



AUSTRALASIAN ASSOCIATION FOR ENGINEERING EDUCATION

NEWSLETTER

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Above: Academics at the Official Opening of the International Faculty of Engineering, Technical University of Lodz, Poland. In the first row (l-r): Prof. K. Kuzminski, Prof. A. Koziarski, Prof. J. Turowski (Vice-Rector), Prof. J. Kryszinski (Rector), Prof. J. Mayer (Vice-Rector) and Prof. Z. Pudlowski. Middle row (l-r): Mr E. Whitehead, Dr M. Purvis, Dr W. Roebuck, Prof. T. Duggan and Dr M. Bement. Top row (l-r): Prof. T. Cole, Prof. D. Tedford and Prof. D. Litynski.

FROM THE PRESIDENT

Sunny September in Lodz, Poland



Prof. P. Darvall

Many members of the AAEE enjoyed the Polish hospitality and the proceedings of the 2nd East-West Congress on Engineering Education hosted by the Technical University of Lodz in Poland between 19 and 24 September last. Lodz is known as the *Manchester of Poland* and is the second most populous city in Poland. The prosperity of the late 19th and early 20th centuries is reflected in some magnificent mansions or *palaces* dating from the period. After over 40 years of communist rule and the collapse of the textile industry with the loss of the Russian market, the economy of this area is in serious decline, but the resourceful Poles are leading the way in recovery in Eastern Europe and will no doubt overcome their problems as they have so often in their turbulent history.

The Congress was opened in the so-called Poznanski's Palace. Dr Adnan Badran, Deputy Director-General of UNESCO and Professor J. Krysinski, Rector of the Technical University of Lodz attended, together with several other Rectors of Polish and other universities, Dr Brian Lloyd the President of The Institution of Engineers, Australia, and various other distinguished guests. The Opening Ceremony was enhanced by a short recital of Chopin pieces played in the most rapid and lively fashion by the distinguished Polish pianist Karol Nitch.

I believe that the Congress was particularly successful in promoting the internationalisation of engineering education and cementing our Australian links with Europe. Plenary sessions were held on international collaboration in engineering education, on industry-academia collaboration, enhancing engineering education research, and a number of other topics. Excellent keynote addresses were presented by Professor Terry Duggan from the UK, Professor Russel Jones from the USA, Professor Hans Peter Jensen from Denmark, Professor Trevor Cole, Dr Brian Lloyd, Dr Zenon Pudlowski, and others. The International Liaison Group on Engineering Education met at the wonderful medieval monastery complex at Sulejow-Podklasztorze to plan the 4th World Conference on Engineering Education to be held in Minneapolis-Saint Paul in the USA in 1995. The following World Conference will probably be held in Singapore. Delegates also took a coach trip to the wonderful Radziwill's Castle in Nieborow and then visited Zelazowa Wola, the birthplace of Fryderyk Chopin, and enjoyed another recital of his works on the piano of his family's home. On the final evening of the Congress, a bus load of the hardest delegates journeyed to Cracow for a seminar at Jagiellonian University as a follow-up to the Congress. Much flat singing was heard during the bus trip.

The Russians are coming

As a result of a meeting between members of the AAEE Executive Committee and Dr B. Lloyd from the IEAust with a group of Russian delegates to the East-West Congress, including representatives from Moscow, St. Petersburg and as far afield as Tomsk in Siberia, a group of distinguished Russian engineering academics will be visiting Australia in the second half of November. The delegation will include Dr Kinelev Vladimir Georgievich, Minister-Chairman of the Russian Federation Committee on Higher Education, Dr Mitin Boris Sergeevich, President of the Russian Association for Engineering Education and Rector of the Moscow State University of Aircraft Technology, Dr Nesterov Alexei Fiodorovich, General Director of the Association for Engineering Education of Russia, and Dr Savinykh Victor Petrovich, pilot-cosmonaut of the USSR, President of the Association of Educational Institutions of Russia and Rector of Moscow State University of Geodesy and Cartography. They will be accompanied by their wives. They will be visiting The University of Sydney, University of Technology, Sydney, The University of New South Wales, Monash University and The Institution of Engineers, Australia head office in Canberra. It is hoped that as many AAEE members as possible from the universities to be visited will be able to meet

with the delegation. The visit represents an important milestone in developing active links in engineering education across the former east-west boundaries. We should be delighted that the AAEE has reached this level of international significance.

Building AAEE bridges in Europe

The East-West Congresses that have been largely the result of AAEE initiatives help to make the engineering education world a more exciting and smaller place. Our 1st Vice-President and Executive Director (and from January, the Director of the UNESCO Supported International Centre for Engineering Education at Monash University - USICEE) has also been busy developing other linkages. As the Foundation Dean of the International Faculty of Engineering at the Technical University of Lodz, he is in a unique position to develop co-operation agreements between that Faculty and universities in Australia, and is also working in the same way to build a quadrangular relationship between the University of Pavia in Italy, the University of Strathclyde in the UK, the Technical University of Lodz and Monash University. It is expected that such links will be the forerunner of many, bringing various opportunities for both engineering academic staff and students, of a variety limited only by our imagination and resources. In another part of the world, we expect to be far more active in countries of the southern hemisphere through the USICEE.

There are active and exciting times ahead for the AAEE.*

Professor Peter LeP Darvall
Dean of Engineering
Monash University
President of AAEE

THE AAEE 5TH ANNUAL CONVENTION AND CONFERENCE - AUCKLAND, NEW ZEALAND, DECEMBER 12-15, 1993

The 5th Annal Convention and Conference will be held at the School of Engineering in the University of Auckland in December. This is the first time that the conference will have been held in New Zealand.

The theme of this year's meeting is *Aiming for Quality in Engineering Education*. In his invitation to participants the Dean of Engineering at Auckland, Professor Roy Sharp, notes that tertiary education in Australia and New Zealand is in a period of great change. As educators, he says, we have to constantly assess how we can provide the best quality of engineering education while coping with that change. At the same time we must be sensitive to what people outside the tertiary education system are telling us about their world.

The conference has been structured so that invited speakers, in one-and-a-half-hour plenary sessions, address specific themes, each of which is then followed by a session of papers on the same topic. Parallel sessions on 12 other themes reflect the wide-ranging nature of the papers that have been received.

The five plenary sessions will be on the themes of: *Quality in engineering education*; *The value of diversity in engineering education*; *New technologies*; *Environmental education*; and *Continuing education and life-long learning*.

The conference theme of *Quality in engineering education* will be presented by Rob Wilkinson, General Manager Quality in Telecom New Zealand, and Ashley Wilson, a senior consultant with a major recruiting company. The other invited speakers, drawn from a diverse range of backgrounds, are:

- * Terry Duggan, winner of the 1992 AAEE Medal (International) for Distinguished Contributions to Engineering Education, who is well-known for his views that radical changes are needed in engineering education. He and Gretchen Kivell, chairperson of

the IPENZ Committee on Continuing Professional Development, will address the issue of continuing education.

- * Pita Rikys and Ella Henry, both of the Auckland Institute of Technology and active in cultural politics, and Marian Boman and Elizabeth Taylor, both of the University of Technology, Sydney, who will speak on the theme of diversity in engineering education.
- * Peter Stevens and Laurence Zwimpfer, both actively involved in the development of new technologies for enhancing learning.
- * Ian Gunn, of the University of Auckland's Department of Civil Engineering, Guy Salmon of the respected environmental organisation, the Maruia Society, and David Thom, chairperson of the Committee on Engineering and Environment of the World Federation of Engineering Organisations. All three will address the issue of environmental education in engineering.

A full social programme has been arranged; it includes a welcome cocktail party at Kelly Tarlton's University World, champagne and strawberries at Old Government House, pre-dinner drinks on a harbour cruise and the conference dinner at the new development on Hobson's Wharf.

Registration brochures for the conference may be obtained from The AAEE Conference Secretary, School of Engineering, The University of Auckland, Private Bag 92019, Auckland, New Zealand. They have been sent also to all deans of engineering in Australia and New Zealand.

NATIONAL COMPETENCY STANDARDS - A RESPONSE TO DISCUSSION ON THE STANDARDS

The articles on National Competency Standards in the June 1993 issue of the AAEE Newsletter by Professor R.K. Duggins of the University College, Australian Defence Force Academy and Professor Cole of The University of Sydney are valued discussions on the perceived impact of the Standards on the profession, particularly on the education of professional engineers from courses that are accredited by The Institution of Engineers, Australia at the invitation of the universities.

Our understanding from DEET is that the proposed VEETAC Engineering Body is not proceeding. The Institution has for many years assessed overseas qualifications of migrant applicants for the National Office of Overseas Skills and its predecessors. This function is now subject to Commonwealth regulation and The Institution is finalising an agreement with NOOSR to become the Relevant Australian Authority for the assessment of overseas professional engineer and engineering technologist qualifications.

Other more particular aspects concerning the National Competency Standards raised in the articles that warrant clarification are as follows:

- * The Standards do provide for significant diversity in engineering courses, which is encouraged by The Institution. The generic statements, the use of notional disciplines and notional enabling competencies should not be construed, or incorrectly interpreted, as *yet another tightening of control over the freedom of the universities*, or as *subject syllabi* which is the prerogative of course providers.
- * The Institution is communicating through these Standards with a much wider audience than higher education to ensure that the individual characteristics of the professional engineer, the engineering technologist and the engineering associate are understood across the nation. In particular, the role and nature of professional engineering is defined by the Standards to a wider sector and greater depth of the community.

- * The provision of a whole Competency Unit on Communication does place a greater focus on this item. The Institution's Basic Requirements for a Professional Engineering Course, Item 3 *Engineering synthesis or design and related communication skills*, primarily concerns occupational communication such as CAD skills, engineering standards and design analysis presentation and is intrinsic to Item 3 of the Basic Requirements.
- * The IEAust Guidelines for Management Studies in Engineering Undergraduate Courses refers to more general communication skills related to inter-personal oral and written capability. There is increasing focus on need for communication skills in the community, and the Standards support The Institution's requirement already stated for engineers to be skilled in general communication.

The Institution has recently entered into a jointly funded contract with the Commonwealth to develop a competency based assessment strategy for professional engineers, using the National Competency Standards as the criteria. The Standards already provide for the recognition of graduates from IEAust accredited courses. People with inadequate formal qualifications who are assessed on a competency basis for recognition as a professional engineer will be required to meet the same standards as the graduate from an Australian accredited course.

The Institution will at all times have the goal of ensuring that the quality of Australian Professional Engineers is maintained at the highest standards at graduation, as experienced engineers and in maintaining their competencies throughout their working careers.

B.J. Grear
Chairman
Board of Education and Training
The Institution of Engineers, Australia

INDUSTRY-DERIVED COMPETENCY STANDARDS FOR PROFESSIONAL ENGINEERS, NEW OPPORTUNITIES FOR HIGHER EDUCATION



Mr B.J. Grear



Mr E.J. Whitehead

National Competency Standards for the professions, para-professions and trades are recognised to be necessary for the establishment and maintenance of appropriate and equitable competency standards in the workforce on a national basis.

The National Competency Standards for Professional Engineers therefore form part of the *competency movement* in Australia. All competency standards have generic characteristics, in terms of units and elements of performance and performance criteria rather than statements of knowledge alone. National competencies are statements recognised across the nation, which could be a basis for mutual recognition between States. Most professions in Australia are developing national competency standards - the medical profession already has well-developed competency practices for medical procedures.

The Institution of Engineers, Australia has been practising competency assessment for entry to the profession and at the experienced level for decades, although not using that terminology. There are new stakeholders and new industry concepts influencing the rapid changes occurring to the professional engineer body, and affecting the competencies required of individuals on entering the profession and during a lifelong engineering career. Some of these influences already have or are developing, a national basis, that calls for a national level response. These National influences may create new opportunities for higher education engineering schools.

The basic characteristics that identify a professional engineer are not changed by the competency movement: they remain as stated in The Institution's policy document, Basic Requirements for a Professional Engineering Degree. These basic characteristics are independent of the pathway to professional engineer.

The normal pathway used by the majority of people to enter the profession is the university engineering degree, accredited by a national professional engineer body. Such structured education provided by a university is a controlled process that can be identified and validated, and be directly related to known standards required of graduates. As industry changes its needs in response to new technology or workplace reform, some requirements of the graduate professional engineer change, and the courses change. The recently published Institution of Engineers, Australia National Competency Standards for Professional Engineers is one national level statement in generic terms of the contemporary work being performed by professional engineers in Australia. It is a *living document*, subject to review and change in the future by The Institution through consultation with industry, the universities, and professional engineers.

NATIONAL COMPETENCY STANDARDS OBJECTIVES

There are several objectives identified at the beginning of the National Competency Standards for Professional Engineers published by The Institution in March 1993, as stated below.

Professional Standing

To provide a basis for assessing the eligibility of candidates for membership of The Institution of Engineers, Australia, with particular reference to Graduate and Corporate Membership.

Occupational Entry

To provide the national standard upon which a flexible but rigorous assessment system can be based so that people whose knowledge, skills and competencies match or exceed those of typical graduates from accredited engineering degree programs, but whose qualifications and experience cannot readily be assessed through the existing mechanisms, can gain entry to an appropriate stage of the professional engineering occupation.

Course Design

To provide an aid to the design of undergraduate and postgraduate engineering courses intended to prepare candidates for membership of The Institution of Engineers, Australia.

Industry Standards

To provide a reference for the development of industry-based competency standards, and associated competency based training, for Professional Engineers, particularly in relation to essential generic, higher-level competencies.

Articulation

To indicate how consistency and articulation may be achieved between the Standards for the Professional Engineer and the specific industry standards developed by the industry parties for the Engineering Technologists and the Engineering Associate.

The objectives for occupational entry, course design and industry standards are inter-related. Several issues may be discussed about these objectives and how each may be achieved.

ISSUES

The Institution has interest at both Stage 1 and Stage 2 of the Standards, that is professional standing at entrance to the profession, and at the experienced level. The Institution had achieved international agreements of mutual recognition at both levels prior to the recent development of the competency concept. These standards are based upon nationally accepted high level statements of standards, policies and processes that control and monitor the achievement of the requirements.

Industry versus Discipline Related Competency Standards

These Institution national policies and international agreements are essentially based on engineering disciplines, and the National Competency Standards are also aligned to engineering discipline range statements. Many years ago these disciplines were quite broad and could be applied by graduates across many industries, and are still being so applied. In addition specialisations have emerged in each of the disciplines, but these are not necessarily too constrained to inhibit some general capability across a single discipline, or across several disciplines. This growth in specialisation is directly related to major new technologies and associated large industries, eg geo-technical, aerospace, or micro-electronics. A significant engineering specialisation in industry eventually becomes a nationally, and internationally, recognised engineering discipline. Course development processes at universities take these issues into account, along with The Institution accreditation system.

Industries have become highly integrated with several engineering disciplines involved, or, single business functions may combine several engineering disciplines such as electricity and water bodies. Such enterprises may strike their own unique competencies to achieve efficiency in the workplace - people may need to become cross skilled to various degrees. The National Metals and Engineering Training Board in Australia is seeking to establish professional engineer competencies for the metals industries; The Institute of Municipal Engineers, Australia is examining the development of competency standards for that industry. These competencies may be national level influences on the education and training of professional engineers.

- * How will the Institution of Engineers, Australia relate these industry-oriented competency requirements to current concepts for the education of professional engineers?
- * How will independent and individual universities around Australia respond to a range of new national industry requirements for professional engineer graduates? Industry-based competencies are expected to be in compliance with the generic National Competency Standards derived by the Institution, and such compliance could be expected to be validated and endorsed or maybe registered with the IEAust, representing the profession. Alternatively industry competency standards may be jointly derived with The Institution.

Impact of Industry Competencies on Higher Education

Engineering schools could use industry-based competency standards that have been validated by or derived with The Institution as an aid to course design. There would be some confidence that the graduate standard would meet both industry specific needs and The Institution standards. The higher education response to this client need may be in the form a new stream in an existing BE degree program. The response could be in the form of a graduate program, Graduate Diploma or Masters. Industry bodies may support the provision of such streams in universities so they may better meet specific nationally identified industry requirements. Such support is already occurring to a limited degree on an enterprise basis at some engineering schools in Australia. To meet larger justified needs specific new undergraduate courses may be provided. The accreditation of specific industry-oriented programs for professional engineer courses by IEAust may occur, and involve greater industry participation in the IEAust accreditation process.

CONCLUSION

The objectives stated for National Competency Standards for Professional Engineers have the potential to provide new opportunities for higher education engineering courses. There is potential for the Institution of Engineers, Australia to recognise industry-based competency standards as being compliant with the National Standard. Industry-based Competency Standards could provide a new source of guidance for curriculum design of professional engineering courses, and opportunities for course changes to meet the needs of newly identified clients.

*B.J. Gear
Chairman
Board of Education and Training
The Institution of Engineers, Australia*

*E.J. Whitehead
Director
Education and Training
The Institution of Engineers, Australia*

NEWS, VIEWS AND FUTURE PLANS ARE THE FOCUS OF 2ND EAST-WEST CONGRESS ON ENGINEERING EDUCATION

Academia, industry and governmental leaders exchanged forthright views recently on the problems and challenges in engineering education and industrial training.

Participants and attendants of the 2nd East-West Congress on Engineering Education under the theme Enhancing Engineering Education Research also saw stimulating discussion on the application of computers and computer technology to engineering education and industrial training.

While the Congress in Lodz also sought to advance the issue of tertiary-level education in engineering, and its internationalisation, the strengthening of international collaboration was also in the forefront of attendants' minds. This was a natural offshoot of the welcome force of collaboration established at the 1st East-West Congress in Cracow two years ago.

Congress participants included 150 senior academics, with representatives from 25 countries. About 30 rectors and vice-rectors, industry experts and governmental representatives presented papers and took part in the discussion sessions. Many of the close to 100 papers included in the Congress Proceedings were presented at the Congress, and although all topics suggested in the call for papers were not covered, several issues were aired which were unexpected, and very stimulating.

The University of Delaware's Professor Russel C Jones opened the East-West Forum on International Collaboration with a keynote address, while the East-West Forum on Industry/Academia Collaboration in Engineering Education addressed issues of major concern to industry and academia. These issues were introduced through a keynote address from the Rector of the Technical University of Denmark, Professor Hans Peter Jensen, after which the floor was then given to various other speakers.

Quality in engineering education research was a welcome topic at the Congress, with Sydney University's Professor Trevor W Cole presenting a paper on it.

ILG-EE attracts Industrial Sponsors for future event

The Congress was the venue for the 6th Meeting of the International Liaison Group on Engineering Education (ILG-EE). Among the topics covered by the ILG-EE were future international collaboration and identification of effective information dissemination on

engineering education, through publications and regular contacts at meetings between academics and industry representatives.

High on the ILG-EE agenda was the co-ordination of future global meetings.

Out of the ILG-EE discussions came a focus on finding more active ways to collaborate on engineering education. This could be done through existing international agencies and organisations. One of the best means for instituting joint international projects and ventures on engineering education is UNESCO.

With the registration in the UK of the ILG-EE as a charity organisation, it is hoped that the Group will have a boost internationally.

Administrative matters which the Group had a chance to discuss at its meeting was preparation for the 4th World Conference on Engineering Education. The status of the preparations for the Conference were outlined in a special report presented by Dr Jones on behalf of the Chairman, Dr E Rex Krueger, who is Executive Director of the Technology Based Engineering Education Consortium at the Institute.

Several industrial sponsors within the US and abroad already have signalled their interest in this event. The venue for the Conference, which will be held on behalf of the ILG-EE, is the William C Norris Institute in Minneapolis-St Paul, Minnesota, USA. Dates for the gathering are 15 to 20 October 1995.

UNESCO Centre aims for Foundation status

Moral, intellectual and financial support was sought from Congress members for the new UNESCO Supported International Centre on Engineering Education established recently at Monash University in Victoria, Australia.

Speakers at the 1st East-West Congress in Cracow two years ago had emphasised the need for a centre to boost engineering education and industrial training. Since then, UNESCO approved the recommendation by the Steering Committee on Human Resources Development for Technical Industry Stimulation to establish such a Centre. The Committee's objectives are to generate ideas and develop them by targeting projects on engineering and technology education. A Committee recommendation resulted in the Centre being established.

With Foundation status for the Centre being aimed for, it is hoped that invitations may be issued soon to those interested in becoming members of the Foundation.

Appreciation for Congress participants

Congress conveners heartily wish to thank the active participation in debate at the 2nd East-West Congress on Engineering Education shown by The Institution of Engineers, Australia.

Congress participants, and most especially those from Central and Eastern Europe, benefited from the information presented by the President of the IEA, Dr Brian Lloyd and the Director Education within the Institution, Mr Edward Whitehead.

It is hoped that the IEA may become a role model for the countries of Central and Eastern Europe in setting up indigenous professional associations.

RUSSIAN DELEGATION ON ENGINEERING EDUCATION TO VISIT AUSTRALIA DURING NOVEMBER 1993

A Russian delegation on Engineering Education is to visit Australia during November 1993 to discuss the desire for a closer engineering education bond between our two countries.

This visit is a result of discussions between representatives of the Australasian Association for Engineering Education (AAEE) and the Russian Association for Engineering Education (RAEE) during 1993. These discussions have been followed up with a meeting between representatives of each Association in Lodz, Poland, during the 2nd East-West Congress on Engineering Education in September 1993.

Our Association was represented at this meeting by Professor Peter LeP Darvall, Professor Trevor Cole, Dr Zenon Pudlowski, Dr William Roebuck and Mr Ted Whitehead. Dr Brian Lloyd, as President of the IEAust was also present. Five Russians, including an interpreter, were led by the Director-General of the RAEE (Professor Alexei Nesterov). Other RAEE representatives included Professor Ivan Poustynskii, President, Tomsk Institute of Automated Control Systems and Radioelectronics; Professor Oleg Alekseyev, President of St. Petersburg Electromechanical Institute and Vice President of the RAEE (international relations); Associate Professor Michail Reshetnicov, Vice-President, Tomsk Institute of Automated Control Systems and Radioelectronics and Mr Dmetrii Spitsin, Deputy Director-General of the RAEE. Discussions were greatly enhanced by Ms Galina Khramtseva who acted as the interpreter.

The objective of the Lodz meeting was to establish a formal link between the Russian Association for Engineering Education and our Australasian Association for Engineering Education with this being enhanced through joint projects and ventures.

The meeting was informed by Professor Nesterov that the Russian engineering schools were possibly the best in the world but had had little contact with other countries. The main objective would be to examine organisational aspects as the quality of engineering education was very sound. A particular aspect would be to examine specialties and related economics and management. Further, contact between researchers would be very important. Professor Nesterov also believed that student exchanges would be most profitable. Professor Darvall, who chaired the Australian side, in his response agreed with these aspects and was convinced that student movement was most important.

Professor Nesterov also stated that he believed that both countries could benefit through the exchange of thoughts and ideas. He advised that because of the move towards a market economy, then there must be a change in the education of engineers. He advised that they had many good ideas which he would like to exchange, together with education methodologies. A priority was that when changing structures the quality of education must be preserved. It was most important, hence, that the right educational managers are appointed. He emphasised that there was an Engineering Academy in Russia which was the equivalent of The Institution of Engineers.

Professor Darvall stated that the strength of the Russian Institutes was well known to us in Australia. He advised that the Australian system included at least the best of the United Kingdom and USA systems. However, he believed that, together with our Russian colleagues, we should be concentrating on engineering education methodologies plus commercialisation.

Dr Brian Lloyd advised the Russian delegation that he considered it a privilege to take part in discussions and that we could learn much from their approach.

The problem of accreditation was addressed by Professor Nesterov. Each student expected a job but specialisation, as well as the move to a market economy, could affect this situation.

As a result of discussions and the subsequent meeting in Lodz, we can now report that a delegation of four very senior Russians, together with their wives, will be visiting Sydney (University of Sydney), Canberra (IEAust) and Melbourne (Monash University) during November 1993 to discuss, in detail, the many issues raised at the Lodz meeting. This will also include the possibility of RAEE involvement and cooperation in the UNESCO Supported International Centre for Engineering Education established at Monash University. Further on the agenda will be a proposed visit to Russia of a small team of delegates from

the AAEE around June 1994.

It must be agreed that this is a major breakthrough in international cooperation and understanding in our field of engineering education, which goes a long way towards filling the aims and aspirations of our Association.

Dr William N. Roebuck
Secretary/Treasurer
 AAEE

THE INTERNATIONAL FACULTY OF ENGINEERING BEGINS OPERATIONS

On 29 September 1993, twenty nine young people matriculated at a ceremony at the Technical University of Lodz, Poland, to officially open the new International Faculty of Engineering (IFE). It was indeed pleasing to see so many friends and relatives present at the ceremony.

The first year of the new degree program in electromechanical engineering is now in operation with undergraduates about to attend this course for four years.

Those who attended the ceremony included the Australian Ambassador to Poland, His Excellency Anthony C. Kevin, himself a graduate in civil engineering from The University of Sydney, the Lord Mayor of Lodz, Mr G. Palka, as well as numerous local and overseas guests. The ceremony was chaired by the Rector of the Technical University of Lodz, His Magnificence Professor Jan Krynski.

In his opening address, the Foundation Dean of the IFE, Professor Zenon J. Pudlowski, outlined the background and history, including the developmental stages, of the degree program with the English language as the main medium of instruction established at the Technical University of Lodz. Mr Kevin, in his address presented in fluent Polish, stressed the importance of the Australian participation in international activities which assist the new democracies in their struggle to restructure and modernise their university education.

The academic procession included not only academics of the Technical University of Lodz, but also a number of international university people, including Professor Terry Duggan from the University of Portsmouth and Professor David Tedford from the University of Strathclyde in the UK, Professor Daniel Litynski from the US Military Academy at West Point in the USA, Professor Trevor Cole from the University of Sydney, and others (see picture on cover page).

It was a most impressive ceremony, with each matriculant immaculately dressed and visibly proud to be included in the foundation year. The matriculants included young men and women who were proudly accompanied by their families and friends. Several presentations were made to the new Faculty, including an official Australian flag which will proudly hang within the Faculty confines.

The new degree program has been designed and developed by the new Faculty's International Advisory Committee under the chairmanship of Professor Z.J. Pudlowski. This committee comprises leading academics from many international universities, including Australia, the UK, the USA, South Africa, Germany, Italy, Slovakia, and others. Lecturers will be drawn from each of these countries, all of whom have agreed to give their valuable time to assist in the future success of this exciting enterprise. The question of international accreditation is currently being addressed with the assistance of the Institution of Engineers, Australia.

Australian academics though the AAEE have made a significant contribution to the development of this new initiative, and we wish it every success for the future.



Auckland, New Zealand, is the venue for the 5th AAEE Annual Convention and Conference in December. The picture above shows a view of Auckland harbour.

For details of the Association and membership applications write to the Editor:

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Association members and tertiary institutions are invited to contribute to the Newsletter on matters relating to membership and engineering education.

Send contributions to the Editor at the above address.