

# Fellow Profile



## Professor Wageeh Boles Queensland University of Technology

Expert Peer Reviewer of Educational Practice, QUT; Distinguished Member of the Australasian Association for Engineering Education; Principal Fellow, UK Higher Education Academy. Research: Assessing conceptual understanding using Textual analysis.

**Fellowship title:** Navigating a pathway between the academic standards and a framework for authentic, collaborative, outcomes-focused thinking in Engineering Education

**Year completed:** 2013

**Expertise key words:** Curriculum design, assessment, mentoring

**What did you achieve?:** The fellowship emphasised the importance of strategic alignment of the program's objectives with those of the university, faculty and school, within the broad lines of the national and international imperatives. It highlighted the critical importance of working closely with the heads of schools or departments, based on the recognition that their role is the most influential in supporting academics and effecting change.

The Fellow-In-Residence-Engagement (FIRE) program developed and implemented through this fellowship, provided a great opportunity to get close to the day-to-day issues facing the academics. As a result, valuable insights were gained and continue to be shared in a wide spectrum of areas including: Team teaching, Student evaluation of teaching, Assessment practices, and Resources and expertise utilisation. Ample evidence is provided to substantiate the positive impact of the fellowship on individual participants, whole schools and faculties, and, to some extent, at the university level. This is supported by written comments from early and mid-career academics as well as those in key roles such as assistant deans and heads of schools.

Further, the different aspects of the fellowship provided both the 'how to', with the 'why bother' for the academics themselves, along with advice on ways to work with change in a sustained manner for academic leaders. Bringing these components together provided a well-rounded approach to improving assessment in engineering. Despite the focus being engineering, the structure of many university faculties that incorporate some or all of science, maths, IT and engineering meant that the fellowship did, in reality, reach beyond engineering.

**What does the sector need now?:** Given the global social and environmental challenges, it is imperative to rethink how the higher education sector is resourced, and how its most valuable asset, people, are recognised and empowered.

