Lincoln Uni er i In e men Plan

2023 2025

1. Strategic Intent: Mission, Role and Purpose

Who we are

A

A N Z

2021 3483

Small is big

N Z

C

C D

D A

Research

C

C

1.1 Governance

Lincoln University Council

C

C

A

B 2017.

C 2022 :

Council appointments

B , C
BBS Ma e , CA

-C
AO, BSc, BAg (H) Q ee ' U i e i f Belfa , PhD Gla g , PhD ad e d m g ad m Adelaide, DSc h i ca a Ma e , DU i h i ca a Adelaide

( ), BC (A).

Ex officio

C
BAg Sc(H) Li c l , DPhil O

Te Rūnanga o Ngāi Tahu appointment

BA Ca , BM i Pe f mi g A Te A a ia a gi

Ministerial appointments

BC m Ca , MBA(Di) Ma e , CA, CFI D

D
BAg , Di AgSci, CFI D

BVSc Ma e , CMI D

B
MSc E a m , G adCe Ec lEc mic , PhD Ma la d

Staff appointments

D

BAg Sc(H) Ca , PhD Li c l

BA Ca

Student appointments

A

He tutohinga whakamatau: engagement with mana whenua

, N

C
2006, C

A

C

C

-C C

C

D

2050

Treaty partnership in governance

A 1989,

C

C

N

A

C

C

Equal opportunities, Māori Plan and cultural narrative

A 1988,

A

2019-2028,

C

Manaaki Tauira and co-governance

D -C

-C A

A

C

C

D A

Targeted support

D

A (

A)

A A

B

Ahumairaki

A C

A 2020,

A

Educational performance

A B C

C

B

C

C

A

A C

Organisational performance

C

2019 C

A

C

C

A

N

Stakeholders and partnerships

Risk management

[illegible]

Capital asset management

[illegible]

1.2 Management and academic leadership

Vice-Chancellor

BAg Sc(H) Li c l , DPhil O

Acting Deputy Vice-Chancellor (to September 2022)

D

Di SLT, GDi Mg , M.Ed(Di), PhD Ca

Provost (from September 2022)

C

AB UC Be kele , PhD UO eg

Deputy Vice-Chancellor, Māori and Pasifika

D D

BA, MA A ck, PhD VUW

Deputy Vice-Chancellor, Student Life

D

BB , MBA RMIT, MIS Cha le S

Chief Operating O□icer

BC n(H) Ca , CA

Executive Director, People and Culture

1.3 Global and national positioning

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

- A
-
- A
-
-
-
- A
-
-

2019-28

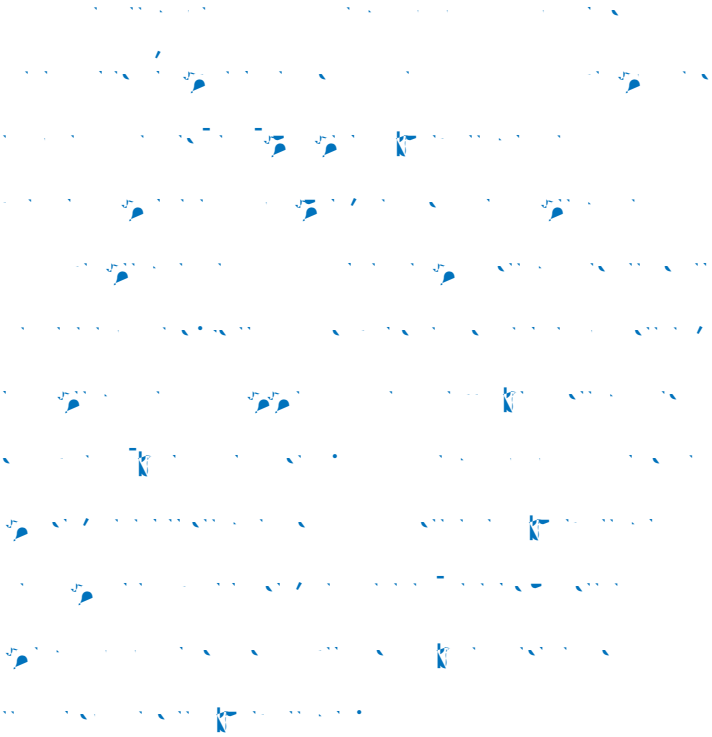
Strategic Goals

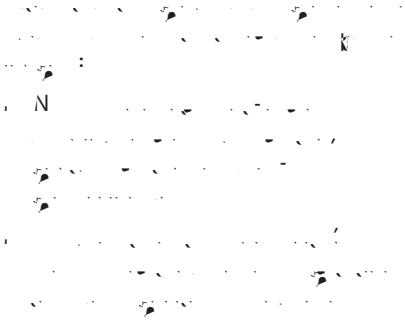
and priori areas in 2020-2024

Renewal Strategy	
	Priority areas
Goal	A A N Z

The Moving Forward Programme

The Moving Forward Programme





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

Moving Forward Programme

benefits, alignment to Strategy and performance measures

	Moving Forward Programme Benefit	Strategic Goal	Performance Measures (reported to the Governance Oversight Group)
1	Z N	1, 4, 5, 6	
2		1, 3, 4	( )
3		1, 3, 5	
4	C N Z	3, 5	
5		2	B

New Ways of Operating

2019-2028
2024.

New projects

A

Continuing projects

B D

C

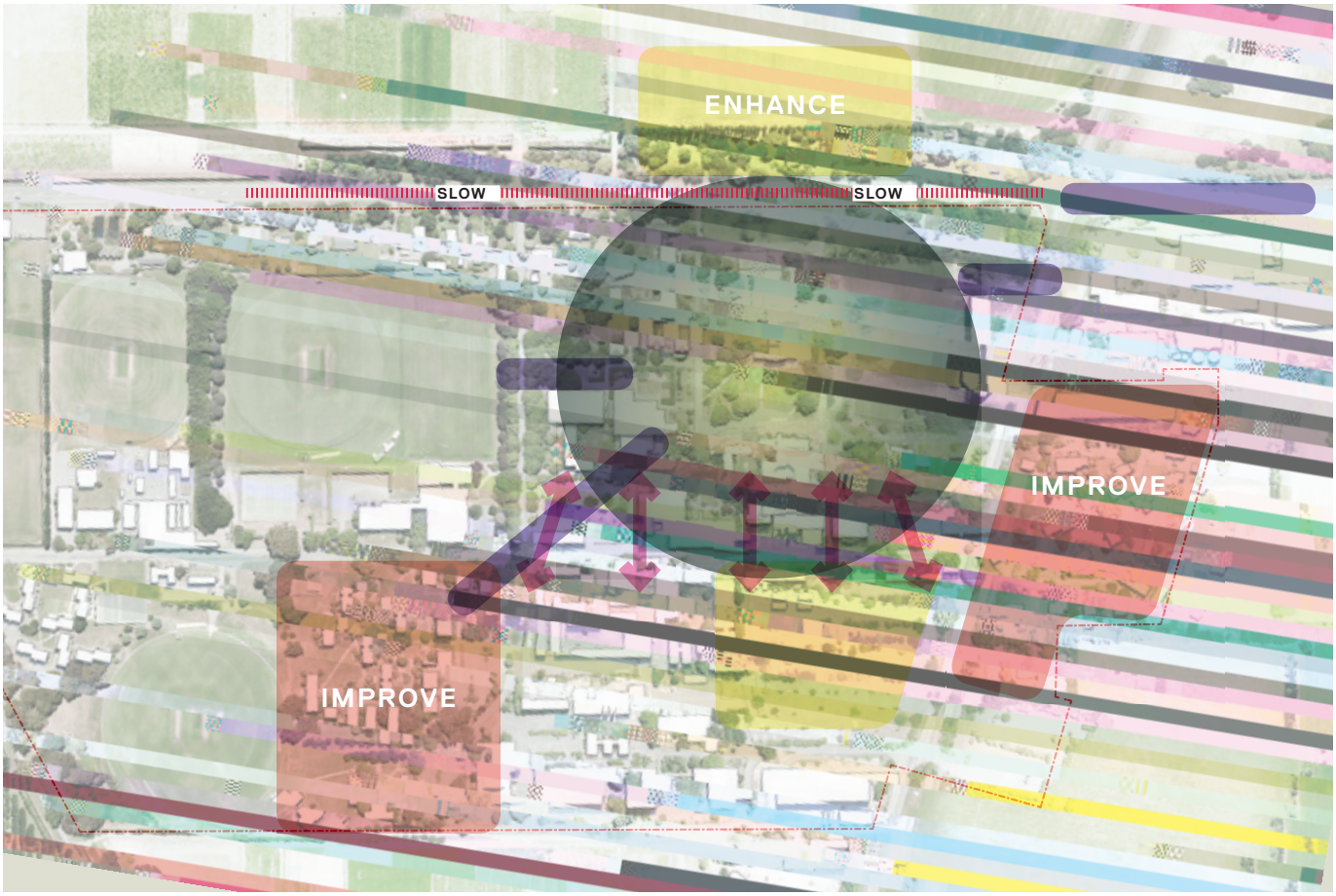
-A

C

C

Campus Development Programme

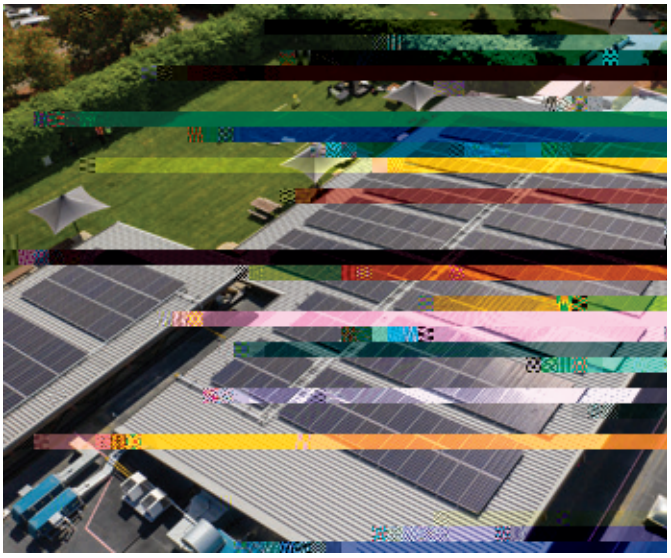
C D


ENHANCE
SLOW
SLOW
IMPROVE
IMPROVE

A [illegible]

[illegible]

[illegible]



Completed Projects

Projects underway

Science North. [illegible]

[illegible] 2020. [illegible]

[illegible] -2023. [illegible]

Scope of target	Target	Baseline (tCO2e)	Target date
2024	100%	5,019.91	2024
D 2030	100%	74.65	2030
C 100% NZ	100%	34.34	2024 - 2030
D	20% 5%	3.54	2023 5%
D	20% 5%	1,746.28	2023 5%
	75%	1.69	2023

2030 2050. N Z 2050 (Z C A 2019).

2020 2019 N Z019 2 Z

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

4,

A

Fit for a Better World

B A 10-

N Z

N

N Z

10 N Z

2030.

Impact of COVID-19

[illegible]

Enrolled EFTS in food and fibre qualifications

[illegible]

Enrolled EFTS in food and fibre qualifications

EFTS (incl PhD)	2019	2020	2021	2022 3+9 Forecast
[illegible]	137.7	166.3	167.4	152
[illegible] %	5%	7%	7%	6%
[illegible]	1,003.60	961.6	1,014.70	977
[illegible] %	38%	39%	40%	40%
[illegible] %	43%	45%	46%	47%
A [illegible]	2,632.80	2,491.90	2,562.00	2,425

[illegible]

Food and fibre and environment qualification completions

Other recent initiatives

2020

2022

C D

C D

D B

D B

D C

B

A

C D

Longstanding initiative: Soil Makes Sense

12 N

Z A

NZ, D NZ

( ),

12

Proposed initiative: Water Science and Management

A

C

C A

2023.

A

Scholarships and mentorships

250

2022

$3,197,250

C

A C

A

A

2020

A

2050

A

&

C

2021, 17 D 2020 0 1 D (&)30 94

South Island Dairy Demonstration Centre

D NZ, C (C), A D (D) D D C (DDC).

C A , DDC (D), 2021 DDC D 2030. D

The Kellogg Rural Leadership Programme

C C 60 2021. B 1979, N Z (NZ). 24 . A 2022, 1,000 A A D , B + N Z , D NZ, C A , C, NZ, AA C Z

TupuToa

Lincoln University Property Joint Venture Limited - Te Whāriki

2007 N 118 D B . B 2007 C 2000 , N 2022 19 2023. $40 16-

Christchurch Educated

C [illegible]

Lincoln University's farms are:

Lincoln University Dairy Farm (LUDF)

A 174- 13 DDC 2002 D

The Lincoln University Research Dairy Farm (LURDF)

A 79- D

Ashley Dene Research and Development Station (ADRDS)

A 200- 12 A D 54- A

Ashley Dene

A 165 AD D C

Field Research Centre

21- ( ),

The Research Farm

46 [illegible]
( ) [illegible]

Mount Grand

A 1602 [illegible] C [illegible] B [illegible]
C [illegible]

2. Our Students and Stakeholders

Key Focus

D C

C A &

D

C C

N Z

N

2.1 Learners

[illegible]

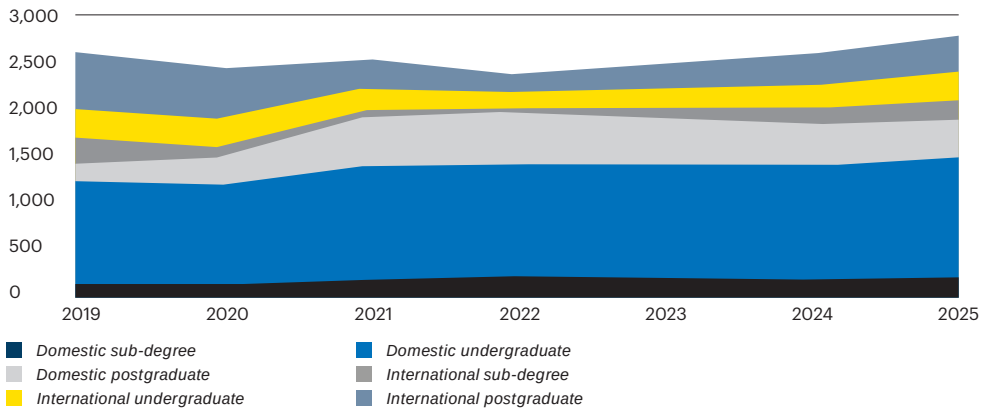
EFTS targets for 2023-25

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

Postgraduate and international share

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

Total projected EFTS broken down by domestic and international qualification levels:



National, Regional and Market Share

National Focus

2023-2025 [illegible] ([illegible]). [illegible] N Z [illegible]

Domestic Regional Student Origin

C [illegible] 43.3 [illegible] 2022 [illegible] C [illegible] 2022, [illegible] A C [illegible] 2022 (9.7 [illegible]), [illegible] A [illegible] 7.5 [illegible] B [illegible] A [illegible]

Marketing Campaigns

N Z

D

C

2023

N Z

N

N

C D-

1 -1 2943

Study free
with Lincoln now*

Māori and Pasifika communities

International students

1: A A
N Z

4: A

5: A

6:

C

D

2022 :

C

N Z

A :

A : A

D : N

C 2022
C

D

D

C

A A
A N Z

D C D
:

N Z

1-2

C

-C D

Impact of COVID-19 on international recruitment

C D

International Pasifika Students

N

Z A

A

(A)

30

C

Student Experience and Engagement

A

A (A)

A

A

(A) AC C

Student Experience Board

A

B B

B

B

2022

C

A

C D

B

A
A
A
AC

Student Charter

A C
A
A
C
A
A
A
B
C

Supporting the end-to-end student journey

A

1:1

B
( )25 ((, 3 0 B)15 (

e
xperience

( )15 ( )5 ( )15.1

B
.( )-4.9 ( ) 0 -1.294 - -( )

: ( )-4.9 - A ( )-5 ( ) 0 -1.294 (( )15 (5 ( ) -1

((( )15 ( ))5 ( )15 (4.9 (0 -1.294 B( ) 15 (

2022, [illegible]

A [illegible]

C D [illegible]

1:1 [illegible]

Post Qualifications Outcomes Survey

[illegible] 2021, 2020 [illegible] :

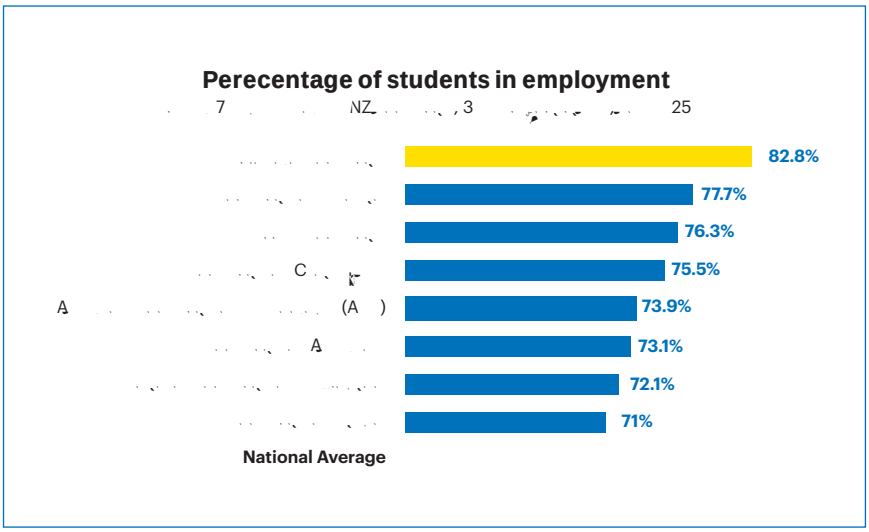
/ [illegible]

([illegible]) [illegible]

[illegible] .su7es he 200 12ra(3)2duatechnit18.

Employable students

N Z



B D

C

Affiliations

C A A &
N Z (CA ANZ)

A C C
A (ACCA)

C

C A A

A
N Z (ANZ)

N Z

N Z B C

( )

C N Z

N Z
(NZ)

C
(C)

B (B)

N Z
A (NZ A)

A (A)

(NZ).

A□iliation to the Chartered Financial Analyst (CFA) Institute

620

C A C
B (CB),
C A' C
C

C A

C A

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

Academic support initiatives

3.3 Boosting achievement of Māori and Pasifika (Priority 3)

Achievement of Māori and Pasifika: existing initiatives

D -C A

C A

C C A

Whanake Ake

A

A

(4-7), A

A

3A.

C C

&
2019,

A
2019,

3A,

Whanake Ake: Learner participation and Māori strategic appointments

2
3A.3. A
2022,
2023.

Disability Action Plan

D A

D ( )-5 (

3.4 Improving adult literacy and numeracy (Priority 4)

Learning, Teaching, and Library (LTL)

Learning support and development services

PASS programme for undergraduates

Supporting postgraduate research and Open Access

A [illegible] C [illegible] ([illegible] C [illegible]). C N Z [illegible] A [illegible] A [illegible]

Supporting teaching, collections and community through library services

[illegible] A [illegible] D [illegible]

Learning, Teaching and Library Targets

1. C [illegible] C [illegible]

2. [illegible]

3. C [illegible] C [illegible] / [illegible]

4. [illegible]

[illegible]

[illegible] ([illegible]).

[illegible]

Postgraduate share of total EFTS

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

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

Identifying priorities

External research income as an enabler

External Research Income

2021 $32.3

Internal research investment

B

B

/

C 2018 $2,352,509

2024[6],

D C

2022, C A C

B, A (C B A), 2022

$150,000 $250,000

2022 A (

A) A $375,000

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

A

A

$130,000

2022.

A C D

C 2021 $400,000,

Research infrastructure and facilities

Research enhancement on farms

N Z

A D

D

N Z

Commercialisation and knowledge transfer

C

N (N), N Z

Some notable projects include:

C

C

A

2019. C

D

N Z A

C

90 2021,

B

N Z B

C

B C B B C (C B)

C $ 220

2016

A N N-101,

C N5 B

C N5

Mātauraka Māori

[illegible]

B [illegible] 2019, [illegible] B [illegible]

[illegible]

A [illegible] : A [illegible] N Z [illegible]

N [illegible]

C [illegible] 1 4 56 [illegible] A B( )2 B [illegible] 0 -1.961 B ( )1 [illegible] ([illegible])15 (

Supporting succession: PBRF QE data demonstrates succession planning is underway

Comparison 2012 and 2018 Scores

A B C C (N)

Develop and strengthen strategic research partnerships

Collaboration with CRI partners

C [illegible] C [illegible] C [illegible] C [illegible] & [illegible]

[illegible] N [illegible] C [illegible] (N [illegible]), [illegible] 2 [illegible] N [illegible] [illegible]

B.linc He Puna Karikari

A [illegible] B. [illegible] B. [illegible] B. [illegible]

Collaboration with industry

Bragato Research Institute

[illegible] NZ [illegible] C [illegible] (NZ C), [illegible] B [illegible]

Department of Conservation (DOC)

A [illegible] C [illegible] A [illegible] D C, [illegible] D C [illegible] 2020, [illegible] 2021 [illegible] 2022.

Research Centres

B

A

C A C

C

C

C

C

C

C B D

D

C

D

B C

Lincoln Agritech Ltd (LAL)

A

B

80

A (A)

A

B

(B)

B

$4.6

C B

C A

24.91

C B

A

A

A

D

B

25

A

A

A

N Z

A $8.3

B

N Z

A

C N A

N

A

N

Z (NZ).

NZ

3.6 Growing international linkages (Priority 6)

[illegible]

International student numbers

International EFTS

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

Partnerships and pathways

[illegible]

Key developments and initiatives

China Scholarship Council

[illegible]

Canterbury Education Alliance (CEA)

[illegible]

M-Square Media (MSM)

[illegible] C [illegible] 43 [illegible] C [illegible] A, A [illegible] 4,500 [illegible]

[illegible] A [illegible] C [illegible]

International Study Pathways

ELLS European members

- N
- C
- A
- C
- C
-

ELLS international universities

- , N Z ( )
- C A , B ( )
- ( ).

Distance learning for o□shore students

A C D

D :

- A C A
- C
- D

Short programmes

University Studies and English Language Division

D ( ) D

2022.

368

Ranked 368 out of 2,462

51

201-300

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

301-400

Ranked in the top universities worldwide for Agricultural Sciences.

3A. Learner Success Plan

3A.1 Where we need to be

A

(4-7), A

N Z

A

A

$7.6

N Z

Our vision, our stakeholders

2030.

1

2

3

4

5 C D A

6

10

D C, A (C C) A A D D D

Our governance

A N C D -C D -C

5 (. A , Q 7 03)5 ( )60 (, 1 2

3A.2 Where we are now

2020,
7
72
N Z
12
59

2020,
8
2
14
6

N Z

Aligned frameworks

C

C

Manaaki Tauira Pillars	TEC Learner Success Capabilities
C	C
	C
A	D C
A	C

Causes and evidence

10

A

C

2 2022, C

C (C)

1. [illegible] C C [illegible] 2022, [illegible] & D [illegible] & [illegible] & C [illegible]

2. [illegible] 2017, [illegible] / [illegible] B [illegible]

3A.3 How we are going to get there

Short-term (to end December, 2023)

C

: 2021 -2022 AN: D

: 2022 - 2025 D : D

: 2026 :

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

2021

A

D A (DA)

B C

A C 2022

Next-stage implementation

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

2022, C

C

C :

People/Wellbeing:

(C C 1, 4, 5)

D D A
(C C 1-7)

Technology/Monitoring:

(C
C 3, 4, 5, 6)

(C C 2, 3, 4, 5)

Systems/Support:

(C C 1-7)

(C C 2, 6)

A (C C
3, 6)

Monitoring of Progress

D C D -
C
D C ,
C
A

3. B 2030, 80
78.2 (N :
).
4. B 2030, 65
62.8
(N :).
5. B 2030, 90
89.0
(N :).
B 2018-
2020, AC .
A 9 -1.967, 294 B 15 (9 -1.967,

4. Our Programmes and Activities

4.1 Academic Programme Action Plan (APAP)

A A (A A) 2019-2028.

A A :

10-

1. **Refine and clarify academic programmes**

2. **Develop new qualifications and accessible pathways**

3. **Establish quality blended and online delivery programme**

4. **Marketing [illegible] c(y TJ1 0 - Tl 61 0 - Tl 61 0 - TlnActumb cng micr)15 (o-cr)15 (edentmo pr)15 (o)15 (vide an i**

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

Blended and online delivery

Online programmes

C

N

( )

2020 C

2021 C

10

:

C

D B

C

C

B ( )

( )

D

C

( ).

A NC101

106

C

Blended learning

B

A

A

A N.

C D

C D-

Land-based Sector Joint Postgraduate School (JPS)

2050,

A

&

C

D

/C

2050,

$28,000

17

:

2021 2022.

4.3 Growth Programmes

Clear pathways to degree-level study

180-credit taught Masters

Progression to higher study

	2020	2021
C	88.9%	50.0%*
D	92.6%	92.9%
5 (D	46.6%	41.5%

Domestic Postgraduate growth

	EFTS				
PG programme type	2021 actual	2022 forecast	2023 target	2024 target	2025 target
B	43.3	42.6	46.0	49.8	47.0
C / D	107.6	132.2	114.8	106.9	108.5
( )	282.8	286.8	229.5	192.3	186.4
( )	30.3	18.8	5.67	5.5	5.5
D	47.1	45.5	53.6	69.6	72.6
TOTAL	**530.9**	**525.9**	**449.5**	**424.0**	**420.0**

C
A A
N Z

A

Faculty of Agribusiness and Commerce (AGCM)

A
C A
N
Z A

N Z

A

N D

B

A

(C A).

A C

& 2021
D
B &

2022

C

C

C

NZ

2021

University Studies and English Language Division (USEL)

D

D

D

C D,

D

A

D

4.5 Non-funded programmes

Soil Skills for Professionals

2019. 5-

C

A

N

Z

3. N :

4. :

5. C :

6. :

C

Graduating Year Reviews

( )

C

A (C A)

N Z . C A

40

2020 2021

C D

6. Statement of service performance

	Intended qualification (cohort group)	2019 actual	2020 actual	2021 actual	2022 forecast	2023 target	2024 target	2025 target
Enrolment								
All EFTS		**2,632.8**	**2,494.9**	**2,562.0**	**2,426.0**	**2,511.2**	**2,614.5**	**2,795.6**
D		545.5	569.4	721.1	702.7	680.8	682.2	719.0
		78.4	168.6	339.3	281.7	222.2	225.5	227.0
		371.7	231.0	134.1	110.0	223.0	278.6	334.2
		257.8	220.9	75.8	83.3	157.7	197.1	236.5
Participation								
N	4 7 ( )	88.7%	90.4%	88.6%	88.2%	87.8%	87.4%	87.1%
	7	88.2%	88.1%	88.9%	88.1%	87.8%	87.3%	87.0%
	8 10	94.6%	95.8%	95.5%	95.1%	94.7%	94.4%	94.0%
	4 7 ( )	8.6%	7.6%	10.4%	10.5%	10.7%	10.8%	10.9%
	7	10.2%	10.5%	9.4%	9.6%	9.8%	10.1%	10.3%
	8 10	4.1%	3.2%	3.2%	3.4%	3.7%	3.9%	4.1%
	4 7 ( )	4.0%	2.9%	1.0%	1.3%	1.5%	1.8%	2.0%
	7	1.7%	1.7%	2.1%	2.3%	2.4%	2.6%	2.7%
	8 10	1.7%	1.0%	1.3%	1.4%	1.6%	1.7%	1.9%
First-Year Retention								
N	4 7 ( )							
	7	83.5%	77.6%	85.0%	85.0%	85.0%	85.0%	85.0%
	8 10	68.7%	72.4%	71.0%	71.5%	72.0%	73.0%	74.0%
	4 7 ( )							
	7	92.3%	69.4%	72.1%	72.5%	73.0%	74.0%	74.5%
	8 10	71.4%	100.0%	60.0%	63.0%	65.0%	70.0%	73.0%
	4 7 ( )							
	7	66.7%	57.1%	80.0%	80.0%	80.0%	80.0%	80.0%
	8 10	100.0%	100.0%	50.0%	55.0%	60.0%	65.0%	70.0%
Course completion								
N		88.2%	92.3%	88.4%	88.5%	89.0%	89.0%	89.0%
		84.1%	89.0%	86.2%	86.5%	86.5%	87.0%	87.5%
		73.2%	82.8%	76.6%	77.0%	80.0%	81.0%	82.0%
Qualification Completion								
N		62.6%	69.5%	67.1%	67.0%	67.0%	67.0%	67.0%
		46.5%	54.1%	61.1%	61.5%	61.5%	62.0%	62.5%
		33.3%	53.82 0	B (8)-46.50.0)-50 (7.65 (60)),-56 (80.0 (2.99 (87.8 (8)-46.52 (70.02 (0.65((3)-15 (23	B	B	B	65.