



# Understanding university professors' perceived value of teaching evaluations: A factorial survey experiment

29 June 2026 (Mon) · 11:00 a.m. - 12:30 p.m.  
Room G2, Ho Tim Building, CUHK

## Abstract

Evaluating teaching quality is essential for enhancing the student experience in higher education. Accordingly, evaluation systems that provide evidence on teaching quality are highly relevant for higher education institutions. However, when developing them, university professors' voices are seldom heard. To address this issue, we conducted a factorial survey experiment to investigate which elements of teaching evaluation university professors value most. We developed vignettes based on existing literature and current institutional practices. The elements included were instruments (surveys, classroom observation, portfolios), judges (peers within the department, external peers), importance for career advancement, and support for improving teaching. 394 research-active professors answered. The results revealed several significant patterns. Professors preferred student surveys and classroom observations as evaluation instruments. They also perceived teaching evaluation as less important than research for career advancement, and they valued opportunities for support aimed at improving their teaching. Additionally, professors with more years of academic experience, full-time contracts, and four or more publications in the past decade tended to place less value on teaching evaluation models. Although these findings suggest that teaching evaluation is generally seen as less important than research—particularly among more experienced and research-productive academics—they also indicate that professors seek support in interpreting student feedback and in reviewing their teaching practices. This insight may guide teaching development centres in designing targeted support initiatives. This is important in countries like Chile, where the massification of higher education has led to a more diverse student population and, therefore, students' academic success increasingly requires professionalised teaching.



**Speaker:**  
**Prof. Carlos González**  
(Pontifical Catholic University of Chile)

## About the speaker

Prof. Carlos González is a Professor at the Faculty of Education, Pontifical Catholic University of Chile (PUC), and currently serves as the Director of the Centre for Research on Educational Policies and Practices (CEPPE UC). He earned his undergraduate degree in Sociology from PUC, followed by a Master's and PhD in Education from The University of Sydney, Australia, and completed post-doctoral research at the Institute of Education, University College London. With extensive international academic experience, he has conducted research visits and exchanges at institutions including The University of Hong Kong, UCLA, The University of Sydney, and the National Autonomous University of Mexico. At PUC, he has held key administrative roles such as Vice-Dean of Research and Vice-Dean of Postgraduate Studies, alongside his academic career progression from Assistant to Full Professor. A recipient of multiple national research awards and PUC's annual research excellence recognition, his work has been widely cited, with one article named among Routledge Education's most-read in 2011. He has also been awarded prestigious scholarships for postgraduate and international research studies.



Online registration: <https://cloud.itsc.cuhk.edu.hk/webform/view.php?id=13732814>

Registration deadline: 26 June 2026 (Fri)

Enquiries: 3943 1374 / [shinylau@cuhk.edu.hk](mailto:shinylau@cuhk.edu.hk) | 3943 8197 / [ericcheung@cuhk.edu.hk](mailto:ericcheung@cuhk.edu.hk)