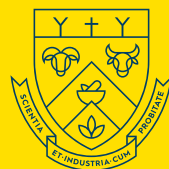


Lincoln University Investment Plan

2026–2028



LINCOLN
UNIVERSITY

TE WHARE WĀNAKA O AORAKI



Strategic Intent	1
Mission and Role	1
Responding to the Tertiary Education Strategy and Investment Priorities	16
Addressing the Needs of Key Stakeholders	24
Programmes and Activities Aligned to Government Priority Areas	52
Our Outcomes and Measures Statement of Service Performance	59
Lincoln University's Learner Success Plan and Progress Update	63
Lincoln University's Disability Action Plan and Progress Update	69

Strategic Intent

Mission and Role

Te Whare Wānaka o Aoraki Lincoln University holds a unique position as Aotearoa New Zealand's only specialist university dedicated to the land-based sectors. Our purpose is to foster excellent research and education, equipping our students with the knowledge to shape a world that benefits from a greater understanding of the relationships between land, food, ecosystems, people and communities. The land – our whenua – is deeply embedded in our 147-year history. This distinctive heritage makes us a vital partner in the growth of the Māori land-based economy.

By generating new knowledge and cultivating work-ready graduates, Lincoln University is a significant contributor to economic growth in key sectors such as food and fibre, applied science and technology, and construction and infrastructure.

Our graduates are crucial to this success, applying their expertise to advance land-based sectors across Aotearoa New Zealand and the world, including the flourishing Māori economy.

Additionally, our impactful research drives major advancements in agriculture, agribusiness, environmental management, conservation, tourism and recreation. The expertise of our academics has a far-reaching influence on New Zealand society, regularly informing central and local government policy. This includes contributing to frameworks that recognise and integrate mātauraka Māori (Māori knowledge) alongside Western science, ensuring that land-based policies are culturally informed and equitable.

With three academic faculties – the Faculty of Agriculture and Life Sciences, the Faculty of Agribusiness and Commerce and the Faculty of Environment, Society and Design – the University offers doctoral, master's, bachelor's degrees and diplomas for the land-based sectors. Strategically, we operate as a postgraduate-intensive university, with more than half of our students enrolled in postgraduate programmes.

Our commitment to benefiting land-based sectors, both nationally and internationally, is realised by placing students at our core. Through our excellence in teaching in a research-

rich environment, we empower all our students to reach their full potential. Complementary to our focus on delivering specialist academic programmes and impactful research is our commitment to developing a second-to-none campus environment and student experience. The University has seen intense construction activity over the last five years, and we have made good progress on our journey towards providing a campus of fit-for-purpose facilities to support our teaching, research, sport, recreation and the wellbeing of our staff, students and the wider community.

The University is the academic heart of the Lincoln Research Precinct – the largest collection of agricultural research scientists in the Southern Hemisphere. Our campus is complemented by a network of University-owned farms and research centres, crucial to combining good education and training with demonstration, expertise and skills.

The University's activities are grounded in a commitment to exemplary sustainable practices and to being a leader in sustainability for the land-based sectors. This commitment is realised through the values that govern our work, of which manaakitaka and kaitiakitaka are paramount.

Our role as a specialist University

Lincoln University's vision is to be a globally ranked, top-five land-based university, unlocking the power of the land to enhance lives and grow the future. We are committed to a future where a deep respect for the enduring value of whenua drives sustainable futures. This commitment helps us respond to climate and other social challenges by connecting people with whenua as a source of resilience, innovation and long-term wellbeing.

This is affirmed in our 2024-28 Midpoint Update on our Ten-year Strategy, which identifies the priority areas and actions associated with each of our six strategic goals:



Lincoln University Strategy 2024–2028 Midpoint Update

Goals and Priority Areas

Strategy Goals	Priority Areas
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 goalsEnsure quality streamlined student services that are responsive and focused on supporting wellbeing and successEnhance student experiences for postgraduate studentsDevelop research-rich graduatesGrow graduates ready for New Zealand's future workforce
2 Improved assets and sustainable operating models	<ul style="list-style-type: none">Establish a clear pathway to carbon neutrality by 2030Make our organisation an exemplar of sustainable practicesEstablish a flexible, agile, and effective University operational frameworkDigitally enable our University
3 A culture which stimulates and inspires all staff and students	<ul style="list-style-type: none">Support and nurture a culturally inclusive campusEmbed and celebrate our Takata WhenuaDevelop a values-driven culture that fosters a sense of identity, shared purpose, and commitmentGrow our staff through early career development, professional development, and workforce planningManage workloads consistent with a research-intensive, specialist focused on the land-based sectors
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 collaborationProvide innovative academic programmes that anticipate the workforce needs of land-based sectors
5 An organisation focused on meaningful partnerships	<ul style="list-style-type: none">Grow our impact through partnershipsDevelop, nurture, and promote a culture of collaborationBuild coherence between research and education in all partnerships
6 Facilitating student growth	<ul style="list-style-type: none">Meet land-based sector workforce needs and challengesExpand our reach to a wider group of potential studentsIncrease participation and engagement of Māori and Pasifika students

To equip New Zealand's future workforce, we employ a specialised approach: integrating industry-relevant research with co-developed education programmes. These programmes directly address critical productivity, economic, environmental and social issues and ensure our graduates are prepared for the evolving needs of the land-based sectors. The University's excellent 2023 graduate employment outcomes for our students – 82% of 2023 graduates in paid employment, and of those, 88% work full-time – strongly affirm the effectiveness of this strategy.

To meet land-based sector workforce needs and challenges, we are expanding our reach to a wider group of potential students.

This extension involves creating and revising our unique programmes to meet industry demand. From 2022 to 2025, this has resulted in the delivery of specifically tailored new qualifications, including the Master of Environment and Agriculture, Bachelor of Sustainable Tourism and Master of Parks Management, all developed based on stakeholder feedback and advice.

These unique programmes, a first for New Zealand, are designed to equip graduates with the skills necessary to tackle real-world challenges, building on our strong legacy in parks, recreation and tourism education.

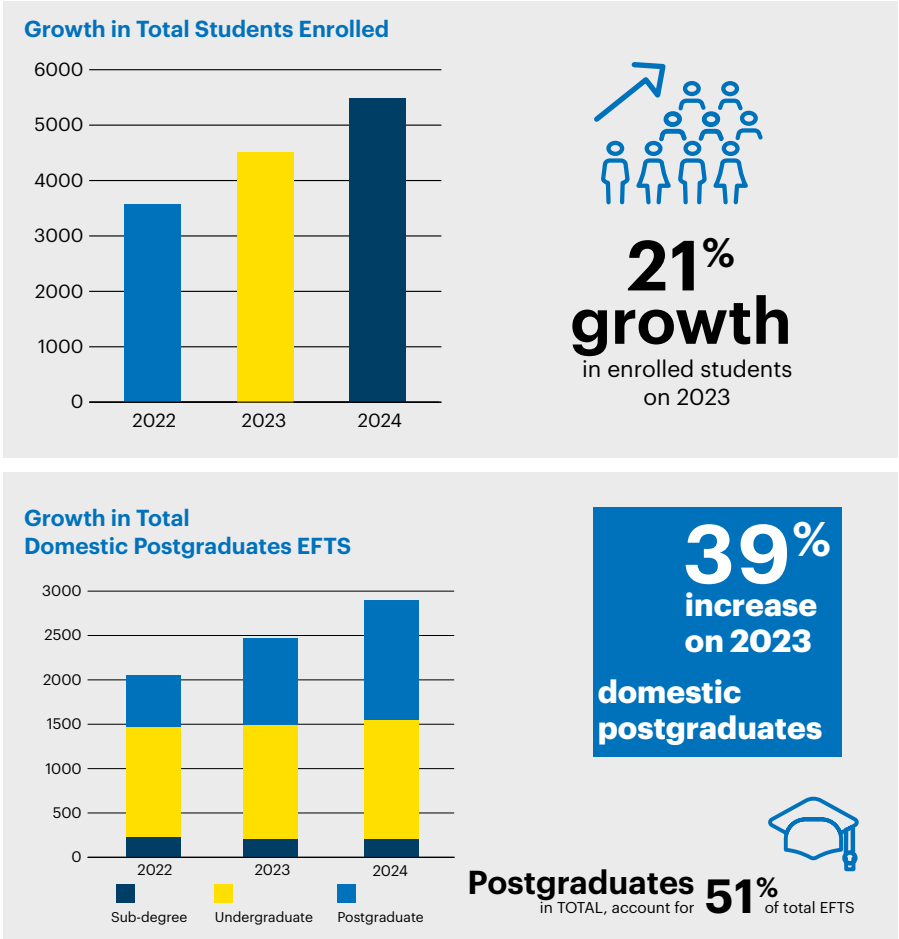
Integral to our success is our commitment to learner success. The University's Learner Success

Framework, Manaaki Tauira, aims to increase Māori and Pasifika Student participation, while our Disability Action Plan sets benchmarks for accessibility and inclusivity, ensuring an environment where all students and staff can thrive.

Our focus on empowering students, alongside strategic initiatives such as asynchronous online learning and accessible fee waivers for domestic postgraduate students, has driven significant growth. These initiatives were particularly effective in postgraduate education, where removing financial obstacles for further study is a critical pathway for career and expertise enhancement. As a result, in 2024, we surpassed 5,000 students for the first time in our history, reaching a peak enrolment headcount of 5,484, a 21% increase on 2023.

Lincoln University's strategic transition to being more postgraduate-intensive, where 51% of our students are postgraduates, solidifies our position as a research-intensive specialist university.

For our 2026-28 Investment Plan, our focus is to apply the insights from this growth to government and strategic priorities in the sectors to which we contribute. This means the careful stewarding of student demand, together with targeted investment in programmes and courses which best address these priorities, now and in future. This includes ensuring that all Lincoln University programmes include learning opportunities in priority course areas and developing new and innovative programmes such as our Master of Artificial Intelligence for Land Use, which builds on the success of existing provision to provide specialist graduates for emerging industry needs.



The University’s excellent 2023 graduate employment outcomes for our students – 82% of 2023 graduates in paid employment, and of those, 88% work full-time – strongly affirm the effectiveness of this strategy.

Changes to the Moving Forward programme: transition to business as usual

The Moving Forward Programme, referred to in the University’s 2023-2025 Investment Plan, governed the 2019 Crown Funding Agreement for the construction of a new science facility. The Campus Development Programme initially formed a part of this plan, including a suite of construction projects, as did the New Ways of Operating programme, which focused on non-construction initiatives. The new science facility construction project, under the Moving Forward programme, concluded in September 2023 with the official opening of Waimarie, the University’s flagship science facility. The Campus Development Programme transitioned to a standalone programme managed by the Property Group.

The ongoing initiatives from the New Ways of Operating programme are now part of business-as-usual operations and are subject to standard ARAC monitoring. These include Manaaki Tauira (the University’s Learner Success Plan) and the Food Transitions 2050 Joint Postgraduate School with the University of Canterbury Te Whare Wānanga o Waitaha.

**Governance and Leadership
Kaunihera o Te Whare Wānaka
o Aoraki Lincoln University
Council**

Lincoln University’s governing body is Council, whose functions, duties and powers are defined in the Education and Training Act 2020. The Act mandates that Council acknowledge the principles of the Treaty of Waitangi in its operations and provide statutory protection for the University’s autonomy and the academic freedom of its staff

and students. Council and the Vice-Chancellor are charged with preserving and enhancing these freedoms.

Council is made up of 12 members

- Three members appointed by Council, at least one of whom shall be an alumnus
- Four members appointed by the Minister of Education
- One member appointed after consultation with Te Rūnanga o Ngāi Tahu
- The Vice-Chancellor
- One member appointed by the Academic staff
- One member appointed by the Professional staff
- One member following the election by Lincoln University students

Academic governance at Lincoln University is delegated by the Academic Board, a subcommittee of Council established under the Education and Training Act 2020. The Academic Board, along with its subcommittees (Research, Learning and Teaching, Academic Administration), is responsible for setting academic policy and for monitoring and reporting to Council the quality of programmes, teaching and research in the University.

The Audit, Risk and Assurance Committee of Council (ARAC) is responsible for identifying and managing Lincoln University’s strategic risks, encompassing both financial and non-financial aspects. This includes oversight of management and financial reporting, alongside internal controls. ARAC also governs internal and external audit functions, reporting of all performance metrics, regulatory and legal compliance and the preparation of the annual report. Additionally, the ARAC monitors campus development initiatives, capital projects and business-as-usual capital activities, receiving all relevant reports.

The Senior Leadership Team

The University’s Senior Leadership Team (SLT) reports to the Vice-Chancellor, currently Professor Grant Edwards. Appointed by Council, the Vice-Chancellor serves as the Chief Executive Officer, a role mandated by the Education and Training Act 2020. In this capacity, the Vice-Chancellor is responsible for the management of the University’s academic and administrative matters. There are five Senior Leadership Team roles, comprising the Provost, Deputy Vice-Chancellor Māori, Deputy Vice-Chancellor Student Life, Chief Operating Officer and the Executive Director People, Culture and Wellbeing.

The Vice-Chancellor, serving as the visionary leader and employer of all staff, is entrusted with shaping the academic future and advancing the University’s national and global standing. This involves strategic planning, fostering a thriving culture built on shared values, empowering all staff to reach their full potential and optimising our collective resource outputs. The Vice-Chancellor reports to Council on achieving agreed objectives concerning the University’s overall operation and the academic quality of education and research. The Vice-Chancellor manages the University’s key activities through delegations to the Senior Leadership Team and is supported by committees including the Sustainability Taskforce, the Animal Ethics Committee and the Proctor.

Enhancing our Academic Governance Framework

In 2025, the University is creating an academic governance framework to formally record all academic delegations and operational responsibilities associated with academic decision making for programmes, teaching and research at Lincoln University.



This enhancement initiative has been affirmed by the Cycle 6 Academic Audit panel.

Through the subcommittees of Council and the associated performance metrics and reporting, the organisational performance of Lincoln University is continuously monitored by its Council members. Reporting formats cascade through management to all levels of the institution, ensuring that information, when reported up, retains alignment with the Strategy.

Centralising research and education agreements

Lincoln University recognises the significant national and global challenges facing the land-based sectors.

We are committed to maximising our impact through collaborative education and research partnerships. To achieve this, the University collaborates with Crown Research Institutes (CRIs), Māori land-based sector organisations and entities, industry and government. Our partnerships in research drive regional and national growth, skills development and opportunity for the land-based sectors. The increase in the number of active research and education partnerships for the period 2023-25 reflects the implementation of a centralised agreement management process, which has enhanced compliance and improved record-keeping. Since 2023, Council has included this reporting as part of the metrics that monitor the performance of the University.

The University seeks to engage and provide opportunities for mana whenua to provide cultural guidance, advice and strategic direction on areas of importance to mana whenua.

Te Whare Wānaka o Aoraki and Te Tiriti o Waitangi

Our longstanding He Tūtohunga Whakamātau Charter of Understanding with Ngāi Te Ruahikihiki and Te Taumutu Rūnanga is the foundation of our relationship with mana whenua and consistent with our responsibilities as a partner in Te Tiriti o Waitangi, the Treaty of Waitangi. These responsibilities are situated in the context of the wider Tiriti relationship between the University and Ngāi Tahu.

This commitment is reinforced by our Māori Plan’s emphasis on strong external relationships with students, hapū, whānau, iwi, rūnaka and the wider community. This outward focus, combined with responsive internal structures and supported by highly collaborative and valued kaimahi, is fundamental to the University’s purpose.

The University seeks to engage and provide opportunities for mana whenua to provide cultural guidance, advice and strategic direction on areas of importance to mana whenua. Further, the University sees its role as supporting the research and academic needs identified by mana whenua as a means of positively contributing to their aspirations and goals wherever possible.

Ngāi Tahu representation is embedded in the University’s Council and through its subcommittee Ahumairaki, which oversees Māori development. Regular strategic hui with mana whenua is held throughout the year, including during campus celebrations led by Te Manutaki | Office of Māori and Pasifika Development.

Ahumairaki oversees the Māori development aspirations of Lincoln University on behalf of Council and in accordance with the University’s obligations under the Te Tiriti o Waitangi Treaty of Waitangi, Section 281(b) of the Education and Training Act 2020, the Tertiary Education Strategy and Lincoln University’s Strategic Plan 2019-2028.

The activities of the University are grounded in a commitment to exemplary sustainable practices and being a leader in sustainability for the land-based sectors. This commitment is realised through the values that govern our work, of which manaakitaka – looking after people – is paramount.

Mid-point Strategy Update 2024-2028

Over the first five years of our 10-year strategy (2019-2028), the University focused on a dual strategy, combining renewal and shaping goals. Significant progress was made, whereby Lincoln University emerged post-pandemic with a substantial increase in student numbers and a strong portfolio of relevant and impactful research. The midpoint update on the Strategy in 2024 removed the renewal and shaping attributes, reconfirmed our strategic intent, set University-wide Priorities and Actions for the 2024-2028 period and outlined how we will continue to measure our success.

Through the current Investment Plan, these priorities are positioned to support the external priorities of government and the Tertiary Education Strategy (TES) for the next three years.

Our Strategy Priorities aligned to Government and TES Priorities (3 years)

	Strategic Goal 2019-2023 (Renewal)	Selected 2019-2023 Priority Initiatives	Strategic Goal 2024-2028 Midpoint Update	Selected Midpoint Strategic Priorities	Government and TES Priorities
1	A distinctive Aotearoa New Zealand end-to-end student experience	<ul style="list-style-type: none">Campus Living LaboratoryLearner Success Framework	A distinctive, Aotearoa New Zealand, end-to-end student experience	<ul style="list-style-type: none">Develop research-rich graduatesGrow graduates ready for New Zealand’s future workforce	<ul style="list-style-type: none">STEM and associated learner outcomesFood and fibre leadership, innovation and skills developmentConstruction and infrastructure leadership and project management
2	Improved assets and sustainable operating models	<ul style="list-style-type: none">Campus developmentNew and improved timetable	Improved assets and sustainable operating models	<ul style="list-style-type: none">Make our organisation an exemplar of sustainable practicesEstablish a flexible, agile and effective University operational framework	<ul style="list-style-type: none">Barrier-free accessFuture of learning and workWorld-class, inclusive public education
3	A culture which stimulates and inspires staff and students	<ul style="list-style-type: none">Bicultural campus	A culture which stimulates and inspires all staff and students	<ul style="list-style-type: none">Support and nurture a culturally inclusive campusEmbed and celebrate our Takata Whenua	<ul style="list-style-type: none">Learners at the centre with their whānauLearner outcomesHonouring Te Tiriti o Waitangi through tertiary education
	Strategic Goal 2019-2023 (Shaping)	Selected 2019-2023 Priority Initiatives	Strategic Goal 2024-2028 Midpoint Update	Selected Midpoint Strategic Priorities	Government and TES Priorities
4	A world-class research and teaching precinct	<ul style="list-style-type: none">Land-based postgraduate research schoolCentres of ExcellenceOnline and blended delivery	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 collaborationProvide innovative academic programmes that anticipate the workforce needs of land-based sectors	<ul style="list-style-type: none">STEM and associated learner outcomesFood and fibre leadership, innovation and skills developmentConstruction and infrastructure leadership and project management
5	An organisation focused on meaningful partnerships	<ul style="list-style-type: none">Research partnerships	An organisation focused on meaningful partnerships	<ul style="list-style-type: none">Grow our impact through partnershipsBuild coherence between research and education in all partnerships	<ul style="list-style-type: none">Future of learning and workResponding to changes in work and education
6	Facilitating growth	<ul style="list-style-type: none">Education partnerships	Facilitating student growth	<ul style="list-style-type: none">Meet land-based sector workforce needs and challengesExpand our reach to a wider group of potential studentsIncrease participation and engagement of Māori and Pasifika students	<ul style="list-style-type: none">STEM and associated learner outcomesFood and fibre leadership, innovation and skills developmentConstruction and infrastructure leadership and project managementBarrier-free accessLearners at the centre

In 2024, 51% of total EFTS were postgraduate. This reflects our strategic transition towards becoming a postgraduate-intensive university.

Global and National Positioning

Our distinctive position as New Zealand’s only specialist university, and one of only a handful in Australasia, provides a strategic advantage. It allows us to prioritise impactful applied research and education directly relevant to the challenges facing the land-based sectors. Unlike larger institutions that focus on broad-based fundamental research and mass education, our specialisation enables us to forge stronger, more impactful connections and ensure a fundamental understanding of industry, community and government needs.

A postgraduate-intensive university

Lincoln University saw significant growth in student enrolments during its 2023-25 Investment Plan, most notably in taught postgraduate programmes. In 2024, 51% of total EFTS were postgraduate. This reflects our strategic transition towards becoming a postgraduate-intensive university.

For 2026-28, we will continue to enhance and develop our postgraduate programmes to align strongly with government priorities. This commitment ensures we meet industry demand for skilled graduates, fostering a resilient, productive and sustainable economy.

Recognising that postgraduate education is a crucial pathway for career advancement and expertise development, Lincoln University offered tuition fee waivers to domestic postgraduate students from 2022 to 2025. This initiative removed financial obstacles, providing access to programmes in priority areas including agricultural systems, food innovation, conservation, environmental management, and applied science. By reducing the financial burden, we enabled students to pursue advanced qualifications and maximise their professional potential. From 2025 onwards, fee waiver availability will be carefully tailored to continue removing barriers for students while ensuring programmes are sustainably delivered for the sectors we serve.



Lifelong learning opportunities through asynchronous online learning

Understanding the diverse needs of our growing student body and the increasing demand for flexible learning options, Lincoln University is committed to providing lifelong learning opportunities. In just four years, the University developed 62 asynchronous online courses across a number of programmes. These programmes included the Master of Planning, Master of Tourism Management and the Diploma of Horticulture. In 2024, 11% of our total Equivalent Full-time Students (EFTS) were enrolled in asynchronous online learning.

Lincoln University’s asynchronous online learning platform received international recognition for its engaging and interactive content, earning two Platinum Awards at LearnX2024, including a Platinum Award for Best eLearning Design – Video. This success builds upon previous LearnX achievements, for which in 2022 we received Platinum Awards for Online

Learning Model and Best Hybrid Learning.

Strategic programme development

Lincoln University consistently demonstrates its commitment to producing graduates for the land-based sector through its specialisations in agriculture, horticulture and viticulture; business; environment, food, wine and beer; landscape architecture; property and valuation; sport and recreation; tourism and science.

Reflecting this focus, 85% of our EFTS for 2024 were enrolled in programmes classified as land-based under the relevant Crown Funding Agreement. A quarter of these were enrolled in programmes in agriculture, horticulture, forestry and environment.

Since 2023, Lincoln University has also had thirteen new academic programmes approved by the Committee on University Academic Programmes, all of which address government and/or Lincoln University strategic priorities.

Lincoln University is committed to providing lifelong learning opportunities. In just four years, the University developed 62 asynchronous online courses across a number of programmes.

Higher doctorates

The Doctor of Humanities and Doctor of Social Sciences were approved in 2025. These new offerings complement the established Doctoral Degrees, Commerce and Natural Resources. This expansion enables Lincoln University to offer higher doctorates across all its disciplinary groupings.

Master’s programmes

Lincoln University first introduced the Master of Parks Management in 2023, followed by the Master of Environment and Agriculture in 2025. Also in 2025, the Master of Sport and Recreation Management and Master of Tourism Management programmes were revised to ensure they remain current and aligned with industry needs.

New bachelor’s degrees and majors

In 2024, Lincoln University introduced new Bachelor of Science majors in Animal Science and Food Innovation. The Bachelor of Sustainable Tourism also became available that year.

Building on this, 2025 saw further expansions with a new Plant and Horticultural Sciences major for the Bachelor of Science, and an Entrepreneurship and Innovation major added to the Bachelor of Commerce.

Contemporary academic pathways

The First-Year Pathway Diploma and Pathway Certificate (Foundation) were offered from 2025, updating and replacing early pathways with a heightened focus on supported study in science, mathematics and environment. The Graduate Certificate in Academic English, not offered since COVID-19, was deleted.



A quality assured institution

Following the completion of our Academic Quality Agency (AQA) Cycle 6 Academic Audit, the Audit Report for Lincoln University was published in 2024. Overall, the university meets the outcomes and standards expected of international standards and therefore meets the expectations of the Cycle 6 Academic Audit Framework.

The report commended the University’s relational, student-centric approach to student engagement and wellbeing, its commitment to listening to the student voice, the development of teaching and learning environments, its support of Māori and Pasifika students, commitment to inclusive education and disability action, and its management of academic integrity.

In-progress initiatives affirmed by the panel included those in work-integrated learning and academic governance, assessment, strategic recruitment of Māori staff, teaching quality and teaching development, and management of postgraduate students.

Transformative offshore initiatives

In 2023, Lincoln University launched a transnational Joint Institute of Higher Learning with Huazhong Agricultural University (HZAU), a leading Chinese university in agriculture and horticulture. This partnership fosters student mobility and international collaboration. It achieves this by facilitating the shared delivery of four Lincoln University programmes to HZAU students, who complete jointly awarded degrees entirely offshore. Lincoln University provides approximately one-third of the course delivery, ensuring a robust academic experience.

This model enables student mobility while ensuring long-term funding stability and resilience against international disruptions. The Joint Institute offers a diverse range of programmes, including the Master of

Environmental Policy and Management, Bachelor of Science in Conservation and Ecology, Bachelor of Commerce in Horticulture, and Bachelor of Viticulture and Oenology, all supported by comprehensive English language training.

Student satisfaction and employment outcomes

Student satisfaction has remained high, with an impressive 85% satisfaction rate in 2024, and graduate employment outcomes have been strong. The consistent demand for Lincoln University graduates is evident across the land-based sectors, including agriculture, environment, water, horticulture, tourism, property and recreation.

Our 2023 Post Qualifications Outcomes Survey confirms student success: 82% of the class of 2023 were in paid employment when surveyed in June 2024. Of those employed, 89% are contributing to New Zealand’s workforce. This includes 51% working in the Waitaha Canterbury region, and 31% working in the land-based sector (agriculture, forestry and fishing) nationally.

A globally ranked, impactful university

The University maintains its position in the top 450 of the world’s universities in the latest QS World University Rankings for 2026. Lincoln University’s overall ranking of 407 is underpinned by strong performance across all nine indicators, with particularly notable growth in the critical reputation indicators – Academic Reputation and Employer Reputation.

Complementing this, Lincoln University placed in the top 101-200 band in the 2025 Times Higher Education (THE) Impact Rankings. The University achieved global positions: 41st for Zero Hunger (SDG 2), 48th for Climate Action (SDG 13) and 71st for Partnerships for the Goals (SDG 17), demonstrating our

commitment to being an exemplar of sustainable practices for the land-based sector and its ecosystems.

In the 2024 UI GreenMetrics World University Rankings, Lincoln University was placed 85th. Our highest ranking of 66th in the indicator Setting and Infrastructure reflects our decade-long Campus Development Programme.

Exemplary sustainable practices

Our newly updated Lincoln University Sustainability Plan (2025-2028) outlines our dedication to achieving outstanding sustainability performance and making a positive impact. This comprehensive plan is driven by two key goals. Firstly, we aim to be leaders in sustainability education and research for the land-based sectors, ensuring our teaching and research directly address sustainability challenges and opportunities. We will achieve this by growing the capabilities of our students, equipping them with the knowledge and skills to drive sustainable change, and by strengthening our partnerships to amplify our impact and foster collaborative, real-world solutions. Secondly, we are committed to being leaders in sustainable practices across our campus and farms, managing our operations with a clear focus on achieving positive environmental, social and economic outcomes.

By 2028, we will be on track to reach carbon neutrality through emission reductions and renewable energy. Our research will expand with Māori-led initiatives and global collaborations on climate resilience. Sustainability will be integrated into education with new programmes, enhanced coursework, and hands-on learning.

The Campus Development Programme, together with the implementation of the Lincoln University Sustainability Plan, have transformed the University’s campus into a hub of knowledge, innovation and collaboration for land-based sectors in Aotearoa and globally. The impact of the Campus Development Programme within the



Lincoln University community can be seen in the increased rating for quality of buildings on campus in the annual Student Experience Survey, increasing from 55% satisfaction ranking in 2018 to 79% in 2024.

The United Nations Sustainable Development Goals (SDGs) underpin the University's Sustainability Plan. In demonstrating the University's progress to reducing carbon emissions, Lincoln University successfully completed its fourth year of Toitū Envirocare carbonreduce certification, passing its annual audit in 2022, 2023 and 2024.

Decarbonisation

At the forefront of Lincoln University's Sustainability Plan is implementing carbon emission reduction initiatives and expanding the use of renewable energy. We have established a robust framework for carbon reporting across our campus and farms. This framework underpins our ongoing efforts to reduce emissions, placing us firmly on the path to achieving our carbon reduction target of 2,500 tCO₂e by 2030.

From 2023 to 2024, the use of renewable energy as a total of the energy required on campus jumped from 43% to 49% with the increased utilisation of on-campus solar arrays. The coal-powered boiler was switched off permanently in 2024. Delivering electricity-powered heating and hot water to all campus facilities enables Lincoln University to take another step towards becoming carbon neutral by 2030.

Campus transformation

Following a restoration project, culturally significant buildings Ivey West and Memorial Hall are once again functional and valuable campus assets. An immediate priority from 2025 is investment in the redevelopment of student accommodation on campus.

This includes a refurbishment of the historic Hudson Hall to return to full student accommodation from 2026, and the construction of new student accommodation facilities scheduled to open from 2026.

Sustainability of staff

An indicator of the alignment of Lincoln University's shared narrative and values with professional and academic staff is reflected in the consistently low staff turnover of 6% for 2022, 2023 and 2024. These values include supporting the delivery of our sustainability and campus redevelopment plans as the University continues to be an exemplar of sustainable practices in the land-based sectors.

Research and teaching excellence with impact

Lincoln University's four academic units and three interdisciplinary Centres of Excellence pursue research and teaching with impact through collaboration, partnership and innovative multidisciplinary approaches. We are the host institution for Bioprotection Aotearoa, a National Centre of Research Excellence (CoRE), whose Directorate and contributing researchers include leading Lincoln University researchers.

Faculty of Agriculture and Life Sciences – Sustainable food and farms

The Faculty of Agriculture and Life Sciences (AGLS) focuses on research and education directed towards sustainable food production, through improved management and protection of productive resources and innovation in food science. Strong relationships with industry stakeholders, regional authorities and government departments integrate current insights and public priorities into curriculum development, enabling the delivery of

relevant graduate attributes through research-led teaching.

Beyond its campus facilities, Lincoln University's diverse farms, encompassing sheep, dairy, cropping, horticulture, viticulture and agrivoltaics, significantly enhance the student experience by providing a robust platform for practical scientific research. These farms facilitate a comprehensive research continuum, ranging from small-scale plot and animal research to component- and whole-farm systems research, even extending to commercial demonstration projects. All farm facilities are purpose-built to support this research, which is funded by both government and industry, leading to their heavy use in postgraduate research.

Key areas of research include:

- Soils and forages
- Reducing greenhouse gas and nitrogen emissions
- Nutrient recycling
- Animal health and welfare
- Renewable energy
- Water and hydrology
- Pest, predator and weed control

Lincoln University is also involved with farms around New Zealand, delivering education and training, research and development, demonstration, and scholarship support.

Faculty of Agribusiness and Commerce – Sustainability of agribusiness

The Faculty of Agribusiness and Commerce (AGCM) stands as a leading centre for agribusiness research in Australasia. AGCM is also known for applied and interdisciplinary research across a range of business areas. Much of the Faculty's research aims to enhance the sustainability of the land-based businesses that drive New Zealand's economy.

Researchers actively engage with and inform policymakers, industry and non-government organisations. AGCM houses two research centres, and staff are also actively engaged with Lincoln University's three Centres of Excellence.

Faculty of Environment, Society and Design – Kaitiakitaka and living well

The Faculty of Environment, Society and Design (ESD) embraces the reciprocal relationship between humans and the natural world, encapsulated in the concept of kaitiakitaka and good stewardship. Staff and students are interested in the relationship between people and place, focusing on how planning, management, design and technology can meet human needs while protecting the planet's health and resilience.

The Faculty's distinctive research draws together a unique range of disciplines, offering research excellence and teaching expertise in areas of environmental policy and management, land use planning, indigenous and Māori studies, landscape architecture, tourism, social science, parks, recreation and sport, wellbeing, information technology, systems modelling, and water resource management. Our role is to support and enable communities in Aotearoa New Zealand and beyond to meet the social and environmental challenges and opportunities of the 21st century.

Te Tuawhiti | Pathways and Quality – Focused pathways and comprehensive quality

Te Tuawhiti | Pathways and Quality consists of Academic Preparation and Pathways (AP&P) and Te Huka Kouka | Academic Quality. AP&P delivers focused and relevant academic preparation in English-language and academic pathways for Lincoln University's specialist academic

programmes, together with short courses for international partners. Te Huka Kouka is responsible for academic quality, policy, administration and governance at Lincoln University. Together, the teams in Te Tuawhiti provide strong foundations through contemporary teaching practices, inclusive communities of learning and comprehensive academic quality management.

Interdisciplinary Centres of Excellence

Lincoln University funds and provides administrative support for three interdisciplinary Centres of Excellence (CoE). The centres foster collaboration among staff from across faculties and departments, together with post-doctoral students, international collaborators, industry and community groups.

CoE – Designing Future Productive Landscapes conceptualises, designs, creates, implements and tests alternative agroecosystems and other productive landscape systems that improve ecosystem-societal services, including timely conceptual and implementation models that embrace mātauraka Māori from the start to support, sustain and enhance te taiao, building ecological health, economic, social and cultural wealth.

Centre for One Biosecurity Research, Analysis and Synthesis (COBRAS) works with national and international stakeholders to strengthen interconnections between animal, plant and environmental health to deliver innovative strategies to prevent and mitigate future biosecurity risks in the agriculture, forestry and environment sectors.

CoE Transformative Agribusiness aims to be at the international forefront of solutions that will enhance the sustainability of the food and fibre sectors. It supports the development of new products and new ways of working for the food and fibre sectors that increase economic and social value while reducing the environmental impacts of agribusinesses.

New Kāika Climate Resilience Institute

In 2025, we established the Lincoln University Kāika Institute of Climate Resilience. Under the leadership of inaugural Director Professor Paora Tapsell (Ngāti Whakaue and Ngāti Raukawa), this institute will champion and implement Indigenous-led innovation. Building on Lincoln University’s 147-year legacy of impactful land-based research and excellent education, the new Kāika Institute of Climate Resilience will focus on community-based research, applying innovative climate resilience responses across strategic themes. These themes will span crucial areas, including Climate Resilience and STEM, focusing on nature-based, AI-powered and mātauraka-driven solutions for communities, alongside impact monitoring using modern technology.

The Institute will also address Food and Fibre, encompassing food security, regenerative agriculture and whakapapa-based food systems; Infrastructure and Housing, by enhancing marae and kāika energy resilience, through adaptive building and design; and Bioeconomy and Biodiversity, particularly through wetland and forest restoration and applying AI and biocultural approaches to pest management.

Bioprotection Aotearoa

Bioprotection Aotearoa, a National Centre of Research Excellence (CoRE), is hosted by Lincoln University and has recently renewed funding for another four years. Led by Lincoln University’s Professor Amanda Black and with Distinguished Professor Philip Hulme as one of its deputy directors, the CoRE envisions nurturing healthy and resilient environments across Aotearoa New Zealand and the Pacific.

What makes Bioprotection Aotearoa unique is its Te Ao Māori framework, Te Taiao-a-rangi. This comprises three pou that guide research aimed at achieving successful bioprotection futures, developing advanced biocontrol strategies and tools, and designing more resilient and resistant ecosystems. This research is conducted within a relational space, bridging knowledge gaps by integrating Indigenous knowledge, research and science to deliver community-driven outcomes.

Bioprotection Aotearoa’s people include academic researchers, postdoctoral fellows and PhD students, reflecting its core purpose to develop leaders, advance knowledge and foster collaboration to address the urgent environmental challenges we face. Distinguished by its widespread collaborations across the research sector – including with institutions, future Public Research Organisations (PROs), industry, hapū and communities – Bioprotection Aotearoa is committed to developing innovative solutions.

These solutions empower communities to protect both natural and productive ecosystems from pathogens, pests and weeds in our changing environment.



Responding to the Tertiary Education Strategy (TES) and Investment Priorities

Prioritised Research and Educational Programmes

Lincoln University’s focused specialisation focusing on the land-based sectors allows us to prioritise

applied research and educational programmes directly relevant to government priorities. This includes food and fibre with an emphasis on leadership and financial management skills for the sector; STEM with

an emphasis on applied science and advanced technologies; and construction and infrastructure.

Lincoln University Strategy’s Priorities and Actions align with the Government’s Priorities:

Goals	2024-28 Midpoint Strategy Update	Selected Strategic Priorities
1	A distinctive, Aotearoa New Zealand, end-to-end student experience	Develop research-rich graduates Grow graduates ready for New Zealand’s future workforce
2	Improved assets and sustainable operating models	Make our organisation an exemplar of sustainable practices Establish a flexible, agile and effective University operational framework
3	A culture which stimulates and inspires all staff and students	Support and nurture a culturally inclusive campus Embed and celebrate our Takata Whenua
4	World-class research and teaching with impact	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
5	An organisation focused on meaningful partnerships	Grow our impact through partnerships Build coherence between research and education in all partnerships
6	Facilitating student growth	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

Government and TES priorities	Selected Strategic Actions
STEM and associated learner outcomes Food and fibre leadership, financial management, innovation and skills development Construction and infrastructure leadership, financial management and project management	Work-integrated learning programme Student Experience Plan Full implementation of Manaaki Tauira
Barrier-free access Future of learning and work World-class inclusive public education	Improve our farms’ usage for teaching and research Carbon neutral by 2030
Learners at the centre with their whānau Learner outcomes Honouring Te Tiriti o Waitangi through tertiary education	Enhance the early career Māori Whanake Ake programme Promote cross-unit collaboration
STEM and associated learner outcomes Food and fibre leadership, financial management, innovation and skills development Construction and infrastructure leadership, financial management and project management	Lincoln University Postgraduate Initiative Strengthen our focus on industry-oriented research programmes Lincoln University Learning and Teaching framework Revise undergraduate and sub-degree diplomas to meet the current and future needs of the land-based sectors and the Māori economy Master of Artificial Intelligence for Land Use
Future of learning and work Responding to changes in work and education	Develop stronger alliances with Euroleague for Life Sciences (ELLS) partner universities for programmes, exchanges and research collaboration Initiate the Lincoln University State of Land Project to accelerate discovery and share knowledge about the land-based sectors
Food and fibre leadership, financial management, innovation and skills development Construction and infrastructure leadership, financial management and project management Barrier-free access Learners at the centre	Develop a world-leading flagship Māori academic programme that addresses the challenges facing our land and water Develop a coordinated kura kaupapa Lincoln University pathway programme Review and invest in regional delivery models for targeted academic programmes, including online Strengthen and differentiate our school engagement programmes Adopt an agile and coordinated approach in delivering short courses, micro-credential and modular programme offerings



**Investment Priorities:
Students and Land-Based
Sectors**

Lincoln University’s specialised approach integrates industry-relevant research with co-developed education programmes. This directly addresses government priorities in productivity, economic growth, environmental and other social issues. As a result, we achieve exceptional academic outcomes, producing highly motivated and employable graduates. In 2023, 82% of Lincoln University graduates were in paid employment, with 88% working full-time.

Our midpoint strategy update reinforced our commitment to the land-based sectors we serve. These include food and fibre, construction and infrastructure, and areas requiring leadership and financial management skills, applied STEM, land management and environment. This renewed focus ensures we provide comprehensive higher education tailored to these sectors. Our close relationships with these sectors and the wider community enable us to be highly responsive in our engagement, extension services and programme development.

Through exposure to staff research and the interdisciplinary nature of our programmes, all Lincoln University students can engage in education aligned with government priorities. This engagement occurs through majors, additional majors, minors and elective courses, allowing students to augment their learning for the land-based sectors. These efforts are reflected in our employment outcomes: 31% of graduates are employed in agriculture, forestry and fishing (Lincoln University 2023 Post Qualification Outcomes Survey).

For the 2026-28 period, we will further enhance these efforts by strengthening our course advice function. This will better support students in course selection, ensuring they graduate with the knowledge and skills vital for supporting the Government’s industry priorities. Alongside other academic quality improvements, an updated governance framework for the University will refine the management of course advice, directly underpinning this commitment.

Meaningful partnerships

To better contribute to economic growth in our targeted sectors, Lincoln University has repositioned its strategic partnerships in 2025. This initiative directly addresses Goal 6 in our strategy.

In response to the recommendations of the Science Sector Advisory Group and the establishment of the New Zealand Institute for Bioeconomy Science (one of the new PROs), Lincoln University will strategically position itself as a partner of choice. We will achieve this by building on our existing formalised strategic partnerships and interactions

with current Crown Research Institutes (CRIs). Recent collaborations with CRIs have included Food Transitions 2050, BioProtection Aotearoa, South Island Dairy Demonstration Centre (SIDDC), BioHeritage Alliance, and B3 Better Border Biosecurity. Lincoln University also contributed to the National Science Challenges – Our Land and Water and Bioheritage – which were hosted by CRI partners prior to their completion.

Furthermore, Lincoln University is strengthening the ability of its 100% owned subsidiary, Lincoln Agritech Limited, to contribute to bioeconomy initiatives under the priority of economic growth. This will increase collaboration between the two entities in research, teaching and postgraduate supervision, while also identifying efficiencies and opportunities for shared services.

Priority Funded Delivery	2022	2023	2024
Percentage of EFTS delivered in priority areas	54.3%	56.1%	54.3%
Percentage of students enrolled in priority areas	73.1%	74.7%	73.1%

Lincoln University's academic programmes aim to build a strong foundation that anticipates the evolving economic and social needs of Aotearoa New Zealand and beyond.

Food and fibre

Lincoln University's focus for the term of its 2026-28 Investment Plan is to ensure its programme offerings in food and fibre, including leadership and financial management, remain relevant and comprehensive for the sectors they serve. At the same time, we will listen to sector and industry needs to inform the development of new programmes.

Students across the full spectrum of our academic programmes will have the opportunity to enrol in courses in food and fibre disciplines, supported by additional majors. Through a strengthened course advising function for undergraduates, we will connect all students with learning opportunities in priority areas.

Recognising the demand for accessible postgraduate education for the land-based sectors, we will refine our taught postgraduate offering. These will explicitly align with priority areas within food and fibre, including leadership and financial management. By strategically managing existing recruitment opportunities, such as domestic fee waivers, we will ensure student demand is met with programmes that align with government priorities for the sector.

Science, Technology, Engineering and Maths (STEM)

Lincoln University will continue delivering programmes in applied science for the land-based sectors. Drawing on strengths in soil, physical and environmental sciences, conservation, ecology and pest management, we will create graduates ready for the bioeconomy. Our Centres of Research Excellence, alongside meaningful partnerships and collaborations with CRIs and future PROs, will remain essential for generating new applied knowledge for industry, government and communities.

The innovative Master of Artificial Intelligence for Land Use, currently under development for 2025, will produce STEM graduates equipped to respond to meet the needs of industry, hapū and iwi organisations in this emerging field.

As host of Bioprotection Aotearoa, Lincoln University staff and students will contribute to the Centre's research outcomes. These outcomes, guided by its pou, include ecosystem health, harnessing biodefences and resilient soils.

Construction and infrastructure

Lincoln University will prepare graduates for key infrastructure roles in the sectors we serve through course offerings in architecture and buildings, engineering and related disciplines. This includes programmes in Precision Agriculture, Landscape Architecture and a new bachelor's degree programme in Landscape Management. Recognising that future graduates must be ready for the interface between data tools and land management, we will strengthen our course and programme offerings through targeted redevelopment to address this need.

Innovation in Academic Programmes

For 2026-28, Lincoln University's academic programmes aim to build a strong foundation that anticipates the evolving economic and social needs of Aotearoa New Zealand and beyond. We will pursue the commercialisation of research and intellectual property where it supports these aims. We will actively respond to future challenges such as climate disruptions, the costs of living, and the role of technology within the sectors we serve.

Longstanding academic programmes such as the Bachelor of Commerce (Agriculture) are complemented by

refreshed programmes in priority fields. These include the Bachelor of Commerce (Horticulture) and new Bachelor of Science majors in animal science, food innovation, plant and horticultural sciences.

Our existing master's programmes in environmental policy and management, food innovation and applied computing will be complemented by the proposed Master of Artificial Intelligence for Land Use. This new programme will equip students with the latest artificial intelligence and machine learning skills while developing knowledge of ethical and policy issues in AI.

Stakeholder voice in academic programmes

The Master of Artificial Intelligence for Land Use, with its focus on land-related sectors, will address key issues such as sustainable land use, innovation in agritech, and technology-driven environmental management. This programme is designed to produce valuable graduates, specifically for industries (agriculture, forestry and environmental management) that seek expertise in applying AI and machine learning to land use and sustainability challenges.

This proposed master's programme is unique globally, as no other existing programmes in Aotearoa New Zealand or worldwide integrate AI and land use in this way. It will be particularly valuable for hapū and iwi organisations responsible for land and water assets, supporting their intergenerational management aligned with future needs in productivity, conservation and a changing climate.

A planned Bachelor of Indigenous Resilience will prepare graduates for work within hapū, iwi and other indigenous organisations globally. This comprehensive qualification will serve

the needs of the food and fibre sector by providing education and training in areas such as leadership, financial management and agritech. This will focus on future-oriented learning, allowing students to engage across a range of priority disciplines.

At its core, the programme will feature a diverse grouping of courses addressing critical challenges in economics, environment, land, conservation, data sovereignty and use of technology. These courses will develop essential skills for Māori and all others interested in the land-based sectors.

Recent Memoranda of Understanding (MoUs) with Selwyn District Council and Environment Canterbury (ECan) exemplify this commitment at a local level. These partnerships will facilitate collaboration on key regional priorities, from economic development in Selwyn to joint research on sustainability in Canterbury.

Student voice in academic programmes

Lincoln University's innovation in programme development for the land-based sector is supported by its longstanding relationship with the Lincoln University Students' Association (LUSA). A jointly owned Student Representation Policy ensures the student representative system is dually managed for feedback on all taught courses of the University. Student feedback is gathered through volunteer-trained student representatives and collated for action by Deans and Directors. Where student feedback has led to changes at the course level, this is noted on the course outline for future students.

Te Poari Wheako Tauira | Student Experience Board is jointly convened by the LUSA president, Te Awhioraki (Lincoln University Māori Students'

The proposed Master of Artificial Intelligence for Land Use is unique globally, as no other existing programmes in Aotearoa New Zealand or worldwide integrate AI and land use in this way.

Lincoln University is committed to ensuring equity of participation, progression and completions for all its students.

Association) tumuaki, and the Deputy Vice-Chancellor Student Life. Its co-convenors may report directly to the Chair of the Learning and Teaching Committee (a subcommittee of the Academic Board) on student experience concerns that impact academic programmes, learning and teaching.

Continuous performance improvement

Te Huka Kouka | Academic Quality oversees a range of academic quality processes, ensuring Lincoln University’s programmes remain contemporary, relevant and focused on the land-based sectors. Through the Annual Programme Reflection, coordinators conduct a desktop evaluation of their programme, identifying issues, recommending improvements, and assessing the relevance of the graduate profile.

Graduating Year Reviews are conducted for all new academic programmes, adhering to the schedule of the Committee on University Academic Programmes. Additionally, all Lincoln University programmes are included in a seven-year qualification review calendar. This comprehensive review process includes an internal self-review report and the final report from an external review panel, which considers programme purpose and design, curriculum content, teaching, learning and assessment, student achievement, programme management and enhancement.

Creating a formal academic governance framework for all aspects of Lincoln University’s academic decision-making (programmes, teaching and research) is a major project for 2025, endorsed by the Cycle 6 Academic Audit report. This framework will define and codify the scope of roles associated with the University’s academic governance. This will define and codify the scope of roles associated with the academic governance of the University. A key outcome will be the enhanced capacity to deliver course advice that directly supports government priorities, ensuring all students are exposed to

courses within priority areas throughout their degree.

Achieving system-wide equity of educational outcomes

Lincoln University is committed to ensuring equity of participation, progression and completion for all its students. This is achieved through its Manaaki Tauria Learner Success Framework, the associated learner success plan and its Disability Action Plan. These initiatives empower graduates for the land-based sectors to equally join the workforce, driving economic growth and prosperity and benefiting communities. Our commitment to inclusive education, particularly through our Disability Action Plan, was commended by the Cycle 6 Academic Audit panel.

The sustainability and achievability of Lincoln University’s learner support and disability action initiatives are ensured by a resourcing model that integrates them within service units. Our learner success and disability action plans are a part of our “business as usual” operations, with learner success explicitly embedded in our Strategy. Our pursuit of equity in educational outcomes is aligned with our strategic goals, particularly Goal 1: distinctive, Aotearoa New Zealand, end-to-end student experience and Goal 4: world-class research and teaching with impact.

Our plans are further enhanced by actions associated with Goal 3: a culture which stimulates and inspires all staff and students. This includes enhancing the Whanake Ake programme, an early-career recruitment and development programme for Māori academics. Whanake Ake participants are appointed to academic roles while completing a PhD at Lincoln University. This programme has been affirmed by the Cycle 6 Academic Audit panel, which also recommended a strategic approach for the recruitment and retention of Pasifika staff.



Addressing the Needs of Key Stakeholders

Supporting All Students in Achieving Aspirations

Lincoln University effectively supports students in achieving their personal and whānau aspirations through education, thanks to well-established collaboration between its academic and service units.

This cross-unit collaboration remains a strategic priority, Goal 3: fostering a culture that stimulates and inspires all staff and students. Leaders across the Deputy Vice-Chancellor Student Life business unit – including recruitment, marketing, health, accommodation, wellbeing, administration, student experience and learning and teaching – work together to ensure their activities align with strategic goals and internal targets.

This integrated approach effectively reduces barriers to student recruitment, admission, progression and completion, while ensuring appropriate support is provided. Academic staff actively contribute to recruitment activities and refer student needs and concerns to support services as required.

2024-28 Midpoint Strategy Update	Selected Strategic Priorities	Government and TES priorities	Selected Strategic Actions
3A culture which stimulates and inspires all staff and students	Support and nurture a culturally inclusive campus Embed and celebrate our Takata Whenua	Learners at the centre with their whānau Learner outcomes Honouring Te Tiriti o Waitangi through tertiary education	Enhance the early career Māori Whanake Ake programme Promote cross-unit collaboration
6Facilitating student growth	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	STEM and associated learner outcomes Food and fibre leadership, financial management, innovation and skills development Construction and infrastructure leadership, financial management and project management Barrier-free access Learners at the centre	Develop a world-leading flagship Māori academic programme that addresses the challenges facing our land and water Develop a coordinated kura kaupapa Lincoln University pathway programme Review and invest in regional delivery models for targeted academic programmes, including online Strengthen and differentiate our school engagement programmes Adopt an agile and coordinated approach in delivering short courses, micro-credential and modular programme offerings

Barrier-free access: great education opportunities and outcomes within reach for every student

Lincoln University's diploma programmes are among the oldest of its academic provision, and its sub-degree offerings encompass opportunities for domestic school leavers, international students and industry professionals.

The diplomas in agriculture, horticulture, farm management and horticultural management provide essential education and training for employment in the land-based sectors.

Dan Smith, Lincoln University's Agricultural Diplomas Programme Director, was named New Zealand Rural Professional of the Year in 2024 by the New Zealand Institute of Primary Industry Management. This prestigious award recognises his significant contribution, particularly his specialisation in mental health promotion and awareness within the University and the wider agricultural sector. Lincoln University is committed to educating young people for a demanding sector, acknowledging their vulnerability. A key aspect of our barrier-free approach is equipping these graduates with the essential skills needed to manage their mental health.

Lincoln University's undergraduate diploma graduates can seamlessly transfer with credit to qualifications like the Bachelor of Commerce (Agriculture) or Bachelor of Commerce (Horticulture), preparing them for professions in the land-based sectors.

For twenty-five years, Lincoln University has provided targeted academic preparation and English-language pathways for learners who do not meet the academic or English-language requirements for direct entry to a degree. The retention rate for completing students progressing to further academic study at Lincoln University has been between 89 and 99% for the decade 2014 to 2024.

Currently (2024-25), our existing pathways are undergoing academic review. Beginning in 2025, the Pathway Certificate (Foundation) and First-Year Pathway Diploma will provide academic preparation and a supported first year of study, enabling students to progress to the second year of Lincoln University's undergraduate degrees.

The English for Academic Purposes curriculum is currently being revised to align with Lincoln University's land-based disciplines. This curriculum will continue to support students' progression to study at all New Zealand Qualifications and Credentials Framework (NZQCF), from sub-degree (Level 4) to postgraduate (Level 10).

Lincoln University's Diploma in Horticultural Business is a flexible qualification for professionals working in the horticulture industry. It develops students' business skills to complement and expand their knowledge of horticulture production and other food-related businesses. Online learning is supplemented by face-to-face workshops which include study, networking and industry visits. The programme concludes with the preparation of a business plan, which each learner tailors to their professional environment.

Māori taura

The primary sectors are vital to the national economy, and the government's ambitious goal to double exports in food and fibre within the next ten years requires foundational skills and strategic plans that Lincoln University is exceptionally well-positioned to drive. This ambition is underscored by the significant growth in the value of Māori assets within food and fibre, which surged from \$6 billion in 2013 to \$19 billion in 2023 – a massive 216% increase. This represents a significant opportunity, and we recognise the investment required to build essential skills in food and fibre, including leadership, financial management, STEM and related fields.

Lincoln University is uniquely positioned to contribute to the success of Māori students in higher education across priority sectors and industries. We consistently achieve the highest completion rates among all universities for course, programme and first-year success. While the proportion of Māori students within the student body remains the lowest nationally, our 2026-28 focus is squarely on increasing this representation.



Tauira Māori at Lincoln University receive comprehensive support from Te Manutaki, the Office of Māori and Pasifika Development, which provides dedicated support and wellbeing coordinators.

We know that once enrolled, tauira Māori at Lincoln University demonstrate very high chances of success and are a testament to our supportive environment.

Tauira Māori at Lincoln University receive comprehensive support from Te Manutaki, the Office of Māori and Pasifika Development, which provides dedicated support and wellbeing coordinators. Research students participating in the national Pike Ake programme also benefit from this dedicated support. The Cycle 6 Academic Audit panel commended Te Manutaki's work in supporting the progress of tauira Māori and Pasifika at Lincoln University.

A network of karahipi Māori provides merit- and need-based support for tauira across Lincoln University's principal disciplines. This includes the flagship Tihi Kahuraki Scholarship awarded to tauira who demonstrate strong leadership and engagement within their whānau, hapū, marae or community.

Tauira karahipi (scholarship) Māori participate in Te Ahu Pātiki, a leadership wānaka that commences before each academic year. This wānaka focuses on cultural practices and narratives, along with engaging with mana whenua, enhancing the resilience of Māori and Pasifika tauira within universities. During the wānaka, first-year tauira engage with their tuakana, creating a strong sense of whanaukataka amongst cohorts. Due to its success, Te Ahu Pātiki has now become an integral part of Haumanu Programme, a wellbeing-focused programme delivered by Te Manutaki staff.

Tauira Māori are represented through Te Awhioraki, the Lincoln University Māori Students' Association, which works closely with Te Manutaki. Te Awhioraki representatives serve on each of the University's academic committees and Council, with its Tumuaki acting as co-convenor of Te Poari Wheako Tauira | Student Experience Board.

Under Lincoln University's Campus Development Programme, a planned

Whare Wānaka at a central location on campus has reached the procurement stage.

Pasifika students

Pasifika students, both domestic and international, and across all undergraduate and postgraduate levels, are an integral part of Lincoln University's student body. Our relatively small Pasifika cohort allows us to offer highly personalised support across our available services.

This support begins with Te Manutaki, the Office of Māori and Pasifika Development. Additionally, Pasifika international students receive dedicated assistance from the International Student Advisors within our Student Experience team.

Pasifika Manaaki NZ scholars benefit from further assistance from the Scholarships Office coordinator. As research students, they also receive support from the Postgraduate Research Director. Each year, we host a celebration for Manaaki NZ graduates on campus before they return to their home countries.

Karahipi Pasifika, our scholarship offerings, include the Fānua Scholarship and the Pasifika Excellence Scholarship, as accommodation scholarships available to both undergraduate Pasifika students and tauira Māori. Pasifika scholarship students also participate alongside tauira Māori in the Te Ahu Pātiki leadership programme.

Disabled and neurodiverse students

Disabled and neurodivergent students are supported on campus through Inclusive Education and Disability Support Services. Inclusive Education coordinates assessment and on-campus support for eligible learners, which includes those with diagnosed learning disabilities, physical impairments, mental health conditions, autism spectrum and ADHD, and temporary physical or mental impairments.



Lincoln University’s strong relationship with the land-based sectors we serve, as well as associated industries, government and third-sectors employers, ensures our graduates are well-placed for the future of work.

Support may be fixed-term or ongoing and is tailored to the individual’s needs.

This comprehensive support is underpinned by the Disability Action Plan’s commitment to building staff capacity, providing accessible technologies and environments, and ultimately making Lincoln University a university of choice for all students.

Education and training that delivers for students

Lincoln University’s strong relationship with the land-based sectors we serve, as well as associated industries, government and third-sector employers, ensures our graduates are well-placed for the future of work. Our 2023 Post Qualification Outcomes Survey found that 31% of respondents were employed in agriculture, forestry and fisheries.

Notably, among this group, 48% had studied agriculture, environmental and related studies; 40% had studied management and commerce; and 11% had studied natural and physical sciences. This data highlights the broad relevance of Lincoln University’s academic programmes for employment in the priority food and fibre sectors, and the strong alignment between leadership and financial management skills and sector needs. Indeed, our 2023 survey further reveals that Lincoln University graduates in management and commerce were employed across 19 Australia and New Zealand Standard Industrial Categories.

Future of learning and work

During the 2022-25 Investment Plan, Lincoln University offered tuition fee waivers across its postgraduate programmes for domestic students. This initiative successfully provided access to higher education for working professionals seeking to expand their expertise and advance their careers. Recent refinements to these fee waiver conditions will enable Lincoln University to better manage future demand while continuing to enhance the capabilities of the workforce.

Student access to postgraduate education is facilitated through the staircasing of qualifications. This pathway allows individuals who do not meet direct admission criteria for master’s programmes to first enrol in a lower-level postgraduate programme. This initial programme can then be subsumed into the higher-level programme, provided admission conditions are met.

Considering applicants’ professional curricula vitae also enables a wider range of admissions, including migrants to Aotearoa New Zealand and those without a first degree in a directly relevant field. Through these varied pathways, Lincoln University has successfully prepared working graduates in areas such as applied computing, environment, agribusiness and management to contribute to New Zealand’s land-based sectors.

Quality teaching and leadership

Lincoln University develops, recognises and rewards quality teaching through a range of targeted incentives and initiatives. A Teaching Enhancement team, comprised of academic developers within Learning and Teaching Excellence in Learning, Teaching and Library area, supports individuals and groups of staff through one-on-one guidance, specialised and general workshops, and policy advice. Individual academics can also apply to become Learning and Teaching Ambassadors, promoting best practice among their colleagues through mentoring and demonstration.

We also support quality teaching by promoting best practice in assessment design. This includes the Course Enhancements Initiative within the Manaaki Tauiira Learner Success Framework. Under this initiative, courses meeting specific indicators are reviewed and redeveloped over a fixed term, with an academic developer collaborating directly with the course examiner.

A comprehensive review and revision of the academic promotion criteria in 2022-2023 has established systematic criteria for recognising teaching excellence within the promotions process. Quality indicators are now explicitly mapped to each level of the academic hierarchy for advancement. This ensures equivalent recognition in promotion for staff whose primary focus is teaching, comparable to that for their research-active peers.

In response to the need for more skilled educators and research in priority areas – including food and fibre leadership and STEM – Lincoln University has proposed a Postgraduate Certificate in Academic Practice, set for delivery from 2026. This programme will support the professional development of research students, early-career academics (including Whanake Ake staff), tutors and other new academic staff. It builds core academic practice skills, particularly in teaching and service, relevant across universities, research institutes, government and industry. This commitment ensures a strong pipeline of tertiary educators for critical sectors.

Barrier-free access: research pathways and partnerships

Through its Manaaki Tauiira Learner Success Framework, Lincoln University pursues targeted interventions to reduce barriers for tauira while studying.

Our close relationships with Crown Research Institutes (CRIs) ensure student research outcomes rapidly contribute to knowledge in the land-

based sectors. CRI scientists serve as co- and associate supervisors for PhD research, with some holding adjunct academic roles at Lincoln University. Furthermore, CRI scientists and technical officers often enrol in PhD studies at Lincoln University, regularly completing projects through this approach.

As the CRIs transition into three new Public Research Organisations (PROs), Lincoln University aims to take a leading role with the New Zealand Institute for Bioeconomy Science. This institute is set to advance innovation in agriculture, aquaculture, forestry, biotechnology and manufacturing. It will also focus on protecting ecosystems from biosecurity threats and climate risks, and develop new bio-based technologies and products. Barry Harris has been appointed as the inaugural Chair, and Mark Piper, currently the CEO of Plant & Food, will serve as Transition CEO.

This evolution promises to enhance opportunities for research supervision, publications and intellectual property development. We will build on existing collaborative relationships like the Joint Postgraduate School for Food Transitions 2050 to drive outcomes in science and innovation. This model offers a solid foundation for even deeper future partnerships.

Post-study outcomes

Lincoln University’s confidence in its contribution to the land-based sectors is firmly supported by post-study outcomes data. This data encompasses graduates in priority areas and highlights the high proportion

of graduates from our full suite of programmes who are employed in priority sectors. Since 2022, we have maintained a Post Qualification Outcomes Survey (PQOS), enabling us to capture quantitative and qualitative outcomes in our graduates’ careers.

Our 2023 graduate survey revealed impressive results: 82% of graduates were in paid employment, with 76% of those not seeking alternative employment. A significant 41% of respondents described their employment as ideal for their career stage, and a further 48% were confident it was a step in the right direction. Additionally, 23% of respondents had enrolled in further study, with 70% of those choosing to continue their education at Lincoln University.

Remarkably, 25% of responding graduates with management, business and finance qualifications are employed within agriculture, fisheries and related areas. This clearly exemplifies how Lincoln University’s contextualised and interdisciplinary approach produces graduates ready for priority sectors, regardless of their specific programme of study.

It is also important to note that 70% of employed international graduates were working in Aotearoa New Zealand. This demonstrates the extensive scope of Lincoln University’s contribution to high-quality post-study outcomes for the nation’s land-based sector, extending well beyond domestic graduates.

Learner Outcomes

	Qualification completion rate	First-year retention rate	Course completion rate
All ethnicities, all funds, all cohorts	2nd (73.7%)	3rd (79.5%)	1st (90.6%)
All ethnicities, all funds, Level 7 degree	1st (74%)	1st (81.5%)	1st (92.2%)
Māori, all funds, all levels	1st (65.1%)	1st (87.5%)	1st (86.8%)
Pasifika, all funds, all levels	1st (70.6%)	1st (81.8%)	2nd (76.3%)

The University continues to develop and expand opportunities for experiential learning in its own research fields and farms.

Learner outcomes

With leading employment outcomes for graduates and very high retention rates for students completing preparation and pathway programmes, Lincoln University consistently delivers positive learner outcomes. Nationally, for 2023, we are highly ranked among all eight universities across major Educational Performance Indicators.

In 2025, our learner support functions were consolidated and extended through the creation of the Learning and Teaching Excellence teams within the Learning, Teaching and Library area. This includes a dedicated Academic Success team of learning advisors. Aligned with the goals of Manaaki Tauiira, these learning advisors work one-to-one with students, run workshops and collaborate with academic staff to foster learner success.

The Lincoln University Graduate Profile has had a soft launch within the University, with the project to follow of more fully aligning individual programme attributes with the overarching attributes of Lincoln University graduates: employable and grounded, culturally competent, sustainability-minded, research capable and globally connected.

Course advice also supports learner outcomes and is compulsory for sub-degree and postgraduate students. The upcoming 2025 project to publish an academic governance framework will be instrumental in defining the functions of course advising. Subsequent training will enhance the consistency and quality of course advice for undergraduate students, ensuring they can access the full range of majors, additional majors and minors.

Learning through the best mode

Lincoln University's initial commitment (Goal 4) to a world-class research and teaching precinct has expanded, now encompassing all of Aotearoa New Zealand through the Lincoln Connected online learning project. We offer 11 current Lincoln University programmes fully online – two sub-degree and nine

postgraduate – enabling students to develop higher-level skills and knowledge for the land-based sectors regardless of their location.

Combined with fee waivers for domestic postgraduate study, this initiative has been instrumental in expanding Lincoln University's ability to connect students nationwide with skills and knowledge relevant to their study, career goals, and to the land-based sectors. 13% of Lincoln University students are enrolled in an online programme.

Alongside its online offerings, Lincoln University remains committed to in-person experiential learning. Work-integrated learning opportunities are embedded at both course and programme levels across a majority of our programmes. Our intention to review work-integrated learning to ensure consistent access for students was affirmed by the Cycle 6 Academic Audit panel.

The University continues to develop and expand opportunities for experiential learning in its own research fields and farms. Furthermore, through its relationships with Te Taumutu Rūnanga and Selwyn District Council, we connect students with invaluable field-based learning opportunities with the district and takiwā. These are integral to teaching and learning in planning, landscape architecture and other relevant disciplines.

Transitions to work and study for youth

Through its STAR programme, Lincoln University offers secondary school learners across Aotearoa New Zealand the opportunity to enrol in first-year courses in land and environment, food systems and ecology. Students participate remotely via virtual field trips and other online learning activities, receiving dedicated coordination and support from the programme coordinator.

Lincoln University actively engages with the Waitaha Canterbury community through various partnerships and outreach programmes.



A prime example is Te Mātāpuna Mātātahi | Children’s University, an outreach programme delivered in partnership with the University of Canterbury. This programme is designed to foster a love of lifelong learning and raise aspirations for higher education. In 2024, the cohort was the largest yet, with 48 schools and two rūnaka participating, and more than 1,152 Canterbury children, aged between 7 and 14, graduated.

Our longstanding vocational diplomas in Agriculture and Horticulture are offered regionally on a part-time basis, extending access and opportunities to both nearby and distant learners alike. For example, the Diploma in Agriculture is delivered through Darfield Rural College, Canterbury – an initiative of Darfield High School to provide agricultural training and education opportunities for its school and community.

Career changers and lifelong learning

Lincoln University’s taught postgraduate programmes – including Applied Computing, Environmental Policy,

Planning, Agribusiness Management, Global Management and Marketing, Finance, Fintech and Investment Management – offer accessible higher educational pathways for career enhancement and serve both domestic and international students. Our staircased pathways, via postgraduate certificates and diplomas, provide flexible entry, accommodating students with varied academic backgrounds. Additionally, a foundational curriculum at the postgraduate level supports successful participation for students working both within and outside the land-based sectors.

Within the land-based sectors, Lincoln University demonstrates its commitment to lifelong learning and economic growth through its partnership with Rural Leaders, co-hosting the prestigious Kellogg Rural Leadership Programme. This programme caters for leaders from across the food and fibre industry. Participants complete two residential learning modules on the Lincoln University campus, along with one in Wellington, and undertake a comprehensive research project and report.

Eligible participants may concurrently enrol in the Postgraduate Certificate in Commerce and, through an articulation agreement, apply gained credits towards a Lincoln University Master of Business in Global Management and Marketing.

Rural provision and less served regions

In partnership with Fruition Horticulture, Lincoln University’s Diploma in Horticulture is offered part-time to Fruition staff across multiple regions, including Nelson, Marlborough, Bay of Plenty and Hawke’s Bay. Courses are delivered as distinct learning modules by regionally based coordinators.

Lincoln University maintains a strong recruitment relationship in regions such as Otago, Southland, Waikato and the East Coast, and continues to recruit and enrol students from across the motu. This widespread reach is reflected in our domestic EFTS data, which shows student origins from various regions.

EFTs by region

	EFTS			% of Total EFTS by year		
	2022	2023	2024	2022	2023	2024
Postal Region						
Canterbury Region	974	1,015	1,106	48%	41%	38%
Auckland Region	127	434	636	6%	18%	22%
Waikato Region	135	160	189	7%	6%	7%
Overseas/Unknown	160	101	151	8%	4%	5%
Wellington Region	85	112	139	4%	5%	5%
Otago Region	136	149	138	7%	6%	5%
Southland Region	95	96	106	5%	4%	4%
Manawatu-Wanganui Region	70	92	96	3%	4%	3%
Hawke’s Bay Region	87	92	95	4%	4%	3%
Bay Of Plenty Region	55	64	66	3%	3%	2%
Taranaki Region	21	20	33	1%	1%	1%
Northland Region		29	29		1%	1%
Marlborough Region	31	26	28	2%	1%	1%
Gisborne Region	19	20	25	1%	1%	1%
West Coast Region	18	22	24	1%	1%	1%
Tasman Region	17	17	21	1%	1%	1%
Nelson Region	20	16	16	1%	1%	1%



Honouring Te Tiriti o Waitangi through Tertiary Education

Lincoln University’s pursuit of system-wide equity in educational outcomes is guided by Te Tiriti o Waitangi, the Treaty of Waitangi. This inclusive framework clearly articulates rights and responsibilities, supporting all staff and students. Te Tiriti informs our governance obligations as we create robust support systems for teaching and research. These systems, in turn, embody our overarching institutional value of manaakitaka and our commitment to fostering rakatirataka for everyone. Our deep relationship with mana whenua ensures these values remain central and that the University is accountable for upholding its commitments.

Lincoln University recognises the importance of research and knowledge creation in uplifting communities and serving our partners. To this end, the Institute of Kāika Climate Resilience has been established, with Professor Paora Tapsell as inaugural director. The institute will tackle the challenges facing our kāika, developing practical, novel solutions. It will achieve this by integrating the best approaches from mātauraka, Western physical and social

sciences, artificial intelligence and other technologies. Professor Tapsell will provide academic leadership and mentoring, concurrently building relationships across the University to serve kāika.

Students at the centre as Te Tiriti partners

Lincoln University’s Graduate Profile outlines key attributes for our graduates: employable and grounded, culturally competent, sustainability minded, research-capable and globally connected. We are firm in our commitment to developing our students’ cultural competence aligned with the principles of Te Tiriti o Waitangi, The Treaty of Waitangi, and Goal 3: A culture which stimulates and inspires all staff and students.

In support of a distinctive Aotearoa New Zealand end-to-end student experience (Goal 1) new students are welcomed to campus at the year’s beginning and midpoint of the academic year. This includes dedicated Hui Whakawhanaukataka | Orientation for targeted groups such as Māori, Pasifika and international students. A whole-of-university mihi whakatau, led by mana whenua Te Taumutu Rūnanga, marks the first teaching day of the first semester.

Lincoln University’s commitment to culturally competent graduates involves preparing students to work with Māori interests in New Zealand and recognising the vital role of indigenous knowledge in global economies. This preparation is woven into our courses and curriculum through the embedding of knowledge and mātauraka Māori, taught by appropriate experts, including guest lecturers and academic staff.

The Whanake Ake programme is a university-wide initiative that places new Māori academics in all faculties, allowing them to work within their disciplinary expertise. This has significantly expanded the reach of mātauraka within our curriculum. For instance, Dr Crystal O’Connor, a Whanake Ake academic, now teaches a first-year course in mahika kai within the faculty of Agriculture and Life Sciences. Similarly, Branding Aotearoa, a third-year marketing course led by Hiraina Tangiora, includes a critical study of Māori cultural elements in branding. Alongside Dr Jorie Knook, these academics are also leading research through the creation of a food forest on campus, as part of the Centre of Excellence for Transformative Agribusiness, dedicated to improving sustainability in the food and fibre sectors.

The Institute of Kāika Climate Resilience has been established to tackle the challenges facing our kāika, developing practical, novel solutions. It will achieve this by integrating the best approaches from mātauraka, Western physical and social sciences, artificial intelligence and other technologies.

Barrier free access under Te Tiriti o Waitangi

The close relationship between the Whanake Ake programme and Te Manutaki staff ensures that taura Māori and the wider campus community experience Lincoln University's value of manaakitaka in action through the sharing of time, mātauraka and other resources.

This commitment is further supported by the integration of cultural markers within the Campus Development Programme and Landscape Master Plan. These plans are dedicated to embedding cultural and historic values throughout our spaces. Through the naming of buildings, interior and exterior architectural design, pathway layouts and landscaping, students on campus are continually immersed in physical markers reflecting the University's cultural positioning and relationship with mana whenua. The Cycle 6 Academic Audit commended Lincoln University's approach, noting how it has been guided by its cultural narrative in developing and refurbishing buildings and facilities on campus.

In digital spaces, such as Akoraka | Learn (the University's learning management system) and the course outline template, bilingual naming conventions extend the spirit of Treaty partnership and the associated cultural norms to remote and online students. Through these consistent efforts, Lincoln University ensures all students have access to and experience its cultural commitments.

Quality teaching and leadership as Te Tiriti commitments

Lincoln University expresses its commitment to Te Tiriti o Waitangi | The Treaty of Waitangi through specific criteria within its academic promotion process. A comprehensive review of our Annual Academic Promotion Policy and Procedures in 2022-2023 resulted in cultural competencies being embedded at all levels.

Consequently, all staff applying for promotion must now demonstrate their commitment to Te Tiriti, mātauraka Māori and te ao Māori in their teaching and facilitation of learning. This includes the obligation to provide practical examples of this commitment in their teaching learning and research.

World-class inclusive public education: knowledge for our communities

Through its Lincoln University State of the Land initiative, a recently launched synthesis centre, Lincoln University will compile and share knowledge about the land-based sector. This initiative leverages our expertise as a public higher education institution in Aotearoa New Zealand, aligning with our commitment to local Selwyn and Canterbury communities and providing support through the coordination of local and regional partnerships.

Te reo Māori provision

Lincoln University provides te reo Māori education for students, including staff, through its Te Pia courses, offered as two first-year electives across all degrees. Access for staff and the wider community is facilitated through accessible timetabling and course fee waivers for eligible domestic staff. Additionally, short course training opportunities in te reo Māori are offered as learning and development workshops, which can be taken in the same year or across successive years. These workshops specifically support staff in using te reo Māori in professional contexts, including with students.

Partnerships with iwi, and with Māori organisations and business

In support of Goal 6: an organisation focused on meaningful partnerships, Lincoln University has, in its Strategy Midpoint Update, recommitted to partnerships with Māori organisations and entities within the land-based

sectors. For the duration of the strategy and beyond, developing Māori land-based sector partnership with iwi, rūnaka, Māori incorporations, Ahu Whenua and Whānau trusts, and Māori landowners remains a key priority. Under our meaningful partnerships plan, partnerships will be successively defined as ordinary, meaningful or strategic, addressing one or more strategic goals or all strategic goals, for strategic partnerships.

Mātauraka Māori Provision

Mātauraka Māori is embedded at both course and programme levels at Lincoln University in aligning with the university graduate profile. This is achieved through dedicated courses (such as those previously discussed), team teaching and guest delivery by appropriate experts. These actions, significantly strengthened by the Whanake Ake programme, have been instrumental in extending Mātauraka in teaching beyond the Māori Studies course prefix or relying on external guest expertise. Faculty academic plans include a commitment to recognising the value and integrity of mātauraka in research, science and innovation.

A two-year research partnership, commencing in 2023, is funded by Te Punaha Hihiko: Vision Mātauranga Capability Fund. Lincoln University researchers from the Centre of Excellence: Designing Future Productive Landscapes, including Dr Shannon Davis and Professor Pablo Gregorini, are partnering with the Whakatōhea Māori Trust Board. Their aim is to develop a long-term spatial plan for multi-generational kai sovereignty and security for this eastern Bay of Plenty iwi. Through such partnerships, Lincoln University will continue to offer its expertise for the benefit of Māori and mātauraka within the land-based sectors.

Responding to Changes in Work and Education

Lincoln University's high graduate employment rates are underpinned by a systematic exposure to food and fibre disciplines across most of our qualifications. This means that significant content in priority areas is included at the course level, not only in explicitly land-focused programmes (e.g. the Bachelor of Commerce in Agriculture, or Horticulture, or the Bachelor of Agricultural Science) but also those oriented towards government and industry (e.g. the Bachelor of Environmental Management and Bachelor of Land and Property Management).

This broad exposure is achieved through the structure of our generalist degrees. Students can select electives from various academic programmes, and course advice encourages them to choose widely, aligning with Lincoln University's specialist, land-based focus. The benefits of these interdisciplinary pathways are evident in our graduates' diverse employment destinations, with many from non-priority areas also finding significant roles within land-based sectors in significant numbers. This underscores the distinctive quality of a Lincoln University education, where specialist orientation prepares students for employment in these sectors across all our degrees.

Postgraduate programmes, such as the Master of Management in Agribusiness, equip graduates with the essential knowledge and skills in leadership and financial management for the food and fibre sector. This programme attracts not only professionals seeking development or career change but also graduates from our longstanding STEM programmes, including agriculture and agricultural science. This diversity further highlights the transdisciplinary nature of Lincoln University's offerings for our key sectors.

Future of learning and work

Lincoln University's academic programmes remain highly relevant to their respective sectors, thanks to the widespread integration of experiential and work-integrated learning (WIL). Our accredited programmes, such as those in valuation, land and property management, landscape architecture, policy and planning, specifically prepare students to become registered practitioners in their fields. In 2023-24, Lincoln University conducted an informal review of WIL across all its academic programmes. This review encompassed non-credentialed programme requirements (practical work).; credentialed programme requirements, postgraduate research placements and industry project assessments.

Industry project assessments represent a crucial component of Lincoln University's experiential and work-integrated learning, serving as a significant form of preparation for future careers. These projects provide students with valuable opportunities to apply theoretical knowledge to real-world challenges, develop critical problem-solving skills and gain practical experience in their chosen fields. This commitment to practical application directly aligns with Lincoln University's mission to produce graduates who are work-ready and capable of contributing meaningfully to New Zealand's economic growth and sustainable development.

A prime example is the Master of Applied Computing, the fastest growing of our taught postgraduate programmes for the period of the 2022-25 Investment Plan, where an industry project course serves as the capstone. Students consistently complete real-world projects for external partners. A large number of these projects focus on addressing land-based issues for a diverse range of land-based partners.



These collaborations span the agricultural, horticultural and regional development sectors. Collaborators include Balance, Barenbrug, NIWA, Selwyn District Council and AssureQuality, among others. These partnerships generate a wide array of impactful projects, often revolving around key themes and technological applications such as digital transformations and connectivity, AI and data-driven solutions, and automation and operational efficiency.

This approach exemplifies Lincoln University's commitment to using capstone, employment-oriented assessments as the final step in ensuring graduates meet the outcomes of our Graduate Profile.

World-class inclusive public education for the global future

Lincoln University's commitment to the future of learning and work acknowledges that not all our learners will be based on our physical campus or in the Selwyn district. Our online programmes are crucial for expanding our reach and serving community

and industry needs beyond our geographical location. Additionally, partnerships supporting exchange and study abroad are vital for enabling student mobility and exposure to the research and teaching of our strategic academic partners.

Lincoln University holds a unique position as Aotearoa New Zealand's sole partner in the Euroleague for Life Sciences (ELLS), and one of only two international members outside Europe. We're dedicated to strengthening these ELLS relationships by developing more opportunities for study abroad, exchange programmes and summer schools.

This commitment complements our existing partnerships which include joint delivery with the University of Göttingen in Germany (Master of International Nature Conservation), a joint delivery with BOKU University in Vienna, Austria, (Master of Natural Resources Management and Ecological Engineering) and longstanding exchange partners in the United Kingdom, United States, Canada, Europe, Indonesia and Australia.

Climate sustainability

Lincoln University is dedicated to addressing critical global challenges such as food security, climate change, water quality and environmental sustainability through our commitment to research-led education. We remain firm in our pledge to be an exemplar of sustainable practices for the land-based sector, to be leaders in sustainability education and research for the land-based sectors, and to be leaders of sustainability practices on our campuses and farms.

Lincoln University's Sustainability Plan is currently being updated for the period leading up to 2028. Under the terms of the current plan, a major step has been the decommissioning of our coal boiler, which resulted in a 50% reduction in our carbon footprint. Key actions for 2025 include enhancing opportunities for students and staff to engage with sustainability actions on campus and farms, and providing ongoing advocacy and encouragement for sustainable and active transport.

Lincoln University is dedicated to addressing critical global challenges such as food security, climate change, water quality and environmental sustainability through our commitment to research-led education. We remain firm in our pledge to be an exemplar of sustainable practices for the land-based sector.

Furthermore, our Energy Farm is on track to become operational by late 2025, further supporting our transition to sustainable energy solutions.

The Lincoln University Agrivoltaics Energy Farm is currently under construction on four hectares of land located opposite the main university campus. This energy farm will demonstrate how productive land can be optimised to grow high-value horticulture crops while generating commercial-scale solar energy. A distinctive feature of the Energy Farm will be its ability to host a comprehensive range of experiments and crop trials to contribute to the development of leading-edge practices that can be replicated and rolled out across New Zealand and the world. The increase in biodiversity will also be a subject of research, with extensive native planting around and within the site for crop wind protection, onsite water management and improved aesthetics. The new Energy Farm will be the first demonstration of high-value agrivoltaics in Aotearoa New Zealand, building upon Lincoln University's being the first university in Aotearoa New Zealand to generate solar energy on a commercial scale through large roof-and wall-mounted solar arrays on several campus buildings.

Carbon reduction and sustainability initiatives

Lincoln University has established a robust framework for carbon reporting across our campus and farms. This framework underpins our ongoing efforts to reduce emissions, placing us firmly on the path to achieving our carbon reduction target of 2,500 tCO₂e by 2030.

As part of our commitment to responsible stewardship through reducing carbon emissions, Lincoln University awarded the first round of funding from its new Sustainability Fund in 2024.

These funds, sourced from a 5% surcharge applied to all staff air travel, distributed almost \$40,000 to various campus projects. These initiatives are designed to support more sustainable research and teaching at the University and/or reduce carbon emissions on campus.

Addressing employer and industry needs

Lincoln University values its relationship with Muka Tangata, the People, Food and Fibre Workforce Development Council (WDC), and looks forward to future collaboration with the Industry Skills Board for food and fibre. We have actively participated in the WDC's consultations on several key projects, including entry-level qualification development for agriculture and food and fibre; the research project *A New Approach to Learner Pathways*; and consultation on the Food and Fibre Skills Framework.

Industry demand has directly informed the development of new academic programmes, particularly the Master of Environment and Agriculture and the Master of Parks Management. These programmes equip graduates to work at the intersection of government and industry, supporting a sustainable future for agriculture and conservation.

Meeting regional needs through partnerships

Through our commitment to meaningful partnerships, Lincoln University actively collaborates with local government, specifically Selwyn District Council (SDC) and Environment Canterbury (ECan). These collaborations were formalised through MoUs signed in 2024.

Our partnership with SDC builds upon a longstanding informal relationship. Historically, Lincoln University students have undertaken work experience or research at the Council, while Council staff have delivered guest lectures or assisted with University research projects. This new formal partnership provides a clear pathway and strong motivation for both the Council and Lincoln University to collaborate on identifying opportunities for the Canterbury region and developing strategies to capitalise on those opportunities. It signals our intention to address regional challenges through research and education.

The new strategic partnership between ECan and Lincoln University will see the two organisations work together on a series of research projects with significant and far-reaching benefits for the wider Waitaha region and its communities. The list of topics earmarked for consideration under this new collaborative approach features many of the major challenges facing land-based sectors in Waitaha and beyond. Potential joint research projects include Impacts and mitigations of agriculture on the environment; Farm economics under changing climate, Legislation and market forces; Climate change adaptation and mitigation; Resource management planning and Peri-urban planning and management; Waterways management.



Educational Performance and Student Experience

We put our students at the heart of the University. Our commitment to excellence in teaching in a research-rich environment empowers the next generation of leaders. We equip them with the skills, knowledge and passion needed to drive transformation in agriculture, agribusiness, environmental management, conservation, tourism and recreation.

Educational performance and graduate outcomes

Educational performance is monitored qualitatively through a variety of internal and external programme reviews, including annual programme

reflections, CUAP graduating year reviews and Lincoln University qualification reviews. Our externally accredited academic programmes are also monitored by independent accreditation boards.

EFTS targets

Marketing and recruitment

Lincoln University actively pursues domestic enrolments under the brand “Degrees that Work”, emphasising the applied nature of our programmes, excellent employment outcomes and close industry connections. We use both traditional and digital marketing channels for the targeted promotion of programmes in areas prioritised by the University and nationally. Our marketing team collaborates closely

with the Student Experience team, ensuring seamless alignment across engagement, recruitment, orientation and support.

We promote and recruit for all Lincoln University programmes across New Zealand and in selected regions of Australia, focusing on our comprehensive portfolio of land-based offerings.

Our key areas for targeted growth include food and fibre, agriculture and horticulture and science-related programmes. We also host targeted events to ensure we reach Māori and Pasifika audiences effectively. Furthermore, new programmes and majors benefit from their own specific marketing strategies.

Graduate outcomes

Actual			
	2022	2023	2024
See SSP for EPI data.			
Percentage of graduates in paid employment	84%	84%	82%

EFTS Targets

		Actual			Forecast		Target	
		2022	2023	2024	2025	2026	2027	2028
Domestic	Sub-degree/Undergraduate	1,469	1,494	1,547	1,636	1,717	1,801	1,859
	Postgraduate	581	972	1,350	1,015	859	882	919
	Total	2,050	2,466	2,897	2,651	2,576	2,683	2,777
International	Sub-degree/Undergraduate	231	283	306	424	671	863	902
	Postgraduate	233	374	542	768	863	950	1,011
	Total	464	657	847	1,192	1,535	1,814	1,914
Grand Total		2,515	3,123	3,744	3,843	4,111	4,497	4,691

Current enrolment trends

Commencing student enrolments for 2025 are expected to exceed recruitment targets by 1.3%.

Domestic sub-degree and undergraduate enrolments are estimated to be up 5.8% compared to 2024 (+90 EFTS). This growth is driven by an increase in commencements from both school leavers and non-school leavers, increasing on the previous year’s school leaver enrolments (+6.4%, +34 EFTS).

Domestic postgraduate enrolments are forecast to be down by -25% (-332 EFTS) compared to 2024. This decrease is a deliberate outcome of managing enrolments to align with funding parameters.

This domestic postgraduate adjustment is being offset by a strong projected increase in international enrolments, up 30% compared to 2024 (+250 EFTS),

Overall, postgraduate taught enrolments constitute 40% of Semester 1, 2025 enrolments, a slight decrease from 43% in 2024.

Our postgraduate and international share

Postgraduate students are vital to Lincoln University’s success and a key part of our strategic future. By carefully managing our fee-waived taught programmes and continuously recruiting students to impactful research programmes, we will ensure a thriving and sustainable postgraduate community within our University.

Lincoln University International EFTS peaked in 2019 before the pandemic, followed by a sharp decline due to border closures. Since the reopening of borders in 2022, EFTS have gradually recovered from this low point.

We anticipate international student EFTS will return to pre-COVID levels by 2026. However, they are expected to represent a lower percentage of the total student population due to growth in domestic EFTS. Central to achieving this international growth is strengthening our supporting infrastructure, including accommodation, advisors and digital systems.

This also involves increasing the conversion rate of initial applications into enrolled students.

A key priority for MyLinc – Lincoln University’s study, scholarship and accommodation applications portal – is to enhance the international applicant and agent experience. This includes streamlining business processes to accelerate application assessments and offer issuance.

These efforts will be supported by a dedicated conversion plan. This plan includes in-country conversion events and the delivery of virtual and in-person conversion sessions in key markets (e.g. India, Vietnam, Bhutan, Sri Lanka, Nepal, Bangladesh), led by faculty and alumni.

Our national and regional market share

Lincoln University continues to strengthen its local recruitment market, having achieved significant growth in enrolments both regionally and from the North Island, particularly urban centres like Auckland and Hamilton, as well as broader rural regions.

We will continue to implement a stakeholder engagement plan focused on school career advisors. The goal is to inform, advise and support them to understand our unique offerings and proposition.

With the food and fibre sector currently experiencing unprecedented demand for skilled workers, there remains a significant opportunity for Lincoln University to further promote its vital role and the value of its qualifications to industry.

Supporting Māori communities and the Māori economy

Lincoln University’s commitment to developing essential skills in food and fibre – including leadership and financial management, STEM and related fields, directly supports the hapū and iwi networks central to Māori interests within the sector and the broader Māori economy.

Our investment in karahipi Māori includes Māori accommodation scholarships that enable students to live on campus, a factor strongly linked to success in the first year of study. We also provide resources for whānau, offering information about programmes in high-growth and relevant areas.

Māori postgraduate students receive dedicated support from Te Manutaki, including the coordinator for the Pike

Ake programme, who works closely with the Director, Postgraduate Research.

Wānaka initiatives for scholarship students under Te Ahu Pātiki are held on selected marae across the motu where Lincoln University has established relationships. These initiatives aim to embed Māori pedagogy and connect students with tikanga Māori. Recent visits have included Arowhenua, Ōnuku and Wairewa.

Our future intention is to visit all Papatipu Rūnanga and their marae in Te Wai Pounamu. This expansion will allow tauira to experience diverse community environments and raise their awareness of sustainability practices within a specific context.

Postgraduate and international share of EFTS

	Actual			Forecast		Target	
	2022	2023	2024	2025	2026	2027	2028
Percentage of EFTS enrolled in postgraduate study	32.4%	43.1%	50.5%	46.4%	41.9%	40.8%	41.1%
Percentage of international EFTS	18.5%	21.0%	22.6%	31.0%	37.3%	40.3%	40.8%

National and regional market share

	Actual		
	2022	2023	2024
Percentage of Canterbury school leavers, with UE, commencing at LU	5.0%	5.1%	5.2%
Percentage of school leavers, with UE, commencing at LU (National)	1.41%	1.58%	1.55%

Māori EFTS

Māori Communities	Actual		
	2022	2023	2024
Levels 3-7 (non-degree)	22.5	15.3	20.3
Level 7 degree	126.5	139.4	150.7
Levels 8-10	27.8	41.8	44.8
Total	176.8	196.5	215.8
Māori students on a scholarship	56	55	52

Supporting Pasifika students

Lincoln University aims to contribute to the educational and economic aspirations of Pacific people, both within New Zealand and in the wider Pacific region. To support this, undergraduate Pasifika learners are provided with accommodation scholarships enabling them to live on campus.

The Pacific student support coordinator, based within Te Manutaki, works closely with LUPISA, (the Lincoln University Pacific Islands Students Association). LUPISA plays a crucial role in fostering Pasifika identity on campus by offering social, cultural and academic assistance, alongside organising social events and workshops.

International students

International students are integral to Lincoln University. This is reflected in priorities associated with our Goals 3, 5 and 6.

International students are invaluable to the University, diversifying our campus, enriching the student experience, and significantly enhancing our international standing, through loyal alumni networks and improved global university rankings.

Our international graduates also make substantial contributions to the New Zealand workforce, particularly in critical food, agribusiness, environment and other key land-based sectors, while international alumni strengthen Lincoln University's global partnerships and visibility, especially within key export markets.

Furthermore, international students contribute to international research partnerships, particularly in areas aligned with Lincoln University's specialisations in STEM and food and fibre (including leadership and financial management). This is especially important for countries like China and India, which are focused on securing sustainable food systems to support populations.

Lincoln University's expertise in these domains is a key driver of international student interest and research collaboration.

From 2024, Lincoln University's international student cohort has included the first group from our Joint Institute of Higher Learning with Huazhong Agricultural University. This transnational educational initiative will produce Lincoln University's first fully offshore graduates. It will remain an important part of the University's diversification and globalisation efforts for the next decade, with a total enrolment capacity of 1,000 students.

Lincoln University can contribute to the Government's ambition to double the value of international education in two keyways: not only as an education provider but also as a national contributor to global capability in food production, environmental sustainability, and land-based systems.

Pasifika EFTS

	Actual		
	2022	2023	2024
Pasifika Communities			
Levels 3-7 (non-degree)	1.75	2.63	1.5
Level 7 degree	26.75	26.75	22.63
Levels 8-10	11.42	9.42	13
Total	39.92	38.8	37.13
Pasifika students on a scholarship	16	20	16

*Funded EFTS on DQ7+ or DQ3-7 funds

International students align with strategic goals

2024-28 Midpoint Strategy Update		Selected Priorities
Goal 3	A culture which stimulates and inspires all staff and students	Support and nurture a culturally inclusive campus
Goal 5	An organisation focused on meaningful partnerships	Grow our impact through partnerships Build coherence between research and education in all partnerships
Goal 6	Facilitating student growth	Expand our reach to a wider group of potential students

International students

	Actual		
	2022	2023	2024
The number of countries international students originate	49	58	62
% of onshore international EFTS from China	61%	45%	40%



Accessible pathways to higher education

Lincoln University provides diverse academic pathways, ensuring access to higher education for students who may face barriers. In 2024, an increase in domestic sub-degree and undergraduate enrolments was notably driven by non-school leaver enrolments.

Our Pathway Certificate (Foundation) and First-Year Pathway Diploma develop foundational academic knowledge and skills within our disciplines, offering a supported pathway directly into the second year of degree study. Furthermore, our undergraduate diplomas in agriculture, farm management, horticulture and horticultural management offer direct transitions for motivated graduates into Bachelor of Commerce degrees in Agriculture or Horticulture.

Access to our taught postgraduate programmes is supported by fee waivers, which will be strategically managed throughout this Plan to ensure continued accessibility while stewarding funding. For students not directly eligible for a master’s programme, our postgraduate certificates and diplomas offer a tiered entry point. Additionally, programmes delivered via asynchronous online learning extend access to students located across the regions.

Access to higher education

	Actual		
	2022	2023	2024
Percentage of students accessing disability services	4.9%	3.5%	5.4%
Percentage of students receiving the Lincoln University fee waiver	27.3%	33.4%	34.0%
Percentage of EFTS in asynchronous online delivery	11.5%	10.7%	11.0%

Lincoln University’s dedicated Academic Purposes Programmes serve as a non-award pathway, enabling international and eligible domestic students to meet English-language requirements for admission to our degree programmes.

The distinctive Lincoln University student experience

Lincoln University’s commitment to Goal 1: a distinctive, Aotearoa New Zealand, end-to-end student experience has been highly commended by the Cycle 6 Academic Audit panel.

The panel specifically praised Lincoln University’s relational approach to the monitoring of student engagement, progress and wellbeing, as well as our commitment to working in partnership with all students, our student-centric approach to safety and wellbeing, and our attention to ensuring student perspectives are well-represented in programme review processes.

Measuring and enhancing the student experience

Lincoln University employs an annual improvement cycle supported by research, to benchmark, measure and enhance the student experience. An annual Student Experience Benchmark survey is a key tool in this process, measuring student experiences for continuous improvement.

The survey outcomes, combined with recommendations from Te Poari Wheako (the Student Experience Board), inform the development of both short- and long-term initiatives and improvements.

The 2024 Student Experience survey reveals consistently high satisfaction: overall student satisfaction remains high at 85%, with 86% of respondents indicating that the University meets or exceeds students’ expectations. Furthermore, 80% of respondents have recommended Lincoln University to friends, family and colleagues.

The Student Experience Manager leads a working group that oversees the annual survey calendar. Surveys managed by Student Experience Wheako Taura include the Student Experience Benchmark, Orientation Day, New to Lincoln, Accommodation and Post Qualification Outcomes Survey (PQOS). Additionally, the Diversity Survey will be integrated into Student Experience Wheako Taura at its next offering in 2027.

We also partner with LUSA to conduct Student Services Fee surveys and feedback initiatives that inform the Campus Service Council. Furthermore, we collaborate with Education New Zealand to distribute their annual International Student Experience Survey.

Recruitment: Enhancing the MyLinc and CRM experience

Student Experience Surveys 2022-2024			
Students who are satisfied with LU			
How satisfied or dissatisfied are you with your overall experience at Lincoln University?			
	2022	2023	2024
% Satisfied or very satisfied	81%	86%	85%
LU meets or exceeds expectations			
To what extent is your experience to date at Lincoln University meeting your expectations?			
	2022	2023	2024
% Meeting or exceeding expectations	86%	89%	92%
Students who are likely to recommend LU to their friends, family or colleagues.			
How likely are you to recommend Lincoln University to your friends, family, and colleagues?			
	2022	2023	2024
% Likely to recommend	83%	84%	86%
Net Promoter Score (NPS)	28	29	30
Students who have already recommended LU as a place to study.			
Have you actually recommended Lincoln University to any of your friends, family or colleagues?			
	2022	2023	2024
% Recommended LU already	76%	79%	80%
How satisfied or dissatisfied you are with:			
the overall quality of the natural environment (including landscaped outdoor areas).			
	2022	2023	2024
% Satisfied or very satisfied	86%	89%	88%
the overall quality of the buildings on campus.			
	2022	2023	2024
% Satisfied or very satisfied	69%	76%	79%
the quality of the teaching and/or research supervision.			
	2022	2023	2024
% Satisfied or Very Satisfied	83%	78%	79%

MyLinc, Lincoln University’s portal for study, scholarship and accommodation applications, is central to our student recruitment efforts. It seamlessly integrates with our Customer Relationship Management system (CRM), which recruitment and admissions teams use to support lead development, application assessment and conversion activities.

We identify opportunities for MyLinc interface enhancements by using data-driven insights and experience design practices. These enhancements aim to increase business efficiency and improve applicant experiences. A continuous enhancement and agile development approach helps

us balance funding constraints with strategic priorities. Future development of the MyLinc interface will also require corresponding CRM development, which in turn necessitates careful operational funding planning.

The CRM’s primary recruitment purpose is to efficiently nurture prospects. It does this by facilitating meaningful relationships, ensuring each potential student feels valued and supported from initial enquiry through to enrolment.

Our CRM strategy aims to streamline admissions processes, enhance the prospective student experience and improve recruitment outcomes.

This is achieved by using the CRM as the single source of truth for all prospect contact and engagement information, which directly supports admissions and conversion.

The CRM facilitates communications and engagement activities that promote a distinctive end-to-end student experience. The strategy also aims to leverage CRM system capabilities, including workflow automation and generative AI, to increase operational efficiency. We anticipate that planned enhancements to the international applicant experience will also benefit domestic applicants.



Enhancing student retention: transition

Lincoln University is widening its approach to supporting tauira as they transition into university life, all in support of their success. This includes redefining orientation activities to be faculty-focused and ensuring all new cohorts, regardless of level, receive a comprehensive orientation.

Our Kaiwhakarite Tauira Student Buddy programme connects new students with current students for support. Respectfully Lincoln is the University’s sexual harm prevention programme specifically for first-year students. Furthermore, equity, diversity and inclusion initiatives include a Lincoln University-specific InCommon campaign and a “This is My Space Too” campaign within Whare Hākinakina (the Lincoln University gym), both designed to support the participation of all tauira, including those with disabilities, in recreation on campus.

Te Poari Wheako Tauira (Lincoln University’s Student Experience Board) and Te Roopu Wheako Tauira (Student Experience Working Group) are important partnerships and vital sources of student feedback. Both groups utilise the Whiria Ngā Rau framework. Te Roopu reports current student feedback to the Board. A diverse representation of students

participates in the Working Group, and they can be called for specific feedback, such as student focus groups, or to help activate engagement initiatives. Feedback is consistently sought via Te Roopu and through surveys following all major events, including information evenings and Open Day, which helps inform continuous improvements to enhance the student experience.

In 2025, Lincoln University’s revamped main entrance and a new Student and Visitor Centre were officially opened. For students, it offers areas to study, collaborate, connect and relax, along with dedicated zones to engage with student support services. The new student-focused areas include a first-floor mezzanine where the international and domestic student administration offices are conveniently co-located with a parents’ room, a wellness room for quiet reflection and a sensory room with neurodivergent-friendly elements.

Research, Industry and Employer Partnerships

Lincoln University’s research delivers real-world impact across the land-based sectors, addressing society’s demand for more efficient and sustainable production practices. Our significant contributions are already advancing agriculture, agribusiness, environmental management, conservation, tourism and recreation.

The vital connection between students, research and industry is fostered through collaboration with CRIs and the planned transition to PROs, where Lincoln University will lead research networks, creating knowledge for the bioeconomy. Existing initiatives, such as our Food Transitions 2050 Joint Postgraduate School, exemplify how partners in education and research collaborate to produce highly relevant outcomes for key industries.

Our strong relationships with employers support our students in work-integrated learning throughout their programmes of study. There is a strong alignment between work-integrated learning and priority areas, particularly STEM and food and fibre (including leadership and financial management). Sub-degree and undergraduate programmes in agriculture, horticulture (including leadership and financial management) land and property and landscape architecture have work-integrated learning requirements at programme level. Furthermore, employers through peak bodies play an evaluative role in accredited programmes in landscape architecture, land, property and valuation, accounting and planning.

More than half of our students are enrolled in postgraduate programmes, and our network of research centres and programmes are actively shaping the future of Aotearoa New Zealand's and global land-based sectors.

Strong industry connections and funding success

These advancements are driven by our robust industry connections. More than half of our students are enrolled in postgraduate programmes, and our network of research centres and programmes are actively shaping the future of Aotearoa New Zealand's and global land-based sectors. This success is reflected in the funding grants awarded to our researchers in 2024. Our external research revenue per academic FTE at \$106,460 (excluding Lincoln Agritech Limited), a significant achievement considering our size within the wider tertiary sector.

Research funding advancing government priorities

Lincoln University's research advances government priorities in STEM, food and fibre (including leadership and financial management), and international construction and infrastructure.

In 2024, Lincoln University successfully secured research funding from the European Commission Horizon Europe programme, the European Union's main funding programme for research and innovation tackling climate change and achieving the UN's Sustainable Development Goals. Notably, Lincoln University's Distinguished Professor Phillip Hulme was awarded €203,900 for the project: OneSTOP: OneBiosecurity Systems and Technology for People, Places and Pathways. The second project, REDESIGN: Transformative food value networks reshaping resilient urban landscapes, led by Dr Andreas Wesener, received funding of €119,890.

The university was also a recipient in the MBIE 2024 Endeavour Fund research grants, securing funding through the Smart Ideas research programme. Principal investigator Dr Andriy Podolyan is leading research on developing bacteriophage-based nitrification inhibition technology, a three-year project funded for \$999,198.

The research will develop a new concept of phage-based nitrification inhibition (NI) technology to reduce nitrate leaching and N₂O emissions, which adversely impact the environment. By leveraging scientific advancements in bacteriophage knowledge, the research team aim to revolutionise the management of nitrification rates in soil, improving the environmental sustainability of agriculture.

Science and mātauraka Māori

Professor Amanda Black, Director of Bioprotection Aotearoa is nationally and internationally recognised for her research and efforts to protect taonga species and their ecosystems. In 2024, Professor Black advocated for approaches that support and protect Indigenous knowledge, including Māori rights and interests, co-writing an article, *Teach Indigenous knowledge alongside science – evidence supports the teaching of Indigenous knowledge alongside sciences in the classroom*, with University of Canterbury's Professor Jason Tylanakis in the prestigious journal *Science*. Following considerable national and international attention after the article was published, Professor Black was featured as an Indigenous scientist in *Nature*.

Economic benefits of impactful research

Our impactful research in priority areas directly produces significant economic benefits for the sectors we serve.

Dairy farming: Innovations for sustainability

Dairy farming is a critical component of Aotearoa New Zealand's economy, contributing approximately NZD \$23 billion in exports in 2024 and forecast to increase to \$25 billion in the year to 30 June 2025.

Agriculture remains the largest contributor to New Zealand's greenhouse gas emissions, primarily

from methane and nitrous oxide and continues to grapple with issues such as water quality impacts from nutrient runoff and effluent management. Addressing these environmental footprints is a key focus for the industry and national sustainability goals.

Lincoln University researchers partnered with Agnition, a Ravensdown subsidiary, to create the EcoPond system. The first generation of EcoPond systems uses polyferric sulphate and sulphuric acid to reduce and prevent methane emissions in effluent ponds. This technology achieves a 99% reduction in E.Coli, with at least a 90% reduction in methane emissions, and a minimum of 90% less dissolved reactive phosphate.

Fonterra announced a two-year pilot programme for the second generation of EcoPond, commencing in August 2025. This pilot will expand on completed research and testing scalability across 200 farms. EcoPond provides a valuable tool for farmers to meet climate change obligations, and Fonterra to achieve its target of a 30% intensity reduction in on-farm emissions by 2030. The initial pilot programme of EcoPond has already demonstrated a 97% reduction in methane emissions.

In a separate project, Professor Sandhya Samarasinghe from the Faculty of Environment, Society and Design led research investigating Artificial Intelligence in the dairy industry to address the problem of mastitis in dairy cattle. Mastitis is a cause of animal suffering and has significant economic impacts, costing the dairy industry an estimated \$180 million annually. Professor Samarasinghe developed an AI system that scans and analyses disease indicators as cows are milked robotically. The AI programme collects, synthesises and analyses various milk attributes indicative of the disease to detect mastitis in a cow and its stage of development. This research builds on decades of neural networks and AI research at Lincoln University under the leadership of Professor Samarasinghe, including four studies in AI Detection of Mastitis with master's and PhD students.

New Zealand viticulture and oenology: sustaining global leadership

New Zealand wine is exported to more than 100 countries and is New Zealand's sixth-largest export good, with wine exports reaching \$2.1 billion to June year-end 2024. Ongoing practical contributions are essential to ensure New Zealand's wine industry remains resilient, commercially sustainable and a leader in the global wine industry. Key needs include geographical and varietal diversification (due to limitations on winegrowing regions and climate change adaptation) and sustainable biodiversity, encompassing the sustainable circulation of winery waste.

Researchers at Lincoln University's Centre for Viticulture and Oenology in the Faculty of Agriculture and Life Sciences have identified alternative winegrowing areas in the South Island. Their contributions include the establishment of vineyards and providing ongoing projections to ensure New Zealand evolves in response to socioeconomic global changes. Phenology modelling is used to improve wine growing practices and yield, optimising economic efficiencies and providing sustainable, resilient systems and agribusinesses. Technological developments also include robotic pruning and robotic yield predictions. Biochar waste processing, which sequesters carbon into soil, improves soil health and carbon sequestration, contributing to the circulation of winery waste products.

Lincoln University's vineyards, winery, and wine laboratories provide real-world applications and experiences. Through ongoing partnerships with the wine industry and research organisations, they contribute to the development of national wine research agendas, trial groundbreaking technologies, conduct commercial trials, and effectively connect science and industry.

Urban and rural planning in Selwyn and Canterbury regions

Real-world application of urban and rural planning concepts and design has been established through a collaboration between Lincoln University researchers and students in the Faculty of Environment, Society and Design and Selwyn District Council Planning and Strategy Team. This collaboration builds on local body efforts to achieve sustainable land management under the relevant acts and policy statements including the August 2024 amendments to limit urban rezoning of highly productive land.

Planning strategies and scenarios were tested and evaluated in classrooms, resulting in planning reports submitted to the council. These strategies were developed and implemented in townships and rural areas. This included the development of a vision strategy for blue-green networks (waterways, parks, nature), housing and economic development, making tangible contributions to strategic regional planning frameworks for sustainable growth. Notable examples include the Eastern Selwyn Strategic Spatial Plan (one of three plans in the Selwyn District), the 50-year Waikirikiri Ki Tua Future Selwyn Strategic Framework and the 30-year Greater Christchurch Spatial Plan.

This local body collaboration has significantly improved development and training in urban and regional planning and environmental management. It has equipped planning students with sector-specific training, practical skills and experience to support the construction industry, urban and regional infrastructure and population growth in Selwyn, New Zealand's fastest-growing region.



Community engagement

Lincoln University works closely with the communities it serves, building mutually beneficial relationships that support our strategic goals. This engagement happens through recruitment relationships, programmes like Te Mātāpuna Mātātahi | Children’s University and the STAR programme, and dedicated roles such as the Farms

Educational Facilitator. Our Meaningful Partnerships Plan further extends this commitment, fostering national and international collaboration in line with Goal 5.

For 2025, we intend to foster collaboration with strategically aligned businesses and organisations through co-location and on-campus hosting. We will also develop innovative new ways to showcase our alumni’s success and

their substantial impact on the land-based sectors. We aim to evolve the University’s role into a platform where other organisations can also succeed. Key to this will be strengthening our distinctive brand and narrative, raising awareness of land-based challenges and demonstrating the vital role we play in addressing these alongside our partners.

Midpoint Strategy 2024-2028 Update		Selected Priorities
Goal 5	An organisation focused on meaningful partnerships	Grow our impact through partnerships Build coherence between research and education in all partnerships



Through the Joint Postgraduate School Food Transitions 2050, Lincoln University collaborates with Canterbury-based research organisations to prepare research graduates for impactful work in STEM, food and fibre, including leadership and financial management.

Programmes and Activities Aligned to Government Priority Areas

Role of specialist universities

A 2022 report by GuildHE, *Building the Jigsaw*, maps the contributions of small, specialist universities to the growth of key priority economies in the United Kingdom. The report illustrates how these institutions are innovative, agile industry experts that carry out high-impact, practical research and knowledge exchange. They are closely aligned to the professions that they serve and well-positioned to stimulate the growth of key priority economies. Lincoln University exemplifies this role and its value proposition for Aotearoa New Zealand. Through our programmes and activities for the term of this Plan, and in alignment with the goals of our Strategy, we will continue to lead innovation in priority areas for government, industry and communities.

Academic Programme Strategic Advisory Group (APSAG)

The Academic Programme Strategic Advisory Group leads the strategic evaluation and endorsement of new academic programmes. It also oversees the outcomes of previously approved programmes. First convened during the 2023-2025 Investment Plan, APSAG's initial purpose was to create an Academic Programme Action Plan for Lincoln University. For the forthcoming term, APSAG's role will expand to include evaluating and endorsing development plans for Lincoln University's priority and interdisciplinary programmes. Comprised of academic Deans and Directors and adjacent managers, APSAG remains key in coordinating and strategically aligning academic programmes across faculties and centres.

Lincoln Connected outcomes

Lincoln University's Lincoln Connected programme has received international awards acknowledging its strengths in collaboration, innovation and impact. These successful outcomes from this programme are now integrated into business-as-usual practices within their associated courses at Lincoln University. At the global LearnX awards, which recognise achievement across multiple fields within learning, development and talent management across the corporate, education and public-service sectors, Lincoln University was acknowledged. In 2022, Lincoln University received platinum awards for learning and talent development, hybrid learning and learning model online and in 2024, the same for EdTech - Blended Learning and eLearning Design - Video. A notable achievement is the Plant Flammability laboratory which was the subject of the Hybrid Learning award (shared with the University of Otago). This lab is now accessible to secondary students through Lincoln University's STAR programme and available remotely throughout Aotearoa New Zealand.

With the Lincoln Connected programme now concluded, the University's next step is to create a development model for new online programmes. This model will carry forward the strengths and successes of this innovative initiative into future academic operations.

Joint Postgraduate School

Through the Joint Postgraduate School Food Transitions 2050, Lincoln University collaborates with Canterbury-based research organisations to prepare research graduates for impactful work in STEM, food and fibre, including leadership and financial management. PhD students conduct cross-disciplinary research to support the transition of regional, national and international food systems to a more sustainable future. This collaborative effort involves the

University of Canterbury, Lincoln University, Plant & Food Research, Manaaki Whenua Landcare Research and AgResearch. Established in 2021, co-supervisors are appointed from one of the universities and a Crown Research Institute. The school enrolled 32 students across both universities by 2024. In early 2025, five Lincoln University students had successfully completed their programme. Among recent graduates, Dr Chrystal Te Ohore O'Connor, also a graduate of Lincoln University's Whanake Ake programme conducted research examining insects, mātauraka, diet, and life stage to explore the potential of Aotearoa New Zealand insects as food. Dr. Julie Gillespie's transdisciplinary approach used the history of kūmara growing on Te Pātaka o Rākahautū Banks Peninsula as a case study to understand the connections between soil and people through food production. Of the first full cohort of graduates from the Joint Postgraduate School, eight of nine are currently employed.

Growth programmes

Lincoln University has experienced significant growth in its taught master's programmes for the period 2022-2025, with high enrolments in the Master of Applied Computing and financial management qualifications such as the Master of Business in Global Management and Marketing and the Master of Fintech and Investment Management. The Bachelor of Land and Property Management remains our largest undergraduate programme, offering exposure to courses in Agriculture, Horticulture and Forestry classifications. The Bachelor of Commerce (Agriculture) and the Bachelor of Commerce have also seen growth. For the 2026-2028 Investment Plan period, Lincoln University will address government priorities by developing advanced programmes in priority areas, such as the Master in Artificial Intelligence for Land Use.

These new programmes will build on our existing strengths and specialisation in our growth areas. Our external academic programme review schedule, Qualification Review, will ensure that the leadership and financial management training integrated in our business, management and other programmes aligns with these priority areas. As an institution closely aligned to the land-based sectors, Lincoln University will continue to ensure that courses in its business and management degrees meet both our strategic priorities and the priorities of the government. This involves contextualising learning to agribusiness and the land, while maintaining our emphasis on experiential learning, mindful of the need for leadership and financial management skills within the food and fibre sector. This approach supports the continued national differentiation of our programmes is reflected in graduate employment rates. Academic advising will continue to guide students throughout their journey, from recruitment to enrolment and completion.

This includes identifying their interest in the land-based sectors and helping them prepare for future employment opportunities. This approach aligns with the Cycle 6 Academic Audit recommendation for Lincoln University to review how support is optimally targeted through academic advice. Our funded programmes Lincoln University's academic programmes are driven by Goal 4: world-class research and teaching with impact. Our programmes are applied, research-informed and deeply connected to their sectors through work-integrated learning and strong partnerships, both internal and external. We offer integrated pathways to support access at all levels, including through sub-degree and postgraduate certificate-diploma staircasing. This commitment ensures barrier-free access for students. Furthermore, the integrated pathways enable students to move between disciplines, supporting their diverse learning and employment aspirations and reflecting the transdisciplinary nature of our programmes and courses.

Programmes on offer

Qualification	Number of qualifications
Currently, our portfolio consists of 105 programmes:	
Diploma Level 5	8
Diploma Level 6	2
Diploma (Total)	10
Undergraduate Level 7	34
Undergraduate total	34
Postgraduate Level 8	23
Postgraduate Level 9 Taught	16
Postgraduate Taught	39
Postgraduate Level 9 master's by Research	10
Postgraduate Level 10 (PhD)	1
Postgraduate Research	11
Postgraduate Total	50
Other (on-award and 2 sub-degree certificates)	11
Total	105

The four largest bachelor's degree programmes are the Bachelor of Land and Property Management, Bachelor of Commerce (Agriculture), Bachelor of Commerce, and the Bachelor of Agricultural Science.

The four largest postgraduate programmes are the Master of Applied Computing, Master of Business in Global Management and Marketing, Master of Fintech and Investment Management, and the Doctor of Philosophy.

Agriculture and Life Sciences

The Faculty of Agriculture and Life Sciences focuses its education and research on improved use and protection of productive resources to promote sustainable outcomes.

Programmes delivered across priority areas and qualifications include:

- Bachelor's, honours and master's degrees in agriculture, agricultural science, horticultural science, viticulture and oenology, pest management, science and applied science
- Postgraduate certificates and diplomas in these related fields
- Research supervision in all these areas.

The faculty maintains long-established collaborations in research and research supervision with CRIs. Scientists also serve as examiners for relevant Lincoln University PhD theses.

Agribusiness and Commerce

The Faculty of Agribusiness and Commerce focuses on land-based research to drive increased productivity, commercialisation and sustainability within the land-based sectors. Our specialist programmes in priority areas, from sub-degree diploma to bachelor's and master's, equip students with the knowledge and skills needed to navigate and contribute to every stage of the global value chain - from primary production to processing to marketing and distribution. These programmes include:

- Agribusiness management
- Agribusiness and food marketing
- Agricultural and horticultural commerce
- Precision agriculture
- Horticultural business and horticultural management
- Farm management.

We provide research supervision across all fields.

Our work-integrated learning programmes support students in applying their skills practically within authentic employment contexts. Students pursuing degrees, certificates and diplomas in land and property, commerce, business and management gain experiential learning within and across disciplines. This is supported by research-informed teaching delivered by agribusiness experts.

We also maintain partnerships with industry to support extension and recruitment activities, including opportunities for student research and participation in the Kellogg Rural Leaders programme.

Environment, Society and Design

The Faculty of Environment, Society and Design explores a broad range of topics related to human and environmental interaction, including sport, planning, landscape design, management and tourism.

Our programmes, offered at bachelor's, honours and master's levels, are complemented by postgraduate certificates and diplomas. These provide clear pathways for both new and continuing students to access higher learning, including opportunities for research supervision.

Students specialising in environmental, parks, and policy management focus on priority areas within agriculture and the environment. Additionally, our accredited programmes in landscape architecture and planning offer courses that span agriculture, architecture, engineering and technology and

science, alongside the University's strategic priority of mātauraka Māori.

Government and industry act as key partners and stakeholders in the accreditation of programmes. They also inform the development of new offerings, such as the Master of Parks Management, designed to meet identified employment needs.

Academic Preparation and Pathways

Lincoln University offers various pathways for students in all fields who have yet to fulfil admission requirements for our academic programmes.

Te Tuawhiti | Pathways and Quality, our Academic Preparation and Pathways team provides:

- English-language preparation for domestic students who require it for admission to sub-degree, undergraduate, postgraduate and research programmes
- A sub-degree certificate and diploma pathway specifically designed to prepare students for Lincoln University's bachelor's programme.

Our non-funded programmes

Lincoln University's Goals 5 and 6 – an organisation focused on meaningful partnerships and facilitating students' growth – are actively supported by the development of both funded and non-funded partnerships and pathways.

Our non-funded programmes are crucial for upholding our commitment to international students and global excellence in research and rankings. They enable access to a Lincoln University education and help mitigate risks associated with fluctuations in domestic demand.



Partnerships

Joint Institute of Higher Learning (HZAU)

The Joint Institute of Higher Learning partnership involves the shared delivery of four Lincoln University programmes to students at Huazhong Agricultural University (HZAU). This partnership allows students to study fully offshore, with Lincoln University delivering approximately one-third of the courses for each programme.

HZAU students began their studies in August 2024, with their Lincoln University coursework commencing in their second semester in 2025. Upon completion, students will graduate with degrees from both Lincoln University and HZAU, marking a significant achievement and providing them with a dual credential that underscores the strength and international collaboration of this joint initiative.

The Joint Institute is expected to create pathways for HZAU students to continue their studies as postgraduate students on campus at Lincoln University, fostering both academic and cultural exchange. This initiative is further enhanced by the HZAU and Lincoln University Doctoral Cooperation Program under the China Scholarship Council (2024-2026), which funds 10 PhD stipends per year.

We also anticipate the Joint Institute will strengthen research collaborations, building on the 71 collaborative publications with HZAU in STEM and related fields since 2010. The Joint Institute is governed by a Joint Management Committee and an Academic Advisory Board with members from both institutions.

Euroleague of Life Sciences (ELLS)

Lincoln University holds a unique position as one of two partners outside of Europe within the Euroleague for Life Sciences network. ELLS is an alliance of land-based universities, focused on areas including natural resource management, agricultural and forestry sciences, life sciences, animal sciences, food sciences, agricultural economics, environmental sciences and rural development.

Our ELLS partnership enhances Lincoln University global focus, international profile, student mobility and research collaborations. The league promotes the global exchange of knowledge and innovation through student exchanges, master's programmes and summer schools, offering diverse opportunities to students at all member universities. For example, BOKU University in Vienna, one of the 13 ELLS members, has an established student exchange with Lincoln, fostering direct student mobility and knowledge exchange.

Pursuing further opportunities for student mobility and research collaborations with other ELLS members remains a high priority for Lincoln University.

Pathways

Maintaining diversity in non-funded pathways is a key strategy for Lincoln University to grow our impact through partnerships, aligning with Goal 5. We are continuously working to expand our reach to a wider group of potential students, thereby addressing the land-based sector workforce needs and challenges under Goal 6.

Our longstanding English for Academic Purposes programme provides a global pathway for students to study at all levels at Lincoln University. Its reach is further enhanced by the enrolment of students from international universities as part of global study abroad partnerships, which strengthens international relationships and diversifies our sub-degree student cohort.

- Specific joint education programme include:
- Yunnan Agricultural University (Kunming, China): Allows students to commence their Lincoln University studies offshore before completing their Bachelor of Commerce in Food and Resource Economics on our campus
 - Zhongkai University of Agriculture and Engineering (Guangzhou, China): Provides articulation pathways for students to fulfil academic and English language entry requirements for the Master of Science in Food Innovation at Lincoln University.





Our Outcomes and Measures

Statement of Service Performance

Financial Performance and position

Group financial performance and ratios

Financial Performance and Position	2024	2023	2022	2021	2020	2019	2018	2017
Group Revenue	\$148,846	\$138,365	\$126,435	\$118,958	\$118,088	\$126,876	\$118,610	\$116,386
Group Expenditure	\$149,174	\$136,724	\$121,455	\$113,543	\$115,989	\$119,508	\$114,496	\$109,324
Group Operating Surplus/(Deficit)	-\$228	\$1,641	\$4,980	\$5,415	\$2,099	\$7,368	\$4,114	\$7,062
Group Total Assets	\$584,065	\$529,119	\$511,358	\$375,204	\$353,948	\$343,031	\$314,115	\$274,882
Group Total Liabilities	\$56,670	\$56,612	\$55,516	\$48,452	\$49,057	\$49,587	\$49,322	\$45,363
Group Equity/Net Assets	\$527,395	\$472,507	\$455,842	\$326,752	\$304,891	\$293,444	\$264,793	\$229,519

Group Financial Ratios

	2024	2023	2022	2021	2020	2019	2018	2017
- EBITDA as % Revenue EBITDA/Revenue (excl. Insurance Revenue) %	12.3%	15.90%	23.10%	15.60%	10.90%	11.40%	9.00%	13.60%
- Operating Surplus (Deficit) as % Revenue Operating Surplus (Deficit)/ Revenue (excl. Insurance Revenue) %	-0.20%	1.20%	3.90%	4.20%	1.80%	5.80%	3.50%	6.10%
- Cash Cover Cash/Total Operating Cash Inflows %	25.70%	51.10%	68.50%	45.40%	61.40%	60.60%	25.50%	29.70%
- Asset Productivity Revenue (excl. Insurance Revenue)/ Property, Plant & Equipment %	34%	35.50%	42.50%	50.70%	57.50%	64.70%	69.50%	66.40%
- Return on Total Assets Operating Surplus (Deficit)/Total Assets %	0.00%	0.30%	1.00%	1.30%	0.60%	2.10%	1.30%	2.60%

Qualitative Measures: Academic Quality

Lincoln University’s internal academic quality measures, which include annual programme reflections and qualification reviews, are managed by Te Huka Kouka | Academic Quality. These are periodically reported to the Academic Board.

The process for new qualifications involves development by faculty, endorsement by the Academic Board, and approval by the Lincoln University Council, before submission to the Committee for University Academic Programmes (CUAP).

External academic quality measures, such as graduating year reviews, are quality assured by the University through its academic committees and Academic Board before reporting to CUAP.

The Cycle 6 Academic Audit report was completed in 2024 by the Academic Quality Agency for New Zealand Universities.

Our Outcomes and Measures | Statement of Service Performance

Student Experience Wheako Tauria manages an annual cycle of surveys designed to gather feedback on key aspects of the student journey. This data supports internal reporting and drives continuous improvement. These efforts are complemented by the Student Experience Board, a co-governance partnership with representatives from both students and staff.

Our key surveys are the Student Experience Benchmark , Accommodation, and Post Qualification Outcomes Survey (PQOS).

Lincoln University also supports Education New Zealand by distributing its annual International Student Experience Survey.

The Campus Services Council, chaired by LUSA, partners with Lincoln University to collect feedback through the Student Services Fee surveys and other feedback initiatives. This collaboration helps inform the Campus Service Council’s business decisions.

Statement of Service Performance

Educational performance indicators

		Actual 2022	Actual 2023	Actual 2024	Forecast 2025	Target 2026	Target 2027	Target 2028
Enrolment								
All EFTS		2,515	3,123	3,744	3,843	4,111	4,497	4,691
Domestic	Total EFTS	2,050	2,466	2,897	2,651	2,576	2,683	2,777
International	Total EFTS	464	657	847	1,192	1,535	1,814	1,914
Commencing EFTS								
Domestic								
International	Undergraduate Commencing EFTS	675.3	688.8	668.1	717.4	796	803.5	816.7
	Postgraduate Commencing EFTS	321.9	551.2	691.8	408	483.2	480.2	514
	Undergraduate Commencing EFTS	117.9	177	213.9	326.5	386.8	405.8	417.1
	Postgraduate Commencing EFTS	70.5	211.7	299.7	380	399.8	427.3	445.8
Participation EFTS*								
Māori	Levels 4 - 7 (non-degree)	22.5	15.3	20.3	21.5	22.6	25.2	26.4
	Levels 7 degree	126.5	139.4	150.7	154.8	169.7	180.5	190.1
	Levels 8-10	27.8	41.8	44.8	55.5	53.4	59.1	65.9
Pasifika	Levels 4 - 7 (non-degree)	1.8	2.6	1.5	10.1	10.9	12.1	13.0
	Levels 7 degree	26.8	26.8	22.6	48.3	54.5	58.6	62.3
	Levels 8-10	11.4	9.4	13.0	31.9	31.0	36.4	41.9
Non-Māori and non-Pasifika	Levels 4- 7 (non-degree)	208.5	185.0	185.3	183.4	183.6	195.7	196.6
	Levels 7 degree	1089.1	1137.5	1181.3	1216.9	1290.8	1344.0	1386.6
	Levels 8-10	644.3	1019.7	1402.0	1092.7	983.6	1041.5	1090.2
Participation Rates*								
Māori	Levels 4-7 (non-degree)	9.8%	7.7%	10.0%	10.0%	10.4%	10.8%	11.2%
	Levels 7 degree	10.3%	10.9%	11.3%	10.9%	11.2%	11.4%	11.6%
	Levels 8-10	4.1%	3.9%	3.1%	4.7%	5.0%	5.2%	5.5%
Pasifika	Levels 4 - 7 (non-degree)	0.8%	1.3%	0.7%	3.4%	3.6%	3.7%	3.8%
	Levels 7 degree	2.2%	2.1%	1.7%	2.7%	2.9%	3.2%	3.5%
	Levels 8-10	1.7%	0.9%	0.9%	2.2%	2.3%	2.5%	2.7%
Non-Māori and non-Pasifika	Levels 4-7 (non-degree)	89.6%	90.9%	89.3%	86.6%	86.0%	85.5%	85.0%
	Levels 7 degree	87.8%	87.4%	87.1%	86.4%	85.9%	85.4%	85.0%
	Levels 8-10	94.3%	95.2%	96.1%	93.1%	92.7%	92.3%	91.8%

First-Year Retention*								
Māori	Levels 4-7 (non-degree)							
	Levels 7 degree	85.4%	86.4%	78.9%	80.0%	81.0%	82.0%	83.0%
	Levels 8-10	100.0%	100.0%	88.9%	89.5%	90.0%	90.0%	90.0%
Pasifika	Levels 4-7 (non-degree)							
	Levels 7 degree	80.0%	80.0%	55.6%	60.0%	65.0%	75.0%	80.0%
	Levels 8-10		100.0%	100.0%	90.0%	90.0%	90.0%	90.0%
Non-Māori and non-Pasifika	Levels 4-7 (non-degree)							
	Levels 7 degree	85.5%	81.0%	89.0%	89.0%	89.0%	89.0%	89.0%
	Levels 8-10	69.6%	69.3%	78.6%	79.5%	80.0%	80.5%	81.0%
Qualification Completion*								
Māori	All levels	57.1%	65.1%	55.9%	55.5%	57.4%	59.3%	61.2%
Pasifika	All levels	16.7%	55.0%	33.3%	51.7%	54.3%	57.0%	59.7%
Non-Māori and non-Pasifika	All levels	66.8%	64.9%	59.3%	64.8%	64.8%	64.9%	64.9%
Course Completion*								
Māori	All levels	84.7%	86.8%	89.8%	87.7%	88.1%	88.6%	89.1%
Pasifika	All levels	77.0%	73.7%	81.7%	82.8%	84.3%	85.7%	87.1%
Non-Māori and non-Pasifika	All levels	89.0%	90.2%	89.9%	89.8%	89.8%	89.9%	89.9%
Research								
External Research Revenue (\$000)		Actual 2022	Actual 2023	Actual 2024	Forecast 2025	Target 2026	Target 2027	Target 2028
		32,362	34,845	33,350	33,574	36,199	38,618	41,785
Research degree completions		68	68	63	81	85	100	109

* These measures are calculated for learners funded through DQ3-7 and DQ7+ funds.

Notes on educational performance indicators

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

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

Participation - Lincoln University tracks this measure to identify how effective the strategies are to fulfil its commitments under Manaaki Tauiira, its Learner Success Plan.

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

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

Course completion - Lincoln University tracks this measure to monitor the progress of targeted students in their studies, as a quality indicator for teaching and learning (Goal 4 of the University Strategy), for progress

against the goals of Manaaki Tauiira, and the progress of the student population.

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

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



Lincoln University’s Learner Success Plan and Progress Update

Outcomes Manaaki Tauira Learner Success Framework

Since the implementation of the Manaaki Tauira Learner Success

Framework, Lincoln University has made tangible progress in supporting equitable educational outcomes for Māori, Pasifika, and disabled students. Significant improvements have been recorded across course completion, first-year retention and participation

rates for priority learner groups. The Cycle 6 Academic Audit panel has affirmed Lincoln University’s Manaaki Tauira Learner Success framework and its associated initiatives.

Tauira Māori outcomes for 2024

- Course completion:
 - o Tauira Māori will have parity with non-Māori and non-Pasifika learners in 2024.
 - o Level 7-degree course completion reached 91.5%, up 3.3% from 2023.
 - o Level 4-7 (non-degree) completion increased by 11.2%, reaching 77%.
- First-year retention
 - o First-year retention reached 80.3%, surpassing the 2024 target by 2.2%.
- Participation
 - o Participation increased across most levels, particularly at degree level, where Māori participation rose to 11.3%.

Pasifika learner outcomes for 2024

With low numbers of domestic Pasifika learners at Lincoln University, each learner is critical to achieving targets. Where an increase of two or fewer Pasifika learners would materially alter our target outcomes, this is noted.

- Course completion
 - o Course completion was the highest in four years at 81.7%, just below the 2024 target.
- First-year retention
 - o First-year retention achieved 63.6%, one learner short of the 2024 target.
- Qualification completion
 - o At 33.3%, qualification is still behind the target, but only two completions short.

Disabled learner outcomes for 2024

- Course completion results are strong across all levels, with parity achieved in most cases.
- First-year retention has improved significantly across levels 7 and 8-10.

Manaaki Tauria Engagement with Students and Staff

Student engagement

Te Manutaki (Office of Māori and Pasifika Development) strengthens mentoring relationships through its tuakana-teina programme for students.

A key initiative, Te Manu Tāiko, combines academic monitoring and wellbeing support. Delivered by Te Manutaki's Māori and Pasifika coordinators, it ensures both data and personal context inform learner interventions throughout the academic journeys of Māori and Pasifika tauria. The programme is adapted to the needs of tauria, ensuring all necessary services are available when required.

Engagement extends broadly, as exemplified during Te Wiki Hā, when over 5,000 kura kaupapa students participated, including visits from potential future students.

Staff engagement

The *Living our values* workshop series, co-led by People and Culture and Te Manutaki launched in 2023. These three-hour staff development sessions helped Lincoln University staff to embed Māori values in their professional practice.

Cross-team collaborations between Te Manutaki, Inclusive Education and the Student Experience Wheako Tauria teams supported the ongoing implementation of Manaaki Tauria.

Exploration for developing a case management tool to support tailored student interventions across support teams is ongoing.

Impact on Learners and Evidence of Effectiveness

Manaaki Tauria interventions are demonstrating significant effectiveness. Within Academic Success, course completion results have improved across all targeted cohorts. Māori parity in course completion reflects the sustained impact of academic mentoring, pastoral support and teaching enhancements. Pasifika course completions are at their highest, showing a positive response to targeted wellbeing and academic support.

Retention has also increased for Māori and disabled learners due to wrap-around support systems. Retention trends are positive across all study levels, especially postgraduate level, where retention among Pasifika students was 100%

Furthermore, there is an increasing use of support services. The strong uptake of Inclusive Education services has contributed to higher participation and retention across equity cohorts.

Addressing Gaps in Educational Outcomes

Despite strong progress, challenges remain, particularly in Pasifika qualification completions and participation at postgraduate levels. Our responses to these challenges are holistic, leveraging the strengthened collaboration between teams under Manaaki Tauria.

Key actions include:

- Refinements to pathway programmes, adjusting them to support student progression better

- Targeted recruitment strategies, focusing efforts on Pasifika outreach with stronger school and community engagement
- Planned structural adjustments to address programme design issues, such as those impacting EPI calculations for undergraduate honours degrees
- Inclusive curriculum development, with the Course Enhancements Programme now transitioned to business as usual to ensure new courses are quality assured for inclusive design.

Monitoring and Evaluation of Progress

Monitoring of the Manaaki Tauria programme is multi-faceted and data-informed. This involves Quarterly Programme Status Reports that track delivery against objectives and annual benchmarking of performance using Manaaki Tauria Progress Measures (based on Educational Performance Indicators).

To enhance equity data reporting, data partnerships have been established between Te Manutaki and Student Success Insights. Furthermore, accessibility and inclusion projects associated with the Disability Action Plan now contribute to performance metrics.

In terms of digital enablement, a CRM-based triage model is planned for real-time data use, and a case management system is being scoped to support proactive student interventions in the future.

Priorities for 2025–26

Lincoln University is making substantial progress in implementing its Learner Success Plan, with demonstrable improvements in outcomes for Māori, Pasifika and disabled learners. This progress is driven by holistic support programmes, culturally grounded teaching and learning, proactive staff development and data-informed practice.

Priorities for 2025-26 include:

- Developing a new stream of work on lifting EPIs for priority programmes
- Increasing Pasifika recruitment and completion through new engagement and funding models
- Fully implementing our data triaging model and case management system will support our ability to deliver priorities in all areas
- Consolidating inclusive curriculum design via course reviews
- Continuing to invest in staff cultural capability.

Manaaki Tauria: Lessons Learned and Impact

Lincoln University's Learner Success Plan, Manaaki Tauria, is guided by the vision of equitable learner outcomes for Māori, Pasifika and disabled students.

Since its implementation in 2022, we have undertaken multiple interventions across the student lifecycle.

These efforts align with the TEC's seven learner success capabilities and yield clear successes, alongside challenges that have prompted deep analysis and course correction.

Key interventions and initiatives

The following key interventions were implemented:

Te Manutaki and Te Manu Tāiko (holistic student support)

Wraparound support models that combined academic mentoring, cultural guidance, wellbeing and proactive outreach.

These initiatives specifically targeted Māori, Pasifika and disabled learners, supported through a robust system of mentoring and staff referral pathways.

Living our values workshops (staff capability building)

Launched in 2023, these three-hour staff development sessions, co-led by People and Culture and Te Manutaki, helped Lincoln University staff embed our Māori values into their professional practice.



Inclusive curriculum design (curriculum capabilities)

Inclusive design principles have been embedded into all new and redeveloped courses via the Course Enhancement Programme. These principles have now transitioned to business-as-usual under Te Huka Kouka | Academic Quality.

Whānau and community outreach

This includes active Kura kaupapa engagement through Te Wiki Hā, with parents and whānau invited to pre-enrolment events and marae-based sessions.

Academic triaging and case management planning

Our investigation into CRM integration and a cross-unit case management model has included pilot testing in collaboration with Student Experience Wheako Tauri, Inclusive Education and Academic Advising teams.

Targeted support for Pasifika learners

Customised wellbeing check-ins and academic referrals have complemented increased visibility and voice through LUPISA.

Disability Action Plan Implementation

Accessibility is now embedded in digital platforms and classroom design and the Inclusive Education team has been integrated within teaching support structures to provide ongoing support.

Evaluation and impact

Formal evaluation methods

- Education Performance Indicator monitoring, which provides progress against parity targets for course completion, retention and qualification completion.
- Programme status reports are tracked quarterly.
- Qualitative feedback is gathered through student forums, LUSA and post-programme reviews.

Quantitative impacts

Māori students reached parity in course completions (89.8%) for the first time in 2024. Pasifika students achieved their highest course completions in four years (81.7%).

Qualitative impacts

These impacts include increased student confidence and sense of belonging, alongside greater cross-functional collaboration and early intervention practice among staff. Staff also reported improved confidence in engaging with cultural and accessibility issues.

Evaluation of progress: successes

Our evaluation of success is conducted in alignment with the seven capabilities of Ōritetanga Learner Success.

Capability 1: Governance and leadership

Success: Strong leadership buy-in from the Senior Leadership Team and Council. Regular updates and resource investment sustained momentum.

Capability 2: Data and information

Success: Use of EPIs and custom dashboards allowed real-time tracking of gaps.

Collaborative dashboard development with Student Success and Insights enabled deeper disaggregation by learner type.

Capability 3: Learner-centred design

Success: Te Manu Tāiko model is seen as transformative for students needing both academic and wellbeing support.

Inclusive curriculum principles have resulted in more flexible assessments and clearer course communications.

Capability 4: People, culture and capability

Success: Over 70 percent of staff have now engaged in “Living Our Values” training.

These sessions prompted better classroom practices and referral awareness.

Capability 5: Teaching and learning

Success: Academic staff have adapted to cultural learning preferences.

Students report improved clarity and support in assignments, particularly those from Māori and Pasifika backgrounds.

Capability 6: Learner pathways

Success: Stronger links with kura and regional Māori communities have been formed via Te Wiki Hā and outreach teams.

Pasifika student engagement also increased through new school partnerships.

Capability 7: Partnerships and collaboration

Success: Collaboration between Inclusive Education, Te Manutaki, Student Support and Academic Advisors has improved response time and intervention quality.

Evaluation of progress: areas of concern

Pasifika qualification completions still lag. Qualification completion rates for Pasifika learners (33.3%) remain below target. Barriers include financial hardship, lack of tailored academic planning and limited peer-to-peer mentoring.

- Our response is to plan strategic action via a new Pasifika Success Plan, including tailored scholarships, a Pasifika Academic Advisor and community-aligned initiatives.

There has been inconsistent implementation of Inclusive Design. While training occurred, not all course redevelopment efforts embedded inclusive principles effectively.

Some staff need ongoing support and clearer accountability measures.

- Our response is to establish minimum inclusive design standards and peer review across the university.

Incomplete case management implementation means the vision of a shared learner support platform is progressing slowly.

- Our response has been to gain investment approval for CRM scoping and a multi-unit project in 2025.

Pasifika cultural capability development has been limited, with Pasifika perspectives not embedded as robustly as Māori frameworks.

- Our response is to partner with LUPISA to co-develop cultural capability sessions specifically focused on Pasifika learners.

Resource and staffing gaps in key support units mean there is pressure on Inclusive Education and Te Manutaki during peak times. A proposal is underway to cross-train a general student support team to handle basic equity case triage.

Manaaki Tauri Next Steps

Lincoln University’s Manaaki Tauri framework is delivering clear gains in learner success. The interventions that have succeeded most are those embedded within existing academic and cultural frameworks and supported by cross-functional collaboration. Areas for improvement, particularly around Pasifika success and inclusive teaching consistency, are acknowledged and addressed through strategic actions underway.

The lessons learned continue to shape the evolution of learner success at Lincoln and inform both resource allocation and strategic priorities for the next Investment Plan cycle.



Lincoln University’s Disability Action Plan and Progress Update

The Disability Action Plan (DAP) focuses on creating an inclusive and accessible environment that enables disabled taura to participate in all aspects of learning and research, including cultural, social, on-campus accommodation, and extra-curricular activities.

The primary objectives of the plan are to:

- Improve equity for disabled taura and staff through an accessible and inclusive teaching, learning, research and working environment.
- Develop an environment that celebrates and values disabled taura and staff.

DAP Workstreams

To date, 17 of the original 33 Disability Action Plan workstreams have been implemented, covering areas such as

- Training and capability
- Accessible technology
- Accessible environment
- Implementation and strategy
- Monitoring and review.

Training and capability (TC)

TC1 Kia Ōrite Disability confidence e-learning modules.

Working drafts of the Lincoln University version of the TEC/Achieve eLearning modules are in development. These are on track for completion in 2025.

TC2 New staff induction and orientation

This workstream is complete. Inclusive education staff have been integrated as a permanent part of Lincoln University’s annual New Staff Orientation and Student Orientation programmes. Supported by Student Experience Wheako Taura and Student Events, these orientations now incorporate quiet times to foster inclusivity for individuals with disabilities.

TC3 Alternative assessment

A draft paper is in progress for the Learning and Teaching subcommittee of the Academic Board for consultation and endorsement. This workstream is on track for completion in the second quarter of 2025.

TC4 Gradebook

This workstream is complete. Gradebook was successfully integrated into every class in 2024. The Manaaki Taura monitoring and tracking framework has oversight of its adoption and correct use by examiners.

TC5 Course design

This workstream is complete. Changes were successfully implemented into the appropriate forms and guides so that consideration for accessibility issues is now considered as part of the new learning experience development process.

University of choice (UC)

UC1: Enrolment

This workstream was completed in 2024 and addressed modifying our enrolment systems to include and track the TEC-directed disability/impairment criteria and questions.

UC2: Financial assistance

Specifically addressing assistance for assistive technology and disability assessment for services, this fund was established in the second quarter of 2024 and is monitored by Inclusive Education staff. Students working with Inclusive Education are notified of its existence when needed.

UC3: Transition

Inclusive Education now regularly collaborates with student recruitment, participating in engagement activities

like Open Days, school presentations and other recruitment events. This aspect is fully integrated and is now business as usual.

The second part of the initiative focuses on developing and promoting support for students transitioning from university into the workforce. The Lincoln University Student Career Centre is currently developing resources for this, aiming to integrate them into standard operations by the fourth quarter of 2025.

UC4: Inclusive Education – Nomenclature

This workstream is concluded. The University considered a name change for the Inclusive Education team to make it clearer that it was for student disability support services. After consultation with both staff and students, the name was not changed.

UC5: Inclusive Education – Webpage

The IE external-facing webpage on Lincoln.ac.nz was added as a link on the footer so it is accessible from every page. This workstream is complete.

UC6: Recorded lectures and tutorials

Lincoln University requires classes to be recorded where room technology permits. Currently, while all lectures in teaching spaces can be recorded, this is not possible for all tutorials due to limitations in room technology. To address this, the Lincoln University Space Management Committee is developing a ten-year plan to upgrade all teaching locations, including tutorials and laboratories.

UC7: Mentoring

The workstream is complete. In 2023, the University established a Campus Buddy programme.



Inclusive Education staff further enhanced this programme by providing additional support to students with disabilities upon request.

UC8. Dedicated Space

A new neurodiverse-dedicated room has been established as part of the George Forbes Building north side redevelopment under the Campus Development Programme. This room is currently being equipped with lighting, controls, seating options, weighted blankets and other tactile accessories. This workstream is now concluded.

UC9: Inclusive language and images

The workstream is ongoing with multiple contributing teams looking at ways to ensure we are using inclusive language and images in our collateral materials.

UC10: AIDE (Accessibility, Inclusivity, Diversity and Equity) planning

A University-wide EDI considerations document is under development to ensure all events and activities are adequately planned, considered and monitored.

UC11: Disabled Student Voice

A Disability, EDI and Wellbeing Representative sits on the Lincoln University Student Association Executive. ICONIC, a student club, was initiated and supported by students.

UC12: Student Progress Reporting

The workstream, now complete for the Disability Action Plan, falls under the Manaaki Tauira project following the identification of appropriate baseline data and the establishment of objectives.

UC13: Policy

The workstream was withdrawn following the creation of a Lincoln University Equity, Diversity and Inclusion Policy. The policy was reviewed by the Inclusive Education Team Leader, who noted that students with disabilities would be covered by the inclusion of the policy.

Accessible technology (AT)

AT1: International accessibility standards

While our systems are fully accessible, the content within them is not. In late 2024, the Learning, Teaching and Library website underwent a full accessibility review, with a report developed as part of a student project. In 2025, Learning, Teaching and Library will pilot the suggested changes on their website. This pilot aims to inform a wider institutional review of all systems and websites, which will require future investment. This workstream is partially complete.

AT2: Procurement

We have now integrated disability and accessibility concerns as criteria within our procurement process, having worked closely with Procurement. This workstream is complete.

AT3: Assistive technology

This workstream is complete. Inclusive Education now ensures students receive the necessary information during the intake process, including details on internal resources and recommended partner organisations.

Accessible environment (AE)

AE1: Physical environment

Lincoln University Property Group project planning now includes a disability audit for every building project, whether new or for refurbishment. A campus-wide review of the outdoor space, including pathways and lighting, was recently completed.

AE2: Physical accessibility and AE3: Compliance audits

The Campus Development Programme team conducts accessibility compliance audits on all new and refurbished building projects, where the project is funded for delivery. Further institutional investment may be required to progress these workstreams in alignment with the Disability Action Plan (DAP).

AE4: Lighting

The area of concern identified by this workstream has been addressed. Future enhancement will be either on a building-by-building basis as projects are funded and approved, or as part of a campus-wide update of the Master Plan to further enhance accessibility considerations.

Implementation and strategy (IS)

IS1: Approval

The Lincoln University Disability Action Plan was approved by Council in July 2023. This workstream is complete.

IS2: Implementation

Implementation of the plan began in October 2023 with the hiring of a dedicated project coordinator. The Deputy-Vice Chancellor Student Life sponsors the plan while the Director of Learning, Teaching and Library currently leads it. We plan for the Inclusive Education Team Leader to assume leadership in future, as this role already contributes to and leads workstreams within the DAP.

IS3: Strategy

Lincoln University's Midpoint Strategy Update includes the following action for implementation 2024-28 for its first strategic goal: "Fully implement Manaaki Tauira, our learner success framework that elevates outcomes for Māori; grows Pasifika; ensures equity of access for students with disabilities and supports all tauira."

IS4: Strategic communications

Strategic communications about both Manaaki Tauira and the Disability Action Plan have been shared on the Lincoln University intranet and periodically as part of All-Staff briefings. In addition, an introduction to the Disability Action Plan is provided at New Staff Orientation.

The Action Plan is available on the Lincoln University external website, and we are currently working with Marketing to ensure quarterly updates are posted and available as well.

IS5: Equity and diversity

The University established an EDI Steering Group to create the EDI policy, and the Inclusive Education Team Leader participates as required. This workstream is complete.

External partnerships/affiliations

As part of their operational responsibilities, the Inclusive Education Team Leader is establishing connections with local agencies and support partners.

Monitoring and review (MR)

MR1: Review mechanisms and reporting

As part of the Manaaki Tauira Learner Success framework, formal, cyclical review and reporting mechanisms have been established, including monthly and quarterly reporting on the overall implementation, progress, and status of the Disability Action Plan. Quarterly Programme Status Reports track delivery against objectives.

Accessibility and inclusion projects associated with the Disability Action Plan feed into performance metrics.

MR2: Risk register

A project risk register has been established and is periodically reviewed and updated as needed.

Impact on learners and evidence of effectiveness

Lincoln University's strategic interventions have laid the groundwork for more equitable access to learning and support. These efforts directly benefit disabled students by ensuring they receive personalised support, while also embedding accessibility principles into institutional systems such as assessment design, staff training and stakeholder engagement.

While system-wide measurement is ongoing, early feedback and qualitative data from disabled learners suggest significant improvements in course completion and first-year retention at levels 7 and 8-10.

Moving forward, we anticipate these interventions to continue enhancing both the academic experience and student satisfaction. The University is committed to creating an inclusive environment where every learner, regardless of their background or ability, has equitable access to success.

Fostering an enabling environment

Since the Disability Action Plan was first drafted in 2022, there has been a 106% increase in the number of different disabilities students self-report, alongside a 69% increase in the number of students receiving support.

Notably, in 2024, there was a 1020% increase (tenfold) in the number of students with autism spectrum disorder (ASD) receiving assistance on campus. This significant rise suggests that the Action Plan's implementation is fostering a more welcoming and open environment for students with disabilities, and that students are becoming more comfortable in self-reporting their needs.

Addressing gaps in educational outcomes and lifting performance

We recognise that student disclosure of disability does not fully capture the true volume of students who are impacted by non-inclusive or unadaptive learning practices. Our current monitoring primarily reflects the experiences of students who choose to disclose their disabilities, which may not provide a complete picture of accessibility gaps across the broader student body.

In response, we are adopting holistic, inclusive strategies designed to benefit all students, regardless of whether they identify as disabled.

These strategies include:

- Embedding accessibility practices into course design, assessments and digital platforms to ensure learning environments are universally accessible and adaptable
- Upskilling academic and professional staff in inclusive education practices through bespoke training and guidelines for alternative assessment design, ensuring support for diversity and inclusion is proactive rather than reactive
- Enhancing digital accessibility to provide more equitable access to online content, thereby reducing barriers for students with disabilities and improving engagement for all learners.

We anticipate that these inclusive approaches will not only address the specific needs of students who disclose disabilities but will also lead to increased performance and engagement for all students, as we move towards a more accessible and inclusive environment for everyone.

Monitoring and evaluation of progress

The Learning, Teaching and Library Special Projects Coordinator tracks each initiative and keeps the project team informed.

The plan is also monitored weekly by the Project Owner, discussed monthly with the Project Sponsor and reported on quarterly to the Manaaki Tauira Steering Committee.

The Disability Reference Group helps identify and workshop issues related to the Disability Action Plan’s implementation. Quarterly Programme Status Reports track delivery against objectives and the Manaaki Tauira Progress Measures (based on Educational Performance Indicators) benchmark performance annually.

Our multi-layered monitoring approach for individual workstreams tracks both implementation and impact.

Examples include:

- Pilot initiatives, such as the Learning, Teaching and Library website accessibility upgrade, serve as test cases with defined outputs, feedback loops and a path to scaled application
- Project reporting mechanisms (e.g., within the Digital and Web Accessibility Proposal) include milestone tracking, resource accountability, and cross-functional involvement to ensure delivery.

Learner engagement and feedback have been embedded into several business-as-usual functions, helping to monitor the relevance and effectiveness of actions.

These include the Annual Student Satisfaction Survey, Inclusive Education consultations, Disability Reference Group consultations and workshops.

Interventions and Initiatives

Our interventions are broad, with foundational efforts focused on increasing access and participation.

Our current Disability Action Plan focuses on activities to enhance campus and teaching resources, alongside increasing academic and health and wellbeing support.

From a campus perspective, this involves:

- Integrating accessibility reviews into every building refurbishment project
- Conducting an accessibility review of our Campus Master Landscape Plan
- Ensuring our most frequently used software systems are designed to be accessible
- Conducting an accessibility review of the content on Te Kete Wānaka (Learning, Teaching and Library website), our student-facing academic support website.

In student support, we have helped organise ICONIC, the students with disabilities club, and established a Disability, EDI and Wellbeing Representative on the Lincoln University Student Association Executive. We have also recently opened the campus’s first purpose-built Neurodiverse room and relocated the Inclusive Education team into the same building as the other student-facing academic support teams.

Gradebook is now installed and active in every course, allowing both students and staff to better monitor student progress. While not considered part of the Disability Action Plan, the Course Enhancements project, now business-as-usual, introduced an accessibility review to ensure courses were built with accessibility issues in mind.

Evaluation and Impact

At this stage, most of our Disability Action Plan’s formal monitoring focuses on individual workstream delivery, meaning we track completion percentages rather than direct student impact. Given the foundational nature of our DAP, our initial focus has been on establishing core services. This approach allows us to build an accurate baseline from which we can effectively measure the impact of future enhancements on students.

Evaluation of Progress

Our current project tracking and evaluation demonstrate Lincoln University’s success in implementing its Disability Action Plan. Two years into the project, we have now completed 51% of our original 33 workstreams.

In some instances, where the workstreams were established before consulting implementing units, we have made ongoing efforts to engage internal partners. This ensures our operational implementation plans are appropriately scaled. For example, Learning, Teaching and Library conducted a website accessibility review, working with Information Technology Services to develop a University-level plan to meet the International Accessibility Standards across all University websites, content and applications.

As we complete the current Action Plan’s workstreams, we have identified areas requiring further investigation for future action. Key among these is ensuring we address International Accessibility Standards campus-wide and embedding physical accessibility into our next Disability Action Plan and long-term project planning.

Data on students accessing Inclusive Education services shows that we are creating an environment where students feel safe and supported to seek assistance. This is leading more and more students to increasingly request these services.

The Cycle 6 Academic Audit panel recommended that Lincoln University assess how planned support under the Disability Action Plan is being consistently implemented across the University. Our next steps will include recognising the need for ongoing coordination and monitoring of equitable implementation.

Successes and areas of concern

Student engagement with support services is a clear indicator of success, as is the strong representation of disability in the Equity, Disability and Inclusion policy.

Operational success is evident in the delivery and completion of workstreams using existing operational budgets and workplans. While this approach has sometimes slowed progress due to existing staff commitments, this has also led to a more rapid transition to standard operations than might have occurred under a separate project. A 0.6FTE Project Coordinator supports tracking progress across individual workstreams.

Staff changes, particularly the resignations of two Inclusive Education Team Leaders during the plan’s term, have added additional time and knowledge costs to implementation. As our reporting shows, we continue to prioritise the Team Leader role in implementing the plan. We have also reserved the original intention for this role to be the principal coordinator, given the high student demand for Inclusive Education services.

It will be important to rescope selected workstreams with appropriate time and resource goals when the next Disability Action Plan is drafted. We will particularly need to account more fully for the specific needs associated with cross-unit collaboration. We remain confident that we will continue to deliver on the spirit of the re-scoped workstreams across all planned areas.

Disability Action Plan Next Steps

Lincoln University has just passed the mid-point of our first Disability Action Plan (2023-2026). Over the next 18 months, we will continue to advance as many workstreams as possible, expecting positive outcomes from the majority of the remaining initiatives.

We’ve reached a point where greater engagement and ownership from other business units are essential for the long-term progress of some initiatives. Therefore, over the next few months, we will be rescoping the outstanding workstreams in the Disability Action Plan to better operationalise and define achievable results.

We have learned the importance of cross-unit discussions to confirm what is feasible within current resources and time frames.

We have also identified areas, particularly concerning International Accessibility Standards, where the required work and cost currently exceed the scope and resources of the involved teams. By the third quarter of 2025, we anticipate having re-scoped these outstanding workstreams to define more achievable results under the current plan. These results will both advance our current efforts and help to set the stage for our next plan.

Beginning in 2026, Lincoln University will progress the creation of its next Disability Action Plan to continue advancing this important work. We intend to align this new plan with the refreshed New Zealand Disability Strategy, which is currently in development. This Plan will be created in consultation with staff and students living with disabilities and will also fully integrate with Lincoln University’s strategies and plans.

We anticipate the next plan’s workstreams will include:

- Results of the re-scoping exercise
- New items identified by our Disability Reference Group
- Work identified as necessary, building off completed Action Plan workstreams.

A high priority for the immediate future is addressing the issue of retaining an Inclusive Education Team Leader and ensuring this role is securely in place to progress relevant workstreams. Short-term staffing options do not provide the necessary depth of knowledge, need and means that workstream responsibilities must be shared across the Project Coordinator, the Director of Learning, Teaching and Library, and the Manager of Learning and Teaching Excellence. Key recommendations for the immediate future include appropriate staffing to ensure consistency across workstreams and considering establishing a dedicated project team reporting to the business owner.



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