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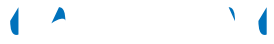
(where we want  
to be)

To be a globally ranked, top five, land-based, University, unlocking the  
power of the land , to enhance lives and grow the future

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**P**  
(why we exist)

2.



**Lincoln University Council**  
The Lincoln University Council

# 3.

## 3.1 Alignment e i i n g a e g i e

Lincoln University is an organisation intent on growing to further contribute to the Government's strategic goals for the land-based sector. The University will contribute by increasing the number of land-based sector graduates, particularly domestic, to meet industry demand. It will also provide relevant capability and solutions to help tackle future technical and environmental challenges.

Lincoln University has a distinctive research profile, reflecting its specialist, land-based orientation. A key feature is its distinct pedagogy whereby there is a strong cohesion between research and education, meaning that its learning is positioned in a research-intensive environment where research revenue per academic FTE is the highest amongst New Zealand's universities. The University's research adds value across many sectors, including agribusiness, land and water, food, beverage, dairy, tourism and environmental management sectors. It achieves this through partnerships and collaboration with other land-based organisations, such as Crown Research Institutes (CRIs), other research entities and the private sector – many of which are based in the Lincoln community.

For Lincoln University, helping businesses and communities that are connected with the land - from agribusiness to tourism - share in the brightest possible future is behind its core purpose: unlocking the power of the land to enhance lives and grow the future.

The University has acknowledged that achieving its purpose required change. Late in 2016 it embarked on a change agenda covering key areas of University functions: education, research, leadership, and a range of strategic enablers including, amongst others, campus development.

introduced in 2016 called the Internal Economy has restructured budgeting activities and introduced tools to work towards financial performance standards.

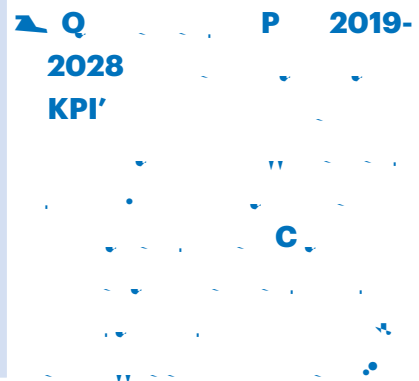
Faculties and departments now have ownership of their direct costs and revenues, allowing them to manage e orts and resources to increase student numbers and research activities, ensuring a more sustainable institution for the long term. The suite of tools to support the Internal Economy process has been developed and rolled out across the University. These tools enable budget managers to be agile and react quickly to market changes. Following a decade of sub-standard financial performance, Lincoln University is now performing above the TEC's Financial Monitoring Framework (FMF) targets.

### F

- EBITDA to revenue 9%
- Improved financial performance returning the University to "Low Risk" under the TEC's Financial Monitoring Framework
- Finalised total insurance settlement
- EFTS at the highest level post-earthquakes
- Strategic Plan 2019-2028 in place
- Cohesive Senior Management team in place
- Asset sales achieved, plus further surplus assets identified
- Partner with AgResearch in building science facilities


**I 2017,** **B**, which subsequently released a report in October 2017 detailing five key themes, which are reflected in the University's major initiatives. The recommendations were:

1. Redefine quality course o erings and create new ways of student-focused learning for undergraduates, postgraduates and mid-career professionals
2. Build Lincoln University's research outcomes and reputation to deliver positive change for Aotearoa New Zealand in the land, food and ecosystems domain
3. Move away from being a standalone university to be the academic heart of the Lincoln community and a valued partner to institutions with shared goals
4. Imbue Lincoln University with a clear purpose that delivers for Aotearoa New Zealand and contributes globally to create knowledge and opportunities around land, food and ecosystems, building on the University's historical strengths
5. Reset the governance and executive capability to achieve Lincoln University's renewed purpose.





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- Flexible majors
- Online and blended delivery
- Joint programmes.

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New financial model and return to surplus

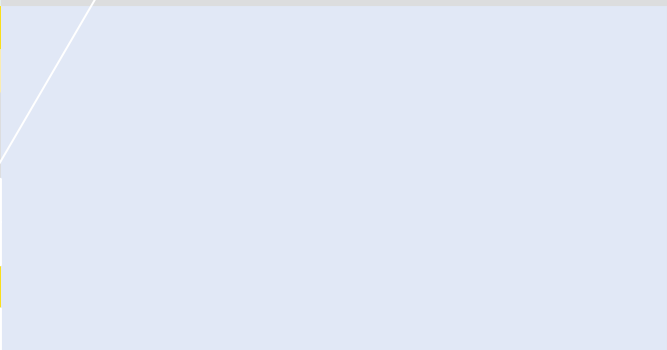
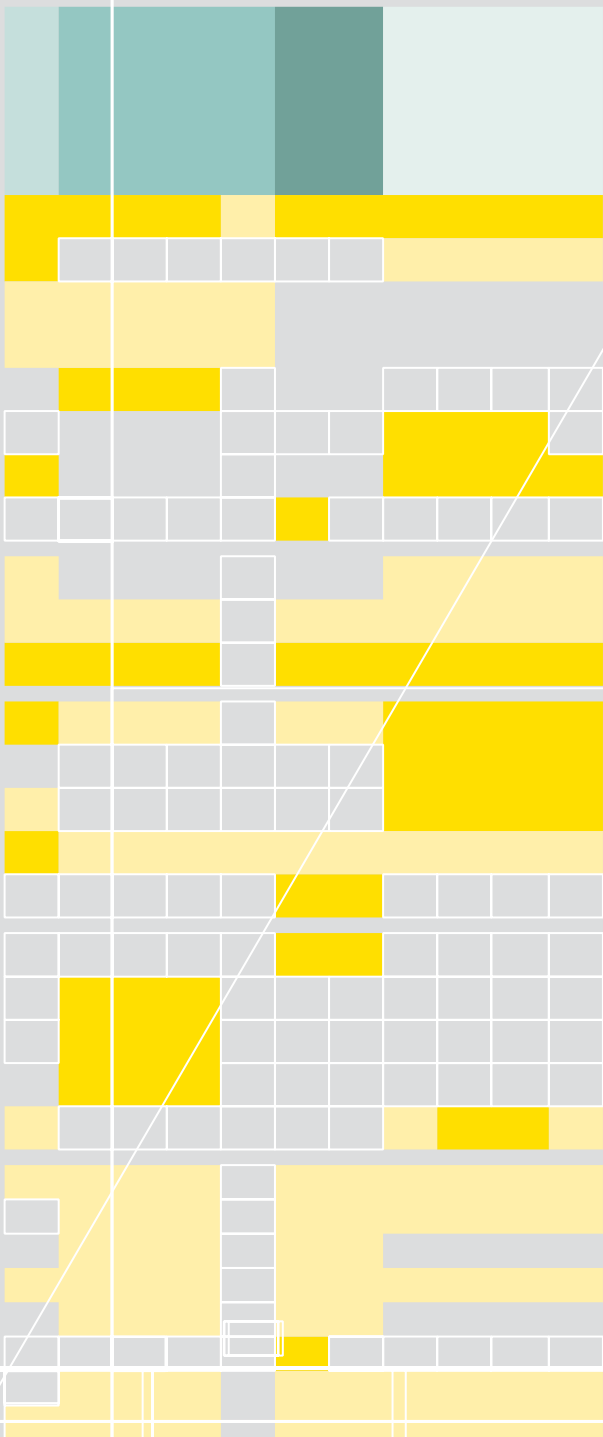
Continued process of strengthening governance  
and management

Developing and attracting capability to lead change

Strengthening partnerships and collaboration with



To achieve student growth, Lincoln University must increase the number of students it is recruiting. At the same time, to ensure year-on-year growth, newly recruited students have to be retained. To achieve this, a series of initiatives have been identified that address both recruitment and retention.



## 4.1 Academic programme

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- Ensured all undergraduate courses have an online course site in LEARN
- Increased the number of 180 taught master's. These include the Master of Pest Management and the Master of Wine and Viticulture
- Transitioned staff from traditional face-to-face delivery to using a blended learning approach.



- Offer a selection of postgraduate programmes 100% online by early 2020
  - Implement micro-credentials to enable learners to access specific knowledge and skills
  - Improve academic pathways for students to align and promote jointly-taught and awarded programmes with other universities
  - Implement a new 180-credit jointly taught Master of Precision Agriculture with the University of Canterbury in 2020.
- 

Lincoln University's Annual Academic Programme Review measures programmes against a 5A matrix to ensure they are flexible, relevant, and connect with Lincoln's specialist portfolio, with commentary required via the University's Customer Business Partner. Programmes are also subject to an External Academic Programme Review on a cyclical basis involving both internal and external review panels. All new programmes are subject to an external peer-review process managed by Universities New Zealand within three years following graduation of the first cohort.

Academic staff are responsible for the design of programmes, including stakeholder, student and iwi consultation and input, and professional accreditation (where relevant). Industry representation on liaison and advisory groups within faculties, divisions, and departments ensures current needs and advice are identified in the design. Deans and Directors must provide a business case to the Deputy Vice-Chancellor to confirm the viability of any new programmes. All programme proposals are scrutinised and endorsed by the respective Faculty and Division Teaching Committees. Proposals are submitted to the Learning and Teaching Committee and Academic Board for review and endorsement, and progressed to Council for final approval.

Lincoln University encourages Māori and student input into programme development by ensuring membership on academic committees, including each Division/Faculty Teaching Committee, the Learning and Teaching Committee and the Academic Board.

The University's Māori Strategy aims to inculcate a kaupapa Māori ethic and approach to course and programme design. These are assessed against Māori value statements and matauraka Māori to ensure the curriculum content, delivery and overall pedagogy reflect Māori desires to study as Māori. The Learning and Teaching Committee, in partnership with the Assistant Vice-Chancellor, Māori and Pasifika, is working actively with Faculties and the Division to apply the objectives, skills and values from the Māori Strategy to support the design and implementation of programmes and courses

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## Future 2020

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Implementation of micro-credentials intended to enable learners to access specific knowledge and skills, evidenced by a need from industry, employers, iwi, professional associations, and/or community

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Improve academic pathways for students, commencing with addressing the credit disparity at postgraduate level to align and promote jointly-taught and awarded programmes with other universities.

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**D** . /

### 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 2020, Lincoln plans to offer a selection of postgraduate programmes that are offered 100% online.

### Provide clear pathways to degree level study

The Certificate in University Studies (CUS) and Diploma in University Studies (DUS) are key staircase qualifications, with 90% of students who've completed one or more of these qualifications being retained by the University.

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.

thoLincoln Univamee Bach

	2018	2019	2020	2021
CUS	88.9%	91.0%	91.5%	92.0%
DUS	90.0%	97.5%	97.8%	98.0%
Level 5 (excluding DUS)	27.2%	38.5%	39.0%	40.0%

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 time frame available for those on an accelerated pathway. For DUS students, the expected time to completion of degree is between two and three years.





## 4.2 Making campaign

### K C

- Initiating the change in focus on growing its home region of Canterbury
- Developing a bicultural campus that has a commitment to work with takata whenua and provide greater visibility of the University's commitment to M ōri
- Supporting and engaging with relevant schools and communities with a focus on M ōri and Pasifika to bring

### K

- Increase enrolments from the Canterbury region; from within schools with the Agribusiness curriculum; from students in urban environments; and, specifically, from the Auckland and Australian markets
- Increase enrolments of M ōri by 10-11% and Pasifika by 10%
- Increase the number of postgraduate researchers and implement changes to ways of working, which includes allowing researchers from other organisations to serve as supervisors of PhD students
- Implement a joint graduate school for studies in the land-based land sector with New Zealand Crown Research Institutes and other New Zealand and international universities
- Grow international numbers with a focus on postgraduate-taught research and global partnerships.



Lincoln University Open Day July 2019.

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

The majority of Lincoln University's domestic students have traditionally come from the Canterbury region. Its representation continues to be significant. However, we are seeing a decline in the domestic Canterbury market with Canterbury now accounting for between 38% and 70% of students across each of Lincoln's top nine programmes.

In order to build its domestic market share, Lincoln University must invest in building student numbers from the broader New Zealand student pool, in particular urban students. Lincoln has a number of competitive advantages compared to other New Zealand tertiary institutions, which should prove attractive to students from all regions.



1

The highest percentage of students that transition into paid employment compared to other tertiary institutions in New Zealand (see Section 5.1)

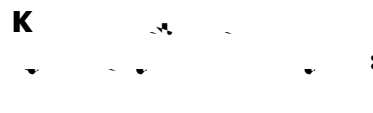
2

Specialist degrees in fields that are in-demand, and speak directly to the New Zealand land-based sector including primary production, environmental management, agricultural commerce and tourism

3

Global reach and access to global experts, including collaborations with CRI and industry partners.

Recognising this, Lincoln is focused on increasing student numbers from across the regions but with a particular focus on growing its home region of Canterbury, and the high urban market of Auckland. However, despite these having the greatest growth potential, it will require significant investment to change the traditional perception of Lincoln University.



15% from the Canterbury region by



10% from schools with the Agribusiness curriculum by



5% from urban environments, specifically Auckland with the goal to increase applications by (10% in Auckland)

10% from the Australian market with the goal to increase applications by

10 – 11% of enrolments by 10% for Māori and 10% for Pasifika.







### 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
- Implementing a joint graduate school for studies in the land-based sector with New Zealand Crown Research Institutes and other New Zealand and international universities.

### International students :

We're growing international numbers by focusing 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
- Growing India – Lincoln's second largest market, with rapid growth and prevalence of postgraduate study. An on-the-ground 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.

### 4.3 Student experience and engagement



- Strengthened the Student Experience Board
- New Student Experience Benchmark.



- Improve the end-to-end student experience through the adoption of a student-centred design model
- Introduce student experience operational plans to ensure the University takes a unified approach to enhancing student experience and engagement.



Student experience and engagement 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 segments, Lincoln has developed a series of market-specific initiatives:

## Motivations for Wellbeing

<b>Hauora Wellbeing :</b>	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 new Respectfully Lincoln sex and consent programme has been established and positively received by students. A Wellbeing mentor programme has allowed students to be trained in, and advocate for, health and wellbeing
<b>Transition and Orientation :</b>	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 have been increased to support new students with the adoption of supervised buddy systems and student-led events that encourage interaction between domestic and international students
<b>Engagement :</b>	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
<b>Family and Parental Engagement :</b>	Parents are also impacted by Lincoln University's offering 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
<b>Student Engagement :</b>	The best way to improve student engagement is to go to the students themselves, incorporating the voice of students into all decision-making on matters affecting their experience. This includes ensuring there is student representation on our academic committees and Council, working groups, and our Student Experience Board which is co-chaired by a student representative.

Prior to enrolment, Student Liaison and Customer Engagement help prospective students make informed choices about their tertiary enrolments, by working with them

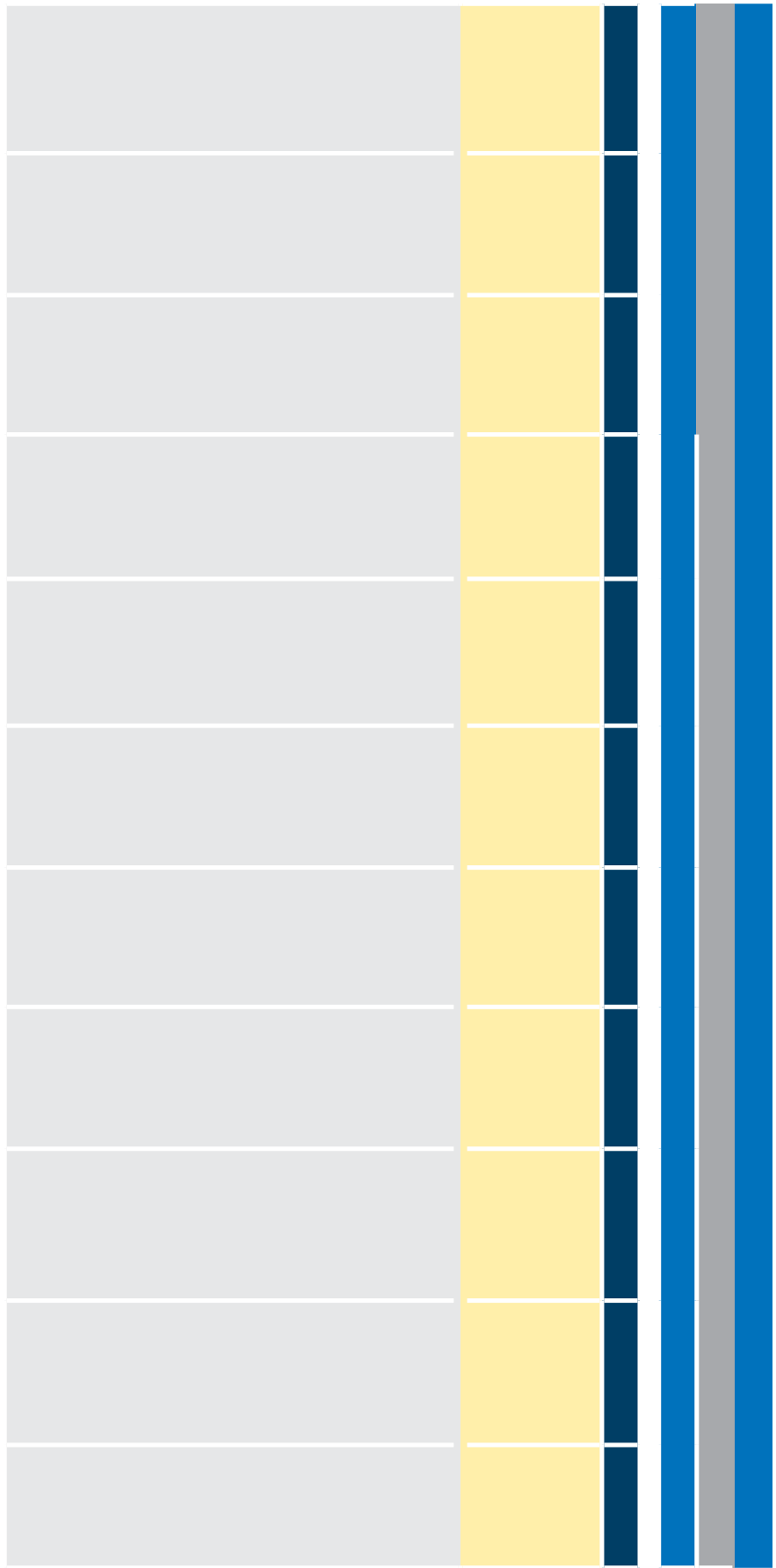


### Adopting a student experience model

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

Lincoln University Investment Plan 2020-2022



### Graduate destination survey

Since Lincoln University reinstated the Graduation Destination Survey in 2017, it continues to achieve a higher-than-average response rate for externally distributed online surveys. The survey, conducted in 2019, collected data from 2018 graduates about:

- 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.



**2019** ( **2018** ),  
**2018 G D**



**40%** of the survey respondents were in paid employment with 84% of these working full-time; 16% were not in paid employment

**16%** of those in paid employment worked 30 hours or more a week

**49%** (almost half) of respondents who were not in paid employment were not looking for employment, with half enrolled for further study

**46%** 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%)

**5%** of students who had enrolled to do further study, returned to Lincoln University.

#### 4.4 Campus Development



- Approved and implemented a full Campus Development Programme
- Undertook significant remedial and replacement work
- Settled insurance claim giving the University the financial capacity to undertake planned changes.



- Greater return on research and development
- Increase in number of land-based sector graduates
- Globally competitive agri-tech industry
- Globally competitive land-based sector
- Sustainable production and management of food, land, fibre and ecosystems
- Improved ability to attract and grow talent
- Delivery of better research outcomes for New Zealand through collaboration than could be achieved as a stand-alone institution
- Improved financial outcomes
- Increased stakeholder confidence and preference.

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 Mori strategy and focus on sustainability, while balancing respect for our heritage with an eye to the future. One of our goals is to provide an environment that allows our students and staff to reach their potential. Our desire is to create a campus that enhances connections and collaboration. A campus with a vibrant heart at the centre.

The Campus Development Programme<sup>2</sup> has been developed with a set of Master Planning principles informing a range of changes, from quick wins to long-term investments:

#### Master Planning

1



Be a leader, look like a leader, act like a leader, and walk the talk

2



Be the place of choice for students, researchers, and business

3



Be the national hub of land-based science, education, design and commerce

4



Be an incubator of innovation and agribusiness.

<sup>1</sup> https://www.lincoln.ac.nz/about-us/our-strategy/our-strategy-2020-2022/our-strategy-2020-2022

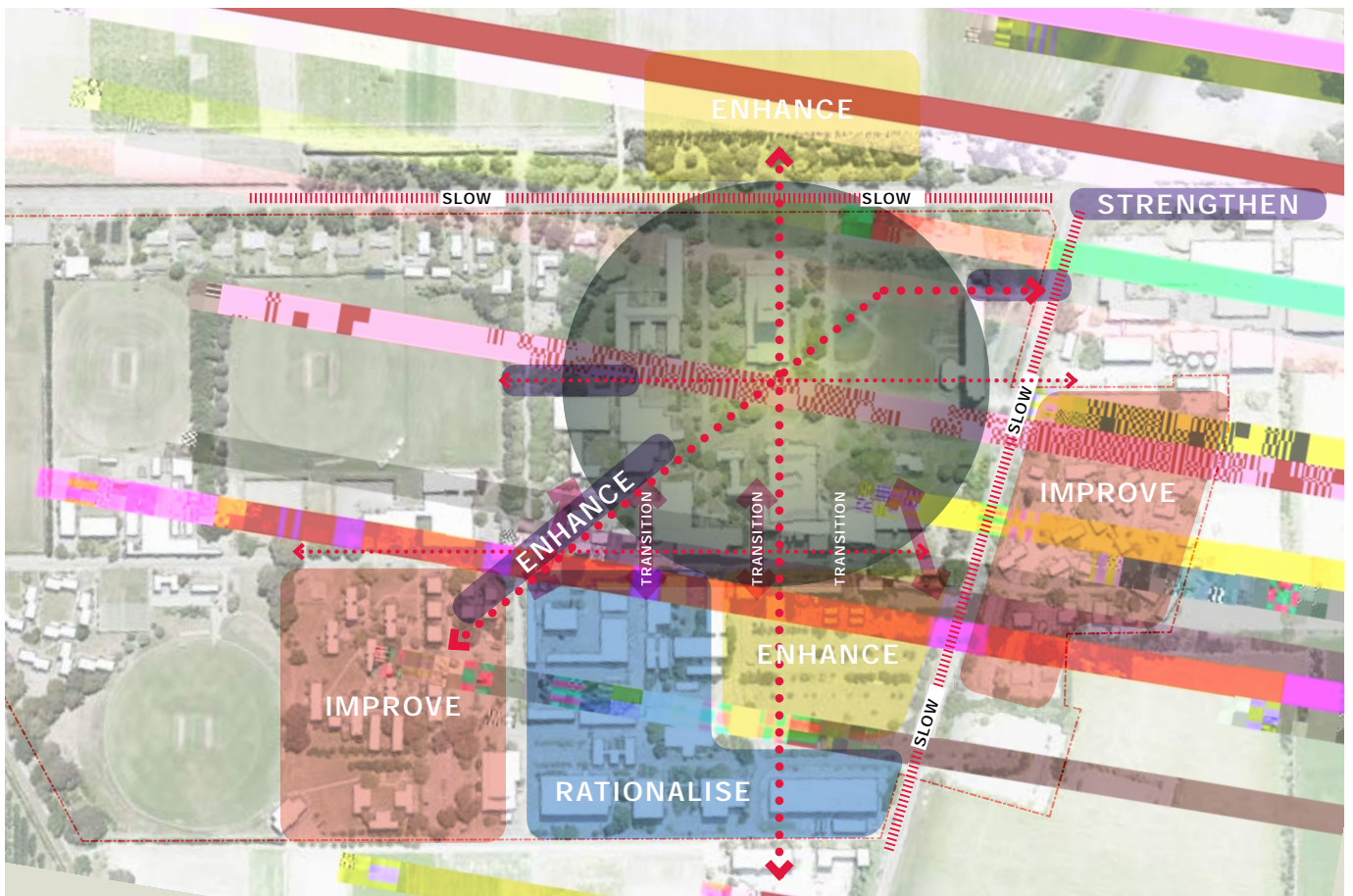
Recognising that achieving a fit-for-future campus, which is attractive to potential students and will support their retention, requires strategic decision-making around what and where to invest. Changes, therefore, involve improvement and enhancement, but also some rationalisation and consolidation.

The overall investment, estimated at up to \$203.6m, 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, student experience spaces, and creation of decanting space to enable earthquake remediation works. The remaining funding is allocated to modernisation of learning facilities and learning technology.

Going forward 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.



## Key features of the Capital Development Programme

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

2

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

3

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

4

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

The phasing and prioritisation of the projects making up the programme has been established through a review of requirements against:

- Campus Masterplan
- Capital asset management plans and forecasts
- Affordability
- Procurement and delivery models
- Lincoln University Strategic Plan
- Decanting and business continuity requirements.

A number of projects are already complete or underway and are as follows:



The Junction, student accommodation.



**1.**  
A distinctive Aotearoa New Zealand end-to-end student experience

**2.**  
Improved assets and sustainable operating models

**3.**  
A culture that stimulates and inspires staff and students

**4.**  
A world-class research and learning precinct

**5.**  
An organisation focused on meaningful partnerships

**6.**  
Facilitating Growth



**B**

<p><b>N</b></p> <ul style="list-style-type: none"> <li>• Greater return on R&amp;D</li> <li>• Increase in number of land-based sector graduates</li> <li>• Globally competitive agri-tech industry</li> <li>• Globally competitive land-based sector.</li> <li>• Sustainable production and management of food, land, fibre and ecosystems</li> </ul>	<p><b>L</b></p> <ul style="list-style-type: none"> <li>• Improved ability to attract and grow talent</li> <li>• Collaborate to deliver better research outcomes for NZ than could be achieved as a standalone institution</li> <li>• Improved financial outcomes</li> <li>• Increase stakeholder confidence and preference</li> </ul>
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Unlocking the power of the land to enhance lives and grow the future



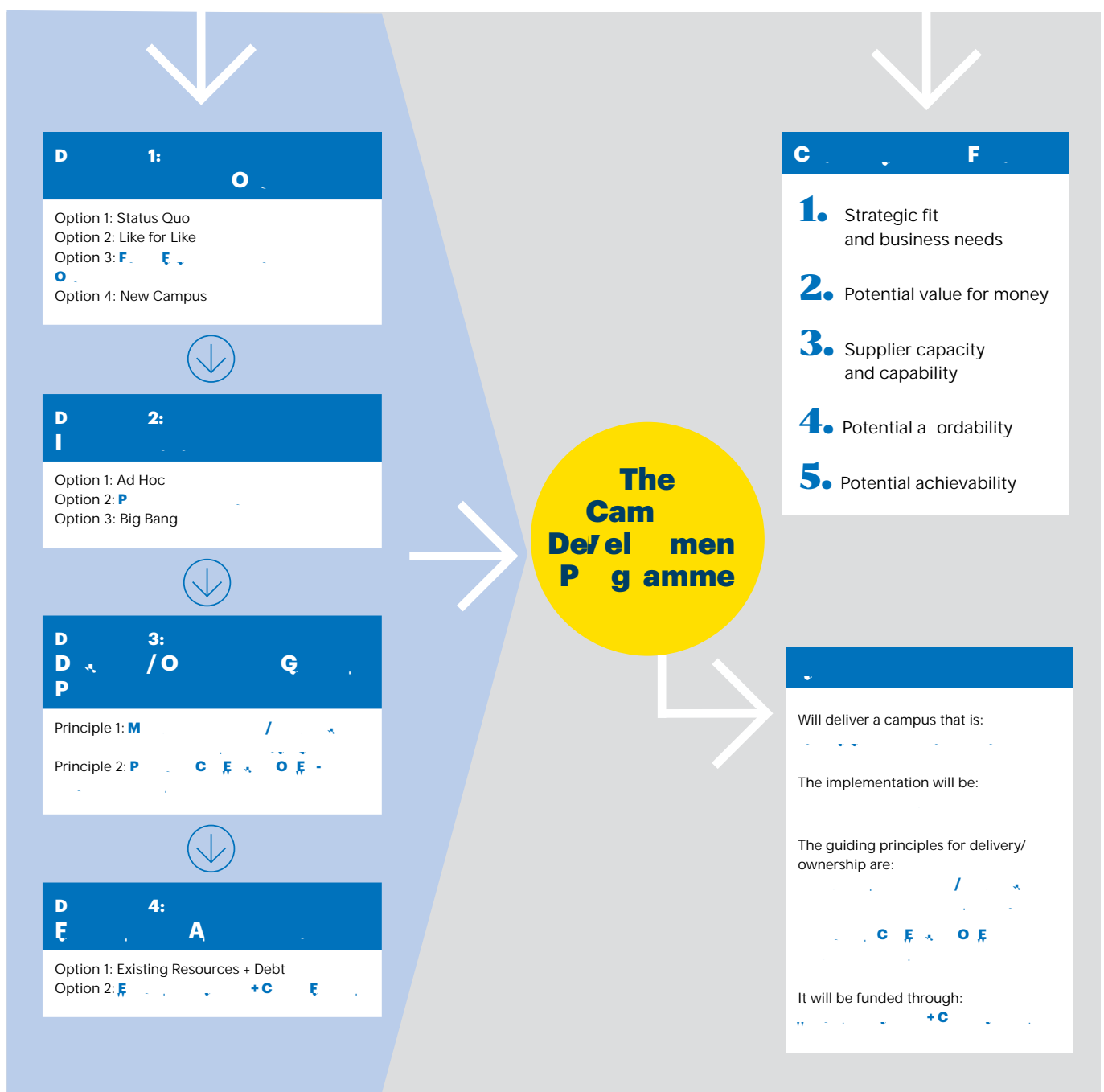
The Lincoln University Strategic Plan 2019-2028 defines the scope of services to be provided to achieve purpose and strategic goals



Enabled by:



Assesses options and makes recommendation to how this is best achieved



## 4.5 Pa ne hi

### K C

- Partnership discussions with University of Canterbury
- Implemented the Children's University Canterbury Partnership with Canterbury University
- Partnership discussions with AgResearch
- Signed a memorandum of understanding with the Parks Agencies Managers Group as the preferred tertiary provider for parks programmes.

### K

- Increase participation in university study by offering and promoting

### Lincoln University and AgResearch

Work continued in 2018 on the planning of the Lincoln University AgResearch Joint Facility on the Lincoln campus, where the Hilgendorf building was previously located. Lincoln University and AgResearch formed a limited partnership to build the Joint Facility, to catalyse multi-disciplinary and multi-organisational collaboration on a significant scale, supporting scholarships and driving innovation.

Following the Government's decision not to endorse the Joint Facility Implementation Business Case, the partners have worked closely together to design complimentary buildings on the former Joint Facility site with a view to achieve the intended benefits. The partners are currently presenting business cases for their buildings to the Crown and working through the sale and purchase of underlying land.

Lincoln University and AgResearch are committed to partnering in a collaborative precinct to deliver significant benefits for New Zealand's agricultural and land-based sector.

## Working with Other Tertiary Providers

### **Christchurch Educated Inc**

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. 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.

### **New Zealand College of Business**

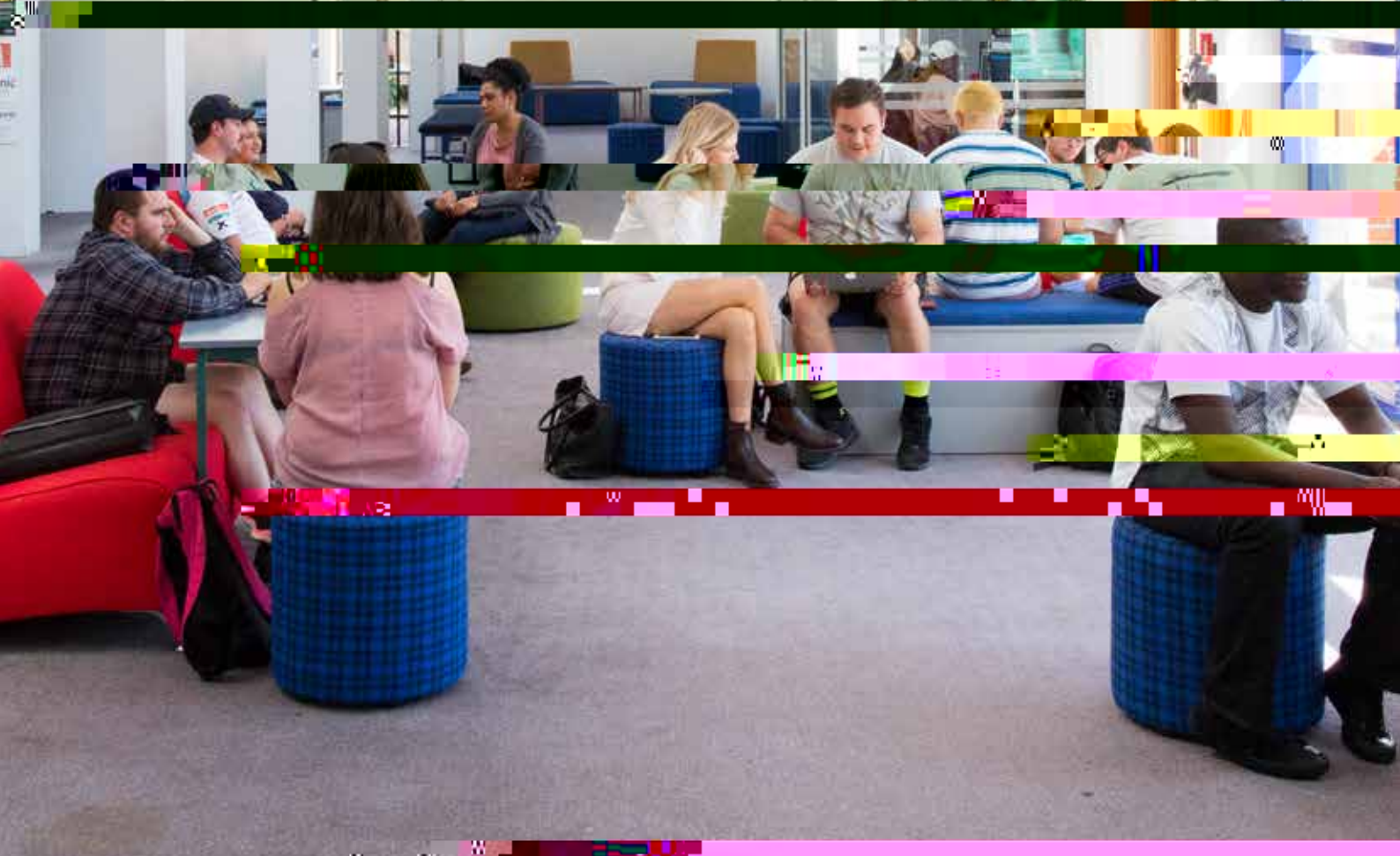
Lincoln University and the New Zealand College of Business have jointly introduced platforms for international students to pursue their studies toward bachelor's and master's degrees at Lincoln University. Under their Memorandum of Understanding, graduates of the NZCB Level 5 Diploma in Business Administration receive entry with credit into Lincoln University's bachelor's degrees. The NZCB Level 7 Diploma in Business Administration enables students to be admitted to Lincoln University's Master of Business qualifications.

### **SIGNAL**

The TEC funded South Island ICT Graduate School (SIGNAL) is a collaboration between University of Otago, Ara, Lincoln University, Otago Polytechnic and the University of Canterbury. SIGNAL is a direct response to the rapid growth in IT roles across all sectors, where thousands of new jobs will be created over the next 10 years. SIGNAL offers work-ready education for aspiring IT professionals and work-based future-proofing for those who are already in the industry. Driven by industry and delivered in partnership with industry, SIGNAL's programmes offer a suite of new model teaching: studio-based projects, seminars, industry placements and projects, mentoring and work-based learning.

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

Established in 1976 by Bob Crowder, a Lincoln University academic, the BHU was re-launched in 2001 as a charitable trust and a joint venture between Lincoln University and the New Zealand organic sector. The trust aims to promote organics through education, research and extension work. Funding from the MAF Sustainable Farming Fund, and the Agricultural and Marketing Research



# 5.



## 5.1

## Affiliations





of livestock farming; soil, plant and microbiomes; and livestock genetics and management. Key messages are delivered to external stakeholders including farmers, consultants and regional councils, through focus days run on the farm.

**Joint Management Committee of Lincoln University and DairyNZ**

The Faculties of Agribusiness and Commerce, and Agriculture and Life Sciences are members of the Joint Management Committee of Lincoln University and DairyNZ. This committee addresses collaboration arrangements in research and teaching between Lincoln University and DairyNZ, aiming to provide enhanced research output with strong stakeholder engagement and better utilisation of resources (including staff and facilities) for research.

**5.2 Building achievement for Māori and Pasifika (Priority 3)**



- Lincoln University has a greater understanding of its contribution to Māori and the Māori economy
- Māori Strategy has undergone a review with the intent to provide a revised strategy and accountability for its implementation across the University. This strategy also includes a focus on Te Taiao, Whenua and Mahika Kai
- Inclusion of Mātauraka Māori and Mahika Kai in the three new Centres of Research on campus demonstrates a commitment to ensure co-created and co-delivered research with Māori is being embedded in research methodology
- Pasifika scholarships (Fanua) for domestic students, and introduction of a Pasifika Graduation Ceremony
- Increased engagement level of Māori and Pasifika through developing trained and skilled thought leaders
- Sharp increase in the uptake of Māori Courses (MAST) since 2017.



- To have 10% of Māori and (domestic) Pasifika students in internships in Māori or Pasifika organisations in 2020, rising to 30% in 2021
- To have 75% of Māori and (domestic) Pasifika students in internships within five years
- Grow domestic student numbers from the Pacific nations for the next two to three years
- To reduce the parity gap in the commencing year of diploma and degree programmes.

Lincoln University is committed to increasing Māori and (domestic) Pasifika graduates, empowering communities and supporting their development aspirations.

The Māori and Pasifika communities are integral to New Zealand's culture and heritage. These communities are also well aligned to, and catered for by Lincoln's specialist land-based offerings. Land is at the heart of Māori and Pasifika cultures, and many Māori communities are developing innovative commercial opportunities that require specialist skills and knowledge. It is important to emphasise the goal is to increase graduates, which by extension involves growing student numbers and increasing recruitment. The focus will be to engage communities to support retention and progression, and to more fully support Pasifika, whānau, hapū, hapori and iwi aspirations.

The Māori and draft Pasifika Strategies are supporting and directing the objectives that Lincoln University has set itself as part of the Cycle 6 Academic Report 2020-2022. The focus will be to engage communities to support retention and progression, and to more fully support Pasifika, whānau, hapū, hapori and iwi aspirations.

Lincoln University is committed to increasing Māori and (domestic) Pasifika graduates, empowering communities and supporting their development aspirations. The focus will be to engage communities to support retention and progression, and to more fully support Pasifika, whānau, hapū, hapori and iwi aspirations.

**M ori strategy**

Lincoln University's overall M ori Strategy has undergone a review with the intent to provide a revised strategy developed by all staff and accountability for its implementation across the University. This strategy also includes a focus on Te Taiao, Whenua and Mahika Kai as outlined in the Transformation Board's report of 2017. There are three pou:

**Strategic relationship**

Lincoln University has a range of current relationships with Ng i Tahu representative bodies and subsidiaries, and other M ori entities. Lincoln University is focused on building deeper relationships through its Whanake Ake strategy, which seeks to engage strategic partners to support M ori students through internships and work experience placement. This will provide the access to professionals and technical advice needed for graduates to effectively engage in their respective subject areas.

**Student experience and achievement**

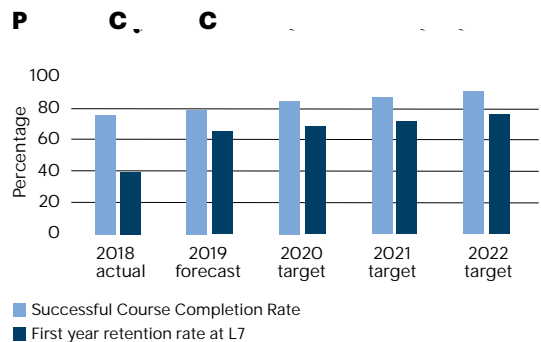
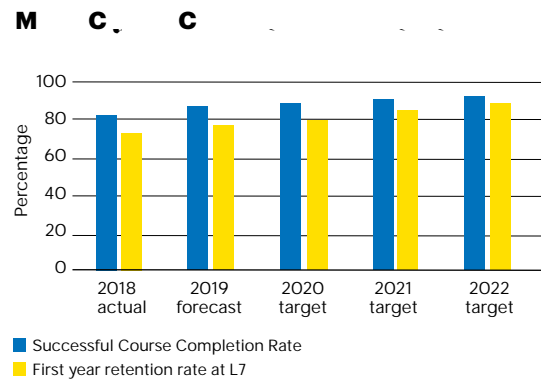
M ori Support Coordinators play a major role in supporting and monitoring student experience and achievement across the University. Ongoing engagement and strong relationships with Faculties and the Learning and Teaching department allow for coordinated monitoring of student outcomes and ensuring pastoral and academic support is delivered across the University.

The uptake of new M ori courses and support by M ori staff for general courses has had a positive impact for M ori and Pasifika as well as for international and general students. New M ori and Pasifika staff and more responsive teaching delivery mechanisms made a difference in 2018 with greater enthusiasm and support for M ori related content and collaboration with takata whenua.

MA (M )C	2017 A	2018 A	2019
MAST	11.7	19.3	21.4

The uptake of M ori courses in the past three years have seen a sharp increase following a deliberate focus on articulating Lincoln University's relevance to supporting M ori land and economic development and ensuring the implementation of relevant M tauraka M ori content and Kaupapa M ori methodologies as part of teaching, learning and research. This was particularly the case with the Mahika Kai course which included seven guest lecturers with expert knowledge in their respective fields and observations of traditional and contemporary mahika kai at Manaaki Whenua, Koukourarata, and the Biological Husbandry Unit (BHU). In Semester 2, this course will be extended to include guest lectures from Massey University and a tripartite Mahika Kai project with Manaaki Whenua, the BHU and Lincoln University.

Te Awhioraki is Lincoln University's M ori Student Association which leads student activity on campus and has representation on key committees to advocate for M ori student issues.



## **Knowledge and Research**

Whanake Ake is the pathway for Māori students considering a Lincoln University qualification. Whanake Ake aims to build a stronger Māori workforce and a new generation of Māori leaders by offering industry relevant, career-oriented programmes ranging from diplomas (levels 5-6) through to undergraduate and postgraduate degrees (levels 7-9). A key component of Whanake Ake is the collaboration with Māori entities to provide internships and workplace experience throughout the student's educational journey to broaden skills and knowledge.

Lincoln University also has the ability to provide a number of Māori-specific courses that focus on policy and planning, resource management, landscape design, nga tikanga Māori, environmental management, Māori identity, Te Tiriti o Waitangi and Māori culture and society. In 2019, three new courses were delivered including the reintroduction of te reo Māori in both semesters and the first university Mahika Kai course in New Zealand. The reintroduction of te reo in 2019 has been a major accomplishment, given the last delivery of te reo on campus was in 2008. This course was also the impetus for holding the Waitaha Regional Ngā Manu Kōrero competition and will support the inclusion of te reo and bilingual signage across campus as part of our journey into developing a bicultural campus.

Mahika kai is also a key focus for mātauraka Māori at Lincoln University. With a sharpened focus on Lincoln University's unique advantage for teaching and research in the land-based area, mahika kai is being interwoven into a range of projects and initiatives on campus.

Lincoln University is also engaged in Māori research outcomes, both quantity and quality. This will lead to the development of institution-wide

faculty, division and other operational unit mechanisms and approaches to facilitate Māori responsive research and build Māori research capacity and capability. The inclusion of mātauraka Māori and mahika kai in the three new Centres of Research on campus demonstrates a commitment to ensure co-created and co-delivered research with Māori is embedded in our research methodology. This ensures that whānau, hapū, iwi and hapori aspirations are a key component of our research outcomes, which is evident in two MBIE Vision Mātauranga projects that were awarded in the 2019 round. Both projects were co-created and will be co-delivered with whānau and hapū and have a focus on mahika kai.

Lincoln University also hosts the Bio-Protection Research Centre and Agribusiness and Economics Research Unit, which have a number of research projects focused on Māori outcomes.

### **Draft Pasifika strategy**

Enrolments from the Pacific nations are growing, particularly with Lincoln University's long-established relationship with the international Pasifika community through the MFAT scholars' programme. It is in this area specifically where the University foresees having the most positive impact on growing the wider Pasifika community's capability and achievement.

The University recognises it has the potential to grow its New Zealand Pasifika student numbers and has dedicated specific resources through the recruitment of a Pasifika Support Coordinator. This position oversees the Pasifika Achievement and Monitoring Framework which, like its Māori counterpart, provides focused monitoring of Pasifika achievement for those students in their first year of university study, and ensures key points of engagement and processes for intervention. In 2019, Lincoln University

offered its first dedicated Pasifika scholarship, the Lincoln University Fanua Scholarship, to assist with living costs for domestic Pasifika students. This is in addition to the Māori and Pasifika Accommodation Scholarships that have been offered since 2018.

Lincoln University has also shown a commitment to celebrating Pasifika languages throughout the year and will host the Papua New Guinea 44th Independence Celebration on campus. As with the Māori community, providing opportunities to celebrate the Pasifika community is a key component of the draft strategy.

The further development and implementation of the Pasifika Strategy is Lincoln University's commitment to its responsiveness to the cultural needs of Pasifika.

## **Pacific Islander Association**

Lincoln University has a Pacific Island Student Association (LUPISA) to support Pasifika students. This association is supported by the Lincoln University Students' Association, which funds activities and outings and includes both domestic and international Pasifika students. Community groups that engage with LUPISA students include the Cook Islands Canterbury Students' Association, Samoan family and business organisations, and the Lincoln University chaplaincy (primarily Papua New Guinea students). Pasifika students also have a dedicated space to gather, hold meetings, eat and study on campus.

The Christchurch office of the Ministry of Pasifika Peoples has played an important role on campus, providing support, collegiality and network opportunities for our students.

**Contribution to the Pacific Community's capabilities and achievements**

Like Mori, Pasifika peoples place an importance on land, food security and environmental issues. Lincoln University sees a role in ensuring it remains supportive and committed to developing skilled leaders in these areas to help contribute to Pasifika aspirations. The high number of postgraduate students at Lincoln also demonstrates that it is able to support innovative research and think tanks to tackle areas of concern for its Pacific neighbours.

The University awards the Lincoln University Fanua Scholarship to domestic Pasifika students, and held the inaugural Pasifika Graduation Ceremony. This visibility of Pasifika related events and support on campus helps to demonstrate the University's commitment to the Pasifika community.

**Grant Development through involvement in the NZAid programme in 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.

	2017	2018	2019	2020
New Pasifika Students	8	16	7	12
Other new students	24	29	31	34
Continuing Pasifika Students	22	13	22	17
Other Continuing Students	53	44	49	54
Total Pasifika Students	30	29	29	29
Total Other Students	77	73	80	88
All MFAT Students	107	102	112	117
Percentage Pasifika	28.0%	28.4%	25.9%	24.8%

**5.3 Strengthening the education system (Priority 5)**

**Postgraduate Education (Priority 5)**

	2018	2019	2020	2021	2022
Bachelors with Honours	38.4	33.7	32.8	32.7	32.7
Postgrad Certs / Dips	45.9	65.8	64.0	63.9	63.9
Masters (taught)	181.8	285.9	390.1	438.3	533.2
Masters Research	70.46	35.37	42.5q2ad	ChD.36156	(.2)JJ748 O T(4)-4(ts / Dips

### Lincoln's research context

Research is at the core of Lincoln University's purpose, as it carries out explorations in the areas of land, food and ecosystems, with these forming natural foci for its studies. 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 uptake of new business practices and products, informs debate on policy and governance, and contributes to

and provides evidence for the development of Lincoln's research also informs students as future leaders, provides evidence for the development and uptake of new business practices and products, informs debate on policy and governance, and contributes to

along with a simple measure of customer satisfaction, and 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**

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 in 2018, outputs in journals continue to be strongly supported in the data.

Reporting bibliometric data upon publication is an important lead indicator of reputational impact 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 priority**

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 now means what to bid for must be a truly conscious





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## Case study:

### C

Lincoln University teamed up with fertiliser co-operative Ravensdown in May to unveil a breakthrough technology that could dramatically improve the dairy sector's water efficiency and reduce the risks associated with dairy effluent. In July 2019 this project won the Science and Research Award at the Primary Industries Awards, as well as the Fieldays Innovation Award.

The new system, known as ClearTech, was developed from research by Lincoln University Soil Science Professors Keith Cameron and Hong Di within the University's Centre for Soil and Environmental Research, and represents a \$1.5m investment by Ravensdown.

The technology aims to save billions of litres of freshwater a year by making existing effluent storage go further, with farmers able to separate effluent from dairy shed runoff and reuse the water. The leftover waste can then be turned into nutrient fertiliser for paddocks.



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### M a a k a M i

Lincoln incorporates the value and integrity of 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 Māori tauranga 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 local whānau and hapū.



## Partnerships

### ***Blinc Innovation - He Puna Karikari***

Blinc Innovation, formerly known as Lincoln Hub, is located in the heart of the Lincoln University campus. It works with leading organisations, startups, researchers, growers, and universities, to solve the biggest challenges facing the food and agriculture industries. Its role is to connect, help facilitate and grow an innovation ecosystem in agriculture, food and technology.

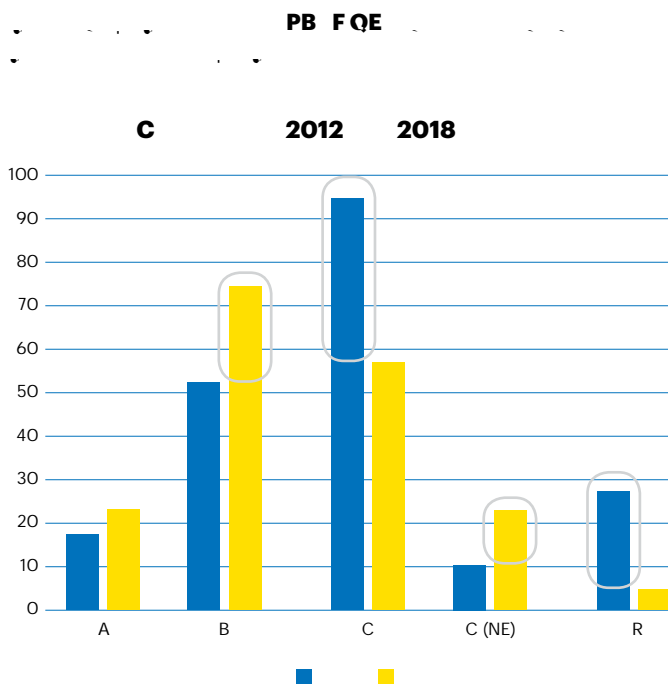
Blinc Innovation builds on 140 years of research and education at Lincoln University and is aligned to the needs of New Zealand's land-based sector. Its role in this is to be a connector, helping facilitate and grow an exponential innovation ecosystem in agriculture, food and technology. It connects across the industry and beyond to land innovation for tomorrow's world.



## New emerging researchers and team

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 trialed 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.



The results from the 2018 PBRF round show an increase in scores at the A grade level to 23%. There has been a big shift from 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 enhance strategic research capabilities

### 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 CRI's through joint supervision of research post graduate students.

Lincoln University has long collaborated in areas of research delivery and 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 Blinc Innovation.

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 Parks and Outdoor Recreation 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 the new Major in 2019.

#### Tourism

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.

### New 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.

### Sustainable Tourism for Regions Landscapes and Communities

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 with institutions in tourism and areas as diverse 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 conceptualize, 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

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## Global international student numbers

Student pathways in engineering, biotechnology). The student pathway for Lincoln University's goal to increase the number of fee-paying international students is 4.9% per annum (2018-2022) with a target of 4.0% and a future view of 5.1% (The 2015-2025 international student numbers strategy).

Percentage of International EFTS	2018	2019	2020	2021	2022
International EFTS	954	1,131	1,221	1,260	1,328
% of total EFTS	38%	43.6%	45.4%	46.2%	46.4%

## Partnerships and outreach

A core part of the international strategy centres on building partnerships. These provide channels through which to build student pathways, and grow awareness and credibility. This, in turn, can impact Lincoln University's international ranking, cyclically growing further partnership opportunities and generating student interest.

The following tables provides an overview of current and future key relationships in international target markets, and provides a view of the nature and purpose of these relationships.

**A - D P**

C	I	N	C / L	F
<b>G</b>	University of Gottingen	1.5+0.5 articulation	2nd Year Master of International Nature Conservation	2014
<b>C</b>	Guangdong Ocean University	3+1+1 articulation	4th year English for Academic Purposes (EAP) + 3 courses at 300 level 5th year Masters of Science in Food Innovation	2017
<b>C</b>	Tianjin University of Commerce	3+1+1 articulation	4th year English for Academic Purposes (EAP) + 3 courses at 300 level 5th Year Masters of Science in Food Innovation	2018
<b>C</b>	Yunnan Agricultural University	3+1 articulation	4th year Bachelor of Commerce (Food Economics)	2019
<b>C</b>	Zhongkai University of Agriculture and Engineering	3+1+1 articulation	4th year English for Academic Purposes (EAP) + 3 courses at 300 level 5th year Masters of Science in Food Innovation	2019
<b>F</b>	École Nationale Supérieure Agronomique de Toulouse	2+1 articulation (Diplôme Universitaire de Technologie National Diploma)	3rd Year Bachelor of Commerce - 8 courses	2012
<b>L</b>	Sri Lanka Institute of Technology	2+2 articulation	3rd and 4th Year Bachelor of Science (Agritech)	2020

**A P**

C	I	N	F
China	China Agricultural University	One semester study abroad	2017
China	Fujian Agriculture and Forestry University	Two 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

Country	Institution	Notes
China	Zhongkai University of Agriculture and Engineering	-Masters programme articulation -PhD joint supervision project
China	Tianhua College	3+1+1 bachelor and master programme articulation in Tourism Management
Germany	University of Gottingen	Study abroad
Germany	University of Hohenheim	Study abroad
Germany	Weihestephan-Triesdorf University of Applied Sciences	Study abroad
USA	University of Nebraska-Lincoln	Study abroad
USA	Virginia Tech University	Study abroad
USA	California Polytechnic State University	Study abroad

The University Studies and English Language (USEL) Division provides ongoing support and contribution to the various articulation agreements, for example the English for Academic Purposes programme within 3+1+1 articulations. The underlying aim is to ensure that international students are provided with academic study pathways that enable success, and the academic integrity of the University is renowned within its international community.

#### **Lincoln University and the Euroleague of Life Sciences (ELLS)**

The Euroleague for Life Sciences (ELLS) is an exclusive network of seven leading European universities established to promote postgraduate teaching and research collaborations in fields such as animal, agricultural, food, and environmental sciences. It includes two world-leading agriculture universities (Wageningen, and Swedish University of Agriculture Sciences). Only one university can be represented in the network from outside of Europe, and Lincoln University became a full partner with equal status in 2018. 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.

#### **Short-Course English Programme**

USEL collaborates with a number of departments within Lincoln University to deliver boutique programmes of study for short-term groups. These programmes attract international students and institutions that are interested in an academic experience, and build Lincoln University's profile to attract future students.

- Short-Course English. This programme provides non-English speaking background students with the opportunity to study academic English in a university environment for periods of two to 16 weeks.
- English for other Specific Purposes (English +). Various courses are offered to enable students to complete a shorter programme of study that involves English Language and subject-specific content, and may include: study abroad for credit, English plus rugby, English plus agribusiness, and English plus wine science.

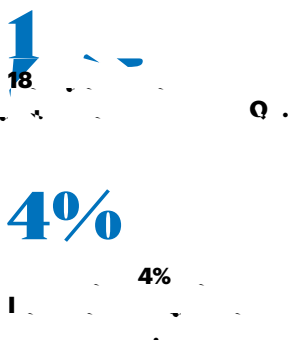
There has been an increase in revenue from short term-cohorts, and the intention is to increase the number of these relationships, particularly in China, Japan, Thailand and Korea.



## International Reputation

International partnerships and rankings help to build Lincoln's global reputation. An enhanced reputation helps to attract international students, research partners and key staff. Over the next three years, the University expects to continue to build its international reputation.

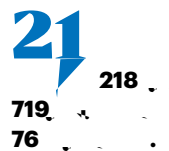
## International Rankings



**101-110**

101-110 out of 320

A P



**201-300**

201-300 out of 1000

D

### Green Metric

Lincoln University performed well in the UI Green Metric World University Rankings, announced in December, which measure sustainability. The University's highest score came in the 'education' category, putting it at 111 globally, while sitting at 218 overall. Our ratio of sustainability courses to total courses, and sustainability related publications and events, earned top scores.

### QS

For 2019/20 Lincoln University's ranking was 356= in the Quacquarelli Symonds (QS) World University Rankings overall.



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## 6.1 Faculty of Agriculture and Life Science (AGLS)

The Faculty of Agriculture and Life

- Two new courses were introduced within the Diploma of Organic AgriFood Production: Te-T - - ri: Introduction to M ori Culture and Society, and Mahika Kai to support the two year waiting list for te reo M ori courses in Christchurch
- Back to pre-earthquake levels for enrolments (all programmes)
- Providing some online delivery with Tasmania and Wageningen curriculum



Research and postgraduate supervision in the Faculty of Agriculture and Life Sciences has a strong focus on soils, ecology, plant science, animal science, food science, farm systems, environmental management and computational systems biology. The faculty has a strong research ethos with a research income of approximately \$6.7m per annum in 2019. This is based on strong connections with industry stakeholders (Beef + Lamb NZ, DairyNZ, FAR, fertiliser companies, New Zealand Winegrowers) and effective collaborative partnerships with CRI's and levy boards (e.g. Landcare Research, AgResearch, Plant & Food, and DairyNZ). This strong research programme facilitates a large postgraduate programme, with 183 postgraduate research students

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 2019, the faculty also plans

to accredit their 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. One of its professors was 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.

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

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

- facilitate student transition to undergraduate and postgraduate study, and
- support student recruitment and retention 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)
- The Diploma in Organic Agri-Food Production (organic production systems in the context of science,

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**6.5 Learning and 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 gives students academic skills and strategies to develop as independent learners. The Learning Advisors in 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.

In May 2018, the Inclusive Education team joined Academic and Career Skills. 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.

While many services co-locate some of these functions, our team operates in a fully integrated manner. The team provides a full range of services, with a focus on supporting students with learning difficulties and disabilities.

**A** **1+ PA**

2018	2019	2020	2021	2020
43%	50%	52%	55%	60%

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Implement blended learning approaches to



- 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.



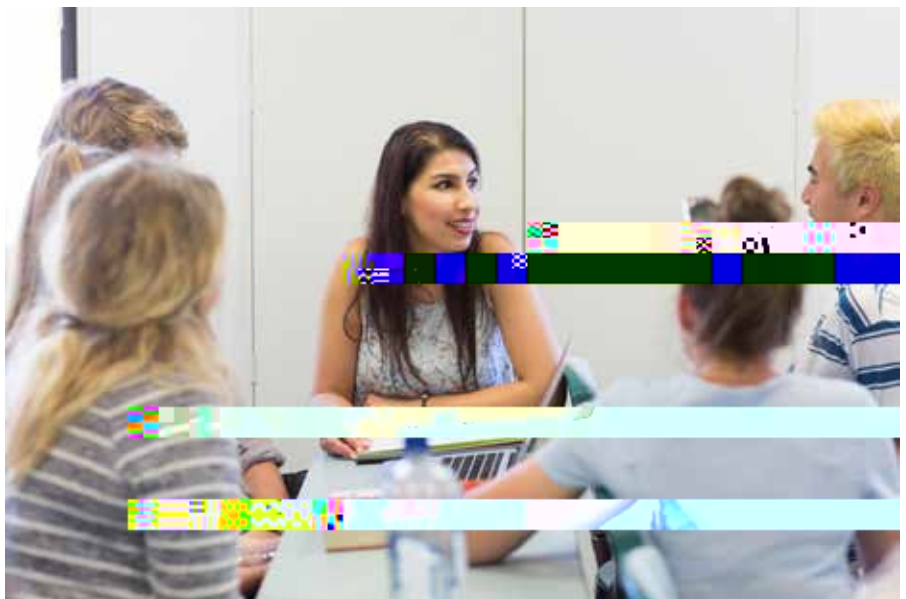
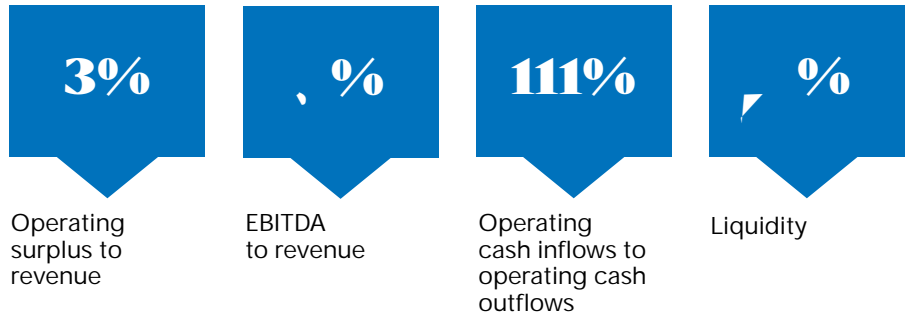
- Continue to maintain low risk
- Achieve revenue growth targets.

## 7.1 Financial performance

### Improved financial performance

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

Through initiatives that commenced in 2016, the University moved from 'high risk' to 'low risk' at the end of 2017, and continued to be 'low risk' to end 2018. A new financial management model called the Internal Economy has restructured budgeting activities and introduced new tools working towards the following financial performance standards:





The last three years has seen a significant improvement in the University's financial performance and financial position, with Lincoln University now performing in line with the 'low risk' FMF targets alongside other New Zealand universities.

	2018 F A \$'000	2017 F A \$'000	2016 F A \$'000	2015 F A \$'000
Group Revenue	\$118,610	\$116,386	\$123,332	\$111,145
Group Expenditure	\$114,496	\$109,324	\$122,839	\$118,133
Group Operating Surplus/(Deficit)	\$4,114	\$7,062	\$493	(\$6,988)
Group Total Assets	\$317,051	\$274,882	\$288,400	\$259,856
Group Total Liabilities	\$52,258	\$45,363	\$50,230	\$47,735
Group Equity/Net Assets	\$264,793	\$229,519	\$238,170	\$212,121
<b>Key Performance Indicators</b>				
- Operating Surplus (Deficit) to % revenue (Operating Surplus (Deficit) / Revenue) %	3.5%	6.1%	0.4%	(6.3%)
- EBITDA to % revenue (EBITDA / Revenue) %	9.0%	13.6%	4.0%	-0.3%
- Operating Cashflows (Operating Cashflows / Revenue) %	110.6%	101.5%	100.1%	97.1%
- Liquidity (Current Assets / Current Liabilities) %	20.9%	23.2%	35.2%	26.4%

## 7.2 Quality Assurance

### Academic Audit (External)

The Academic Quality Agency (AQA) undertakes external quality assurance for 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.

Since mid-2018 Lincoln University has been working on the first part of the Cycle 6 Academic Audit, namely an Enhancement Theme for all universities to address collectively, which is of national significance. The topic for the Cycle 6 Enhancement Theme is 'Access, outcomes and opportunities for Māori students and Pasifika students'. Lincoln has established an Enhancement Theme Steering





# Appendix A (continued)



## Appendix A (continued)

- Commencing student numbers
- Satisfaction
- Research
- Resources
- Community, Industry and Partner Linkages

## Appendix B (continued)

**C**

	2017	2018	2019	2020	2021	2022
	31-D	31-D				
Commencing EFTS	1120.3	1139.5	1220.715	(5-9)-2 (a5q 1 O 0890 m45.954 O ISQq 1 O O 1 340.297 728.6019 cm0019 cm3 -1.07		







