



LINCOLN UNIVERSITY COUNCIL

AGENDA & PAPERS

At 9:00am on Tuesday, 2 december 2025 a meeting of Lincoln University will be held in Memorial Hall, Ivey West, Lincoln Campus

Click on this link to join the meeting: [Click here to join the meeting](#)

Lincoln University Strategy 2019-2028

Vision  To be a globally-ranked, top-five land-based University, unlocking the power of the land to enhance lives and grow the future.	Purpose  To facilitate excellent research and education to grow the knowledge of our students and help shape a world that benefits from a greater understanding of the relationships between land, food and ecosystems.	Strategy 2019-2028 <ul style="list-style-type: none"> ● A distinctive, Aotearoa New Zealand, end-to-end student experience ● Improved assets and sustainable operating models ● A culture which stimulates and inspires all staff and students ● World-class research and teaching with impact ● An organisation focused on meaningful partnerships ● Facilitating student growth
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Values
Manaakitaka – Looking after people



STRATEGY GOALS

PRIORITY AREAS 2024-2028

GOAL 1	A distinctive, Aotearoa New Zealand, end-to-end student experience	<ul style="list-style-type: none"> • Provide an enriching and successful experience for all students within an environment that empowers them to thrive and achieve their goals. • Ensure quality streamlined student services that are responsive and focused on supporting wellbeing and success. • Enhance student experiences for postgraduate students. • Develop research-rich graduates. • Grow graduates ready for New Zealand's future workforce
GOAL 2	Improved assets and sustainable operating models	<ul style="list-style-type: none"> • Establish a clear pathway to carbon neutrality by 2030. • Make our organisation an exemplar of sustainable practices. • Establish a flexible, agile, and effective University operational framework • Digitally enable our University
GOAL 3	A culture which stimulates and inspires all staff and students	<ul style="list-style-type: none"> • Support and nurture a culturally inclusive campus. • Embed and celebrate our Takata Whenua. • Develop a values-driven culture that fosters a sense of identity, shared purpose and commitment. • Grow our staff through early career development, professional development, and workforce planning. • Manage workloads consistent with a research-intensive, specialist university focused on the land-based sectors.
GOAL 4	World-class research and teaching with impact	<ul style="list-style-type: none"> • Accelerate research impact and relevance to the land-based sectors through sustained research excellence and collaboration. • Provide innovative academic programmes that anticipate the workforce needs of land-based sectors
GOAL 5	An organisation focused on meaningful partnerships	<ul style="list-style-type: none"> • Grow our impact through partnerships. • Develop, nurture, and promote a culture of collaboration. • Build coherence between research and education in all partnerships
GOAL 6	Facilitating student growth	<ul style="list-style-type: none"> • Meet land-based sector workforce needs and challenges • Expand our reach to a wider group of potential students. • Increase participation and engagement of Māori and Pasifika students

Council Meeting - 2 December 2025

CONFIDENTIAL



02 December 2025 09:00 AM - 01:30 PM

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9am on Tuesday 24th February 2026, in Memorial Hall, Lincoln Campus.

Karakia Timataka

Kimihia rapuhia

Whaia ki te Uru Tapu nui o Tane

Tane te waioara

Tane te wanaka

Tane te tokoraki

Putā ki te whaiao ki te ao marama

Tu te kana

Tu te maraka

Te tu hi te rarama

E noho te mataara nei

E roko whakairia ake ki ruka

Kia tina! tina! Haumi e! Hui e! Taiki e!

Opening Prayer

Let us pursue and follow Tāne into the highest realms.

The sacred repository of knowledge.

Tāne, the waters of life and wellbeing.

Tāne, the repository of all knowledge and wisdom.

Tāne who propped up the heavens.

Bringing forth the light, the broad daylight so that all life realises its potential.

It is Tū who preserves and protects the sacredness of all.

It is Tū who awakens the path of light within, imbuing his qualities of vigilance.

That our eyes may ever focus on the path ahead, in order that we may pass over the state of tapu to allow the renewal of peace to be suspended from on high. Make it firm, it is firm.

Join it, gather it. It is done!

LINCOLN UNIVERSITY COUNCIL – REGISTER OF INTERESTS

(As disclosed on appointment to the Council and updated as necessary)

Bruce Gemmell

Current Term: 1/11/25 - 31/10/29

Person and/or organization with interest	Nature of Interest
The Gemmell Group Limited	Director, Shareholder
The Highlanders GP Limited	Director
The Second Little Pig Was Right Limited	Director, Shareholder
ATT Trustee Limited & associated subsidiaries	Director
Lincoln Agritech Limited	Chair
Lincoln University Centennial Trust	Ex-officio Trustee
Lincoln University Foundation Trust	Ex-officio Trustee
Gemmell Finance Limited	Director, Shareholder
Nitrolabs Limited & Associated companies	Director
Central Plains Water Limited	Director
Buller Electricity Limited & associated subsidiaries	Director
Planz Consultants Ltd	Director
Nexia Limited	Director
Selwyn District Council	Independent member of Audit and Risk Committee
Pioneer Energy Renewables GP Limited	Director

LINCOLN UNIVERSITY COUNCIL – REGISTER OF INTERESTS

(As disclosed on appointment to the Council and updated as necessary)

Universities New Zealand, (Chancellors Committee)	Chair
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David Philip Jensen

Current Term: 1/11/25 - 31/10/29

Person and/or organization with interest	Nature of Interest
Puketiro Partnership Limited	Director and Shareholder
MyFarm Kiwifruit Fund	Chair
Eastpack Limited	Director
Merrijig Developments Limited	Shareholder
Figured Limited	Shareholder
New Zealand Dairy Dessert Company	Shareholder
Fonterra	Shareholder
Zespri	Shareholder
Livestock Improvement Corporation Limited	Shareholder
Eastpack Limited	Shareholder
Ballance Agri Limited	Shareholder
Farmlands Co-operative Society Limited	Shareholder
Chair Gliding NZ Trust	Trustee
PinPoint Laboratory Services Limited	Chair and Director

LINCOLN UNIVERSITY COUNCIL – REGISTER OF INTERESTS

(As disclosed on appointment to the Council and updated as necessary)

Pasture Accelerator	Chair
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Dr Maria Janna van den Belt

Current Term: 18/06/24 - 17/06/28

Person and/or organization with interest	Nature of Interest
Cogo Connecting Good Limited	Shareholder
College of Assessors of MBIE	Member
EHF Fellowship	Fellow
Global Council of the Wellbeing Economics Alliance (WEALL)	Member

Elizabeth Hill-Taiaroa

Current Term: 16/03/23 - 15/03/27

Person and/or organization with interest	Nature of Interest
Te Taumutu Rūnanga	Secretary & Oranga leader

Gabrielle Thompson

Current Term: 18/06/24 - 17/06/28

Person and/or organization with interest	Nature of Interest
Olsen Thompson Limited	Director & Shareholder
Hollyfort Farm Limited	Shareholder
Thompson Family Farm Limited	Shareholder
Silver Fern Farms Co-Operative Limited	Director
Thompson Family Trust	Trustee

LINCOLN UNIVERSITY COUNCIL – REGISTER OF INTERESTS

(As disclosed on appointment to the Council and updated as necessary)

The Home Farmer Limited	Director and Owner
Ballance	Shareholder
Farmlands Co-Operative Ltd	Shareholder
Thompson Property Trust	Trustee
Ravensdown	Shareholder
Thompson Forestry Limited	Director and Owner

James Parsons

Current Term: 01/03/23 - 28/02/27

Person and/or organization with interest	Nature of Interest
Ashgrove Genetics Limited	Director
Agfirst Northland Limited	Director
Trevar Limited	Director, Shareholder
Wools of New Zealand Holdings Limited	Director
Ashgrove Limited	Director
Halter USA Inc	Advisor

Janice Fredric

Current Term: 08/09/21 - 31/12/25

Person and/or organization with interest	Nature of Interest
Mainpower Ltd	Director

LINCOLN UNIVERSITY COUNCIL – REGISTER OF INTERESTS

(As disclosed on appointment to the Council and updated as necessary)

Aurora Energy Limited	Director
Green Power New Zealand Ltd	Director
Mt Cass Wind Farm Ltd	Director
Timaru District Council	Independent member of Audit and Risk Committee
NZ Shipwreck Welfare Trust	Trustee
Tregynon charitable Trust	Trustee

Professor Derrick Moot

Current Term: 22/29/22 - 28/05/26

Person and/or organization with interest	Nature of Interest
Lincoln University	Professor
Tertiary Education Union	Member
Free Speech Union	Member

Professor Grant Edwards

Current Term: 01/01/22 - 31/12/26

Person and/or organization with interest	Nature of Interest
Lincoln University	Vice-Chancellor
Lincoln University Council	Ex-officio Member
Universities New Zealand, (Vice-Chancellors Committee)	Chair
New Zealand Food Innovation Ltd	Director

LINCOLN UNIVERSITY COUNCIL – REGISTER OF INTERESTS

(As disclosed on appointment to the Council and updated as necessary)

Lincoln Agritech Limited	Director
Lincoln University Foundation	Ex-officio Trustee
Lincoln University Centennial Trust	Ex-officio Trustee
Lincoln University Alumni Association	Ex-officio Patron
South Island Dairying Development Centre Leaders Forum	Chair
Committee of University Academic Programmes (CUAP)	Chair
Don Hulston Foundation	Ex-officio University Trust
Ivey Hall and Memorial Hall 125th Anniversary Appeal Gifting Trust	Ex-officio University Trust
Ivey Hall and Memorial Hall 125th Anniversary Appeal Taxable Activity Trust	Ex-officio University Trust
John Mowbray Howard Tripp Agricultural Scholarship Trust	Ex-officio University Trust
J W and Carrie McLean Trust	Ex-officio University Trust
Kathleen Ann Stevens Scholarship Trust	Ex-officio University Trust
Leslie John and Lola June Struthers Trust	Ex-officio University Trust
Sir Arthur Sims Scholarship Trust	Ex-officio University Trust
Vernon Willey Trust	Ex-officio University Trust
Minister for Universities - University Strategy Group	Member

LINCOLN UNIVERSITY COUNCIL – REGISTER OF INTERESTS

(As disclosed on appointment to the Council and updated as necessary)

Puamiria Parata-Goodall

Current Term: 1/03/24 - 28/02/27

Person and/or organization with interest	Nature of Interest
Lincoln University	Council Member and Cultural Advisor
AgResearch	Consultant - Cultural Narrative
Te Taumutu Rūnanga	Chair
Te Māori Manaaki Taonga Trust	Member
Te Pakura Limited	Director & Cultural Advisor to Mana Whenua Cultural Narrative
Ngāi Tahu Fund	Chair
Canterbury Museum Board	Member, Kaiurungi - Ōhākī o Ngā Tipuna, Cultural Advisor
Te Pae Korako Ngāi Tahu Archives & Whakapapa	Member
Rarotoka Management Limited	Director, Shareholder
Arts Council	Member, Co-Chair - Komiti Māori

Zara Weissenstein

Current Term: 1/12/25 - 30/11/26

Person and/or organization with interest	Nature of Interest
Lincoln University Students' Association	President
Lincoln University Accommodation Services	Residential Assistant

LINCOLN UNIVERSITY COUNCIL – REGISTER OF INTERESTS

(As disclosed on appointment to the Council and updated as necessary)

Michelle Ash

Current Term: 28/3/23 - 22/3/27

Person and/or organization with interest	Nature of Interest
No interests to declare	

LINCOLN UNIVERSITY COUNCIL – REGISTER OF INTERESTS*(As disclosed on appointment to the Council and updated as necessary)*

Member	Person or Organization with Interest	Nature of Interest	Nature of Change	Notification Date	Effective Date
Janice Fredric	NIWA	Director	Removed	27 July 2025	1 July 2025
Janice Fredric	NIWA Vessel Management Limited	Director	Removed	27 July 2025	1 July 2025
Marjan van den Belt	Global Council of the Wellbeing Economics Alliance (WEALL)	Member	Added	8 August 2025	1 October 2025
Gabrielle Thompson	Pretty in Pink Charity	Trustee	Removed	13 August 2025	13 August 2025
Gabrielle Thompson	The Home Farmer Limited	Director & Owner	Added	13 August 2025	13 August 2025
Grant Edwards	UNiversity Strategy Group	Member	Added	27 October 2025	27 October 2025
Bruce Gemmell	Waldmel Holdings Limited	Director	Removed	18 November 2025	18 November 2025

- Nature of change may be 'added' where an interest is added to the Register of Interests, 'removed' where an interest is removed from the Register of Interests, or 'updated' where the nature of an interest changes.

Register of interests – Senior Leadership Team – 2025

SLT member	Organisation	Date	Position	Notes
Grant Edwards	Lincoln University	Current	Vice-Chancellor	
	Lincoln University Council	Current	Ex-officio Member	
	Universities New Zealand, (Vice-Chancellors Committee)	Current	Chair	
	New Zealand Food Innovation Limited	Current	Director	
	Lincoln Agritech Limited	Current	Director	
	Lincoln University Foundation	Current	Trustee	
	Lincoln University Centennial Trust	Current	Trustee	
	Lincoln University Alumni Association	Current	Ex-officio Patron	
	South Island Dairying Development Centre Leaders Forum Chair	Current	Chair	
	Committee of University Academic Programmes (CUAP)	Current	Chair	
	Don Hulston Foundation	Current	Ex-officio University Trust	
	John Mowbray Howard Tripp Agricultural Scholarship Trust	Current	Ex-officio University Trust	
	J W and Carrie McLean Trust	Current	Ex-officio University Trust	
	Kathleen Ann Stevens Scholarship Trust	Current	Ex-officio University Trust	
	Leslie John and Lola June Struthers Trust	Current	Ex-officio University Trust	
	Sir Arthur Sims Scholarship Trust	Current	Ex-officio University Trust	
	Vernon Willey Trust	Current	Ex-officio University Trust	
Karen McEwan	Lincoln University	2019-	Executive Director, People, Culture, and Wellbeing	
	Senior Leadership Team, Lincoln University	2019-	Member	
	Ceiling Clean WGTN Limited	1982-	Shareholder	
Susie Roulston	Lincoln University	2021-	Chief Operating Officer	
	Senior Leadership Team	2021-	Member	
	Hayden Roulston Limited	2017		Susie's Partner (sports Coaching)
	Lincoln University Property Joint Venture Limited	2022-	Director	From 1 December 2022

Updated July 2024

Council Meeting - 2 December 2025 - Disclosures of Interest

Chad Hewitt	Royal Society of New Zealand	Current	Member	
	Universities New Zealand, Research Committee	Current	Ex-officio member	
	Universities New Zealand, Education Committee	Current	Ex-officio member	
	Universities New Zealand, CUAP	Current	Ex-officio member	Effective 31/10/2023
	NZ Synchrotron Group Ltd	Current	LU Representative	
	College of Assessors	Current		
	Better Border Biosecurity Collaboration Council	Current	Member	
	LU Senior Management Team	2023-		
	HZAU Lincoln Joint Institute Joint Management Committee	2024-	Vice-Chair	Effective 3/7/24
	Bioprotection Aotearoa Strategic Advisory Board	2024-	Host Representative	Effective 3/7/24
	Universities New Zealand, Open Research Working Group	2025-	Chair	
Merata Kawharu	Tūrama Trustees Limited	Current	Director	
	Nukuroa Consulting Limited	Current	Director & Shareholder	
	Takarangi Limited	Current	Director	
	E Mara E Limited	Current	Director & Shareholder	



LINCOLN UNIVERSITY COUNCIL

Minutes of a meeting held on Tuesday 28 October 2025 at 10:15am in Memorial Hall, Lincoln University and online via MS Teams

Meeting Minutes

Present: Bruce Gemmell, Michelle Ash, Janice Fredric, Prof. Derrick Moot, Prof. Grant Edwards, Liz Hill-Taiaoroa, Gabrielle Thompson, Zara Weissenstein, David Jensen, and Puamiria Parata-Goodall (each a Council Member).

Via MS Teams: James Parsons, Dr Marjan van den Belt

In attendance: Susie Roulston (Chief Operating Officer)
Nathaniel Heslop (Council Secretary)
Prof Chad Hewitt (Provost)
Steve Hunter (Item 12)
Prof. Merata Kawharu (DVC, Māori)
Halle Gravatt (Te Awhioraki Tumuaki)
Karen McEwan (Executive Director, People, Culture & Wellbeing via MS Teams)

Apologies: Liz Hill-Taiaoroa

Meeting started at 10:16am.

1. Welcome/Karakia/Apologies

The Chancellor welcomed Councillors to the meeting and invited the Pro-Chancellor to open the meeting with karakia.

RESOLUTION

That Council:

1. Receive an apology for absence from Liz Hill-Taiaoroa.

Resolution

MOTION CARRIED

2. Disclosures of interests

The Register of Interests was NOTED.

3. Confirmation of the Previous Meeting Minutes

Council RESOLVED:

To confirm the minutes from the Council meetings held on 26th August 2025 as a true and correct record.

Resolution

MOTION CARRIED

4. Matters arising from the Minutes

The action register was NOTED.

5. Notice of items of General Business

The Chancellor informed Council of additional items of business regarding the appointment of Janice Fredric as a Council-appointed member of Lincoln University Council and the election of the Chancellor and Pro-Chancellor for 2026.

These items were not included in the agenda due to timing issues arising from confirmation of the reappointment of David Jensen to Council by the Minister for Universities and the appointment of Grant Miller, who will be a new member of Council from 1 January 2026.

The following resolution to introduce an Item of business not on the agenda was moved by the Chancellor:

RESOLUTION

That Council

Consider the appointment of Janice Fredric as a Council appointed member to Lincoln University Council and the election of the Chancellor and Pro-Chancellor for 2026 at this meeting, notwithstanding their absence from the published agenda.

Resolution

MOTION CARRIED

The Chancellor requested the Council Secretary invite Grant to the next Council meeting and request a short bio for distribution to other members of Council.

Action: Council Secretary

6. AGLS Faulty Presentation

The Chancellor welcomed the Dean of AGLS to present to Council.

The presentation is annexed to these minutes as **Appendix A**.

7. Vice Chancellors Report

The Vice-Chancellor report was taken as read.

Council noted that static government funding and CPI gap necessitates diversification of revenue streams with latent opportunities to monetize Lincoln University's reputation in the land-based sector.

The Chancellor encouraged management to understand the successes Waikato University is having with Māori.

Resolution

That Council:

1. **RECEIVE** the information in the Vice Chancellor's Report.

Resolution

MOTION CARRIED

8. **LUSA Report**

The LUSA President informed Council:

- Student Association elections achieved 22.14% voter turnout, a significant increase from last year's 12%.
- The Garden Party event ran smoothly; improved safety measures were implemented and positive police and community feedback received.
- LUSA is looking for additional external funding to support free food and welfare initiatives.

Resolution

That Council:

1. **RECEIVE** the information in the LUSA's Report.

Resolution

MOTION CARRIED

9. **Academic Board Report**

Council received the information in the report.

Academic Board is actively rationalizing programs to align with demand and strategic priorities.

Freedom of Expression policy nearing completion after broad consultation.

Research strategy will increasingly focus on partnerships and external funding opportunities.

Council supports removal of low-value courses to improve efficiency and resource allocation.

Resolution

That Council:

1. **RECEIVE** the Academic Board report.
2. **APPROVE** the deletion of the Diploma in Organic Agri-Food Production and the Diploma in Organic Husbandry.
3. **APPROVE** the deletion of the Additional Major in Facilities Management.

Resolution

MOTION CARRIED

10. Conferral of Qualifications

The report was taken as read.

Resolution

That Council:

APPROVE the following awards:

Doctor of Philosophy

Elizabeth Michelle **Barry**, in Agricultural Economics

Master of Agricultural Science

Resolution

Lincoln Charles **White**, First Class Honours, in Soil Science

Master of Applied Computing

Jerry **Choi**, Distinction
Qing **Ruan**, Distinction
Xuya **Yin**, Distinction
Fangye **Yu**, Merit
Hong **Zhang**, Merit

Master of Applied Science

James Paul **Bowskill**, First Class Honours, in Viticulture

Master of Business in Finance

Lujie **Zhao**

Master of Business in Global Management and Marketing

Xiaoli **Dai**, Distinction
Tian **Wang**, Distinction

Master of Commerce (Agricultural)

Bertha **Mwalabu**, First Class Honours, in Agribusiness and
International Rural Development

Master of International Nature Conservation

(Jointly awarded with Georg-August-Universität, Göttingen, Germany)

Francisco **Perera Rieder**

Master of Management in Agribusiness

James Alexander **Greer**, Distinction

Master of Precision Agriculture

Zhilin **Jiang**, Merit

Master of Tourism Management

Yinuo **Tang**, Merit

Bachelor of Science with Honours

Dustin Michael **Edmundson**, First Class Honours

Postgraduate Diploma in Parks, Recreation and Tourism

Yinuo **Tang**

Postgraduate Certificate in Commerce

Menghan **Kang**

Christiana Funmi **Metibogun**

Postgraduate Certificate in Environmental Management

Kelly Megan **Antao**, with Distinction

Soo Jung **Ryu**, with Distinction

Samson Brown **Scott**

Cobi Ellen **Taylor**

Postgraduate Certificate in Parks, Recreation and Tourism

Yinuo **Tang**

Bachelor of Commerce (Agriculture)

Kirsten Mary **Devery**

Jack Paul **Willans**

Bachelor of Viticulture and Oenology

Taine Perry **Jarvis**

Diploma in Agriculture

Amy Georgia **Gordon**

Diploma in Natural Resources

Piper Rae **Shaw**

Lily Hannah **Tweedie**

Diploma in University Studies

Emma Veronica **Jennings**

MOTION CARRIED

11. Health and Safety Report

The report was taken as read.

Council provided feedback on the report, requesting actionable insights in place of narratives that repeat information included in tables within the Health & Safety report.

Council discussed the communication of lockdown procedures on campus and sought assurances steps will be taken to increase awareness of these procedures.

Resolution

That Council:

1. The Health and Safety team continues to focus on maintaining and improving hazard identification and risk assessments, reviewing and establishing clear policies and procedures, aligning training requirements relevant to roles and working collaboratively with the University community in all areas of health and safety.
2. Identifying trends in the health and safety performance of the University and measures taken to improve the robustness of the data.

Resolution

3. The actions being taken to improve the culture of health and safety across the University.

MOTION CARRIED

12. Appoint Council Member following 2025 Student Executive Election

The report was taken as read.

RESOLUTION

That Council:

1. **RECEIVE** the information in this report.

2. **NOTE:**

(a) elections for the 2026 Lincoln University Student Association executive were held between 19th September and 3rd October 2025 in accordance with the LUSA Constitution.

(b) Student voter turnout was 12.29%

(c) Two candidates contested the President of the Lincoln University Student Association position.

3. **APPOINT** Ms Zara Weissenstein as a member of Council for a twelve-month term, commencing on 1 December 2025 in accordance with clause 4.1 of the Council Appointments Statute.

Resolution

MOTION CARRIED

12. General Business

There were several items of General Business:

1. Appointment of Janice Fredric as a Council-appointed member of Council
2. Election of Chancellor
3. Election of Pro-Chancellor

12.1 Appointment of Janice Fredric as a Council appointed member of Council

The Chancellor informed Council that he is resigning as a member of Council with effect from 31 December 2025.

This means that Council can appoint a new member of Council, and it is proposed that this member be Janice Fredric to provide continuity of leadership and governance.

Resolution

That Council

1. **NOTE** that Mr Bruce Gemmell has resigned as a member of Lincoln

University Council, with effect from 31 December 2025.

2. **NOTE** that Ms Janice Fredric's appointment to Council as a ministerial appointee ends on 31 December 2025.
3. **NOTE** that the Minister for Universities has reappointed David Jensen as a ministerial appointee to Lincoln University Council under clause 4(a) of its Constitution, effective from 1 November 2025 for a four-year term.
4. **NOTE** that the Minister for Universities has appointed Grant Miller as a ministerial appointee to Lincoln University Council under clause 4(a) of its Constitution, effective from 1 January 2026 for a four-year term.
5. **APPOINT** Ms Janice Fredric as a Council-appointed member under clause 4(g) of the Constitution, effective from 1 January 2026 for a four-year term.
6. **WAIVE** the requirement to call for expressions of interest, in accordance with clause 1.11 of the *Council Member Appointments and Elections Statute*, given Ms Fredric's eligibility, willingness to continue, and her demonstrated contribution to Council.
7. **CONFIRM** that Ms Fredric meets the statutory criteria under Section 278(2)(b) of the *Education and Training Act 2020*, including governance experience, strategic planning, and community engagement for this appointment.
8. **RECOGNISE** that Ms Fredric is well-positioned to assume the role of Chancellor, aligning with clause 1.2 of the Statute which encourages appointment of members with leadership potential.

Resolution

MOTION CARRIED

Ms Janice Fredric and Ms Puamiria Parata-Goodall left the room during discussion and voting on the election of a Chancellor and Pro-Chancellor.

12.2 Election of Chancellor

The Chancellor, noting his resignation and ineligibility for reappointment, invited nominations for the role of Chancellor.

Bruce Gemmell moved, and David Jensen seconded, the nomination of Janice Fredric.

No other nominations were received.

RESOLUTION

That Council:

1. **APPOINT** Ms Janice Fredric as a Chancellor of Lincoln University Council, commencing on 1 January 2026 to 31 December 2026, in accordance with section 15, schedule 11 of the Education and Training Act 2020.

Resolution

MOTION CARRIED**12.3 Election of Pro-Chancellor**

The Chancellor received nominations for the appointment of Pro-Chancellor.

The Chancellor moved and David Jensen seconded a nomination of Puamiria Parata Goodall.

There were no other nominations for Pro-Chancellor.

Council Resolved

That Council:

1. **APPOINT** Ms Puamiria Parata Goodall as Pro-Chancellor of Lincoln University Council, commencing on 1 January 2026 to 31 December 2026, in accordance with section 15, schedule 11 of the Education and Training Act 2020.

Resolution

MOTION CARRIED**13. Motion by the Chancellor for Resolution to Exclude the Public Pursuant to s48 of the Local Government Official Information and Meetings Act 1987**

I move that the public be excluded from the following parts of the proceedings of this meeting, namely:

<i>General Subject Matter</i>	<i>Reason for passing this resolution in relation to each matter</i>	<i>Grounds under section</i>
EFTS Prioritisation (Course Profitability) Report	To avoid prejudice or disadvantage to the commercial activities of the University	7(2)(h)
Audit, Risk & Assurance Committee 1. Report – business of Committee 2. Minutes from meeting on 19 August 2025 3. Internal Audit Charter 4. 6+6 Reforecast 5. 6+6 CAPEX Reforecast 6. 10 Year Financial Forecast 7. Ivey Hall Single Stage Business Case 8. NCH Funding Plan	To avoid prejudice or disadvantage to the commercial activities of the University	7(2)(h)
Ahumairaki Committee		
LAL Q3 Dashboard Report	To prevent the disclosure or use of official information for improper gain or improper advantage	7(2)(j)
Farms HoD Portfolio Report	To avoid prejudice or disadvantage to the commercial activities of the University	7(2)(h)
Q3 2025 Wellbeing Report	To prevent the disclosure or use of official information for improper gain or improper advantage	7(2)(j)
Recruitment Report	To avoid prejudice or disadvantage to the commercial activities of the University	7(2)(h)
Finance Report	To avoid prejudice or disadvantage to the commercial activities of the University To prevent the disclosure or use of official information for improper gain or improper advantage	7(2)(h) 7(2)(j)

Resolution

I move also that: Prof Chad Hewitt (Provost), Prof Merata Kawharu (Deputy Vice Chancellor, Māori and Pasifika), Mrs E Rooney (Finance Director), Mrs S Roulston (Chief Operating Officer), Mrs K McEwan (Executive Director People, Culture & Wellbeing), Mr D Lodge (Deputy Vice-Chancellor, Student Life), Prof.

Alison Bailey (Farms HoD), Mr Travis Glare (CEO, Lincoln Agritech Limited), Tumuaki-Takirua Te Awhioraki, and Mr Nathaniel Heslop (Council Secretary), be permitted to remain at this meeting after the public has been excluded, because of their knowledge of the various matters being discussed. This knowledge, which will be of assistance in relation to the matters to be discussed, is relevant to those matters because of their involvement in the development of reports to Council on these matters.

MOTION CARRIED

14. Closure and next Meeting

Puamiria Parata Goodall led the closing karakia.

The meeting closed at 1:56pm.

The next meeting is scheduled for Tuesday, 2nd December 2025 at 9:00am and will be held in Memorial Hall, Ivey West, Lincoln University Campus

CONFIRMED THIS 2nd DAY OF December 2025

BRUCE GEMMELL
CHANCELLOR

Council Meeting - 2 December 2025 - Matters Arising from the Minutes

Action Summary	Action Type	Originating Meeting	Destination Meeting	Responsibility	Due Date	Notes
Completed Actions since 28 October 2025						
REM Committee scheduled to review Council fees		Council	N/A	Heslop, Nathaniel	2/12/2025	
Grant Miller invited to December Council meeting		Council	N/A	Heslop, Nathaniel	2/12/2025	
Course Framework Audit Report added to workplan		Council	N/A	Heslop, Nathaniel	2/12/2025	
Incident Management Report included in closed session		Council	Council	Hunter, Steve	2/12/2025	
In Progress						
Develop and present a Health and Safety Strategy with a focus on culture, critical risks, and proactive governance.	Report	Council	Council	McEwan, Karen	1/04/2026	
Commission an independent review of health and safety governance, including strategy and critical risks.		Council	Council	McEwan, Karen	31/12/2025	
Schedule agenda item 'Nature in the Boardroom' in 2026		Council		Heslop, Nathaniel	31/12/2025	To be included in 2026 Council workplan



Vice-Chancellor's Report to Council

November 2025

Important developments for the university sector

The Council of Australasian University Librarians (CAUL), in collaboration with Universities Australia and Universities New Zealand, have been negotiating with the four largest global academic publishers - Elsevier, Wiley, Springer Nature and Taylor & Francis. This unified effort addresses the rising cost of open access publishing and university budget pressure, which together result in a significant annual spend for New Zealand's eight universities. A landmark, fully uncapped open access agreement with Taylor & Francis has been agreed to in principle, while negotiations continue with Wiley and Springer-Nature. However, discussions with Elsevier have been paused after the parties failed to agree on major commercial terms. While CAUL remains open to re-engaging with Elsevier, the pause in talks means Lincoln University will lose its CAUL contract for ScienceDirect from 2026. This will affect academic staff and students access to read and publish in ScienceDirect academic journals. Mitigation measures are planned, but some disruption is anticipated.

The Government's new national intellectual property (IP) policy gives New Zealand researchers the first right to commercialise their inventions allowing them to work independently or university. Under the policy, researchers retain most benefits, with university equity capped at around five to ten percent for standard support. Lincoln University is currently assessing the implications of this change, including shifts in IP ownerships and commercialisation processes to ensure our researchers are well supported under the new framework.

Leading New Zealand's environmental conversation

To enhance our reputation and increase the impact of our work in the land-based sectors, we continue to focus on showcasing our collaborations with key partners and demonstrating the tangible, real-world impact we are jointly creating. Our aim is to increase stakeholder understanding of the challenges, opportunities and advancements in the land-based sectors, thereby highlighting the significance of our education and research at Lincoln University. To showcase the University's collective expertise and impact, we launched the State of the Land project at the start of the year, led by the Vice-Chancellor. So far, the initiative has demonstrated significant success, delivering 21 events that collectively attracted over 1,560 attendees representing 641 different institutions.

Initially the series was built around five core activities:

- State of Land Reports: A series of independent, evidence-based publications that analyse trends and challenges in the land-based sectors.
- State of Nation - Land Address: An annual event focused on the intersection of agriculture and the environment.
- State of Land - Connecting and Community: A series of events fostering networking and discussion on topical issues.
- State of Land - Excellence: A platform showcasing the research outputs of our professorial staff

A sixth event has now been added to the series for 2026 – The State of the Land Bioeconomy Series. This exciting new series will be delivered in partnership with the Bioeconomy Science Institute (BSI) and will explore the growing potential of the bioeconomy.

In November, Lincoln University hosted its first annual State of the Nation's Environment Address since 2019. Pioneered by Emeritus Professor Ian Spellerberg in 1999, this event has been a leading contributor to the national discussion about the health of our environment and the future outlook. This year's keynote, delivered by Parliamentary Commissioner for the Environment, Simon Upton, was titled *What we don't know about the state of NZ's environment – and does it matter?* Around 270 attended in-person and 50 online. Simon highlighted the need for solid data, long-term environmental data, referencing his report "*A Federated System to Improve Environmental Information*". He stressed that environmental information is essential for sound policy and resource allocation, and that the institution must commit to long-term environmental stewardship before launching major initiatives. Overall, a highly successful event.

The State of the Nation's Environment address followed a celebration of 50 years since the founding of Lincoln University's Department of Environmental Management (DEM) – a milestone that has shaped generations of environmental leaders, researchers and practitioners. This celebratory session included a staff panel, a distinguished panel, an open discussion and Q&A session, some intimate reflections by Emeritus Professor Geoff Kerr, a DEM potted history by Dr Roy Montgomery, wrapping up with a final session for networking and reconnecting.

Impactful research

Lincoln University's Distinguished Professor Philip Hulme has been awarded a Marsden grant of \$853,000 over three years for his innovative research project *Buyer Beware: Predicting emerging exotic weeds in New Zealand*. The awarding of a Marsden grant indicates the very highest level of research excellence, and a great outcome for Professor Hulme and for Lincoln University.

Lincoln University and McCain Foods have announced an eight-year collaboration to convert part of the Lincoln University Research Dairy Farm (LURDF) into a future-focused arable and cropping farm.

Named 'Lincoln University McCain Foods NextGen Regenerative Farm', the project will establish a 20-hectare regenerative agriculture demonstration farm at LURDF. The collaboration between McCain Foods and Lincoln University will involve trialling leading regenerative agriculture practices combined with advanced technology on high-value crops in a 1:8 potato rotation. The 20-hectare trial block allows for three replicas of both the conventional and regenerative treatments, with each replica designed to support scientific evidence while maintaining industry-relevant scale. Results will be compared with the current standard agricultural practices in Canterbury and reported back to the sector. The trial will last eight years and be open to other collaborative partners.

In November, Lincoln University hosted a major international water workshop - the New Zealand-China Water Research Centre Workshop. The event drew delegates from Aotearoa New Zealand and China, and workshop discussions included water quality and quantity, mitigating water contamination, nitrate leaching, nutrient recycling and waste management. The New Zealand-China Water Research Centre was formed in 2016 to coordinate and facilitate long-term collaborations between New Zealand and Chinese scientists. These collaborations, which involve a range of organisations, support the development of coherent research in water quality and related areas. Hosted by Lincoln University, the New Zealand-China Water Research Centre partners with AgResearch, Landcare Research, Plant and Food Research, Lincoln Agritech Ltd, and the University of Otago, and is one of three centres funded by MBIE to foster stronger research collaborations between New Zealand and China. Under the leadership of Professor Hong Di, Lincoln University, the centre organises workshops, joint research programmes and hosts visiting scientists and students. The centre aims to enhance engagement with China and elevate New Zealand's global reputation as a leading hub for research and development.

Growing impact through collaboration and partnerships

In October, Lincoln University deepened its relationships strategic partnerships in China through a series of high-level conferences and meetings with key universities. By invitation, the Vice-Chancellor participated in the third annual World AgriFood Innovation (WAFI) Conference in Beijing. Since its launch in 2023, WAFI gained significant international recognition and is now regarded as one of the top three agricultural events worldwide. This year's theme "Resilient Food Supply For Agrifood Systems Transformation", provided an opportunity to explore potential new international research partners and education-based partnerships. Productive discussions were also held with Beijing Forestry University, China Agriculture University, Yunnan Agriculture University and Beijing Academy of Agriculture and Forestry Sciences, regarding education and research partnerships.

While in China, the Vice-Chancellor, accompanied by Lincoln University Professor Hong Di met with Professor Li Zhaohu, the President and Deputy Secretary of the Party Committee of Beijing Forestry University (BFU). A key outcome was the signing of an MoU to strengthen collaboration through articulation pathways, collaborative research opportunities, faculty and student exchanges, joint academic programmes, a proposed National Parks Research Joint Centre and professional access to training courses in National Parks Management. Additional agreements signed outline the establishment of a Joint Education Programme in Landscape and National Parks Management, and an International Joint Laboratory on National Parks Management. These initiatives pave the way for delivering Lincoln University's Master of Parks programme at BFU, and support China's ambitious National Park expansion plans. A formal signing ceremony was later held at the China Annual Conference and Expo for International Education (CACIE) in Beijing, attended by Dr. Shane Reti, the New Zealand Minister for Universities, and China's Deputy Minister of Education, Professor Ren Youqun.

The Vice-Chancellor attended the World Agricultural University Presidents' Forum, during China Agricultural University 120th Anniversary celebrations, as part of the 2025 WAFI Conference in Beijing. Additional sessions hosted by Beijing Academy of Agriculture and Forestry Sciences (BAAFS) included a symposium on "Soil Improvement & Sustainable Fertilisation Technology Innovation", covering soil health, sustainable fertilization and low-carbon agriculture. These sessions aimed to advance academic exchange and strengthen international collaboration. Lincoln University also signed an agreement with BAAFS focused on low-carbon farming technologies.

A visit was also paid to Huazhong Agricultural University (HZAU) where the Vice-Chancellor spent time with Lincoln University staff based at HZAU's Wuhan campus, gaining first-hand experience of the University's Joint Institute of Higher Learning. Discussions took place with HZAU President Yan Jianbing concerning exciting new opportunities for education and research collaborations.

In November, the Vice-Chancellor participated in the Euroleague for Life Sciences (ELLS) General Assembly and Forum. Lincoln University's partnership with ELLS is a key international alliance that positions the University as a global partner in a prestigious European network focused on land-based and Life sciences. Since joining in 2013, Lincoln University is one of only two international partners outside Europe. This alliance offers students valuable mobility and joint programme opportunities and offers staff essential platforms for international research networking and collaboration. Unique to ELLS is the annual international Scientific Student Conference. This year's event, themed "*Living the ELLSperience| Cultivating Scientific Innovations*", brought together students from across the network to present research in key areas of life sciences. Eight Lincoln University students participated, showcasing their work and engaging in international collaborations.

In November, the University announced its sponsorship of Matatū, the South Island's Super Rugby Aupiki team. Since 2023, Lincoln University has been home to Matatū, and the Black Ferns' South Island hub, with both teams taking full advantage of the University's world-class sports fields, training facilities and sport science capabilities. The new partnership sees Matatū move into fit-for-purpose long-term premises on the Lincoln University campus, including renovated office space for its administration staff and dedicated training areas and changing facilities for the players. Matatū will also enjoy access to the University's playing fields and state-of-the-art gym, Whare Hākinakina. Starting from 1 January 2026, Lincoln University will officially be known as the Tertiary Partner of Matatū for an initial three-year period.

[Te Mātāpuna Mātātahi | Children's University](#)

The University proudly celebrated Te Mātāpuna Mātātahi | Children's University graduation ceremonies with six events over a period of two weeks. In a landmark year, this great initiative, in partnership between Lincoln University and University of Canterbury, will mark its 5000th graduate and its 20th graduation ceremony – all achieved within a short six-year period.



Kia ora koutou

Since the last council meeting, both Te Awhioraki and LUSA have been setting up for next year, and ensuring the handover between 2025 and 2026 exec teams will be smooth and seamless. We have been planning our exec inductions and training for February before prep week begins and it is our hope to have significant crossover for these for our exec teams to get to know one-another and set up for a strong year together.

The final part of Grace and Halle's mahi as 2025 Tumuaki will be to prepare policies for new defined kaimahi roles to clarify the scope and expectations of this executive position. This will include a Cultural Anchor and Advisor, an Engagement and Wellbeing Officer and a Social Media and Branding Officer.

The last big project for LUSA for 2025 has also been completed, seeing the strategic plan for 2026-2030 approved by the exec. This will be publicised in the coming weeks on our website.

Looking forward, the summer break will be used for planning and training the executive teams. Our guiding whakataukī for 2026 is "*Ko te pae tawhiti whāia kia tata, ko te pae tata whakamaua kia tina*" — to pursue distant horizons while holding fast to what we have achieved. This reflects our focus on maintaining and upholding the strong foundations built this year, while elevating our governance capability, professionalism within the executive, and the quality of the events and cultural opportunities we curate for our Māori students.



Finally, the LUSA President and Vice-President (along with a group of our postgraduate students) recently attended the Student Scientific Conference in Uppsala, Sweden – hosted by the European League of Life Sciences and the Euroleague Student Association. This was a great learning opportunity for LUSA, to see what the student associations in Europe are doing for their students, how their structure differs from ours, and the challenges they are facing at the moment and how they deal with them. We were able to learn a lot from each other, and make some strong connections which will be great support systems in the future. We would like to thank Lincoln University for making this trip possible, for us to gain so much valuable knowledge from the conference.

Ngā mihi
Grace, Halle, & Zara



Vice-Chancellor's Office

Version:

Academic Board

Author/s: Paula Morrison

SLT Authoriser: Professor Grant Edwards, Chair

Date: 25/11/2025

1. Purpose

To provide a summary of the Academic Board meeting held on 5 November 2025.

Content

1. Executive Summary
2. [Appendix 1](#): Full Academic Board Report for November 2025
3. [Appendix 2](#): Academic Regalia – Master of Environment and Agriculture and Undergraduate Diploma
4. [Appendix 3](#): 2025 Summary of Approvals through Academic Board
5. [Appendix 4](#): Lincoln University Learning Model
6. [Appendix 5](#): Tuai te tī Lincoln University Te Whare Wānaka o Aoraki Academic Governance Framework

2. Recommendations

1. That the Academic Board report be **NOTED**.
2. That Council **APPROVES** the recommendation for the academic regalia for the Master of Environment and Agriculture and the undergraduate gowns.
3. That Council **NOTES** the 2025 Summary of Approvals through Academic Board.

3. Executive Summary

The meeting held on Wednesday 5 November was the final Academic Board meeting of 2025.

The Board approved the following:

- The introduction of two new courses: COMP 648 Machine Learning for Land Use and ENTO 625 Advanced Insect Diversity and Ecology.
- Modifications to two existing courses: ENTO 612 Advanced Entomology and MAST 606 Indigenous Planning and Development.
- Modifications to the Practical Work requirements for the Diplomas in Agriculture and Horticulture.
- Course Outline templates for 2026.

- The introduction of the Lincoln University Learning Model: Whenua ki te whenua
- Amendments to the following regulations: D: Formal Examinations and Final Assessment, E.5: Reconsiderations, and H: Credits and Exemptions.
- Inclusion of AAC-approved substitutions for two additional majors and a minor in the LU Maramataka | Calendar.
- The introduction of a new policy - Short Course Policy and Procedure – and accompanying template.
- The Academic Committee Meeting dates for 2026.

The Board endorsed the following:

- A proposal to offer the Master of Commerce (Agricultural) offshore in partnership with Yunnan Agriculture University, subject to amendments and a Business Case. When these have been addressed, a formal request for approval will come to the Council.
- Recommendation for the academic regalia for the Master of Environment and Agriculture, and a modification to the undergraduate gowns.

The Board acknowledged and thanked the following members whose respective terms have ended:

- Dipti Adhikari, LUSA Postgraduate Representative
- Grace O'Shaughnessy, Tumuaki, Te Awhioraki
- Distinguished Professor Leo Condron, Professorial representative for the Faculty of Agriculture and Life Sciences.

Appendix 1

Vice-Chancellor's Office

Academic Board Report November 2025

Academic Board met on Wednesday 5 November in Memorial Hall for its final meeting of 2025. The meeting was chaired by the Deputy Chair, Dr Megan Clayton, in Professor Edwards' absence.

The agenda included standing reports from the Learning and Teaching Committee, Research Committee, and cyclical reports from the Academic Administration Committee, and Te Huka Kouka Academic Quality.

The Board endorsed a proposal to offer the Master of Commerce (Agricultural) offshore in partnership with Yunnan Agriculture University, subject to amendments and a Business Case.

The Chair acknowledged three members of the Board attending their final meeting and thanked them for their contributions.

GOAL 1 - A DISTINCTIVE AOTEAROA NEW ZEALAND END-TO-END STUDENT EXPERIENCE

New Courses

COMP 648 Machine Learning for Land Use

This new course serves as a foundational course providing essential technical skills for the subsequent courses in the newly approved Master of Artificial Intelligence for Land Use. It develops core skills in machine learning.

ENTO 625 Advanced Insect Diversity and Ecology

This new course is aimed at students undertaking postgraduate study with an ecology and pest management focus and is listed as a soft-core option in the newly approved Master of Bioprotection. The enrolment is capped at 10 students as it will be co-taught with ENTO 304 against which it is restricted.

Modifications to Existing Courses

ENTO 612 Advanced Entomology

This proposal adds one of ENTO 604 or ENTO 625 as a prerequisite to ensure students have the appropriate level of knowledge for ENTO 612. It is also soft-core option in the Master of Bioprotection.

MAST 606 Indigenous Planning and Development

Academic Board previously agreed that this course, not offered for 10 years, could be retained subject to review and confirmation of teaching resources. This is a soft-core option in the Master of Planning and the Bachelor of Environmental Policy and Planning with Honours. Revisions to the course included a semester shift, addition of a field trip, changes to the Funding Code, NZSCED codes and Course Classification Code, updated Aims and Learning Outcomes, content updated to include additional Pacific and planning content, and revisions to the assessment activities.

Lincoln University Graduate Profile Project

The formal approval by the Council of the LU Graduate Profile (LUGP) earlier this year necessitates the mapping of graduate attributes at the programme level through to the overarching LUGP. Te Huka Kouka | Academic Quality is currently working with the Strategic Project Management Office to design a project plan for this piece of work. The project will involve stakeholders across the University, including Learning and Teaching Excellence, Programme Convenors, the Web Specialist and Strategic Comms. The SLT Sponsor of the project is the Provost, Professor Chad Hewitt, and the Business Owner is the Academic Quality and Policy Manager, Paula Morrison. Further details will be provided as the plan progresses.

Lincoln University Learning Model

In alignment with Strategic Goal 1 - A distinctive, Aotearoa New Zealand, end-to-end student experience – the Learning and Teaching Committee (LTC) was asked to develop a learning model that characterises LU's unique and distinctive approach to learning. The initial draft was created in the first half of 2025 by LTC members from Academic Preparation and Pathways, Learning, Teaching and Library, and Te Manutaki. That model was then aligned with the newly approved Lincoln University Graduate Profile (**Appendix 4**).

Campus-wide consultation was undertaken, and the model was revised accordingly and now better aligns with our core values, remains centred in our belief that "tauirā are at our core", incorporates the feedback and suggestions of students, academic and operational business units, and broadly defines the uniqueness of a Lincoln University education by articulating the design and development of our transformative educational practices as learner-centred, inclusive, and grounded in evidence-based practice.

The Director, Te Manutaki proposed the name **Whenua ki te Whenua**. Grounded in reciprocity and our core value of Manaakitaka, Whenua ki te Whenua represents 'from the land, back to the land', encapsulating the sustainability of life and our focus on specialist land-based industries.

Next year work will commence on developing a Teaching Quality Framework with more specific guidance and examples of how each attribute of Whenua ki te Whenua could be addressed; thereafter, support teams could begin aligning their professional development offerings, materials and resources to fulfilling the identified framework.

GOAL 2 – IMPROVED ASSETS AND SUSTAINABLE OPERATING MODEL

Course Outline templates 2026

The Board approved the Course Outline templates for 2026 which now include the Generative Artificial Intelligence Usage options for each assessment, to be determined by the course examiner. The options include no usage permitted, usage permitted for some assessment items, and usage permitted for all assessment items.

Lincoln University Assessment Group

The purpose of the LU Assessment Group is to provide a formally recognised representative body of academic and support staff to engage in structured and collaborative discussion about assessment-related matters including those related to tauira submissions for formative and summative ungraded assessment, formative and summative graded assessment, and practical work reports, processes, policy and procedures, disseminating knowledge and encouraging best practice. The Assessment Group would be authorised to review assessment-related matters and make recommendations about processes, policies and procedure to the Learning and Teaching Committee, Academic Administration Committee, and the Provost.

Refurbishment of Ivey Hall: Physical Collection

The Director, Learning, Teaching and Library advised the Board the refurbishment of Ivey Hall necessitates the physical collection being stored off site for up to 2 years. This is expected to occur during the mid-term break next April. Library staff will reach out to faculties to ask them to identify which items they would like to retain on site; approximately 5000 of the most requested items will remain on site.

GOAL 3 - A CULTURE WHICH STIMULATES AND INSPIRES ALL STAFF AND STUDENTS

Modifications to the Practical Work requirements for the Diplomas in Agriculture and Horticulture

The proposal to modify the practical work requirement for the Diplomas in Agriculture and Horticulture removes the requirement for students to complete a total of 12 weeks of practical work on two different farm types, typically 6 weeks on each. The current requirement is a barrier for students, especially international students who have a much harder time finding a job. Whilst the original premise was to expose students to more than one farm type, there is just as much value of working on one farm for longer, and that period of time on one farm will expose students to other aspects of farming.

Academic Governance Framework (AGF)

The first iteration of the AGF has been approved by SLT and shared with the Deans. Publication and implementation are the next steps (**Appendix 5**).

Academic Board representative to the Council Awards Committee

The current incumbent – Dr Dave Dannenberg - has completed his two-year term. Professor Emma Stewart has agreed to be the Board's representative to this committee going forward.

Research Awards

The Staff Research Awards have now been approved by SLT, and the first set will be presented at the end of year event in 2026.

GOAL 4 - A WORLD-CLASS RESEARCH AND TEACHING PRECINCT

Regulation B, 7 (1) and (2) Learning and Information Skills module and the Respectfully Lincoln workshops

The Learning and Information Skills module is being redeveloped into an Academic Success module. In addition, an Academic Integrity module is being developed. Both modules will be available to tauira for Semester 1, 2026. Minor changes to the regulations for attendance at the Respectfully Lincoln workshops were also presented.

Regulation D: Formal Examinations and Final Assessment

The amendments to this regulation updates outdated terminology and clarifies the processes around final assessment.

Regulation E: In-term Assessment, Section 5: Reconsiderations

The regulation clarifies the process for limited formal in-term reconsideration where approaching a course examiner has not resolved the issue, and before an appeal at the end of the course.

Regulation H: Credits and Exemptions

Amendments to this regulation includes updating some of the nomenclature for consistency with that used in other universities in Aotearoa New Zealand, includes more recent degree programmes where appropriate, and removes reference to a deleted programme.

Graduating Year Reviews 2025: Scrutineers' Reports

Lincoln University submitted four GYR reports in 2025: Master of Fintech and Investment Management, Bachelor of Commerce (Global Business), the Additional major in Global Business, and the Graduate Diploma in Brewing and Fermentation. The reports were scrutinised by the universities of Massey and Waikato who deemed them to have met the requirements of the GYR process. Common themes included the need for more industry engagement, the translation of Māori and Pacific ambition into attracting Māori and Pacific students, and a stronger trend analysis.

Promotion of Research

In the period since the last meeting, LU sponsored prizes in the Canterbury Westland Science and Technology fair, in addition to a significant number of LU staff being involved. A pleasing aspect is the Lincoln High School Adopt a Scientist Programme featuring heavily.

The 3MT finalists are being featured across a range of platforms with their research being profiled.

LU has also launched a research student podcast series.

Research Performance Report

The Research Performance Report was received by the Research Committee. The report tells the story about LU's focus, its unique areas of research productivity, publications, and collaborations.

One of the challenges discussed about targets for publishing is that we do not have access to the relevant software tool which would allow us to benchmark against others; this also means that other institutions can access information about Lincoln that we cannot access ourselves, including citations, field weighted citation, Fields of Research, and collaborations. This impacts the request for the Committee to endorse the ongoing presentation of this report to Academic Board on a 6-monthly basis.

It was noted that, although Lincoln has 2% of academic capacity, we account for 26% of publications.

GOAL 5- AN ORGANISATION FOCUSED ON MEANINGFUL PARTNERSHIPS

Offshore Delivery: Master of Commerce (Agricultural) and Yunnan Agricultural University

The Board endorsed a proposal for the offshore delivery of a Lincoln University qualification with significant contributions from Yunnan Agricultural University (YAU), leading to the joint award of the Lincoln University qualification with a qualification from YAU. Amendments to the proposal are required in addition to a full Business Case. Once these have been addressed, a formal proposal for approval will be submitted to the Council.

ELLS

An ELLS Task Force Research (of which the Provost is a member) has been stood up to compliment the work being undertaken by the Task Force Education. TFE had a two-day meeting to discuss, amongst other things, governance and support structures, the planned new EU round and bid, and the upcoming SSC/GAF in Sweden. The LU Foundation has provided financial support such that we are able to send 5 funded students to the SSC (Student Scientific Conference) in November. The LU contingent will total at least 10 in all, highlighting a commitment to ELLS.

Appendix 2

Student Administration
Lincoln University
PO Box 85084, Lincoln 7647
Christchurch, New Zealand

T (64) 3 423 0000
F (64) 3 325 3867
E grow@lincoln.ac.nz
www.lincoln.ac.nz

MEMORANDUM

To: Paula Morrison, Academic Quality and Policy Manager (for Academic Board)

CC: Dr Hamish Cochrane, Director, Student Services

From: Sonja Wilkinson, Team Leader, Scholarships, Records and Graduation

Date: 20 October 2025

Subject: Academic Regalia: seeking approval for the Master of Environment and Agriculture hood colour and Undergraduate Diploma gown emerald sash

I am seeking Academic Board consideration and endorsement for academic regalia as outlined below. The intention is to submit this for approval thereafter to Council.

1. Undergraduate Diploma: Black Gown with Green Facings

Graduate Women Canterbury (GWC) Regalia Hire have requested permission to provide a separate emerald sash that will look and sit the same as the sewn-in panel for the black gown with green facings.



The black gown with green facings is worn by graduands for the Diploma in Agriculture, Diploma in Farm Management, Diploma in Horticulture, Diploma in Horticultural Management, Diploma of Horticultural Business and the *Diploma in Organic Agri-Food Production**.

The plain black gown is worn by graduands for the Diploma in Applied Science, Diploma in Commerce, Diploma in Natural Resources, *Diploma in University Studies** and the First-Year Pathway Diploma.

Note: these programmes are closed for enrolment.

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This will allow GWC Regalia Hire to:

- easily accommodate any variety of heights from their stock of black gowns
- ensure that any new gowns remain versatile for multi-hire purposes (rather than being solely for use by Lincoln University).

There will be no difference in cost to graduates between hire of the existing sewn-in emerald gown or the black gown with the emerald sash combination.

As per the PhD sashes, the emerald Diploma sash will be:

- a standard length that would go down to or near the bottom of the gown
- separate from the gown (sits on top)
- will be kept and reused for students at each Graduation.

2. Master of Environment and Agriculture: Ultramarine hood colour

The Master of Environment and Agriculture is a new degree with a 50/50 ownership split between the Faculty of Environment, Society and Design and the Faculty of Agriculture and Life Sciences.

This degree will provide a qualification for students wanting to contribute to a transformational change in the agricultural sector to achieve sustainable food production and food security.

<https://www.lincoln.ac.nz/study/study-programmes/programme-search/master-of-environment-and-agriculture/>

The proposed hood colour is Ultramarine, an existing colour (BCC Number 148) currently worn by those graduating with the Bachelor of Science and Science (Honours), Master of Science, Master of Science in Food Innovation, Master of Science in Plant Breeding, Master of Applied Science, Master of Pest Management, Master of Bioprotection, Master of Disaster, Risk and Resilience, and the Master of Water Resource Management.

Consultation was undertaken with the Programme Managers from each Faculty who recommended the Ultramarine hood colour:

- Dr Chrystal O'Connor, Lecturer, Māori Early Career Academic Programme, Faculty of Agriculture and Life Sciences
- Dr Shannon Page, Senior Lecturer, Faculty of Environment, Society and Design

Appendix 3

APPROVALS THROUGH ACADEMIC BOARD

2025

A summary of approvals and endorsements from 2025 are shown below. Details can be found in the relevant Academic Board Minutes.

General Regulations, Statutes, Policy, and Procedures

Meeting Date	Item	Description
30 January 2025	4.	That Academic Board approves the revisions to the Student Representative Policy.
5 March 2025	9.	That Academic Board approves the revisions to the Teaching Committee's Terms of Reference
	11.	That Academic Board endorses the addition of the Director of the Institute of Kāika Climate Resilience to its membership.
9 April 2025	6.	That the Academic Board approves the revisions to the Terms of Reference for the Learning and Teaching Committee.
	8.	That Academic Board approves the amendments to the Aegrotat Policy and Procedure.
28 May 2025	6.	That Academic Board approves the proposal to modify the Lincoln University Excellence in Education Awards Procedure.
		That Academic Board approves the proposal to introduce the Lincoln University Learning and Teaching Awards.
	7.	That Academic Board approves the revisions to the following policies and procedures Assessment Policy, Assessment Procedures, Course Examiner Policy and Procedures, Delivery of Examinations Procedure, Examination Moderation Procedures, Exam and Test Set-up In Akoraka Learn
16 July 2025	8.	That Academic Board approves the introduction of the Offshore Academic Delivery Policy and Procedures.
		That Academic Board approves the modifications to Regulation E: In-term Assessment (Partial Waivers)
		That Academic Board approves the modification to Regulation H: Credits and Exemptions: Diplomas (prevents cross credit from completed diplomas (Farm Management or Horticultural Management) into the Diplomas in Applied Science, Commerce or Natural Resources).
20 August 2025	6.	That Academic Board approves the proposal modify the regulations for the Diplomas in Agriculture Horticulture, Horticultural Management and Farm Management.

		That Academic Board approves the revisions to the Asynchronous Online Course policy.
		That Academic Board approves the revisions to the Qualification Review Procedures.
24 September 2025	9.	That Academic Board approves the revisions to the Academic Policy Review: Test and Examination Script Policy and Procedures.
5 November 2025	4.	General Course and Examination Regulations, B. General Conditions for Credit, 7 (1) and (2): Learning and Information Skills module and the Respectfully Lincoln workshops were updated to reflect changes to the modules.
	8.1	Amendments to Regulation D Formal Examinations, Regulation E In-term Assessment and Regulation H Credits and Exemptions.
	8.2	Approved the introduction of a Short Course Policy.

Programme Related Items

Meeting Date	Item	Description
9 April 2025	6.	That, subject to amendments, the Academic Board endorses the Bachelor of Landscape Management to progress to Council for approval.
		That, subject to amendments, the Academic Board endorses the Master of Artificial Intelligence in Land Use to progress to Council for approval.
		That Academic Board endorses the proposal to introduce the Postgraduate Certificate in Academic Practice to progress to Council.
16 July 2025	6.	Proposal to Introduce a Master of Bioprotection endorsed for CUAP Round 3.
24 September 2025	7.	Approved proposals to delete the Additional Major in Facilities Management and the Diploma in Organic Agri-Food Production and the Diploma in Organic Husbandry.
5 November 2025	6.3	Approved modification to the practical work for the Diplomas in Agriculture and Horticulture – allowed 12 weeks on one farm type.
	6.4	Approved minor changes to the course outline templates for 2026.
	6.8	Endorsed, subject to amendments and a Business Case being received, the proposal to offer the Master of Commerce (Agricultural) in partnership with Yunnan Agricultural University.
	8.1	Approved the inclusion in the Calendar of the blanket substitutions for the additional majors in Event Management and Supply Chain Management, and the Minor in Supply Chain Management.

Course Related Items

Meeting Date	Course	Description
5 March 2025	RECN 111 Professional Studies in Sport and Recreation Management	Name change to Leisure Industry Leadership
	Short Course in Agronomy	Approved
28 May 2025	FINC 211 Investments	Added FINC 204 to the prerequisites, and removed it as Recommended Preparation.

	MGMT 316 Analysis and Planning in Agricultural Systems	Changed the name of the course to Evaluating Agricultural Systems, the prescription and the course aims.
	MGMT 317 Development and Investment in Agricultural Systems	Changed the name to Strategic Management in Agricultural Systems, the prescription, course aims and learning outcomes.
16 July 2025	ACEN 602 He Kai Kei Aku Ringa: Integrating Agriculture, Māori World Views, and Governance	New course for the Master of Environment and Agriculture
	ACEN 601 Academic Communication for Postgraduates	New course for HZAU Master of Environmental Policy and Management
20 August 2025	ACEN 104 Academic Writing, Research and Presentation	New course for HZAU undergraduate students.
	COMM 302 Sustainability Analysis and Reporting	New course for the Bachelor of Commerce (Sustainability).
	AGRI 601 Future Ethical and Sustainable Agriculture	New course for the Master of Environment and Agriculture
	Bulk course deletions	Refer to agenda papers for details.
24 September 2025	ENSC 602 Advanced Environmental Pollution	New course: elective and part of the Environmental Stream in the Master of Science.
	MAST 220 Whakatipu Rauemi Māori: Māori Resources for Growth	New course: soft-core in the Bachelor of Sustainable Tourism.
	MAST 203 Digital Marketing	New course. To be added to 200-level options in the Marketing major for the BCom.
	BMGT 331 Innovation for Societal Issues	Changes to the title and prescription, moved from semester 2 to semester 1 and updates made to the Learning Aims.
5 November 2025	COMP 648 Machine Learning for Land Use	New course for the Master of Artificial Intelligence for Land Use
	ENTO 625 Advanced Insect Diversity and Ecology	New course: soft core for the Master of Bioprotection
	ENTO 612 Advanced Entomology	Added new prerequisites
	MAST 606 Indigenous Planning and Development	Changes to semester (from s2 to s1), added a field trip, updated Funding Code, NZSCED codes and Course Classification Code, updated Aims and Learning Outcomes, content updated to include additional Pacific and planning content, and revisions to the assessment activities.

Other

Meeting Date	Item	Description
28 May 2025	6.	That Academic Board approves the revisions to the Special Topics rules, template and process.
	10.	That Academic Board approves the introduction of the Lincoln University Graduate Profile, with the five high level elements, subject to wordsmithing by SLT according to the feedback received.
16 July 2025	9.	That Academic Board approves the modification of the funding codes for RECN 111 Industry Leisure Leadership.
	11.	That Academic Board approves the dates for 2026 and 2027.
20 August 2025	8.	Cycle 6 Academic Audit – one year follow-up report endorsed to proceed to Council.
24 September 2025	7.	Approved the Graduating Year Review reports to be submitted to CUAP: <ul style="list-style-type: none"> • Additional Major in Global Business • Bachelor of Commerce (Global Business) • Graduate Diploma in Brewing and Fermentation • Master of Fintech and Investment Management
		Endorsed the following guidelines as living documents: <ul style="list-style-type: none"> • Generative Artificial Intelligence (GenAI) Staff Guidelines for Learning and Teaching • Using Generative Artificial Intelligence (GenAI) in your Learning – Student Guidelines
5 November 2025	6.5	Approved the Lincoln University Learning Model
	6.6	Endorsed the establishment of a LU Assessment Group
	8.2	Approved the Short Course Template
	9.1	Endorsed the regalia for the Master of Environment and Agriculture
		Endorsed a change to the regalia for the undergraduate diplomas
	9.2	Approved the Academic Committee Meeting dates for 2026

Appendix 4

Whenua ki te Whenua defines our distinctive, values-driven approach to learning, guiding programme design and teaching practice. Utilising the **whenua that is our campus and farms**, connecting with Te Taumutu and the Selwyn District and working with industry and research institutes, it **articulates our vision as a specialist**, land-based institution. Centred on tauira, it aligns our graduate attributes into tangible outcomes, ensuring every tauira experiences transformative education that prepares them to be both a local and global citizen in a digitally enriched world. Developed collaboratively across faculties and support teams, it reflects our strengths—place-based learning, iwi and industry partnerships, research-based education and living laboratories, to promote inclusive, learner-centred environments where tauira are seen and supported as individuals on a life-long journey.

Sustainable	Employable	Culturally Competent	Grounded	Research-Capable
Offering programmes and courses that embed sustainability principles and perspectives to prepare students to respond to complex global issues related to the land, environment and communities.	Offering programmes and courses in areas of national and global priorities in consultation with iwi, hapū, industry, government and communities.	Offering programmes and courses that honour our commitment to Te Tiriti o Waitangi, by including Te Ao Māori, Pasifika and other indigenous peoples' mātauraka.	Offering programmes and courses that facilitate teamwork, collaboration and relationship building to foster student-led inquiry, problem-solving, perseverance and resilience.	Offering programmes and courses that build critical thinking, inquiry, analysis and research skills to foster a culture of curiosity and innovation.
Embedding the UN Sustainable Development Goals, Mātauraka Māori and our Sustainability Plan into learning experiences.	Embedding career development learning to support developing tauira independence, self-advocacy and well-being into learning experiences.	Embedding cultural knowledge and perspectives into learning experiences.	Embedding applied and authentic problem-based learning experiences that reflect real-world conditions, involve industry experts, and develop digital capabilities into learning experiences.	Embedding the latest researched-based knowledge and practice into authentic learning experiences.
Providing opportunities for tauira to engage in learning experiences, including place-based learning, that address environmental, social, cultural, and economic sustainability rooted in respect for people, place, and purpose.	Providing opportunities for tauira to engage in work-integrated and place-based learning experiences, such as internships, practical work, industry projects, field trips, site visits, and living laboratories.	Providing opportunities for tauira to become global citizens by engaging and respecting Indigenous knowledge, perspectives and pedagogies.	Providing opportunities for tauira to use digital technologies, such as GenAI, with integrity by thinking critically and ethically.	Providing opportunities for tauira to engage with data and research, working alongside scientists, experts, industry, iwi and other indigenous entities in authentic projects.

Appendix 5

Tuia te tī

Lincoln University Te Whare Wānaka o Aoraki Academic Governance Framework

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1.0 Tuia te tī: the name of the framework

Tuia te tī is the name of Academic Governance Framework of Lincoln University Te Whare Wānaka o Aoraki.

This kiaka, which means *bind together the many*, was gifted as the name of the framework by Te Manutaki in November 2025. It refers to the tī kouka and its many qualities that make it resilient. Once bound, this resilience encompasses us all.

1.1 Council

Council is the peak governing body of the university.

Council is the approving authority for proposals to introduce or modify academic programmes, and for graduating year review reports, before these are considered by Universities New Zealand Te Pūkai Tara's Committee on University Academic Programmes. Council is also the approving authority for the deletion of academic programmes.

Council is the approving authority for institutional academic audits before these are submitted to Universities New Zealand Te Pūkai Tara.

The Lincoln University Human Ethics Committee is a committee of Council and is responsible for the approval of all research and teaching, including student research, which involves human participants at the university.

1.2 Senior Leadership

The Vice-Chancellor is responsible for the academic leadership of the university.

The implementation of the Code of Ethical Conduct – Animals for Researching, Testing and Teaching, for which the Ministry of Primary Industries is the approving authority, is the responsibility of the Vice-Chancellor. This is delegated by the Vice-Chancellor to the Animal Ethics Committee, which considers applications for all projects involving animals at the university.

The Provost is responsible for the leadership and management of teaching, research and academic quality at the university.

The Deputy Vice-Chancellor Māori leads the implementation of the Māori Plan for courses and programmes of the university. With the Director, Te Manutaki Office of Māori and Pasifika Development, the Deputy Vice-Chancellor Māori is a signing authority on proposals to introduce or modify programmes and courses.

The Deputy Vice-Chancellor Student Life is the senior manager of Student Engagement and Student Services, which provide operational support to academic administrative responsibilities in this framework, and of Learning, Teaching and Library.

The Chief Operating Officer is the senior manager of Information Technology, which manages the digital learning environment for academic programmes and courses.

The Executive Director, People and Culture, leads the human resources function for the university and the recruitment and appointment of staff.

1.3 Academic Board

Academic Board is a subcommittee of Council with responsibility for the academic quality of the university's research, courses and programmes.

Academic Board has three subcommittees for Research, Learning and Teaching and Academic Administration.

Academic Board is responsible for the approval of proposals to introduce new courses and for the deletion of courses.

Academic Board is the approving authority for academic policies and procedures, house rules governing student research, and for the academic regulations of the *Calendar Maramataka*.

Qualification review reports are approved by Academic Board.

1.3.1 Subcommittees of Academic Board

The Research Committee is responsible for the academic governance and quality oversight of research at the university.

The Learning and Teaching Committee is responsible for the academic governance and quality oversight of learning and teaching at the university, and the endorsement of course and programme proposals and academic review reports.

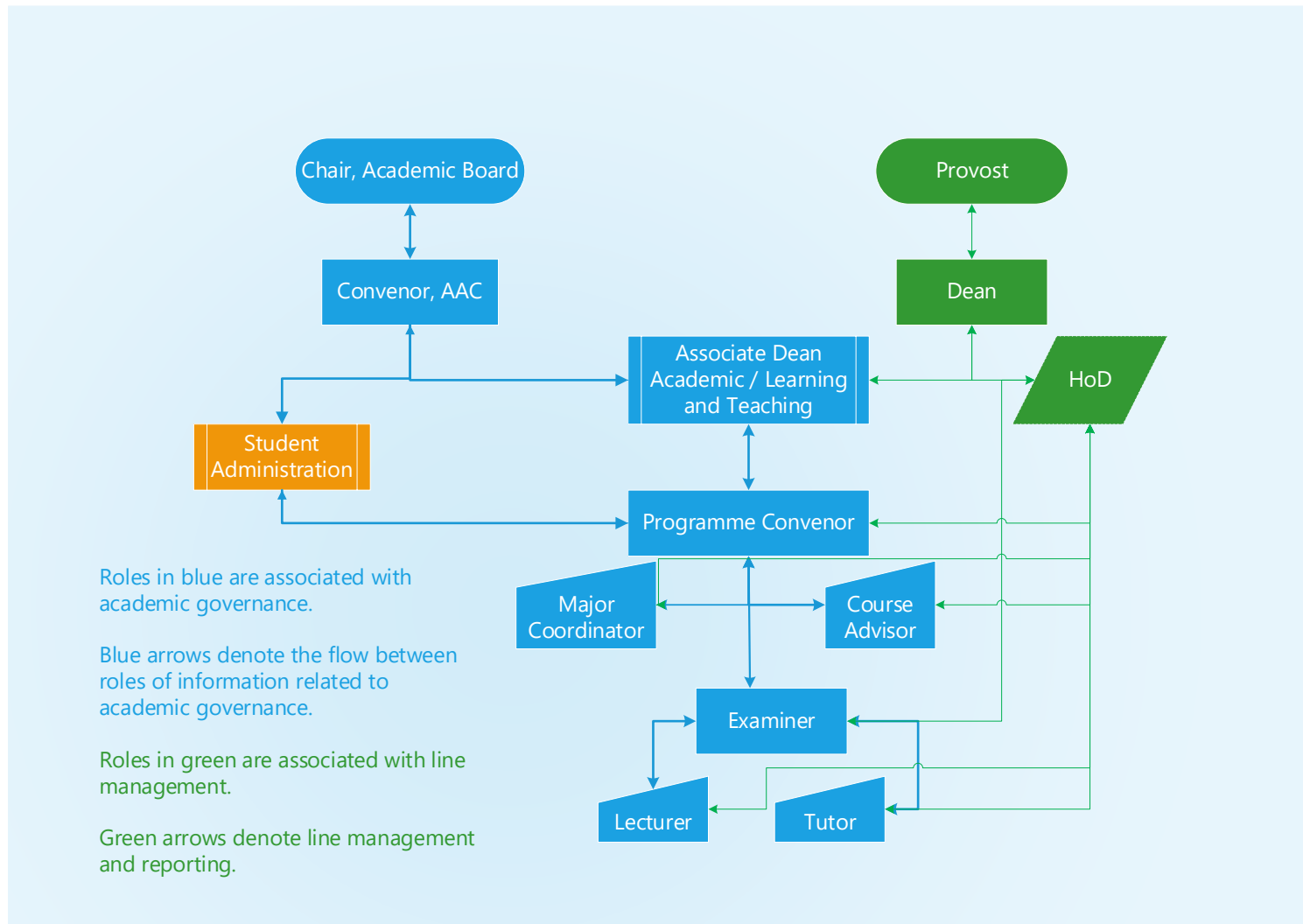
The Academic Administration Committee is responsible for the admission, enrolment, progression and completion of students. The Convenor, Academic Administration Committee holds delegated authorities in academic governance for the Academic Board.

The Postgraduate Subcommittee of the Academic Administration Committee is responsible for the academic governance of the academic administrative processes associated with student research.

1.3.2 Faculty academic committees

Faculty committees in teaching, research and postgraduate research are responsible for the academic governance and quality oversight of their respective fields in the faculties.

2.0 Academic governance of courses, majors and programmes



2.1 Key policies and procedures

These should be read alongside programme regulations for faculty academic programmes, and the *Examiners' Meeting Manual*, which is published each semester.

Policy	Associate Dean A/ L&T	Teaching Committee Chair	Programme Convenor	Major Coordinator	Course Advisor	Course Examiner	Lecturer or Tutor
Academic Appeals	Yes		Yes			Yes	
Academic Integrity	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Aegrotats	Yes	Yes				Yes	
Annual Programme Reflections	Yes	Yes	Yes	Yes			
Assessment Policy	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Assessment Procedures	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Asynchronous Online Courses	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Assessment in Te Reo Māori	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Course Examiners	Yes	Yes	Yes	Yes	Yes	Yes	
Course Outline	Yes	Yes	Yes			Yes	Yes
Delivery of Examinations	Yes	Yes				Yes	Yes
Exam and Test Setup in Akoraka Learn	Yes	Yes				Yes	Yes
Examination Moderator	Yes	Yes				Yes	Yes
Qualification Review Procedures	Yes	Yes	Yes	Yes			
Graduating Year Reviews	Yes	Yes	Yes	Yes			
Learning Management System Use Policy	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Learning Management System Use Procedure	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Teaching Committees ToR	Yes	Yes	Yes				
Test and Examination Script Guidelines	Yes	Yes				Yes	Yes
Timetable Policy	Yes	Yes	Yes	Yes		Yes	
Timetable Procedures	Yes	Yes	Yes	Yes		Yes	

2.2 Deans

2.2.1 Line management

Deans are responsible for the line management of Heads of Department and Associate Deans Academic/ Learning and Teaching, and for the academic governance of their faculty as a whole.

Deans may also be responsible for the line management of professional/administrative staff with faculty-wide responsibilities in academic governance.

Deans report to the Provost.

2.2.2 Approving authority

Deans are an approving authority for delivery of Special Topics and standalone instances of courses in Research Issues (courses coded 697), Research Essays (courses coded 698) and Research Placements (courses coded 699), as these courses require approval for resourcing.

2.2.3 Academic Programme Strategic Advisory Group

Deans are responsible for the development of Business Cases for new programmes for endorsement by the Academic Programme Strategic Advisory Group and submission to the Senior Leadership Team. Approval for the Business Case must be granted by the Senior Leadership Team before new programme proposals can be developed by the Programme Convenor.

2.2.4 Te Tuawhiti | Pathways and Quality

In Te Tuawhiti | Pathways and Quality, the responsibilities of a Dean are held by the Director, Pathways and Quality

2.3 Heads of Department

2.3.1 Line management

Heads of Department are appointed by the Dean, to whom they report.

They are responsible for the line management of their academic department and the appointment of roles (other than Associate Deans) associated with academic governance. This includes the appointment of Programme Convenors, Postgraduate Convenors (in the Faculty of Environment, Society and Design only), Major Coordinators (including for additional majors and associated minors) and Course Advisors.

Heads of Department are responsible for ensuring the workload associated with academic governance is equitably distributed and that roles are appropriately and consistently sized for Programme Convenors, Postgraduate Convenors (in the Faculty of Environment, Society and Design only), Major Coordinators (including for additional majors and associated minors) and Course Advisors.

Where programmes and courses are subject to additional evaluation and review, such as for accredited programmes, Heads of Department are responsible for ensuring that these administrative requirements are taken into account when allocating roles and workload associated with academic governance.

Heads of Department are responsible for managing any quality or performance concerns that arise as a result of normal academic governance and academic administrative procedures.

Heads of Department hold responsibilities in responding to academic appeals and the investigation of academic integrity concerns, as outlined in policy.

2.3.2 School of Landscape Architecture

In the School of Landscape Architecture, the responsibilities of the Head of Department are held by a Head of School.

2.3.3 Te Tuawhiti | Pathways and Quality

In Te Tuawhiti | Pathways and Quality, the responsibilities of the Head of Department are held by the Deputy Director, Academic Preparation and Pathways.

2.4 Associate Deans Academic/ Learning and Teaching

2.4.1 Line management

Associate Deans Academic/ Learning and Teaching are appointed by the Dean, to whom they report.

2.4.2 Coordination

Associate Deans Academic/ Learning and Teaching lead the governance of academic programmes for their faculty and are the principal contact and authority for the interpretation of the associated regulations, policies and procedures, under the academic governance of the Convenor, Academic Administration Committee.

2.4.3 Responsibilities

2.4.3.1 Academic quality

Associate Deans Academic/ Learning and Teaching are members of their faculty teaching committees, the Learning and Teaching Subcommittee of Academic Board, and the Academic Administration Committee.

They are the point of contact for Programme Convenors in their faculty, to discuss academic quality matters arising, and coordinate the examiners' meetings for their faculty, including appointing meeting chairs.

2.4.3.2 Examiner information

The Associate Dean Academic/ Learning and Teaching is responsible for checking with Heads of Department the list, provided by Student Success Insights, of current Course Examiners, and advising any changes to Student Success Insights for updating in LUCAS, three weeks before the start of each semester.

2.4.4 Te Tuawhiti | Pathways and Quality

There is no Associate Dean in Te Tuawhiti | Pathways and Quality, where responsibilities associated with the role are shared and/or delegated by the Director, Pathways and Quality and the Deputy Director, Academic Preparation and Pathways.

2.5 Teaching Committee Chairs and Members

2.5.1 Line management

Teaching Committee Chairs are appointed by the Dean. They report to their Head of Department.

2.5.2 Coordination

Teaching Committee Chairs lead their teaching committees and ensure that meetings follow the terms of reference. Their committee is normally responsible for the strategic oversight of taught

course and programmes and course advice in the faculty (subdegree, undergraduate and postgraduate), including the endorsement of course and programme proposals and review reports.

2.5.3 Teaching Committee Members

Teaching Committee Members may represent a department or a programme or both. Departmental representatives are responsible for liaising with the programme convenors in their department to bring matters to the attention of the committee.

2.6 Programme Convenors, Major Coordinators and Course Advisors

2.6.1 Line management

These roles are appointed by the Head of Department, to whom they report.

The Head of Department is responsible for the equitable distribution of workload.

Programme Convenors will normally be appointed at Senior Lecturer level or higher.

All taught programmes, subdegree, undergraduate and postgraduate, will have a Programme Convenor.

Each Programme Convenor will normally have a deputy who is able to assume the role in the case of a conflict of interest or the absence of a Programme Convenor. This deputy may be the Major Convenor or Course Advisor.

The Head of Department will consult with the Programme Convenor on the appointment of Major Coordinators and Course Advisors.

A single Programme Convenor may have responsibility for more than one programme, where these programmes are small in size and/or have a relationship to other programmes (such as postgraduate certificates and diplomas available as pathways to a masters degree).

A small number of minors are offered at Lincoln University, which also require coordination. These responsibilities are broadly equivalent to those of a Course Advisor, with the exception of liaising with the Programme Convenors of the relevant degrees, consistent with the coordination of additional majors. Coordination of minors will normally be undertaken by the coordination of the named additional major.

2.6.2 Table of responsibilities

Responsibility	Programme Convenor	Major Coordinator	Course Advisor
Academic Quality	Yes	Yes	
Course Advice	Yes	Yes	Yes
Timetable Pathways	Yes	Yes	
Convene periodic programme meetings	Yes	Yes	
Records management	Yes		
Referrals for support	Yes	Yes	Yes
External stakeholders	Yes		
Academic Administration	Yes	Yes	Yes

2.6.3 Coordination

Programme Convenors are responsible for the academic governance of their programme and are under the academic governance of the Associate Dean Academic/ Learning and Teaching.

Major Coordinators are under the academic governance of the Programme Convenor, and may work as a team or individually. They may also coordinate Course Advisors within a large major.

Course Advisors are under the academic governance of the Programme Convenor or Major Coordinator, and may work as a team or individually.

They may have responsibility for a major within a degree, or for an additional major (major that can be taken across multiple degrees).

Major Coordinators for individual majors work independently, in liaison with the Programme Convenors of relevant degrees.

Where the programme includes Major Coordinators and/or Course Advisors, they are responsible for the coordination of these functions. Where the programme does not include these roles, the Programme Convenor performs the functions of a Course Advisor and/ or a Major Coordinator.

2.6.4 Responsibilities

2.6.4.1 Academic Quality

Programme Convenors and Major Coordinators are responsible for working with Te Huka Kouka | Academic Quality to complete programme and major reviews and to convene programme review panels.

Programme Convenors complete the annual programme reflection for Te Huka Kouka | Academic Quality and use this to inform programme review and development.

Programme Convenors may be member of the faculty teaching committee. Programme Convenors who are not members of the faculty teaching committee liaise with their departmental representative to bring programme matters to the committee's attention.

Programme Convenors are responsible for monitoring the academic performance of students with approved heavy course workloads, and for using this to inform course advising practice for their programme. They monitor course and programme completion rates annually together with the outcomes of the academic progress review.

With Student Services, Programme Convenors monitor variations to approved programmes of study as the result of course advice and use these to inform recommendations for changes to the programme to the Associate Dean Academic/ Learning and Teaching.

Where a programme has work-integrated learning requirements, Programme Convenors monitor progressions and completions.

Where changes to a programme or major are proposed, or where a new programme or major is proposed, the Programme Convenor and Major Coordinator are responsible for completing the proposal forms in liaison with the Academic Programme Partner in Te Huka Kouka | Academic Quality. It is the Programme Convenor or Major Coordinator's responsibility to ensure that proposals meet requirements before submission to the Faculty Teaching Committee.

2.6.4.2 Course advice

Programme Convenors may perform the functions of a Course Advisor within an academic programme, or may coordinate Major Coordinators and/ or Course Advisors to perform this function.

Each Programme Convenor, Major Coordinator and Course Advisor must be available during the enrolment and orientation period for each semester.

Where a Programme Convenor is unavailable, a nominee must be appointed and the Head of Department advised.

Programme Convenors, Major Coordinators and Course Advisors are responsible for coordinating and/ or providing high quality and accurate advice to students enrolling in a programme of study. Course advice is compulsory for subdegree and postgraduate programmes and is recommended for undergraduate programmes.

Where course advice is compulsory, Programme Convenors, Major Coordinators and Course Advisors approve individual programmes of study for completion of enrolment.

Programme Convenors, Major Coordinators and Course Advisors may discuss the students' wider aims and intended academic or career pathways and provide general advice and guidance to support these. They may also recommend or refer students to careers advice.

2.6.4.3 Timetable pathways

Programme Convenors and Major Coordinators are responsible for reviewing the preliminary programme timetable annually, and for monitoring timetable pathways for the programme and approving additions and deletions.

Where a programme includes majors, this function will normally be carried out by the Major Coordinator(s).

2.6.4.4 Periodic programme meetings

Programme Convenors convene periodic programme meetings with the Major Coordinators and the examiners of prescribed courses (including soft-core electives) for the programme. This includes ensuring that course assessments are equitably scheduled and distributed within the semester for students enrolled in the programme.

Major Coordinators may convene periodic major meetings with the examiners of prescribed courses (including soft-core electives) for the major.

Where a Programme Convenor or Major Coordinator has concerns about the academic quality of a course within their programme, they will discuss this informally with the Course Examiner or, depending on the status of the concerns, with the Course Examiner's Head of Department.

2.6.4.5 Records management

Programme Convenors and Major Coordinators work with administrators to manage records for the programme in alignment with university policies and procedures. They ensure accuracy of website information for the programme and advise the web manager of any required changes.

2.6.4.6 Referrals for support

Programme Convenors, Major Coordinators and Course Advisors recommend or refer students to further academic support and pastoral care services where there may be concerns that are out

of scope of course advising as defined above. These include academic progress concerns, specific skills development and health and wellbeing concerns.

2.6.4.7 External stakeholders

Programme Convenors and Major Coordinators liaise with industry and other external stakeholders for the programme and are responsible for gathering information to support periodic programme review. They participate in Lincoln University promotional activities for the programme.

2.6.4.8 Academic Administration

Programme Convenors, Major Coordinators and Course Advisors are responsible for the signing authorities noted in the table Academic administration of admissions and enrolment.

2.7 Course Examiners

2.7.1 Line management

Course Examiners are appointed by Heads of Department. They report to their Head of Department.

2.7.2 Coordination

Course Examiners liaise with the Programme Convenor for any programme for which their course is prescribed (including soft-core elective schedules).

This includes attending periodic programme meetings and, under the coordination of the Programme Convenor, working with other Course Examiners to ensure that assessment is equitably scheduled and distributed within the semester for students enrolled in the programme.

The Course Examiner is responsible for ensuring that their course continues to fulfil the attributes of the graduate profile for each programme with which it is associated.

They may be asked to review content or assessment by a Programme Convenor where there are concerns regarding student success, equitable scheduling of assessment or the contribution of the course to the graduate profile.

2.7.3 Responsibilities

Course Examiners are responsible for the academic administration of their course and its compliance with policies and procedures. They coordinate the creation of their course outline and ensure that this is moderated and published in accordance with policy and procedure.

When a Course Examiner is appointed, they are responsible for advising the Associate Dean Academic/ Learning and Teaching, who advises Student Success Insights so that correct Course Examiner information is recorded in LUCAS and published to the web.

Course Examiners hold responsibilities in teaching, service and academic administration. They are responsible for coordinating all staff teaching into the course (these functions may be delegated where, for example, a Lecturer or Senior Tutor within the course is coordinating tutors, teaching assistants or demonstrators).

Course Examiners are responsible for ensuring that course delivery and administration complies with academic policies and procedures, the instructions for finalising results in the *Examiners' Meeting Manual* and, where relevant, with instructions of the senior leadership team. They lead

moderation processes associated with the design and marking of assessment in their course, including examinations.

Course Examiners are responsible for the signing authorities noted in the table Academic administration of admissions and enrolment.

Where changes to a course are proposed, or where a new programme is proposed, the Course Examiner is responsible for completing the Course Proposal forms in liaison with the Academic Programme Partner in Te Huka Kouka | Academic Quality. It is the Course Examiner's responsibility to ensure that the proposal meets requirements before submission to the Faculty Teaching Committee.

2.8 Lecturers, Senior Lecturers, Associate Professors and Professors

2.8.1 Line management

These roles are appointed by a Head of Department, to whom they report.

2.8.2 Coordination

Lecturers, Senior Lecturers, Associate Professors and Professors teach at all levels, from subdegree to postgraduate. Within a course, they are under the academic governance of the Course Examiner, who is responsible to the Head of Department for the course.

2.8.3 Responsibilities

A Lecturer, Senior Lecturer, Associate Professor or Professor may be the examiner of a course or may teach into a course. They may coordinate Senior Tutors, tutors, teaching assistants and demonstrators as part of their course-based responsibilities.

These roles teach lectures, tutorials and seminars and may lead field trips and other course-based activities. Depending on the structure and size of the course, they undertake marking and course administration. They participate in and may lead moderation processes associated with the design and marking of assessment, including examinations.

They may provide discipline-based academic support to students, refer students to discipline-based academic support provided by Senior Tutors, tutors or other teaching staff within the course, and may refer students to Academic Success (Learning and Teaching Excellence) for further academic support.

2.9 Senior Tutors

2.9.1 Line management

Senior tutors are appointed by a Head of Department, to whom they report.

2.9.2 Coordination

Senior Tutors may coordinate other tutors within a course or programme. They typically work in 000-level, 100-level and 200-level courses, for which they may be Course Examiners, but may also support learning at higher levels.

Senior Tutors may work under the coordination and/or supervision of a Lecturer as part of a course. Along with all roles teaching into the course, they are under the academic governance of the Course Examiner, who is responsible to the Head of Department for the course.

2.9.3 Responsibilities

Senior Tutors hold teaching, service and academic administrative responsibilities. This is normally a continuing academic position for experienced teachers.

This role is responsible for delivering lectures, tutorials and seminars, and may support marking, field trips or other course-level activities. Senior tutors participate in moderation processes associated with the design and marking of assessment, including examinations.

Senior Tutors provide first-line discipline-based academic support to students, and may refer students to Academic Success (Learning and Teaching Excellence) for further academic support.

2.10 Tutors, Teaching Assistants and Demonstrators

2.10.1 Line Management

These roles are appointed by a Head of Department, to whom they report.

2.10.2 Coordination

These roles normally work under the coordination and/or supervision of a Lecturer or Senior Tutor as part of a course. Along with all roles teaching into the course, they are under the academic governance of the Course Examiner, who is responsible to the Head of Department for the course.

2.10.3 Responsibilities

These roles hold responsibility in teaching, service, and academic administration.

They are responsible for delivering tutorials, labs, seminars or other small group teaching, and may support marking, field trips or other course-level activities. They participate in moderation processes associated with the marking of assessment.

They may provide first-line discipline-based academic support to students and may refer students to Academic Success (Learning and Teaching Excellence) for further academic support.

They typically work in 000-level, 100-level and 200-level courses but may also support learning at higher levels.

2.11 Academic administration of admissions and enrolment

The following table sets out the academic governance sign-off authority for academic administrative processes managed by Student Administration.

Taught Programmes							
Mode of approval	Process	Course Examiner	Programme Convenor, Major Coordinator or Course Advisor	Head of Department	Associate Dean	Dean	Convenor, Academic Administration Committee
Form	BAgrSc(Hons) admission		Yes	Yes			Yes
	High study load		Yes		Yes		
	Partial waiver of assessment	Yes					
	Research issues (697) essay (698) or placement (699) approval	Yes		Yes	Yes	Yes	
	Student exchange programme		Yes		Yes		Yes
	Transfer credits	Yes	Yes (for MPA(CPA) only)		Yes		
LUCAS	Prerequisites and dispensation approval	Yes			Yes		
	Timetable clash approval	Yes (in timetable clash app)					
	Course advice		Yes				
Email	Appeal of an academic administrative decision				Yes		Yes
	BAgrSc or BAgrSc(Hons) 300/600 level credit substitution						Yes

Taught Programmes							
	Course substitutions		Yes		Yes		Yes
	Offshore study approval (taught programmes)	Yes	Yes				Yes
Credit applications	300-level exemptions	Yes	Yes		Yes		Yes
	Courses studied elsewhere over 5 years ago	Yes	Yes		Yes		Yes
	Previous exclusion						Yes
	Course exemptions	Yes	Yes		Yes		
	Non precedent database courses	Yes			Yes		
	Precedent database courses	Yes			Yes		
	Application to study elsewhere and credit to LU	Yes	Yes				
	UG LU study over 5 years ago	Yes	Yes		Yes		Yes
	Overseas qualification	Yes	Yes		Yes		Yes
	Non-university qualification	Yes	Yes		Yes		Yes

Research Programmes							
Mode of approval	Process	Interim Primary Supervisor or PG Convenor (FESD only)	Supervisor(s)	Faculty PG Chair	Head of Department	Dean	PG Subcommittee of AAC
Form	Research assessment sheet	Yes		Yes	Yes	Yes (if HoD unavailable)	Yes
	Application to undertake research off campus		Yes	Yes	Yes		Yes
	Change of supervisor		Yes	Yes	Yes		
	Extension of thesis submission		Yes		Yes		Yes
	Leave of absence request		Yes		Yes		Yes
	Nomination of examiners		Yes		Yes		

3.0 Academic governance of student research

3.1 Associate Deans Research

3.1.1 Line management

Associate Deans Research are appointed by the Dean, to whom they report.

3.1.2 Coordination

Associate Deans Research lead the academic governance of research, including student research, for their faculty. Day-to-day governance of student research may be delegated to the faculty Postgraduate Committee Chair.

With the postgraduate research committee chairs, they sit on the Postgraduate Subcommittee of the Academic Administration Committee and the Research Subcommittee of Academic Board.

3.2 Director, Postgraduate Research

3.2.1 Line management

The Director, Postgraduate Research leads the management of student research and works closely with the Convenor, Academic Administration Committee, for the academic governance of student research for the university.

The Director, Postgraduate Research reports to the Provost.

3.2.2 Coordination

With the Convenor, Academic Administration Committee, the Director, Postgraduate Research convenes the Postgraduate Subcommittee of the Academic Administration Committee.

The Director, Postgraduate Research is a member of the Research Subcommittee of Academic Board.

3.3 Postgraduate Committee Chairs

3.3.1 Line management

Postgraduate Committee Chairs are appointed by the Dean. They report to the Head of Department.

3.3.2 Coordination

Postgraduate Committee Chairs are responsible for the academic governance of processes related to research students in their faculty.

They are under the shared academic governance of the Associate Dean Research for faculty research matters, the Director, Postgraduate Research for student research matters and the Convenor, Academic Administration Committee for academic administrative matters.

Postgraduate Committee Chairs sit on the Postgraduate Subcommittee of the Academic Administration Committee.

The Postgraduate Committee Chair in the Faculty of Environment, Society and Design reports to the Associate Dean Research on postgraduate matters.

3.3.3 Postgraduate Convenors (Faculty of Environment, Society and Design only)

3.3.3.1 Line management

Postgraduate Convenors are appointed by each Head of Department. They report to the Head of Department.

3.3.3.2 Coordination

Postgraduate Convenors are responsible for the academic governance of processes related to postgraduate research and taught postgraduate students in their department.

They are under the shared academic governance of the Faculty Postgraduate Committee Chair for postgraduate research and taught postgraduate matters and the Faculty Teaching Committee Chair for academic administrative matters.

Postgraduate convenors sit on the Faculty Postgraduate Committee and Faculty Teaching Committee.

4.0 Management of learning and teaching and quality

The academic governance of the university is further enabled by leadership, management and other roles outside the academic business units.

4.1 Learning, Teaching and Library

4.1.1 Director, Learning, Teaching and Library

The Director, Learning, Teaching and Library is responsible for the development and promotion of learning and teaching frameworks for the university, in conjunction with the Learning and Teaching Subcommittee of Academic Board, and for the management of learning and academic support and other enabling teams and technologies.

4.1.2 Learning and Teaching Excellence

Learning and Teaching Excellence in Learning, Teaching and Library, develops and supports best practice in learning and teaching through staff- and student-focused services including Academic Success, Teaching Enhancement and Inclusive Education.

4.2 Te Huka Kouka | Academic Quality

Te Huka Kouka | Academic Quality, is part of Te Tuawhiti | Pathways and Quality.

4.2.1 Director, Pathways and Quality

The Director, Pathways and Quality is responsible for coordinating strategic initiatives in quality and academic governance and the interpretation of the academic governance framework.

4.2.2 Academic Quality and Policy Manager

The Academic Quality and Policy Manager in Te Huka Kouka | Academic Quality manages the academic quality calendar and policy schedule for the university.

4.2.3 Academic Programme Partner

The Academic Programme Partner supports academic staff in the development of course and programme proposals and review reports.



Vice-Chancellor's Office

Version:

New Freedom of Expression Policy/Statement

Author/s: Tim Lester, General Counsel

Date: November

SLT Authoriser: Vice-Chancellor

2025

1. Purpose

A paper was provided to Council in April about the Education and Training Amendment Bill (No. 2) as it relates to new requirements in relation to freedom of expression. This paper provides an update on how the university is meeting the requirements of the Bill.

2. Content

1. Executive Summary
2. **Appendix A:** Freedom of Expression Policy/Statement
3. **Appendix B:** Key feedback themes on draft Statement and Policy

3. Recommendations

That Lincoln University Council:

1. Notes this report.
2. Notes the consultation completed on the draft policy and statement.
3. Approves the post consultation freedom of expression statement and policy.
4. Notes the freedom of expression and academic freedom *survey* that is to be undertaken annually, with reporting to be included in the annual plan.
5. Notes that freedom of expression and academic *complaint data* will be captured annually, with reporting to be included in the annual plan.

4. Executive Summary

Following consultation with staff and students, the draft Freedom of Expression policy and statement is being brought back to Council for review and approval.

The Education and Training Amendment Bill (No. 2) was tabled in Parliament in April 2025. The relevant parts for universities is the focus on Freedom of Expression: specifically, sections 281A (Statement), 281B (Complaints), and 306(4)(h) (Reporting).

The Bill has progressed through Select Committee process with changes adopted:

12 New sections 281A and 281B inserted

After section 281, insert:

281A Requirement for university council to adopt statement on freedom of expression

- (1) The council of a university must develop and adopt a statement that sets out the university's approach to freedom of expression.
- (2) The statement must be consistent with the following:
 - (a) universities should recognise that freedom of expression is critical to maintaining academic freedom;
 - (b) universities should actively foster an environment where ideas can be challenged, controversial issues can be discussed, and diverse opinions can be expressed, ~~in a respectful manner consistent with any statute made by the university;~~
 - (c) universities' policies and procedures relating to freedom of expression should be clear, consistently applied, and focused on fostering genuine debate rather than restricting it;
 - (d) universities, as institutions, should not take public positions on matters that do not directly concern their role or functions;
 - (e) universities should not limit the freedom of expression of staff or students, except where the exercise of free expression is likely to be unlawful or to disrupt the ordinary activities of the university;
 - (f) universities ~~should seek to uphold their role as critic and conscience of society by providing~~ provide a platform for invited speakers of diverse viewpoints, and should not deny the use of university premises by an invited speaker because of that speaker's ideas or opinions.;
 - (g) ~~universities should not deny the use of university premises by an invited speaker because of that speaker's ideas or opinions.~~
- (3) In ~~subsection (2)(g)~~ **subsection (2)(f)**, **invited speaker** means a speaker invited by staff or any student association or student club of the university.

281B Requirement for university council to establish complaints procedure relating to academic freedom and freedom of expression

- (1) The council of a university must establish and maintain a complaints procedure relating to academic freedom and freedom of expression.
- (2) *See also* **section 306(4)(h)**, which requires the nature and number of complaints relating to academic freedom and freedom of expression to be included in the council's annual report.

13 Section 306 amended (Annual report)

After section 306(4)(g), insert:

- (h) in the case of an institution that is a university,—
 - (i) a report on how the council of the university has complied with its duties to protect and promote academic freedom and freedom of expression set out in **section 281(1)(g)**; and
 - (ii) a report on the number and nature of complaints made under the complaints procedure established under **section 281B** for the year to which the annual report relates; and
 - (iii) a report on any other matters prescribed by regulations made under **section 651B**.

Requirement – Freedom of Expression Statement

A draft statement and policy was approved by Council on 29 April to progress to consultation with staff and students. Consultation has occurred as follows:

- LUSA briefing: 16 July
- All Staff Briefing: 13 August
- Staff drop- in clinics: 27 August and 3 September
- Academic Board briefing: 24 September

Staff and students were invited to provide feedback on the draft statement and supporting policy. A notice was posted on the hub on 28 July with a “your voice matters” Qualtrics survey and free text fields for feedback to be received. The survey was open for feedback until 9 September. Some feedback that was received outside the survey and outside the timeframe was still considered. 85 submissions were received comprising 41 staff, 28 students and 4 identifying as both staff and students. Following the consultation process, feedback on key issues have been identified and are summarised and **Attached as Appendix C**.

Lincoln University's post consultation updated draft statement is:

LINCOLN UNIVERSITY'S STATEMENT ON FREEDOM OF EXPRESSION

Te Whare Wānaka o Aoraki Lincoln University affirms its commitment to the right held by everyone to express their freedom of expression as protected under the New Zealand Bill of Rights Act and the right held by academic staff and students to academic freedom under the Education and Training Act. The university recognises that freedom of expression is critical to maintaining academic freedom, and is fundamental to the pursuit of knowledge, the advancement of learning, and the health of a democratic society.

As a university, we are committed to fostering an environment where ideas can be challenged, controversial issues can be discussed, and diverse opinions can be expressed. To fulfil these commitments, the university supports expression of ideas from its staff and students, including with participation of external speakers invited by a staff member or recognised student club or association. Our commitment to free expression is not to be interpreted as an endorsement by the university of any views expressed. As an institution, the university will intentionally not take public positions on matters that do not directly concern its role or function.

→ *Freedom of expression should respect the rights and safety of others and comply with laws that prohibit incitement of violence, discrimination or harassment. The university must also comply with its overarching duties under other laws while promoting freedom of expression. The university may therefore place reasonable and lawful limitations on expression where necessary, including where the exercise of free expression is likely to be unlawful, or to disrupt the ordinary activities of the university.*

Attached at **Appendix A** is the university's draft policy in support of this Statement.

Key changes to the refreshed Statement

Changes to the Statement reflect feedback received and amendments to the draft Bill from the Select Committee process. This includes removal of requirements for expression to be expressed in a 'respectful manner' (the Select Committee noting that universities will be able to instead set their own expectations about conduct).

The Bill/Statement make it clear that the expectations around institutional neutrality relate to 'public statements made by the university *as an institution*' so it cannot be interpreted as possibly applying to individual staff or students of the university.

The Statement makes it clear that the university's commitment to free expression is not to be interpreted as endorsement by the university of any views expressed.

Prior reference to hate speech have been removed as this is yet to be defined by NZ law and to avoid any ambiguity over a subjective test. Instead, the statement requires expression to comply with laws that prohibit incitement of violence, discrimination or harassment (these concepts being formally defined in NZ law).

The previous references to freedom of expression not being absolute and subject to reasonable and lawful limits (and listing examples of limits that may be imposed by the university) have been removed to make the Statement more permissive and supportive rather than appearing as imposing restrictions and limitations.

Requirement – standardised reporting

The Bill requires the university's annual report to show how Council has complied with its duties to protect and promote freedom of expression and academic freedom. This reporting requires annual surveying of staff and students and data capture on the number of complaints received and investigated. A reporting template, that is consistent between universities, will be used for annual reporting.

Requirement – staff/student survey

Four survey questions have been agreed between universities with a *Likert* scale to be used for the survey (strongly agree, agree, neutral, disagree etc). A disagreement response will prompt a requests for further information.

Requirement – complaints mechanism

The Bill requires the university to establish and maintain a complaints procedure for academic freedom and freedom of expression. The university will build on existing complaints policies and processes. The absolute number of complaints received as well as 'instances' (to reflect a situation where multiple complaints stem from the same circumstance) will be captured for annual reporting purposes.

Resource Implications

The development of a Freedom of Expression Policy and Statement and the establishment of a survey, complaint and reporting framework requires the allocation of staff resources. This extends to additional attendances of staff in managing a survey and complaints process and capturing complaint information for annual reporting purposes. There are external cost implications in conducting surveys, noting that previous staff engagement surveys have cost circa \$50k each time.

5. Strategic and Policy Framework Implications

<i>Strategic alignment with priority objective areas in Lincoln University Strategy 2019-2028</i>	Goal 1	A distinctive Aotearoa New Zealand end-to-end student experience	<input checked="" type="checkbox"/>
	Goal 2	Improved assets and sustainable operating models	<input checked="" type="checkbox"/>
	Goal 3	A culture which stimulates and inspires staff and students	<input checked="" type="checkbox"/>
	Goal 4	A world-class research and teaching precinct	<input checked="" type="checkbox"/>
	Goal 5	An organisation focussed on meaningful partnerships	<input checked="" type="checkbox"/>
	Goal 6	Facilitating Growth	<input checked="" type="checkbox"/>

Strategic Alignment

This report supports the Lincoln University Strategy 2019-2028 including Goal 3- *a culture which stimulates and inspires staff and students*.

Policy Consistency

This decision is consistent with the University's Plans and Policies and the requirements of the Education and Training Amendment Bill (No 2) as proposed.

6. Next Steps

Following approval:

1. Freedom of Expression Statement and supporting policy will be posted on the Hub
2. complaint procedures will be incorporated into existing complaints processes
3. the staff and student survey will be set up into annual cadence
4. complaint and survey information will be incorporated into the annual report.

The university awaits the Education and Training Amendment Bill (No. 2) to receive Royal Assent and become law (likely mid 2026 earliest). It is possible that additional changes to the Bill may occur between now and then as the Bill moves through the parliamentary process, requiring amendment to the Statement/policy.

A review of the Statement and policy will be undertaken in two (2) years' time, allowing time for the Bill to become law (likely mid 2026) and give sufficient opportunity for the Statement and Policy to be used and assessed.

Appendix A: Freedom of Expression Policy

[Policy Refresh- Freedom of Expression Policy Statement Refresh 11-11-25.docx](#)

POLICIES AND PROCEDURES



FREEDOM OF EXPRESSION

Last Modified: New
Review Date: 01/12/2027
Business Owner: Vice-Chancellor
Approval Authority: Council

1. AROKA | PURPOSE

This policy affirms Lincoln University's commitment to Freedom of Expression including Academic Freedom as foundational principles of academic life and democratic society. It ensures compliance with Section 281A of the Education and Training Amendment Bill No 2 and supports the University's statutory role as a critic and conscience of society. This is a University-wide policy.

2. KĀ WHAKAMĀRAMA-TAKA | DEFINITIONS

Freedom of Expression: set out in section 14 of the [New Zealand Bill of Rights Act 1990](#) (BORA) as "everyone has the right to freedom of expression, including the right to seek, receive, and impart information and opinions of any kind in any form". Section 5 of BORA provides for justified limitations on rights which states "Subject to section 4 the rights and freedoms contained in this Bill of Rights may be subject only to such reasonable limits prescribed by law as can be demonstrably justified in a free and democratic society". Section 4 of BORA also clarifies that BORA does not automatically override other inconsistent law.

Academic Freedom: as defined in Section 267 of the [Education and Training Act 2020](#), means, in relation to the university:

- the freedom of academic staff and students, within the law, to question and test received wisdom, to put forward new ideas, and to state controversial or unpopular opinions;
- the freedom of academic staff and students to engage in research;
- the freedom of the university and its staff to regulate the subject matter of courses taught at the institution;
- the freedom of the university and its staff to teach and assess students in the manner that they consider best promotes learning; and
- the freedom of the university through its Vice-Chancellor to appoint its own staff.

Invited Speaker: External speakers invited by a staff member, Lincoln University Students Association (LUSA) or LUSA recognised student club or association.

Kaitiakitanga: means guardianship, stewardship, trusteeship.

3. KĀ WHAKATAUKA | OUTCOMES

This policy seeks to:

- uphold the University's legal and ethical obligations to foster Freedom of Expression and the exercise of Academic Freedom;
- clarify concepts of Freedom of Expression and Academic Freedom; and
- promote a culture of respectful, open debate and intellectual inquiry;
- provide a framework for addressing complaints and breaches

4. KAUPAPA HERE | POLICY

University Commitment

- a. The University affirms its role as critic and conscience of society and recognition that Freedom of Expression is essential to maintaining Academic Freedom and the pursuit of knowledge.
- b. The University will actively foster an environment where ideas can be challenged, controversial issues can be discussed, and diverse opinions can be expressed in alignment with our values including manaakitanga - looking after people - as well as tika and pono.

Role as Critic and Conscience

- c. The University affirms its role as a critic and conscience of society, grounded in values including kaitiakitanga, encouraging staff and students informed by their academic expertise, disciplinary knowledge, and professional experience to share their research and scholarship, engage in respectful public discourse, challenge societal norms, and contribute as public intellectuals to democratic debate.

Freedom of Expression

- d. Freedom of Expression applies to all individuals and protects the right to express views, even if unpopular or controversial.
- e. Expression must be lawful which means that University Staff, students and Invited Speakers must comply with laws that restrict speech such as prohibitions against inciting violence, discrimination, or harassment.
- f. The University must also comply with its overarching duties under laws such as the [Human Rights Act 1993](#), the [Education \(Pastoral Care of Tertiary and International Learners\) Code of Practice 2021](#), and the [Health and Safety at Work Act 2015](#) while promoting free expression.

Academic Freedom

- g. Academic Freedom is specific to academic contexts. It protects the right of academic staff and students to teach, research, discuss and publish without undue influence or external pressures.
- h. In exercising Academic Freedom, academic staff and students are expected to act within the law and observe scholarly and ethical standards. University academics and teachers are expected to align their activities with the standards of their disciplines including the use of evidence, and act in ways which promote respectful dialogue and further understanding.

Use of University Premises

- i. The University will not deny the use of its premises to Staff, students or Invited Speakers based solely on their views or opinions.

- j. Limitations will only be imposed where the expression is likely to be unlawful or disrupt the ordinary activities of the University.
- k. Decisions about the availability of University premises or digital networks and platforms for events, activities, or the hosting of Invited Speakers should be made in a principled way to ensure:
 - the activity is consistent with the academic purposes of the University, including whether it promotes and enhances scholarly pursuit, facilitates the genuine sharing and/or testing of ideas, connects evidence to hypothesis and/or seeks to further understanding;
 - that the expression is likely to be lawful and that core activities of staff, students and the University will not unreasonably be disrupted;
 - that the expression does not fundamentally undermine the University's character as an institute of higher learning;
 - health and safety, security and risks of damage to property can be appropriately managed;
 - relevant laws of New Zealand are followed; and
 - University policy and procedure is adhered to.

Institutional Neutrality

- l. The University will not take institutional positions on matters not directly related to its role or functions. The role and function of the University includes, without limitation, matters such as the safety and wellbeing of staff and students. It may also comment on its obligations under Te Tiriti o Waitangi as prescribed in the Education and Training Act 2020.

Safe Exercise of Rights

- m. Staff and students have a right to work, learn, study and participate in an environment in which they can safely exercise Freedom of Expression and Academic Freedom. The University recognises that the exercise of these rights of expression and the role of critic and conscious of society can lead to negative responses, including harassment. The University has a responsibility for the wellbeing of staff and students, including through health and safety obligations, and to create an environment and mechanisms for staff and students to exercise these rights.

Limitations

- n. The University also has health and safety, employment, pastoral care and other legal requirements and obligations, which may place lawful and reasonable limitations on Freedom of Expression and Academic Freedom.

Complaints and Breaches

- o. A formal complaints and reporting procedure will be maintained to address concerns related to Freedom of Expression and Academic Freedom.
 - p. Complaints and breaches will be considered in accordance with the relevant university policy and procedure, including (as applicable) the Staff Code of Conduct Policy, Student [Code of Conduct](#) Policy, [Student Discipline Regulations](#), [Student Complaints Policy Procedures](#).
-

5. KĀ HAEPAPA | RESPONSIBILITIES

The authorising body within the University that is required to give final approval to the policy and Freedom of Expression Statement is the University Council.

The Policy Owner and contact person is the Provost.

6. **RAUEMI | LINKS TO PROCEDURE(S) AND OTHER RESOURCES**

Lincoln University's Statement on Freedom of Expression
Health and Safety Policy
Prevention of Bullying, Harassment and Discrimination Policy

Staff Code of Conduct Policy
Student Code of Conduct Policy
Student Disciplinary Regulations
Student Complaints Policy and Procedure
Communications Policy
Social Media Policy
Events Management Policy

[New Zealand Bill of Rights Act 1990](#)

[Education and Training Act 2020](#)

[Human Rights Act 1993](#)

[Health and Safety at Work Act 2015](#)

[Education \(Pastoral Care of Tertiary and International Learners\) Code of Practice 2021](#)

Education and Training Amendment Act No 2 (specifically s. 281A)

LINCOLN UNIVERSITY'S STATEMENT ON FREEDOM OF EXPRESSION

Te Whare Wānaka o Aoraki Lincoln University affirms its commitment to the right held by everyone to express their freedom of expression as protected under the New Zealand Bill of Rights Act and the right held by academic staff and students to academic freedom under the Education and Training Act. The university recognises that freedom of expression is critical to maintaining academic freedom, and is fundamental to the pursuit of knowledge, the advancement of learning, and the health of a democratic society.

As a university, we are committed to fostering an environment where ideas can be challenged, controversial issues can be discussed, and diverse opinions can be expressed. To fulfil these commitments, the university supports expression of ideas from its staff and students, including with participation of external speakers invited by a staff member or recognised student club or association. Our commitment to free expression is not to be interpreted as an endorsement by the university of any views expressed. As an institution, the university will intentionally not take public positions on matters that do not directly concern its role or function.

Freedom of expression should respect the rights and safety of others and comply with laws that prohibit incitement of violence, discrimination or harassment. The university must also comply with its overarching duties under other laws while promoting freedom of expression. The university may therefore place reasonable and lawful limitations on expression where necessary, including where the exercise of free expression is likely to be unlawful or to disrupt the ordinary activities of the university.

Freedom of Expression

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Appendix B: Key feedback themes on draft Statement and Policy

Feedback	Response
Concerns about using 'security risks' to cancel controversial speakers	Removed from Statement. Included in Policy as it remains a relevant consideration for the university
Recommendations to prevent 'heckler's veto' and disruptive protests	Policy seeks to promote culture of respectful, open debate. Policy references the right to safe exercise of rights. Staff and students remain subject to code of conduct obligations.
Calls for clearer policy on managing protests and ensuring speaker access	Protest is also a protected right. The rights of speaker access is addressed in the Statement/ Policy. As above, the university promotes respectful, open debate. Staff and students listening to a speaker remain subject to behavioural expectations pursuant to terms of employment and codes of conduct.
Vague or ambiguous language flagged (e.g., 'justifiably curtailed', 'respectful')	Terms deleted. Noting "respectful" was a requirement of the original Bill (since removed by Select Committee process)
Debate over whether the University should take positions on societal issues	Obligation on institutional neutrality in s. 181A(2)(d). Referenced in Statement and Policy. University can take positions relevant to its role and function
Some support neutrality to foster open debate; others support principled stands	As above
Requests to cite relevant legislation (e.g., BORA 1990, Education and Training Act 2020).	Included in Statement and Policy
Calls for transparent complaint and appeal processes	Included in Policy, survey and complaint data captured and reported annually
Support for compulsory training on freedom of expression	General Counsel delivered Staff Bite in November, to be incorporated into annual training. Comms to be issued to support release of Statement on Hub
Emphasis on respectful debate and distinguishing discomfort from harm	Referenced to 'respectful' removed from Bill as part of Select Committee process. Removed from Statement. The university has tried to set behavioural expectations in Policy.
Questions about external appeal options	Complaints can potentially be made to Human Rights Commission.
Requests for stronger recognition of Te Tiriti o Waitangi and tikanga Māori	This has been considered alongside obligations in the Bill for institutional neutrality. Te Tiriti obligations are enshrined in the Education and Training Act and elsewhere and deeply embedded in the university's strategy. The university can consider taking a position on case-by case basis The university has referenced in the supporting Policy as follows: The university will actively foster an environment where ideas can be challenged, controversial ideas can be discussed and diverse opinions can be expressed [new: <i>in alignment with our values including manaakitanga - looking after people - as well as tika and pono</i>]

Feedback	Response
	<p>And:</p> <p>The University affirms its role as a critic and conscience of society, [new: <i>grounded in values including kaitiakitanga</i>,] encouraging staff and students informed by their academic expertise, disciplinary knowledge, and professional experience to share their research and scholarship, engage in respectful public discourse, challenge society norms, and contribute as public intellectuals to democratic debate.</p>
Concerns about speech impact on minoritised groups	Try to balance competing interests in the Statement and Policy.
Suggestions for opt-out mechanisms for controversial events.	Platforms shouldn't be denied except for very limited circumstances
Concerns about Policy ownership; suggestions for independent oversight	<p>Independent oversight not practicable. Complaint procedure has appeal rights. External avenues available for appeal.</p> <p>Given rights extend beyond academic freedoms and context, the Policy 'owner' has been changed from the Provost to the Vice-Chancellor.</p>
Need for clear accountability and unbiased implementation	Agree. Noting it's a university Statement /Policy and like all policies and complaint processes, is managed by the university. University processes must generally be exhausted before any external complaint authority will consider an issue raised.
Some see the Policy as necessary, others as government overreach	Common sentiment. Publicity on necessity for this Bill, given existing rights are already entrenched in law
Calls for public consultation on future drafts	<p>The internal consultation pathway was previously approved by Council. It's a university Statement/Policy and internal consultation is appropriate.</p> <p>It will nonetheless be publicly available on university's website. An early review is scheduled to assess performance of the Statement/Policy, whereupon all feedback can be considered.</p>
Define or remove 'hate speech' if not legally supported	<p>Removed references to "hate speech" to remove any ambiguity as this concept has not yet been defined in law.</p> <p>Replaced with <i>Freedom of expression should comply with laws that prohibit incitement of violence, discrimination or harassment</i></p>
Consider disclaimers for events not aligned with LU's stance	<p>This is included in the Statement</p> <p><i>Our commitment to free expression is not to be interpreted as an endorsement by the university of any views expressed</i></p>



Vice-Chancellor's Office

Version:

Policy Review – Council Appeals Committee Terms of Reference

Author/s: Nathaniel Heslop

SLT Authoriser: Grant Edwards

Date: 25 November 2025

1. Purpose

The purpose of this report is to seek approval from Council to amend the Council Appeals Committee Terms of Reference.

2. Content

3. Recommendations
4. Executive Summary
5. Next Steps
6. **Appendix A:** Amended Council Appeals Committee Terms of Reference

3. Recommendations

That Council:

1. **APPROVE** the amendments to the Council Appeals Committee Terms of Reference as outlined in **Appendix A**.

4. Executive Summary

This review of the Council Appeals Committee Terms of Reference is a scheduled review.

Due to the substantial changes there is not a tracked changes version available for members to review.

Lincoln University's General Counsel, Proctor, and Council Secretary participated in the review that resulted in several amendments:

- Incorporate bi-lingual headings.
- Clarify there are two steps in the appeal process; considering an application for leave (permission to appeal) submitted by a student and hearing the appeal.
- Remove specific references to the Student Disciplinary Regulations.
- Clarify that the Council Appeals Committee hears applications for leave to appeal and
- Amend membership of the Committee by removing the compulsory addition of an external legal representative.

- Clarify that meetings may be held via audio-visual or other electronic communication means.
- Clarify that the Council Appeals Committee will update the Council of any appeal heard.
- Add a provision to review the terms of reference and that the Committee will undertake a self-assessment process every two years.
- Update the steps involved in the Appeals Committee Process and include those in an Appendix to the Terms of Reference in bullet points.
- Add hyperlinks to additional policies and procedures relevant to the Committees scope.

The revised terms of reference now stand alone, without citing specific sections from related policies like the Student Disciplinary Regulations or the Student Complaints Policy. This separation makes it easier to update each document independently, without needing to adjust the other.

5. Resource Implications

There are no resource implications in approving these amendments to the Human Ethics Committee Policy.

6. Strategic and Policy Framework Implications

<i>Strategic alignment with priority objective areas in Lincoln University Strategy 2019-2028</i>	Goal 1	A distinctive Aotearoa New Zealand end-to-end student experience	<input type="checkbox"/>
	Goal 2	Improved assets and sustainable operating models	<input checked="" type="checkbox"/>
	Goal 3	A culture which stimulates and inspires staff and students	<input type="checkbox"/>
	Goal 4	A world-class research and teaching precinct	<input type="checkbox"/>
	Goal 5	An organisation focussed on meaningful partnerships	<input type="checkbox"/>
	Goal 6	Facilitating Growth	<input type="checkbox"/>

Policy Consistency

This decision is consistent with the University's Plans and Policies.

7. Next Steps

Following acceptance these changes will be incorporated into the current policy document and updated in the Policy Library.

POLICIES AND PROCEDURES



Council Appeals Committee Terms of Reference

Last Modified:	1/09/2022
Review Date:	1/09/2028
Business Owner:	Vice-Chancellor
Approval Authority:	Council

1. AROKA | PURPOSE

The purpose of the Council Appeals Committee (**Committee**) is to hear and determine applications seeking leave to appeal:

- an academic or misconduct decision in accordance with the Student Disciplinary Regulations; and
- the outcome of a complaint submitted under the Student Complaints Policy and Procedure.

Where leave is granted by the Committee for a student to appeal a decision above, the Committee will hear the substantive matter and make a determination.

2. KĀ WHAKATAUKA | OUTCOMES

This policy seeks to confirm the membership and procedures of the Council Appeals Committee.

3. NGĀ KAWA O TE KOMITI | COMMITTEE PROTOCOLS

- 3.1 An appeal must be lodged in writing, supported by evidence, with the Committee Secretary within ten (10) working days of the communication to the student of the decision appealed against, or sought to be appealed against.
- 3.2 The Committee will seek to ensure that all matters before it are dealt with in a fair, transparent and unbiased way in accordance with principles of natural justice.
- 3.3 An application by a student to the Committee seeking leave to appeal a decision issued by the university will generally be determined on the papers.
- 3.4 The Chairperson of the Committee shall regulate the procedure of the Committee. Subject to this discretion, the steps outlined in **Appendix A** will generally be followed.
- 3.5 The **Committee** may seek advice and assistance from any legal or other expert person or body it considers appropriate. It may co-opt additional members to the Committee if required. It may also seek advice on instances of alleged disciplinary breaches from the Executive Committee of the Lincoln University Students' Association.

Council Appeals Committee Terms of Reference

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- 3.6 The Committee may:
- exercise its powers without confirmation by the Council;
 - in its absolute discretion, refer any appeal to the Council for a decision;
 - allow the appeal;
 - dismiss the appeal;
 - refer the matter back to the decision-maker for reconsideration, with or without recommendations; or
 - substitute its own determination on any matter arising in the appeal, including any findings and the imposition of any penalty or outcome.
- 3.7 The decision of the Committee is final.
- 3.8 Meeting agendas will be prepared by the Council Secretary and Committee Chair.
- 3.9 At the discretion of the Committee Chair, meetings may be conducted in person by audio, audio-visual or other electronic communication.

4. MEMATANGA | MEMBERSHIP

- 4.1 The Committee shall comprise three members:
- the Chancellor (or nominee)
 - a Council member nominated by the Chancellor
 - a Council member nominated by the Lincoln University Students' Association.
- 4.2 Each member shall have one vote
- 4.3 two members will form a quorum
- 4.4 the Chancellor (or nominee) shall be the Chair.
- 4.5 Nominees are members of the Committee for the duration of the specific appeal they are nominated for.
- 4.6 The Council Secretary or their appointee shall act as Council Appeals Committee Secretary.

5. PŪRONGO | REPORTING

The Council Appeals Committee shall, at the next Council meeting, provide the outcome of any appeal heard.

6. TE WĀ AUAU O NGĀ HUI | MEETING FREQUENCY

The Committee shall convene, when necessary, at the direction of the Chair.

7. TE AROTAKE I TE TUHINGA TOHUTORO | REVIEW OF TERMS OF REFERENCE

These terms of reference will be reviewed every three years and, if necessary, updated by the Council on recommendation of the Committee. A Committee self-assessment process should take place at least every two years.

Appendix A- Steps involved in an Appeals Committee Process

1. Lodging the Appeal

- The student formally submits their appeal to the Appeals Committee Secretariat.
- Include grounds for appeal, supporting documents, and preferred outcome.
- Deadline: within ten (10) working days of the original decision.

2. Acknowledgement and Preliminary Review

- Committee Secretariat acknowledges receipt of the appeal in writing.
- Preliminary review to determine jurisdiction and threshold for hearing.
- If not accepted, student is informed with reasons and may request reconsideration.

3. Notification to Relevant Parties

- Committee Secretary sends the student's appeal submission to the original decision-maker.
- Request for a written response within a set timeframe.

4. Response from Original Decision-Maker

- Original decision-maker provides a written response to the appeal.
- Response is shared with the student.

5. Student Right of Reply

- Student is given a reasonable opportunity to respond (e.g., five-ten working days).
- Ensures the student can address any new claims or evidence.

6. Committee Hearing Preparation

- The committee receives all documentation and responses.
- The hearing date is scheduled, and all parties are notified in writing.
- Students may bring a support person or advocate.

7. Appeals Committee Hearing

- Composition: Typically includes a Chair, Council representatives (including a student nominated Council representative), as specified in the Policy.
- Format: Student presents their case, university presents its response, committee asks questions, closing statements.
- Hearing is recorded or minuted.

8. Preliminary Recommendation (Optional)

- In complex cases, the Committee may issue a preliminary recommendation.
- In that case the student is given a chance to respond before final decision.

9. Final Decision

- The committee deliberates in private.
- Written decision is issued, including findings, changes to original decision, and reasons.
- The decision is final within the University, unless further appeal is allowed.

8. RAUEMI | LINKS TO PROCEDURE(S) AND OTHER RESOURCES

Student Discipline Regulations
Sexual Misconduct Policy and Procedure
Academic Integrity Policy and Procedure
Student Complaints Policy and Procedure



Vice-Chancellor's Office

Version:

Letter of Expectation for Subsidiary

Author/s: Nathaniel Heslop

Date: 24/11/2025

1. Purpose

The purpose of this report is to consider and approve a letter of expectation being sent to Lincoln Agritech Limited regarding Lincoln University Council's expectations for the 2026 financial year.

2. Content

1. **Appendix A** – draft letter of expectations

3. Recommendations

That Council

1. **RECEIVE** the information in this report.
2. **APPROVE** the Lincoln University Council Letter of Expectation 2026 in the form outlined in Appendix A, be sent to the board of Lincoln Agritech Limited subject to any adjustments because of feedback from Council.
3. **DELEGATE AUTHORITY** to the Chancellor, Vice Chancellor, and Chair of Audit, Risk, & Assurance to incorporate any feedback from Council into the Letter of Expectation.

4. Executive Summary

Lincoln Agritech Limited is a wholly owned subsidiary of Lincoln University.

Lincoln Agritech Limited's recent performance has not met the expectations of Lincoln University and had an impact the group's overall performance.

It is suggested that Lincoln University initiate the use of a letter of expectation to outline the Council's priorities and expectations to assist Lincoln Agritech in the operation of its business in 2026 and development of its draft Statement of Corporate intent for 2026.

A draft letter of expectation is attached to this report in Appendix A for the consideration and approval of Council.

The letter of expectation has been prepared following discussions between the Vice Chancellor, Chancellor, and Chair of Audit, Risk, and Assurance.

In addition to the goals and objectives expressed, the letter of expectation outlines a reporting framework for Lincoln University Council to have greater understanding of Lincoln Agritech Limited's achievements throughout 2026.

5. Resource Implications

There are no resource implications with this decision. Reporting and governance oversight are included in existing operational budgets approved by Council.

6. Strategic and Policy Framework Implications

<i>Strategic alignment with priority objective areas in Lincoln University Strategy 2019-2028</i>	Goal 1	A distinctive Aotearoa New Zealand end-to-end student experience	<input type="checkbox"/>
	Goal 2	Improved assets and sustainable operating models	<input checked="" type="checkbox"/>
	Goal 3	A culture which stimulates and inspires staff and students	<input type="checkbox"/>
	Goal 4	A world-class research and teaching precinct	<input checked="" type="checkbox"/>
	Goal 5	An organisation focussed on meaningful partnerships	<input type="checkbox"/>
	Goal 6	Facilitating Growth	<input type="checkbox"/>

Strategic Alignment

This report supports the Lincoln University Strategy 2019-2028 by communicating the expectations of Lincoln University to Lincoln Agritech Limited to achieve carbon neutrality by 2030 and establish a direction of travel that will improve research impact and relevance to the land-based sectors through collaboration.

The letter of expectation is intended to ensure that Lincoln Agritech Limited's Statement of Corporate Intent aligns with Lincoln University's strategic direction and prioritizes areas of focus for the Council.

Policy Consistency

This decision is consistent with the University's Plans and Policies.

7. Next Steps

The Letter of Expectation will be finalized, signed by the Chancellor on behalf of Council, and forwarded to the Lincoln Agritech Limited board.

Lincoln Agritech Limited Board

Email: julie.beer@lincolnagritech.co.nz

Tēnā koe



Lincoln University
PO Box 85084, Lincoln 7647
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Lincoln University Council's shareholder expectations for 2026

This letter sets out the University Council's expectations of Lincoln Agritech Limited (LAL) for the 2026 calendar year.

The content of this letter was approved by Lincoln University Council on 2 December 2025.

Lincoln University Council asks that you consider the Council's expectations outlined in this letter and reflect them, as appropriate, into LAL's 2026 Statement of Corporate Intent (Sol) and business processes.

Priorities

Lincoln University updated its Strategic Plan in 2024. We expect a number of these strategic priorities to guide LAL's work programs.

Research Funding Environment

The research funding environment will be a critical focus area for LAL. The Board is expected to assess and mitigate funding risks, which may include 'right-sizing' parts of the business to ensure resilience and alignment with available funding streams.

LAL is expected to contribute positively to the University's strategy and reputation as a specialist land-based university by aligning research direction and fostering collaborative research. This includes strengthening partnerships with iwi, industry, government, and Public Research Organizations (PROs)—particularly the Bioeconomy Science PRO—alongside postgraduate research supervision and teaching. LAL should actively pursue opportunities to generate research funding, recognizing that revenue generation is a longer-term outcome of building strong relationships.

Academic Engagement

LAL should interact positively with students and academic staff, contributing to the University's academic fabric through activities such as lecturing, supervising projects, hosting visits, and other initiatives that add value to Lincoln University.

Reputation

Lincoln University expects LAL to enhance and maintain a globally recognized reputation in its field, delivering commercial, research, and reputational benefits to both LAL and the University.

Sustainability

As part of Lincoln University's Sustainability Plan, we are committed to reducing our carbon footprint and promoting sustainable practices across all facets of our operations. Lincoln Agritech has an important role in this objective, and we expect the subsidiary to take deliberate steps toward sustainability. This includes identifying and implementing carbon reduction strategies and adopting practices that contribute to the University's sustainability goal of achieving carbon neutrality by 2030.

Commitment to Te Tiriti

Lincoln University expects the Board and LAL to honor and give effect to Lincoln University's te Tiriti o Waitangi responsibilities. This includes engaging with and collaborating with mana whenua, Ngāi Te Ruahikihiki and Te Taumutu Rūnanga.

Operational efficiencies

Lincoln University and Lincoln Agritech Limited will work together to find and implement opportunities for operational efficiencies to improve the overall performance of the group.

Financial

Lincoln University expects LAL to exercise strict fiscal management and achieve an operational surplus in the 2026 financial year, as agreed by the Lincoln University Council. A specific target surplus will be confirmed with LAL by the University through its budget process.

LAL is also expected to maintain its contribution under the new Tertiary Excellence Research Fund (TREF).

Reporting

Aside from those required in the ordinary course of business the Council would like LAL to present to Council with a quarterly performance report, including a dashboard on agreed KPI's and supported by a narrative of the business over the course of 2026. The CEO of LAL will attend and present the performance report to Lincoln University Council.

Timetable for 2025/2026 Reporting

Deliverable	Due to VC Office	Responsibility	Council/Committee Meeting
Sol	By Thursday 12 th February 2026	Lincoln Agritech	Tuesday 24 th February 2026
Q1 dashboard report	By Thursday 14 th May 2026	Lincoln Agritech	26 th May 2026
Draft LoE	By Thursday 12 th June 2026	Lincoln University Council	24 th June 2026
Final LoE	By Thursday 17 th July 2026	Lincoln University Council	29 th July 2026
Q3 dashboard report	By Thursday 15 th October 2025	Lincoln Agritech	27 th October 2026

Final Sol	By Thursday 12 th November 2026	Lincoln Agritech	24 th November 2026
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No surprises

The Council expects LAL to keep it informed of any material or significant events and issues relating to the company which could materially impact the University's financial position or reputational risk.

Kā mihi nui

Bruce Gemmell

Chancellor of Lincoln University

Cc Travis Glare, Chief Executive, Lincoln Agritech Limited



Vice-Chancellor's Office

Version: 1

Human Ethics Committee – permanent appointment of deputy co-chairs (3-year term).

Author/s: Fiona Hewitt

SLT Authoriser: Vice Chancellor

Date: 22/10/25

1. Purpose

The purpose of this report is to request the appointment of Harley Ogier and Paula Arbouw as deputy co-chairs of the Lincoln University Human Ethics Committee (LUHEC) for a term of 3 years, on recommendation of the Vice Chancellor.

2. Content

1. Recommendation
2. Executive Summary

3. Recommendations

That Council:

1. **NOTE** the Vice Chancellor's recommendation that Harley Ogier and Paula Arbouw be appointed as deputy co-chairs of the LUHEC.
2. **APPOINT** Harley Ogier and Paula Arbouw as the deputy co-chairs of the LUHEC for a 3-year term with effect from 15th January 2026.

4. Executive Summary

Paula Arbouw and Paula Morrison were appointed interim deputy co-chairs from October 2024 – October 2025 as an interim measure following the resignation of former chair Grant Tavinor leaving only the then deputy chair Caitriona Cameron as acting chair (who was also on leave at the time).

Subsequently Caitriona stepped down in January 2025 and our new chair Trudie Walters was not appointed until April 2025 and was then on sabbatical from June – September. Now she has returned and fully active as chair, the topic of the permanent appointment of a deputy chair was put to the committee at a recent meeting.

Paula Morrison did not seek to renew as she will be stepping down from her role on the LUHEC at the end of her third term in May 2027.

Harley Ogier and Paula Arbouw volunteered to undertake this role together.

5. Resource Implications

It is only anticipated that the deputy co-chairs would be required to step in during short periods of leave from the chair. Paula Arbouw already has a portion of her time allocated to LUHEC and Harley has sought approval from his head of department.

6. Strategic and Policy Framework Implications

<i>Strategic alignment with priority objective areas in Lincoln University Strategy 2019-2028</i>	Goal 1	A distinctive Aotearoa New Zealand end-to-end student experience	<input type="checkbox"/>
	Goal 2	Improved assets and sustainable operating models	<input type="checkbox"/>
	Goal 3	A culture which stimulates and inspires staff and students	<input checked="" type="checkbox"/>
	Goal 4	A world-class research and teaching precinct	<input checked="" type="checkbox"/>
	Goal 5	An organisation focused on meaningful partnerships	<input checked="" type="checkbox"/>
	Goal 6	Facilitating Growth	<input type="checkbox"/>

Strategic Alignment

This recommendation supports the Lincoln University Strategy 2019-2028 by ensuring the Lincoln University Human Ethics Committee has adequate expertise and representation on the Lincoln University Human Ethics Committee to support world class research and teaching.

Policy Consistency

Acceptance of this recommendation is consistent with the Section 4.5 of [Lincoln University Human Ethics Policy](#)

7. Next Steps

If approved, the Council Secretary will inform Harley Ogier and Paula Arbouw of their appointment as deputy co-chairs on the Human Ethics Committee with effect from 15th January 2026 – 15th January 2029.



Vice-Chancellor's Office

Version: 2.0

Seismic Policy and Seismic Guidelines

Author/s: Alistair Pearson, Director, Property Group

SLT Authoriser: Susie Roulston, COO

Date: 24/11/2025

1. Purpose

The purpose of this report is to seek Council approval of the recommended updates to the Seismic Policy and Guidelines.

2. Content

1. Executive Summary
2. Resource Implications
3. Strategic and Policy Frameworks Implications
4. Next Steps
5. **Appendix A: Seismic Policy (tracked changes version)**
6. **Appendix B: Seismic Guidelines (tracked changes version).**

3. Recommendations

That Council:

1. **APPROVE** the proposed amendments to the Seismic Policy and Seismic Guidelines.

4. Executive Summary

On 29 September 2025, the New Zealand Government announced a reform to the earthquake-prone building (EPB) system. The current New Building Standard (%NBS) rating system will be replaced by a risk-based seismic assessment model. This change aims to better target life safety risks, reduce compliance costs, and improve affordability for building owners.

A bill enacting these changes is expected to be introduced to Parliament in late 2025, with readings and committee review occurring through Q1 2026. Subject to passage, the new system will become mandatory by mid to late 2026.

This policy update does not introduce any major changes, and the University will continue to operate under the current %NBS framework in accordance with existing legislation.

Once the new legislation is confirmed and enforced, the University will update its Seismic Policy, Guidelines and assessment protocols accordingly.

5. Resource Implications

No additional resources are required.

6. Strategic and Policy Framework Implications

<i>Strategic alignment with priority objective areas in Lincoln University Strategy 2019-2028</i>	Goal 1	A distinctive Aotearoa New Zealand end-to-end student experience	<input type="checkbox"/>
	Goal 2	Improved assets and sustainable operating models	<input checked="" type="checkbox"/>
	Goal 3	A culture which stimulates and inspires staff and students	<input type="checkbox"/>
	Goal 4	A world-class research and teaching precinct	<input type="checkbox"/>
	Goal 5	An organisation focussed on meaningful partnerships	<input type="checkbox"/>
	Goal 6	Facilitating Growth	<input type="checkbox"/>

Strategic Alignment

This Policy aligns with the Lincoln University Strategy 2019-2028 by helping to ensure the compliance and safety of our University spaces with reference to government regulations.

Policy Consistency

This decision is consistent with the University's Plans and Policies.

7. Next Steps

If endorsed by SLT and approved by the Council, the Policy and Guidelines will be published in the Policy Library on the Hub and on the Lincoln University website.

POLICIES AND PROCEDURES



Seismic Policy

Last Modified: ~~November 2025~~
Review Date: ~~626 October~~ ~~November~~ 2026
Business Owner: Chief Operating Officer
Approval Authority: Council

1. PURPOSE

To ensure that the seismic performance of the University's property portfolio is managed to an acceptable risk and to ensure improvements are made at optimal cost.

Note: On 29 September 2025, the New Zealand Government announced a reform to the earthquake-prone building (EPB) system. The current New Building Standard (%NBS) rating system will be replaced by a risk-based seismic assessment model. This change aims to better target life safety risks, reduce compliance costs, and improve affordability for building owners.

A bill enacting these changes is expected to be introduced to Parliament in late 2025, with readings and committee review occurring through Q1 2026. Subject to passage, the new system will become mandatory by mid to late 2026.

This policy update does not introduce any major changes, and the University will continue to operate under the current %NBS framework in accordance with existing legislation. Once the new legislation is confirmed and enforced, the University will update its Seismic Policy, Guidelines and assessment protocols accordingly.

2. DEFINITIONS

Life Safety Hazard

A building element with rating less than 34%NBS that if it failed would lead to the collapse of the building in whole or part and would reasonably be expected to affect multiple people.

University Seismic Guidelines

Guidance document on building assessment and design of strengthening, alterations, and new builds. To be maintained by the Property Group.

Critical post-earthquake function

A function which will be required following an earthquake, and which cannot readily be delayed or relocated.

Seismic Assessment

An assessment of the structural integrity of a building under earthquake shaking in accordance with the University's seismic guidelines

Earthquake Prone Building (EPB)

any building assessed at less than 34% of new building Standard, as defined in the [Building Act 2004](#).

Seismic Policy

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Importance Level

The Importance Level (IL) of a building is defined through definitions in the Building Code. There are five levels of importance ranging from IL1 (structures that pose a low degree of hazard to life or property) to IL5 (structures where a failure poses a catastrophic risk to a large area or number of people). The required level of seismic performance increases with each level of importance and this is considered in the calculation of the new Building Standard. The University may on occasions give a building a higher importance Level than as defined in the Building Code.

New Building Standard (NBS)

The design standard required for new buildings by the New Zealand building Code. *Note: The NBS metric is scheduled for legislative removal in 2026 but remains valid until the new risk-based system is enacted.*

Seismic Zone

Low, medium, and High zones as defined by the earthquake Prone building (EPB) methodology produced by the Ministry of Business Innovation and Employment.

Heritage Building(s)

A building of significant historic character, appearance and materials which is listed in Appendix E03 of the operative Selwyn District Plan and/or registered by the New Zealand Historic Place Trust.

3. CONTENT

Protecting the life safety of all people using University property from seismic hazards is the priority. The University will meet or exceed all legal seismic performance requirements. The protection of property will be managed at the optimal long-term cost.

4. UNIVERSITY SEISMIC GUIDELINES

The University Property Group will regularly review and update the guidelines as new information emerges and legislation changes. *including the transition to the new risk-based seismic framework and updating the Seismic Policy and Guidelines promptly following legislative enactment.*

5. NEW BUILDINGS

All new buildings will comply with the Building Act and the resilience requirements of the University Seismic Guidelines.

6. SEISMIC ASSESSMENT

- All seismic assessments are to be carried out using an appropriate recognised methodology as defined by the University Seismic Guidelines.
- Buildings shall be considered for seismic assessment based on:
 - Age
 - Expected useful life to the University
 - Construction type and fall risk such as parapets, chimneys, and features
 - Occupant capacity
 - Date and type of any previous seismic assessments
 - Importance level
 - Seismic zone

Seismic Policy

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- Cultural/Heritage significance
- Strategic Importance i.e. accommodation buildings
- Older assessment shall be reviewed against the latest Guidelines as required.

7.5. OCCUPANCY ASSESSMENT

- Where the seismic rating of a building is critical to an occupancy decision, decision must be based on suitably qualified and peer reviewed advice.
- A seismic assessment shall be obtained from a prospective landlord before the University will enter into an occupancy arrangement (e.g. Lease, Licence to Occupy). Wherever possible, the University shall seek to only occupy third party buildings that have a seismic assessment of at least 67%.
- If the activities that occur within the building are driving the importance level, then the importance level can be reduced when undertaking an occupancy assessment. This is in order to undertake an occupancy assessment on life safety risk rather than post-disaster operations.
- The table below outlines the University's response to a seismic assessment for all its buildings, depending on the NBS rating and Seismic Zone.

Seismic Zone	Rating	Response
Life Safety		
Any	<20%NBS	Carry out risk assessment. If a life safety hazard is present and cannot be mitigate, the building should be urgently strengthened or vacated.
High	<34%NBS	Very high priority for strengthening
Medium or Low	<34%NBS	High priority for strengthening
Any	>34%NBS and <67%NBS	Medium priority for strengthening.
Asset protection		
Any	>67%NBS	Add to strengthening programme for asset protecting reasons. The decision to strengthen above 67% will be determining on a case-by case basis.

8.6. SEISMIC STRENGTHENING

- The Property Group will develop a programme to improve the seismic performance of the portfolio, which reflects the strategic importance of individual buildings, meets any statutory prescribed timeframes for seismic remediation and appropriately addresses any health and safety risks identified. –The process will be approved by the Capital Asset Committee–.
- All strengthening work shall be considered in conjunction with _long-term capital planning and other planned maintenance or alterations to the building.
- Wherever possible, seismic strengthening shall seek to achieve at least 67%NBS but aim for 100% where practical.– Exceptions to the 67%NBS target can be made with endorsement by the Capital Asset Committee and approval by the University Council in accordance with the University Seismic Guidelines.

Seismic Policy

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- Notwithstanding clause 6 (c) above, urgent strengthening work may target 34%NBS as an interim strengthening step where appropriate, but always strive, wherever possible to achieve the 67% NBS target or better.
- Where a significant capital investment is proposed, seismic strengthening may be independently peer reviewed in accordance with the University Seismic Guidelines.

79. HERITAGE BUILDINGS

All heritage buildings are to have their heritage status considered in seismic strengthening design.

108. REVIEW AND APPROVAL

This policy will be reviewed by the Property Director every three years, and any significant amendments reported to Council for approval. The next scheduled review will include a full update to align with the new seismic legislation once enacted.

Business Owner
Approval Authority

Chief Operating Officer
Council

119. LINKS

[Building Act 2004](#)

[Building \(Earthquake-Prone Buildings\) Amendment Act 2016](#)

[MBIE Seismic Reform Announcement – September 2025](#)

Seismic Policy

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POLICIES AND PROCEDURES



Seismic Guidelines

Last Modified: November 2025
Review Date: ~~26 October~~ November 2025
Business Owner: Chief Operating Officer
Approval Authority: Council

On 29 September 2025, the New Zealand Government announced a reform to the earthquake-prone building (EPB) system. The current New Building Standard (%NBS) rating system will be replaced by a risk-based seismic assessment model. This change aims to better target life safety risks, reduce compliance costs, and improve affordability for building owners.

A bill enacting these changes is expected to be introduced to Parliament in late 2025, with readings and committee review occurring through Q1 2026. Subject to passage, the new system will become mandatory by mid to late 2026.

These guidelines remain aligned with current legislation and do not introduce any major changes. The University will continue to operate under the current %NBS until the new legislation is confirmed and enforced. Once enacted, the University will update its Seismic Policy and Guidelines accordingly.

1. Purpose

To support the Seismic Policy by providing operational and application guidance.
To ensure that the seismic performance of the University's property portfolio is managed to an acceptable risk and to ensure improvements are made at optimal cost.

2. Definitions

New Zealand Building Code (NZBC):

The Regulation underpinning the [Building Act 2004](#). All building work in New Zealand must comply with the Building Code, even if it does not require a building consent. This ensures buildings are safe, healthy, and durable for everyone who may use them. The Code's earthquake design loadings are set by the [New Zealand Loadings Standard NZS1170.5 \(Standards New Zealand, 2004\)](#)

Life Safety Hazard:

A Building Element with a rating less than 34%NBS where a building failure would lead to the collapse of the building in whole or part and would reasonably be expected to affect multiple people.

University Seismic Guidelines:

Guidance document on building assessment and design of strengthening, alterations, and new

Seismic Guidelines

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	builds. To be maintained by the University's Seismic Committee.
Critical post-earthquake function:	A function which will be required following an earthquake, and which cannot readily be delayed or relocated.
Seismic Assessment:	An assessment of the structural integrity of a building under earthquake shaking in accordance with the University seismic guidelines.
Earthquake Prone Building (EPB):	Any building that is determined to be earthquake prone by the relevant Territorial Authority through the application of the Earthquake Prone Building (EPB) Methodology as prescribed through the Building Act 2004 and the Guidelines for the Seismic Assessment of Existing Buildings specifically addressed in sections 133AB, 133AK and 33AB(1) in the Act
New Building Standard (NBS)	The design standard required for new buildings by the New Zealand Building Code.
EPB Methodology	The 2017 Guidelines for the Seismic Assessment of Existing Buildings commonly known as "the Red Book" and imposed by the Building Act 2004 and associated amendments
Yellow Book	The revised C5 section of the EPB Methodology that provides recommended revisions in undertaking seismic assessments to concrete buildings. This section has not been formally adopted into the EPB Methodology
Ultimate Limit State (ULS):	Building performance associated with structural failure.
Serviceability Limit State (SLS):	Building performance where beyond which damage is expected to non-structural elements.
Initial Seismic Assessment (ISA):	High level analysis of a structure's expected performance in a code level earthquake as defined by the EPB Methodology.
Detailed Seismic Assessment (DSA):	In depth analysis of a structure's expected performance in a code level earthquake as defined by the EPB Methodology.
Heritage Building(s):	A building of significant historic character, appearance and materials which is listed in Appendix E05 of the operative Selwyn District Plan and/or registered by the New Zealand Historic Places Trust.

Seismic Guidelines

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Severe Structural Weakness (SSW):	A defined structural weakness that is potentially associated with a catastrophic collapse and for which the capacity may not be reliably assessed based on current knowledge
Critical Structural Weakness (CSW):	Any weakness in the building structure that could potentially influence its performance at any level of earthquake shaking

3. Content

These guidelines support the Seismic Policy to enable risk-based decisions to be made in respect of the built environment. This document is intended for use by Lincoln University (University) Property Development and Property Service Group and consultants.

The guidelines cover:

- Procuring new buildings for acquisition
- Seeking a seismic assessment of an existing building as instructed by the relevant Territorial Authority under the EPB Methodology
- Undertaking due diligence of a building for business case purposes i.e. plans to undertake a capital project, improvement, demolition or upgrade
- Seeking a seismic assessment to occupy a building
- Target strengthening requirements of existing buildings, or parts of buildings, where required.

4. General

The University owns, occupies, and operates a large property portfolio and accordingly has a risk based, strategic asset management approach to its portfolio. As the University is a long-term owner-occupier for a significant portion of its property portfolio, the University adopts a holistic approach to achieving the appropriate balance regarding the level of design specification, maintenance requirements, refurbishment and upgrading within the overarching framework of the New Zealand Building Code (NZBC). This applies to resilience, costs, and speed of repair in response to a seismic event.

These guidelines advise:

- The level of seismic resilience to be achieved in new builds
- How to quantify and ensure sufficient seismic resilience in any property acquisition (owned or leased).
- How to quantify and increase the seismic resilience of existing properties

5. New Buildings

Early decisions in the design of new buildings can greatly improve or detract from the building's seismic performance. Well-conceived, well-designed, and well-constructed buildings will perform better than other code compliant buildings.

The University requires the design of all new buildings to consider whole of building seismic performance. This includes structural, non-structural, and seismic restraint considerations. The whole design team must agree and adopt a 'whole of building' seismic performance approach and agree on appropriate design parameters. The project specific approach adopted is to be

Seismic Guidelines

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agreed with the University. Once agreed, these design parameters become performance requirements in addition to those of the NZBC.

(a) Site Specific Seismic Hazard Assessment

The University requires design teams to consult with the NZBC and/or NZ Standards and consider undertaking a Site-Specific Seismic Hazard Assessment for all major projects. This is to ensure the design incorporates the latest seismic hazard information, and an appropriate amount of future proofing. The New Zealand National Seismic Hazard Model (NSHM) is subject to major updates, so specific seismic hazard assessments will need to capture and apply the key components of the latest NSHM at the time the Site-Specific Seismic Hazard Assessment is completed

(b) Importance level

The minimum requirements for Importance Level (IL) of the Building Act are to be met. The importance level is to be agreed with the University at concept design stage.

(c) Regularity

At concept stage the architect is required to work with the structural engineer to conceive a structurally 'regular' building to improve seismic performance. The University requires building configurations with a continuous lateral load-resisting path with little or no irregularities and seeks buildings with regular distribution of mass and stiffness in plan and elevation. Where irregularities are unavoidable, during the concept design phase the design team must present to the University the reasons why such irregularities are unavoidable and the mitigations for review and approval.

(d) Limit States, Ductility & Displacements

It is recognised that NZBC compliant buildings are designed to deliver life safety and basic amenity but not necessarily asset protection. At concept stage the design team is to agree Limit state performance, global ductility and building flexibility. When considering these parameters, secondary structure, façade, seismic restraint, and ceiling/partition performance and costs are to be considered.

Generally, the University prefers low ductility systems that are detailed for ductility for capacity design principles, and low displacement designs.

(e) Low damage design

Low damage design concepts and philosophy are to be considered by design teams and the University at briefing stage. Guidance on low damage design can be found in the MBIE low damage design project or the Ministry of Education requirement for Service Limit State 2 (SLS2) load cases in the structural and geotechnical requirements document.

(f) Peer Review

Significant capital works projects may require an independent peer review. The peer reviewer should be engaged early to agree the concept/preliminary design. The scope of

Seismic Guidelines

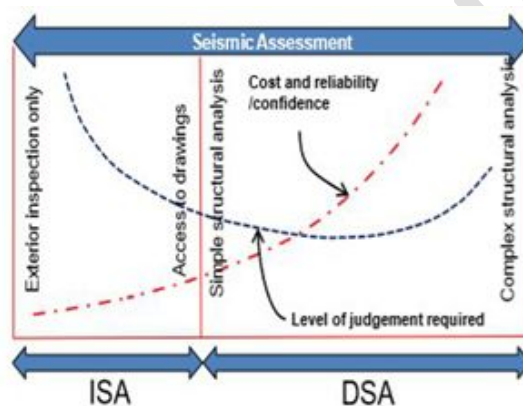
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the peer review is to include both a regulatory review to support building consent and conformance with the University's performance requirements.

(g) Non-structural Elements Including Building Services

In addition to meeting mandatory requirements, a holistic approach to the restraint of services and non-structural elements is required from the design team. This is to ensure that efficient restraint provisions and seismic clearances are included from the onset and that for the completed building damage and remedial work requirements, following a seismic event, are reduced to a practicable minimum. To this end design teams shall, during the briefing and concept design stages, consider the following:

- The location of main services routes/corridors, both horizontal and vertical and their coordination with structure and architecture to facilitate efficient (potentially common) restraint provisions and to ensure adequate spatial allowance including necessary seismic clearances.



- How and from what structural elements, services and other non-structural elements will be supported and restrained.
- How differential movement between services and penetrated elements can be reduced, especially where services penetrate fire separations, to reduce damage and remedial work requirements following a seismic event.
- Ensuring that restraint provisions do not prevent the operation of antivibration measures and allow for necessary thermal expansion and contraction (of heating pipework for example).

6. Seismic Assessments

Seismic assessments are to be of appropriate complexity and accuracy to fulfil the purpose. Seismic assessments must only be carried out by suitably qualified and trained CPEng structural engineers. When considering the type of assessment required figure 1 below should be used. The University would rather invest in appropriate building upgrade costs (including necessary design analysis) rather than sophisticated assessments that give a degree of accuracy not necessarily warranted at assessment stage.

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Figure 1**(a) Assessment methodology**

Where assessments are in response to a territorial authority request for earthquake prone building status then the MBIE's chief executive methodology must be used (Red Book). In other situations, the University may require other methodologies to be used. Generally, this will be the NZSEE - Seismic Assessment of Existing Buildings (yellow book) but could be other recognised systems such as FEMA P58. Where a methodology outside of the MBIE guidelines is used this should be agreed in advance with the University.

(b) Initial Seismic Assessment (ISA)

Where the consultant is confident that an ISA will pick up the issues/potential issues with a building and that the score is sufficiently accurate, ISAs may be carried out. Noting figure 1 above the effort, cost and reliability of an ISA is a continuum. The consultant is to make efforts to access drawings when completing an ISA.

(c) Detailed Seismic Assessment (DSA)

Where the building warrants a more thorough analysis, a DSA is to be undertaken.

(d) Peer Review

Seismic assessments that give unexpected results, indicate a score that triggers a significant occupancy review or indicate a significant re-strengthening project are to be considered to have preliminary status until they have been independently peer reviewed. An independent peer review shall be determined by the Property Director on a case-by-case basis.

7. Occupation Assessment

It is policy to act responsibly with respect to safety of life for students, staff, and visitors to the University. The University seismic policy requires buildings with a rating less than 34% to have a risk assessment carried out. This risk assessment will inform decisions on occupancy. The occupancy/risk assessment is to include:

(a) Importance Level

If the activities that occur within the building are driving the Importance Level (IL), then the IL can be reduced when undertaking an occupancy assessment. This is in order to undertake an occupancy assessment on life safety risk rather than post-disaster operations. This will be determined by Council.

(b) Hazard description/collapse description

The Occupation Assessment is to provide more commentary on the Assessment Outcome information required in both the ISA & DSA Assessment Summary Report Template obtained from <http://www.eq-assess.org.nz/knowledge-base/templates/> specifically *identified structural weaknesses and locations* are to be identified. The *mode of failure and physical consequences statement* is to describe how the weakness will fail, which areas will be affected by failure/falling objects and any likely subsequent failures/vulnerabilities as a result of this failure. This commentary is to be presented to the University in writing and also presented orally to ensure it is fully understood and allow questions so informed decisions to be made.

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(c) Hazard management options

In addition to hazard identification, the Occupation Assessment is to give options to control the hazard. The University wants to understand the options to ultimately eliminate the hazard but pragmatic short-term options that allow reduced or limited occupancy via engineering controls must be considered. Option may include staging of strengthening works to deal with issues that can be readily and quickly rectified, barricading off an area, limiting use of the building if that lowers the importance level or providing temporary propping/restraint to elements.

The University requires this information to be presented in a table similar to below:

Engineering Statement of Structural Weaknesses and Location	Mode of Failure and Physical Consequence Statement(s)	Hazard control options	Type of control (Eliminate, Substitute, Engineering etc)
Weakness 1			
Weakness 2			

8. Seismic Strengthening

Where the seismic programme indicates strengthening is required on non-heritage buildings, the following guidance will be considered:

- (a) Seismic strengthening work will be focussed to provide the best overall improvements in life safety for students, staff, and visitors to the University. Property Development and Property Service Group will develop a programme to improve the seismic performance of the property portfolio. This will be endorsed by the Capital Asset Committee and Council and used to inform long-term capital planning for the University.
- (b) All strengthening work shall be considered in conjunction with long-term capital planning and other planned maintenance or alterations to the building.
- (c) Wherever possible having regard to seismic/health and safety risk and commercial practicalities of achieving the same, seismic strengthening shall seek to achieve a target of at least 67%NBS but aim for 100% where practical. Exceptions to the 67%NBS target can only be made in accordance with the University Seismic Policy.
- (d) Strengthening shall address any severe structural weaknesses (SSW) as defined by the MBIE guidelines. Any proposed strengthening should not alter the load distribution such that other elements become critical at less than 67%, or other Critical Structural Weaknesses (CSW) are introduced.
- (e) Urgent strengthening work may target 34%NBS as an interim strengthening step where appropriate.
- (f) Where a significant capital investment is proposed, seismic strengthening may be independently peer reviewed in accordance with the University Seismic Guidelines.

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- (g) Where a significant capital investment is proposed, a site-specific seismic hazard study should be undertaken to ensure future proofed outcome.
- (h) Where building parts (e.g. chimneys, parapets, etc.) constitute a seismic risk, these may be strengthened or removed in isolation ahead of a comprehensive strengthening scheme. Guidance such as the MBIE “Securing parapets and facades on unreinforced masonry buildings” should be considered. Loads should be transferred to the primary lateral system in such upgrades. Where a staged upgrade is proposed, the consultant team shall ensure the University understands the short, and long-term performance.
- (i) Where seismic strengthening is undertaken, a post completion DSA or ‘final’ assessment will be provided by the Structural Engineer to the Project Manager, confirming the level to which the building was strengthened, noting this may differ from the design target.

9. Heritage Buildings

All [heritage buildings](#) are to have their heritage status considered in seismic strengthening designs.

Strengthening designs should seek to minimise any potential heritage loss and should aim to create the least visual impact on the building. Technology or techniques yet to be developed may provide a better solution in the future.

The durability of strengthening elements should match the likely life of the building where elements cannot be easily removed or replaced.

Where the building is on the New Zealand Heritage List, it may be appropriate/a requirement for the University to engage a Heritage Architect to prepare a conservation report to inform the strengthening, with consideration given to likely strengthening techniques. A resource consent will likely be required in most cases.

Where the building is identified as a ‘Character-Contributing Building’ within the Selwyn District Council (SDC) operative District Plan, consultation with the SDC will likely be required to confirm the protected building parts and approach to strengthening. A resource consent may be required.

108. Review And Approval

These guidelines will be reviewed by the Property Director every three years, and any significant amendments reported to Council for approval. The next scheduled review will include a full update to align with the new seismic legislation once enacted.

Business Owner
Approval Authority

Chief Operating Officer
Council

10. References

[Seismic Performance Assessment of Buildings](#)
[The Seismic Assessment of Existing Buildings](#)
[Dealing with earthquake-related health and safety risks.](#)
[MBIE Seismic Reform Announcement – September 2025](#)
[Building Act 2004](#)

Seismic Guidelines

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Vice-Chancellor's Office

Version:

Conferment of Degrees, Diplomas and Certificates 16 December 2025

Author/s: Sonja Wilkinson / Hamish Cochrane

SLT Authoriser:

Date: 24/11/2025

1. Purpose

Submission of graduand names for conferment of degrees, diplomas, and certificates by Council on 16 December 2025.

2. Recommendation

That Council resolves to approve the following awards:

Doctor of Philosophy

Chalerm **Jaitang**, in Economics
Ni **Zhong**, in Tourism

Master of Agricultural Science

Dina **Mosa**, First Class Honours, in Plant Science

Master of Applied Computing

Tay Peng Yeow, Distinction

Master of Commerce and Management

Thilina Prasad **Weerawardana**, Second Class Honours, Division I, in Supply Chain Management

Master of Horticultural Science

Helen Moe **David**, First Class Honours, in Plant Protection

Master of Planning

Emma Jane **Pearson**, Second Class Honours, Division I

Master of Tourism Management

Chen Qiming, Merit

Postgraduate Certificate in Applied Science

Zeng Shuting, Distinction

Postgraduate Certificate in Commerce

Xiaoxi **Chen**, Distinction
Jodie Edna **Goudswaard**, Distinction
Katrina Ivy **Roberts**, Distinction
Jessica Robyn **Ross**, Distinction
Emma Jayne **Weston**, Distinction
Malinda Jane **Wynyard**

Bachelor of Commerce (Agriculture)

Jed Francis Kalis **Syme**

Bachelor of Viticulture and Oenology

Piper Nicola **Eder**

Diploma in Farm Management

Jack David **Wharton**

Motion Carried / Motion Not Carried

Dr Hamish Cochrane
Director, Student Administration and Student Health
24 November 2025

Motion by the Chancellor for Resolution to Exclude the Public pursuant to s48 of the Local Government Official Information and Meetings Act 1987:

I move that the public be excluded from the following parts of the proceedings of this meeting, namely:

General Subject Matter	Reason for passing this resolution in relation to each matter	Grounds under section
Biocompliance Report	To protect the safety of persons To protect information which is the subject of an obligation of confidence	6(d) s7(2)(c)(i)/(ii)
Health & Safety Report	To protect the privacy of natural persons To avoid prejudice to measures protecting the health or safety of members of the public To protect information where making available the information would be likely to prejudice the commercial position of the person who is subject of the information	7(2)(a) 7(2)(d) 7(2)(b)(ii)
S2 & Summer School Recruitment Report	To avoid prejudice or disadvantage to the commercial activities of the University	7(2)(h)
International Enrolment Growth Plan 2026-2030	To avoid prejudice or disadvantage to the commercial activities of the University	7(2)(h)
Strategy Update	To avoid prejudice or disadvantage to the commercial activities of the University	7(2)(h)
Ahumairaki Committee 1. Report – business of Committee 2. Minutes from meeting on 24 September 2025 3. Lincoln University Kaupapa Māori Initiatives 4. Manaaki Taura PSR 5. Education Performance Indicators (EPI) Report	To protect the privacy of natural persons To prevent the disclosure of use of official information for improper gain or improper advantage	7(2)(a) 7(2)(j)
Ahumairaki Committee 1. Report – business of Committee 2. Minutes from meeting on 12 November 2025 3. Lincoln University Kaupapa Māori Initiatives 4. Manaaki Taura PSR	To protect the privacy of natural persons To prevent the disclosure of use of official information for improper gain or improper advantage	7(2)(a) 7(2)(j)
Audit, Risk & Assurance Committee 1. Report – business of Committee 2. Minutes from meeting on 18 November 2025 3. 2026 Budget 4. 2026 CAPEX Budget 5. NCH Award of Contract	To avoid prejudice or disadvantage to the commercial activities of the University	7(2)(h)
New Catered Hall PCG Chair Appointment	To avoid prejudice or disadvantage to the commercial activities of the University To protect the privacy of natural persons	7(2)(h) 7(2)(a)
People & Culture Committee 1. Report – business of Committee 2. Minutes from meeting on 7 November 2025 3. Q3 Wellbeing Report and Dashboard	To protect the privacy of natural persons	7(2)(a)
Awards Committee 1. Report – business of Committee 2. Minutes from meeting on 20 November 2025	To protect the privacy of natural persons	7(2)(a)
Finance Report	To avoid prejudice or disadvantage to the commercial activities of the University To prevent the disclosure or use of official information for improper gain or improper advantage	7(2)(h) 7(2)(j)
LUPJVL Statement of Corporate Intent	To avoid prejudice or disadvantage to the commercial activities of the University	7(2)(h)

I move also that: Prof Chad Hewitt (Provost), Prof Merata Kawharu (Deputy Vice Chancellor, Māori and Pasifika), Mrs E Rooney (Finance Director), Mrs S Roulston (Chief Operating Officer), Mrs K McEwan (Executive Director People, Culture & Wellbeing), Mr D Lodge (Deputy Vice-Chancellor, Student Life), Tracey Nelson (Biocompliance Manager), Steve Hunter (Health & Safety Manager), Mr Ted Rogers (Chairman, Lincoln University Property Joint Venture Limited), Tumuaki-Takirua Te Awrioraki, and Mr Nathaniel Heslop (Council Secretary), be permitted to remain at this meeting after the public has been excluded, because of their knowledge of the various matters being discussed. This knowledge, which will be of assistance in relation to the matters to be discussed, is relevant to those matters because of their involvement in the development of reports to Council on these matters.