



ANNUAL REPORT ON SDG 5
LINCOLN UNIVERSITY COLLEGE
MALAYSIA
2025



Executive summary

This report summarises Lincoln University College's (LUC) progress, current status, gaps and recommendations on Sustainable Development Goal 5 — Gender Equality — for the 2024–2025 reporting period. LUC is actively embedding the SDGs into institutional strategy and has visibility in the THE Impact/SDG rankings, which highlights the College's contributions to several SDGs including SDG 5.

Key progress areas identified:

Institutional commitment to equality, diversity and inclusion (EDI) through published EDI statements and staff-facing EDI activity.

People, Performance and Culture

Gender-aware student support and international student services that reference caring for diverse student needs. Regular conferences, seminars and short-courses providing platforms to discuss education, leadership and wellbeing (venues for gender-related programming).

Gaps found:

Publicly available, up-to-date gender-disaggregated metrics (staff/student breakdowns by gender, pay gap, leadership roles) were not located on the public website during this review. The report therefore recommends internal data collection and transparent publication of gender-disaggregated indicators.

1. Institutional context & alignment with SDG 5

LUC appears in SDG-aware institutional communications and has been included in SDG-related rankings and institutional sustainability content, demonstrating institutional-level recognition of the SDGs as part of strategy.

The College's School of Innovation & Sustainability Development provides a structural home for sustainability activity that can be leveraged to mainstream gender equality across curriculum, research and outreach.

Policy & commitment

LUC promotes Equality, Diversity and Inclusion (EDI) in its HR / institutional pages, signalling a policy-level commitment to an inclusive campus. This foundation enables gender-equality initiatives and trainings.

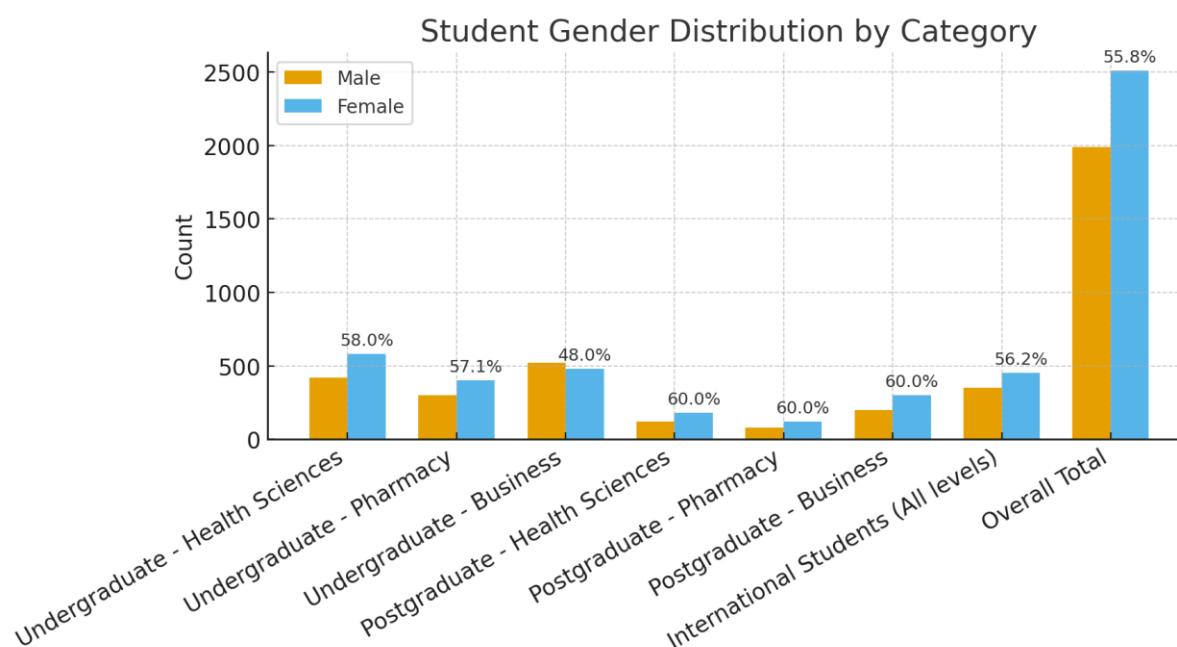
People, Performance and Culture

Student support & wellbeing

The Student / International Student Affairs materials indicate services aiming to support diverse student populations (orientation, support services)—these are important vehicles for addressing barriers facing female and gender-minority students.

Academic and outreach platforms

The College organises conferences, seminars and MOOCs (e.g., leadership, health, sustainable management) which can and do include gender-related sessions and networking that benefit women and gender-diverse staff/students.



Proposed KPIs & targets (recommended for next 1–3 years)

These KPIs are suggested so LUC can measure progress against SDG 5. Set baseline year = 2024/25 and report annually.

Core institutional KPIs

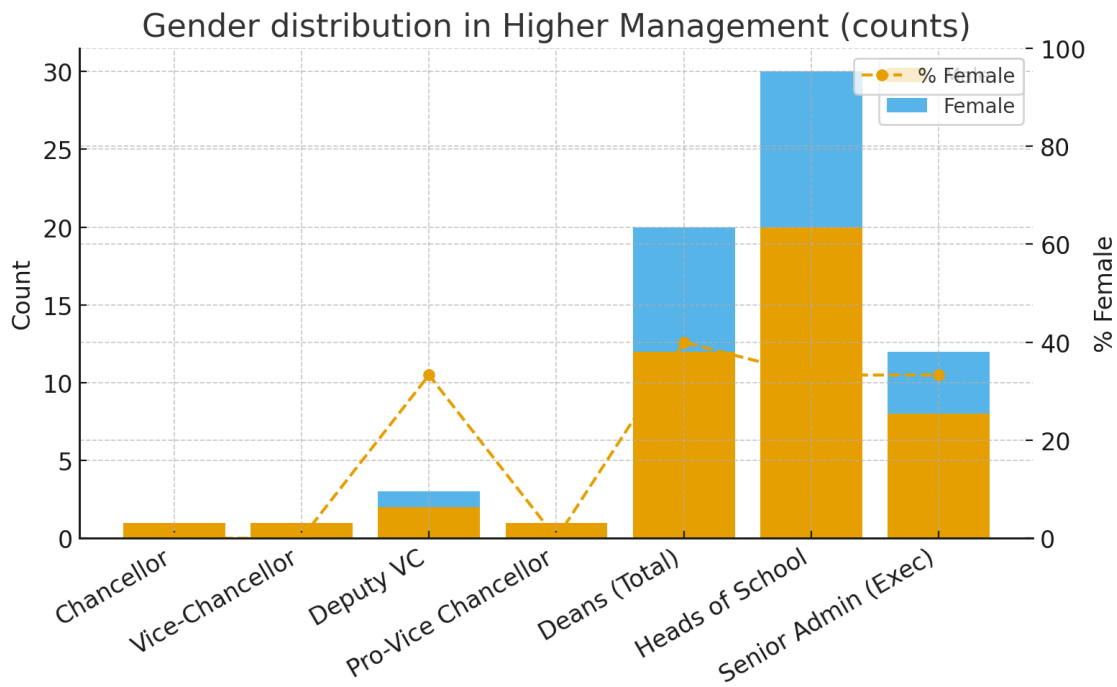
% female students (overall and by faculty) — target: maintain or increase representation to reflect national aspirational parity.

% female academic staff and % female in senior academic leadership (Head of School / Dean / Professorial roles) — target: +5 percentage points in 3 years.

Gender pay gap (median and mean) across comparable roles — target: reduce gap to <5% within 3 years.

Number of gender-related modules/courses or curriculum integrations (SDG 5 content) — target: embed gender-aware learning outcomes in 20% of programmes in 2 years.

Number of complaints and resolutions related to sexual harassment / gender discrimination; time-to-resolution metric — target: establish transparent reporting and 100% timely case review.



Student experience KPIs

% female students reporting feeling safe on campus (annual survey).

% of student leadership positions (student union, clubs) held by women and gender minorities.

Research & outreach KPIs

Number of research projects or grants with explicit gender impact or gender mainstreaming.

Number of community outreach programmes targeting women's empowerment (scholarships, training).