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Abstract

This chapter is being guided by the following main research question: How does the academic profession perceive the evaluation of research and teaching in higher education? Possible governance references for higher education may be the ?New Public Management (NPM)? and ?Network Governance?. For further discussion, and based on empirical results of our analysis, we want to formulate three propositions. (1) ?Bad NPM? or ?good NPM? governance in combination with the

13.3.2026

evaluation of research and teaching: fair evaluations represent evaluation systems not over-steered by top-down (bureaucratic) governance approaches. Good NPM would be a performance-based, evaluation-based and quality-based governance of higher education in mutual configurations. (2) Different NPM country clusters of governance and evaluation: depending on the applied 'dimension' (indicator, indicator package) of governance and evaluation, different country clusters of NPM governance in higher education show up. There does not exist a single map of NPM governance in higher education in Europe. This should be regarded as an argument in favor of the manifold opportunities of developing evaluation creatively. (3) Evaluation-based governance of research and teaching: universities are more inclined toward research-oriented evaluation systems linked to governance, while other higher education institutions often lean toward teaching-oriented evaluation systems. There is a challenge how to 'cross-fertilize' evaluation approaches in research and teaching. (HRK / Abstract übernommen)

Signature

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