جامعة الأخوين

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

**EDUCATING FOR THE
TWENTY-FIRST CENTURY**

**UNIVERSITY
STRATEGIC PLAN
2020 – 2025**

Contents

Word from the President; Dr. Amine Bensaid

With great pleasure, I present to the AUI community the 2020-2025 Strategic Plan for Al Akhawayn University in Ifrane.

Underway for a year now, the 2020-2025 strategic plan addresses some of the greatest challenges faced by academic institutions in today's world. In light of the COVID-19 pandemic, these challenges are even more acute. An everchanging globalized world requires adapting to the needs of a 21st century workforce. Now, more than ever, it is necessary to prepare AUI students for an evolving job market. With the new strategic plan, AUI commits itself to instilling students with the skills needed to excel and to emerge as leaders by providing them with the necessary resources to accomplish these objectives.

The Plan identifies six supporting pillars necessary for the realization of AUI's mission of a liberal arts education promoting excellence and leadership within Morocco. These pillars include 1) Establishing AUI as a Microcosm for an Ideal Morocco; 2) Promotion of AUI as a Liberal Education Beacon for MEA 21st Century Challenges; 3) Ensuring AUI is Geared Toward Student Experience & Success; 4) Establishing AUI as a Partner of Choice for Corporate Entities & as a Primary Supplier for the Public Sector; 5) Improving AUI's Branding and Preparing for Increased Enrollment; and 6) Promotion of a Sustainable Institutional Financial Environment. Furthermore, the Plan identifies two transversal pillars laying the groundwork for these objectives which are 1) Support Services as Key Enablers of the Vision; and 2) Strong Shared Governance & Institutional Effectiveness.

With the new Strategic Plan, AUI aims to predict potential challenges to student success over the next five years while building a roadmap to measure success and to increase effectiveness as an institution. Through outreach and engagement, AUI hopes to further strengthen its relationship with the AUI community of students, faculty, and staff, while also giving back to the larger Moroccan community. AUI seeks to serve as an example of higher education in Africa and throughout the world with an emphasis on student success.

The Strategic Plan is a dynamic plan that continues to be adjusted and is open to feedback. Already, the Plan has had to evolve as it was first conceived in a pre-pandemic world. This only further reaffirms the need for today's institutions to be willing and open to grow with the needs of its students. With the continuing input of the AUI community, the next 5 years will be years of great change but also a steadfast dedication to the university's mission of excellence, equity, and social responsibility.

Sincerely,

Dr. Amine Bensaid; President

Introduction

The process for developing the five-year plan was launched at the start of 2019-2020 Academic Year, during what was the last year of the 2015-2020 Strategic Plan. A University-wide committee comprising around 50 representatives co-opted by their peers of faculty, staff and students started evaluating the previous plan and brainstorming ideas for the new plan. This committee met every week for three months and produced a set of ideas and growth routes, which were then used by a more restricted committee with the help of a specialized consultancy firm to arrive at the main pillars of the new strategic plan.

The University Today (Fall 2020)

Enrollments from the last five years:

Fall Enrollment	New Degree Seeking Students	Non-Degree Seeking Students	Total Registered Students	Total Degree Seeking Students
2016	371	81	2254	2173
2017	327	57	2226	2169
2018	351	89	2092	2003
2019	441	50	2022	1972
2020	893	5	2489	2484

- 52% of enrolled students are women

- 48% of students place into the regular academic program; 52% take courses in the Language Center

- 68.37% come from high schools with tuition fees

- 83.29% of students hold a "Baccalaureat" with the distinctions "Très Bien", "Bien", or "Assez Bien" in addition to another 3% from other systems.

- 35% earn the "Baccalauréat" with distinction Très Bien

- The admission rate is 92%

Faculty distribution by gender, citizenship, degree and status							
School	Status		Gender (FT & PT)		PhD Holders	Citizenship	
	Full-time	Part-time	Male	Female		International	Dual Citizenship
SHSS	41	11	33	19	39	26	6
SSE	40	7	38	9	39	5	15
SBA	21	16	27	10	27	9	7
LC	21	13	17	17	15	8	4
TOTAL	123	47	115	55	120	48	32

Mission

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 impact research programs, including continuing and executive education, upholds the highest academic and ethical standards, and promotes equity and social responsibility.

Vision

AUI will be a beacon in the Middle East and Africa for 21st Century Liberal Arts Education with practical and sustained value – offering the best value for investment.

With the new strategic plan, Al Akhawayn University in Ifrane reaffirms its dedication to leading in providing the best value on investment for higher education in the MEA region. Over the next five years, AUI will prepare Gen Z students for the unique challenges faced in the 21st century while also nurturing them to become better people who positively impact their communities, show professional flexibility, and live purposefully.

 In its student-centered strategic plan for 2020-2025, AUI identifies student strengths and seeks to utilize them to create citizen-leaders. AUI's transformative learning experience through the Liberal Arts residential model produces graduates with superior social intelligence and complexity management skills, adding value to any organization in which they are employed.

Institutional Values

Al Akhawayn University's core values include:

Excellence

The promotion of personal, professional, and academic excellence, with a commitment to achieving the highest standards through ongoing assessment, evaluation, and quality improvement.

Identity

The traditional openness and respect for diversity of Morocco's rich cultural heritage.

Intellectual Inquiry and Freedom

The promotion of responsible freedom of expression and intellectual inquiry which supports creativity, scholarship, and learning.

Integrity

The highest level of personal, intellectual, academic, financial, and operational integrity.

Human Dignity and Respect

Acceptance and respect of other peoples, cultures, religions, and ideas in all programs, activities, and services, an appreciation of human diversity, and the fostering of an atmosphere of mutual respect and support.

In line with these values, AUI has made the choice of promoting the following strategic choices:

Internationality

An international outlook throughout the curriculum, constructing collaborative partnerships with educational institutions around the world, and building a significant body of international students and faculty, developing a global outlook in the institution, and enhancing the intercultural competencies of the University's graduates.

Community Engagement and Service

Engaging local and regional communities in mutually beneficial relationships to serve the public good while providing increased learning opportunities for students, faculty, and staff.

Leadership and Communication

A visionary leadership which creates and supports an environment that fosters open communication and innovative approaches to change.

Learning-Centered Approach

A holistic environment which ensures that learning is the central focus for students, with a range of social, cultural, and recreational opportunities that facilitate the full realization of students' potential for academic and personal growth.

STRATEGIC PRIORITIES

Pillar 1: Enhancing Engagement & AUI as Microcosm for Ideal Morocco

Pillar One serves as the tool with which legal processes and practices align the stated values of AUI with the functioning of the University. Through concentrated efforts to ensure that units and stakeholders behave in a manner that speaks to AUI's values, the University will emerge as an exemplary institution of higher education, leading both within Morocco and regionally and improving the community in which it is located.

Sub-Pillar 1.A Legal Compliance & Social Climate

Through this sub-pillar, AUI will work to align its internal HR practices with the legal requirements of Moroccan authorities and labor regulations.

<u>**Major Projects**</u>

1.A.1   **Develop by-laws (internal regulations)**

1.A.2   **Set up a unit for occupational medicine**

1.A.3   **Improve the retirement plan for faculty and staff**

1.A.4   **Organize employee representatives' elections**

1.A.5   **Conduct an activity inventory (job descriptions, current positions, tasks & activities)**

1.A.6   **Revise AUI's organizational chart and operate lateral shifts/moves where applicable**

1.A.7   **Revise the existing staff evaluation procedure: integrate a scoring method, train evaluators/assessors, and transparent decision-making**

1.A.8   **Set up an HR Information System**

1.A.9   **Put in place a policy for the appointment, promotion and re-deployment of staff positions**

1.A.10   **Develop agreements for extra-benefits (e.g., recreational, travel etc.)**

1.A.11   **Put in place a system for the recruitment/training/selection of administrative positions**

1.A.12   **Accommodate refectories and a cafeteria for employees**

Sub-Pillar 1.B Structure, People, Process, Systems

With AUI's values as its basis, this sub-pillar seeks to inspire faculty, students, and staff in pursuing shared values while at the same time creating a healthy work environment and enhancing AUI's social standing through its actions within the community.

<u>**Major Projects**</u>

1.B.1   **Elaborate AUI's Values Charter**

1.B.2   **Conduct a social audit**

1.B.3   **Develop AUI's Value Chain & conduct a BPR, including retooling through IT & process automation / As part of the Business Process Re-engineering: reinforcing the HR Department to make it a business partner (Centralizing all HR functions, adding strategic functions)**

1.B.4   **Develop an HR Planning system (GPEC, with leadership, intrapreneurship & resilience as major competences; including jobs structure, with a clear orientation towards a team-based model and competence requirements) & identifying adjustment plans (Recruiting, training, lateral shifts & moves, demotions, rightsizing etc.)**

1.B.5 Revise, upgrade, and develop policies and redefine the organizational chart (operational) to support coordination, synergies, and decision-making

1.B.6 Set up a performance management system including criteria & standards, procedures, and consequences

1.B.7 Implement a total rewards system (fixed pay, variable plans, and benefits; attract & retain potential & high potential faculty & staff based on 4 criteria position, profile, potential, and performance) & consider salary adjustments

1.B.8 Set up a control system to measure HRM effectiveness (HRD as revenue generator; including business-oriented indicators (productivity, service, quality) & work climate surveys (measuring alignment people/structure/strategy/values))

1.B.9 Initiate a "social and environmental responsibility project" SER label

Sub-Pillar 1.C Foster a Growth Mindset Among Students, Faculty, and Staff

In this sub-pillar, students, faculty, and staff are driven to think and behave differently through the development of a customized growth strategy aligned to the community's needs.

Major Projects

1.C.1 Administer the Gallup Engagement Survey at AUI for all stakeholders (students, faculty, staff, alumni)

1.C.2 Promote Vision/Values to ensure adherence through workshops/posters

1.C.3 Train unit heads on ways to enhance employee engagement in the workplace. Train faculty on how to promote a growth mindset in the classroom

1.C.4 Develop & implement a wellbeing program for faculty/staff/students

1.C.5 Establish processes to keep parents informed of the academic progress of their children and AUI events

1.C.6 Create an adequate climate to welcome feedback/reassure students that they can speak up (Giving Voice to Values)

1.C.7 Foster a growth mindset in students throughout the curriculum. Revise first-year experience to integrate concepts of grit, growth mindset, & complexity management

1.C.8 SSE to develop an AUI Mobile App to engage students, faculty, and staff

1.C.9 Create onboarding program for new faculty and staff (equivalent of FYE)

1.C.10 Create on-going program to celebrate success & engagement

Sub-Pillar 1.D Ifrane as a Pioneer College Town in Morocco

The focus of this sub-pillar is the development of applications and new business initiatives within the city of Ifrane, establishing AUI as a pillar of leadership in the community and contributing to the business growth of Ifrane.

Major Projects

1.D.1 Plan and implement University overflow into Ifrane

1.D.2 Open AUI store downtown to engage Ifrane population & visitors

1.D.3 Provide free Wi-Fi access to engage Ifrane population & visitors

1.D.4 Organize big events in town to engage Ifrane population & visitors

1.D.5 Develop initiatives in collaboration with local government & associations (including Smart City)

1.D.6 Develop a mobile app to access Ifrane services and businesses to engage Ifrane population & visitors

1.D.7 Enhance local associations through LDI, ADMA, Students Clubs, etc.

1.D.8 Identify internship opportunities within Ifrane for students to engage Ifrane businesses

1.D.9 Develop partnerships with universities at the heart of college towns and learn from best practices

Sub-Pillar 1.E Create a Sense of Purpose, Inclusive Excellence, and a Diverse Learning Community: Morocco as United Provinces of MEA (Middle East and Africa)

AUI seeks to create a new culture of diversity, inclusion, and equity to build a cohesive community both locally and regionally.

Major Projects

1.E.1 Develop a diversity management policy (diversity committee, training & mentoring systems mainly for minority classes, multicultural teams, diversity in succession planning & recognition etc. to promote cross-cultural activities, cross-cultural dialogue while preserving sense of identity and preventing violence) & a code of ethics to promote Equity, Merit, Support & Justice (procedural, distributive, and market)

1.E.2 Design & tailor an employee partnering program (psychological contract emphasizing opportunity & purpose; wellness & employee assistance programs etc.)

1.E.3 Design & implement an HR Marketing Strategy (AUI Employment Brand in MEA; AUI as African dream)

1.E.4 Make ASI a vibrant learning-based community involving faculty/staff families, children, AUI/ASI admin etc. (stakeholder-centered, learning as driving value, strong mutual relationships, openness & individual/ national identities are preserved, caring, trust)

1.E.5 Establish and manage a MEA Space for higher education & research (partnerships, student/staff/faculty mobility, R&D etc.)

Sub-Pillar 1.F Student-Centered Culture of Trust, Care, & Responsibility

With students as AUI's main stakeholder, a student-centered culture is emphasized throughout the University. Students are included in AUI's strategic decisions and involved in enhancing and improving the current processes.

Major Projects

1.F.1a Establish a culture of trust, care, and responsibility: Task force and external experts to diagnose AUI current cultural situation

1.F.1b Establish a culture of trust, care, and responsibility: Task force to start deploying across-the-board relationship of trust and care

1.F.2 Plan to develop honors/in-depth academic mindset - gradual change to student-faculty partnership, change of attitude and vocabulary through courses with honors/in-depth academic component (CHC), extra-curricular & environmental activities, etc

1.F.3 Establish a Student Center for Ethics (SCE)

1.F.4 Prepare plan for training and workshops to promote culture of responsibility before action on the individual level

1.F.5 Form a counselor-faculty group to build students' resilience across curricular and extracurricular life

1.F.6   Plan a revision of the university advising program - institutionalize faculty interaction with a small number of students in personally meaningful ways

Sub-Pillar 1.G Operational Excellence

This sub-pillar seeks to ensure that the standards and best practices of the University are properly implemented in all divisions, departments, and units.

Major Projects

1.G.1   Train on operational excellence

1.G.2   Deploy label of Department of Happiness & Satisfaction

1.G.3   Adopt ISO standards and approach in operations

Pillar 2: AUI as a Liberal Arts Education Beacon for MEA in the 21st century

Pillar Two articulates the means through which the Liberal Arts Model can best serve the needs of AUI students in the 21st century. AUI provides student centered teaching and learning initiatives with an emphasis on high-quality educational, professional, and personal opportunities for development as well as high level research, both at AUI and with its international partners. As a result, AUI prepares graduates who are ready to competitively enter the job market of the 21st Century and both serve and succeed in their respective fields as citizen leaders.

Sub-Pillar 2.A Reinforce "Liberal Arts Education Model" Enablers

Through this sub-pillar, the key characteristics of the AUI Liberal Arts offerings will be reinforced within the context of 21st century challenges such as online teaching and internationalization.

Major Projects

2.A.1   Adapting liberal arts to online teaching and learning by reinforcing flipped learning

2.A.2   Adapting liberal arts to online teaching and learning by supporting a-synchronous options

2.A.3   Adapting liberal arts to online teaching and learning by transforming science labs into online options

2.A.4   Deepen a shared understanding of AUI's liberal arts model

2.A.5   Internalization of liberal arts

2.A.6   Adapt liberal arts to 21st century challenges

2.A.7   Embed arts in the curriculum in view of a purposeful life

Sub-Pillar 2.B Public to Realize AUI is a Distinctive Place of Choice

The distinctiveness of the AUI model within the national and regional higher education environment is emphasized through AUI's policy of student centeredness. This student centeredness separates AUI from other universities and attracts talented students.

Major Projects

2.B.1   Define predictors of potential success at AUI

2.B.2   Adopt a selection procedure for international candidates

2.B.3   Simplify selection process

2.B.4   Review Dual Enrollment/AP/IB/SAT

2.B.5   Attract more applicants in order to improve selectivity

2.B.6   Improve retention rate of newly admitted students

Sub-Pillar 2.C Encourage Faculty Commitment to the Liberal Art Model

AUI will support faculty to grow in their Liberal Arts credentials and provide them with the necessary tools to work with and facilitate personal and professional growth in students during their time at AUI.

Major Projects

2.C.1   Faculty capacity building in Liberal Arts

2.C.2   Put in place a "certification" program for faculty geared towards the Liberal Arts

2.C.3   Develop faculty exchanges with peer Liberal Arts institutions

Sub-Pillar 2.D Redefine What a Liberal Arts Curriculum Should be at AUI

AUI continues to adapt the Liberal Arts model to the needs of Morocco and the region of the Middle East and Africa in terms of Gen Z expectations, online learning, and new programs designed to prepare students for an evolving job market.

Major Projects

2.D.1   Diversify program offerings

2.D.2   Redesign programs in reference to market, industry, and society needs

2.D.3   Review processes to create new programs

2.D.4   Create dual programs

2.D.5   Adapt to the needs of Gen Z expectations

2.D.6   Move towards the HyFlex model

Sub-Pillar 2.E Design a Career Readiness Program

Through the creation of a career readiness program, AUI emphasizes the need for student preparedness to enter the job market, offering AUI graduates a unique advantage as they enter the job force.

Major Projects

2.E.1   Set up a career transition center

2.E.2   Create credit bearing career-oriented programs for seniors

2.E.3   Explore requiring more internships

2.E.4   Make attendance to career readiness programs mandatory

2.E.5   Strengthen links with employers

Sub-Pillar 2.F Articulate a High-Level Research Agenda

AUI's research agenda is modeled according to Morocco's priorities and to AUI's Liberal Arts model. Emphasizing student centeredness, the AUI research agenda offers support for research through partnerships with other institutions and affords students the opportunity to learn valuable skills transferable to jobs in consulting and other fields.

Major Projects

2.F.1   **Develop an institutional structure to support research**

2.F.2   **Articulate priority areas for high level research**

2.F.3   **Develop research plan that can turn into value (consulting)**

2.F.4   **Develop an undergraduate research program**

2.F.5   **Develop research partnerships with other institutions**

Sub-Pillar 2.G Develop Select Partnerships with International Institutions

AUI will enter select partnerships to serve the purpose of the Liberal Arts education at AUI and empower students and their respective programs through global outreach.

Major Projects

2.G.1   **Increase the number of meaningful partnerships**

2.G.2   **Increase the percentage of students in each graduating cohort seeking to spend at least a semester or a summer session abroad**

2.G.3   **Establish agreements with international partners that support a specific program**

2.G.4   **Identify alternative options to exchange and study abroad for students to engage in internationalization experiences**

Pillar Three addresses all aspects of student life in order to provide an experience at AUI that is not only fulfilling but also contributes to the overall growth of AUI students as individuals during their time at AUI. Through the expansion of student services, student needs are better met, allowing for increased student satisfaction, engagement, and success. Additionally, the improvement and expansion of University infrastructure provides AUI the tools to better serve its students and ensure that there is space for new initiatives and opportunities for increased student engagement.

Sub-Pillar 3.A Health, Safety and Well-being

Student health and wellbeing is a number one priority at AUI. Student health needs are prioritized in all areas of student life, including both physical and mental well-being. A major project underway in this sub-pillar is the creation of the Well-being 360 Strategy which includes prevention measures, role of influencers, mental hygiene and counseling, and educational resources to serve the health, safety, and well-being of AUI students.

Major Projects

3.A.1   Develop services dedicated to students' health, safety, and well-being

Sub-Pillar 3.B New Integrated Vision and Organization of the Student Affairs Division

The Student Affairs Division will be reorganized in order for it to evolve from a transversal and hermetic division to a flatter and open structure. The major objective behind this transformation is to create new homogenous sub-divisions that better coordinate with each other, leverage best practices, and respond better to student needs and expectations.

Major Projects

3.B.1   Review the organizational chart to reflect the mission, scope, and DNA of the Student Affairs Division

3.B.2   Review the vision of the Student Affairs Division to reinforce the liberal arts educational model enablers and the sustainability of the VOI

3.B.3   Redefine roles and responsibilities of SA division staff to ensure efficiency and quality of services

3.B.4   Integrate new structural units such as a student employment office and software and program development units

3.B.5   Provide trainings and professional development opportunities for all Student Affairs Division staff as a transversal support to all units to offer superior services and achieve excellence

3.B.6   Benchmark with Liberal Arts institutions for best practices to be adopted in the division-renewal, revitalization, readiness for Gen Z

3.B.7   Open up to Ifrane region and the local community

Sub-Pillar 3.C Enhance Students' Engagement and Sense of Belonging

The main objective behind this key sub-pillar is to reinforce transparency, fairness, and student trust. This is to be accomplished, in part, through proximity actions, partnerships with students, and the establishment of a system of communication and feedback loops with individual students and student organizations. AUI will encourage student-led initiatives, activities, and programs that allow students to appropriate their sense of pride and belonging on campus.

Major Projects

3.C.1   Reinforce trust, transparency, fairness, and simplicity in dealing with students

3.C.2   Bolster students' sense of pride, belonging, and appropriation of their institution

3.C.3   Increase proximity with students and strengthen a partnership with them

3.C.4   Establish a system of communication related to student experience

3.C.5   Strengthen student training, certification, and employment

3.C.6   Enable student fund raising to support initiatives

3.C.7   Revise the Student Mobility Grant to benefit a wider student body

3.C.8   Engage students in activities outside campus

3.C.9   Engage students through IT development projects for the benefit of the community

3.C.10 Launch a student Business Project Incubator

Sub-Pillar 3.D Make Student Activities at the Core of the Transformative Experience, and New Process & Mindset

This sub-pillar is to be accomplished by defining a new integrated vision for the student activities unit and reinforcing its structure and organization while creating programs and dashboards for on and off-campus events. This sub-pillar also entails enhancement of communication through the deployment of new strategies to promote co-curricular activities. Finally, this sub-pillar equally aims at strengthening bridges with other university components and more specifically, involvement of faculty in various activities, programs, and events.

Major Projects

3.D.1   Define new integrated vision of student activities

3.D.2   Enhance Student Activities Office (SAO) communication

3.D.3   Motivate faculty and staff to get involved in SAO events and student organizations

3.D.4   SAO Internationalization

3.D.5   Develop program to increase involvement and engagement of Gen Z

3.D.6   Strengthen SAO collaboration with AUI departments and schools

3.D.7   Develop student organizations' social responsibility

Sub-Pillar 3.E Leverage Athletics

Sports and athletic activities are central to student experience at AUI. The main objective behind this sub-pillar is to update existing infrastructure, refurbish sports facilities and equipment, encourage students to get involved in activities, and improve AUI's competitive edge both nationally and internationally in specific sports disciplines.

Major Projects

3.E.1   Enhance student athlete experience & use athletic activities to raise AUI visibility

Sub-Pillar 3.F Leverage Student Support Services to Offer a One-of-a-Kind Place of Learning

This sub-pillar comes as a response to the need for AUI to enhance the quality of its services both to improve student satisfaction and to ensure students graduate with a service-centered mindset. The major aim behind this sub-pillar is to establish a one stop shop for student services and to improve AUI's vision of equity and inclusive excellence by providing services tailored to various student needs.

Major Projects

3.F.1   Establish a one-stop shop for student support services

3.F.2   Develop a dedicated student mentoring unit for newly arrived underrepresented/underprivileged students

Sub-Pillar 3.G Examine and Renew Current Infrastructure, Including Facilities and Technologies, to Maximize Efficiency

This comes as a prerequisite to AUI's growth and development objectives. It aims at ensuring AUI has top-notch technological and IT tools to improve and streamline services. Plans are under way to build new infrastructure in terms of housing, special and general-purpose classrooms, labs, offices, and socializing spaces to accommodate the growth objectives of AUI.

Major Projects

3.G.1   Enhance/adapt physical facilities

3.G.2   Construct new buildings to accommodate students' growth: Residential, academic, athletic, health, dining, student support services facilities

3.G.3   Enhance the use of digital technology to contribute to student success

Sub-Pillar 3.H Residential Life is Felt by Students as Their Homes

This has been identified as a key opportunity for improvement at the level of the Student Affairs Division. This sub-pillar's main purpose is developing a new vision, improving housing systems and procedures, and developing new intended learning outcomes (ILOs). Additionally, the sub-pillar includes an investment component dedicated to acquiring new equipment and furniture to upgrade the quality of residential life.

Major Projects

3.H.1   Develop ILOs for Residential Life

3.H.2   Improve housing systems and procedures

3.H.3   Develop new vision for residential life

3.H.4   Develop long term vision for RAs

3.H.5   Enhance housing department effectiveness

3.H.6   Promote student-centered communal life

Sub-Pillar 3.I Increase Satisfaction with Food and Dining Services for Students

This sub-pillar aims to enhance student satisfaction and experience with dining services in general with the goal of improving food quality, diversity, and hygiene measures. Increasing student involvement regarding dining oversight and activities involving food and cooking are an additional priority.

Major Projects

3.I.1   Enhance student satisfaction with the dining services

3.I.2   Improve hygiene and food quality and diversity

3.I.3   Encourage student to be involved in food preparation and services as part of student learning and development

Pillar 4: Increase Revenue from Continuing Education & Related Activities

Pillar Four seeks to increase AUI's revenue through improved continuing education offerings, including both certifications and degree offering programs. Through the work of this pillar, AUI competitively positions itself in the field of continuing education in Morocco and the Africa and Middle East region.

Sub-Pillar 4.A Set up the Right B2B Mindset & Organization (Public, Corporate, International) and Rework the Organizational Chart for the Executive Education Center

The purpose of this sub-pillar is to restructure the Executive Education Center (EEC) and create an updated business plan and communications strategy.

Major Projects

4.A.1   Develop a business Plan for EEC

4.A.2   Organization recruitment/deployment

4.A.3   Open a branch in another city

4.A.4   Rework EEC structure

4.A.5   Training to serve businesses

Sub-Pillar 4.B Rethinking Executive Programs + Certifications

The certification and degree program offerings of AUI are to be updated alongside the development of an aggressive marketing strategy.

Major Projects

4.B.1   Set up excellence centers

4.B.2   Develop internal expertise

4.B.3   Create effective social & relationship capital

4.B.4   Map and leverage innovative marketable knowledge developed through Research and Development

4.B.5   Design agile & market-oriented learning & consulting services

4.B.6   Develop an aggressive marketing strategy

Sub-Pillar 4.C Leverage our Public Stature to Become Preferred Public Supplier

AUI will leverage its public stature to ensure that its Executive Education Center (EEC) becomes the leading institution for the public sector in Morocco.

Major Projects

4.C.1   Develop networking with national and international institutions

4.C.2   Public: Cultivate connections to secure better relationships

4.C.3   Communicate to all public stakeholders

4.C.4   Work on service satisfaction

Sub-Pillar 4.D Approach to International Institutions

The Executive Education Center leadership will create partnerships with international institutions in order to better understand international best practices and strategies.

Major Projects

4.D.1   Identify potential collaborators

4.D.2   Understand international institutions' needs

4.D.3   Develop strategy to approach international institutions

4.D.4   Leverage - President/VPs

Sub-Pillar 4.E Create a Sponsored Incubator/Tech City to Inspire and Stimulate Innovation and Inject Entrepreneurial Spirit

With the creation of sponsored incubators, AUI's continuing education programs will help to stimulate innovation, leadership, and entrepreneurial spirit in Morocco.

Major Projects

4.E.1   Set up an incubator with the Regional Universities Consortium

4.E.2   Identify specific sectors and research opportunities

4.E.3   Establish partnerships

4.E.4   Create a climate of innovation within AUI

4.E.5   Courses: Teach for innovation

4.E.6   Student-led activities (Hacathon Fund, Venture Capital Fund)

4.E.7   Establish a tech park

4.E.8   Establish an observatory of incubators

Sub-Pillar 4.F: Restore Broken Link with Alumni in Order to Broaden and Deepen Alumni Engagement

Through alumni outreach efforts, AUI will restore alumni relations and work to partner with alumni both individually and through association.

Major Projects

4.F.1   Plan a presidential speech to address alumni.

4.F.2   Develop an app for automatic data collection

4.F.3   Buy services from the Al Akhawayn Alumni Association (AAA)

4.F.4   Build a plan with AAA

4.F.5   Publish a newsletter through the app

4.F.6   Open a section of the app to alumni

4.F.7   Provide office space for alumni

Pillar 5: Unleash and Elevate the AUI Brand Image for More Enrollment

Thanks to its history, accreditations, academic excellence, and successful alumni, Al Akhawayn University in Ifrane has benefited from an image of prestige among recruiters, prospective students, and their parents. The higher education market has, however, changed since AUI opened its doors in 1995. Today, private institutions offer a variety of specializations across the country and entrepreneurial students have access to infinite knowledge in a few clicks. At the same time, the number of prospective students nationally and in the Middle East Africa region is growing. The 2020-2025 strategic plan addresses this new reality by acknowledging the need for an improved perception of the

AUI experience by its external audiences to attract a new generation of learners, while significantly increasing yearly student intake.

Sub-Pillar 5. A New Organizational Design in the Service of an Integrated Approach

To reach the main objective of this pillar, AUI will integrate three functions which drive brand image and student recruitment: marketing, communication, and outreach. This integration will involve a structural change and the creation of new positions, support services, and processes to gain more expertise and operational effectiveness.

Major Projects

5.A.1   **Continuous coordination and communication between admissions, outreach & marketing, and communication departments**

5.A.2   **Reinforce and train the sales team**

5.A.3   **Develop and implement workflow and validation processes from lead to enrolled**

5.A.4   **Gain expertise in marketing communication**

Sub-Pillar 5.B Intimate Knowledge of the Target Audiences & Understanding of the Environment & Competition

AUI will put in place the systems and yearly actions to deliver strategic and relevant data for marketing communication and outreach decision-making from market insights to recurrent competitive analysis.

Major Projects

5.B.1   **Train staff in monitoring and reporting customer relationship management**

5.B.2   **Hire external marketing research agency for consumer research study of various target audiences and competitive analysis**

5.B.3   **Invest in ITS for data storing and monitoring for competitive monitoring**

5.B.4   **Conduct a comprehensive consumer research study of various target audiences and competitive analysis**

5.B.5   **Segmentation and profiling of consumers, as well as targeting**

Sub-Pillar 5.C Elevated Brand Image in Line with Targeted Audience Expectations

Informed by the data acquired through rigorous market analysis and consumer research, AUI will redefine its identity, marketing communication strategy, messages, and activities to better suit the expectations of its strategic external target audiences. This sub-pillar will provide the guiding principles of the action plan to be implemented by 2025.

Major Projects

5.C.1   **Develop specification for Advertising and Media Agency**

5.C.2   **Hire an advertising & media agency for Fall 2021 campaign**

5.C.3   **Visuals and copyrighting for annual campaign for Fall 2021**

5.C.4   **Media plan for a maximum reach**

5.C.5   **Execution of a 360 campaign**

5.C.6   **Define the positioning statement based on the perceptual map, as well as brand story with brand defined attributes**

Sub-Pillar 5.D Competitive Digital Presence Adapted to 21st Century Needs

Guided by the new integrated marketing communications strategy, AUI will create more brand visibility online to capture the attention of and generate more prospective students, with a user experience design approach and clear content strategy.

Major Projects

5.D.1　Implement the same digital advertising campaign of Fall 2020 for Spring 2021

5.D.2　Develop and share an automated digital marketing dashboard in line with the funnel

5.D.3　Develop the specifications for new website and Search Engine Optimization

5.D.4　Hire website development and SEO company

5.D.5　Develop and implement a new website with a UX (user experience) design approach

5.D.6　Create and implement a NEW digital advertising and content strategy focusing on inbound, video and user generated content, and influencer marketing for Fall 2021

Sub-Pillar 5.E AUI Transformational Experience Brought to Life Across On-Campus Touchpoints in an Intimate and Genuine Way

Prospective students will be encouraged to live the transformational AUI experience before they enroll. On-campus activities for prospective students and parents will lay the groundwork for a trustworthy and mutually beneficial relationship.

Major Projects

5.E.1　Develop a plan for the Live my AUI Experience on campus

5.E.2　Virtual Open House proposal

5.E.3　Implementation of the Live my AUI Experience on campus

5.E.4　Implement Virtual Open House

Sub-Pillar 5.F Step Changed Outreach Impact to Recruit More Qualified Leads Off Campus

In order to achieve the goal of increased student enrollment, optimization to off-campus offline activities will be implemented in order to attract the best student profiles nationally, while delivering key experiential characteristics of AUI.

Major Projects

5.F.1　Define and share objectives for Spring 2021 and Fall 2021

5.F.2　Follow-up on an admissions dashboard

5.F.3　Develop and implement a graduate recruitment plan for Fall 2021

5.F.4　Develop a proposal for high school visits and student fairs in a more targeted manner for Fall 2021

5.F.5　Develop strategic partnerships by region with all academic partners through appealing incentives adapted to each partners' interests and AUI's needs

5.F.6　Increase scholarships and financial-aid numbers and packages, and make the information easily accessible
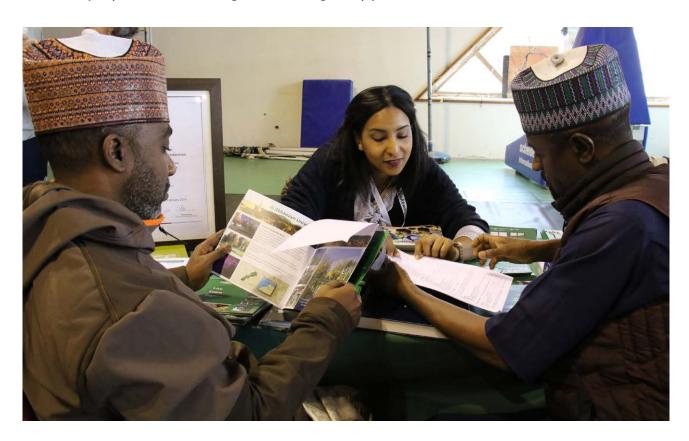
5.F.7   Propose new off-campus touch points to impact student recruitment

Sub-Pillar 5.G Africa & Middle East as Go-To Market, Prioritizing Anglophone Africa/ME White Space

AUI plans to expand its reach to Africa and the Middle East, especially in areas where higher education institutions are not present. Developing and implementing an effective market growth strategy is key to the success of this pillar, using offline and online actions, in line with the new AUI brand image.

Major Projects

5.G.1   Target selective high school visits + fairs in Middle East and Africa

5.G.2   Start with alumni and leverage CIS for Middle East

5.G.3   Leverage CIS for Anglophone Africa

5.G.4   Accompany BTL effort with digital marketing in key platforms

Pillar 6: Financial, Environmental, & Institutional Exemplarity & Sustainability

The main objective of Pillar Six is to ensure structural efficiency in all aspects of financial affairs within AUI. At the same time, the pillar's strategic objectives contribute to the financial sustainability of AUI in the years to come. With clear processes in place, AUI will continue to be able to offer one of the highest values of investment in higher education in the region, while at the same time demonstrating its commitment to diversity and inclusion through the adoption of UN Sustainability Goals as its model.

Sub-Pillar 6.A Establishing Managerial Accounting and Driving Operational Efficiencies

To improve efficiency, AUI will track units' performance and identify risks/opportunities against the performance of the previous year's budget.

Major Projects

6.A.1   Process redesign of all departments

6.A.2   Managerial accounting scope definition

6.A.3   Review principles of profit/cost centers

6.A.4   Data requirements for managerial accounting (template)

6.A.5   Check reliability of data (allocation keys)

6.A.6   IS implementation for managerial accounting

Sub-Pillar 6.B Rigorous Budgeting Process that Contains Costs (Savings) and Directs our Resources to Core Mission Activities

Set-up an organized budgeting process involving all relevant stakeholders to ensure full empowerment and accountability.

Major Projects

6.B.1   Review budgeting process

6.B.2   Review regulations (i.e. check in/check out procedures for housing), penalty fees, access cards

6.B.3   Review travel expenses allocation per department: Scope, frequency, general perks, BP

6.B.4   Standardization of purchasing processes

6.B.5   Review existing supplier contracts

6.B.6   Build partnerships with suppliers for strategic purchase areas

6.B.7   Determine potential outsourcing of non-core competencies

Sub-Pillar 6.C Resource Stewardship to Establish a Leadership Position in Access and Affordability as a Public University (Revenue Generation)

Explore opportunities to generate new sources of revenue in order to provide access to an affordable education as a leader in the higher education sector.

Major Projects

6.C.1   Review & suggest housing cost for non-students

6.C.2   Review Ifrane school (ASI) business model

6.C.3   Leverage services of university: parking, transportation, etc.

6.C.4   Lease of existing facilities for passive income: housing, sports, conference center

6.C.5   Branded items in outlets other than AUI store (fitness center)

Sub-Pillar 6.D Resource Stewardship to Establish a Leadership Position in Access and Affordability as a Public University (Fundraising)

Seek new funding sources to maximize the university offerings in terms of student scholarships.

Major Projects

6.D.1   **Fund scholarships - coordination/promotion plan**

6.D.2   **Identify, match and promote specific programs**

6.D.3   **Develop alumni fundraising capabilities: To include current students/parents as well as alumni**

6.D.4   **International organizations: USAID, AMCHAM, etc.**

6.D.5   **Public funds fundraising**

6.D.6   **Board of Trustees fundraising**

6.D.7   **Friends of AUI fundraising**

Sub-Pillar 6.E AUI Contribution to UN Sustainable Development Goals

Create new initiatives supporting the region in implementation of and commitment to UN Sustainable Development Goals.

Major Projects

6.E.1   **Quality education: Accreditation and scholarships for eligible students**

6.E.2   **No poverty: Support & expand the work of Azrou center**

6.E.3   **Zero hunger: Enhance the activities of Hand in Hand and charitable activities**

6.E.4   **Affordable & clean energy: Reduce carbon footprint**

6.E.5   **Gender equality: Increase female diversity**

6.E.6   **Good health & wellbeing: Expand coverage of medical caravan**

Transversal One was envisioned with the goal of enabling all departments across the University to achieve their vision with the support of optimally operating support services. With the implementation of best practices, reviews of policies and procedures, and updates to unit internal structures, Transversal One will transform the functioning of the business office, ITS, purchasing department, security department, health center, and grounds and maintenance in order to provide better services to the AUI community.

Sub-Pillar T1.A Business Office: Streamline Operation Management

All business office transactions are to be made smooth and efficient. Plans to review policies and procedures and particularly the budgeting process are being made and implemented. The streamlining of operation management is a top priority.

Major Projects

T1.A.1   Investigate and implement best practices where appropriate

T1.A.2   Enhance budgeting processes

Sub-Pillar T1.B ITS: IT Infrastructure, Services, and Governance

The main purpose of this sub-pillar is to adopt best practices in order to strengthen ITS service delivery. A review of ITS is underway, with efforts to establish sustainable and effective IT infrastructure, provide training for teaching and learning, and to support evolving information security and identity management.

Major Projects

T1.B.1   IT Infrastructure: Establish and create a sustainable and effective IT infrastructure

T1.B.2   Provide and promote training in support of teaching and learning

T1.B.3   IT Services: Adopt best practices to strengthen IT service delivery

T1.B.4   IT Governance: Foster collaborative planning, management, and communications to effectively deliver and coordinate IT services

T1.B.5   Support evolving information security and identity management

Sub-Pillar T1.C Grounds and Maintenance: Leverage Maintenance Management System

Improvements to the governance of the grounds and maintenance unit are underway. These improvements focus on the optimization of human resources, enhancement of preventative maintenance, and the promotion of sustainability and energy efficiency.

Major Projects

T1.C.1   Improve the governance of the grounds & maintenance unit

T1.C.2   Enhance preventive maintenance (PMP)

T1.C.3   Improve the GM Help desk management

T1.C.4   Promote sustainability and energy efficiency

T1.C.5   Improve the university vehicles' fleet status and management

Sub-Pillar T1.D Purchasing: Streamline Operation Management

Updates to the structure of the purchasing unit are being made with the goal of improving its functioning and streamlining the purchasing process.

Major Projects

T1.D.1   Improve the governance of the purchasing unit

T1.D.1   Streamline the purchasing processes

T1.D.1   Asset management

T1.D.1   Value for money

Sub-Pillar T1.E Security: Streamline Operation Management

Through updates to the security department, the unit will improve access to facilities, review and enhance video surveillance on campus, and reinforce safety and emergency services.

Major Projects

T1.E.1   Develop and implement a plan to improve access to facilities

T1.E.2   Review and enhance video surveillance on campus

T1.E.3   Reinforce safety and emergency

T1.E.4   Review security and safety staffing

Sub-Pillar T1.F   Health Center: Streamline Operation Management

The health center is receiving updates to ensure that AUI health services are accessible to the community. In addition, the digitalization of health services is a top priority.

Major Projects

T1.F.1   Enhance the health center services and make health services accessible for the community

T1.F.2   Digitize health services

Transversal 2: Strong Shared Governance & Institutional Effectiveness

AUI will identify and formalize the roles of key constituents in the decision-making process. The participative approach will be further reinforced to better serve the objectives of the Strategic Plan. Collaborative work and effective work practices are key elements in university governance. This pillar will identify and drive both the organization and the academic aspects of effective management.

Sub-Pillar T2.A Drive Institutional Effectiveness (Organizational)

In this sub-pillar, aspects of organizational effectiveness will be considered, such as the use of information systems, business process re-engineering to save on time and resources, and the systematic use of unit and institutional dynamic dashboards.

Major Projects

T2.A.1 **Develop a methodology/process to compute metrics**

T2.A.2 **Put in place dashboards and define access**

T2.A.3 **Define data access rights**

T2.A.4 **Ensure the full use of Information Systems**

T2.A.5 **Track progress in Strategic Plan execution (Post evaluation)**

T2.A.6 **Build channels between institutional effectiveness and strategic plan team**

T2.A.7 **Prioritize and execute the Business Process Re-engineering (BPR)**

T2.A.8 **Put in place a Total Quality Management system**

Sub-Pillar T2.B Drive Institutional Effectiveness (Faculty)

Faculty productivity is central in providing quality education. A framework for measuring, reviewing, and developing faculty productivity at all levels will be presented. Elements such as publication, consulting activity, continuing education, service to the university will be considered. Attention will be also given to hiring faculty and improving performance evaluation.

Major Projects

T2.B.1 **Develop a framework for measuring faculty productivity, review hiring strategies, and needs for faculty development**

T2.B.2 **Identify, develop, and use untapped faculty potential (for consulting B2B, continuing education, etc.)**

T2.B.3 **Put in place a policy for selection, recruitment, training, and succession plans concerning faculty administrative positions**

T2.B.4 **Review the faculty hiring process to enhance academic productivity**

T2.B.5 **Review faculty performance evaluation procedures**

Sub-Pillar T2.C Improve Governance Processes

A review of all governing bodies will be conducted and a model of shared governance proposed in which the functioning and role of each governing body will be clearly delineated.

Major Projects

T2.C.1   Develop a framework for shared governance model

T2.C.2   Develop a 360° performance appraisal model

T2.C.3   Develop clear and uniform policies for the selection of members of committees

T2.C.4   Redefine procedures for University committees process and composition

Sub-Pillar T2.D Improve Engagement of Stakeholders

The role of key stakeholders in the advancement of the university will be reinforced. An office of stakeholder engagement will be set up to coordinate the efforts of all units to identify and encourage engagement among internal and external stakeholders (students, faculty, staff, alumni, employers, parents, partners, board of trustees, etc.)

Major Projects

T2.D.1   Engage alumni in the implementation of the strategic plan

T2.D.2   Leverage parent support to the implementation of the strategic plan

T2.D.3   Activate links with current and potential employers

T2.D.4   Identify fundraising opportunities with donors

T2.D.5   Reformulate the mission of each governing body in terms of contribution to the Vision

T2.D.6   Leverage Board of Trustees as a facilitator to the strategic plan implementation

T2.D.7   Build an office of stakeholder engagement

Definitions and Abbreviations

Pillar	Term	Definition
2	Percent of AUI undergraduate students who study abroad one summer or one semester before they graduate	Percent computed out of the total number of graduating students in a given class.
TR-2	Activity-based costing	A costing method that assigns both direct and indirect costs to each University activity. Indirect costs are assigned based on a pre-determined share in the common costs. Its purpose is to compute the real cost of each activity and thus allow to determine how much to charge for it or find areas where savings need to occur.
5	ATL or Above The Line	Investments in mass communication channels namely radio and television.
5	BTL or Below The Line	Investments in low audience communication channels namely outdoor billboards and targeted events.
TR-2	Business Process Re-engineering	Re-examination and modification of workflow and how business is organized to achieve institutional objectives in the most efficient way
5	Conversion Rate	The percentage of leads or applicants that complete a desired (needs to be defined) goal (a conversion) out of the total number of leads or applicants.
TR-2	Dashboard	Visual representation of the main indicators of performance for a given unit, area or institution.
5	Digital	Networked and online channels including search engines, websites and social media platforms.
5	Digital Leads	A lead who has filled out an online contact form on one or more of our website pages.
TR-2	Faculty productivity	A measure of the extent to which a faculty member delivers services to the university : teaching , research, service, consulting, etc.
TR-2	Faculty Productivity Index	Input/Output index computed on the basis of the concept of "chained Tornqvist Index" (see https://en.wikipedia.org/wiki/T%C3%B6rnqvist_index). Inputs correspond to resources used by the academic department (faculty payroll, budget, etc.); outputs correspond to what the department produces, in terms of teaching, research, and service. Computed by unit or by faculty.
2	Funding for research	Total funds raised for research in Million MAD.
	Graduation rate	Percentage of a class of students who graduate in 150% of the normal length of their degree program (6 years for Undergraduates, 3 years for Graduates).
5	Lead	A person who shows interest in AUI, which makes the person a prospective student.
TR-2	Manual of Policies and Procedures	A document produced by each unit or sub-unit listing the mission, objectives, job descriptions, the main policies governing the work of the unit or tasks in which it is associated, as well as a detailed procedure for implementing a policy (who, what, when, etc.). A good manual provides clients as well as new staff enough guidance as to ensure prompt and faultless implementation and avoid confusion.

5	Marketing Qualified Leads	A lead who has filled out an online contact form on one or more of our website pages and has demonstrated high interest in AUI according to a specific lead scoring method.
2	Number of new programs	Number of new programs launched.
	Persistence	retention by # of semesters.
2	Publications in Indexed Journals	Number of articles/faculty/year published in indexed journals.
2	Publications with impact factor	Number of articles a year in indexed journals taking the journal impact factor into account.
TR-2	Respect of Service Level Agreements	Number of complaints received by supervisors or other compliance unit about undelivered or badly-delivered service.
2	Retention rate	Percentage of students who first registered in one semester and who are still enrolled the following year.
2	ROI for career (Months)	Number of salary/months it takes a student graduating from AUI to recover all investment made during studies at AUI, calculated based on average income and on full tuition paying students.
6	SDGs	The 17 Sustainable Development Goals set by the United Nations.
TR-2	Service Level Agreement	A document listing all services provided and tasks performed by a unit, giving the standards of quality, conditions, and time frame for service or task delivery. It can be a permanent document related to regularly offered services, or an agreement tied to the delivery of a specific service.
5	Share of Voice	A measure of the number of conversations in which AUI is mentioned compared to your competitors. It acts as a gauge for the brand visibility and how much the brand dominates the conversation in your industry.
TR-2	Stakeholders	All parties contributing to or benefitting from services offered at the University.
TR-1	Students' satisfaction	A measure of the extent to which students are satisfied with services and infrastructure. Data collected through surveys, focus groups, and reports and compared year to year.
TR-2	Total Quality Management	Total quality management consists of organization-wide efforts to "install and make permanent climate where employees continuously improve their ability to provide on demand products and services that customers will find of particular value." Wikipedia. A management system aiming at ensuring client satisfaction through the cooperation of all staff involved.
TR-1	Units service effectiveness	A measure of the extent to which unit services respond to user requests in a timely and efficient manner (SLAs); Assessed through department surveys, focus groups, and reporting.
	VOI	Value on Investment: A measure of gain relative to investment. As opposed to simply return on investment, includes immaterial gains such as job satisfaction, happiness, self-fulfillment, and general well-being in one's career.
TR-2	Work process	The steps followed in performing a given task.
TR-2	Workflow	The sequence of related tasks or steps taken as part of a larger task or to achieve a given objective.

Contributors

The Al Akhawayn Strategic Plan was developed over the period of more than a year with input (and many hours of hard work) from individuals across the organization. Other than the President and the Chief Operating Officer, they are acknowledged here in alphabetical order by last name.

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Committees

Students

Staff

Faculty