

 AMERICAN INTERNATIONAL UNIVERSITY الجامعة الأمريكية الدولية	Policy Main Title	Faculty and Professional Staff	Effective Date	14/06/2026
	Policy Subject	Faculty Professional Development Policy	Last Review date	
	Policy Number	FAC-008	Next Review date	14/06/2029
	Responsible Entity	Vic President for Academic Affairs	Approved By	President

Overview

American International University's academic mission depends on faculty who are not only highly qualified at appointment but who continue to grow as teachers, scholars, and academic citizens throughout their careers. Professional development is not a peripheral benefit; rather, it is a core institutional investment and a condition of sustainable academic quality, accreditation readiness, and student success.

This policy establishes the framework for faculty professional development at AIU. It encompasses the mandate, structure, and programs of the Centre for Teaching and Learning (CTL); structured institutional development categories; the New Faculty Induction Program; the Peer Observation of Teaching (POT) program; Faculty Learning Communities; the CTL Knowledge Repository; the RISE Teaching and Learning Grant Program; conference and scientific travel support; the Faculty Development Fund; the Sponsored Research Leave framework; and the annual Teaching and Learning Impact Report. Together these mechanisms constitute AIU's fulfilment of the requirements as follows: Faculty and Staff Development, Faculty Responsibility for SLOs), Active Learning and Feedback, Scholarship Valued, and Ongoing Inquiry into Teaching and Learning.

Scope

This policy applies to all full-time regular and visiting faculty members, academic non-faculty appointment holders, and faculty in administrative roles at AIU. Part-time and adjunct faculty may participate in CTL instructional development programmes where appropriate.

Purpose

The purposes of this policy are to:

- Establish the Centre for Teaching and Learning as the institutional hub responsible for coordinating, delivering, and evaluating all faculty professional development activities
- Define the five CTL mandate domains and ensure they are resourced, staffed, and evaluated as institutional priorities
- Create a planned, implemented, and formally evaluated professional development framework consistent with Accreditation agency requirement
- Connect all professional development activities to institutional goals, assessment findings, and the annual performance review cycle
- Define the Faculty Development Fund allocation principles, the RISE Teaching and Learning Grant Program, the conference travel entitlements, and the Sponsored Research Leave categories
- Establish the CTL Knowledge Repository and the Annual Teaching and Learning Impact Report as institutional evidence instruments for accreditation
- Provide an equitable and transparent framework that ensures development access for all faculty regardless of rank, School, or workload profile
- Promote a culture of continuous professional learning, innovation, and lifelong academic development

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Abbreviations and Definitions

Center for Teaching and Learning (CTL): AIU's institutional hub for teaching excellence, faculty development, and learning innovation. The CTL operates under the Office of the VPAA and serves all Schools and the Foundation Program. It is established as a named institutional function under the RISE Strategy 2026–2030.

CTL Knowledge Repository: A curated, institutionally maintained digital collection of teaching resources, case studies, peer observation frameworks, Accreditation agency evidence artefacts, grant outputs, and professional development records accessible to all AIU faculty.

Annual Teaching and Learning Impact Report: A formal report produced by the CTL Director each year, documenting CTL program participation rates, faculty satisfaction with CTL services, measurable changes in student learning outcomes attributable to CTL interventions, and grant and award outcomes. Presented to the President and Faculty Council each May.

Faculty Learning Community (FLC): A voluntary, collegial peer group of faculty organized around a shared teaching interest, disciplinary challenge, or pedagogical theme. FLCs are facilitated by the CTL and constitute the primary vehicle for sustained, informal professional development.

RISE Teaching and Learning Grant Program: The suite of competitive awards administered by the CTL: the Teaching Excellence and Innovation Grant, the Undergraduate Research Integration Grant, and the Annual Award for Innovation in Teaching.

New Faculty Induction Program: A structured, multi-day program delivered by the CTL each September for all newly appointed faculty, covering AIU's mission and RISE Strategy, the SLO assessment cycle, course file requirements, LMS and technology tools, academic freedom, shared governance, and CTL services.

Peer Observation of Teaching (POT): A structured, and formative process in which a trained faculty colleague observes a class session and provides developmental feedback. Administered by the CTL; non-evaluative by design.

Scholarship of Teaching and Learning (SoTL): Systematic, evidence-based inquiry into one's own teaching practice and its effects on student learning, conducted with scholarly rigor and intended for dissemination within the academic community.

Professional Development: Any planned activity undertaken by a faculty member to enhance their effectiveness as a teacher, scholar, or academic citizen, including instructional development, discipline-specific advancement, institutional capacity building, and leadership growth.

Faculty Development Fund: A dedicated, annually budgeted institutional fund supporting faculty professional development, including conference travel, research seed grants, pedagogical training, and professional association membership. Allocation criteria are governed by this policy.

Annual Faculty Development Plan (AFDP): A written plan prepared by each faculty member in consultation with the Department Chair at the beginning of each academic year, identifying development goals, planned activities, and required support.

Faculty Activity System (FAS): AIU's institutional platform for recording faculty credentials, scholarly outputs, development activities, and annual activity reports.

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Policy

Article 1: The Centre for Teaching and Learning: Mandate and Governance

The Centre for Teaching and Learning (CTL) is AIU's institutional hub for teaching excellence, faculty development, and learning innovation. It is established as a named institutional function under the RISE Strategy 2026–2030 and operates under the authority of the Vice President for Academic Affairs. The CTL serves all five Schools and the Foundation Program, working with the full-time faculty complement and the adjunct community.

1. Institutional Mandate

The CTL carries five interconnected institutional mandates, all of which must function simultaneously and reinforce each other:

CTL Mandate	Description	Primary Accreditation agency Evidence Produced
Faculty Excellence	Structured development programs, new faculty induction, peer observation, faculty learning communities, individual coaching, and SoTL support	Faculty Development: Annual professional development participation records, program evaluation reports
Learning Innovation	Instructional design support, educational technology integration, hybrid and online course quality, AI-in-teaching policy, and course redesign consultations	Active Learning; Feedback: Course redesign documentation; technology adoption records; AI-in-teaching policy
SLO Assessment Training	SLO/PLO design training, rubric development, close-the-loop documentation, and support for the annual assessment cycle	Faculty Responsibility for SLOs: Training participation records; assessment literacy documentation
RISE Grant Program	Teaching Excellence & Innovation Grants, Undergraduate Research Integration Grants, Annual Award for Innovation in Teaching, and Annual CTL Forum	Scholarship Valued: Grant award records; dissemination documentation; Forum proceedings

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Accreditation agency Evidence	CTL Knowledge Repository, Annual Teaching & Learning Impact Report, faculty development participation records, and self-study contributions	Inquiry into Teaching & Learning: Impact Report; repository artefacts; self-study sections
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These five mandates are not separable functions they constitute a single integrated program of institutional investment in teaching quality. The CTL Director is accountable to the VPAA for the delivery of all five mandates, and the VPAA is accountable to the Board of Trustees for ensuring the CTL is adequately resourced and effective.

2. CTL Director

The CTL Director is the founding institutional leader of the Centre. The Director is appointed through a competitive search process, reporting to the VPAA. The CTL Director's primary responsibilities encompass:

- Design, delivery, and continuous evaluation of the structured faculty development program across all three categories (instructional, professional/scholarly, and organizational)
- Leadership of the New Faculty Induction Program each September
- Establishment and facilitation of Faculty Learning Communities
- Coordination and administration of the POT program, including training observers and maintaining confidential records
- Provision of individual faculty consultations on course design, assessment strategy, student engagement, and teaching effectiveness
- Leadership of instructional design support for AIU's academic program and oversight of online and hybrid course quality
- Coordination with the CTO and Digital Transformation Office on educational technology adoption and pedagogical value assessment
- Development and maintenance of the Generative AI in Teaching Policy and associated faculty guidance
- Coordination of AIU's institutional SLO assessment training in partnership with the Assessment Coordinator and VPAA
- Administration of the RISE Teaching and Learning Grant Program
- Organization of the Annual CTL Teaching and Learning Forum
- Production and maintenance of the CTL Knowledge Repository and CTL website and newsletter
- Identification and pursuit of external funding from KFAS, regional higher education networks, and international foundations to supplement the RISE grant budget
- Strategic partnership with the ALO for accreditation evidence, the Assessment Coordinator for the SLO cycle, the CTO for educational technology, the Registrar for course quality data, and Student Affairs for student success initiatives

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- Representation of AIU in regional and international teaching and learning networks including the POD Network, HERDSA, and GCC university teaching and learning forums
- Contribution to AIU's Accreditation agency self-study, addressing faculty development, assessment, and teaching quality sections
- The VPAA may assign additional responsibilities to the CTL Director as institutional priorities evolve

3. CTL Governance and Reporting

The CTL Director reports directly to the VPAA. The Director presents an Annual Teaching and Learning Impact Report to the President and Faculty Council each May, as required by Article 9.2 of this policy. The CTL is subject to the same institutional budget planning, reporting, and quality assurance requirements as all other academic support units. A CTL Advisory Committee, comprising two Deans, two Faculty Council members, and the Assessment Coordinator, advises the Director on program priorities and evaluates the annual Impact Report. The Advisory Committee meets no less than twice per academic year.

Article 2: Categories of Faculty Professional Development

AIU organizes faculty professional development across three categories, all of which are administered or coordinated by the CTL:

2.1 Instructional Development

Instructional development is focused on enhancing teaching effectiveness and student learning outcomes. It addresses findings from the annual performance review cycle, SET data, and institutional assessment outcomes. The CTL leads all instructional development activities, which include:

- Workshops and seminars on evidence-based pedagogy, active learning strategies, inclusive teaching, course design, and assessment methodology offered in accessible formats at accessible times, evaluated for effectiveness after each cycle
- Educational technology integration training LMS (Canvas), digital assessment platforms, audience response systems, and AI-enabled teaching tools
- Peer Observation of Teaching (POT) governed by Article 4 of this policy
- Faculty Learning Communities governed by Article 5 of this policy
- Individual faculty consultations on course design, assessment strategy, and student engagement available to all faculty on request from the CTL
- The Scholarship of Teaching and Learning (SoTL) research on one's own teaching practice, supported through the FDF
- Instructional design support for new and redesigned courses, including online and hybrid course quality assurance

2.2 Professional and Scholarly Development

Professional development advances the faculty member's disciplinary expertise and scholarly productivity. The CTL coordinates these activities in partnership with School Deans and the VPAA:

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- Conference participation and scientific travel governed by Article 8 of this policy
- Research skills workshops including grant writing, data analysis, and systematic review methodology
- Discipline-specific certifications, short courses, and professional association training
- External research collaboration visits and short-term academic exchange arrangements
- Sponsored Research Leave governed by Article 7 of this policy
- Mentoring of junior colleagues, where substantive research mentorship is a recognized scholarly contribution

2.3 Organizational and Institutional Development

Organizational development strengthens AIU as an institution. The CTL leads or coordinates:

- New Faculty Induction Program governed by Article 3 of this policy
- Accreditation literacy training including Accreditation agency standards, self-study preparation, and assessment cycle management
- Academic leadership development for Department Chairs, Deans, and emerging academic leaders
- Institutional assessment and quality assurance participation recognized as a development activity when it involves training in assessment methodology
- University strategy and planning workshops

Article 3: New Faculty Induction Program

The New Faculty Induction Program is a mandatory, multi-day structured program delivered by the CTL each September for all faculty members in their first year of appointment at AIU. It is the CTL's single most important annual event and must be in place before the start of the first semester. The program is the CTL Director's first institutional deliverable each academic year.

3.1 Program Content

The Induction Program covers four thematic areas:

- Pedagogical: Psychological processes of learning; effective instructional design; assessment strategy and rubric development; active learning and student engagement; syllabus design in accordance with FAC-005
- Technological: AIU LMS (Canvas) course construction, assignment tools, grade management, rubric integration; online teaching tools; digital assessment and anti-plagiarism tools; AIU administrative systems Banner and the FAS; Responsible use of Generative AI in teaching and assessment (aligned to the Generative AI in Teaching Policy in Article 6.3)
- Institutional: AIU's mission, RISE Strategy, and institutional values; faculty employment policies (FAC-003, FAC-005, FAC-006, FAC-007, FAC-008); academic integrity; the SLO assessment cycle; PUC regulations and Accreditation agency standards relevant to faculty; examination rules and administrative procedures; Faculty Council and shared governance

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- Research and Scholarly: Research grant proposal writing including the AIU seed grant; SoTL and action research methodologies; research ethics and IRC procedures; research output recording (FAS, ORCID, Scopus)

3.2 Mentoring

Each new faculty member is assigned a faculty mentor by the Department Chair within the first two weeks of appointment. Mentors are experienced faculty members at the rank of Associate Professor or Professor who have demonstrated teaching excellence and scholarly engagement. The CTL provides mentor training annually, including collaborative and reverse mentoring techniques, mentor-mentee selection criteria, and facilitation of the mentoring process with regular debriefing to ensure the scheme's effectiveness. Mentoring is recognized as a service contribution in the mentor's annual performance evaluation under FAC-007.

3.3 Program Completion

Completion of all required Induction Program components is a condition for confirmation of appointment at the end of the probationary period. Non-completion is reported to the Dean and documented in the Probationary Review under FAC-007. The CTL evaluates the program at the end of each academic year using faculty feedback surveys and completion data, reporting outcomes to the VPAA and incorporating findings into the Annual Teaching and Learning Impact Report.

Article 4: Peer Observation of Teaching Program

The CTL administers AIU's Peer Observation of Teaching (POT) program a voluntary, formative, and non-evaluative process designed to support continuous improvement of instructional practice through structured collegial feedback. POT is intentionally distinct from the performance review process: POT data is developmental and is not used as a direct input in formal performance ratings unless the faculty member voluntarily includes it in their AFAR. The POT program must function as a trusted, safe space for professional reflection, not as a surveillance mechanism.

4.1 POT Advisory Council

A POT Advisory Council, comprising faculty members who have received the AIU Annual Award for Innovation in Teaching, serves as the core pool of trained observers and guides the program's development and quality. Council members receive comprehensive observer training delivered by the CTL Director and serve as ambassadors for the program across their Schools.

4.2 Process Stages

The CTL-administered POT cycle consists of four structured stages:

- a. Pre-Observation Conference: The observer and observed faculty member establish the objectives of the observation, agree on the focus and logistics, and clarify mutual expectations. The meeting is genuine two-way dialogue.

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- b. Classroom Observation: The observer attends the designated class session, collecting descriptive data on the agreed objectives using the AIU Classroom Observation Form developed and maintained by the CTL. Observations avoid value judgments unconnected to agreed objectives.
- c. Observation Analysis: The observer reflects on the collected data and determines how best to use it in support of the observed faculty member's development goals.
- d. Post-Observation Session: The observer and observed faculty member meet privately. The observed faculty member self-assesses first; the discussion is collegial, focused on strategies for improvement, and documented using the CTL post-observation record form.

4.3 Implementation Stages

The CTL implements the POT program in sequential stages:

- Stage 1: Orientation workshop familiarizing all faculty with the program's purpose, design, and procedures
- Stage 2: Pilot scheme among POT Advisory Council members, refining the observation tools and process
- Stage 3: Faculty-requested observations from trained colleagues or identified critical friends
- Stage 4: Targeted support for faculty with specific instructional development needs identified through the pilot
- Stage 5: Annual sharing forum at which participating faculty present their POT experiences and findings to the broader faculty community

4.4 Eligibility and Priority

All faculty may request a POT observation at any time. Priority access is given to: faculty in their first year of appointment; faculty new to higher education; faculty with SET scores below the 67% threshold; and faculty who self-identify as wishing to improve specific practices.

4.5 Confidentiality and Documentation

The CTL maintains confidential POT records. Records are accessible only to the CTL Director, the observed faculty member, and the VPAA and to the latter only in the aggregate for program reporting purposes. Individual POT records are never shared with Department Chairs or Deans as part of a performance review without the faculty member's explicit written consent. The CTL reports annually to the VPAA on program utilization, participant satisfaction, and instructional improvement trends.

Article 5: Faculty Learning Communities

Faculty Learning Communities (FLCs) are the CTL's primary vehicle for sustained, collegial, peer-driven professional development. An FLC is a voluntary, semi-structured peer group of faculty, typically six to twelve members, organized around a shared teaching interest, disciplinary challenge, or pedagogical theme. FLCs are facilitated by the CTL but are intellectually owned by their members.

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5.1 Formation and Facilitation

The CTL Director proposes FLC themes at the beginning of each academic year based on data from SET trends, the annual performance review, and faculty interest surveys. Faculty may also propose FLC topics to the CTL Director. Once a group reaches a minimum of four members, the CTL provides facilitation support, a meeting space, a small allocation from the FDF for materials or guest speakers, and access to the CTL Knowledge Repository resources relevant to the theme. FLCs meet no less than four times per semester. The CTL Director participates in each FLC at least once per semester to maintain connection with community themes and bring in relevant expertise or resources.

5.2 Documentation and Evaluation

FLC participation is recorded in the FAS. At the end of each semester, each FLC submits a brief summary of activities, discussions, and outcomes to the CTL Director. The CTL includes FLC activity data and impact in the Annual Teaching and Learning Impact Report. Faculty who leads an FLC may document this as service in their AFAR under the Service domain.

Article 6: Instructional Design, Educational Technology, and Generative AI

The CTL leads AIU's capacity in instructional design and educational technology, ensuring that all courses, regardless of modality, reflect current best practice and produce documented student learning outcomes. This mandate requires the CTL to operate at the intersection of pedagogy and technology, maintaining close coordination with the CTO and Digital Transformation Office.

6.1 Instructional Design Support

The CTL provides individual and program-level instructional design consultations to Deans, Department Chairs, and faculty. Instructional design support includes: course outcome mapping (CLO-PLO-ILO alignment); assessment blueprint design; active learning activity development; course redesign for improved student engagement; and quality review of new or significantly revised courses before their first offering. The CTL maintains a practical course design template for new course development submissions under ACA-004. Engagement with CTL instructional design services is voluntary for individual faculty but may be required by the Dean for courses flagged through the program assessment process as needing redesign.

6.2 Educational Technology

The CTL evaluates new educational technology tools for pedagogical value before recommending institutional adoption, coordinating with the CTO to ensure that technology serves learning goals rather than displacing them. The CTL trains faculty in all institutionally adopted tools and maintains accessible training resources in the CTL Knowledge Repository. The CTL maintains AIU's standard for online and

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online course quality, establishing course design rubrics that define minimum standards for digital learning experiences and conducting quality reviews of online courses on a sample basis each semester.

6.3 Generative AI in Teaching Policy

The CTL Director develops and maintains AIU's Generative AI in Teaching Policy, a practical institutional guidance document that addresses: responsible use of Generative AI tools in teaching and assessment design; academic integrity implications of AI-enabled assessment; faculty training needs; and how course assessment can be designed to remain valid and meaningful in an AI-enabled environment. The Generative AI in Teaching Policy is reviewed at least annually given the pace of change in this domain. Faculty are trained on its current provisions through the New Faculty Induction Program and through dedicated CTL workshops offered at least once per semester. The policy does not restrict academic freedom in teaching; it provides a supported framework for informed pedagogical decision-making.

Article 7: Sponsored Research Leave

The Sponsored Research Leave (SRL) is AIU's structured mechanism for enabling eligible faculty to pursue concentrated, approved scholarly activity at an accredited external institution or research center. SRL reflects AIU's current institutional context. SRL is competitive, merit-based, and connected to external institutional support, grants, or fellowships. All SRLs would normally be undertaken during academic breaks or the summer period unless otherwise approved by the VPAA and President. All SRLs subject to the availability of funds, recommendation of the VPAA and the approval of the President.

Four SRL categories are available:

SRL Category	Compensation	Key Conditions
Type 1 Externally Sponsored	Full salary and benefits maintained; external sponsor covers host institution costs	External offer or fellowship from accredited institution; no cost to AIU beyond salary; prior approval required
Type 2 Institutionally Supported	Full salary and benefits maintained; AIU covers one economy return air ticket and approved research expenses up to KWD 2,500	Five years' service since appointment or last SRL; competitive selection by SRL Review Committee
Type 3 Partial Support	Full salary; benefits maintained; AIU covers up to 50% of eligible costs;	Three years' service; approved research proposal; external partial funding recommended

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	faculty supplements from own or grant funds	
Type 4 Research Exchange	Full salary; AIU covers economy travel and daily allowance at approved rate for up to four weeks; host covers remaining costs	Formal exchange agreement with host institution; minimum two years' service.

7.1 Eligibility

- Hold a full-time regular appointment at the time of application.
- Have completed the minimum service period for the applicable SRL type since initial appointment or return from a previous SRL. Periods of leave without pay do not count toward the service calculation.
- Hold a Satisfactory or above rating in the most recent annual performance review.
- Have demonstrated a meaningful scholarly output record ordinarily at least one peer-reviewed publication or equivalent per year during the service period.
- Have fulfilled all obligations from any previous SRL, including the submission of the SRL Completion Report.

Priority is given to the faculty member who has not previously taken an SRL, or who has the longer service record since initial appointment. The Dean retains the right to reschedule an approved SRL where operational necessity requires it.

7.2 Scholarly Activity Requirements

An SRL application must present a substantive scholarly program with a clear research question; specified expected outputs including at minimum one targeted journal submission; a formal acceptance or affiliation letter from the host institution; a detailed work plan with milestones and budget (where AIU support is requested); and a demonstration of benefit to the faculty member's scholarship, the relevant program, and AIU's institutional reputation.

7.3 Conditions of SRL

- Return to AIU for a minimum of one full academic year following the SRL. Failure to return, or resignation within this year, triggers pro-rata reimbursement of all AIU-funded benefits received during the leave.
- Submit an SRL Completion Report to the Dean, with copies to the VPAA and Department Chair, within 30 days of return, documenting activities, extent of achievement, publications in progress, and partnerships established.
- Disseminate the scholarly outcomes of the SRL to the AIU academic community through a formal presentation in the first semester of return.

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- d. Not engage in paid employment, compensated consulting, or other remunerated activities during the SRL without prior written VPAA approval. Fellowships, scholarships, and research grants without service obligations are permitted and encouraged.

7.4 Compensation During SRL

- Type 1 (Externally Sponsored): Full salary and benefits maintained; external sponsor covers all host institution costs; no AIU outlay beyond salary.
- Type 2 (Institutionally Supported): Full salary and benefits; AIU covers one economy return air ticket and approved research costs up to KWD 2,500, subject to President approval.
- Type 3 (Partial Support): Full salary and benefits; AIU covers up to 50% of eligible research and travel costs, subject to President approval; faculty supplements from personal or grant funds.
- Type 4 (Research Exchange): Full salary and benefits; AIU covers economy return travel and daily allowance at the Finance-approved rate for up to four weeks; host covers accommodation and remaining costs per the exchange agreement.

Double-funding: receiving both full AIU institutional support and full external funding for the same expense is not permitted. All external funding sources must be disclosed at application.

7.5 SRL Application Timeline

Activity	Deadline	Responsibility
Faculty submits SRL application to Department Chair	28 February (Fall start) / 30 September (Spring start)	Faculty
Department Chair recommendation to Dean	15 March / 15 October	Department Chair
SRL Review Committee evaluation and recommendation	31 March / 31 October	SRL Review Committee
Dean recommendation to VPAA	7 April / 7 November	Dean
VPAA Recommendation and President final approval	20 April / 20 November	VPAA / President
Notice of approval issued to faculty member	30 April / 30 November	VPAA Office / HR

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Faculty submits SRL completion report	No later than 30 days after return	Faculty
VPAA acknowledges report and updates FAS	Within 15 working days of receipt	VPAA Office

7.6 SRL Review Committee

The VPAA appoints a standing SRL Review Committee comprising the VPAA (Chair), two School Deans, and two Faculty Council members at the rank of Professor. The Committee meets once per semester to evaluate applications against scholarly program criteria, eligibility requirements, and institutional priorities. Recommendations are submitted to the VPAA who, in consultation with the President, issues the final approval decision. Deliberations are confidential.

7.7 SRL Appeals

- To the Dean, where the Department Chair declined to recommend within two weeks of notification.
- To the VPAA, where the Dean or SRL Review Committee declined within two weeks of notification.
- To the President, where the VPAA declined within two weeks of notification. The President's decision is final.

Written decisions on appeals are issued within one month of submission.

Article 8: Conference and Scientific Travel Support

Subject to the availability of funds, AIU financially supports faculty participation in academic conferences and scientific travel as a core component of professional development and scholarly engagement, administered through the VPAA Office with operational support from the CTL.

8.1 Eligibility Conditions

- The faculty member has passed the probationary period. Exceptions may be granted by the VPAA where attendance provides demonstrable benefit to AIU's reputation.
- The faculty member is the main or joint author of the paper being presented and is the designated presenter.
- The paper has been accepted through a rigorous peer review process, or the faculty member has been formally invited as a plenary, keynote, or panel speaker.
- The conference proceedings will normally be published in a Scopus-indexed outlet or another internationally recognized scholarly venue appropriate to the discipline, or the faculty member commits in writing to submitting to a Scopus-indexed journal within six months. This commitment is recorded in the FAS.

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- e. The paper bears the name American International University-Kuwait as the institutional affiliation. Papers listing another institution as primary affiliation are not eligible.
- f. The conference aligns with the faculty member's area of specialization or current research agenda, as confirmed by the Department Chair.
- g. Participation does not occur during the first week of teaching, the final examination period, or the official grade submission period. No exceptions are made to the examination blackout.
- h. Faculty teaching summer courses may not travel for conferences during the active summer teaching session.

8.2 Financial Coverage

- Economy class round-trip airfare to the conference venue
- Conference registration fee up to KWD 250 or equivalent
- Daily allowance for a maximum of four conference days at the Finance-approved rate for the conference location
- Only one set of expenses covered where multiple papers are presented
- No expenses covered where the faculty member receives full external sponsorship; partial external support is supplemented by AIU up to the allowable ceiling

8.3 Conference Classification

Each School maintains an annual conference classification list Prestigious, Well-Recognized, or Not Recommended, developed by the School's Research Committee, shared with faculty before the academic year begins, and submitted to the VPAA Office. Applications to attend Not Recommended conferences are not funded. The CTL maintains a cross-School conference registry to support consistent classification across disciplines.

8.4 Application and Post-Travel Obligations

Conference travel requests are submitted to the Department Chair at least five weeks before travel and processed through the VPAA Office at least three weeks before travel. Upon return, the faculty member submits a brief conference report to the Department Chair within two weeks and presents findings at a departmental seminar within the same or following semester. Financial settlement of claims is processed by Finance within ten working days of receipt of complete expense documentation. Claims submitted more than 30 days after return are not processed.

Article 9: The RISE Teaching and Learning Grant Program

The RISE Teaching and Learning Grant Program is a suite of competitive awards administered by the CTL Director. Its purpose is to recognize and resource faculty-led innovation in teaching and undergraduate education, to build a community of practice around teaching excellence, and to generate Accreditation agency evidence of a culture in which scholarly engagement with teaching is valued and supported. The program is funded through the Faculty Development Fund, supplemented where possible by external

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grants secured by the CTL Director from KFAS, regional higher education networks, and international foundations.

Award	Purpose and Eligibility	Expected Outcome
Teaching Excellence & Innovation Grant	Supports faculty in designing, piloting, and evaluating a substantive innovation in teaching or assessment. Open to all full-time faculty by competitive application. Priority given to proposals with cross-disciplinary or program-level impact.	A documented innovation project with evidence of student learning impact; disseminated at the Annual CTL Forum
Undergraduate Research Integration Grant	Supports faculty in designing and implementing a course-embedded undergraduate research experience that develops student research competencies and produces a scholarly or creative output.	A documented research integration model replicable in other courses; at least one student output for the institutional portfolio
Annual Award for Innovation in Teaching	A recognition award, not a project grant, presented annually at the CTL Forum to one faculty member per School whose teaching practice demonstrates exceptional innovation, evidence of impact on student learning, and influence on colleagues.	Institutional recognition; profile in CTL annual report; contribution to a teaching excellence case study for Accreditation agency

9.1 Administration

The CTL Director administers all RISE Grant Program activities, including: publishing the annual call for applications each October; forming and training a review committee comprising three faculty members and one Dean, appointed by the VPAA on the CTL Director's recommendation; notifying successful applicants by December; managing fund disbursement in coordination with Finance; mentoring grant recipients through implementation; collecting completion reports; and organizing the Annual CTL Teaching and Learning Forum where awardees disseminate their work. The review process is documented and retained in the CTL Knowledge Repository as institutional evidence.

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9.2 Annual CTL Teaching and Learning Forum

The Annual CTL Teaching and Learning Forum is AIU's flagship event for sharing teaching innovation and recognizing excellence. It is held each May, presented to the VPAA and Faculty Council, and is open to all faculty and academic staff. The Forum includes: presentations by Teaching Excellence and Innovation Grant recipients; presentations by Undergraduate Research Integration Grant recipients; presentation of the Annual Award for Innovation in Teaching; a keynote address from an external speaker in higher education pedagogy or the scholarship of teaching and learning; and presentation of the Annual Teaching and Learning Impact Report. Forum proceedings are documented and retained in the CTL Knowledge Repository.

9.3 Annual Teaching and Learning Impact Report

The CTL Director produces and presents the Annual Teaching and Learning Impact Report to the VPAA and Faculty Council each May. The report documents: CTL program participation rates across all categories; faculty satisfaction with CTL services, drawn from structured feedback surveys; measurable changes in student learning outcomes attributable to CTL interventions, using SET trend data and assessment cycle outcomes; grant and award outcomes and dissemination; POT participation trends; FLC activity summary; and progress on the Accreditation agency evidence accumulation agenda. The report is included in AIU's Annual Institutional Effectiveness Report and forms a primary evidence document for Accreditation agency requirements.

Article 10: CTL Knowledge Repository

The CTL Knowledge Repository is a curated, institutionally maintained digital resource accessible to all AIU faculty through the Faculty Information System and the CTL website. The Repository is built and maintained by the CTL Director and serves as AIU's living institutional memory for teaching and learning.

The Repository contains:

- Teaching and learning resources including workshop materials, pedagogical frameworks, assessment design tools, and active learning resource libraries
- Case studies of effective practice including documented teaching innovations, grant recipient project summaries, and POT learning artefacts (fully anonymized unless contributor consents to attribution)
- Accreditation agency evidence artefacts including faculty development participation records, program evaluation reports, Impact Report archives, and SLO assessment training documentation
- Grant outputs such as final completion reports and dissemination materials from all RISE Grant Program awards
- Peer observation frameworks including the AIU Classroom Observation Form, POT process guides, and observer training materials

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- Policy and procedure summaries including concise faculty-facing guides to the key provisions of FAC-005, FAC-006, FAC-007, and FAC-008
- CTL newsletter archive and event recordings including to enable faculty who miss live sessions to access development content

The Repository is updated on a rolling basis. The CTL Director reviews and curates the full content at least once per academic year to remove outdated material and add new artefacts. Repository usage data is included in the Annual Teaching and Learning Impact Report as evidence of the CTL's reach across the faculty community.

Article 11: Faculty Development Fund

The Faculty Development Fund (FDF) is the primary financial instrument for supporting individual and programmatic faculty development at AIU. The FDF is funded by the annual institutional budget allocation, supplemented by any external development grants or partnerships secured by the CTL Director.

11.1 Eligible Uses

- Conference and scientific travel, governed by Article 8
- Research seed grants, up to KWD 1,500 per award per year for initiating scholarly projects not yet ready for external grant submission
- Short courses, intensive training, or professional certifications directly relevant to teaching or research
- Books, databases, research software, or tools not available through the AIU Library that are directly required for current research
- Costs of hosting visiting scholars, external speakers, or international collaborators for CTL or research events
- Costs associated with the New Faculty Induction Program, POT program, Faculty Learning Communities, and institutionally organized development workshops
- CTL grant program awards and the Annual CTL Forum costs

11.2 Allocation Principles

- Each School receives an equitable base allocation proportional to its full-time faculty count. Remaining funds are held centrally for competitive applications.
- Applications from faculty who have not received FDF support in the current or prior year are given priority in competitive allocation decisions.
- Applications are supported by the Department Chair and approved by the Dean and VPAA.
- All allocations must be consistent with the faculty member's Annual Faculty Development Plan.
- Unused School allocations at the end of each semester return to the central pool for redistribution.

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11.3 FDF Reporting and Evaluation

The VPAA Office maintains complete FDF allocation and expenditure records. An annual FDF Utilization Report is produced by 31 December, covering total funds by category and School, number of faculty supported, types of activities funded, and evaluation data. This report is reviewed by the Faculty Council and included in the Annual Institutional Effectiveness Report.

Article 12: Annual Faculty Development Plan

1. Every full-time faculty member prepares an Annual Faculty Development Plan (AFDP) in consultation with the Department Chair at the beginning of each academic year. The AFDP is documented in the FAS and governs the faculty member's development activities and FDF applications for the year.
2. The AFDP must address each development category in proportion to the faculty member's workload profile, connect planned activities to the prior year's performance review outcomes, and align with School priorities and the institutional strategic plan. The CTL Director provides an AFDP template and planning support through the CTL website. At the end of the academic year, the Reflection and Action Plan submitted as part of the AFAR (per FAC-007) constitutes the faculty member's self-evaluation of AFDP completion and the basis for the following year's plan. Consistent failure to engage with planned development activities is documented in the performance review.
3. The AFDP may be updated during the academic year where priorities or institutional needs change.

Article 13: Evaluation of Professional Development Effectiveness

1. In accordance with Accreditation agency requirements, AIU formally evaluates the effectiveness of all professional development programs on an annual basis. The CTL Director leads this evaluation. The framework includes:
 - a. Faculty feedback surveys administered at the end of each major CTL program or event.
 - b. Annual AFDP completion data from the FAS, tracking the proportion of faculty who completed planned development activities by type across Schools.
 - c. Teaching outcome trends from SET data and the annual performance review, assessed year-over-year to measure whether CTL interventions correlate with instructional improvement.
 - d. Research output data from the FAS, tracking publications, grant applications, and other scholarly outputs to assess whether research development investment is producing results.
 - e. A biennial Faculty Development Effectiveness Survey administered to all faculty, gathering structured feedback on the quality, relevance, and accessibility of all development programs.

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- f. Annual CTL Teaching and Learning Impact Report, the primary synthesis document, presented to the VPAA and Faculty Council each May.
2. The CTL Director uses evaluation findings to adjust program content, redesign under-performing offerings, and inform FDF allocation priorities for the following year. Evaluation outcomes are reported to the Board of Trustees in the Annual Institutional Effectiveness Report and retained in the CTL Knowledge Repository as Accreditation agency evidence.

Procedures

The following procedures govern the administration of this policy. The CTL Director is the primary operational owner of procedures 1 through 4; the VPAA Office and Dean's Offices share ownership of procedures 5 through 7.

CTL Annual Program Calendar and FDF Allocation

1. The CTL Director prepares the Annual CTL Program Calendar by 1 September each year, covering all workshops, Faculty Learning Communities, POT cycles, grant competition timelines, and Forum dates. The Calendar is distributed to all Deans, Department Chairs, and faculty through the CTL website and newsletter.
2. The VPAA presents the proposed FDF budget allocation to the President for inclusion in the annual institutional budget by 1 November. The allocation must be no less than 2.5% of the total faculty salary budget. Upon Board approval, the VPAA notifies Deans of School allocations by 15 January. Deans communicate these to Department Chairs by 1 February.
3. Faculty submit FDF applications through the FAS, endorsed by the Department Chair. School-level applications are approved by the Dean and VPAA. Decisions are communicated within ten working days.

Procedure 2: New Faculty Induction Program

1. The CTL Director prepares and distributes the New Faculty Induction Program schedule by 1 August each year, ensuring all sessions are scheduled before the first day of teaching in September.
2. Attendance at all mandatory Induction components is tracked by the CTL. Faculty who misses a mandatory session complete an approved equivalent activity within the same academic year.
3. Mentor assignments are confirmed by Department Chairs within two weeks of a new faculty member's start date. The CTL issues the assignment and meeting schedule template. Mentors and mentees document their interactions in the FAS.
4. The CTL evaluates the Induction Program at the end of the academic year and reports outcomes, including completion rates, faculty satisfaction data, and recommended program adjustments to the VPAA by 30 June.

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POT and FLC Administration

1. The CTL Director publishes the POT calendar each semester by the third week of the semester. Faculty register through the FAS. The CTL confirms observer assignments at least two weeks before the scheduled observation.
2. The full four-stage POT cycle is completed within four weeks. All documentation is uploaded to the FAS and acknowledged by the observed faculty member. POT records are maintained by the CTL as confidential developmental records.
3. FLC themes are proposed by the CTL Director each August based on evaluation data and faculty interest surveys. FLCs of four or more members are confirmed and resourced by 15 September. FLC summary reports are submitted to the CTL Director at the end of each semester and included in the Impact Report.

RISE Grant Program Annual Cycle

1. The CTL Director publishes the annual RISE Grant Program call for applications by 1 October, specifying award types, eligibility criteria, application requirements, review timeline, and budget available for each award.
2. The VPAA appoints the Grant Review Committee, on the CTL Director's recommendation, by 15 October. The Committee completes its review and makes award recommendations to the CTL Director by 30 November.
3. The CTL Director notifies successful applicants by 15 December and arranges fund disbursement with Finance.
4. Grant recipients submit interim progress reports to the CTL Director by 15 March and final completion reports by 30 May. The CTL Director presents all project outcomes at the Annual CTL Forum in May.
5. All grant documentation applications, reviews, completion reports, and dissemination materials is retained in the CTL Knowledge Repository as institutional evidence.

Conference Travel Request and Settlement

1. The faculty member completes the AIU Conference Travel Request Form with all required documentation, obtains Department Chair endorsement, and submits to the Dean's Office at least five weeks before travel.
2. The Dean approves and forwards to the VPAA Office. Travel authorization is confirmed in writing at least two weeks before travel.
3. Upon return, the faculty member submits a Conference Report to the Department Chair within two weeks and presents findings at a departmental seminar within the same or following semester.
4. Financial settlement of travel claims is processed by Finance within ten working days of receipt of complete documentation. Claims submitted more than 30 days after return are not processed.

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Sponsored Research Leave Application

1. The faculty member submits an SRL application to the Department Chair with all required documentation, per the timeline in Article 7.5.
2. The Department Chair confirms teaching coverage arrangements and submits a recommendation to the Dean. The Dean reviews and submits a recommendation to the VPAA by the applicable deadline.
3. The SRL Review Committee evaluates the application against scholarly program criteria and institutional priorities, and submits its recommendation to the VPAA.
4. The VPAA and President issue the final decision. HR confirms the leave arrangements in writing to the faculty member.
5. Upon return, the faculty member submits the SRL Completion Report within 30 days. The VPAA acknowledges the report within 15 working days and updates the FAS record accordingly.

Annual Teaching and Learning Impact Report and Effectiveness Review

1. The CTL Director compiles all program evaluation data from the FAS, faculty feedback surveys, FLC summaries, and grant outcome records by 1 May each year.
2. The Annual Teaching and Learning Impact Report is presented to the VPAA and Faculty Council at the Annual CTL Forum in May.
3. The Faculty Council's Academic Affairs Committee reviews the report and submits recommendations to the VPAA by 15 June. The VPAA incorporates recommendations into the following year's FDF allocation priorities and CTL program planning.
4. The full Impact Report is included in the Annual Institutional Effectiveness Report submitted to the Board of Trustees and retained in the CTL Knowledge Repository as primary Accreditation agency evidence for relevant requirements, and related Standards.

The VPAA may amend operational timelines where institutional circumstances require without necessitating amendment of this policy.

President Signature

Signature: _____ Date: _____