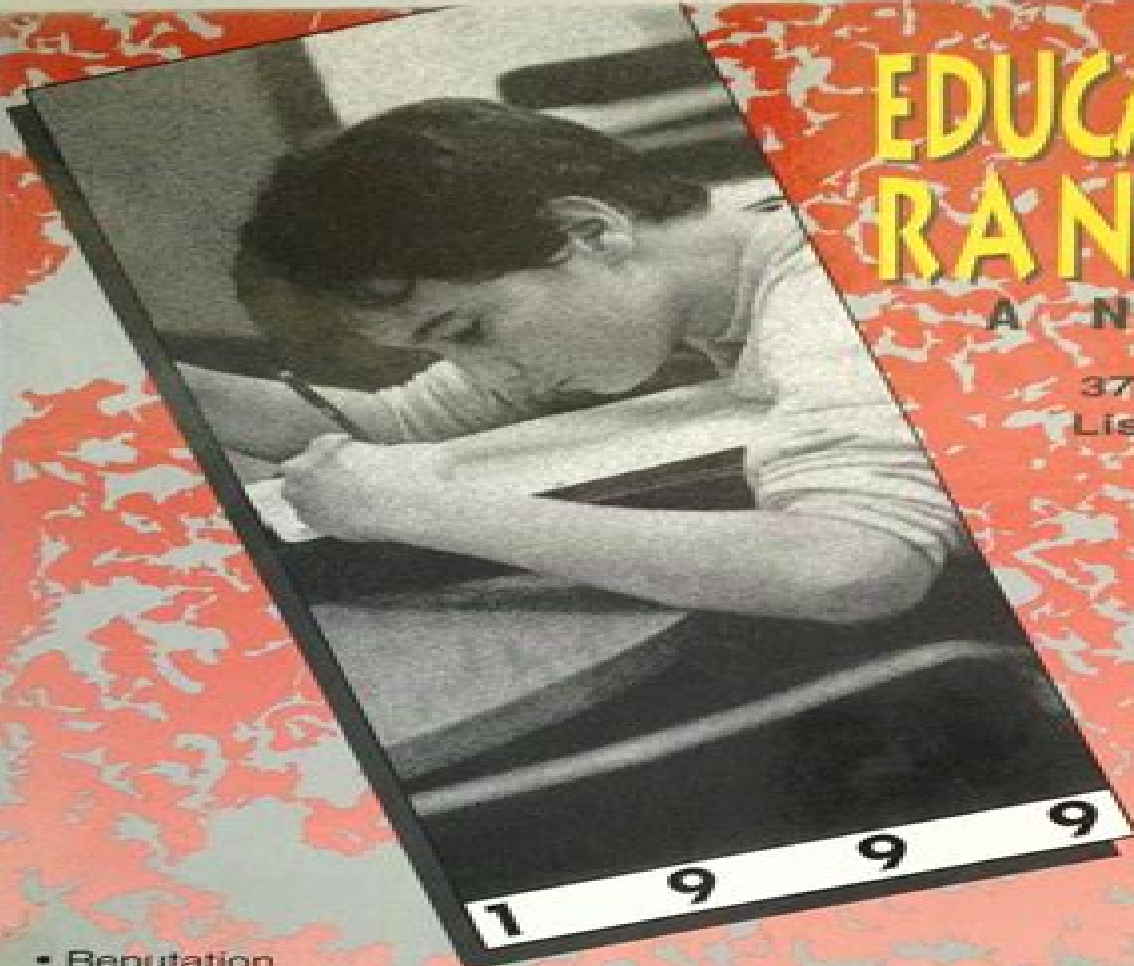


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Lynn C. Hattendorf Westney  
*Editor*

# Educational Rankings Annual 2005 Educational Rankings Annual

**William Yat Wai Lo**



## **Educational Rankings Annual 2005 Educational Rankings Annual:**

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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 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

*University-Industry Collaboration Strategies in the Digital Era* Günay, Durmuş,Asunakutlu, Tuncer,Yildiz, Orkun,2021-01-29 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 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

**Research Handbook on University Rankings** Hazelkorn, Ellen,Mihut, Georgiana,2021-12-10 Gathering unique and thoughtful contributions from leading international scholars this timely Research Handbook offers diverse perspectives on university rankings twenty years after the first global rankings emerged It presents an in depth analysis that reflects the current state of research on rankings their influence and impact

**The Routledge International Handbook of Higher Education** Malcolm Tight,Ka Ho Mok,Jeroen Huisman,Christopher Morpew,2009-06-03 This volume is a detailed and up to date reference work providing an authoritative overview of the main issues in higher education around the world today Consisting of newly commissioned chapters and impressive journal articles it surveys the state of the discipline and includes the examination and discussion of emerging controversial and cutting edge areas

*Rankings and the Reshaping of Higher Education E.*

Hazelkorn,2011-03-08 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     Rankings and Accountability in Higher Education: Uses and Misuses Priscilla Toka Mmantsetsa Marope, Peter J. Wells, Unesco, Ellen Hazelkorn, 2013-01-01 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     Engines of Anxiety Wendy Nelson Espeland, Michael Sauder, Wendy Espeland, 2016-05-09 Students and the public routinely consult various published college rankings to assess the quality of colleges and universities and easily compare different schools However many institutions have responded to the rankings in ways that benefit neither the schools nor their students In *Engines of Anxiety* sociologists Wendy Espeland and Michael Sauder delve deep into the mechanisms of law school rankings which have become a top priority within legal education Based on a wealth of observational data and over 200 in depth interviews with law students university deans and other administrators they show how the scramble for high rankings has affected the missions and practices of many law schools *Engines of Anxiety* tracks how rankings such as those published annually by the U S News World Report permeate every aspect of legal education beginning with the admissions process The authors find that prospective law students not only rely heavily on such rankings to evaluate school quality but also internalize rankings as expressions of their own abilities and flaws For example they often view rejections from first tier schools as a sign of personal failure The rankings also affect the decisions of admissions officers who try to balance admitting diverse classes with preserving the school s ranking which is dependent on factors such as the median LSAT score of the entering class Espeland and Sauder find that law schools face pressure to admit applicants with high test scores over lower scoring candidates who possess other favorable credentials *Engines of Anxiety* also reveals how rankings have influenced law schools career service departments Because graduates job placements play a major role in the rankings many institutions have shifted their career services resources toward tracking placements and away from counseling and network building In turn law firms regularly use school rankings to recruit and screen job candidates perpetuating a cycle in which highly ranked schools enjoy increasing prestige As a result the rankings create and reinforce a rigid hierarchy that penalizes lower tier schools that do not conform to the restrictive standards used in the rankings The authors show that as law schools compete to improve their rankings their programs become more homogenized and less accessible to non traditional students The ranking system is considered a valuable resource for learning about more than 200 law schools Yet *Engines of Anxiety* shows that the drive to increase a school s rankings has negative consequences for students educators and administrators and has implications for all educational programs that are quantified in similar ways     Global Rankings and the Geopolitics of Higher Education Ellen Hazelkorn, 2016-11-18 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 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

*Cases on Educational Technology Integration in Urban Schools* Chen, Irene, McPheeters, Dallas, 2011-12-31 This book contains a spectrum of case studies aimed at understanding technology integration in urban schools covering student motivation assistive technology video games cyber bullying and technology ethics Provided by publisher

**Research Handbook on Quality, Performance and Accountability in Higher Education** Ellen Hazelkorn, Hamish Coates, Alexander C. McCormick, 2018-07-27 As higher education becomes a key determinant for economic competitiveness institutions face increasing pressure to demonstrate their fitness to meet the needs of society and individuals Blending innovative research with richly contextualised examples this unique Research Handbook provides authoritative insights from around the globe on how best to understand assess and improve quality performance and accountability in higher education

*University Rankings* William Yat Wai Lo, 2014-02-17 This book adopts a qualitative case study approach to provide the readers with a systematic delineation and interpretation of the implications of the university ranking phenomenon for Taiwan's higher education system It reviews the literature on different theories concerning the global transformation of higher education and presents basic information on higher education in Taiwan The author develops a four dimensional framework for the analysis of the ranking phenomenon in the island state First the technological ecological dimension aims to look into

how the rankings have impacted Taiwan's higher education based on empirical findings from five Taiwanese public universities. Next, the technological/geographical dimension examines how Taiwan can use rankings to promote its interests in global higher education. The two conceptual dimensions focus on the relationship between the rankings and power in higher education. They show how the phenomenon can be read and explained through theoretical lenses from ecological and geographical perspectives. From an ecological perspective, the empirical evidence suggests that the influence of rankings varies throughout the academic hierarchy in Taiwan. The theoretical analysis then illustrates the relationship between the ranking phenomenon and the power structure in academic hierarchy. Geographically, while the empirical analysis is based on data from Taiwan, the theoretical analysis offers essential insights that help readers to understand the changing global landscape of higher education and its implications in East Asia.

*Globalisation and Higher Education Reforms* Joseph Zajda, Val Rust, 2016-02-12. This volume explores the interrelationship between ideology, the state, and higher education reforms, setting it in a global context. It examines some of the major higher education reforms and policy issues in a global culture, particularly in the light of recent shifts in quality and standards-driven education and policy research. In doing so, the book provides a comprehensive picture of the intersecting and diverse discourses of globalisation and policy-driven reforms in higher education. Representing scholarly research on major discourses in the field of higher education reforms, the book draws upon recent studies in the areas of globalisation, equality, and the role of the state in higher education reforms. It critiques the neo-liberal ideological imperatives of current higher education and policy reforms and illustrates the way that shifts in the relationship between the state and higher education policy affect current trends in higher education reforms. Individual chapters critically assess the dominant discourses and debates on higher education and policy reforms. Using diverse comparative education paradigms from critical theory to historical comparative research, the chapters focus on globalisation, ideology, and higher education reforms and examine both the reasons and outcomes of higher education reforms and policy change. Anyone who has been involved in higher education over the past few decades cannot fail to be affected by the impact of globalisation and neo-liberal policies on universities and society at large. In *Globalisation and Higher Education Reforms*, the 15th volume of the series *Globalisation, Comparative Education and Policy Research*, Joseph Zajda and Val Rust present chapters on education reform in the USA and in international contexts that highlight the inroads that neo-liberalism has made into policy making at higher education institutions. The chapters also illustrate the way universities have been reinventing themselves to meet the demands of a knowledge society in which corporate values of efficiency, performance, and managerialism drive the agenda. What are the effects of internationalisation on higher education in the universities of today? With chapters from internationally respected scholars from around the globe, this book seeks to address the many issues of the new reality in higher education. This is a welcome, accessible volume for all those concerned with research, policy making, and curriculum development. Professor Suzanne Majhanovich, Western University.

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