

School of Agriculture, Food and Ecosystem Sciences Five-Year Plan 2025—30

Version 1
February 2025



THE UNIVERSITY OF
MELBOURNE

Foreword

The SAFES Five-Year Plan (2025-2030) outlines our vision for “flourishing environments and communities”. This plan, developed with School staff and leadership, reflects our shared commitment to advancing sustainable futures.

SAFES operates at the intersection of education, research, and impact. We thrive where apparent dichotomies meet. Consider ‘fundamental and applied science’, ‘local and global perspectives’, ‘conservation and production’, ‘biophysical and social sciences’, ‘Western and Indigenous sciences’: Our Five-Year Plan aims to amplify the transformative potential of these dynamic interactions.

Guided by our values of community, leadership, excellence, creativity, and sustainability, we aim to foster diverse perspectives and address global challenges. This plan is a starting point for a journey of collaboration and adaptability. Our activity as a School will be guided by this plan, under the leadership of the School Executive. We will review and adjust our plan as circumstances change.

We invite staff, students, partners, and stakeholders to join us in turning aspirations into achievements. Together, we will make SAFES a hub of innovation and excellence, where science and collaboration thrive to benefit both people and nature.

Acknowledgment of Country

We acknowledge the Traditional Owners of the unceded land on which we work, learn and live: the Wurundjeri Woi-wurrung and Bunurong peoples (Burnley and Parkville campuses), the Yorta Yorta Nation (Dookie campus), and the Dja Dja Wurrung people (Creswick campus).

We also acknowledge and are grateful to the Traditional Owners, Elders and Knowledge Holders of all Indigenous nations and clans who have been instrumental in our reconciliation journey.

We recognise the unique place held by Aboriginal and Torres Strait Islander peoples as the original owners and custodians of the lands and waterways across the Australian continent, with histories of continuous connection dating back more than 60,000 years. We also acknowledge their enduring cultural practices of caring for Country.

We pay respect to Elders past, present and future, and acknowledge the importance of Indigenous knowledge in the Academy. As a community of researchers, teachers, professional staff and students we are privileged to work and learn every day with Indigenous colleagues and partners.

In making this Acknowledgment of Country we commit to respectful and responsible conduct towards all others according to the Traditional lores of this land, particularly at times of formal ceremony.



How the plan was developed

The plan was developed over 4 months at the back end of 2024. Its drafting was led primarily by a Core Project Team. The process also featured socialisation with the Faculty executive and engagement with staff and students.

STEP 1—

Vision refinement

Focus on sharpening initial School vision and mission statements, together with assertion of high level targets and goals.

This step was led by the Core Project Team and involved a vision workshop, an Executive team check-in and follow-up meetings.

STEP 2—

Strategy development

Focus on development of priority activities in line with the agreed vision and mission, then building out a detailed plan aligned to three emerging strategic pillars.

This step was led by the Core Project Team whilst also featuring engagement of c.100 staff members at the Strategic Planning Day (Burnley campus, Sept 24)

STEP 3—

Roadmap development

Focus on planning specific goals, milestones and timings for key activities and initiatives, as well as assignment of roles and responsibilities.

This step was led by the Core Project Team and involved a range of meetings with the School Executive Team.

STEP 4—

Feedback and finalisation

Focus on gaining feedback from School prior to refinement and finalisation of content.

This step involved a presentation of the Vision, Mission, Strategic Pillars and Roadmap followed by a window for comments and suggestions (open to Staff, Student and Faculty executive).

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Contents

Our Five-Year Plan 2025—30 is oriented around three components. The first of these is a framework for what we will seek to deliver over the course of the plan. It contains our Vision and Mission. The second provides a detailed blueprint for how we will deliver on our goals, encompassing our Strategic Pillars and Values. The final component is a roadmap model that frames the next five years ahead across three horizons, each with their own set of priorities, goals and milestones.

01

Vision and
Mission

02

Strategic
Pillars

03

Roadmap
2025—30

01

Vision and Mission

2025—30: the opportunity and challenges ahead of us

We developed this plan amid climate chaos, biodiversity loss, and uncertain societal futures. This sharply focuses our attention on our responsibility as a School to foster healthier, fairer and more resilient environments, and agriculture and food systems.

At the same time, we are energised by efforts globally and locally to support Indigenous reconciliation and self-determination. We see great potential in new partnerships and approaches to education and research that bridge Western and First Nation knowledge of lands, waters and skies.

The Australian higher education sector faces change and uncertainty. We face risks associated with proposed international students' caps, reduced funding availability, and growing domestic and international competition. Changes in our national and local context require new ways to support with our changing workforce.

Two years since our School commenced, there is still work to be done to foster a sense of belonging and collaboration internally – and to develop our new identity as the School of Agriculture, Food and Ecosystem Sciences externally.

This plan is needed as we navigate these challenges. We bring great strengths to the tasks ahead of us: our interdisciplinary, action-oriented expertise across agriculture, food and ecosystems; our capacity to foster deep, long partnerships in research and education; our proud history and international reputation in agricultural, horticultural, food, nutrition, forest, fire, ecology, environmental and social sciences. The future for SAFES is bright.

What is our Vision for agriculture, food and ecosystems?



We envisage a future in which ecosystems thrive, agriculture is sustainable and food systems are healthy.

***A world aligned with the collective
wellbeing of nature and people.***

***A world where environments
and communities flourish.***

The SAFES Vision

**Flourishing environments
and communities**

**What is our Mission
in the context of this
future aspiration?**



The SAFES Mission

To nurture new knowledge, strengthen capabilities and transform systems in agriculture, food and ecosystem sciences

02

Strategic Pillars

What are the Strategic Pillars that will ensure our collective focus and alignment?



Strategic Pillar #1

Research

that nurtures new knowledge, strengthens capabilities and transforms systems

Strategic Pillar #2

Education

that nurtures new knowledge, strengthens capabilities and transforms systems

Strategic Pillar #3

Leadership

that nurtures new knowledge, strengthens capabilities and transforms systems

Research

that nurtures new knowledge, strengthens capabilities and transforms systems

FOCAL POINTS

01. Fostering a vibrant, dynamic, and collaborative research environment

How might we provide our staff and graduate researchers with an environment that fosters open exchange of insights and knowledge within, and across, fields and disciplines?

02. Committing to knowledge-building, innovation and discovery that addresses the big challenges for society and the world

How might we make a significant contribution to the great environmental and social challenges of our time, developing world-leading solutions across these challenges in line with our mission?

03. Delivering transformative impact for industry, government and community

How might we deliver transformative research engagement and impact, for the benefit of society, government, industry and the University of Melbourne?



RESEARCH — FOCAL POINT 01

Fostering a vibrant, dynamic, and collaborative research environment

We’re ambitious to provide our staff and graduate researchers with an environment that fosters collaborative exchange of insights and knowledge within, and across, fields and disciplines.

This will ensure we establish both breadth and depth of knowledge for our School, and encourage important interconnectedness and cohesion in our collective efforts. The development of a dynamic and vibrant research environment will also further our opportunities to establish exciting research programs and attract and retain researchers of high calibre.

PRINCIPLES

Build a collaborative culture and environment
centred around inclusiveness and connectedness among staff and graduate researchers

Support for research-focussed staff in technical, professional and academic roles
ensuring opportunities for career development

Encourage cross-disciplinary collaboration
across our core fields of agriculture, food and ecosystem sciences

Support for early and mid-career academics
that ensures fulfilment and furthering of their career aspirations relating to research

Support for graduate researchers
in shaping inclusive and equitable working environments, as well as professional development

Maintain and develop research infrastructure Facilitating access to equipment, laboratories and fields sites that support research excellence

MEASURES OF SUCCESS



Number and diversity of staff / students participating in research-related events



Staff engagement measures



Graduate researcher satisfaction measures



Number of collaborations among SAFES staff (across campuses and former school)

RESEARCH — FOCAL POINT 02

Committing to knowledge-building, innovation and discovery that addresses the big challenges for society and the world

We’ll seek to make a significant contribution to the great environmental and social challenges of our time. Developing world-leading solutions across these challenges is inherent to our mission and foundational to our reputation.

We’re already contributing to the foundational discovery and innovation required, but in an uneven way and constrained by boundaries of discipline or fields of study. We’ll strengthen research outcomes across the School, and foster ambitious collaborative research programs that effectively bridge agriculture, food and ecosystems.

PRINCIPLES

Drive for the highest quality research
through commitment to, and support for, novel (esp. interdisciplinary) research and discovery efforts

Protect staff time
balancing research, teaching and leadership aspirations

Benchmark against the best
gauging our progress vs. other agriculture and ecosystem science schools (domestic and global)

Engage with Indigenous knowledge
deepening connections to the lands on which we work and their traditional custodians (see also Leadership focal point 3)

Encourage novel and innovative
approaches that can spur unique, and potentially groundbreaking contributions to our science

MEASURES OF SUCCESS

- ✓ Benchmarking against best in the world
- ✓ Timely graduate researcher completions
- ✓ Publications that reflect and represent our disciplinary focus

- ✓ Staff Increased grants, consultancies, and contracts measures
- ✓ New academic collaborations (Faculty and beyond) that address big challenges

RESEARCH — FOCAL POINT 03

Delivering transformative impact for industry, government and community

We have the capability to deliver transformative research engagement and impact, for public benefit and our own commercial benefit.

We have a strong role to play here whether through the exchange of knowledge (including with Indigenous and community organisations), contributing to societal debates (independent expert review, opinion, advice, witness etc) or delivering practical solutions. There will be many pathways and a clear priority will be the development of successful partnerships with industry, government and community in Australia and beyond.

PRINCIPLES

Identify constructive alignments with community and industry goals ensuring our research efforts and engagement are acutely targeted and relevant

Invest in partnerships training and mentoring fostering understanding of research budgets, effective knowledge translation and partnerships

Develop funding sophistication recognising different types of research funding (inc. long-term research partnerships with gov’t/industry)

Build community partnerships including establishing MOUs and Research Agreements with local and Indigenous communities

Build impact case studies demonstrating our impact with strong evidence bases in both traditional and non-traditional ways

MEASURES OF SUCCESS



Satisfaction of external partners through long-term and repeat collaborations



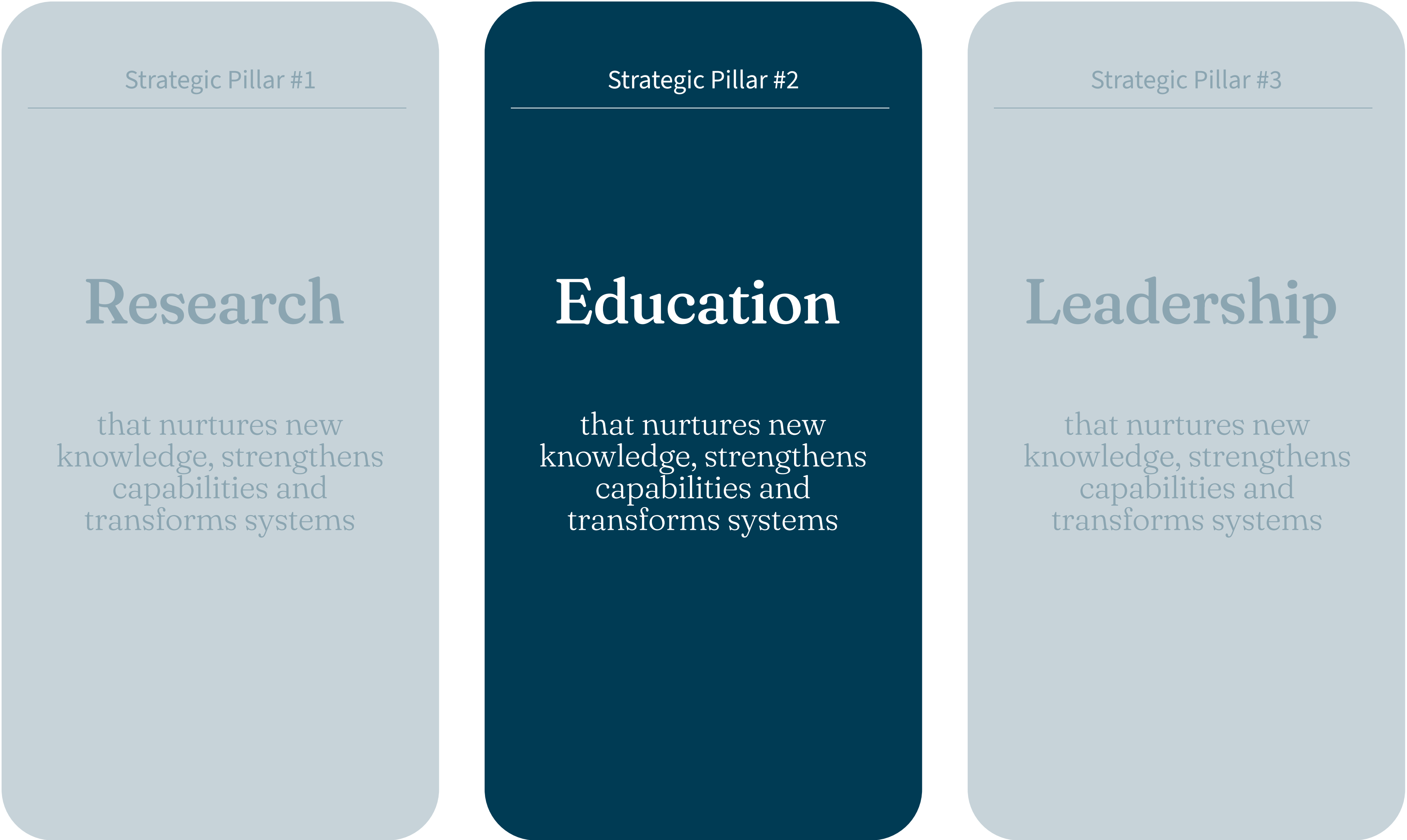
Evidence of impact (through case studies of change inc. non-traditional metrics)



Number of total and new research partnerships



Successful research funding applications



Education

that nurtures new knowledge, strengthens capabilities and transforms systems

FOCAL POINTS

01. Forging globally attractive education programs in agriculture, food and ecosystem sciences

How might we enhance global recognition of our education programs, positively influencing student perceptions and decisions, and ensuring we can continue to attract and retain high quality teaching staff?

02. Equipping career-ready graduates with the knowledge, skills and values that will enable them to make an impact on the world

How might we nurture highly knowledgeable and skilled individuals who can go on to tackle complex issues on the domestic and international stage, and drive change toward a more sustainable future?

03. Delivering diverse, world-class student-centred learning experiences across and beyond our campuses

How might we create courses with opportunities for diverse learning experiences, with experiential and hands-on learning to the fore, giving students unique opportunities to apply their education to real-world problems?



EDUCATION — FOCAL POINT 01

Forging globally attractive education programs in agriculture, food and ecosystem sciences

We see our ability to attract international and domestic students as fundamental to our future success.

It’s vital therefore that we grow global recognition of our the education programs to which our staff contribute, that positively influence student perceptions and decisions, and ensure we can continue to attract and retain high quality teaching staff. This level of recognition depends on bringing diverse perspectives and experiences into the curriculum, and making those opportunities evident for all.

PRINCIPLES

Work with Faculty Marketing and Communications to raise the visibility and profile of programs and pathways after graduation

Provide guidance around teaching innovation allowing for flexibility and innovation, and for academics/committees to submit changes effectively

Encourage recognition and celebration for academic excellence in teaching and contributions to our School’s knowledge base

Engage with alumni maintaining and extending connections and partnering to support our mission

Create culture of improvement via continuous review of subjects, courses and programs, and evidence-based future planning

Support diverse graduate student cohort ensuring that we strongly invest in those from diverse backgrounds to become future leaders

MEASURES OF SUCCESS



Increased engagement with industry, building on program reviews (TALQAC,QILT)



Employment after graduation



Numbers of enrolments in subjects, majors and courses



Education program engagement with prospective and current students



Increased domestic interest in graduate research programs

EDUCATION — FOCAL POINT 02

Equipping career-ready graduates with the knowledge, skills and values that will enable them to make an impact on the world

Graduates who are motivated to work toward flourishing environments and community are essential to the overall vision of our School. Highly knowledgeable and skilled individuals are required to tackle complex issues on the domestic and international stage—so our graduates must be ready to make their contribution, and to support industry change toward a more sustainable future. It is our role to get them career-ready.

PRINCIPLES

Build sustainability knowledge into programs
ensuring that sustainability knowledge, skills and values are represented effectively

Emphasise learning outcomes
developing interdisciplinary content that supports core learning outcomes and making these visible

Deepen industry connections
so our students, academics and professionals can benefit from ongoing advice and guidance

Create opportunity for global studies
exploring opportunities for global learning through subjects and internships

Build practical exposure
enabling students to take field trips, see real-world issues and understand concerns of contemporary industry

MEASURES OF SUCCESS

✓ Benchmarking against best in the world

✓ Staff Increased grants, consultancies, and contracts measures

✓ Timely graduate researcher completions

✓ New academic collaborations (Faculty and beyond) that address big challenges

EDUCATION — FOCAL POINT 03

Delivering diverse, world-class student-centred learning experiences across and beyond our campuses

We are committed to evidence-based teaching that builds on excellence in education scholarship.

Experiential and hands-on learning is a vital feature of the future student experience, and our campuses at Burnley, Dookie and Creswick already provide unique opportunities for students to apply their education to real-world problems. This is an incredible basis upon which to build and deliver a world-class education offering. We must also cater for students needing to learn in different ways, so flexibility in our education practices will become more and more important.

PRINCIPLES

Deliver diversity of learning experiences
at a program level (while reducing complexities of any individual subjects)

Foster evidence-based education practices
supported by growing education scholarship in agriculture, food and ecosystem sciences

Work with wider University to shape future for teaching infrastructure engaging with attention to diverse teaching approaches in SAFES

Encourage peer support
reactivate peer review of teaching and support processes for this in the School

Uphold workload model
enabling time for quality education and subject improvement

Explore new technology
supporting experimentation and integration where it can enhance education and learning

MEASURES OF SUCCESS

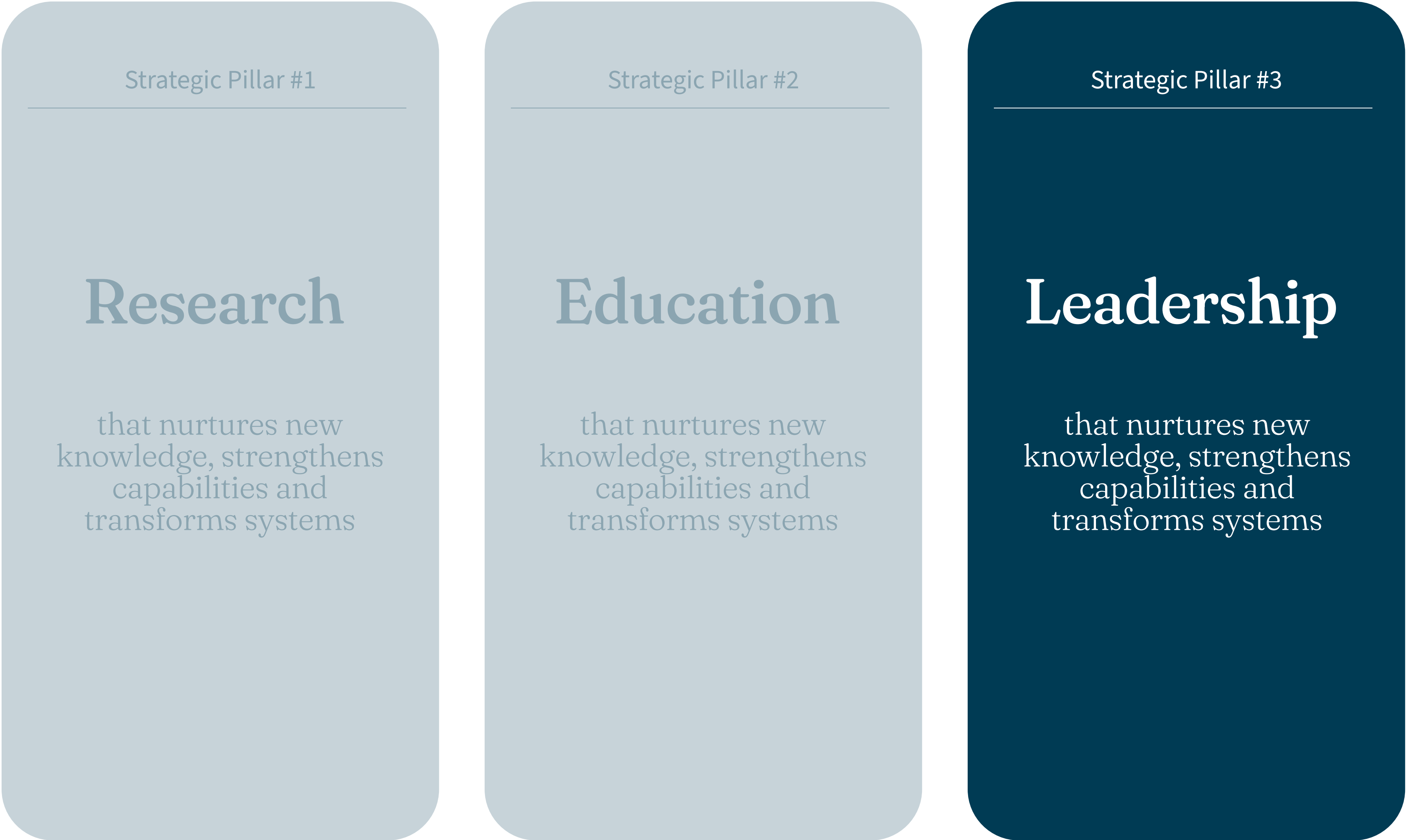
✓ Student engagement in learning activities

✓ Evidence of effective staff workload model

✓ Student feedback

✓ Education scholarship framework

✓ Teaching and Learning grant income



Leadership

that nurtures new knowledge, strengthens capabilities and transforms systems

FOCAL POINTS

01. Modelling and embedding a distributed, supportive and inclusive approach to leadership

How might we acknowledge and model the importance of leadership on many levels—from capability to culture, building capacity and establishing clear development pathways?

02. Growing the local and global reputation of the School as a leader in research and education excellence and integrity

How might we establish our school as a trusted source of knowledge, advice, solutions and education in agriculture, food and ecosystems, founded on excellence and integrity?

03. Fostering stronger partnerships with First Nation organisations and individuals

How might we sustain stronger partnerships with the original custodians of the lands and waterways across the Australian continent, and acknowledge our ethical responsibility in relation to agriculture, ecosystems and food?



LEADERSHIP — FOCAL POINT 01

Modelling and embedding a distributed, supportive and inclusive approach to leadership

We acknowledge and model the importance of leadership on many levels—from capability to culture. The right approach will build the capacity of our staff (across research, teaching and professional groups) and establish clear development pathways.

Embedded in our ways of working, it will help establish appropriate standards, encourage a culture of continuous improvement and drive staff engagement, collaboration and belonging within the School. Importantly, as we develop the leadership capability of our staff and graduate researchers we will be enabling succession planning and building foundations for the School’s longevity.

PRINCIPLES

Communicate our leadership approach
clear articulation and visibility of our approach and framework for all staff

Develop leadership skills
focusing on skills and supports that develop the rhythm of distributed leadership

Embed key processes
ensuring our leadership approach can be used effectively across all work groups, activities, and roles

Promote and uphold standards
reflection and action relating to standards and continuous improvement

Sponsor opportunities for leadership
providing guidance for staff and graduate researchers seeking leadership exposure

MEASURES OF SUCCESS



Presence of leadership framework



Staff engagement measures



Staff training and development

LEADERSHIP — FOCAL POINT 02

Growing the local and global reputation of the School as a leader in research and education excellence and integrity

We are new but formed on the base of a number of established Schools, with potential far beyond the sum of our parts. From here, there is work ahead to build a reputation and profile for our research and teaching, and we have decades of experience behind us to give us the greatest possible start.

Above all, we want to be a trusted source of knowledge, advice, solutions and education in agriculture, food and ecosystems. This will require us to craft a profile founded foremost on excellence and integrity in all we do. Such a reputation will smooth the way for all our work.

PRINCIPLES

Define our reputation ambitions

exploring the reputation we seek across the disciplines of agriculture, food and ecosystem sciences

Reward appropriate efforts

promoting collective behaviours that can grow our reputation and uphold our ethics

Communicate our goals

clearly establishing the outcomes we’re working toward as a School

Track our rankings

ensuring we are constantly monitoring our progress against our stated ambitions and desired outcomes

Build profile strategically

encourage engagement with profile development as appropriate and create clear plans

MEASURES OF SUCCESS



Growth in national and international recognition



Growth in response rates to recruitment campaigns and efforts



Rankings in agriculture, food and ecosystem sciences



Website visits (domestic and international)

LEADERSHIP — FOCAL POINT 03

Fostering stronger partnerships with First Nations organisations and individuals

We are privileged to work and learn every day with Indigenous colleagues and partners. We understand the importance of the work we do together, and in partnership with external First Nations organisations and individuals.

We also acknowledge our ethical responsibility in recognising the unique place held by Aboriginal and Torres Strait Islander peoples as the original custodians of the lands and waterways across the Australian continent. In that context, our actions must always be accountable in relation to agriculture, ecosystems and food. Sustaining stronger partnerships in this domain is an important aspect of our vision and mission—and will serve to enhance and strengthen our work into the future.

PRINCIPLES

Develop structures to guide partnerships that will shape our approach to relationship-building and engagement with First Nations organisations

Support Indigenous staff and student development ensuring there is clarity around broad opportunities and professional development specifically

Foster education and research partnerships making sure that planning and implementation of Indigenous partnerships is an ongoing priority

Drive for Indigenous staff appointments recruitment of Indigenous scholars

MEASURES OF SUCCESS



First Nation perspectives in education



Indigenous staff numbers and retention



Long-lasting partnerships with First Nations organisations



Indigenous student numbers and retention

**What are the Values
that will characterise
our approach in
working together
toward our goals?**



- 01

Community

We value and support diverse perspectives and cultures. We are at our best when collaborating in a spirit of respect, trust, generosity and belonging.
-
- 02

Leadership

We support and nurture leadership across all career stages and roles. We show courage and accountability in all we do.
-
- 03

Excellence

We thrive when doing outstanding and rigorous science. We celebrate and foster high scientific and teaching standards.
-
- 04

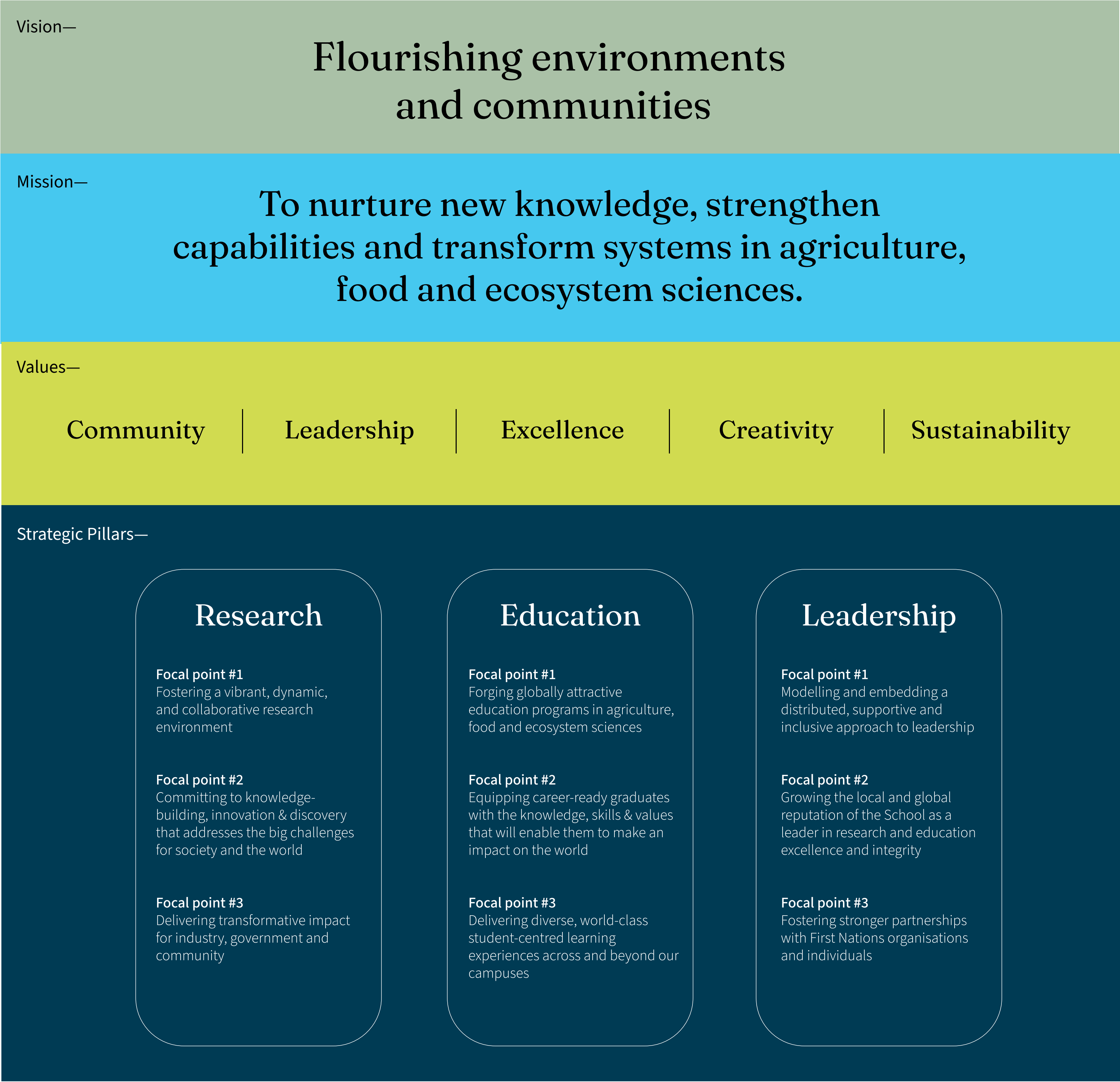
Creativity

We foster curiosity, discovery and critical inquiry.
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- 05

Sustainability

We value the welfare of all people and nature. We work to make the world a better place.

The SAFES Five-Year Plan 2025—30



03

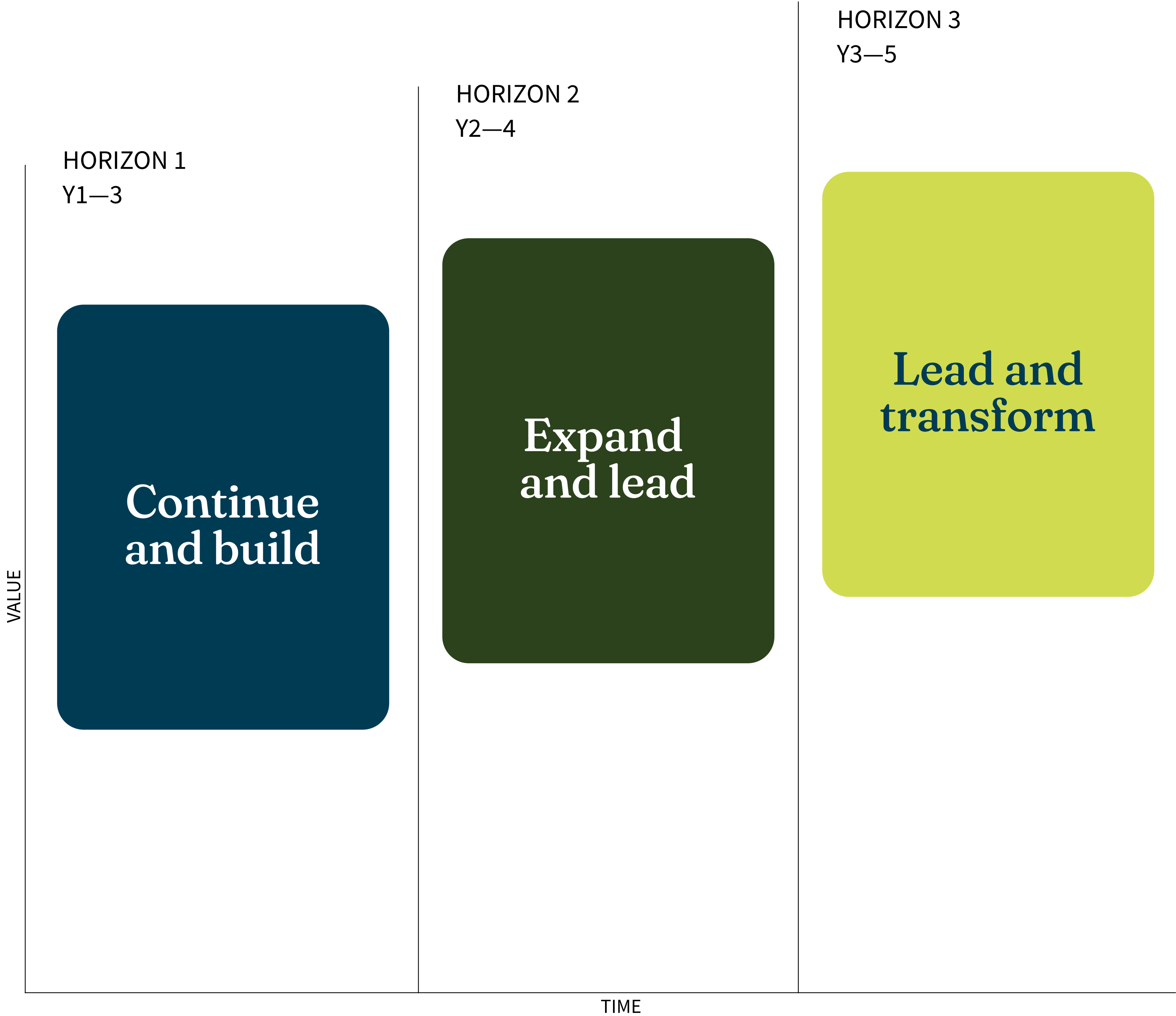
Roadmap 2025—30

Roadmap principles

PRINCIPLE #1	Evaluate progress from the start	Every strategic document runs the risk of being treated as an artefact. This is never a good outcome. We should treat our SAFES Roadmap as a living document. One that demands we review it regularly and track progress from the start.
PRINCIPLE #2	Constantly correct course	A plan is only so good as its fit with what’s happening in the world right now. If we find our plan is sending us on a course that isn’t where we need to be, we have be ready to pivot, make adjustments and refocus our energies.
PRINCIPLE #3	Stay the journey and resist short-termism	Our Five-Year Plan is necessarily visionary but it will need insulating from short-termism as we work toward our goals. This can emerge particularly in key decision scenarios where we are forced to make choices. We should stay the course.
PRINCIPLE #4	Enable people with time, space and support	Clear and effective workload model and administrative processes will support our staff to explore, learn and share as we deliver on our collective objectives.

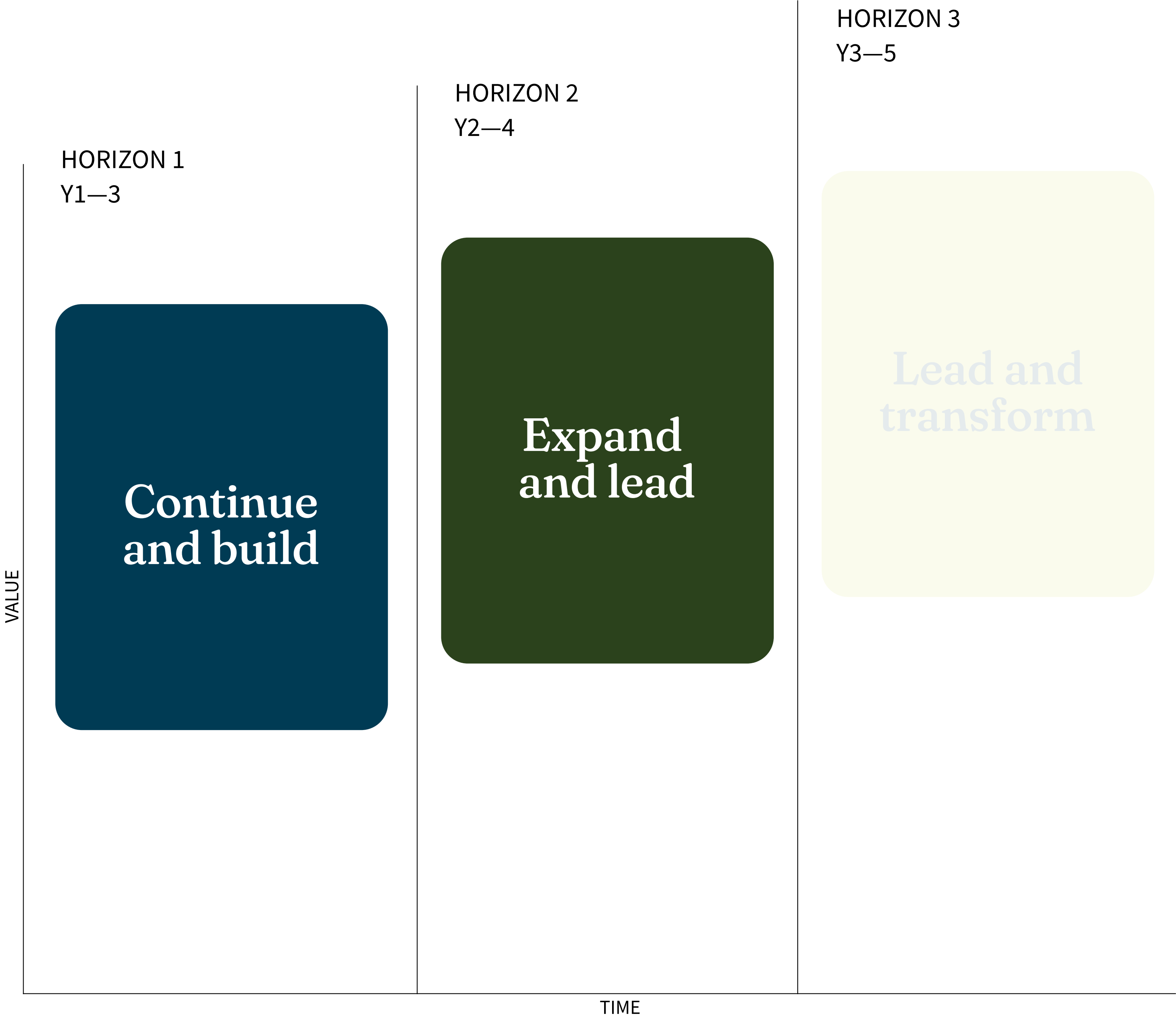
Roadmap model

In this roadmap model earlier phases are focused on building around our current strengths while later phases are focused on new and transformative initiatives—all in service of our overall Vision and Mission. Each time horizon will contain multiple activities relating to our Strategic Pillars. The focus of this first version of our plan is Horizon 1—Continue and Build.



Horizon 1— Continue and Build

In the subsequent pages we will walk through the Horizon 1 priority actions for each pillar and establish targets and milestones. The priority actions feature a blend of existing activities that are well aligned to our plan (‘continue’) and newer initiatives that require building from scratch to some degree (‘build’).



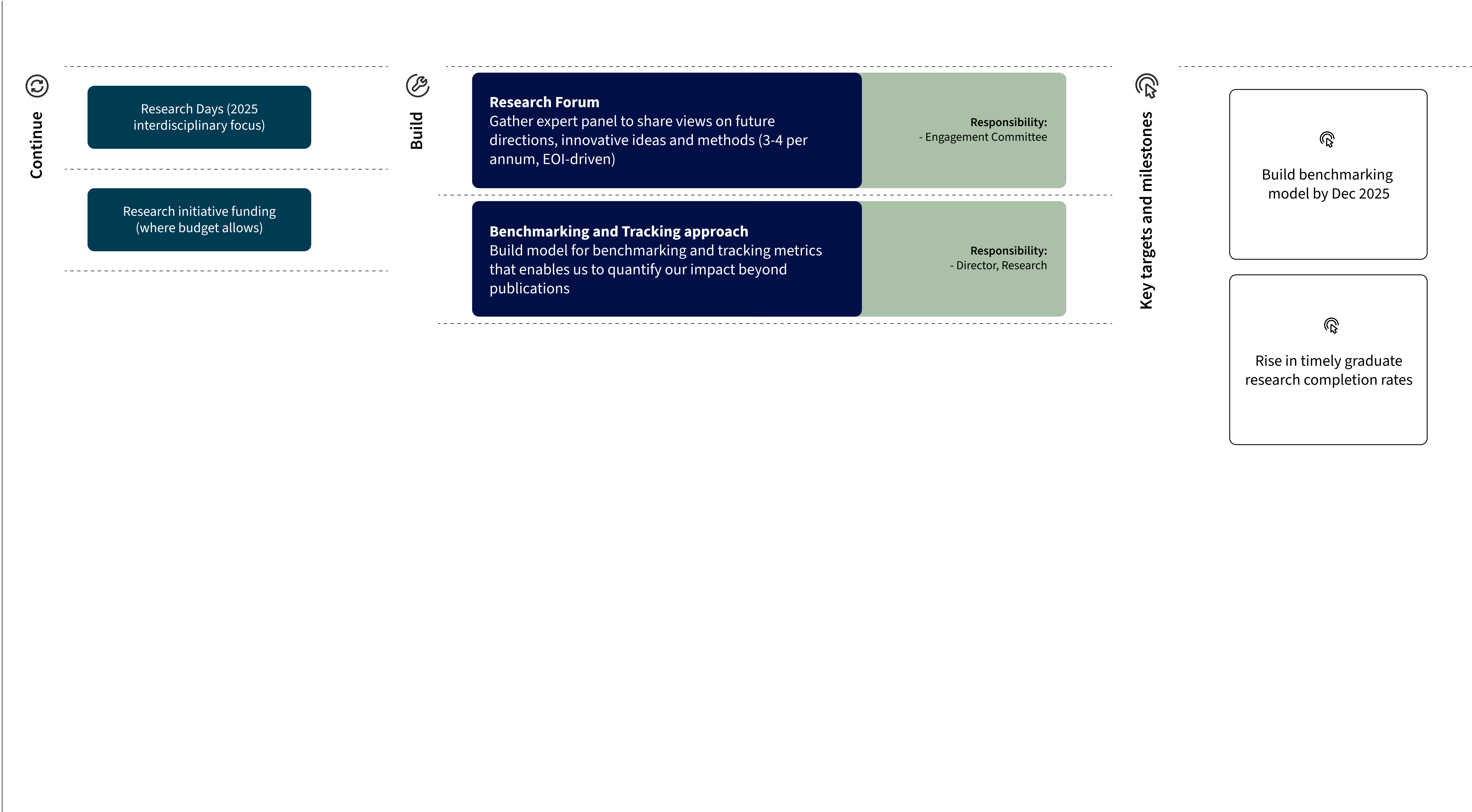
Research

FOCAL POINT 1 — Fostering a vibrant, dynamic, and collaborative research environment



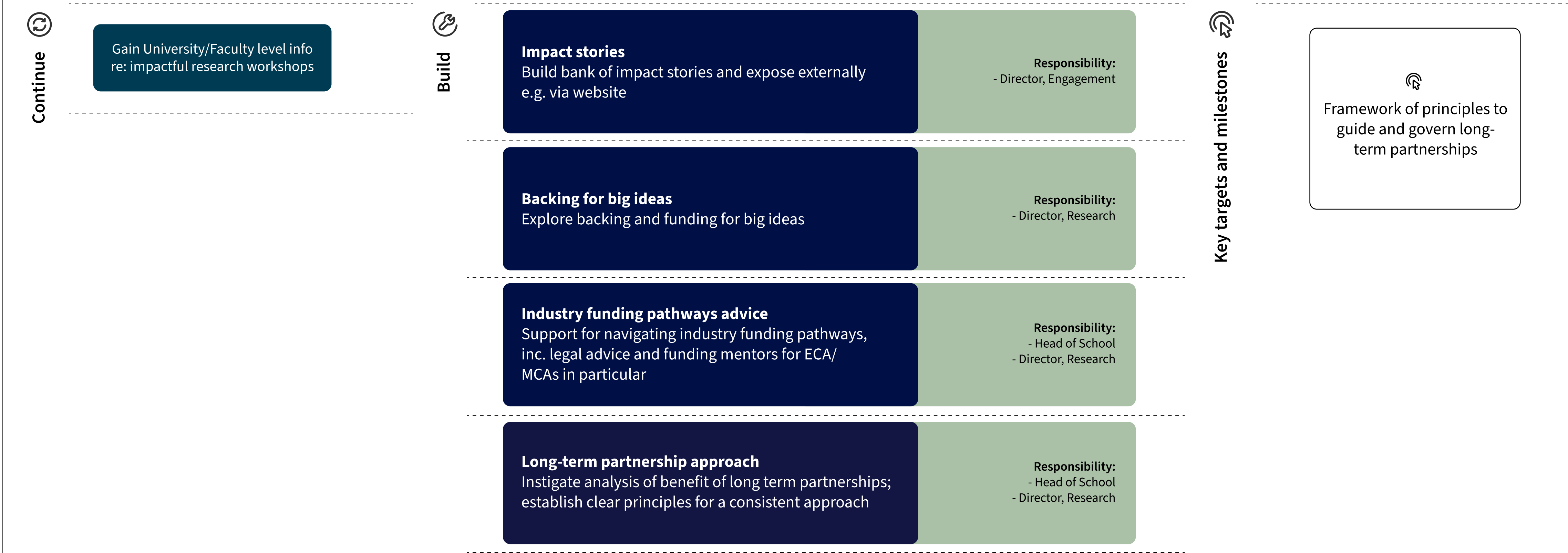
Research

FOCAL POINT 2 — Committing to knowledge-building, innovation and discovery that addresses the big challenges for society and the world



Research

FOCAL POINT 3 — Delivering transformative impact for industry, government and community



Research—summary



	CONTINUE	BUILD	2025	2026	2027
FOCAL POINT 1 — Fostering a vibrant, dynamic, and collaborative research environment	ECA/MCA support Graduate Researchers support Dedicated culture role SAFES newsletter Inter-campus mobility	ECA/MCA planning Work with ECA/MCAs to determine resources and support required Continuing Research Contingent development framework Establish clear approach to supporting CRC career development and contributions to School	GR committee clarity Support consistent approach to supervision and advisory committees Research orientation Ensure first staff meeting of the year includes orientation to research processes.		
FOCAL POINT 2 — Committing to knowledge-building, innovation and discovery that addresses the big challenges for society and the world	Research Days (2025 interdisciplinary focus) Research initiative funding (where budget allows)	Benchmarking and Tracking approach Build model that enables us to quantify our impact beyond publications Research Forum Gather expert panel to share views on future directions, ideas, methods (3-4 p/a, EOI-driven)			
FOCAL POINT 3 — Delivering transformative impact for industry, government and community	Gain University/Faculty level info re: impactful research workshops	Impact stories Build bank of impact stories and expose externally e.g. via website Backing for big ideas Explore backing and funding for big ideas Industry funding pathways advice Support for navigating industry funding pathways, inc. legal advice and funding mentors for ECA/MCAs in particular Long-term partnership approach Instigate analysis of benefit of long term partnerships; establish clear principles for a consistent approach			

Education

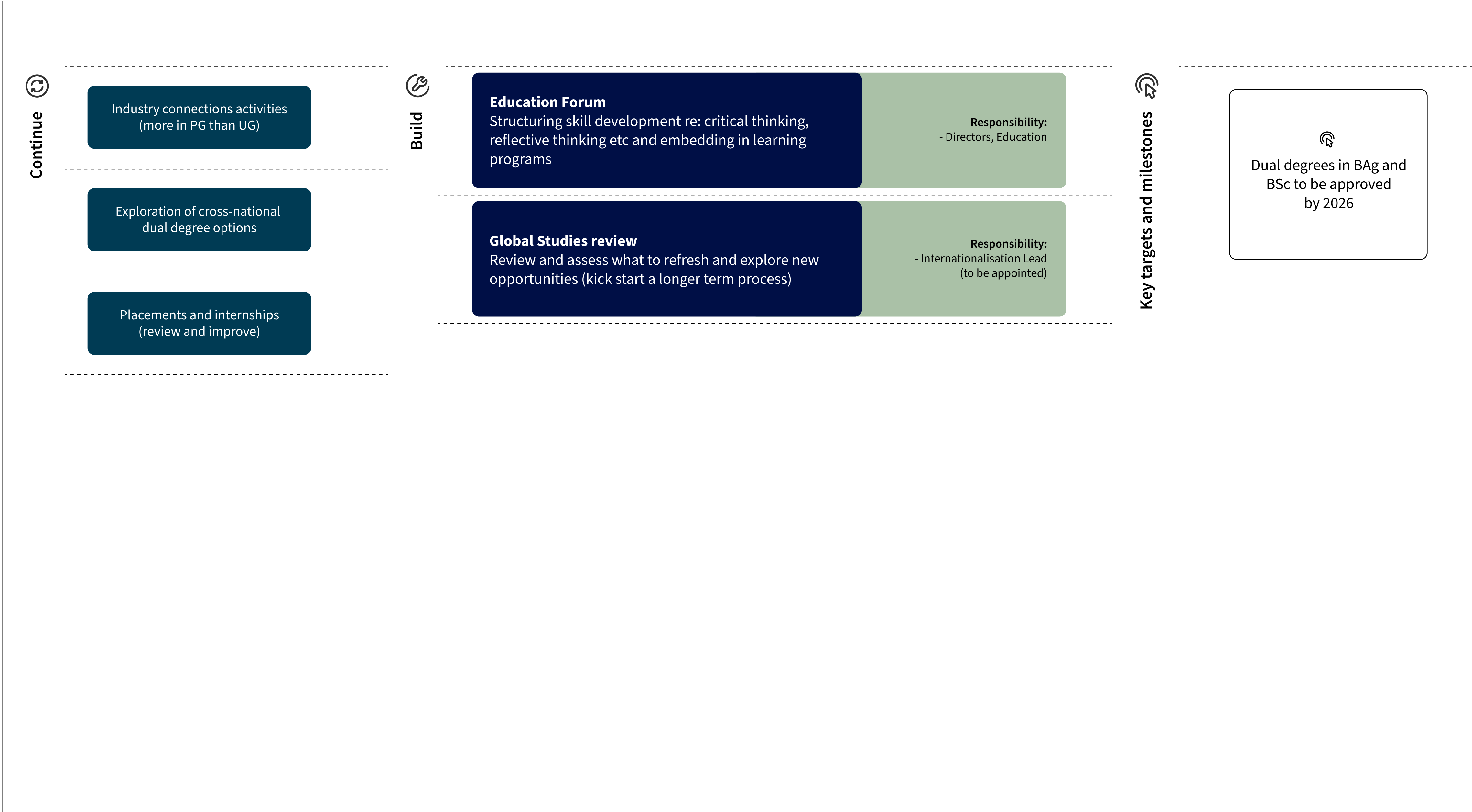
FOCAL POINT 1 — Forging globally attractive education programs in agriculture, food and ecosystem sciences



Education



FOCAL POINT 2 — Equipping career-ready graduates with knowledge, skills and values that will enable them to make an impact on the world



Education

FOCAL POINT 3 — Delivering diverse, world-class student-centred learning experiences across and beyond our campuses



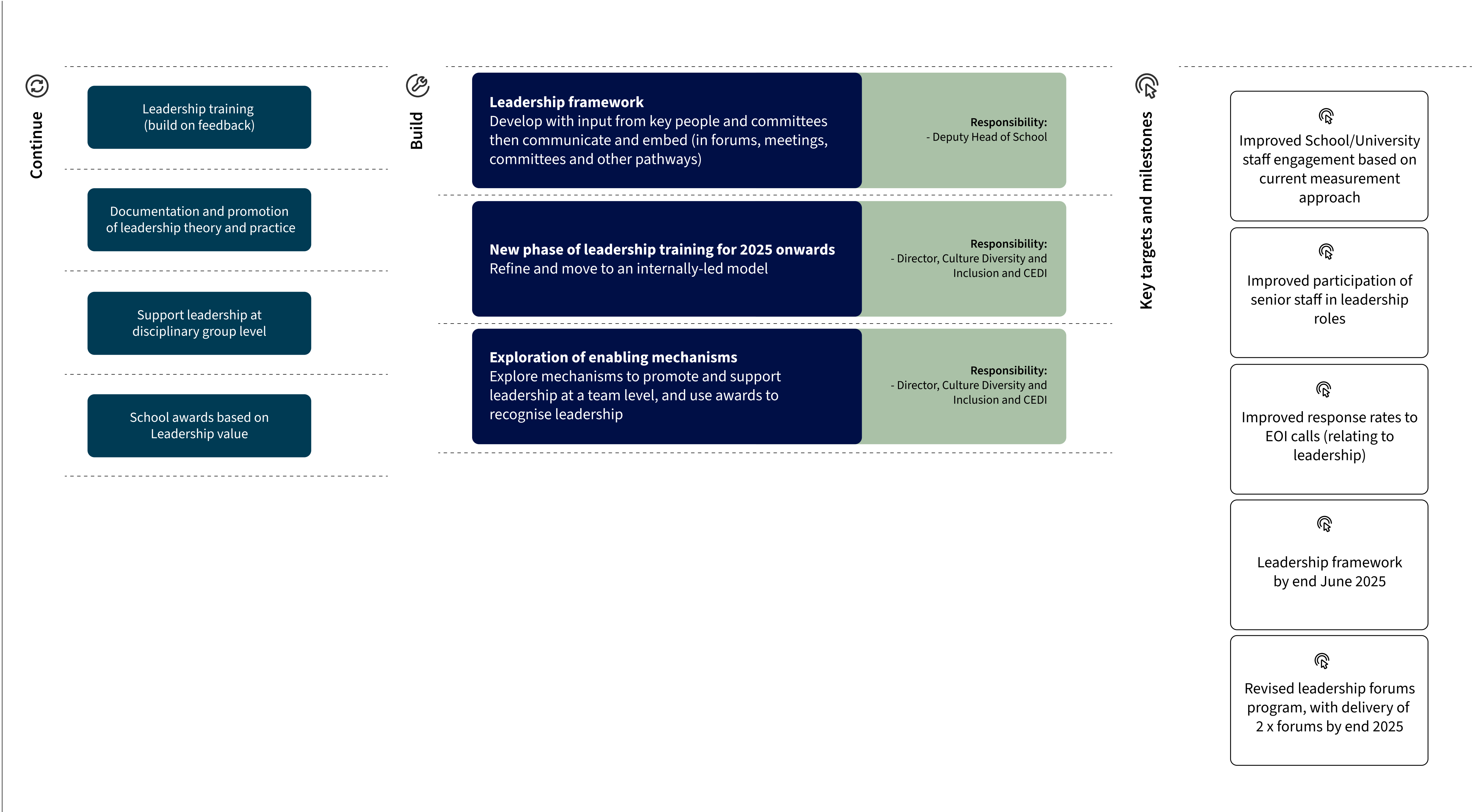
Education—summary



	CONTINUE	BUILD	2025	2026	2027
FOCAL POINT 1 — Forging globally attractive education programs in agriculture, food and ecosystem sciences	Interdisciplinary approaches Maintenance of innovation within existing programs Focus on global challenges within curriculum (review) Internationalisation within capstone subjects	Identify internationalisation lead Establish role for an individual who can support internationalisation of curriculum Harness marketing resources Actively engage at the Faculty level to ensure good representation of disciplines in SAFES			
FOCAL POINT 2 — Equipping career-ready graduates with knowledge, skills and values that will enable them to make an impact on the world	Industry connections activities (more in PG than UG) Exploration of cross-national dual degree options Placements and internships (review and improve)	Education Forum Structuring skill development re: critical thinking, reflective thinking etc and embedding in learning programs Global Studies review Review and assess what to refresh and explore new opportunities (kick start a longer term process)			
FOCAL POINT 3 — Delivering diverse, world-class student-centred learning experiences across and beyond our campuses	Workload model continuation Initiatives that support teaching scholarship	Workload model Workload model delivered by end 2025			

Leadership

FOCAL POINT 1 — Modelling and embedding a distributed, supportive and inclusive approach to leadership



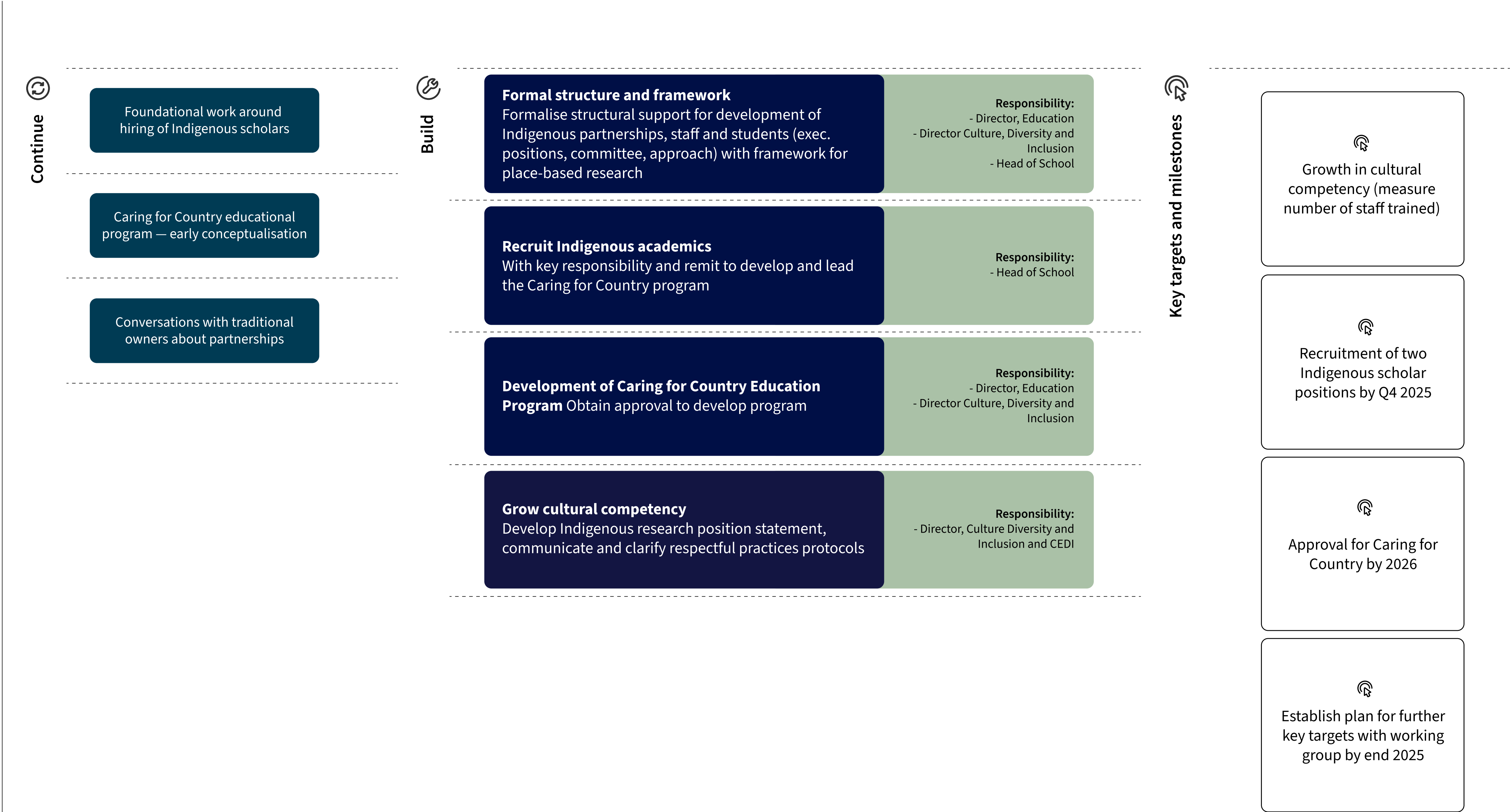
Leadership

FOCAL POINT 2 — Growing the local and global reputation of the School as a leader in research and education excellence and integrity



Leadership

FOCAL POINT 3 — Fostering stronger partnerships with First Nation organisations and individuals



Leadership—summary



	CONTINUE	BUILD	2025—	2026—	2027—
FOCAL POINT 1 — Modelling and embedding a distributed, supportive and inclusive approach to leadership	Leadership training (build on feedback) Documentation and promotion of leadership theory and practice Support leadership at disciplinary group level School awards based on Leadership value	Leadership framework Develop with input from key people and committees then communicate and embed	New phase of leadership training for 2025 onwards Refine and move to an internally-led model		
				Exploration of enabling mechanisms Explore mechanisms to promote and support leadership at a team level, and use awards to recognise leadership	
FOCAL POINT 2 — Growing the local and global reputation of the School as a leader in research and education excellence and integrity	School vision and strategy work (inc. website) Nurturing and evolving external partnerships/relationships School awards (based on how we want to be known)	School rankings tracking Establish plan for tracking our rankings vs. other Schools		External public profile strategy Build strategy for public profile and external events, incl. roles of social media and webpage Open days / Discovery days Develop plan for opening the School to public and prospective student candidates	
FOCAL POINT 3 — Fostering stronger partnerships with First Nation organisations and individuals	Foundational work around hiring of Indigenous scholars Caring for Country educational program — early conceptualisation Conversations with traditional owners about partnerships	Recruit Indigenous academics With key responsibility and remit to develop and lead the Caring for Country program		Development of Caring for Country Program Obtain approval to develop program Grow cultural competency Develop Indigenous research position statement, communicate and clarify respectful practices protocols	Formal structure and framework Formalise structural support for development of Indigenous partnerships, staff and students

Horizon 1 SAFES Roadmap: summary

		CONTINUE	BUILD	2025—	2026—	2027—
 Research	FOCAL POINT 1 — Fostering a vibrant, dynamic, and collaborative research environment	- ECA/MCA support - Graduate Researchers support - Dedicated culture role - SAFES newsletter - Inter-campus mobility		ECA/MCA planning Continuing Research Contingent development framework	GR committee clarity Research orientation	
	FOCAL POINT 2 — Committing to knowledge-building, innovation and discovery that addresses the big challenges for society and the world	- Research Days (2025 interdisciplinary focus) - Research initiative funding (where budget allows)		Benchmarking and Tracking approach Research Forum		
	FOCAL POINT 3 — Delivering transformative impact for industry, government and community	Gain University/Faculty level info re: impactful research workshops		Impact stories Backing for big ideas Industry funding pathways advice Long-term partnership approach		
 Education	FOCAL POINT 1 — Forging globally attractive education programs in agriculture, food and ecosystem sciences	- Interdisciplinary approaches - Maintenance of innovation within existing programs - Focus on global challenges within curriculum (review) - Internationalisation within capstone subjects		Identify internationalisation lead Harness marketing resources		
	FOCAL POINT 2 — Equipping career-ready graduates with knowledge, skills and values that will enable them to make an impact on the world	- Industry connections activities (more in PG than UG) - Exploration of cross-national dual degree options - Placements and internships (review and improve)		Education Forum Global Studies review		
	FOCAL POINT 3 — Delivering diverse, world-class student-centred learning experiences across and beyond our campuses	- Workload model continuation - Initiatives that support teaching scholarship		Workload model		
 Leadership	FOCAL POINT 1 — Modelling and embedding a distributed, supportive and inclusive approach to leadership	- Leadership training (build on feedback) - Documentation and promotion of leadership theory and practice - Support leadership at disciplinary group level - School awards based on Leadership value		Leadership framework New phase of leadership training for 2025 onwards Exploration of enabling mechanisms		
	FOCAL POINT 2 — Growing the local and global reputation of the School as a leader in research and education excellence and integrity	- School vision and strategy work (inc. website) - Nurturing and evolving external partnerships/relationships - School awards (based on how we want to be known)		School rankings tracking External public profile strategy Open days / Discovery days		
	FOCAL POINT 3 — Fostering stronger partnerships with First Nation organisations and individuals	- Foundational work around hiring of Indigenous scholars - Caring for Country educational program - Conversations with traditional owners about partnerships		Recruit Indigenous academics Development of Caring for Country Education Program Formal structure and frameworks Grow cultural competency		

Contact

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