جامعة الأخويـن

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

25 years

ANNUAL REPORT 2018-2019

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ABBREVIATIONS

AAA	Al Akhawayn Alumni Association
ABET	Accreditation Board for Engineering and Technology
AC	Academic Council
ACPC	Arab Collegiate Programming Contest
ALGA	African Local Government Academy (Académie Africaine de Gouvernance Locale)
ARANAS	Arabic and North African Studies program
ASI	Al Akhawayn School of Ifrane
ATLAS	Advancement of Teaching, Learning, And Scholarship
AUI	Al Akhawayn University in Ifrane
CEA	Commission on English Language Program Accreditation
CLE	Center for Learning Excellence
CNSS	Caisse Nationale de Sécurité Sociale
EEC	Executive Education Center
EPAS	European Program Accreditation System
FYE	First Year Experience
ISAS	International Student Admissions Service
LC	Language Center
MAD	Moroccan Dirham
MAIRS	Master of Arts in Islamic Religious Studies
MAISD	Master of Arts in International Studies and Diplomacy
MCPC	Moroccan Collegiate Programming Contest
NAMES	North African and Middle Eastern Studies
NEASC	New England Association of Schools and Colleges
NECHE	New England Commission on Higher Education
SAT	Scholastic Aptitude Test
SBA	School of Business Administration
SHSS	School of Humanities and Social Sciences
SoV	Share of Voice
SSE	School of Science and Engineering STEM (Science Technology Engineering and Mathematics)
STEM	Science Technology Engineering and Mathematics
UCLG	Africa United Cities and Local Governments of Africa »

A Executive Summary

The Academic Year 2018-19 has been characterized by several developments that have consolidated its accomplishments of the previous years. Aiming at reinforcing its leading role in Morocco, as the most recent QS ranking confirmed its finding of the previous years that Al Akhawayn University is a top Moroccan higher education institution, the University established and reinforced several initiatives aiming at providing its students with a twenty first century quality education. Mixing the use of technology with solidly established student-centred approaches, the University reinforced its capacity at welcoming new students and allowing them a smooth transition in their new life as college students through the incorporation of the First Year Experience program. It also complemented these actions by establishing new listening units that provided students in vulnerable positions with individualized and very close attention to help them go through difficult moments in their student lives. It also supported pedagogical innovations that seek to develop critical thinking and put the student at the center, and sometimes in the driver's seat of the learning process, through the successful re-launching of its new center for teaching and learning, called ATLAS.

This was not done at the expense of research, as Al Akhawayn University faculty published volumes with very important publishers (Cambridge University Press, and Harvard University Press). The MENARA project, three-year-long research funded by the European Union, came to an end, but simultaneously, several new research endeavours, supported by the region of Fes-Meknes, by the Moroccan government, or by international institutions, were launched this year.

The University has also kept its promise of enabling most of its students to spend at least one semester abroad, and to experience life in a different culture, as well as to allow them many opportunities to be engaged in their communities and serve their society. As it kept raising the awareness of its students towards their environment and reality, the University has consolidated the different tools it has that allow it –and its students– to reach out to its society (the Azrou Center, the student clubs, their different campaigns and donations and the Leadership Development Institute are good examples of this engagement). All these achievements and developments have ensured that Al Akhawayn University kept delivering a world-class education to its students, a quality recognized by many worldwide, including North American accrediting agencies.

Al Akhawayn University has been present on the national media through its many academic activities, as well as through the achievements of its students and its faculty. To mention but a few, leading members of the university were the editors of a theology book that was presented by His Majesty King Mohammed VI to Pope Francis during his visit to Morocco, and an AUI team won, for the 5th year in a row, the Moroccan Collegiate Programing Contest (MCPC). Al Akhawayn University was also widely present in social media, through its campaigns and different activities, especially during the outreach campaigns and the Open House. This intensive presence in the national media as well as in social media has contributed to attracting a record number of

applicants to the university's selection process.

One development deserves special attention in this Academic Year. It is the re-launching of the Al Akhawayn Alumni Association, after a profound soulsearching process led by alumni that allowed the association to re-establish itself on a more solid basis. This was a very welcome process as it allowed the university to explore a more mature relationship with its alumni and to collaborate with them on a large series of potential actions.

All of this was achieved while the University has maintained its financial stability and sustainability. While conservative in its spending, the University has also invested in several important projects and has kept its options open for future projects, in particular in terms of renewable energies.

INTRODUCTION

Al Akhawayn University presents a very distinguished Higher Education model to the Moroccan public. Inspired by the Liberal Arts model, which is mainly encountered in North America, the University offers its students options that do not exist elsewhere in Morocco or the Maghreb: Liberal Arts education, English as a learning medium, a residential campus, a rich student life, and many different tools to support the students and allow them to aim at excellence. The world- class education provided to its students has been confirmed over the years by the different international and North American accreditations of the University as a whole, and of its different components and programs (NECHE, previously NEASC, for the University, ABET for all the Engineering and Computer Science programs, EPAS for the Bachelor in Business Administration, and CEA for the Language Center, as well as the recent acceptance of the K-12 Al Akhawayn School of Ifrane candidacy for accreditation by NEASC). It has also been confirmed by such a prestigious international university ranking as QS (which stands for Quacquarelli Symonds), which, in 2019, has again ranked Al Akhawayn University as the top Moroccan university. The fact that Al Akhawayn University managed to attract international funding to support its students (such as one from a Gulf Foundation and the other from the US State Department) is also a recognition of the high-quality education the University provides to its students.

These assets are very important in a fast-changing and increasingly competitive higher education environment in Morocco. Indeed, over the last few years, the Moroccan higher education landscape was enriched by 15 private universities, all recognized by the Moroccan state, and many of which very well-funded. Moreover, several European-based schools, in particular in the field of Business Administration, started operating in Morocco. These diversified options have represented a challenge to Al Akhawayn, but a challenge it could deal with. In this respect, it is important to notice, for instance, that the GAT session of the month of April has received an unprecedented number of applicants, which confirms that the Al Akhawayn brand enjoys a high level of prestige with the Moroccan public.

In order to keep its world quality services to its students, and during the Academic Year 2018-19, Al Akhawayn University confirmed the roles played by some of its key innovations in higher education: the First Year Experience (FYE) program, a center for teaching and learning (ATLAS) and a support center for students in need to improve their performance (Center for Learning Excellence, CLE). The FYE program, which was initially launched in the previous Academic Year, blossomed during this Academic Year as it reached its full functioning capacity. Operating in a newly designed and state-of-the-art facility -jointly with CLE-, the program, as will be shown in this report, allowed freshmen a smooth and easy insertion in their new learning environment, and ensured a higher level of success to our students. It was placed in the same environment as CLE to introduce our students to the services of that center, which, through tutoring and mentoring, allowed students to perform at a higher level.

With CLE, struggling students manage to pass their classes, whereas average students achieve higher grades and a better grasp of the material they study. As for ATLAS, it represents a key

tool for Al Akhawayn faculty to adapt to twenty first century educational pedagogy, putting students at the Center (which was the title of the first ATLAS workshop of the Academic Year), and allowing them to integrate new technologies and new methods of facilitating learning in order to offer world-class education to our students.
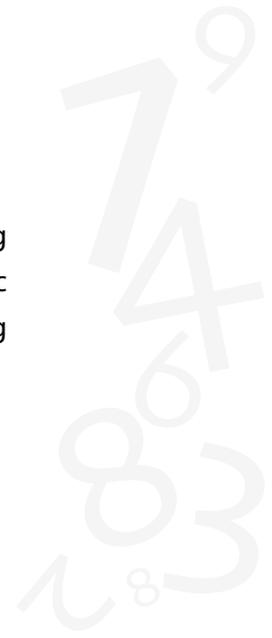
ACADEMICS

1- Highlights:

The Academic Year 2018-19 can be considered a transition year between achieving NECHE's accreditation and the submission of the mid-term report of that same accreditation process. This means that it has been a year of consolidation of the University's major achievements, and of establishing systems and procedures to aim at the next level of excellence. In this sense, this Academic Year saw the consolidation of existing agencies such as the First Year Experience program, the Center for Learning Excellence and the ATLAS Center (**A**dvancement of **T**eaching, **L**earning And **S**cholarship), in an effort to transform Al Akhawayn University and allow it to engage into the paradigm shift that higher education in the Twenty-First Century entails.

These initiatives have allowed the University to put the students at the center of its activities and attention, and to mobilize its resources and capacity to provide them with the highest pedagogical standards possible. This has also meant aligning the University's finances with its student enrollment, which is not only a key request from NECHE, but also and mainly an important tool inputting the necessary financial resources at the service of the objectives of the University. In this sense, as it has matured, the University has considered quality assurance not an end per se, but as a means to reach the end of offering world-class education to its students through relevant improvements.

An important initiative launched by Al Akhawayn University during this Academic Year was the inauguration of its teaching and learning center and its branding as ATLAS Center. The mission of ATLAS, led by a visiting professor from John Brown University, Arkansas, is to support the learning environment at AUI by supporting faculty through promoting high academic and ethical standards, equity and social responsibility in their efforts to engage students. ATLAS seeks to come alongside faculty at all stages of their careers to help create significant learning experiences for them and their students. This is accomplished through campus-wide workshops, school-based projects, small group dialogues and individual consultations to enhance teaching, learning and scholarship. During the current Academic Year, seven workshops –focusing on research-based strategies and resources that promote effective and innovative pedagogy and enhance student engagement in the learning process- and three hands-on working sessions on Service Learning were held, as well as many consultations with the three schools and the Language Center to inquire about their needs and provide them with the appropriate support. Two multi-day summer development workshops are planned. During the Spring semester, Teaching Squares were put in place.

These are non-evaluative peer observation groups designed to facilitate self-reflection on teaching practices through the process of watching peers in the classroom. In practice, groups of four faculty members ("squares") observed each other once in class and considered what they have learned about their teaching and classroom practices. These observations were free from judgment because the focus is on personal development (of the observer and the observed alike), and the objective was to create a learning community among faculty, with the exchange of best practices and practical advice for a permanently improving

environment. Finally, ATLAS has provided individualized assistance to faculty at their request.

Another highlight of the Academic Year was the aligning of the University's financial plans with its enrollment plans, which was one of the key areas of emphasis on NECHE's recommendations to Al Akhawayn University. To handle that request, the University constituted an Ad Hoc committee. The concern of the accrediting association was that institutions make sure they match their planned growth with resources necessary for their operation. Consequently, it was possible to elaborate a 4-year forecast of the University's financial planning along with its enrollment figures.

The elements of this forecast are based on data from the past five years, both in terms of enrollment and finances. Its basic assumption is that, in agreement with a resolution of its Board of Trustees, the university stabilized its enrollment figures, and remained at a total of approximately 2.200 students, undergraduate and graduate. To reach that objective, the University has decided to invest more heavily in outreach activities, which included exploring the international market, and essentially, the sub-Saharan African and the North African and Middle Eastern markets.

Three programs continue to highlight excellence and innovation in the School of Business Administration. These were the students' capstone experience during which students work together to analyze a company and design strategies for its success. This year, each team had a corporate mentor in addition to development with their teachers. Then, students benefited from a faculty-led initiative to bring 26 corporate judges to campus – each invited to serve in the different panels of the SBA Corporate Strategy Capstone competition discussing corporate strategies for Morocco that are innovative, ethical and job-creating. The second one is the Center for Business Ethics, which held conferences and activities throughout the year for regional executives and grassroots innovators on advancing thinking and practices for the ethical conduct of business in today's complex and rapidly changing world. The third one is the Leadership Development Institute which returned to its 5-year plan for infusing concepts of human development and sustainability mindset, and building community engagement abilities in students both directly through student enrollment in the weekly skills workshop known on campus as "LDI" and indirectly through the advancement of initiatives broadly intended towards similar objectives. Although all these initiatives and programs are led by faculty, they were centred on the students and were characterized by the important role students play in them.

Social Sciences Conference, May 2019

Faculty:

Faculty teaching and scholarly activity were and continue to be at the heart of a quality educational system. The University continued to try to attract and motivate qualified faculty, of both genders and from diverse origins. The percentage of full-time faculty remained high compared with similar institutions in the country because full-time faculty performed teaching, advising, student follow-up through their office hours, research, and service to the University through participation in University governance.

Table 1.1 below gives the details of faculty by type, gender and highest qualification with 115 permanent faculty and 42 part-time or adjunct faculty.

Table 1.1 *Faculty by, gender, citizenship, degree and status*

School	Gender		Citizenship			Degree		Status	
	Full-time	Part-time	Moroc-co	Bina-tional	Interna-tion	Ph.D	Master	Male	Female
SHSS	37	16	24	4	25	43	10	31	22
SSE	35	11*	26	15	5	32	14	33	13
SBA	23	13	22	5	9	25	11	27	9
LC	20	2	9	3	10	6	16	10	12
TOTAL	115	42	81	27	49	106	51	101	56

As for the Highlights of faculty activity during the Academic Year, they included the English translation of the Royal Moroccan Edition of Imam Malik's Muwatta which had been submitted to Harvard University Press. The Ministry of Islamic Affairs published the first Arabic edition of Introduction to Christianity. This book was authored by Rev. Karen Smith and Dr. Connell

Monette from AUI, and was translated into Arabic by Prof. Ali Azeriah. The initial run of 1300 copies is being distributed now to the students at the Mohammed VI Institute for Training Imams and Spiritual Guides. The book was used for a new course at the Institute that began in March 2019, in advance of the Pope's visit to Morocco. A second bilingual edition was scheduled. Rev. Smith and Dr. Connell Monette were filmed giving short talks to the students about the book, and this appeared in the short film shown in front of the Pope.

Dr. Paul Love published a book in the very prestigious Cambridge University Press on Ibadi Muslims of North Africa: Manuscripts, Mobilization, and the Making of a Written Tradition. Dr. Youssef Chetioui, lecturer at SBA, was awarded "the best Business doctoral dissertation at the level of ENCG-Settat and Hassan 1st University for the Academic Year 2017-2018, while Dr. Hind Lebdaoui, Assistant Professor at the same school was selected by Cambridge IFA as one of the top 100 most influential/powerful women in Islamic Finance for two consecutive years – in their WOMANi-2018 and their WOMANi-2019 reports.

Another main highlight of the 2018-19 Academic Year was certainly the confirmation of the role of the First Year Experience (FYE) program. After a transition period in the previous year, the FYE program went into full gear, starting with the welcoming and orientation of the students. Besides the First Year seminar, in which students are exposed to different discussions, ranging from time management to the catalogue and its implications, freshmen were also placed in the same buildings to allow their targeting by specific activities throughout the year, from debates to movies, as well as other bonding activities. Freshmen were also specially monitored to be able to act in their support as soon as they started experiencing difficulties on campus. As a consequence of these activities, a comparison of the satisfaction of first semester students over the last three years shows an increase in satisfaction. The Student Opinion Survey showed that 92.96% of freshmen students surveyed in Fall 17 would recommend AUI to a friend compared to 89.93% in Fall 2016. The 2018-19 survey asked the question differently: How likely are you to recommend AUI to a friend or family member? Only 4.55% said they were not likely (or not likely at all) to recommend AUI; 16.67% are neutral, and 78.97% are likely or very likely to recommend AUI to a friend or a family member.

Table 1.2 *Satisfaction of Freshmen in 2016, 2017 and 2018*

	Year	YES	NO
I would recommend AUI to a friend.	2016	89.93%	10.07%
	2017	92.96%	7.04%

	Year	Very Likely	Likely	Neutral	Not Likely	Not Likely at all
How likely are you to recommend AUI to a friend or family member?	2018	50%	28.97%	16.67%	1.52%	3.03%

Satisfaction was also expressed as to the way freshmen orientation was carried out as 79.45% of students believe that orientation provided them with the adequate introduction in Fall 2017 compared to 68.55 % in Fall 2016.

Table 1.3 *Satisfaction with orientation*

	Year	I did not receive an orientation	Yes	No
Did your orientation provide you with an adequate introduction to student life, policies, academics, etc?	2016	26.42%	68.55%	5.03%
	2017	13.70%	79.45%	6.85%

Students

Fall 2018 Enrollments

With 157 faculty and 2090 registered students, AUI's ratio of students to faculty was 13.31, while the average class size was 20.65 for undergraduate and 7.48 for graduate courses.

The Academic Year saw a small decline in the overall student population. Computer Science and General Engineering programs were gaining momentum as the five-year progress by degree program showed shifting the share of SSE majors from 25% to 28% of the undergraduate degree-seeking student population. The Special Summer Arabic and North African Studies program attracted 35 students from 23 institutions this summer.

Table 1.4 *Evolution of Undergraduate enrollments by school (2014-2015 to 2018-2019)*

	14-15	15-16	16-17	17-18	18-19
Business Administration	1157	1178	1246	1247	1155
Science and Engineering	484	513	539	516	531
Humanities and Social Sciences	411	427	421	400	340

Student Recruitment for Fall 2019

Attracting quality students was essential to the University. An especially aggressive campaign was conducted which included participation in 14 Student Fairs, a "Caravane Orientation in 35 private high schools, information days in 8 high visibility high schools, and presentations in 15 high schools in places as far away as Dakhla. Student ambassadors also visited 260 high schools in 26 cities and made presentations to students. An Open House on campus attracted 1,800 visitors. A mass emailing campaign (22,575 emails) and phone calls to prospective students by student ambassadors (1,126 calls), and through a call center (7,451 calls) were also used.

AUI booth at the Casablanca Student Fair

During the admission campaign to recruit students who enrolled in Fall 2019, 962 students applied for the April session, and some 300 had confirmed their admission by paying a deposit. A second sitting of the admission test was planned for June 29th. Together with the Gulf Foundation students, the Afghan girls, a group of Nigerian students recruited through an agent, and 8 full-tuition scholarships (three from Dakhla Region and 5 from Oulmès Commune), the Fall 2019 entering cohort is expected to be a larger one.

Student Achievements

Al Akhawayn students continued to shine through some significant achievements. AUI students won the National Programming Competition (MCPC) for the fifth year in a row, 1st and 2nd prize at the 15th edition of AUI Engineering Design Competition, 2nd prize at the 2nd edition of the ActInSpace 2018 Hackathon. A team from the School of Science and Engineering was shortlisted at the 2018 Solar Decathlon Africa. Three students scored at the 95th percentile worldwide of the Major Field Test, a standardized test administered by ETS in Fall 2018, while another three scored at the 99th percentile worldwide on the same test during Spring 2019. A group of Communication Studies students created its first promotional videos project for a real-world client Les Enfants de l'Atlas, an organization that houses abandoned children in a village called Dar Bouidar (near Marrakech). The two videos were posted on Facebook. One of the videos was screened in Moroccan movie theatres before the main movie projection as well as before special events such as festivals and sporting events. AUI teams also won several sports trophies. (For details of all these achievements, see Appendix A).

The MCPC winning team is received by the President

Internationally-funded students

An additional breakthrough during the present Academic Year was the welcoming of the first cohort supported by an Emirati foundation by the school of Science and Engineering. Last year, that foundation signed a strategic partnership with Al Akhawayn University for the funding of outstanding Moroccan and other Arab students from underserved populations to prepare bachelor degrees in Engineering at AUI. Through this partnership, a total of 90 to 100 selected students -from underserved populations- will benefit from a full and comprehensive scholarship that covers all students' expenses, 70% of which will be provided by the foundation, and 30% by AUI. At its term (seven years), scholars' funding by AGFE will be around 32 MMAD. This year, the school of Science and Engineering received the first cohort of 19 AGFE scholars (5 males and 14 females) with a foundation's financial support of 820.000 MAD, and for next Academic Year, a second cohort is being recruited during the spring semester. It is worth mentioning that to-date, due to accreditation by NECHE and ABET, AUI's School of Science and Engineering is a premier higher education institution in Morocco and in the Maghreb that credible foundations would deem armed with the necessary infrastructure, tools, and experience to equip the local youth with the knowledge and skills they need to become future leaders of the region.

In the same order of ideas, and as a direct consequence of the high quality of education at AUI as certified by its accreditation by NECHE, another highlight of the Academic Year was the announcement on September 2018 of the award of a grant of $1 million USD to AUI from the US State Department through the US Embassy in Kabul, Afghanistan, to support the education of 10 female Afghan students on full undergraduate scholarships. This grant focuses on female students living outside Kabul who had participated in U.S. Embassy programs.

International Students

AUI's Office of International Programs (OIP) increased efforts to attract international degree-seeking students. This was being achieved in several ways: 1) enhanced online visibility through the Keystone and ISAS websites, 2) seeking targeted grant funds, and 3) developing contracts with international recruiting agents. The adoption of the Keystone portal had already led to more than 400 students expressing interest in AUI. The furthered access to grant funds through NECHE accreditation had led to, as mentioned in the preceding section, the funding of 10 Afghan students for full undergraduate degrees at AUI. Lastly, the first international recruiting agent contract for West Africa including Nigeria, Ghana, Senegal and Gambia was signed in April 2019, with intentions to add more contracts as this aspect of international recruiting expands. The three aforementioned tactics had increased AUI's prospective international students, both visiting and degree-seeking students, closer to the institutional goal of 20% of the student body.

AUI Students Abroad

Another facet of learning at AUI was through its Study Abroad options. Indeed, AUI students' interest in studying abroad remained very high and we were on track to achieve the 2020 Strategic Plan goal of a 75% Study Abroad rate as the current rate was approximately 70%.

During the academic year 2018-2019, we welcomed 171 international students from 86 institutions in 14 countries representing the following countries: Austria, Canada, Switzerland, German, Denmark, Finland, France, Hong Kong, Italy, Japan, S. Korea, Malta, Turkey, USA.

On the other hand, 454 of Al Akhawayn Students went on study abroad with various OIP programs during the academic year 2018-2019 in 98 universities in 29 countries, including: Netherlands and Croatia, Austria, Brazil, Canada, China, Croatia, Czech Republic, Denmark, Finland, France, France and Slovenia, France and Spain, France, Spain, and Netherlands, Germany, Gibraltar, Greece, H.K., China, Ireland, Italy, Japan, Kosovo, Malaysia, Netherlands, Portugal, Russia, Saudi Arabia, Slovenia, Slovenia and Italy, Slovenia and Netherlands, Slovenia and Turkey, South Korea, Spain, Turkey, Turkey and Greece, U.K., U.S.A., United Arab Emirates.
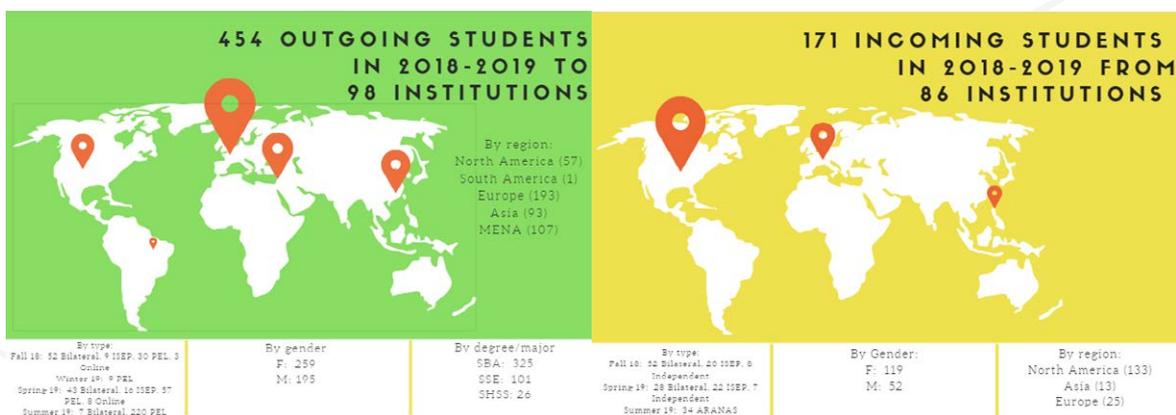
Figure 1.1 *Outgoing and incoming students by geographical location*

Student Support Services

AUI's Student Support Services Office had decreased the percentage of new students placed on the "At-Risk" list through early detection, scheduled weekly meetings, and referring

students to the university counsellors or the CLE tutoring and mentoring services for further support. Table 1.4 shows there was a sharp decrease in the percentage of students placed on the student At Risk list among the freshman students from Fall 2016 to Fall 2018.

Table 1.5 *Students At Risk of Failure*

Semester	Number of students who completed the semester	Number of students on probation	%
Fall 2016	246	46	18.7%
Fall 2017	302	56	18.5%
Fall 2018	315	47	**14.9%**

Additionally, the Office of the Vice President for Student Affairs' Freshman Committee had increased its success in retaining students, particularly those in the "Last Chance" category. During the Fall 2018 semester, seven of the 15 Last Chance students benefiting from close follow-up by the Office of the VPSA were retained. Moreover, in the Spring 2019 semester, 13 out of the 20 Last Chance students were retained showing an increase from a 47% retention rate in Fall 2018 to a 65% retention rate in Spring 2019.

Among the services which contributed to the success of students at risk, are the Center for Learning Excellence, the First Year Experience, and Counseling Services. A special effort was also made to contact students who were left with one or two courses, but who started working before they completed their degree. Nine of them were able to complete their graduation requirements and were expected to attend this year's commencement. This falls under the strategic objective of increasing the rates of student retention and graduation.

Center for Learning Excellence

AUI's Center for Learning Excellence (CLE) had increased the retention rate of students by increasing their services and training. The CLE increased the number of student-tutors hired for the Spring 2019 semester. Furthermore, the CLE organized two training seminars to train both tutors and mentors and fulfil the requirements of the CRLA certification, from which tutors and mentors were certified. The CLE had also increased the number of sessions requested in the Spring 2019 semester and increased the tutoring available to cover more than 94 courses.

Counseling Services

Counselling Services had collaborated effectively with the departments of FYE, CLE, Student Affairs, Academic Affairs and the Freshman Committee, to provide workshops and events promoting academic success. The Counselling Services team greatly assisted in the further development of the Presidential Initiative for Mindfulness, otherwise known as the De-stress Days, providing students with a calming environment during final exams week. Additionally, Counseling Services provided extensive training sessions to the Resident Assistant (RA) team, staff, and faculty on topics related to professional communication and protocols (e.g. conflict resolution, psychological emergency, red flags and referral to the Counselling Services).

2- Challenges:

One of the main challenges that became evident during this Academic Year was the issue of retirement age for faculty. Al Akhawayn University is a not-for-profit public institution managed along the lines of a private entity, and its employees, faculty and staff, contributed to the Moroccan Caisse Nationale de Sécurité Sociale (CNSS), which manages social benefits and a retirement plan for the private sector. Although Moroccan labor law, as well as CNSS rules for its contributors, established retirement age at 60, in the 2011/12 contracts, the University decided to offer its faculty contracts establishing retirement age at 65, aligning itself with all the other Moroccan public universities and American university practices.

However, the University had to act in full respect of Moroccan labor law. This situation had created uncertainty among faculty, but the administration had reassured in many different ways its faculty of what it considered to be its moral obligation and had committed to finding a solution to that issue. This issue is still pending and some alternatives were being explored with legal counsels.

On another level, the ideal size of the University, considering the size of Liberal Arts Colleges in the USA and all variables about the educational higher education environment, was set for the time at between 2100 and 2200 students. Indicators for the coming academic year are good and enrollment is set to pick up.

Community Involvement

It was important to keep in mind that AUI students learn –and excel- both in the classroom and in extra-curricular activities. In this respect, during the 2018-19 Academic Year, 290 students completed all the requirements of the Community Involvement Program (CIP) in Morocco and 15 students abroad in 11 countries: India, Algeria, Malaysia, USA, Ivory Coast, Brazil, China, Egypt, Nigeria, Tunisia, and Turkey, for a total of 20,493 hours of social work (Graph 1.3 shows the distribution of areas which included working with migrants). They served in approximately 274 associations, operating in different fields, but mainly in education and training, health, human rights and environment protection.


Blood drive and circumcision event for children of needy families

Work with NGOs was also an occasion for the University to assess the quality of the work performed by its students. Participating NGOs were asked to evaluate the student volunteers in seven dimensions and, as Graph 1.4 shows, these evaluations were mostly positive.
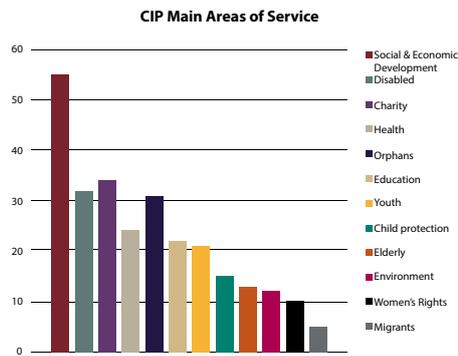
CIP Main Areas of Service

Graph 1.1 *Main areas of service*

AUI Student Competencies Evaluated by Host NGOs
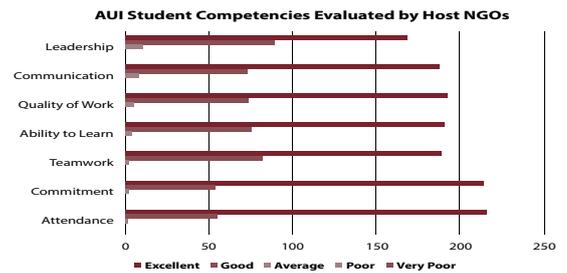
Graph 1.2 *Assessment of student volunteers by participating NGOs*

Azrou Center for Community Development

During the 2018-19 academic year, various programs and services were offered to the community in Azrou and the rural areas (Zaouiat Sidi Abdesslam, Ain Leuh) related to:

- • Women empowerment through literacy, vocational training, craft training: 290 beneficiaries

- • Qualifying training for diploma holders seeking employment: 122 beneficiaries

- • Digital literacy: 200 beneficiaries

- • English classes: 103 beneficiaries

- • Medical support: 1,364 beneficiaries

- • Non-formal Education: 110 beneficiaries

Total number of beneficiaries: 2,189

The Center also started a new project funded by the Ministry of Education to launch a new program "The School of the Second Chance, new generation" which targeted 60 teens who left school at the middle or junior high school level, who were neither enrolled in school nor working and who were more likely to engage in delinquent behavior or illegal activities. These students continued their schooling along with vocational training (pastry, hairdressing and horticulture). The objective was to keep the students in a school system, prepare them to take the certification exam (9th grade) and to teach them skills that will increase their chances of integrating into professional life. Many beneficiaries had been promised a job after their internships.

Al Akhawayn School of Ifrane

As for the Al Akhawayn School of Ifrane (ASI), it kept its steady growth as it has reached over 220 students, and as it consolidated its High School by attracting to it over 50 students. Moreover, and maybe more importantly, in this academic year, ASI initiated its accreditation process with NEASC. In a NEASC visit in November, and then in a follow-up visit in April, ASI advanced closer to accreditation and had its candidacy accepted. The next step will take place on October 2020, when NEASC will make its third, and potentially the last visit to eventually grant ASI its accreditation.

3- Next steps:

As a student-centered higher education institution, Al Akhawayn has taken several initiatives to support its faculty in adapting to the new needs in the classroom. Indeed, from knowledge providers, in particular through lectures, faculty are increasingly called upon to become learning enablers. Classrooms are called to evolve and adapt to new times, and technology is expected to be a supporting resource for knowledge. The ATLAS program is a key tool in allowing the University and its faculty to perform this evolution, and it has started playing this role, as stated earlier.

The University has also continued improving its existing tools (such as the First Year Experience and the Center for Learning Excellence which includes the Writing Center), and developed new tools for closely monitoring the students, such as the Listening Unit, which held individual meetings with students, listening to them, advising them and orienting them to different University support services. These actions have resulted in concrete outcomes, reported above and demonstrated the effectiveness of support services.

Al Akhawayn also considers that accreditations by NECHE, ABET, EFMD (Epas) and CEA, which represent an opportunity for constant self-improvement and assessment by external, objective and highly reputable agencies put it on a different category from its competitors. These accreditations represent a guarantee of the world-class education provided at Al Akhawayn. The University also considers its Liberal Arts model as an asset, as it provides students with critical thinking and soft skills that equip them to become the leaders of tomorrow. It was in this spirit that the university modified its General Education curriculum by including in it a mandatory Arts option as well as a Service Learning component. These additions undeniably reinforce the Liberal Arts credentials of the university and developed the leadership skills that its graduates have consistently exhibited.

Finally, the School of Humanities and Social Sciences has modified its existing Master's programs to make them more attractive to the external public. Besides reducing the length of those Master's program to 12 months (which is NECHE compatible), the three programs –MAISD, NAMES and MAIRS- developed online courses to be offered as Foundation courses, which have the advantage of allowing the University to explore the world of digital education, shorten the stay of graduate students –and reduce their expenses for their families. Finally, the same school has also launched an Executive Master in City Management (EMCM), in collaboration with UCLG-Africa (United Cities and Local Governments), which has the potential to attract applicants from the whole African continent, especially from English speaking countries.

The Accreditation Interim Report which was submitted during Fall 2019 was an opportunity for the University to reinforce its effectiveness practices and measure the outcomes of its students whether in benchmarking with similar universities in subject matter fields, engagement, general education outcomes or co-curricular outcomes.

D FINANCE
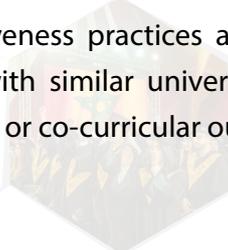
1- Introduction

The 2018-2019 year was essentially characterized by:

I. The implementation of new systems aiming to improve the University's quality of services including information systems and communication;

II. The reorganization of the management system in order to involve the head of departments in the revenues management and increase awareness in terms of expenses rationalization.

These measures will inevitably be translated by expenses which will eventually impact the University financial position. In this context, the University has launched a new program designed to review its communication actions aiming to attract quality prospective.

The 2018-2019 fiscal year ended with an operating income of -46.95 MMAD against -35.38 MMAD, recording a net decrease of 32.71% compared to the last year which witnessed a very slight increase of 0.07%.

This is the rational consequence of the increase of the University' expenses by 2.22%, and the decrease of the operating revenues by 2.09%.

I. The financial income is 18.14 MMAD against 16.1 MMAD recorded last year, illustrating an increase of 12.66%.

II. The current income has shown a deficit of -28.8 MMAD against – 19.28 MMAD last year.

III. The non-current income has reached a total amount of 29.99 MMAD against 25.21 MMAD last year, which corresponds to a rise of 18.97%. This year, the University has opted for taking advantage of endowment funds reversals which amount to 23 MMAD in order to balance the accounting position.

IV. The net income has recorded a profit and has moved from 5.9 MMAD in 2017-2018 to 1.17 MMAD in 2018-2019.

2- Highlights

• The implementation of a new budget management system allowing the following:

- Effective control over the University's expenses;

- Involvement of the head of departments in the annual budget preparation;

- Smoothness in the daily operations processing;

- Daily follow-up of the University's budget.

• The installation of a digital banking agency on campus is in progress.

• The project of setting up a new system of AUI card management is at an advanced phase.

• The Implementation of a new system for AUI staff. The travel allowance is now managed by an individual bank card instead of conventional payments (cash, wires).

• New features have been incorporated into Sage software for more smoothness in transaction processing.

• Introduction of the Exjenzabar system in ASI's invoicing.

3- Breakdown of Operating Revenues and Expenses

Operating Revenues 2019

Sales of goods and services, including tuition fees, training and other related fees will continue to get the biggest share in comparison to all operating revenues with a rate of 77.83%.

	%
Sales of goods	7.62%
Sales of services	77.83%
Operating grants	10.19%
Operating reversals, expense's transfer	4.36%

Operating Revenues 2018-2019

- Sales of goods
- Sales of and services
- Operating grants
- Operating reversals, expense's transfer
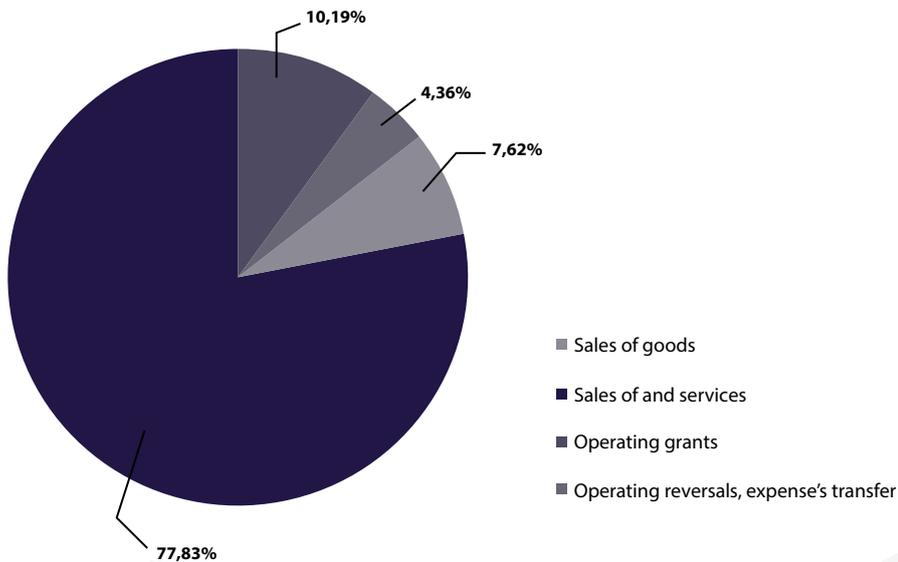
Graph 2.1 *Operating Revenues (2018-2019)*

2019 Operating Expenses

The operating expenses are essentially made of salaries with a rate of 49.81%, then the purchase of materials and supplies and the operating amortization with their respective rates of 18.11% and 16.69%.

	%
Purchase of goods sold	5.47%
Purchase of materials and supplies	18.11%
Other external charges	9.76%
Taxes	0.15%
Personnel expenses	49.81%
Operating amortization	16.69%

Operating Expenses 2018-2019

- Purchase of goods sold
- Purchase of materials and supplies
- Other external charges
- Taxes
- Personnel expenses
- Operating amortization
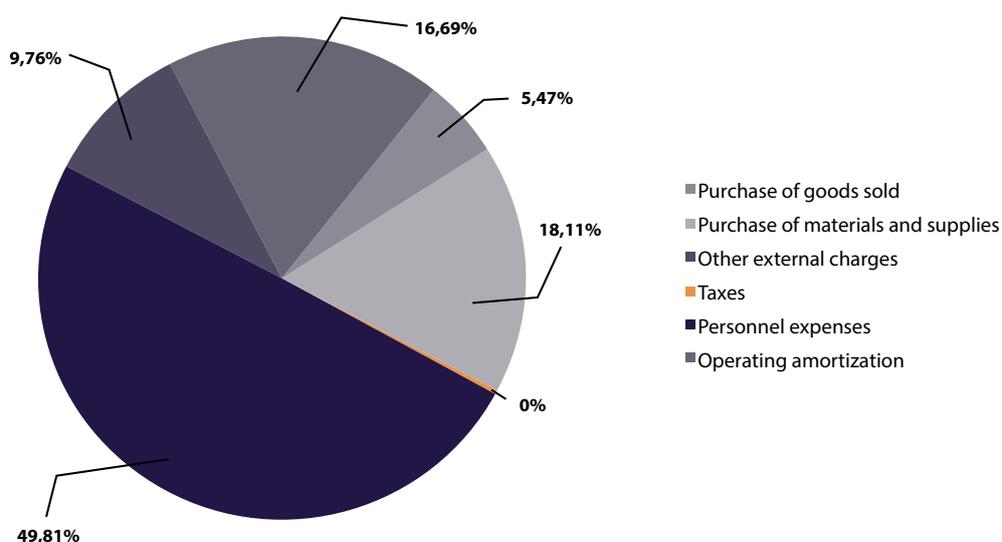
Graph 2.2 *Operating Expenses*

Evolution of Expenses, Revenues and Net Income

Table 2.1 *Evolution of Expenses, Revenues and Net Income*

	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
Total revenues	300,815,755.58	295,382,242.48	304,315,665.17	293,594,067.34	296,922,026.42
Total expenses	291,217,512.36	295,008,237.78	297,076,930.56	287,666,592.50	295,747,308.33
Net income	**9,598,243**	**374,004.70**	**7,238,734.61**	**5,927,474.84**	**1,174,718.09**

■ TOTAL AL REVENUES ■ TOTAL EXPENSES ■ NET INCOME
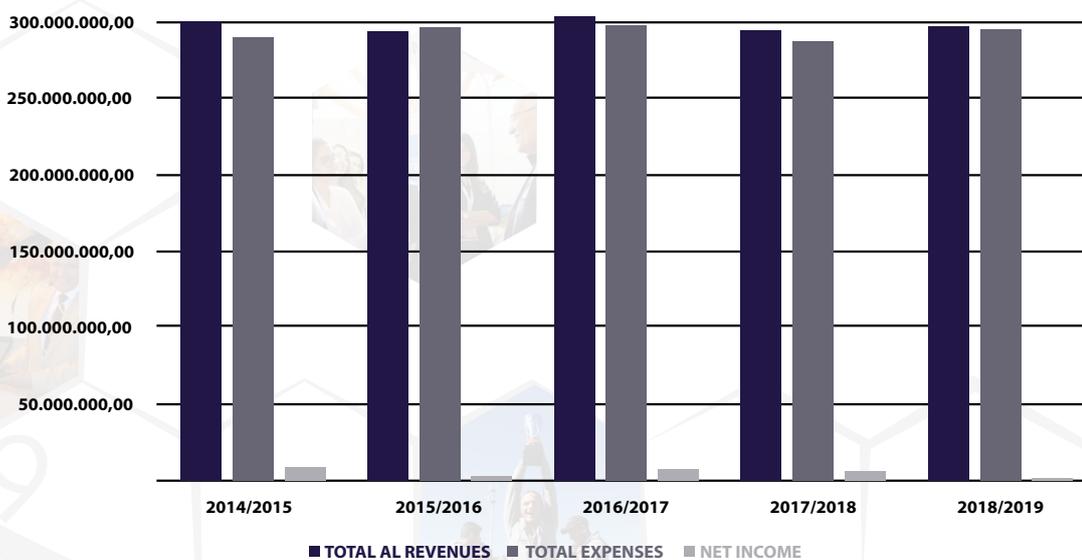
Graph 2.3 *Evolutions of Expenses, Revenue and net Income*

2019-2020 Proposed budget

Operating Budget

On the whole, the operating budget has maintained last year's level with a slight increase of 0.53%. This slight growth can be explained by the following:

- The budget allocated to the academic division including schools and centers will amount to 141.10 MMAD against 140.17 MMAD recorded last year, corresponding to a slight rise of 0.67%.

- The budget designated for administration and support including the Student Affairs division, IT and development and communication departments has reached an amount of 100.90 MMAD against 99.90 MMAD last year.

Capital Budget

The capital budget has also recorded a slight decrease of 1.18% corresponding to a total amount of 21.25 MMAD against 21.51 MMAD. Generally, the University's global budget has reached in 2019-2020 an amount of 322.23 MMAD, illustrating a global rise of 0.41%.

E DEVELOPMENT

1- Highlights

New space for student support

As part of its student-centered approach, new space covering a whole floor was devoted to the First Year Experience and the Center for Learning Excellence. This space was more conducive to academic tutoring and meeting with mentors.

Energy-saving Projects

As a further step in its effort to reduce energy consumption, two projects were being considered: the changing of existing diesel boilers by biomass boilers in the Faculty residential complex. The cost of this project is estimated at 920 000,000 DH with a payback period of 24 months. The annual energy cost for heating and production of hot water was reduced from 700,000 MAD to 240,000 MAD yearly.

Table 3.1 *AUI Biomass boilers Project at the Faculty Residences*
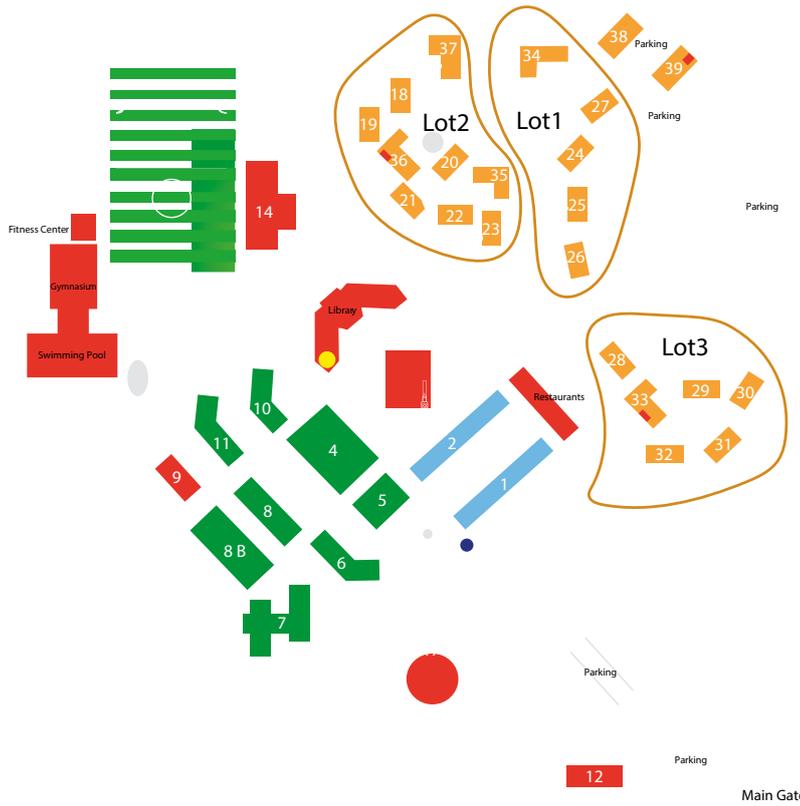
Capital Expense (CAPEX) estimate

Items	Qty	Unit cost	Total cost
Biomass boiler 400 KW (CSA 400)	1	500,000.00	500,000.00
Storage Silo for biomass 20 m3	1	270,000.00	270,000.00
Construction	1	150,000.00	150,000.00
Total			**920,000.00**

AUI Biomass Boilers Project on Campus (Residential buildings)

A second project was the replacement of existing electrical heaters by biomass-based central heating. The project consisted of the construction of a biomass plant, the installation of hot water radiators, and the installation of a network of pipes. This project which concerns 20 residential buildings was carried out in three phases (see Three circled zones in the map below) due to time constraints. The cost of the first phase was around 3.6 MMAD with a

payback period of close to 25 months with significant annual savings of 1.7 MMAD (65% on current consumption).

Graph 3.1 *Buildings to be converted into radiator heating using biomass boilers*

Table 3.2 *Cost Estimate and Financial Analysis – Zone 1*

Capital Expense (CAPEX) estimate

Items	Qty	Unit cost	Total cost
Pipes and radiators	5	500,000.00	2,500,000.00
Storage Silos for biomass 20 m3	1	270,000.00	270,000.00
Biomass boilers 3x 300 KW	1	800,000.00	800,000.00
Construction	1	150,000.00	150,000.00
Total			**3,570,000.00**

F

COMMUNICATION

1- Highlights

Policies & Procedures

As a follow up to one of the major NECHE recommendations, AUI launched a series of policies and procedures that set the framework for the internal regulation of many of its processes. In October 2018, Development and Communication Department put forward an official policies and procedures document. The latter included 26 rules that organize the different services provided by the department to the AUI community and beyond. They range from the AUI brand used to photography and video making, through media relations, digital and social media production, as well as event management, etc. Those regulations were put in place and implemented by several departments.

In line with the policies and procedures, two solutions were offered by the department for the smooth running of many services. These were the Communication Services Helpdesk on the one hand, and the Graphic Charter on the other. Our Helpdesk was initiated in June 2018 to enable our stakeholders to request our support with regard to their communication needs. As a result, and since then, 420 tickets were entered by different actors from various departments and processed at our end. The graphic charter was introduced in October 2018 to frame the visual identity of AUI with respect to its brand, logo, colors, typography, co-branding and more. Subsequently, it was used since then in a variety of occurrences such as our official documents, event visuals, and graduation outfit (see Appendix E).

Media Presence, Social Media & Media Relations

Media Presence

Digital Media Exposure
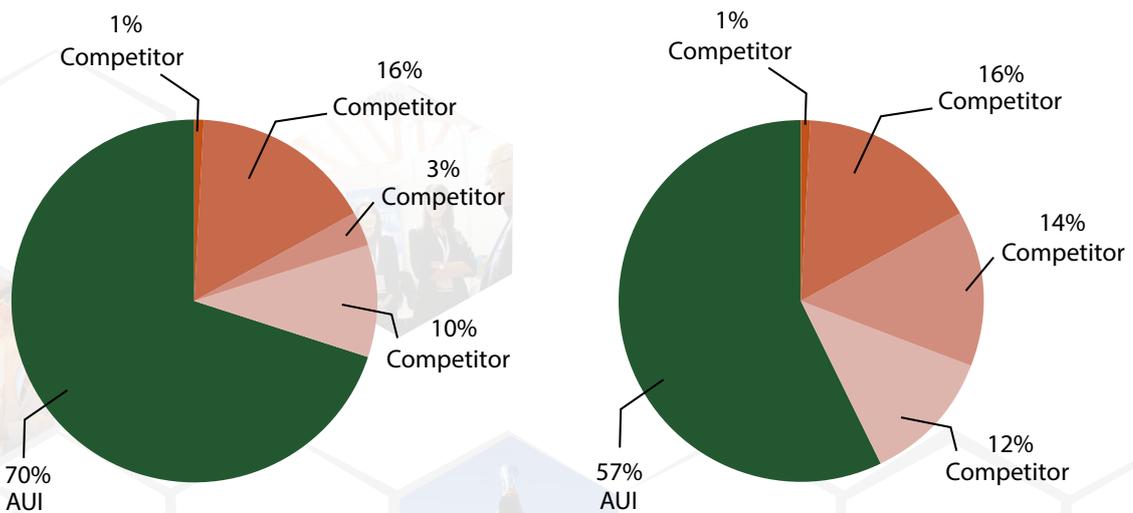
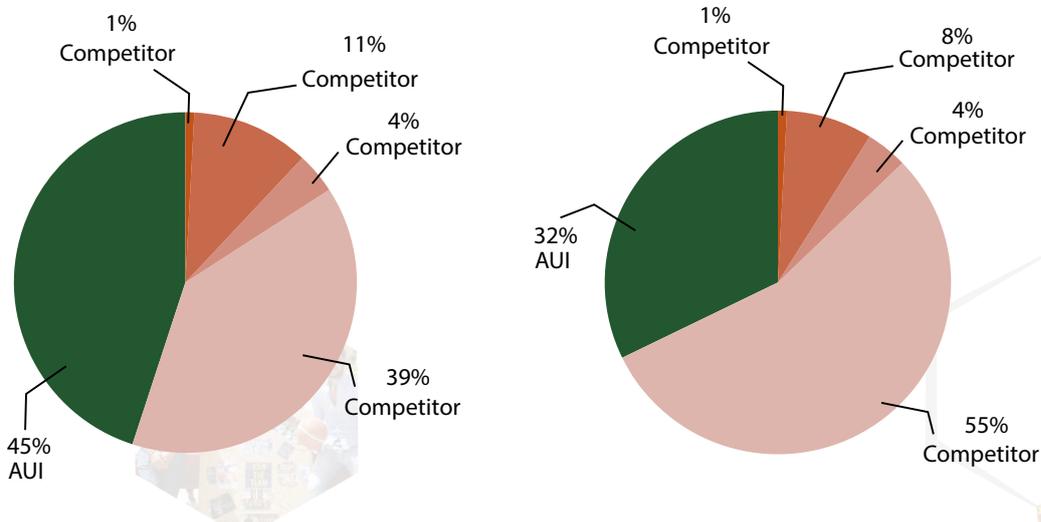**Graph 4.1** *Digital Share of Voice in 2018-2019 and in 2017-2018*

Exposure for digital media continued to outperform compared to our four competitors in Morocco. Even more, our performance this year surpassed last year's equivalent. In more detail, our share of voice in 2018-2019 reaches 70%, compared to 57% in 2017-2018. This

exceeded our competition, whereby the second best's share of voice (SoV) did not exceed 16%. Regarding the sentiment of our digital reputation, the positive and neutral conversation around AUI continues to largely occur compared to its negative counterpart. This highlights the maintenance of the AUI reputation in digital media.
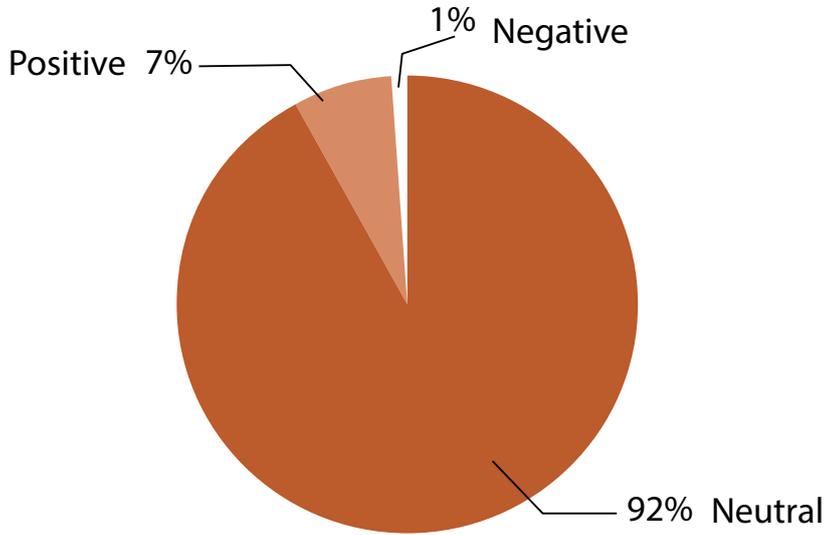
Graph 4.2 *AUI's Digital Reputation Sentiment*

Social Media Exposure

Graph 4.3 *Social Media Share of Voice in 2018-2019 and in 2017-2018*

Coming to social media, the University suffered in the past from the severe competition. We had since succeeded to rank first thanks to an SoV of 45% in 2018-2019, compared to 32% last year. Our target competitor attained, hence, this year no more than 39%. Concerning the social media sentiment, the positive and neutral conversation around our university preserved its omnipresence compared to the negative sentiment. The latter was reduced to no more than 6%.
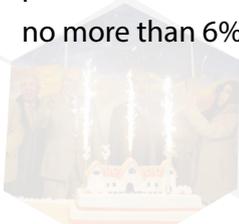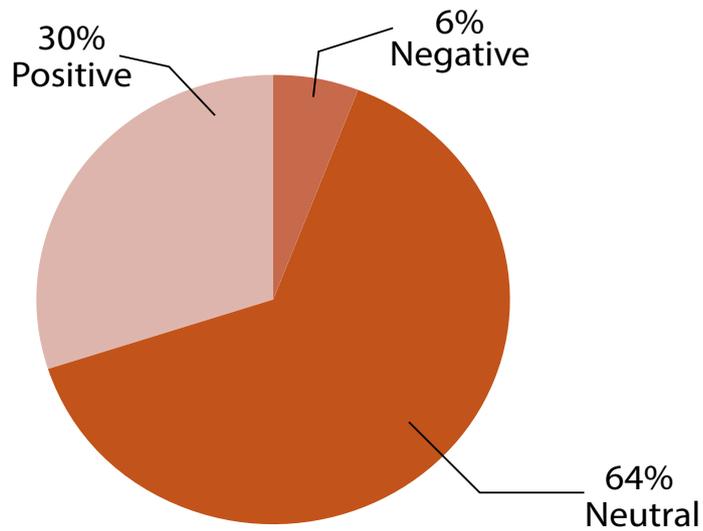
Graph 4.4 *AUI's Social Media Reputation Sentiment*

Social Media

AUI used its social media to attain 4 different objectives; namely enhancing AUI image and reputation, turning followers to advocates, maximizing leads and boosting retention. The attaining of these objectives was respectively reflected on social media in the form of more awareness, more engagement, more conversion and more connection. An internally developed reasoned decision-making scheme adapted to AUI and with metrics appropriate to our targets guides both our organic and boosted social media content production.
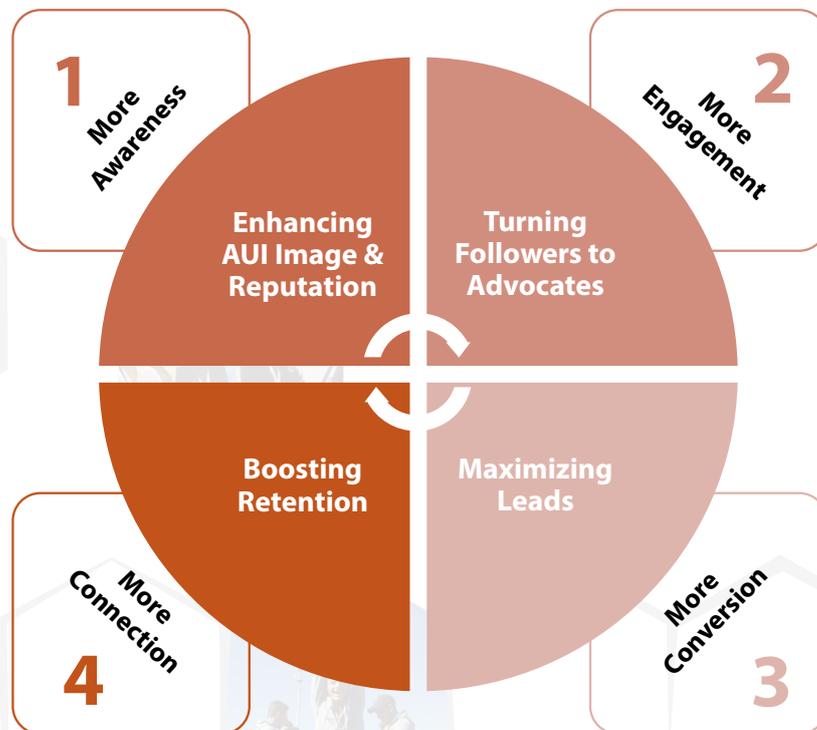
Figure 4.1 *Social Media Content Generation Decision-making Scheme*

On the one hand, our organic campaign succeeded to enhance AUI image and reputation by increasing impressions and followers throughout our different social media platforms which are Facebook, Instagram and YouTube (11,272 followers on Instagram this year versus 7,592 last year). It also persistently turned followers to advocates by generating more engagement through comments, likes, messages and mentions (6 out of 10 of the most liked visuals in the two-year-history of our Instagram account were posted in Spring 2019). Furthermore, it contributed to boosting retention by highlighting AUI students and alumni events (Top 1 post on Instagram is an AAA event in collaboration with the RAID International de la Solidarité with 812 reactions).

On the other hand, our boosted campaign was developed with an external digital communication agency to take the form of social media marketing campaigns. It aimed to maximize leads to convert followers and advocates to AUI applications, and subsequently students. The fixed target for the campaigns in question is 2500 leads by the end of November 2019. So far, more than 1700 leads were scored to generate as of April 2019 application session more than 200 online applications.

Media Relations

The first semester in 2018-2019 was marked by a weak media performance compared to the previous year's performance during the same time frame. The reasons behind such a shortage can be traced back to a prior occurrence of the institution's accreditation, which caught massive media attention. Subsequently, the audiovisual and audio coverage of AUI's activity for the year ended up surpassing its predecessor (18 footage vs. 16 footage). Regarding the press releases, the articles posted and published as well as the digital media mentions, we aimed mainly to reduce the earlier mentioned gap. They reached, hence, respectively, 22 PRs, 271 articles and 328 digital media mentions.

Top Media stories in 2018-2019
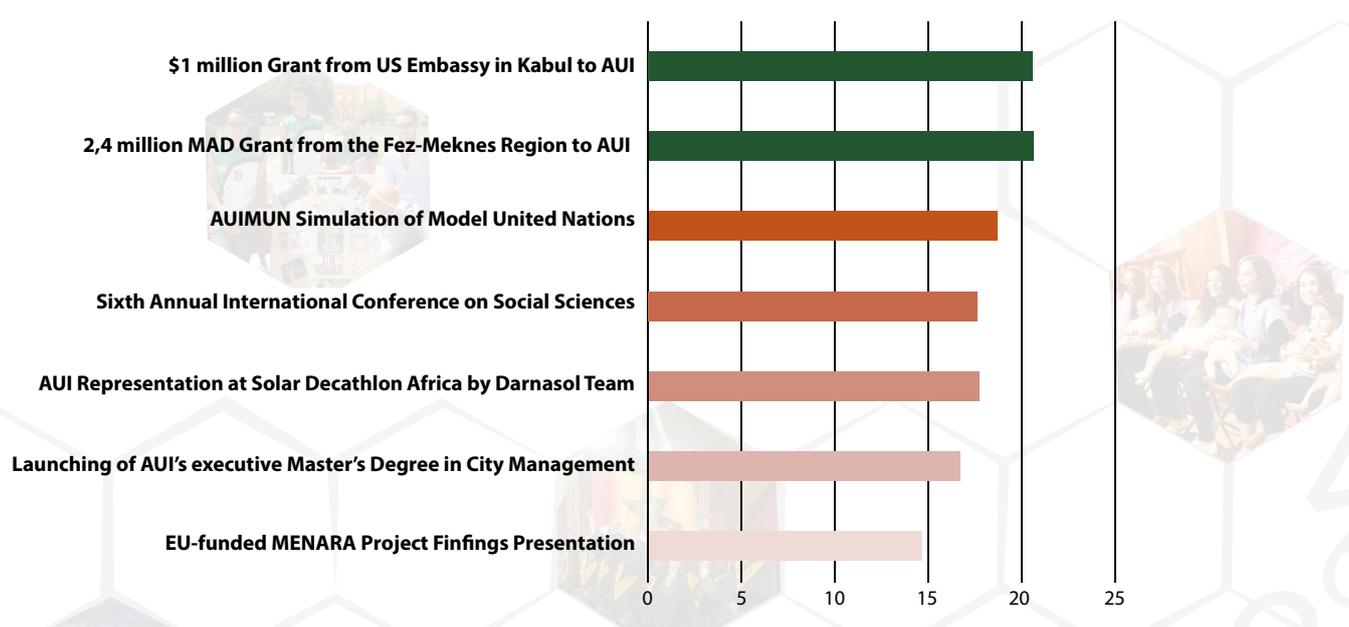
Graph 4.5 *Number of published articles by story*

Our media advertising strategy was subjected to limitations implied by the huge efforts invested in our social media campaigns. Only priority outreached actions required in investment in classical media advertising. Those included two major radio advertising campaigns meant for student recruitment purposes in Spring 2019. Six pieces of a print ad and five more digital ones were adopted in Fall 2019. To maximize the impact of our campaign, focused messages were designed to convey AUI's unique values such as accreditation, ranking as well as North-American educational system.

Internal Events & Communication

Event Management

Over the past year, more than 250 events took place on campus. Those took the form of conferences, panel discussions, presidential lectures, guest speeches and national & international seminars. Those events were either organized, co-organized, or hosted by AUI. Besides the 2018 graduation ceremony, those are the Top 5 most strategic events of the year in terms of both attendance and internal and external echo.

Mohammed Mjid International Solidarity Raid of vintage cars

1	Astronomy Festival's 7th edition
2	Round Table: The Debate about Standard & Moroccan Arabic
3	Moroccan Media & Society Series
4	MENARA Closing Ceremony in Rabat
5	Open House 2019
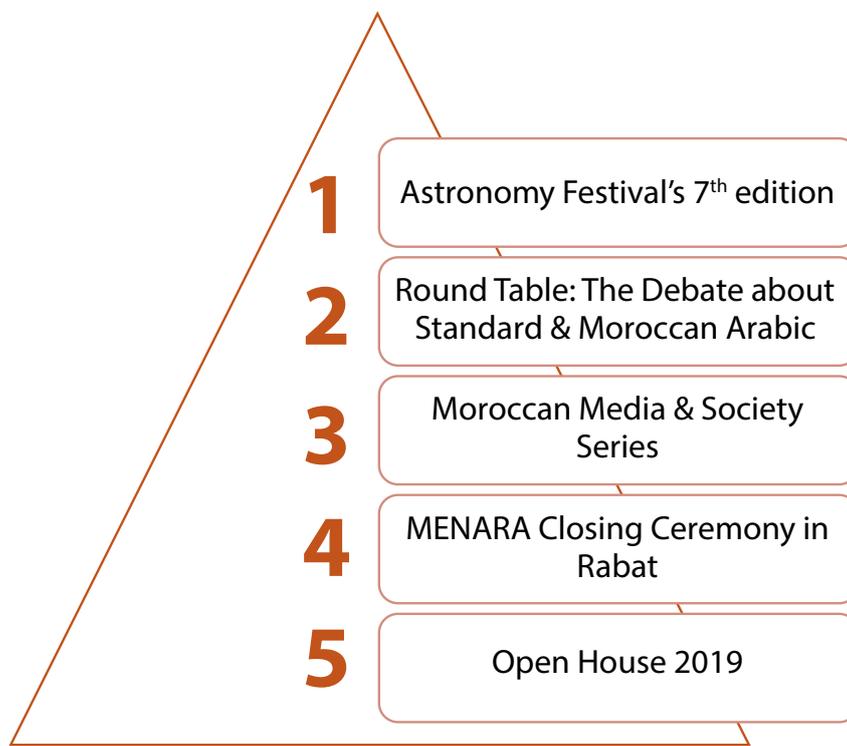
Figure 4.2 *Top five events*

AUI Website

This year, the AUI website continued to be more visible. It attracted more new users and sessions. Those were respectively +13.05% and +6.03% compared to last year. The website also experienced an increase in traffic compared to last year from users in Afghanistan, Canada, France, Germany, Spain, UK, USA, as well as from national users. Those reassuring metrics left room for addressing in parallel the technical dysfunctions of the to-be-launched new AUI website. The latter was upgraded to improve its editing privileges. Further security issues were to be fixed in preparation for a content updating phase, before its testing and launching.

Alumni

Following the "AAA Next Initiative" road map initiated by the Al Akhawayn Alumni Association (AAA)'s Board of Trustees on July 2018, subsequent elections were triggered. As a result, a new AAA Board of Executives was elected in December 2018. Since then, Ms. Salwa Nana, in her capacity as the President of the association, along with her team accomplished several actions. Those include 25 signed partnerships and 13 organized events, in addition to 2 bi-annual Alumni Talks hosted at AUI (See Appendix E).

In addition to the actions of the newly elected AAA board, our AUI Alumni throughout the world continued to achieve in a variety of activity sectors over the year. Those sectors include communications and media, economics, education and research, human rights, information technology, international relations, marketing and public sector.

AUI Alumni based in Dubai at a recent Ramadan Ftour

Some examples of achievements include:

Sanae Lahlou ('05), Director for Africa at Mazars, was shortlisted for the prestigious French-African Foundation, as a Young Leader.

Asmae Berrada ('14) won 1st prize at MASEN Talents Awards for her PhD research project.

Driss Slaoui ('16) was invited on EcoNews on 2M Television as the founder of Welovebuzz, turnover multiplied by 15 in two years.

Zineb Benalla ('08) was invited on Expertes.ma a 2M television show.

Imane Guennioui ('09) was appointed as Assistant Director of Marketing for the Middle East, Africa and Turkey at the Ascott Limited, Dubai.

Other achievements are listed in Appendix E

Career Readiness

That academic year, the Career Services at AUI hosted more than 10 companies to introduce our students to the market place. Their presence on the campus rhymed with graduate study opportunities, mock interviews, internship offers, and speed recruitment. Partnerships with AUI were signed as well with some of the companies, to guarantee the sustainability of similar opportunities for our students and graduates.

Independently, the Career Services itself organized on regular bases career readiness workshops for AUI students and alumni. Those unfolded throughout the academic year to initiate and support students in planning their careers for their seniority level. A more

intensified version of those workshops was organized in parallel to the Job Fair over 10 days. It familiarized the participants with proper CV writing, job interviews, soft skills, labor law and more.

CV Review Sessions

CV Workshops

Moroccan Labor Law

Soft Skills Development

Making Bright Presentations

Study Abroad Opportunities

Guide to Job Fair

Figure 4.3 *Career preparation events*

On March 29th, 2019, Al Akhawayn University hosted the annual Job Fair in the presence of its keynote speaker Mr. Mohamed Horani. That year, 74 companies' representatives accepted our invitation and made it to the 18th edition of the Job Fair. The theme of that edition was "Explore Your Horizons". Twenty-nine companies from multiple sectors and industries participated and 300+ students and alumni attended the Job Fair.


2019 Job Fair at AUI

G STRATEGIC PLAN

The University had achieved about 70% of its 2015 – 2020 Strategic Plan goals as of the 2018-2019 academic year. To improve this percentage, the University took a deeper look into its Strategic Plan actions, as well as departmental Strategic Plan actions. Looking forward, recommendations for the 2019-2020 academic year include, but were not limited to: improving communication, increasing collaboration; risk management; reevaluating achievable goals; improving monitoring of strategic plan goals related to meeting deadlines; etc.

The University had been able to achieve one of its Strategic Priorities early into the 2015 – 2020 period. With its 100% target goal reached, Strategic Priority 2 which concerned mainly accreditation, both program and institutional, was achieved in 2017 and has been maintained for the past two years. Not too far behind are Strategic Priority 1 (student learning, development and success) and Strategic Priority 3 (internationalization), with respectively 94% and 86% of their target goals met. On the other hand, Strategic Priority 4 (growth and sustainability), Strategic Priority 5 (research), and Strategic Priority 6 (communication) had not seen the same momentum in goal progress.

The University was reflecting on Strategic Plan priorities 4, 5, and 6 to identify targets and actions, to implement further change during the last year of the current Strategic Plan and in the next 5-year plan (2020-2025). A more detailed plan was developed based on consideration of NECHE recommendations, AUI's mission and values, and feedback from the AUI community.

Progress by priorities
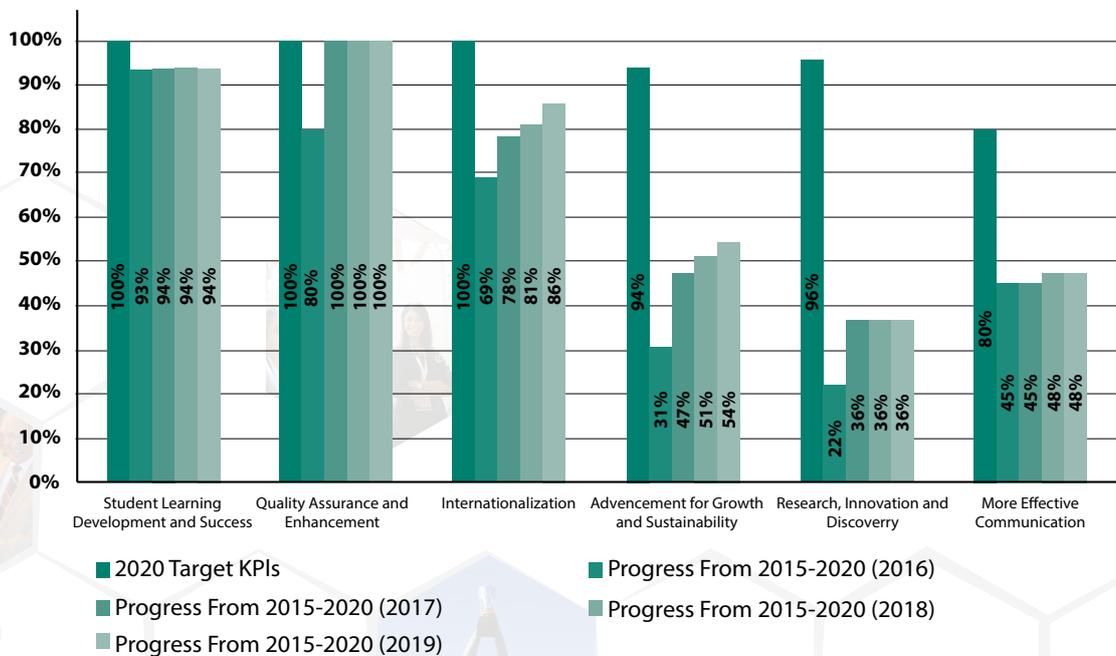
The section below lists the six priorities with their level of achievement and remaining actions to be implemented during the coming Academic Year.

Priority 1: Student Learning, Development, and Success (94%)

• Key achievements

   - Improved Student Satisfaction with Teaching and Services: 100%

   - Contribution by Students to Local/Global Communities 100%

• Challenges

   - Increased Graduation Rate

   - Improved Graduate Placement Rate

   - Increased Amount of Funds Raised by Associations

Priority 2: Quality Assurance and Enhancement (100%)

• Key achievements

   - Quality Assurance: The University was continuously maintaining and improving quality and enhancing governance.

• Targets/actions to focus on in 2019-2020

   - Maintained Current Progress Level (all goals 100%)

Priority 3: Internationalization (86%)

• Key achievements

   - Increased South-South Collaborations with African Institutions

• Targets/actions to focus on in 2019-2020

   - Attracted more international Students, Staff and Faculty

Priority 4: Advancement for Growth and Sustainability (54%)

• Key achievements

• Increased Quality of Enrolled Students (AUI now has over 75% of its enrolled students with TB and B distinctions).

• Targets/actions to focus on in 2019-2020

   - Plan in place to achieve redefined 2020 goals.

   - Defined remaining actions; develop deadlines for remaining actions; and collaborate with other departments.

Priority 5: Research, Innovation, and Discovery (36%)

• Key achievements

   - Office of Sponsored Research was established to become nationally recognized as a center of expertise in E-Learning.

• Targets/actions to focus on in 2019-2020

   - Plans in place to achieve redefined 2020 goals
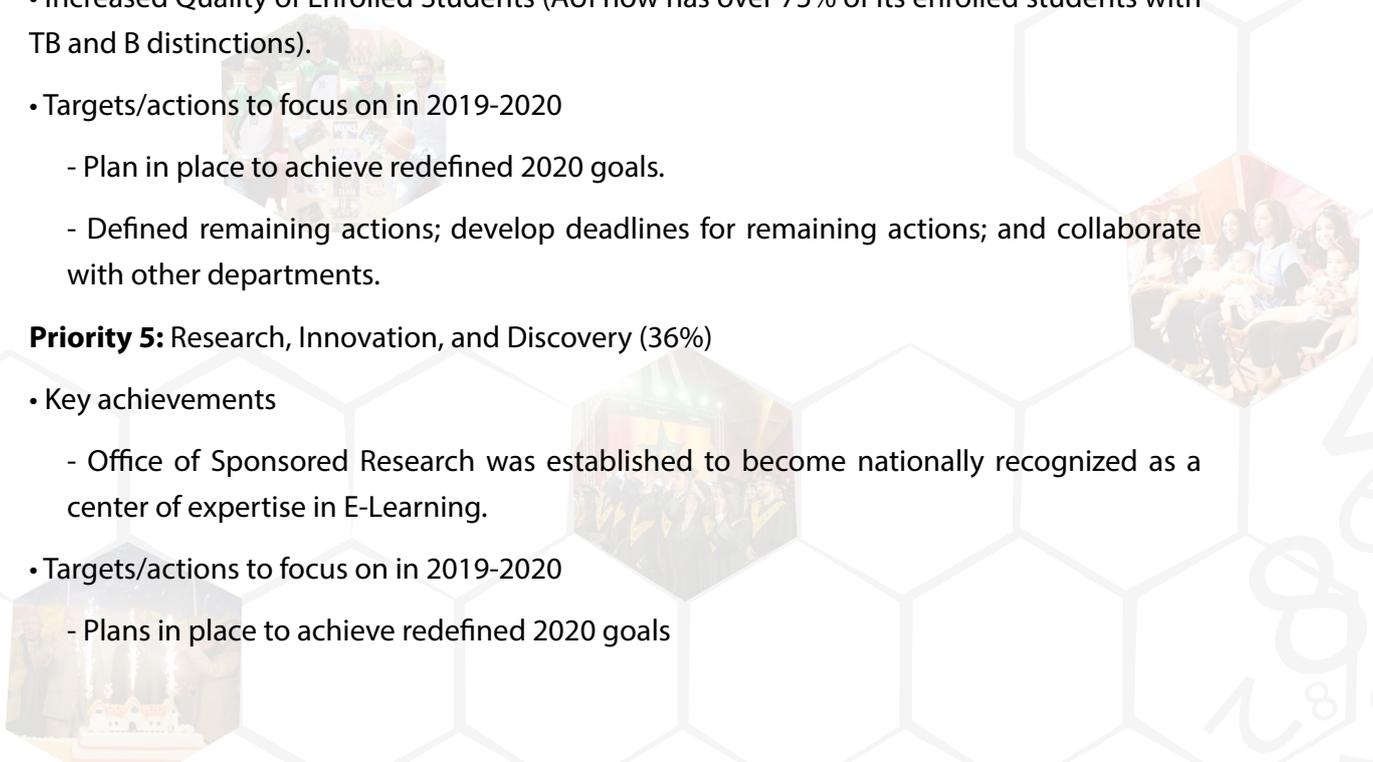
- Defined remaining actions; Monitoring of research in education.

Priority 6: More Effective Communication (48%)

• Key achievements

- Improved Internal Communication: Policies and Procedures manual and AUI Graphic Charter with the AUI community, Communication Service Desk

- Improved External Communication

• Continued implementation and development of AUI external communication strategy to increase the number of articles about AUI

• Targets/actions to focus on in 2019-2020

- Planed in place to achieve redefined 2020 goals

- Defined remaining actions; develop deadlines for remaining actions; and increase interdepartmental communication.

The Year in Numbers

Student Enrollments 2.092

**Graduate
9%**

**Undergraduate
91%**
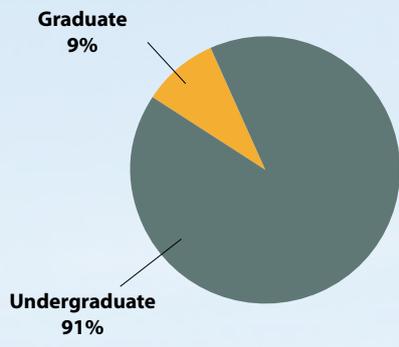
Scholarship and Financial Aid

**37,5%
have Scholarship
and/or Financial Aid**

25 MMAD

Faculty 157

**National*
49%**   **International
51%**

* includes bi-nationals

**Part Time
22%**

**Full Time
78%**

**Female
Faculty
33,50%**

**PHD holders
70,50%**
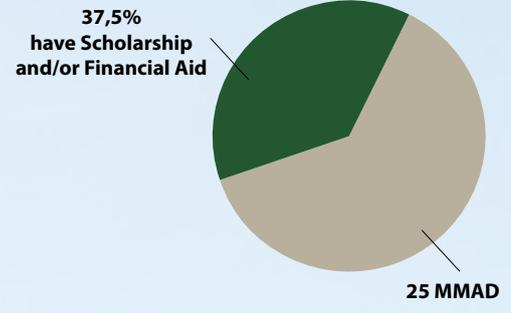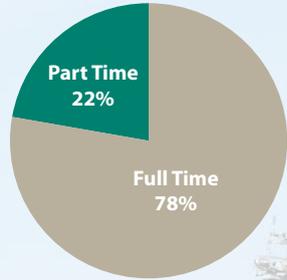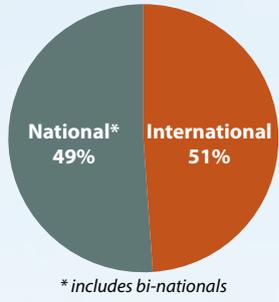
Civic Engagement

20.493 Hours dedicated for the
community involvement program.

2.189
Beneficiaries in Azrou Center.

Social Media

More than
205.069
Facebook likes

More than
1.830
Twitter followers

More than
4.970
subscribers

More than
14.026
followers

CONCLUSION

The 2018-2019 Academic Year has been rich in accomplishments. It has seen significant faculty activity, student achievement and alumni successes. In its interim report to the Accreditation Association, the University reviewed all the quality assurance actions it is undertaking to ensure the success of its students and it outlined development plans.

The year also had a few challenges which demanded immediate action. Most important of which was the retirement age for faculty and the restrictions imposed by the Moroccan Labor Law. Competition for students from new universities also had to be contended with although the prestige of the University and the quality of its programs, communicated through an aggressive targeted information campaign as well as international actions, eventually re-established the balance.

The coming academic year is going to be the final year in the current strategic plan (2015-2020) which will end by the end of July 2020. An updated set of goals for the same priorities will be defined to bring it to a close. Reflection on a new set of priorities has already begun. The coming months between June and November 2019 will see meetings of various stakeholders both internal and external to reflect on the future of AUI.

The Accreditation Association, NECHE, circulated a note in early June 2019 to all its members insisting on a set of guidelines to ensure financial sustainability. The University had drafted a five-year enrollment and financial operations plan which shows that it will go strong and will ensure it is sustainable. Thanks to the contributions of its Board of Trustees, it will continue playing its role of the educational leader in Morocco.

APPENDICES

A- Faculty Publications

Books

Bigliardi, S. (2018). *The Crescent Moon and the Half Moon: Islam, Pseudoscience and Paranormal.* Padua, Italy: Italian Committee for the Investigation of Claims of the Pseudosciences (CICAP).

Chekayri, A. Magharfaoui, K. (2018). *Réflexions sur le lexique et l'enseignement de l'arabe marocain.* Morocco: Centre de la promotion du Darija 2018.

Loudiyi, K., and Berrada, A. (2019). *Gravity Energy Storage.* Morocco: Elsevier.

Love, P. (2018). *Ibadi Muslims of North Africa: Manuscripts, Mobilization, and the Making of a Written Tradition.* Cambridge, UK: Cambridge University Press.

Shoup, J. (2018). *The History of Syria.* Santa Barbara, California: Greenwood.

Book Chapters

Carlos, Frederico, & Dawisson Lopes (UFMG, Brazil), & Guilherme Casarões (FGV, Brazil). (2018). *A Tragedy of Middle Power Politics: Traps and Contradictions in Brazil's Quest for Institutional Revisionism. In Carlos, Frederico, & Dawisson Lopes, & Guilherme Casarões (Ed.), A Tragedy of Middle Power Politics: Traps and Contradictions in Brazil's Quest for Institutional Revisionism.* Palgrave.

Lebdaoui, H. (2018). *Analyse Macro-économique et politiques de stabilisation. In Lebdaoui Hind (Ed.), Analyse Macro-économique et politiques de stabilisation.*

Neville, G. M. (2018). *Developing the abilities for tomorrow: what liberal arts can contribute to management education. In Kerul Kassel and Isabel Rimanoczy (Ed.), Developing a Sustainability Mindset in management education* (pp. 320-354). ISBN: 978-1-78353-727-3. Routledge Taylor & Francis Group.

Seilstad, B., & Braun, D.,& Kim, S., & Choi, M.-S. (2019). Bilingual biomes: Revising and redoing monolingual instructional practices for multilingual students (10th grade). *In M. A. Stewart & H. Hansen-Thomas (Ed.), Engaging research: Transforming practices for the high school* (pp. 111–126). Alexandria: TESOL Press.

Shoup, J. (2018). Baglama/Saz, Bedouin Music, Coptic Music, Gimbri, Gnaoua Music, Khaliji Music, Malouf, Nay, Ottoman Classical Music, Qarabab. In Mihalka, Matthew and Martin, Andrew (Ed.), *Encyclopedia of Music Around the World.* Santa Barbara, CL: ABC-CLIO Press.

Žvan-Elliott, K. (2018). Women's gender Rights in Morocco and Women's Political Rights in Morocco. In Netina Tan, Mona Lena Krook, and Susan Francheschet (Ed.) *Global Handbook on Women's Political Rights.* Palgrave: MacMillan UK.

Journal Articles

Carlos, F., Lopes D. (UFMG, Brazil), & Guilherme Casarões (FGV, Brazil). (2018). A Tragedy of Middle Power Politics. *Traps and Contradictions in Brazil's Quest for Institutional Revisionism.* Palgrave.

Carlos, F. (2019). Unification among contradictions: Germany and Europe face globalization

in crisis. *Sociology International Journal,* 3(1), 61-63.

C**arlos, F.** From Farmers to Firms: United States and China in a Shifting World Order. Co-authored by Fernando Camargo (UFT, Brazil). *Conjuntura Internacional*, 15(2), 11-21.

ElBernoussi, Z. (2018). DNA Tests in Morocco: Marking a Historic Turn in Islamic Law. SHARIAsource, *Harvard Law Schoo l*.

ElBernoussi, Z. (2018). DNA-Based Paternity Tests in Islamic Family Law? Judicial Recognition and Then Reversal by Moroccan Courts. SHARIAsource, *Harvard Law School.*

ElBernoussi, Z. (2018). Le dur combat des femmes musulmanes contre la tradition. *Orient XXI.*

ElBernoussi, Z. (2018). What Would a U.S. War—or Peace—with Iran mean for China? *A ChinaFile Conversation* .

Gray, D. (2018). Who hears my voice today? Indirect Women Victims in Tunisia. *International Center for transitional justice in Canada* .

Lounnas, D. (2019). Changement dans la mouvance Jihadist au Sahel. *Politique étrangère* .

L**ounnas, D. (2019)**. The shift in jihadi paradigms: From the Peshawar to the idleb/raqqa paradigms; terrorism and political violence.

Lounnas, D. (2019). The trajectory of the Tunisian jihad: Between Al Qaeda and ISIS. Middle East policy .

Lounnas, D., Zoubir, Y., (2019). L'Algérie face à l'arc des menaces. *The Maghreb Review.*

Love, P. Ibadis on (and in) the Margins: Manuscript notes from the Buffalo Agency in Early-Modern Cairo. *Journal of Islamic Manuscripts*, 9(3), 225-241.

Love, P. Provenance in the Aggregate: The social life of an Arabic manuscript collection in Naples. *Manuscript Studies,* 3(2), 334-356.

Love, P. (2018). Ibadis on (and in) the margins: Manuscript notes from the Buffalo agency in early-modern Cairo. *Islamic Manuscripts*, 9(3), 225-241.

Love, P. (2018). Provenance in the aggregate: The social life of an Arabic manuscript collection in Naples. Journal for Manuscript Studies, 3(2), 334-356.

Love, P. (2018). What the flames missed: Traces of the al-Ba'tūrī Arabic manuscript library in Jerba, Tunisia. *Études et Documents Berbères,* 39-40, 147-153.

Msaada, A., Belbahloul, M., El Hajjaji, S., Beakou, B. H., Houssaini, M. A., Belhajjia, C., Aassila, H., Zouhri, A., & Anouar, A. (2018). Industrial wastewater decolorization by activated carbon from Ziziphus lotus. *Desalination and Water Treatment*, 126, 296–305.

Ross, E., & Liora, B. (2018). The Urban Grid and Entangled Planning Cultures in Senegal. *Planning Perspectives*, 26.

Ross, E., & Liora, B. (2019). The Crisscross of Gridded Traditions in Two Senegalese Cities. *Architext,* 7, 94-113.

Ross, E. () African Urban History and Historiography. Oxford Research Encyclopedia of

African History, O*xford University Press*.

R**oss, E. (2019)** Megalopolis. *Wiley-Blackwell Encyclopedia of Urban and Regional Studies, Meredith Pate & Anthony Orum.*

Ross, E., & Moses R. (1888-1981) (2019) . Wiley-Blackwell Encyclopedia of Urban and Regional Studies, Meredith Pate & Anthony Orum.

Ross, E., & Burnham, D. (1846-1912) (2019). *Wiley-Blackwell Encyclopedia of Urban and Regional Studies, Meredith Pate & Anthony Orum* .

Ross, E., & Gottmann, J. (1915-1994) (2019). *Wiley-Blackwell Encyclopedia of Urban and Regional Studies, Meredith Pate & Anthony Orum.*

Seilstad, B. (2018). Partially shared objects and the (Elusive) potential of expansive learning: the case of "jury" in community-based citizenship classes for Nepali-speaking Bhutanese refugee elders. *Mind, Culture, and Activity,* 25(4), 308-323.

S**eilstad, B., Braun, D., Kim, S., & Choi, M.S. (2019)**. Bilingual biomes: Revising and redoing monolingual instructional practices for multilingual students (10th grade). *M. A. Stewart & H. Hansen-Thomas (Eds.), Engaging research: Transforming practices for the high school,* 111–126).

Shoup, J. (2018). Baglama/Saz, Bedouin Music, Coptic Music, Gimbri, Gnaoua Music, Khaliji Music, Malouf, Nay, Ottoman Classical Music, Qarabab. *Encyclopedia of Music Around the World edited by Mihalka, Matthew and Martin, Andrew* .

Žvan-Elliott, K. (2018). Women's gender Rights in Morocco and Women's Political Rights in Morocco. *Global Handbook on Women's Political Rights*.

Main faculty and student achievements

- Dr. Connell Monette, submitted the English translation of the Royal Moroccan Edition of Imam Malik's Muwatta to Harvard University on November 9, 2018.

- Dr. Paul Love published a book in the very prestigious Cambridge University Press: Love, P. (2018). *Ibadi Muslims of North Africa: Manuscripts, Mobilization, and the Making of a Written Tradition*. Cambridge University Press

- Ms. Vesna Dragojlov was elected President of the jury of the International Festival of New Theatre in Serbia.

- Within the context of SHSS involvement with different regions and communes in Morocco, SHSS secured 08 full tuition scholarships (three from Dakhla Region and 5 from Oulmès Commune).

- Dr. Catherine THERRIEN, researcher and part-time faculty at the School of Humanities and Social Sciences at AUI, was awarded a grant of 500.000.00 from Ibn Khaldoun Institute for a study on mixed families.

- The Ministry of Islamic Affairs published the first Arabic edition of Introduction to Christianity. This book was authored by Rev. Karen Smith and Dr. Connell Monette, and was translated into Arabic by Prof. Ali Azeriah.

- From the 31st of October to the 4th of November, two AUI students, Sara El Fatihi and

Manal Belcadi, and an AUI Alumna, Marwa Oulad Touimi, presented their research under the supervision of Ms. Afifa El Bayed, a lecturer in the School of Humanities and Social Sciences (SHSS), in the European Communication Research and Education Association's conference (ECREA) in Lugano, Switzerland. This was the 7th conference held by the ECREA

- Dr. Youssef Chetioui was awarded "the best Business doctoral dissertation at the level of ENCG-Settat and Hassan 1st University for the academic year 2017-2018.

- Dr. Hind Lebdaoui was selected by Cambridge IFA as one of the top 100 most influential/ powerful women in Islamic Finance for two consecutive years – in their WOMANi-2018 and their WOMANi-2019 reports:

    o https://cambridge-ifa.net/womani/womani_report_2018.pdf

    o https://cambridge-ifa.net/womani/womani_report_2019.pdf

- Morocco Collegiate Programming Contest (MCPC 2018). AUI team: Omar Moussa, Abdelmajid Essofi, and Ahmed Lekssays, October 13-14, 2018, National Champions.

- The 2nd edition of the ActInSpace 2018 Hackathon at the International University of Rabat (UIR). Yousra Bensouda. May 25, 2018, 2nd Prize.

- 15th edition of AUI Engineering Design Competition. Oumaima Lamaakel, Jade EL Haimer, Nizar Sabbar, and Yassine Charouif, May 3, 2018, 1st Prize.

- 15th edition of AUI Engineering Design Competition. AUI-ENSA team composed of Afaf Remani, Widad Yossri, Fatimazahra Alaoui, and Zakiya Driouich, May 3, 2018, 2nd Prize.

- The 2018 Solar Decathlon Africa. SSE Team shortlisted.

- Two videos were produced by AUI students for Les Enfants de l'Atlas, at Dar Bouidar (near Marrakech).

- SHSS organized a Special Occasion Speech Contest. The event was sponsored by New York Cherry Hill Gourmet. Inc. The winning student, Mariame Maouhoub, who received a prize of 2000 Dhs, donated it to the Embassy of Palestine in support of the children of Palestine.

- Finally, in the Fall 2018 edition of MFT (Major Field Test, a test applied worldwide to Business students), SBA students Khouloud El Alami and Reda Abid ranked in the 95th percentile compared to ETS international data. As for Spring 2019, edition of the same test, Hajar Essedaoui, Lamiae Agoumi and Nada Alami Louati ranked in the 99th percentile compared to ETS international data.

- Med-Saharan Sports Challenge (2019): AUI swimming team won the gold medal in the overall standing, AUI women's Futsal team won the gold medal, AUI women's volleyball team won the silver medal, and Anass Khadari won the Gold medal in table tennis. The AUI sports team won the challenge cup (the tournament team's overall standing).

- Festival National Universitaire des Sports Individuels: Furuta Shku won the gold medal in women's badminton, Mohamed Amine Harrabida won the gold medal in men's badminton, Meriem Eide won the gold medal in the women's 50 meters butterfly, Ahmed Bennani won the gold medal in the men's 50 meters breaststroke, and the AUI men's swimming team won the gold medal in the 50 meters freestyle relay.

- Moroccan Regional Track and Field Championship: Kelly Hunt won the gold medal in the women's 100 meters and 200 meters.

- National Debate Competition: the AUI debate team won first place in the competition organized by the National Democratic Institute.

B - Conferences

<u>Presentations at Conferences</u>

- Abid, R. (2018). HPC as a Cloud Computing Service: Virtualization or Containerization? The IARIA Twelfth International Conference on Advanced Engineering Computing and Applications in Sciences (ADVCOMP 2018), Athens, Greece, 2018. Greece.

- Aboramadan, M. (2018). NGOs management: A conceptual framework, the ISER-413th International Conference on Economics and Business Research (ICEBR-2018), Poland, July 12-15, 2018. Poland.

- Abrache, J. (2019). A New Online Educational Game for teaching Operations and Supply Chain Management Courses, the ICT Days, 6Th Edition, Online Education – Monitoring and Evaluation, Al Akhawayn University, Ifrane, April 26-28, 2019. Morocco: AUI.

- Aguenaou, S. (2019). Financial inclusion in the MENA region, the 2019 Paris international Academic Conference on Business and Economics, Paris, France, July 7-10, 2019. France.

- Akaaboune, A. (2018). A new framework for Third-party logistics (3L) Provider Selection in Emergent Markets, the International Society for Engineering Research and Development (ISERD), Houston, Texas, USA, December 22, 2018-January 12, 2018. The USA.

- Benmoussa, C. (2018). Blending m-Leaning with eLearning Systems: A Work System-based Method, International Conference on Education and E-Learning. Turkey, August 6-8, 2018. Turkey.

- Benmoussa, C. (2019). What hinder SMEs from adopting E-commerce? A multiple case analysis, the 3rd World Conference on Technology, Innovation and Entrepreneurship, Istanbul, Turkey June 18-30, 2019. Turkey.

- Benrqya, Y. (2019). Cross-docking and the bullwhip effect reduction, the International Conference on Business Management and Social innovation (ICBMANSOIN-19), Dubai, UAE, March 3-4, 2019. UAE.

- Borkowski, R. (2018). International symposium in phenomenology-images, imagination, and imaginaries, Non-intentional consciousness and phantasia: (how) does the ethical relate to imagination, Perugia, July 2- 6, 2018. Perugia.

- Cavalli, V. (2018). What opportunities and challenges for women in Tech? and What perspectives for tomorrow? IEEE WIE International Leadership Summit in the panel Research, Innovation and Entrepreneurship, October 23rd, 2018 Marrakech, Morocco. Invited Panelist. Morocco.

- Chetioui, Y., & Satt, H. (2018). L'impact de l'innovation sur la performance au sein des entreprises Marocaines : une approche quantitative presented in ENCG Fes, Le Laboratoire

de Recherche en Management, Finance et Audit des organisations-LAMAFAO, November 10, 2018

- Chetioui, Y. (2019). Does Effective use of CRM technologies impact customer retention in the hospitality industry? Evidence from an emerging Market, the ICBER 2019 (2019 9th International Conference on Business and Economics Research, Beijing, China, July 15-17, 2019. China.

- Darhmaoui, H. (2018). First ATLAS Dark Sky Workshop.

- El Bayed, A. (2018). International communication exchange and Moroccan culture: The heterogeneous disjuncture shaping the Moroccan gastronomy, ECREA conference. October 31- November 4, 2018.

- El Bernoussi, Z. (2018). Cooperation with religion institutions as European policy tool Muslim institutions as partners in European image-building, Warsaw, Poland. November 11-13, 2018.

- El Bernoussi, Z. (2018). Genealogy of Karama in the 2011 Arab Spring Uprisings in Egypt, XIX ISA World Congress of Sociology, Knowledge and Revolution Panel, Toronto, Canada, July 15-21, 2018. Canada.

- El Bernoussi, Z. (2018). China as the Halal Business Leader, UCL Halal Conference, Louvain-la-Neuve, Belgium, June 18-19, 2018. Belgium.

- El Bernoussi, Z. (2018). DNA Testing and Islamic Law, An Example from Morocco, the International Symposium on Family Structure in the wake of Genetic and Reproductive Technologies, Georgetown University in Qatar, October 7-8, 2018. Qatar.

- El Bernoussi, Z. (2018). Global Dignity? Implications for Paradigms of International Development and Globalization, the 31st Annual Conference of Human Dignity, Cairo, September 20-24, 2018. Cairo.

- El Bernoussi, Z (2018). Dignity and Innovation - Strategies for a Sustainable Future, with a Special Focus on Agriculture and Water, the 31st Annual Conference of Human Dignity and Humiliation Studies: SEKEM/Heliopolis University, Cairo, Egypt, September 21-24, 2018. Cairo.

- Ennahid, S. (2018). Ancient manuscripts in the age of digital humanities: digitization programs at public libraries in Morocco, the international conference on archives in the Age of digital humanities, University of Evora, Portugal, October 23-28, 2018. Portugal.

- Ennahid, S. (2018). Labor and social action in colonial-period Morocco: The case of Muslim workers' housing in Casablanca (1992-1956), the conference 'Thinking about labor within and across empire'. Paris, France. November 7-11, 2018. France.

- Gray, D. (2018). Conversations with women who lead: Doris Gray (International education week speaker), provost for global engagement guest lecture, University of Rochester, USA. November 15, 2018. USA : University of Rochester.

- Gray, D. (2018). New realities -Sending, transit and destination country, Kahn institute roundtable: refugees, Smith College, USA, September 20, 2018. USA: Smith College.

- Gray, D. (2018). Touching: a cross-cultural observation on truth, reconciliation and healing,

Smith College, November 30, 2018. USA: Smith College.

- Gray, D. (2018). Women and social change in north Africa: What counts as revolutionary? Presented at the office of global engagement, University of California Irvine, USA, November 1, 2018. USA: University of California Irvine.

- Gray, D. (2018). Women and social change: grassroots vs top-down transformations in north Africa, provost for global engagement, University of Rochester, November 16, 2018. USA: University of Rochester.

- Gray, D. (2018). Women and transitional justice in Tunisia: The forgotten victims, presented at Center for Middle East Studies, Yale University, New Haven, USA, September 27, 2018. USA: Yale University.

- Gray, D. (2018). Women and transitional justice in Tunisia: The forgotten victims, presented at global salon, Smith College, USA, October 25, 2018. USA: Smith College.

- Gray, D. (2018). Women and transitional justice in Tunisia: the forgotten victims, presented at middle east studies program, women's studies program, University of Wisconsin, Madison. USA, September 24, 2018. USA: University of Wisconsin.

- Hamidi Alaoui, A. (2018). Effect of the anti-Money-Laundering Law 43-05 on Bank Deposits and Loans in Morocco, the Nov.: 4th International Conference on Applied Economics and finance, Turkey, November 27-Dec. 2, 2018. Turkey.

- Hamidi Alaoui, Abdelhamid (2019). Asses allocations in a portfolio of Moroccan mutual funds: A first investigation, the 6th international Conference on New ideas in Management, Economics and Accounting, in Paris, April 19-21, 2019. France.

- Hassi, A. Predictors of innovative work behavior: A moderated analysis, the 28th Annual World Business Congress of the International Management Development Association (IMDA), North Nicosia, North Cyprus, June 12-16, 2019. Cyprus.

- Hassi. A. (2018). Empowering leadership to Management innovation, the European Academy of Management (EURAM), Iceland, June 19-24, 2018. Iceland.

Jabbouri, I. (2019). Ownership identity and cost of debt in an emerging Market: Pre and Post crisis analysis, the 17th Annual Conference on Finance, Athens, Greece, July 8-11, 2019. Greece.

- Jabbouri I. (2018). Shareholder's Identity and Portfolio Performance: Pre-and Post-Crisis Evidence from the Casablanca Stock Exchange, the Interdisciplinary conference on Education, Economic studies, Business and Social Science, Kuala Lampur, Malaysia, July 17-27, 2018. Malaysia.

- Konou, C. M. (2019). The determinants of the adoption of the Agricultural Biotechnology by Major Agricultural commodities exporting countries, the 45th Eastern Economic Association Annual Meetings in New York City, February 28, 2019-March 3, 2019. The USA.

- Koubida, S. (2019). Effect of corporate governance compliance on firm financial performance: Evidence form listed-companies in Morocco, the AFU 2019 international Conference: Towards Advances Scientific Knowledge, UAE, April 28, 2019-May 4, 2019. UAE.

- Lebdaoui, H. (2019). Risk and Efficiency convergence in Emerging Markets-Evidence from the MENA region, at the ICBER 2019 (2019 9th International Conference on Business and Economics Research, Beijing, China, July 15-17, 2019. China.

- Lehnert, M. (2018). This is not Syria: Quantifying the Over- "State"-ing of Sykes-Picot (as part of his PhD work), the North American Regional Sciences conference, USA, October 31, 2018-November 13, 2018. The USA.

- Lounnas, D. (2018). Between Rivalry and Cooperation: North Africa/Sahel Jihadi Organizational Mutation and Regional and International Security Implications, presented at the conference Middle Eastern Studies Association. San Antonio, Texas. November 11-18, 2018. The USA.

- Lounnas, D. (2018). British society for middle east studies, presented at BRISMES conference. June 2018. London. The UK.

- Lounnas, D. (2018). Militant exchange transnational terrorist tutoring. Jihadist landscapes in north Africa. Konrad Adenaeuer Stifung. Tunis. November 8-9, 2018. Tunis.

- Love, P. (2018). Ibadi libraries as tools for (and obstacles to) knowledge transmission. 9th Annual Conference of Ibadi Studies: Diachronic and cross-border transmission of Ibadi Knowledge, Beijing, China. September 17-19, 2018. China.

- Maghraoui, D. (2018). Identity politics and the monarchy in Morocco: The case of the islamists and the amazigh, the third annual conference of law and development research network, Leiden, Netherlands, September 19-21, 2018. The Netherlands.

- Marzouk, A. (2018). Roundtable on Smart cities. Second forum of cities of China and Arab cities, building together silk road communities, Marrakech, 8-9 November, 2018. Morocco.

- Marzouk, A. (2018). Schéma directeur de la formation continue de la région Fès- Meknès, July 25, 2018. Morocco.

- Marzouk, A. (2018). The role of AUI in regional capacity building: Case of Fes-Meknes regional council, Africités, Marrakesh, November 19-22, 2018. Morocco.

- Massey, J. E. (2019). Crisis Management effort at USA gymnastics (with MBA student Jihane Benazzouz), the Tenth International conference on Sport and Society, Toronto, Ontario, Canada, June 18-25, 2019. Canada.

- Massey, J. E. (2019). The use of the forums features in Jenzabar LMS to create a blended classroom at EDULEARN19, the 11th annual International conference on Education and New Leaning Technologies, Palma de Mallorca, Spain (self-funded), June 30-July 6, 2019. Spain.

- Massey, J. E. (2018). Customer Satisfaction and Brand Loyalty in the Fast Food Industry (With MBA student Aymar Raddouzi), the International conference on Sciences Technology and Management. July 21-28, 2018. France.

- Massey, J. E. (2018). Legitimacy Management, the International Academy of Business Administration Disciplines conference, Casablanca. July 3-4, 2018. Morocco.

- Neville. M. G. (2018). Global Alliance Institute: Leadership and Liberal Arts: A foundation for Social Good, the Global Liberal Art Alliance conference, Bombay, India, June 16-22, 2018

with students to Bombay, India (need more details) (a group of AUI students to a conference arranged by and sponsored by the Global Liberal Arts Alliance. We are traveling to Pune India to convene with other liberal arts college students and faculty.). India.

- Oumlil, K. (2018). Challenging Gender Norms: The Power of Theatre for Social Change, Third International Conference on Communication & Media Studies, Berkeley, California. October 2018. USA.

- Rachidi, T. (2019). Architecture logicielle pour le control d'un satellite LEO, Le Maroc a l'ère du spatial : situation, enjeux stratégiques et perspectives, Rabat, 2019. Morocco.

- Satt, H. (2018). How do levels of Chariah Finance impact firms? Levels of their cost of debte, the 8th RSEP International Multidisciplinary Conference, organized by the Review Socio-economic Perspectives Rep) on September 4-6, 2018 (will be published in the conference book with isBN in October 2018). Spain.

- Satt, H., & Nechbaoui, S. (2018). The Ramadan effect; impact on the optimism of analysts' recommendation in the MENA Region, the the 8th RSEP International Multidisciplinary Conference, organized by the Review Socio-economic Perspectives Rep) on September 4-6, 2018. Spain.

- Seilstad, B. (2018). Migration, éducation, lieu de travail et société civile, Moulay Ismail University, Meknès November 22, 2018. Morocco:

- Seilstad. B. (2018). Migration rights, superdiversity, and implications. Migration, Al Akhawayn University in Ifrane, December 1, 2018. Morocco : AUI.

- Shoup, J. (2018). Comparison between two projects funded by the Moroccan INDH: Zawiyat Ifrane and Ifrane Bakery, INDH as another example of participation in development, the 31st annual conference of human dignity, Cairo, September 22-24, 2018. Cairo:

- Van Lierde, V. (2019). Complete ideals in 2-dimensional Muhly Rational Singularities, presented at Third International Congress on Algebra, Number Theory and Applications, Oujda, 2019. Morocco:

- Žvan-Elliott, K. (2018). Women and youth in the post-uprising Arab world, the conference Middle Eastern Studies Association. San Antonio, Texas. November 11-18, 2018. USA.

- Žvan-Elliott, K. (2018). Women's rights situation in Morocco from a gender and human development perspectives, presented at the conference Morocco-Canada network and infant health. Zawiyat Ahansal, Marrakech. October 20-26, 2018. Morocco.

- Žvan-Elliott, K. (2018). Ethnography of violence against women in Morocco, presented at Annuam British Society for Middle East Studies (BRISMES), London, June 24- July 1, 2018. UK.

- Žvan-Elliott, K. (2018). The Politics of women's rights in Morocco at Morocco-Canada maternal and infant health network: Determining research priorities and a framework for action, Rabat, October 22, 2018. Morocco.

Conference Proceedings

- Nassiri, N., Lakhouaja, A., Cavalli-Sforza, V. (Eds.). (2018). Arabic Readability Assessment for Foreign Language Learners. Proceedings from NLDB 2018: the International Conference on Natural Language & Information Systems, Paris France: CNAM.

- Bouali, N., Cavalli-Sforza, V. (Eds.). (2018). AUI Story Maker: Animation Generation from Natural Language, Proceedings from AIED 2018: Artificial Intelligence in Education, London.

- Saddiki, H., Habash,N., Cavalli-Sforza,V., Al Khalil, M. (Eds.). (2018). Feature Optimization for Predicting Readability of Arabic L1 and L2. Proceedings from NLPTEA 2018: the 5th Workshop on Natural Language Processing Techniques for Educational Applications, Melbourne, Australia: ACL.

- Nassiri, N., Lakhouaja, A., Cavalli-Sforza, V. (Eds.). (2018). Construction d'un corpus arabe de textes scolaires. Proceedings from JDILA'2018: the 3rd National Doctoral Symposium On Arabic Language Engineering, Hassan II University of Casablanca: FSBM.

- Cavalli-Sforza, V., Saddiki, H., Naoual, N. (Eds.). (2018). Arabic Readability Research: Current State and Future Directions. Proceedings from ACLing 2018: the 4th International Conference on Arabic Computational Linguistics, Dubai, United Arab Emirates.

National Conferences attended

- Cavalli, V. Information Technologies for the Amazigh Language, Rabat, Morocco. November 26, 2018.

- ElMortaji, L. Model United Nations, Tangier, Morocco. April 5-7, 2019.

- Gray, D. Women's Leadership for Peace, Rabat, Morocco. March 13-14, 2019.

- Hamidi, Alaoui, A. Glion Institute of Higher Education conference, Casablanca, Morocco. July 9, 2018.

- Marzouk, A. Conférence Internationale sur les "Africités". Marrakech, Morocco. November 22, 2018.

- Marzouk, A. Roundtable on Smart cities. Second forum of cities of China and Arab cities, building together silk road communities, Marrakech, Morocco. November 8-9, 2018.

- Neville, M. G. Panel moderator in the Conference: Technology and Innovation Empowering Leadership & AUI - AIEM MOU Signature, Technopark, Casablanca, Morocco. April 19, 2019.

- Seilstad, B. (2018). Continua of linguacultural support in an Ohio (United States) adolescent newcomer program. Languages and cultures in contact. Chouaib Doukkali University, El Jadida, Morocco. December 13, 2018.

- Žvan-Elliott, K.. The Morocco-Canada maternal and infant health network: Determining research priorities and a framework for action, Marrakech, Morocco. October 20-27, 2018.

Marzouk, Abdelkrim. Conférence Internationale sur la Coopération décentralisée. Saidia.

International Conferences attended

- Assem, N. IEEE Future Innovation Summit, Tunis, June 27-29, 2018.

- Carlos, F. ISA 2019 in Toronto, March 27-30, 2019.

- Abrache, J. The Couscous game: A new online tool for better experiential learning in logistics and supply chain management Courses, presentation in the optimization days 2019 conference- Montreal, Canada. He also chaired a session MD4 on Supply Chain and Logistics during the same conference, Canada, May 13-15, 2019.

- Elbernoussi, Z. Chair and Panelist of the "Innovating the Teaching and Study of Critical International Studies at the Periphery: Cases from North Africa and the Middle East" and roundtable participant, "International Relations of the Middle East and North Africa: Disciplinary Potential, and the Way Forward" in the International Studies Association Convention, Toronto, March 27-30, 2019.

- El Boukili, A. 6th International Renewable and Sustainable Energy Conference, Rabat, Morocco, December 6-7, 2018. Khaldoun, A. 6th International Renewable and Sustainable Energy Conference, Rabat, Morocco, December 6-7, 2018.

- Lounnas, D. Terrorism at Bratislava by the Organization for Security and Cooperation in Europe, Bratislava, March, 24-27, 2019.

- Marzouk, A. WOCMES -World Congress for Middle Eastern Studies, Seville, July 16-20, 2018.

- Maghraoui, D. Arab council for the social science, Beirut, Lebanon, October 6-7, 2018.

- Maghraoui, D. Meeting of Board of Trustees of ACSS, Beirut, Lebanon, April 11-14, 2019.

- Moustaghfir, K. EMUNI's Senate & General Assembly meeting; EMUNI Annual Conference. Barcelona, Spain, April 10-13, 2019.

- Neville, M. G. 2019 EFMD Annual Conference, Nova School of Business and Economics, Carcavelos (Lisbon), Portugal, June 5-7, 2019.

- Neville, M. G. Inclusion in Action initiative, USA, April 8-13, 2019.

- Neville, M. G. Meeting with Kedge Business School, Marseille-Luminy campus about potential collaborations. (SBA accreditation site visit), France, March 17-19, 2019.

- Neville, M. G. The Academy of Management conference, Chicago, August 11-14, 2018.

- Neville, M. G. World Appreciative Inquiry Conference 2019, Nice, March, 19-22, 2019.

Workshops Attended

- AACSB regional conference October 30 - November 2, 2018, Dr. Koubida.

- Advanced qualitative methods of research organized by l'Ecole Nationale des Ponts et Chaussées, Paris France, January 17-20, 2019, Dr. Harit Satt.

- Africa IT Expo 2018 in Rabat, Morocco, October 4, 2018, Chtouki, Y.

- African Art organized by Museum of African Art in Belgrade, May 30, 2018, Vesna Dragojlov.

- ArabWIC organized by ArabWIC in EMI, Rabat, March 7-9, 2019, Youssra Chtouki.

- AT-SGIRES Erasmus + Project Meeting organized by AT-SGIRES Erasmus + in Cyprus, April 22-27, 2019, Mhammed Chraibi, Ahmed Khallaayoun.

- AT.SGIRES Morocco Meeting organized by AT.SGIRES in Rabat, Casablanca, Ouarzazat Noor

Solar Power Plant. Dr, November 25- Dec 1, 2018, Khallaayoun, Dr. Chraibi.

- AT. SGIRES Project Meeting organized by AT.SGIRES in Amman, Jordan, June 16-24, 2018, Dr. Khallaayoun, Dr. Chraibi.

- AT. SGIRES Technical Capacity Building Course organized by AT-SGIRES Project in University of Cyprus, February 4-8, 2019, Mhammed Chraibi, Ahmed Khallaayoun.

- EPAS Committee Meeting, Brussels, Belgium, September 25-27, 2018, Wafa El Garah.

- Examining Current Trends among Religious and Social Actors in the Arab Region' organized in Beirut, Lebanon, March 21-24, 2019, Driss Maghraoui.

- Cooperation with Religious Institutions as a European Policy Tool organized by The Polish Institute of International Affair in Warsaw, Poland, November 12, 2018, Zaynab ElBernoussi.

- Digital Humanities Institute-Beirut organized by American University in Beirut, Lebanon, May 10, 2019, Paul Love.

- Dialogue Workshop: Cooperation with Religious institutions as a European Policy Tool organazed by (CRIEPT) Polish Institute of International Affairs (PISM), in Warsaw, November 12, 2018, Zaynab Elbernoussi.

- Global Liberal Arts Alliance Liaisons Meeting orgainized by Oberlin University in USA, March 18-19, 2019, Brian Seilstad.

- Governance discovery and design: SBA Faculty Workshop in AUI, September 27, 2018, AUI faculty and staff.

- Green eMobility National Forum organized by IRESEN in Marrakech, Morocco, September 24-25, 2018, Lghoul, R.

- IEEE CiSt' 2018 organized by IEEE in Marrakech, Morocco, October 22-25, 2018, Dr. Assem.

- IEEE Morocco Section Meeting organized by IEEE in Casablanca, Morocco, June 6, 2018, Dr. Assem.

- IEEE Region 8 Meeting organized by IEEE in Belgrade, Serbia, October 19-21, 2018, Dr. Assem.

- IEEE Region 8 Meeting organized by IEEE in Berkenfled, Germany, October 21-28, 2018, Dr. Berrada.

- IMAT Winter School and 9th International Circular Economy Week organized by IMAT in Trier University, Germany, October 14-28, 2018, Dr. El Asli.

- IMAT Sustainability makes Program organized by IMAT in Berkenfled, Germany, October 21-25, 2018, Dean Smith.

- IBM Training & Certification organized by IBM in Casablanca, April 22-26, 2019, Youssra Chtouki, Y. S. Alj, R. Abid.

- Introducing ATLAS and Tools to Enhance Learning I, January 17-20, 2019 between 12:30 pm - 1:45 pm, AUI Faculty.

- Local Leadership in African Communes organized by ALGA (African Local Government Academy) in Ifrane, December 19, 2018, Abdelkrim Marzouk.

- Making of International Relations in the Middle East organized by American University of Beirut/ Aarhus University/Arab Council for the Social Sciences (ACSS), in Beirut, Lebanon, June 21-22, 2018, Zaynab El Bernoussi.

- MEDSOL Faculty Development Work-Package in the field of Solar Energy organized by MEDSOL Project in Strasbourg, France, October 26-November 5, 2018, Dr. Loudiyi.

- MEDSOL Faculty Development Work-Package in the field of Solar Energy organized by MEDSOL Project in University of Lisbon, Portugal, December 4-14, 2018, Dr. Berrada, Dr. Assem, Dr. Loudiyi, Dr. El Asli, Dr. Sendide.

- MEDSOL Faculty Development Work-Package in the field of Solar Energy organized by MEDSOL Project in Strasbourg, France, October 29 – November 2, 2018 ,Dr. Ouardaoui, Dr. Chaatit, Dr. Sendide, Dr. El Hajjaji.

- MEDSOL Faculty Development Work-Package in the field of Solar Energy organized by MEDSOL Project in Strasbourg, France, December 4-13, 2018, Dr. Loudiyi.

- MEDSOL Project Staff Mobility and Training organized by Erasmus+ MEDSOL Project in Strasbourg, France, February 28- March 7, 2019, Khalid Loudiyi.

- MEDSOL Project Consortium Members organized by MEDSOL Project in Aswan, Egypt, November 18-22, 2018, Dr. Loudiyi.

- MEDSOL Project Staff Mobility and Training organized by Erasmus+ MEDSOL Project in University of Navarre, Pamplona, Spain, January 19-28, 2019, Khalid Loudiyi, Nasser Assem, Bouchaib Falah.

Promotion of Think Tank Work on Violent Extremism in Morocco as well as Regional Policy organized by German Federal Foreign Office in Germany, December 7-10, 2018, Driss Maghraoui.

- Mindfulness sessions: The 10-minute morning sessions led by Visiting Professor, Richard Reoch in AUI, Morocco, October 15- 26, 2018, SBA faculty and staff.

- SBA faculty and dean attended the workshop organized by ATLAS: Workshop on Grant Writing (first part), January 8, 2019, Dr. Jaafari and team.

- SM-2018 September New Deans Seminar Paris, September 10-12, 2018, Neville, Mary Grace.

- The Third Arab Astronomical Society (ArAS) School for Astrophysics organized by ArAS in Beirut, Lebanon, November 10-17, 2018, Ouardaoui, H.

- Training on Arduino Technology organized by ENSIAS in ENSIAS, February 23-24, 2019, R. Abid.

- UN/CEPA organized by UN in New York, April 8-12, 2019, Driss Kettani.

- Web of Science and incites organized by CNRST in CNRST, Rabat, January 30, 2019, Khalid Sendide.

External Talks by AUI Faculty

- Bouhmala, B. (2018). International poetry festival in Tamsui, Taiwan. September 21-27, 2018.

- Chetioui, Y. et Al. (2019). Innovation and firm performance at the European Academy of Management (EURAM), Lisbon, Portugal. June 26-28, 2019.

- El Garah, W. (2018). Impact: The next level of learning, Jeddah, Saudi Arabia Kingdom. December 9-12, 2018.

- El Garah, W. (2018). EFMD Board meeting on June 4, 2019, Toulouse, France and on June 6, 2018 in Copenhagen, Denmark.

- El Garah, W. (2019). Examiner in a Phd defense of Zeina Harfoush Nsouli, title. "Higher Education institutions' Tangibilization Cues and Multiple Accreditation as Determinants of Prospective Students' Quality Perceptions" supervised by Dr. Tamym Abdessemed, Professor and Director General/Dean, ISIT Paris, duly authorized by Ecricome doctoral board, ICN business school, France, January 18, 2019.

- El Garah, W. (2018). Meeting in Euromed University « Prix régional de la recherche scientifique. Commission "Economie et Gestion", Fez, Morocco, May 15, 2018.

- Gray, D. (2019). Lecture: "Women and Social Change in North Africa. What counts as revolutionary?" Roskilde University.

- Gray, D. (2018). Talk in Smith college about: "Women and Education", USA, November 20, 2018.

- Kalpakian, J. (2018). Talk at IRES (Royal Institute for Strategic Studies).

- Lebdaoui, H., & Chetioui, Y. (2019). Exchange to the university of Hertfordshire, United Kingdom. As part of an Erasmus initiative of the exchange of faculty and development

- Lounnas, D. (2018). Talk in NATO défense College on "The security environment in Morocco", Morocco. October 11, 2018.

- Lounnas, D. (2019). Menara project. Meeting in Belgium, Brussels. March 5-8, 2019.

- Lounnas, D. (2018). Algeria-Morocco relations and their impact on the Maghrebi regional system. European Menara Report 2018.

- Lounnas, D. (2018). Jihadist groups in north Africa and the Sahel: Between disintegration, reconfiguration and resilience. European Menara Report 2018.

- Lounnas, D. (2018). The Libyan security continuum: The impact of the Libyan crisis on the north African/Sahelian regional system. European Menara Report 2018.

- Lounnas, D. (2018). The links between jihadi organizations and illegal trafficking in the Sahel. European Menara Report 2018.

- Love, P. (2019). Manuscripts are like vampires: rumors, secrets, and libraries on the island of Jerba, Tunisia, February 7, 2019.

- Messari, N. (2018). Algeria-Morocco relations and their impact on the Maghrebi regional system. European Menara Report 2018.

- Messari, N. (2018). Challenging the state in the middle east and north Africa: The role of identities. European Menara Report 2018.

- Oumlil, K. (2019). Women's representation in Moroccan television talk shows translated from English to Arabic, by Al Jazeera Centre for Studies. March 21, 2019.

- Seilstad, B. (2018). Educational research in context: The case of a super diverse adolescent newcomer program in Central Ohio, October 25, 2018.

- Seilstad, B. Talk about « Migration, éducation, lieu de travail et société civile » in the Colloque International « Droits à la mobilité, Regards croisés sur le rôle des états et de la société civile," Université Moulay Ismail, Meknès.

- Ž- van-Elliott, K. (2018). Talk at Smith College at the Global Salon Speakers Series. November 13, 2018.

C Events Organized by the school/Center

National and International Conferences

- July 9, 2018 - Cybersecurity, Social Engineering & Business Analytics, by Dean Brett.

- October 17-18, 2018 - Identities and (Trans) Nationalisms in Mixed Families: Transmission, Agency and Social Constraints, by SHSS.

- April 19, 2019 - Mini-conference – "Technology and Innovation Empowering Leadership". Organized by Dr. Sallem Koubida.

- May 25-26, 2019 - Sixth Annual International Conference on Social Sciences: Migration in Morocco and Beyond: From Local to Global Dynamics-, by SHSS.

D Other events

- Moroccan Cycling University championship

- Moroccan Basketball University championship

- Soccer throne cup championship

- Moroccan regional Track and Field championship

- Festival national universitaire des sports individuels

E Alumni Association Events and Alumni Achievements

Significant Alumni Achievements

Asmae Berrada (Class 2014, SSE)

- She won the 1st prize for the category research & innovation at MASEN Talents Awards for her PhD research project.

Driss Slaoui (Class 2016, SBA)

- He was invited on EcoNews, a show on 2M, as Welovebuzz CEO and creator. The company turnover is times 15 in 2 years.

Zineb Ben Alla (Class 2008, SHSS)

- She was invited as the expert of the month of September on Expertes.ma, a 2M show.

Imane Guennioui (Class 2009, SBA)

- She was appointed as an assistant director of Marketing in Middle East, Africa & Turkey, at The Ascott Limited in Dubai.

Maria Ismaili (Class 2012, SBA)

- She participated in Women's Economic Empowerment Global Live as the founder of Misfresh Export and Import Company.

Tilila El Moujahid (Class 2009, SSE)

- She was the youngest speaker during the last Artificial Intelligence Virtual Conference by Microsoft.

Mohammed Rherras (Class 1999, SBA)

- He is the first minister ever to participate in a race to raise awareness about Peace and Tolerance in Morocco.

Kaoutar El Maghraoui (Class 2001, SSE)

- She participated in the ArabWIC 6th Annual International Conference in Rabat as a senior research scientist at IBM Research AI organization.

Karim Debbar (Class 2013, SBA)

- He was featured in L'Economiste to talk about the successful experience of Glovo in Morocco, in his capacity as the company's general manager.

Sanae Lahlou (Class 2005, SHSS)

- She was appointed as a director at Mazars to lead the new business unit "Afrique".

Hanane Khaoua (Class 2003, SBA)

- She accompagned their Royal Highnesses Prince Harry and Princess Meghan on their visit to Rabat as a project manager at the British Embassy.

Soukaina Filali (Class 2005, SSE)

- Outstanding research award recipient of 2019 from the computer science department at Georgia State.

New companies with partnerships with the Alumni Association

Barber Spot	Bistrot Burger	BTI Bank	Casa CrossFit	Crescendo Baby Music
Ecole La Prairie	FCA	Fellah Hotel	Fenris Agency	Fiesta
Gocco Rabat	House of Kids Maroc	InstaVal	Iodeed.com	Iron Nation Fitness
Kenzi Hotels Group	L'Artisan du Fakia	La Petite Artisane Cosmetiques	La Ville Verte	Le Beau Site Ourika
LYNK Marketing	Maison Tazi	Philosophia Flower Box	SuperKids	Urbainechic

Main AAA Events

Meeting with Abdellatif Jouahri	Open Meeting	AUI Alumni Dinner in Paris	Co-working Space Opening Ceremony	Bi-Annual Meeting of BoT & BoE at AUI
1st Monthly After-Work Gathering	Bouskoura Race	2nd Monthly After-Work Gathering	Alumni Gathering with Commons	AAAxCommons Pizza Party
Med-Saharan Sports Challenge	Raid International	AAA & Friends Iftar	CDG	Sopra-banking