

The Global Ranking Of The Publishing Industry 2016

In recent years, academic advancement and access to funds that stimulate scientific research have been conditioned by the scientific production of individual scientists as well as the production of scientific centers, institutes and universities. This has led to an increase in interest in the accelerated assessment and ranking of scientists and scientific institutions. Scientometry is a sub-discipline of information sciences that measures achievement in science. This book provides the reader with a detailed insight into relevant scientometric methods and criteria, their individual strengths and weaknesses in the process of ranking scientists, scientific centers and institutions, as well as their application to the process of planning scientific projects and isolated medical specialties.

This book examines the quality assessment movement in academic scholarship, as globalization prompts a search for global measures of university services and output. It gauges productivity in terms of universal publication metrics, and considers ranking and research productivity from a comparative perspective. The book considers the use of the “impact factor” as a gauge of publication value, noting that this less important in countries lacking central government appropriations to universities and to research. It argues that pressure to publish in certain journals, and to research topics of interest to English language readers, has been felt differentially in English-language systems, compared to

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others, but also that performance pressures fall more on younger, more junior, contract staff, than on senior and tenured professors. It problematizes international comparisons of quality, and analyses the benefits of a zone of ideas and metrics in a common language – promoting international mobility, efficiency, collaboration - but also the costs which are rarely borne equally across countries, languages and cultures. The book provides a strong, evidence-based contribution to major debates in contemporary higher education reforms and the measurement of academic output.

The Global Academic Rankings GameChanging Institutional Policy, Practice, and Academic LifeRoutledge

Human beings are competitive. We want to know who is the strongest, who is the richest, and who is the cleverest of all. Some situations, like ranking people based on height, can be ranked in objective ways. However, many "Top Ten" lists are based on subjective categorization and give only the illusion of objectivity. In fact, we don't always want to be seen objectively since we don't mind having a better image or rank than deserved. Ranking: The Unwritten Rules of the Social Game We All Play applies scientific theories to everyday experience by raising and answering questions like: Are college ranking lists objective? How do we rank and rate countries based on their fragility, level of corruption, or even happiness? How do we find the most relevant web pages? How are employees ranked? This book is for people who have a neighbor with a fancier car; employees, who are being ranked by their supervisors;

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managers, who are involved in ranking but may have qualms about the process; businesspeople interested in creating better visibility for their companies; scientists, writers, artists, and other competitors who would like to see themselves at the top of a success list; or college students who are just preparing to enter a new phase of social competition. Readers will engage in an intellectual adventure to better understand the difficulties of navigating between objectivity and subjectivity and to better identify and modify their place in real and virtual communities by combining human and computational intelligence.

A rising proportion of the global population are moving to cities in search of a better standard of living. However, although urbanisation has its benefits, unchecked urbanisation can lead to a host of challenges, such as congestion and limited access to public services. As such, the concept of urban liveability has been garnering more attention from policymakers and academics who are interested in mitigating the negative effects of urbanisation. In this context, the Asia Competitiveness Institute (ACI) has released the 2018 Global Liveable and Smart Cities Index (GLSCI), the third in its series of liveability indices. The GLSCI attempts to measure the liveability of an average resident in a city. More importantly, this year's edition has added considerations to the concept of smart cities and the role that these technologies can play in augmenting the liveability of a city's residents. It also builds on ACI's past liveability indices by expanding the number of cities in the index to 78, notably with African cities for the first time. In

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addition, this book includes two case studies on liveability. The first one concerns the relationship between a city's liveability, smartness, connectivity, and agglomeration, while the other is a case study on the 99-year lease of public housing in Singapore. Higher education and innovation policies are today seen as central elements in national economic competitiveness, increasingly measured by global rankings. The book analyses the evolution of indicator-based global knowledge governance, where various national attributes have been evaluated under international comparative assessment. Reflecting this general trend, the Shanghai ranking, first published in 2003, has pressured governments and universities all over the world to improve their performance in global competition. More recently, as global rankings have met criticism for their methodology and scope, measurements of various sizes and shapes have proliferated: some celebrating novel methodological solutions, others breaking new conceptual grounds. This book takes a fresh look at developments in the field of knowledge governance by showing how emerging indicators, innovation indexes and subnational comparisons are woven into the existing fabric of measurements that govern our ideas of higher education, innovation and competitiveness. This book argues that while rankings are becoming more numerous and fragmented, the new knowledge products, nevertheless, tend to reproduce ideas and practices existing in the field of global measurement. This unique volume aims to provide a first

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comprehensive assessment on attributes, conditions and characters which constitute a liveable city. The book posits that the degree of liveability depends on five themes: satisfaction with the freedom from want; satisfaction with the state of the natural environment and its management; satisfaction with freedom from fear; satisfaction with the socio-cultural conditions; and satisfaction with public governance. The authors attempt to be more constructive through performing policy simulations by first identifying relative weaknesses and strengths of 64 global cities across major continents including European, Asian, Middle Eastern, North and South American cities. The book also ranks and simulates 36 Asian cities separately, of which many are emerging third-world cities that are in need of policy guidance.

For many institutions, to ignore your university's ranking is to become invisible, a risky proposition in a competitive search for funding. But rankings tell us little if anything about the education, scholarship, or engagement with communities offered by a university. Drawing on a range of research and inquiry-based methods, *Global University Rankings and the Politics of Knowledge* exposes how universities became servants to the education industry and its impact. Conceptually unique in its scope, *Global University Rankings and the Politics of Knowledge* addresses the lack of empirical research behind university and journal ranking systems. Chapters from internationally recognized scholars in decolonial studies provide readers with robust frameworks to understand the intersections of coloniality

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and Indigeneity and how they play out in higher education. Contributions from diverse geographical and disciplinary contexts explore the political economy of rankings within the contexts of the Global North and South, and examine alternatives to media-driven rankings. This book allows readers to consider the intersections of power and knowledge within the wider contexts of politics, culture, and the economy, to explore how assumptions about gender, social class, sexuality, and race underpin the meanings attached to rankings, and to imagine a future that confronts and challenges cognitive, environmental, and social injustice.

The New Flagship University is an expansive vision for leading national universities and an alternative narrative to global rankings and World Class Universities. The Flagship model explores pathways for universities to re-shape their missions and operational features to expand their relevancy in the societies that gave them life and purpose.

Ten years have passed since the first global ranking of universities was published. Since then, university rankings have continued to attract the attention of policymakers and the academy, challenging perceived wisdom about the status and reputation, as well as quality and performance, of higher education institutions. Their impact and influence has impacted and influenced policymakers, students and parents, employers and other stakeholders – in addition to higher education institutions around the world. They are now a significant factor shaping institutional ambition and reputation, and national priorities. The second edition of *Rankings and the Reshaping of Higher Education*, now in paperback, brings the story of rankings up-to-date. It contains new original research, and extensive analysis of the rankings phenomenon. Ellen Hazelkorn draws together a wealth of

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international experience to chronicle how rankings are helping reshape higher education in the age of globalization. Written in an easy but authoritative style, this book makes an important contribution to our understanding of rankings and global changes in higher education. It is essential reading for policymakers, institutional leaders, managers, advisors, and scholars.

This ground-breaking and exhaustive analysis of university ranking surveys scrutinizes their theoretical bases, methodological issues, societal impact, and policy implications, providing readers with a deep understanding of these controversial comparators. The authors propose that university rankings are misused by policymakers and institutional leaders alike. They assert that these interested parties overlook the highly problematic internal logic of ranking methodologies even as they obsess over the surveys' assessment of their status. The result is that institutions suffer from short-termism, realigning their resources to maximize their relative rankings. While rankings are widely used in policy and academic discussions, this is the first book to explore the theoretical and methodological issues of ranking itself. It is a welcome contribution to an often highly charged debate. Far from showing how to manipulate the system, this collection of work by key researchers aims to enlighten interested parties.

When U.S. News & World Report began its ranking of American colleges in 1983, publishers in other countries quickly followed with their own hierarchical measures, providing consumer information (and opportunities for institutional marketing) while attempting to impact the quality of higher education. In the course of the last two decades, higher education ranking systems and "league tables" (as they are referred to in the United Kingdom and elsewhere) have emerged in dozens of countries. These rankings are

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conducted not only by media in the private sector, but also by professional associations and governments. Over the decades since higher education rankings first appeared, numerous debates have surfaced about their methodologies, objectivity, impact on colleges and universities, and role in the structure of accountability within nations that use them. Although there has been significant research, especially in the United States, about the ways in which rankings might be improved, there has been less research on what other countries have been doing and how their ranking systems differ from U.S. rankings. In addition, there has been very little research on how rankings may impact students' access to postsecondary education, their selection of particular colleges, and their paths to graduate from school and/or find employment. The goal for this monograph is to better understand the ways in which ranking systems function and how lessons learned from other countries that use higher education ranking systems might influence similar practices in the United States. Toward this end, this monograph chronicles recent efforts that have brought together rankers and researchers from around the world to study higher education rankings. The monograph includes three papers that were commissioned to examine various perspectives on rankings around the world and lessons they might provide for rankings in the United States: (1) The "U.S. News" College Rankings: A View from the Inside (Alvin P. Sanoff); (2) A Global Survey of Rankings and League Tables (Alex Usher and Massimo Savino); and (3) The Impact of Higher Education Rankings on Student Access, Choice, and Opportunity (Marguerite Clarke). Includes appendix: The Berlin Principles on Ranking of Higher Education Institutions. (Contains 16 notes and 2 tables. Individual papers contain references.) [Jamie P. Merisotis, Alisa F. Cunningham, Arnold M. Kee, Tia T. Gordon, and Lacey H. Leegwater contributed

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to the introduction and "Next Steps."].

University rankings have gained popularity around the world, and are now a significant factor shaping reputation. This book is the first comprehensive study of rankings from a global perspective, making an important contribution to our understanding of the rankings phenomenon. This book has also been published in Japanese.

This is a major work by three international scholars at the cutting edge of new research that investigates the emerging set of complex relationships between creativity, design, research, higher education and knowledge capitalism. It highlights the role of the creative and expressive arts, of performance, of aesthetics in general, and the significant role of design as an underlying infrastructure for the creative economy. This book tracks the most recent mutation of these serial shifts - from postindustrial economy to the information economy to the digital economy to the knowledge economy to the 'creative economy' - to summarize the underlying and essential trends in knowledge capitalism and to investigate post-market notions of open source public space. The book hypothesizes that creative economy might constitute an enlargement of its predecessors that not only democratizes creativity and relativizes intellectual property law, but also emphasizes the social conditions of creative work. It documents how these profound shifts have brought to the forefront forms of knowledge production based on the commons and driven by ideas, not profitability per se; and have given rise to the notion of not just 'knowledge management' but the design of 'creative institutions' embodying new patterns of work.

Based on the Times Higher - QS World University Rankings, this is the definitive guide to the top universities around the world. Includes rankings of the top 200 universities in the world, plus detailed profiles of the top 100 universities,

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including student assessments of what life is like at each university Offers a directory of over 500 of the best universities in the world along with their ranking position in each of the principal subject areas Presents reviews of the top ten study destination countries, with a detailed look at government grants and subsidies for overseas students, types of institution, entry requirements, cost of living, student life and much more Provides expert advice on how to choose and apply for the best course at the right university, and an overview of employment opportunities Gives detailed help and advice on study costs, financing and scholarships This volume analyzes the dominance of STEM fields in various university rankings and the reasons why many governments in the world disproportionately give value to STEM fields. Secondly, although there is general agreement that STEM fields are important, chapter authors also examine the role of interdisciplinary and multidisciplinary approaches for a revised STEM education as well as implications for the future. The book presents examples from the United States, Canada, Japan, Korea, and Taiwan. Higher Education Institutions simultaneously critique and participate in national and international rankings of universities. However, this creates a difficult situation since if universities do participate in rankings they acquiesce to a system based in media logics that has little to do with academic norms of research. If they do not participate in the rankings they risk losing public funding, students and donors in an increasingly competitive and globalized environment. This book delves into the influence of journalists, business tycoons and multinational corporations in defining what world class is and how it will be measured. Rankings provide

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us with a rich study for understanding how universities define, deploy and manage their assets and liabilities in a mediatized globalized economy.

Examines the origins of the rise of international rankings, assessing their impact on global governance, and exploring how governments react to being ranked.

The Global Innovation Index 2020 provides detailed metrics about the innovation performance of 131 countries and economies around the world. Its 80 indicators explore a broad vision of innovation, including political environment, education, infrastructure and business sophistication. The 2020 edition sheds light on the state of innovation financing by investigating the evolution of financing mechanisms for entrepreneurs and other innovators, and by pointing to progress and remaining challenges – including in the context of the economic slowdown induced by the coronavirus disease (COVID-19) crisis.

How global competition for the brightest minds is changing higher education In *The Great Brain Race*, former U.S. News & World Report education editor Ben Wildavsky presents the first popular account of how international competition for the brightest minds is transforming the world of higher education--and why this revolution should be welcomed, not feared. Every year, nearly three million international students study outside of their home countries, a 40 percent increase since 1999. Newly created or expanded universities in China, India, and Saudi Arabia are competing with the likes of Harvard and Oxford for faculty, students, and research preeminence. Satellite campuses of Western universities

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are springing up from Abu Dhabi and Singapore to South Africa. Wildavsky shows that as international universities strive to become world-class, the new global education marketplace is providing more opportunities to more people than ever before. Drawing on extensive reporting in China, India, the United States, Europe, and the Middle East, Wildavsky chronicles the unprecedented international mobility of students and faculty, the rapid spread of branch campuses, the growth of for-profit universities, and the remarkable international expansion of college rankings. Some university and government officials see the rise of worldwide academic competition as a threat, going so far as to limit student mobility or thwart cross-border university expansion. But Wildavsky argues that this scholarly marketplace is creating a new global meritocracy, one in which the spread of knowledge benefits everyone--both educationally and economically. In a new preface, Wildavsky discusses some of the notable developments in global higher education since the book was first published. Competitive strategies and higher education-industry collaboration policies are playing a vital role in fostering the reputation and international rankings of higher education institutions. The positive impact of these policies may best be observed in the economic and social outputs of many countries such as the USA, Singapore, South Korea, and European Union (EU) countries such as Belgium, Germany, France, and the Netherlands. However, the number of academic publications that specifically concentrate on the impact of these policies on higher education institutions and

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authorities remains relatively limited. *University-Industry Collaboration Strategies in the Digital Era* is an essential research publication that provides comprehensive research on competitive strategies for higher education institutions that will allow them to forge beneficial partnerships with industries that will have a significant impact on their success. Highlighting a wide range of topics such as human resource management, network planning, and institutional structure, this book is ideal for administrators, education professionals, academicians, researchers, policymakers, and students.

Global rankings and the Geopolitics of Higher Education is an examination of the impact and influence that university rankings have had on higher education, policy and public opinion in recent years. Bringing together some of the most informed authorities on this very complex issue, this edited collection of specially commissioned chapters examines the changes affecting higher education and the implications for society and the economy. Split into four interrelated sections, this book covers: The development of rankings in higher education, how they have impacted upon both the production of knowledge and its geography, and their influence in shaping policymaking. Overviews of the significance of rankings for higher education systems in Europe, Asia, Africa, Russia, South America, India and North America. An analysis of rankings in relation to key concerns that pervade contemporary higher education. Examination of the role rankings are likely to play in the future directions for higher education. This is a significant scholarly work that analyses in depth an important

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development in higher education systems, and which is likely to have an important influence upon how we understand the higher education policy-making process – past, present and future. It provides new analysis and conceptual understanding for researchers, and firm evidence for policy makers to use when addressing the value of rankings in measuring the quality of their institutions. Besides bringing together a powerful cast of academics, this book incorporates contributions from heads of important international higher education organisations – from both those involved in making and also in administering key decisions. This timely, reflective and accessible book forms crucial reading for those studying the subject of rankings, as well as the broader implications and unintended consequences of rankings on national higher education policies. Extending beyond academic researchers and students, this book will also be of significant interest to policymakers, higher education leaders and key stakeholders.

Ranking of Multivariate Populations: A Permutation Approach with Applications presents a novel permutation-based nonparametric approach for ranking several multivariate populations. Using data collected from both experimental and observation studies, it covers some of the most useful designs widely applied in research and industry investigations, such as multivariate analysis of variance (MANOVA) and multivariate randomized complete block (MRCB) designs. The first section of the book introduces the topic of ranking multivariate populations by presenting the main theoretical ideas and an in-depth literature review. The second section

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discusses a large number of real case studies from four specific research areas: new product development in industry, perceived quality of the indoor environment, customer satisfaction, and cytological and histological analysis by image processing. A web-based nonparametric combination global ranking software is also described. Designed for practitioners and postgraduate students in statistics and the applied sciences, this application-oriented book offers a practical guide to the reliable global ranking of multivariate items, such as products, processes, and services, in terms of the performance of all investigated products/prototypes. Analysing rankings in diverse higher education settings, this book draws on discourse analysis, theory, ethnography, and case studies, to consider the question of how knowledge is produced and shared.

Global university rankings are now more than a decade old and this book uses the data they have produced to examine how the international landscape of universities has changed over the years. It offers new insights into the power and limits of league tables, a key element of globalized higher education that can be deplored but hardly ignored. Case studies from Asia, Europe and North America are explored to highlight the issues raised by a quantitative exercise that decontextualizes what is linked so strongly to local factors.

Global University Rankings explores the novel topic of global university rankings and their effects on higher education in Europe. The contributions in this

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volume outline different discourses on global university rankings and explore the related changes concerning European higher education policies, disciplinary traditions and higher education institutions. The first global university rankings were published less than a decade ago, but these policy instruments have become highly influential in shaping the approaches and institutional realities of higher education. The rankings have portrayed European academic institutions in a varying light. There is intense reflexivity over the figures, leading to ideational changes and institutional adaptation that take surprisingly similar forms in different European countries. The contributions in this book critically assess global university rankings as a policy discourse that would seem to be instrumental to higher education reform throughout Europe. This open access book focuses on the dimensions of the discourse of 'The World Class University', its alleged characteristics, and its policy expressions. It offers a broad overview of the historical background and current trajectory of the world-class-university construct. It also deepens the theoretical discussion, and points a way forward out of present impasses resulting from the pervasive use and abuse of the notion of "world-class" and related terms in the discourse of quality assessment. The book includes approaches and results from fields of inquiry not otherwise prominent in Higher Education studies,

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including philosophy and media studies, as well as sociology, anthropology, educational theory. The growing impact of global rankings and their strategic use in the restructuring of higher education systems to increase global competitiveness has led to a 'reputation race' and the emergence of the global discourse of world class universities. The discourse of world class universities has rapid uptake in East Asian countries, with China recently refining its strategy. This book provides insights into this process and its future development.

The growing impact of university rankings on public policy and on students choices has stirred controversy worldwide. This unique volume brings together the architects of university rankings and their critics to debate the uses and misuses of existing rankings. With voices from five continents, it provides a comprehensive overview of current thinking on the subject and sets out alternative approaches and complementary tools for a new era of transparent and informed use of higher education ranking tables.

Delivering quality education to students while remaining competitive at an international level is only one of the many challenges universities face today. To attain their goals, universities must adopt new strategies to achieve academic excellence. World University Rankings and the Future of Higher Education is a pivotal reference source for the latest

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scholarly research on the implementation of a ranking system for higher education institutions, providing a thorough overview of the impacts of these rankings on educational quality. Exploring the benefits and challenges of this system in a global context, this book is ideally designed for academicians, researchers, students, administrators, and policy makers interested in the effects of university rankings in the education sector and beyond.

During the last decades ranking has become one of the most controversial issues in higher education and research. It is widely recognized now that, although some of the current rankings can be severely criticized, they seem to be here to stay. In addition, rankings appear to have a great impact on decision-makers at all levels of higher education and research systems worldwide, including in universities. Rankings reflect a growing international competition among universities for talent and resources; at the same time they reinforce competition by their very results. Yet major concerns remain as to the rankings' methodological underpinnings and to their various impacts. This new book presents a comprehensive overview of the current 'state of the art' of ranking in higher education and research, and introduces a completely new approach called 'multidimensional ranking'. In part 1 rankings are discussed in the broader context

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of quality assurance and transparency in higher education and research. In addition the many current ranking methodologies are analyzed and critized, and their impacts are explored. In part 2 a new approach to ranking is introduced, based on the basic idea that higher education and research institutions have different profiles and missions and that the performances of these institutions should reflect these differences. This multidimensional approach is operationalized in a new multidimensional and user-driven ranking tool, called U-Multirank. U-Multirank is the outcome of a pilot project, sponsored by the European Commission, in which the new ranking instrument was designed and tested at a global scale.

This is the fourth edition of Kurian's highly regarded and widely used research tool, cited previously by the American Library Association as the Outstanding Reference of the Year. The Fitzroy Dearborn Book of World Rankings, 4th edition is designed as an international scorecard that compares and ranks more than 190 nations of the world according to their performance in more than 300 key areas. Sections covered include Geography & Climate, Vital Statistics, Population Dynamics, Race & Religion, Media, and many more. More than 50,000 variables measure national achievement by using no fewer than 300 specific performance yardsticks, making this one of the most comprehensive databases ever

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attempted in the field of international affairs.

Outstanding Reference Source - American Library Association

University rankings have gained popularity around the world and are now a significant factor shaping reputation. This second edition updates Ellen Hazelkorn's first comprehensive study of rankings from a global perspective, drawing in new original research and extensive analysis. It is essential reading for policymakers, managers and scholars. This book, written by three generations of rankings academics with considerable experience from three very different regions of the globe, lifts the lid on the real impact of higher education ranking systems (HERS) on universities and their stakeholders. It critically analyses the criteria that make up the 'Big Three' global ranking systems and, using interviews with senior administrators, academics and managers, discusses their impact on universities from four very different continents. Higher education continues to be dominated by a reputational hierarchy of institutions that sustains and is reinforced by HERS. Despite all the opinions and arguments about the legitimacy of the rankings as a construct, it seems experts agree that they are here to stay. The question, therefore, seems to be less about whether or not universities should be compared and ranked, but the manner in which this is undertaken. Delivering a fresh perspective on

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global rankings, this book summarizes the development of HERS and provides a critical evaluation of the effects of HERS on four different major regions – South Africa, the Arab region, South East Asia, and Australia. It will appeal to any academic, student, university administrator or governing body interested in or affected by global higher education ranking systems.

Indicators and rankings are widely used by governments and international organizations to assess the effectiveness, efficiency, and success of policy decisions. The role of indicators is however little examined. This book closes this gap by evaluating the creation of indicators, their impact on policy decisions, and the implications of their use. Over the last decade, international rankings have emerged as a critical tool used by international actors engaged in global governance. State practices and performance are now judged by a number of high-profile indices, including assessments of their levels of corruption, quality of democracy, creditworthiness, media freedom, and business environment. However, these rankings always carry value judgments, methodological choices, and implicit political agendas. This volume expertly addresses the important analytical, normative, and policy issues associated with the contemporary practice of 'grading states'. The chapters explore how rankings affect our perceptions

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of state performance, how states react to being ranked, why some rankings exert more global influence than others, and how states have come to strategize and respond to these public judgments. The book also critically examines how treating state rankings like popular consumer choice indices may actually lead policymakers to internalize questionable normative assumptions and lead to poorer, not improved, public policy outcomes. The Global Academic Rankings Game provides a much-needed perspective on how countries and universities react to academic rankings. Based on a unified case methodology of eleven key countries and academic institutions, this comprehensive volume provides expert analysis on this emerging phenomenon at a time when world rankings are becoming increasingly visible and influential on the international stage. Each chapter provides an overview of government and national policies as well as an in-depth examination of the impact that rankings have played on policy, practice, and academic life in Australia, Chile, China, Germany, Malaysia, the Netherlands, Poland, Russia, Turkey, the United Kingdom, and the United States. The Global Academic Rankings Game contributes to the continuing debate about the influence of rankings in higher education and is an invaluable resource for higher education scholars and administrators as they tackle rankings in their own national and institutional

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contexts.

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