Index

Notes
individual universities are listed by their location

access, to education 37–9, 166–8
and ability to pay 63, 171, 194–5
and cross-border education 57, 63
in developing countries 164–6, 194
and financial assistance 195–7
need to improve 194–5, 209
accountability 34, 38–9, 211
accreditation
‘accreditation mills’ 65
articulation arrangements 49, 51
course credits 21, 38, 51, 207, 209
for study abroad programs 23, 118
and cross-border education 48–54, 58, 63–5, 67
quality and recognition 52, 58, 63–5, 138, 209
‘rogue’ education providers 48–50, 65, 67
Adadolu University, Turkey 32
Adelman, Clifford 207
administration, of universities/institutions
autonomy, advantages of 208
barriers to internationalization 110–11, 119–20, 151
international program offices, role of 97–8, 152–3, 158–60
organizational structure
in Europe 151, 206
in US universities 35, 208
Africa 26, 53 see also South Africa
Air, University of (Japan) 32
Altbach, Philip 136–7
alumni, international 181
American Council on Education (ACE) 117–19, 136
report on internationalization of education 142–3
study of faculty role in internationalization 148–51, 160
American History Association (AHA) 143–4
American Political Science Association (APSA) 143
Apollo Group 44, 53
Arab Open University 53
Arizona State University 70
articulation arrangements 49, 51
Asia 26, 30–31, 44 see also individual countries
Association for International Educators (NAFSA) 148–9
Association of Public and Land-grant Universities 149–50
Australia 29, 44, 53, 100
Bahrain Education City 59
Baruch College, City University of New York
ethnic diversity of 9, 124–6
financial assistance for 125
Global Student Certificate Program 9, 125–33
study abroad programs, involvement in 9, 124
Bayh-Dole Act 1980 (US) 79
Bender, Thomas 135
Bennett, Milton J. 154
Biopolis, Singapore 72
Blumenthal, Peggy 202
Bohm, A. 44
Bologna Process, for creation of EU
Higher Education Area 109–10, 157, 205–9
borderless education 43
brain train/brain drain 15, 27, 54–5, 62
branch campuses 27, 43–5, 53, 58, 65–6
branding, of universities 64–5
Broad, Molly Corbett 4
business
education as tradable service 46–7, 55, 62–3
as education providers 50
influence over higher education, in US 18
research, role in 72–3, 79–80
California, University of 112
campuses
branch campuses 27, 43–5, 53, 58, 65–6
diversity, need for 8–9, 195
as world microcosm 187–8, 195
Canada 25–6, 44, 149, 167
Canizares, Claude 4–5
Capaldi, Elizabeth D. 5–6, 80
Carnegie Mellon University 7, 44
Computer Emergency Research Team (CERT) programs 85, 87–9
corporate partnerships 53
domestic partnership programs 101–2
overseas course/ degree programs
advantages of 108
central administration body, role of 97–8
Department of Defense collaborations 85, 87–91
doctorate programs 103
establishment of 94–7, 98–103
funding implications 93–4
historical development of 92–3
locations of 84, 86, 88–91, 103–6
masters programs 98–103
problems encountered 85, 106–7
in Qatar 84, 103–6
reasons for 84
technology, use of 95
undergraduate programs 103–6
Software Engineering Institute (SEI) programs 85, 87, 90–91
Castells, Manuel 15
Center for Capacity Building in Study Abroad 8
establishment 115–16
issues identified for attention 116–21
Central and Eastern Europe 30
Chile 44
China
distance learning 32
enrollment/ participation trends 6, 25–6, 164–7
international students from 164–7
private universities in 44
research collaborations 78–9
research funding in 71–3, 78–9
Chinese University of Hong Kong 112
Cloete, Nico 15
Columbia University 44
Commerce Control List 76
Commission on the Abraham Lincoln Study Abroad Fellowship Program (2005) 110
communication skills, of international students 171–3
community colleges, US 20, 31, 38, 115, 210
comparative education 42–3
conferences, internationalization advantages of 149, 151, 155–6
Cornell University 105
corporations see business
Costa Rica 44, 155
Council of Graduate Schools 156–7
cross-border education
and access to education 57, 63
challenges to 62–6
course accreditation/ recognition 48–54, 58, 63–5, 67
definition 43, 46
drivers for 54–6
education hubs/ cities 44–5, 52, 56, 60–62
education providers
business as 50
new/ alternative providers 50–51
provider mobility 48–9, 52–4, 66–7
traditional providers 49–50
impacts of 57–8
intellectual property, of courses 52
international trade implications of 46–7, 52, 55, 62–3
language, impact of 57
mobility
  categories of 47–8
  of labor 54–5
  program mobility 48–9, 51–2, 66–7
  for nation-building 55–6
  national security issues 57, 76–7, 179–80
  quality and recognition 52, 58, 63–5, 138, 209
  rationales for 54–8
  taxation issues 19, 52, 106–7
trends in 47
Crutcher, Ronald A. 8
cultural issues 57
  academic honesty 174
  celebrating diversity 177–8
  dietary requirements 176–7
  differences in student focus 187, 195
  ethnic tensions 178–9
  intercultural sensitivity, developmental models of 154
  and international research collaborations 77
  multicultural education 42–3
  religious differences 176
  sense of community, need for 175–6
  smoking, attitudes towards 175
curriculum
  faculty-led change to 148–9, 154
  for global citizens 186–92, 211
  interdisciplinary education 34, 142–5, 189–90
  relevance of 65–6
Dalton, D.H. 79–80
Defense Advanced Research Project Agency (DARPA) 78
degrees, domestic
  offering outside home nation (see Carnegie Mellon University)
Denmark, Technical University of 112
Department of Defense (now Homeland Security), collaborations with Carnegie Mellon University 85, 87–91
developing countries
globalization, impact on 18–19
US education as model for 27
DiFazio, R. 156
diseases, control of epidemics/pandemics 180–81
distance learning 28, 31–3, 43, 51
  effectiveness of 32–3
diversity, of students 11
  balance, need for 162–3
  celebrating, methods of 177–8
  differences in focus of 187, 195
  underrepresentation in study abroad programs 115
double/dual degree arrangements 27, 51, 156
Dubai 44
Duke University 112
education cities/hubs 44–5, 56
  Carnegie Mellon role in Qatar 84, 103–6
  failures of 45
  incentives for 52, 54
  other descriptors for 59
  rationales and expectations 60–62
education providers
  businesses as 50
  and cross-border education 48–9
  definition 47
  provider mobility 48–9, 52–4, 66–7
  rogue providers 49–50, 65, 67
education services
  in cross-border education 48–9
  trade in 46–7, 55, 62–3
elite academic systems 25–7
English see under language
enrollment, global trends 19, 25–6, 29–30, 38, 166–8
ethnic diversity, underrepresentation in study abroad programs 115
European Higher Education Area 205
European Union
  higher education policies
  access to education 39
  Bologna Process (creation of EU Higher Education Area) 109–10, 157, 205–9
  European Credit Transfer 209
  financial challenges 29, 206
  lessons to be learned by US from 21, 208–9
  Qualification Frameworks 207–8
  and student mobility 205–7
Higher education in a global society

Lisbon Accord 2007 72, 205
New Public Management (NPM) 206
research collaborations, opportunities for 72
university organizational structure 151, 206
Everyman’s University, Israel 32
exchange programs 114, 155
Export Administration Regulations (EAR) 76

faculty
academic career paths 37
as ambassadors 11
character of, trends in 36–7
and collaborative research agreements 75, 156
curriculum change by 148–9, 154
development programs for 139
exclusion from policy-making, impact of 138–9
Fulbright Program 137, 140–42, 150–51
function of 134
funding 151, 157–8
interdisciplinary education 34, 142–5, 189–90
international mobility of 139
internationalization and academic disciplines, balancing 142–5
ACE study of involvement in 148–51, 160
barriers to 149–51, 154
conferences/ summits, advantages of 149, 151, 153–6
and curriculum redesign 191–2
development methods 153–6
guidelines for better 10, 144–6
importance of engagement in 9–10, 138–40
incentives for 23, 118, 139–40, 145–6, 150, 152–3, 208, 211
and institutional structure 151
missed opportunities for 142–4
role of 8, 148–51, 160–61, 190, 210
site visits, advantages of 155–6
study of 136–7, 152–3
support/ training for 66, 158–60
views on 136–7
part-time, increase in 36–7
power of, shifts in 36
Preparing Future Faculty programs 157–8
research focus of 36
study abroad programs, engagement in 113–14, 116–18, 148–9
and visiting scholars 158
financial assistance, for students importance of 195–7
for international students 163, 172–3, 180
programs for 196
for study abroad programs 115, 210–211
types of 48, 124
in US 20–21
financial markets, 2008 crisis in and globalization 1, 17, 22–3
first movers 170–71, 182
flow, of educational/ academic talent see brain train
Ford Foundation 196
foreign students and faculty see under faculty; students, international
France 26, 29
franchise programs 27, 43, 48–9, 51
Fulbright Program 137
advantages of 140–42
establishment of 140–41
recruiting challenges of 141–2
topping off 150–51
funding see also financial assistance; tuition fees
for domestic degrees offered abroad 93–4
for faculty training 151, 157–8
for international research collaborations 70, 74–5, 79–80
for research in China 71–3, 78–9

General Agreement on Trade in Services (GATS) 55, 62–4
George Mason University 45
Georgetown University 44, 105
Georgia Tech 112–13
German University, Cairo 53
Germany 26, 29, 31, 35, 167
global citizens, training students to be 186–8
global classrooms 188
global education 42–3
  advantages of 19, 125, 184–5
  in domestic institutions (see Baruch College)
  and global citizens 186–8
Global Education Index (GEI) 43
global schoolhouses 45, 59
Global Student Certificate Program (Baruch College) 9, 125–33
  benefits of 131–3
  Capstone Research Project 129–30
  corporate supporters of 131
  curriculum 126–31
Global Student Initiative (Baruch College) 9, 125
Global student mobility 2025 report 44
globalization
  advantages, for commerce 16–17
  definition 14–16, 45–6
  disadvantages 17–19
  and financial markets, 2008 crisis in 1, 17, 22–3
  and global issues 70–71, 192–3
  and government policy, whether beyond 16–17, 209
  and higher education
    advantages of 19, 125, 184–5
    challenges for 190–92, 197–8, 210
    consequences of 22–3
    disadvantages of 18–19
    implications for 3, 15–16, 18–19, 185–6
    influences on 200–201, 209–10
    massification 27–8
    role in internationalizing US 12–13
    and internationalization 15–16, 46, 67, 135
    nation state, impact on 135
    research focus 134, 192–3
    sources of wealth under 17–18
    and taxation 19, 52, 106–7
    whether function of technology 16
Goucher College 120
government policy
  and international research, promotion of 73–5
  protectionism 17
  whether globalization is beyond 16–17, 209
Greece 98–9
Green, Madeleine F. 117, 142, 148, 150–51
Guaglianone, Daniel 8
Guitierrez, Robert 202
Harvard University 44, 112, 196
Hayward, Fred M. 150, 160
health care, for international students in US 175
Held, David 15
Hibernia College 53
higher education, generally see also cross-border education
academic systems
  changes to 33–5
  types of 25–8
attitudes towards, changes in 28–9, 38–9
challenges to 43–5
demand for, increases in 19–20, 43–5
distance learning 28, 31–3
elite education 25–7
enrollment, global trends in 19, 25–6, 29–30, 38, 166–8
financial challenges 28–9
and globalization
  challenges for 190–92, 197–8, 210
  implications of 3, 15–16, 18–19, 185–6
  influences on 200–201, 209–10
  and massification 27–8
mobility and interconnectedness, increasing 200–201
governance, traditional model of 33–4
institutional growth 33–5
internationalization 134, 143–4
  descriptors for 42–3
managerialization 28
mass education 25–8
massification of 3–4, 25–8
new institutions, development of 30–31, 38
portable skills gained from 185, 190
purpose of 28, 38, 134, 184–6, 190, 196–7
Higher education in a global society

as a tradable service 46–7, 55, 62–3
universal education 25–6
higher education, in US
access and affordability 194–5
administrative structure/ power in
33–5, 208
attractiveness to international
students/ faculty 20–21
business influence over 18
challenges for 202
community colleges 20, 31, 38, 115
competition with foreign institutions
11
enrollment/ participation trends
25–6, 166–8, 201
and globalization, role in
internationalizing US 12–13
lessons to be learned from other
countries 12–13, 21, 208–9
as model for the world 27, 122, 185
private educational institutions in
30–31
research university league table
rankings 19–20, 80
second language, need for 3, 12, 23,
191–2, 202–3, 210
study abroad programs 110–111,
113, 203
superiority and dominance of 2–3,
11–12, 136–7, 201, 211
Higher education in a global society,
TIAA-CREF Institute conference,
2008 1–6, 8–11, 200
Hill, C.T. 81
Hong Kong 59, 112
hubs see education cities
Hudzik, John 148, 151

incentives
for education cities/ hubs 52, 54
for faculty to promote
internationalization 23, 118,
139–40, 145–6, 150, 152–3, 208,
211
India 6, 25–6, 33, 164–6, 196
Indianapolis, University of 53
Indonesia 30
Institute of International Education
121, 203

intellectual property
and cross-border programs 52
and international research
collaborations 74, 79
intercultural sensitivity, developmental
models of 154
international education
providing in domestic institution
(see Global Student Certificate
Program)
International Education City 44
International Fellowship Program
(Ford Foundation) 196
international program administration
offices
faculty awareness of 158–9
public relations 158–60
role of 97–8, 152–3
international research collaborations
4–5
corporations, role in 72–3
cultural issues 77
and economic development 77–80
funding for 70, 74–5, 79–80
global focus of 36, 70–71
government policy, role of 73–5
historical background to 73–4
legal and regulatory issues 75–7
opportunities for 70–72
reasons for 70–75, 77–80
role of faculty 75
US involvement in 74, 79–81
international teaching/ research
summits, advantages of 153–4
international trade, implications for
cross-border education 46–7, 52,
55, 62–3
International Traffic in Arms
Regulations (ITAR) 76
International Virtual University 53
internationalization
conferences/ summits, advantages
of 149, 151, 153–6
definition 15–16, 42–3, 46, 135
and faculty
and academic disciplines,
balancing 142–5
better focus, guidelines for
144–6
governance 158–60
<table>
<thead>
<tr>
<th>Index</th>
<th>221</th>
</tr>
</thead>
<tbody>
<tr>
<td>incentives for 23, 118, 139–40, 145–6, 150, 152–3, 208, 211</td>
<td>as first language, advantage of 168, 211–12</td>
</tr>
<tr>
<td>missed opportunities for 142–4 and globalization 15–16, 46, 67</td>
<td>second, need for in US education 3, 12, 23, 191–2, 202–3, 210</td>
</tr>
<tr>
<td>mission goals for 151–2 strategies for 46</td>
<td>Latin America 26, 30–31, 36, 44</td>
</tr>
<tr>
<td>Internationalization and trade in higher education: opportunities and challenges (OECD) 56</td>
<td>Laureate Education 44, 53</td>
</tr>
<tr>
<td>Internationalizing the disciplines 142</td>
<td>legal and regulatory issues 107</td>
</tr>
<tr>
<td>internships 8, 114–15</td>
<td>export controls 57, 76–7, 179–80</td>
</tr>
<tr>
<td>Israel 32, 167</td>
<td>intellectual property 52, 74, 79</td>
</tr>
<tr>
<td>Italy 26–7, 29</td>
<td>for international research collaborations 75–7</td>
</tr>
<tr>
<td>Japan</td>
<td>national security 57, 76–7, 179–80</td>
</tr>
<tr>
<td>Carnegie Mellon partnerships in 101 distance learning 32</td>
<td>taxation 19, 52, 106–7</td>
</tr>
<tr>
<td>enrollment/ participation trends in 26, 37, 167</td>
<td>Li, Zhang 6</td>
</tr>
<tr>
<td>faculty scholarship trends 36 international students from 164–5 private education in 30</td>
<td>libraries 28, 33, 211</td>
</tr>
<tr>
<td>Johns Hopkins University 45</td>
<td>lifelong learning 1, 18, 43, 63, 185–6</td>
</tr>
<tr>
<td>Johnstone, D. Bruce 206</td>
<td>McPherson, Peter 3, 8</td>
</tr>
<tr>
<td>joint degree arrangements 27, 51, 156 Junior Faculty Development Program (JFDP) 158</td>
<td>managerialization, of higher education 28</td>
</tr>
<tr>
<td>Kalamazoo College 8</td>
<td>Marcucci, Pamela 206</td>
</tr>
<tr>
<td>Kansas, University of 149, 154–5</td>
<td>Marginson, Simon 15–16</td>
</tr>
<tr>
<td>Kapur, Devesh 6</td>
<td>marketing, of universities 64–5</td>
</tr>
<tr>
<td>Kerr, Clark 33</td>
<td>mass academic systems 25–6</td>
</tr>
<tr>
<td>knowledge, increasing importance of 17–18, 193</td>
<td>Massachusetts Institute of Technology (MIT) 5, 79, 112–13</td>
</tr>
<tr>
<td>Knowledge Village, Dubai 44</td>
<td>massification, of higher education 3, 25–6</td>
</tr>
<tr>
<td>labor force as driver for cross-border education 54–6, 58–62</td>
<td>challenges to 3–4, 28</td>
</tr>
<tr>
<td>educating, importance of 17–18 global, characteristics of 8</td>
<td>implications for organization and governance 26–7</td>
</tr>
<tr>
<td>laboratories 28, 33, 211</td>
<td>Mexico 44</td>
</tr>
<tr>
<td>Lambert, Leo 3</td>
<td>Michigan-Flint, University of 153–4</td>
</tr>
<tr>
<td>language and cross-border education, impact of 57</td>
<td>Michigan State University 112, 117, 120</td>
</tr>
<tr>
<td>English asymmetry of 203–4 competency in, of international students 171–3</td>
<td>Minnesota, University of 111–12, 120</td>
</tr>
<tr>
<td>Monash University, Australia 53</td>
<td>multicultural education 42–3</td>
</tr>
<tr>
<td>multicultural education 42–3 multiversity, definition 33, 105–6</td>
<td>Nanyang Technological University of Singapore 112</td>
</tr>
<tr>
<td>National Academy of Engineering 113</td>
<td>National Communication Association (NCA) 156</td>
</tr>
<tr>
<td>National Communication Association (NCA) 156</td>
<td>National Science Foundation 70, 73–4, 157</td>
</tr>
<tr>
<td>National Science Foundation 70, 73–4, 157</td>
<td>national security, and cross-border education 57, 76–7, 179–80</td>
</tr>
<tr>
<td>Netherlands 34, 44, 53</td>
<td></td>
</tr>
</tbody>
</table>
New Delhi Foundation for Access and Excellence 196
New Public Management (NPM) 206
New South Wales, University of 45
New York, City University of see Baruch College
New York University 44–5
New Zealand 29
non-profit educational institutions 30–31
Northwest University 44, 105

Office of Foreign Assets Control (OFAC) 76–7
Olson, Christa 148, 150–51
Open University, UK 30
Oregon, University of 154
organizational structure
autonomy, advantages of 208
as barrier to internationalization of faculty 151
as barrier to study abroad programs 110–111, 119–20
in Europe 151, 206
organized research units (ORUs) 34
Panama 44
Papadakis, Constantine 8–9
Partnerships for International Research and Education (PIRE) 157
Paul Simon Award for campus internationalization (NAFSA) 149
Pennsylvania, University of 6, 112
philanthropy 20–21
Philippines 30
Phoenix, University of 31, 53
plagiarism 174
Portugal 100–101, 103
Preparing Future Faculty programs 157–8
private initiative education 44–5
development of 30–31
enrollment trends 29–30
public relations 158–60
Puerto Rico 44
Purdue University 112–13
Qatar 44, 59–60, 84, 103–6
qualifications
Qualification Frameworks (EU) 207
quality and recognition of 58, 63–5
quality assurance
and cross-border education 52, 58, 63–5, 138, 209
‘rogue’ education providers 49–50, 65, 67
racial diversity, underrepresentation in study abroad programs 115
recession, protectionism during 17
recruitment, of international students 171–4
regulatory issues see legal and regulatory issues
Rensselaer Polytechnic Institute (RPI) 112
research see also international research collaborations
global focus of 134, 192–3
research competency 71–2
research universities, changing role of 31
US place in global R&D rankings 72, 79–81
Rhode Island, University of 113
Rochester, University of 163–4, 177
‘rogue’ education providers 49–50, 65, 67
Rollins College 117
Russia 167
Saiya, Laura 150, 160
Salmi, Jamil 15
Schoenberg, Robert 117, 142
Shanghai Jiao Tong university league tables 19
Shuerholz-Lehr, S. 149
Singapore 45, 72, 102, 112
Sirat, Morshidi 15
site visits, internationalization advantages of 155–6
smoking, international students’ attitudes towards 175
South Africa 32, 99–100
South Carolina, University of 10–11, 112
South Korea 30, 36, 102–4, 167
Spanier, Graham 10
students, generally
access to education, trends in 37–9, 166–8, 194–5
Index

brain train/brain drain 15, 27, 54–5, 62

demand for education 37–8, 165–6
diversity 11, 38
  balance, need for 162–3
  celebrating, methods of 177–8
  differences in focus of 187, 195
  underrepresentation in study abroad programs 115
education hubs, expectations of 60–61
financial assistance 20–21, 48, 115, 195–7, 210–21
  as global citizens 186–8
  indebtedness of 18
  mobility
    barriers to 209
    in European Higher Education Area 205
nontraditional students, trends in 38
views on purpose of education 38
students, international
  academic honesty, standards of 174
  advantages of 162–4, 181–2
  age, trends in 169–70
  as ambassadors 4, 170–71, 182
  attracting, reasons for 162–4
  attractiveness of US to 20–21
  communication skills of 171–3
  community/cultural needs of 175–7
dietary needs of 176–7
and epidemic/pandemic diseases, control of 180–81
and ethnic tensions 178–9
financial assistance for 163, 172–3, 180
first movers 170–71, 182
  forming cliques 176
health care for, in US 175
integration in domestic campus 10
international alumni, role of 181
and national security 179–80
numbers studying abroad 10
places of origin, trends in 164–8
recruitment issues 171–4
religion needs of 176–7
and restricted materials/deemed exports 76–7, 179–80
smoking, attitudes towards 175
study destinations 168–9
study type/subject trends 168–71
support issues 174–7
travel issues and visas 173–4
study abroad programs
  academic value of 8, 210
  challenges to 115, 122, 211
  course credits 23, 118
  destinations for US students 113, 121
direct enrollment programs 114
duration of programs 113
examples of 111–13
exchange programs 114
expansion potential of 120–21
faculty
  faculty-led programs 113–14
  role in program development 116–17, 137–8, 148–9
financial support for 23, 118–20, 211
government policy goals
  in EU 109–10
  in US 110–11
integration of 145
internships 8, 114–15
issues for attention 116–21, 123
mission goals for 116
problems facing
  finance 118–19
  organizational structure 110–11, 119–20
research into, need for 121–2
student attitudes towards 118–19
and student diversity 115
trends in 27, 109–11, 122, 137
unrealistic nature of 8–9, 124

Sweden 29, 167

Taiwan 30, 78

taxation, and cross-border education 19, 52, 106–7
technology
  and distance learning 28, 31–3
  global classrooms 188
  and role in globalization 12
Test of English as a Foreign Language (TOEFL) 171–2
Texas A&M University 44, 53, 105

D. Bruce Johnstone, Madeleine B. d’Ambrosio, and Paul J. Yakoboski - 9781849805315
Downloaded from PubFactory at 09/17/2023 01:27:02PM
via free access
Thailand 32–3  
TIAA-CREF Institute  
Higher education in a global society, conference 2008 1–6, 8–11, 200  
*Times Higher Education Supplement*, university league tables 19, 201  
transnational education 43  
Trow, Martin 25–6  
Troy University 53  
tuition fees 57, 196–7  
dependence on 204  
in Europe 206  
and globalization 18  
paid by foreign institutions 11  
in UK 29, 206  
in US public sector 20–21, 204, 209  
Turkey 32, 164, 167  
TV University, China 32  
twinning programs 27, 43, 48–9, 51  
UNESCO (United Nations Educational, Scientific and Cultural Organization) 73  
United Arab Emirates 44–5, 53, 59  
United Kingdom 26, 208  
as destination for US students 113  
educational policies 27, 29  
Open University 30  
United Nations 73–4  
universal academic systems 25–6  
validation arrangements 49, 51  
Victoria, University of 149, 154, 196  
Virginia Commonwealth University 44, 105  
Virginia Tech 157  
virtual universities 43, 51, 53, 188  
visas 173–4  
visiting scholars 158  
Waldron, Kathleen 9  
Washington, University of 112  
Washington University in St Louis 11  
Weill Cornell Medical College 44  
Western Europe 26, 31, 34 see also European Union; individual countries by name  
Wilson-Oyelaran, Eileen 8, 10  
women, student enrollment trends 38  
Wrighton, Mark S. 11  
Yale University 112  
Yodof, Mark 5  
Zakaria, Fareed 2–3  
Zicklin School of Business see Baruch College