

GWD Presentation

Welcome to the session entitled, ***Guiding the G-Generation: NAFSA's Role in Global Workforce Development***. My name is Ron Moffatt and I will be facilitating today's discussions. We will be discussing how current research and practice is helping to define the role of international educators in global workforce development, what constitutes a globally competent workforce, and how we can better support each other for meeting ever increasing demands from the vanguard of the G Generation: students seeking intercultural competencies and global skill sets.

With this introduction, I would like to do three things:

1. highlight recent steps NAFSA has taken to address issues related to GWD.
2. identify some of the central issues and questions we hope to address today.
3. And third, introduce our panel of experts.

First, I'd like to briefly highlight how today's topic arrived on NAFSA's front burner during the past year.

March 03: While refreshing NAFSA's Strategic Plan, the Board of Directors added a phrase to the mission statement: *NAFSA serves its members, their institutions and organizations, and others engaged in international education and exchange and global workforce development.*

Summer 03: International Educator's Back Page Article, *Bazaar del Mundo Revisited: NAFSA and the Global Workforce*, presented a conceptual overview of global workforce development, traced its historical roots and evolution within NAFSA, and described its current role as the driving force behind much of everything international educators do in their daily work. See handout.

January 04: A forum co-sponsored by NAFSA and the Baltimore World Trade Center Institute, entitled "Securing America's Future: Global Education for a Global Workforce" brought together over 150 representative from business, government, and academia to hear business CEOs and university presidents discuss the intersection of the global workplace and U.S. higher education. See handouts

Spring 04: Two of our panelists, Darla Deardorf and William Hunter, conduct their dissertation research on intercultural and global competencies by surveying NAFSA practitioners. And the most recent International Educator dedicates the entire issue to articles focusing on "The G-Generation: Educating Global Ready Graduates" Both Darla and Bill have their research featured.

May '04- This Conference: A follow-up to the January forum in Baltimore resulted in three major events that took place at our conference this past Tuesday: University of Maryland Chancellor Kirwan's plenary session, the Embassy Day Trade Show and the Taste of Maryland Business Fair. In addition, several sessions throughout the conference touched on topics relevant to NAFSA's role in global workforce development.

Second, I'd like to highlight some of the questions will be addressing today

What is global/intercultural competence? How is it measured? How is it best acquired? What is its value to NAFSAns? How does it relate to what NAFSAns do? Where do we go from here?

Third, I'd like to introduce our panel who will lead us in our search for answers to these questions.

William D. Hunter is the Director of the Office of International Students & Scholars at Lehigh University, the COMSEC representative to the NAFSA Council on Public Affairs, and a doctoral student in educational leadership at Lehigh University. Hopefully you have had a chance to read his feature article in the current IE, "Got Global Competency?" His presentation will help lay the theoretical groundwork for past and current research related to the role of higher education in the acquisition of global competencies.

Darla K. Deardorf is coordinator of the Duke-UNC Rotary Center for International Studies in Peace and Conflict Resolution, one of only seven such centers worldwide. Darla is also Chair-Elect of COMSEC and is in the final days of completing her doctorate in higher education administration at North Carolina State University. Hopefully you have had a chance to read her feature article in the current E, "In Search of Intercultural Competence." Her presentation will focus on the results of her research conducted this past Spring.

David Earwicker is the Managing Director of the Center for International Business Education and Research (CIBER) at SDSU, one of the first Title 6 funded centers in the U.S. David has a grueling but enviable job. He travels the world creating or supporting international business projects that link academia, government, and the private sector in mutually beneficial ways. In essence, his work is the intersection between research and practice in the pursuit of a competent global workforce. Having just returned from the Israel yesterday, and bound for Egypt and Morocco next week, David's presentation will examine today's nexus between theory and practice.

After their presentations, I will pose 2 questions for both the panel and the audience to start a dialogue on how we make this information relevant to our everyday work.

Questions for the Panel and the Audience:

1. How can NAFSAs support and/or create learning opportunities that enable students to develop effective competencies for the changing multicultural workplace, either here or overseas, and in doing so, how can we better reach the majority of students? Study abroad and language training are great, but that only reaches a tiny percentage of our graduates.
2. What are the next steps that NAFSA can take to build GWD into the work plans & fabric of the newly "strengthened" organization? Where does IE/GWD fit in the new KNOWLEGE areas and what services/products need to be developed?