جامعة الأخــويــن

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

20
YEARS

ANNUAL REPORT
2014-2015

www.aui.ma

His Majesty King Mohammed VI
Honorary President of Al Akhawayn University

PREFACE

Twenty years have elapsed since the University was inaugurated by its founder, the late King Hassan II. It has reached over 2.000 students and around 4.000 alumni. Conceived to be a leader in the field of higher education, the University has kept its promises and served as an example of a new approach. Its Liberal Arts model, based on the American system and using English as a language of instruction and operation, has allowed it to train a quality workforce which has built for itself a reputation of quality and contributes to the development of the country. The University has placed Ifrane and Morocco on the map of English medium institutions throughout the world.

Among its ambitions is to become recognized as one of the top universities in Africa, training citizen leaders for Morocco and the world. Coming after program accreditation, its efforts for international institutional accreditation are well under way through a well-established accrediting agency in the United States, the New England Association of Schools and Colleges (NEASC), which will soon be making its final evaluation.

The Board of Trustees continues to support the University and help it design a strategy to charter its growth. Our ambition is for the University to continue to engage in quality applied research in the fields of technology, governance, education and local and national development; to continue to provide well trained graduates who are socially responsible citizens, who contribute to the development of their country, effecting and managing change.

The University faces challenges of resource optimization created by a constantly evolving higher education scene. It is also expected to contribute to addressing national development issues. Through the hard work of all stakeholders, Board of Trustees, management, faculty, staff, students, and alumni, it will be able to overcome all the challenges.

The world ahead of us is full of change and uncertainty, but is also full of promise. Al Akhawayn University commits to train young people to create a better living environment where hard work, ethics, social responsibility, leadership and innovation hold a central place; young people capable of "enhancing Morocco and engaging the world".

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ABBREVIATIONS

AA	Alumni Association
AACSB	Association to Advance Collegiate Schools of Business
ABET	Accreditation Board for Engineering and Technology
AC	Academic Council
AOS	Staff Welfare Committee (*Association des Œuvres Sociales*)
ARANAS	Arabic and North African Studies program
ASI	Al Akhawayn School of Ifrane
ASSRI	Social Science Research Institute
AUI	Al Akhawayn University in Ifrane
CDI	Open-Term Contract *(Contrat à durée indéterminée)*
CEA	Commission on English Language Program Accreditation
CIMR	Retirement Fund (*Caisse Interprofessionnelle Marocaine de Retraite)*
CLT	Center for Learning Technologies
EEC	Executive Education Center
EPAS	European Program Accreditation System
EFMD	European Foundation for Management Development
GPA	Grade Point Average
HCC	Hillary Clinton Center
IDRC	International Development and Research Center, Canada
IEAPS	Institute of Economic Analysis and Prospective Studies
INGEA	Future Engineering
ISEP	International Student Exchange Program
ITS	Information Technology Services
LC	Language Center
LDI	Leadership Development Institute
MAD	Moroccan Dirham
MEPI	Middle East Partnership Initiative
MMAD	Million Moroccan Dirham
MSIT	Master of Science in International Trade
NEASC	New England Association of Schools and Colleges
ONEE	National Water and Electricity Board
RAS	Resident Assistants
SAO	Student Activities Office
SBA	School of Business Administration
SHSS	School of Humanities and Social Sciences
SSE	School of Science and Engineering

EXECUTIVE SUMMARY

The University, in its twentieth year, is at a transition point between two strategic plans. The 2010-2014 plan was completed with an 86% achievement rate, with improvement on several indicators and some actions carried over to the next plan.

The quality assurance process continues with the submission of a revised self-study report to NEASC, followed by the biennial visit which led to AUI being granted candidacy. The Language Center has been re-accredited for ten years by CEA, while SBA has been granted re-accreditation by EPAS. SSE is preparing for a re-accreditation visit of its Computer Science Program. AUI continues to develop its governance instances. The Academic Council approved six new policies and the Administrative Advisory Council started work on a staff skills development plan.

The student population reached 2136, almost a 5% increase over last Fall. International degree-seeking students numbered 49 from 27 countries, while the number of visiting students over the year reached 202. There were around 320 new undergraduate students in Fall 2014 and 134 in Spring 2015. Merit scholarships and financial aid continue to be an important factor in allowing deserving students to attend AUI as 120 new merit scholarships were granted bringing the total number of beneficiaries to 340. Added to other forms, it is almost 30% of the student population that takes advantage of financial aid.

Around 300 students will receive their degrees by the end of this academic year. Some of them attended career preparation seminars organized by the Career Office and led by HR professionals and by alumni working in the field. A Job fair was attended by around 80 company representatives and some 200 graduating students.

The Center for Learning Excellence has generalized its support to students from all schools and received the College Reading and Learning Association's certification. The Leadership Development Institute graduated a batch of 15 students and the Honors' Program has accepted 11 new students. Academic excellence continues to be at the center of the University's efforts. Achievements of students include ranking number one in the country among 64 teams, and qualifying to the International Collegiate Programming Contest World Finals, winning first place in a national Engineering Design Competition, winning medals at the North Africa International Model United Nations, winning first prize at a national solar energy competition, and so on.

Academic support is provided by Mohammed VI Library, which continues to provide an important service to students and faculty. Over 15,000 items were checked out and 26,000 re-shelved. The digital library has been expanded with a trial license which gives access to half a million pages of Arabic and Islamic manuscripts. The Information Technology Department upgraded the network, which allowed the switching capacity to be multiplied by 25 and the internal bandwidth to be multiplied by 10. The data center has been replicated for backup and data security, and a new mobile application developed, which allows users to access the most important information about services at AUI wherever they are. The Center for Learning Technologies installed a new professional video studio and organized 34 training sessions for faculty and students.

Co-curricular activities and sports continue to be an important part of student experience. A total of 119 events were organized by student clubs or the Office of Student Activities. The Athletics Department organized a major international tournament which attracted over 600 students from 14 universities in Europe, the Gulf, and Asia in addition to several Moroccan institutions.

The Executive Education Center in Casablanca manages four executive or part time programs. It has also developed an innovative short course catalog. The Executive Education Center in Ifrane offered 22 training programs, six training-related events for 13 customers or partners. A new Conference center has been opened in Ifrane with the capacity of 100 rooms and attractive training facilities.

Al Akhawayn School of Ifrane has now 128 students, most of them at the pre-school and the elementary levels which indicates a growth potential. It is taking some quality assurance actions like program review and faculty training and development. Communication actions involved 16 radio and TV broadcasts about events organized at AUI, 77 articles in national and international print media, 541 online articles in addition to articles posted by AUI on its website and blog.

The University continued to play an active role in community support through the Azrou Center for Community Development which served around 3,700 people in such programs as non-formal education, literacy, skill training, income generation training, etc. students contribute also through volunteer work in associations (over 20,000 hours this year) or through the mandatory community service program (17,000 hours this year). Over 1.2 MMAD were raised by students for their community development projects in Ifrane and the surrounding area.

With input from the Board of Trustees, faculty, staff, students and executives, the 2015-2020 strategic plan, dubbed the "2020 Vision has been drafted. It has six priorities: (1) Student Learning, Development, and Success; (2) Quality Assurance and Enhancement; (3) Internationalization; (4) Advancement for Growth ad Sustainability; (5) Research, Innovation and Discovery: and (6) More Effective Communication. To help generate reliable data and better track the impact of actions, an Office of Institutional Research has been set up.

INTRODUCTION

2015 marks the 20th anniversary of Alakhawayn University in Ifrane. On January 16, 2015 the regional officials, community members and AUI students, staff and faculty celebrated the university's 20th anniversary. It was an occasion to recognize the significant university milestones that have been made possible by the generous support and commitment of all; trustees, faculty, students, executives and staff.

Looking back, we can see how the University has grown from a royal dream to a real leading higher education institution in the kingdom of Morocco; an institution with a global vision and liberal arts mission to educate future Moroccan leaders, to enhance Morocco and engage the world.

When the university was first inaugurated in 1995, the first semester started with 289 students (136 female and 153 male) that were carefully selected for their individual academic merit. SBA welcomed 159 students and 6 faculty members, SSE 87 students and 9 faculty members and SHSS 46 students and 13 faculty members.
The students had access to only 20,000 volumes at the Library and around 2500 computer connections. Today, the University has more than 100 virtual servers, hundreds of virtual machines, campus wide Wifi coverage, VoIP, IP cameras for security, digital signage, load-balanced online learning management system, video conferencing, live streaming, online financial services, and more. Work on new services, such as Single Sign On authentication and IPTV, is in progress.

Students admitted to AUI took advantage of the unique educational curriculum being offered for undergraduate and graduate students. In parallel, and to offer an enriched North American Program to the children of AUI faculty and staff, a K to 12 school opened in September 1995. Today that school has 128 students and is projected to attract even more.

Over the years, the university moved from a small to a significant community by reaching 2136 students with 154 faculty members during Fall 2014. Concerning the administration, the university counts now 226 administrative and almost 300 technical staff. This growth and progress continued also at other levels including programs offered, academic support, services, facilities, infrastructure, governance, civic engagement, etc.

Currently, the schools offer more than 20 academic programs for undergraduate and graduate students. The Mohammed VI Library provides access to almost 100.000 volumes and subscribes to an e-Book collection of over 137,800 titles and to 38 electronic databases. Residential facilities were expanded to reach a capacity of over 1700 students.

By the end of Spring 2015, the number of university alumni reached more than 3800 working in important companies and countries around the world. Over the past twenty years, almost 1,800 AUI students have been to study abroad worldwide and more than 2,300 international students were hosted to study on campus.

To foster its international reputation and to continue its progress, the university is working hard with all its constituents to get institutional accreditation by NEASC, following the program accreditation granted to the LC and different programs in SBA and SSE.

A

PLANNING AND GOVERNANCE

A PLANNING AND GOVERNANCE

1- Academic Council (AC)

During the academic year 2014-2015, the Academic Council (AC) met three times in Fall and Spring semesters and elected a new session chair. It discussed and approved six new policies including: Course and Buy-Out Policy, Faculty Leave of Absence Policy, Research Overhead Policy, Faculty Per-Diem Policy, Intellectual Property Policy, and an Addendum to the AC Bylaws to strengthen the policy development and approval procedures. All of the six policies were promulgated by the President and communicated to academic units, departments, and staff. The AC is still working on amendments to the Faculty Evaluation Policy.

2- Administrative Advisory Council

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

The Administrative Advisory Council (AAC) serves as a forum for expressing and exchanging ideas and community concerns related to administrative stakeholders. In collaboration with the Human Resources Department, the AAC is working on the elaboration of a skills development plan that promotes staff development and allows for greater career visibility.

3- Strategic Plan

During the current academic year, the previous strategic plan (2010-2014) comes to a successful close with an estimated 86% achievement rate as of December 2014 using the Balanced Score Card (BSC) measurement tool. The executive summaries of progress on the Strategic Plan were regularly made public through the AUI website http://www.aui.ma/en/about/planning/strategic-plan.html. The reports were compiled annually and represent a summary of the year's achievements using the BSC (Balanced ScoreCard) software.
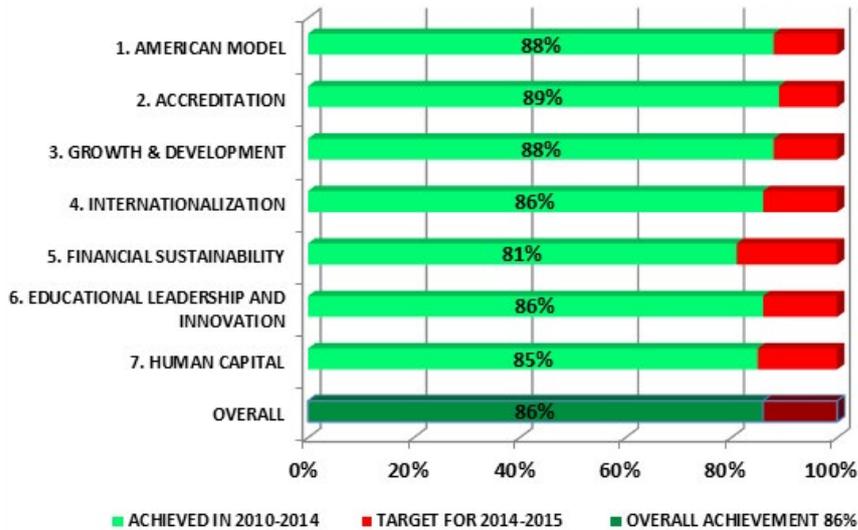
Fig. 1 : 2010-2014 Strategic Plan Progress up
to December 2014

Members of the Board of Trustees meet at the new
Conference Center. 13 June, 2015

On the first priority, the key success factors of the American educational system were enhanced through the organization of many workshops, conferences and competitions putting the students at the center of the pedagogy, the improvement of shared governance, faculty and staff substantial participation to development programs, and the standardization of the US model for the Al Akhawayn School of Ifrane.

As for the second priority, the objectives of the institutional accreditation falling within the 2010-2014 plan have been successfully completed while the remaining ones will be pursued in the next plan. AUI now enjoys the status of a NEASC affiliate following its candidacy standing. The SSE has updated its self-study for ABET, the SBA has been EPAS re-accredited for three more years (still the only one in Morocco todate), the LC has been CEA re-accredited, this time for ten years and the SHSS programs have been externally validated by INGEA Consulting.

This academic year, AUI received a NEASC visiting team. The team's report was very positive in terms of the University commitment to its mission, the liberal arts, the strategic planning process and the NEASC accreditation while the essence of the concerns was mainly about showing evidence of the effectiveness of the University endeavors. Subsequently, AUI President met the NEASC Commission on Institutions of Higher Education (CIHE) in April 2015 for the midway review and the official report is expected soon.

For the third priority, market-oriented programs (Human Resource Development, International Trade, EEC certifications), number of students, extension of residential facilities, and extension of sports facilities are but a few green indicators. The transformation of the hospital building into a Convention and Continuing Education Center (CCEC) and the gymnasium extension have been completed, while the ongoing construction of the new academic building 8B is well underway.

For the fourth priority, various initiatives were given support to promote participation in international networks, and ensure exposure of faculty, students and staff to international practices. Peer networks include the Global Liberal Arts Alliance (GLAA), the American Association of International Colleges and Universities (AAICU) and the American International Consortium of Academic Libraries (AMICAL).

On the fifth priority, institutional financial sustainability has been reinforced through several revisions of contracts, an increasing number of enrolled students, a good turnover of the Executive Education Center and a decent amount of research funds. For the sixth priority, AUI has reinforced its positioning as a national lighthouse for the promising field of e-learning, and secured grants in educational research from national and international agencies.

On the human capital priority, improvement of medical coverage for faculty and staff, expansion of staff development programs covering 75% of technical and administrative staff, and about 60% of faculty, and finally the implementation of the CIMR retirement plan for faculty and staff are but a few highlighted achievements.

Some actions (14 out of the initially planned 110 actions) have not been completed due to the ambitious character of the past plan. Many of these, such as quality certification of administrative units, expansion of academic facilities in Casablanca, start of doctoral programs, setting up and implementing an effective fund-raising action plan, permanent name recognition of campus facilities and scholarship funds named after donors, have been included in the 2015-2020 plan to ensure continuity of the University endeavors.

The positive side effects of the ending plan on some student indicators are worth noting, notably an improvement of the retention rate from a low of 83% in 2010-2011 to an average of 91.85 in the last four years, a stable class size of around 19 students, and finally a stable student-to-faculty ratio average of 13 over the past 5 years.
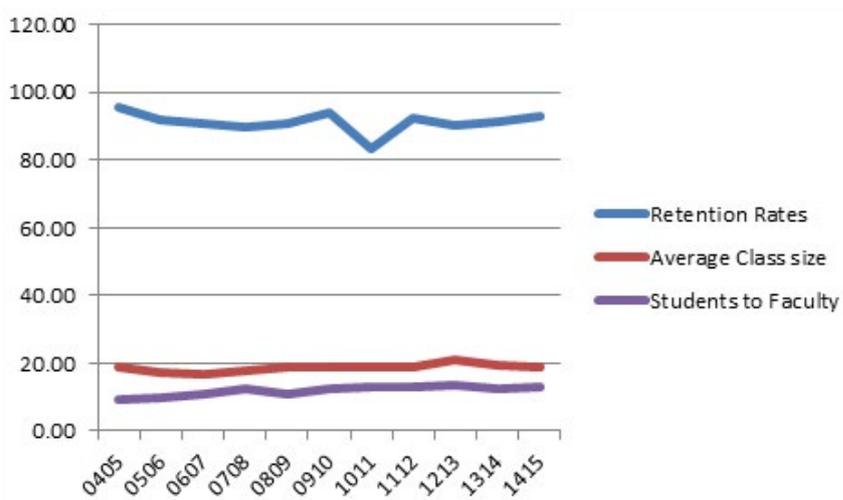
Fig. 2: Students Indicators (Last 10 Years)

As a follow up to the brainstorming sessions of Spring 2014, weekly meetings were held throughout the Fall semester of the current academic year. The goal was to identify and discuss the priorities of the new plan, dubbed "2020 Vision'', and collect the contributions of all units to its objectives to make it a success. The 2020 Vision has been designed based on the University mission, as outlined in the Royal Dahir, the SWOT analysis, and the national and international environments. The "2020 Vision" has been developed thanks to the active participation of all AUI stakeholders to achieve the goals the University strives for nationally and internationally. Input has been sought and incorporated in the plan, from the Board of Trustees, executives, accrediting agencies (NESAC,ABET, EFMD), academic officers, faculty, staff, students, and alumni to make it a success.

Following the observations contained in the midway report of the onsite visiting

NEASC team, many actions and objectives were added to the proposed plan as part of the AUI response in April 2015. New actions to address the issues of effectiveness of graduate education and programs, cross-listed courses, evidence of closing the loop, measures of student success other than degree completion, pedagogy improvement, presence of women, and compliance with the American Generally Accepted Accounting principles (GAAP) were added to a rich and ambitious plan.

On April 29th. 2015, the Board of Trustees Committee on Strategic Planning met in Casablanca to discuss the proposed plan. The committee suggested Internationalization as an additional priority by itself with a target of 20% international students by 2020, to come from a more proactive outreach recruiting campaign in Africa and the Gulf. In terms of students, a target of 2800 enrolled students was set, as well as the development of external housing in Ifrane.

On May 8th. 2015 an updated version of the plan was discussed at a meeting in Marrakech by the same Board of Trustees committee, and was enriched with suggestions regarding the targeting of fund raising campaigns, offering opportunities to African students, new academic programs, new communication strategies and possible partnerships for the development of external housing in Ifrane.

The 6 priorities of the 2020 Vision are now as follows:
- Student Learning, Development, and Success
- Quality Assurance and Enhancement
- Internationalization
- Advancement for Growth and Sustainability
- Research, Innovation and Discovery
- More Effective Communication

4- Institutional Research

Following the recommendation of the accreditation team, an Office of Institutional Research has been set up with the objective of structuring data entry, centralizing data collection, integrating management information software and generating reliable data reports and analysis. This office will also coordinate the provision of data to such agencies as the College Board, NEASC, Multiranking, etc. It will also carry out or commission studies to inform strategic decision making. To help in conducting surveys, dedicated software has been acquired (Qualtircs).

5- Quality Assurance and Accreditation

During the academic year 2013 – 2014, the University worked on and submitted a revised self-study report to NEASC for its institutional accreditation. The report,

which was prepared in line with the recommendations from the 2012 visit when AUI was granted Candidacy, was followed by the biennial review and a site visit in early November 2014. This visit came exactly half way between the Candidacy visit of 2012 and the Initial Accreditation visit scheduled for March 2016.

Pursuant to this new self-study report and the visit that followed it, the University received a detailed, thoughtful, and uplifting report from the commission. One major finding of this report was that AUI has been improving as an institution over the years it has worked on its institutional accreditation, the process of which all components of the University have now embraced. The second major result was that the number of concerns the commission had in 2012 has now gone down from fourteen to eight. The University is now addressing the issues raised in these concerns. In fact, some of these issues, such as clarifying the requirements for graduate and undergraduate cross-listed courses and hiring a communication specialist, have already been fixed. They are also reflected in the latest update of the new University Strategic Plan, that of 2015 – 2020.

At the program accreditation level, the Language Center has recently had its Intensive English Program re accredited for a period of ten years (2014-2024) the School of Science and Engineering is preparing for a reaccreditation visit for the CSC program (on the 6-year cycle), and initial accreditation visits for the GE and EMS programs, in 2016; and the School of Business Administration, following a successful review, has recently been granted re-accreditation by EPAS and is now working on its self-study for submission to AACSB.

The University celebrates its 20th anniversary on 16 January, 2015.

Faculty and staff still at AUI, members of the founding team, at a recognition ceremony

B

HUMAN
RESOURCES

B HUMAN RESOURCES

1- Faculty

The three schools and the Language Center have a total of 128 full-time faculty. Almost 30% of them are female and 43% are international. Around 75% of faculty in degree-granting schools have doctoral degrees. A conscious effort is made to achieve gender parity. As an example, this year's faculty recruits are evenly distributed and AUI gained 6 additional female faculty. However, this effort is hampered by the disparity in favor of males at the level of applications.

Fall 2014									
School	Gender		Citizenship		Degree			Status	
	Male	Female	Moroccan	International	Ph.D	Master	Other	Full-time	Part-time
SHSS	31	13	19	25	33	11	0	44	15
SSE	28	7	29	6	28	6	0	35	1
SBA	19	7	19	7	19	7	0	26	6
LC	13	10	10	13	4	18	1	23	4
TOTAL	91	37	77	51	84	42	1	128	26

Table 1 : Distribution of Faculty Members

2- Staff

Over 226 administrative staff help in various functions. 46% of them are female and the overwhelming majority are nationals. The Human resource department has embarked on a staff training plan whereby staff at all levels benefit from training in their area.

3- Staff Development

Based on the conviction that an efficient staff is a useful support to the academic experience, several training and development programs have been implemented during the year 2014 and early 2015 for both administrative and technical staff.

Two groups of 22 administrative staff from all AUI departments participated in a training program that spread throughout the academic year. The program was divided into 2 phases and composed of 18 modules. In the first phase, it covered subjects such as interpersonal communication, descriptive statistics, principles of management, organizational behavior, business writing, and Microsoft Office. In the second part of this program, topics included quality assurance management, process development, project management, and the Balanced Score Card. This program aims to equip staff

with some foundational knowledge and skills that will allow them to further enhance their competencies. The objective of the university is to have all staff participate in this program, and other groups are expected to start next Fall. In all, 30 training programs benefited 110 administrative staff.

ITS staff have also benefited from several training sessions in areas such as the Information Technology Infrastructure Library (ITIL) foundation and certification, Structured Query Language (SQL), Active Directory and Project Management Professional (PMP). Also, the Language Center offers, every semester, English classes for staff, and a group of 22 participants from several departments attended a program of 45 hours this Spring 2015.

All cleaning staff and their supervisors participated in a training program on cleaning methods, hygiene principles, and safety at work. Cleaning supervisors were trained in time management skills, interpersonal communication and work organization. Other training on safety and defensive driving were organized for drivers and Grounds and Maintenance (GM) technicians. Literacy programs and English and French language courses have also been organized for GM staff. A total of seven training programs were attended by 270 technical and janitorial staff.

Faculty and staff members attend training session at CLT.

C

TEACHING, RESEARCH AND PUBLICATIONS

C TEACHING, RESEARCH AND PUBLICATIONS

1- Academic Indicators

With 154 faculty and 2136 students, AUI's ratio of students to faculty is 14.8 to 1, while the overall average class size is 19.8, with a lower figure of 7.02 for graduate courses. This average hides a difference between freshmen classes (Foundation for Academic Success and Language Center) which have smaller classes to allow for the necessary interaction, supervised lab work and instructor follow up and introductory courses especially in SBA which may have larger classes.

To help young undergraduate students make a successful transition from high school to University, a number of initiatives are taken. Among these are the measures put in place by the Freshman Committee: a system of detection and of assistance to Undergraduate Freshmen and follow up of students identified as students at risk of failure during the first two semesters at AUI.

These students are put on watch and have to attend workshops on academic success and other special topics, led by the two counselors, as well as attend tutoring sessions and regular meetings with the Retention Officer, the advisor and course instructor. The pass rate in all courses is 90.82 percent, with 27.58 percent of all grades being "A". Also, 2 percent of undergraduate students were placed on the President's List after having earned "A" in all their courses. Around 11 percent of students earned at least 3.5/4 in their semester GPA and are thus placed on Deans' Lists.
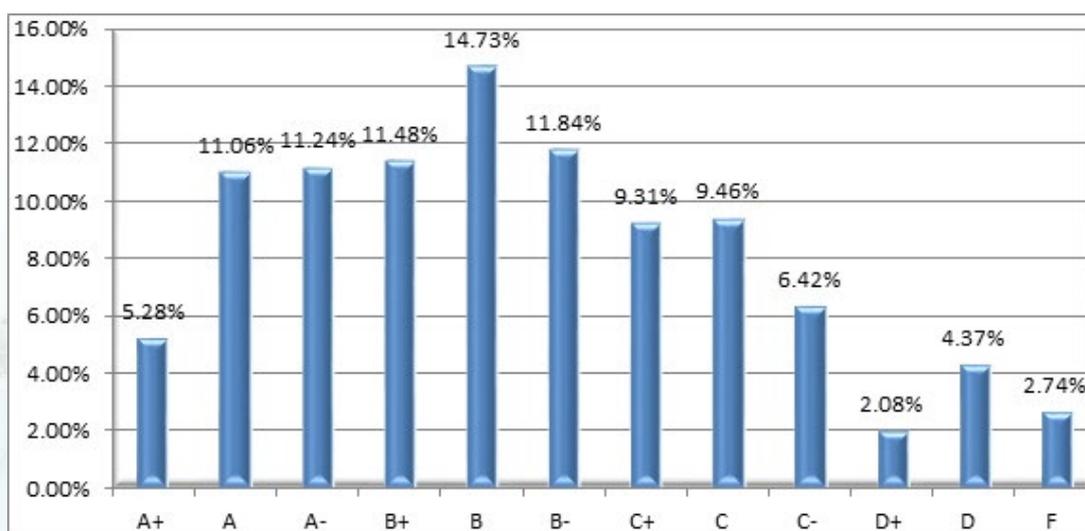
Fig. 3 : Grade Distribution for Fall 2014

2- Research and Scholarly Activity

Faculty engage in research supported through external grants, the University or the Presidential innovation fund. Details are given in Annex 1.

2.1 The Institute of Economic Analysis and Prospective Studies (IEAPS)

For the period 2014-2015, the IEAPS has conducted a series of research projects with publications, besides contributions to conferences and seminars. New research projects are also expected for the period 2015-2017.

The books "Labor and Health Economics" and "Knowledge-Based Economic Policy Development in the Arab World" released in 2014 have benefited from a series of presentations inside and outside Morocco. In addition, 12 scientific articles have been published. They cover economics of knowledge, intangibles, entrepreneurship, gender, inequalities and environmental issues among other areas. Seminars and conferences have been organized with the Royal Institute of Strategic Studies in Rabat (IRES) and with the United Nations Environment Programme UNEP and the University of Minnesota. The IEAPS has also contributed to the workshop organized by Al Akhawayn University, The Moroccan Economic, Social and Environmental Council and Bank Al Maghrib on intangible capital.

At the same time, the IEAPS has been working on "Ecosystems Economics" with focus on water economics with the United Nations Environmental Program and the University of Minnesota. A conference Was held in August 2015 at Al Akhawayn University. The study "How Morocco can become a regional hub for research and innovation" has also benefited from the participation of IEAPS to both the realization and the final conference.

In addition, the IEAPS is getting prepared for the launching of a new FEMISE (Foundation of Mediterranean Economic Institutes) project to be announced soon under the European Union research funds and that will cover the period 2015-2017. Also, the IEAPS is waiting for the AUI outcome about the proposal for the book on Entrepreneurship in Africa. This will open a new line of research on African economies.

2.2 The Al Akhawayn Social Science Research Institute (ASSRI):

This institute has also been active on several fronts. Its three Research Units (1) in national and international politics, (2) in women studies and (3) in development studies focused on obtaining research funds while completing ongoing projects. The local development plan (Plan Communal de Développement) for the province of Ifrane is completed and the remaining balance of 900,000DH out of a total payment

of 5 MMAD is due at the end of the current academic year. Visits were exchanged between ASSRI's Hillary Rodham Clinton Women Empowerment Center and the US Middle East Partnership Initiative (MEPI) on setting up a national network of NGOs working in the field of women and development. This led to an agreement for the allocation of around 1.23 MMAD to a research fund.

Discussions with the Washington-based Creative Associates aim at preparing a partnership to bid for a USAID-funded project in the area of youth employment in Morocco. Another project with the Research Triangle Institute (RTI), funded by USAID (611.000 MAD) will be completed this summer. The study, which will be submitted to the Ministry of National Education, concerns the analysis of curriculum and textbooks used in the first three years of primary school. In order to reinforce its financing capacity, ASSRI invited Professor Donald Polzella, from Dayton University, for a series of workshops on research grant writing. Finally, ASSRI has kept its activity in terms of organizing roundtables (for example, on the Syrian crisis, the Ukrainian/ Crimean crisis, the Kennedy assassination). The new geopolitics of Morocco and Morocco's new geopolitics in Africa were the subjects of two roundtables which gathered Moroccan diplomats, the Royal Institute for Strategic Studies (IRES) and participants from both administration and businesses. Details of all these activities are given in Annex 3

2.3. Arabic and North African Studies Program (ARANAS):

ARANAS is an intensive summer program that provides a wide range of opportunities to students from all over the world, at the undergraduate, graduate and post-graduate levels. Over the last 14 years, more than 730 participants from 40 nationalities, most of them affiliated with North American universities, have come to Ifrane, Morocco, to develop their Arabic language skills, learn about North Africa, and experience various aspects of Moroccan culture through club activities and field trips to such places as the sand dunes of southern Morocco, the historical medina of Fez, and the dazzling city of Marrakech. This number is in addition to the dozens of exchange students who take Arabic during their time at AUI.

The Arabic language component is an intensive program involving up to 190 contact hours (equivalent of one full academic year). Students experience learning Arabic not only in class and through homework, but also through interaction with students, instructors and staff at the university as well as others outside the university in the community of Ifrane. Immersion activities include information-gathering assignments and reports in Arabic on projects involving the local community.

The North African Studies courses, in which students study alongside Moroccan university students, enable participants to sample academic courses focusing on North Africa and the Middle East. These classes have ranged in topic from Islamic Civilization and Issues in Contemporary North Africa to North African Literature and Moroccan Cinema.

3- Faculty Publications

	SHSS	SBA	SSE	LC	IEAPS	TOTAL
Books	2	1	0	0	1	4
Book chapters, papers and newspapers articles, research reports, editions....	9	10	1	0	12	32
Conference presentations	20	17	3	1	1	42
Conference proceedings	-	-	-	-	-	-
Seminars and workshops	38	15	6	5	2	66
Event planning	39	38	5	3	1	86
Research funds	7	4	6	-	-	17
Theses/Projects	5	15	1	-	-	26

Table 2: Scholarly production Fall 2014 and Spring 2015

4- Conferences, Events, Distinguished Guests

Over the course of the 2014-2015 academic year, the university has participated in and/or hosted many conferences, workshops and talks via its different schools and centers; some in partnership with external partners such as the Social, Economic and Environmental Council, the Fox School of Business at Temple university and the African Numeric Management Association.

AUI faculty from different schools and centers participated in, organized and /or attended conferences and workshops at the national and international level. This year, for instance, faculty attended and participated in international conferences on such topics as English language testing, electrical and information technologies, energy, power, facility Management Strategies, technologies, leadership, Morocco in the Anglo-Saxon writings, Moroccan Family in Transition, anthropology and the dynamics of change and continuity in Morocco. Details are given in Annex 3.

AUI has received a three-year 550,000 US$ grant to launch a Center for Business Ethics

Seminar on immaterial capital organized by the "Conseil Economique, Social et Environnemental" Bank Al Maghrib and Al Akhawayn

The Hillary Rodham Clinton Center for Women's Empowerment organizes a seminar on Change and Continuity in the Legislation Concerning Women in Morocco and Jordan

D
STUDENTS

D STUDENTS

1- Admissions and Outreach

This year, the Office of Admissions carried out several information actions throughout the country. Among these actions were participations in regional and national student fairs, visits to high schools by student ambassadors, organizing one Open House day on campus, sending mass e-mails to around 3240 potential students from the admissions office and calling 853 online inquirers, 500 text messages (SMS) and another 50,000 emails through the services of a professional provider to potential prospects (seniors in high school).

This year, there was an increase of 47% of the visited high schools, the selection of which was based on quality of applicants from Fall and Spring 2014 on the basis of their high school distinction "A. Bien", "Bien" and "T. Bien". The University was also represented in "Forum des Métiers" organized by five French schools internationally. The AUI booth in Riyadh Fair, Saudi Arabia, was visited by over 1,000 people. The Admissions Office was also present on radio, specialized online media, social media, including a virtual fair. New marketing materials were developed by the Communication department to support the outreach activities: posters (institutional and scholarship), flyers for undergraduate and graduate, AUI brochures in English and Arabic, Open House invitations and banners.

In the April 2015 session, 732 undergraduate applicants took the "GAT", 214 of whom enrolled and 379 took it in June and 131 of them enrolled.

2- Enrolled Students

With a record number of 2136 students including visiting students, almost equally distributed between the two genders, the University exceeded its goal of enrolling a total of 2000 students in Fall 2014 by 136 students. In order to accompany this challenge, the University achieved the construction of a new residential building in June 2013, extended the sports facilities and launched the construction of a new academic building.

In Fall 2014 semester, 370 new students enrolled, 57.8% of them are female; 80% hold the Baccalaureate with a Très Bien, Bien, or Assez Bien distinction, while 40% started regular programs and did not need to go through the Language Center. It is worth noting that the percentage of students requiring pre-academic English is decreasing year after year.

Fall	Undergraduate	Graduate	Non-Degree	Total	Growth
2009	1298	211	93	1602	10.9%
2010	1396	221	94	1711	6.8%
2011	1461	212	99	1772	3.6%
2012	1593	218	72	1883	6.3%
2013	1746	211	82	2039	8.3%
2014	1845	194	97	2136	4.8%

Table 3: Evolution of number of students over the last six Fall semesters

Table 3 above shows the evolution of total student enrollment over the last six Fall semesters:
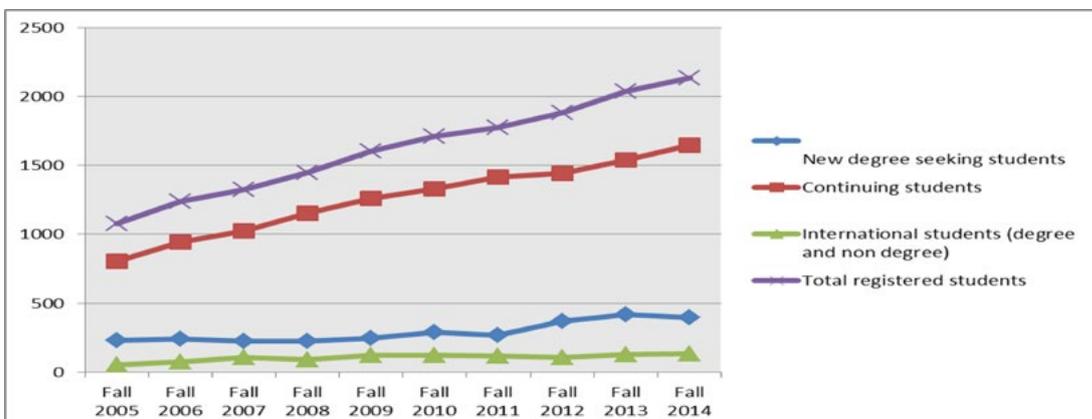
Fig. 4: The Evolution of students' enrollment since Fall 2005

(The graph below gives the evolution of the number of students since)

School	Undergraduate	Graduate	Total
Business Administration	1011	109	1120
Science and Engineering	549	38	587
Humanities and Social Sciences	273	59	332
Non-Degree	94	3	97
Grand Total	1927	209	2136

Table 4: Distribution of students by school (Fall 2014)

Following the November 2014 admission test sessions, 134 (115 undergraduates and 19 graduates) new students were enrolled to start classes in January 2015.

3- Scholarship and Financial Aid

In an effort to provide good students with insufficient means an opportunity to study at AUI, the University reserves 25 MMAD to its financial aid budget. Several forms are offered to students, including full or partial merit-based scholarships, need-based financial aid, university-approved student bank loans, and on-campus employment. The distribution of these forms of financial support is detailed in Table 5. In terms of budget, financial aid and scholarships are estimated at 11.2 MMAD for Fall 2014 and 10.7 MMAD for Spring 2015, including the mobility grant, the sport scholarship and part time job value. Within the framework of its policy of encouragement of sustainable excellence, the University launched in Fall 2013 a scholarship award for continuing students to recognize their academic excellence. Ten students, with a CGPA of at least 3.8, were offered full or partial scholarships for one semester for each of Fall 2014 and Spring 2015. Every semester, the University decides on a number of awards to be offered to deserving students.

Students	Level	Merit Scholarship	Financial Aid	Loans	Paid Employment	Total
New Students	U	110	45	0	0	155
	G	10	2	0	1	12
All Students	U	307	276	24	85	583
	G	34	18	4	13	52

Table 5: Distribution of Financial Aid – Fall 2014
*Students may benefit from more than one form of financial aid

4- Student Recognition and Support

As a way to recognize and encourage excellence, AUI celebrates the achievements of its students and alumni through publication on the website and internal dissemination of news about significant achievements. It also organizes special events for students on the President's List and Deans' Lists.

Several students were admitted to prestigious schools after graduating from AUI. An alumna has just graduated from the Harvard School of Education. Two alumni have been admitted one to Harvard, the other to Oxford on full scholarship. These and other examples are forms of recognition of the quality of education at AUI.

A University team won the National Collegiate Programming Contest beating 63 other national teams and took part in the International Collegiate Programming Contest in Marrakech with 128 of the world's most prestigious universities. An AUI student won a prize at the annual capstone competition organized by the Moroccan Agency for Solar Energy. The AUI team won first place at the "View Universe" competition outranking several national schools. Two SBA students won the Global Business Institute Project

Feasibility Study Competition, out of 4,000 applicants from 8 countries. A rider from AUI won first place in showjumping at a tournament in Spain, Sunshine Tour, Dehesa Montemedio.

4.1 The Center For Learning Excellence (CLE)

The Center for Learning Excellence at Al Akhawayn University in Ifrane was established in Fall 2012 to assist first semester students achieve their full potential. The CLE aims at assisting students adapt to the American system of education, learn how to study for different quantitative courses, and get on the right track to success and excellence. Sophomore and junior students are trained to become tutors and mentors in order to better assist first semester students in avoiding possible pitfalls. Various tutoring services are provided by the CLE to assist students into becoming independent learners and develop critical thinking; namely, study groups, group tutoring and private tutoring sessions. In addition, the CLE offers a variety of activities including Meet Your Mentor Event, CLE Seminar, programming competitions, hiking trips, and Ethics Movie Night, to name but a few.

The CLE has received the College Reading and Learning Association's (CRLA) certification for both its tutoring and mentoring training programs for their international standards when it comes to higher education assistance.

Since its creation, mentors have conducted 836 mentoring hours (up until 2014) while the tutors have conducted a total of over 4000 contact hours in introductory Math and Computer Science courses. In addition, the CLE has offered tutoring for advanced courses in Math and Computer Science to fulfill faculty requests.

As far as the impact the CLE has had on students' success and excellence, the statistics gathered showed that there is a clear correlation (95% confidence) between using the CLE tutoring services and the quality of the grade earned by students. For example, the statistics for spring 2014, relevant to CSC1401, show that students who used the CLE services had a 79.17% success rate (at least a C letter grade) and a 54.17% excellence rate (B and A letter grades), while students who did not use the CLE services had only a 58.62% success rate and a 24.14% excellence rate.

As of Spring 2015, the CLE is delivering its services university-wide. Tutoring sessions include Accounting, Microeconomics, Math for Business, and Introduction to Computers.

4.2 Leadership Development Institute (LDI)

This year has seen significant expansion in the LDI as it gains staff to pursue its

mission and 5-year plan. LDI staffing has gone from portions of one faculty and one support staff to include two AIESEC interns (30 hours/week), one student employee (10 hours /week), and portions of two support staff (2 hours /week each). This has allowed the LDI to accomplish more such as revising and implementing its 5-year plan, proposing a second year program for LDI students, expanding the Leader of the Year award, proposing a leadership minor, pursuing external funding, expanding the leadership conference, performing a program review following the CAS standards, and expanding services to campus and community. Also in 2014-2015, 15 students completed the LDI first year program (up from 4 the previous spring) and student fund-raising for the Leader of the Year award reached over 30,000MAD, the largest prize yet. As the LDI develops, efforts are made to collaborate with other institutions in Morocco to foster their leadership programs, strengthening LDI advisory board, and establishing revenue generating summer institute among other initiatives.

4.3 The University Honors Program (UHP)

The UHP continues to play its important role in developing a broad-based learning community among highly motivated students and in preparing them for the dynamic job market and life-learning challenges. During the 2014-2015 academic year, the Honors Program completed its mission and vision statements and developed learning outcomes for the program upon which to build the quality of the educational experience in every Honors class. The Honors Seminar continues to be the distinctive aspect of the program and a unique educational opportunity at AUI enrolling 11 students in the spring semester. The program has accepted 11 new students this year and will again be graduating 2 during the June commencement.

5- Student and Residential Life

Residential Life: The current academic year saw the implementation of some new rules to optimize housing assignments. As indicated in the table below, in Fall 2014, 48 newly enrolled students found rentals at the Farah Inn, when there were not enough beds on campus to accommodate most of them. In Spring 2015, the problem was significantly reduced when the new policy was implemented.

	On campus	Freshmen housed	Freshmen not offered Housing
Male	725*	112	26
Female	980*	201	22
Total	1705*	313	48

Table 6 : Distribution of Students by Gender (Fall 2014)
* including freshmen

The Resident Assistant program continues to support students' learning and personal growth, and to promote diversity and university values. During the Fall 2014 and Spring 2015, RAs continued to plan and organize a variety of events ranging from educational presentations and workshops to social activities and parties in addition to producing a Spring newsletter.

The mission of the Student Affairs Division is to offer different opportunities for students to develop, learn, and enjoy the years they spend at AUI. As an essential part of Student Affairs, the Student Activities Office strives to actively contribute to the development of student life and continues to accompany student organizations and assist them in the achievement of their objectives and goals. Throughout the Spring 2015, many diversified events were organized by student organizations and by the SAO event unit for the benefit of the AUI community.

In Spring 2015, 33 student organizations organized different events during the semester and tried to offer a variety of programs ranging from purely educational events and social actions to recreational shows within the scope of their mission. The semester witnessed not only the blooming of the number of events but was also characterized by the organization of different events from different events.

Type of Events	Number	Type of Events	Number
National trips	9	Social Projects	20
International trips	2	Educational Talks	23
Movie and Documentary screening	16	Educational Competitions and conferences	6
Workshops	17	Artistic events	10
Language classes	03	Awareness Days	07
Fund raising activities	02	International Days	04
		Total	**119**

Table 7: Student Activities Events

Athletics:

The athletic facilities have been expanded with the building of a three-floor extension for a total area of 640 m2 which houses an aerobics room, a fitness room, and a cardiovascular room. This useful addition will relieve pressure on the existing facilities as the sports complex is more and more popular.

AUI teams distinguished themselves in national and international tournaments. Examples are the Euro-comillas Madrid international student tournament in which

AUI participated in tennis and swimming and won three medals (one gold, one silver and one bronze).

AUI organized the second edition of the Med-Saharan Sports Challenge at AUI on 16-20 April 2015. AUI hosted around 650 student athletes from 14 universities from Europe, Africa, Asia and America and Universities and "Grandes Ecoles" from Morocco. AUI won four gold and three silver medals in addition to the best result overall.

In national competitions, AUI Women's basketball team reached the semi-finals of the Moroccan National University Championship. The track and field team took part in the regional track and field University Championship at Moulay Ismail University in Meknes and won five gold medals and one silver.

The Med Saharan Sports challenge attracted 650 athletes from 14 Moroccan universities, Kuwait, UAE, Croatia, and USA.

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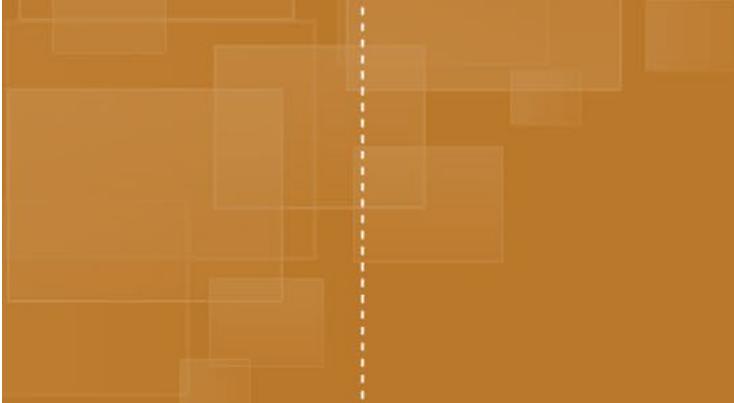
ACADEMIC SUPPORT SERVICES

E ACADEMIC SUPPORT SERVICES

1- Mohammed VI Library

In 2014-2015, the Library acquired 514 new items, including 30 e-books and received 369 gifts, and subscribed to an e-Book collection of over 137,000 titles. The Library continued its Information Literacy initiatives by the organization of 27 student-training workshops, attended by 436 students. To enhance the students' use of its resources, the Library staff prepared 79 Course Guides listing the library resources available for specific courses. The Library staff also prepared 13 Subject Guides to support the staff professional development training programs.

Enhancement of Library use can be seen through the total number of checked out items (15,197) and re-shelved items (26,400), number of searches from EbscoHost (711,548), number of reference questions answered (6,204), Film screening (21), Soliya: online cross-cultural sessions (44), and the number of unavailable materials ordered via the Document Delivery Service (68) to meet the academic needs of patrons.

During this academic year, the Library was able to negotiate a three-year free subscription to the International Monetary Fund database (IMF elibrary); the IMF books and journals (15,297), chapters and articles (48,265) are now available to AUI community: *www.elibrary.imf.org/.* Furthermore, the Library partook of a trial license for the ARTstor Digital Library, and added to its e-resources the Qatar Digital Library (QDL) which provides free access to over half a million pages of medieval Arabic/ Islamic manuscripts: *www.qdl.qa.*

New Electronic Resources

The Mohammed VI Library obtained unlimited access to the 86 titles of Oxford Handbooks Online, through the AMICAL Consortium as part of a 2013-2015 grant from the Mellon Foundation for purchasing electronic books in humanities to support liberal arts at AMICAL institutions. The 86 Handbooks titles, published in the past six years, which compose three of the Oxford Handbooks Online packages in Literature, Classical Studies and History are now available online directly through www.oxfordhandbooks.com/ . Furthermore, in order to improve patrons' satisfaction, the library subscribed to a selected Science-Direct content with a fixed number of articles (100 Articles) bought for a flat rate. This subscription allows AUI users to purchase access to non-subscribed content on a journal article or book chapter.

Library Seminar Series

Each Semester, Mohammed VI Library offers a variety of workshops designed to help patrons develop their research skills and use library resources effectively. The Seminar menu includes Library Orientations, the Use of Electronic Databases, Library Online Catalog, LC classification system, Zotero Citation tool and Ebsco eBook Platforms. These seminars will be available to all AUI units, beginning Fall 2015.

Staff Development

The Library staff benefited from scheduled webinars as well as face-to-face trainings, both on and off-campus.

The Library Director and the Systems Librarian & Technical Services Coordinator attended the 1st National Day of the Moroccan Libraries Network, organized by the National Library of the Kingdom of Morocco, March 27th. 2015. The event was themed "Union Catalog of Moroccan Libraries", where participants from 31 libraries met and discussed the ideas of building the union catalog of the Moroccan libraries.

The Library Associate Director, the Multimedia Learning Center librarian, two User Services librarians and a faculty member attended the 12th AMICAL Annual Meeting and Conference hosted by the American University in Bulgaria Blagoevgrad, May 27-30, 2015. The Conference was themed "Clearing thresholds: information literacy and faculty/librarian/technologist collaboration" and the trainings were funded by AMICAL. In Fall 2014, the Library hired three library assistants with degrees in Information and Library Science from the Library School in Rabat (ESI), in replacement of three assistants who left.

In Spring 2015, Al Akhawayn University, in partnership with the College of Wooster (USA), received a grant from the Global Liberal Arts Alliance, for their joint Library Skills Assessment and Validation Project. The project itself is two-fold, including: 1) a series of interviews and distance education seminars; and 2) an on-site, professional development training camp held at AUI for approximately two weeks in June. Through this project, the team of external library experts will be able to (a) assess the staff, (b) validate skills and practices, (c) provide further skills training, and (d) provide certification of participation.

The Mohamed VI Library continues its ongoing collaboration with Al Akhawayn School of Ifrane's library. Following the implementation of the Destiny Library Manager, the Library automated system and Technical Services team have processed 4000 item records. The team will create more than 150 authority records for AUI faculty members via the Millennium system to increase the visibility and accessibility to faculty research.

2- Information Technology Services

Information Technology Services (ITS) provides computing and communications infrastructure, services, and support for teaching, research, public service, and administrative programs. A wide range of IT services is thus provided by ITS to students, faculty, staff, alumni, and other patrons.

During the period of September 2014 – April 2015, ITS conducted many actions to enhance the overall service quality, in alignment with the objectives and goals specified in the AUI strategic plan.

R&D Division

In the context of ITS Department restructuring towards a better alignment with the mission of the University, a new division of IT Research & Development (IT R&D) has been created. The mission of the new multidisciplinary unit is to explore and track emerging technologies for the continuous enhancement of IT Services, and to introduce new ones to maintain the University technological leadership.

The R&D division has already contributed to the specification, analysis and implementation of three major projects: the GoAd! digital signage, video surveillance, and Al Akhawayn Mobile. Al Akhawayn Mobile is a mobile application that has been developed by the ITS R&D division under the apps-builder cloud development environment during the period of Fall 2014 – Spring 2015. The application lets the community stay connected to Al Akhawayn University anytime and anywhere, by providing useful information for students, faculty, staff, alumni and friends.

The new application is available for download on both Apple and Android platforms by searching for "Al Akhawayn Mobile" / "AUI" / "myAUI" in App Store and Google Play.

Network Upgrade

The University is investing in a major upgrade of the existing intranet network infrastructure. The new network brings a significant rise in capacity to the campus core network (switching capacity timed by 25) and core network to the buildings links (bandwidth timed by 10) to remove congestion points and better respond to the increasing demand of students, faculty and staff. The number of devices on the network is estimated at 5000 at any time, and data down/upload about ~2.5 TB per day.

The implementation of the first part of the network upgrade project (academic area) has been completed. The second part of the project (residential area) is scheduled for next academic year. The internet speed has been doubled to 655Mbps, as one of

the two existing wireless internet access (155Mbps) was replaced by 500Mbps high-speed fiber connection.

Data Center Extension

To enhance the processing capacity, storage, reliability and availability of IT services at the University, ITS launched the Datacenter extension project. In addition to the main data center located in Bldg 4, the data center extension will be installed in Building 36. It will allow the support of the increasing computation demands of students, faculty, departments, units, programs and services. It will also allow the University to have a disaster recovery and business continuity strategy ensuring seamless service and network availability.

The installation and configuration of the data center extension and its usage with main data center (active-active mode) is expected in Summer 2015.

Jenzabar Custom Development

The University's CRM, Jenzabar, was upgraded and new developments introduced which allow new services. These services include online payment of pre-registration and housing fees, updating the "Personal Info" portal, Cash Wallet follow up, Interview slots selection for applicants, and photo upload for ID production.

IT Support to the Community

In addition to the regular support actions (for example ITS processed over 2,000 requests during Fall 2014), the department provided a hotline (8080) to assist faculty and students with such issues as Internet access, datashows, computers, sound system, software, ...etc, and organized another edition of "Bring Your Own Device" to help users optimize their own computers. 34 virtual machines were added to the labs and in the hall of residential buildings 38 and 39 as well as in the Library. The email software Lotus Notes was upgraded to a more stable version.

3- Center for Learning Technologies (CLT)

Throughout the academic year 2014-2015, CLT organized several events aiming at promoting the efficient use of technology in teaching. These events concerned online education, the use of video, mobile learning, as well as training in office software for staff. CLT completed the establishment of a new professional virtual studio in partnership with the Korean International cooperation Agency (KOICA). The studio now allows the production of professional videos for online courses, online meetings and online presentations. (See events' list in Annex 3.3)

The Mohammed VI Library team during a training session
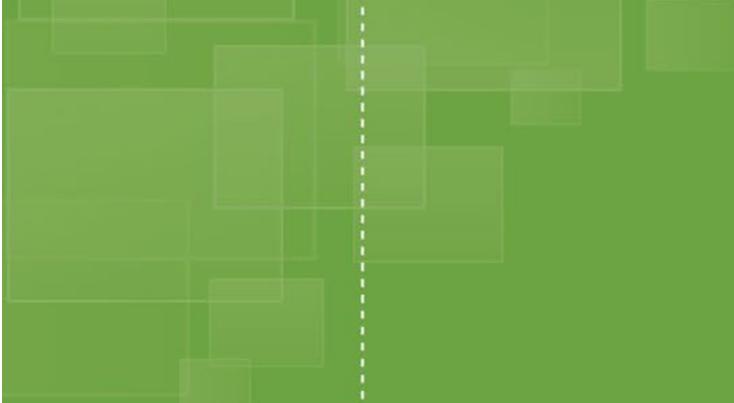
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ALUMNI

F ALUMNI

Preparation of graduating students for the job market is the responsibility of the Office of Career Services and Alumni relations. In addition, this office tracks alumni and helps with the Alumni Association in its efforts to establish a strong community of AUI graduates. In view of the shifting job market and the changing higher education scene in Morocco and beyond, a study was commissioned from a specialized company to find out the employment situation of AUI graduates.

1- Career Preparation

A series of career events took place during Fall 2014 and Spring 2015 semesters with the ultimate objective of preparing AUI students to the challenges of the professional life and to help them with their internship/job search endeavors. SBA introduced a one-credit course taught by an HR professional with the purpose of preparing graduating students for the job market. However, for students not taking this course, attendance at career seminars remains optional. It is hoped that a way could be found to make participation in job preparation seminars mandatory for all students.

A total of ten career orientation sessions were organized this year. Organized by HR professionals with the help of alumni working in the sector, they stressed the importance of prior career planning in the success of the job search process. These sessions meant also to involve AUI alumni more in student life by having them as career guest speakers, coaches and mentors. Other career talks and career sessions had the objective of introducing students to the business world by familiarizing them with different activity sectors and career trends.

In addition, graduating students were invited to a Job Fair organized by the Alumni Association in which 33 Companies participated with around 80 representatives. Approximately 200 students and alumni attended, and over 600 interviews took place.

2- Alumni Achievements

Several AUI alumni from different cohorts and from distinct occupations and sectors of activity, yet all actively engaged in their local and global environment, stood out this year through outstanding achievements.

AUI Alumnus Reda Dalil ('01) won the 2013-2014 La Mamounia Literary Award, announced in September 2014 with his first novel "Le Job".
Another alumna, Sonia Terrab ('08) published her second novel She has recently

published her second novel "La Révolution n'a pas eu lieu" four years after the publication of her first novel « Shamablanca »

AUI alumnus Fadel Abdellaoui ('99), CEO of Efficient Technology set off "100DH PourAider" (100DHToHelp) operation on Twitter to provide physical and practical support to victims of the floods that raged south of Agadir. Launched on December 3, the idea, based on the principle of "crowd funding" with the objective of raising 100,000 MAD In five days, raised the sum of 712,000 MAD from 1048 contributors.

Bassam Nejjar ('07), sports journalist at Medi1TV, was awarded the 2014 "Golden Microphone" for the best sports coverage (Medi1TV) - at the 5th Festival of Moroccan Sports Journalists.

U.S. Permanent Representative to the United Nations, Samantha Powers, mentioned the work of Zineb Benalla, an AUI alumna ('08), and her innovative efforts under the Arab Center for Scientific Research, to counter violent extremism in northern Mali at the UN Security Council Debate on the Maintenance of International Peace and Security: the Role of Youth in Countering Violent Extremism and Promoting Peace.

University President and Chair of the Board of Trustees' Academic Committee with alumni at Alumni Homecoming

President Ouaouicha delivers opening speech at Job Fair

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INTERNATIONAL DIMENSION

G INTERNATIONAL DIMENSION

1- International Characteristics

Efforts are concentrated on the recruitment of international students particularly from Sub-Saharan Africa and the Gulf. Specific actions are planned in the Strategic Plan. However, at the moment, the number of international degree-seeking students remains below the University's ambitions.

In the Fall 2014 semester, forty-nine international students were enrolled in degree programs. These students come from 24 countries: Bosnia Herzegovina , Cameroon, Canada, Gabon, Germany, Iraq, Italy , Ivory Coast, Japan, Korea, Libya, Mauritania, Niger, Palestine, , Saint Vincent and the Grenadines, Saudi Arabia, Senegal, Spain, Sudan, Syria, Tanzania, Tunisia, UAE, and USA.

2- Partnerships and Development

The University has signed new affiliation agreements with Stanford University, the University of California at Berkeley and the University of California at Irvine. These affiliation agreements , which concern student exchange for summer, are significant appreciation of the quality of AUI students and expedite enrollment of AUI students into summer programs.

A new Memorandum of Understanding for the Exchange of Students was signed with Bloomsburg University in Pennsylvania, USA. A general Memorandum of Understanding for Cooperation was signed with Universidad Camilo José Cela in Madrid, Spain.

Partnership renewals include the exchange of student agreement with Pitzer College of California, USA, one of AUI's long standing partners and a very popular destination for AUI students. Membership with The Institute of International Education (IIE), a leading independent not-for-profit organization in international education, was reconsidered in light of their plans to be more inclusive of institutions outside the USA. Among their new initiatives is the support of US students to study abroad called Generation Abroad. AUI, among other institutions, will be highlighted supporting and benefiting from this publicity.

3- Student Exchange and Study Abroad

Outbound

In the Fall 2014 semester, 52 AUI students participated in an exchange or a study

abroad program in 40 institutions in 12 countries including Japan, USA, France, the Republic of Korea, the Netherlands, Finland, China, Sweden, UAE, Hungary, Turkey, and Lebanon. Two AUI students attended Jacobs University in Germany and Yonsei University in Korea in January 2015. In the Spring 2015, a total of 55 students participated in bilateral and multilateral exchange programs as well as study abroad programs in 36 institutions covering 10 different countries: Japan, USA, France, Italy, China, Canada, Republic of Korea, Netherlands, UAE, and Austria. In the summer of 2015, the number of AUI students on summer exchange and study abroad reached 190.

The popularity of the summer study abroad program is increasing every summer as AUI students have several options to choose from. The eligibility guidelines for summer study abroad have been closely examined and were reviewed in December so that all AUI students in good academic standing can seek advice and proper placement in the programs and courses that are offered.

Close working relationships have been developed with international offices in other institutions to allow the smooth processing of students' application and provide students with the support and advising they may need. This support has proved to be significant in increasing the number of student's participation in study abroad programs both in the regular semesters as well as the summer session.

	Fall	Winter	Spring	Summer	Total
Exchange	49	-	50	5	104
Study Abroad	3	2	5	190	200
Total	52	2	55	195	304

Table 8: AUI Students Studying Abroad

Inbound

During the Fall semester, 98 non-degree seeking students attended AUI coming from 52 institutions of 10 different countries: Canada, Denmark, Finland, France, Germany, Italy, China, Japan, Republic of Korea and USA.

During the Spring 2015 semester, 60 non-degree seeking students, coming from 36 institutions in 6 countries, attended AUI. The students originated from USA, Italy, China, Japan, France, and the Republic of Korea.

In the Summer of 2015, AUI hosted a total of 55 visiting international students. These

students will be attending the Arabic and North African Studies (ARANAS) program and the majority is coming from partner institutions. Also, eight students will be attending the AUI regular summer session from Lingnan University in Hong Kong.

	Fall	Spring	Summer	
Exchange	83	51		
Study Abroad	14	9		
ARANAS			50	
Summer Session			8	
Total	97	60	55	

Grand Total: 212

Table 9: Visiting students

Other Students and Visitors in Summer

For the third summer, AUI will be hosting students through the America's Unofficial Ambassadors (AUA) who will be working at the Azrou Center for Community Development and other local NGOs. Students from Yale University along with their professor, Dr. Jonathan Wyrtzen will be on campus this July. An undergraduate intern and her program supervisor from Haverford College will be working in the Hillary Rodham Clinton Women Empowerment Center.

4- Participation in International Events

Education USA, which had a special program funded by the US State Department, hosted 2 high potential staff and faculty members from AUI to improve their understanding of quality assurance and accreditation in a 10 day program in Washington D.C.

There was a week exchange of faculty between AUI and the University of Tsukuba in Japan. Dr. Eric Ross from SHSS and Dr. Kosuke Matsubara each spent one week on the other campus, gave lectures and had meetings to further develop the relationship between the two universities.

AUI is represented in different conferences worldwide for the purpose of internationalization of education through the long standing membership in NAFSA, the Association for International Educations since 1999 and the European Association for International Educations (EAIE) since 2000. Most recently, AUI joined the Asia-Pacific Association for International Education (APAIE) to expand representation, cooperation and networking with universities in the Asian continent.

President Ouaouicha receives commemorative plaque during the 39th International Collegiate Programming Contest, Marrakech, May 2015.

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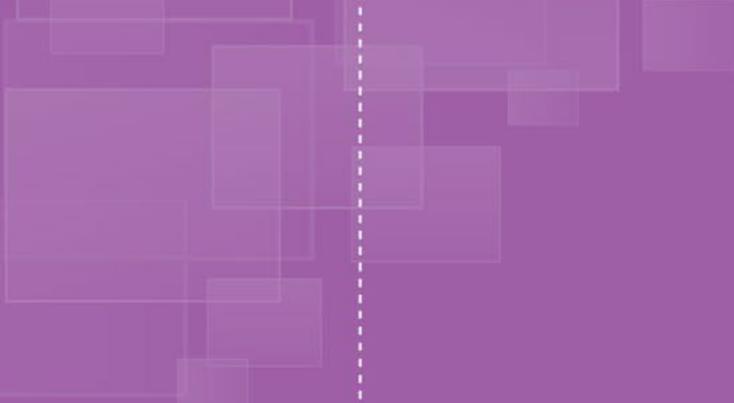
CONTINUING
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EDUCATION

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1- The Executive Education Center (EEC)

EEC Ifrane

During the current academic year, the Center has organized twenty-two (22) training programs, six (6) training-related events and (1) consulting activity for a total of thirteen (13) customers/partners. In addition, the Center has signed 5 agreements for programs that will be offered next academic year. Details are given below.

- Two training programs for the new recruits (Cadres / Agents) for the Ministry of Interior,
- Two training programs for the General Directorate of the Local Communes (DGCL) of the Ministry of Interior (MI),
- Eight training programs for the High Authority of Audiovisual Communication (HACA),
- Three training programs for the High Commission for Water, Forests and Desertification Control (HCEFLCD)
- Three training programs for "Office National de Sécurité Sanitaire des produits Alimentaires" (ONSSA)
- One training program for the administrative staff of AUI,
- Two training programs offered to Ifrane Province,
- One workshop in collaboration with USAID and the Ministry of National Education,
- One training program for the Ministry of Islamic Affairs,
- One consulting activity for the High Authority of Audiovisual Communication (HACA). "Gestion Prévisionnelle des Emplois et Compétences".
- Six training related events for five partners/customers

The EEC Ifrane has so far generated revenue of 11.24 MMAD during the current academic year. This amount represents 71.64% of last year's sales.
For next year, the EEC will continue the execution of its current orders for a total amount of 1 982 200 MAD.

Finally, important progress has been made in finalizing more contracts with existing and potential partners.

EEC Casablanca

1- Degree Programs

EEC Casablanca manages, in collaboration with SBA, three degree programs in Casablanca: the Executive MBA (EMBA), the Part Time MBA (PTMBA) and Part Time Master of Science in International Trade. Table 10 gives the number of students enrolled in each program and the sales generated during the Fall 2014-Spring 2015.

Program	Number of Students	Sales (MAD)
EMBA	8	804,22
PTMBA	16	397 131
MSIT	13	1 505 156

Table 10: Number of students enrolled and revenues generated in Fall 2014-Spring 2015

During the current year, the EEC Casablanca has generated a revenue of 2,703,510.39 MAD.

2- Strategy

The following tools and plans were developed:

1. The development plan including new direction, positioning and program diversification.
2. The short term plan to respond to urgent needs and keep up the activity going.
3. The Marketing plan to support the implementation of short and medium term objectives.
4. The Business model to start the implementation plan along the lines of the long term development plan.

3- Short courses catalog development

An innovative short-course catalogue was developed in collaboration with the selected experts. The catalogue includes the following courses

1. Back to black Innovation
2. Embracing Innovation
3. Let's Spin
4. S'approprier son rôle de manager /Réussir sa prise de fonctions
5. Optimiser sa communication managériale
6. GPEC… Enjeux, méthodes et Outils
7. Time Management/Gestion de stress
8. Système d'Information - Gestion du Changement
9. CISSP preparation
10. IT - Change Management Social Media (Bentley)

11. L'Intelligence de la relation publique pour les métiers de la santé

12. L'Art de piloter la crise pour les métiers de la santé

13. Marketing de l'action publique pour les métiers de la santé

14. Succession et Transition dans l'Entreprise familiale

15. Digital Business and E- Commerce

4- Partnerships negotiation

Partnerships are being negotiated with William Davidson Institute, USA, International House, and Pusan National University.

5- Events and promotional activities

- Amcham Gala event
- Master of Science in International Trade Official Event
- Asmex- Mazars Days.
- Information sessions for degree programs
- Information session Export Road Show
- A Talk on "Innovation Diversity"-

2- Conference Center

The Conference and Continuing Education Center (CCFC) is located in Ifrane entrance from Meknes in an extremely characteristic, quiet and stunningly designed area. CCFC is an all-inclusive structure devised to meet our partners' expectations. In order to provide the best learning and sharing experience, the CCFC offers the following:

- - A well-equipped and modern Conference Center composed of: a large Conference Room, Six workshop and meeting rooms and a computer lab.
- - A restaurant and a Tea Lounge.
- - Ninety nine rooms covering four categories (small standard, large standard, large superior and suite)
- - A parking lot and a large green space surrounding.

The CCFC contributes to the achievement of the University mission by promoting continuing education that brings tangible value to professionals through world-class training that addresses private and public sectors needs in Morocco and in Africa.

3- The Mediterranean School of e-Business Management

The School is currently leading the following projects: 1) the development and implementation of a pilot e-Learning platform using Open Edx and including five regular AUI courses namely: communication, Arabic language, human resource development, physics, and marketing; 2) a national e-Learning project in collaboration with the University of Fez and with the financial support of the CNRST to develop e-Learning coursework and virtual labs; 3) the development of a blended learning Master's

program in International Tourism, Hospitality, and Event Management in partnership with the International Telematic University UniNettuno (Italy) and with the potential support of the Ministry of Tourism; 4) a Mediterranean project in collaboration with the University of Salento (Italy), the Italian National Research Council, and some Italian industry partners to setup a Center of Excellence in Technology Entrepreneurship.

The School has also organized two workshops on a) Technology Entrepreneurship in China, and b) ENTICE project: Research, experiences, and future developments from an EU-China partnership perspective. The School has also participated in a Call for Projects for potential funding through the EU's RISE HORIZON 2020 to encourage faculty and researchers' mobility between Morocco, Spain, Italy, Germany, and China. The School has also ensured active participation in national and international scientific events, research publications and editorial activities.

Main Auditorium at the Al Akhawayn Conference Center

Bedroom at the Al Akhawayn Conference Center

COMMUNICATION

COMMUNICATION

The Development and Communication Department continues to project a positive and accurate image of AUI both nationally and internationally. For example, from August 2014 to May 2015, 634 articles were published or broadcast. The University website now has a Live French version and the Arabic version will go live before Commencement. The Department has hired a Communication Manager and Press Officer (based in Casablanca), and uses the services of a professional company to monitor AUI presence on online media. The main achievements during this period are outlined in Table 11 below.

Media Channels	2014-2015*	2013-2014
Radio and TV Broadcast	16	15
Print	77	96
Online	541	376
Total Coverage	634	478

Table 11: Media coverage of AUI
*up to June 1st, 2015

1- Public Relations and Media

During 2014-2015, some 100 conferences, panel discussions, Presidential Lectures, and international seminars were organized, co-organized, or hosted by AUI in addition to the 20th anniversary celebration that was organized on January 16, 2015 in which staff and faculty who had completed twenty years at AUI were honored (See annex: events 2014-2015). Newspaper and radio ads were also used to announce the admission campaign in national and some international media outlets.

An electronic weekly newsletter has been sent since January 2015 to more than 10,000 recipients (both inside and outside the University) with an open rate of 28% and less than 0.07% for un-subscription rate. This newsletter gives information about the events on campus.

An internal newsletter, Happening @AUI gives the week's schedule every Monday in an effort to increase participation. Moreover, an electronic bulletin board is now in place with screens strategically placed around campus, announcing upcoming events.

2- The AUI website

The University Website has now both English and French version. The Arabic version is still under construction.

Based on statistics from Google Analytics, there were more than 1,260,000 visitors since August 2014, with over 265,000 unique visitors and new visits making up 22% of the total visits. A breakdown of visitors by country of origin shows, as expected that most of them are from Morocco. However, the top seven other countries are the USA, Spain, France, UK, Germany, Canada, UAE, Saudi Arabia, and Italy. By continents, the Americas come first followed by Europe, Asia, Africa and Oceania. The University launched a blog on January 2015 with more than 20 articles that reflect students, faculty and staff interests with more than 1120 visitors and 2784 visits from Morocco and abroad.

3- Promotional Print Material

The University has produced integrated and brand-consistent promotional print material with the objective of increasing the appeal of the Al Akhawayn brand, stimulating brand recall and calls to action, and promoting AUI as a leading quality institution with an international vision based on the Liberal Arts model with a high alumni employment rate and scholarship offers. This year was focused on the 20th Anniversary when new VIP Items were ordered and current items were rebranded to have the 20th Anniversary logo on. The institutional logo was also updated to include Tifinarh script.

4- Social Media

The Facebook page has reached more than 30,000 subscribers (14,600 last year). Over half the visitors to this page get to it through the University website and about a third from Google. This page has daily posts and serves to relay information about university events as well as a first point of contact with potential students.

The University YouTube Channel posts videos of events on campus as well as the weekly summary "One week at AUI". This year, 52 videos have been added and currently the channel has 1346 subscribers (689 last year), and 69,301 views (29,442 views last years).

Graduating students entering the Commencement hall during the 18th Commencement, June 2015

J

SOCIAL
AND ENVIRONMENTAL
RESPONSIBILITY

J SOCIAL AND ENVIRONMENTAL RESPONSIBILITY

As stated in its mission, Al Akhawayn University continues to play an important role in the region as an agent of social change, aware of its responsibility in training citizen leaders, serving its immediate community and subscribing to national development efforts in empowering citizens and protecting the environment.

AUI's Azrou Center for Community Development continues to serve the population of the nearby town of Azrou and its surroundings by providing medical services, non-formal education opportunities to school drop outs, training of university graduates in job related skills, adult literacy classes and income generating activity training. Students associations, such as Hand in Hand, Rotaract and others, managed to raise about 1.5 MMAD to fund their social projects for the benefit of the needy and in the service of rural education. AUI students in general provide sixty hours each of mandatory community service. This year, graduating students provided around 17,000 hours in the service of their communities whether in the Ifrane area or close to their place of residence. The University itself, through its own Staff Welfare Committee (Association des Oeuvres Sociales) looks after the neediest staff members through firewood and school bag donations, free tutoring and summer activities for their children.

The Alumni Association has started work on a pre-school and a community room for women dedicated to the memory of a deceased alumna. This center will be located in the neighboring village of Ben Smim, some ten kilometers from Ifrane.

The University obtained a 20,000-dollar grant from Silatech and the Qatar Foundation to introduce service learning into the curriculum.

To protect the environment and reduce its energy bill, the University launched several projects including LED lighting, street lighting and water heating through solar panels and the use of biomass for heating. A Carbon Compensation Scheme allows community members and partners to compensate for their CO2 emission through environmental actions.

The University, as an institution and through its student associations and its Community Development center was able to raise funds for several of its projects. The main one this year being the co-organization of the International collegiate Programming Contest (ICPC) in Marrakech for which 5 MMAD was raised. Hand in Hand managed to raise 600,000 MAD between actual payments and pledges from institutions and individuals.

A total of almost 5 MMAD was thus raised. Table 12 gives the main contributors.

Donors	Amount (in MAD)	Recipient
OCP	1.5 MMAD + 20 000	ICPC + Hand in Hand
Maroc Telecom	1 MMAD	ICPC
AKWA Group	1 MMAD	ICPC
Crédit Agricole	500 000	ICPC + Hand in Hand
Pistorio Foundation	238 000	Azrou Center – Non-formal education
Attijari Wafabank	100 000 + 20 000	Global Entrepreneurship Summit + Hand in Hand
Banque Populaire	30 000	Hand in Hand
ONEE	20 000	Hand in Hand
ONHYM	20 000	Hand in Hand
Bank Al Maghrib	20 000	Hand in Hand
CDG	20 000	Hand in Hand
Huileries du Souss	20 000	Hand in Hand

Table 12 : Fund Raising Main Contributors

Children's Soccer Camp is one of the activities offered to members of the community

K
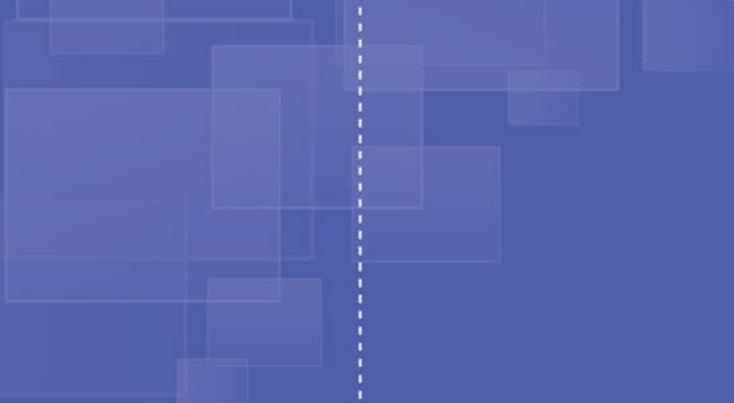
**AL AKHAWAYN
SCHOOL OF IFRANE**

K AL AKHAWAYN SCHOOL OF IFRANE

Overall School Information

The school currently has a total of 138 students with the following breakdown by level:

- Pre-School: 40 students = 28% of total school population (Last academic year 24%)
- Elementary (K – Gr. 6) : 66 students = 46% of total school population (Last academic year 52%)
- High School : 32 students = 22% of total school population (Last academic year 28 %)

The sector of the school with the largest growth rate is the Pre-School. The majority of the children coming in at Pre-School level are from non-AUI families and generally from Azrou and Ifrane. This means that such children are entering into the school with little or no English fluency as the admissions criteria do not require this in the Pre-school. It also indicates a changing demography of the school.

Through currents applications to the school forecasts show that ASI should have around 150 – 155 students altogether next academic year.

Professional Development Sessions

A systematic program of Professional Development has been set up this term and will now continue into the coming year as a regular feature for teacher training while on the job. Issues within the school have been identified by teachers and the sessions are there to address these head on. Within the current faculty members there is sufficient expertise to be shared which is of benefit to colleagues.

The list of Professional Development this term has been as follows:

- Teaching Character in the Classroom
- School Assemblies
- Moodle Software (to support teaching)
- Social Media Safety
- Professionalism
- Mindfulness in Schools
- Curriculum Mapping
- Behavior Management

At a recent meeting in Casablanca between Principals and Directors of American and International Schools in Morocco, it has been agreed that there will be a pooling of all these schools' resources for Professional Development in future. Hopefully, this will begin next year.

Curriculum Development

Curriculum Development is now occurring across the school. The initial policies for each subject area are nearly completed and the next step will be the curriculum mapping. This will involve long-term curriculum planning with a curriculum skeleton put up on some new curriculum mapping software which compares ASI planning with several international schools across the world. This initial phase will take place mainly within the elementary sector and it is planned that at least half of this is in place by the new academic year.

Launch of New Library

The Library launch took place at the end of March with several different events. There were booksellers who had stalls, poetry competitions, storytellers, book publishers who talked about how books were produced from start to finish and comic book illustrators. The library is now up and running with a school library software that catalogues titles, indicates reading level of every book in the collection and controls the flow of borrowing, returning and renewing.

The school has also targeted increasing the number of Arabic and French books as top priority and a large number of new Arabic and French books have been added to the collection.

Sports

The ASI Badminton team came second in the MAIS Badminton Tournament held in March at the University gym.

The ASI Swimming team came second in a MAIS (Moroccan American and International Schools) swimming tournament. Schools from around the country and also Tunisia and Ghana participated.

It is admirable that given the small number of students at our school as compared to much larger schools ASI consistently comes amongst the top three.

Debate

ASI students have competed in two debate tournaments this term, one in Fes at the end of April with ASI coming second. The ASI Girls Debate team was awarded the Best Debate Team Trophy WSDC (World Debate Schools Championship). Three girls and two boys from the school have been placed on Moroccan National Debating Team.

Students from the school also competed in the MUNA (Moroccan United Nations Association). This is not a competitive debate in any hierarchical sense but our students did very well in this first debate and more are scheduled for next year.

L

FINANCIAL
STATEMENTS

FINANCIAL STATEMENTS

I – Financial statements for the academic year 2014 – 2015:

The university ended the academic year 2014 – 2015 with total operating revenues of MAD 239.1 Million, 3.85% higher than in 2013-14 and total operating expenses of MAD 290 Million, 6.7% higher than the previous year resulting in an overall operating deficit of MAD 51.2 Million.

Due to the income from the investment of the endowment funds which has reached MAD 26.14 Million, 30% higher than the year before, the recurring deficit reached MAD 25 Million, 3.3 Million higher than previously.

The net income, following the end of year adjustments, is MAD 9.6 Million, slightly lower than last year's 10.5 Million.

Payroll and fringe benefits, which represented this year less than 50% of all expenses, compared to over 51% previously, have increased at a rate of 3.8%, the lowest growth rate since 2010.

Total assets of the university as of July 31, 2015 amounted to MAD 884.6 Million, 2% higher than the year before. Medium term debt, used to partially finance capital expenditures, has reached MAD 59.6 Million.

I I– Proposed budgets for the academic year 2015 – 2016:

- Operating Budget:

Within the budgeting process, all deans and administrative directors were specifically made aware of their responsibility in consolidating and increasing income, improving service quality and achieving substantial cost savings.

Due to a projected increase in the number of students to 2200 and an increase of 5% of housing rates for students starting September 2015, total revenue for the year will go from MAD 239 million to MAD 255.7 million, realizing a growth of 7%.

Taking into account the energy cost reduction projects and the general mobilization to reduce expenses, the latter will go from MAD 291 million to 305 million, achieving for the first time, an increase of 4.7%, a lower growth rate than that of revenues and the operating deficit will decrease from MAD 51.2 million to 49.2 million.

By including the revenue from the investment of the endowment funds, down a million, the deficit of the recurrent operations will reach MAD 24.2 million, lower by nearly a million compared to the previous year.

Net income, with fewer provisions, will be at the same level as the current year, i.e. MAD 9.7 million.

- Capital budget:
The capital budget is reduced by 26%, from MAD 68.9 million to 53.3 million.
Besides the usual equipment projects, the proposed budget includes the following:
- The new academic building 8B with a budget of MAD 20 million to finance the remaining major technical works. An additional $ 5 million MAD is also provided for the acquisition of equipment and furniture for laboratories, classrooms and faculty offices.

- Projects aimed at reducing the cost of energy, with a budget of MAD 4 million to achieve savings of 25 to 30% of our energy bill which reached MAD 16.8 million in 2014-2015.

- An archiving and document filing system which requires an initial investment of MAD 2 million to acquire a scanner, filing equipment and professional assistance. This system will allow all departments to monitor document flow, reduce the volume of paper documents and files, enable document searches and release needed space.

CONCLUSION

The academic year 2014-2015 was marked by several achievements, namely progress towards institutional accreditation, renewing international program accreditations (EPAS, ABET, CEA), steady growth in enrollment and the launching of new programs in Ifrane and Casablanca.

AUI is moving ahead with quality assurance at all levels with channels of suggestions at all levels, mostly in the fields of governance, with input from trustees, faculty, students, alumni and staff; program review; institutional accreditation, with all academic units having conducted their own program reviews validated by external reviewers; financial sustainability, with balanced, though fragile, budgets.

However, in a higher education environment marked by quick change both in the type of entering students and the educational offers provided, AUI will continue to leverage its distinctive advantage. The American Liberal Arts educational system, English as a medium of instruction, a good student-teacher ratio, the quality of its faculty, the percentage of full time faculty and the University's international orientation, are but some of the strengths that distinguish it from other institutions of higher education nationally and regionally.

The next five years will be crucial in the development of the University as it will have to face increased competition from private national universities and local branches of international universities. It will need to continue to convince prospective students and their parents that it offers the best kind of education they can hope to find in the region.

The «2020 Vision» aims at enabling AUI to face these and other challenges through six priorities: (1) student learning, development, and success; (2) Quality assurance and enhancement; (3) internationalization; (4) advancement for growth and sustainability; (5) research, innovation and discovery; and (6) more effective communication. This plan to which all AUI community members subscribe will provide guidance for the next planning period.

ANNEXES

ANNEXES

Annex 1: List of Ongoing Research projects

1.1 University Research Grants

Faculty Member	School	Research Title	Total Grant Amount MAD
Bouchaib Falah	SSE	Tool for evaluating complexity Metrics.	113 000
Kenza Oumlil/ Zaid Bouziane	SHSS	Textbook on Introduction to Mass Communication Course for students in the Middle East and North Africa (MENA) Region.	80 000

1.2 Presidential Innovation Fund

Research Title	Faculty Member	School	Academic Year	Total Grant Amount MAD	Status
Setting up a distance learning unit in charge of developing e-learning modules and disseminating innovative learning practices based on the use of internet and mobile technologies and applications.	Karim Moustaghfir	SHSS	2014-2015	200 000	Approved
Removing Hazard, Managing and transforming AUI forest space for sport and recreation.	Abdelkrim Marzouk	SHSS	2014-2015	200 000	New proposal under review
The Development and Implementation of a Career Leadership Camp Program for 2nd and 3rd. Year Students at AUI	Hyung Joon Yoon	SHSS	2014-2015	50 000	Approved

Research Title	Faculty Member	School	Academic Year	Total Grant Amount MAD	Status
Zero Emission Campus of AUI	Marouane Azennoud	SSE	2014-2015	200 000	New proposal under review
Creation of a Chemistry Lab as a research platform for the Development and implementation of the innovation thin film deposition techniques: ILGAR and Sip Coating, financed by IRESEN project.	Asmae Khaldoun	SSE	2014-2015	100 000	New proposal under review
Natural Language Processing Summer School at AUI.	Violetta Cavalli-Sforza	SSE	2014-2015	200 000	New proposal under review
The Moroccan Photo Competition	William Barlett	ASI	2014-2015	32 000	New proposal under review
Open Source in Higher Education: Moving SBA towards Open Source Software.	Abdellatif Charafi	SBA	2014-2015	107 750	New proposal under review
Flight Attendance Panel (FAP) Training Software for Android-Enabled Tablet	Violetta Cavalli-Sforza	SSE	2013-2014	83 000	In-progress
Carbon Compensation at AUI: Towards Carbon Neutrality	Nicolas Hamelin	SBA	2013-2014	100 000	In-progress

1.3 External Funding Projects

Project Title	Faculty Name(s)/ Grant writers	Funding Agency	Period	Amount & Purpose
Silatech AUI Civic Engagement Grant Agreement	Cherif Bel Fekih	Silatech, Qatar Foundation	2014-2015	20 000 USD
Women's Empowerment Network in Morocco	Doris Gray	Middle East Partnership Initiative (MEPI)	2014-2015	US$150 612
Reading in Moroccan Primary Schools	Abdellah Chekayri	United States Agency for International Development (USAID)	2014-2015	US$216 000
Energy Management and Demand Response in a Smart Home/ Micro-Grid Prototype Using Wireless Sensor Network for Smart Grid: Towards the Smart City Vision	Fouad Mohammed Abbou	Moroccan Ministry of Energy Mines Water and Environment , Et L'Institut deRecherche en Energie Solaire et Energies Nouvelles (IRESEN) IRESEN -	2014-2015	3 million MAD
Le Développement d'une plateforme technologique intégrée de e-Learning et de formation à distance pour l'administration des cours, des travaux dirigés et pratiques en ligne	Karim Moustaghfir	Centre National pour la Recherche Scientifique et Technique (Projets appliqués aux domaines d'activités prioritaires pour le développement économique et social) CNRST		4 000 000
Siemens Integrity Initiative	Wafa El Garah, Ahmed Belkhayat	Siemens Integrity Initiative	2015-2018	550 000 USD
EU grant proposal on Diaspora Link and migrations research	Nicolas Hamelin	l'Union Europèenne	2014-2015	571 000 Euros

Annex 2: List of Books, Book Chapters, and Journal Articles

2.1. Books

- **Abbou, Fouad Mohammed**, and Hiew Chee Choong. *Optical Transmission and Networks for next Generation Internet Traffic Highways*. Information Science Reference, 2015. Print. **(SSE)**
- **Driouchi, Ahmed**. *Knowledge-based Economic Policy Development in the Arab World*. N.p.: IGI Global, 2014. Print. **(IEAPS)**
- **Rabboh, Bob**. *Leadership Matters: From Sand to Skyscrapers*. Wiley, 2015. Print. **(SBA)**
- **Therrien, Catherine**. *En Voyage Chez Soi: Trajectoires De Couples Mixtes Au Maroc*. Québec: Presses De L'Université Laval, 2014. Print. **(SHSS)**

2.2. Book Chapters

- **Hassi, Abderrahman**, Khaoula Zitouni, and Omar Bacadi. "Transferring World Athletic Championship-Winning Principles to Entrepreneurship: The Case of Abdelkader El Mouaziz." *Entrepreneurship in the MENA Region Casebook*. American UP in Cairo, 2014. Print. **(SBA)**
- **Messari, Nizar**. «Complexos De Segurança Regionais: Uma Avaliação Critica A Partir Da Periferia".» *Segurança, Liberdade E Política: Pensar a Escola De Copenhaga Em Português*. N.p.: Imprensa De Ciências Sociais, 2014. 233-61. Print. **(SHSS)**

2.3. Journal Articles

- Bellafi, B., **M. Azzouz**, and S. Charfi-Kaddour. "Effect of the Fermi Surface Reconstruction on the Self-energy of the Copper-oxide Superconductors." Physica C: Superconductivity and Its Applications 506 (2014): 109-14. Print. **(SSE)**
- Chahmi, Naima, Jaouad Anissi, Sanae Jennan, Abdellah Farah, **Khalid Sendide**, and Mohammed El Hassouni. "Antioxidant Activities and Total Phenol Content of Inula Viscosa Extracts Selected from Three Regions of Morocco." Asian Pacific Journal of Tropical Biomedicine 5.3 (2015): 228-33. Print. **(SSE)**
- **Driouchi, Ahmed**, Mingzhu Wang, and Tarik Driouchi. "Determinants of Software Piracy under Risk Aversion: A Model with Empirical Evidence." *European Journal of Information Systems* Eur J Inf Syst (2014): n. pag. Print. **(IEAPS)**
- **Hassi, Abderrahman**, Najoua Foutouh, and Souhail Ramid. "Employee Perception of Diversity in Morocco: Empirical Insights." *Journal of Global Responsibility JGR* 6.1 (2015): 4-18. Print. **(SBA)**
- **Hassi, Abderrahman**, and Giovanna Storti. "Authentic Leadership: The Case of Miloud Chaabi, a Shepherd Who Became a Business Legend." Em Mkts Case Studies *Emerald Emerging Markets Case Studies* 4.6 (2014): 1-18. Print. **(SBA)**
- **Hassi, Abderrahman**, and Giovanna Storti. "Are Moroccan Job Seekers Different

than Job Creators? An Exploratory Study of Differences in Entrepreneurs and Non-entrepreneurs." W Jnl of Ent Man and Sust Dev *World Journal of Entrepreneurship, Management and Sustainable Development* 10.3 (2014): 198-208. Print.

- **Hassi, Abderrahman**, and Giovanna Storti. «En Quoi Les Entrepreneurs Et Les Non-entrepreneurs Marocains Divergent-ils?» *Business Jeune Magazine 2014*: n. pag. Web. **(SBA)**
- **Lounnas, Djallil**. «L'évolution De L'environnement Stratégique De L'Algérie Post-Printemps Arabe.» *Maghreb - Machrek* 03.221 (2014): 47-64. Print. **(SHSS)**
- **Lounnas, Djallil**. «La Chine Au Moyen-Orient : Un Nouvel Acteur ?» *Monde Chinois* 2.38-39 (2014): 111-34. Print. **(SHSS)**
- Innan, Redouan, and **Karim Moustaghfir**. "Explicating Employees' Behaviour for an Effective Subscription to Healthcare Policy: An Application of the Theory of Planned Behaviour." Knowl Manage Res Pract *Knowledge Management Research & Practice* (2014): n. pag. Print. **(SHSS)**
- Nwankwo, Sonny, **Nicolas Hamelin**, and **Meryem Khaled**. "Consumer Values, Motivation and Purchase Intention for Luxury Goods." *Journal of Retailing and Consumer Services* 21.5 (214): 735-44. Print. **(SBA)**
- Smith, Barbara A., Lauri Mills, Norman E. Amundson, Spencer Niles, **Hyung Joon Yoon**, and Hyoyeon In. "What Helps and Hinders the Hopefulness of Post-Secondary Students Who Have Experienced Significant Barriers." *The Canadian journal of career development* 13.2 (2014): 59-74. Print. **(SHSS)**
- **Hyung Joon Yoon**, Hyoyeon In, Spencer G. Niles, Norman E. Amundson, Barbara A. Smith, and Lauri Mills. "The Effects of Hope on Student Engagement, Academic Performance, and Vocational Identity." The Canadian Journal of Career Development 14.01 (2015): 34-45. Print. **(SHSS)**

2.4. Working Papers

- **Driouchi, Ahmed**, and **Alae Gamar**. Is There a Gatsby Curve for Educational Attainment in Arab Countries? Working paper. 63869 ed. N.p.: *Munich Personal RePEc Archive*, 2015. Print. MPRA Paper. **(IEAPS)**
- **Driouchi, Ahmed**, and **Alae Gamar**. Entrepreneurship and Its Link to Corruption: Assessment with the Most Recent World and Country-Group Data. Working paper. 62271st ed. N.p.: *Munich Personal RePEc Archive*, 2015. Print. MPRA Paper. **(IEAPS)**
- **Driouchi, Ahmed**, Amal Achehboune, and Alae Gamar. Revealing the Components of the Intangible Wealth for Morocco. Working paper no. 60904. N.p.: *Munich Personal RePEc Archive*, 2015. Print. MPRA Paper. **(IEAPS)**
- **Driouchi, Ahmed**, and Hajar El Alouani. Comparisons of Models of Green Economy Adoption by Arab Countries Using the Environmental Performance Index. Working paper no. 58861. N.p.: *Munich Persona*l *RePEc Archive*, 2015. Print. MPRA Paper. **(IEAPS)**

- **Filali, Moulay Idriss**, Sonny Nwankwo, and **Nicolas Hamelin**. Investigating the Efficiency of the Moroccan Anti-Corruption Campaign. Rep. N.p.: ACRN, 2014. Print. **(SBA)**
- Adhon, Zamee Ahmed, Abdul Ahad Siddiq, Husam Al Ham Ad, and **Latifa El Mortaji**. Towards a Comprehensive Online Portal and Mobile Friendly Qur'an Application. Working paper. N.p.: *IT Research Center*, 2014. Print. **(SHSS)**
- **Gamar, Alae**, and **Ahmed Driouchi**. Higher Education and Inclusion of Women in Labor Markets and in Business Development in Morocco. Working paper no. 58072. N.p.: *Munich Personal RePEc Archive*, 2014. Print. MPRA Paper. **(IEAPS)**
- **Driouchi, Ahmed**. Testing of Natural Resources as Blessing or Curse to the Knowledge Economy in Arab Countries. Working paper no. 58598. N.p.: *Munich Personal RePEc Archive*, 2014. Print. MPRA Paper. **(IEAPS)**
- **Driouchi, Ahmed**, and **Alae Gamar**. Hofstede's Cultural Indicators, Knowledge Economy and Entrepreneurship in Arab Countries. Working paper no. 58731. N.p.: *Munich Personal RePEc Archive*, 2014. Print. MPRA Paper. **(IEAPS)**
- **Driouchi, Ahmed**. Economics of Migration of Students from the Arab Region to OECD Countries. Working paper no. 58830. N.p.: *Munich Personal RePEc Archive*, 2014. Print. MPRA Paper. **(IEAPS)**
- **Driouchi, Ahmed**. Evidence and Prospects of Shortage and Mobility of Medical Doctors: A Literature Survey. Working paper no. 59322. N.p.: *Munich Personal RePEc Archive*, 2014. Print. MPRA Paper. **(IEAPS)**
- **Driouchi, Ahmed**, Hajar El Alouani, and Alae Gamar. Descriptive Analysis of Economic Diversification, Price and Revenue Dynamics in Oil and Energy in the Arab World. Working paper no. 59389. N.p.: *Munich Personal RePEc Archive*, 2014. Print. MPRA Paper. **(IEAPS)**

2.5. Conference Papers

- Adhoni, Zameer Ahmed, Zaheer Ahmed Adhoni, Abdul Ahadsiddiqi, and **Latifa El Mortaji**. "Transliteration of Knowledge Retrieval in Urdu from Holy Quran Using State of the Art Information Technologies." 2014 International Conference on Reliability Optimization and Information Technology (ICROIT) ICROIT (2014): 359-363. Print. **(SHSS)**
- **Boussouab, Brahim**. Cultural Problematic in Teaching Arabic for Non-active Speakers. Examples: Programs in Europe and USA. Conference paper of Arabic Language International Council (2015). Print. **(SHSS)**
- **Bounejma, Mohamed**. Intensive summer program for studying the Arabic language at AUI. Conference paper of Arabic Language International Council (2015). Print. **(SHSS)**

Annex 3: Conferences /Events Organized at AUI 2014-2015

3.1 National and International Conferences

- May 23, 24, 2015- **The Social Sciences and the Dynamics of Change and Continuity in Morocco** by ASSRI.
- May 2, 2015- Round table: «**Agriculture Marocaine et les défis du Maroc numérique**» with ANUMA.
- May 1, 2015- International Conference: « **Agro Management and E-Agriculture** » with ANUMA.
- April 3, 2015- **Al Akhawayn Islamic Finance Day** with the "Associaton Marocaine d'Economie Islamique" –ASMECI.
- March 19, 2015- **Symposium on Social Media** with the Moroccan-British Society, the University of Cambridge, and the British Council .
- March 10, 2015- Entrepreneurship Conference: "**Unlocking the Entrepreneurial Eco-System in Morocco: Lessons for a Pan-African Model**"
- February 26, 2015- « **2015,Une année de Lumière au Maroc** » in collaboration with The International Year of Light and Light Techniques.
- February 25, 2015- "**Value centered startups**" in collaboration with the university of Fes & the company synaptic Maghreb.
- February 20, 2015- **Doctoral Research Symposium** in collaboration with ENCG Tangier.
- January 20, 2015- Conference on **Morocco's intangible capital** in partnership with the Economic, Social and Environmental Council, Bank Al Maghrib and La Confédération Générale des Entreprises du Maroc.
- October 26-28, 2014- International Conference on "**Nano, Micro and Biotechnologies**" (NaMiBiTech).
- September 19, 2014- "**Developing Leaders in a Developing Country**" with the collaboration of the American Chamber of Commerce.
- September 4-7, 2014- 3rd **Astronomy Festival of Ifrane**.
- September 5, 2014 National Consultation Workshop for the project titled: **Water Governance and Risk Evaluation of Water Integrity**- with the collaboration of Stockholm International Water Institute.
- September 8, 2014- **1er Colloque du Réseau EDP's et Applications**.
- October 23, 2014- **Morocco in the Anglo-Saxon writings: Between Historical Relations and Cultural Otherness** –with the collaboration of le Haut-Commissariat des Anciens Résistants et Anciens Membres de l'Armée de Libération.
- October 30- 31, 2014- Anthropology Conference on" **Retour sur l'Anthropologie de Abdellah Hammoudi**"-with the collaboration of Faculty of Arts and Humanities of Meknes.

3.2 Public Lectures and Presentations Involving Invited Guests

- May 4, 2015- «Leadership and self-management: mastering the flow of thoughts while being effective in action» by Dina Lahlou, Consultant and Holistic, Bio-energetic Therapist.
- May 4, 2015- Islam and the Truths I live by: The Quest, the Journey and the Return Home by. Virginia Gray Henry.
- April 30, 2015- A New Center for the Elaboration of Moroccan Historiography by Abderrahman Elmoudden.
- April 17, 2015- "The Use of Marketing Research by Global and Local Firms in Morocco" by Simohammed Bellamine, Senior Manager Maghreb with Nielsen Company.
- April 16, 2015- La gestion des ressources productives dans les grands périmètres irrigués au Maroc : pratiques et grammaires locales by Mohamed Zernine.
- April 16, 2015- "Exposé sur la situation démographique et socio-économique du Maroc" by Abdelkader Teto, Chef de l'Observatoire des Conditions de Vie de la Population.
- April 16, 2015- Workshop: Marketing Research Business Cases by Simohammed Bellamine, Senior Manager Maghreb with Nielsen Company.
- April 15, 2015- "Aïcha, more than a brand, a Moroccan love story"by Widad Chraibi, Marketing Director at Les Conserves de Meknès Aicha.
- April 8, 2015- Réflexions à partir de ma pratique en psychiatrie de l'enfant et de l'adulte by Noufissa Benjelloun.
- April 8, 2015- Looking for Popper's Black Swan: A Decade of Family Law Reform in Morocco by Nadia Sonneveld .
- April 3 2015- "The Role of Marketing Research in Helping Companies Achieve their Goals"by Houda Messoudi from IPSOS Global Marketing Research Company.
- April 2, 2015- «Produit Intérieur Brut: Méthodologies et Défis» by Abdeljalil Tounzi, Directeur Adjoint de la Direction de la Comptabilité Nationale.
- April 2, 2015- Marketing Research workshop by Houda Messoudi from IPSOS Global Marketing Research Company.
- March 23, 2015- Presidential Lecture on "An integrated approach to telecommunications and energy network" by Charles Despins, President & CEO, Prompt inc., Montreal, Canada.
- March 18, 2015- Presidential Lecture: "Beyond Ceremony: The Power and Influence of American First Ladies" by Allida Black.
- March 18, 2015- "Etapes du Recensement Général de la Population au Maroc" by Abdelmajid El Anzoule from « Haut-Commissariat au Plan ».
- March 17, 2015- Gyoji Banshoya: A Japanese Urban Planner in MENA in the 1960s and 70s by Kosuke Matsubara.
- March 17, 2015- The Dynamics of Protest and Political and Religious Processes in Morocco by Zakaria Rhani.

- March 3, 2015- Morocco in World History with Edmund Burke III
- February 27, 2015- Casablanca Stock Exchange presentation by Ahmed Bennani, Director of 'Ecole de la Bourse'.
- February, 24, 2015- Flipped learning a new way for ICT utilization in the classroom" Sang Hee SHIN, E-Learning Specialist, CEO consultant Sarige, South Korea.
- February 18, 2015- "International Business Law" by Réda Oualmine, Lawyer and Managing Partner at Oulamine Law Group.
- February 11, 2015- The Genesis of a Modern Legal System in Morocco: Sharia, Customs, and State Law, 1860-2015 by Léon Buskens.
- January 29, 2015- "Regulatory and Administrative Approach to International Trade under the WTO Mechanism", by. Eun Sup Lee from Pusan National University / International Trade and Law Institute.
- December 5, 2014- Finance presentation by Hanaa Foulani, with the Intellexion Cabinet en Strategie et Relations Publiques.
- December 3, 2014- E-marketing seminar: Entrepreneurship and internet strategies- in collaboration with TOGENIT.
- November 28, 2014- Marketing Research Role across All Business stages- in collaboration of Nielsen Company.
- November 27, 2014- How Do Organizations Prepare Employees for Change?- by Carlton Crowley, Change Management Expert and Former Vice President- with the collaboration of Capital One Bank, Washington DC.
- November 19, 2014 - Unilever Strategy & Sustainable Living Plan – with the collaboration of Unilever Maghreb.
- November 14, 2014- "Migration in the South Atlantic Basin: Patterns, Governance, and Development" - OCP Policy Center- by Philip Martin.
- November 6, 2014- Moroccan Family in Transition: The rise of Matriarchy and the Challenge of Moroccan Social Policy- with the collaboration of HCC.
- October 27, 2014 - Brown Bag Talk1: Determinants of Quality in Higher Education Institutions in Morocco.
- October 27, 2014 - Marketing and Sales Organization in Ingelec and AkzoNobel Groups- by Youness Benaissa: Marketing Manager of Ingelec, Abderrahim Omansour: Sales Manager of Ingelec, Driss El Alaoui: Sales and Marketing Manager at AkzoNobel company & with the collaboration of Ingelec & AkzoNobel Groups.
- October16, 2014 The Internet and Entrepreneurship: A Match Made in Heaven"- with the collaboration of International Business Information Management Association IBIMA USA.
- October 15, 2014 - Internet and Democracy in Morocco, by the school of Humanities and social sciences.
- October 10, 2014 – "The Agriculture and Food Security Program at IDRC".
- October 9, 2014 - How can augmented reality contribute to education- with the

collaboration of CAPGEMINI Morocco.

- October 8, 2014 – "World Telescope- Probing the mysteries of the Cosmos".
- September 29, 2014—"Telematics Engineering & Applications: STG Experience.
- September 11, 2014- "Surviving the roller coaster ride everyday" by Kamal Reggad, Founder and CEO of Hmizate.ma.

3.3 CLT Events 2014-2015

- A two day conference "e-learning : "un challenge et une opportunité pour les CRMEF" in Casablanca (in partnership with the CRMEF of Casablanca);
- One study day (Colloque) on "Mobile Learning";
- One capacity building workshop on e-Learning entitled "Experiencing e-Learning" at AUI;
- Four day training on "Teaching with Technology";
- A four-day training on virtual studio;
- Two day training on making "Online Tutoring Video" in collaboration with the Wandida project;
- Training course for staff on Excel 2013 (two groups, 23 staff members each);
- 34 training workshop sessions on learning technologies targeting faculty, staff, and students (Teaching with Technology Training, video editing and publishing, documents design and layout, web page updates, Microsoft Excel 2013, Interactive Whiteboards, virtual studio technology, Telling Tales: Using Stories Online, etc.);
- 20 training workshop sessions "Jenzabar LMS" for faculty and staff.

Annex 4: EEC Programs

Partner/ Customer	Program	Trainees	Man/ days	Contract Amount	Executed / to be Executed by July 31, 2015	Balance for the Next Academic year
DAA (Ministry of Interior)	Training of the New Recruits of the Ministry of Interior - Executives	267	2670	3 738 000	3 738 000	-
	Training of the New Recruits of the Ministry of Interior – Technicians	91	490	686 000	686 000	-
	Linguistic Training Program	-	-	110 000	-	110 000
	Training program on «Training Evaluation System»	-	-	297 700	-	297 700
DGCL (Ministry of Interior)	Training of Trainers in Civil Status Profession	24	504	1 020 600	1 020 600	-
	Leaders in Urban Transport Planning (LUTP)	45	225	580 500	580 500	-
HACA	Linguistic Training Program (C1)	27	532	1 054 700	795 700	259 000
	Gestion Prévisionnelle des Emplois et des Compétences	Consulting		315 000	315 000	-
	Analyse financière	-	-	132 000	132 000	-
	Management de Projets	-	-	223 125	-	223 125
	Finance pour non financiers	11	22	24 000	24 000	-
	Méthodologie de recherche Scientifique	14	94	76 000	76 000	-
	Analyse de discours	14	56	51 000	51 000,00	-
	Bureautique			137 400	137 400,00	-
	Linguistic Training program (C2)	34	255	227 000	227 000,00	-

Partner/ Customer	Program	Trainees	Man/ days	Contract Amount	Executed / to be Executed by July 31, 2015	Balance for the Next Academic year
HCEFLCD	Regroupement du réseau des responsables régionaux de la formation	20	40	80 000	80 000	-
	Management de Projets Forestiers	17	170	604 800,00	336 000	268 800
	Audit Interne	12	72	520 800	223 200	297 600
	Management et Developpement du Potentiel Humain			1 120 000	-	1 120 000
ONSSA	Management	100	200	465 000	385 000	80 000
	Internal Audit	15	60	144 000	144 000	-
	Management Control	-	-	144 000	-	144 000
USAID	Workshop on Reading Instruction in Arabic	115	190	1 237 146,16	1 237 146,16	-
AUI (Internal)	AUI Professional Development Program	44	346	53 012	53 012	-
Ministry of Awqaf	Professional Development Program	11	105	201 600	201 600	-
Ifrane Province	Training of INDH Local Actors 2014	175	350	262 600	262 600	-
	Training of INDH Local Actors 2015	75	200	262 600	46 800	215 800
Event organization	Ministère de l'Urbanisme	70	N/A	97 000	97 000	-
	GOPA	20		16 620	16 620	-
	AMEPN	35		34 040	34 040	-
	HCEFLCD - Meknes	25		38 000	38 000	-
	HCEFLCD - DRHAA	200		99 200	99 200	-
	CCM	25		182 980	182 980	-
Total		1111	6581	14 240 423	11 224 398	3 016 025

Annex 5: Azrou Center Activities

Activities	Beneficiaries in 2015
Tutoring to students of Dar Talib boarding school	100
Introduction to computers(STmicroelectronics digital unify program)	532
French and techniques of communication	50
Literacy (274 women and 26 men)	300
Basic French	20
Basic English for illiterate women	17
qualification training in web development, commerce, graphic design, audio visual	78
Beauty and hairdressing	23
Cloth weaving	14
Embroidery	21
Crochet	16
Sewing and cutting	72
Free consultations in general medicine	1500
Awareness in social medical themes	702
Free HIV/AIDS screening	529
Awareness and medical campaign in cardiology, endocrinology dermatology,	1055
Wheel chairs donation :	13
Winter clothes distribution	230
Total beneficiaries for Fall 2015	**3762**

Annex 6: Report of Audited Accounts for 2014-2015

KPMG

KPMG S.A

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The Board of Directors
Al Akhawayn University
Ifrane

INDEPENDENT AUDITOR'S REPORT
FINANCIAL STATEMENTS FOR THE YEAR ENDED JULY 31ST, 2015

Sirs,

We have proceeded to the audit of the financial statements of Al Akhawayn University for the year ended July 31st, 2015 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 744 million with a net profit of MAD 9,6 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.

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 2015 of Al Akhawayn University, in accordance with the accounting principles generally accepted in Morocco.

Rabat on December 17th, 2015

Fouad Lahgazi

Partner

Aziz El Khattabi

Partner

KPMG

FINANCIAL STATEMENT AU JULY 31 2015

Assets (in 000' of MAD)	July 2015	July 2014	Change
Net intangible fixed assets	2 514	2 714	(200)
Net tangible fixed assets	355 732	325 517	30 215
Net financial assets	441 698	406 609	35 089
Exchange variation asset	-	2 053	(2 053)
Inventories	10 044	9 232	812
Receivables	15 313	19 424	(4 111)
Financial investments	44 007	92 903	(48 896)
Exchange variation asset	-	-	-
Cash and cash equivalents	15 287	9 278	6 009
Total Asset	**884 595**	**867 730**	**16 865**

Liabilities (in MAD)	July 2015	July 2014	Change
Shareholders' equity	457 998	448 400	9 598
Similar equity	285 839	295 839	(10 000)
Long-term liabilities	59 599	33 980	25 619
Current liabilities	-	9 663	(9 663)
Provisions for risks and charges	73 634	75 843	(2 209)
Exchange variation liability	-	-	-
Exchange variation liability	-	-	-
Cash liability	7 525	4 004	3 521
Total liabilities and shareholders' equity	**884 595**	**867 730**	**16 865**

Income Statement (in 000' of MAD)	July 2015	July 2014	Change (%)
Operating income	239 064	230 209	4%
Operating expenses	290 236	272 074	7%
I. Income from operations	**(51 172)**	**(41 865)**	**(22%)**
Financial income	27 039	22 308	21%
Financial expenses	898	2 130	(58%)
II. Financial gain	**26 141**	**20 178**	**30%**
III. Current income or loss (I + II)	**(25 031)**	**(21 687)**	**(15%)**
Extraordinary income	34 713	32 166	8%
Extraordinary expenses	83	-	100%
IV. Extraordinary gain	**34 629**	**32 166**	**8%**
V. Net income before tax (III + IV)	**9 598**	**10 479**	**(8%)**
Income tax (exempt)	-	-	-%
VI. Net profit (E) + (F)	**9 598**	**10 479**	**(8%)**

Annex 7: Statement of Revenues and Expenses

STATEMENT OF EXPENSES AND REVENUE 2014-2015

		2013-2014	Var	2014-2015
I	**Operating Incomes**	**230 209 492**	**3.8%**	**239 063 632**
	Sales of goods	21 887 237	-5.8%	20 627 413
	Sales of goods and services produced	176 59 910	4.2%	183 974 714
	Turnover	198 482 146	3.1%	204 602 127
	Grant from the Government	25 000 000	0.0%	25 000 000
	Transfer of Expenses	6 727 346		9 461 505
II	**Operating Expenses**	**272 074 398**	**6.7%**	**290 235 865**
	Purchases of resold goods	17 845 134	4.2%	18 594 580
	Purchases of goods for operations	45 863 408	9.5%	50 201 170
	Other external expenses	29 585 388	10.6%	32 720 578
	Tax	125 841		507 612
	Payroll	139 204 311	3.8%	144 540 119
	Depreciation allowances	39 450 316	10.7%	43 671 807
III	**Operating Result**	**-41 864 906**	**22.2%**	**-51 172 233**
VI	**Return of Endowment Fund**	**20 178 311**	**29.6%**	**26 141 082**
VII	**Recurring Result**	**-21 686 595**	**15.4%**	**-25 031 151**
X	**Non Recurring Result**	**32 165 862**	**7.7%**	**34 629 394**
	Net Result XI - XII	**10 479 267**	**-8.4%**	**9 598 243**
	TOTAL REVENUES	**284 684 439**	**5.7%**	**300 815 756**
	TOTAL EXPENSES	**274 205 171**	**6.2%**	**291 217 512**
	NET INCOME	**10 479 267**	**-8.4%**	**9 598 243**

Annex 8: 2015-2016 Budget

Operating Budget 2015 - 2016

	2014-2015 (Actual)		2015-2016 (Budgeted)
Revenues	239 063 632	7.0%	255 679 269
Endowment funds income	26 141 082	-4.4%	25 000 000
Expenses	291 217 512	4.7%	304 975 470
Net income	9 598 243	1.1%	9 704 049
Cash flow	53 270 050	0.8%	53 704 049

Capital Expenditures Budget 2015 - 2016

	2014-2015 (Actual)		2015-2016 (Budgeted)
Capital Expenses	68 870 350	-22.7%	53 263 900