

جامعة الأخوين

جامعة الأخوين

AL AKHAWAYN
UNIVERSITY



ANNUAL
REPORT 2020-2021



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ABBREVIATIONS

AACPC	Arab and African Collegiate Programming Contest
ABET	Accreditation Board for Engineering and Technology
ACM	Association of Computing Machinery
AIR	Artificial Intelligence & Robotization
ASC	Agile Safety Committee
ATLAS	Advancement of Teaching, Learning And Scholarship
AUI	Al Akhawayn University in Ifrane
BA	Business Administration
BDA	Big Data Analytics
BPR	Business Process Engineering
CBHE	Erasmus+ Capacity Building in Higher Education
CEA	Commission on English Program Accreditation
CISD	Combined Bachelor of Arts and Master of Arts in International Studies and Diplomacy.
CLE	Center for Learning Excellence
CMSE	Cloud & Mobile Software Engineering
COO	Chief Operating Officer
CPS	Cyber-Physical Systems
CS	Communication Studies
CSC	Computer Science
C-SC	Combined Bachelor of Science and Master of Science
CSDM	Communication Studies and Digital Media
CSYS	Computer Systems
DSSE	Decision Support Systems Engineering
EBIT	Earnings Before Interest, and Taxes
EBITDA	Earnings Before Interest, Taxes, Depreciation, and Amortization
EEC	Executive Education Center
EFMD	European Foundation for Management Development
EMS	Engineering and Management Science
ENCG	Ecole Nationale de Commerce et de Gestion
ESS	Environmental Studies and Sustainability
FYE	First Year Experience
GE	General Engineering
GIMAS	Groupement Des industries Marocaines Aéronautiques et Spatiales
HEGO	Human Engagement and Growth
HRA	Human Resource Administration
HRD	Human Resource Development
IS	International Studies
ISD	International Studies and Diplomacy
ITS	Information Technology Services
MBA	Business Administration (Part-Time)
MCPC	Moroccan Collegiate Programming Contest
MLE	Manufacturing & Logistics Engineering
NAMES	North African and Middle Eastern Studies
NEASC	New England Association of Schools and Colleges
NECHE	New England Commission of Higher Education
NONGX	Non-degree students
OIRE	Office of Institutional Research and Effectiveness
OPCI	Organisme de Placement Collectif Immobilier (Real Estate Investment Mutual Fund)
PIP	Presidential Internship Program
QMS	Quality Management System
RESE	Renewable Energy Systems Engineering
SAO	Student Activities Office
SE	Software Engineering
SEM	Sustainable Energy Management
SBA	School of Business Administration
SHSS	School of Humanities and Social Sciences
SSE	School of Science and Engineering
SLA	Service Level Agreement
SPM	Spatial Planning and Management
VPAA	Vice President for Academic Affairs

EXECUTIVE SUMMARY

At the Strategic Level

The 2020-2021 academic year was marked by the pandemic (although to a lesser degree than the March-July 2020 period) and by the (partial) return of students to campus in September 2020. At that time we had decided that "Student Success with Safety" would be our motto and highest priority for the year, with the objective of ensuring that our students have the right conditions to learn and succeed, while we protect their health safety and that of the whole AUI community.

We performed very well on this priority, as well as on three of our four key strategic indicators:

- Student satisfaction: the percentage of AUI students who would recommend the University to family and friends increased from to 80% (a +27% increase over last year).
- Number of new students: the number of new students enrolled in September 2020 reached 891 students, more than doubling (+103%) compared to September 2019, while maintaining the same academic admission standards.
- Our financial performance and operational efficiency in terms of EBITDA: the budgeted target approved by the Board was achieved, with a slight outperformance, in addition to the state subsidy which increased from 25 million dirhams to 67 million dirhams.

Regarding the NECHE re-accreditation process, we received the Vice President of NECHE in July 2021, who confirmed that AUI's progress is very good. The Accreditation Commission visit is scheduled for Spring 2022, with a prospective re-accreditation decision in Fall 2022.

In return,

- We do not have quantitative visibility with respect to our fourth strategic indicator: the employability of our graduates since the pandemic. We have only been able to collect very partial data, which indicates that our graduates during the pandemic may be facing challenges in the job market. With this foreknowledge, we developed and deployed two new support programs that we offered to accompany them.
- Last but not least, administrative approvals for the construction of new buildings have been delayed. The risks with regard to deadlines are becoming very important, especially concerning the new housing for the beginning of the school year in August 2022.

Health and Well-being

The AUI community has been fortunate to have navigated the delicate conditions of the pandemic without significant problems that would pose a real threat to the health of AUI community members. What happened was that most of the student infections occurred off-campus. While a total of 84 student infections were recorded over the year, only 7 of these occurred on campus, while 14 cases were reported by students prior to the start of the semesters, 52 were reported during the fall semester break, and still others correspond to students living off-campus. It is also worth mentioning that the overwhelming majority of student infections were asymptomatic and only revealed through PCR testing.

In addition to agile management of campus access, preventive measures, and activities as the pandemic situation evolved (in coordination with authorities), the Division of Student Affairs prepared a comprehensive seven-pronged strategy that focused on meals and immunity reinforcement, alternative activities and socialization, fitness and exercise, mental hygiene,

psychological support, substance abuse and harassment prevention, peer pressure and bullying prevention. Psychological support services focused this year on 3 major imperatives: implementing COVID-19 procedures, managing the mental health of the community challenged by the pandemic and meeting the growing number of requests for counseling by students, and providing them with support taking into account research relative to Gen-Z

Academic Affairs and Quality Assurance

The 2020-2021 academic year was characterized by three major developments: the start of the implementation of the new 2020-2025 Strategic Plan, the impact of the COVID-19 pandemic on teaching and learning activities, the evolution of accreditation processes (starting with institutional accreditation with NECHE), and the completion of the recruitment process for a new Vice President for Academic Affairs :

- The launch of the Strategic Plan resulted in the reinforcement of AUI's Liberal Arts component as well as the offering of 13 new Bachelor's and Master's degree programs.
- The COVID-19 pandemic allowed AUI to boost the online education dimension of its Academic strategic pillar. In addition to the switch to online and hybrid (online and face-to-face) teaching, a new regulation was adopted by the Academic Council for the evaluation of teaching, performance assessment, and management of intellectual property when the teaching mode is online. A teacher training plan was developed for different levels with targeted skills in pedagogy, learning assessment, and the use of technology. 19 training workshops have been organized by the Center for the Advancement of Teaching, Learning and Scholarship (ATLAS) this year 2020-2021. A second version of the Quality Management System (QMS) for online teaching and learning has been deployed.

Academic Year 2020-21				
Monitored indicators for quality assurance at AUI	Fall	Spring	Summer	Average for the year
% of students with a positive perception of the quality of their learning with online education	76%	89%	91%	85%
Average student satisfaction with each course taught during the 2020-21 academic year	83%	86%	89%	86%
% of faculty satisfied that the assessments they were able to administer under COVID-19 conditions accurately reflected the level of student learning	85%	86%	89%	87%
% of faculty satisfied with their teaching experience in COVID's online/hybrid conditions	82%	92%	100% ⁽⁻⁾	91%
% of teachers who feel ready for a HyFlex ^(a) teaching method	16%	47%	52%	38%

(-) All classes in Summer took place face to face.

(a) Hyflex : Hybrid and Flexible (online and face to face) with the student having the choice

- Accreditation processes with the New England Commission for Higher Education (NECHE) have seen two developments: (i) AUI was successful in Fall 2020 in extending its accreditation to online education. (ii) The internal process of preparing for re-accreditation was launched in Fall 2020, for the Commission's visit scheduled for Spring 2022 (for a decision in Fall 2022). The three-day visit of the NECHE Vice President to the campus in July 2021, as well as the August 2021 meeting between the new AUI President and the AUI Evaluation Commission Chair, confirmed that AUI is making good progress in its re-accreditation process.
- The School of Business Administration (SBA) has prepared its re-accreditation package for submission to EFMD in September 2021, for a virtual visit in November 2021. One of the main areas of improvement for the SBA was research; and the past two years have seen a marked increase not only in the number of publications from the school, but also in terms of the quality of publications.
- The School of Science and Engineering has begun its self-evaluation for the ABET re-accreditation of its 3 currently accredited programs. It will submit a report in Summer 2022, and the commission visit will take place in Spring 2023.
- In the School of Humanities and Social Sciences, all currently existing programs have prepared a self-study for review by external evaluators in Fall 2021.
- Finally, the Language Center has completed its annual program review, which is part of its quality assurance program established by its accrediting body the Commission on English language program Accreditation (CEA).
- In addition, during the 2020-2021 academic year, AUI faculty published one book, 58 research articles in academic journals, and nine book chapters, and presented at 40 conferences and workshops.

Last but not least, the process for the search and selection of a new Vice President for Academic Affairs (VPAA) was successful. The new VPAA will start on August 1, 2021.

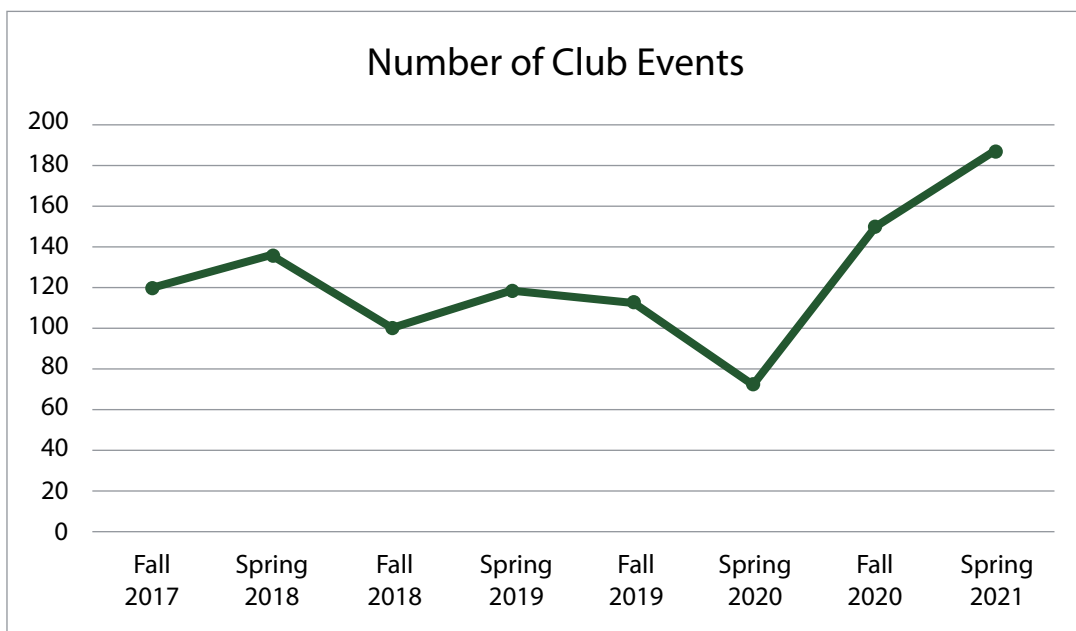
Student Life

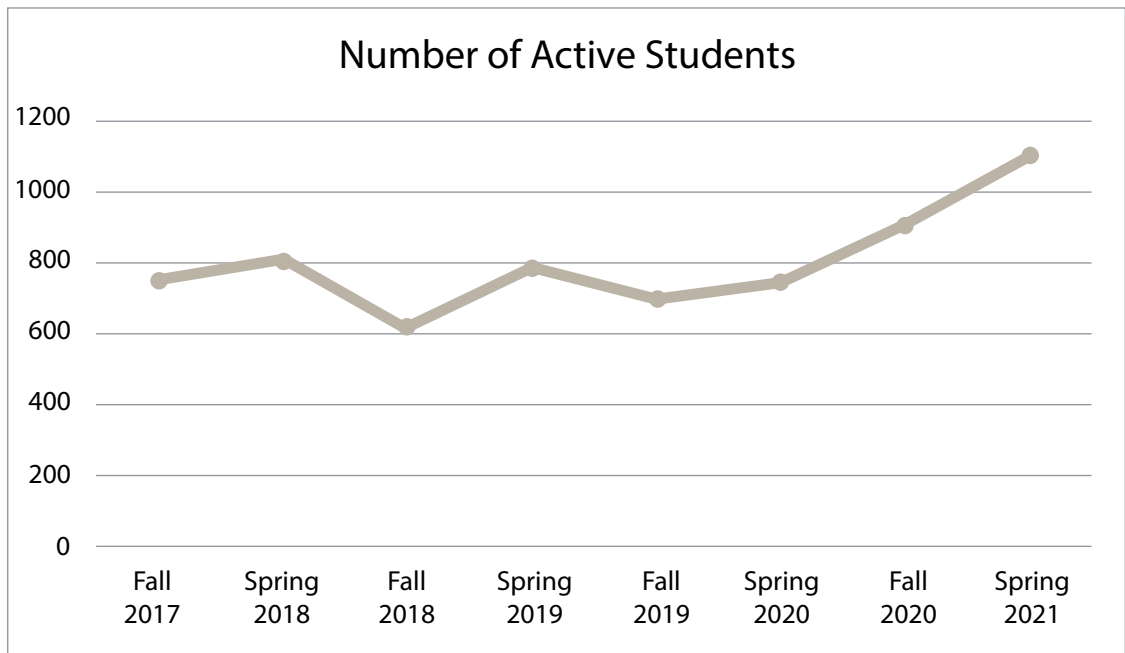
With a total number of 170 faculty (including 123 full-time faculty, and a full-time equivalent of 146 faculty) and a total of 2,489 students enrolled for Fall 2020, the student-teacher ratio (students per full-time equivalent faculty) was 17, while the average number of students per class was 20.85, with 10.39 for Master's level courses. Thanks to the increase in new Masters enrollments in Autumn 2020, this latter average at Masters level is up from an average class size of 7.48 in Fall 2018, and 7.15 in Fall 2019.

One of the most significant events for student life at AUI – as well as for the entire AUI community – is the fact that we could not organize the 2021 graduation ceremony (for the 2nd year in a row) for the 405 graduates of this year, due to the health constraints introduced by the government to deal with the pandemic. These graduates have expressed their great disappointment and dissatisfaction and are absolutely keen on their face-to-face graduation ceremony as soon as possible. The Board has chosen a formula consisting of organizing the two ceremonies on a Saturday and a Sunday of the same weekend as soon as the pandemic situation allows. The University will find the conditions for reducing the ceremonial so that the event takes place in the best conditions for both Board members and students.

Student Activities

The number of student clubs doubled this year to over 60 (compared to an average of 30 in the past three years), thanks to student initiatives to create new clubs. In addition, many outdoor activities were organized to provide opportunities for "alternative socialization" (minimizing exposure to the risks of COVID) and to reduce students' feelings of isolation due to pandemic-related measures, while avoiding the risks of indoor activities. Student clubs continue to play a central role in the lives of AUI students, creating and facilitating cultural, athletic and social activities. These clubs are diverse and varied ranging, for example, from the Rotaract Club, the Mechatronics Club, the Al Akhawayn Traders Floor, the Japanese Club, the Music Club, the Moroccan Politics Club, the AUI-Compete Club (which organizes national Olympiads in different disciplines), to Hand-in-Hand (active through social actions in the region). Despite all the health restrictions, the number of club events and the number of active students reached record levels this year, as shown in the following graphs.





Student Achievements

Student achievements include the excellent academic performance of the 187 students named to the President's List for Fall 2020. AUI student engineers, members of its mechanics club, won the 2021 VEX National Robotics Championship. Business students from AUI have won the first edition of the CFA Institute Challenge Morocco 2021, which is an annual international competition, organized by the North African Society of Investment Analysts (IASNA), offering University students hands-on mentorship and intensive training in financial analysis and ethics. At the National Debate Competition, the AUI team won the final of the English "Grand Debate" held at ENCG Settat, while another AUI team reached the semi-final stage in the debate in Arabic. A team of AUI engineering students qualified among three teams representing Morocco in the regional AACPC competition. The three teams representing Morocco in the regional AACPC were unable to travel to Egypt because of travel restrictions.

Recruitment of New Students, Communication and Marketing

The total number of new students for the 2020-2021 year (both semesters) is 1,032 students compared to 524 in 2019-2020, an increase of +97% over one year (+103% increase for the Fall intake), and exceeded the objectives of the two scenarios of the Business Plan by +46%. The number of new students in Spring 2021 increased by +68% compared to Spring 2020. Among the new students (Bachelor's degree) coming from the Moroccan or French system, 64% hold a "Baccalauréat" with distinctions ("Très Bien" or "Bien"), and 86% hold a Baccalauréat with distinctions ("Très Bien", "Bien" or "Assez Bien"). At the Master's level, the University has tripled the number of new students from 50 in 2019-2020 to 153 in 2020-2021. The total number of new scholarship and financial aid recipients in 2020-2021 was 446 students compared to 168 in 2019-2020. The number of international students increased slightly in spite of the pandemic (54 students from 27 nationalities).

Regarding the social media campaign for the September 2021 start of the school year, the number of subscribers to AUI channels increased to the following levels: 22,400 on Instagram, an increase of 33%, 215,506 on Facebook, an increase of 3.11%, and 9,250 on YouTube, an increase of 59,48%. Users of the University's website increased by 18.11% over last year.

The publication of 19 press releases generated 363 digital articles and 106 print articles. Five television reports were aired on 2M channel, about the measures put in place by AUI to limit the spread of the virus on campus, and on Al Oula about the Social Sciences Conference, the robotics event, and the vaccination campaign at AUI.

Organizational Effectiveness

As part of the new Strategic Plan, several projects will seek to provide the AUI community with the training and tools necessary to continue working on organizational effectiveness.

Work in this area has focused this year on the development - in a participatory manner with unit heads and staff - of a series of structuring documents: Service Level Agreements (SLA's), updated policy and procedure manuals, unit Strategic Plans to accompany the University's Strategic Plan launched in Fall 2020, and data collection, and reporting procedures and dashboards. The opportunity for a structuring Business Process Re-Engineering (BPR) project has been identified and planned for 2021-2022.

Some parts of the University's organizational chart were also reviewed, particularly in the area of student affairs, merging the student recruitment and communication departments into one unit, and reorganizing the human capital unit with the aim of increasing staff engagement and implementing career and development plans for all staff.

Staff Engagement and Development

The Human Resources department has been more deeply focused on the engagement and development of the University's employees. To that end, a new director was hired in January 2021, and projects this year focused on the following core areas:

- AUI's legal compliance, with the organization of the election of AUI employee delegates and producing the institution's Internal Rules and Regulations, which has been in the works for several years;
- Updating job descriptions in the context of managing internal redeployment opportunities and staff mobility.
- On-boarding of new recruits at both the academic and administrative levels.
- Launch of a change towards Management by Objective, of which this year was a transition, with some training and workshops and a first evaluation exercise adopting this approach, which will be gradually generalized.
- Replacement of the insurance broker, who had serious financial problems; and
- Preparation and launch of consultations for the projects to implement a salary grid, with Business Process Re-engineering, job descriptions, job weighing, and salary benchmarking.

Finance

The financial results for the year 2020-2021 are a marked improvement compared to the budget which had been approved by the Board for the year in question, thanks mainly to a significant increase in the State subsidy, an exceptional performance in the turnover relating to tuition fees, savings on a few budget lines, and the postponement of a few actions for the following financial year. Notwithstanding the increase in the State subsidy, the budget would have experienced a landing, as of July 31, 2021, with an EBITDA, an Operating result

and a Net income improved by 70%, 38% and 64%, respectively.

The year 2020-21 indeed saw a highlight: an increase in turnover for initial training of 21% compared to turnover for the year 2019-20, and 8% compared to compared to the budgeted turnover. In terms of growth compared to the past year, the year 2020-2021 saw exceptional growth in terms of net income (+16.4%), gross margin (+20.9%), EBITDA (+712%) and net income (+386%) while controlling operating expenses which only increased by 6%.

Progress of the Strategic Plan

After a year of planning, implementation of the 2020-2025 Strategic Plan projects began in the Fall of 2020. Given the unexpected challenges encountered due to the COVID-19 pandemic, some projects were adjusted and others, such as distance learning capabilities, were accelerated. These projects illustrate the Strategic Plan's core mission of adapting to the changing educational needs of the 21st century, attracting high-achieving students, and preparing the next generation of leaders in Morocco and around the world.

Among the many projects undertaken this year, some of the key accomplishments of the strategic goals include:

- 1- Meeting (and exceeding) the planned increase in student enrollment
- 2- Adapting online teaching methods and training faculty in the HyFlex (hybrid-flexible) model
- 3- Developing and launching new Bachelor's and Master's programs
- 4- The addition of new student services, including the hiring of an on-campus dentist to serve student wellness
- 5- Administering efficiency workshops, providing training to staff to improve the efficiency of their units

Pillar 1: Strengthen engagement and AUI as a microcosm for the ideal Morocco

The stated mission of Pillar 1 is to foster a growth mindset among students, faculty, and staff, as well as to create a culture of trust, compassion, and student-centered responsibility, ensuring that there is commitment, inclusive excellence, and a diverse community of learners. Several projects have been initiated to increase the satisfaction rates and engage the community.

In addition, initial steps have been taken to make Ifrane a smart University town with seed money obtained from the Fez-Meknes region. In addition, during the Fall semester, a comprehensive legal compliance review of the University's procedures was undertaken.

Pillar 2: AUI as a beacon of Liberal Arts education for the Middle East and Africa region in the 21st century

The strategic goal of Pillar 2 is to strengthen the Liberal Arts model to meet the needs of 21st-century students. Great strides have been made in the first year of the Strategic Plan to achieve these goals. In the Fall semester, faculty adapted a hybrid style of combined face-to-face and distance learning, demonstrating their ability to meet the adaptive educational needs of AUI students. Given the uncertainty of the mode of instruction in the upcoming academic year, faculty continue to receive training to ensure that they are prepared to successfully perform their duties. In addition, in an effort to diversify AUI's academic offerings to attract top-performing students, 13 new programs were launched. AUI emerges from this difficult academic year more prepared than ever to face challenges in the years ahead, a testimony to the power of a Liberal Arts institution to adapt to the needs of students.

Pillar 3: AUI focused on student experience and success

Pillar 3 faced a particularly challenging environment given the focus on the student experience and success at a time when many student activities had to be significantly revised or even canceled due to COVID-19 restrictions. Priority has been given to the growing concern for student health and well-being, which is reflected in the need for increased mental health services at AUI. In terms of student physical health, several of the pillar's projects have directly addressed AUI's COVID-19 regulations on campus, successfully preventing the spread of the virus among students. Finally, Pillar 3 envisions a restructuring of the Division of Student Affairs to provide new and improved services to meet student needs and provide the best campus life experience that produces the best students, engagement, experience, and satisfaction.

Pillar 4: Increase revenue from continuing education and related activities

Achieving the strategic goals of Pillar 4 has been profoundly impacted by the pandemic, given its outward-facing priorities based on the fact that the University can increase revenue through partnerships with the private and public sectors. The inability to host in-person events and reduced spending in a struggling economy were among the greatest obstacles encountered. Given these limitations, efforts were redirected to developing and improving the services offered by the Executive Education Center, including a review of its business plan to ensure its readiness to enter the market as a leading competitor in executive education. Despite this, several projects have been implemented and others are underway.

Pillar 5: Unleash and enhance AUI's brand for greater enrollment

One of the key strategic objectives of Pillar 5 is to increase student enrollment at AUI. Through targeted marketing campaigns and a rethinking of student recruitment in light of limited face-to-face events, this pillar exceeded its target for the year. To ensure the continued achievement of goals, the outreach plan for next academic year is already underway, with efforts to learn from what worked well in the current year and improve performance in other areas through the hiring of additional marketing expertise. In addition, a University marketing strategy has been developed with qualitative market research.

Pillar 6: Financial, environmental, and institutional exemplarity and sustainability

With the strategic goal of ensuring the University's continued financial sustainability, Pillar 6 serves the important function of continuing to increase revenues, optimize costs, and encourage cost savings. In the first year, fundraising goals were met and exceeded. The current management accounting process is under review and is expected to be completed by the end of the year.

Transversal Pillar 1: Support services as key enablers of the University vision

The dual strategic goal of Transversal Pillar 1, to increase student satisfaction and unit efficiency, was achieved through the completion of two key projects in year one: the digitization of Health Center services and the Hyperconverged Infrastructure project. In an effort to improve student satisfaction with essential services and ensure that they are operating as efficiently as possible, a comprehensive review of current processes was undertaken. For the digitization of the Health Center's services, updates were made to ensure the speed of service and accuracy of medical data. The Hyperconverged Infrastructure process was developed with the key features of agility and cost optimization with the goal of meeting the changing technology needs of students. Of note, a final project was the signing of a contract with a dentist as part of an ongoing effort to diversify healthcare offerings that will continue into the next few years of the Strategic Plan.

Transversal Pillar 2: Strong shared governance and institutional effectiveness

The mission of the 2nd transversal pillar is based on the idea that collaborative work and effective working practices are key elements of University governance. Projects undertaken in the first year reflect efforts to train all AUI staff in these practices - efficiency workshops completed in the spring semester sought to develop staff best practices for an effective workplace. In addition, current efforts to conduct a comprehensive review of the University's policies and procedures manuals and unit service level agreements are intended to unify the University's best practices and ensure that all units and staff are working at peak efficiency.

Institutional Communication and Marketing

The Communication Unit and the Student Recruitment Unit have worked closely to achieve one of the University's strategic goals, to use high branding to increase student recruitment.

Institutional Communication

During the spring semester, the University launched a market research study with an international agency, based in Dubai, as well as a positioning study. Several recommendations were shared with the University which enabled the new Fall 2021 student recruitment campaign to be planned based on a new concept that captures the most relevant feedback from the various target audiences involved in this process.

The University also engaged a creative agency to produce new key visuals and videos that will serve the digital campaign and promote brand quality to our general audience.

Social Media

The goal of the social media channels is to support the University's marketing strategy to raise awareness of AUJ and enhance its relationship with its various audiences (current and prospective students, alumni, parents, and others). Despite challenges in creating content on social media due to health measures that led to the cancellation of major University events, the number of followers increased on our channels to 20,732 on Instagram, 215,844 on Facebook, and 8,064 on YouTube.

Key Performance Indicators: From September 2020 to May 2021, analytics information provided by Facebook shows a 12.1% and 7.9% increase in reach on Facebook and Instagram respectively. Reach is a metric that shows the number of people who have seen content posted on our social media pages and serves as an indicator of audience engagement with the content posted.

As the pandemic has forced higher education institutions to improve their digital marketing and advertising strategies, monitoring media exposure and share-of-voice rates has become very important to stay current and meet the demands of the digital age.

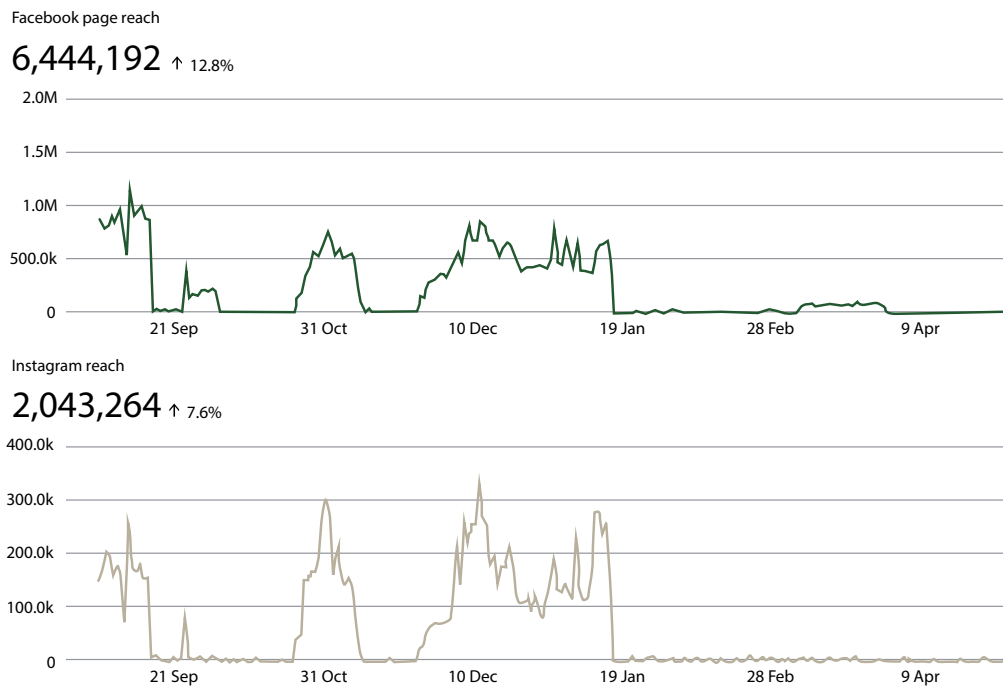


Figure B. 1 Facebook and Instagram reach

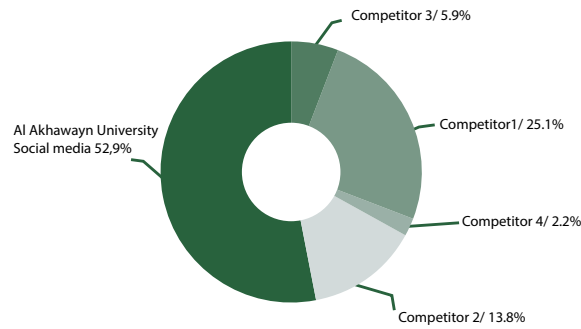


Figure B.2 Social media presence: 1 Sep 2020- 19 May 2021

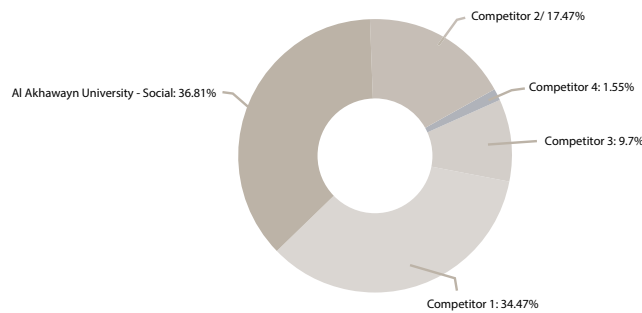


Figure B.3 Share of voice: 1 Sep 2020- 19 May 2021

Table B.1 Facebook and Instagram Reach

	2019-2020	2020-2021	Change from previous year
Number of Followers on Instagram	16,800	22,400	33.33 %
Users on Facebook	209,000	215,506	3.11%
Subscribers on YouTube	5800	9250	59.48%
Number of users on the AUI website	269,291	328,856	18.11%

AUI Website

Analysis of the University's website shows a clear positive increase in numbers compared to the same period last year. Table B.1, can be explained by the University's strong digital presence since March 2019, the pandemic which contributed to connectivity, especially with Generation Z, and the use of social media platforms to keep our subscribers better informed about the University. The use of "landing pages" has helped prospective students and their parents have direct access to specific links providing more accessible content from the main AUI web pages.

Table B.2: Google Analytics of the 2019-2020 vs. 2020-2021 Website

	Sept 2019 - May 2020	Sept 2020 - May 2021	%
Users	210,880	250,409	+ 18.74%
New Users	201,413	247,911	+ 23.09%
Sessions	757,998	875,271	+ 15.47%
Visited Pages	1,386,094	1,574,495	+ 13.59%

Although the current website generates good traffic, it requires

- 1) a new look-and-feel that will ensure more user-friendliness and conform to current web development trends with less cluttered pages
- 2) more adaptability to mobile technology
- 3) better search engine optimization.

All of these elements will ensure a better user experience that will allow for better use of the website as a key source of information by our various target audiences.

Next Steps

In accordance with the University's Strategic Plan (Pillar 5), and knowing the challenges facing the visibility of our website, the process of redesigning the functionality and structure of the University's website has been implemented. The aim is to develop a new website that will ensure:

a- Responsive design. Providing a comprehensive mobile experience is essential. Google Analytics shows that traffic per device is as follows: Mobile: 51.47%, Desktop: 47.30%, and Tablet: 1.23%.

b- Primary audience. Historically, University websites have served all audiences - prospective students, faculty, staff, alumni, news media - equally. Today, we find that most schools are focusing website redesigns on prospective students as the primary audience.

c- Direct and clear navigation. With such short visits per view, a streamlined structure with clear and direct menu items is essential.

d- Reticulation. To extend visit times, the site should offer cross-links within the running content (primarily with content that will engage prospective students)

e- Content writing/rewriting. Visits to the AUI website remain under two minutes. Based on this analysis, people typically spend about one minute reading a page in detail. The close correlation between visit time and page views implies that users are engaged with the content.

f- Digital and marketing approach with messages that better resonate with Generation Z and can compete with rapidly growing competition. Also, more visuals and videos rather than raw text to get more attention and serve as resources in digital platforms and forums.

Internal Communication

The University has set a goal for units to convey all messages clearly and effectively by developing more effective communication channels and procedures. This has been put in effect by, updating the University-wide communication policy, determining the processes, expectations, duties, and responsibilities of all parties involved in smooth internal communication. When this is successfully implemented, the achievement of effective communication will be ensured if followed at all levels.

Institutional Coverage

Major institutional events and announcements were covered on the website for internal and external audiences, e.g. Social Science Spring, new programs in FinTech in collaboration with Sopra Banking Software, the first edition of the National Robotics Competition, second place in the ACM Moroccan Collegiate Programming Contest MCPC, ICESCO Arabic Language Conference, Chartered Financial Analyst (CFA) Institute Challenge, student contributions on the website and UN conferences, etc.

Since September 2020, 23 spotlights and 34 articles have been published on the website. Timely dissemination of weekly campus events with a daily follow-up with the Office of Student Activities has been provided. This is done to reduce the number of emails sent by organizers.

Intranet

Progress has been made in the digitization of information on the intranet, namely the standardization of forms and documents used by all internal actors. The University is currently in the process of migrating its content to Microsoft SharePoint.

Institutional Campaigns

Several institutional campaigns, including the Fall 2020 Student Return Plan, COVID-19 awareness campaigns, the Mental Health and Wellness Campaign, the Academic Integrity Campaign, and the planned new construction on campus, have been developed and implemented. Close collaboration with the Office of Human Engagement took place on communication around some events, namely International Women's Day and the "AUI's Tournament of Heroes."

Internal Communication Toolkit

A form to define the needs for communication materials has been sent to all the stakeholders of the University in order to prepare a communication kit that encompasses the different communication materials of the University. A creative agency will be consulted to develop the necessary material which will become the only material authorized for use by the entire University for all internal and external communication.

Policies and Procedures

The email policy is being revised to reinforce good email practices, but also to update the entire Communication Department Policies and Procedures Manual.

Media Relations

The distribution of 19 press releases generated 363 digital and 106 print articles. Five television reports were aired on 2M Channel at the beginning of the academic year on the measures AUI has put in place to limit the spread of the virus on campus, and on Al Aoula on the coverage of the Social Sciences Conference, the Robotics event, and the immunization campaign at AUI. With the unchanged number of press releases, the advertising value equivalence and the total number of scopes increased by 71% compared to the same period last year (see Table B.2)

Table B.3 Press releases, ad value, and total reach May 20 to May 21

Time period	# press releases	Value in \$	Reach Total
August 2019 - May 2020	19	3,517,916	379,500,000
August 2020 - May 2021	19	6,016,000	650,000,000

Graphic Design

The Graphic Design Unit supports all University communication throughout the year. Visual communication at AUI is very important to help disseminate information internally and externally. Therefore, with the health pandemic, graphic design is an effective communication tool to raise awareness and remind community members to follow preventive measures that will keep the AUI community safe. Graphic design also supports the University's marketing strategy by creating visuals that demonstrate AUI's unique identity and values. For AUI's branding, the Graphic Design Unit worked on creating different formats of visuals that help raise awareness around the campus, programs and other AUI information. Logo items are also an effective tool for increasing the visibility of the AUI brand. The Graphic Design Unit works with academic units and departments to create various visuals for their projects and events. Samples are included in the appendix.

Student Recruitment

Fall 2020 Recruitment Campaign

Background

- Preparations for the Fall 2020 semester outreach efforts began in early January with several face-to-face events taking place in different cities, but had to be stopped abruptly in March due to the COVID-19 pandemic. The University had to develop and fully transition to a digital marketing campaign.

- The team involved in the campaign, mostly volunteers, did a great job of making the campaign a great success, with the total number of students enrolled at the University increasing from 2022 in Fall 2019 to 2493 in Fall 2020, with a strong 23% year-over-year growth.

- The international student community on campus and despite COVID-19 travel restrictions, increased by 25% to 70 students from 33 countries.

Campaign Numbers

Total new student intake for the 2020-2021 year is 1032 students compared to 524 in 2019-2020, which is a 97% increase year to year (103% increase in Fall and 68% increase in spring).

Table B.4 New Enrolled Students Fall 2020 and Spring 2021

	Fall 2020			Spring 2021			Annual Total
2020-2021	Bachelor	Master	Total	Bachelor	Master	Total	Grand total
School	Bachelor	Master	Total	Bachelor	Master	Total	Grand total
SHSS	82	49	131	19	25	44	156
SBA	307	47	354	42	13	55	409
SSE	395	11	406	34	8	42	448
Total	784	107	891	95	46	141	1032

As a result, this year AUJ enrolled the largest promotion by far in its history.

- For undergraduate student recruitment campaign, the number of students recruited increased by 85%, from 474 in 2019-2020 to 879 in 2020-2021.

SSE enrolled 429 new students compared to 217 in 2019-2020, a +98% increase. SBA enrolled 349 new students compared to 206 in 2019-2020, +69%. SHSS doubled enrollment with 101 enrollments compared to 49 in 2019-2020, or +106%.

-In the graduate programs, the University tripled its new student intake from 50 in 2019-2020 to 153 in 2020-2021. SSE increased from 6 students to 19 students, SBA from 14 students to 60 students, and SHSS from 30 to 74 new students.

Campaign Analysis

When we analyze the Fall 2020 new admissions, we make the following findings:

- 46% of admitted students are female and 49% start with developmental courses at the Language Center.
- 32% come from free public high schools, while 68% come from fee-paying high schools.
- 87% of the admitted students have a bachelor's degree with distinctions, either "Very Good", "Good", or "Fair".
- For scholarships and financial aid grants, the total number of new recipients in 2020-2021 is 446 students compared to 168 in 2019-2020, in line with the University's strategy to support deserving students.

Student Recruitment Campaign for Fall 2021

For the following academic year (Fall 2021), the student recruitment marketing strategy was based on relying less on direct acquisition campaigns that drive potential applicants to initiate their application process. A conversion plan was implemented to help generate leads at a lower cost, which was fueled by retargeting campaigns and automated emails, and SMS. For the Spring 2020 student recruitment campaign, the following strategic decisions were made:

- 1- School-specific campaigns were launched.
- 2- Generic campaigns promoting the University as a whole were launched to target those who were unsure of which programs to choose.
- 3- The primary goal of the campaigns was to maximize volume at the top of the funnel (generate as many leads as possible) to achieve the goals at the bottom of the funnel (have enough quality applicants and admitted students).

The primary goals for the Fall 2021 AUI campaign are:

- 1- Recruit 15% more undergraduate students than last year's campaign and 20% more graduate students.
- 2- Reduce the cost of student acquisition by 10% compared to last year's campaign.
- 3- Increase the ratio of organically recruited students and reduce our dependence on paid campaigns.
- 4- Increase online brand engagement and top-of-mind awareness.

In order to move forward and optimize resources, time, and effort, qualitative research was conducted, with the help of an international agency in Dubai and another in Morocco, to find a new positioning for AUI: **Inspire - Transform - Impact.**

From a branding perspective, the objective is to move from a focus on the name, slogan, logo, and design of the institution to a more complex and even more important concept, which is to emotionally connect our target audience to our products (programs), confirm our credibility and build user loyalty through clear messages.

With the recruitment of a new creative agency to centralize the design, copywriting, and branding of the campaign, and with the help of the consultant and the digital agency, we were able to catch up and even exceed the expected number of leads by 120% in only 3 weeks after the launch of the campaign, which was an encouraging sign for the rest of the campaign to reach the targeted goals.



Staff training session at the Al Akhawayn Conference Center



Safety and Wellbeing

AUI's Agile Safety Committee

In early Fall 2020, the AUI President decided to consolidate the COVID-19 preventive strategy led by the COVID-19 Task Force that operated the early phase of the pandemic in the spring 2020 semester. The University decided to continue close monitoring and oversight of the pandemic and to enforce the strict rules developed through the implementation of an agile governance approach that fostered a dynamic and rapid decision-making process involving executives, faculty, and student representatives. As a result, the AUI Agile Safety Committee (ASC) was created, as well as the Agile Teaching and Learning Committee. The ASC met every day of the week and submitted daily reports and recommendations to the president for daily decisions. AUI was able to navigate the challenging conditions of the pandemic relatively well. Most cases related to student infections, for example, occurred off-campus. Indeed, while a total of 84 student infections were recorded, only 7 of these occurred on campus (14 cases were reported by students after PCR testing prior to the start of the semesters, 52 were reported after PCR testing during Fall semester break). It is also worth mentioning that the overwhelming majority of student infections were a-symptomatic and only revealed through required PCR testing.

The University required all new and previously enrolled students in Fall 2020 and spring 2021 to come to campus with a negative PCR test. In fact, students were only accepted into the residence halls and on-campus after producing a negative PCR test dated less than 48 hours. Students were also confined to campus during the first two weeks of Fall 2020. After those first two weeks, a campus access system, developed by the student software development unit, was put in place to regulate exit from campus. Students were only allowed to leave campus for 2.5 hours every other day between September and the end of October. The rules were constantly reviewed by the Agile Safety Committee and recommendations were regularly submitted to the President. As a result, there was a gradual relaxation as the pandemic situation on campus improved and as a reward for improved student behavior. As a result, campus access was revised three times (from being allowed out for 2hr:30mn every other day, to 2hr:30mn every day, to 2hr:30mn twice a day, unrestricted throughout the day starting March 15, 2021. PCR testing continued to be required of all students who stayed overnight off-campus.

The Athletics Department decided to use a booking platform as a health security measure for all users. An app was created on PowerApps so that students, staff, and faculty could reserve a time slot to use the athletic facilities without overbooking them. The app was created in collaboration with the department and a student.

COVID-19 Statistics

As part of the pandemic governance strategy, the Health Center was assigned to track COVID-19 infections, contact cases, and suspected cases since the beginning of Fall 2020. The data collected throughout the 2020-2021 school year is given in Table C.1

360° Wellbeing Strategy

Amid the challenging Fall 2020 environment marked by the negative impact of the COVID-19 pandemic, and in the face of increasing instances of mental health issues and growing concerns about issues related to sexual harassment, substance abuse, and bullying, the Division of Student Affairs was tasked with developing a 360° wellness strategy. The division developed a seven-pronged strategy that revolved around restorative and immune-building measures, alternative activities and socialization, fitness and exercise, mental hygiene, counseling, substance abuse and harassment prevention, peer pressure, and bullying prevention.

Table C.1 COVID-19 cases

Cases (AUI and ASI)	Students	Faculty	Staff	Total
Number of Infections	84	12	10	106
(only 7 on campus)	12	10	106	67
Contact Cases	25	18	24	67
Suspected Cases	17	6	3	26
Total	126	36	37	199

During Fall 2020, Counseling Services focused on 3 main goals, implementing COVID-19 procedures, providing counseling to students, and providing grief support following the tragic death of one of our students. During the spring semester, counseling services focused on adjusting team roles and welcoming the new listening unit. Counseling Services continued to focus on student counseling as this was the area of greatest need.



Academic Activities

While face-to-face participation in national and international conferences was thwarted by the pandemic, participation occurred virtually. During the 2020-2021 academic year, faculty presented and attended conferences and workshops both online and face-to-face and at the national and international levels. This included presentations at 40 conferences and workshops, attendance at 9 conferences, as well as numerous other activities.

Highlights

The 2020-2021 academic year was marked by three major developments: the launch of the new 2020-2025 Strategic Plan, the impact on teaching and learning activities of the COVID-19 pandemic, and the evolving relationship with the accrediting agency NECHE. All three developments had several ramifications and impacted several registers. For example, the launch of the Strategic Plan deepened AUI's Liberal Arts identity as well as offered 13 new Bachelor's and Master's degree programs. The COVID-19 pandemic opened the door for AUI to explore and develop its online education capabilities. Finally, the New England Commission on Higher Education (NECHE) also used the COVID-19 pandemic as an opportunity to expand its accreditation of AUI to online education. In sum, these developments are linked and in some cases have influenced each other.

In terms of AUI's new Strategic Plan and its new vision for the 21st-century Liberal Arts, the 2020-2021 academic year was an opportunity to begin articulating the intersection of three important key goals: deepening the provision of a quality Liberal Arts education to AUI students, targeting Generation Z, which is a very specific generation of learners, and preparing current students to excel and lead in the 21st-century workforce. Some of the characteristics of Generation Z are ideally suited to the Liberal Arts: they are self-directed, highly connected, technology-savvy learners. As a result, and in order to meet their needs, AUI has begun to encourage and equip its faculty to explore largely flipped learning and venture into experiential learning, gaming, and other innovative learning tools. In fact, in a flipped classroom, the distinct roles of professors (those who share their knowledge through lectures) and students (who are recipients of knowledge) are countered as students become active learners who are assisted in this journey by professors. This is precisely what AUI wants to achieve in its new Strategic Plan.

Another application of the Strategic Plan was the launch of 13 new programs at the graduate and undergraduate levels, 10 in the School of Science and Engineering and 3 in the School of Humanities and Social Sciences. What all these programs had in common was that they offered AUI students new options as well as options in high demand in the job market, while simultaneously retaining the characteristics of AUI programs that offer students a broad general education curriculum, important soft skills, many choices, and the opportunity to elect a minor concentration in a completely different area of knowledge.

It would be misleading to deny the impact of the COVID-19 pandemic on these Academic Strategic Plan goals. In fact, and in order to comply with national rules and guidelines dictated by the government, AUI has offered some of its students the opportunity to study online, from home, but with a commitment to maintaining the same quality of instruction that it normally provides. As a result, while newly admitted students and most first-year students studied on campus and entirely face-to-face, other students studied entirely online, while a group that was small in Fall 2020 and grew significantly in spring 2021 was engaged in hybrid courses, where some students attended classroom classes while others attended classes from their homes. The challenge with this situation was how to preserve and nurture the spirit of the Liberal Arts under these special circumstances. As a result, the Summer and Fall of 2020 saw a multitude of workshops and training opportunities, all sponsored by the University, led in some cases by AUI faculty, while, in other cases, they were led by outside experts. The goal was to equip AUI faculty with the ability to adapt to online teaching while encouraging students to remain independent, critical learners. This is an ongoing challenge that requires constant adaptation on the part of the AUI faculty. To enable this adaptation, AUI launched a "train-the-trainer" program in the Spring semester, in which faculty who have de-

monstrated a high degree of adaptability to online teaching are certified as experts in online teaching and its many challenges and opportunities.

The COVID-19 pandemic has allowed AUI to boost the online teaching dimension of its strategic pillar corresponding to Academics. In addition to the shift to online and hybrid (online and face-to-face) teaching, a new regulation was adopted by the Academic Council for teaching evaluation, performance assessment, and intellectual property management when the mode of teaching is online. A teacher training plan was developed for different levels and targeted skills in pedagogy, learning assessment, and the use of technology. 19 training workshops have been organized by the Center for the Advancement of Teaching, Learning, and Scholarship (ATLAS) during 2020-2021. A second version of the Quality Management System (QMS) for online teaching and learning has been deployed, the results of which are summarized in Table D.1.

Table D.1 Main quality indicators for online education

Academic year 2020-21				
Monitored indicators for quality assurance at AUI	Fall	Spring	Summer	Average for the year
% of students with a positive perception of the quality of their learning with online education	76%	89%	91%	85%
Average student satisfaction with each course taught during the 2020-21 academic year	83%	86%	89%	86%
% of faculty satisfied that the assessments they were able to administer under COVID-19 conditions accurately reflected the level of student learning	85%	86%	89%	87%
% of faculty satisfied with their teaching experience in COVID's online/hybrid conditions	82%	92%	100%(⁻)	91%
% of teachers who feel ready for a HyFlex ^(a) teaching method	16%	47%	52%	38%

⁽⁻⁾The vast majority of the teaching in the Summer session of 2021 took place face-to-face

^(a)Hybrid teaching (online and face-to-face), with all the flexibility and choice left solely to the student

A second dimension of the adaptation imposed on AUI by the pandemic caused by COVID-19 was that, for the first time since 2001, admission to AUI was not conditional on the GAT admission test. This major change required AUI to create a new admissions system in which students' transcripts and letters of interest were examined in a new light, and interviews were conducted whenever necessary to help refine final admissions decisions. The goal was to admit students of similar quality to those normally admitted, that is, students who would quickly adapt to and benefit from a Liberal Arts education. A corollary to this was the need to adapt quickly and establish new rules that would reflect this new situation. A Quality Management System (QMS) was established to monitor the quality of online education through objective data provided by AUI's learning management systems. This data was provided directly to the deans on a weekly basis to enable them to quickly address potential challenges. The QMS system also relied on regular surveys of faculty and students to assess their adaptation to and satisfaction with the system. An AGILE Teaching and Learning Task Force met weekly to act on QMS results, as well as to respond to requests made by faculty or students. The task force, which is led by the University president and includes the VPAA and a dean

(representing academic affairs), the Academic Council (AC) chair and an AC member (to represent faculty), and the ATLAS coordinator, allowed the University great agility throughout the academic year. In addition, several proposals were analyzed, and some were approved by the Board and endorsed by the President for inclusion in the Rules and Procedures Manual. These are the Intellectual Property Policy and the Performance and Recognition Criteria Policy, both of which have been adopted by the Academic Council.

Finally, the third and last major development of the 2020-21 academic year was the evolution of AUI's relationship with NECHE, the accrediting agency. This evolution has followed two tracks: a regular track and an exceptional track related to COVID-19. With regard to the regular track, since NECHE's re-accreditation of AUI is imminent, AUI launched its project to prepare the self-study report in order to be able to submit it in time. Indeed, with the NECHE team's visit scheduled for March 2022, the University has to submit its self-study during the Fall 2021 semester. With this in mind, the President created a steering committee, co-led by two faculty members and six committee chairs, and charged it with preparing the first draft of the self-study and submitting it before the start of the Summer Session. This steering committee led the self-study effort and will be able to submit its first draft by the deadline and finalize the final version in time for submission to NECHE. In summary, the re-accreditation process is well underway. The exceptional path that AUI had to follow was related to the need to adapt to online teaching under the conditions of uncertainty imposed by COVID-19. AUI's accreditation by NECHE did not originally include online education, but under the COVID-19 emergency measures, a substantial portion of AUI's education to a growing number of its students was online. Under these conditions, NECHE opened the possibility for AUI and other institutions under the same conditions to apply for time-limited accreditation of degrees earned primarily under online learning conditions. AUI took advantage of this opportunity and, in Fall 2020, became accredited, through 2022, to offer its students online learning. This accreditation provides AUI students with the assurance that they will receive a quality education despite the shift to online education, a testimony to AUI's efforts to adapt quickly to online teaching and learning. Finally, despite the very atypical academic year it is experiencing, AUI has managed to keep many of its academic activities online, such as seminars, lecture series by internal and external presenters, and final project events. In addition, in a trend that may continue, thesis defenses were held with external remote members, which enriched the debates and testified to the quality that AUI students can produce.

Academic Activities

During the 2020-2021 academic year, AUI faculty produced quality research that gives AUI an internationally recognized presence. Faculty published nearly 60 articles in a variety of journals in several academic disciplines. One faculty member in the School of Humanities and Social Sciences published a book. Faculty contributed chapters to 9 other published books, gave 40 presentations and workshops and, participated in 9 conferences. The School of Science and Engineering hosted a field trip for their Sustainable Energy Management students and a competition for their Robotics students.

Other notable faculty academic activities include several awards won for research papers including monetary prizes, contributions to information sources including the UNESCO website, participation in an academic advisory board, being peer reviewers, and other demonstrations of the strong national and international presence of AUI faculty. Another recurring event this year was the AUI Astronomy Festival, put on with the collaboration of national and international experts and SSE faculty.

Eight research projects from the School of Humanities and Social Sciences received external funding, totaling around 13.5 MMAD (29,000 USD, 11,095,000 MAD, and 212,620 Euros). These projects ranged from examining issues specific to this region, such as the projects on the "Smart City" and the "Ibn Khaldun Center for Migration Studies," issues specific to the region, such as the project on "Nafusa Libraries," the project on "Capacity Building in Higher Education in Mediterranean Countries," and the project entitled "Building the Maghrib," and global issues, such as the project on the future of global issues and the project on North American Muslim Women Artists.

In cooperation with the AUI Mohammed VI Library, some faculty members have formed a working group to plan the design and implementation of an AUI digital repository. It is hoped this center will eventually become an accompanying physical University archive. The AUI digital repository, modeled after similar repositories at other academic institutions (e.g., the American University of Kuwait repository at <https://dspace.auk.edu.kw>), will provide a publicly accessible online repository of documents, photographs, faculty publications, and other materials related to the University's history. The team intends to run the repository on an open-source digital asset management system like Islandora (<https://islandora.ca>) or DSpace (<https://duraspace.org/dspace/>). The longer-term plan will include a complementary collection of physical University archives, housed in the AUI Mohammed VI Library and organized using ArchivesSpace, an open-source document management software.

E-textbooks and Digital Transformation

Al Akhawayn University mandates the use of textbooks to ensure quality and achieve a degree of standardization that serves students wishing to go on exchange and transfer credits to their new institutions. AUI faculty have been using print textbooks from major textbook publishers for more than two decades, while a small number of faculty prefer digital textbooks, primarily Open Educational Resources (OER).

The current academic year can rightly be called the year AUI made its digital textbook transition, as 93% of all courses used e-textbooks, while the remaining 7% relied on course-specific collections of electronic content. The decision to move to digital textbooks was driven by two important considerations. The first being the prohibitive cost of print textbooks and the second being the decision of major textbook publishers to favor digital textbooks over print. In the spring of 2020, an e-textbook pilot was launched with digital textbooks for 33 courses representing a quarter of the courses taught in the three schools using the services of an aggregator. By Fall 2020, the number of courses using e-textbooks had increased to 74 (82%). With the persistence of COVID-19, the Textbook Service, a department of the Mohammed VI Library, went further and signed agreements with four major e-textbook publishers: Cengage, McGraw-Hill, Pearson, and BibliU to ensure the supply of affordable e-textbooks. E-textbooks have proven to be a good solution for hybrid classes. In addition, academic administrators can track student efforts through textbook analytics.

In Spring 2021, this department continued to source e-textbooks from a variety of vendors to meet course material needs in all three schools at the University, while Language Center courses continued to use print textbooks.

Table D.2: Change in e-textbook usage Spring 2020 to Spring 2021.

Semester	Paper Textbooks	Electronic Textbooks	% Electronic Textbooks
Spring 2020	98	33	25%
Fall 2020	16	74	82%
Spring 2021	10	129	93%

In addition to electronic and print textbooks, there are some courses that do not require textbooks and others that adopt a resource collection. The Mohammed VI Library also supports faculty in finding appropriate teaching materials from the Library's collections (e.g., journal articles, book chapters, and e-books). To further reduce costs, some faculty have begun using open educational resources (OER).

This digital transition has provided the University with an opportunity to develop appropriate support services to accompany faculty in their efforts to integrate e-textbooks into their curricula through the University's Learning Management Service (LMS) and to develop much-needed technical expertise to ensure seamless access to learning resources from the first day of class. As these support services remain insufficient, the University aims to support the digital transition by expanding its team this academic year to include more technical support for the process.

Information Technology Services (ITS)

The 2020-2021 academic year has presented many challenges in terms of IT due to the COVID-19 pandemic. In early spring 2020, ITS established a plan to enable distance learning and remote work. Through the use of Microsoft 365 services, faculty were able to teach students online. The University network was ready to support the use of Teams, which has the ability to dynamically scale as a cloud service. Groups on Teams (course sections) were systematically created, and faculty and students were able to join online courses using chat, audio, and video calls from a variety of devices (desktop, laptop, or smartphone). Staff in key positions had the ability to work partially remotely (accessing office computers and servers, receiving transferred calls, using email, and interacting via Teams).

In line with the 2020-2025 Strategic Plan, and in response to growing demand, ITS was able to double the capacity of the data center by acquiring Hyperconverged Infrastructure (HCI), which provides agility to meet IT demands and provision new resources for emerging workloads, while optimizing costs. Internet bandwidth was also doubled to 2 Gbps (MARWAN 4) in conjunction with a second Internet line (500 Mbps) from a second telecommunications provider. The University now has a total Internet capacity of 2,500 Mbps, which translates into an average end-user bandwidth improvement of 32%. ITS also upgraded and replaced approximately 300 virtual terminals in 3 open computer labs and in the computer labs of 3 schools. This upgrade increased the processing capacity of the labs by approximately 20%.

As far as IT services are concerned, several servers and systems (Jenzabar/EX, Active Directory, Sage, Voice over IP, Point of Sales, ... etc) have been upgraded to their latest and most stable versions, with the implementation of new features such as online payment, online forms, and system integration. A new web application was launched, which provides the status of IT services (operational, degraded performance, partial or major failure) including Internet access, wireless networks, Jenzabar portal, Office 365 applications, computer labs, printing services, Sage, telecommunication services, ... etc.

Finally, ITS has actively contributed to the generation of various reports and dashboard indicators at different levels, including the Quality Management System (QMS) committee, academic and administrative committees, units, and individuals.

Digital Transformation

Information technology (IT) plays a central role in the 2020-2025 Strategic Plan. The University has an ambitious IT vision to strengthen the engagement of the University community through the digitization of University services at the academic and administrative levels. This digitization is based on four pillars that will make UAI a digitally capable 21st-century institution of higher learning:

- 1- Customer Experience (ENGAGE):** providing best-in-class digital and online experience to the AUJ community (online courses, registration, mobile, and cloud-based applications);
- 2- Effective Partnership (COMMIT):** Fostering collaboration with academic departments, administrative units, centers, and the Office of Students in creating digital ecosystems that will help sustainably transform the University;
- 3- TSmart Technologies (SENSE):** Enabling responsive and aware technologies (Internet of Things, artificial intelligence, RFID readers, ...) to create innovative and value-added services for improved student success and faculty and staff engagement;
- 4- Data Analytics (MONITOR):** Providing a resilient, flexible, and secure digital infrastructure and platform, which will generate data analytics for new strategies and decision-making capabilities for the University.

This digital transformation at Al Akhawayn University begins to progressively enable exceptional educational opportunities within its smart campus and satellites, transform customer experiences, build effective partnerships, use smart technologies, and generate data analytics, to create exceptional educational opportunities within Al Akhawayn's smart campus.



Students

In the current COVID-19 pandemic environment, campus operations remain impacted. However, despite the constraints and restrictions placed on students and campus activities, AUI continues to serve its students and provide a safe, healthy, and engaging environment.

This is particularly notable in the reports from the Office of Student Activities, the Athletic Department, and the First-Year Experience Program. These departments were dedicated to fully engaging with students, and it shows in their participation statistics. In fact, students continue to engage in the programs offered by all Student Affairs departments in a safe and healthy environment, especially under the continuing conditions of COVID-19.

The success of the campus in containing the COVID-19 pandemic is reflected in the Health Center reports which clearly reflect the University's success in protecting students, staff, and faculty through a diligent deployment of a health and safety strategy that was driven by the Agile Safety Committee where faculty, students, administrators worked collaboratively to navigate the intricacies of the pandemic on a daily basis. Counseling Services were also affected by the negative impact of the pandemic. The department underwent further restructuring in its organization and a strengthening with the hiring of a new counselor to meet the needs generated by the increased number of cases of individuals requiring their intervention, ranging from minor mental hygiene cases to cases of stress, anxiety, and other major psychological issues. The creation of a listening unit has also been beneficial to students, both in relieving pressure on counseling services and in providing students with another outlet for stress.



Classroom with distancing and mask wearing

Enrollment

The University continues to make progress toward its strategic goals in terms of student enrollment. In Fall 2020 semester, 784 new Bachelor's students and 107 new Master's students were enrolled. Compared to Fall 2019, the number of new Bachelor's students increased by 93% and the number of Master's students increased by 185%. With 181 faculty (123 full-time and 58 part-time) and a total of 2489 students enrolled for this Fall, AUI's student-to-faculty ratio (number of students per faculty member) is 16.48 while the overall average class size is 20.85, with a lower figure of 10.12 for Master's level courses. In terms of

the gender distribution of total student enrollment, 52.3% are female. The distribution by school still maintains the preeminence of SBA. However, SSE was able to attract more new students. There were 1,214 students enrolled in SBA, 902 students in SSE, and 368 students in SHSS. There were also only 5 visiting students (PIP interns) due to health restrictions that discouraged our international partners from sending students. In Fall 2020, 13 new programs were launched with 113 students enrolled (16 Master's and 97 Bachelor's students). There are 27 newly enrolled international students in degree programs.

Table E.1 Enrollment by program (Fall 2020)

School	Section	Description	Master	Bachelor	TOTAL
SBA	BA	Business Administration	62	1116	1178
EEC	MBA	Business Administration (Part-Time)	36		36
SHSS	CISD	Combined Bachelor of Arts and Master of Arts	1	6	7
	CS	Communication Studies		99	99
	CSDM*	Communication Studies and Digital Media	12		12
	ESS*	Environmental Studies and Sustainability		7	7
	HRD	Human Resource Development	9	55	64
	IS	International Studies		117	117
	ISD	International Studies and Diplomacy	51		51
	NAMES	North African and Middle Eastern Studies	10		10
	SPM*	Spatial Planning and Management		1	1
SSE	AIR*	Artificial Intelligence & Robotization		30	30
	BDA*	Big Data Analytics	4	18	22
	CMSE*	Cloud & Mobile Software Engineering		7	7
	CPS*	Cyber-Physical Systems		1	1
	C-SC	Combined Bachelor of Science and Master of Science	2	9	11
	CSC	Computer Science		411	411
	CSYS*	Computer Systems		9	9
	DSSE*	Decision Support Systems Engineering		2	2
	EMS	Engineering and Management Science		224	224
	GE	General Engineering		146	146
	MLE*	Manufacturing & Logistics Engineering		3	3
	RESE*	Renewable Energy Systems Engineering		19	19
	SE	Software Engineering	7		7
	SEM	Sustainable Energy Management	10		10
PIP	NONGX	Visiting students		5	5
Total			204	2285	2489

*New degree programs

Alumni

In the 2020-2021 academic year, 396 students graduated, 16 more than in the previous academic year, as shown in Table E.2. This brings the total number of graduates since the University's inception to 6200 graduates.

Table E.2 Graduating Students by Program 2020-2021

	Section	Graduates
Bachelor 334	Communication	19
	International Studies	23
	Business Administration	209
	Combined Bachelor/Master degree	4
	Computer Science	34
	Engineering and Management	28
	General Engineering	5
	Human Resources Development	12
Master 62	International Studies	18
	Business Administration	17
	Human Resource Development	4
	Software Engineering	4
	Renewable Energy Management	3
	North Africa and Middle East Studies	5
	Part-time MBA	11
	Total	396

Table E.3 Graduates by level, school and gender (2020 and 2021)

Graduates 2020-2021							
Level	School	Gender	Total	Level	School	Gender	Total
Bachelor	SBA	F	126	Master	SBA	F	17
		M	83			M	11
	SHSS	F	37		SHSS	F	19
		M	17			M	8
	SSE	F	29		SSE	F	7
		M	38			M	4
Total Bachelor			330	Total Master			66
Grand Total 396							

School	Graduating Students 2020-2021
SBA	237
SSE	78
SHSS	81
Grand Total	396



Alumni and Career services

The main unfortunate event, as far as graduate students are concerned, is the fact that the University was not able to hold the 2020 and 2021 graduation ceremonies. Due to government-imposed health constraints, both events were postponed.

However, to assist these graduates in their job search, the Career Office hosted four career and recruitment webinars in October. During the spring semester, four graduate school information sessions and two editions of the employment support program were held.

The highlight of the Spring 2020 semester was the Employment Support Program held on April 20-21. The first edition was held face-to-face in Ifrane. The 2019 and 2020 graduates participated in a 2-day training. From June 1 to 4, Al Akhawayn University hosted the 19th edition of its annual job fair. Due to the health situation, the fair was held virtually on the "seekube" platform. 41 companies participated in the job fair represented by 142 recruiters. 572 interviews took place; an average of 20.4 interviews per company and 3.1 interviews per candidate.

The 2021 job fair in figures

- 1- 384 registered candidates. 46% of them applied for jobs via the platform.
- 2- 41 companies registered on the platform. 71% of them published job offers and interview slots. A total of 148 offers were available.
- 3- Companies were represented by 142 recruiters who conducted 572 interviews.
- 4- An average of 20.4 interviews per company and 3.1 interviews per candidate.
- 5- 48% of registered candidates had at least one interview and all companies had interviews.
- 6- 196 interviews were rated by recruiters as follows:
 1. 161 times "candidate to contact again" (82%)
 2. 15 times "may contact again" (8%)
 3. 20 times "no further contact" (10%)
- 7- 15 live sessions were held, in addition to individual counseling and résumé review sessions on TEAMS or face-to-face with students.

The career office continues to disseminate and share job and internship opportunities with AUI students and alumni. The office continues to support companies by matching offers with candidates and disseminating targeted job opportunities.

The deal of the semester is with SopraBanking Software Maroc; a partner with whom the Career

Office has worked closely over the past three years. The company approached the University to formalize the partnership and sign an agreement that will allow both parties to have a mutually beneficial partnership. Students enrolled in specific fields (computer science and finance) attended the company's presentation and went through the first stage of the selection process. The company has followed up with the selected students and is committed to hiring suitable profiles and participating in University events. SBS also offers to share its expertise by visiting classes. The Careers Office is currently working on four new partnerships with Vigeo-Iris, Amazon, Bosh, and Alstom.

Over the past year, efforts have been directed toward digital campaigns and actions. One of the actions launched on social media was a series of "live" sessions with AUI alumni to introduce AUI to our external audience through its alumni, "Ana Weld l'Akhawayn Instagram Live Series". Two episodes took place during the summer and four during the Fall.

Alumni Survey

In cooperation with the Alumni Association, the Career and Alumni office worked on alumni information collection. A total of 800 respondents shared details about their personal contact information, and other information about their social engagements and academic achievements. The data collected will be included in the EX information system.

Student Achievement and Recognition

President's List

To celebrate the academic achievements of more than 300 AUI students who are on the President's List for Fall 2019 and Spring 2020, His Excellency Simon Martin, British Ambassador to Morocco, made a presentation in honor of these students. After, the British Council Digital Library Wall Unveiling Ceremony was held on December 16, 2020, at the Mohamed VI Library. For Fall 2020, all 187 students on the President's List were invited to the Iftar on Thursday, April 29, at which Mr. Said Benhajjou, CEO of AVIARAIL and Vice President of the CE3M Cluster, was keynote speaker.

Table E.4 Distribution of students on the President's List

Semester	Total Bachelor Students	Students on the President's List	Average 4/4	"A" in all courses	Females	Males
Fall 2019	1868	124 (7%)	3%	4%	85 (69%)	39 (31%)
Spring 2020	1730	248 (14%)	6%	9%	162 (65%)	86 (35%)
Fall 2020	2285	187 (8%)	3%	6%	127 (68%)	60 (32%)

External honors include awards in debate, robotics, fintech, programming, financial analysis, and international scholarships.



Recognition ceremony for students on the President's List

The AUI Debate Club represented Al Akhawayn University in the English, French and Arabic sections in the 9th edition of the national debate competition "Le Grand Débat" which took place at ENCG in Settat on May 7 and 8, with the participation of 8 debate teams per section at the national level. AUI's Arabic section reached the semi-finals stage, while the English section managed to win the grand final against ENCG Kenitra. AUI is very proud of its participants who showed dedication, hard work, and great analytical and argumentation skills for both the English and the Arabic teams.

Four SHSS students received full scholarships from the Konrad Adenauer Foundation for the year 2020-2021 and participated in workshops with the Foundation. 19 students participated in a collection of features and literature and the production of a short film about media in the Corona era. Creative writing students unveiled an online creative writing journal featuring the creative efforts of the AUI student body. A Master's student attended three youth-themed conferences and used the information gained to facilitate his own workshop for young leaders.

In an effort to extend learning outside of the classroom as a brick in the transformative engineering experience, the SSE worked to strengthen and support the Mechatronics Club, which won the VEX 2021 National Robotics Championship. The department also created the Unmanned Aerial Vehicles and Fintech clubs and joined the international FinTech Galaxy ecosystem (<https://www.fintech-galaxy.com/>) and signed a memorandum of understanding with B3G (<http://b3gtech.com/>), a leading national Fintech player to increase innovation and entrepreneurship opportunities for its students. SSE students placed among the top 3 teams in the ACM Moroccan University Programming Championship (MCPC) and qualified for the regional AACPC (Africa & Arab Collegiate Programming Contest) in Egypt. However, because air travel with Egypt was suspended, the Moroccan teams were unable to travel and participate in this competition.

SBA students attended the SIETAR Switzerland 2020 Congress (Society for Intercultural Education, Training and Research) and participated in intercultural activities, interacting with experts from around the world. Five AUI students were also named Moroccan champions of the CFA Institute Research Challenge, analyzing and evaluating an Egyptian company listed in the Stock Exchange. Research by ten SBA students was also published on the United Nations' international "good" business website called AIM2Flourish.com. They add to AUI-SBA's five-year presence on the UN platform and introduce AUI to the world.

First-Year Experience (FYE) Seminars

The First-Year Experience (FYE) program continues to play a prominent role in the success and integration of newly enrolled students. In Fall 2021, FYE offered a total of 12 sections of FYE 1101 and 2 sections of FYE 1102 to accommodate all incoming students while maintaining the average group size at 60 students per section. In addition to addressing the challenges of college transition, career planning, etc., the seminars shed more light on mental health issues, academic and community values, substance abuse and their physical and legal ramifications, etc.

FYE was not able to implement the usual resident assistant events inside the first-year buildings this year. In fact, this year there were no dedicated first-year student buildings solely for various reasons that are primarily related to COVID-19 security measures. However, the program managed to organize its regular events such as Al Khamis cinema, relaxation events, and sports tournaments, as well as other events in collaboration with the Student Activities Office and student clubs.

Information sessions for parents

Coming out of a nationwide lockdown, FYE embarked on a partnership with the Center For Learning Excellence and the Language Center to hold several parent information sessions

and English placement tests for prospective students and their parents. A total of 13 sessions were held from mid-July to early September 2020, largely due to a significant effort orchestrated by the Center for Learning Excellence.

New Student Orientation

At the same time, FYE was in full anticipation and preparation for the New Student Orientation (NSO) program, which was to welcome, to date, the largest incoming cohort in AUI's 25-year history. The team of FYE faculty, staff, and student mentors, along with CLE staff and mentors, successfully organized four different orientation cycles for 4 groups of students while strictly following COVID-19 safety measures and protocols. However, the Fall 2020 orientation did not include the same number of integration and team-building activities as previous years. Yet, this integration cell still managed to hold a few with a limited number of students. Its efforts were also focused on training students and preparing them to start their courses in an online/hybrid configuration through various workshops on Office 365 and MS Teams tools.

The FYE website had a prominent page with the latest orientation program, recordings of short welcome videos by the President, Dean of Student Affairs, all three deans (SSE, SBA, and SHSS), a video of the COVID-19 security protocols that must be followed by students, training videos on using Jenzabar, MS Teams, and Office 365 student accounts. Throughout orientation week, all formal presentations by the President and school deans were also filmed and posted in their entirety.

Overall, the Fall 2020 students reported positively on their orientation and onboarding experience.





Welcoming new students

Student Activities

The Student Activities Office (SAO) has gone to great lengths to create an atmosphere of well-being, encourage all types of socialization, and allow students to enjoy a vibrant campus life during the challenging times of the COVID-19 pandemic. Here are a few key indicators that this semester, Spring 2021, has been exceptional in every way.

Several new clubs were formed to give AUI students more choices in opportunities to engage in their student life (over 60 clubs compared to an average of 30 over the past three years).

With the growing number of clubs and the support they received from SAO staff, administrators, student assistants from the Student Activities Unit (SAO), and SAO student leaders, the number of club events reached an all-time high (It is important to know that with the growing number of students, and despite all the sanitary measures and lack of space for students, the SAO team managed to organize a large number of events running in parallel).

The number of active students in clubs and student organizations has increased to over half of the students on campus (given the restrictions on on-campus access and the fact that many students live off-campus, this number shows great student engagement). The SAO Events team also worked hard to organize events, manage their logistics, and avoid any unsafe environments for our students. The Club Management Team has managed to have over 1000 students/week benefiting from everything that happens on campus. The SAO Events section has also organized a plethora of events including, SAO Movie Nights, CHAN Semi-Final and Final, Clubs Fair, 5 Chaabi Nights, Open Mic, Hit the Stage, Talent Show, Mariachi Night, two Comedy Nights, SAO Open house, Brain Bash, SAO Karaoke Nights, and more.



Music and Samaa concerts

Clubs WEN and SAO WEN in Weeks

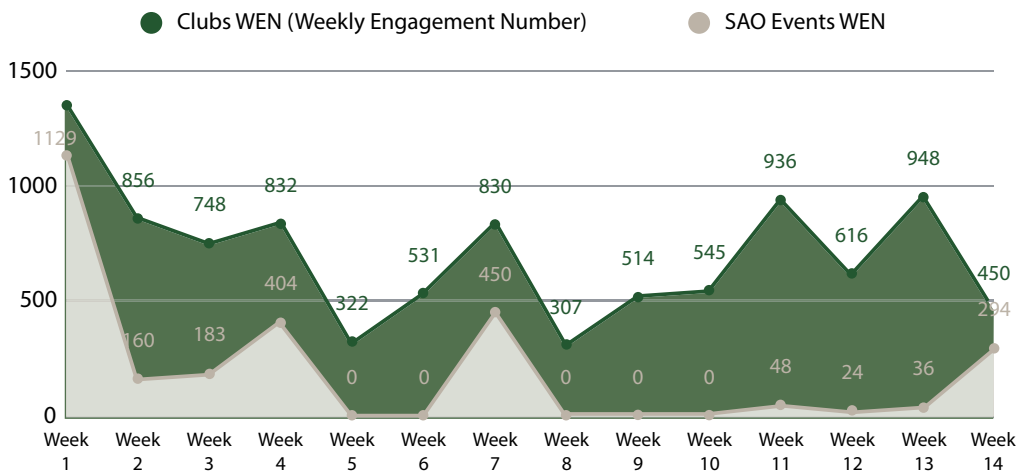


Figure E.1 Student Engagement in Activities

The Student Activities Office has become an inclusive environment where student leaders are empowered to manage and oversee club events, provide support and mentorship to new clubs, and finally handle the logistics of large shows while monitoring attendance and ensuring COVID-19 health measures are met.

Athletics

Despite the many challenges this year, the Athletics Department was proud to host three major events and two athletic fairs this year.

1. In Fall 2020, the Athletics Fair was held online, but that did not stop students from participating in the 10 official University teams. The spring semester also began with an outdoor athletics fair where students joined our 20 official teams and 21 athletic clubs.
2. The Fall semester closed with an African Dance Club performance with over 250 participants.
3. In April, the department launched a Ramadan tournament with five teams competing during the month.
4. The fourth annual "Hit the Stage" was held on May 8 with 25 performers from various clubs.
5. The University also hosted national teams on campus for their altitude training. This year, the athletics department was also able to host several national teams, many sent by Royal Moroccan Federations. Handball, taekwondo, swimming, and weightlifting teams came from across the country to participate in elite high-altitude training with members of the athletics department staff, exposing the young athletes to the AUI campus and the intensive training offered at AUI. The athletes and their coaches were housed in the AUI residence halls and allowed access to the campus for meals and facilities based on the team's negotiated package for their training, generating revenue for the athletics department.

The athletics department decided to use a reservation platform as a health security measure for users. An app was created on PowerApps so that students, staff, and faculty could reserve a time slot to travel to the athletics facility without overbooking them. The app was created in collaboration with the department and a student.

Many outdoor activities were organized to minimize the feeling of isolation for students. The Extreme Sports Association organized a hike in Jbel hebri (15 participants), Zerouka (15 participants), and a trekking and cave exploration in Grotte Charaa in Taza (11 participants). The Riding Club organized horseback riding trips to Azrou, Fez, and Skhirat (between 11 and 15 participants for each trip). The Golf Club held two introductory sessions at Michlifen Golf Club, for eight members each. The archery club invited a coach and the president of the El Hajeb Archery Club for a training session and held another training session with a coach from the Royal Archery Federation in Meknes. He also organized the first archery competition on campus with 20 participants.

Many other activities were regularly organized for students on campus, including kickboxing, various types of dances, chess, aikido, in addition to a Ramadan futsal tournament. The result was a vibrant campus with students expending their energy in sports given the situation where they could not travel freely outside of Ifrane and their movements in town were limited.



Futsal Ramadan tournament



Inter-University Sports-Week video Competition

Community Engagement

In addition to the events organized by the Student Activities Department, the nine social and service clubs on campus organized a total of 11 community engagement events. Major events organized by these clubs included a medical campaign organized by the Lions, Friends of Migrants, Hand In Hand, Mimouna, and Enactus clubs. Friends of Migrants also organized tutoring sessions for migrants, and the Enactus club organized Enacathon, a hackathon to mentor students on social entrepreneurship and help them create projects with social impact.

A total of 422 undergraduate students completed the community engagement program requirements. 124 students chose to do fieldwork (70 in Fall 2020 and 54 in Spring 2021) while 298 opted for a research paper (98 in Fall 2020 and 200 in Spring 2021). They completed 7950 service hours and a total number of 384 students attended seminars on human development and the role of civil society in human development.

Azrou Center for Community Development

The Azrou Center, the social arm of the University located in the nearby town of Azrou, provides free services to segments of the population in the areas of skills and vocational training, non-formal education, maternal and child health, and reproductive health, the latter through a partnership with ALCS. Nearly 85% of the targets set for the completion of training programs were met this year, including the following programs:

- 1-** Completion of the digital room project for an amount of 50,000.00 DHS sponsored by the PISTORIO Foundation and dedicated to students of non-formal education;
- 2-** Launching the intensive training for 15 high school graduates in energy efficiency in collaboration with the School of Science and Engineering of Al Akhawayn University;
- 3-** Organization at Al Akhawayn University of a week-long exhibition for the sale of products from the cooperatives supervised by the Azrou Center and whose turnover from the sale by Cash-Wallet was 23,515 DHS;
- 4-** Donation of an amount of 6.400,00 DHS to the Azrou Center by the women of the Al Akhawayn University community. This amount is dedicated to the organization of workshops for the reinforcement of entrepreneurial skills for the benefit of women cooperatives supervised by the Azrou Center;
- 5-** Recruitment of 4 trainees and 3 alumni of the Center by Al Akhawayn University.



Human Engagement

During the Fall of 2020 and spring of 2021, the Office of Human Engagement and Growth experienced a change in its leadership and reporting line. Human Resources and Administration, which previously reported to the Finance Department (CFO), now becomes the Office of Human Engagement and Growth with a leader who reports directly to the President.

Table F.1 Number of University and ASI faculty and staff

AUI Faculty	Male (Full time)	Male (Part time)	Female (Full time)	Female (Part time)
Moroccan	36	35	18	09
International	16	07	22	05
Dual nationality	27	02	04	00
Total	79	44	44	14

Non-teaching staff	Male	Female	Part-time	Physicians on fixed-term contracts
Supervisors *	14	04	00	00
Administrative	107	80	02	02
Maintenance and Security	117	75	00	00
Total	238	159	02	02

*Faculty who also have administrative duties (e.g. deans) are counted as faculty because they all teach at least one course.

Primary and secondary school	Male Staff	Female Staff
Full-time Teachers	07	26
Part-time Teachers	01	00
Assistants	00	07
Total	08	33

Main Strategic Achievements

Key strategic accomplishments of the Human Engagement and Growth Office (HEGO) during this year can be summarized as follows:

Employee Engagement and Outreach: HEGO created a new email address and HEGO web portal (in progress) to disseminate relevant news, information, and events to all AUI employees.

Employee Benefits: HEGO continues to implement a comprehensive benefits strategy that has resulted in a significant increase in the number of employees eligible for benefits.

Employees and Labor Relations: HEGO is establishing and implementing a new legal foundation by conducting the AUI employee delegate election and rapidly finalizing the Internal Regulations.

The following projects are underway:

- 1- A project to implement a new and updated version of the HEGO software, AGIRH.
- 2- An updated version of the HEGO Policies and Procedures Manual is being finalized.
- 3- Internal redeployment and mobility.
- 4- A new HEGO structure and organization is being finalized.

Training and development programs are on hold due to the COVID-19 pandemic. The Office of Human Engagement and Growth is working on a University-level training needs assessment.

The major contributions and accomplishments of the Office of Human Engagement and Growth this year can be summarized as follows:

The University had developed a work-study program for staff members, and that encourages employees to take advantage of Master's programs that are aligned with their job duties. This initiative was designed to prepare successors and build leadership and broader expertise across all departments and divisions. Several employees have benefited and continue to benefit from this initiative.

Staff appraisal has evolved as a strategic must to improve individual and team performance. A performance process has been put in place, based on the definition of SMART objectives that are closely agreed upon between the line manager and the team members. The process is divided into three phases; first setting the objectives; then mid-year performance review by assessing progress and ending with performance evaluation. The process is followed by the identification of high and low performers. The latter will be targeted with development plans to support their growth and adjust their skills gap, if necessary. This development plan is also designed for employees who have properly met their goals, and the main focus here is on aligning with best practices in their field using hands-on training and workshops.

Projection:

With respect to diversity, the 2020-2025 Strategic Plan aims to create best practices for diversity on campus by designing and implementing a diversity management policy named "AUI-ALL UNIQUE INCLUSIVE". Staff, faculty, and students will be involved in the success and impact of this effort. Throughout the year, the institution will host workshops, labs, conferences, international days, competitions, and lectures to promote cross-cultural activities and dialogue, help preserve identity and prevent violence. The institution will also develop a code of ethics to promote fairness, performance, support, and equal opportunity; and adopt best practices in human resources in accordance with multinational corporate standards to enhance the professional development of its community.

In parallel, a holistic engagement approach aligned with GALLUP's universal practice will be designed. Implementation of this strategic goal will begin with an assessment process targeting faculty and staff, followed by a macro analysis of the engagement index and action plan to quickly and effectively improve community engagement.

In close alignment with the implementation of the Strategic Plan, the Human Resources Department will evolve into a Human Resources Engagement and Growth Department that strategically aligns with its stakeholders to promote a growth mindset and personal development and to enhance engagement.

Staff and Faculty on-boarding

Two integration sessions were conducted in early Fall 2020 and spring 2021 during which new ASI faculty and staff (approximately 31) were fully assisted by the HEGO team to process all their internal and external administrative documents. Namely, processing their employment contract, health insurance, residency cards, banking procedure (opening their bank account and making electronic transfers abroad, Yellow Plate Procedure, and tuition waiver).

The new staff members (about 9) were also given an on-boarding session to familiarize themselves with the AUI environment and with their new AUI colleagues.

Health insurance:

New partnerships were concluded with two clinics in Fez: AL-NAKHIL Clinic & AR-RAZI Clinic. Other partnerships are being negotiated with other clinics in Meknes and the Centre Hospitalier Universitaire (CHU) Hassan II in Fez. Redéploiement du personnel et mobilité interne :

Staff redeployment and internal mobility:

HEGO encourages and oversees redeployment and internal promotion among AUI staff. Many administrative and technical staff have benefited from internal mobility and opportunities for promotion.



Continuing education workshop at Al Akhawayn Conference Center

Table F.2 Redeployment of administrative staff in 20-21

Number of staff involved	Original unit	New Unit
1	SHSS	President's Office
1	Mohammed VI Library	COO's Office
4	Housing & Residential Life	Enrollment Services
1	Enrollment Services	Outreach & Admissions Office
1	Security & Safety	Enrollment Services
1	Security & Safety	Mohammed VI Library
1	HRA	Procurement & Infrastructure Development's Office



Sahraoui Tea Ceremony



Organizational Effectiveness

The University believes that in order to provide quality education, it needs not only qualified faculty and qualified and motivated students, but also efficient work processes and engaged staff. As part of the new Strategic Plan, several projects address this aspect and aim to provide the AUI community with the training and tools necessary to operate in a supportive environment.

Business Process re-engineering

One of the major projects of the new Strategic Plan is a thorough review of all work processes. Despite the fact that policy and procedure manuals exist and are widely followed, this project stems from the observation that some administrative processes are inefficient and have been described as sometimes slow in execution, redundant, inefficient in terms of resources deployed and results achieved, and sometimes inconsistently applied.

To achieve maximum efficiency, an external consultant will be brought in to re-engineer the processes of all academic units to make them leaner and more efficient. The project is expected to last 12-15 months with the expected result of a 20% gain in efficiency, time on task, and customer satisfaction.

Service Level Agreements

During the development of this project, all academic and administrative units are working on the development of their service level commitments, which will hold them accountable to their internal and external clients for the type, quality, and timeliness of services they provide. It will also allow units to clearly assess their performance through the use of clearly specified measures, paving the way for improvement in all services offered.

A series of workshops were held with staff from all units to develop service level commitments and corresponding metrics, update rules and procedures manuals, develop unit-level Strategic Plans to accompany the University's Strategic Plan launched in Fall 2020, and develop data collection and reporting procedures.

Re-organization

An important element of the Strategic Plan is to review the University's organizational structure, particularly in the area of student affairs. The goal of reorganizing this department is to improve student life, one of the main features of the Liberal Arts educational system that AUI follows, including student support, extracurricular activities, and residential life. Another project is the merging of the Student Recruitment and Communications departments into a single marketing/communications unit. The goal of this step is more effective communication in support of student recruitment, one of the top priorities of the current Strategic Plan. The recently hired Human Engagement and Growth Manager is tasked with reorganizing the human capital unit with the goal of increasing staff engagement and implementing career and development plans for all staff.



Snow and sunshine



Quality Assurance

Accreditation: Self-Evaluation and Visit

Since Al Akhawayn University's 2017 NEASC accreditation (NECHE was previously known as NEASC), the University has learned many lessons about the accreditation process and its systemization. Thus, in preparation for the 2022 re-accreditation, many changes have been implemented to facilitate the task of the visiting NECHE committee.

These changes include committee organization, the introduction of a real-time web dashboard, plans for a new OIRE document database, and a stakeholder meeting to define "student success." The current schedule of submission dates for the 2022 reaccreditation is provided below. As with the previous accreditation, faculty, staff, and students from all departments and units have been nominated to participate in the 2022 re-accreditation.

NECHE 2022 Standards

In order to more evenly and efficiently distribute the research and report writing tasks, six working groups were established, one more than in the previous accreditation to address the nine accreditation standards.

Standard 1 (Mission and Objectives)

Standard 2 (Planning and Evaluation)

Standard 3 (Organization and Governance)

Standard 4 (The Academic Program)

Standard 5 (Students)

Standard 6 (Teaching, Learning, and Research)

Standard 7 (Institutional Resources)

Standard 8 (Educational Effectiveness)

Standard 9 (Integrity, Transparency, and Disclosure)

The Steering Committee-comprised of the two co-chairs, all committee chairs, and deans of the three schools-meets weekly to discuss progress, share challenges, and provide solutions to streamline the accreditation process and advance its progress. The President occasionally attends this meeting to learn about the status of accreditation and the obstacles members still face.

A dashboard has been developed to track the progress of projects and submissions from committee chairs. All working documents are now gathered on a single site (using Microsoft Sharepoint), making them accessible to all committee members. A document repository for future projects and accreditation-related documents will soon be available.

One of the corollaries of the accreditation exercise was the definition and measurement of student success. This was done at a workshop on March 19 involving University stakeholders at all levels, with members of the administration, faculty, staff, students, alumni, and employers. Several other major projects such as integrated, multi-scenario five-year plans were developed (finance and enrollment, technology, communication, etc.).

Re-accreditation Schedule

The current tentative schedule for the 2022 re-accreditation process is as follows (* tentative dates):

1- July 2021 - a "near-final" draft has been submitted to the President's office for review

2- July 2021 visit by Dr. Carol Anderson, Vice President of NECHE, to assist in the preparation of the self-study.

1- November 2021 (second week) - Preliminary virtual visit by Professor Quigley, Chair of the NECHE Accreditation Team.

2- March 20-23, 2022 - Confirmed visit dates from the NECHE team.

Quality Management System

As mentioned in the section on academic activity, and in response to the health situation, a Quality Management System (QMS) was put in place to monitor the quality of online teaching through objective data provided by AUI's learning management systems (platform usage, time spent on each element of the platform, sharing of academic material, etc.). Regular surveys also tracked the ability of faculty and students to adapt to the new learning environment. An Agile Teaching and Learning Task Force met weekly to act on the results of the QMS. This agility has enabled the deans to find solutions to emerging problems before they have too much negative impact. The result was that the effectiveness of online teaching was maintained at a high level.

Program re-accreditation

The School of Business Administration (SBA) has finalized the re-accreditation package for its Bachelor of Business Administration degree and submitted it to EFMD in the first week of September 2021. The field visit, which will be virtual, will take place between November 9 and 11, 2021. One of the main areas of improvement for SBA was research. The last two years have seen a marked increase not only in the number of publications from the school but also in terms of quality publications. As for the School of Science and Engineering (SSE), it has begun preparing for the self-study for the spring 2023 re-accreditation of its 3 currently accredited programs. The report will be submitted during the Fall semester of the next academic year and the visit will take place in spring 2023.

In the School of Humanities and Social Sciences, all existing programs have prepared a self-study for review by external evaluators. These program evaluations will take place in the Fall of 2021. Finally, in June, and just prior to the start of the summer session, the Language Center completed its annual program review, which is part of its quality assurance program established by its accrediting body, the ECA.

University Development

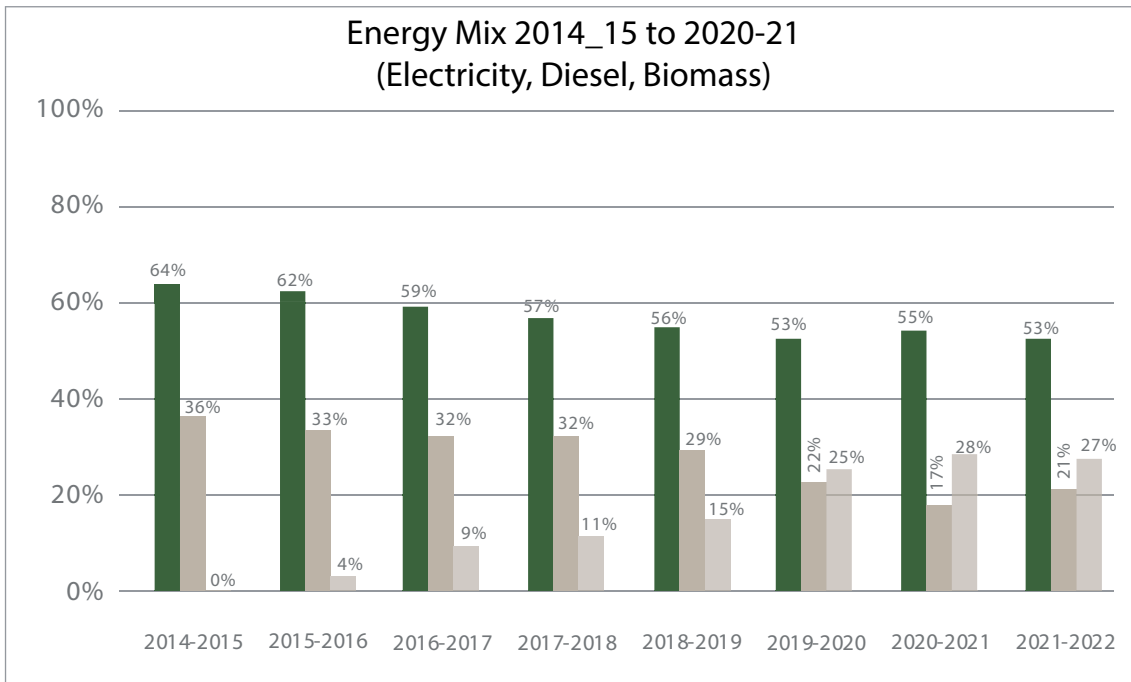
Fall 2020 was the first semester started under COVID-19 restrictions. The campus needed to be set up and prepared to receive students: classrooms were equipped with Plexiglas partitions to separate the instructor from the students, class size reduced and marked, cameras and computers installed in all rooms to allow for online or hybrid instruction. All facilities (sports, dining, library, computer labs) had to be marked to ensure physical separation. Regular disinfection of all common areas was also provided.



The maintenance department also continued to work on energy savings and CO² reduction, thanks in part to progress in the biodiesel conversion program. The energy savings at the end of the 2020-21 academic year reached 1 MMAD vs. 2019-2020 (base year), thanks to the replacement of diesel boilers with biomass boilers. Greenhouse gas emissions reduction: i.e. CO² not emitted in 2021 is equivalent to 948 tons. This figure underscores the University's commitment to the environment. AUI's energy mix went from 36% diesel, 64% electricity in 2014/2015 to 21% diesel, 53% electricity, and 27% biomass. Negotiations are underway with suppliers to install more biomass boilers. The project to produce biodiesel from used cooking oil has produced over 2 tons that have been used for heating. The University is exploring the possibility of using biomass for cogeneration and the anaerobic biogas digester to produce green energy by recycling the waste produced into energy and compost.

Table I.1 Energy Consumption 2014 to 2022

Energy Consumption (KWH)				
Year	Electricity	Diesel	Biomass	Total
2014-2015	11,225,478	6,310,000	-	17,535,478
2015-2016	9,559,853	5,100,000	657,100	15,316,953
2016-2017	8,963,019	4,780,000	1,325,000	15,068,019
2017-2018	10,362,933	5,730,000	2,026,000	18,118,933
2018-2019	9,787,429	5,050,000	2,620,500	17,457,929
2019-2020	8,198,363	3,360,000	3,784,300	15,342,663
2020-2021	9,942,278	3,040,000	4,948,200	17,930,478



The University is also actively involved in increasing its housing capacity to meet the projected increase in housing demand for Fall 2021. The downtown building will provide 150 beds, and rooms and apartments have been leased in Arz Village and furnished to accommodate around 500 students and faculty. Six minibuses have been purchased to provide transportation for students from the various residence halls to the University.

Construction Project

The expansion project to support the new business plan to reach 5,000 students by 2026 was approved and launched. It started in January 2021 with the support of a firm acting as the Delegated Project Manager.

All the "studies" of the project (Architects, BET CE, BET SI, BCT, LABO, TOPO) have been finalized and within the initial timeframe and under the budget of more than 10 M MAD. The companies that will work on the structural works of the residential buildings have been selected after a transparent, rigorous, and professional selection process.

Due to administrative procedures, there has been some delay, thwarting the initial ambition to launch construction in early May 2021. After several rounds of discussions and partnerships with the local authorities, an agreement was reached. The new master plan and execution plans were finalized by the architects in June 2021 and the green light from the authorities to start construction was obtained.



Executive Education

After several months of low activity due to the pandemic, the Ifrane Executive Education Center has resumed its training programs and activities for the Fall 2020 / spring and summer 2021.

On the one hand, during the confinement and after the resumption of face-to-face work, many objectives were set for the Executive Education Center, among them the establishment of the list of potential public clients and the development of new partnerships. This door-to-door approach has already begun and new agreements have been signed accordingly with:

- 1. Société Nationale de Radiodiffusion et de Télévision / AUI:** Partnership Agreement (July 2020)
- 2. Commune Guisser / AUI:** Framework agreement of partnership and cooperation in the field of continuous training, exchange of expertise, and scientific research. (October 2020)
- 3. Sidi Mohamed Ben Abdellah University of Fes / National Agency for the Fight Against Illiteracy / Higher Institute of Information and Communication / Private University of Fes / AUI:** Memorandum of Understanding to strengthen the efforts and contribution of all partners and support the implementation of lifelong learning programs. (April 2021)
- 4. Sidi Mohamed Ben Abdellah University of Fes / Ifrane Communal Council, National Agency for the Fight Against Illiteracy / AUI, "Ifrane Without Illiteracy"** (April 2021)
- 5. Council of the Moroccan Community Abroad / SHSS AUI:** Partnership Agreement (April 2021)

During the same period, EEC moved the Ministry of Economy and Finance training program (Professional Business English, Framework Contract No. 14/2018/MEF/FOR) from a face-to-face program in Rabat to an online program. Huge efforts were made by the Executive Education Center team, the Language Center teachers, the Information Technology Services team, and the Ministry of Economy and Finance team to ensure a smooth transformation

of the training program. This training program lasted three years, two years (2018/2019, 2019/2020) face-to-face in Rabat, and one year (2020/2021) online.

On the other hand, other training programs-which were put on hold due to the partners' request to wait until it was possible to organize face-to-face programs, resumed in Spring 2021. In addition, EEC resumed hosting events for its private and public clients beginning in Fall 2020.

The training programs and events held in Fall 2020 and Spring 2021 are listed below:

Training programs

- **Ministry of Economy and Finance / AUI: Common Law Contract N° 07/2019/MEF/AC/FOR.**

This training program is organized for the benefit of 100 regional directors selected from the network of directors of the Ministry. These participants are divided into 5 groups and each group will benefit from a 5-day training at the Conference Center of Ifrane. This program is expected to begin in the Fall of 2021.

- **Ministry of Interior / AUI: Common Law Contract N° 05/2020**

This training program is organized for prefectural and provincial inspectors (40 participants / 2 groups / 32 training days per group) and internal trainers (80 participants / 4 groups / 05 training days per group) of the Ministry of Interior. The EEC started the execution of this contract in May 2021. 4 sessions are scheduled before the end of summer 2021 at the Conference Center of Ifrane; the second part of the program is scheduled for Fall 2021.

- **Laayoune Sakia Lhamra Regional Council / AUI:**

Framework agreement of partnership and cooperation in the field of continuing education, exchange of expertise, and scientific research (March 2020). Amendment 01/2020

This training program is organized for the benefit of nearly 85 participants who are mainly members, elected officials, and staff of the Regional Council. EEC began running this program in the spring of 2021 and it is expected to end in June 2021

EVENTS

The Executive Education Center (EEC) resumed its event planning activities in the Fall of 2020 with two primary clients. First, the Konrad Adenauer Foundation and the Association for the Promotion of Education and Training Abroad.

In the spring of 2021, the Center organized important events during which many agreements were signed (listed above), such as:

- 1- The Spring of Social Sciences in partnership between the School of Humanities and Social Sciences of Al Akhawayn University and the Council of the Moroccan Community Abroad.**
- 2- National Conference on Lifelong Learning in partnership with Sidi Mohamed Ben Abdellah University, the School of Humanities and Social Sciences, the Ifrane Communal Council and the National Agency for Combating Illiteracy.**
- 3- The first meeting of experts and researchers in the field of immigration organized in partnership with the Ibn Khaldoun Center for Immigration and Citizenship**

Training programs are being discussed with the following partners:

- 1- Ministry of Interior: a training program for 160 regional, prefectural, provincial and communal agents.
- 2- Ministry of Agriculture and Fisheries.
- 3- Regional Council of Fez-Meknes
- 4- Urban agencies: Errachidia and Skhirate
- 5- Moroccan Association of Mayors
- 6- Municipalities: Oulmès, Ifrane, Guisser, Figuig.

Conference Center

The activity of the University's Conference Center was significantly affected by the COVID-19 pandemic. However, the Center worked in collaboration with its clients to reschedule their postponed events. As a result, the Center was able to increase the number of events held by 29.17% over what was planned for this year, despite the 2-year pandemic situation.

However, the number of overnight stays has dropped by 69.02% compared to 2019-2020.

The following data demonstrates the impact of the pandemic on the Conference Center's activity.

Table I-2 Performance Indicators (EEC uses ACC facilities)

Activities 2020 - 2021		Fall 2020		Spring 2021		Annual Total		Change Actual / Planned
		Planned	Actual	Planned	Actual	Planned	Actual	
ACC	# Groups	8	10	33	61	41	71	+73,17%
	# Participants	387	80	465	628	852	708	-16,90%
	# Nights	825	56	1345	676	2170	732	-66,27%
EEC	# Groups	16	5	15	17	31	22	-29,03%
	# Participants	783	84	350	241	1133	325	-71,32%
	# Nights	1671	220	1433	682	3104	902	-70,94%



Finances

Financial situation

To bring greater clarity to AUI's management, AUI's financial practices continue to evolve, including :

- 1-** Consolidation of the monthly closing process to improve the monitoring of the University's finances through close monitoring of progress against budget and forecast;
- 2-** Revision of the 2020-2025 business plan to reflect the new student recruitment plan as approved by the Board;
- 3-** The review and scoping of the extension construction project and its financing plan through OPCI (Real Estate Investment Mutual Fund);
- 4-** Particular attention was paid to controlling expenditures through better management of purchasing processes and resource allocation. In addition, significant efforts were made to collect bad debts through the student loan initiative, which helped support students in need.
- 5-** Despite the pandemic situation, net sales for the 2020-2021 fiscal year showed an increase of +19.73% compared to 2019-2020, with a budget realization rate of 92%.
- 6-** The financial result and the non-cash result have increased by 31% and 73% respectively compared to last year.
- 7-** Financial results remain favorable compared to budget and last year. They are boosted by exceptional student recruitment, expense control, and public grant increase, which reduced the impact of COVID-19 on continuing education.

Table J.1 Financial Results 2019-2020 and 2020-2021

In thousands of DH	2019/2020	2020/2021	Evolution
Operating revenues	227,894	285,974	25%
Of which turnover	190,368	227,982	20%
Operating expenses	268,066	287,260	7%
Of which personnel expenses	144,995	161,578	11%
EBITDA	-7,092	33,514	573%
NET INCOME	-12,326	39,989	424%

The budget for the year 2021-2022 foresees a revenue growth of 39% with an EBITDA impact of about +26%. In addition to normal operating expenses, the 2020-2025 Strategic Plan includes structural projects designed to support the University's growth.

Turnover 2020-2021

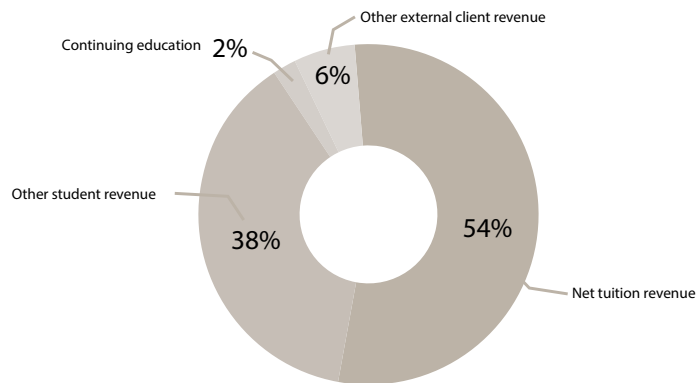


Figure J.1 Turnover 2020-2021

Operating Expenses 2020-2021

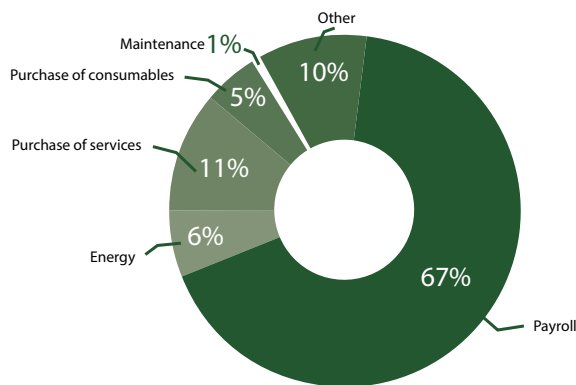


Figure J.2 Operating Expenses 2020-2021

Moreover, the financial result and the non-recurring result witnessed an increase of 3% and 73% respectively compared to last year.

Table J.2 Five-year Revenue and Expenses 2016-2017 to 2020-2021

	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020	2020-2021
TOTAL REVENUE	3%	-4%	1%	-12%	26%
TOTAL EXPENSES	1%	-3%	3%	-8%	6%

2021-2022 Budget

The budget for the year 2021-2022 foresees a revenue growth of 39% with an EBITDA impact of about +26%. In addition to normal operating expenses, the 2020-2025 Strategic Plan includes structural projects designed to support the University's growth.

The operating expenditure for 2021-2022 will reach 320 MMAD (of which 26 MMAD related to the Strategic Plan) against 284 MMAD for 2020-2021, with a 12% increase. Similarly, The capital expenditure for 2021-2022 will see an increase of 43%, moving from 23MMAD in 2020-2021 to 33 MMAD (not counting construction costs).





Olympiade de robotique



Appendices

Publications

Authors affiliated with Al Akhawayn University are in bold

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6.	Bellamine F. (2021) Morocco Mobile Wallet. the other African Wallet Experience. March 12.
7.	Bennis O. (2021) Human Factor in Engineering Communication for Design and Maintenance: Aeronautics Case with Military Background. March 19
8.	Bouqata B. (2021) Big Data and Machine Learning for Industrial Applications : Opportunities. Trends & Challenges in the industrial Internet. April 2
9.	Chetioui Y. (2020) SEM PLS. Africa Business School (ABS) / Mohammed VI Polytechnic University. Morocco: Rabat. January 6.
10.	Chetioui Y. (2020) The Impact of Digital Transformation on SMEs Organizational Performance: The Mediating Effect of Digital Innovation. EURAM 2020 conference and Covid 19 sanitary situation. Ireland: Virtual. December 2-4.
11.	El Garah W. (2020) Employee Engagement as Catalyst for Excellence. Quality conference. University of business and Technology. Kingdom of Saudi Arabia: Jeddah. November 30.
12.	El Garah W. (2020) The Role of Education in the Fight Against Corruption. 4th Edition of the African Forum of Territorial Managers and Training Institutes Targeting the Local Government. UCLG-Africa Academy (FAMI 4 - 2020). Morocco: Tangier. November 23-28.
13.	El Garah W. (2021) Factors impacting intention to adopt e-procurement: the case of the health care sector in Morocco. 35th EBES Conference. Italy: Rome. April 7 - 9.
14.	El Maghraoui K. (2021) Key Research Trends Shaping the Future of AI. February 26.
15.	Elliott D. (2021) The Crisis of Colonialism: Memories and Legacies of European Imperialism in Student Oral History Projects'. 6th Oral History Association of India Association: Crisis Community and Oral History. FLAME University. India: Virtual. March 5-6
16.	Gansinger M.A.M. (2020) Makin' somethin' out of nothin': the momentum of the moment as a defining element of artistic expression in HipHop and its potential for educational purposes. Breaking Rules: The 3rd Meeting of the European Hiphop Studies Network Rotterdam. National Centre of Expertise for Cultural Education and Amateur Arts. The Netherlands.

17.	Gansinger M. A. M. (2021) The musical practice of collective improvisation as an analogy to Habermas' Ideal Speech Situation and its potential for Intercultural Communication. Conference paper. The Improviser's Experience: Knowledge. Methodologies. Communication. Royal Musical Association. and the University of Huddersfield's Centre for Research in New Music and Research Centre for Performance Practice. UK. March 18-19.
18.	Harbon C. (2020) Affirmative Squatting: Mizrahi-Moroccan Women in Israel Correcting Past Injustices. Brandeis University. October 29
19.	Harbon C. (2020) Winter University of Moroccans living abroad.
20.	Hassi A. (2021) Role of leadership during the COVID-19 crisis: Insights from the Moroccan manufacturing industry. 4th AFU international conference "Toward Advanced Scientific Knowledge (TASK-2021). Al Falah University. UAE: Dubai. May 19-20.
21.	Hassi A.; Amine H. (2021) Leadership and firm resilience during the COVID-19 pandemic: The case of building material retailers in Morocco. Global Conference on Services and Retail Management – GLOSERV 21. University of South Florida & University of Naples Federico II. May 11-13.
22.	Hassi A.; Rohlfier S.; Jebesen S. (2021) A Test of Mediation Model of Empowering Leadership. European Academy of Management (EURAM). University of Quebec in Montreal. Canada: Quebec. June 16-18.
23.	Kalpakian J. (2020) Deeper problems: Why politics cannot heal the US?. November 25
24.	Kalpakian J. (2020) The Islamist Movement's Response to COVID 19. November 27.
25.	Koubaa, M.T. (2021) Keys to a successful Agile Digital Transformation. April 25
26.	Koubaa M. T. (2021) Keys to a successful Agile Digital Transformation. March 25.
27.	Kumar S. (2020) Girl-child discrimination in India: Examining a declining Child sex ratio. Gender Impact Studies Center. Impact of Policy Research Institute. Gen Dev Center for Research and Innovation. October 13.
28.	Kumar S. (2020) Intersectionality and Gender based-violence: Exploring the complexity of sexual violence against women in India. Gender Studies Program. Al Akhawayn University. Morocco: Ifrane. November.
29.	Kumar S. (2020) Intimate partner violence and paradoxical role of paid work for middle-class women in abusive relationship. Gender Impact Studies Center. Impact and Policy Research Institute. India: New Delhi. December.
30.	Kumar S. (2020) Learning together: A guide for feminist practice in violence against women and girls research collaborations Confirmation. SVRI. October 7.
31.	Kumar S. (2020) The Heinousness of many Hathras amid the Pandemic - Voluntarism. the Way Ahead for Combating Caste and Gender-based Violence Martin Macwan Confirmation. Gender Impact Studies Center. Impact of Policy Research Institute. GenDev Center for Research and Innovation. October 21.
32.	Lebdaoui H. (2020) How to write a proposal. Africa Business School (ABS) / Mohammed VI Polytechnic University. Morocco: Rabat. January 5.
33.	Love P. (2021) The Jerba Libraries Project: Digitizing at a distance and other challenges. Les études sur le Maghreb et le numérique: ressources en ligne. outils et projets de valorisation. March 22.
34.	Maghraoui D. (2020) The Divided States of America: Reflections on the 2020 Elections.
35.	Moustaghfir K. (2021) A Human Resources Development perspective for global skill development. February 23.
36.	Moustaghfir K. (2021) Global Skill Development in Local Contexts
37.	Vermeer E. (2021) Stories of Women Rebels in Astronomy. Atelier Design of the Universe. Italy. February 11

Participation in Conferences

1.	Abrache J. (2020) Industry 4.0 session. IEEE ICTMOD - Strategic DDMRP's buffer positioning for hybrid MTO/MTS manufacturing Abdelhalim Achergui. Hamid Allaoui & Tiente Hsu. Artois University. France. November 25.
2.	Darhmaoui H. (2021) Astronomy Workshop. Académie Régionale de l'Education et de la Formation. Région Ouad Eddahab-Dakhla. Dakhla. January 9-10. 13.
4.	Darhmaoui H. (2021) Science Outreach program. Groupe Scolaire Nibras. Laayoune. January 12.
5.	El Garah W. (2020) Data collection and Security. MENACIS 2020. Casablanca. December 3.
6.	El Garah W. (2020) Online 2020 EFMD Annual Conference: Embracing the Future: A New Mandate For Business Schools. August 31-September 2.
7.	El Garah W., Hammoud. Aguenau. (2020) 2020 EFMD Job Fair for PhDs in Business and Management. October. 14-16.
8.	Lounnas D. (2020) Political Economy of Instability in the Sahel. Al Akhawayn University. Ifrane. November 27. 2020.
9.	Loustau F. (2020) COVID 19 in comparative perspectives. Al Akhawayn University. Ifrane. November 27. 2020
10	Maghraoui D. (2020) Transnational Perspectives on COVID 19. Politics. the State. and Biopower. Al Akhawayn University. Ifrane. November 27.

Competitions

1.	SSE. (2021) First Edition of the National Robotics Competition AUROBAT. March 20.
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Other

1.	SBA. (2020) Wafa El Garah participated at the QS MAPLE 2020 themed Innovative Middle East and Africa: Higher Education-led Economic Diversity and Globalization. September 16-17.
2.	SBA. (2020) Wafa El Garah participated at the 5th Meeting of the International Advisory Board. University of Business and Technology. November 18-19
3.	SBA. Harit Satt was awarded 5000 MAD per paper per the policy on a Reward system for Quality Publications for a total of 6 papers.
4.	SBA. Imad Jabbouri awarded 5000 MAD per paper per the policy on a Reward system for Quality Publications for a total of 6 papers.
5.	SBA. Abderrahmane Hassi contributed to a newspaper: Morocco: Next Top 10 Player in the World Geopolitical Arena. Morocco World News https://www.moroccoworld-news.com/2020/12/330125/morocco-next-top-10-player-in-the-world-geopolitical-arena/
6.	SBA. (2021) As a peer reviewer. Interim Dean Koubida participated in the online EFMD visit to the University of Business and Technology. College of Business Administration (UBT-CBA). BSc in Finance. Jeddah. Online Peer Review. February 9-11.
7.	SBA. (2021) As a peer reviewer. Wafa El Garah participated at the Online EFMD Programme Accreditation Peer Review Visit to the Professional School of Business and Technology. University of Applied Sciences Kempten in Germany to assess the MBA in International Business MGT and Leadership re-accreditation. February 10-12.
8.	SBA. (2021) Youssef Chetioui was awarded 5000 MAD for his paper: "Antecedents of consumer indebtedness in a majority-Muslim country: Assessing the moderating effects of gender and religiosity using PLS-MGA" was published in the "Journal of Behavioral and Experimental Finance".

9.	SBA. (2021) Abderrahman Hassi contributed to the UNESCO's Futures of Education. https://en.unesco.org/futuresofeducation/sites/default/files/2021-04/UNESCO%20Report%20_SIETAR%20Switzerland%20Focus%20Group%20-%2012.4.21.pdf
10.	SSE. (2020) Astronomy Festival of Ifrane. October 22-28.
11	(2021) Education STEM à l'Ecole Marocaine: Possibilités et Opportunités. March 21
12	(2021) Kick off Webinar. Competence Center for Sustainable Resources and Energy Management. Al Akhawayn University. February 16.

Funded Research projects with external funding

1.	Ennahid S. (2020). "Constructing the Maghrib: Contested Landscapes". \$9000.00 received from The Institute for Humanities Research at ASU and managed by ASU partners under the leadership of Dr. Chouki El Hamel. June 1. 2020-May 31. 2021.
2.	Moustaghfir K. (2020). "Entrepreneurial Management for Fostering Innovation and Talents – EM4FIT". 611.800 Euros. Raised amount for AUI: 110.400 Euros. Horizon 2020.
3.	Moustaghfir K. (2020). CBHE project on Mediterranean Countries – Towards Internationalization at Home – MED2IaH (Project budget: 999.888 Euros. Raised amount for AUI: 58.580 Euros).
4.	Oumlil K. North American Muslim Women Artists Talk Back: Assertions of Unintelligibility. Al Akhawayn University. University Research Grant (seed money). October 2019-October 2020. 95.000.00 MAD.
5.	Park W. (2021). "Future of Global Issues". \$20.000.00 received from EURASIA Foundation-Japan. January 2021- June 2021.
6.	Marzouk A. (2021). "Smart City". 10.000.000.00 MAD received from Fes-Meknes Region. 2021-2024
7.	Marzouk A. (2021). "Ibn Khaldoun Center for Migration Studies". 1.000.000.00
8.	Love P. "Funding Initiative Pilot Project Grant for project entitled: "Libraries of Nafusa: A Pilot Project to Conserve Written Heritage in the Jebel Nafusa. Libya." €43.640 Gerda Henkel Stiftung (Germany) (13 months) 2021-2022.
9.	Mourhir A. (2021). "Implementation of Intelligent Bricks of a ChatBot in Moroccan Darija". One year Research Grant. 200.000 MAD.

Sample Posters Produced by the Graphic Design Unit



COVID-19 Awareness Posters





Student Recruitment Posters



University Logo-bearing Items



KPMG S.A. (*)

Siège social
11, Avenue Bir Kacem - Souissi
10170 - Rabat - Maroc
Téléphone : + 212 5 37 63 37 02 à 06
Télécopie : + 212 5 37 63 37 11

Bureau Casablanca
23, rue Lemtouni - Quartier Oasis
20410 Casablanca - Maroc
Téléphone : + 212 5 22 29 33 04/15
Télécopie : + 212 5 22 29 33 05

Al Akhawayn University in Ifrane

INDEPENDENT AUDITOR'S REPORT YEAR ENDED July 31ST, 2021

February 2022

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Société inscrite au tableau de l'Ordre des Experts Comptables Conseil Régional de Rabat, Salé et Nâtra
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Capital 10 798 400 DH
I.F. 03 300519
C.N.S.S. 1014422
R.C. 25681
ICE 001529604000091
Taxe professionnelle 25950020

KPMG S.A. (*)

Siège social
11, Avenue Bir Kacem - Souissi
10170 - Rabat - Maroc
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The Board of Directors
Al Akhawayn University in Ifrane
Ifrane

INDEPENDENT AUDITOR'S REPORT FINANCIAL STATEMENTS FOR THE YEAR ENDED JULY 31ST, 2021

Opinion

We have audited the accompanying financial statements of **Al Akhawayn University** ("the University") as of **July 31st, 2021**, and which comprises the statement of financial position, the statement of activities, the statement of cash of flows and the related notes. These financial statements show a net assets of **KMAD 723,215**, and include a net profit of **KMAD 39,989**.

In our opinion, the financial statements mentioned in the first paragraph above give, in all material respects, a fair view of the financial position of **Al Akhawayn University** as at July 31st, 2021, and of its financial performance and its cash flows for the year then ended, in accordance with the recognition and measurement criteria and the requirements of US Generally Accepted Accounting Principles (US GAAP) and the accounting principles applied by the University.

Basis of opinion

We conducted our audit in accordance with International Standards on Auditing. Our responsibilities under these standards are further described in the "Auditor's responsibilities" section of this report. We are independent of the company in accordance with the ethical requirements applicable to the audit of the financial statements, and we have fulfilled our other ethical responsibilities under those requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Management's and those charged with governance's Responsibilities for the financial statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with the recognition and measurement criteria and the requirements of US Generally Accepted Accounting Principles (US GAAP) and the accounting principles applied by the University. This responsibility includes designing, implementing and maintaining internal control relevant to the preparation and presentation of financial statements that are free from material misstatement, and making accounting estimates that are reasonable in the circumstances.

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KPMG S.A.(*)
Al Akhawayn University in Ifrane
Independent auditor's report
Year ended July 31st, 2021
February 2022

When preparing the financial statements, it is the responsibility of management to assess the company's ability to continue as a going concern, to communicate, where appropriate, going concern issues and apply the going concern accounting principle, unless management intends to wind down the company or cease operations, or unless there is no realistic alternative available to the company.

Those charged with governance are responsible for overseeing the Company's financial reporting process.

Auditor's Responsibilities for the audit of the financial statements

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with International Standards on Auditing.

Our objectives are to obtain reasonable assurance that the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report containing our opinion.

Reasonable assurance is a high level of assurance, but it does not guarantee that an audit performed in accordance with professional standards will always detect any material misstatement that may exist. Misstatements may result from fraud or error and are considered material when it is reasonable to expect that, individually or in aggregate, they could affect the economic decisions that users of the financial statements make in reliance on them.

As part of the audit conducted in accordance with Moroccan Auditing Standards, we exercise professional judgment and critical thinking throughout the audit. In addition:

- We identify and assess the risks of material misstatement in the financial statements, whether due to fraud or error, design and implement audit procedures in response to those risks and reunite sufficient and appropriate evidence to support our opinion. The risk of non-detecting a material misstatement resulting from fraud is higher than a material misstatement resulting from an error, because the fraud may involve collusion, falsification, voluntary omissions, misrepresentation or circumvention of internal control;
- We develop an understanding of the internal control elements relevant to the audit in order to design audit procedures appropriate to the circumstances, and not to express an opinion on the effectiveness of the company's internal control;
- We appreciate the appropriateness of the accounting policies used and the reasonableness of accounting estimates made by management, as well as the related disclosures made by management;
- We draw a conclusion on the appropriateness of management's use of the going concern accounting principle and, based on the evidence obtained, whether or not there is significant uncertainty related to events or situations that could cast a

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KPMG S.A.(*)

Al Akhawayn University in Ifrane

Independent auditor's report

Year ended July 31st, 2021

February 2022

significant doubt on the ability to continue as a going concern. If we conclude that there is significant uncertainty, we are obliged to draw the attention of the readers of our report to the information provided in the financial statements about that uncertainty or, if that information is inadequate, to express a modified opinion. Our conclusions are based on the evidence obtained until the date of our report. Future events or situations may also cause the company to cease its activity;

- We assess the overall presentation, structure and content of financial statements, including information provided in financial statements, and assess whether financial statements represent fairly the transactions and underlying events.
- We communicate to those responsible for governance the planned scope and timing of audit work and our significant findings, including any significant deficiencies in internal control that we may have identified during our audit.

Rabat, February 02nd, 2022

KPMG S.A.(*)



Mostafa Fraiha
Partner

(*) La dénomination est provisoire et en cours de changement



Al Akhawayn University in Ifrane
P.O. Box 104, Hassan II Avenue, 53000 Ifrane, Morocco
Phone: (+212)-535-862-000 • www.aui.ma