جامعة الأخوين
AL AKHAWAYN
U N I V E R S I T Y

Al Akhawayn University | Activity Report

2012

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His Majesty King Mohammed VI

Contents

Abbreviations

AA	Alumni Association
ABET	Accreditation Board for Engineering and Technology
AC	Academic Council
AH2ST	Hassan II Academy of Sciences and Technology
AMICAL	American International Consortium of Academic Libraries
ARANAS	Arabic and North African Studies program
ASI	Al Akhawayn School of Ifrane
AUI	Al Akhawayn University in Ifrane
CAD	Center for Academic Development
CCIS	Chambre de Commerce, d'Industrie et de Services
CEA	Commission on English Language program Accreditation
CLT	Centre for Learning Technology
CNSS	Caisse Nationale de Sécurité Sociale
DevCom	Development and Communication
EEC	Executive Education Center
EPAS	European Program Accreditation System
ICT	Information and Communication Technology
IDRC	International Development and Research Center, Canada
IEAPS	Institute of Economic Analysis and Prospective Studies
ISEP	International Student Exchange Program
ITS	Information Technology Services
LC	Language Center
LDI	Leadership Development Institute
MAD	Moroccan Dirham
MED	Mediterranean School in e-Business Management
MOU	Memorandum of Understanding
NATO	North Atlantic Treaty Organization
NEASC	New England Association of Schools and Colleges
ONDH	National Human Development Observatory
ONE	Office National d'Electricité
PCD	Plan Communal de Développement

Introduction

The 2011-2012 academic year at Al Akhawayn University in Ifrane (AUI) will go down as a signal year in our history.

Progress is clearly evident on each of the priorities set out in our Strategic Plan for 2010-14. Of particular note are the steps taken toward formal program accreditation within each of the schools as well as university-wide accreditation with the New England Association of Schools and Colleges (NEASC). Initial feedback from NEASC is positive, and we are optimistic about full accreditation as we move through the next steps.

In addition to issues of accreditation, consolidating and improving AUI's partnerships with a wide range of international institutions as well as maintaining our status as Morocco's leading civic university through dedication to Corporate Social Responsibility have been our main goals. Our faculty continue to bring a healthy mixture of backgrounds from Moroccan, European, and North American traditions. Research in a number of fields pertaining to engineering, business administration, social science, and humanities continues to strengthen our academic standing with peer institutions around the globe.

2011-12 has seen increased Academic Council involvement in the governance of AUI on several fronts, including the approval of two new degree programs, one in International Trade and the other in Islamic Studies. In addition, important steps were taken to secure increased pension benefits for AUI faculty and to refine procedures for the selection of deans and executive officers.

By all accounts, AUI continues to attract very strong students, who engage in academic life on campus as well as in the life of the nation in effective and life-enhancing ways. There is clear evidence that programs designed by the department of Student Affairs to support a rewarding student experience are paying dividends on a number of fronts, including retention of students and helping launch their successful careers.

Even with these accomplishments, much remains to be done. In the coming year special attention will be given to improving internal and external communication, enhancing management practices, and addressing the growing competition as AUI moves to the next level of its institutional life.

Executive Summary

Throughout this academic year, AUI has continued to uphold its motto: "Excellence and Identity". Driven by the Strategic Plan's emphasis on best practices and quality assurance at all levels of administration, pedagogy, and operations, the community of AUI completed its year-long Self Study towards Candidacy for Accreditation with NEASC in December 2011. Subsequently in March 2012, the University received a visit by an evaluation team composed of seven senior executives and faculty, who met with the AUI Board of Trustees and community members to determine the University's progress in terms of such standards as planning, governance, and integrity. Preliminary oral feedback on the site visit was positive, and the University awaits the decision from the NEASC Board in early Fall 2012.

In September 2011, with quality assurance in mind, the University saw the successful accreditation of SSE's Bachelor of Science in Computer Science program by the Computing Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET), based in the US. ABET provides world leadership in assuring quality and in stimulating innovation in applied science, computing, engineering, and technology education. Likewise, SHSS has undergone review and validation by visiting experts from the US for its three Bachelor degree programs. This adds to other AUI accreditations, such as that of LC (by CEA) and SBA (by EPAS).

In keeping with the AUI Strategic Plan, the student body continues to grow. With this new cohort the total number of students has risen to 1772. The number includes non-degree seeking students and 113 full-time students who are either on exchange in 10 different countries or taking part in the joint degree with the Technical University of Munich. The student community at AUI continues to be diverse in terms of nationality. Thus, thirty-three international students, from 21 countries, are currently enrolled in degree programs while the number of international non degree-seeking students stands at 85. More efforts are continuously made to attract more international degree-seeking students through participation in international student recruitment fairs and joining specialized networks like the College Consortium for International Studies (CCIS) and the International Student Exchange Program (ISEP). Furthermore, in Summer 2011 the University hosted 86 international students, of whom 65 attended the Arabic and North African Studies (ARANAS) program.

In Fall 2011, the pass rate in all courses was 90.7%, with 28.4% of all grades being "A". At present, about 5% of undergraduate students are placed on the President's List after having earned straight "A's" in all their courses, while 14% of students earned at least 3.5/4 in their semester GPA and are thus placed on Deans' Lists. The University's Honors Program continues to thrive, and has attracted increasing numbers of the University's top students.

The University has continued to prioritize faculty retention, despite a "highly competitive market". In August 2011, 11 new professors joined the faculty bringing it to the record number of 139. The percentage of PhD holders in degree granting schools is 77% and most faculty have advanced degrees from North American (54%) and British (18%) universities. The University relies primarily on full time faculty members who account for 91% of the overall total. There is a significant international presence (56%) spanning several nationalities and professional backgrounds, including 20 who hold dual citizenships.

As far as research is concerned, the university continues to give priority to publications authored by its faculty. In addition to 47 articles and chapters in refereed journals and books and 64 conference presentations, the University published another 8 books. Further, in order to encourage faculty research, the department in charge of Academic Affairs launched two calls for applications for Research Grants (Seed Money Program). Following a selection process, nine professors were awarded funding of up to 100.000 MAD a year/project.

In keeping with the Strategic Plan, the University continues to grow and develop new academic programs that address the needs of the national and international markets. Thus, in collaboration with the Ministry of Islamic Affairs, AUI developed and launched a Master of Arts in Islamic Studies program, and is finalizing a Master of International Trade in conjunction with the Moroccan Ministry of International Trade and the Korean Academy of International Trade.

The increasing number of students is accompanied by campus-wide growth in terms of infrastructure. The principal construction phase of the new residential building is almost complete. In addition, preparations are currently underway in a bid to convert the University Hospital into an Executive Education and Conference Center, as well as to erect a new academic building.

Given the importance of equity and integrity at the University, AUI has continued to use the new application and interview-based system of appointment of senior executives. The University held searches for the Deans of two schools, both SSE and SHSS, as well as that of Director of Development and Communication. Interview committees for senior positions

have included representatives of the various AUI stakeholders, such as members of the Board of Trustees, Administrators, Faculty and external personalities. Through this process, the University demonstrates its commitment to best practices in recruitment, transparency, and shared governance.

The financial results of the current academic year are overall positive, with essentially a balanced budget. Based on accounting forecasts up to July 31, 2012 the net income for the year is likely to be positive in the range of 11.8 million MAD. However, a close analysis of the data shows that the operating deficits will gradually be increasing from 17.5 million MAD in 2010-2011 to reach 19.6 million MAD in 2011-2012.Yet this will have only a slight effect on the cash flow thanks to depreciation and amortization which are non-cash charges. Cash flow from operations will decrease from 44.6 in 2010-2011 to 43.3 million MAD in 2011-2012.

In order to maintain its high standing both nationally and internationally, the University must address certain challenges. A case in point is communication which has been identified by NEASC as an area of potential enhancement, both internally with regards to policy and procedures, and externally with regards to communication of university activities and achievements via the website. The University must also address the challenges to human resources, namely levels of faculty and staff satisfaction. Further, it must be able to answer the challenge of faculty retention, as it faces increasing competition from similar institutions both at home and abroad. Finally, the University must continue to improve its management systems to be more systematic, and to better integrate review and assessment processes at all levels.

This report details the challenges and accomplishments of the University during the 2011-2012 academic year, and identifies some of the major accomplishments and opportunities facing the AUI community, as it endeavors to achieve the objectives set out in its Strategic Plan.

I. Institutional Governance

1. Governance

Continuing its efforts to uphold faculty leadership in academic programs, as well as its commitment to shared governance, the Academic Council (AC) has held since 2007 no fewer than 13 regular and extraordinary meetings to discuss and eventually validate a series of documents related to University policy and procedures. With an eye to best practices in equity and integrity, the Council approved during Fall 2011 a proposal by one of its committees to expand its voting membership to include LC and CAD faculty. Other major activities of the Council in 2011-2012 include holding important discussions—along with action at the level of the Office of the President--pertaining to the implementation of a faculty pension scheme. Eventually, these discussions led the University to move forward and initiate negotiations with CNSS and RCAR, two of the main national pension funds, with a view to obtaining and examining their best pension offers for University employees. The Council also approved two new graduate programs, namely a Master of Science in International Trade in conjunction with the Ministry of International Trade, as well as a Master of Arts in Islamic Studies.

On another front, the University has continued to use a new application-based system of appointment of senior executives. The hiring of two deans followed a process of short-listing and interviews by a committee which comprised representatives of all stakeholders (Board of Trustees, Executives, Faculty, and External Personalities). The same process was applied for the hiring of a new Director for Development and Communication (DevCom). Unfortunately, the search was not successful.

2. Strategic Planning

Assessment of implementation of the seven priorities (or lines) of the Strategic Plan indicates a positive overall trend. Significant work has been achieved in the first line (American model), which aims at enhancing the key success factors of the American educational system, by a widespread student-centered pedagogy and efficient administration, adopting best practices in governance, and enforcing the US model at ASI. The second line (Accreditation),has witnessed important achievements: the NEASC accreditation process can be considered as fully on target given the completion of the second step consisting of

submitting the self-study report in January 2012, hosting the review team in March 2012, and sending factual draft report corrections in May 2012. Accreditation of academic units has been completed for all the three units that were under assessment. The third (Growth and development), fourth (Internationalization) and fifth (Financial Sustainability)lines have witnessed progress rates exceeding 74%, which is very satisfactory since the situation in the region and the world is still marked by the overall financial crisis. The sixth line (Innovation in Education), and the seventh line (Human Capital), have reached 84% and 81%progress, respectively

In terms of performance, the BSC software gives the following charts (figures 1 to 3), i.e. an overall performance of almost 49% for the first two years of the five-year plan:
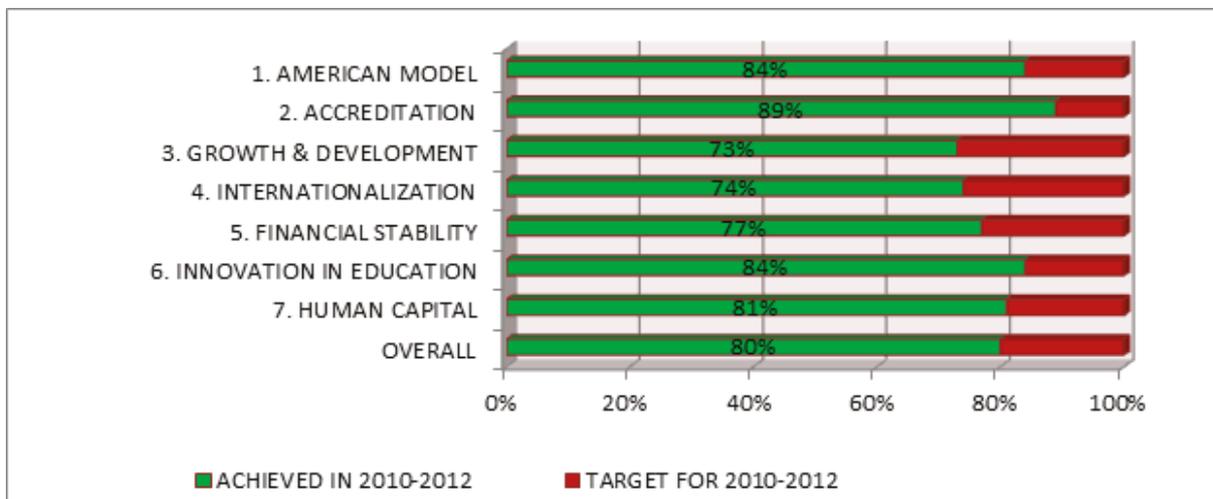

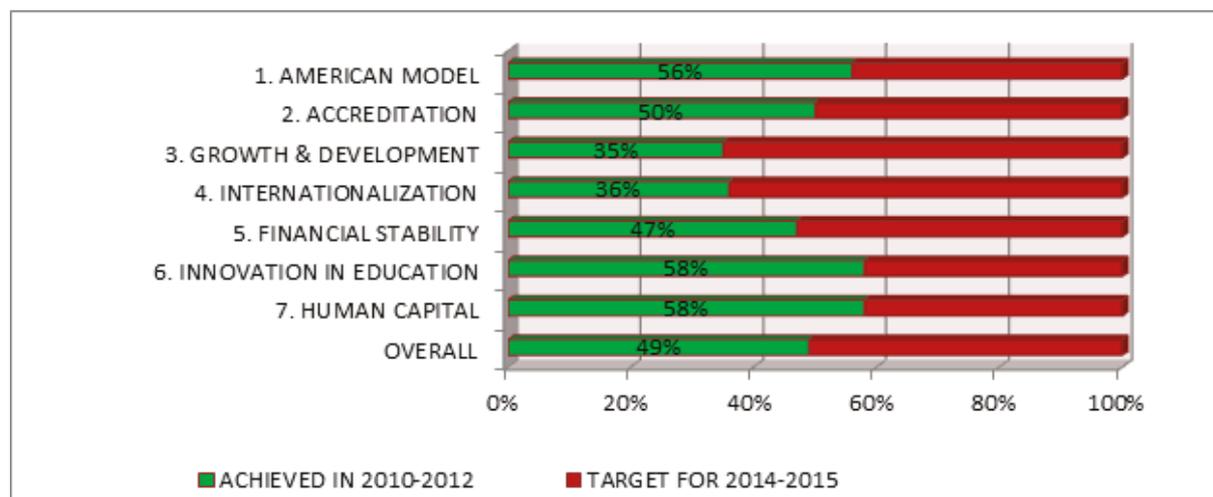Figure 1. Progress on the priorities of the University Strategic Plan compared to 2010-2012 targets

Figure 2. Progress on the priorities of the University Strategic Plan compared to 2014-2015 targets
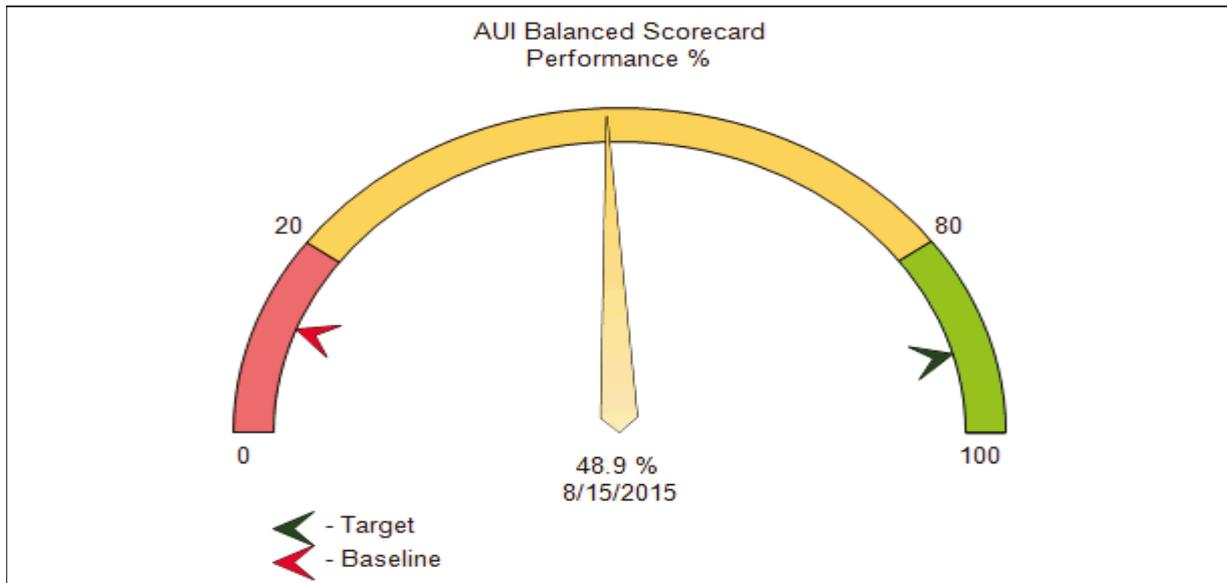
Figure 3.Overall progress on the University Strategic Plan

3. Accreditation and Quality Assurance

In early 2012, the University completed its year-long Self Study as part of the Application for Candidacy with NEASC, involving a committee of over forty members from different departments, who worked in sub-committees on the Self Study Report and addressed the eleven accreditation standards of NEASC. A steering committee, formed by the sub-committee chairs and two co-chairs, met weekly and coordinated the Self Study work. The overall process was chaired by a senior faculty member and an officer. In advance of the team visit that reviews the University in its bid for Candidacy (the second of three stages leading to full accreditation), Dr. David Angel, the President of Clarke University, visited AUI in January 2012 to meet with the President and Executives. Later in March 2012, NEASC sent a team of seven senior executives and faculty reviewers to AUI. They spoke with stakeholders from all levels of the University community (Board of Trustees, Executives, Faculty, and Students). The three-day visit ended with a meeting in which the visiting President shared a tentative summary of their findings along with recommendations from the NEASC team. A formal report was sent to the University President in April. The actual results of the Self Study report and subsequent visit will be determined later in early Fall 2012 at a NEASC Board meeting in the US, at which President Ouaouicha will be present together with President Angel. While NEASC does not make evaluative statements prior to that meeting, it is the sense of the AUI community that the visit went well, and the feedback from the NEASC team meetings with AUI stakeholders was positive on all fronts.

The University has already earned accreditation of several of its units. In September 2011, SSE received the good news regarding the accreditation of its Bachelor of Science in Computer Science program by the Computing Accreditation Commission of ABET, based in the US. The next comprehensive review of the program is scheduled for the 2016-2017 academic year. The program is the fourth to be accredited by ABET on the African continent (2 in South Africa, 1 in Egypt, and now one in Morocco). ABET provides world leadership in assuring quality and in stimulating innovation in applied science, computing, engineering, and technology education. Likewise, in 2010 SBA secured a three-year accreditation of its Bachelor of Business Administration program by EPAS. Recently, SBA became member of the ACSB (Association to Advance Collegiate Schools of Business, USA) and was honored with the "Award for Best Educational Institute in Management" by The World Education Congress Asia Awards, held in Dubai. This adds to the other AUI accreditation of LC by the CEA.

While there is no accrediting organization for the social sciences or humanities, in 2011-2012 SHSS invited three teams of external experts from the US to visit AUI for the purposes of program review and international validation. Programs in the self-study report were reviewed and meetings with stakeholders were organized. The outcome of the three visits has been very positive. Further, beyond its accreditation exercises, SHSS leads other university-wide initiatives dedicated to improving the quality of education at AUI, among them the Leadership Development Institute, the Writing across the Curriculum program, and the new AUI Honors Program, which was launched in January 2011 and has expanded to include more faculty and students in 2012.

4. Partnerships and Development

The past year has seen several new and renewed partnerships that support the internationalization objectives of the University. The following partnerships have been renewed: George Washington University, University of North Florida, University of Arizona, and the University of Turin. In addition, senior executives from Kufstein University of Applied Sciences (Austria) visited AUI in order to explore enhanced cooperation between the two institutions so as to further the development of their respective towns and adjacent communities. Further, AUI signed Memorandums of Understandings (MOUs) in Ifrane on joint collaboration and exchanges with the International Islamic University in Malaysia, Kuala Lumpur, (IIUM) and Collegium Civitas, Warsaw, Poland. Agreements were also confirmed with Morehouse College, Atlanta, following the successful summer program in 2011 and the launch of an exchange of students this year. Following the successful collaboration on the Global Module program in the last 5 years, AUI signed an agreement with Champlain College, Vermont, for other actions. AUI and the Scuola Superiore Sant'Anna, Pisa, Italy, signed a memorandum for the exchange of graduate students in the MAISD program. A cooperation agreement was signed with Universitat Politecnica de Catalunya-UNESCO Chair of Higher Education Management to assist AUI in its strategic planning. Further, an MOU was signed with As-Syafi'iyah Islamic University in Indonesia on the occasion of the visit paid to that institution by the Director of Mohamed VI Library. AUI officially signed an agreement with Saint Mary's College, Notre Dame, Indiana, following the launch of an exchange of students this year. Finally, AUI's most recently signed agreement was with the American University of Beirut on the occasion of a visit of AUI officers to Lebanon to develop more relationships in the region.

AUI formed partnerships with such national universities as University Sidi Mohamed Ben Abdellah in Fes, as well as the Moroccan agencies ALEF, ONDH, ONEP, and the Ministry of Foreign Trade, and with international partners such as Coca Cola, AMIDEAST, and PayPal (see Appendix 2 for more details).

On 24 November 2011, AUI signed a landmark agreement with the Moroccan Ministry of Habous and Islamic Affairs, cementing a long-term commitment by this Ministry to support the university's newly launched Master of Arts degree in Islamic Studies. The program offers unique, high-level graduate studies in the humanities and social sciences and the liberal arts to students with a strong background in Islamic studies and religious affairs, who receive full scholarships from the Ministry. The new agreement contains provisions for more students to enter and complete the program over the next 5 years. Students will continue to be admitted on merit, and are expected to demonstrate a solid grounding in traditional Islamic Studies.

Vice-Rector for International Cooperation at Collegium Civitas in Poland, Paulina Codogni, and Al Akhawayn Vice President for Academic Affairs, Ahmed Legrouri, sign a cooperation agreement

II. Teaching and Research

1. Faculty

The University has continued to prioritize faculty retention, despite a highly competitive market. In contrast with the 20 outgoing faculties in 2009-2010, significantly, only 9 faculty members left at the end of the academic year 2010-11, which confirms a positive trend in faculty retention.

Thus, in August 2011, 11 new professors joined the faculty bringing it to the record number of 139. The percentage of PhD holders in degree granting schools is 77%. The University relies primarily on full time faculty members who account for 91% of the entire faculty. As in previous semesters at AUI, part-time or adjunct faculty are usually hired to fill unexpected needs or to teach special courses for which there is no full-time expertise or insufficient demand to justify full-time positions. For example, SSE hired a part-time faculty from the industry to teach a graduate course on energy management.

The international character of faculty remains diverse in origin, while there is variation across the different academic units. There is a significant international presence (56%) spanning several nationalities and professional backgrounds, with20 Moroccan colleagues holding dual citizenships. While Moroccan nationals constitute the majority of the faculty, most of the professors have advanced degrees from North American (54%) and British universities (18%).

School	Gender		Citizenship		Degree ***		Status	
	Male	Female	Moroccan	International	Ph.D.	Master*	Full-time	Part-time
SBA	19	6	13	12	18	7	25	5
SHSS	30	7	17	20	29	8	37	2
SSE	26	7	17	16	27	6	33	3
LC	14	9	7	16	4	19	23	3
CAD	4	4	2	6	5	3	8	0
TOTAL	93	33	56	70**	83	43	126	13
Percent	73.8%	26.2%	44.0%	56.0%	65.9%	34.1%	90.6%	9.4%

Table 1. Distribution of Faculty in Academic Units (Fall 2011)

* Essentially as lab assistants and teachers of introductory courses.
** Out of the 70 international faculties, 20 are Moroccan of dual citizenship.
*** The percentage of Ph.D. holders in degree granting schools is 77.0%.

Faculty Development: At the beginning of the Fall semester, AUI's faculty development efforts expanded significantly. From a series of workshops over the past several years, the program received strong support through the Presidential Innovation Fund, with the participation of professionals from the University of Toronto – Ontario Institute for Studies in Education (OISE). These experts designed and are delivering a program of three intensive "institutes" and six "webinars" to over 20 selected AUI faculty from all schools and centers. This program has several intended outcomes including published research on teaching by AUI faculty. Furthermore, faculty members who complete the program will receive certification from OISE. The University hosted a major national e-learning training initiative, ITQANE, in which two professors served as trainers, and six others participated as trainees. AUI faculty were also very involved in such professional activities as the series of faculty development workshops provided by the CLT in the use of ICT in courses, as well as participation and attendance in national and international conferences and workshops.

Faculty Recognition: As part of the University's continuing efforts to recognize excellence throughout the community, faculty played an important role in the 14th Commencement Ceremony this year. For the first time at AUI, Instructors of the Year were voted by the 2011 Class, as graduating students voted on the instructors who have had the most positive impact on them. The same practice will be used this year.

2. Research

In 2011-2012, the Office in charge of Academic Affairs launched a call for applications for Research Grants (Seed Money Program). The applications were first evaluated within Schools/Centers, and then reviewed by the Deans' Council. Out of the eleven applications received, nine were accepted for funding and two applicants were asked to revise their proposals.

The University has also launched a call for proposals for its Presidential Innovation Fund. Out of the 15 proposals submitted by faculty, staff, and students, six projects received funding and are currently underway.

AUI continues to uphold 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. Further, the University has its own academic press, which produced three titles this year.

	SBA	SHSS	SSE	LC	IEAPS	TOTAL
Books	0	6	0	0	1	**8**
Book chapters, journal articles, papers, reports	13	11	9	5	9	**47**
Presentations at Conferences	8	18	30	5	3	**64**
Conferences and workshops attended	21	7	40	2	6	**76**
Events Organized	3	10	4	2	1	**20**
Grants	4	3	1	-	-	**8**
Theses	23	8	27	-	-	**58**

Table 2. Scholarly Production - Academic Year 2011-2012

Moreover, in addition to the usual research activities carried out by faculty and students in the various Schools and Centers, through seed money grants and personal initiatives, the following research projects received funding from external sources:

- SSE: wind energy funded through NATO; solar energy in collaboration with the national electricity board, (ONE), and European partners; water management, and forest natural resources both funded through IDRC and e-government with funding from IDRC and several provinces.

- SBA: special study on the impact of the Coca-Cola Corporation on the Moroccan cultural and economic environment, undertaken by faculty and students. Other research topics studied include supply chain management optimization, corporate governance, social marketing, social networks to list but a few.

- SHSS: work is continuing on the five-year development plan for Ifrane Province (Plan Communal de Développement, PCD).

- The Institute of Economic Analysis and Prospective Studies (IEAPS) has been concentrating on three main lines of research: (1) New economics of emigration of medical doctors to the European Union, in cooperation with the FEMISE. (2) Application of behavioral economics to poverty in Morocco, in partnership with HEC Paris and ONDH. (3) Economy of intellectual property in Morocco, with support from AH2ST.

- The University unveiled its first hybrid car prototype on February 21, 2012, and an enhanced version of the vehicle later in April. This hybrid car prototype is reportedly the first in Morocco which utilizes both solar and kinetic energy.

3. Conferences, Events, Presentations, Workshops

In the academic year 2011-2012, over 90 AUI Faculty members contributed to national and international academic events and more than 30 were invited as guest speakers. Over the same period, AUI hosted several workshops and conferences. The most important ones are:

- September 19-20: Workshops on Leadership Development and Career Counseling, in collaboration with the University of Michigan – Dearborn.

- September 26-27: International Conference on Islam and Society in the Twenty-First Century, in collaboration with the Chinese Academy of Social Sciences, and the Oslo Coalition.

- October 27-29: Workshop on the Use of ICT in Language Teaching and Learning in Morocco.

- October 28: Panel discussion on Amazigh in a Multilingual and Multicultural Morocco.

- November 17-18: International Conference on Practical Wisdom for Management from the Islamic Tradition, in collaboration with the Academy of Business in Society, the European Foundation for Management Development, and Yale University. The opening session featured remarks by His Excellency Ahmed Toufiq, Minister of Islamic Affairs and AUI Board Member.

- November 18-19: US-Morocco International Workshop on Nano-Materials and Renewable Energies, in collaboration with Sidi Mohamed Ben Abdellah University in Fez, the National Science Foundation, the Euro-Mediterranean Conference on Materials and Renewable Energies, and the University of Central Florida.

- November 23: A panel discussion by AUI Faculty on "African Studies at AUI - Job and Career Opportunities".

- December 5: First Computer Programming (CSC1401) Ethics Conference.

- March 5 – 9: Workshop on: «Establishment of Technopoles and Business Incubators in Morocco ».

- June 16-17, Second Moroccan Days on Nanoscience & Nanotechnology (MDNN2)", Sidi Mohammed Ben Abdellah University, Fes.

4. Academic Indicators

With 139 faculty, and 1772 students, AUI's ratio of students to faculty is 12.7, while the overall average class size is 21.5, with a lower figure of 19.1 for graduate courses. Freshmen classes, offered by CAD and LC, 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 have been taken. Among these are the measures put in place by the Freshman Committee: a system of assistance to Undergraduate Freshmen detection and follow up of students identified as students at risk of failure during the first two semesters at AUI. These students are put on watch and have to attend workshops on academic success and other special topics, led by two counselors, as well as attend tutoring sessions and regular meetings with the retention officer, the advisor and the course instructor. Conversely, the pass rate in all courses is of 90.7%, with 28.4% of all grades being "A". Also, in Fall 2011, 61 undergraduate students were placed on the President's List (4.2% of the students) after having earned straight "A's" in all their courses. Around 12.5% of students (183) earned at least 3.5/4 in their semester GPA and are thus placed on Deans' Lists. Further, 92.6% of undergraduate students admitted in Fall 2010 registered for Fall 2011. This year's retention rate is an improvement compared to last year's results, which yielded 88.8%.
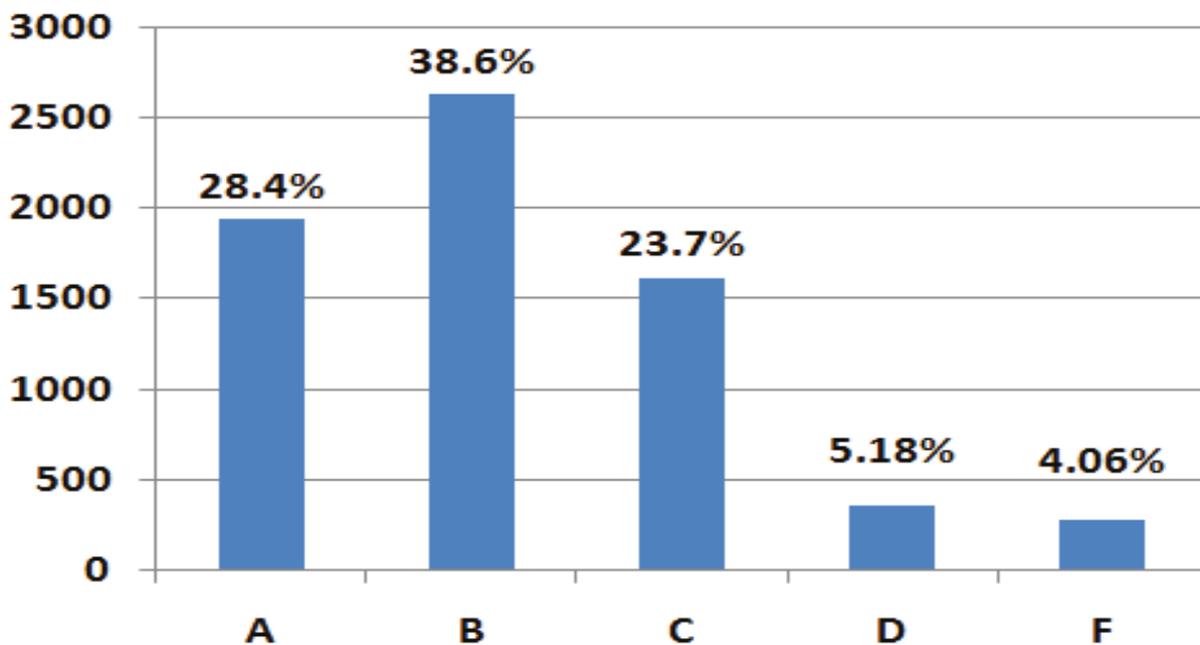

Figure 4. Grade distribution for Fall 2011

In order to improve teaching, an online course evaluation system was launched last September. The data collected from the Online Course Evaluation is an important part of quality assurance, and also assists faculty in getting needed feedback on effective teaching practices in a timely manner.

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, as well as through the Honors Program and the LDI, which encourages top faculty to offer enhanced classes and activities to top students. The University also strongly encourages faculty proficiency in contemporary teaching technologies, for example the wide use of Jenzabar learning management system, the global modules project and the support offered by the CLT.

Al Akhawayn physics laboratory is one of the diverse resources offered to students to enrich their knowledge

III. Students and Student Life

1. New Student Recruitment and Profile

The student recruitment campaign carried out by the Office of Admissions during spring 2011, attracted 1,192 high school applicants. Following the admission test sessions of April and June, 624 were offered admission and 235 ended up enrolling for the Fall semester. The quality of applicants remains consistently high as illustrated by the table below. Over 74.6% have a high school distinction of Fair, Good, or Very Good (Assez Bien, Bien, Très Bien).

	Very Good	**Good**	**Fair**
% Applicants	14.04	34.89	25.96
National distribution (all high school graduates)	1.89	8.66	20.8

Table 3.High School distinction breakdown of applicants for Fall 2011

With this new cohort, the total number of students taking classes at AUI is 1501 undergraduates and 225 graduates. These figures include non-degree seeking students spending Fall 2011 at AUI, but do not include 46 of our own students on exchange in 5 different countries or taking part in joint degrees with the Technical University of Munich.

With a record 1772 students, almost equally distributed between the two genders, the University is making good progress towards achieving its goal of enrolling a total of 2000 students by 2014. To meet this challenge, the University has started the construction of a 282-bed residential building and will soon add an academic building.

Fall Semester	**Degree seeking**			**Non degree***	**Grand Total**	**% Growth**
	Undergraduate	Graduate	Total			
2008	1179	200	1379	66	1445	
2009	1298	211	1509	93	1602	10.9
2010	1396	221	1617	94	1711	6.8
2011	**1461**	**212**	**1673**	**99**	**1772**	**3.6**

Table 4. Evolution of numbers of student enrolled at AUI over the last four Fall semesters

* includes study abroad, exchange, and transient

	Applied		Enrolled (New)				
			Bachelor		Master		
	Bachelor	Master	Degree seeking	Non degree seeking	degree seeking	Non degree seeking	TOTAL
Fall 2011	1192	89	235	86	29	0	350
Spring 2012	222	46	134	66	12	0	212

Table 5. Applied and Enrolled Students – 2010-11 Academic Year
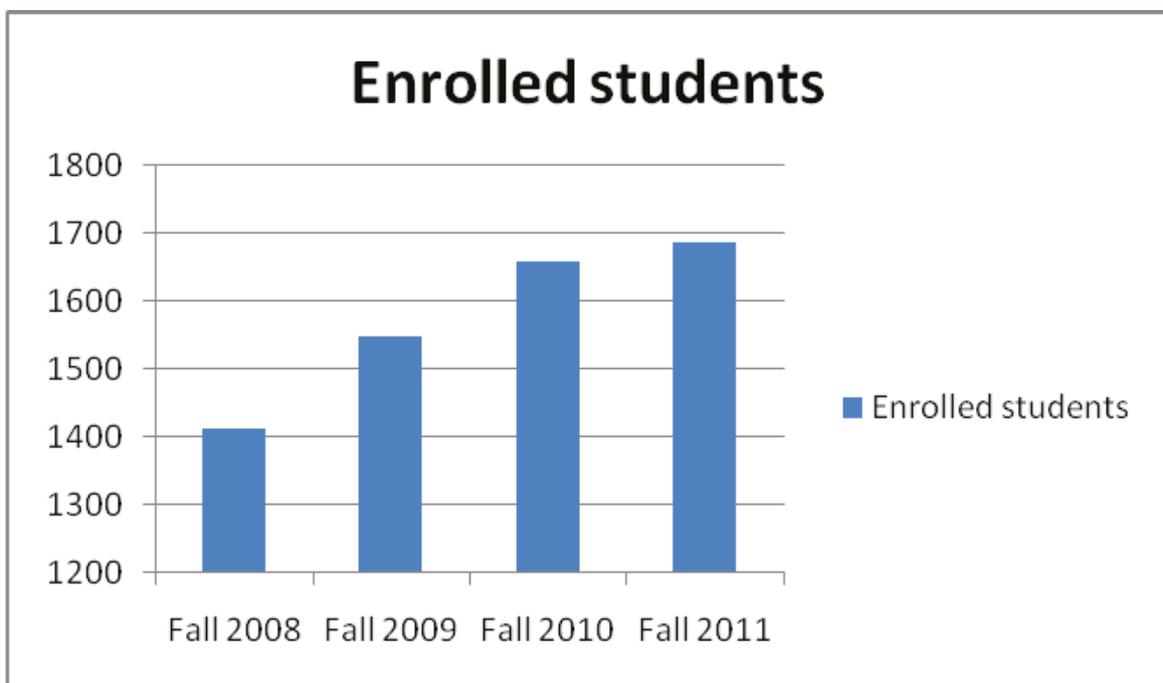

Figure 5. Evolution of numbers of students between 2008 and 2011(International students on exchange at AUI are not included)

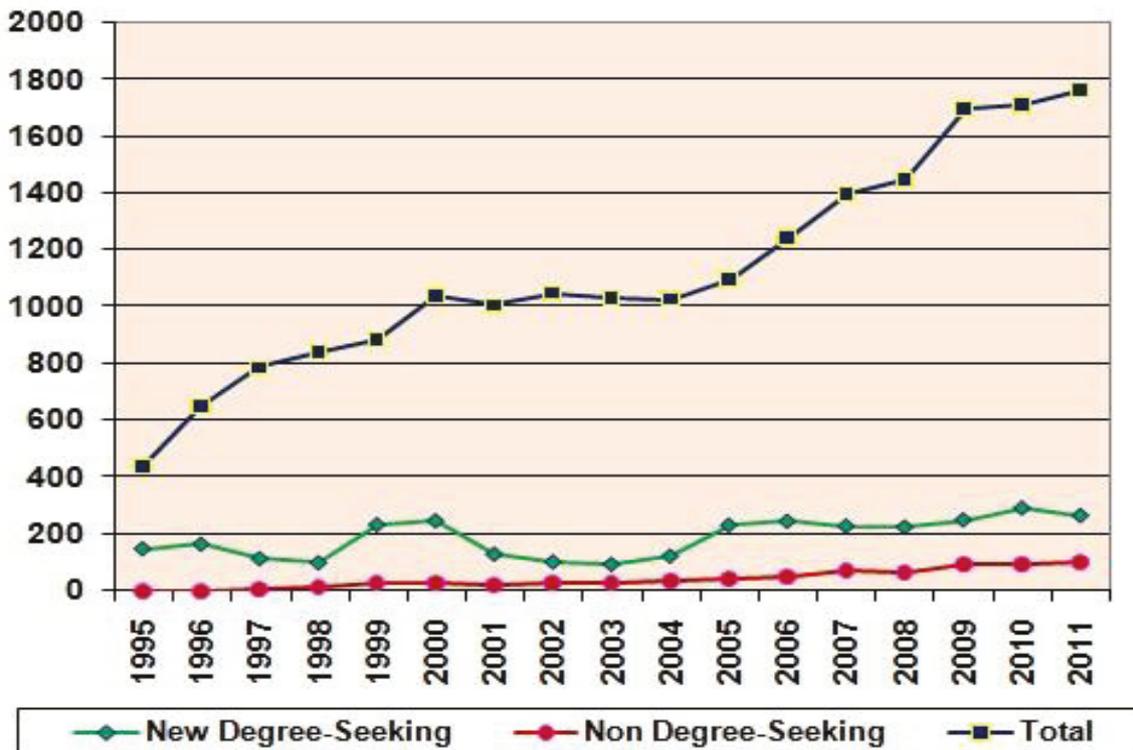The graph below gives the evolution of the number of students since the opening of the University in 1995.

Figure 6. Evolution of student enrollment since 1995

Arabic and North African Studies program (ARANAS):In Summer 2011, the University hosted 86 international students, of whom 65 come from 16 nationalities (27 males and 38 females). The first session of the summer 2012, hosts currently 53 students. ARANAS is a summer-long 8-week language immersion program equivalent to two full regular semester courses of Arabic. It consists of two sessions of four weeks; each covers two components: Arabic Language and North African Studies, in addition to various extra-curricular activities. Since its inception in 2000, the program has been at the forefront of the teaching of Arabic to non-native speakers. It has attracted since then over 600 students from 35 nationalities; most of them are affiliated with North American universities.

2. Overall Student Characteristics

The year 2011-2012 witnessed a continuous increase in the number of students which reached 1687 for Fall 2011, continuing thus a steady upward trend. Moreover, a number of international non-degree students spend one or two semesters at AUI, bringing the total number of students to **1,772**.

School	Undergraduate	Graduate	Total
Business Administration	670	146	816
Sciences and Engineering	556	31	587
Humanities and Social Sciences	189	35	224
AUI Degree Seeking on Exchange	46		46
Students under Special Programs		13	13
Transient	1		1
TOTAL	**1,462**	**225**	**1,687**

Table 6. Distribution of students, excluding international students on exchange at AUI (Fall 2011)

Retention Rate: From the undergraduate cohort (271 students) entering in Fall 2010, 92.6% continued for a second semester and 88.8% returned for the following Fall semester.

Graduation Rate: 61.8% of the students who joined AUI in Fall 2005 made it to become part of the 2011 Class. This compares favorably with similar institutions in the US where graduation rates often vary between 60% and 80% and rarely exceed 80%.

The gender distribution continues to be slightly in favor of females (51%), while enrollment by school shows a marked preference for the School of Business Administration (by almost half the degree-seeking students). The School of Science and Engineering has 35 % of the student population and the School of Humanities and Social Science has 14%. It is important to note that given the liberal arts orientation of the University, all AUI students take courses in the School of Science and Engineering and the School of Humanities and Social Science, regardless of their degree major.

School	Undergraduate	Graduate	Total
Business Administration	687	146	833
Sciences and Engineering	576	31	607
Humanities and Social Sciences	198	35	233
Non degree	99	0	99
TOTAL	**1,560**	**212**	**1,772**

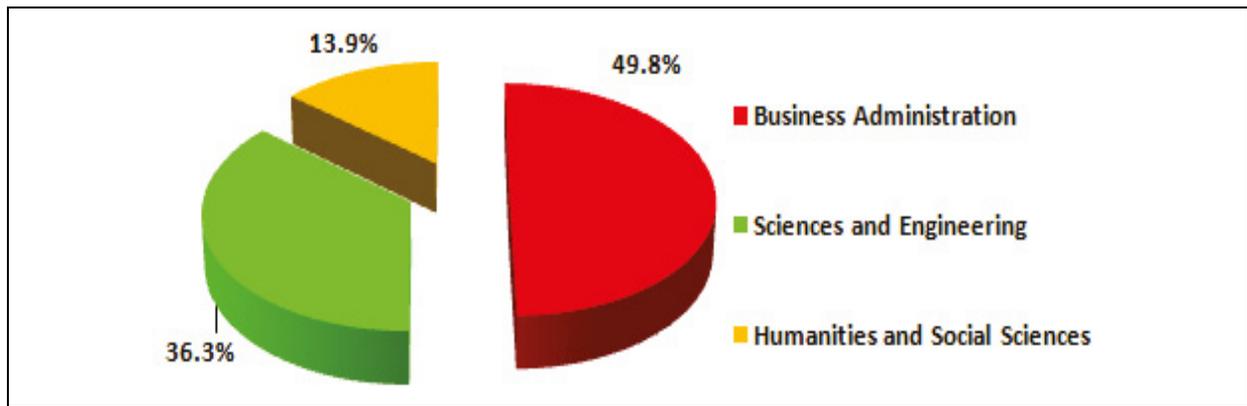Table 7. Distribution of students by school (Fall 2011)

Figure 7. Student distribution by school (Fall 2011)

The geographical distribution shows once more that students come mainly from Rabat (22%) and Casablanca (22.3%). The two closest regions (Meknes and Fes) account for 11.10% and 9.53%, respectively. Although all regions are represented, this representation is uneven and remains marginal for some regions.

3. Scholarships and Financial Aid

In an effort to provide an opportunity to study at AUI for students with insufficient means, the University has allocated 25 million dirhams to its financial aid budget. Out of the 1,673 degree seeking students, 213 have full or partial merit-based scholarships. Also, 242 are on need-based financial aid, and 50 contracted a university-approved student bank loan. A total of 64 students are offered paid on-campus employment with one of the University departments. As the same student may receive more than one form of aid, it is thus 511 students (30.5%) who receive one form or another of financial assistance including mobility grant beneficiaries. In terms of budget, the financial aid budget for spring 2012 is estimated at 8.7 million MAD, including the mobility grant value. Details are given in the table below.

	Level	Merit Scholarship	Financial Aid	Loans	Paid Employment	Total beneficiaries*
New Students (Fall 2011)	U	22	37	03	00	62
	G	10**	06	00	04	15
All Students	U	167	224	49	49	442
	G	46	18	01	14	69
					Total	**511**

Table 8. Distribution of Financial Aid – Fall 2011

Mobility grant: 4 students.
* Some students have more than one form of aid
** including 3 students with combined program

4. Student Recognition and Support

Student Achievements

Excellence and identity are ideals that the University encourages in its students, both in terms of ethical character and scholastic achievement. With these in mind, the University recognizes academic achievement through the publication of a President's List and a Dean's List and through a President's Dinner for students on the President's List to which a distinguished speaker is invited. This year's guest speaker was Mr. Martin Rose, Director of the British Council in Morocco. Schools also held special student recognition ceremonies to honor those students on the President's and Dean's lists, best capstone projects, and other notable achievements (academic, sports, etc). Student ambassadors participating in outreach activities, student athletes winning medals, and winners of national and international competitions are all honored and invited to receptions in which they receive achievement certificates. Outstanding achievements are honored at Commencement. Academic achievement is also encouraged through the Honors Program and leadership skills are developed through the LDI. Further, AUI held its first Undergraduate Research Competition and Award Ceremony on April 17, 2012 in order to give undergraduate students a platform to show-case their research projects.

AUI students have been very active in academic forums during 2011-2012. Several notable examples include four SBA students taking part in the '*Tournoi de Gestion*' hosted by the *"L'Ordre des Experts Comptables du Conseil Régional de Casablanca"* and the Casablanca Stock Exchange. Four AUI students also attended the Town Hall Discussion at Casablanca Technopark, at which US Ambassador Kaplan was a guest speaker. Three SHSS Students

attended a conference on the "Arab Spring" at the Institute of Islamic and Religion Studies in Paris. Furthermore, the Adyan Foundation has offered full funding for two AUI students to attend a special conference on intercultural and interreligious dialogue in Norway this summer. An SSE student won the Exxon Mobil MENA Scholarship, and will pursue her Master's degree at Texas A&M University. Another SSE student co-authored a paper which received the best paper award at an ACM/SIGDA International Symposium. SSE students also participated in such different conferences and successful competition as the 1st CSC1401 Ethics Conference, Moroccan Innovation Competition, and the 5th Engineering Design Competition. Further, 3 SSE students won the first prize at the 2012 Moroccan Innovation in Information Technology (Innov'IT) organized by the Association of Users of Information Systems in Morocco in partnership with the Moroccan Federation of Information Technology, Telecom, and Offshoring (APEBI). Another twelve AUI students were selected to attend a working lunch to meet the German Marshall Fund team coming from Washington DC, in a program managed by the OCP Foundation's Policy Center (a think tank).

Gold medallist in karate at the Arab Games in Qatar, Rahima Nouass ('13) receives certificate of recognition from President Ouaouicha.

During the 2011-2012 academic year, due to the fact that the Moroccan federation of Moroccan Universities has frozen all competition in an attempt to review the championships, AUI official teams took part only in international tournaments. The University Women's swimming and basketball teams took part in international championship and achieved impressive results. At the national level, AUI students took part in the Meknes University Table Tennis Open and the swimming team competed in Fes University's Swimming Open competition. At the international level, AUI students represented Morocco in the Arab championship in Qatar, and honored the nation by achieving outstanding performances. Notable victories include:

- Rahima Nouass, gold medal in under 68 kg karate championship

- Fatem Zohra Nouass, bronze medal in plus 68 kg karate championship

- Rahima Nouass and Fatem Zohra Nouass, bronze medal in karate team competition

- Amine Kouam, bronze medal in 50 meters back stroke swimming

Student Support

Honors Program: Now in its second year, the Program continues to grow and innovate. Last year, it created the Honors Seminar as a weekly exchange between the Honors students and faculty on the great ideas of humanity as framed in important literature. The Honors program has more than doubled in size from 13 students in 2011 to 29 students in 2012. Students continue to excel academically in both Honors classes and regular classes. One Honors student won AUI's first undergraduate research competition. One of the most important and honoring activities for Honors Program students was the lunch they had with Mr. Donald Asher, internationally acclaimed author and speaker specializing in professional development and higher education, when he visited campus in December 2011, and his talk on successful applications to American graduate schools, and how to seek full funding. Over 70 AUI students attended this talk. Next year, the Honors Program will move towards a true learning community with events that bring Honors students and faculty together for intellectual exchange.

Leadership Development Institute: The Institute is now in its third year providing leadership development through skill developing workshops, occasional speaker-discussion sessions, the

Leader of the Year Award, student involvement in student government, clubs, and projects, and a mentoring program. In its 5-year plan the LDI seeks to build leadership in Morocco through an outreach effort (to start and support student leadership programs at other Moroccan universities and secondary schools) and a research and dissemination effort.

To build and recognize good leadership in the community, the LDI conducted a "Leader of the Year Award" in the Ifrane Province as a leadership skill practicing service project for AUI students. Approximately 10 LDI students also participated in the visit to Unilever in Casablanca at the invitation of its CEO. The LDI alumni continue to act as mentors to their successors currently in the program. With collaboration with Housing and Human Resources services, the LDI provided 2 workshops to RAs and AUI staff about 'Conflict Resolution' and 'Introduction to Leadership'.

This year, the LDI grew to 26 students enrolled in its program and will award certificates to 24 students who satisfied the requirements of this selective program. Demand for the program seems to be growing, yet several challenges regarding budget and more involvement of faculty remain.

Freshman Committee: The University concerns itself with providing the needed support for students who struggle to achieve the necessary high standards of an undergraduate education. At AUI, Students in need of support have a multiplicity of services available to help them improve and regain good standing. 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 aspiring to do better. Tutoring is provided free of charge to students whom the Freshmen Committee feel need to make extra efforts in particular subjects. The Writing Center provides editing of papers and projects and helps students improve their writing skills. A consultant also provides psychiatric consultations to students on campus.

Many IT services are offered to Al Akhawayn students

5. International Students and International Experience

Given the importance of the international experience for national students, the special Student Mobility Fund, that was set up to help needy students attend international conferences and participate in co-curricular activities, has been increased to 200,000 MAD.

Thirty-three international students are currently enrolled in degree programs. They come from nineteen countries, which are: Algeria, Bosnia-Herzegovina, Cameroon, France, Germany, Guinea, Jordan, Lebanon, Mauritania, Niger, Oman, Palestine, Saint Vincent and the Grenadines, Saudi Arabia, Senegal, South Korea, Syria, Tanzania and USA. During the current Spring semester, the number of international non degree-seeking students stands at 66. More efforts are continuously made to attract more international degree-seeking students through participation in international student recruitment fairs. In the Fall 2011 semester, 58 AUI students participated in one of the exchange or study abroad programs at 29 different institutions in 6 countries: Canada, USA, Italy, Germany, Finland and France. Of these, 12 students participated in the special study abroad/ internship at the University of California, Riverside/Disney program and 3 participated in the ISEP which are two recently added programs. In the Spring 2012 semester, 45 AUI students participated in an exchange or a study abroad program at 29 different institutions in 8 countries: France, USA, Japan, Germany, Sweden, Korea, Austria and UK

International student exchanges	Fall 2011	Spring 2012	Summer 2012
AUI Students spending a semester abroad	58	45	160
International students spending a semester at AUI	85	66	55
Degree-seeking International students		33	

Studying and living within a multi-cultural community is a unique experience at Al Akhawayn University

As for the international non-degree students, AUI hosted 85 exchange and study abroad students in the Fall 2011 semester coming from 35 institutions and through different study abroad provider. This semester's exchange and study abroad students came from 9 different countries: USA, Denmark, Italy, Japan, France, Korea, Germany, Austria, and Finland. In the Spring 2012 semester, AUI hosted 66 exchange, study and transient students from 39 institutions and 7 countries including Denmark, France, Italy, Japan, Korea, UK and USA.

This summer 2012, we are expecting the number of AUI students studying abroad to exceed 160 (up from 102 in summer 2011). AUI students will be attending 13 institutions in more than 8 countries: France, Germany, Spain, Thailand, Turkey, Kosovo, UK, and USA. In the Summer session of 2012, 55 international students will be taking part in the ARANAS program, 27 of whom will be participating independently and 28 will be participating through one of AUI's partner institutions. The ARANAS participants come from 4 different countries: Canada, France, Korea and USA.

6. Student Life and Extracurricular Experience

The University housing reached an occupancy rate close to 100%. During the Fall semester 1,463 students lived in AUI residences (Main Campus, Downtown and the Annex) while a small number of newly registered male students were directed to the Arz Village managed by Best Western. During the Spring semester, the University was able to satisfy more requests for housing, thus the percentage of students in non-university housing decreased slightly. As residential life is at the central core of the Housing Services, it continues to be enhanced thanks to the involvement of the Resident Assistants through the organization of keen events and programs (SPA, Wedding simulation, Barbecue, Parties, Moroccan Souk, etc). The special concerns of the international students were taken into account when planning these events, and the point of them is to let them taste some Moroccan cultural events on campus and at the same time to reinforce University principle of 'Identity'. Housing Services issued four newsletters during this year. The newsletter tackled major issues related to Housing Services and important events and announcements.

Student Organizations: Ever since its foundation in January 1995, AUI has been in a unique position to provide a rich student life full of extracurricular activities. By providing a variety of services, it helps its students develop especially emotionally, physically, socially, and even spiritually. This is precisely what sets AUI apart from other Moroccan educational institutions. Excellent academic programs coupled with co-curricular programs designed to provide students with opportunities to hone in on skills they acquire in the classroom, develop them further, and acquire new ones. Through participation in organizations, students have a great opportunity to acquire new skills such as critical thinking and effective reasoning, leadership, event management, understanding and appreciation of diversity, sense of civic responsibility, self-understanding and awareness, team spirit, etc.

Currently, the Student Activities Office counts almost 50 student organizations operating in different fields (academic, cultural and social) with around 38% of students being club members. The number of active students is increasing every semester due to the University's efforts to improve the quality of students and campus life, and also thanks to the students who are becoming more and more aware of the importance of being active. Some significant events organized this year included social, academic and cultural events.

In addition, Al Akhawayn University's commitment to Corporate Social Responsibility (CSR) makes it the leading civic university in the country. Its student led programs and activities highlight its commitment to social responsibility locally, regionally and nationally.

The University works closely with the government, businesses, civil society, communities and other stakeholders to foster and promote the values and principles of CSR. Through community service, many student organizations such as Hand in Hand, Rotaract and SIFE were able to make a difference by working with underprivileged children and women in an attempt to give them the chance not only to survive, but to strive towards a healthier, happier and more productive way of life through educational opportunities and income generating projects.

Al Akhawayn students at the UN headquarters in New York

Indonesian cultural day at Al Akhawayn campus

IV. Academic Support Services

1. Mohammed VI Library

Mohammed VI Library strives to achieve university goals through its services and resources to improve the learning experience of students, and the teaching and research experience of faculty. It hosts a growing number of resources and serves an increasing number of patrons. The Library currently has over 92,000 print volumes, 129 print periodicals, 27 electronic databases, more than 41,500 online journals and 1,925 audio-visual items. The electronic resources as well as the online catalog are accessible and searchable via the Internet. For the first eleven months of this academic year AUI 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 line with its mission, Mohammed VI Library has pursued a sustained effort which started a few years ago to accompany teaching at CAD through its Student Training Workshop Program targeting CAD students, and catering to the needs of students from the three schools. Thus a total of 98 such workshops were given to 1,621 students, against 91 and 1,515 respectively for the same period last year. In addition, the Library has decided to update its collection of Subject Guides and to expand it to include at least 95 percent of the courses taught at the University, with the aim to provide students with the tools needed to enhance their learning and research.

Mohamed VI Library, Facts & Figures	
Print volumes	92,000
Print periodicals	129
Electronic databases	27
Online journals	41,500
Audio-Visual items	1,925
Visits per year	183,297
Online catalog use	65,000,000
Online searches	143,579
Material borrowed	29,680

Concerning faculty, the Library launched a Faculty Outreach Initiative last summer. This initiative has so far engaged most faculty in personalized exchanges with librarians, to assess their research and information needs in view of meeting them, and introduce them to the latest library resources and services.

Mohammed VI Library contributes also to the development of its librarians through training programs that include webinars (4), training workshops (11), a summer workshop on Institutional Archives by a professional from the University of North Carolina at Chapel Hill, and participation at the annual conference of AMICAL (American International Consortium of Academic Libraries) held this year at the

American University of Sharjah, UAE. Thanks to AMICAL membership, the Library also benefits from subscription to World Cat Collection Analysis and OCLC Respond, a service designed to help in future acquisitions.

One of the most important projects that the Library is intending to launch is the Institutional Archives Initiative. This initiative aims to archive and preserve valuable AUI digital and analog data and documents and make them available and accessible for use. The first task towards the implementation of the Institutional Archives Initiative has involved the scanning of 151 University photo albums.

In addition, the "Metadata: Foundations, Practice, and Effective Planning" workshop, was organized by the Library on May 23-25, 2012. This workshop was led by Dr. Jane Greenberg and Dr. Evelyn Daniel from the School of Information and Library Science at UNC, with the participation of international and national attendees.

Mohammed VI Library provides rich academic resources as well as an inspiring atmosphere for studying

2. Information Technology Services

During this year, several projects have been conducted by ITS in order to address two main concerns: (1) implementing the scheduled actions from the strategic plan of the University, and (2) fixing the identified system-wide problems to enhance overall service quality. These projects fall within four main areas: Service Delivery, Information Systems, Infrastructure, and Governance. Further, ITS has effectively and efficiently managed more than 4,100 different types of requests from faculty, students, and staff.

The Service Desk Management Deployment system is a state of the art web-based Ticket Management System that aims at enhancing customer satisfaction and enforcing the Service Desk as a Single Point of Contact (SPoC). In order to meet the users' expectations, and to efficiently involve part-time students in Service Desk operation, support hours have been extended to cover the 8 AM to midnight period, 7 days a week. Further, the Happy Service Desk Management System manages all requests to the Grounds & Maintenance department.

Starting spring 2011, ITS has provided the University with an online course/instructor evaluation and reporting solution, saving at least 4,000 sheets of paper per semester and 40 minutes of class time per session. Likewise, ITS has implemented a new document management system, Lotus Quickr, which has proven to be very useful to the committees working on the self-study report for NEASC. Also, in collaboration with the Business Office, ITS has integrated Jenzabar ERP System with Maroc Telecommerce Online Payment Gateway, giving AUI students the privilege of being the first students in Morocco to pay their University bills online. ITS is now working on the automated workflow in order to increase administrative procedures efficiency and effectiveness, insure better collaboration and visibility, and save on paper. In addition, the University will be acquiring a Human Resource Management System.

During this year, ITS also developed policies and supporting procedures related to Security Policy Manual, website Management, Wifi Network Management and Usage, IT Acceptable Use, Incident Management and Major Incident Management. ITS also distributed the How-to manual for secure WiFi access and GoMail from supported mobile phones.

The academic year 2011-2012 was very fruitful for the ITS team since its Director and the network team were certified as professionals in their fields by CISSP (*Certified Information Systems Security Professional*), ITIL Foundation (*IT Infrastructure Library)* being the standard n°1 in the world in IT Service Management, and Ruckus WiSE Certification (*Wireless Technology Engineer).*

University website figures	
Monthly Average	
Unique visitors	45,956
Non-unique by country	
Morocco	135,000
USA	5,250
France	1,300
United Kingdom	775
Canada	700
Germany	525
UAE	475
Saudi Arabia	475
Spain	450

University Facebook page figures	
users	**4,000**
Visitors per month	21,643

3. Center for Learning Technology

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 courses for content development. 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 AUI 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 in demand for specific courses and activities. Just this spring, 67 reservations were made for a total of 175 hours of occupancy. In addition, the CLT organized 2 conferences at AUI about "Use of ICTs in Language Teaching and Learning in Morocco" and "e-Learning forum", and invited 3 guest speakers. The CLT coordinator also participated as a round table speaker in Rabat on ICT in Education in Morocco.

Al Akhawayn Center for Learning Technology provides support to faculty for the use of ICT

V. Continuing Education and Business Support

1. The Executive Education Center

a. MBA programs

The SBA offers, in collaboration with the EEC, two MBA programs in Casablanca: Executive MBA and Part time MBA.

Executive MBA: The program was developed to meet the educational needs of managers and executives with significant managerial experience. The EMBA program provides participants with theoretical tools, practical insights and essential hands-on experience to better compete in this global economy. It focuses more on developing leadership, managerial and organizational skills of the participants with an important international component. Currently, 24 executives are enrolled in the program. During the academic year 2011-2012, fifteen (15) courses have been scheduled.

Part time MBA: This is a high-quality, managerial program focusing on real-world situations where solutions could be implemented in real life. The target market for the PTMBA consists of active junior professionals with a minimum of 2 years of work experience. A total 30 students are currently enrolled in the program. Sixteen courses have been scheduled during the current academic year.

b. Continuing Education

During the year 2011-2012, EEC has continued the execution of 5 contracts and has signed three new contracts with different institutions to train middle and upper middle managers. Further, 1.400 participants benefitted from 5,950 training days. The period of training ranges from 2 to 5 days. The main training programs are: (1) Four contracts on Public Management for the Ministry of Interior managers; (2) Geographic Information Systems for Ifrane province employees; (3) Management for top and middle managers from the « Haut Commissariat aux Eaux et Forêts et à la LutteContre la Désertification »; (4) e-learning for the Ministry of National Education instructors in the framework of the ITQANE program "Improving Training for Quality Advancement in National Education"; (5) Computer Science for professors from Hassan II University at Mohammedia.

Al Akhawayn Executive Education Center offers continuing education training to public institution employees

2. The Incubator

The Al Akhawayn Incubator succeeded during the spring 2011 in attracting a new project. This project is being championed by an AUI graduate and is focused on the creation of a company that makes and sells handmade products. In Spring 2012, the University engaged Mr. Hamad Kassal, a regular part-time faculty member in SBA and businessman and former Vice President of the national business association (CGEM), to coordinate and enhance the various initiatives that are channeled through the Incubator.

3. The Mediterranean School in e-Business Management

The School is a permanent member of the IT Commission of the International Chamber of Commerce. In this regard, 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). The School generated 804,000 MAD of 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.

VI. Development and Communication

Overall, the 2009-2015 DevCom strategy champions AUI's unique character, mission, location, and identity through a coordinated plan that emphasizes the coherence and distinctiveness of AUI'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 University is also positioning itself as the premier international, English-language University in Morocco.

All external promotion and advertising was coordinated by DevCom, in close consultation with Admissions and Outreach and the various schools and 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 House and other very specific purposes).

Press releases now focus on quality and relevance, rather than quantity. They are written in a way likely to generate media interest, and are more proactive. Spring 2012 knew a record increase in the total national and international print, online, and broadcast media coverage: 443 news pieces vs. 356 in spring 2011. Also, 101 print and online articles were published.

A University Experts online guide, aiming at promoting University experts in various fields, was published and is accessible through the Media and News section on the University website. This guide is undergoing technical modifications to enhance its platform. Several faculty and University officials have been placed as speakers or experts in national and international print and broadcast media venues.

In terms of branding, memorabilia items have been distributed to all University guests or hosts at conferences, external and internal events, international events, student events, outreach activities, campus tours, media events, and more.

DevCom staff assisted in hosting, and providing campus/region tours and VIP treatment to over 50 visitors. The staff has also provided logistical and protocol support to many University conferences and events. AUI is expected to host and co-organize at least 14 events in Summer 2012, each would bring from 20 to 150 participants.

A revamped University website was launched in December 2011, although it is still being revised and improved. Starting Spring 2012, more efforts have been made to increase web coverage of the University research activities and publications (the total number of briefs in Spring 2012 alone is 35).

In the first four months of 2012, there were 183,824 unique visitors (a 44.60% increase compared to the previous period). Non unique visitors were from the following countries: Morocco 540,000, USA 21,000; France 6,000; United Kingdom 3,100; Canada 2,800; Germany 2,100; UAE 1,900; Saudi Arabia 1,900; and Spain 1,800.

A selection of Al Akhawayn branded promotional material that support the university marketing strategy

The University also started using social media as promotional tools. The AUI Facebook page now counts more than 4,000 users. It reaches between 6,000 and 9,000 people per week; and more than 1,163,000 people in general (i.e., an average of 21,643 people reached per month). Facebook page views are at an average of around 300 per day (by page users) and an average of 844 per day by friends of friends (non-page users). The page records an average of about 250,000 impressions per month.

The Facebook page has an average of 39 daily stories, and an average of 561 people per month sharing the stories, liking the page, commenting on posts, posting stories, answering

poll questions, etc. Further, 375 visits to the University website are referred from by the AUI Facebook page.

Similarly, AUI launched its Twitter page in March 2012. It has only 146 followers (as of May 24, 2012), but the number will certainly increase once an administrator is appointed for it.

DevCom also helped design print materials and publications, including print advertisements in major publications such as *Jeune Afrique*, *Trombino Maroc 2012*, and the First Edition of *l'Annuaire des Professionnels de la Bourse 2012*. It also cooperated in the publishing of three University books: *Fez in World History*, *Al Akhawayn University in Ifrane: The First Fifteen Years*, *Hiking Guide to the Middle Atlas*.

Al Akhawayn booth equipped with the university branded items and promotional tools as they are displayed in national and international fairs

VII. Social Involvement

1. Azrou Center for Community Development

Ever since its inception, the Center continues its mission of improving the living conditions of its target population (women, girls, graduates seeking work, drop-outs). This year, it has provided educational and professional services to over 1,400 people, and medical consultations for over 1,000 people in the Ifrane Azrou area. Some participants even came from other areas as far afield as Beni Mellal, Midelt, Khenifra and Errachidia.

Some of the most significant projects of the Center this year are:

- Development of computer skills in cooperation with ST Microelectronics;

- Launching of non-formal education for school age children who dropped out of school, with partial funding from the Pistorio Foundation. Construction of an extension has started, with partial funding from Hand in Hand, to provide children with an adequate facility.

- Awareness campaigns against smoking, drugs and aids as well as promotion of functional and regular literacy in partnership with the Millennium Challenge-funded Moroccan Agency Partnership for Progress.

- Training in social media for twenty local associations in partnership with e-media and the Cultural Services of the American Embassy in Rabat.

- Aids screening and services in collaboration with ALCS *(Association Marocaine de Lutte contre le Sida)*. Ten staff were trained to work with high-risk populations.

- The Azrou Center continues to manage the Immouzer Home for deaf-mute children on behalf of the Lion's Club, Belgium.

2. Students Involvement in Community Development

AUI has embraced Corporate Social Responsibility (CSR) since its creation in 1995 and is considered the leading civic university in the country. Its programs and activities highlight its commitment to social responsibility locally, regionally and nationally. The university works closely with the government, businesses, civil society, communities and other stakeholders to foster and promote the values and principles of CSR.

Through community service, many student organizations such as Hand in Hand, Rotaract and SIFE (Students in Free Enterprise) were able to make a difference by working with vulnerable children and women in an attempt to give them the chance not only to survive, but to strive towards a healthier, happier and more fruitful way of life through educational opportunities and income generating projects. Students through these three associations have put in more than 700 hours in the service of the immediate community of Ifrane.

Hand in Hand helped acquire five second hand school buses which it donated to communes to be used in the transportation of school children and continued the mobile library and tutoring projects. Rotaract proceeded to the purchase and distribution of firewood during this year's especially harsh winter and organized bicycle donations, a blood drive and circumcision of children of needy families. SIFE helped several cooperatives set up business plans and market their products namely through a national marketing initiative. A large consignment of clothes donated by Moroccan Americans in New York (MANY) was received by the University's social arm (ADMA) and distribution has started.

Undergraduate students spent over 17,000 hours this year, as part of the mandatory community service program, providing service to their community, whether in the immediate surroundings of the University or in their hometowns. They worked in such fields as child welfare (abandoned children in homes, street children, mentally-challenged children, etc.), health (AIDS, cancer patients, children's hospitals, etc.), education, the elderly, and others. Most of them described their experience as life-changing and expressed their commitment to continue to serve the community once they graduate. The objective of graduating socially responsible citizen-leaders seems to be well established.

Al Akhawayn student-run Hand in Hand association donates four standard and one wheelchair-accessible school buses to four communes in the Province of Ifrane
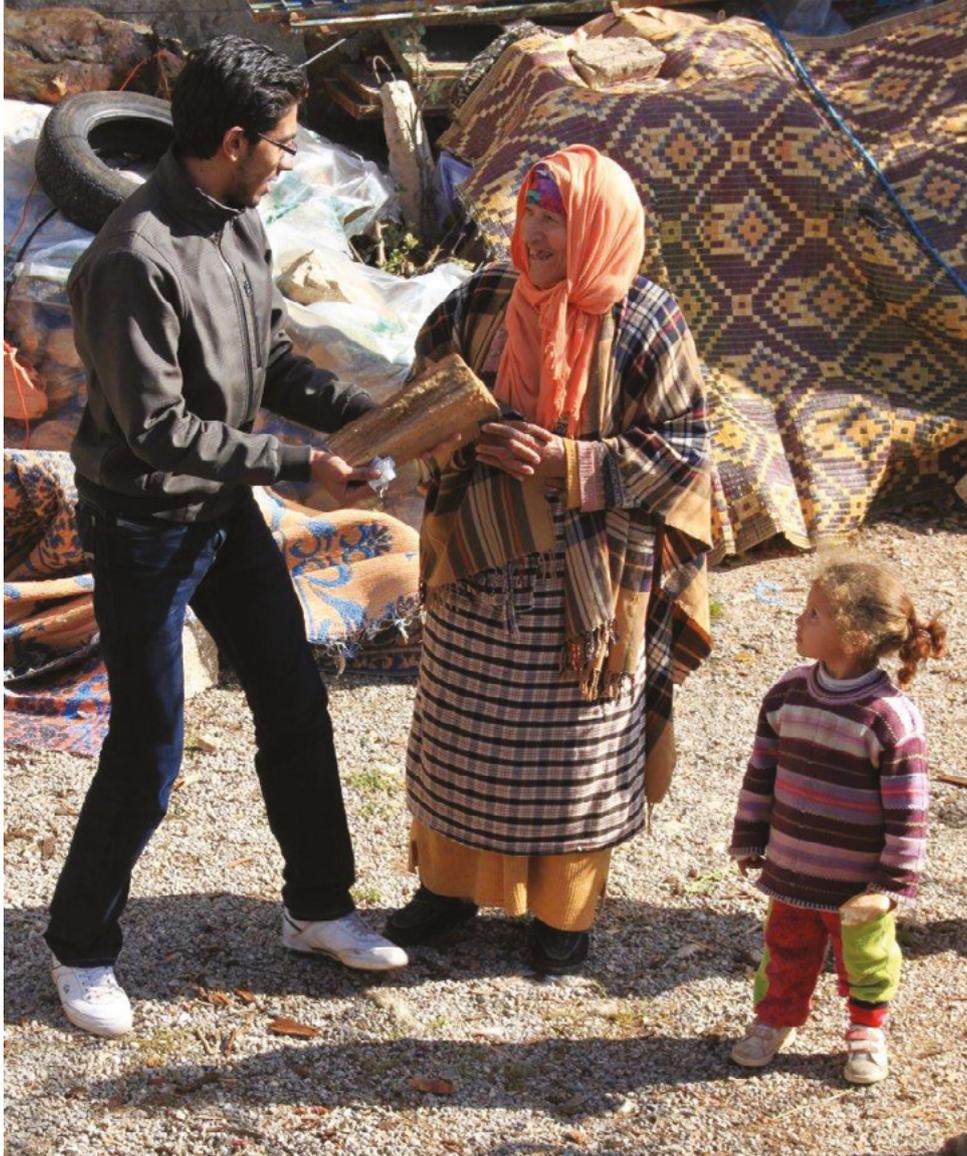
Al Akhawayn student-run Rotaract Club promotes social responsibility through firewood distribution to local populations

VIII. Career and Alumni Affairs

Since its launch in 1995, AUI has graduated 2,829 students from its three schools, including 2,121 undergraduates and 708 graduates.

The University has been taking a more dynamic proactive approach to its relations with alumni, as a key component of long-term development. To this end, DevCom has been implementing the following strategic activities starting from 2011through 2012:

- Annual Class Gift activities with graduating classes, Class memorabilia to build institutional loyalty and bind alumni to the University;

- Stabilizing support and ongoing relations with the Alumni Association (AA) and involving alumni more in on campus student activities. Career Activities such as mock interview days (March 3-4, 2012) were coached by professional alumni from different sectors of activity;

- An alumni mentors' circle has been initiated to reinforce Alumni ties with their University and at the same time contribute in coaching their fellow graduating students.

The Association has been reinforcing networking AUI alumni with each other and with their alma mater. Traditional activities such as the annual Job Fair, regular networking events around the country, interaction with students, and the Ramadan event, Ftour Debate, among many others, will remain core elements of the Associations' program. In addition, some initiatives to connect alumni around the world have been very successful like the recent Alumni get-together event at Central Park New York (May 19, 2012). Further, on April 6, 2012, hundreds of AUI Students visited the annual Job Fair organized by the AA at AUI. In its 9th year, the event gathered the largest number of recruiters and is expected to grow over the next few years as the market demand for qualified Al Akhawayn students increases. Over 28 large Moroccan and International companies took part in the Job Fair, where recruiters came to interview and select students who have the potential to join their companies as interns or employees after graduation.

According to data collected about AUI graduates from the 1998 first cohort to the last 2011cohort, 86% of our alumni are successfully employed, while 12% have chosen to further their advanced studies. Al Akhawayn alumni are professionally active in all sectors of activity ranging from finance, marketing, and industry. Their recruiters include public and

private sectors companies, international organizations and multinational companies. Most of the alumni live and work in Morocco. The distribution is similar to previous years' surveys.

Prominent AUI alumni currently include:

- Mounya Elhilali, BSGE, 1998, Assistant Professor at Johns Hopkins University, was awarded a significant US Government research fund.

- Jalila Morsli, MAISD, 2006, serves in the Moroccan parliament.

- Mohammed El Harrak, BBA, 2009, works in the International Monetary Fund (IMF) - Washington D.C.

- Mohammed Erguigue, BHSS, 1998, serves at the Prince Cabinet - United Arab Emirates.

- Alae Serrar, MAISD, 2004, is Member of the Moroccan Parliament.

- Mohammed El Hassan, BBA, 2010, serves at the United Nations Works and Relief Agency.

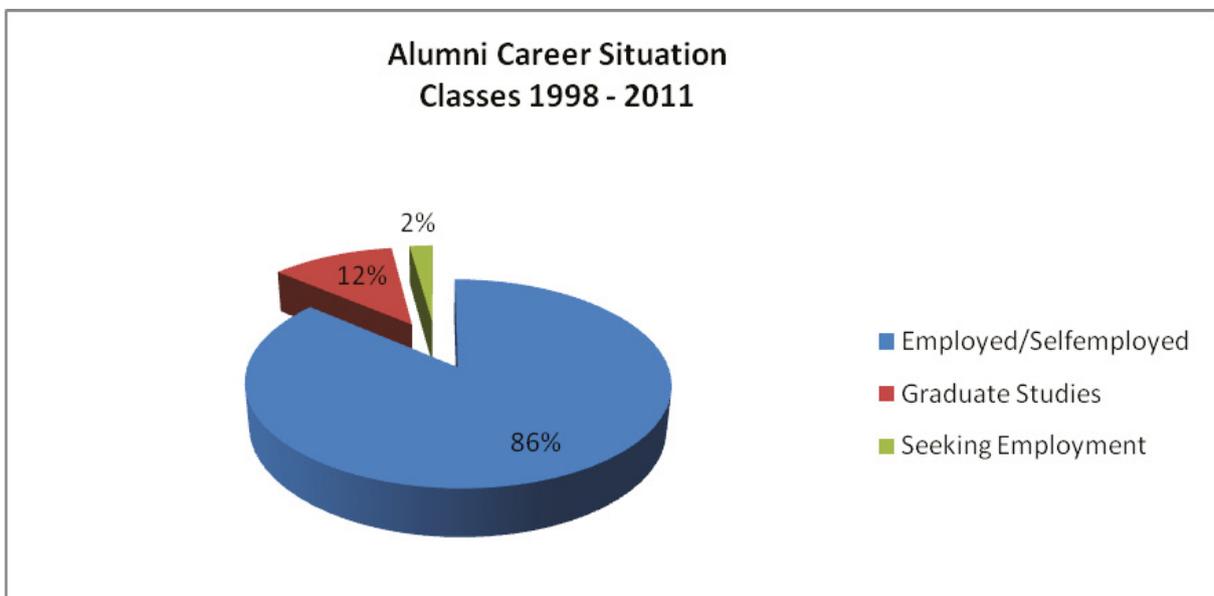- Hamza Essakhi, BBA, 2009, Minister of Moroccans Abroad (Youth Government).

Figure 8. Alumni career situation 1998-2011

Graph note: This chart shows that the percentage of alumni who opted for graduate studies has increased by 2% over the last academic year.
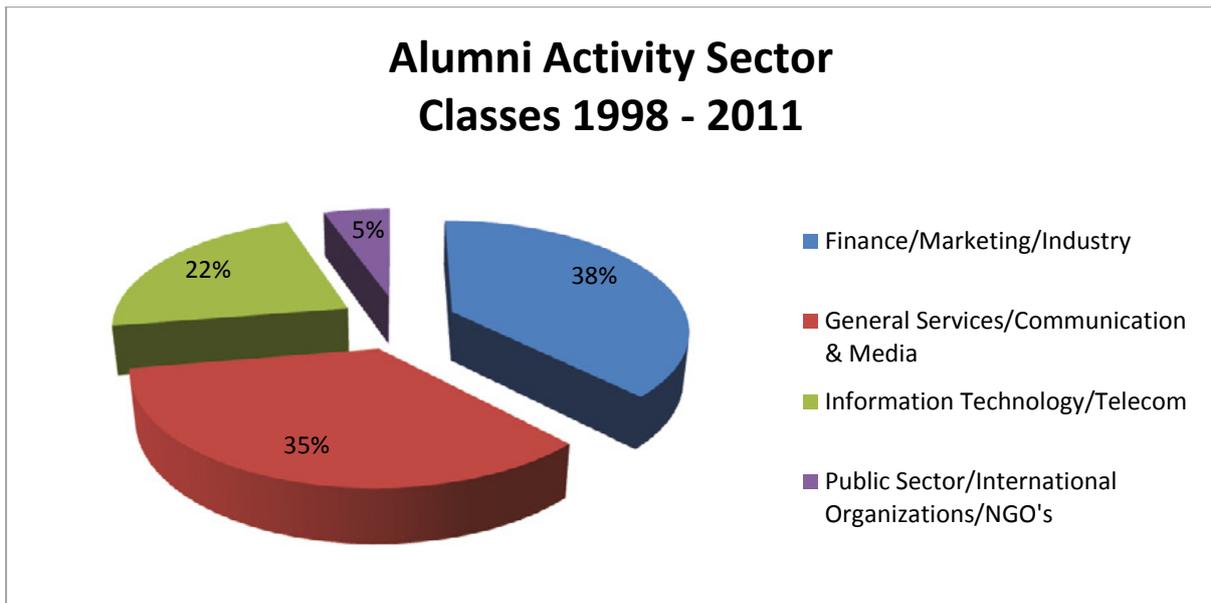
Figure 9.Alumni career situation by professional field 1998-2011

Graph note: The activity sector distribution of our alumni did not change much with a slight increase in the percentage of alumni working in the General Services/Communication & Media Sector.
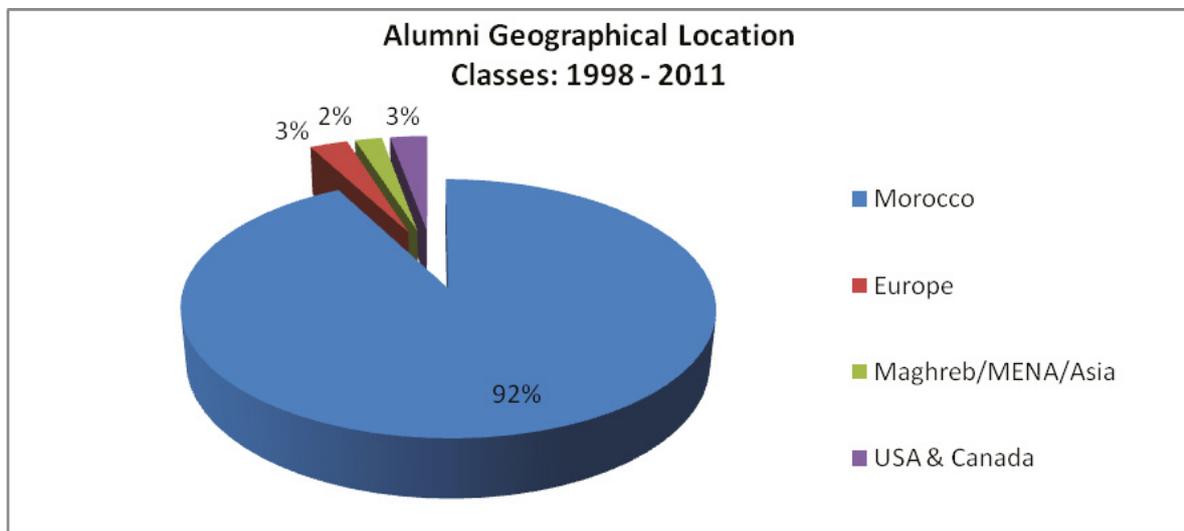

Figure 10.Alumni career situation by geographic location 1998-2011

Graph note: The geographic concentration of Al Akhawayn alumni remains similar to previous years, with their home country, Morocco, being the largest.

Members of the class of 2012 celebrate their graduation

Members of the Board of Trustees join the AUI community for commencement

IX. Al Akhawayn School of Ifrane

Attached to AUI, Al Akhawayn School of Ifrane (ASI) caters for children from pre-Kindergarten to Grade 12. Its mission is to "nurture students in developing habits of confident self-expression, social responsibility, and academic excellence." Whilst ASI follows the North American educational system, its Moroccan setting and multi-national community brings children who have varied experiences together to learn in a rich and unique environment.

The starting date of ASI's academic year was September 5th. There are 94 students enrolled in the School. The teachers and administration worked together during the summer in order to prepare the curricula, policies and rules for the School and to provide a warm and welcoming environment for all students. ASI's first all School event was the *Welcome Back Picnic* on Saturday, September 10th at Ain Vittel. Several extra-curricular activities took place during the school year. Some of these are:

- The Open House for parents to learn about their children's program of studies for the year and each teacher's expectations for the students.

- ASI students participated in two Moroccan American Schools Athletic Conference (MASAC) events. Grades 5-12 students had a Natural Excursion Day at the Ifrane National Park. Grade 7 -10 students went to Volublis (a UNESCO World Heritage Site) as a culminating activity of their study of Ancient Rome. Other visits included Natural Excursions to Ras El Maa and a trip to Tazekka National Park.

- The whole school celebrated United Nations/International Week in November, Earth Week in April, and Moroccan Heritage Week in May.

- Some other school events included: the George Washington Academy (GWA) College Fair, Report Cards, Parent/Student/Teacher Conferences and the French Drama Production.

- ASI has held monthly Parent/Teacher Discussion Meetings on such topics as 'Homework, Literacy and Language Learning' with Mrs. Ibtissam Sebti, 'Effects of Media on our Children' by Dr. Nicolas Hamelin and Ms. Sarah English.

Pupils at Al Akhawayn School of Ifrane learn varied skills in a rich environment

X. Financial Summary

The financial results of the academic year 2011-2012 are overall very positive. Based on accounting forecasts up to July 31, the net income for the year will likely be positive in the range of 11.8 million MAD. However, a close analysis of the data in the table below shows that the operating deficits will gradually increase. In fact, according to the income statement, the deficit of the current operations will move from 17.5 million MAD in 2010-2011 to reach 19.6 million MAD in 2011-2012. However, this will have only a slight effect on the cash flow thanks to depreciation and amortization which are non-cash charges. Cash flow from operations will decrease from 44.6 million MAD in 2010-2011 to 43.3 million MAD in 2011-2012.

This academic year has seen an increase in the number of students enrolled which moved from 1710 in Fall 2010 to 1772 in Fall 2011, an increase of 3.6%. Registration was accomplished for the first time via the internet; the whole process will soon be conducted through on-line registration. This improvement is part of a dynamic upgrade of the information system of the institution, which will contribute to a smooth and easy registration process for our students. Further, the WIFI internet is now widespread in all the University components.

In addition, the University has reconstituted the file of operations regarding the sale of buildings and apartments concluded between 1997 and 1998. This file has been given to external auditors for final clearance.

The budget allocated to the construction of the new student residence (building 39) for the year 2011-2011 is 20 million MAD. The principal construction phases of the building are almost completed. Half of the funding of the project will be provided by a loan from the Ministry of Religious Endowments and Islamic Affairs, and 10 million MAD of the total amount of the loan has been already released.

Overall, the majority of projects included in the Strategic Plan have been completed. The operating and investment budgets for 2011-2012 will be carried out at 96% and 75%, respectively. 99% of the expected revenues will be collected despite the decrease in the activity of the Executive Education Center (EEC) by over 5 million MAD, compared to 2010-2011.

The University intends to achieve important investment projects in 2012-2013 and make a qualitative leap towards accreditation by NEASC (New England Association of Schools and Colleges). On this point, and following the visit of the NEASC team, the University has established and finalized matrices of transition from the Moroccan accounting system to that adopted in American Universities. Now, the University may report in accordance with the Moroccan accounting, with U.S. GAP applied in American universities, and also by cost center to satisfy the cost accounting needs.

Operating and investment budgets of 2012-2013 have been prepared in accordance with the strategic plan requirements. The operating budget will be 219.5 million, an increase of 3.4 % compared to 2011-2012. Recurring investment budget will reach 24.8 million MAD, an increase of 15% compared to this year. A special budget of around 70 million MAD will be dedicated to the achievement of the major projects namely constructions and technology systems upgrading. Funding of these projects will be assured by the University's own resources and the loan of 40 million MAD that the Ministry of Religious Endowments and Islamic Affairs has kindly granted to the University through a partnership agreement.

Evolution of the general financial situation of the University

	2010-2011	2011-2012	2012-2013
Operating revenues	199,713,831.69	206,779,021.23	210,803,442.07
Operating expenses	217,186,820.71	226,430,114.38	230,397,513.53
Operating results	- 17,472,989.02	- 19,651,093.15	- 21,594,071.46
Cash flow	44,591,798.60	43,292,540.96	39,759,562.65
Income Statement (Net result)	15,010,675.53	11,842,540.92	9,690,437.35
Recurring investments (RI)	14,600,000.00	17,000,000.00	24,800,000.00
RI financing through Cash flow	14,600,000.00	17,000,000.00	24,800,000.00
Exceptional investment (EI)		20,000,000.00	70,000,000.00
EI financing through auto-financing			15,000,000.00
EI financing through MHIA*		10,000,000.00	30,000,000.00
EI financing through savings			25,000,000.00

* MHAI: Ministry of Religious Endowments and Islamic Affairs

His Excellency Romano Prodi explores the Euro crisis and European integration

Conclusion

Clearly, the academic year 2011-12 at Al Akhawayn University has been marked by substantial progress. This is evident in the continuing implementation of the Strategic Plan. It is recognized in the several programmatic accreditations achieved, as well as in the initial response that colleagues from NEASC have provided for the self-study in anticipation of AUI's full institutional accreditation. It is reflected in the progress and accomplishments of our faculty, students and staff, as well as in the improvements made in institutional governance. Finally, it is made concrete in the construction of new facilities to accommodate an expanded academic enterprise.

Without hesitation these are very productive, even exciting times for AUI. Still, challenges remain.

We need to develop further our effectiveness of disseminating information about institutional plans and accomplishments to the campus community. We need to fashion better avenues of communication wherein the input and insight of our highly skilled and productive faculty and staff can be realized. We must address ways to provide our students with some increased flexibility in achieving their degrees. Continuing attention to consistent advising across our three schools is called for. As we enter into the next phase of AUI's institutional life, we must pay increased attention to the structure of faculty contracts, pension and health benefits. As our student and faculty members continue to grow, we must expand our physical facilities to accommodate this growth.

These and other challenges are not easily resolved. Fortunately, we have a strong foundation on which to build. When the Activity report for 2012-13 is submitted, Al Akhawayn University should be judged on how well we have done in meeting these challenges.

Small classes and innovative methods are among the many instruments Al Akhawayn University has in place to help students achieve their success

Springtime at Al Akhawayn University campus

Appendices

Appendix 1: List of books published during 2011-2012

Title	Author(s)	School	Press
The Caliph's House: One Year in Casablanca (Translation)	Azeriah, Ali	SHSS	International
Emory's Morning, (poetry book in Arabic)	El Hajjam, Allal	SHSS	AUI
The Medieval Hero: A Comparative Study in Indo-European Tradition	Monette, Connell	SHSS	International
Ethnic Groups of Africa and the Middle East: An Encyclopedia	Shoup, John	SHSS	International
Fez in World History: Selected essays from the proceedings of: Fez in World History.	Ennahid, Said and Maghraoui, Driss	SHSS	AUI
Mapping Digital Media: Morocco.	Zaid, Bouziane et al.	SHSS	International
What Can Be Learnt from the New Economics of Emigration of Medical Doctors to the European Union: The Cases of East and Central European, Middle Eastern and North African Economies?	Driouchi, Ahmed et al.	IEAPS	International
Al Akhawayn University: The First Fifteen Years	Mekouar, Hassan		AUI

Appendix 2: 2011-2012 AUI National and International Agreements

Partner	Type of Agreement	Location
Agence du Bassin Hydraulique du Sebou, ABHS	Agreement	Morocco
America-Mideast Educational and Training Services, AMIDEST	Agreement	Morocco
Association « Rabat 2013 »	Partnership	Morocco
Centre National Pour la Recherche Scientifique et Technique, CNRST	Funding Contract	Morocco
Commune Urbaine Ben Ahmed	Framework Convention	Morocco
Deutsche Gesellschaft für Internationale Zusammenarbeit, GIZ, Germany	Agreement	Morocco
Direction Provinciale des Eaux et Forêts Et La Lutte Contre La Désertification de Séfrou.	Agreement	Morocco
Direction Régionale des Eaux et Forêts et de 1a LutteContre 1a Désertification de Fès Bou1emane	Agreement	Morocco
E-Commerce Conseil, Rabat	MOU	Morocco
Groupe VIGEO	Partnership	Morocco
Initiative National du Développement Humain, INDH	Agreement	Morocco
Inspection du Service de Santé des Forces Armées Royales et la RMA Wataniya	Partnership	Morocco
INWI	Agreement	Morocco
La Société Tata Hispano Motors	Agreement	Morocco
Ministère du Commerce Extérieur	Agreement	Morocco
Ministry of Habous and Islamic Affairs	Agreement	Morocco
Observatoire National du Développement Humain, ONDH	Marché	Morocco
Office National d'Electricité et Ecole Mohammedia des Ingénieurs	Project Proposal	Morocco
Office National de l'Electricité, ONE	Agreement	Morocco
Office Nationale de l'Eau Potable, ONEP	Agreement	Morocco
Région Meknès Tafilalat	Agreement	Morocco
Société de Gestion Hôtel Michlifen, Ifrane	Partnership	Morocco
SPIE Maroc	MOU	Morocco
The Coca-Cola Export Corporation	MOU	Morocco
UniversitéSidi Mohammed Ben Abdellah, Fes	Agreement	Morocco
ALEF	Agreement	Morocco
Universitat Politecnica de Catalunya	Agreement	Barcelona
Collaboration, Management And Control Solutions	MOU	Dubai, UAE
University of Turin	Partnership	France
Scuola Superiore Sant'Anna	MOU	Italy
As-Syafi'iyah Islamic University	MOU	Jakarta, Indonesia
American University of Beirut	Agreement	Lebanon
International Islamic University Malaysia, IIUM	MOU	Malaysia
International School for Social and Business Studies	MOU	Slovenia
Aleff Group, London, United Kingdom	MOU	UK
Saint Mary's College in Notre Dame, Indiana	MOU	USA
Saint Mary's College	Agreement	USA
George Washington University	Partnership	USA

University of North Florida, University of Arizona	Partnership	USA
University of Arizona		USA
Morehouse College	Agreement	USA
Champlain College	Agreement	USA
Collegium Civitas	MOU	Warsaw, Poland