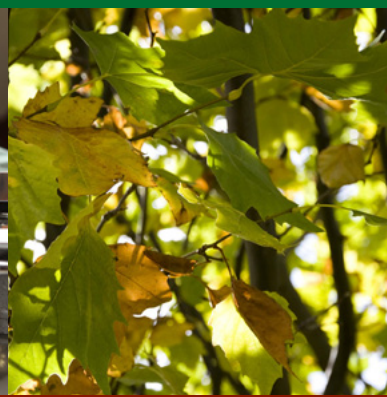


# Al Akhawayn University 2011 ACTIVITY REPORT





His Majesty King Mohammed VI

## Contents

Introduction .....	3
Executive Summary.....	4
1. Institutional Governance.....	7
a) Governance.....	7
b) Strategic Planning.....	7
c) Accreditation and Quality Assurance .....	8
d) Partnerships and Development .....	10
2. Teaching and Research .....	10
a) Faculty .....	10
b) Research .....	11
c) Academic Indicators .....	13
d) Conferences and Events .....	14
3. Students and Student Life .....	15
a) New Students Recruitment & Profile .....	15
b) Overall Student Characteristics .....	16
c) Scholarships and Financial Aid .....	18
d) Student Recognition and Support.....	18
e) Exchange and International Student Experience.....	19
f) Student Life and Extracurricular Experience.....	20
4. Academic Support Services .....	22
a) The Mohammed VI Library .....	22
b) The Center for Learning Technologies (CLT) .....	22
c) Information Technology Services (ITS) .....	24
5. Continuing Education and Business Support.....	25

a) The Executive Education Center (EEC) -----	25
b) The Incubator -----	26
c) The Mediterranean School in e-Business Management -----	26
6. Development and Communication .....	28
a) Strategic Approach 2010-2015-----	28
b) Media, Communication, and Marketing -----	28
c) Development/Fund-Raising -----	30
7. Social Involvement .....	32
a) Azrou Center for Community Development -----	32
b) Student Involvement in Community Development -----	33
8. Alumni and Alumni Affairs .....	35
9. Financials .....	37
a) Results of the Income Statement (2010-2011) -----	37
b) Milestones of 2010-2011 -----	38
c) Evolution of University Financial Results, 2009-2011 -----	39
Conclusion.....	40
Auditors Report .....	42
Annex .....	44
Appendices .....	46

## **Introduction**

This report covers the 2010-2011 academic year at Al Akhawayn University – an especially significant year given the University’s encouraging progress towards accreditation with the New England Association of Schools and Colleges. Beginning with a discussion of University governance, this report provides data provided by the Departments of Academic Affairs, Finance and Administration, Student Affairs, and Development and Communication. Furthermore, the report covers the progress of the School of Business Administration, the School of Humanities and Social Sciences and the School of Science and Engineering, as well as the Language Center and the Center for Academic Development. Based on the University’s 2010-2014 Strategic Plan, the report covers the most significant accomplishments from this year (such as enrollment growth, new marketing initiatives, partnerships, scholarly activities, enhanced governance, etc.) as well as the major projects for 2011-2012 (e.g., school-level and University-level accreditation initiatives, improvements to infrastructure, and increased internationalization of the University). Finally, the report considers the contributions of the academic and student support services, as well as the University’s outreach to the community.

## **Executive Summary**

The academic year 2010-2011 has been a success by many measures, including the achievement of one of the University's greatest milestones since its inception: being judged eligible to apply for candidacy for institutional accreditation with the New England Association of Schools and Colleges (NEASC). As part of the process leading to full accreditation with NEASC, the University has continued to develop its processes of review and quality improvement.

In addition to the accreditation of the Language Center by the Commission on English Language Accreditation (CEA) in 2009, the BBA program in the School of Business Administration has been awarded a 3-year accreditation by (EPAS). A team of reviewers from the Accreditation Board on Engineering and Technology (ABET) positively assessed the School of Science and Engineering, which hopes to receive accreditation after the July 2011 meeting of ABET Board.

During the last two years, the University carried out successful publicity campaigns throughout the country to inform high school graduates of admission procedures and the advantages of enrolling at Al Akhawayn University. Over 15,810 people visited the University's booths at seven national student fairs and two international fairs this academic year. As a result, the year 2010-2011 witnessed an increase in the number of students, which reached a record of 1,659 for Fall 2010. In addition, 52 international students attended the University during the fall semester on exchange. Out of the 1617 enrolled degree-seeking students, 566 students (35%) received merit-based scholarships or need-based financial assistance.

In the Fall of 2010, 5% of students earned straight "As" in all their courses and were placed on the President's List. A further 10% earned a GPA of at least 3.5/4 and were placed on the Dean's List. The University initiated its new Honors Program, designed to further enrich the education experience for the University's high-achieving students.

The University has implemented a new application-based system of appointment for senior executives. Based on calls for applications, the University finalized the appointment of Dr. Ahmed Legrouri as its new Vice President of Academic Affairs and Dr. Wafa El Garah as

Dean of the School of Business Administration. Furthermore, the University has worked through its Academic Council to encourage best practices in governance.

The success of Al Akhawayn's international character is demonstrated by the diversity of international students who are currently enrolled in degree programs, coming from such nations as Algeria, Cameroon, Egypt, France, Guinea, the Ivory Coast, Lebanon, Libya, Mauritania, Nigeria, Niger, Oman, Palestine, Saudi Arabia, Saint Vincent and Grenadines, Senegal, Sudan, Tanzania, and the United States. In the summer session, the number of international non-degree-seeking students stands so far at about 15.7 % of the total enrollment. Also, the percentage of this year's graduating class of students who have spent at least one semester abroad on exchange is 37%. In the summer of 2011, 86 international students were enrolled in classes on campus and 102 Al Akhawayn degree-seeking students were studying abroad. The expected outgoing and incoming international students for Fall 2011 are 64 and 92, respectively. Thus, in the 2010-2011 year over 200 international students attended the University, while over 200 Al Akhawayn students studied at an international university.

The University continues to pursue relations at the highest levels with leading international universities and several government ministries. In addition to maintaining partnerships from previous years, three new agreements were signed with the Ministry of Religious Affairs (the Awqaf program), the Ministry of Tourism, and the International Chamber of Commerce in Morocco. Likewise, the University has undertaken to collaborate on the new provincial development project under the Ministry of the Interior. A dual Master's degree program in Materials Flow Management has been approved with Trier University of Applied Sciences in Germany. A Master of International Trade is to be finalized with the Ministry of International Trade and the Korean Agency for International Cooperation (KOICA).

In keeping with its stated goals as outlined in the 2010-2014 Strategic Plan, the University looked forward to the accreditation of the School of Science and Engineering (SSE) in July 2011, and the ensuing obligations of review and quality improvement. At an institutional level, the University participated in the October 2011 NEASC conference in Boston, and expects the NEASC team to visit in Spring 2012 as the University advances in its application for candidacy status. Yet in order to meet the demands of the Strategic Plan in increasing student enrollment and internationalization, it is vital that University proceed, as planned, with the construction of new academic and residential complexes. In order to achieve its goal of

increased internationalization of its faculty, the University will work on such challenges as competitive benefits packages. In addition, the University will continue its ongoing efforts to upgrade its infrastructure and IT facilities. Finally, implementation of the Strategic Plan will continue in areas throughout each department with increasing effectiveness.

This report details the achievements of the University during the current academic year and points to some of the challenges that need to be addressed to allow the University to reach its planned objectives.





## **1. Institutional Governance**

### **a) Governance**

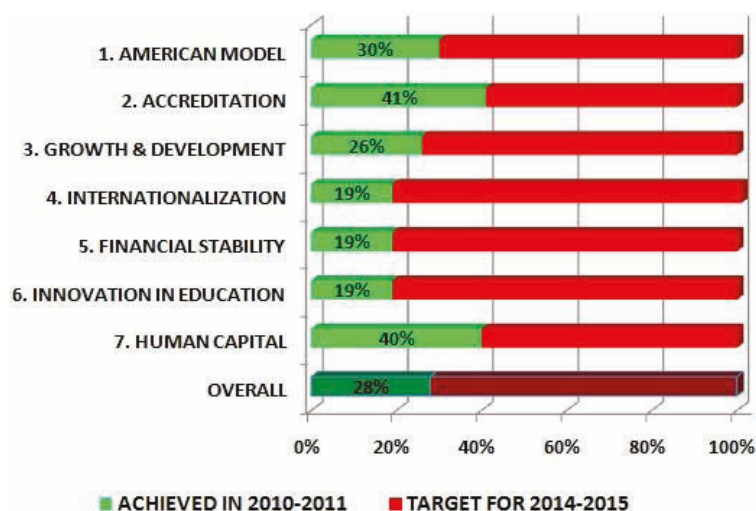
Since the reinvigoration of the Academic Council in 2007, the Council has held no less than ten regular and extraordinary meetings to discuss and eventually validate a series of documents related to University governance. With the active participation of broad-based committees across schools and centers, the Council has initiated, debated, and passed a set of basic documents that have been instrumental in the reinforcement of the University's governance structure. These include the bylaws of the Academic Council, the revised University core curriculum, the revised University mission, the University Strategic Plan 2010-2014, the faculty evaluation policy and procedures, faculty hiring and contracts policy, the faculty handbook, ethics policy, degree committee bylaws, and three Master's degree programs along with Minor's options.

Moreover, the University has implemented a new application-based system of appointment for senior executives. Based on calls for applications, the University thus announced the appointment of Dr. Ahmed Legrouri as its new Vice President of Academic Affairs and Dr. Wafa El Garah as Dean of the School of Business Administration. A call for application has been published in order to fill the positions of Dean of the School of Science and Engineering and Director of Development and Communication.

In addition to regular Executive Committee meetings, the President hosted an executive retreat in March 2011. At the retreat, three main issues were identified and three committees were appointed to address them. They are: follow-up of the Strategic Plan Implementation, Graduate Programs, and Policies and Procedures.

### **b) Strategic Planning**

At the March 2011 retreat, Deans and Directors reported on the progress of their individual units. The Committee on Strategic Plan Implementation Progress entered all planned actions into the AKS-Labs' Balanced Scorecard Designer, a professional software package widely used to monitor progress and measure performance towards achieving established goals. The results of the exercise can be summarized in the graph below, which gives the specific rate of progress for each strategic priority. The overall progress rate of achievement toward the five-year Strategic Plan is around 28% as of the beginning of June 2011.



Rate of progress for the seven strategic priorities of the University

### c) Accreditation and Quality Assurance

In addition to the accreditation of the Language Center by the Commission on English Language Accreditation (*CEA*) in 2009, the process of accreditation with NEASC is well under way. The *Report of Eligibility* was submitted to NEASC in June 2010. In October 2010, a team of evaluators from NEASC visited Al Akhawayn for four days and met with faculty, staff, students, and executives. In December 2010, the NEASC Director visited the University and officially announced that the *Report of Eligibility* had been accepted and that the University could move to the next step in the process, the *Self Study for Candidacy*. In February 2011, the University set up a committee of over forty members, from different departments, to work in sub-committees on the *Self Study* and address the eleven accreditation standards of NEASC. A steering committee, formed by the sub-committee chairs, has been meeting weekly and coordinating the *Self Study* work. The overall process is chaired by a senior faculty member and by an officer.

Following the recommendation made by the European Program Accreditation System (EPAS), the BBA program received a three-year accreditation. This is a great achievement as it is the first program in Africa to receive such recognition. In parallel to the EPAS accreditation, the School has initiated seeking membership, in Spring 2011, with the Association to Advance Collegiate Schools of Business (AACSB) Accreditation.



The School of Science and Engineering (SSE) received positive feedback from the visiting team of the three ABET (Accreditation Board of Engineering and Technology) reviewers from the U.S., who did not find any deficiency in the program. In addition, the self-study report of the school was selected by ABET as being among the best 5% well-written and organized reports received during the year for display at its April 2011 Symposium. Unless the ABET review process changes the status of one of the areas, SSE will receive accreditation after the July 2011 meeting of the ABET Board. In its quest for quality assurance, the SSE has implemented best practices in all aspects of its activities.

In the absence of an accrediting organization for its programs, the School of Humanities and Social Sciences (SHSS) has started work on setting up regular academic program reviews and validation with external experts. Among the initiatives dedicated to improving the quality of education at AUI, SHSS is the driving force behind the Leadership Development Institute, the Writing Across the Curriculum program, and the new Honors Program which was launched in January 2011.

#### **d) Partnerships and Development**

In keeping with its international character and global vision, Al Akhawayn University has succeeded in forming new institutional agreements with a number of universities around the world for exchange, research collaboration, and other academic interactions at an international level. They include: ESSCA Business School, France; Trier University, Germany; Sultan Agung Islamic University, Indonesia; Akita International University, Japan; Hannam University, South Korea; Illinois Wesleyan University; the University of California at Riverside; Emory University; Lewis & Clark University; Virginia Tech; and the University of Arizona.

The University also attained new memberships in the International Association of University Presidents (IAUP); the Middle Eastern and North African Association of Institutional Research (MENA-AIR); the Tuition Exchange Program of the Council of Independent Colleges (CIC) with a membership of over 300 institutions; the New England Association of Schools and Colleges (NEASC); the College Board; the Accreditation Board for Engineering and Technology (ABET), the Global Engineering Deans Council, and the International Student Exchange Program (ISEP), involving more than 300 institutions in 43 countries.

## **2. Teaching and Research**

#### **a) Faculty**

The University has been able to retain its faculty in the face of a highly competitive market. Significantly, only 9 faculty members left in 2010-11 (representing 10.17 % of the total full-time faculty), compared to 20 outgoing faculty last year, which confirms a positive reduction in faculty departures. The total number of international faculty has remained equal to the previous year's figure, while the number of PhD holders increased by about 10% compared to last year. The overall number of faculty has been generally healthy throughout the year with an increase in the number of full-time faculty. A slight decrease has been noted in the number of part-time faculty and the number of full-time faculty seconded from the Ministry of Higher Education.

As part of the University's continuing efforts to recognize excellence throughout the community, faculty played an important role in the 2011 Commencement ceremony. For the first time, the Instructor of the Year was voted on by the Class of 2011, and one outstanding instructor from each school was named as having had the most positive impact on the majority of students in the class during their time at the University.

### Distribution of Faculty in Academic Units

	SBA	SHSS	SSE	LC	CAD	TOTAL
PhD	14	30	25	4	3	76
Master	8*	8*	5*	11	4	36
Part-Time	7	2	2	4	1	16
<b>Total</b>	<b>29</b>	<b>40</b>	<b>32</b>	<b>19</b>	<b>8</b>	<b>128</b>
Ph.D. Holders (%)	<b>64</b>	<b>79</b>	<b>83</b>	27	43	

\* Essentially lab assistants and teachers of introductory courses.

### b) Research

Al Akhawayn University continues to promote quality research in various scientific and technical fields. This is shown through the significant numbers of peer-reviewed publications, conference proceedings, and theses produced as well as conferences organized or attended this year. The list of books published this year is given in Appendix 1.

### Scholarly Production - Academic Year 2010-2011

	SHSS	SBA	SSE	LC	IEAPS	TOTAL
Books	7	0	2	0	0	9
Book Chapters and Papers	29	5	17	1	6	58
Presentations at Conferences	21	8	39	7	1	76
Conferences Attended	1	-	20	-	-	21
Events Organized	4	5	12	-	3	24
Grants	2	2	11	-	-	15
Theses	6	39	16	-	-	61

Moreover, the University is pleased to report the following achievements in University-level and school-centered Research:

- The launching of the Presidential Innovation Fund ,with a budget of 1 million dh. Five projects, out of the 14 submitted by faculty, staff, and students, were accepted for funding.
- The continuation of the Seed Money Program.
- The promotion of undergraduate research and the support of a trip (for students and faculty) to the Virginia Tech undergraduate research conference.
- The signature of a Memorandum of Understanding with Alcatel-Lucent, which stipulates research collaboration with Bell Labs on a per-project basis.
- The signature of an MOU with Arqaam Capital in order to offer more opportunities to faculty and students in the areas of students' research-based training, field-based case studies, and organization of business conferences and symposia.
- Preparation of a proposal for research and capacity building in renewable energy, in view of a joint bid with a leading consortium for the new national solar energy projects.
- The preparation for a soon-to-be launched public tender in the area of Information Systems for Environment Management.
- SBA faculty have obtained two grants for projects on benchmarking the quality of services of Moroccan hotels and the “Harvard Students in Africa Initiative” project.
- SHSS and its Social Science Research Institute started work with the Ifrane Province to produce the five-year development plan (*Plan Communal de Développement, PCD*) with a budget of 5 million dh for 2011 and 2012.
- SSE continues work on the following projects: wind energy funded through NATO, solar energy in collaboration with ONE and European partners, water management and forest natural resources both funded through IDRC, and e-government with funding from IDRC and several provinces.



### **c) Academic Indicators**

Class size is 19.86 on average overall with a lower figure for graduate students. Only 74 sections out of 410 have more than 30 students and these are mostly introductory classes. Freshman classes have small classes to allow for the necessary interaction, supervised lab work, and instructor follow-up. To help young undergraduate students make a successful transition from high school to university, a number of initiatives are taken. Among them are those measures put in place by the Freshman Committee: a system of detection of and assistance to new undergraduates, identified as “students at risk of failure.” These students are put on watch and have to attend special support workshops, tutoring sessions, and regular meetings with the retention officer, the advisor, and the course instructor. Conversely, 22.5% of all grades are “A”, and 5% of the students (70 in Fall 2010) earned straight “As” in all their courses and were thus placed on the President’s List. Around 13% of students (174 in Fall 2010) earned a GPA of at least 3.5/4 and were thus placed on Deans Lists.

The evidence of teaching excellence is found not only in the classroom but also in the offering of field trips, special guest lectures, dedicated office hours, and the introduction of the

University's new Honors Program, which encourages the top faculty to offer enhanced classes to the top students. The University also strongly encourages faculty proficiency in contemporary teaching technologies; for the example, with the Jenzabar learning management system, the global modules project, and through the activities and professional development opportunities offered through the Center for Learning Technologies.

#### **d) Conferences and Events**

Over 40 events were organized or co-organized by different departments and schools. Among these events are national and international conferences, workshops, seminars, lectures, retreats, and scientific congresses. The University also welcomed over 80 national and international visitors and guest speakers who gave presentations and led on debates organized by the University. Guest speakers in classroom courses totaled 74 throughout the year across all three schools, with 27 guest speakers in SSE, 25 in SBA, and 22 in SHSS. Al Akhawayn has also been represented in over 75 international conferences. The following is a sample of the kinds of events that took place at the University over the course of the year:

- Global Liberal Arts Alliance Meeting, presidents of 15 colleges and universities from the U.S. and throughout the world, February 3-5, 2011
- Second International Workshop, Bioinformatics and Pharmaceutical Sciences and 9th Annual Meeting of the Moroccan American Society for Life Sciences (Biomatec-US), July 19-22, 2010
- World Justice Project, MENA Rule of Law Conference, June 24-26, 2010
- First Forum of Moroccan Youth of the World, July 27, 2010
- MENA Region Financial Market Colloquium led by Arqaam Capital experts, February 12; March 5 and 18; and April 29, 2011
- Panel Discussion on "Politics and Change in the Arab World" on April 6, 2011
- Deuxième Carrefour Recherche/Industrie: Phytobiotechnologie et Développement Socioéconomique au Maroc, Fes-Taounate, May 18-19, 2011
- National Public Speaking Competition, April 16, 2011.





### **3. Students and Student Life**

#### **a) New Students Recruitment & Profile**

During the 2010-2011 academic year, the Office of Admissions carried out several information campaigns throughout the country to inform high school graduates of the admission procedures and the advantages of enrolling at Al Akhawayn. These included participating in regional, national, and international student fairs, visits to high schools by student ambassadors, organizing two Open House days on campus promoted heavily with postcards and over the radio, and sending mass e-mails to over 1,122 potential students who visited the Al Akhawayn booth at various student fairs. The University booths at several national student fairs (Agadir, Casablanca, Marrakech, Rabat, and Tangier) and two international fairs (Riyadh, Saudi Arabia and Dakar, Senegal) welcomed over 15,810 visitors as evidenced by the number of information brochures and logo-bearing items that were distributed. Moreover, University representatives, among them 59 student ambassadors, visited 134 high schools in 22 cities, covering 12 of the 16 regions of Morocco.

**Applied and Enrolled Students – 2010-2011 Academic Year**

	Applied		Enrolled (New)				<b>TOTAL</b>
	Bachelor	Master	Bachelor		Master		
			Degree seeking	Non degree seeking	degree seeking	Non degree seeking	
Fall 2010	1198	85	271	67	23	27	<b>388</b>
Spring 2011	176	38	126	43	15	7	<b>211</b>
Projections for Fall 2011	1169	74	250	62	20	12	<b>344</b> (172 confirmed)
*Summer 2011			618	73	26	13	<b>730</b>

In the Fall 2010 semester, 271 of the 1,198 applicants to Bachelor programs joined the University. A significant number of applicants in fact compete for a merit scholarships and many of those offered admission without a scholarship end up enrolling at another, usually non-fee paying, institution. Increasing financial aid and grants could have an impact on attracting more high performing students.

Following a retreat, a task force was set up to study the issue of the small numbers of new graduate students, particularly at the School of Science and Engineering. It was found that students who hold a Bachelor's degree from Al Akhawayn do better academically and do not need language or foundation classes. Other students need between five and six more language and foundation courses than Al Akhawayn graduates. Merit scholarships offered (for around 45% of all graduate students, as against only 11% of undergraduates) do not seem to be enough to attract students with very good profiles. Efforts will have to be made to make graduate programs more attractive to students from outside Al Akhawayn and also to promote combined Bachelor/Master programs among Al Akhawayn students.

**b) Overall Student Characteristics**

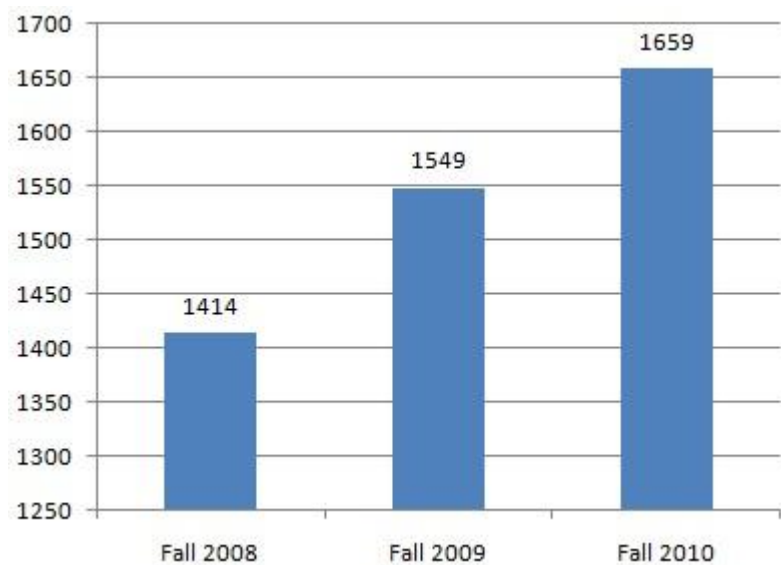
The year 2010-2011 witnessed an increase in the number of students, which reached 1,659 for Fall 2010, thus continuing a steady upward trend. Moreover, a number of international non-

degree students spent one or two semesters at Al Akhawayn, bringing the total number of students to 1,711.

**Fall 2010: Distribution of students (excluding international students on exchange)**

School	Undergraduate	Graduate	Total
Business Administration	622	153	775
Sciences and Engineering	517	36	553
Humanities and Social Sciences	208	28	236
AUI Degree-seeking on Exchange	53	-	53
Students under Special Programs	-	27	27
Transient	15	-	15
<b>TOTAL</b>	<b>1,415</b>	<b>244</b>	<b>1,659</b>

Evolution of numbers of students between 2008 and 2010 (International students on exchange at Al Akhawayn are not included)



**Retention Rate:** From the undergraduate cohort (206 students) entering in Fall 2009, 98.5% continued for a second semester and 88.8% returned for the following Fall semester.

**Graduation Rate:** 77.6% of the students who joined Al Akhawayn in Fall 2003 successfully graduated no later than 2010. This compares favorably with similar institutions in the U.S., where graduation rates often vary between 60% and 80% and rarely exceed 80%.

The gender distribution continues to favor women (51%), while enrollment by school shows a marked preference for the School of Business Administration (SBA) (by almost half the degree-seeking students). The School of Science and Engineering (SSE) has 35% of the student population and the School of Humanities and Social Science (SHSS) has 15%. It is important to note that given the liberal arts orientation of the University, all Al Akhawayn students take courses in the School of Science and Engineering and the School of Humanities and Social Science, regardless of their degree major.

The geographical distribution shows once more heavy reliance on Rabat (26.31%) and Casablanca (23.63%) as the main feeders for the University. The two closest regions (Meknes and Fes) account for 10.8% and 10.3%, respectively. Although all regions are represented, this representation is uneven and remains marginal for some of them.

#### **c) Scholarships and Financial Aid**

Of the 1,617 enrolled degree-seeking students, 225 have full or partial merit scholarships, 219 are on need-based financial aid, and 66 benefit from low-interest student bank loans. A total of 56 students are offered paid on-campus employment with one of the University departments. These are thus 566 students (35%) who receive one form or another of financial assistance, for a budget approaching 25 million dh.

#### **d) Student Recognition and Support**

The University recognizes academic achievement through the publication of a President's list and Deans lists and through a President's Dinner for students on the President's List, to which a distinguished speaker is invited. Student ambassadors participating in outreach activities, student athletes winning medals (five gold medals in inter-university swimming championships), and winners of international competitions are all honored and invited to receptions, at which they receive achievement certificates. Outstanding achievements are also honored at Commencement. Academic achievement is also encouraged through the newly created Honor's program and leadership skills are developed through the Leadership Development Institute, with an annual cohort of around twenty participants.

Students in need of support have many services available to help them regain good standing and improve their grades. The Freshman Committee follows the progress of students at risk of failure. This past semester, the Freshman Committee, through the retention officer,

executives, instructors, advisors, and the two counselors provided individual and group guidance to students at risk of failure. Tutoring is provided free of charge to students whom the Freshman Committee feels need to make extra efforts in particular subjects. The Writing Center provides editing of papers and projects and helps students improve their writing skills. Two qualified counselors conduct academic success workshops and provide individual counseling sessions. A consultant also provides psychiatric consultations to students on campus.

Each of the three schools has held receptions to recognize students with the best Senior Capstones, as well as for those students whose names appear on the President's list and the Dean's list. Furthermore, the schools have held meetings for new students to help better orient them to their new institutional environment. The following other events were held to honor student excellence:

- SBA, in collaboration with Arqaam Capital, offered a new course entitled "MENA Region Financial Markets." Following the course, one undergraduate and one graduate student were offered six-month internships at Arqaam Headquarters in Dubai.
- SHSS hosted a reception and certificates of achievements for students scoring at/or above the mean in the ETS Proficiency Profile test, at which certificates of achievement on the ETS Proficiency Profile test for the top 5 scores were awarded.
- SSE hosted the Stonehenge Award Ceremony, at which outstanding students were recognized, followed by a reception with a guest speaker from industry.

#### **e) Exchange and International Student Experience**

Over thirty international students are currently enrolled in degree programs. They come from nineteen countries, which are: Algeria, Cameroon, Egypt, France, Guinea, The Ivory Coast, Lebanon, Libya, Mauritania, Nigeria, Niger, Oman, Palestine, Saint Vincent and Grenadines, Saudi Arabia, Senegal, Sudan, Tanzania, and the U.S. During the summer 2011 session, the number of international non degree-seeking students was 86. These figures remain below the ambitions of the University. More efforts are continuously made to attract more international degree-seeking students through participation in international student recruitment fairs and by joining specialized networks.

The international experience of national students is an important goal. The special student mobility fund that was set up to help students attend international conferences and participate in exchange programs has been increased to 130,000 dh to cover growing student requests to represent the University at many international conferences and programs. The percentage of this year's graduating class of students who have spent at least one semester abroad on exchange is 37%. A number of students have also taken part in international conferences abroad, have been on summer exchange, or attended short courses abroad. This summer, over 80 students took courses at universities in eleven countries (including Denmark, France, Germany, Korea, Spain, Sweden, Turkey, United Kingdom, and the United States.).

For the second year in a row, the AUI-Harvard Students in Africa Initiative provided students on both sides of the Atlantic with an exploration-based academic and cultural exchange. A group of seven Harvard students spent a week (March 13-18, 2011) at Al Akhawayn and attended classes and special seminars. Eleven Al Akhawayn students visited their Harvard counterparts in Cambridge, Massachusetts, from March 21-25, and explored American university life and studied globalization with a focus on Africa.



#### **f) Student Life and Extracurricular Experience**

The 2010-2011 academic year was special for the University and for the housing services due to the increase of the number of registered students and the continuous efforts to improve residential life. As in previous years, the number of admitted applicants continues to represent a real challenge for the housing services. During Fall 2010, the occupancy rate was close to 100% and 1,450 students were housed on campus. Only 7% of registered students did not use University accommodations. Thanks to the reassignment of some apartments to students, the

opening of the graduate residence, and the renovation of the downtown residence, housing capacity was increased by 87 students' beds and by 9 units for guests.

Throughout this year, residential life was enhanced thanks to the involvement of the resident assistants (RAs). Indeed, 20 RAs have been hired to serve in 14 residence halls. In addition to their daily tasks and continuous support to the students, RAs contributed to the expansion of residential life through the organization of different events and programs. The role of RAs has been extended to include residential education through the development of learning communities. Different programs to support the students' academic and personal development based on different themes will be launched in the future.

Al Akhawayn University is distinguished by its co-curricular program, which contributes significantly to the personal and professional development of students. Through the Student Activities Office (SAO), students learn various skills such as leadership, communication, team building, and event organization, among others. Around 40 student organizations are active and enhance the quality of life on campus, with the permanent coaching of SAO staff and faculty advisors. Clubs engage in academic activities (seminars, guest speakers, field trips, etc.), cultural activities (plays, art exhibits, musical shows, intercultural days, etc.) and humanitarian actions. Currently, 37% of the student body is engaged in at least one of the 40 active clubs on campus.

The SAO is dedicated to supporting the University strategic plan. In addition to activities organized jointly with l'Institut Français de Fès et de Meknès, the Instituto Cervantes, and the German Academic Exchange Service (DAAD), the SAO recently joined the AIESEC network, an international student organization that enhances intercultural understanding by providing students with internships in their field of study. The SAO also initiated a successful program of international-cultural trips each semester, through which students discovered new countries, namely Egypt, Ireland, and Turkey.

## **4. Academic Support Services**

### **a) The Mohammed VI Library**

The Mohammed VI Library serves an increasing number of patrons, and plays an important role in the delivery of information literacy skills to its users. The library currently has over 88,382 volumes in print, 366 print periodicals, 26 electronic databases, 40,000 online journals and 1,925 audio-visual items. The electronic resources as well as the online catalog are accessible and searchable via the Internet. As an academic support service, the library provides training facilities for the Center for Academic Development (CAD) classes and for the Writing Center. For the first eleven months of this academic year, Al Akhawayn students and faculty paid over 183,297 visits to the library, consulted the library's online catalog over 65 million times, conducted over 143,579 online searches and borrowed more than 29,680 books and audio-visual materials. In addition, library staff organized a total of 118 library instruction sessions for the benefit of students. The library hosted 71 film screenings and 8 authors' presentations.

The library's active membership in the American International Consortium for Academic Libraries (AMICAL), a consortium made up of 22 American international academic libraries, benefits the University in terms of library staff development, sharing of resources and expertise, and networking with sister institutions. Four staff members attended the annual AMICAL meeting at the Lebanese American University in Beirut in April 2011, and an Information Literacy Workshop at the American University of Paris. These activities were partly supported by AMICAL grants. Thanks to AMICAL membership, the library also benefits from subscription to WorldCat Collection Analysis and OCLC Respond, a service designed to help in future acquisitions. The library director also attended the Digital Libraries Workshop organized by the Fulbright Academy of Science & Technology in Washington, DC on 22-27 January, 2011.

### **b) The Center for Learning Technologies (CLT)**

Throughout the current academic year, the center continued to provide faculty development workshops and support in the use of ICT in courses. This year, CLT organized 34 training sessions and workshops and offered 9 individual trainings to faculty and staff. It also offered technical support to 9 course content development programs. A total of 49 instructional video



requests were successfully addressed, among them a dozen that were fully produced by CLT (filming, editing, and publishing). In order to preserve and increase the University's Webometrics ranking among world universities, CLT staff produced 20 web pages for new faculty this year and updated 10 old pages. The studio started to be extensively on demand for specific courses and activities. In the spring of 2011 alone, 67 reservations were made for a total of 175 hour of occupancy.



### **c) Information Technology Services (ITS)**

During this year, several projects have been conducted by ITS in order to address two main concerns: the implementation of scheduled actions from the strategic plan of the University and fixing identified system-wide problems to enhance overall quality of service. These projects fall within four main areas: Service Delivery, Information Systems, Infrastructure, and Governance. The Service Desk Management Deployment system is a state of the art web-based Ticket Management System that aims at enhancing customer satisfaction and establishing the Service Desk as a Single Point of Contact (SPoC). Such a process guarantees that all requests be managed efficiently and in a timely manner. In order to meet customers' expectations, and to efficiently involve part-time students in Service Desk operations, support hours have been extended to cover the 8 am to midnight period, seven days a week. Furthermore, the Happy Service Desk Management System manages all requests for the Grounds & Maintenance Department.

Starting in Spring 2011, ITS has provided the University with an online course/instructor evaluation system, saving at least 4,000 sheets of paper per semester and 30 minutes of class time (usually spent on in-class paper evaluations) per session. It also allows full automation of the processing and analyses of the evaluation results. Likewise, ITS has implemented a new document management system, known as "Lotus Quikr," which has proven to be very useful to the committees working on the self-study report for NEASC accreditation. Also, in collaboration with the Business Office, ITS has integrated the Jenzabar ERP System with MarocTelecommerce's Online Payment Gateway, giving Al Akhawayn students the privilege of being the first students in Morocco to pay their University bills online. ITS is now working on an automated workflow in order to increase the efficiency and effectiveness of administrative procedures, ensure better collaboration between departments, promote better visibility, and reduce the need to print documents,. In addition, the University will be acquiring a Human Resource Management System.

## 5. Continuing Education and Business Support

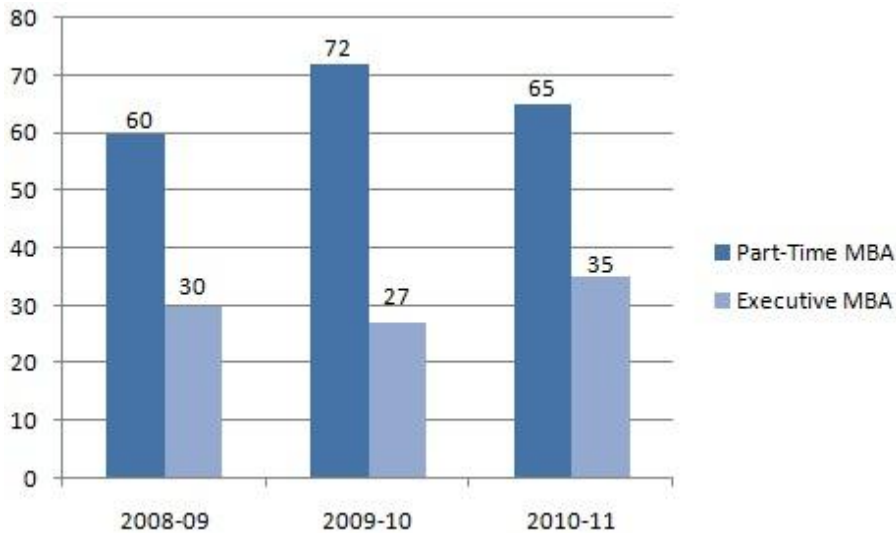
### a) The Executive Education Center (EEC)

The EEC manages, in collaboration with the School of Business Administration, two MBA programs in Casablanca: the Executive MBA (EMBA) and the Part-Time MBA (PTMBA). The EMBA program is provided for managers and executives with significant managerial experience. Currently, 35 executives are enrolled in this program and eleven courses were offered during the 2010-2011 academic year. The PTMBA is designed for active junior professionals with a minimum of 2 years work experience. A total of 65 students are currently enrolled in the program; 20 courses were offered during the current academic year.

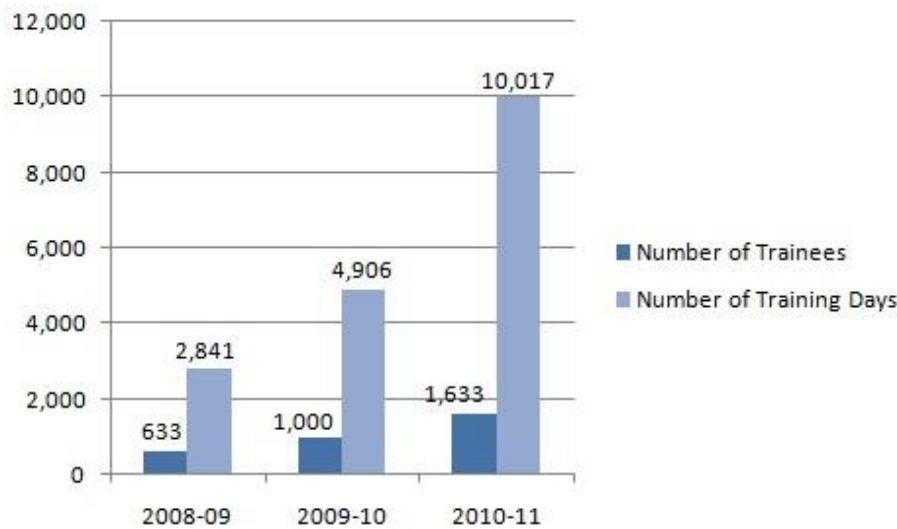
Moving the EEC in Ifrane from the main campus to the downtown facility contributed significantly to increasing the volume of continuing education programs. During this year, EEC signed seven contracts with different institutions to train middle and upper-middle managers. Moreover, 1,633 participants benefited from 10,017 training days, with training periods ranging from 2 days to 6 months. Among the 1,633 participants, 34 completed their training as *“Inspecteurs de l’Etat Civil”* and 24 as *“Assistants Judiciaires des Collectivités Locales.”* The amount of revenues reached 15.4 million dh compared to 6.4 million last year (143% increase).

The Center is now working on two main projects:

- Distance and e-learning Education: in line with the University’s strategy, the EEC started training Al Akhawayn University faculty in the Summer of 2011.
- Open Enrollment Programs: these are being launched in Casablanca by the end of 2011 in order to reinforce the growth of the EEC.



Evolution of MBA programs offered in Casablanca



Evolution of continuing education programs offered in Ifrane

(For more statistics, tables with details are given in Appendix 2)

### b) The Incubator

The Al Akhawayn Incubator succeeded during the Spring 2011 in attracting a new project. This project is being championed by an Al Akhawayn alumnus and is focused on the creation of a company that makes and sells handmade products.

### c) The Mediterranean School in e-Business Management

Two agreements were signed with the Ministry of Tourism and the International Chamber of Commerce in Morocco in order to promote the use of ICT in different economic sectors. Several workshops and training sessions were offered to both entities (seven and one, respectively). A research project on the Validation of the DMS Model in the Tourism Sector

in Morocco and Development of an e-Entrepreneurship Education model was completed in March 2011. The school generated 804,000 dhin revenues through workshops and research activities.

The planned actions for the coming year are:

- An action plan to be finalized with the Ministry of Tourism in the framework of the new Vision 2020 (Workshops for CRTs and SMEs).
- Research activities in collaboration with EMUNI, the ISSBS, and the University of Basilicata.
- A Master of International Trade to be finalized with the Ministry of International Trade and the Korean Agency for International Cooperation (KOICA).

## 6. Development and Communication

### a) Strategic Approach 2010-2015

The strategic approach developed by the Development and Communication Department over the course of 2010-2011 emphasizes the creation of a new message intended to position Al Akhawayn University nationally and internationally as the premier international English-language university in Morocco, through carefully targeted real-world marketing (brochure, events, media, word of mouth, etc.) and online. This strategy champions Al Akhawayn University's unique character, mission, location, and identity through a coordinated development and communication plan that serves the Strategic Plan and the advancement of the University community by building awareness of and support for Al Akhawayn in order to develop fund-raising potential. It emphasizes the coherence and distinctiveness of Al Akhawayn's mission and purpose; the value of the residential campus and life experience gained in Ifrane; the strength of a liberal arts education; and the independence, creativity, and uniquely successful character of Al Akhawayn students and alumni.

The new approach is the result of a 10-month process of research, development, and design, and was rolled out in Spring 2011 with the new institutional brochure *Live, Learn, Explore*, and numerous related branded outreach and marketing items. Investments in new photography and design, careful wording, and constant attention to mission, message, and quality are paying off through better brand recognition, coherence, and unity of message. All external promotion and advertising is now coordinated by Development and Communication, in close consultation with Admissions and Outreach and schools/units as appropriate. There are fewer school- or program-specific printed materials, to eliminate confusion and fragmentation, and any specific materials are now subsumed within promotional materials presenting the University as a whole. Paid print advertising is curtailed in almost all cases, as the return is very low and cheapens the University's brand, especially for admissions (exceptions include Open Doors, and other very specific purposes).

### b) Media, Communication, and Marketing

Media relationships were renewed, the media database was updated and re-organized, and all press releases are customized. Special attention is given to online media. Media attendance increased for events, and the number of articles (print and online) in FY 2011 will be

approximately 670, compared to 635 in FY 2010 and 248 in FY 2009. New press kits were developed, containing biographies; fact sheets; photos; previous/follow-up press releases and information; branded notepads and memorabilia; and branded University media passes. Press releases now focus on quality and relevance, rather than quantity, are written in a way likely to generate interest, and are more proactive, and post-event media coverage has been introduced. An online guide to University experts will be finalized in 2011.

**Social Media:** The University description has been updated in several online pages in Arabic, French, and English. The University official Facebook page was launched on February 21, 2011, now with over 3,600 active monthly users and more than 132,000 monthly interactions; 60 percent of users are aged 18-24. The Al Akhawayn Facebook page has generated 12,926 visits to [www.aui.ma](http://www.aui.ma) through posts, images, and links, with a bounce rate of 76.09 percent. A University LinkedIn Company Profile was created; the University Wikipedia description has been updated in the Arabic, French, and English versions, with a photograph of the campus and the redesigned University logo.

**Branding, Communication, and Marketing:** Goals include refreshing the University brand in terms of design, messaging, and imaging, to reposition Al Akhawayn in a competitive higher education market, ensuring consistency and quality, and leveraging the brand in creative and cost-effective ways. Dev/Com has designed the following materials and publications in 2010-2011: a new University brochure (*Live, Learn, Explore*); Arabic and North African Studies flyer; EEC flyer; University poster; SSE poster; MSSEM poster; EEC/AmCham ad insert; two new 2011 calendars; *Birds at Al Akhawayn* book; two new gift bags; promotional products; notebooks, notepads, and folders; Classes of 2010 and 2011 T-shirts and branded gifts; 14<sup>th</sup> Commencement invitations; 2011 New Year's cards; Activity Reports (English and French); Strategic Plan (English and French); fair banners, pop-ups, roll-ups, towers; University catalog cover; new University and VIP products and gifts. The Al Akhawayn Website now features more news stories and photo captions, is updated at least weekly, and a new design/structure was completed in Fall 2011. Development and Communication also produced 6 issues of the Career Newsletter, and has processed, through April 2011, 133 career offers, 35 internship offers, and 98 job offers.

## **New Website**

In conjunction with the development and launching of all the new marketing and messaging materials mentioned above, Development and Communication also completed the total redesign and re-invigoration of the University website. User-oriented structures, new functionalities, enhanced with rewritten content and new visuals, now characterize the site, which was benchmarked against a large basket of leading American and international university websites. The new [www.aui.ma](http://www.aui.ma) will go live in the Fall of 2011.

### **c) Development/Fund-Raising**

Development and Communication completed the first phases of an 18-month project to build sustained, long-term fundraising, with an integrated design and theme that promotes investment in the University's strategic vision. In 2010-2011, attractive, clear publications and presentations of the University Strategic Plan were published in English and French, with supporting PowerPoint presentations, and selectively given to prospective donors. The new brochure *Live, Learn, Explore*, included a direct written fund-raising appeal (Annual Fund, major gifts, naming opportunities, etc.), and has been given and/or sent to thousands of current and potential friends of the University around the world. New University gift and promotional items/packages were created and are being strategically given to prospective donors, VIPs, and other external partners; new, professional University photography was undertaken, and the more dynamic University website was completed in Fall 2011.

The formation of a U.S.-based Friends of Al Akhawayn University fund-raising group advanced, the description of group's mission, structure, and function was written, and possible members of a steering committee were identified. At the same time, Development and Communication and the University hosted and made fund-raising appeals to over 100 prospective donors during campus visits; re-oriented campus tours to specific donor interests and University needs (e.g., financial aid, endowed professorships, key facilities, etc.); and followed up on visits/pitches and established ongoing relationships with potential long-term supporters. Approximately 20 potential major donors ("major gift" category; 1,000,000+ MAD) have been identified, due diligence/background research on donors to understand capacity to give, interest, and appropriate contact methods are under way.

The Development and Communication director established direct contact with key international prospects and met with over 12 possible major donors during a first U.S. fund-



raising trip (April, 2011), resulting in interest from at least 4 potential major donors, and campus visits began during Summer 2011 through a strategic connection with the newly internationalized Ifrane Summer Camp. At the 2011 camp, American teenagers and their parents all spent several weeks at Al Akhawayn, and form the nucleus of a new base of international friends and prospective future donors. Discussions with international donors on possible involvement with University projects began in earnest, and the depth of potential support is considerable. Key fundable projects were identified and researched and continued to be developed in line with donor interests, including projects such as an arts center in Ifrane, the new academic building, and scholarship funds. Development and Communication also encouraged the role of alumni in becoming donors and organized the first annual University-sponsored Alumni Reunion (Fall 2010), building on its success in established needed traditions such as Class Gifts and class-specific marketing items, which played important roles at Commencement and in building long-term loyalty to the University by its graduates.

In 2010-2011, the department strengthened its capacity to track and close on fund-raising initiatives by adding one 1/2 -time support person, more student part-timers, renovating and expanding its offices to be able to host high-level visitors appropriately, and investing in long-overdue upgrading of equipment.



## 7. Social Involvement

### a) Azrou Center for Community Development

The Center continues its mission of improving the living conditions of its target population (women, girls, graduates seeking work, students not attending school). Following its action plan, the Center's main achievements for this year are as follows:

**Education:** Oneyear intensive vocational trainings offered to 83 trainees in the areas of computing and web development, trade, computer graphics and multimedia, and hairstylingand beauty.

**Para-training Activities:**Workshops in financial management, marketing, design, website creation, business communication, film analysis, video editing and English; cultural and sports competitions between different sections, projection of educational films, professional tours and visits.

**Other training programs:** Non-formal education and training in wood carving, textile cutting and sewing, women and men's hairstyling, embroidery (40 students); literacy program (425 women); training in horizontal weaving (10 women); training on textile cutting and sewing (48 women); initiation to computing (198 people including students, civil servants, craftspeople, and traders).

**Other activities:**Tutoring and extracurricular activities for 80 boarders of Dar Talib; French classes for 46 people; education and financial management for the ImouzzerFoundation (20 hearing impaired children); celebration of the International Women's Day under the theme "Together for Women's Health."

**Medical Component:** Medical consultations (720 people); medical campaigns in ophthalmology, gynecology, endocrinology, neurology,and HIV/AIDS; blood donation (1,855 people); awareness campaigns in various fields (300 people).

**Newly launched projects:**Functional literacy for 100 women artisans in collaboration with the Partnership for Progress and the Millennium Challenge Corporation; construction of a non-formal education school for students not attending school in cooperation with the Pistorio Foundation; cutting andsewing project in Zaouiat Ben Smime; sponsorship of projects by the INDH and through the Association for the Development of the Middle Atlas (ADMA).

**Sustainable development:** supervision of cooperatives; sponsorship and supervision of project owners; support for physically challenged people (distribution of wheelchairs and crutches; medical information and guidance).

### **b) Student Involvement in Community Development**

Throughout the 2010-2011 academic year, either in collaboration with external partners or on its own, Al Akhawayn has continued to push forward a broad spectrum of outreach projects that have benefited the local community. The Hand-in-Hand 'Fun Run' and Gala raised a net profit of 500,000 dh in 2010 and 400,000 MAD in 2011. The RotaractClub also organized a Gala with contributions totaling 150,000 dh. The funds raised have facilitated the following results within the region surrounding the University campus: Rotaract contributed 25,000 dh toward the purchase of 30 tons of firewood for low income communities, 20,000 dh for the safe circumcision of 280 local boys, 20,000 dh for mountain bikes and helmets for 47 students to improve their ability to get to school, and 30,000 dh for a charcoal boiler for the Immuuzer Foundation for deaf children. Hand-in-Hand contributed 100,000 dh to build a commercial bakery and subsequently provide a sustainable livelihood for 7 women who now bake and sell bread to the University and in the town of Ifrane. An additional 500,000 dh is soon to be allocated to the provision of solar energy in 5 schools so as to provide heating and thus improve the learning environment. It has also been decided that a large proportion of the funds raised from the 2011 Fun Run and Gala will be used to buy school buses for 3-4 schools in order to increase attendance, especially by girls. In 2010 the Maghra river flooded; the Tigrigra community was stranded and the children were unable to reach their school on the other side of the riverbank. Hand-in-Hand jumped into action and collected 33,000 dh to build two bridges in the Spring of 2011.

Aside from projects dependent on funding, the Al Akhawayn community offered its enthusiasm, dedication and know-how to a variety of services. The AUI Writers' Circle and Hand-in-Hand launched competitions in dictation and writing that involved 80 students at both primary and high school levels, as well as regular tutoring sessions and extracurricular activities for 90 students at primary, middle, and high schools. Hand-in-Hand members volunteered their time and energy to convert a stony playground at the Ennasr Primary School into a soft play area covered in sand that will benefit 500 children. Over 1600 children from 18 schools located in rural areas around Ifrane were introduced to the world of books and reading via Al Akhawayn's Mobile Library, headed up by Hand-in-Hand members, including

440 items of school stationery and supplies donated to 167 students at the Bir Anzarane School and to children from the Ait Lahnach region. Hand-in-Hand also fronted campaigns in health care and nutrition; these involved 2,226 people from local schools, daycare centers, boarding houses, and rural communities and included free access to dental check-ups, dental hygiene awareness with distributions of toothbrushes and toothpaste, and regular deliveries of wholesome food to serve in school cafeterias. In partnership with the Al Akhawayn Health Center, Rotaract organized an on-campus blood drive in which 200 members of the University community donated their blood to help people whose lives are at risk. Hand-in-Hand and Rotaract collectively mobilized the University community to donate clothes and shoes that ultimately improved the lives of over 900 people, whether they were children in remote locations who needed strong shoes to be able to walk to school (the only form of transport available), or communities suffering from cold conditions and in need of extra layers, or ill-equipped physically challenged adults in Ait Yahia Oualla. Finally, the Islamic Art and Culture Club undertook a cleanup day in Hay Al Atlas, in which members picked up rubbish and encouraged the local community to join them in their efforts.



## 8. Alumni and Alumni Affairs

The University has taken a more dynamic, proactive approach to its relations with alumni, as a key component of long-term development and fundraising. To this end, Development and Communication initiated and is implementing the following new strategic activities starting in 2010-2011:

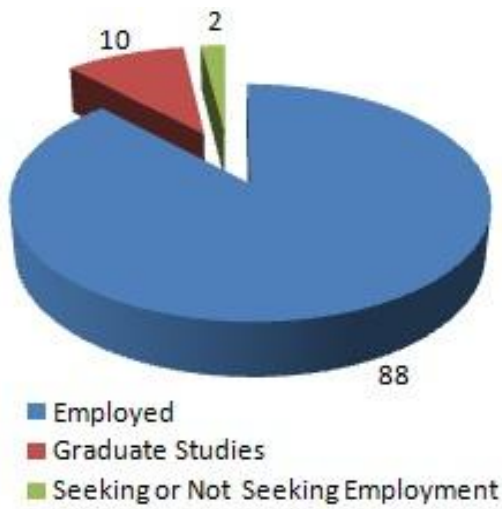
- Annual Class Gift activities with graduating classes, and class memorabilia to build institutional loyalty and bind alumni to the University;
- Stabilizing support and ongoing relations with the Alumni Association (AA) and organizing the Annual University Alumni Reunion (first was in Fall 2010, complementing AA-organized events, with over 40 alumni attending).

The newly elected AA Board of Directors met on campus on in February, 2011, and will meet again in October to present its plans for the year and to advance a number of new initiatives, including a pioneering effort to raise funds for student scholarships. The University committed to matching the funds to be raised by the Association.

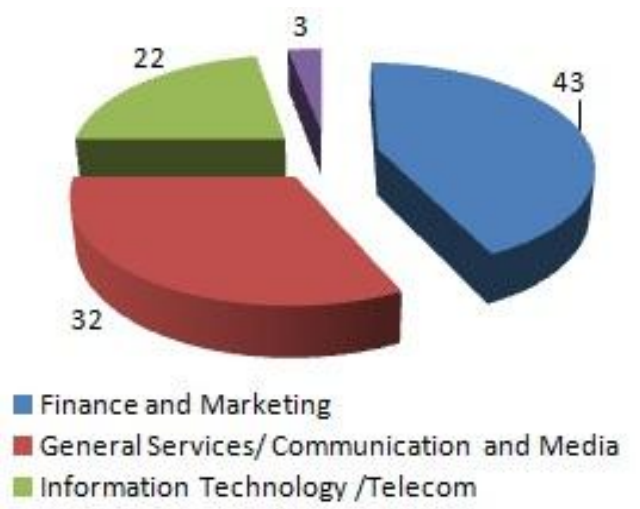
The Association renewed its commitment to networking AUI alumni with each other and with their alma mater. Traditional activities such as the annual Job Fair (April 8, 2011), regular networking events around the country, interaction with students, and the F'tour Debate, among many others, will remain core elements of the Association's program.

Through Summer 2010, Al Akhawayn University has graduated over 2,750 students from its three schools.

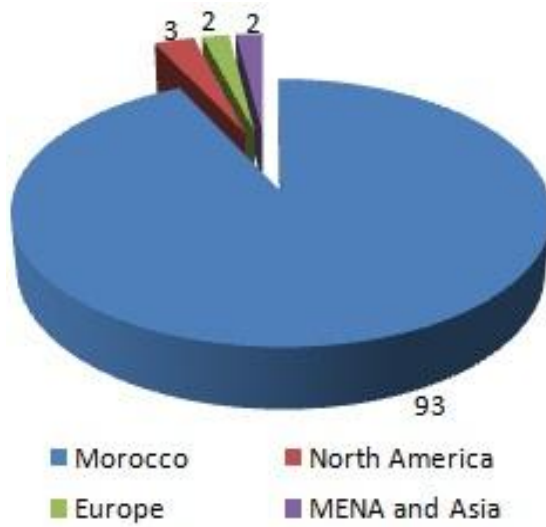
**Alumni Information Update Forms:** 160 forms were processed during the months of March and April 2011. Over 85 percent of Al Akhawayn graduates are successfully employed, while a further 10% have chosen to pursue advanced studies. Al Akhawayn alumni are professionally active in all sectors of activity. Their employers include public and private sector companies, international organizations, and multinational companies in all sectors of activity ranging from finance, marketing, and industry to nonprofit organizations, diplomacy, and media. Most alumni live and work in Morocco.



Alumni Career Situation (1998-2010 Classes)



Alumni Activity Sectors (1998-2010 Classes)



Alumni Geographic Location (1998-2010 Classes)

## 9. Financials

The financial accounts of the year 2010-2011 have been audited and the University received a clean bill of health from the external auditors, which showed that the University accounts faithfully display the expenses and revenues of the University.

### a) Results of the Income Statement (2010-2011)

The financial year 2010-2011 was closed with a net positive result of 15 million dh, that is an increase of 28% over the previous year. Several factors contributed to this result:

- The increase in the number of registered students in fall 2010: 1,659 students were enrolled, compared to 1,529 during the same semester in 2009.
- The capital gain on fixed assets made during the exchange transaction of a parcel of land of seven hectares belonging to the University for a residential building in downtown Ifrane. This land was first acquired at a price of 35 dh/m<sup>2</sup>, and was sold at the price of 392 dh /m<sup>2</sup>. This represents a capital gain on the sale of 25 million dh (22 million dh of this amount was allocated for a general high maintenance program).
- Development of the Executive Education Center's activities, which contributed to the significant increase in revenues from continuing education from 6.4 million dh in 2009-2010 to 9.7 million dh in 2010-2011.

On the other hand, donations have decreased by 50% (6.5 million dh in 2010-2011 against 12.7 million dh in 2009-2010). As to financial products, they have maintained the same level as the previous year (20.8 million dh).

The deficit in operating income has decreased from 20.3 million dh in 2009-2010 to 17.5 million dh in 2010-2011, an improvement of 13.84%. In fact, it is thanks to financial products and non-recurring income that the University managed to compensate for the operating deficit and thus record a net positive result.

**b) Milestones of 2010-2011**

During this second year of implementation of the University's Strategic Plan (2010-2014), two major land transactions were carried out: the first was the exchange of seven hectares of land for a residential building in downtown Ifrane. This transaction was completed on February 22, 2011. The second transaction is the validation of the decision of the "Private Areas of the State" (Domaines privés de l'Etat) to grant Al Akhawayn University 17 hectares. This parcel of land is inside the fence of the campus and had not been transferred to Al Akhawayn University in the first constitution of its land base. This decision was signed on July 19, 2011.

Furthermore, the construction of the new residential building, Building 39, which was launched by members of the Board of Trustees in June 2011, is underway. The completion of major work on this project is scheduled for June 2012 and it is expected that the building will welcome its first residents starting in the spring semester of 2012. 50% of funding for this project (80 million dh) will be assumed by the University itself, and the remaining 50% will be provided by a loan from the Ministry of Awqaf and Islamic Affairs.

Finally, within the same framework, two other construction projects are scheduled: the conversion of the former hospital building into a center for conferences and Continuing Education, and an academic building in the main campus (this building was included in the initial plans of the University). The first project drafts related to these constructions have been submitted by the architect for validation.

The University also conducted a review of the compensation of administrative and technical staff in order to correct inconsistencies and retain its best employees by offering them wages that meet industry standards. The budget for this operation is about 4.6 million dh per year. New benefits were granted to employees with limited income, in the form of monthly premiums to compensate for the difficulty or the risk of the job, and annual allowances were granted as a contribution toward expenditures on purchasing firewood and helping with specific expenses related to Eid Al Adha.

Moreover, with an eye toward maintaining its infrastructure in perfect condition, the University has set up a 5-years plan for high maintenance. An amount of around 22 million dh will be dedicated to this project, as recorded in the financial statements of July 31, 2011.



For the sake of developing advanced tools for decision making, and in order to facilitate cost analysis, the University has set up managerial accounting by school and by profit center. The first results of this analysis corroborate the general accounting data, showing that operating revenues are not sufficient to cover the direct and indirect costs in all schools and centers. Only financial products, government subsidies, and non-recurring income can cover the deficits. Cost accounting has also unveiled the mismatch between the invoicing prices of certain services and the level of the corresponding charges. Such is the case, for example, in housing prices.

### c) Evolution of University Financial Results, 2009-2011

	2008-2009	2009-2010	2010-2011
<b>Total income, not including assets sold</b>	214,713,563.73	225,498,953.47	235,051,695.90
<b>Total expenses, not including the net value of assets sold</b>	202,717,418.06	214,399,697.36	244,455,007.90
<b>Total income, including assets sold</b>	304,009,563.73	239,366,953.47	289,728,695.90
<b>Total expenses, including the net value of assets sold</b>	295,869,380.70	227,646,616.50	274,718,020.37
<b>Result</b>	<b>8,140,183.03</b>	<b>11,720,336.97</b>	<b>15,010,675.53</b>
<b>Cash flow</b>	<b>41,670,630.44</b>	<b>39,167,650.02</b>	<b>44 591 798,60</b>

As can be seen in terms of cash flow, the University has improved its financial position in 2010-2011. Cash flow increased from 39.2 million dh in 2009-2010 to 44.6 million dh in 2010-2011, thus registering an increase of 13.8%. Following the same path, the net result has been a positive gain of 15 million dh, an increase of 28% over the previous year.

## Conclusion

In keeping with the 2010-2014 Strategic Plan, the University has been monitoring progress on its implementation. Based on an assessment using balance score card software, the rate of achievement for first-year targets stands at 85% at the end of May.

Al Akhawayn University has been successful in achieving the first stage of the accreditation with NEASC, namely being found eligible to apply for candidacy, and has made swift progress towards the second stage. The accreditation initiative has positively impacted the University through increased quality assurance exercises and enhanced review of programs and departments. The School of Business Administration has been awarded a 3-year accreditation by EPAS, and a team of reviewers from ABET positively assessed the School of Science and Engineering, which earned accreditation after the July 2011 meeting of the ABET Board. The School of Humanities and Social Sciences is working on a formal program review and validation by external experts.

Evidence of the University's commitment to the Strategic Plan is visible in the steady increase in student numbers, faculty, and the number of degree programs – greater now than ever before. The University continues to pursue relations at the highest levels with leading international universities and several Ministries of the Moroccan government. In addition to maintaining partnerships with Ministries from the previous year, three new agreements were signed respectively with the Ministry of Religious Affairs, the Ministry of Tourism, and the International Chamber of Commerce in Morocco.

The University's international reputation is increasing in stature, which was underscored by the visits of delegations from leading international universities in the Fall and Spring semesters, and increasing demands to host international conferences and symposia. Furthermore, University faculty continue to produce strong research and publications, and are actively representing Al Akhawayn at national and international academic and professional fora. In order to increase its lead in student excellence and attracting high caliber faculty (both Moroccan and international), the University will have to further its efforts to raise financial support, needed for merit-based and need-based scholarships. Likewise, with the increased numbers of students, faculty, and staff, the resulting demands for additional residential and academic space are being addressed through the new residence hall and the forthcoming new academic building.

As Al Akhawayn University looks forward to the next year, it is focused on the key elements of its Strategic Plan and on several priority areas of activity. Among them are emphasizing the process of reaching candidacy for accreditation with NEASC, as the *Self Study* is completed and further assessment takes place.

In addition, the University will continue to expand and enhance its educational and research programs, especially those linked to the needs of society. The University's active role in the regional community development plan for Ifrane Province provides evidence of this ongoing focus, as do the new Master of Arts in Islamic Studies, Master of Arts in North African and Middle Eastern Studies, and Master of Science in International Trade degree programs.

In addition, the University will strengthen campus-wide initiatives to ensure the highest levels of quality and institutional governance, both in order to remain in line with international standards and also to provide the best possible academic and professional environment for the entire University community in years to come.

## Auditors Report



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*The Board of Directors  
Al Akhawayn University  
Ifrane*

### INDEPENDENT AUDITOR'S REPORT

#### FINANCIAL STATEMENTS FOR THE YEAR ENDED JULY 31ST, 2011

**Sirs,**

We have proceeded to the audit of the financial statements of Al Akhawayn University for the year ended July 31st, 2011 and we issued our audit report thereon. The financial statements include the balance sheet, the income statement and additional information statements. The aforementioned financial statements show an equity capital of MAD 723 million with a net profit of MAD 15 million for the year ended July 31st, 2011. These financial statements are the responsibility of the company's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We have audited these financial statements in accordance with generally accepted auditing standards. These standards require that we plan and perform the audit to obtain a reasonable assurance about whether the financial statements are free of material misstatement. An audit of the financial statement includes examining on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates as well as evaluating the overall financial statements presentation. We believe that our audit provides a reasonable basis for our opinion.

In the beginning of its activities, the accounting bookkeeping of the University was not held in accordance with Moroccan GAAP "Code Général de Normalisation Comptable". In 1999, the University decided to restructure its accounting system by reconstituting the accounting books for the previous years with the assistance of an independent consultant. The work performed by this firm solely concerned the period up to June 30, 1998 and is presented in a report. On the basis of this reconstitution work, Al Akhawayn University established, for the first time, financial statements closed on June 30, 2000 and which include a balance sheet and an income statement.

KPMG SA, société anonyme marocaine membre du réseau KPMG constitué de cabinets indépendants adhérents de KPMG International Cooperative (« KPMG International »), une entité de droit suisse.

Société inscrite au tableau de l'Ordre des Experts Comptables Conseil Régional Rabat et Nord

Capital 10 798 400 DH  
I.F. 03-500519  
C.N.S.S. 1011422  
R.C. 25681  
Taxe professionnelle 26960020



The certificates received from "Conservation Foncière d'Ifrane" (land registry Office) further to our request reveal an estate belonging to the University and represented by 61 ownership titles.

The constructions built on the property known as "Annexe de l'University Al Akhawayn" located in Ifrane, for a total surface of 50 hectares, 73 Ares and 12 centiares and subject to a donation by the State to the University, were sold according to a letter of "Conservation Foncière d'Ifrane" received on January 16, 2001. These transactions were performed on the basis of a certified true copy of the minutes of the Al Akhawayn Board of Directors held on August 30, 1994 and which granted to an Administrator the power to sell or to secure by a mortgage the constructions built on this property.

However, neither the acquisition of these assets nor their transfer were reported on the accounting figures of the University. The sale contract of these assets as well as the minutes of the Al Akhawayn board of directors of August 30, 1994 authorizing these sales are not available to our knowledge at the University.

In our opinion, and except for the above-mentioned remark described in the previous paragraph, the attached financial statements of Al Akhawayn University presents fairly, in all material respects the assets as well as the financial position for the year ended July 31<sup>st</sup> 2011 in accordance with Moroccan generally accepted accounting norms and reflects.

Without qualifying our opinion we draw attention to the fact that under the 10.000 engineers program, the Moroccan government signed a convention with the AUI University. The university will benefit from a contribution of 100 million MAD that will be made available in the next 5 years (20 million per annum). The university received four payments amounting to 80 million MAD as of July 31<sup>st</sup> 2011 and booked them as "investment grant received". In order to respect the 10 years staggering rule, an accounting reversal of 8 million MAD was booked as income. The final treatment of this grant will depend on the actual program progress that will be detailed in the bi-annual report of the monitoring committee as stated in article 9 of the "10.000 engineer program" convention that was signed by the university and the Moroccan government.

**Rabat on January 4<sup>th</sup> 2012**

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*Partner*

  
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*Au Conseil des Administrateurs de  
l'Université Al Akhawayn  
Ifrane*

**RAPPORT DES AUDITEURS INDEPENDANTS  
EXERCICE ALLANT DU 1<sup>ER</sup> AOÛT 2010 AU 31 JUILLET 2011**

*Messieurs,*

Conformément à la mission qui nous a été confiée, nous avons procédé à l'audit des états financiers, ci-joints, de l'Université Al Akhawayn au titre de la période allant du 1<sup>er</sup> août 2010 au 31 juillet 2011, lesquels comprennent le bilan et le compte de produits et charges de l'exercice. Ces états financiers font ressortir un montant de capitaux propres et assimilés de 723 millions dirhams dont un bénéfice net de 15 millions dirhams.

**Responsabilité de la Direction**

La direction est responsable de l'établissement et de la présentation sincère de ces états financiers, conformément au référentiel comptable admis au Maroc. Cette responsabilité comprend la conception, la mise en place et le suivi d'un contrôle interne relatif à l'établissement et la présentation des états financiers ne comportant pas d'anomalie significative, ainsi que la détermination d'estimations comptables raisonnables au regard des circonstances.

**Responsabilité de l'Auditeur**

Notre responsabilité est d'exprimer une opinion sur ces états financiers sur la base de notre audit. Nous avons effectué notre audit selon les normes de la profession au Maroc. Ces normes requièrent de notre part de nous conformer aux règles d'éthique, de planifier et de réaliser l'audit pour obtenir une assurance raisonnable que les états financiers ne comportent pas d'anomalie significative.

Un audit implique la mise en œuvre de procédures en vue de recueillir des éléments probants concernant les montants et les informations fournies dans les états financiers. Le choix des procédures relève du jugement de l'auditeur, de même que l'évaluation du risque que les états financiers contiennent des anomalies significatives. En procédant à ces évaluations du risque, l'auditeur prend en compte le contrôle interne en vigueur dans l'entité relatif à l'établissement et la présentation des états financiers afin de définir des procédures d'audit appropriées en la circonstance, et non dans le but d'exprimer une opinion sur l'efficacité de celui-ci. Un audit comporte également l'appréciation du caractère approprié des méthodes comptables retenues et le caractère raisonnable des estimations comptables faites par la direction, de même que l'appréciation de la présentation d'ensemble des états financiers.

Nous estimons que les éléments probants recueillis sont suffisants et appropriés pour fonder notre opinion.

KPMG SA, société anonyme marocaine membre du réseau KPMG  
constitué de cabinets indépendants adhérents de KPMG  
International Cooperative (« KPMG International »), une entité de  
droit suisse.

Société inscrite au tableau de  
l'Ordre des Experts Comptables  
Conseil Régional Rabat et Nord

Capital 10 798 400 DH  
I.F. 03 300519  
C.N.S.S. 1014472  
R.C. 26681  
Taxe professionnelle 25950020



Au démarrage de ses activités, la comptabilité de l'Université n'avait pas été tenue selon les normes du Code Général de Normalisation Comptable. En 1999, l'Université a décidé de refondre son système comptable en reconstituant la comptabilité des années antérieures avec l'aide d'un cabinet spécialisé. Les travaux effectués par ce cabinet ont concerné uniquement la période allant jusqu'au 30 juin 1998 et ont fait l'objet d'un rapport. Sur la base de ces travaux de reconstitution, l'Université Al Akhawayn a établi, pour la première fois, des états financiers arrêtés au 30 juin 2000, comprenant un bilan et un compte de produits et charges.

#### **Opinion sur les états financiers**

Les certificats reçus de la conservation foncière d'Ifrane font état d'un patrimoine foncier appartenant à l'Université, représenté par 61 titres de propriété.

Des constructions édifiées sur la propriété dite "Annexe de l'Université Al Akhawayn" sise à Ifrane d'une superficie totale de 50 hectares, 73 ares et 12 centiares, objet d'une donation par l'Etat à l'Université, ont été cédées selon une lettre de la conservation foncière d'Ifrane, reçue en date du 16 janvier 2001. Ces ventes ont été opérées sur la base d'une copie conforme de l'annexe au procès-verbal de la délibération du Conseil d'Administration de l'Université d'Al Akhawayn en date du 30 août 1994, ayant conféré à un administrateur le pouvoir de vendre et d'hypothéquer les biens édifiés sur ladite propriété.

Les contrats de ventes de ces biens ainsi que le procès-verbal de la délibération du Conseil d'Administration d'Al Akhawayn du 30 août 1994 ayant autorisé ces ventes, ne sont pas disponibles à l'Université (Cf. liste des biens vendus en annexe 2).

Sous réserve de l'incidence de la situation décrite ci-dessus, nous certifions que les états financiers cités au premier paragraphe ci-dessus sont réguliers et sincères et donnent dans tous leurs aspects significatifs, une image fidèle du résultat des opérations de l'exercice écoulé ainsi que de la situation financière et du patrimoine de l'Université Al Akhawayn au 31 juillet 2011 conformément au référentiel comptable admis au Maroc.

Sans remettre en cause l'opinion exprimée ci-dessus, nous signalons que Dans le cadre de l'initiative 10.000 ingénieurs, le gouvernement marocain a conclu une convention avec l'Université au titre de laquelle cette dernière bénéficie d'une contribution sous forme de subvention d'un montant global de MAD 100 millions à débloquent sur cinq (5) ans (soit MAD 20 millions par an). A fin juillet 2011, l'Université a reçu quatre versements pour un montant global de MAD 80 millions inscrits en subventions d'investissement. Une reprise de MAD 8 millions a été enregistrée en produit compte tenu d'un étalement de la subvention reçue sur 10 ans. Le traitement définitif de cette subvention sera effectué en fonction du programme d'emploi effectif objet du rapport semestriel du comité de suivi prévu à l'article 9 de la convention « Initiative 10000 ingénieurs » signée par l'Université avec l'Etat.

**Fait à Rabat, le 04 janvier 2012**

**Fouad Lahgazi**

**Expert Comptable**

  
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## Annex

### Al Akhawayn University Board of Trustees

#### Representatives of the Royal Cabinet and the Private Secretariat of His Majesty the King

Mr. André Azoulay, Advisor to His Majesty the King

Mr. Abbas El Jirari, Advisor to His Majesty the King

Mr. Mohamed Mounir El Majidi, Director of the Private Secretariat of His Majesty the King

#### Government Representatives

Mr. TaïbCherkaoui, Minister of Interior

Mr. TaïbFassiFihri, Minister of Foreign Affairs and Cooperation

Mr. SalaheddineMezouar, Minister of Economy and Finance

Mr. Ahmed Akhchichen, Minister of National Education, Higher Education, Executive Training, and Scientific Research

Mr. Ahmed Toufiq, Minister of Habous and Islamic Affairs

Ms. AminaBenkhadra, Minister of Energy, Mining, Water, and the Environment

Mr. Ahmed RedaChami, Minister of Industry, Trade, and New Technologies

Mr. Nizar Baraka, Minister Delegate to the Prime Minister in charge of Economic and General Affairs

#### Institutional Representatives

Mr. AbdellatifJouahri, Governor of Bank Al Maghrib

Mr. Mohamed Benchaaboun, CEO of BanqueCentralePopulaire

Mr. Moulay Mohamed Horani, President of the Confédération Générale des Entreprises du Maroc (CGEM)

Mr. Mohamed Kettani, CEO of Attijariwafa Bank

Mr. Anas HourAlami, CEO of Caisse de Dépôt et de Gestion (CDG)

Mr. TariqSijilmassi, GenralDirector of Crédit Agricole du Maroc (CAM)

Mr. Mostafa Terrab, CEO of Office Chérifien des Phosphates (OCP)

Mr. AbdellatifGuerraoui, CEO of Auto-Hall Group

Mr. Ali FassiFihri, CEO of Office National de l'Electricité (ONE), CEO of Office National de l'Eau Potable (ONEP)

Mr. LarbiBelarbi, Vice-President of Renault Maroc Service

Ms. MiriemBensalahChaqroun, Administrator and General Manager of EauxMinérales d'Oulmès

Mr. AzzedineGuessous, President of Maghreb Bail

Mr. AbdessalamAhizoune, President of the Directorate of Maroc Telecom

Mr. DrissBenhima, CEO of Royal Air Maroc



Mr. Ahmed Rahhou, CEO of CréditImmobilieretHôtelier (CIH)

**Representatives Intuitu Personae**

Mr. Mohamed Berrada, Professor and Former Minister of Finance

**International Representatives**

Mr. KhaledAl Ankari, Minister of Higher Education, Kingdom of Saudi Arabia

Mr. Abdellatif Al Hamad, General Manager of the Arab Fund for Economic and Social Development (AFESD), Kuwait

Mr. JordiPujol, Former President of the Catalan Government, Spain

Mr. Jacques Chancel, Administrator and Advisor to the President of Canal +, France

Mr. Steven Knapp, President of the George Washington University, United States



## Appendices

### Appendix 1: List of books published during 2010-2011

Title	Writer(s)	School
<i>Birds at Al Akhawayn</i>	Peyron, M	SHSS
<i>Becoming Bilingual in Arabic and Danish: Involvement of Arab Parents in the bi-literacy of their children and their experiences of the Danish Folkeskole</i>	Sahli, M	SHSS
<i>Which Europe? The Politics of Differentiated Integration</i>	Sepos, A.; Dyson, K.	SHSS
<i>An Introduction to Moroccan Arabic and Culture Arabic and Culture</i>	Chekayri, A	SHSS
<i>Public Service Television Policy and National Development in Morocco: Contents, Production, and Audiences</i>	Zaid, B	SHSS
تأملات شاعر مترحل، أنفو - برانت فاس	Bounejma, M	SHSS
<i>A Cognitive Study of Moroccans Writing in Arabic (L1) and English (L3): Writing ability, processes, rhetorical genres, language, gender</i>	El Mortaji, E	SHSS
<i>Toward a Roadmap to e-Government for a Better Governance, Handbook of Research on E-Government Readiness for Information and Service Exchange: Utilizing Progressive Information Communication Technologies.</i>	Kettani, D.; Moulin, B.; El Mahdi, A.	SSE
<i>Asymmetric Transition Metal-Catalysed Alkyl Addition to Imines: High Throughput Screening of Iridium and Rhodium</i>	El Hajjaji, S.	SSE

**Appendix 2: EEC****Evolution of the continuing education programs offered in Ifrane for the period  
2008-2011**

Customer	Number of trainees			Number of training days		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Interior Ministry	525	850	1 225	2 625	4 250	6 125
Local Collectivities	0	17	332	0	340	3 620
HCEFLCD	108	108	36	216	216	72
ITQANE	0	25	40	0	100	200
<b>TOTAL</b>	<b>633</b>	<b>1 000</b>	<b>1 633</b>	<b>2 841</b>	<b>4 906</b>	<b>10 017</b>

**Evolution of the MBA programs offered in Casablanca for the period 2008-2011**

Program	Number of students			Number of courses			Average class size		
	2008-09	09-10	10-11	2008-09	09-10	10-11	2008-09	09-10	10-11
PT-MBA	60	72	65	22	21	20	12	11.8	11.25
EX-MBA	30	27	35	12	9	11	13.4	13.1	6.91



جامعة الأخوين  
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