جامعة الأخوين

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

ANNUAL
REPORT 2017-2018

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**Chair of the Academic Committee**

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MESSAGE FROM THE PRESIDENT

The 2017-2018 academic year has been a year of international recognition. Added to the other programmatic accreditation granted by EFMD, ABET, and CEA, accreditation by the Boston-based New England Association of Schools and Colleges (NEASC) is a recognition that Al Akhawayn University operates like other similar universities adopting the American model of education and offers quality education. AUI is now a full and active member of a prestigious club of accredited institutions. We are also recognized by QS ranking as the number one institution in Morocco.

While this brings recognition, it also imposes on all members of the AUI community the burden of maintaining standards and continuing to improve the quality of the academic programs. The environment in which the University operates is also a variable that needs to be taken into account. Our graduates, while easily employable at the international level, and many actually are employed outside Morocco, largely choose to live and work in Morocco. They therefore have to have a solid knowledge of the Moroccan corporate world and be able to adapt to its requirements.

The University also has to cope with a changing higher education landscape in Morocco. The programs on offer nationwide have increased and new institutions, whether local or relocated from abroad, have opened to meet the demands of an ever increasing number of potential students. Our model, nonetheless, remains largely popular among students and their parents as it provides unique opportunities to grow and thrive. The University is also seeking to further enhance the quality of teaching and research through the encouragement of faculty in engaging in theoretical and applied research and publish in reputable academic journals.

The University is facing several challenges, one of which is financial and budgetary. Because of the University's non-profit nature, student fees constitute just a little over half the income. The University is rising up to the challenge and managing to balance its budget thanks to the unwavering dedication of its faculty, staff and support of the members of its Board of Trustees.

We expect improvements in theses areas in the years to come.

Driss OUAOUICHA
President

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ABBREVIATIONS

AA	Alumni Association
ABET	Accreditation Board for Engineering and Technology
AC	Academic Council
ACPC	Arab Collegiate Programming Contest
ALGA	African Local Government Academy (Académie Africaine de Gouvernance Locale)
ARANAS	Arabic and North African Studies program
ASI	Al Akhawayn School of Ifrane
AUI	Al Akhawayn University in Ifrane
CEA	Commission on English Language Program Accreditation
CCIS	College Consortium for International Studies
CRDF	Civilian Research and Development Foundation
EEC	Executive Education Center
EPAS	European Program Accreditation System
FYE	First Year Experience
GPA	Grade Point Average
ITS	Information Technology Services
LC	Language Center
MAD	Moroccan Dirham
MCPC	Moroccan Collegiate Programming Contest
MOOC	Massive Open Online Courses
MSCHE	Middle States Commission on Higher Education
NEASC	New England Association of Schools and Colleges
OIRE	Office of Institutional Research and Effectives
PSAT	Preliminary Scholastic Aptitude Test
SACS	Southern Association of Colleges and Schools
SAO	Student Activities Office
SAT	Scholastic Aptitude Test
SBA	School of Business Administration
SHSS	School of Humanities and Social Sciences
SSE	School of Science and Engineering STEM (Science Technology Engineering and Mathematics)
UCLG	Africa United Cities and Local Governments of Africa »

A Executive Summary

The Academic Year 2017-18 was one of many achievements as the University obtained world class accreditations. It balanced its budget, launched several new initiatives and was significantly more present in national press as well as social media. As a result, It is in a good position to face the mounting competition –both locally and internationally, and to fully play its role by providing Morocco and the world with a new generation of engaged citizens, ready to lead in their future careers.

The Academic Year 2017-18 can certainly be considered the year of international accreditations. In November 2017, Al Akhawayn celebrated the New England Association of Schools and Colleges (NEASC) accreditation, whereas all programs of its School of Science and Engineering had been accredited by the Accreditation Board for Engineering and Technology (ABET), and a few months earlier, the Bachelor's program of the School of Business Administration saw its European Program Accreditation System accreditation renewed by the EFMD. These recognitions from international and independent agencies confirmed the world class education AUI offers to its students. The consequences of accreditation were quick to materialize as a Gulf-based Foundation offered US$ 3.5 Million in scholarships to Arab students from underserved areas to study at Al Akhawayn University.

Besides the accreditations, there were other recognitions of the quality education offered to AUI students. For instance, and for the fourth year in a row, Al Akhawayn students won the national competition on computer programming (MCPC). The same team participated in the Arab World competition and qualified to the World championship. As for faculty, several publications were recognized due to their outstanding quality, one of which is the acceptance for publication by Harvard University Press of the translation of Al Muwatae, the reference in Maliki Islam, and translated by Al Akhawayn faculty for the Moroccan Ministry of Religious Endowments and Islamic Affairs. The university has also launched two new minors (in Leadership and in Psychology), several new concentrations and a new dual degree program with the University of Dallas for the students enrolled in the MBA program.

In order to keep improving the quality of education it provides to its students, the university launched the First-Year Experience program, whose objective is to support Freshmen in their transition to the university The university has also been fully committed to the internationalization of the experience of its students as the number of AUI students spending at least one semester abroad reached 69.5% among the class of 2018. The student life on campus continues its development as clubs organized some 150 events which involved more than 750 students; i.e., approximately a third of the student population. Furthermore, 348 Al Akhawayn students volunteered a total of 22,568hours in different civil society organizations.

From a financial point of view, Al Akhawayn University continues to balance its budget. In particular, the university has improved the management of its Endowment Fund, and renegotiated several of its existing contracts with external service providers, aiming at improving the quality of services while reducing costs. The university has also increased the automation of its purchasing and financial procedures.

One of the major initiatives undertaken by the university during the current academic year is the institution-wide update, organization and centralization of policies and procedures. This project, when completed next year, will allow all university stakeholders to access easily and in a transparent way all existing policies and procedures enforced at the university.

Communication, which was one of the main challenges of the university, has improved. The university became significantly more present in the national media, and increased its presence on social media. During the current academic year, the university focused on social media marketing and has been present throughout the year in the medium that the millennial generation uses most. Its strategic events were also highly attended and well covered by the press.

Challenges and next steps:

Despite the considerable achievements of the last few years, or because of them, Al Akhawayn University faces some stimulating challenges. The first one is to stimulate its faculty and its schools to invest in learning innovations by stimulating a paradigm shift of professors from teachers to learning supporters/facilitators. For such an evolution to take place, it will be necessary to provide faculty with the appropriate training, including ICT.

From a development point of view, the University has launched great projects to automate the sharing, updating, and reporting of data, policies and processes. However, it is still facing the challenge of sustaining the continuous use of the resources that the University has invested in.

In terms of communication, a coherent image remains to be created by encouraging university constituents to reach out to the department for approval of usage of brand identity and communications services. Another challenge is to keep university stakeholders informed through integrated, consistent and comprehensive channels of communication.

Significant progress has been made on the 2015-2020 Strategic Plan. However, some adjustments are necessary since some objectives have been almost fully met –such as quality assurance, whereas others need adjustment due to a changing national environment –such as increasing the number of enrolled students that was adjusted following the NEASC recommendations.

ASI also saw an enrollment growth in the current Academic Year of 16.5%. There are now over 200 students enrolled in the school. It is also important to notice that ASI was awarded status as a "College Board" testing center for « Advanced Placement », « PSAT » and « SAT » programs, and now has access to external student achievement data as a baseline, and comparative data from peers internationally. ASI has submitted an application to begin the accreditation process and is expecting a NEASC visit soon. Finally, 45% of the school's budget is subsidized, an increase of 55% compared to last year.

The Board of Trustees meet to review the accreditation process in Rabat.

One of the most important achievements of Al Akhawayn University in Ifrane during the Academic Year 2017-18 was undoubtedly obtaining NEASC (New England Association of Schools and Colleges) accreditation. That award took place only a few weeks after the School of Science and Engineering was informed that all its programs had obtained ABET accreditation, and a few months after the Bachelor Degree of the School of Business Administration had its EPAS accreditation renewed. All these accreditations meant that the quality of education provided to our students was recognized to be of world class level by international independent agencies.

One of the many consequences of the accreditations obtained by the university and its units during the current academic year is the reinforcement of its International profile. As a matter of fact, the university became more competitive in attracting international students, as well as more attractive in attracting international credible partners.

Another important positive consequence of the accreditations on the university is that all decisions are data-driven. In order to make that possible, the Office of Institutional Research and Effectiveness was reinforced and its role accepted by all university stakeholders. This has also allowed the university to move towards longer term planning, and in particular, to match its Strategic Plan with its budget planning.

Two accommodations in the University Strategic Plan became necessary: the university decided to revise its growth in terms of number of students in order to keep its quality and its

identity as a student centered Liberal Arts higher education institution. Simultaneously, and in order to fulfill its mission towards the country by offering world class quality education to more students, and in line with Morocco's advanced regionalization process, Al Akhawayn University is seriously exploring the possibility of expanding beyond Ifrane and opening a branch in another Moroccan town, as stipulated in the founding Dahir.

In order to better understand the needs of the Moroccan higher education field, Al Akhawayn University ordered a private consulting firm, VQ, to carry out a perception study for the university among high school students, their parents, and a selected group of employers. The results of the study were very encouraging for the university. The results of this and other studies carried out among internal stakeholders will inform decisions aimed at improving sill further the academic offer and the operations of the University.

Finally, and despite the significant successes of its graduates, the university's Alumni Association has known a difficult year. The association, with the support of the university, is reaching out to university alumni in order to mobilize them and affiliate them. This is a long-term task and the university is ready to support its graduates in order to establish a vibrant and active alumni association.

In this annual report, emphasis is given to many university achievements as well as to the progress made by Al Akhawayn School of Ifrane, and to the advancement of the university's Strategic Plan and its impact on –and interaction with- the recommendations made by NEASC for the permanent improvement of the university. In the report, some challenges are also highlighted and the steps that are necessary to face those challenges are discussed.

QUALITY ASSURANCE AND ACCREDITATION

President Ouaouicha and President of NEASC, Barbara E. Brittingham, celebrating AUI's official accreditation.

Higher education institutions are generally expected to be licensed by their government to operate and grant degrees. With the rise of for-profit higher education, quality assurance agencies around the world called for a system that not only sets managerial performance standards but also guarantees academic quality. Accreditations are at the core of providing such legitimacy and evidence.

As AUI seeks to compete on an international scale, securing accreditation demonstrates its commitment to deliver quality education and send a positive message to the outside world about the quality of its faculty, and the institution's resolution to continue to seek improvement in all of its practices.

Because so many countries do not have their own, stringent, accreditation processes and standards, many universities, based on the American educational system, opt to apply for institutional accreditation through one of the six recognized US accrediting bodies. Currently three of the latter provide accreditation outside the US: NEASC, MSCHE and SACS.

To mark its excellence, Al Akhawayn University in Ifrane chose to be accredited by one of the most prestigious agencies, the New England Association of Schools and Colleges. That accreditation is not easily achievable. NEASC, which is a self-regulatory, peer review based agency, defines rigorous standards and strives to establish and maintain high standards for all levels of education. Colleges and universities are judged based on self-evaluations analyzing how well they meet the standards set by the accrediting body, in light of their mission. Following a review by a team of peers, accrediting commissions determine the accreditation

status of the institution and use a variety of means to ensure follow-up and further evaluation in the case of substantive change on the part of the institution. NEASC serves some 1,866 public and independent schools, colleges and universities in the six New England states and 114 American/International schools around the globe. Only 10 institutions outside the US have been granted the institutional accreditation among which we can now count Al Akhawayn University in Ifrane.

While different programs have proven to abide by clear standards of excellence, the university as a whole had yet to attest to its quality… until this year. After 9 years of continuous efforts (see Graph 1.1 below), Al Akhawayn University in Ifrane was granted its first institutional accreditation for 5 years by the New England Association of Schools and Colleges. The process is described below:

Fig 1.1 Accreditation Timeline

In 2008	Al Akhawayn University starts the process of improving its educational effectiveness and work on Report of Eligibility.
In June 2010 and October 2010	The Report of Eligibility is submitted for review and the NEASC review team visits AUI for the first time. In December 2010, the University grants the status of "Eligible" for the accreditation.
In February 2011	A University wide candidacy self-study is set up with 40 + member committee.
In April 2011	The NEASC Associate Director visits AUI to help launch project.
In January 2012	The Self-study for Candidacy is submitted.
In March 2012	The Review Team visits AUI again.
In November 2012	The University is declared "Candidate" for accreditation by NEASC. This pre-accreditation status indicates the university has met the criteria set by the commission for an institution to proceed toward accreditation.
During the 2014-2015 academic year	The University successfully completes its Biennial Self-Study accompanied by an onsite visit by an Evaluation Team representing 7 universities of the Commission on Institutions of Higher Education (CIHE) of NEASC.
	The self-study ends in 2016 and an eight-member peer evaluation team visited the University in March 2017.
In November 2017	NEASC grants the University its initial institutional accreditation for 5 years, which is the maximum first accreditation period an institution can get. In fact, AUI is the first non-US, American accredited university in the continent.
In November 23rd and 24th 2017	The President of the Commission on Institutions of Higher Education at NEASC, Dr. Barbara Brittingham, visits Morocco to announce this achievement to the public, the university's trusted partners, and AUI community.

In its report, NEASC has indicated five areas to focus on during the five years as we seek continuous improvement. These five areas are:

1. undertaking strategic enrollment and financial planning to ensure the sufficiency of resources to support programs and services ;

2. continuing to strengthen communications across the University ;

3. ensuring that the Board has a formal system of self-evaluation and a formal process to evaluate the President ;

4. enhancing the University's approach to the assessment of student learning, including assessment of co-curricular learning, and using assessment results for improvement ;

5. engaging in succession planning for senior leadership and the Board of Trustees ;

AUI celebrates its graduates (top) and recognizes outstanding students on the President's List (bottom) with the British ambassador as guest of honor

D STUDENTS AND FACUTY

Al Akhawayn University is a student-centered higher education institution. Its objective is to deal with each and all students as young learners, and to provide them with diverse learning opportunities. The university's approach is holistic as it deals comprehensively with all aspects of students' development. Ultimately, the university aims at forming engaged and active citizens who are highly competent in their professional careers.

The Secretary of State for Higher Education presents the First Place Trophy to the Shushi team from Al Akhawayn in the Moroccan College Programming Contest in 2018.

1-HIGHLIGHTS

Accreditation and its positive impacts

The Academic Year 2017-18 can certainly be defined as the year of accreditation. After a process that took the institution over nine years, Al Akhawayn University saw its efforts rewarded in September 2017, as it became NEASC (New England Association of Schools and Colleges) accredited, the first non-american University in Africa to receive such a distinction. A few weeks earlier, the School of Science and Engineering had also received the ABET (Accreditation Board for Engineering and Technology) accreditation for all its existing Bachelor degree programs. Added to the EPAS Accreditation of the Bachelor in Business Administration and the CEA 10-year re-accreditation of the Language Center. These international recognitions were the confirmation that Al Akhawayn has been offering world-class education to its students, and is committed to continue doing so in the future since one of the most concrete materializations of accreditation is the push for continuous improvements in terms of quality assurance.

Tangible consequences of the accreditations were almost immediate. Al Akhawayn concluded a partnership with an Emirates-based Foundation to provide scholarships for AUI STEM (science, technology, engineering and mathematics) students. This agreement may bring to AUI approximately US$3.5 million over the next seven years, and may support up to 90 Arab students from underserved populations to earn their BS in Computer Science, General Engineering, or Engineering and Management Science. For the Academic Year 2018-19, 22 students have effectively been selected and will be enrolled in AUI as of Fall 2018.

Major Faculty and student achievements

The success of AUI students is certainly one of the main sources of pride of Al Akhawayn University. During the current Academic Year, Al Akhawayn students *Omar Moussa, Ahmed Lekssays and Mohammed Khalil Ait Brahim* won the First Place Trophy and Gold Medals in the 2018 EHTP Code-IT Collegiate Programming Contest (CodeitCPC).In addition, and for the fourth year in a row, the 2017 National Collegiate Programming Competition (MCPC) was won by an AUI team composed of *Achraf Mamdouh, Mohamed Khalil Ait Brahim and Ahmed-Amine Boustani*. In international Programming competitions, and more specifically in the 2017 ACM Arab Collegiate Programming Contest (ACPC), the same team of students placed 1st in the Maghreb region and 12th overall and qualified to the 2018 World Finals.

In another competition and another field of expertise, and more specifically in the 2018 MATE (Marine Advanced Technology Education) Remotely Operated Vehicle (ROV) Arab Regional Competition, SSE students *Oumaima Lamaakel, Farouk Lemyesser, Jade El Haimer, Nizar Sabbar, and Yassine Charouif,* placed first in the competition and qualified to the World Finals to be held in the United States. Finally, in the International Hackathon, and during the 2018 New York University Abu Dhabi Hackathon for Social Good in the Arab World, SSE student *Ali Elabridi*'s team placed first and won the highest prize of the competition.

As for students from the School of Business Administration, and also at the international level, *Imane Abou-Said* and *Zaineb Khizani*, under the supervision of *Dr. Mary Grace Neville*, won the AIM2Flourish Prize from the Fowler Center for Business as an Agent of World Benefit. The inaugural Flourish Prizes recognize 17 innovations from around the world that align with the 17 United Nations Sustainable Development Goals (SDGs), and *Imane and Zainab* won in the Gender Equality category. At the national level, in a competition meant to select videos that would be part of the official campaign that supports Morocco's candidacy to host the 2026 World Cup, the video made by SHSS student *Nouha Bazir* and titled Kwiriyate was selected by the national committee to be one of the 10 videos to be shown around the world. Finally, in the 4th edition of the Al Akhawayn Short Film Festival, two SHSS students won the Jury Prize in two different categories: *Nada Allouch* for "Maroc Electronique", in the category Documentaries, and *Nassim Elabed* for Fear, in the category Fiction.

The high quality of the education offered by Al Akhawayn University can be guaranteed through the quality of the faculty who teach at the University. Such quality can be underlined by achievements, prizes and awards won by faculty. For instance, *Dr. Catherine Bachleda*, while still an Associate Professor of Marketing and Management at Al Akhawayn University's School of Business Administration, received the Outstanding Paper Award in the 2017 Emerald Literati Network Awards for Excellence for the paper entitled: "Personality and Interest in the Visual Arts". *Dr. Bachleda* published the paper with AUI alumna, *Asmae Bennani,* in the academic journal Arts and the Market, 6(2).

Dr. Doris Gray co-edited a volume with *Nadia Sonneveld*, Women and Social Change in North Africa - What Counts as Revolutionary?, which was published by Cambridge University Press. Accepted for publication by Harvard University Press is the full translation of Al Muwatae, a major reference in Maliki Islam, which resulted from a multi-year project undertaken by the

Moroccan Ministry of Religious Endowments and Islamic Affairs and locally supervised and coordinated by *Dr. Connell Monette*, with the contribution of world established translators as well as a local team of AUI faculty, translators and students. Additionally, the MOOC project of *Dr. Abderrahim* Agnaou was selected as the best among the MOOC projects presented in the framework of the projects launched by the Ministry of Higher Education and the Department of Cooperation and Cultural Action of the French Embassy and will be fully funded by them. Significant data and figures for 2017-2018 are summarized in the tables and graphs below:

Table 2.1: Faculty Distribution by Gender, Citizenship, Degree and Status

School	Gender		Citizenship				Degree			Status	
	Male	Female	Moroccan	Binational	International		Ph.D	Master	Other	Full-time	Part-time
SHSS	39	20	26	4	29		44	15	0	43	16
SSE	32	13	26	15	4		31	14	0	35	10
SBA	29	8	25	5	7		25	12	0	24	13
LC	12	11	9	3	11		6	16	1	22	1
TOTAL	112	52	86	27	51		106*	57	1	124*	40

* This number includes Language Center faculty where a PhD is not required. Without the Language Center, the percentage of Professors with a PhD would rise to 71%.

Table 2.2: Student Distribution Fall 2017

Degree Type	Graduate	Undergraduate	Total
Degree Seeking	209	1892	2101
Non-Degree Seeking	6	52	58
Total	215	1944	2159

The pass rate in all courses is of 93.05%, with 33.64% of all grades being "A+, A, A-". The 7% who fail a course can retake it the following semester.

Graph 2.1: Grade Distribution for Spring 2018
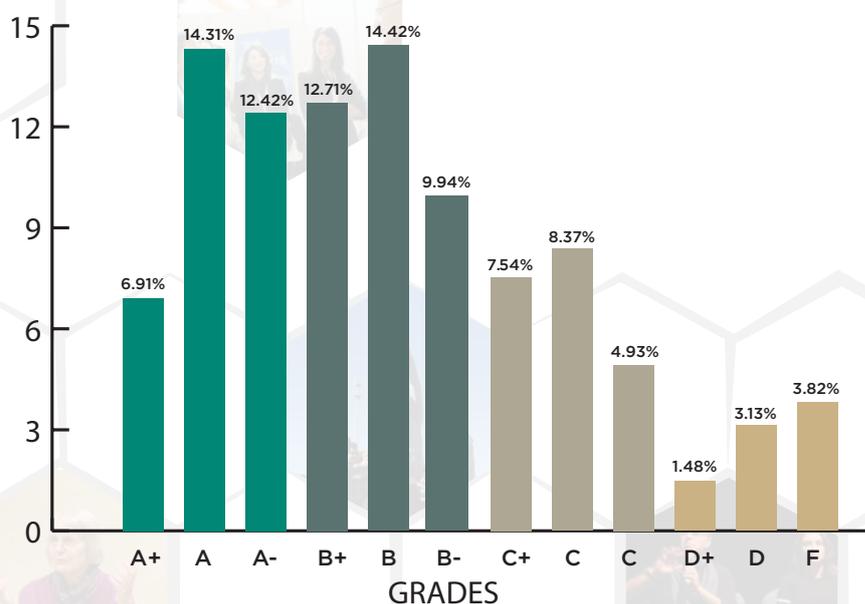
First Year Experience and other Student support Programs

The launch of the *First Year Experience* (FYE) program is certainly another major highlight of the current academic year. The FYE program aims at allowing incoming students to adapt smoothly to their new environment, increasing thus their chances of success at AUI. The ultimate goal of the FYE is to improve Al Akhawayn's retention and success rate by providing Freshmen students -who need to adapt to a new learning environment (a university) a new language of learning (English) with several support tools and activities whose objective is to make them feel welcome and supported. This year, these students were housed in First-Year Experience buildings; they took the FYE Seminar 1101 and 1102 throughout the academic year, which included topics as diverse as how to adapt to living away from home and how to manage time and stress.

Through a survey, FYE students confirmed that the program has contributed to strengthening a sense of community among them. The seminar has effectively introduced university resources to all newcomers. One of the characteristics of the First-Year Experience Program is that it has reinforced and modeled collaboration between and among university departments. It has also improved residential life experience for freshmen students, which translated into a smaller attrition rate: in Spring 2018, only 6 Freshmen students left AUI for health reasons, physical or psychological.

In parallel to the FYE program, and part of AUI's student-centered approach, the Center for Learning Excellence (CLE) has expanded its operation during the current academic year and managed to cover tutoring for more than 80 courses offered by SSE, SBA, and SHSS. For that purpose, the CLE hired 20 tutors and 28 mentors from the three schools, and organized three training seminars each semester to train both tutors and mentors and fulfill the requirements of its CRLA certification. Also, CLE tutors offered over 800 tutoring sessions, and the CLE Mentors offered over 1000 mentoring hours. The success of the activities undertaken by the CLE is shown through the reduction –and very often the total elimination- of withdrawal and failure among students taking CLE services, as well as a higher number of CLE students among those achieving high performances in the classroom as compared to students who do not attend CLE.

Significant growth in the number of AUI students studying abroad

The number of AUI students who spent at least one semester in an institution of higher education abroad reached 515 during the Academic Year 2017-2018 (123 in Fall, 162 in Spring and 230 in Summer.) They studied in some 60 different institutions in 21 countries (Austria, Belgium, Brazil, Canada, China, the Czech Republic, Denmark, Finland, France, Germany, Indonesia, Italy, Japan, Malaysia, Portugal, Slovenia, South Korea, Spain, the United Kingdom, USA, and Vietnam.)

The overall percentage of AUI students who have studied abroad for at least one semester has been increasing over the years. It stood at 69.5% for the class of 2018 (see graph 2.2 below).
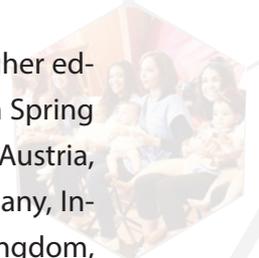
Graph 2.2: Percentage of Graduating Students with Study Abroad Experience (by class)

PERCENTAGE OF AUI UNDERGRADUATE
STUDENTS WITH STUDY ABROAD EXPERIENCE,
BY CLASS, 1999-2018
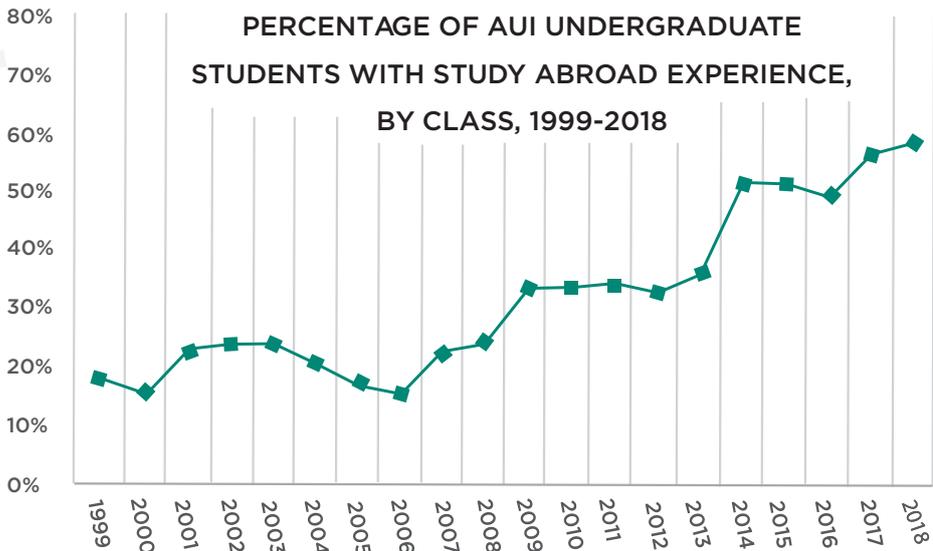
The percentage of graduating students having spent at least one study session abroad has been increasing steadily over the years. It reached 69.5% for the class of 2018.

Student life and role of AUI clubs and organizations

Thirty registered student clubs and organizations provide opportunities for students to broaden their experiences, develop their leadership skills, build a sense of responsibility, and service the AUI community. They thus partake in the overall and holistic approach to student development that characterizes the model of Liberal Arts education that AUI has embraced.

During the Academic Year 2017-2018, they organized some 150 events and attracted in their organizational structures over 750 students, which constitutes one third of the student population. These events were of different types: educational, cultural, social, recreational.

Graph 2.3: Student Clubs & Organizations Events by Type
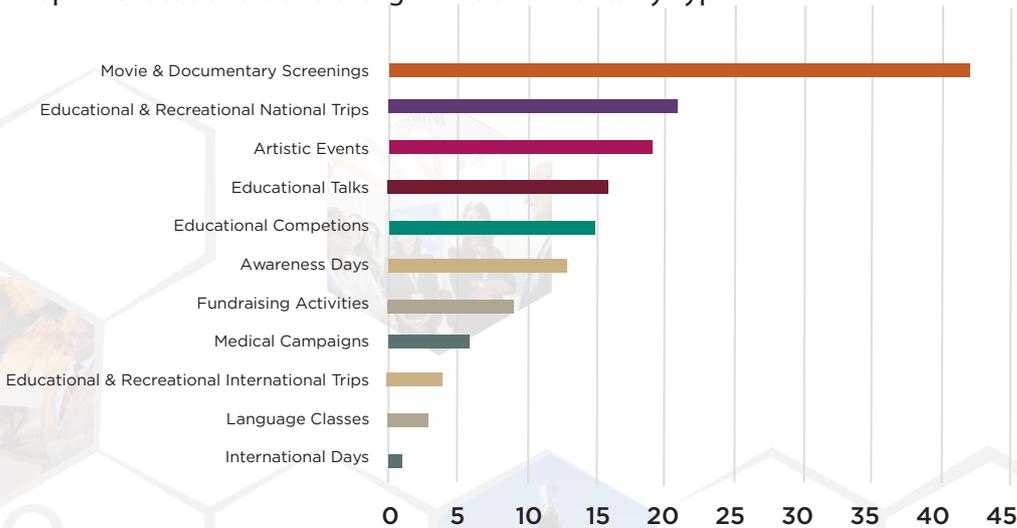
AUI students volunteering for their communities and beyond

Al Akhawayn University community involvement program has continued to represent one of the main ways AUI fosters citizenship and a sense of belonging to a community in its students. As a reminder, all undergraduate students have to volunteer at least 60 hours in a

local association, for which they are prepared in two seminars, and which is concluded with a reflection report presented in a roundtable.

Table 2.3: Hours of Community Involvement Program (CIP)

	Fall 17	Spring 18	Summer 18	Total
Hours of community service	10,364	12,204	1803	24,371
Number of participating students	160	188	29	377
Average hours per student	64.78	64.92	62.17	63.96

Graph 2.4: Main areas of service
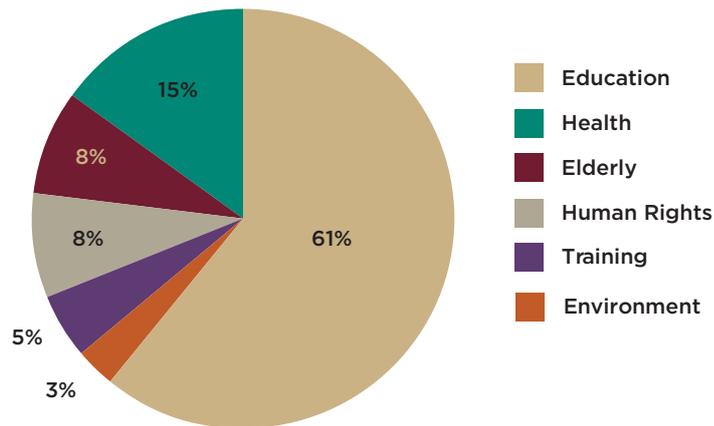
Since summer 2017, the CIP has started assessing AUI student competencies based on the feedback obtained from the NGO partners where students have served. The evaluations for Fall 2017 & Spring 2018 are given in Graph 2.5 above.

Since summer 2017, the CIP has started assessing AUI student competencies based on the feedback obtained from the NGO partners where students have served. The main competencies assessed are: Leadership, Communication, Teamwork, Learning Abilities, Commitment, Accountability & Dependability. According to graph 2.5 below, our students have scored well on a Likert scale ranging from "Very Poor" to "Excellent". Most of the scores fell between "Average" and "Excellent". Such results show that the CIP ILOs are met and that AUI students have demonstrated they have acquired the necessary competencies that will help them become the future "citizen-leaders" of Morocco.

Graph 2.5: Assessment of Student Competencies by Host NGO
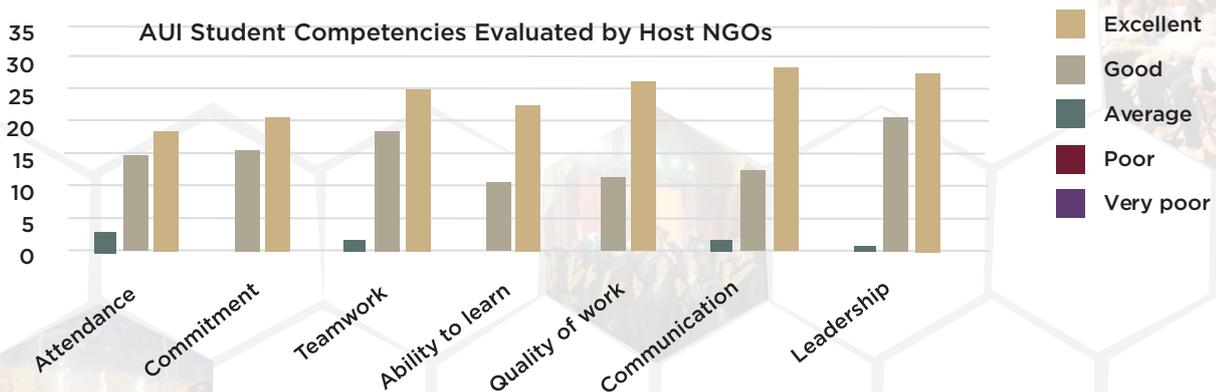
Upgraded Career Services

A student's development cannot be complete without the tools to succeed in their future careers. Al Akhawayn University's Career Services aim at training students for job search, career planning, networking and many more essential skills. In March 2018, students were offered a free comprehensive career readiness program including 8 to 10 hour workshops in 7 different themes, leading into the Job Fair week-end.

Fig 2.1: Career Readiness Week

	Thursday 15	Monday 19	Tuesday 20	Saturday 24	Monday 26	Tuesday 27	Thursday 29	Friday 30	
Workshop	Career plan	Job search	CV correction	Mock Interviews	Interviewing Skills	Labor Law	Networking	CV Correction	**JOB FAIR**
Guest Speaker	Dr. Karim Moustaghfir	Dr. Abderrahim Agnaou	Amal Mrhailaf	Amal Mrhailaf Smita Kumar Abdulrahman Alanzy	Mohammed Benouarrek	Amal Idrissi	Mohamed Qaiss	Alae Gamar	
Time & Venue	6:00 PM Auditorium 8B	6:00 PM Auditorium 8B	6:00 PM Room 004 Bldg. 4	10 AM-3 PM Building 8B	9-11 AM Auditorium 8B	6:00 PM Auditorium 8B	6:00 PM Auditorium 8B	6:00 PM Room 004 Bldg. 4	

In addition to the career readiness program, Career Services organized this year the AUI Job Fair (www.auijobfair.com). This is an event where students and fresh graduates meet companies for potential recruitment opportunities. Thirty national and multinational companies, representing different sectors, took part in this year's edition to meet, network, and recruit potential candidates from different schools. More than 500 students attended the event and connected with companies. More than 1742 interviews (from 5 min to 20 min) were performed. Recruiters rated AUI profile as "good" to "very good".

Fig 2.2: Companies present at the 2018 Job Fair

Alumni achievement as a measure of success

In January 2018, the Development and Communication Department and the Office of Institutional Research and Effectiveness launched an anonymous alumni survey (with a sample of 361) to assess their experience with Al Akhawayn, their employability and their feedback on how to cultivate the AUI-Alumni relations. Here are a few results:

Graph 2.6: Alumni Employment Status February 2018

- 9% Seeking Employement
- 91% Employed or Pursuing Studies
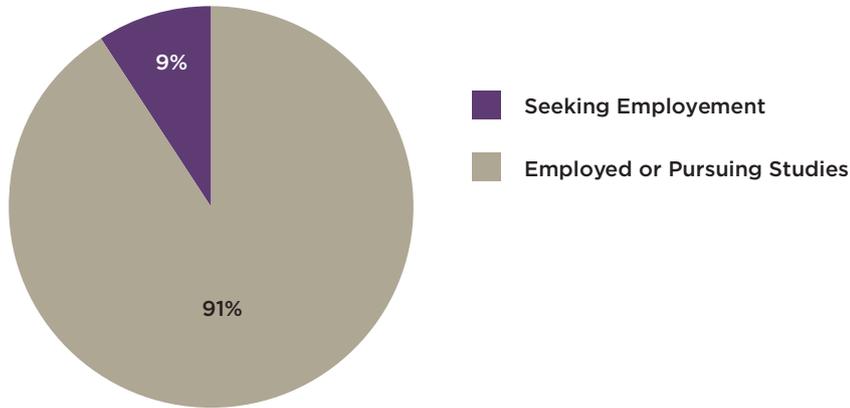
Graph 2.7: Job Search Period of Employed Graduates After Graduation

- 0-6 months
- 6-12 months
- 12-18 months
- More than 18 months
- Doesn't apply/I do not remember
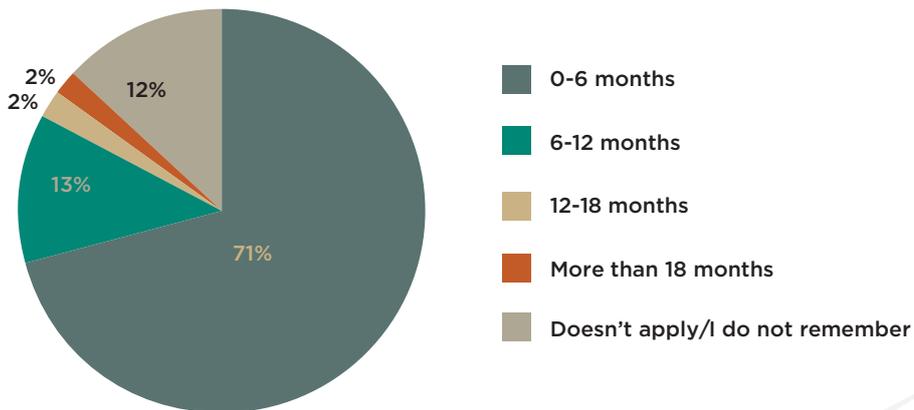
Al Akhawayn School of Ifrane (ASI)

ASI has submitted an application to begin the accreditation process. NEASC has responded and the school is working to complete and submit: a.) Teacher/student handbook, and b.) Board of Governance Handbook. ASI also saw a significant enrollment growth from Academic Year 2016-2017 to Academic Year 2017-18 of 16.5%. There are now over 200 students enrolled in the school. The High School experienced 33% enrollment growth and now has the largest intake in the school's history. It is also important to notice that ASI was awarded status as a College Board testing center for Advanced Placement, PSAT and SAT college entrance tests, and now has access to external student achievement data as a baseline, and comparative to peers internationally. This important distinction will enable us to use data to inform teaching and learning and provide interventions for students who need to raise their level of proficiency in a given core subject. Finally, concerning the use of new technologies

in teaching, every ASI classroom from the Nursery to the HS has an interactive Smart Board and Projector. The school has launched a 1:1 laptop program in the HS that leverages Google Classroom, and it offers online programs to enhance its curriculum across the school; Rosetta Stone, Khan Academy, Achieve 3000, Raz Kids, Reading A-Z. and IXL.

Faculty Development Workshop introducing Advancement of Teaching, Learning and Scholarship Center (ATLAS) and tools to enhance learning.

2-CHALLENGES

Innovation in teaching

In responding to one of the main challenges launched by the conclusion of the accreditation process, Al Akhawayn University needs to seek the next higher level of excellence. As a matter of fact, AUI prides itself for being student centered, which requires considerable efforts as well as a mentality shift in the ways learning takes place at the university. In this sense, instead of being content with the teaching process, for the last few years, Al Akhawyan University has increasingly been moving towards a focus on the learning process. How to help students to learn better and more efficiently? What tools and methods would allow the students to learn? The increase in the use of technology is a partial answer, but it can only be effective if accompanied by several other pedagogical tools, such as service learning, experiential learning, project based learning, besides flipped classrooms and others. The objective through exploring these different ways of learning is to allow students to learn differently and very often, to put them in the driver seat in the learning process. The initial efforts that have been made in this sense will be enhanced considerably in order to provide our students with the world quality education we promise them.

Student involvement

One of the main challenges that AUI faces is the level of participation and involvement of students in the different activities offered on campus which is around 33%.

Al Akhawayn University – to which this detachment of students is not specific – will try to address it by working on better alignment of academic and student affairs programs, studying and trying to adjust to the changing profile of its incoming student cohorts, organizing town halls with all stakeholders, and finding ways to empower the student representative bodies on campus more.

Building a bridge between AUI and its Alumni

The 2018 Alumni survey also showed that the university could invest more time and effort in connecting with its alumni to facilitate communication between alumni and AUI community members. On the other hand, the Alumni Association is undergoing a transition in leadership that is taking longer than expected as it has now become an independent organization with its own legal status.

3-NEXT STEPS

Encouraging learning innovation initiatives

In order to deal with the first challenge, Al Akhawayn will not only provide training to its faculty in order to support them in this major pedagogical paradigm shift. The university will aim at establishing a consensus among its faculty about this necessity and to help them change their role in the classroom, from "teachers" to "learning supporters".

Involving more students in the running of student life

The University already has part time jobs that are available to AUI students as one form of financial aid, as well as Resident Assistant positions which offer RAs the opportunity to make some pocket money. Additional job opportunities will be made available for students, either part time or seasonal. University units where such paid job opportunities will be offered can be the restaurant, the athletics department, the housing and residential life unit, and the student activities office.

In addition to involving students more in the running of student life on campus, by providing them with the opportunity to become a valuable part of the campus community, these jobs will help students become more financially independent, improve their social life, gain professional work experience, and acquire transferable and marketable skills for their after-college life.

Another important gain that should come with these part time jobs on campus are higher grade point averages and better degree completion rates. Research in many US universities shows that there is indeed a positive correlation between working part time on campus and better academic results.

Cultivating strong relationships with the Alumni network

To address the challenges faced with alumni relations, the university has started a series of Alumni gatherings in several Moroccan cities to bring AUI close to the alumni's homes. The first event took place in Casablanca and gathered 25 alumni and 5 AUI staff and faculty. In addition, the university will host 20th reunions, celebrating the 20th anniversary of each cohort starting with the 1998 class.

FINANCE

The academic year 2016-2017 at Al Akhawayn University was a year of obtaining a three-year comparative view of our Strategic Plan 2015-2020 in action. Last payments in 2015-2016 for infrastructure upgrades (new academic building and Al Akhawayn Conference Center), combined with 2016-2017 activities show improvement in income and operating and capital spending management. As we look at the 2017-2018 results, the third period of Strategic Plan period of 2015- 2020, we have experienced success through improved utilisation of financial and human resources.

1. Highlights

· Endowment Fund management benefited from the current banking and other financial institution market rates to implement a new strategy dedicated to benefit the Endowment Fund.

· Agreements with the banking partners have been reviewed to obtain the best returns for investments of the university;

· The virtualization of the billing and cash section operations project has been initiated and a company hired to implement this operation;

· All the transactions are now processed through the SAGE system, via an automatic link with the EX Jenzabar platform and the cash management system ACOVIT, thus improving operations;

· Update of the administrative and financial policies and procedures have been completed.

2. Breakdown of Operating Revenues and Expenses:

2017-2018 Operating Revenues:

Generally, the operating revenues' structure has seen a slight change compared to last year. Sales of products and services, including tuition fees, training and other related fees have continued to get the biggest share in comparison to all operating revenues with a rate of 80.57%.

Graph 3.1 Operating Revenues 2017-2018

Legend:
- Sales of Goods
- Sales of Services
- Operating Grants
- Operating Reversals, Expense' Transfer

Pie slices: 10%, 4%, 8%, 78%
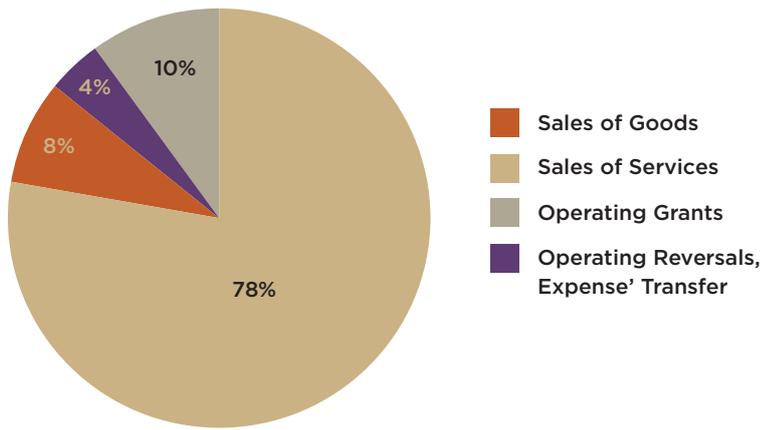
2017-2018 Operating Expenses:

Expenses have been stabilized with a 3.3% decrease overall compared to the previous year, to support strategic plan priorities. The operating expenses are mostly made of salaries with a rate of 50.25%. 44% of operating expenses are dedicated to instruction and research.

2017-2018 Expenses

Legend:
- Salaries
- Depreciation and amortization
- Financial aid
- Auxiliary services' expenses
- Energy
- Maintenance and services purchased
- Other expenses
- Traveling and mission expenses
- Database and general documentation

Pie slices: 2%, 2%, 5%, 5%, 6%, 10%, 7%, 16%, 47%
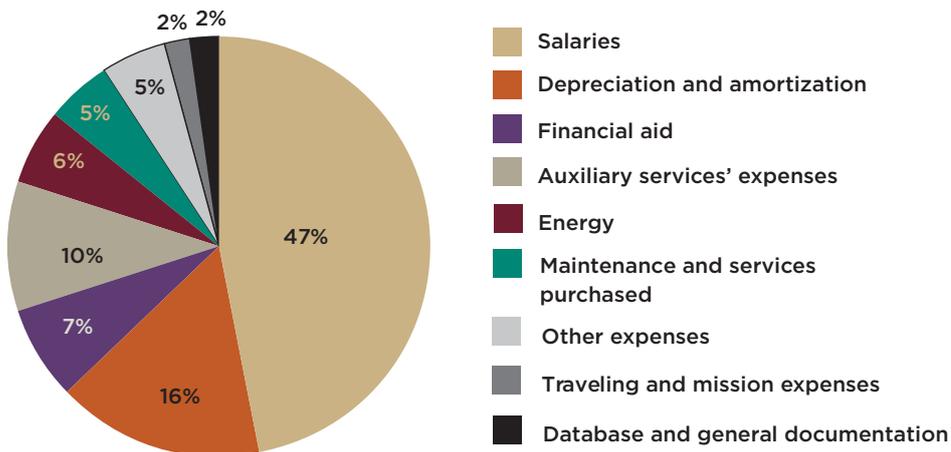
Graph 3.2 Operating Expenses (2017-2018)

Evolution of Expenses, Revenues and Net Income:

The total revenues and as well as the total expenses have been decreased by the same percentage which is -3%.

	2014/2015	2015/2016	2016/2017	2017/2018
Total Revenues	6%	-2%	3%	-3.5%
Total Expenses	6%	1%	1%	-3%

Net income has fluctuated with our planned strategic plan initiatives such as the energy cost saving. Net income remained at a similar percentage of revenue in 2017/2018.

Graph 3.3 Expenses and Revenues

Legend: ■ Total Revenues ■ Total Expenses

(Bar chart showing Total Revenues and Total Expenses for years 2013/2014, 2014/2015, 2015/2016, 2016/2017, 2017/2018. Y-axis ranges from 255,000,000.00 to 310,000,000.00)
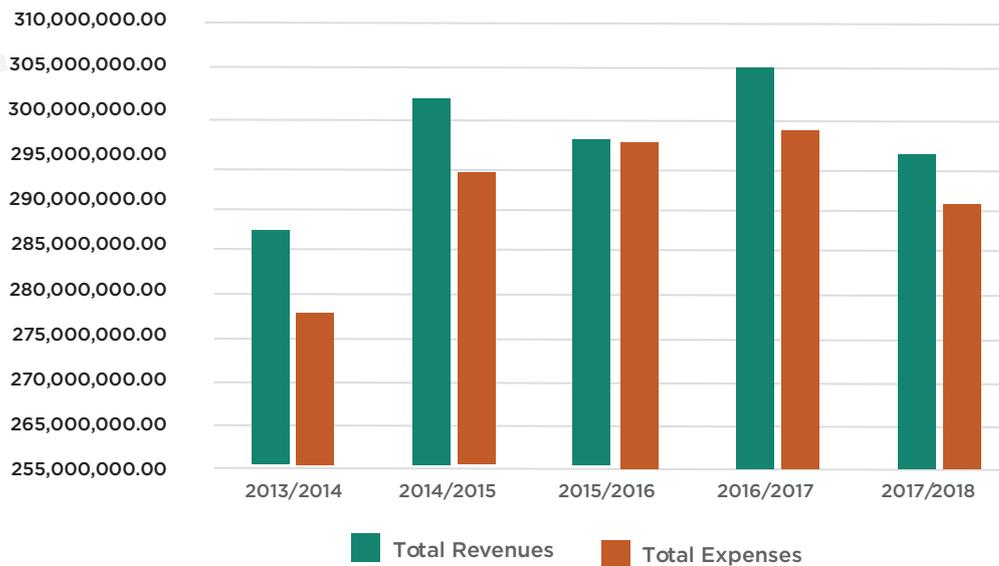
3. Proposed Budget:

2018-2019 Revenue

• Starting from Fall 2018, tuition fees will be subject of a 5% increase.

• Financial revenues (endowment funds and investment revenue) are expected to decrease by 14.10% compared to last year because of reduced amounts placed.

• Revenue from tuition fees is expected to increase by 4.84%.

In 2018-2019, the tuition and fee revenues and other revenues will increase respectively by 3.86% and 4.60% compared to 2017-2018.

Operating Budget:

For the current year, some projects were postponed due to re-prioritization of resources to accommodate priority projects. The 2018-2019 operating budget will increase by 4.49%. It is prepared with the objective of meeting all the departments' needs and increasing the budget related to the lines below:

1- Advertising and Communication:

With the aim of promoting the University and attracting qualified applicants, the Admissions Department and the schools are increasing their advertising actions.

2- Travelling and Missions:

Exposure to the international experiences is a priority of many departments including Enrolment Services and the school of Engineering who have both increased their budgets for this purpose. The school of Engineering have allocated resources to cover the trips of ABET program (accreditation) certifiers.

3- Training:

All departments have made training a priority to boost the competencies of their staff members, and gain international or Liberal Arts experience.

4- Salaries:

Limited resources have been efficiently allocated to ensure the University spares no effort to maintain an acceptable standard of living for its employees, including those with low incomes. Starting January 2018, the University was able to apply a general increase of an average rate of approximately 5%.

Capital Budget:

The capital budget is expected to decrease by 2.44% next year. This increase is mainly due to the different requests for IT infrastructure renewal, purchase of software, office supplies and equipment.

The role of the social and political environment in strengthening Tax Systems in Africa: Solutions to Tax Collection," at Al Akhawayn Conference Center.

D DEVELOPMENT

Signing of an agreement between the University and the Commune of Oulmès on the project "Smart City", and an MOU with the 'Association Marocaine des Présidents des Conseils Communaux'

1- HIGHLIGHTS

Institution-wide policies and procedures

The Policies and Procedures project aims to make all units and departments transform their guidelines and activities into a uniform and collaborative functioning system. The Policies and Procedures Project was initiated by OIRE to further the Strategic Plan 2015 - 2020 priority number 2: Quality Assurance and Enhancement. The first phase objectives of the project were to update and document all AUI policies and procedures in a clear, understandable and codified format to be available in an AUI central repository. This first phase included all 30 identified AUI operational units and departments. OIRE offered a series of workshops, to inform and guide staff members of the units and departments through the first phase.

All units and departments were able to collaborate with each other: to ensure consistency among all their processes and procedures, and to improve their documented policies and procedures to be more effective and efficient. Using the AUI format, each unit and department prepared a policies and procedures manual containing their respective mission, job titles and descriptions, policies, procedures, key definitions, and forms. 30 offices of division units and departments documented and validated approximately 180 job titles and descriptions, 500 polices and 480 procedures. All units and departments will continue to update and review their policies and procedures as they develop over the years. The next phase of the project will include unit and department service-level agreements, detailing their processes and activities increasing transparency in order to maximize everyone's effectiveness and to ensure smooth functionality.

Launch of new programs

In order to increase its offering and to attract more graduate students, the University signed an MOU with the University of Dallas, to promote international academic cooperation by developing partnership agreements for undergraduate and graduate business programs, providing opportunities for business internships at companies in the U.S., building faculty collaboration for teaching, lecture series, and research, developing and participating in non-credit professional classes through the University of Dallas center for Executive Education, and offering a double degree MBA. This MOU allows AUI students to obtain two MBA degrees, one from AUI and the other from UD, at a reduced cost. It also enhances Al Akhawayn's offerings by adding a new concentration in cyber security.

During the present academic year, Al Akhawayn University has also launched two new Minors, one in Leadership and the other in Psychology. Both minors respond to a demand expressed by students to have an opportunity to learn more about those two promising areas. Two classes in the Minor in Leadership and three in the minor in Psychology were offered in the Fall 2018, and all classes have been filled with current AUI students.

Still in the Business School, a concentration in business management coaching was also launched during the current academic year, so that MBA students can improve their soft skills. Finally, the BBA program has started offering a new concentration in international trade, which will not only enrich students' learning experience, but also, diversify the Business school's portfolio of specializations.

Following a pilot stage in May 2017, Al Akhawayn University also launched Intersession courses in January 2018. These are very intensive courses that take place between regular sessions. Their objective is to allow professors to explore topics they do not usually explore and schools to offer courses considered bottleneck courses in their curricula. Schools are expected to select courses in which it is possible to work with students on topics and issues that can benefit from an intensive contact. In January 2018, five intersession courses were offered, from the three schools, whereas in May 2018, 6 courses from the School of Business Administration and from the School of Humanities and Social Sciences are offered, with over 65 students enrolled.

Launch of automation services

Jenzabar Events Management Module was launched in September 2017. This module allows the University to manage events using a centralized platform, including reserving facilities, administering events, creating and managing rosters, and providing pre- and post-event lists for comparative analytic purposes.

In collaboration with Enrollment services, the online transcript request and its corresponding workflow was launched in December of 2017.

"Sage 1000 Suite Financière" was upgraded to V 7.0 in September of 2017. The new version brings improvement in its overall performance, usability (creating personalized views), and mobility (accessing the system from any device, anywhere).

Grounds and Maintenance acquired software (PDA for GMAO) for better maintenance claims follow up.

In 2015, AUI recognized the need to have a centralized system for collecting data and for generating regular reports about faculty production and performance in teaching, service and research. Through benchmarking, the University settled on SEDONA. It is of importance to put the decision of adopting SEDONA systems in the context of AUI's strategic orientation towards standardized policies and procedures across all academic units. Uploading faculty information on SEDONA Systems has allowed an automated reporting system for faculty evaluation across units. The administration extracts the information in the form of reports, but has no access to faculty accounts per se.

New infrastructure

Paper collection and recycling are now operational. Collection bins have been installed around campus and used paper is collected and sold to a processing unit.

A new 24/7 computing lab in building 8B has been equipped with 40 machines, a copier and a working space for up to 15 students. The lab has been fully operational since the beginning of the Fall 2017 semester.

The University, with financial support from the Department of State, and a logistical and technical support from the Civilian Research and Development Foundation (CRDF), has upgraded its teaching and research laboratories for both chemistry and biology with regard to Safety and Security. Today, the University uses the CMS© software to manage, track, and audit all chemicals in storage or in use for a safer and more secure environment. Two SSE faculty have been trained by the CRDF for the development of a holistic strategy to improve the management of chemicals at AUI from procurement to disposal.

2-CHALLENGES

Optimal utilization of automated services.

The University has launched great projects to automate the sharing, the update, and the reporting of data, policies and processes. This spring, the new intranet platform for sharing all University policies and procedures has been operationalized, but the challenge is to reinforce the process of the continuous update of the platform. The SEDONA system has been implemented across the academic units and all faculty now have active SEDONA accounts. The challenge is to develop a university-wide procedure for data validation and reporting.

Energy cost-effectiveness

Electric meters were installed in the Downtown Residence in order to better monitor the use of electricity. The biomass boiler dedicated to the University swimming pool was connected to the new academic building, which resulted in an additional saving of 300 KMAD /year.

Despite the efforts to reduce energy, electricity and diesel continue to be problematic with this year's particularly long winter. Nonetheless, the ratio of biomass use over electricity use has increased.

Table 4.1: Energy Consumption (2016-2017) compared to projected 2017-2018

Year	Kw/h	Gasoil (Liters)	Biomass (Tons)
Annual Total 2016/ 2017	8,705 ,000	495,000	265,000
Annual Total 2017/ 2018	9,856,000	599,000	354,000

The challenge is thus to find cost-effective solutions and change behavior around energy consumption.

3-NEXT STEPS

Energy Saving Awareness Campaign

In June 2018, a university wide energy saving campaign was launched and focused on raising awareness on energy consumption in university offices and residences. The Division of Finances and Administration and the Department of Development and Communication worked hand in hand to change the community's behavior towards consumption of electricity and water. The integrated communication campaign includes strong messages disseminated by email, on posters, on computer and ad monitors, in homes and offices.

THINK GREEN

A faucet dripping once every 60 seconds for a full day wastes 21 liters of water a day on average.

THINK GREEN

Reducing your PC monitor brightness from 100% to 70% can save up to 20% of the energy the monitor uses.

THINK GREEN

Office lights left on overnight use enough energy in a year to heat a home for 5 months.

1- HIGHLIGHTS

Stronger media exposure reinforcing AUI's unique positioning

Media relations is a communication function that provides the university with a positive and strong image both nationally and internationally. This year, the value of media coverage between June 2017 and May 2018 amounts to MAD 3,112,736 according to Profile Presse.

Table 5.1: Media presence

Top 5

Media Event Coverage

1- Accreditation
2- 20th Commencement
3- QS Ranking Arab Region
4- GLAA, Partnership between
Al Akhawayn and Bombardier Transport
& Samia Haimoura climbing the Kilimanjaro
5-Al Akhawayn Short Film Festival

738 Digital media mentions of Al Akhawayn University (vs. 365 last year)

302 Articles posted and published (vs. 114 last year)

35 Press releases (vs. 13 last year)

13 TV& Radio Coverage (vs. 10 last year)

20th Commencement
Accreditation
Astronomy festival
Book launch of the Arabic version
Making Africa Work
Winter University on Living Together
Open Access Working Session
QS Ranking Maghreb
Al Akhawayn Short Film festival

The results of the Spring 2018 efforts in terms of media exposure were highly positive, as shown by the graphs below:

Graph 5.1: Sentiment of Media Exposure

2016/2017

1.64%
14.52%
83.84%

Positive Negative Neutral

2017/2018

2.62%
22.55%
76.83%

Positive Negative Neutral
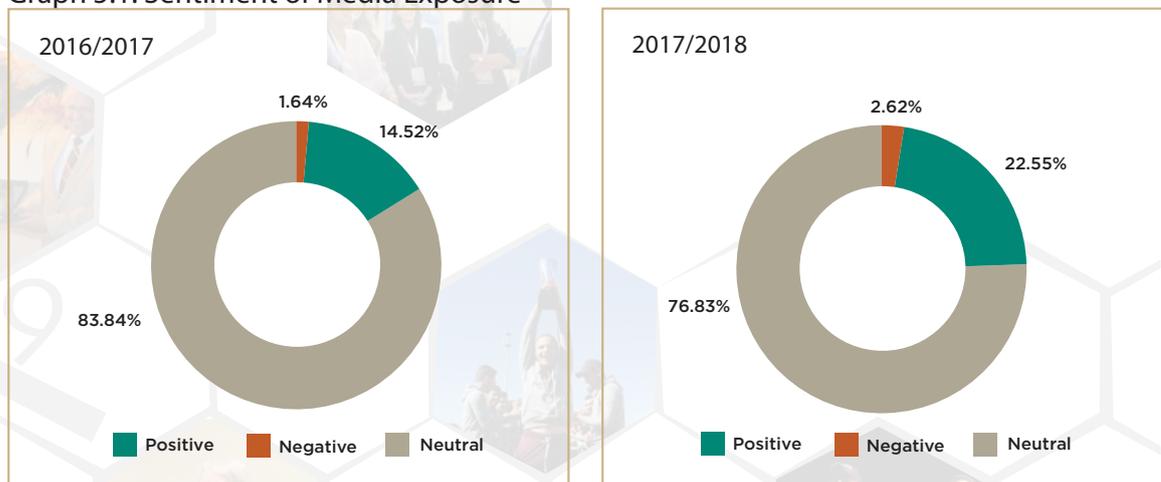
Highly attended strategic events

During the current Academic Year, more than 150 conferences, panel discussions, Presidential Lectures, and international seminars were organized, co-organized, or hosted by AUI. The most important strategic event of the year was the NEASC Accreditation Celebration, organized on November 24th 2017, in which staff, faculty, chairs of steering committees and contributors were honored.

Other than accreditation, four events attracted significant attendance from multiple university constituents and/or the media: 1) Graduation Ceremony on June 10th 2017, 2) Presidential Lecture series by Dr. Nidhal Guessoum: from March 21st to 23rd 2018, 3) Al Akhawayn Short Film Festival from March 21st to 24th 2018, and 4) Open House on March 25th with more than 1200 visitors.

Alumni sharing their success stories during Open House for prospective students.

Focus on social media marketing

Sixteen social media campaigns on Facebook and Instagram were organized in collaboration with a digital communication agency. The ads were about improving the university's image, promoting outreach events, offered degrees and application deadlines while ensuring continuous online presence. The social media campaigns had 32,397,548 Impressions, and a reach (single users) of almost 5,030,152, which generated almost 428,032 clicks.

Graph 5.2: Impact of Social Media Advertising Campaigns (in millions of impressions, reach, and clicks)
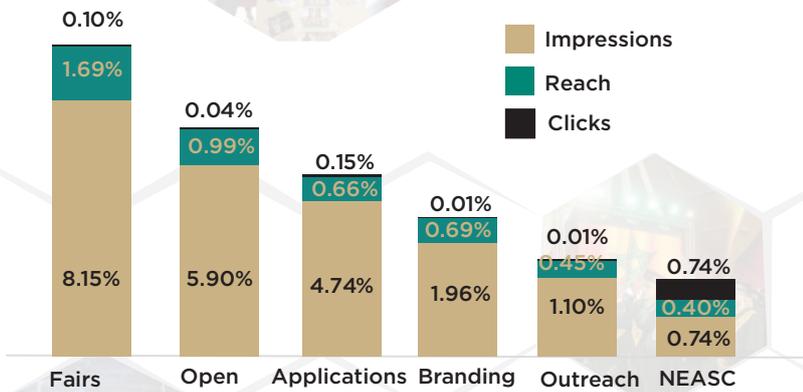
Fig. 5.1: Examples of social media advertising

The university worked on providing relatable and inspirational content for its social media platforms. The purpose was to create a greater sense of community and increase the level of engagement with the different platforms, as they are harnessing traffic from the social media advertising. This content revolved around three main themes for Facebook and Instagram: Women, Athletes, & "Hard Work Pays".

Aside from posting about different events on campus, the University showcases student, faculty, and alumni work and achievements. AUI Facebook page – as the primary social medium- reached 204,291 followers (177 705 last year), with an average post reach of 5,000. This spring the number of single video views reached 92,706.

Instagram is the second most used social medium with 7,592 followers, and with popular live stories with an average of 1,500 views per story.

As for YouTube, this platform is used as a collection of academic and institutional content rather than an engagement channel, in addition to the weekly event summary "One week at AUI". Currently it has 300 videos (~255 last year) and 3,203 subscribers (~2,603 last year), and 419,940 views (~331,405 last year).

As for the sentiment, we can see in the graphs below that AUI engenders more positive social media conversations. The University will need to address the negative conversations.

Graph 5.3: Sentiment of Social Media Chatter

2016/2017

5.85%

17.54%

76.61%

■ Positive   ■ Negative   ■ Neutral

2017/2018

5%

24.06%

70.22%

■ Positive   ■ Negative   ■ Neutral
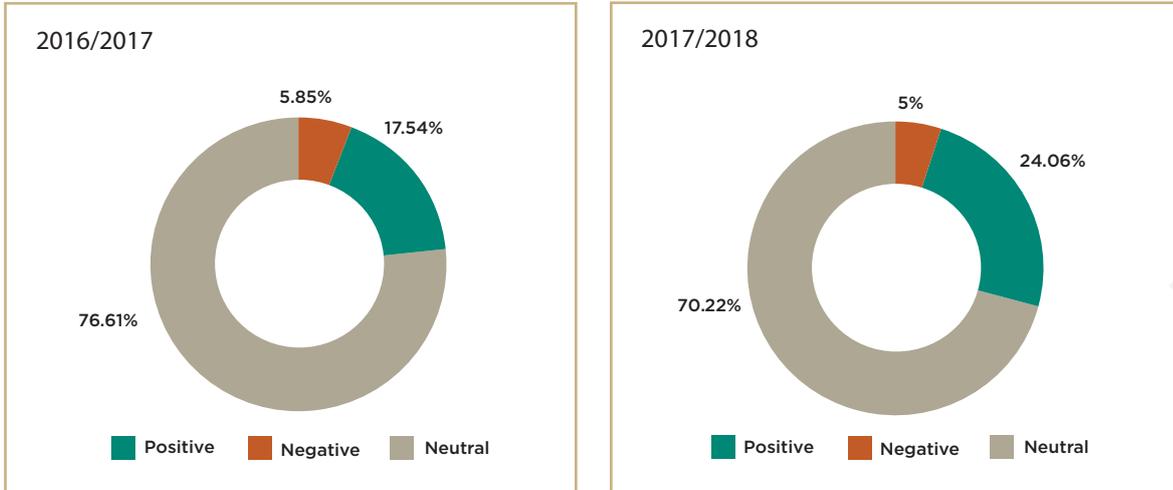
Optimized advertising

A cross-media advertising strategy was used with the purpose to support recruitment activities. Messages on print, radio and digital channels were mostly designed to communicate the university's unique value proposition and application deadlines such as the university ranking, accreditation, North-American system, liberal arts education, programs and campus life.

Table 5.2: Advertising Actions:

Format	Number of ads	Frequency/ Size	Channels	Languages
Radio	3	10 to 15 days 4 to 9 times a day	Atlantic Radio, Hit Radio, Luxe Radio, Medi 1	French, Arabic, English
Print	6	Full pages	Jeune Afrique, La Vie Eco, Pockétudiant, l'Economiste et les ECO	French and English
Digital	5	Single banners, full webpages and full newsletter page	9rayti.com, Médias 24, Telquel, l'Economiste, MAP Newsletter	French and English

Initiation of a strategic communication approach

At the beginning of Spring 2018, strategic communication objectives and plans have been developed after interviewing the heads of key departments and analyzing the results of the perception study. The purpose is to prioritize and optimize the communication efforts of the university towards a strategic path that will enhance the external and internal communication activities.

These objectives are:

1. Educate students and parents about its academic excellence
2. Reinforce the AUI culture through a unified brand identity and shared experience
3. Facilitating communication across the university

In addition, over the past few months, the Department of Development and Communication has been working on the University's "Graphic Charter", a document that seeks to define every aspect of its visual identity. From overt aspects such as systematizing logo placement or standardizing stationary layouts, to regulating minutiae such as font use and color schemes, the "Charter" represents a uniform overhaul of the image the University.

In finalizing the new version of the Graphic Charter, the Department of Development and Communication intends to maximize the efficiency of all forms of communication—both internal and external alike—thereby improving the University's image and, consequently, its standing.

Finally, the Department of Development and Communication finalized its Policies and Procedures document. The policies and procedures listed in the document have been carefully crafted in order to enhance the University's image by strengthening the relationship between the Department of Development and Communication and the University's stakeholders. The document's goal is the production of high quality messages—both internal and external— that are consistent with the University's mission, its institutional identity (branding), its positioning, and its strategic priorities. They are intended to maximize opportunities to enhance visibility or stories, ensure that all information is consistent with the Graphic Charter's standards, and efficiently maximize the flow of information.

2-CHALLENGES

Website development

Despite the continuous improvement of traffic on the current website (+ 6.75% in 2017/2018), the university website is still facing major challenges to adapt to the technology trends and to enhance the user experience due to inflexible platform/structure. In the framework of continuous development process, a new website revamping process was launched in 2016 to ensure more functionalities and user-friendly platform, allowing units' self-control over their content with 3 levels of control (Writers, Editors, Publishers). Other features requested were responsiveness and mobile friendly, forms submission, and Newsletter subscription.

The launch of the new website was scheduled for Spring 2018. However, the process of validating the design, functionalities, and the development phase took longer than expected.

Centralized communication

The mission of the department is to build a coherent, consistent and positive image of the university internally and externally. While increased positive sentiment and coherence has

been achieved, it has been difficult to create consistency and encourage university constituents to reach out to the department for approval of usage of brand identity and communications services. Another challenge is to keep university stakeholders informed through integrated, consistent and comprehensive channels of communication.

3- NEXT STEPS

Task force to follow the development process of the new website launch.

The Department of Communication and Development, in close collaboration with the Information Technology Services, is in the process of enhancing the user experience taking into consideration the feedback of AUI Community (Students, Faculty, Staff, and Alumni).

Implementation of centralized processes and information communication technologies

In an effort to address the challenge of centralization and adhere to the standards of our newly developed graphic charter, the Communication Services helpdesk was launched during Summer 2018. This service is provided to ensure consistency and coherence across all forms of communication. Students, faculty, staff and other AUI internal stakeholders can request the Communication services (Graphic Design, Copywriting, Web Design & Development, Information Dissemination, Event Management, Advertising, Media Relations) through the service desk platforms. At the same time, the department will implement the policies and procedures recently developed to ensure productivity, efficiency, and high quality standards. Finally, the Communication Departemnt will work closely with the Department of Information Technology Services to develop an innovative platform which integrates all the information communication systems used by university constituents. This new platform serves as a mobile intranet providing continuous notifications and information depending on the users' profile and settings.

Students on a scuba diving excursion during their trip to the North

D STRATEGIC PLAN

The university mission emphasizes our collective dedication to:

- Educate future citizen-leaders

- Use a global orientation

- Teach and learning in the English-language

- Base our curriculum on the American liberal arts system.

- Produce scientific research, thus conributing to the development of knowledge

A Leadership and Liaison Meeting of the Global Liberal Arts Alliance (GLAA).

Each of AUI's strategic units has a mission statement consistent with the university's mission. This ensures that the AUI strategic plan is in place and is constructed through on-going, campus-wide consultation.

Systemic evaluation is undertaken both internally and externally. Internally, regular program reviews occur. This occurs annually and is communicated to University constituencies through the Academic Council, the Advisory Administrative Council, the Student Government Association and faculty meetings across schools. External evaluations are required by our external accrediting bodies as well as by agreed upon external reviews by peers in the programs/cases where accreditation is not available.

Al Akhawayn University has made significant steps at building and integrating the necessary systems, processes and practices to ensure our mission's objectives. For instance, in order to respond to one of the main recommendations of NEASC which was to align planning with budgeting, the university introduced this year and is progressively implementing a 3-year budget. One of the main objectives of this new way of dealing with budget is to make sure to mobilize and commit the necessary resources for the achievements of the priorities

and objectives of the university Strategic Plan. Moreover, it is important to remember that quality assurance is a continuous process. In this sense, this section integrates the accomplishments and activity already documented earlier in this report such that the synergetic progress towards system-wide innovation can be seen.

In terms of the university current 2015-2020 Strategic Plan, significant progress has been made since its launch, particularly during the current academic year, as shown by the following evolution of the achievements in each one of the strategic priorities.

Annual Achievement

In this section, emphasis is given to each one of the six priorities of the university's Strategic Plan. Two types of updates are provided. The first one is the progress achieved during the current academic year, in numbers as well as in a narrative, while the second one is the progress achieved throughout the last three years, which are the first years of the current Strategic Plan. The objective is to note the progress made and to consider what remains to be done in the last years of the current Strategic Plan of the university.

Student Learning, Development and Success:

After achieving 93% of the target over the first two years of the Strategic Plan in this priority, the university continued its steady progress and has achieved 94% of its target in 2017. This due to the steady improvement in student retention, in the completion/graduation rate, as well as the success of Al Akhawayn University students shown in previous parts of this report represent a clear evidence of the continuous progress the university is making in fulfilling its key mission. Student Satisfaction Surveys have also confirmed the improvements in student learning, development and success. Finally, the university has increased the involvement of its students in their communities, preparing them to be global citizens.

Quality Assurance and Enhancement:

The university continued its steady and important improvements in terms of quality assurance and has achieved its target in the third year of the Strategic Plan as it evolved from an 80% achievement in 2016 to 100% in 2017. As a matter of fact, besides the fact that the year 2017 was the year the university obtained NEASC accreditation, the School of Science and Engineering obtained ABET accreditation, and the Bachelor in Business Administration was re-accredited, the university also created offices of quality assurance, internal auditing and institutional research. These offices are fully operational, and the pace of their establishment was accelerated due to commitments assumed within the NEASC accreditation process.
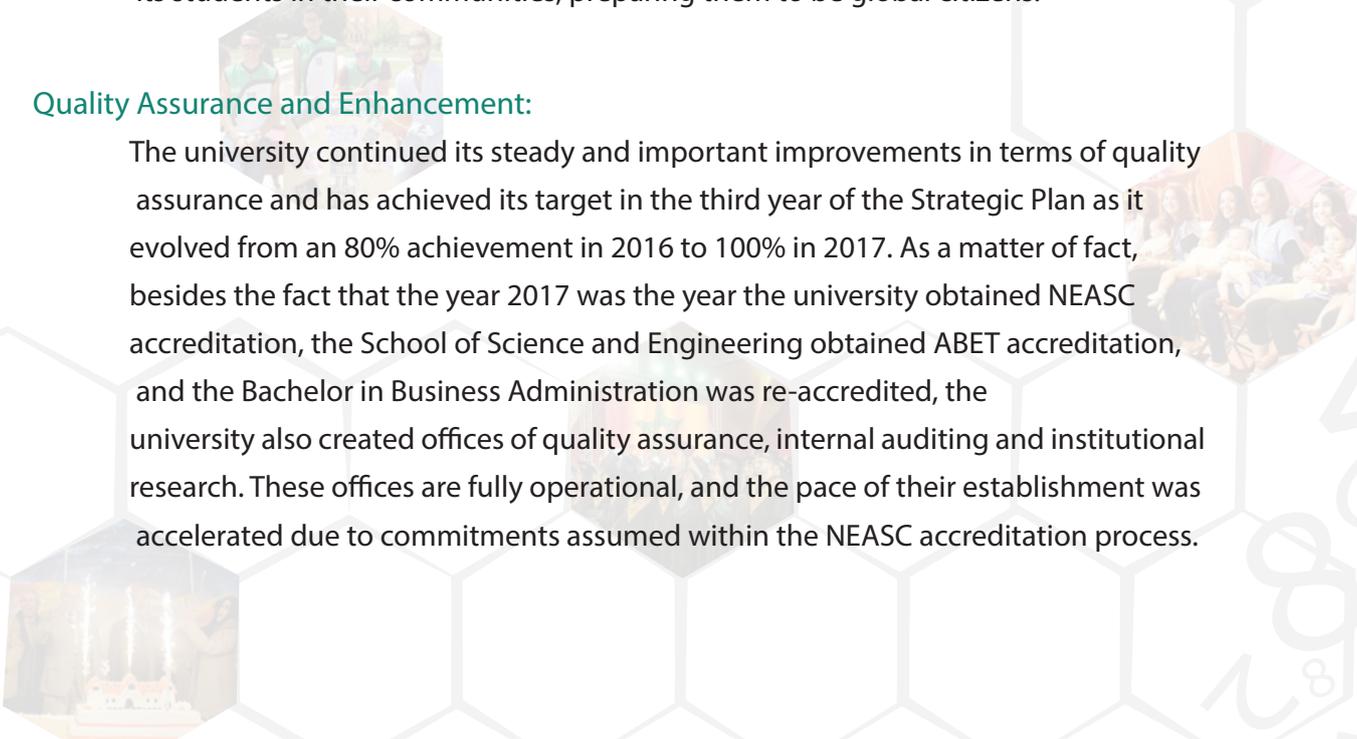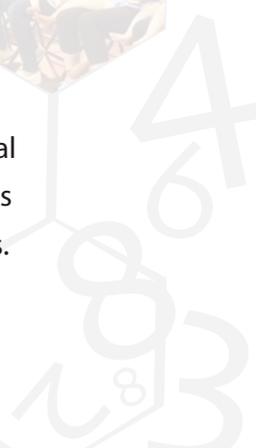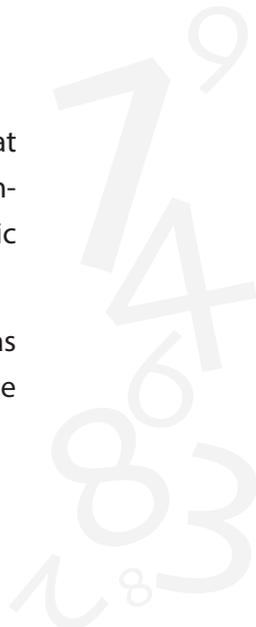
Internationalization:

The university has made steady progress in its internationalization as it increased its achievement rate of its final target for the whole Strategic Plan from 69% back in 2016 to 72% in 2017. This progress was due to an increased international recruitment and retention of international students, faculty and staff.

Through its Office of International Programs (OIP), the University endeavors to support programs, activities, and actions that internationalize the university. This is primarily expressed through mobility programs for students, but also at the level of faculty, staff, partnerships, and curriculum.

This year has witnessed an important increase in the number of AUI students who have participated in a program of study abroad, either at one of our partner institutions or through the Planned Educational Leave, PEL. The number of students who go on one of these programs in the summer has also increased.

The number of international students who come to AUI to study is another factor that partakes in the internationalization efforts of the University. The annual Arabic and North African Studies program, ARANAS, now in its –17th year, has attracted 51 students to its summer 2018 edition, representing an increase of 30% from last summer.

At the level of staff too, progress on this Internationalization priority has been made by the hiring of an American woman counselor. Hiring of this second full time counselor has reduced the wait time for students who need counseling and allowed the University to resume counseling services at its K through 12 school, ASI. Five international Presidential Interns are working in different departments contributing to enhancing the Liberal Arts approach and the international aspect of AUI. A new group is expected to be hired next year.

The College Consortium for International Studies (CCIS), of which AUI is now an Associate Member, is another platform through which the University advances on this front. It is worth noting that the current Executive Director of CCIS was a study abroad student at AUI in 2006.

Advancement for Growth and Sustainability:

This is one of the areas in which progress has been the lowest, as the rate of achievement went from 31% in 2016 to 47% in 2017. Indeed, although in terms of student recruitment, the university has not achieved its established objectives due to a changing national environment, and although the university has not launched any new programs during this academic year, it has increased the quality of the students it recruits, it as increased the number of minors and new concentrations, and it has reduced the campus costs through energy efficiency.

Research, Innovation and Discovery:

This is one of the most challenging strategic priorities for the university as it moved from an achievement rate –of the whole Strategic Plan- of 22% in 2016 to 36% in 2017. As a student centered learning higher education institution, the university aims at encouraging research and innovation without harming the quality of teaching it provides its students with. Nevertheless, during the current academic year, and through several actions and grants obtained by its faculty and researchers both at the regional, national and international levels, Al Akhawayn University has significantly contributed to the national debate on education through its research output. The Academic Council of the university has also approved the establishment of research units throughout the schools and centers in order to provide its faculty and students with a practical and useful research structure.

AUI Team "Optimus SAVOY" wins MATE Remotely Operative Vehicle competition in Egypt.

More Effective Communication:

Effective communication has been one of the most challenging priorities for the university. During the current academic year, the achievement rate for the whole Strategic Plan period remained at 45%; although the university had a significantly enhanced presence in traditional and social media, it is only now shifting towards improving its communication across the university's different units. This effort is being piloted by an intranet, and one of the major actions undertaken to this respect is that all policies and procedures are being placed in a central location.

Graph 6.1 Average Overall Progress of AUI's Strategic Plan compared to final objectives

Average % Strategic Plan Achieved
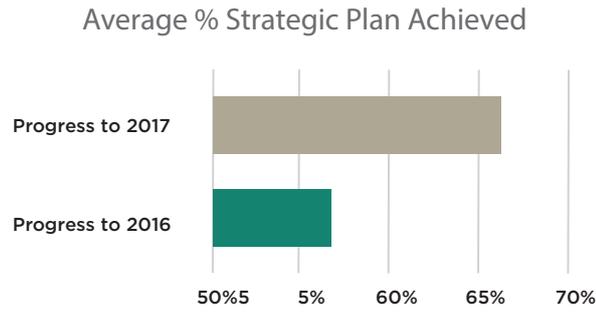
Graph 6.2 Average progress in each strategic priority:
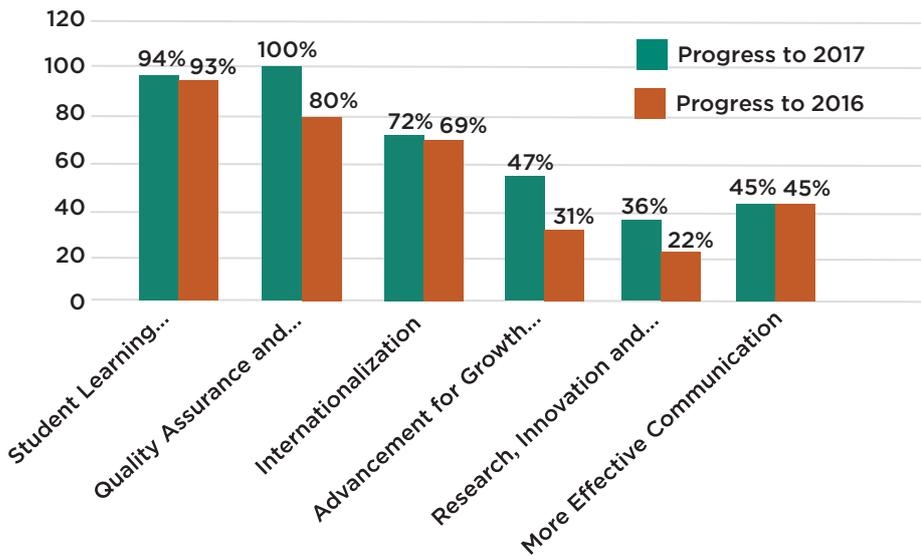
Table 6.1 monitors and summarizes the progress of the university towards achieving its Strategic Plan in 2020. In other words, if 100% is the target in 2020, the table shows the progress of the university in reaching each one of its strategic priorities over the last two years (2016 and 2017).

Table 6.1: Detailed Progress of each Strategic Priority

Strategic Priority	2017-2018 Progress
Average % Strategic Plan Achieved (Average)	66%
Student Learning, Development and Success	94%
Quality Assurance and Enhancement	100%
Internationalization	72%
Advancement for Growth and Sustainability	47%
Research, Innovation and Discovery	36%
More Effective Communication	45%

Studies and Surveys

In order to monitor its position in the Moroccan Higher Education landscape, and as an aid to its strategic planning, AUI commissioned a private consulting firm, VQ, to carry out a perception study for AUI among high school students (prospective students), their parents, and a selected group of employers. Added to this study, AUI also regularly surveys its students, faculty, alumni, while executives meet with companies taking part in the annual Job Fair. All these sources provide useful data to inform strategic decisions by the Board of Trustees and the University management.

The consulting firm was asked, in addition to perception of AUI by the target groups, to suggest avenues for actions likely to reinforce the position of AUI among its sister institutions.

The first area was "top of mind" recognition of the institution, then assisted recognition. Among all institutions, AUI ranked first among fee-paying universities. Out of thirteen potential reasons for choosing an institution of higher education, AUI came top in nine of them among its direct competitors: major fee-paying universities.

The main features of AUI, as mentioned by the sample of prospective students are listed below in decreasing order of mention by prospective students prospective students (the figures in brackets represent the percentage of responents who mentioned the chracteristic in question) :

Reputation (37%), Use of English (35%), integrated campus (35%), use of technology (33.5%), international partnerships (32%), quality teaching (29.5%), selective admission (27%), access to well paid jobs (26%), close relations with businesses (26%), quick access to employment (25.5%), value for money (23.5%), large choice of degree programs (22.5%), geographical location (22%).

When asked on what criteria they would base their choice of a higher education institution to join, respondents mentioned cost (65%), length of studies (63%), ease of admission (61%), degree programs (60%), quality of faculty (58%), recognition of diploma by the state (43%), international partnerships (36%), and international accreditation (34%).

When criteria for selection are put alongside the perceived traits of AUI, they yield results shown in figure 6.1 below, where the horizontal axis represents AUI performance (the furthest right being the best) and the vertical axis represents importance (the higher the more important). Both these dimensions show the perception of prospective students. The top right quadrant shows areas of strength to be put forward, the lower right quadrant areas to maintain. Both these areas contain aspects to leverage as strong selling points; the bottom left quadrant represents areas to watch; while the top left quadrant shows areas that need immediate attention. The kind of attention may mean substantive change or better communication on that specific point.

Fig. 6.1: Traits of AUI by Importance and Performance as Perceived by Prospective Students
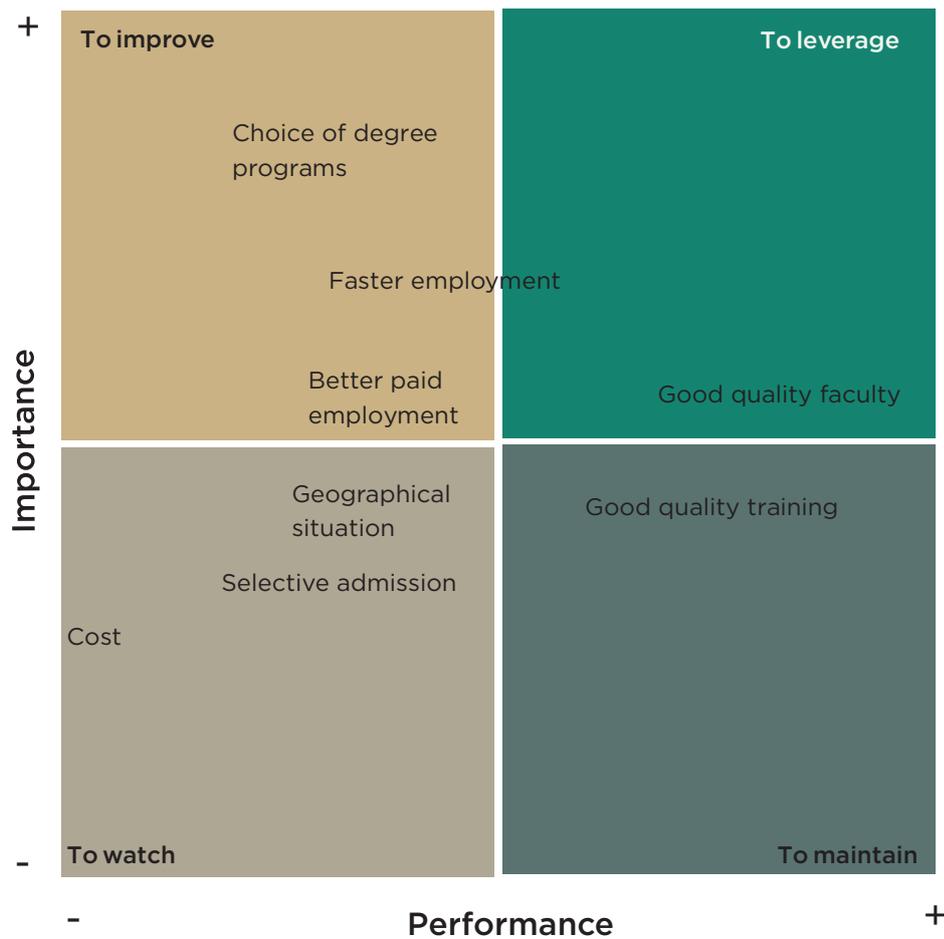
Irrespective of the status of their current high school (public, private, free, fee-paying), 73% of surveyed prospective students, plan to apply to fee-paying institutions. AUI is mentioned as a potential destination in second place among all institutions offering business, computer science and social science programs, while it shares top position among fee-paying institutions.

Prospective students who did not mention AUI as a choice were asked to list the reasons. The top five reasons were: too expensive (69%), too selective (36%), geographically isolated (26%), English is an obstacle (24%), and AUI does not offer the program I want (4%).

When surveyed about specific points concerning AUI, students displayed a number of misconceptions, namely perceived cost and the programs on offer.

In summary, the perception study, the alumni survey and the student satisfaction survey suggest that the following strategic actions need to be considered:

- Improve targeted and specific communication to prospective students about all elements likely to influence their choice (degree programs, employment prospects, cost, perceived difficulty, mode of admission)

- Put in place a more effective financial aid and scholarship program to allow bright students to join AUI regardless of their means.

- Increase the academic offerings

- Use the alumni network for the recruitment of students and their preparation for employment.

- Create stronger bonds of alumni with their Alma Mater to create a spirit of belonging.

- Increase the satisfaction of current students with the services of AUI, particularly academic services.

First Year Experience program helping new students smoothly adjust to university student-life.

CONCLUSION

Al Akhawayn University is student-centered and learning-driven. The Liberal Arts model it has adapted has allowed it to offer its students a distinguished educational experience, in which learning takes many shapes and forms, and happens in the classroom as well as in the many activities the students are permanently involved in. This is what truly differentiates Al Akhawayn University from other institutions, and this is what it has consistently sought to invest in and explore.

The Academic Year 2017-18 has been a year of very important achievements, and it has contributed to prepare Al Akhawayn University to face important and stimulating challenges in the coming years. One of the main achievements of the year, NEASC accreditation, perfectly symbolizes this situation: while it was a major milestone in confirming the world class quality education that the university provides its students with, it also emphasized the necessity to keep improving and innovating, which can translate into aiming higher in terms of quality of education.

Two other aspects are also important to enhance here: the university has balanced its budget and has managed to show financial resilience despite some important challenges. This is very reassuring for the future as the university is clearly sustainable in the medium to long term, from a financial point of view. The second aspect is the increased presence of the university in the national media as well as in social media. As a matter of fact, the current academic year has been a good one in terms of media coverage, and more clearly so when it is noted that the quality of media coverage is to a large extent positive.

Now that Al Akhawayn University has reached mid-point in the current strategic plan, it is time to revisit it and adapt it to eventual new needs and realities. For example, in terms of enrollment numbers, the 2015-2020 Strategic Plan targets indicate emphasis on continued size growth. However, as the university deepens its system integration towards quality, accountability and excellence, it finds that the quality of the integrated campus community is one of its biggest strategic advantages in the Moroccan competitive educational landscape. By focusing on the depth and holistic nature of the learning experience of the student, the university's strategic objective can be re-interpreted in terms of exploring the possibility of opening new satellite campuses and activities, which would represent a different approach from trying to grow into one very big campus.

As for research and the increase of the research output of grants, the university needs also to adapt to the new realities of the Moroccan landscape, with an increasingly high demand from the newly established regions for research, consulting, as well as executive education. This means that the University will adapt its existing structure to this new and growing demand without harming its national role.

Finally, the university needs to prepare for a NEASC accreditation interim report in Fall 2019, which results in the need to establish an outcome-oriented task force designed and deployed in the Fall semester towards the priorities noted as significant by NEASC and on which the university needs to demonstrate progress. One of these priorities, matching strategic planning with budgeting, is a crucial one since it underlines the importance of establishing

meaningful, reasonable and achievable strategic priorities and mobilizing the necessary financial resources to reach them.

In sum, the university needs to encourage activities towards achieving its current strategic plan as well as those required by the NEASC accreditation recommendations (such as the one mentioned earlier in terms of linking planning to budgeting and finances to enrollment) to co-inform each other in a way that over next year, the University priorities can evolve towards contributing to providing Morocco with a high performing 21st century work force and citizenry.
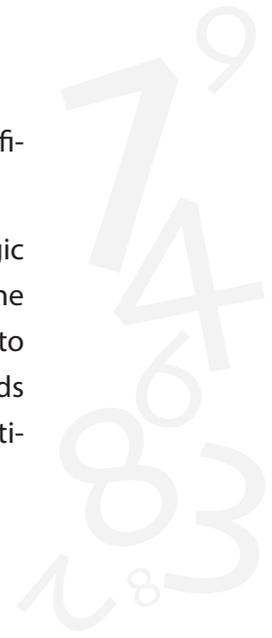
APPENDICES

Appendix 1 Academic Publications

Books:

Malik b. Anas (d. 179/795), *al-Muwatta' -Recension of Yahya b. Yahya al-Laythi (d. 234/848)*, ed. and trans. Mohammed Fadel and Connel Monettre, Harvard series in Islamic Law VIII (Cambridge, MA: Harvard Islamic Legal Studies Program / Harvard University Press, forthcoming)

Chekayri, A. (2018). *Teaching Reading in the Arabic Language: New Approaches*, Chekayri, A. (Ed). Al Akhawayn University Press, Morocco

Gray, D. & Sonneveld, N. (eds.) (2017). "*Women and Social Change in North Africa: What Counts as Revolutionary?*" Cambridge University Press.

Marzouk, A, Qarro (2018) (Eds). *Adaptation participative de modèles de gestion durable des ressources forestières au Moyen Atlas Central.*

Shoup, J. (2017). *The Nile: An Encyclopedia of Geography, History, and Culture*. ABC Clio Publishers, Santa Barbara, California.

Therrien, C., T. K. Mouna, & L. Bouasria (2017). *Terrains Marocains*. Open Edition Books. Rabat, Casablanca.

Book Chapters

Chekayri, A. (2018). Phonic Approach in Teaching Reading in the First Three Years of the Primary School. In *Teaching Reading in the Arabic Language*: New Approaches, Chekayri, A. (Ed), (pp. 53-89). Al Akhawayn University Press, Morocco

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

Journal Articles

Abrache, J., Salih-Alj, Y., Karmouche, A. (MBA student) (2017). An ECR-driven Distributed Retail RFID System. The International Journal of Advanced Computer Science and Information Technology (IJACSIT) http://elvedit.com/journals/IJACSIT/wp-content/uploads/IJACSIT-invited-paper_An-ECR-driven-Distributed-Retail-RFID-System.pdf

Bachleda, C., Bennani, A. (2017). Personality and interest in the visual arts. Arts and the Market (selected by the journal's editorial team as the Outstanding Paper in the 2017 Emerald Literati Network Awards for Excellence) www.emeraldpublishing.com/authors/literati/awards.htm?year=2017

Borkowski, R. (2017). "On the Way to Ethical Culture: The Meaning of Art as Oscillating Between the Other, il y a, and the Third" and published in the magazine: Levinas Studies: An

Annual Review, vol 11, Duquesne University Press.

Driouchi, A. & Harkat, T. (2017). Counting the NEETs for Countries with no or less Data, Using Information on Unemployment of Youth Aged 15-24: The Case of Arab Countries. REPEC/MPRA 79330. 19 pages. https://mpra.ub.uni-muenchen.de/79330/1/MPRA_paper_79330.pdf

Driouchi, A. & Harkat, T. (2017). NEET Policies and Knowledge in Arab & East Central European Economies. REPEC/MPRA 80471. 21 pages. https://mpra.ub.uni-muenchen.de/80471/1/MPRA_paper_80471.pdf

Driouchi, A. & Harkat, T. (2017). Youth Inclusion Policies and NEETs' Targeting Requirements in Arab Countries. REPEC/MPRA 80622. 28 pages. https://mpra.ub.uni muenchen.de/80622/1/MPRA_paper_80622.pdf

Driouchi, A. (2017). An Interdisciplinary Journal on Mundialization, Development and Social Change. E-journal of Economics & Complexity. https://ejeandc.jimdo.com/browse-volumes-issues/eje-c-vol-2016-n-1-may-2017/

Driouchi, A. and Harkat, T. (2017). Demographic Dividend & Economic Development in Arab Countries. MPRA Paper No. 82880. 47 pages. https://mpra.ub.uni-muenchen.de/82880/1/MPRA_paper_82880.pdf

Khallaayoun, A. (2018). The Choice of Schooling for the Next Moroccan Generation, International Conference on Education Information Technology (ICEIT), Oxford, 2018, United Kingdom: International Journal of Information and Education Technology (IJIET) (ISSN: 2010-3689)

Kissani, I. (2018). The Choice of Schooling for the Next Moroccan Generation, International Conference on Education Information Technology (ICEIT), Oxford, 2018, United Kingdom: International Journal of Information and Education Technology (IJIET) (ISSN: 2010-3689)

Lounnas, D (2018). The Transmutation of Jihadi Organizations in the Sahel and the Regional Security Architecture. Istituto Affari Internazionali, Roma, IAI, April 2018, 6 p.

Lounnas, D. (2018). The Impact of ISIS on Algeria's Security Doctrine. Journal of Middle East Policy, Volume 24, Issue 4, Pages 117–135

Lounnas, D. Ghannem, D., (June 2018). Caliphate in retreat. Analysis for Carnegie Center.

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

Love, P. (2017). "The colonial pasts of medieval texts in northern Africa: Useful Knowledge, publication history, and political violence in colonial and post-independence Algeria," Journal of African History, Vol. 58:3 (2017), 445-463.

Love, P. (2017). "The Sālim b. Ya qūb Ibā ī Manuscript Library in Jerba, Tunisia: A Preliminary Survey and Inventory," Journal of Islamic Manuscripts, Vol. 8:3 (2017), 257-80.

Messari, N (2017) "Challenging the State in the Middle East and North Africa: The Role of Identities" MENARA Papers, Working Papers 1, http://www.iai.it/en/node/8152

Ouahbi, I. & Darhmaoui, H., & Kaddari, Elachqar, A. (2017). L'intégration des Serious Games dans les cours d'introduction de l'algorithmique et de la programmation: Integration of Seri-

ous Games in teaching an introductory course on algorithmic and programming. FRANTICE. NET, (14), ISSN: 2110-5324.

Ouardaoui, A. (2018). Depollution of Olive mill wastewater through electrongulation and advanced oxidation, the online Journal of Science and Technology, Volume 8, Issue 2, (48-54)

Rossitssa, B. (2017). "On the Way to Ethical Culture: The Meaning of Art as Osciliating Between the Other, il y a, and the Third" and published in the magazine: Levinas Studies: An Annual Review, vol 11, Duquesne University Press.

Therrien. C. (2018). Work, love, refuge, and adventure: contemporary Spanish migrants in the city of Tangier,

Appendix 2 Events

June 18-20 2017 "Stability and Security in Africa: The Role of Hard and Soft Power" co-organized by SHSS and the OCP Policy Center.

June 18-22, 2017 Training sessions: «La semaine de concentration des élèves des classes préparatoires scientifiques» by Attijariwafa bank Foundation

June 19-21, 2017 Annual Social Science Conference: «L'environnement et la Transformation Sociale» by SHSS

July 6, 2017 Partnership Ceremony between Al Akhawayn and «Bombardier Transport»

July 6-7, 2017 6th Edition of the Astronomy Festival of Ifrane by SSE

July 17, 2017 Fès-Meknès Energy Performance: Workshop 1 by SSE

September 10-16, 2017 Training «Adyan Foundation» by SHSS

September 12, 2017 Making Africa Work: The launch of the Arabic translation.

September 13, 2017, "Research Partnership Possibilities in Education with Ed4.0" by Mr. Charif Hamidi, Corporate finance, economics, and strategy and innovation management professional, and social entrepreneur, Education 4.0 - an international NGO and social Startup.

September 15, 2017, "Maroc Export: International Opportunities and Challenges for: Made in Morocco" by Mrs. Zahra Maafiri, General Manager, Maroc Export.

September 25, 2017, "Attributes of Success in Leadership Roles" by Mr. Jim Skinner, CPA

September 28, 2017 Opportunities and Challenges in Water Management Dr. Barney Austin, PE

September 28, 2017 -Spaces of Participation: Topography of Political and Social Change in Palestine, Egypt and Morocco- by Mokhtar ElHarras

September 28, 2017, «Opportunities and Challenges in Water Management» by Barney Austin, President and CEO, Aqua Strategies

September 29, 2017, "The Power of Digital and Street Marketing" by Mr. Aboubakr Jeddioui, General Manager, Marcom Edge Brand Building Agency.

October 4-5, 2017 - Theatre for Social Change, by SHSS

Oct 11, 2017 -Rural women in Morocco and other countries of North Africa and the Middle East by Dr. Schafer Davis

Oct 16, 2017 -Women Judges in the Muslim World: A Comparative Study of Discourse and Practice by Nadia Sonneveld

October 19, 2017 Presidential lecture on «La Recherche Scientifique: du Laboratoire à l'Industrie» Prof. Adnane Remmal

October 20, 2017, "How to Build a Strong Brand Equity" by Mr. Simohammed Bellamine, Account Director, Kantar TNS Global Market Research Company.

October 25, 2017, "Evolution of Telecommunication Networks" by Lahbib El Idrissi, General Director, SIRECOM

October 25-27, 2017, International symposium on Water, Recycling and Waste Valorization, by SSE.

October 27, 2017 -Women's Rights and Legal Reform: Contrasting the Maghrib and the Middle East- by Dr. Aili Mari Tripp

October 27, 2017, «Ecodome Project in Morocco» by Youness Ouazri, Vice President of ENACTUS EHTP Company

November 1, 2017 - State-Feminism or The Instrumentalization of Women's Rights by Arab Regimes by Rola Husseini, Senior Lecturer, Center for Middle Eastern Studies, Lund University.

November 02, 2017, "Investing Across Boarders: Opportunities and Challenges" by Princess Shri. SanyogitaAtrey, Chairperson and Managing Director, 18SG Group

November 7, 2017 -Practices of Journalism and External Communication- by Najlae Benmbarek, Moroccan reporter, documentary filmmaker and communication specialist.

November 8, 2017, «How to Generate Innovative Ideas with Design Thinking» by Youssef EL BOUKHARI, Technology Consultant at the IBM Middle East Africa, IBM

November 15, 2017, «Modeling Approaches to Assess the Development of New Energy Storage Systems» by Asmaa Berrada, Al Akhawayn University Alumna

November 16, 2017 -Sociologie d'immigrations transnationales au Maroc by Nourredine Harami, Professeur de sociologie et d'anthropologie, Faculté des Lettres et Sciences Humaines, Université Moulay Ismail, Meknès.

November 17, 2017, "Participative Finance Ecosystem: Moroccan Model" by Mr. Hakim Bensaid, Manager in charge of Takaful Insurance, Al Watanya Company

November 20, 2017, "Physics of Black Holes: Observational Evidence and Future Observations", by Dr. Raid Suleiman, Harvard-Smithsonian Center for Astrophysics, USA.

November 19-23, 2017, "le Sommet Africain du Commerce et de l'Investissement (2ème édition)"

November 23, 2017 -Visual Sociology in Morocco- by M'hammed Kilito, International Photographer.

November 21, 2017 -Maroc-Union Africaine : Bilan après 10 mois de retrouvailles- by Omar Baldé, Journaliste au Quotidien 'Les Inspirations Eco.

November 27, 2017 -Making Morocco: Colonial Intervention and the Politics of Identity by Jonathan Wyrtzen Department of Sociology, Yale University.

November 28, 2017, "New Trends in Hospitality Management and Disruptive Technologies" by Mr. Kamal Belghmi, Founder of Bluestone Hospitality Consulting

December 4, 2017 -Women and Music in Morocco- by Rita Stirn, Translator and Independent Scholar-

December 4, 2017, "Financial Certification by the Chartered Institute for Securities and Investment" by Mr. Ahmed Bennani, Casablanca Stock Exchange.

December 4-7, 2017 - Potential of Biodiesel Production from Fish waste in Morocco, by SSE at International Renewable and Sustainable Energy Conference (IRSEC'17), by SSE/AUI, Tangier, Morocco. http://med-space.org/irsec17/.

December 8-9, 2017 –Mock interviews and HR workshop- by Mohamed Benouarrak, Director of Strategic Organization and HRD, PROMAMEC-

December 11, 2017, The 3rd AUI's Engineering Design Process Poster Showcase, by SSE.

December 13, 2017, "Professional Grant Development" by Dr. Edwin "Cliff" Mensah, a Professor of Economics at the University of North Carolina at Pembroke.

December 20-24, 2017, "Université d'Hiver, en faveur des jeunes marocains du monde » en partenariat avec le Ministère Chargé des Marocains Résidents à l'Etranger"

February 12, 2018, "Entrepreneurship Fair" by Duncan Rinehart Assistant Professor, Al Akhawayn University.

February 16, 2018, "Geomatics within the Digital Transformation 2.0» by Kamal Ben Addou Idrissi, CEO, ETAFAT

February 20, 2018 –PJD, Islam and Governance in post-2011 Morocco, by SHSS

February 20, 2018, "Party for Justice and Development in Morocco" by Driss Maghraoui, Al Akhawayn University. Sarah Feuer, The Washington Institute for Near East Policy. Lise Storm, University of Exeter. Beatriz Tomé-Alonso, University Loyola Andalucia. Moh Rejdali, Party for Justice and Development.

February 22, 2018, "Literature and Public Life" by Mohamed Achaari, Writer and Poet former Minister of Culture.

February 21, 2018, "New Changes for Immigration Policy in the United States" by Rosanna Perotti, Associate Professor, Department of Political Science, Director Legal Education Accelerated Program (LEAP), Coordinator Public Policy and Public Service Internships.

February 27, 2018, "Urban Transformation and Service Delivery under Authoritarianism, the case of Angola" by Anne Pitcher, Department of Political Science, Department of Afro American and African Studies, University of Michigan, Past President: African Studies Association 2017-2018.

February 27, 2018, Faculty exchange with Smith College: An opportunity for Mutual Growth, by SHSS

February 28, 2018, "Being Moroccan Being Israeli" by Yona Abeddour and Netta Hazan.

February 28, 2018, "Slow Violence & Survival Economies, Migrant Destitution and Autonomy in Fes" by Leslie Gross Wyrtzen, Ph.D Candidate in Geography at Clarks University and Reverend Karen Thomas Smith, President of the Comité d'entraide Internationale.

March 3-8, 2018, "Global Liberal Art Association Leadership and Liaisons Meetings"

March 14, 2018, "Le Maroc et Le Commerce International: Opportunités ou Crises pour les PMEs" by Hammad Kassal, Ex-President of the Federation of Human and Economic Development Research Unit.

March 21, 2018, "Surviving in Hard places: The Role of Social Networks and Social Capital in Inmate Death Rates" by Abdeslam Maghraoui, Duke University

March 21, 2018, "The impact of Images on the Moroccan Society" by Noureddine Lakhmari, Cineaste (film maker)

March 21, 2018, "Why the Universities of the Arab World Should Adopt the Liberal Education Model? By Nidhal Guessoum, professor astrophysicist.

March 22, 2018 – Acting for the Camera, by SHSS.

March 22, 2018 – Mise en Scène, by SHSS.

March 22, 2018 – Screening of Zawaj Al Waqt by Laila Elmarrakchi, by SHSS.

March 22, 2018 "Latest Cosmic Discoveries and the State of Arab Astronomy" by Nidhal Guessoum, professor astrophysicist.

March 23, 2018 – Promotion of Young Talent in a sustainable Moroccan Cinema Industry, by SHSS.

March 23, 2018 - Screening of Burnout, by SHSS.

March 23, 2018, "B2B vs B2C Marketing Strategies" by Mrs. Narjis Azouini, a senior marketing manager at "Dell Morocco"

March 23, 2018, "Islam and Contemporary Science: Partners, Enemies, Strangers? by Nidhal Guessoum, professor astrophysicist, University of Sharjah.

March 23, 2018, "Neural Networks and Deep Learning in Natural Language Processing (NLP)" by Mourad GRIDACH, Professor of Computer Science, Ibn Zohr University.

March 25, 2018 – Design Workshop for the Open House- by SHSS

March 28, 2018 – Design Thinking-, by SHSS

March 28, 2018, Book Launch: 'Women and Social Change in North Africa' by Stephanie Willman Bordat & Saida Kouzzi, MRA Women (Rabat, Morocco)

March 29, 2018, "Protestations Sociales et Espace Public au Maroc » by Abderrahmane Rachik, Sociologue Urbaniste, Lumière University Lyon.

March 29, 2018, « Contouring Change in Legal Empowerment Programs in Morocco and Tunisia". By Stephanie Willman Bordat and Saida Kouzzi, Founding Partners of Mobilizing for Rights Associations, MRA.

March 30, 2018, "17th edition of AUI Job Fair"

April 2, 2018 – Acquisition, Learning, and Teaching of Foreign Languages-, by SHSS

April 3, 2018, « Devoir ou Délis d'Hospitalité ? Les Représentations Philosophiques de l'Etranger et de l'Exilé » By Yves Geffroy, International University in Rabat.

April 4, 2018 "Second Language Testing: From Traditional Testing to Contemporary Assessment" by Prof. Dan P. Dewey, Associate Professor and Associate Chair, Department of Linguistics and English Language, Brigham Young University.

April 4, 2018, "Book Launch for 'Women and Social Change in North Africa" by Dr. Karla McKanders, HCC Scholar in Residence and Clinical Professor of Law at Vanderbilt University, TN, USA and Nadia Sonneveld, HCC Scholar in Residence (2015) & Researcher and Lecturer at Radboud University.

April 4, 2018, "Second language Testing: From Traditional Testing to Contemporary Assessment" by Dan P. Dewey, Associate professor and Associate Chair, Department of Linguistics and English Language, Brigham Young University.

April 12, 2018, "L'héritage des Femmes Réflexion Pluri-Disciplinaire sur l'hériatge au Maroc» by Hakima Fassi Fihri professor of Law at the International University of Rabat.

April 12, 2018, « Le Maroc Méditerranéen, Le Rif Montagne, les Jbala Société » by Jacques Vignet-Zunz, Ethnologue/Antropologue Des Pays du Maghreb.

April 16, 2018, "Eyewitness Report from the Muslim Rohingya Refugee Camps" by Richard Reoch, Global Media Chief of Amnesty International.

April 18-21, 2018, "New Perspectives on North Africa: Graduate Student Workshop 2018 by SHSS.

April 19, 2018, "Locating Arab Feminism in the Age of Post-Feminism" by Marnia Lazreg, Professor of Sociology at Hunter College and the City of New York.

April 23, 2018, "What was before the Big Bang and why the black holes are incompatible with our habitable universe?", by Prof. Ahmad HUJEIRAT, Interdisciplinary Center for Scientific Computing, University of Heidelberg, Germany.

April 24, 2018, "Matter and gravity: are they really eternally coupled?", by Prof. Ahmad HUJEIRAT, Interdisciplinary Center for Scientific Computing, University of Heidelberg, Germany.

April 24, 2018, "Trump Middle East Policy US North Africa policy-relationship" by William Lawrence, Political Science and International Affairs Elliott School, George Washington University, USA.

May 7-9, 2018 – Africa Crypt 10, by SSE/AUI, Marrakech, Morocco.

May 26-27, 2018 Annual Social Science Conference -Regionalization, Governance and Development by SHSS

Appendix 3 Revenues and Expenses (by Function)

Revenues	2017-2018
Tuition and Fees	48%
Auxiliary Enterprises	29%
Government Grants and Contracts	8%
Contributions	4%
Non Operating Activities :	11%
	100%

Expenses	2017-2018
Instruction & Research	44%
Academic Support	8%
Institutional Support	9%
Student Services	8%
Public Service	1%
Operations and Maintenance	7%
Auxiliary Enterprises	23%
	100%

KPMG

Al Akhawayn University – Ifrane
Independent auditor's report
Year ended July 31ˢᵗ, 2018

The Board of Directors
Al Akhawayn University
Ifrane

INDEPENDENT AUDITOR'S REPORT
FINANCIAL STATEMENTS FOR THE YEAR ENDED JULY 31ˢᵀ, 2018

Sirs,

We have proceeded to the audit of the financial statements of Al Akhawayn University for the year ended July 31st, 2018 and we issued our audit report thereon. The financial statements include the balance sheet, the income statement and additional information statements. The aforementioned financial statements show an equity and similar of MAD 717,38 million with a net profit of MAD 5,93 million.

Management's Responsibility

The management is responsible for the preparation and the presentation of the financial statements in accordance with accounting standards accepted in Morocco. This responsibility includes designing, implementing and maintaining internal controls relevant to the preparation and presentation of financial statements that are free from material misstatement, whether due to fraud or error, selecting and applying appropriate accounting policies, and making accounting estimates that are reasonable in the circumstances.

Auditor's Responsibility

Our responsibility is to express an opinion on the financial statements based on our audit. We conducted our audit in accordance with generally accepted auditing standards. Those Standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing of procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risk of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor consider internal control relevant to the entity's preparation and presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit includes evaluating the appropriateness of accounting policies used and reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

KPMG

Al Akhawayn University – Ifrane
Independent auditor's report
Year ended July 31st, 2018

Opinion on the financial statements

In our opinion, the financial statements referred to in the first paragraph above presents fairly, in all material respects, the assets and the liabilities as well as the financial position as of July 31st, 2018 of Al Akhawayn University, in accordance with the accounting principles generally accepted in Morocco.

Without qualifying our opinion, we draw your attention to the fact that, as part of the initiative "10000 engineers a year", Al Akhawayn University signed an agreement with the Moroccan government whereby the University received a governmental contribution in the form of an investment subsidy for a total amount of 100 MMAD. This investment subsidy has been initially reversed as revenues based on a rate of 10% (10 years period) per annum, thus an annual revenue of 10 MMAD.

During the financial year 2017/2018, and due to the end of the program, the University booked, as revenue, the total remaining balance of the investment subsidy corresponding to 20 MMAD. This operation resulted in a positive impact of 20 MMAD in the profit and loss accounts instead of an impact of 10 MMAD during the previous years.

Rabat on December 27th, 2018

Fouad Lahgazi
Partner

Aziz El Khattabi
Partner