

# UNIVERSITY GRADUATE PROFILE REFRESH

BACKGROUND ON THE PROPOSED CHANGES

## Contents

<b>1. Executive Summary</b>	<b>2</b>
<b>2. Strategic context for change</b>	<b>3</b>
<b>3. University Graduate Profile working group</b>	<b>3</b>
<b>4. Approach undertaken to refresh the University Graduate Profile</b>	<b>3</b>
4.1 Gap Analysis: To inspire discussion and feedback	4
4.2 Consultation: Initial feedback round	4
4.3 Feedback analysis	5
<b>5. Summary of feedback</b>	<b>5</b>
<b>6. Incorporating feedback and alignment with gap analysis</b>	<b>5</b>
<b>7. What has been produced and next steps</b>	<b>6</b>
Consultation on the refreshed University Graduate Profile	6

## 1. Executive Summary

University education can be a transformative experience for students, and the current Waipapa Taumata Rau | The University of Auckland Graduate Profile expresses aspirations that our graduates become scholars, leaders, innovators and global citizens. Our University Graduate Profile, and the alignment of our teaching with it, helps clearly demonstrate to current and future students, and external agencies, how we equip our students with the capabilities we believe are important for these aspirations.

It is a critical foundational statement for our teaching.

In 2015, the University adopted a three-tier structure for its graduate profile: aspirations, themes and capabilities. The current refreshment pertains to the aspirations and themes, with the capabilities to be refreshed in the embedded graduate profiles for each programme from 2022.

- Level 1: Aspirations capture the University's overarching strategic aspirations for all its students. We currently aim to give students the opportunity to become scholars, innovators, leaders, and global citizens.
- Level 2: Themes represent the groups of capabilities which the University seeks to foster in all its graduates. Currently they are: Disciplinary Knowledge and Practice; Critical Thinking; Solution Seeking; Communication and Engagement; Integrity and Independence; and Social and Environment Responsibilities.
- Level 3: Capabilities are specific to each qualification and are expressed as concrete outcomes which can be assessed.

The Graduate Profile Working Group identified gaps and ways to better align with [Taumata Teitei](#). Feedback was sought in late-September from staff and students on their views about how to address these aspects of the graduate profile. From this initial round of feedback, a proposed refreshed University Graduate Profile has been prepared for consultation with staff, students, iwi and other external stakeholders, aiming for approval in early-2022.

Once this is completed, faculties will refresh the graduate profiles associated with each individual programme to ensure they remain aligned with the overall University graduate profile. This will ensure that all courses have learning outcomes and assessments that are appropriately related to both the aspirations of the Universities and the programmes in which they sit.

This document provides further detail and context on the approach taken to refresh the University Graduate Profile, including feedback themes from the initial round of consultation that have shaped the proposed changes and next steps.

## 2. Strategic context for change

The University Graduate Profile is a critical foundational statement for teaching at Waipapa Taumata Rau | The University of Auckland.

Since its introduction in 2015, the University's current Graduate Profile has shaped the individual graduate profiles of the degrees offered, and the design of its programmes and individual courses. The University is held accountable to show its programmes are balanced and that all its students have the opportunity to develop the capabilities that are specified. Awareness of the importance of the Graduate Profile has grown among the University's community, and the alignment is visibly demonstrated in the information that is provided about each course and its learning outcomes.

Taking stock, it is six years since the introduction of the current graduate profile, and the world is in a state of flux. There are both exciting opportunities - and challenges - posed by the concerns of the age. In addition, the distinctive, bold vision for the University expressed in the University's new strategy [Taumata Teitei](#), drives the need for a refresh of our graduate profile to ensure it best captures the University's aspirations for its students. A key consideration for the future is how best to incorporate te ao Māori principles signalled in Taumata Teitei in ways consistent with our emerging Waipapa Toitū framework, which include the importance of:

- Manaakitanga – Caring for those around us in the way we relate to each other.
- Whanaungatanga – Recognising the importance of kinship and lasting relationships.
- Kaitiakitanga – Valuing stewardship and guardianship and our relationship with the natural world.

## 3. University Graduate Profile working group

The Graduate Profile working group was formed as part of the [Curriculum Framework Transformation Programme](#) to assist with the review and includes the following members:

Barbara Staniforth (Lead-Faculty of Education and Social Work), Duncan McGillivray (Faculty of Science), Susan Geertshuis (Faculty of Business and Economics), Sue Laurenson (Faculty of Business and Economics), Oriel Kelly (Faculty of Law), Daniel Wilson (Faculty of Science), Patrick Girard (Faculty of Arts), Deborah Walker-Morrison (Faculty of Arts), Jamie Denton (Senior Learning Designer), Claire Donald (Faculty of Engineering), Ashwini Datt (Faculty of Medical and Health Sciences), Laura Wilkinson-Meyers (Faculty of Medical and Health Sciences), Mark Andrews (Faculty of Engineering), David Lines (Faculty of Creative Arts and Industries), Marcia Leenen-Young (Faculty of Arts).

## 4. Approach undertaken to refresh the University Graduate Profile

The University Graduate Profile refresh process is four-phased:

- **Phase One:** Response to current University Graduate Profile in light of the gap analysis and prompts for discussion
- **Phase Two:** Development of proposed new University Graduate Profile draft
- **Phase Three:** Feedback to new University Graduate Profile draft, followed by submission of final Refreshed Graduate Profile for approval by Senate
- **Phase Four:** Embedding of Refreshed Graduate Profile into faculty programmes/disciplines.

The Graduate Profile Working Group, under the auspices of the Curriculum Framework Transformation Taskforce (CFTT) reviewed the current Graduate Profile and Taumata Teitei and identified opportunities for better alignment between the two documents.

Feedback ([Section 4.2](#)) was sought in late September/early-October 2021 on suggestions to address the graduate profile gap analysis. From this, a draft refreshed University Graduate Profile was developed for further consultation.

The below sub-sections further detail the approach taken and additional inputs to refresh the University Graduate Profile.

#### 4.1 Gap Analysis: To inspire discussion and feedback

The Graduate Profile working group, reviewed feedback that had been received from staff during the earlier consultation on the development of Taumata Teitei.

A gap analysis was conducted in 'Phase One' by comparing the existing graduate profile with the wording and spirit of Taumata Teitei. The aim was to identify necessary shifts in content and emphasis so that the refreshed graduate profile would be in alignment with the University's strategy and so provide a clear guide to curriculum development.

The gap analysis was summarised and was included in a background document which was used in the initial consultation.

#### 4.2 Consultation: Initial feedback round

The following four questions were developed to promote feedback and discussion:

1. 'We have suggested in our gap analysis that our graduate aspirations should be modified in light of Taumata Teitei. Do the modifications proposed appropriately reflect the University's purpose, vision, values and manaakitanga, whanaungatanga, and kaitiakitanga as expressed in Taumata Teitei?'
2. 'We have suggested that we add a new theme encompassing our Te Tiriti, kaupapa Māori, and Matauranga Māori capabilities, rather than combining them in the "social and environmental responsibilities" theme. Is this appropriate?'
3. 'We have identified modifications to the current capability themes. Are these appropriate?'
4. 'Do you have any further suggestions about the effectiveness of the current graduate profile and the proposed refresh?'

Feedback was then sought in a variety of ways including:

- Existing forums, including those in faculties and CFT Programme working groups etc.
- Student feedback from faculty focus groups
- The CFT Programme sponsor and co-sponsors
- A Staff Qualtrics survey which included:
  - four open-ended questions
  - the option for the respondent to identify themselves via email, and
  - demographic information identifying respondents' faculty and an 'other' for service division/LSRI
- A corresponding student Qualtrics study
- The option to provide feedback via email

### 4.3 Feedback analysis

The feedback received during the initial round of engagement was collated and then grouped and summarised by each of the questions asked ([Section 4.2](#)).

A summary arising from feedback received via the survey and wider forums was created ([Section 5: Emerging themes](#)) and feedback from various groups—e.g., faculties, working groups, and others—was also read and considered for discussion.

## 5. Summary of feedback

- Most of the of feedback supported the indications of the gap analysis. There was occasional strong opposition expressed as well. Some of the feedback themes provided included:
- **Local vs Global citizens:** There was a mix of reactions on putting an ideal of local culture and values against an ideal of an international or universal citizenship. There was concern that we may be creating a contrast that invites polarisation.
- **Transdisciplinary vs Excellence in discipline:** A recurring theme was the perception that transdisciplinarity comes at the expense of disciplinary excellence ('academic excellence' was mentioned on several occasions).
- **Problem-based, future-oriented profile:** Another polarising aspect of the previous profile was how it emphasised problem-solving for the future, real-world problems, entrepreneurship and leadership. We got stronger support for these themes from the more vocational disciplines, and much less support from other disciplines.
- **Why are we doing this, and what evidence have we for the proposed change?:** There was concern that the refresh would align two documents together without evidence that it would be an improvement on the current graduate profile, or worse, that it may become a wordy document that initiates a lot of change, without benefit.
- **Keep it simple, stupid!:** There was advice to try and keep the document simple, to define terms (such as 'transdisciplinarity'), to avoid using jargon, and to simplify the communication if possible, keeping in mind the broad range of external audiences (prospective students (e.g., school leavers and international), parents, teachers, employers, accreditation bodies).

## 6. Incorporating feedback and alignment with gap analysis

An initial draft was produced which sought to address the gap analysis, drew extensively from Taumata Teitei and responded to feedback and comments from Pūtoi Ako, Māori & Pasifika colleagues, student representatives, and PVCs Māori past and present. Feedback received from the Qualtrics survey, CFT working groups and faculty consultations was then considered, and when consistent with the direction of Taumata Teitei, incorporated into the initial draft.

This draft aimed to sketch out ways to position Mātauranga and tikanga Māori at the forefront of aspirations for graduates and throughout the themes or clustered competencies, by firstly suggesting a preamble drawn from p2. of Taumata Teitei that weaves together "Taumata" as Aspiration; the whakataukī that opens our Strategic Plan and our name, Waipapa Taumata Rau, together with an acknowledgement of the mana whenua of Ngāti Whatua Orakei, who gifted it to us.

The Pro Vice-Chancellor Māori was consulted about how best to acknowledge the visions of Taumata Teitei in relation to te ao Māori. She worked with others, such as Kaiarataki, Michael Steedman, to incorporate key aspects of the Waipapa Toitū Framework into the graduate profile. This resulted in Waipapa Toitū being represented within the pillars of the aspiration and theme titles.

The sequencing of aspirations and capability themes was modified to put Mātauranga related content at the top. The theme “Social & Environmental Responsibilities” was also split into two new themes.

It was deemed essential that reference to the University’s Pasifika whanaunga and their knowledges and worldviews be included. This was done by the mention of Te Moana-nui-a-Kiwa in Taumata 1: Ngā whāinga mātāmua mō ngā raukura o Taumata Waipapa Taumata Rau | Aspirations for University of Auckland Graduates; and endorsed by the Pro Vice-Chancellor Pacific. The Pro Vice-Chancellor Pacific was also consulted in relation to the complete document and was satisfied by the changes put forth by the Pro Vice-Chancellor Māori.

The gap analysis also suggested a need for a stronger emphasis on key aspects of workplace integrated learning (professionalism, transferable skills). Suggestions from the Transdisciplinarity Innovation and Entrepreneurship (TIE) working group within the CFT Programme were included.

The Graduate Profile Working Group then reviewed and refined the initial draft, aiming to express the statements as clearly and concisely as possible, keeping aspirations to one-word titles.

A summary of further proposed changes includes:

- Merging of “Critical Thinking” and “Solution Seeking” under a new theme.
- Retention of concrete capabilities in some cases, while keeping more value-based aspirations more open
- De-emphasising individualistic perspectives on leadership and promoting service and collaboration
- Changing the title of ‘global citizens’ aspiration to ‘citizens’ aspiration to rebalance our global and local perspectives, recognising the importance of our location in the Pacific
- Addition of the theme of professionalism
- Pluralisation of ‘knowledges and pasts and presents’, acknowledging that there are many different knowledge systems
- Inclusion of creativity to capture the innovative element of the aspirations and in recognition of the diversity of thinking skills the University’s graduates need
- Retention of lifelong learning in the themes and elevation of it to the aspirations to reflect the emphasis in Taumata Teitei

In considering the changes the Graduate Profile Working Group attempted to respond to all the feedback that aligned to Taumata Teitei and addressed the gap analysis.

## **7. What has been produced and next steps**

Feedback on the gap analysis has informed the development of a draft refreshed University Graduate Profile aligned with the vision in Taumata Teitei.

### **Consultation on the refreshed University Graduate Profile**

Feedback will be sought from staff, students, iwi and other external stakeholders.

A University-wide survey will be published w/c 22 November, for both staff and students where feedback can be provided on the draft. The survey will close on Monday 28 February 2022.

Feedback sessions will also be organised for the beginning of December and February 2022 with strategic staff and student groups within the University. Alongside this activity, separate and more targeted engagement will be undertaken with iwi and other external stakeholders to seek feedback.

Feedback will then be reviewed, and refinements will be made to produce a final refreshed Graduate Profile which will go to Senate for approval in early 2022.

Following Senate approval, the Graduate Profile will be further socialised into faculties and programmes. Each programme will then develop the third level of the Graduate Profile which relates to student capabilities specific to their programmes or disciplines.