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**Evaluating teaching in order to foster the professional development of university teaching staff: insights from policies and practices at Université de Lausanne**

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**Abstract**

The evaluation of teaching by students is a widespread practice in Anglo-Saxon higher education institutions (HEIs). This practice, now spreading to other parts of the world, is sometimes met with resistance by university teachers. In this paper, we argue that this should not be the case as evaluation of teaching by students can be used to foster the professional development of teachers in a non-threatening way. This depends upon the overall purpose or intention of the evaluation system. Rather than putting in place a system that aims at controlling the performance of teachers, HEIs would benefit from putting in place a system that aims at fostering the development of teachers. In order to do so, certain values need to be adopted by HEIs. In this paper, we discuss such values, and explain how they were translated into policies and practices at Université de Lausanne.