

Higher Education and Globalization

RECENTLY, in his regular column on economic issues in *The Washington Post*, Sebastian Mallaby praised the current state of the U.S. business community's ability to compete effectively in the global economy. He noted a recent study by Stanford University and the London School of Economics that shows that mid-sized U.S. companies are notably better managed than their European competitors and that this management difference accounts for more than half of the productivity gap that has been seen in other studies. Mallaby attributes a significant amount of the credit for this to U.S. higher education.

"American executive suites and M.B.A. courses are full of talented immigrants, so American managers think nothing of working in multicultural firms. The immigrants have links to their home countries, so Americans have an advantage in establishing global supply chains. The elites of

Asia and Latin America compete to attend U.S. universities; when they return to their countries, they are keener to join the local operation of a U.S. company than of a German or Japanese one," he says.

Globalization and multicultural education are inseparable. To be competitive in the twenty-first century, higher education in all countries will need to adjust to this economic paradigm. In this issue of *IE*, we present two articles that explore the current state of global workforce development in higher education. A column by Darla K. Deardorff and William Hunter discusses the results of two separate studies they conducted on developing "intercultural" and "global" competence. A feature-length article "Wanted: Global Workers" by Darlene Bremer gives an overview of the economic realities affecting higher education and touches on some of the social justice aspects of the push to develop global-ready graduates.

In a related piece, our Voices interview with former U.N. High Commissioner for Human Rights and President of Ireland Mary Robinson discusses a number of critical relationships between human rights, education, and the advancing globalization of the economic forces affecting all nations and peoples.

Also in This Issue

Our series of articles related to the Year of Study Abroad continues with a feature by Janet Hulstrand examining the fastest growing segment of education abroad—short-term programs.

Karen Leggett's feature discusses the burgeoning group of international educators in the Baby Boomer cohort who are now beginning to reach retirement age. As they did with earlier stages in their lives, this large population segment is helping to reshape thinking on what retirement will mean for international educators. **IE**

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