

# Lincoln University Investment Plan

2021–2023



**LINCOLN**  
UNIVERSITY

TE WHARE WĀNAKA O AORAKI

# Lincoln University Quick facts

**91%**

**successful course completion\***

\*Level 7-10



**18th**

**rated for small universities in the world**



**Top 1.5%**

**of all universities globally\***

\*2020/2021 QS World University rankings



**Major links and collaborations**

**with industry, iwi and research centres**



**6%**

**higher graduate employment rate\***

\*level 7 qualification – 3 years post study



**Attracts urban & rural students**



**Genuine**

**student staff interaction**



**3rd**

**oldest University in New Zealand**



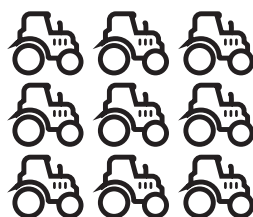
**Higher**

**percentage of graduates compared to national average**



**9**

**farms**



**14**

**research centres**





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# 1. Mission, role and purpose

## **Lincoln University's purpose is to facilitate excellent research and education to grow the knowledge of our students, and help shape a world that benefits from a greater understanding of the relationships between land, food and ecosystems.**

Lincoln enhances and enriches lives, producing thought leaders who will be equipped to grow a future where people can live well for generations to come.

Great learning and growth is facilitated through generating impactful applied research, cultivating deep industry relationships, offering world-class modern learning environments and teaching, and forging global connections, collaborations and partnerships to ensure that what is taught at Lincoln is relevant today and tomorrow.

Lincoln University is placed at 387= in the current QS World University Rankings and has a student headcount roll of 3305 and approximately 650 staff. With three academic faculties, one teaching division, fourteen research centres and a range of corporate service units, Lincoln University draws its students from over 78 countries throughout the world.

Students are enabled to grow into their potential so that they can help shape a world that benefits from a greater relationship with the land: from food and fibre and agribusiness to viticulture to tourism to landscape architecture and more.

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.

### **Course 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 which more effectively concentrate our teaching and research resources to address the grand challenges confronting society.

The University sought to provide new generations with the academic capacity to create and design solutions in the intersection between agriculture, water, tourism and conservation.

Additional majors allow students to have flexibility in what they wish to study and give them an opportunity to have a complementary focus. This approach also ensures that the University is positioned to deliver the multi-disciplinary job-ready graduates that is demanded by employers.

Students may include an additional environmental management major in the commerce, science and tourism degrees, ensuring they are ready to meet future environmental challenges.

Other additional majors available to bachelor's degree students wishing to add depth to their qualification include Event Management, Parks and Outdoor Recreation, Tourism Management and Water Management.

### **Small is big.**

Being the smallest university in New Zealand offers a competitive advantage to Lincoln University. Our boutique size means we can provide a more personable learning environment, where our students enjoy greater access to, and more face-time with, lecturers. Our village-like atmosphere fosters a greater sense of community and encourages transfer of knowledge between students.

### **Research.**

Lincoln's academic staff are high-quality researchers as well as teachers.

According to the latest Performance-Based Research Fund (PBRF) results, our students have the highest probability in New Zealand of being taught or supervised by a high-ranking researcher.

Lincoln is ranked first in the measure of average quality scores of active researchers per postgraduate and final year undergraduate students.

Overall quality evaluation scores increased by 30 percent, 'A' scores by 23 percent and 'B' scores went up 40 percent due to researchers publishing in higher-quality publications and greater research impact.

The results highlight Lincoln's strengths in land-based disciplines as well as its focus on producing world-class research.

### **Harnessing the value of our land.**

Though diverse, Lincoln does not attempt to offer everything; we focus our resources on the areas in which we truly excel.

Lincoln offers unique courses directly aligned with industry demand in the primary sector. We speak 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 our vibrant campus environment, and in the real world. Just as importantly, they become part of a thriving and inclusive student community, forging friendships that will last a lifetime. Graduates arrive at their careers globally connected, forward thinking and ready to shape tomorrow.

Lincoln University is here to enhance and enrich lives; to grow the knowledge of its students so they can shape a world that benefits from a greater understanding of the relationship between the land, the food produced from it and the ecosystems within it.

## 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.

### 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 (Learning and Teaching Committee and Research 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 non-financial performance targets to give an overall view of organisational performance. Progress against these targets is regularly reported to Council.

### Stakeholders and Partnerships

Lincoln University also acknowledges the importance of partnerships to the institution achieving its aspirations, and will monitor and report on how these relationships are contributing to organisational performance and outcomes.

### 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 management of the University's capital and assets.

### 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.

### Treaty of Waitangi

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. Ahumairaki, a committee of Council, oversees the Māori development aspirations of the institution on behalf of Council and in line with our obligations under the Treaty of Waitangi, the Tertiary Education Strategy and our University strategy.

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 a range of value statements that guide the University's decision-making processes by focusing on appropriate expressions of: whakawhanaukataka, manaakitaka, kaitiakitaka, rakatirataka, wairuataka and tohatoha. As the journey towards bi-culturalism is core to the University's strategy, the Chancellor is championing the initiation of this work for Lincoln University governance and leadership. Mana Whenua have been approached to support the development of skills and awareness of the Council and the leadership team. It is hoped that the collaborative strategy can be co-designed with Mana Whenua.

Targeted support is provided to Māori students through the Māori and Pacific Island Support Coordinators. Te Awhioraki (Māori Students' Association) supports students from its base at Te Whare Whakakotahi, running events and advocating to enhance the student experience for Māori.

## 1.2 Management and academic leadership

The University is managed by a senior management group (SMG) that reports to the Acting Vice-Chancellor, Professor Bruce McKenzie, who is appointed by Council. The Acting Vice-Chancellor 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) and for employing staff. 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 key activities of the University are managed by the Acting Vice-Chancellor through delegations to senior managers:



**Acting Vice-Chancellor**  
Professor Bruce McKenzie



**Provost**  
Emeritus Professor James McWha



**Deputy Vice-Chancellor**  
Professor Grant Edwards



**Assistant Vice-Chancellor;  
Māori and Pasifika**  
Dr Dione Payne



**Assistant Vice-Chancellor;  
Learning and Teaching  
and Chair of Academic Board,**  
Dr Lorraine Petelo



**Chief Operating Officer**  
Phillip O'Callaghan



**Executive Director;  
People Wellbeing and Culture**  
Karen McEwen



**Executive Director;  
Campus Life**  
Stuart Reilly

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### 1.3 Global and national positioning

# Our Strategy

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**As a specialist land-based University,**  
our focus is on growing and strengthening  
our contribution in supporting Government to  
achieve its strategic goals for the land-based  
sector, including

- ✓ food and fibre
- ✓ agriculture
- ✓ horticulture
- ✓ agribusiness
- ✓ tourism
- ✓ environmental management
- ✓ landscape architecture
- ✓ and sport and recreation sectors.

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.

Over the past five years, the University has acknowledged that to play a leading role in the land-based sector requires sustainability, viability, relevance, and an optimally organised and collaborative organisation. To meet these requirements and to provide a strategic structure and a process on what needs to be done for the University to make true its purpose “To be a globally ranked, top five land-based University, unlocking the power of the land, to enhance lives and grow the future”, the University initiated a strategic planning process in 2018, resulting in the Lincoln University Strategy 2019-2028.

The plan provides an ambidextrous approach, with a Renewal and Shaping strategy, including 6 strategic goals.





# Strategy Goals and priority areas in 2020–2024



## Renewal Strategy

### Goal 1

A distinctive Aotearoa New Zealand end-to-end student experience



Campus Living Laboratory  
Work integrated learning programme

### Goal 2

Improved assets and sustainable operating models



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



Bicultural campus  
Increased professional development activities  
Workload allocation model

## Shaping Strategy

### Goal 4

A world-class research and teaching precinct



Land-based postgraduate research school  
Centres of Excellence  
Online and blended delivery

### Goal 5

An organisation focussed on meaningful partnerships



Stakeholder engagement  
Research partnerships

### Goal 6

Facilitating growth



Education partnerships  
Scholarships investment

# The Moving Forward Programme

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## 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 that will enable the step-change towards progressive yet significant growth.

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**The Moving Forward Programme is a critical enabler of Lincoln University achieving its strategic goals and priority areas for 2020-2024, in particular those focusing on meaningful partnerships and becoming a world-class research and teaching precinct, while at the same time facilitating and enabling 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 Aoteroa New Zealand in the land, food and ecosystems domain
- To become the academic heart of the Lincoln Precinct and valued partner to institutions with shared goals, as opposed to a standalone institution

The programme is comprised of 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.

### The benefits of the programme are:

- Increased return on the investment in land-based research and education in New Zealand, and contribution to a sustainable and productive economy
- Improved ability for Lincoln University to attract and grow graduates in the land-based sector
- Increased stakeholder confidence and preference
- Collaboration across the Lincoln Precinct to deliver better research outcomes for New Zealand than could be achieved as a standalone institution
- Improvement of financial and efficiency outcomes for Lincoln University

# Strategic framework and core strategies.

<p><b>Vision</b></p>  <p>To be a globally ranked, top five land-based University, unlocking the power of the land, to enhance lives and grow the future.</p>	<p><b>Purpose</b></p>  <p>To facilitate excellent research and education to grow the knowledge of our students, and help shape a world that benefits from a greater understanding of the relationships between land, food and ecosystems.</p>	<p><b>Strategy 2019-2028</b></p>  <p>The strategy is key driver for Lincoln University's growth and sustainability. The Renewal strategy completes the process of making the University operationally excellent and viable, in conjunction with Shaping Strategy of collaboration with the land-based sector.</p>
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<p><b>Six Goals</b></p> <p><b>Renewal</b></p>	<p><b>Supported by four plans</b></p> <p><b>Research</b></p> <p><b>Education</b></p> <p><b>Māori</b></p> <p><b>Partnerships</b></p>
<p><b>1</b> A distinctive Aotearoa New Zealand end-to-end student experience</p>	
<p><b>2</b> Improved assets and sustainable operating models</p>	
<p><b>3</b> A culture which stimulates and inspires staff and students</p>	
<p><b>Shaping</b></p>	
<p><b>4</b> A world-class research and teaching precinct</p>	
<p><b>5</b> An organisation focused on meaningful partnerships</p>	
<p><b>6</b> Facilitating growth.</p>	

## COVID-19 impact - realign, accelerate

### Catalyst for transformation - shaping a new approach to collaborating with the land-based sector

The **Moving Forward** Programme outlines the University's plans for renewed development of campus building and landscapes, and the shaping and developing of new ways of operating.

The **Moving Forward** Programme is comprised of a set of construction and non-construction projects. The non-construction projects were grouped into the New Ways of Operating.

#### New Ways of Operating

- LU AgResearch Partnership
- LU Centres of Excellence
- Children's University Canterbury Partnership
- Landbased Sector Joint Postgraduate School
- Blended and Online Delivery
- LU/UC Partnership

#### Campus Development Programme

- Science North
- Science South
- Student Experience
- EQ Repairs

### 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 in 2020 -2024.

- Lincoln University AgResearch Partnership
- Children's University Canterbury Partnership/ Te Mātāpuna Mātātahi
- Lincoln University /University of Canterbury Partnership
- Blended and Online Delivery
- Land-based Sector Joint Postgraduate School
- Lincoln University Centres of Excellence

The Moving Forward Programme is comprised of a set of construction and non-construction projects, with the non-construction projects grouped into the New Ways of Operating and made up of:

### Non-construction projects

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#### Lincoln University - AgResearch Partnership

Establishment of a set of initiatives that represent 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.

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#### Children's University Canterbury Partnership / Te Mātāpuna Mātātahi

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

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#### 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.

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#### 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.

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#### Land-based Sector Joint Postgraduate School

A joint partnership between Lincoln University, University of Canterbury and the Crown Research Institutes (CRI) AgResearch, Manaaki Whenua Landcare Research, and Plant and Food Research directed toward enhancing postgraduate research volume and quality, with a series of PhD students jointly supervised by University and CRI staff conducting projects under the broad theme of Food Transitions 2050.

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#### 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.

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C2



FINANCIAL  
MARKETS  
LAB



### 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, a place where people will grow in their knowledge, an incubator of innovation and agribusiness, and a national hub for land-based research.

The vision for the campus – with people at the core – draws on the University’s Cultural Narrative and focus on sustainability, while balancing respect for our heritage. One of our goals is to provide an environment that enables our students and staff to grow into their potential, by creating a campus that enhances connections and collaboration; a campus with a vibrant heart at its centre.

The Campus Development Programme has been developed from a set of master planning principles informing a range of physical changes, from quick wins to long-term investments.

### 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 and where to invest. Changes therefore involve improvement and enhancement alongside rationalisation and land consolidation.

The Lincoln University campus will act as an incubation site, hatching ideas, developing new products and hosting emerging businesses and like-minded partners.

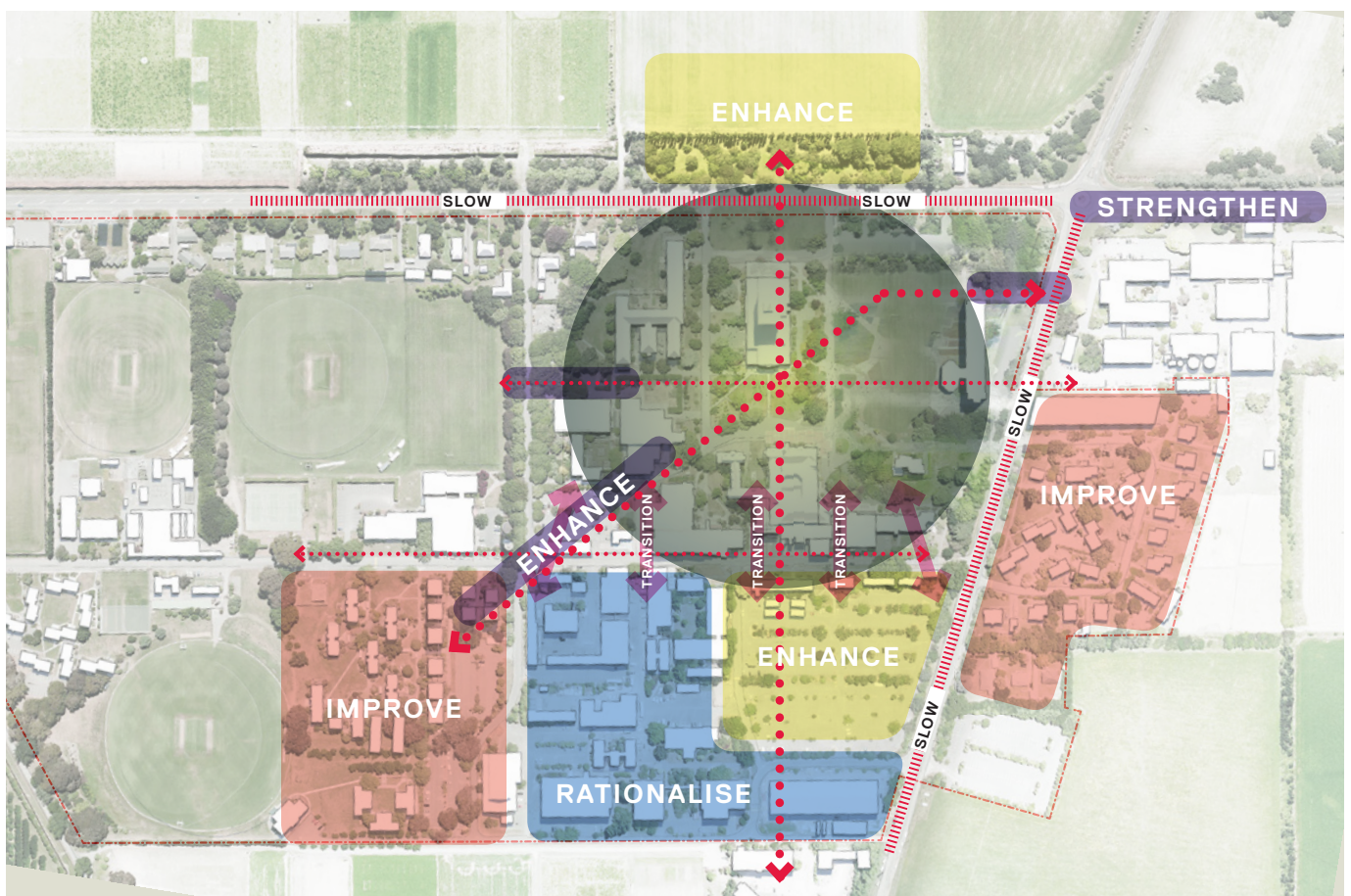
The overall investment, estimated as up to \$209.6m, is being undertaken over three main phases and a 10-year period (2019-2028).

In the work programme to date, the focus has been on “essential works”. Essential works include work needed to enable future development, urgent earthquake remediation, health and safety improvements and creation of student experience spaces. The remaining funding is allocated to modernisation of learning facilities and strengthening campus infrastructure.

The programme has been organised into three workstreams. These workstreams reflect the Strategic Goals of the University (Strategic Goals 1-3). The workstreams are:

1. World-class teaching and research
2. Best end-to-end student experience
3. 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

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1

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

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2

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

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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

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4

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

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The phasing and prioritisation of the projects comprising the programme is reviewed on a regular basis by Senior Management and our 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 Strategic Plan
- 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:**  
To provide green student social space from a non-functional earthquake-damaged building
- **Student social space and LUSA offices:**  
Phased refurbishment and seismic strengthening of the Forbes building
- **Postgraduate space (Library):**  
Refurbishment of Postgraduate learning space
- **Landscape Masterplan:**  
Creation of a landscape masterplan to guide the complementary development of our landscape and buildings

### Other Infrastructure:

Installation of solar panels on Te Kete Ika and the Replacement for Hilgendorf Building (RFH) as part of our energy diversity programme. Combined, the two installations will generate the equivalent clean energy per year to power over 30 houses. The installation on Te Kete Ika is the largest single installation at any tertiary institution in NZ.

### Projects Underway

- **Sports and recreation facility:**  
Redevelopment of the University Recreation Centre to cater for increased demand and to replace outdated facilities
- **Two new science facilities:**  
Development of new science learning, research and collaboration facilities
- **Student Accommodation:**  
Two new self-catered student homes are being built on campus
- **Postgraduate space (Forbes):**  
New dedicated Postgraduate study and collaboration space
- **Campus Infrastructure:**  
Regeneration of the University's power, sewer, water, storm water and heating infrastructure systems to support university operations, enable university decarbonisation, improvement in service reliability and reduce deferred maintenance backlog liability.



The terraces in the new student space.



Study booths in the new student space.

## Food and Fibre at Lincoln

Lincoln University's purpose is to facilitate excellent research and education to grow the knowledge of our students and help shape a world that benefits from a greater understanding of the relationship between land, food and ecosystems. We do this through providing 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.

When we talk about being a land-based university, we are essentially talking about food and fibre; agriculture, horticulture, agribusiness, tourism, environmental management, landscape architecture and sport and recreation.

This section highlights the food and fibre focus Lincoln University has in addition to the content of programmes we provide which is outlined in Our Programmes and Activities section.

## Fit for a Better World

On 7 July 2020, the Prime Minister released "Fit for a Better World – Accelerating our Economic Potential", a 10-year roadmap to unlock greater value for a sector vital to New Zealand's economic recovery. The Fit for a Better World Action Plan centres on three themes: productivity, sustainability and inclusiveness. The inclusiveness part is to employ 10% more New Zealanders from all walks of life in the food and fibre sector by 2030, and 10,000 more New Zealanders in the primary sector workforce over the next four years. Through Lincoln's focus on food and fibre offerings, this can be achieved.

## Impact of COVID-19

The Food and Fibre sector of the wider land-based sector is to be the key player in leading the New Zealand economy out of the economic shock caused by the global COVID-19 pandemic. Through research and producing graduates for these sectors, Lincoln University is well placed to 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 of all graduates and 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 placed to help counter the negative economic and wellness impacts of the global COVID-19 pandemic.

## Enrolled EFTS in food and fibre qualifications

Lincoln University currently has 25 qualifications that come under the Food and Fibre category. This has been boosted in 2020 by the new qualification Masters in Precision Agriculture, and will be further strengthened in 2021 by an additional two programmes: Diploma in Horticultural Business and Bachelor of Commerce (Horticulture). Enrolled EFTS in the food and fibre programmes contributed 38% to the University's overall EFTS in 2019 and the forecast for 2020 predicts an increase to 40%. Of our domestic student cohort, Food and Fibre qualification EFTS made up 50% of overall domestic EFTS in 2019 and is expected to contribute a similar proportion in 2020.

We expect an increase in Food and Fibre enrolments at the sub-degree level due to the recently announced government vocational training support scheme. Programmes eligible for this funding are Diploma in Agriculture, Diploma in Horticulture, Diploma in Organic Agri-Food Production, Diploma in Farm Management, Diploma in Horticultural Management and Diploma in Horticultural Business.

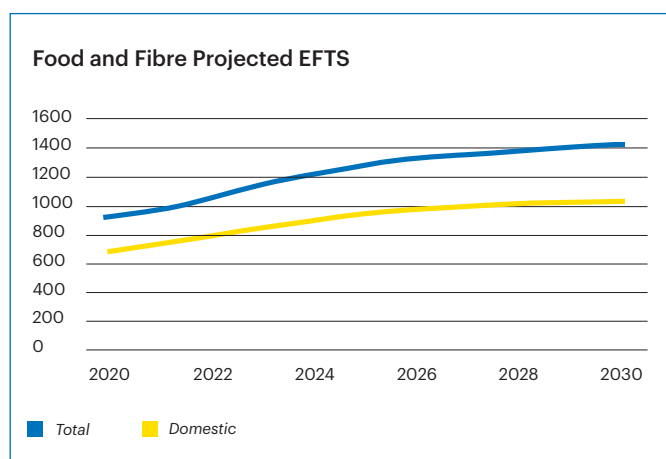
Student numbers enrolled in Food and Fibre qualifications at the University remain around 50% of our domestic students and 40% of our total EFTS.

## Enrolled EFTS in Food and Fibre qualifications

	Total			Domestic		
	2018	2019	2020 Forecast	2018	2019	2020 Forecast
Food and Fibre EFTS	1,015	1,004	966	814	733	719
Total EFTS	2,511	2,633	2,423	1,557	1,475	1,469
% Food and Fibre	40%	38%	40%	52%	50%	49%

### Projected increase in enrolments for Food and Fibre qualifications

Lincoln University's projected EFTS over the next 10 years shows a steady increase in enrolments in Food and Fibre qualifications. By 2023 there is an expected 25% increase on 2020 EFTS in Food and Fibre programmes overall, with domestic EFTS enrolments also increasing by 25%. This increase is projected to be predominately in the Masters levels.



### Food and Fibre qualification completions

Annually Lincoln University has over 300 completions of Food and Fibre qualifications. 2019 had 356 qualifications, down from 405 qualification completions in 2018. This was due to a large intake of undergraduate students in 2016, of which the majority were three-year programmes completed in 2018.

#### Food and Fibre Qualification Completions (Levels 3-9)

2015	2016	2017	2018	2019
387	331	374	405	356

In addition to these, Lincoln has a large number of students completing their PhD in Food and Fibre related areas. 2019 had 40 students complete their PhD in a Food and Fibre field, based on the main subject of study.

#### Doctor of Philosophy Completions in Food and Fibre

2015	2016	2017	2018	2019
32	14	28	38	40

## Quick facts

**Lincoln University**  
**= Land-based university**  
**= food and fibre**



## 25 qualifications

come under the Food and Fibre category.

## 50% of students\*

are enrolled in Food and Fibre qualifications at the University.

## 300 completions

annually of Food and Fibre qualifications.

## 40 PhD students

complete their study in a Food and Fibre field, based on the main subject of study.

## 25% increase

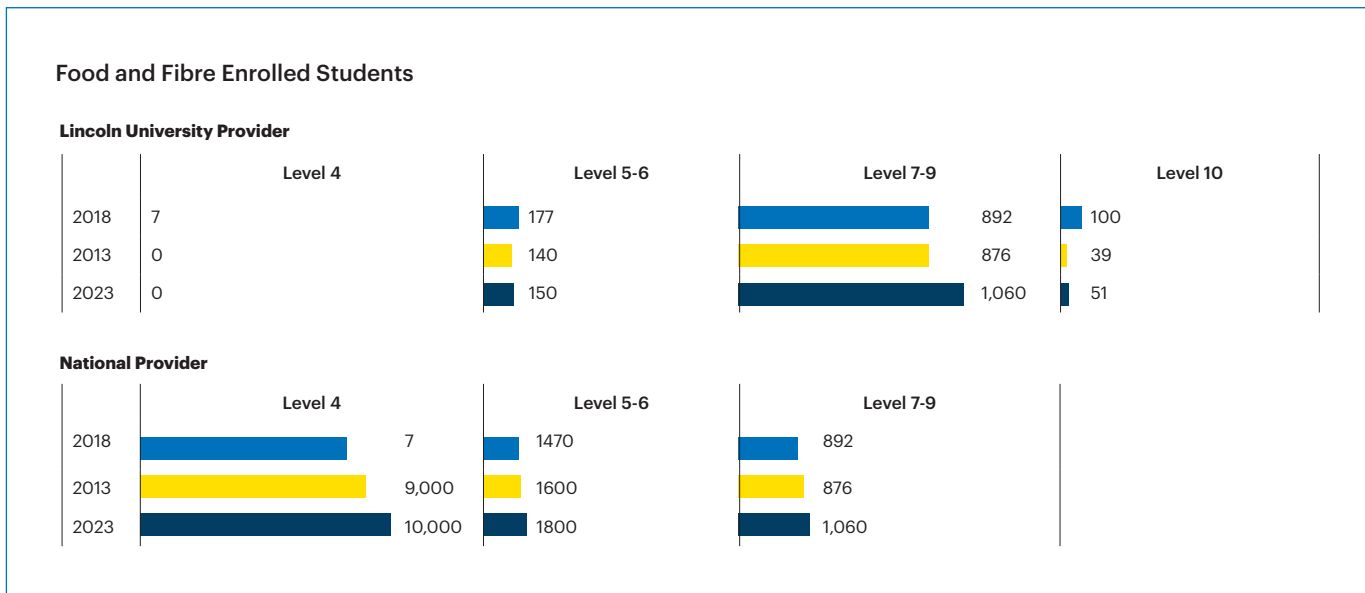
by 2023 expected on 2020 EFTS in Food and Fibre programmes.

\*domestic students

### Food and Fibre enrolled students

Nationally the goal is to have 1,600 enrolled students in 2023 at Level 5-6, and of these Lincoln expects to provide 9%, or 140 students.

For Level 7+, Lincoln expects to have 876 students in Levels 7-9 and a further 39 in Level 10, out of the expected 2,700 national target in 2023. This is a 32% market share, which will increase to a 35% share by 2028.



In 2019 an ad-hoc Teaching Working Group was established to review current programmes and to address issues related to negative perceptions related to careers in the food and fibre sector. An external consultancy has now been commissioned to market research and provide evidence for use in shaping the next phase of academic programmes' development

### Pathways in Food and Fibre

#### Soil Makes Sense

Our Soil Makes Sense initiative has been running for 10 years and has been delivered in both New Zealand and Australia. Developed at Lincoln, we have shared this with DairyNZ and Massey University at various times throughout the decade. The initiative was set up as a way to engage with students and their influencers (teachers and parents) and teach them about the breadth and variety of roles throughout the whole primary sector value chain. Targeting Year 12 students, Soil Makes Sense illustrates that students can take their good understanding of the 'traditional' career paths, such as accountancy, and become an accountant with a focus on rural accounting, working in a sector that has potentially more opportunity and less competition.



The objectives include:

- To encourage more secondary school students to look at agricultural study options and work opportunities available in areas associated with their region using young, engaging graduates
- To highlight reasons for students to work in their region once qualified
- To enhance the working relationship between secondary schools, tertiary institutions and industry
- To inform Year 10 – 13 students in an innovative and engaging way about the variety and breadth of primary industry careers and career pathways available utilising the relationships we have in the relevant industries.

#### **Fit-for-purpose qualifications / credentials and clear pathways**

The jointly-taught Master of Precision Agriculture (with the University of Canterbury) is one example of an innovative programme and delivery model for graduates.

The Soils Skills micro-credential is a way for mid-career people to apply their skills to Food and Fibre. Further development of micro-credentials in the Food and Fibre demand and supply gaps are being planned to meet growing demand:

#### **Scholarships and Mentorships**

Lincoln University offers around 200 internally funded undergraduate scholarships to students who are studying a variety of degrees in our land-based courses. The Māori, Sport and Future Leader scholarships all include enrichment programmes as well as a monetary value. Alongside these scholarships, we have a very positive relationship with external scholarship providers who support our students financially. DairyNZ is our largest collaborator, offering 30 to 45 scholarships annually to Lincoln students undertaking agricultural degrees. They offer a monetary scholarship along with a mentorship programme. DairyNZ also have a graduate programme which is offered to many of our DairyNZ scholars as they complete their degrees.

In addition to DairyNZ, other smaller companies such as North Canterbury Wine Growers Association offer a scholarship every year for a Lincoln student in the Viticulture and Oenology sector. Many other companies and external sponsors offer annual scholarships to students studying subjects related to Agriculture.

For the full list of scholarships, awards and prizes and those who donated them, refer to Appendix A on Graduation 2020.



Future Leader Scholars plant trees on the banks of the Liffey Stream as part of their Lend a Hand activity.



Future Leader Scholars in the Agriventures programme visit the Synlait milk processing plant in Dunsandel.

## Partnerships

### University of Canterbury Partnership

A Memorandum of Understanding (MOU) between Lincoln University and the University of Canterbury was signed in 2018 to review ways of working together to engineer a step-change in the scale and quality of land-based tertiary education and research. The subsequent formal partnership proposal submitted to Government was shelved, which allowed Lincoln to continue collaboration efforts with the University of Canterbury and other organisations, while enjoying the benefits of independence.

The working group formed to develop joint programmes between the two universities has continued to work on collaborative projects, such as the Children's University Canterbury Partnership, a proposed postgraduate school and the jointly-taught qualifications such as the Master of Disaster and Risk and Resilience, and Master of Water Resource Management. The partnership adds to the collaborations Lincoln University has with other educational institutions such as in SIGNAL, the ICT graduate school created in collaboration with the University of Canterbury, Ara Institute of Canterbury, Otago Polytechnic and the University of Otago.

### 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 as part of the LU-UC partnership discussions. Lincoln University and the University of Canterbury are working 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 which will continue to evolve as the programme matures. 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.

Having expanded the programme in 2020 into the four surrounding local council areas the CU will be looking at the feasibility of expanding into South Canterbury or regions such as Kaikoura, West Coast or Nelson in the near future.

### Lincoln University and AgResearch

The Lincoln University partnership with AgResearch to build science facilities received Ministerial endorsement of the Single Stage Business Case in May 2020. The partners have worked closely together to design complementary buildings on the Lincoln University campus with a view to achieving the mutual benefits of collaboration through co-location. The co-location will also ensure better utilisation of capital – both in terms of core infrastructure and specialist plant and equipment, and enables closer collaboration between our two entities in food and fibre research, land-based science, and contributing to a more productive and sustainable economy in the post-COVID Alert Level 1 environment.

Working together, Lincoln University and AgResearch will facilitate clusters organised around nationally critical areas. This will act to create vibrancy and attract students, academics and researchers to the campus. One key objective is to drive faster and greater value from current programmes and attract and establish more programmes relevant to these nationally critical areas.

Through this partnership we can increase our postgraduate supervisory capacity, opening up research opportunities, and employment opportunities for postgraduate students attracted by the industry interaction, and vice-versa.

AgResearch has recently welcomed the confirmation of \$45m in Government funding for their new science research facility and corporate headquarters, which will be co-located on the Lincoln University campus with our own science facilities. This is great news for AgResearch and is also hugely significant for Lincoln.

### **South Island Dairying Development 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 Dairying Development Centre (SIDDC).

Part of SIDDC's role is to manage Lincoln University's demonstration dairy farm (LUDF) on the outskirts of the University campus. This farm combines emerging research and the best available technology and systems to demonstrate sustainable, profitable dairy farm practices.

The farm has voluntarily sought to meet the future nutrient loss targets for the local catchment, while maintaining current profitability, to enable ongoing reinvestment into the farm.

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 be an industry leader in social, cultural and environmental responsibility.

### **Lincoln University Seed Research Centre**

The Lincoln University Seed Research Centre (SRC) sits within the Bio-Protection Research Centre and provides seed research and training, as well as product development and commercialisation. The centre specialises in identifying and characterising new biological control agents from microbes and developing them into seed production, seed quality and post-harvest seed technologies.

It works closely with leading seed researchers and seed companies and is currently developing the following innovations:

- Microbial seed treatments
- Advanced seed production systems
- Seed coatings
- Seed-transmitted endophytes.

Professor John Hampton was a member of the seed industry working group that established the New Zealand Seed Industry Research Centre (SIRC), funded by voluntary levies paid by seed companies on every kilogram of seed sold. This provides a funding base for SIRC's activities which include seed research, education and extension. Lincoln University, through SRC, is a member of SIRC, and can access funded opportunities for summer scholars, honours students and postgraduate students to work on seed industry-related research.

### **Primary Industry Capabilities Alliance (PICA)**

PICA is an alliance of industry, education providers and government agencies working together to attract and grow a diverse range of talented people in the innovative primary sectors. PICA is an Incorporated Society established in 2014 and funded by its membership.

Lincoln University is a part of this national alliance and is represented in the Advisory and Working groups. We have access to research related to the sector and organise and host events for school students.

### **Lincoln University Property Joint Venture Limited - Te Whāriki**

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

In the early 2000s, realising that the dairy block formed a wedge between the University and the existing town, Lincoln University purchased another dairy farm to the northwest of the town. When the dairy block became surplus to their needs, they joined forces 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, when complete, will comprise a sub-community of 2700 people, located on the doorstep of the existing community of Lincoln which features a number of sporting and leisure facilities, excellent educational institutions, a supermarket and a growing array of restaurants, cafes, bars and retail stores.

The subdivision is a long-term investment for both parties who are passionate about creating a high quality residential development that is responsive to the environment. With the project now approximately 60% complete and targeted for completion in 2027, the total joint venture profit is estimated at over \$40 million over the project's 20 year lifespan.

### **Working with Other Tertiary Providers**

In addition to the Partnership Lincoln has with the University of Canterbury (outlined in the previous section 1.3.4 Partnerships, and the international collaborations outlined in 3.6.2 Partnerships and pathways), Lincoln also works with other tertiary providers outlined here:

#### **Bio-Protection Research Centre**

The Bio-Protection Research Centre is a Centre of Research Excellence (CoRE) based at Lincoln University. The BPRC is a partnership of four universities (Lincoln University, Massey University, University of Canterbury and the University of Otago) and three CRIs (AgResearch, Plant & Food Research and Scion).

The development of the next generation of talented scientists is a cornerstone of CoRE. The extremely accomplished students and young researchers represent the future of bio-protection in New Zealand. These students are distributed across our partner organisations and form the backbone of research breakthroughs.

#### **Waterways Centre for Freshwater Management (WCFM)**

The Waterways Centre for Freshwater Management (WCFM), a joint partnership between Lincoln University and the University of Canterbury, focuses on improving knowledge-driven management of freshwater resources in Canterbury and New Zealand. The first cross-University centre of its kind in New Zealand, it operates from both universities, allowing students and researchers to access expertise at both institutions.

Waterways' achievements include the development of four undergraduate and four postgraduate courses in Water Resource Management (WRM) with three WRM qualifications: the WRM Postgraduate Diploma, Masters and PhD. Graduates so far include ninety nine WRM postgraduates and five PhDs, all involved in freshwater management here and abroad. The annual Waterways Postgraduate Student Conference showcases the research of students undertaking freshwater-related research from both universities and has become a key date in New Zealand's conference calendar. More than 100 stakeholders including council and government staff, consultancies, Crown Research Institutes and non-profit organisations attend every year, helping disseminate the latest research findings more widely.

The number of students taking Water Resource Management papers has continued to increase from 99 enrolled students in 2011 to 372 in 2019. As more undergraduate degrees requiring freshwater management knowledge come online at both universities, the number of enrolments is expected to increase, while domestic interest in the postgraduate qualifications increases steadily. A recent survey of where Waterways graduates are employed shows many working with regional councils, Crown Research Institutes and consultancies, underlining the impact the programme is beginning to have on New Zealand's water management landscape.

#### **Christchurch Educated**

Christchurch Educated Inc. is a group of education providers based in the city of Christchurch and the region of Canterbury, New Zealand. Members are all registered and approved by the New Zealand Government to host international students and offer high quality education for every need. They share a common set of values and goals for developing and growing the international education sector. Members regularly participate in international education fairs, jointly host visitors from around the world and work on innovative education solutions to meet the needs of international partners.

#### **SIGNAL**

The South Island Graduate Network And Laboratory (SIGNAL) ICT Graduate School provides a unique learning experience that brings education and industry together to develop ICT practitioners who can drive growth and innovation in the ICT sector. SIGNAL is a collaboration between the University of Canterbury, the University of Otago, Lincoln University, Ara Institute of Canterbury and Otago Polytechnic. SIGNAL also provides more effective pathways for graduates from ICT education into employment. It will help grow New Zealand's ICT talent and knowledge to support business growth, innovation and productivity. This project and partnership is due to be completed by the end of 2020.



### **The Biological Husbandry Unit (BHU)**

The BHU Organic Training College was established in 2007 to deliver hands-on programmes in partnership with Lincoln University. The BHU College is one arm of the BHU Organics Trust. The Biological Husbandry Unit Organics Trust (BHU) is a joint venture between Lincoln University and the New Zealand Organic Movement, dedicated to providing education, training and research in organic, ecological, permanent and related agricultures and horticultures. In 2019 the BHU delivered the Diploma of Organic Agri-Food Production whilst working with Lincoln to deliver the diploma online in the future. The BHU also contributes to Vision Mātauranga research and other projects from the Bio-Protection Research Centre (BPRC).

### **Parks Agencies Managers Group (PAMG)**

The Faculty of Environment, Society and Design signed a Memorandum of Understanding with the Parks Agencies Managers Group as the preferred tertiary provider for parks programmes. The Parks Agencies Managers Group includes representatives from national, regional and local councils and other parks-related organisations. The PAMG have provided valuable mentoring of Lincoln students and engaged in raising awareness to prospective students of the employment opportunities in parks.

### **Ashley Dene Research and Development Station (ADRDS)**

The Ashley Dene Research and Development Station (ADRDS), established in 2016, showed significant growth in the portfolio of research and development conducted at the station in 2019. In collaborative partnerships with Manaaki Whenua - Landcare Research, AgResearch, DairyNZ and Otago University, large research programmes have been instigated to examine environmental mitigation of livestock farming, soil, plant and microbiomes, and livestock genetics and management. The goal of ADRDS is to conduct farm systems research to improve the profitability, environmental and welfare performance of dairy and livestock farming systems. Key messages are delivered to external stakeholders including farmers, consultants and regional councils, through focus days run on-farm.

ADRDS is situated on 190 hectares (ha), with a milking platform effective area of approximately 180ha. It is a world-leading farms systems research facility comprising a suite of dairy farming systems, with close integration of the arable and livestock sector, that develops, quantifies and demonstrates the effect of new dairy and livestock farming systems on profitability, environmental and welfare performance.

Specific objectives of ADRDS are:

- To improve the performance and viability of existing dairy farms within New Zealand, and develop and test alternative dairy farming systems in Canterbury which meet and challenge nitrogen discharge limits on shallow stony free-draining 'leaky' soils
- To develop systems based on new approaches to animals, forages, soils and the management of low-cost infrastructure that increase value and reduce the environmental impact of dairy farm systems, including greenhouse gases
- To develop robust, low-cost wintering systems for dairy cows that meet profitability, welfare and environmental targets
- To gain an improved understanding of the use of cow genetic information across farm systems varying in the level of feeding intensity, and how this affects milk production and composition
- To develop and demonstrate approaches to applying the practice of kaitiakitaka appropriate to Māori and indigenous production contexts
- To provide high quality education facilities that enhance the quality and quantity of agricultural graduates and trained rural professionals
- To provide shared resources for Lincoln's partners to conduct research into improving environmental outcomes, notably greenhouse gases, soil carbon and water quality.



# 2. Our Stakeholders



## Key Changes

- Increased Blended and Online Learning
- To extend the Canterbury focus to cover and include all of New Zealand
- The enhancement of partnerships and internships with Pasifika.
- Furthering partnerships and internships with iwi, hapū and Māori land-based entities through a variety of organised events such as the Hui Taumata Taiohi
- An increased emphasis in the importance of the primary, agriculture, food and fibre sectors
- Strengthened the Student Voice
- New Student Experience Benchmark.



## Key Targets

- Grow domestic EFTS by 25%
- Grow international EFTS by 9%
- Grow postgraduate EFTS to 32% of the student population
- Grow international EFTS to 41% of the student population after the COVID-19 impact
- Increase enrolments from schools with an Agribusiness curriculum
- Increase our reach in urban environments (ie. Auckland).
- Increase enrolments from those changing careers, upskilling or returning to study
- Increase enrolments from each previous year of Māori by 10-11% and Pasifika by 10%
- Increase the number of supervisors of PhD students from other organisations
- Establish the joint postgraduate school for studies in the land-based land sector; in collaboration with University of Canterbury and with Manaaki Whenua, AgResearch and Plant and Food
- Maintain international numbers with a focus on taught and research postgraduate qualifications, -study abroad and global partnerships.
- Improve the end-to-end student experience through the adoption of a student-centred design model with annual student experience operational plans to ensure the University takes a unified approach to enhancing student experience and engagement.

## 2.1 Learners

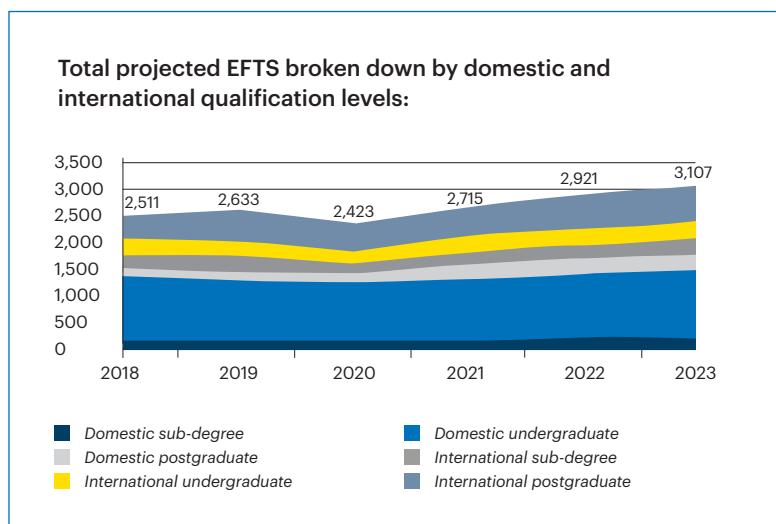
Students are at the core of Lincoln's values. Lincoln provides excellent and inspirational learning, teaching and research experiences within an environment that helps ensure our students' academic and personal success.

### EFTS targets for 2021-2023

Te Waihora EFTS		Actual		Forecast	Target			Growth
Citizenship	Degree Level	2018	2019	2020	2021	2022	2023	2019-2023
Domestic	Sub-degree	182	162	160	187	211	218	35%
	Undergrad	1,200	1,139	1,082	1,158	1,228	1,320	16%
	Postgrad	175	174	227	309	302	306	76%
	Total	1,557	1,475	1,469	1,653	1,742	1,844	25%
International	Sub-degree	241	274	145	206	241	265	-3%
	Undergrad	279	311	270	290	306	317	2%
	Postgrad	434	572	539	567	632	681	19%
	Total	954	1,158	954	1,062	1,179	1,262	9%
<b>Grand Total</b>		<b>2,511</b>	<b>2,633</b>	<b>2,423</b>	<b>2,715</b>	<b>2,921</b>	<b>3,107</b>	<b>18%</b>

### Postgraduate and International Share

	Actual		Forecast		Target	
	2018	2019	2020	2021	2022	2023
Postgrad Share	24%	28%	32%	32%	32%	32%
International Share	38%	44%	39%	39%	40%	40%



## National, Regional and Market Share

An increase in EFTS from 2,633 in 2019 to 3,107 EFTS in 2023.

The total EFTS numbers declined in 2020 due to COVID-19.

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### Over the next three years Lincoln University expects to:

Grow domestic EFTS by

**25%**

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Grow international EFTS by

**9%**

---

Grow postgraduate EFTS to

**32%**

of the student population

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Maintain international EFTS to

**41%**

of the student population.

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COVID-19 is an opportunity for Lincoln to increase the number of domestic students, particularly in the primary, agriculture, food and fibre sectors of New Zealand. Lincoln University is the obvious choice to study these disciplines.

## National Focus

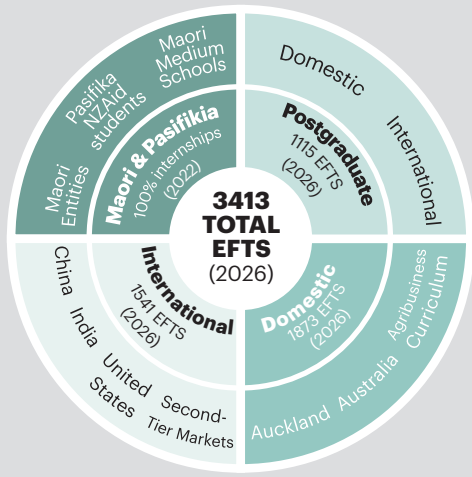
We will undertake a range of virtual online marketing activities to build enrolments for 2020/2021, starting with a virtual Open Day in July 2020, which will make our Open Day more accessible to those outside of Canterbury. We have a plan to engage further with principals across the country (in person and online) and continue to visit schools nationwide. We will focus on the conversion of students that have been made an offer of place and to those students who are residing in NZ and have applied to study at Lincoln University.

## Domestic Regional Student Origin

The Canterbury school region's representation in our school leaver numbers continues to be significant, with a slight decrease to 45.4% in 2020 of total school leavers at Lincoln University. In 2021 we aim to increase these numbers again. The Otago and Waikato school regions continue to be high contributors, and Auckland has increased representation across school leavers and non-school leavers.

## School Leaver Market Share

The school leaver market share, i.e. the students studying at Lincoln coming directly from high school, has also increased for the second year in a row, to 0.74%. Through the campus development, marketing plan and other initiatives in place, from 2023 we expect a market share of 0.78%.



# Heat map of impact on target markets

**KEY:**

- High impact
- Medium level impact
- Minimal level impact

Initiative	Domestic					International					Category	
	Postgraduate	Auckland	Canterbury	Australia	Agri-business	Maori	Pasifika	China	India	Second-tier		United States
Product Mix review	High	High	High	High	High	High	High	High	High	High	High	Academic Programmes
180 Credit Taught Masters	High	Medium	Medium	Medium	Medium	Medium	Medium	Medium	Medium	Medium	Medium	
Blended Learning	Medium	Medium	Medium	Medium	Medium	Medium	Medium	Medium	Medium	Medium	Medium	
Completely online courses	Medium	Medium	Medium	Medium	Medium	Medium	Medium	Medium	Medium	Medium	Medium	
Revised pathways	High	High	High	High	High	High	High	High	High	High	High	
University Studies and English Language	High	High	High	High	High	High	High	High	High	High	High	
Centres of Excellence	High	High	High	High	High	High	High	High	High	High	High	
Whenua Arotake Akoranga	High	High	High	High	High	High	High	High	High	High	High	
Campus Development plan	High	High	High	High	High	High	High	High	High	High	High	Campus
Student accommodation	High	High	High	High	High	High	High	High	High	High	High	
New science facilities	High	High	High	High	High	High	High	High	High	High	High	
AgResearch/Lincoln Hub	High	High	High	High	High	High	High	High	High	High	High	Partnerships
International partnerships and rankings	High	High	High	High	High	High	High	High	High	High	High	
International joint programmes and pathways	High	High	High	High	High	High	High	High	High	High	High	
UC and others	High	High	High	High	High	High	High	High	High	High	High	
Māori / Pasifika community partnerships	High	High	High	High	High	High	High	High	High	High	High	
Māori and Pasifika awareness building	High	High	High	High	High	High	High	High	High	High	High	Brand Management and Marketing
Domestic school visits and marketing campaigns	High	High	High	High	High	High	High	High	High	High	High	
Auckland / Canterbury / Australia specific campaigns	High	High	High	High	High	High	High	High	High	High	High	
Strategic domestic scholarships	High	High	High	High	High	High	High	High	High	High	High	
International scholarships, conferences, digital marketing	High	High	High	High	High	High	High	High	High	High	High	
Pastoral care and wellbeing services	High	High	High	High	High	High	High	High	High	High	High	Student Experience and Engagement
Onboarding support	High	High	High	High	High	High	High	High	High	High	High	
Student participation and direct engagement	High	High	High	High	High	High	High	High	High	High	High	
Student Management System (SMS) replacement/upgrade	High	High	High	High	High	High	High	High	High	High	High	
Learning support	High	High	High	High	High	High	High	High	High	High	High	
Māori engagement	High	High	High	High	High	High	High	High	High	High	High	
Parent communications	High	High	High	High	High	High	High	High	High	High	High	
Student insights and market intelligence	High	High	High	High	High	High	High	High	High	High	High	

## Marketing Campaigns

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

- We 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
- We will emphasise the importance of the primary, agriculture, food and fibre sectors to New Zealand, and highlight that Lincoln University is the best place to study these disciplines
- We will encourage enrolments that include people made unemployed during COVID-19, those seeking to upskill into postgraduate study and those returning to study
- We will ensure we collaborate with other stakeholders to leverage opportunities to connect with these learners
- We will develop excellence in scanning and insight of global developments that will affect land, food and producers
- We want to support the workforce requirements of the primary sector 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 2021 we aim to increase these numbers. Moving forward, we 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. We will also collaborate with other tertiary institutions to leverage opportunities for all.

We will continue to work to grow numbers from all our urban markets, especially Auckland. We have a staff member in the city responsible for this task and will support 'boots on the ground' with information and careers events.

We 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 to promote our role and the value of our qualifications to industry and our practical approach to learning. We know that Lincoln contributes a significant number of graduates to this sector, with high graduate employment rates.

There is an opportunity for Lincoln to widen our current domestic market to those needing to change careers or upskill, those looking for study having been made redundant, and for those currently in study without firm plans for the their work future.

We have rolled out a campaign to these markets offering fee waivers across a range of graduate and post graduate options, and for our Certificate of University Studies, which is a pathway into study for those who have not been able to engage in tertiary-level study in the past.

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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.

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## 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](http://www.lincoln.ac.nz)



Lincoln University  
—  
Grow

\*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

**10%**



#### Increase applications

from schools with the Agribusiness curriculum by

**10%**



#### 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

**10%**



#### Increase the number

of enrolments from each previous year by

**10 – 11%** 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 and iwi allows a broader awareness and engagement in our specialist programmes. This will be achieved through the following actions:



- **Attendance** at a variety of Māori and Pasifika events nationwide including Poly Fest, Waitaha Regionals, and the National Manu Kōrero Competition
- **Preparing** marketing material that is appropriate for and relevant to Māori and Pasifika audiences
- **Developing and promoting** Māori and Pasifika scholarships
- **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 community.

The Waitaha Regional Ngā Manu Kōrero Speech Competition involving 820 high school students from Canterbury and the West Coast took place on 28 June 2019, and a Mahika Kai Conference to support indigenous mahika kai practitioners, research and innovation was held in December 2019, and included national and international presenters. Both of these events support new Māori content course offerings on campus.

Other key activities include:

- Developing a bicultural campus that has a commitment to work with takata whenua and provide greater visibility of the University's commitment to Māori
- Supporting and engaging relevant schools and communities with a focus on Māori and Pasifika such as the Taiohi Mahika Kai Wānaka and the Lincoln University Māori and Pasifika Festival
- Continuing to build and foster partnerships and internships with Pasifika, iwi, hapū and Māori land-based entities.



Pasifika Graduation.



The Waitaha Regional Ngā Manu Kōrero speech competition held on campus in 2019.

## Case studies

1

### **Taiohi Mahika Kai**

Following on from the Hui Taumata Taiohi in 2018 and Taiohi presentations at the Mahika Kai Conference in 2019, Lincoln University was funded to provide a Taiohi Mahika Kai Wānaka to continue and widen engagement by youth in this kaupapa.

Taiohi from both the North and South Island will engage in a marae based wānaka that focuses on practical applications of mahika kai in collaboration with Te Rūnanga o Koukourarata.

With a focus on community maara (gardens) and takutai moana (activities on the seashore), this wānaka also involves engagement in a kumara revitalisation research project focused on Horomaka (Banks Peninsula). Taiohi engaged in this wānaka will also lead the Taiohi (Youth) stream of the Mahika Kai Conference in 2021.

The continuing focus on mahika kai supports Lincoln University's specialist land-based programmes and is the key foundation for Mātauraka Māori on campus.

2

### **Supporting excellence in Mātauraka Māori and Putaiao**

Lincoln University has identified it can make a difference by supporting young Māori leaders to find solutions to both local and global challenges and showcase their talents and skills at national forums.

The University has provided awards to selected high schools across New Zealand to support excellence in Mātauraka Māori and Putaiao (science) by funding Te Whare Wānaka o Aoraki trophies at their prizegivings.

These schools include Māori boarding schools, Te Kura Kaupapa and Māori specific kaupapa schools.

This is coupled with providing direct sponsorship for local and national kapa haka competitions and supporting the winners of regional South Island competitions to attend national events.

### Postgraduate students

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

- Growing the number of 180 credit taught master's programmes, in response to demand from students and industry
- Increasing the number of postgraduate researchers and changes to ways of working, which includes allowing researchers from other organisations to serve as supervisors of PhD students. This will allow an attendant increase in research-based postgraduates at the University
- 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, research and global partnerships. Outlined below are key directions associated with the following market segments:

- **Maintaining China** - presently the largest market where enrolments may be strengthened by pipeline partnerships with Chinese universities. Lincoln is working to implement a 'China Plan' to align activity across recruitment, research and teaching
- **Growing India** – Lincoln's second largest market, with rapid growth and prevalence for postgraduate study. An in-country presence since August 2018 has helped to grow this market
- **Maintaining the United States** – crucial to fostering diversity of the student population
- **Growing second-tier international markets** - this will minimise the risk of over-reliance on large markets. Opportunities have been identified

in Asia, South Asia (notably Sri Lanka) and South East Asia (notably Indonesia and Vietnam), which are particularly attractive given their potential for growth.

In the current New Zealand - COVID-19 Alert Level 1, and with border restrictions currently in place, the focus is on:

- Local international students in New Zealand
- Students from India prepared to study online for a semester or two
- Pathway students from current China relationships
- Students able to study English language online

### Impact of COVID-19 on International Recruitment

COVID-19 has caused significant disruption to the international education sector. The rebuilding of international enrolments for Lincoln University will require a phased approach due to the NZ border restrictions, overseas border restrictions and limitations on international travel. The University must plan carefully to cater for international students who are outside of NZ and those international students who are currently in NZ.

**Phase 1 (Apr 2020 - March 2021)** - we will consolidate Lincoln's 2020 distance learning programme offerings so that these can be promoted and offered to students that are outside of NZ. We will undertake a range of virtual marketing activities to build enrolments for 2020/2021. There will also be focus on the conversion of students who have been made an offer of place and to those students who are residing in NZ and have applied to study at Lincoln University. During this phase, we will continue the development of international partnerships by engaging with partners virtually. For those partners and agents who are based in NZ, we will resume the process of face to face engagement.

**Phase 2 (May 2020 – March 2021)** we will collaborate and work with local institutions and regional/national bodies to put into place a plan for the gradual opening of the NZ border to international students in S1, 2021. This will involve the implementation of a quarantine system and perhaps the chartering of international flights. The success of a quarantine system is underpinned by having a sufficient number of applications and offers of place in the pipeline to make use of the quarantine system. Hence the importance of undertaking the appropriate activities in phase 1.

**Phase 3 (Mar 2021 – Dec 2021)** – we continue to build up the number of international students who will come to Lincoln for on-campus study. The quarantine system will undergo improvements in the lead up to the July semester intake and more international flights will be made available for students. With improvements to the quarantine system and increased international flights, we anticipate a rise in the quantum of international students for the 2021 July and November intakes.

**Phase 4 (first half of 2021)** – we will gradually resume international travel to carry out in-country marketing and partnership development activities. We will continue to build the applicant pipeline for 2022 and beyond.

### Student experience and engagement

Students at our core is one of Lincoln University's Values, and to support this a series of initiatives to improve the end-to-end student journey have been adopted. Student experience and engagement is a powerful recruitment drawcard and also has a positive impact on retention. It is integral to supporting academic success and promoting progression into higher levels of study. Many student experience and engagement initiatives apply to all students, however to recognise the unique needs of student cohorts Lincoln has developed a series of market-specific initiatives:



## Market-specific initiatives:

### Hauora

Hauora wellbeing is at the heart of the student experience, and is frequently found outside of the lecture hall. Lincoln University has invested in a number of services, ranging from general social facilities and activities to specific one-on-one health and support services. A Respectfully Lincoln sex and consent programme and support pathway resources have been established and positively received by students. A wellbeing mentor programme has allowed students to be trained in, and advocate for, health and wellbeing.

### Welcoming

Lincoln University has adopted a comprehensive transition and orientation programme for all new students to ensure they are well equipped to begin tertiary level education or, for international students, prepared for study in a New Zealand education environment. Student-to-student interactions are a key tactic used to welcome new students and both online and on-campus initiatives are applied to ensure all students experience an equal welcoming experience. Current students are engaged to help develop orientation activities and resources and a key focus is to encourage interactions between domestic and international students.

### Engaging

There is a correlation between student involvement in on-campus activities and retention and progression rates; the more engaged a student is, the more likely they are to progress and return. Examples of involvement include working on-campus, having a gym membership, and/or being a member of a team or club.

### The Parent Experience

Parents are also impacted by Lincoln University's offerings and, as key influencers of both their own and others' current and future children, it is important that they have a positive experience of the Lincoln University brand.

### Student Voice

The best way to improve student engagement is to go to the students themselves, incorporating the student voice into all decision-making on matters affecting their experience. Students are invited to join The Flock online community to have their say about key initiatives and help develop solutions to enhance the overall experience. We also ensure there is student representation on our academic committees and Council, working groups, and engagement planning committees. We take pride in our close connection with the LU Students' Association (LUSA) and collaborate with them daily to address student matters and establish initiatives to enhance the student experience.

### Student Charter

A Student Charter has been 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.

### Supporting the end-to-end student journey

The journey begins when a prospective student first discovers Lincoln University and lasting memories of the student's experience often mean that the journey never ends.

Prior to enrolment, Student Liaison and Customer Engagement assist prospective students in making informed choices about their tertiary enrolments, by coaching them in how to ascertain the career path they are looking at is right for them. This could be through assisting them with finding people within the industry for networking and/or shadowing. They spend a large amount of time talking about outcomes and coach them in 'working backwards' by looking into their area of interest and seeing what type of jobs come up, how buoyant the market is, and what qualifications and attributes are required. Aiming at both prospective students and their influencers, they bring graduates in particular sectors back to the schools to talk about what they do, to help inform them.

The University is implementing a case management approach to the student journey so that students maintain a 1:1 connection with a student liaison throughout their experience. This provides a trusted confidant our students can connect with in times of need and someone who will proactively check in with them now and then. This relationship provides an avenue for triaging pastoral needs to appropriate departments like wellbeing and international support, or inclusive education. 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 our alumni whanau.

Lincoln University conducts an annual Student Experience Benchmark survey to measure and improve the student experience. The outcomes of this survey inform key initiatives and quick wins alongside recommendations of the Student Experience Board.

### Measuring and enhancing the student experience

Lincoln continuously works on improving the University experience and applies formal research methods aligned with an annual improvement lifecycle to benchmark, enhance and measure the student experience.

A Student Experience Benchmark Survey was conducted in October 2019. All current Lincoln University students were invited to complete the survey, which represented a range of student cohorts: full and part-time, domestic and international, and a mix of qualifications.

The standout positive experiences of Lincoln students relates to the natural environment around campus, the quality of the teaching and/or research supervision, and the quality of programme of study.

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## Student Experience Benchmark Survey

October 2019

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### Key findings were:

**85%** 85% of students are satisfied with Lincoln University

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**81%** 81% of students state Lincoln University meets or exceeds their expectations

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**79%** 79% of students are likely to recommend Lincoln University to friends or colleagues

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**75%** 75% have already recommended Lincoln University to others.

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### Adopting a student experience model

To improve the end-to-end student experience Lincoln University has adopted a student-centred design approach. When designing student experiences and engagements the following are assessed:

1. How students consciously view their experiences (what they are thinking)
2. How students subconsciously view their experiences (what they are feeling)
3. What actions students take during their experiences (what they are doing)
4. What students are thinking, feeling and doing throughout their user experiences, social experiences and learning experiences.

Greater investment goes towards initiatives designed to collectively enhance all four components of the student experience.

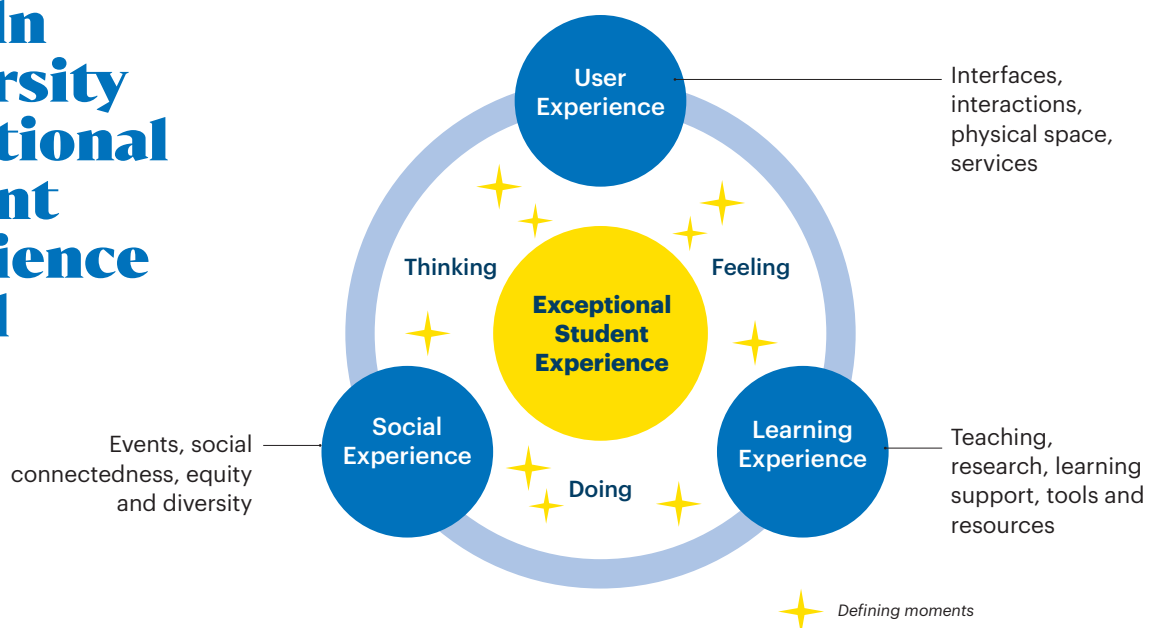
### Student-centred design

Student-centred design workshops are held each semester with students representing different cohorts. Journey-mapping techniques are used to help the University assess student pain-points, identify needs for qualitative analysis and establish evidence-based opportunities for improvement.

A student experience professional development programme has been implemented to encourage staff adoption of a student-centred design approach.

Annual student experience operational plans are underpinned by the student-centred design findings and ensure the University takes a unified approach to enhancing student experience and engagement.

## Lincoln University exceptional student experience model



### 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 students. Recent years have seen us experience a terrorist attack where we responded with quick action, for example setting up a pop-up wellbeing centre and ensuring our Muslim community is involved in all decision making in our response and approach to supporting students and their whānau. During the COVID-19 response a Coronavirus Academic and Student Experience Working Group (CASEWG) was quickly formed, with student representation to ensure the student voice was heard and decisions around our response continued to be made with students at the core. A Student Experience Team was also established to focus on three key areas of importance: Online Learning Support, Social Connectedness and Health and Wellbeing.

Social connectedness became a priority during lockdown as our students returned home and lost physical connection with their peers and colleagues. The University responded by establishing a new online campus community called Rafr which allows students to connect and share information in a safe online environment.



We also activated 25 staff in a calling campaign which allowed for 1:1 personal conversations with students. These conversations were received positively by students and helped us 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. Topics included exercising in lockdown, healthy study tips, financial wellbeing and healthy eating and sleeping tips. Weekly drop-in centres were led by student wellbeing advocates with the support of our internal wellbeing experts which has proven an exceptional exemplar of staff and student collaboration to support our LU whānau.

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. Academic staff were regularly informed of students requiring adjusted learning methods or additional support due to their personal circumstances. The Learning, Teaching and Library staff were quick to adjust their popular study skills and career support workshops and drop-ins into an online format so that students still had a point of contact to support their needs.

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.

We ensure the 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 our 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

Formerly known as the Graduate Destination Survey, the Post Qualifications Outcomes Survey continues to find a higher than normal response rate expected for externally distributed online surveys. The last survey, conducted in 2019, collects data relating to the 2018 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.



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## The 2019 survey (of 2018 graduates), known as the 2018 Graduate Destination Survey achieved a

# 49% response rate

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### Key findings were:

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## 84%

of the survey respondents were in paid employment with 84% of these working full-time; 16% were not in paid employment

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## 87%

of those in paid employment worked 30 hours or more a week

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## 48%

(almost half) of respondents who were not in paid employment were not looking for employment, with half enrolled for further study

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## 84%

of survey respondents who were in paid employment said it was either their ideal employment at this stage of their career (38%) or a step in the right direction (46%)

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## 58%

of students who had enrolled to do further study, returned to Lincoln University.

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## 2.2 Employers

Lincoln University has aligned the qualifications we teach with the market demand, predominantly from within the Canterbury region. Many of these qualifications include an element of Practical Work and students gain industry experience throughout their studies.

A survey of Canterbury businesses (Canterbury Skills and Employment Survey) found that in spite of COVID-19, 89% are staying constant or expanding their business, and two-thirds of the respondents are from the food and fibre sector, employing over 5,550 staff.

### Key findings in the survey:

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# 86%

of this survey say there is an opportunity to upskill or reskill impacted workers into 'these roles'

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# 1000+ jobs

There are possibly 1,000+ jobs becoming available in the next 12 months in the Food, Fibre & Agritech sector.

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# Huge growth

"There is huge growth across regional industry in the food sector. The intensification of value-add products the world is looking for will create many new employment opportunities."

*(Canterbury Skills & Employment Survey)*

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## 2.3 Communities

Addressing the needs of our stakeholders in our community and therefore giving effect to government priorities means:

- Community groups which engage with Lincoln University Pacific Island Students' Association (LUPISA) students include the Cook Islands Canterbury Student Association and Samoan family and business organisations, with Samoan students and Papua New Guinea students through the Lincoln University chaplaincy
- Māori-specific events to celebrate Te Wiki o te Reo, engagement in local and national community events and the hosting of the Hui Taumata Taiohi and Mahika Kai Conference have provided opportunities for staff and students to actively participate in te ao Māori
- Te Whare Whakakotahi and Nga Kete e Toru are the two spaces dedicated to manaakitaka and kaitiakitaka. Te Whare Whakakotahi is the whare on campus where taura gather, study, eat and have noho, during and between semesters. The spaces provide a fully functioning kitchen, dining room and wharehui that is available for students, staff and the community.

## Future Leaders in the Community

Future Leader Scholars act as ambassadors of Lincoln University, volunteering a total of 345 hours of service to Lincoln University and the community. Future Leaders are required to undertake a project as part of their scholarship that makes a difference to the campus or the wider community. Some of their community projects for 2020 are:

The Lend a Hand project this year will focus on one of the Sustainable Development Goal (SDG) initiatives that came out of a Bead and Proceed session. The six initiatives discussed were:

- **Trees for Change** – an education programme teaching kids importance of planting trees
- **The Apple Tree** – healthy lunches provided for lower decile schools
- **A trapping programme** – that focuses on city parks to help birdlife flourish in and around Christchurch
- **Sustainable Food For Primary Schools** – creating a community garden for school education and use
- **School SDG Awareness Programme** – teaching primary schools about the SDGs
- **Community Garden** – an edible garden made from recyclable materials.

The 2020 Decade of Action activities will include social media articles on SDG-related activities and finding opportunities to raise awareness of the SDGs on campus and in the community.

# 3. Giving effect to Government priorities



## Key Changes

- Review of Whenua Strategy completed and Māori Plan in place to support the Lincoln University Strategy 2019-2028
- Successful Mahika Kai Conference now a biennial event
- Significant increase in scholarship offerings to Māori and Pasifika taurira. In 2020 there are 26 scholarships valued at \$191,000
- Continued uptake of Māori Courses (MAST)
- Two successful Vision Mātauranga applications through MBIE; Revitalising whenua whanau connections through productive landscape design, and Te Kai nui mai I Akaroa
- Achieved a QE unit increase of 30% in PBRF rating in 2018
- Achieved a 97% success rate (graded outcome) on the number of PBRF portfolios submitted to TEC
- Research CapEX investment has been maintained during interruptions of COVID-19.
- Strong growth in 2019 of peer-reviewed journal outputs in total figures, and as a percentage of total bibliometric outputs.
- Recovery of international students EFTS as a result of the COVID-19 environment
- Receiving students from established and new pipeline partners
- Diversification of programmes offerings (online/face-to-face) during and post the COVID-19 environment
- Diversification of markets for international students at undergraduate and postgraduate level



## 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 the number of international EFTS to 1,463 by 2026
- Increasing and diversifying pipeline partnerships
- Increasing distance learning opportunities
- 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% of the 'replacement rate' (assuming 2.5% annual turnover) in the primary sector workforce.

Primary industry sectors have indicated they are seeking to both upskill and expand their workforces:

**Upskilling:** Increasing the proportion of their workforce with tertiary qualifications, from 44% to 62% (equating to ca. 64,000 additional tertiary-qualified workers), and

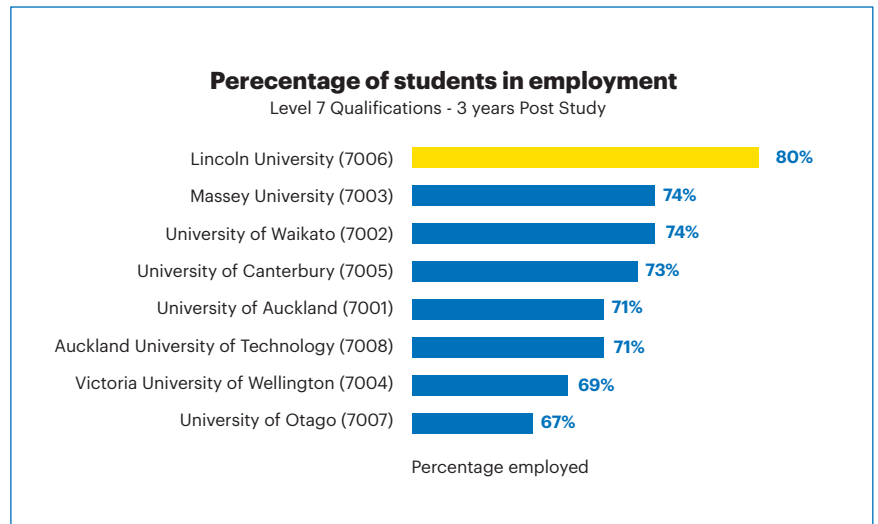
**Expanding:** Increasing the workforce by ca. 50,000 (or 31,000 that are tertiary-qualified). Post Study Outcomes – Universities (study type - Degree and above).

With respect to market share for Level 7 programmes, the University expects to increase its current share (0.74%) of the Year 13 cohort of school leavers, with new science facilities commissioned (in 2022), 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 Nga Kete, which shows that Lincoln graduates are the most likely to find employment in New Zealand.



Whilst in COVID Alert Level 1, we are now operating in an environment where large numbers of people are considering upskilling, extending their existing qualifications, considering new vocations or entering tertiary study for the first time. The University has taken advantage of this opportunity and will offer a full fee waiver for all (including current) domestic students for the period Semester 2, 2020 until the end of 2021 in the following qualifications:

- Graduate Certificate
- Graduate Diploma
- Postgraduate Certificate
- Postgraduate Diploma
- Taught Master
- Certificate in University Studies

The Blended and Online Delivery Programme, as part of the Moving Forward programme will also help grow the number, quality and relevance of graduates for the land-based sector.

## 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:

- Corenet Global
- 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).

## Affiliated to the Chartered Financial Analyst (CFA) Institute

Lincoln University is now 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 its degree curriculum. This is in recognition of the high standard of Lincoln's degree programme, and 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.

### Accounting Accreditations

- Chartered Accountants Australia & New Zealand (CA ANZ)
- CPA Australia
- Association of Chartered Certified Accountants (ACCA).

### Domestic participation in accredited programmes:

2019 actual	2020 forecast	2021 target	2022 target	2023 target
263	287.0	319.2	342.9	366.3

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 & Planning (Hons)
- Bachelor of Commerce (Agriculture and Prof Acct)
- Bachelor of Land & 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 of Europe with equal status within the Euroleague for Life Sciences network. The ELLS partnership provides Lincoln University with a global focus and delivers a number of strategic benefits through enhanced international profile, student mobility and research collaborations. Further information on ELLS is outlined in section 3.6 International Linkages.

#### China Plan

In line with the University's China Plan, collaborative discussions have led to agreements with three Chinese universities (Zhongkai University of Agriculture and Engineering, Guangzhou; Guangdong Ocean University, Guangdong; and Tianjin University of Commerce, Beijing). Resulting articulation routes allow for Bachelor of Science (Food Science) students at these Chinese universities to study at Lincoln University for 12-16 weeks in English Language, one semester of undergraduate Food Science courses, and then progression to the Master of Science in Food Innovation. The first cohort from Zhongkai University of Agriculture and Engineering arrived at Lincoln University in semester 2, 2019.

### Practical work and industry internships

Practical work in industry is viewed as an integral aspect of each student's programme of study and provides for experiences in a broad range of careers in the discipline associated with the programme of study. Any practical work is in an area related to student disciplinary and professional interests. It is normally undertaken over summer breaks and is often prescribed in the student's degree or diploma programme. Along with the academic requirements, practical work is a requirement of over 20 qualifications offered at Lincoln University. Feedback provided to the University on the capability and skills of students is a valuable input to programme development. The 2018 Graduation Destination Survey revealed that students found work experience or internship extremely useful and had high levels of participation.

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

The percentage of qualifications completed that contain practical work remains at a high level of 33%.

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The 2018 Graduation Destination Survey revealed that students found work experience or internship extremely useful and had high levels of participation.

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## **Industry liaison and stakeholder engagement through Faculties**

### **Faculty of Agriculture and Life Sciences (AGLS)**

The Faculty of Agriculture and Life Sciences (AGLS) maintains strong relationships with a wide range of external stakeholders, primarily through connections with individual academic staff. These include: AgResearch, Cawthron Institute, DairyNZ, Department of Conservation, Food Innovation Network, Foundation for Arable Research, Manaaki Whenua - Landcare Research, Plant & Food Research, PGG Wrightson, Pioneer, Ravensdown and a number of regional authorities.

These relationships and any associated research programmes ensure the Faculty is informed of industry trends. This allows industry insights to be rapidly incorporated into curriculum development and so deliver relevant attributes to graduating students.

In addition, the Faculty hosts a number of external organisations. These include: Bragato Research Institute, Food South, Yili Group (Oceania Dairy) and ZIP (Zero Invasive Predators). Relationships vary but each of these provide opportunities for collaboration between academics and industry and participation by undergraduate and postgraduate students.

### **Faculty of Agribusiness and Commerce (AGCM)**

In addition to accreditation, the Faculty of Agribusiness and Commerce (AGCM) maintains strong industry relationships through an extensive programme of field trips and tours to farms, processors, distributors and property managers on both the North and South Islands. This is now extending internationally, with recent tours funded by the Prime Minister's Scholarships for Asia and for Latin America to China, Thailand, Indonesia, Brazil and South Korea in 2019. As examples, the South Korea trip, undertaken in collaboration with Massey University, was supported by Apples and Pears New Zealand, and visited operations of Turners and Growers and Zespri, and the Brazil trip met with the local operations of agriculture consultants QCONZ. The Faculty is also developing links with the commodity trading group at Fonterra and with NZX to build dairy futures markets capability and research from the Bloomberg platform. This includes a series of dairy price risk workshops for farmers held around New Zealand through FarmSource. Farmlands Cooperative is actively engaged with the Faculty through participation in student business development projects. There are also collaborative projects underway with AgResearch and DairyNZ. Work is also undertaken with the hotel industry in New Zealand and internationally, particularly in the area of hotel management practices.

The Faculty is engaged with the Australian horticulture industry through the HortAustralia-funded Global Master Class in Horticulture Business. This project is a collaboration of the University of Tasmania and Wageningen University and Research (Netherlands).

The Faculty is also engaged with international NGOs, including World Vision in Myanmar through an NZAID-funded programme to develop micro-finance in rural communities.

### **Faculty of Environment, Society and Design (ESD)**

The Faculty of Environment, Society and Design's (ESD) Department of Environmental Management works with the Lincoln University Planning Advisory Board to understand the educational, professional and research needs of professional planners. The board members are experts from planning and associated disciplines in the Canterbury region and offer advice to the department on the quality of its planning programme, and how well the curriculum meets the needs of the planning profession. Similarly, the School of Landscape Architecture, widely recognised as one of the best of its kind in the world, works very closely with the New Zealand Institute of Landscape Architects to ensure the relevance and quality of Lincoln University's undergraduate and postgraduate degrees, and a number of accredited landscape professionals regularly contribute to the teaching programme. 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 Agencies Managers' Group. The Faculty also consults regularly with professionals through advisory boards working in natural disaster management, water management and computer science.

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

#### Tuakana-Teina

Lincoln has made significant progress in its endeavours to ensure culturally relevant teaching and learning practices are embraced throughout the University. The Tuakana-Teina peer mentoring sessions which were established for those courses with lower pass rates for Māori and Pasifika to provide a teaching and learning model in the Māori context. Māori pastoral staff 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 to provide options for ongoing study. More details about the Māori and Pasifika Achievement Monitoring Framework in the next section 3.3 Boosting achievement of Māori and Pasifika (Priority 3).

#### Student support initiatives

Student support initiatives are evaluated and reported through to Academic Board and the Senior Management Group, or Teaching, Research and Postgraduate Committees. Examples not already documented include:

- Peer Assisted Study Sessions (PASS) is offered in each Faculty in first-year courses that are identified as benefiting from additional peer-led sessions;
- The compulsory Skills for Success support sessions within the Certificate and Diploma in University Studies programmes are evaluated and reviewed to ensure that this support is meeting student needs;
- Inclusive education support is monitored for all relevant learners; reviewing and implementing changes in all recruitment and orientations student events.

*Further details on these support initiatives are found on page 50, Learning, Teaching and Library (LTL).*

### 3.3 Boosting achievement of Māori and Pasifika (Priority 3)

Lincoln University has positioned itself as a key enabler of Māori and Pasifika relevant teaching and research to underpin thriving land-based economies, which offer those communities increased opportunities for social, cultural and economic transformation. This position is reinforced by our focus of serving our taura, hapū, whānau, iwi, rūnaka and community.

The guiding principles of the Lincoln University Strategy are underpinned by the values of kaitiakitaka, manaakitaka, rakatirataka, tohutohu, wairuataka and whānaukataka. The Strategy is supported by four plans: Education, Māori, Partnerships and Research. The Whenua Strategy (referenced in the Enhancement Theme Workplan) has been replaced by the Māori Plan.

#### Māori Plan

Many of the pou from the Whenua Strategy have been incorporated into the new Māori Plan which supports the Lincoln University Strategy. They include:

- Support and contribute to the Māori economy
- Support and enhance engagement with relevant Māori communities to support student and staff aspirations
- Develop a culture of leadership amongst student and staff to support Māori and Lincoln University's aspirations
- Implement a programme to develop a bicultural campus
- Contribute to the achievement of Māori research and learning outcomes.

The purpose of the Māori Plan is to be outward facing while inwardly responsive. Socialisation of the Māori Plan is continuing, with a final version expected to be signed off in 2020. Performance targets and progress will be measured via annual operational plans and KPIs, and reported by Senior Management (SMG) to Council.

#### Motu Plan

Progress has been slower than we had anticipated, however the Motu Plan continues to be developed in conjunction with the LUPISA Executive, the newly-appointed Pasifika Support Coordinator, Lincoln University staff and relevant community stakeholders. Consultation is ongoing.



**Ka tipu, ka rea, ka whanake ake te rākau mātauraka.  
Ko tōna pakiaka, he waewae haere.  
Ko tōna pakiaka, he takata ora.**

**Plant, nature and grow the tree of knowledge.  
Whose roots allow it to move freely.  
Whose purpose is to support healthy people.**

#### **Our objectives**

Lincoln has six objectives for Māori and Pasifika learners, and these are outlined in detail in the Cycle 6 Academic Audit Enhancement Theme Report:

#### **Objectives for Māori and Pasifika learners.**

- 1 To enhance the student experience and increase student achievement at sub-degree, undergraduate and postgraduate levels
- 2 To increase academic and pastoral support and cultural affirmation for Māori and Pasifika taura
- 3 To support the implementation of pre-degree pathways for Māori and Pasifika
- 4 To increase and improve Māori and Pasifika spaces
- 5 To increase student opportunities that enable employment outcomes
- 6 To provide opportunities for Lincoln University staff to increase their knowledge and appreciation of Māori and Pasifika values and culture.



**To enhance the student experience and increase student achievement at sub-degree, undergraduate and postgraduate levels.**

An enhanced student experience and increased student achievement at the sub-degree, undergraduate and postgraduate levels have been, and continue to be, priorities in the University’s Investment Plans and Strategies. These priorities are continued in the Māori Plan component of the 2019-2028 Lincoln University Strategy, thereby ensuring the objective has visibility, currency and an applied metric.

A key factor of that metric was the implementation of a Māori and Pasifika Achievement Monitoring Framework (MPAMF) in 2018. The Framework continues to be an active monitoring, intervention and engagement process, and advocates for the Māori and Pasifika student voice. The Framework also involves the identification of undergraduate courses with lower pass rates for Māori and Pasifika. Tuakana-Teina peer mentoring sessions were established for those courses (alongside the existing PASS sessions) to provide a teaching and learning model in the Māori context. Māori pastoral staff also continue to engage with teaching staff to discuss Māori student outcomes and support for students.

Māori and Pasifika pastoral staff actively engage on a monthly basis with Te Awhioraki (Māori Students’ Association) and LUPISA, with their collaboration and feedback included in plans for new initiatives, e.g., the Te Reo Māori strategy, Pasifika events on campus and the reintroduction of the Te Reo Māori courses. Meetings also occur regularly and as needed between Te Awhioraki, LUPISA and the AVC Māori and Pasifika.

Lincoln University’s scholarship offerings to Māori and Pasifika taura have increased significantly since 2018. In 2020, there are 26 scholarships valued at \$191,000 including, for the first time, specific scholarships for Pasifika taura.

**EPI rates**

The MPAMF has indicated a greater-than-anticipated increase in EPI rates in participation, retention and course completions (using 2016 as the base year for data comparisons). Whilst the results are incremental, these are a success for Lincoln University given a high propensity for movement due to low Māori student numbers.

**Participation**

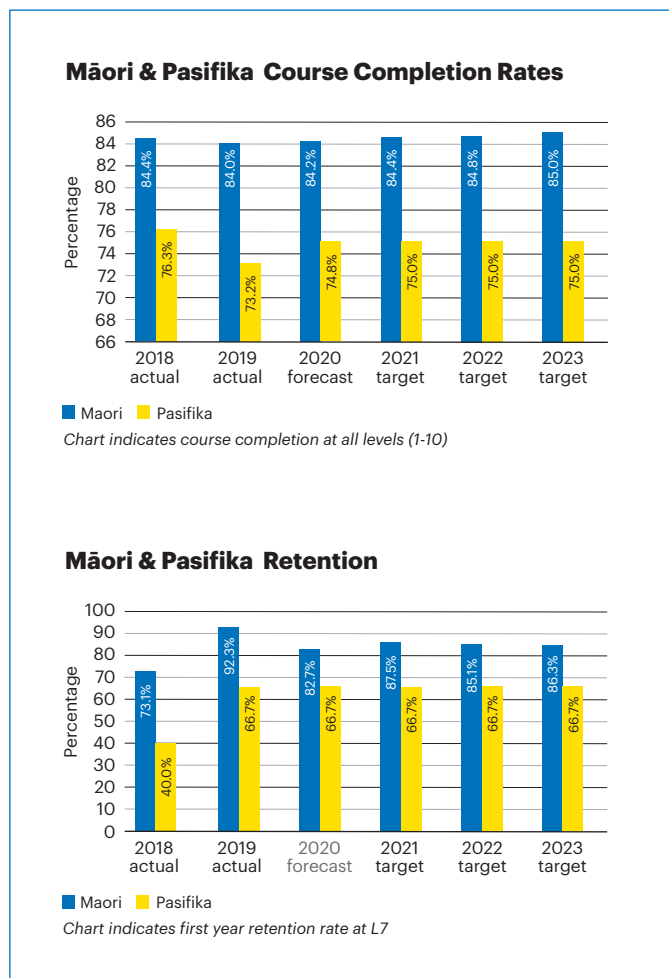
Māori participation rates for 2019 were the highest in the last three years for Level 7 and above and were also higher than the 2019 planned commitment. Māori participation rates at Level 4 – 7 (non-degree) were lower than 2019 commitment. However, the commitment at this level was set based on the 2017 EPI result which included enrolments in Telford, which is no longer part of Lincoln. Pasifika taura were ahead of commitment for levels 4 – 7 (non-degree).

**First Year Retention**

Māori taura significantly exceeded the 2019 commitment by 14.3%, with non-Māori/non-Pasifika students behind target. Pasifika taura results in this measure are volatile due to the very small number of taura enrolled.

**Course Completion**

2019 results year-to-date for Māori and non-Māori/non-Pasifika were ahead of the 2019 commitments as based on courses completed year-to-date. Pasifika course completions are currently -5.3% below 2019 commitment.



## Poutama Whenua

An outcome from the Poutama Whenua review has resulted in more focused relationships with iwi and Māori entities. There are now direct-to-iwi work placements and internships that complement and fulfil the practical work requirements for Lincoln's undergraduate degrees, and further relationships are being developed to support compulsory programme work placement requirements. Lincoln University's specialist degrees have seen taura employed post-graduation, with some Māori entities seeking specific degree graduates to fill key positions in their organisations. The specialist nature of the University's programmes has seen other iwi and Māori entities keen to engage with our taura and provide opportunities for work placement and employment.

## Tupu Toa

Lincoln University was one of the first Universities to partner with TupuToa this year. This programme provides internships with industry leaders for Pasifika (and also Māori) students, and also includes internships in the Pacific for our international students. This component assists our international Pasifika students to complete their compulsory work placement requirements in-country and provides greater support and mentorship on their return home. Domestically, we are building a database of local industry leaders to provide the same level of support as our Māori students.

### **To increase academic and pastoral support and cultural affirmation for Māori and Pasifika taura**

The Lincoln University Strategy promotes a bicultural campus that is underpinned by a cultural narrative developed in consultation with mana whenua. The bicultural campus will introduce a te reo strategy that prioritises bilingual signage, utilisation of te reo in official documents, a journey of increased Māori content, greater

engagement with external experts in fields relevant to the University, co-developed Māori research and a focus on mahika kai, te taiao and whenua.

Te Awhioraki have increased their activities on campus through the organisation of celebrations and events throughout the year, including during O-Week, Matariki and Te Wiki o Te Reo Māori. Activities include quiz nights, free parāoa parai (fry bread), card games in te reo Māori and hangi lunches. Te Awhioraki also welcome new Māori taura, international taura and staff in Te Whare Whakakotahi through mihi whakatau. In 2019 alone, there were over twenty mihi whakatau undertaken in the Whare.

To support te reo Māori normalisation, the Policy for Assessment in Te Reo Māori was expanded to enable taura to submit in-term written assessments and to answer written tests and final written examinations in te reo Māori. Previously the policy only provided for in-term exams in te reo Māori.

Lincoln University hosted the Waitaha Regional Ngā Manu Kōrero Speech Competitions in July 2019. Thirty-two schools attended, including 23 with participating speakers and nine high schools and primary schools in support. In total, there were 820 registered attendees and approximately 200 whānau and community supporters, making this the largest Māori community event on campus in recent history.

Another first for Lincoln University was hosting its inaugural Mahika Kai Conference in December 2019. This was attended by local, regional, national and international presenters and attendees, to discuss food innovation, practice and research. Māori and Pasifika taura were encouraged to attend, collaborate and participate in mahika kai conversations. This was on the heels of other mahika kai activities on campus such as cooking hangi, manaaki for high school taura during Manu Kōrero and engaging

in a range of food planting, gathering and harvesting practices. This year, the first issue of the Mahika Kai Journal will be available online and is focused on both academic and practitioner expressions of mahika kai.

Language weeks are celebrated on campus and have included Fijian, Cook Island, Tongan, Tuvalu, Niue and Tokelau. For Samoan Language Week (Vaiaso o le Gagana Samoa) in 2019, LUPISA provided an opportunity for taura and kaimahi to celebrate with traditional Samoan music, dancing, language, cultural items, flower necklaces ('ula), and Samoan pancakes (panikeke). In addition Papua New Guinea Independence Day was celebrated on campus with the PNG taura.

Rā Whakamana, Lincoln's Graduation Celebration for Māori taura has been held annually for a number of years, and in 2019 Lincoln University had a celebration specifically for Pasifika graduands. The Pasifika Graduation Celebration, now an annual event, is open to the graduating taura, their whānau and friends.

### **To support the implementation of pre-degree pathways for Māori and Pasifika**

An increase in the visibility and awareness of Lincoln University in schools has been part of the Student Growth Strategy and continues to be a primary focus for the Māori Liaison Officer. Visits in the North Island and wider Te Waipounamu (South Island) in 2019 resulted in a greater awareness in schools, particularly Kura Kaupapa and Wharekura, of Lincoln University. These visits promoted the Māori and Pasifika scholarships, Māori courses and Lincoln's programmes.

Since Lincoln University hosted a successful Hui Taumata Taiohi in December 2018, which involved taiohi from around Aotearoa New Zealand, Lincoln has continued to engage taiohi in mahika kai, including

taiohi presentations at the Mahika Kai Conference in 2019, an ongoing support of Taiohi initiatives across Aotearoa and ongoing conversations in these spaces. A Taiohi Mahika Kai Wānaka will be held in 2020 which will focus on applied mahika kai knowledge, leading to a Taiohi stream of presentations at the next Mahika Kai Conference.

Lincoln will continue to promote participation by Wharekura and rūnanga in the Te Mātāpuna Mātātahi | Children’s University Canterbury Partnership, with an additional focus on involvement from our Pasifika communities. The Te Mātāpuna Mātātahi | Children’s University first Graduation Ceremony last November had a cohort of 42% Māori children and taura graduate. These children were made up of children from a variety of schools and rūnaka in Christchurch.

**To increase and improve Māori and Pasifika spaces**

Lincoln’s revitalised Campus Development Plan supports the University’s strategy to develop a campus that provides a positive experience for taura and staff. For many taura and staff, a major contributor to a positive experience is a sense of belonging (whānaukataka). Design considerations for the campus comprising both buildings and landscapes include inspiration from the Te Aranga Māori Design Principles which provide guidance for the incorporation of Māori cultural values in urban design, and highlight the importance of working in conjunction with mana whena. Lincoln University is also very cognisant of the need to hear the Cultural Narrative and is actively working with Te Taumutu Rūnanga in this kaupapa. The creation of a Landscape Master Plan is also underway. The working brief states that all spaces shall (inter alia) seek to integrate cultural and historical values and principles of spaces. The longer-term campus plan (5+ years) will see the building of a Whareniui in the heart of the campus.



Lincoln University Te Whare Whakakotahi.

**To increase student opportunities that enable employment outcomes**

Lincoln University continues to have a high employment rate, including for Māori. Last year, Ngāi Tahu taura accessed the Matakahi scholarships and intern programme, including a joint Scholarship between Ngāi Tahu Property and Māori taura studying the Bachelor of Land and Property Management, which includes an embedded work placement activity within Ngāi Tahu Property. The Matakahi programme offers support for up to three years during study and can provide financial support, paid work placements, support into graduate positions and cultural development. This has been similarly promoted with other iwi, given the shortage of Māori land and property developers, and resulted in further internships and employment opportunities post-graduation.

Lincoln has recently entered into a partnership agreement with TupuToa, a trust that promotes diversity – particularly Māori and Pasifika representation – in corporate, government, professional and community leadership roles. Taura are provided with support and advice with a focus on activities that enable them to gain internships and transition into employment.

The uptake of new Māori courses and support by Māori staff for general courses has had a positive impact for Māori and Pasifika, as well as for international and general students. Māori and Pasifika staff and more responsive teaching delivery mechanisms have made a difference, with greater enthusiasm and support for Māori-related content and collaboration with takata whenua.

**MAST (Māori) Course enrolments**

	2017 Actual	2018 Actual	2019 Actual	2020 Forecast
MAST	11.7	19.3	25.5	28.38

**To provide opportunities for Lincoln University staff to increase their knowledge and appreciation of Māori and Pasifika values and culture**

To support the University’s strategy to create and promote a bicultural campus, resources have been invested in a Cultural Competence series of workshops and programmes through Human Resources to provide opportunities for staff to engage in te reo Māori me ngā tikaka.

For the last three years, the Academic Board has held its first meeting of the year at a local marae (Tūtehuarewa in 2018 and 2020, and Ngāti Moki in 2019). The venue for the 2021 meeting has been confirmed as Rāpaki. The meetings at a marae provide an opportunity for members to participate in a pōwhiri, and for some this is their first time on a marae. Information about marae tikaka and kawa is provided beforehand and they are encouraged to learn the University waiata, as this is sung at the conclusion of our whaikōrero. Every Academic Board meeting throughout the year is opened and closed with appropriate karakia.

**Growth and Development through involvement in the NZAid programme for Pasifika**

Further growth and development of the University’s involvement in the NZAid programme is reliant on Ministry of Foreign Affairs and Trade priorities, but it is expected the University maintains approximately 30% of Pasifika focus across a growing cohort.

**MFAT Students**

	2019 Actual	2020 Forecast	2021 Target	2022 Target	2023 Target
New Pasifika Students	6	5	8	9	10
Other new students	31	25	29	32	35
Continuing Pasifika Students	18	11	14	16	16
Other Continuing Students	55	57	51	57	62
Total Pasifika Students	24	16	22	25	28
Total Other Students	86	82	80	89	97
All MFAT Students	110	98	102	114	125
Percentage Pasifika	21.8%	16.3%	21.5%	21.9%	22.3%

**3.4 Improving adult literacy and numeracy (Priority 4)**

**Learning, Teaching, and Library (LTL)**

Lincoln University’s joint learning and teaching, and library services provides an integrated support service for its staff and students. LTL provides a wide range of services for both students and staff. These services range from research and publishing assistance, academic and career skills, inclusive education, staff professional development, library operation, teaching design and assistance, art curation, and online course development.

The Learning Advisors within the Academic and Career Skills team provide specialist support and developmental services 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 study skills, academic literacy and numeracy, information skills and career development, as well as inclusive education services to assist students through illnesses, injuries and disabilities. While many services co-locate some of these functions, our team operates in a fully integrated manner: the team provides an integrated wraparound service for students, with each team member able to provide a baseline of service related to all functions and a high degree of collaborative development and delivery of teaching.

Academic and Career Skills 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 NZAid students, orientation sessions for new international students and a range of programme-specific orientations. In addition, University regulations require all undergraduate students to complete a library orientation programme by the end of their first semester of study.

Engagement with Academic and Career Skills services is high: in 2019, 49% of all Lincoln University students engaged in optional face-to-face sessions for learning support (1130 individual students), and at least 63% of those completing qualifications in 2019 had attended face-to-face sessions during their years of study. In 2019, students took up in excess of 1950 hours through drop-in sessions, bookable appointments and workshops, as well as group and one-on-one sessions supporting course related literacy and numeracy components within academic programmes.



At the undergraduate level, LTL 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. PASS is offered in each faculty in semesters one and two, 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. The analysis shows that students attending PASS sessions regularly gain higher mean marks than students attending no sessions. Participation in PASS varies by course and by semester; rates in 2019 ranged from 13% to 62%, with typically higher participation in semester one courses and lower participation in those courses being supported for the first year. In 2019 the programme was further expanded to support 13 courses; this was the second consecutive year the programme had been expanded, from a baseline of six courses in 2017. With the expanded number of courses in 2019, more than 60% of all students enrolled in a 100 level course had access to PASS in at least one course; the goal is to increase that to 70% by 2021.

#### Attendance of 1+ PASS sessions

2018 actual	2019 actual	2020 forecast	2021 target	2022 target	2023 target
43%	44%	50%	55%	60%	65%

At the postgraduate level, LTL Research Services Team provides an extensive research and writing workshop programme. The majority of sessions are delivered by LTL staff, 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.

Library Services is responsible for purchasing and maintaining the University's collections and resources that fulfil the information and research needs of our academic staff and students. Academics are consulted for their research and teaching areas needs and that information is used to purchase new resources to improve student learning. Working with the Research Services Team, the goal is to develop 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 Implementation of blended learning approaches to courses in undergraduate and postgraduate programmes. Blended learning courses – 33 converted in 2017, 15 in 2018 and 11 in 2019
- 2 Implement grade collation within the LMS to provide students with timely learning progression information and feedback
- 3 Implement the Lincoln Connected Online Learning Strategy
- 4 Continue to expand the level of outreach of academic and career skills services in faculties.

## 3.5 Strengthening research-based institutions (Priority 5)

### Postgraduate Growth

#### Postgraduate growth (domestic and international)

	2019 actual	2020 forecast	2021 target	2022 target	2023 target
Bachelors with Honours	35.8	47.8	54.9	63.0	72.3
Postgrad Certs / Dips	68.3	81.7	120.0	93.3	82.8
Masters (taught)	332.8	349.6	432.0	507.1	546.9
Masters Research	65.1	72.7	91.4	98.6	103.3
PhD	235.5	213.5	176.6	172.8	181.6
<b>TOTAL</b>	<b>737.5</b>	<b>765.3</b>	<b>875.0</b>	<b>934.8</b>	<b>986.9</b>

The large growth year on year is due to the return of international students, as well as an increase in domestic students due to the Free Fees opportunity. This will have flow on benefits for the out years, along with a greater availability of online study options.

### 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. Given that New Zealand's economic success, social wellbeing and environmental sustainability is connected to the broader global context of food supply and sustainability challenges, now is the time for Lincoln's research capabilities to provide key thought leadership and science solutions to underpin the future.

Lincoln's research also informs students as 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.

For Lincoln University, helping the businesses and our communities that are connected with the land share in the brightest 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 focus is on building partnerships with some of the country's leading agribusinesses and with CRI's and 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, by placing sustainability at the centre of everything the University does including research, it also ensures 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, ranging from a collaborative and engaging culture, through to individual and research group ownership of plans to advance research areas, an openness to give and receive mentoring from within one's faculty and from appropriate support units, external investment in high impact areas of research, and appropriate investment and access to research infrastructure.

### PBRF Quality Evaluation (QE)

Lincoln University achieved a QE unit increase of 30% despite approximately 12% fewer portfolios submitted compared to the 2012 round. This was underpinned by an increase in 'A' graded scores of 23 percent and 'B' graded scores of 40 percent. Another insight into Lincoln University's performance comes from its grading success rate:

- In 2012 an 87% success rate (graded outcome) on the number of portfolios submitted to TEC. (212 portfolios sent, 185 graded. FTE 200 sent, 174.5 graded).
- In 2018 a 97% success rate (graded outcome) on the number of portfolios submitted to TEC (191 portfolios sent, 185 graded. FTE 182.13, 176.53 graded).

Lincoln University achieved first position in AQS which is the measure of average quality scores of active researchers per postgraduate and final undergraduate students. For students, this means that by choosing to study at Lincoln they will have the highest probability of being taught or supervised by a high-ranking researcher.

The University's focus on the land-based sectors is also evident in the data reported. There is demonstrable continued strength in the areas of Agriculture and Primary Production, Biological Sciences, and Environment and Natural Sciences, well supported by Social Sciences and Management and Marketing. Food and Health is also noted as a steadily growing domain for Lincoln University

### Lincoln University 2012 versus 2018 PBRF QE Performance

PBRF QE Round	2012	2018	Difference
PBRF Eligible Staff	215	197	↑ 18
Portfolios submitted	212	191	↓ 21
Portfolios graded	185 (87%)	185 (97%)	↑ 10%
QE Units	688.7	895.7	↑ 30%

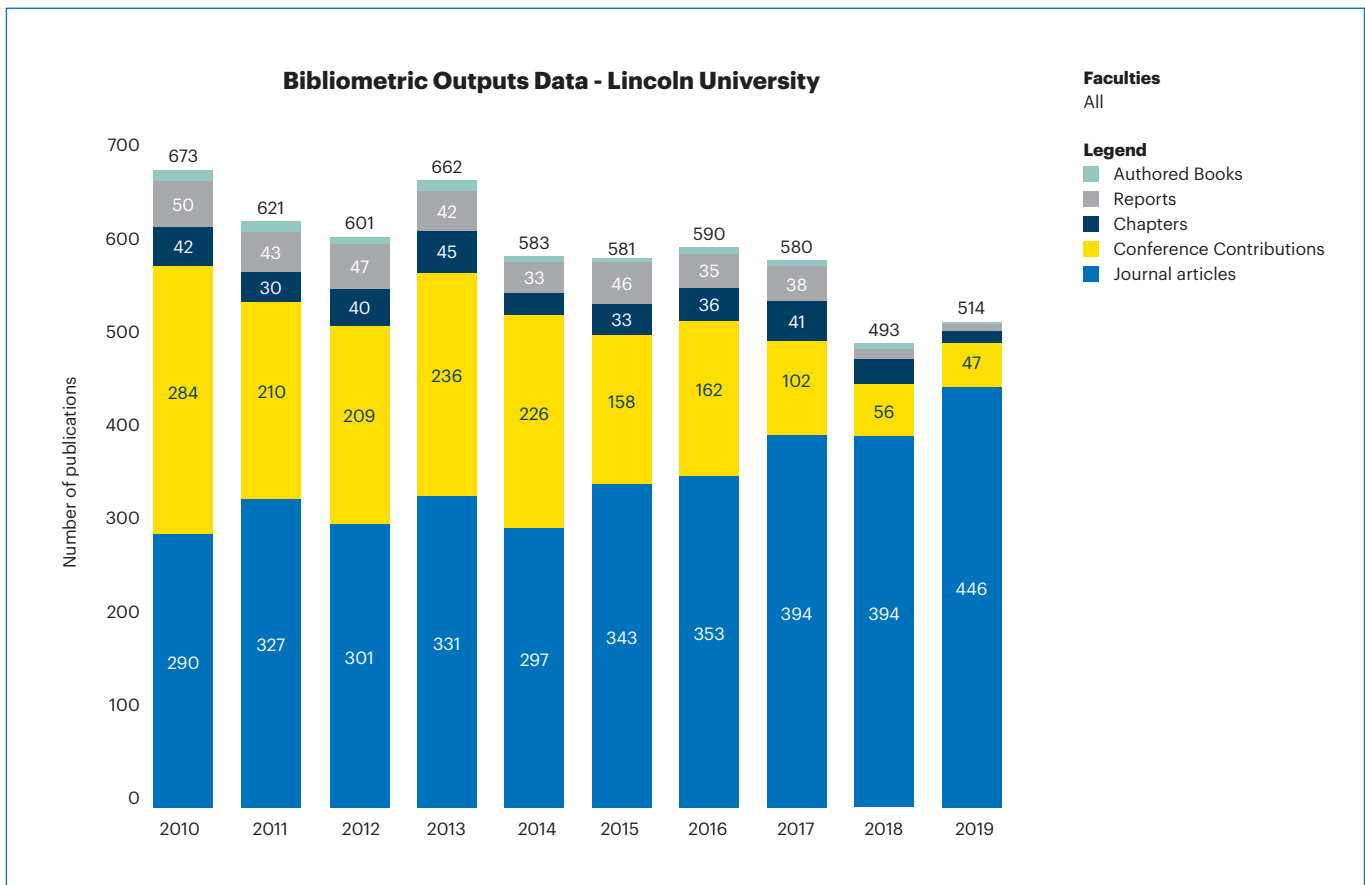
*The Quality Evaluation is an assessment of the research performance of staff at participating tertiary education organisations (TEOs) by an expert peer review panel. It is the major component of the Performance-Based Research Fund (PBRF).*

The focus for the 2024 PBRF round will be to increase the QE score 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 to ensure key research activities are supported and encouraged. It is recognised that in applied research, not only the quality of research is important but also the added-value for the client as well. The University is initiating the development of a range of impact measures, and will also measure customer satisfaction in a simple fashion, and is developing systems to make its research even more visible. This research investment strategy will underpin the quality of undergraduate teaching, the capacity to attract postgraduate students, and the ongoing potential to attract external research funding.

### Bibliometric outputs

Lincoln University continues to perform strongly in producing world-class publications, especially in peer reviewed journals. It is noted that despite a decline in conference contributions, particularly since 2018, that outputs in journals continue 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 time lags between research projects occurring and resultant manuscripts being accepted by a journal, before subsequently seeing any citation activity.



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

**Identifying priorities**

To be effective, Lincoln will have to ensure it has critical mass in key areas where it will make the biggest research impact as well as maximising value for stakeholders.

This means Lincoln must consciously decide on what to bid for, and this process is being refined further under the principles of the Internal Economy model.

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

**Number of priority areas identified per faculty, based on research excellence, external funding, and potential for development**

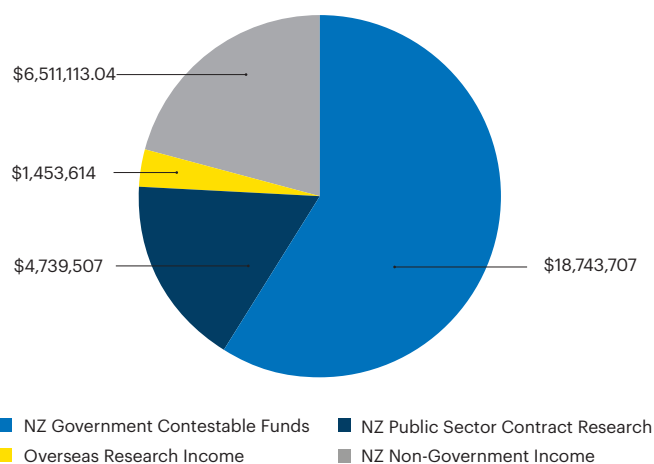
<b>AGLS &amp; BPRC</b>	Foods ingredients and innovation Livestock-based production systems Protecting our indigenous and productive biological systems
<b>FESD</b>	Governance and practice for land and water Community resilience to environmental change
<b>COMM</b>	Agribusiness Sustainable business Rural development Social business

**External research income as an enabler**

Lincoln University has a key advantage in its ability to link research in commerce, as well as physical, biological and social sciences with technology to address national and international issues and needs. This is due to an ability to attract significant research funding from both the Government and private investors – Lincoln University Group brings in approximately \$31M of external research funding on an annual basis. As Lincoln creates new – and nurtures existing – partnerships, the University looks forward to real successes as our research and experience contributes directly to growth, skills and opportunities for its regions and the nation.

**External Research Income**

Lincoln University Group ERI 2020\*



\*includes LAL

**Internal research investment**

Internal Research Investments are 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 and was previously provided via a Competitive Internal Fund (LURF) with approximately \$500,000 deployed in 2015 under ‘start-up’, ‘excellence’, and ‘writing’ funds. Additionally, commencing in late 2018, three new Centres of Excellence were established with \$1,200,000 p.a. total cash underwriting to provide integration and focus within the University’s multi-disciplinary endeavours.

Research CapEX has increased from \$500,000 to \$750,000 between FY17 and FY18, and to just under \$800,000 in FY19. Amid the challenges of COVID-19 Lincoln has retained a reduced research CapEX fund in FY20 from a total Research and Teaching pool of \$900,000, but we note that this remains at a level that enables new strategic initiatives beyond simple replacement. Lincoln 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 Farms

Lincoln's research continues to be supported by its diverse farms, which focus on teaching and research. 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. One of these is the Ashley Dene Research and Development Station (refer Section 5.1), 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. The University plans to establish a further two research farms over the next two years.

### CT Scanner

Lincoln University in partnership with Otago Medical School has a recently had a new General Electric HD750 scanner installed at the Johnstone Memorial laboratory. This has already supported a range of diverse research projects such as measuring the volume of the brain cavity in sheep, or measuring the proportions of muscle, fat and bone in breeding rams. The same equipment can also be used to non-destructively measure root growth in plants, or tuber development in root crops.

### High Performance Computing (HPC)

Lincoln University has a project underway assessing its requirements for either future in-house investment or collaborative access to either locally installed infrastructure (server) or cloud based infrastructure.

## Enhancing our focus on research impact

Lincoln University is preparing a research impact strategy that addresses how it can design, plan, manage, measure, communicate and optimise research impact. A working group will examine examples and frameworks for these and make recommendations to the University's Research Committee. There are opportunities for Lincoln University, as analysis of the United Kingdom impact case studies found that multidisciplinary work had wider impact and benefits and that smaller institutions make a disproportionate contribution in specialist areas.

## Commercialisation and Knowledge Transfer

Lincoln University has progressed a number of commercialisation projects over the last year. Commercialisation and active knowledge transfer are key agents for enhancing the impact for society from its science. 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 have included:

- The assignment of the Cleartech technology to Ravensdown. This project is already seeing job creation occurring and data on environmental impacts continues to be positive at early installations
- The licensing of patents for *Brevibacillus laterosporus* to the New Zealand biotech company Ecolibrium Biologicals. Ecolibrium has already 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.

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## Case study

### Hops Garden

The Hops Garden Case Study is a project run in conjunction with industry (Freestyle Farms). The project includes The Garage Project (local craft breweries) and Government (MPI), and is led by Dr Chris Winefield, an expert in plant genetic improvement.

The project is a new area for the University, and is focused on development of new hop varieties, researching and testing quality hops for craft brewing and utilises molecular genetic tools generated by Dr Winefield.

This MPI and industry funded Primary Growth Partnership programme is seeking to generate a 50% increase in hop growing throughout New Zealand within 5 years. The study will also test the suitability for different varieties of hops to grow in a range of different climates in New Zealand. The programme also leverages the latest advances in molecular genetics, genomics and genome sequencing to sequence and mine hop genomes, to drive the accelerated breeding of new hop varieties as a means to support the expansion of the NZ Hop industry across NZ.

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### Mātauraka Māori

Lincoln incorporates the value and integrity of Mātauraka Māori in research, science and innovation by making sure that Māori Research conducted within their auspices utilises Kaupapa Māori methodologies or collaborative pathways that are co-designed and co-delivered with mana whenua. The incorporation of this in our 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 will be co-delivered with the local whānau and hapū.

### Partnerships

#### Land-based sector postgraduate school

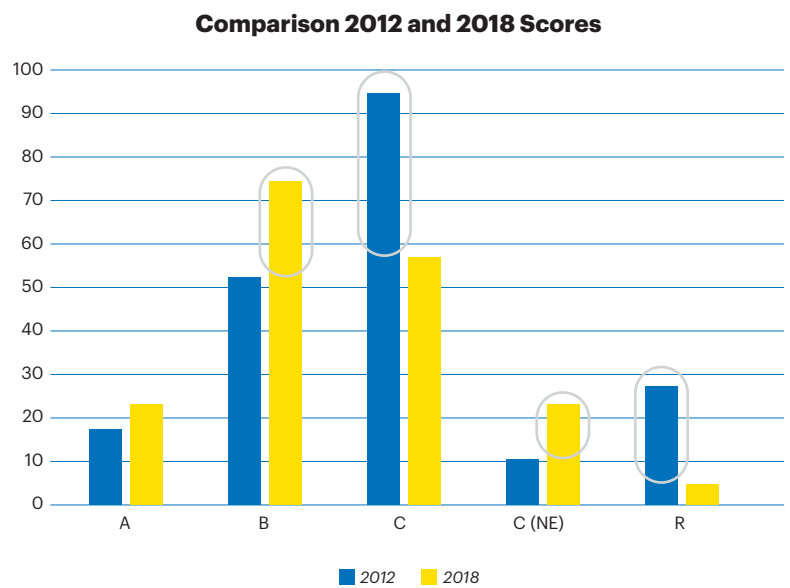
In collaboration with the University of Canterbury, a proposed new postgraduate school for the land and food sector will aim to increase research postgraduate students. These will be graduates experienced in study and research in collaboration with Crown Research Institutes (CRIs), and the two universities, who have also worked and or studied in the commercial world. This is a new way of making the most of the strengths of the CRIs and the universities, together with industry.

### Nurture emerging researchers and teams

It is recognised that in New Zealand's competitive research funding environment, emerging researchers and teams often struggle to secure the funding needed to advance their respective research programmes and reputation. Lincoln University recognises the gap between the baseline provision for individual academics to carry out research, and the support required to develop the nature and scale of externally-recognised competence that is vital for securing external funding in the longer-term.

A Research Mentoring programme has been trialled as part of the current PBRF round, and will be reviewed and extended to support researchers through the inter-census years. Faculties are to consider further their facilitation of research via the appointment of post-doctoral research and teaching fellows to extend academic staff research portfolios.

### Supporting Succession – PBRF QE data demonstrates succession planning is underway



The results from the 2018 PBRF round have shown an increase in scores at the A grade level to 23%. There has been a big shift from the C grade to B grade, with C grade going down 43% and B grade going up 40%. Lincoln has also seen good growth in new and emerging (NE) researchers and a big reduction in 'R' scores.

## Develop and strengthen strategic research partnerships

### Collaboration with CRI partners

Lincoln's focus on research-based education provides alignment but with a point of difference to the research mandate of CRIs. This complementarity supports collaboration with CRIs within the context of a contestable science funding system, and allows us to partner with the CRIs through joint supervision of research postgraduate students.

Lincoln University has long collaborated in areas of research delivery and research resourcing (such as hosting Plant and Food Research's research vineyards), but beyond this a better awareness of aligned research interests has been supported by active involvement with B.linc Innovation Ltd.

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.

### Collaboration with industry

#### **Bragato Research Institute**

Lincoln University has been assisting with the establishment of the NZ Winegrowers Research Centre (NZWRC), now operating as Bragato Research Institute. A Lincoln University staff member had been seconded to NZWRC as Head of Science, working with representatives of other universities and research institutes to shape the NZWRC science programme. A Research Officer from Lincoln, Dr Darrell Lizamore, has now been appointed as the new Principal Research Scientist.

#### **Department of Conservation (DOC)**

A Lincoln University professor has been seconded as Chief Science Advisor to DOC, and DOC has committed to funding scholarships for students studying the Parks and Outdoor recreation major until 2022. Since 2018, 24 students have enrolled in the new major and 16 scholarships have been awarded. Five students are expected to graduate with this major in 2019.

#### **Tourism industry**

Lincoln University has a formal MOU with Tourism Industry Aotearoa which provides greater engagement with the Waitaki region. Lincoln's Centre of Excellence Sustainable Tourism for Regions Landscapes and Communities has joined in collaboration with the Waitaki District Council in support for their UNESCO geopark status. Lincoln is providing a strategic environmental assessment to inform the Geoparks' Masterplan.

# Collaborative Centres of Excellence

Lincoln University's focus has continued to evolve alongside a broader national framework of economic and environmental goals. Lincoln'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.



**LINCOLN  
UNIVERSITY**  
CENTRES OF EXCELLENCE

## Sustainable Tourism for Regions Landscapes and Communities

This Centre is a multidisciplinary research centre hosted in the Faculty of Environment, Society and Design. Sustainable Tourism for Regions, Landscapes and Communities (CoEST) mission 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 thoughtscapes, 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 Lincoln University Centre of Excellence, Food for Future Consumers 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.

## 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/ Centre, working in collaboration with external partners and attracting researchers and postgraduate students.

### **Agribusiness and Economics Research Unit (AERU)**

The AERU's mission is to exercise leadership in research for sustainable wellbeing, including cultural, economic, resource, environmental and social wellbeing. It employs its own research staff and also coordinates some of the external research undertaken by academic staff in the Faculties.

The AERU's research is focused on key areas – wellbeing economics, increasing the value of our exports, non-market valuation and sustainability assessment – with research clients including government departments (both within New Zealand and from overseas), international agencies, New Zealand companies and organisations, and individuals.

### **Lincoln Agritech Ltd (LAL)**

Owned by Lincoln University, LAL is a multidisciplinary research and development company with an independent mandate and Board. The company delivers leading-edge innovative science and engineering knowledge and technologies into environmental, primary processing and new materials applications.

Lincoln Agritech 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) contestable process, but also through the Ministry for Primary Industries (MPI) and the Royal Society of New Zealand.

Lincoln Agritech is a vibrant organisation with over 50 staff working across its Lincoln and Hamilton sites. They work closely with industry, governments, iwi and communities, delivering fresh perspectives and knowledge to leave a lasting legacy of positive change.

### **Centre for Soil and Environmental Research**

The Centre for Soil and Environmental Research (CSER) conducts scientific research designed to advance sustainable production and environmental protection. Innovation provides practical solutions to agricultural/environmental problems through multidisciplinary research programmes. The Centre is well resourced with modern scientific equipment including the most advanced lysimeter laboratory facility in the Southern Hemisphere. Programmes support a large multicultural groups of highly motivated post-doctoral, PhD and MSc students and technicians carrying out internationally-regarded research.

### **Lincoln University Centre for International Development (LUCID)**

LUCID focuses on the management of agricultural and natural resources in developing and emerging economies so that poverty can be reduced through pro-poor and sustainable growth of the rural economy, rural livelihoods can be improved, the development of rural communities fostered, and the sustainable use of natural resources encouraged. Through LUCID, Lincoln University staff are involved in research-led development projects and in short courses taught in New Zealand and at universities in the South East Asian and Pacific regions.

### **Centre for Land, Environment and People (LEaP)**

LEaP aims to enhance the economic, environmental and social sustainability of societies. Based in the Faculty of Environment, Society and Design, it draws on the unique range of disciplines that combine scholarly understanding, critique, creativity and problem solving.

### **The Centre for Viticulture and Oenology**

The Centre acts as a focus for Aotearoa interdisciplinary research on wine, from soil to glass, with a strong emphasis on Pinot Noir. Lincoln University's geographical position is such that it is close to wine regions which appear to be best suited for Pinot Noir production in Aotearoa New Zealand.

### **Centre for Wildlife Management and Conservation**

Research at the Centre provides new, effective and humane tools and techniques for reducing populations of invasive mammalian pest species and for monitoring biodiversity increase. Through collaboration with communities, Māori, pest control practitioners and research partners, it provides international leadership in the development of innovative pest management tools and strategies to enhance conservation efforts both within New Zealand and internationally. The multidisciplinary CWMC team and collaborators include experts in animal ecology, wildlife management, pharmacology, toxicology and design engineering.

### **Centre for Advanced Computational Solutions**

The Centre conducts research in computational and mathematical sciences relevant to environmental management, molecular biology, biophysical sciences and engineering (biotechnology). The Centre's aim is to embody the best aspects of both academic and industrial cultures, allowing the research students to uphold scientific ideals while at the same time demonstrating an awareness of real world constraints. It provides exciting opportunities for postgraduate students to formulate challenging research questions and answer them in a scientifically rigorous manner.

### **Centre of Food Research and Innovation**

The Centre was established to promote innovation within the national and international food sector, and attracts internationally renowned researchers to utilise their theoretical knowledge of science to the applied benefit of the food industry.





### 3.6 Growing international linkages (Priority 6)

#### International student numbers

Due to COVID-19, New Zealand's borders have been closed to all foreign nationals since March 2020. Consequently, the international education sector has experienced a sharp downturn and the effects will project well into 2021. At the time of writing, it is difficult to predict when international students may once again enter New Zealand. Therefore, Lincoln University's goal in 2021 will be to recover, as best it can, the number of fee-paying international students studying at the University.

#### International EFTS

	2019	2020	2021	2022	2023	2024	2025	2026
Projected	1158	954	1062	1179	1262	1373	1417	1463
% Total	44.0%	39.4%	39.1%	40.4%	40.6%	41.2%	41.6%	41.4%

#### Partnerships and pathways

A core part of the international strategy centres on building international partnerships. 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 may even support 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 etc.

The following tables provide an overview of current and future key relationships:



#### Current Articulations - Degree Pathways

Country	Institute	Nature of pathway	Area	Programme at Lincoln University	First year of receiving students
China	Yunnan Agricultural University	3+1 articulation	Food Economics	4th year Bachelor of Commerce	2019
China	Zhongkai University of Agriculture and Engineering	3+1+1 articulation	Food Science	4th year English for Academic Purposes, 3 courses at 300 level 5th year Masters of Science in Food Innovation	2019
Sri Lanka	Sri Lanka Institute of Technology	2+2 articulation	AgriTech	3rd and 4th Year Bachelor of Science	2021
Germany	University of Gottingen	1.0 + 0.5 articulation	Nature Conservation	1 semester Master of International Nature Conservation	2014
Austria	University of Natural Resources and Life Sciences	1.5 + 0.5	Environmental Management	1 semester Master of Natural Resources Management & Ecological Engineering	

## Developing Partnerships and Programmes

Country	Institute	New Initiatives
China	Zhongkai University of Agriculture and Engineering	- extension to new UG pathways - Masters programme articulation - PhD joint supervision project
China	Henan Agricultural University	- extension to PG study abroad - PhD joint supervision project
China	Sichuan Agricultural University	- UG pathway in business - visiting scholar partnership in tourism
China	Shanghai Institution of Tourism	- PG pathway in tourism
France	IPAC Annecy	- DUT pathway in Business
India	Chandigarh University	- UG study abroad - masters pathway
India	Presidency University	- UG pathway in Agribusiness and Food Marketing

## Key Study Abroad Partnerships

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

## Euroleague for Life Sciences (ELLS)

Lincoln University is a member of Euroleague for Life Sciences (ELLS). ELLS is a network of leading life science universities including: seven European members, one international member (Lincoln University) and two international partners (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 (refer to Table 1) 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.

Lincoln University has received current ELLS funding to support PhD student mobility. PhD students studying in the land sciences are able to spend 2-4 weeks overseas at a member university, researching with host academic staff. These research links are helping to build a global perspective in land sciences research.

## 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

As part of the COVID-19 response, Lincoln University has provided a distance learning option for those international students who had intended to study at Lincoln University but were unable to enter the country. The University continues to invest towards improving the distance learning experience, including some courses/programmes which are essential building blocks for sustaining international student recruitment. International students who are studying these courses/programmes by distance learning have the option to transfer more smoothly into the face-to-face campus experience, once the New Zealand borders are open. Examples of such international courses include:

- English for Academic Purposes
- Certificate in University Studies
- Diploma in University Studies III.

## Short programmes

### Faculty Based

Academic staff from faculty have worked with international university partners to host short term groups including:

- a new three-month course in the area of environmental sciences for a group of students/staff from Northwest Agricultural and Forestry University
- a new three-month course in the area of wine sciences for a group of students/staff from Northwest Agricultural and Forestry University
- a one-week course in the area of animal sciences for a group of students/staff from China Agricultural University.

### University Studies and English Language

The University Studies and English Language Division (USEL) provides support and contributes to the various articulation agreements. The English for Academic Purposes modules are part of some 3+1+1 articulations. End-to-end academic study pathways ensure that international students are provided with quality teaching and support services, enabling success and student achievement.

USEL also collaborates with departments to deliver boutique short-term courses to international groups. There has been an increase in the number of short term cohorts from Japan and Korea.

## National Collaborations

### NZ Centre IIT Delhi

Lincoln University is participating along with the other NZ universities in the establishment of the NZ Centre at IIT Delhi. The centre aims to foster research collaborations and universities are able to access some research seed funding through the centre. Four broad themes have been identified during an academic workshop in early 2020, with two being the more relevant research areas for Lincoln University:

- Robotics & automation (agriculture)
- Waste water treatment.

### NZ Universities Pathway Project

Education NZ in partnership with the eight NZ universities have been developing a national foundation pathway. The initiative is to establish a national foundation programme which is delivered overseas by an international partner, across multiple markets. All of the NZ universities would agree to accept graduates from the foundation programme for admission into the first year of an undergraduate degree. The international partner has been selected and universities are in the process of assessing the foundation curriculum for admission into each university. Lincoln University has recently confirmed its acceptance of the foundation programme for admission to its undergraduate degrees. This national project is gathering pace and is an example of a project being undertaken at a national level.

### Partnership with University of Canterbury

In 2019, Lincoln University launched a new Master of Precision Agriculture. This 180 credit programme is taught in conjunction with the University of Canterbury. Students study for two semesters at Lincoln University and one semester at the University of Canterbury. The programme has enrolled a number of international students.

## International Reputation

International partnerships and rankings help to build Lincoln's global reputation. An enhanced reputation helps to attract international students and staff, teaching and research linkages. The University participates in the QS Five Star rating exercise and will continue to invest towards building its international reputation.

## International Rankings



# 18th

Ranked 18th\* in QS small university category.

# 6%

Ranked top 6%\* in the International Student Ratio section.

# 35

Ranked 35 globally for International Students.

# 121

Ranked 121 for International Faculty.

# 51-100

Ranked 51-100 in Agriculture & Forestry



# 501-600

Ranked 5= of the eight New Zealand universities.

# 101-110

Ranked between 101-110 amongst 320 universities in the Asia Pacific University rankings region.



# 148

Ranked 148 out of 780 universities from 80 countries.



# 201-300

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

### Green Metrics

Lincoln University's commitment to environmental sustainability continued to receive global recognition, with an improved placing in the 2019 UI GreenMetric World University Rankings announced in December.

The University is now ranked 148th out of 780 universities worldwide, up 70 places from our 2018 ranking.

Lincoln ranked especially highly in the education category, reflecting our focus on sustainability in many of our courses, as well as in research and publications.

The University is dedicated to increasing its score in energy and climate change through our Campus Development Programme, which includes an energy diversification project that will transition the campus towards renewable energy sources, including solar.

The University is also focusing on increasing our sustainability measures for transport, waste, water and green infrastructure through the Acting Vice-Chancellor's Sustainability Taskforce that is using our students' Climate Action Plan as a basis for developing a Lincoln University Sustainability Plan.

\* From 2020 full results

# 4. Our Programmes and Activities



## Key Changes

- Developed an action plan, for implementation that addresses 6 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, food and fibre sectors in response to COVID-19
- 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 being addressed in a detailed Academic Programme Action Plan (APAP) which is underpinned by the Lincoln University Strategy 2019-2028.

The APAP plan for academic programmes 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, food and fibre sectors in response to COVID-19
- contribute to solving the grand challenges for the land-based sector.

The actions have been developed under six areas that each help contribute to the key aims.

### 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, and 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 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, 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-19, those seeking to upskill into postgraduate study and those returning to study. We will seek to develop excellence in scanning and insight of global and 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 consist of 72 academic programmes and is 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 1503 Domestic EFTS in 2019, 1345 were classified as land-based sector EFTS. Lincoln University currently has 25 qualifications that are classified under the Food and Fibre Category, with 1003.6 enrolled EFTS in these programmes contributed 38% to the University's overall EFTS (2632.8) in 2019.

The primary, agriculture, food and fibres sectors are seen as crucial to the post-COVID-19 Alert Level 1 economic 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. To ensure that Lincoln's academic portfolio is relevant to the needs of students and stakeholders, an action plan has been developed to address six focus areas to make our programmes attractive and accessible to a wide set of students, including emphasis beyond traditional school leaver cohorts.

## 4.2 Research and Academic enhanced collaboration

### The Centre of Excellence programme

This initiative set up a suite of Centres of Excellence in areas that are important to New Zealand, with the aim to help solve grand challenges for the land-based sector. The Centres were also directed toward facilitating enhanced collaboration between faculties and centres at Lincoln University, and with CRI and University partners.

The three Centres of Excellence are:

- Sustainable Tourism for Regions, Landscapes and Communities, with focus on calculating the economic and non-economic values of regional tourism, supporting Māori innovation in regional tourism, protecting and enhancing high-amenity regional tourism settings and supporting tourism-led regional regeneration
- Designing Future Productive Landscapes, with focus on future agroecosystems landscapes and regional landscape design
- Food for Future Consumers, with a focus on linkages between food provenance and future consumers.

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

### Blended and Online Learning Delivery

#### Blended Learning

Blended learning at Lincoln University combines face-to-face and online activities in a seamless and complementary flow of learning. Academics are encouraged to use 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 Learning Management System LEARN.

Lincoln uses a range of different blended approaches; the balance between online and face-to-face components, and the integration of other methods, depending on the needs of learners and the context within which the learning is implemented.

Effective blended learning builds on the traditional strength of face-to-face teaching at Lincoln University. The blended learning rollout across the University has seen staff from all three Faculties and the University Studies and English Language Division take part in a structured staff development programme. This development programme led by the Teaching Quality Team is run each year over 12 weeks (delivered in a blended learning format) with face-to-face sessions and online modules. All attendees have transitioned from the traditional face-to-face delivery to using a blended learning approach.

Feedback from students indicate they appreciate the higher quality and quantity of interaction with Lincoln's academics and their peers that blended learning facilitates. Academic staff development in blended learning will continue as we look to move the majority of our first-year courses into a blended format.

All undergraduate courses have an online course site in LEARN and a structured course outline which sets out the learning contract between the examiner/lecturer and the student, including all the assessment items for that course. In the last two years the availability of a media studio has promoted the use of digital education resources that students can access at times that suit their learning needs. The content can be created in the studio or the equipment can be taken out into the field. Our camera team works closely with our academic staff to create a number of videos on farm management, vineyard operation and animal welfare.

### Online Programmes

The use of digital education resources extends to Lincoln's objective of offering online programmes. This supports our ability to grow our presence outside of the Canterbury region. The flexibility and accessibility of online learning reduces the amount of time students have to spend on campus, and therefore better enables them to complete their studies around employment and geographic constraints. There is potential for students living throughout New Zealand and overseas to complete a qualification entirely through distance learning – which broadens opportunities for the University and potential students alike.

By early 2021, Lincoln plans to offer a selection of postgraduate programmes that are offered 100% online.

### Land-based Sector Joint Postgraduate School (JPS)

The Land-based Sector Joint Postgraduate School is a joint partnership between Lincoln University, University of Canterbury and the Crown Research Institutes, AgResearch, Manaaki Whenua and Plant and Food Research. We will increase postgraduate research volume and enhance postgraduate research volume and quality, with a series of PhD students jointly supervised by University and CRI staff conducting projects under the broad theme of Food Transitions 2050. These projects will be funded by specially-allocated scholarship funds (from amongst partners), and have requirements to be jointly supervised by researchers from university and CRI partners. We will focus on new models of delivery, with a concentration on work-integrated learning, generic skills and research delivery in a PhD-plus concept.







↑ Open Day HQ  
← Stewart Building  
Expo Hall  
**Lincoln Uni 101**  
Mrs O's Café  
Accommodation  
Recreation Centre  
→ Commerce Building  
Orchard Car Park ©



## 4.4 Growth Programmes

### Provide clear pathways to degree level study

The Certificate in University Studies (CUS) and Diploma in University Studies (DUS) are key staircase qualifications with an average retention rate of completed students of over 90% over both programmes.

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 to 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. Nominal 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 progress into either the Bachelor of Commerce or Bachelor of Science.

### Progression to Higher Study

	2018 actual	2019 target	2020 forecast	2021 target	2022 target	2023 target
CUS	88.9%	70.0%	85.0%	88.0%	88.0%	88.0%
DUS	96.9%	97.1%	97.8%	98.0%	98.0%	98.0%
Level 5 (excluding DUS)	27.2%	32.2%	35.2%	35.2%	35.2%	35.2%

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 highly supported pathways to degrees than traditional bridging 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.

### 180-credit taught Masters

180-credit taught Masters are a growing feature of the New Zealand tertiary education market, and are expected to account for a substantial portion of the expected increase in postgraduate enrolments, as has occurred internationally. Lincoln University has committed to increasing its taught Masters offerings. In 2019 the University introduced two 180-credit Masters programmes: Master of Pest Management and Master of Wine and Viticulture, and in 2020 introduced a 180-credit Master of Precision Agriculture, jointly taught with the University of Canterbury.

### Domestic Postgraduate growth

	2019 Actual	2020 Forecast	2021 Target	2022 Target	2023 Target
Bachelors with Honours	34.5	46.7	53.7	61.8	71.0
Postgrad Certs/Dips	9.3	36.4	71.1	40.7	29.0
Masters Taught	47.2	57.9	92.8	105.5	104.9
Masters Research	30.2	37.1	50.0	49.6	49.4
PhD	48.5	48.5	40.9	44.8	51.9
<b>Total</b>	<b>169.6</b>	<b>226.6</b>	<b>308.5</b>	<b>302.4</b>	<b>306.2</b>



## 4.5 Funded programmes

Each of our Faculties supports the Lincoln University strategy, through their portfolio of programmes and research and through delivery of undergraduate and postgraduate teaching programmes, postgraduate research, externally funded research and effective engagement with relevant industry and professional organisations.

### Faculty of Agriculture and Life Sciences (AGLS)

Agriculture and Life Sciences (AGLS) is the largest of the three Faculties at Lincoln University, delivering teaching and undertaking research in the sciences related to food, land and ecosystems. Specifically, AGLS programmes focus on sustainable food production and the management of natural and agricultural landscapes that provide employment for people, generate wealth for the country and enhance the environment for future generations.

Three thematic priorities emphasise the current direction of the Faculty going forward:

- Food ingredients and innovation
- Livestock-based production systems
- Protecting our indigenous and productive biological systems.

Within the Faculty there are four departments (Agricultural Sciences; Pest-management and Conservation; Soil and Physical Sciences; Wine, Food and Molecular Biosciences), and all staff are actively encouraged to work across disciplinary boundaries within the Faculty, with the rest of the University, and with national and international colleagues. To that end, the Faculty also hosts two University Centres of Excellence (Food for Future Consumers; Designing Future Productive Landscapes) whose specific purpose is to facilitate interdisciplinary research and act as a magnet for collaboration.

Currently, undergraduate teaching provides training in two main areas: Agriculture/Horticulture (B.Agr., B.Agr. Sc., B.V.& O.) and Science (B.Sc. in Conservation & Ecology, Environmental Science, Food Science). In addition to a range of Graduate Certificate and Graduate Diploma programmes, the Faculty offers two unique offerings to undergraduate students: namely the B.Agr.Sc.(Hons), a four-year programme that includes a Masters-level dissertation; and the B.Sc. with an individual major, in which (with the approval of the Academic Board) a student can choose a combination of courses that define a coherent programme of student with a particular focus of interest.

The Faculty also makes a significant contribution to teaching of courses in the Bachelor of Agribusiness and Food Marketing, the Bachelor of Commerce (Agriculture) and the Bachelor of Environmental Management.

In addition to its undergraduate programmes, the Faculty is implementing a strategy to meet the globally recognised need for agri-food education that increases the technological absorptive capacity of producers and agri-food professionals, and hence to facilitate greater innovation in agri-food production systems. The successful implementation of this strategy will increase the number of postgraduate students in both taught and research programmes. A critical part of this will be to build on existing strong partnerships with industry and other organisations in the education and research sectors, in order to improve relevance and grow supervisory capacity.

In addition to a range of Postgraduate Certificate, Postgraduate Diploma and Honours programmes, the development of the postgraduate teaching portfolio has resulted in the introduction of a number of 180-credit Master's degrees:

- The Master of Science in Food Innovation was the first 180-credit M.Sc. offered by Lincoln University and has proved to be very popular, particularly with international students. The programme is taught over 12 months in three 'semesters'
- The Master of Wine and Viticulture was introduced in 2019 with key courses in microbiology, laboratory methods and sensory science co-taught with the M.Sc. in Food Innovation. The programme is also taught over 12 months in three 'semesters'
- The Master of Pest Management with specialisations in Plant Pest Management and Vertebrate Pest Management was also introduced in 2019
- In collaboration with the Faculty of Agribusiness and Commerce and the University of Canterbury, the Master of Precision Agriculture was introduced in 2020.

The Faculty is also making efforts to develop enduring relationships with relevant international universities of equivalent standing. In line with the University's China Plan, collaborative discussions have led to agreements with three Chinese universities (Zhongkai University of Agriculture and Engineering, Guangzhou; Guangdong Ocean University, Guangdong; and Tianjin University of Commerce, Beijing). Resulting articulation routes allow for B.Sc. (Food Science) students at these Chinese universities to study at Lincoln University for 12-16 weeks in English Language, one semester of undergraduate Food Science courses, and then progression to the M.Sc. in Food Innovation. The first cohort from Zhongkai University of Agriculture and Engineering arrived at Lincoln University in semester 2, 2019.

In addition to normal academic processes to ensure the quality and



relevance of the Faculty's teaching programmes, an ad-hoc Teaching Working Group was established in 2019 to review current programmes and to address issues related to negative perceptions related to careers in the food and fibre sector. The Faculty has now commissioned market research by an external consultancy to provide evidence for use in shaping the next phase of academic programmes development.

The Faculty has a strong research ethos, with a research income of in excess of \$7 million annually. This supports a large cohort (150-200) of postgraduate students, many of whom are embedded within externally-funded research programmes. Discipline areas covered by research and postgraduate supervision in the Faculty are wide-ranging, encompassing: applied sciences (agricultural systems, viticulture, pest management, conservation, environmental science, food science), physical and life sciences (animal science, plant science, microbiology, soil science), and fundamental sciences (biochemistry, cell biology, molecular biology, ecology).

The Faculty maintains a number of facilities to enhance teaching and facilitate research. In addition to a range of laboratory-based analytical facilities, the staff and students in the Faculty have access to plant-growth chambers, glasshouses, and field research areas, and horticultural facilities (vineyards, hop garden, etc.) for teaching and research. In addition, the Faculty is responsible for the operation of a number of farms (dairy, dryland livestock, high-country) which are utilised for both teaching and larger-scale research activities.

The farms have increased engagement with high school children through the appointment in 2019 of a Farms Education Facilitator with a mission to undertake schools outreach and organise farm-based learning activities.

This work has been interrupted by the COVID-19 pandemic and currently the focus has shifted to creating achievement standard (paper) specific resources in the areas of Science, Agricultural and Geography that highlight the AGLS departments.

Lincoln University aspires to be globally recognised for excellence within its sector, and is presently ranked in the 51-100 group of the QS World University Rankings in Agriculture and Forestry.

### **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. Linking people, businesses and economies through an interdisciplinary approach where business studies encompass economic, social and biophysical elements is a central theme in the Faculty, as is a global outlook and reach.

To support the Faculty's aspirations, the teaching portfolio has two directions. One is explicitly agribusiness-focused, including the one year Diplomas of Agriculture and Horticulture, the two year Diplomas of Farm Management and Horticulture Management, in addition to the degrees of Bachelor of Commerce (Agriculture), Bachelor of Agribusiness and Food Marketing, Master of Management (Agricultural Systems), Master of Management (Agribusiness), Master of International Rural Development (Agribusiness) and the rural valuation major in the Bachelor of Land and Property Management. From 2021, we will be offering a Diploma in Horticultural Business and a Bachelor of Commerce (Horticulture).

The rest of the business degree portfolio is moving towards a much greater focus on agribusiness through a 'Commerce-Plus' model that will have a large part of the teaching context embedded with agrifood-sector examples and context.

At the undergraduate level, this includes the Bachelor of Commerce (BCom) majors in Accounting and Finance, Food and Resource Economics, Supply Chain Management, Global Business, and Marketing. Commerce-Plus means a student undertaking a BCom major will still graduate with a significant exposure to, and capability in, agribusiness at a number of levels.

The Faculty also has a BCom major in Hotel and Tourism Management to provide for a sector that has become an important part of New Zealand's economy and an important part of diversification in rural New Zealand. In doing this, the Faculty is now able to support both the service and goods sectors that underpin the New Zealand economy.

The Faculty has also entered the online/distance education space with a number of programmes. This includes a joint degree in Food and Resource Economics being offered with Yunnan Agricultural University in Kunming, China using a mixture of online content, streamed lectures and face-to-face delivery, a collaboration with the University of Tasmania in Australia in an online Global Master Class in Horticulture Business, and the Master of Professional Accounting (CPA).

Through the Yunus Social Business Centre at Lincoln University, the Faculty is also building a social business programme at the undergraduate and postgraduate levels, working to build awareness of social business in the university and wider community, provide mentoring to social businesses and supporting research related to social business.

Research and postgraduate supervision in the Faculty of Agribusiness and Commerce has traditionally had a strong focus on agribusiness and resource management, however most of this is in the context of postgraduate supervision rather than externally-funded research. Some staff have developed research

opportunities in the National Science Challenges, particularly collaborating with AgResearch. The Faculty is also currently collaborating with industry in a number of its courses, including an extensive network of farms for field visits and projects. There is also a project-based course where students develop a project concept based on interactions with a particular business. For the last two years this has been the Farmlands co-operative. Staff in the Faculty are currently involved with World Vision in a \$4 million multi-year MFAT-funded project in Myanmar. A recent development is building dairy futures markets capability and research in collaboration with the commodity trading group at Fonterra and NZX, and leveraging the Faculty's Bloomberg trading platform. There are also collaborative research projects underway with AgResearch and DairyNZ.

The Faculty is heavily involved in developing long-term international relationships in teaching and research. In addition to the programmes with Yunnan Agricultural University and the University of Tasmania, it has developed an Agribusiness Summer School programme which collaborates with overseas universities to offer four- to six-week programmes that introduce students to culture, business and food, and develop new import or export ideas for New Zealand. In previous years, tours have gone to China, Indonesia and Brazil, Thailand and South Korea. These types of programmes help to underpin the strong international focus of business education at Lincoln.

#### **Faculty of Environment, Society and Design (ESD)**

This is the most diverse of the three faculties at Lincoln University in terms of its teaching specialisations and areas of academic expertise. It delivers programmes in landscape architecture, environmental management and planning, tourism, sport and recreation management, rural social science, GIS

and land-focused technology.

The Faculty delivers a number of courses on the Treaty of Waitangi, tikanga, and Māori and indigenous planning and development that support the Māori Strategy. In 2019, new courses were also introduced in Te Reo and Mahika Kai. The Faculty also offers joint undergraduate and postgraduate programmes with the University of Canterbury in disaster, risk and resilience and freshwater management. It also leads the Lincoln University contribution to SIGNAL, the South Island ICT Graduate School. These offerings are underpinned by a strong tradition of inter-disciplinary postgraduate supervision, nationally and internationally recognised research and longstanding engagement with a range of industry, sector and professional organisations.

The particular strengths of the Faculty are in broadening the conventional conception of 'land-based' to include a focus on urban space, the urban-rural interface, and a wide range of interactions between people and places. The School of Landscape Architecture is the oldest and most prestigious of its kind in New Zealand and has been extensively involved with post-earthquake rebuild and resilience in Christchurch. The Faculty has the only tourism programmes in Australasia that are located within a social science rather than a commerce setting. It has very strong connections with organisations such as Antarctica New Zealand, Recreation Aotearoa, Tourism Industry Aotearoa, Parks Agencies Managers Group and the Department of Conservation (DOC). A Faculty professor is now seconded as Chief Science Advisor to DOC, and DOC has committed to funding scholarships for students studying Parks and Outdoor Recreation until 2022.

In teaching, the Bachelor's and Master's degrees in landscape architecture are accredited by the New Zealand Institute of Landscape Architects and those in environmental management

and planning are accredited by the New Zealand Planning Institute. In 2020, the Faculty also plans to accredit its environmental management programmes with the Environment Institute of Australia and New Zealand Inc.

Landscape architecture draws on significant teaching and mentoring input from practitioners and similar connections are expanding in other programmes, with one of the Faculty's professors being made a Fellow of the New Zealand Institute of Landscape Architects in 2019. Through its offerings in sport and recreation management, the Faculty is closely involved with a variety of local and national sporting bodies, and is able to facilitate training and employment opportunities for students. The recently-introduced recreation internship programme has resulted in students being in high demand across the recreation and parks sector.

A strategy is in place to render more explicit the variety of Māori content within programmes such as tourism and environmental management, so that it is more accessible to students from across the University. In late 2017 the Faculty developed a range of transferable majors that can be taken with any Lincoln University degree – Environmental Management, Event Management, Parks and Outdoor Recreation, Tourism Management and Water Management.

The Faculty has a long history of inter-disciplinary postgraduate supervision and this is especially so with students from developing countries. For example, the key recreation, tourism and parks management authorities in Nepal are almost exclusively directed by Lincoln University graduates. Recently, undergraduate practical work requirements in several degrees have been refined towards more specific research-focused internships and project work. These are strengthening a longstanding pattern of research and publication between staff and students.

The Faculty has a strong research ethos and a mutually agreed cross-Faculty research strategy emphasising priority themes in 'Engaging People with Place', 'Innovating Governance and Practice for Land and Water' and 'Growing Community Resilience'. Over the last four years the Faculty has developed a strong externally-funded rural social science research programme via AgResearch, and in conjunction with a recent academic appointment in rural social science. It is also strongly engaged in the National Science Challenges – especially NSC 10: Resilience to Nature's Challenges and NSC 11: Building Better Homes, Towns and Cities. There is much potential to develop research relationships with Landcare and DairyNZ among others. The Faculty also houses the largest group of academics with expertise in science and technology studies of any university in the country.

### University Studies and English Language Division (USEL)

The University Studies and English Language (USEL) Division's role in the University is to prepare domestic and international students for academic success through programmes that:

- Provide learning and language pathways to sub-degree, undergraduate and postgraduate study for the land-based sector
- Support the transition to university study for students from secondary education, other tertiary education and the workforce
- Recruit and retain students for the University.

### Programmes

The division's sub-degree teaching portfolio includes the following specialist areas:

- The Certificate and Diploma in University Studies (academic preparation for degree study with an

emphasis on core academic skills and new curriculum)

- English for Academic Purposes (academic English for certificate, diploma and degree study and for Study Abroad students)
- The Graduate Certificate in Academic English (academic English and skills preparation for postgraduate study at Lincoln University)
- The Diploma in Organic Agri-Food Production (organic production systems in the context of science, tikanga and mahika kai).

Programmes are delivered face-to-face and online for selected cohorts of students.

### New projects and pathways for students

Since 2019 the division has included in its focus the development and utilisation of new and existing pathways to encourage the recruitment of additional domestic students, especially Māori and Pasifika students, as well as more mature students or those who have recently left the workforce. This has been a particular focus in 2020 and has driven the redevelopment of the Certificate in University Studies for online delivery. The Diploma in Organic Agri-Food Production is being redeveloped for online delivery in 2021, where it is anticipated it will have greater reach. Both these pathways will offer new students access to the land-based disciplines of Lincoln University, from any location in New Zealand and abroad. The Office of Māori and Pacific Development remains a key internal stakeholder in this work.

The division continues to build links with the faculties through the redeployment of staff and with partner institutions through its delivery of English language, including short programmes, for students enrolled in Study Abroad and those who enter Lincoln University through international articulation agreements. In 2020 the

focus has been on retaining these relationships in preparation for the future return of international students.

The success of the above initiatives will continue to be measurable through increased enrolments, successful completions of courses and programmes, student evaluations and retention into further academic study at Lincoln University. The division remains committed to supporting the University's strategy and plans, and to contributing to the academic success of Lincoln University students through its pathway and academic English programmes and through creating successful transitions to tertiary study.

## 4.6 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, as well as our graduates who will work in multidisciplinary teams in the future workforce.

## 4.7 New activities planned (including subsidiaries)

### B.linc Innovation Ltd - 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 not only runs in-house events, but also collaborates with a plethora of relevant stakeholders to design and hold events and facilitate projects outside of the confines of the B.linc Workshop. This ensures that B.linc's wealth of 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. These include:

**Innovation Series** – a monthly panel seminar where inspiring innovators from industry, science and academia share their narratives about the future of the food and fibre sector.

**Big Challenge Series** – a half-yearly event bringing courageous innovators, inventors and leaders together to focus on a big challenge or opportunity for New Zealand's primary industry space and to develop collaborative programmes.

**New Wave** – an event with the aim of building the next generation of leaders and innovators, attracting them to the food and fibre industry through developing new thinking.

**Vibe** – an event to engage the local Lincoln precinct and surrounding areas with the aim to highlight areas of common interest and potential collaboration opportunities, whilst also providing a chance to network in a casual environment.

**Cultivate** – an event designed to connect entrepreneurs and SMEs to industry leaders in order to support and cultivate business ideas and excellence.

**Excellence** – a series of events designed to showcase research conducted 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 other faculties within academia.



# 5. Our outcomes and measures



## Key Changes

- Maintained 'Low Risk' under the TEC's Financial Monitoring Framework
- Established an Enhancement Theme Steering Group which reports quarterly to the national group as part of the cycle 6 Academic Audit.



## Key Targets

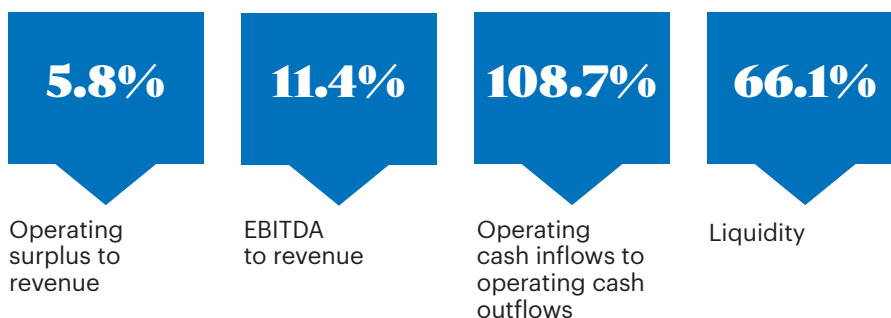
- Continue to maintain low risk
- Achieve revenue growth targets..

## 5.1 Financial capability and performance

### Improved financial performance

*The University is now consistently 'Low Risk' under the TEC's Financial Monitoring Framework (FMF)*

Through initiatives that commenced in 2016, the University has moved from 'high risk' to 'low risk' at the end of 2017, and continued to be 'low risk' to end 2019. The following 2019 financial performance results are consistent with the low risk Financial Monitoring Framework targets:



The last four years has seen the University's financial performance continue to improve, with Lincoln University performing in line with the 'low risk' FMF targets alongside the other New Zealand universities.



## Financial Performance and Position

	2019 Full Year Actual \$000	2018 Full Year Actual \$000	2017 Full Year Actuals \$000	2016 Full Year Actuals \$000
Group Revenue	\$126,876	\$118,610	\$116,386	\$123,332
Group Expenditure	\$119,508	\$114,496	\$109,324	\$122,839
Group Operating Surplus/(Deficit)	\$7,368	\$4,114	\$7,062	\$493
Group Total Assets	\$343,031	\$314,115	\$274,882	\$288,400
Group Total Liabilities	\$49,587	\$49,322	\$45,363	\$50,230
Group Equity/Net Assets	\$293,444	\$264,793	\$229,519	\$238,170
<b>Group Financial Ratios</b>				
- Operating Surplus (Deficit) to % revenue <i>Operating Surplus(Deficit)/Revenue (excl Insurance Revenue)%</i>		3.5%	6.1%	0.4%
- EBITDA to % revenue <i>EBITDA/Revenue (excl Insurance Revenue) %</i>	11.4%	9.0%	13.6%	4.0%
- Operating Cashflows <i>Operating Cash inflows/Operating Cash outflows %</i>	108.7%	110.6%	101.5%	100.1%
- Liquidity <i>Liquid funds/Operating cash outflows %</i>	66.1%	28.2%	23.2%	35.2%

## 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 established an Enhancement Theme Steering Group led by the Assistant Vice-Chancellor Māori and Pasifika and the 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 due in early June 2020 and was submitted on 5 June following approval 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.

### Internal reviews

Annual Academic Programme Review: all bachelors and taught masters degrees are reviewed annually to examine enrolment numbers and student demographics, identify issues and recommend actions, ensure the graduate profile continues to be fit for purpose, and include feedback from the student voice.

External Academic Programme Review: this review evaluates a 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 2022.

## 8. Statement of service performance

	Intended qualification (Cohort Group)	Actual 2018	Actual 2019	Forecast 2020	Target 2021	Target 2022	Target 2023
<b>Participation</b>							
Non Māori and non-Pasifika	Level 4 to 7 (non degree)	89.0%	88.7%	87.2%	86.8%	86.1%	85.9%
	Level 7 degree	89.0%	88.2%	88.0%	87.8%	87.5%	87.4%
	Level 8 to 10	94.9%	94.9%	94.1%	93.8%	93.8%	93.7%
Māori	Level 4 to 7 (non degree)	8.9%	8.6%	8.7%	8.9%	9.1%	9.1%
	Level 7 degree	9.6%	10.2%	10.2%	10.3%	10.5%	10.6%
	Level 8 to 10	3.9%	4.1%	4.1%	4.2%	4.2%	4.3%
Pasifika	Level 4 to 7 (non degree)	2.2%	4.0%	4.1%	4.3%	4.8%	5.0%
	Level 7 degree	1.5%	1.7%	1.8%	1.9%	2.0%	2.0%
	Level 8 to 10	1.8%	1.7%	1.8%	2.0%	2.0%	2.0%
<b>1st Year Retention</b>							
Non-Māori and non-Pasifika	Level 4 to 7 (non degree)						
	Level 7 degree	82.4%	83.5%	83.0%	83.2%	83.1%	83.2%
Māori	Level 4 to 7 (non degree)						
	Level 7 degree	73.1%	92.3%	82.7%	87.5%	85.1%	86.3%
Pasifika	Level 4 to 7 (non degree)						
	Level 7 degree	40.0%	66.7%	66.7%	66.7%	66.7%	66.7%
<b>Course Completion</b>							
Non-Māori and non-Pasifika	All	88.2%	88.2%	88.5%	88.4%	88.6%	88.5%
Māori	All	84.4%	84.0%	84.2%	84.4%	84.8%	85.0%
Pasifika	All	76.3%	73.2%	74.8%	75.0%	75.0%	75.0%
<b>QC Rate</b>							
Non-Māori and non-Pasifika	All	62.6%	62.6%	63.0%	63.0%	64.0%	65.0%
Māori	All	45.7%	46.5%	48.0%	48.5%	49.0%	50.0%
Pasifika	All	35.3%	33.3%	40.0%	45.0%	48.0%	50.0%
The amount of external research income earned (\$'000)	All		\$31,848	\$33,744	\$32,439	\$35,786	\$37,191
The number of international student EFTS	All	712.8	956.6	719	776.4	940.9	1069.0
The number of Research Degrees completed	All	80	83	85	85	85	85









# Appendices

## Scholarship Awards – 2019

(The awards listed are for the initial year of tenure)

### UNDERGRADUATE SCHOLARSHIPS

#### Allied Security Bursaries

Kate A. Braidwood  
Luke W. Gilchrist  
Stuart R. Hunter

#### Argyle Awards

Nicola Kennedy  
Emma S. B. Trolove  
Andre M. Salvador

#### Boffa Miskell Landscape Architecture Scholarship

Sophie M. Harrison

#### Sir Turi Carroll Centennial Scholarship

Charlotte R. Parry  
Ellen N. Pryor

#### William and Ina Cartwright Scholarship

No award made

#### C H Croker Memorial Scholarship

Annabel J. Butterick  
Thomas A. Renton  
Phoebe B. Topp  
Callum J. Woodhouse

#### Colliers Commercial and Industry Property Scholarship

Benjamin John Renton

#### Constellation Brands Scholarship

Damon M. Lovell

#### DairyNZ Undergraduate Scholarships

Nikita M. Beck  
Cameron L. Butterworth  
Demelza R. B. Dalglish  
Celine R. Dalley  
Joshua A. Hamill  
Paige T. Harris  
Brayden W. Johnston  
Leilani C. Lobb  
Monique J. Mellow  
Rebecca L. Rickard  
Kate Smitsra  
Brad K. Trebilcock

Ashleigh T. Van Uffelen  
Owen M. Veltman  
Amy M. B. Wells  
Devyn R. Wills

#### Department of Conservation Parks and Outdoor Recreation Scholarship

Nikita M. Beck  
Gina E. Bobby  
Sabrina H. Coley  
Bridget M. Elliott  
Stephanie J. Loughnan

#### William Walter Dunsterville Scholarships

Eilish J. L. Burrows  
Leucia J. Caves  
Roisin C. Chilton  
Demelza R. B. Dalglish  
Emily J. M. Draper  
Rex G. Hurley  
Emma J. Maxwell  
Lily R. Reed  
Ashleigh T. Van Uffelen

#### Charles and Ella Elgar Trust Bursary

Hannah N. Nichols  
Sophie L. Prendergast

#### ETEC Crop Solutions Scholarship

Eilish J. L. Burrows  
Hamish J. Dunbar  
Libby Ruddenklau

#### First Light Foods Scholarship

Lucy G. Hewitt

#### FMG Agriculture Scholarship

Andrew S. Allan

#### James and Evelyn Gane Scholarship

Kate A. Braidwood

#### Garden Marlborough Scholarship

Jayanta W. McKendrey

#### Neil Gow Memorial Scholarship

Anna R. Hayward

#### George Graham Trust Scholarship

Daniel J. Powell

#### Graduate Women Canterbury Trust Inc. Scholarship

Samantha M. Earl-Goulet

#### Simon Gubbins Lincoln University Scholarship

Charles M. Young

#### Sir Graeme Harrison Scholarship

Robbie G. S. Crozier

#### Harwood Farm Trust Scholarship

Rachael O. Hoogenboom  
Edwin C. Laver  
Ashleigh T. Van Uffelen  
Rhiannon Whelan

#### Horticulture New Zealand Scholarship

No award made

#### William Hudson Scholarship

Abagael L. Carden-Holdstock

#### Hogan Hurst Horticulture Scholarship

Brooke P. Benny

#### Peter Wallace Johnstone Memorial Scholarship

Sian M. Macdonald

#### Lincoln University Alumni Association Degree Scholarship

Jodanne G. Aitken

#### Lincoln University Alumni Association Diploma Scholarship

Jack T. O. Taggart

#### Lincoln University Aoraki Connect Scholarship

Cheyenne T. K. Wilson

#### Lincoln University Basketball Scholarships

Ihaia J. T. Kendrew  
Rosalia M. Samia

#### Lincoln University Cricket Scholarships

Charlotte J. Calder  
Will H. Smith

**Lincoln University Elite Sports Scholarship**

Andrew S. Allen  
Benjamin A. Baynes  
Georgia L. Gibbons

**Lincoln University Excellence Scholarships**

Isabella G. Howe  
Kaitlin J. Watson

**Lincoln University Fanua Scholarship**

Viliami T. F. Tohi

**Lincoln University Foundation Exchange Awards**

Oakley B. Campbell  
Xinyi Cheng  
Kate R. Coster  
Maui E. E. Duley  
Karina Hadden  
Isabella J. Hardy  
Caitlin J. McCulloch  
Ryan D. Neill  
Robyn-Maree D. Parkinson  
Rachael C. Wood

**Lincoln University Future Leader Scholarships**

Seiji Abe  
Petra M. Campbell  
Bryleigh A. Collins  
Oliver J. G. Donaldson  
Shannon M. Fitzgibbon  
Mckenzie M. Frear  
Frederick M. E. Gibson  
Melissa L. Gray  
Caitlin A. Grieve  
Tessa R. Inwood  
Reuben J. Jeffery-Butler  
Niamh E. L. Maxwell  
Tom F. Shallard  
Kate Smitstra  
Tyler J. Sparks  
Jackson D. C. Taylor  
Phoebe B. Topp  
Amy M. B. Wells

**Lincoln University Gap Year Scholarships**

Mikaela L. Dawson  
Shelby A. M. Wilson

**Lincoln University Hockey Scholarships**

Natalie C. Austin  
Reuben J. Crawford  
Ellie M. Duncan  
Andrew G. D. Ross

**Lincoln University Inclusive Education Award**

Padric R. M. Ahearn  
Nicole C. Kean

**Lincoln University Māori and Pasifika Accommodation Scholarship**

Ethan P. M. Asher  
Natasha A. Crawford  
Thomas R. Cross  
Uenuku I. Hoerara  
Grace C. Marshall  
William L. R. Stevenson  
Mary L. Yeatman

**LU Mātauraka Māori Scholarship**

Mishael L. J. Coulter

**Lincoln University Netball Scholarships**

Megan R. Borst  
Mikayla S. Gillespie  
Amanda R. Harris  
Charlize M. Milne

**Lincoln University Overseas Exchange Awards**

Maui E. E. Duley  
Ryan D. Neill

**Lincoln University Rowing Scholarships**

Angus W. K. Gilbert  
Xavier P. Wright

**Lincoln University Rugby Scholarships**

Liam R. Allen  
Ryan W. Barnes  
Forne K. Burkin  
Matthew C. H. Graham-Williams  
Joshua A. Hamill  
Tahu K. Kaa  
Oscar V. H. Koller  
Joshua T. Loveday  
Nicholas L. McNair  
Ishmael H. Perkins-Banse  
Amhlaoihb Porter

George W. Latter  
Amy M. Rule  
Patrick B. Thacker

**Lincoln University Suffrage Centennial Undergraduate Scholarship**

Akika Takada

**Lincoln University TeenAg Scholarships**

Mikayla H. Binney Cox  
Jessica R. Guy

**A.D. Lochhead Memorial Scholarship**

Libby Ruddenklau

**Lone Star Farms Scholarship**

Thomas R. J. Adkins

**T.E. Ludecke Memorial Award**

Leon E. Barrowcliffe

**William S. MacGibbon Scholarship**

Georgia O. Marshall

**G B Malcolm Scholarship**

No award made

**Michael Martin Bursary**

Georgia O. Marshall

**Moore Stephens Markhams Wairarapa Ltd Accounting Scholarship**

Olivia B. Pike

**New Zealand Grain and Seed Association Scholarship**

No award made

**S S Obery Scholarship**

Brooke P. Benny

**E P Parcell Memorial Scholarship**

Ryan T. Nicholson

**Basil Parkes Scholarship**

Oscar S. Savage

**Elizabeth Richards Scholarships**

Mckenzie R. Alfeld  
Jeroen Breunisse  
Samuel M. King  
Brooke E. McKay  
Tessa C. Mitchell



**The Salvation Army Edmund Sanderson  
Jeff Farm Scholarships**

Hannah M. Brewer  
Harrison A. Burgess  
Tasman J. Cook  
Madeline R. Drew  
Nicholas E. C. Simpson  
Rhiannon Whelan

**Sir Arthur Sims Scholarships**

Ryan W. Barnes  
Benjamin A. Baynes  
Angus W. K. Gilbert  
Joseph J. P. Olsen  
Daniel H. Patterson

**Southern Environmental Trust  
Scholarship**

Jodanne G. Aitken

**South Island Agricultural Field Days  
Inc. Scholarships**

Amy M. B. Wells  
Callum J. Woodhouse

**John Samuel Taylor Memorial Text  
Book Awards**

No award made

**JMH Tripp Agricultural Scholarship**

Hamish J. Dunbar  
Samantha M. Earl-Goulet

**University of California Travel Award**

No award made

**Charles Upham Trust Scholarship**

Hamish J. Dunbar

**Gladys Grace Vale Bursary**

Jayanta W. McKendrey

**Margaret Watling Scholarship**

No award made

**Westpac Scholarship**

Alexandra M. Cochrane

**POSTGRADUATE  
SCHOLARSHIPS**

**Brian Aspin Memorial Scholarship**

Aimee L. Milne

**Bart Baker Memorial Scholarship**

No award made

**Miss Clarice Bell Memorial Scholarship**

Jasmine C. Tanner

**MacMillan Brown Agricultural  
Research Scholarships**

Weiyi Liu  
William D. Talbot  
Tihana Vujinovic

**Craigmore Sustainables Scholarship**

Thomas A. R. Scott

**Foundation for Arable Research  
Postgraduate Scholarship**

No award made

**Freemasons University Scholarship**

Megan R. Fitzgerald

**Freemasons Postgraduate  
Scholarship**

Libby L. Pilcher-Twiss

**William Gao Postgraduate Scholarship  
for Excellence**

Yeimy N. Walker

**Graduate Women Canterbury Inc Trust  
Postgraduate Scholarship**

Karina Hadden  
Elise P. Le Compte

**Sir Charles Hilgendorf Memorial  
Postgraduate Research Scholarship**

No award made

**Hine Rangi Trust Scholarship**

Hamish T. Wills

**Don Hulston Foundation Scholarship**

No award made

**Lady Isaac Scholarship in Nature  
Conservation**

Kathryn A. Bugler

**Lincoln University Doctoral  
Scholarships**

Paul T. Epee Misse  
Atefeh Fazayeli  
Cameron J. Marshall  
Samuel T. Seba  
Irene Setiawan

**Lincoln University Postgraduate Rugby  
Scholarships**

Harrison J. Courtney  
Benjamin T. Crawford  
Nicholas P. Souchon

**Lincoln University Senior Scholarships**

Jodanne G. Aitken  
Samantha M. B. Earl-Goulet  
Jonathan T. Hadipurnomo

**William Machin Doctoral Scholarships  
for Excellence**

Gemma M. Payne

**Manning Seed Award**

Lucy M. Egan

**L W McCaskill Scholarship**

Thomas A. R. Scott

**Sarita McClure Scholarship**

Andrew J. Milsom

**John W & Carrie McLean Trust  
Scholarship**

Ugonna J. Ekegbu  
Nicole L. Oliver

**A C Rayner Memorial Scholarship**

Timothy M. Driver

**Heaton Rhodes Scholarship**

Ghassan Mahmoud

**James Bruce Smith Memorial  
Scholarship**

Emma M. Chrystall

**Kathleen Ann Stevens Scholarship**

Sophie L. Prendergast

**The Centre of Excellence Sustainable  
Tourism for Regions, Landscapes  
and Communities Research Masters  
Scholarship**

Niamh T. Espiner

**Gordon Williams Postgraduate  
Scholarship in Ecological  
Sciences**

Kate R. Coster

## PRIZE AWARDS – 2019

### AgResearch Prize

Hamish J. Dunbar

### ASB Bank Prizes

Caren C. Wibawa  
Isabelle M. F. Keeling

### John Henry Atkinson Prize

No award made

### Bachelor of Environmental Management and Planning Prize

Sara Hodgson

### Bachelor of Environment and Society Prizes

Year 1 Susanna J. Blakely  
Year 2 Zivana J. R. Hammond-Walker  
Year 3 Georgina D. Fulton

### Barenbrug Agriseeds Ltd Prize

Fiona C. Anderson

### Ian Blair Memorial Prize

Alana M. Thurston

### The CCH Law Prize

Luke W. Gilchrist

### The CCH Tax Prize

Levana J. Jackson

### Chartered Accountants Australia and New Zealand Prizes

#### Year 1

ACCT 101 1st Thomas R. Cross

#### Year 2

ACCT 202 1st James C. W. Kerse  
ACCT 203 1st Madaline R. Hutchinson  
ACCT 211 1st Eilish B. Byrne  
FINC 204 1st Fabian Steck  
LWST 2011st Fiona S. Pahl

### Clif Collister Prize

No award made

### David Combridge Cup

Levi J. Slater

### CPA Australia Prize in Accounting

Connie L. N. Poletti

### Cropmark NZ Seeds Ltd Prize

Lucy E. Bell

### Deloitte Touche Tohmatsu Prizes

First Prize B.Com James C. W. Kerse  
B.Com Carly R. Foy

Second Prize B.Com Ella L. Sutherland  
B.Com Xueqi Li

### Faculty of Environment, Society and Design Prizes in Recreation Management

#### The Alan Taylor Prize

Melissa L. Gray

#### The John Taylor Prize

Mikayla S. Gillespie

#### The Pat Devlin Prize

Shani K. Clark  
Rebecca L. Gillett

### Foundation for Arable Research Prize

Fiona C. Anderson  
Thomas R. J. Adkins

### Graduate Women Canterbury Prize

Nina G. Downer

### Grasslanz Technology Ltd Prize

Nicholas E. C. Simson

### S C Harris Memorial Cup

Saurav Ghimire

### John Hayward Memorial Prize

Scheherazaide Y. Pahlm

### The Herb Producers Prize

Hamish J. Dunbar

### E R Hudson Prize

Geordie J. Mills

### Merrell Johnston Prize

George T. Gill

### CC Leitch Memorial Cup

Neeraja Soudari

### Luisetti Seeds Prize

Hamish J. Dunbar

### Matson & Co Challenge Cup

Thomas R. J. Adkins

### New Zealand Institute of Agricultural and Horticultural Science Prize

Christopher M. W. Chisholm

### New Zealand Society of Animal Production Prize

George D. Letham

### New Zealand Institute of Landscape Architects Awards of Excellence

David O. Pedley  
Yibo Li

### New Zealand Institute of Landscape Architects/Robin Gay Prize

Sean J. Eustace

### New Zealand Planning Institute Canterbury/Westland Branch Prize for Planning

Max H. Lichtenstein

### New Zealand Seed Industry Top Student Prize

Aimee L. Milne

### PGG Wrightson Seeds Prize

Dewi Soegiarto

### Property Institute of New Zealand Student of the Year Prize

Alice M. Campbell

### Peter Rough Award of Excellence

Sean J. Eustace  
Sophie M. Harrison

### Seed Force Ltd Prize

George E. Shand

### Wreford Reed Memorial Cup and Marcroft Challenge Medal

Rebecca A. Hutton

### W O Rennie Memorial Prize

Hamish J. Dunbar

### University Gold Medals

Agriculture Angus J. M. Foster  
Horticulture Saurav Ghimire

### Waihora Prize

Derrick S. Mangoro

### Leonard White Memorial Cup

Daniel N. Thwaites

### Sir James G Wilson Prize

Hamish J. Dunbar

### George F Wright Cup

Kristy J. Havill

### W A Yardley Cup

Angus J. M. Foster



**LINCOLN**  
**UNIVERSITY**

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Find out more at [www.lincoln.ac.nz](http://www.lincoln.ac.nz)