



LINCOLN UNIVERSITY COUNCIL

AGENDA & PAPERS

**At 9am on Tuesday, 30 July 2024 a meeting of Lincoln University will be held in
Whare Auaha Meeting Room, Ground floor, Waimarie, Lincoln Campus**

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



Strategy Goals and priority areas in 2020-2024



Renewal Strategy

Priority Areas

Goal 1	A distinctive Aotearoa New Zealand end-to-end student experience	→	Campus Living Laboratory Work integrated learning programme
Goal 2	Improved assets and sustainable operating models	→	Campus development Objectives and KPIs for academic and service support New and improved timetable Living standards framework
Goal 3	A culture which stimulates and inspires staff and students	→	Bicultural campus Increased professional development activities Workload allocation model

Shaping Strategy

Priority Areas

Goal 4	A world-class research and teaching precinct	→	Land-based postgraduate research school Centres of Excellence Online and blended delivery
Goal 5	An organisation focussed on meaningful partnerships	→	Stakeholder engagement Research partnerships
Goal 6	Facilitating growth	→	Education partnerships Scholarships investment

Council Meeting - 30 July 2024

CONFIDENTIAL



30 July 2024 09:00 AM - 01:00 PM

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16. Next Meeting

9am on Tuesday 27 August 2024, in Whare Auahu Meeting Room, ground floor, Waimarie, Lincoln Campus and by MS Teams.

Karakia Timataka

Kimihia rapuhia

Whaia ki te Uru Tapu nui o Tane

Tane te waioara

Tane te wanaka

Tane te tokoraki

Putā ki te whaiao ki te ao marama

Tu te kana

Tu te maraka

Te tu hi te rarama

E noho te mataara nei

E roko whakairia ake ki ruka

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

Opening Prayer

Let us pursue and follow Tāne into the highest realms.

The sacred repository of knowledge.

Tāne, the waters of life and wellbeing.

Tāne, the repository of all knowledge and wisdom.

Tāne who propped up the heavens.

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

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

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

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

Join it, gather it. It is done!

Council Meeting - 30 July 2024 - Disclosures of Interest

STRICTLY CONFIDENTIAL					
2024 Lincoln University Council Members' Interests Register					
Councillor	Name of Company / Institution	Dates Applicable	Position	Comments	Updated
Janice Fredric	Mainpower Ltd	Current	Director		Feb-22
Janice Fredric	Aurora Energy Limited	Current	Director		Jul-22
Janice Fredric	Aviation Security Services	Current	Chairman		
Janice Fredric	Civil Aviation Authority	Current	Chairman		
Janice Fredric	Unity Credit Union	Current	Chair of Audit and Risk Committee	Formerly Credit Union Baywide and Credit Union South ends on 28 October 2022	Oct-22
Janice Fredric	Green Power New Zealand Ltd	Current	Director	Resigned with effect from 12 May 2023	May-23
Janice Fredric	Mt Cass Wind Farm Ltd	Current	Director	Resigned with effect from 12 May 2023	May-23
Janice Fredric	Timaru District Council	Current	Independent member of Audit and Risk Committee		
Janice Fredric	NZ Shipwreck Welfare Trust	Current	Trustee		
Janice Fredric	Tregynon charitable Trust	Current	Trustee		
Janice Fredric	NIWA	Current	Director		
Janice Fredric	NIWA Vessel Management Limited	Current	Director		
Janice Fredric	NZ Growth Capital Partners Limited	Current	Director		11-Sep-23
Janice Fredric	Aspire NZ Seed Fund Limited	Current	Director		11-Sep-23
Janice Fredric	Elevate NZ Venture Fund GP Ltd	Current	Director		11-Sep-23
Bruce Gemmell	The Gemmell Group Limited	Current	Director, Shareholder		Feb-22
Bruce Gemmell	The Highlanders GP Limited	Current	Director		
Bruce Gemmell	Miramar Consolidated Limited	Current	Director	Removed 21 May 2024	May-24
Bruce Gemmell	The Second Little Pig Was Right Limited	Current	Director, Shareholder		
Bruce Gemmell	ATT Trustee Limited & associated subsidiaries	Current	Director	Non-trading	
Bruce Gemmell	Lincoln Agritech Limited	Current	Chair		
Bruce Gemmell	Lincoln University Centennial Trust	Current	Ex-officio Trustee		
Bruce Gemmell	Lincoln University Foundation Trust	Current	Ex-officio Trustee	Formally constituted 12 November 2019	
Bruce Gemmell	Gemmell Finance Limited	Current	Director, Shareholder		
Bruce Gemmell	Nitrolabs Limited & Associated companies	Current	Director		
Bruce Gemmell	Central Plains Water Limited	Current	Director		
Bruce Gemmell	Buller Electricity Limited & associated subsidiaries	Current	Director	Director from 1 September 2021	
Bruce Gemmell	Planz Consultants Ltd	Current	Director		
Bruce Gemmell	Nexia Limited	Current	Director		
Bruce Gemmell	Selwyn District Council	March 2024 - current	Independent member of Audit and Risk Committee	Apopinted in March 2024	March-24
James Parsons	Ashgrove Genetics Limited	Current	Director		
James Parsons	Agfirst Northland Limited	Current	Director		
James Parsons	Trehear Limited	Current	Director, Shareholder		
James Parsons	Wools of New Zealand Holdings Limited	Current	Director		
James Parsons	Wools of New Zealand General Partner Limited	Current	Director		
James Parsons	Ashgrove Limited	Current	Director		
James Parsons	Ospri New Zealand Limited	Current	Director		
James Parsons	National Animal Identification and Tracing (NAIT) Limited	Current	Director		
James Parsons	TBFree New Zealand Limited	Current	Director		
James Parsons	Halter USA Inc	Current	Advisor		July-23
David Philip Jensen	Colebrook Kiwifruit Orchard GP Limited	2020-current	Chair		Feb-22
David Philip Jensen	Pongakawa Kiwifruit GP Limited	2020-current	Chair		
David Philip Jensen	Riverview Kiwifruit GP Limited	2020-current	Chair		
David Philip Jensen	Otamarakau Kiwifruit GP Limited	2020-current	Chair		
David Philip Jensen	Awakeri Orchard GP Limited	2019-current	Chair		
David Philip Jensen	El Dorado Orchard GP Limited	2018-current	Chair		
David Philip Jensen	Expressway Orchard GP Limited	2017-current	Chair		
David Philip Jensen	Gold Income GP Limited	2021-current	Chair		
David Philip Jensen	MyFarm Kiwifruit Fund	Jun 2024 - current	Chair		June-24
David Philip Jensen	Eastpack Limited	2018-current	Director		

Council Meeting - 30 July 2024 - Disclosures of Interest

Councillor	Name of Company / Institution	Dates Applicable	Position	Comments	Updated
David Philip Jensen	Merrijig Development sLimited	Current	Shareholder		
David Philip Jensen	Figured Limited	Current	Shareholder		
David Philip Jensen	New Zealand Dairy Dessert Company	Current	Shareholder		
David Philip Jensen	Fonterra	Current	Shareholder		
David Philip Jensen	Zespri	Current	Shareholder		
David Philip Jensen	Eastpack Limited	Current	Shareholder		
David Philip Jensen	LIC	Current	Shareholder		
David Philip Jensen	Ballance Agri Limited	Current	Shareholder		
David Philip Jensen	Farmlands Co-operative Society Limited	Current	Shareholder		
David Philip Jensen	Napoli Orchard GP	2018-current	Chair		
David Philip Jensen	Eastern Orchards Orchard GP	2019-current	Chair		
David Philip Jensen	Chair Gliding NZ Trust	Current	Trustee		
David Philip Jensen	PinPoint Labs	Current	Chair and Director	Elected Chairperson January 2023	Jan-23
David Philip Jensen	Pasture Accelerator	Current	Chair	JV between MPI, PGW, DairyNZ and Barenburg NZ	Apr-23
Professor Grant Edwards	Lincoln University	Current	Vice-Chancellor		Feb-22
Professor Grant Edwards	Lincoln University Council	Current	Ex-officio Member		
Professor Grant Edwards	Universities New Zealand, (Vice-Chancellors Committee)	Current	Ex-officio Member		
Professor Grant Edwards	New Zealand Food Innovation (South Island) Limited	Current	Director		
Professor Grant Edwards	Lincoln Agritech Limited	Current	Director		
Professor Grant Edwards	Lincoln University Foundation	Current	Ex-officio Trustee		
Professor Grant Edwards	Lincoln University Centennial Trust	Current	Ex-officio Trustee		
Professor Grant Edwards	Lincoln University Alumni Association	Current	Ex-officio Patron		
Professor Grant Edwards	Member of Steering Governance Group, Forage Value Index, 2014-present	Current	Member		
Professor Grant Edwards	South Island Dairying Development Centre Leaders Forum Chair	Current	Chair		
Professor Grant Edwards	Biological Heritage National Science Challenge, Challenge Parties Working Group (Co-Chair as UNZ representative)	Current	Co-Chair		
Professor Grant Edwards	Committee of University Academic Programmes (CUAP)	Current	Chair		
Professor Grant Edwards	Don Hulston Foundation	Current	Ex-officio University Trust		
Professor Grant Edwards	Ivey Hall and Memorial Hall 125th Anniversary Appeal Gifting Trust	Current	Ex-officio University Trust		
Professor Grant Edwards	Ivey Hall and Memorial Hall 125th Anniversary Appeal Taxable Activity Trust	Current	Ex-officio University Trust		
Professor Grant Edwards	John Mowbray Howard Tripp Agricultural Scholarship Trust	Current	Ex-officio University Trust		
Professor Grant Edwards	J W and Carrie McLean Trust	Current	Ex-officio University Trust		
Professor Grant Edwards	Kathleen Ann Stevens Scholarship Trust	Current	Ex-officio University Trust		
Professor Grant Edwards	Leslie John and Lola June Struthers Trust	Current	Ex-officio University Trust		
Professor Grant Edwards	Sir Arthur Sims Scholarship Trust	Current	Ex-officio University Trust		
Professor Grant Edwards	Vernon Willey Trust	Current	Ex-officio University Trust		
Professor Grant Edwards	Academic Quality Agency Board (as UNZ representative)	Current	Member		August-23
Puamiria Parata-Goodall	Lincoln University	Current	Council Member and Cultural Advisor	Cultural Advisor to Mana Whenua Cultural Narrative	Mar-24
Puamiria Parata-Goodall	Te Taumutu Rūnanga	Current	Portfolio Leader, Member of Executive		
Puamiria Parata-Goodall	Selwyn District Council	Current	Pou Kaiawhā, Executive Cultural Advisor		
Puamiria Parata-Goodall	AgResearch	Current	Consultant - Cultural Narrative		
Puamiria Parata-Goodall	Te Pakura Limited	Current	Director & Cultural Advisor to Mana Whenua Cultural Narrative		
Puamiria Parata-Goodall	Ngāi Tahu Fund	Current	Chair		
Puamiria Parata-Goodall	Canterbury Museum Board	Current	Member, Kaiurungi - Ōhāki o Ngā Tipuna, Cultural Advisor		
Puamiria Parata-Goodall	Te Pae Korako Ngāi Tahu Archives & Whakapap	Current	Member		
Puamiria Parata-Goodall	Rarotoka Management Limited	Current	Director, Shareholder		
Puamiria Parata-Goodall	Arts Council	Current	Member, Co-Chair - Komiti Māori		May-24
Elizabeth Hill-Taiaora	Te Taumutu Rūnanga	Current	Secretary & Oranga leader		Apr-23
Professor Derrick Moot	Lincoln University	Current	Professor		Jun-22
Professor Derrick Moot	Tertiary Education Union	Current	Member		Jun-22
Professor Derrick Moot	Free Speech Union	Current	Member		Jun-23
Dr Maria Janna van den Belt	Cogo Connecting Good Limited	Current	Shareholder		Jun-21
Dr Maria Janna van den Belt	College of Assessors of MBIE	Current	Member		
Dr Maria Janna van den Belt	EHF Fellowship	Current	Fellow		

Council Meeting - 30 July 2024 - Disclosures of Interest

Councillor	Name of Company / Institution	Dates Applicable	Position	Comments	Updated
Dr Maria Janna van den Belt	MPI Fisheries New Zealand	Current	Chief Economist	Updated name of organisation	May 24
Dr Maria Janna van den Belt	Global Research consortium (USA, China, Europe) Safe Seaweed by Design (research pr	Current to Feb 2023	Member of Advisory Board	Research project involving representatives from USA, China, Europe	Sep 23
Gabrielle Thompson	Olsen Thompson Limited	Current	Director & Shareholder		
Gabrielle Thompson	Hollyfort Farm Limited	Current	Shareholder		
Gabrielle Thompson	Selwyn Thompson Limited	Current	Shareholder		
Gabrielle Thompson	Silver Fern Farms Co-Operative Limited	Current	Director		
Gabrielle Thompson	Thompson Family Trust	Current	Trustee		
Gabrielle Thompson	Pretty in Pink Charity Trust	Current	Trustee		
Gabrielle Thompson	Ballance	Current	Shareholder		
Gabrielle Thompson	Farmlands Co-Operative Ltd	Current	Shareholder		
Gabrielle Thompson	Thompson Property Trust	Current	Trustee		
Gabrielle Thompson	Ravensdown	Current	Shareholder		
Gabrielle Thompson	Thompson Forestry Limited	Current	Director and Owner	Effective from 15 December 2022	
Demetrio Cooper	Lincoln University Students' Association	Current	President		Dec-23

Register of interests – Senior Leadership Team – 2024

SLT member	Organisation	Date	Position	Notes
Grant Edwards	Lincoln University	Current	Vice-Chancellor	
	Lincoln University Council	Current	Ex-officio Member	
	Universities New Zealand, (Vice-Chancellors Committee)	Current	Ex-officio Member	
	New Zealand Food Innovation (South Island) Limited	Current	Director	
	Lincoln Agritech Limited	Current	Director	
	Lincoln University Foundation	Current	Trustee	
	Lincoln University Centennial Trust	Current	Trustee	
	Member of Steering Governance Group, Forage Value Index, 2014-present	Current	Member	
	South Island Dairying Development Centre Leaders Forum Chair	Current	Chair	
	Biological Heritage National Science Challenge, Challenge Parties Working Group (Co-Chair as UNZ representative)	Current	Co-Chair	
	Committee of University Academic Programmes (CUAP)	Current	Chair	
	Academic Quality Agency for New Zealand Universities (AQA)	Current	Board Member	
	Don Hulston Foundation	Current	Ex-officio University Trust	
	Ivey Hall and Memorial Hall 125th Anniversary Appeal Gifting Trust	Current	Ex-officio University Trust	
	Ivey Hall and Memorial Hall 125th Anniversary Appeal Taxable Activity Trust	Current	Ex-officio University Trust	
	John Mowbray Howard Tripp Agricultural Scholarship Trust	Current	Ex-officio University Trust	
	J W and Carrie McLean Trust	Current	Ex-officio University Trust	
	Kathleen Ann Stevens Scholarship Trust	Current	Ex-officio University Trust	
	Leslie John and Lola June Struthers Trust	Current	Ex-officio University Trust	
	Sir Arthur Sims Scholarship Trust	Current	Ex-officio University Trust	
	Vernon Willey Trust	Current	Ex-officio University Trust	
Karen McEwan	Lincoln University	2019-	Executive Director, People, Culture, and Wellbeing	

Updated Feb 2024

Council Meeting - 30 July 2024 - Disclosures of Interest

	Senior Leadership Team, Lincoln University	2019-	Member	
	Ceiling Clean WGTN Limited	1982-	Shareholder	
Susie Roulston	Lincoln University	2021-	Chief Operating Officer	
	Senior Leadership Team	2021-	Member	
	Hayden Roulston Limited	2017		Susie's Partner (sports Coaching)
	Lincoln University Property Joint Venture Limited	2022-	Director	From 1 December 2022
Alistair Pearson	Property Council New Zealand	2019-current	Executive	
Chad Hewitt	Royal Society of New Zealand	Current	Member	
	Universities New Zealand, DVC Research Committee	Current	Ex-officio member	
	Universities New Zealand, DVC Academic Committee	Current	Ex-officio member	
	Universities New Zealand, CUAP	Current	Ex-officio member	Effective 31/10/2023
	NZ Synchrotron Group Ltd	Current	LU Representative	
	College of Assessors	Current		
	Better Border Biosecurity Collaboration Council	Current	Member	
	LU Senior Management Team	2023-		
	HZAU Lincoln Joint Institute Joint Management Committee	2024-	Vice-Chair	Effective 3/7/24
	Bioprotection Aotearoa Strategic Advisory Board	2024-	Host Representative	Effective 3/7/24
Merata Kawharu	Tūrama Trustees Limited	Current	Director	
	Nukuroa Consulting Limited	Current	Director & Shareholder	
	Takarangi Limited	Current	Director	
	E Mara E Limited	Current	Director & Shareholder	



LINCOLN UNIVERSITY COUNCIL

Minutes of a meeting held on Tuesday 28 May 2024 at 9am in Whare Auahu, ground floor, Waimarie and online via MS Teams

Meeting Minutes

Present: Mr B Gemmell (Chancellor), Prof G Edwards (Vice-Chancellor), Mr D Cooper, Mrs M Ash, Dr Marjan van den Belt, Mrs P Parata-Goodall, Mr D Jensen, Mrs G Thompson, Mrs J Fredric, Prof D Moot, (each a Council Member).

Via MS Teams: Mr J Parsons, Mrs L Hill-Taiaroa

In attendance: Mrs S Roulston (Chief Operating Officer)
Mr D Lodge (Deputy Vice-Chancellor, Student Life)
Mr N Heslop (Council Secretary)
Dr C Hewitt (Provost)
Mr R Michelle (Te Awhioraki Tumuaki)
Ms K Bramley (Te Awhioraki Tumuaki)
Prof Merata Kawharu (Deputy Vice Chancellor, Māori)

Meeting started at 9.02am.

1. Welcome/Karakia/Apologies

Mr R Marshall opened meeting with karakia.

The Chancellor acknowledged Kendall Bramley, Te Awhioraki Tumuaki at her first Council meeting.

Resolution

That Council:

1. Receive an apology for lateness from Mrs L Hill-Taiaroa.

Resolution

MOTION CARRIED

2. Disclosures of interests

The interest register was NOTED.

3. Confirmation of the Previous Meeting Minutes

Council RESOLVED:

To confirm the minutes from the Council meetings held on 30 April 2024 as true and correct.

Resolution

MOTION CARRIED

4. Matters arising from the Minutes

The action register was NOTED.

#550 – this item is included in the agenda and can be marked complete.

#557 – this item is ongoing and scheduled for presentation in October 2024

#558 – this item is ongoing and will be presented in August 2024.

#560 – this item is completed and can be marked complete.

5. Notice of items of General Business

Dr. M van den Belt tabled a discussion item about free speech.

6. Vice Chancellors Report

The report was taken as read. The Vice Chancellor highlighted the following:

- Graduation week was successfully held. Initial conversations started about planning for 2025 and how events integrated with other events on Lincoln Campus.
- HZAU Joint Institute has been approved by the Ministry of Education in China. Four qualifications are involved in this program with an expected commencement roll of 240 students when the course starts in September 2024.
- Christine Jasoni has been appointed dean of AGLS. She is currently head of anatomy department at Otago University and will commence her role in September 2024.

Council discussed the planning arrangements in place that will take place to prepare for an increased number of graduation ceremonies in 2025.

Council Resolution

That Council:

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

MOTION CARRIED

Resolution

7. LUSA Report

The report was taken as read. The LUSA President highlighted the following:

- Graduation Ball was a sold-out event. Some family members of international students also attended. A change of venue may be required in future years due to capacity limits at the existing venue.
- LUSA is having ongoing conversations with Police about their concerns over student behaviour. LUSA has prepared a community mitigation impact plan for the Garden Party and it is hoped an alcohol licence will be granted.

Te Awhioraki has started a weekly one-hour study time for students to gather, receive support and assistance.

Council Resolution

That Council:

1. RECEIVE the information in the LUSA Report.

Resolution

MOTION CARRIED

8. Streamline Committee Structure

The report was taken as read. The Council Secretary informed Council:

- The proposal is to disestablish Audit & Risk, Capital Assets, & He Toki Tarai Committees and form a new Audit, Risk & Assurance Committee.
- Council will pick up responsibilities formerly held by He Toki Tarai.
- Proposed membership of the newly formed Committee is are existing members of Audit & Risk and Capital Asset Committee members. There is an opportunity to bring up to two people outside of Council for additional expertise.
- The proposed terms of reference for the new Committee include responsibility for health and safety in paragraphs 2.15 to 2.18.

Council discussed the appropriate place for health and safety oversight and agreed to remove paragraphs 2.15 – 2.18 from the Audit, Risk, & Assurance Committee terms of reference.

Council encouraged further thought on Committee structure and the appropriate place for visibility of health and safety issues.

Council Resolution

That Council:

1. **ADOPT** the Audit, Risk, and Assurance Committee terms of reference as outlined in Appendix A with minor amendments with effect from 1 June 2024.
2. **NOTE** that Council agreed to remove the health and safety functions in paragraph's 2.15 to 2.18 from the terms of reference outlined in Appendix A.
3. **DISCONTINUE** the Audit and Risk Committee, Capital Asset Committee and He Toki Tārai committees with effect from 31 May 2024.
4. **APPOINT** the following Council members to the Audit, Risk, and Assurance Committee with effect from 29 May 2024 until the end of the 2024 calendar year:

Resolution

- a. Janice Fredric (chairperson)

- b. Puamiria Parata-Goodall
- c. David Jensen
- d. Grant Edwards (ex-officio)
- e. Bruce Gemmell (ex-officio)

5. **NOTE** the indicative workplan for ARAC included in Appendix C will be finalized by the Council Secretary and Chief Operating Officer before being presented to the ARAC for adoption at its next meeting.

MOTION CARRIED

9. General Business

Council discussed free speech on campus and how the university may respond to any student occupation on campus grounds, noting other universities have had student activity on their campus' recently.

Council agreed that these student activities should be addressed as a health and safety issue. Lincoln is in the process of developing a free speech policy.

Council noted that Lincoln has received several OIA requests about Lincoln's research and investment involvement with Israel and the military industry generally.

Council adjourned at 10.25am and reconvened at 10.36am

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

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

General Subject Matter	Reason for passing this resolution in relation to each matter	Grounds under section
Update on University Advisory Group	To enable free and frank expression of opinions by or between or to members or officers or employees of the University	7(2)(f)(i)
Audit & Risk Committee 1. Report 2. Minutes from meeting on 21 May 2024 3. 3+9 Operating Reforecast 4. PBRF Audit Report 5. 2025 Fee Setting Report	To avoid prejudice or disadvantage to the commercial activities of the University To prevent the disclosure or use of official information for improper gain or improper advantage	7(2)(h) 7(2)(j)
Capital Asset Committee 1. Report 2. Minutes from the meeting on 21 May 2024 3. 3+9 Capex Reforecast 4. Waimarie Close Out Report 5. Catered Hall Detailed Business Case & Concept Design 6. Lincoln Agritech Limited Investment Case 7. Ellesmere Junction Road Childcare Centre Demolition & Asset Disposal 8. Campus Development Programme Dashboard Report	To enable free and frank expression of opinions by or between or to members or officers or employees of the University To prevent the disclosure or use of official information for improper gain or improper advantage	7(2)(f)(i) 7(2)(j)
Monthly Recruitment Report	To avoid prejudice or disadvantage to the commercial activities of the University To prevent the disclosure or use of official information for improper gain or improper advantage	7(2)(h) 7(2)(j)

Finance Report	To avoid prejudice or disadvantage to the commercial activities of the University	7(2)(h)
	To prevent the disclosure or use of official information for improper gain or improper advantage	7(2)(j)
Health & Safety Report 1. Report	To avoid prejudice or disadvantage to the commercial activities of the University	7(2)(h)
	To prevent the disclosure or use of official information for improper gain or improper advantage	7(2)(j)

I move also that: Professor Grant Edwards (Vice-Chancellor), Prof Chad Hewitt (Provost), Ms K McEwan (Executive Director People Culture and Wellbeing), Prof Merata Kawharu (Deputy Vice Chancellor, Māori and Pasifika), Mrs S Roulston (Chief Operating Officer), Mr D Lodge (Deputy Vice-Chancellor, Student Life), Mr T Osborne (Director of Finance), Mr R Michelle & Ms K Bramley (Tumuaki-Takirua Te Awhioraki), Ms Y Yang (NZ Audit), Mr D Cooper (LUSA President), and Mr Nathaniel Heslop (Council Secretary), be permitted to remain at this meeting after the public has been excluded, because of their knowledge of the various matters being discussed. This knowledge, which will be of assistance in relation to the matters to be discussed, is relevant to those matters because of their involvement in the development of reports to Council on these matters.

MOTION CARRIED

The public were readmitted to the meeting at 12.05pm

14. Closure and next Meeting

The meeting closed at 12.06pm.

The next meeting is scheduled for Tuesday, 30th July 2024 at 9am and will be held in Whare Auahu, ground floor in Waimarie, at Lincoln Campus.

CONFIRMED THIS 30th DAY OF July 2024

BRUCE GEMMELL
CHANCELLOR

Matters Arising from Minutes

Action Number	Action Summary	Action Type	Originating Meeting	Agenda Item	Destination Meeting	Responsibility	Due Date	Status
554	Human Ethics Committee Terms of Reference Review	Report	Council	9	Council	Tavinor, Grant	15/08/2024	In Progress
602	Discuss Farms Committee and Council appointees	Call	Council	12		Gemmell, Bruce	19/07/2024	Not Started
	Council requested trend analysis for gender reporting on senior academic positions and a pay gap analysis on an							
557	annual basis.	Update Report	Council	11		McEwan, Karen	27/08/2024	Not Started
608	Arrange a presentation to Council on AI	Organise	Council	12	Council	Heslop, Nathaniel	1/10/2024	Not Started
609	Lincoln Agritech Deep Dive	Report	Council		Council	Heslop, Nathaniel & Edwards, Grant	17/10/2024	Not Started



Lincoln University Vice-Chancellor's Monthly Report to Council

Month: 18 July 2024

Excellent performance in Educational Performance Indicators for 2023

Lincoln University performed exceptionally well in the annual Educational Performance Indicators (EPI) released by the Tertiary Education Commission (TEC) for the 2023 year. The annual EPIs examine course and qualification completion rates, retention rates and progression to higher levels of study for institutions across the tertiary sector. Amongst the eight New Zealand Universities across all qualification levels, Lincoln University ranked **1st** for Course completion rate (90.5%), **2nd** for Qualification completion (73.7%) and **3rd** for First year retention rate (79.5%). For level 7 (undergraduate) degree enrolments, Lincoln University ranked **1st** for three EPIs: Qualification completion rate (74%), First year retention rate (81.5%) and Course completion rate (92.1%). At level 8-10 (postgraduate) Lincoln University ranked **1st** for Qualification completion rate. Lincoln University had the **highest** achievement for Māori students across the University sector for Qualification completion rate (65.1%), First year retention (87.5%) and Course completion (86.8%). For Pasifika students, Lincoln University **1st** for Qualification completion rate (70.6%), **1st** for First year retention (81.8%) and **2nd** for Course completion (75.6%).

Creating new pathways for student growth

Following approval by the Ministry of Education of the People's Republic of China, the University's new Joint Institute with Huazhong Agricultural University (HZAU) is set to welcome its first cohort of students to HZAU's campus in August 2024. This significant milestone highlights our commitment to expanding international partnerships and creating new pathways to support student growth and global engagement. It goes beyond our existing joint-degree programmes, articulation agreements and student exchange programmes.

The new Joint Institute will offer four Lincoln University programmes at HZAU, enhancing our reputation as a specialist university focused on the land-based sectors. The four programmes are the Master of Environmental Policy and Management; Bachelor of Science (Conservation and Ecology); Bachelor of Commerce (Horticulture); and Bachelor of Viticulture and Oenology.

The institute will have a total enrolment capacity of 1,000 students, with opportunities for growth in partnership and programme offerings beyond the initial numbers. It provides pathways for postgraduate students from HZAU to study at Lincoln University. It also includes a staff exchange component that fosters the global exchange of knowledge and innovation in the land-based sectors. Students will complete their studies in China and graduate with degrees from both Lincoln University and HZAU.

At the New Zealand-China High-Level Education Forum in Auckland on 14 June, co-hosted by the Chinese Minister of Education Huai Jinping and New Zealand's Minister for Tertiary Education and Skills, Hon Penny Simmonds, together with Prof Gao Chi, Chair of University

Council, a ceremonial plaque was unveiled to mark the launch of the Joint Institute agreement. The event was attended by the Vice-Chancellors of New Zealand's eight universities and 11 senior dignitaries from 11 Chinese universities.

Lincoln University also signed an MOU with China Agricultural University at the forum to establish a joint Carbon Zero Farm Research Lab, focusing on reducing greenhouse gas emissions on farms and improving carbon sequestration on farms.

The forum also announced the 2024 New Zealand-China Tripartite Partnership Fund recipients were also announced at the forum. Lincoln University's Professor Wanglin Ma was among the recipients.

Significant ranking achievements

Lincoln University achieved a significant milestone in the latest Global Times Higher Education (THE) Impact Rankings, rising to **3rd** in the world for SDG 2 Zero Hunger and 52nd for SDG 15 Life on Land, a considerable improvement from our previous rankings. Lincoln University also rose to the 101-200 band for overall university ranking for the first time. This demonstrates the University's commitment to sustainable practices for the land-based sector and its ecosystems.

The QS World University Rankings also brought good news as we maintained our position in the top 25% of universities worldwide, ranking 371 of 1503 universities. Notably, we ranked 61st in the International Faculty performance indicator, highlighting our global appeal and academic excellence. Our ranking of 88th for International Students further enhances our global attractiveness and campus diversity. Additionally, we achieved notable rankings of 249th in Citations per Faculty in the Faculty Student indicator.

Sustainability

The Lincoln University Energy Farm has progressed to the consenting phase, with applications submitted to Selwyn District Council and Environment Canterbury. This landmark project, the first high-value agrivoltaic system in Aotearoa is expected to be operational by mid-2025. The Energy Farm will supply 2.3 GWh of renewable energy to campus annually and serve as a research and demonstration platform for wide-ranging research projects, providing valuable opportunities for meaningful community engagement.

Lincoln University and the Global Environment Facility (GEF) have jointly agreed to establish the Gustavo Fonseca Applied Conservation Fellowship Programme. This initiative will provide fellowship and scholarship support for Masters and PhD students from developing countries and countries with economies in transition. Led by Associate Professor Stephen Espiner, the Faculty of Environment, Society and Design has secured approx. \$900,000 of GEF funding to support an initial cohort of seven postgraduate scholarships focused on aspects of applied conservation. Named after the eminent conservationist the late Dr Gustavo Fonseca, these scholarships target students from GEF-recipient nations in the Asia-Pacific region. Recipients will undertake research focused on addressing environmental issues or developing methods and field practices to foster conservation management and leadership skills.

Standards of good international standing maintained

The Academic Quality Agency (AQA) Cycle 6 Academic Audit has been completed, and the Audit Report for Lincoln University has been published. The audit covered all aspects of the

University relating to teaching, learning and student support. The audit panel presented its findings in the form of commendations of good practice, affirmations of positive actions and recommendations for areas of improvement. In the report's executive summary, AQA stated that overall, Lincoln University meets the outcomes and standards a university of good international standing would be expected to demonstrate, and therefore meets the expectations of the Cycle 6 Academic Audit Framework.

Strengthening Partnerships

Lincoln University has strengthened its longstanding relationship with Selwyn District Council by signing a Memorandum of Understanding (MoU) to work more closely together, ensuring a sustainable future for Selwyn and enhanced prosperity and well-being for its residents. Our two organisations have a history of sharing knowledge and expertise. The new MoU will expand these activities to include formal staffing exchange programmes, student internships, and other professional development initiatives, ensuring the district has the required workforce for the future.

Lincoln University hosted the South Island Dairy Event (SIDE) for its 25th conference. We were pleased to be a key partner of this event, which is the premier conference for the dairy industry in the South Island, and is now the largest of its kind in Aotearoa. The South Island Dairy Event (SIDE) took place over two days and it was great to welcome over 400 delegates, comprising farmers and others involved in the dairy industry to our campus.

New Appointment

We are pleased to announce the appointment of Professor Christine Jasoni as Dean of the Faculty of Agriculture and Life Sciences. Professor Jasoni will begin her role on 9 September 2024, following the completion of her current position as Professor and Head of the Department of Anatomy at the Otago School of Biomedical Sciences, University of Otago. Christine is renowned as a visionary leader with a talent for effecting positive change and a particular skill in building collaborative networks.

Additionally, Professor Alison Bailey has also been appointed to the role of Head of the Department of Farms, effective from 10 July 2024. [Alison Bailey](#) joined Lincoln University as a Professor of Farm Management in 2016, following her role as Director of the Farm Management Unit at the University of Reading, UK. She brings extensive expertise in farm system analysis and drivers of change.

Staff communication and engagement

The Senior Leadership Team remain focused on engaging and sharing information directly with our staff whānau using a multi-channel communications approach. In addition to the All Staff Briefings, the Vice-Chancellor's fortnightly staff pānui, and posting in-depth news and successes on the intranet, there is also a monthly kōrero with the Vice-Chancellor, which includes scheduled one-on-one 20-minute sessions for all staff to register. More than 200 staff joined the All Staff Briefing sessions held in May and again in early July. In May, the main topic of conversation was the Lincoln University Strategy Update, including the refreshed priorities and University-wide actions to 2028. July's topics included the Yourvoice report results and an update on the progress of our new Energy Farm and the Joint Institute with Huazhong Agricultural University.



Kia ora koutou

LUSA has been very busy with events since the past Council meeting. At the end of last semester Te Awhioraki held an end of semester wrap up event at Lone Star that was sold out and really enjoyed by students. LUSA held daily free food giveaways during study week.

As tradition we kicked off the start of Semester Two with ReOWeek. We had two free food giveaways, waffles on Monday and tacos on Tuesday. On Wednesday we held Winterball at the Woolston Club which was a sellout event with 900 people attending. We held Clubs Market Day on Thursday with 29 clubs, 10 external organisations and 5 LU departments, Te Awhioraki saw great engagement with international and new students. On the following Tuesday we held a postgrad/mature student Pub Quiz in combination with UCSA (Canterbury).

Our Special Liquor License has been granted for Garden Party, we hosted a free food giveaway and announced it in person first, the following day we put out comms on our social media. We are also holding a in person session (1st of August) where community members can provide feedback on our Community Impact Mitigation Plan.

Te Awhioraki will continue to hold study wā in week 3 with free lunch to support students with their studies. LUSA will be holding weekly lunch with the exec so that students can informally chat to LUSA if they have any issues or questions.

We also released a new issue of the RAM (student magazine) which had 15 articles in addition to updates from the executive on their respective portfolios and details about upcoming events.

During the holidays Te Awhioraki worked with Children's University to give children an experience on campus, this was held at Te Whare Whakakotahi to which they had great feedback that the children really enjoyed the activities throughout the two days.

The LUSA advisory panel in conjunction with the General Manager has undertaken a review of the executive pay. The President is now on \$57.5k, the VP is on \$10.6k and the rest of the exec are on \$7.1k. Te Awhioraki has similarly reviewed their pay structure and the Tumuaki and Tumuaki Tuarua will be at the same rate as LUSA, the rest of Te Awhioraki will remain at the current remuneration of 5k. Overall, this puts LUSA in the middle of hourly rates as compared to other student associations. The overarching intention of this review was to allow for more people to run for LUSA and Te Awhioraki with the overall goal as to have contested elections.

The focus of LUSA over the coming months will be around how we will represent students of the joint HZAU/LU venture. Additionally, renewing our Student Level Agreement (SLA) with the University.

Ngā mihi
Demetrio & Kendall



Student Services Fee 2025

As mentioned in the last Council meeting the LUSA President will bring forward the Campus Services Council's recommendations for 2025.

Summary:

The Campus Service Council held its first meeting on the 18th of March.

Student Feedback was gathered on the 29th of April at a free food event hosted by LUSA, 166 students responded to our survey. The response from our survey showed that students did not want to see an increase in the fee. The question 'I would be okay with an increase in the fee' received a 1.8 out of 5, with 1 being strongly disagree and 5 being strongly agree.

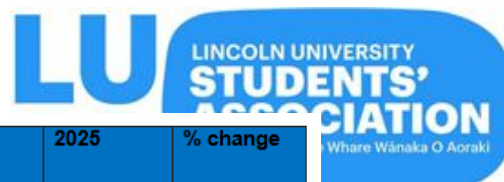
Of the total respondent's 103 were undergrad and 51 were postgrads. 93 were domestic and 57 international students. With the format of our survey students can leave at any time or skip questions as such that's why those numbers don't add up to 166.

A following meeting was held 13 of May. At which we set the overall in person full fee (table 2). The only increase is with the Health Center as they are expanding the services they provide.

Table one was distributed via email and voted on with all members in agreeance. As per the policy a formal survey will be made by the University to gather student feedback next year, with LUSA again gathering the more informal feedback the following year.

Recommendation:

That Council approve the Student Services Fee as outlined in table 1.



Compulsory Student Services Fee description	2022	2023	2024	2025	% change
Full year	\$850	\$880	\$913	\$930.26	1.89
Semester 1,2 or Full Summer school; 30 credits or more	\$425	\$440	\$456.5	\$465.13	1.89
Semester 1, 2; < 30 credits	\$210	\$220	\$230	\$234.35	1.89
November or January Summer School only	\$125	\$130	\$150	\$152.84	1.89
Research (full year) students will be charged depending on the number of months on campus, and full-time / part-time basis)	\$850	\$880	\$913	\$930.26	1.89
English language (per week)	\$17.5	\$17.5	\$18.1	\$18.44	1.89
Off Campus English Language (per week)	\$10	\$10	\$10	\$10	0
Off-Campus (>30 credits)	\$270	\$335	\$354	\$354	0
Off-Campus (<30 credits)	\$135	\$167	\$180	\$180	0

Table 1

		Off Campus		Full year	
		2024	2025	2024	2025
HLTH	COUNSEL	\$ 86.80	\$ 86.80	\$ 86.85	\$ 86.85
HLTH	HEALTH	\$ -	\$ -	\$ 115.88	\$ 130.88
EMPL	EMPLOY	\$ 26.29	\$ 26.29	\$ 26.31	\$ 26.31
FINA	HARDSHP	\$ 9.21	\$ 9.21	\$ 9.22	\$ 9.22
HOSP	SPORTS	\$ -	\$ -	\$ 232.64	\$ 232.64
LUSA	Te Awhioraki	\$ 45.51	\$ 45.51	\$ 45.54	\$ 45.54
LUSA	ADVICE	\$ 89.36	\$ 89.36	\$ 89.41	\$ 89.41
LUSA	CLUBS	\$ -	\$ -	\$ 31.23	\$ 31.23
LUSA	COUNSEL	\$ 9.37	\$ 9.37	\$ 9.38	\$ 9.38
LUSA	EMPLOY	\$ 2.00	\$ 2.00	\$ 2.00	\$ 2.00
LUSA	MEDIA	\$ 39.28	\$ 39.28	\$ 39.30	\$ 39.30
LUSA	SPORTS	\$ -	\$ -	\$ 106.15	\$ 106.15
CC	GST	\$ 46.17	\$ 46.17	\$ 119.09	\$ 121.34
	Total	\$ 354.00	\$ 354.00	\$ 913.00	930.25

Table 2



Vice-Chancellor's Office

Version:

Academic Board

Author/s: Paula Morrison

SLT Authoriser: Professor Grant Edwards, Chair

Date: 22/07/2024

1. Purpose

To provide a summary of the public meeting of the Academic Board held on 22 May 2024.

Content

1. Executive Summary
2. **Appendix One:** Full Academic Board Report for May 2024.
3. **Appendix Two:** Review of "Higher" Doctorates
4. **Appendix Three:** Summary of AQA report – commendations, affirmations and recommendations

2. Recommendations

That Council:

1. **NOTE** the Academic Board Report from its May 2024 meeting.
2. **NOTE** the tracked changes to the Awards Committee Policy & Procedure document in Appendix 2 will be forwarded to the Awards Committee for consideration at its meeting on 3 October 2024, and included in the scheduled review of that policy.
3. **ADOPT** the Fields of Research (FoR) advice to differentiate 'higher' doctorates.
4. **APPROVE** the creation of a Doctor of Social Science as a higher doctorate to mirror honorary doctorates and encompass Psychology, Tourism, Māori Studies, and a Doctor of Humanities to encompass History, Philosophy and Language
5. **DIRECTS** staff to commence work on the development of CUAP proposals for the Doctor of Social Science and Doctor of Humanities and report to Council on progress before March 2025.

3. Executive Summary

Academic Board met for the fourth time in 2024 on Wednesday 22 May in the Council Chambers.

Standing reports were received from the Learning and Teaching Committee and the Research Committee.

The Board approved revisions to the Cancellation of Course Delivery Policy and Procedures and the Qualification Review Procedures.

A report from the Academic Administration Committee on options for summer school and academic date setting was discussed. As a result, the Board approved the creation of a Lincoln University Academic Dates Policy, agreed to adopt the University of Canterbury 2025 academic dates while placing discrete quality and administrative requirements around Lincoln University summer school offerings; approved a transitional coordination plan to be put in place for the 2024-25 summer school, and approved that the Academic Administration Committee consults on the recommended mitigations for the risks associated with summer school delivery.

The Provost presented a report on higher doctorates with recommendations that the Board endorsed. Council is asked to approve those recommendations.

Te Huka Kouka | Academic Quality presented the Affirmations, Commendations, and Recommendations from the draft AQA Cycle 6 Audit report. The final report will be published in mid-June.

Appendix One

Vice-Chancellor's Office

Academic Board Report May 2024

Academic Board held its fourth meeting of the year on Wednesday 22 May in the Council Chambers. The agenda included standing reports from the Learning and Teaching Committee and Research Committee, a report from the Academic Administration Committee on options for summer school and academic date setting, a paper from the Provost on higher doctorates, and a report from Academic Quality on the (draft) outcomes of the Cycle 6 Academic Audit (Affirmations, Commendations, and Recommendations).

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

Academic Date Setting and Summer School

The report and recommendations presented by the Academic Administration Committee followed on from the direction provided by the Board at its last meeting and further direction from the Vice-Chancellor as Chair of Academic Board.

The recommendations supported the setting of academic dates for 2025 with particular reference to summer school, and with the following criteria:

1. Semester breaks timed to support the recruitment of international students, retaining long mid-year break.
2. Alignment with the academic dates of the University of Canterbury.
3. Targeted review of the summer school period, either through easing of academic deadlines or through a review of the number of summer school instances (currently three: November, January and Full).

AAC also recommended that a Lincoln University Academic Dates Policy be created, to support the future setting of dates in perpetuity, and this was approved by the Board.

A transitional coordination plan will be put in place for the 2024-25 summer school and AAC will consult on the recommended mitigations for the risks associated with summer school delivery.

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

Higher Doctorates

The nomination submitted to the Board for the award of a D.Sc. in 2023 highlighted confusion over the criteria for the award, the procedure for assigning examiners, and the guidelines for assigning the contribution(s) to an appropriate disciplinary 'higher' degree. The Calendar did not differentiate sufficiently between awards and are open to interpretation as to which award is relevant for which discipline, or which would be the appropriate faculty of the University for assigned role of examiner.

As a result, the Provost was tasked with a review of the higher doctorates and to present the Board with recommendations to change the regulations and establish a procedural policy.

Appendix One

The same paper was submitted to the Research Committee in March which resulted in that Committee's support of awarding the degrees of the Doctor of Social Science and the Doctor of Humanities.

It was noted that the approval authority for the award of higher doctorates is the Lincoln University Council. Academic Board therefore endorsed the recommendations and has requested approval from Council.

GOAL 4 - A WORLD-CLASS RESEARCH AND TEACHING PRECINCT

Academic Policy and Procedures

Cancellation of Course Delivery Policy and Procedures

The Board approved amendments to this policy and procedure which was created so that communication to students and the responsibilities of staff were identified where a course offering in a semester was cancelled, typically for business or resource reasons.

Qualification Review Procedures (previously External Academic Programme Review)

The Board approved revisions to these procedures including a change to the title. The Qualification Reviews run on a long term cycle to ensure each programme is reviewed; recommendations are the responsibility of the Dean with an action plan at the end of it.

Cycle 6 Academic Audit Report

A draft report on the Cycle 6 Academic Audit of Lincoln University was received from the Academic Quality Agency (AQA) on 13 May. The University received the following outcomes (**Appendix 3** Confidential to Lincoln University):

- 9 commendations (examples of exceptionally good practice or to examples of innovative practice that should produce positive impacts on teaching, learning and student experience)
- 13 affirmations (initiatives planned or underway that are likely to have a positive impact but are at an early stage and data are not yet available to assess impact), and
- 18 recommendations (areas that the Panel considers the University would benefit from making some improvements or changes, noting these alert the University to what the Panel needs to be addressed, not how this should be done). The recommendations align with the enhancements identified by the University in its Self-Review report.

Overall, the Panel considered that Lincoln University met the outcomes and standards a university of good international standing would be expected to demonstrate. It therefore meets the expectations of the Cycle 6 Academic Audit Framework.

The University is reviewing the draft report for any matters of factual accuracy or sensitivity, and the final report will be released in early June.

Annual Programme Reflections (APR)

The purpose of an APR is to reflect on the development of academic programmes on a continuous basis. Programme Coordinators undertake a desktop evaluation of their programme, consider the relevance of the graduate profile, identify any issues, and recommend improvements through an Action Plan. Programmes and majors that were subject to either a GYR or and Qualification Review were exempt from an APR.

Appendix One

A review across the APRs identified the following themes:

- Improved marketing and/or promotion of programme/ major required
- Ability to monitor the online cohort separately from the on-campus cohort
- Additional teaching resource needed due to increased enrolments
- Increase of Māori teaching capacity needed

Research and Teaching CapEx

The Chairs of the Research Committee and the Learning and Teaching Committee reported on the successful completion of the recent CapEx Round. A total of 43 applications were approved.

Research Awards

A working group convened by the Chair of the Research Committee met to discuss progressing a series of research awards in the areas of early career, impact, and recognition of research excellence. A proposal will be submitted to Academic Board in the near future.

Appendix 2

Vice-Chancellor's Office

Version: 3.0

Review of “Higher” doctorates

Author/s: Chad Hewitt, Andrew Holyoake

SLT Authoriser: Chad Hewitt

Date: 22/07/2024

Time estimate to present report to Council/Committee***Min:***

- Purpose

The purpose of this report is to present a review of ‘higher’ doctoral degrees at Lincoln University and propose changes to the regulations and establishment of a procedural policy.

- Content

1. **Example of honorary doctorate citation.**
2. **Suggested amendments to Awards Committee Policy and Procedure.**
3. **Suggested amendments to Doctor of Science, Doctor of Commerce, and Doctor of Natural Resources (calendar) regulations.**

- Recommendations

- Update Awards Committee Policy and Procedure to differentiate between examined and honorary doctoral degree titles – all honorary degrees to be labelled with *honoris causa* (hc).
- Adopt the FoR advice to differentiate ‘higher’ doctorates.
- Consider creating a D.Soc.Sci. as a “higher” doctorate to mirror honorary doctorates and encompass Psychology, Tourism, Maori Studies and a D.Humanities to encompass History, Philosophy and Language.

- Executive Summary

Lincoln University currently awards three types of doctoral qualifications:

- **Recognition of current work by examination** - the Doctor of Philosophy (PhD) which entails a program of discipline-focused research to be completed at Lincoln University within a maximum of four full-time equivalent years. The PhD is supported by regulations (LU Calendar) and PhD House Rules;
- **Recognition of existing work by examination** - “higher” doctorates which are in recognition of original contribution(s) of special excellence during the career of the individual, that is the candidate is not enrolled as a student at the time of creating the contribution(s). These degrees are supported by regulations (LU Calendar) but do not have supporting House Rules or Procedures. These degrees include:
 - Doctor of Science (D.Sc.);
 - Doctor of Commerce (D.Com.);

Attachment 1

- Doctor of Natural Resources (D.Nat.Res.).

Two “higher” doctorates have been awarded by Lincoln University – one D.Sc., and the recent 2023 award of a D.Com..

- **Recognition of achievement by nomination** - Honorary Doctorates are awarded by Council under the Awards Committee Policy and Procedure by nomination for high distinction in his/her field, whether or not that field relates to the fields of specialization of Lincoln University, and whether the nominee has the potential to enhance the public profile of the University. These degrees include:
 - Doctor of Science (D.Sc.);
 - Doctor of Commerce (D.Com.);
 - Doctor of Natural Resources (D.Nat.Res.).
 - Doctor of Social Science honoris causa (D.SocSci. hc).

Since 1993, LU Council have awarded 17 D.Sc. honoris causa, 26 D.Com. honoris causa, 17 D.Nat.Res honoris causa, and 1 D.SocSci. honoris causa.

NOTE that all Honorary Doctorates by definition should be labelled honoris causa, however some inconsistency exists between the Lincoln University Honorary Degrees website and the official citation. The Awards Committee Policy and Procedure does not name the honorary doctorate titles. Council Awards however clearly indicate honoris causa on the citation (see Attachment 1)

RECOMMENDATION

Update the Awards Committee Policy and Procedure to differentiate between examined and honorary doctoral degree titles – all honorary degrees to be labelled with honoris causa (hc) (see Attachment 2).

Background

“Higher” doctorates which provide recognition of prior work by examination are in recognition of significant and original contribution(s) to a specific area by candidates who already have a Ph.D. (or equivalent), generally from the awarding institution. The Lincoln University calendar regulations allow for candidates who have received a Ph.D. or equivalent degree from Lincoln University, University of Canterbury, or any University in New Zealand, or have been admitted *ad eundem* to the status of such degree by a New Zealand University.

The recent nomination for the award of a D.Sc. in 2023 highlighted confusion over the criteria for the award, the procedure for assigning examiners, and the guidelines for assigning the contribution(s) to an appropriate disciplinary ‘higher’ degree. It was noted that the calendar regulations insufficiently differentiate between awards and are open to interpretation as to which award is relevant for which discipline, or which would be the appropriate faculty of the University for assigned role of examiner.

Mapping discipline alignments to “higher” doctorates

To help clarify and differentiate the “higher” doctoral degrees the discipline areas (based on Fields of Research) were mapped aligned to the current calendar regulations:

- The Doctor of Science (D.Sc.) is awarded for special excellence in “pure or applied science”.
 - “pure” disciplines of Science, Chemistry, Physics, Mathematics

Attachment 1

- **FOR 31** – Biological Sciences
- **FOR 32** – Biomedical Sciences
- **FOR 34** – Chemical Sciences
- **FOR 37** – Earth Sciences
- **FOR 43** – Archeological Sciences
- **FOR 49** – Mathematical Sciences
- **FOR 51** – Physical Sciences
- “applied” disciplines
 - **FOR 30** – Agricultural, Veterinary and Food Sciences (excluding Agriculture, Land, and Farm Management)
 - **FOR 33** – Built Environment and Design including Architecture, Computing and Applied Computing (but excluding Planning)
 - **FOR 350806** – Tourism Behaviour and Visitor Experience
 - **FOR 3803** – Economic Theory
 - **FOR 40** – Engineering (excluding Environmental Engineering)
 - **FOR 4103** – Environmental Biotechnology
 - **FOR 4106** – Soil Sciences
 - **FOR 42** – Health Sciences
 - **FOR 4301** – Archeological Science
 - **FOR 46** – Information and Computing Sciences
 - **FOR 520107** – Sport and Exercise Psychology
- The Doctor of Commerce (D.Com.) is awarded for special excellence in “some branch of commerce”
 - **FOR 35** – Commerce, Management, Tourism and Services including Agribusiness, Accounting, Commerce and Management, Finance, Property Management, and Rural Development (but excluding Tourism impact)
 - **FOR 38** – Economics (excluding Economic theory, Ecological economics)
 - **FOR 4404** – Developmental Studies
- The Doctor of Natural Resources (D.Nat.Res.) is awarded for special excellence in “natural resource management or primary production management”.
 - “natural resource management”
 - **FOR 4011** – Environmental Engineering
 - **FOR 41** – Environmental Sciences (excluding Environmental Biotechnology and Soil Sciences)
 - **FOR 4406** – Human Geography
 - **FOR 4407** – Policy and Administration
 - **FOR 4802** – Environmental and Resources Law
 - “primary production management”
 - **FOR 3002** – Agricultural, Land and Farm Management

RECOMMENDATION

Adopt the FoR advice to differentiate ‘higher’ doctorates.

Attachment 1

- Resource Implications

No additional resource implications are required for these changes.

- Strategic and Policy Framework Implications

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

Strategic Alignment

This report and recommendations support the Lincoln University Strategy 2019-2028 by creating a culture that acknowledges achievements of our doctoral alumni and community and enhancing our world class research and teaching.

Policy Consistency

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

- Next Steps

Submission to Council for approval.

Attachment 1



Doctor of Commerce *honoris causa* David James Shearer MBE

Lincoln University recognises with this award the high distinction of alumnus David James Shearer in national and international affairs.

David is unique in Lincoln University's records in that no other alumnus has achieved together the specific roles of note he has filled.

Nationally, in New Zealand politics, David was Leader of the New Zealand Labour Party 2011-2013 and simultaneously, as a Member of Parliament, Leader of the Opposition for the same period.

Internationally, in humanitarian aid work, David's leadership appointments, in a career starting in 1989, have included Head of Mission, Deputy Head of Mission, Emergency Relief Operations Coordinator Worldwide, Senior Advisor, and the United Nations' Secretary-General's Deputy Special Representative for Humanitarian Missions in a range of countries.

After resigning from Parliament in December 2016, David was appointed Head of the United Nations' Peace-Keeping Mission in South Sudan and Special Representative of the UN Secretary-General, Antonio Guterres.

United Nations members praised David's work in this capacity as 'outstanding and exemplary'.

For earlier work, in welfare services for children in Somalia, David was awarded an MBE in the UK Honours List of 1993, one of only a few Lincoln alumni who have received awards through the British List.

He is also probably unique among alumni in holding the Save the Children International Award for Gallantry, awarded for humanitarian service in conflict zones.

In 1992 David was named New Zealander of the Year, along with wife Anuschka Meyer.

David's association with Lincoln is strong. His Canterbury MSc degree had an important Lincoln component, taught through the campus-based Centre for Resource Management, directed by Dr John Hayward. David says his Lincoln studies laid a foundation for his later work in international aid and the influence extended into his service in Africa and elsewhere.

Lincoln University welcomes David James Shearer into its honorary doctorate ranks with pride.

Professor Grant Edwards
Vice-Chancellor

Bruce Gemmell
Chancellor

Attachment 2: Suggested Amendments to Awards Committee Policy and Procedure

POLICIES AND PROCEDURES



Awards Committee Policy and Procedure

Last Modified:	29 September 2022
Review Date:	29 September 2024
Business Owner:	Vice-Chancellor
Approval Authority:	Council

1 PURPOSE

The purpose of the Committee is to advise the Council on the awarding of higher doctorates *honoris causa*; the Bledisloe Medal; the Lincoln Alumni International Medal; the Ngāti Moki Trophy for Māori Leadership; the Lincoln University Global Science Medal; the Chancellor's Medal, the Lincoln Alumni Emerging Leadership Medal and the Lincoln University Medal. The Committee may also advise Council on the revocation of these awards.

2 TERMS OF REFERENCE

Having regard to the University Strategic Plan, the Committee will:

- 2.1 Advise Council on regulations, guidelines, procedures and other matters relating to awards.
- 2.2 Consider annually nominations for the awards.
- 2.3 Recommend to Council the conferral of any award.
- 2.4 Recommend to Council the revocation of any award.

The Committee may choose to recommend to Council to not confer any of the awards in any particular year.

3 NOMINATIONS

Nominations for the awards should be submitted to the Strategy and Governance Officer on the specified nomination forms that can be found on the Lincoln University Alumni Association website and the staff intranet.

Attachment 2: Suggested Amendments to Awards Committee Policy and Procedure

The Committee will meet to consider the list of nominations including any other nominations raised at the time.

3.1 Nominations close on 31 August of each year.

4 PROTOCOLS FOR THE AWARD OF HONORARY DEGREE

Council may award honorary degrees of Doctor of Science *honoris causa* (D.Sc. *hc*), Doctor of Commerce *honoris causa* (D.Com. *hc*), Doctor of Natural Resources *honoris causa* (D.Nat.Res. *hc*), and Doctor of Social Sciences *honoris causa* (D.SocSci. *hc*). In assessing any candidate for the award of an honorary degree, the Council shall take account of the following criteria (4.1 to 4.4) and process:

4.1 The candidate has achieved very high distinction in their field, whether or not that field relates to the fields of specialisation of Lincoln University. That achievement will be considered under the following categories:

- D.Sc. *hc*.
 - Agriculture and
 - Science and Research.
- D.Nat.Res. *hc*
 - Natural Resources
 - ~~Environment~~
 -
- D.Com. *hc*
 - Commerce
- D.SocSci. *hc*
 - ~~Arts, Culture and Sport~~
 - ~~Commerce~~
 - ~~Environment~~
 - Arts, Culture and Sport
 - Māori
 - Politics
 - Recreation and Tourism, ~~and~~
 - ~~Science and Research.~~

4.2 Current Council and/or staff members are precluded from the award of an honorary degree.

4.3 The candidate has established connections with Lincoln University:

- on account of being a graduate or diplomat of Lincoln University or
- on account of being or having been a member of the Council of Lincoln University or
- on account of other connections with Lincoln University (New Zealand or Internationally) or
- on account of being a former staff member.

4.4 The candidate has the potential to:

- enhance the public profile of Lincoln University or of its areas of specialisation, and/or
- provide inspiration for the students at Lincoln University by being a role model.

Attachment 2: Suggested Amendments to Awards Committee Policy and Procedure

- 4.5 Before awarding an honorary degree, the Council will be required to be satisfied that the recipient satisfies criterion in both 4.1 and 4.2 above together with at least one of the criteria in 4.3 and 4.4.
- 4.6 Following the Council resolution, the Vice-Chancellor will informally approach the candidate to determine if he or she is willing to receive the award and to discuss timing, etc.
- 4.7 Following the report of the Committee and the Vice-Chancellor, the Council will confirm its intention to confer the degree at an appropriate convocation.

5 PROTOCOLS FOR THE AWARD OF THE BLEDISLOE MEDAL AND THE LINCOLN ALUMNI INTERNATIONAL MEDAL

- 5.1 The Bledisloe Medal and the Lincoln Alumni International Medal are awarded to former students or past or current staff members of Lincoln University who, in the opinion of Council, have made an outstanding contribution in their careers and brought credit to Lincoln University.
- 5.2 The person offered the Lincoln Alumni International Medal will also be entitled to an economy airfare and accommodation so they may attend Graduation and receive the award.
- 5.3 In addition to 5.1 above, the person awarded the Lincoln Alumni International Medal must have achieved distinction in his/her chosen field in a country other than New Zealand.
- 5.4 In addition to 5.1 above, the person awarded the Bledisloe Medal must have advanced New Zealand's interests.
- 5.5 In assessing the merits of the nominees, the Committee will consider:
 - a) the achievements of each nominee in his/her career
 - b) the value to economic, scientific, cultural or technological interests of the work of each nominee
 - c) the extent of the connection between the work of each nominee and the strategy of Lincoln University
 - d) the extent to which each nominee's achievements reflect on or have the potential to reflect on the University's reputation
 - e) Bledisloe Medal – the extent to which the candidate's achievements have advanced New Zealand's interests.
 - f) Lincoln University Alumni International Medal – the extent to which the candidate's distinctions were the result of work in a country other than New Zealand.

In considering nominations, the Committee will require an outstanding applicant under both a) and b) above and either c) or d) above.

6 PROTOCOLS FOR THE AWARD OF THE NGĀTI MOKI TROPHY FOR MĀORI LEADERSHIP

- 6.1 The Ngāti Moki Trophy is awarded to a person who has shown considerable leadership and commitment to Māori development and advancement at Lincoln University.

Attachment 2: Suggested Amendments to Awards Committee Policy and Procedure

- 6.2 A recipient of the Trophy can be a student, graduate, alum, staff member or associate of Lincoln University.
- 6.3 Ahumairaki will make a recommendation on the recipient to the Awards Committee for incorporation within the annual awards recommendations submitted to Council.
- 6.4 In assessing the merits of each nominee, Ahumairaki will consider:
 - a) how the nominee made an outstanding contribution and/or brought credit to Lincoln University.
 - b) the extent of the nominee's demonstrated leadership and commitment to Māori development and advancement at Lincoln University.

7 PROTOCOLS FOR THE AWARD OF THE LINCOLN UNIVERSITY GLOBAL SCIENCE MEDAL

- 7.1 The Lincoln University Global Science Medal is awarded to a former student, current or former staff member or associate of Lincoln University who, in the opinion of the Lincoln University Council, has made an outstanding contribution to his or her chosen field in science and brought credit to Lincoln University through the past, present or future global impact of their achievements.
- 7.2 The nominee will be assessed on the following criteria:
 - a) They are a former student, past or current staff member, or an associate of Lincoln University who has made an outstanding contribution in his or her chosen field in science and brought credit to Lincoln University through the.
 - Scientific, technological or innovative value of their work.
 - Current or future global impacts of their career achievements.
 - Extent of the connection between their work and the aims/interests of Lincoln University; and
 - Extent to which their achievements reflect on, or have the potential to reflect on, the University's reputation.

8 PROTOCOLS FOR THE AWARD OF THE LINCOLN UNIVERSITY CHANCELLOR'S MEDAL

- 8.1 The Chancellor's Medal is awarded to a current or former staff member or student at Lincoln University who, in the opinion of the Lincoln University Council, has provided significant and meritorious service that has brought credit to Lincoln University.
- 8.2 The nominee will be assessed on the following criteria:
 - a) The nominee is a former or current staff member, or student at Lincoln University that has provided significant and meritorious contribution to the University and in doing so has brought credit to Lincoln University

9 PROTOCOLS FOR THE AWARD OF THE LINCOLN UNIVERSITY MEDAL

- 9.1 The Lincoln University Medal is normally awarded to anyone who provided long-term meritorious voluntary service and support to the fabric

Attachment 2: Suggested Amendments to Awards Committee Policy and Procedure

- or reputation of Lincoln University.
- 9.2 A recipient of the Medal can be a staff or community member or a Lincoln University graduate.
- 9.3 In assessing the merits of each nominee, the Committee will consider the quality and quantity of time and/or resources volunteered by the nominee and the effect of the volunteered work on the furthering of the interests of Lincoln University.

10 PROTOCOLS FOR THE AWARD OF THE LINCOLN ALUMNI EMERGING LEADERSHIP MEDAL

- 10.1 The Lincoln Alumni Emerging Leadership Medal is awarded to former students or past or current staff members of Lincoln University who, in the opinion of Council, have made an outstanding contribution in their careers and brought credit to Lincoln University.
- 10.2 The person shall normally only be awarded the Lincoln Alumni Emerging Leadership Medal within ten years of them last attending Lincoln University.
- 10.3 The person offered the Lincoln Alumni Emerging Leadership Medal will be entitled to an economy airfare and accommodation so they may attend Graduation and receive the award.
- 10.4 In assessing the merits of the nominees, the Committee will consider:
 - a) the achievements of each nominee in his/her career.
 - b) the value to economic, scientific, cultural or technological interests of the work of each nominee.
 - c) the extent of the connection between the work of each nominee and the strategy of Lincoln University; and/or
 - d) the extent to which each nominee's achievements reflect on or have the potential to reflect on the University's reputation.

11. PROTOCOLS FOR REVOCATION OF AWARDS

In assessing any cases where the actions of a holder of an award bring into question whether the holder should be allowed to retain the award, the Council shall take account of the following guideline criteria (10.1 to 10.4) and process:

- 11.1 The holder has been found guilty in the courts of a criminal offence and sentenced to a term of imprisonment of more than three months; or
- 11.2 The holder has been censured by a relevant regulatory authority or professional body for actions or failures to act which are directly relevant to the granting of the award; or
- 11.3 The holder has acted in a manner clearly contrary to the values of Lincoln University; or
- 11.4 The holder has acted in a manner damaging to the public profile and reputation of Lincoln University.
- 11.5 Before revoking an award, the Council will be required to consider one or more of the guideline criteria in 10.1 to 10.4 above and form a judgement as to whether revocation is justified.

Attachment 2: Suggested Amendments to Awards Committee Policy and Procedure

- 11.6 The Committee will make its recommendation to Council at the earliest opportunity.
- 11.7 Following a recommendation from the Committee that an award be revoked, the Council will determine whether to revoke the award.
- 11.8 Following a Council resolution to revoke an award, the Vice-Chancellor shall notify the holder of the decision and request the return of the award.

12. MEMBERSHIP

- 12.1 Ex Officio:
 - a) Chancellor (Convenor)
 - b) Pro-Chancellor
 - c) Vice-Chancellor
- 12.2 The Chair of the Academic Board.
- 12.3 One other member of the Academic Board (term of appointment two years).
- 12.4 The Council member appointed in consultation with Te Rūnanga o Ngāi Tahu.
- 12.5 One of the Council members elected by staff.
- 12.6 The Council member elected by the students.
- 12.7 The President of the Lincoln University Alumni Association, or nominee
- 12.8 The Secretary of the Lincoln University Alumni Association or a nominee of the Alumni and Development office.

The Committee will be legally constituted when a majority of the total membership is present.

13. MEETING FREQUENCY

Normally one meeting annually to make recommendations to Council on the awards.

Attachment 3: Suggested amendments to Doctor of Science, Doctor of Commerce, and Doctor of Natural Resources (calendar) regulations

Doctor of Science D.Sc.

1. The degree of Doctor of Science shall be awarded for an original contribution (or contributions) of special excellence in some branch of pure or applied science. Special excellence shall be considered as
 - having made an authoritative contribution to the research or teaching of their discipline and/or
 - change to industry or government practice, and
 - achieved international eminence in their field.
2. A candidate for the degree of Doctor of Science shall hold a qualifying degree at master's degree or doctorate of Lincoln University, the University of Canterbury, or of any university in New Zealand or shall have been admitted ad eundem to the status of such degree. No candidate shall apply for admission to the degree of Doctor of Science until five years after graduation to the qualifying degree.
3. The degree shall be awarded for published work by the candidate, or, in special circumstances, for unpublished work, provided that these special circumstances are acceptable to the Academic Board or delegated authority.
4. With the application, a candidate shall forward to the Academic Board or delegated authority:
 - (1) three copies of the work upon which the application is based;
 - (2) three copies of any additional work, published or unpublished, which is submitted in support of the application; and
 - (3) a statutory declaration identifying the work which is the candidate's own, and stating that the principal work had not been previously accepted for a degree or diploma in any university.

EXAMINATION PROCEDURE

5. As soon as possible after the application has been lodged, the Academic Board shall request the Director, Postgraduate Research Office to convene an ad hoc advisory committee of no fewer than three persons (including the Director, Postgraduate Research Office) to appoint a moderator who shall:
 - (1) determine the relevant higher degree of award and assess the eligibility of the submitted portfolio;
 - (2) consider the work and submit, through the Convenor, Academic Administration Committee, a preliminary report to the Academic Board, which shall indicate Whether the ad-hoc committee, in his or her opinion, considers the examination should proceed, or whether the candidate should be advised to withdraw his or her application; and
 - (23) state the names of not fewer than three persons recommended as suitable examiners in the field covered by the work submitted, provided that the Academic Board, in appointing Examiners under Regulation 7(1) of these regulations, shall not be restricted to the persons so named.
6. If the Director, Postgraduate Research Office ~~moderator~~ recommends that the candidate should be advised to withdraw the application, the candidate shall be notified of the recommendation by the Academic Board or delegated authority and in such a case the candidate may:
 - (1) withdraw the application, whereupon he or she shall be entitled to a refund of one half of the fees paid under the provisions of Regulation 6 of the Fees Regulations; or
 - (2) elect to proceed with the examination.
7.
 - (1) If the examination is to proceed, the Academic Board shall appoint three

Attachment 3: Suggested amendments to Doctor of Science, Doctor of Commerce, and Doctor of Natural Resources (calendar) regulations

~~independent~~ examiners.

- Two independent external examiners who hold doctoral qualifications and are chosen for their knowledge in the field of study at least one of which shall be an authority in the field from outside New Zealand. The independent examiners must not have a substantive conflict of interest with the applicant:
 - Collaboration in publication, research or supervision of research students within the last five years;
 - Was either a supervisor or student of the candidate;
 - Is or has been in a personal relationship with the candidate.
- One examiner shall be the director or Dean of the appropriate faculty of the University

~~One of the examiners shall be the director of the appropriate faculty of the University and at least one shall be an authority in the field from outside New Zealand.~~

(2) The contents of the Director, Postgraduate Research Office ~~moderator's~~ report shall not be communicated to the examiners.

8. The duties of each examiner shall be:

- (1) to report independently on the quality of the work and its value as a significant contribution to learning; and
- (2) to recommend whether or not the degree should be awarded, provided that where the recommendation is that the degree should not be awarded, the examiner may recommend that the candidate be permitted to resubmit the work with further published work at a later date. A resubmission shall be accompanied by a further full examination fee.

9. All reports and other communications shall be sent to the Academic Board or delegated authority who shall refer them to the Director, Postgraduate Research Office.

10. The ~~moderator~~ Director, Postgraduate Research Office shall consider the reports of the examiners and prepare a final report based upon them, which, together with the reports of the examiners, shall be placed before the Academic Board for decision and recommendation to Council.

Doctor of Commerce D.Com.

1. The degree of Doctor of Commerce shall be awarded for an original contribution (or contributions) of special excellence in some branch of commerce. Special excellence shall be considered as

- having made an authoritative contribution to the research or teaching of their discipline and/or
- change to industry or government practice, and
- achieved international eminence in their field.

2. A candidate for the degree of Doctor of Commerce shall hold a qualifying at master's degree or doctorate of Lincoln

University, the University of Canterbury, or of any university in New Zealand or shall have been admitted ad eundem to the status of such degree. No candidate shall apply for admission to the degree of Doctor of Commerce until five years after graduation to the qualifying degree.

3. The degree shall be awarded for published work by the candidate, or, in special circumstances, for unpublished work, provided that these special circumstances are acceptable to the Academic Board.

4. With the application, a candidate shall forward to the Academic Board or delegated authority:

- (1) three copies of the work upon which the application is based;

Attachment 3: Suggested amendments to Doctor of Science, Doctor of Commerce, and Doctor of Natural Resources (calendar) regulations

- (2) three copies of any additional work, published or unpublished, which is submitted in support of the application; and
- (3) a statutory declaration identifying the work which is the candidate's own, and stating that the principal work had not been previously accepted for a degree or diploma in any university.

EXAMINATION PROCEDURE

5. As soon as possible after the application has been lodged, the Academic Board or delegated authority shall request the Director, Postgraduate Research Office to convene an ad hoc advisory committee of no fewer than three persons (including the Director, Postgraduate Research Office) to:
 - (1) determine the relevant higher degree of award and assess the eligibility of the submitted portfolio;
 - (2) appoint a moderator who shall:
 - ~~(1)~~ consider the work and submit, through the Convenor, Academic Administration Committee, a preliminary report to the Academic Board, which shall indicate whether, ~~in his or her opinion~~, the examination should proceed or whether the candidate should be advised to withdraw his or her application; and
 - ~~(2)~~ state the names of not fewer than three persons recommended as suitable examiners in the field covered by the work submitted, provided that the Academic Board, in appointing Examiners under Regulation 7(1) of these regulations, shall not be restricted to the persons so named.
6. If the Director, Postgraduate Research Office ~~moderator~~ recommends that the candidate should be advised to withdraw the application the candidate shall be notified of the recommendation by the Academic Board or delegated authority and in such a case the candidate may:
 - (1) withdraw the application, whereupon he or she shall be entitled to a refund of one half of the fees paid under the provisions of Regulation 6 of the regulations; or
 - (2) elect to proceed with the examination.
7. (1) If the examination is to proceed, the Academic Board shall appoint three ~~independent~~ examiners.
 - Two independent external examiners who hold doctoral qualifications and are chosen for their knowledge in the field of study at least one of which shall be an authority in the field from outside New Zealand. The independent examiners must not have a substantive conflict of interest with the applicant:
 - Collaboration in publication, research or supervision of research students within the last five years;
 - Was either a supervisor or student of the candidate;
 - Is or has been in a personal relationship with the candidate.
 - One examiner shall be the director or Dean of the appropriate faculty of the University
- ~~One of the examiners shall be the director of the appropriate faculty of the University and at least one shall be an authority in the field from outside New Zealand.~~
- (2) The contents of the Director, Postgraduate Research Office ~~moderator's~~ report shall not be communicated to the examiners.
8. The duties of each examiner shall be:
 - (1) to report independently on the quality of the work and its value as a significant contribution to learning; and
 - (2) to recommend whether or not the degree should be awarded, provided that where the recommendation is that the degree should not be awarded, the examiner

Attachment 3: Suggested amendments to Doctor of Science, Doctor of Commerce, and Doctor of Natural Resources (calendar) regulations

may recommend that the candidate be permitted to re-submit the work with further published work at a later date. A re-submission shall be accompanied by a further full examination fee.

9. All reports and other communications shall be sent to the Academic Board or delegated authority who shall refer them to the Director, Postgraduate Research Office ~~moderator~~.

10. The Director, Postgraduate Research Office ~~moderator~~ shall consider the reports of the examiners and prepare a final report based upon them, which together with the reports of the examiners, shall be placed before the Academic Board for decision and recommendation to Council.

Doctor of Natural Resources D.Nat.Res.

1. The degree of Doctor of Natural Resources shall be awarded for an original contribution (or contributions) of special excellence in some branch of study of natural resource management or primary production management. Special excellence shall be considered as

- having made an authoritative contribution to the research or teaching of their discipline and/or
- change to industry or government practice, and
- achieved international eminence in their field.

2. A candidate for the degree of Doctor of Natural Resources shall hold a qualifying at master's degree or doctorate of

Lincoln University, the University of Canterbury, or of any university in New Zealand or shall have been admitted ad eundem to the status of such degree. No candidate shall apply for admission to the degree of Doctor of Natural Resources until five years after graduation to the qualifying degree.

3. The degree shall be awarded for published work by the candidate, or, in special circumstances, for unpublished work, provided that these special circumstances are acceptable to the Academic Board.

4. With the application, a candidate shall forward to the Academic Board or delegated authority:

- (1) three copies of the work upon which the application is based;
- (2) three copies of any additional work, published or unpublished, which is submitted in support of the application; and
- (3) a statutory declaration identifying the work which is the candidate's own, and stating that the principal work had not been previously accepted for a degree or diploma in any university.

EXAMINATION PROCEDURE

5. As soon as possible after the application has been lodged, the Academic Board or delegated authority request the Director, Postgraduate Research Office to convene an ad hoc advisory committee of no fewer than three persons (including the Director, Postgraduate Research Office) to:

(1) determine the relevant higher degree of award and assess the eligibility of the submitted portfolio;

(2) shall

appoint a moderator who shall:

(1) consider the work and submit, through the Convenor, Academic Administration Committee, a preliminary report to the Academic Board, which shall indicate whether, in his or her opinion, the examination should proceed or whether the candidate should be advised to withdraw his or her application; and

(2) state the names of not fewer than three persons recommended as suitable examiners in the field covered by the work submitted, provided that the Academic Board, in appointing Examiners under Regulation 7(1) of these regulations, shall

Attachment 3: Suggested amendments to Doctor of Science, Doctor of Commerce, and Doctor of Natural Resources (calendar) regulations

not be restricted to the persons so named.

6. If the Director, Postgraduate Research Office ~~moderator~~ recommends that the candidate should be advised to withdraw the

application, the candidate shall be notified of the recommendation by the Academic Board or delegated authority and in such a case the candidate may:

(1) withdraw the application, whereupon he or she shall be entitled to a refund of one half of the fees paid under the provisions of Regulation 6 of the regulations;

or

(2) elect to proceed with the examination.

7.

(1) If the examination is to proceed, the Academic Board or delegated authority shall appoint three examiners:

- Two independent external examiners who hold doctoral qualifications and are chosen for their knowledge in the field of study at least one of which shall be an authority in the field from outside New Zealand. The independent examiners must not have a substantive conflict of interest with the applicant:
 - Collaboration in publication, research or supervision of research students within the last five years;
 - Was either a supervisor or student of the candidate;
 - Is or has been in a personal relationship with the candidate.
- One examiner shall be the director or Dean of the appropriate faculty of the University

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~~— independent examiners. One of the examiners shall be the director of the~~
~~— appropriate faculty of the University and at least one shall be an authority in the~~
~~— field from outside New Zealand.~~

(2) The contents of the Director, Postgraduate Research Office ~~moderator's~~ report shall not be communicated to the examiners.

8. The duties of each examiner shall be:

(1) to report independently on the quality of the work and its value as a significant contribution to learning; and

(2) to recommend whether or not the degree should be awarded, provided that where the recommendation is that the degree should not be awarded, the examiner may recommend that the candidate be permitted to re-submit the work with further published work at a later date. A re-submission shall be accompanied by a further full examination fee.

9. All reports and other communications shall be sent to the Academic Board or delegated authority who shall refer them to the Director, Postgraduate Research Office ~~moderator~~.

10. The Director, Postgraduate Research Office ~~moderator~~ shall consider the reports of the examiners and prepare final report based upon them, which together with the reports of the examiners, shall be placed before the Academic Board for decision and recommendation to Council.

APPENDIX 3: Confidential to Lincoln University

Summary of commendations, affirmations and recommendations

Commendations of good practice, affirmations of work underway and recommendations of matters for the University to consider are summarised below. The commendations reflect areas of strength and good practice at the University, and recommendations indicate where the Panel considers further attention is required.

The Panel considers the most important areas for further work are the need to grow the numbers of Māori staff, including senior staff, at the University, progress the Motu Plan and build associated capacity among Pacific staff, and develop the teaching quality framework so that it can guide further development in online and transnational delivery and make valid and integrated data available to support monitoring and assess impact of initiatives.

While there is some unevenness, overall, the Panel considers the University does meet the outcomes and standards a university of good international standing would be expected to demonstrate. It therefore meets the expectations of the Cycle 6 Academic Audit Framework.

Commendations

In an academic audit, commendations refer to examples of exceptionally good practice or to examples of innovative practice that should produce positive impacts on teaching, learning and student experience. The Panel has made the following commendations:

- | | | |
|-------|----|--|
| GS 1 | C1 | <i>The Panel commends the University's relational approach to monitoring of student engagement, progress and wellbeing.</i> |
| GS 2 | C2 | <i>The Panel commends the University's commitment to working in partnership with all students and in particular the establishment of co-governance and early engagement approaches.</i> |
| GS 3 | C3 | <i>The Panel commends the way in which the University has been guided by its cultural narrative and campus master plan in developing and refurbishing buildings and facilities on its campus.</i> |
| GS 5 | C4 | <i>The Panel commends the development and use of the SafeLU app.</i> |
| GS 6 | C5 | <i>The Panel commends the work of Te Manutaki in supporting the progress of Māori and Pacific students at the University.</i> |
| GS 12 | C6 | <i>The Panel commends the University's commitment to inclusive education and its Disability Action Plan.</i> |
| GS 13 | C7 | <i>The Panel commends the University's commitment to a highly student-centric approach to safety and wellbeing (including its responsibilities under the Code), the range of services available, and the responsiveness of the units that provide those services.</i> |
| GS 16 | C8 | <i>The Panel commends the University's attention to ensuring student perspectives are well-represented in programme review processes.</i> |

- GS 20 C9 *The Panel **commends** the University's centralised approach to management of academic integrity and the reporting and communications from the Proctors.*

Affirmations

Affirmations refer to initiatives planned or underway that are likely to have a positive impact but are at an early stage and data are not yet available to assess impact. The Panel has made affirmations in the following areas:

- GS 3 A1 *The Panel **affirms** the University's intent to review work-integrated learning to ensure consistency of access for students and the quality of their experience.*
- GS 4 A2 *The Panel **affirms** the University's enhancement initiative to progress and implement an Academic Governance Framework.*
- GS 6 A3 *The Panel **affirms** the Manaaki Tauiira programme and suggests more attention be paid to finer-grained evaluation and reporting of the impact of individual initiatives in the programme for different groups of students.*
- GS 8 A4 *The Panel **affirms** the development of Manaaki Tauiira curated pathways and encourages the University to ensure that its establishment includes plans for evaluating effectiveness.*
- GS 15 A5 *The Panel **affirms** the Manaaki Tauiira Course Enhancement Programme.*
- GS 18 A6 *The Panel **affirms** the assessment hui initiative and recommends the University communicate the outcomes to date and further expectations for this work.*
- GS 19 A7 *The Panel **affirms** the University's plans to develop further guidance on moderation and recommends that this includes expectations for external validation of assessment outcomes, particularly for taught Master's degrees.*
- GS 22 A8 *The Panel **affirms** the development of the Whanake Ake programme and suggests that similar support and protection may be needed for existing Māori staff as well as further attention being required to attract and retain more senior Māori academic staff.*
- GS 24 A9 *The Panel **affirms** the University's plan to develop a formal teaching development programme aligned with the particular characteristics of teaching at the University.*
- GS 24 A10 *The Panel **affirms** the University's intention to develop a teaching quality framework to guide the development of capabilities and attributes that characterise good teaching at the University.*
- Section E A11 *The Panel **affirms** further consideration of a proposal (including benefits and costs) to establish a postgraduate school within the University.*

- GS 27 A12 *The Panel **affirms** the development of a University Register of qualified supervisors and the requirement for supervisor training to be undertaken.*
- GS 29 A13 *The Panel **affirms** the University's enhancement initiative to centralise the six-monthly reporting process.*

Recommendations

Recommendations refer to areas where the Panel considers the University would benefit from making some improvements or changes. Recommendations alert the University to what the Panel needs to be addressed, not how this should be done. The Panel has made the following recommendations:

- GS 1 R1 *The Panel **recommends** the University develop a more integrated approach to reporting that accesses data from different systems and functions to provide a holistic view of students, courses and staffing; and that it uses this integrated approach to systematise evaluation of impact and reporting on initiatives and processes focussed on teaching and learning and the student experience.*
- GS 3 R2 *The Panel **recommends** the University set out the development path and reporting expectations for online teaching and learning in its strategy refresh.*
- GS 5 R3 *The Panel **recommends** that the University make academic risks more explicit in its Strategic Risk Register.*
- GS 7 R4 *The Panel **recommends** that the University clarify how and when the Motu strategy is to be progressed, resourced, and led.*
- GS 9 R5 *The Panel **recommends** the University establish an integrated and holistic approach to monitoring transitions that allows the effectiveness of initiatives for different groups of students at different stages of their study to be evaluated.*
- GS 10 R6 *The Panel **recommends** the University consider whether the current academic advising arrangements are serving students and the University well and allowing support to be optimally targeted.*
- GS 12 R7 *The Panel **recommends** that in monitoring its Disability Action Plan, the University assess how planned support is being implemented consistently and fairly across the University.*
- GS 15 R8 *The Panel **recommends** the University takes an integrated an aligned approach to course monitoring using data that can be validated and cross-referenced.*
- GS 16 R9 *The Panel **recommends** the University establish a process for the systematic collation of themes in academic programme and professional accreditation reviews and their associated follow-up reports.*

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|-------|-----|---|
| GS 17 | R10 | <i>The Panel recommends the University develop a mechanism to assess more directly whether graduate attributes are being achieved.</i> |
| GS 17 | R11 | <i>The Panel recommends that in progressing the development of a University Graduate Profile, the University consult further with Māori staff on the proposed bicultural competence and confidence attribute and give further thought to the curriculum renewal, resources, systems, and capabilities that will be required to implement, maintain, and assess the attainment of the Graduate Profile.</i> |
| GS 20 | R12 | <i>The Panel recommends the University urgently develop guidance on the use of Generative-AI tools, including the potential for them to support learning for disabled students.</i> |
| GS 22 | R13 | <i>The Panel recommends the University develop a strategic approach for the recruitment and retention of Pacific academic staff, in line with the aspirations of the Motu plan.</i> |
| GS 25 | R14 | <i>The Panel recommends the University review how appropriate data to assess teaching quality will be collected and presented. If student evaluations of teaching are to contribute, steps need to be taken to improve the usefulness of these data.</i> |
| GS 27 | R15 | <i>The Panel recommends that compliance with requirements of the Register for the appointment of supervisors, including the completion of training, be reported to an appropriate university-level committee.</i> |
| GS 27 | R16 | <i>The Panel recommends the University implement the option of a confidential online channel through which postgraduate research students can raise complaints. The University should monitor the utility of this channel for students.</i> |
| GS 28 | R17 | <i>The Panel recommends the University consider mechanisms such as service level agreements that can be calibrated to different types and stages of research to minimise inequity in the experience of postgraduate research students.</i> |
| GS 29 | R18 | <i>The Panel recommends the University confirm that all fifteen-month reports are being completed as expected and, if not, take steps to ensure that they are.</i> |

Follow-up report

The Panel invites Te Whare Wānaka o Aoraki Lincoln University to provide a follow-up report one year after the release of this report. The report should address progress with respect to both affirmations and recommendations. Once it has been accepted by the AQA Board, the University's follow-up report should be made publicly available.



Vice-Chancellor's Office

Version:

Academic Board

Author/s: Paula Morrison

SLT Authoriser: Professor Grant Edwards, Chair

Date: 16/07/2024

1. Purpose

To provide a summary of the public meeting of the Academic Board held on 10 July 2024.

Content

1. Executive Summary
2. **Appendix One:** Full Academic Board Report for July 2024.
3. **Appendix Two:** Proposal to introduce a Master of Environment and Agriculture.
4. **Appendix Three:** Proposal to introduce a major Entrepreneurship and Innovation in the Bachelor of Commerce and an additional minor in Entrepreneurship and Innovation.
5. **Appendix Four:** Proposal to Introduce a Pathway Certificate (Foundation)
6. **Appendix Five:** Proposal to Modify the Diploma in University Studies
7. **Appendix Six:** Revisions to the Academic Board Terms of Reference

2. Recommendations

1. That the Academic Board report be **NOTED**.
2. That Council **APPROVES** the following proposals for submission to CUAP by 1 August for Round 3, 2024:
 - Proposal to introduce a Master of Environment and Agriculture.
 - Proposal to introduce a major Entrepreneurship and Innovation in the Bachelor of Commerce and an additional minor in Entrepreneurship and Innovation.
 - Proposal to Introduce a Pathway Certificate (Foundation)
 - Proposal to Modify the Diploma in University Studies
3. That Council **APPROVES** the revisions to the Academic Board Terms of Reference.

4. Executive Summary

Academic Board met for the fifth time in 2024 on Wednesday 10 July in the Council Chambers.

Standing reports were received from the Learning and Teaching Committee and the Research Committee.

The Board endorsed three proposals to introduce new programmes and one modifications, revisions to its Terms of Reference (updated the Education Act 1989 to the Education and Training Act 2020, added the Deputy-Vice Chancellor Māori, or nominee to the membership, and added links to the Board's subcommittees). It also approved modifications to the Bachelor of Commerce (Sustainability), Doctoral Degree Regulations, House Rules for Research Master's and PhD, and the Micro-credential Policy.

The Dean of the Faculty of Agriculture and Life Sciences provided a one-year follow-up report on the progress of implementation to changes recommended in the review of Viticulture and Oenology.

A report from Te Huka Kouka | Academic Quality noted receipt of the final report from AQA on Lincoln University's Cycle 6 Audit and outlined the disestablishment of AQA by the end of this year.

Appendix One

Vice-Chancellor's Office

Academic Board Report July 2024

Academic Board held its fifth meeting of the year on Wednesday 10 July May in the Council Chambers. The agenda included standing reports from the Learning and Teaching Committee and Research Committee, a report from Te Huka Kouka | Academic Quality, a follow-up report on the implementation of recommendations arising from the Viticulture and Oenology review, and revisions to the Board's Terms of Reference.

GOAL 1 - A DISTINCTIVE AOTEAROA NEW ZEALAND END-TO-END STUDENT EXPERIENCE **Proposals to Introduce New Programmes**

Master of Environment and Agriculture (CUAP Round 3)

The 180-credit Master of Environment and Agriculture will provide a qualification for students wanting to contribute to a transformational change in the agricultural sector to achieve sustainable food production and food security. Lincoln University is a leader in providing education in both agricultural science and environmental management. However, there is a gap in its repertoire because these programmes are currently taught separately and not in the same offering. In this respect, the proposed programme will provide a combination of both: practical know-how, mātauraka and agricultural science knowledge, couched within policy frameworks that should attract domestic students interested in working for government agencies.

Graduates will be qualified to contribute to transforming the agricultural sector, to make agrifood production more environmentally sustainable and in a way that better accommodates different worldviews.

Bachelor of Commerce major in Entrepreneurship and Innovation, and (additional) minor in Entrepreneurship and Innovation (CUAP Round 3)

Research shows that entrepreneurship is vital to tackling some of Aotearoa New Zealand's most significant issues, such as low productivity, social inequality, healthcare, and climate change. The need for new perspectives and creative problem-solving has never been more critical, yet surprisingly, Aotearoa New Zealand has a significant entrepreneurship gap. The proposed major and minor aim to be part of the solution.

The BCom major Entrepreneurship and Innovation is designed to create graduates who are forward-thinking innovators with the knowledge and the ability to apply critical thinking effectively to solve real-world problems. They will be equipped to anticipate and lead market changes using research and evidence-based approaches to drive progress and success in a dynamic global economy.

The minor in Entrepreneurship and Innovation is designed to complement any degree programme and will provide students with the knowledge, skills, and entrepreneurial mindset necessary to pursue careers in various industries.

Pathway Certificate (Foundation) (CUAP Round 3)

The 60-credit pathway certificate at Level 4 is designed for domestic and international students without University Entrance, or its equivalent. Successful completion of the certificate provides entry to a supported first-year pathway diploma.

Appendix One

The goal of the programme is to enable students to develop the foundational knowledge, skills, and values for successful supported study in the first year of an undergraduate degree. These will be developed through a suite of two compulsory courses in literacy and academic communication, and mathematics and numeracy, together with three elective courses from which students choose the two most relevant to their intended degree programme. A programme field day will anchor student learning in the Ōtautahi/Waitaha cultural context and the Lincoln University cultural narrative.

Proposals to Modify Existing Programmes

Diploma in University Studies to First-Year Pathway Diploma (CUAP Round 3)

This proposal modifies the Diploma in University Studies, part of Lincoln University's academic pathway for students without University Entrance to the second year of degree study. The proposal renames the diploma to First-Year Pathway Diploma in alignment with recommendations from the Graduating Year Review (2019) wherein the review panel recommended the diploma be renamed to make its purpose clearer, and also removes the three-semester pathway from the offering.

Graduates of the First-Year Pathway Diploma will be ready to undertake independent study of second-year degree courses in an undergraduate programme at Lincoln University.

Bachelor of Commerce (Sustainability) (Non-CUAP)

The proposal consolidates two courses (COMM 3XX Sustainability Reporting and COMM 3YY Sustainability Analysis courses) into one single course (COMM 3ZZ Sustainability Analysis and Reporting) and adds an existing course (ENSC 301 Climate Change and Land Use) to the Schedule of Courses for the Bachelor of Commerce (Sustainability).

This modification gives students a choice between ENSC 301 and COMM 3ZZ and allows them to tailor the programme to their specific needs and interests. Completion of either course will comfortably satisfy any specific graduate profile expectations. Under the terms of this modification, it is technically possible for students to include both courses in their programme if they so choose.

Revisions to Academic Policy and Procedures

Micro-credential Policy

The Board approved minor amendments to this policy; the substantive change was to separate the template from the policy and to update the information from CUAP on quality assurance of university courses and programmes not leading to a qualification which includes guiding principles on the consistency and quality of university micro-credential offerings.

Academic Board Terms of Reference

The Board's Terms of Reference were reviewed with minor changes endorsed to the Education Act, membership and hyperlinks.

Cycle 6 Academic Audit Report

Final Report and Future of AQA

The final report on the Cycle 6 Academic Audit of Lincoln University was received from the Academic Quality Agency (AQA) on 18 June. The report is public and is available on the AQA web site. The audit panel made a total of 9 commendations, 13 affirmations and 18 recommendations. There were no changes to these outcomes which were presented to the Board at the May meeting.

The University is required to provide a follow-up report in June 2025. This report is expected to address progress on both affirmations and recommendations. Once it has been accepted by the Learning and Teaching Committee of Universities New Zealand, the follow-up report will be made publicly available.

Appendix One

The report from Te Huka Kouka | Academic Quality noted that following the completion of the Cycle 6 audit (December 2024) the AQA Board will be wound up. The remaining elements of Cycle 6 (four one-year follow up reviews, and an overall review of Cycle 6) will be carried out during 2025 by a sub-committee of the newly established Learning and Teaching Committee of Universities New Zealand. The intention is for there to be a Cycle 7 which will stay with the eight-year cycle. The design of Cycle 7 will follow the review of Cycle 6 in 2025.

External Review of Viticulture and Oenology

Progress Report

The Dean of the Faculty of Agriculture and Life Sciences presented a one-year follow-up report on the recommendations from the external review of Viticulture and Oenology. This included responses to the recommendations related to the establishment of a new vineyard, staffing and resources, practical skills, consideration of a minor in Viticulture and Oenology and a wine-focused course in business and marketing, progression to postgraduate study, management and marketing of the viticulture and oenology programmes, and Māori engagement.

GOAL 4 - A WORLD-CLASS RESEARCH AND TEACHING PRECINCT

Research Impact Framework

A Research Impact Framework has been submitted to SLT for consideration. The Framework is an operational strategy to deliver impactful research that benefits the land-based sectors in Aotearoa New Zealand and the world. It outlines a programme of support and commitment to enable Lincoln University, its researchers and research centres, to enhance lives, empower students, cultivate thought leaders and contribute to a sustainable world. The Framework will formalise research impact that is already occurring and facilitate the further engagement, translation, and impact of Lincoln University's research.

GOAL 5 – AN ORGANISATION FOCUSED ON MEANINGFUL PARTNERSHIPS

Domestic and International Partnerships

The Research Committee reported on an update from the Provost of Lincoln University's domestic partnerships and international relationships noting areas of current and future research opportunities. These included AgResearch, Lincoln Agritech Limited, University of Canterbury, Environment Canterbury, Bioprotection Aotearoa, Selwyn District Council, ELLS (Euroleague for Life Sciences), Huazhong Agricultural University and China Agricultural University.

Applied PhDs

Aotearoa New Zealand's eight universities are working together to develop applied PhDs and are looking to a model of thematic areas which are aligned to national research priorities. This includes projects funded with industry with part or full stipends, cohorts of students across country, and development of the PLUS elements in two parts: online and boot camp. Accreditation of those skills will also be considered.

APPENDIX TWO



PROPOSAL TO INTRODUCE A NEW QUALIFICATION: Master of Environment and Agriculture

SECTION A

PURPOSE OF PROPOSAL

To introduce a 180-credit master's degree: the Master of Environment and Agriculture.

JUSTIFICATION

This programme is premised on two global threats to planetary well-being:

- (1) Food security and the ability to feed 8-9 billion people.
- (2) The global agrifood system's impact on the environment.

Agriculture contributes over 31% of total global GHG emissions, it uses 72% of water, it is the leading cause of biodiversity loss and responsible for up to 90% of deforestation. Never have the disciplines of agriculture and environment been more interconnected. For planetary well-being we need to rapidly advance more environmentally friendly farming systems and transition to food production that has much less environmental impact.

Agriculture is also a significant contributor to the New Zealand economy, contributing a half of the country's total export earnings.

The Master of Environment and Agriculture will provide a qualification for students wanting to contribute to a transformational change in the agricultural sector to achieve sustainable food production and food security. Lincoln is a leader in providing education in both agricultural science and environmental management. However, there is a gap in its repertoire because these programmes are currently taught separately and not in the same offering. In this respect, the proposed programme will provide a combination of both: practical know-how, mātauraka and agricultural science knowledge, couched within policy frameworks that should attract domestic students interested in working for government agencies (MPI, MfE, LINZ, MoE, AsureQuality, Regional and District Councils), Iwi, as private consultants, or working for specific policy NGOs (e.g. Federated Farmers, Groundswell NZ, Fish and Game New Zealand).

The proposal fits particularly well with the *Lincoln University Strategy 2019-2028*, specifically the 'purpose' which is '*To facilitate excellent research and education to grow the knowledge of our students, and help shape a world that benefits from a greater understanding of the relationships between land, food and ecosystems*'.

The proposal sits well within the *Lincoln University Māori Plan (V2)*, specifically in its desire to '*Support and contribute to the Māori economy*' with a new course *MAST6XX: Nāu te Rourou, Nāku te Rourou (With your food basket and my food basket)* at the heart of the degree. Takata whenua have large landholdings and a

kaitiakitaka ethos and may see this programme as supportive of their long-term visions for agriculture and Iwi development.

Agriculture companies in NZ (and around the world) have sustainability programmes that are not only aimed at addressing environmental impacts but see the opportunity for the agricultural sector to address a broad range of sustainability issues. Anecdotal evidence from NZ industry has placed value on (and demand) for graduates with a Bachelor of Agriculture, Bachelor of Agricultural Science and Bachelor of Agricultural Science with Honours with a major in Environmental Management, and the proposed degree would be a logical follow-on qualification. There is also anecdotal evidence that Bachelor of Commerce (Agriculture) students could gain from greater exposure to environmental management and that Bachelor of Environmental Management and Bachelor of Policy and Planning with honours students need to have some understanding of agriculture. The degree would also appeal to international students through providing a one-year advanced qualification in a field of global concern in a country known for its agricultural production systems and environmental practices. International students will gain an increased understanding of the value of hearing, understanding and working with indigenous voices, wherever they are working in the world.

QUALIFICATION

This proposed qualification meets the CUAP definition for a Master's degree under Section 5.1 of the CUAP Handbook.

ACCEPTABILITY OF THE PROGRAMME AND CONSULTATION

The proposed programme was sent out to both internal and external parties for consultation on 11th April with responses requested by 30th April 2024. The *internal* and *external parties* approached to participate in the consultation are listed in **Appendix 1**. Those who responded before the proposal was finalised were:

Jo Finer, Chief Executive, NZ Institute of Primary Industry Management.

Professor Paul Kenyon, Head of School, School of Agriculture & Environment, Massey University (Responded through **Professor Diane Pearson**, Professor in Environmental Management, Massey).

Professor Stefanie Rixecker, Chief Executive, Environment Canterbury (Responded through **Dr Fiona Shanhun**, Chief Scientist, ECAN).

Professor Stephen Goldson, Former Chief Science Strategist and Chief Scientist in the Crown Research Institute AgResearch, Motu.

Professor Jacqueline Rowarth, DairyNZ, Ravensdown Fertiliser, Farmer.

Dr John Reid, Senior Research Fellow, Ngai Tahu Research Centre, University of Canterbury

Nadine Tunley, Chief Executive Horticulture NZ (Responded through Kate Longman GM Engagement, HortNZ)

Kate Scott, Executive Director, LandPro.

Ian Hyde, Group Manager, Regulatory Services, Ashburton District Council.

Professor Iain Gordon, Adjunct Principal Research Fellow, College of Science & Engineering, James Cook University, Australia.

Dr Lin Roberts, Honorary Senior Lecturer, DEM.

Richard Fitzgerald, General Manager, Enviro Collective.

Dr Anthony M Whitbread, Program Leader –Sustainable Livestock Systems, ILRI, Tanzania

Robert Love, Executive Director Development and Growth, Selwyn District Council (apologised as on leave)

The responses from these parties were incorporated into the design of the proposal, and the full responses are available upon request. Without exception, the responses were positive to extremely positive (“excellent and much needed” and “it would fill an important gap in what is currently available”).

In addition to several specific wording suggestions general points made included the need to frame the programme in terms of transdisciplinarity rather than multidisciplinary, but make sure Lincoln was not overly ambitious about what the students might learn or be able to do upon completion. It was also noted that the use of 'Agriculture' in the title might limit its attractiveness and cause confusion with other agricultural degrees and courses at Lincoln. Alternative name suggestions included *Master of the Environment and Landuse Production and Sustainable Food Systems and Food Security*.

Reviewers stressed the need for graduates to have both a macro-level understanding of environmental policy and a micro-level, granular knowledge of the on-farm and implementation consequences of various practices. It was suggested that core knowledge of social or behavioural science and how to communicate with farmers should be in the degree.

It was recommended there be an 'early grounding' in the 'Māori ontology of environmental management/relations' as this 'drives alternative governance processes within Māori agribusiness collectives that in turn generate strong environmental, social, and economic outcomes'. The 'extreme importance of well governed agricultural value-chain networks in generating positive environmental outcomes on-farm and across value chains' was also recommended as something for students to appreciate.

Questions were raised as to whether the degree provided a sufficient base for advancing to a PhD and concern was expressed for staff and students over the workload of a 12-month degree. The practicum was strongly supported by farm and environmental management consultants. We were also urged that the degree be made available online to enable people already in the workforce to do it part-time.

In our vision, graduates of this programme will emerge as catalysts for positive change, driving innovations that promote resilience in agriculture, contribute to positive environmental outcomes, and contribute to food security. Our commitment extends beyond academic excellence to nurturing a mindset that prioritizes collaboration, inclusivity, and a holistic understanding of the challenges faced by communities worldwide. By combining research with practical applications, our graduates will be equipped to shape policy, engage in sustainable agricultural and food production practices, and influence international discourse, ultimately contributing to a more resilient and equitable future.

Design considerations included creating a programme that:

- Reflects appropriate tikaka, indigenous knowledges and be something that takata whenua would find useful.
- Would have an entry standard of a B grade average in a range of relevant undergraduate degrees in science, management, resource studies and environmental studies.
- Would typically be completed over a minimum of one calendar year (S1, S2, 2x Summer School sessions), but also potentially be taken on a part-time basis @ 180 credits in total.
- Would have multiple entry points throughout the year, coinciding with the start of S1, S2, and a November start full Summer School (November and January sessions).
- Would have a core of compulsory courses and specialised electives. There would be an option for students to enrol in an honours dissertation (PREFIX660) option. Entry would be based on grades from their first semester of study (typically a B+ or higher), and which would subsequently, upon successful completion at a sufficiently high level, facilitate access to PhD study.
- At its core have a compulsory course available that enables a student to address a research issue in a given discipline (PREFIX697), produce a design or research essay (PREFIX698), or undertake a research placement (PREFIX699) (Students could only take one of these courses)
- Would have research-based taught content.

- Would be attractive to recent undergraduates and working professionals looking to extend/advance their skills/knowledge.
- Would be attractive to international and domestic students.

TE TIRITI O WAITANGI

We are committed to engaging with and collaborating with mana whenua, Ngāi Te Ruahikihiki and Te Taumutu Rūnanga. This is enshrined in the longstanding He Tutohinga Whakamatau Charter of Understanding. Since 2006 the Charter has provided the basis of the relationship between the University and the Rūnanga, consistent with Te Tiriti o Waitangi, the Treaty of Waitangi and acknowledging the broader Tiriti/Treaty relationship between the University and Kai Tahu.

This commitment is reflected in the University's Māori Plan, which outlines the institution's engagement with Māori at all levels (whānau, hapū and iwi), as well as defining key principles and objectives to develop opportunities to promote Māori ambitions and aspirations, such as in the areas of Mātauraka Māori and Pūtaiao Māori.

Lincoln University's focus on supporting and contributing to the Māori economy (Te Ōhanga Māori) acknowledges the vital and growing need for skilled Māori graduates. Māori contribution to Aotearoa/New Zealand's agricultural and horticultural economy is notable, with ownership of \$26 billion of assets within the primary sector. At 28%, Māori participation in tertiary-level study in agriculture and horticulture exceeds other parts of the tertiary sector where Māori can constitute less than 10% of students.

The proposed Master of Environment and Agriculture will align with several attributes in the Lincoln University Māori plan:

Attribute 1. Support and contribute to the Māori economy.

This programme specifically recognises the importance of supporting Māori graduates to innovate and contribute to the Māori economy, thereby growing the contribution that Tākata Whenua make to their own and New Zealand's well-being and economic prosperity. The programme will produce graduates capable of growing the Māori economy in an environmentally sustainable way, and for better students, the option will exist to progress to PhD level research.

Attribute 2. Support and enhance engagement with relevant Māori communities to support student and staff aspirations.

The programme will have an emphasis on Kaitiakitaka and Māori agribusiness, and thus cover aspects of Mahika Kai. It will enhance and enable Māori-relevant teaching and research, through both the direct contribution of the core course MAST6XX Nāu te Rourou, Nāku te Rourou (With your food basket and my food basket), and indirectly through the other core courses and some of the electives. MAST6XX will have direct input and involvement from Māori and Māori agribusinesses.

Attribute 3. Developing a culture of leadership amongst student and staff to support Māori and Lincoln University's aspirations.

In the course MAST6XX Nāu te Rourou, Nāku te Rourou (With your food basket and my food basket), we will invite Māori agribusiness leaders to be involved in the delivery of the course and to interact with the students.

Attribute 4: Implement a programme to develop a bicultural campus.

The design of the programme will be a holistic learning experience that will bridge Māori knowledge and wisdom (Mātauraka Māori) with other knowledge systems and the scientific approach to research.

Attribute 5: Contribute to the achievement of Māori research and learning outcomes.

In addition to developing a specific course (MAST6XX Nāu te Rourou, Nāku te Rourou (With your food basket and my food basket)), we will actively seek input from Māori guest lecturers and researchers in our other core courses. Some of this already occurs.

GOALS OF THE PROGRAMME

The Master of Environment and Agriculture will be an educational experience that cultivates graduates committed to addressing the complex challenges at the intersection of agriculture and environmental stewardship, and hence global food security. Grounded in a multidisciplinary approach, our programme will give students an understanding of the relationships between agricultural practices, environmental health, and the overarching goal of having sustainable and robust food production systems. We aspire to foster a community of scholars and practitioners who are not only well-versed in selected scientific and technological advancements, but also possess the ethical and critical thinking attributes necessary to navigate the socio-economic, political, and cultural dimensions inherent in the pursuit of sustainable agrifood production systems.

OUTCOME STATEMENT

The Master of Environment and Agriculture will produce graduates who are qualified to contribute to transforming the agricultural sector, to make agrifood production more environmentally sustainable and in a way that better accommodates different worldviews. Building on Lincoln University's reputation for teaching agriculture and environmental management, it will provide an employable combination of analytical and research skills, mātauraka and agricultural science knowledge, couched within knowledge in the use of policy frameworks. It should attract domestic bachelor's degree graduate students interested in working for government agencies (MPI, MfE, LINZ, MoE, AsureQuality, Regional and District Councils), Iwi, as private consultants, or working for specific policy NGOs (e.g. Federated Farmers, Groundswell NZ, Fish and Game New Zealand).

GRADUATE PROFILE

The Lincoln University Graduate Profile

Lincoln University has drafted a graduate profile that will become a key part of the revised Lincoln University Strategy 2019-2028, the Lincoln University Sustainability plan, and Lincoln University Research plan.

Lincoln University Graduate Profile Attributes

1. **Sustainable:** Lincoln University graduates know and understand sustainability specifically in land systems and communities. They are able to apply sustainability principles to their work globally and articulate the benefits of sustainable practice.
2. **Employable:** Lincoln University graduates are ready to create value and undertake highly skilled work in land-based sectors.
3. **Cultural competence and confidence:** Lincoln University graduates can work skilfully with Māori interests in New Zealand and recognise the role of indigenous knowledge in the economies of the world.
4. **Grounded:** Lincoln University graduates are capable, determined and practical; they are ready to help solve the problems of the world in the twenty-first century.
5. **Research capable:** Lincoln University graduates are Research Capable with demonstrable critical analysis skills to understand and assess relevant information

The Master of Environment and Agriculture sits well within this university-wide profile, specifically by producing graduates that are '*research capable*', '*practical*' (Grounded), '*highly-skilled in the land-based sector*' (Employable), that '*know sustainability*' and that can '*work skill-fully with Māori*' (Culturally competent).

Graduate Profile – Core Courses

The profile illustrates the Lincoln University Graduate Profile Attributes, and the core knowledge, skills, and values derived for this programme and where they are met in the proposed compulsory courses.

	ERST620 Advanced Environmental Management Systems	ERST636 Aspects of Sustainability: An International Perspective	AGRI6XX The Soil, Plant, Animal, and Human Continuum in Future Ethical and Sustainable Agriculture	MAST6XX Nāu te Rourou, Nāku te Rourou (With your food basket and my food basket)	PREFIX697 Research issue in (Prefix) or	PREFIX698 Design or Research Essay or	PREFIX699 Research Placement
Lincoln University Graduate Profile Attributes							
Sustainable: Graduates know sustainability, in land, systems and communities. They can apply sustainability principles to their work globally.	X	X	X	X			
Employable: Graduates are ready for highly skilled work in the land-based sector.	X	X	X	X	X	X	X
Cultural competence and confidence: Graduates can work skilfully with Māori interests in New Zealand and recognise the role of indigenous knowledge in the economies of the world.		X	X	X			
Grounded: Graduates are capable, determined and practical; they are capable and ready to help solve the problems of the world in the twenty-first century.	X	X	X	X	X	X	X
Research capable: Graduates are research capable.	X	X	X	X	X	X	X
Core Knowledge							
1. Be able to demonstrate knowledge of the interconnected environmental, financial, social, cultural and political aspects of agricultural practices.		X	X	X	X	X	X
2. Have knowledge of a selection of agrifood production systems and the challenges they pose to sustainability.			X	X	X	X	X
3. Have knowledge of current and future food demand and how this varies for given different social, cultural, political, economic and environmental contexts	X	X	X				
4. Have knowledge of the multidimensional nature of the problems arising from agrifood production and that the solutions to these problems are multidimensional.		X		X	X	X	X
5. Have knowledge of a range of tools, frameworks and metrics for assessing sustainability and environmental impacts.	X	X	X				
6. Have knowledge of the various pressures that are causing agrifood production systems to change.		X	X	X			
7. Have knowledge of the role that multilateral agreements play in shaping agricultural practices and agrifood production systems.		X		X			
Core Skills							
1. Be able to apply systems/holistic/interdisciplinary/transdisciplinary thinking to problem analysis and solution development.	X	X	X	X			
2. Be able to propose modified and transformative agricultural systems together with the policy mechanisms and societal change that can enable this change to occur to address food security.			X	X			
3. Demonstrate an ability to relate to a diverse range of backgrounds and communities, and how the direction of scientific endeavour and its application is affected by cultural values and indigenous knowledges.		X		X			
4. Demonstrate the ability to find, evaluate, summarise and draw conclusions from scientific literature and different indigenous knowledge systems.			X	X			
5. Demonstrate the ability to develop a research-based understanding of a chosen topic by collating detailed research information and data, compiling a bibliography, and constructing a well justified report or essay.	X	X	X		X	X	X
Core Values							
1. Appreciate different worldviews, cultures and perspectives in achieving sustainable agricultural practices and food security, while respecting indigenous knowledges.		X		X			
2. Understand the importance of gender, cultural, ethnicity and equity issues and perspectives in achieving sustainable agricultural practices and food security.		X		X			
3. Appreciate the importance of hypothesis testing, repeatability, and the accumulation of a weight of evidence in scientific endeavour, and the need to archive and make knowledge accessible to all people regardless of background.			X		X	X	X

PROGRAMME OVERVIEW

For a Semester 1 start (below), a student is required to take the 100 core credits (**Schedule A** - in green) across Semester 1, Semester 2 and the Summer School period (if full time) including one of PREFIX 697 Research Issues in PREFIX, 698 Research Essay or 699 Research Placement, in either Semester 2 or the Summer School period. Access to PREFIX 699 Research Placement, may be restricted subject to availability.

The remaining 80 credits come from **Schedule B** – in blue) with course advice available to assist making coherent choices. This means at least 40 credits must be taken in Semester 1, 20 credits in Semester 2, and potentially 20 credits in Summer School (if full time).

Structure

(60 credits maximum if full time in each of Semester 1, Semester 2, and the combined Summer Schools)

Semester 1 Start

	Core (Schedule A; 80 credits)	Core (Schedule A; 20 credits)	Schedule B; 80 credits	
Semester 1 (Maximum 60 credits)	ERST620 (20 credits) Advanced Environmental Management Systems		ANSC636 Topics in Advanced Livestock Production BMGT612 Advanced Business and Sustainability (TBC 2025) ECOL609 Conservation Biology ENGN604 Precision Agriculture FOOD601 Food Processing and Quality PLSC625 Pasture Management Science SOSC627 Soil Resources SOSC630 Soil Fertility and Management	
Semester 2 (Maximum 60 credits)	ERST636 (20 credits) Aspects of Sustainability: An International Perspective	PREFIX697 or PREFIX698 or PREFIX699 (20 credits)	ANSC636 Topics in Advanced Livestock Production ECOL612 Wildlife Management ENSC601 Advanced Climate Change and Land Use ERST625 Systems Thinking and Dynamics ERST633 Integrated Environmental Management FOOD606 Food Safety and Security MGMT624 International Agribusiness Systems MGMT635 Advanced Agricultural Systems Management MGMT639 Decision Tools for Agricultural Systems Management MGMT643 Consultancy and Extension for Agribusiness Systems PLPT611 Integrated Plant Protection PLSC625 Pasture Management Science SOSC627 Soil Resources	PREFIX660 (40 credits) <i>Honours option (40 credits: 20 per semester for 2x semesters) - Entry based on merit (B+ average) in the preceding semester, displacing the Schedule A PREFIX697-699 requirement and one elective</i>
November SS (Maximum 60 credits over the two Summer School Periods)	AGRI6XX (20 credits) The Soil, Plant, Animal, and Human Continuum in Future Ethical and Sustainable Agriculture	PREFIX697 or PREFIX698 or PREFIX699 (20 credits)	FOOD604 Food Product Innovation WATR609 Advanced Freshwater Science Field Skills	
January SS	MAST6XX (20 credits) Nāu te Rourou, Nāku te Rourou (With your Food Basket and my Food Basket)			

Semester 2 start

	Core (Schedule A; 80 credits)	Core (Schedule A; 20 credits)	Schedule B; 80 credits	
Semester 2 (Maximum 60 credits)	ERST636 (20 credits) Aspects of Sustainability: An International Perspective		ANSC636 Topics in Advanced Livestock Production ECOL612 Wildlife Management ENSC601 Advanced Climate Change and Land Use ERST625 Systems Thinking and Dynamics ERST633 Integrated Environmental Management FOOD606 Food Safety and Security MGMT624 International Agribusiness Systems MGMT635 Advanced Agricultural Systems Management MGMT639 Decision Tools for Agricultural Systems Management MGMT643 Consultancy and Extension for Agribusiness Systems PLPT611 Integrated Plant Protection PLSC625 Pasture Management Science SOSC627 Soil Resources	
November SS (Maximum 60 credits over the Summer School Periods)	AGRI6XX (20 credits) The Soil, Plant, Animal, and Human Continuum in Future Ethical and Sustainable Agriculture	PREFIX697 or PREFIX698 or PREFIX699 (20 credits)	FOOD604 Food Product Innovation WATR609 Advanced Freshwater Science Field Skills	PREFIX660 (40 credits) Honours option (40 credits: 20 per semester for 2x semesters) - Entry based on merit (B+ average) in the preceding semester, displacing the Schedule A PREFIX697-699 requirement and one elective
January SS	MAST6XX (20 credits) Nāu te Rourou, Nāku te Rourou (With your Food Basket and my Food Basket)			
		or		
Semester 1 (Maximum 60 credits)	ERST620 (20 credits) Advanced Environmental Management Systems	PREFIX697 or PREFIX698 or PREFIX699 (20 credits)	ANSC636 Topics in Advanced Livestock Production BMGT612 Advanced Business and Sustainability (TBC 2025) ECOL609 Conservation Biology ENGN604 Precision Agriculture FOOD601 Food Processing and Quality PLSC625 Pasture Management Science SOSC627 Soil Resources SOSC630 Soil Fertility and Management	

November Summer School start

	Core (Schedule A; 80 credits)	Core (Schedule A; 20 credits)	Schedule B; 80 credits	
November SS (Maximum 60 credits over the two Summer School Periods)	AGRI6XX (20 credits) The Soil, Plant, Animal, and Human Continuum in Future Ethical and Sustainable Agriculture		FOOD604 Food Product Innovation WATR609 Advanced Freshwater Science Field Skills	
January SS	MAST6XX (20 credits) Nāu te Rourou, Nāku te Rourou (With your Food Basket and my Food Basket)			
Semester 1 (Maximum 60 credits)	ERST620 (20 credits) Advanced Environmental Management Systems	PREFIX697 or PREFIX698 or PREFIX699 (20 credits)	ANSC636 Topics in Advanced Livestock Production BMGT612 Advanced Business and Sustainability (TBC 2025) ECOL609 Conservation Biology ENGN604 Precision Agriculture FOOD601 Food Processing and Quality PLSC625 Pasture Management Science SOSC627 Soil Resources SOSC630 Soil Fertility and Management	PREFIX660 (PREFIX660 (40 credits) Honours option (40 credits: 20 per semester for 2x semesters) - Entry based on merit (B+ average) in the preceding semester, displacing the Schedule A PREFIX697-699 requirement and one elective
Semester 2 (Maximum 60 credits)	ERST636 (20 credits) Aspects of Sustainability: An International Perspective	PREFIX697 or PREFIX698 or PREFIX699 (20 credits)	ANSC636 Topics in Advanced Livestock Production ECOL612 Wildlife Management ENSC601 Advanced Climate Change and Land Use ERST625 Systems Thinking and Dynamics ERST633 Integrated Environmental Management FOOD606 Food Safety and Security MGMT624 International Agribusiness Systems MGMT635 Advanced Agricultural Systems Management MGMT639 Decision Tools for Agricultural Systems Management MGMT643 Consultancy and Extension for Agribusiness Systems PLPT611 Integrated Plant Protection PLSC625 Pasture Management Science SOSC627 Soil Resources	

Core Courses (Schedule A)

The core of the programme is five compulsory courses, two of which are proposed new courses, that set foundational knowledge and skills in the areas of agrifood production systems and the environment. These are:

ERST620 Advanced Environmental Management Systems (20 credits, Semester 1)

Prescription:

Basis of environmental management systems (EMS). Contexts for development and application. Types, uses and limitations of EMS. EMS in New Zealand and elsewhere. Application in a variety of environmental, resource and organisational contexts. Integrating multi-disciplinary risk management principles. The role and practice of environmental auditing. Integration within industry and with policies at local and central government level.

- *Students are exposed to a wide range of environmental challenges together with tools and frameworks for addressing these from a business/organizational perspective. The course allows for student to undertake defined topics of investigation, allowing for targeted research of components of the food production system.*

ERST 636 Aspects of Sustainability: An International Perspective (20 credits, Semester 2)

Prescription:

A critical analysis of the concept of sustainability in both national and international contexts, involving the active and facilitated comparison, analysis, synthesis and evaluation of sustainability issues. The international context includes international approaches to conservation and to sustainable and equitable use of natural resources, international laws, multilateral agreements, conventions and organisations. International Perspectives on Sustainability.

- *This introduces the critical analysis of different concepts of sustainability, and current discourse and global objectives such as the United Nations Sustainable Development Goals (SDGs).*

(Proposed new course) AGRI6XX The Soil, Plant, Animal, and Human Continuum in Future Ethical and Sustainable Agriculture (20 credits, November Summer School)

Prescription:

Ethical and sustainable approaches to agricultural systems that operate across multiple scales and 'scapes', from landscapes and foodscapes to healthscapes.

- *This course will address the important relationship between the well-being of soil, plants, animals and humans that rely on them for their food supply from a research perspective, and critique practices that make a positive contribution to human and environmental health, local economy, primary producers, animal welfare, and biodiversity.*

(Proposed new course) MAST6XX Nāu te Rourou, Nāku te Rourou (With your food basket and my food basket) (20 credits, January Summer School)

Prescription:

An examination of the integration of Te Ao Māori worldviews considering agribusiness and agrifood production systems within governance structures.

- *This course will investigate Māori worldviews, case studies of successful Māori agribusinesses, policy frameworks and governance structures impacting Māori land management, and consultation and collaboration with Māori/Tangata Whenua.*

Plus one# of :

PREFIX697 Research issue in (Prefix) (20 credits)

Prescription:

Advanced studies in current issues for a particular area of research.

PREFIX698 Design or Research Essay (20 credits)

Prescription:

A design or research essay.

PREFIX 699* Research Placement (20 credits)

Prescription:

Participation in a research project in collaboration with an external organisation (in the public or private sector). Submission of a research report reviewing pertinent literature and documenting the research undertaken, the value of the experience gained, any negative aspects and conclusions reached.

– courses that enable students to either engage in detail with a research topic or gain experiential learning from placement in a research institution.

#If a student maintains a B+ average in their first session of study (Either Semester 1, Semester 2 or the combined Summer School periods), then they could apply for admission to enter a PREFIX660 Dissertation (40 credit) option. In this situation they would not need to complete the PREFIX697, PREFIX698 or PREFIX699 core requirement, and they would also do one less elective course to maintain a total commitment of 180 credits.

*Access to PREFIX699 may be restricted and subject to the availability of appropriate placements.

PREFIX660 Honours Dissertation (40 credits)

A research project and dissertation in a chosen discipline.

Schedule B

Students will be required to choose up to 80 credits from the Schedule B. Decision-making will be supported with a course advice structure.

ANSC636 Topics in Advanced Livestock Production	(Semester 1 or 2, 20 credits)
BMGT612 Advanced Business and Sustainability	(Semester 1, 20 credits)
ECOL609 Conservation Biology	(Semester 1, 20 credits)
ECOL612 Wildlife Management	(Semester 2, 20 credits)
ENGN604 Precision Agriculture	(Semester 1, 20 credits)
ENSC601 Advanced Climate Change and Land Use	(Semester 2, 20 credits)
ERST625 Systems Thinking and Dynamics	(Semester 2, 20 credits)
ERST633 Integrated Environmental Management	(Semester 2, 20 credits)
FOOD601 Food Processing and Quality	(Semester 1, 20 credits)
FOOD604 Food Product Innovation	(November Summer School, 20 credits)
FOOD606 Food Safety and Security	(Semester 2, 20 credits)
MAST603 Mana Kaitiaki (Māori Resource Management)	(Semester 2, 20 credits)
MGMT624 International Agribusiness Systems	(Semester 2, 20 credits)
MGMT635 Advanced Agricultural Systems Management	(Semester 2, 20 credits)
MGMT639 Decision Tools for Agricultural Systems Management	(Semester 2, 20 credits)
MGMT643 Consultancy and Extension for Agribusiness Systems	(Semester 2, 20 credits)
PLPT611 Integrated Plant Protection	(Semester 2, 20 credits)
PLSC625 Pasture Management Science	(Semester 1 or 2, 20 credits)
SOSC627 Soil Resources	(Semester 1 or 2, 20 credits)
SOSC630 Soil Fertility and Management	(Semester 1, 20 credits)
WATR609 Advanced Freshwater Science Field Skills	(November Summer School, 10 credits)

PROPOSED REGULATIONS

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Master of Environment and Agriculture

M.E.A.

1. (1) Every candidate for the degree of Master of Environment and Agriculture shall, before entry upon a course of study for the degree, fulfil one of the following conditions:

(a) qualify for the award of a relevant degree in agriculture, science, management, resource studies and environmental studies of an accredited higher education institution in New Zealand approved for the purpose by the Academic Board; or

(b) qualify for the award of a relevant degree in agriculture, science, management, resource studies and environmental studies with honours of an accredited higher education institution in New Zealand approved for the purpose by the Academic Board; or

(c) qualify for the award of a degree of an accredited higher education institution in New Zealand approved for the purpose by the Academic Board; provided that the Academic Board may, at its discretion, require any such person to complete, to its satisfaction, a course of study prescribed for the purpose, either as a prerequisite to, or concurrently with, the course of study for the degree of Master of Environment and Agriculture; or

Note: Relevance and standard of undergraduate studies and experience will be the criteria for approval. Entry to the programme will be limited to students with a prior undergraduate qualification in an appropriate discipline at above average standard (normally a B average or better is to be obtained in the student's undergraduate preparation).

(d) be admitted with equivalent status (*ad eundem statum*) as entitled to proceed to the degree of Master of Environment and Agriculture.

(2) Every candidate for the degree shall have been approved as a candidate by the Academic Board.

Note: The relevance and standard of undergraduate studies and experience will be the criteria for approval.

2. The course of study of every candidate for the degree of Master of Environment and Agriculture shall be approved by the Academic Board. If, at any time during a candidate's enrolment for the degree, the Academic Board finds the candidate's progress to be unsatisfactory, then the Board may, at its discretion, cancel the candidate's enrolment or allow the candidate to continue the enrolment subject to such conditions as may be specified in the relevant House Rules, including the requirements to meet grade averages for courses taken by examination.

3. All candidates shall pass such examinations as the Academic Board may, from time to time, prescribe and at a standard satisfactory to the Board.

4. (1) A candidate for the degree of Master of Environment and Agriculture by examination shall be enrolled in an approved course of study normally for a minimum of one academic year.

(2) The minimum period of enrolment set out in 4.(1) above shall include any period of provisional enrolment required under Regulation 2 of these Regulations

(3) The examination for the degree of Master of Environment and Agriculture comprises the 100 credits listed in Schedule A to these regulations and 80 credits from the courses listed in Schedule B.

Note: A student who completes the first session of study for the degree (either Semester 1, Semester 2 or the combined November and January Summer Schools), with a B+ average, will be offered the opportunity to apply to replace the Schedule A requirement of one of PREFIX697, PREFIX698 and PREFIX699, and one Schedule B elective course, with a PREFIX660 Honours Dissertation (40 credits).*

**Access to PREFIX699 may be restricted and subject to the availability of appropriate placements.*

5. A candidate who, in the opinion of the examiners, completes with special merit the requirements of the degree of Master of Environment and Agriculture may be awarded the degree with distinction or honours (if PREFIX660 has

been completed).

6. These regulations come into force from 01 January 2025.

Schedule of Courses

Note: All the courses are the equivalent of 20 credits unless otherwise stated.

Schedule A Compulsory Courses (100 credits)	
ERST 620	Advanced Environmental Management Systems
ERST 636	Aspects of Sustainability: An International Perspective
AGRI 6XX	The Soil, Plant, Animal, and Human Continuum in Future Ethical and Sustainable Agrifood Systems
MAST 6XX	Nāu te Rourou, Nāku te Rourou (With your food basket and my food basket)
<i>Plus, one of[#]</i>	
PREFIX 697	Research Issues in (Prefix)
PREFIX 698	Design or Research Essay
PREFIX 699*	Research Placement
Schedule B (80 credits)	
ANSC 636	Topics in Advanced Livestock Production
BMGT 612	Advanced Business and Sustainability
ECOL 609	Conservation Biology
ECOL 612	Wildlife Management
ENGN 604	Precision Agriculture
ENSC 601	Advanced Climate Change and Land Use
ERST 625	Systems Thinking and Dynamics
ERST 633	Integrated Environmental Management
FOOD 601	Food Processing and Quality
FOOD 604	Food Product Innovation
FOOD 606	Food Safety and Security
MAST 603	Mana Kaitiaki (Māori Resource Management)
MGMT 624	International Agribusiness Systems
MGMT 635	Advanced Agricultural Systems Management
MGMT 639	Decision Tools for Agricultural Systems Management
MGMT 643	Consultancy and Extension for Agribusiness Systems
PLPT611	Integrated Plant Protection
PLSC 625	Pasture Management Science
SOSC 627	Soil Resources
SOSC 630	Soil Fertility and Management
WATR 609	Advanced Freshwater Science Field Skills

[#]A student who completes the first session of study for the degree (either Semester 1, Semester 2 or the combined November and January Summer Schools), with a B+ average, will be offered the opportunity to apply to supplant the Schedule A requirement of one of PREFIX697, PREFIX698 and PREFIX699, and one Schedule B elective course, with a PREFIX660 Honours Dissertation (40 credits).

*Access to PREFIX699 may be restricted and subject to the availability of appropriate placements.

PROPOSED TEACHING/DELIVERY METHODS

This is a taught master's degree providing skills and knowledge through the core courses in areas that traditionally employ people with Master's-level competence.

Typically, courses will be presented with an in-person component and will have a mixture of blended learning approaches, including field trips and tours, and written and practical assessments. Some courses are also available for online learners, notably the asynchronous Lincoln Connected core course ERST 620 Advanced Environmental Management Systems, and elective courses MAST 603 Mana Kaitiaki (Māori Resource Management) and ANSC636 Topics in Advanced Livestock Production.

All learning resources will be available via the Lincoln University intranet resource AKORAKA | LEARN, and may include videos, written resources, lessons, quizzes, worked examples, discussion forums, and recordings of class sessions.

PRESCRIPTIONS FOR NEW COURSES

AGRI6XX: The Soil, Plant, Animal, and Human Continuum in Future Ethical and Sustainable Agriculture

Prescription:

Ethical and sustainable approaches to agricultural systems that operate across multiple scales and 'scapes', from landscapes and foodscapes to healthscapes.

MAST6XX: Nāu te Rourou, Nāku te Rourou (With your food basket and my food basket)

Prescription:

An examination of the integration of Te Ao Māori worldviews considering agribusiness and agrifood production systems within governance structures.

ASSESSMENT AND MODERATION PROCEDURES

Assessment of all courses contributing to the Master of Environment and Agriculture will conform to the requirements of Lincoln University's Assessment Policy set out in Lincoln University's Policy Library.

Courses will be assessed through a range of formative and summative assessment methods including case study analysis, tests, reports, projects, assignments, laboratories, presentations, and final exams.

At the 600-level the primary assessment methods will be research-based assignments and analyses, and research-supported reports and presentations.

All course outlines, internal assessment items, and final assessments will be moderated via processes that are detailed in Lincoln University's Policy Library. The moderation process includes a review of the suitability of the assessment for the level and learning outcomes of the course, as well as a review of the readability of the assessment information.

RESOURCES

This qualification will at first make use of existing resources on campus. It fits well within the areas of agriculture, society and commerce, where the University's three faculties have existing programmes, and thus several core resources. Expansion of resources will be reviewed as the programme matures.

PLANS FOR MONITORING PROGRAMME

All course outlines, internal assessment items, and final examinations will be moderated via the faculty moderation process within which each course sits. The moderation process includes a review of the suitability of the assessment for the level and learning outcomes of the course, as well as a review of the readability of the assessment information.

Each course in the programme is reviewed at a Faculty Examiner's meeting, convened by the Associate Dean (Academic) or a selected senior academic staff member, where the student numbers, pass rate, and results are compared to historical grades. These results are then reviewed, along with the student's overall academic progress, at the University Examinations Meeting convened by the Academic Administration Committee (AAC).

REVIEW OF THE PROGRAMME

Student satisfaction and feedback is obtained through course evaluations undertaken each semester the course is offered, and reviewed by the Examiner, Head of Department/Programme, and Dean/Director. The course evaluations also provide information about teaching quality. Student feedback is also received through the Student Representative programme managed by the Lincoln University Students' Association.

The proposed programme will be subject to a Graduating Year Review (GYR) and will be added to Lincoln University's (internal) annual programme reflection schedule and cyclical Qualification Review schedule.

The annual Academic Programme Reflections consider student EFTS and demographics, the relevance of the Graduate Profile, proposed changes, any action points addressed from the previous review, programme initiatives, and student feedback.

Qualification Reviews are structured reviews of academic programmes against terms of reference and involve internal and external panels that evaluate and recommend improvements to the programme in the context of its learning aims, objectives and outcomes, and its role within the University's academic portfolio.

STATEMENT RE SECTION B

Section B has been prepared and will be made available to CUAP on request.

(a) EFTS value

1.5x EFTS

(b) A statement regarding funding

The qualification meets the criteria to be fully funded.

(c) Information about the Agreement

N/A

SECTION B

LEARNING AIMS AND OUTCOMES FOR EACH NEW COURSE

AGRI6XX The Soil, Plant, Animal, and Human Continuum in Ethical and Sustainable Agriculture

(November Summer School)

Prescription: Ethical and sustainable approaches to agricultural systems that operate across multiple scales and 'scapes', from landscapes and foodscapes to healthscapes.

- *This course will address the important relationship between the well-being of soil, plants, animals and humans that rely on them for their food supply. From a research perspective, it will critique practices and indigenous knowledges that make a positive contribution to human and environmental health, local economy, primary producers, animal welfare, and biodiversity.*

Aims

The main aims of this course are to:

1. Investigate the knowledge systems, practices and values that make positive contributions to human and environmental health, local economy, primary producers, animal welfare, and biodiversity.
2. Demonstrate the complex relationships that exist in providing food for healthscapes based on practices at the farm and landscape level.
3. Examine conceptual frameworks that help us focus on opportunities to challenge the existing ways of food production, consumption and commercialisation, including the use of multidimensional feedback and feedforward loops at several 'scapes' of praxis of ethical relationalities in future agricultural systems.

Learning outcomes

After successfully completing this course, you will be able to:

- LO1. Critique the research literature on the conceptualisation of modern sustainable and ethical agricultural systems.
- LO2. Apply critical thinking and fundamental research to the design and evaluation of farming systems for agrifood production that improve environmental and human health.
- LO3. Identify critical requirements for creating globally relevant ethical and sustainable foodscapes and healthscapes that are sensitive to a variety of cultural identities.
- LO4. Create a new variety of future trajectories for ethical and sustainable agriculture using systems and design thinking.

MAST6XX Nāu te Rourou, Nāku te Rourou (With your food basket and my food basket)

(January Summer School)

Prescription: An examination of the integration of Te Ao Māori worldviews considering agribusiness and agrifood production systems within governance structures.

- *This course will investigate Māori worldviews, case studies of successful Māori agribusinesses, policy frameworks and governance structures impacting Māori land management, and consultation and collaboration with Māori/Tangata Whenua.*

Aims

The main aims of this course are to:

1. Understand the integration of Te Ao Māori worldviews into current agrifood production systems, emphasising the importance of interconnectedness and reciprocity with the environment.
2. Examine the development of successful Māori agribusinesses within policy frameworks and governance structures that influence land management practices.
3. Understand the complexities of engaging in consultation and collaboration with Māori/Tangata Whenua in an agrifood production system.

Learning outcomes

After successfully completing this course, you will be able to:

- LO1. Critique the integration of Māori worldviews with environmental reciprocity in relation to agrifood production.
- LO2. Compare Māori agribusiness case studies with local or global agricultural practices.
- LO3. Evaluate the impact of policy frameworks and governance structures on Māori land management.
- LO4. Evaluate different strategies for effective consultation and collaboration with Māori/Tangata Whenua in the context of land-based resource management.

STUDENT WORKLOAD, TERMS REQUIREMENTS AND ASSESSMENT PROCEDURES FOR EACH NEW COURSE

AGRI6XX The Soil, Plant, Animal, and Human Continuum in Future Ethical and Sustainable Agriculture (November Summer School)

Commitment: 200 hours total student commitment

Assessment: A combination of essays, reports and presentations.

MAST6XX Nāu te Rourou, Nāku te Rourou (With your food basket and my food basket) (January Summer School)

Commitment: 200 hours total student commitment

Assessment: A combination of essays, reports and presentations.

AVAILABILITY OF TEACHING AND SUPPORT STAFF

This qualification will at first make use of existing resources on campus. It fits well within the areas of agriculture, society and commerce, where the University's three faculties have existing programmes, and thus several core resources. Expansion of resources will be reviewed as the programme matures.

AVAILABILITY OF TEACHING SPACE AND OTHER REQUIRED FACILITIES (E.G. LABORATORY, THEATRE, ETC.)

The programme will be able to be delivered using existing teaching spaces, but if successful and as numbers grow, access to such things as computing facilities and timetabled teaching spaces may need to be addressed and resourced.

AVAILABILITY OF LIBRARY RESOURCES

Existing library resources are likely adequate, along with a variety of on-line resources.

TIMETABLING ARRANGEMENTS

Normal Lincoln University timetable arrangements for postgraduate degree courses will apply.

THE REQUIRED EXTRACTS FROM ANY MEMORANDUM OF UNDERSTANDING AGREED WITH ANOTHER NEW ZEALAND UNIVERSITY OR OVERSEAS PROVIDER IN RESPECT OF A JOINTLY-TAUGHT OR JOINTLY-AWARDED QUALIFICATION (SEE SECTION 13 OF THE CUAP HANDBOOK).

Not applicable.

SECTION C

TEACHING/TUTORIAL/LABORATORY HOURS PER WEEK

Tuition/Teaching (FTE) weeks per year	40
Vacation Weeks	12
Total Gross Weeks	52
Teaching hours per week	10
Work Experience / Practical Work hours per week	13
Self-Directed Learning hours per week	17
Total Learning hours per week (<i>this cannot exceed 40 hours</i>)	40 hours
Duration of qualification	One Calendar Year (52 weeks)

OUTCOME STATEMENT

The Master of Environment and Agriculture will produce graduates who are qualified to assist in transforming the agricultural sector to make agrifood production more environmentally sustainable and in a way that better accommodates different world views. Building on Lincoln University's reputation for teaching agriculture and environmental management, it will provide an employable combination of analytical and research skills, mātauraka and agricultural science knowledge, couched within knowledge in the use of policy frameworks. It should attract domestic bachelor's degree graduate students interested in working for government agencies (MPI, MfE, LINZ, MoE, AsureQuality, Regional and District Councils), Iwi, as private consultants, or working for specific policy NGOs (e.g. Federated Farmers, Groundswell NZ, Fish and Game New Zealand).

CONTENTS

The MEA is a 180-credit programme spread over three semesters of full-time study. Students are required to take compulsory five courses (100-credits) in Advanced Environmental Management systems, Aspects of Sustainability, Soils, Plant, Animal and Human Continuum in Future Ethical and Sustainable Agrifood Systems, Nāu te Rourou, Nāku te Rourou (With your food basket and my food basket) and one research-based course. The remaining four courses (80 credits) are selected from a pre-selected list (Schedule B).

ASSESSMENT MODE/S

All courses will be assessed using a range of tests, assignments, experimental reports, individual and/or group presentations, and assessments. Final exams and internal assessment of all courses contributing to this qualification will conform to the requirements of Assessment Policy as set out in the Lincoln University Policy Library.

NZ STANDARD CLASSIFICATION OF EDUCATION (NZSCED) FIELD OF STUDY CODE

059999 Agriculture, Environmental and Related Studies not elsewhere classified

Courses that prepare or develop further the abilities of individuals to understand agricultural, environmental and related studies not classified elsewhere in Broad Field 05 Agriculture, Environmental and Related Studies.



CONCEPT PROPOSAL FOR NEW PROGRAMME OR MAJOR


- This template is to elicit sufficient information for the Provost to endorse the preparation of a full CUAP proposal.
- The template is to be completed by the Dean/Director and should provide a viability assessment of introducing a new programme or major.
- Following endorsement by the Provost, the full CUAP proposal may be developed.
- The completed template will accompany the CUAP proposal to Academic Board and to Council.

TITLE OF NEW PROGRAMME OR MAJOR	
Master of Environment and Agriculture	
NAME OF FACULTY / DIVISION	
AGLS/FESD	
MARKET ASSESSMENT / DEMAND	
Please assess the proposed new programme / major against the market assessment criteria below.	
Acceptability	<p>How will the programme appeal to prospective students?</p> <p>The Master of Agriculture and Environment provides a qualification for students wanting to contribute to a transformational change in the Agricultural sector to achieve sustainable food production and food security. By building on Lincoln's reputation for teaching agriculture and environmental management separately, it will provide an employable combination of practical know-how, mātauraka and agricultural science knowledge, couched within policy frameworks that should attract domestic students interested in working for government agencies (MPI, LINZ, MoE, AsureQuality, Regional and District Councils), Iwi, as private consultants, or working for specific policy NGOs (e.g. Federated Farmers, Groundswell NZ, Fish and Game New Zealand).</p>

	<p>The degree would also appeal to international students through providing a 12-month avenue to a three-year work visa in a country known for its agricultural production systems and practices.</p>
	<p>What evidence is there of market demand?</p> <p>Agriculture companies in NZ (and around the world) have sustainability programmes that are not only aimed at addressing environmental impacts but see the opportunity for the agricultural sector to address a broad range of sustainability issues. (see for example https://www.pamunewzealand.com/ or https://silverfern farms.com/nz/en/our-company/sustainability)</p> <p>As these programmes expand in scope and impact, graduates with required skills and knowledge will be required throughout the sector.</p> <p>Anecdotal evidence from industry has placed value (and demand) for graduates with a BAg/BAgSc with a major in Environmental Management. The proposed degree would be a logical follow-on qualification.</p> <p>Some other universities (overseas) are now offering similar degrees to what is proposed. Multi-entry points during the year, coupled with simple and open entry requirements should also enhance attractiveness.</p>
	<p>How will the programme appeal to and have support from external stakeholders / industry?</p> <p>Takata whenua have large landholdings and a kaitiakitaka ethos and may see this programme as supportive of their long-term visions for agriculture and Iwi development.</p> <p>Employers wishing to be industry leaders in addressing the environmental consequences of agricultural production systems, political lobby groups, major farm advisory consultancies and regional, central, and international governing bodies are anticipated to all be interested in graduates with this combination of knowledge and skill.</p> <p>As noted, many large agricultural companies already have sophisticated and holistic sustainability programmes, and it is envisioned that they would be willing to work with Lincoln as we develop and implement our Master's programme.</p>
	<p>Will the programme lead to employment outcomes at the right level?</p>

	This is a taught Master's-level degree providing skills and knowledge through the core courses in areas that traditionally employ people with Master's-level competence.
Accessibility	By what means will future students be able to access the teaching and learning opportunities? Attendance in face-to-face courses on campus. Some of the courses are available online.
	How will this programme be delivered? Face-to-face on campus using a mixture of blended learning approaches, field trips and written and practical assignments and projects. Some courses are also available for distance learners, notably the asynchronous Lincoln Connect core ERST 620 and elective MAST 603 (and MAST 606, if developed for online delivery), plus ANSC636 Topics in Advanced Livestock Production.
Accreditation	Does the programme have the potential to be accredited formally? If so, with whom? Not currently.
	Could it impact our international ranking and student barometers? Yes – through its alignment with Lincoln's core land-based strategy and providing a Master's that clearly recognises the sustainability issues around agricultural food production, the degree should assist rankings that focus on food security and sustainable food production (i.e. zero hunger SDG and other green metrics).
Affordability	Where does the programme sit in the market in terms of cost, with respect to our current portfolio? The degree will be of similar cost to other 180-credit Master's programmes.
	What are the costs of teaching and delivery? The degree core and electives are largely already offered each year. However, the intent is to develop a new 40-credit core course (and potentially more elective courses in the future). To allow students to complete in one year (and to have multiple entry points), teaching 60 credits in summer school (November and January) will be required. This will require additional resourcing (up to two new staff members).

	<p>What is the projected profitability of this programme?</p> <p>Profitability will be measured in terms of an enhanced cadre of people able to improve global food production systems to have a lower environmental impact. The programme will likely run at a loss for the first two years if the two new staff are appointed immediately and if it does not attract 40+ students. We envisage that it would break even in year three, and thenceforth achieving earnings that exceed expenditure.</p>
Appropriate	<p>How does this new programme align with the Lincoln University Strategy 2019-2028, and the Vision: To be a globally ranked top five land-based university, unlocking the power of the land to enhance lives and grow the future?</p> <p>The degree is highly aligned to the sustainability aspirations signalled in the Lincoln University Strategy, and the degree will play an important role in operationalising these objectives. The Master's programme will provide a means for harmonising agricultural production with the productive capacity of land in an environmentally sustainable way, building a resilient future productive landscape.</p> <p>The programme is a natural fit for Lincoln University, bringing the agriculture post-graduate degree offerings into the 21st century and complementing similar 180-credit degrees offered in FESD with sustainability at their heart. In that sense it should help maintain the University's international ranking and its graduates would align with the graduate profile of the university.</p> <p>By enabling a key indigenous knowledge elective to be taken online, the degree supports our commitment to facilitating learning opportunities for Takata whenua, and for all students to benefit from additional knowledge systems.</p>
Programme Comparability	<p>Provide an assessment of how this programme compares to similar programmes offered by other institutions.</p> <p>There are no similar programmes offered in NZ. Internationally (see below), there is a handful of similar programmes and these lack recognition of indigenous knowledge and practices. Internationally, the proposed programme is most comparable to the:</p> <ul style="list-style-type: none"> • Master of Agriculture and the Environment – University of Sydney • Master of Science in Agriculture for Sustainable Development – University of Greenwich • Master of Science in Sustainable Food Systems and Food Security – Leeds University

	<ul style="list-style-type: none"> • Master of Science in Sustainable Agriculture and Food Security – offered by Royal Agricultural University • Master of Science in Sustainable Agriculture – offered by Lincoln University Missouri <p>Most of these degrees have a science focus, and require an undergraduate degree in science, economics or similar (in some cases honours) to enter the programme, whilst others take a wider sustainability lens – and correspondingly have wider entry requirements.</p>
Resourcing	<p>Please note any implications for existing and additional resources (staff, facilities, equipment, online development) needed to ensure the high quality of the proposed programme / major.</p> <p>Two new staff will be required to deliver the Summer School programmes and coordinate off-site/industry-based activities and enable the research and extension activities of existing staff to continue at the same level as previously. Additional pressure will be placed on Summer School resourcing for Library and other associated support services.</p> <p>Field trips will need suitable support to arrange and coordinate.</p>
Predicted EFTS	<p>Year 1 = 4 Year 2 = 10 Year 3 = 30 Year 4 and onward = at least 40</p> <p>These are highly speculative estimates, and they will be further refined upon additional consultation.</p>
Other	<p>Without this qualification the University is likely to be seen as increasingly out-of-touch with the modern needs of the land-based sector. With it, the university will further progress to being at the forefront of global land-based universities.</p>
ENDORSEMENT FROM THE PROVOST	
<p>Name of Dean / Director: Prof Tim Smith</p> <p>Signature </p> <p>Provost</p> <p>Date.....</p>	

APPENDIX THREE



Proposal to Introduce: MAJOR in Entrepreneurship and Innovation (Bachelor of Commerce) MINOR in Entrepreneurship and Innovation (any degree)

SECTION A

PURPOSE OF PROPOSAL

To introduce a new major in Entrepreneurship and Innovation to the Bachelor of Commerce alongside a minor in Entrepreneurship and Innovation, which will be an option for students undertaking other undergraduate degree programmes. These are being packaged into a single CUAP proposal.

JUSTIFICATION

Research shows that entrepreneurship is vital to tackling some of Aotearoa New Zealand's most significant issues, such as low productivity, social inequality, healthcare, and climate change.¹ The need for new perspectives and creative problem-solving has never been more critical², yet surprisingly, Aotearoa New Zealand has a significant entrepreneurship gap³. According to the 2021 Global University Entrepreneurship Student Spirit Survey (including graduates from all disciplines), only 7% of respondents from Aotearoa New Zealand intend to start a business - a stark contrast to the global average of 21%. Even five years after graduation, the proportion of Aotearoa New Zealand students aspiring to become entrepreneurs remains at 24%, tracking significantly behind the worldwide average of 38%. Results show that Aotearoa New Zealand graduates (from any discipline) consistently fall below the global average and often score poorly on various measures of entrepreneurial attitudes and readiness.

The government's Startup Advisors Council released its Upstart Nation Report last year⁴. One of their primary conclusions is that Aotearoa New Zealand, has the potential to double its number of startups based on the startup rates in similar economies. While the Upstart Nation and Te Ara Paerangi Future Pathways reports⁵ provide valuable recommendations for fostering a thriving startup environment, they often overlook the importance of cultivating undergraduates with entrepreneurial skills and the role of universities in entrepreneurial ecosystems⁶. Last year, Global Entrepreneurship Network's New Zealand branch (GEN NZ) added its Manifesto to call for a solution to Aotearoa New Zealand's entrepreneurship education gap. The Manifesto differs from the Upstart Report and Te Ara Paerangi in making entrepreneurship and innovation central pillars rather than afterthoughts, striking at the heart of the issue⁷. The Manifesto recommends adopting a comprehensive definition of entrepreneurship, fostering entrepreneurial mindsets early, aligning educational initiatives, and assessing teaching impact to create a culture where entrepreneurship is not just a career choice but a way of thinking and approaching challenges.

¹ <https://www.mbie.govt.nz>

² Hardie, B., Highfield, C., & Lee, K. (2020). Entrepreneurship education today for students' unknown futures. *Journal of Pedagogical Research*, 4(3), 401-417.

³ <https://d3brk8rkzvc45n.cloudfront.net/s3fs-public/2023-08/Entrepreneurship%20Manifesto%202023%20final.pdf>

⁴ <https://www.mbie.govt.nz/assets/upstart-nation.pdf>

⁵ <https://www.mbie.govt.nz/assets/upstart-nation.pdf>

⁶ <https://www.genglobal.org/new-zealand/nz-home>

⁷ <https://www.startupblink.com/startup-ecosystem/new-zealand>

Te Whare Wānaka o Aoraki | Lincoln University's proposed major and minor in Entrepreneurship and Innovation aims to be part of this solution. The major and the minor are designed to cultivate graduates who not only possess practical knowledge but also exhibit critical thinking and the capacity to drive change through innovation. The goal is to develop entrepreneurial graduates who are well-prepared for the challenges and opportunities of working in the digital and knowledge economy. Part of this will include Lincoln University collaborating further with local high schools. As Cameron Winsloe (Associate Principal of Rolleston College) said: *"If this programme was to be introduced, it would further strengthen the relationship between Lincoln University and Rolleston College as it would provide opportunities for our students and Lincoln students to work together."*

Lincoln University has a key role and a significant national and international reputation for teaching and leadership in primary industries. However, at the heart of these core industries lies innovation, exploration, risk, and pioneering ad hoc approaches. Offering a major in Entrepreneurship and Innovation can provide the essential tools for students to actualise their ideas; the minor in Entrepreneurship and Innovation will complement other degree programmes. As such, the new major and minor have the primary intention of providing a programme that aligns with the needs of graduates, who can lead knowledge-driven solutions to some of Aotearoa New Zealand's most difficult challenges, now and into the future, such as the more sustainable production of food and fibre.

The business networking opportunities provided on campus with entrepreneurs and business experts aim to add context, provide real-world examples, and extend opportunities for students. In addition, connecting with B.linc Innovation, Yunus Social Business Centre and the Centre of Excellence in Transformative Agribusiness provides students with more opportunities to attend seminars and engage with guest speakers and researchers. Engagement with these units within Lincoln University will help the major and minor core courses to remain at the forefront of entrepreneurship research and practices.

Graduates from the major will have a sound knowledge base across several disciplines, blending knowledge of theoretical entrepreneurship principles (e.g. design thinking, customer-centricity, blue ocean strategy) with practical skills and will be able to demonstrate critical thinking when making socially responsible business decisions. While the current structure of the Bachelor of Commerce allows students to choose from a range of majors (Individual; Accounting; Finance; Food and Resource Economics; Global Business; Hotel and Tourism Management; Marketing; and Supply Chain Management), an overarching framework for social and conventional entrepreneurship is lacking. This is despite the fact that Aotearoa New Zealand has seen an increase in the number of startups since 2020, with more than 92 per cent operating two years later and attracting significant global attention and valuations^{8,9}, and along with Sydney and Melbourne, Aotearoa New Zealand has over \$27 billion startup ecosystem¹⁰. This underscores the value of offering an Entrepreneurship and Innovation major and minor at a globally recognised land-based Aotearoa New Zealand university.

This proposed major and minor in Entrepreneurship and Innovation has received enthusiastic support and commendation from industries, businesses, and government entities. The details of the feedback received are provided in the next section (and in the appendix). The proposed major and minor in Entrepreneurship and Innovation aligns with the Lincoln University Strategic Plan (LUSP) 2019-2028. The proposal has been developed to enrich the University's land-based specialisations and advance its vision to be a globally ranked top-five land-based institution and a world-class research and teaching precinct (LUSP pg. 2 and LUSP Goal 4). Within the proposed major and minor, there is a focus on:

⁸ <https://www.myob.com/nz/blog/5-new-zealand-startup-statistics/>

⁹ <https://startupgenome.com/reports/gser2021>

¹⁰ <https://www.pwc.co.nz/pdfs/2023/startup-may-2023.pdf>

- **Goal 1: A distinctive Aotearoa New Zealand end-to-end student experience.** Gaining relevant knowledge, skills, and techniques to prepare students for future career success and meaningfully contribute to entrepreneurship theory and practice in New Zealand.
- **Goal 4: World-class research and teaching with impact:** Contribute to a world-class research and teaching impact by adding a minor to any Lincoln Degree and a major to the Bachelor of Commerce, creating new research opportunities, teaching opportunities and inter-discipline collaboration.
- **Goal 5: An organisation focused on meaningful partnerships:** Increasing meaningful partnerships with research centres, innovators in primary industry sectors, and business founders and leaders by facilitating more guest speakers, networking opportunities, and business mentorship opportunities in core course offerings.
- **Goal 6: Facilitating student growth:** Growing Lincoln's education and research productivity by expanding the qualification offerings.

The proposed major and minor would significantly contribute to the University's strategic vision of being a top-five globally ranked land-based university. Lincoln University has a proven track record of supporting Aotearoa New Zealand's land-based industries, and the proposal aligns with its areas of research excellence in business studies. For example, B.Linc Innovation's recent Innovation and Science Series, *Te Whare Wānaka o Aoraki Lincoln University Excellence Series*, was designed to showcase the University's impactful applied research in land-based studies and innovations. This series celebrated research excellence in innovation, new food and fibre technologies, innovative approaches, and new product development. This initiative produced strong collaboration and connection between industries and the university, members of the wider community, and international researchers, and it engaged undergraduate student interest.

QUALIFICATION

The proposed major and minor meet the CUAP definition for a major and minor subject under Section 5.2 of the CUAP Handbook.

ACCEPTABILITY OF THE PROGRAMME AND CONSULTATION

The proposal was developed with various degrees of input, which included support, informal discussions, feedback and engagement from staff in the Faculty of Agriculture and Life Sciences, including Brian Kwan; the Faculty of Environmental Society and Design, including Associate Professor Stephen Espiner, Donald Royds, Associate Professor Stuart Charters, Dr Gary Steel, Dr Grant Tavinor, and other key teaching staff from various disciplines within these faculties. The concept has been discussed with Lincoln University staff members in the Faculty of Agribusiness and Commerce and Bachelor of Commerce degree programme, including Associate Professor Anthony Brien, Dr Lei Cong, Professor Wanglin Ma, Professor Alan Renwick, Dr Jacob Kambuta. Associate Professor Stuart Charters and Elizabeth Venz (School of Landscape Architecture) would like to collaborate on developing a postgraduate course in Entrepreneurship and Innovation.

In addition, the proposer has discussed the concept with the Associate Dean (Academic) in the Faculty of Agribusiness and Commerce (Dr Mohini Vidwans), the Domestic Recruitment Manager and wider Liaison Team (Bree Underhill), the Quality Teaching Team Manager (Dr Tracy-Anne DeSilva), and numerous students currently undertaking Bachelor of Commerce studies. The proposal has been well received and supported.

Externally, the proposer consulted with a large and wide variety of key stakeholders in business, research and social organisations across Aotearoa New Zealand and overseas, regarding the design and scope of the new major. The purpose was to check whether the proposal and selected courses were suitable for today's workforce and met the expectations of these stakeholders. A concern was raised regarding practical and

applied learning and not just “university theory”. After closely examining the major and minor’s core courses’ learning outcomes, they offered full support.

Feedback received to date has been very positive. As examples:

Emeritus Professor Bob Hamilton, University of Canterbury

I support this proposal to offer a new Major and Minor in Entrepreneurship and Innovation. This initiative is timely as New Zealand needs to produce more high-growth innovative businesses and retain them for much longer than is often the case.

Miles Dalton, Business Support Manager, Enterprise North Canterbury

An Entrepreneurship programme would provide students with the knowledge, mindset, and practical decision-making tools they require to succeed, and I fully support the proposal to establish it at Lincoln University.”

James Gallagher, CEO of Intelligent Systems

I wholeheartedly support a major/minor in Entrepreneurship and Innovation at Lincoln University because the skills that employers are crying out for are the very skills, knowledge, and foundation that this program proposes. You have my utmost support.

Further external consultations are tabulated below.

External Consultations		
Appendix Number	Role	Name
1	Programme Founders for Entrepreneurship Majors - Queensland University of Technology and University of Queensland	Associate Professor Kate Letheren
2	Business Support Manager, North Canterbury Region	Miles Dalton
3	Business Consultant and Advisor, The Icehouse	David Fleming
4	Programme Founders for Entrepreneurship Majors – Dalhousie University, Canada	Professor Leo Paul Dana
5	Vice President - Institute for Small Business and Entrepreneurship, Swansea University, UK	Professor David Pickernell
6	Academic, Leeds Beckett University, UK	Dr Adekunle Oke
7	Queensland University of Technology and University of Queensland	Dr Steve Bickley
8	Associate Principal, Rolleston High School, Christchurch	Cameron Winsloe
9	Professor in Entrepreneurship and Small Business, University of Canterbury	Emeritus Professor Bob Hamilton

TE TIRITI O WAITANGI

Consultation on this proposal was sought from Sheree Janke-Waitoa, Director Māori & Pasifika, Te Manutaki | Office of Māori and Pasifika Development, who provided valuable information and insight, and who endorsed introducing the major and minor in Entrepreneurship and Innovation.

Lincoln University is committed to meeting its obligations as defined by Te Tiriti o Waitangi. This is reflected in the University’s Māori Plan, which outlines the institution’s engagement with Māori at all levels (whānau, hapū and iwi), as well as defining key principles and objectives to develop opportunities to promote Māori ambitions and aspirations, such as in the areas of Mātauraka Māori (Māori knowledge) and Pūtaiao Māori (Māori science).

Lincoln University strives to support and contribute to the Māori economy (Te Ōhanga Māori) and promotes research that highlights the underrepresented contributions of Māori enterprises to New Zealand’s

economy. This focus is particularly crucial, as in 2018, the Te Puni Kōkiri¹¹ uncovered a surprising eight times more Māori businesses than previously reported. This underscores the remarkable impact of Māori businesses and farming on Aotearoa New Zealand's economy, with Māori ownership of \$23 billion of assets within the primary sectors. Additionally, Māori enterprises have made significant advances, totalling 3,920 businesses in 2018, employing nearly 42,000 people and exporting over a billion dollars' worth of goods. Given these figures are continuing to grow, the proposed major and minor in Entrepreneurship and Innovation appear to be both relevant and timely.

Key to the success of both the major and minor may lie in fostering an entrepreneurial and innovative spirit and promoting cultural inclusivity. Therefore, at the very core of this proposal lies a commitment to increase participation from Māori and Pasifika. By establishing a robust support structure and "Poutama" (staircase structure) that works seamlessly with Māori (as well as Pasifika and other cultures), and adapts to external factors within a global environment, we can effectively appreciate the latent Māori competitive advantage and pave the way for ongoing development, inclusion, and participation. This approach is in line with the recommendations made by the Māori Economic Development Panel (MEPD) in 2012 and will undoubtedly contribute to the long-term success of this initiative.

This proposal will align with several key strategic attributes:

Attribute 1: Support and contribute to the Māori economy.

This major will recognise the critical importance of propelling Māori and Pasifika graduates to innovate and contribute to the Māori economy, thereby growing the already significant contribution that tākata whenua make to Aotearoa New Zealand's primary sectors. Integrating increased Māori knowledge into teaching and demonstrations supports Ahu Whenua research, enhancing economic returns and wellbeing through sustainable land management and community development.

Attribute 2: Support and enhance engagement with relevant Māori communities to support student and staff aspirations.

The proposed major and minor in Entrepreneurship and Innovation will draw on Māori enterprise knowledge, including but not limited to Mahika Kai (gathering food), Rongoa (traditional medicine) and Whaipaika (skills/attributes), as well as an approach to Whakapapa (genealogy). Moreover, the major will sit within the well-established BCom degree programme at Lincoln University and align with Lincoln's Māori Plan by engaging with Māori entrepreneurs to teach, research and network.

Attribute 3: Developing a culture of leadership amongst students and staff to support Māori and Lincoln's aspirations.

Alongside our integrated Tikanga whakahaere i te Pakihi Māori approach in the various Entrepreneurship and Innovation courses, different Māori leaders in their field of knowledge will be invited to interact and network with our students.

Attribute 4: Implement a programme that contributes towards a bicultural campus.

By integrating the Māori worldview into these offerings, both staff and students will develop a profound understanding of how entrepreneurship and innovation intersects with culture, identity, and the well-being of future generations. Through active engagement with the core principles embedded in Māori enterprise—Whakapapa Whenua (Ancestral Roots), Rangatirataka (Leadership and Autonomy), Kaitiakitaka (Guardianship), and Whanaukataka (Community and Relationships)—graduates will navigate a path toward all-inclusive success firmly anchored in tradition and forward-thinking.

Attribute 5: Contribute to the achievement of Māori research and learning outcomes.

¹¹ <https://www.rbnz.govt.nz/-/media/project/sites/rbnz/files/research/te-ohanga-maori-report-2018.pdf>

Several strategic steps will be taken to enhance the achievement of Māori research and learning outcomes within the entrepreneurship and innovative courses. These include encouraging faculty and students to explore Māori entrepreneurship topics, supporting research projects investigating Māori business success factors, and disseminating findings to inform teaching and practice.

GOALS OF THE PROGRAMME

The **Bachelor of Commerce major in Entrepreneurship and Innovation** aims to pioneer a modern approach to business education by equipping students with the right toolkit to innovate, start new ventures, and drive impactful change within existing organisations. It blends academic learning with practical experience.

The goal of the **minor in Entrepreneurship and Innovation** is for students in any bachelor's programme to add entrepreneurial skills and innovative thinking to their toolkit, enriching their main field of study and enhancing their ability to create impactful solutions.

Choosing between a major and a minor in entrepreneurship and innovation depends on students' career goals and interests. The **Bachelor of Commerce major in Entrepreneurship and Innovation** offers a comprehensive, immersive study with extensive coursework and hands-on experiences, preparing students for innovative business roles and entrepreneurial ventures. It provides a deep foundation and greater opportunities in the field. **Conversely**, the **minor in Entrepreneurship and Innovation** offers a focused exploration that complements another major, providing valuable entrepreneurial skills without extensive commitment. This option is ideal for students who want to enhance their primary field of study with entrepreneurial insights. Ultimately, a major is suited for those seeking significant opportunities in entrepreneurship and innovation, while a minor integrates entrepreneurial skills into a broader academic pursuit.

Academic rationale

Many challenges (and ongoing opportunities) exist for Aotearoa New Zealand, to continue harnessing value from land-based industries while maintaining its competitive advantages and developing new products for a global marketplace. To address these challenges, Aotearoa New Zealand, requires skilful graduates, advanced technological solutions, and innovative science and management systems.

The major and minor core course selection was formed after extensive consultation with students, entrepreneurs, academics, business support organisations, globally recognised entrepreneurship research centres, and developers of entrepreneurship and innovation majors across Australia, Canada, and the UK. The curriculum is designed to take students on a journey from cultivating an entrepreneurial mindset to developing the knowledge, skills and values needed to create meaningful innovations or enterprises. Throughout the major and minor, students will develop strong critical thinking skills and acquire a practical understanding of business principles, including lean customer-centric methodology and ideation. This is achieved through practical, hands-on learning, engagement with entrepreneurs and industry experts, and creating business projects.

The Bachelor of Commerce major in Entrepreneurship and Innovation has a core suite of fundamental business courses, including basic to advanced entrepreneurship courses, social entrepreneurship, psychology, future business, consumer behaviour, and motivation.

The minor in Entrepreneurship and Innovation offers core courses, including basic to advanced entrepreneurship courses and future business. Students can also select from a comprehensive collection of existing elective courses to broaden their degree and address the industry's myriad challenges.

Connection with research of the university

Lincoln University has a rich and proud history of promoting learning and development through outstanding research, interdisciplinary expertise, and meaningful partnerships and collaborations both nationally and globally. With world-class social and land-based scientists, Lincoln University leads research that supports, strengthens, and expands knowledge on key primary industry sectors and businesses. The University's B.linc Innovation hub connects farmers, entrepreneurs, scientists, and academics, fostering collaboration, sharing knowledge, and enabling innovative solutions for a better future in Aotearoa New Zealand.

The introduction of this major and minor will create more interest and collaboration across disciplines. For example, recently the proposer has developed a small project on entrepreneurship with Dr Robert Radics (Department of Global Value Chains and Trade), and Don Royds (School of Landscape Architecture) has discussed a collaborative project building entrepreneurial concepts into his research. Lincoln University is developing research projects connected to entrepreneurship and innovation, demonstrating the linkage to this proposed major and minor. For example, Dr Gary Steel (Department of Tourism, Sport & Society) has undertaken a research project to determine key nation-level psychological predictors of innovation, Dr Faith Jeremiah (Department of Agribusiness and Commerce) has undertaken research on entrepreneurial behaviour, Don Royds (School of Landscape Architecture) is researching new ways to manipulate data that has been captured by UAVs/drones, and develop innovative interactions with this data through augmented reality (AR) and virtual reality (VR). The proposer is also collaborating with the Master of Applied Computing (MAC) staff and a student for an entrepreneurial COMP693 Industry Project, the final capstone course of its programme.

By collaborating with leading organisations, start-ups, researchers, growers, and universities, Lincoln University is confronted with the challenges of the food and fibre industry, as recently discussed by researchers in the Centre of Excellence - Transformative Agribusiness. This makes the timing of a proposed major and minor in Entrepreneurship and Innovation particularly opportune. The major and minor not only aligns seamlessly with the University's research and teaching objectives but also equips students with transferable skills applicable to solving various challenges across various sectors and industries.

OUTCOME STATEMENT

The **Bachelor of Commerce major in Entrepreneurship and Innovation** is designed to create graduates who are forward-thinking innovators with the knowledge and the ability to apply critical thinking effectively to solve real-world problems. They will be equipped to anticipate and lead market changes using research and evidence-based approaches to drive progress and success in a dynamic global economy. Graduates will be well-prepared to start and manage their own businesses, lead corporate innovation, or pursue opportunities in various fields, including social entrepreneurship, technology commercialisation, or graduate research. They will understand key concepts and practices in entrepreneurship and innovation, including idea generation, opportunity recognition, market analysis, business planning, financial management, global business, marketing, and supply chain management. Theoretical knowledge will be combined with practical hands-on experience with market research and customer engagement, as well as connecting with industry professionals and networking with business leaders. Graduates will be able to integrate knowledge, skills, and values from different disciplines to solve complex problems across the primary sector.

The **minor in Entrepreneurship and Innovation** is designed to complement any degree programme and will provide students with the knowledge, skills, and entrepreneurial mindset necessary to pursue careers in various industries, with the unique advantage of being able to identify new untapped markets and create innovative solutions. Graduates with a minor in Entrepreneurship and Innovation may work in various roles related to their field or pursue business-oriented roles such as business development, innovation

management, venture capital, or consulting. Additionally, they may leverage their entrepreneurial skills to start their own businesses and pursue entrepreneurial ventures.

Major Graduate Profile														
Graduates of this degree can:	BCom Core						Major Core							
Semester Year	S1 Y1	S1 Y1	S1 Y1	S1 Y1	S 2 Y 1	S2 Y1	S2 Y1	S1 Y2	S2 Y2	S2 Y2	S2 Y3	S2 Y3	S2 Y3	S2 Y3
	LWST 114 Introduction to Commercial Law	ECON 113 Economics and Markets	BMGT 116 Principles of Management	COMM 112 Financial Information for Business	COMM 111 Introductory Statistics	MKTG 115 Principles of Marketing	BMGT 102 Introduction to Entrepreneurship	PSYC 102 Introduction to Social Psychology	BMGT231 Entrepreneurship Theory and Practice	MKTG 205 Consumer Behaviour	PSYC 202 Motivation and Participation	BMGT 325 Future of Business	BMGT321 Entrepreneurship and Small Business	BMGT331 Social Entrepreneurship
Apply the end-to-end entrepreneurship process, including problem identification, solution development, manufacturing, distribution, sales and marketing, and finance. [Grounded] [Employable]							X		X				X	X
Create a winning pitch deck to present to various audiences and markets. [Employable] [Sustainable] [Grounded]							X		X	X	X	X	X	X
Observe and analyse human behaviour to inform business decisions. [Employable] [Research Capable]			X		X		X	X	X	X	X	X	X	X
Apply business strategies to create commercial advantages that can be leveraged across markets and through domestic and international commercial partnerships. [Grounded] [Employable]			X			X	X	X	X	X	X	X	X	X
Develop the mindset of a progressive entrepreneur and changemaker. [Grounded] [Employable]			X				X	X	X	X	X	X	X	X
Be proactive and less reactive in business practice. [Employable] [Sustainable] [Grounded]			X			X	X	X	X	X	X	X	X	X

Align business decisions with personal values. [Grounded] [Sustainable]			X				X	X	X	X	X	X	X	X
Connect with a wide range of well-known entrepreneurs and industry leaders [Employable] [Sustainable] [Grounded]			X				X	X	X	X	X	X	X	X
Acknowledge others as tangata Tiriti (people of the Treaty) and engage with Māori in a way that honours the Treaty partnership, bringing financial and social benefits to both parties [Grounded] [Bicultural]			X				X	X	X	X	X	X	X	X

MINOR Graduate Profile					
Graduates of this Minor can:	Minor Core				
Semester Year	S1 Y1	S2 Y1	S2 Y3	S2 Y3	S2 Y3
	BMGT 102 Introduction to Entrepreneurship	BMGT231 Entrepreneurship Theory and Practice	BMGT 325 Future of Business	BMGT321 Entrepreneurship and Small Business	BMGT331 Social Entrepreneurship
Apply the end-to-end entrepreneurship process, including problem identification, solution development, manufacturing, distribution, sales and marketing, and finance. [Grounded] [Employable]	X	X		X	X
Create a winning pitch deck to present to various audiences and markets. [Employable] [Sustainable] [Grounded]	X	X	X	X	X
Observe and analyse human behaviour to inform business decisions. [Employable] [Research Capable]	X	X	X	X	X
Apply business strategies to create commercial advantages that can be leveraged across markets and through domestic and international commercial partnerships. [Grounded] [Employable]	X	X	X	X	X
Develop the mindset of a progressive entrepreneur and changemaker. [Grounded] [Employable]	X	X	X	X	X
Be proactive and less reactive in business practice. [Employable] [Sustainable] [Grounded]	X	X	X	X	X
Align business decisions with personal values. [Grounded] [Sustainable]		X	X	X	X
Connect with a wide range of well-known entrepreneurs and industry leaders [Employable] [Sustainable] [Grounded]	X	X	X	X	X
Acknowledge others as tangata Tiriti (people of the Treaty) and engage with Māori in a way that honours the Treaty partnership, bringing financial and social benefits to both parties [Grounded] [Bicultural]	X	X	X	X	X

PROGRAMME OVERVIEW

The Bachelor of Commerce major in Entrepreneurship and Innovation comprises 120 credits (eight courses). It is designed to progressively develop knowledge and skills in entrepreneurship and innovation, from the introductory to the advanced level. Progression through the courses within the major depends on successful completion of the required prerequisites. The Bachelor of Commerce Regulations will specify that students must pass all core Bachelor of Commerce courses and satisfy the major in Entrepreneurship and Innovation requirements as listed in the Schedule of Majors for the Bachelor of Commerce.

The minor in Entrepreneurship and Innovation comprises 75 credits (five courses), which may be added to any Lincoln University bachelor's degree.

PROPOSED REGULATIONS**Bachelor of Commerce regulations**

Lincoln University Calendar 2024, page 265 – 267.

Add to the Schedules of Majors for the Bachelor of Commerce, page 266:

Entrepreneurship and Innovation

100-level: BMGT 102, PSYC 102

200-level: BMGT 231, MKTG 205, PSYC 202

300-level: BMGT 325, BMGT 321, BMGT 331.

Schedule of Additional Majors and Minors, 2024 Lincoln University Calendar, pages 321 – 324.

Add under Part II: Minors:

Entrepreneurship and Innovation

100-level: BMGT 102

200-level: BMGT 231

300-level: BMGT 325, BMGT 321, BMGT 331

PROPOSED TEACHING/DELIVERY METHODS

The courses have been chosen to equip students with the knowledge and capabilities through coursework, culminating in a capstone experience where they apply their learning to address social issues through entrepreneurial efforts. Teaching methods will adhere to Lincoln's standard for face-to-face instruction while incorporating the added benefits of online and hybrid formats for greater convenience and flexibility.

PRESCRIPTIONS FOR NEW COURSES

Core Courses	Prescription
BMGT 231 Entrepreneurship Theory and Practice	The application of entrepreneurial principles to create uncontested new markets or develop solutions.
BMGT 325 Future of Business	Exploring future business through the lens of trust, transparency and transformation.
BMGT 331 Social Entrepreneurship	The theory and practice of social entrepreneurship.

ASSESSMENT AND MODERATION PROCEDURES

Courses contain a variety of assessments that examine students' knowledge, comprehension, and critical analysis. Assessments will follow Lincoln University's moderation procedures. Staff within the Faculty of

Agribusiness and Commerce will serve as moderators. Evaluation of all courses will conform to Lincoln University's assessment policy requirements, set out in Lincoln University's Policy Library.

All course outlines, internal assessment items, and final assessments will be moderated via the faculty moderation process. The moderation process includes a review of the suitability of the assessment for the level and learning outcomes of the course and a review of the readability of the assessment information

In the core entrepreneurship courses formative assessments are integral, including methods like peer review and analysis reports (BMGT331 Social Entrepreneurship), creating a four-part documentary series with feedback after each episode (BMGT331 Social Entrepreneurship), developing solutions in stages (BMGT231 Entrepreneurship Theory and Practice), and regular presentations (BMGT325 Future of Business). These assessments align with the entrepreneurial journey, emphasising ongoing learning, action, feedback, and adaptation. Summative assessments including a full course project (BMGT321 Entrepreneurship and Small Business), are being phased out as entrepreneurship demands continuous improvement rather than final evaluations. Students showcase their ability to apply learning to projects under the mentorship of lecturers, mirroring real-world entrepreneurial processes where feedback and iterative development are crucial for success.

RESOURCES

The major and minor require no specialised or new facilities and will utilise existing classrooms and laboratory space. The courses will be taught by existing lecturers who are experts in their fields.

PLANS FOR MONITORING PROGRAMME

The Programme Director for the major and minor will be responsible for monitoring academic quality, including teaching quality, reviewing regulations, content, and delivery, and reviewing whether courses should be added or deleted. They will consult with professionals in start-ups/ entrepreneurship, especially those associated with the third-year courses (BMGT 331 and BMGT 335) which will contain both theoretical and practical aspects (applied knowledge), to ascertain the continuing relevance of the educational experience, the courses, and the programme.

All course outlines, internal assessment items, and final examinations will be moderated via the faculty moderation process within which each course sits. The moderation process includes a review of the suitability of the assessment for the level and learning outcomes of the course, as well as a review of the readability of the assessment information.

Each course is reviewed at a Faculty Examiner's meeting, convened by the Associate Dean (Academic), where the student numbers, pass rate, and results are compared to historical grades. These results and the student's overall academic progress are reviewed at the University Examinations Meeting convened by the Academic Administration Committee (AAC).

REVIEW OF THE PROGRAMME

Student satisfaction and feedback is obtained through course evaluations undertaken each semester the course is offered, and reviewed by the Examiner, Head of Department/Programme, and Dean/Director. The course evaluations also provide information about teaching quality. Student feedback is also received through the Student Representative programme managed by the Lincoln University Students' Association.

The proposed programme will be subject to a Graduating Year Review (GYR) and will be added to Lincoln University's (internal) annual programme reflection schedule and cyclical Qualification Review schedule.

The annual Academic Programme Reflections consider student EFTS and demographics, the relevance of the Graduate Profile, proposed changes, any action points addressed from the previous review, programme initiatives, and student feedback.

Qualification Reviews are structured reviews of academic programmes against terms of reference and involve internal and external panels that evaluate and recommend improvements to the programme in the context of its learning aims, objectives and outcomes, and its role within the University's academic portfolio.

STATEMENT RE SECTION B

(a) EFTS value

N/A

(b) A statement regarding funding

N/A

(c) Information about the Agreement

N/A

SECTION B

LEARNING AIMS AND OUTCOMES FOR EACH NEW COURSE

BMGT231 Entrepreneurship Theory and Practice

The **main aims** of this course are:

1. To understand the theory and practice of entrepreneurship.
2. To develop an entrepreneurial mindset.
3. To guide students to initiate and create uncontested new markets or develop solutions.

Learning outcomes

After successfully completing this course, you will be able to:

1. Apply appropriate techniques to understand human behaviour to identify entrepreneurial opportunities.
2. Develop an entrepreneurial concept.
3. Persuasively pitch an entrepreneurial idea.

BMGT325 Future of Business

The **main aims** of this course are:

1. To challenge students to think critically about how future businesses will be impacted by ethical responsibilities and changes in technological innovations.
2. To expose students to visual, auditory, kinesthetic, and social learning approaches and provide them with the skills to successfully navigate the fast-changing employment landscape.

Learning outcomes

After successfully completing this course, you will be able to:

1. Build and present your personal brand by identifying and promoting your values and vision.
2. Examine how innovations for future business may influence employment, incentives, and opportunities.
3. Critique opportunities and challenges associated with innovations for future business.

BMGT331 Social Entrepreneurship

The **main aims** of this course are:

1. To understand the fundamental concepts of social entrepreneurship relevant to today's contemporary society.
2. To learn how to execute social entrepreneurial concepts.
3. To develop creative and impactful solutions to socio-economic and environmental challenges.

Learning outcomes

After successfully completing this course, you will be able to:

1. Use an immersive process to analyse social issues.
2. Critique existing solutions to social issues and propose innovative alternatives.
3. Analyse various social perspectives.
4. Use reflective practice to identify how social immersion impacts your mindset.

STUDENT WORKLOAD, TERMS REQUIREMENTS AND ASSESSMENT PROCEDURES FOR EACH NEW COURSE

Courses are designed to meet the 150-hour student workload required by a 15-credit course at Lincoln University. These hours include a mix of lectures, field trips (as a group), self-directed study, and formative and summative assessments.

BMGT231: 12 weeks of 4 hours of contact learning (48 hours) and self-learning (102 hours)

BMGT325: 12 weeks of 4 hours of contact learning (48 hours) and self-learning (102 hours)

BMGT331: 12 weeks of 4 hours of contact learning (48 hours) and self-learning (102 hours)

AVAILABILITY OF TEACHING AND SUPPORT STAFF

The major and minor director is employed as a lecturer in Entrepreneurship and Innovation and will teach BMGT231 and BMGT331. BMGT325 is taught primarily by guest industry leaders, with the major and minor Director facilitating and examining. The other courses will be taught by current lecturers who are already teaching these courses.

AVAILABILITY OF TEACHING SPACE AND OTHER REQUIRED FACILITIES (E.G. LABORATORY, THEATRE, ETC.)

The major and minor requires no specialised or new facilities and will utilise existing classrooms and teaching spaces.

AVAILABILITY OF LIBRARY RESOURCES

On-campus and online Library resources are available.

TIMETABLING ARRANGEMENTS

Normal Lincoln University timetable arrangements for undergraduate degree courses will apply.

THE REQUIRED EXTRACTS FROM ANY MEMORANDUM OF UNDERSTANDING AGREED WITH ANOTHER NEW ZEALAND UNIVERSITY OR OVERSEAS PROVIDER IN RESPECT OF A JOINTLY-TAUGHT OR JOINTLY-AWARDED QUALIFICATION (SEE SECTION 13 OF THE CUAP HANDBOOK).

N/A

SECTION C

TEACHING/TUTORIAL/LABORATORY HOURS PER WEEK

Tuition/Teaching (FTE) weeks per year	30
Vacation Weeks	6
Total Gross Weeks	36
Teaching hours per week	20
Work Experience / Practical Work hours per week	0
Self-Directed Learning hours per week	20
Total Learning hours per week (<i>this cannot exceed 40 hours</i>)	40
Duration of qualification	3 Years

OUTCOME STATEMENT

The **Bachelor of Commerce major in Entrepreneurship and Innovation** will produce graduates who are forward-thinking innovators with advanced knowledge comprehension and applied critical thinking. They are equipped to anticipate and lead market changes using research and evidence-based applicable approaches to drive progress and success in a dynamic global economy. Graduates will be well-prepared to start and manage their own businesses, lead corporate innovation, or pursue opportunities in various fields, including social entrepreneurship, technology commercialisation, or graduate research. They will understand key concepts and practices in entrepreneurship and innovation, including idea generation, opportunity recognition, market analysis, business planning, financial management, global business, marketing, and supply chain management. Theoretical knowledge will be combined with practical hands-on experience with market research and customer engagement, as well as connecting with industry professionals and networking with business leaders. Graduates can integrate knowledge, skills, and values from different disciplines to solve complex problems across the various primary production sectors.

The **minor in Entrepreneurship and Innovation (any degree)** is designed to complement any degree programme and will provide students with the knowledge, skills, and entrepreneurial mindset necessary to pursue careers in various industries, however with the unique advantage of being able to identify new untapped markets and create innovative solutions. Graduates with a minor in Entrepreneurship and Innovation may work in various roles related to their field or may pursue business-oriented roles such as business development, innovation management, venture capital, or consulting. Additionally, they may leverage their entrepreneurial skills to start their own businesses and pursue entrepreneurial ventures.

CONTENTS

The **Bachelor of Commerce major in Entrepreneurship and Innovation** comprises 120 credits (eight courses). This is designed to progressively develop knowledge and skills in Entrepreneurship and Innovation, from introductory to advanced level. The major courses comprise Introduction to Entrepreneurship, Entrepreneurship Theory and Practice, The Future of Business, Entrepreneurship and Small Business, and Social Entrepreneurship.

The **minor in Entrepreneurship and Innovation (any degree)** comprises 75 credits (five courses) and may be undertaken with any undergraduate degree. The minor courses comprise Introduction to Entrepreneurship,

Entrepreneurship Theory and Practice, Introduction to Social Psychology, Consumer Behaviour, Motivation and Participation, The Future of Business, Entrepreneurship and Small Business, and Social Entrepreneurship

ASSESSMENT MODE/S

All courses will be assessed using a range of assignments, reports, individual and/or group presentations, and projects. Final exams and internal assessment of all courses contributing to this qualification will conform to the requirements of the Assessment Policy as set out in the Lincoln University Policy Library.

NZ STANDARD CLASSIFICATION OF EDUCATION (NZSCED) FIELD OF STUDY CODE

080301 Business Management

APPENDIX FOUR



Pathway Certificate (Foundation)

SECTION A

PURPOSE OF PROPOSAL

This proposal is to introduce a new 60-credit pathway certificate at level 4 on the New Zealand Qualification and Credentials Framework for domestic and international students without University Entrance, or its equivalents, at Lincoln University. Successful completion of the certificate provides entry to a supported first-year pathway diploma.


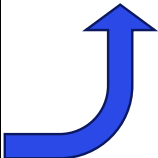

JUSTIFICATION

Lincoln University's existing academic pathway for students without University Entrance to the second year of degree study is through the Certificate and Diploma in University Studies. The length of time in which a student is enrolled in the pathway depends upon their qualifications at entry, and may be two, three or four semesters. The two- and three-semester pathways are achieved by varying the length of the Diploma in University Studies. Market information indicates that students, careers advisors, agents and marketers find the dual-length pathway confusing.


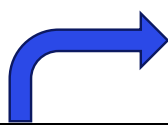
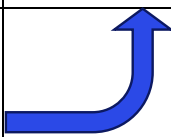
At the same time, students have not returned to the Certificate in University Studies (the first step in the four-semester pathway) following COVID. For international students, this is due to changes in international mobility, and for domestic students this appears to be due to shorter and more efficient pathways available through other institutions. These changes have called into question the need for both a 60-credit certificate and an extended diploma pathway.

An internal self-review of the Certificate and Diploma in University Studies has therefore led to the decision to simplify and consolidate Lincoln University's subdegree pathways to best meet the needs of students and the associated market demand, while retaining high quality academic preparation. This proposal, together with proposed modifications and renaming for the Diploma in University Studies, provides the substance of that change.

Current pathway

					Bachelor year three
			Bachelor year two		
		Diploma in University Studies (two-semester pathway)			
		Diploma in University Studies (three-semester pathway)			
	Certificate in university Studies				
NZQCF level	Level 4	Level 5	Level 6	Level 7	

Proposed pathway

					Bachelor year three
			Bachelor year two		
		First-Year Pathway Diploma (supported first-year degree courses)			
	Pathway Certificate (Foundation)				
NZQCF level	Level 4	Level 5	Level 6	Level 7	

The proposed programme will support goals 4 and 6 of the Lincoln University Strategy, contributing to world-class teaching and facilitating student growth. It will simplify the progression of students to supported degree study through refined and targeted academic preparation.

QUALIFICATION

This proposed qualification meets the CUAP definition for Foundation Certificate under Section 5.1 of the CUAP Handbook.

ACCEPTABILITY OF THE PROGRAMME AND CONSULTATION

Consultation was undertaken on the proposed introduction of the certificate and the modification of the diploma with the same groups of stakeholders at the same time.

Data provided by the Student Success Insights Team shows that the retention rate to degree of Lincoln University students who successfully complete the current pathway (the Certificate and Diploma in University Studies) has remained excellent across the pathway's 10-year existence, including during COVID. 90 percent of students who have completed the certificate enrolled in the diploma, and 99 percent of students who have completed the diploma have enrolled in degree, with 93 percent of these students either having completed their Lincoln University degree or still enrolled in it, in 2024.

This suggests that the fundamental structure of the pathway delivers outcomes for students and that the proposed changes should align broadly with the existing arc of the pathway. Consultation proceeded on this basis.

Consultation was undertaken by the Director, Pathways and Quality and the Academic Coordinator, University Studies with key stakeholders at Lincoln University to ensure the coherence and utility of the proposed programme. The chief focus of the consultation was whether the simplified pathway was appealing to stakeholders and to confirm key attributes to be associated with courses or the graduate profile.

The Deans of Faculty were advised of the proposed changes at the Academic Programme Strategic Advisory Group, where the intention to review and change the existing pathways was first signalled, then endorsed, in response to the conditions noted above. Updates and opportunities to comment were provided to the full group at its monthly meetings during the development of this proposal.

Te Manutaki (Lincoln University's Māori and Pasifika support unit) provided feedback on the coherence of the programme for Māori and Pasifika students and their whānau, noting the ways in which Te Manutaki and Academic Preparation and Pathways could continue to work together for the support of students enrolled in the pathway. They affirmed the intention to simplify the programme structure and the focus on both literacy and numeracy in the graduate profile and proposed courses.

LUSA, the Lincoln University Students' Association, provided feedback on the proposed changes to the current pathway, noting support for the changes and their potential positive impacts for students. These included alignment with comparable pathways from other institutions, further tailoring towards the students' future study programmes and reductions in external administrative costs for students due to the streamlining of the pathway.

The Domestic Recruitment team supported the proposed simplification of the pathway and the clarity of a single certificate at level 4, noting the value of this simplicity when engaging with students and their families where they may be concerned about attaining University Entrance. The team were supportive of the way in which the proposed qualification concentrates the academic preparation currently undertaken across a more extended pathway, seeing this as of value for domestic students.

The International Recruitment team provided feedback on the likely impact of a concentrated pathway on their recruitment activities, noting that it simplifies the staged pathways to degree study that are already associated with Lincoln University internationally. They commented on the extent to which the proposed changes could be integrated into international partnerships and gave feedback on the ways in which the programme may support students' post-study goals.

A programme group of course examiners who teach the subdegree courses of the current pathway provided feedback on the overall programme structure and evaluated the graduate profile of the proposed pathway.

The group reflected on the intra-programme strengths of the current offering and gave feedback on how these should be incorporated in the proposal.

The manager and staff in admissions and enrolment, Student Administration, were consulted on the structure of the pathway and its overall efficiency for admissions, enrolment and academic progression. They provided feedback on the likely impacts of alternative structures and made suggestions to support communication with students.

The proposed changes were shared with current and former pathway students who had the opportunity to comment and give feedback on the proposed changes to the Academic Coordinator, University Studies.

A copy of this proposal was shared with all staff in Academic Preparation and Pathways in order to receive and incorporate feedback prior to the proposal being submitted to the unit's Teaching Committee.

TE TIRITI O WAITANGI

Ka tipu, ka rea, ka whanake ake te rākau mātauraka. Lincoln University is committed to achieving parity of outcomes for Māori students under its Manaaki Tauira learner success framework, which aligns with its obligations to uphold tino rangatiratanga and equity of access under Te Tiriti o Waitangi.

The proposed programme contributes to equity of access by removing undersubscribed steps within an academic pathway to degree study. Through its refined focus on foundational knowledge and skills in literacy, numeracy and the applied knowledge associated with academic study at Lincoln University, the pathway will provide equity of opportunity for Māori students to progress to successful degree study. The simplified structure will support Te Manutaki's liaison and engagement with Māori students, whānau and communities as part of the ongoing orientation of tauira to successful study at Lincoln University.

The Programme Field Day activity that is proposed as a programme requirement will introduce students to the cultural context of Ōtautahi/Waitaha and the cultural narrative of Lincoln University, strengthening learners' understanding of their context and inviting them to see themselves, whether as takata whenua, takata moana or takata tiriti, as part of the community of Lincoln University.

GOALS OF THE PROGRAMME

The goal of the programme is to enable students to develop the foundational knowledge, skills and values for successful supported study in the first year of an undergraduate degree. These will be developed through a suite of two compulsory courses in literacy and academic communication, and mathematics and numeracy, together with three elective courses from which students choose the two most relevant to their intended degree programme. A programme field day will anchor student learning in the Ōtautahi/Waitaha cultural context and the Lincoln University cultural narrative.

OUTCOME STATEMENT

Graduates of the Pathway Certificate (Foundation) will be ready to undertake supported study of first-year degree courses in an undergraduate programme at Lincoln University.

GRADUATE PROFILE

Graduates of this programme will be able to

Knowledge

- K1 Understand selected challenges that require research, data analysis and problem-solving skills
 K2 Understand mathematical concepts for successful undergraduate study

Skills

- S1 Use foundational academic research, writing and referencing skills to complete assessment for successful undergraduate study
 S2 Use foundational mathematical skills to complete assessment for successful undergraduate study
 S3 Apply critical thinking to selected academic topics

Values

- V1 Recognise the academic and cultural context of Te Whare Wānaka o Aoraki | Lincoln University
 V2 Recognise the importance of academic integrity to successful university study.

	Compulsory courses		Elective courses			Compulsory field activity
Graduates of this programme will be able to:	LUAC00X Academic preparation for tertiary study	LUAC00Y Mathematical foundations for tertiary study	LUAC013 Science for Tertiary Study	LUAC01X Statistical foundations for tertiary study	LUAC01Y Fundamentals of New Zealand environment	Programme Field Day
Knowledge						
Understand selected challenges that require research, data analysis and problem-solving skills		●	●	●		
Understand mathematical concepts for successful undergraduate study		●		●		
Skills						
Use foundational academic research, writing and referencing skills to complete assessment for successful undergraduate study	●		●		●	
Use foundational mathematical skills to complete assessment for successful undergraduate study		●		●		
Apply critical thinking to selected academic topics	●	●	●	●	●	●
Values						
Recognise the academic and cultural context of Lincoln University Te Whare Wānaka o Aoraki	●				●	●
Recognise the importance of academic integrity to successful university study	●	●	●	●	●	

PROGRAMME OVERVIEW

Students without New Zealand University Entrance or its international equivalent who do not meet the admission requirements either for supported study of first-year degree courses (the current two-semester Diploma in University Studies) or Discretionary Entrance may be admitted to the Pathway Certificate (Foundation). International students must fulfil the current English-language admission requirements for the

three-semester pathway of the Diploma in University Studies: IELTS 5.5 or equivalent with no component less than 5.0.

Students enrol following compulsory course advice in the certificate, consisting of two compulsory courses at level 4 and two electives at level 5. They must also participate in the Programme Field Day. Upon successful completion of the programme, students will progress either to the Pathway Diploma or, for high-achieving students (normally those who achieve all A grades) enrolment in the bachelor degree. Both cohorts receive ongoing academic support from Academic Preparation and Pathways as part of their academic transition.

PROPOSED REGULATIONS

1. Before entry to a course of study for the Pathway Certificate (Foundation), an applicant shall be approved as a candidate by the Vice-Chancellor.
 - a. In determining admission, the Vice-Chancellor will take account of each applicant's previous studies and other indicators of potential for successful study.
 - b. Every candidate shall satisfy the Vice-Chancellor of their English-language proficiency.
2. A candidate for the Pathway Certificate (Foundation) shall follow the approved course of study for one semester.
3. In order to qualify for the award of the certificate, a candidate must pass all Schedule A courses, two elective courses from Schedule B and participate in the Programme Field Day.

Schedule of Courses for the Pathway Certificate (Foundation)

Schedule A: Compulsory Courses

- LUAC00X Academic preparation for tertiary study
- LUAC00Y Mathematical foundations for tertiary study

Schedule B: Students are required to pass 30 credits from the following Schedule B courses

- LUAC013 Science for Tertiary Study
- LUAC01X Statistical foundations for tertiary study
- LUAC01Y Fundamentals of New Zealand environment

Programme Field Day: Students must participate in the Programme Field Day as directed by the Academic Coordinator.

PROPOSED TEACHING/DELIVERY METHODS

Courses are taught in a seminar environment using classroom instruction, directed and self-directed learning, tutorial discussion, laboratory work, selected lectures and other workshop activities. The Programme Field Day is supported by external and internal facilitators together with the teaching staff of the programme.

PRESCRIPTIONS FOR NEW COURSES

LUAC00X Academic preparation for tertiary study
A practical application of academic communication skills.

LUAC00Y Mathematical foundations for tertiary study
An overview of mathematical skills necessary for successful tertiary study.

LUAC01X Statistical foundations for tertiary study

An introduction to statistical concepts and tools for data analysis and interpretation essential for tertiary study.

LUAC01Y Fundamentals of New Zealand environment

The study of basic environmental concepts in the context of Aotearoa | New Zealand.

ASSESSMENT AND MODERATION PROCEDURES

The programme is internally assessed with formative activities contributing to summative assessments of threshold knowledge and skills. Assessments are moderated in accordance with Lincoln University's Assessment Policy and Guidelines for both the design and the marking of assessment.

RESOURCES

Lincoln University has the physical facilities including laboratories, library resources and access to appropriate academic and practical experience to deliver this programme. Academic support of students will be provided through the staff of Academic Preparation and Pathways, who work closely with university support services for the pastoral care and learning support of enrolled students.

PLANS FOR MONITORING PROGRAMME

All course outlines, internal assessment items, and final examinations will be moderated via the moderation process in Academic Preparation and Pathways. The moderation process includes a review of the suitability of the assessment for the level and learning outcomes of the course, as well as a review of the readability of the assessment information.

Each course in the programme is reviewed at an Examiners' meeting, convened by the Academic Coordinator, where the student numbers, pass rate, and results are compared to historical grades. These results are then reviewed, along with the student's overall academic progress, at the University Examiners' Meeting convened by the Academic Administration Committee (AAC).

Student satisfaction and feedback is obtained through course evaluations undertaken each semester the course is offered, and reviewed by the Examiner, and Director. The course evaluations also provide information about teaching quality. Student feedback is also received through the Student Representative programme managed by the Lincoln University Students' Association.

Lincoln University regularly reviews qualifications on an annual basis to monitor their performance and quality. These reviews are undertaken using data acquired from student questionnaires and feedback, student progression and assessment data, feedback from staff engaged in the programme, and from other stakeholders.

REVIEW OF THE PROGRAMME

The programme will be reviewed annually through Lincoln University's Annual Programme Reflection. Periodic review will occur through the qualification review calendar of Lincoln University. The Director, Pathways and Quality, will closely monitor enrolments and the resources needed to support the programme as part of her operational management of Academic Preparation and Pathways.

STATEMENT RE SECTION B

Section B has been prepared and will be made available to CUAP on request.

(a) EFTS value

0.5 EFTS

(b) A statement regarding funding

Not applicable.

(c) Information about the Agreement

No agreement.

SECTION B

LEARNING AIMS AND OUTCOMES FOR EACH NEW COURSE

LUAC00X Academic preparation for tertiary study

A practical application of academic communication skills.

Course aims

- A1. To develop language, research and writing skills for tertiary study.
- A2. To develop critical thinking skills and independent learning strategies.

Learning outcomes

Upon successful completion of this course, students will be able to:

- LO1. Practise and develop the conventions of written and oral academic expression.
- LO2. Find, evaluate, use, and cite academic sources.
- LO3. Use evidence-based argument and critical thinking in academic context.
- LO4. Effectively manage the completion of self-directed assignments.

LUAC00Y Mathematical foundations for tertiary study

An overview of mathematical skills necessary for successful tertiary study.

Course aims

- A1. To develop proficiency in basic arithmetic operations and problem-solving strategies to solve real-world numerical problems.
- A2. To build critical thinking skills through mathematical reasoning and data analysis to support learning in various academic disciplines.

Learning outcomes

Upon successful completion of this course, students will be able to:

- LO1. Apply problem-solving strategies to solve mathematical problems involving arithmetic operations, proportions, percentages, and equations.
- LO2. Accurately convert between different units of measurement and applying measurement concepts in practical scenarios.
- LO3. Apply coordinate geometry principles to analyse and interpret geometric shapes using Cartesian coordinates.
- LO4. Solve complex problems that require numerical reasoning and logical thinking.

LUAC01X Statistical foundations for tertiary study

An introduction to statistical concepts and tools for data analysis and interpretation essential for tertiary study.

Course aims

- A1. To develop an understanding of descriptive statistics and their applications in summarising and interpreting data.

A2. To introduce fundamental probability distributions and inferential techniques to make data-driven decisions.

Learning outcomes

Upon successful completion of this course, students will be able to

LO1. Calculate and interpret descriptive statistics.

LO2. Apply probability concepts to analyse and interpret data and make predictions based on probability calculations.

LO3. Conduct bivariate data analysis to identify and quantify relationships between variables.

LO4. Use the Central Limit Theorem for sampling and making inferences about populations.

LO5. Calculate and interpret confidence intervals to assess the reliability of sample statistics.

LUAC01Y Fundamentals of New Zealand Environment

The study of basic environmental concepts in the context of Aotearoa | New Zealand.

Course aims

A1. To introduce Aotearoa | New Zealand's unique environment from a physical, ecological, and cultural perspective.

A2. To highlight impacts on the Aotearoa | New Zealand environment and their potential mitigations.

Learning outcomes

Upon successful completion of this course, students will be able to

LO1. Give an overview of Aotearoa | New Zealand's geological and biological history

LO2. Give examples of the variety and uniqueness of Aotearoa | New Zealand's ecosystems

LO3. Acknowledge Māori and other cultural perspectives on land, water, flora and fauna

LO4. Describe the causes and consequences of anthropogenic impacts on the environment in Aotearoa | New Zealand

LO5. Give examples of environmental policies within Aotearoa | New Zealand.

STUDENT WORKLOAD, TERMS REQUIREMENTS AND ASSESSMENT PROCEDURES FOR EACH NEW COURSE

Student workload will be allocated through in-person instruction (both tutorials and laboratories), directed and self-directed learning and completion of assessment. Assessment information will be published in the Course Outlines and via course pages on the Learning Management System Akoraka | Learn, in accordance with university requirements.

AVAILABILITY OF TEACHING AND SUPPORT STAFF

The Certificate will be taught by senior tutors in Academic Preparation and Pathways, Te Tuawhiti. Academic support will be provided by the Academic Coordinator of the programme, in collaboration with other student and academic support services of the university where additional support of students may be needed.

AVAILABILITY OF TEACHING SPACE AND OTHER REQUIRED FACILITIES (E.G. LABORATORY, THEATRE, ETC.)

Teaching space and other facilities will be allocated by the Timetable Office in accordance with university procedures.

AVAILABILITY OF LIBRARY RESOURCES

The existing library resources that support the current University Studies pathways will support the proposed Certificate.

TIMETABLING ARRANGEMENTS

Normal Lincoln University timetable arrangements for sub-degree courses will apply.

THE REQUIRED EXTRACTS FROM ANY MEMORANDUM OF UNDERSTANDING AGREED WITH ANOTHER NEW ZEALAND UNIVERSITY OR OVERSEAS PROVIDER IN RESPECT OF A JOINTLY-TAUGHT OR JOINTLY-AWARDED QUALIFICATION (SEE SECTION 13 OF THE CUAP HANDBOOK).

Not applicable.

SECTION C

TEACHING/TUTORIAL/LABORATORY HOURS PER WEEK

Tuition/Teaching (FTE) weeks per year	12
Vacation Weeks	3
Total Gross Weeks	15
Teaching hours per week	16
Work Experience / Practical Work hours per week	0
Self-Directed Learning hours per week	24
Total Learning hours per week (<i>this cannot exceed 40 hours</i>)	40
Duration of qualification	15 weeks

OUTCOME STATEMENT

Graduates of the Pathway Certificate (Foundation) will be ready to undertake supported study of first-year degree courses in an undergraduate programme at Lincoln University. _____

CONTENTS

LUAC00X Academic preparation for tertiary study

A practical application of academic communication skills.

LUAC00Y Mathematical foundations for tertiary study

An overview of mathematical skills necessary for successful tertiary study.

together with two courses chosen from elective Schedule B and participation in the Programme Field Day.

ASSESSMENT MODE/S

Coursework only.

NZ STANDARD CLASSIFICATION OF EDUCATION (NZSCED) FIELD OF STUDY CODE

129999 Mixed Field Programmes not elsewhere classified

APPENDIX FIVE



PROPOSAL TO MODIFY AN EXISTING QUALIFICATION: DIPLOMA IN UNIVERSITY STUDIES

SECTION A

PURPOSE OF PROPOSAL

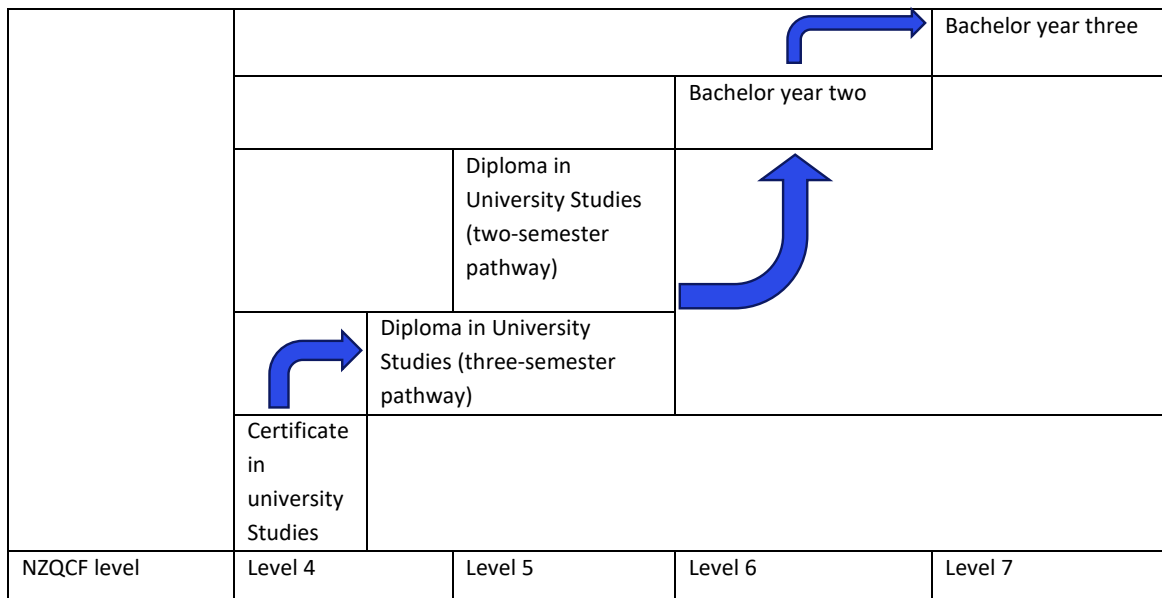
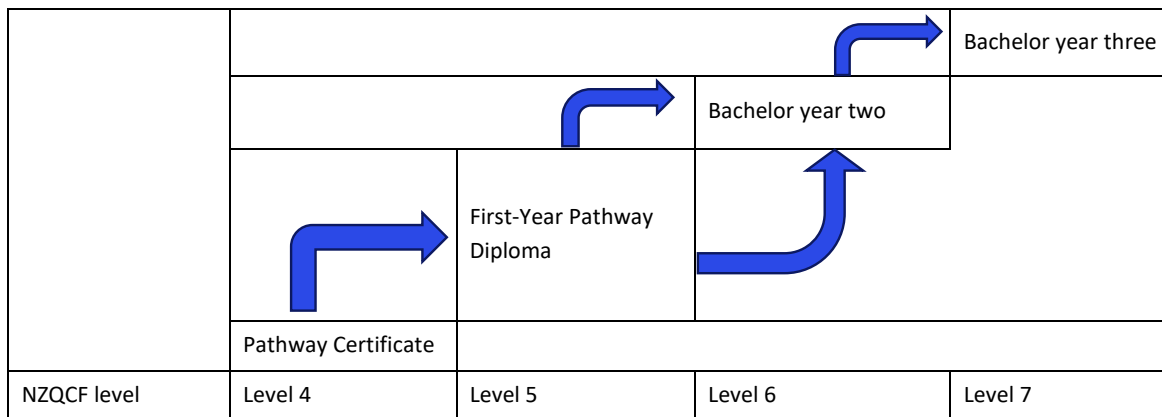
This proposal is to modify the Diploma in University Studies, part of Lincoln University's academic pathway for students without University Entrance to the second year of degree study. The proposal renames the diploma to First-Year Pathway Diploma in alignment with recommendations from the Graduating Year Review (2019), and removes the three-semester pathway from the offering. A revised graduate profile to align with the remaining two-semester pathway is also presented.

JUSTIFICATION

Lincoln University's existing academic pathway for students without University Entrance to the second year of degree study is through the Certificate and Diploma in University Studies. The length of time in which a student is enrolled in the pathway depends upon their qualifications at entry, and may be two, three or four semesters. The two- and three-semester pathways are achieved by varying the length of the Diploma in University Studies. Market information indicates that students, careers advisors, agents and marketers find the dual-length pathway confusing.

In the Graduating Year Review (2019) of the Diploma in University Studies, which was completed immediately prior to COVID-19, the review panel recommended the diploma be renamed to make its purpose clearer.

An internal self-review of the Certificate and Diploma in University Studies has therefore led to the decision to simplify and consolidate Lincoln University's subdegree pathways to best meet the needs of students and the associated market demand, while retaining high quality academic preparation. This proposal, together with a new proposed Pathway Certificate to provide an entry point to the pathway for students who would not otherwise be eligible to enter the diploma, provides the substance of that change.

Current pathway*Proposed pathway*

The proposed changes will support goals 4 and 6 of the Lincoln University Strategy, contributing to world-class teaching and facilitating student growth. It will simplify the progression of students to supported degree study through refined and targeted academic preparation.

QUALIFICATION

This proposed qualification meets the CUAP definition for Diploma under Section 5.1 of the CUAP Handbook 2021.

ACCEPTABILITY OF THE PROGRAMME AND CONSULTATION

Consultation was undertaken on the proposed introduction of the certificate and the modification of the diploma with the same groups of stakeholders at the same time.

Data provided by the Student Success Insights Team shows that the retention rate to degree of Lincoln University students who successfully complete the current pathway (the Certificate and Diploma in University Studies) has remained excellent across the pathway's 10-year existence, including during COVID. 99 percent of students who have completed the diploma have enrolled in degree, with 93 percent of these students either having completed their Lincoln University degree or still enrolled in it, in 2024.

This suggests that the fundamental structure of the pathway delivers outcomes for students and that the proposed changes should align broadly with the existing arc of the pathway. Consultation proceeded on this basis.

Consultation was undertaken by the Director, Pathways and Quality and the Academic Coordinator, University Studies with key stakeholders at Lincoln University to ensure the coherence and utility of the proposed programme. The chief focus of the consultation was whether the simplified pathway was appealing to stakeholders and to confirm key attributes to be associated with the graduate profile.

The Deans of Faculty were advised of the proposed changes at the Academic Programme Strategic Advisory Group, where the intention to review and change the existing pathways was first signalled, then endorsed, in response to the conditions noted above. Updates and opportunities to comment were provided to the full group at its monthly meetings during the development of this proposal.

Te Manutaki (Lincoln University's Māori and Pasifika support unit) provided feedback on the coherence of the pathway for Māori and Pasifika students and their whānau, noting the ways in which Te Manutaki and Academic Preparation and Pathways could continue to work together for the support of students enrolled. They affirmed the intention to simplify the pathway.

LUSA, the Lincoln University Students' Association, provided feedback on the proposed changes to the current pathway, noting support for the changes and their potential positive impacts for students. These included alignment with comparable pathways from other institutions and reductions in external administrative costs for students due to the streamlining of the pathway.

The Domestic Recruitment team supported the proposed simplification of the pathway, noting the value of this simplicity when engaging with students and their families where they may be concerned about attaining University Entrance. The renaming of the diploma to emphasise its purpose was valued for domestic students.

The International Recruitment team provided feedback on the likely impact of a refined pathway on their recruitment activities, noting that it simplifies the staged pathways to degree study that are already associated with Lincoln University internationally. They commented on the extent to which the proposed changes could be integrated into international partnerships and gave feedback on the ways in which the programme may support students' post-study goals.

A programme group of course examiners who teach the subdegree courses of the current pathway provided feedback on the overall structure and evaluated the graduate profile of the revised diploma. The group reflected on the strengths of the current offering and gave feedback on how these should be incorporated in the proposal.

The manager and staff in admissions and enrolment, Student Administration, were consulted on the structure of the pathway and its overall efficiency for admissions, enrolment and academic progression. They provided feedback on the likely impacts of alternative structures and made suggestions to support communication with students.

The proposed changes were shared with current and former pathway students who had the opportunity to comment and give feedback on the proposed changes to the Academic Coordinator, University Studies.

A copy of this proposal was shared with all staff in Academic Preparation and Pathways in order to receive and incorporate feedback prior to the proposal being submitted to the unit's Teaching Committee.

TE TIRITI O WAITANGI

Ka tipu, ka rea, ka whanake ake te rākau mātauraka. Lincoln University is committed to achieving parity of outcomes for Māori students under its Manaaki Tauira learner success framework, which aligns with its obligations to uphold tino rangatiratanga and equity of access under Te Tiriti o Waitangi.

The proposed modifications to the diploma contributes to equity of access by simplifying and clarifying an academic pathway to degree study. The revised title places the emphasis on the purpose of the diploma and its function in supporting students to undertake successful independent study in the subsequent years of their chosen degree. Through its focus on supported study of degree-level courses, the diploma will provide equity of opportunity for Māori students without University Entrance to progress to successful degree study. The simplified structure will support Te Manutaki's liaison and engagement with Māori students, whānau and communities as part of the ongoing orientation of tauira to successful study at Lincoln University.

GOALS OF THE PROGRAMME

The goals of the diploma are to prepare students, through orientation and ongoing academic support, for successful independent study in the second year of an undergraduate degree. Students will develop the necessary knowledge skills and values through a compulsory course in academic communication together with holistic academic advice and support from the Academic Coordinator, who through the Pathway Support initiative works with course examiners, academic and student support services across the university to enable the success of students in their chosen degree programme.

OUTCOME STATEMENT

Graduates of the First-Year Pathway Diploma will be ready to undertake independent study of second-year degree courses in an undergraduate programme at Lincoln University.

GRADUATE PROFILE

Graduates of this programme will be able to

Knowledge

K1 Understand key introductory concepts in their chosen academic disciplines

Skills

S1 Use academic conventions when researching and completing assessment in their chosen academic disciplines

S2 Apply critical thinking to a range of academic topics for undergraduate study

S3 Communicate with confidence on introductory academic topics in their chosen degree.

Values

- V1 Recognise the academic and cultural context of Te Whare Wānaka o Aoraki | Lincoln University
- V2 Recognise and practise academic integrity for successful university study.
- V3 Acknowledge cultural differences and diverse perspectives among students and staff.

Graduates of this diploma will be able to:	ACEN103 Academic Communication for Undergraduates	7 100-level courses, chosen from the first-year schedule of their intended degree
Knowledge		
Understand key introductory concepts in their chosen academic disciplines		●
Skills		
Use academic conventions when researching and completing assessment in their chosen academic disciplines	●	●
Apply critical thinking to a range of academic topics for undergraduate study	●	●
Communicate with confidence on introductory academic topics in their chosen degree	●	●
Values		
Recognise the academic and cultural context of Lincoln University Te Whare Wānaka o Aoraki	●	●
Recognise and practise academic integrity for successful university study	●	●
Acknowledge cultural differences and diverse perspectives among students and staff	●	●

PROGRAMME OVERVIEW

Students without New Zealand University Entrance or its international equivalent who do not meet the admission requirements for Discretionary Entrance may be admitted to the First-Year Pathway Diploma. International students must fulfil the current English-language admission requirements of the two-semester Diploma in University Studies: IELTS 5.5 or equivalent with no component less than 5.5.

Students enrol following compulsory course advice in a two-semester programme consisting of the compulsory ACEN103 Academic Communication for Undergraduates and seven further courses from the first-year schedule of their intended degree. During their enrolment they participate in the Pathway Support initiative coordinated by the Academic Coordinator, who provides additional academic support for students including facilitating access to other academic support services and pastoral care as needed.

Pathway Support includes the use of analytics to identify students who may be at risk during their studies and offer additional academic support. Additional academic support may include 1:1 advising, skills development including tutorial support for assessment preparation, or other course and academic advising.

Upon successful completion of the programme, students will progress to enrolment in the bachelor degree with the cross-credit of the 120 credits completed for the diploma.

PROPOSED REGULATIONS

1. Before entry to a course of study for the First-Year Pathway Diploma, an applicant shall be approved as a candidate by the Vice-Chancellor.
 - a. In determining admission, the Vice-Chancellor will take account of each applicant's previous studies and other indicators of potential for successful study.
 - b. Every candidate shall satisfy the Vice-Chancellor of their English-language proficiency.
2. A candidate for the diploma shall follow a course of study, as laid down in these regulations, for two semesters.
3. In order to qualify for the award of the diploma, a candidate must pass the Schedule A course, seven courses from Schedule B and participate in Pathway support as directed by the Academic Coordinator.
4. A candidate who completes the diploma and who subsequently enrolls in a Bachelor degree at Lincoln University may credit to the degree those credits passed in the course of study for the diploma that are approved in the schedule of courses for the degree.

Schedule of Courses for the First-Year Pathway Diploma

Schedule A: Compulsory Courses

ACEN103 Academic Communication for Undergraduates

Schedule B: Students are required to pass 105 credits at 100-level from the schedule to the regulations of any Lincoln University bachelor degree.

PROPOSED TEACHING/DELIVERY METHODS

Courses are taught across the spectrum of delivery methods of Lincoln University. These include lectures, tutorials, laboratories, seminars, field activities and, for Lincoln Connected courses, online delivery. The Pathway Support programme is offered through blended delivery and incorporates face-to-face and online consultations, tutorials and other support.

PRESCRIPTIONS FOR NEW COURSES

N/A

ASSESSMENT AND MODERATION PROCEDURES

Courses are assessed and moderated in alignment with the Assessment Policy and Guidelines of Lincoln University.

RESOURCES

Lincoln University has the physical facilities including laboratories, library resources and access to appropriate academic and practical experience to deliver this programme. Academic support of students will be

coordinated through Pathway support, which is managed by the Academic Coordinator, working with university support services for the pastoral care and learning support of enrolled students.

PLANS FOR MONITORING PROGRAMME

All course outlines, internal assessment items, and final examinations will be moderated via the faculty/Academic Preparation and Pathways moderation process. The moderation process includes a review of the suitability of the assessment for the level and learning outcomes of the course, as well as a review of the readability of the assessment information.

Each course in the programme is reviewed at a Faculty/Academic Preparation and Pathways Examiner's meeting, convened by the Associate Dean (Academic) or (for AP&P) the Academic Coordinator, where the student numbers, pass rate, and results are compared to historical grades. These results are then reviewed, along with the student's overall academic progress, at the University Examiner's Meeting convened by the Academic Administration Committee (AAC).

Student satisfaction and feedback is obtained through course evaluations undertaken each semester the course is offered, and reviewed by the Examiner, Head of Department/Programme, and Dean/Director. The course evaluations also provide information about teaching quality. Student feedback is also received through the Student Representative programme managed by the Lincoln University Students' Association.

Lincoln University regularly reviews qualifications on an annual basis to monitor their performance and quality. These reviews are undertaken using data acquired from student questionnaires and feedback, student progression and assessment data, feedback from staff engaged in the programme, and from other stakeholders.

REVIEW OF THE PROGRAMME

The programme will be reviewed annually through Lincoln University's Annual Programme Reflection. Periodic review will occur through the qualification review calendar of Lincoln University.

STATEMENT RE SECTION B

Section B has been prepared and will be made available to CUAP on request.

SECTION B

LEARNING AIMS AND OUTCOMES FOR EACH NEW COURSE

N/A

STUDENT WORKLOAD, TERMS REQUIREMENTS AND ASSESSMENT PROCEDURES FOR EACH NEW COURSE

N/A

AVAILABILITY OF TEACHING AND SUPPORT STAFF

Consistent with existing provision.

AVAILABILITY OF TEACHING SPACE AND OTHER REQUIRED FACILITIES (E.G. LABORATORY, THEATRE, ETC.)

No additional space or facilities are required.

AVAILABILITY OF LIBRARY RESOURCES

The Library has been consulted and sufficient resources will be available.

TIMETABLING ARRANGEMENTS

Normal Lincoln University timetable arrangements for undergraduate degree courses will apply.

THE REQUIRED EXTRACTS FROM ANY MEMORANDUM OF UNDERSTANDING AGREED WITH ANOTHER NEW ZEALAND UNIVERSITY OR OVERSEAS PROVIDER IN RESPECT OF A JOINTLY-TAUGHT OR JOINTLY-AWARDED QUALIFICATION (SEE SECTION 13 OF THE CUAP HANDBOOK).

Not applicable.

SECTION C

TEACHING/TUTORIAL/LABORATORY HOURS PER WEEK

The approximate number of hours for a full-time student are:

Tuition/Teaching (FTE) weeks per year	24
Vacation Weeks	6
Total Gross Weeks	30
Teaching hours per week	16
Work Experience / Practical Work hours per week	0
Self-Directed Learning hours per week	24
Total Learning hours per week (<i>this cannot exceed 40 hours</i>)	40
Duration of qualification	30 weeks

OUTCOME STATEMENT

Graduates of the First-Year Pathway Diploma will be ready to undertake independent study of second-year degree courses in an undergraduate programme at Lincoln University.

CONTENTS

ACEN103 Academic Communication for Undergraduates together with seven courses at 100-level from the schedule to the regulations of any Lincoln University bachelor degree.

ASSESSMENT MODE/S

Course work and examinations.

NZ STANDARD CLASSIFICATION OF EDUCATION (NZSCED) FIELD OF STUDY CODE

129999 Mixed Field Programmes not elsewhere classified

APPENDIX SIX

POLICIES AND PROCEDURES



Academic Board Terms of Reference

Last Modified:	30 July 2024
Review Date:	30 June 2025
Business Owner:	Chair, Academic Board
Approval Authority:	Council

1. CONSTITUTION

- 1.1 Section 182 of the Education and Training Act 2020 requires the Council to establish an academic board (the "Board") comprising the Vice-Chancellor and members of the staff and students of the University to:
 - 1.1.1 Advise the Council on matters relating to courses of study or training, awards, and other academic matters (S182(2)(a)); and
 - 1.1.2 Exercise powers delegated to it by the Council (S182(2)(b)).
- 1.2 The Board is deemed to be a committee of the Council (S182(3)).
- 1.3 The Council is required by S182(4) to request and consider the Board's advice before making any decision or regulation in respect of any academic matter referred to in clause 1.1.1 above.

2. KEY FUNCTIONS / TERMS OF REFERENCE

Having regard to the Lincoln University Strategic Plan, Māori Plan, Education Plan and Council policies:

- 2.1 To monitor, develop and implement academic policy.
- 2.2 To advise the Council via the Vice-Chancellor, on matters relating to programmes of study or training, awards and other academic matters including particularly:
 - 2.2.1 the establishment and disestablishment of academic programmes at the University.
 - 2.2.2 revision of any programme, course, or general regulations.
- 2.3 With regard to programmes of study:
 - 2.3.1 to monitor programme and course quality.
 - 2.3.2 to maintain programme schedules.
 - 2.3.3 to note that the exception to 2.3 and sub-clauses being that the approval of examination results and personal courses of study are within the remit of the Academic Administration Committee.
- 2.4 To recommend to the Council via the Vice-Chancellor, the award of degrees, diplomas, and other University qualifications.
- 2.5 To monitor and report to Council via the Vice-Chancellor, on the quality and quantity of research in the University.

- 2.6 To monitor and report to Council via the Vice-Chancellor, on the quality and quantity of teaching in the University.

3. BOARD PROTOCOLS

- 3.1 The Board may establish either standing committees and/or ad hoc working groups as appropriate.
- 3.2 The Board will have the power of its own motion or may act on the recommendation of any of its members or of any Vice-Chancellor's or Board committee or working group.
- 3.3 Academic Board meetings are governed by the Local Government Official Information and Meetings Act 1987. Meetings of the Board are public meetings as defined in that Act.

4. CONDUCT AT ACADEMIC BOARD MEETINGS

- 4.1 Board members are expected to engage in constructive and collegial debate, contribute their particular expertise and experience, and to make decisions in the best interests of the University as a whole.
- 4.2 No member of the Board shall be disrespectful in speech or use offensive or malicious language.

5. MEMBERSHIP

5.1 Ex Officio

- 5.1.1 Vice-Chancellor
- 5.1.2 Deputy Vice-Chancellor, Student Life
- 5.1.3 Deputy Vice-Chancellor Māori, or nominee
- 5.1.4 Provost
- 5.1.5 Dean, Faculty of Agribusiness and Commerce
- 5.1.6 Dean, Faculty of Agriculture and Life Sciences
- 5.1.7 Dean, Faculty of Environment, Society and Design
- 5.1.8 Director, Te Tuawhiti | Pathways and Quality
- 5.1.9 Director, Learning, Teaching and Library
- 5.1.10 Convenor, Academic Administration Committee
- 5.1.11 Chair, Learning and Teaching Committee
- 5.1.12 Chair, Research Committee
- 5.1.13 Academic staff member of Council

If any Ex-Officio member is appointed Chair, their position on the Board may be filled by a nominee.

Elected

- 5.1.14 One Professor elected by each Faculty (3)
- 5.1.15 One academic staff member elected by each Faculty (3) (non-professorial)
- 5.1.16 One academic staff member elected by Academic Preparation and Pathways (1)

- 5.1.17 Two persons, nominated by LUSA, who should be broadly representative of the student community, and one person from Te Awhioraki (3).

Note: where an individual member holds more than one position above, membership is only counted once in terms of voting rights and quorum.

6. CHAIRPERSON

The Academic Board will be chaired by the Vice-Chancellor or nominee (as determined by the Vice-Chancellor).

7. QUORUM

The Board will be quorate when one more than half of the total current membership is present.

8. COMMITTEES OF THE ACADEMIC BOARD

Without limiting clause 3.1, the Committees of the Academic Board are:

- [Learning and Teaching Committee](#)
- [Research Committee](#)
- [Academic Administration Committee](#)

9. MEETING FREQUENCY

The Academic Board will determine the frequency with which it meets, with no fewer than six scheduled meetings per academic year.

10. SECRETARIAT

Academic Quality and Policy Manager, Te Huka Kouka | Academic Quality



Vice-Chancellor's Office

Version:

Report of the 2024 Academic Audit of Te Whare Wānaka o Aoraki Lincoln University

Author: Paula Morrison. Academic Quality and Policy Manager

SLT Authoriser: Professor Grant Edwards, Vice-Chancellor

Date: 14/07/2024

1. Purpose

To provide a summary of the outcomes of the Cycle 6 Academic Audit of Te Whare Wānaka o Aoraki | Lincoln University.

2. Content

1. Executive Summary
2. **Appendix One:** Summary of commendations, affirmations and recommendations.
3. Full report placed in Council Reference Centre.

3. Recommendations

That Council:

1. **Note** publication of Cycle 6 Academic Report for Lincoln University
2. **Note** that there will be a one year full up report with both to recommendations and affirmations.

4. Executive Summary

1. Academic audits are part of the external quality assurance arrangements for universities in Aotearoa New Zealand. They are the only external quality assurance process that takes a whole-of-institution view of a university's teaching, learning, student support and student outcomes. Audits are undertaken by a panel of peers comprising senior academics or academic managers in Aotearoa New Zealand, a Māori panel member, a Pacific panel member, an international panel member and a student or recent graduate.
2. Universities in Aotearoa New Zealand are currently engaged in their sixth cycle of academic audit. Cycle 6 is a composite audit with two main phases. In the first phase, from 2017 – 2020, universities engaged in an enhancement theme focusing on access, outcomes, and opportunities for Māori students and for Pacific students. The second phase of Cycle 6 is an audit against a framework of 30 guideline statements. Lincoln University completed a self-assessment against the audit framework and present a self-review report and portfolio of supporting evidence.
3. Te Whare Wānaka o Aoraki | Lincoln University submitted its self-review portfolio to AQA on 2 November 2023 and provided additional information on 9 February 2024. An in-

person on-site visit of the Audit Panel occurred from 4 – 6 March 2024, during which time 23 interview sessions were held. These included interviews with one Council member, 41 members of staff and 27 students.

4. The AQA report of the Cycle 6 audit of Lincoln University was released on 18 June 2024 and is publicly available on the AQA website. **Appendix 1** is a summary of the audit.
5. The audit panel made a total of 9 commendations, 13 affirmations and 18 recommendations.
6. The executive summary of the report noted that *on the basis of evidence available to it at the time of the audit—and despite some unevenness—overall, the University does meet the outcomes and standards a university of good international standing would be expected to demonstrate. It therefore meets the expectations of the Cycle 6 Academic Audit Framework.*
7. We are required to provide a follow-up report in June 2025 which is expected to address progress on both affirmations and recommendations.

8. Resource Implications

No specific resource implications at this point; any final implications will be budgeted through standard budget processes.

9. Strategic and Policy Framework Implications

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

10. Next Steps

One year follow up report June 2025.

Appendix 1



Summary of the 2024 Academic Audit of Te Whare Wānaka o Aoraki Lincoln University

Academic audit

Academic audits are part of the external quality assurance arrangements for universities in Aotearoa New Zealand. They are the only external quality assurance process that takes a holistic view of a university's teaching, learning, student support and student outcomes.

Universities in Aotearoa New Zealand are in their sixth cycle of academic audit, which has two main phases. From 2017–2020, universities undertook an enhancement theme focusing on access, outcomes and opportunities for Māori and Pacific students.

The second phase is an audit against a framework of 30 guideline statements. Universities undertake a self-assessment against this framework and present a self-review report and supporting evidence for a panel to consider.

The audit panel comprises senior academics or academic managers in Aotearoa New Zealand, a Māori panel member, a Pacific panel member (where possible), an international panel member and a student or recent graduate

Te Whare Wānaka o Aoraki Lincoln University

Te Whare Wānaka o Aoraki Lincoln University was established in 1878 as the first dedicated agricultural college in the southern hemisphere. It received university status in 1990 and the use of the name Te Whare Wānaka o Aoraki (approved by the first Kaumatua of the University, Rōpata Wahawaha Stirling). The University is still a specialist, land-based university, located on a campus next to the township of Lincoln in Canterbury. Its campus teaching and research facilities are augmented by seven farms and other land holdings and a growing online presence.

The University's engagement with Mana Whenua is set out in a 2006 He Tutohinga Whakamatau Charter of Understanding with Te Taumutu Rūnanga, which acknowledges a broader Te Tiriti o Waitangi relationship with Kāi Tahu through Te Rūnanga o Ngāi Tahu.

Internationally, the University is a partner member of the Euroleague for Life Sciences and the Global Challenges University Alliance 2030. It is ranked 362 in the QS World University Rankings 2024 with a global ranking of 62 for international faculty.

The University's vision "to be a globally ranked, top-five land-based University, unlocking the power of the land to enhance lives and grow the future" is set out in a 10-year strategy (2019-2028). Six goals, grouped into a renewal strategy and a shaping strategy, have been developed to pursue this vision. The goals aligned with the renewal strategy are:

1. a distinctive Aotearoa New Zealand end-to-end student experience
2. improved assets and sustainable operating models
3. a culture that stimulates and inspires staff and students.

The shaping strategy has the following goals:

4. a world-class research and teaching precinct
5. an organisation focused on meaningful partnerships
6. facilitating growth.

The strategies and goals in turn are supported by four plans: research, education, Māori and partnerships. At the time of the audit, the University is mid-way through a 10-year strategy and is updating the priorities and progress indicators associated with each goal and merging the research and education plans into an academic plan.

Two further documents important in guiding the work of the University are its Learner Success Framework (Manaaki Tauira) (also part of 'Moving Forward') and its Disability Action Plan. While alignment can be seen between all plans, the Panel anticipates that the strategic update will strengthen the coherence between the University strategy and plans and frameworks developed for other purposes.

The Panel considers the most important areas for further work are:

- growing the numbers of Māori staff, including senior staff, at the University
- progressing the Motu Plan and building associated capacity among Pacific staff
- developing the teaching quality framework so that it can guide further development in online and transnational delivery
- making valid and integrated data available to support monitoring and assess impact of initiatives.

About this report

While there is some unevenness, overall the Panel considers the University does meet the outcomes and standards a university of good international standing would be expected to demonstrate. It therefore meets the expectations of the Cycle 6 Academic Audit Framework.

Commendations

Commendations refer to examples of exceptionally good or innovative practice that should produce positive impacts on teaching, learning and student experience. The Panel commends the University for the following areas of good practice:

Leadership and management of teaching, learning and academic quality

Taking a relational approach to monitoring student engagement, progress and wellbeing.

A commitment to listening to the student voice — The University is committed to working in partnership with all students and, in particular, establishing co-governance and early engagement approaches.

Developing teaching and learning environments — The University has been guided by its cultural narrative and campus master plan in developing and refurbishing buildings and facilities on its campus.

Developing a SafeLU app — This enables easy access to emergency contacts and procedures, and can raise issues or concerns and link to other resources. It can also communicate important information, such as whether the campus is open to students and staff in an emergency.

Supporting the progress of Māori and Pacific students through Te Manutaki, a small, dedicated unit.

Student life cycle, support and wellbeing

Commitment to inclusive education and its Disability Action Plan — The Plan, part of the Manaaki Tauira programme, is a comprehensive framework to guide University systems, processes and environments in supporting disabled students.

Commitment to a highly student-centric approach to safety and wellbeing — This includes its responsibilities under the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021), the range of services available, and the responsiveness of the units that provide those services.

Curriculum, assessment and delivery

Ensuring student perspectives are well-represented in programme review processes — Students and recent graduates are included in academic review processes.

The centralised approach to managing academic integrity and reporting and communications from the Proctors — Policies and procedures are updated frequently as new challenges emerge. Both educative and preventative measures are taken as well as detection and response.

Affirmations

Affirmations refer to initiatives planned or underway that are likely to have a positive impact but are at an early stage with no data yet available to assess impact. The Panel has made affirmations in the following areas:

Leadership and management of teaching, learning and academic quality

Reviewing work-integrated learning (WIL) to ensure consistent access and quality of experience for students — WIL is identified as a priority area under Goal 1 of the University strategy and the University intends to have a work-integrated learning plan in place for all students.

Developing an academic governance framework — This will provide for separation of academic and managerial decision-making, strengthen the standing of academic decision-making and promote consistent decision-making across the University.

Establishing the Manaaki Tauira programme, the University's Learner Success Plan — While progress measures for this comprehensive programme show the University is tracking ahead of its targets for Māori students in most measures, finer-grained evaluation and reporting on the impact of individual initiatives for different groups of students would be useful.

Student life cycle, support and wellbeing

Developing curated pathways for access for Māori and Pacific students as part of the Manaaki Tauira programme — Given the relatively low participation rates of Māori and Pacific students at the University, this initiative will be particularly important if the University is to support access for increasing numbers of students who will have studied in kura Kaupapa. Plans for evaluating effectiveness should be included

Curriculum, assessment and delivery

The Manaaki Tauira Course Enhancement Programme — This should help embed a more systematic approach to course and programme monitoring. More work is needed on the way in which elements of the quality assurance will work together and the availability of integrated data for effective monitoring.

The Assessment Hui — These were seen as useful. They considered student workload, but not, apparently, student diversity. The University should communicate the outcomes to date and further expectations for this work.

Planning further guidance on moderation — Some guidance on benchmarking assessment standards is included in the academic quality framework, but more external validation of assessment outcomes is needed, particularly for taught Master's degrees.

Teaching quality

Developing the Whanake Ake programme (as part of Manaaki Tauiira) to address the strategic issue of low numbers of Māori staff — Similar support and protection may be needed for existing Māori staff and further attention required to attract and retain more senior Māori academic staff.

Planning to develop a formal teaching development programme aligned with the particular characteristics of teaching at the University — Resourcing and capacity to develop such a programme may be constrained, along with the capacity of academic staff to be able to take advantage of it. These factors need to be considered.

Intending to develop a teaching quality framework to guide the development of capabilities and attributes that characterise good teaching at the University.

Supervision of postgraduate research students

Considering a proposal (including benefits and costs) to establish a postgraduate school within the University — The Food Transitions 2050 Postgraduate School is a partnership initiative that aims to “support the transition to more future-focused, sustainable food systems and preparation by the year 2050”.

Developing a University Register of qualified supervisors — Supervisors will also be required to undertake training.

The University's enhancement initiative to centralise the six-monthly reporting process for postgraduate students — This reporting should be part of an enterprise solution, allowing a holistic view of students and their progress, and supervisors.

Recommendations

Recommendations refer to areas where the Panel considers the University would benefit from making some improvements or changes. The Panel asked the University to consider:

Leadership and management of teaching, learning and academic quality

Developing a more integrated approach to reporting that accesses data from different systems and functions to provide a holistic view of students, courses and staffing.

Setting out the development path and reporting expectations for online teaching and learning in its strategy update — While online teaching and learning is becoming more important to the University, more clarity is needed about how it might move from being a strategic initiative to business as usual.

Making academic risks more explicit in its Strategic Risk Register, including the potential lack of appropriate staff capability for the changing student profile and academic integrity.

Clarifying how and when the Motu Plan will be progressed, resourced and led — This Plan was identified by the University as an enhancement initiative to enable Pacific students' success, but little progress appears to have been made.

Student life cycle, support and wellbeing

Establishing an integrated, holistic approach to monitoring transitions — This will help determine the effectiveness of initiatives for different groups of students at different stages of their study.

Whether the current academic advising arrangements serve students and the University well, allowing support to be optimally targeted — Academic advice varies from degree to degree, can be difficult to access for postgraduate students and feedback is not sought so it is currently difficult to plan resourcing.

Assessing how support (as part of the Disability Action Plan) is being implemented consistently and fairly across the University — Some inconsistencies should be addressed, including guidance on the use of generative artificial intelligence tools.

Curriculum, assessment and delivery

Taking an integrated and aligned approach to course monitoring, using data that can be validated and cross-referenced — The University plans an enhancement initiative to make greater use of qualitative data collected in course evaluations, but this can be resource intensive and alignment with other course monitoring initiatives should be considered.

Establishing a process for systematically collating themes in academic programme and professional accreditation reviews and their associated follow-up reports.

Developing a mechanism to assess more directly whether graduate attributes are being achieved — Graduate attributes are listed on the University's website. Achieving these is expressed in terms of graduate outcomes—whether graduates consider their career aspirations are in line with their expectations—but without systematic curriculum mapping, it is unclear whether it is possible to assess the graduate attributes of specific programmes.

Consulting further with Māori staff on the proposed bicultural competence and confidence attribute when developing a University Graduate Profile — The low numbers of Māori staff able to guide this work are a concern, as is students' lack of awareness of graduate profiles and what they mean. More thought is needed on the work involved in implementing, maintaining and assessing the attainment of the Graduate Profile

Urgently developing guidance on the use of Generative-AI tools — Clarity is needed for both students and staff on what is and is not permitted, along with guidance on how these tools can provide learning support for disabled students

Teaching quality

Developing a strategic approach for recruiting and retaining Pacific academic staff, in line with the aspirations of the Motu Plan.

Reviewing how appropriate data to assess teaching quality will be collected and presented — If student evaluations of teaching are used, steps need to be taken to improve the usefulness of these data.

Supervision of postgraduate research students

Reporting on compliance with requirements of the Register for appointing supervisors to an appropriate university-level committee — This should include reporting on the completion of training.

Implementing a confidential online channel through which postgraduate students can raise complaints — The University should monitor how useful this is for students.

Considering mechanisms to minimise inequity in the experience of postgraduate research students — These could include mechanisms such as service level agreements that can be calibrated to different types and stages of research.

Confirming that all fifteen-month progress reports for PhD students are being completed as expected — If not, the University should take steps to ensure that they are.

What happens next?

Te Whare Wānaka o Aoraki Lincoln University has been invited to provide a follow-up report one year after the release of the audit report. The follow-up report should address progress on both affirmations and recommendations. Once it has been accepted by the AQA Board, the University's follow-up report should be made publicly available.

Further information

Further information about academic audits, including previous audit reports, is available on the AQA website.¹

¹ www.aqa.ac.nz

Vice-Chancellor's Office

Version:

Times Higher Education (THE) Impact Rankings Report

Author/s: Kate Ingarfield, Ranking Analyst

SLT Authoriser: Grant Edwards, Vice-Chancellor

Date: 14/07/2024

1. Purpose

The purpose of this paper is to update Council on the Times Higher Education (THE) Impact Rankings Report 2024.

2. Content

1. **Appendix 1:** Times Higher Education (THE) Impact Rankings Report 2024
2. **Appendix 2:** THE Impact Rankings 2024: SDG2 – Zero Hunger Report

3. Recommendations

That Council:

1. Receive the THE Impact Rankings report for 2024 with comparison to previous years
2. Note progress upwards in THE Impact Rankings of Lincoln University in 2024
3. Note ranking of 3rd in World for Sustainable Development Goal 2: Zero Hunger

4. Executive Summary

What are THE Impact Rankings?

- The THE Impact Rankings, founded in 2019, assess universities against the Sustainable Development Goals (SDG), adopted by all UN member states in 2015.
- Rankings use carefully calibrated indicators to provide a comprehensive and balanced comparison across four broad areas including:
 - Research – Keyword search of bibliographical databases (not adjusted by institution size),
 - Stewardship – What the institution is doing to reach the goal (e.g., metrics and policy),
 - Outreach – The institution's involvement with the community, government, etc.,
 - Teaching – The institution's commitment to meaningful education around the SDGs.

How are THE Impact Rankings Scored?

- Each SDG is individually scored, normalised, and weighted to derive an Overall THE Impact Ranking Score. This score is used to rank universities globally based on their contribution towards the SDGs.
- The Overall Impact Ranking Score is calculated using:
 - SDG 17 – Partnership from the Goals – worth 22% of the overall score,
 - The university's top three SDG results – each worth 26% of the overall score.
- The 2024 Impact Rankings utilised an average score based on results from both 2023 and 2024 submissions.

Lincoln University increased in Overall Score and Rank

- From 2023 to 2024, Lincoln University's overall score increased from 78.6 to 85.1, which moved Lincoln University from a ranking of 201-300 to 101-200 of the 1963 universities that participated
- The Overall Score for this year was scored based on the following SDGs (which were also the SDGs typically reported on in previous years):

	Score (% weighting for overall score)
SDG 2 – Zero Hunger	89.5 (26%)
SDG 11 – Sustainable Cities and Communities	76.3 (26%)
SDG 15 – Life on Land	84.2 (26%)
SDG 17 – Partnership for the Goals	92.5 (22%)

Lincoln University increased to 3rd in world for SDG 2: Zero Hunger

- In 2024, four of the SDGs ranked in the Top 100 rankings compared to three in 2023 and all four improved on the 2023 score.

SDG	2024 Rank (score)	2023 Rank (score)	Highest Ranking (Year)
SDG 2 – Zero Hunger	3rd (89.5)	15th (81.3)	3rd (2024)
SDG 13 – Climate Action	71st (71.7)	97th (67.0)	35 th (2021)
SDG 15 – Life on Land	52nd (84.2)	101-200 (66.8)	20th (2021)
SDG 17 – Partnership for the Goals	54th (92.5)	57th (90.3)	54th (2024)

- For SDG 2: Zero Hunger, Lincoln University was ranked 3rd of 803 Universities in 2024. The Queen's University in Canada, and Oklahoma State University were ranked 1 and 2.
- The Times Higher Education commentary on the SDG Goal 2 was:
 - *“The Times Higher Education evaluated and ranked 803 universities across 96 countries/regions for their significant contributions towards the United Nations’ Sustainable Development Goal 2: zero hunger.*
 - *These top-ranking universities exemplify commitment to eliminating hunger through dynamic approaches that encompass both community engagement and global partnerships. By focusing on sustainable agriculture and effective food distribution*

strategies, they contribute substantially to the eradication of hunger, ensuring that future generations have access to nutritious and sufficient food.

- *These universities are recognised for their dedicated efforts in pioneering world hunger solutions, extensive research in food security and impactful educational initiatives aimed at achieving zero hunger globally. By integrating academic research with practical applications, these institutions play a crucial role in addressing food poverty and ensuring sustainable food practices”.*
- A notable improvement in ranking was achieved for SGG Goal 15 Life on Land: Moving from the 101-200 ranking to 52. Appendix 1 has a full report on rankings.

How was the SDG 2 – Zero Hunger in THE Impact Rankings scored in 2024?

SDG 2 – Zero Hunger scoring system for THE Impact Rankings 2024 includes five key metrics:

Metric	Weighting within SDG	Weighting in overall score	2024 LU Score
Total Score for SDG 2 – Zero Hunger	100%	26%	89.5
Research on hunger	27%	7.02%	92.8
Campus food waste	15.4%	4%	70.8
Student hunger	19.2%	5%	83.3
Proportion of graduates in agriculture and aquaculture including sustainability aspects	19.2%	4.98%	99.8
National hunger	19.2%	4.98%	95.8

The Research on Hunger metric is solely scored by THE, and universities have no influence over this scoring system. However, the subsequent four metrics are based on data submitted by Lincoln University for the 2022 academic year.

Key areas that contributed towards the high score of SDG 2 – Zero Hunger included:

- Monitoring campus food waste;
- Pastoral Care of Tertiary and International Learners Code of Practice to provide food security for students;
- Financial assistance provided to students in times of financial hardship to support essential material requirements including housing, food, and clothing;
- Wellbeing and International Support and Chaplaincy Services to manage the Lincoln University foodbank which supplies a range of toiletry, cleaning, and food products to students;
- Lincoln University’s commitment to providing sustainable, healthy food options to all students and staff on campus, from local and campus-made ingredients;
- A high proportion of graduate in agriculture and aquaculture including sustainability aspects;
- Lincoln University organisations such as the Lincoln University Dairy Farm (LUDF) and the Lincoln University Dryland and Pastures Research Group;
- Providing events and access to university facilities to support local farmers and food producers, such as the LU Demonstration Farm Focus Day held in May 2024.

5. Strategic and Policy Framework Implications

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

Strategic Alignment

This report supports the Lincoln University Strategy 2019-2028 by provided metric of progress towards top 5 land-based university.

6. Next Steps

- A media release has been distributed.
- Ranking team meet to review scores and discuss any areas where improvements can be made. Additionally, discussions can cover whether there are any crossovers in the data submissions between THE Impact Rankings and GreenMetrics to improve consistency and strengthen rankings data submissions.

Appendix 1

Times Higher Education (THE) Impact Rankings Report 2024**Report prepared by:** Kate Ingarfield, Rankings Analyst**Date:** 12 June 2024**Overview of the THE Impact Rankings**

The THE Impact Rankings, founded in 2019, assesses universities against the Sustainable Development Goals, adopted by all UN member states in 2015.

THE Impact Rankings use carefully calibrated indicators to provide a comprehensive and balanced comparison across four broad areas including:

- Research – Keyword search of bibliographical databases (not adjusted by institution size),
- Stewardship – What the institution is doing to reach the goal (e.g., metrics and policy),
- Outreach – The institution's involvement with the community, government, etc.,
- Teaching – The institution's commitment to meaningful education around the SDGs.

Lincoln University THE Impact Rankings Data Submissions

Data for the 2024 THE Impact Rankings was submitted by Lincoln University in November 2023 using data reported from the year 2022. There have been five submissions of Lincoln University to the THE Impact Rankings since 2020. Previous THE Impact Rankings submissions included the following five SDGs:

- SDG 2 – Zero Hunger,
- SDG 11 – Sustainable Cities and Communities,
- SDG 13 – Climate Action (from 2021),
- SDG 15 – Life on Land,
- SDG 17 – Partnership for the Goals (compulsory).

The 2024 Impact Rankings submission included the following 14 SDGs:

- SDG 2 – Zero Hunger,
- SDG 3 – Good Health and Wellbeing,
- SDG 4 – Quality Education,
- SDG 5 – Gender Equality,
- SDG 6 – Clean Water and Sanitation,
- SDG 7 – Affordable and Clean Energy,
- SDG 8 – Decent Work and Economic Growth,
- SDG 11 – Sustainable Cities and Communities,
- SDG 12 – Responsible Consumption and Production,
- SDG 13 – Climate Action,
- SDG 14 – Life Below Water,
- SDG 15 – Life on Land,
- SDG 16 – Peace, Justice, and Strong Institutions,
- SDG 17 – Partnership for the Goals (compulsory).

(I.e., SDG 1 – Zero Poverty; SDG 9 – Industry, Innovation and Infrastructure; and SDG 10 – Reduced Inequalities had no data submitted for the 2024 Impact Rankings round).

THE Impact Rankings Methodology 2024

- Each SDG is scored individually, and each is normalised and weighted to provide an overall Impact Ranking.
- The overall Impact Rankings Score is calculated using:
 - SDG 17 – worth 22% of the overall score,
 - The university's top three SDGs results = each worth 26% of the overall score.
- For the 2024 Impact Rankings, an average score between the 2023 and 2024 results was used.

THE Impact Rankings Results 2024: Key Findings 2024

Overall Score:

- The Overall Score Increased from 78.6 (201-300) to 85.1 (101-200).
- The Overall Score for this year was scored based on the following SDGs (which were also the SDGs typically reported on in previous years):

	Score (% weighting for overall score)
SDG 2 – Zero Hunger	89.5 (26%)
SDG 11 – Sustainable Cities and Communities	76.3 (26%)
SDG 15 – Life on Land	84.2 (26%)
SDG 17 – Partnership for the Goals	92.5 (22%)

Individual SDGs:

- Four of the SDGs ranked in the Top 100 rankings (compared to three last year, all of which improved this year), including:

SDG	2024 Rank (score)	2023 Rank (score)	Highest ranking (Year)
SDG 2 – Zero Hunger	3rd (89.5)	15th (81.3)	3rd (2024)
SDG 13 – Climate Action	71st (71.7)	97th (67.0)	35 th (2021)
SDG 15 – Life on Land	52nd (84.2)	101-200 (66.8)	20th (2021)
SDG 17 – Partnership for the Goals	54th (92.5)	57th (90.3)	54th (2024)

Note: Despite SDG 11 being included in Lincoln University's Overall Score for 2024, and thus having one of the top three scores for Lincoln University, it did not rank overall in the Top 100 compared to all other universities. SDG 13 scored lower than SDG 11 and was not used in the Overall Score, but it still ranked in the Top 100 compared to all other universities.

Overall Rank and Score for Lincoln University per year

The following table displays the Overall Score and rank for Lincoln University for each year of submission, and the total number of institutions that were ranked in that year.

	2020	2021	2022	2023	2024
Rank	101-200	101-200	301-400	201-300	101-200
Number of institutions ranked	Unknown	1,117	1,410	1,591	1,963
Overall Score	79.3	83.8	76.2	78.6	85.1

Breakdown of results of each SDG for 2024

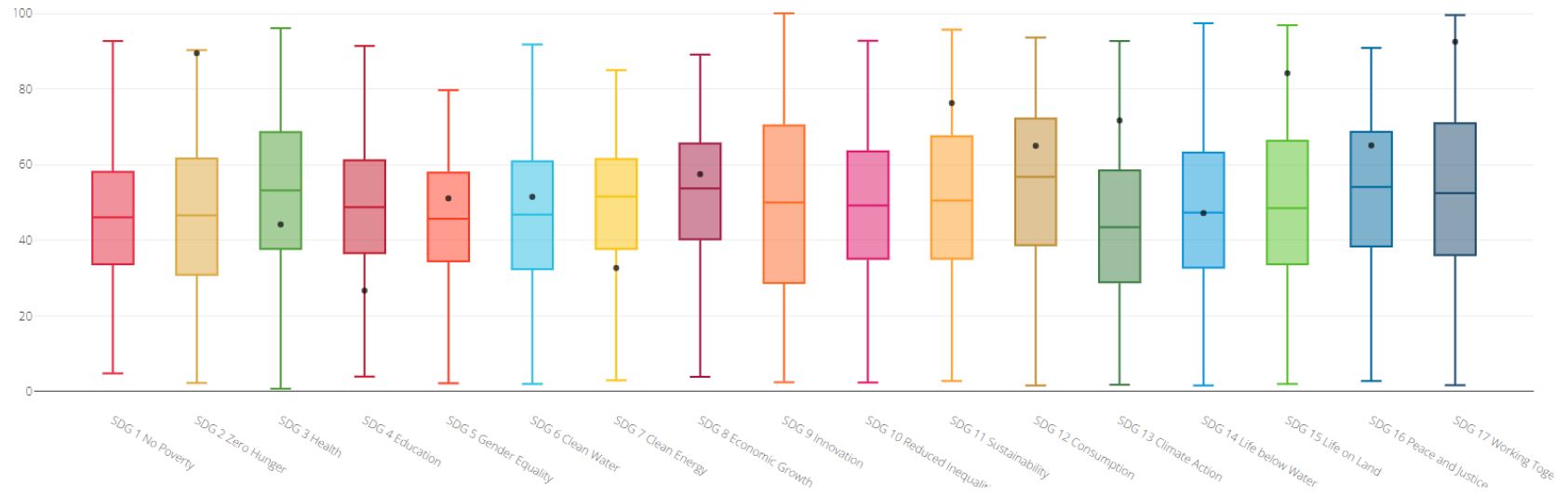
The following table provides the score for each SDG submitted by Lincoln University along with the rank of the SDG, and results for the top scores, bottom scores, median scores, and interquartile ranges worldwide.

	SDG 2 – Zero Hunger*^	SDG 3 – Good Health and Wellbeing	SDG 4 – Quality Education	SDG 5 – Gender Equality	SDG 6 – Clean Water and Sanitation	SDG 7 – Affordable and Clean Energy	SDG 8 – Decent Work and Economic Growth
Rank	3	801–1000	1001–1500	401–600	301–400	801+	401–600
No. institutions	803	1,498	1,681	1,361	867	987	1,149
LU Score	89.5	44.2	26.7	51.1	51.5	32.7	57.5
Worldwide median (IQR)	46.6 (30.9, 61.6)	53.2 (37.7, 68.6)	48.8 (36.6, 61.2)	45.7 (34.5, 57.9)	46.8 (32.4, 60.9)	51.6 (37.7, 61.5)	53.7 (40.3, 65.6)
Worldwide range	2.3–90.3	0.8–96.1	4–91.4	2.2–79.7	2–91.8	3–85	3.9–89.1
	SDG 11 – Sustainable Cities and Communities*	SDG 12 – Responsible Consumption and Production	SDG 13 – Climate Action^	SDG 14 – Life Below Water	SDG 15 – Life on Land*^	SDG 16 – Peace, Justice and Strong Institutions	SDG 17 – Partnership for the Goals**^
Rank	101–200	301–400	71	301–400	=52	301–400	=54
No. institutions	1,026	825	924	628	741	1,086	2,031
LU Score	76.3	65	71.7	47.2	84.2	65.1	92.5
Worldwide median (IQR)	50.5 (35.1, 67.5)	56.8 (38.7, 72.2)	43.5 (28.9, 58.5)	47.3 (32.8, 63.2)	48.5 (33.7, 66.3)	54.1 (38.4, 68.7)	52.5 (36.1, 71)
Worldwide range	2.8–95.7	1.6–93.6	1.8–92.7	1.6–97.4	2–96.9	2.8–90.9	1.7–99.6

*Used to calculate overall score. ^Ranked in the top 100.

Box and Whisker Plots for each SDG

The below Box and Whisker Plots show the individual scores for each SDG, the worldwide minimum and maximum scores, and their interquartile ranges. The black dots are where Lincoln University scored. *Note: SDG 1, SDG 9 and SDG 10 were not scored for Lincoln University.*



Comparison of each SDG over time

For those where data were submitted prior to the 2024 submission, the following tables display the individual SDG scores over time, their rank, and how this compared to the worldwide results including the results for the top scores, bottom scores, median scores, and interquartile ranges.

SDG 2 – Zero Hunger

	2020	2021	2022	2023	2024
Rank	9th	31st	=46	15th	3rd
No. institutions	291	442	553	647	803
LU Score	84.5	71.9	73.8	81.3	89.5
Worldwide median (IQR)	49.6 (31.4, 63.8)	44.2 (30.9, 57.7)	46.7 (31.9, 61.1)	46.6 (31, 59.8)	46.6 (30.9, 61.6)
Worldwide range	1.1–94.9	2.6–88.1	1.8–91.4	2.2–90.6	2.3–90.3

SDG 11 – Sustainable Cities and Communities

	2020	2021	2022	2023	2024
Rank	53	=62	101–200	101–200	101–200
No. institutions	470	655	783	860	1026
LU Score	79.2	78.9	77.7	68.8	76.3
Worldwide median (IQR)	53.8 (40.2, 68.6)	51.1 (38.7, 65.3)	53.8 (39.9, 69.9)	50.5 (36.1, 66.2)	50.5 (35.1, 67.5)
Worldwide range	9–94.8	0.3–94.2	0.6–94.6	1.5–93.4	2.8–95.7

SDG 13 – Climate Action

	2020	2021	2022	2023	2024
Rank	N/A	=35	101–200	97	71
No. institutions	N/A	566	674	735	924
LU Score	N/A	68.4	64	67	71.7
Worldwide median (IQR)	N/A	37.8 (22.9, 54)	42.4 (27.1, 57.4)	44 (30.1, 58)	43.5 (28.9, 58.5)
Worldwide range	N/A	0.3–87.8	1.8–90.4	1.8–92.8	1.8–92.7

SDG 15 – Life on Land

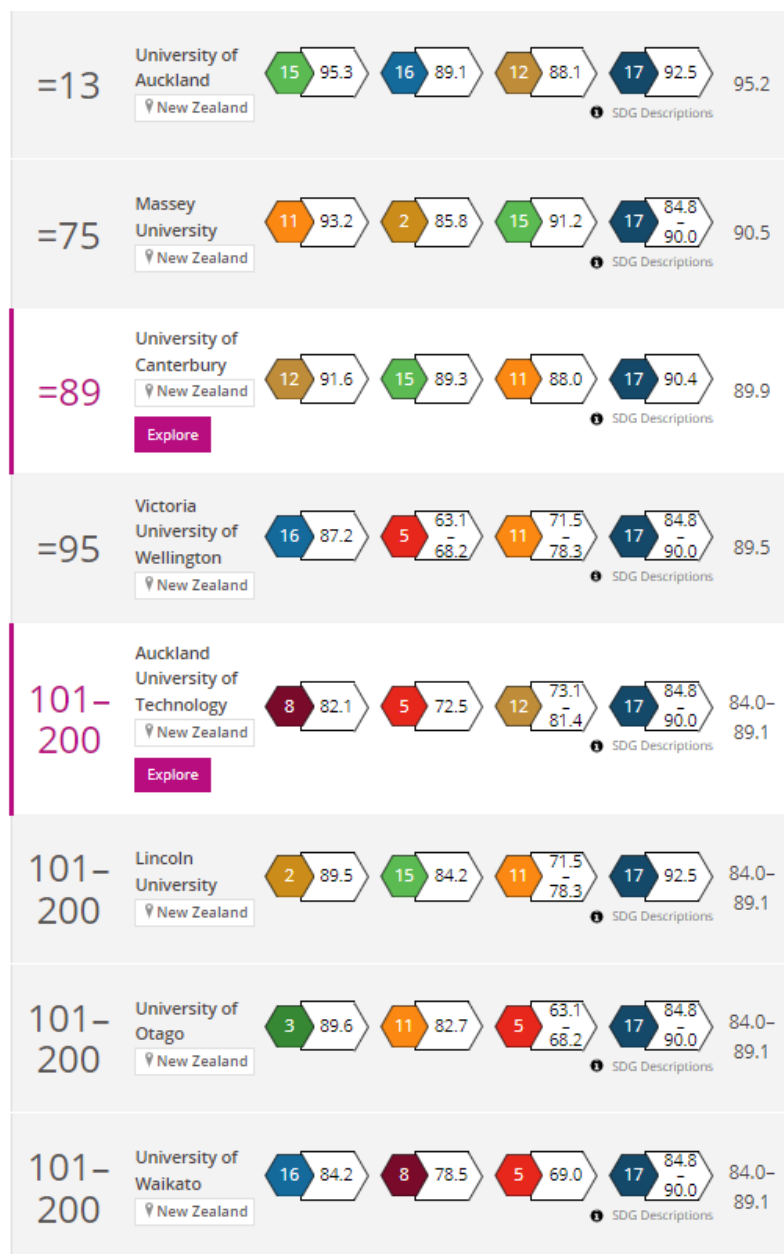
	2020	2021	2022	2023	2024
Rank	=49	20	101–200	101–200	=52
No. institutions	269	402	521	586	741
LU Score	70.5	84.9	69.5	66.8	84.2
Worldwide median (IQR)	46.6 (30.5, 66.4)	44.4 (31.8, 62.6)	48.4 (32.2, 65.7)	48.4 (34.1, 65.4)	48.5 (33.7, 66.3)
Worldwide range	0.9–95.7	0.4–94.3	3.2–97.7	2.1–97.4	2–96.9

SDG 17 – Partnership for the Goals

	2020	2021	2022	2023	2024
Rank	101–200	101–200	301–400	=57	=54
No. institutions	808	1154	1441	1625	2031
LU Score	72.7	79.8	72	90.3	92.5
Worldwide median (IQR)	54.2 (37.4, 70.5)	45.9 (29.4, 65.9)	54 (38.1, 72.7)	53 (36.7, 70.3)	52.5 (36.1, 71)
Worldwide range	4.1–99.2	1.7–99.5	1.6–100	1.5–98.8	1.7–99.6

Snapshot comparison of universities in NZ

https://www.timeshighereducation.com/impactrankings#!/length/25/locations/NZL/sort_by/rank/sort_order/asc



Appendix 2

THE Impact Rankings 2024: SDG2 – Zero Hunger Report**Report prepared by:** Kate Ingarfield, Rankings Analyst**Date:** 5th July 2024

Purpose of report: This report provides an in-depth analysis of Lincoln University's data submission for SDG 2 – Zero Hunger, which ranked 3rd globally in THE Impact Rankings 2024.

Summary table of metrics and indicators used for SDG2 for THE Impact Rankings 2024

SDG 2 – Zero Hunger scoring system for THE Impact Rankings 2024 includes five key metrics: i) Research on hunger, ii) Campus Food Waste, iii) Student hunger, iv) Proportion of graduates in agriculture and aquaculture including sustainability aspects, and v) National hunger. The below table outlines the scores obtained for each metric and indicator used in the scoring system for SDG 2 – Zero Hunger in the THE Impact Rankings 2024.

Metric	2024 LU Score	Weighting within SDG	Weighting in overall score	Source of data
Indicator within metric				
Total Score for SDG 2 – Zero Hunger	89.5	100%	26%	As per the below:
2.1. Research on hunger	92.8	27%	7.02%	Scored by The Times Higher Education.
2.1.1. Zero Hunger: CiteScore	-	10%	2.6%	
2.1.2. Zero hunger: FWCI	-	10%	2.6%	
2.1.3. Zero Hunger: publications	-	7%	1.82%	
2.2. Campus food waste	70.8	15.4%	4%	University submission
2.2.1. Campus food waste tracking	-	7.7%	2%	
2.2.2. Campus food waste	-	7.7%	2%	
2.3. Student hunger	83.3	19.2%	5%	University submission
2.3.1. Student food insecurity and hunger	-	4.8%	1.25%	
2.3.2. Student and staff hunger interventions	-	4.8%	1.25%	
2.3.3. Sustainable food choices on campus	-	4.8%	1.25%	
2.3.4. Healthy and affordable food choices	-	4.8%	1.25%	
2.4. Proportion of graduates in agriculture and aquaculture including sustainability aspects	99.8	19.2%	4.98%	University submission
2.5. National hunger	95.8	19.2%	4.98%	University submission
2.5.1. Access to food security knowledge	-	4.8%	1.25%	
2.5.2. Events for local farmers and food producers	-	4.8%	1.25%	
2.5.3. University access to local farmers and food producers	-	4.8%	1.25%	
2.5.4. Sustainable food purchases	-	4.8%	1.25%	

Detailed information on the scoring system and data submissions from Lincoln University for SDG 2 – Zero Hunger in THE Impact Rankings 2024

2.1. Research on Hunger (27% of the score)

The scores for the Research sections of each SDG are determined by The Times Higher Education. Universities have no input on what data is used for these scores. Further information on how The Times Higher Education carry out this scoring is provided below (sourced from the Methodology Manual provided from THE Impact Rankings).

2.1.1. CiteScore (10%)	This indicator measures the proportion of a university's publications appearing in the top 10% of journals according to the CiteScore metric. It is intended to reflect on excellence of academic output.
2.1.2. FWCI (10%)	This indicator explores the quality of a university's output around hunger research using the number of citations received as a metric. This number is normalised by publication type (paper, review, conference proceeding, book, or book chapter), by year of publication, and by subject. Subjects are defined using Elsevier's ASJC classification.
2.1.3. Publications (7%)	The number of publications looks at the scale of research output from a university around hunger. It is not scaled by the size of the institution – rather it looks at overall impact.

2.2. Campus Food Waste (15.4%)

The Campus Food Waste section of SDG 2 examines information from two linked questions: i) campus food waste tracking, and ii) campus food waste volume by campus population.

2.2.1. Campus food waste tracking (7.7%)

This indicator analyses the amount of food waste generated from food served within the university. Up to three points could be awarded based on:

- Existence of measurement – maximum of one point for whole university, 0.5 for partial measurement
- Evidence provided – up to one point
- Is the evidence provided public – one point.

Question asked by THE	Does your university as a body measure the amount of food waste generated from food served within the university? If food provision is outsourced this will include requiring this data to be tracked.
Answer supplied by LU	Yes – across the whole university.
Evidence supplied by LU	Sustainability SDG Report and weblink to the report. Lincoln University 2021-2022 Waste and Recycling Dataset.
Comment from LU	Lincoln University is now working with Waste Management Company to monitor food waste on campus. All the food that hasn't been sold at the student canteen as well as 2 cafes on campus is being weighed and collected by our external partner. In 2022 it was over 13.5 tonnes. Evidence 1 - see page 26 Evidence 2- waste collection data (not public).

2.2.2. Campus food waste (7.7%)

This indicator calculates the food waste per person on the campus. These values were only scored when universities had indicated that they are measuring food waste across the whole university in the indicator 2.2.1 – Campus Food Waste Tracking.

Data requested by THE	Response from Lincoln University
Total food waste	14 metric tonnes
Campus population	3,142

2.3. Student Hunger (19.2%)

The Student Hunger section of SDG 2 examines information from four questions: i) Student food insecurity and hunger, ii) Students and staff hunger interventions, iii) Sustainable food choices on campus, and iv) Healthy and affordable food choices.

2.3.1. Student food insecurity and hunger (4.8%)

This indicator explores whether the university has a programme in place for students around food insecurity. Up to three points could be awarded based on:

- Existence of programme – one point
- Evidence provided – up to one point
- Is the evidence provided public – one point

Question asked by THE	Does your university as a body have a programme in place on student food insecurity/hunger?
Answer supplied by LU	Yes
Evidence supplied by LU	Pastoral Care of Tertiary and International Learners Code of Practice Financial Assistance section of the LU Website
Comment from LU	Lincoln University is a signatory to the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 (evidence 1). This commits the University to consider how their overall systems and resources support learners' wellbeing and safety, and to have practices for enabling all students to manage their basic needs (the essential material requirements to support wellbeing and safety including housing, food and clothing). Our wellbeing programmes meet this obligation through regular communication and early identification of concerns. Wellbeing advice is on the website and students receive regular emails. Responses include financial hardship support, food bank (evidence 2 – scroll to Financial Assistance section), cheaper student meals, and health nutrition services.

2.3.2. Students and staff hunger interventions (4.8%)

This indicator explores whether a university has interventions to prevent or alleviate hunger among students and staff (e.g., including supply and access to food banks/pantries). Up to three points could be awarded based on:

- Provision of intervention – one point
- Evidence provided – up to one point
- Is the evidence provided public – one point.

Question asked by THE	Does your university as a body provide interventions to prevent or alleviate hunger among students and staff? (e.g. including supply and access to food banks/pantries).
Answer supplied by LU	Yes
Evidence supplied by LU	Money and Banking LU Webpage Lincoln University Foodbank Policy
Comment from LU	Wellbeing and International Support and Chaplaincy Services manage the Lincoln University foodbank which has a range of toiletry, cleaning and food products. The service and contacts for assistance is advertised in the student support section of the website (evidence 1 - scroll to Food bank). The objective of the foodbank is to provide emergency assistance through basic food and supplies for students and their families who are experiencing hardship. The policy is available on the Lincoln University Student's Association website (evidence 2).

2.3.3. Sustainable food choices on campus (4.8%)

This indicator examines whether the university offers sustainable food choices for all on campus, including vegetarian and vegan food. Up to three points could be awarded based on:

- Existence of choices – maximum one point for all food outlets, only 0.5 points for selected food outlets
- Evidence provided – up to one point
- Is the evidence provided public – one point.

Question asked by THE	Does your university as a body provide sustainable food choices for all on campus, including vegetarian and vegan food?
Answer supplied by LU	Yes – at all food outlets
Evidence supplied by LU	SDG Report
Comment from LU	Lincoln University is committed to providing sustainable, healthy food options for all students and staff on campus. This includes gluten-free, vegetarian, and vegan alternatives. All campus cafes and dining facilities are certified palm oil-free and use free-range eggs, herbs grown on campus by the catering department, and campus-made yogurt to avoid plastic packaging. Evidence 1 - p 6

2.3.4. Healthy and affordable food choices (4.8%)

This indicator explores whether the university provides healthy and affordable food choices for all on campus. Up to three points could be awarded based on:

- Existence of food choices – maximum one point for all food outlets, only 0.5 for selected food outlets
- Evidence provided – up to one point
- Is the evidence provided public – one point.

Question asked by THE	Does your university as a body provide healthy and affordable food choices for all on campus?
Answer supplied by LU	Yes – at all food outlets
Evidence supplied by LU	SDG Report
Comment from LU	Lincoln University is committed to providing sustainable, healthy food options for all students and staff on campus. Lincoln's onsite cafes are open to students, staff and the public, and there is also a student dining hall, with a catering service available for events. Meals in the student dining hall are provided to residents as part of the University's accommodation package. Students not living on campus can buy discounted meal tickets for buffet-style dining. The University's Catering team meet with student residents at the start of each term to identify dietary requirements and cater for many different requirements including gluten-free, vegan, dairy-free and halal. Vegetarian options are included for all meals. Evidence 1- p 6

2.4. Proportion of graduates in agriculture and aquaculture including sustainability aspects (19.2%)

This metric calculates the proportion of total graduates who receive a degree associated with any aspect of food sustainability within an agricultural and aquaculture course. This metric tries to capture whether an institution actively teaches food sustainability within accredited undergraduate and postgraduate agriculture and aquaculture courses.

Data requested by THE	Response from Lincoln University
Number of graduates	692
Number of graduates from agriculture and aquaculture courses including sustainability aspects	250

2.5. National hunger (19.2%)

A university's effort against hunger aggregated at national level. Hunger here is defined as a severe lack of food which causes suffering or death, capturing the concept of food security.

2.5.1. Access to food security knowledge (4.8%)

This indicator examines whether the university provides access to food security and sustainable agriculture and aquaculture knowledge, skills or technology to local farmers and food producers. Up to three points could be awarded based on:

- Provision of access – maximum one point for free, only 0.25 for paid
- Evidence provided – up to one point
- Is the evidence provided public – one point.

Question asked by THE	Does your university as a body provide access on food security and sustainable agriculture and aquaculture knowledge, skills or technology to local farmers and food producers?
Answer supplied by LU	Free
Evidence supplied by LU	LUDF Website Dryland Pastures Website
Comment from LU	The Lincoln University Dairy Farm (LUDF), demonstrates sustainable dairy farming. It gives farmers proven results tested in the same environment faced by every farmer. Systems, operations and performance are shared openly so farms can benchmark against their own results. Farm information and data is available to ensure farmers get a sense of what is happening on the property and how they can learn from this. There are also regular focus days, reports and weekly farm walk notes that are accessible to anyone (evidence 1). The Lincoln University Dryland Pastures Research Group was recognised with the Balance Science and Research Award by Beef and Lamb NZ in 2022 for transforming sheep and beef systems over the past two decades. The group is committed to giving farmers science-based information and support to change farm systems. The present to farmers at field days, run a FAQ, and produce blogs, videos and resources on a range of topics.

2.5.2. Events for local farmers and food producers (4.8%)

This indicator requests information on events planned by the university for local farmers and food producers to connect and transfer knowledge. Up to three points could be awarded based on:

- Provision of events – maximum one point for free, only 0.25 for paid
- Evidence provided – up to one point
- Is the evidence provided public – one point.

Question asked by THE	Does your university as a body provide events for local farmers and food producers to connect and transfer knowledge?
Answer supplied by LU	Free
Evidence supplied by LU	LUDF Events Webpage Link to the LU Demonstration Farm Focus Days held in May 2024
Comment from LU	Lincoln University continues to hold a range of events for farmers and food producers. Our farms host weekly farm walks and regular focus days. See for example Lincoln University Demonstration Farm Focus Days in May and September 2022 (evidence 1 – header promotes weekly farm walks, scroll to 2022 focus days, see also links to resources under each event). Programmes included monitoring nitrogen footprints, greenhouse gas emissions, new technology, research update on new feeds and farm progress updates. Lincoln University's Blinc Innovation holds events to connect farmers, entrepreneurs, and scientists. It's Vibe series brings together peers from the land-based sector to network and learn about new developments. Topics in 2022 (see Evidence 2 – scroll to 2022) included developing food innovations for market, digital systems in grazed pastoral systems, winter grazing law changes, and improving how to grow, harvest and store food.

2.5.3. University access to local farmers and food producers (4.8%)

This indicator explores whether local farmers and food producers have access to university facilities (e.g., labs, technology, plant stocks) to improve sustainable farming practices. Up to three points could be awarded based on:

- Provision of access – maximum one point for free, only 0.25 for paid
- Evidence provided – up to one point
- Is the evidence provided public – one point.

Question asked by THE	Does your university as a body provide access to university facilities (e.g. labs, technology, plant stocks) to local farmers and food producers to improve sustainable farming practices?
Answer supplied by LU	Free
Evidence supplied by LU	LU Testing and Analytical Services Webpage AgYields Website
Comment from LU	Lincoln University offers a variety of testing & commercial laboratory services to external clients including farmers, industry and external researchers. Testing services accessed by farmers include gene marker testing to identify superior animals and a CT scanner used to measure carcass composition of breeding rams. The CT allows farmers to select sire rams based on the animals' fat/muscle/bone ratios. Lincoln also hosts the Biotron facility, designed to conduct biocontrol, biosecurity and biotechnology research. As outlined above, farm data is regularly shared. Lincoln University hosts, and helped establish the AgYields National Database, an open access repository for pasture and crop data including flowering dates, grain and pasture yields and mean daily growth rates in different New Zealand locations (evidence 2). The data can be used by farmers, consultants, students and researchers. This is New Zealand's only open access database of agricultural yields and growth rates.

2.5.4. Sustainable food purchases (4.8%)

This indicator examines whether the university prioritises purchases of products from local, sustainable sources. Up to three points could be awarded based on:

- Existence of prioritisation – one point
- Evidence provided – up to one point,
- Is the evidence provided public – one point.

Question asked by THE	Does your university as a body prioritise purchase of products from local, sustainable sources?
Answer supplied by LU	Yes
Evidence supplied by LU	Lincoln University's Procurement Policy Document
Comment from LU	Lincoln University's Procurement Policy requires staff to "take into consideration the impact on society, economy and the environment, and supplier's policies and sustainable practices in procurement processes." (Evidence 1, p 1, 4) This applies to all purchases including food.



Vice-Chancellor's Office

Version:

Proposed Council and Committee Meeting Schedule 2025

Author/s: Nathaniel Heslop

Date: 22/07/2024

1. Purpose

The purpose of this report is to seek approval from Council for the proposed Council and Committee Meeting Schedule in 2025. The proposed schedule aligns with the Council and Committee Meeting Procedures and each Committee's terms of Reference meeting requirements.

2. Content

Appendix A: Proposed 2025 Council and Committee Meeting Schedule.

3. Recommendations

That Council:

1. **ADOPT** the 2025 Council and Committee meeting schedule as outlined in Appendix A.
2. **NOTE** the Academic Board will present its 2025 meeting schedule for Council to approve at Council's meeting in August 2024.

4. Executive Summary

The attached Council and Committee meeting schedule replicates the 2024 calendar year.

The Vice Chancellor's Office, Chancellor, and Chairpersons of Committees of Council were consulted on, and support, the meeting schedule enclosed in this report.

The meeting schedule replicates the meeting cadence for the 2024 calendar year with the following changes:

- Increased student graduation numbers mean an additional graduation ceremony is required in May 2025.

The Vice Chancellor and Council Secretary are discussing the benefit of holding a strategy day in 2025. If a strategy day is held Council members will be informed of the date, timing, and agenda at a later date.

It is proposed that Council meets eight times in 2024, with the possibility of ten meetings if there is sufficient business to justify a meeting in June and December.

Ahumairaki and the Farms Committee will continue to meet four times per year in accordance with their terms of reference.

The Senior Leadership Team will meet weekly on Monday to review papers to be included in Council or Committee agendas. This regularity will provide report writers with certainty about when reports need to be submitted for review. It will also facilitate the preparation and distribution of agendas in advance of meetings earlier, providing Council and Committee members more time to digest information and prepare for meetings.

Most committee meetings will be held via audio-visual link (MS Teams), and Council meetings held in person.

5. Resource Implications

Council operating costs, including travel and accommodation for Council members are included in the budget that will be considered by Council at its meeting in October 2024.

6. Strategic and Policy Framework Implications

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

Strategic Alignment

This report supports the Lincoln University Strategy 2019-2028 by ensuring there are sufficient governance meetings to oversee and monitor implementation of the Lincoln University Strategy 2019-2028.

Policy Consistency

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

7. Next Steps

The Council Secretary will set up and send calendar invites to members for approved meetings.

Attachment A: Proposed Council and Committee Meeting Schedule 2025

Month	Date	Meeting	Location
January	Thursday 30 January	Appointment and Remuneration Committee	Online
February	Tuesday 18 February	Audit, Risk, & Assurance Committee	Online
	Tuesday 25 February	Council	Lincoln
March	Wednesday 6 March	Ahumairaki	Lincoln
	Friday 14 March	Farms Committee	Lincoln
	Tuesday 18 March	Audit, Risk, & Assurance Committee	Online
	Tuesday 25 March	Council	Lincoln
	Wednesday 26 March	Governance Oversight Group	Email
	Wednesday 23 April	Audit, Risk, & Assurance Committee	Online
April***	Tuesday 29 April	Council	Lincoln
	Thursday 8 May	Graduation	Christchurch Town Hall
May	Friday 9 May	Graduation	Christchurch Town Hall
	Tuesday 20 May	Audit, Risk, & Assurance Committee	Online
	Tuesday 27 May	Council	Lincoln
	Friday 6 June	Farms Committee	Online
June	Tuesday 17 June	Audit, Risk, & Assurance Committee (TBC)	Online
	Wednesday 12 June	Ahumairaki	Lincoln
	Tuesday 24 June	Council (TBC)	Lincoln
	Wednesday 25 th June	Governance Oversight Group	Email
	Tuesday 29 July	Council	Lincoln
July	Tuesday 19 August	Audit, Risk, & Assurance Committee	Online
	Tuesday 26 August	Council	Lincoln
September	Friday 5 September	Farms Committee	Online
	Wednesday 25 September	Ahumairaki	Lincoln
October	Thursday 2 October	Awards Committee	Online
	Tuesday 21 October	Audit, Risk, & Assurance Committee	Online
	Tuesday 28 October	Council	Lincoln
	Wednesday 29 October	Governance Oversight Group	Email
November	Wednesday 12 November	Ahumairaki	Lincoln
	Friday 14 November	Farms Committee	Online
	Tuesday 18 November	Audit, Risk, & Assurance Committee	Online
	Tuesday 25 November	Council	Lincoln
December	Tuesday 16 December	Council (TBC)	Lincoln
	Wednesday 17 December	Governance Oversight Group	Email

Key

Council	9am - 1pm
ARAC	9am - 1pm
Ahumairaki	3:30pm - 5:30pm
Awards Committee	1pm - 3pm
Farms Committee	9am - 12pm

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

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

General Subject Matter	Reason for passing this resolution in relation to each matter	Grounds under section
Update on University Advisory Group	To enable free and frank expression of opinions by or between or to members or officers or employees of the University	7(2)(f)(i)
Managing Student Enrolment Numbers	To avoid prejudice or disadvantage to the commercial activities of the University	7(2)(h)
Farms Committee 1. Report 2. Minutes from meeting on 14 June 2024	To prevent the disclosure or use of official information for improper gain or improper advantage	7(2)(j)
Executive Committee 1. Report 2. Pastoral Code Attestation Report	To prevent the disclosure or use of official information for improper gain or improper advantage	7(2)(j)
Audit, Risk, & Assurance Committee 1. Report 2. Minutes from meeting on 18 June 2024 3. George Fornes Stage 3 Budget Increase 4. Property Services Workshops/Structures Laboratory Close Out Report 5. Strategic Risk Register	To avoid prejudice or disadvantage to the commercial activities of the University To prevent the disclosure or use of official information for improper gain or improper advantage	7(2)(h) 7(2)(j)
Ahumairaki Committee 1. Report 2. Minutes from the meeting on 21 May 2024 3. Manaaki Tauria Learner Success Report	To enable free and frank expression of opinions by or between or to members or officers or employees of the University To prevent the disclosure or use of official information for improper gain or improper advantage	7(2)(f)(i) 7(2)(j)
Appointment & Remuneration Committee 1. Report 2. Minutes from the meeting on 24 July 2024 3. Remuneration of Director appointed to Lincoln University Subsidiary Board	To enable free and frank expression of opinions by or between or to members or officers or employees of the University	7(2)(f)(i)
Monthly Recruitment Report	To avoid prejudice or disadvantage to the commercial activities of the University To prevent the disclosure or use of official information for improper gain or improper advantage	7(2)(h) 7(2)(j)
Finance Report	To avoid prejudice or disadvantage to the commercial activities of the University To prevent the disclosure or use of official information for improper gain or improper advantage	7(2)(h) 7(2)(j)
Health & Safety Report 1. Report	To avoid prejudice or disadvantage to the commercial activities of the University To prevent the disclosure or use of official information for improper gain or improper advantage	7(2)(h) 7(2)(j)
2024 YourVoice Engagement Survey	To enable free and frank expression of opinions by or between or to members or officers or employees of the University	7(2)(f)(i)
Quarterly Staff Wellbeing & HR Dashboard	To enable free and frank expression of opinions by or between or to members or officers or employees of the University	7(2)(f)(i)
GOG Reports	To avoid prejudice or disadvantage to the commercial activities of the University	7(2)(h)
Human Ethics Committee Policy Review	To protect the privacy of natural persons, including that of deceased natural persons	7(2)(a)

I move also that: Professor Grant Edwards (Vice-Chancellor), Prof Chad Hewitt (Provost), Ms K McEwan (Executive Director People Culture and Wellbeing), Prof Merata Kowharu (Deputy Vice Chancellor, Māori and Pasifika), Mrs S Roulston (Chief Operating Officer), Mr A Pearson (property Director), Mr D Lodge (Deputy Vice-Chancellor, Student Life), Mr T Osborne (Director of Finance), Ms K Bramley (Tumuaki-Takirua Te Awhioraki), Mr D Cooper (LUSA President), and Mr Nathaniel Heslop (Council Secretary), be permitted to remain at this meeting after the public has been excluded, because of their knowledge of the various matters being discussed. This knowledge, which will be of assistance in relation to the matters to be discussed, is relevant to those matters because of their involvement in the development of reports to Council on these matters.