

**LINCOLN**  
**UNIVERSITY**  
TE WHARE WĀNAKA O AORAKI

## LINCOLN UNIVERSITY COUNCIL

### AGENDA & PAPERS

At 9am on Tuesday, 26 November 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](#)

# Lincoln University Strategy 2019-2028

<p><b>Vision</b> </p> <p>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><b>Purpose</b> </p> <p>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.</p>	<p><b>Strategy 2019-2028</b></p> <ul style="list-style-type: none"> <li>● A distinctive, Aotearoa New Zealand, end-to-end student experience</li> <li>● Improved assets and sustainable operating models</li> <li>● A culture which stimulates and inspires all staff and students</li> <li>● World-class research and teaching with impact</li> <li>● An organisation focused on meaningful partnerships</li> <li>● Facilitating student growth</li> </ul>
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**Values**  
Manaakitaka – Looking after people



**STRATEGY GOALS**

**PRIORITY AREAS 2024-2028**

GOAL	DESCRIPTION	PRIORITY AREAS 2024-2028
<b>GOAL 1</b>	A distinctive, Aotearoa New Zealand, end-to-end student experience	<ul style="list-style-type: none"> <li>• Provide an enriching and successful experience for all students within an environment that empowers them to thrive and achieve their goals.</li> <li>• Ensure quality streamlined student services that are responsive and focused on supporting wellbeing and success.</li> <li>• Enhance student experiences for postgraduate students.</li> <li>• Develop research-rich graduates.</li> <li>• Grow graduates ready for New Zealand's future workforce</li> </ul>
<b>GOAL 2</b>	Improved assets and sustainable operating models	<ul style="list-style-type: none"> <li>• Establish a clear pathway to carbon neutrality by 2030.</li> <li>• Make our organisation an exemplar of sustainable practices.</li> <li>• Establish a flexible, agile, and effective University operational framework</li> <li>• Digitally enable our University</li> </ul>
<b>GOAL 3</b>	A culture which stimulates and inspires all staff and students	<ul style="list-style-type: none"> <li>• Support and nurture a culturally inclusive campus.</li> <li>• Embed and celebrate our Takata Whenua.</li> <li>• Develop a values-driven culture that fosters a sense of identity, shared purpose and commitment.</li> <li>• Grow our staff through early career development, professional development, and workforce planning.</li> <li>• Manage workloads consistent with a research-intensive, specialist university focused on the land-based sectors.</li> </ul>
<b>GOAL 4</b>	World-class research and teaching with impact	<ul style="list-style-type: none"> <li>• Accelerate research impact and relevance to the land-based sectors through sustained research excellence and collaboration.</li> <li>• Provide innovative academic programmes that anticipate the workforce needs of land-based sectors</li> </ul>
<b>GOAL 5</b>	An organisation focused on meaningful partnerships	<ul style="list-style-type: none"> <li>• Grow our impact through partnerships.</li> <li>• Develop, nurture, and promote a culture of collaboration.</li> <li>• Build coherence between research and education in all partnerships</li> </ul>
<b>GOAL 6</b>	Facilitating student growth	<ul style="list-style-type: none"> <li>• Meet land-based sector workforce needs and challenges</li> <li>• Expand our reach to a wider group of potential students.</li> <li>• Increase participation and engagement of Māori and Pasifika students</li> </ul>

# Council Meeting - 26 November 2024

CONFIDENTIAL



26 November 2024 09:00 AM - 12:00 PM

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15. Moving out of In-Committee

16. Next Meeting

9am on Tuesday 25 February 2025, in Memorial Hall, Lincoln Campus and by MS Teams.

## **Karakia Timataka**

Kimihia rapuhia

Whaia ki te Uru Tapu nui o Tane

Tane te waiora

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 - 26 November 2024 - Disclosures of Interest

<b>STRICTLY CONFIDENTIAL</b>					
<b>Council Members' Interests Register</b>					
<b>Councillor</b>	<b>Name of Company / Institution</b>	<b>Dates Applicable</b>	<b>Position</b>	<b>Comments</b>	<b>Updated</b>
Janice Fredric	Mainpower Ltd	Current	Director		1 February 2022
Janice Fredric	Aurora Energy Limited	Current	Director		1 July 2022
Janice Fredric	Aviation Security Services	Current	Chairman		24 July 2024
Janice Fredric	Civil Aviation Authority	Current	Chairman		24 July 2024
Janice Fredric	Unity Credit Union	Current	Chair of Audit and Risk Committee	Formerly Credit Union Baywide and Credit Union South Chair role ends on 28 October 2022	1 October 2022
Janice Fredric	Green Power New Zealand Ltd	Current	Director	Reappointed with effect 21 August 2024	26 August 2024
Janice Fredric	Mt Cass Wind Farm Ltd	Current	Director	Reappointed with effect 21 August 2024	26 August 2024
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	Ceased directorship 10 September 2024	26 August 2024
Janice Fredric	Aspire NZ Seed Fund Limited	Current	Director	Ceased directorship 10 September 2024	26 August 2024
Janice Fredric	Elevate NZ Venture Fund GP Ltd	Current	Director	Ceased directorship 10 September 2024	26 August 2024
Bruce Gemmell	The Gemmell Group Limited	Current	Director, Shareholder		1 February 2022
Bruce Gemmell	The Highlanders GP Limited	Current	Director		
Bruce Gemmell	Miramar Consolidated Limited	Current	Director	Removed 21 May 2024	21 May 2024
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	Appointed in March 2024	1 March 2024
Bruce Gemmell	Waldmel Holdings Limited	July 2024 - Current	Director		
James Parsons	Ashgrove Genetics Limited	Current	Director		
James Parsons	Agfirst Northland Limited	Current	Director		
James Parsons	Trevar 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	Ceased Directorship 14 May 2024	25 July 2024
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		1 July 2023
James Parsons	M. Bovis Free New Zealand Limited	July-24	Director		25 July 2024
David Philip Jensen	Colebrook KiwiFruit Orchard GP Limited	2020-current	Chair		1 February 2022
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		

Council Meeting - 26 November 2024 - Disclosures of Interest

Councillor	Name of Company / Institution	Dates Applicable	Position	Comments	Updated
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		1 June 2024
David Philip Jensen	Eastpack Limited	2018-current	Director		
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 BARE	Apr-23
Professor Grant Edwards	Lincoln University	Current	Vice-Chancellor		1 February 2022
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 Ltd	Current	Director	New Zealand Food Innovation Auckland & New Zealand Food Innovation (South Island) Limited	1 October 2024
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	JW 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		1 August 2023
Puamiria Parata-Goodall	Lincoln University	Current	Council Member and Cultural Advisor	Cultural Advisor to Mana Whenua Cultural	1 March 2024
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 - Ohāki 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		1 May 2024

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Councillor	Name of Company / Institution	Dates Applicable	Position	Comments	Updated
Elizabeth Hill-Taiaroa	Te Taumutu Rūnanga	Current	Secretary & Oranga leader		1 April 2023
Professor Derrick Moot	Lincoln University	Current	Professor		1 June 2022
Professor Derrick Moot	Tertiary Education Union	Current	Member		1 June 2022
Professor Derrick Moot	Free Speech Union	Current	Member		1 June 2023
Dr Maria Janna van den Belt	Cogo Connecting Good Limited	Current	Shareholder		1 June 2021
Dr Maria Janna van den Belt	College of Assessors of MBIE	Current	Member		
Dr Maria Janna van den Belt	EHF Fellowship	Current	Fellow		
Dr Maria Janna van den Belt	MPI Fisheries New Zealand	Current	Chief Economist	Updated name of organisation	17 May 2024
Dr Maria Janna van den Belt	Global Research consortium (USA, China, Europe) Safe Seaweed by Design (research pre	Current to Feb 2023	Member of Advisory Board	Research project involving representatives	1 September 2022
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		1 December 2023

**Register of interests – Senior Leadership Team – 2024**

SLT member	Organisation	Date	Position	Notes
<b>Grant Edwards</b>	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 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		
<b>Karen McEwan</b>	Lincoln University	2019-	Executive Director, People, Culture, and Wellbeing	

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	Senior Leadership Team, Lincoln University	2019-	Member	
	Ceiling Clean WGTN Limited	1982-	Shareholder	
<b>Susie Roulston</b>	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
<b>Alistair Pearson</b>	Property Council New Zealand	2019-current	Executive	
<b>Chad Hewitt</b>	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	
	<del>Universities New Zealand, CUAP</del>	<del>Current</del>	<del>Ex-officio member</del>	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
<b>Merata Kawharu</b>	Tūrama Trustees Limited	Current	Director	
	Nukuroa Consulting Limited	Current	Director & Shareholder	
	Takarangi Limited	Current	Director	
	E Mara E Limited	Current	Director & Shareholder	

Updated July 2024



## LINCOLN UNIVERSITY COUNCIL

Minutes of a meeting held on Tuesday 29 October 2024 at 9am in Whare Auahu, ground floor, Waimarie and online via MS Teams

### Meeting Minutes

- Present: Bruce Gemmell (Chancellor), Prof. Grant Edwards (Vice Chancellor), Demetrio Cooper, Michelle Ash, David Jensen, Janice Fredric, Prof. Derrick Moot, James Parsons, Liz Hill-Taiaroa, Puamiria Parata-Goodall (each a Council Member).
- Via MS Teams: Dr Marjan van den Belt, Gabrielle Thompson
- In attendance: Mrs S Roulston (Chief Operating Officer)  
Mr D Lodge (Deputy Vice-Chancellor, Student Life)  
Mr N Heslop (Council Secretary)  
Prof M Kawharu (Deputy Vice Chancellor, Māori)  
Ms G O'Shaughnessy (incoming Te Awhioraki Tumuaki)  
Ms Z Weissenstein (incoming LUSA President)  
Prof C Hewitt (Provost)

Meeting started at 9.02am.

#### 1. Welcome/Karakia/Apologies

The Chancellor welcomed Councillors to the meeting and invited Ms K Bramley to open the meeting with karakia.

The Chancellor welcomed Zara Weissenstein and Grace O'Shaughnessy to the Council meeting.

#### 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 27<sup>th</sup> August 2024 as true and correct record with a minor amendment to attendance.

*Resolution*

**MOTION CARRIED**

#### 4. Matters arising from the Minutes

The action register was NOTED.

A status report for use of AI at Lincoln University will come to the December

Council meeting (action #609).

**5. Notice of items of General Business**

There were no items of general business.

**6. Chancellors Report**

The report was taken as read.

**Resolution**

That Council:

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

*Resolution*

**MOTION CARRIED**

*David Jensen arrived at the meeting during consideration of Item 6*

**7. Vice Chancellors Report**

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

- There are several sustainability initiatives coming online in the next few years.

Council noted:

- The deconstruction of the boiler will be a flagship project in 2025.
- The deconstruction of Burns provides learning opportunities and can provide marketable content for Lincoln.
- Teaching has commenced at HZAU offshore campus.

*Action:  
Stakeholder  
Relationship  
Director*

Council has a Meaningful Partnerships Program to identify relationships that provide beneficial education and research outputs in strategically aligned ways. Each new agreement is assessed through the protected security and trusted research requirements. Council will receive an annual report providing an overview of partnerships the University has considering it is a strategic objective.

*Action: Provost*

The Chancellor asked the Council Secretary write to staff referred to in the Vice Chancellor's report providing congratulations from Council

*Action: Council  
Secretary*

**Council Resolution**

That Council:

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

*Resolution*

**MOTION CARRIED**

## 8. Graduation Week Report

The paper outlined the proposed schedule and location of celebration and graduation events. The Vice Chancellor advised Council that due to the increased number of graduates, three graduation ceremonies will be required in 2025.

There is an emphasis to bring some activities back to Lincoln Campus, increasing the connection between our success and Lincoln.

Council discussed decided that the celebration of Rā Whakamana will continue to be held at the Town Hall.

### Council Resolution

That Council:

1. **RECEIVE** the information in the Graduation Report.
2. **APPROVE** the schedule of 2025 Graduation events.

*Resolution*

**MOTION CARRIED**

## 9. LUSA Report

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

- Te Awhioraki voter turnout was 25% at the recent executive elections
- LUSA has changed its constitution to clarify which students are eligible to vote in LUSA and Te Awhioraki elections now that an offshore campus is operational
- The Garden Party was held and this will be reported on in greater detail next month once feedback from interested parties has been received.

### Council Resolution

That Council:

3. **RECEIVE** the information in the LUSA Report.

*Resolution*

**MOTION CARRIED**

## 10. Academic Board Report

The report was taken as read. Main items were the revision and completion of assessment around Te Reo Māori policy and procedures, the conduct of field trips, tours, and other external activities and the Graduating Year Reviews (GYR's).

GYR's are an important assessment of new qualifications or majors and are a formal requirement under the University of Academic Programmes.

The Vice Chancellor outlined the process for GYR, which includes a review by CUAP and scrutineers at two other Universities.

Suggested that University consider how it promotes the opportunity for students participate in a GYR with feedback.

Council requested a report to better understand the framework under which Academic Board looks at programmes and to receive an annual report by exception of course(s) that did not meet the anticipated outcomes, including a response by management to those programmes.

Action: Provost

### Council Resolution

That Council:

1. **NOTE** the Academic Board Report from its meetings on 25 September 2024 meeting

Resolution

**MOTION CARRIED**

### 11. Conferment of Degrees, Certificates, & Qualifications

The report was taken as read.

### Resolution

That Council:

1. That Council resolves to approve the awards presented in this [report](#).

Resolution

**MOTION CARRIED**

### 12. General Business

There were no items of general business.

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

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

General Subject Matter	Reason for passing this resolution in relation to each matter	Grounds under section
<b>Chancellor's Report</b>	To protect the privacy of natural persons To prevent the disclosure or use of official information for improper gain or improper advantage	7(2)(a) 7(2)(j)
<b>Audit, Risk, &amp; Assurance Committee Report to Council</b> 1. Report 2. Minutes from meeting on 22 October 2024 3. 10-Year Financial Forecast Multi-Risk Scenario 4. Ivey West/Memorial Hall Contingency Release 5. 2025 Insurance Renewal Update 6. HZAU-LU Joint Institute Update 7. 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)
<b>Awards Committee Report to Council</b> 1. Report 2. Minutes from meeting on 3 October 2024 3. Nominations for various University Awards	To protect the privacy of natural persons	7(2)(a)
<b>Executive Committee Report to Council</b> 1. Report on appointments to Human Ethics Committee	To protect the privacy of natural persons	7(2)(a)
<b>Farms Committee Report to Council</b> 1. Report 2. Minutes from meeting on 13 September 2024	To avoid prejudice or disadvantage to the commercial activities of the University	7(2)(h)

<b>Ahumairaki Report to Council</b> 1. Report 2. Minutes from meeting on 25 September 2024	To avoid prejudice or disadvantage to the commercial activities of the University	7(2)(h)
<b>Monthly Recruitment Report</b>	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)
<b>Finance Report</b>	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)
<b>Health &amp; Safety Report</b>	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)
<b>Quarterly Staff Wellbeing Report</b>	To protect the privacy of natural persons	7(2)(a)
<b>GOG Reports</b>	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)

*I move also that:* Professor Grant Edwards (Vice-Chancellor), Prof Chad Hewitt (Provost), Ms T Nelson (Bio-Compliance Officer), Prof Merata Kawharu (Deputy Vice Chancellor, Māori), Mrs S Roulston (Chief Operating Officer), Mr D Lodge (Deputy Vice-Chancellor, Student Life), Mrs E Rooney (Finance Director), Ms K Bramley (Tumuaki-Takirua Te Awhioraki) & Ms G O'Shaughnessy (incoming Tumuaki Takirua), Mr D Cooper (LUSA President) & Ms Z Weissenstein (incoming 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 12.57pm*

**14. Closure and next Meeting**

The meeting closed at 12.58pm.

The next meeting is scheduled for Tuesday, 26<sup>th</sup> November 2024 at 9am and will be held in Whare Auahu, ground floor in Waimarie, at Lincoln Campus.

CONFIRMED THIS 26<sup>th</sup> DAY OF November 2024

**BRUCE GEMMELL**  
**CHANCELLOR**

Council Meeting - 26 November 2024 - Matters Arising from the Minutes

Action Number	Action Summary	Action Type	Originating Meeting	OM Date	Agenda Item	Destination Meeting	DM Date	Responsibility	Due Date	Status	Notes
608	Arrange a presentation to Council on AI	Organise	Council	30/04/2024	12	Council	29/10/2024	Heslop, Nathaniel	1/10/2024	In Progress	Status Report on AI will be presented by the Provost at December Council Meeting
609	Lincoln Agritech Deep Dive	Report	Council	30/04/2024		Council	29/04/2025	Heslop, Nathaniel & Edwards, Grai	17/04/2025	Not Started	Deep Dive to occur once new LAL CEO appointed and had some time in LAL
635	Create a dashboard with information on Education Performance Indicators for Recruitment Report to align with strategy	Update Report	Council	30/07/2024	6	Council	29/07/2024	Lodge, Damian & Heslop, Nathaniel	5/12/2024	Not Started	Council suggested a dashboard that provides information on Education Performance indicators across all courses & shaping the agenda against strategy so that Council can understand success against strategic initiatives and measures of success.
636	Create schedule of Council and SLT walk around campus	Organise	Council	27/08/2024		Council	29/10/2024	Heslop, Nathaniel	17/10/2024	In Progress	Council Secretary to schedule Council Members and SLT to have H&S walk arounds of campus
638	Organise a Council Strategy Day	Organise	Council	27/08/2024				Heslop, Nathaniel & Edwards, Grai	28/02/2025	In Progress	The Chancellor suggested a Council Strategy Day be held in 2025. A report will be considered by Council at its meeting in December to inform a Strategy Day in Q1 2025.
639	Write a letter to UAG following visit to Lincoln on 20 August	Organise	Council	30/07/2024	6			Heslop, Nathaniel, Edwards, Grant & Gemmell, Bruce	20/09/2024	Not Started	This has been placed on hold until second UAG meeting scheduled on 9 December 2024. During discussion of UAG visit to Lincoln it was suggested a follow-up letter to UAG would be beneficial to put in reinforce in writing Lincoln's perspective on various questions posed by and dialogue engaged with the UAG.
642	Write a letter of congratulations to staff mentioned in the Vice Chancellors October report on behalf of Council	Organise	Council		4		29/10/2024	Heslop, Nathaniel	26/11/2024	Completed	Letters sent and acknowledged by staff.
643	Improve the information provided in the Health & Safety Report	Update Report	Council	29/10/2024		Council	29/10/2024	McEwan, Karen & Heslop, Nathaniel	17/12/2024	Not Started	Met Health & Safety Manager and will be working on report review following presentation of Health & Safety Assurance Program Report to Council in December.



# Chancellor's Office

## Chancellor's Meetings & Correspondence

Version: 1.0

Author/s: Nathaniel Heslop

Date: 18 November 2024

### Purpose

This report summarises the stakeholder meetings undertaken by the Chancellor in between 30 October 2024 through to Council on 26 November 2024.

### Executive Summary

#### Stakeholder meetings

14 November 2024	Lincoln University Centennial Trust
19 November 2024	Audit, Risk, & Assurance Committee
21 November 2024	Lincoln University Centennial Trust

#### Other Engagements

19 November 2024	Meeting with Vice Chancellor and Council Secretary
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#### Correspondence

18 November 2024	Correspondence to Dr Dan Smith recognizing accomplishments
18 November 2024	Correspondence to Dr Andriy Podolyan recognizing success in obtaining research funding.



## Vice-Chancellor's Office

Version: 1

# Adopt new Conferment of Qualifications Regulations

Author/s: Nathaniel Heslop

SLT Authoriser: Grant Edwards

Date: 19/11/2024

## 1. Purpose

This report seeks one decision from Council to approve a new Conferment of Qualifications Regulations.

The proposed regulations clarify that a qualification can be conferred at a Council meeting or graduation ceremony.

The Conferment of Qualifications Regulations specifically state that Lincoln University can revoke a qualification if, after conferment and following due process, additional information is presented that warrants the revocation of a qualification to a student.

## 2. Contents

3. Recommendation
4. Executive Summary
5. Resource Implications
6. Strategic and Policy Framework Implications
7. Next Steps
8. **Appendix A:** Proposed Conferment of Qualifications Regulations

## 3. Recommendations

### Resolution

That Council:

1. **RECEIVE** the information in this report.
2. **NOTE** it is intended that all qualifications will be conferred to recipients by way of resolution at a Council meeting no later than 30 April each calendar year.
3. **NOTE** an increasing number of graduands require the University to adopt more efficient methods of holding graduation ceremonies.
4. **NOTE** that section 283(2)(a) Education and Training Act 2020 vests the power to award qualifications in Lincoln University Council, and that this power may not be delegated.
5. **APPROVE** the Conferment of Qualifications Regulations as outlined in Appendix A.

## 4. Executive Summary

This paper was presented to Council in April 2024. The paper has held over on account of reservations held by the Chancellor.

The Chancellor expressed reservations that the mana of a graduation ceremony would be diminished if the quorum of Council is not required and qualifications are presented to students

The Conferment of Qualifications Regulations is based on similar regulations at other tertiary institutions in New Zealand.

Lincoln University does not have a regulation that identifies who is eligible to graduate and the process of conferring qualifications.

Historically Lincoln University has relied on its statutory power outlined in section 283(2)(a) of the Education and Training Act 2020 and convention to award qualifications at a graduation ceremony.

The proposed regulation offers the opportunity to have qualifications conferred at a meeting of the University Council prior to a graduation ceremony, in which case qualifications can be presented to graduates at a graduation ceremony without the need to convene a quorum.

However, until such time as the LUCAS software system used by Student Administration Services is upgraded to increase its capabilities, Council will need to convene a quorum at each graduation ceremony.

Lincoln University does not have any written right to revoke a qualification after it has been conferred. While principles of natural justice suggest that the Council should have this power, after discussion with the University Legal Counsel, it was decided that it is best for this power to be explicitly referred to in a regulation; see section 6(b) of the Qualifications Regulations.

These regulations have been reviewed and approved by the University Legal Counsel.

## 5. Resource Implications

There are no resource implications for Council.

## 6. Strategic and Policy Framework Implications

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

### Strategic Alignment

This report supports the Lincoln University Strategy 2019-2028 by providing a clear process for the awarding and, if necessary, revocation of qualifications at Lincoln University.

### Policy Consistency

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

### 7. Next Steps

The new regulation will be uploaded to the University Policy Library.

# POLICIES AND PROCEDURES



## Conferment of Qualifications Regulations

**Last Modified:** New  
**Review Date:** 29/2/2027  
**Business Owner:** Vice Chancellor  
**Approval Authority:** Council

### 1. Qualifications of the University

The qualifications of the University that can be conferred are published in the Lincoln University Calendar, as may be amended from time to time.

### 2. Certificate of Proficiency

Certificates of proficiency will be noted on a student's transcript only and will not be conferred at a graduation ceremony or by notice of Council.

### 3. Honorary Degrees

The University Council may confer an honorary degree to any person who has been recommended for the degree by the Awards Committee or an ad-hoc committee of the University Council.

Honorary degrees will be conferred in:

- (a) Doctor of Commerce
- (b) Doctor of Natural Resources
- (c) Doctor of Science
- (d) Doctor of Social Science

### 4. Eligibility to Graduate

A student becomes eligible to graduate with a qualification on the date when the student is credited with all courses and completes all other requirements for the qualification.

In order to receive their qualification a student must apply to the University Registrar on the prescribed form.

If a student eligible to graduate dies before applying then their personal representative or next-of-kin may apply to receive the qualification on their behalf.

A student may elect to receive their qualification at a graduation ceremony if they apply by the required deadline for that ceremony. Alternatively, a student may receive their qualification in absentia.

The University Council may refuse to grant any qualification if satisfied that the student:

Made any untrue or misleading statement or engaged in any dishonest practice in relation

*Conferment or Qualifications Regulations*

*Page 1 of 7*

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to the qualification; or

Committed a serious breach of any academic regulation, policy, rule or code of the University in relation to the qualification.

## 5. Conferment of Qualifications

Qualifications will be conferred or presented at a ceremony of the University called for that purpose or at a meeting of the University Council.

A graduand who has qualified and applied for the conferment of a qualification, will receive a testamur under the hand of the Chancellor, or in the absence of the Chancellor, the Pro-Chancellor or Vice-Chancellor, signed by the University Registrar and sealed with the University seal, certifying that the degree has been conferred or diploma or certificate presented.

The testamur will show where appropriate:

- (a) the qualification conferred; and
- (b) the subject or subjects for which the qualification is endorsed; and
- (c) the meritorious annotation of Honours or Distinction including the class achieved.

Where the qualification subsumes other qualifications, these will not be shown on the testamur but will be noted on the transcript.

A student may only graduate once for a qualification and receive a single testamur.

If a graduand dies before receiving the qualification then it will be granted posthumously unless the student's personal representative or next-of-kin, with the consent of the University Council, withdraws the application.

## 6. Surrendering or Withdrawal of Qualifications

The University Council may withdraw any qualification conferred or issued in error.

The University Council may withdraw any qualification from a graduate and remove them from the list of graduates if satisfied that the student:

made any untrue or misleading statement or engaged in any dishonest practice in relation to the qualification; or

committed a serious breach of any academic regulation, policy, rule or code of the University in relation to the qualification.

If the University Council decides not to exercise its discretion to withdraw any qualification from a graduate, the University Council may decide to resolve the matter in any other reasonable way.

The University Council may withdraw any honorary qualification from a graduate and remove them from the honours list if satisfied that they have brought the institution into disrepute.

A graduate may surrender their qualification and be removed from the list of graduates by application to the University Registrar.



## Vice-Chancellor's Report to Council

### November 2024

Te Whare Wānaka o Aoraki Lincoln University's Waimarie flagship science building has won the Education Category at the 2024 World Architecture Festival in Singapore, highlighting the University's commitment to sustainable design, innovation and academic excellence.

Designed by Warren and Mahoney in collaboration with Lab-Works Architecture, this prestigious recognition celebrates a project that redefines the intersection of education, research and environmental stewardship.

Waimarie supports the UN SDG Goals 15 (Life on Land), SDG 2 (Zero Hunger), SDG 4 (Quality Education) and SDG 13 Climate Action - addressing global challenges in the agrifood sector and shaping the future of sustainable research, teaching and learning spaces.

Waimarie has received eight awards in 2024 including:

- 2024 World Architecture Festival – Higher Education and Research - Completed Projects - Winner
- 2024 - Building Nations - Excellence in Innovation
- 2024 - INDE. Awards Asia Pacific – Best Learning Space Winner
- 2024 - Property Council South Island People in Property Awards - Excellence in Sustainability Award
- 2024 - Te Kāhui Whaihanga New Zealand Institute of Architects Canterbury Architecture Award - Education
- 2024 - NZ Commercial Project Award - National Category Winner – Education
- 2024 Property Council NZ Awards - Education Property Award - Merit

### Growing impact through meaningful partnerships and engagement

The University recently hosted Waikirikiri Selwyn District Council (SDC) for the launch of its Kai Aku Rika Economic Development Strategy, a blueprint for shaping the district's economy. Held in Waimarie, the event was attended by local business leaders and key SDC partners - including Orion, Kiwirail, Business Canterbury, Te Taumutu Rūnanga and other prominent stakeholders who contributed to the strategy's development. In his address, the Vice-Chancellor endorsed SDC's strategy vision, highlighting Lincoln University's role in the region's economic, environmental and social development, and emphasising its strong partnership with SDC, strengthened further by the signing of an MoU in June.

Lincoln University has signed a new Memorandum of Understanding (MoU) with the Canterbury Regional Council (Environment Canterbury) to strengthen their relationship in supporting the whenua and communities of Waitaha Canterbury. This new strategic

partnership enables joint research projects on critical issues for Canterbury's sustainable future and opens collaborative pathways to identify and leverage regional opportunities.

Lincoln University recently hosted the New Zealand Institute of Agricultural and Horticultural Science Inc (NZIAHS) Canterbury Forum and AGM, bringing together 150 industry, academic and research leaders. The forum, themed *Nitrogen: Friend or Foe?* offered a diverse perspective – from environment management to agricultural practitioners – providing a balanced exploration of nitrogen's role. The Vice-Chancellor opened the event with an update on Lincoln University's role as a specialist in the land-based sectors and its commitment to addressing challenges in agrifood systems.

At the event, Professor John Hampton was made an Honorary Fellow of the NZIAHS recognising his contribution to the field and to NZIAHS. Adjunct Professor Jacqueline Rowarth, received the NZIAHS premier award – the Jubilee Medal.

Separately, at DairyNZ's Annual General Meeting in November, the Vice-Chancellor delivered a keynote address on progress within the dairy sector, highlighting the role of research and development in advancing the industry towards a more sustainable future. He also highlighted Lincoln University's impact on global agrifood innovation and support for Aotearoa's sustainable industry growth.

#### [Exemplar of sustainable practices](#)

The Ivey West and Memorial Hall redevelopment project has entered its final stages, with the restored buildings and surrounds looking spectacular and bringing their own special character back to our campus environment. Ivey West and Memorial Hall will be open and operational in January 2025 and will be home to the Vice-Chancellor's Office, including the Vice-Chancellor, Senior Leadership Team, the Alumni and Development Office, Te Manutaki and Strategic Communications. A karakia will be conducted by Te Taumutu on 12 December to mark the end of the construction work, and an official opening event will be organised in the New Year.

Now in its second year, the University's Sustainability Fund applications are open for 2025, inviting all staff and students to apply. This initiative is supported by a 5% sustainability surcharge on all Lincoln University air travel bookings, demonstrating a commitment to environmental responsibility and stewardship. This innovative approach provides a means of supporting sustainability efforts while encouraging a sense of shared responsibility among the University community.

Lincoln University has gained its fifth year of Toitū Envirocare carbonreduce certification providing ongoing reporting against a 2019 baseline, and helping to track our progress towards becoming carbon neutral by 2030 and achieving carbon zero by 2050. Emissions in 2023 were 7,019.12 tCO<sub>2</sub>e, 6% higher than last year's total of 6,599.21 tCO<sub>2</sub>e and 18% lower than the base year total of 8,555.20 tCO<sub>2</sub>e. A reduction in emissions intensity of 7.88 tCO<sub>2</sub>e/\$M has occurred based on a 5-year rolling average.

Lincoln University and Lincoln University Catering have been announced as Platinum Award winners by Lincoln Envirotown Trust in the Selwyn Responsible Business Awards. The Trust highlighted the University's achievements, including its 100% campus electrification project, the upcoming establishment of the Energy Farm, the sustainable management of the Burns demolition project, the decommissioning of the coal boiler and proactive community engagement showcased in the Platinum Award presentations.

### Education for the land-based sectors

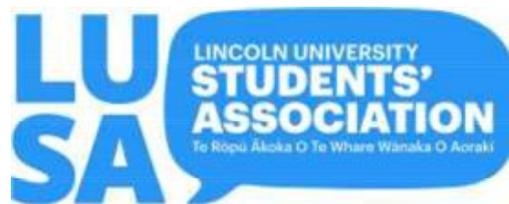
The final assessment hui for 2024 was held in November. Staff were invited to participate in evidence-based workshops on the topic of final assessments, including examinations. The outcomes of the hui will inform the Senior Leadership Team and Academic Board decision-making on this important topic. A research report on the literature since 2020 was made available on the Hub.

Towards the end of October the School of Landscape Architecture (SoLA), hosted their Synergy Landscape Architecture Exhibition 2024 at Otautahi's Papa Hou. The annual SoLA exhibition showcases the work of the final-year Bachelor of Landscape Architecture and Master of Landscape Architecture students, who this year were tasked with redesigning a space in Aotearoa and creating a comprehensive plan to change it. More than 400 guests visited the exhibition which featured outstanding works from 23 students. The quality of the exhibits reached a new high this year, as noted by SoLA staff and endorsed by external registered landscape architects who examined the works during the presentation stage.

### Celebrating success

It was an honour to present this year's Blues and Golds Awards where a number of our student whānau were recognised for their success in sports, assisting their communities and contributing to culture and the arts.

The Supreme Gold Awards for Service Excellence went to Samatha Dryden for her leadership and her impact as a sustainability champion, while the Group Voluntary Contribution of the Year award went to 6 remarkable students: Kailash Vasant Bhatt, Cameron Holmes, Swetha Kumaran, Dharmik Patel, Thi Tam Huong Pham, Anupam Pandey, and Sahiti Peddisetti. As volunteer student buddies in the Kaiwhakarite Taura programme, they have generously given their time to support the campus community throughout the year. Blues winner, Charlie Morrison, was named Sportsperson of the Year as a member of the Blacks Sticks, while Team of the Year was the Lincoln University Women's Basketball Team.



Kia ora koutou

This year's Garden Party was unfortunately not a sell-out event we only had 2000 attendees out of the planned 3500. However, in the lead-up to the event the site was scaled back, and other costs where applicable were scaled back.

We had one community complaint from a business owner that was resolved on the day, and we have taken their suggestion on board for future events. We also asked for feedback through the community Facebook page as well as through email and only received positive comments, with one email coming through. LUSA attended the last Lincoln Community Residents Association meeting which similarly only received positive feedback.

Feedback from students is that they thoroughly enjoyed the event. We got lots of good reviews about the free food on the day we had Hashbrowns, Sausage rolls, Bacon butties, pancakes, plus a couple thousand cans of fizzy.

At a recent debrief with all the stakeholders of the event they were all in agreeance that the event was well run, suggestions were made, and I would consider them to fall into the category of fine-tuning. LUSA is currently preparing our documentation for our license, the feedback gathered from this year will be fed into that process.

Student Job Search (SJS) has provided LUSA with an overview of student earnings, the report only factors in jobs that were posted on SJS. If someone got a job through Seek then that wouldn't be shown in this report. Attached for interest.

Both Te Awhioraki and LUSA have been planning and undertaking handover for both execs for the end of the month and are working closely with the oncoming executives to ensure a smooth transition, for both associations separately but also to continue a strong working relationship between associations. Te Awhioraki has been working with Britney (Te Awhioraki event co-ordinator) to lock in key dates for next year to take TA's events to a larger scale and to create more valuable cultural experience's here on campus and at marae. LUSA's event calendar has also been locked in for 2025.

On behalf of both Te Awhioraki and LUSA we would like to extend our gratitude to Council for all there help and guidance this year.

Ngā mihi  
Demetrio, Kendall, Reece and Robbie



# Overall



# Lincoln University

SJS Active Students By Financial Year



Student Earnings By Financial Year



SJS Registrations By Financial Year



Job Placements By Financial Year



Job Applications By Financial Year



Unique Job Placements By Financial Year



\* The figures presented in this report are based on the most recent data available at the time of publication. Due to the dynamic nature of the data, numbers may vary by small amounts (up to 1% observed). Such variations can arise from adjustments or shifts in data post-publication.

\* Active Students metric measures the number of unique students logging in during the specified time period. This metric has only been captured for one full financial year, starting 01 July, 2023.



## Vice-Chancellor's Office

Version:

## Academic Board Report

Author: Paula Morrison

SLT Authoriser: Professor Grant Edwards

Date: 19/11/2024

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

***Min:***

### 1. Purpose

The purpose of this report is to provide a summary of the public meeting of the Academic Board held on 13 November 2024.

### 2. Content

1. Executive Summary.
2. Appendix One: Full Academic Board report for November 2024.
3. Appendix Two: Proposal to Introduce a Doctor of Humanities.
4. Appendix Three: Proposal to Introduce a Doctor of Social Sciences.
5. Appendix Four: Proposal to Modify the Master of Sport and Recreation Management.
6. Appendix Five: Proposal to Modify the Master of Tourism Management.
7. Appendix Six: Proposal to Delete the Graduate Certificate in Academic English.

### 3. Recommendations

1. That the Academic Board report be **NOTED**
2. That Council **APPROVES** the following proposal for submission to CUAP by 1 March for Round 1, 2025:
  - Proposal to Introduce a Doctor of Humanities.
  - Proposal to Introduce a Doctor of Social Sciences.
  - Proposal to Modify the Master of Sport and Recreation Management.
  - Proposal to Modify the Master of Tourism Management
  - Proposal to Delete the Graduate Certificate in Academic English

### 4. Executive Summary

Academic Board met for the final time in 2024 on Wednesday 13 November in the Council Chambers.

The Chair welcomed the incoming LUSA President and the incoming Tumuaki Takirua, Te Awhioraki.

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

The Board endorsed the introduction of a Doctor of Humanities, a Doctor of Social Sciences, modifications to the Master of Sport and Creation Management and the Master of Tourism Management, and the deletion of the Graduate Certificate in Academic English.

The Board approved the introduction of six new courses, modifications to five existing courses, modifications to two existing programmes and the deletion of three existing courses. Further, the Board approved revisions to five policies, and revisions to the Course Outline template.

Outcomes of the GYR round were advised along with notification of the scrutineers' comments. In the main, these were positive. Several themes were noted and will be included in a review of the GYR processes for 2025.

On behalf of the Board, the Chair extended thanks to the outgoing LUSA President and Te Awhioraki representative, acknowledging their engagement and contributions.

## 5. Resource Implications

## 6. Strategic and Policy Framework Implications

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

### Strategic Alignment

This report supports the Lincoln University Strategy 2019-2028 by

### Policy Consistency

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

## 7. Next Steps

Once approved by Council, the proposals to introduce, modify and delete programmes will be uploaded to CUAP by 1 March 2025.

## Appendix One

Vice-Chancellor's Office  
Academic Board Report  
November 2024

Academic Board held its final meeting of the year on Wednesday 13 November in the Council Chambers. The agenda included standing reports from the Research Committee and the Learning and Teaching Committee.

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

##### **Introduction of New Courses**

###### **ENGN 604 Advanced Precision Agriculture**

This course is core to the Master of Precision Agriculture and has been offered as a Special Topic since 2020; this proposal formalises the course. Students completing ENGN 604 will have a sound understanding of important Precision Agriculture technologies on New Zealand farms. They will learn to collect, organise, and analyse data to make better decisions on farms, and possess a clear vision for future growth, along with the skills essential for advancing their career development.

###### **HORT 109 Horticulture: Principles and Practices**

This course is core to the Bachelor of Science major in Plant and Horticultural Sciences. It provides a foundational understanding of horticultural science focusing on the principles and practices essential to the cultivation of horticultural crops, with an emphasis on New Zealand's horticulture industry.

##### **Core courses for the new Pathway Certificate (Foundation):**

###### **LUAC 006 Academic Language and Writing**

A practical application of academic communication skills.

###### **LUAC 007 Mathematics for Tertiary Study**

An overview of mathematical skills necessary for successful tertiary study.

###### **LUAC 016 Statistics for Tertiary Study**

Statistical foundations for tertiary study.

###### **LUAC 017 Fundamentals of New Zealand Environment**

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

##### **Modifications to Existing Courses**

###### **FERM 301 Brewing and Fermentation Technology**

The course title was amended from *Brewing and Fermentation Technology* to *Brewing and Fermentation Biochemistry* which better represents the course content.

###### **FINC 611 Fintech, Blockchain and Cryptoassets**

COMP 636 Software Development was added as a prerequisite; this clarifies the programme structure and better prepares students for the complexities of the advanced FINC courses.

###### **FINC 612 Big Data and Machine Learning Tools and Technology**

COMM 602 Principles of Accounting and Finance was added as a prerequisite; this clarifies the programme structure and better prepares students for the complexities of the advanced FINC courses.

#### **LUAC 013 Science for Tertiary Study**

Modifications were made to the course prescription, aims and learning outcomes as part of a suite of changes to support the delivery of the Pathway Certificate (Foundation). The physics component of the course has been removed and the chemistry and biology content expanded.

#### **TOUR 611 Food, Wine and Agritourism: Principles and Practice**

The proposal formalised the change from on-campus to an online course as per the Asynchronous Online Course Policy as a soft-core option for the Master of Tourism Management.

### **Introduction of New Programmes**

#### **Doctor of Humanities**

#### **Doctor of Social Sciences**

The purpose of these proposals is to introduce a Doctor of Humanities to encompass History, Philosophy and Language, and a Doctor of Social Sciences to encompass areas of expertise in the broad area of the social sciences, to add to the suite of (higher) Doctorates offered at Te Whare Wānaka o Aoraki Lincoln University (Appendix 1).

These doctorates fall under the category of *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.

The candidate is not enrolled as a student at the time of creating the contribution(s) but has either a PhD or equivalent, generally from the awarding institution or have a Master qualification and is seeking doctoral recognition of work. The Lincoln University Calendar regulations allow for candidates who have received a PhD. 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. These degrees are supported by regulations but do not have supporting House Rules or Procedures. Lincoln University currently offers the following higher degrees: Doctor of Science (D.Sc.), Doctor of Commerce (D.Com.) and the Doctor of Natural Resources (D.Nat.Res.).

### **Modifications to Existing Programmes**

#### **Bachelor of Commerce (Global Business)**

#### **Bachelor of Commerce (Marketing)**

A new soft-core course - MKTG 334 Branding Aotearoa - was added to the 300-level soft-core options in these programmes.

#### **Master of Planning**

A series of courses no longer offered were removed from the MPlan Schedule of Courses, and DESN 602 Design Process was added to enhance the programme and provide students with sufficient choice.

### **For CUAP Round One, 2025**

#### **Master of Sport and Recreation Management**

The following modifications to the Master of Sport and Recreation Management are sought:

- the introduction of a compulsory practical component (one of RECN 699 Research Placement or RECN 693 Industry Project)
- the addition of two research methods course options (COMM 605 Research for Managers and ECON 615 Applied Research Methods) to Schedule A

- new course options for Schedule C (courses with a management or policy orientation)
- the option of a 40-credit dissertation available for high-performing MSRM students, by invitation only.

### **Master of Tourism Management**

The following modifications to the Master of Tourism Management Schedule of Courses are sought to reflect:

- the removal of courses no longer offered
- the addition of new courses at the core
- the addition of courses to Schedule A based on recognised needs of students and industry
- the inclusion of an option of a 40-credit dissertation, by invitation only.

### **Deletion of an Existing Programme**

**(For CUAP Round One, 2025)**

#### **Graduate Certificate in Academic English**

The Graduate Certificate in Academic English was originally proposed as a qualification in English Language arising out of the LincolnFirst qualification reforms of 2013-2014. Its goal was to provide a language and study skills bridge to postgraduate study for students with an undergraduate degree who are yet to meet English-language admission requirements. There have been no enrolments since 2021, and the continuing availability of the English for Academic Purposes programme means there is an alternative pathway to achieve the English language requirements for postgraduate study.

### **Deletion of Courses**

ACEN 301 Academic English for Postgraduate Study

ACEN 302 Further Academic English for Postgraduate Study

ACEN 303 Academic Skills for Postgraduate Study

These courses formed the only courses within the Graduate Certificate in Academic English. There have been no enrolments in these courses since 2021. The Board approved the deletion of these courses.

### **Revisions to Academic Policy and Procedures**

#### **Aegrotat Policy and Procedure**

As part of the 12-month review, a whole-of-university consultation was held. Feedback on the policy and procedure was received from the teaching committees, and from individual staff, resulting in a series of revisions that provide better alignment and clarity across a range of items.

#### **Academic Appeals Policy and Procedure**

As part of the 12-month review, a whole-of-university consultation was held. Feedback on the policy and procedure resulted in a revision to section 3 which provides better clarity of historical appeals.

#### **Admissions Policy**

This policy was revised to include bilingual headings, and updated references to the Education and Training Act 2020 and the Immigration Act 2009.

#### **Student Complaints Policy and Procedure**

As part of the 12-month review, a whole-of-university consultation was held. Feedback on the policy and procedure resulted in a revision that clarifies alignment with the Student Discipline Regulations.

#### **Terms of Reference for the Academic Administration Committee**

In addition to revisions to nomenclature to align with current titles, the Terms of Reference have been revised to reflect the current processes for the management of research students. This follows the reorganisation of administrative functions associated with taught postgraduate programmes within Student Administration and changes to the academic administration of postgraduate research following the appointment of the Director, Postgraduate Research.

#### **Terms of Reference for the Research Committee**

In addition to revisions to nomenclature to align with current titles, the Membership was revised to include an Early Career Researcher Representative.

### **GOAL 2 – IMPROVED ASSETS AND SUSTAINABLE OPERATING MODELS**

#### **Equipment and Group Profiles**

The Research Committee reported that an overview and demonstration of the new equipment profile option in Elements and an introduction to group profiles (available from an upgrade in December) was provided by the Research Management Office.

The equipment profiles include instruments, service and collection, and are designed to show what Lincoln University can offer to students and investors as well as inform staff.

The group profile upgrade will provide an opportunity to showcase Lincoln University research groups to attract prospective students and collaborators.

The Research Committee indicated its support for:

- the launch and further development of equipment profiles.
- the development of group profiles, in consultation with marketing and strategic communications.

### **GOAL 4 - WORLD-CLASS RESEARCH AND TEACHING WITH IMPACT**

#### **THE World University Rankings 2025**

The report from the Research Committee noted that Lincoln University slipped into the 501-600 band from 401-500, however our performance remained similar to previous years. It was noted that the slip may be attributed in part to the number of new universities that have joined, but also to the fact that our academic reputation is low. However, without the appropriate analysis tools, we do not know how the scores are arrived at or what is counted.

#### **Graduating Year Review Reports - Outcome**

Lincoln University's Graduating Year Review reports were submitted to CUAP on 1 October and scrutinised by the University of Canterbury and Victoria University of Wellington. The reports were noted as being of very good quality and a very good GYR process was evident.

#### **Inaugural Ross Fellowship**

The Inaugural Ross Fellowship has been awarded to and accepted by Professor Murray Fulton, Professor Emeritus at the Johnson Shoyama Graduate School of Public Policy, University of Saskatchewan, Canada. His expertise is in agricultural policy, agricultural co-operatives, industrial organization and he is interested in working with the Faculty and University in:

- developing a course on indigenous economic development, based on doing research required to modify the Harvard Project lessons, a series of First Nations developed in the North American context, to the context faced in Aotearoa New Zealand. There would be some research required to fill in gaps in the course material.

- working with faculty, students, and researchers working on research related to co-operatives, industrial organization, firm behaviour, and indigenous economic development.
- seminars on the major agricultural policy changes over the past 200 years, the relationship between policy and property rights, and the nature of the political economy problem that needs to be understood, based on a current book he is working on.

## **GOAL 5 – AN ORGANISATION FOCUSED ON MEANINGFUL PARTNERSHIPS**

### **MOUs and Agreements**

- Tokyo University of Agriculture: student and staff exchanges and in research cooperation in areas of a well-balanced sustainable society based on the symbiosis of nature, environment, and region.
- Universiti Putra Malaysia: areas of cooperation include students and staff exchange, research collaboration and PhD training particularly in areas relating to food security and food production.
- Korean Agency of Education, Promotion, and Information Service (EPIS) in Food, Agriculture, Forestry and Fisheries: student and staff exchange, research collaboration, establishment of a joint cooperation centre.

### **Horizon Europe Cluster 6**

Two of Lincoln University's ELLS partner universities – Ghent University and Wageningen University and Research – have reached out to us for collaboration under Horizon Europe Cluster 6 (Food, Bioeconomy, Natural Resources, Agriculture and Environment).

### **LATAM EURAXESS visit**

This was a successful visit which included two officials from the Paraná State Secretariat for Science, Technology and Higher Education in Brazil, and the two Latin America Regional Representatives for EURAXESS, and included a discussion around Horizon Europe Pillar Two (global challenges and European industrial competitiveness). EURAXESS is a platform for researchers, entrepreneurs, universities and businesses to interact with each other.

### **China Scholarship Council**

The Postgraduate Research Director outlined a proposal to increase the number of China Scholarship Council (CSC) Doctoral Scholarship recipients at Lincoln University. Lincoln has an MoU with the CSC, where they will fund up to 10 PhD scholarships per annum, however, since 2021 only 9 scholarships have been accepted. Possible reasons for the low numbers are lack of LU visibility at the Chinese student fairs, opaque selection criteria, and a gap in the internal processes.

## APPENDIX 2



## Proposal to Introduce a Doctor of Humanities

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### SECTION A

#### PURPOSE OF PROPOSAL

The purpose of this proposal is to introduce a Doctor of Humanities to encompass History, Philosophy and Language, to add to the suite of (higher) Doctorates offered at Te Whare Wānaka o Aoraki Lincoln University.

#### JUSTIFICATION

Lincoln University currently awards three types of doctoral qualifications:

*Recognition of current work by examination* - the Doctor of Philosophy (PhD) which entails a programme of discipline-focused research to be completed at Lincoln University within a maximum of five full-time equivalent years. The PhD is supported by regulations (Lincoln University 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. The candidate is not enrolled as a student at the time of creating the contribution(s) but who either has a PhD or equivalent, generally from the awarding institution or have a Master qualification and are seeking doctoral recognition of work. The Lincoln University Calendar regulations allow for candidates who have received a PhD. 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. These degrees are supported by regulations but do not have supporting House Rules or Procedures. Lincoln University currently offers the following higher degrees: Doctor of Science (D.Sc.), Doctor of Commerce (D.Com.) and the Doctor of Natural Resources (D.Nat.Res.).

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

Lincoln University's current higher doctorate offerings are restricted in scope and do not match the discipline suite of our graduands in the Humanities. As Lincoln University does not offer a Doctor of Humanities, this gap precludes consideration of several Fields of Research within which the University has active training and research with relevance to the land-based sector. These Fields of Research include, but are not limited to: History, Language, Communication, and Philosophy.

This proposal supports the Lincoln University Strategy 2019-2028 by creating a culture that acknowledges achievements of our alumni and enhances our world class research and teaching. Specifically, the proposal aligns with the follow strategic objectives:

Goal 3: A culture which stimulates and inspires staff and students

Goal 4: A world-class research and teaching precinct

Goal 5: An organisation focused on meaningful partnerships.

#### QUALIFICATION

This proposed qualification meets the CUAP definition for Doctoral qualification under Section 5.1 of the CUAP Handbook as a degree awarded for a corpus of published scholarly work (higher doctorates).

#### ACCEPTABILITY OF THE PROGRAMME AND CONSULTATION

In 2023 the Provost undertook a review of the higher doctorates and provided a series of recommendations to the Senior Leadership Group and to Academic Board. A discussion paper was also provided to the Lincoln University Research Committee for their consideration and advice in early 2024.

At its meeting of 30 July 2024, the Lincoln University Council approved the recommendation to progress with a proposal to introduce two new higher doctorates – Doctor of Humanities and Doctor of Social Science.

#### TE TIRITI O WAITANGI

Lincoln University's Strategic Plan 2019-2028 and its Māori Plan outline the goals that underpin the University's commitment Māori and to Te Tiriti o Waitangi. These goals include:

#### Strategic Plan 2019-2028

*Goal 3:*

- Support and nurture a culturally inclusive campus.
- Embed and celebrate our Takata Whenua.
- Develop a values-driven culture that fosters a sense of identity, shared purpose, and commitment.

*Goal 5:*

- Grow our impact through partnership

#### Māori Plan

*Attribute 5*

- Contribute to the achievement of Māori research and learning outcomes

#### He Tutohinga Whakamatau | Charter of Understanding

As reflected in He Tutohinga Whakamatau | Charter of Understanding with Te Taumutu Rūnanga Charter and Vision, Lincoln University is committed to Te Tiriti o Waitangi, and to an effective and meaningful partnership with the Rūnanga. The goals and objectives include:

(4.1.2) Advancement of education: to advance the education of Māori and non- Māori for the benefit and wellbeing of the community, both now and in the future;

(4.1.3) Collaboration: to work collaboratively to advance each other's education, research, intellectual, cultural and planning and development interests.

#### GOALS OF THE PROGRAMME

The goal of this proposal is to provide an avenue through which the body of work accrued over a career by high achieving alumni et al is formally acknowledged and celebrated by peers at the highest level.

#### OUTCOME STATEMENT

The proposed programme would acknowledge the achievement of the candidate in creating new knowledge through research and scholarship, and dissemination of knowledge through a substantial body of published work with demonstrable impact for the benefit of society.

#### GRADUATE PROFILE

N/A

#### PROGRAMME OVERVIEW

N/A

#### PROPOSED REGULATIONS

### Doctor of Humanities

**D.Hum.**

1. The degree of Doctor of Humanities shall be awarded for an original contribution (or contributions) of special excellence in a branch of the humanities, specifically History, Language, or Philosophy. 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 national and/or international eminence in their field.

2. A candidate for the degree of Doctor of Humanities 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 Humanities 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:

(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 considers the examination should proceed, or whether the candidate should be advised to withdraw their application; and

(3) 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 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 5 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 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 (or their delegate).

(2) The contents of the Director, Postgraduate Research Office 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 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.

### **Award of the Degree**

Where the decision has been made to award the degree, one copy of the submitted work must be deposited in the University Library.

The degree may be conferred at an appropriate graduation ceremony.

#### **PROPOSED TEACHING/DELIVERY METHODS**

N/A

#### **PRESCRIPTIONS FOR NEW COURSES**

N/A

#### **ASSESSMENT AND MODERATION PROCEDURES**

Exempt

#### **RESOURCES**

No additional resource implications are required.

#### **PLANS FOR MONITORING PROGRAMME**

Exempt

#### **REVIEW OF THE PROGRAMME**

Exempt

#### **STATEMENT RE SECTION B**

N/A

#### **(a) EFTS value**

N/A



**(b) A statement regarding funding**

N/A

**(c) Information about the Agreement**

N/A



## APPENDIX 3



## Proposal to Introduce a Doctor of Social Sciences

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### SECTION A

#### PURPOSE OF PROPOSAL

The purpose of this proposal is to introduce a Doctor of Social Sciences to encompass areas of expertise in the broad area of the social sciences, to add to the suite of (higher) Doctorates offered at Te Whare Wānaka o Aoraki Lincoln University.

#### JUSTIFICATION

Lincoln University currently awards three types of doctoral qualifications:

*Recognition of current work by examination* - the Doctor of Philosophy (PhD) which entails a programme of discipline-focused research to be completed at Lincoln University within a maximum of five full-time equivalent years. The PhD is supported by regulations (Lincoln University 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. The candidate is not enrolled as a student at the time of creating the contribution(s) but who either has a PhD or equivalent, generally from the awarding institution or have a Master qualification and are seeking doctoral recognition of work. The Lincoln University Calendar regulations allow for candidates who have received a PhD. 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. These degrees are supported by regulations but do not have supporting House Rules or Procedures. Lincoln University currently offers the following higher degrees: Doctor of Science (D.Sc.), Doctor of Commerce (D.Com.) and the Doctor of Natural Resources (D.Nat.Res.).

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

Lincoln University's current higher doctorate offerings are restricted in scope and do not match the discipline suite of our graduands in the Social Sciences. As Lincoln University does not offer a Doctor of Social Sciences, this gap precludes consideration of several Fields of Research within which the University has active training and research with relevance to the land-based sector. These Fields of Research include but are not limited to: Human Society, Development Studies, Gender Studies, Political Science, Sociology, Indigenous Studies, Cultural Studies, Law and Legal Studies, and Psychology.

This proposal supports the Lincoln University Strategy 2019-2028 by creating a culture that acknowledges achievements of our alumni and enhances our world class research and teaching. Specifically, the proposal aligns with the follow strategic objectives:

Goal 3: A culture which stimulates and inspires staff and students

Goal 4: A world-class research and teaching precinct

Goal 5: An organisation focused on meaningful partnerships.

Goal 6: Facilitating student growth

#### **QUALIFICATION**

This proposed qualification meets the CUAP definition for Doctoral qualification under Section 5.1 of the CUAP Handbook as a degree awarded for a corpus of published scholarly work (higher doctorates).

#### **ACCEPTABILITY OF THE PROGRAMME AND CONSULTATION**

In 2023 the Provost undertook a review of the higher doctorates and provided a series of recommendations to the Senior Leadership Group and to Academic Board. A discussion paper was also provided to the Lincoln University Research Committee for their consideration and advice in early 2024.

At its meeting of 30 July 2024, the Lincoln University Council approved the recommendation to progress with a proposal to introduce two new higher doctorates – Doctor of Humanities and Doctor of Social Science.

#### **TE TIRITI O WAITANGI**

Lincoln University's Strategic Plan 2019-2028 and its Māori Plan outline the goals that underpin the University's commitment Māori and to Te Tiriti o Waitangi. These goals include:

#### **Strategic Plan 2019-2028**

*Goal 3:*

- Support and nurture a culturally inclusive campus.
- Embed and celebrate our Takata Whenua.
- Develop a values-driven culture that fosters a sense of identity, shared purpose, and commitment.

*Goal 5:*

- Grow our impact through partnership

*Goal 6:*

- Meet land-based sector workforce needs and challenges
- Expand our reach to a wider group of potential students.
- Increase participation and engagement of Māori and Pasifika students.

#### **Māori Plan**

*Attribute 5*

- Contribute to the achievement of Māori research and learning outcomes

#### **He Tutohinga Whakamatau | Charter of Understanding**

As reflected in He Tutohinga Whakamatau | Charter of Understanding with Te Taumutu Rūnanga



Charter and Vision, Lincoln University is committed to Te Tiriti o Waitangi, and to an effective and meaningful partnership with the Rūnanga. The goals and objectives include:

- (4.1.2) Advancement of education: to advance the education of Māori and non- Māori for the benefit and wellbeing of the community, both now and in the future;
- (4.1.3) Collaboration: to work collaboratively to advance each other's education, research, intellectual, cultural and planning and development interests.

#### GOALS OF THE PROGRAMME

The goal of this proposal is to provide an avenue through which the body of work accrued over a career by high achieving alumni (and others as appropriate) is formally acknowledged and celebrated by peers at the highest level.

#### OUTCOME STATEMENT

The proposed programme would acknowledge the achievement of the candidate in creating new knowledge through research and scholarship, and dissemination of knowledge through a substantial body of published work with demonstrable impact for the benefit of society.

#### GRADUATE PROFILE

N/A

#### PROGRAMME OVERVIEW

N/A

#### PROPOSED REGULATIONS

### Doctor of Social Sciences

### D. SocSci.

1. The degree of Doctor of Social Sciences shall be awarded for an original contribution (or contributions) of special excellence in fields of research associated within the Social Sciences. 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 national and/or international eminence in their field.

2. A candidate for the degree of Doctor of Social Sciences 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 Social Sciences 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:

- (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 considers the examination should proceed, or whether the candidate should be advised to withdraw their application; and
- (3) 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 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 5 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 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 (or their delegate).

(2) The contents of the Director, Postgraduate Research Office 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 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.

#### **Award of the Degree**

Where the decision has been made to award the degree, one copy of the submitted work must be deposited in the University Library.

The degree may be conferred at an appropriate graduation ceremony.

#### **PROPOSED TEACHING/DELIVERY METHODS**

N/A

#### **PRESCRIPTIONS FOR NEW COURSES**

N/A

#### **ASSESSMENT AND MODERATION PROCEDURES**

Exempt

#### **RESOURCES**

No additional resource implications are required.

#### **PLANS FOR MONITORING PROGRAMME**

Exempt



**REVIEW OF THE PROGRAMME**

Exempt

**STATEMENT RE SECTION B**

N/A

**(a) EFTS value**

N/A

**(b) A statement regarding funding**

N/A

**(c) Information about the Agreement**

N/A



## APPENDIX 4



## PROPOSAL TO MODIFY AN EXISTING QUALIFICATION: Master of Sport and Recreation Management

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### SECTION A

#### PURPOSE OF PROPOSAL

The purpose of this proposal is to update the Master of Sport and Recreation Management (MSRM) Schedule of Courses to include:

- the introduction of a compulsory practical component (one of RECN 699 Research Placement or RECN 693 Industry Project)
- the addition of two research methods course options (COMM 605 Research for Managers and ECON 615 Applied Research Methods) to Schedule A
- new course options for Schedule C (courses with a management or policy orientation)
- the option of a 40-credit dissertation available for high-performing MSRM students, by invitation only.

#### JUSTIFICATION

The need for changes to the MSRM have become apparent over the last five years and were confirmed through recommendations from the 2023 Graduating Year Review and feedback from the Academic Programme Reflections, which included the thoughts of students, academics and members of industry, many of whom are graduates of this programme, or the Bachelor of Sport and Recreation Management. The team of academics involved in this programme maintain strong informal ties with industry, through fieldtrips and the annual Sport and Recreation forum and through these connections are aware of emerging industry needs.

The proposed changes are noted below:

1. Feedback received from industry has indicated that this programme should include a practical component; either an industry placement (RECN 699) or an industry project (RECN 693).
2. The majority of the students in this programme do not anticipate undertaking comprehensive research in the future, therefore COMM 605 Research for Managers and ECON 615 Applied Research Methods will be added to the programme as more suitable research methods courses for these students. These courses have been accepted as substitutions in this programme for a few years as part of the course advice provided to students. One modification which has blanket approval from the Academic Administration Committee is the substitution of research methods courses with COMM 605 Research for Managers.
3. The introduction of the option of a 40-credit dissertation to the programme, by invitation only, was a recommended addition to provide a research pathway for high performing coursework students to transition to a PhD. Acknowledging the potential resource implications, this pathway will only be available by invitation, and will be contingent on 3 factors: (1) high grades (the student must have achieved an A-average in first two semesters of study); (2) successful completion of SOCI 601 Social Science Research Methods (Quantitative) or SOCI 602 Social Science Research Methods (Qualitative); and (3) the availability of a supervisor. It can be added to the degree by replacing the degree elective and one of the Schedule B courses.

4. It was felt by the Graduating Year Self Review Panel that the list of courses in Schedule C were presented in an unnecessarily complicated manner; this has therefore been simplified, with an option for students with an interest in environmental management.

#### QUALIFICATION

This proposed qualification meets the CUAP definition for Master's degree under Section 5.1 of the CUAP Handbook 2021.

#### ACCEPTABILITY OF THE PROGRAMME AND CONSULTATION

The proposal has resulted from a series of meetings as part of programme reviews, as well as student and graduate surveys. Formal reviews have included:

- Annual Programme Reflection 2024
  - Consultation with staff within the Department of Tourism, Sport and Society teaching into this programme (Professor Mike Hamlin, Dr Tom Kavanagh, Dr Mike Annear, Associate Professor Stephen Espiner, Professor Kevin Moore, Dr Gebeyaw Degarege, Dr Trudie Walters)
- Graduating Year Review Process 2023
  - Self-Review Panel (Chair: Professor Roslyn Kerr. Group members: Professor Mike Hamlin, Dr Tom Kavanagh, Associate Professor Jo Fountain, Professor Greg Ryan, Dr Catherine Elliot, Professor Emma Stewart, Bree Underhill (Student Engagement), Hoani Smith (bi-cultural representative, PhD student), Dave Tippett (Selwyn District Council), Brittany Richards (MSRM Graduate), Dr Puneet Vatsa (Faculty of Agribusiness and Commerce) and David Rose (Teaching Quality, Learning, Teaching and Library)

#### TE TIRITI O WAITANGI

The commitment of Lincoln University to the principles of Te Tiriti o Waitangi remains unchanged from the original proposal. The University continues to work to increase opportunities for Māori through the Māori Plan, which supports the Lincoln University Strategy 2019-2028.

The 2023 Review of the MRSRM recommended that modules covering biculturalism and matāuraka Māori are included in each of RECN 627, RECN 626 and SOCI 602 and potentially other courses in whatever way examiners can. There was agreement by the External Panel that this content needs to be authentic and aligned with the university strategy, including the Māori Plan. There is much content around indigenous and environmental knowledge, focusing on sustainability and whanau via a Māori lens, as well as incorporating an approach to enable the interweaving of different knowledge streams (He Awa Whiria). Such an approach would be of benefit to all by building more balance and awareness. Core papers in MSRM have bicultural components - core readings are prescribed, so there is a starting point to expand this material and content, in context. There is ongoing work to continue bicultural enhancement within this programme as recommended by the review.

#### GOALS OF THE PROGRAMME

The goals of the programme remain unchanged from the original proposal:

This programme will provide graduates with a coherent understanding of sport and recreation management at an advanced level. It will be of particular use to people who wish to advance to a senior level in the recreation sector, where knowledge of the broader ramifications of all the elements affecting sport and recreation is required. Graduates will possess an understanding of the complexity of the sport and recreation sector, and how factors such as political systems, policy bodies, the world and/or local economy and environmental change can affect individual business decisions and long-term planning within the sector.

Specifically, all graduates will have:

- An advanced understanding of sport and recreation
- Advanced knowledge and understanding of the behaviour of sport and recreation participants, and the workings of those offering recreation services
- The ability to contribute to sport and recreation planning and development, at a range of scales, with an understanding of the complexities and nuances of the sport and recreation industry
- An understanding of methodological issues
- The ability to strategise, plan and understand sport and recreation from a managerial perspective
- An understanding of policy, institutions, processes and practices that relate to the socio-cultural and cultural aspects of sport and recreation
- An understanding of how to plan, implement, analyse and disseminate research in the sport and recreation area.

#### **OUTCOME STATEMENT**

The outcome statement remains unchanged from the original proposal.

Graduates of this programme will have advanced understanding of the sport and recreation industry. Master of Sport and Recreation Management graduates will be able to create new knowledge, critically evaluate information and communicate effectively. They will have quantitative or qualitative analytic skills, or both, that will allow them to solve a range of both theoretical and practical problems. Graduates will also appreciate the benefit of committing to professional standards and be familiar with gender, ethnicity, equity and environmental issues.

#### **GRADUATE PROFILE**

The Graduate Profile of the Master of Sport and Recreation Management remains unchanged at this stage; however, the course map has been updated to reflect the course changes. Lincoln University will commence work on a University Graduate Profile Project in early 2025, and any subsequent changes arising from that project will be dealt with under a separate proposal.

Graduates of this programme will be able to:

#### ***Knowledge***

- K1. Critically describe theoretical concepts underpinning sport and recreation.
- K2. Evaluate and discuss the complex nature, characteristics and behaviour of sport and recreation participants.
- K3. Explain the nature of sport and recreation as a business.
- K4. Evaluate management approaches utilised in the running of sport and recreation
- K5. Describe and assess the products, structure, operations and interactions within the recreation sector in New Zealand and internationally.
- K6. Theorise connections between sport and recreation and the broader social, cultural, economic, political and environmental context, and at a variety of scales.
- K7. Analyse and critique strategic planning, marketing and sponsorship processes.

#### ***Skills***

- S1. Select and apply appropriate research skills and techniques to specific sport and recreation issues.
- S2. Plan, implement, manage and critically evaluate sport and recreation projects.
- S3. Use effective organisation and time management skills.

- S4. Approach problems from a multidisciplinary perspective.
- S5. Analyse, synthesise and problem solve
- S6. Use advanced oral and written communication skills, including the ability to present theoretical concepts to both professional and lay audiences
- S7. Evaluate and use appropriate methodological and statistical tools for sport and recreation research.

**Values**

- V1. Appreciate the benefits of commitment to a professional standard of behaviour based on professional ethics and conduct.
- V2. Appreciate the cultural and environmental issues associated with the operation of sport and recreation including bicultural and multicultural issues applicable to New Zealand and the rest of the world.
- V3. Appreciate gender, ethnicity and equity issues.



Master of Sport and Recreation Management Course Map	Core	One of				One of				
	REC N 627	SOCI 601	SOCI 602	COMM 605	ECON 615	REC N 693	REC N 699	Schedule B x 3	Schedule C x 3	Dissertation
<i>Graduates of the Master of Sport and Recreation Management will be able to:</i>										
<b>Knowledge</b>										
K1. Critically describe theoretical concepts underpinning sport and recreation.	x							x		x
K2. Evaluate and discuss the complex nature, characteristics and behaviour of sport and recreation participants.	x							x	x	
K3. Explain and apply understanding of sport and recreation as a business.	x									
K4. Evaluate management approaches utilised in the running of sport and recreation.	x					x	x	x	x	
K5. Describe and assess the products, structure, operations and interactions within the recreation sector in Aotearoa New Zealand and internationally.	x					x	x			
K6. Theorise connections between sport and recreation and the broader social, cultural, economic, political and environmental context, and at a variety of scales.	x					x	x	x	x	
K7. Analyse and critique strategic planning, marketing and sponsorship processes.	x					x	x			
<b>Skills</b>										
S1. Select and apply appropriate research skills and techniques to specific sport and recreation issues.	x	x	x	x	x		x			x
S2. Plan, implement, manage and critically evaluate sport and recreation projects.	x					x				x
S3. Use effective organisation and time management skills.	x	x	x	x	x	x	x	x	x	x
S4. Approach problems from a multidisciplinary perspective.	x					x	x	x	x	
S5. Analyse, synthesise and problem solve.	x	x	x	x	x	x	x	x	x	x
S6. Use advanced oral and written communication skills, including the ability to present theoretical concepts to both professional and lay audiences.	x	x	x			x	x	x		x
S7. Evaluate and use appropriate methodological and statistical tools for sport and recreation research.		x	x	x	x		x			
<b>Values</b>										
V1. Appreciate the benefits of commitment to a professional standard of behaviour based on professional ethics and conduct.	x	x	x			x	x	x		x
V2. Appreciate the cultural and environmental issues associated with the operation of sport and recreation including bicultural and multicultural issues applicable to Aotearoa New Zealand and the rest of the world.	x					x		x		
V3. Appreciate gender, ethnicity and equity issues.	x			x	x			x		

**PROGRAMME OVERVIEW**

Entry to the programme will be limited to students with a prior undergraduate qualification in a related discipline. Students will be expected to have achieved at least a 'B' average in the final year of their undergraduate qualification.

The degree is a 180-credit taught Masters and is structured around four components:

1. Schedule A Core Courses: originally 40 credits, now increased to 60 credits.
2. Schedule B: Sport and Recreation Courses (60 credits)
3. Schedule C: Courses with a Management or Policy orientation (40 credits)
4. Elective Courses: originally 40 credits, now reduced to 20 credits, but with an option for students to take a 40-credit dissertation, **by invitation only**.

**PROPOSED REGULATIONS**

New additions are highlighted.

Current structure		Proposed new structure	
<b>Schedule A</b>		<b>Schedule A</b>	
<b>Core courses (40 credits)</b>		<b>Core courses (60 credits)</b>	
RECN 627	Advanced Sport and Recreation Management	RECN 627	Advanced Sport and Recreation Management
<b>At least one of:</b>		<b>One of:</b>	
SOCI 601	Social Science Research Methods (Quantitative)	SOCI 601	Social Science Research Methods (Quantitative)
SOCI 602	Social Science Research Methods (Qualitative)	SOCI 602	Social Science Research Methods (Qualitative)
		ECON 615	Applied Research Methods
		COMM 605	Research for Managers
		<b>One of:</b>	
		RECN 693	Industry Project
		RECN 699	Industry Placement
<b>Sport and Recreation Courses (60 credits)</b>		<b>Schedule B: Sport and Recreation Courses (60 credits)</b>	
<b>Three from:</b>		<b>Three from:</b>	
RECN 604	Sport, Physical Activity and Fitness	RECN 604	Sport, Physical Activity and Fitness
RECN 626	Natural Resource Recreation and Tourism	RECN 626	Natural Resource Recreation and Tourism
RECN 640	Events and Festivals: Contexts and Concepts	RECN 640	Events and Festivals: Contexts and Concepts
RECN 698	Research Essay in Sport and Recreation	RECN 698	Research Essay in Sport and Recreation
PSYC 602	Advanced Social Psychology of Wellbeing	PSYC 602	Advanced Social Psychology of Wellbeing
<b>Courses with a Management or Policy Orientation (40 credits)</b>		<b>Schedule C: Courses with a Management or Policy Orientation (40 credits)</b>	
BMGT 618	Advanced Business Strategy	<del>BMGT 618</del>	<del>Advanced Business Strategy</del>
BMGT 686	Change Management	<del>BMGT 686</del>	<del>Change Management</del>
<i>Business Fundamentals (10 credits each)</i>		<i>Business Fundamentals (10 credits each)</i>	
COMM 601	<i>Principles of Managerial Economics</i>	<del>COMM 601</del>	<del>Principles of Managerial Economics</del>
COMM 602	<i>Principles of Accounting and Finance</i>	<del>COMM 602</del>	<del>Principles of Accounting and Finance</del>
COMM 603	<i>Principles of Business Management</i>	<del>COMM 603</del>	<del>Principles of Business Management</del>

COMM 604	<i>Principles of Marketing</i>	<del>COMM 604</del>	<del><i>Principles of Marketing</i></del>
ERST 634	Applied Policy Analysis	40 credits Select 40 credits (two courses) comprising courses with a BMGT, COMM, ECON, MGMT, or MKTG prefix at the 600-level, or	
MKTG 672	Marketing Strategy	ERST 620	Advanced Environmental Management Systems, or
MKTG 681	Managing Marketing	TOUR 603	Tourism Management
TOUR 603	Tourism Management	<del>ERST 634</del>	<del>Applied Policy Analysis</del>
		<del>MKTG 672</del>	<del>Marketing Strategy</del>
		<del>MKTG 681</del>	<del>Managing Marketing</del>
<b>Electives (40 credits)</b>		<b>Electives (20 credits)</b>	
Any two other courses from the Schedule of Master's Degree courses listed in the Lincoln University Calendar to form a coherent programme of study, and approved by the Academic Coordinator.		Any other course from the Schedule of Master's Degree courses listed in the Lincoln University Calendar to form a coherent programme of study, and approved by the Academic Coordinator.  Students with an A- average, and who have taken one of SOCI 601 or SOCI 602 may have the option of substituting 40 credits (replacing their elective and one of the three courses in Schedule B) with a 40-credit dissertation, <b>by invitation only.</b>	

#### PROPOSED TEACHING/DELIVERY METHODS

Courses comprising the degree will engage students in collaborative and active learning primarily in a face-to-face modality. Learning will be supported through lectures, seminars, group projects and field trips. Students will be encouraged to take innovative approaches to link their learning to industry and community challenges, and to take responsibility for their own learning. Courses will be taught by academic staff involved in research in these areas, with invited guest lectures from industry and academia.

All learning resources will be available via the Lincoln University learning management system, Akoraka | Learn, and may include videos, written resources, lessons, quizzes, worked examples, discussion forums, and recordings of class sessions.

#### PRESCRIPTIONS FOR COURSES

##### COMM 605 Research for Managers

An examination of the theory and function of the business research and decision-making process, and quantitative and qualitative techniques for the collection and analysis of relevant data.

##### ECON 615 Applied Research Methods

Research methods with an emphasis on application in agribusiness / commerce.

##### ERST 620 Advanced Environmental Management Systems

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.



### **RECN 693 Industry Project (NEW)**

Undertake an applied project with an external client, demonstrating the use of professional practices and industry standard approaches.

### **RECN 699 Industry Placement**

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

### **ASSESSMENT AND MODERATION PROCEDURES**

Assessment of all courses contributing to the Master of Sport and Recreation Management 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**

The proposal has resource implications with the development of a new course, RECN 693 Industry Project, however the structure of the degree requires students to take this course or another existing course (RECN 699).

### **PLANS FOR MONITORING PROGRAMME**

All course outlines, internal assessment items, and final examinations 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, 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), 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 Master of Sport and Recreation Management is part of the University's annual Academic Programme Reflection process and the cyclical Qualification Review.

**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

#### **COMM 605 Research for Managers**

An examination of the theory and function of the business research and decision-making process, and quantitative and qualitative techniques for the collection and analysis of relevant data.

#### **Aims**

Managers are the prime consumers of commercial research, which they use to help make important organisational decisions. To ensure that the research they organise is the most helpful, a manager needs to be able to translate their business problems into research questions, be aware of the types of relevant research available to them, effectively tender for the research, and be able to interpret the results of the research output.

The main aims of this course are:

1. To expose students to the fundamentals of commercial research, emphasising how the research process and content are used to support and direct organisational decision-making.
2. To increase the students' knowledge of research methods, providers, processes, and techniques and their applicability to problem-solving.

#### **Learning outcomes**

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

- LO1. Understand the types of research approaches to business problems and the paradigms that underpin them.
- LO2. Evaluate a variety of business problems and formulate research questions.
- LO3. Conceptualise business issues as problems to be solved through the application of research design.
- LO4. Interpret the most common types of research reports for the most common and important business problems.
- LO5. Write a workable Tender document or Request for Proposal to answer specific research questions in their discipline area.

#### **ECON 615 Applied Research Methods**

Research methods with an emphasis on application in agribusiness / commerce.

#### **Aims**

The main aims of this course are:

1. To develop effective research skills in graduate students in commerce.
2. To examine the analytical procedures that underlie the methods researchers use to acquire, verify, and validate data and information in applied research.
3. To understand the necessary research concepts and procedures (not recipes).
4. To learn how to use statistical techniques, interpret the output and take decisions in view of the results.

#### **Learning outcomes**

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

- LO1. Describe various research methods and appropriate/practical applications.
- LO2. Explain the difference between quantitative and qualitative analysis.
- LO3. Identify, implement, evaluate and present a research design.
- LO4. Be able to construct an effective questionnaire that employs several types of survey questions.
- LO5. Write a research proposal summarizing the study purpose, design, data and methods.

### **ERST 620 Advanced Environmental Management Systems**

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.

#### **Aims**

The main aim of this course is to give students the knowledge, skills and critical appraisal ability to be able to contextualise and apply EMS to any organisation within a variety of management and policy contexts. Environmental management systems are a management tool which allows organisations to more effectively and efficiently manage and minimise their identified environmental impacts. However, it is commonly said that “Management systems help you do things right, but don’t tell you what are the right things to do”. If an organisation wishes to become sustainable and capture the ensuing benefits (while avoiding potential costs), EMS therefore need to be developed within a broader understanding of the requirements for sustainability and provide opportunities for innovative breakthroughs as well as incremental improvements. This course examines a wide range of types of EMS, from sector specific EMS focused on a few aspects of environmental impact, to broader approaches aimed at creating sustainable organisations, and will include assessing why they are needed, what they achieve and how to get buy-in.

#### **Learning outcomes**

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

- LO1. Describe the fundamental drivers underlying the pressures on companies and other organisations to become more responsible and more sustainable, and the opportunities and risks involved in responding, or failing to respond, to this challenge.
- LO2. Critically evaluate the strengths and weaknesses of a variety of Environmental Management Systems and other approaches being used by organisations to transition to sustainability
- LO3. Develop a sustainability improvement plan for an organisation using the most appropriate approach and elements of an Environmental Management System for their particular situation.

### **RECN 693 Industry Project (NEW)**

Undertake an applied project with an external client, demonstrating the use of professional practices and industry standard approaches.

#### **Aims**

The aim of this course is to align post-graduate student competencies across planning, programming, policy and research in sport and recreation management with a practical and industry focused project with an external partner organisation. This will provide applied work experience and networking opportunities for students who are aiming to enter professional practice in sport and recreation management following graduation.

#### **Learning outcomes**

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

- LO1. Communicate professionally to model best practice planning and/or research with an external industry partner in sport and recreation management.
- LO2. Lead an applied project that links to the service or operational needs of an external industry partner in sport and recreation management.
- LO3. Develop effective responses to stakeholder and community demands in the sport and recreation industry.
- LO4. Demonstrate best practices tools, theory, and techniques to support the successful completion of an applied project with an external industry partner in sport and recreation management.
- LO5. Evaluate performance in the operation and completion of an applied industry project in sport and recreation management.

### **RECN 699 Industry Placement**

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

### **Aims**

The main aim of this course is to give postgraduate recreation students experience in completing an independent research project within a commercial entity.

### **Learning outcomes**

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

- LO1. Undertake a critical review of the theoretical literature on a recreation topic.
- LO2. address a recreation topic/issue from a theoretical perspective.
- LO3. produce a professionally researched and written assessment.
- LO4. Synthesise knowledge from a wide range of scholarly sources.
- LO5. Prepare persuasive and theoretically informed arguments
- LO6. Identify gaps in the research field and develop a set of informed recommendations for future work

### **AVAILABILITY OF TEACHING AND SUPPORT STAFF**

This qualification makes use of existing resources on campus. The University acknowledges the potential resource implications with the introduction of a 40-credit dissertation but notes that this pathway will be available by invitation only and will depend on high grades of the student (A- average in first two semesters of study) PLUS the availability of a supervisor.

### **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 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.

## APPENDIX 5



## PROPOSAL TO MODIFY AN EXISTING QUALIFICATION: Master of Tourism Management

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### SECTION A

#### PURPOSE OF PROPOSAL

This proposal is to update the Master of Tourism Management (MTM) course schedule to reflect:

- the removal of courses no longer offered
- the addition of new courses at the core
- the addition of courses to Schedule A based on recognised needs of students and industry
- the inclusion of an option of a 40-credit dissertation, by invitation only.

#### JUSTIFICATION

The need for changes to the MTM have become apparent over the last five years and were confirmed through recommendations from the 2023 Graduating Year Review, feedback from the Academic Programme Reflections, student requests for course substitutions and non-offerings of courses. The proposed changes are noted below.

1. Since the degree was established, other relevant courses have been introduced, including TOUR 611 Food, Wine and Agritourism. The needs of industry and interests of students requires the mix of courses in Schedule A to be modified to include more marketing and business management courses, and to exclude several courses less relevant to the MTM.
2. Schedule A has also been informally extended (by approval of the Academic Administration Committee) to allow substitutions of business and marketing-oriented courses (BMGT 686 Change Management and MKTG 672 Marketing Strategy) and environmental and resource studies courses (e.g., ERST 636 Aspects of Sustainability: An International Perspective). These additions are being individually noted during course advice, and in notes accompanying course advice.
3. An approved substitution from the Academic Administration Committee permits students to select an alternative methods course COMM 605 Research for Managers instead of SOCI 601 Social Science Research Methods – Quantitative, SOCI 602 Social Science Research Methods – Qualitative, or ECON 615 Applied Research Methods). COMM 605 has been used as a substitute for the other research methods course, particularly for those MTM students who have no plans to continue to a research masters or career in research. The MTM has been developed for online delivery (the first courses being offered for online format in Semester 2, 2024) and COMM 605 Research for Managers was added as a research methods option, as an online course.
4. The introduction of a 40-credit dissertation to the programme, **by invitation only**. Feedback from recent MTM graduates and colleagues in the Department of Tourism, Sport and Society have identified the lack of a research pathway for high performing coursework students to transition to a PhD. This has been a limitation of the programme, compared to other similar Masters programmes in Aotearoa New Zealand e.g. Master of Tourism (Otago) and Master of International Tourism Management (AUT), which both contain a dissertation or research project component. Hence this proposal introduces the option of a 40-credit dissertation to the MTM. Acknowledging the potential resource implications, this pathway will be available by invitation only, and will depend on high grades of the student (A- average in first two semesters of study) PLUS the availability of a supervisor.

5. Several of the courses in Schedule A are not currently offered, and their future offering is uncertain. This includes SOCI 641 Advanced Society and Environment, IRDV 601 Development Policy, Theory and Issues, and IRDV 602 Field Techniques for Development Practice.
6. Special Topics have been offered in the past, including TOUR 611 Food, Wine and Agritourism in 2020 and 2021, which was well received, and has since been formally approved as a new course. Another new course which is likely to appeal to some MTM students is ENSC 601 Advanced Climate Change and Land Use.

#### QUALIFICATION

This proposed qualification meets the CUAP definition for Master's degree under Section 5.1 of the CUAP Handbook 2021.

#### ACCEPTABILITY OF THE PROGRAMME AND CONSULTATION

The proposal has resulted from a series of meetings, programme reviews, student and graduate surveys. These included:

- Annual Programme Reflection 2024
    - Consultation with staff within the Department of Tourism, Sport and Society who teach into this programme (Professor Emma Stewart, Dr David Fisher, Associate Professor Stephen Espiner, Professor Kevin Moore, Dr Gebeyaw Degarege, and Dr Trudie Walters).
  - Graduating Year Review 2023.
    - Survey of current students and recent graduates in the MTM (n=22)
    - Consultation with examiners of courses within the MTM (all contacted)
- GYR Evaluation Group: Convenor: Dr Megan Clayton, Director, Pathways and Quality. Group members: Professor Alan Renwick, Department of Global Value Chains & Trade, Izzie Guo, Social Media Manager, New Zealand Story and MTM graduate; Zac Watson, General Manager Maverick Digital, ex-LU student); Abby Hamilton and Patty Peng (students).

Overall, these changes will enhance the student experience and ensure the course advice process is more efficient.

#### TE TIRITI O WAITANGI

The commitment of Lincoln University to the principles of Te Tiriti o Waitangi remains unchanged from the original proposal. The University continues to work to increase opportunities for Māori through the Māori Plan, which supports the Lincoln University Strategy 2019-2028. The Master of Tourism Management includes courses that address the ethnicity and cultural issues associated with the operation of tourism including bicultural and multicultural issues applicable to New Zealand.

Specifically, this content is addressed in three of the core courses in the degree: TOUR 603 Tourism Management, TOUR 604 Tourist Behaviour and RECN 626 Natural Resource Recreation and Tourism. For students wishing to expand their knowledge in this area, MAST 603 Mana Kaitiaki (Māori Resource Management) is also listed in Schedule A.

#### GOALS OF THE PROGRAMME

The goals of the programme remain unchanged from the original proposal.

This programme will provide graduates with a coherent understanding of the tourism system at an advanced level. The skills provided by the degree will be of particular use to people who wish to advance to a senior level in the tourism sector, where knowledge of the broader ramifications of all the elements affecting tourism are required. Graduates will possess an understanding of the complexity of the tourism system, and

how elements such as climate change, environmental awareness, political systems, the world economy and the interaction of host communities with tourists can affect individual business decisions and long-term planning of the sector. Students will have the opportunity to focus on areas of interest, whilst also gaining broader knowledge of the tourism system.

All graduates will have:

- An advanced understanding of the tourism system
- Advanced knowledge and understanding of the behaviour of tourists and the host community
- The ability to contribute to tourism planning and development, at a range of scales, with an understanding of the complexities and nuances of the tourism system.
- An understanding of methodological issues.

#### **OUTCOME STATEMENT**

The outcome statement remains unchanged from the original proposal.

Graduates of this programme will have a broad understanding of the tourism system. They will be able to focus on particular areas of interest, taking advantage of the interdisciplinary nature of Lincoln University. Graduates will have a deep understanding of tourism processes, their application and their implications. Master of Tourism Management graduates will be able to create new knowledge, critically evaluate information and communicate effectively. They will have quantitative or qualitative analytic skills, or both, that will allow them to solve a range of both theoretical and practical problems. Graduates will have acquired the ability to work both independently and within groups and be able to analyse data appropriately. They will also appreciate the benefits of commitments to professional standards and be familiar with gender, ethnicity, equity and environmental issues.

#### **GRADUATE PROFILE**

The Graduate Profile of the Master of Tourism Management remains unchanged at this stage; however, the course map has been updated to reflect the course changes. Lincoln University will commence work on a University Graduate Profile Project in early 2025, and any subsequent changes arising from that project will be dealt with under a separate proposal.

Graduates of this programme will be able to:

##### ***Knowledge***

- K1. Critically describe theoretical concepts underpinning the tourism phenomenon.
- K2. Discuss the complex nature, characteristics and behaviour of tourists, and the influences on tourist demand.
- K3. Describe and explain the products, structure, operations and interactions within the tourism sector in New Zealand and internationally.

##### ***Skills***

- S1. Evaluate the range of positive and negative impacts of tourism development.
- S2. Evaluate management approaches for the development of tourism
- S3. Select and apply appropriate research skills and techniques to specific tourism issues
- S4. Plan, implement, manage and critically evaluate tourism projects.
- S5. Analyse, synthesise and problem solve from a multidisciplinary perspective.
- S6. Use advanced oral and written communication skills, including the ability to present theoretical concepts to both professional and lay audiences.

##### ***Values***

- V1. Appreciate the benefits of commitment to a professional standard of behaviour based on professional ethics and conduct.

- V2. Appreciate the cultural (bicultural and multicultural) and environmental issues associated with the development and operation of tourism.
- V3. Appreciate gender, ethnicity and equity issues.



Master of Tourism Management Course map	Core	Core	One of:				One of:			x 3	
	TOUR 603	TOUR 604	SOCI 601	SOCI 602	COMM 605	ECON 615	RECN 626	RECN 640	TOUR 611	Schedule A	Dissertation
<i>Graduates of the Master of Tourism Management will be able to:</i>											
<b>Knowledge</b>											
K1. Critically describe theoretical concepts underpinning the tourism phenomenon.	x	x					x		x	x	x
K2. Discuss the complex nature, characteristics and behaviour of tourists, and the influences on tourist demand.	x	x					x		x		
K3. Describe and explain the products, structure, operations and interactions within the tourism sector in New Zealand and internationally.	x						x	x	x		
<b>Skills</b>											
S1. Evaluate the range of positive and negative impacts of tourism development.	x	x					x	x	x		
S2. Evaluate management approaches for the development of tourism.	x						x		x		
S3. Select and apply appropriate research skills and techniques to specific tourism issues.	x	x	x	x	x	x	x		x		x
S4. Plan, implement, manage and critically evaluate tourism projects.	x	x					x	x	x		x
S5. Analyse, synthesise and problem solve from a multidisciplinary perspective.	x	x					x	x	x	x	x
S6. Use advanced oral and written communication skills, including the ability to present theoretical concepts to both professional and lay audiences.		x	x	x			x	x	x	x	x
<b>Values</b>											
V1. Appreciate the benefits of commitment to a professional standard of behaviour based on professional ethics and conduct.	x	x	x	x		x	x	x	x	x	x
V2. Appreciate the cultural (bicultural and multicultural) and environmental issues associated with the development and operation of tourism.	x	x					x		x	x	x
V3. Appreciate gender, ethnicity and equity issues.	x	x					x	x	x	x	x

**PROGRAMME OVERVIEW**

The programme overview remains unchanged. Entry to the programme will be limited to students with a prior undergraduate qualification in a related discipline. Students will be expected to have achieved at least a 'B' average in the final year of their undergraduate qualification.

**PROPOSED REGULATIONS**

There are no changes to the degree Regulations.

**Schedule of Courses**

The examinations prescribed under Regulation 3 of the Master of Tourism Management regulations consist of not fewer than 180 credits chosen from the courses listed below, to form a coherent programme of study.

All courses are the equivalent of 20 credits unless otherwise specified.

Current structure	Proposed new structure
<b>Core courses (80 credits)</b>	<b>Core courses (80 credits)</b>
TOUR 603      Tourism Management	TOUR 603      Tourism Management
TOUR 604      Tourist Behaviour	TOUR 604      Tourist Behaviour
<b>At least one of:</b>	<b>One of:</b>
SOCI 601      Social Science Research Methods (Quantitative)	SOCI 601      Social Science Research Methods (Quantitative)
SOCI 602      Social Science Research Methods (Qualitative)	SOCI 602      Social Science Research Methods (Qualitative)
ECON 615      Applied Research Methods	ECON 615      Applied Research Methods
<b>At least one of:</b>	<b>At least one of:</b>
RECN 626      Natural Resource Recreation and Tourism	RECN 626      Natural Resource Recreation and Tourism
RECN 640      Events and Festivals: Contexts and Concepts	RECN 640      Events and Festivals: Contexts and Concepts
<b>Schedule A Courses (60 credits)</b>	<b>Schedule A Courses (60 credits)</b>
BMGT 618      Advanced Business Strategy <i>Business Fundamentals (10 credits each)</i>	BMGT 618      Advanced Business Strategy <i>Business Fundamentals (10 credits each)</i>
COMM 601      Principles of Managerial Economics	COMM 601      Principles of Managerial Economics
COMM 602      Principles of Accounting and Finance	COMM 602      Principles of Accounting and Finance
COMM 603      Principles of Business Management	COMM 603      Principles of Business Management
COMM 604      Principles of Marketing	COMM 604      Principles of Marketing
ECOL 612      Wildlife Management	ECOL 612      Wildlife Management
ECOL 609      Conservation Biology	ECOL 609      Conservation Biology
ERST 604      Advanced Urban, Regional and Resource Planning	ERST 604      Advanced Urban, Regional and Resource Planning
ERST 606      Advanced Geographic Information Systems A	<del>ERST 606      Advanced Geographic Information Systems A</del>
ERST 621      Principles of Environmental Impact Assessment	ERST 621      Principles of Environmental Impact Assessment
ERST 630      Environmental Policy and Planning	ERST 630      Environmental Policy and Planning
IRDV 601      Development Policy, Theory and Issues	<del>IRDV 601      Development Policy, Theory and Issues</del>

IRDV 602	Field Techniques for Development Practice	IRDV 602	Field Techniques for Development Practice
MAST 603	Mana Kaitiaki (Māori Resource Management)	MAST 603	Mana Kaitiaki (Māori Resource Management)
MKTG 681	Managing Marketing	MKTG 681	Managing Marketing
PSYC 602	Advanced Social Psychology of Wellbeing	PSYC 602	Advanced Social Psychology of Wellbeing
SOCI 641	Advanced Society and Environment	SOCI 641	Advanced Society and Environment
<b>Electives (40 credits)</b>		<b>Electives (40 credits)</b>	
Any two other courses from the Schedule of Master's Degree courses listed in the Lincoln University Calendar to form a coherent programme of study, and approved by the Academic Coordinator.		Any two other courses from the Schedule of Master's Degree courses listed in the Lincoln University Calendar to form a coherent programme of study, and approved by the Academic Coordinator.	
		<p>Students with an A- average, and who have taken one of SOCI 601 or SOCI 602 may have the option of substituting 40 elective credits with a 40-credit dissertation, by invitation only.</p>	
		BMGT 686	Change Management
		ENSC 601	Advanced Climate Change and Land Use
		ERST 636	Aspects of Sustainability: An International Perspective
		MKTG 672	Marketing Strategy

#### PROPOSED TEACHING/DELIVERY METHODS

Courses comprising the degree will engage students in collaborative and active learning primarily in a face-to-face modality. Learning will be supported through lectures, seminars, group projects and field trips. Students will be encouraged to take innovative approaches to link their learning to industry and community challenges, and to take responsibility for their own learning. Courses will be taught by academic staff involved in research in these areas, with invited guest lectures from industry and academia. The Internet and the university learning management system will further provide opportunities in courses for local and global networking that will lead to opportunities for career development.

All learning resources will be available via the Lincoln University learning management system, Akoraka | Learn, and may include videos, written resources, lessons, quizzes, worked examples, discussion forums, and recordings of class sessions.

#### PRESCRIPTIONS FOR NEW COURSES

(Note: not new courses per say, but new to the MTM)

##### **BMGT 686 Change Management**

Integration of theory and practice in managing programmes of change.

##### **COMM 605 Research for Managers**

An examination of the theory and function of the business research and decision-making process, and quantitative and qualitative techniques for the collection and analysis of relevant data.

##### **ENSC 601 Advanced Climate Change and Land Use**

An advanced study of the science that underpins our understanding of climate change; the effects of climate change on New Zealand's land use; mitigation of future greenhouse gas emissions and building future resilience in land systems.

**ERST 636 Aspects of Sustainability: An International Perspective**

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.

**MKTG 672 Marketing Strategy**

Advanced analysis of marketing approaches, the marketing strategy development process at the strategic business unit level, and segmentation and positioning strategies. Emphasis on the development of product, price, promotion and distribution strategies.

**TOUR 611 Food, Wine and Agritourism: Principles and Practice**

The advanced study of the role of food, beverage and agritourism in visitor experiences and regional development.

**ASSESSMENT AND MODERATION PROCEDURES**

Assessment of all courses contributing to the Master of Tourism Management 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**

No additional resourcing is required.

**PLANS FOR MONITORING PROGRAMME**

All course outlines, internal assessment items, and final examinations 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, 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), 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 Director, 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 Master of Tourism Management is part of the University's annual Academic Programme Reflection process and the cyclical Qualification Review.

**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

#### **BMGT 686 Change Management**

Integration of theory and practice in managing programmes of change.

##### **Aims**

The main aim of this course is to develop an integrative perspective on key and advanced theory and practice on managing programmes of organisational change.

##### **Learning outcomes**

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

- LO1. Evaluate sustainable change implementation strategies.
- LO2. Critique and critically analyse the elements of change: information, processes, sensitivities/resistance that all parties experience as part of change.
- LO3. Analyse the current environment and the need for change and recommend necessary action by a company.

#### **COMM 605 Research for Managers**

An examination of the theory and function of the business research and decision-making process, and quantitative and qualitative techniques for the collection and analysis of relevant data.

##### **Aims**

Managers are the prime consumers of commercial research, which they use to help make important organisational decisions. To ensure that the research they organise is the most helpful, a manager needs to be able to translate their business problems into research questions, be aware of the types of relevant research available to them, effectively tender for the research, and be able to interpret the results of the research output.

The main aims of this course are:

1. To expose students to the fundamentals of commercial research, emphasising how the research process and content are used to support and direct organisational decision-making.
2. To increase the students' knowledge of research methods, providers, processes, and techniques and their applicability to problem-solving.

##### **Learning outcomes**

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

- LO1. Understand the types of research approaches to business problems and the paradigms that underpin them.
- LO2. Evaluate a variety of business problems and formulate research questions.
- LO3. Conceptualise business issues as problems to be solved through the application of research design.
- LO4. Interpret the most common types of research reports for the most common and important business problems.
- LO5. Write a workable Tender document or Request for Proposal to answer specific research questions in their discipline area.

#### **ENSC 601 Advanced Climate Change and Land Use**

An advanced study of the science that underpins our understanding of climate change; the effects of climate change on New Zealand's land use; mitigation of future greenhouse gas emissions and building future resilience in land systems.

### **Aims**

The main aims of this course are:

1. Understand the fundamentals of the climate system and climate change
2. Investigate the projected impacts of climate change on New Zealand's land use
3. Explore approaches to mitigate future greenhouse gas emissions
4. Examine options for building future resilience in these land systems

### **Learning outcomes**

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

- LO1. Describe the basic scientific concepts that underpin our understanding of climate change.
- LO2. Review the main drivers of greenhouse gas emissions and report methods for measuring emissions for inventories.
- LO3. Explain options for reducing greenhouse gas emissions and recommend mitigation approaches to build resilience to climate change in land systems.
- LO4. Evaluate social responses to climate change, including mitigation and adaptation.
- LO5. Critically evaluate a topic of contemporary importance in the context of climate change and recommend appropriate mitigation and/or adaptation.

### **ERST 636 Aspects of Sustainability: An International Perspective**

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.

### **Aims**

The main aim of this course is to develop a critical understanding of the following at the global, regional, and local levels:

1. What is sustainability/unsustainability? How can it be defined and measured?
2. Root causes of unsustainability
3. The transitions required to achieve sustainability and the barriers to these
4. Strategies for change and examples of successful sustainability initiatives
5. Vision for the future

### **Learning outcomes**

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

- LO1. Apply systems thinking to examine the root causes of unsustainability, and potential systemic changes to address these.
- LO2. Critically evaluate the contribution to sustainability and sustainable development being made by one international initiative.
- LO3. Debate the potential contribution of different economic paradigms and approaches to a sustainability transition, based on a critical review of recent literature.
- LO4. Critically evaluate the role of individual paradigms, knowledge, practices and conceptions of wellbeing to sustainability and unsustainability.
- LO5. Work with others, design and plan a project that will effectively contribute to sustainability.

### **MKTG 672 Marketing Strategy**

Advanced analysis of marketing approaches, the marketing strategy development process at the strategic business unit level, and segmentation and positioning strategies. Emphasis on the development of product, price, promotion and distribution strategies.

### **Aims**

The main aims of this course are:

1. To instill an understanding of the importance of strategy in developing marketing programs.

2. To enhance comprehension of the broad range of marketing ideas that have an impact on strategy, its development, and on the control of such an effort.
3. To develop the skills and attitudes necessary to both design such programs and to carry them to fruition.

#### **Learning outcomes**

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

- LO1. Analyse a range of strategic marketing approaches used to achieve organisational goals.
- LO2. Assess how consumer buying behaviour and businesses buying behaviour affects strategic decision making.
- LO3. Evaluate macro and micro-environment level business conditions and recommend changes to marketing strategies.
- LO4. Develop a strategic marketing plan designed to achieve organisational goals.

#### **TOUR 611 Food, Wine and Agritourism: Principles and Practice**

The advanced study of the role of food, beverage and agritourism in visitor experiences and regional development.

#### **Aims**

The main aims of this course are:

1. To provide advanced level study of the characteristics of the rapidly growing agritourism sector of tourism, with a particular focus on farm, food, wine (and other beverage) experiences
2. To examine the effects of social, political, cultural, economic and technical forces on agritourism
3. To identify the characteristics of memorable agritourism experiences and how to enhance these.

#### **Learning outcomes**

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

- LO1. Critically analyse the rationale and impacts of food, wine and agritourism at various scales, from global to local, and for the range of relevant stakeholders.
- LO2. Critically analyse through independent case study research on topics related to sustainable food, wine and agritourism.
- LO3. Present, in written and verbal form, information in a professional manner that is informed by independent and critical reading and research.

#### **AVAILABILITY OF TEACHING AND SUPPORT STAFF**

This qualification makes use of existing resources on campus. The University acknowledges the potential resource implications with the introduction of a 40-credit dissertation but notes that this pathway will be available by invitation only and will depend on high grades of the student (A- average in first two semesters of study) PLUS the availability of a supervisor.

#### **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 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.

## APPENDIX 6



## NOTIFICATION TO DELETE A QUALIFICATION: Graduate Certificate in Academic English

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### DETAILS

#### QUALIFICATION TITLE

Graduate Certificate in Academic English.

#### NOTIFICATION

The following notification is made under Section 6.2 of [CUAP Handbook](#).  
Lincoln University proposes to delete the Graduate Certificate in Academic English.

#### YEAR DELETION TO TAKE EFFECT

2025

#### RATIONALE FOR DELETION

The qualification has not had any enrolments since 2021.

#### IMPACT ON THE TERTIARY SECTOR

International students can meet English language requirements for postgraduate study through international tests such as International English Language Testing System (IELTS) or Test of English as a Foreign Language (TOEFL). Also, Lincoln University's Academic Preparation and Pathways unit offers the English for Academic Purposes programme which has a pathway to postgraduate study. As a result, there should be minimal impact on the tertiary sector.

#### IMPACT ON LINCOLN UNIVERSITY QUALIFICATIONS AND COURSES

The Graduate Certificate in Academic English (GCAE) was originally proposed as a qualification in English Language arising out of the LincolnFirst qualification reforms of 2013-2014. Its goal was to provide a language and study skills bridge to postgraduate study for students with an undergraduate degree who are yet to meet English-language admission requirements.

However, the continuing availability of the English for Academic Purposes (EAP) programme means there is an alternative pathway to achieve the English language requirements for postgraduate study. This pathway continues to be easier to administer for both teaching and administrative staff. A main difference between the GCAE and EAP programme was the flexibility of EAP. In the GCAE if students took longer to finish their programme, they could on a technicality fail, but still meet English language requirements under the EAP system. This unintended consequence created unnecessary stress and financial burdens on students.

Daryl Streat, Deputy Director of AP&P stated, "Enquiries around GCAE have dropped off. In addition, existing programmes (EAP) meet the same outcome (PG ELR) with greater flexibility. Leveraging existing EAP PG pathways (instead of GCAE) provides a more efficient pathway, the same student experience, and results in a study option which is better for learners. Thereby keeping students at our core."

The flexibility of the EAP programme is supported by Annie Goh, Director of International Recruitment, who made the following comment on behalf of the International Team: "We have no objection on removing the GCAE, currently we have a great EAP programme that achieves the same learning outcome for students

and offers greater flexibility for students.” Rosemary Mather on behalf of her team in Student Administration commented on the administrative burden of the programme. They found the GCAE was time-consuming to administer. Also, ‘Students are not so motivated to get a qualification in something that they see as a stepping stone to their real goal.’

Based on the above feedback the qualification needs to be deleted.

#### **IMPACT ON STUDENTS**

There is no expected impact on students as any expressing interest in the deleted qualification would be directed to the English for Academic Purposes programme. Students can gain entry to postgraduate study at Lincoln University via this pathway.

#### **TRANSITION ARRANGEMENTS**

As no students are currently enrolled in the deleted qualification, there is no need for transition arrangements.

#### **TIMELINE FOR COMPLETION**

The deletion of the qualifications will be completed prior to the publication of the 2025 Lincoln University Calendar.

## **CALENDAR CHANGES**

### **CALENDAR YEAR**

2024

### **CALENDAR AMENDMENTS**

Pages 32, 59, 249: delete all references to the Graduate Certificate in Academic English.

Pages 32 and 59: delete the sections below in Statutes and General Regulations:

- English Language Requirements (in the table)
- Graduate Certificate in Academic English

#### **Non-Credentialed Learning**

3) The total credit awarded to any candidate for the Graduate Certificate in Academic English on the basis of non-credentialed learning shall not exceed one module of ACEN 301 Academic English for Postgraduate Study.



## Vice-Chancellor's Office

Version: 1.0

## Student Discipline Regulation

Author/s: Proctor, General Counsel, DVC, Student Life

SLT Authoriser: Damian Lodge, DVC, Student Life

Date: 19/11/2024

### 1. Purpose

The purpose of this report is to request endorsement from the Senior Leadership Team for the attached Student Discipline Regulations to be forwarded to Council for approval to be published on the Hub and Lincoln University website.

### 2. Content

1. **Appendix A:** Student Discipline Regulations.

### 3. Recommendations

That Council:

1. **APPROVES** the attached Student Discipline Regulations and notes they will be reviewed in three years, according to the policy review process.

### 4. Executive Summary

The Student Discipline Regulations outlines the standard of conduct expected of students in all aspects of university life.

LUSA and Te Poari Wheako Student Experience Board have been extensively consulted during the process of developing and reviewing the Student Discipline Regulations. The DVC SL, Proctor and General Counsel have reviewed a range of options that have been discussed by students which have included options to convert fines to community service, fines to be paid in 15 days not 10 days and clarifying reps from LUSA and Te Awhioraki.

### 5. Resource Implications

The Student Discipline Regulations does not require any additional resources.

### 6. 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 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 <b>5</b>	An organisation focussed on meaningful partnerships	<input type="checkbox"/>
	Goal <b>6</b>	Facilitating Growth	<input type="checkbox"/>

#### Strategic Alignment

This report aligns with the Lincoln University Strategy 2019-2028 by supporting the overall student experience.

#### Policy Consistency

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

### 7. Next Steps

The Student Discipline Regulations will be published in the Policy Library on the Hub and the Lincoln University website.

# POLICIES AND PROCEDURES



## Student Discipline Regulations

<b>Last Modified:</b>	08/08/2024
<b>Review Date:</b>	08/08/2027
<b>Business Owner:</b>	Vice-Chancellor
<b>Approval Authority:</b>	Council

### STUDENT DISCIPLINE REGULATIONS

Lincoln University expects that students will act reasonably and respectfully towards one another and toward all members of the University community, tenants, contractors to and guests of the University. Every student must comply with Lincoln University Statutes, Regulations, Rules, Policies, Procedures and Guidelines and with directions given to them.

The laws of New Zealand apply to all members of the Lincoln University community and all who visit its facilities. Any actual or suspected breach of the law will be referred to the police for investigation and action. Other than for the purpose of maintaining the safety of alleged victims and preserving good order on campus, the University will not generally initiate any disciplinary measure against a student until any external process is complete.

All matters of student discipline will be addressed in accordance with, and by reference to, these regulations and any related policies and procedures as noted at the end of this document. The officers of Lincoln University will have respect for any external agencies and laws but will act in accordance with the expectations of its own regulations and policies.

#### 1. Interpretation

In these regulations, unless the context otherwise requires:

- 1.1 'Academic Board' means the Academic Board of Lincoln University.
- 1.2 'Class' means any lecture, tutorial, seminar, laboratory, practical session, placement, field trip or other assembly of students conducted on behalf of Lincoln University at which a learning activity is taking place, including online delivery, and includes any lecture or address (whether within or external to the University precincts) at which students are present.
- 1.3 'Council' means the Council of Lincoln University.
- 1.4 'Member' of the University includes students (those enrolled in full or part-time degree programmes, diplomas, certificates or other courses), Lincoln University employees, contractors, appointees and volunteers.
- 1.5 'Misconduct' is as defined in clause 2 below.
- 1.6 'Natural Justice' means ensuring that the standards of procedural fairness are met at all times, including the following basic requirements:
  - 1.6.1 The student who is the subject to the disciplinary process must be given notice of the complaint and the process to be used.
  - 1.6.2 The student must be given opportunity to respond to the complaint, normally within 10 working days of notification.
  - 1.6.3 The decision-maker(s) must act impartially, honestly and without bias at all times.

#### Student Discipline Regulations

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- 1.7 'Negative Service Indicator' means a hold that prevents a student from receiving certain services e.g. enrolment or academic transcript holds, access to examination results. It is recorded administratively and removed once the specified penalty is discharged.
- 1.8 'Proctor' is an officer of the University who has disciplinary functions. The University Proctor(s) shall be responsible in the first instance for the investigation and resolution of complaints about breaches of discipline and the imposition of penalties.
- 1.9 'Student' means any person who has registered at Lincoln University and is still to receive from the University an examinations results notice, and any person attending any examination conducted by the University. Student also includes any person on practical work and any student on summer break while completing a qualification through the University.
- 1.10 'University' means Lincoln University, including all faculties, subsidiaries, departments, units, agencies and operations of Lincoln University which provide services to students.
- 1.11 'University precincts' means all premises, grounds and buildings owned by, in the possession of, or controlled by the University including its subsidiaries. For the avoidance of doubt, this includes Halls of Residence.
- 1.12 'Vice-Chancellor' means the Vice-Chancellor of Lincoln University.

## 2. Misconduct

Action may be taken against any student on the grounds of breach of discipline by that student. 'Misconduct' includes the breach of any regulation, policy, procedure or guideline of the University or of any instruction to students issued by or under the authority of the Council, Academic Board or Vice-Chancellor, and also includes any conduct which could reasonably be held to be prejudicial to the functioning or interests of the University, or to the interests of its students and staff.

- 2.1 Without limiting the generality of (2) above, no student shall:
  - 2.1.1 Engage in behavior which constitutes physical, psychological, sexual or racial assault or harassment, discrimination, personal harassment or bullying of any person. Please note that a noticeable change in the demeanor of an alleged victim may constitute evidence of misconduct.
  - 2.1.2 Damage or deface, or willfully move without authority, any property of the University, or any other property within the University precincts.
  - 2.1.3 Act in a manner contrary to the good governance of the University or prejudicial to its functioning as such, or bring, or tend to bring, discredit on the University, whether on the University precincts or elsewhere or via any electronic or social media.
  - 2.1.4 Impede the activities of the University, whether in teaching, research, or otherwise.
  - 2.1.5 Create any nuisance in or on the University precincts.
  - 2.1.6 Obstruct any Member of the University in the due performance of the functions or of the work that Member is required to perform.
  - 2.1.7 Be in part of the University precincts in which that student is not at that time entitled to be, knowing or reasonably being expected to know that the student is not entitled to be there at that time.
  - 2.1.8 Fail to comply with any reasonable directions of the University relating to maintaining the health and safety of the University community.
  - 2.1.9 Fail to comply with the directions on any notice erected with the authority of the Council relating to the entry, speed, parking or exit of vehicles, and the location of parking spaces within the University.
  - 2.1.10 Commit any dishonest or improper practice in relation to formal examinations, tests or other work being taken for credit.
  - 2.1.11 Fail to comply with any reasonable direction given to that student by the person in charge of a group of students going to, engaged in, or returning from a eClass conducted by the University beyond the University precincts, or, while a member of

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### Student Discipline Regulations

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such a group, do anything which would constitute misconduct if done within the University precincts.

- 2.2 Any student who is party to any offence under these regulations committed by another student shall be liable to be charged with the same offence and be subject to the same disciplinary proceedings. In this regulation 'a party' includes any student who in any way aids, assists, counsels, procures or encourages another to commit an offence under these regulations.

### 3. Disciplinary Powers of the Vice-Chancellor

The Vice-Chancellor is responsible for all matters relating to the maintenance of discipline amongst the students of the University. Pursuant to section 295 of the Education and Training Act 2020, the Vice-Chancellor may delegate the disciplinary powers conferred by these Regulations to any member of staff of the University, including the Proctor.

### 4. Proctor

- 4.1 The Vice-Chancellor shall appoint a Proctor.  
4.2 The University Proctor shall be responsible in the first instance for the investigation of complaints about breaches of discipline as defined in these regulations.

### 5. Disciplinary Committee

- 5.1 The Vice-Chancellor shall establish a Disciplinary Committee.  
5.2 The Disciplinary Committee shall comprise:  
5.2.1 A Chairperson, who shall be a member of the staff, appointed by the Vice-Chancellor in consultation with the President of the Lincoln University Students' Association;  
5.2.2 Four members of the academic or general staff of the University appointed by the Vice-Chancellor; and  
5.2.3 ~~Two~~ One student representative nominated by the Lincoln University Students' Association  
5.2.4 One student representative nominated by Te Awhioraki.  
5.3 Members of the Disciplinary Committee have a duty to avoid any actual or perceived conflict of interest while a disciplinary matter is being considered. Members must remain impartial throughout and exercise judgement based on the information before the Disciplinary Committee and not otherwise. Members should refrain from any improper engagement with the student and not discuss with the student, third parties or publicly any matter that is before the Disciplinary Committee.  
5.4 The Chairperson or their nominee shall control all proceedings of the Disciplinary Committee and shall rule on all matters of procedure.  
5.5 The Disciplinary Committee will be quorate when there are five members present, including at least two staff members, one student member and the Chairperson or the Chairperson's nominee.  
5.6 The Disciplinary Committee may seek advice and assistance from any legal or other expert person or body it considers appropriate. It may co-opt additional members to the Disciplinary Committee if required. It may also seek advice on instances of alleged disciplinary breaches from the Executive Committee of the Lincoln University Students' Association.

### 6. Appeals Committee of Council

- 6.1 The Appeals Committee of Council shall comprise:  
6.1.1 Chancellor or Pro-Chancellor  
6.1.2 a Council member nominated by the Lincoln University Student's Association  
6.1.3 a Council member nominated by the Council, ~~and~~  
~~6.1.4 an external legal representative appointed by the Council.~~  
6.2. The Appeals Committee of Council may seek advice and assistance from any legal or other

**Commented [A1]:** Reverted back to reflect the 2x student reps as currently. As stated, one nominated by LUSA, the other nominated by TA

**Commented [A2]:** Deleted such that this is not a requirement (predates in-house counsel). Note that Appeals Committee of Council can bring in assistance (incl legal) if it wants under 6.2

#### Student Discipline Regulations

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expert person or body it considers appropriate. It may co-opt additional members to the Appeals Committee if required. It may also seek advice on instances of alleged disciplinary breaches from the Executive Committee of the Lincoln University Students' Association.

## PROCESS

### 7. General

- 7.1. At all steps of the disciplinary process, informal resolution is available providing it is with the agreement of all parties involved.
- 7.2. At all stages in the disciplinary process, the student and any other relevant party (such as a complainant) should be advised of the existence of appropriate formal or informal support, such as the LUSA Student Advocacy Service, Student Health facility and whanau support.
- 7.3. If, during the investigation process, the Proctor determines that alternative dispute resolution processes including informal facilitation or mediation (internally or externally facilitated), restorative justice, or a process facilitated in accordance with the requirements of Tikanga Māori ([in consultation with DVC, Māori or Te Manutaki](#)) may assist in resolution of the complaint or allegation, such processes may be put in place with the agreement of those directly involved.
- 7.4. Where Misconduct includes matters which relate to other aspects of student behaviour such as rights and obligations pertaining to halls of residence or matters which fall for determination under procedures for dishonest and improper academic practice, the conduct will be referred as appropriate to be dealt with under relevant procedures, instead of or in addition to the process under these Student Discipline Regulations.
- 7.5. Where investigations disclose conduct of a potentially unlawful nature, the University will inform relevant external enforcement agencies accordingly. If those agencies determine to take action on the matter, the University will, if necessary, suspend or modify its own investigation pending the outcome of the external process to avoid compromising either process. In this instance, the university reserves the right to temporarily exclude from campus individuals who are considered dangerous to the public safety.

Commented [A3]: is 'expel' the right word? - 'trespass'?

Commented [A4R3]: Replaced "expel" with "exclude"

### 8. Investigations by the Proctor

- 8.1. The primary mode of communication with the student is the student's official University email address. It is the responsibility of the student to monitor this email account. Notice from the University to the student is deemed to be delivered where, in the case of email, it is sent to the student's Lincoln University email account and in the case of mail, three working days after it has been posted to the last known postal address held by the University. It is the responsibility of the student to update contact details if they change. There is no defence that correspondence was not received when it was sent in accordance with this clause. Only where the student's Lincoln University email address has been deactivated, and/or the student requests written communication to be provided via another means (for example, a personal email address), will consideration be given to written communication occurring via those other means.
- 8.2. The Proctor will be responsible in the first instance for the investigation of all complaints and/or allegations about breaches of student discipline within the University or relating to Lincoln University students elsewhere in circumstances where they are clearly identified as being associated with the University. The exception is matters occurring within the halls of residence which are in the first instance dealt with under the Conditions, Community Standards and Student Management Policy at the direction of the Accommodation Manager.
- 8.3. Complaints and/or allegations will be investigated as soon as reasonably practicable. It may be necessary to implement temporary measures under urgency, such as non-contact orders or prohibitions on individuals entering specified parts of the University, if there are reasonable grounds to consider that there is a health or safety issue involved. Complaints will be investigated in accordance with the requirements of Natural Justice. Any complainant who

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## Student Discipline Regulations

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- wishes to be informed of the progress of any complaint will be informed in writing by the Proctor.
- 8.4. If, after investigating the complaint, the Proctor considers that Misconduct has occurred, the Proctor will deal with the matter and may, after giving the student and any other affected person a reasonable opportunity to make representations, impose any one or more of the following penalties:
- 8.4.1. Reprimand the student.
  - 8.4.2. Require the student to provide a formal undertaking of future behaviour.
  - 8.4.3. Order the student to apologize in an appropriate manner.
  - 8.4.4. With the agreement of all parties to an offence, arrange for the facilitation of a restorative justice process with the goal to share experiences and impacts from students and staff of the offence and to reach a consensus as to what can be done to repair the harm from the offence
  - 8.4.5. Fine not exceeding \$2,000.
  - 8.4.6. Require that the student make restitution in respect of property stolen, lost, or damaged, or of costs incurred by the University through unauthorized activities.
  - 8.4.7. Require the student to undertake unpaid University community service not exceeding 120 hours in duration.
  - 8.4.8. Deny credit or partial credit in any course or courses (if the matter involves a Misconduct involving assessment).
  - 8.4.9. Where all credit for a course is denied, an F grade may be recorded on the student's record in relation to that course.
  - 8.4.10. Exclude the student from all or any designated part or parts of the University precincts for any time period the Proctor deems necessary under the circumstances.
  - 8.4.11. A direction that there will be no direct or indirect contact with a specified person or persons
  - 8.4.12. A requirement that the student write an essay on a topic determined by the Proctor and designed to reflect on matters relevant to the misconduct.
  - 8.4.13. Recommend to the Vice Chancellor that the student be excluded from the University or that the student be suspended from enrolment at the University or in a particular course. The procedure following such a recommendation is outlined in [13](#) below.
- 8.5. In addition to the penalties outlined above, the Proctor may also require the student to undertake any other action that the Proctor deems to be of assistance to resolving the matter for example, undertaking counselling, drug or alcohol programmes, anger management, or culturally appropriate training or activity.
- 8.6. In addition to the penalties outlined above, the Proctor may impose a Negative Service Indicator as appropriate to be administratively recorded and removed once the penalty period has expired or the penalty has been performed.
- 8.7. A student who does not satisfy the requirements of a penalty imposed by the Proctor will be referred by the Proctor to the Disciplinary Committee.
- 8.8. A student who withdraws from the University while a disciplinary matter is unresolved, or the penalty imposed from the disciplinary process remains unsatisfied, will have a Negative Service Indicator recorded and will be required to address the matter prior to re-enrolment. Withdrawal does not prejudice the rights of the University to pursue a penalty or seek recovery of losses or costs, and the University may continue to pursue the former student by any means.
- 8.9. In a case of very serious misconduct, such as physical, sexual or psychological harm, where the matter may also relate to criminal proceedings and where the penalty is potentially suspension or expulsion from the University, the Vice Chancellor, in consultation with the Proctor, may elect to determine a matter under urgency as provided in [13.1](#) and [13.2](#) below.

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#### Student Discipline Regulations

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8.10. As appropriate, the Proctor may issue a statement outlining how an offence was resolved and the nature of any penalty. Any such statement must consider the requirements of the Privacy Act in respect of all parties involved in the proceedings.

~~In the instance where penalty 8.4.5 is enacted, the student reserves the right to change the penalty decision to 8.4.7, working a number of hours to an equivalent to the total fined sum at a minimum wage rate amount, or to set up a payment plan.~~

**9. Appeal to the Disciplinary Committee**

9.1. Any party to an offence may appeal a decision of the Proctor or the Vice-Chancellor to the Disciplinary Committee. Such appeal must be made in writing within fifteen working days of a decision being conveyed to a student. There are two possible exceptions:

9.1.1. it may be determined by the Proctor in consultation with the Vice-Chancellor that any decision under 8.9 above may be appealed direct to the Appeals Committee of Council rather than the Disciplinary Committee. Such appeal must be made in writing within ten working days of a decision of the Proctor being conveyed to a student.

9.1.2. where a student appeals a decision of the Proctor in respect of a first offence of academic dishonesty or poor academic practice in a Test or Examination, as per 7: Type 3 of the Academic Integrity Policy & Procedure, that appeal may be heard by the Chair of the Disciplinary Committee alone. In the case of a second or subsequent offence, or any offence for which the Proctor imposes a fine, the appeal is to the full Disciplinary Committee. Such appeal must be made in writing within ten working days of a decision of the Proctor being conveyed to a student.

**10. Assistance and Support**

10.1. University support services are available to provide advice and assistance to the student with their disciplinary process and/or appeal. University Support Services include the [Counselling and Wellbeing Team](#) and International Student Advisors, Te Manutaki and Inclusive Education.

~~10.1-10.2.~~ 10.2. LUSA is also available to provide advice and assistance to the student with their disciplinary process and/or appeal with their Student Voice and Advocacy services.

~~10.2-10.3.~~ 10.3. This assistance is to ensure that the student has had the opportunity to understand the appeals procedure and that the University is able to give due consideration of the cultural and other factors that may be relevant in how the student raises their appeal, before the appeal is received. While University and LUSA support services can provide advice and assistance, they will generally not be able to prepare a submission or an appeal on behalf of a student.

~~10.3-10.4.~~ 10.4. University and LUSA support services may contact in advance the person or group who will consider the appeal to ensure that the student is able to raise an appeal in a culturally appropriate and safe environment, and to confirm any arrangements that support this. Without limitation, this may include the student making an oral submission in addition to submitting an appeal in writing, holding a meeting in a specific location on campus, or other actions.

~~10.4-10.5.~~ 10.5. Any student who would like advice or assistance with regards to preparation of their appeal should contact LUSA and/or Te Awhioraki (for tauira Māori) and/or LUPISA (for Pasifika students) and/or International Student Advisors (for international students).

**11. Procedure of the Disciplinary Committee**

11.1. The Disciplinary Committee must hold a hearing to hear the appeals or other matters referred to it. Where the Disciplinary Committee is hearing an appeal, such an appeal may not require a full rehearing of evidence if the facts are not in question as part of the appeals process.

11.2. The Disciplinary Committee may determine the procedure to apply at an appeal hearing. However, in the interests of Natural Justice, certain procedures should be adhered to, namely:

11.2.1. All parties to the investigation, including the Proctor, Vice-Chancellor and/or any other party who made an earlier decision the subject of the appeal, must be given notice in

**Commented [A5]:** Requested change not accepted. Student should not have the right to commute a sentence of a fine to 'work'. Sometimes a fine is required to reflect cost to university of damage etc. These matters may be discussed at the time the Proctor imposes sentence or subsequent. i.e. agreed payment plan where financial hardship etc.

**Commented [A6]:** accepted facts can be appealed. that's what appeals are for

**Commented [A7R6]:** Agreed. Intention here is to state that where facts are agreed then no need to re-hear them. Where parties are at variance, however then rehearing will indeed be required..

**Student Discipline Regulations**

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writing of a hearing of the Disciplinary Committee no less than ten working days in advance of the date set down for hearing;

- 11.2.2. Communication from the Disciplinary Committee to the student will be in accordance with the expectations and requirements of clause [8.1](#).
- 11.2.3. The Disciplinary Committee should ensure that the student has all relevant material pertaining to their case prior to the hearing.
- 11.2.4. The student, the Proctor who investigated the misconduct, and any other Member of the University who, in the opinion of the Disciplinary Committee has a special interest in the proceeding, ~~should be advised of have~~ the right to appear at the hearing in person or online, and to be accompanied/represented by a person(s) of their choice, ~~and should be informed of this right;~~
- 11.2.5. All of the above parties have the right to make submissions at the hearing and should be given reasonable time in which to do so. A written submission must be provided to the Disciplinary Committee in advance of any hearing and contain all of the information that the parties seek to rely on.
- 11.2.6. Following a finding of misconduct by the Disciplinary Committee, any previous upheld findings of misconduct against the student and relevant to the matter at hand may be taken into account by the Disciplinary Committee when the penalty for the misconduct is being considered.
- 11.2.7. All hearings shall be ~~in~~ conducted in private, and remain confidential ~~—unless the student states otherwise.~~
- 11.2.8. If a student fails to appear, the matter may be determined in the absence of the student but taking into account any submissions the student may have submitted.
- 11.2.9. Before making any determination, the Disciplinary Committee must consider the decision of the Proctor in the case of an investigation or appeal; any relevant evidence, and all written and oral submissions presented to it.
- 11.2.10. The Disciplinary Committee reserves the right to amend (increase or decrease) any penalty imposed by the Proctor in line with the penalties outlined in [12](#).
- 11.2.11. The Disciplinary Committee must reserve its decision and confirm it with the Vice-Chancellor as soon as possible after the hearing. It must then communicate its decision in writing to all parties who attended the hearing within ten working days of the hearing.

## 12. Powers of the Disciplinary Committee

- 12.1. The powers of the Disciplinary Committee will include the power to:
  - 12.1.1. Discharge the student with or without conditions.
  - 12.1.2. Counsel and/or reprimand the student.
  - 12.1.3. Require the student to provide a formal undertaking of future behaviour.
  - 12.1.4. Order the student to apologise in an appropriate manner.
  - 12.1.5. Require that the student make restitution in respect of property stolen, lost, or damaged, or of costs incurred by the University through unauthorized activities.
  - 12.1.6. Require the student to undertake unpaid University community service, not exceeding 120 hours in duration.
  - 12.1.7. Deny credit or partial credit in any course or courses (if the matter involved a Misconduct involving assessment).
  - 12.1.8. Where all credit for a course is denied, an F grade may be recorded on the student's record in relation to that course.
  - 12.1.9. Exclude the student from any designated part or parts of the University precincts.
  - 12.1.10. A direction that there will be no direct or indirect contact with a specified person or persons.

**Commented [A8]:** the student might ask the support of the mental health team or simply of their friends (although these parties should remain silent during the hearing, they can witness the fairness of procedures)

**Commented [A9R8]:** Request not accepted. It is not the student's right to determine whether the process is public or not or information can be shared publicly during or after the process. Yes the student has the right to bring their representatives/support (11.2.4). However all parties to the process are bound by obligations of confidentiality. Otherwise it can prejudice the process, willingness of those to appear and speak frankly etc, concerns about reputations and repercussions. There will also likely be privacy considerations owed to individuals, consider victims sensitive health information etc.

### Student Discipline Regulations

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- 12.1.11. A requirement that the student write an essay on a topic determined by the Disciplinary Committee and designed to reflect on matters relevant to the misconduct.
  - 12.1.12. Fine not exceeding \$2,000.
  - 12.1.13. Recommend to the Vice Chancellor that the student be excluded from the University or that the student be suspended from enrolment at the University or in a particular course for such periods as the Disciplinary Committee deems fit. The Disciplinary Committee shall consider any impact on visa status where relevant in reaching its decision.
  - 12.1.14. In addition to the penalties outlined above, the Disciplinary Committee may impose a Negative Service Indicator as appropriate to be administratively recorded and removed once the penalty period has expired or the penalty has been performed.
  - 12.1.15. Impose any penalty the Disciplinary Committee is empowered to impose under any Statute, Rule, Regulation or Policy not provided for above.
  - 12.2. If a student does not satisfy the requirements of the penalty imposed on them, then the Disciplinary Committee may direct that until the requirements of the penalty are satisfied:
    - 12.2.1. Examination results be withheld.
    - 12.2.2. The conferment of any certificate, diploma or degree to which the student is entitled be deferred.
    - 12.2.3. Recommend to the Vice Chancellor that the student be suspended or excluded; and/or
    - 12.2.4. Recommend to the Vice Chancellor that a Negative Service Indicator be imposed and/or the student not be permitted to re-enroll at the University.
  - ~~12.3. Any fine imposed under these regulations shall be paid to the University within fifteen working days, or a payment plan to pay the fine shall be confirmed within fifteen working days of the notification of the decision or at such later date as the Vice-Chancellor may direct under advice from the Proctor or the Finance Team.~~
  - ~~In the instance of clause 12.3 the student reserves the right the change the disciplinary committee penalty decision to 12.1.6, working a number of hours equivalent to the total fined sum at a minimum wage rate rate.~~
  - 12.4.1. The examination results of that student be withheld.
  - 12.4.2. The award of any certificate, diploma or degree to which that student is entitled be deferred.
  - 12.4.3. The student be suspended.
  - 12.4.4. The student is not permitted to re-enroll at the University.
  - 12.5. Subject to:
    - 12.5.1. the limited right to seek leave to appeal to the Appeals Committee of Council;
    - 12.5.2. the discretion of the Appeals Committee of Council to hear an appeal,

the decision of the Disciplinary Committee on appeal from a decision of the Proctor shall be final.
  - 12.6. Suspension or termination of enrolment by the University, or the student's withdrawal of their enrolment, does not prejudice the rights of the University to pursue a penalty or seek recovery of losses or costs, and the University may continue to pursue the student by any means.
- 13. The University may act in matters of Urgency**
- 13.1. Urgent action may be taken when necessary because the conduct of a student:
    - 13.1.1. Endangers or threatens to endanger the health or safety of others, or of the student themselves; or
  - 13.2. Is so disruptive that it prevents effective teaching and learning, research or the effective functioning of a part or parts of the University.

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#### Student Discipline Regulations

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- 13.3. The Proctor shall immediately refer the matter to the Vice-Chancellor with a recommendation that the matter requires urgent attention. The Vice-Chancellor, after determining that the threshold for exclusion or suspension has been met, may make any of the following orders:
- 13.3.1. An order that the student be excluded from some or all University premises; and/or
- 13.3.2. An order that the student be excluded from events organised by or for the University; and/or
- 13.4. An order that the student's enrolment be suspended or cancelled.
- 13.5. Matters under 13.2.1 and 13.2.2 may be appealed to the Disciplinary Committee. Matters under 13.2.3 may be appealed direct to the Appeals Committee of Council.

#### 14. Information sharing

Where the student is enrolled at another institution or institutions as part of a joint qualification with Lincoln University, and the nature and extent of any disciplinary finding of a breach of these Discipline Regulations is relevant to the student's enrolment at such other institution or institutions, the University may report the outcome of its investigation to the other institution as appropriate, provided that any communication is also copied to the student and student's legal advisor, if applicable.

#### 15. Appeal to the Appeals Committee of Council

- 15.1. Where the Proctor or Disciplinary Committee finds a student has engaged in misconduct and imposes some penalty or consequence, in limited circumstances the student is entitled to appeal the decision to the Appeals Committee of Council. The letter setting out the finding should inform the student of how to appeal the decision. The student has fifteen working days to appeal a decision, and a late application to appeal will be accepted only in exceptional circumstances and entirely in the discretion of the Appeals Committee of Council.
- 15.2. An application for leave to appeal to the Appeals Committee of Council will be accepted if the student can show that there was a breach of process or that there is new evidence or information that was not available to the student at the time of the original decision. The Appeals Committee of Council may also exercise discretion to hear an appeal. The student shall have no right to be heard in person by the Committee, which shall consider applications for leave to appeal on the papers. The Committee may decline to hear an appeal. The Chairperson of the Appeals Committee shall have the power to regulate the procedure of the Committee. Subject to this discretion, in the interests of Natural Justice, the procedures set out above for Disciplinary Committee hearings should be adhered to.
- 15.3. If the Appeals Committee of Council declines to grant the student leave to appeal, then there is no further appeal rights available within the University.

#### 16. Further Rights of Review Outside the University

If a student believes that the University's appeal process has been conducted incorrectly or that the outcome is unreasonable in relation to the evidence, then a student may have the right to raise the matter for external and independent review as noted below. The relevant authority will determine whether it has jurisdiction to investigate or hear a matter and provide advice to the student.

##### 16.1. The Pastoral Care Code

The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 ("the Code") provides a pathway for learners to raise concerns about a university's compliance with the Code. In the first instance any concerns about potential breaches of the Code should be raised through the University's complaints process. If the complaint is not effectively addressed, a student may be able to escalate the matter to the New Zealand Qualification Authority. Information about the Code and about how students can complain if they feel that the University is in breach of the Code can be found online.

##### 16.2. Dispute Resolution Schemes

**Commented [A12]:** would be good to define what are these circumstances and why - and who decides if the student can appeal or not (normally justice leaves this decision to the examined person)

**Commented [A13R12]:** its not an automatic right of appeal and its therefore a "limited" right. Per 15.2, leave to appeal must be sought. Those are the circumstances where righ of appeal will be granted

**Commented [A14]:** see before: 10 days is a very short time

#### Student Discipline Regulations

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Both domestic and international students can make to a complaint about a financial or contractual dispute to the Dispute Resolution Scheme set up under the Code. Further information about the Scheme can be found online. International students can contact iStudent Complaints, which is an independent service which has experience in helping people resolve disputes. Students can use the service for free. Further information about the services provided by iStudent Complaints can be found online.

#### **16.3. Other**

Resolution of disputes may also be available from other bodies or agencies, including the Disputes Tribunal, the Human Rights Commission or the Ombudsman.

#### **17. Reports**

The Proctor shall make annual reports in or about February of each year to the Vice-Chancellor, and Academic Board containing summaries of all disciplinary proceedings during the previous year. An objective of the annual report will be encouraging transparency by making an annual summary of disciplinary statistics available to staff and students (whether via the intranet or website). The Proctor may also additionally report as they see fit if they consider it useful to do so in respect of any decisions, issue or trend and make recommendations or seek feedback as appropriate.

#### **18. Management of Records**

18.1. Secure and confidential records of incidents of academic dishonesty and disciplinary breaches will be maintained by the Proctor with the support of the Records and Research Data Analyst. The Proctor shall retain these records for the period mandated by the General Disposal Authority for New Zealand Universities, a regulatory document issued by Archives New Zealand in support of the Public Records Act 2005.

18.2. When the records reach the end of their retention period, the Records and Research Data Analyst will carry out a Retention and Disposal action to remove and dispose of those records that are judged to be of minor significance. Before any records are destroyed, the Records and Research Data Analyst will meet with the Proctor to review results of the Retention and Disposal Action and obtain the Proctor's approval.

#### **Related Policies and Procedures**

- [Academic Integrity Policy and Procedure](#)
- [Code of Conduct Policy \(staff\)](#)
- [Discipline Policy and Procedure \(staff\)](#)
- [Prevention of Bullying Harassment Policy](#)
- [Prevention of Bullying Harassment Discrimination Guidelines](#)
- [Appeals Committee of Council Terms of Reference](#)
- [Sexual Harm Policy and Procedure.](#)

Commented [A15]: These hyperlinks need to be checked as I cannot gain access to the documents through these links

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## Vice-Chancellor's Office

Version:

# Appointment of Council Member following the 2024 Student Election

Author/s: Nathaniel Heslop

SLT Authoriser: Damian Lodge

Date: 19/11/2024

## 1. Purpose

This report is staff generated following the conclusion of executive elections for the 2025 Lincoln University Student Association.

Council is required to appoint the person elected as the President of the Lincoln University Students' Association as a member of Council for the calendar year immediately following his or her election.

## 2. Content

1. **Appendix A** – LUSA President candidate statement

## 3. Recommendations

That Council:

1. **RECEIVE** the information in this report.
2. **NOTE:**
  - (a) elections for the 2025 Lincoln University Student Association executive were held between 27<sup>th</sup> September and 1 October 2024 in accordance with the LUSA Constitution.
  - (b) Student voter turnout was 12.29%
  - (c) Ms Zara Weissenstein was the only, and highest polling candidate for the President of the Lincoln University Student Association position.
3. **APPOINT** Ms Zara Weissenstein as a member of Council for a twelve-month term, commencing on 1 December 2024 in accordance with clause 4.1 of the Council Appointments Statute.

## 4. Executive Summary

The Lincoln University Council Constitution requires twelve members of Council of whom one member shall be appointed following an election by the students at Lincoln University.

This member of Council is appointed under clause 4.1 of the Council Appointments Statute, which states:

- 4. MEMBER APPOINTED FOLLOWING AN ELECTION BY THE STUDENTS**
- 4.1 The Council is to resolve to appoint the person elected by the student body to be President of the Lincoln University Students' Association (LUSA) as a member of Council, provided that the election was conducted in accordance with the LUSA constitution and all students were eligible to be elected and to vote in the election. Additionally, such person elected must be enrolled at Lincoln University.
- 4.2 The elected President of the Lincoln University Students' Association is to be a member of Council for the calendar year immediately following his or her election.

### Student Election

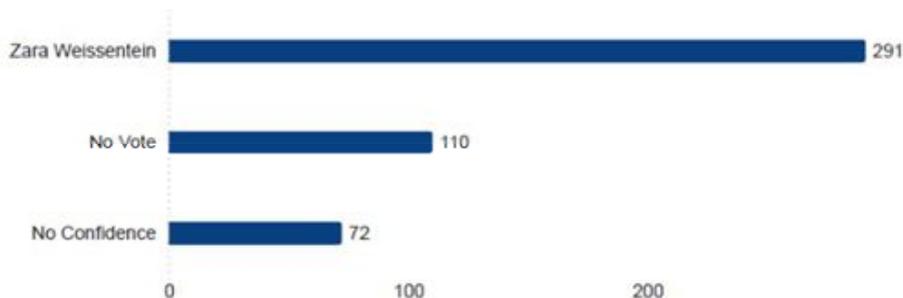
A call for nominations was made to all students on 15<sup>th</sup> August 2024 to fill vacancies in Lincoln University Student Association executive from 1 December 2024 to 30 November 2025.

One nomination for the presidents' position was received by the deadline on 18<sup>th</sup> September 2024.

Following a campaigning period between 19<sup>th</sup> September and 26<sup>th</sup> September 2024 a voting period between 27<sup>th</sup> September and 1 October was held.

3846 voting forms were distributed to the student body. At the conclusion of the voting period 473 votes were received. This accounts for a voter turnout of 12.29%. This is an increase of 87.5% over the voter turnout in the 2023 LUSA executive election.

The election result for the role of LUSA President was:



Field	Choice Count
Zara Weissentein	291
No Vote	110
No Confidence	72
<b>Total</b>	<b>473</b>

## 5. Resource Implications

Fees for Council members are included in the Council approved budget

## 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 checked="" 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 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 that students are at Lincoln's core and represented at a governance level.

### Policy Consistency

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

## 7. Next Steps

The Council Secretary will inform the TEC that a new member of Council has been appointed, organize an induction for the incoming LUSA President and arrange for particulars of Council to be updated on the Lincoln University website.

## Appendix A – LUSA President candidate statement

Zara Weissenstein



Hi everyone,

I'm Zara and I am running for LUSA president for 2025. Currently I'm studying a Bachelor of Agriculture, and have been on the LUSA exec already this year as your rainbow, EDI, and wellbeing rep. You may also know me from various other parts of campus as I am president of the LU branch of Thursdays in Black, current co-president of LUNA, and general rep for SPACE. I am also in my second year of RA in LU accommodation.

Something that is important to me is ensuring the student voice is heard. I want to push for increased student involvement in the decision-making process, including everyone's opinions in larger decisions affecting all students. Additionally, I want to work on making sure all students are aware of the decisions being made on their behalf. This will be achieved through increasing LUSA's transparency and by ensuring students are aware they can find these documents online.

Another thing I am advocating for, is a safe, inclusive, and accessible campus for all Lincoln students. I believe in a no tolerance policy for harassment and think it is imperative that LUSA works towards this goal.

Students should have somewhere to go when they are dealing with difficulties or adversities in the university. An aim of mine is to have an open door policy to be approachable and present, and to raise awareness of where help is available.

Finally, helping to deliver high-quality but financially sustainable events for students will be a focus. Now that we have managed to get 'Garden Party' reinstated for 2024, I would love that to continue for 2025. Furthermore, I want to support the work of LUSA's current clubs and to help reinstate those that have closed down over the years due to lack of exec. I would like to encourage students to adopt these clubs to bring them back to life.

Transitioning the old to new exec each year can be a difficult process. Since I am already on the LUSA exec this year I can help next year's new exec to settle into their roles easily ensuring no time is lost at the beginning of the year. This will give me the ability to center attention on plans for the future and on larger student issues that we face today and will face next year.

Thank you all for taking the time to vote for next year's student exec!

Zara

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:*

<b>General Subject Matter</b>	<b>Reason for passing this resolution in relation to each matter</b>	<b>Grounds under section</b>
<b>Lincoln Agritech Limited Letter of Expectation</b>	To avoid prejudice or disadvantage to the commercial activities of the University To maintain the effective conduct of public affairs through the free and frank expression of opinions by or between or to members or officers or employees of any local authority	7(2)(h) 7(2)(f)(i)
<b>Silverwood Trust Report</b>	To protect the privacy of natural persons	7(2)(a)
<b>Audit, Risk, &amp; Assurance Committee Report to Council</b> 1. Report 2. Minutes from meeting on 19 November 2024 3. 2025 Budget 4. EJR Prefab Accommodation Investment Case 5. JML Close Out 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)
<b>Ahumairaki Report to Council</b> 1. Report 2. Minutes from meeting on 13 November 2024 3. Manaaki Tauria Report	To avoid prejudice or disadvantage to the commercial activities of the University	7(2)(h)
<b>Monthly Recruitment Report</b>	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)
<b>Finance Report</b>	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)
<b>Health &amp; Safety Report</b>	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)

*I move also that:* Professor Grant Edwards (Vice-Chancellor), Prof Chad Hewitt (Provost), Ms T Nelson (Bio-Compliance Officer), Mr S Hunter (Health, Safety & Wellbeing Manager), Prof Merata Kowharu (Deputy Vice Chancellor, Māori and Pasifika), Mrs E Rooney (Finance Director), Mrs S Roulston (Chief Operating Officer), Mr A Pearson (Property Director), Mr D Lodge (Deputy Vice-Chancellor, Student Life), Ms K Bramley (Tumuaki-Takirua Te Awhioraki), Mr D Cooper (LUSA President), Mr Alistair Pearson (Property Director), MS Z Weissenstein (incoming 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.