action Plan, will ensure that all learners are supported and connected to succeed as Lincoln University students.

Research

The University remains intimately connected to the quality of its research programmes and their application to real-world problems. Through its partnerships with leading like-minded organisations, including CRIs, iwi, central and local government agencies, industry and other universities, Lincoln University continues to take an active role in finding solutions to address challenges and effectively making the most of its collective expertise in helping shape a better, more sustainable world.

More recently a new online media platform, the Conversation, has been introduced for Lincoln researchers to raise the profile of their research, both nationally and globally. The new platform also enables the University to highlight and extend the reach of the distinctive and excellent research taking place. Its focus includes securing improved social, cultural, environmental and conservation outcomes in the areas of agriculture and food, environmental planning and resource management, tourism and recreation, agribusiness, biosecurity and other forms of land. All are areas critical to New Zealand's economy and social fabric.

Lincoln University performed among the top 26 percent in the 2023 QS World University Rankings, placing 368 out of the world's 2,462 best universities. The University is also positioned in the top 501-600 Times Higher Education (THE) World University Rankings, and fifth equal in New Zealand, increasing its scores in all five categories on previous years. This included an increase in citation scores, reflecting the number of times the University's academic research is acknowledged or cited by other researchers globally. Research, teaching and industry income categories also feature increased scores, while the international outlook measure remains the strongest indicator, currently ranked 28th globally.

Lincoln University's academic staff are high-quality researchers as well as teachers, publishing frequently in highly-ranked peer-reviewed journals. The University continues to invest in its researchers through the creation of new research Centres of Excellence and the targeted use of strategic research funds. Commercialisation initiatives in partnership with industry enable key findings to be transformed into products for the benefit of the food and fibre sector and the environment.

Harnessing the value of our land

Though diverse, Lincoln University does not attempt to offer everything; instead it focuses its resources on the areas in which it truly excels.

Lincoln University offers unique courses directly aligned with industry demand in the primary sector. This speaks to New Zealand's core identity and distinctive strengths of primary production, environmental management, agricultural commerce and tourism.

Lincoln students enjoy a wealth of opportunities to develop skills while participating in a vibrant campus environment, and in the real world. In addition, they become part of a thriving

and inclusive student community, forging friendships that will last a lifetime. More importantly, Lincoln is refining its value proposition and contribution to the Māori economy and aspirations.

Lincoln University recognises the importance and impact our graduates have on Māori assets as specialist consultants, managers, directors and trustees, and are committed to increasing our Māori graduates to drive the future development of Māori land and associated entities. With its graduate employment rate the highest among New Zealand's universities, Lincoln University is proud to be playing a part in driving the economy forward. Lincoln graduates arrive at their careers globally connected, forward thinking and ready to shape tomorrow.



1.1 Governance

Lincoln University Council

The Lincoln University Council comprises a mix of members appointed by the Minister of Education, by Council itself, and elected staff and student members. The selection of appointed members involves a skills matrix framework that covers expected competencies and experience. Prospective candidates for elected positions are briefed on the expectations and selection framework. Additional high-calibre capability is co-opted for specific purposes, as demonstrated by the establishment of the Transformation Board in 2017.

The composition of Lincoln University's Council in 2022 is:

Council appointments

Bruce Gemmell, Chancellor
BBS Massey, CA

Emeritus Professor James McWha,
Pro-Chancellor
AO, BSc, BAg(Hons) Queen's University of Belfast, PhD Glasgow, PhD ad eundum gradum Adelaide, DSc honoris causa Massey, DUniv honoris causa Adelaide

Rob Hewett
MSc(Hons), BCom(Ag) Lincoln

Ex officio

Professor Grant Edwards, Vice-Chancellor
BAgrSc(Hons) Lincoln, DPhil Oxon

Te Rūnanga o Ngāi Tahu appointment

Puamiria Parata-Goodall
BA Cant, BMāori Performing Arts Te Awanuiarangi

Ministerial appointments

Janice Fredric
BCom Cant, MBA(Dist) Massey, CA, CFinD

David Jensen
BAgr, DipAgSci, CFinD

Gabrielle Thompson
BVSc Massey, CMInstD

Marjan van den Belt
MSc Erasmus, GradCertEcolEconomics, PhD Maryland

Staff appointments

Professor Derrick Moot, elected by academic staff
BAgrSc(Hons) Cant, PhD Lincoln

Jaime Shone, elected by general staff
BA Cant

Student appointments

Jeremy Kilgour, LUSA President

Treaty of Waitangi

He tutohinga whakamatau: engagement with mana whenua

Lincoln University is committed to engaging and collaborating with mana whenua, Ngāi Te Ruahikihiki and Te Taumutu Rūnanga. This is enshrined in the longstanding He Tutohinga Whakamatau Charter of Understanding. Since 2006, the Charter has provided the basis for the relationship between the University and the Rūnanga, consistent with the Treaty of Waitangi and acknowledging the broader Treaty relationship between the University and Kai Tahu. The guidance of and accountability to mana whenua is further incorporated through Te Ahumairaki, the Māori development committee of Council, on which the Rūnanga is represented.

Further engagement consistent with the Charter occurs through the Māori stakeholder group for new Māori courses, content and programmes, strategic leadership hui with the Vice-Chancellor and Chancellor, the embedding of mana whenua narratives and history in the development of the University Master Plan and Campus Development Programme and dedicated research opportunities as part of the Food Transitions 2050 – Joint Postgraduate School.

Treaty partnership in governance

Under the Education Act 1989, the University Council has a duty to acknowledge the principles of the Treaty of Waitangi, in the performance of its functions. The Council constitution provides for one member to be appointed after consultation with Te Rūnanga o Ngāi Tahu. This role is currently filled by Puamiria Parata-Goodall, who also chairs Te Ahumairaki, a committee that oversees the Māori development aspirations of the institution on behalf of Council and in line with Lincoln University's obligations under the Treaty of Waitangi, the Tertiary Education Strategy and the University strategy. Lincoln University also values its relationship with mana whenua, Te Taumutu Rūnanga, which is encapsulated in He Tohu Whakamatau – Charter of Understanding.

Equal opportunities, Māori Plan and cultural narrative

Further, under the State Sector Act 1988, as a good employer the University operates a personnel policy containing provisions for the fair and proper treatment of employees in all aspects of their employment, including an equal employment opportunities programme and recognition of: the aims and aspirations of the Māori people; the employment requirements of the Māori people; and the need for greater involvement of the Māori people in the education service.

The University's Māori Plan outlines the University's value statements that guide the University's decision-making processes by focusing on appropriate expressions of: whakawhanaukataka, manaakitaka, kaiitiakitaka, rakatirataka, wairuataka and tohatoha. As the journey towards biculturalism is core to the University's Strategy 2019-2028, informed by a cultural narrative developed in conjunction with mana whenua, the Chancellor is championing the initiation of this work for Lincoln University governance and leadership.

Manaaki Taura and co-governance

Lincoln University's learner success framework, Manaaki Taura, recognises that increasing the participation, retention and graduation rates of Māori taura is a key mechanism for measuring its contribution to the aspirations of Māori and the Māori economy, and to mātauraka Māori research. Manaaki Taura is underpinned by a Māori worldview of care and support for all taura. This framework, through its Programme Plan, takes responsibility for the success of all taura at Lincoln University and in particular Māori and Pasifika taura and those with disabilities.

Manaaki Taura is built on a culturally responsive co-governance model led by the Deputy Vice-Chancellors Māori and Pasifika and Student Life, reporting through the Senior Leadership Team and the Vice-Chancellor to Ahumairaki, in consultation with the Motu Advisory Group and thence to Council and the Chancellor. Within the framework, the University's Disability Action Plan is overseen via the same governance structure and its attendant values.

Targeted support

Targeted support for Māori and Pasifika students is provided through Te Manutaki, the Office of Māori and Pasifika Development and includes support for taura wellbeing, outreach to iwi, whānau and hapū, live monitoring of educational indicators and the promotion of mātauraka Māori research and Rakahau, internships and scholarship opportunities and supporting employment opportunities. Te Awhioraki (Māori Students' Association) also provides support to taura from its base at Te Whare Whakakotahi, running events and advocating to enhance the student experience for Māori. Representatives from Te Awhioraki sit on Academic Board and all the major key committees and working groups of the University.

Ahumairaki

The Māori development aspirations of Lincoln University are overseen by Ahumairaki, a committee of Council, in accordance with the University's obligations under the Treaty of Waitangi, the Education and Training Act 2020, the Tertiary Education Strategy and the University's own Strategy and Plans. Ahumairaki provides governance and assurance of key strategic initiatives including Manaaki Taura, the University's Learner Success Framework.

Educational performance

The Academic Board, a Committee of Council, ensures the quality and standards of learning, teaching and research are maintained across the University. The Board provides academic leadership that guides the academic community to achieve the best possible outcomes for the University's students, staff and stakeholders. Equal prominence is given to teaching and research, informed through its two major subcommittees, the Learning and Teaching Committee and Research Committee, and supported by the quality overview of its third subcommittee, the Academic Administration Committee.

Organisational performance

Performance is monitored at governance level through a suite of standard reports including financials, student recruitment, research, and health and safety. Further, the institutional key performance indicators provide strategic financial and nonfinancial performance targets to give an overall view of organisational performance. Progress against these targets is regularly reported to Council.

Through the 2019 Crown Funding Agreement for the construction of new science facilities under the Moving Forward Programme, the University is accountable to the Programme Governance Oversight Group. This is a joint group of the Crown and Lincoln University in addition to the usual reporting mechanisms of Council. The group ensures that the agreed-upon performance targets and reporting of the Agreement are met and that governance is sufficiently robust to ensure future success. This includes monitoring of the New Ways of Operating Programme, a suite of non-construction projects to realise the benefits of the Moving Forward Programme as a whole.

Stakeholders and partnerships

Lincoln University acknowledges the importance of partnerships to the institution achieving its aspirations. To ensure success, the University monitors and reports how these relationships are contributing to organisational performance and outcomes. The University's Stakeholder Engagement Plan will be the home of this reporting for the future.

Risk management

Council's Audit and Risk Committee oversees the University's effective management of strategic risk. High-level strategic risks are reviewed every two months by the Committee and Council. Risk management systems are operated University-wide and for major projects undertaken by the institution.

Capital asset management

Council's Capital Asset Committee monitors and reports on the planning and progress of all capital and asset optimisation activities undertaken by the University to Council. Planning documentation and progress reports are reviewed on a regular basis, alongside policy and procedure documentation to ensure effective, sustainable management of the University's capital and assets, according to agreed-upon criteria.

Farm portfolio management

The Council Farms Committee oversees the optimisation and strategic positioning of the University's substantial farm asset portfolio and monitors the implementation of strategy relating to these assets from a governance perspective.

Sustainability Taskforce

At the heart of Lincoln University's teaching, research and leadership is a commitment to ensuring that future generations can flourish and grow. Nearly 50 percent of Lincoln University's research funds are dedicated to sustainability research, according to the definition set in the UI GreenMetric World Rankings.

In 2021 Lincoln University launched its Sustainability Plan, which was co-created with staff and students. The Lincoln University Sustainability Plan sets out the intention to make the organisation an exemplar of sustainable practices. The newly developed Sustainability Plan sets out two goals: leadership through teaching, research and demonstration, together with focusing on the campus environment becoming carbon neutral by 2030.

A Sustainability Taskforce is responsible for the management of the Sustainability Plan and the development of programmes of work to support its realisation. The Sustainability Taskforce reports, through the Vice-Chancellor, to the He Toki Tārai Committee of Council, which monitors the planning and progress of educational, research and collaborative initiatives at Lincoln University, and the realisation of benefits from these.

The Academic Board, a Committee of Council, ensures the quality and standards of learning, teaching and research are maintained across the University.

1.2 Management and academic leadership

The University is managed by a Senior Leadership Team (SLT) that reports to the Vice-Chancellor, Professor Grant Edwards, who is appointed by Council. The Education and Training Act 2020 entrusts the Chief Executive Officer (Vice-Chancellor) with the management of the academic and administrative matters of the University.

The Vice-Chancellor is the employer of all staff and is responsible for academic leadership, advancing the interests of the University, particularly through strategic planning, developing culture, values and motivation, and optimising outputs from available resources. He reports to Council on the achievement of agreed objectives, which relate to the overall operation of the University and to issues of academic quality.

The Vice-Chancellor is supported by the Senior Leadership Team and committees of the Vice-Chancellor, including the Animal Ethics Committee and the Sustainability Taskforce. The key activities of the University are managed by the Vice-Chancellor through delegations to the Senior Leadership Team.



Vice-Chancellor

Professor Grant Edwards
BAgrSc(Hons) Lincoln, DPhil Oxon



Acting Deputy Vice-Chancellor (to September 2022)

Dr Lorraine Petelo
DipSLT, GDipMgt, M.Ed(Dist), PhD Cant



Provost (from September 2022)

Professor Chad Hewitt
AB UC Berkeley, PhD UOregon



Deputy Vice-Chancellor, Māori and Pasifika

Dr Dione Payne
BA, MA Auck, PhD VUW



Deputy Vice-Chancellor, Student Life

Damian Lodge
BBus, MBA RMIT, MIS Charles Sturt



Chief Operating Officer

Susie Roulston
BCom(Hons) Cant, CA



Executive Director, People and Culture

Karen McEwan



1.3 Global and national positioning

As a specialist land-based University, Lincoln's focus is on growing and strengthening its contribution in supporting government to achieve its strategic goals for the land-based sector, through teaching and research in:

- ✓ Agriculture
- ✓ Horticulture
- ✓ Agribusiness
- ✓ Property
- ✓ Tourism
- ✓ Environmental Management
- ✓ Landscape Architecture
- ✓ Sport and Recreation
- ✓ Science.

This is a significant role, and the University is well placed to contribute by means of increasing the number of land-based sector graduates, domestic and international, to meet industry demand, and by providing relevant research capability and solutions to help tackle future global technical and environmental challenges.

The Lincoln University Strategy 2019-28 and its four supporting plans (Research, Education, Māori, Partnership) provide the framework by which its purpose will continue to be realised in the coming years. The six strategic goals, with their renewal and shaping focus, will jointly enable the University to realise its aim to be 'a globally ranked, top five land-based University, unlocking the power of the land, to enhance lives and grow the future'.






Strategic Goals and priority areas in 2020–2024






Renewal Strategy

Priority areas

Goal 1	A distinctive Aotearoa New Zealand end-to-end student experience	 <ul style="list-style-type: none"> Campus Living Laboratory Work-integrated learning programme Learner Success Framework
Goal 2	Improved assets and sustainable operating models	 <ul style="list-style-type: none"> Campus development Objectives and KPIs for academic and service support New and improved timetable Living standards framework
Goal 3	A culture which stimulates and inspires staff and students	 <ul style="list-style-type: none"> Bicultural campus Increased professional development activities Workload allocation model

Shaping Strategy

Priority areas

Goal 4	A world-class research and teaching precinct	 <ul style="list-style-type: none"> Land-based postgraduate research school Centres of Excellence Online and blended delivery
Goal 5	An organisation focussed on meaningful partnerships	 <ul style="list-style-type: none"> Stakeholder engagement Research partnerships
Goal 6	Facilitating growth	 <ul style="list-style-type: none"> Education partnerships Scholarships investment

Of the six strategic goals, it is the three shaping goals in particular that contribute to Lincoln University's global positioning and the realisation of government goals for the land-based sector. Through outstanding teaching and research, carefully curated partnerships and sustainable growth, Lincoln University will take advantage of its 'small is big' position to contribute critical research knowledge, skills and graduates to the land-based sector nationally and internationally.

The Moving Forward Programme

The Moving Forward Programme

The Moving Forward Programme frames the University's plans for the renewed development of modern fit-for-purpose buildings and landscapes on campus, and the shaping and developing of new ways of operating within this environment. It is a catalyst for transformation, shaping a new approach for collaborating with the land-based sector. The Programme has two parts, consisting of the creation of buildings and physical assets, and non-construction programmes that realise the benefits of the investment in buildings.

The Moving Forward Programme is a critical enabler of Lincoln University achieving its strategy goals and priority areas for 2022-25, in particular those focusing on meaningful partnerships and a world-class research and teaching precinct, while at the same time facilitating progressive yet significant growth.

Ultimately the programme provides an agile framework that would enable and inspire:

- New ways of student-focused learning for undergraduates, postgraduates and mid-career professionals
- The growth of the University's research outcomes and reputation to deliver positive changes for Aotearoa New Zealand in land, food and ecosystems
- An academic heart for the Lincoln precinct and a valued partner to institutions with shared goals.

The Programme comprises two interrelated priority areas: construction projects grouped under the Campus Development Programme, and non-construction projects referred to as the New Ways of Operating Programme.

Moving Forward Programme

benefits, alignment to Strategy and performance measures

	Moving Forward Programme Benefit	Strategic Goal	Performance Measures (reported to the Governance Oversight Group)
1	Increased return on the investment in land-based research and education in New Zealand, and contribution to a sustainable and productive economy	1, 4, 5, 6	Increase in number and impact of graduates for the land-based sector, impact of research collaborations, increased employer satisfaction with graduates, research activity and contribution to intergenerational wellbeing
2	Improved ability for Lincoln University to attract and grow graduates in the land-based sector	1, 3, 4	Increase in enrolments (EFTS), economic value of graduates, number and quality of staff
3	Increased stakeholder confidence and preference	1, 3, 5	Increased staff and student satisfaction, stability in external measures
4	Collaboration across the Lincoln precinct to deliver better research outcomes for New Zealand than could be achieved as a standalone institution	3, 5	Increase in joint research publications, partnerships and student supervision
5	Improvement of financial and efficiency outcomes for Lincoln University	2	Improvement in space utilisation, research revenue and PBRF funding.



New Ways of Operating

While the ability to attract students, researchers and academic staff is underpinned by a fit-for-purpose campus, the University also recognises that achieving a fit-for-future campus requires strategic decision-making around collaboration, partnering with others and leveraging the industry experience and assets to demonstrate significant added value.

The following projects have been identified for their unique contributions that will assist in achieving the benefits listed above. These projects are currently included in the Lincoln University Strategy 2019-2028 six goals and priority areas to 2024.

New projects

- Manaaki Tauira - Learner Success Framework
- University-Industry Alliance Partnership.

Continuing projects

- Blended and Online Delivery
- Land-based Sector Joint Postgraduate School
- Lincoln University Centres of Excellence
- Lincoln University-AgResearch Partnership
- Te Mātāpuna Mātātahi | Childrens University
- Lincoln University-University of Canterbury Partnership.

Each of these contributes to the realisation of the three goals of the shaping strategy, and the goals of the Moving Forward Programme as a whole.

Campus Development Programme

With a view to the future, Lincoln has embarked on a Campus Development Programme with a vision to be the place of choice for students and researchers,

New projects

Manaaki Taura Learner Success Framework

A Lincoln University Framework constructed in alignment with TEC's Ōritetanga Learner Success Framework, which takes responsibility for the success of all taura at Lincoln University, in particular Māori and Pasifika and those taura with disabilities.

University-Industry Alliance Partnerships

A formalised University-Industry partnership framework that enables the University to leverage and maximise agri-food industry collaboration, engagement and networking opportunities through new and existing partnerships, in order to accelerate innovation and help drive life-long learning for future sustainable growth.

Continuing projects

Blended and Online Delivery

A Lincoln University initiative to grow the number of land-based sector students and graduates through the provision of a technology-engaged learning ecosystem that promotes excellence and success online.

Food Transitions 2050 Land-based Sector Joint Postgraduate School

A Lincoln University initiative to grow the number of land-based sector students and graduates through the provision of a technology-engaged learning ecosystem that promotes excellence and success online.

Lincoln University Centres of Excellence

Individual interdisciplinary Centres of Excellence, funded by Lincoln University, which seek to develop a pipeline of cutting edge research in collaboration with internal and external research partners.

In addition to the existing three CoE – Designing Future Productive Landscapes; Foods for Future Consumers; Sustainable Tourism for Regions, Landscapes and Communities – two more have been established, namely Transformative Agribusiness and Centre for One Biosecurity Research, Analysis and Synthesis (COBRAS).

Lincoln University - AgResearch Partnership

Establishment of a set of initiatives, each representing a specific contribution to a grand challenge confronting society that is linked to the land-based sector. Each initiative will be tackled at a world-class level through a mix of research disciplines and through strong collaboration with staff from Lincoln University and AgResearch.

Te Mātāpuna Mātātahi | Children's University

A partnership between Lincoln University and University of Canterbury to bring the Children's University programme to children in the Canterbury region. It supports parents and schools to drive aspiration for higher education for their children.

Lincoln University - University of Canterbury Partnership

A partnership directed toward increased collaboration with the University of Canterbury in order to implement a range of joint initiatives for improved research and education outcomes.

Campus Development Programme

Lincoln University's Campus Development Programme expresses its vision to be the place of choice for students and researchers, a place where people will grow in their knowledge, an incubator of innovation and agribusiness, and a national hub for land-based research. It creates the physical environment for the initiatives of the New Ways of Working Programme to be achieved.

This vision for the campus – with students at the core – draws on the University's cultural narrative and focus on sustainability, while balancing respect for campus heritage and Lincoln's deep connection to the land. An important goal is to provide an environment that enables students and staff to grow into their potential, by creating a campus that enhances connections and collaboration in both physical and virtual environments. This is expressed through architecture and intelligent landscape design that draws on the past and present of land and environment.

The Campus Development Programme has been developed from a set of master planning principles to inform a range of physical changes.

Master Planning Principles are:

- 1 Leader**
Be a leader, look like a leader, act like a leader, and walk the talk
- 2 Attractor**
Be the place of choice for students, researchers, and business
- 3 Collaborator**
Be the national hub of land-based science, education, design and commerce
- 4 Incubator**
Be an incubator of innovation and agribusiness.



Lincoln University students workshopping the Landscape Master Plan.

Recognising that achieving a fit-for-future campus, which is attractive to potential students and will support their retention, requires strategic decision-making around what, where and when to invest. Changes therefore involve improvement and enhancement alongside rationalisation and land consolidation.

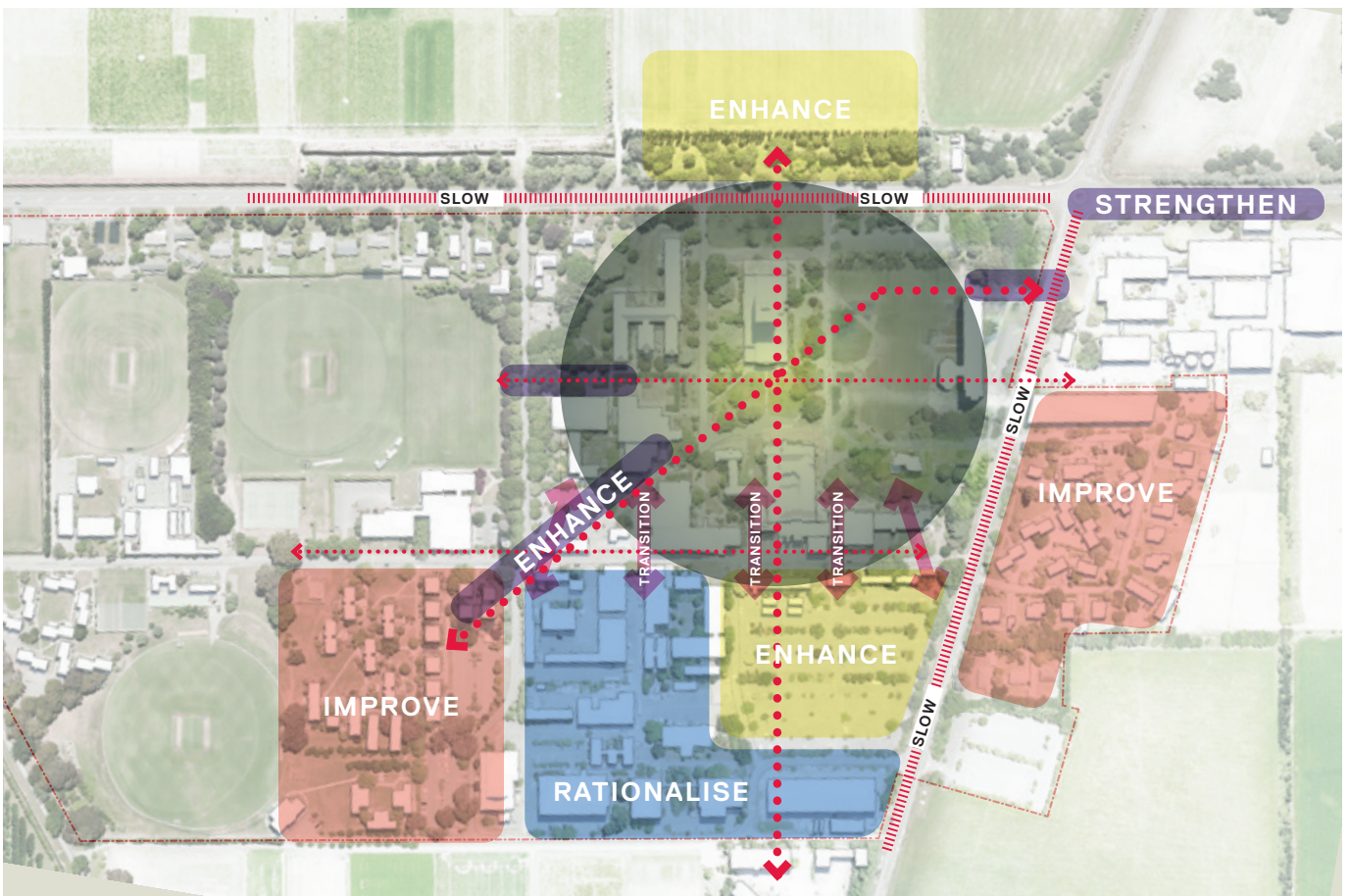
The University's campus will act as an incubation site, hatching ideas,

developing new products and hosting emerging businesses and like-minded partners. The overall investment, estimated in excess of \$200m, is being undertaken over three main phases and a 10-year period (2019-2028).

The programme has been organised into three workstreams. These workstreams reflect the Strategy Goals of the University (Goals 1,2 and 4). The workstreams are:

- World-class teaching and research
- Best end-to-end student experience
- Improving assets – including BAU projects, earthquake repairs and demolition.

The diagram below provides a spatial overview of the fit-for-future campus and involves both development and rationalisation.



Key features of the Capital Development Programme

1

A focus on prioritisation of projects to achieve the best long-term campus solution, while realising benefits quickly and in a well-coordinated fashion

2

Minimising as far as is practicable the effects on 'business as usual' and the operations of the University

3

The establishment of a robust set of programme principles, policies and procedures that generate a consistent approach to the planning and delivery of projects in line with Government Procurement Rules

4

A carefully developed governance and management structure that supports the efficient delivery of the programme.

The phasing and prioritisation of the projects comprising the programme is reviewed on a regular basis by senior management and the Capital Asset Committee, with project benefits measured against:

- Campus Masterplan and sustainability principles
- Capital Asset Management plans and forecasts
- Affordability and whole-of-life cost benefits
- Procurement and delivery models
- Lincoln University Strategy 2019-2028
- Decanting and business continuity requirements

A number of projects are already complete or underway. They have been prioritised against the above requirements and are as follows:



The first of the planned solar arrays on campus, Te Kete Ika solar array was completed in November 2019.

Completed Projects

- Demolition of Union Building:**
 Providing green student social space from a non-functional earthquake-damaged building

 Student social space (Forbes) and LUSA offices: Phased refurbishment and seismic strengthening of the Forbes building
- Postgraduate space (Library):**
 Refurbishment of Postgraduate learning space
- Postgraduate space (Forbes):** New dedicated Postgraduate study and collaboration space
- Landscape Masterplan:** Creation of a landscape masterplan to guide the complementary development of landscape and buildings
- Sports and recreation facility:**
 Redevelopment of the University recreation centre Whare Hākinakina Lincoln University Gym, to cater for increased demand and to replace outdated facilities

- New agricultural sciences building:**
 The University’s agricultural sciences building, Science South, was completed in 2021
- Student Accommodation:** Two new self-catered student homes built on campus. The Hudson Hall’s three-story west wing was refurbished.

Key Performance Indicators

Key performance indicators of the Campus Development Programme consist of:

- Capital Asset Management reviews:**
 This review is a biennial independent Capital Asset Management (CAM) Audit; the current difference comparison is from 2019 to 2021. The 2021 audit found the university has continued to improve its level of CAM maturity and continues its rate of ‘intermediate’, with a score of 66. The target 79 is the average of an intermediate level of maturity and although 66 is also considered intermediate, it is at the lower

end. Continued progression of the Campus Development Programme will render ongoing improvements in this KPI.

- Sustainable energy:** With a campus goal of becoming carbon-neutral by 2030, the Campus Development Programme is adding more solar and clean energy on campus. The increase in solar explains the increase in this measure from 2020 to 2021.

- Health and Safety recorded as Total Recordable Injury Frequency Rate (TRIFR):** Targets are not set for this measure as it may encourage non-reporting. The 2020 rate was lower than expected due to the lengthy lockdown and reduced construction activity. The 2021 rate is more in line with expectations.

Performance indicators	2019 actual	2020 actual	2021 actual	% Difference between 2020 and 2021 actual	2021 target	% Difference between actual and target
Capital Asset Management Review	63	N/A	66	↑ 4.8%	79	↓ 19.7%
Energy sustainability – Renewables as % of total energy consumed	29%	28%	32%	↑ 4%	N/A	N/A
Health and Safety TRIFR	4.16	2.07	2.32	↑12%	N/A	N/A

Projects underway

Science North. The University received final Government approval to build its flagship science facility, known as Science North, in September 2020. Replacing the former earthquake-damaged science buildings, Science North will be a new, fit-for-future learning and research facility due for completion in mid-2023.

The project launched with an official ground-breaking ceremony in February 2021, with construction partner Leighs Construction taking over the site shortly afterwards to begin excavation and siteworks. The fit-for-future science facility will feature state-of-the-art teaching, research and collaboration spaces complemented by multi-use adjustable workstations and social zones, all set within a regenerative and bio-diverse park-like environment.

In line with the University's sustainable infrastructure goals, the new building will have a minimal environmental impact, incorporating roof-mounted and wall-mounted solar arrays, a ground-sourced air conditioning system and a rainwater-fed bathroom flushing system in its design.

JBB and Riddolls buildings. Following decommission, the John Burton (JBB) and the Riddolls buildings were demolished, and plans are underway for mix of carparking and green landscaping in their place.

Johnstone Memorial Laboratory and Glasshouses. Delivery of the addition of and upgrade to the science glasshouses, and refurbishment of the Johnstone Memorial Laboratory are underway.

FoodSouth. The University is facilitating the construction of a 140m² extension to the building occupied by tenant and partner FoodSouth, which provides a food processing and food product development capability for the New Zealand Food Innovation Network. This important collaboration between the University and FoodSouth delivers future opportunities for other industry partnerships that align with Lincoln University's food science programmes.

Decarbonisation and emissions reduction

A critical group of projects has been initiated to regenerate the University's power, sewer, water, storm water and heating infrastructure systems, to support university operations, improve service reliability and reduce deferred maintenance backlog liability.

In 2019 Lincoln became the first New Zealand university to adopt commercial-scale solar energy generation, and with the installation of two additional roof-mounted solar arrays in 2021 – atop Whare Hākinakina and the new Science South building – the University's solar generating capacity now totals more

than 522,000 kWh, enough to power 72.5 houses for a year.

A project to replace all of the University's internal light fittings with modern, energy-efficient LED lights commenced late in 2021, which will reduce campus emissions by around 430 tonnes over 10 years.

Lincoln University has Toitu Envirocare CarbonReduce certification to help track its progress towards becoming carbon neutral by 2030 and achieving carbon zero by 2050. Certification involved an audit of the University's greenhouse gas (GHG) emissions and a commitment to reducing emissions from a baseline established in 2019.

To reduce its emissions, Lincoln University has developed a GHG emissions management plan and reduction targets. These include:

Scope of target	Target	Baseline (tCO ₂ e)	Target date
Renewable energy by 2024	100%	5,019.91	end of 2024
Diesel generators decommissioned by 2030	100%	74.65	2030
Change university fleet to 100% carbon zero vehicles as soon as suitable carbon zero vehicles are available in NZ	100%	34.34	2024 - 2030
Decrease in carbon from student field trips	20% then 5%	3.54	end 2023 then 5% per year thereafter
Decrease in carbon from university air travel	20% then 5%	1,746.28	end 2023 then 5% per year thereafter
Food waste reduction	75%	1.69	end of 2023

The targets align with the Sustainability Plan Goal of being carbon neutral by 2030 and carbon net-zero by 2050. This goal was set in alignment with the New Zealand goal of having carbon net-zero emissions by 2050 (Zero Carbon Act 2019).

The 2020 inventory shows a reduction on the 2019 emissions baseline, with the summary and scope below.

Greenhouse Gas Emissions inventory summary

GHG emissions data summary	2019	2020
Scope 1 ²	4,580.42	4,527.20
Scope 2 ³	735.49	720.09
Scope 3 ⁴ Mandatory	1,863.90	661.63
Scope 3 Additional	1,249.44	1,254.64
Scope 3 One time	0.00	0.00
Total gross emissions	8,429.26	7,163.56
Certified green electricity	0.00	0.00
Purchased emission reductions	0.00	0.00
Net GHG emissions (all scopes)	8,429.26	7,163.56
Total gross GHG emissions per Turnover/revenue (\$Millions)	66.44	60.66
Total mandatory GHG emissions per Turnover/revenue (\$Millions)	56.59	50.04

Note: total mandatory emissions include scope 1, scope 2, and scope 3 (i.e. excludes scope 3 one-time and scope 3 additional). Scope indicators are listed below.

Gross organisation GHG emissions by scope for current measurement year

Indicator	tCO ₂ e
Scope 1	
Freight	0.00
Other	126.72
Other fuels	111.05
Other fuels - coal	3,843.36
Other gases	0.03
Passenger vehicles - post-2015	3.33
Refrigerants	292.76
Transport fuels	149.94
Scope 2	
Electricity	720.09
Scope 3	
Electricity	61.72
Passenger vehicles - default age	2.38
Scope 3 Additional	
Transport - other	539.42
Waste	58.11
Total	7,163.56

² The classification of emissions is adapted from the GHG Protocol. Scope 1, direct GHG emissions, includes GHG emissions from sources that are owned or controlled by the company.

³ Scope 2, indirect GHG emissions: GHG emissions from the generation of purchased electricity, heat and steam consumed by the company.

⁴ Scope 3, indirect GHG emissions: GHG emissions required by the Programme that occur as a consequence of the activities of the company but occur from sources not owned or controlled by the company. Inclusion of other Scope 3 emissions sources is done on a case-by-case basis.

Agriculture, Food-and-Fibre, and Environment at Lincoln

Lincoln University's purpose is to facilitate excellent research and education to grow the knowledge of its students, to help shape a world that benefits from a greater understanding of the relationship between land, food and ecosystems. The University provides an environment that enables thought leaders who will grow the future and enhance and enrich the lives of others for generations to come. Lincoln has an environment that nurtures and facilitates growth in all areas of development: physical, emotional, intellectual, financial and societal.

To talk about being a land-based university is to talk about the environment in which food and fibre is produced, and which incorporates agriculture, horticulture, agribusiness, tourism, environmental management, landscape architecture and sport and recreation.

This section highlights the food and fibre – including agriculture and horticulture – and environment focus Lincoln University has in addition to the content of its programmes, which is outlined in Section 4, Our Programmes and Activities.

Fit for a Better World

'Fit for a Better World – Accelerating our Economic Potential' is a 10-year roadmap for the food and fibre sector.

The plan's themes for New Zealand's food and fibre sector of improving economic productivity, sustainability and inclusiveness align with Lincoln University's contributions in agriculture, food and fibre and environment, and the goals of the three partnership groups, the Food and Fibre Partnership Group, Te Puna Whakaaronui and Ngā Pouwhiro Taimatua, similarly align with those of the University.

With a knowledge base inclusive of the wellbeing of te taiao, the environment, Lincoln University is well-placed for its teaching and research to support the realisation of the plan's goals and to bring New Zealanders from all walks of life into employment in the sector.

This aligns with the goal of the roadmap of Inclusivity | Whakaurutia: to employ 10 percent more New Zealanders in the food and fibre sector by 2030. Through Lincoln's focus on food and fibre – including agriculture and horticulture – and environment, and the creation of great graduates for the sector, this can be achieved.

Impact of COVID-19

The food and fibre sector of the wider land-based sector will be of critical importance in leading the New Zealand economy out of the economic shock caused by the COVID pandemic. Through research and producing graduates for these sectors, Lincoln University can contribute. These sectors already have a strong demand for graduates, and Lincoln University plays an important role in providing a highly skilled workforce at the sub-degree, undergraduate and postgraduate levels.

Currently Lincoln University has the highest employment rate, by six percent, of all graduates from New Zealand's universities. Given the enhanced need for employment in the current economic environment, the University is well positioned to increase domestic student numbers and provide skilled graduates. Along with innovative research, Lincoln University is uniquely situated to help counter the negative economic and wellness impacts of the COVID pandemic.

Enrolled EFTS in food and fibre qualifications

Lincoln University currently has 27 qualifications that come under the food and fibre category and 10 under the environment category. Recent qualifications added to this suite have been, in 2021, the Diploma in Horticultural Business and Bachelor of Commerce (Horticulture). From 2022 the University offers a Brewing and Fermentation major in the Bachelor of Science, and a Graduate Diploma in Brewing and Fermentation.

Enrolled EFTS in food and fibre and environment programmes contributed 46 percent to the University's overall EFTS in 2021 and the forecast for 2022 predicts an increase to 47 percent.

Of the University's domestic student cohort, including PhD students, food and fibre and environment qualification EFTS made up 52 percent of overall domestic EFTS in 2021. A similar proportion is forecast for 2022.

Enrolled EFTS in food and fibre qualifications

EFTS (incl PhD)	2019	2020	2021	2022 3+9 Forecast
Environment	137.7	166.3	167.4	152
Environment % of total	5%	7%	7%	6%
Food and fibre	1,003.60	961.6	1,014.70	977
Food and fibre % of total	38%	39%	40%	40%
Food and fibre and Environment % of total	43%	45%	46%	47%
All qualification EFTS	2,632.80	2,491.90	2,562.00	2,425

Food and fibre enrolments at the sub-degree level have increased since 2020 due to TEC's Targeted Training and Apprenticeship Fund; this has particularly affected enrolments in the Diploma in Agriculture, Lincoln University's longest-standing qualification. Enrolments in the Diploma in Agriculture in 2021 showed a 27 percent increase on the previous year. It is expected that there will be a decrease in demand when the TTAFF ceases at the end of 2022.

Lincoln University's projected EFTS over the next 10 years shows an initial increase in enrolments in food and fibre qualifications followed by consistent enrolment levels for the decade. By 2025 there is an expected 13 percent increase on 2021 EFTS in food and fibre programmes overall.

Through offering selected Master's degrees, particularly the Master of Environmental Policy and Management (MEPM), part-time, fees-free and online to students in full-time employment, the University has grown enrolments and created a dedicated cohort of upskilling professionals in disciplines of strategic importance to the University. Enrolled EFTS in the MEPM and the Postgraduate Certificate and Diploma in Environmental Management, which provide staircased pathways for entry, increased by 98 percent from 2019 to 2020, and by 108 percent from 2020 to 2021. In 2022 enrolments have stabilised, with a further five percent increase in enrolled EFTS forecast.

Food and fibre and environment qualification completions

Annually Lincoln University has between 300 and 400 completions of food and fibre qualifications and between 50 and 100-plus in environment. In 2021 there were 373 food and fibre qualification completions and 109 in environment. The sharp increase in completion of environment qualifications is likely to be caused by increased enrolments in environmental management programmes under the University's fees-free initiatives.

Food and fibre and environment qualification completions

Qualification	2018	2019	2020	2021
Environment	60	57	65	109
Food and fibre	405	356	363	373
All other qualifications (includes food and fibre and environment PhDs)	508	576	650	657

In addition to these, Lincoln has a large number of students completing their PhD in food and fibre-related areas. 2021 had 25 students complete their PhD in a food and fibre field, based on the main subject of study, together with a further four students completing PhDs in environment.

Fit-for-purpose qualifications / credentials and clear pathways

A new partnership with T&G Global from 2021 means that future students can study towards the Lincoln University Diploma in Horticulture while working fulltime in industry. Students will receive a combination of online and face-to-face learning, remotely with Lincoln University and in-person with T&G trained coaches. T&G will also provide paid study days to help students with the academic components of the diploma. The first outcomes of this partnership will be realised from 2022.

STAR Programme

Following a hiatus of some years, the STAR Programme (Secondary Tertiary Alignment Resource) at Lincoln University was reintroduced in 2022 with a focus on exposing motivated secondary students to learning in the land-based disciplines. Two courses, Global Food Systems and Land, People and Economies, have enrolled students from around New Zealand, learning through the University's Akoraka | Learn online portal. Innovations in teaching for this programme include virtual field activities for both courses.

Successful students will be encouraged to continue learning at Lincoln University by choosing an undergraduate, land-based degree programme for further study, particularly those programmes (including the Bachelors of Agriculture and Agricultural Science, the Bachelor of Agribusiness and Food Marketing and the Bachelor of Environmental Management) to which one or both of the STAR courses can be credited.

Other recent initiatives

From 2020 and in recognition of the demand for more graduates in the food and fibre sector, Lincoln University has offered targeted tuition programmes free of fees to students. To the end of 2022 this includes most of the University's Graduate Certificates and Diplomas, Postgraduate Certificates and Diplomas and taught Master's degrees, together with the taught component of research Master's degrees.

In the Graduate Diploma in Brewing and Fermentation, students who hold an undergraduate degree gain knowledge and scientific and technical skills in brewed and fermented products, their value chains and production industries, in preparation for working in this key part of the food industry.

The Master of Fintech and Investment Management develops an advanced understanding of the new technologies, financial strategies and business models changing the face of business, including agribusiness. Students study blockchain technologies, investment management, machine learning and fintech business analysis, in the context of a changing regulatory and legal financial landscape.

The Diploma in Horticultural Business is an innovative qualification tailor-made for students already working in the horticulture industry. Through its modular, online learning system students are able to build upon their existing horticultural knowledge to transition to agribusiness management.

The Diploma in Horticulture is being developed for online delivery as part of the Lincoln Connected programme. This will provide graduates for the regions and enable Lincoln University to address the nationwide horticultural skills shortage that has been identified by the Regional Skills Leadership Groups of the Ministry of Business, Innovation and Employment.

The Soils Skills micro-credential is a way for mid-career people to apply their skills to agriculture and food and fibre. A small number of mid-career professionals have also enrolled individually in selected postgraduate Plant Science courses during the COVID period, to further increase their skills for industry.

Longstanding initiative: Soil Makes Sense

Lincoln University's Soil Makes Sense initiative has been running for 12 years and has been delivered in both New Zealand and Australia. The initiative has been shared with HortNZ, DairyNZ and Massey University at various times throughout the decade and was set up as a way to engage with students and their influencers (teachers and parents), to teach them about the breadth and variety of roles throughout the whole primary sector value chain.

Targeting predominately Year 12 students, Soil Makes Sense illustrates that students can take their good understanding of traditional, broad career paths, such as accountancy, and become a land-based professional, such as a rural accountant, working in a sector that has more opportunity and less competition.

Proposed initiative: Water Science and Management

A Master of Water Science and Management, jointly offered with the University of Canterbury, has been proposed to the Committee on University Academic Programmes for delivery from 2023. The proposed degree will be one example of an innovative delivery model for graduates. As part of their collaboration and continued cooperation, the two universities are able to deliver a programme drawing on their combined expertise and giving students access to learning and resources that cannot be offered by one institution alone.

Scholarships and mentorships

Lincoln University manages around 250 internally- and externally-funded undergraduate scholarships to students who are studying a variety of land-based degrees. In 2022 the University funded \$3,197,250 in scholarships. The Vice-Chancellor's Scholarships for Excellence recognise prior academic achievement among students new to Lincoln University. The Sport and Future Leader scholarships include enrichment programmes, as do the Tihi Kahuraki and Pasifika Excellence scholarships for Māori and Pasifika students that recognise leadership and academic excellence among these taurira.

Further discipline-based scholarships are available for Māori students in key disciplines such as ahūwhenua (for agriculture and mahika kai), pūtaiao (science) tāpoi (tourism) and mātauraka Māori (subjects concerned with te ao Māori). One scholarship, Aoraki Connect, provides students pathwaying into Lincoln from another educational provider, while the Fanua scholarship recognises Pasifika achievement. Māori and Pasifika Accommodation Scholarships support students enrolling from outside the district to live on campus in Lincoln University Halls.

Ten Argyle Scholarships are offered annually to students from the Marlborough region who intend to work in agriculture, food and fibre on the completion of their study. This scholarship was established in 2020 in recognition of Gordon Holmes, the former owner of the Argyle Farm in the Wairau Valley, and to encourage young people from the region to study at Lincoln University and work in the land-based sector.

Food Transitions 2050 is a strategic partnership between AgResearch, Manaaki Whenua | Landcare Research, Plant & Food Research, Lincoln University and the University of Canterbury and the home of a Joint Postgraduate School. In 2021, 17 funded PhD positions were offered within the Food Transitions 2050 Joint Postgraduate School, beginning in 2022. Five of the 17 were funded through investment by the Ministry for Primary Industries, in recognition of the potential relevance and importance of the associated projects, with a further two positions funded by mana whenua, Te Taumutu Rūnanga. The remaining 10 were funded by Lincoln University and the University of Canterbury.

All 17 projects fall under the four sub-themes of

- Food and future landscapes
- Food for a zero-carbon future
- Food consumer transitions
- Food governance.

Doctoral graduates of the School will be strongly positioned to begin cutting-edge employment in these critical areas for the sector, in the era of climate change.

Rabobank

Lincoln University has been working in partnership with Rabobank and its Upper South Island Client Council on a variety of initiatives to ensure better awareness of the career opportunities and pathways into the primary industries.

Initiatives, which are specifically targeted at high school students, include:

- FoodX Camp, a camp designed for students from lower decile schools in the Canterbury region who have no prior knowledge of the primary sector. During this interactive week, the students are taught about food supply chains, jobs and careers in the primary sector and relevant programmes to take at Lincoln University. First offered in 2019, this programme has subsequently been postponed due to COVID and will resume when it is safe to do so.
- GROW boardgame. In line with the new NCEA Year 11 curriculum, this game has been designed as both a revision and engagement tool. A number of stakeholders including professors, industry representatives, mātauraka Māori experts and agriculture and horticulture teachers have contributed to the content of the game which is due to be delivered in mid-2022.

Partnerships

These are driven by Lincoln University's fifth strategic goal to be 'an organisation focused on meaningful partnerships'. Through partnering with other institutions and organisations, Lincoln University is able to reach further and do more with its land-based capabilities, adding value to industry and communities through collaboration for the creation and dissemination of new knowledge and skills.

PotatoesNZ

In 2022, Lincoln University signed a Memorandum of Understanding with the Board of Potatoes NZ (PNZ), to launch a Centre of Excellence for Potato Research and Extension, based at Lincoln University. Led by the concept of extending the knowledge gained through research to growers in the field, the Centre will work with potato growers to identify and understand the problems they face and to devise solutions to those problems through research and collaboration. A Master's scholarship to support a dedicated research project in the field was funded by PNZ in 2022.

AgYields National Database

A new initiative for the collective good of the sector, hosted by Lincoln University, is a national agricultural yields database (AgYields National Database), created by scientists from Lincoln University, DairyNZ and AgResearch. This is New Zealand's only open access database of agricultural yields and growth rates.

Miraka

In 2020, Lincoln University signed a 100-year Memorandum of Understanding with Miraka, a Taupō dairy company. The partnership, the first of its kind in New Zealand, reflects Lincoln University's desire to partner with Māori leaders of innovation and excellence in the primary industries. It provides a real-world farming context in which to test innovative farming practices. Research areas include Aotearoa-specific regenerative agriculture approaches, emerging agroecosystem and livestock production science, new technologies, and mātauraka Māori approaches to land management.

MLAIT

The Massey, Lincoln and Agricultural Industry Trust (MLAIT), launched in 2019, is a charitable trust established for the purpose of facilitating collaboration between, and capability development by, the two universities alongside the primary sector and primary industry. The trust invests annually in projects at the two universities in support of innovative research, teaching, professional development and industry focused commercialisation in agriculture, horticulture, biological sciences, social sciences and related fields, that will benefit the primary sector.

Bioprotection Aotearoa

Bioprotection Aotearoa is a National Centre of Research Excellence (CoRE) that exists to train future bioprotection leaders and deliver pioneering, multi-disciplinary research that addresses the environmental challenges facing Aotearoa New Zealand and the Pacific.

Hosted by Lincoln University, the centre is a collaborative partnership between seven universities and four Crown Research Institutes: the University of Auckland, Waikato University, Massey University, Victoria University of Wellington, University of Canterbury, University of Otago, AgResearch, Plant & Food Research, Scion, and Manaaki Whenua – Landcare Research.

The kaupapa (principles) of Bioprotection Aotearoa is guided by a unique framework that incorporates both mātauranga Māori (Māori knowledge) and science to understand the life forces that exist within and among our natural and productive ecosystems and their relationships with each other.

This framework supports a holistic, systems-level approach to achieving intergenerational environmental sustainability for Aotearoa New Zealand as Bioprotection Aotearoa develops new and innovative solutions that protect our productive and natural landscapes from pathogens, pests and weeds in a warming climate.

As Director, Professor Amanda Black of Lincoln University guides their moemoeā (vision). Bioprotection Aotearoa is well on its way to becoming a global leader in environmental sustainability.

Lincoln University and AgResearch

The longstanding collaboration and partnership of Lincoln University with AgResearch has evolved once again with the construction of complementary, co-located buildings on the Lincoln University campus well underway, with completion scheduled towards the end of 2023. AgResearch's new facility will be adjacent to Lincoln University's flagship science facility, Science North, and both buildings will be part of a rejuvenated precinct for science at Lincoln. Proximity will further strengthen the collaboration associated with the Joint Postgraduate School and enhance existing relationships of postgraduate supervision. It will also create opportunities for further interaction between tertiary and industry in the key areas of agriculture and food and fibre.

University of Canterbury Partnership

Following a 2018 Memorandum of Understanding (MoU) between Lincoln University and the University of Canterbury, the two institutions have been empowered to work together to increase the scale and quality of land-based tertiary education and research. Since then, both universities have continued to collaborate in research and teaching, while still continuing as independent tertiary institutions.

Te Mātāpuna Mātātahi | Children's University

Te Mātāpuna Mātātahi | Children's University (CU) was established between Lincoln University and the University of Canterbury in 2018. Lincoln University and the University of Canterbury work in partnership to deliver the programme, which is the first of its kind in New Zealand.

The programme aims to raise aspirations towards higher and further education for 7-18-year-olds by encouraging them to try new things, embrace lifelong learning and explore the learning opportunities in their local community. Access and equity are at the heart of the programme. CU targets low-decile and regional schools and there is a strong focus on supporting Māori tamariki. CU has the potential to play a key role in supporting young people from areas of social and economic disadvantage transition into higher and further education.

The programme promotes the strengths of the university partners including the food and fibre sector at Lincoln University. The CU team target Learning Destinations that fit this remit and create campus experiences that showcase the potential of study, research and careers in this sector. The team works with university academics and students to develop online resources that CU members can access from their home, expanding their knowledge in this area.

In 2022 the partnership aims to add 19 schools and rūnanga to the programme, increasing the number of participating school students from around 900 in 2021 to between 1400-1500 in 2022.

Waterways Centre for Freshwater Management

This Centre is a joint partnership between Lincoln University and the University of Canterbury, with a core group of academic and administrative staff supported by a wider, multidisciplinary group of around 50 academics who are experts in freshwater issues, 20 of whom, in 2021, came from Lincoln University. The Centre teaches undergraduate courses and postgraduate qualifications in Water Resource Management and supervises PhD students.

A suite of new qualifications, the Postgraduate Diploma in Water Science and Management, Master of Water Science and Management and Master of Science in Water Science and Management, are proposed for 2023, succeeding the existing qualifications. The proposed programmes build on the interdisciplinary focus of the current programmes while deepening the associated scientific and technical training.

South Island Dairy Demonstration Centre

Lincoln University partners with DairyNZ, Ravensdown, Livestock Improvement Corporation (LIC), AgResearch and SIDE (a network of South Island Dairy Farmers) in the South Island Dairy Demonstration Centre (SIDDC).

Committed to taking a leadership role in dairy farming in Aotearoa, SIDDC manages the Lincoln University's demonstration dairy farm (LUDF), combining emerging research and the best available technology and systems to demonstrate sustainable, profitable dairy farm practices.

In 2021 SIDDC introduced three new farm systems initiatives on the demonstration farm, all geared towards sustainable dairy farming practices. The systems expand LUDF's focus and extend its outlook through to 2030. They include introducing more flexible milking times, moving the forage base to include plantain, and lowering the replacement rate of heifers.

LUDF is an immensely successful demonstration farm with strong stakeholder engagement. It regularly presents data online and hosts events to share the farm's successes and challenges with both dairy farmers and the wider community, such as school visits and opening to the public.

The farm strives to maximise sustainable, profitable farming by optimising productivity, minimising its environmental footprint, and achieving or exceeding animal welfare targets.

The Kellogg Rural Leadership Programme

The longstanding Kellogg Rural Leadership Programme includes in its six-month course two residential modules delivered at Lincoln University and one residential module in Wellington. Eligible participants can concurrently achieve the programme qualification and a Lincoln University Postgraduate Certificate in Commerce, or 60 credits toward a Lincoln or Massey University postgraduate qualification. These pathways are recent innovations, launched in 2021.

Based on campus since 1979, the Programme is managed by the New Zealand Rural Leadership Trust (NZ Rural Leaders). Every year, three cohorts of 24 students graduate from the Programme, all selected for their involvement in the food and fibre sector. A key milestone was reached in 2022, with the graduation of the 1,000th Kellogg Scholar. In addition to its academic partners, Lincoln and Massey University, the Trust partners for investment with key industry organisations as part of their commitment to leadership in the sector. The Trust's strategic investing partners are AGMARDT, Beef + Lamb New Zealand, DairyNZ, FMG, and the Mackenzie Charitable Foundation. Its programme partners are Farmlands, FAR, LIC, Horticulture NZ, MPI, Rabobank, TIAA CREF and Zespri.

TupuToa

Lincoln University and TupuToa have a tertiary partner agreement to assist Māori and Pasifika students in internships and early career development programmes to deliver sustained support for students and early career graduates to fulfil their career aspirations and become business and community leaders. This partnership agreement also extends to support Pasifika students to gain internships in their home islands and across the Pacific.

Lincoln University Property Joint Venture Limited - Te Whāriki

Te Whāriki was established in 2007 by Lincoln University and Ngāi Tahu Joint Ventures Limited, creating a residential subdivision from 118 hectares formerly known as 'The Dairy Block', a site rich in agricultural history and of cultural significance to Kai Tahu. Before 2007 the land was owned by Lincoln University and used as an educational dairy farm, training Lincoln University agricultural students and providing milk for the Christchurch town supply.

In the early 2000s, Lincoln University purchased another dairy farm to the northwest of Lincoln township to eventually remove the physical barrier the existing farm created between the University and the town. When the existing dairy block was no longer required, Lincoln University joined with Ngāi Tahu Property to establish a high-quality residential development that would create a unified, modern community and link the University with the township.

Te Whāriki will in 2022 release its final sections for sale. When complete, the subdivision will include more than 19 hectares of wetlands, reflecting the commitment to the regeneration of indigenous flora and fauna. The community now includes a pre-school, school, retail, sport and leisure facilities and a supermarket.

The subdivision is a long-term investment for both parties and is targeted for completion in 2023. It is estimated that the LUPJVL share of the joint venture profit, before grants to Lincoln University, will be just under \$40 million for the project's 16-year lifespan.

Christchurch Educated

Christchurch Educated Inc. is a group of public and private education providers based in the city of Christchurch and the region of Canterbury. Members share a common set of values and goals for developing and growing the international education sector and work to support international student engagement with, and connection to, the city and region.

Activities include participation in international education fairs, jointly hosting visitors from around the world and promoting innovative products for international education partners. The Christchurch Educated Board is chaired by Lincoln University's Director International.

Lincoln University Farms

As a specialist land-based university, Lincoln University's farms play a significant role in leading research, education, and demonstration in the land-based primary sector. Importantly, this includes the demonstration of research outcomes and teaching of farming systems on an equivalent scale to the land-based sector in the areas of food production, environment and natural resource management. It is critical to produce safe and healthy food, in ways that have low environmental impact, when society is seeking greater transparency around how food is being produced and connections between food, land and well-being. This challenge is one that the University, through the farms, is committed to addressing.

Farming requires a finely-balanced approach to ensuring productive and profitable farming systems while at the same time dealing with the environmental sustainability concerns associated with the farming impacts.

The University has a variety of farming and horticulture operations. In the Canterbury region close to campus are three irrigated dairy farms, dryland pastures, and on campus are a vineyard,

hops garden, horticultural research area and plant nursery. Close to Wanaka is Mt Grand Station, a high-country run producing fine merino wool and running a small beef herd. In addition to these farms there are a number of partnerships and associations around New Zealand, delivering education and training, research and development, and demonstration such as Owl Farm located at St Peter's School in Cambridge, and the South Island Dairying Demonstration Centre (SIDDC) hosted on the University Demonstration Dairy Farm.

The benefit of being able to utilise these farms for research, education, and demonstration is clearly validated by featuring the world's best agricultural practices, environmental monitoring, research into forage and herbage, animal production and genetics, testing approaches to become carbon neutral, predator-free and achieving complete recycling of nutrients and increasing productivity while minimising environmental impacts. This is evidenced by recent research demonstrated on Lincoln University Dairy Research Farm by renowned Lincoln University scientists, Emeritus Professor Keith Cameron and Professor Hong Di who are delivering breakthrough technology with immediate benefit for the dairy farming sector to combat global climate change. The effluent treatment system reduces the methane emissions from farm dairy effluent ponds by up to 99 percent.

The 'Future Dairy Living Lab' consists of two mini-farms or farmlets (currently 12 ha each) hosted by the Lincoln University Research Dairy Farm. Both farmlets have the strategic goals of reducing inputs, improving the recycling of nutrients and reducing waste whilst maintaining or improving profitability. These farmlets have established a future need to enhance the landscape and promote biodiversity and resilience in soils, plants, animals and people and reflect the values

of New Zealanders. Both properties have adopted either a conventional best practice approach (Best Now) or an alternative future design approach (Dairy Future) to achieve these outcomes. Dairy Production, Dairy Production Science and Pasture Agronomy courses have integrated Future Dairy Living Lab as part of student learning.

Lincoln University Dairy Farm (LUDF) as a demonstration farm launched three new farm systems initiatives all geared toward sustainable dairy farming practices both now and into the future, informing the New Zealand dairying and the wider primary sector of the very best sustainable bovine dairy food production systems, underpinned by sound science. The systems expand LUDF's focus and extend its outlook through to 2030. Some of these practices include: looking after staff and animals with flexible milking times, moving the forage base to include plantain, and lowering the replacement rate of heifers. This farm holds regular demonstration days, showcasing successful dairy farm practices to the wider dairy community, industry partners, local and national government.

A Lincoln research team received US FDA approval for in-human clinical trials of their gene therapy for the treatment of CLN5 Batten disease, a fatal neurodegenerative childhood disease. Until now there has been no cure and no hope of treatment, but the Lincoln-developed gene therapy is a potentially transformative treatment for the CLN5 patient community. Over the past decade, Lincoln researchers have been developing their gene therapy in sheep with a naturally-occurring form of the disease.

Lincoln University's farms are:

1

Lincoln University Dairy Farm (LUDF)

A 174-hectare irrigated property with a further 13 hectares of leased dairy support land. The farm is focused on demonstrating sustainable production success and profitability. This is achieved by implementing research and evaluating the best technologies and practices. The farm hosts the SIDDC partnership established in 2002 as its flagship demonstration farm. LUDF has become a stand-out feature of the development pathway for South Island dairying in that time, with exceptionally high farmer and wider sector engagement. Some of these activities include weekly walks, focus days, and online data which is open to the wider dairy community for benchmarking and is the most visited online farm in the world.

2

The Lincoln University Research Dairy Farm (LURDF)

A 79-hectare irrigated property opposite the campus which undertakes commercial dairying and research on smaller scale component studies. This farm, as noted above, hosts the Future Dairy Living Lab with component and farmlot research on dairy cow nutrition; forage systems; intake regulation; grazing behaviour; rumen function; dairy systems with reduced environmental impact; animal health; advanced effluent technology development; soil nitrification inhibitor development; greenhouse gas emissions and nitrate leaching research.

3

Ashley Dene Research and Development Station (ADRDS)

A 200-hectare dairy farm under irrigation 12 kilometres west of the University campus. It conducts commercial dairying and farm systems research to improve the profitability, environmental and welfare performance of dairy and livestock farming systems. Ashley Dene's size allows research at a larger farm systems scale. Future research studies will relate to the environmental effects of different farm systems, adding to a significant body of work that has already been done there over recent years with cows wintered on the farm. The infrastructure on farm includes a 54-bale rotary milking plant and machinery using automated Afimilk Technology, as well as a feed pad and stand-off pads.

4

Ashley Dene

A dryland farm of 165 hectares adjacent to ADRDS which stocks sheep and beef to allow for research, undergraduate and postgraduate teaching on soil type and conditions common in the Canterbury region.

5

Field Research Centre

The University's hub for applied plant, soil science and ecology research. It includes a 21-hectare horticultural area including pip-fruit, nut trees and the nationally significant magnolia display, teaching and research vineyards, demonstration orchard, a hop garden, organics (run under a Trust), and a nursery.

6

The Research Farm

46 hectares of land surrounding the Johnstone Memorial Laboratory (JML) and is used for intensive research and teaching in sheep, deer and beef production. Its purpose is to provide a multi-disciplinary approach to livestock research, emphasising animal husbandry, biochemistry, neurosciences, endocrinology, animal physiology, sheep surgery, radiology and imaging.

7

Mount Grand

A 1602 hectare high-country station located in the Upper Clutha Basin, Central Otago. Immediately east of Lake Hawea, Mt Grand is 400 kilometres from Christchurch. The University was gifted Mt Grand in 1988 following a bequest from Leslie John and Lola June Struthers. The Trust was established to benefit high country farming. Originally a 1,975ha pastoral lease plus 162 freehold, subsequent to tenure review 535 hectares was transferred to the conservation estate. The land comprises high fertility flats, developed pastures/lucerne, front steep hills and high tops tussock with bio-diversity of plants in the upper regions. The station runs fine-wool merino sheep and a small Angus beef herd. It conducts a long-term environmental monitoring programme with six climate stations, hosting research in areas such as soils, water, pest management, and tourism and conservation.

8

Other land holdings Crop Block (Shands Rd/ Boundary Rd)

52.6 hectares of dairy support for LURDF growing young stock including from ADRDS; Arable Block (corner of Ellesmere Junction and Springs Road), 16 hectares of which 11 hectares is leased to the Foundation for Arable Research (FAR); and Deepstream (Mesopotamia, Fairlie), 92.42 hectares which is a freehold title along a spawning stream adjacent to the Rangitata River in the Rangitata Gorge. Deepstream is under the care and control of Mesopotamia Station which is working with the local catchment group to plant natives and protect wetlands.



2. Our Students and Stakeholders



Key Focus

- Increase emphasis on the agriculture, food and fibre and environment sectors
- Develop and begin implementation of a learner success framework, Manaaki Tauiira, in alignment with TEC's Ōritetanga Learner Success Framework, and via a co-governance model, to take responsibility for the success of all tauiira at Lincoln University, in particular, Māori and Pasifika and those with disabilities.
- Prioritise the recruitment of postgraduate research students in agriculture and food and fibre, and fund scholarships in support of this.
- Establish the joint postgraduate school for studies in the land-based land sector in collaboration with the University of Canterbury and with Manaaki Whenua Landcare Research, AgResearch and Plant & Food Research
- Establish postgraduate research school
- Develop and promote short courses for industry, community and partners, sharing the knowledge and skills for which Lincoln University is renowned and in which it is innovating
- Continue to develop and increase blended and online learning, including Lincoln Connected programmes
- Make knowledge available to all regions of New Zealand, including working with North Island partners and communities
- Further partnerships with hapū, iwi and Māori land-based entities in support of the Māori economy
- Build and strengthen relationships with Pasifika communities and organisations for partnerships and internships
- Uplift and strengthen the student voice and raise the profile of a benchmarked student experience.



Key Targets

- Grow domestic sub-degree/undergraduate EFTS by 6 percent
- Grow international EFTS by 44 percent by 2025, to 75 percent of international EFTS pre-COVID
- Retain postgraduate EFTS at 29 percent of the student population by 2025
- Recover international EFTS to 35 percent of the student population by 2030
- Maintain or increase our North Island reach by growing current school leaver market share from Auckland and Waikato
- Increase enrolments from those changing careers, upskilling or returning to study
- Increase participation of Māori students to 12 percent of subdegree and undergraduate and 6 percent of postgraduate students by 2030
- Increase participation of Pasifika students to 4 percent of subdegree and undergraduate and 3 percent of postgraduate students by 2030
- Increase the number of PhD students jointly supervised with other organisations
- Recover international numbers in line with 10-year model, with a focus on taught and research postgraduate qualifications, study abroad and global partnerships
- Increase student satisfaction as measured in the Student Satisfaction Benchmark Survey
- Prioritise academic and operational processes for the development and delivery of short courses to industry, community and partners.

2.1 Learners

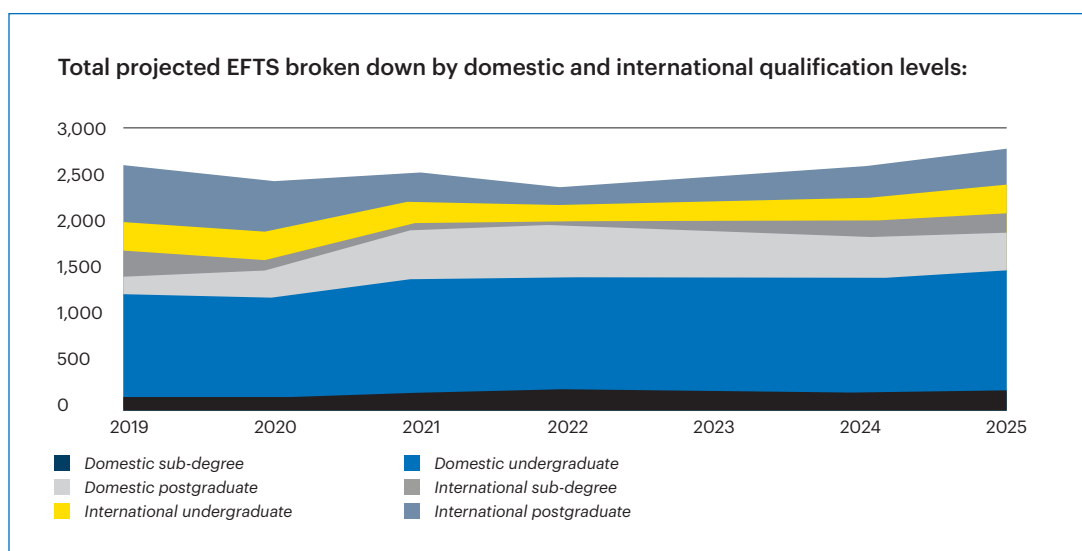
Students are at the core of Lincoln University's values. Lincoln provides excellent and inspirational learning, teaching and research experiences within an environment that helps ensure learners' academic and personal success.

EFTS targets for 2023-25

		Actual			Forecast			
		2019	2020	2021	2022	2023	2024	2025
Domestic	Sub-degree	161.9	169.8	228.3	234.1	226.2	214.1	219
	Undergraduate	1,144.00	1,085.00	1,198.30	1,248.20	1,262.60	1,254.80	1,288.60
	Postgraduate	169	263.3	530.9	525.9	449.4	424	420
International	Sub-degree	274.4	156.9	102.6	77	129.8	174.3	212.8
	Undergraduate	319.1	282.5	185.2	133.3	178.3	211.5	255.9
	Postgraduate	564.4	534.4	316.9	207.5	264.8	335.8	399.2
Grand Total	Total	2,632.80	2,491.90	2,562.00	2,426.00	2,511.20	2,614.50	2,795.60

Postgraduate and international share

	Actual			Forecast			
	2019	2020	2021	2022	2023	2024	2025
% Postgraduate	27.9%	32.0%	33.1%	30.2%	28.4%	29.1%	29.3%
% International	44.0%	39.1%	23.6%	17.3%	22.8%	27.6%	31.0%



National, Regional and Market Share

Over the next three years Lincoln University expects to:

Grow domestic undergraduate/
sub-degree EFTS by

6%

Grow international EFTS by

44%

Retain postgraduate EFTS at

29%

of the student population

Recover international EFTS to

35%

of the student population.

COVID remains an opportunity for Lincoln to increase the number of domestic students, particularly in the primary, agriculture and food and fibre sectors of New Zealand. Lincoln University is the obvious choice to study these disciplines.

National Focus

For the 2023-2025 period, Lincoln University will focus on providing in-person events and activities to grow enrolments, with online activities to be organised as backup options only (noting that conversion is a lot higher in face-to-face situations). The University will continue to engage with principals across the country and continue to visit schools nationwide. The focus will remain on the conversion of students that have been made an offer of a place and on those students who are residing in New Zealand and have applied to study at Lincoln University.

Domestic Regional Student Origin

The Canterbury school region's representation in the University's school leaver numbers continues to be significant, with a slight decrease to 43.3 percent in 2022 of total school leavers enrolled at Lincoln University. While Canterbury school leavers increased in volume for 2022, the decrease in the percentage was due to other regions increasing their percentage of school leavers enrolled at Lincoln University. After Canterbury, Waikato is the next biggest region for 2022 (9.7 percent), increasing on previous years. Auckland and Southland have also increased, to eight percent and 7.5 percent respectively. With the recent opening of an office in Hamilton, the University expects an uplift in enrolments in the Waikato, Bay of Plenty and Auckland regions due to increased visibility

Top two domestic regional student origins by cohort

	Region	% cohort school leavers enrolled at Lincoln University
All domestic	Canterbury	43.3%
	Waikato	9.7%
Māori	Canterbury	34.7%
	Hawkes Bay	12.2%
Pasifika	Canterbury	62.5%
	Auckland	25.0%

School Leaver Market Share

The school leaver market share, that is, the students studying at Lincoln University who enrol directly from high school, has also increased for the third year in a row, to 0.97 percent in 2022, for 2021 school leavers who enrol at a New Zealand university. While this is expected to decline slightly as the effect of COVID on student enrolments reduces, the current 10-year forecast is for the University to retain a market share of higher than 0.8 percent. This will be retained through the campus development, marketing plan and other initiatives.

Marketing Campaigns

Lincoln University has prioritised specific target markets to drive growth in student recruitment and retention.

The University will

- Work with schools to ensure that education and employment opportunities in the land-based sector are widely understood and sought after, and that school leavers see Lincoln University as an attractive study option
- Emphasise the importance of the primary, agriculture and food and fibre sectors to New Zealand and to the Māori economy, and highlight that Lincoln University is the best place to study these disciplines
- Encourage enrolments that include those seeking to upskill into postgraduate study and those returning to study
- Ensure collaboration with other stakeholders to leverage opportunities to connect with these learners
- Develop excellence in scanning and insight of global developments that will affect land, food and producers
- Support the workforce requirements of the primary sector through illustrating pathways for unemployed people to retrain for career changes to support economic recovery.

The majority of Lincoln University's domestic students have traditionally come from the Canterbury region, and in 2023 the University aims to increase these numbers. The University will continue to engage locally, while also building more significant relationships with students and those who influence their future, throughout the whole of New Zealand. From a food, fibre and agricultural perspective for Māori, this includes a focus on North Island enrolments, while maintaining a strong focus locally on key areas such as te taiao and mahika kai. Lincoln University will also collaborate with other tertiary institutions to leverage opportunities for all.

The University will continue to work to grow numbers from all its urban markets, particularly in the North Island. Three staff members are now located in a newly-established Hamilton office and responsible for this task.

Lincoln University will continue to roll out a stakeholder engagement plan around school principals in order to inform, advise and support them to understand Lincoln's offerings and unique proposition.

With the spotlight firmly on the food and fibre sector from a COVID-affected world, and as an industry that has an unprecedented demand for skilled workers, there is a significant opportunity for Lincoln University to promote its role and the value of its qualifications to industry, along with its practical approach to learning. Lincoln University contributes a significant number of graduates to this sector, with high graduate employment rates.

With the spotlight firmly on the food and fibre sector from a COVID-affected world, and as an industry that has an unprecedented demand for skilled workers, there is a significant opportunity for Lincoln to promote our role and the value of our qualifications to industry and our practical approach to learning.



Study free with Lincoln now*

Want to work in a fast-growing industry?

Enrol in a free postgraduate course and prepare to meet an urgent need in the food and fibre sectors.

Start in July.



Learn more at www.lincoln.ac.nz



*Applies to fee waivers for postgraduate certificates and diplomas and taught master's degrees. Entry criteria apply.

Key objectives to increase student numbers include:



Increase applications

from our key regions by

5%



Focus on students

from urban environments, especially Auckland with the goal to increase applications by

5% (10% in Auckland)



Increase enrolments

of domestic graduates and postgraduates by

5%



Increase the number

of enrolments from each previous year by

10% for Māori and

10% for Pasifika.

Māori and Pasifika communities

Lincoln University has a role to play in supporting the goals and aspirations for Māori and Pasifika communities and contributing to their specialist land-based industries. Actively considering how the University can contribute and collaborate with whānau, hapū, iwi and Pasifika allows a broader awareness and engagement in our specialist programmes. This will be achieved through the following actions:



-
- Creating and enhancing course and programme offerings that attract and engage with key stakeholders and industry partners in Māori and Pasifika economies (Whanake Ake programme)
 - Convening the Motu (Pasifika) Advisory Group that provides guidance and advice for developing our Pasifika Plan and engaging with Pasifika communities
 - Preparing marketing material that is appropriate for and relevant to Māori and Pasifika audiences
 - Developing and promoting Māori and Pasifika scholarships, internships and employment opportunities
 - Developing a digital strategy to promote Lincoln to Māori and Pasifika audiences
 - Networking with whānau trusts, incorporations, hapū entities, iwi and rūnanga to increase the visibility and reputation of Lincoln University
 - Running a variety of on-campus events for the Māori and Pasifika community
 - Develop a bicultural campus that has a commitment to work with takata whenua and provide cultural safety, the removal of barriers to access and greater visibility of the University's commitment to Māori
 - Support and engage relevant schools and communities with a focus on Māori and Pasifika.
-

Creating graduates for the Māori economy

Lincoln University has joined with external partners to create opportunities for Māori students in areas critical to the Māori economy. Through agreements and Memoranda of Understanding with Te Tumu Paeroa | Office of the Māori Trustee and Ngāi Tahu Property, Māori students studying the Rural Valuation major of the Bachelor of Land and Property Management can apply for scholarship programmes that support summer internships. These are for the purpose of increasing the number of Māori rural valuers in Māori land management for the future. A similar agreement has been signed with Lincoln Agritech Ltd to support Māori students studying the Bachelors of Agriculture, Agricultural Science, Environmental Management or Agribusiness and Food Marketing to participate in an internship programme with that organisation. This programme will give students the opportunity to experience industry learning on the Lincoln University campus in preparation for professional life protecting whenua while growing the Māori economy.

Postgraduate students

Key initiatives to grow postgraduate numbers in response to increasing industry and student demand, primarily driven by partnerships with research institutes, include:

- To grow the number of 180-credit taught Master's programmes, in response to demand from students and industry
- To increase the number of postgraduate research students and the range of available research supervision through allowing researchers from other organisations to serve as joint supervisors of PhD students with Lincoln University academics
- To implement a joint postgraduate school for studies in the land-based sector with New Zealand Crown Research Institutes and other New Zealand and international universities.

International students

Maintaining international numbers has a focus on postgraduate taught and research students and on global partnerships. Lincoln University has a four-part International Plan in support of four of the University's strategic goals:

- Goal 1: A distinctive Aotearoa New Zealand end to-end student experience
- Goal 4: A world-class research and teaching precinct
- Goal 5: An organisation focused on meaningful partnerships
- Goal 6: Facilitating growth.

The four-part plan consists of the key components of China partnerships, future-proof partnership projects, a PhD plan and targeted regional plans. Priority markets for 2022 are:

- China
- New Zealand based international students
- India
- Southeast Asian Markets: Indonesia, Vietnam
- Study Abroad Markets: USA and Germany
- Developing markets: Nigeria.

The China Partnerships Plan 2022 identifies key relationships in China including institutions, government organisations, agency, centres and networks. Future proof partnership projects consist of large-scale projects which seek to re-invent the way in which Lincoln University recruits international students. These employ strategies and tactics which support cohort recruitment and mitigate the impact of restricted global borders. The PhD plan outlines the key markets and recruitment activities to grow PhD enrolments across China, Southeast Asia, South Asia, the Middle East, South America, and within New Zealand and among alumni. Regional Plans outline

marketing activities by region and by market, with each plan overseen by a regional manager.

During the border-restricted COVID period the focus has been on:

- International students in New Zealand
- Students from India prepared to study online for 1-2 semesters
- Pathway students from current China relationships
- Students able to study English language online.

These cohorts will continue to be part of recruitment and relationship management in the post-COVID environment as part of maintaining diverse recruitment pathways for future students.

Impact of COVID-19 on international recruitment

COVID has caused significant disruption to the international education sector. The rebuilding of international enrolments for Lincoln University has required a phased approach through the reopening of borders to international students. Ongoing monitoring continues ensure that recruitment targets for international students, including postgraduate research students, can be met and maintained for the University.

International Pasifika Students

Growth and development of the University's involvement in the New Zealand Aid Programme is reliant on Ministry of Foreign Affairs and Trade (MFAT) priorities, but it is expected the University maintains approximately 30 percent of Pasifika focus across a growing cohort. It is important to ensure that domestic and international Pasifika students are seen as a single cohort to ensure a seamless support system that includes constant and ongoing support provided by the Pasifika Support Coordinator as part of their educational journey.

Student Experience and Engagement

Excellence in the end-to-end student experience is the first strategic goal of Lincoln University. Students' experience and engagement is of critical importance in recruitment, academic success and the retention and completion of students. As a strategic goal, supported by the University values, this is integral to the operations of the University.

Lincoln University seeks to build, deepen and enhance its relationship, partnership and collaboration with the key student organisations, Lincoln University Students' Association (LUSA) and Te Awhioraki the Māori Students' Association. Further relationships are held with the Lincoln University Pacific Island Students' Association (LUPISA) and SPACE, the Rainbow Club on campus. The Student Experience Manager is the steward of these relationships outside of the University committees. The Student Experience Manager uses best practice design for the student experience in the planning and processes for which they are responsible.

Student Experience Board

An important source of student representation to inform decisions in these domains is the Student Experience Board. The Board is responsible for enhancements to the non-academic elements of the end-to-end student journey, including how taura interact with the University whether on or off campus. Recent revisions to its terms of reference have included changing the representative balance to have more students and fewer staff on the Board, to increase the diversity of representation of the student experience. The Board has been active in 2022 with key actions including initiating a review of the Student Charter.

A Student Experience Team was initially convened by the Student Experience Manager during the COVID period to

consult on pandemic-driven changes to University processes and operations, under the theme of staff supporting students. This has now become a working group that reports to the Student Experience Board, with the purpose of students driving initiatives that the University can support. The Team is informed by a diverse group of student representation, from the LUSA executive and the executive of Te Awhioraki, and representatives from LUPISA, international students, disabled taura, SPACE and other undergraduate and postgraduate students.

Student Charter

A Student Charter was co-developed by the University and LUSA to establish a formal and enduring partnership between students, staff and LUSA. The Charter is not a binding contract, but students are encouraged to read it to know what to expect of the University and LUSA, and understand what is expected of them, as a student. A living document, it is regularly reviewed, most recently by Te Awhioraki and Te Manutaki at the request of the Student Experience Board, with the intention of further connecting it to the bicultural campus. The Charter is held in the University's Policy Library.

Supporting the end-to-end student journey

Prior to enrolment, marketing and recruitment assist prospective students in making informed choices about their tertiary enrolment, by coaching them in how to ascertain the career path they are looking at is right for them. Aimed at both prospective students and their influencers, this activity brings graduates in particular sectors back to the schools to talk about what they do, to help inform and influence prospective students.

The University has implemented a case management approach to the student journey so that students maintain a 1:1 connection with a student liaison officer throughout their experience.

This relationship provides an avenue for identifying further pastoral care and learning needs as they arise. It also allows for open conversations about academic pathways such as moving into postgraduate study, and that connection will be maintained as the student exits the University to become part of the Lincoln University alumni community.

Measuring and enhancing the student experience

Lincoln University works to continuously improve the university experience and applies formal research methods aligned with an annual improvement cycle to benchmark, enhance and measure the student experience. The University conducts an annual Student Experience Benchmark survey to measure and improve the student experience. The outcomes of this survey inform key short- and long-term initiatives alongside recommendations of the Student Experience Board.

All current Lincoln University students are invited to complete the survey, which represents a range of student cohorts: full and part-time, domestic and international, and a mix of qualifications.

The annual Student Satisfaction Benchmark Survey was not conducted in 2020 nor 2021 due to concerns over survey fatigue and additional pressures on students relating to COVID. The next benchmark survey will be conducted in early Semester 2, 2022, and annually thereafter. It is expected that an improvement will be shown on the previous survey, which had an 85 percent student satisfaction rate.

An agile approach

The University is always prepared to change direction and quickly respond to unforeseen events to support students in times of need. Most often, these responses require a dedicated effort to respond to the social and pastoral needs of our taura. In 2019

the University responded to a terrorist attack in Christchurch with quick action, establishing a pop-up wellbeing centre and ensuring the University's Muslim community was involved in all decision-making and approach to support.

At the start of the COVID response, a Coronavirus Academic and Student Experience Working Group (CASEWG) was quickly formed, including student representation to ensure the student voice was heard. Decisions around the University's response to COVID continue to be with students at the core. A Student Experience Team was also established in early 2020 to focus on three key areas of importance for the pandemic: online learning support, social connectedness and health and wellbeing.

During 2020, Lincoln University activated a COVID calling campaign which allowed for 1:1 personal conversations with students. These conversations were received positively by students and helped the University identify students at risk due to wellbeing, learning or technology needs and triage those students to appropriate support pathways.

Health and wellbeing resources were developed and published on student channels daily to support and promote wellness. Weekly drop-in centres were led by student wellbeing advocates with the support of the University's internal wellbeing experts. Students who identified as having technology issues affecting their online learning were offered support through the Technology Access Fund for Learners (TAFL), where eligible, or the University's Student Financial Assistance Fund.

The University works alongside LUSA to ensure fair and impartial distribution of hardship funds. This includes a collaborative approach to applying for and distributing funds such as the Hardship Fund for Learners (HAFL) and the Education New Zealand International Student Hardship Fund.

In 2022, the calling campaign was reinstated in response to the spread of the Omicron variant in the University community at the start of the academic year. HAFL was utilised to expand the reach of the previous campaign into continuing welfare calls and check-ins for taura experiencing hardship due to the COVID pandemic, including isolation, illness and disconnection from their classmates and their peers.

Learnings from times of adversity are used to further enhance the student experience by adapting initiatives and incorporating them into operational plans. For instance the 1:1 calling campaign is now the foundation of Lincoln University's case management approach to support the end-to-end student journey, and wellbeing resources developed are published and made available for both community and Lincoln University staff and student reference.

Post Qualifications Outcomes Survey

The Post Qualifications Outcomes Survey continues to find a higher-than-expected response rate for externally distributed online surveys. The last survey, conducted in 2021, collected data relating to the 2020 graduates on:

- Post-Lincoln University employment and/or study situation
- Type of employment (e.g. job type, industry) and future employment plans
- Experiences of work-related opportunities and skill development at Lincoln University.



The 2021 survey (of 2020 graduates), achieved a

52% response rate

Key findings were:

83%

of the survey respondents were in paid employment with 79 percent of these working full-time; 7 percent were neither working nor studying

Over half

of all respondents in paid employment worked either 40 hours (42 percent) or 41-50 hours (18 percent) or more per week

58%

Of the 17 percent of respondents who were not in paid employment, 58 percent had enrolled for further study

82%

of survey respondents who were in paid employment said it was either their ideal employment at this stage of their career (38 percent) or a step in the right direction (44 percent)

24%

of respondents had enrolled for further study since completing their Lincoln University qualification in 2020. 61 percent of these respondents had returned to Lincoln University to study.

It is also of note that these employment and study outcomes were achieved in an environment in which 70 percent of all respondents reported at least one COVID impact on their search for employment and on their current employment, with two-thirds of these respondents reporting that there were not as many jobs to choose from as a result of COVID.

2.2 Employers

Lincoln University has aligned the qualifications it teaches with market demand. Many of these qualifications include work-integrated learning and students gain industry experience throughout their studies. For example, the University's partnership with T&G Global enables employees to undertake study for the Diploma in Horticulture from their place of work while in continuing employment.

Lincoln University regularly appoints employer representatives to the academic review panels of its qualifications and engages with the Workforce Development Councils of the Vocational Education sector. The annual Food and Fibre awards and networking dinners recognise some of the University's highest academic achievers and provide students the opportunity to build connections with employers.

The University has developed and enhances its Careers Information and Guidance service, including through the hosting of on-campus activities with employers. The 2021 Career Fair had a record 48 exhibitors, with a further 21 exhibitions at the Volunteering Expo.

The 2020 Canterbury Regional Skills and Workforce Advisory Report, compiled by ChristchurchNZ, noted the increase in work-integrated learning among New Zealand's universities and

observed an 'opportunity for universities to fill part of the macro economic skills gap with vocational focused pedagogy' (p. 5). Further, the report recommended that Canterbury industry

- Encourage universities to further improve industry connections to improve research commercialisation, graduate and internship connections to build industry capability and transform and grow industry (2020, p. 26).

Lincoln University is well-placed to support these goals for industry with its qualification structure and curricula including regular reviews of qualifications, good employment outcomes for graduates and research partnerships.

Furthermore, the Māori and Pasifika Internships and Scholarships programme, as part of Manaaki Tauiira, engages directly with iwi and Māori asset owners and employers to facilitate internships, work placements and joint scholarships to support compulsory study requirements. This provides direct facilitated access to employers and a clear understanding of what employers require in their respective industry sectors. The formal partnerships noted above are an example, as are informal arrangements with Māori entities in Te Tairāwhiti, Waikato, Taupō and Whanganui.

2.3 Communities

Addressing the needs of Lincoln University stakeholders in the community and therefore giving effect to government priorities means working with and alongside:

- Community groups which engage with Lincoln University Pacific Island Students' Association (LUPISA) students. These include the Cook Islands Canterbury Student Association and Samoan family and business organisations, and with Samoan and Papua New Guinean students through the Lincoln University chaplaincy
- Māori-specific events to celebrate Matariki, Te Wiki o te Reo, engagement in local and national community events
- Te Whare Whakakotahi and Ngā Kete e Toru are the two spaces dedicated to manaakitaka and kaitiakitaka. Te Whare Whakakotahi is the whare on campus where tauira gather, study, eat and have noho, during and between semesters. The spaces provide a fully functioning kitchen, dining room and wharehau that is available for students, staff and the community.

Community engagement

Lincoln University engages with its communities through a variety of means including open campus community days, hosting of functions and events on campus, sharing of knowledge through academic speakers at community hosted workshops and the publication of news articles. The news articles are regularly posted on the University's news website, distributed to local and national media outlets and shared on social media channels. It is expected that a similar number of publications and presentations will be maintained in 2022.

	2019 Actual	2020 Actual	2021 Actual
Community engagement publications and presentations	170	180	180

Outreach to Secondary Schools

Lincoln University's Farms Educational Facilitator leverages the farms to grow student and teacher interest in the important role of the primary sector. She hosts educational visits to the campus farms and also to St Peter's Owl farm in Cambridge. The Facilitator also creates NCEA teaching resources that include a range of in-class student activities with teacher notes. These resources are enthusiastically used by Agriculture, Science and Geography teachers throughout New Zealand.

Future Leaders in the Community

Future Leader Scholars act as ambassadors of Lincoln University and offer an important connection to the community through student projects, voluntary work and liaison with schools. In 2021, Future Leaders served 689 hours to support the University and the wider community. These included school visits and career fairs, Lincoln University Community Day, flood relief clean up on Canterbury farms near Ashburton and Rangiora, participating in promotional videos for the University, hosting the Minister of Agriculture on campus for a keynote address on careers in New Zealand agriculture, and contributing campus tours for prospective students and their families.

As a condition of the scholarship, scholars are required to undertake a project as part of their scholarship that makes a difference to the campus or the wider community. Selected projects for 2022 include:

- Enhancing Cultural and Te Tiriti Competency: to develop scholars' cultural competence, their understanding of the Treaty and its relevance, and the significance of engaging and working alongside takata whenua
- Inspired by Ag: running two events for Lincoln University students who are interested in the agricultural sector
- Time for Change: non-profit ball to raise awareness for farmers' mental health
- Agri-Ventures: a two-day camp for year 12 students, to promote careers in the rural sector. Participants will have a deeper understanding of the agriculture industry and the potential opportunities that are available for students.

Future Leader Scholars act as ambassadors of Lincoln University and offer an important connection to the community through student projects, voluntary work and liaison with schools.

3. Giving effect to Government priorities



Key Focus

- Review of Whenua Strategy completed and Māori Plan in place to support the Lincoln University Strategy 2019-2028
- Significant increase in scholarship offerings to Māori and Pasifika taurira. In 2022 there are 28 undergraduate scholarships valued at \$200,000 including two premier undergraduate scholarships for Māori and Pasifika, valued at \$19,000 per year for the term of their degree. The Aoraki Doctoral Scholarship, worth \$35,000, is awarded to a Māori PhD scholar
- Continued uptake of Māori Studies (MAST) courses
- A strong focus on developing co-created and co-implemented Vision Mātauranga applications
- Achieved a QE unit increase of 30 percent in PBRF rating in 2018
- Achieved a 97 percent success rate (graded outcome) on the number of PBRF portfolios submitted to TEC
- Research CapEX investment has been maintained during interruptions of COVID
- Continued strong growth in 2021 of peer-reviewed journal outputs
- Recovery of international students EFTS as a result of the COVID environment.



Key Targets

- Increase the QE score for the 2024 PBRF round through strategic academic staff employment decisions and investment in the Centres of Excellence, early research career support and the investment of PBRF funds at the faculty/centre level.
- Recovery of international EFTS to 35 percent of total EFTS by 2030
- Increasing and diversifying pipeline partnerships
- Increasing distance learning opportunities, including through Lincoln Connected, STAR and regional delivery
- Increasing international student mobility opportunities.

3.1 Delivering skills for industry (Priority 1)

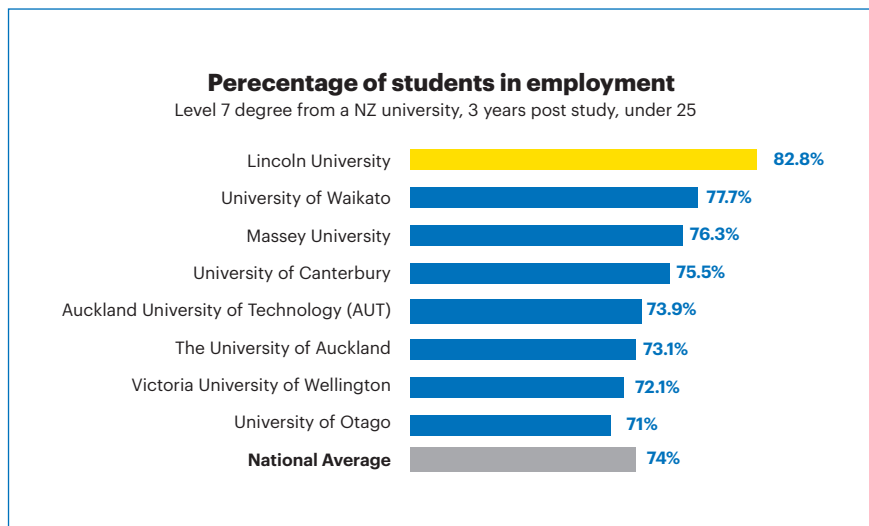
Skills demand for New Zealand's land-based sectors

Lincoln University is committed to responding to future demand from the land-based sector for more skilled graduates. Using the primary sector workforce as a proxy, Lincoln University graduates completing Level 7+ qualifications represent about 10 percent of the 'replacement rate' (assuming 2.5 percent annual turnover) in the primary sector workforce.

With respect to market share for Level 7 programmes, the University expects to maintain a market share of 0.84 percent of the Year 13 cohort of school leavers over a ten-year period, with new science facilities completed or under construction, and a vastly enhanced learning experience offered.

Employable students

Employment outcomes are a key indicator of the University's success in meeting both the career aspirations of students and the needs of employers in the land-based sector. Lincoln University relies heavily on industry evidence to support its view of how effective and sought-after its graduates are in New Zealand and overseas, for their knowledge and their practical experience. This is supported strongly by the Tertiary Education Commission's Post-Study Outcomes data available through Ngā Kete, which shows that Lincoln graduates are the most likely to find employment in New Zealand.



The Blended and Online Delivery Programme, including Lincoln Connected, as part of the Moving Forward programme will also help grow the number, quality and relevance of graduates for the land-based sector through enabling access nationwide to selected Lincoln University qualifications in contributing disciplines.

Affiliations

Since Lincoln University's foundation, it has grown and developed to enjoy a national and international reputation. This is in part due to the University's affiliations and associations with industry and research partners who provide scholarships, work placements and employment for its graduates.

Lincoln University has formal industry accreditation with the following organisations, either as an institution or through individual research and education offerings:

- Chartered Accountants Australia & New Zealand (CA ANZ)
- Association of Chartered Certified Accountants (ACCA)
- Corenet Global
- CPA Australia
- Facilities Management Association of New Zealand (FMANZ)
- New Zealand Institute of Valuers
- New Zealand Green Building Council
- Pacific Rim Real Estate Society (PRRES)
- Property Council New Zealand
- Property Institute of New Zealand (PINZ)
- Royal Institution of Chartered Surveyors (RICS)
- Valuers Registration Board (VRB)
- New Zealand Institute of Landscape Architects (NZILA)
- International Federation of Landscape Architects (IFLA)
- Institute of Primary Industry Management (NZIPIM).

Affiliation to the Chartered Financial Analyst (CFA) Institute

Lincoln University is one of only 620 universities worldwide to be accepted into the CFA Program Candidate Body of Knowledge (CBOK), and has embedded the CFA's Code of Ethics and Standards of Professional Conduct into the curriculum of affiliated degrees. This in turn will be recognised by industry, enhancing the employability of students. The CFA Institute is a global association for investment management professionals and the CFA® credential is described as the gold standard in the investment industry.

Domestic participation in accredited programmes:

2021 actual	2022 forecast	2023 target	2024 target	2025 target
324	313	306	285	280

Accredited programmes offer students the confidence their degree is industry-aligned and meets compulsory standards when seeking professional registration. Accredited programmes are regularly reviewed by the accrediting organisation to assure quality and industry standards. Accredited programmes at Lincoln University include:

- Bachelor of Environmental Policy and Planning (Hons)
- Bachelor of Commerce (Agriculture and Professional Accounting)
- Bachelor of Land and Property Management
- Bachelor of Landscape Architecture
- Master of Landscape Architecture
- Master of Planning
- Master of Professional Accounting (CPA).

Collaborations

Lincoln University and the Euroleague for Life Sciences (ELLS)

Lincoln University is the only full partner outside Europe with equal status within the Euroleague for Life Sciences network. Partners join the seven European Universities of the league in their cooperation in the fields of Natural Resource Management, Agricultural and Forestry Sciences, Life Sciences, Animal Sciences, Food Sciences, Environmental Sciences and Rural Development. Through the league's focus on joint teaching and learning, student and staff mobility, and quality assurance, the ELLS partnership provides Lincoln University a number of strategic benefits, for both the University and its graduates. These an enhanced international profile, research collaborations and the benefits to graduates of enhanced student mobility within the exchange programmes of the league. A further profile of ELLS activities is provided in Section 3.6, which addresses Priority 6: Growing international linkages.

Work-integrated learning and industry internships

Work-integrated learning (practical work) in industry is important in Lincoln University students' programmes of study and provides experiences in a broad range of careers in the disciplines associated with each programme. Work-integrated learning occurs in areas relevant to the professional destinations associated with the programme. It is normally undertaken during the summer teaching break and is typically prescribed in the student's degree or diploma programme.

Practical work is a requirement of over 20 qualifications offered at Lincoln University. The University seeks and applies feedback from employers on the capability and skills of students undertaking work-integrated learning and uses this to support programme development. The 2020 Post Qualification Outcomes Survey revealed that students found work-integrated learning and/or internships extremely useful.

Formal industry internships involve ongoing supervision from the University and a clearly defined purpose for the student. The two-way communication with industry that supports internships is also a valuable source of information for future programme development. These more formal arrangements also provide two-way communication with industry that informs future programme development.

The proportion of Lincoln University programmes and majors that contain a work-integrated learning requirement is as high as 60 percent.⁵ A work-integrated learning working group has been tasked with supporting best practice and encouraging future development.

The 2020 Post Qualification Outcomes Survey revealed that students found work-integrated learning and/or internships extremely useful.

⁵ Self-reported data from Lincoln University faculties during a 2021 internal WiL survey.

3.2 Getting at-risk young people into a career (Priority 2)

Academic support initiatives

The University has three longstanding and continuing academic support initiatives which provide additional support for learners who may otherwise be at risk of failing. These initiatives connect with the skills and development they need to succeed and progress to course and programme completion and future employment.

These are:

- Peer Assisted Study Sessions. PASS is offered in each faculty in first-year courses that are identified as benefiting from additional peer-led sessions, based on participation and completion data.
- Skills for Success. This research and data informed compulsory support programme within the Diploma in University Studies provides academic skills development and integration for students enrolled in the University's academic pathway diploma. The programme undergoes continuous improvement led by the coordinator.
- Inclusive Education support is accessible for all eligible learners affected by injury or disability. Learner engagement is monitored and changes to recruitment and orientation activities are made as a result.

3.3 Boosting achievement of Māori and Pasifika (Priority 3)

Achievement of Māori and Pasifika: existing initiatives

Lincoln University is committed to meeting its Te Tiriti o Waitangi obligations and engaging with Māori and Pasifika communities. As a specialist land-based university, Lincoln's teaching and research areas enjoy a natural synergy with the values and key priorities of Māori and Pasifika development. This includes showing support and commitment to Māori while demonstrating manaakitaka to all cultures on campus and in the community. The University's Māori and Pasifika Achievement Framework is a founding set of practices for Manaaki Tauiira, the University's Learner Success Framework. Te Manutaki, the Office of Māori and Pasifika Development, plays a major role in supporting and monitoring student experience and achievement across the university. Ongoing engagement and strong relationships with the academic and support units of the University allow for coordinated monitoring of student outcomes and ensure pastoral programme support is delivered to tauiira.

Lincoln University's Māori and Pasifika Achievement Framework is monitored by Te Manutaki and has been operational for three years. This framework focuses on first-year students and ensures early intervention measures to support students with successful course and qualification completion. In 2020, this resulted in Lincoln University having the highest course completion rates nationally for Māori (91 percent) and the second-highest qualification completion rates (60 percent).

Pasifika strategy

The University has a longstanding association with the Pacific region and its communities. The aim is to contribute to the educational and economic aspirations of Pacific people both within New Zealand and in the wider Pacific region.

The Pasifika Achievement Framework provides focused monitoring of Pasifika achievement for first-year students and ensures key points of engagement and processes for intervention have been developed. As with Māori, in 2020, Lincoln University had the highest course completion rates for Pasifika (89 percent) across the universities and the highest qualification completion rates (63 percent).

The Motu Advisory Group includes Pasifika representatives from the Ministry of Education, the Ministry of Pacific Peoples, the Pasifika community and a representative who is also connected to a local high school. This group is assisting the University to develop the Motu Plan and provide advice and direction on better understanding the needs of Pasifika students and the Pasifika community.

The Pacific Island Students' Association (LUPISA) supports

both domestic and international Pasifika students on campus and is supported by the Deputy Vice-Chancellor Māori and Pasifika and the Lincoln University Students' Association. Community groups that engage with LUPISA students include the Cook Islands Canterbury Student Association, Samoan family and business organisations and, for students from Papua New Guinea, the Lincoln University chaplaincy.

Tuakana-teina

Lincoln University has made some progress in ensuring culturally relevant teaching and learning practices. The Tuakana-teina peer mentoring sessions, facilitated by Te Awhioraki (Māori Students Association), were established for those courses with lower pass rates for Māori and Pasifika to provide a teaching and learning model for Māori students, by Māori students. Staff of Te Manutaki also engage with teaching staff to discuss Māori taura outcomes and support for taura to track in-semester assessments and, where necessary, provide additional tutoring support through Learning, Teaching and Library and options for ongoing study. The Manaaki Taura Learner Success Framework will be an important consolidation and extension of this approach for the benefit of Māori, Pasifika and disabled taura and all other taura in future stages.

Manaaki Taura: Lincoln University's Learner Success Framework

Lincoln University is committed to removing barriers to learning and success for all future and current taura and aspires to help them achieve a positive sense of self-worth, wellbeing and belonging within society. Its priority focus is Māori, Pasifika and disabled taura.

Low rates of participation, retention and progression for Māori and Pasifika taura are priority issues for all universities across Aotearoa, including Lincoln University. The University recognises the need to build on the initiatives coordinated by Te Manutaki since 2017, designed to boost the achievement of Māori and Pasifika taura.

The Manaaki Taura Learner Success Framework, developed by Lincoln University in 2021, is underpinned by a Māori worldview of care and support for all taura. This framework, combined with its Programme Plan, takes responsibility for the success of all taura at Lincoln University, but in particular Māori and Pasifika taura and those with disabilities.

Manaaki Taura draws on TEC's Ōritetanga Learner Success framework and the insights from Te Manutaki's existing programme of monitoring and support, to ensure that the seven key capabilities associated with learner equity in Ōritetanga can be realised.

The Manaaki Taura framework and its Programme Plan exist to:

- Support all learners, especially Māori, Pasifika and disabled taura, to make a positive transition to and successful completion of tertiary education
- Demonstrate what parity of participation and achievement looks like for Māori, Pasifika and disabled taura at Lincoln University, and the extent to which University is achieving this
- Guide the University to achieve parity for these learners
- Plan at all levels – Governance, Management and Leadership – to realise the goal of achieving parity of participation and achievement for Māori, Pasifika and disabled taura
- Enable teaching and learning practices that respond to the needs of all taura, especially Māori, Pasifika and disabled
- Build a dedicated Disability Action Plan (DAP), supported by the TEC Kia Ōrite Toolkit, to remove discrimination and ensure disabled taura experience better outcomes across their education journey
- Enable a whole-of-organisation commitment to learner success.

Kā Matawhānui: Vision of Manaaki Taura

Lincoln University focuses its Learner Success by embracing manaakitaka as one of its core values. We have adopted a student-centric approach by placing all students at the centre of our activities. We will respect each other in accordance with our tikaka (customs). We will strive to do this through culturally appropriate and responsive processes and practices.

The Manaaki Taura Learner Success Framework, developed by Lincoln University in 2021, is underpinned by a Māori worldview of care and support for all taura.

Kā Whāika: Goals of Manaaki Tauria

1. By 2030, increase Māori students' participation rates:

NZQF Level	2021 baseline rate (percent)	2030 rate (percent)
4-7	8.4	12
7	10.1	12
8-10	3.7	6

2. By 2030, increase Pasifika students' participation rates:

NZQF Level	2021 baseline rate (percent)	2030 rate (percent)
4-7	3	4
7	1.6	4
8-10	1.5	3

3. By 2030, increase first year retention from a baseline of 78.2 percent to 80 percent across all student cohorts

4. By 2030, increase qualification completion rate from a baseline of 62.8 percent to 65 percent across all cohorts

5. By 2030, increase the course completion rate from a baseline of 89.0 percent to 90 percent across all student cohorts.

The cornerstone project by which goals 1 and 2 will be realised, is Whanake Ake, a project within Manaaki Tauria designed to specifically focus on increasing the participation rates of Māori and Pasifika tauria.

Benefits of Manaaki Tauria

Kā Whāika, the goals of Manaaki Tauria, link to the set of benefits described below, together with their associated performance measures. These benefits align with, but are separate from, those articulated in the Moving Forward Programme.

Benefits	Performance Measure	Metric
Increased return on the investment in land-based research and education in New Zealand and contribution to a sustainable and productive Māori economy.	Increase in the number and impact of students graduating from Lincoln University for the land-based sector	Increase in the number of students at Lincoln University.
		Increase in the completion rates for courses and qualifications
		Increase in number for graduates employed in the land-based sector within 12 months of graduation defined from graduate destination surveys
Improved ability for Lincoln to attract and grow talent in the land-based sector	Increase in number of Māori, Pasifika and disabled tauria enrolments for Lincoln (EFTS)	Increase in number of domestic sub degree (EFTS)
		Increase in number of Māori, Pasifika and disabled undergraduate domestic EFTS
		Increase in total EFTS
		Increase in proportion of Māori, Pasifika and disabled school leavers enrolling at Lincoln
		Increase in proportion of total school leavers enrolling at Lincoln
Increased stakeholder confidence and preference	Increase in student satisfaction	Improvement in Student Net Promoter Score, calculated by subtracting detractors from promoters

Whanake Ake

Whanake Ake is a new programme to be established within Manaaki Taūira.

The project will focus on addressing Lincoln University's participation rates for Māori and Pasifika by reconsidering enrolment patterns and programme offerings and engaging mana whenua, Māori entities, industry partners, academic staff and research organisations. In response to enrolment gaps that have a direct impact on Māori and the Māori economy, Whanake Ake will identify areas across the University's programmes that require change, and enable collaborations to create meaningful change outcomes.

The areas of focus include sub-degree (Level 4-7), STAR, graduate and postgraduate certificates and diplomas and research opportunities. These areas have been identified where enrolments are proportionally too low and which have short- to medium-term impact for Māori. The project will be supported by strategic appointments of Māori staff to facilitate this shift and utilise existing projects within Manaaki Taūira.

Whanake Ake will be supported in part by continuing and growing Māori and Pasifika initiatives that are already established. These are described in detail in the Learner Success Plan at Section 3A.

- Māori and Pasifika Learner Wellbeing. With the introduction of the new Pastoral Care Code Te oranga me te haumarū ākonga | Learner wellbeing and safety, the University has developed a programme to specifically support the wellbeing and safety of Māori and Pasifika taūira.
- Māori & Pasifika Monitoring Framework. First implemented in 2019, this initiative was created to monitor and track Māori and Pasifika taūira. It includes in-term support of Māori and Pasifika students through academic monitoring and providing one-to-one support and intervention where required.
- Internships and scholarships for Māori and Pasifika. Also implemented in 2019, this initiative has focused on building partnerships with iwi, rūnanga and organisations to increase opportunities for social, cultural, and economic transformation and success for Māori and Pasifika taūira.

Section 3A, Learner Success Plan, of this Investment Plan, presents in detail the context, goals, design and anticipated outcomes for Manaaki Taūira.

Whanake Ake: Learner participation and Māori strategic appointments

To realise its goals of improved learner participation, Lincoln University acknowledges an immediate need to increase the number of Māori strategic appointments as a priority in alignment with the Manaaki Taūira framework. This will be prioritised alongside Phase 2 of the Learner Success Plan, outlined in Section 3A.3. An appointment framework will be put in place during the second half of 2022, with a search and appointment process undertaken in 2023. The strategic appointments seek to expand the University's ability to embed Māori content in courses across its degree programmes and increase capacity for the supervision of Māori research students.

Disability Action Plan

Lincoln University's Disability Action Plan is housed within Lincoln University's Manaaki Taūira Learner Success Framework and governance structure. It supports disabled taūira to make a positive transition into and continues to support them throughout. The plan is informed by the same values and Māori worldview that conditions the priorities of the parent framework.

To meet one of the critical implementation steps recommended in Kia Ōrite, a Disability Reference Group has been established. The Reference Group works with the Disability Project Co-ordinator to identify and prioritise initiatives to be rolled out across the University to improve equity of access for disabled taūira. A discovery and gap analysis exercise with stakeholders has been followed by scoping and planning by the reference group, in order to map out the way forward for advancing and implementing the Disability Action Plan. This will include a series of quick wins for taūira as critical stakeholders, together with assessing which gaps pose the greatest barriers to disabled taūira and the University.

From 2023, the Disability Action Plan will be led by a full-time Project Manager for a period of nine months, reducing to 0.5FTE thereafter. The Project Manager will lead the implementation programme for the Plan within the University's wider Manaaki Taūira Learner Success Programme. Workstreams will be prioritised and allocated based on the gap analysis conducted in 2022.

3.4 Improving adult literacy and numeracy (Priority 4)

Learning, Teaching, and Library (LTL)

Lincoln University's Learning, Teaching and Library provides an integrated support service for staff and students. It consists of three teams, the Centre for Learning and Teaching, Online Learning and Library Services. Collectively, the teams are responsible for:

- Library operations
- Art and special collections management
- Academic skill development
- Careers services
- Inclusive education support, for taura with temporary or permanent disabilities or learning difficulties
- Academic staff professional development
- Online and blended learning course development and support.

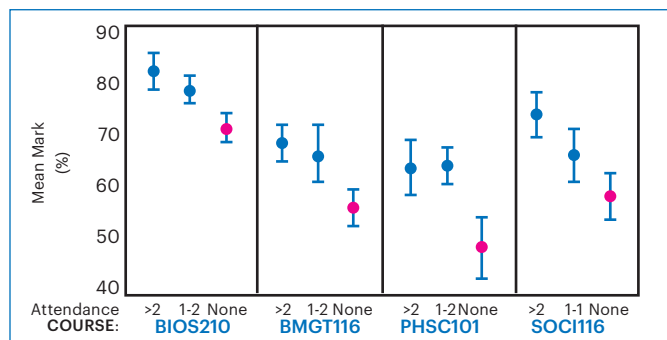
Learning support and development services

The Learning and Career Advisors within LTL's Centre for Learning and Teaching (CeLT) provide specialist support and developmental services for students in written and oral academic communication, effective learning skills, mathematics and statistics, information discovery and management, and careers and employment. Lincoln University is the only university in the country to have an academic skills team that fully integrates services related to these elements, as well as inclusive education services to assist students through illnesses, injuries and disabilities.

CeLT services include small group workshops, subject-specific sessions offered within courses, interactive online activities, individual consultations and print resources. A variety of orientation programmes are offered, including New Start, which is targeted towards mature students to assist with their transition to academic study and university life, an orientation programme for new Manaaki New Zealand scholars, orientation sessions for new international students and a range of programme-specific orientations. In addition, University regulations require all new students enrolled in course work to complete an online module, Learning and Information Skills, which covers academic skills essential for success at university.

PASS programme for undergraduates

At the undergraduate level, CeLT also provides a Peer Assisted Study Sessions (PASS) programme. PASS is a course-based programme that provides students with transferable study skills that will support their success later in their programmes of study. PASS is offered in each faculty in Semesters 1 and 2, in (usually, large) first-year courses that are identified as benefiting from additional peer-led sessions. PASS has been positively received by students, with high student reach, and observable impact to their course marks. Students who attend PASS perform significantly better on average, and are less likely to fail, than those who do not attend PASS.



Average mark for students who attended no PASS sessions (none), attended 1-2 times, or attended more than twice in 4 courses during Semester 1, 2021.

While attendance targets were set for PASS in 2019 and 2020, these were suspended in 2021 due to the ongoing impacts of COVID including the support of remote learning.

Supporting postgraduate research and Open Access

At the postgraduate level, LTL provides a research and writing workshop programme. The majority of sessions are delivered by LTL staff, from both the CeLT and Library teams, but the programme also includes specialists from other parts of the University (for example, Human Ethics Committee Chair, mental health specialists). LTL is also the leader in New Zealand in championing Open Access. Significant work has been carried out in developing policies and procedures supporting the move to Open Access for research outputs. In addition, LTL provides online access to the academic and professional output of Lincoln University staff and students for learning, teaching and research.

Supporting teaching, collections and community through library services

Library Services is responsible for purchasing and maintaining the University's collections and resources that fulfil the information and research needs of the University's academic staff and students. Academics are consulted for their research and teaching area needs and that information is used to purchase new resources to improve student learning. Work within the Digital Scholarship Team is to ensure durable digital collections that mitigate the risk of asset loss while raising the visibility, rankings, and profile of the organisation, its staff, students and alumni.

Learning, Teaching and Library Targets

- 1 Continued development of the Lincoln Connected Online Learning Initiative
 - 2 Implementation of the LU Technology-Enabled Learning Strategy to provide enhanced student and staff support
 - 3 Continue to expand the services of the Centre for Learning and Teaching to support/enhance LU's Manaaki Taura learner success initiative.
 - 4 Expand Library Services to continue improving the quality and range of materials and programmes implemented to meet the needs of all taura.
-

3.5 Strengthening research-based institutions (Priority 5)

Lincoln's research context

Research is at the core of Lincoln University's purpose, with the natural foci being the areas of land, food and ecosystems. Since New Zealand's economic success, social wellbeing and environmental sustainability are connected to the broader global context of food supply and sustainability challenges, Lincoln University research capabilities are positioned to lead ideas and science solutions for the future.

Lincoln's research also prepares students to be future leaders, provides evidence for the development and the uptake of new business practices and products, informs debate on policy and governance, and contributes to society as a careful curator of ideas and contributor to social discourse. The University is committed to extending the reach of its research via targeted media and social media platforms including the Conversation, an educational publisher that the University subscribes to with a global audience. The Conversation's publisher platform provides the opportunity for Lincoln University to share its research across a global network of sites, effectively reaching 23.4 million users onsite and a further 58.5 million reach through republication.

For Lincoln University, helping the businesses and communities that are connected with the land create the best possible future is behind its core purpose of unlocking the power of the land to enhance lives and grow the future. To achieve this, the University focuses on building partnerships with some of the country's leading agribusinesses, with Crown Research Institutes, and with other universities. By sharing practical experience, leading-edge research and innovative techniques, Lincoln is helping New Zealand businesses to enjoy very real advantages in the global market.

At the same time, placing sustainability at the centre of everything the University does, including research, also ensures that the successes Lincoln's partners achieve come with long-term benefits to the wider community and environment.

Strengthen and sustain a foundation of disciplinary excellence

Research excellence and research impact underpin many of Lincoln University's aims within its research platform. Lincoln University strives to be known as a place where academic and research staff produce excellent research and are able to grow their own research careers.

To provide the environment for this requires a number of approaches. These range from a collaborative and engaging culture to research Centres of Excellence in which individual researchers come together to collaborate on objectives for

common goals. A total of five Centres of Research Excellence now exist in the University. Their aims complement a wider research culture of giving and receiving mentorship, external investment in high impact areas of research, and appropriate investment and access to research infrastructure.

Collaborative Centres of Excellence

Lincoln University's focus has continued to evolve alongside a broader national framework of economic and environmental goals. The University's work responds directly to the sustainability goals for New Zealand's land-based sector: lifting high-value productivity, better biosecurity and food safety, smarter land-use planning, sustainable tourism, and stronger resource management and conservation, including freshwater quality and lower emissions.

As New Zealand implements these ongoing improvements in our farm production systems, they also need to be presented in a meaningful way to global consumers, requiring a deep understanding of varied consumer preferences and global supply chains.

Sustainable Tourism for Regions, Landscapes and Communities

This Centre is a multidisciplinary research centre hosted in the Faculty of Environment, Society and Design.

The mission of Sustainable Tourism for Regions, Landscapes and Communities (CoEST) is to generate and support projects that will contribute to the development of a new blueprint for sustainable regional tourism in New Zealand and globally.

CoEST dedicates research to the conceptualisation, design and testing of innovations with the greatest potential to help grow the economic value of tourism and enrich the tourist experience, while simultaneously restoring, protecting and enhancing the integrity of landscapes and ecosystems, and the social and cultural values of destination communities.

CoEST is drawing on the expertise of researchers from across the University and partnering institutions in tourism and such diverse areas as landscape design, sustainability, policy and planning, marketing, transport futures, rural regeneration, parks and protected areas, resource economics, agribusiness and community resilience.

Designing Future Productive Landscapes

This Centre's main objective is to conceptualise, design, create, implement and test alternative agroecosystems and other productive landscape systems that improve ecosystem-societal services, including timely implementation models that utilise mātauraka Māori to support and sustain te taiao, building ecological, economic, health social and cultural wealth.

Productive landscapes – te taiao – underpin cultures and prosperity of societies. Over the last century, continuous transformations and pressures have reshaped landscapes worldwide, diminishing biodiversity, reducing water and air quality, and accelerating loss of soil (amongst other factors). These transformations are proven to be unsustainable and degenerative, compromising ecosystem services and undermining resilience of landscapes. The current models of land use limit not only landscapes’ resilience, and the agroecosystems embedded within them, but also constrain regeneration of land, water, air, health and thoughts, as well as the kaupapa by which we engage with landscapes.

Given New Zealand’s reliance on agricultural production and provenance, its global brand and wellbeing are at risk. Land users, policy makers and society are therefore calling for alternative land use systems that enhance and restore ecosystem services, through diversified-adaptive and integrative agroecosystems and landscape designs that operate across multiple ‘scapes’.

Food for Future Consumers

Food for Future Consumers Centre of Excellence’s vision is to be recognised as the international centre for research and ideas on all aspects of provenance associated with high value food products from Aotearoa New Zealand.

The world of food is changing rapidly. Increasing consumer demand for more ethically produced yet affordable foods, coupled with production systems under pressure to improve environmental performance, are creating considerable challenges for the agri-food sector in general, and for Aotearoa New Zealand specifically. Adapting to a future where market signals are acknowledged and interpreted requires initiatives that facilitate a whole-of-chain industry response. The opportunity exists to champion an agri-food sector paradigm shift from production-driven to market-driven.

The Centre has been established to focus on increasing the links between provenances such as land, agroecosystems, and food qualities such as production values, composition and preference. The benefit of the research to producers will be the potential to capture a greater proportion of the value embedded in their products. The benefit for consumers will be foods that meet individual standards and expectations, whether these be about nutrition and health, authenticity, or sustainability.

The Centre for One Biosecurity Research, Analysis and Synthesis (COBRAS)

Led by Professor Hulme, one of New Zealand’s leading biosecurity scientists, the Centre for One Biosecurity Research, Analysis and Synthesis (COBRAS) will establish Lincoln University as the international leader in land-based interdisciplinary biosecurity policy and research.

The Centre for One Biosecurity Research, Analysis and Synthesis (COBRAS) will be the first scientific synthesis centre in the world dedicated to ‘One Biosecurity’.

Working with key stakeholders both nationally (such as Ministry for Primary Industries, Department of Conservation and Better Border Biosecurity) and internationally (the Centre of Excellence for Biosecurity Risk Analysis) COBRAS will strengthen interconnections between animal, plant, and environmental health to deliver innovative strategies to prevent and mitigate future biosecurity risks in the agriculture, forestry and environment sectors.

By bringing together leading thinkers from different disciplines to address major biosecurity challenges, COBRAS will ensure considerable additionality in its research outcomes.

Transformative Agribusiness

Led by two co-directors Alan Renwick (Professor of Agricultural Economics and Associate Dean Research) and Wim de Koning (Director of B.linc Innovation and Adjunct Professor Business and Enterprise Development) the Centre aims to be at the forefront internationally of the use of consumer insights, data and knowledge to support the transformation to farm and agribusiness systems that generate greater value from food, fibre and other bio-based products with fewer inputs and a reduced environmental impact.

The key aim is to enhance the sustainability of the food and fibre sectors by supporting the development of new products and new ways of working that increase economic and social value whilst reducing their environmental footprint. Based on four key principles of excellence, staff development, engagement and collaboration the CoE will use a matrix approach connecting different perspectives and disciplines (for example, consumer, supply chain, business systems, farm management etc.) to tackle key research questions.

PBRF Quality Evaluation (QE) and research investment

The focus for the 2024 PBRF round is to increase the QE score through the strategic recruitment of academic staff, together with continuing investment in the Centres of Excellence, early research career support and the investment of PBRF funds at the faculty/centre level to ensure key research activities are supported and encouraged. In applied research, both the quality of research and the added value for the client are important. The University has a range of impact measures for research and also measures customer satisfaction. This ongoing research investment strategy will underpin the quality of undergraduate teaching, the capacity to attract postgraduate students, and the continuing potential to attract external research funding.

Research participation and revenue

An increase in postgraduate research participation occurred in 2021 a result of the Food Transitions 2050 Joint Postgraduate School.

Lincoln University quality research publications include articles, reviews, conference papers, book chapters, letters, editorials, notes and books. An increase in publications in 2021 is attributed to more writing time and fewer distractions during the COVID lockdown in 2020 and 2021.

	2019 Actual	2020 Actual	2021 Actual	2022 budget	2023 target	2024 target	2025 target
Revenue from PBRF (\$000)	\$10,209	\$9,823	\$9,803	\$9,985	\$10,482	\$11,186	\$11,874
Postgraduate research participation (EFTS)	279	252	235	154 [forecast]	137	151	174
Quality research publications	495	475	544	563	582	600	621

Bibliometric outputs

Lincoln University continues to perform strongly in producing world-class publications, especially in peer-reviewed journals, and this continues to be strongly supported in the data.

Reporting bibliometric data upon publication is an important lead indicator of reputational impact for Lincoln University, as there are multi-year delays between research projects occurring and resultant manuscripts being accepted by a journal, before subsequently seeing any citation activity.

Bibliometric data 2019-21

Publication	2019	2020	2021
Authored books	4	3	4
Reports	27	37	23
Chapters	31	31	31
Published conference contributions	48	20	15
Journal articles	481	415	513
Yearly total	591	506	586

Excludes publications by Lincoln Agritech Ltd.

Postgraduate growth

	2021 actual	2022 forecast	2023 target	2024 target	2025 target
Bachelors with Honours	44.4	44.9	47.97	51.42	49.03
Postgrad Certs / Dips	121.4	142.2	143.17	146.76	156.72
Masters (taught)	419.4	392.8	386.06	410.47	439.98
Masters Research	74.1	22	12.87	13.3	16.54
PhD	188.5	131.5	124.17	137.85	156.98
TOTAL	847.7	733.4	714.24	759.8	819.25

The forecast growth year on year is due to the return of international students and their recruitment to targeted programmes in food and fibre and environment, as well as an increase in domestic enrolments due to targeted recruitment of mid-career professionals to selected programmes in business and environment.

Postgraduate share of total EFTS

Postgraduate research students remain a significant, and growing, minority among enrolled students at Lincoln University.

Proportion of Total EFTS	2019 Actual	2020 Actual	2021 Actual	2022 Actual	2023 Target	2024 Target	2025 Target
Total postgraduate share	28%	32%	33%	29%	30%	28%	28%
Research percentage	11%	11%	10%	6%	5%	6%	6%

Develop and promote thematic priorities for strengthening research income and stakeholder engagement

Identifying priorities

Lincoln University refreshes its research priority areas at University level as part of the Research Plan, supporting the Strategy. To be effective, the University must ensure it has critical mass in key areas where it will make the biggest research impact while maximising value for stakeholders.

Research priorities are formally defined for each faculty, including how these priorities contribute to Lincoln University's overall strategy. These are then applied as key criteria for strategic decision-making including recruitment, capital investment, and internal research funding.

External research income as an enabler

Lincoln University has an advantage in its ability to link with technology its research in agribusiness and commerce, physical, biological and social sciences, to address national and international challenges and needs. This is due to continuing to attract significant research funding from both the Government and private investors. Through creating new partnerships, and nurturing existing ones, the University looks forward to real successes as its research and experience contribute directly to growth, skills and opportunities for the regions and the nation.

External Research Income

Research revenue for 2021 was \$32.3million.

Internal research investment

Internal research investment is a key enabler of research productivity and outcomes. PBRF income is fully returned to the generating faculty for the purposes set out in the PBRF scheme. Operational support is currently provided at the faculty/centre level.

The three Centres of Research Excellence established in 2018 are funded with \$2,352,509 total cash underwriting to 2024⁶, to provide integration and focus within the University's multi-disciplinary endeavours. Direct funding for the existing Centres of Research Excellence is ceasing in 2022, but two new Centres, Transformative Agribusiness and Centre for One Biosecurity Research, Analysis and Synthesis (COBRAS), were approved in 2022 for three years' funding, with \$150,000 allocated to each in year one and \$250,000 each in years two and three.

In 2022 the University has invested in new research initiatives with MLAIT (the Massey, Lincoln and Agricultural Industry Trust) and by establishing the Argyle Research Fund. \$375,000

⁶ The University's commitments to Sustainable Tourism for Regions, Landscapes and Communities will cease in 2022, Designing Future Productive Landscapes in 2023 and Food for Future Consumers in 2024.

annually will be invested in projects associated with the MLAIT initiative for the next three years, and the Argyle Research Fund is investing a further \$130,000 in scholarship and research for 2022.

Amid the challenges of COVID Lincoln University retained a research CapEX fund in 2021 of \$400,000, remaining at a level that enabled new strategic initiatives beyond simple replacement. Lincoln University considers this a significant improvement to have moved beyond replacing older equipment and to be able to invest strategically in further research equipment both internally and with external partners.

Research infrastructure and facilities

Lincoln University continues to review options to own and access leading research facilities.

Research enhancement on farms

Lincoln University's research continues to be supported by its diverse farms. These provide valuable student experience, opportunities for field research and enhanced interactions with New Zealand's farmers in the dairy, beef and sheep and cropping sectors. The Ashley Dene Research and Development Station is a particularly noteworthy research farm due to its intensive level of monitoring instrumentation, which enables a significant amount of New Zealand's dairy systems research including environmental sustainability. It has an ongoing trial combining production of animal and plant protein in dairy farm systems and another on grazing of diverse pastures.

Commercialisation and knowledge transfer

Commercialisation and active knowledge transfer are key agents for enhancing the impact for society from its science. Lincoln University supports these through commercialisation projects. Lincoln is an active partner within the Kiwi Innovation Network (KiwiNet), New Zealand's network of public research organisations, working together to transform scientific discoveries into marketable products and services.

Some notable projects include:

- The assignment of the ClearTech technology to Ravensdown. ClearTech is a breakthrough effluent treatment technology that, when deployed by dairy farmers in Aotearoa, can save billions of litres of freshwater across the industry each year. The treatment system uses a coagulant to bind effluent colloidal particles together to settle and separate them out from the water and was launched to the market by commercial partner Ravensdown in 2019. Its inventors, Emeritus Professor Keith Cameron and Professor Hong Di were awarded the Pickering Medal of the Royal Society of New Zealand Te Apārangi for its invention.
- The development of EcoPond. This breakthrough technology was developed following testing of the ClearTech system, when it was found that gases collected in experimental set-ups indicated a reduction in methane emissions of greater than 90 percent. Launched in 2021, EcoPond has brought immediate benefit for the dairy farming sector to combat global climate change.
- The licensing of patents for *Brevibacillus laterosporus* to the New Zealand biotech company Ecolibrium Biologicals. Ecolibrium has signed a licence agreement with Chinese-based Beijing Coway BioWorks Biotech Co (CoBio) to make and sell the resultant biopesticide, Lateral. The market for biopesticides in China alone was estimated at \$US220 million in 2016 and is expected to rapidly grow.
- Approval of new gene therapy, known as NGN-101, a one-off treatment for children with CLN5 Batten disease, whereby a functional CLN5 gene is delivered into the subject's brain and eye via an adeno-associated virus to address the neurodegeneration and vision loss associated with the disease. Over the past decade, Professor David Palmer and Doctors Nadia Mitchell and Samantha Murray have been developing gene therapy in sheep with a naturally-occurring form of the disease.
- Novel technologies that have been developed based on the research of Professor Ian Woodhead (Chief Scientist at Lincoln Agritech Ltd) including a patented electric fence performance sensor, manufactured and marketed internationally by Gallagher; research and development and software for BlueLab's multi-award winning Pulse Meter; HydroMetrics UV-based groundwater nitrate sensor; Smarter irrigation – centre pivot radar sensor licenced to Autonomous Pivot (USA, Israel) and Aquaflex- a patented electronic soil moisture sensor sold by OFarm Data Ltd.

Mātauraka Māori

Lincoln University incorporates the value and integrity of mātauraka Māori in research, science and innovation by ensuring that Māori research conducted within the University utilises kaupapa Māori methodologies or collaborative pathways that are co-designed and co-delivered with mana whenua. The incorporation of this in the University's recent research bids has led to two MBIE-funded Vision Mātauranga projects in 2019, which focus on redesigning Māori productive landscapes and regional tourism founded on cultural narratives. Both projects were co-designed and co-delivered with the local whānau and hapū.

Given these numbers, Lincoln University is committed to advancing Vision Mātauranga and Mātauraka Māori research projects with annual targets as follows:

	2021 Actual	2022 Target	2023 Target	2024 Target	2025 Target
VM and Mātauraka Māori research projects, other projects of relevance to Māori	63	69	76	84	92

A key component of progressing Māori research projects is incorporating the principles of Rauika Mangai: A guide to Vision Mātauranga – Lessons from Māori voices in the New Zealand Sector, which describes principles of good practice for Vision Mātauranga in the National Science Challenges and across the science sector.

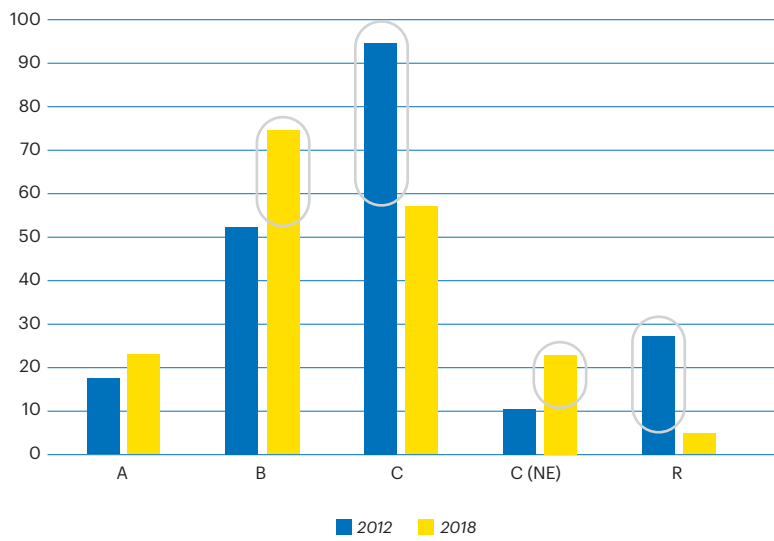
Piki Ake

Piki Ake is a national programme through Universities New Zealand that aims to redesign the trajectory for Māori researchers at New Zealand's universities. When realised, it will broaden and strengthen both opportunities and pathways for Māori researchers in an environment focused on quality and excellence. Through Manu Taki, a National Coordinator, a network of Manu Taupua, Regional Connectors, will work from within the universities to change current practices and behaviours. This will involve co-design with Māori staff and innovation in recruitment, retention initiatives and advancement.

In 2022 Lincoln University is recruiting a continuing full-time position of Piki Ake Māori Research and Academic Development Coordinator to support this programme. The role will also support research-active Māori academic staff in their academic and research career and as part of early career development.

Supporting succession: PBRF QE data demonstrates succession planning is underway

Comparison 2012 and 2018 Scores



The results from the 2018 PBRF round showed an increase in scores at the A grade level to 23 percent. There has been a notable shift from the C grade to B grade, with a 43 percent reduction in C grades and a 40 percent increase in B grades. Lincoln has also seen growth in new and emerging (NE) researchers and a reduction in R grades, those that do not meet the threshold for C or higher.

Develop and strengthen strategic research partnerships

Collaboration with CRI partners

Lincoln University's focus on research-based education aligns with the research mandate of CRIs, with the difference that the University also engages in teaching. This complementarity supports collaboration with CRIs within the context of a contestable science funding system, and allows the University to partner with the CRIs through joint supervision of research postgraduate students. Lincoln University has a long history of collaboration with CRIs in areas of research delivery and research resourcing, such as hosting Plant & Food Research's research vineyards.

Lincoln University is also well positioned within the National Science Challenges (NSCs), and continued future involvement within Tranche 2 of the NSCs will provide an opportunity to broaden and strengthen the University's strategic research partnerships, and to build a platform for increased visibility of Lincoln University's contribution to science excellence and impact.

B.linc He Puna Karikari

A fuller awareness of aligned research interests between farming, business, technology and science has been supported by the University's business unit B.linc He Puna Karikari. B.linc positions itself as a neutral connector and facilitator across industry, science and agriculture, connecting interests to address challenges for the primary industries in land-use, protecting biodiversity, consumer food demand and responding to the climate crisis.

Through its three pillars of creating events, offering a co-working space and facilitating projects, B.linc provides a platform to share innovative insights, network, and accelerate sustainable solutions for the future.

Collaboration with industry

Bragato Research Institute

Lincoln University assisted with the establishment of the NZ Winegrowers Research Centre (NZWRC), now operating as Bragato Research Institute, through secondments of a researcher to its establishment and the appointment of a Lincoln University staff member as its Principal Research Scientist.

Department of Conservation (DOC)

A Lincoln University professor is seconded as Chief Science Advisor to DOC, and DOC has committed to funding three-year scholarships for students studying the Parks and Outdoor Recreation major. Six scholarships were awarded in 2020, six in 2021 and seven in 2022.

Research Centres

Research remains a significant element of Lincoln University's activities and while external research income, from sources other than PBRF, remains reliant on the capabilities and relationships of a relatively small number of principal investors, Lincoln University has a key advantage in its ability to link land-based research to national and international issues and needs, through a number of internationally renowned research centres. The following research centres are multi-faculty centres, working in collaboration with external partners and attracting researchers and postgraduate students.

- Agribusiness and Economics Research Unit
- Centre for Advanced Computational Solutions
- Centre for Land, Environment and People
- Centre for Soil and Environmental Research
- Centre for Viticulture and Oenology
- Centre for Wildlife Management and Conservation
- Complex Systems, Big Data and Informatics Initiative
- Dryland Pasture Research
- Lincoln University Centre for International Development
- The Yunus Social Business Centre

Lincoln Agritech Ltd (LAL)

Owned by Lincoln University, Lincoln Agritech Limited is a multidisciplinary research and development company with an independent mandate and Board, delivering leading-edge science and engineering knowledge and technologies into environmental, primary and new materials applications. It has more than 80 FTE staff and is commencing a five-year Accelerated Growth Programme (AGP) to enable it to have an even greater impact: empowering the primary sector and communities to thrive while safeguarding the environment.

LAL also delivers research and development contracts both to the private sector and through research funded by the Government, primarily through contracts awarded through the Ministry of Business, Innovation and Employment (MBIE)

Recent MBIE-funded research and development includes developing biosensor technology to food producers, improving production efficiencies and reducing the cost of treating wastewater. \$4.6 million was raised by spin-out company CertusBio, for global expansion in an investment round led by Pacific Channel. LAL has a 24.91 percent shareholding in CertusBio.

A licensing agreement was recently signed by LAL with Israeli company

Autonomous Pivot for a cutting-edge water-saving technology. Developed from an MBIE-funded 'Smart Idea', the technology allows farmers to see actual soil moisture non-invasively, in real time. Trials show water savings of 25 percent without loss of yield. Autonomous Pivot is based in Israel but has a licence to install the technology onto centre pivots in the United States. LAL is working with Autonomous Pivot to bring the system to New Zealand farmers.

LAL has received \$8.3 million from the MBIE Endeavour Fund for a five-year research programme to develop novel cellulose fibres from New Zealand plants, for textile use. LAL leads the programme, with collaborators including the Ferrier Research Institute, SCION and AgResearch. They will work with Minginui Nursery Ltd, to combine expertise in sourcing, cellulose chemistry, fibre spinning and textile performance, informed by mātauraka Māori.

LAL has also developed unique wool particles, powders and pigments with export potential for applications as diverse as cosmetics, printing and personal care, under contract to the Wool Research Organisation of New Zealand (WRONZ). On the back of this research WRONZ also launched the company Wool Source to develop and assess market demand for these high-value products, which will support the strong wool industry.

3.6 Growing international linkages (Priority 6)

The internationalisation work of the University has been disrupted by the COVID pandemic. The pandemic has affected Lincoln University's ability to maintain and develop international relations and build a robust 'pipeline' of international students coming to the campus. Nonetheless, the University continues to progress well in both its range and depth of international linkages and to prepare for the return of on-shore international students. A key focus is on increasing the number and quality of strategic partnerships which can support student recruitment, teaching and research linkages.

International student numbers

International EFTS

	2022	2023	2024	2025	2026	2027	2028	2029	2030
Projected	355	504	702	890	1,061	1,150	1,187	1,218	1,243
% Total	13.8%	18.1%	22.7%	26.1%	29.0%	30.1%	30.4%	30.8%	31.1%

Partnerships and pathways

Lincoln University's fifth strategic goal positions it as 'an organisation focused on meaningful partnerships'. A core part of the University's international strategy centres on building international partnerships in support of this goal. These provide a platform for student recruitment, student exchange mobility, teaching and research linkages. International partnerships help to strengthen the University's global reputation and contribute to improving its international rankings. As New Zealand's leading land-based university, many of Lincoln's international partnerships have been developed based upon its strengths in land-based disciplines such as agriculture, agribusiness, food sciences, tourism, environmental management, soil and physical sciences, viticulture and oenology.

Key developments and initiatives

China Scholarship Council

Lincoln University has signed a milestone MoU with the China Scholarship Council (CSC). This MoU will allow high-achieving Chinese postgraduate students with a CSC PhD scholarship to study full-time at the University.

As a result of this agreement, the University is now able to work with top-ranked Chinese universities to support PhD applications to Lincoln University. This includes existing partners such as Tsinghua University, China Agricultural University, Beijing Forestry University, Huazhong Agricultural University and Northwest A&F University. CSC applicants will study across all three faculties and in key research areas include landscape architecture, agribusiness, bio-protection and water resource management.

Canterbury Education Alliance (CEA)

Lincoln University and one of its key agents Pacific Education Alliance Ltd (PEAL) have pioneered a new student recruitment alliance with eight member high schools from the Canterbury region. The new group, known as the Canterbury Education Alliance (CEA) will recruit students directly from selected Chinese high schools and offer them a pathway of study either from secondary school through to Lincoln University or directly to Lincoln University.

Canterbury schools involved with CEA include Christchurch Boys' High School, Lincoln High School, St Bede's College, St Margaret's College, Rangiora High School, Ellesmere College, Darfield College and Riccarton High School. PEAL, which has strong networks in China, will support the implementation of the programme by facilitating relationships with local government and high schools in Chinese cities.

M-Square Media (MSM)

The University has formalised a partnership with Canadian-based company MSM. MSM is a leading global company with more than 43 higher education partners in Canada, USA, UK and Australia and manages a network of 4,500 affiliate education agents worldwide.

MSM work with an institution in a selected region where they market and recruit exclusively for that region. MSM exclusively manage student recruitment for Lincoln University in the African continent, Turkey, Peru and Colombia.

International Study Pathways

Lincoln University has a range of study pathways which allow an international student to start their degree with a university partner overseas and then complete their degree at Lincoln University. These arrangements mean that a student may become part of the Lincoln University community while still in their home country, and there is a clear pathway towards earning a world-class qualification with two high-quality institutions.

A significant new pathway has been established with the China Government agency called International Scholarly Exchange Curriculum Office (ISEC). ISEC, a branch of CSC, has developed a range of programmes which are taught by Chinese universities accredited by ISEC. Lincoln University has a 2+2 and 3+1 pathway based on ISEC's business programme. Students completing the ISEC business programme at an accredited university will be able to complete their studies at Lincoln University, graduating with a BCom.

Lincoln University staff have worked to expand its number of pathway programmes to support student growth and global engagement. In 2019, the University had two active pathway programmes. This has grown to more than 18 programmes by the end of 2021, and over 45 pathway programmes are expected by December 2022.

The tables below provide an overview of developing, current and future key relationships.

Developing partnerships and programmes

This includes existing partnerships which are being expanded.

Country	Institute	New Initiatives
China	Zhongkai University of Agriculture and Engineering	Extension to new UG pathways Master's programme articulation PhD joint supervision project
	Henan Agricultural University	Extension to PG study abroad PhD joint supervision project
	Sichuan Agricultural University	UG pathway in business Visiting scholar partnership in Tourism
	Shanghai Institute of Tourism	PG pathway in Tourism
France	IPAC Annecy	Diplôme universitaire de technologie pathway in Business
India	Chandigarh University	UG study abroad Master's pathway
	Presidency University	UG pathway in Agribusiness and Food Marketing

Current articulations: Degree pathways

Country	Institute	Pathway	Area	Programme at Lincoln University
China	Yunnan Agricultural University	3+1	Food Economics	4th year: Bachelor of Commerce
	Zhongkai University of Agriculture and Engineering	3+1+1	Food Science	4th year: English for Academic Purposes, 3 courses at 300-level
Sri Lanka	Sri Lanka Institute of Technology	2+2	Agritech	3rd and 4th Year: Bachelor of Science
Germany	University of Gottingen	1.0 + 0.5	Nature Conservation	1 semester: Master of International Nature Conservation
Austria	University of Natural Resources and Life Sciences	1.5 + 0.5	Environmental Management	1 semester: Master of Natural Resources Management & Ecological Engineering

New articulations: Degree pathways

Country	Institute	Pathway	Area	Programme at Lincoln University	Year of approval
Canada	Eton College	2+2	Business Administration	Bachelor of Commerce	2020
China	Danang University of Economics	2+2	Business Administration, Marketing, International Business	Bachelor of Commerce	2022
	Beijing Forestry University	3.5+2	Landscape Architecture (Bachelor)	Master of Landscape Architecture	2022
	Renmin University		(Executive Master of) Business Administration	Master of Business in Finance	2021
	China Scholarships Council	2+2	2 years at Chinese University accredited by CSC	Bachelor of Commerce	2021
India	Amity University	1+1	Business Administration	Master of Business	2021
		3+1	BSc Hons in Food Technology	Bachelor of Science in Food Science	2021
		1+2	International Business	Bachelor of Commerce	2020
	Chandigarh University	1+2	Commerce Honours	Bachelor of Commerce	2020
		5+1	Master of Business Administration	Master of Business	2020
	Lovely Professional University	2+1	BSc Hons in Food Technology	Bachelor of Science in Food Science	2021

Malaysia	INTEC Education College	2+2	2 year American Degree Transfer Programme	Bachelor of Commerce (majoring in either Accounting and Finance, or Food and Resource Economics)	2021
Vietnam	Banking University	2+2	Business Administration	Bachelor of Commerce	2020
	Huế University	2+2	Economics and Finance	Bachelor of Commerce in Accounting and Finance	2020

Key Study Abroad Partnerships

Country	Institute	Length of pathway	Year established
China	China Agricultural University	One semester study abroad	2017
	Fujian Agriculture and Forestry University	1-2 semester study abroad	2017
	Henan Agriculture University		2016
Indonesia	University of Brawijaya	One semester study abroad	2015
Norway	Norway University of Life Sciences		2008
USA	Colorado State University		1988

Global University Network Membership

University networks provide Lincoln University with a global focus and deliver a number of strategic benefits through enhanced international profile, student mobility and research collaborations.

Global Challenges University Alliance 2030 (GCUA 2030)

Lincoln University is a member of the Global Challenges University Alliance 2030, a growing network of global university partners with a common vision to contribute to sustainable and global development. GCUA 30 offers a global platform for PhD students and young researchers, providing a range of learning and networking activities. GCUA 30 has received funding from the Swedish Government to implement key activities such as a newly developed PhD mentorship programme for students and staff. Lincoln University has two academics and two PhD students participating in the mentoring programme in 2022.

Euroleague for Life Sciences (ELLS)

Lincoln University is the only full international member of the Euroleague for Life Sciences (ELLS), together with seven European members and two international partners with observer status. The ELLS partnership provides Lincoln University with a global platform to deliver a number of strategic benefits, including international exposure, funding for student mobility and research links.

The postgraduate articulation with University of Natural Resources and Life Sciences in Vienna was established through participation in the ELLS network. This programme arrangement has allowed students from both universities to gain international experience and exposure in the area of environmental management.

ELLS European members

- University of Natural Resources and Life Sciences, Vienna
- University of Copenhagen, Faculty of Science
- Swedish University of Agricultural Sciences
- University of Hohenheim
- Wageningen University and Research Centre
- Czech University of Life Sciences, Prague
- Warsaw University of Life Sciences.

ELLS international universities

- Lincoln University, New Zealand (full international partner)
- China Agricultural University, Beijing (observer status)
- Hebrew University of Jerusalem, Israel (observer status).

Distance learning for offshore students

As part of the COVID response, Lincoln University has provided a distance learning option for those international students intending to study at Lincoln University who are unable to enter the country. The University continues to invest in the distance learning experience, including some courses and programmes which are essential building blocks for sustaining international student recruitment. International students who are studying these courses and programmes by distance learning will transition into the on-campus experience, as soon as they are able to enter the country. In particular, pathway programmes delivered by the University Studies and English Language Division have been important in maintaining these international links with future on-campus students. The programmes are:

- English for Academic Purposes and the Graduate Certificate in Academic English
- Certificate in University Studies
- Diploma in University Studies.

Short programmes

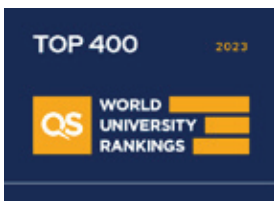
University Studies and English Language Division

The University Studies and English Language Division (USEL) delivers transitional English language and academic pathways for students entering Lincoln University. The Division also teaches short programmes in English language to in-bound study abroad students from Japanese and Korean partner universities, in both standalone programmes and those jointly-delivered with faculty partners. The first of these groups will return to on-campus study in late 2022.

International Reputation

International partnerships and rankings help to build Lincoln University's global reputation. An enhanced reputation helps to attract international students and staff, teaching and research linkages. The University participates in the QS World University Rankings, and, with its current position among among the top 26 percent of the world's best universities, it will continue to invest towards building its international reputation.

International Rankings



368

Ranked 368 out of 2,462



501-600

Ranked 501-600 out of 1,500+



51

Ranked overall globally and top in New Zealand



201-300

Ranked in the top universities worldwide of Sport Science Schools and Departments.

301-400

Ranked in the top universities worldwide for Agricultural Sciences.

THE Impact Rankings

Lincoln University is ranked in the 301-400 range overall in the THE Impact Rankings for 2022. The University attained pleasing scores in all five of the categories for which it provided data, namely Sustainable Cities and Communities, Climate Action, Life on Land, Partnership for the Goals and Zero Hunger.

Ui GreenMetric World University Rankings

Lincoln University's commitment to environmental sustainability continues to receive global recognition, with the University sustaining its position of 51st overall globally and top in New Zealand in the 2021 Ui GreenMetric World University Rankings.

The rankings, established in 2010 by Universitas Indonesia (UI), were the first to measure the

commitment of universities to environmental sustainability. Starting in 2010, with only 95 institutions taking part, the participants have now grown to 956, with 44 universities joining in 2021.

Lincoln University ranked

- 51st overall globally out of 956 participants from 80 countries
- 1st in New Zealand overall
- 12th globally for transport
- 26th globally for setting and infrastructure
- 28th globally for education
- 18th out of 213 for suburban universities.

3A. Learner Success Plan

3A.1 Where we need to be

The Manaaki Taura framework developed by Lincoln University employs a Māori worldview of care and support for all students. This framework, combined with a detailed programme of work, takes responsibility for the success of all taura at Lincoln University. Manaaki Taura combines a values-led approach with strategic and systematic processes to achieve our goal of success for Lincoln University's taura. Within an educational space, this becomes a continual process that guides and supports every student on their path to success.

Lincoln University plays an important role for New Zealand in supporting the goals and aspirations of our communities in developing specialist land-based industries. Additionally, Lincoln is actively considering how the University can contribute to and collaborate with whānau, hapū and iwi to increase awareness and engagement in our specialist programmes.

Serving as the cornerstone of our Manaaki Taura framework, a key programme Whanake Ake has been developed that focuses on addressing Lincoln University's participation rates for Māori and Pasifika by enhancing our enrolment patterns and programme offerings by engaging mana whenua, Māori entities, industry partners, academic staff, and research organisations. Focusing on enrolment gaps that have a direct impact on Māori and the Māori economy, Whanake

Ake will look to identify areas across our programmes that require change and drive that change to leverage collaborations to create meaningful outcomes. The areas of focus are sub-degree (Level 4-7), STAR, graduate and postgraduate certificate and diplomas and research opportunities along with possible future opportunities for short courses and micro credentials programmes. These areas have been identified where enrolments are substantially under-prescribed. The project will be supported by strategic appointments of Māori staff to facilitate this shift and utilising existing projects within Manaaki Taura and our collaboration with external partners.

Lincoln University recognises that an enhanced focus on learner success does not come without a cost, especially as the Manaaki Taura Programme of Work currently under review by our Senior Leadership Team, proposes significant new initiatives. In establishing the proposed programme of work, we also acknowledge the indicative costing of the three-year programme of over \$7.6 million, which includes new technology and both new academic and professional staff to resource these initiatives. For an institution the size of Lincoln, this means we will reprioritise our existing funding and staffing of business-as-usual initiatives, while also working to identify the necessary resources required to accomplish the established learner success goals.

Lincoln University plays an important role for New Zealand in supporting the goals and aspirations of our communities in developing specialist land-based industries.

Our vision, our stakeholders

Some factors that contribute to how Manaaki Taaira can be successful within the educational space include removing barriers to learning, support for taira, and meeting the aspirations of our taira that may include a transition into industry or higher learning. The vision is simple: to achieve parity of participation and achievement for all our learners by 2030. This vision is underpinned by six primary objectives:

- 1 Increase Māori, Pasifika and disabled students' participation rates.
- 2 Increase first year retention across all student cohorts.
- 3 Increase qualification completion rate across all student cohorts.
- 4 Increase the course completion rate across all student cohorts.
- 5 Create and implement a Lincoln University Disability Action Plan.
- 6 Monitor and enhance learner wellbeing with a focus on Māori and Pasifika taira and taira with disabilities.

These goals were established in collaboration with our stakeholders: students, staff, partners and alumni, and using attrition data and modelling based on our current 10 year model. In an example of this collaboration students were invited to attend workshops and one on one interviews to discuss their needs and experiences from which we created a series of student journey maps. In another series of meetings, professional and academic staff discussed their own contributions towards a student's success, and the gaps across the University that hold them back. This information along with the student journey mapping allowed us to establish canvases that focus on specific areas and gaps of the student journey as a way to identify and prioritise initiatives. The DVC, Māori and Pasifika, also met and consulted with Te Ahumairaki (Council's Māori sub-committee oversees the Māori development aspirations of the institution on behalf of Council and in line with the university's obligations under Te Tiriti o Waitangi) during the development of Manaaki Taaira. Additionally, a Manaaki Taaira Stakeholder Group, consisting of both Lincoln's professional staff and our Academic Deans and Divisional Director, was established and met on a monthly basis during the formation of the Manaaki Taaira Framework and throughout Phase one of our initial work to help inform the proposed programme of work.

Our governance

In accordance with the governing principles of Te Tiriti o Waitangi, this plan is developed with the support and guidance of mana whenua and Te Ahumairaki who oversees and monitors this plan. This committee is chaired by the Ngāi Tahu representative on Council and has a mana whenua representative from Te Taumutu Runanga. This plan is also co-governed with the Deputy Vice-Chancellor, Māori and Pasifika and the Deputy Vice-Chancellor, Student Life as the Senior Responsible Owners. As such, they share responsibility for ensuring objectives are met, outcomes are being delivered and benefits are being evaluated and realised.

Our Manaaki Taaira Stakeholders Committee works to advise the Manaaki Taaira Steering Group on the programme of work, and champion the operational activities within the programme of work in order to maintain momentum of activities and engagement both across campus and with external stakeholders. These two groups help ensure our priorities and initiatives remain on target over time and that resources are prioritised for success. On a quarterly basis, Manaaki Taaira reports through the Vice-Chancellor to Te Ahumairaki and the Motu Advisory Group before ultimately reporting to Council.

3A.2 Where we are now

Lincoln's success in the area of retention and completion is already notable. One of the primary goals of tertiary education is for learners to successfully complete a qualification. Qualification completion rates give us the best view of long-term performance and are one of the few indicators that are internationally comparable. In 2020, the overall EPI qualification rate at Lincoln, at level 7 degree, was 72 percent. This was the highest qualification completion of all New Zealand Universities and was more than 12 percentage points above the university subsector average of 59 percent.

However, Lincoln has the lowest number of learners in the university subsector, and the proportions and numbers of Māori and Pasifika learners are the lowest compared to other universities. In 2020, the overall participation rate for Māori students was 8 percent and Pasifika 2 percent compared with Massey University at 14 percent and 6 percent respectively. Given Māori and iwi interests in the food and fibre sector, we have a key opportunity to increase these rates and be competitive in the sector.

There is a wide body of research highlighting inequities in New Zealand education. There have been many initiatives, researched and documented, across the university sector, which aim to increase the parity rates for Māori and Pasifika taura. The continual growth of the Māori economy globally and our contribution to meeting Maori aspirations, is critical to Lincoln University delivering on its strategy to become a world-class research and teaching precinct.

Aligned frameworks

In response to the University's strategy and Te Ōritetanga, the Manaaki Taura Learner Success Framework and programme of work was established as a pathway for Lincoln to address parity for Māori, Pasifika and disabled taura. The Manaaki Taura framework aligns with the TEC Learner Success Framework and speaks to one of Lincoln's cultural values of Manaakitaka - care and support for all students. The four pillars of work underscoring Manaaki Taura encompass all seven of the TEC's learner success capabilities.

Manaaki Taura Pillars	TEC Learner Success Capabilities
Leadership – Community Engagement	People, Culture and Leadership Partnerships
People – Student Wellbeing	People, Culture and Leadership Partnerships Holistic Student Supports
Technology and Academic Monitoring	Data and Technology Student Centric Systems Teaching and Learning
Systems – Student Academic Support	Guided Pathways Holistic Student Supports Student Centric Systems Teaching and Learning

Manaaki Taura ensures a strategic and systematic approach to achieve our goal of success for all taura.

Causes and evidence

Over the past 10 months Lincoln University has conducted extensive analysis to understand not only the nature of our learner success needs, but also to identify the data we have, the data we need to identify and collect, and to establish our baseline to effectively evaluate against in the future. This work involved, not only reviewing the data we have but also identifying the data we are missing in order to know what needs to be improved to better provide support and services moving forward. At the same time, we conducted both group workshops and individual interviews to journey-map the lived experience of our learners.

Our taura are coming to Lincoln University excited about leaving home, meeting new people and learning new skills. They arrive at Lincoln wanting to succeed. The data analysis of our attrition points, and feedback from our student journey mapping workshops clearly indicate that whilst students may be ready for Lincoln, we are not fully ready to support them through completion.

Historically, our administrative systems and processes focus on student enrolments and study readiness. What we are currently overlooking are the actual needs of our taura; addressing barriers, providing cultural safety, and understanding their aspirations and the contribution they will inevitably make in their communities. Through individual interviews and workshops, taura have told us that our systems and technology are inefficient, our processes are

administratively heavy, they are disconnected from peers and do not feel that they belong to our Lincoln whānau.

Staff and students alike also face multiple challenges with separate and siloed work practices. With nothing but good intent, different business units have implemented separate learner success initiatives without a strategic centralised focus. For example, Te Manutaki have an established a wonderful, cohesive monitoring framework for Māori and Pasifika taura and Lincoln Connected, our technology enabled learning programme, is working towards taura progress tracking for all courses. In addition, our Student Engagement team are planning to pilot a needs assessment survey for Semester 2 2022, based on the TEC needs assessment. However, these are singular and siloed initiatives. In order to develop a comprehensive learner success programme we need to create a systematic and collaborative approach to supporting taura across all our teaching and business units.

Technological systems are also another barrier to implementing a centralised learner success programme. The Customer Relationship Management systems (CRM) in its current form, does not allow for efficient use of student records while maintaining appropriate privacy settings. Cliniko, a health-related system, is restricted to health data in our Student Health Centre. We need to provide a technology solution that is appropriately accessed by all student support units, whilst maintaining compliance with use and distribution of private data.

Lincoln's University's initial analysis identified many examples of why a technology solution, alongside a careful review of processes and work practice, is necessary:

- Taura who fit into multiple support areas who may be struggling but receive support from a single lens view when a holistic approach is required
- Taura who have multiple areas of concern and are then offered too many options at one time, (because our support teams cannot see what others are working on with them.) causing them to be overwhelmed
- Taura who are doing well academically but may be struggling with outside responsibilities and drop out because they do not know which person to contact who can help them in a culturally appropriate manner.

In addition to a comprehensive student contact record system, we also need to provide timely, detailed, and meaningful predictive analytics to both academic and student support staff. Currently our analytics team do an incredible job of pulling together reports from multiple systems to give a view of student activity. However, this data is not real time and may, in some cases, be days, if not weeks, old when a support staff member requires it. Additionally, it only reports

on what has happened rather than what might happen based on predictive analysis to provide intervention before it is needed.

To compound matters further, our academic data and student contact data is not integrated. Academic data relies in part on the use of GradeBook in Moodle. This is not currently a mandatory requirement for courses, and where it is implemented is used inconsistently across academics. In the current environment it is difficult to manage lead indicators to help predict future behaviours and outcomes.

As part of our initial analysis around our data systems, we established that support staff are currently using at least six separate systems for recording student contact information. From our CRM, and Cliniko, registered University technology platforms to excel spreadsheets and hardcopy written notes stored in filing cabinets. In effect, we do not have one source of the truth about our student's interactions with the University. This makes it extremely time consuming for our support staff to establish a holistic view of each student to ensure they are being offered the necessary support at the appropriate time, and most importantly by the right people.

Reviewing all this information together, Lincoln University has used it to:

1. Create meaningful, measurable and data driven goals for our learner success plan.
2. Identify the gaps in our data and plan for technological improvements necessary to fulfill them.
3. Identify the need for enhancing our current work and implementing new initiatives to address our shortcomings.

Existing interventions and initiatives

'Students at our core' is at the centre of Lincoln University's long-term strategy. As such, we have long undertaken programmes directed to support our student's success. However, we acknowledge that the majority of the learner success programme initialisation work conducted under Phase One of Manaaki Taura does not impact our students or necessarily improve any of the metrics used to evaluate our success in the long term. However, as per TEC's Learner Success Framework, this activity (effectively moving from TEC's LSP Stage 1, Preparing for Success, to Stage 5, Strategy & Design) was vital in moving Lincoln forward in its evolution and maturity, as it is now ready to begin implementation of our identified learner success activities as detailed in our Phase Two Programme of Work Business Case.

Additionally, in alignment with our Māori and (draft) Education Plans (which underpin Lincoln's Strategy) we had already established six initiatives to support the success of our taura.

1. Māori and Pasifika Learner Wellbeing – With the introduction of the new Pastoral Care Code Te oranga me te haumarū ākonga | Learner wellbeing and safety in January 2022, Lincoln has developed a programme to specifically support the wellbeing and cultural safety of our Māori and Pasifika taura. Te Manutaki - The Office of Māori & Pasifika Development, closely engages all Māori & Pasifika students with the newly appointed Māori & Pasifika Wellbeing Coordinator. Manaakitaka is at the forefront of this programme and helps to support all Māori and Pasifika students with their studies.
2. Māori and Pasifika Monitoring Framework – First implemented in 2017, this initiative was created to monitor and track Māori and Pasifika taura. It includes in-term support of Māori and Pasifika taura through academic monitoring and providing one-to-one support/intervention where required. This initiative is implemented, with daily engagements with taura who have been identified at risk with their studies. Beside regular contact with the Māori and Pasifika Support Coordinators, other support resources include facilitated support through PASS and other teaching and learning support offered in the Library, additional course related tutorials for Māori and Pasifika students and a Tuakana | Teina response that enables 2nd and 3rd year students to tutor 1st year students using a manaakitaka approach.
3. Māori and Pasifika scholarships and internships – First implemented in 2017, this initiative was developed to support the compulsory requirement of work placements in study programmes. This project seeks to address the low qualification completion rates by Māori and Pasifika by providing internships and work placement back into the community and community entities such as whānau, hapu, iwi and Pasifika businesses that require specialist skills. Coupled with qualification specific scholarships, taura are able to link directly with their communities and economies in a planned manner to ensure barriers to their qualification completion is minimised.
4. Academic Progress Monitoring for Student Success – First implemented in 2020 as a pilot programme, the intent of this initiative is to monitor and identify academically at-risk students to bring targeted support to improve their academic success. This programme is now in its second phase and includes our NZQA enhanced credits pathway students. With this initiative we expect to see higher course and qualification completions and higher retention of taura.
5. In-term Aegrotat Centralisation – Implemented in 2021 as a pilot, this initiative is aimed at managing in-term aegrotats centrally to support a better student experience as well as providing consistent and secure information storage practices.

6. Student Needs for Success – This initiative is currently in the planning stage and has yet to be implemented. It will include using the TEC Needs Assessment survey as a basis for our own survey to support first year learner success through transitioning the student into a university programme best suited to them.

Initiatives 1, 2 and 4 have successfully identified that manaakitaka is needed to help guide students to have a better experience at Lincoln. Manaakitaka te takata ahakoa ko wai, ahakoa nō hea – no matter the individual, care is always applied.

For Initiative 5, feedback was requested from both staff and students and there was strong agreement that centralisation reduced student stress levels, allowed more effective intervention from the Student Wellbeing Team and provided more consistency of student experience.

The initial success of initiatives 2, 4 and 5 is demonstrated in Lincoln's rising course and qualification completion rates. Since 2017, Māori course completion rates climbed nearly three percent and qualification completion rates climbed 15 percent. During that same time period, Pasifika course completion rates climbed 9.5 percent, though their qualification rates remain flat. While these results are encouraging, more work is needed to enhance and expand these initiatives to include all our taura.

Beyond the initial stages of the Learner Success Framework

It is our view that Learner Success is a continual, systematic process so one can never be at a single stage, as efforts continue to change and evolve over time. However, if evaluated against TEC's Learner Success Framework, Lincoln's learner success programme of work currently sits between stage 5 (Strategy & Design) and stage 6 (Implementation).

Lincoln University began formally discussing learner success with TEC as early as January 2020 (Stage 1 Preparing for Success) and in partnership and collaboration with TEC representatives completed the Learner Success Diagnostic (Stage 2) in early 2021. The results of this exercise provided the impetus for Lincoln to critically evaluate its learner success objectives and help shape the approach used to address the identified issues. It was shortly after this time, that the University also established its first Learner Success Working Group which began meeting monthly to plan a coordinated approach. In consultation with other stakeholders, this group led the development of Lincoln's Manaaki Taura Learner Success Framework and associated Phase one project plan, as endorsed by Lincoln's (then) Senior Management Group in October 2021.

Phase one of Lincoln's Manaaki Taura Programme Management Plan formally began in October 2021 with goal

of moving out Stage 2, Learner Success Diagnostic, and through stages 3, 4 and 5 (Problem Definition, Analysis and Planning and Strategy and Design). The focus of this phase of Lincoln's work was to understand the factors that impact learner success or failure, and identify areas where changes in support, systems and business process could be made to improve outcomes for taura. We also undertook a gap analysis and discovery exercise (discussed earlier within the evidence and cause section) which was combined with taura and staff workshops to explore the initiatives required to remove barriers to learning. Collectively, the information was used to identify connections to organisation strategy and to establish areas for deeper assessment, such as the in-depth interviews with members from our disabled student community (Stage 3, Problem Definition). As the problems began to be identified, a detailed analysis of Lincoln's student journeys was conducted in alignment with Stage 4 (Analysis & Planning). All of this information was used in the autumn of 2022 as we began to define what success looks like for Lincoln students and further defined our Manaaki Taura framework (serving as our learner success strategy).

Phase one culminated (June 2022) in the submission of the Manaaki Taura Programme of Work Business Case to the Senior Leadership team/VC, Te Ahumairaki and our Council. This business case includes a series of recommendations for improving learner success, Disability Action Plan initiatives, and high-level project plans that will drive Lincoln's Learner Success work for the next three years (Stage 5, Strategy & Design). When approved, the business case and associated plan will move Lincoln into Stage 6 (Implementation) of TEC's Learner Success Framework.

Management and governance structure

The Manaaki Taura Programme of Work is co-governed by Lincoln's DVC, Māori and Pasifika and DVC, Student Life, with the DVC, Student Life having ultimate reporting responsibility for the work. In alignment with all Lincoln University's major projects and initiatives, a full project plan, staffing and a governance structure is in place for Phase One. As Lincoln moves into Manaaki Taura Phase Two, these same items have been identified and will be resourced appropriately upon programme implementation.

Project outcomes and reporting

As a stand-alone programme of work, Manaaki Taura Phase One has successfully achieved its objectives. This includes:

- Establishing a data analytic baseline (including data being produced by current student success initiatives)
- Mapping available data against the student experience journey using a selection of student personas and analysing in detail the data at various touch points to identify:
 - contributing factors to learner success or failure; and identifying gaps in our data collection;
 - areas for improvement (process, business and technical) across the four pillars of Manaaki Taura; and
 - high-level initiatives to support improvements
 - *Note:* Lincoln University has close to 30 student and/or stakeholder personas, detailing a comprehensive and diversified configuration of individuals who may come to university. A representative subset of these were used in the analysis to ensure a complete picture was actualised. Further analysis will be undertaken later on, should it be deemed necessary as the programme is evaluated in the years ahead.
- Development of measurable and data-driven long-term learner success programme goals
- Development of the Phase Two plan, as identified in the Manaaki Taura Programme of Work Business Plan
- Utilising the Kia Ōrite Toolkit to begin creating our first Disability Action Plan and establishing a roadmap of the work to complete in the next eight months.

Te Manutaki, responsible for four initiatives of Manaaki Taura, continues to monitor the progress of Māori and Pasifika taura, and the implementation of the Māori and Pasifika Wellbeing coordinator leading engagement projects to further connect with taura across campus. The approach from Te Manutaki allows staff to successfully create whanaukataka on campus. Weekly catch-ups with taura are reported fortnightly to the DVC Māori and Pasifika, this includes enrolments, identifying at-risk students, collaborating with each taura to create a study plan to complete their course.

This work has been and will continue to be reported to Lincoln's Senior Leadership Team monthly and quarterly to Te Ahumairaki and Council.

3A.3 How we are going to get there

Short-term (to end December, 2023)

Currently, we anticipate that Manaaki Taura will be delivered in three distinct phases to support Kā Matawhānui, Kā Whāika and Kā Mātāpono.

- Phase One: 2021 -2022 – PLAN: Discover and Plan
- Phase Two: 2022 - 2025 – DO: Design and Test, Implement and Measure
- Phase Three: 2026 Onwards – REVIEW: Review and Improve

Phase One: 2021-22 – PLAN: Discover and Plan

Phase One of the Manaaki Taura Programme of Work officially launched in October 2021 to identify and define where LU can increase learner success through analysis of key data points combined with qualitative data from taura and staff. This data was mapped against a series of student journey personas, including the priority focus areas of Māori, Pasifika and disabled taura, to understand the critical points in the student experience journey, with the outcome of creating a robust problem definition set for each of the four pillars of our learner success framework.

At the same time, we began the planning and development of our Disability Action Plan (DAP) through a detailed gap analysis and a series of workshops, guided by the Kia Ōrite Toolkit, to identify and define solutions. Work in this phase led to the development of the Manaaki Taura Programme of Work Business Case delivered to Lincoln's Senior Leadership team and subsequently Te Ahumairaki and Council in June 2022 and informed the response given here.

Next-stage implementation

Lincoln University is actively working through the resource commitments necessary to implement the next stage of our Manaaki Taura programme. This is set against a declining funding pool available as a consequence of unified funding system, which has impacted funding for transition study initiatives.

Phase Two: 2022 - 2025 – DO: Design and Test, Implement and Measure

Phase Two is expected to commence in the second half of 2022, after Council has endorsed the further programme of work and resource commitments have been identified, as Lincoln begins to implement or enhance existing initiatives to achieve our identified goals. Goals established through the analysis of the data and gaps identified in Phase One will begin to be monitored and over time evaluated against. Solutions are designed in a cross-unit collaborative manner, ensuring transparency and consistency across the University and run as a programme of work encompassing multiple projects that cross multiple TEC Learner Success Framework stages and capabilities. The initiatives identified work across the four pillars of Lincoln's LSF, in alignment with TEC's LS capabilities:

People/Wellbeing:

- Enhance our wellbeing programme (TEC LS Capability 1, 4, 5)
- Development of Lincoln University's Disability Action Plan (TEC LS Capability 1-7)

Technology/Monitoring:

- Expand our student monitoring programme (TEC LS Capability 3, 4, 5, 6)
- Enhance our technical systems and data analytic platforms (TEC LS Capability 2, 3, 4, 5)

Systems/Support:

- Enhance the student transition to university programme (TEC LS Capability 1-7)
- Review courses with high failure rates (TEC LS Capability 2, 6)
- Review and Enhance Student Advising (TEC LS Capability 3, 6)

Leadership/Engagement:

- Implement a participation programme aimed at driving increased participation for Māori and Pasifika taura utilising undersubscribed enrolment patterns and revised programme and course content involving academic staff, Māori, and industry engagement. (TEC LS Capability 1, 2, 4, 6, 7)
- Enhance and continue internships and scholarships for Māori and Pasifika taura. (TEC LS Capability 4, 6, 7)
- Enhance and build further partnerships with mana whenua, iwi, hapū and whānau, and Māori and Pasifika organisations to increase opportunities for social, cultural, and economic transformation and success. (TEC LS Capability 1, 3, 5, 7)
- Develop leadership led initiatives to affect a whole of organisation cultural shift that supports learner success at all levels. (TEC LS Capability 1, 5).

At this point in time, Lincoln has drafted a proposed Programme of Work Business Case for approval by the Senior Leadership Team and then endorsement from both Te Ahumairaki and Council. When approved, Lincoln will formally

enter Manaaki Taura Phase Two. This programme outlines the initiatives and costs and provides a high-level timeline of the work involved. Once confirmed, Lincoln will actively begin the programme’s mobilisation by:

- Confirming organisational structure and responsibilities
- Reviewing requirements, scope, and timeline
- Beginning recruitment process for additional resources for programme implementation
- Updating programme management plan, communications plan, and other artefacts
- Socialising the programme more fully across the University.

It will be at this stage of Lincoln’s process, that a fully detailed programme project plan will be developed. Lincoln’s Manaaki Taura Learner Success Alignment Heatmap is provided on the following pages to provide an outline of the activities planned and the areas addressed in alignment with TEC’s Learner Success Capabilities.



Manaaki Taura Learner Success Alignment Heatmap

Manaaki Taura Pillars	TEC Learner Success Capabilities	Issues Addressed	Key Initiatives	Addresses Manaaki Taura Goal (Kā Whāika)					Activity Within Next		
				1	2	3	4	5	1-2 years	3-5 years	5+ years
				Māori Participation	Pasifika	Retention	Qual Completion	Course			
Leadership – Community Engagement	People, Culture and Leadership Partnerships	Building partnerships Increased participation	Whanake Ake								
			Māori & Pasifika Internships/Scholarships								
People – Student Wellbeing	People, Culture and Leadership Holistic Student Supports Partnerships	Providing cultural safety Increased belonging Understanding student aspirations Centralised/unified system of support	Māori & Pasifika Learner Wellbeing								
			Disability Action Plan								
			Institutional Culture Change								
Technology and Academic Monitoring	Data and Technology Student Centric Systems Teaching and Learning	Centralised and accessible data repository Predictive interventions	Data Analytics								
			Student Engagement System								
			Gradebook Implementation								
			Māori & Pasifika Academic Monitoring								
Systems – Student Academic Support	Guided Pathways Holistic Student Supports Student Centric Systems Teaching and Learning	Consistent processes and systems Holistic student picture Consistent monitoring	High Failure Course Review								
			Review Student Advising								
			C.E. Transition to Uni								

Programmes underway noted in bold Low Medium High

Monitoring of Progress

The programme of work is resourced by staff who report through the Manaaki Taura Programme Manager to the Deputy Vice Chancellor, Student Life and Deputy Vice-Chancellor, Māori and Pasifika, who are accountable for programme progress and achievement of milestones. Programme staff hold weekly meetings to ensure progress and goals are being achieved. This work is reported monthly to the Manaaki Taura Steering Group and brought forward to Lincoln's Senior Leadership Team regularly by the DVCs, Māori and Pasifika and Student Life. Progress is reported to Council quarterly through Te Ahumairaki.

1. By 2030, increase Māori students' participation rates:

NZQF Level	2021 baseline rate (percent)	2030 rate (percent)
4-7	8.4	12
7	10.1	12
8-10	3.7	6

2. By 2030, increase Pasifika students' participation rates:

NZQF Level	2021 baseline rate (percent)	2030 rate (percent)
4-7	3	4
7	1.6	4
8-10	1.5	3

3. By 2030, increase first year retention to 80 percent across all student cohorts, from a baseline of 78.2 percent (Note: baseline established across all degree levels).

4. By 2030, increase qualification completion rate to 65 percent across all cohorts, from a baseline of 62.8 percent (Note: baseline established across all degree levels).

5. By 2030, increase the course completion rate to 90 percent across all student cohorts, from a baseline of 89.0 percent (Note: baseline established across all degree levels).

Baseline calculated from the EPI's results over the years 2018-2020, SAC funded.

A further goal is yet to be developed around taura wellbeing and disabled student participation as we identify the appropriate data-driven baseline and set of metrics to evaluate.

The responsibility of meeting these goals is shared by the DVC, Māori and Pasifika and DVC, Student Life. Progress is shared monthly with the SLT and with Council through Te Ahumairaki quarterly.

Developing the roadmap, targets and measures

At Lincoln University, there had been a commitment from early 2017 to introduce pilot initiatives, aimed to provide better outcomes for our Māori and Pasifika taura. The then-DVC Māori and Pasifika identified the need to develop a programme that undertook live monitoring and intervention strategies to support Māori and Pasifika taura to improve these students' academic outcomes and their student experience, and two pilot projects were initiated and implemented.

Later that year as part of the Cycle 6 Academic Audit, Lincoln, along with the other New Zealand Universities undertook an Enhancement Theme (2017 - 2020) focused on Access, Outcomes, and Opportunity for Māori students and for Pasifika students. LU's response included and drew on the pilot Māori and Pasifika Monitoring Framework to demonstrate how Māori and Pasifika student outcomes were progressing on campus.

To compliment this Enhancement Theme, an additional project was initiated for Māori and Pasifika in 2020, which focused on Māori and Pasifika Wellbeing to further align with LU's Māori and Education Plans (which underpin the Lincoln University Strategy 2019-2028). At the same time, a further three initiatives were established to support the success of all taura.

In late 2020 Lincoln University convened its first learner success working group, who began meeting monthly to begin articulating a vision and goals for the future. This led to the development of the Manaaki Taura framework in early 2021 and the approval of the Manaaki Taura: Learner Success Programme Management Plan in October of 2021 by Lincoln's Senior Management Team.

Since then, Manaaki Taura has been co-led by the currently Acting DVC, and DVC, Māori and Pasifika. The initial working group was reformed into a Learner Success stakeholder committee, which includes representatives (both staff and students) from across campus and meets monthly to stay informed of the programme's activities. Additionally, initiatives, goals, and measures were informed by the data analysis, workshops and personal interviews conducted throughout Phase One, which also includes representatives from cross campus units and Māori, Pasifika and disabled students.

4. Our Programmes and Activities



Key Focus

- Develop an action plan for implementation that addresses six focus areas, with priority actions within each of these.



Key Targets

- Support the growth of EFTS at Lincoln University consistent with the 10-year growth model
- Support the development of a skilled workforce that meets the future demands of the land-based sector
- Support the development of capability to meet the immediate workforce demands of the primary, agriculture and food and fibre sectors and environment sectors in response to COVID
- Contribute to solving the grand challenges for the land-based sector.

4.1 Academic Programme Action Plan (APAP)

The University, in conjunction with partners, will enable growth in the quantity, quality, relevance and impact of graduates produced. This is addressed in a detailed Academic Programme Action Plan (APAP) underpinned by the Lincoln University Strategy 2019-2028.

The APAP aims to:

- Support the growth of EFTS at Lincoln University consistent with the 10-year growth model
- Support the development of a skilled workforce that meets the future demands of the land-based sector
- Support the development of capability to meet the immediate workforce demands of the primary, agriculture and food and fibre sectors in response to COVID
- Contribute to solving the grand challenges for the land-based sector.

Actions for the APAP plan

1

Refine and clarify academic programmes

2

Develop new qualifications and accessible pathways

3

Establish quality blended and online delivery programme

4

Marketing, intelligence, customer engagement

5

Build strategic partnerships and co-investment for delivery of programmes

6

Establish a leading-edge teaching strategy.

1. Refine and clarify academic programmes

We will continue to refine and simplify the academic programme and course offerings to ensure critical mass and quality, align programmes with the University Strategy and industry needs and key issues for the land-based sector, and identify and fill gaps.

2. Develop new qualifications and accessible pathways

We want additional fit for purpose qualifications/credentials and clear pathways into Lincoln University's programmes. We are interested in innovative programmes that facilitate graduates and mid-career people to apply their skills to land-based sector opportunities. We will encourage upscaling successful initiatives and developing micro-credentials and short courses that address the demand and supply gaps.

3. Establish quality blended and online delivery programme

We want to provide an innovative online and delivery model distinctive to Lincoln University, protecting our strong connection to land. We will encourage upscaling of successful programmes, and development of new programmes that meet demands of students that cannot be met by traditional face-to-face teaching models. We will partner to ensure the international reach of Lincoln University exceeds the campus footprint.

4. Marketing, intelligence, customer engagement

We want to work with schools to ensure that education and employment opportunities in the land-based sector are widely understood and sought after, and that school leavers see Lincoln University as an attractive study option. We want to emphasise the importance of the primary, agriculture and food and fibre sectors to New Zealand, and highlight that Lincoln University is the

best place to study these disciplines. We want to encourage community enrolments that include people made unemployed during COVID, those seeking to upskill into postgraduate study and those returning to study. We will seek to develop excellence through insight of global developments that will affect land, food and producers, and to support the workforce requirements of the primary sector by illustrating pathways for unemployed people to retrain for career changes to support economic recovery.

5. Build strategic partnerships and co-investment for delivery of programmes

We will develop partnerships to deliver course and programme offerings that meet the challenges of the land-based sector. We will partner with select universities (domestic and international) where superior academic offerings can be brought in with mutual benefits and to be more attractive to students. We will partner to ensure pipelines of students.

We are committed to extending our engagement with Māori stakeholders and actively consider how we can support the Māori economy and provide opportunities for Māori to engage and partner with the Lincoln University whānau.

6. Establish a leading edge teaching strategy

We will develop a leading-edge teaching strategy to support a distinctive Lincoln University student experience that forms part of a modern teaching environment. We will increase investment in areas that connect students to land-based sector workplaces, and equip them with advanced skills to enhance their contribution to important global issues. We will work to extend research-based teaching in Lincoln's undergraduate and taught postgraduate programmes.

Food and fibre

Lincoln University's qualifications are directed toward producing graduates for the land-based sectors, defined as our food and fibre, agriculture, horticulture, agribusiness, tourism, environmental management, landscape architecture, and sport and recreation sectors. Of the 1,956 Domestic EFTS in 2021, 1,842 were classified as land-based sector EFTS. Lincoln University currently has 27 qualifications that are classified under the food and fibre category, with 1,014.7 enrolled EFTS in these programmes contributing 40 percent to the University's overall EFTS (2,562) in 2021.

The primary, agriculture, food and fibre sectors are crucial to the post-COVID recovery of New Zealand, and a strong workforce demand both immediate and long term is indicated. Furthermore, New Zealand is poised globally to take leadership in environmental recovery. Lincoln University is well placed to contribute to these sectors through provision of more graduates. The six focus areas of the APAP will make Lincoln University's programmes attractive and accessible to a wide set of students, including beyond traditional school leaver cohorts, and will ensure that Lincoln's academic portfolio is relevant to the needs of students, stakeholders and the community.

4.2 Redefining quality course offerings and creating new ways of student-focused learning

Blended and online delivery

Online programmes

The use of digital education resources extends to Lincoln University's objective of offering online, asynchronous programmes of study. This supports the University's ability to grow its presence outside of the Canterbury region. The flexibility and accessibility of online learning reduces the amount of time learners need to spend on campus, and therefore better enables them to complete their studies around employment and geographic constraints.

New fully online and asynchronous programmes that build on and align with the University's distinctive campus-based teaching programmes (labs, lectures, field trips and work experience) have been developed since 2020 as part of the Lincoln Connected programme. These programmes are designed with strong staff-student interaction to create an outstanding online learning environment, aligned with the University's academic quality and content standards.

In 2021 the online delivery programme, Lincoln Connected, delivered six programmes fully online, with a student base of 10 percent of total student numbers.

The online programmes available now include:

- Certificate in University Studies
- Diploma in Horticultural Business
- Postgraduate Certificate in Commerce
- Master of Business (Global Marketing and Management)
- Master of Environmental Policy and Management (partial)
- Postgraduate Diploma in Environmental Management
- Postgraduate Certificate in Environmental Management
- Master of Wine and Viticulture (partial).

Two undergraduate courses offered through the STAR programme – LINC101 Land, People and Economies and MGMT106 Global Food Systems – have also been developed for online delivery by Lincoln Connected. Market analysis has recently been completed to inform the identification of programmes to be developed for online delivery in the coming year.

Blended learning

Blended learning at Lincoln University combines face-to-face and online activities in a seamless and complementary flow of learning. Approaches include the use of flipped classrooms, where online activity is introduced prior to a face-to-face

class, in the form of reading materials and other artefacts. These resources are provided through the University's Learning Management System Akoraka | LEARN.

The use of blended learning has been a critical approach in supporting remote teaching during the COVID era, when students have been unable to study on campus due to lockdowns and COVID-related isolation.

Land-based Sector Joint Postgraduate School (JPS)

Food Transitions 2050, the new strategic partnership initiative between AgResearch, Manaaki Whenua Landcare Research, Plant & Food Research, Lincoln University and the University of Canterbury, has at its heart a Joint Postgraduate School. This school is a virtual community of PhD students and their university/CRI supervisory teams, conducting cross-disciplinary research to support the transition of regional, national and international food systems to a future, more sustainable, state.

Within the overarching theme of Food Transitions 2050, the University offered scholarships of \$28,000 per year plus study fees for 17 projects under the four sub-themes of the School:

- Food and future landscapes
- Food for a zero carbon future
- Food consumer transitions
- Food governance.

These scholarships were advertised in 2021 to begin in March 2022.

4.3 Growth Programmes

Clear pathways to degree-level study

The Certificate in University Studies (CUS) and Diploma in University Studies (DUS) are key pathway qualifications with an average retention rate of completed students of over 90 percent from DUS.

Once students have successfully transitioned from CUS and DUS to degree study and a completed degree they can expect the same employment outcomes as their peers who entered with University Entrance.

The table below shows the progression to higher study in Lincoln University programmes. The Level 5 programmes (excluding DUS) include the Diploma in Agriculture and Diploma in Horticulture, from which students most commonly graduate into employment. Smaller numbers of students choose to progress from the Diploma in Agriculture to the Level 6 Diploma in Farm Management, and then to the Bachelor of Commerce (Agriculture). The majority of DUS students transition into either the Bachelor of Commerce or Bachelor of Science.

Progression to higher study

	2020	2021
CUS	88.9%	50.0%*
DUS	92.6%	92.9%
Level 5 (excluding DUS)	46.6%	41.5%

*Lower retention rate across reduced enrolment numbers for the period due to COVID.

Note: These figures denote progression to Lincoln University programmes only.

The value of CUS and DUS to students at Lincoln University is that they offer shorter and more supported pathways to degrees than traditional pathway programmes.

The anticipated time to completion of a degree for a CUS student is a further three years, with a shorter timeframe available for those on an accelerated pathway. For DUS students, the expected time to completion of a degree is between two and three years. As student numbers recover, high retention rates are expected to continue.

180-credit taught Masters

180-credit taught Master's are a recent feature of the New Zealand tertiary education market and have experienced rapid growth in the number of programmes offered and the number of students enrolling. For 2023, the Master in Water Science and Management is proposed, jointly offered with the University of Canterbury. In 2021 the Master of Applied Computing was offered for the first time, created in response to industry demand for qualified graduates from a diversity of prior backgrounds. In 2019 the University introduced two programmes, the Master of Pest Management and Master of Wine and Viticulture.

While international enrolments have experienced a forced decrease due to closed borders as a result of COVID, the online learning programme has made selected Masters programmes at Lincoln University available to students offshore. At the same time, there has been increased demand for remote and part-time study of taught masters degrees by mid-career professionals in the domestic market. Lincoln University is committed to continuing innovation in its taught postgraduate offerings and to growing domestic enrolments for the future.

Domestic Postgraduate growth

PG programme type	EFTS				
	2021 actual	2022 forecast	2023 target	2024 target	2025 target
Bachelors with Honours	43.3	42.6	46.0	49.8	47.0
Postgrad Certs / Dips	107.6	132.2	114.8	106.9	108.5
Master's (taught)	282.8	286.8	229.5	192.3	186.4
Master's (research)	30.3	18.8	5.67	5.5	5.5
PhD	47.1	45.5	53.6	69.6	72.6
TOTAL	530.9	525.9	449.5	424.0	420.0

4.4 Funded programmes

Each of Lincoln University's faculties supports the Lincoln University strategy, through unique portfolios of programmes and research and through undergraduate and postgraduate teaching, postgraduate research, externally funded research and effective engagement with relevant industry and professional organisations.

Faculty of Agriculture and Life Sciences (AGLS)

The Faculty of Agriculture and Life Sciences provides and disseminates the science which will allow New Zealand's land-based industries to continue to produce the high-value products required to underpin the national economy in a changing world while enhancing the environment.

Specifically, the Faculty's programmes focus on sustainable food production, the development of high-quality food and beverages and the management of natural and agricultural landscapes that employ people, generate wealth for the country, and protect the environment for future generations.

At the undergraduate level, AGLS delivers the Bachelor of Agriculture, Bachelor of Agricultural Science, the Bachelor of Science and the Bachelor of Viticulture and Oenology.

The Faculty has a strong research ethos with external research income of over \$7 million on an annual basis. This supports a large cohort of postgraduate students, many of whom are embedded within externally funded research programmes.

Teaching and research are underpinned by access to the University's three dairy farms, a high-country sheep farm, horticultural areas, vineyard and winery. These are leveraged in strong relationships with external stakeholders, including the Crown Research Institutes (AgResearch, Plant & Food Research,

Manaaki Whenua Landcare Research), DairyNZ, Zero Invasive Predators, the Foundation for Arable Research, PGG Wrightson, Pioneer, Ravensdown, the Cawthron Institute, the Food Innovation Network, regional authorities and the Department of Conservation.

These partnerships also allow the Faculty to incorporate industry insights into an ongoing programme of curriculum development and to deliver relevant graduate attributes through research-led teaching that equips learners with the science needed to overcome future challenges.

Faculty of Environment, Society and Design (ESD)

The Faculty of Environment, Society and Design focuses on how humanity takes care of the land, water and people, as encapsulated by the Māori concept of kaitiakitaka. This is achieved through designing, planning and managing, through consideration of activities that produce wellbeing, and above all, ensuring critical thinking about the impact of everything that society does.

The Faculty has strong connections with a range of external stakeholders, particularly the New Zealand Planning Institute (NZPI) and New Zealand Institute of Landscape Architects (NZILA), which accredit several of the Faculty's degrees in planning and landscape architecture. Additionally, all the Faculty's degrees draw on trained professionals for industry expertise from organisations such as the Department

of Conservation, Tourism Industry Aotearoa, Recreation Aotearoa and the New Zealand Parks Leaders Forum. The Faculty also consults regularly with professionals through advisory boards working in natural disaster management, water management and computer science.

All the Faculty's teaching programmes draw on ground-breaking and influential research which spans diverse disciplines including geography, sociology, psychology, exercise science, computer science, Māori studies and engineering, and have achieved international rankings in environmental studies, leisure and hospitality and sport science.

Faculty of Agribusiness and Commerce (AGCM)

The Faculty of Agribusiness and Commerce aspires to be Australasia's premier provider of agribusiness research and education, supporting the value chains that underpin the New Zealand economy. A central theme in the Faculty is connecting people, businesses and economies through an interdisciplinary approach where business studies encompass economic, social, sustainable and biophysical elements, as is a global reach and outlook.

The Faculty has a strong national presence, drawing students from around New Zealand to its unique offering of degrees and courses. Although these are mostly delivered

on the Lincoln University campus, the faculty also has regional delivery through partners such as Fruition in Tauranga and Nelson with the Diploma in Horticulture and degrees that can be completed online, specifically the Master of Business in Global Management and Marketing, and the Master of Professional Accounting (CPA). The faculty also has a strong international presence, including a Joint Education Programme with Yunnan Agriculture University in China.

Strong domestic relationships with industry are maintained through research, job placement and interaction with students, particularly on field trips and tours to businesses. The Faculty partnered with T&G Global in 2021 to deliver the Diploma in Horticulture in Hawkes Bay to T&G Global employees in an 'earn as you learn' programme that from 2022 is workplace-based.

The Faculty has also collaborated with the Rural Leadership Consortium and Massey University to credentialise the iconic Kellogg Rural Leader Programme as a Postgraduate Certificate in Commerce and is developing this as a pathway to Masters qualifications. The Faculty is also involved in an ongoing project to build teaching and research in the dairy futures market in collaboration with the commodity trading group at Fonterra and with NZX. In 2021 this involved workshops on futures trading for dairy farmers and advisors.

University Studies and English Language Division (USEL)

The University Studies and English Language Division provides high-quality academic and English language pathway programmes for transition to Lincoln University diplomas and degrees, and high-quality English language pathways within Lincoln University articulations and partnerships.

For all students, both domestic and international, the Division provides targeted, integrated academic pathways to the land-based programmes of Lincoln University. International students are able to fulfil English language admission requirements in the context of a dedicated academic English language programme.

The Division is responsible for four academic programmes at Lincoln University. Since the outbreak of COVID, the majority of students enrolled in the Division's courses have been studying offshore; however face-to-face tuition and support has also continued for students on campus. A very high percentage of completing students from the Division's programmes transition to further study at Lincoln University, at all levels including postgraduate, and this is expected to continue.

4.5 Non-funded programmes

Soil Skills for Professionals

The university's first micro-credential, Soil Skills for Professionals, was developed in 2019. This 5-credit micro-credential delivers a practical, field-based pedology and land-use interpretation course for working professionals in the primary sector, current students and recent graduates. It is delivered primarily by Lincoln University staff, with assistance from industry partners.

The University, CRIs and independent consultants jointly identified the need for a greater knowledge of the soil resource in primary industry employees, particularly environmental field officers, farm management consultants and local or regional government field staff.

Students who undertake this micro-credential learn specific soil description knowledge, skills and interpretation in a practical setting that has direct relevance to the application of these skills in the workplace. Additionally, the nurturing of interpersonal and team skills is invaluable for both working professionals in the primary sector, and graduates who will work in multidisciplinary teams in the future workforce.

B.linc Innovation He Puna Karikari

B.linc Innovation (formerly Blinc Innovation Ltd) is a facilitator of innovation, primarily focusing on developing innovative solutions in the primary industry sector. B.linc connects business, science, industry and academia while working alongside visionaries to create new solutions in, and using, the Naturetech ecosystem: people, ideas, knowledge, resources, insights and experience to create and pioneer new solutions for tomorrow.

Lincoln University became the sole shareholder of B.linc Innovation in November 2019, resulting in B.linc becoming a business unit of Lincoln University in May 2020. B.linc works with leading organisations, start-ups, CRIs, growers and universities to address the topical challenges facing the food and agriculture industries.

B.linc's campus workshop is not only a place to home B.linc staff, but is also a co-working and venue hire space which caters for start-up teams and small agri-businesses looking for a place to connect, featuring permanent or semi-permanent desks and space for meetings and workshops.

B.linc Innovation runs in-house events and collaborates with a stakeholders to design and hold events and facilitate external projects. This ensures that B.linc's event and project management capabilities are spread nationwide in order to further build the B.linc brand equity and reach.

B.linc runs six key event series aimed at encouraging a melting pot of conversations and sparking ideas across industries.

1. Innovation Series: a monthly panel seminar where innovators from industry, science and academia share their narratives about the future of the food and fibre sector
2. Big Challenge Series: a biannual event bringing innovators, inventors and leaders together to focus on a

big challenge or opportunity for New Zealand's primary industry and to develop collaborative programmes

3. New Wave: an event to build the next generation of leaders and innovators, attracting them to the food and fibre industry through developing new thinking
4. Vibe: an event to engage the local Lincoln precinct and surrounding areas to highlight areas of common interest and potential collaboration opportunities, while also providing a chance to network in a casual environment
5. Cultivate: an event designed to connect entrepreneurs and SMEs to industry leaders in order to support and cultivate business ideas and excellence
6. Excellence: a series of events designed to showcase research within Lincoln University's Centres of Excellence and to ensure that the research reaches those at farm gate, as well as those in industry and academia.

5. Our outcomes and measures



Key Focus

- Maintained 'Low Risk' under the TEC's Financial Monitoring Framework (FMF).



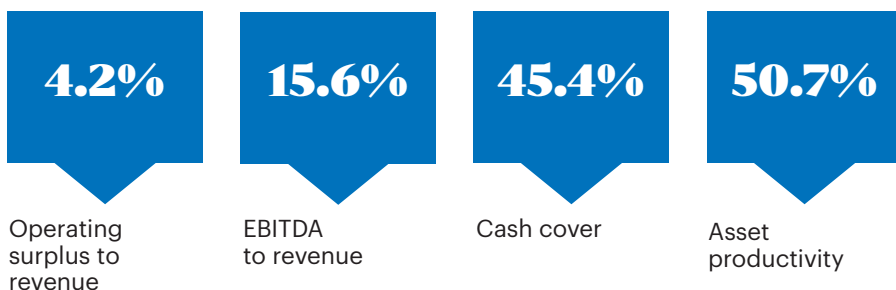
Key Targets

- Achieve revenue targets
- Continue to maintain low risk trajectory.

5.1 Financial capability and performance

Managed financial performance, 2021

Operating surplus to revenue	EBITDA to revenue	Cash cover	Asset productivity
4.2%	15.6%	45.4%	50.7%



The four years to 2021 saw the University's financial performance strengthen, despite significant challenges presented by the COVID pandemic. The University continued to perform in line with the 'low risk' TEC's Financial Monitoring Framework targets. Careful and considered financial management, bolstered by strategic focus during the coming three-year period, will enable the University to retain low-risk financial sustainability position under the FMF.

Financial Performance and Position

	2021	2020	2019	2018
	\$000	\$000	\$000	\$000
Group Revenue	\$118,958	\$118,088	\$126,876	\$118,610
Group Expenditure	\$113,937	\$115,989	\$119,508	\$114,496
Group Operating Surplus/(Deficit)	\$5,021	\$2,099	\$7,368	\$4,114
Group Total Assets	\$377,194	\$353,948	\$343,031	\$314,115
Group Total Liabilities	\$50,835	\$49,057	\$49,587	\$49,322
Group Equity/Net Assets	\$326,359	\$304,891	\$293,444	\$264,793
Group Financial Ratios				
- EBITDA to % revenue <i>EBITDA/Revenue (excl Insurance Revenue) %</i>	15.6%	10.9%	11.4%	9.0%
- Operating Surplus (Deficit) to % revenue <i>Operating Surplus(Deficit)/Revenue (excl Insurance Revenue)%</i>	4.2%	1.8%	5.8%	3.5%
- Cash Cover <i>Cash/Total Operating Cash Inflows %</i>	45.4%	61.4%	60.6%	25.5%
- Asset Productivity <i>Revenue (excl. Insurance Revenue)/Property, Plant & Equipment %</i>	50.7%	57.5%	64.7%	69.5%
- Return on Total Assets <i>Operating Surplus (Deficit)/Total Assets %</i>	1.3%	0.6%	2.1%	1.3%

5.2 Quality assurance reviews

Academic Audit (External)

The Academic Quality Agency (AQA) undertakes external quality assurance for the New Zealand universities.

At the beginning of 2018 the AQA affirmed that the University had demonstrated its commitment to, and implementation of, high standard academic quality processes, procedures and academic practices in learning, teaching and research as per the requirements of the Cycle 5 Academic Audit.

A new initiative by AQA for the Cycle 6 Academic Audit was the introduction of an Enhancement Theme for all universities to address collectively, and which is of national significance. The topic for the Cycle 6 Enhancement Theme was 'Access, outcomes and opportunities for Māori students and Pasifika

students'. Lincoln University established an Enhancement Theme Steering Group led by the then-Assistant Vice-Chancellor Māori and Pasifika and the then-Assistant Vice-Chancellor Learning and Teaching. The Group reported quarterly to the national Enhancement Theme Steering Group on the progress of its strategic initiatives and objectives. The final report was submitted in March 2020.

A further initiative by AQA was the introduction of a public mid-cycle report to address the recommendations following the Cycle 5 Academic Audit Report. This report was submitted in June 2020 by the Academic Board.

Preliminary work has commenced on the second part of the Cycle 6 Academic Audit, which is due for submission in October 2023, with a site visit anticipated in March 2024.

Graduating Year Reviews

Graduating Year Reviews (GYR) are the moderation process for newly-approved qualifications by the Committee on University Academic Programmes (CUAP) of Universities New Zealand. CUAP requires a follow-up programme review of all successful proposals involving the introduction of new qualifications, and major subjects and endorsements comprising 40 percent or more of a qualification. The GYR examines whether the programme is achieving the original aims and learning outcomes and if it is meeting the needs of students, stakeholders and industry.

In 2020 the Graduating Year Reviews were deferred to 2021 as a result of COVID and the national focus on delivering teaching online instead of creating new programmes.

	2021	2020	2019
Graduating Year Reviews	5	0	22

Lincoln University-led reviews

Lincoln University's External Academic Programme Review evaluates each programme's academic quality, structure, curriculum, teaching, learning, assessment, delivery, student outcomes and the ability of graduates to meet the graduate profile. The review includes both internal and external review panels. The results of an External Academic Programme Review can be used to provide assurance of quality for students, staff, faculties, stakeholders and the wider university community. A review schedule has been established through to 2023.



Graduation ceremony 2022.

6. Statement of service performance

Intended qualification (cohort group)		2019 actual	2020 actual	2021 actual	2022 forecast	2023 target	2024 target	2025 target
Enrolment								
All EFTS		2,632.8	2,494.9	2,562.0	2,426.0	2,511.2	2,614.5	2,795.6
Domestic	Undergraduate commencing EFTS	545.5	569.4	721.1	702.7	680.8	682.2	719.0
	Postgraduate commencing EFTS	78.4	168.6	339.3	281.7	222.2	225.5	227.0
International	Undergraduate commencing EFTS	371.7	231.0	134.1	110.0	223.0	278.6	334.2
	Postgraduate commencing EFTS	257.8	220.9	75.8	83.3	157.7	197.1	236.5
Participation								
Non-Māori and non-Pasifika	Level 4 to 7 (non degree)	88.7%	90.4%	88.6%	88.2%	87.8%	87.4%	87.1%
	Level 7 degree	88.2%	88.1%	88.9%	88.1%	87.8%	87.3%	87.0%
	Level 8 to 10	94.6%	95.8%	95.5%	95.1%	94.7%	94.4%	94.0%
Māori	Level 4 to 7 (non degree)	8.6%	7.6%	10.4%	10.5%	10.7%	10.8%	10.9%
	Level 7 degree	10.2%	10.5%	9.4%	9.6%	9.8%	10.1%	10.3%
	Level 8 to 10	4.1%	3.2%	3.2%	3.4%	3.7%	3.9%	4.1%
Pasifika	Level 4 to 7 (non degree)	4.0%	2.9%	1.0%	1.3%	1.5%	1.8%	2.0%
	Level 7 degree	1.7%	1.7%	2.1%	2.3%	2.4%	2.6%	2.7%
	Level 8 to 10	1.7%	1.0%	1.3%	1.4%	1.6%	1.7%	1.9%
First-Year Retention								
Non-Māori and non-Pasifika	Level 4 to 7 (non degree)							
	Level 7 degree	83.5%	77.6%	85.0%	85.0%	85.0%	85.0%	85.0%
	Level 8 to 10	68.7%	72.4%	71.0%	71.5%	72.0%	73.0%	74.0%
Māori	Level 4 to 7 (non degree)							
	Level 7 degree	92.3%	69.4%	72.1%	72.5%	73.0%	74.0%	74.5%
	Level 8 to 10	71.4%	100.0%	60.0%	63.0%	65.0%	70.0%	73.0%
Pasifika	Level 4 to 7 (non degree)							
	Level 7 degree	66.7%	57.1%	80.0%	80.0%	80.0%	80.0%	80.0%
	Level 8 to 10	100.0%	100.0%	50.0%	55.0%	60.0%	65.0%	70.0%
Course completion								
Non-Māori and non-Pasifika	all levels	88.2%	92.3%	88.4%	88.5%	89.0%	89.0%	89.0%
Māori	all levels	84.1%	89.0%	86.2%	86.5%	86.5%	87.0%	87.5%
Pasifika	all levels	73.2%	82.8%	76.6%	77.0%	80.0%	81.0%	82.0%
Qualification Completion								
Non-Māori and non-Pasifika	all levels	62.6%	69.5%	67.1%	67.0%	67.0%	67.0%	67.0%
Māori	all levels	46.5%	54.1%	61.1%	61.5%	61.5%	62.0%	62.5%
Pasifika	all levels	33.3%	53.8%	42.9%	43.0%	50.0%	52.0%	55.0%
External research income earned (\$'000)	LU Group	\$31,848	\$31,758	\$32,336	\$35,193	\$37,132	\$42,301	\$44,875
International student EFTS	all levels	1,157.90	973.8	604.6	417.8	572.9	721.6	867.9
Research degrees completed	all levels	84	104	85	75	70	60	65

Notes on Performance Indicators

Enrolment

The 10-year model predicts EFTS growth over the next 10 years. The model forms the base information Lincoln University uses to report to TEC progress against enrolment targets. It tracks funded domestic and international EFTS.

Participation

Lincoln University tracks this measure to identify how effective the strategies are to increase the participation levels of Māori and Pasifika students, which forms one of its commitments under Manaaki Tauiira, its Learner Success Framework and Plan.

Student Retention

Lincoln University tracks this measure to determine how many enrolled students continue with their programmes of study, as a quality indicator for the student experience (Goal 1 of the University Strategy) and teaching (Goal 4), and for progress against the Goals of Manaaki Tauiira.

Successful Course Completion

Lincoln University tracks this measure to monitor the progress of targeted students in their studies, as a quality indicator for teaching and learning (Goal 4 of the Strategy), for progress against the Goals of Manaaki Tauiira, and the progress of the student population as a whole.

Qualification Completion Rate

Lincoln University tracks this measure to monitor the outcomes of study for students, as potential and actual graduates, for progress against the Goals of Manaaki Tauiira, and for industry.

External research income

Lincoln University tracks this measure as an indicator of the quality and reach of its research and research partnerships (Goals 4 and 5 of the University Strategy). The EPI figures are exclusive of PBRF.

International student EFTS

Lincoln University tracks this measure to identify the extent to which it is meeting its goals for the make-up of the student community in its 10-year model (Goal 3 of the University Strategy).

Research Degrees completed

Lincoln University tracks this measure as an indicator of completion for targeted groups of students, and the quality and reach of its postgraduate research (Goals 3 and 4 of the University Strategy).



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Find out more at www.lincoln.ac.nz