As the United States moves toward greatly expanded wind energy use, the need for skilled workers at all industry levels has been repeatedly identified as a critical issue. Additionally, if the industry and nation wish to capitalize on this rapid industry growth by becoming a major international green technology exporter, reversing current educational trends away from science, engineering, and technical skills must be achieved.

This poster provides an overview of the educational infrastructure and expected industry needs through a discussion of the activities to train workers while addressing issues for each of the education sectors, leading to the development of an educational infrastructure to support wind technology.

In 2008, the U.S. Department of Energy issued a report describing a 20% wind energy future by 2030. The report noted that 500,000 new jobs would be created by 2030 in the wind industry and related fields. Other studies have further identified industry needs, including a Texas Tech University assessment indicating the need for 1,000 professionally trained individuals each year to support expected capacity installation called for in the 20% report.

A survey of industry members conducted by the American Wind Energy Association noted the following positions are most needed in the near to medium term:

• Wind technicians
• Accountants
• Electrical and mechanical engineers
• Business development and project managers
• Manufacturing and material engineers
• Account, project, engineering, construction, and business development managers

But these needs are in sharp contrast to changing energy and science fields:

• The Center for Energy Workforce Development estimates that approximately 46% of all engineering jobs in the utility sector could become vacant by 2012 due to retirements by the aging workforce and other forms of attrition
• With an expected leveling of the college-age population through 2025, the nation will need to increase the number of students entering science and engineering just to keep pace (specifically in under-represented populations such as women and minorities)
• Explosive growth in the need for science and engineering skills in other sectors of the economy will require the energy field to compete for a limited talent pool

The following are the desired outcomes of a successful workforce development program:

• Development of better or better-defined career ladders, pathways, and training programs
• Better standards and skill categorization
• Stronger alignment with academia at all levels
• Educational pathway development
• Teacher-training programs at all levels
• Program development support to cover the costs of developing programs
• Expanded national-level coordination of an academic system

References