



Al Akhawayn University | Activity Report

2012-2013



His Majesty King Mohammed VI
Honorary President of Al Akhawayn University

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ABBREVIATIONS

AA	Alumni Association
ABET	Accreditation Board for Engineering and Technology
AC	Academic Council
AOS	Social Affairs Association (Association des Œuvres Sociales)
ARANAS	Arabic and North African Studies program
ASI	Al Akhawayn School of Ifrane
AUI	Al Akhawayn University in Ifrane
CAD	Center for Academic Development
CDI	Open-Term Contract (Contrat à durée indéterminée)
CEA	Commission on English Language Program Accreditation
CIMR	Retirement Plan (Caisse Interprofessionnelle Marocaine de Retraite)
CLT	Centre for Learning Technologies
EEC	Executive Education Center
EPAS	European Program Accreditation System
GPA	Grade Point Average
ICT	Information and Communication Technology
IDRC	International Development and Research Center, Canada
IEAPS	Institute of Economic Analysis and Prospective Studies
INDH	National Human Development Initiative
ISEP	International Student Exchange Program
ITS	Information Technology Services
LC	Language Center
LDI	Leadership Development Institute
MAD	Moroccan Dirham
NATO	North Atlantic Treaty Organization
NEASC	New England Association of Schools and Colleges
ONE	Office National d'Electricité
PCD	Plan Communal de Développement
RAs	Resident Assistants
SAO	Student Activities Office
SBA	School of Business Administration
SHSS	School of Humanities and Social Sciences
SSE	School of Science and Engineering

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FOREWORD

Al Akhawayn University takes very seriously its watchwords of Excellence and Identity, the importance of which this report shows in addressing the University's major accomplishments and challenges during the 2012-2013 academic year. Overall, the progress of the institution is demonstrated most evidently in attaining the Candidacy status with NEASC in Fall 2012, and now the University begins its new Self Study, based on NEASC recommendations, in preparation for the next site visit in Fall 2014. Furthermore, the Strategic Plan continues to provide the framework and guidelines for the University's advancement and growth, and now as the current plan nears the end zone, the leadership has already begun to consider what challenges and opportunities the new 2015-2020 plan will establish.

The section on Institutional Governance covers highlights related the Academic Council, Administrative Advisory Council, new University policies, and the University's progress towards institutional accreditation. In addition to re-launching its sub-committees, the Academic Council also approved the new CDI contracts and the benefits package, which includes enrolling all full time personnel to a complementary retirement plan with CIMR, extending the medical coverage to 80 years of age, and offering optional life and assistance insurances. Next, the Teaching and Research section provides an overview of the University's allocation for research initiatives, as well as publication and conference data for the Division of Academic Affairs. Notable this year was the University's first student-produced book, which was peer reviewed and published in the US.

The section on Students and Student Life focuses on the AUI student community, the University's financial aid and scholarships programs, and its important support and extracurricular services. This Spring 2013 set the record for students taking the GAT, with an increase of approximately 30% over the previous record. By 2014-2015, the student body will reach 2000 students if the current rates of applicants are maintained. The Academic Support Services section offers a look at the principal units through which the University enhances the learning process. The AUI Library has again increased its hard copy and electronic resources, and strives to enable students and faculty to do leading edge research in the arts, sciences, and professional disciplines. Further, CLT has carried out pedagogical formation through the entire year, and ITS has upgraded the entire University internet connection, allowing for stronger wireless internet both on campus and at the residences.

In Continuing Education and Business Support, the report focuses on the progress of the Executive Education Center, which reports strong growth for the year, which provides an important portion of the University's income.

The report also covers current initiatives of Development and Communication in promoting AUI both on national and international levels and provides an update on the alumni. In the Community Service section, the report focuses on the many ways in which the University pursues its mandate to serve Ifrane and the surrounding region. The Social Initiatives for Personnel section discusses the main activities that the University has undertaken in order to make AUI one of the best employers in an increasingly competitive market.

The Al Akhawayn School of Ifrane section covers the major academic and competitive accomplishments of ASI as it enters the third year of the American system, enjoying great success in terms of academic, competitive, and cultural accomplishments.

The Financial Situation of the University for 2012-2013 concludes the report, which shows that the increase in AUI's activity has resulted in the increase in expenses and revenue. The University managed to balance its budget. However, the operating revenues do not cover the operating expenses. The deficit is made up for by the non-operating revenue and non-recurrent income.

In summary, the 2012-2013 year has been one of measurable progress, and with faculty and student numbers at their highest since the founding of the University, Al Akhawayn is well poised to enter 2013-2014 in anticipation of further development and growth ahead.

Dr. Driss Ouaouicha,
President

EXECUTIVE SUMMARY

The 2012-2013 Academic Year ends on a strong note, as the University begins the final stage of the process leading to full Accreditation with the New England Association of Schools and Colleges (NEASC). With the successful completion of its Candidacy, the University now begins the preparation of a new self-study, based on NEASC recommendations. A mid-way visit of NEASC experts is scheduled for Fall 2014 semester.

The Academic Council has revised its bylaws, reviewed its mandate, and established new sub-committees in order to serve the University's needs, in keeping with its mission as set forth in the Royal Dahir. Likewise, in keeping with best practices in governance, a new Administrative Advisory Council (AAC) has been formed. Regarding the strategic plan, the progress rate for the past three years has been estimated at 65% of the whole plan.

Over one million MAD have been allocated by AUI to nine research projects among the eleven submitted by faculty. Fifteen other projects are underway with external funding of more than 17 million MAD. AUI continues to uphold quality research in scientific and technical fields, evidenced by faculty contributions to edited books, peer-reviewed publications, and conference proceedings, as well as masters and doctoral theses.

In keeping with the AUI Strategic Plan, the student body continues to grow. With this new cohort of new students, the total number of students has risen to 1883 this year. This number includes non-degree seeking students and 74 AUI students on exchange in 5 different countries. The student community at AUI continues to be diverse in terms of nationality, with 46 international students, from 27 countries, being enrolled in degree programs. Conversely, over 346 AUI students took part in study abroad programs at international partner institutions and 232 international students came to study for a semester at AUI.

Academically, students continue to make great strides with an overall pass rate of 87.2%, 2.8% placed on the President's List, and 10.2% on the Dean's List. Additionally, the University's Honors Program continues to thrive and has attracted increasing numbers of the University's top students, from 13 in Fall 2011 to 40 in Fall 2012. AUI students also contribute to a robust social environment on campus and participate in civic engagement off campus as well.

As the AUI community continues to grow, the University has taken steps to increase its infrastructure. Construction is nearing completion on the new dormitory (284 beds) in order to better accommodate the increasing number of students, and the University is prepared to begin construction on its new Conference and Executive Education Center as well as an extension of the Sports Center.

Given its commitment to attracting and maintaining high-caliber faculty and staff, the University adopted new long-term (CDI) contracts for its continuing faculty. The benefit package for personnel was upgraded with enrollment to a complementary retirement plan with the Caisse Interprofessionnelle Marocaine de Retraite, CIMR, the extension of the medical coverage to 80 years of age, and the offer of optional life and assistance insurances. The University is also moving towards formalizing its rank and promotion system for faculty.

As far as the University finances are concerned, the audited statements of 2011-2012 show a net income of 13.91 million MAD and a cash flow of 41.79 million MAD. The net income for 2012-2013 is estimated to 6 million MAD and the cash flow to 30 million MAD, pending the annual financial audit. Furthermore, operating expenses during 2012-2013 are expected to increase by 9.5% while operating revenue is expected to increase by 6%. The budget for the coming year 2013-2014 will be balanced thanks to two positive signs: increase in student numbers and Executive Education Center (EEC) revenues. The total operating expenses is around 249 million MAD; the total revenue is 260 million MAD; and the investment budget is of 58.5 million MAD.

In summation, this report details the 2012-2013 academic year, including the primary activities of the University, and the challenges that need to be addressed to allow the university to accomplish its strategic objectives.

A. INSTITUTIONAL GOVERNANCE

1. Governance

The academic year has been very productive, as the Academic Council (AC) met six times. The AC's by-laws have been revised in order to set up sustainable and more viable committees with revised or new missions that go in line with the University's strategic plan. Most significantly, the AC voted to create new standing committees on Strategic Plan and Quality Assurance, Policy and Review, Research Promotion, Faculty Affairs, International Relations, and Degrees. In terms of new strategic decisions and programs, the AC has reviewed and validated the new CDI contracts that have been finalized in Fall.

In order to further promote participatory governance, an Administrative Advisory Council (AAC) was set up to serve as a forum for expressing and exchanging ideas and community concerns related to administrative stakeholders. The AAC is composed of administrative leaders that serve on the following standing committees: Staff handbook, procedures and regulations; Staff evaluation and development; Reports and projects; and Communication.



The Board of Trustees meets twice a year in January and June.

2. Strategic Planning

As AUI is closing the third year of its 2010-2014 Strategic Plan (SP), the University is keeping up with the tradition of assessing the achievement and progress towards the defined objectives. Throughout Fall 2012, regular weekly workshop and meetings were held with unit heads. The President met with faculty and set five priorities for this academic year: mission dissemination, alignment with NEASC standards, institutional effectiveness, human resources development, and communication. Several meetings were also held in Spring with executives, deans, and directors as well as the AC and the AAC.

In terms of overall progress, significant work has been done in enhancing the key success factors of the American educational system, by a widespread student-centered pedagogy and efficient administration characterized by minimum procedures for students, adopting best practices in governance, and enforcing the US model for ASI. The second line has seen great achievements, with AUI gaining the status of candidacy with the NEASC. Growth and development and internationalization are satisfactory especially that the situation in the region and the world is still marked by the impacts of the financial crisis. Good work has been recorded in maintaining the financial sustainability of the institution and educational leadership and innovation, while great progress has been witnessed in the line of human capital.

The Balance Scorecard (BSC) software gives a rate of 59% for the performance and 65% for the overall progress over the whole strategic plan (Fig. 1 and 2).

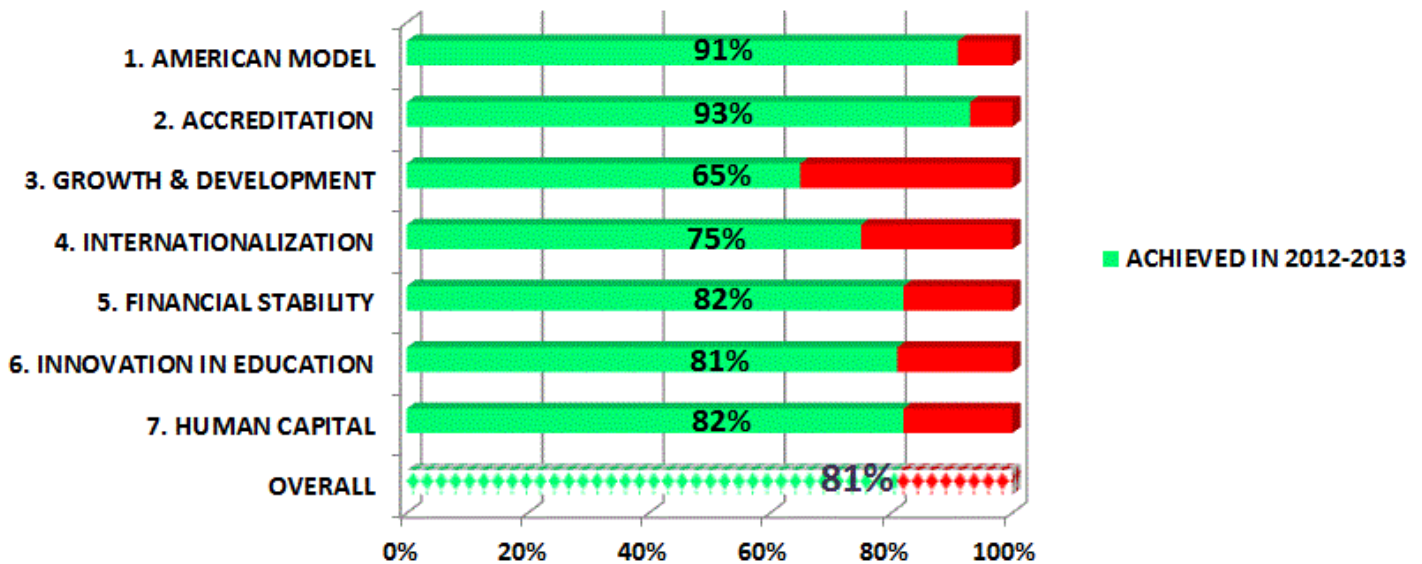


Fig. 1: Strategic plan yearly progress for 2012-2013

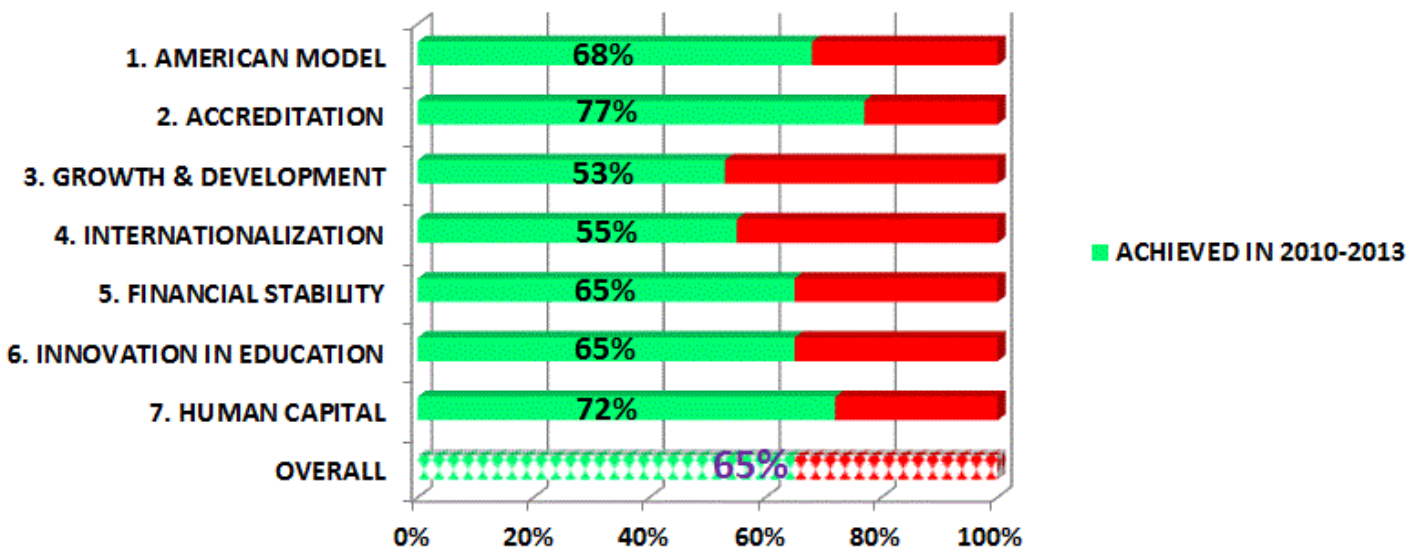


Fig. 2: Strategic plan three-year progress

3. Accreditation and Quality Assurance

In early 2012, the University completed its yearlong Self Study as part of the application for candidacy with NEASC. The positive results of the Self-Study report were published on December 18th, when the President announced that AUI had achieved Candidacy status (Annex 1). In 2013-2014, AUI will prepare a revised Self Study report, in anticipation of the Fall 2014 NEASC site visit. This visit will assist the University in preparation for the final accreditation review in 2016.

Having achieved candidacy, we have up to five years to align ourselves with NEASC requirements but specifically to satisfy the following five elements:

1. Pursue the mission with great intentionality;
2. Gain ownership of policies and practices;
3. Embrace the pathway in implementing new important policies, practices, and organizational developments to enhance institutional effectiveness;
4. Place considerable emphasis on the further development of human capital resources;
5. Develop a much more robust program of communication.

Likewise, work is in progress on the renewal of the Language Center (LC) accreditation by the CEA and the School of Business Administration (SBA) by EPAS. In addition, SBA is preparing its self-study for submission to AACSB from the US and the School of Science and Engineering (SSE) has brought the necessary adjustments to its two Bachelor degree programs in preparation for their accreditation by ABET.

4. Partnerships and Development

The University signed several new partnership agreements with several organizations, including AMIDEAST, IRCAM, Ministry of Awqaf and Islamic Affairs, Ministry of Moroccans Abroad, University of Business and Technology of Jeddah, Amity University in India, Enterprise Induver Maroc, as well as America's Unofficial Ambassadors (AUA) and CorpsAfrica. The University has signed new partnership agreements with Texas Technical University in Texas, USA, and As-Syafi'iyah Islamic University in Jakarta, Indonesia. Significantly, AUI has recently been incorporated in the US, via Friends of AUI, which will allow the University to raise funds. The University is also seeking the services of a fundraising agent. These two initiatives could better enable the University to develop its system of donation and fundraising, both within Morocco and abroad.



Presidents of Al Akhawayn University and the University of Business and Technology in Jeddah sign a partnership agreement in Ifrane.

B. TEACHING AND RESEARCH

1. Faculty

The University relies primarily on full-time faculty members, who make up for 93 percent, with 78 percent of those in schools being Ph.D. holders. 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. Faculty is reasonably diverse in origin, with variation across the different academic units as indicated in table 1.

School/ Center	Status	Degree	Gender	Citizenship		
	Full-Time	Ph.D.	Female	Moroccan	International	Dual (Mor,Int)
SBA	25	18	6	10	6	9
SHSS	41	32	9	10	22	9
SSE	34	28	7	12	5	17
Percent	92.6%	78.0%	22.0%	32.0%	33.0%	35.0%
LC	21	4	7	7	10	4
CAD	7	3	4	1	5	1
Percent	93.3%	25.0%	39.3%	28.6%	53.6%	17.9%

Table 1: Distribution of Faculty in Academic Units (2102-2013)

Faculty Development: In 2012-2013, AUI's faculty development efforts expanded significantly through participation in conferences, workshops, and training programs. The University hosted a number of interactive lecture series focusing on the liberal arts approach and the North-American style of education.

2. Research and Scholarly Production

In 2012-2013, the Department of Academic Affairs granted funding for ten projects with the amount of 1,063,000 MAD (List in Annex 2). Furthermore, AUI continues to uphold quality research in various fields as shown by the significant number of research projects that have received funding from external sources. In addition to continuing projects in e-government, energy, and development, faculty have secured new projects from the Ministry of Awqaf and Islamic Affairs, the Institute of Research on Solar Energy (IRESEN), NATO Science for Peace, and IDRC Canada. The list of currently running projects is given in Annex 2.

The scholarly production during 2012-2013 is given in Table 2 below with a list of selected publications to be found in Annex 3. AUI Faculty made many presentations and participated in national and international level conferences and workshops. Significant international examples include events in Algeria, Brazil, Canada, China, Germany, Greece, Kuwait, Lebanon, Qatar, Saudi Arabia, Senegal, Tunisia, Turkey, UAE, UK, and USA.

The University also hosted several national and international conferences and workshops, of which the most important are listed in Annex 4.

	SHSS	SBA	SSE	LC	IEAPS	Other	Total
Books	3	2	-	-	2	-	7
Book Chapters, Papers and Journal articles	14	21	14	1	6	1	57
Presentations at Conferences	21	12	11	-	2	3	49
Conference Proceedings	1	3	8	-	-	-	15
Conferences Attended	43	34	31	4	-	5	117
Events Organized	16	5	3	2	-	3	29
Grants	3	1	8	-	-	-	12
Theses/ Projects	6	11	6	-	-	-	23

Table 2: Scholarly Production – 2012-2013



Renewable energy is one of the research and development priorities of Al Akhawayn University.

3. Academic Indicators

With 138 faculty, and 1883 students, AUI's ratio of students to faculty is 13.6; while the overall average class size is 21.5, with a lower figure of 19.1 for graduate courses. The pass rate in all courses is 87.2 percent, with 25.6 percent of all grades being "A". Also, 41 undergraduate students (2.8 percent of total students) were placed on the President's List after having earned grades of A in all their courses. Around 10.19 percent of students (148) finished the semester with a 3.5 GPA and were thus placed on the Dean's List. Furthermore, 90.79% of undergraduate students admitted in Fall 2011 registered for Fall 2012 (retention rate).

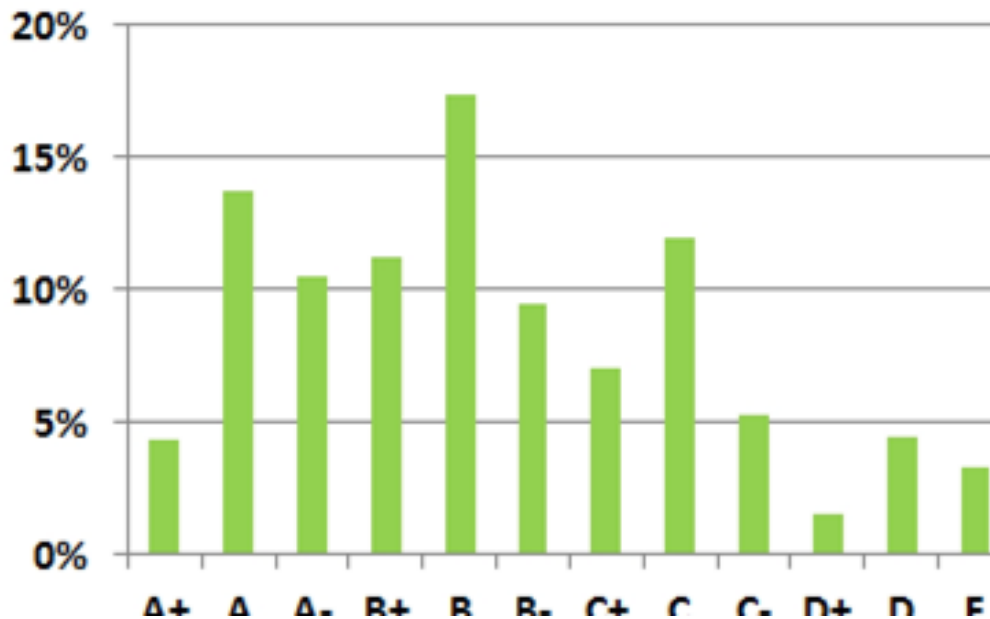


Fig. 3: Grade Distribution for Fall 2012

4. Conferences, Events, Distinguished Guests

During 2012-2013, AUI hosted many conferences and workshops covering current economic, social, political, and environmental issues as well as the latest technological development. In addition to the involvement of guest speakers from professional and academic backgrounds in courses, the University featured several distinguished speakers, including such prominent examples as:

- HE Romano Prodi, UN Special Envoy to the Sahel, former Italian Prime Minister, and former European Commission President;
- HE Mohamed Ouzzine, Minister of Youth and Sports;
- HE Ahmed Toufiq, Minister of Awqaf and Islamic Affairs and member of AUI Board of Trustees;
- Mohamed Benchaaboune, CEO of Banque Centrale Populaire (BCP) and member of AUI Board of Trustees;
- Karim Hajji, Director General of Casablanca Stock Exchange;
- Mohamed Larbi Messari, former minister and ambassador.



Mr. Mohamed Benchaaboun, CEO of the Banque Centrale Populaire and Head of the Budget Committee of the University Board of Trustees giving a lecture at Al Akhawayn University.

C. STUDENTS AND STUDENT LIFE

1. Student Profile and Characteristics

The quality of enrolled students remains consistently high as illustrated by the table below. More than 78.6 percent have a high school distinction (Very Good, Good, Fair).

	Very Good	Good	Fair (AB)	Total
Percent Enrolled	19.26	31.5	27.8	78.6
National Distribution	4.17	9.58	19.59	33.3

Table 3: High School Distinction Breakdown of Applicants for Fall 2012

With a record 1883 students, equally distributed between the two genders, the University is making good progress toward achieving its goal of enrolling a total of 2000 students by 2014. To meet this challenge, the 282-bed residential building will soon be made available and the University will soon add an academic building.

This Spring semester, the University has undertaken extra measures to enhance outreach activities that led to a significantly increased number of applicants, with 818 GAT attendees for April 2013 session. Table 4 shows the evolution of applicants who took the GAT exam in April of the last four years:

April Session	2010	2011	2012	2013
Number of students	559	557	630	818

Table 4: Evolution of number of GAT attendees in April sessions

The table below shows the evolution of student enrollment during the last five Fall semesters:

Fall	Undergrad.	Grad.	Non-Degree	Total	Growth
2008	1179	200	66	1445	
2009	1298	211	93	1602	10.9%
2010	1396	221	94	1711	6.8%
2011	1461	212	99	1772	3.6%
2012	1593	218	72	1883	6.3%

Table 5: Evolution of number of students enrolled at AUI during fall semesters

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

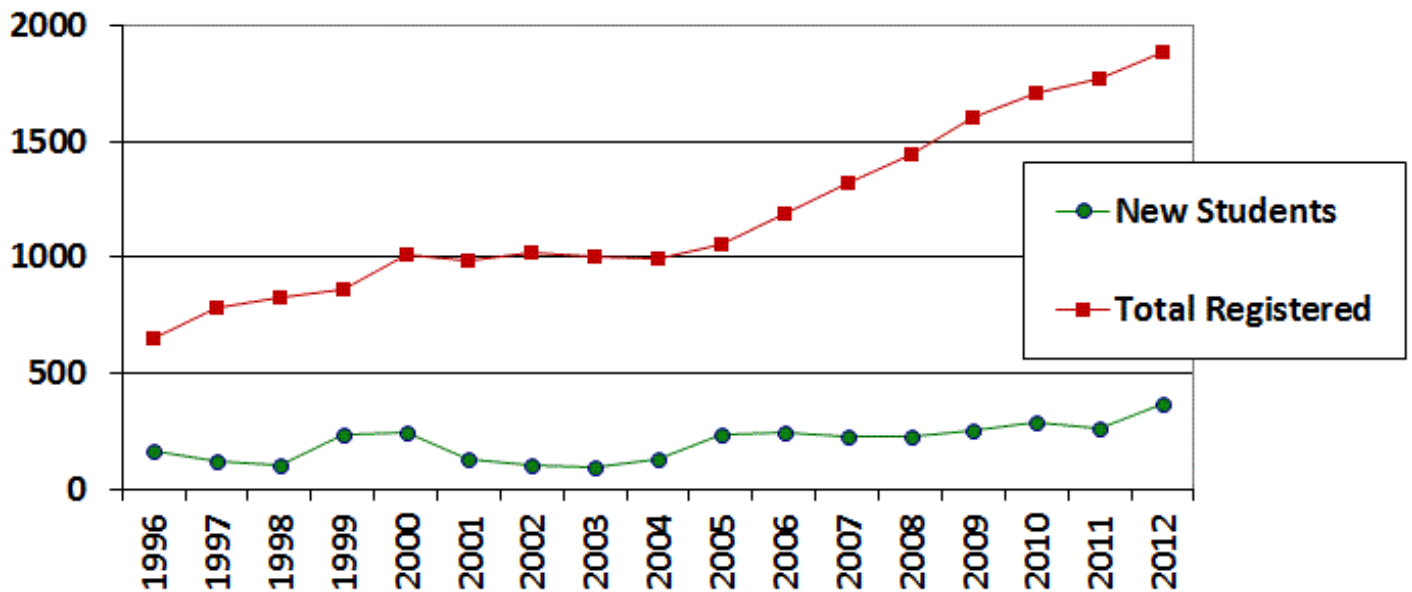


Fig. 4: Evolution of Student Enrollment in Fall Semesters Since 1996

The distribution of degree seeking students, 49.6 percent of whom are female, shows that almost half of them are enrolled in the SBA. It is important to note, however, that, given the liberal arts orientation of the University, all AUI students take courses from SSE and SHSS, regardless of their degree major. Data is given in the table and graph below.

School	Undergraduate	Graduate	Total
Business Administration	788	118	906
Science and Engineering	532	43	575
Humanities and Social Sciences	216	57	273
AUI Students on Exchange Programs	57	-	57
Non-Degree	72	-	72
Grand Total	1,665	218	1,883

Table 6: Distribution of Students by academic units (Fall 2012)

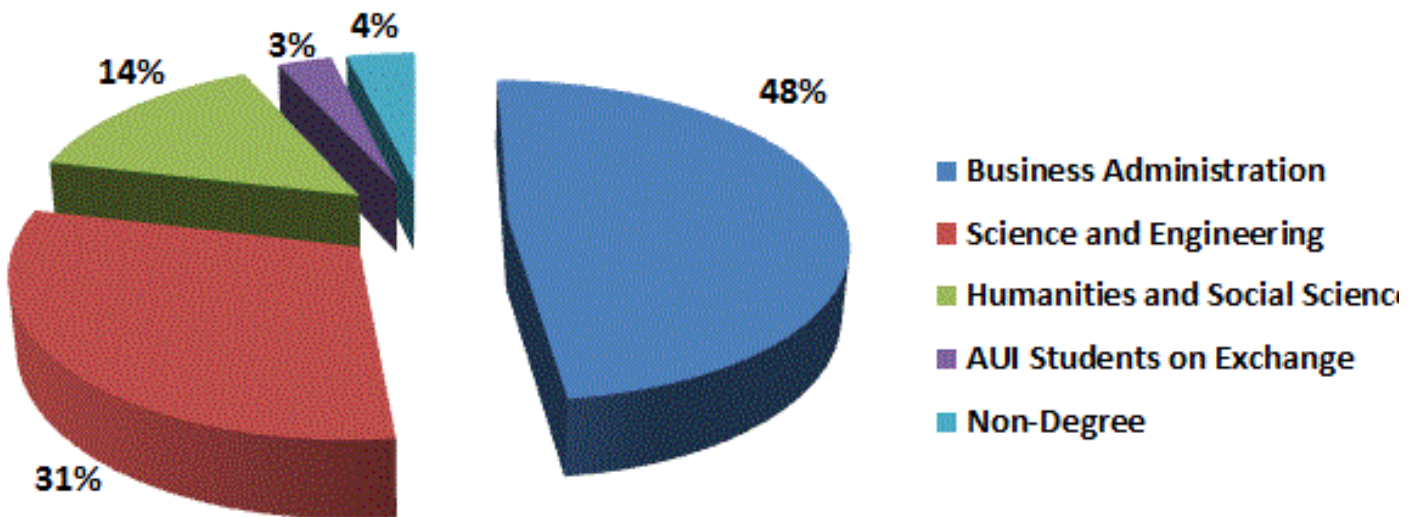


Fig. 5: Distribution of students by academic unit

Arabic and North African Studies Program (ARANAS): Since its launch in 2000, the program has been at the forefront of teaching Arabic to non-native speakers nationally. The program has hosted more than 700 students from 36 nationalities; mostly from North American universities. 77 students are currently enrolled for this coming summer 2013. The program is on an ascending trend due to innovative pedagogical improvements, such as the integration of service learning, family home stay, and the use of colloquial Moroccan Arabic.



AUI booth has been markedly improved in the academic year 2012-2013.

2. Scholarships and Financial Aid

In an effort to provide an opportunity to study at AUI to students with insufficient means, the University reserves 25 million MAD to its merit-based scholarship and financial aid budget. Several forms are offered to students, including full or partial merit-based scholarships, need-based financial aid, university-approved student bank loan, and on-campus employment. The distribution of these forms of financial support is detailed in table 7. The financial aid budget for the academic year is estimated at 18 million MAD.

	Level	Merit Scholarship	Financial Aid	Loans	Paid Employment	Total
Fall 2012	U	170	261	45	60	536
	G	59	22	1	14	96
Spring 2013	U	155	278	41	72	546
	G	55	25	2	13	95

Table 7: Distribution of Financial Aid: Fall 2012 and Spring 2013

3. Student Recognition and Support

Student excellence in academics is encouraged at all levels, and the University recognizes outstanding performance through the publication of a President's List and a Dean's List, as well as through a President's Dinner to which a distinguished speaker is invited for students on the President's List. The Fall 2012 President's special guest speaker was HE Prof. Ahmed Toufiq, Minister of Awqaf and Islamic Affairs, and in Spring 2013 the special guest was HE Lee Tae Ho, Ambassador of South Korea to Morocco.

Leadership Development Institute (LDI): AUI's student leadership program completed its fourth year in May, with the third successful "Leader of the Year Award." Three associations from the Azrou-Ifrane region received recognition and awards. LDI now has 55 alumni, many of whom are still involved with the program. This semester alone, the Institute recorded several significant accomplishments: increased participation by AUI faculty in hosting LDI workshops; collaborative efforts between LDI and other campus programs and offices; and finally, initiation of the first Annual Leadership Conference. The latter was awarded the Presidential Innovative Fund Grant.

The New University Honors Program: With Spring Term 2013, the Honors Program was renamed as the University Honors Program (UHP), to emphasize its University-wide ambitions. The new UHP seeks to develop a broad-based learning community at the heart of the larger AUI teaching and career preparation learning community, preparing highly motivated students for the diverse career and life-learning challenges of the 21st century. The Committee worked on recruiting faculty and students, and the number of students also increased from 13 in Spring 2011 to 34 in Spring 2013. In the last social event, the UHP Committee held elections where three students, each representing a school, were elected as student representatives in the committee.

International Mobility Fund: The Fund is yet another program that encourages academic achievement by providing funding to help students attend and present in important academic and student development conferences and competitions around the world. During 2012-2013, a total of 25 AUI students benefited from the fund, with a total of 210,271MAD made available to these students. Below is a table summarizing the number of students and total amounts granted over the years, starting from Fall 2008.

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Number of Students	7	13	28	18	25
Amount Granted (MAD)	79,977	77,600	135,850	134,300	210,271

Table 8: Recipients of Student Mobility Grants



AUI Students have to present their final project (Capstone) in public during their last semester at the University.

4. Student Achievements

- Eight graduate students published a book in the US: *The foundations of Moroccan Foreign Policy: An Anthropology*.
- First prize at FX Championship, a three-week national trading competition, among 80 students from different business schools.
- Treasury Prize of the National Management Competition, Institute of Chartered Accountants, Casablanca.
- MENA region finalist in Google Apps Developer Challenge 2012.
- One student selected to represent Morocco and to be guest speaker in the Annual Colloquium on Digital World.
- Two students selected by MASEN, amongst 5 in Morocco, for a R&D training on the Solar Platform of Almeria, Spain.
- Two students selected for the Coca Cola MENA Scholar Program (one month at Indiana University).

5. Internationalization

Currently, 46 international students, from 26 different countries, are enrolled in degree programs. Both the numbers of AUI students going abroad (Exchange, Planned Educational Leave, and Study Abroad) and the international non-degree seeking attending AUI (Exchange and Study Abroad) have increased this year compared to last year (Table 9). AUI outgoing students visited 42 institutions in 6 different countries; namely, Japan, France, Italy, Finland, Germany, and USA. In addition, the number of students in faculty-led programs has increased to 30 this summer compared to 16 in Summer 2012. Students and their professors will be visiting from Yale and Nova Southeastern University as well as through the America's Unofficial Ambassadors program. It is worth noting that 58% of the Class of 2013 benefited from an international experience.

Year	Students	Fall	Spring	Summer	Total
2011-2012	AUI	67	46	176	289
	International	91	69	54	214
2012-2013	AUI	69	70	207	346
	International	94	59	79	232

Table 9: Numbers of AUI students on exchange or study abroad and international non-degree seeking students attending AUI

6. Student Life and Extracurricular Experience

Residential Life: As the University experienced a significant increase in the number of new students during Fall 2012, the housing services reached full capacity and could not accommodate all incoming students. Thus, 1416 students were housed on-campus, 30 at the Downtown residence, 37 at the Annex and 102 at the Best Western housing complex. In addition, some 60 students elected to find their own accommodation, bringing the percentage of students on self-housing up to 16% compared to 11% last year.

	On campus	Downtown	Annex	Total AUI Housing	Freshmen Housed	Freshmen not offered Housing
Male	625	30	37	712	98	54
Female	792	0	0	792	130	64
Total	1417	30	37	1504	228	118

Table 10: Distribution of students by type of residence (Fall 2012)

In order to enrich the residential life experience, 22 Resident Assistants (RAs) worked to promote a sense of community in the residence halls, organize indoor and outdoor activities, mediate parties to resolve differences, act as advisors and mentors for freshmen students, and promote residential life.

In addition, Housing Services published two newsletters during this semester that covered major events, issues of interest to students and announcements related to housing.

Student Organizations: This year, the university counts around 40 active clubs whose activities vary from academic to cultural and from social to entertainment. With almost 36% active students, these clubs contribute to a vibrant campus community and make AUI experience worth living. Compared to last semester, there is an increase in the number of students involved in clubs (35% in Fall 2012 and 36% in Spring 2013) and this number is subject to a continuous increase in the coming semesters. Activities organized by SAO include:

- International trips (cruise and cultural trip to Greece and Italy)
- National General Knowledge competition (five national universities).
- Model United Nations in Turkey and simulation for Moroccan high schools in the summer.
- University Channel Network radio programs with internal and external guests
- Cinema club 20 films over the semester in partnership with schools and Azrou center
- AIESEC National Congress in June 2013 gathering all national AIESEC chapters (200 participants)

Athletics: AUI's men's and women's teams continue to compete in many sports (including soccer, tennis, track and field, swimming) both nationally and internationally. In addition, intramural sports and club sports enable all students to participate in their favorite sports. This year, some of the achievements of AUI athletics include:

- AUI tennis teams participated in Euro Valencia International Sports Tournament where one student reached the quarter final
- Two students qualified for the World Karate Championships in Paris
- The men's soccer team won the Independence Day Soccer Tournament organized by Athletics
- Two students competed in the Grand prix Hassan II ATP Open Tennis Champions.
- AUI Lions won medals in the AUI Soccer Challenge Cup tournament.

Early March this year, AUI became a platform that gathered representatives of different athletics departments in Moroccan universities, the Royal Moroccan Federation of University Sports, the National University of Social and Cultural Works (ONUSC), and various sports media representatives.



Students are very active in clubs.



The sports teams of the University also participate actively in national university championships and international tournaments.

D. ACADEMIC SUPPORT SERVICES

1. Mohammed VI Library

In 2012-2013, the library acquired 1228 new items, including 240 e-books and 305 gifts, and subscribed to an e-Book collection of over 100,000 titles available 24/7. The library organized 92 student-training workshops, attended by 1676 students. To enhance the use of library resources by students, staff members have prepared 183 course guides listing the library resources available for a given course, which were uploaded on the Library website. Enhanced library use can be seen through the total number of checked out items (54,715), and the number of full-text downloads (33,949) from one collection of databases (EbscoHost) for which statistics are available, and the number of reference questions answered (5,168). The library has also organized 13 Authors@AUI sessions giving both AUI faculty and external researchers an opportunity to present their recent research to a select public of students and faculty.

Mohammed VI Library continues to enhance its international cooperation with American and African libraries through several initiatives. The first one concerns the third International Conference on African Digital Libraries and Archives (ICADLA 3), which brought 75 participants from 16 African countries, the U.S., and Europe to AUI. The second initiative concerns the launching of a two-semester certificate program in knowledge management in collaboration with the School of Information and Library Science at the University of North Carolina at Chapel Hill. This program is planned as a pilot project for a MS in Information & Library Science degree to be considered by AUI in the near future.



The Mohammed VI Library offers rich academic resources and an atmosphere of inspiration for students.

2. Information Technology Services (ITS)

In terms of network infrastructure, ITS has successfully improved the capacity and reliability of the communication channel between the Data Center and the internal network by doubling its total capacity from 1 GB to 2 GB. The communication link between the university central location, the downtown and the off campus sites has also been upgraded by completely changing the technology insuring these linkages. This resulted in moving from a maximum exchange capacity of 34 Mbps for the two sites to an effective 174 Mbps for the DT site and an effective 126 Mbps for the off campus. Further, the deployment of a second internet link of 155 Mbps has been finalized. The university is now benefiting from a total internet capacity of 310 Mbps. As for the IT services, a number of servers and systems (Jenzabar /EX, Active Directory, Emailing servers, etc) have been upgraded to their latest released and most stable versions, including their new features such as mobile Jenzabar to allow an end-user to interact with the learning management system through a smartphone, and bright mail gateway to ensure the email safety and security. The latter, for example, has contributed to improving our email content filtering and antispam by more than 25%.

3. Center for Learning Technologies (CLT)

The Center provides support, consultation, and production services to faculty, staff, and students. Throughout 2012/2013, CLT achieved the following: the organization of four workshops on e-learning in the framework of the second phase of the ITQANE e-learning project; thirty seven workshop sessions on teaching and learning technologies targeting faculty, staff, and students (Interactive Whiteboards, Microsoft Office 2010, Ret-Screen, COMSOL, Latex, Wordpress, Microsoft OneNote, Authoring Tools, McGraw-Hill LMS, McGraw-Hill Campus Library, and Turnitin); eleven LMS (Learning Management Systems) Jenzabar training sessions; Course development materials for two courses and one eLearning course and 60 miscellaneous content production requests (mainly on video production, Microsoft Office, websites, and webpages). There is a growing demand on the use of the CLT studio (around 139 sessions this semester).



Information Technology Services and the Center for Learning Technologies provide support to faculty, staff, and students of the University for the use of information technology.

E. CONTINUING EDUCATION AND BUSINESS SUPPORT

Executive Education Center (EEC)

During the period from August 1, 2012 to March 31, 2013, the EEC offered six programs to four clients:

- Three programs for *La Direction Générale des Collectivités Locales*, DGCL (Ministry of Interior);
- One program for *La Direction des Affaires Administratives*, DAA (Ministry of Interior);
- One program for Creative Associates International within the framework of ITQANE (Improving Training for Quality Advancement in National Education) project;
- One program for *Le Haut Commissariat aux Eaux et Forêts et à la Lutte Contre la Désertification*, HCEFLCD.

In addition, the EEC assisted DGCL of the Ministry of Interior in the organization of two international events:

- The International Conference on Advanced Regionalization and Human Capital, Rabat;
- AFRICITIES Summit, Dakar, Senegal.

Partner	Program	Number of Groups	Trainees
DAA (Ministry of Interior)	Training of the New Recruits of the Interior Ministry	4	201
Creative Associates International	Training on E-learning	10	255
DGCL (Ministry of Interior)	Training of Trainers on Civil Status Professions	3	64
	Training of 3 rd Group of Family Registry Inspectors	1	17
	Training of the Network of Local Elected Women of Africa on ICT	1	15
	Study Trip to France for 2 nd Group of Family Registry Inspectors	1	17
HCEFLCD	Training on « The Manager Coach »	1	20
TOTAL		21	589

Table 11: Training programs offered by the EEC

The EEC generated during the first 8 months of the academic year 2012-1013 revenues of more than 14 million MAD. This amount is almost three times that of the whole previous year (4.8 million MAD). 92.55% of the amount of sales has been earned through customized continuing education programs. The remaining 7.45% has been generated by the MBA programs offered in Casablanca.

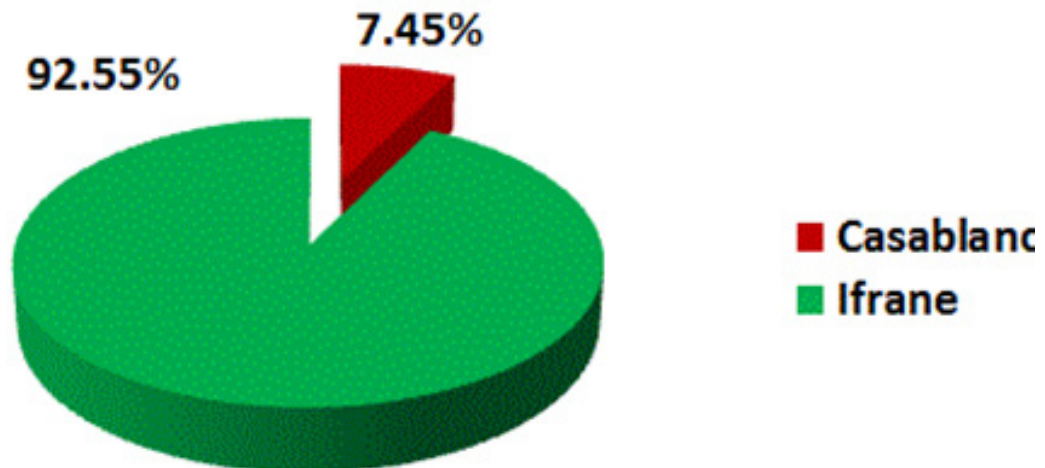


Fig. 6: EEC Sales distribution by location

F. DEVELOPMENT AND COMMUNICATION

From July 2012 up to date, the Department continued to strive on many fronts to project a positive and accurate image of the University both nationally and internationally. It is in the process of redesigning brochures and commissioning institutional and program videos for its outreach campaign. In addition, A decision has been made to outsource some of our achievements to specialists that have a solid communication network and can expedite our needs. The main achievements during this period are outlined below.

Targeted Paid Advertising: The University placed paid ads in several national and international publication such as l’Economiste, Assabah, Medi1 radio, Telquel May special report on higher education, l’Etudiant Marocain, Trombino 2013, The New Europe 2011-2012, The Report, Morocco 2013, and MESA bulletin.

Public Relations and Media: In addition, it was able to get stories, articles and interviews in such publications as Dalia Air Magazine, L’Economiste (exclusive main story in supplément Compétences & RH), Bell’Europa, Aujourd’hui le Maroc (Interview with the University President on the new Master of Renewable Energy Management), Economie et Entreprise,. Over thirty press releases were sent to national media informing them of events on campus. A student-made video “Wald Al Akhawayn” a parody aiming at dispelling the stereotypes about AUI students created a buzz and received over 590,718 views and numerous reaction articles both in print and electronically.



The Chancellor, the Committee Chairs of the Board of Trustees and the University President at a press conference after the Board meeting of 15 June 2013.

The AUI website: The website was refurbished and faculty publications were systematically published (with book cover pictures and an abstract). Around 100 articles and 60 briefs were published on the AUI website about internal events. The website received 1,400,000 visitors in the first eight months of the current academic year (27% increase over the same period last academic year)

		Increase over August 2011 - May 2012
Unique visitors	389,596	23.91 %
Page views	3,464,295	36.93%

Table 12: Key website statistics - August 2012 - May 2013

Internal and External Newsletters: A weekly internal newsletter gives all the events happening on campus during a given week. The newsletter has been redesigned for more appeal and has been shared on Facebook for an increased (and free) coverage. An external newsletter is now published every month giving information on significant events of the month and circulated to students, parents, friends of the University and other stakeholders.

Promotional Print Material: The Department of Development and Communication has produced integrated and brand-consistent promotional print material with the objective of increasing the appeal of the Al Akhawayn brand, stimulating brand recall and calls to action, and promoting AUI as a leading quality institution with an international vision based on the Liberal Arts model with a high alumni employment rate and scholarship offers.

Social Media: Al Akhawayn’s official Facebook page counts around 7,800 ‘likes’ or fans subscribed to the page. At least about 200 people a day access and react to the page by posting comments, likes, or tags and also by sharing it with others. More than 2 million people see Al Akhawayn posts through their friends’ interactions with the page.

The Al Akhawayn **YouTube channel** was officially launched on April 30, 2013. In the first two day of its launch, the channel recorded 123 subscribers, 1,955 minutes watched, and 1,226 views. Two weeks later, the channel counted 171 subscribers, 4,583 minutes watched, and 3,393 views. The channel is customized with a design specific to AUI and includes new videos entitled “One Week @ Al Akhawayn” and “Al Akhawayn News” that showcase major weekly events on campus.

The department of Communication is making efforts at improving institutional communication but is fully aware that outsourcing media relations to an external agency remains a most efficient way of approaching the task, which has just been done.

G. COMMUNITY INVOLVEMENT AND SERVICE

1. Students and Community Development

Al Akhawayn works to inculcate in its students a sense of social obligation, via the many student clubs and associations which have been formed to do outreach and development. For outreach, this year Hand in Hand raised 630,000 MAD; Rotaract Club raised 370,000 MAD; and Design for Change started an EcoEcole project at Bir Anzarane Primary School which focused on water recycling, theater, tree planting, art projects, and installing a vegetable garden. Other prominent examples include: Service Learning project with the Language Center and Lycée Allal Fassi, in which AUI students partner with high school students to work on a social project. ARANAS students will, for the first time, be involved in service learning in the summer.

In addition to the usual wood and clothes donations, the major events this year include the signing of agreements with America's Unofficial Ambassadors and with CorpsAfrica. The latter agreement will send 10 AUI graduates to work in remote areas for one year following the Peace Corps model. Other events include the circumcision of 401 local area children; 2 major medical campaigns (one by Rotaract and the other by Leo that served over 600 people from the Ifrane region); and the Summer Camp and Soccer Camp for 60 local children.

As part of AUI's graduation requirement, 250 undergraduate degree-seeking students have completed their community service and submitted their reports in. Altogether, they have performed more than 15,000 hours serving the local and national community. The number of national partner NGOs receiving our students has now exceeded 300 across the nation. As a prerequisite to fieldwork, two human development seminars were offered on campus and were attended by 600 students.

2. Azrou Center for Community Development

As one of the University's most active centers of social engagement, the Azrou Center continues its ongoing outreach and community development, to benefit the local region. Programs in education, training and health were launched to benefit several segments of the population. They included over thirty training workshops and seminars on computer networks, project management and entrepreneurship, professional development and communication, marketing, sales techniques, & business planning, interviewing and reporting, career and teamwork, hairdressing and make up.

The Azrou Center offered medical services to over 3000 residents of Azrou. These include general practice medical consultations (913 people), a medical awareness campaign in endocrinology and blood pressure (180 people), screening for HIV/AIDS (225 people), protection against HIV/AIDS and sexually transmitted diseases (73 people), contraception (28 women), ophthalmology campaign (200 people), gynecology and pediatrics (990 women and 595 children).



The University gives importance to the social work carried out by its students and the Azrou Center for Community Development.

H. CAREER SERVICES AND ALUMNI

Career Services: AUI Career Services organized a series of workshops during Spring 2013 for graduating students and alumni. It provided 40 personal career counseling sessions as well as 4 career talks, each attended by around 30 students and alumni. The Spring career orientation sessions were attended by nearly 100 graduating students. The first edition of Al Akhawayn Speed Recruiting Event was attended by more than 100 student and alumni. What follows is a list of activities that took place during Spring 2013:

- Career counseling and CV review sessions: Provided students with tips about interview techniques, psychometrics and CV formatting.
- Standard Chartered Bank (SCB) International Graduate Program Presentations: company career presentation for students on campus and another presentation for alumni in EEC Casablanca.
- Career Talk by AUI Alumni: AUIers on the Job Market: How to make the best of the AUI experience.
- Spring 2013 Career Orientation Workshops: (1) Career motivation and career projects, CV and cover letter writing. (2) Interviews/mock interviews.
- Subscription to Goingglobal: In an effort to extend the scope of its offerings to students and alumni, AUI subscribed to this international platform to access career opportunities, jobs, and internships around the world.
- ICRC Career Event: A special event for International Studies students: Presentation of the career opportunities available within the organization.
- Al Akhawayn 2013 Speed Recruiting: Installment of the first Speed Recruiting event of AUI: Speedy but effective encounters between recruiters and alumni and students.

Alumni: The University has graduated 3,413 students to date, with more than 2,000 belonging to the Alumni Association (AA). A new AA board of officers was elected on March 9, 2013 to lead the association for the coming three years. The new board of AA organized the alumni networking event “Les Conviviales de AA” on April 26, 2013, and an Alumni Homecoming Weekend on 8 June 2013 at AUI.



The Alumni Association organizes each semester a homecoming event for its members in the Ifrane campus.



The graduates of Class 2013 received their degree and were congratulated by the Vice President for Academic Affairs and faculty representatives.

I. SOCIAL INITIATIVES FOR PERSONNEL

AUI is undertaking several projects and actions related to the welfare of its personnel. This began with the creation of two units:

- Social Affairs Unit aiming at the reinforcement of social benefits for AUI employees mainly by supporting financially and managerially its welfare association AOS (Association des Oeuvres Sociales);
- Mediation Unit, whose mission is to ensure that faculty, staff, and students receive fair and equitable treatment within the university system.

During this ongoing academic year, many other initiatives were undertaken under the AOS action plan. Prominent examples include distributing more than 150 school bags to needy personnel, organizing a vaccination campaign against the flu, and organizing a session on risks related to traditional heating means and industrial heaters. The Association also sponsored 200 tickets for the Fun Run for AUI children to take part in the Fun Run Bazaar, and arranged literacy courses in Arabic, English, French, as well as Computer Science for interested staff members and tutoring for their children.



The Association organized a summer camp at the University for the children of faculty and staff.

J. AL AKHAWAYN SCHOOL OF IFRANE

During the 2012-2013 year, 117 students were enrolled at ASI, ranging from pre-Kindergarten to Grade 12. Enrollment trends suggest incremental growth over the course of the upcoming 2013-2014 year. Thirty-one educators and administrative professionals dedicated themselves to challenge and nourish students in their quest for knowledge and personal development.

A collaborative plan was launched to provide ASI's science students with regular access to AUI's laboratory facilities, encouraging individual and group research. Advanced placement classes defined a year-long AP preparation calendar, seeking to improve ASI performance on this key measure of ASI reputation-building. As in previous years, but even more in 2012-2013 ASI students and faculty were invited and challenged to participate in a wide variety of extracurricular activities, professional development, and community service projects; among these: ASI Faculty Workshop on first aid and health & safety capacity-building; ASI Interscholastic Volleyball Tournament; Faculty Development Conference in Portugal; Marrakech Energy Laboratory Trip; Collect-for-Kids: donation of clothing, footwear, and sports equipment items to local communities in need; Hosting of ASI Badminton Tournament & Swim Meet and JV Soccer participation ; Additional sports events in Spring 2013 included a swim meet; and Moroccan Culture Days.

While the 2012-2013 year has been one of much success, the School underwent a difficult year with the loss of its Director, the Late Mrs. Kim West-Aba, who passed away after a protracted illness. The search process for a new Director was very intensive and involved several candidates, who were thoroughly interviewed and reviewed by a Search Committee which included representatives of the ASI and AUI administration, teachers, and parents. Mr. Stephen Trevathan has been selected for the position. Mr. Trevathan, who is a faculty at CAD and SHSS, brings to ASI nearly 25 years of experience in teaching, teacher training, and school management.

Despite the challenges of setting up a vision and identity for ASI, that are accepted by all, the School continues to give overall satisfaction to its students and their parents.



ASI students with their science teacher during a study visit to the Zoo of Rabat.

K. FINANCIAL ACTIVITY

1. Provisional Results of 2012-2013

In view of the results achieved until May, the fiscal year 2012 - 2013 is likely to record a net positive income of about 6 million MAD. The positive income is actually due to the reversal of provisions and other non-recurring income.

During 2012-2013, the operating expenses have increased by 9.5% compared to 2011-2012 when revenue increased by 6% during the same period. The income evolution is presented in the figure below:

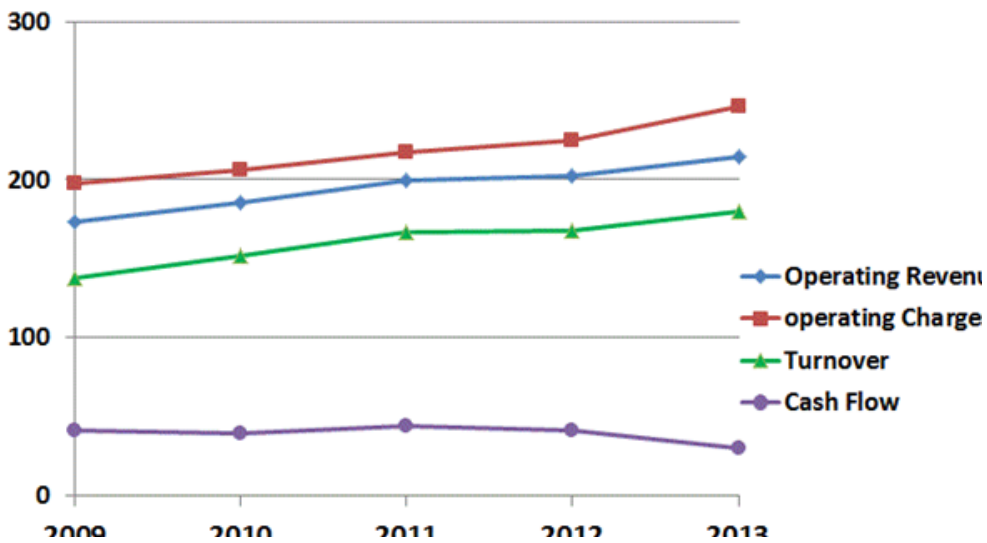


Fig. 7: Evolution of financial results for the last five years in million MAD

2. Provisional Budget for 2013-2014

2.1. Operating Budget: The operating budget for the year 2013-2014 will be approximately of 249 million MAD compared to 225.4 million MAD in 2012-2013, an increase of 10.5% compared to the achieved budget during the current year. Payroll absorbs 53% of the budget, purchases of goods for resale and student catering 14.3%, students' scholarships 10%, and other management expenses 22.7%. The most notable increases in the operating budget for 2013-2014 are those related to the payroll increase of around 9% over the previous year and the increase in communication budget by 20% compared to the achievements in 2012-2013.

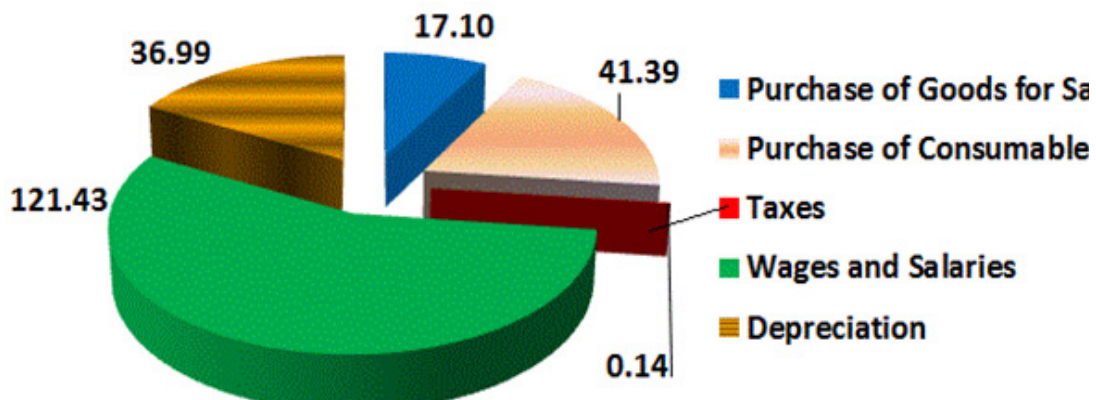


Fig. 8: Operating expenses for 2012-2013 in million MAD

2.2. Investment Budget: After completion of the main construction project of building 39, it is scheduled to start work on the University hospital to be remodeled to a new Conference and Executive Education Center. The budget for this project is 22 million MAD. Within the same framework and in order to meet the students demand in sports, an extension of the fitness center is planned for this year (a budget of 3 million MAD). In addition to these two projects, the University will continue its efforts to upgrade its technological and educational infrastructure. The investment budget for the 2013-2014 is 58.6 million MAD. It should be noted that the University distinguishes between recurring investments (linked to the ongoing renewal of IT equipment, vehicles, office equipment ...) and non-recurring investments (linked to chief projects and non-recurrent). The first ones are funded by the University’s own resources (cash flow), while the latter ones have different funding sources: savings accumulated in previous years and managed by the University borrowings with favorable terms, and financial products of endowment fund when necessary.

2.3. Income budget: With the increase in the number of students, the University income for 2013-2014 will rise by at least 6% compared to 2012-2013. It will be around 260 million MAD. Tuition fees and different payments made by students continue to represent the largest portion of the income, 181.5 million MAD, which makes 70% of the total. Non-student income will increase by 8.5% due to the expected growth in the activities of continuing education. Non-student income will reach 78.7 million MAD, which represents 30% of the total.

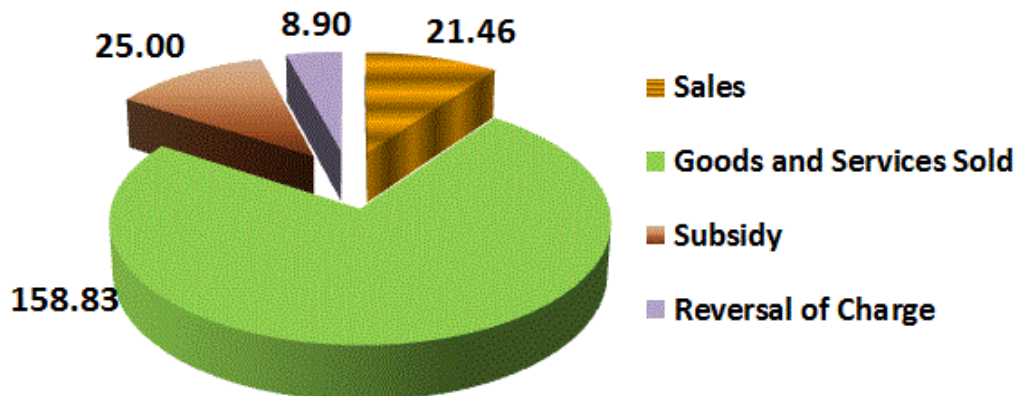


Fig. 9: Operating revenue for 2012-2013 in million MAD

Investment financing will be provided by different funds: self-financing thanks to income surplus over operating expenses, savings of the University, and the bank loan especially for funding the new Conference and Executive Education Center.



Members of the Board of Trustees inaugurated the new residential hall (Building 39).

CONCLUSION

This report has presented an overview of the 2012-2013 year for AUI. It outlined AUI's primary accomplishments, vital statistics, and principal challenges, as of the end of Spring 2013 semester. Overall, the progress of the institution is demonstrated most evidently in the attaining of Candidacy with NEASC in Fall 2012, and now the University begins the preparation of a new self-study, based on their recommendations. A mid-way visit of NEASC experts is scheduled for Fall 2014 semester.

With its eye on enhanced practices in good governance, the Academic Council held six sessions this semester, and launched new sub-committees. The Council also approved the new CDI contract and the benefits package, which includes enrolling all personnel to a complementary retirement plan with CIMR, extending the medical coverage to 80 years of age, and offering optional life and assistance insurances. These actions will assist the University in attracting a superior quality of staff and faculty.

The Strategic Plan continues to provide the framework and guidelines for the University's advancement and growth, and now as the current plan nears the end zone, the leadership has already begun to consider what challenges and opportunities the new 2020 plan will establish.

In keeping with the current Strategic Plan, the University continues to increase the size of the student body. This Spring 2013 set the record for students taking the GAT, with an increase of approximately 30% over the previous record. By 2014-2015, the student body will inevitably reach 2000 students if the current rates of applicants are maintained.

In terms of Academic Support Services, the AUI Library has again increased its hard copy and electronic resources, and strives to enable students and faculty to do leading edge research in the arts, sciences, and professional disciplines. Further, CLT has carried out pedagogical formation through the entire year, and ITS has upgraded the entire University internet connection, allowing for stronger wireless internet both on campus and at the residences.

Now completing its third year of the American K-12 model, ASI has enjoyed great success in terms of academic, competitive, and cultural accomplishments.

The University's professional training centers have likewise had strong performances in 2012-2013. The EEC reports strong revenues for the year, which provides an important portion of the University's income. Further, the Azrou Center continues its crucial work in outreach and social development in the local region, strengthened in this endeavor by AUI students who keep expanding their involvement in local community development.

Regarding the financial activity, its increase has entailed the increase in expenses and revenue. The University managed to totally balance its budget. However, the operating revenues do not cover the operating expenses. The deficit is financed by the non-operating revenue and non-recurrent income.

In summation, the 2012-2013 year has been one of measurable progress, and with faculty and student numbers at their highest since the founding of the University, Al Akhawayn is well poised to enter 2013-2014 in anticipation of even greater development and growth ahead.

APPENDICES

ANNEX 1: NEASC Report



NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES, INC. COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

December 19, 2012

JEAN A. WYLD, Chair (2015)
Springfield College

PATRICIA MAGUIRE MESERVEY, Vice Chair (2014)
Salem State University

DAVID F. FINNEY (2013)
Champlain College

WILFREDO NIEVES (2013)
Capital Community College

LINDA S. WELLS (2013)
Boston University

ANDREW B. EVANS (2014)
Wellesley College

DAVID S. GRAVES (2014)
Laureate Hospitality, Art & Design

R. BRUCE HITCHNER (2014)
Tufts University

MARY ELLEN JUKOSKI (2014)
Mitchell College

DAVID L. LEVINSON (2014)
Norwalk Community College

BRUCE L. MALLORY (2014)
University of New Hampshire

CHRISTOPHER J. SULLIVAN (2014)
Concord, NH

DAVID E.A. CARSON (2015)
Hartford, CT

THOMAS L.G. DWYER (2015)
Johnson & Wales University

JOHN F. GABRANSKI (2015)
Haydenville, MA

WILLIAM F. KENNEDY (2015)
Boston, MA

KAREN L. MUNCASTER (2015)
Boston Architectural College

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Auburn, ME

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Dr. Driss Ouauouicha
President
Al Akhawayn University
PO Box 104 Hassan II Avenue
53000 Ifrane, Morocco

Dear President Ouauouicha:

It is my pleasure to inform you that at its meeting on November 16, 2012, the Commission on Institutions of Higher Education took the following action with respect to Al Akhawayn University:

that Al Akhawayn University be granted candidacy status by the Commission on Institutions of Higher Education effective March 7, 2012;

that the institution undergo a biennial evaluation in Fall 2014 and the report prepared in advance of the evaluation give emphasis to the University's success in:

1. demonstrating its success in planning through the further implementation of its current strategic plan;
2. ensuring appropriate communication within the institution, including between the board and the faculty, staff, and students and, as the University begins its next strategic planning process about institutional plans, priorities, and decisions;
3. continuing to strengthen the liberal arts components of the undergraduate degree, including more freedom in course selection and direct alignment with the Commission's *Standards for Accreditation*;
4. providing appropriate support for faculty through newly constituted committees, increased clarity in job descriptions, appropriate increases in faculty compensation, ensuring time for research, and consistent with the institution's goals, increasing the representation of women on the faculty;
5. ensuring that the treatment of endowment asset sales (bonds), and treatment of interest, dividends, and gains from the sale of stock are reported in a manner consistent with US GAAP accounting standards;

Dr. Driss Ouaouicha
December 19, 2012
Page 2

that the submission of the report be followed by a visit to validate its contents;

that Al Akhawayn University undergo a comprehensive evaluation for candidacy no later than Spring 2017.

The Commission gives the following reasons for its action.

Al Akhawayn University is granted candidacy status based upon the Commission's finding that the institution meets the Criteria for Candidacy (enclosed). We concur with the visiting team that Al Akhawayn University (AUI) has a clearly defined mission appropriate to higher education that serves as a powerful positive force in the institution, serving to engage and mobilize its constituents. We congratulate AUI on its significant planning and evaluation efforts that are systematic, broad-based, and appropriate to the institution. Intended Learning Outcomes (ILOs) are articulated for the common core and all undergraduate programs, each reflecting the appropriate level of student achievement expected in a given course or program. The University is developing an impressive record of monitoring retention and graduation rates as measures of student success, and we note with appreciation the very impressive level of job placement on the part of graduates. With a strong, visionary leader, a talented group of administrators, staff, and faculty, an effective and engaged board, AUI is accomplishing its immediate purposes and is well positioned for further development and success.

Commission policy requires that candidate institutions undergo a biennial evaluation near the mid-point of their candidacy period. The items identified for emphasis in the report prepared for the Fall 2014 evaluation are related to our standards on *Planning and Evaluation, Organization and Governance, The Academic Program, Faculty, and Financial Resources*.

AUI is in the midst of implementing its current strategic plan, *A Commitment to Excellence Strategic Plan 2010-2014*; the plan has seven priorities for the University that address the educational system, governance, facilities, international profile, research, budgeting, accreditation and recognition. Consistent with our standard on *Planning and Evaluation*, the report prepared in advance of the Fall 2014 evaluation will afford the University an opportunity to demonstrate that it is developing "a demonstrable record of success in implementing the results of its planning" (2.4).

We also look forward through the Fall 2014 evaluation report to learning of the University's success in increasing internal communication, including between the board and the faculty, staff and students. Further, we concur with the visiting team that AUI's institutional success will be enhanced by a much more robust program of communication throughout the organization encompassing information about important decisions, updates on progress achieved and priorities, reasons behind decisions, and opportunities and mechanisms for all constituencies to voice their views and share ideas. This increased communication can help ensure that future planning efforts benefit from the informed perspectives of faculty, administrators and staff. The dimensions of communication are addressed in our standards on *Organization and Governance and Planning and Evaluation*:

The institution's system of governance involves the participation of all appropriate constituencies and includes regular communication among them. (3.1)

Utilizing the institutional governance structure, the board establishes and maintains appropriate and productive channels of communication among its members and with the institutional community. Its role and functions are effectively carried out through

Dr. Driss Ouaouicha
 December 19, 2012
 Page 3

Planning and evaluation are systematic, comprehensive, broad-based, integrated, and appropriate to the institution. They involve the participation of individuals and groups responsible for the achievement of institutional purposes. Results of planning and evaluation are regularly communicated to appropriate institutional constituencies. (2.1)

The report prepared for the biennial evaluation in Fall 2014 will also afford the University an opportunity to convey its progress in strengthening the liberal arts component of the program including closer alignment with the expectations articulated in the *Standards for Accreditation* and providing more opportunity for student choice in this portion of the curriculum. We share the concern of the team that particularly for students majoring in engineering and business courses now considered part of the University Common Core are more often pre-requisites in technical fields than courses reflecting a liberal arts perspective. Our standard on *The Academic Program* includes these expectations:

The general education requirement is coherent and substantive. It embodies the institution's definition of an educated person and prepares students for the world in which they will live. The requirement informs the design of all general education courses, and provides criteria for its evaluation, including the assessment of what students learn. (4.16)

The general education requirement in each undergraduate program ensures adequate breadth for all degree-seeking students by showing a balanced regard for what are traditionally referred to as the arts and humanities, the sciences including mathematics, and the social sciences. General education requirements include offerings that focus on the subject matter and methodologies of these three primary domains of knowledge as well as on their relationships to one another. (4.17)

An additional area of focus for the biennial report is an update on the University's success in providing support for faculty through the newly constituted governance structures, increase in clarity in job descriptions, appropriate increases in faculty compensation, ensuring time for research, and consistent with the University's goals, increasing the representation of women on the faculty. These investments provide a comprehensive approach to human capital development with respect to the faculty, one of the University's chief assets. We note that the governance mechanisms for faculty participation are largely new and will require time to develop. Also, we are gratified to learn of the University's commitment to ensuring that faculty compensation and support are at levels appropriate for the institution to continue to attract and retain a well-qualified, dedicated and increasingly diverse faculty. Our standards on *Organization and Governance* and *Faculty* provide guidance in these matters:

Faculty exercise an important role in assuring the academic integrity of the institution's educational programs. Faculty have a substantive voice in matters of educational programs, faculty personnel, and other aspects of institutional policy that relate to the areas of responsibility and expertise. (3.12)

Responsibilities of teaching faculty include instruction and the systematic understanding of effective teaching/learning processes and outcomes in courses and programs for which they share responsibility; additional duties may include such functions as student advisement, academic planning, and participation in policy-making, course and curricular development, research, and institutional governance. (5.3)

[C]ompatible with its mission and purposes, [the institution] addresses its own goals for the achievement of diversity among its faculty (5.4)

Faculty are accorded reasonable contractual security for appropriate periods consistent

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ensure the institution's continued ability to attract and maintain an appropriately qualified instructional staff whose profile is consistent with the institution's mission and purposes (5.6)

Faculty assignments and workloads are consistent with the institution's mission and purposes. They are equitably determined to allow faculty adequate time to provide effective instruction, advise and evaluate students, contribute to program and institutional assessment and improvement, continue professional growth, and participate in scholarship, research, creative activities and service compatible with the mission and purposes of the institution. Faculty workloads are reappraised periodically and adjusted as institutional conditions change. (5.7)

Finally, we ask that the report prepared in advance of the biennial evaluation address a matter related to our standard on *Financial Resources*. We are pleased to note that the audited financial statements reveal that AUI has ample cash balances and is generating operating surpluses. So that the Commission can have a fuller understanding of the University's financial resources, we ask that the report prepared for the Fall 2014 evaluation address the treatment of endowment asset sales (bonds), and treatment of interest, dividends, and gains from the sale of stock reported in a manner consistent with US GAAP accounting standards.

The submission of the report will be followed by a visit to validate its contents.

The scheduling of a comprehensive evaluation no later than Spring 2017 is consistent with the Commission's Policy on the Meaning of Candidacy, a copy of which is enclosed.

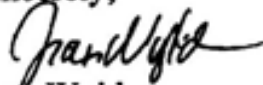
The Commission expressed appreciation for the self-study prepared by Al Akhawayn University and for the report submitted by the visiting team. The Commission also welcomed the opportunity to meet with you and Dr. David Angel, team chair, during its deliberations.

You are encouraged to share this letter with all of the institution's constituencies. It is Commission policy to inform the chairperson of the institution's governing board of action on its accreditation status. In a few days we will be sending a copy of this letter to Mr Abdellatif Jouahri. The institution is free to release information about the evaluation and the Commission's action to others, in accordance with Commission policy.

The Commission hopes that the evaluation process has contributed to institutional improvement. It appreciates your cooperation with the effort to provide public assurance of the quality of higher education among institutions affiliated with the Commission.

If you have any questions about the Commission's action, please contact Barbara E. Brittingham, Director of the Commission.

Sincerely,



Jean Wyld

JW/sjp

Enclosures

ANNEX 2: List of Research Projects

1. Projects Funded by AUI

School of Science and Engineering

- Ahmed Khallaayoun, Towards low Voltage Renewable energy Integration in Morocco
- Mohamed Abid Ridouan, Smart Grid building: Wireless Sensor Networks for energy-Efficient Management
- Lahcen Laayouni, HPC with general purpose graphics processing units and heterogeneous/hybrid computation
- Mhammed Chraibi, Policy-Based Security Management in the Cloud
- Asmae Khaldoun, Clay-Made Building
- Abdelghani el Asli, Development of a Pilot Unit for Conversion of Waste Cooking Oil into Biodiesel
- Ilham Kissani, Supporting Lean and Green Supply Chains in Moroccan Companies: Simulation, Modeling, Solutions, and Optimization

School of Humanities and Social Sciences

- Said Ennahid, Architecture for the poor: Housing Projects for Muslim Workers
- Connell Monette, Mysticism in the 21st Century

School of Business Administration

- Chihab Benmoussa, Knowledge Management in Morocco: Opportunities and Barriers

2. Projects with External Funding

School	Project	Partner(s)	Funding (MAD)
SHSS	<i>Plan Communal de Développement (PCD)</i>	DGCL, Ifrane City Council	5,000,000
SHSS	<i>Translation of Muwataa</i>	Ministry of Awqaf and Islamic Affairs	1,674,000
SSE	<i>Galileo/METIS (MEdiTerranean Introduction of GNSS Services)</i>	Euro-Med GNSS I Programme	1,056,000
SSE	<i>Settat e-Government</i>	City of Settat	900,000
SSE	<i>Sefrou e-Government</i>	City of Sefrou	950,000
SSE	<i>NACIR: New Application for CPV's; a fast way to improve reliability and Technology Progress.</i>	EU, ONEE	750,000
SSE	<i>NATO Science for Peace and Security: Wind Energy</i>	NATO, Sahara Wind	300,000
SSE	<i>Innotherm: Nanocoating and Testing; a step towards the improvement of CSP reflectors for less intensive maintenance both in terms of labor and water</i>	IRESEN	1,627,373
SSE	<i>Design of small capacity wind energy generator</i>	IRESEN	3,000,000
SSE	<i>National Network of Knowledge Sharing, KariaNet</i>	IDRC	154,000
SSE	<i>Research and Policy Decision Making in Morocco</i>	IDRC	211,000
SSE	<i>NATO- Science for Peace program Grant: Real time Remote Sensing for early Warning and Mitigation of Disasters, including Epidemics</i>	NATO	177,000
SBA	<i>Economic Impact of Coca-Cola System on Moroccan Economy</i>	Coca-Cola	160,000
SBA	<i>Practical Wisdom in Management from Islamic and Christian Traditions</i>	DAAD	877,000
IEAPS	<i>FEMISE+ Edited volumes</i>	FEMISE	620,000
	Total		17,456,373

ANNEX 3: List of Books and Book Chapters

Books

Title	Author(s)	School	Publication/ Publisher
<i>Recrutement, accueil et intégration des étudiants internationaux: Cas de l'université du Québec à Chicoutimi</i>	A. Hassi	SBA	Presses Académiques Francophones, Germany, 2012
<i>Employee Training in Morocco: Insights and Reflections</i>	A. Hassi	SBA	Rabat: Net Publishing, 2012
<i>Catastrophic Bliss</i>	M. Hardy	SHSS	Lewisburg: Bucknell Univ. Press. 2013
<i>The Foundations of Moroccan Foreign Policy</i>	J. Kalpakian T. Baida	SHSS	Portland: Sirius Academic Press, 2013
<i>Teaching Arabic for Non-native Speakers: Listening Skills through Practice (in Arabic)</i>	M. Bounejma	SHSS	Anfoprint t - Lido Fez, 2013
<i>'Labor and Health Economics in the Mediterranean Region: Migration and Mobility of Medical Doctors'</i>	A. Driouchi et al.	IEAPS	IGI-Global, Pennsylvania, USA, 2013
<i>'ICTs for Health, Education, and Socioeconomic Policies: Regional Cases'</i>	A. Driouchi	IEAPS	

Book Chapters

Title	Author(s)	School	Publisher
<i>Analysis of Quality in a Higher Education Institution: AUI, Morocco</i>	A. Legrouri		Beirut, Lebanon: UNESCO, 2013
<i>Education for Sustainable Development in Morocco</i>	A. Legrouri, K. Sendide		Paris: UNESCO, 2013
<i>Violence, the Bitit Canal and the Nile Basin: An asymmetric comparison</i>	J. Kalpakian, A. Legrouri et al		Dordrecht: InTech, 2012
<i>Globalization and Culture: The Three H Scenarios</i>	A. Hassi, G. Storti	SBA	Dordrecht: InTech, 2012
<i>Hassani Arabs in the Azawad: Barabish Relations with Tumbuktu</i>	J. Shoup	SHSS	Paris; L'Harmattan and Yeredon., 2012
<i>Ifrane : d'un centre colonial de villégiature à un chef-lieu de province</i>	A. Marzouk	SHSS	N Gesellschaft, Bayreuth, Germany
<i>Secularism, the Secular, and Secularization</i>	J. Gunn	SHSS	Madrid: Iberoamerican/ Vervuert, 2013
<i>The Monstrous Hero (or Monster-as-Hero): a Celtic Motif in Contemporary Literature</i>	C. Monette	SHSS	Dublin: Four Courts Press, 2013
<i>Rai: North Africa's Music of the Working Class</i>	J. Shoup	SHSS	New York: Routledge, 2013
<i>Encyclopedia of National Dress: Traditional Clothing Around the World</i>	J. Shoup	SHSS	ABC- CLIO Press, 2013.
<i>Moroccan Media in Democratic Transition</i>	B. Zaid	SHSS	PA.: IGI Global., 2013

ANNEX 4: Selected Conferences and Workshops Hosted by AUI

- 6th International Arabic Linguistics Symposium, June 2013
- 1st Annual Leadership Conference: Leadership in Strategic Planning for Realizing Extraordinary Results, June 2013
- 2nd Edition of e-Learning Forum, June 2013
- 10th ACS/IEEE International Conference on Computer Systems and Applications, with the Arab Computing Society (ACS), May 2013
- First Meeting on Training in Renewable Energies in the Mediterranean, with the Mediterranean Institute of Renewable Energies, May 2013
- International Conference on African Digital Libraries and Archives, May 2013
- 6th International Conference on Migration and Development, World Bank & Ministry of Moroccans Living Abroad, May 2013
- E-Week 13 Robotic & Electro-Mechanic, May 2013
- The 2013 Leader of the Year Award, May 2013
- Morocco: History, Culture, and Politics Lecture Series, April 2013
- National Forum of University Entrepreneurship, April 2013
- Sports Symposium on University Sports in Morocco: Expectations and Reality, March 2013
- Microsoft Open Day at AUI, February 2013
- The International Space Apps Challenge, with the National Aeronautics and Space Administration (NASA), April 2013
- Workshop on Biomass and Biogas, with GIZ Germany and ADEREE, November 2012
- Symposium on Decentralization, Extended Regionalization and the Human Capital: Perspectives, Challenges, and Leading Practices, November 2012
- Workshop on International Relations Theory – Views Beyond the West, October 2012
- Collaborative Workshop to Innovate, Accelerate, and Integrate Your Entrepreneurship Program, September 2012
- Dissemination Workshop: Participative and Adaptive Experimentation of Management Models for Forestry Resources in the Atlas Mountains, September 2012

Planned

- First Global Conference on Public Policy and Administration in the Middle East: Sound Governance, the Key to Peace and Prosperity in the Middle East, November 2013

ANNEX 5: Financial Data**Cost and selling price of a credit (MAD)**

	2011-2012	SSE	SBA	SHSS	LC	
A	Salary cost of credit sold	997.32	771.75	904.13	1,034.82	
B	Cost- school credit sold	1,560.67	823.25	1,085.73	1,367.35	
C	Total cost of credit sold	2,686.76	1,795.06	2,080.68	2,242.72	
D	Cost-school Bachelor degree	210,691.01	106,199.55	136,802.41		
E	Total cost of Bachelor degree	362,711.98	231,562.95	262,165.91		
F	Cost-school Master degree	43,698.88	32,06.84	38,000.67		
G	Total cost Master degree	75,229.15	70,007.40	72,823.86		
J	Bachelor margin/total cost (Price – C)	Moroccan students	- 886.76	4.94	- 280.68	- 442.72
		International students	13.24	904.94	619.32	457.28
K	Master margin/ total cost (Price – C)	Moroccan students	- 436.76	454.94	169.32	7.28
		International students	688.24	1,579.94	1,294.32	1,132.28

Budget financing (MAD)

Budget	2012-2013	2012-2013	2013-2014
	Forecast	Implementation	Forecast
Total revenue	239,854,000	245,038,000	260,105,000
Operating budget	220,872,000	225,400,000	249,065,000
Revenues – operating expenses	18,982,000	19,638,000	11,040,000
Investment budget	95,242,000	88,148,000	58,550,000

Investment financing (MAD)

Revenue surplus over operating expenses	18,982,000	19,638,000	11,040,000
Loan from MHIA	40,000,000	10,000,000	
Bank loan			20,000,000
Savings of the University	36,260,000	58,510,000	27,510,000
TOTAL	95,242,000	88,148,000	58,550,000

Financial Resources: Statement of Revenue and Expenses (USD)

FISCAL YEAR ENDS	2010-2011	2011-2012	2012-2013
TUITION & FEES	\$ 14 840 339,83	\$ 14 551 263,25	\$ 15 127 528,40
ROOM AND BOARD	\$ 2 409 666,17	\$ 2 318 692,80	\$ 2 345 122,56
LESS: FINANCIAL AID	\$ -2 362 461,95	\$ -2 149 107,07	\$ -2 128 148,05
NET STUDENT FEES	\$ 14 887 544,05	\$ 14 720 848,98	\$ 15 344 502,91
GOVERNMENT GRANTS & CONTRACTS	\$ 4 937 764,84	\$ 4 539 130,48	\$ 4 269 230,80
PRIVATE GIFTS, GRANTS & CONTRACTS	\$ -	\$ 424 516,85	\$ 188 429,98
OTHER AUXILIARY ENTERPRISES	\$ 5 314 001,93	\$ 5 452 438,30	\$ 6 190 766,02
ENDOWMENT INCOME USED IN OPERATIONS			
OTHER REVENUE (specify):	\$ 981 853,21	\$ 1 084 285,86	\$ 1 034 821,25
NET ASSETS RELEASED FROM RESTRICTIONS			
TOTAL OPERATING REVENUES	\$ 26 121 164,03	\$ 26 221 220,47	\$ 27 027 750,96
OPERATING EXPENSES			
INSTRUCTION	\$ 8 553 112,72	\$ 8 056 129,87	\$ 9 000 150,51
RESEARCH	\$ 699 716,99	\$ 1 092 802,86	\$ 1 029 648,84
PUBLIC SERVICE	\$ 157 276,43	\$ 140 468,44	\$ 156 928,59
ACADEMIC SUPPORT	\$ 1 846 131,86	\$ 2 368 809,80	\$ 2 646 387,91
STUDENT SERVICES	\$ 1 721 873,73	\$ 1 784 775,86	\$ 1 993 916,64
INSTITUTIONAL SUPPORT	\$ 2 029 993,94	\$ 2 722 787,99	\$ 3 041 845,42
FUNDRAISING AND ALUMNI RELATIONS			
OPERATION, MAINTENANCE OF PLANT (if not allocated)	\$ 1 566 843,57	\$ 1 100 243,74	\$ 1 214 514,47
SCHOLARSHIPS & FELLOWSHIPS (Cash refunded by public institutions)			
AUXILIARY ENTERPRISES	\$ 5 456 935,04	\$ 5 316 484,95	\$ 5 939 472,87
DEPRECIATION (if not allocated)	\$ 7 598 170,48	\$ 4 754 827,84	\$ 4 825 200,00
OTHER EXPENSES (specify):	\$ 181 531,59	\$ 74 711,07	\$ 154 774,12
OTHER EXPENSES (specify):	\$ 91 383,82	\$ 75 711,22	
TOTAL OPERATING EXPENDITURES	\$ 29 902 970,17	\$ 27 487 753,64	\$ 30 002 839,38
CHANGE IN NET ASSETS FROM OPERATIONS	\$ -3 781 806,14	\$ -1 266 533,17	\$ -2 975 088,42
NON OPERATING REVENUES			
STATE APPROPRIATIONS (NET)	\$ 123 787,11	\$ 132 954,66	\$ 127 375,91
INVESTMENT RETURN	\$ 5 485 629,37	\$ 2 657 717,99	\$ 2 599 665,54
INTEREST EXPENSE (public institutions)			
GIFTS, BEQUESTS & CONTRIBUTIONS NOT USED IN OPERATIONS			
OTHER (specify):	\$ 2 959,84	\$ 145 389,80	\$ 1 021 411,72
OTHER (specify):			
NET NON OPERATING REVENUES	\$ 5 612 376,33	\$ 2 936 062,44	\$ 3 748 453,17
INCOME BEFORE OTHER REVENUE SEXPENSES, GAINS, OR LOSSES	\$ 1 830 570,19	\$ 1 669 529,28	\$ 773 364,74
CAPITAL APPROPRIATIONS (public institutions)			
OTHER			
TOTAL INCREASE/DECREASE IN NET ASSETS	\$ 1 830 570,19	\$ 1 669 529,28	\$ 773 364,74