advocating that new faculty members "find their niche," "focus on their strengths," "be realistic," and finally "find a balance" between their personal and professional life (pp. 156–164).

In addition to providing step-by-step guidance, Bakken and Simpson provide examples of a wide variety of documents that will benefit any faculty job seeker or newly hired faculty member. The authors also provide a sample timeline for those needing to complete the dissertation process. Furthermore, the authors share important tips at the end of each chapter and provide feedback and personal insights throughout the book, which not only strengthen the book but also caution new faculty members against potential mishaps. For instance, one of the authors shared the experiences of not getting tenure because of neglecting to meet the guidelines for publications, an extremely important factor in promotion and tenure.

The book could be improved by providing a lengthier discussion of institutional types and how applicants might go about determining which type(s) may be a better fit. Additionally, research suggests that gender and ethnicity often play a role in the process of promotion and tenure (Park, 2012). Perhaps this topic fell outside Bakken and Simpson's scope, but providing specific feedback for women and ethnic minorities would have enhanced the book. Still, Bakken and Simpson have done a terrific job to bring new faculty members and doctoral students up to speed about expectations of becoming tenure-track faculty members.

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In recent decades, the forces of globalization and neoliberal economic ideology have permeated every aspect of society, and higher education is by no means immune to these trends. The resulting competition for world university rankings has been a catalyst for far-reaching educational policy reforms affecting academia throughout the world.

Chuing Prudence Chou's *The SSCI Syndrome in Higher Education: A Local or Global Phenomenon* focuses on how governments and universities have begun implementing new systems for performance evaluation based solely on English language- and Western-centric quantitative indicators of research publication output. In particular, it examines the justifications for these policies, their impacts, the challenges confronted by relevant actors, and the emergence of pockets of resistance to the "SSCI syndrome" of the title.

Given its widespread use, the Social Sciences Citation Index (SSCI) has become the genericized term referring to all of the various international publication indices used for performance evaluation. This SSCI syndrome can be understood as a specific manifestation of the more general "publish or perish" academic culture. It is the aggregate of observable impacts of this culture and related policies on discourses, norms, and practices in academia. Taiwan, as the primary case study featured in the book, is not alone in its struggle. Adapting higher education to the pervasive forces of globalization and the market economy has implications for policymakers and educators worldwide. As the title suggests, each chapter in the text links the Taiwanese situation to that of academia.

The book's structure consists of an editor's preface followed by nine unnumbered chapters written by scholars from East Asia, the United States, and the United Kingdom. The editor, Chuing Prudence Chou, is an established veteran in the field of comparative international education who has published frequently during the policy reform process of the past two decades. Her preface examines the global context of higher education reforms and sets the foundation for the subsequent chapters. While it highlights many aspects of the global applicability of the SSCI syndrome (pp. vii–xi), a thorough reading of the remainder of the text reveals that the list may be incomplete. The preface concludes with a brief overview of the nine chapters that follow (pp. xi–xv).

The first chapter, written by Ka Ho Mok, Chair Professor of Comparative Policy and concurrently Vice President and Director of the Centre for Greater China Studies of The Hong Kong Institute of Education, chronicles the process of Taiwanese higher education reform and notes examples of other countries that have implemented similar policy reforms (pp. 1–8). It then presents empirical data based on surveys of faculty, painting a general picture of how the impacts of the educational reforms—in particular, the new international indicators for assessing research performance—are perceived by professors (pp. 8–17).