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Comparison of Evaluation of Research and Teaching at Universities in Europe: Country Groups in Evaluation in Higher Education Systems?

Abstract

The analysis is guided by the following research question: Based on the self-perception of academic faculty (academic staff) of the evaluation of research and teaching at universities, which groups of countries do emerge or may be indicated for further exploration? The basic idea is to create a comparison of evaluation at universities (in higher education systems) in Europe, and by using this approach to suggest, which countries (national higher education systems) are more similar or less similar to each other. Evaluation is linked to NPM (New Public Management) governance, network governance, and consequences and feedback of evaluation. The article wants to contribute to the discussion, which organizational changes and developments are occurring at the higher education system level with regard to quality assurance and quality enhancement.

Keywords

Evaluation of research, evaluation of teaching, comparison of evaluation in Europe, NPM governance, network governance

Vergleich von Forschungsevaluation und Lehrevaluation an Universitäten in Europa: Lassen sich anhand von Forschungs- und Lehrevaluation Ländergruppen bestimmen?

Zusammenfassung

Vorliegender Artikel beschäftigt sich mit der Forschungsfrage, was die Selbstwahrnehmung von „Academic Faculty (Academic Staff)“ in Bezug auf Evaluation von Forschung und Lehre an Universitäten ist und ob beziehungsweise welche Ländergruppen sich dadurch identifizieren lassen. Zur Diskussion wird gestellt, wie ähnlich oder unähnlich nationale Hochschulsysteme zueinander sind, wenn Evaluation das Kriterium liefert. Der Artikel möchte ein Diskussionsbeitrag dafür sein, welche Möglichkeiten sich daraus für Qualitätssicherung und Qualitätsentwicklung ergeben.

Schlüsselwörter

Forschungsevaluation, Lehrevaluation, Vergleich von Evaluation in Europa, NPM-Governance, Netzwerk-Governance

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1 Research Question: The Conceptual Design for a Comparison of Evaluation and the Methodic Approach

The analysis presented here is guided by the following research question: *Based on the self-perception of academic faculty (academic staff) of the evaluation of research and teaching at universities, which groups of countries do emerge or may be indicated for further exploration?* The basic idea is to create a comparison of evaluation at universities (in higher education systems) in Europe, and by using this approach to suggest, which countries (national higher education systems) are more similar or less similar to each other. In conceptual and methodic terms, (1) dimensions should be conceptually identified, (2) should then be expressed in numerical scales, and (3) the different (national) higher education systems in Europe should thereafter be plotted on those scales (dimensions). Evaluation of research and evaluation of teaching are understood as important elements of quality assurance and quality enhancement systems that again interact crucially with the governance of and in higher education (Campbell, 2003; 2013a; Campbell and Carayannis, 2013). Quality enhancement defines an important objective for quality assurance. This analysis should contribute to the general question: What are the organizational changes and developments that can be observed or at least be discussed for quality assurance and quality enhancement systems at the higher education system level?

With regard to governance of and in higher education, FERLIE et al. (2008 and 2009) assert that there are currently two dominant narratives[2]: (1) NPM governance (New Public Management) is interested in introducing market-similar relations and more efficiency and effectiveness into higher education; (2) network[3] governance, representing a new and innovative frontier for governance that wants to integrate cross-cutting, overlapping, hybrid and trans-sectoral networks and network formations into governance arrangements for higher education.[4] Based on the analysis and literature review of FERLIE et al. (2008 and 2009), the NPM governance and network governance are identified as two important dimensions in context of the analysis here. "Epistemic Governance" in higher education (CAMPBELL & CARAYANNIS, 2013) emphasizes that governance of universities must refer to the underlying epistemic structure and "knowledge paradigms" and that these are

[2] In FERLIE at al. 2008 (pp. 338-340) there is also the assertion and notion of a third, the so-called "Neo-Weberian narrative".

[3] On networks see also: RHODES, 1996 and 2008; RHODES et al., 2009.

[4] "Cross-employment" represents one element in relation to networks and network governance. Cross-employment is a form of multi-employment and indicates that a person (individual) has more than one (at least two) simultaneous employment contracts with organizations (institutions) within higher education or trans-sectorally transcending and connecting higher education and non-higher education (CAMPBELL, 2011 and 2013b). Cross-employment is also subject to network governance and complements the academic career model of tenure-track (CAMPBELL & CARAYANNIS, 2013, pp. 65-68).

translated into "quality dimensions", so that they can be addressed more directly through evaluation for the purpose of quality enhancement (CAMPBELL & CARAYANNIS, 2013, p. 27; see also CAMPBELL, 1999; 2001; and 2003).

Empirical point-of-departure are the so-called CAP surveys (The Changing Academic Profession) of the EUROAC project[5] that were conducted in several European countries. CAP is a standardized questionnaire procedure that addresses faculty (academic staff) at universities and other higher education institutions, and refers to the whole spectrum of university performance (for example: research, teaching and management). CAP represents and mirrors the self-perception of academic faculty (see Teichler and Höhle, 2013a; for methodic details, see TEICHLER & HÖHLE, 2013b; furthermore, compare with KEHM & TEICHLER, 2012).

The comparison here is based on findings in CAMPBELL (2013a), but with a methodic emphasis: first, only universities, and not also the other higher education institutions (other HEIs) are being considered; second, there is no distinction being made between seniors and juniors (senior and junior faculty) at universities, but all data are averages (means) of the mean score for seniors and the mean score for juniors.[6] The analysis follows the logic of suggesting and identifying specific dimensions for evaluation of research and teaching, to which selected questions of the CAP-survey provide empirical information. *The identified dimensions are: (1) NPM (New Public Management) governance; (2) network governance; (3) consequences and feedback of evaluation. Referring to the circumstance that the data input is based on CAP surveys, these dimensions should be interpreted as "perceptional" (perception-based).*

In the following sections of the article, the three different dimensions of evaluation of research and teaching at universities in Europe are described in more detail. In the conclusion, these dimensions are translated and aggregated into numerical scales for the purpose of a further comparative discussion of evaluation.

[5] The acronym of the EUROAC project stands for: "The Academic Profession in Europe: Responses to Societal Challenges". Evaluated positively by the European Science Foundation (ESF), the EUROAC research consortium involved teams in different European countries for the years 2009-2012. The Austrian research team was financed by the Austrian Science Fund (FWF, project number ''I273-G17'') and was headed by Professor Hans Pechar (project supervisor), research was conducted at the Institute of Science Communication and Higher Education Research (WIHO), Faculty for Interdisciplinary Studies (iff), Alpen-Adria-University Klagenfurt.

[6] The term "Seniors & Juniors" in the subsequent tables therefore addresses always the "senior and junior faculty".

2 Perceptional Dimension One of Evaluation of Research and Teaching at Universities: New Public Management (NPM Governance)

There are different conceptual possibilities of defining New Public Management (NPM) in higher education. The approach for the analysis here is to identify NPM on the basis of specifically selected questions in the CAP (EUROAC) surveys. NPM and NPM governance, in relation with the evaluation of research and teaching, address a top-down management style and decision-making, with a strong general managerial influence on evaluation, and in association with pressures to raise external research funds, but also emphasize on commercial or applied research. In that respect, NPM expresses managerialism or elements of managerialism. To a certain extent, job satisfaction in higher education (Table 1)[7] behaves reversely to (or correlates negatively with) the amount of a perceived top-down management style: the more top-down perception there is, the less satisfied (happy) is the academic faculty (compare with CAMPBELL, 2013a, pp 209). Top-down decision-making is also opposite to collegiality in decision-making. Perception of a top-down management style is the strongest in Ireland, United Kingdom (UK) and Austria, in combination with lower levels of job satisfaction. Job satisfaction in Switzerland is high and the amount of top-down managerialism is low.

Table 1: Overall satisfaction with current job (arithmetic mean*)

2010						2007/08						
AT	CH	HR	IE	PL	NL	DE	FI	IT	NO	PT	UK	**Mean**
Average (mean) for Seniors & Juniors at universities												
2.3	**2.1**	**2.05**	**2.55**	**2.3**	**2.15**	**2.35**	**2.25**	**2.25**	**2.25**	**2.45**	**2.7**	**2.31**

* Scale of answers 1 = Very high to 5 = Very low

Question B6: How would you rate your overall satisfaction with your current job?
Source: author's own calculations based on Campbell (2013a) (CAP/EUROAC surveys).

[7] Country acronyms in Table 1 and in the subsequent tables have the following country meanings: AT (Austria), CH (Switzerland), HR (Croatia), IE (Ireland), PL (Poland), NL (Netherlands), DE (Germany), FI (Finland), IT (Italy), NO (Norway), PT (Portugal), and UK (United Kingdom).

Table 2: Styles of management (arithmetic mean*)

2010						2007/08						
AT	CH	HR	IE	PL	NL	DE	FI	IT	NO	PT	UK	Mean
Top-down management style: **Average (mean) for Seniors & Juniors at universities**												
2.3	**2.65**	**2.75**	**1.95**	**2.5**	**2.45**	**2.8**	**2.5**	**2.4**	**3.3**	**2.6**	**2.1**	**2.53**
Collegiality in decision-making processes:* **Average (mean) for Seniors & Juniors at universities**												
3.45	**2.9**	**3.1**	**3.65**	**3.25**	**3.05**	**3.2**	**3.1**	**3.5**	**3.25**	**2.95**	**3.5**	**3.24**

Question E4: At my institution there is … (* Scale of answers from 1 = Strongly agree to 5 = Strongly disagree)

** "At my institution there is … a top-down management style".

*** "At my institution there is … collegiality in decision-making process".

Source: author's own calculations based on Campbell (2013a) (CAP/EUROAC surveys).

Table 3: Views on the conditions for research (arithmetic mean*)

2010						2007/08						
AT	CH	HR	IE	PL	NL	DE	FI	IT	NO	PT	UK	**Mean**
Pressure to raise external research funds: **Average (mean) for Seniors & Juniors at universities**												
1.45	**2**	**2.45**	**1.65**	**1.75**	**1.6**	**1.6**	**1.75**	**1.9**	**1.85**	**1.65**	**1.7**	**1.78**
Emphasis on comm./applied research:* **Average (mean) for Seniors & Juniors at universities**												
3.45	**3.35**	**3.2**	**2.25**	**3**	**3.3**	**3.25**	**2.9**	**2.95**	**3.2**	**2.8**	**2.45**	**3.01**

Question D6: Please indicate your views on the following (* Scale of answers from 1 = Strongly agree to 5 = Strongly disagree)

** The pressure to raise external research funds has increased since my first appointment

*** Your institution emphasizes commercially-oriented or applied research

Source: author's own calculations based on Campbell (2013a) (CAP/EUROAC surveys).

Table 4: Primary influence of institutional and academic unit managers on evaluating research and on evaluating teaching (percent of academics stating this perception)[8]

2010						2007/08						
AT	CH	HR	IE	PL	NL	DE	FI	IT	NO	PT	UK	**Mean**
Research: Average (mean) for Seniors & Juniors at universities												
77	**28**	**19**	**33**	**52**	**48**	**49.5**	**46.5**	**30**	**32.5**	**26.5**	**40.5**	**40.21**
Teaching: Average (mean) for Seniors & Juniors at universities												
69.5	**24.5**	**30**	**29.5**	**38**	**48**	**45**	**27.5**	**24**	**36.5**	**43**	**32**	**37.29**

Question E1: At your institution, which actor has the primary influence on each of the following decisions?
Source: author's own calculations based on Campbell (2013a) (CAP/EUROAC surveys).

Input for constructing (in the conclusion) a perception-based dimension of New Public Management (NPM governance), were the following tables: Table 2 (only the question on top-down management style), Table 3 and Table 4.

3 Perceptional Dimension Two of Evaluation of Research and Teaching at Universities: Peer Review (Network Governance)

Peer review has different meanings, implications and ramifications. Peer review can be associated with NPM as well as with network governance. While concepts of NPM appear already to be more established or can assert to be better understood (however, are not necessarily accepted by academics and academic faculty), network governance represents more of a new (and less established) frontier for and of governance in higher education. Innovative forms of network governance still must be developed and implemented but also improved. *In the specific context of our analysis here, we interpret "peer review" as a form of "network governance", and contrast peer-review-based network governance against NPM governance.*

[8] Respondents could indicate different groups that in their view express primary influence on the evaluation of research and teaching. Table 4 aggregates together, what the percentage is of those respondents, who see either institutional managers or academic unit managers as the most influential groups.

Table 5: Number of articles published in an academic book or journal (arithmetic mean)

2010						2007/08						
AT	CH	HR	IE	PL	NL	DE	FI	IT	NO	PT	UK	**Mean**
Average (mean) for seniors & juniors at universities												
4.05	**9.7**	**5.55**	**7.5**	**3.85**	**9.5**	**10.1**	**6.9**	**8.8**	**5.1**	**7.15**	**5.7**	**6.99**

Question D4: How many of the following scholarly contributions have you completed in the past three years?
Source: author's own calculations based on Campbell (2013a) (CAP/EUROAC surveys).

Table 6: Publications being peer-reviewed (percentage)

2010					2007/08						
AT	CH	IE	PL	NL	DE	FI	IT	NO	PT	UK	**Mean**
Average (mean) for Seniors & Juniors at universities											
55.5	**63.5**	**67**	**64**	**71.5**	**50.5**	**56.5**	**55.5**	**69.5**	**70.5**	**70.5**	**63.14**

Question D5: Which percentage of your publications in the last three years were ... (percent)
Source: author's own calculations based on Campbell (2013a) (CAP/EUROAC surveys).

Table 7: External reviewers as prime actors in the evaluation of research and teaching (percent of academics stating this perception)

2010						2007/08						
AT	CH	HR	IE	PL	NL	DE	FI	IT	NO	PT	UK	**Mean**
Research:												
Average (mean) for Seniors & Juniors at universities												
61	**49**	**46.5**	**67.5**	**21**	**60**	**45.5**	**61**	**42**	**38**	**23.5**	**61**	**48.00**
Teaching:												
Average (mean) for Seniors & Juniors at universities												
6	**8**	**15.5**	**33.5**	**12.5**	**23**	**5**	**12**	**8.5**	**10.5**	**40.5**	**30**	**17.08**

Question E3: By whom is your teaching, research, and service regularly evaluated?
Source: author's own calculations based on Campbell (2013a) (CAP/EUROAC surveys).

Interestingly, the quantitative amount of publication output (see Table 5)[9] and the degree of peer-reviewed publications (Table 6) are not necessarily associated with each other. Quantity and quality of academic publications can point into dissimilar directions. There are countries (national higher education systems), with high quantitative publication output but lower shares of peer-reviewed publications. Germany represents such a case (see also CAMPBELL & FELDERER, 1997). This may furthermore indicate that various national higher education systems place a different focus on different types of academic publications. It appears that in the United

[9] Of course it could be challenged, whether subjective statements represent a good measure for publication output. Bibliometrics or bibliometric means are more adequate (or at least more objective) in identifying real publication output and performance.

Kingdom, but also the Netherlands, Portugal, Norway, and Ireland, a particular emphasis is placed on peer-reviewed forms of publications, for example articles in refereed journals. There are some expectations that we could anticipate a further spreading and acceptance of peer-reviewed publications in the coming years across (Continental) Europe (CAMPBELL, 2013a). This may not only apply to the natural sciences but also to the social sciences and humanities. Here factors come into play such as "English as a global language" (Crystal, 2012) and "Multi-Level Global English" (BIELENIA-GRAJEWSKA, CARAYANNIS & CAMPBELL, 2013).

The above tables were used as input for designing (in the conclusion) a perception-based dimension of peer review (which may be paraphrased as a network governance): Table 6 and Table 7.[10]

4 Perceptional Dimension Three of Evaluation of Research and Teaching at Universities: Consequences and Feedback of Evaluation

Evaluations are confronted with a dilemma. Evaluations without consequences or feedback may be perceived either as useless or as bureaucratic measures. On the other hand, if the consequences are too rigid, then these may impose a negative impact on evaluations, in the sense that academic faculty develops a behavior that rejects evaluations. This obviously creates a demand for *creating creative organizational designs* within universities and higher education systems, how to generate feedback and how to "feedback consequences", based on evaluation and evaluation outcome, back into the higher education systems, so that research and teaching are being promoted positively.[11] So far, within the European context, the UK system of RAEs (or REF) represents perhaps the most radical approach of cross-linking evaluation outcome of university research to the direction of flows of public basic funding (CAMPBELL, 2003 and 2006; GEUNA & MARTIN, 2003; HEFCE, 2010).

[10] In Table 6 there are no values for Croatia. With regard to peer review, scores for Croatia were calculated only on the basis of data in Table 7.

[11] For example, see the practiced system of evaluation of teaching at the University of Applied Arts Vienna (BLIMLINGER et al., 2010).

Table 8: Perception of research and teaching related institutional strategies (arithmetic mean)

2010				2007/08						
AT	IE	PL	NL	DE	FI	IT	NO	PT	UK	**Mean**
CONSEQUENCES OF EVALUATION IN GENERAL										
Performance based allocation of resources to academic units:										
Average (mean) for Seniors & Juniors at universities										
2.9	3.3	2.85	2.45	2.5	2.25	3.15	2.6	3.6	2.7	2.83
Evaluation based allocation of resources to academic units:										
Average (mean) for Seniors & Juniors at universities										
3.35	3.6	3.2	2.85	3.05	2.75	3.4	3.2	3.65	2.95	3.20
CONSEQUENCES OF RESEARCH EVALUATION										
Considering the research quality when making personnel decisions:										
Average (mean) for Seniors & Juniors at universities										
2.75	2.75	3.05	2.3	2.6	2.6	3.45	2.95	3.35	2.3	2.81
CONSEQUENCES OF TEACHING EVALUATION										
Considering the teaching quality when making personnel decisions:										
Average (mean) for Seniors & Juniors at universities										
3.55	3.5	3.45	2.95	3.35	3.1	3.8	3.25	3.5	3.05	3.35

Question E6: To what extent does your institution emphasize the following practices? (Scale of responses from 1 = Very much to 5 = Not at all)
Source: author's own calculations based on Campbell (2013a) (CAP/EUROAC surveys).

Table 9: Views about teaching: encouragement to improve instructional skills in response to evaluation of teaching (arithmetic mean)

2010						2007/08						
AT	CH	HR	IE	PL	NL	DE	FI	IT	NO	PT	UK	**Mean**
Average (mean) for Seniors & Juniors at universities												
3.4	**2.8**	**3.3**	**2.55**	**3.65**	**2.7**	**3.3**	**3.95**	**2.4**	**2.6**	**2.95**	**2.6**	**3.02**

Question C4: Please indicate your views on the following: You are encouraged to improve your instructional skills in response to teaching evaluations (Scale of answer from 1 = Strongly agree to 5 = Strongly disagree)
Source: author's own calculations based on Campbell (2013a) (CAP/EUROAC surveys).

Academic faculty at European universities perceives that there is more of a "performance-based" than an "evaluation-based" allocation of resources to academic units (see Table 8). But how is it possible to know, what the performance is, without applying evaluation? Performance, of course, could be assessed by analyzing indicators and data. Comprehensive indicator assessment, however, would most likely require the involvement of at least some elements of evaluation. "Epistemic Governance" (CAMPBELL & CARAYANNIS, 2013) furthermore emphasizes that the underlying paradigms of knowledge and knowledge production (such as research) should also be addressed, by this demanding a reflected evaluation and quality enhancement.

The following tables produced input in the following way for constructing a perception-based dimension of consequences and feedback of evaluation in the conclusion: three groups of questions (question lines) were defined that entered the specific dimension with equal weight. These questions are: (a) the first two question lines in Table 8; (b) the third question line in Table 8; (c) and the fourth question line in Table 8 plus the question in Table 9.

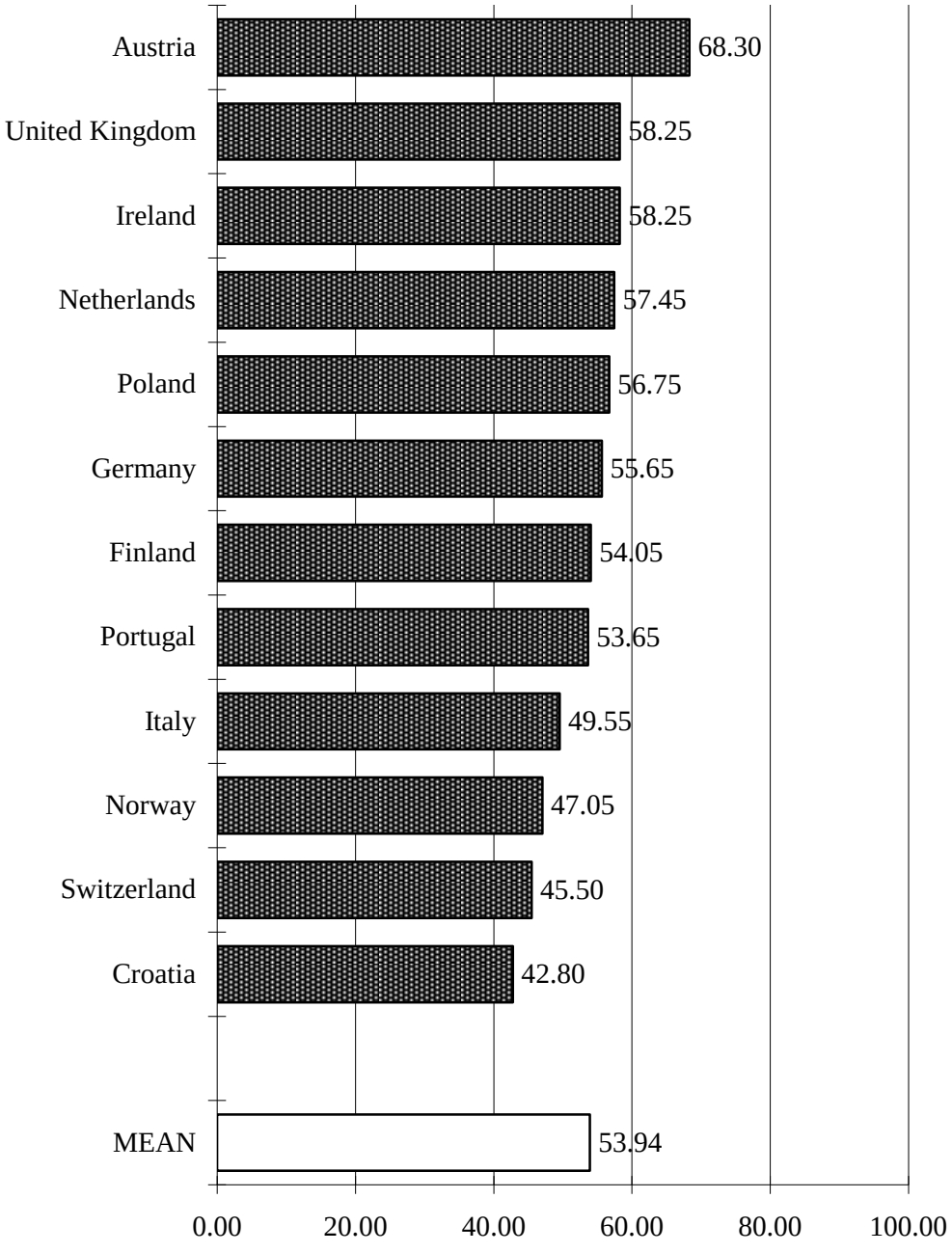
5 Conclusion: Comparison of Evaluation of Research and Teaching at Universities in Higher Education Systems in Europe Based on Numerical Scales

There is often an interest to search for trends in the governance and evaluation of higher education (universities) in Europe (DE BOER, ENDERS & SCHIMANK, 2007; CAMPBELL, 2003). The above presented and discussed data of the CAP surveys, which represent the perception (self-perception) of academic faculty, also suggest degrees of variety across the different countries (national systems of higher education). But in addition, in context of every higher education system, there is also institutional variety within a country. Therefore, the conclusion appears to be: "*There does not exist only a single map for NPM governance in higher education in Europe. This should be regarded as an observation, but also as an argument in favor of the manifold opportunities of developing evaluation creatively further*" (CAMPBELL, 2013a, p. 226).

In the introduction, the following research question was posed: *Based on the self-perception of academic faculty (academic staff) of the evaluation of research and teaching at universities, which groups (clusters) of countries do emerge or may be indicated for further exploration?* In the sections after the introduction, three perceptional "dimensions" of evaluation of university research and of university teaching were presented and discussed. In the following figures (Figures 1-3), these perceptional dimensions are translated into metric scales (numerical scales), ranging from 0 (lowest possible minimum) to 100 (highest possible maximum).[12] *These scales should support the attempt of comparing the evaluation of research and teaching at universities across countries in Europe*. The comparison here addresses the following features: (1) to indicate possible country groups (perhaps country clusters); (2) to indicate how similar or dissimilar, distant or close, the different countries (higher education systems) place to each other, by referring to spatial metaphors. All CAP-EUROAC surveys were conducted in the years 2007-2010. Thus, the data in the Figures 1-3 can be interpreted to represent the late 2000s.

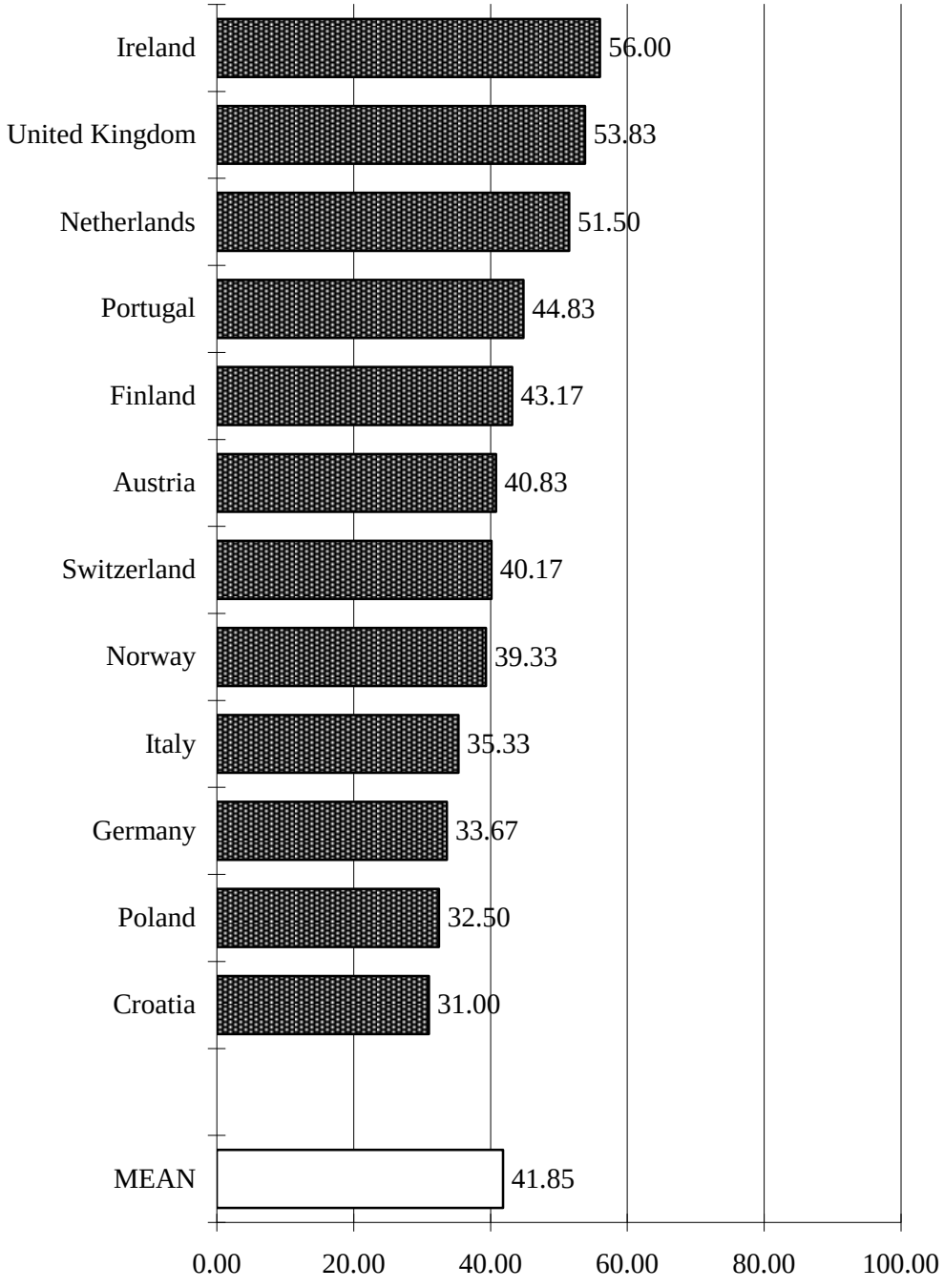
[12] What the "lowest possible minimum" or "highest possible maximum" can be is always determined specifically by the data structure in the tables that we used as data input.

Figure 1: Perception-based dimension of evaluation of research and teaching at universities: New Public Management (NPM governance), 0 = lowest possible minimum, 100 = highest possible maximum (2007-2010).



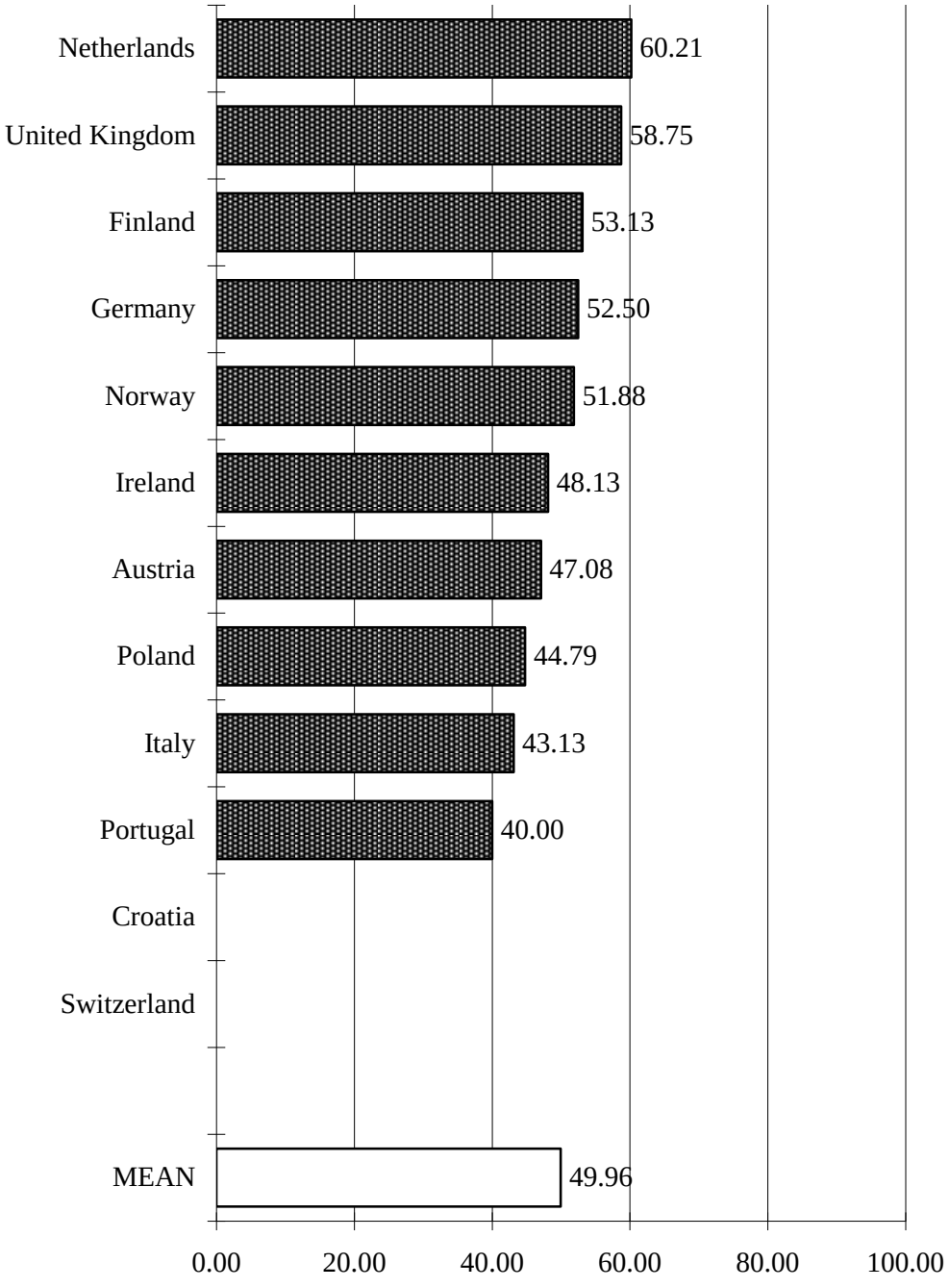
Source: Author's own calculations based on Tables 2-4.

Figure 2: Perception-based dimension of evaluation of research and teaching at universities: peer review (network governance), 0 = lowest possible minimum, 100 = highest possible maximum (2007-2010).



Source: Author's own calculations based on Tables 6-7.

Figure 3: Perception-based evaluation of research and teaching at universities: consequences and feedback of evaluation,
0 = lowest possible minimum, 100 = highest possible maximum (2007-2010).



Source: Author's own calculations based on Tables 8-9.

The scores (data) in our metric scales (Figures 1-3) represent the perception (self-perception) of academic faculty at universities in different European higher education systems, aggregating together with equal weight the perceptions of senior as well as junior faculty. Of course, this leaves unanswered, to judge or to assess (to "evaluate"), to which extent these self-perceptions correspond with reality (reality "out there"). In the following, comments and propositions should be provided in reference to the three constructed metric scales of perceptional (perception-based) dimensions (Figures 1-3):

New Public Management (Figure 1): New Public Management, or NPM governance, addresses here primarily forms of managerial decision-making (also with an inclination for a top-down approach in style). Consequences or feedback of evaluation were not factored into this dimension, but were treated as a separate dimension. On the dimension of NPM, the highest ranking countries are: Austria, United Kingdom, Ireland and the Netherlands. Germany and Finland, for example, place in a middle field. Lowest ranking are Italy, Norway, Switzerland, and Croatia. In Switzerland, collegiality in decision-making receives high scores (Table 2).

Peer review, network governance (Figure 2): The involvement of peer review in the evaluation of research and teaching at universities appears to be more common in Ireland, the United Kingdom and the Netherlands. Finland, Austria and Switzerland position themselves in the middle field. In Germany, so the supposed perception (self-perception) of faculty, there may be less of an engagement of peer review.

Consequences and feedback of evaluation (Figure 3): In accordance with the faculty self-perception, the asserted proposition is that evaluation in research and teaching have most consequences (or are linked to the most feedback) in the Netherlands, the United Kingdom, Finland, Germany, and Norway. Austria scores here only lower, despite the circumstance that Austria is top-scoring on the dimension of New Public Management.[13] Again, regarding the consequences and feedback of evaluation, the lowest-scoring countries are Poland, Italy and Portugal.

To summarize the analysis that was presented here, it should be emphasized that all reflections are more explorative in character and are based on perceptions of academic faculty (seniors and juniors). The analysis was used to feed into the formulation of propositions; further debates are invited. It will be necessary that results are discussed in reference to and in comparison with other studies (for example, see DE BOER, ENDERS & SCHIMANK, 2007, p. 149; KEHM & LANZENDORF, 2006; RECHAR & ANDRES, 2011). *This analysis could be furthermore used to engage, in a next step, in a "comparative mapping" attempt of evaluation at universities in Europe, suggesting which country groups (country clusters) there may*

[13] Is there a too strong NPM with weak consequences or feedback of evaluation, this may nurture the administrative or bureaucratic components and elements within evaluation and evaluation-based governance. This could even lead to a so-called "NPM bubble" (to use here a metaphoric term). "Epistemic governance" has the potential of effectively counterbalancing and to act against efforts of an over-bureaucratic governance approach to higher education but also in higher education.

be or exist with regard to evaluation. For example, the United Kingdom and the Netherlands score comparatively high on all three dimensions (NPM governance, network governance, and consequences and feedback of evaluation). Austria scores high on NPM, but lower on the consequences and feedback. In recent years, Austria introduced "American-style" NPM governance, but not "American-style" faculty structures. By tendency, faculty in Austria is still not integrated, but clustered over different "academic status groups" (compare with PECHAR, 2005 and 2012).

Already at the beginning of the article, it was stated that the analysis should contribute to the general question, "Whether organizational changes and developments of quality assurance and quality enhancement systems at the higher education system level can be identified in Europe?". The comparison of evaluation in Europe indicates but also displays a greater degree of involved variety. Therefore, countries should always "audit" or evaluate ("meta-evaluate"), whether their national systems of governance or of quality assurance and quality enhancement in higher education are still valid, or how, *based on learning and creative learning*, could these be improved and reformed. Network governance represents an interesting and innovative approach, with all the known or non-known (unknown) implications and ramifications. There also remains the challenge, how results of such a comparison ("comparative mapping") of evaluation of research and teaching at universities can inform, inspire and guide "good" governance of and in higher education.

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