جامعة الأخوين

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

SELF-STUDY FOR ACCREDITATION

NEASC 2017

Al Akhawayn University in Ifrane
Morocco

TABLE OF CONTENTS

LIST OF ABBREVIATIONS

AAC	Administrative Advisory Council
ABET	Accreditation Board for Engineering and Technology
AC	Academic Council
AMICAL	AMerican International Consortium of Academic Libraries
ARANAS	ARAbic and North African Studies
AUI	Al Akhawayn University in Ifrane
AVPAA	Assistant Vice President for Academic Affairs
BBA	Bachelor of Business Administration
BOT	Board of Trustees
BS	Bachelor of Science
BSCSC	Bachelor of Science in Computer SCience
BSEMS	Bachelor of Science in Engineering and Management Science
BSGE	Bachelor of Science in General Engineering
CAD	Center for Academic Development
CDD	*Contrat à Durée Déterminée* (fixed-period contract)
CDI	*Contrat à Durée Indéterminée* (open contract)
CEA	Commission on English Language Program Accreditation
CEO	Chief Executive Officer
CFO	Chief Finance Officer
CLE	Center for Learning Excellence
CLT	Center for Learning Technologies
CNSS	*Caisse Nationale de Sécurité Sociale* (Social Security Provider for Private Entities)
CTLE	Center for Teaching and Learning Excellence
EEC	Executive Education Center
EPAS	European Program Accreditation System
ERP	Enterprise Resource Planning
ETS	Educational Testing Services
GAT	General Admission Test
GM	Grounds and Maintenance
GMAT	Graduate Management Admission Test
GPA	Grade Point Average
HR	Human Resources
HRD	Human Resource Development
HRO	Human Resource Office
HVAC	Heating Ventilation and Air Conditioning
iBT	Internet Based TOEFL
ICSA	International Computer Security Association
ICT	Information and Communication Technology
IDRC	International Development Research Center
IEAPS	Institute of Economic Analysis and Prospective Studies
IEP	Intensive English Program
ILO	Intended Learning Outcome
ILS	Integrated Library System
IS	International Studies

ISDN	Integrated Services Digital Network
IT	Instructional Technology
ITIL	Information Technology Infrastructure Library
ITS	Information Technology and Services
KOICA	Korean International Cooperation Agency
KPI	Key Performance Indicator
LC	Language Center
LDI	Leadership Development Institute
MAD	Moroccan Dirhams
MAIS	Master of Arts in Islamic Studies
MAISD	Master of Arts in International Studies and Diplomacy
MBA	Master of Business Administration
MSCN	Master of Science in Computer Networks
MSCSC	Master of Science in Computer SCience
MSISS	Master of Science in Information Systems Security
MSSE	Master of Science in Software Engineering
MSSEM	Master of Science in Sustainable Energy Management
NAMES	North African and Middle Eastern Studies
NATO	North Alliance Treaty Organization
NSS	Network Security Services
OCLC	Online Computer Library Catalog
OIP	Office of International Programs
OIRE	Office of Institutional Research and Effectiveness
OISE/UT	Ontario Institute for Studies in Education at the University of Toronto
SAO	Student Activities Office
SAT	Scholastic Aptitude Test
SBA	School of Business Administration
SCH	Semester Credit Hour
SGA	Student Government Association
SHSS	School of Humanities and Social Sciences
SIEP	Super Intensive English Program
SP	Strategic Planning
SSE	School of Science and Engineering
TOEFL	Test Of English as a Foreign Language
URP	Undergraduate Research Program
USD	United States Dollars
VP	Vice President
VPAA	Vice President for Academic Affairs
VPFA	Vice President for Finance and Administration
VPSA	Vice President for Student Affairs
WAC	Writing Across the Curriculum
WPT	Writing Placement Test

INSTITUTIONAL CHARACTERISTICS FORM

This form is to be completed and placed at the beginning of the self-study report:

Date 13 January 2017

1. Corporate name of institution: **Al Akhawayn University in Ifrane**

2. Date institution was chartered or authorized: **03 August 1993**

3. Date institution enrolled first students in degree programs: **16 January 1995**

4. Date institution awarded first degrees: **13 February 1999**

5. Type of control:

   Public   Private

   ☐ State   ☒ **Independent, not-for-profit**

   ☐ City   ☐ Religious Group

   ☐ Other   (Name of Church) _____

   (Specify) _____   ☐ Proprietary

                                              ☐ Other: (Specify) _____

6. By what agency is the institution legally authorized to provide a program of education beyond high school, and what degrees is it authorized to grant?

   The Moroccan Ministry of Higher Education

7. Level of postsecondary offering (check all that apply)

   ☐ Less than one year of work   ☐ First professional degree

   ☐ At least one but less than two years   ☒ **Master's and/or work beyond the first professional degree**

   ☐ Diploma or certificate programs of at least two but less than four years   ☐ Work beyond the master's level but not at the doctoral level (e.g., Specialist in Education)

   ☐ Associate degree granting program of at least two years   ☐ A doctor of philosophy or equivalent degree

   ☒ **Four- or five-year baccalaureate degree granting program**   ☐ Other doctoral programs _____

                                                    ☐ Other (Specify)

8. Type of undergraduate programs (check all that apply)

    ☐ Occupational training at the crafts/clerical level (certificate or diploma)

    ☒ **Liberal arts and general**

    ☐ Occupational training at the technical or semi-professional level (degree)

    ☐ Teacher preparatory

    ☐ Two-year programs designed for full transfer to a baccalaureate degree

    ☐ Professional

    ☐ Other_____

9. The calendar system at the institution is:

    ☒ **Semester**   ☐ Quarter   ☐ Trimester   ☐ Other_____

10. What constitutes the credit hour load for a full-time equivalent (FTE) student each semester?

    a) **Undergraduate** ____15____ **credit hours**

    b) **Graduate** ____12____ **credit hours**

    c) Professional _____ credit hours

11. Student population:

    a) Degree-seeking students:

	Undergraduate	Graduate	Total
Full-time student headcount	1,977	120	2,173
Part-time student headcount	0	72	72
FTE	1,640	105	1,745

    b) Number of students (headcount) in non-credit, short-term courses: 0

12. List all programs accredited by a nationally recognized, specialized accrediting agency.

Program	Agency	Accredited since	Last Reviewed	Next Review
Language Center Intensive English Program	CEA	2009	2014	2024
School Business Administration, BBA	EFMD EPAS accred.	2010	2016	2020
School of Science and Engineering, BSCSC	ABET	2010	2016	2020

13. Off-campus Locations. List all instructional locations other than the main campus. For each site, indicate whether the location offers full-degree programs or 50% or more of one or more degree programs. Record the full-time equivalent enrollment (FTE) for the most recent year.
Add more rows as needed.

	Full degree	50%-99%	FTE
A. In-state Locations			
Executive Education Center, Casablanca	Part Time MBA Executive MBA		
B. Out-of-state Locations	N/A		

14. International Locations: For each overseas instructional location, indicate the name of the program, the location, and the headcount of students enrolled for the most recent year. An overseas instructional location is defined as "any overseas location of an institution, other than the main campus, at which the institution matriculates students to whom it offers any portion of a degree program or offers on-site instruction or instructional support for students enrolled in a predominantly or totally on-line program." Do not include study abroad locations.

N/A

15. Degrees and certificates offered 50% or more electronically: For each degree or Title IV-eligible certificate, indicate the level (certificate, associate's, baccalaureate, master's, professional, doctoral), the percentage of credits that may be completed on-line, and the FTE of matriculated students for the most recent year. Enter more rows as needed.

N/A

16. Instruction offered through contractual relationships: For each contractual relationship through which instruction is offered for a Title IV-eligible degree or certificate, indicate the name of the contractor, the location of instruction, the program name, and degree or certificate, and the number of credits that may be completed through the contractual relationship. Enter more rows as needed.

Name of contractor	Location	Name of program	Degree or certificate	# of credits
Ministry of Habous and Islamic Affairs	Ifrane	Islamic Studies	Master	48
Ministry of Foreign Trade	Ifrane	International Trade	MSc	48

17. List by name and title the chief administrative officers of the institution. (Use the table on the following page.)

See table on page viii.

18. Supply a table of organization for the institution. While the organization of any institution will depend on its purpose, size and scope of operation, institutional organization usually includes four areas. Although every institution may not have a major administrative division for these areas, the following outline may be helpful in charting and describing the overall administrative organization:

   a) Organization of academic affairs, showing a line of responsibility to president for each department, school division, library, admissions office, and other units assigned to this area;

   b) Organization of student affairs, including health services, student government, intercollegiate activities, and other units assigned to this area;

   c) Organization of finances and business management, including plant operations and maintenance, non-academic personnel administration, IT, auxiliary enterprises, and other units assigned to this area;

   d) Organization of institutional advancement, including fund development, public relations, alumni office and other units assigned to this area.

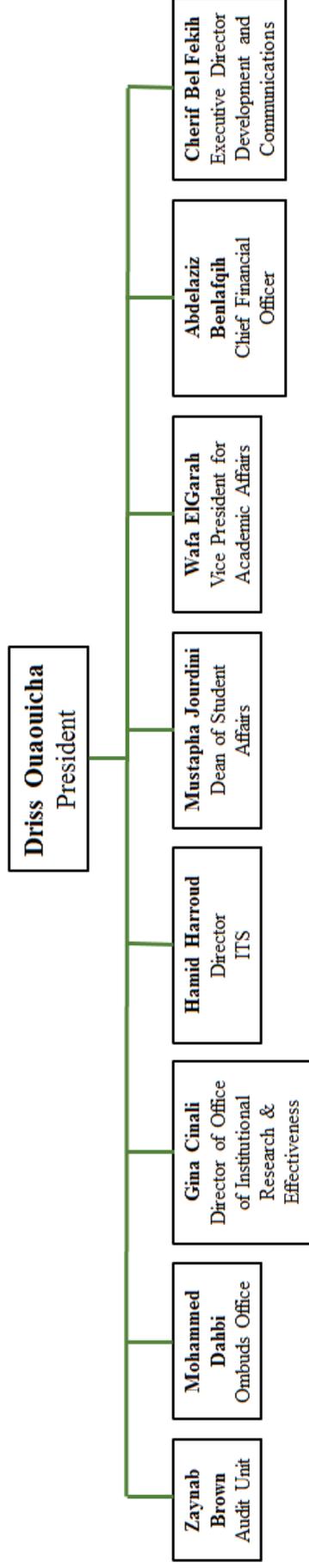   *See pages ix through xiii.*

19. Record briefly the central elements in the history of the institution:

   See Chronology of Al Akhawayn University in Ifrane, pages xiv through xviii.
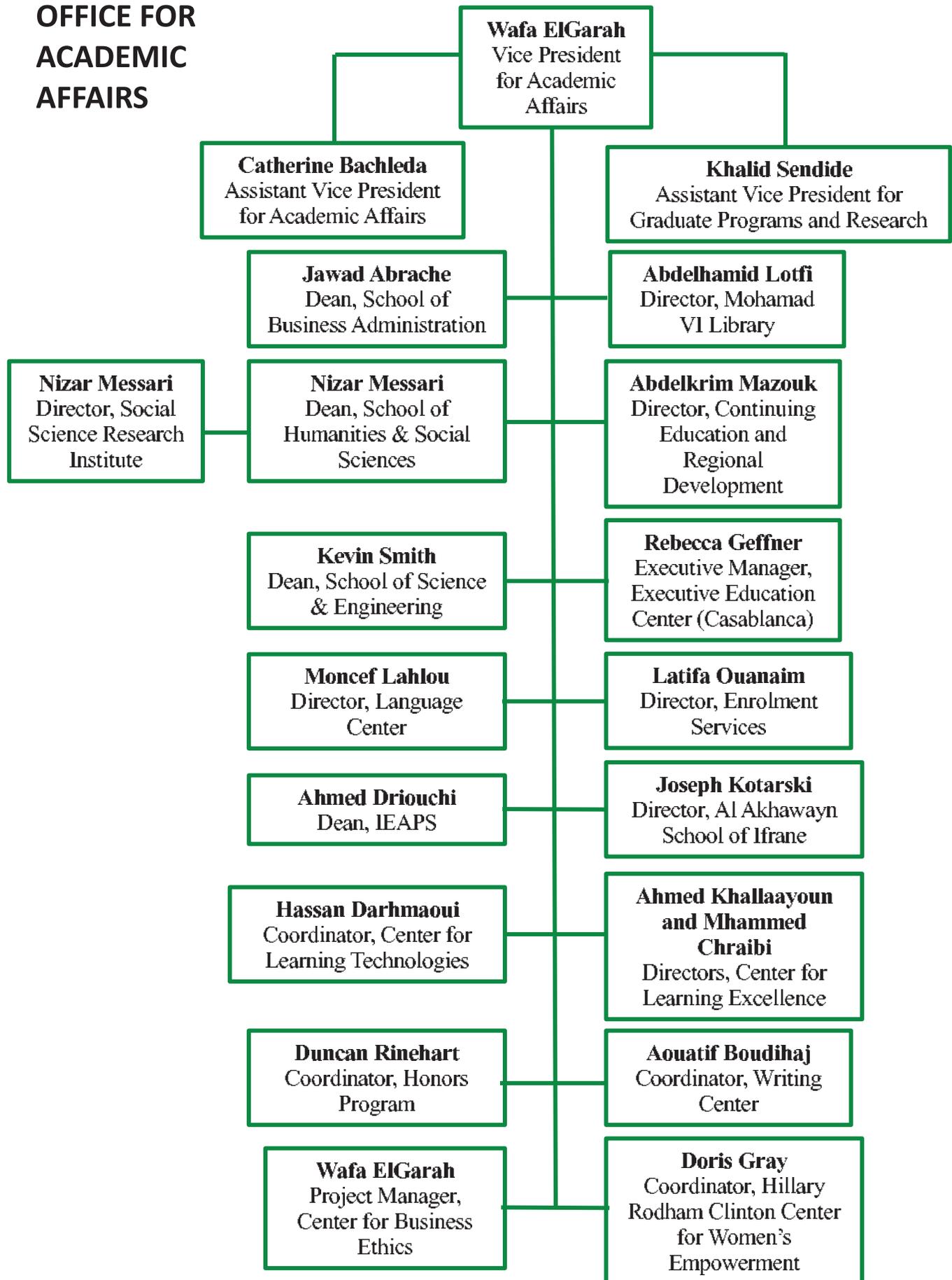
CHIEF INSTITUTIONAL OFFICERS

Function or Office	Name	Exact Title	Year of Appointment
Chair Board of Trustees	Mr. Abdellatif JOUAHRI	Chancellor of the Board of Trustees	2004
President/CEO	Dr. Driss OUAOUICHA	President	2008
Chief Academic Officer	Dr. Wafa ELGARAH	Vice President for Academic Affairs	2016
School of Humanities and Social Sciences	Dr. Nizar MESSARI	Dean	2012
School of Science and Engineering	Dr. Kevin SMITH	Dean	2014
School of Business Administration	Dr. Jawad ABRACHE	Dean	2016
Language Center	Dr. Moncef LAHLOU	Director	1995
Chief Financial Officer	Mr. Abdelaziz BENLAFQIH	Chief Finance Officer	2016
Chief Student Services Officer	Dr. Mustapha JOURDINI	Dean of Student Affairs	2016
Institutional Research/Assessment/ Planning	Ms. Gina Pia CINALI	Director of Office of Institutional Research and Effectiveness	2016
Development + Chief Information Officer + Public Relations	Dr. Cherif BELFEKIH	Executive Director of Development and Communication	2014
Library	Dr. Abdelhamid LOTFI	Director Mohammed VI Library	2003
Continuing Education	Dr. Abdelkrim MARZOUK	Director Continuing Education and Regional Development	2016
Grants/Research	Dr. Khalid SENDIDE	Assistant Vice President for Graduate Programs and Research	2015
Admissions	Mrs. Latifa OUANAIM	Director of Enrollment Services	2005
Registrar	Mr Smail MOJAHID	Registrar	2016
Financial Aid	Mr. Abdellah ALAOUI	Financial Aid Officer	2005
Alumni Association	Ms. Lamia BAZIR	President	2016

OFFICE OF THE PRESIDENT

Driss Ouaouicha
President

Zaynab Brown
Audit Unit

Mohammed Dahbi
Ombuds Office

Gina Cinali
Director of Office of Institutional Research & Effectiveness

Hamid Harroud
Director ITS

Mustapha Jourdini
Dean of Student Affairs

Wafa ElGarah
Vice President for Academic Affairs

Abdelaziz Benlafqih
Chief Financial Officer

Cherif Bel Fekih
Executive Director Development and Communications

OFFICE FOR ACADEMIC AFFAIRS

Wafa ElGarah
Vice President for Academic Affairs

Catherine Bachleda
Assistant Vice President for Academic Affairs

Khalid Sendide
Assistant Vice President for Graduate Programs and Research

Jawad Abrache
Dean, School of Business Administration

Abdelhamid Lotfi
Director, Mohamad VI Library

Nizar Messari
Director, Social Science Research Institute

Nizar Messari
Dean, School of Humanities & Social Sciences

Abdelkrim Mazouk
Director, Continuing Education and Regional Development

Kevin Smith
Dean, School of Science & Engineering

Rebecca Geffner
Executive Manager, Executive Education Center (Casablanca)

Moncef Lahlou
Director, Language Center

Latifa Ouanaim
Director, Enrolment Services

Ahmed Driouchi
Dean, IEAPS

Joseph Kotarski
Director, Al Akhawayn School of Ifrane

Hassan Darhmaoui
Coordinator, Center for Learning Technologies

Ahmed Khallaayoun and Mhammed Chraibi
Directors, Center for Learning Excellence

Duncan Rinehart
Coordinator, Honors Program

Aouatif Boudihaj
Coordinator, Writing Center

Wafa ElGarah
Project Manager, Center for Business Ethics

Doris Gray
Coordinator, Hillary Rodham Clinton Center for Women's Empowerment

STUDENT AFFAIRS

Mustapha Jourdini Dean of Student Affairs

Khalid Mrabet
Associate Dean of Student Affairs and Director of Housing

Amy Fishburn
Director, Office of International Programs

Hicham Hafid
Coordinator, Restaurant Services

Adel Kamane
Director, Athletics Department

Yasmine Bahaji
Director, Student Activities

Adnane Guennoun
Physician/Manager, Health Center

Aure Veyssière
Counseling Services

Imad Ghomri
Manager, Bookstore/Campus Store

Duncan Rinehart
Coordinator, Leadership Development Institute

Imam Slimane Khanjari Rev. Karen Thomas Smith
Interfaith Office

Malika Iguenfer
Interim Director, Azrou Center for Community Development

FINANCE AND ADMINISTRATION

Abdelaziz Benlafqih
Chief Financial Officer

Abdelhak Ben Seddik
Director, Business Office

Said Nouamani
Director, Human Resources and Administration

Lhoussaine Oumaidi
Acting Manager, Purchasing

Mohamed Jadid
Director, Grounds and Maintenance

Larbi Hariz
Director, Security

DEVELOPMENT AND COMMUNICATION

Cherif Bel Fekih
Executive Director, Development and Communications

- **Soukaina Ouarab**
  Internal Communications

- **Marwa Tellal**
  Consultant, External Communications

- **Abdelouhab Taoufiq**
  Events Coordinator & Webmaster

- **Amal Mrhailaf**
  Alumni Services

- **Adel Elbouzagaoui**
  Graphic Design

- **Adel Abaab**
  Virtual Media Manager

Table of CIHE Actions, Items of Special Attention or Concerns

As per CIHE letter dated 28 April 2016

Action / Concern	Standard(s)	Page(s) that address each action / concern
Implement a comprehensive approach to assessing student achievement that fosters program improvement.	4, 6, and 8	17, 22, 25, 29, 47, 52, 57, 84, 86, 87, etc.
Ensure that cross-listed courses open to both undergraduate and graduate students are set at an appropriate standard of student achievement for the degree awarded.	4	25
Develop financial statements that are fully compliant with U.S. Generally Accepted Accounting Principles.	7	67, 75

INTRODUCTION

The work on this self-study began at the end of Summer 2015. Members from AUI community were identified, some volunteers and others coopted for the five different committees formed. One administrator and one faculty were appointed as co-chairs, and the two of them, together with the chairs of the five committees, formed the steering committee. Committees started holding regular meetings and the steering committee met once a week to report on the progress of their work, discuss it, share results, make suggestions, and decide on the following week's agenda.

The self-study document involved all areas of Al Akhawayn University in an in-depth process of reflection and self-examination. Addressing the concerns raised in the 2012 visit and the biennial review of 2014, trying to assure accuracy and thoroughness in meeting the nine standards, and making sure the document reflected the accomplishments, challenges, and overall growth of the Institution, were the guiding principles behind the write-up of the document. These efforts were run in parallel with two other efforts: educating the community about the nine standards, eliciting input, and preparing materials to accompany the self-study.

An initial draft was completed by the different committees in Spring 2016, which was then assembled and reviewed by the co-chairs and sent back to committees for input. In Summer 2016, two members attended the special self-study workshop NEASC organized for the benefit of institutions, for which a comprehensive evaluation was coming up. With valuable lessons learnt from this workshop, the document was reviewed, and completed during Fall 2016. The document underwent another round of reading and revision, with the goal of reflecting the state of Al Akhawayn University in 2016. The final product reflects the work of the steering committee and of the five different committees representing a total of 45 faculty, staff, and students, in addition to input from the different stakeholders of the University.

In the body of the narrative, we have used an exchange rate of 1 USD to 10 MAD (Moroccan dirhams) for the sake of simplicity. In the official financial documents of Standard 7 for fiscal year 2016; however, we have used the spot exchange rate of 1 USD to 9.72 MAD for July 31, 2016, the last day of the period audited.

Each standard is introduced with a summary box presenting 3 to 5 strengths and projections for the future, and ends with the corresponding data first forms, which reflect the state of the University in Fall 2015. The narrative encompasses institutional events and improvements through Fall 2016. An updated set of data first forms covering Fall 2016 will be made available prior to the team's visit.

SELF-STUDY COMMITTEES AND AUTHORS

A number of people have contributed to the production of this Self-Study for AUI's initial accreditation. Five committees, as detailed below, were responsible for compiling the self-report narrative that addresses each of the standards. The introductory sections, appendices, and editing of the self-report narrative were the responsibility of Dr. Moncef Lahlou (Director of the Language Center, Accreditation Liaison Officer, and Co-Chair of the NEASC Accreditation Steering Committee) and Dr. Violetta Cavalli-Sforza (SSE faculty, Coordinator, and Co-Chair of the NEASC Accreditation Steering Committee).

Feedback on early drafts was also received from Dr. Carole Anderson (Vice President, Commission on Institutions of Higher Education, New England Association of Schools and Colleges), and from Dr. Sheldon Ekland-Olson (advisor to AUI).

The **Steering Committee** was responsible for addressing issues, maintaining momentum, guiding and supporting the completion of the Self Study Report.

Committee members: Dr. Wafa Elgarah (Vice President for Academic Affairs,) Dr. Catherine Bachleda (Chairperson of Committee A, Assistant Vice President for Academic Affairs,) Dr. Kevin Smith (Chairperson of Committee B, Dean of SSE,) Dr. Cherif Belfekih (Chairperson of Committee C, Executive Director of Development and Communication and Institutional Research,) Dr. Khalid Sendide (Chairperson of Committee D, Assistant Vice President for Graduate Programs and Research,) Dr. Connell Monette (Chairperson of Committee E, SHSS faculty,) Dr. Jawad Abrache (Dean of SBA,) Dr. Nizar Messari (Dean of SHSS,) Dr. Mustapha Jourdini (Dean of Student Affairs,) Ms. Gina Cinali (Director of the Office of Institutional Research and Effectiveness,) Dr. Violetta Cavalli Sforza (SSE faculty, Coordinator, and Co-Chair of the NEASC Accreditation Steering Committee,) and Dr. Moncef Lahlou (Director of the Language Center, Accreditation Liaison Officer, and Co-Chair of the NEASC Accreditation Steering Committee.)

Committee A was responsible for Standard 1: Mission and Purpose; Standard 2: Planning and Evaluation; Standard 3: Organization and Governance; and Standard 9: Integrity, Transparency, and Public Disclosure.

Chairperson: Dr. Catherine Bachleda.

Committee members: Dr. Nizar Messari (Dean, SHSS,) Dr. Milton Duncan Rinehart (Faculty, SBA and SHSS,) Dr. Emilie Roy (Faculty, SHSS,) Dr. Fouad Chaatit (Faculty, SSE,) Mr. Ali Khejjou (Faculty, Language Center.)

Committee B was responsible for Standard 4: Academic Program.

Chairperson: Dr. Kevin Smith.

Committee members: Ms. Rhizlane Hammoud (Faculty, SBA,) Dr. Bouziane Zaid (Faculty, SHSS,) Dr. Tajje-eddine Rachidi (Faculty, SSE,) Mr. Harit Satt (Faculty, SBA.)

Committee C was responsible for Standard 5: Students, and Standard 8: Educational Effectiveness.

Chairperson: Dr. Cherif Belfekih.

Committee members: Dr. Victoria Hill (Faculty, SBA,) Ms. Gina Cinali (Director, OIRE,) Dr. Rossitsa Varadinova Borkowski (Faculty, SHSS,) Dr. Bouchaib Falah (Faculty, SSE,) Mr. Khalid Mrabet (Associate Dean of Student Affairs and Director of Housing,) Ms. Latifa Ouanaim (Director, Enrolment Services,) Ms. Yasmine Bahaji (Director, Student Activities,) and Ms. Ikram Benseddik (Career and Alumni Officer.)

Committee D was responsible for Standard 6: Teaching, Learning, and Scholarship

Chairperson: Dr. Khalid Sendide.

Committee members: Dr. Asmaa Hilali (Faculty, SBA,) Dr. Awatif Boudihaj (Faculty, SHSS,) Dr. Veronique Van Lierde (Faculty, SSE,) and Mr. Aziz Elhassani (Multi-Media Librarian.)

Committee E was responsible for Standard 7: Institutional Resources

Chairperson: Dr. Connell Monette.

Committee members: Dr. Wafa Elgarah (VPAA,) Dr. Jawad Abrache (SBA Dean,) Dr. Imad Jabbouri (Faculty, SBA,) Dr. Peter Borkowski (Faculty, SHSS,) Dr. Hamid Harroud (ITS Director,) Mr. Brahim El Amiri (VPFA,) Mr. Mohamed Jadid (Director, Grounds and Maintenance,) and Ms. Souad Loukili (Faculty, LC and former HR Coordinator.)

In addition, the work room documents and the soft copies of all of the support documents and appendices were collected and organized by Mr. Aziz Elhassani (Multi-Media Librarian) and Mr. Mohammed Fadel (Cataloguer) from the Library.

CHRONOLOGY OF AL AKHAWAYN UNIVERSITY IN IFRANE

1980s – His Majesty, the Late King Hassan II has growing concerns about the education provided and begins to seriously consider the need for educational reform. Various proposals were made such as an American University in Tangiers.

1985 – French architectural firm of André Paccard produces a two volume blueprint of plans for an American University in Ifrane to His Majesty, the Late King Hassan II.

1989 – In December, a serious oil spill off the Atlantic coast of Morocco from an Iranian oil tanker threatens serious damage to the coastal environment.

1990 – In response, friends of Morocco offer help with expertise or funding and King Fahd bin Abdalaziz of Saudi Arabia sends a contribution of $50 million to help with the clean-up. The expected disaster for Morocco does not materialize because the oil is dispersed by the good winds out into the open ocean and the tanker is towed to the Portuguese island of Madeira.

1990 – Left with the $50 million check unspent, the Moroccan and the Saudi Monarchs agree to use the money to commence the building of a new university based on the American style of education, referring to the solid relation between them through the name of the institution, *Al Akhawayn*, meaning in Arabic *The Two Brothers*.

1992 – The ground breaking ceremony takes place with the Late King Hassan II, the then Crown Prince Abdallah of Saudi Arabia (standing in for King Fahd), and heads of a number of diplomatic missions in Rabat. Work begins and the French architect, Michel Pinseau, is assigned the task of building the University. The plan is for 37 buildings for academic and administrative work in addition to student dorms and a central mosque.

1993 – The Royal decree (*Dahir*) establishing the University is issued.

1994 – The Texas International Education Consortium (TIEC) is hired as a consultant on the academic programs and organizational aspects of the University. Later in the summer of that year, King Hassan II appoints the Inaugural Board of Trustees and the First Executive Team to manage the University.

1995 – January 16 – The University is officially opened by His Majesty King Hassan II and Crown Prince Abdallah of Saudi Arabia. Al Akhawayn begins with 289 students and 33 faculty.

1995 – A pre-K to 12 School based on the American system and affiliated with the University opens for students – mainly children of AUI faculty and staff.

1997 – Student registration continues to rise and the total number reaches 731.

1998 – To insure better fiscal management of the University, revision of the Board of Trustees takes place.

1998 – Mr. Rachid Benmokhtar is appointed the new President to deal with the financial difficulties.

1999 – The first commencement takes place on February 13, with 172 graduating students (85 undergraduate and 87 graduate students). Mr. Jérôme Bindè; Director of Prospective Studies for UNESCO is the commencement speaker.

1999 – June 19, Hillary Rodham Clinton, the then United States First Lady, is the second commencement speaker. The second commencement has a total 110 students graduating (93 undergraduates and 17 graduates).

1999 – June 19, Hillary Rodham Clinton launches the Hillary Rodham Clinton Women's Empowerment Center.

2000 – The educational reforms for universities initiated by King Hassan II take shape in Morocco based a good deal on the model of Al Akhawayn University. The different Schools launch new programs at Bachelor and Master levels.

2001 – Center for Academic Development opens in order to provide a "bridge-program" to bring entering students up to the level required for their academic courses in terms of study.

2001 – Center of Environmental Issues and Regional Development opens in order to assist local people with sustainable development.

2001 – Faculty research activities receive more encouragement through launching seed grants.

2002 – The Azrou Center for Community Development opens with financial assistance from Prince Abdelaziz of Saudi Arabia and technical and logistical advice from the University of Arkansas. The purpose of the Center is to help local girls in Azrou develop needed skills to be able to find better jobs. The Center also provides literacy courses for adult females and free medical examinations.

2002– The Executive Education Center opens in the Casablanca Technopark.

2004 – The Institute for Economic Analysis and Prospective Studies opens with the assistance of the World Bank. The Institute conducts studies on economic development in Morocco and publishes a number of its studies.

2005 – The University's executives decide that all undergraduate students will benefit from community service and institute a community social internship. The students are asked to help with an ongoing project in a local community and lend some expertise to the project.

2008 – Dr. Driss Ouaouicha is appointed as the third President of Al Akhawayn University.

2009 – The Language Center is accredited by the Commission on English Language Program Accreditation (CEA).

2009– The Center for Learning Technologies (CLT) opens to assist students and faculty with using computer technology in learning and research.

2010 – AUI is granted Eligibility status with the Commission on Institutions of Higher Education (CIHE), of the New England Association of Schools and Colleges (NEASC).

2010– The School of Business Administration receives a 3-year accreditation by the European Foundation for Management Development (EFMD) for the European Program Accreditation System (EPAS).

2010– The School of Science and Engineering receives accreditation for its Computer Science program by the Computing Accreditation Commission (CAC) of the Accreditation Board for Engineering Technology (ABET).

2010– The University contracts a program at the Master's level with the Ministry of Islamic Affairs to help produce graduates better able to deal with today's issues. The participants are selected from among the best of their peers. The program is offered on the main campus in Ifrane, based on the regular procedures for other graduate programs.

2011 – The Honors Program is launched with the Honors Seminar team taught by five faculty from the School of Humanities and Social Sciences and with other classes in all three Schools offering Honors sections in mainly the University Common Core courses.

2011– In keeping with its Strategic Plan, the University hires a person to join the mediation unit and serve as a Welfare Officer for University employees (administrative staff, technical staff and faculty).

2011– The School of Science and Engineering launches the Master of Science in Sustainable Energy Management.

2011– The School of Science and Engineering launches the Master of Science in Information System Security.

2012 – The University is granted Candidacy status by the Commission on Institutions of Higher Education (CIHE) of the New England Association of Schools and Colleges (NEASC).

2012 – The University institutes new open contracts (Contrat à Durée Indéterminée or CDI), for both national and international faculty. The contracts include retirement benefits, health insurance extension, and provision for sabbatical leave.

2012 – The University creates an Administrative Advisory Council (AAC) which operates as an entity of the University governance system to advise the President on matters related to staff within the context of the Liberal Arts character of the University and the service-oriented approach, in accordance with the Strategic Plan.

2012 – The School of Social Science and Humanities launches the Master in North African and Middle Eastern Studies (NAMES).

2013 – The University aligns its financial reporting with GAAP requirements.

2013 – The School of Science and Engineering modifies its engineering program to ensure that it is ABET compliant.

2014 – The School of Business Administration is re-accredited for a three year period by the European Foundation for Management Development (EFMD) for the European Program Accreditation System (EPAS).

2014 – The School of Business Administration prepares to launch a new part-time Master of Science and International Trade in partnership with the Ministry of International Trade, The Korean International Cooperation Agency and CGEM (Confédération Générale des Entreprises du Maroc).

2014 – Work on the new AUI Strategic Plan 2015-2020 commences in May 2014 with the objective of completing the plan before the end of the year.

2014 – The Intensive English Program of the Language Center is re-accredited for a 10 year period by the Commission on English Language Program Accreditation (CEA), in August 2014.

2014 August – A new SSE Dean, Dr. K. Smith, is appointed.

2014 November – NEASC Team Visit to AUI for Biennial Self-Study.

2015 January – New Strategic Plan, Vision 2020, is adopted by the BoT, and all strategic units at AUI commence development of individual strategic plans that align with AUI's main plan, incl. identification of strategic resources required to complete identified goals.

2015 March – SHSS Program, Communication Studies, reviewed.

2015 September – Appointment of a new Assistant Vice President, in charge of Academic Affairs, Dr. C. Bachleda.

2015 September – Appointment of a new Assistant Vice President, in charge of Graduate Programs and Research, Dr. K. Sendide.

2015 October – New athletic building is opened.

2015 October – SHSS Program, Human Resource Development, reviewed.

2015 November – Installation of first biomass heating system on campus.

2016 January – Office of Institutional Research and Effectiveness is established, and Ms. G. Cinali appointed Director of the Office.

2016 February – AUI President and one BoT member appointed on the 13-member board of the recently-created Moroccan ANEAQ, National Agency of Evaluation and Quality Assurance.

2016 February – Appointment of the first female Vice President at AUI, VPAA W. Elgarah.

2016 February – Appointment of a new SBA Dean, Dr. J. Abrache.

2016 February – Appointment of a new HR and Admin Director, Mr. S. Nouamani.

2016 February – SHSS Program, International Studies, reviewed.

2015 March – General Education Unit is established.

2016 April – Appointment of a new DSA, Dr. M. Jourdini.

2016 April – AUI Alumni Association elects a new board, with Ms. L. Bazir as the new president.

2016 June – QS Rankings ranks AUI first university in Morocco, for the 2nd year in a row.

2016 June – AUI selected to partner with QS to conduct awareness programs for Morocco and North Africa.

2016 September – Audit Unit is established, and Ms. Z. Brown appointed Auditor.

2016 September – Ombuds Office is established and Dr. M. Dahbi appointed Ombudsman.

2016 September – Appointment of a new director, Dr. A. Marzouk, for the Continuing Education and Regional Development Center.

2016 October – Appointment of a new CFO, Mr. A. Benlafqih.

2016 October – SSE receives ABET peer review team visit for CSC program re accreditation and GE and EMS initial accreditation.

2016 November – SBA receives EPAS peer review team visit for BBA program re accreditation.

2016 November – Senior students at AUI take the ETS Proficiency Profile Test.

2017 January – Opening of a new academic building (Building 8B.)

INSTITUTIONAL OVERVIEW

Al Akhawayn University is pleased to present this self-study for accreditation to the *Commission on Institutions of Higher Education* of the *New England Association of Schools and Colleges*.

The process of accreditation, in which we have been involved for close to a decade now, has been a great opportunity to learn and develop along recognized processes of good academic practices. At AUI, we made the choice to embark on this journey of international accreditation to foster our commitment to continuously improving our practices and our products to meet international standards.

AUI is a national university that is accredited by the Moroccan state. The faculty, staff, and Board have opted to seek additional, international accreditations. By so doing, we have made the deliberate choice to learn from our international peers, to work more on developing our own identity while at the same time conforming to international standards of quality and integrity in fulfilling our mission.

From the Eligibility status we achieved in 2010, through that of Candidacy in 2012, and the Biennial visit milestone in 2014, our journey through these various enriching stages has been one of continuous growth, self-search, discovery, improvement, and innovation. With the can-do spirit, total commitment, and the involvement that characterize our community, we feel ready for another visit and further feedback.

As a side achievement, we joined regional and international alliances of universities following the same system of American higher education in and outside the USA; these include the GLAA, the AAICU, and the CIC whose membership we have joined and from which we have been learning and improving.

The goals of this self-study were 1) to produce a document that we hope is candid, thorough, purposeful, and that demonstrates that AUI is in compliance with the 9 standards of NEASC accreditation, 2) to identify our strengths and areas that need further improvement relative to each of the 9 standards, 3) to identify opportunities for further improvement and affirm our commitment to assessment, and 4) to do all of this within the context of the six priorities of our strategic plan, our 2020 Vision, and of our motto of "Excellence and Identity".

The two years since our last accreditation visit represent a period of significant growth and change at AUI. During this period, our University has welcomed several new senior leaders, including a new VPAA, a new CFO, and a new DSA. Additionally, a new academic building, a new Fitness Center and the set-up of our first, Office of Institutional Research and Effectiveness have been realized.The preparation of this report was the work of five different committees, totaling some thirty members, representing faculty, staff, and students, guided by two co-chairs, and led by the President of the University. The teamwork of the different committees, and of the steering committee, made up of the chairs of the five committees and the two co-chairs, together with the weekly meetings held, collaboration, and follow up work, helped with the challenges of writing a single document by a relatively large group of people.

Hoping the text will give the reader a full picture of how AUI sees itself today, we welcome any questions or comments.

SELF-STUDY NARRATIVE

STANDARD 1: MISSION AND PURPOSES

Strengths:	**Projections:**
1. Support from the Board; 2. Clear and well understood mission, highly relevant for country and region; 3. Charter and strong support for the mission.	1. All strategic units (academic and non-academic) will have mission statements in symbiosis with the University mission by the end of fall 2016.

DESCRIPTION

The University mission was first described in 1993 in the *Dahir* (Founding Royal Decree) establishing AUI (Std-1.01). The formal mission statement is taken from Article 2 of the *Dahir* bearing law N° 1-93-227, approved by the Council of Ministers, which established AUI in Ifrane on 3rd August 1993, and the University opened its doors to students in January 1995 (Std-1.02). The distinctive character of AUI is outlined in Article 1 as it was set under the Honorary Presidency of His Majesty the King as a not-for-profit institution of higher education and scientific research endowed with moral personality and financial autonomy. Article 2 of the same *Dahir* specifies the mission of the University in terms of higher education programs covering various fields of knowledge, mastery and utilization of advanced technologies, scientific and technical research, continuing education, and contribution to executive education. The mission of the University is regularly revisited during work on strategic plans. Significant revisions took place with the publication of the second Strategic Plan 2010-2014 (Std-2.01), developed with the participation of all University stakeholders. During development of the current 2015-2020 Strategic Plan the mission was reviewed (Std-2.02).

On 12th July 2010, the Board of Trustees adopted the following mission statement:

> "Al Akhawayn University in Ifrane is an independent, public, not-for-profit, coeducational Moroccan University committed to educating future citizen-leaders of Morocco and the world through a globally oriented, English-language, Liberal Arts curriculum based on the American system. The University enhances Morocco and engages the world through leading-edge educational and research programs, including continuing and executive education, upholds the highest academic and ethical standards, and promotes equity and social responsibility."

Besides a mission statement, it is vital to every educational institution to have a compelling vision which guides, encourages, and empowers its stakeholders at all levels. The development of the new strategic plan, called 2020 Vision, was an opportunity to develop a new ambitious and realistic vision that reads as follows:

> "Al Akhawayn University is a leading Liberal Arts institution, among the preeminent universities in Africa, renowned for its excellent academic and executive programs, its innovative research, and its competent and socially responsible graduates" (Std-2.02, p. 12).

The mission and philosophy of the University are built on values that define and defend its intellectual, ethical, and natural environment. These include excellence, identity, intellectual inquiry and freedom, integrity, human dignity and respect, internationality, community engagement and service, leadership and communication, learning centered approach.

APPRAISAL

The mission statement is reflected in everything that AUI does. It is communicated to various constituencies through publications such as the website (Std-1.02), the Catalog (Std-1.03), Faculty Handbook (Std-6.01), Student Handbook (Std-5.01), Staff Handbook (Std-7.01), and Strategic Plan (Std-2.02). It is also displayed in several buildings on campus. The Strategic Plan 2010-2014 (Std-2.01), which replaced that of 2004-2009, was designed to provide specific objectives for advancing AUI's core mission. The new plan, called 2020 Vision, will be discussed in greater detail in the standard on Planning and Evaluation. It sets six priorities to further the mission and the vision of the University as well as its core values. These priorities will contribute to implementing the mission of the University in such areas as student development and success in a global environment, promoting an international perspective along with a sense of social responsibility and equity as well as fostering leading educational and research programs.

The mission of "Enhancing Morocco and Engaging the World" is manifested in the Strategic Plan as evidenced by such initiatives as service-based learning. The Community Involvement Program (Std-1.03, p. 126) aims to enrich students' educational experience through enhanced civic participation, increased awareness, thorough understanding and identification of contemporary social issues. The service-based focus is something AUI is very proud of. In these and other ways, the mission statement is used as a guide to ensure that general goals are translated into specific objectives reflecting the Institution's mission and purpose.

The University re-evaluates the content and pertinence of its mission and purposes periodically, and the implementation of the 2020 Vision has been an opportunity to do so with the involvement of all AUI stakeholders. Academic Units have published mission statements in symbiosis with the University mission and have formulated specific strategic objectives. More recently, non-academic units, as part of being more actively involved in the strategic planning process (see Standard 2), have also been asked to develop a mission statement that aligns with the overall University mission.

Overall, the mission statement of the University is well understood and communicated. Furthermore, periodic review of the University mission is undertaken regularly as part of the University strategic planning process.

PROJECTIONS

All strategic units, academic and non-academic, will, as part of their strategic planning process, have developed mission statements that align with the University mission by the end of spring 2017.

Standard 1: Mission and Purposes

Attach a copy of the current mission statement.

Document		Website location	Date Approved by the Governing Board
Institutional Mission Statement		http://www.aui.ma/en/about/general/history-mission.html	January 2010

Mission Statement published		Website location	Print Publication
Dahir		http://www.aui.ma/images/royal_decree-eng.pdf	
University Catalog		http://www.aui.ma/catalog%202015-2017_Links%20clickable.pdf	Catalog 2015-2017

Related statements *	Website location	Print Publication
SBA Mission Statement	http://www.aui.ma/en/sba.html	Catalog 2015-2017
SSE Mission Statement	http://www.aui.ma/en/sse.html	Catalog 2015-2017
SHSS Mission Statement	http://www.aui.ma/en/shss-menu/shss-mission.html	Catalog 2015-2017
LC Mission Statement	http://www.aui.ma/en/lc-menu/mission.html	Catalog 2015-2017
IEAPS Mission Statement	http://www.aui.ma/en/ieaps/about-us.html	N/A

Please enter any explanatory notes in the box below

* In addition to the above Academic Unit missions, the missions of non-academic strategic units can be viewed as part of Unit strategic plan documents (see Standard 2).

Please note: wherever possible a hardcopy of the above website documents is also available in the Workroom.

STANDARD 2: PLANNING AND EVALUATION

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Strengths:

1. AUI Strategic Plan is in place and is the result of campus-wide consultation.
2. Progress of achievement of strategic goals is evaluated on an annual basis and communicated to University constituencies (AC, AAC, faculty meetings) and through the website.
3. Systematic evaluation is undertaken via internal (regular program review) and external means (ABET, EPAS, CEA, and external experts).

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Projections:

1. By the end of fall 2016, all academic and non-academic units will submit an annual report on progress made toward strategic plan goals and actions.
2. Commencing spring 2017, an annual report summarizing progress made with achievement of the University mission vision and strategic objectives through unit-level activity will be compiled.
3. Commencing fall 2016, OIRE will systematically undertake university-level (versus unit-level) surveys of stakeholders to provide further data for decision makers.

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Planning

DESCRIPTION

Al Akhawayn University has recognized the importance of strategic planning since its early years. The first strategic plan spread over the period 2004-2009. Based on a thorough SWOT analysis, it described broad and ambitious goals.

The University's second strategic plan covered the period 2010-2014 (Std-2.01). Prior to its development, between 2006 and 2009, training on Quality in University Management, including best practices in strategic planning, took place through a European Commission funded project (Tempus project) with the Polytechnic University of Catalonia in Barcelona (UPC) and the Catholic University of Leuven in Belgium (KUL). The resulting plan identified seven priorities: (1) Reinforcement of the North American Educational Model; (2) Quality Assurance and Accreditation; (3) Growth and Development; (4) Internationalization of the University; (5) Financial Sustainability; (6) Educational Leadership and Innovation; (7) Human Capital Development.

The Institution's current strategic plan covers the period 2015-2020 (Std-2.02). The development of this strategic plan commenced in early fall 2014 when the President called a meeting of all Executives and, academic and non-academic unit heads, collectively called the "Strategic Planning Steering Committee." At this meeting, the previous University SWOT analysis was reviewed, initial strategic priorities were identified, and a meeting schedule was agreed. The University mission and vision were also reviewed. To ensure a University-wide participatory approach to development of the new strategic plan, the Steering Committee were tasked with disseminating information from this and subsequent steering committee meetings to the faculty and or staff of their respective units with a view to obtaining as much input and feedback as possible (Std-2.03). Subsequent meetings also included input from the

Board of Trustees, students, alumni, external experts and other University stakeholders (see strategic plan contributors list in Vision 2020 brochure, Std-2.02). This participatory process resulted in the initial strategic priorities identified at the first meeting being modified to reflect the following six:

1. Student Learning, Development, and Success
2. Quality Assurance and Enhancement
3. Internationalization
4. Advancement for Growth and Sustainability
5. Research, Innovation and Discovery
6. More Effective Communication.

Further, a new vision was set for 2020, namely:

> Al Akhawayn University is a leading Liberal Arts institution, among the preeminent universities in Africa, renowned for its excellent academic and executive programs, its innovative research, and its competent and socially responsible graduates.

Throughout spring and fall 2015, the Steering Committee focused on developing goals, objectives, actions and KPIs to operationalize the AUI strategic priorities, using the same participative approach that was used for development of strategic priorities. The resulting Plan builds on the results of the previous 2010-2014 Plan and reviews the present position of AUI, noting strengths, weaknesses, opportunities and the emergence of a challenging and competitive environment. The Plan's six priorities affirm and advance the University's mission, and are designed to produce graduates ready to play leading roles in an increasingly globalized Moroccan and world economy. The Plan emphasizes student success and internationalization, along with the need to continuously improve the quality of the University's programs, students, faculty, infrastructure, communication and governance. The Plan also supports AUI's aspirations to position itself as a leading institution on the African continent through increased research and innovation, international accreditation and excellence. A summary of the final strategic plan "The 2020 Vision" is posted to the AUI website on a dedicated page, to enable easy access by the AUI community and external stakeholders (Std-2.02).

During spring and summer 2016 the University focused its attention on development of strategic plans that aligned with the University plan, by all strategic academic and non-academic units, as well as, where applicable, development of unit level mission statements. As most non-academic units had not previously developed a strategic plan, this phase included, during spring 2016, the delivery of an AUI strategic planning workshop. Both academic and non-academic units attended this workshop which was conducted by the Office for Academic Affairs and the Office of Institutional Research and Effectiveness (OIRE). The objective of this workshop was to share knowledge amongst academic and non-academic units and to progress completion of unit level strategic plans and mission statements which aligned with the AUI mission and strategic plan. Following this workshop, individual unit support in development of mission statements and strategic plans, was provided to units falling under Academic Affairs (e.g., Schools, Centers, Enrollment, Library) by the AVPAA of Academic Affairs and the remaining strategic units (e.g., Student Affairs, Housing, Grounds and Maintenance, and Human Resources) by the Director of OIRE (see strategic plan workshop minutes dated 14-4-2016, Std-2.04).

Currently, in the next step of this process, all units have been asked to produce annual reports on progress made with achieving strategic plan goals. The first of these progress reports, covering the period 2015-2016, is due by early January 2017. To assist with this process, particularly for the units that are new to strategic planning, Academic Affairs developed, based on benchmarking, a simple progress report form to be added to the end of each unit strategic plan (Std-2.05). The report requires an indication against each strategic goal and action of how much progress has been made: 100% completed, 51-99% significant progress made, 21-50% some progress made, 0-20% minimal progress made or difficulties experienced. In addition, the report requires a brief justification or explanation for the allocated progress made. Support for completion of these progress reports continues to be provided to units falling under Academic Affairs (e.g., Schools, Centers, Enrollment, Library) by the AVPAA of Academic Affairs and the remaining strategic units (e.g., Student Affairs, Housing, Grounds and Maintenance, and Human Resources) by the Director of OIRE.

Once all individual strategic unit progress reports have been received, they will be compiled by the AVPAA of Academic Affairs and the Director of OIRE into an overall report that summarizes progress being made, through unit-level activity, with achievement of the University mission, vision, and strategic objectives for 2015-2016. This summary progress report will be posted to the AUI webpage.

APPRAISAL

Although the University has, since its early days, systematically planned beyond a short-term horizon, the first strategic plan (2004-2009) had little to no follow up and did not involve the input of all stakeholders. It did however represent the essence of the Annual Activity Reports of each unit as well as that of the University.

AUI's second strategic plan for 2010-2014 used a more participative approach to development, with all units of the institution being involved in the development of the SWOT analysis, the articulation of the University mission and vision, and the framing of the seven priorities of the plan, as well as their goals, objectives and actions (Std-2.01). Furthermore, to address a concern noted in the initial self-study, namely that success in carrying out all aspects of the Strategic Plan was not systematically evaluated, a Strategic Plan follow up committee was established in March 2011. In April 2012, a senior position (AVPAA responsible for Strategic Plan follow-up) was established to develop a balanced score card with baselines and targets for the actions of the University strategic plan. Successes as well as areas of improvement were communicated to academic and administrative constituencies of the University (see strategic planning minutes, Std-2.03, and executive strategic plan progress reports on the AUI website, Std-2.06). As a result, the University successfully realized much of its second Plan, with a completion rate of approximately 86%, evidenced by the ongoing pursuit of institutional accreditation, accreditation of programs and Academic Units by international organizations recognized worldwide, enhancements to infrastructure, and improvements to institutional efficiency using international indicators (see 2013-2014 executive strategic plan progress report on the AUI website, Std-2.07).

However, as noted by the NEASC Biennial review team in 2014, the number (110) of metrics made the task of data collection onerous and, for some individual units, difficult to align the underlying metrics to each strategic priority. Moreover, as most units either did not have a strategic plan in place (mainly non-academic units), or had not clearly linked their unit plan

with the overall University plan (mainly academic units), strategic planning lacked systematic integration throughout the University.

Development of AUI's current (third) 2015-2020 Strategic Plan also reflected a participative approach to planning (see details in the DESCRIPTION section above and the strategic planning steering committee meeting minutes, Std-2.03). Based on lessons learned and feedback received from the NEASC Biennial review team, the number of metrics used to monitor and track achievement of the six goals, has now been reduced from 110 to 28. Further, each Priority and accompanying Goal of the current University Plan has a specific person (or unit) in charge. The Plan has been disseminated to all stakeholders through members of the strategic planning steering committee and through instruments such as the Strategic Plan (Vision 2020) brochure (Std-2.02), the President's annual address and the AUI website.

In addition to the University strategic plan, each of the four Academic Units (three Schools and the Language Center) has an individualized Strategic Plan. However, in a significant improvement to previous plans, during generation of the 2015-2020 University plan, steps were taken to support the development of strategic plans by all other strategic units including non-academic units such as Housing, Grounds and Maintenance, and the Health Center. This has resulted in a more systematic, broad-based approach to planning (see 2015-2020 strategic plans for all academic and non-academic units (Std-2.08, Std-2.09).

In another significant improvement, during the current 2015-2020 strategic planning process, all strategic units (both academic and non-academic) were encouraged to link their strategic plan, including unit goals, actions and targets, more closely to the University plan and to identify the resources needed to achieve any actions that contribute to the overall University plan. All strategic units were provided with a standard strategic planning template and asked to attend the AUI strategic planning workshop (see DESCRIPTION section above) to facilitate this process. Although, the accurate identification of resources needed has been a challenge, particularly for non-academic units, the result of the 2015-2020 strategic planning process, has been a more integrated approach to planning (Std-2.08, Std-2.09).

Another significant enhancement of the planning process is evident in the requirement for all units (academic and non-academic) to produce annual reports on progress made with achieving their strategic plan goals, and in the process to review their goals. Indeed, in completing their 2015-2016 progress reports, a number of units have needed to modify actions or timelines based on emerging challenges or changing priorities. For example, many of the goals and actions set during spring 2016 by the Executive Education Center in Casablanca have been modified during fall 2016 by the newly appointed Executive Manager, in an effort to deal with the increasingly competitive nature of the part-time and executive graduate education market. For instance, visibility of the Center through increased marketing and re-branding has now become a priority goal for the Unit (see EEC in Casablanca initial spring 2016 strategic plan and the fall 2016 revised strategic plan). In another example, Enrollment's initial plan included the purchase of CRM software during 2016-2017 to enhance the communication flow between enrollment, students and parents (Std-2.08).

As indicated in the description above, once all individual strategic unit progress reports have been received, they will be compiled by the AVPAA of Academic Affairs and the Director of OIRE into a report. The objective being to have a succinct summary of progress being made with achievement of the University mission, vision, and strategic objectives for 2015-2016,

through unit-level activity. This summary progress report will be presented at a strategic planning steering committee meeting during spring 2017 and will be used to inform planning, changes in programs and services or resource allocation. The summary report will also be posted to the AUI webpage.

Evaluation

DESCRIPTION

AUI regularly and systematically evaluates the achievement of its mission and educational objectives via a broad range of internal and external evaluation mechanisms. In terms of internal evaluation, and in addition to the process of reviewing progress with strategic objectives as outlined in the section above, Academic Units (the three Schools and the Language Center) conduct regular program evaluations that focus on review and improvement of academic offerings, student learning and student experience. More recently, following the appointment of a Coordinator, the University General Education courses have also undergone review (Std-2.10).

In another internal evaluation mechanism, all courses taught are subject to an evaluation by students through an online evaluation which is conducted midway through each course, and at the end of each course. Results of these evaluations are communicated to faculty during and after courses. Course evaluations, peer evaluations, as well as head of academic unit evaluations, form an intrinsic part of faculty promotion and retention and as such form part of institutional improvement at the individual level. Likewise, the Student Affairs Office conducts student satisfaction surveys on an annual basis (Std-5.03).

External evaluation and appraisal of achievement of educational objectives is undertaken both through accrediting agencies, such as CEA, EPAS, ABET and external experts in the particular discipline. Part of this process includes feedback from external entities such as alumni, industry, employers, and other universities and is used to improve course offerings and quality (Std-2.10). In addition, the SBA has been administering the Major Field Test (MFT) to capstone students each semester since spring 2014, and as of fall 2016 the University has commenced administering, to students expected to graduate, the ETS Proficiency Profile Test; more information on the outcome of these tests is provided in the APPRAISAL section of Standard 8.

APPRAISAL

In general, evaluation of the quality and effectiveness of academic programs has been instigated by the three Schools and the Language Center as part of accreditation processes. For example, the Language Center undertakes a review of all curriculum, assessment practices, student services and teaching methodologies at the close of each academic year. All Language Center faculty are involved in this process, which includes a systematic review of documents such as: midterm student course evaluations; ILO surveys completed by students; suggestions from faculty regarding materials, tests, facilities, syllabus content; and the availability of new textbooks covering new approaches to language teaching and learning. Results from this review are incorporated into the curriculum for the following academic year. For instance, in June 2015, at completion of the review of the Intensive English program, it was recommended that a professional development committee be re-established

to lead faculty development in areas such as implementation of technology in teaching and best practices in teaching different language skills (Std-2.10). This action has subsequently been undertaken.

Likewise, the School of Business Administration (SBA) has an internal systematic review process that forms part of the SBA's quality assurance processes. It involves systematically evaluating every aspect of a given SBA academic program, including program outcomes, curriculum, resources, the program's competitive environment, and stakeholder perceptions of the program, with a view to identifying program strengths, areas of improvement and, where necessary, program modifications. The objective of this program review is to ensure the continuing quality of academic programs and, in line with the SBA's Quality Assurance and Accreditation (QAA) Program Management Plan, is undertaken every two years. The last review of the BBA program was undertaken in summer 2015. It was coordinated by the SBA QAA committee and involved the input of all SBA faculty. A number of improvement recommendations were made including: the establishment of an SBA Advisory Council, comprising members from the corporate world, so as to provide input into curricula development and improvement, as well as public relations, student placement and industry partnerships; and the establishment of an Internship Coordinator position to better manage the student internship experience. This SBA Advisory Council has since been established and held its inaugural meeting in December 2015, discussing a number of issues including the public perception of AUI and strategies to enhance communication of AUI as a public, not-for-profit University as well as the strengths of AUI students and alumni in terms of critical thinking and communication skills (Std-2.10, Std-2.11). The Internship Coordinator position has also recently been established, and a number of improvements to the way this process is managed implemented and or recommended (see SBA Quality Assurance meeting minutes, Std-2.12, and fall 2016 Internship Coordinator report, SBAIntCrdf16).

In another example of academic program review, the recent evaluation of the SHSS Communication Program by external experts resulted in the addition of a lab component to several courses (Std-2.10).

Finally, the University uses both the MFT for SBA undergraduate students and the ETS Proficiency Profile Test for General Education courses as a means of evaluating the effectiveness of its academic programs. Trends for the MFT results are positive and although the ETS Proficiency Profile Test has only been administered once thus far, it nonetheless provides a useful baseline for action and comparison (see more detailed discussion of the results of these tests and related improvement actions in Standard 8, APPRAISAL section).

Overall, in part due to accreditation requirements, the systematic evaluation of achievement of University mission and purposes through individual unit strategic plans (and progress reports) that are aligned with the University plan, the realization of educational objectives through unit based academic program reviews, and external tests such as the MFT and the ETS Proficiency Profile Test are undertaken as well.

However, the University does not systematically undertake university-focused surveys of employers, industry, and alumni to supplement the individual Academic Unit program reviews. That said, the Office of Institutional Research and Effectiveness (OIRE) has recently been established to collect and analyze data and design research studies on all aspects of university management and positioning to provide more broad-based information for institutional planning and decision-making (Std-2.13).

PROJECTIONS

By the end of spring 2017, all academic and non-academic units will produce annual reports on progress with achieving strategic plan goals and actions. Units falling under the responsibility of Academic Affairs (e.g., Schools, Centers, Enrollment, and Library) will submit these reports to Academic Affairs and the remaining strategic units (e.g., Student Affairs, Housing, Grounds and Maintenance, and Human Resources) will submit their reports to the Office of Institutional Research and Effectiveness (OIRE).

By the end of spring 2017, the Office of Institutional Research and Effectiveness (OIRE), will systematically undertake university-focused surveys of employers, students, faculty, industry, and alumni to supplement the current individual Academic Unit program reviews.

Commencing spring 2017, the AVPAA of Academic Affairs and the Director of OIRE will compile an annual summary report of the preceding year's progress made with achievement of the University mission vision and strategic objectives through unit-level activity. This report will be presented to the strategic planning steering committee during spring 2017 and will be used to inform planning, changes in programs and services or resource allocation. The summary report will also be posted to the AUI webpage.

Standard 2: Planning and Evaluation

PLANNING	Year approved by governing board	Effective Dates		Website location
Strategic Plans				
Immediately prior Plan	2009	2010-2014		http://www.aui.ma/en/about/planning/strategic-plan.html
Current Strategic Plan	2015	2015-2020		http://www.aui.ma/en/about/planning/strategic-plan.html
Next Strategic Plan	N/A	2021-2026		

	Year completed	Effective Dates		Website location
Other institution-wide plans*				
Master plan	1994	1994 – present		Hardcopy only
Academic Affairs plan	2015	2015-2020		https://my.aui.ma/ICS/NEASCTEAM2017/Standard_2.jnz
Financial plan	2015	2015-2020		https://my.aui.ma/ICS/NEASCTEAM2017/Standard_2.jnz
Technology plan	2015	2015-2020		https://my.aui.ma/ICS/NEASCTEAM2017/Standard_2.jnz
Enrollment plan	2015	2015-2020		https://my.aui.ma/ICS/NEASCTEAM2017/Standard_2.jnz
Development & Communication plan	2015	2015-2020		https://my.aui.ma/ICS/NEASCTEAM2017/Standard_2.jnz
Plans for major units (e.g., departments, library)*				
School of Business Administration	2015	2015-2020		https://my.aui.ma/ICS/NEASCTEAM2017/Standard_2.jnz
School of Humanities & Social Sciences	2015	2015-2020		https://my.aui.ma/ICS/NEASCTEAM2017/Standard_2.jnz
School of Science & Engineering	2015	2015-2020		https://my.aui.ma/ICS/NEASCTEAM2017/Standard_2.jnz
Language Centre	2015	2015-2020		https://my.aui.ma/ICS/NEASCTEAM2017/Standard_2.jnz
Athletics	2015	2015-2020		https://my.aui.ma/ICS/NEASCTEAM2017/Standard_2.jnz
Azrou Center	2015	2015-2020		https://my.aui.ma/ICS/NEASCTEAM2017/Standard_2.jnz
Bookstore	2015	2015-2020		https://my.aui.ma/ICS/NEASCTEAM2017/Standard_2.jnz
Business Office	2015	2015-2020		https://my.aui.ma/ICS/NEASCTEAM2017/Standard_2.jnz
Center for Learning Excellence	2015	2015-2020		https://my.aui.ma/ICS/NEASCTEAM2017/Standard_2.jnz
Counselling Services	2015	2015-2020		https://my.aui.ma/ICS/NEASCTEAM2017/Standard_2.jnz
EEC – Casablanca	2015/16	2015-2020		https://my.aui.ma/ICS/NEASCTEAM2017/Standard_2.jnz
Grounds & Maintenance	2015	2015-2020		https://my.aui.ma/ICS/NEASCTEAM2017/Standard_2.jnz
Health Center	2015	2015-2020		https://my.aui.ma/ICS/NEASCTEAM2017/Standard_2.jnz
Honors Program	2015	2015-2020		https://my.aui.ma/ICS/NEASCTEAM2017/Standard_2.jnz
Housing	2015	2015-2020		https://my.aui.ma/ICS/NEASCTEAM2017/Standard_2.jnz
Human Resources	2015	2015-2020		https://my.aui.ma/ICS/NEASCTEAM2017/Standard_2.jnz
H.R.C Center for Women's Empowerment	2015	2015-2020		https://my.aui.ma/ICS/NEASCTEAM2017/Standard_2.jnz
Inst. Research & Effectiveness	2015	2015-2020		https://my.aui.ma/ICS/NEASCTEAM2017/Standard_2.jnz
LDI (Leadership Dev. Institute)	2015	2015-2020		https://my.aui.ma/ICS/NEASCTEAM2017/Standard_2.jnz
Library	2015	2015-2020		https://my.aui.ma/ICS/NEASCTEAM2017/Standard_2.jnz
Interfaith Office	2015	2015-2020		https://my.aui.ma/ICS/NEASCTEAM2017/Standard_2.jnz

International programs	2015	2015-2020	https://my.aui.ma/ICS/NEASCTEAM2017/Standard_2.jnz
Restaurant	2015	2015-2020	https://my.aui.ma/ICS/NEASCTEAM2017/Standard_2.jnz
Security	2015	2015-2020	https://my.aui.ma/ICS/NEASCTEAM2017/Standard_2.jnz
Student Affairs	2015	2015-2020	https://my.aui.ma/ICS/NEASCTEAM2017/Standard_2.jnz
Student Activities	2015	2015-2020	https://my.aui.ma/ICS/NEASCTEAM2017/Standard_2.jnz

EVALUATION

	Website location
Academic program review	
Program review system (colleges and departments). System last updated:	Ongoing
Program review schedule (e.g., every 5 years)	Per accreditation needs e.g. every 2-3 years

Sample program review reports (name of unit or program)*

Summary Program Review Reports (all AUI Academic programs)	https://my.aui.ma/ICS/NEASCTEAM2017/Standard_2.jnz
SBA: EPAS self-studies and review	https://my.aui.ma/ICS/NEASCTEAM2017/Standard_2.jnz
Language Center: CEA self-study and review	https://my.aui.ma/ICS/NEASCTEAM2017/Standard_2.jnz
SSE - ABET self-study	https://my.aui.ma/ICS/NEASCTEAM2017/Standard_2.jnz
SSHS – External expert review report	https://my.aui.ma/ICS/NEASCTEAM2017/Standard_2.jnz
GenEd Review	https://my.aui.ma/ICS/NEASCTEAM2017/Standard_2.jnz

System to review other functions and units

Program review schedule (every X years or website location of schedule)	Various

Sample program review reports (name of unit or program)*

Centre for Learning Excellence: CLE report	Workroom
Special summer programs (LC, SHSS, SBA)	Every year: LC's yearly program review

Other significant institutional studies (Name and web location)*

	Date
Example: *Advising:* *www.notrealcollege.edu/advising*	*2014*
Student course evaluation	Twice a semester
Student satisfaction survey	Every year
ILO survey (LC)	Every semester
MFT results (SBA)	Every year
Internships	Every semester
Theses	Every semester
ETS (Proficiency Profile Test)	Every semester
Capstones	Every semester
Exit Exams	Every semester:
Course portfolios	Every semester

*Insert additional rows, as appropriate.

Please enter any explanatory notes in the box below

Please note: wherever possible a hardcopy of the above website documents is also available in the Workroom.

STANDARD 3: ORGANIZATION AND GOVERNANCE

Strengths:	Projections:
1. Increased AC activity on several fronts (meetings/semester, new subcommittees, better faculty participation); 2. Progress in shared governance involving the Board of Trustees, the President, administration, faculty, and students. 3. Significant progress in dissemination of relevant information to all stakeholders.	1. The BOT will identify an appropriate method of evaluating its own effectiveness during its January 2017 meeting.

Governing Board

DESCRIPTION

The founding Charter (the *Dahir*, Std-1.01), which includes the Institution by-laws equivalent and gives the basic governance structure of AUI, is posted on the website of the Institution in Arabic, English and French. It describes the role and the mission of the Board of Trustees (BOT), the President, and the Academic Council. In addition, an organizational chart, with reporting lines, is posted (Std-3.01).

As outlined in the *Dahir* (Std-1.01), the University is overseen by the BOT and managed by the President. The BOT selects the University President as the CEO of the Institution for final approval by the King. The governing board is ultimately responsible for the Institution's quality and integrity. The President serves as the main channel of communication between the BOT and the University community.

The BOT members are appointed for their capacity to help and support the University, and consist of representatives of the Royal Cabinet and the Private Secretariat of His Majesty the King, government representatives and institutional and international representatives.

The BOT meets on a bi-annual basis to analyze the Annual Report (submitted by the President), approve the budget, and proceed with key appointments. The President of the University is an ex-officio, non-voting member of the Board. The Board is chaired by the University Chancellor, and is organized into four committees, namely Academics, Budget, Communication, and Development.

Through its Budget Committee, the Board oversees the financial direction of the University and ensures that the budget is balanced annually. For the last twenty-one years, all fundraising efforts and the overwhelming majority of endowments have come from these supporters of AUI.

APPRAISAL

The roles and authority of the BOT are clearly detailed in the institution's official documents (*Dahir*, Std-1.01, Staff Handbook, Std-7.01, and Faculty Handbook, Std-6.01, respectively). The names and positions of members of the BOT are also posted on the University webpage.

In terms of fulfilling their responsibilities toward the University, and in addition to the bi-annual evaluation of AUI by the Board, the four BOT committees, namely Academics, Budget, Communication, and Development, meet and work throughout the academic year. Resulting decisions and reports are validated at the annual winter and summer meetings of the Board (Std-3.02). Further, the Chancellor and the Board committees are in regular contact with the President of the University. For example, the BOT provided input into the current 2015-2020 AUI strategic plan priorities, goals and actions, and the revision of the University mission and vision (Std-2.03, Std-3.02).

With respect to review of the Board, the President and the Chancellor (who serves as Chair of the Board) evaluate each member of the Board prior to renewal, on the criteria of the member's (a) availability, (b) participation in Committees and Board meetings, or (c) overall contribution to the University. However, to date, the BOT has not undertaken systematic self-evaluation in order to enhance its own effectiveness. Thus, during fall 2016, the President and the Office of Academic Affairs bench-marked peer institution approaches to assessing Board effectiveness. Commonly used methods of assessing Board effectiveness, such as surveys and interviews conducted by external consultants, will be presented to the BOT during its January 2017 meeting, with a view to obtaining agreement as to the most appropriate method to implement at AUI (Std-3.02).

With respect to evaluation of the President, by the BOT, whilst in the early years this was not systematically undertaken, in 2010 a resolution of the Board stipulated that the President would undergo annual evaluation by the Board. Since this resolution, the President has been evaluated each year through presentation of an annual report (Std-3.02).

Internal Governance

DESCRIPTION

The President has an Executive administration team consisting of the Vice President for Academic Affairs, the Chief Finance Officer, the Deans and Directors of the Schools, Centers, Student Affairs, and Library, the Executive Director of Development and Communication, the Director of the Office of Institutional Research and Effectiveness, and the heads of the Ombuds and Audit Units. The President has the authority to involve faculty, administration, and other appropriate constituent groups in decision-making, recommendations, and policy implementation (Std-1.01).

The system of governance of the University involves participation of the Academic Council, the Administrative Advisory Council, the Student Government Association and the Office of Institutional Research and Effectiveness (OIRE) through regular meetings and communication.

The Academic Council (AC) of AUI serves as the academic governing board of the University, whose decisions are subject to the President's approval. The AC is composed of the President, the Vice Presidents, the Deans and Directors, and eleven elected faculty (three from each of the University's Schools (SBA, SHSS, SSE), and two from the Language Center). It comprises various subcommittees that are chaired by faculty members. The AC meets at least once each semester to discuss issues related to University governance, curricula, and policy, and also serves to disseminate policy and curriculum updates to the University faculty. A faculty representative is elected as Chair, on an annual basis, by all the members of the AC. The Faculty Handbook, which is posted on the AUI website, outlines faculty rights and obligations (Std-6.01).

The Administrative Advisory Council (AAC) was set up in December 2012, in response to a concern raised in the previous self-study (Std-3.03). The AAC is composed of (1) full members made up of all Unit Heads, (2) associate members composed of the University President and Vice Presidents; and (3) other non-permanent members acting as observers or experts upon invitation from the President. The AAC has the objective of giving administrative staff a greater say in the management of the University.

The Student Government Association (SGA) is made up of elected student representatives. The association represents the student body in matters related to student life (cf. Student Handbook, Std-5.01, pp. 59-68).

In January 2016, AUI established an Office of Institutional Research and Effectiveness (OIRE). The mission of the OIRE is to collect, analyze and present institutional data to assist senior leadership in decision-making, and to ensure that the university fulfils its internal and external reporting requirements.

APPRAISAL

In terms of appropriate administrative structures, the President manages the institution and allocates resources within the University, through the Offices of the Vice President for Academic Affairs, the Chief Finance Officer, the Deans of the three Schools and Student Affairs, and the Director of the Language Center. The President may also call *ad hoc* meetings of specific executives, when required.

The roles and authority of the administration, staff, and faculty are clearly detailed in the institution's official documents (*Dahir*, Std-1.01, Staff Handbook, Std-7.01, and Faculty Handbook, Std-6.01, respectively). Procedures for university-wide appraisal of both executives and Unit Heads have been developed and implemented by the Office of the President and the respective Vice Presidents.

As an example of institutional management in action, on a weekly basis the Vice President for Academic Affairs convenes the Academic Unit heads for coordination meetings. Collectively, the VPAA, Assistant-VPAAs, Deans of the three Schools and LC Director are referred to as the "Deans' Council". Significant decisions of the Deans' Council (e.g., to curriculum or policies) are discussed next at the Academic Council or are brought to the President's attention. For instance, in the Deans Council meeting of the 2nd November 2016, a concern was raised that an increasing number of students were interested in pursuing on-line credits for courses and as such a policy on credit transfers for one-line, e-learning, blended or comparable courses, needed to be developed. A draft policy was developed by the

Deans Council and then forwarded to the Academic Council policy sub-committee for further refinement. The resulting policy was then presented to the Academic Council (AC) during the meeting of the 15th November 2016, and approved subject to some minor amendments. The amendments were reviewed and the policy ratified during the AC meeting of the 19th December 2016 (see Deans Council meeting minutes, Std-3.04, and AC meeting minutes, Std-3.05).

With respect to consultation, the President and his team of senior administrators consult with faculty, students, other administrators, and staff, through various means. The faculty have a voice in policy, personnel, and academic matters through the AC, as well as through direct consultation with the senior administration. For example, the current leave of absence and buy-out policies, were developed in response to concerns raised by faculty and presented to the AC by faculty representatives (Std-3.05 and buy-out policies on the policy webpage, Std-9.01).

Staff have a voice through the Administrative Advisory Council (AAC). The AAC has been instrumental in driving a number of University improvements and or developing policies. For example, since the last self-study, and in response to concerns raised by staff at AAC meetings, staff performance evaluation guidelines have been amended and a new computerized maintenance system is being developed to better respond to maintenance issues (Std-3.03, Std-3.06).

Students have a voice through the Student Government Association (SGA). The SGA representatives meet with the Deans as required and/or the President, and students now have representation at some School and Program Committees, and on key University committees. For example, an SGA representative was involved in several of the sub-committees involved in development of the current self-study (e.g., see Committee A sub-committee meeting minutes, Std-3.07), and the current university Strategic Plan (see contributors list at the end of the 2015-2020 Strategic Plan "Vision 2020" brochure on the website, Std-2.02 pp. 23-24).

Overall, the system of internal governance at the University is effective. As one external indicator of the University's governance system, AUI was recently selected to participate in the World Bank's development of the University Governance Score Card/Screening Card for the MENA-region universities. AUI submitted a self-evaluation covering University Governance along five axes (context, mission, goals; management, orientation; autonomy; accountability; and participation). Subsequently, the Director of OIRE, was interviewed by a World Bank representative to verify the self-evaluation. Although awaiting the formal report, initial verbal feedback indicated that AUI was considered one of the top universities in Morocco with respect to university governance and particular mention was made of university autonomy.

PROJECTIONS

Commonly used methods of assessing Board effectiveness (such as surveys and interviews conducted by external consultants), will be presented to the BOT during its January 2017 meeting, with a view to obtaining (at that meeting) agreement as to the most appropriate method to implement at AUI.

Standard 3: Organization and Governance
(Board and Internal Governance)

Please attach to this form:

1) A copy of the institution's organization chart(s).

2) A copy of the by-laws, enabling legislation, and/or other appropriate documentation to establish the legal authority of the institution to award degrees in accordance with applicable requirements.

If there is a "sponsoring entity," such as a church or religious congregation, a state system, or a corporation, describe and document the relationship with the accredited institution.

Name of the sponsoring entity	Kingdom of Morocco
Website location of documentation of relationship	http://www.aui.ma/images/royal_decree-eng.pdf

Governing Board

	Website location
By-laws	http://www.aui.ma/images/royal_decree-eng.pdf
	www.aui.ma/catalog 2015-2017_Links
Board members' names and affiliations	clickable.pdf#14 (Catalog p.27)

Board committees *	Website location or document name for meeting minutes
Academic Committee	BOT Minutes (Std-3.02)
Budget Committee	BOT Minutes (Std-3.02)
Development Committee	BOT Minutes (Std-3.02)
Communication Committee	BOT Minutes (Std-3.02)

Major institutional faculty committees or governance groups*	Website location or document name for meeting minutes
Academic Council	AC Minutes (Std-3.05)
Executive Council	President's Office
"Deans' Council"	See Deans' Council minutes(Std-3.04)

Major institutional student committees or governance groups*	Website location or document name for meeting minutes
SGA	see SGA minutes (Std-3.08)

Other major institutional committees or governance groups*	Website location or document name for meeting minutes
Administrative Advisory Council (staff governance)	see AAC minutes

*Insert additional rows as appropriate.

Please enter any explanatory notes in the box below

 Please note: wherever possible a hardcopy of the above website documents is also available in the Workroom.

Standard 3: Organization and Governance
(Locations and Modalities)

Campuses, Branches and Locations Currently in Operation (See definitions in comment boxes)

(Insert additional rows as appropriate.)

	Location (City, State/Country)	Date Initiated	Enrollment*		
			2 years prior	1 year prior	Current year
			(FY2013)	(FY 2014)	(FY 2015)
Main campus	Ifrane	1994	1884	1968	2042
Other principal campuses	N/A				
Branch campuses (US)					
Other instructional locations (US)	N/A				
Branch campuses (overseas)					
Other instructional locations (overseas)	Casablanca	2002	77	87	117

Educational modalities

	Number of programs	Date First Initiated	Enrollment*		
			2 years prior	1 year prior	Current year
			(FY2013)	(FY 2014)	(FY 2015)
Distance Learning Programs					
Programs 50-99% on-line	N/A				
Programs 100% on-line	N/A				
Correspondence Education	N/A				
Low-Residency Programs	N/A				
Competency-based Programs	N/A				
Dual Enrollment Programs	N/A				
Contractual Arrangements involving the award of credit	N/A				

*Enter the annual unduplicated headcount for each of the years specified below.

Please enter any explanatory notes in the box below

Please note: wherever possible a hardcopy of the above website documents is also available in the Workroom.

STANDARD 4: THE ACADEMIC PROGRAM

Strengths:	Projections:
1. AUI offers strong, well-supported programs, as evidenced by regular program reviews. 2. The General Education curriculum is well understood and established in the programs. 3. The resources to support the educational offerings are appropriate.	1. AUI will implement program review and assessment for the General Education curriculum during the next year. 2. AUI will expand program options over the next 2 years. 3. AUI will strengthen the support for Master's level programs in the next four years. 4. AUI will expand alumni and career services during the next year.

Assuring Academic Quality

DESCRIPTION

Al Akhawayn University in Ifrane is a Liberal Arts college offering seven Bachelor's and thirteen Master's Degrees in three Schools: Business Administration (SBA), Humanities and Social Sciences (SHSS), and Science and Engineering (SSE). The University fulfills its Mission through innovative educational and research programs, including continuing and executive education. This Mission is supported by the core philosophy, "AUI is … committed to educating future citizen-leaders of Morocco and the world through a globally-oriented, English-language, Liberal Arts curriculum based on the American system" (Std-1.02). All programs are offered on the main campus in Ifrane, with the exception of the Part-Time MBA, the Executive MBA, the Master's of Science in Human Resource Development, and the Master's in International Trade which are offered on AUI premises at the Executive Education Center (EEC) in Casablanca (Std-4.01).

All programs offered by the University are defined using the American semester credit system of 3 SCH for most courses. Classes with labs or specific field elements have 4 SCH. Degrees require between 122 and 135 SCH total for Bachelor's degrees and between 30 and 36 SCH for Master's degrees. The curricula leading to the Bachelor's degree have as common denominator a program of general education courses designed to introduce students to the Liberal Arts, consolidate prior learning, broaden intellectual perspectives and serve as a basis for subsequent specialization. The curricula at the graduate level aim to prepare practicing professionals in specific fields. Undergraduate and graduate programs are administered by the Dean of each School under the direction of the Vice President for Academic Affairs. Each program is structured with clear content and Intended Learning Outcomes (ILOs).

The learning objectives and requirements are published, through Academic Units, for each of the academic programs and stated in the Catalog (Std-1.03). They include a description of the

knowledge and intellectual skills to be attained. Degree programs are coherently designed and logically sequenced, patterned upon comparable programs at similar institutions but sensitive to local specificities. The University has clear policies and procedures for admission and retention for both the undergraduate and graduate levels, as detailed in Standard 5.

Over the past 20 years, AUI successfully put in place key processes for ensuring the quality of its academic programs. These are program launch, external program review and validation, and graduate performance monitoring processes.   Upon elaboration by faculty, as a response to national or international market needs, and often transcribed in AUI's Strategic Plans (Std-2.01, Std-2.02), program proposals undergo revisions at the level of School Coordinators or Curriculum Committees, the Dean, the VPAA, the AC, then the Board of trustees, focusing on the business opportunity, the academic standards, and the provisioning of the necessary resources (particularly faculty, industry contribution, labs etc.) among other things. Approved programs are then announced and inserted in the AUI website and the upcoming version of the Catalog (a 2-year cycle), and launched at the beginning of the academic year, and a program leader (called program coordinator) is appointed.

The program/degree review consists of a two-year cycle with accompanying Catalog revisions and updates. These are mainly faculty-driven, and all changes are discussed and agreed upon by a Program or Curriculum Committee consisting of full-time faculty and then submitted to the Dean. The Dean presents all new academic programs to the Deans' Council and Degree Committee of the Academic Council (AC) of the University. When approved, they are then presented to the Board of Trustees (BOT). In the event of any change in a degree requirement or a degree cancellation, students have the option to stay with their entry Catalog or make the change to the new requirements.

New course design and review of existing courses is the responsibility of full-time faculty. Where multiple faculty members teach the same course, either in different semesters or in parallel sections in the same semester, course content is consistent across instructors and specified in a syllabus. Part-time faculty may be hired to teach a course, but are asked to follow the syllabus as laid out by the full-time faculty member. In this manner, the University makes faculty participation in the design, delivery, and review of programs a requirement.

Schools also continuously seek feedback of the market regarding their graduates. Often this comes from AUI alumni themselves in the form of annual gatherings, faculty through their industry/market links, and employers through internship evaluation forms and through more informal channels. Deans discuss the feedback received with faculty in general meetings, and appropriate actions are taken. A case in point is the introduction of new course content on the Moroccan economy and Moroccan accounting practices.

Registration in any undergraduate academic program is conditioned on obtaining a TOEFL score of 530 (iBT: 71) and 4.5 (iBT: 19) in the writing section. Students with TOEFL scores starting at 420 (iBT: 36) are automatically registered in the Language Center for either the Intensive English Program (IEP) or the Super Intensive English Program (SIEP). Those with scores above 480 (iBT: 55) may also register for introductory level courses such as introductory mathematics and computing courses, where knowledge of English is not as crucial for successful performance. Upon completing a degree, students demonstrate college-level use of English (Std-1.03, pp. 33 ff).

Across programs, and in keeping up with college level standards, students are required, in addition to the mastery of subject matter skills (engineering, finance etc.), to develop independent learning skills, together with information literacy and critical thinking, and open mindedness.

Student success, embodied in successfully passing course requirements (exams, projects, presentations, etc.) is continuously monitored throughout the programs. Mid-semester evaluations are entered in the Record Management system and posted to students with the aim for them to catch-up on any low performance. Freshmen students (meaning all students with fewer than 30 SCH, including all full-time Language Center students) are particularly monitored by a university-wide Freshman Committee through the Office of the Dean of Student Affairs. Students who are found to be at risk during their first semester are guided with detailed planning in order to catch up on their weaknesses and achieve success. The chart in Figure 4.1 shows Freshman performance by semester. The percentage of Freshmen students on the at-risk list has varied from 15% to 30%. Approximately 30% of students who are on the at-risk list leave the university. However, of 701 students who have returned to normal standing after being on the list in their freshman year, only 4% are currently on poor academic standing.

Figure 4.1 Freshman performance by semester (fall 2009 – spring 2016)
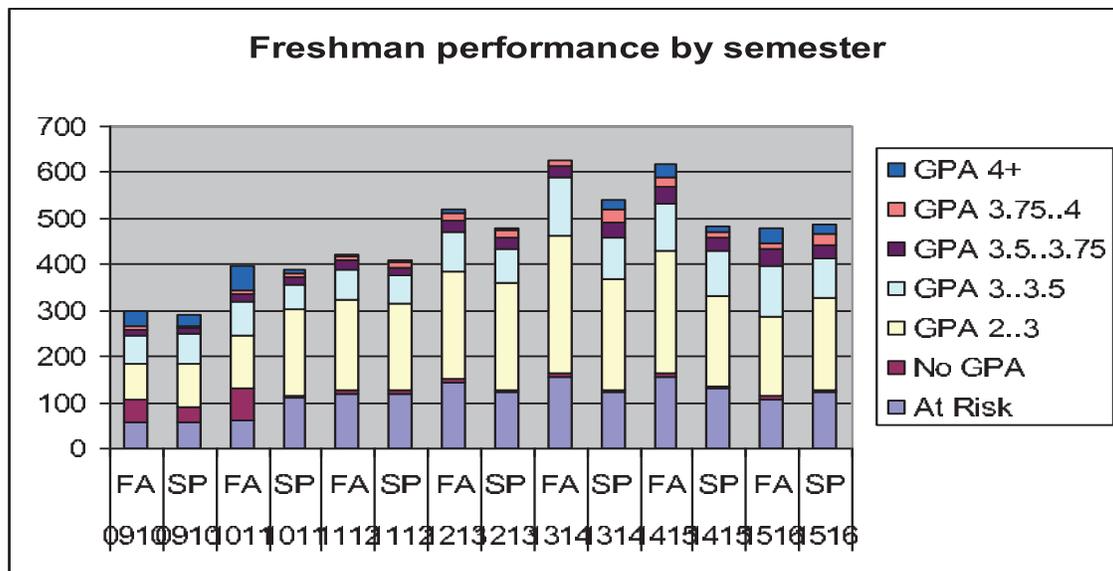
Physical, technological, and other resources needed in support of academic programs and available at AUI are described in detail in Standard 7 (see Information, Physical, and Technological Resources) EEC courses in Casablanca use the physical and technological infrastructure of the Technopark facilities and have regular access to the electronic resources of the AUI library. The SBA develops the Executive MBA and Part-time MBA programs, and AUI faculty members oversee and lead in the design and delivery of both programs.

APPRAISAL

Over the past 10 years AUI has continuously enhanced efforts to make sure that assessment is done at all levels. In particular, there have been efforts to pursue all applicable accreditation

exercises for different programs and Units (Std-2.10). The bulk of AUI programs are subject to periodic review processes, either as part of an international program-specific accreditation or a school-wide accreditation. This is the case for the Bachelor's of Science in Computer Science (BSCSC), Bachelor's of Science in Engineering and Management Science (BSEMS) and Bachelor's of Science in General Engineering (BSGE) programs, which are under accreditation or pursuing accreditation by ABET, and the Bachelor's of Business Administration, which is under the EPAS accreditation. The Language Center is CEA accredited. Bachelor's programs under the umbrella of SHSS undergo a 3-year cycle review by peers from US institutions.

Though different, all the accreditation standards and peer reviews impose and ensure quality of the programs under their scope, ranging from well-defined learning outcomes, the adequacy of the resources available, and the suitability of the products (that is, graduates) to the job market and program-loop closure for continuous improvement, of student learning, output products and assessment. The self-studies for the review processes are prepared by faculty, and approved by Deans. During review visits, peer accreditors get to meet with faculty and validate statements in the self-studies. Both official and unofficial feedback is relayed by Deans to faculty during faculty meetings; committees are then constituted to act upon those under the supervision of the School Coordinators and the Deans, and responses are prepared.

Although many programs are subject to a review cycle at the Academic Unit level, no written university-wide policy or process specifies this. There is a need for a formal program review policy, and the accompanying implementation processes, to ensure that every program undergoes review, as needed. The process for monitoring graduate students' performance is lacking formality. A policy, together with its implementation guidelines and procedures, is needed to frame this too.

If the bulk of AUI programs are run under one of the three quality assurance processes mentioned above, some programs still lack a form of external program review and validation. This is the case for graduate programs at SSE and SHSS, and the General Education core (though not a program) intended to ensure Liberal Arts type of education to the students. For such cases, the University has recognized the need to establish remunerated positions of coordinator, whose role is to monitor the currency and quality of specific programs.

A solid command of English is an important trademark of AUI educational programs. AUI students do leave the University with very good English. There are, however, some areas of concern. A needs analysis was conducted by the Language Center during their accreditation process to assess these concerns. School faculty members have expressed general satisfaction with the LC program, but have suggested that students be exposed to longer and more challenging reading materials with a wide range of technical vocabulary before they join their School major. Plans were developed to implement this recommendation and other learning services were provided to the student body including the Writing Center (Std-4.02.)

Furthermore, to support the development of skills in independent learning, information literacy, and critical thinking, AUI put in place as part of the General Education core a set of university-wide study skill courses (FAS 0210-Strategic Academics Skills, FAS1220-Introduction to Critical Thinking) aimed at preparing admitted students for college level approaches to learning, including independent learning and the use of digital means to search and find information (Std-1.03, p. 217). In addition, students are expected to work independently for approximately twice the number of contact hours, for each course they

register in. The General Education core is designed to develop and widen students' thoughts, and develop critical thinking and inquisitive minds. Information literacy is assured by requiring, within the GenEd core, an introductory course for all students (CSC 1400 or CSC 1401). Additional support for information literacy is given through regularly scheduled training sessions offered by the Library and the Center for Learning Technologies (CLT).

In order to adapt to market changes and to meet an accreditation requirement, standing programs must undergo adjustment. This was the case for the MSCSC and the BSGE. The former moved from a required 27 to 30 SCH, and the latter underwent a complete reorganization aiming at replacing many CSC courses with engineering ones, and establishing flexibility through a thematic elective area. In the revised engineering programs, students may work with faculty members to define a set of three to five courses in a thematic elective area of their own particular interest, and complete these courses either at AUI or during a study abroad experience with one of our partners (Std-1.03, p. 174). Aided by the Student Record Management System (Jenzabar), which maintains information about the Catalog students started their program under, program changes were carefully planned with the aim to minimize disruptions to registered students. In fact a complete manual for students was developed to guide them through a 2-semester transition period, during which courses such as a combined Statics and Dynamics course (EGR 3402) continued to be offered to cater for students wishing to stay on the old GE track, while the separate courses in Statics and Dynamics were introduced. As another case in point, SSE students were aided in transitioning from older BSCSC programs to the 2010 program, which was restructured in order to align with the ABET accreditation requirements.

Few degree programs or concentrations have been decommissioned since the inception of AUI. This was the case for the Modeling and Simulation and Instrumentation concentrations offered to General Engineering students at SSE, the Master's in Finance run by SBA, the Master's in Applied Humanities and the Bachelor's in Social Science offered by SHSS. In all these cases, the termination was announced to students and faculty advisors ahead of time. Schools offered alternative paths to students wishing to switch to other programs before termination and made sure that programs/majors kept running without a decrease in resources until the last student graduated. Though every care is taken at the School level to terminate outdated programs with no disruption to students enrolled in them, a university-wide policy addressing this would further reinforce AUI's commitment to its students.

An Office for Institutional Research and Evaluation (OIRE) has been recently established to streamline data collection for quality assurance, particularly for student co-curricular learning, student success, and monitoring of alumni (Std-2.13). Better follow-up is required to know where graduates engage their post-graduation careers. In this regard, more coordination between the Alumni Association and the Career Services and Alumni Relations Unit is being pursued by the University. In addition, plans are underway to identify direct indicators related to the quality of academic programs as they pertain to post-graduation careers.

Currently, AUI does not offer Certificate Programs. AUI is exploring ways that the EEC in Casablanca might be used to offer a few continuing education programs by all Schools and Centers for other executive and continuing education initiatives.

Undergraduate Degree Programs

DESCRIPTION

The expectations AUI has of its students are aligned with its mission, which states that AUI is "committed to educating future citizen-leaders of Morocco and the world through globally oriented, English-language, Liberal Arts curriculum based on the American system" (Std-1.02). All undergraduate degree programs are designed to prepare students for global competence, helping them to understand how their studies relate to both local and global issues. The Liberal Arts philosophy of the Institution allows its students to acquire and apply a broad range of communicative and intellectual skills. Additionally, AUI students are required to complete a Social/Community Service internship by the time they graduate as one of the means of developing citizenship, leadership skills, and social responsibility.

Of the seven Bachelor's degrees offered at AUI, one is housed in SBA, three in SHSS, and three in SSE. SBA offers the Bachelor's degree in Business Administration (BBA) which has five concentrations: Marketing, Management, Finance, Logistics and Supply Chain Management, and International Business. SHSS offers Bachelor's degrees in International Studies (BAIS) with two concentrations—Political Science and Development, Communication Studies (BACS) with two concentrations—media production and strategic communication, and Human Resource Development (BSHRD) with a concentration in Organizational Human Development. SSE offers three Bachelor's degrees: General Engineering (BSGE), Computer Science (BSCSC), and Engineering and Management Science (BSEMS). The latter is co-taught by SSE and SBA. In addition, there are a number of minors offered in all three Schools. SBA offers a minor in Logistics and Supply Chain Management, and three variations of a minor in business. SHSS offers minors in Arabic Language and Culture, International Studies, Gender Studies, African Studies, American Studies, Human Resource Development, National Human Resource Development, Organizational Studies, and three variations of the minor in Communication Studies. SSE offers minors in Computer Science, Mathematics, and General Engineering.

All program descriptions are published in the current Catalog, together with the Intended Learning Outcomes for each program, and the descriptions of the courses that make up the program (Std-1.03). The program structure, including prerequisites for each course, is included in the Catalog. Students are provided with a recommended course sequence at the beginning of their program, and are given assistance in modifying their degree plan to fit their own needs and interests.

As part of the accreditation process, AUI has reviewed the length of Bachelor's programs, which now ranges between 122 SCH (SHSS) and 135 SCH (SSE), including a General Education component of 40 SCH. The FAS courses provide transition to college level tools, including training in information literacy with the help of the Library, and approaches/methodologies to critical analysis and logical thinking. All programs require a capstone project course and an industry and social internship as a transition into professional life. All programs require an Exit Exam in the final year of study.

Recognizing the importance of independence and leadership, AUI has implemented three programs to support student development in these areas. The Honors Program (Std-1.03, p. 115; Std-4.03) aims to give students opportunities to explore in-depth areas and challenging questions as an addition to regular classes, and in specific Honors courses. The Honors

seminar usually has about 10 students each semester. An Honors student is noted as graduating "With Honors" in their diploma.

The Leadership Development Institute (LDI) is a non-course option that gives students the chance to invest in projects and studies related to leadership and fostering leadership on campus and in the community (Std-1.03, p. 116, Std-4.04). The participants attend a series of workshops, lectures, campus involvement and mentorship activities, and earn a certificate at the end of the year.

The Undergraduate Research Program (site under construction), aims to introduce research culture to students early in their academic career. The Undergraduate Research Contest (Std-4.05) has run since 2012, recognizing undergraduate students who have achieved interesting research results in any context. Students are encouraged to present their work in conferences that are accessible in the region. SSE offers an Applied Research course (EGR4303, see Std-4.05) each semester for undergraduate students interested in investing a specific research topic; the University is considering how a similar course can be integrated into the curricula of other Schools. SHSS encourages students to include research in their capstone work. The Schools are in the process of designing a regular program of courses that will include a research component, and entitle the student to an Undergraduate Research Certificate.

APPRAISAL

There is evidence that AUI programs are of good quality. Strong evidence of the success of the programs is demonstrated by student achievements, as described more fully in Standard 8. All Bachelor's programs now also participate in a regular program review cycle, as projected in AUI's previous NEASC self-study.

The BBA program received initial accreditation in 2011 by the European Program Accreditation System (EPAS) of the European Foundation for Management Development (EFMD). It was reaccredited in 2014 for another three years. In fall 2016, SBA hosted an on-site visit to assess the BBA program's reaccreditation application. SBA has also become a member of the Association to Advance Collegiate Schools of Business (AACSB) and has received eligibility to apply for AACSB accreditation (Std-2.10).

The BSCSC was originally accredited by ABET in 2010. In fall 2016, it was reviewed, and the two engineering programs (BSGE and BSEMS) were reviewed for initial accreditation by ABET as well (Std-2.10).

As for SHSS, since there are no accrediting agencies for its undergraduate programs, it systematically reviews all programs on a three-year cycle using self-assessment and external review. The BACS was reviewed in March 2015, the BAHRD in October 2015, and the BSIS in February 2016 (Std-2.10).

In 2009, the Intensive English Program offered by the Language Center received initial accreditation from the Commission on English Language Program Accreditation (CEA). It was re-accredited in 2014 for 10 years, the maximum period offered (Std-2.10).

All programs are designed to include a range of choices for students; they include free elective courses and other options such as minor programs from a range of different fields. The engineering programs now include a thematic elective area, allowing students to take a

set of courses either locally or at a partner institution as part of an exchange semester or year. AUI is aware that its students could benefit from a wider variety of options in the Bachelor's programs available and in the number of courses offered as electives. Many Liberal Arts universities of a similar size are able to offer fifty or more majors, compared with our seven. Although students within our programs tend to find them strong and attractive, we have no options for students who are not interested in one of these few areas.

AUI also faces the reality of needing to accommodate national market demands for the benefit of students' employment opportunities. A number of competitor universities are pursuing the same pool of applicants, with more options to make them attractive. Thus, in spite of increasing investment in recruiting, the University has met with only limited success in sustain admissions growth. The current strategic plan includes efforts to recruit higher quality students, as well as reaching out to broader international student pools (Std-2.02).

General Education

DESCRIPTION

To fulfill the requirement for a Bachelor's degree, students are required to take 40 SCH in General Education topics. The GenEd curriculum is structured into eleven areas. Students take one or more courses from each area. Most areas have a number of choices, and AUI has been expanding the number of choices by adding new courses such as economics. New science options, such as oceanography, geology and organic chemistry, are being considered for inclusion in the areas. Examples of areas covered are: oral and written communication, mathematics and physical sciences, humanities, social sciences etc. (Std-1.03, p. 118)

To instill a sense of social responsibility through education and as part of graduation requirements, all students complete a Social/Community Service Internship, for a minimum of 60 hours. Though the community service requirement carries 0 SCH, significant attention is paid to this important part of students' education (Std-1.03, p. 192). There are training seminars to help prepare for the work with a development project or an NGO (especially those students not taking the International Cooperation and Development concentration). Students work with a mentor in the field, who supervises and evaluates their internship. Assessment is performed at three levels: first, through an evaluation form filled by the onsite supervisor, then, once back at the University, through a roundtable discussion, and finally through individual written student reports. Enrollment Services registers the student once they have been notified that the student has completed the training phase and has contacted and been accepted to work with a project. The final report is evaluated and must meet certain criteria in order for the student to satisfactorily complete the Community Service requirement.

APPRAISAL

AUI has started a regular program review activity for the GenEd program, since its content needs to maintain currency with world changes and context. The review is led by a GenEd Coordinator and committee (Std-4.06). As the GenEd curriculum is not a program per se, the review will be an internal one and involve people from different programs and constituencies. One of the goals of the review is to add flexibility in choices for students in different areas. In many instances, the major defines specific courses which must be taken in a particular area;

for example, all engineering students must take Physics I, and this counts as their science course for the GenEd component.

Entering students, particularly students entering technical majors, generally have strong questions about the benefit of the GenEd courses as compared with courses directly related to their chosen major. However, feedback from both alumni and employers shows that the general skills and perspective gained in these courses are appreciated in the market as something that distinguishes our graduates from the graduates of other institutions (anecdotal). The interleaving of GenEd and major courses, with flexibility to take different courses throughout the program, is another distinction from public schools, where students typically follow the same set of courses as their cohort during each year.

The Major or Concentration

DESCRIPTION

AUI students are well distributed in the major fields of study, which are designed to provide students with detailed knowledge and perspective in their subject matter. Likewise, these majors prepare students to deal with such contemporary and widely diverse topics as the history and politics of what has been called the "Arab Spring", advances in solar energy to enhance life in Morocco, and programs such as the Universe Awareness for Young Children Initiative recently launched by AUI's Astronomy Club. At the same time, the aim is to support these majors within a broad-based Liberal Arts curriculum. The University takes pride in its educational environment, which encourages reflective consideration of career choices and ability to change directions when new interests and insights are identified.

All students are required to declare their major at admission. Requirements for each major are published in the Catalog (Std-1.03, p. 117 ff). In a number of majors, 18 or more SCH are 3000 level or above. There are major core courses that account for another 18 SCH or more per degree program. In addition, there are School Core courses or equivalents that account for another 19 SCH or more, depending on the degree. All degrees require internships for a minimum of 6 full weeks as part of the degree. This is the equivalent of a class worth 3 SCH in their degree audits. They also require a final project (Capstone) worth 3 or 4 SCH. Engineering students are encouraged to combine the final project with the internship and spend at least four months in industry. SSE has modified the School Core and adjusted it to include program specific electives in addition to the free electives. The School Core is still part of the organization of degree programs in SHSS and SBA. SHSS students are required to take Research methods, Professional communication, Social statistics, Internship, and Capstone as part of their School Core. Students in the HRD and CS programs are encouraged to combine their Internship and Capstone classes so as to spend a minimum of 8 weeks in a professional setting and frame their capstone around a problem in the media or HR industries.

APPRAISAL

Although students are required to declare their major upon admission, they are allowed to change it at any time during their studies. Early major declaration is favored by the culture: students come from a streamed high-school system and parents want them to declare majors as soon as possible so as to have visibility into job markets. However, this usually means that

students are not given enough time to consider what they would like to study or to explore academic areas where they have no prior experience. As a result it is not uncommon for students to change majors within a School or even switch School after the initial semesters.

A change of major requires approval of the program being left and approval of the program being joined. Frequently, at least one semester is needed for the process to be fully approved. The process of changing major, including the time and number of signatures students must obtain, and the GPA level needed to change, has been lightened and students in good standing may request a major change at any time.

There is a strategic limitation on duplicating program options already available in several other public universities, such as the normal range of engineering programs, which becomes particularly problematic when students do not find a fit with any of the majors available. A student might spend several semesters taking a variety of classes without being able to choose a major in which they can perform well. For students who are unable to perform adequately in existing majors, there is not an effective system after the first year to move them out of AUI. The Moroccan system admits students based on their high-school *Baccalauréat* grades, and moves an entire group of students as a 'cohort', therefore a student is not allowed to enter a program in another school flexibly at a different point.

Graduate Degree Programs

DESCRIPTION

AUI offers thirteen Master's degree programs, including 8 that are on the Ifrane campus, 4 that are offered in the EEC in Casablanca, and one that is offered in both locations. SBA offers a Master's in Business Administration (MBA) on the Ifrane campus, a part-time MBA, an Executive MBA, a Master's in HRD, and a Master's in International Trade in Casablanca. SHSS offers Master's degrees in International Studies and Diplomacy (MAISD), North African and Middle Eastern Studies (NAMES), and Islamic Religious Studies (MAIS). The MAIS is offered in conjunction with the Moroccan Ministry of Religious Affairs and most of the students in the program have been supported by the Ministry. The Master's of Science in Human Resource Development, is offered on AUI premises at the Executive Education Center (EEC) in Casablanca. SSE offers Master's level degrees in Software Engineering (MSSE), Computer Networks (MSCN), Computer Science (MSCSC), Information System Security (MSISS), and Sustainable Energy Management (MSSEM). The MSSE and MSCSC are also offered as dual degree options with the Technical University of Munich in Germany, and the MSSEM is offered as a dual degree option with the University of Birkenfeld in Germany. Both SSE and SHSS offer the option of a combined Bachelor's and Master's degree for high-performing students.

All Master's programs require between 30 and 36 SCH of graduate course work, including a final project or thesis. Requirements for each Master's program are clearly stated in the University Catalog as well as in the School section of the AUI web page (Std-1.03, p. 275 ff). Each program offers advanced knowledge and expertise in an area deemed particularly significant to the Moroccan society and economy. Programs offered in the EEC in Casablanca follow the same design, approval, and quality assurance processes as the graduate programs offered in Ifrane.

Schools may require foundation courses before students can be fully enrolled in the programs at the Master's level. One reason for this is that, at other universities in Morocco, a Bachelor's degree equivalent (*Licence*) is earned in three years and therefore students do not necessarily have the same preparation as do students who have earned a North American style 4-year Bachelor's degree. The hours for foundation courses vary between 0 and 18 SCH and cover a minimum of one semester and a maximum of two and a half semesters to complete. The foundation courses are determined based on an interview with the School Graduate Admissions Committee and, in SSE, a Placement Test. Students directly admitted to Master's degree programs, as well as those who have successfully completed foundation courses, have demonstrated preparation and ability for advanced study in their chosen area.

Most AUI faculty teaching Graduate students hold a Ph.D. or similar terminal degree and are active in scholarship in their area of expertise. In the case of professional programs, such as the MBA, practitioners with solid and immediate experience in their fields are often recruited to teach specialized courses. Graduate programs include a significant graduate-level assessment such as a graduate thesis or project, where the achievement of the program objectives is assessed. AUI does not currently have any primarily research-oriented programs. However, many programs include a research option in the form of a two-semester Master's Thesis, as opposed to a one-semester Master's Project, aimed primarily at students wishing to continue for a Ph.D. elsewhere.

In addition to regular Master's programs, AUI offers continuing education seminars through the EEC in Ifrane and in Casablanca. These centers deliver such seminars to the Ministry of Interior, the Ministry of Education and Research, the *Commissariat d'Etat aux Eaux et Forêts*, and similar entities. Delivered as modules that vary in number of days or hours, the seminars do not carry credit but may lead to a certificate.

APPRAISAL

Following the previous self-study and the visiting team's recommendations, focused attention has been given to the concerns raised then, by completely discontinuing the practice of cross-listed courses, which occurred in a few cases across the University. All graduate courses now have distinct syllabi that spell out the graduate requirements for the students in the course.

There are three basic requirements for acceptance to an AUI graduate program (Std-1.03, pp. 41 ff):
- A Bachelor's degree or equivalent from an accredited institution;
- Strong academic average in course work leading to the *Licence* or, if graduating from a system using the US higher education model, a 'B' average or better in upper level (Junior and Senior level) work and in any graduate work already completed; or other evidence of ability to succeed in graduate study;
- Adequate preparation for the proposed graduate program.

In some cases, applicants with a promising profile are invited for an interview with the Admissions Committee. This increases confidence that accepted applicants will be able to cope with the rigorous expectations of the programs to which they are admitted.

The average enrollment in graduate classes is 7 students, since the number of students in graduate programs is itself still well below the desired levels across the University. The focus through 2015 was still on increasing undergraduate student numbers (See Table 5.2.) The 2015-2020 Strategic Plan includes a specific emphasis on strengthening graduate programs

(Std-2.02). To this effect the University has recently created a new position of Assistant Vice President for Academic Affairs (Graduate Programs and Research) (Std-3.01). So far and for most programs, AUI's efforts to increase its graduate population have been targeted primarily at the Moroccan students and have been hampered by two factors: The University is tuition-based and it is English language based, unlike other public schools. This means that a large number of graduate students in many AUI Master's programs are AUI Bachelor's graduates. A minimum CGPA of 3.0 is required for admission to graduate programs in SHSS and SBA; SSE requires a minimum GPA of 3.0 in undergraduate courses in the major.

SHSS and SSE allow students who are performing well in their Bachelor's studies (having earned at least 60 SCH in SHSS and 48 in SSE) to enter a combined Bachelor's/Master's program, where they gain access to graduate courses earlier, and obtain both Bachelor's and Master's degrees at the same time (Std-1.03, pp. 299-300 and 326-327). The combined Bachelor's and Master's option is beneficial to students, since it reduces the total SCH requirements by 6 SCH for SHSS and 10 SCH for SSE to obtain a graduate degree; it is also beneficial to the University insofar as the students are well-prepared for graduate-level work. Nonetheless, it is a limited pool of applicants and AUI needs to reach out to more external applicants to achieve the desired numbers and diversity for graduate enrollment, especially that the Institution has a strong and well-qualified body of faculty for graduate programs.

As an illustration of strong faculty credentials for offering graduate courses, there were 38 faculty members teaching graduate classes in spring 2016. Twenty five are AUI faculty who hold a Ph.D. in areas closely related to their area of teaching. Two others are lecturers: one with an MS in Computer Science and certifications in computer security, the other with an MBA and a CPA certification. Both teach graduate as well as undergraduate courses and they teach in the area of their specialization. Eleven other graduate course instructors are visiting or adjunct faculty, again with specific expertise in their course area.

The students in Master's programs offered at the EEC in Casablanca have access to both regular AUI faculty and to adjunct faculty with particular expertise. They access course materials using the same system (Jenzabar) as regular students.

To guarantee high-quality alumni from its graduate programs, AUI requires that, before being granted a Master's degree, students must earn at least a 3.00 on a 4.00 scale in all course work on their degree plan and successfully defend their thesis or final project. The typical completion time for Master's programs is two years and there is a five year limit in all programs to satisfy all requirements. Unfortunately, the MAIS, due to the different background students have joined this program with, has encountered difficulties in bringing them to graduation within those limits.

Most Master's programs at AUI, particularly in SBA and SSE are professional programs in the sense that they aim to prepare students for practice in industry, government, NGOs or similar organizations. Program descriptions and course syllabi stress the importance of such practical applications. SBA students have access to a trading room that allows them to hone their trading skills before graduating. SSE students can acquire hands-on experience with cloud computing in a specially-equipped lab and frequently work on software projects that are successively deployed inside the University or in the community. In addition, some programs require professional internships to be conducted in industry. Master's programs in SHSS provide a wider and deeper Liberal Arts training. On the other hand, they still contain

practical application components of local relevance which have, so far, allowed most graduates to find jobs in Morocco.

Integrity in the Award of Academic Credit

DESCRIPTION

The total number of credits required is between 122 and 135 SCH for all Bachelor's programs and between 30 and 36 SCH for all Master's programs. New programs are reviewed by the appropriate undergraduate or Graduate Curriculum Committees, by the AC, and the BOT prior to implementation.

The AUI Catalog (Std-1.03) is freely available online and hard copies are distributed to all new incoming students (degree seeking, visiting, transient, and transfer.) The Catalog specifies the University regulations as well as course description, award of academic credit, and the relationship between courses (pre and co-requisites, core, major, advanced, and electives) for each program. Guidelines for the Honors Program (Std-1.03, p. 115, Std-4.03), Exit Test (Std-1.03, p. 126), Independent Study and Internships are also provided in the Catalog. Procedures for course selection, pre-registration and regular registration are described in the Catalog, and the corresponding periods for each of these activities during the academic year are explicitly specified in the Academic Calendar (Std-4.07.)

Course offerings and schedules are posted electronically in Jenzabar. At the undergraduate and graduate levels, each student is assigned a faculty advisor to develop an individualized degree plan and course selection, aimed at assuring timely completion. Degree audits are also automatically updated electronically for each student.

All faculty members are required to identify course materials clearly and to have course syllabi, which include course ILOs, a topical outline, grading percentages (assignments, quizzes, midterm and final exams, field exercises, and projects) and the AUI Code of Academic Honesty or equivalent statement. The course syllabus is given to students at the beginning of the semester. In-class peer observation takes place at least once a year for each faculty member, and each faculty member produces a course portfolio (sample of syllabus, course assessments, sample of exams, quizzes, etc.).

The University has published written policies regarding attendance, final examinations, adding/dropping courses, probation (Std-1.03, pp. 110-113), repeat policy, suspension and dismissal, withdrawing from the University, retroactive withdrawal, Semester Off for poor performance, Planned Educational Leaves for internships or other activities, change of academic program, etc. (Std-1.03, pp. 88-102) For example, the AUI Catalog stipulates that former students of the University who wish to return after an absence of one academic year and who did not inform the University of their plans following a Semester Off for poor performance or a Planned Educational Leave, must re-apply for reinstatement (Std-1.03, p. 47).

The University has policies concerning transfer of academic credit from accredited institutions similar to it (see Registrar's website). These policies concern students transferring into AUI, as well as students going on exchange or study abroad programs. Transfer of credit

from Moroccan and other non-Liberal Arts institutions is done on a case-by-case basis through examination.

AUI has written policies regarding application for graduation, diploma delivery, and grade report (Std-1.03, pp. 107-108). Given that the University only issues diplomas once a year, in summer, it provides also a "Certificate of Completion" for graduates finishing during or shortly after the fall semester so they may apply to jobs or graduate programs (Std-1.03, p. 87). This is an official document attesting that the student has fulfilled all the academic requirements for a Bachelor's or a Master's degree. The Certificate of Completion is issued only once; it may not be issued after the diploma has been delivered.

AUI has a written policy regarding student academic integrity (Std-1.03, pp. 92-95, Std-9.01). As part of enforcing this policy, faculty use Turnitin.com to prevent plagiarism and as a tool to help reinforce proper citation. Specific training sessions are organized to help faculty use this tool every semester.

Students in the three Schools are given a choice of courses for different components of their degrees. They can thus choose in the General Education, the Major, and the Minor, in addition to having at least 2 free elective courses. The pool of electives that students can choose from is enriched whenever possible. Moreover, electives for the Major may include graduate courses for high-performing Senior students.

AUI does not offer distance learning, e-learning programs, competency-based programs, or any form of degree other than the Bachelor's and Master's programs already mentioned. AUI has discussed offering continuing education programs through e-learning, but has not yet developed and implemented any such programs.

APPRAISAL

The degree programs offered by AUI at the undergraduate and graduate levels are all well-structured and comparable in content to those of institutions similar to ours. Information and requirements for degree completion are sufficiently accessible to all stakeholders both in print and in electronic format on the University website (see ACADEMICS tab and Std-1.03.)

The University has also an extensive and growing set of policies covering all aspects of the academic lifecycle of students at AUI (Std-1.03, pp. 88-102). Policies pertaining to admissions, transfer, probation, graduation, leaves, etc. are available, advertised, and regularly reviewed by an AC committee. While Academic Integrity policies and sanctions for academic dishonesty are clearly and widely advertised, their implementation may vary from school to school in specific situations.

The use of Jenzabar over the last few years has improved student access to timely information about course offerings and description, degree audits, transcripts, as well as course handouts, and grades. This information is also available to faculty advisors to enhance the effectiveness of academic advising and planning.

Although some AUI faculty members are being trained in e-learning capabilities and tools, distance learning is still in its infancy and there is no urgency for AUI to pursue this. Should AUI decide to offer distance learning courses, the appropriate NEASC processes will be followed at that time.

PROJECTIONS

Within the next year, AUI will finalize a formal external program evaluation policy (mode, resources, scope, and periodicity) and validate programs lacking external evaluation.

Within the next year, the University will also institute a formal process for decommissioning programs that will no longer be offered and restructuring programs that need to change in response to market trends.

During the next two years, AUI will streamline data collection in support of alumni monitoring (questionnaires). The Career Services and Alumni Relations Unit will be enhanced by the Office of Development and Communication. A new Career Services Coordinator, and in the next year she will work with specific faculty members in each School to assure consistent and accurate alumni information. The information gathered will be used to drive better career placement for current students.

During the next two years, OIRE will develop a formal and systematic process, together with related tools, to make use of data collected through assessment procedures with the aim of enhancing student learning (closing the loop).

During the next two years, AUI will consider expanding the number of Bachelor's level programs to give more choices to students. AUI will also continue to increase the number of elective courses offered.

During the next year the Exit Test will be formalized as a 0 SCH course in order to gain uniformity across the University, including enforcing it as a prerequisite for capstone and to assure achievement of remedial work.

Starting next year, the GenEd Committee will launch a regular process for assessing the set of GenEd courses. Students will be provided greater flexibility in the choice of courses satisfying the GenEd requirements.

During the next two years, additional majors which can be offered with minimum additional requirements, including a general Liberal Arts major, will be explored. Requirements for declaring and changing a major will be streamlined.

The next 4 years will see a stronger effort to build graduate program enrollment by pursuing more diversified strategies to attract students to Master's programs. Recruitment shall target both AUI undergraduates, as well as students with Bachelor's degrees from other Moroccan and international universities, and aim to increase the number of students in both full-time and part-time programs. (See Standard 5 for more details.)

As a way to increase the attractiveness of graduate studies, over the next 5 years, AUI will further develop graduate research through partnerships with graduate programs in other universities in Morocco.

In the next year, the AC Ethics Committee, in consultation with the different Academic Units, will finalize clearly-delineated procedures, and policy statements that outline how specific commonly occurring situations should be uniformly handled across the University.

Standard 4: The Academic Program
(Summary – Degree-Seeking Enrollment and Degrees)

Fall Enrollment* by location and modality, as of Census Date

Degree Level/ Location & Modality	Associate's	Bachelor's	Master's	Clinical doctorates (e.g., Pharm.D., DPT, DNP)	Professional doctorates (e.g., Ed.D., Psy.D., D.B.A.)	M.D., J.D., DDS	Ph.D.	Total Degree-Seeking
Main Campus FT	n/a	1,941	173	n/a	n/a	n/a	n/a	2,114
Main Campus PT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	0
Other Principal Campus FT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	0
Other Principal Campus PT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	0
Branch campuses FT	n/a	n/a	59	n/a	n/a	n/a	n/a	59
Branch campuses PT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	0
Other Locations FT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	0
Other Locations PT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	0
Overseas Locations FT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	0
Overseas Locations FT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	0
Distance education FT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	0
Distance education PT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	0
Correspondence FT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	0

Correspondence PT	n/a	n/a	n/a	n/a	n/a	0
Low-Residency FT	n/a	n/a	n/a	n/a	n/a	0
Low-Residency PT	n/a	n/a	n/a	n/a	n/a	0
Unduplicated Headcount Total	0	1,941	232	0	0	2,173
Total FTE		1,941.00	232.00			2,173.00
Enter FTE definition:						
Degrees Awarded, Most Recent Year						0

Notes:

1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.

2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."

3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.

Please enter any explanatory notes in the box below

Standard 4: The Academic Program
(Summary – Non-degree seeking Enrollment and Awards)

Fall Enrollment* by location and modality, as of Census Date

Degree Level/ Location & Modality	Title IV-Eligible Certificates: Students Seeking Certificates	Non-Matriculated Students	Visiting Students	Total Non-degree-Seeking	Total degree-seeking (from previous page)	Grand total
Main Campus FT	n/a	n/a	56	56	2,114	2,170
Main Campus PT	n/a	n/a	n/a	0		0
Other Principal Campus FT	n/a	n/a	n/a	0		0
Other Principal Campus PT	n/a	n/a	n/a	0		0
Branch campuses FT	n/a	n/a	n/a	0		0
Branch campuses PT	n/a	n/a	n/a	0		0
Other Locations FT	n/a	n/a	n/a	0		0
Other Locations PT	n/a	n/a	n/a	0		0
Overseas Locations FT	n/a	n/a	n/a	0		0
Overseas Locations FT	n/a	n/a	n/a	0		0
Distance education FT	n/a	n/a	n/a	0		0
Distance education PT	n/a	n/a	n/a	0		0
Correspondence FT	n/a	n/a	n/a	0		0
Correspondence PT	n/a	n/a	n/a	0		0

Low–Residency FT	n/a	n/a	0	0
Low–Residency PT	n/a	n/a	0	0
Unduplicated Headcount Total	0	56	56	56
Total FTE	56.00	56.00	56	56.00
Enter FTE definition:				
Certificates Awarded, Most Recent Year				

Notes:

1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.

2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."

3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.

Please enter any explanatory notes in the box below

Standard 4: The Academic Program
(Headcount by UNDERGRADUATE Major)

	Number of credits*	3 Years Prior (Fall 2012)	2 Years Prior (Fall 2013)	1 Year Prior (Fall 2014)	Current Year (Fall 2015)	Next Year Forward (goal) (Fall 2016)
For Fall Term, as of Census Date						
Certificate (add more rows as needed)						
Total		0	0	0	0	0
Combined						
Combined BBA and Master's of Science in Corporate Finance (MSCF) (CBCF)				-	-	
Combined Bachelor's of Arts and Master's of Arts in International Studies and Diplomacy		1	6	5	-	
Combined Bachelor's of Science and Master's of Science		45	23	23	19	20
Undeclared						
Total		46	29	28	19	20

Standard 4: The Academic Program
(Summary – Non-degree seeking Enrollment and Awards)

Fall Enrollment* by location and modality, as of Census Date

Degree Level/ Location & Modality	Title IV-Eligible Certificates: Students Seeking Certificates	Non-Matriculated Students	Visiting Students	Total Non-degree-Seeking	Total degree-seeking (from previous page)	Grand total
Main Campus FT	n/a	n/a	56	56	2,114	2,170
Main Campus PT	n/a	n/a	n/a	0		0
Other Principal Campus FT	n/a	n/a	n/a	0		0
Other Principal Campus PT	n/a	n/a	n/a	0		0
Branch campuses FT	n/a	n/a	n/a	0		0
Branch campuses PT	n/a	n/a	n/a	0		0
Other Locations FT	n/a	n/a	n/a	0		0
Other Locations PT	n/a	n/a	n/a	0		0
Overseas Locations FT	n/a	n/a	n/a	0		0
Overseas Locations FT	n/a	n/a	n/a	0		0
Distance education FT	n/a	n/a	n/a	0		0
Distance education PT	n/a	n/a	n/a	0		0
Correspondence FT	n/a	n/a	n/a	0		0
Correspondence PT	n/a	n/a	n/a	0		0

Low–Residency FT	n/a	n/a	0	0
Low–Residency PT	n/a	n/a	0	0
Unduplicated Headcount Total	0	56	56	56
Total FTE	56.00	56	56.00	56.00
Enter FTE definition:				
Certificates Awarded, Most Recent Year				

Notes:

1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.

2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."

3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.

Please enter any explanatory notes in the box below

Standard 4: The Academic Program
(Headcount by UNDERGRADUATE Major)

	Number of credits*	3 Years Prior (Fall 2012)	2 Years Prior (Fall 2013)	1 Year Prior (Fall 2014)	Current Year (Fall 2015)	Next Year Forward (goal) (Fall 2016)
For Fall Term, as of Census Date Certificate (add more rows as needed)						
Total		0	0	0	0	0
Combined						
Combined BBA and Master's of Science in Corporate Finance (MSCF) (CBCF)				-	-	
Combined Bachelor's of Arts and Master's of Arts in International Studies and Diplomacy		1	6	5		
Combined Bachelor's of Science and Master's of Science		45	23	23	19	20
Undeclared						
Total		46	29	28	19	20

Baccalaureate (add more rows as needed) ?

Program						
Bachelor's of Business Administration (BBA)	1,096	1,042	953	884	842	129
Bachelor's of Arts in International Studies	142	135	113	100	97	122
Bachelor's of Arts in Communication Studies	104	99	79	78	83	122
Bachelor's of Science in General Engineering	87	83	115	68	36	135
Bachelor's of Science in Computer Science	206	196	196	189	167	135
Bachelor's of Science in Engineering and Management Science	320	304	362	280	217	135
Bachelor's of Science in Human Resource Development	66	63	67	67	61	122
			-			
Undeclared						
Total	2,021	1,922	1,885	1,666	1,503	
Total Undergraduate	2,041	1,941	1,913	1,695	1,549	

* Enter here the number of credits students must complete in order to earn the credential (e.g., 69 credits in an A.S. in Nursing)

Please enter any explanatory notes in the box below

Projecting 100 new students distributed across programs.

Standard 4: The Academic Program
(Headcount by GRADUATE Major)

For Fall Term, as of Census Date

	Number of credits*	3 Years Prior (Fall 2012)	2 Years Prior (Fall 2013)	1 Year Prior (Fall 2014)	Current Year (Fall 2015)	Next Year Forward (goal) (Fall 2016)
Master's (add more rows as needed)						
Master's of Business Administration (including part-time)	36	99	100	76	70	82
Master's of Science in Corporate Finance	36	2	1	1	1	
Master's of Arts in North Africa & Middle Eastern Studies	36	3	4	6	7	10
Executive Master's of Business Administration	48	28	28	25	8	10
Master's of Arts in International Studies and Diplomacy	36	28	30	27	25	29
Master's of Science in Information Systems Security	30		1	4	2	3
Master's of Science in Computer Science	30	4		0	1	
Master's of Science in Software Engineering	30	13	11	11	8	10
Master's of Science in Computer Networks	30	4	4	3	1	
Master's of Science in Biotechnology	30	1		0	0	
Master's of Science in Software Engineering and Management Science	30	6	8	0	0	
Master's of Science in Sustainable Energy Management	30	5	3	6	4	6
Master's of Science in Islamic Studies	42	26	25	25	22	22
Master's of Science in International Trade	36				13	15
Master's of Science in Human Resource Development	36				7	8
Total		219	215	184	169	196
Combined					4	7
Total		0	0	0	4	7

First Professional (add more rows as needed) 🔴?

Total	0	0	0	0	0

Other; specify (add more rows as needed) 🔴?

Total	0	0	0	0	0

| Total Graduate | 219 | 215 | 184 | 173 | 203 |

* Enter here the number of credits students must complete in order to earn the credential (e.g., 36 credits in an M.B.A.)

Please enter any explanatory notes in the box below

Projecting 30 new students spread across main programs.

Standard 4: The Academic Program
(Credit Hours Generated and Information Literacy)

Credit Hours Generated By Department or Comparable Academic Unit

Undergraduate (add more rows as needed)

	3 Years Prior (FY2)	2 Years Prior (FY2)	1 Year Prior (FY2)	Current Year (FY2)	Next Year Forward (goal) (FY2)
School of Business Administration	14,118	16,729	17,992	18,669	19,500
School of Science and Engineering	11,667	13,116	14,188	14,822	15,400
School of Humanities and Social Science	17,175	17,797	19,618	20,427	21,200
Language Center	7,813	7,900	7,140	7,245	7,500
Total	50,773	55,542	58,938	61,163	63,600

Graduate (add more rows as needed)

	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
School of Business Administration	1,363	888	1,072	1,214	1,300
School of Science and Engineering	798	492	453	534	600
School of Humanities and Social Science	985	766	791	752	800
Total	3,146	2,146	2,316	2,500	2,700

Information Literacy Sessions

	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
Main campus					
Sessions embedded in a class	n/a	n/a	n/a	n/a	

Free-standing sessions	158	68	91	52
Branch/other locations				
Sessions embedded in a class	n/a	n/a	n/a	n/a
Free-standing sessions	n/a	n/a	n/a	n/a
Online sessions	n/a	n/a	n/a	n/a

URL of Information Literacy Reports: n/a

Please enter any explanatory notes in the box below

Projecting a 4% increase in credit hours generated. Information Literacy sessions are offered by the AUI library.

STANDARD 5: STUDENTS

Strengths:	Projections:
1. Very good student services environment. 2. Very strong academic learning environment.	1. The admission process will be better streamlined. 2. Distribution of scholarships and financial aid will be reviewed. 3. A First Year Program will be put in place. 4. Student governance will be reinforced.

The University has established clear quantitative goals in terms of admissions. Starting from the 2,166 students in fall 2015, it plans to grow by an additional 100 students a year until it reaches close to 2,500 by 2020. The objectives in terms of student type are to increase international, geographic and socio economic diversity as well as keep gender parity. In fall 2015, 2,105 degree-seeking students, comprising 1,939 undergraduates and 166 graduates, and 47 international degree-seeking students representing 28 nationalities, were enrolled. These were closely distributed between the two genders. Additionally, 61 study abroad and exchange students chose to spend one or more semesters at AUI (See Table 5.1). The University has thus made very good progress towards achieving its goal of growing by an additional 100 students every fall. The distribution of degree-seeking students shows that more than half of them (53.68%) are enrolled in SBA.

The University also plans to expand its graduate programs both in terms of programs and student enrollments.

5.1 Distribution of Students taking courses at AUI from Fall 2012 to Fall 2016

Undergraduate	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
SBA	788	881	1011	1041	1096
SHSS	216	242	293	299	301
SSE	532	568	544	599	580
Non degree seeking	72	82	94	61	76
Total	1608	1773	1942	2000	2053

Graduate	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
SBA	118	129	125	89	99
SHSS	57	60	60	56	66
SSE	43	26	22	21	31
Non degree seeking	0	0	3	0	5
Total	218	215	210	166	201

Admissions

DESCRIPTION

At Al Akhawayn University, developing clear and supportive systems for students, starting even before a student applies to the University and extending beyond graduation, is a priority and a reason why AUI enjoys a strong reputation domestically and internationally.

Pre-admission Process

AUI maintains clear and up-to-date information on its website (see ADMISSIONS tab) in English, French and Arabic, and in print materials in English (Std-1.03). This information covers all pertinent facets of the University's academic offerings and support services, and provides a clear description of the admissions process. It solicits applications through an online process. In addition, as shown in Table 5.2, Enrollment Services invests significant resources in attending student fairs, making high-school visits, offering campus open house days annually, advertising in the media, and being open to inquiries about AUI. In 2015 alone, spending for these outreach activities was 2,052,490 MAD (250,995 USD) and included 14 student fairs (including one Africa road show), 150 high-school visits, hosting Moroccan high- school counselors, one open house, 6,596 emails (advertisements and reactivations), and radio announcements (Std.05.01). Through these efforts, AUI continues to receive between 1,400 and 1,600 applicants eager to join the University.

Table 5.2 Student Recruitment Budget

Strategies	BUDGET for Recruiting for Following Fall				
	2012-13	2013-14	2014-15	2015-16	2016-17
High School visits	MAD 12,885	MAD 100,979	MAD 80,703	MAD 89,287	MAD 115,000
	USD 1,289	USD 10,098	USD 8,070	USD 8,929	USD 11,500
Radio ads	MAD 259,528	MAD 212,901	MAD 256,558	MAD 554,363	MAD 350,000
	USD 25,953	USD 21,290	USD 25,656	USD 55,436	USD 35,000
Online advertising	MAD 79,200	MAD 81,426	MAD 82,397	MAD 366,663	MAD 300,000
	USD 7,920	USD 8,143	USD 8,240	USD 36,666	USD 30,000
Posters	MAD 66,438	MAD 187,080	MAD 64,682	MAD 945,754	MAD 400,000
	USD 6,644	USD 18,708	USD 6,468	USD 94,575	USD 40,000
Newspapers	MAD 366,858	MAD 227,825	MAD 10,000	MAD 178,700	MAD 100,000
	USD 36,686	USD 22,783	USD 1,000	USD 17,870	USD 10,000
College Fairs	MAD 1,559,222	MAD 1,876,575	MAD 2,198,626	MAD 1,411,387	MAD 2,113,000
	USD 155,922	USD 187,658	USD 219,863	USD 141,139	USD 211,300
Open House	MAD 90,347	MAD 84,833	MAD 35,132	MAD 20,419	MAD 140,000
	USD 9,035	USD 8,483	USD 3,513	USD 2,042	USD 14,000
Total	**MAD 2,434,478**	**MAD 2,771,618**	**MAD 2,728,099**	**MAD 3,566,573**	**MAD 3,518,000**
	USD 243,448	**USD 277,162**	**USD 272,810**	**USD 356,657**	**USD 351,800**
Total undergraduate applicants	1,434	1,434	1,463	1,241	1,435

Admission Process

AUI's undergraduate and graduate admission processes strive to accept those who show academic promise and the ability to thrive in AUI's globally-oriented culture. Both undergraduate and graduate applicants submit a file that demonstrates their academic ability to succeed at AUI; contents of the application file are detailed below.

Undergraduate Admission

Applicants have the option of submitting their application for an early decision (April). Alternatively, they may wait until they have taken the national high-school graduation examination (*Baccalauréat*) before applying in June.

As a first step, undergraduate applicants submit the following documents: online application form, certified (hard) copies of high-school transcripts and diploma, a personal essay, together with other supplemental documents and the Pledge of Academic Integrity.

Next, the undergraduate applicants are invited to take the General Admission Test (GAT), a homemade aptitude test modeled on the American SAT and which is administered at five locations in Morocco - Ifrane, Marrakesh, Rabat, Casablanca, and Tangier. Since most applicants are not expected to have a strong background in English, the GAT is offered in French or Arabic and tests six areas: written communication, general knowledge, verbal reasoning, mathematical reasoning, geometric/spatial reasoning, and critical reading comprehension skills. The test scores are scaled $0 - 100$ with a mean of 50 and a standard deviation of 15. Instead of taking the GAT, applicants may submit a SAT score. For English native speakers, the SAT requirement is a minimum of 1,500 points with 500 points in the quantitative section (1,000 points with 500 minimum in the quantitative section in the new two-section version of the SAT). For non-native English speakers - a minimum of 1,340 points with 500 points in the quantitative section (920 points with 500 points in the quantitative section in the new version of the SAT). Comparable ACT test scores are also considered for admission.

Applicants' English language proficiency is taken into consideration in the admissions process; however, it is not decisive. It only serves as an orientation whether a prospective student needs to take non-credit pre-academic English language courses at AUI's Language Center (minimum 420 TOEFL scores required) or not.

Next, the applicant's file and test scores are reviewed by the Admissions Committee composed of academic officers (VPAA, deans, Language Center director, School Coordinators with the Admissions Coordinator). It makes a decision about whom to reject, accept directly, or invite for an interview. This preliminary decision is based on a set of clear rules taking into consideration high school grades, the national exam when available, and the GAT/SAT score. The decision is based on three criteria: seats available, quality of the applicant's file, and test scores. Applicants with High School Diploma (*Baccalauréat*) grades above 14/20, and which represent the top 16 % of all high school graduates nationwide, are given direct admission if their GAT score is at least 60.Those among them who are eligible may apply for scholarship, and sit for a scholarship interview with a special committee.

The "lower group"—those judged not to have the needed abilities—are denied admission, while the "middle group"—admissible but for whom more information is to be collected face

to face—is required to sit for an oral 20-minute general interview held at AUI and other sites around Morocco. The candidate chooses to take the interview in English, French, or Arabic. The interviewers (AUI faculty), who undergo a brief training session, ask questions related to the candidate's motivation to join AUI, academic background, and ability to adapt to a new environment. The interviewers fill a form giving qualitative comments as well as a score between 1 and 5 and make a recommendation to the Admissions Committee.

When admission decisions are made, the acceptance and rejection notices are sent out, and AUI awaits those who ultimately make the decision to enroll. For example, for the fall 2015 admission period (GAT in April and June), out of 1,241 high-school applicants attracted through the recruitment campaign carried out by the Office of Admissions, 830 were admitted, and 344 enrolled. The Admissions Committee makes scholarship decisions based on Interview Committee recommendation and availability of funds.

International students from countries where English is a second language, are exempted from taking the GAT. Their admission is based on high-school records and a Skype or phone interview. Those who, nonetheless, choose to submit an SAT score, are granted admission without an interview if their score is higher than 1,100. Students who wish to transfer from American-type universities must show evidence of success at their home institution (2.5 CGPA and at least thirty credits to transfer).

Graduate Admission

For graduate applicants, the application package includes: high-school diploma, university transcripts and diploma, any professional licenses or certificates that would strengthen their application, a motivational essay, two letters of recommendation (one from a university-level instructor), and a detailed résumé. Graduate applicants who are admitted also take the TOEFL (minimum 450 TOEFL scores required for the pre-academic intensive English program, details in Standard 4).

The graduate admission decision is made by the School to which the candidate applies. To that end, each School has a Graduate Admissions Committee composed of faculty members to evaluate graduate applicants. Students who meet all academic conditions are accepted with regular status. Those who did not cover the specific requirements for a given graduate program may need to take undergraduate foundation courses or LC English courses prior to taking regular graduate courses. (Std.05.02). As an example, 69 applications were received in fall 2015, 37 applicants were granted admission and 18 enrolled.

The admission requirements for executive Master's programs (see Standard 4 for details) are a Bachelor's degree or equivalent with a minimum of a B average, six years of professional experience, a TOEFL score of 530 or a Bachelor's degree from an English-speaking university. The GMAT is also highly recommended for admission to the MBA. The applicant's file includes proof of educational background, statement of purpose, corporate acknowledgment and support of the candidate, and a personal interview. Applications are reviewed and selections made by the appropriate School Graduate Committee.

In an effort to attract students from all social backgrounds and remain competitive in the Moroccan educational market, all admission decisions at AUI are need-blind. AUI offers various forms of financial aid. Approximately 30% of students receive some kind of financial assistance, based on merit (scholarship) or need (financial aid, work-study, bank loan)

(Std.05.04). A total of 384 students thus have one of several types of scholarship packages 30%, 50%, 75 %, 100%, or 100% plus fees.

The admission process does not consider gender, ethnicity, sexual orientation, or any other factor other than the student's potential as measured through high-school grades, exams, GAT or SAT, and the personal interview. Those admitted to AUI come from various educational systems including the Moroccan, French, American, Spanish, Middle Eastern, and British. Over the last five years, there has consistently been a fairly equal number of male and female students. The student body over the past five years has been composed of a majority of Moroccan students, with a mix of international students from the United States, Middle East, Europe, and Africa primarily.

No special selective criteria or benefits are given to any group in the admissions process (Std-9.01). Students with physical disabilities or special needs who meet the regular admissions requirements are admitted to AUI and given accommodations to ensure their academic and social success. AUI is equally committed to maintaining and increasing the number of international students.

APPRAISAL

Both AUI's undergraduate and graduate admission processes are designed to ensure that each candidate's qualifications are in agreement with AUI's commitment to educate future national and international citizen-leaders. The three-stage undergraduate admission process has a multi-faceted approach which warrants the recruitment of students of good academic quality as well as students with leadership potential that would compete in the global marketplace. This process aims to guarantee that every student not only has the academic ability to graduate, but also the potential for personal and social prosperity.

Overall, the University admits students who score well in the GAT and are therefore likely to succeed. AUI attracts a wide range of students, as evidenced by the Moroccan students' scores on the national *Baccalauréat* exam. From 2005 to 2015, a variety of levels, from the required 'acceptable' to the distinction of 'excellent', were accepted into the AUI student body, showing that, while AUI is selective, its acceptance criteria take a holistic view of students' aptitude and potential to succeed. However, the enrollment figures show that over 85.22% come with distinctions in the high-school diploma.

Unlike the majority of other Moroccan public universities which are tuition-free, AUI does require tuition of around 3,000 US$ a semester (Table 5.3). Its unique status of being both a paying and public university opens broader possibilities of attracting students from a variety of social backgrounds. However, compared to Moroccan private universities AUI's tuition is either on-par or lower. While this might discourage some applicants, the extensive scope of scholarships and financial aid supports the most promising applicants as well as those who come from disadvantaged families. For example, in fall 2015, 41% of the incoming class and 33% of the entire student population received some form of financial aid.

Table 5.3 Comparison of Tuition Costs at Key Fee Paying Institutions in Morocco

UNIVERSITY	ANNUAL TUITION (MAD)	ANNUAL TUITION (USD)
Al Akhawayn University	59,850	5,985
Université Internationale de Casablanca	60,900 to 71,900	6,090 to 7,190
Université Internationale de Rabat	72,000 to 96,000	7,200 to 9,600
Mundiapolis University, Casablanca	63,000 to 69,000	6,300 to 6,900

Even though the undergraduate admission process is clear in general, improvements can still be made. AUI seeks to follow a selective undergraduate admission policy, and for this reason all three stages would need further elaboration. The total number of admissions varies depending on the seats available for each admission period. Concerning the second stage, GAT is written and implemented by the faculty and administration of AUI, but is not a standardized test such as the SAT.

The third stage, "personal interview" seems also problematic. The interviews do help AUI determine an applicant's academic qualifications in addition to the GAT scores, as AUI interviews a significant number of the students who pass the GAT. However, the efforts in terms of time and human energy do not seem justified, because there are relatively few applicants, between 7 and 8 %, who are turned away because of the interview. With this issue in mind, the number of direct admissions, i.e. without interview, after GAT increased from 23.09% in fall 2012 to 46.51% in fall 2015. However, more efforts are still to be made.

If they are to be kept as an important component of the admission process, the interviews can be improved through further standardization. Although the interviews are all conducted by two or three AUI faculty and are intended to evaluate the applicant's overall level of oral expression, confidence, critical thinking, and openness, there can be discrepancies in the questions asked, the length of the interview, and the rationale given to accept or deny an applicant on the interview form.

Furthermore, in spite of being experts in their area of teaching and research and able to evaluate the applicants' academic potential, overall level of oral expression and critical thinking, the interviewers are, not trained to conduct a psychological-type interview. Therefore, interviewers cannot professionally estimate applicants' psychological confidence or level of tolerance to other people. In addition, the questionnaire used is too general, which often leads to a subjective recommendation for admission.

The Scholarship interview also needs further review. At present, this interview and the general admission one are not structured much differently. In addition, AUI invites applicants who are academically qualified to apply for scholarships which are granted regardless of socio-economic status. However, there is anecdotal but no clear evidence that the financial aid system is able to attract students from the lowest socio economic strata. It is clear that the AUI scholarship system can be improved to create a more diverse student body, particularly with respect to socio-economic factors.

Another issue faced by the Admissions & Outreach Office is the stiff competition from private higher education institutions with aggressive outreach and communication campaigns and attractive course programs: Architecture, Medical Sciences, Dental Sciences, Industrial

Management, Aerospace, Law, etc. Though current AUI degree programs have been updated in order to answer job market needs, further research on students' preferences and new career orientations should be made in order to offer new competitive and more appealing programs.

Concerning graduate applications, there are not enough outreach efforts made in order to promote the different graduate programs. Furthermore, English being the language of instruction, many Moroccan students with a Bachelor's degree, from the Moroccan or French systems, need to enroll for one year at AUI's Language Center which extends the duration of the Master's degree. In addition, the three-year national undergraduate degree often means more foundation courses to be taken before actually starting the regular academic program. This extends the time needed to complete the graduation requirements even further and sometimes discourages candidates from applying to AUI. The institution also faces stiff competition from new private universities which often partner with international universities to offer dual degrees in a number of new fields. Some actions to improve this situation have been mentioned in Standard 4.

Student Services and Co-curricular Experiences

DESCRIPTION

Much of Al Akhawayn University's (AUI) positive domestic and international reputation comes as a result of its systematic approach to providing students with programs and services offered in similar world class institutions. AUI provides ample information and guidance concerning available learning opportunities and experiences that support all students, and help them explore and achieve their academic goals. The institution has put the student at the center of its activities and has developed and implemented systems to support students before they apply for admission, during their time at AUI, and after graduation. The University strives to respond to student needs by providing the necessary curricular and co-curricular services. Furthermore, the institution has a very strong service environment and spares no effort to provide enrolled students with a variety of experiences and resources that would support their academic success and prepare them to be future Moroccan leaders and global citizens.

The University disseminates information to current and prospective students, through print materials and online media, and the University portal, which is the number one source of information for prospective students as reported in surveys of applicants. Newly admitted students attend a mandatory tailor-made orientation program that helps facilitate their integration and transition into the University and its resources.

AUI is a residential campus that offers different services for the benefit of students including residential life programming, athletic events, medical health and counseling as well as co-curricular activities offered to all, based on their needs and interests, in a safe and secure environment.

Safety and security are top priorities. The University employs more than 60 security professionals and uses the services of G4S, a multi-national security provider, to ensure a safe environment for the AUI community. The campus is fenced and can only be accessed through one main gate. Visitors are allowed on campus up until 8:30 pm and must be accompanied by a member of the AUI community. Security personnel are vigilant and make

sure that all residents adhere to published University policies, rules, and regulations (SAFETY & SECURITY tab). About 200 cameras are installed throughout campus to prevent misbehavior.

Health and wellness are also major priorities at AUI (Std-1.03, p. 77). The University stays well prepared to address quickly and efficiently, health issues or emergencies that may arise at any time. The Health Center is conveniently located in the middle of the residential area and is staffed by four medical doctors and four nurses. A doctor gives medical consultations during office hours and is on call 24 hours a day, 7 days a week and a nurse is on duty all day and night, to provide first aid care. The Health Center was conceived to offer primary care to members of the community who suffer from light ailments such as allergies, colds, infections, etc. For more serious illnesses or cases that warrant further medical care, the physician or nurse on duty refers patients to designated hospitals with which the University has signed agreements approved by the health insurance provider. A University-operated ambulance service is available, free of charge, to transport patients to the appropriate hospital. When needed, a staff member is assigned to accompany international students for translation purposes. Moreover, the University recruited a dentist who comes to campus twice a week to perform routine dental care and a physio-therapist to provide care to an accident-prone active young population. The University provides the necessary facilities and equipment to these two professionals. The Health Center organizes different awareness campaigns throughout the year for the benefit of faculty, staff, and students.

Mental health at AUI is considered of major importance for the development and success of AUI students. The University is well aware that students are at a very delicate time in their life; when they are still discovering who they are, and negotiating their way in a new setting. Most have never left the comfort of their homes and as a consequence, may struggle with the simple challenge of living away from their families, or, in some cases, with psychological issues such as depression, eating and sleeping disorders, and so on. Additionally, most newly admitted students have to adapt to a new and very different educational system, one that they have not experienced before and which they have to adapt to in order to succeed. In some rare cases, some students join the University with psychological conditions or develop them while at the University. AUI thus offers counseling and psychiatric support to students facing any difficulties that may restrain their learning abilities and development. AUI employs three mental health professionals to service those in need of psychological support. Students have access to one full-time and one part-time counselor seven days a week and a psychiatrist once a week to help those with more serious psychological issues. All psychological cases are treated with utmost confidentiality.

Students are at the core of University activities. As a Liberal Arts Institution, AUI is committed to responding to the needs and expectations of its students. Student services offered at the University are guided by a philosophy that reflects the unique character and mission of AUI. The University does not spare any effort to address student needs and expectations. Students with special needs are accommodated on an individual basis. The following are examples of several centers and programs available to students:

Mohammed VI Library organizes Information Literacy Workshops which provide students with basic research skills. The Center for Learning Technologies (CLT) provides both faculty and students with the support needed, using IT, to ensure the highest quality teaching and learning, while the Center for Learning Excellence (CLE) provides students with study skills and preparation one-on-one for several courses (Std-6.02). The Honors Program (HP)

provides unique learning opportunities in interdisciplinary seminars and research oriented courses (Std-1.03, p. 115; Std-4.03). Students are challenged to think critically and to engage in discourse that is creative, insightful, and profound.

To encourage and allow students to participate in international conferences to acquire global exposure, the Student Mobility Grants (SMG; Std-5.01, p. 60) program provides financial assistance with travel and accommodation expenses. Study Abroad and Student Exchange Programs are made available through the Office of International Programs (OIP) to help students experience life and culture in an authentic setting and develop global citizenry (Std-5.01, p. 59; Std-1.03, pp. 74, 84-85).

The University offers unconditional support to different segments of its student body. Faculty members have a set number of office hours and are available by appointment, as needed, to respond to the needs of students. They provide academic advising and career guidance in their fields and frequently serve as club advisors and interact with students during field trips, events, and conferences.

AUI provides opportunities for student leadership through co-curricular activities, athletics, the Leadership Development Institute (LDI, Std-1.03, p. 116, Std-4.04), and the Resident Assistants (RAs) programs. AUI, through the Student Government Association (SGA), also provides students with opportunities to participate in governance. SGA Board members are kept informed about major issues and are consulted about important policies and projects including disciplinary issues.

AUI student organizations operate according to University policies and are guided by its mission. These student organizations work under the supervision of professional staff at the Student Activities Office (SAO). Each student organization has its own constitution that serves the University mission statement to promote social equity and responsibility. Student organizations, operating with the guidance of a faculty or staff advisor, adhere to AUI standards of ethics and integrity.

Student Services are operated by professional staff members, some of whom have lived and experienced North American higher education (Std-1.03, p. 74). AUI dedicates adequate funding and technology to implement and reinforce policies and procedures of services offered to students. Moreover, AUI has a management system that makes information accessible to all stakeholders. Additionally, AUI has invested in technology to make the campus safer and more secure and to foster responsibility and accountability.

AUI has clear procedures and policies that are published in both print and electronic formats such as the University Catalog (Std-1.03), Student Handbook and Planner (Std-5.01), International Student Handbook (Std-5.02), and posted on the University website. Student rights and responsibilities are clearly outlined in the aforementioned documents. Students are held responsible for familiarizing themselves for these policies and procedures. In addition, all newly admitted students are informed during the various orientation sessions offered about these policies and procedures.

Regarding the information release policy, student records are deemed confidential and are not shared without the prior consent of the student concerned except for authorized people under specific circumstances (Std-1.03, p. 95).

Finally, AUI administers an annual student satisfaction survey the results of which are shared with all stakeholders (Std-5.03). The survey results are taken seriously to address student concerns.

APPRAISAL

Al Akhawayn University offers many services and opportunities designed to help its students achieve success during their university experience and beyond. To help students transition from the different K-12 academic systems into the American college system, they are offered a three-day orientation to college life which includes sessions covering important topics including living arrangements, academic and non-academic services available, policies and procedures, student organizations, academic integrity, and study abroad opportunities. They also engage in ice-breaking games. A month later, a follow up program covers academic advising, mentors, attendance, plagiarism, mid-and-end-of-term course evaluation, and library services. In addition, all Freshmen are required to take Foundations of Academic Success courses (FAS) which cover critical thinking, library use, research and presentation, and study skills.

The Freshman Committee supervises at risk students, encouraging them through mentoring, counseling, regular meetings with their faculty and close follow up of attendance and performance. As shown in Table 5.4, between fall 2009 and spring 2016, 1,043 students were thus followed. As the table below shows, 673 of them (65%) were removed from the list and either graduated or are currently in good standing, while the rest withdrew (17.6%), were dismissed (13.3%), or suspended (4.4%) or are still on probation and followed by the regular academic program (2.7%).

Table 5.4 Outcome of Freshman Committee Follow-up between Fall 2009 and Spring 2016

Cleared	Graduated	Probation Regulations	Suspended	Withdrew	Dismissed	No info	Total
463	210	28	46	125	139	59	1043
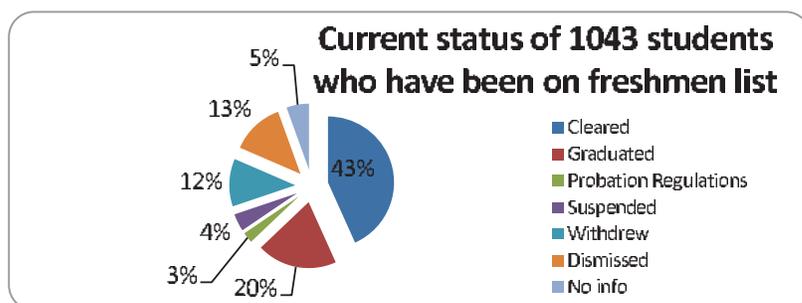
Information and guidance are systematically provided regarding opportunities and experiences that may benefit students. That said, the University does not have a formal system in place to identify the characteristics and assess the needs of students. There are characteristics that we know our students possess. For instance, when Freshmen join the University, they need to be followed closely to help with their transition into college life. There is a need for first-year workshops and seminars to help students adjust easily and become aware of what university expectations are to achieve academic success.

Similarly, the Student Government Association (SGA) is still facing many challenges. Although efforts have been carried out to encourage and support student representatives to be involved in governance through participation in decision making processes, part of the challenge is to educate SGA members on their duties and responsibilities, and more importantly, their role as legitimate representatives of the entire student body. Therefore, the University will work to empower the SGA to become an independent, visible, effective, and vocal entity. Empowering SGA will also happen at the level of campus programming. SGA will need to play an important role in developing events that facilitate faculty, staff, and student interaction. There is also a need for more faculty involvement in student life through student organizations, clubs, and residential life.

Excellence at AUI must begin with a clear understanding of the University mission and values. Therefore, the mission of the institution needs to be communicated regularly to all stakeholders in order to hold them accountable for their roles in meeting the overarching University strategic goals.

Internationalization is another equally important strategic goal that will need improvement. The relatively small number of international degree-seeking students and the relatively low retention and graduation rate of this group are not consistent with the University mission. AUI will need to enhance the overall university and community experience for international students to increase this student population and to develop mutually beneficial cross-cultural experiences.

Students with special needs will benefit from customized services to help them adjust and succeed. This very small student population is accommodated on a case-by-case basis, depending on the nature of their need.

The University has been relying mostly on Student Satisfaction Surveys to assess the different services offered but the instrument used needs to be revisited and improved and data analyzed.

PROJECTIONS

The University will undertake the four major actions below in order to improve the student experience:
- Admissions processes will be reviewed and streamlined,
- The distribution of scholarships and financial aid will be better aligned with the objective of serving diversity and attracting good students,
- A First Year Program will be established to ensure better orientation and transition to the University
- Shared governance will be improved in the field of Student Affairs

To improve the admissions process, the VPAA will lead a review aimed at analyzing the effectiveness and efficiency of admission interviews. This review will include: (i) data gathering from the last five years to assess the predictive value of the interviews for admission, and (ii) a survey of experienced interviewers about interview usefulness, format, and objectives. The objective is to keep interviews only in cases where further input is needed and value added is expected. On the basis of the study, the VPAA will present a formal

proposal for a better process to faculty and University executives for review and approval. Finally, the VPAA will test this model; if successful, it will be used in future admission cycles. The goal of the review is to reduce the number of applicants required to sit for an interview by 30-50%.

To improve the distribution of scholarships and financial aid with a view towards enhancing diversity and attracting more qualified applicants, the Financial Aid Office will gather data about the current distribution of financial aid. The data will focus on socio-economic background and academic quality of scholarship holders. Following this study, the VPAA and Financial Aid Office will correlate the distribution with admissions data to determine the profile of students on scholarship and the ratio of enrolled to admitted students among the underserved socio-economic classes or geographic regions. A share of the merit scholarship will be determined based on need in addition to merit. Finally, the Financial Aid Office will benchmark with similar institutions and implement best practices that would meet the objective of admitting a highly qualified and diverse student population. From this study, the Financial Aid Office will set new criteria for financial aid distribution through a new financial aid model that will promote the diversity goals of the University.

In order to help students transition into AUI, the current orientation program needs to be revised and strengthened. To increase student success and graduation rate, a First Year Program (FYP) will be developed by the end of the 2017-2018 academic year. Concerted efforts will be made to ensure inclusion of concerned University units including the new Office of Institutional Research and Effectiveness (OIRE) throughout the different stages of design and development. Furthermore, the Career Services and Alumni Relations Unit will extend its services to include Freshmen students to introduce them early to the needs of the job market. It is hoped that these actions will improve the overall quality indicators, such as retention rate, graduation rate, time to graduate, as well as employment (see details in Standard 8). Additionally, faculty members who advise student clubs, associations, and residential life should be recognized and their contributions considered when evaluated for tenure and promotion. Rewarding professional relationships between faculty and students outside the classroom and organizing more social events that include faculty, staff, and students will encourage further such interaction. Ways will be found to enhance student participation in curricular and co-curricular events, such as linking these events to clear ILOs and classroom skills.

Empowering the Student Government Association (SGA) through leadership training programs and workshops and inclusion in decision-making will give them credibility among the student body. When students can trust the SGA to be a legitimate entity that voices their concerns to the University administration, there will be more students interested in serving as student senators. One way to empower SGA is to allow them to allocate money to the different student organizations based on the latter's needs and impact on campus and the larger community.

For the above reasons, AUI leadership will work with different stakeholders to build a student-centered culture that promotes student development and success. To this end, AUI will create professional development opportunities for faculty, staff, and administrators to enhance communication channels, disseminate information, and embrace excellence in customer service at all University units and Schools.

Furthermore, to improve shared-governance and enhance services, AUI will identify the needs and locate partners and resources to increase professional development opportunities for faculty, staff, and students. AUI has done a good job allocating funds to student organizations and encouraging professional development for faculty and staff. Nonetheless, communication will still need to be prioritized to increase awareness around University policies, to eradicate silo mentality within units, and to increase efficiency and effectiveness. The Office of Development and Communication will play a lead role in designing print and online resources to ensure inclusion, immediacy and accuracy of shared communication.

Standard 5: Students

(Admissions, Fall Term)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

Credit Seeking Students Only - Including Continuing Education

		3 Years Prior (FY 2012)	2 Years Prior (FY 2013)	1 Year Prior (FY 2014)	Current Year (FY 2015)	Goal (specify year) (FY 2016)
Freshmen - Undergraduate	?					
Completed Applications	?	1,335	1,434	1,463	1,241	1,450
Applications Accepted	?	732	919	899	848	900
Applicants Enrolled	?	327	388	369	344	400
% Accepted of Applied		54.8%	64.1%	61.4%	68.3%	62%
% Enrolled of Accepted		44.7%	42.2%	41.0%	40.6%	44%
Percent Change Year over Year						
Completed Applications		na	7.4%	2.0%	-15.2%	16.8%
Applications Accepted		na	25.5%	-2.2%	-5.7%	6.1%
Applicants Enrolled		na	18.7%	-4.9%	-6.8%	16.3%
Average of statistical indicator of aptitude of enrollees: (define below)	?					
Transfers - Undergraduate	?					
Completed Applications		10	4	7	1	0
Applications Accepted		7	3	4	-	0
Applications Enrolled		5	2	3	-	0
% Accepted of Applied		70.0%	75.0%	57.1%	0.0%	-
% Enrolled of Accepted		71.4%	66.7%	75.0%	-	-
Master's Degree	?					
Completed Applications		76	78	69	64	65
Applications Accepted		44	43	29	37	35
Applications Enrolled		28	28	19	18	25
% Accepted of Applied		57.9%	55.1%	42.0%	57.8%	54%
% Enrolled of Accepted		63.6%	65.1%	65.5%	48.6%	71%
First Professional Degree	?					
Completed Applications						
Applications Accepted						
Applications Enrolled						
% Accepted of Applied		-	-	-	-	-
% Enrolled of Accepted		-	-	-	-	-
Doctoral Degree	?					
Completed Applications						
Applications Accepted						
Applications Enrolled						
% Accepted of Applied		-	-	-	-	-
% Enrolled of Accepted		-	-	-	-	-

Please enter any explanatory notes in the box below

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

?

Credit-Seeking Students Only - Including Continuing Education

		3 Years Prior Fall 2012	2 Years Prior Fall 2013	1 Year Prior Fall 2014	Current Year Fall 2015	(specify year) Fall 2016
UNDERGRADUATE ?						
First Year	Full-Time Headcount ?	688	805	620	762	804
	Language Center	66	78	70	61	65
	Part-Time Headcount ?					
	Total Headcount	688	805	620	762	804
	Total FTE ?	435.33	523.07	393.60	525.60	
Second Year	Full-Time Headcount	338	336	438	436	460
	Part-Time Headcount					
	Total Headcount	338	336	438	436	460
	Total FTE	315.60	309.80	409.40	403.50	
Third Year	Full-Time Headcount	257	311	331	387	408
	Part-Time Headcount					
	Total Headcount	257	311	331	387	408
	Total FTE	233.90	285.30	304.70	367.00	
Fourth Year	Full-Time Headcount	303	292	464	356	376
	Part-Time Headcount					
	Total Headcount	303	292	464	356	376
	Total FTE	285.40	291.10	470.00	334.70	
Unclassified	Full-Time Headcount ?					
	Part-Time Headcount					
	Total Headcount	0	0	0	0	0
	Total FTE					
Total Undergraduate Students						
	Full-Time Headcount	1,586	1,744	1,853	1,941	2,048
	Part-Time Headcount	0	0	0	0	0
	Total Headcount	1,586	1,744	1,853	1,941	2,048
	Total FTE	1,270	1,409	1,578	1,631	1706
	% Change FTE Undergraduate	na	10.9%	12.0%	3.4%	4.6%
GRADUATE ?						
	Full-Time Headcount ?	186	138	120	114	120
	Language Center		13	6	11	10
	Part-Time Headcount ?		77	87	59	62
	Total Headcount	186	215	207	173	182
	Total FTE ?	165.30	139.20	95.20	98.83	102
	% Change FTE Graduate	na	15.8%	-31.6%	3.8%	3.2%
GRAND TOTAL						
Grand Total Headcount		1,772	1,959	2,060	2,114	2230
Grand Total FTE		1,436	1,548	1,673	1,730	1808
	% Change Grand Total FTE	na	7.9%	8.0%	3.4%	4.5%

Please enter any explanatory notes in the box below

Standard 5: Students

(Financial Aid, Debt, Developmental Courses)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

? Where does the institution describe the students it seeks to serve?

http://www.aui.ma/en/admissions/aid-scholarships/aid-scholarships.html

	(FY 2)	(FY 2)	(FY 2)
? **Three-year Cohort Default Rate**			
? **Three-year Loan repayment rate**			
(from College Scorecard)			

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Goal (specify year)
	(FY 2012)	(FY 2013)	(FY 2014)	(FY 2015)	(FY 2016)
? **Student Financial Aid**					
Total Federal Aid					
Grants					
Loans					
Work Study	25,316	30,864	30,396	36,000	28,000
Total State Aid	460,677	1,077,316	1,180,159	1,168,926	1,160,000
Total Institutional Aid					
Grants					
Loans					
Total Private Aid	23,127	31,285	12,496	21,265	25,300
Grants					
Loans	104,878	86,585	72,778	47,895	46,700

Student Debt

Percent of students graduating with debt (include all students who graduated in this calculation)

Undergraduates	5%	5%	5%	3%	1%
Graduates	0%	0%	0%	8%	3%
First professional students					

For students with debt:

Average amount of debt for students leaving the institution with a degree

Undergraduates	0	14,634.15	17,073.17	0	6,315.79
Graduates	0	9,756.10	0	0	0
First professional students					

Average amount of debt for students leaving the institution without a degree

Undergraduates					
Graduate Students					
First professional students					

Percent of First-year students in Developmental Courses (courses for which no credit toward a degree is granted)

English as a Second/Other Language	28.56%	21.29%	25.09%	20.00%	20%
English (reading, writing, communication skills)					
Math					
Other					

Please enter any explanatory notes in the box below

Standard 5: Students
(Student Diversity)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

For each type of diversity important to your institution (e.g., gender, race/ethnicity, first generation status, Pell eligibility), provide information on student admissions and enrollment below. Use current year data.

Undergraduate Admissions information	Completed Applications	Applicants Accepted	Applicants Enrolled		
Category of Students (e.g., male/female); add more rows as needed					
Females	720	497	183		
International	114	17	8		
Graduate Admissions information	**Completed Applications**	**Applicants Accepted**	**Applicants Enrolled**		
Category of Students (e.g., male/female); add more rows as needed					
Females	36	20	10		
International	5	4	1		
Undergraduate Enrollment information	**Full-time Students**	**Part-time Students**	**Total Headcount**	**FTE**	**Headcount Goal (specify year)**
Category of Students (e.g., male/female); add more rows as needed					
Females	1,042		1,042	949.63	
International	26		26	23.53	
Cities by population					
Less than 50,000	13		13	9.33	
50,000 to 100,000	41		41	31.20	
100,000 to 200,000	42		42	33.47	
200,000 to 500,000	142		142	127.93	
500,000 to 1 million	856		856	755.10	
More than 1 million	813		813	729.13	
Graduate Enrollment information	**Full-time Students**	**Part-time Students**	**Total Headcount**	**FTE**	**Headcount Goal (specify year)**
Category of Students (e.g., male/female); add more rows as needed					
Females	51	23	74	47.42	
International	8		8	4.83	
Cities by population					
50,000 to 100,000	1		1	1.00	
100,000 to 200,000	4	5	9	5.08	
200,000 to 500,000	8	2	10	6.67	
500,000 to 1 million	47	24	71	39.00	
More than 1 million	40	29	69	35.67	

Please enter any explanatory notes in the box below

STANDARD 6: TEACHING, LEARNING, AND SCHOLARSHIP

Strengths:	Projections:
1. Diverse and stable full-time faculty. 2. High dedication to teaching. 3. Nationally competitive benefits and salaries. 4. Supportive administration.	1. Reinforce policies and procedure to hire and retain more female faculty. 2. Provide more opportunities for training in recent pedagogical approaches. 3. Expand the CLE to address enhanced pedagogy (CTLE). 4. Develop an effective and operational Undergraduate Research Program.

Faculty and Academic Staff

DESCRIPTION

Faculty and Academic Staff Composition

Of the 181 faculty members who taught at Al Akhawayn University in 2015, 131 (72%) held permanent full-time positions, 36 (25%) held part-time positions, and 4 (2 part-time and 2 full-time) were visiting from other institutions. Overall and including visitors, about 60% held a doctorate (and 66% of full-time faculty), 39% held a Master's degree, and only 1 person held a Bachelor's degree; 29% of were women (28% for full-time and 33% for part-time). Moreover, 55% of faculty were Moroccan nationals, 12% were Moroccans holding dual citizenship, and 32% were international. Most Moroccans on the faculty have advanced degrees from North American and British universities. Table 6.1 shows trends in gender ratios, while Table 6.2 provides more details on national diversity. The few academic staff currently employed at AUI are currently all males and Moroccan nationals. (Std-6.03.)

Part-time faculty is generally used only as needed to cover special topics or fill in unexpected gaps. The higher number of part-timers for SBA is only circumstantial and the School is making focused efforts to hire full-time faculty with a profile that fits the institutional mission. The increasing numbers for SSE are caused primarily by maternity leaves and the choice to give the teaching of labs and selected introductory courses to students pursuing doctorates, in an effort to support doctoral research at AUI. At SHSS, part-timers include faculty teaching very special topics and faculty shifting to part-time after mandatory retirement from full-time positions.

Table 6.1 Gender Distribution of Faculty over Time

Academic Unit		Fall 2012			Fall 2013			Fall 2014			Fall 2015		
		Number of Faculty	Male	Female	Number of Faculty	Male	Female	Number of Faculty	Male	Female	Number of Faculty	Male	Female
CAD	ft	9	44%	56%									
	pt	1	100%	0%									
CAD Total		10	50%	50%									
LC	ft	22	64%	36%	23	61%	39%	23	57%	43%	25	60%	40%
	pt	4	75%	25%	7	71%	29%	4	75%	25%	2	100%	0%
LC Total		26	65%	35%	30	63%	37%	27	59%	41%	27	63%	37%
SBA	ft	29	76%	24%	24	79%	21%	26	73%	27%	28	75%	25%
	pt	6	83%	17%	8	88%	13%	7	100%	0%	14	100%	0%
SBA Total		35	77%	23%	32	81%	19%	33	79%	21%	42	83%	17%
SHSS	ft	36	81%	19%	45	73%	27%	45	71%	29%	43	70%	30%
	pt	9	89%	11%	13	62%	38%	16	75%	25%	20	60%	40%
SHSS Total		45	82%	18%	58	71%	29%	61	72%	28%	63	67%	33%
SSE	ft	35	80%	20%	36	81%	19%	36	81%	19%	37	81%	19%
	pt	3	67%	33%	9	44%	56%	9	44%	56%	12	33%	67%
SSE Total		38	79%	21%	45	73%	27%	45	73%	27%	49	69%	31%
All Units	ft	131	74%	26%	128	74%	26%	130	72%	28%	133	72%	28%
All Units	pt	23	83%	17%	37	65%	35%	36	72%	28%	48	67%	33%
AUI TOTAL		154	75%	25%	165	72%	28%	166	72%	28%	181	71%	29%

Table 6.2 Nationality Distribution of Faculty in Fall 2015

Academic Unit		Number of Faculty	National	Dual non-USA	Dual USA	Int'l non-USA	USA	TOTAL
Fall 2015								
LC	ft	25	48%	4%	0%	24%	24%	**100%**
	pt	2	100%	0%	0%	0%	0%	**100%**
LC Total		27	**52%**	**4%**	**0%**	**22%**	**22%**	**100%**
SBA	ft	28	43%	25%	0%	14%	18%	**100%**
	pt	14	79%	7%	0%	14%	0%	**100%**
SBA Total		42	**55%**	**19%**	**0%**	**14%**	**12%**	**100%**
SHSS	ft	43	47%	2%	0%	21%	30%	**100%**
	pt	20	55%	0%	5%	20%	20%	**100%**
SHSS Total		63	**49%**	**2%**	**2%**	**21%**	**27%**	**100%**
SSE	ft	37	54%	24%	8%	5%	8%	**100%**
	pt	12	92%	0%	0%	8%	0%	**100%**
SSE Total		49	**63%**	**18%**	**6%**	**6%**	**6%**	**100%**
All Units	ft	133	48%	14%	2%	16%	20%	**100%**
All Units	pt	48	73%	2%	2%	15%	8%	**100%**
AUI TOTAL		181	**55%**	**10%**	**2%**	**15%**	**17%**	**100%**

Graduate teaching assistants are advanced-level graduate students with excellent academic records. Applications for graduate teaching assistant positions (the title used is "Laboratory Assistant") are reviewed and approved by program coordinators in consultation with faculty; they are trained and closely supervised by the professors in charge of those classes and are evaluated through the standard student evaluation procedure and through class observation.

The overall number of faculty and academic staff (a category that, at AUI, is defined to include only librarians and technology specialists who do part-time teaching) is regularly assessed by Deans, Heads of Units and the VPAA. Budget for hiring is allocated based on need. The Office of the VPAA is in the process of acquiring the SEDONA Systems self-service web database to maintain faculty and academic staff information and allow the regular assessment of actual performance against AUI's long-term objectives, vision and mission.

Recruiting and Hiring

The Institution adopts a standard process in recruiting and hiring new faculty members. The process starts by having the Dean/Director of each Academic Unit, in consultation with academic coordinators, assess the need for new faculty positions during the fall and spring semesters. The VPAA is consulted before finalizing the decision about the number of positions needed. The positions are then advertised in the Chronicle of Higher Education, in specialized discipline journals, job databases and publications, as well as on the University website. The details of the hiring procedure are specified in the AUI Faculty Handbook (Std-6.01, pp. 47-49), which is currently under revision by the Academic Council and in other related University documents (Std-6.04). For unexpected or special needs, part-time faculty are recruited locally. Each Academic Unit has a hiring committee composed of 3-5 full-time

faculty in charge of advertising and pre-selection of candidates before the Dean or Director makes an offer according to a budget approved by the VPAA.

Consistent with its Liberal Arts orientation, AUI mostly seeks to hire faculty holding a Ph.D. from North American style or English-speaking institutions. All full time faculty are hired primarily based on their academic (teaching) qualifications, along with their potential to promote research at AUI and to collaborate with ongoing projects. For part-time faculty, industrial experience and expertise in specific topics may also be considered, and this mainly for SBA and SSE. Located in Casablanca and catering to working professionals, the EEC employs Ph.D. holders or industry experts with a Master's degree and extensive professional experience in the field to teach graduate and specialized courses. Academic staff are recruited based on advanced degrees and professional experience (Std-6.03). Everything else being equal, women are given priority to promote diversity and equity in hiring.

Salaries and Benefits

AUI endeavors to offer a competitive salary and benefits scheme. Current salary scales are provided in AUI Scale of Salaries (Std-6.06). Benefits and conditions for eligibility are clearly publicized in the AUI Benefits Guide (Std-6.05). The University has performed a survey of salaries and benefits in universities in Morocco and abroad in order to determine whether and which action needs to be taken to rectify divergences that impact the ability of AUI to attract and retain quality faculty. As a result a Salary Grid is currently under discussion and will be submitted for approval to the Academic Council (Std-6.07). The University contributes to the *Caisse Nationale de Sécurité Sociale* (CNSS) for Moroccan nationals. In addition, the University subscribes to a complementary retirement plan with the *Caisse Interprofessionnelle Marocaine de Retraite* (CIMR, Moroccan Inter-Professional Pension Fund) for national and international faculty benefits (Std-6.05). For faculty who opt for life insurance, the University covers half of the contribution. International faculty members have the right to send abroad the entirety of their salary.

Concerning benefits, the University has, over the last few years, increased the medical, dental, and optical insurance coverage it offers to its employees and their dependents. Medical and disability insurance coverage was recently extended from 70 to 80 years of age. Now AUI employees also have access to Moroccan military hospitals, where they can get better specialized and emergency medical care than in public hospitals and private clinics (Std-6.05; Std-5.01, p. 25). As of 2015, a dentist has been available on campus two days a week, and a physical therapist has been available upon request. Other benefits include a total tuition waiver for dependents and spouses attending the University (including Master's programs) and partial tuition waiver for children enrolled at Al Akhawayn School of Ifrane (ASI) Benefits (Std-6.05, Std-6.08). The tuition waiver takes effect on the first semester or session following the date of hire of the sponsoring faculty or staff and remains in effect even when the employee leaves the University after being employed 10 years or more. Additionally, the University offers employees, their dependents and spouses, free tuition for a Bachelor's degree in a network of over 300 universities worldwide, and free tuition for employees and spouses in graduate and online programs.

Responsibilities

Faculty responsibilities are consistently defined in several University documents, including contracts (Std-6.09), AUI Faculty Evaluation and Assessment documents (Std-6.10) and the

LC Faculty Handbook (Std-6.11), in addition to the AUI Faculty Handbook (Std-6.01). Full-time faculty members are expected to perform teaching and research, except for Lecturers, who are encouraged but not obliged to engage in research. Everybody is expected to participate in service activities to the University. Community service is encouraged but not imposed on faculty, yet most faculty are usually engaged, continuously or intermittently, in some community service. In addition to teaching, research and service, full-time faculty are expected to advise students in course selection.

AUI places a strong emphasis on teaching. The teaching load for full-time faculty is typically 9-12 semester credit hours with three to four courses in fall and spring semesters and one course every other summer. In the intensive English program, instructors teach up to 20 hours a week. In addition, all full-time faculty are expected to provide nine office hours per week. Part-time faculty teach one or two courses in the regular semesters, and more in case of special needs. Full-time personnel with limited teaching duties include counselors, selected library staff, and information technology technicians who train University personnel in the use of IT tools. Class sizes are usually between 35 and 10 students in advanced or special classes, for example in the preparatory intensive English program.

To ensure the continuity of its mission for research programs and quality education, AUI actively seeks to recruit full-time faculty with a Ph.D. for all Schools (Std-6.12) and expects most of its faculty to engage in scholarship, research and creative activities in line with their discipline or profession. It encourages them to stay current in the theory, knowledge, skills, and pedagogy of their discipline or profession by offering financial support and training opportunities for professional development as teachers, researchers and scholars. The University and the Academic Units also organize workshops on critical matter such as ethics, self-development, and research tools (Std-6.13). Library staff conduct workshops on effective use of information resources (Std-6.14) to benefit faculty, staff and students in their research or aspects of their work that require teaching and benchmarking for best practices against other institutions. Library staff members themselves attend regular training sessions on various aspects of Library services. Each year, three or more staff members also attend international conferences related to current topics in Library and Information Science (Std-6.14), particularly the annual conference of AMICAL, a consortium of academic libraries, of which Mohammed VI Library is a member. Details about the forms of assistance that the University provides to promote research and creative activities, as well as effective teaching practices and experimentation with innovative learning approaches, are described in the second half of this Standard's narrative.

Retention and Promotion

In general, both retention and promotion decisions rely on a broad base of evidence, including self-evaluation, peer observation, student evaluations, recommendation by academic coordinators, and recommendation by an elected peer-evaluation committee at the Academic Unit level. Procedures for evaluation and criteria for promotion are defined in the Faculty Handbook (Std-6.01, pp. 38-45), and LC Faculty Handbook (Std-6.11); information is also available in the AUI Faculty Evaluation and Assessment documents (Std-6.10).

The title of Lecturer is assigned to newly hired faculty holding a Master's degree and, in relevant cases, extensive professional experience in industry. Master's degree holders become entitled to apply for rank promotion upon successful completion of a Ph.D. or equivalent. A new hire with a recent Ph.D. and limited academic experience is hired as an Assistant

Professor. To apply for rank promotion to Associate Professor, four years of exemplary teaching experience at AUI are required along with other criteria for promotion. Teaching is assessed though student evaluations, class observations and course portfolios. The specialization of professors in a discipline sub-area (e.g. Ph.D. thesis or work experience) is taken into consideration when assigning courses, especially for advanced courses. The title of Associate Professor can be given to faculty being promoted from the rank of Assistant Professor or to new hires. To become a Full Professor, a faculty member should have served for at least seven years as Associate Professor or have previously been appointed as Full Professor at an accredited academic institution. For both Associate and Full Professor positions, experience, professional recognition and scholarship in the form of publications, research, invention, etc. are mandatory. While publications are the main criterion for promotion from Assistant to Associate Professor, in SHSS creative activities are also considered.

Each Academic Unit provides directions for organizing the contents of the self-evaluation file, which should address all components stated in faculty contracts (teaching, advising, service, and, where applicable, research.) The complete file is submitted for review and recommendation to a committee of peers, then the Dean/Director, and finally the VPAA. For promotion to Associate Professor, the file is also evaluated by a faculty member from a different Academic Unit; for promotion to Full Professor, the file is reviewed by an evaluator external to the University. All rank promotion requests are also reviewed by a university-wide committee comprising the Deans and the Chairs of the Faculty Evaluation Committee from each School. Files are then submitted to the President for final decisions. SSE has recently implemented a relatively comprehensive and dynamic online evaluation process through which faculty can decide on the weight of each major and secondary evaluation criterion, within the limits set in their initial contract and agreed on by the School. The entire process is fully described in the Faculty Handbook (Std-6.01, pp. 38-45).

Ethics, Academic Integrity, Intellectual Freedom and Professional Conduct

The University formally addresses the issue of academic integrity through specific documents and procedures. The Ethics Policy document (Std-6.15) details the dimensions of ethical conduct for faculty, students, and staff, as well as the organizational structure and responsibilities of boards, committees and sub-committees for each School and Center and for the University as a whole with respect to ethical conduct and procedures to be followed in the case of a suspected breach of ethics. The Statement of Intellectual Responsibility, as well as several policies found in the AUI Faculty Handbook (Std-6.01, p. 7), address expectations for proper faculty, student and administrator behavior in and out of the classroom. Faculty are expected to conform to University guidelines covering their conduct in professional activities on- and off-campus. These guidelines cover situations such as conflicts of interest, sexual harassment, treatment of confidential information, solicitation and distribution of materials, and attendance and punctuality. Categories of misconduct, and policies and procedures for appropriate disciplinary actions and dispute resolution, are also clearly explained (Std-6.01, pp. 23-29).

The Faculty Handbook also outlines the University's policy on intellectual freedom for faculty through its Statement of Freedom of Expression and Dissent, which affirms the right of teachers and students to express themselves freely, within the constraints of reasoned discourse and peaceful, non-disruptive conduct (Std-6.01, p. 8). This is complemented by the Statement on Respect for People, which upholds the respect for the rights, dignity and

integrity of others. With these statements, the University clearly allows faculty to express their views if there is no threat of force accompanying these views and if there is no interference with the rights of others to express their views (Std-6.01, p. 8).

The Faculty Handbook used to be the main reference for all issues pertaining to faculty. However, as the Moroccan government now requires each organization with employees to abide by *Le code du travail* (the labor law of the land), the University is shifting to a document called the *Règlement intérieur* (bylaws), which details the application of said law to the institution and is in the process of being finalized. The Faculty Handbook is therefore being revised to assure total compliance with the *Règlement intérieur*.

APPRAISAL

Overall, the qualifications of faculty at AUI are appropriate to the nature of their assignments for a teaching university. Faculty categories are well defined, integrated and aligned with the mission. They are also in line with generally accepted categories at similar institutions following the same system of education. In comparison to most institutions, AUI employs a low number of part-time faculty, in accordance with its aim of providing a quality education for students and also offering its faculty and academic staff opportunities for professional development and promotion. An exception is the EEC, where part-time hiring is desirable since needs vary based on the number of students enrolled and the type and level of specialization of courses. As to the category of "Adjunct faculty", it is not used at AUI.

In recruiting and hiring new faculty members, the Institution adopts a standard procedure that is fair, transparent and adheres to good principles and practices in human resource management. Unfortunately, hiring of faculty is not always challenge-free. SBA has difficulties hiring the number of faculty members it needs to support the student growth it has experienced in recent years. SSE has had limited success in attracting women holding a Ph.D. Nonetheless, AUI seeks to hire a diverse population of faculty and academic staff (Std-6.01, p. 6; Tables 6.1 and 6.2; Std-6.12) and in order to do so advertises in standard international recruiting channels and platforms. In these ads, special mention is usually made of the University's commitment to diversity. SBA specifically mentions that women are particularly encouraged to apply. SHSS has a policy that each elected committee should include at least one woman. The current representation of women on the faculty is 28% for full-time faculty and around 33% for part-time faculty, with SHSS and LC having the largest proportions of women faculty (Table 6.1). Graduate students and graduates applying for and hired to teach labs are just as frequently women as men (Table 6.1). The University is aware that to increase these percentages, additional efforts need to be made towards improving work-life balance. While it currently provides on-campus or nearby housing facilities, daycare for children starting at age two, flex-time for faculty after the birth of a child, greater efforts could be made to support faculty with infant and school-age children.

The hiring process is orderly, but hiring initiatives need to become more proactive. Frequently, and particularly in Academic Units that experience a high turnover or shortage in some areas, the process is not launched until needs to replace leaving faculty become pressing. This leads to offers being made at a time when the pool of applicants has become seriously limited.

The University is able to hire qualified faculty thanks, in part, to the attractive benefits package it offers. Medical and tuition benefits offered by the Institution to faculty and staff

are among the best in Morocco. However, salaries continue to represent a concern particularly for international faculty. In general, salaries are very competitive nationally and comparable to those of universities in many other countries; they are not as competitive as those offered by some institutions in the Gulf region and do not meet the retirement needs of international faculty. A yearly cost-of-living adjustment has been included in the recent contracts, but promotion-related increases remain relatively low. While in the past many faculty members, and particularly those with a long-term commitment to AUI, considered contractual security an issue, this concern was removed in January 2013 when permanent contracts were instituted for both national and international faculty. The new contracts were accompanied by retirement contributions applied retroactively from the start of the third year of employment.

The University supports its faculty in carrying out the responsibilities associated with their position and meeting performance expectations with trainings, opportunities for professional development, and financial support. All Academic Units rely on general faculty meetings to collect faculty requests and concerns, so that they may be communicated to the University and act on as appropriate. SBA is the only School that does a faculty satisfaction survey (Std-6.WR.01), as an effective way to collect information about faculty needs, but the recently established of Office of Institutional Research and Effectiveness performed a University-wide satisfaction survey that covers all Academic Units (Std-6.16). The Library has recognized a need for enhanced career development for all staff. While bonuses are assigned yearly based on formal performance reviews, there is still a need for formal career development plans, which include benchmarks for job skills or achievement, a standardized regimen of training, and clear promotion paths. In 2014, three library staff members completed a special training program to acquire the necessary skills to better perform their duties (Std-6.14). An inventory of staff skills has been developed, and work is under way to develop new job descriptions leading to the creation of new job titles (Std-6.WR.02.) A more detailed appraisal of the University's support for professional development of faculty is found in the second part of this Standard's narrative.

The faculty evaluation procedure currently includes teaching, research and service. Credit is output-based, giving more weight to results than to effort. Excellence in teaching is expected of all faculty members, this being one of the distinguishing features of AUI and in line with its mission. The University also expects service from all full-time faculty members and research from all ranks except lecturers and adjunct faculty. In sub-rank promotions, considering that different individuals have different strengths and also the specifics of different disciplines, the requirement for research is flexible and considered side-by-side with excellence in service and teaching. Significant research activities, publications and other evidence of scholarly work are required for rank promotion. Unfortunately, although research output is an important component of AUI's mission, it is not always properly supported with lighter teaching loads. The policy of alternate summer teaching does not effectively reduce workload since it is applied to most faculty regardless of research output and without consideration of other obligations to the University, such as involvement in policy making and other administrative duties.

There have been a few complaints at the level of some Academic Units that the promotion process is not as clear, objective or systematic as it could be. The Faculty Handbook (Std-6.01, pp. 43-45), currently under review by the Academic Council, highlights the requirements for promotion, but only in general terms. While the documents used in the faculty evaluation process do provide a detailed list of the criteria for evaluating the

candidate, some faculty still feel that there is a need for more flexibility in the weight to be given to the different components (teaching, research, and service). SSE has recently revamped the faculty evaluation and promotion process to use forms and tools available through the University portal and SHSS is in the process of reviewing their faculty evaluation and promotion process (Std-6.WR.03.)

Academic freedom in courses and curriculum development is granted to all within the normal boundaries of a university. It is explicitly protected and fostered while seeking to maintain a balance between freedom of expression and respect for others. The freedom to express criticism of the Institution's policies is guaranteed, as long as such criticism is expressed in a positive and constructive manner (Std-6.01 p. 8).

Teaching and Learning

DESCRIPTION

Instructional Methods, Techniques and Delivery Systems

Instruction at AUI is delivered primarily face-to-face, using the board, PowerPoint presentations, simulation and other computer software, with Jenzabar, the University's Learning Management System, as course support. The ECAR Study of Faculty and Technology, performed in 2014, (Std-6.17) shows that AUI is quite similar, in many respects, to other institutions with respect to faculty use of, attitudes towards, and experience with technology. Textbooks and other readings are enriched with multimedia materials and, where appropriate, with the use of social networking software. Selected courses at all levels include both lectures and lab sessions. Guest lecturers may be invited to deliver some classes. The University always supports faculty who invite guest speakers, from industry or with the expertise to cover specific parts of a course, mostly national but also from abroad. The University usually covers expenses for guest speakers or teaching and service related initiatives.

In addition to instruction in the classroom, students may go on field trips and engage in community-based course projects. They complete their academic experience with an internship, six weeks or longer (two months for SSE students) in a company or government agency, in Morocco or abroad, sometimes combined with a capstone project. Students hone their analysis, synthesis and communication skills through written reports and papers, and through presentations on projects performed as part of class work, during their internship and their capstone (Std-6.WR.04, Std-6.WR.05.)

Enhancing the Quality of Teaching and Learning

In the last few years the University has hosted a number of events aimed at improving educational practices (Std-6.18). To help prepare the Computer Science program in applying for first-time accreditation, SSE hosted an ABET workshop, which included training in assessment practices. Starting in 2009, SHSS created an Educational Innovation Program to develop initiatives targeted at faculty and students. In 2015, and as partner in the Critical Edge Alliance, SHSS participated in a meeting on innovation in higher education. It also organized several workshops on Turnitin.com, a workshop on academic advising, two seminars on teaching and learning practices offered by a visiting Senior Fulbright Scholar

(spring 2014), as well as a workshop on obtaining research funding. The LC also organized similar events for its faculty in academic year 2014-2015. SBA offered a workshop on assessment in fall 2014 and a strategic plan retreat day in the fall of 2015 (Std-6.19). Another instance of professional development for enhancement of educational practices, this one involving faculty from all Academic Units, occurred in 2011-2012 and was a nine-month faculty development program targeted at improving teaching and creating opportunities for educational research. Over 20 faculty members participated in this program, which was delivered by the Center for Leadership and Diversity at the Ontario Institute for Studies in Education at the University of Toronto (OISE/UT) via intensive face-to-face workshops and monthly webinars.

The Center for Learning Technologies, launched in October 2009, aims to develop and support the use of ICT at AUI and in the region. It organizes various events for faculty, students and staff that promote the use of different types of ICT for teaching, learning and personal/professional use (Std-6.13), including training on using the Jenzabar LMS. An extended training delivered through ITQANE, a joint project of the Moroccan Ministry of Education and the U.S. Agency for International Development (USAID), trained interested faculty in improving the e-learning experience by using advanced information and communication technology (Std-6.20).

Monitoring of Teaching Effectiveness and Evaluation Procedures

AUI has consistent, effective and clear procedures to monitor faculty responsibility in terms of teaching, as well as service and research. These are documented in the Faculty Handbook under Faculty Evaluation Procedures (Std-6.01, pp. 38-45) and Faculty Hiring Procedures (Std-6.01, pp. 47-49), the AUI Faculty Evaluation & Assessment (Std-6.10), LC Faculty Handbook (Std-6.11), and in School Evaluation and Promotion Standards and Guidance (Std-6.10).

All Academic Units regularly conduct a thorough review of their intended learning outcomes, course offerings, delivery styles, and evaluation procedures, with the objective of assessing the effectiveness of instruction and determining potentially needed updates. Students anonymously assess faculty teaching at mid-semester, to provide feedback to instructors, and at the end of the semester, to provide an official record of faculty evaluation by students, through online instruments (Std-6.01, p. 41; Std-6.21).

Methods and contents of instruction are monitored through two main mechanisms: peer class observation and course portfolios. Faculty are expected to request peer observation in order to obtain feedback on their teaching and, for SHSS and LC, to complete their faculty evaluation file for retention and promotion, where applicable. Faculty members are also required to submit their course portfolios on a regular basis to show compliance with their Academic Units regulations (Std-6.WR.06.) Portfolios include a course assessment component in which faculty members detail the intended learning outcomes for the course and the extent to which they are achieved, and propose remedial actions where needed. Each Academic Unit has a process by which course portfolios are reviewed and the results of the review are used to inform the faculty evaluation process and program review as a part of program accreditation processes at the level of each school. Portfolios are also an important part of accreditation, which several Schools and/or Programs have already received (Std-2.10).

For courses with multiple sections taught by different faculty, course coordinators are partially responsible for monitoring the quality regardless of delivery method. Standardization of teaching procedures and master syllabi, requested by programs accrediting bodies (SBA and SSE), and by external reviewers (SHSS), and common exams for multiple sections of a course, are means of ensuring that teaching is done in a coordinated way across faculty of the same discipline.

Faculty are involved in curriculum development through area committees, the Quality Assurance and Accreditation Committees and the AC (Std-6.WR.07.) The Catalog is reviewed and revised as needed every two years by the Academic Units. Faculty are encouraged to propose new courses or revamp existing ones; School committees make final decision for new courses. The use of instructional designers is still minimal and most courses are designed by the professors teaching the course. There is only one instructional designer, an intern, mostly involved with helping professors rather than designing courses *per se*.

Benchmarking against offerings in programs at comparable universities is also used as a way to ensure the content of instruction is up-to-date. The Academic Units each regularly perform program reviews (Std-2.10). The LC engages in a yearly program review and SBA has a general procedure for internal program review. SSE has recently revamped two of its programs and reviewed the content and choice of programming language for early Computer Science programming courses.

Evaluation of Student Learning

Methods used for evaluating student learning differ by class and level in the academic programs, but generally consist of a combination of exams, quizzes, projects, portfolios, and analysis of case studies. At the course level, assessment is done via exams, quizzes, homework, and projects (with written and/or oral presentation of the work). At the program level, students have capstone projects (Std-6.22), internships (Std-6.23), (evaluated both by University faculty members and the internship supervisor), and exit exams (Std-6.24). Each School exercises some freedom in choosing program exit requirements; these are developed in response to perceived needs of the students exiting the School and entering the job market or choosing to continue academic studies.

Student Access to a Variety of Educational Methods and Experiences

As each Academic Unit has in excess of 25 faculty members from different educational backgrounds and parts of the world, students have access to a variety of instructors, teaching styles, and points of view. The treatment of multiple sections of a single course varies. If there are only two or three sections, they may be taught by the same instructor; when this is not possible, instructors coordinate closely to ensure consistency across sections. Within the limits of available competences, Academic Units also encourage course rotation among faculty. Furthermore, an increasing number of students spend a semester on study abroad programs at a different university, mostly in Europe or the United States of America and, until recently, in Turkey and occasionally in the Far East. Currently, over 50% of graduating students have benefited from a study-abroad experience (Std-6.25.)

Since the start of 2009, the University has worked towards deepening teaching and learning experiences in different areas. Mandatory writing courses in the University Common Core were changed from two composition courses to include a general English Composition course

followed by a "Writing in the Professions" course. In addition to these composition courses, a Writing Across the Curriculum (WAC) initiative was established in the spring of 2009 and initially recruited between seven and 15 faculty members offering between 12 and 22 distinct courses (some with multiple sections) every fall and spring semester (Std-6.26). In more recent semesters, the WAC designation for courses was dropped, since it resulted in lower enrollments for elective courses; nonetheless students are still required to do a significant amount of writing in many of their courses, as much if not more than before.

Students, undergraduate and graduate, are regularly involved in appropriate levels of research through course term papers and Master's theses; in addition, recent initiatives have offered students different learning modes and targets. In spring 2011, AUI launched the Honors Program (Std-1.03, p. 115; Std-4.03), which aims at stimulating and rewarding those students whose excellent academic performance and motivation allow them to engage in work of greater breadth and depth than their classmates and further prepares them for personal and professional growth. The Undergraduate Research Program (Std-4.05, site under construction), started in fall 2011, benefits both students and faculty: it gives students an opportunity to go beyond standard coursework and course offerings to investigate more deeply research areas of interest to them while providing faculty with research assistants. It includes a competition and, in SSE, it created the new Applied Research course (EGR 4303), in which students, individually or in groups of 2 or 3, work on a specific research problem supervised by a faculty member. Up to 10 students per semester have registered for Applied Research every semester and summer session. The Leadership Development Institute (LDI) was successfully launched at the start of fall 2008, with 21 students from all three Schools (Std-1.03, p. 116, Std-4.04). Leadership development combines "areas of student development with leadership education to develop the range of skill, experience and judgment that are necessary to be an effective leader". Students in the LDI participate in a series of workshops that target the development of specific skills.

Advising

Advising takes place throughout the time students spend at the University. Students admitted to AUI for Initial Enrollment must attend the orientation session held before the first day of classes; they are also required to attend two two-hour sessions of further orientation in the second half of the semester (Std-6.27). Incoming students' needs for intensive English preparatory courses vary; so, Enrollment staff help students choose their first semester's classes accordingly. Towards the end of their first semester, students are assigned an advisor in their School (Std-6.28, Std-6.29). In subsequent semesters, students may see their advisors at any time during the semester to create or review their degree plan. Advising is obligatory during course (pre)selection, registration, and if a student wishes to withdraw from a course past the add/drop period. Advisors also participate with one other faculty member in the exit exam of each of their advisees.

Schools have each opted for different methods for advising of students. In SBA, which offers a single Bachelor's degree with concentrations, the main criterion in assigning advisors is to keep the advising load balanced. In response to increased enrollment, in the fall semester of 2010, SHSS started a Peer Advising Program and Center that gave students access to trained peer advisors, Juniors and Seniors with GPA of 3.0 or higher, one from each of the three degree programs—IS, HRD, and COM) each providing 8 hours a week of advising time. SSE has two Freshman advisors, one for Computer Science students and one for Engineering and Management Science and General Engineering students; after Freshman year, students are

assigned to field-specific advisors. SSE and SHSS do not assign advising duties to new faculty members for the first semester of their employment at AUI, in order to give them an opportunity to familiarize themselves with advising practices. This has not been possible in SBA due to the large number of students, but SBA provides mentoring sessions for new faculty to aid them in their advising duties. The Academic Units' assistants and program coordinators are also available to answer any question an advisor may have.

As of fall 2012, students, particularly Freshmen, began to benefit from the services of the Center for Learning Excellence (CLE), designed to mitigate through Peer-to-Peer mentoring and tutoring, the difficulties that first year students face (Std-6.02). To put first year students on the right track, mentors and tutors meet with them on a regular basis and discuss basic academic skills and time management.

Support to faculty and peer advisors, as well as students, is provided via several sources. These include: the Catalog, program sheets, flowcharts and other informational and policy documents concerning the General Education requirementter, Language requirements, and procedures for dealing with At-Risk students (Std-1.03 pp. 108-114). The Faculty Advisor Guide (Std-6.29), and the Advising Handbook (Std-6.28) are circulated by mail and/or are made available on the web site.

Support for Scholarship, Research, and Creative Activities

Scholarship, research and other creative activities are part and parcel of most faculty members' responsibilities. The University supports faculty in these endeavours in several ways. It earmarks funds up to 18,000 MAD (1,800 USD) for full-time faculty per year to cover expenses for conference participation in Morocco and abroad (Std-6.30.) Financial support is provided annually, on a competitive basis, to launch new research (Std-6.31.) Funds are intended to serve as a launching pad to apply for external grants and are limited to 100,000 MAD (approximately 10,000 USD) per year for a maximum of 3 years per project (of which up to 20,000 MAD per person per year can be allocated for travel.) In addition, they may be used to cover stipends for student research assistants and, in special circumstances, staff, as well as equipment. AUI also encourages and supports innovative programs to advance institutional strategic priorities via the Presidential Innovation Fund (Std-6.33), which makes available up to 200,000 MAD (20,000 USD).

Schools have arrangements that allow for faculty development. A reduced teaching load is granted, whenever the University can afford it, to faculty with grants and to Lecturers making progress towards a Doctorate. Teaching in alternate summers is contractually granted to faculty with Assistant Professor rank and higher. The University also has a leave of absence policy to encourage faculty development through sabbatical and exchange programs (Std-6.34.). A new sabbatical policy was approved in May 2014 by the Academic Council (Std.05.42). Sabbaticals may be obtained for a semester after seven years of service, provided the School can afford the absence of the faculty concerned; the time can be extended to two semesters plus the summer, with half pay. The first request for a full-semester sabbatical was granted for fall 2014. Faculty may also benefit from professional development opportunities by taking an unpaid leave from AUI and being associated with another institution, generally in the USA, for a semester or a year. A small number of Moroccan faculty have taken or are taking leaves ranging from one month to a full semester or more with support from the Fulbright Scholar Program.

Since it is part of AUI's Mission to contribute to the welfare and development of the community and country in which it is located, research typically has a component linked to University or inter-School projects for local, regional or national development. AUI hosts and financially supports several centers—IEAPS, HRCWEC, SSI, CITI, ICT4D, CSL, REL, WML, BL—engaged in applied research in a wide range of fields such as economy, sustainable development and urban planning, IT in education, e-government, applied cryptography and security, water resource management, and biotechnology (Std-6.32.) Research at these centers is championed by AUI faculty in partnership with national and international entities. The University has also hosted and sponsored several conferences and published conference proceedings through the AUI Press (Std-6.35.)

APPRAISAL

Al Akhawayn University is committed to leading educational innovation in Morocco through providing advanced educational support to a varied population of students, including nationals from many regions of the country, foreign degree-seeking students and foreign students visiting AUI through exchange or study abroad programs.

AUI is fortunate to have a strong and diverse body of faculty that distinguishes it from other Moroccan institutions of higher education. AUI Students are taught by a variety of faculty from across the disciplines. Faculty members are highly dedicated to teaching, which is considered the principal mission of the University. They employ a variety of teaching techniques and technologies. Overall, the methods and tools used for instruction, as documented in course syllabi and portfolios, are varied and generally relevant to students' prior schooling experience, capabilities and learning needs. Students' academic achievements and creative learning is encouraged and evaluated, with a focus on quality and connection to the mission of the institution. Students also benefit from exposure to a variety of learning opportunities outside the classroom. They participate in enriching experiences at the University and in other academic environments, through an increasing number of exchange programs, organized visits to, and visitors from, institutions abroad, and involvement in various University social, cultural and educational clubs. They have opportunities to familiarize themselves with work in government, industry, and the community through internships, field trips, and community service. Nonetheless, in spite of the rich instructional opportunities available to students at the University, in order to maintain a leadership position in the field of higher education in Morocco, AUI will need to review its practices, adopting research best practices and innovative learning and teaching strategies.

AUI has recently been paying a particular attention to the sufficiency of teaching facilities and equipment, making sure that faculty have the necessary infrastructure to ensure quality teaching. Initially, the University was assessing infrastructure needs in a non-systematic way, but has recently had a dedicated committee in charge of assessing classrooms needs both in terms of basic equipment and IT. This committee liaises with ITS services and Purchasing to make sure that the requested equipment gets ordered on time and adheres to the desired standards. With regard to the use of technologies in their classes, the CLT has been of a great support to faculty for improving their teaching skills through regularly offered workshops.

AUI works steadily towards improving the quality of teaching and learning by regularly offering faculty development opportunities presented or organized by visiting specialists or by local faculty and staff. Such opportunities aim at innovating teaching by introducing new pedagogical practices and training faculty on modern instructional technologies. Faculty

development events are open to all faculty (full-time, part-time, adjunct, and even Al Akhawayn School in Ifrane faculty) and academic staff and all are encouraged to attend. However, the University needs to improve its procedures for tracking of whether these initiatives actually bear fruit, first by monitoring whether the training received is put into practice and then by determining whether it does result in improved learning outcomes. Across the University, there is a move in the direction of asking faculty who attend development events to report on action taken as a result attending those events in their self-evaluation; however, this is not yet mandatory in all Academic Units. In line with the strategic priority of remaining a leader in the educational field, the University will need to engage in a robust professional development program to help faculty improve their teaching and learning strategies with the aim to promote students success. In support of this priority, the University has planned to reorganize existing centers and services into a single unit whose mission will be to coordinate and expand activities that support teaching, learning, advising and professional development.

Offering distance learning (e-learning courses or programs) is still under consideration at AUI, which distinguishes itself in Morocco for its relatively small courses and close interaction between students and faculty. Nonetheless a few faculty members have experimented with offering part of their courses in blended learning modes, including distance-learning components, and more such efforts are planned.

The University has a growing culture of assessment and is committed to continuous review and improvement, in accordance with the second priority of the current Strategic Plan: "Pursue all feasible accreditation and quality assurance opportunities." In fact, external evaluation through accrediting agencies, such as the CEA, EPAS, ABET (Std-2.10), has been vigorously and successfully pursued by the relevant Academic Units.

Continuous review and improvement takes place at all levels. Faculty members evaluate their students' performance in different ways appropriate to course topic and level of students. Faculty and the courses they teach are themselves subject to regular evaluation—always by students, frequently by peers, and sometimes by Heads of Academic Units. Results of these evaluations are communicated and discussed with faculty at appropriate times. Course evaluations and peer observations, as well as evaluation by the Head of the Academic Unit form an intrinsic part of faculty promotion and retention.

Coordination across multiple faculty and sections has been achieved to varying degrees in the three Academic Units, but remains a target for others. The LC has highly developed course coordination with common exams and grading for multiple sections. SBA uses master syllabi for all undergraduate courses to ensure consistency of content and learning outcomes across multiple sections; it has implemented an assessment regime for all learning outcomes that allows the appraisal of instruction techniques.

Still in the spirit of continuous review and improvement, the DSA's Office conducts student satisfaction surveys on an annual basis (Std-5.03). As an example of action resulting from such surveys and pioneered by Mohammed VI library, in fall 2016, the University started looking at Open Educational Resources (OER), along with educational sources from the EBSCO service, as a new approach to support teaching, and as a potential alternative to textbooks for which prices seem to be constantly increasing, and which students frequently abandon in their dorms at the end of the semester (Std-6.14). A dedicated University wide committee was created to investigate OERs and stimulate voluntary buy-in from colleagues

in Academic Units. While some faculty resist shifting from formal and internationally recognized paper textbooks, concerned that it might jeopardize the rigor and American standards that have so far been in place, others have welcomed or even anticipated the initiative. The effective impact of using OERs will need to be studied and monitored.

Advising has clearly been an important concern for AUI. In fall 2015, students gave academic advising a satisfaction score of 3.08 compared to 3.02 in fall 2014, which showed a minimal and statistically insignificant increase over previous surveys. For some aspects of advising, such as building a degree plan and determining which courses can and should be taken in a given semester, students can frequently provide each other with guidance as good as that provided by faculty members, if not better. Peer advising, first tried by SHSS in fall 2010, was subsequently adopted by SSE in the Center for Learning Excellence (CLE), which, starting fall 2015, extended its services to SHSS and SBA. The CLE received certification for its Mentor Training and Tutor Training programs by the prestigious College Reading and Learning Association (CRLA) while still serving just SSE students (Std-6.02), becoming the first center of its kind to obtain this certification in North Africa and the Middle East. While proud of its success in some aspects of academic advising, the University realizes that it will need to leverage the collaboration of the administration, Heads of Academic Units, and faculty, with a view to establishing more effective career advising.

To enhance faculty members' own careers and strengthen their contribution to the University, AUI provides opportunities to support faculty engaging in research and creative activities. It does so by periodically offering seminars designed to aid faculty in finding and applying for external research funding, through University Research Grants, and by providing financial support for travel to conferences and attendance at training programs in Morocco and abroad, exchange visits with partner universities, and via its leave of absence policy. AUI faculty acknowledge that the University is doing relatively well in encouraging research-oriented professional development activities, but many faculty asked that research performance be further encouraged by allocating more research funds, whenever possible, for outstanding researchers to attend more conferences or to attend conferences with relatively high registration fees. The Office of Academic Affairs is currently revising the funding strategies for research and development activities to optimize university's support for specific research areas. A policy has been prepared in this regard and will be proposed to the academic council by Spring 2017. The Office of Academic Affairs is currently working on optimizing funding for research and development activities. There is also a need to assess whether University initiatives in support of research and scholarship result, in fact, in a larger number of faculty members writing an increased number of grant applications. Furthermore, it is recognized that faculty's ability to take advantage of existing professional development opportunities would be improved by a better internal information and communication system.

Resources for research, at AUI as elsewhere, are constantly a challenge. In addition to financial support, research requires time, administrative support and, in some fields, assisting personnel. When possible, the University allows reduced teaching loads for project holders who can buy out teaching time with external research grants or who are working steadily towards a Doctorate. Time for research, however, remains a challenge for some faculty members. It has been suggested that there should be more course rotation because some faculty are consistently assigned to teach large introductory classes while other colleagues only teach smaller and higher-level classes. This results in an uneven distribution of grading load as well as uneven access to advanced undergraduate and graduate students who might be candidates for research assistant positions. Rotation also allows students to have access to

different instructors, is good for faculty CVs, and is essential when an unexpected situation requires a faculty member to be replaced temporarily. However, rotation is challenging, as it requires consensus among individual faculty members. Nonetheless, some rotation does take place in Academic Units.

Concerning administrative support for research, starting fall 2015, the University has had an Assistant Vice President for Academic Affairs in charge of Research and Graduate Studies, whose role is to help the Office of Academic Affairs boost graduate programs and quality research at AUI. As of spring 2016, AUI started considering the setup of an Office of Sponsored Projects to support research at AUI by informing faculty about funding opportunities, and assisting them with the writing and budgeting of the projects as well as contractual aspects of the grant proposal submission processes for national and international grants. In the initial phases of this project, the University started negotiations with SPINplus, a company specialized in providing a database for funding opportunities in most disciplines. Demonstration sessions have been organized for AUI faculty and a two trial periods were offered to AUI to experiment with using the database at the end of spring 2016. No subscription decision has been made yet, but such an action should provide a boost to research at AUI.

Support for faculty in the form of research assistants is limited, seen that AUI does not have Ph.D. programs. Research staff can be hired from outside using external grant funds, but the use of AUI undergraduate or graduate students supported through University grants is limited to 10 hours per week per student. In many North American universities, Undergraduate Research Programs have been active for two decades, allowing students hands-on experiences with research at an early stage in their university studies. Being a largely undergraduate institution with limited major options and moderate flexibility in course sequences for students, AUI offers little opportunity for undergraduate students to engage in research efforts for sustained periods of time. The creation of the Honors Program and the Undergraduate Research Program (URP) has been a partial response to this challenge. While it has limited impact on research production at AUI, it does seem to inspire more students to apply for research degrees to universities abroad. The challenge now is how to channel the new interest in research in so as to retain more students in combined BSMS programs and start them on a research path early enough that their sustained efforts can indeed result in more research output for the University.

Even the URP, in its current state, cannot provide reliable and properly trained staffing for research projects. Undergraduate students are overcommitted with heavy class loads and extra-curricular activities. Master's students are few in number and not all M.S. programs are research oriented. Until recently, for example, SSE students almost universally chose to complete the one-semester-long M.S. Project instead of the two-semester M.S. Thesis, further limiting research support for faculty. Students' choice was motivated by financial constraints and a preference for joining the workforce rather than engage in further studies. In 2014, SSE standardized the length of its graduate programs such that students who opt for the 3 SCH Project would have to take an additional elective course to match the 6 SCH allocated to the Thesis. This change effectively shifted students' choice towards a Thesis, especially in the M.S. in Sustainable Energy Management. Still, the depth of research conducted by Master's students is necessarily limited by time and students' preparation. For access to stronger assistance in research, faculty members may engage in co-supervision of Doctoral students who are enrolled in Moroccan public universities but work closely with an AUI faculty member. SSE supports this relationship in by giving doctoral students priority as lab

instructors, thus providing a form of financial support for students as well as a source of part-time instructors for the School. Similar actions could be considered in other Schools.

PROJECTIONS

During academic year 2017 – 2018, the VPAA and the Deans' Council will develop a faculty hiring plan that makes academic units more proactive, that improves the hiring timeline and that increases the diversity of faculty body and that, everything else being equal, gives priority to women faculty and academic staff. Additional hiring channels, such as social media, will also be used more often in the hiring process.

Over the next two years, the VPAA and AVP for Research and Graduate Programs will develop a more effective system for supporting and rewarding active faculty researchers, pursue more operative collaboration agreements with other Moroccan universities that are more oriented towards research, and attract more student researchers to its different programs.

During the next two to three years, the OIRE, with support from the office of the VPAA, will work on creating more opportunities for faculty and academic staff development, together with procedures to evaluate the impact of this development.

During academic year 2017 – 2018, and in consultation with ITS, the office of the VPAA will define better classroom technological requirements experience needed to support and implement alternative modern teaching styles and embark on a process of upgrading existing computer equipment in classrooms.

Starting spring 2017, the new Center for Teaching and Learning Excellence (CTLE) will launch activities that help the University community build a rich learning environment where faculty, staff, and students work together to make learning and teaching experiences focus on student success.

Standard 6: Teaching, Learning, and Scholarship
(Faculty by Category and Rank; Academic Staff by Category, Fall Term)

	3 Years Prior (FY 2012-13)	2 Years Prior (FY 2013-14)	1 Year Prior (FY 2014-15)	Current Year (FY 2015-16)
? Number of Faculty by category				
Full-time	128	126	129	131
Part-time	21	33	35	46
Adjunct	0	0	0	0
Clinical	0	0	0	0
Research	0	0	0	0
Visiting	5	6	2	4
Other; specify below:	0	0	0	0
Total	154	165	166	181
Percentage of Courses taught by full-time faculty				
	88.5%	82.9%	82.7%	78.0%
? Number of Faculty by rank, if applicable				
Professor	10	10	7	10
Associate	28	31	32	36
Assistant	48	43	44	37
Instructor (Lecturer)	66	75	75	88
Other; specify below:				
Laboratory Assistant	2	6	8	10
Total	154	165	166	181
? Number of Academic Staff by category				
Librarians	1	1	1	1
Advisors				
Instructional Designers				
Other; specify below:				
Technical personnel involved in teaching.	2	2	2	2
Total	3	3	3	3

Please enter any explanatory notes in the box below

Only librarians who are engaged in some teaching activity are included here.

Advising is done by faculty members and through peer advising at the CLE/CLTE and in SHSS.

Standard 6: Teaching, Learning, and Scholarship
(Highest Degrees, Fall Term)

?		3 Years Prior (FY 2012-13)	2 Years Prior (FY 2013-14)	1 Year Prior (FY 2014-15)	Current Year (FY 2015-16)
Highest Degree Earned: Doctorate					
Faculty	Professor	10	10	7	10
	Associate	28	31	32	36
	Assistant	47	43	44	37
	Instructor (Lecturer)	17	21	22	26
	No rank	0	0	0	0
	Other	0	0	0	0
	Total	102	105	105	109
Academic Staff	Librarians	0	0	0	0
	Advisors	0	0	0	0
	Inst. Designers	0	0	0	0
Other; specify*		0	0	0	0
Highest Degree Earned: Master's					
Faculty	Professor	0	0	0	0
	Associate	0	0	0	0
	Assistant	0	0	0	0
	Instructor (Lecturer)	48	52	51	61
	No rank	0	0	0	0
	Other (Lab Assistant)	2	6	8	10
	Total	50	58	59	71
Academic Staff	Librarians	1	1	1	1
	Advisors	0	0	0	0
	Inst. Designers	0	0	0	0
Other; specify*		0	0	0	0
Highest Degree Earned: Bachelor's					
Faculty	Professor	0	0	0	0
	Associate	0	0	0	0
	Assistant	0	0	0	0
	Instructor (Lecturer)	2	2	2	1
	No rank	0	0	0	0
	Other (Lab Assistant)	0	0	0	0
	Total	2	2	2	1
Academic Staff	Librarians	0	0	0	0
	Advisors	0	0	0	0
	Inst. Designers				
Other; specify*	Technical personnel involved in teaching.	2	2	2	2

Highest Degree Earned: Professional License

Faculty	Professor	0	0	0	0
	Associate	0	0	0	0
	Assistant	0	0	0	0
	Instructor (Lecturer)	0	0	0	0
	No rank	0	0	0	0
	Other	0	0	0	0
	Total	0	0	0	0
Academic Staff	Librarians	0	0	0	0
	Advisors	0	0	0	0
	Inst. Designers	0	0	0	0
Other; specify*	Technical personnel involved in teaching.	0	0	0	0

* Please insert additional rows as needed

Standard 6: Teaching, Learning, and Scholarship

**(Appointments, Tenure, Departures, Retirements,
Teaching Load Full Academic Year)**

	3 Years Prior (FY 2012-13)		2 Years Prior (FY 2013-14)		1 Year Prior (FY 2014-15)		Current Year (FY 2015-16)	
	FT	PT	FT	PT	FT	PT	FT	PT
[?] Number of Faculty Appointed								
Professor	1	2	1	1	0	0	1	0
Associate	2	1	1	1	1	0	1	1
Assistant	9	1	7	0	5	0	2	0
Instructor (Lecturer)	10	8	11	13	9	10	8	16
No rank	0	0	0	0	0	0	0	0
Other (Laboratory Assistant)	0	2	0	4	0	5	0	4
Total	22	14	20	19	15	15	12	21
[?] Number of Faculty in Tenured Positions[1]								
Professor	1	0	5	0	5	0	7	0
Associate	5	0	29	0	29	0	32	0
Assistant	3	0	34	0	33	0	26	0
Instructor (Lecturer)	5	0	38	1	29	1	39	2
No rank	0	0	0	0	0	0	0	0
Other (Laboratory Assistant)	0	0	0	0	0	0	0	0
Total	14	0	106	1	96	1	104	2

[1] There is no Tenure at AUI. Numbers are for faculty who were eligible and chose CDI contracts **starting January 2013**, and faculty with tenured positions in Moroccan Universities who were "*mis à la disposition*" for AUI.

	FT	PT	FT	PT	FT	PT	FT	PT
[?] Number of Faculty Departing								
Professor	1	0	0	2	3	1	0	0
Associate	1	0	1	1	0	1	1	0
Assistant	6	0	7	0	4	0	3	0
Instructor (Lecturer)	10	3	13	5	8	10	7	6
No rank	0	0	0	0	0	0	0	0
Other (Laboratory Assistant)	0	0	0	0	0	3	0	1
Total	18	3	21	8	15	15	11	7
[?] Number of Faculty Retiring[2]								
Professor	0	0	0	0	0	0	1	0
Associate	0	0	1	0	0	0	0	0
Assistant	0	0	0	0	0	0	1	0
Instructor (Lecturer)	0	0	0	0	0	0	0	0
No rank	0	0	0	0	0	0	0	0
Other (Laboratory Assistant)	0	0	0	0	0	0	0	0
Total	0	0	1	0	0	0	2	0

[2] During this period, faculty retiring has contined teaching part-time and is included in the Category Changes table added below.

Rank Changes (relative to previous year for FT faculty above)

Associate to Professor	0	0	0	NA	0	0	2	0
Assistant to Associate	1	0	4	NA	1	0	4	0
Lecturer to Assistant	1	0	0	NA	0	0	0	0
Total	2	0	4	0	1	0	6	0

Category Changes (relative to previous fall)[3]

PT→FT	FT→PT	PT→FT	FT→PT	PT→FT	FT→PT	PT→FT	FT→PT
0	0	0	2	1	0	3	1

[3] FT→PT Entries include faculty retiring but continuing to teach with mandatory PT status.

Fall Teaching Load, in credit hours

Professor	Maximum	12	9	12	9	12	9	12	12
	Median	9	5.5	7.5	9	9	9	9	12
Associate	Maximum	12	0	15	9	18	6	15	6
	Median	9	0	9	6	9	6	9	6
Assistant	Maximum	15	3	15	6	16	3	18	9
	Median	9	3	9	6	9	3	9	6
Instructor (Lecturer) non LC-English	Maximum	12	9	12	12	15	12	17	12
	Median	9	6	12	6	12	6	12	6
Instructor (Lecturer) LC-English	Maximum	25	0	25	20	20	12.5	20	0
	Median	7.5	0	20	10	20	12.5	17.5	0
No rank	Maximum	0	0	0	0	0	0	0	0
	Median	0	0	0	0	0	0	0	0
Other (Lab Assistant)	Maximum	0	12	0	12	0	11	0	12
	Median	0	10	0	8	0	7	0	7.5

Explanation of teaching load if not measured in credit hours

Since LC faculty may teach several hours for courses that do not have associated semester credit hours, the measure of teaching load used is contact hours with the student. In general one credit corresponds to one semester credit hour.

Standard 6: Teaching, Learning, and Scholarship
(Number of Faculty by Department or Comparable Unit, Fall Term)

		3 Years Prior (FY 2012-13)		2 Years Prior (FY 2013-14)		1 Year Prior (FY 2014-15)		Current Year (FY 2015-16)	
		FT	PT	FT	PT	FT	PT	FT	PT

Number of Faculty by Department (or comparable academic unit); insert additional rows as needed

		FT	PT	FT	PT	FT	PT	FT	PT
?	CAD	9	1	0	0	0	0	0	0
	LC	22	4	23	7	23	4	25	2
	SBA	29	6	24	8	26	7	28	14
	SHSS	36	9	45	13	45	16	43	20
	SSE	35	3	36	9	36	9	37	12
	Total	131	23	128	37	130	36	133	48

Please enter any explanatory notes
in the box below

(a) The Center for Academic Development (CAD) merged in Fall 2013 with SHSS.
(b) Two part-time faculty members teach in more than one School/Center. They were counted in the School in which they taught the majority of their courses in the given semester.
(c) These numbers do not include Academic Staff or Librarians

Standard 6: Teaching, Learning, and Scholarship
(Faculty and Academic Staff Diversity)

For each type of diversity important to your institution (e.g., gender, race/ethnicity, other), provide information on faculty and academic staff below. Use current year data.

Faculty	Full-time	Part-time	Total Headcount	Headcount Goal (2020)
Category of Faculty (e.g., male/female, ethnicity categories); add more rows as needed				
GENDER				
Male	96	32	128	130
Female	37	16	53	60
NATIONALITY				
Moroccan only	64	35	99	100
Dual Moroccan, non-US national	18	1	19	20
Dual Moroccan, US national	3	1	4	5
Non-Moroccan, non-US national	21	7	28	30
Non-Moroccan, US national	27	4	31	35

Academic Staff	Full-time	Part-time	Total Headcount	Headcount Goal (2020)
Category of Academic Staff (e.g., male/female, ethnicity categories); add more rows as needed				
GENDER				
Gender-Male	3	0	3	4
Gender-Female	0	0	0	2
NATIONALITY				
Moroccan only	3	0	3	4
International or Dual nationality	0	0	0	2

Please enter any explanatory notes in the box below

Actual data provided for Fall 2015.
Ethnicity is not a concern for Al Akhawayn University; presence of international faculty and Moroccan faculty with significant international, and particularly US, experience is.
2020 is chosen as target year because it is the last year of the current Strategic Plan.
More detail is provided in tables included with narrative.

STANDARD 7: INSTITUTIONAL RESOURCES

Strengths:	Projections:
1. Healthy financial situation, low reliance on debt. 2. Expansive, beautiful, tranquil, safe Campus environment with room to grow. 3. Ample opportunities for sports exercise, recreation, civic engagement, club involvement.	1. Consolidation and diversification of sources of revenue, rationalization of expenses. 2. Better allocation/reassignment of administrative staff in several key offices, with training and professional enhancement. 3. Aim to enforce uniform approach and use of administrative processes and tools.

Human Resources

DESCRIPTION

AUI employs sufficient non-academic personnel to support and accompany its academic growth and development. During academic year 2015-2016, the number of employees at AUI was 609, among which non-academic personnel are 449, including the K-12 school and the Center for Community Development. Most non-academic staff are full-time and have permanent contracts with the University. AUI occasionally subcontracts temporary workers to accomplish seasonal work, especially in the areas of cleaning and gardening. More than one hundred employees in administration hold a Bachelor's degree, and 22 have a Master's degree. Further, as detailed in Standard 6, AUI has a stable and qualified faculty body of largely full-time faculty with diverse backgrounds and experience.

Human Resources policies related to non-academic personnel are described in the Staff Handbook (Std-7.01.) The Office of Human Resources (HR) is responsible for making available the Staff Handbook to all concerned personnel of the University and ensuring that the updated version of this document is available on the University website. Modifications to the Staff Handbook happen when changes occur in the Moroccan Labor Code or when executive officers in charge of policy-creation agree on special amendments. A grievance policy for both academic and non-academic personnel is available on the AUI website (Std-9.01). The University has also called upon the Ombudsman Unit to review its policies and update procedures for investigating grievances brought forth by students, faculty, and staff.

The authority to make employment commitments is vested with Vice Presidents, Deans and Directors, subject to final approval from the President in some cases. Procedures for hiring administrative and technical staff are detailed in the Staff Handbook (Std-7.01.) Schools and other units notify HR when a vacancy occurs. HR works in cooperation with the concerned Unit Directors, Deans and/or Vice Presidents to design and place advertisements in the appropriate recruitment channels. Hiring committees are then set up to interview candidates.

To enhance participatory governance and give administrative staff a greater say in the management of the University, an Administrative Advisory Council (AAC) was set up in

December 2012 to serve as a forum for expressing and exchanging ideas and community concerns. The AAC operates as an entity of the University governance system to advise the President on matters related to staff within the context of the Liberal Arts character of the University and the service-oriented approach, in accordance with the Strategic Plan. The AAC is a body of administrative leaders (Directors, Managers and Unit Heads) that advises and makes recommendations to the University President on all matters that impact the working environment. It focuses on areas of employee development, communication and knowledge sharing, Liberal Arts culture and work environment, and works to foster a positive and collegiate working environment in order to enhance motivation, employee engagement and improve cooperation among units.

APPRAISAL

All open positions at AUI are advertised on the website and through the mail system. AUI offers its current staff the opportunity to apply for open positions, thus encouraging competency redeployment and personnel movement according to qualifications, skills, competence, and professional experience.

AUI recognizes that the development of its employees' skills and knowledge is crucial to its own success, as well as employee satisfaction. It is therefore the policy of the University to promote and support employee development by offering employees equal opportunities for training and continuous education so they may improve and enhance job-related skills. At the beginning of the year, and at the request of the Office to Human Resources, Heads of Units determine their training needs. Training programs are then implemented for the benefit of technical and administrative staff.

Al Akhawayn University has developed a work-study policy which encourages employees to enroll in University programs. The University also finances degree-seeking programs for staff at external institutions. Thanks to AUI's financial contributions, over the last 3 years, 14 staff members were able to get a Master's in Business Communication, and five other employees obtained their degrees in other areas.

Examples of non-degree awarding trainings also financed by the University include the Mindfulness Leadership training in spring 2016 for University leadership, and an important training program starting in fall 2013 and stretching well over one year, in which participated forty administrative staff. Technical staff have also benefited from several development programs in different areas related to cleaning, driving, and security.

While the University overall has sufficient staff to support its daily operations, with the passage of time and changing needs, it has become necessary to redeploy some resources and provide more focused job training for some employees. AUI is currently developing a process for monitoring the staffing of all units to identify on a regular basis understaffed units and overstaffed ones. Internal mobility needs to be enhanced to relocate employees whenever the need arises to satisfy potential needs and equip employees with a richer updated skill set. Supervisors and employees are strongly encouraged to discuss job performance and goals on a regular, informal basis. Formal performance evaluations are conducted annually beginning in July to provide supervisors and employees with an opportunity to discuss job tasks, identify and correct weaknesses, encourage and recognize strengths, and discuss positive approaches for meeting goals. Also, new employees are required at the end of their probation period to go through the evaluation process before they are confirmed in a position.

The HR Office is reviewing the evaluation process to improve the relevant forms and procedures. The aim is to foster a merit- and evidence-based system which recognizes high potential and rewards performance in a fairer and more consistent way between units. In terms of professional development, the University is also focusing on coaching sessions, team building actions, as well as training. The training will be based on needs and evaluations and will focus on professional and personal development, aiming at raising employees' performance levels. Attention is given to ascertaining the return on investment by evaluating the impact of these programs on the results of performance evaluations.

The University is aware that in a small number of offices, crucial tasks are performed by a key individual and others in the office should be available to perform those tasks. For this to happen, more focused training of existing staff or additional hiring is needed.

Financial Resources

DESCRIPTION

AUI relies on the quality of its teaching, research, continuing and executive education programs, consulting, and fund-raising to help preserve and enhance available financial resources sufficient to support its mission and purposes and achieve long-term financial stability. Of the six strategic priorities detailed in the Strategic Plan of the University 2015-2020, Priority 4 (Advancement for Growth and Sustainability) specifically addresses financial stability and viability. Prior to the current Strategic Plan and the previous one (where financial stability was addressed by two different strategic priorities), the financial sustainability of the University had always been of paramount concern to the Board of Trustees (BOT), which sets the global financial orientations of the University. These orientations are implemented by the University's Chief Finance Officer (CFO).

AUI's financial resources have increased during the last five years and have contributed to the reinforcement of the endowment fund and to the launching of projects and initiatives that are consistent with the University's mission. The University's assets remained stable between 2013 and 2016 (around 870 million MAD, the equivalent of 87 million USD. The yearly operating revenues grew from 214 million MAD (21.4 million USD) in 2012-13 to 245 million MAD (24.5 million USD) in 2015-16. At the same time, expenses grew from 257.6 million MAD (25.7 million USD) in 2012-13 to 293 million MAD (29.3 million USD) in 2015-16. The University has implemented a set of actions which aim at minimizing operating expenses, especially in relation to energy expenses. Examples of such actions of the Grounds and Maintenance Department include:

- The LED project, which consists of the replacement of sodium bulbs with low consumption LED lighting for street lights, student residences, and classrooms. In addition to a reduction in CO2 emission, this project will yield yearly estimated savings of 400,000 MAD (40,000 USD), with a payback period of 5 years (Std-7.WR.01.)

- The use of solar panels for hot water: the University has installed a solar panels plant with a capacity of 90 KW. The small plant produces 2500 cubic meters of hot water annually for the student residences. This project will result in an annual savings of 184 MWH and a yearly reduction of carbon emissions by 141 tons. (Std-7.WR.02.)

- A biomass boiler to replace gasoil boilers for the swimming pool: this project will result in a total yearly savings of 500,000 MAD (50,000 USD), with a payback period under two years (Std-7.WR.03.)

The University balances it budget thanks to a government subsidy (about 10% of the operating budget) and to the income generated by the endowment fund and various auxiliary enterprises (e.g., rental of its facilities for conferences and sports activities during summer vacations and between semesters).

As AUI is a non-profit institution, its revenues are used to finance investment projects, infrastructure development, and student financial aid. Tuition and fees represented nearly 54% of the total operating expenditures in 2015-2016. Following recommendations from the last NEASC peer review team and the Board of Trustees, tuition fees have been increased by approximately 5% starting in academic year 2014-15, which contributed to the rise in operating revenues. This increase will apply every two years thereafter. Housing fees have also been increased by approximately 5% starting in academic year 2013-14 with a comparable increase every two years thereafter. A forecasting budget simulation developed by the Office of the CFO using various assumptions helps test different scenarios with regards to student enrollment projections and identify the impact of tuition and housing increases on the cash flows of the University. (See Tables 7.1 and 7.2.)

Table 7.1 Evolution of Housing Prices and Contribution to Cash-Flow
(in MAD, divide by 10 for USD)

Housing Prices (MAD) – divide by 10 for USD			
Semester		**Price for double occupancy**	**Price for single occupancy**
Fall 2012	**From**	4,400	10,000
Fall 2013	**To**	5,000	11,000
Fall 2015	**To**	5,300	11,600

Housing Contribution to Cash-Flow (MAD) – divide by 10 for USD			
Semester	**Amount**	**Change in value**	**Change in %**
Fall 2012	7,016,173.98		
Fall 2013	9,118,524.29	2,102,350.31	29.96
Fall 2014	9,293,003.69	174,479.40	1.91
Fall 2015	10,656,226.69	1,363,223.00	14.67

Research activities are developing steadily within the University. AUI continues to uphold quality research in various scientific and technical fields. Over the last ten years, University research teams have been awarded 93 research grants funded by organizations such as NATO, IDRC, KOICA, among others. In order to further encourage faculty research, the University has gradually raised the conference attendance allowance for faculty. The conference allowance increased from less than a 1,000 USD in 2007 to 18,000 MAD (1,800 USD) in 2010. Additionally, the budget for research seed money has been increased: in the past five years, the Office of Academic Affairs granted funding for ten projects amounting to about 2,145.050 MAD (214,500 USD). In 2011, a President's Innovation Fund was established with an annual budget of one million MAD (100,000 USD) to encourage and

support innovative projects that advance institutional strategic priorities. In order to create an environment conducive to research, the University has organized numerous conferences and seminars. These events contribute greatly to the promotion of the image of the University and constitute another source of external funding for the Institution.

Table 7.2 Evolution of Tuition Fees and Contribution to Cash-Flow
(in MAD, divide by 10 for USD)

Tuition Fees (MAD/Credit) – divide by 10 for USD			
Semester		**Undergraduate**	**Graduate**
Fall 2012	**From**	1,800	2,250
Fall 2014	**To**	1,900	2,400
Fall 2016	**To**	1,995	2,520

Tuition Fees Contribution to Cash-Flow (MAD) – divide by 10 for USD			
Semester	**Amount**	**Change in value**	**Change in %**
Fall 2012	44,352,780.00		
Fall 2013	48,336,225.00	3,983,445.00	8.98
Fall 2014	53,387,800.00	5,051,575.00	10.45
Fall 2015	56,010,450.00	2,622,650.00	4.91
Fall 2016	59,677,655.00	3,667,205.00	6.55

The income generated by the investment of the endowment fund (444.23 million MAD, about 44.4 million USD) in marketable securities and funds held under bond agreement increased by 52.49% from 12.73 million MAD (1.27 million USD) in 2012-2013 to 19.42 million MAD (1.94 million USD) in 2015-2016. (See Table 7.3.)

Table 7.3 Endowment Fund Summary (in MAD, divide by 10 for USD)

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Total investment short term (Endowment fund)	(376,424,972.49)	(391,134,183.46)	(43,379,837.17)	(32,036,662.46)	(46,761,449.70)
Total investment long term (Endowment fund)	-	-	(361,000,000.00)	(393,000,000.00)	(397,478,264.04)
Total	(376,424,972.49)	(391,134,183.46)	(404,379,837.17)	(425,036,662.46)	(444,239,713.74)
Total return on investment (Endowment fund)	(12,317,359.16)	(12,739,644.32)	(15,293,771.03)	(21,827,407.96)	(19,426,081.05)
New total for investment	(388,742,331.65)	(403,873,827.78)	(419,673,608.20)	(446,864,070.42)	(463,665,794.79)

AUI's financial resources are allocated to serve its stated mission and strategic priorities. A part of these resources is used to provide students with merit-based financial aid (as full or partial scholarships). The percentage of students benefiting from financial aid has slightly increased from 31% in Fall 2013 to 33% in Fall 2015. The total amount allocated to financial aid reached 16.4 million MAD (1.64 million USD) in 2012-2013 and increased to 24.6 million MAD (2.46 million USD) in 2015-2016. In Fall 2013, the University started offering merit-based scholarships to continuing students to recognize their academic excellence.

The University conducted a study to review the effectiveness of the financial aid policy. More specifically, the study aimed at determining the extent to which financial aid helps promote excellence and serve under-represented groups. The study revealed that indeed merit-based scholarship students perform better, on average, than the rest of students, whereas non-merit based financial aid does not have an impact on academic performance. Non-merit financial aid however helps in diversifying the socio-economic fabric of the student body, as students who benefit from this type of financial aid come mainly from underserved populations and regions (e.g., small villages).

In addition to the development of financial funds, the University has continuously improved its efficiency in managing its resources through rigorous planning and cost control. The Strategic Plan 2015-2020 is accompanied by a multi-year financial plan and budget. The latter reflects the capacity of the institution to rely on identified sources to support its present and future plans in accordance with its mission for the advancement of educational quality. In this regard, all efforts are made to be responsive to growth opportunities.

The budget process is based on a collaborative, bottom-up approach. The budget process goes through four levels. First, each unit or school prepares its own draft budget following the budget management guidelines and procedures set by the CFO and submits it to the budget unit in the Business Office. Second, the budget unit prepares a consolidated budget for the University. Then, this consolidated budget is reviewed by the CFO and the VPAA before submitting the recommended version to the President. Finally, once the budget is approved by the President, it is presented to the BOT for final acceptance. The Budget Committee of the BOT analyzes the final draft of the budget and makes sure that the proposed actions and requested resources are in line with the objectives set for the year and are contributing towards the achievement of strategic priorities. The University closely monitors its finances through a budget control system, and periodic reviews.

The annual financial report includes the strategic goals of the University, the statement of activities, the statement of financial position, and the statement of cash flows. The report that is submitted to the BOT at its June session includes the results of the previous fiscal year, the draft report of the current year, a forecast for the upcoming year, and an analysis that deals with the evolution and synthesis of the main indicators.

Over the past years, expenditures have been directly or indirectly aimed at expanding and reinforcing the academic offerings and infrastructure of the University, creating new academic programs, and upgrading existing educational infrastructure, with the goal of improving academic performance. This is most evident in current changes in the infrastructure and in the development of projects such as the new Center for Conferences and Executive Education, the new academic building, and the extension of the fitness center.

The University financial statements are prepared in accordance with accounting principles generally accepted in the US. The accounts of the University are regularly audited and its financial policies and practices are continuously reviewed and assessed. The University's senior management also plays a role in terms of financial planning and control of spending.

The Office of Finance and Administration is headed by the CFO. There is a well-structured budget process, as well as effective mechanisms for control and regular financial reporting. Budgeting, purchasing, and disbursements are under the direct supervision of the CFO in consultation with the President.

AUI practices good financial management ethics. In fact, being an unincorporated nonprofit institution of higher education and scientific research with financial autonomy, the University's main funding resources come from tuition, the return on endowment fund investment, government subsidies, auxiliary enterprises, and grants from national and international organizations. Financial services are not legally allowed to receive money or any asset from unknown donors. The University refuses gifts and/or donations if acceptance is incompatible with its mission, image, and values.

The University's accounts and financial transactions are subject to an annual audit conducted by the external auditing firm KPMG, which performs an independent and objective evaluation of the institution's financial records and documents related to investments. The audit is carried out in accordance with generally accepted auditing standards and based on Moroccan tax and accounting laws. KPMG performs a separate audit of AUI's US GAAP financial statements as well. Auditors have consistently reported unqualified opinion with regards to the financial records of the University. The University's accounts, after being audited, are submitted to the BOT. The audit report and a recommendation letter are prepared for the attention of the Budget Committee of the BOT.

As part of its fund raising strategy, the University founded a charitable association in the US named Friends of AUI, Inc. The main aim of this association is to raise funds for the mission-driven activities of the University.

In general, most of the major fiscal policies are clearly documented and stated in writing. The written fiscal policies are implemented in compliance with ethical and sound financial practices. The University presents its financial statements to the fiscal administration annually. It is the responsibility of the Business Office to implement the fiscal regulations, and to inform the CFO about any fiscal risk.

The following presents a synthesis of AUI's income and expenses.

AUI Income

The structure of the income of the University has kept overall the same composition in 2015-2016 in comparison with the previous year (see Table 7.4 and Figure 7.1). More specifically:
- Tuition fees and related services represent 52.65% of the total income.
- Auxiliary services such as campus store, restaurant and housing have increased and represent 23.71% of the university's income.
- The government subsidy still represents 8.53% of the total income.

- The percentage of investment income dropped by 3 points due to lower interest rates this year and a decrease in the amount invested, and represents 7.72% of the total income.
- Other services offered by the university, such as the rental of the premises and sports complex and all other facilities, represent 3.65% of the total income, a decrease of 1 point compared with last year.
- Continuing education represents 2.09% of the total income.
- Donations for research projects represent 1.65% of total income.

Table 7.4 Components of AUI Income in 2014-2015 and 2015-2016
(in MAD, divide by 10 for USD)

Items	2014-2015 Amount	% of total	2015-2016 Amount	% of total
Tuition and fees	149,551,958.88	52.29	154,348,081.60	52.65
Auxiliary enterprises	58,989,014.79	20.63	69,490,619.12	23.71
Operating subsidy	25,000,000.00	8.74	25,000,000.00	8.53
Investment income	24,986,216.17	8.74	22,617,085.18	7.72
Others services	12,919,085.18	4.52	10,712,266.60	3.65
Continuing education	8,153,851.27	2.85	6,125,978.74	2.09
Research projects	6,386,489.36	2.23	4,841,023.20	1.65
Total	**285,986,615.65**		**293,135,054.44**	

Figure 7.1 AUI's Sources of Revenues in 2015-2016 (in MAD, divide by 10 for USD)
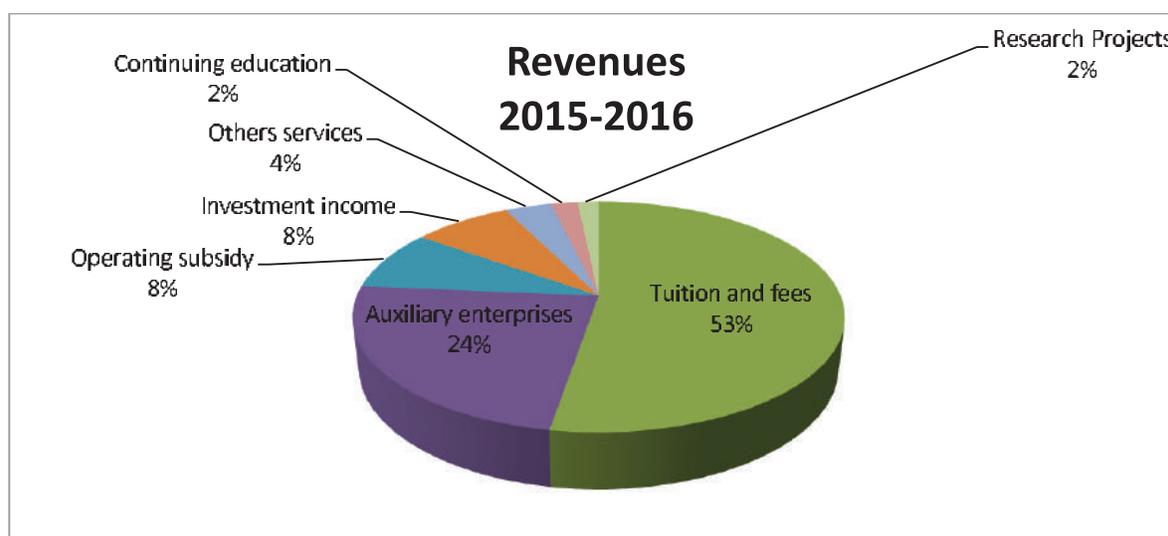
AUI Expenses

AUI's expenses in 2015-2016 are structured as follows (see Table 7.5 and Figure 7.2):
- Salaries represent about 46.76% of the total expenses.
- Depreciation, amortization and provisions amounted to 16.34% of the university's total expenses, with an increase of 2.5 points compared with the previous year, due to the immobilization of the new buildings recently commissioned.
- Expenses related to auxiliary services such as campus store and catering represent a percentage of 10.77% of the total expenses, with a small decrease compared to last year.
- Financial aid accounted for 7.70% of the total expenses, keeping the same level as last year.
- The amount of energy cost (electricity, gas, water, etc.) on the total expenses reaches a percentage of 4.64%, which is a decrease with the previous year (5.59%).
- The cost of maintenance and purchase of services is lower compared to the previous year and represents 4.89% of the total expenses.
- Other charges which are composed essentially of:
    - Rental, advertising costs, internet and telephone, insurance and bank charges, represent a percentage of 4.91% of the total expenses.
    - Travel expenses represent 1.98% of the total.
    - General documentation and subscription to databases represent 2% of the total expenses.

Table 7.5 Components of AUI Expenses in 2014-2015 and 2015-2016
(in MAD, divide by 10 for USD)

Items	2014-2015 Amount	% of total Expenses	2015-2016 Amount	% of total Expenses
Salaries and treatments	149,281,209.43	47.31	149,445,440.58	46.76
Amortization and provisions	43,671,806.67	13.84	52,218,648.02	16.34
Auxiliary enterprise Expenses	35,177,446.26	11.15	34,433,759.20	10.77
Financial aid	24,311,763.25	7.71	24,626,659.25	7.70
Energy	17,650,361.53	5.59	14,825,169.78	4.64
Maintenance and purchase services	17,115,322.11	5.42	15,640,699.70	4.89
Others expenses	15,828,330.47	5.02	15,707,593.95	4.91
Travel expenses, mission and reception	7,554,623.01	2.39	6,338,412.21	1.98
General documentation and access to data bases	4,938,412.88	1.57	6,398,514.34	2.00
Total	**315,529,275.61**		**319,634,897.03**	

Figure 7.2 AUI's Expenses in 2015-2016 (in MAD, divide by 10 for USD)
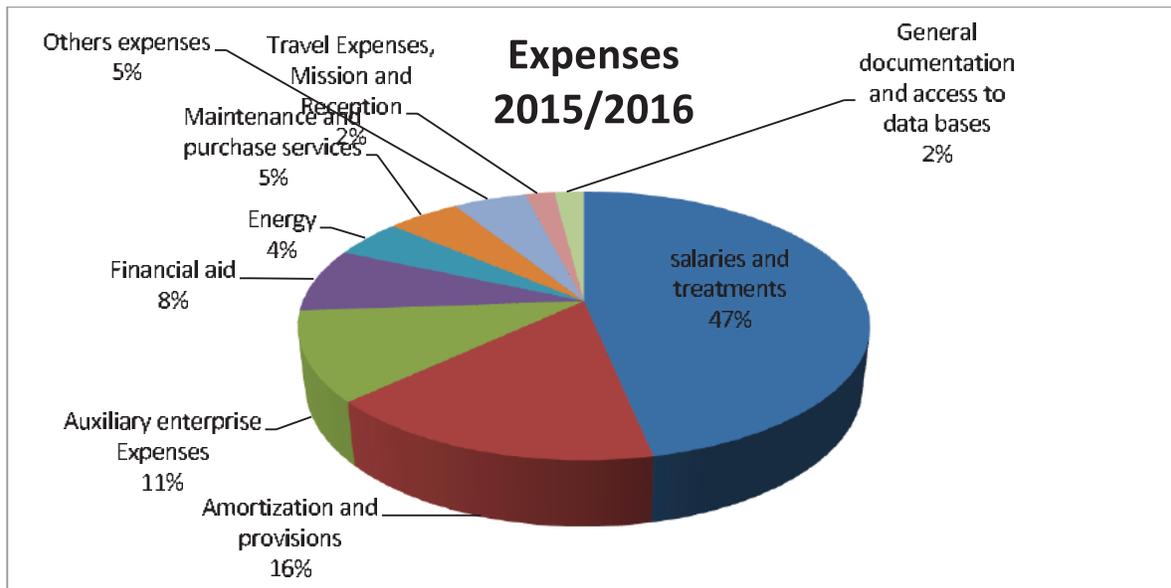
APPRAISAL

AUI has made significant efforts aimed at improving its financial stability and viability. As a result of these efforts and financial management, the University currently enjoys a relatively healthy financial position, which can be summarized in the following points:

- Utilization of various income sources to address growing operating expenses;
- Implementation of new cash management and revised short-term investment policies;
- Capital projects and minimal debt financing.

The University has utilized various income sources to address growing operating expenses. Income from the non-operating activities, such as investment revenue, has been used to increase net assets and offset the effects of total expenses over operating revenues. Some trends are shown in Figures 7.3 and 7.4.

Student tuition and fees represent approximately 50% of the total operating revenues. The increase in revenues (driven by the 5% increase in tuition and housing fees every two years), the expected decrease in operating expenses, and the result of the energy-saving cost strategy are expected to generate further growth in the short term and the reinforcement of the University's financial strength.

Figure 7.3 AUI's Revenues and Expenses, 2012-2016 (in MAD, divide by 10 for USD)
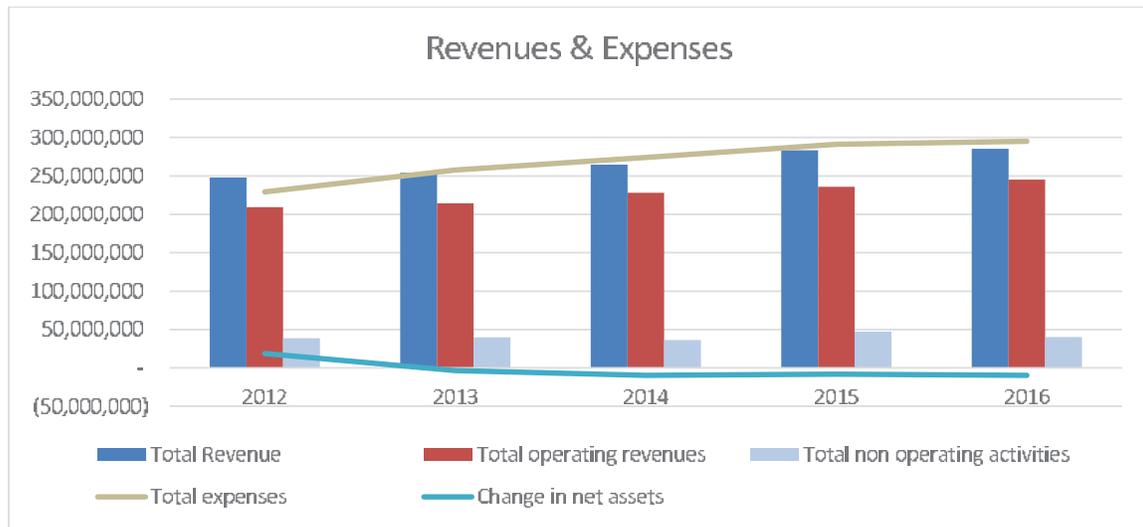
Figure 7.4 Sources of AUI's Revenues, 2012-2016 (in MAD, divide by 10 for USD)
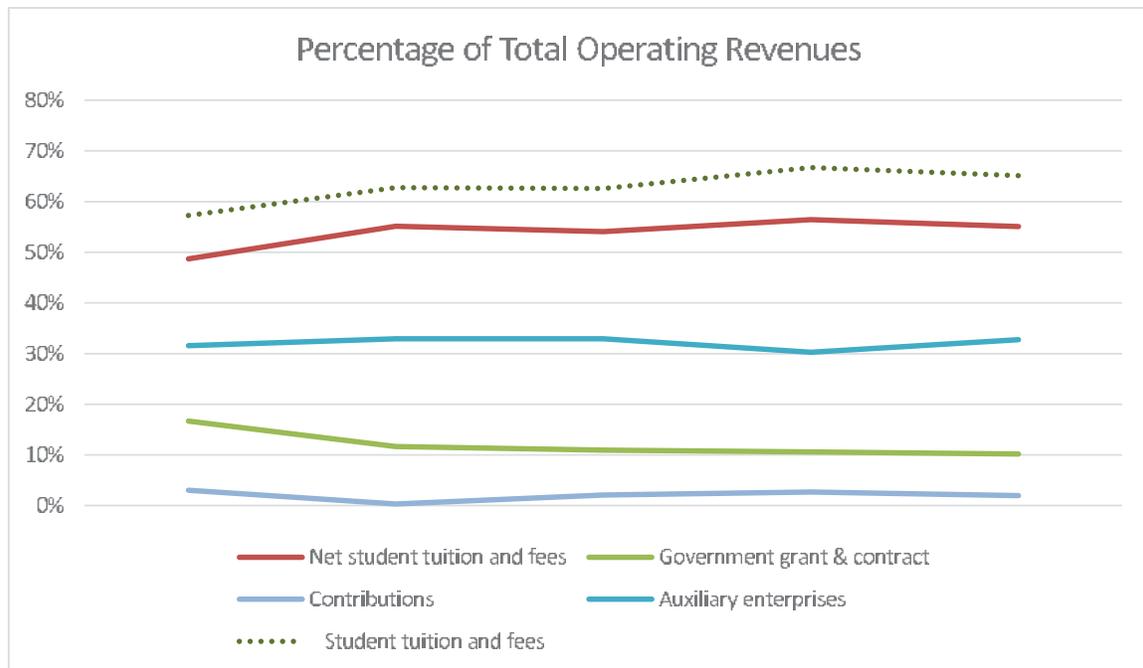
Cash Management and Short-Term Investment Policy

The University adopted a new and efficient cash management strategy that aims at generating additional income from investing excess cash on a long-term basis, it has maintained an adequate balance of cash and short-term investment in 2015, which makes the institution highly liquid.

Capital Projects and Minimal Debt Financing

The amount of long-term debt has increased between 2012 and 2016, from 10,000,000 MAD (1 million USD) to 57,000,000 MAD (5.7 million USD). (See Table 7.6 and Figure 7.5.)

Table 7.6 Long-term Debt, 2012-2016 (in MAD, divide by 10 for USD)

Year	2012	2013	2014	2015	2016
Long-term debt (MAD)	10,000,000	20,000,000	30,000,000	54,796,807	53,505,880
Proceeds from issuance of long-term debt	10,000,000	10,000,000	10,000,000	30,000,000	2,512,650
Repayment of long-term debt	-	-	-	(5,203,193)	(3,803,577)
Change in Debt	10,000,000	10,000,000	10,000,000	24,796,807	(1,290,927)

Figure 7.5 Capital Assets Purchases and Proceeds from Issuance of Long-term Debt, 2012-2016 (in MAD, divide by 10 for USD)
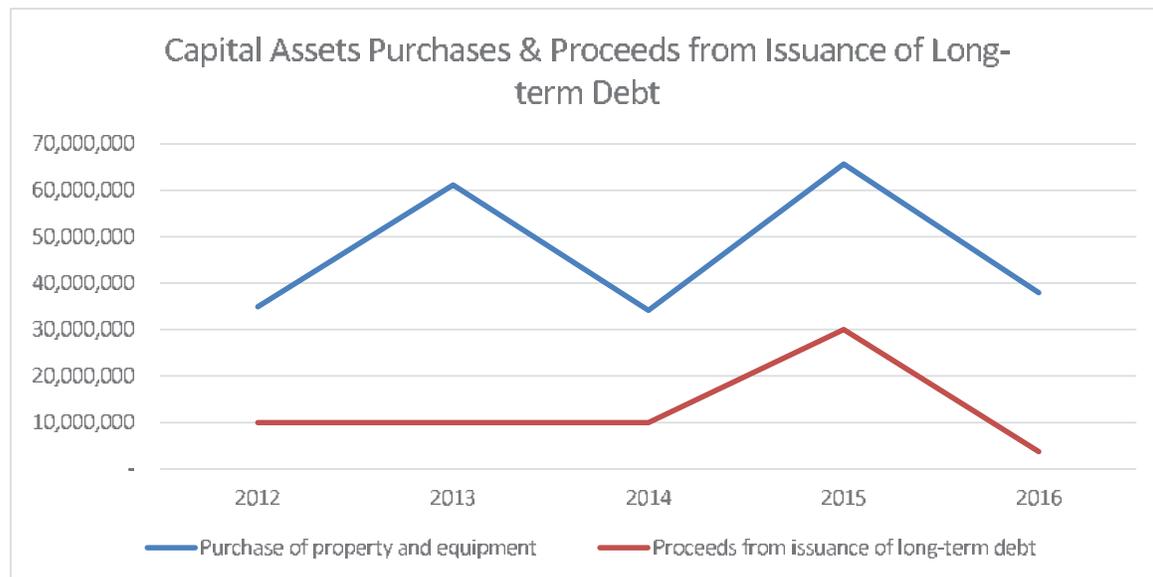
The main reason for this increase is the use of debt in the financing of capital projects undertaken by the University. Yet, the amount of long-term debt remains very small relative to total assets in 2015.

Figure 7.6 Total Assets & Liabilities, 2012-2016 (in MAD, divide by 10 for USD)

Despite this enviable financial situation, there are a few areas of improvement needed, such as: the endowment and return on investments; and, reestablishing an annual surplus through the reduction of expenses and diversification of income. The Strategic Plan 2015-2020 discusses a number of these improvements, plus improvements in quality assurance and enhancement (Std-2.02.)

Endowment and Return on Investments

The ratio of the endowment fund to the operational budget remains relatively modest and does not exceed 1.5 (see Table 7.7).

Table 7.7 Endowment Fund to Operational Budget (in MAD, divide by 10 for USD)

Year	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Endowment Fund end of year	376,424,971	391,134,182	404,379,836	425,036,662	444,239,714
Total operating expenses	229,064,614	257,600,618	274,205,171	291,217,512	292,855,642
Endowment fund to operational budget	1.64	1.52	1.47	1.46	1.52

Additionally, the rate of return on the endowment fund remains very modest and varies between three and four percent per year, which is due mainly to the prudently conservative investment strategy. The issue of increasing the endowment balance remains a priority.

Reduction of Costs

AUI has taken measures to reduce energy costs, and is considering further improvements through conservation, energy efficiency, and proper building design and retrofitting. The Strategic Plan priorities address cost reduction by establishing the following targets: (1) reducing energy costs by 30% (Figure 7.8,) (2) reducing maintenance costs by 15% while improving quality, and (3) outsourcing the equivalent of 30% of the cost of services.

Figure 7.8 Energy Costs, 2012-2016 (in MAD, divide by 10 for USD)
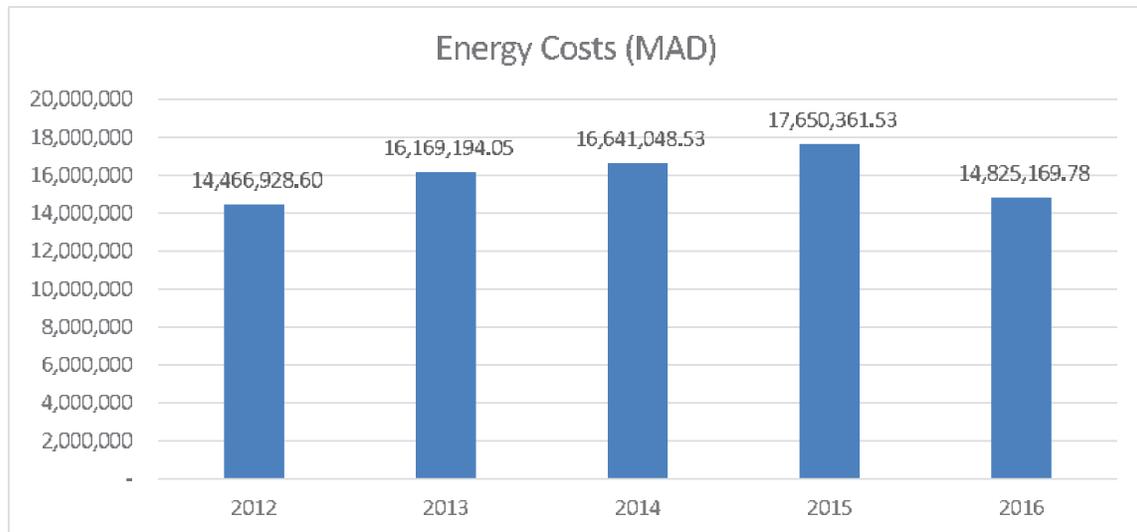
Diversification of Revenues and Contributions

The University has established, as one of its goals, the diversification of sources of revenues. Currently it relies on a limited number of significant revenue categories, which are dominated by tuition (see Figure 7.9). Despite AUI's dependence on tuition fees (2016 gross tuition and fees are 54.59% of total revenues), these fees were increased for the first time in 2014. Increases of 5% in tuition and housing began to take effect in 2014-2015. Further efforts are needed to increase the contribution of other categories of revenue, especially research grants and fund raising.

AUI has been successful in obtaining grants to fund several research projects; however, additional work is necessary to increase its fund-raising activities systematically. The University is considering different sources of contributions to sustain specific projects and is currently in the process of establishing an Office of Sponsored Research, with the purpose of overseeing research projects and providing consistent review, oversight, and program management.

Finally, the University does not have a systematic fund-raising program. This shortcoming is addressed in the Strategic Plan 2015-2020 with two specific objectives: (1) setting up and implementing an annual targeted fund raising plan, and (2) increasing the fund-raising effort with alumni to yield 10% more revenue per year.

Figure 7.9 Sources of Revenue as Percent of Total Revenues, 2012-2016
(in MAD, divide by 10 for USD)
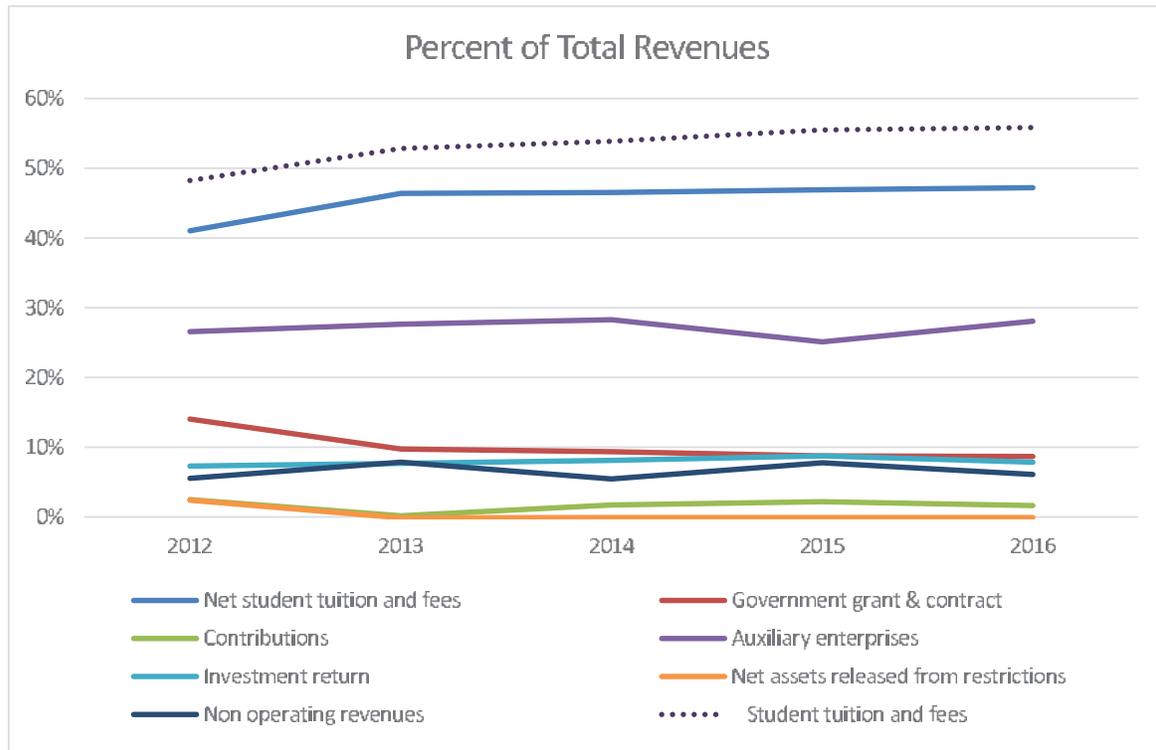
Quality Assurance and Enhancement

Those parts of the Strategic Plan 2015-2020 that address quality assurance and enhancement and are related to financial resources have been implemented. The adoption by AUI's Business Office of Generally Accepted Accounting Principles (GAAP) in University Accounting (US GAAP for Not for Profit Entities) and the establishment of an Internal Auditing Unit have been important in promoting a better understanding of financial resources data by all stakeholders. In addition, the director and four staff members of the Business Office received training in US GAAP in Morocco and attended workshops held by finance specialists from two US partner universities. Moreover, AUI hired a CPA with several years of experience in the field of auditing and American accounting. The director and four staff members of the Business Office received training in US GAAP in Morocco and attended workshops held by finance specialists from two US partner universities. The University also hired a CPA with several years of experience in the field of auditing and American accounting. Moreover, the Director of Finance at Kalamazoo College visited AUI in summer 2015 and held workshops for AUI officers on US GAAP, reviewed AUI accounts and the Moroccan accounting system and drafted recommendations and an action plan for the university.

Information, Physical, and Technological Resources

DESCRIPTION

AUI is nestled on a beautifully landscaped and residential campus of 73 hectares (180 acres) and is located on the north side of the picturesque resort town of Ifrane. Another off-campus site of 42 hectares (104 acres) is located about six km (4.5 miles) away from the main campus; it includes an international conference center, housing residences for faculty and staff, as well as a K-12 US-modeled school. Another university residence is available to faculty, staff, and guests in the downtown area. This facility also hosts the activities of the Executive Education Center (EEC), with the remaining activities being run at a 716 m² (7,707 square feet) location in the Casablanca Technopark. In addition, there are several areas reserved for various community projects around Ifrane.

AUI's main campus comprises 39 buildings, residences, a sports complex, including an Olympic size pool with a new extension dedicated to sports activities, three cafeterias, four restaurants, and the Student Center, where most co-curricular activities are run. Academic facilities and buildings, including classrooms and laboratories, are situated in proximity. Faculty offices are located in various buildings throughout. A 600-seat auditorium is the site of concerts and special events while smaller auditoriums are used for public lectures.

The University's three Schools (SBA, SSE, and SHSS), the Language Center, and various research institutes are hosted in eight buildings and make use of 38 general purpose classrooms, 5 reading rooms, 9 specialized laboratories, 1 trading room, and 3 auditoriums. These buildings also host faculty offices, many of which are shared by two faculty members.

The new Al Akhawayn Conference Center is located at the off campus site and has a residential capacity of 99 rooms. It also contains an auditorium with 140 seats, 2 training rooms each with 50 seats, and 5 other training rooms with 25 seats.

The Executive Education Center, located off campus at the downtown residence, has 4 training rooms and a laboratory. The School of Science and Engineering runs eight labs, the School of Humanities and Social Sciences runs four research centers, and an additional research institute reports directly to the President's Office (see Standard 6 for details).

The buildings on campus and the teaching areas off-campus, including the Casablanca location, offer campus-wide wired and wireless network Internet connections, computers, LCD projectors, TV sets, smart boards, and other ICT equipment in most classrooms. Portable LCD projectors, laptops, TV sets, DVD players, and video cameras are delivered to the classroom upon request. Most faculty members are now provided with laptops, or have desktops in their offices. The chemistry, biology and physics laboratories are also equipped with TV sets for presentation purposes.

The laboratories are usually reserved for teaching, but students and faculty use them on a self-access basis for research when there is no teaching. In addition to these classrooms, the AUI Library provides teaching space equipped with computers and multimedia projection for workshops and presentation for or by faculty and students. It also provides group and individual study areas for students. The specialized labs, such as the chemistry lab, are remotely managed thanks to the Centralized Desktop Infrastructure (thin clients). The multi-purpose labs have IT technicians who respond to student and faculty needs. Copiers and

printers are available on different locations on and off-campus. A printing and copying center, run by three staff members, takes care of heavy-duty tasks.

Classrooms and laboratories are furnished with the necessary equipment and supplies and are looked after by building assistants. The University has five rooms with smart boards. One of these is a teaching lab and another is located in the CLT, which functions as a training center in addition to being a multimedia studio and containing a virtual studio. Classrooms and laboratories can be reserved for special occasions and events through Enrollment Services.

Housed in a three-floor building on campus, the Mohammed VI Library, run by 13 staff members, is designed to host 100,000 items in addition to other services, including a multimedia center and a computer area. The Library provides individual and group-study space for up to 500 patrons, multimedia-enabled meeting and presentation areas, 40 computers, and free wireless access throughout the building. It includes quiet study areas (e.g., the Zero-Decibel Study Room) and rooms for group work. The Library is open 96 hours per week when classes are in session, including six hours on Saturdays and 10 hours on Sundays. During exam periods, the Library is open 24/7 for three weeks.

The owned holdings of the Mohammed VI Library include over 98,500 print volumes, 148,700 eBooks, 2,700 media items and 145 current print periodicals, and the collection is growing at a rate of approximately 1,200 items a year. The Library guarantees access to 34 online databases that provide content from over 43,700 electronic journals and other research materials in all major subjects. The Library's document delivery services ScienceDirect and ArticleChoice provide journal articles for teaching and research that are unavailable in the Library collections. A detailed list of procedures for collection development is featured on the Library's website. Most of the print collection growth (70%-80%) has come from faculty requests from SHSS, with 10-20% coming each from SBA and SSE. Roughly 84% of the Library's print holdings are in English, with materials in French and Arabic representing the bulk of the rest. AUI users can renew books they have checked out and access electronic reserve materials through the Integrated Library System (ILS), from anywhere. In 2013, Mohammed VI Library implemented EBSCO's Discovery Service (EDS) to allow users to search multiple databases simultaneously. The Library also benefits from two consortial arrangements, one with the National Library of Morocco and with the National Observatory of Human Development, both located in the capital city, Rabat.

In recent years, the Library has made it a priority to hire professionally trained librarians in key positions. In addition to the Director, the Library employs 11 full-time staff members half of whom hold degrees, either Bachelor's or Master's, in library science or related fields; part-time student workers are employed depending on need. Library staff members conduct and attend regular training sessions on various aspects of library services. Each year, three or more staff members attend international conferences related to current topics in library and information science, particularly the annual AMICAL conference, a consortium of academic libraries, of which Mohammed VI Library is a founding member. All Moroccan Library employees are fluent in at least three languages, including English.

Housing, which employs 28 staff members, takes care of student, faculty, and staff accommodation and has a variety of living options (double, single, and studio). The Unit has been extended with the acquisition of a 93-bed off-campus residence hall in the city center; the new residence is endowed with a computer lab, a lounge, a cafeteria, a study room, and a fitness room. On campus, there are 18 equipped and furnished dormitory-style residences,

with a capacity of 1,729 beds, which accommodate students. There are common kitchens in all buildings. Al Akhawayn Residences of Ifrane (AUI off-campus housing) includes six buildings with one, two, and three-bedroom furnished or unfurnished apartments. AUI supplies central heating, electricity, water, connections for telephone, television and Internet.

The sports complex includes an Olympic-size swimming pool, an indoor-gymnasium, a Fitness Center, a soccer stadium, a jogging track, tennis courts, and a multi-purpose room. The new Fitness Center has a surface 240 m2 and includes an aerobic room, a gym room, a weight room, and a ping-pong room.

Information Technology Services (ITS), with 32 full-time staff members, including four engineers, adopts a customer-oriented approach and provides:
- virtualized computing and storage facilities;
- wired and wireless network coverage;
- communication and collaboration services such as telephony, email, instant messaging, document management;
- voice and video services such as local broadcasting of satellite and ground television channels;
- a service desk as a single point of contact using a hotline or an online ticket management system;
- IT support to the other University units such as the Library, Human Resources, Point of Sales and Restaurant, financial enterprise resource planning for Purchasing, Accounting, an enterprise resource planning for online admission, registration, payment, student record management, student advising, course and learning management.

On and off-campus classrooms, the Library, labs, student dorms, faculty and staff offices and apartments are fully connected to Intranet services as well as to a 650 Mbits/s Internet link through a ten-gigabit wired network comprising 2,600 sockets to meet growing demand. It also extends to off-campus areas via 100 Mbits/s FTTH technology. The wireless network offers wireless access on- and off-campus. ISDN lines are also deployed for video-conferencing.

The information services and infrastructure are designed, deployed, and managed to support the University's mission, vision, strategic objectives, legal, and ethical obligations. It also addresses security requirements in terms of confidentiality, integrity, and availability. It aims to maintain the appropriate balance between AUI's risk profile, risk tolerance, and information protection cost. In January 2012, the University developed a governing information security policy, along with some supporting procedures (Std-9.01.) At the operational level, the Intranet is compartmentalized into three different and completely isolated security domains for students, faculty, and staff. All university-managed workstations run under a secure standard operating environment. The IT Service Desk also helps users to secure their personal computers according to an established procedure. University servers are deployed into their own security domain and are protected from internal and external network threats by a Unified Threat Management System, based on defined policies. The servers are located in a Data Center, which is equipped with surveillance cameras, an HVAC system, and fire detection and suppression mechanisms. Only authorized IT personnel can access the Data Center. Moreover, all critical servers are highly available (resilient) and data backups are performed according to established procedures. Vulnerability assessment tests are conducted regularly, and treatment plans are designed, tested, and executed systematically.

The Grounds and Maintenance Unit (GM) deploys 160 technical staff, in addition to several temporary workers, who are responsible for maintaining AUI buildings, grounds, roads, and utility distribution systems on the main campus and beyond. Services include mowing, forest management, snow removal, carpentry, painting, plumbing, electrical work, cleaning, air-conditioning, gardening, locksmith services and remodeling and renovation. The Unit manages transportation vehicles and maintains fire and security alarm systems. It also provides operational support for auditoriums, classrooms, and laboratories. A team of experts is available for instant interventions, and the work is organized via requests filed using a Computerized Maintenance Management System (CMMS). All buildings are also equipped with fire extinguishers and exit signs. A general inventory provides thorough information about AUI's equipment and assets.

Security at AUI is managed by the Security Unit. Although security staff members have primary responsibility for day-to-day campus safety, they also intervene in cases of emergency, for building evacuation, community health issues, critical incident follow-up, risk management, and natural disasters. The University has developed a comprehensive Emergency Management Plan.

AUI views the safety and welfare of employees, students, and visitors as integral to the educational mission of the institution. Physical and personnel security is an ongoing process. These include the development and enforcement of regulations, policies and procedures, and physical access controls to reduce security risks to acceptable levels and to ensure the personal safety of employees, students, and visitors. Four medical doctors, four nurses, and two administrative staff members run the Health Center. They provide medical assistance and conduct awareness campaigns for the community. The new student dormitories in Building 38 and Building 39 are fully accessibility compliant. Administrative and supervisory personnel are responsible for the incorporation of safety and security principles and procedures in their respective areas of operation. Each member of the faculty, staff and student body is responsible for carrying out campus regulations, procedures and practices and is obliged to comply with local laws related to security matters while on campus or in the course of representing or conducting University activities.

Physical resource planning is done according to the needs expressed by the various units of the University during budget preparation. The needs are then reviewed and discussed with the VPFA. Approval is made based on the priorities, as defined in the University's Strategic Plan and in accordance with the financial capacity of the University (Std-2.02.) Planning is an ongoing process and is linked to the needs of academic and student services and support functions. Since 2010, increase in student enrollment has led to:
- the transformation of the old hospital into an Executive Education and Conference Center;
- the construction of a new student dormitory with a capacity of 282 beds (Building 39);
- the acquisition of a building in downtown Ifrane that was refurbished and equipped to increase the housing capacity of the University;
- the construction of the Student Center to provide adequate space for co-curricular activities and student clubs;
- the upgrade of IT infrastructure: increase of Internet speed from 155 Mbps to 2x155 Mbps, then to 500 Mbps (Fiber) + 155Mbits/s (FH);
- the increase of server processing power and storage capacity thanks to virtualization;

- the signing of an agreement with a new catering company (SODEXO) to operate a new restaurant near the Student Center (the former Student Activities Office was turned into administrative and academic offices);
- the construction of the Fitness Center; and
- the construction on the new Academic Building 8B.

The University has clear policies and procedures, and monitors and responds to illegal or inappropriate uses of its technology systems and services. Policies about academic integrity, ethical use of resources, and plagiarism are published, highlighted where relevant, and reviewed and revised as needed (Std-9.01.) The use of anti-plagiarism software—Turnitin—is also strongly encouraged and is deployed by many faculty to discourage cheating. The University adheres to a strict policy of using only properly-licensed or open-source software in all of its operations. The Library has clear policies (posted in several places on campus, and especially the Library and Copy Center) against the illegal copying of software and audiovisual material posted on its website and on signs in the building. The Library carefully monitors materials that are copied to ensure that no violations of copyright laws occur. The University has formal policies to prevent and take action related to illegal or unethical activity that may take place over its networks. The application of an Information Security Policy (Std-9.01,) along with its supporting procedures, protects the reliability and the availability of its information systems, as well as the confidentiality and integrity of sensitive data, against issues such as internal and external attacks, misuse, human error, and natural disasters. The Ethics Policy document describes the disciplinary procedures involved when faculty, staff, or students violate ethical codes, including plagiarism and the unethical use of materials (Std-6.15.)

APPRAISAL

AUI provides a welcoming environment for its community and visitors by maintaining a secure, clean, and attractive campus in Ifrane and at its location in Casablanca. The Ifrane campus offers a state-of-the-art learning environment that supports teaching, training and learning needs for today's growing student populations. It also secures adequate work space and equipment to foster a high level of performance for students, faculty, and staff. Since its creation in 1995, AUI has implemented several projects in accordance with its policy to endow its campus with varied means, including the technological resources necessary to achieve its mission and respond to the needs of its community.

Physical components

The University has made significant progress in expanding and improving the physical plant, which has resulted in one of the most attractive campuses in Morocco and all of Africa. The facilities of the University were constructed in accordance with the legal requirements of the City of Ifrane and in accordance with Moroccan Law. They are well maintained and safe, and secure access is guaranteed to all users. The University offers adequate facilities to support students, faculty, and staff life on campus. All buildings and dormitories are equipped with high-end infrastructure systems, such as electrical power, heating, hot water, Internet connection, and safety measures that provide a comfortable and functional environment. The University provides accommodation and related services to some faculty and staff and most students on or off campus. It also facilitates finding student housing in town through arrangements with local property owners.

Careful attention has been given to designing and maintaining all recently completed facilities, including the newly constructed residential building on campus (Building 39), the refurbished downtown residence, and the Student Center. Upgrading of the sports complex was completed in fall 2015, and today it is considered to be one of the most important facilities in the region, attracting every year a large number of national and international sporting teams. The new Al Akhawayn Conference Center is a state of the art facility that generates revenue.

Despite this progress, challenges remain in several aspects of the infrastructure. As a case in point, the campus store and the minimarket are in need of restructuring, upgrading, and more efficient management with respect to stocking. Another example is that of textbooks. Up until recently, all students were required to purchase their own hard copy of textbooks. However this practice has been changing, with more faculty opting for open educational resources and making further use of reserve materials in the library.

IT

ITS provides high-end infrastructure and services that support academic, student and administrative functions effectively. AUI uses an institutional ERP that consists of best-breed systems for all core university areas. The demand on technology at the University has increased tremendously in the last fifteen years. Back then, the University had fewer than 10 NT servers, and about hundred physical desktops. Today, the University has more than one hundred virtual servers, hundreds of virtual machines, campus wide Wi-Fi coverage, VoIP, IP cameras for security, digital signage, load-balanced online learning management system, video conferencing, live streaming, online financial services, and others. Despite dramatic improvements and the expansion of technology infrastructure and support, the University continues to face challenges in meeting the rising expectations and demands from students, staff, and faculty. ITS has become decidedly more strategic in its planning process since 2009. This ITS strategy (derived from the AUI Strategic Plan) has resulted in providing better services for the whole community in support of education, academia, research, and operations. The strategy has also focused on adopting green and cost-optimized solutions, and generalizing the re-engineering of tasks to bring more automation and self-sufficiency to IT and IT services. The upgraded network infrastructure and data center expansion, completed at the end of 2015, have brought a significant raise in capacity to the campus core network (switching capacity timed by 25) and core network to buildings links (from 1 Gbits/s to 10 Gbits/s) to remove congestion points and to respond better to the increasing demand of students, faculty, and staff. As for the internet, it has been highly improved over the last four years (speed increased about 20-fold from 34Mbits/s to 655 Mbits/s). Most students bring at least two devices, a laptop and a smartphone. Some also bring a tablet and/or a game box. We estimate the number of devices on the network to be more than 5,000 at any time, and data download/upload about 5 TB per day. Work on new services, such as Single Sign On authentication and IPTV, is in progress.

The information security hardware and software put in place to secure data and reduce related risks to an acceptable level have been, and continue to be, chosen through a very strict and rigorous process, where certification by international labs such as ICSA Labs (https://www.icsalabs.com/) and NSS Labs (http://www.nsslabs.com/), according to standard criteria and methodologies, such as Common Criteria, is a requirement. The adopted firewall, Fortigate, for example, is known to be among the best in the world in Unified Threat

Management. ITS has dedicated staff members, working full-time as Security Administrators.

A new version of the course/student management system, Jenzabar, has been acquired to meet growing needs in terms of capacity and e-learning. Additional capabilities of Jenzabar system are being investigated and exploited to support other services, such as cash-wallet replenishing.

Not all efforts at IT support for campus operations have been as successful, however, and system integration remains a persistent challenge for ITS and its partners on campus. A finance resource planning (FRP) tool for managing employee data was acquired and is used across campus. In order to replace the two non-communicating systems used to manage the Business Office and Purchasing Office and offer an integrated IT-system to the community, the University acquired a finance resource planning tool (SAGE), which was deployed in July 2014. Unfortunately, the installation did not prove to be successful and the University has discontinued its use while considering alternative courses of action. Some challenges also still remain in connecting the downtown residence to the University's phone and internet network.

Classrooms etc.

Classrooms are heavily used during weekdays from early morning to late evening. Many full-time faculty members have to share an office with a colleague, which makes meeting and conferencing with students problematic. These issues should be alleviated, if not solved, once the new academic building, 8B, is operational (projected for spring 2017). Other problems with existing classrooms were revealed through a survey administered by the Classroom Improvement Committee at SHSS. These include classroom acoustics (echoes), insulation, ventilation, and lack or inadequacy of classroom technology (computers, screens and projectors). Some of the problems, such as those related to inadequate technology, were easily addressed by installing a minimal technology configuration in all but a few smaller classrooms in the Library. Others, like acoustics and ventilation still need to be addressed. Physical science laboratories are also in need of some upgrade; the concerned SSE committees were asked to put together a list of needs to be submitted with the School's budget.

Library

In accordance with its mission and strategic orientations, the Library has taken a number of actions in recent years. The Library's information infrastructure has grown in tandem with the University's implementation of state-of-the-art technology and informational resource plans, in response to the growing and changing needs of the institution. The Library has acquired a new suite of software for managing, among other things, student records, and has upgraded its IT systems, software, and labs. It has also implemented a new security system (cameras, video surveillance) and has had the assets of the University evaluated by external experts.

The growth in information infrastructure, along with an analysis of faculty and student needs and the changing landscape of information resources, has promoted a partial shift towards the use of more electronic resources. The acquisition of a new library information system (Millennium) and the use of OCLC Collection Analysis tools, available through the Library's membership in the AMICAL group, allow staff members regularly analyze data on collection

size and usage. These data are then used to plan for future collection development and acquisitions. Print books are used, at least once a month, by 60% of undergraduate and 67% of graduate students. The figures are higher for electronic resources: 70% and 83%, respectively. These analyses have led to the acquisition of more electronic books (currently 142,000 titles), a keyword searchable e-book database (EBSCO), and other document databases. The Library has also focused on increasing its holdings in areas including business and engineering through databases and subscriptions to document delivery services.

Two additional initiatives are noteworthy. In collaboration with some faculty members from the three Schools, the Library has also launched an e-Textbooks Committee, which aims to facilitate access to Open Education Resources and textbook alternatives for the University community. Between 2013 and 2015, the Library piloted the new Library Instruction Workshop Series. These sessions have been made available to all faculty by email and through School-level faculty meetings.

Security, Safety and Welfare

Since the University opened its doors in 1995, several measures have been undertaken to ensure security, safety and a healthful setting. The Security Unit watches over the University community 24 hours a day and seven days a week. Video surveillance, with over 150 cameras, is used to monitor public places. The University complies with national and local safety regulations (Std-7.WR.04,) and has designed an emergency plan (Std-7.WR.05.)

The University is aware, however, that the campus, and particularly some of the less recent structures, present some dangers for the community and are not fully accessible for the physically challenged. For example, buildings 6 and 10 and, to a lesser extent, 5 and 11, have steep staircases. Handrails were retroactively installed in buildings 6 and 11 to reduce the risk of slipping and falling, but still need to be added in the other locations. Overall, the campus was not initially planned for people with special needs and the disabled. For the earlier buildings, this is being addressed as needed. For the new buildings, these concerns were taken into consideration during the planning phase but are still not resolved for the original buildings.

Ifrane's weather is known to change quickly and give rise to snowy, icy and generally slippery conditions in winter. In the non-winter months, sudden rainstorms and watering of the green spaces can leave large puddles and also contribute to unsafe walking conditions. These are particularly noticeable in the covered walkways where the decorative tiles become an extremely treacherous walking ground. The University has taken several measures to reduce hazard to the community and continues to do so. Several snow blowers have been purchased, grounds and maintenance staff shovel snow on frequently used passageways shortly after it has fallen, snow mats have been placed in the aforementioned walkways and have helped significantly in reducing slipping incidents and making walking more comfortable. It has been suggested that grooves could be made to allow for water runoff and even capture excess water to be used for irrigation.

The Health Center has also required some attention. Previously accessible just via a staircase, it has had a ramp added to permit easier access to stretchers and wheelchairs. Other improvements needed for the Health Center include an automated patient record system and more English speaking staff (an English-speaking nurse should always be on call).

GM

The Grounds and Maintenance Unit continuously monitors the state of the campus and its energy consumption. The University has engaged in a number of initiatives to convert its campus into a green campus. An audit has been ordered for energy efficiency in all buildings and an action plan is in place. A solar energy station has been installed for water heating in two residential buildings (Std-7.WR.02). A new carbon-emission-free biomass boiler was installed with a capacity of 580 KW to keep the olympic-size swimming pool warm during the year. A study is being conducted to replace the remaining diesel-based boilers with biomass boilers by the end of 2017 (Std-7.WR.03.) Along the same plan of reducing energy costs and carbon dioxide, the University has replaced the existing bulbs with LED ones (Std-7.WR.01). Each year, new trees are planted on campus during the April 22 Earth Day celebration. A new automatic irrigation system is in place covering main green areas on the campus and drip irrigation is increasingly used. The University has also launched a carbon compensation scheme to reduce its carbon footprint. An online carbon calculator enables students, faculty and staff to compensate for their carbon emission by contributing to tree plantation or larger scale projects (Std-7.WR.06.) A project is underway to install a waste water treatment system based on vegetation (Std-7.WR.07.)

The University engages in green conversion and related environment-friendly activities because it believes in the inherent value of their goal and also in conformance with national and international orientations for a clean and healthy world, as witnessed by the COP22 event scheduled for November 7-18 in Marrakech.

PROJECTIONS

In the next two years, HR Office will develop a plan for HR procedures review, for professional development of staff, and for staff evaluation that takes more into consideration the assessment of the impact of professional development programs on employee performance. The office will also work on better gender equity in hiring.

In the next three years, the CFO will implement the major goal of reducing campus cost by 30% by reducing energy and maintenance costs and by outsourcing some services.

Between now and 2020, the Director of Continuing Education and Regional Development and the Executive Manager of the Executive Education Center will work on increasing revenues from continuing and executive education, from the current 12 million MAD (1.2 million USD) to 100 million MAD (10 million UD.)

During the next academic year, The VPAA and the Assistant Vice President of Research and Graduate studies will put in place an Office of Sponsored Research in order to increase revenues from funded projects.

AUI will work on improving its fundraising efforts by developing a 5 year fundraising plan. The Executive Director of Development and Communication will ensure that the plan is complete and ready for implementation by fall 2017.

During the next academic year, ITS will conduct an IT organizational and operational audit as a prerequisite to adopting ITIL best practices and will launch an IT enterprise architecture project to allow better integration of IT systems and services.

Standard 7: Institutional Resources
(Headcount of Employees by Occupational Category)

For each of the occupational categories below, enter the data reported on the IPEDS Human Resources Survey (Parts B and D1) for each of the years listed.

If your institution does not submit IPEDS, visit this link for information about how to complete this form:
https://surveys.nces.ed.gov/IPEDS/Downloads/Forms/package_1_43.pdf

	HR interpretation	3 Years Prior 2012-2013			2 Years Prior 2013-2014			1 Year Prior 2014-2015			Current Year 2015-2016		
		FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
Instructional Staff	AUI Faculty & ASI Teachers: (SHSS-SSE-SBA-LC- ASI-CLT)	148	20	168	155	38	193	160	35	195	160	42	202
Research Staff	IEAPS	1		1	2		2	2		2	2		2
Public Service Staff	Mosque	2		2	2		2	2		2	2		2
Librarians	Med VI Library: Degree in *Sciences de l'Information*	1		1	7		7	6		6	6		6
Library Technicians	Med VI Library: Assistants & Technicians	8		8	11		11	7		7	7		7
Archivists, Curators, Museum staff	N/A	0		0			0			0			0
Student and Academic Affairs	OIP-Enrollment-HR-VPAA Office- DSA Office- (Administrative staff of SHSS-SSE-SBA-LC - ASI)	36	3	39	36	2	38	38	2	40	38	1	39
Management Occupations	Heads of Units-President's Office-Deans of Schools	22		22	22		22	24	1	25	24	1	25
Business and Financial Operations	Business Office - VPFA-Purchasing	24		24	24		24	22		22	22		22
Computer, Engineering and Science	ITS Services-	27		27	28		28	28		28	29		29
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media	Azrou Center-Athletics-Student Activities Office- Dev & Com-Faculty Club	28	12	40	28	13	41	27	13	40	26	10	36
Healthcare Practitioners and Technical	Health Center	6		6	6		6	7		7	9		9
Service Occupations	Dining Services-Housing Services, Security	84		84	83		83	81		81	80		80

Sales and Related Occupations	Campus/Book store-EEC -Ifrane-EEC Casablanca-	15		15	15		15	15		15	14		14
Office and Administrative Support	IIR - Administrative Asistants	21		21	21		21	21		21	23		23
Natural Resources, Construction, Maintenance	Grounds & Maintenance (- AUI Fleet)	142		142	142		142	141		141	141		141
Production, Transportation, Material Moving	AUI fleet	14		14	15		15	15		15	15		15
Total		579	35	614	597	53	650	596	51	647	598	54	652

Please enter any explanatory
notes in the box below

NB: Some Heads of Units such as SHSS, SSE and SBA Deans as well as EEC -Ifrane- and ITS Directors are counted as faculty members.

Standard 7: Institutional Resources

(Statement of Financial Position/Statement of Net Assets)

Fiscal Year ends - month & day: (Jul / 31)	2 Years Prior (FY 2014)	1 Year Prior (FY 2015)	Most Recent Year	Percent Change 2 yrs-1 yr prior	Percent Change 1 yr-most recent
ASSETS (in 000s)					
Cash and Short Term Investments	10,870,428	6,227,296	5,764,302	-42.7%	-7.4%
Cash held by State Treasurer				-	-
Deposits held by State Treasurer				-	-
Accounts Receivable, Net	1,585,854	1,401,179	1,138,903	-11.6%	-18.7%
Contributions Receivable, Net				-	-
Inventory and Prepaid Expenses	1,238,935	1,094,651	1,259,129	-11.6%	15.0%
Long-Term Investments	39,608,196	43,117,094	41,519,497	8.9%	-3.7%
Loans to Students				-	-
Funds held under bond agreement				-	-
Property, plants, and equipment, net	32,822,998	35,824,652	35,592,223	9.1%	-0.6%
Other Assets				-	-
Total Assets	**$86,126,411**	**$87,664,872**	**$85,274,054**	**1.8%**	**-2.7%**
LIABILITIES (in 000s)					
Accounts payable and accrued liabilities	5,937,454	4,963,331	3,565,099	-16.4%	-28.2%
Deferred revenue & refundable advances	2,004,065	2,838,143	2,937,250	41.6%	3.5%
Due to state				-	-
Due to affiliates				-	-
Annuity and life income obligations				-	-
Amounts held on behalf of others				-	-

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				%	%
Long-term investments				-	-
Refundable government advances				-	-
Other long-term liabilities	3,000,000	5,479,681	5,350,588	82.7%	-2.4%
Total Liabilities	**$10,941,519**	**$13,281,155**	**$11,852,937**	21.4%	-10.8%
NET ASSETS (in 000s)					
Unrestricted net assets					
Institutional	45,600,989	45,799,814	45,837,214	0.4%	0.1%
Foundation				-	0.1%
Total	**$45,600,989**	**$45,799,814**	**$45,837,214**	0.4%	0.1%
Temporarily restricted net assets					
Institutional	5,000,000	4,000,000	3,000,000	-20.0%	-25.0%
Foundation				-	-25.0%
Total	**$5,000,000**	**$4,000,000**	**$3,000,000**	-20.0%	-25.0%
Permanently restricted net assets					
Institutional	24,583,903	24,583,903	24,583,903	0.0%	0.0%
Foundation				-	0.0%
Total	**$24,583,903**	**$24,583,903**	**$24,583,903**	0.0%	0.0%
Total Net Assets	**$75,184,892**	**$74,383,717**	**$73,421,117**	-1.1%	-1.3%
TOTAL LIABILITIES and NET ASSETS	**$86,126,411**	**$87,664,872**	**$85,274,054**	1.8%	-2.7%

Please enter any explanatory notes in the box below

Standard 7: Institutional Resources
(Statement of Revenues and Expenses)

Fiscal Year ends - month& day: (/)	3 Years Prior (FY2013)	2 Years Prior (FY2014)	Most Recently Completed Year (FY 2015)	Current Year (FY 2016)	Next Year Forward (FY 2)
OPERATING REVENUES (in 000s)					
Tuition and fees	$13,445,294	$14,283,657	$15,748,372	$15,963,006	$16,920,786.36
Room and board					
Less: Financial aid	-$1,636,836	-$1,947,255	-$2,431,176	-$2,462,666	-$2,499,605.99
Net student fees	$11,808,458	$12,336,402	$13,317,196	$13,500,340	$14,421,180
Government grants and contracts	$2,500,000	$2,500,000	$2,500,000	$2,500,000	$2,500,000.00
Private gifts, grants and contracts					
Other auxiliary enterprises	$7,051,900	$7,511,813	$7,143,017	$8,033,719	$8,355,067.76
Endowment income used in operations					
Other revenue (specify):	$67,486	$475,630	$638,649	$484,102	$496,204.55
Other revenue (specify):					
Net assets released from restrictions					
Total Operating Revenues	$21,427,844	$22,823,845	$23,598,862	$24,518,161	$25,772,453
OPERATING EXPENSES (in 000s)					
Instruction	$11,711,341	$12,256,247	$13,154,251	$13,003,882	$13,263,959.64
Research					
Public Service	$153,571	$209,937	$162,278	$122,934	$125,392.68
Academic Support	$1,935,496	$2,136,896	$2,302,651	$2,233,187	$2,277,850.74
Student Services	$2,184,988	$2,326,307	$2,409,032	$2,517,292	$2,617,983.68
Institutional Support	$2,103,013	$2,657,188	$2,708,184	$2,959,391	$3,136,954.46

Item					
Fundraising and alumni relations					
? Operation, maintenance of plant (if not allocated)	$2,615,193.42	$2,444,106	$2,101,024	$2,221,123	$1,808,880
? Scholarships and fellowships (cash refunded by public institution)					
? Auxiliary enterprises	$6,124,868.46	$6,004,773	$6,163,307	$5,539,958	$5,773,527
? Depreciation (if not allocated)					
? Other expenses (specify):	$217,412.60	$215,260	$121,024	$72,864	$89,244
Other expenses (specify):					
Total operating expenditures	$30,379,616	$29,500,825	$29,121,751	$27,420,520	$25,760,060
Change in net assets from operations	-$4,607,163	-$4,982,664	-$5,522,889	-$4,596,675	-$4,332,216
NON OPERATING REVENUES (in 000s)					
? State appropriations (net)					
? Investment return	$2,000,000	$2,261,709	$2,498,622	$2,172,957	$1,979,487
? Interest expense (public institutions)					
Gifts, bequests and contributions not used in operations					
? Other (specify): Non operating revenues	$1,500,000	$1,758,355	$2,223,092	$1,462,489	$2,017,004
Other (specify): Net assets released from restrictions					-$15,081
Other (specify):					
Net non-operating revenues	$3,500,000	$4,020,064	$4,721,714	$3,635,446	$3,981,410
Income before other revenues, expenses, gains, or losses	-$1,107,163	-$962,600	-$801,175	-$961,229	-$350,806
? Capital appropriations (public institutions)					
? Other (specify):					
TOTAL INCREASE/DECREASE IN NET ASSETS	-$1,107,163	-$962,600	-$801,175	-$961,229	-$350,806

Standard 7: Institutional Resources

(Statement of Debt)

FISCAL YEAR ENDS month & day (/)	3 Years Prior (FY2013)	2 Years Prior (FY2014)	Most Recently Completed Year (FY 2015)	Current Year (FY 2016)	Next Year Forward (FY 2)
Debt					
Beginning balance	1,000,000	2,000,000	3,000,000	5,479,681	$5,350,588
Additions	1,000,000	1,000,000	3,000,000	251,265	$300,000
Reductions	-	-	(520,319)	(380,358)	($760,000)
Ending balance	**$2,000,000**	**$3,000,000**	**$5,479,681**	**$5,350,588**	**$4,890,588**
Interest paid during fiscal year	$16,713	$21,647	$97,929	$31,187	$160,000
Current Portion					
Bond Rating					

Debt Covenants: (1) Describe interest rate, schedule, and structure of payments; and (2) indicate whether the debt covenants are being met.

Al Akhawayn University ♦ Self-Study for Accreditation ♦ NEASC ♦ January 20th, 2017

Line(s) of Credit: List the institutions line(s) of credit and their uses.

Future borrowing plans (please describe)

Please enter any explanatory notes in the box below

Standard 7: Institutional Resources
(Supplemental Data)

FISCAL YEAR ENDS month & day (/)	3 Years Prior (FY2)	2 Years Prior (FY2)	Most Recently Completed Year (FY2)	Current Year (FY2)	Next Year Forward (FY 2)
NET ASSETS					
Net assets beginning of year	76,496,927	76,146,121	$75,184,892	74,383,717	$73,421,117
Total increase/decrease in net assets	(350,806)	(961,229)	($801,175)	(962,600)	($1,107,163)
Net assets end of year	$76,146,121	$75,184,892	$74,383,717	$73,421,117	$72,313,954
FINANCIAL AID					
Source of funds					
Unrestricted institutional	$1,636,836	$1,947,254	$2,431,176	$2,462,665	($2,499,606)
Federal, state and private grants					
Restricted funds					
Total	$1,636,836	$1,947,254	$2,431,176	$2,462,665	($2,499,606)
% Discount of tuition and fees					
? % Unrestricted discount					
? **FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE**					

Please indicate your institution's endowment spending policy:

Please enter any explanatory notes in the box below

Standard 7: Institutional Resources
(Information Resources)

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Next Year Forward (goal)
	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Total Expenditures					
Materials	$313,495	$318,537	$215,958	$288,750	$294,000
Salaries & wages (permanent staff)	$210,704	$234,783	$158,263	$162,750	$166,250
Salaries & wages (student employees)	$7,234	$3,992	$6,424	$5,468	$7,500
Other operating expenses	$12,394	$40,462	$19,245	$42,000	$33,250
Expenditures/FTE student					
Materials	$202	$204	$126	$165	$168
Salaries & wages (permanent staff)	$139	$151	$92	$93	$95
Salaries & wages (student employees)	$5	$3	$4	$3	$4
Other operating expenses	$8	$26	$11	$24	$19
Collections					
Percent available physically	39%	39%	36%	35%	35%
Percent available electronically	61%	61%	64%	65%	65%
Number of digital repositories	2	2	2	2	2
Personnel (FTE)					
Librarians - main campus	16	16	16	17	18
Librarians - branch /other locations	NA	NA	NA	NA	NA
Other library personnel - main campus	NA	NA	NA	NA	NA
Other library personnel - branch/other locations	NA	NA	NA	NA	NA
Availability/attendance					
[?] Hours of operation/week main campus	96	96	96	96	96
Hours of operation/week branch/other locations	NA	NA	NA	NA	NA

[?] Consortia/Partnerships

AMICAL Consortium
Observatoire Nationale du Development Humaine (Morocco)
Catalogue du Maroc (National Library, Morocco)

URL of most recent library annual report: http://www.aui.ma/library/annual-report

Please enter any explanatory notes in the box below

See Form 4.5 for data about Information Literacy

Standard 7: Institutional Resources
(Technological Resources)

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	**?** Next Year Forward (goal)
	(FY 2)	(FY 2)	(FY 2)	(FY 2)	(FY 2)

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Next Year Forward (goal)
? **Course management system**	Jenzabar EX/JICS V8.2.1				
Number of classes using the system	100	100	100	100	100
Bandwidth					
On-campus network	155Mbps	310Mbps	310Mbps	655Mbps	855Mbps
Off-campus access					
? commodity internet (Mbps)	155	310	310	655	855
? high-performance networks (Mbps)	155	310	310		
? Wireless protocol(s)	Ruckus	Ruckus	Ruckus	Ruckus	Ruckus

Typical classroom technology	
Main campus	Computer, Datashow, Internet, WhiteBoard/Smartboard, …
Branch/other locations	Computer, Datashow, Internet, WhiteBoard/Smartboard, …

Software systems and versions	
Students	Jkenzabar EX, JICS V8.2.1
Finances	Sage 1000 V6.5, Acovit, Involys, Jenzabar Ex
Human Resources	AgiRH
Advancement	Jenzabar Ex
Library	Millenium
Website Management	Joomla, Drupal
Portfolio Management	Jenzabar Ex
Interactive Video Conferencing	Polycom, WebEx, Skype
Digital Object Management	Lotus Notes, Business Object

Website locations of technology policies/plans

Integrity and security of data	www.aui.ma/its/policies/integrity
Privacy of individuals	www.aui.ma/its/policies/privacy
Appropriate use	www.aui.ma/its/policies/acceptable-use
Disaster and recovery plan	www.aui.ma/its/policies/recovery-plan
Technology replacement	

Please enter any explanatory notes in the box below

Standard 7: Institutional Resources
(Physical Resources)

Campus location	Serviceable Buildings	Assignable Square Feet (000)
Main campus	N/A	13,051
Other U.S. locations	N/A	N/A
International locations	N/A	N/A

	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017
Revenue ($000)					
Capital appropriations (public institutions)	N/A	N/A	N/A	N/A	N/A
Operating budget	$27,736	$28,857	$1,639	$1,500	$2,600
Gifts and grants					
Debt					
Total	$27,736	$28,857	$1,639	$1,500	$2,600
Expenditures ($000)					
New Construction	$5,722	$2,699	$556	$4,511	
Renovations, maintenance and equipment			$4,493	$356	$556
Technology					
Total	$5,722	$2,699	$5,049	$4,867	$556

Assignable square feet (000)

	Main campus	Off-campus	Total
Classroom	37	9	46
Laboratory	16	1	17
Office	62	2	64
Study	44	2	46
Special	36	96	132
General	94	9	104
Support	36	6	42
Residential	332	103	435
Other	12	9	21

Major new buildings, past 10 years (add rows as needed)

Building name	Purpose(s)	Assignable Square Feet (000)	Cost (000)	Year
Building 38	Residential	40.92	$5,301	2006
Building 14	Student Center	8.87	$1,687	2008
Down town Residence	Executive Education Center	72.40	$4,675	2009
Building 39	Residential	61.19	$9,639	2011
Annexe sportif	Gym	7.00	$556	2015
Building 8B	Academic building	33.60	$4,511	2016
biomass3 heating plant for swimming pool	heating plant	0.83	$133	2016

New buildings, planned for next 5 years (add rows as needed)

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year

Major Renovations, past 10 years (add rows as needed)

The list below includes renovations costing [$XXX] or more

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
International conference centre	conference center	91.42	$4,493	2015

Renovations planned for next 5 years (add rows as needed)

The list below includes renovations costing [$XXX] or more

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year

Please enter any explanatory notes in the box below

STANDARD 8: EDUCATIONAL EFFECTIVENESS

Strengths:	Projections:
1. Strong mission driven focus permeates all programs and activities. 2. Strong commitment by Board and Leadership to streamlining and enhancement of processes and enforcement of policies and international best practices. 3. Accreditation initiatives drive positive change and awareness. 4. Excellent employment record for AUI graduates.	1. More and better surveys. 2. Measurement of student outcomes through NSSE, ETS MFT and Proficiency Test. 3. Establishment of Job Readiness Visa

DESCRIPTION

AUI enrolls students in its regular degree programs at Bachelor's and Master's levels, as well as in executive and non-degree programs.

A student information management system, Jenzabar, collects and tracks useful data. It contains biographical, academic and registration information (courses, grades, transcripts, etc.) and allows for the calculation of significant indicators, such as retention rate, 6-year graduation rate, class size, student-faculty ratio, cohort analysis, etc. These indicators and other significant data are extracted on October 15, the official Census date, and communicated to executive officers and published in University reports (Std-8.01, Std-9.02).

The overall undergraduate retention rate is 90.2%. When this figure is considered by program, it is noted that it is highest in Computer Science (91.4%) and lowest in Human Resource Development (84.6%). The six-year graduation rate is 73.96% ranging from the high of 81% at the School of Humanities and Social Sciences to the low 66.32% at the School of Science and Engineering because of graduation requirements. Program transfer from one program to another affects the figures as students have to declare a major when joining the University but soon realize they want to transfer to a new program.

As the number of graduate students is low, a small fluctuation in numbers would have a significant impact on percentages. For graduate students, retention is 73.8%. Three-year graduation rates for graduate students vary significantly by school, and range from 70% in the School of Science and Engineering to 41% for SBA and to 13% for SHSS.

As stated in its mission (Std-1.03), which is published in brochures and the website, and posted around campus, the University seeks to train students who "enhance Morocco and engage the world". To this end, the University has developed curricular and co-curricular Intended Learning Outcomes (ILOs) that are clearly stated and published in the Academic Catalog as well as on the University website (Std-8.02). For instance, the General Education component is outlined at (Std-8.03). The University Learning Outcomes, currently under

revision, are derived from the Mission Statement and Values, and focus on the following core competencies:

- Understand and apply local and global perspectives to real-world situations;
- Demonstrate appropriate expertise in their field of study;
- Analyze and evaluate 21st Century challenges;
- Employ high ethical standards in decision making;
- Be socially responsible citizens;
- Demonstrate commitment-to life-long learning.

Community engagement is also emphasized in the University's founding document (the *Dahir* Std-1.01), and put into practice through a structured Community Involvement Program (Std-8.04) (Std-1.03, p. 192). Co-curricular and student life ILOs are stated on the website (Std-8.02). All syllabi contain course ILOs, a detailed description of the requirements and the method by which the final grade is assigned. These syllabi are posted on the Jenzabar portal, which is also used by faculty to post quizzes, reading material, record attendance, and to provide continuous feedback on student progress in learning and participation.

Evidence of success is systematically collected through both direct and indirect indicators and serves as feedback for improvement. Naturally, AUI provides students with ample opportunities to test their academic progress in acquisition and application of knowledge – through various diagnostic tests. It is important that students can always track their course standing and progress via the student information system – Jenzabar – where all grades are posted throughout the semester. There is also ample opportunity for corrective intervention and for providing additional attention and support services – whether to a student who is in academic difficulties, or a successful student who might seek out additional challenges in collaboration with instructors and mentors. The focus is on making students aware of their responsibilities and role as active partners in the learning project, enable them to track and impact their own success and help them reach their maximum potential.

In addition to traditional assessments and outcome measures such as exams, tests, quizzes, essays, and portfolios, AUI also measures global success through various means: the Exit Tests are administered in the penultimate semester leaving the possibility for corrective action in the last semester. Graduating students prepare and defend capstone and internship reports. The SBA administers the Major Field Tests, which are standardized tests in several subjects developed and administered by ETS. The School has on record student scores for several semesters in Accounting, Economics, Management, Quantitative Business Analysis, Finance, Marketing, Legal and Social Environment, Information Systems, and International Issues. In addition, the ETS Proficiency Profile Test was administered in November 2016 (Std-8.05,) Graduate comprehensive exams are administered in programs such as the Master in International Studies. At the end of each semester, all professors submit an assessment portfolio containing examples of exams and assignments, which is reviewed by the Program Review Committee.

The MFT and ETS Proficiency Profile Tests are useful tools for measuring the performance of the undergraduate students, in a way that allows benchmarking with US institutions, many of which are NEASC-accredited. For MFT, as shown on Table 8.1, an overall positive trend seems to emerge since spring 2014, but test results from more semesters are needed to find out if the trend is confirmed. For the ETS Proficiency Profile Test, fall 2016 being the first time it was administered, findings can only be preliminary but nevertheless point out the need

for potential immediate actions (e.g., strengthening critical thinking and writing components in the curriculum, particularly in General Education).

Table 8.1 Comparative MFT Scores by Area
(Scores in bold are higher than the US average)

Area	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	US Avg (2015)
Accounting	39	40	37	41	41	**44**	41.5
Economics	41	37	34	41	42	**48**	39.8
Management	50	54	50	56	54	**60**	54.3
Quantitative Skills	40	41	36	45	43	**52**	36.4
Finance	45	40	36	49	48	**60**	42.4
Marketing	45	47	41	51	50	52	55.0
Legal Issues	27	39	27	29	34	39	59.5
Information Systems	45	44	47	49	50	**54**	50.1
International Issues	49	48	42	51	49	**62**	40.3

Internal indicators of quality include a one-year retention rate of 90%, a graduation rate of close to 73%, an average class size of 19.7 and a student-faculty ratio of 13.5. As indicators of outside validation, several programs are reviewed and accredited by international accreditors. ABET has accredited the Bachelor of Computer Science program, while EPAS has accredited the Bachelor of Business Administration. The Intensive English Language program holds CEA accreditation since 2009. These markers of excellence are testimony to consistent track records in student achievement and further inspiration for AUI to reach for ever higher goals as demonstrated by such indicators as an improvement in the Arab Region University ranking (Std-8.06.)

The requirements of a student to demonstrate mastery of a subject are differentiated by degree level. Such expectations are clearly stated and communicated to the students. For example, qualifying exam requirements for the Master's programs are explicitly stated in the AUI Catalog (Std-1.03, pp. 302-304). To earn a Master of Arts in International Studies and Diplomacy, a student must undergo additional assessment by taking a qualifying exam during the last semester of regular coursework – in addition to fulfilling all course requirements. This is a prerequisite to taking the Thesis Seminar and Policy Practicum required to earn the degree. The qualifying exam, a three-hour closed book exam, has three components – testing theoretical knowledge, subject matter related to the student's concentration and a test of general knowledge of the field. A two-hour General Knowledge exam (also closed book) requires written commentary on an editorial piece. This qualifying essay is read by two examiners and a third reader in case of significant divergence in the grade assigned. Additionally, students must complete a final project, a paper or thesis, under the supervision and guidance of a faculty member. The final project/thesis is defended before the supervisor and a second reader – often a reader external to AUI. A thesis is expected to meet standards for peer-reviewed academic publications and must be defended before a committee that includes an external examiner. Students, who do not have at least one year of relevant, full time work experience, must complete an internship, and subsequently defend a written internship report before three AUI faculty members.

Through co-curricular programs and events, AUI provides ample learning opportunity for a student to develop as a whole being. Students can participate in extensive activities which serve to reinforce the University mission. They do so by joining one or more of 40 student clubs, or by being part of a Resident Assistant program to serve the 1,750 residents and encourage living in communities. Undergraduate students are also required to participate in the Community Involvement Program which involves preparation seminars, sixty hours of community service, a report with evidence of the student's contribution during the field work, and an experience-sharing seminar. Service learning is another aspect of students' involvement. AUI has obtained a 20,000 USD grant to institutionalize Service Learning and help disseminate it to other national universities.

Additionally, the Leadership Development Institute (Std-4.04), the Student Activities Office, the Resident Assistant program and the Student Life program all have clearly stated missions and ILOs. Finally, students have the opportunity to learn from different academic activities within AUI, such as the Authors at AUI Series (Std-6.14), invited guest speaker series, conferences, and workshops, and multiple student-organized events. Two alumni are published authors one of whom, Reda Dalil, won national acclaim by winning the Mamounia Literary Prize. Two others are University professors in the USA (Aomar Boum at UCLA and Anasse Bari at New York University) with recognized publications in their area of specialty.

APPRAISAL

AUI collects quantitative data about its operations, but recognizes the need for enhancing its culture of evidence-based assessment. It is recognized that, so far, AUI has not engaged sufficiently in solicitation of input from various stakeholders. There has not been enough information gathering, and where such exists there is little uniformity and discipline in the use of information. In some areas there is not sufficient evidence of closing of the loop by engaging in results/evidence based enhancement.

For example, AUI does not know enough about its Alumni base - including how they perceive the value of their education 5-10-20 years out, or what aspects of their education were most valuable (Std-8.07.) AUI wants to gauge how alumni perceive and remember the acquisition of AUI core competencies/values and the mission statement and what impact the AUI ethos and practice have had on their personal and professional lives since graduation. Several new initiatives, an enhanced Alumni Office, and new survey instruments and direct interaction with alumni seek to remedy this and enhance our knowledge (Std-8.08).

With the realization that more has to be done, AUI has expanded its survey battery internally (Std-8.08) and has fielded international, standardized surveys and tests – including the National Survey of Student Engagement (NSSE), alumni surveys, and employer surveys to gain a better understanding of perceptions of learning processes and actual results.

Furthermore, it is recognized that student evaluations of courses are currently underutilized and that the way in which the surveys are currently administered may not be encouraging, thoughtful, and straight-forward feedback from students. A strengthened focus on teacher effectiveness and training should give more attention to evaluations, grading trends, and informal feedback from students and faculty.

The results of Exit Tests, Major Field Tests, ETS Proficiency Profile Tests (Std-8.05,) Capstone project, Master's theses, in turn, lead to course enhancement and introduction of new courses. Feedback is also collected during meetings held with alumni during the AUI June homecoming and with employers during job fairs. Feedback received during 2014 has allowed AUI to introduce new course content covering the national economy, Moroccan accounting practices, and numerous other courses.

The University has used results of its various assessment tools and processes to improve academic programs, to make changes where warranted, to add new courses, specializations, programs, extra-curricular activities and to encourage new and additional clubs. As practiced in most universities, AUI takes seriously the student course evaluations that are administered for each course section at the end of each academic term. The University also administers mid-semester student feedback surveys, which allow instructors to make adjustments to course content or delivery to allow valuable comments to feed into pedagogy and enhancement of learning methodologies.

There is sparse information about the student population in executive education programs, in general. It is recognized that more studies are needed to understand the impact of these programs. AUI needs to ascertain the best way forward for what ought to be a rich and untapped market for executive education in Morocco's commercial hub.

The Casablanca operation has been charged with developing surveys – and eventually an impact study. Another concern is that the executive programs in Casablanca are too small to be financially viable, especially as they serve—to a large extent—existing AUI employees, thereby failing to generate additional revenue and 'buzz' in the business community. As part of its efforts to expand this market, the University has submitted a bid for a reinforced presence at a new Center City Financial District as an executive education institution.

At the macro-level, AUI periodically revisits and - when appropriate - revises its mission statement – and effects ensuing revision of ILOs and tightening of the University outcomes for programs, courses and co-curricular activities which allow for more precise ascertainment and measurement of learning. From a revised mission statement would also flow adjusted intended outcomes and measurements of attainment of curricular and co-curricular learning

In further recognition of the importance of pedagogy, AUI is expanding the role of the Center for Learning Excellence to encompass teacher training, pedagogy and peer learning and emulation of best practices among colleagues. It is important to stress that the focus is on enhancing learning and student success. It is not about interference in or infringement on any aspect of academic freedom and integrity of an instructor's field of expertise and subject matter.

Surveying is relatively new to AUI. Hitherto, surveys have been sporadic with some follow up. A battery of surveys has been developed and is being introduced gradually, to avoid survey fatigue. A survey of the international student population has recently been completed, along with faculty work climate and operation satisfaction surveys (Std-8.WR.01.) The annual Student Opinion Survey has been considerably expanded in terms of scope and granularity. This 109-question survey covering 18 areas has met with an impressive response as 63% of the student population responded to it. Preliminary findings indicate that 82.4% of respondents would recommend AUI to others. Further analysis will be made and comments and suggestions compiled and communicated to the concerned departments for action and to

the students. Focus groups previously organized with students on the topics of services and activities have yielded feedback which has been used to effect improvement, where possible.

In addition to internal academic indicators, AUI boasts an impressive employment record. A June 2015 study, conducted by an external company, DS Marketing, found that the overall employment rate of alumni is 91.5%. The rest of alumni are either attending graduate school (2.4%) or looking for employment (5.3%). On average, AUI alumni spend 3.9 months looking for employment with some variation based mainly on major (computer science graduates take a little longer) and year of graduation (the latest cohorts are feeling the impact of the slowdown of the economy more than the earlier cohorts). The employment rate of the latest cohort is at 60% during the first six months. Compared to other institutions in Morocco, this is still a very good rate. The same study found that 12% of AUI alumni (11.5% for women against 14% for men) had started their own businesses, while 40% went on to graduate school at some point in their career, half of them outside Morocco. (Std-8.WR.02.)

Several alumni were awarded scholarships to pursue graduate education at prestigious universities, including Oxford (Shams Edoha Tazi Saoud, '09, and Leila Jabrane, '10), Cambridge (Mohammed El Harrak, '09) and Harvard universities (Rita Lahlou, '08 and Mariam Dahbi, '11). Some alumni have also received national and international recognition. These include Khadija Janati ('04), who was the only Moroccan to be nominated as a 2016 Young Global Leaders by the World Economic Forum; Lamia Bazir ('12) who was listed by a national magazine among the top 60 most influential women in Morocco, and three recent alumni (Abdelmajid Fassi Fihri, '07; Amina Faouzi-Zizi, '11, and Khalid Chennak, '11) who serve their country as recently elected members of the Moroccan parliament

The Community Involvement Program changes the perception of students as many of them continue their involvement beyond their college days. The Alumni Association (Std-8.07) is contributing to the spread of pre-school education through the construction and equipment of several pre-schools in the area. Alumni are engaged with their alma mater and regularly visit or take part in social events in other cities. Several have taken part in career seminars and offered to act as mentors. Others have indicated that they are actively involved in service to their community as a result of their involvement at AUI. Many demonstrate their attachment to the institution through engagement in social media and several have provided testimonials which are used in student recruitment campaigns. However, the engagement of the alumni with their institution falls short of active participation in fund raising efforts, as there still is no tradition of giving back to the institution. To encourage those who are working abroad to contribute, the University created Friends of AUI, an association in the USA chartered in the state of Virginia under title 501 (C).

Finally, employer surveys have indicated high levels of satisfaction with AUI graduates. Employers, including those from members of the Board of Trustees, found AUI graduates to be well-rounded professionals with the critical thinking and analytical skills required for the job market (anecdotal).

In the field of governance, AUI has received praise and been asked to participate and present on the World Bank project on University Governance (Std-8.WR.03.) This has forced not only renewed look at governance, but also appraisal and introspection concerning inputs and outputs and measurements of engagement by all stakeholders and the impact this may have on developing learning outcomes and measurement thereof. AUI scores high among Moroccan universities and is seen as a "role model" in the region.

PROJECTIONS

Over the next two years, the University will work on the following three projects:
- More and better surveys
- Measurement of student outcomes through NSSE, ETS MFT and Proficiency Test.
- Establishment of Job Readiness Visa

While hitherto there has been scarce use of opinion and satisfaction surveys of students, staff and faculty, the newly created Office of Institutional Research and Effectiveness has initiated a number of surveys which have seen good or credible response rates. Awareness campaigns and brochures aim to acculturate students, faculty and staff to their role in providing input with a view to continuous improvement. These will further allow for indirect measures and feedback from various stakeholders, regarding student learning processes and student learning outcomes. To this end, the University seeks to acquire several internationally recognized survey instruments to use data for benchmarking in pursuit of best practices, share data, and cultivate learning across programs and units.

A survey and one-on-one correspondence with recent professors and scholars in residence who have had student contact will focus on outside opinions of AUI students compared to universities outside Morocco. Another set of measures concerns the impact of co-curricular programs and related activities. All these programs are in the process of reassessing and better defining their learning outcomes and devising the best methods for ascertaining and demonstrating learning.

As it is recognized that more can, and should, be done to attract international students – both to the University's summer program, to semester and year-long programs as well as to attract more international degree seeking students, AUI has conducted evaluations and collected statements from participants of its ARANAS summer programs and is conducting a survey among the recent ARANAS cohort which has just completed the program – to ascertain their learning and satisfaction with the program.

The National Survey of Student Engagement will be administered in early 2017 and used to assess the level of student engagement as one component of the impact of general education.

To better prepare students for their job search and career progress a number of actions will be taken in order to better prepare students for job interviews. Training sessions offered through the Career Services and Alumni Relations Unit will be extended to students in the early semesters and a certification or a "Job Readiness Visa" or badge indicating that training has been undertaken will be developed. To further encourage students to take advantage of job readiness activities organized by the Career Services and Alumni Relations Unit will become part of the Exit Test.

The University remains committed to exploring and utilizing new ways of measuring, analyzing and sharing results to effect educational improvement.

Standard 8: Educational Effectiveness
(Undergraduate Retention and Graduation Rates)

Student Success Measures / Prior Performance and Goals	3 Years Prior (Fall 2012)	2 Years Prior (Fall 201)	1 Year Prior (Fall 2014)	Current Year (Fall 2015)	Next Year Forward (goal) (Fall 2016)
IPEDS Retention Data					
Associate degree students					
Bachelor's degree students	90.21%	91.36%	93.06%	89.46%	90%
IPEDS Graduation Data (150% of time)					
Associate degree students					
Bachelor's degree students	97.03%	97.62%	94.51%	91.36%	94%
IPEDS Outcomes Measures Data					
First-time, full time students					
Awarded a degree within six years					
Awarded a degree within eight years					
Not awarded within eight years but still enrolled					
First-time, part-time students					
Awarded a degree within six years					
Awarded a degree within eight years					
Not awarded within eight years but still enrolled					
Non-first-time, full-time students					
Awarded a degree within six years					
Awarded a degree within eight years					
Not awarded within eight years but still enrolled					
Non-first-time, part-time students					
Awarded a degree within six years					
Awarded a degree within eight years					
Not awarded within eight years but still enrolled					

?	Other Undergraduate Retention/Persistence Rates (Add definitions/methodology in #1 below)					
1						
2						
3						
4						
5						

?	Other Undergraduate Graduation Rates (Add definitions/methodology in # 2 below)					
1						
2						
3						
4						
5						

Definition and Methodology Explanations
1
2

Note: complete this form for each distinct student body identified by the institution (See Standard 8.1)

Standard 8: Educational Effectiveness
(Student Success and Progress Rates and Other Measures of Student Success)

?	Category of Student/Outcome Measure	Bachelor Cohort Entering		Associate Cohort Entering	
		6 years ago	4 years ago	6 years ago	4 years ago
?	**First-time, Full-time Students**	**0809**	**1011**		
	Degree from original institution	88.36%	73.58%		
	Not graduated, still enrolled at original institution	0.53%	6.04%		
	Degree from a different institution				
	Transferred to a different institution				
	Not graduated, never transferred, no longer enrolled				
?	**First-time, Part-time Students**				
	Degree from original institution				
	Not graduated, still enrolled at original institution				
	Degree from a different institution				
	Transferred to a different institution				
	Not graduated, never transferred, no longer enrolled				
?	**Non-first-time, Full-time Students**				
	Degree from original institution				
	Not graduated, still enrolled at original institution				
	Degree from a different institution				
	Transferred to a different institution				
	Not graduated, never transferred, no longer enrolled				
?	**Non-first-time, Part-time Students**				
	Degree from original institution				
	Not graduated, still enrolled at original institution				
	Degree from a different institution				
	Transferred to a different institution				
	Not graduated, never transferred, no longer enrolled				

Measures of Student Achievement and Success/Institutional Performance and Goals					
	3 Years Prior (Fall 2012)	2 Years Prior (Fall 201)	1 Year Prior (Fall 2014)	Current Year (Fall 2015)	Next Year Forward (goal) (Fall 2016)
Success of students pursuing higher degrees (add more rows as needed; add definitions/ methodology in #1 below)					
1	82	88	35	NA	NA
2					
3					
4					

Other measures of student success and achievement, including success of graduates in pursuing mission-related paths (e.g., Peace Corps, public service, global citizenship, leadership, spiritual formation) and success of graduates in fields for which they were not explicitly prepared (add more rows as needed; add definitions/methodology in #2 below)

1						
2						
3						
4						

Definition and Methodology Explanations

1	
2	

Standard 8: Educational Effectiveness
(Licensure Passage and Job Placement Rates and
Completion and Placement Rates for Short-Term Vocational Training Programs)

		3-Years Prior (FY 2012)		2 Years Prior (FY 2013)		1 Year Prior (FY 2014)		Most Recent Year (FY 2015)	
?	**State Licensure Examination Passage Rates**								
	Name of exam	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
1									
2									
3									
?	**National Licensure Passage Rates**								
	Name of exam	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
1									
2									
3									
?	**Job Placement Rates**								
	Major/time period	*	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs
1	BBA		135	61	174	22	160	7	NA	NA
2	EXMBA		0	0	0	0	6	1	NA	NA
3	MBA		17	10	31	8	13	0	NA	NA
4	MSCF		1	0	0	0	1	0	NA	NA
5	BACS		15	9	9	3	15	2	NA	NA
	BAIS		23	12	20	3	18	0	NA	NA
	BSHRD		14	5	8	0	14	3	NA	NA
	MAISD		12	7	6	2	2	0	NA	NA
	BSCS		35	12	8	8	28	0	NA	NA
	BSEMS		44	19	21	3	29	1	NA	NA
	BSGE		1	0	2	0	1	0	NA	NA
	BSMS		0	0	0	0	7	1	NA	NA
	MSCN		1	1	1	1	3	1	NA	NA
	MSCS		21	13	1	1	1	0	NA	NA
	MSSE		7	4	4	1	3	0	NA	NA
	MSSEM		3	3	1	1	2	0	NA	NA

* Check this box if the program reported is subject to "gainful employment" requirements.

Web location of gainful employment report (if applicable) | NA

Completion and Placement Rates for Short-Term Vocational Training Programs for which students are eligible for Federal Financial Aid					
	3 Years Prior (FY 2)	2 Years Prior (FY2)	1 Year Prior (FY 2)	Current Year (FY 2)	Next Year Forward (goal) (FY 2)
? **Completion Rates**					
1					
2					
3					
? **Placement Rates**					
1					
2					
3					

Please enter any explanatory notes in the box below

Standard 8: Educational Effectiveness
(Graduate Programs, Distance Education, Off-Campus Locations)

Student Success Measures/ Prior Performance and Goals	3 Years Prior (Fall 2012)	2 Years Prior (Fall 2013)	1 Year Prior (Fall 2014)	Current Year (Fall 2015)	Next Year Forward (goal) (Fall 2016)
? Master's Programs (Add definitions/methodology in #1 below)					
Retention rates first-to-second year	97.22%	78.57%	96.43%	88.57%	95%
Graduation rates @ 150% time	66.67%	66.67%	100.00%	80.00%	100%
Average time to degree					
Other measures, specify:					
? Doctoral Programs (Add definitions/methodology in #2 below)					
Retention rates first-to-second year					
Graduation rates @ 150% time					
Average time to degree					
Other measures, specify:					
? First Professional Programs (Add definitions/methodology in #3 below)					
Retention rates first-to-second year					
Graduation rates @ 150% time					
Average time to degree					
Other measures, specify:					
Distance Education (Add definitions/methodology in #4 below)					
Course completion rates					
Retention rates					
Graduation rates					
Other measures, specify:					
Branch Campus and Instructional Locations (Add definitions/methodology in #5 below)					
Course completion rates					
Retention rates					
Graduation rates					
Other measures, specify:					
Definition and Methodology Explanations					
1					
2					
3					

STANDARD 9: INTEGRITY, TRANSPARENCY & PUBLIC DISCLOSURE

Strengths:	Projections:
1. Continuously improving all of the areas in this standard. 2. Ongoing effort to make information more accessible.	1. By the end of spring 2017 an Ombuds Office will be established. 2. By the end of spring 2017, the AC will review and harmonize the policies contained within the Faculty, Staff and Student Handbooks. 3. By the end of spring 2017, a policy related to programs, courses, services, or personnel which are not available during a given academic year will be developed. 4. By the end of spring 2017, a campus intranet will be established and a more systematic system for reviewing print and electronic media for accuracy will be established.

Integrity

DESCRIPTION

As a wise administrator recently said, "success and fame can come and go but integrity is forever." Al Akhawayn University (AUI) maintains a strict code of conduct for its faculty, staff, and students. The importance of integrity is highlighted in the Royal *Dahir,* Section 3 Article 24 (*Dahir*, Std-1.01) and the University has established guidelines concerning the professional conduct of the University community. These guidelines are published in the AUI student, staff, and faculty handbooks (Std-5.01, Std-7.01, Std-6.01). The handbooks provide clear statements of the University's academic integrity policy and procedures related to rights, responsibilities and ethical conduct (see student, Std-5.01, faculty, Std-6.01, staff handbooks, Std-7.01). AUI, thus, has been and remains committed to high standards of integrity and ethical conduct for its constituents, which include the Board of Trustees (BOT) (see article 5 and 13 of *Dahir*, Std-1.01), administration, faculty, staff, and students.

The University is committed to honesty, clarity, and fair relations with its internal and external constituencies and has various policies in place to support this. The University also has statements of freedom of expression and dissent and of intellectual responsibility for students and faculty in the Faculty Handbook (Std-6.01).

The University conducts all its operations in accordance with Moroccan law, and ensures that its operations and academic programs adhere to the NEASC's Standards for Accreditation and related policies and procedures. The University has written non-discriminatory policies and adheres to these practices in admissions, employment, evaluation, disciplinary action, and advancement. Furthermore, the University promotes an atmosphere of respect for people of diverse characteristics and backgrounds in accordance with its core values (see Std-9.01).

University-wide events and activities are approved by University officials to ensure compatibility with the University's mission, appropriateness, and integrity with the

University's goals. Procedures for grievances are outlined in the Faculty, and Staff Handbooks (Std-6.01, Std-7.01). For students, the Office of the Dean of Student Affairs is available to deal with any student grievances (see Student Handbook, Std-5.01). In addition, the Office conducts an annual Student Satisfaction Survey (Std-5.03). Enforcement of student integrity starts at the School-level. Serious cases are sent to the Dean of Student Affairs and may involve a University Counselor (see Student Handbook, Std-5.01).

APPRAISAL

Progress has been made since the original self-study. Policies such as academic honesty, intellectual property, as well as non-discrimination in recruitment and admissions, employment, evaluation and advancement, and disciplinary action have been reviewed and updated. In addition, other policies are now reviewed systematically by the Academic Council and the Administrative Advisory Council. Issues related to the effectiveness of policies are covered in Standard 8.

While the institution has filled some policy and procedure gaps, new issues have emerged. Policies and procedures that address similar issues, in different handbooks, need to be harmonized and disseminated accordingly. For example, there is language in the Faculty Handbook that applies to all employees in some places or to faculty and students in others (Std-6.01), and language in the Staff Handbook that applies to all employees in some places but only to staff in others (Std-7.01). Also there are different policies on the same topic such as with sexual harassment, conflict of interest, and academic honesty.

Faculty, staff and student handbooks along with other policies (e.g. privacy) need to be revised to function as a system (rather than independently) to promote integrity. In some areas it makes sense to have separate policies and procedures for faculty, staff and students (e.g. resolution of grievance) while in other areas it does not (e.g. sexual harassment, discrimination). Building the credibility of these policies and procedures, transparently administering them, and communicating them to all members of the campus community is needed.

The strengthening of our pursuit of integrity through application of findings from periodic and episodic assessments of policies and conditions is also needed. It is anticipated however, that a greater awareness and implementation of a system of checks and balances through an Ombuds Office will improve the implementation of these policies.

The University recently began participating in additional initiatives to enhance integrity and transparency such as The World Bank initiative to assess governance and structures of universities in the MENA region and the Principles of Responsible Management Education (PRME) initiative. AUI has also joined the International Center for Academic Integrity.

In addition, efforts have been made to enhance integrity awareness among students and faculty. With respect to students, a presentation on Academic and Institutional integrity is now provided to all three Schools and the Language Center during Student Orientation week Std-9.02). The presentation is made available to all students and has multiple links and directions to AUI's Library, the International Center for Academic Integrity (where AUI is a member and represented on the Board, links to AUI policies in the Catalog and the student handbook. A brochure about the Office of Institutional Research and Effectiveness (OIRE) entitled "Let your Voice be Heard" (Std-2.13) is also handed out to all new students, and

placed in various locations, including the Library and the Dean of Student Affairs Office. This brochure details students' rights and obligations to participate and to voice their opinions through various vehicles, surveys, focus groups, course evaluations, as well as to demonstrate knowledge during exit tests. With respect to new faculty, the same presentations and materials were shared with new faculty during the fall 2016 New Faculty Orientation (NFO) week, and will be followed up during the fall semester. Finally, OIRE will hold orientation sessions on Integrity throughout the year.

Transparency

DESCRIPTION

AUI continues to seek transparency of its procedures and practices. AUI's website or the Academic Catalog (Std-1.03) provide information for students and prospective students to make informed decisions about their education. The website or the Catalog (Std-1.03) also provide the public with information on many issues including admissions, employment, grading, and student discipline. The Office of Development and Communication is responsible for addressing general information requests from the public. A summary of the University's financial statement is provided in the Annual Report which is available through the website (Std-9.03). Recent versions of AUI's Academic Catalog are available online with archival print copies available in many locations on campus. Statements of program excellence and achievements of learning outcomes are available in program accreditation documents (EPAS, ABET, CEA) and are available via AUI intranet in Jenzabar. The Catalog (Std-1.03) is formally reviewed by the Catalog Committee every two years. However, to assure consistency with other print and electronic media, addenda are added to the on-line Catalog (Std-1.03) as required (see Catalog meeting minutes, Std-9.04). And AUI's Office of Development and Communication endeavors to ensure that the University's print and electronic media are accurate and available.

APPRAISAL

The AUI website provides sufficient information to students, prospective students, and the public about admission processes, employment, program outcomes, and academic and other policies. However, it is not always easy to find material. This is in part due to the fact that the University does not have a dedicated intranet system. Currently, material that is appropriate for public viewing is located on the web-page and material for internal viewing is located on the Jenzabar portal or various Academic unit N-drives. This system has led to some difficulty in locating material. Further, whilst all faculty have access to the Jenzabar portal, many junior administrative staff do not. To remedy this situation, AUI is exploring the feasibility of upgrading the website so that it incorporates an intranet system. This will allow all information published by the institution to be posted in one place (on the website) and various permissions to be granted as to appropriate access. Periodic review of print and electronic media and the use of the review for improvement is undertaken, though it could be more systematic.

Public Disclosure

DESCRIPTION

AUI presents itself to students, faculty, staff and the public through the University website. The website provides pertinent information about services and facilities. This includes health services, counseling services, religious life, athletics, student life, various forms of civic engagement (promoted through service learning, community involvement and student-led organizations such as Hand in Hand and the Rotaract Club), as well as the availability and objectives of academic support services such as the Writing Center (Std-4.02) and the Center for Learning Excellence (Std-6.02). The AUI website also provides information in the form of Academic Indicators on rates of retention and graduation student success rates.

The current University Catalog lists and describes the courses offered by each program and School and is available on the University website and in print (Std-1.03). Information about the University's mission, admission procedures, academic programs and degree requirements, obligations and responsibilities of students and the institution, student fees and charges, financial aid, refund and withdrawal policies, and transfer credit procedures is included in the Catalog. The Catalog lists current full-time, part-time, and adjunct faculty members, their degrees and degree-granting institutions. It also includes the names and titles of the senior members of the administration and their degrees. Contact information can also be found on the website.

The University portal contains calendars, announcements and various other applications. In addition to this, the Student Handbook, available in print and on the AUI website, details the rules and regulations for student conduct and procedures for student appeals and complaints (Std-5.01). Possibilities for study abroad programs as well as international affiliations are detailed through the website in addition to print documents from the Office of International Programs (Std-6.36). Student and faculty composition by gender and international/exchange along with retention and graduation rates are provided on the website and in annual reports.

The University's only other instructional location is the Executive Education Center (EEC) in Casablanca. Information for the EEC is available on the AUI website (Std-4.01). When the University forms contracts or written agreements with someone acting on its behalf, the relationship between them and the University is clearly stated.

APPRAISAL

The University website is a comprehensive informational resource for current and prospective students, parents, faculty and staff, alumni, and members of the larger community. The website, as well as a number of other print documents available for distribution provide easy access to information regarding the University's mission, objectives, and expected educational outcomes (e.g., see Annual reports, Std-9.03, and Catalog, Std-1.03). As part of this, the status of the University as a non-profit, public institution of higher learning is clearly stated. These publications, including the website, clearly state the accreditation status of the University (www.aui.ma, bottom).

Since 1994, the University has published its Catalog in hard copy and since 2013 also on-line. AUI is careful to maintain an accurate listing of courses actually offered and to delete obsolete entries. This task is undertaken by a dedicated committee. The Catalog does not

currently list programs, courses, services, or personnel which are not available during a given academic year. This information is usually disseminated by Program Coordinators or the School Dean. However, this needs to be addressed by an appropriate policy.

Information about student success and retention rates are computed and maintained on a semester basis. This information is included in the University Annual Report which is itself made available to the public through the website (Std-9.03). Statistics on these are also available on the University website and therefore accessible to the public. Alumni job placement is tracked regularly through bi-annual surveys and published in various documents and online. The overall cost of education for undergraduate students (Moroccan and international) is available online and an entire section of the AUI website provides information on the various means of obtaining financial support during the course of study (www.aui.ma, ADMISSIONS tab). No information is available on student debt, however rates of retention and graduation are provided on the website (Std-9.05).

PROJECTIONS

By the end of spring 2017 an Ombuds Office will be established. The purpose of this office will be to: provide impartial and confidential assistance to members of the university community who are aggrieved or concerned about an issue, through informal means; assist members of AUI to access university resources; and to help identify potential problem areas in university policies and practices and makes recommendations for the resolution.

By the end of spring 2017, the Academic Council will systematically review, the policies contained within the Faculty, Staff and Student Handbooks with the objective of harmonizing them to function as a system, consolidating the core values of the University (e.g. sexual harassment, conflict of interest, and ethics).

By the end of spring 2017, a policy related to programs, courses, services, or personnel which are not available during a given academic year will be developed.

By the end of spring 2017, the Office of Development and Communication will increase ease of access to information through the design, development and implementation of a campus intranet and will implement a more systematic system for reviewing print and electronic media for accuracy.

Standard 9: Integrity, Transparency, and Public Disclosure (Integrity)

Policies	Last Update	Website location where policy is posted	Responsible Office or Committee
Academic honesty	2015	http://www.aui.ma/handbook2015withlinks.pdf	Student Affairs
Intellectual property rights	2015	http://www.aui.ma/catalog%20201‌5-2017_Links%20clickable.pdf	Catalog committee
Intellectual property rights	2015	http://www.aui.ma/P201503‌0%20Intellectual%20Property%20Policy.pdf	Academic Council
Conflict of interest	2014	http://www.aui.ma/images/AUI%20Faculty%20Handbook2014.pdf	Academic Council
	2014	http://www.aui.ma/images/-Staff%20Handbook-review%20of%20feb2014.pdf	Administrative Advisory Council
Privacy rights	2011*	http://www.aui.ma/images/pdf/policies/p31-privacy%20rights%20policy.pdf	Academic Council
Fairness for students	2015	http://www.aui.ma/handbook2015withlinks.pdf	Student Affairs
Fairness for faculty	2014	http://www.aui.ma/images/AUI%20Faculty%20Handbook2014.pdf	Academic Council
Fairness for staff	2014	http://www.aui.ma/images/-Staff%20Handbook-review%20of%20feb2014.pdf	Administrative Advisory Council
Academic freedom	2014	http://www.aui.ma/images/AUI%20Faculty%20Handbook2014.pdf	Academic Council
Research	2014	http://www.aui.ma/images/AUI%20Faculty%20Handbook2014.pdf	Academic Council
Title IX	2011*	http://www.aui.ma/images/pdf/policies/p61-non%20discrimination%20in%20student%20recruitment.pdf	Academic Council
Other; specify			

Non-discrimination policies

Recruitment and admissions	2011*	http://www.aui.ma/images/pdf/policies/p61-non%20discrimination%20in%20student%20recruitment.pdf	Academic Council
Employment	2011*	http://www.aui.ma/images/pdf/policies/p51-policy%20non-discrimination%20n%20hiring.pdf	Academic Council
Evaluation	2014	http://www.aui.ma/images/AUI%20Faculty%20Handbook2014.pdf	Academic Council
	2014	http://www.aui.ma/images/~Staff%20Handbook-review%20of%20feb2014.pdf	Administrative Advisory Council
Disciplinary action	2014	http://www.aui.ma/images/AUI%20Faculty%20Handbook2014.pdf	Academic Council
	2014	http://www.aui.ma/images/~Staff%20Handbook-review%20of%20feb2014.pdf	Administrative Advisory Council
Advancement	2014	http://www.aui.ma/images/AUI%20Faculty%20Handbook2014.pdf	Academic Council
	2014	http://www.aui.ma/images/~Staff%20Handbook-review%20of%20feb2014.pdf	Administrative Advisory Council
Other, specify			

Resolution of grievances

Students	2011*	http://www.aui.ma/images/pdf/policies/p32-grievance%20policy.pdf	Academic Council
Faculty	2011*	http://www.aui.ma/images/pdf/policies/p32-grievance%20policy.pdf	Academic Council
	2014	http://www.aui.ma/images/AUI%20Faculty%20Handbook2014.pdf	Academic Council
Staff	2011*	http://www.aui.ma/images/pdf/policies/p32-grievance%20policy.pdf	Academic Council
	2014	http://www.aui.ma/images/~Staff%20Handbook-review%20of%20feb2014.pdf	Administrative Advisory Council
Other, specify			

Other	Last Update	Website location or Publication	Responsible Office or Committee

Please enter any explanatory notes in the box below

1. All policies with an asterisk (*), whilst approved in 2011, were reviewed by the Policy Committee of the Academic Council in 2016 with the recommendation that no revisions were required.
2. Title IX: AUI is not federally funded – however our discrimination policy related to non-discrimination in student recruitment, which is in line with Moroccan Law is provided.

Standard 9: Integrity, Transparency, and Public Disclosure
(Transparency)

Information	Website location and/or Relevant Publication(s)
How can inquiries be made about the institution? Where can questions be addressed?	http://www.aui.ma/en/directory/departments.html?id=2224
Notice of availability of publications and of audited financial statement or fair summary	http://www.aui.ma/en/about/planning/strategic-plan.html http://www.aui.ma/en/about/planning/annual-reports.html
Processes for admissions	http://www.aui.ma/catalog%202015-2017_Links%20clickable.pdf
Processes for employment	http://www.aui.ma/en/jobs.html
Processes for grading	http://www.aui.ma/catalog%202015-2017_Links%20clickable.pdf
Processes for assessment	http://www.aui.ma/catalog%202015-2017_Links%20clickable.pdf http://www.aui.ma/handbook2015withlinks.pdf
Processes for student discipline	http://www.aui.ma/catalog%202015-2017_Links%20clickable.pdf http://www.aui.ma/handbook2015withlinks.pdf
Processes for consideration of complaints and appeals	http://www.aui.ma/catalog%202015-2017_Links%20clickable.pdf

List below the statements or promises made regarding program excellence, learning outcomes, success in placement, and achievements of graduates or faculty and indicate where valid documentation can be found.

Statement/Promise	Website location and/or publication where valid documentation can be found
Mission statement and Royal Decree (Dahir)	http://www.aui.ma/en/about/general/history-mission.html
AUI Facts and Figures	http://www.aui.ma/en/about/general/quick-facts.html
Academic Indicators	http://www.aui.ma/en/about/general/indicators.html
Accreditation	http://www.aui.ma/en/about/accreditation/overview.html
Program excellence and ILOs	http://www.aui.ma/catalog%202015-2017_Links%20clickable.pdf
Center for Learning Excellence: assisting students to achieve their full potential	http://www.aui.ma/en/cle.html
Writing Center: Student Assistance	http://www.aui.ma/en/academics/resources-support/writing-center.html
Counselling Assistance	http://www.aui.ma/en/counseling.html
ILOs for Co-curricular Activities	http://www.aui.ma/en/campus-life/cpo/co-curricular-activities.html
Language Skills	http://www.aui.ma/en/auilc.html

Date of last review of:	
Print publications	Hard copy of Catalog updated every 2 years
Digital publications	Addenda to on-line catalog made by Catalog Committee as required.

Please enter any explanatory notes in the box below

On-line copies of the Catalog have been available since 2013, previously only hard copies were used:
http://www.aui.ma/en/?option=com_content&view=article&layout=edit&id=4016

Standard 9: Integrity, Transparency, and Public Disclosure
(Public Disclosure)

Information	Website location
Institutional catalog	http://www.aui.ma/catalog%202015-2017_Links%20clickable.pdf
Obligations and responsibilities of students and the institution	http://www.aui.ma/catalog%202015-2017_Links%20clickable.pdf http://www.aui.ma/handbook2015withlinks.pdf
Information on admission and attendance	http://www.aui.ma/catalog%202015-2017_Links%20clickable.pdf http://www.aui.ma/handbook2015withlinks.pdf
Institutional mission and objectives	http://www.aui.ma/en/about/general/history-mission.html http://www.aui.ma/catalog%202015-2017_Links%20clickable.pdf
Expected educational outcomes	http://www.aui.ma/catalog%202015-2017_Links%20clickable.pdf http://www.aui.ma/en/registrar.html
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	http://www.aui.ma/en/about/general/history-mission.html http://www.aui.ma/images/royal_decree-eng.pdf
Requirements, procedures and policies re: admissions	http://www.aui.ma/catalog%202015-2017_Links%20clickable.pdf http://www.aui.ma/en/admissions/undergraduates/how-to-apply.html
Requirements, procedures and policies re: transfer credit	http://www.aui.ma/catalog%202015-2017_Links%20clickable.pdf http://www.aui.ma/en/registrar-menu/credit-transfers-and-grades-page.html
A list of institutions with which the institution has an articulation agreement	http://www.aui.ma/en/international/international-cooperation/partner-institutions.html
Student fees, charges and refund policies	http://www.aui.ma/catalog%202015-2017_Links%20clickable.pdf
Rules and regulations for student conduct	http://www.aui.ma/catalog%202015-2017_Links%20clickable.pdf http://www.aui.ma/handbook2015withlinks.pdf
Procedures for student appeals and complaints	http://www.aui.ma/catalog%202015-2017_Links%20clickable.pdf http://www.aui.ma/handbook2015withlinks.pdf
Other information re: attending or withdrawing from the institution	http://www.aui.ma/catalog%202015-2017_Links%20clickable.pdf
Academic programs	http://www.aui.ma/catalog%202015-2017_Links%20clickable.pdf http://www.aui.ma/en/academics/programs/undergraduate-programs.html http://www.aui.ma/en/academics/programs/University-common-core.html http://www.aui.ma/en/academics/programs/honors-program.html http://www.aui.ma/en/academics/programs/graduate-programs.html

Courses currently offered	http://www.aui.ma/catalog%202015-2017_Links%20clickable.pdf
Other available educational opportunities	http://www.aui.ma/en/international/incoming-students/programs-opportunities.html http://www.aui.ma/en/international/outgoing-students/programs-opportunities.html http://www.aui.ma/en/communityinvolvement.html
Other academic policies and procedures	http://www.aui.ma/en/about/policies/all-policies.html http://www.aui.ma/en/handbook2015withlinks.pdf
Requirements for degrees and other forms of academic recognition	http://www.aui.ma/catalog%202015-2017_Links%20clickable.pdf
List of continuing faculty, indicating department or program affiliation, degrees held, and institutions granting them	http://www.aui.ma/catalog%202015-2017_Links%20clickable.pdf http://www.aui.ma/en/directory/people.html
Names and positions of administrative officers	http://www.aui.ma/catalog%202015-2017_Links%20clickable.pdf http://www.aui.ma/en/about/structure/leadership.html
Names, principal affiliations of governing board members	http://www.aui.ma/catalog%202015-2017_Links%20clickable.pdf http://www.aui.ma/en/about/structure/trustees.html
Locations and programs available at branch campuses, other instructional locations, and overseas operations at which students can enroll for a degree, along with a description of programs and services available at each location	http://www.aui.ma/catalog%202015-2017_Links%20clickable.pdf http://www.aui.ma/en/eec.html http://www.aui.ma/en/international.html
Programs, courses, services, and personnel not available in any given academic year.	http://www.aui.ma/catalog%202015-2017_Links%20clickable.pdf
Size and characteristics of the student body	http://www.aui.ma/en/about/general/quick-facts.html http://www.aui.ma/en/about/general/indicators.html http://www.aui.ma/en/about/planning/annual-reports.html
Description of the campus setting	http://www.aui.ma/en/about/general/ifrane-the-middle-atlas.html http://www.aui.ma/catalog%202015-2017_Links%20clickable.pdf http://www.aui.ma/en/handbook2015withlinks.pdf http://www.aui.ma/en/campus-life.html

Description	Links
Availability of academic and other support services	http://www.aui.ma/catalog%202015-2017_Links%20clickable.pdf http://www.aui.ma/handbook2015withlinks.pdf http://www.aui.ma/en/counseling.html http://www.aui.ma/en/cle.html http://www.aui.ma/en/academics/resources-support/writing-center.html http://www.aui.ma/en/dli.html
Range of co-curricular and non-academic opportunities available to students	http://www.aui.ma/en/campus-life.html http://www.aui.ma/handbook2015withlinks.pdf http://www.aui.ma/en/campus-life/cpo/co-curricular-activities.html http://www.aui.ma/en/activities.html
Institutional learning and physical resources from which a student can reasonably be expected to benefit	http://www.aui.ma/library/ http://www.aui.ma/catalog%202015-2017_Links%20clickable.pdf http://www.aui.ma/handbook2015withlinks.pdf http://www.aui.ma/en/auilc.html
Institutional goals for students' education	http://www.aui.ma/catalog%202015-2017_Links%20clickable.pdf http://www.aui.ma/en/about/general/history-mission.html
Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to institutional mission. Passage rates for licensure exams, as appropriate	http://www.aui.ma/en/about/general/quick-facts.html http://www.aui.ma/en/about/general/indicators.html http://www.aui.ma/en/about/planning/annual-reports.html
Total cost of education and net price, including availability of financial aid and typical length of study	http://www.aui.ma/catalog%202015-2017_Links%20clickable.pdf http://www.aui.ma/en/admissions/aid-scholarships/undergraduates.html http://www.aui.ma/en/admissions/aid-scholarships/graduates.html
Expected amount of student debt upon graduation and loan payment rates	
Statement about accreditation	http://www.aui.ma/en/about/accreditation/overview.html

APPENDICES

AFFIRMATION OF COMPLIANCE WITH FEDERAL REGULATIONS RELATING TO TITLE IV

Periodically, member institutions are asked to affirm their compliance with federal requirements relating to Title IV program participation, including relevant requirements of the Higher Education Opportunity Act.

1. **Credit Hour:** Federal regulation defines a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates not less than: (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practical, studio work, and other academic work leading to the award of credit hours. (CIHE Policy 111. See also *Standards for Accreditation* 4.34.)

URL	http://www.aui.ma/catalog%202015-2017_Links%20clickable.pdf#44 (*With Firefox*)
Print Publications	AUL Catalog (p. 86)
Self-study/Fifth-year report Page Reference	Not applicable

2. **Credit Transfer Policies**. The institution's policy on transfer of credit is publicly disclosed through its website and other relevant publications. The institution includes a statement of its criteria for transfer of credit earned at another institution of higher education along with a list of institutions with which it has articulation agreements. (CIHE Policy 95. See also *Standards for Accreditation* 4.44 and 10.5.)

URL	http://www.aui.ma/catalog%202015-2017_Links%20clickable.pdf#19 (*With Firefox*)
Print Publications	AUI Catalog (p. 36)
Self-study/Fifth-year Report Page Reference	Not applicable

3. **Student Complaints.** "Policies on student rights and responsibilities, including grievance procedures, are clearly stated, well publicized and readily available, and fairly and consistently administered." (*Standards for Accreditation* 6.18, 10.5, and 11.8.)

| URL	http://www.aui.ma/catalog%202015-2017_Links%20clickable.pdf#31 (*With Firefox*)
Print Publications	AUI Catalog (p. 61) and Student Handbook (pp. 103- 105)
Self-study/Fifth-year Report Page Reference	Not applicable

4. **Distance and Correspondence Education: Verification of Student Identity:** If the institution offers distance education or correspondence education, it has processes in place to establish that the student who registers in a distance education or correspondence education course or program is the same student who participates in and completes the program and receives the academic credit. . . .The institution protects student privacy and notifies students at the time of registration or enrollment of any projected additional student charges associated with the verification of student identity. (CIHE Policy 95. See also *Standards for Accreditation* 4.42.)

Method(s) used for verification	Not applicable
Self-study/Fifth-year Report Page Reference	Not applicable

5. **FOR COMPREHENSIVE EVALUATIONS ONLY: Public Notification of an Evaluation Visit and Opportunity for Public Comment:** The institution has made an appropriate and timely effort to notify the public of an upcoming comprehensive evaluation and to solicit comments. (CIHE Policy 77.)

URL	http://www.aui.ma/en/about/accreditation/public-comments.html
Print Publications	Not applicable
Self-study Page Reference	Not applicable

The undersigned affirms that Al Akhawayn University meets the above federal requirements relating to Title IV program participation, including those enumerated above.
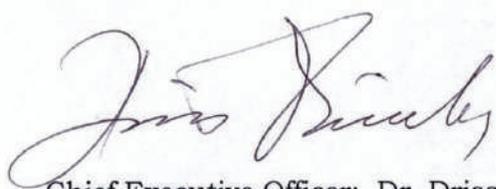
Chief Executive Officer: Dr. Driss OUAOUICHA (President)

Date: 15th January 2017

PART I: MAKING ASSESSMENT MORE EXPLICIT (THE E SERIES)

Here institutions are asked to declare their approach to providing "systematic and broad-based assessment of what and how students are learning" (4.48), and summarize how the information is used for improvement. Four possible alternatives are listed below; if institutions wish to propose another alternative, they are invited to contact Commission staff. In all cases, the Commission expects that the alternative selected will provide the institution with the ability to present its assessment at the program and institutional level. The four alternatives are:

- **E1: Inventory**: In this alternative, the institution completes: Part A, an inventory of how programs assess student learning and use the results, and, as appropriate, Part B, an inventory of specialized accreditation. This alternative is based on a system used by the Western Association of Schools and Colleges (WASC).

- **E2: VSA**: Here, the institution commits to the Voluntary System of Accountability (VSA) plus program review. This alternative builds on the system developed by APLU and AASCU; because the VSA uses institutional level data, it is augmented for Commission purposes by information on program review. While the system was developed by and for public institutions, for the Commission's purposes, it may be selected by any institution.

- **E3: Institutional Claims**: Some institutions may elect a framework in which they state claims for the success or achievement of their students and provide evidence to validate the claim. This audit approach provides the institution great flexibility in stating the claims it makes to the public about student learning and student achievement, and developing credible evidence to support the claims.

- **E4: Peer Comparison**: Many institutions already have complex systems to compare themselves with peer institutions, most often on matters of resources and processes; this alternative provides the opportunity to extend those comparisons to outcomes for student learning and success. Here the institution identifies key measures of student success (e.g., transfer or acceptance to graduate school) and compares its level of performance with that of its peers.

Selecting the method: In the periodic reviews, institutions are asked to declare which of the above four methods they wish to use. Alternatively, institutions may propose a fifth system or combination of the above. Such proposals should be forwarded to the Director of the Commission early in the report-preparation process. The Commission staff will review the proposal and confer with the institution.

Using the information in the forms and integrating information into the self-study: Institutions are encouraged to select their approach and complete the forms early in the report-preparation process so that they can use the information. The Appraisal section of the report provides a useful opportunity for institutions to reflect both on the success and achievement of their students and on their own progress in understanding what and how students are learning. Similarly, the Projection section affords institutions an opportunity to state their commitment for improvement in the area of assessment.

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
At the institutional level:	Yes	Website, Catalog	Exit exams, MFT, senior capstone projects, course portfolios.	VPAA, AVPAA, Deans, specific program faculty committees.	Tightening up of course offerings, some changes in course sequences.	2015
For general education if an undergraduate institution:	Yes	Website, Catalog	ETS	VPAA, AVPAA, Deans, School Committees	Review GenEd, Add mew courses (e.g. Moroccan Economy)	2016
List each degree program: 1. BBA	Yes	Website, Catalog, Syllabi	Exit exams, MFT, senior capstone projects, Assessment regimes.	SBA Dean, Quality Assurance and Accreditation Committee.	Add courses to the business common core: ACC 3201, GBU 4100, Add new concentration, new minor.	2016
2. BAIS	Yes	Website, Catalog, Syllabi	Exit exams, senior capstone projects, internships, portfolio reviews.	SHSS Dean, specific program faculty committees.	Program reform, New minor. Split Senior Capstone over two semesters.	2016
3. BSHRD	Yes	Website, Catalog, Syllabi	Exit exams, senior capstone projects, internships, portfolio reviews.	SHSS Dean, specific program faculty committees.	Program reform, New minor. Split Senior Capstone over two semesters.	2015

July 2011

4. BACS	Yes	Website, Catalog, Syllabi	Exit exams, senior capstone projects, internships, portfolio reviews.	SHSS Dean, specific program faculty committees.	Program reform, Split Senior Capstone over two semesters. Add lab classes to Technical Courses	2015
5. BSGE	Yes	Website, Catalog, Syllabi	Exit exams, senior capstone projects, internships.	SSE Dean, specific program faculty committees.	Program restructuring to match ABET standards. Introduction of Thematic Area Minors	2016
6. BSCSC	Yes	Website, Catalog, Syllabi	Exit exams, senior capstone projects, internships.	SSE Dean, specific program faculty committees.	Strengthen elements of the program – ethics and social implications. Introduction of Thematic Area Minors	2016
7. BSEMS	Yes	Website, Catalog, Syllabi	Exit exams, senior capstone projects, internships.	SSE Dean, specific program faculty committees.	Program restructuring to match ABET standards. Introduction of Thematic Area Minors	2016

Institutions selecting E1a should also include E1b.

Option E1: Part B. Inventory of Specialized and Program Accreditation

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(6) Date and nature of next scheduled review.
CEA	2014			2024
EPAS	2016			2020
ABET	2016			2020

*Record results of key performance indicators in form S3.

Institutions selecting E1b should also include E1a.

Al Akhawayn University ◆ Self-Study for Accreditation ◆ NEASC ◆ January 20th, 2017   A-6

OPTION E2. VOLUNTARY SYSTEM OF ACCOUNTABILITY PLUS PROGRAM REVIEW

I.   Institutions selecting this option should include copies of the most recent College Portrait institutional template under VSA and up to two prior templates. The templates will be available from APLU and AASCU.

II.   Complete the information on program review, below.

CATEGORY	(1) What is the date of the most recent program review?	(2) How is an "external perspective" incorporated into the review?	(3) How are the results of the program review considered?	(4) What major changes have been made as a result of the most recent program review?	(5) What is the date of the next program review?
List each degree program: 1.					
2.					
3.					
4.					
5.					
6.					
7.					

OPTION E3. INSTITUTIONAL CLAIMS FOR STUDENT ACHIEVEMENT, WITH VALIDATING INFORMATION

CATEGORY	(1) What are the claims for student achievement or student success?	(2) Where are the claims published? (please specify) Include URLs where appropriate.	(3) Other than course completion and grades, what outcomes evidence is used to support the claims?	(4) Who interprets the evidence? What is the process? (e.g. by the curriculum committee)	(5) What changes have been made in the program, the claims or the evidence?
At the institutional level:					
For general education if an undergraduate institution:					
List each degree program: 1.					
2.					
3.					
4.					
5.					
6.					
7.					

OPTION E4. MEASURES OF STUDENT SUCCESS: COMPARISON WITH PEERS

CATEGORY	(1) What is the measure of student achievement or student success?	(2) What is the institution's score or rate?	(3) What is the peer comparison group?	(4) What is the peer score or rate on this measure?	(5) What changes have been made as a result of the comparison?
At the institutional level:					
For general education if an undergraduate institution:					
List each degree program: 1.					
2.					
3.					
4.					
5.					
6.					
7.					

KPMG

KPMG S.A

Siège social	Bureau Casablanca
11, Avenue Bir Kacem Souissi	40, Bd d'Anfa
10170 Rabat - Maroc	20020 Casablanca - Maroc
Téléphone : + 212 5 37 63 37 02 à 06	Téléphone : + 212 5 22 29 33 04
Télécopie : + 212 5 37 63 37 11	Télécopie : + 212 5 22 29 33 05

Independent Auditors' Report
AL AKHAWAYN University
Financial year ended July 31st, 2016

To the Attention of:
The Board of Al Akhawayn University
Ifrane

Rabat, January 13th, 2017

We have audited accompanying the financial statements of Al Akhawayn University ("the University") as of July 31st, 2016, on pages 1 to 24 and which comprises the statement of financial position, the statement of activities, the statement of cash of flows and the related notes. These financial statements show a net assets of KMAD 734,211, and include a negative result of KMAD 9,626.

Management's responsibility for the financial statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with the recognition and measurement criteria and the requirements of US Generally Accepted Accounting Principles (US GAAP) and the accounting principles applied by the University. This responsibility includes designing, implementing and maintaining internal control relevant to the preparation and presentation of the financial statements that are free from material misstatement, whether due to fraud or error; selecting and applying appropriate accounting policies; and making accounting estimates that are reasonable in the circumstances.

Auditor's responsibility

Our responsibility is to express an opinion on the financial statements based on our audit. We conducted our audit in accordance with International Standards on Auditing. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statement are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on our judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, we consider internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates, if any, made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the accompanying financial statements of Al Akhawayn University as of July 31st, 2016 and for the year then ended have been prepared, in all material respects in accordance with the recognition and measurement criteria and the requirements of US Generally Accepted Accounting Principles (US GAAP) and the accounting principles applied by the University.

Rabat, January 13th, 2017

Fouad LAHGAZI

Partner

KPMG

K.P.M.G
1, Avenue Bir Kacem, Souissi - Rabat
Téléphone : 212 5 37 63 37 02 (à 06)
Télécopie : 212 5 37 63 37 11
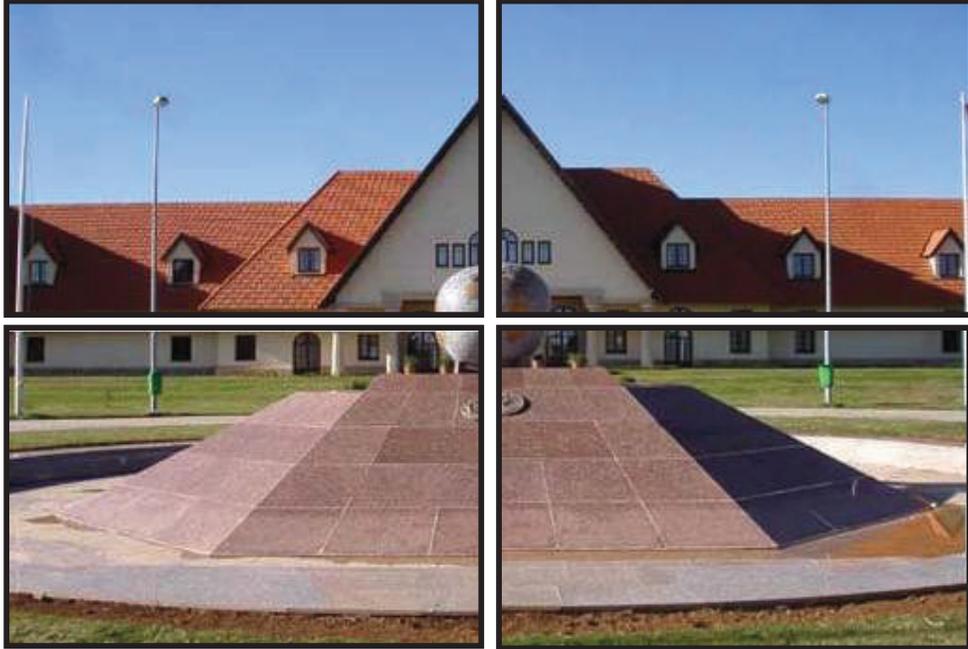
Financial Statements

Al Akhawayn University in Ifrane

Al AKHAWAYN UNIVERSITY OF IFRANE
Table of contents
July 31, 2016 and 2015

Al AKHAWAYN UNIVERSITY OF IFRANE
Statement of Financial Position
July 31, 2016 and 2015
(Expressed in Moroccan Dirhams)

Al AKHAWAYN UNIVERSITY OF IFRANE

Statement of Financial Position

Expressed in Moroccan Dirhams	July 31	
	2016	2015
Assets		
Cash and cash equivalents	831 569	8 215 856
Short term investment	56 811 449	54 057 104
Accounts Receivable, Net	11 389 042	14 011 794
Other Assets	12 591 288	10 946 509
Long Term Investments	415 194 966	431 170 936
Property, Land and Equipment, Net	355 922 228	358 246 517
Total assets	**852 740 542**	**876 648 717**
Liabilities		
Accounts payable and Accrued expenses	35 650 989	49 633 313
Deposits and Deferred revenue	29 372 498	28 381 426
Long term debt	53 505 880	54 796 807
Total liabilities	**118 529 367**	**132 811 546**
Net Assets		
Unrestricted	458 372 142	457 998 138
Temporarily restricted	30 000 000	40 000 000
Permanently restricted	245 839 034	245 839 034
Total net assets	**734 211 176**	**743 837 172**
Total liabilities and net assets	**852 740 543**	**876 648 717**

Al AKHAWAYN UNIVERSITY OF IFRANE
Statement of Activities
July 31, 2016 and 2015
(Expressed in Moroccan Dirhams)

Al AKHAWAYN UNIVERSITY OF IFRANE

Statement of Activities

		Year ended July 31, 2016			2016 Total	2015 Total
Expressed in Moroccan Dirhams		Unrestricted	Temporarily restricted	Permanently restricted		
Revenue and Other Support						
Educational and general:						
Student tuition and fees		159 630 058			159 630 058	157 483 720
(Less financial aid)		- 24 626 659		-	24 626 659	- 24 311 763
Net student tuition and fees		135 003 399			135 003 399	133 171 957
Government grant & contract		25 000 000			25 000 000	25 000 000
Contributions		4 841 023			4 841 023	6 386 489
		164 844 422			164 844 422	164 558 447
Auxiliary enterprises		80 337 191			80 337 191	71 430 170
		245 181 613	-		245 181 613	235 988 617
Expenses						
Educational and general:						
Instruction and research		130 038 819			130 038 819	131 542 513
Public service		1 229 341			1 229 341	1 622 777
Academic support		22 331 867			22 331 867	23 026 505
Operating and maintenance of plant		24 441 058			24 441 058	21 010 238
Student services		25 172 922			25 172 922	24 090 322
Institutional support		29 593 906			29 593 906	27 081 845
Total educational and general expenses		232 807 913			232 807 913	228 374 200
Auxiliary enterprises		60 047 729			60 047 729	61 633 068
Other expenses		2 152 596			2 152 596	1 210 244
Total expenses		295 008 238			295 008 238	291 217 512
Change in net assets from operations		- 49 826 625	-	-	49 826 625	- 55 228 896
Non operating activities						
Investment return		22 617 085			22 617 085	24 986 216
Non operating revenues		17 583 545			17 583 545	22 230 923
Non operating expenses						
Total non operating activities		40 200 630			40 200 630	47 217 139
CHANGE IN NET ASSETS AFTER CUMULATIVE EFFECT OF CHANGE IN ACCOUNTING PRINCIPLE		- 9 625 995	-	-	9 625 995	8 011 757
NET ASSETS - Beginning of year		457 998 138	40 000 000	245 839 034	743 837 172	751 848 928
NET ASSETS - End of year		448 372 143	40 000 000	245 839 034	734 211 177	743 837 172

Al AKHAWAYN UNIVERSITY OF IFRANE
Statement of Cash Flow
July 31, 2016 and 2015
(Expressed in Moroccan Dirhams)

Statement of Cash Flows

Expressed in Moroccan Dirhams		Year ended July 31		
		2016		2015
Cash flow from operating activities				
CHANGE IN NET ASSETS	-	9 625 995	-	8 011 757
Adjustments to reconcile net income to net cash provided by operating activities:				
Depreciation and amortization		42 446 573		35 677 594
Provision for losses on accounts receivable		1 611 596	-	1 127 120
Gain on sale of equipment	-	94 600	-	108 601
Change in assets and liabilities net of effects from purchase of Company :				
Increase in accounts receivable	-	2 418 986		54 133 567
Increase in inventory	-	968 982	-	811 779
Increase in accounts payable and accrued expenses	-	13 645 816	-	2 250 989
Increase in deferred taxes				
- transfer of expenses to the account of deferred expenses		-	-	2 053 018
Total adjustments		26 929 785		83 459 655
Net cash provided by operating activities		17 303 790		75 447 898
Cash flows from investing activities :				
Proceeds from sale of equipment		94 600		108 601
Capital expenditures	-	22 131 497	-	62 482 786
Purchase of intangible assets	-	926 288	-	1 116 320
Payment for purchase of Company, net of cash acquired	-	2 317 992	-	35 088 979
Net cash used in investing activities	-	25 281 177	-	98 579 484
Cash flows from financing activities :				
Proceeds from issuance of long-term debt		570 536		25 618 807
Net cash provided by financing activities		570 536		25 618 807
Net increase in cash and cash equivalents	-	7 406 852		2 487 221
Cash and cash equivalents at beginning of year		7 761 302		5 274 081
Cash and cash equivalents at end of year		354 450		7 761 302

Al AKHAWAYN UNIVERSITY OF IFRANE
Notes to Financial Statements
July 31, 2016 and 2015
(Expressed in Moroccan Dirhams)

NOTE A - ORGANIZATION

Al Akhawayn University is a not–for-profit institution of higher education, was established in 1994, and based in Ifrane Morocco.

The University provides education and training services, primarily for students at the undergraduate, graduate levels, and performs research, training, and other services under grants, contracts, and similar agreements with sponsoring organizations, primarily departments and agencies of the Moroccan government. The University offers undergraduate and graduate degrees to approximately 2166 full and part-time Students.

NOTE B - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES:

1. Basis of Presentation

   The University prepares its financial statements in accordance with United States generally accepted accounting principles of the America (U.S. GAAP) for not-for-profit entities. The significant accounting and reporting policies used by the University are described subsequently to enhance the usefulness and understandability of the financial statements.

   The financial statements, presented on the accrual basis of accounting, focus on the University, and does not include it's the charitable association, Friends of AUI Inc., in the United States of America. Friends of AUI Inc. is an independently managed and not controlled by the University.

2. Use of Estimates

   The preparation of financial statements requires management to make estimates and assumptions that affect the reported amounts of revenues and expenses during the reporting period and the reported amounts of assets and liabilities at the date of the financial statements. On an ongoing basis, the University's management evaluates the estimates and assumptions based upon historical experience and various other factors and circumstances. The University's management believes that the estimates and assumptions are reasonable in the circumstances; however, the actual results could differ from those estimates.

3. Net Assets

   The financial statements report net assets and changes in net assets in three classes that are based upon the existence or absence of restrictions on use that are placed by its donors, as follows:

(a) Unrestricted Net Assets

Unrestricted net assets are resources available to support operations. The only limits on the use of unrestricted net assets are the broad limits resulting for the nature of the University, the environment in which it operates, the purposes specified in it corporate documents and its application for tax-exempt status, and any limits resulting from contractual agreements with creditors and others that are entered into in the course of its operations.

(b) Temporarily Restricted Net Assets

Temporarily restricted net assets are resources that are restricted by a donor for use for a particular purpose or in a particular future period. The University's unspent contributions are classified in this class if the donor limited their use, as are the unspent appreciation of its donor-restricted endowment funds.

When a donor's restriction is satisfied, either by using the resources in the manner specified by the donor or by the passage of time, the expiration of the restriction is reported in the financial statements by reclassifying the net assets from temporarily restricted to unrestricted net assets. Net assets restricted for acquisition of buildings or equipment (or less commonly, the contribution of those assets directly) are reported as temporarily restricted until the specified asset is placed in service by the University, unless the donor provides more specific directions about the period of its use.

(c) Permanently Restricted Net Assets

Permanently restricted net assets are resources whose use by the University is limited by donor-imposed restrictions that neither expire by being used in accordance with a donor's restriction nor by the passage of time. The portion of the University's donor-restricted endowment funds that must be maintained in perpetuity are classified in this net asset class.

4. Classification of Transactions

All revenues and net gains are reported as increases in unrestricted net assets in the statement of activities unless the use of the related resources is subject to temporary or permanent donor restrictions. Expenses are reported as decreases in unrestricted net assets. Realized and unrealized gains and losses on investments and other assets or liabilities are reported as increases or decreases in unrestricted net assets unless their use is restricted by explicit donor stipulation or by law. Expirations of temporary restrictions on net assets are reported as "net assets released from restrictions" in the Statements of Activities.

5. Cash and Cash Equivalents

    Cash equivalents are short term, interest bearing, highly liquid investments with original maturities of three months or less, unless the investments are held for meeting restrictions of a capital or endowment nature. The University maintains cash balances at several financial institutions located in Morocco.

6. Accounts Receivable

    Accounts receivable are primarily tuition and other fee amounts due from students and external clients. Allowances for doubtful accounts are based upon a review of outstanding receivables, historical collection information and existing economic conditions.

7. Short Term Investments

    The University invests cash in excess of its immediate needs in short term deposits. Short term investments are reported at fair value.

    The investment policy specific to these investments is monitored by the Investment Committee of the University's Board of Trustees. The policy requires that investments be readily marketable and nonvolatile.

8. Other Assets

    Other assets include prepaid expenses and inventory. Inventory consist principally of books, campus store products and office supplies which are valued based on cost. Inventory related to books are subject to a valuation allowance.

9. Land, Buildings, and Equipment

    Land, buildings and equipment are reported in the statement of financial position at cost, if purchased, and at fair value at the date of donation, if donated. All land and buildings are capitalized. Equipment is capitalized if it has a useful life when acquired of more than one year. Repairs and maintenance that do not significantly increase the useful life of the asset are expensed as incurred.

    Depreciation is computed using the straight-line method over the estimated useful lives of the assets, as follows:

Buildings	40 years
Building improvements	10 years
Plant, machinery and equipment:	5 and 10 years
Vehicles	5 years
Furniture and office equipment and facilities	5 and 10 years, 4 years for IT
Books	5 years
Computer hardware	4 years

Intangible assets   4 years

Land, buildings and equipment are reviewed for impairment when a significant change in the asset's use or another indicator of possible impairment is present. No impairment losses were recognized in the financial statements in the current period.

10. Endowment and Long-term Investments

The endowment funds consist of donations allocated to the University by several public and private institutions. Since February 2014, the endowment fund is maintained in fixed-term deposits at a preferential rates, with no commissions or fees applied

Endowment investments are reported at fair value with changes to fair value reported as investment return in the statement of activities. Purchases and sales of investments are reported on the trade date.

The investment and spending policies for the Endowment Fund are discussed in note G.

11. Accounting for Contributions

Contributions, including unconditional promises to give, are recognized when received. All contributions are reported as increases in unrestricted net assets unless use of the contributed assets is specifically restricted by the donor. Amounts received that are restricted by the donor to use in future periods or for specific purposes are reported as increases in either temporarily restricted or permanently restricted net assets, consistent with the nature of the restriction.

12. Revenue Recognition

Substantially all of the University's revenue is derived from student tuition and fees, private contributions, and auxiliary enterprises related to the University. Auxiliary enterprises include dining halls, residence halls, and other undertakings which provide services primarily to students, faculty, and staff for fees directly related to, but not necessarily equivalent to, the costs of the services. Tuition, fees and auxiliary revenue are recognized as revenue in the period to which they relate. Student deposits and deferred revenue represent tuition and student deposits paid in advance, which are recognized as income when the related educational services are provided.

13. Functional Expense Allocation

Expenses have been allocated to programmatic and non-programmatic functions based on the estimated percentage of effort, usage, square footage and other criteria.

14. Tax Status

The University is a not-for-profit organization as established by the Moroccan Royal Decree (Dahir No. 1-93-227) of September 20, 1993, and is exempted from corporate income taxes. Services invoiced by the University are not subject to value added tax (VAT). Procurement of services, supplies, equipment, tools and capital goods are subject to value added tax. Salaries paid to the University personnel (both permanent and non-permanent) are subject to income tax according to the law.

15. Foreign Currency Translation

The University's accounting records, are maintained in the functional currency of Moroccan dirhams.

The foreign currency equivalents used to translate US dollars (USD) into Moroccan Dirhams (MAD) are as follows:

	Moroccan Dirhams to 1 USD 2016	Moroccan Dirhams to 1 USD 2015
Revenues and expenses at the monthly average rate:		
The annual average rate for the fiscal year ended July 31	9.72:1	9.77:1
Assets, liabilities, and net assets at the current rate as of July 31	9.72:1	9.77:1

NOTE C - FAIR VALUE MEASUREMENTS

The University reports fair value measures of its assets and liabilities using a three-level hierarchy that prioritizes the inputs used to measure fair value. This hierarchy, established by GAAP, requires that entities maximize the use of observable inputs and minimize the use of unobservable inputs when measuring fair value. The asset or liability's measurement within the fair value hierarchy is based on the lowest level of input that is significant to the measurement. The three levels of inputs used to measure fair value are as follows:

- *Level 1.* Quoted prices for identical assets or liabilities in active markets to which the University has access at the measurement date.

- *Level 2.* Inputs other than quoted prices included in level 1 that are observable for the asset or liability, either directly or indirectly. Level 2 inputs include

  — quoted prices for similar assets or liabilities in active markets;

  — quoted prices for identical or similar assets in markets that are not active;

— observable inputs other than quoted prices for the asset or liability (for example, interest rates and yield curves); and

— inputs derived principally from, or corroborated by, observable market data by correlation or by other means.

- *Level 3.* Unobservable inputs for the asset or liability. Unobservable inputs should be used to measure the fair value if observable inputs are not available.

When available, the University measures fair value using level 1 inputs because they generally provide the most reliable evidence of fair value. However, level 1 inputs are not available for many of the assets and liabilities that the University is required to measure at fair value (for example, unconditional promises to give and in-kind contributions).

The primary uses of fair value measures in the University's financial statements are:

- initial measurement of noncash gifts, including gifts of investment assets and unconditional promises to give.
- recurring measurement of short term investments (note D).
- recurring measurement of endowment and long-term investments (note D).

NOTE D - INVESTMENTS

As of July 31, 2016 and 2015, investments consisted of the following:

	2016	2015
Short-term investments		
Money market fund		2 470 441
Short term deposit (Endowment Fund)	37 454 889	24 606 662
Short term deposit (Endowment Fund) EEC	9 306 561	7 430 000
Short term deposit	10 050 000	19 550 000
Total short term investment	56 811 450	54 057 103
Endowment and long-term investments		
Mutual fund		20 000 000
Long term deposit (Endowment fund)	365 478 264	361 000 000
Long term deposit (Endowment fund EEC)	32 000 000	32 000 000
George Washington Endowment fund	17 716 702	18 170 936
Total endowment and long-term investments	415 194 966	431 170 936
Total investments	472 006 416	485 228 039

Previously, Bank Al Maghrib (Central Bank of Morocco) was in charge of the endowment fund management. The endowment fund was invested in treasury bonds of short-term periods from January 1997 to February 2014. Since February 2014, the endowment fund has been managed by Crédit Agricole, Bank of Morocco and invested in short and long fixed-term deposits (DAT) at a preferential rate of 4.40% and 4.75%, with no commissions or fees applied.

As discussed in note C to these financial statements, the University is required to report its fair value measurements in one of three levels, which are based on the ability to observe in the marketplace the inputs to the University's valuation techniques. Level 1, the most observable level of inputs, is for investments measured at quoted prices in active markets for identical investments as of the July 31, 2016, including investments measured at net asset value (NAV) if the NAV is determined as the fair value per share (unit) is published, and is the basis for current transactions. Level 2 is for investments measured using inputs such as quoted prices for similar assets or quoted prices for the identical asset in inactive markets. Level 3 is for investments measured using inputs that are unobservable, and is used in situations for which there is little, if any, market activity for the investment.

The University uses the following ways to determine the fair value of its investments:

Money market funds: Determined by the published NAV per unit at the end of the last trading day of the year, which is the basis for transactions at that date.

Short term deposit: an amount of money deposited in a bank or financial institution for no longer than a year.

Open-end mutual funds: Determined by the published NAV per unit at the end of the last trading day of the fiscal year, which is the basis for transactions at that date.

Long term deposit: an amount of money deposited in a bank or financial institution for longer than a year.

George Washington Endowment fund: a joint fund of USD 2,000,000, managed by George Washington University in the United States of America (note I).

There were no significant transfers between the levels during the year. The University's policy is to recognize transfers in and out of the levels at the end of the fiscal year; interim changes in the availability of fair value inputs are not recognized. At July 31, 2016, the University does not have any investments measured using level 3 inputs.

The composition of the investment return reported in the statement of activities is as follows:

	2016	2015
Interest and dividends	510 000	510 000
Unrealized and realized net gain on investments	265 894	442 563
Investment return on short-term and long-term investment	21 841 192	24 033 653
Total investment	22 617 085	24 986 216

NOTE E - ACCOUNTS RECEIVABLE

Accounts receivable at July 31, 2016 and 2015 consisted of the following:

	2016	2015
External clients	14 742 450	14 630 392
Students	4 096 561	3 652 908
Investment income	1 920 696	3 487 562
Allowance for doubtful accounts	- 9 370 665	- 7 759 068
	11 389 042	14 011 794

NOTE F - LAND, BUILDINGS AND EQUIPMENT

Land, buildings and equipment at July 31 are as follows:

	2016	2015
Land and land improvements	39 424 615	39 424 615
Buildings and improvements	734 290 482	696 971 796
Tools and Materials	47 065 868	42 144 228
Transportation Equipment	8 928 106	9 130 516
Office Equipment	278 604 934	267 095 093
Other Tangible Assets	72 240 343	70 968 315
Tangible Assets in Progress	33 160 221	50 936 606
Intangible assets	21 561 413	20 635 125
	1 235 275 983	1 197 306 294
Less accumulated depreciation and amortization	-879 353 755	-839 059 777
Total land, buildings, and equipment, net	355 922 228	358 246 517

Al AKHAWAYN UNIVERSITY OF IFRANE
Notes to Financial Statements – Continued
July 31, 2016 and 2015
(Expressed in Moroccan Dirhams)

NOTE G - COMPONENTS OF NET ASSETS

The components of net assets at July 31, 2016 and 2015 are as follows:

	2016	2015
Net Assets		
Unrestricted		
Unrestricted net assets	458 372 142	457 998 138
Temporarily restricted		
Government agreement 10000 engineers	30 000 000	40 000 000
Permanently restricted		
Endowment funds	245 839 034	245 839 034
Total Net Assets	734 211 176	743 837 172

The University has classified certain funds in the Statements of Financial Position as permanently restricted net assets, which is consistent with the donors' primary intent. These funds are, however, through an agreement with the donors, available to the University to meet financial obligations in the event no other sources are available.

(a) Government agreement 10,000 Engineers

In the 2007 fiscal year, a Moroccan government agreement stated that the University was granted an amount of MAD 100 Million to (MAD 20 Million per year for five years). The agreement is intended to define the conditions and terms of financing, implementing and monitoring the "Initiative 10,000 Engineers' program in charge by Al Akhawayn University in Ifrane.

Although this agreement was established for a duration of 5 years (2007-2011), the Board of Trustees agreed that 10% of the total amount, or MAD 10 Million, is transferred yearly from temporarily restricted to unrestricted funds in order to meet the needs of major development projects.

(b) Endowment Fund - Executive Education Center

In December 1998, the Government of the United States of America granted the University a gift of USD 3.15 million, valued at approximately MAD 29 Million. This donation was allocated within the framework of a partnership agreement, first between

14

the US Government and the Kingdom of Morocco, and then between the Kingdom of Morocco, Moroccan Society of Industry and Refining, and the University. The agreement stipulates that the funds received by the University must be used only for project financing operations related to the training center called "Executive Education Center ", subject to another agreement concluded on April 01, 1999 between Al Akhawayn University and the American Chamber of Commerce. The amounts received by the University were considered as restricted.

NOTE H - ACCOUNTING FOR ENDOWMENTS

The University's endowment consists of 2 individual funds established either by donors (referred to as *donor-restricted endowment funds*) and or by resources set aside by the Board of Directors to function as endowments (*referred to as board-designated endowment funds*). Donor-restricted endowment funds are further divided into those that provide a perpetual source of support for the University's activities (referred to as *permanent endowments*) and those that are restricted by donors to investment for a specified term (referred to as *term endowments*). As required by GAAP, net assets associated with endowment funds are classified and reported based on the existence or absence of donor-imposed restrictions.

The discussion below describes only the endowment funds that are under the University's management.

(a) Interpretation of Relevant Law

The Board of Trustees of the University has interpreted the University's establishing Dahir as requiring the preservation of the fair value of the original gift as of the gift date of the donor-restricted permanent endowment funds unless there are explicit donor stipulations to the contrary. As a result of this interpretation, the University classifies as permanently restricted net assets (*a*) the original value of gifts donated to all donor-restricted permanent endowments, (*b*) the original value of any subsequent gifts to donor-restricted permanent endowments, and (*c*) the original value of accumulations to donor-restricted permanent endowments made in accordance with the direction of the applicable donor gift instrument at the time the accumulation is added to the fund. The remaining portion of a donor-restricted permanent endowment fund is classified as temporarily restricted net assets until those amounts are appropriated for expenditure by the University. All donor-restricted term endowments are classified as temporarily restricted net assets until the term expires and they are used in accordance with the donor's restrictions on use.

The Dahir permits the University to appropriate for expenditure or accumulate so much of a donor-restricted endowment fund as it determines is prudent for the uses, benefits, purposes, and duration for which the endowment fund is established. In making its determination to appropriate or accumulate, the University must act in good faith, with the care that an ordinarily

prudent person in a like position would exercise under similar circumstances, and it must consider, if relevant, the following factors:

- The duration and preservation of the endowment fund
- The purposes of the University and the donor-restricted endowment fund
- General economic conditions
- The possible effect of inflation and deflation
- The expected total return from income and the appreciation of investments
- Other resources of the University
- The investment policy of the University

The net asset composition of the endowment as of July 31, 2016, is as follows:

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
Type of Endowment Fund				
Donor-restricted funds				
Permanent endowment	—	—	—	—
Term endowment	—	—	—	—
Board-designated endowment	—	—	245,839,034	245,839,034
Total	—	—	245,839,034	245,839,034

(b) Investment and Spending Policies

The University has an investment policy specific to its Endowment Fund, which is monitored by the Investment Committee of its Board of Trustees. The investment policy describes the objective for the fund and sets ranges for asset allocation. The objective of the Endowment Fund is to earn the highest possible total return consistent with a level of risk suitable for these assets. At a minimum, long term rates of return should be equal to an amount sufficient to maintain the purchasing power of the Endowment Fund assets, to provide necessary capital to fund the spending policy, and to cover the costs of managing the Endowment Fund investments. The endowment fund must be self-sustaining and support the related financial obligations of the fund.

The investment policy describes principles for the acceptance and utilization of gifts, donations, etc., and the allocation of the returns of the endowments. The Endowment Fund is generally invested in securities portfolio, in accordance with the University's Investment Policy, unless otherwise bounded by contract or donor specifications. Endowment funds may be pooled with other funds to maximize investment income.

The University may borrow money from its own Endowment Fund to finance income generating projects. The capital borrowed will be reimbursed following a specified schedule

and a predetermined interest rate in order to build up again the Endowment Fund used. Such operations are submitted beforehand to the authorization of the board of trustees.

Following the board's recommendations, the University President supervises the endowment management and decides on the endowment conditions and the stewardship of the endowment fund. The CFO provides the financial management and reporting with endowment funds, while adhering to the following principles:

a) Return on endowment funds investment should be maximized, within the limitations of the AUI's Investment Policy.

b) The original capital value of an endowment fund must be secured as well as the real value accumulated over time.

c) Any direct costs associated with investing (administering) an endowment will be deducted from the investment income of the fund.

d) In addition to any direct costs, an endowment administrative recovery fee equal to 25% of the endowment fund return will be deducted from the investment income of the fund.

e) Investment income may be accumulated to ensure adequate funding prior to initiating the intended purpose of an endowment.

f) 25% of the endowment fund annual return will be added to the accumulated capital value to cover the fund depreciation due to Inflation and increase the capital of this endowment.

g) The spending allocation from each endowment must be appropriate to support the intended use.

h) The endowment spending allocation must not exceed 50% of the real return realized.

The annual endowment spending allocation will be limited to 50% of net investment income from the endowment fund, calculated as annual investment income net of direct costs incurred in managing the underlying investments.

NOTE I - RETIREMENT PLAN

The University participates in a defined contribution plan, the Moroccan national social security fund or CNSS, which is mandatory for employees in industry, services and the professions. This plan is available for the benefit of all full-time employees of the University. The University has paid for the contributions to the CNSS MAD 9,658,231 for the year ended July 31, 2016 (MAD 9,112,498 - 2015.

The University participates in a defined contribution plan administered by the C.I.M.R. (Moroccan interprofessional pension fund) The plan requires a two-year waiting period before new employees may participate. Participants contribute at least 3% of salary and the University contributes 3,90 of salary. This rate may reach 10% in some cases especially for

senior university employees. Expenses recognized by the University related to the above were MAD 6,985,992 in 2016 and MAD 7,710,044 in 2015.

The University has a health care insurance program for eligible faculty members and administrative and technical employees. The University had accrued MAD 2,278,438 in the fiscal year 2015-2016 and MAD 2,927,900in 2014-2015, for the health care insurance program which is included in accrued salary expenses in the Statements of Financial Position.

NOTE J - COMMITMENTS AND CONTINGENCIES

(a) Lease Commitments

The University leases campus space and vehicles under operating lease agreements. The following is a schedule of future minimum lease payments under operating leases as of July 31:

Fiscal year:	Amount
2017	(1 890 229.11)
2018	(1 984 740.57)
2019	(2 083 977.59)
2020	(2 188 176.47)
Thereafter	(2 297 585.30)

Rental expense was (1 031 040.00) in 2016 and (1 031 040.00) in 2015.

(b) Overdraft facility

The University has an access to an overdraft facility of 10 Million dirhams (MAD), which expired on September 31, 2016. Before the end of 2016, the University anticipates it will sign a new contract that will cover the cash requirements for the coming months. This commitment will be made with the Crédit Agricole Bank at a rate that will not exceed 4.5%.

(c) Construction Project Loan Payments

As a part of the construction projects launched by AUI, a credit loan of MAD 40,000,000 was granted to AUI as of July 31, 2016, the amount released is MAD 30,000,000. The repayment of the loan will be made once its full amount is released.

(d) Contingencies

In conducting its activities, the University from time to time is the subject of various claims and also has claims against others. The ultimate resolution of such claims is not expected to have either a material adverse or favorable effect on the University's financial position.

NOTE K - LONG TERM DEBT

Long term debt payable as of July 31, 2016 and 2015 consisted of the following:

	2016	2015
Banque Populaire (a)	8 301 686	10 000 000
Attijari Wafaban (a)	7 017 544	9 122 807
Crédit Agricole (a)	8 186 651	5 674 000
Ministry of Awqaf and Islamic Affairs (b)	30 000 000	30 000 000
Total long term debt obligations	53 505 880	54 796 807

(a) Loan for the Construction of a New Academic Center and the Renovation of Al Akhawayn Hospital

In order to finance the two afore-mentioned projects, the university contracted a bank loan of 30 million dirhams. Three partner banks, the Banque Populaire, Crédit Agricole, and Attijari Wafabank contributed in financing these projects by providing a loan of 10 million dirhams each. This Loan was granted based on the following conditions:

Interest rate: 5.45%

Loan term: 5 years.

The loan was entirely released by the banks

(b) Ministry of Awqaf and Islamic Affairs Contributions

The Ministry of Islamic affairs and Al Akhawayn University entered into a collaborative agreement in which the Ministry of Awqaf and Islamic Affairs agreed to contribute 40,000,000 dirhams (MAD) toward the financing of the construction of the student residence 39. MAD 10,000,000 was released over a three-year period. The last annual MAD 10,000,000 was released December 2013. From this amount, the ministry released so far the sum of 30 million dirhams. The repayment of the loan will begin once all the credit will be paid.

The partners are committed to contribute in funding the aforementioned project by an amount of MAD 40,000,000 distributed over two years.

Al Akhawayn University is committed to allocate the amount of contribution to the aforementioned project.

Al AKHAWAYN UNIVERSITY OF IFRANE
Notes to Financial Statements - Continued
July 31, 2016 and 2015
(Expressed in Moroccan Dirhams)

A subsequent agreement between the two parties will determine the terms of disbursement of the contribution of the Ministry as well as the conditions of reimbursements by the university.

Note L - Revenue and Other Support:

Revenue and other support as of July 31, 2016 and 2015 consisted of the following:

Revenue and Other Support

Educational and general:		
Student tuition and fees	159 630 058	157 483 720
(Less financial aid)	- 24 626 659	- 24 311 763
Net student tuition and fees	135 003 399	133 171 957
Government grant & contract	25 000 000	25 000 000
Contributions	4 841 023	6 386 489
Auxiliary entreprises	80 337 191	71 430 170
	245 181 613	235 988 617

Tuition fees and related services continue to represent the leading component of the university operating revenues and set to more than 55% of these revenues as of July 31, 2016.

The operating subsidy (Government subsidy) which represents 10% of total revenues remained unchanged from prior year.

Auxiliary services such as campus store, restaurant and housing increased between 2015 (71.4 million MAD) and 2016 (80.4 million MAD) and represent 32% of the university's income.

Contributions/Donations for research projects amount to 4.8 million MAD as of July 31, 2016 Vs. 6.4 million MAD as of July 31, 2015, representing around 3% of total operating revenues.

NOTE M - FUNCTIONAL EXPENSES

Functional expenses for the years ending July 31, 2016 and 2015 are as follows:

	2016	**2015**
Instruction and research	130 038 819	131 542 513
Public service	1 229 341	1 622 777
Academic support	22 331 867	23 026 505
Operating and maintenance of plant	24 441 058	21 010 238
Student and enrollment services	25 172 922	24 090 322
Institutional support and advancement	29 593 906	27 081 845
Auxiliary Entreprise	60 047 729	61 633 068
Other Expenses	2 152 596	1 210 244
	295 008 238	291 217 512

The university expenses are presented as follows:

 ✓ **Instruction and research**

These expenses are related to academic departments of the University. This caption includes expenses related to academic education, vocational education and training as well as related auxiliary costs (water, electricity, depreciation of fixed assets allocated to academic departments).

With a decrease of 1.14% compared to the previous year, Instruction and Research continues to occupy a predominant place in the University's total expenses with a rate of 44.40% against 45.36% last year.

 ✓ **Public service**

The percentage of this account in the University's total expenses does not exceed 0.4%; it consists essentially of the expenses related to the publication and promotion of university actions.

 ✓ **Academic support**

The expenses are related to teaching, research and public service (general and technical documentation, newspapers and magazines, etc.). This caption also includes the deans'salaries and salaries of academic administrative staff.).

Despite a decrease of 3% compared to last year, it maintains almost the same position as last year with a percentage of 7.6%.

✓ **Operating and maintenance of plant**

These expenses are related to maintenance of the campus and related facilities used for educational purposes. This caption does not include amounts charged to auxiliary centers.

Amounted to 8.3% of the university's total expenses, with an increase of 1 point compared with the previous year which was 7.24%.

✓ **Student services**

This account includes expenditures for admissions, and other activities whose primary purpose is to contribute to the intellectual, cultural and social development outside the context of formal instruction. (Student activities, athletics, career services, health services and counseling, etc.)

The amount of student services on the total expenses reaches a percentage of 8.5% with a net increase compared to last year which was 8.3%.

✓ **Institutional support**

These expenses are related to administrative departments (purchasing, accounting, security, etc.). This caption includes administrative salaries, consumption of water, electricity and amortization of fixed assets assigned to the said departments.

Expenses related to institutional support represent a percentage of 10% of total expenses, with a small increase compared to last year which was 9.34%.

✓ **Auxiliary enterprises**

These expenses are related to services (outside teaching) granted to students (includes housing, restaurant, etc.).

Expenses related to auxiliary services represent a percentage of 20.35% of total expenses, with a small decrease compared to last year which was 21.25%.

For the purpose of establishing the US GAAP Accounts, the expenses presented under a classification by nature have been converted into a classification by activity (department).

For general expenses related to water, electricity, amortization, interests and personnel expenses, an allocation based on distribution keys as configured into the university analytical accounting has been performed.

The used distribution keys are summarized in the table bellow:

	Instruction and research	Academic support	Institutional support	Auxiliary	Student services	Operation, Maintenance of plant	Public Service
Water	12,65%	2,73%	4,78%	44,15%	20,23%	13,28%	2,18%
Electricity	23,46%	12,36%	4,42%	35,52%	21,84%	2,04%	0,36%
Depreciation	31,60%	22,20%	8,80%	31,50%	2,00%	3,60%	0,30%
Interest	39,18%	7,11%	9,15%	18,69%	16,46%	9,03%	0,38%
Personnel	64,62%	6,77%	10,20%	3,29%	6,63%	7,91%	0,58%

NOTE N – Non- Operating Activities:

The following table summarizes the University's non-operating activities for the years ending July 31, 2016 and 2015:

	2016	2015
Investment return	22 617 085	24 986 216
Non operating revenues	17 583 545	22 230 923
	40 200 630	47 217 139

At July 31, 2016, the University had MAD 22,617,085 as investment return, representing a decrease compared to the prior year. This decline was due to both lower interest rates and lower invested amounts.

The non operating revenues account corresponds mainly to the reversals of provisions and allowances.

NOTE O - CONCENTRATIONS OF RISK

A significant portion, approximately 50 percent, of the University's annual funding comes from the tuition. At July 31, 2016, MAD 125,106,611 is received from students' tuitions.

The majority of the University's contributions and grants are received from corporations, foundations, and individuals. As such, the University's ability to generate resources via contributions and grants is dependent upon the Moroccan and global economic health.

The University's investments are subject to various risks, such as interest rate, credit, and overall market volatility risks. Further, because of the significance of the investments to the University's financial position and the level of risk inherent in most investments, it is

23

reasonably possible that changes in the values of these investments could occur in the near term and such changes could materially affect the amounts reported in the financial statements. Management is of the opinion that the diversification of its invested assets among the various asset classes (see notes D and F) should mitigate the impact of changes in any one class.

NOTE P - RELATED-PARTY TRANSACTIONS

Among the members of the board of trustees who have contributed positively to the achievement of certain university projects through their roles either nationally or within their institutions, include:

a) The Chancellor of AUI, also the Head of the Central Bank of Morocco, helped to ensure the endowment fund was managed in the best conditions. Since the January 1997 to February 2014, and following Royal instructions, the endowment fund was managed by the Central Bank of Morocco in fixed rate, short-term treasury bonds with no commissions or fees applied.

b) A member of the board of trustees of AUI, the President of Credit Agricole Bank of Morocco, played a key role in the placement of the endowment fund investment, with a better rate. Since February 2014, the endowment fund has been placed in Crédit Agricole Bank of Morocco fixed-term deposits (DAT) at preferential rates, with no commissions or fees applied (Note D).

c) A member of the board of trustees of AUI, the Minister of Islamic Affairs, helped the University to qualify for a MAD 40,000,000 loan with a low rate in order to complete the university's construction projects (Note K).

NOTE Q - SUBSEQUENT EVENTS

Subsequent events have been evaluated through November 30, 2016, which is the date the financial statements were available to be issued. Events occurring after that date have not been evaluated to determine whether a change in the financial statements would be required. Management has verified that nothing has appeared that would require modification to the financial statements through the date of issuance.

LIST OF SUPPORTING DOCUMENTS

Reference Number	Self-study Support Documents
Std-1.01	Dahir (University founding royal decree)
Std-1.02	Mission
Std-1.03	Catalog
Std-2.01	Strategic Plan 2010-14
Std-2.02	Strategic Plan 2015-20
Std-2.03	Strategic Plan Steering Committee Minutes
Std-2.04	Strategic Plan Workshop Minutes 2016-04-14
Std-2.05	Strategic Plan Progress Form
Std-2.06	Executive Strategic Plan Progress Reports
Std-2.07	Executive Strategic Plan Progress Reports
Std-2.08	Strategic Plans for Academic Units
Std-2.09	Strategic Plans for Non-academic Units
Std-2.10	Program Review Portfolios and Accreditation Documents
Std-2.11	SBA Advisory Council Minutes
Std-2.12	SBA Quality Assurance Minutes
Std-2.13	OIRE Brochure
Std-3.01	Organizational Charts
Std-3.02	Board of Trustees Minutes
Std-3.03	Advisory Administrative Council Site Information
Std-3.04	Deans' Council Minutes
Std-3.05	Academic Council Minutes
Std-3.06	Advisory Administrative Council Minutes
Std-3.07	NEASC Committee A Minutes
Std-3.08	Student Government Association Minutes
Std-4.01	Executive Education Center in Casablanca Site Information
Std-4.02	AUI Writing Center Site Information
Std-4.03	Honors Program Information
Std-4.04	Leadership Development Institute Information
Std-4.05	Undergraduate Research Program Information
Std-4.06	General Education Information
Std-4.07	Academic Calendar
Std-4.08	Student Academic Integrity Policy (see also Std-9.01)
Std-5.01	Student Handbook
Std-5.02	International Student Handbook
Std-5.03	Student Satisfaction Survey
Std-6.01	Faculty Handbook
Std-6.02	Center for Learning Excellence Information
Std-6.03	Faculty and Academic Staff CVs

Std-6.04	Faculty Hiring Procedure
Std-6.05	Benefits Information
Std-6.06	Faculty Salary Information
Std-6.07	Salary Survey
Std-6.08	Al Akhawayn School in Ifrane Tuition and Fees
Std-6.09	Permanent (CDI) contract
Std-6.10	Faculty Evaluation Documents
Std-6.11	Language Center Faculty Handbook
Std-6.12	Faculty Position Advertisements
Std-6.13	Center for Learning Technology Workshops
Std-6.14	Library Reports
Std-6.15	Academic Councils Ethics Policy
Std-6.16	Faculty Satisfaction Survey
Std-6.17	ECAR (Technology Use) Survey
Std-6.18	Faculty Development Events
Std-6.19	SBA Rtreat Report
Std-6.20	ITQANE Program Documentation
Std-6.21	Student Evaluation (of Faculty) Information
Std-6.22	Capstone Information
Std-6.23	Internship Information
Std-6.24	Exit Exam Information
Std-6.25	Office of International Program Report on Study Abroad Rate
Std-6.26	Writing Across the Curriculum Reports
Std-6.27	Student Mid-semester Orientation Information
Std-6.28	Student Advising Guides
Std-6.29	Faculty Advising Guide
Std-6.30	Faculty Conference Participation Support
Std-6.31	University Research Grants
Std-6.32	Research Projects and Centers
Std-6.33	Presidential Innovation Fund Awards
Std-6.34	Recent Sabbaticals
Std-6.35	Academic Events (Talks, Conferences, Workshops, etc.)
Std-7.01	Staff Handbook
Std-8.01	Academic Indicators
Std-8.02	Co-curricular Intended Learning Objectives
Std-8.03	General Education Information
Std-8.04	Community Involvement Program
Std-8.05	ETS Proficiency Profile Test 2016
Std-8.06	AUI Rank among Arab Universities and in Morocco
Std-8.07	Alumni Information
Std-8.08	List of Surveys Performed

Std-9.01	University Policies
Std-9.03	University Annual Reports
Std-9.02	Student Registration and Orientation Information
Std-9.04	Catalog Committee Meeting Minutes
Std-9.05	AUI Quick Facts

Reference Number	Workroom Documents (IN-PROGRESS) List will continue growing on-site and on-line
Std-4.WR.01	Course syllabi and portfolio samples
Std-7.WR.01	LED Project
Std-7.WR.02	Solar Panels Project
Std-7.WR.03	Biomass Boiler Project
Std-7.WR.04	Security Policy
Std-7.WR.05	Emergency Response Plan
Std-7.WR.06	Carbon Compensation Project
Std-7.WR.07	Wastewater Treatment Project
Std-6.WR.01	SBA Faculty Satisfaction Surveys
Std-6.WR.02	Library Staff Job Description and Title Review
Std-6.WR.03	SSE New Faculty Evaluation Tools
Std-6.WR.04	Capstone Evaluation Materials and Examples
Std-6.WR.05	Internship Evaluation Materials and Examples
Std-6.WR.06	Course Portfolio Samples
Std-6.WR.07	Curriculum Committees Meeting Minutes
Std-8.WR.01	International Student Survey Results
Std-8.WR.02	"DS Marketing" Survey of Alumni Employment
Std-8.WR.03	World Bank Project on University Governance