



**Stellenbosch**

UNIVERSITY  
IYUNIVESITHI  
UNIVERSITEIT

forward together  
sonke siya phambili  
saam vorentoe

This document comprises the current SU Graduate Attributes (GAs) and the draft SU Graduate Profile (2023) for discussion in Faculties

Current Stellenbosch University Graduate Attributes as included in the Strategy for Teaching and Learning 2017-2021 (under review)

As a creator of sustainable hope in Africa, SU aspires to create the kinds of conditions that will enable each student to acquire the attributes outlined below:

#### **An Enquiring Mind**

- Lifelong learner
- Critical and creative thinker
- Exercises responsibility for learning and using knowledge

#### **An Engaged Citizen**

- Leader and collaborator
- Social entrepreneur
- Effective in a diverse environment

#### **A Dynamic Professional**

- Problem solver
- Uses sustainable and effective technology
- Innovative
- Effective communicator

#### **A Well-rounded Individual**

- Exposed to cultural, intellectual and sporting life
- Takes responsibility for own development
- Takes informed and considered decisions.

### 3.1.1 An enquiring mind

A graduate who has an "enquiring mind" will be one who is curious, a lifelong learner who thinks critically and creatively, and who uses systematic methods of enquiry in knowledge development and problem solving. An enquiring mind is open to new, as well as diverse ideas, is willing to learn from the received wisdom of the past, as well as to find new ways of knowing and doing. This involves taking the best from international and received ways of knowing, as well as from indigenous, local, lay and underrepresented knowledge sources. It involves seeing the interconnectedness of different knowledge sources and systems, and being able to process ideas and information individually and in teams. An enquiring mind is discerning and appreciates the values of knowledge. Such a student will consider the responsibility and accountability that accompany knowing and learning, and will respect research-oriented approaches to decision-making.

### 3.1.2 An engaged citizen

An engaged citizen is one who understands how to contribute as a member of a team and community, thus to collaborate and be of service. A graduate becomes an engaged citizen to the extent that he/she can care for him-/herself and exercises care for others. This also implies the ability to take on a leadership role in social life and as a member of civil society at various levels, such as in the family, the workplace, at regional, national, continental as well as international level. Engaged citizenship implies appreciation of local and national connectivity on the one hand, and yet avoidance of damaging exclusivity, on the other. An SU graduate should have had the opportunity to engage critically in community interaction in the region, and to have considered potential solutions to national and international crises, such as those related to sustainability and climate change. Further, an SU graduate will be aware of the value of interaction on a global level, and be open to participating in international settings. An engaged citizen understands that transformation of society involves transformation of the self.

### 3.1.3 A dynamic professional

A dynamic professional is able to use knowledge gained at university and beyond to solve problems in the workplace, home and community. Such a professional is innovative, takes initiative and is aware of the power of entrepreneurship. He/she will have learnt the importance of ethical behaviour and what this means in practice. At the same time, a dynamic professional is effective, and harnesses own talent, as well as the capacity of others in growing and prospering. Finally, a dynamic professional has the flexibility to make career choices and decisions in relation to the changing nature of the world of work. An SU graduate should become a dynamic professional by having developed the capacity to apply and communicate knowledge, as well as sustainable and effective uses of technology in various community, business, professional and personal settings. He/she should be able to communicate effectively in oral, written, digital and multi-modal forms.

### 3.1.4 A well-rounded individual

A well-rounded individual senses the importance of aesthetic, cultural, spiritual and traditionally scientific modes of engagement, and understands the value of physical as well as intellectual wellbeing and sporting life. Such an individual would have had the opportunity to become a potential source of wisdom for him-/herself, as well as to those with whom he or she interacts. Thus he/she can take informed decisions. And can use his or her education to enrich life in its broadest sense. An SU graduate should be assisted in cultivating skills, values and ideas that enhance his/her own

humanity. The curriculum and co-curriculum should offer opportunities for the student to grow along social and individual dimensions, and along intellectual, as well as affective dimensions.

## Draft Stellenbosch University Profile of a Graduate: 16 February 2023

### Holistic view of Graduate profile with descriptions

Graduate Profile (Aspirational)	Description (Firstly, describing the endpoint and thereafter, the journey while at SU)
<b>1. Enquiring Mind</b>	<p>Our graduates are curious, lifelong learners who think critically and creatively, using systematic, disciplinary-based methods of scientific discovery, knowledge-building and problem-solving. They are open to life-wide, and life-deep learning, with a willingness to explore diverse ideas, informed by lived experience, indigenous knowledge systems and underrepresented voices. This involves an awareness of knowledge blindness and inherent biases, and an ability to discern between research-informed claims as opposed to matters of opinion, subject to debate.</p> <p>While at SU, our students are encouraged to ask questions and allowed to explore different sources of knowledge. They learn how to articulate their thoughts in nuanced ways, participate in complicated discussions and work on problems with increasing complexity. They are self-directed in their learning and relish the opportunities to self-reflect and improve on their meta-cognition and decision-making.</p>
<b>2. Engaged Citizen</b>	<p>Our graduates are actively involved in their communities and contribute to the well-being of society. They are equipped and willing to take on leadership roles in service of others. This includes being critical members of civil society and serving in professional networks across different multicultural contexts, whether locally, nationally, in the SADC region, on the African continent and in international settings.</p> <p>While at SU, our students are exposed to values-based leadership and encouraged to participate in different university communities, societies and leadership structures. They cultivate a multilingual mindset and contribute to social impact activities. They are confronted with the ecological, economic, political and societal issues of the day and are afforded the opportunity to debate them on a campus, free from ideology and open to a multitude of ideas.</p>
<b>3. Dynamic Professional</b>	<p>A dynamic professional has personal and intellectual autonomy to use the knowledge gained at university and beyond to solve complex problems in diverse contexts including the workplace, home, and community. The world of work is everchanging, especially with regard to cultural diversity. There is a greater expectation that employees demonstrate a proactive approach to problem-solving within this everchanging context. SU should expose our students to developing such an approach, which implies being able to identify problems and select appropriate information to solve or address problems. Such a professional is innovative, takes initiative, and is aware of the power of an entrepreneurial mindset and the value of an interdisciplinary approach. The individual understands the importance of abiding by professional codes of conduct, displays high standards of ethical behaviour and integrity and is able to apply these in their domain of practice. At the same time, a dynamic professional applies self-care, harnesses opportunities for self-growth using his/her personal capabilities, as well as the nurtures the capacity of others to grow and prosper. Finally, a dynamic professional makes informed career choices and decisions in relation to changing contexts and multiple plausible futures.</p> <p>At SU an SU graduate should become a dynamic professional by having developed the capacity to create, disseminate, apply and translate knowledge to relevant contexts using appropriate technology effectively. They should be able to communicate effectively in</p>

	<p>oral, written, digital, and multi-modal formats. They should also be able to practice introspection, enact SU values, participate in groups settings, collaborate, and be familiar with transformative practices/ recognise and respond to societal challenges and/or expectations. As part of the journey, graduates should have the opportunity to engage in critical discussions/ conversations; give and receive formative feedback as part of a lifelong, life-deep and life-wide journey of personal and professional learning and discovery.</p>
<p><b>4. Caring Being</b></p>	<p>Our graduates are caring beings, able to think about and act in ways that are essential for human survival, wellbeing and flourishing. They embrace the SU values of Compassion, Accountability, Respect, Equity and Excellence. SU graduates have respect for themselves, and others and they exercise self-care as well as being care-full* about the wellbeing of others.</p> <p>They relate to others through compassion and are involved in and making a difference in communities and contributing to the social good. They can take informed decisions, exercise sustainable leadership and use their education to enrich life ethically in its broadest sense. These individuals are accountable for their actions. They sense the importance of aesthetic, cultural, spiritual and traditionally scientific modes of engagement. They understand the value of physical as well as intellectual well-being and active lifestyle and are aware of external threats and forces that influence negatively on their wellbeing.</p> <p>While at SU, our graduates should have opportunities to gain deep and thoughtful knowledge in combination with developing attitudes and activities around becoming a careful being. They should have opportunities to cultivate skills, values and ideas that enhance the humanity of others as well as their own through a disposition of reflexivity. They also should have had the opportunity to become a potential source of compassion and ‘care-fullness’ for themselves, as well as for those with whom they interact. They should have opportunities to create safe spaces and possibilities for care-building. SU graduates should be introduced and exposed to the detrimental consequences of un-ethical, disrespectful and non-accountable actions and decisions.</p> <p>* care-full = being filled with care and is the opposite of being ‘care-less’</p>
<p><b>5. Digital Knower</b></p>	<p>A digitally knowledgeable individual has digital agility by displaying a willingness to continuously develop digital consciousness, knowledge and expertise rooted in a critical awareness of the relationship and positioning of machines in uncertain future scenarios. Such an individual considers the entrepreneurial implications and status of machines in future societal and work-related environments and regularly engages with the ethical implications of the relationship between human and non-human entities. Digitally knowledgeable individuals also embrace responsible digital citizenship by acknowledging the unparalleled access to information and participation. Such an individual also recognizes and addresses issues of exclusion, division, bias and polarization in digital spheres. The responsible and ethical use of digital technology forms the cornerstone of the knowledge and practices of digital knowers.</p> <p>An SU graduate should evolve as a digital knower by continuously developing an understanding of the positioning and relationship of machines in social and work scenarios as well as the entrepreneurial implications. Graduates are continuously aware of the social, entrepreneurial and ethical implications of the human non-human relationship and are aware of and practice responsible and inclusive digital citizenship.</p>