

**ANNUAL
REPORT 2019-2020**



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CONTENTS

	FIGURES AND TABLES	12
	GLOSSARY	13
A	EXECUTIVE SUMMARY	14
B	STRATEGIC PLANNING	18
C	INSTITUTIONAL EFFECTIVENESS AND THE COVID-19 PANDEMIC	20
D	STUDENT RECRUITMENT AND MARKETING-COMMUNICATION (MarCom)	24
	Student RECRUITMENT Digital Marketing for better student Recruitment	
E	ACADEMIC AFFAIRS	32
	Highlights New Academic programs Electronic Textbooks and the Digital Transition	
F	STUDENTS AND STUDENT LIFE	38
	Student Enrollment International programs First Year Experience (FYE) Student Activities Counseling Services Residential Life Interfaith office Athletics Azrou Center for Community Development Health Center AUI Store Career Services	
G	AUI ALUMNI	52
	Alumni Community Alumni Relations Impact of the Lockdown	

H FINANCES

54

Breakdown of Revenue and Expenses
The 2020-21 Estimated Budget

CONCLUSION

58

APPENDICES

60

- 1- Independent Auditors' Report
- 2- Academic Activities
 - Books
 - Book Chapters
 - Journal Articles
 - Presentations at Conferences
 - Conference Proceedings
 - National Conferences
 - International Conferences
 - Participation at Conferences
 - Sponsored Research
 - Public Lectures
 - Workshops at AUI
 - Other
- 3- Alumni Achievements





FIGURES AND TABLES

FIGURES

Figure 1 - 2020-2025 strategic Plan

Figure 2 - Evolution of distinctions in the « Baccalauréat » for new students

Figure 3 – Evolution of enrolled students from 2010 to 2020

Figure 4 - Social Media Share of Voice

Figure 5 - Breakdown of Media Exposure by Media Type

Figure 6 - Presence of the University in the news relative to competition

Figure 7 - Impact of the job search activity

Figure 8 - Operating Revenue 2019-2020

Figure 9 - Operating Expenses 2019-2020

TABLES

Table 1 - Evolution of the Indicators of the Student Recruitment Campaign

Table 2 - Main Paper and Online Media by Number of Articles and Reach

Table 3 - (Echelle de 1 à 5) Student Satisfaction Rate by Subject Area (Scale 1 to 5)

Table 4 - Main Academic Activities

Table 5 - Student Enrollment by Type and Level

Table 6 - Success table by Level

Table 7 - Evolution of Revenue and Expenses 2015-2016 to 2019-2020

GLOSSARY

AAA	Alumni Association
ABET	Accreditation Board for Engineering and Technology
AC	Academic Council
ASI	Al Akhawayn School of Ifrane
ATLAS	Advancement of Teaching Learning And Scholarship
AUI	Al Akhawayn University in Ifrane
CLE	Center for Learning Excellence
CLT	Center for Learning Technology
CRP	Common Reading Program
FAS	Foundation for Academic Success
FYE	First Year Program
GAAP	General Accepted Accounting Practices
GAT	General Admission Test
ITS	Information Technology Services
EBITDA	Earnings before interest, taxes, depreciation, and amortization
EEC	Executive Education Center
EPAS	European Program Accreditation System
INDH	Initiative Nationale pour le Développement Humain (National Initiative for Human Development)
LC	Language Center
MACECE	Moroccan American Commission for Educational and Cultural Exchanges
MAD	Dirham Marocain (Moroccan Dirham)
MCPC	Moroccan Collegiate Programming Contest
MEPI	Middle East Peace Initiative
NEASC	New England Association of Schools and Colleges
NECHE	New England Commission Of Higher Education
NOVA	No Violence Alliance
OIP	Office of International Programs
SAO	Student Activities Office
SBA	School of Business Administration
SHSS	School of Humanities and Social Sciences
SSE	School of Science and Engineering

The 2019-2020 academic year has been extremely rich in major developments at Al Akhawayn University. The first was marked by the participatory development of the university's new strategic plan 2020-2025 and the corresponding business plan, both approved by the Board of Trustees in July 2020; the appointment of President Driss Ouauicha in October 2019 as Minister of Higher Education, then the appointment of the new president of the university, Dr. Amine Bensaid, on November 7, 2019; enthusiastic approval of the Institutional Accreditation Mid-Term Report by the prestigious New England Commission for Higher Education (NECHE), paving the way for the next 2 and a half years of preparation for the accreditation renewal of the university by NECHE; the start of a financial recovery of the university; the resumption of growth in the number of new students; and the 25th anniversary of the opening of our university. Finally, like the rest of the world, our university suffered the consequences of the COVID-19 virus pandemic. The university reacted in a very agile and (often) very effective manner but had to postpone the graduation ceremony for the first time in history and deal with students stranded abroad on a «best-effort» basis.



The appointment of Dr. Amine Bensaid as President, November 7, 2019.

Strategic Planning

Regarding the structuring activity of the academic year, strategic planning continued with the new president and was oriented to better respond to the target population, capitalizing on the strengths and distinctive features of the university, particularly the fundamentals of Al Akhawayn University set out in its founding texts, its academic quality and its model of Liberal Arts, and to identify further opportunities for improvement. In parallel with the development of the new strategic plan, President Bensaid set out two additional priorities for the remainder of the year: (1) improving the "AUI Experience" for students, faculty, and staff by making a university that is both efficient in its operations and pleasant through its quality of service; (2) succeed in the student recruitment campaign for the 2020-21 academic year, as a demonstrator, to build confidence and get the new strategic plan off to a good start.

In consultation with stakeholders - a significant number of Board members, professors, administrative staff, students, and alumni - the university's 2020-25 strategic plan defined a new

2025 vision for the university, which is as follows: "AUI will be a leading institution in the Middle East and Africa for the model of the Liberal Arts of the 21st century with practical and lasting value - Better Value on Investment". The strategic objectives were refined with task forces on the eight pillars, including six main pillars and two transversal pillars: 1. AUI as a microcosm of ideal Morocco, 2. AUI as the beacon of Liberal Arts education in the Middle East and Africa for the 21st Century, 3. Student experience and success, 4. AUI as preferred partner for the corporate world and a major provider for the public sector, 5. Elevated brand image of AUI and leveraged to serve its growth, and 6. AUI's exemplarity in terms of sustainable financial and environmental development. As for the two transversal pillars, they establish that 1. The support services must become key enablers in the path towards the new vision, and 2. AUI must establish a strong "shared governance" in the service of organizational effectiveness. The strategic plan aims to increase the number of students enrolled at Al Akhawayn, in Fall 2026, to a total of 5,000 students according to an Optimistic Scenario (strong growth) or 4,353 students according to a Central Scenario (with more moderate growth), with all the development necessary to support this growth. The Board approved the strategic plan, as well as the corresponding business plan, and initiated the financial engineering work to finance it.

The AUI experience moving online

In addition, the priority of improving the «AUI Experience» had to be developed mainly online. From March 16, 2020, only about fifty students who had no other alternative were allowed to continue to stay on campus: international students who were unable to leave Morocco, students who were children of Moroccans living abroad and without a home in Morocco, orphaned students supported by AUI, or students from poor areas where internet connection was not able to support online training. Only 13% of employees needed to be physically on campus throughout the lockdown period. AUI has set out to serve and improve the AUI-experience for this population, the faculty population living in Ifrane, as well as everyone who has switched to working and teaching online.

Academically, half of the Spring 2020 semester took place completely online. Teaching & Learning (T&L) management moved into agile mode, with a TQM (Total Quality Management) process, identifying and making improvements every week. In addition to the information systems department (ITS), and the permanent exchange with the networks of American peer universities, four specialized centers of the university were instrumental during this period: the Center for Learning Technologies (CLT), the First-Year Experience (FYE), the Center for Learning Excellence (CLE) and the Center for Advancement of Teaching, Learning And Scholarship (ATLAS). Overall, the lessons went very well, although the first two weeks were spent in a breaking-in mode, there were challenges to overcome each week, and we noticed fatigue at the end of the semester on part of the students and teachers. End-of-semester evaluations by students showed satisfaction levels of 4.25 / 5 on average, which is comparable to the level of satisfaction in pre-Covid face-to-face mode. Two other satisfaction indicators: registrations for the Intersession course (completely optional), between the Spring and Summer sessions, increased by 90% compared to the Intersession of the same period last year, and registrations for the Summer Session have increased by 25% compared to last year. Despite obvious fatigue among professors, associated with a significant increase in the workload, a majority of professors are looking for ways to capitalize on this experience to better serve the strategic choices that AUI has made to play a pioneering role in adopting the "Liberal Arts" model to meet the challenges of the 21st century.

The Heart of the «AUI Experience»

Despite the Covid-19 situation, the student-centered approach has not changed. Throughout the 2019-20 academic year, the FYE (First Year Experience) program worked closely with the CLE (Center for Learning Excellence) to set up the "Meet your Mentor" event for more than 450 new students (enrolled in August 2019 and January 2020), with a system of follow up, monitoring and

support by their peers for students at risk of failure. These students are required to participate in workshops and tutoring sessions, as well as team building activities, visit of the surrounding area, etc. The result was an overall success rate of 95.58% (vs. 93% in May 2018), with 42.80% (vs. 33.64% in May 2018) of courses passed with an «A» grade. This system of «peer learning» and «peer mentoring» at AUI is confirmed to be very effective as an approach to support students towards reaching their full potential.

From September 2019 to March 2020, student life continued (until the outbreak of the Covid-19 crisis) to thrive in Al Akhawayn, with opportunities to explore a wide variety of interests (with 33 student clubs active throughout the academic year). Student organizations were able to successfully organize 186 events in the past academic year, with an average of 700 club members per semester. The students were also able to illustrate the desired goal of social responsibility put forward by the university, through their participation in organizations such as the Azrou Center for Community Development, Humanitarian Clubs, Leadership Development Institute, or the Hillary Rodham Clinton Center for Women Empowerment. However, there are still some challenges to overcome, as some students are suspicious of anything that comes from administration, and their expectations are sometimes unrealistic. This had an impact on their level of satisfaction and was manifested during the annual student satisfaction study carried out in November-December 2019 where, in response to the question «Would you recommend AUI to a friend or a member?» of the family? «62.78% said yes, down slightly from 65% a year earlier. The university has set the goal of improving this rate for years to come.

In addition, during the Covid period, around 100 of our internationally mobile students chose to finish their Spring 2020 semester abroad or were unable to return to Morocco before the borders closed. With the end of the academic year in the host countries, AUI was committed to continuously monitoring their situation and offering ongoing support, working with partner universities and with Moroccan embassies in host countries, regarding accommodation, visa status, and the financial situation. All these partners showed great solidarity and helpfulness, much appreciated during these difficult times.

In addition, our university community has come together to help alleviate the conditions of poor families in Ifrane. Our faculty, students, staff and alumni have contributed to our solidarity fund to benefit some 3,000 families from Ifrane and the surrounding region, in addition to our contribution of 1.5 million MAD to the special national fund for the management of the pandemic.

Recruitment Campaign

Regarding our priority relating to the success of the recruitment campaign for new students, the recruitment process and the objectives for the start of the 2020-21 academic year have been revised upwards by 38% compared to the start of the 2019-20 academic year, as proposed in the strategic plan, and were set at 608 new students for the fall 2020 academic year (against 440 in autumn 2019). An ambitious campaign was launched, new processes put in place, and human and material resources were redeployed to better serve this recruitment campaign. With the Covid-19 situation, we had to postpone the market study (which was planned to inform the marketing strategy), conduct the entire campaign in a tactical manner, and switch it entirely online from the 2nd week of March.

The results achieved at the end of the campaign exceeded the objectives. The number of new students has more than doubled (with a growth of + 102% over the previous year) reaching 890 new students. The total number of students then jumped + 26% compared to the previous year to reach 2,484 students. The quality of new students has been preserved, with 63% of them having obtained their BAC with a "Very Good" or "Good" mention, and 83% having obtained their BAC with honors if we add those mentioned as "Fairly Good" (an increase of + 2% compared to the previous year).

Finance

The financial aspect was marked this year by four main elements:

- 1- The production of financial statements in accordance with American accounting standards (U.S. GAAP) as required by NECHE;
- 2- The introduction of monthly (versus annual) budget statements from March 2020, to better manage our budget (by deciding to adopt EBITDA as a steering compass), particularly in view of the uncertainties associated with the COVID-19 pandemic, and to improve visibility and the "AUI experience" for budget center managers;
- 3- An improvement of + 45% compared to the budgeted EBITDA, going from a budget of -12.77 MDhs to a realized budget of -7.34 MDhs.
- 4- Improvement in operating income of + 14.4%, from -46.95 MDhs in 2018-2019 to -40.17 MDhs.
- 5- An improvement of + 43.5% in net income, from -21.83 MDhs in 2018-2019 to -12.33 MDhs in 2019-20. (Note that by drawing 23 MDhs from the Endowment Fund for the 2018-19 financial year, the net result officially stood at 1.17 MDhs.)
- 6- An improvement of 44.12% of the non-current result, going from 6.98 MDhs (excluding 23 MDhs which had been taken from the Endowment Fund) in 2018-2019, to 10.07 MDhs in 2019-20.
- 7- The renewal of the investment of AUI's Endowment Fund with Crédit Agricole, with the same conditions.
- 8- As for the provisional budget proposed for 2020-2021, it is part of the new business plan, with a provisional operating budget of 284.05 MDhs (versus 298.69 MDhs in the 2019-20 forecast budget), i.e. a decrease of 4.9%, and a forecast investment budget of 31.65 MDhs (corresponding to an overall increase of 48.91%).

As the current Strategic Plan (2015-2020) comes to an end, a new plan (2020-2025) is launched, with spring 2020 serving as a transition semester. In consultation with a large part of the community: students, staff, professors, alumni as well as the Board of Trustees, the University's Strategic Plan 2020-25 presents a new vision for the university for 2025 and articulates it as follows: AUI will be a beacon in the Middle East and Africa as a "Liberal Arts" teaching model adapted to the 21st century with practical and sustainable value - Better Value on Investment.

Figure 1 - 2020-2025 strategic Plan



The strategic objectives have been developed with the task forces of the eight pillars. There are six main pillars and two transversal pillars: Pillar 1. AUI as the microcosm of ideal Morocco, Pillar 2. AUI – As a beacon for a «Liberal Arts» teaching model, meeting the challenges and seizing the opportunities of the 21st century, Pillar 3. AUI geared towards student experience and success, Pillar 4. AUI - preferred partner for the corporate world and main provider for the public sector, Pillar 5. AUI's brand image elevated and liberated for increased enrollments, and Pillar 6. AUI aims for financial and environmental exemplarity and institutional sustainability. As for the two transversal pillars, they establish that T1) Support services become key enablers of the vision, and T2) AUI establishes strong shared governance and institutional effectiveness.

The strategic plan aims to increase the number of students enrolled at Al Akhawayn to reach, at the start fall following the 2025-26 academic year, a total of 5,000 students according to a strong growth Scenario or 4,353 students according to a Central Scenario (with more moderate growth), with all the development necessary to support this growth.

In order to plan for the costs associated with the Strategic Plan, a detailed cost assessment (including for the extension of infrastructure) was carried out in coordination with the investment banks Attijari Finance and Upline, made available by our Development Committee Chair, M. Kettani (CEO of Attijari Wafa) and Budget committee chair, M. Mounir (CEO of Groupe Banque Populaire).

This Strategic Plan with its Business Plan was approved by the committee chairs and then by the Board during its meeting on July 8, 2020.



The President addresses the students and their parents at the start of the academic year.

INSTITUTIONAL EFFECTIVENESS AND THE COVID-19 PANDEMIC

In terms of new recruitments, a new Chief Operating Officer has been appointed and is responsible, among other things, for steering strategic planning as well as overseeing various operations, first and foremost? the recruitment campaign and improvement of the AUI experience. An external consulting firm has been hired to lead internal teams in the development of strategic objectives, actions and indicators. In addition, interviews were conducted by the board of directors of ASI (the American school of AUI) and a principal was recruited, to succeed the acting principal.

Despite all these important developments and achievements, there is no doubt that the global crisis caused by the COVID-19 pandemic and its impact on higher education has been the main event of the year. Al Akhawayn University, like other institutions in the country, reacted by shifting to a more agile management style, that is better suited to the surprises and uncertainties associated with the pandemic. The president organized several virtual townhall meetings with students, administrative staff, faculty, and graduate students to discuss the emotional and objective consequences of the pandemic. From the start, a Covid-19 Task Force was put in place to continuously monitor the situation and propose actions to ensure security and business continuity. The safety of our students abroad was a priority concern. Contacts were established with Moroccan ambassadors in several countries to provide assistance for students in distress. AUI's international students, as well as domestic students whose parents live abroad, continued to stay on campus. The campaign to recruit new students was quickly transformed into an online campaign by reorganizing the necessary resources.



The precautionary measures taken by the university to deal with the pandemic within the campus.



Online presentation of a graduation project.

The first big decision, naturally, was to switch to online education in order to save and adapt the learning process of its students and their future. The University has adopted MS TEAMS as a teaching tool in addition to Jenzabar, its well-established Student Information System (SIS) platform with a Learning Management System. The forced transition to online education turned out to be an opportunity to speed up work on one of its objectives retained in the new strategic plan, namely more use of online education to enrich our pedagogy, and blended learning offering face-to-face and remote options. The University has organized development sessions for all its professors in order to familiarize them with the new teaching platform. Many existing structures at AUJ provide the necessary support to her faculty, students and staff. Thus, the Information Technology Services (ITS) department provided continuous technical support to all users, the Learning Technology Center (CLT), which equipped teachers with technological skills and helped them to use new technologies in the classroom, provided teachers with the tools they needed to perform their duties, the Center for the Advancement of Teaching, Learning and Research (ATLAS) supported teachers in their agile acquisition of new skills and the appropriate pedagogical tools to manage their online classes, and the Center for Learning Excellence (CLE) provided the necessary support to students to enable them to adapt to these new conditions. In order to control and manage this rapid transition, the University set up a Total Quality Management system (QMS), the steering committee of which was chaired by the President of the university, to continuously supervise, control and correct all the new features introduced during this transition. During its weekly meetings, the QMS committee had access to data provided by ITS, CLT as well as to weekly student surveys in order to address challenges in a timely manner and design corrective measures quickly and efficiently. This management system proved to be effective for the success of the experiment, as evidenced by student surveys during and at the end of the spring semester 2020. The university also decided, like the most American higher education institutions, to move to a more flexible grading system, allowing each student to choose, at the end of the semester, for each of their courses, between (a) keeping the grade in letter form, or (b) adopt a binary passing or failing grade which is not counted in their cumulative average of the overall curriculum, a flexibility adopted in order to show support for the students who were going through very difficult and stressful learning conditions.



Awareness meeting held by the Covid-19 Watch Committee.

As a result of the pandemic, in addition to online education, the university also embraced remote work for its staff. A small team (some 13% of the administrative staff) had to stay on campus during lockdown to provide essential services and care for the 50 or so students (mostly international) who remained on campus. A number of staff found themselves without duties or were unable to make the trip to campus, due to travel restrictions imposed to mitigate the pandemic, because they lived in nearby towns. It was decided to ask all staff members who had excess vacation or compensation days - more than 11,000 days in total - to take time off to clear this backlog. With the easing of travel restrictions, staff who had been confined were urged to return to campus or take their vacation on a priority basis during the months of June and July. This measure was taken because it was expected that, due to the rescheduling of the baccalaureate exams, staff would be needed in August to prepare for the arrival of new students, which turned out to be the case.



STUDENT RECRUITMENT

Face-to-face student recruitment activities before Covid-19

Since the start of the academic year, the University implemented its usual plan to bring the Al Akhawayn University experience to potential students by participating in student fairs and high school tours. Given the new Strategic Plan, a more aggressive, results-oriented strategy was put in place from December 2020 to expose as many students as possible to the transformational path they could follow at AUI, increasing the number of events for them on campus. Several face-to-face recruitment campaigns were carried out. They include 30 high school visits by caravan, information days in 25 high schools, visits to hometown schools of 94 student ambassadors, and participation in 11 student fairs. In addition to these activities, the student ambassadors undertook visits to faculties of public universities.

The move to the digital sphere and telemarketing

Interrupted by the Covid-19 crisis and the national lockdown, the campaign shifted to the digital sphere and used activities such as hosting a virtual fair for students, a weekly series of interactive and informative webinars led by alumni and AUI student ambassadors, mass email sending, and a sustained campaign of phone calls through a team of professionally-trained AUI staff and the use of professional call center services.

The use of digital technology required a complete reorganization and a strengthening of the student recruitment team by calling on voluntary staff from various university departments (in particular those whose services had been interrupted because of the Covid-19 crisis.). These additional collaborators were instrumental in all the various processing of the large number of files emanating from the digital campaign.

Towards a Result-Based Approach

To be able to manage the large flow of requests caused by our campaign, a CRM (customer relationship management) system has been developed, to improve our ability to manage prospects quantitatively and qualitatively. The recruiting team also developed new reporting systems and dashboards to track performance, adjust actions and improve results daily.

As a result of COVID-19, the General Admission Test (GAT) was canceled and replaced with a new admission process based on the assessment of grades, cover letter and other supporting documents from applicants, in addition to an interview by the professors when they consider it useful before an admission decision to preserve the quality of those admitted.

Student Recruitment Campaign Indicators	Evolution of the Indicator from 2019-2020 to 2020-2021
Number of Prospects	+90%
Initiated Applications	+341%
Completed Applications	+122%
New Enrollments	+103%
Total Enrollments	+26%

Table 1 - Evolution of the Indicators of the Student Recruitment Campaign

Figure 2 - Evolution of distinctions in the « Baccalauréat » for new students

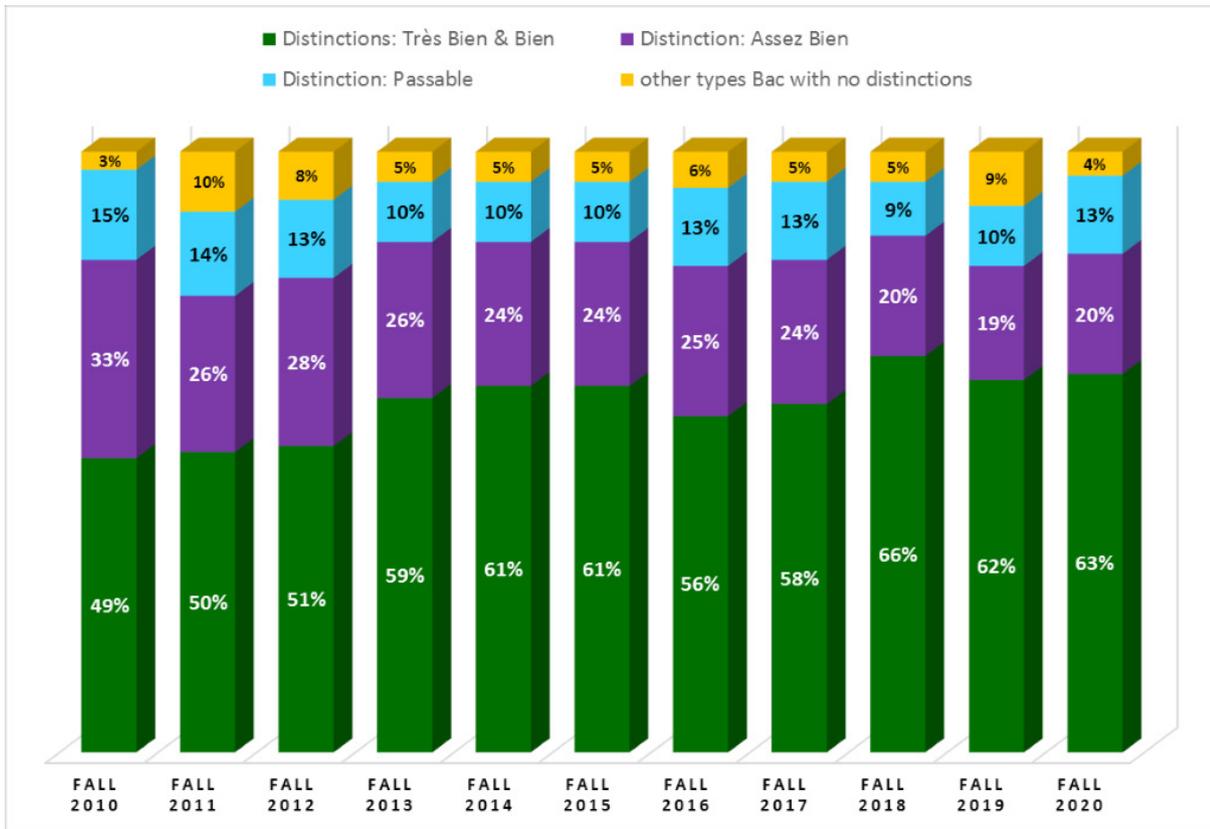
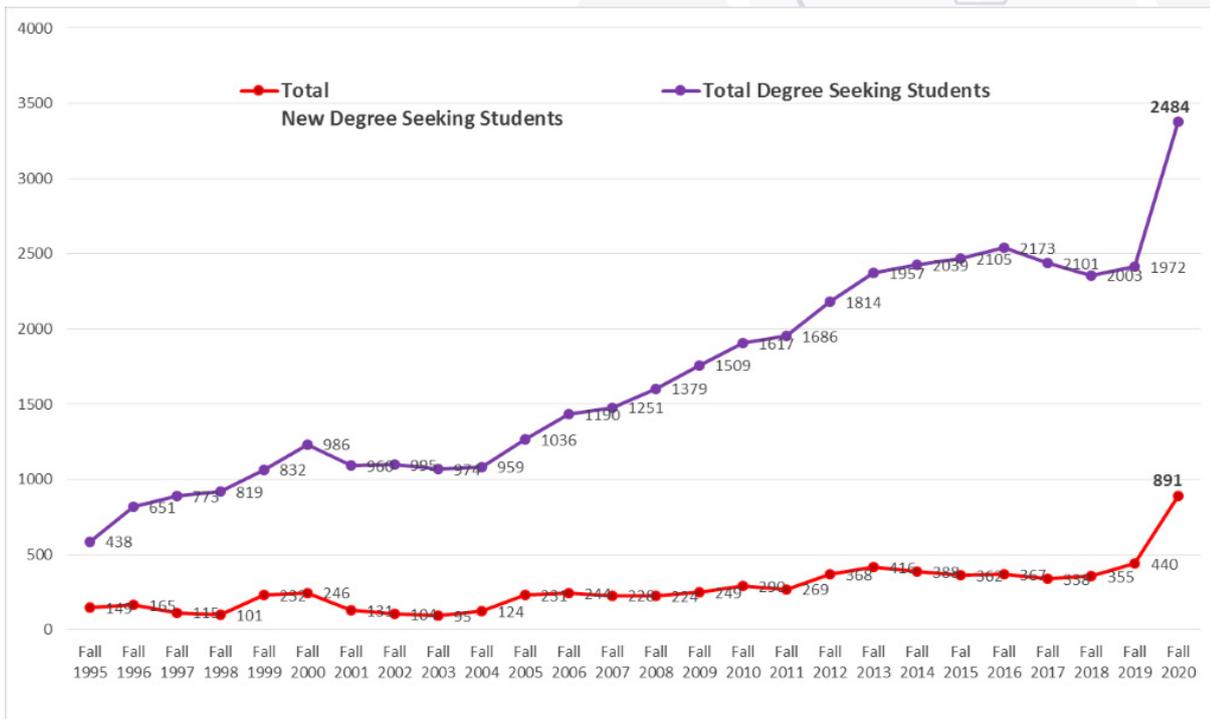


Figure 3 - Evolution of enrolled students from 2010 to 2020



Digital Marketing for better student Recruitment

From Digital Advertising to Digital Marketing

The switch to a 100% digital marketing campaign was central this year, considering the Covid-19 crisis. Al Akhawayn University began its digital advertising experience in 2017 with low budget campaigns with the sole aim of improving its online visibility. In 2018, the University made a significant leap in using digital advertising to attract potential students, but with no operational, structural and strategic link to student recruitment.



*Accredited by NECHE making the AUJ degree 100% equivalent to an American university degree.



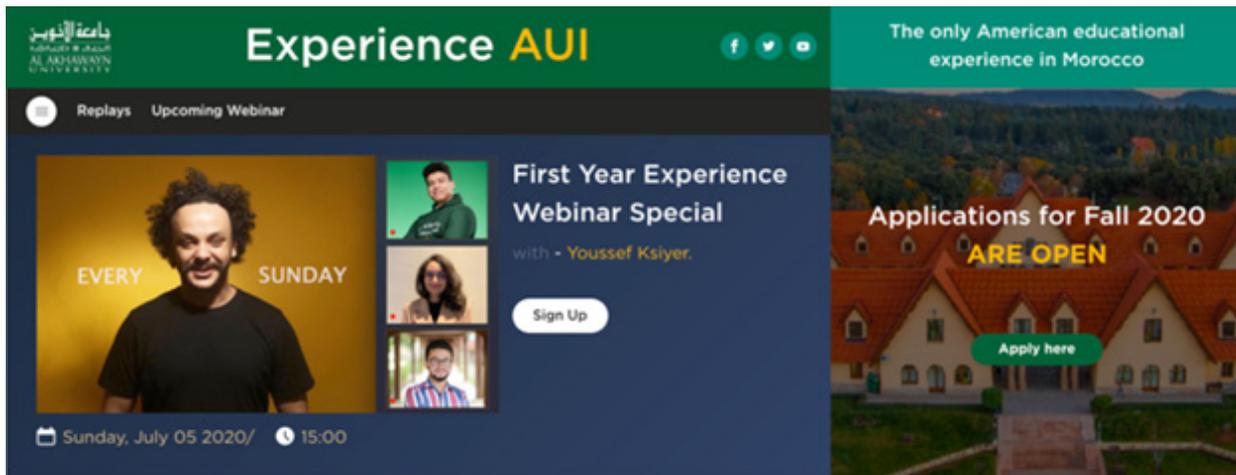
*Accredited by NECHE making the AUJ degree 100% equivalent to an American university degree.

26

During the development of the new 2020-2025 strategic plan, it appeared that the university had great opportunities to improve its marketing and service to improve its recruitment. Therefore, this academic year was marked by the communication and student recruitment departments joining forces, with the support of marketing experts, who shaped the digital marketing strategy and led to the results above. Together, this team redesigned the entire process of recruiting new students, retracing the entire digital journey of a future student. This work had to be taken place this year without access to insights from market research, which was part of the strategic planning process, but which was prevented by the pandemic. This campaign was then built based on internal reflection - and perception - of the distinctive elements of our university. Here are some examples of visuals that were used in this campaign:

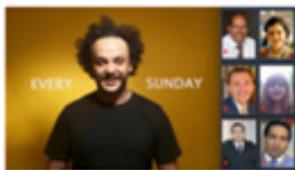


*Accredited by NECHE making the AUJ degree 100% equivalent to an American university degree.



You will meet the inspiring paths of current and former **AUI students**, tips on how to **get ready for University life** and how to ace your **admissions process** to your **dream school**.

Latest updates



All about The School of Humanities and Social Sciences - Episode 7 Master Special

Complete replay of the 7th episode of Experience AUI with Youssef Ksiyer and our guests .

[Full Replay](#)

Posted Tuesday June 30 / At 13:30



One Year Master's Programs in Social Sciences

Meet Dr. Agnaou who is gonna be talking about the one year Master's Program in Social Sciences.

[Replay](#)

Posted Tuesday June 30 / At 13:20

Must See

Watch Videos Recommended by our Students

- Happy AUI by students**
340K We are from Al Akhawayn University Ifrane Morocco
- Al Akhawayn University FAQs by former student Sofia**
11.6k
- Mehdi & Zaynab's First Year at AUI**
4456
- Class 2015 Graduation Speech by Soukaina & Gumbo**
5372
- Unity Alan Walker Cover by AUI Students & Alumni**
2371
- Virtual campus tour guided by AUI students Kawtar and Ali**
1200

This was the first time AUI has had to develop a whole new approach to recruiting and communications by injecting marketing expertise. As of April 2020, the full integrated process was in place and bearing fruit, as shown by the figures reported above.

Supporting marketing efforts through holistic and ongoing communication

The creation of content for social media is guided by the strategy developed in spring 2019 to maximize impact and increase the engagement rate of our target audience. At the same time, social media has served a new purpose this academic year: meeting student recruitment goals and promoting the AUI-experience. This strategy has resulted in an increase in the number of followers on our official channels to reach in June 2020: 16,800+ on Instagram, 209,000+ on Facebook, 18,700+ on LinkedIn and 5,800+ on YouTube.

Realizing the importance of social media (58% of media exposure compared to print and digital information) and its impact on target audience decision making, the university has focused its efforts to strengthen the digital presence of AUI and improve its exposure to social media in order to surpass its competitors while making social media the most powerful communication channel, as illustrated by the following pie charts.

Figure 4 - Social Media Share of Voice

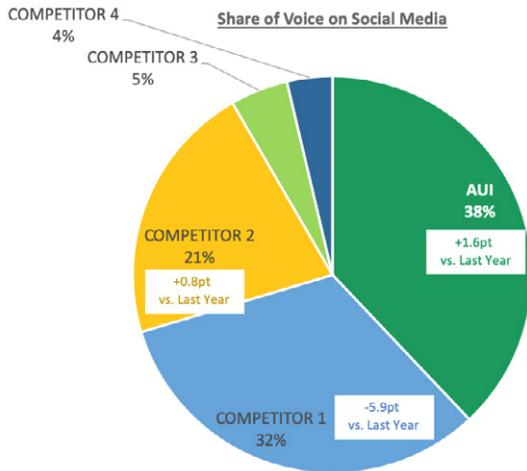
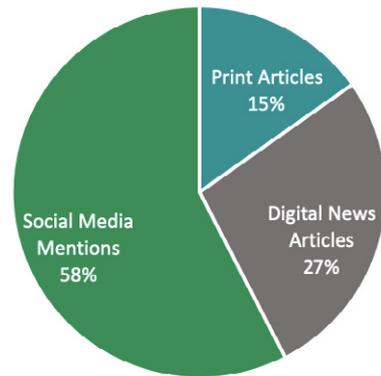


Figure 5 - Breakdown of Media Exposure by Media Type

Distribution of Media Exposure by Media Types



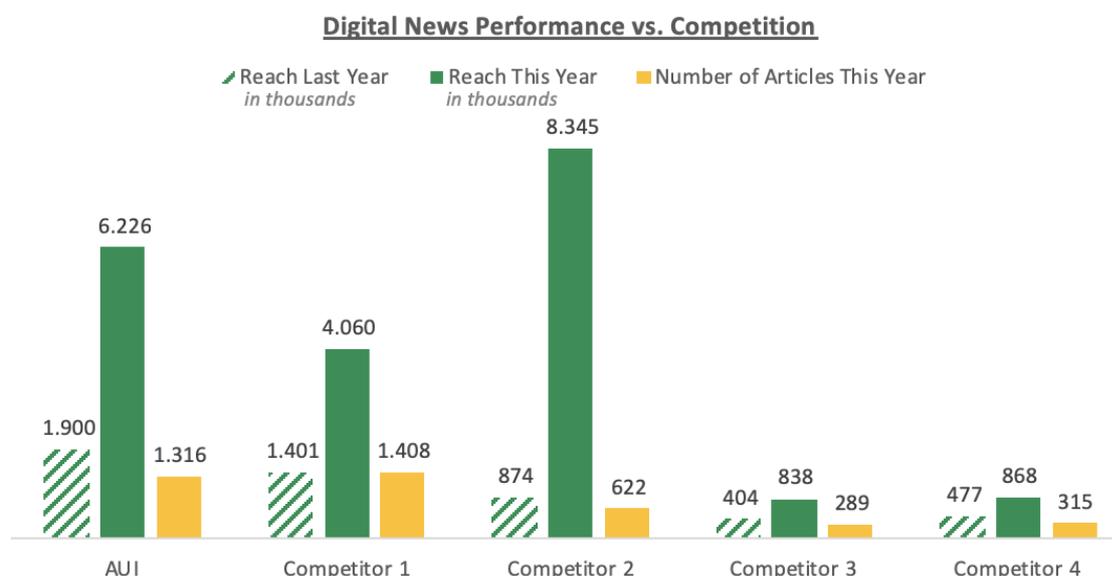
Targeting a Quality Media Exposure

Although the university is present on different media channels (TV, radio, paper and digital press), it can only quantitatively follow 2 of these media channels: The paper press and digital media, which are the main channels allowing the university to inform the main secondary actors: recruiters, parents, former students and partners. Print news monitoring began in January 2019, making it difficult to compare with results from previous years. To improve its ability to monitor and assess the quality of its media exposure, the university will invest in more comprehensive analytical tools as part of its strategic plan for 2020-2025.

For the assessment of exposure to digital media, the university can paint a clearer picture. Last year, the University led the way in digital media exposure in terms of reach (1.9 million people reached) and number of articles (1,327 articles), figures which compare favorably to sister institutions. This year, the University has focused on improving the quality of the exposure but has chosen to feature in-depth articles in widely-read digital media. As can be seen in the graph below, AUI has almost as many articles as the previous year but has tripled its reach to 6.2 million readers, which is an impressive development from last year, although this performance was exceeded by one of the sister institutions. The next academic year will therefore be focused on reclaiming the first place that AUI secured last year.



Figure 6 - Presence of the University in the news relative to competition



From 1 June 2019 to 31 May 2020

In print media, the University reached 1.8 million readers and 734 article mentions. The importance of qualitative content was also reinforced in the print media. The university can count among its main sources: Telquel, L'Economiste, Jeune Afrique, and Challenge, as indicated in the tables below.

Top Sources in Print			Top Sources in Digital News		
Source	Reach	Number of Articles	Source	Reach	Number of Articles
1 Tel Quel	332.753	30	1 今日头条	67.621.854	2
2 L'Economiste	168.249	55	2 هسبريس جريدة إلكترونية مغربية	52.110.567	25
3 Les Éco	139.366	46	3 ATT.com	51.586.643	3
4 LeMatin	97.506	73	4 РИА Новости	34.789.628	1
5 Maroc Hebdo	94.245	12	5 Le Figaro.fr	27.815.444	1
6 Aujourd'hui	78.020	40	6 The Times Of India	25.667.510	1
7 Bayan Alyoum	70.659	51	7 مغرس - أخبار المغرب	22.578.049	38
8 Nissaa	57.894	6	8 Lematin.ma	16.178.777	52
9 Alyaoum	50.870	28	9 MSN.com	15.900.342	3
10 Al Sabah - Morocco	48.993	35	10 Newsweek	15.222.816	1
11 Jeune Afrique	46.089	3	11 Folha de S. Paulo	14.308.017	1
12 Ahdath Maghrebia	45.107	32	12 L'Economiste.com	12.636.205	36
13 Al Haraka	43.510	19	13 Le Site Info	11.932.428	10
14 Challenge	39.405	14	14 Heavy.com	10.755.464	1

Table 2 - Main Paper and Online Media by Number of Articles and Reach

The ten press releases, on distinctive AUI themes, that have garnered the most attention are as follows:

- 1- The artificial intelligence tool to help fight COVID19, developed by former student Anasse BARRI (currently a professor at New York University)
- 2- AUI obtains certification from the American College for Reading and Learning Association
- 3- Graduation ceremony June 2019
- 4- UN Model: AUI Hosts North Africa's Largest Conference
- 5- The appointment of Dr. BENS Aid as president of AUI

6- AUI's new ambitions with the Strategic Plan 2020-2025

7- Ifrane organizes the astronomy festival

8- 41% of first year students at AUI have scholarships

9- The Al Akhawayn Short Film Festival

10- Election of Dr. Assem as President of the IEEE Chapter

Finally, television presence has been interesting for the university this year with 13 national appearances and media coverage.





Highlights

Academically, the year 2019-20 was characterized by two significant external recognitions of the value of the teaching provided by the university. The first was the approval by the university's accreditation agency, NECHE (New England Commission on Higher Education, formerly NEASC), of the interim report submitted by Al Akhawayn in July 2019. This approval means that the University has managed to maintain its strong commitment to quality assurance and has been able to deliver on its commitments and positive relationship with NECHE. It is useful to quote here the report from NECHE commending "Al Akhawayn University (AUI) for its continued development as an internationally recognized academic institution with practices and products designed to meet the challenges of higher education in the 21st century". The second significant external recognition of the excellent quality of education provided at Al Akhawayn University came from one of the leading international ranking agencies for higher education institutions, QS, which confirmed the University as the top Moroccan university, according to its criteria. This recognition by QS, which is not the first, has been encouraging to our university in its efforts to provide world-class education to its students.

Beyond encouraging appreciation received from external parties, 2019-20 was characterized by three main developments: 1) the launch of new programs in the School of Science and Engineering and in the School of Humanities and Social Sciences, 2) the implementation of the new general education curriculum with two new components - Art courses (music, theater, and visual arts) and Service Learning, and 3) the impact of the COVID-19 pandemic on mode of delivery of teaching.



Convocation meeting with the faculty.

A development in the current academic year has been the ability to increase the number of degree programs so as to offer students a 21st century education. The intensive work undertaken by the School of Science and Engineering and the School of Humanities and Social Sciences has resulted in new degree programs. Both schools aimed to design programs that would meet the expectations

of this new generation of learners as well as the needs of the job market, without neglecting the University's liberal arts identity. The School of Science and Engineering has prepared and started to recruit students for 8 new Bachelor programs, approved by the Academic Council and by the Board of Trustees, among which are programs in artificial intelligence and robotization, in data analysis (Big Data) and in engineering of renewable energy systems. It also launched three new master's programs, including a master's degree in digital transformation and another in financial technology engineering. As for the School of Humanities and Social Sciences, it has launched two new Bachelor programs, one in environmental and sustainability studies and the other in spatial planning and management, as well as a Master's program in communication studies.

Another innovation in the General Education program is the inclusion of a compulsory component of a one-credit service-learning, which has been added to the already existing community involvement program. Through service learning, AUI aims to integrate its students into their environment and enable them to learn through real-life experiences. With this, Al Akhawayn University has brought to its program one of the most promising educational innovations of recent times.



“Down to Earth” made by Cultural Leader Mike Stilkey, was donated by the World Economic Forum to AUI. The painting consists of nearly 8,000 books and measures 8m tall and 6m wide.

The major event this academic year has been the COVID 19 pandemic, which has forced the University to adapt to online teaching and learning. The university was uniquely positioned to make the rapid move to distanced education: it has a long history of supporting faculty and students, and has consistently embraced a practice and culture of continuous improvement. In this sense, the Center for Learning Technologies (CLT), in very close collaboration with the Center for the Advancement of Teaching, Learning and Scholarship (ATLAS), has provided AUI professors with strong and reliable educational support in order to use technological tools adequately and to offer their students an engaging and enjoyable distance learning experience.

As for the students, the Center for Learning Excellence (CLE) as well as the First Year Experience Program (FYE), through their student-mentors, provided students with the educational support necessary to adapt - and continue to strive for excellence - with this new way of learning.

Like a majority of US universities, AUI also made the decision to move to a more flexible grading system that allowed students to maintain a letter grade or adopt a pass/fail grade in each of their classes, a flexibility adopted by most American higher education institutions to show their support for students who were going through exceedingly difficult and trying learning conditions with potentially significant psychological impact.

Last but not least, a quality management system (QMS), based on a Total Quality Management approach, was put in place to assess progress each week and make the appropriate improvements and adjustments to make this transition a success. During its weekly meetings, the QMS committee had access to data provided by ITS (the IT services department) and CLT, as well as the results of the weekly student surveys in order to address real-time challenges and design corrective actions quickly and efficiently. This management system ensured the success of the experiment during the spring semester, as evidenced by the surveys conducted (as they have been conducted every semester since the opening of AUI 25 years ago) with students at the end of the semester, and whose satisfaction rates are reported below:

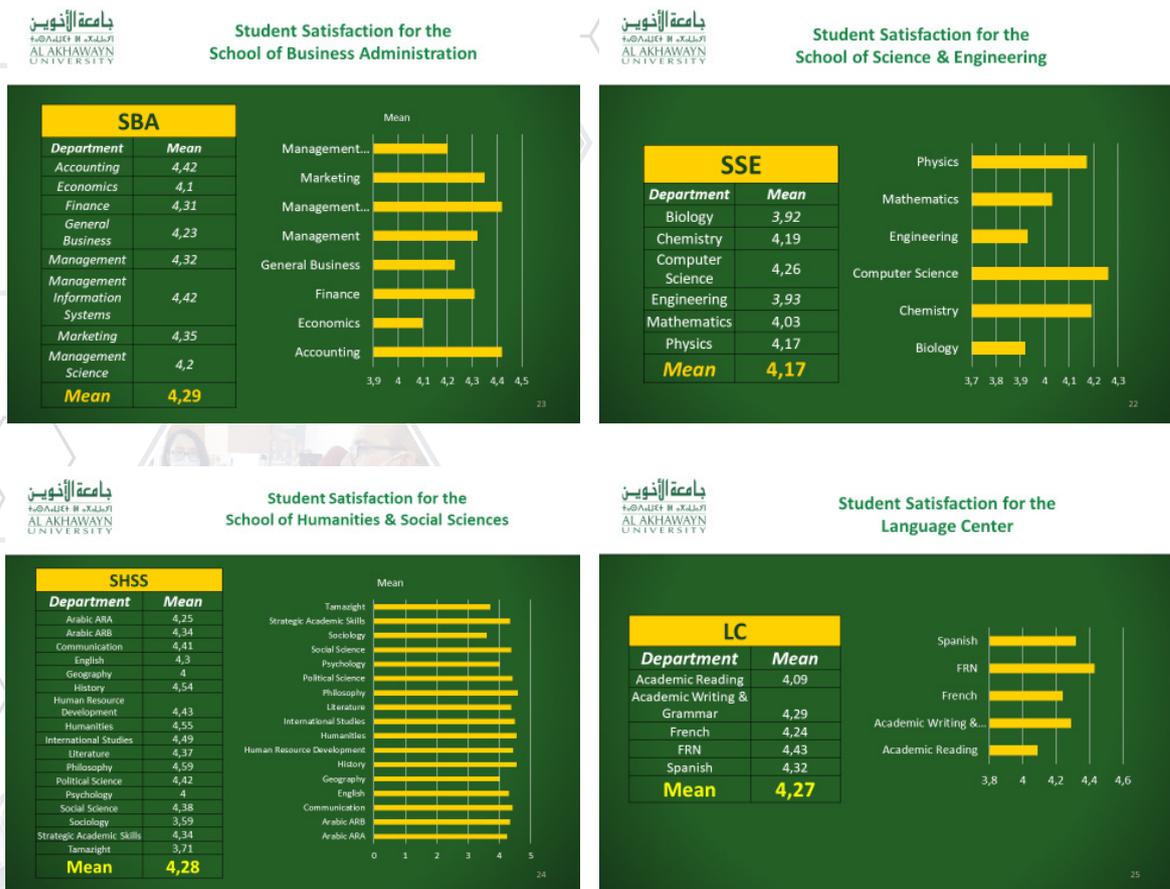


Table 3 - Student Satisfaction Rate by Subject Area (Scale 1 to 5)

New Academic programs

Considering that the diversification of the educational offerings is an important element in growth, the President submitted for the approval of the Board, thirteen new degree programs, which were approved, nine at Bachelor level and four at Master level in the fields of IT, environment, and territorial management:

- Bachelor of Science in Spatial Planning and Management
 - Bachelor of Science in Environmental Studies and Sustainability
 - Bachelor of Science in Manufacturing and Logistics Engineering
 - Bachelor of Science in Engineering Decision Support Systems
 - Bachelor of Science in Computer Systems
 - Bachelor of Science in Cyber-Physical Systems
 - Bachelor of Science in Cloud and Mobile Software Engineering
 - Bachelor of Science in Big Data Analytics
 - Bachelor of Science in Artificial Intelligence and Robotization
- Master of Engineering in Financial Technology
 - Master of Arts in Communication studies and Digital Media
 - Master of Science in Digital Transformation
 - Master of Science in Big Data Analytics



The Center for Learning Excellence provides students with tutoring and mentoring services to ensure a rewarding learning experience.

Electronic Textbooks and the Digital Transition

At Al Akhawayn University, all subjects adopt a reference «textbook», which is required for use by teachers and students (who are required to acquire it). The Electronic Books project has two objectives: (1) to provide students and teachers with all the interactive content developed (for each textbook) by publishers, beyond the content in the paper version, to support and enrich the textbook; and (2) decrease the cost of books for the student, since the electronic version is less expensive than the paper version. In fact, the digitalization policy was launched in 2009 by the Mohammed VI Library, to support the university in its efforts to prepare for the digital transition. Today more than 80% of the library's resources are available in digital format, accessible 24 hours a day, 7 days a week, online. To encourage educational innovation, the Mohammed VI Library initiated in 2014 the Open Educational Resources project, which had mixed success with ten participating teachers, and then launched the electronic book project which was approved in 2019 to turn the page on the paper book.



Honoring Authors at AUI

Thus, the use of electronic books started with 34 courses during the spring semester of 2020 and was generalized to all the courses given during the summer session 2020. The electronic book represents considerable gain in time and money for the students and allows the learner to take charge and the teacher to better manage the learning of their students to ensure quality face-to-face or distance education. The digital environment of textbooks allows students more interactivity, teachers better follow-up of their students and academic managers better visibility thanks to the reports it generates. Finally, it allows the University to make the books students need available to them directly from the Jenzabar learning management platform.



Some academic student successes are also worth mentioning here. Indeed, and for the sixth consecutive year, an AUI team, once again supervised by Dr. Riduan Abid of the School of Science and Engineering, won the MCPC, the Moroccan College Programming Contest, and qualified for the regional competition. This success, which is a source of pride for the university and its students, is further confirmation of the quality of the teaching that AUI provides to its students. Still on the subject of student success, AUI's fifth short film festival was held in October 2019 and was characterized by the participation of students from all film schools and institutes in Morocco. AUI's student films were finalists in all categories (documentary, fiction, commercial) and won the award for best film in fiction. This is all the more remarkable as AUI does not offer filmmaking as a degree program.



The fifth university short film festival with the participation of director Hicham Lasri.

During the current year, professors have produced several publications in the form of books, book chapters, and articles in academic journals, and participated in conferences both nationally and internationally. The detailed list can be found in the appendices.

Academic Activity	Number
Books	4
Book Chapters	4
Journal Articles	24
Presentations at International Conferences	25
Participation at International Conferences	15
Participation at International Workshops	8
Sponsored and Externally-funded Research	27 millions MAD

Table4 - Main Academic Activities

Student Enrollment

With 157 professors and 2,022 students (see, Table 5), the student to faculty ratio (ratio of students: full-time faculty equivalent) at AUI is almost 14, while the average class size is 19.30, with a lower figure of 7.15 for Master courses. The first-year classes (Foundation for Academic Success and Language Center) are small to allow the necessary interaction, supervised laboratory work and follow-up by teachers.

To help young freshmen make a successful transition from high school to university, a number of initiatives are taken. Among them are the measures put in place by the Freshman Committee and the monitoring of students identified as being at risk of failure during the first two semesters at AUI. These students are placed on probation and must attend workshops on academic success and other specific subjects, led by the two counselors, as well as tutoring sessions and regular meetings with the retention officer, the counselor and course instructor.



Progress of student registrations.

Type	Master	Bachelor	Total
Degree Programs	150	1822	1972
Exchange/Study Abroad	5	45	50
Total	155	1867	2022

Table5 - Student Enrollment by Type and Level

Level	Pass Rate
Bachelor	91%
Master	95%
Total	91%

Table 6 - Success table by Level

International programs

The Office of International Programs (OIP) supports and advances the University's educational goals and international engagement. The office is responsible for the coordination and administration of international education programs, as well as the follow-up and maintenance of the University's affiliations, links, and strategic partnerships with higher education institutions abroad for a wide range of learning opportunities.

Highlights of the year:

- A main strategic objective of 76% of outgoing Bachelor students with university experience abroad in the class of 2020 was achieved and even exceeded.

For the 4th year, the Presidential Internship Program attracted ten interns from four countries who have contributed within academic and administrative units to strengthening the University's Liberal Arts approach.



The fourth cohort of the Presidential intern Program

- The memorandum of understanding signed last spring with George Mason University (GMU) to bring first year students to spend their second semester at Al Akhawayn was implemented in January 2020. Five students spent one semester at AUI and thus joined the students of the First-Year Experience.

- One of the highlights of the year was the allocation of one million dollars as part of a cooperation agreement with the United States Embassy in Kabul to allow ten Afghan female students to follow Bachelor studies at AUI. The 10 selected students arrived at AUI in early August 2019 after the Moroccan Agency for International Cooperation (AMCI) facilitated their visas.

- Another submission to the US Department of State's Middle East Partnerships Initiative (MEPI) is a project to train Tomorrow's Leaders in North Africa, with funding of approximately \$ 1 million. This proposal has reached its final stages, with the programming of a preparatory phase funded around \$ 200,000 to maximize the chances of being awarded the major project. Furthermore, the Covid-19 crisis, which has led to confinement situations in many countries, has had a profound impact on everyone since mid-March 2020.

-The lockdown was imposed in Morocco during the spring break; Therefore, most international exchange students at AUI did not return to campus after spring break; they preferred to return directly to their country of origin, the Moroccan airspace having been closed very early. A few students returned to campus and, when they came from hot spots in Europe, were put into quarantine. Over the following weeks, several of these students were repatriated to their countries

of origin on special flights.

- Among the hundred or so AUI students who were on exchange abroad, a few returned to Morocco before the closing of Moroccan airspace. A total of 69 students remained stranded abroad. Throughout, the university services kept in touch with students, their parents, consular and diplomatic representations and partner universities to help stranded students.

First Year Experience (FYE)

AUI's First Year Experience program helps students make a successful transition to college life and education, while engaging in the mission of the university.

Highlights of the year:

- In fall 2019 and spring 2020, the FYE worked closely with CLE to implement the "Meet your Mentor" event, team building activities, visits to the region, creation of IT accounts, etc.

- FYE also collaborated with the Student Activities Department (SAO) to organize hikes, city tours and ice-breaking games between students.



Guided tour for parents of students.

- In the fall of 2019, FYE hosted the largest cohort of Bachelor students in recent years. - Through collaboration with the University Residential Life Department, the FYE program organized events inside first-year residential buildings.

- Guided tour for parents of students.

- Fall 2019 saw the first rollout of the Common Reading Program (CRP) as an optional pilot project. Sixty students initially enrolled in the program. During this first edition, the main challenge in the implementation of the CRP was the regular attendance rate of students in the bi-weekly discussion sessions.

- The FYE continued to formalize its internal program policies and procedures.
- Continuous improvement is still underway and the work shows great promise.

Student Activities

The Office of Student Activities aims to foster an environment that encourages student learning through planned programs, leadership experiences and services designed to promote student success.



Presentation of student clubs and extracurricular activities to new students

Highlights of the year:

1. Student clubs and organizations:

For this academic year, there were 29 active student clubs in fall 2019 and 33 in spring 2020. These clubs, which responded to the great diversity of interests of the student community, organized 186 successful events (113 in fall 2019 and 73 in spring 2020) and were able to attract an average of 700 students per semester.

2. Community engagement program (CIP):

During the 2019-2020 academic year, 330 undergraduate students met the requirements of the community engagement program (142 in fall 2019 and 188 in spring 2020). These students served both nationally (318 students) and internationally (12 students served in Chad, Libya, Japan, Turkey, Egypt, Malaysia, Bahrain and Ivory Coast) in 246 non-governmental organizations (active in the fields of women's rights, education, income-generating activities, child protection, the elderly, youth, the environment, etc.). They completed 20,837 hours of social service (9,526 hours in fall 19 and 11,311 in spring 20).

Moreover, the University community showed solidarity with families financially impacted by

the pandemic. Around 1.7 million Dirhams was raised and distributed among some 3000 needy families.

Counseling Services

The Counseling Unit offers personalized counseling sessions to all students, teachers and staff. AUI / ASI psychological counselors and the psychiatrist provide personalized counseling in social, academic, cultural, career and crisis areas. During the past year, the two full-time counselors, with the assistance of the counseling intern, worked in the fall of 2019 and spring of 2020, and provided the following services:

- communication with the AUI community by offering oral presentations of counseling services during orientation for new students, parents and teachers, as well as emails at the start of the semester to all students, teachers and members of staff, as well as administrative and academic executives (deans and director of the Language Center). A brochure presenting the psychological counseling service was also created. The website, manual and catalog have been revised.
- 1,807 consultations, for members of the AUI and ASI communities, including walk-ins (one-to-one meetings without an appointment) with 86 people.
- 44 psychological emergencies during 24/7 assistance provided by full-time counselors.
- 57 workshops on topics related to mental health, illness, and success to AUI and ASI students, staff and faculty, including seminars offered to students of the FYE program (First Year Experience), and workshops dedicated to scholarship students of the Al Ghurair Foundation in the fall of 2019 to help them in their transition,
- a digital campaign to raise the awareness of the counselor workshops.
- specific group sessions for senior students, for the first time at AUI, called «Senior Experience», for which a digital campaign tool has also been created.
- services against sexual harassment provided by the “No Violence Alliance” (NOVA), a group whose mission is to promote tolerance and gender equality
- the D-Stress tent, coordinated by Dr Kumar, in the fall of 2019, which aims to reduce the stress caused by studies and exams. During confinement due to the Co-VID 19 pandemic, and despite multiple difficulties, the counseling services managed to operate by videoconference:
- 392 consultations in addition to 23 walk-ins were offered to the entire AUI / ASI community between March 18 and May 18, 2020, a period corresponding to the second half of the Spring 2020 semester.
- 5 psychological emergencies were handled.
- Articles on social isolation and personal health were written and shared on the AUI coronavirus microsite.

Residential Life

The 2019-2020 academic year has been another year of change, challenge and success for the Department of Housing and Residential Life. In addition to the daily work ensuring the service of this department, several actions were carried out to ensure the quality of service and contribute to the objective of student training and personal development, including the following main actions:

- Provide students with an experience of quality life thanks to group and individual events organized by the Resident Assistants and covering a wide range of educational and recreational themes;
- Provide opportunities for staff development through training sessions and workshops,

- Find solutions to meet most of the housing needs of students, staff and teachers,
- Revise the procedures manual for assistants and supervisors, update the manual of policies and procedures, and redesign the website and communication media of the units.



Auditorium of Building 8B.

Highlights of the year

- Increase in the number of students housed in university accommodation on campus.
- Increase in Wi-Fi access points in all rooms and apartments.
- A team of thirty well-trained resident assistants actively organized around 150 activities and programs. These activities ranged from education to recreation, sports and social activities.
- This team contributed to the internationalization of the department by hiring an international Presidential Intern for the academic year.
- Renovation of student rooms in four residences;
- Renovation of the AUI residence in the Downtown Building.
- Update of website information on housing.
- Setting up of a new payment point for students and guests in the reception of a residential building on campus and in the Downtown Residence.
- Preparation of the boarding school at the Annex to provide 20 rooms that can serve as isolation rooms for the Covid-19 pandemic.

Interfaith office

The Al Akhawayn University Interfaith Office seeks to meet the spiritual needs of students, faculty and staff, to shape and encourage interfaith dialogue, encounter, and understanding among members of the campus community, and to foster a spirit of deep respect on campus for all

people regardless of their religious beliefs.

Highlights of the year

- In the fall semester alone, church services worked with student groups to host special interfaith events that drew more than 500 participants from the AUI community. The biggest of these events was Afghanistan Day, which culminated in the screening of an Afghan interfaith film with an Afghan director via SKYPE.

- Interfaith Alliance, the student-run branch of the Interfaith Office, won the Student Activities Award for Best Culture Club in the Fall Semester.

- In autumn 2019, the Interfaith Office also welcomed a part-time intern as part of a Master's program in religious studies at the University of Strasbourg, Reverend Juraue Bayonne, a Congolese pastor stationed in Meknes, who gave Hebrew lessons with the Mimouna club and who explained Hannukah to our students.

- The spring semester got off to a strong start with an interfaith Chinese New Year celebration on January 25.

The United Nations Interfaith Week was launched by co-sponsoring with the Interfaith Alliance and the FYE a Cinema Alkhamis film with the discussion: "Where Do We Go Now?" on interfaith conflict and peacemaking in a Lebanese village. United Nations Interfaith Week concluded with an interfaith walking trip to the nearby village of Tarnilat.

An Interfaith Shrove Tuesday party was also organized with approximately 45 participants.

- Prior to Covid 19, the mosque and church continued to offer regular quality programs of worship and study, with the Iman and the Pastor making themselves available to faculty, staff and students for their personal spiritual needs; and to bring our respective communities to observe and celebrate the special religious holy days properly.

The Covid 19 epidemic has sent almost all of our students home and has blocked our Reverend in the United States. She nevertheless continued to work remotely with students in Morocco as much as possible:

- On March 20, she hosted a Nowruz (Persian New Year) party with all the traditional elements from her Kentucky home, which all of our Afghan students and a number of other students from the Interfaith Alliance attended online.

- On April 9, a Seder meal for Passover and Christian Holy Week was organized, which several people were able to attend virtually.

- On April 27, a virtual party was organized for the first week of Ramadan.

- The AUI Christian community continued (and continues) to meet for Sunday worship via ZOOM and for Thursday night prayer and Bible study via ZOOM as well.





Celebration of Nowruz: National Day of the Persian New Year.

45

Athletics

The Athletics and Student Life department provides students with the opportunity to participate in special activities, programs, and events to promote a healthy and active lifestyle, leadership development, social interaction, and educational opportunities.

Highlights of the Year

- The sports activities department had 11 active sports clubs in fall 2019, and 13 active sports clubs in spring 2020.
- AUI sports store: Following the difficulty encountered in signing a partnership with renowned sports companies such as Nike, Under Armor or Adidas, it was decided to work on an AUI brand. In preparation for the sports store opening in fall 2020, the sports logo was revised, meetings were held with students to select clothing for the store, and the supplier is currently working on samples.



The AUJ football team.

- Main football field: The sports department has purchased equipment for the maintenance of the grass football field. A plan has been devised to improve the turf on the main soccer field.
- Sports scholarship: In order to allow AUJ teams to compete at the best national and international level, the sports activities department has recruited two high-level athletes: Anass Essayi and Soufiane Melah (in the disciplines of 1500m and basketball -ball, respectively) and awarded golf management scholarships, in partnership with the Royal Moroccan Golf Federation, to two students.
- In partnership with the Executive Education Center and the Moroccan Olympic Committee, the Athletic Department has set up a training program for coaches of the Moroccan sports elite. The aim of this program is to prepare top coaches for national teams.
- The department also signed an agreement with the Moroccan Olympic Committee, which allowed AUJ to attract many national athletes to prepare for the Olympic Games.
- In partnership with Michlifen Golf and Resort and the Royal Moroccan Golf Federation, the Athletic Department organized the Women's Golf Day at AUJ and Michlifen Golf in the fall of 2019.
- The AUJ women's basketball team achieved excellent results reaching the final of the Moroccan University Women's Basketball Championship.
- The AUJ men's football team also achieved honorable results reaching the quarter-finals of the Moroccan University Men's Football Championship.
- Due to the pandemic, the Moroccan university championship was halted, and all the events initially planned for the spring were postponed.

Azrou Center for Community Development

The Azrou Center for Community Development contributes to the empowerment of the disadvantaged population of Azrou and its region. In addition to the usual programs that the Center offers to the community to fight against adult illiteracy and dropout and for the improvement of employment, additional programs and services were put in place over the course of last year :

- Launch of a virtual exchange program between a group of students from the Azrou Center and students from the Europasckhule in Cairo and Wavery High School, in collaboration with the OIP of AUI and Michigan State University;
- Start of a new literacy class in Adghagh, Ain Marsa;
- Beginning of a new fashion styling course given by a Korean volunteer thanks to an agreement with the program of the Korea International Cooperation Agency, (KOICA);
- Starting a new energy efficiency class in collaboration with a professor from AUI, who also helped repair classrooms at the Zaouiat Sidi Abdesslam annex using an energy efficiency approach.

Highlights of the Year

- Non-formal education program: 13 out of 18 students passed the 6th grade public primary school exam (one candidate, Faiza Hachemi, was even ranked first in the Fes Meknes region).
- The qualifying training program: 42 students out of 57 enrolled in 2018-2019 were certified in commerce, graphic design, audiovisual and web development.
- The vocational training program: 52 young women out of 68 in 2018-2019 were certified in June 2019.
- Valuable partnerships and links with AUI student departments have enabled the center to provide better and more diverse program offerings to beneficiaries. Interdepartmental coordination and student volunteers have helped deliver innovative programs that encourage grantees to learn new skills, and the AUI community to demonstrate genuine social responsibility.
- Signature of an agreement with the Chamber of Crafts of the Fez-Meknes region.
- Working sessions between the beneficiaries of the Center and the members of the Special Commission for the New Development Model chaired by Mr. Chakib Benmoussa.
- The contribution of the Azrou center in the region as a community development force is also made through its participation in the meetings of the Provincial Council of the INDH (as a member of the Council), of the study day on the development of the regional program for youth employment in the region of Fes-Meknes, and the meeting of the Council of the Regional Chamber of Crafts of Fes-Meknes.
- On International Women's Day, the Center organized a study day on female entrepreneurship and project financing.
- The Center also received and distributed food donations to around 162 families.



Celebration of World Women's Day during the 17th edition of «Atlas Tioutmine Day» by the Azrou Center for Community Development

Health Center

The Health Center offers medical activities within the university, including consultations and medical care. The beneficiaries of this care are: students, staff and their families. The Health Center is open to patients during administrative hours and receives urgent cases at any time.

Highlights of the Year

- During summer 2019, fall 2019 and spring 2020, the Health Center received 11,048 patients for consultation, including 6,265 women and 4,783 men.
- Students constitute the majority of patients since they represent 76% of the total number of consultations, or a total of 8,426 student consultations, while professors represent approximately 2% of the total, or 272 consultations; administrative staff represent 17% of the total, 1,872 consultations and family members of staff and other categories (catering company staff, visitors) constitute 5% of the total, 478 consultations.
- The Health Center made 242 ambulance transfers to clinics during this period.

AUI Store

Maintenant que la librairie a été déplacée dans de nouveaux locaux à la bibliothèque et qu'elle fonctionne sous la supervision de cette administration depuis l'été 2020, la supérette a concentré ses efforts pour améliorer le service de qualité de l'AUI Store, et fournir le meilleur rapport qualité-prix des biens de consommation sur le marché, à la plus grande satisfaction des clients.

Highlights of the Year

- Ensured availability of textbooks for AUI students for summer 2019, fall 2019 and spring 2020.
- Ensuring smooth billing of textbook costs for students.
- Introduced a variety of new consumer goods as well as a variety of items bearing the AUI logo in the AUI store.
- Negotiations with AUI's consumer goods suppliers, with the aim of saving the university from a significant financial loss due to the expiration of the validity date of certain articles caused by the crisis of Covid-19, since it was decided that the students should leave the campus.

Career Services

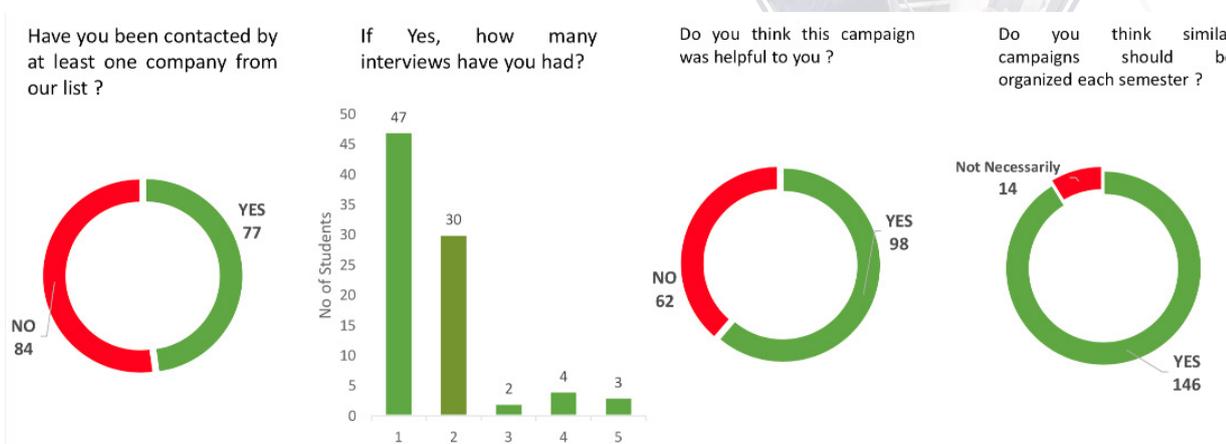
• The Career Services department has faced the challenge of helping young graduates find jobs during this time of global crisis, uncertainty and economic slowdown. Earlier in the academic year, a motivational talk was given by former student El Mehdi El Khachia on the topic «Preparing for professional life and developing your motivation». Fall 2019 saw the start of a new initiative, The Senior Year Experience, a collaboration between Psychological Counseling and Career Services for final year students and graduates to help them make the transition smoothly to a new chapter in their life. Six workshops were held during the fall semester and six sessions were scheduled for the spring, three took place before the health lockdown, and two took place virtually. Alumni were invited to share their experiences throughout the year. The sessions covered topics such as: overcoming the stress of the final year, applying for a job, applying to graduate schools abroad, budgeting and money management, and saying goodbye and moving on.

As in previous years and before the shutdown, companies came to campus to recruit AUI students. We can quote Capgemini, SG ATS, who presented their activities to the students of AUI. Job interviews took place after the presentations. Meanwhile, Unilever has set up the Quest Activation Booth on campus for students to obtain information and enter the annual competition hosted by Unilever. For graduate study opportunities, a representative of the Moroccan-American Commission for Educational and Cultural Exchanges (MACECE) came to the campus to share scholarship information for scholarships to American universities in the presence of former Fulbright scholars who are currently working at AUI.

During the period of lockdown and during the absence of graduating students, a career conference was held to discuss internship and employment opportunities during the Covid-19 era. At the same time, a page under the “Career” section of the university’s website was created to replace the career fair for interested parties: newly graduated students, former students looking for employment, and senior / junior students looking for an internship.

The mobilization of alumni has been accelerated during the lockdown period to find jobs and internships for students. This initiative was led by two very dedicated alumni, a former Student Government Representative (SGA) and a coordinator of the Center For Learning Excellence. They shared 120 vacancies at 65 companies with 196 students. The evaluation carried out following this activity showed the following results:

Figure 7- Impact of the job search activity



Career Services are not, however, reserved for senior students; they also benefit students throughout their university career to prepare them for the world after AUI. They start in their first year with career preparation workshops as part of the first-year experience seminars.

These difficult times have shown the AUI community the importance of including a variety of

actors in the career development process, while teaching students how to build resumés early in their career. Career development must be institutionalized and integrated into the personal and academic development of the student, which the new strategic plan aims to do.





Participation of Alumni in University Campaigns

Alumni participated in various activities carried out by the University. In addition to their regular participation in organized career events, alumni played an important role in student recruitment campaigns. Four graduates were thus identified to be interviewed as part of the Spring Editorial Line activity. These alumni, in addition to their successful professional careers, were directly involved in the reflection on the prevention of Covid-19. The article by Anasse Bari, a professor at New York University, received strong media coverage and wide public appreciation.

In addition, the alumni participated in the AUI Experience webinar series where they shared their stories of their journey at AUI. In all previous episodes, the alumni participated through a live presentation or pre-recorded testimony about their experience. All AUI Experience webinars were moderated by Youssef Ksiyer, a graduate himself and well-known public figure.

The participating alumni took part in the Covid-19 fundraising activity following the launch of the National Fund. They contributed and also helped the university reach out to other donors by sharing the cause within their networks. The contribution of the alumni reached 18% of the total amount collected.

Alumni Testimonials Page: Alumni are the ambassadors of the university. Their testimonials and impressions are very valuable to our community because they are in the best position to talk about a lived experience. Graduates often share their testimonials with the university's Alumni office and these are used as a communication medium in our campaigns. In April, the "Alumni Testimonials" page on the university's official website was launched and shared among the alumni community to make it easier for them to submit their testimonials on their experience at AUI in general or on the programs that they followed or any other specific detail of their career.

Alumni Community

During lockdown, individuals and groups of alumni were inspired to create different communities on social media that brought together thousands of alumni who had the chance to reconnect with other alumni and, thus, relive and bring back common memories of their time at AUI.

The AUI Women Society Facebook group, created by Iman Amzil, connects ~ 1,900 members. It is a social group dedicated to women who have studied or are currently studying at Al Akhawayn University.

Once an AUIer Always an AUIer, created by Iman Raouzi, brings together some 5,000 AUI graduates around the world. This is the first large non-formal gathering of the AUI community - private group on Facebook, dedicated to all AUIers around the world: Staff, students and alumni who have this sense of pride in belonging to the AUI community. This group mainly serves the following purposes: to network and stay in touch, to share thoughts and discuss various topics, to organize interesting events and to share projects of common interest.

AUIers describes the group as a space to reconnect, to bridge the gaps between generations of alumni, to forge lasting friendships, to spark memories and to be there for each other. Created by Othman Ounana and Walid Zazou, the group brings together 3.4K graduates.

AUI Homeland : A group that defines AUI as a space where identity is forged. The place that defines alumni when they were students and that shaped them into future leaders.

Alumni Relations

Pillar 4.6 of the 2015-2020 strategic plan focuses on strengthening the links with alumni, broadening and deepening engagement with them. The Alumni Affairs Office identifies the alumni factor as one of the most important competitive advantages of our university. The Office highlights the achievements of the university's graduates and presents them in the media so that the general

public can get a better idea of the AUI profile.

The university also considers it important to take advantage of the growing number of alumni by re-establishing ties, increasing engagement and establishing win-win projects and collaborations between the university and its alumni. Accordingly, the office aims to take advantage - in win-win relationships - of our professional network of alumni for the success of other graduates and students.

Impact of the Lockdown

The conference of presidents of the «international G20» of universities on the Liberal Arts model, which AUI was to host from March 11 to 13, 2020, was postponed a few days before it was due to be held.

Jonathan McBride Lectures: A series of three lectures was scheduled with Mr. Jonathan McBride (former HRD in the Obama administration), a well-known figure in the field of inclusion and diversity, as a guest speaker for March 16-17. The first in Casablanca for alumni, friends of AUI and human resources professionals entitled «Diversity, Inclusion and Goals: Are people and performance management reinvented for the success of the business of tomorrow?» The second was to be held on campus for AUI students under the title “Creating your Journey with Purpose” and the third for staff and faculty “A purposeful organization for a purposeful graduate.” The lectures were canceled on March 13 because the guest speaker was unable to travel to Morocco due to the pandemic.

The 19th edition of the Job Fair was scheduled for March 27, but companies were reluctant to confirm attendance due to Coronavirus precautions and restrictions. The University then decided to cancel the face-to-face job fair and offered to companies to contact recent graduates and alumni through online job offers, online seminars and CV sharing organized by businesses.

Other regular events were canceled or postponed:

- Simulation of the development module of alumni on the university information management system
- Homecoming (visit to campus by alumni)
- Career seminars in the First Year Experience
- Career preparation program



The 2019-2020 academic year was analyzed based on two different periods that characterized it. The first period from August 2019 to February 2020 was characterized by normal activity, except for the financial impacts of a slight drop in the number of students enrolled at the University. The second part of the year, which covers the period from March 2020 to July 31 2020, was eventful and especially marked by the Covid 19 pandemic, with an unprecedented impact on the course of the normal activity of AUI as well as on its various stakeholders, in particular the students who have been called upon to adapt to this new situation.

AUI, like other local and international institutions, found itself obliged to take up four new challenges: pandemic management, business continuity, management of loss of income (executive education, student accommodation, catering, and other associated services), and support for the community of Ifrane. However, the course of action decided on in January 2020 was maintained: to improve the «AUI-experience» and prepare for the recruitment (and revenue) for the following year. This situation required the mobilization of material and human resources, which had a strong impact on all the forecasts made during the preparation of the budgets for this year.

In this very exceptional situation, we have decided on the following measures:

- 1- Switch rapidly, from March 2020, towards monthly budget statements (versus the practice of only an annual statement throughout AUI's history), to better manage our budget;
- 2- Invite budget center managers to optimize their spending, continuing without reserve any spending that serves the university's strategic objectives, while stopping other spending; and
- 3- Adopt EBITDA as a steering compass, in view of the uncertainties associated with the COVID-19 situation, but also to improve visibility for those in charge of budget centers and, thereby, improve their "AUI-experience"; in addition to
- 4- The production of financial statements in accordance with American accounting standards (U.S. GAAP) to maintain the NECHE accreditation.

The 2019-2020 accounting results from the first three measures (above) are generally characterized by a marked improvement compared to the budgeted forecasts and to the previous year:

- An improvement of + 45% compared to the budgeted EBITDA, going from a budget of -12.77 MDhs to a realized of -7.34 MDhs.
- Improvement in operating income of + 14.4%, from -46.95 MDhs in 2018-2019 to -40.17 MDhs.
- An improvement of + 43.5% in net income, from -21.83 MDhs in 2018-2019 to -12.33 MDhs in 2019-20. (Note that by drawing 23 MDhs from the Endowment Fund for the 2018-19 financial year, the net result of officially stood at 1.17 MDhs.)
- An improvement of 44.12% of the non-current result, going from 6.98 MDhs (excluding 23 MDhs which had been taken from the Endowment Fund) in 2018-2019, to 10.07 MDhs in 2019-20.
- The renewal of the investment of the AUI patrimonial fund with Crédit Agricole, with the same terms.

In addition, the university has taken steps to continue to make the campus increasingly environmentally friendly by increasing renewable energy sources through the installation of 4 new biomass boilers. The projected annual savings, therefore, amount to 1.2 million Dirhams per year.

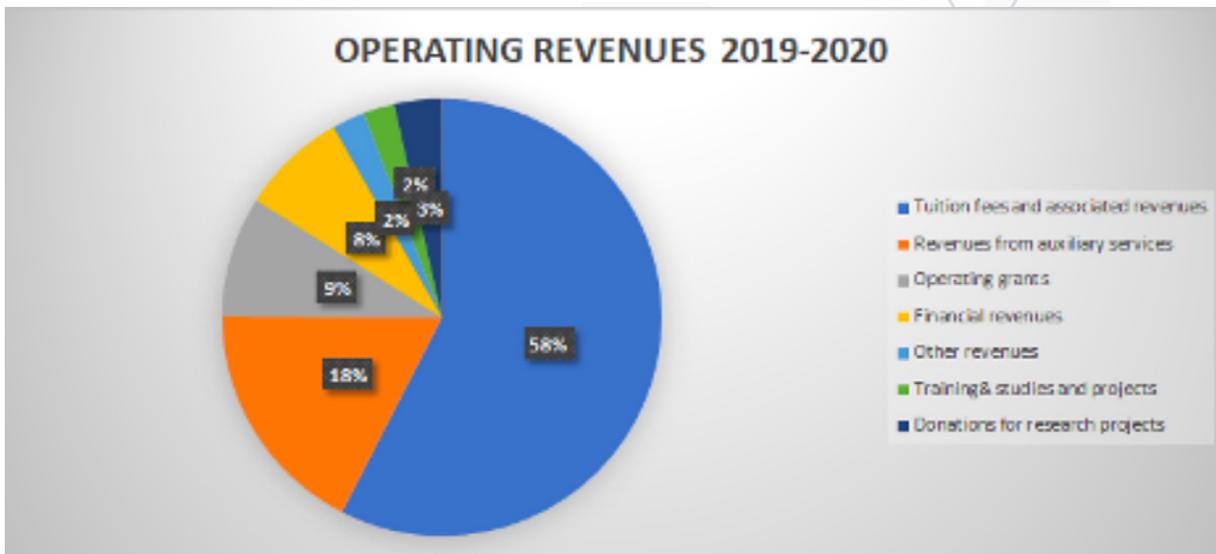
BREAKDOWN OF REVENUE AND EXPENSES

Operating Income

The turnover achieved this year, 2019-20, has seen a significant decrease of 9.17%, following a decrease of 2.96% already recorded in 2018-2019.

Overall, the structure of operating income has not changed significantly from the previous year. Indeed, sales of goods and services - in this case tuition fees and related income (for example, housing) and ancillary income (in particular, continuing education) - continue to constitute the overwhelming majority (some 76%) of all operating revenues. In the same vein, there was a decrease in operating expenses which recorded a decrease of 6.16% broken down as shown in figure 8.

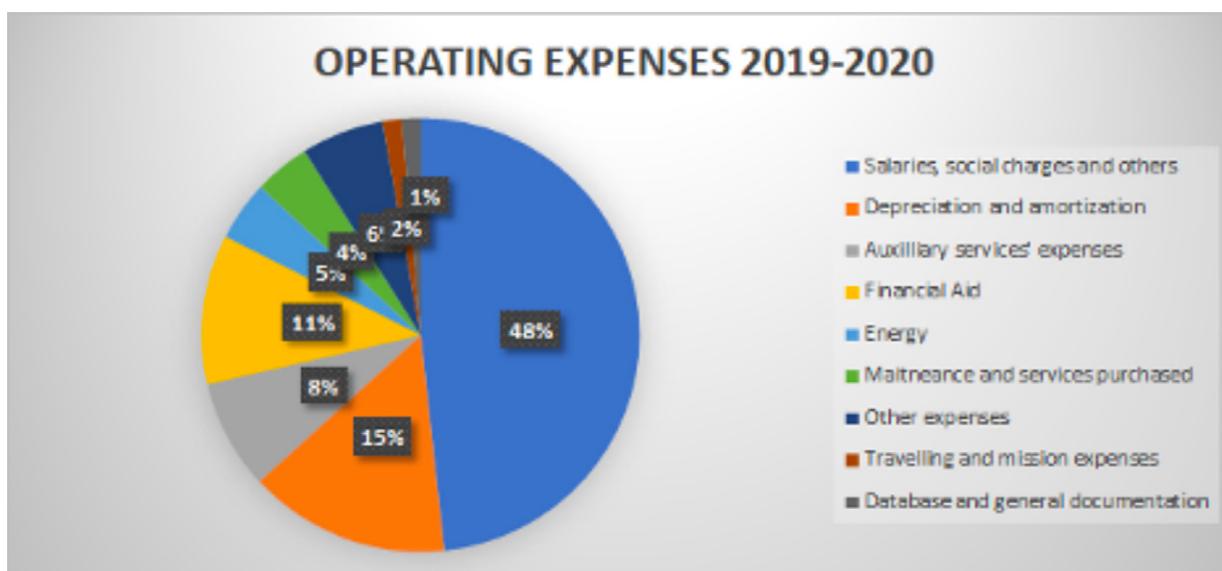
Figure 8- Operating Revenue 2019-2020



Operating Expenses

The 2019-20 operating expenses were optimized registering a decrease of 14.70% compared to the budgeted amount, and a decrease of 8.27% compared to 2018-19 (when the expenses had increased by 2.22%). Salaries and social charges continue to occupy the first rank of operating expenses with a ratio of 48% compared to total operating expenses, a slight increase in this ratio compared to the previous year, mainly explained by (a) the sharp drop in charges in 2019-2020, and (b) the increase in social charges in 2019-20 following the agreement negotiated with the faculty union.

Figure 9 - Operating Expenses 2019-2020



EVOLUTION OF REVENUE AND EXPENSES

The revenues as well as the expenses have experienced the most significant drop rates over the last 5 years.

	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020
Total Revenue (Operating Revenue, Financial Products and Non-current Products)	-2%	3%	-4%	1%	-12%
Total Expenses	1%	1%	-3%	3%	-8%

Table 7 - Evolution of Revenue and Expenses 2015-2016 to 2019-2020

Highlights

Despite the peculiarity of the 2019-2020 academic year, marked by the confinement period associated with the Covid-19 crisis, the finance department continued to provide efforts to improve systems and procedures aimed at simplifying its relationship with the various partners (students, staff, banks, auditors, suppliers and customers, etc.) on the following key areas:

- Reliability of its operations
- Reduced time to complete tasks
- Improvement of its information system

The following improvements were notably carried out this year:

- The establishment of a monthly closing of accounts.
- Negotiating with the CMI a new pricing for fees and commissions related to electronic payments.
- The introduction of a new 'reporting' system to help improve the quality of financial information and reduce processing time, through a new application, which will be integrated

into the Sage software.

- Negotiation with one of our partner banks for the establishment within the AUI campus of a digital agency.

The 2020-21 Estimated Budget

Operating Budget :

The preparation of the 2020-2021 budget was guided mainly by the new experience linked to the period of confinement, given the changes it has induced in the budget forecasts, both in expenditure and in income: and the new 2020-2025 strategic plan, with all the repercussions in terms of new needs and expenses. Indeed, certain budget lines have seen sharp increases, in accordance with the business plan approved by the Board of Trustees (at its meeting on July 8, 2020), aimed, in particular, at allocating the necessary resources to cope with the expected increase in the number of students and to finance the actions adopted for the first year (2020-21) of the new strategic plan. So, it is expected that:

- Net income will increase by 25%
- The budget allocated to the academic department shows an increase of 1.50%
- Staff costs (apart from teaching staff salaries) will increase by 8%
- Other charges (other than salaries) will decrease by 25%

The estimated operating budget proposed for 2020-21 thus stands at 284.05 MDhs (versus 298.69 MDhs in the 2019-20 budget estimate), an increase of 4.9%.

Capital Budget

The capital budget, which totaled 23.5 MDhs, however, saw an overall increase of around 27.55% for an amount of 4.93 MDhs.



CONCLUSION

The 2019-2020 academic year has been a special year in many ways. Teaching, learning and research activities were severely disrupted. Several events had to be canceled, including continuing education and management training as well as seminars, events which normally took place in our conference center in Ifrane, as well as concentrations of national and international sports teams. The crisis has also resulted in an economic slowdown and hardship for many families in the Ifrane region. The AUI community collected around 1,700,000 dirhams and distributed them, in partnership with local authorities, in the form of direct aid to affected families.



Support for families in the region impacted by Covid-19.

However, it was also a year of opportunity. The University has developed agility in response to an unprecedented situation. The student recruitment campaign was quickly changed and doubled the number of new students, surpassing the ambitious growth target that had been set in the strategic plan. Distance education has been set up with a quality assurance system and training of faculty in using the platform and how to deal with challenges such as maintaining student focus and testing.

Finally, the year was the last phase of the transition from one strategic plan to another. The 2020-2025 strategic plan is very promising, with new degree programs, an increase in enrollments and infrastructure, a change in working habits towards increased efficiency and the provision of high-quality services.

Today, more than ever, everyone has realized that the only constant is change, that uncertainty is here to stay and that no one can say for sure what the future holds. It is by espousing an agile culture and keeping these elements in mind with unwavering determination that the Board of Trustees of AUI approved the new strategic plan in July 2020, that the President of AUI, its executives, staff, faculty, students, alumni and all other stakeholders will face the future and move forward with all their ambitions.



APPENDICES

1- Independent Auditors' Report



Al Akhawayn University-Ifrane

INDEPENDENT AUDITOR'S REPORT
YEAR ENDED JULY 31ST, 2020

January 2021





Al Akhawayn University – Ifrane
Independent auditor's report
Year ended July 31st, 2020

The Board of Directors
Al Akhawayn University
Ifrane

INDEPENDENT AUDITOR'S REPORT
FINANCIAL STATEMENTS FOR THE YEAR ENDED JULY 31ST, 2020

Sirs,

We have audited the accompanying financial statements of **Al Akhawayn University** for the year ended July 31st, 2020 which include the balance sheet and the income statement. These financial statements show an equity and similar of MAD 683,23 million including a loss of MAD -12,33 million.

Management's Responsibility

The management is responsible for the preparation and the presentation of the financial statements in accordance with Moroccan General Accepted Accounting Principles. 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 the Moroccan 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.



Al Akhawayn University – Ifrane
Independent auditor's report
Year ended July 31st, 2020

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, 2020 of Al Akhawayn University, in accordance with the accounting principles generally accepted in Morocco.

Rabat on January 12th, 2021

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2- Academic Activities

Books

- Agnaou, A., Moroccan Labor Law: An Unofficial Translation with an Introduction to the Moroccan Legal System, Explanatory Annotations and an Extensive English-French-Arabic Glossary, Ifrane: Al Akhawayn University Press 2020
- Agnaou, A., Educational Technology: An Attitudinal Approach, Beau-Bassin: Scholar's Press. 2020
- Bigon, L. & Ross, E., Grid Planning in the Urban Design Practices of Senegal, Springer 2020
- Shoup, J., History of the United Arab Emirates. ABC-CLIO, 2020

Book Chapters

- Ennahid, S., Toward a Digital Library of Manuscript Collections in Morocco: Review and Assessment of Recent Digitization Programs, In *Abhath fi al Kitab al `Arabi al Makhtut* (Studies in Arabic Manuscripts), Ministry of Culture and Communication of the Kingdom of Morocco, Rabat, In press.
- El Bernoussi, Z., Human Dignity and Human Rights: Terms in Transition," in *Human Dignity: Discourses, Practices, Transformations, Essays on Dignity Studies in Honor of Evelin G. Lindner*. Chipamong Chowdhury, Michael Britton eds, Dignity Press, 2020.
- Oumlil, K., The Representation of Women in Moroccan Television Talk Shows, *Media and Politics in the Southern Mediterranean*, Routledge, 2020
- Therrien, C, When Europeans Move to Morocco « for Love »: Navigating Legislative and Religious Boundaries in a Muslim context, *Contemporary Europeans Emigrations. Situating Integration in New Destinations* (pp. 97-115), Brigitte Sutter and Lisa Åkesson 2020
- Shoup, J. contributed to the forthcoming title *Music around the World: A Global Encyclopedia*, to be published by ABC-CLIO. Several entries on Turkish (Ottoman) and classical Arabic music and instruments.

Journal Articles

- Abrache.J. S. Hamidi Alaoui. Al Jayi.Y. , An Empirical Investigation of Pairs Trading Strategies in the Casablanca Stock Exchange, *Asian-African Journal of Economics and Econometrics*, 2019
- Abrache.J. Aguentaou, S. Hamidi Alaoui, A. Allouche., S. El Malki. N., Financial Performance and Sustainability of Moroccan Microfinance Institutions: An Empirical Study, *Accounting and Finance Research*, 2019
- Abrache.J. Hamidi Alaoui, Charafi, A. Chlyeh. J.Asset, Price Dynamics and Trading in Casablanca Stock Exchange: An Empirical Investigation, *Asian-African Journal of Economics and Econometrics*, 2019
- Agnaou, A., "Conceptualizing Knowledge Management in Higher Education: Toward's Achieving Institutional Effectiveness.", *Journal of Higher Education Policy and Management*, 2020
- Benslimane, M. and Moustaghfir, K., "Career Development Practices and Gender Equity in Higher

Education”, *International Journal of Management in Education*, 14, 2, 2020

- Bigon, Liora & Eric Ross, “The Crisscross of Gridded Traditions in Two Senegalese Cities,” *Architex*, 7, 94-113, 2020
- Boulaksil, Y., Fransoo, J., Blanco, E. E., Koubida, S., Understanding the fragmented demand for transportation small traditional retailers in emerging markets, *Transportation Research. Part A: Policy and Practice*, 130, 65 - 81
- Bourhnane, S. M. R. Abid, R. Lghoul, K. Zine-Dine, N. Elkamoun, D. Benhaddou, Machine Learning for Energy Consumption Prediction and Scheduling in Smart Buildings, *Springer Nature Applied Sciences Journal*, 2020
- Chetioui, Y., Benlafqih, H. and Lebdaoui, H., How fashion influencers contribute to consumers’ purchase intention, *Journal of Fashion Marketing and Management*, 2020
- Djikhy, S. and Moustaghfir, K., “International Faculty, Knowledge Transfer, and Innovation in Higher Education: A Human Resource Development Perspective”, *Human Systems Management*, 38, 4, 2019
- El Asri, H., Agnaou, A., Benhlima, L, Integrating Artificial Intelligence in Knowledge Management: a primer, *Proceedings of the XIth International Conference on Integrated Design and Production*, 2019
- Hannache-Heurteloup, N. and Moustaghfir, K, “Exploring the Barriers to e-Learning Adoption in Higher Education: A Roadmap for Successful Implementation,” *International Journal of Management in Education*, 14, 2, 2020
- Jabbouri I. and Naili. M, Does Ownership concentration affect Cost of Debt? Evidence from an Emerging Market , *Review of Behavioral Finance*, 2019
- Jabbouri I. and Naili M., Determinants of Nonperforming Loans in Emerging Markets: Evidence from the MENA Region, *Review of Pacific Basin Financial Markets and Policies*, 22, 33, 2019
- Jabbouri I., Naili M., and Nouinca C., Ownership identity and cost of debt in an emerging market: pre- and post-crisis analysis, *International Journal of Corporate Governance*, 10, 311 - 334, 2019
- Lachheb, Y., Koubida, S., Yasin, M., Alavi, J., Employee Satisfaction in the Emerging Banking Sector of Morocco, *Journal of Organizational Psychology*, 19, 75 - 80, 2019
- Lachheb, Y., Koubida, S., Yasin, M., Alavi, J., Employee Satisfaction in the Emerging Banking Sector of Morocco, *Journal of Organizational Psychology*, 19, 75-80, 2019
- Lebdaoui, H. and Chetioui, Y., CRM, service quality and organizational performance in the banking industry: a comparative study of conventional and Islamic banks, *International Journal of Bank Marketing*, 2020
- Louahabi, Y., Moustaghfir, K., and Cseh, M, “Testing Hofstede’s 6-D Model in the North and Northwest Regions of Morocco: Implications for Human Resource Development”, *Human Systems Management*, 39, 1, 2020
- Lounnas. D., The Failed Ideological hybridization of the Islamic States, *Journal of Studies in Conflict and Terrorism*, 43, issue 2, 2020
- Lounnas, D., « La mouvance Djihadiste et le Hirak en Algérie : » *Securite Globale* 2020 22 (2), 25-38
- Moustaghfir, K., El Fatihi, S. and Benouarrek, M., “Human Resource Management Practices,

Entrepreneurial Orientation, and Firm Performance: What is the Link?"; *Measuring Business Excellence*, 24, 2, 2020

- Therrien, C., It's more complex than « black » and « white »: social perception of mixed parentage children in Morocco, *Hespéris-Tamuda*, 2020
- Therrien, C., Work, love, refuge, and adventure: contemporary. Spanish migrants in the city of Tangier, *Journal of North African Studies*, 24, 175-200, 2020
- Zvan-Elliott, K., "It's too much! Victims of Gender-Based Violence encounter the Moroccan State", *International Journal of Middle East Studies*, 52, 49-66, 2020

Presentations at Conferences

- 2020, Aguenau S., participation and discussion, the international webinar: Management Science: Research in the Post Covid Period: Constraints and Opportunities,
- 2020, Agnaou, A., Institutional Effectiveness, the International Conference for Social Science and Education conference, Dubai, UAE.
- 2020, Aguenau S., The determinates of Exports in Morocco: A Time Series Analysis, the 4th International Conference on new directions in business, management, finance and Economics (ICNDBM), Turkey
- 2019, Chetioui, Y., Lebdaoui H., Benlafqih, H., The impact of social media influences on purchase intention among generation Y and Z : Do ethics count ? The NCG Colloque international Management et Ethique, Mobilisation conjointe pour une réussite collective
- 2019, Chetioui, Y., Does innovation help firm performance? An emerging market study, EURAM conference, Lisbon, Portugal
- 2020, Chetioui, Y. Represented SBA, a Webinar about "Covid 19 et finances publiques marocaines: Comportement et Visions pour l'Avenir"
- 2020 May 6, El Bernoussi, Z, "Hong Kong's Lessons to Learn about the 2020 Pandemic," The Post Corona Era: Global Implications, Imam Sadiq University-online
- 2020 April 29, El Bernoussi, Z., "The 2006 SARS and the 2020 COVID 19 Crises in Hong Kong: Reflections on Similarities and Differences, Multiple Readings of COVID 19"; "The 2006 SARS and the 2020 COVID 19 Crises in Hong Kong: Reflections on Similarities and Differences, Multiple Readings of COVID 19", Ifrane, Morocco
- 2020, ElGarah, W. , co-chaired a participated at the online prestigious gathering of information systems (ECIS2020) academics and research-oriented practitioners in the world from June 15th to 17th, The central theme of the conference is: Liberty, Equality and Fraternity In a Digitizing World.
- 2020, ElGarah W., Sharing Economy and Customer Trust: The Case of Airbnb.com, the International Business Information Management Conference (35th IBIMA), Seville, Spain
- 2020 January 15 - 18, Elliott, D. & A. El Hassani, Student-Centered Solutions in Sustaining a Digital Humanities Project, Annual Meeting and Conference of AMICAL, The American University of Kuwait
- 2020 January 28 - 30, Ennahid, S, Digital Transformation at International Liberal Arts Institutions: Innovation, Collaboration & Sustainability, Annual Meeting and Conference of AMICAL, The American University of Kuwait
- 2020, Ennahid, S., The French Colonial City in North Africa: A View from Archaeology and Urban

Planning, Rome and The Colonial City, Rome, Italy

- 2019, Hamidi Alaoui, A. Granger-Causality-Based Portfolio Selection in the Moroccan Stock Market, the Young Business and industrial Statisticians Workshop on Recent Advances in Data Science and Business Analytics, Turkey
- 2019, Hamidi Alaoui, A. The impact of corporate social responsibility on the financial performance of Moroccan companies, the 6th International Conference in Applied Economics and Finance, Turkey
- 2019, Hassi, A., Wisdom-based Leadership: Towards the Development of a New scale, AOM Conference on Responsible Leadership in Rising Economics, Bled, Slovenia
- 2019, Hassi, A., Predicting innovative work behavior: The role of empowering leadership, empowerment role identity, climate for initiative and climate for innovation, presented, EURAM conference, Lisbon, Portugal
- 2019, Lebdaoui H., Chetioui, Y., Factors affecting Islamic Banking adoption: Evidence from North Africa, the 7th International Conference of entrepreneurial finance (CIFEMA' 2019), Agadir, Morocco
- 2019, Lehnert M., Sippin' Suds or Smokin' Buds: Potential Competition and Collaboration between Craft Beer and Recreational Cannabis, the North American Regional Conference, Pittsburg, USA
- 2020 February 26 - 29, Oumlil, K, Creating Alternative Discourses: Media Interventions of North American Muslim Women Artists., Yale Mac-Millian Center Council on Middle Eastern Studies
- 2020, Park, W., The Mediating Role of Knowledge Sharing and Team Learning on the Relationship between Trust, Psychological Safety, and Virtual Team Effectiveness, AHRD International Research Conference in the Americas, Atlanta, USA.
- 2019, Satt. H., Investment Sensitivity to stock Prices: Affiliation Effect, presented, the 3rd international Multidisciplinary conference on Education, Arts, Law, Business and Politics, Amsterdam, Netherlands
- 2020, Tazi, M. & Oumlil, K., "Situating Cyberfeminism in the MENA region: Public sphere, Networked Authoritarianism, Activists' Doxing, and the Digital Divide." International Association for Media and Communication Researchers (IAMCR), Madrid Spain
- 2020, Therrien C., My Father is Muslim and my Mother is Christian. What about me? Religious Transmission and Identity Construction within Mixed Families in Morocco" International symposium on mixed Muslim/non-Muslim families, Leuven

Conference Proceedings

- Lguirati, S. and El Garah, W. (2020). Sharing Economy and Customer Trust: The Case of Airbnb. com. 35th IBIMA Conference Proceedings.
- Konou, C.M, (2020) 'Governance Efficiency and Ease of Doing Business Score'; 13th World Congress of the RSAI, Marrakech, Morocco, June 2-5, 2020

National Conferences

- 2020 January 8, Agnaou, A., Moroccan-American Conference, Faculty of Medicine, Cadi Ayyad University, Marrakech

International Conferences

- 13 - 16 June 2019 Chakiri, H., Africa Internet Summit'19, Uganda
- 14 - 15 June 2019 Baijou, A., Femise 2019 annual Conference, Brussels, Belgium
- 1 - 7 July 2019 Satt, H., the fourth edition of the teaching and research case development, ENCP Paris
- 21 - 22 June 2019 Chakiri, H., Facilitated a seminar on "Invest, Research and Development", ISCAE, Casablanca
- 4 - 6 October 2019 Hammoud, R., the 2019 EFMD Job Fair for PhDs in Business and Management, Paris
- 4 - 6 October 2019 Abrache, J., the 2019 EFMD Job Fair for PhDs in Business and Management, Paris
- 14 - 16 October Koubida, S., the AACSB Europe, Middle East, and Africa Annual Conference, Krakow, Poland
- 22 - 25 October 2019 Neville, M.G., the EFMD 2019 Strategic Leadership Programme for Deans, Brussels
- 20 - 22 November 2020 Neville, M.G., the 2019 EFMD Middle East and Africa Conference, the EM Lyon Business School Afrique
- 2 - 4 February 2020 Neville, M.G., the Deans Conference, Nashville, Tennessee, USA.
- 16 - 17 December 2019 Rinehart, D., the GLAA Conference for Humanitarian Innovation and Entrepreneurship: SDG impact through Service-Learning, Hong Kong
- 26 - 2 June 2020 Neville, M.G., The virtual teaching conference: vMOBTS 2020 Conference
- 6 - 12 January 2020 Agnaou, A., International congress for school effectiveness and improvement, Marrakech, Morocco.
- 4 May 2020 Kumar, S., The Workplace Mindfulness Summit, Massachusetts, USA

Participation in Workshops

- 13 - 16 February 2020 Khalid Sendide, Haute Ecole Pédagogique du Canton de Vaud, Lausanne, Switzerland
- 14 - 15 February 2020 Omar Iraqi, FST Mohammedia, Mohammedia, Morocco
- 1 - 7 January 2020 Driss Kettani, United Nations/Arab IFG-V Forum, USA
- 21 - 22 February 2020 Ahmed Khallaayoun, "AT-SGIREs Erasmus Plenary meeting", Amman, Jordan
- 4 - 6 February 2020 Mhammed Chraibi, "AT-SGIREs Erasmus Plenary meeting", Amman, Jordan

- 4 - 6 February 2020 Zaynab El Bernoussi, Frances Loustau-Williams, Eric Ross, Rabat
- 14 - 16 February 2020 Abderrahim Agnaou, Rabat
- 22 - 25 May Abderrahim Agnaou

Sponsored Research

- 2019-2022. Abdelkrim Marzouk, "Commune Goulmime", 3,000,000.00 MAD
- 2019-2022. Abdelkrim Marzouk, Digitalisation de la commune d'Oulmés, 2,400,000.00 MAD
- Karim Moustaghfir, "CNRST e-Learning Project, 1.250.000 MAD
- 2019-2020 Abdelkrim Marzouk, Consulting Aswak Gusser , 500,000.00 Dh's
- 2019-2020 Abdelkrim Marzouk, DVV International" Auditing ANALCA, 160 000.00 Dh's.
- Spring 2016 Nine Month Research Grant Eric Ross, 200,000 MAD
- Spring 2020 Karim Moustaghfir, Entrepreneurial Management for Fostering Innovation and Talents / EM4FIT (Funding instrument: H2020-MSCA-RISE), 611 800 Euros AUI: 110 400 Euros.
- Spring 2020 Karim Moustaghfir, "Mediterranean Countries: Towards Internationalization at Home / MED2IaH", (Funding instrument: Erasmus+: Capacity Building in Higher Education), 999 888 Euros; AUI: 58 580 Euros.
- October 2019-October 2020. Kenza Oumlil, "North American Muslim Women Artists Talk Back: Assertions of Unintelligibility", 95.000,00 MAD
- 2020 Project coordinated by the Arab-US Association for Media and Communication Researchers (AREACORE) network. , Higher Education Dialogue with the Islamic world". German Academic Exchange Service (DAAD) funding, under the theme: "Media and Information Literacy in the Arab World and Europe"
- Abderrahim Agnaou , Virtual Exchange Program (HIVE), 36,336 US dollars
- Woongbae Park, Eurasia Foundation University Grant, USD \$20,000

Public Lectures

- 10 July 2019 Operationalizing Artificial Intelligence with Trust and Transparency, Kaoutar El Maghraoui, Principal Research Staff Member, IBM T.J, Watson Research Center, USA
- 18 September 2019 How Jacobs SA Developed its African Corporate Strategy, Lina Atallah, Manager African Business Development, Jacobs SA
- 22 October 2019 How to maintain the innovative strategic advantage in the hospitality sector in Morocco, Taoufik Ghaffouli, General Manager of La Maison Arabe
- 24 October 2019 How the automotive sector's strategy creates jobs in Morocco, Julianne Furman,

General Manager EXCO Morocco, Africa and Europe

- 29 October 2019 Presentation by the Chartered Institute for Securities and Investment (CISI)
- 31 October 2019 Les opérations bancaires, Hanane Kaimleila , Responsable du Service Suivi des Réclamations Spéciales de la Clientèle des Etablissements de Crédit, Bank Al Maghrib
- 12 November 2019 How Ethics is Critical to Your Successful Corporate Strategy, Mehdi El Boury, CFO and Deputy General Manager of BSH, BOSCH SEIMENS
- 14 November 2019 L'inclusion Financière, Ibtissam El Anzaoui, Responsable du Service Inclusion Financière, Bank Al Maghrib
- 21 November 2019 Politique Monétaire, Yousra Berrady, Economiste, Bank Al Maghrib
- 22 November 2019 Fraud and Ethics in Education, Why Integrity Matters, Zaynab Brown, CPA and Head of the Office on Internal Audit, Al Akhawayn University
- 28 November 2019 Détermination des taux d'intérêts sur le marché, Abderahim Rafiki , Chargé des Etudes sur les Indices de Référence des Marchés, Bank Al Maghrib
- 5 December 2019 Les produits alternatifs, Mohamed Zougari Laghrari, Responsable du Service Etudes et Relations avec les Instances de la Finance Participative, Bank Al Maghrib
- 22-30 January 2020 Agriculture and Digital Technology Across Africa, Jaouad Chami, General Commissioner of SIAM, International Agricultural Trade Show of Morocco
- 10 February 2020 How Jacobs SA Developed its African Corporate Strategy, Lina Atallah, Manager African Business Development, Jacobs SA
- 27 February 2020 Fintech : Impact sur le Secteur Bancaire, Fadoua Jouali, Responsable du Service Fintech et Développement des Paiements, houssaine Derouich, Chargé des Projets Digitaux de le Supervision Bancaire, Bank Al Maghrib
- 2 and 3 March 2020 How African Innovations Beat the Rest of the World, Hamza Cherkaoui, Sales Coordination, Bank of Africa based in Senegal and Rwanda
- 5 March 2020 Blockchain et crypto actifs: rôle de Bank Al Maghrib, Amine Maalal, Mr. Mohammed Bouhmouch, Responsable du Service, Chargé des Solutions SI Domaine Support, Responsable du Service Chargé des Solutions SI Domaine de la Politique Monétaire, Bank Al Maghrib
- 24 February 2020 Iran and Geopolitics, Hassan Abbas, , National Defense University
- 27 February 2020 Morocco-EU Relations: Recent Evolutions and Prospects, Zakaria Abouddahab, , Mohamed V University, Rabat.
- 25 February 2020 New SHSS Programs at AUI, Paul Love, Eric Ross and Zaynab ElBernoussi, AUI faculty, AUI
- 29 April 2020 Multiple Readings on COVID-19, Nizar Messari, Jack Kalpakian, Zaynab El Bernoussi,

AUI faculty, AUI

- 20 May 2020 How Violent Extremist Groups will exploit COVID 19, Scott Allan, Senior Strategist for the US State, Department s Bureau of Counter Terrorism., Washington DC
- 20 May 2020 How Violent Extremist Groups will exploit COVID 19, Kristin Murray, Political Officer covering Counter Terrorism issues at the US Embassy, Rabat (Morocco)
- Latifa El Mortaji, served as member of the organizing committee of the 7th Annual International Conference on Social Sciences. "The Public Sphere and the Politics of Space"

Workshops Organized by Schools

- 20 September 2019 workshop on Business Case Study Analysis by Abderrahman Hassi
- 15 October 2019 faculty development workshop for introducing entrepreneurship research, tailoring datasets from GEM for analysis in SPSS, suited to fit interests that may be expressed, Dr. Thomas Schott, academic expert in globalization and entrepreneurship studies
- 29 October 2019 faculty development workshop for coaching faculty on entrepreneurship research using GEM, Thomas Schott, academic expert in globalization and entrepreneurship studies
- 12 November 2019 faculty development workshop for developing papers for GEM-based publication in international journals, Thomas Schott, academic expert in globalization and entrepreneurship studies
- 8 December 2019 Leadership Workshop: Morocco's Cultural Impact on Leaders, Duncan Rinehart SBA and Leadership Development Institute
- 10 - 13 June 2019 Metacognition workshop
- 17 - 20 June 2019 Atlas flip the learning; Engage students workshop
- 7 February 2020 Policy Paper Writing

Other

- 2019, MBA students meet with Dr. Douglas Patterson, an Australian corporate executive with years of technology sector work in development, team management and leadership
- October 29, 2019: Presentation by the Chartered Institute for Securities and Investment (CISI) in collaboration with the Casablanca Stock Exchange (CSE)
- October 30, 2019, Doctoral workshop and PhD co-supervision partnership with Sidi Mohammed Ben Abdellah University of Fez
- December 9-10, 2019, Corporate Strategy Capstone Competition: 24 capstone teams present innovative, ethical and job-creating strategies for corporations in the Fes/Meknes Region
- Six students participate in "JNJD (Journées Nationales des Jeunes Developeurs) - Programming

Competition”, Feb 8-9, INPT Rabat

- 23 students participating in “OCP Club Makers Friendly VEX-U Robotics Competition”, February 15-16, Nouaceur, 2020
- 23 students participating at the National Vex Robotics Competition, March 1st, Ennouacer, 2020
- Ph.D. Agreement Between AUI and Sidi Mohammed Ben Abdellah University On February 19, 2020, Akhawayn University’s School of Business Administration signed a Ph.D. co-supervision agreement with the FSJES of Sidi Mohammed Ben Abdellah University.
- Dr. El Garah, Wafa was a peer reviewer of an EPAS visit to Trieste, Italy, June 8-13, 2019.
- Dr. Hamidi Alaoui awarded 5000 MAD as per the policy on a Reward system for Quality Publications for his paper: An empirical investigation in the Casablanca stock exchange to be published in the second 2019 edition of the “Asian African Journal of Economics and Econometrics (AAJEE).
- Dr. Jawad Abrache awarded 5000 MAD as per the policy on a Reward system for Quality Publications for his paper: “Asset Price Dynamics and Trading in Casablanca Stock Exchange: An Empirical Investigation, co-authored with Dr. Abdellatif Charafi, Dr. Abdelhamid Hamidi ALaoui, and Jihane Chlyah (MBA student). The paper was accepted for publication in the second 2019 issue of the Asian-African Journal of Econometrics and Econometrics (AAJEE).
- Dr. Wafa El Garah presented in the development program for academic leaders/managers offered by FNEGE (Fondation Nationale pour l’enseignement de la Gestion des Entreprises), Paris, January 22-23, 2020.
- Mrs. Deborah MacArthur: “The photos are our favorite Capstone room with teams today practicing how to seek advice from 3-non-AUI managers on ideas”.
- Guest Lecture on skype by Mr. Taoufik Ghaffouli: the students study innovation in classrooms but they really need a local example to explain the risk and hard work involved in making innovations work.
- Monica Festa, “Using Office 365 in Class for Quick Collaboration, Sharing of Information and Deep Engagement”, January 30, 2020.
- Paul Love, “Maghribis and their Manuscripts in Ottoman Cairo”, February 12, 2020.
- Catherine Therrien, “My Father is Muslim and my Mother is Christian. What about me? Religious Transmission and Identity Construction within Mixed Families in Morocco”, February 27, 2020.
- Djallil Lounnas, “Honoring AUI Authors”, Le djihad en Afrique du Nord et au Sahel d’AQMI à Daech ». February 12, 2020
- Dr. Jack Kalpakian and Dr. Shoup were awarded medals from Al Akhawayn’s Mohammed VI Library for their books’ donation from 2005 until 2019: Dr. Jack Kalpakian’s contribution is 311 items, Dr. Shoup’s contribution is 203.

- Dr. Shoup contributed to the forthcoming title Music around the World: A Global Encyclopedia, to be published by ABC-CLIO. This title is scheduled to publish at the end of May. Several entries on Turkish (Ottoman) and classical Arabic music and instruments.
- Dr. Latifa El Mortaji submitted a report to the Dean on how to teach public speaking without a public, explaining innovative teaching strategies used to adapt to online teaching during COVID-19.
- Dr. Latifa El Mortaji has served as member of the organizing committee of the 7th Annual International Conference on Social Sciences. "The Public Sphere and the Politics of Space" to be held on May 29-31, 2020

3- Alumni Achievements

January

Fatima Azzahra El Azzouzi (ESS, 2009) participated in the youth forum and spoke about the protection of mental health.

Meriem Ait Belhoucine (SBA, 2009) directed a Moroccan short film entitled: «Sauto-injure»

March

Samia Haimoura (SBA, 2016) is among the 35 most influential women entrepreneurs in the MENA region.

Salwa Jmila (SSE, 2006) is portrayed as a remarkable chief superintendent at DGSN and a conscientious woman who puts technology at the service of the citizen on La MAP.

April

Anasse Bari (SSE, 2007) interviewed on CNBC on how machine learning and artificial intelligence could help fight the coronavirus crisis. generated of a large number of articles in Morocco.

Aomar Boum (SHSS, 1998) Co-author of a new book entitled: «Historical Dictionary of Arab Uprisings».

Rachid Moulay El Ghazi (SBA, 2012), CEO of Yassir, a company specializing in innovative mobile solutions, has launched a teleconsultation platform.

June

Amal Benhoumman (SBA, 2004) is among the 300 most influential women in Islamic business.

July

Salma Moustaid (SSE, 2018) Co-founder of Nalida Power, a start-up that uses renewable energies for urban planning.

Rachid Moulay El Ghazi (SBA, 2012) (General Manager), Med Amine Bouhachimi (SBA, 2014) (Director of Operations) and Wafae Younsi (SBA, 2011) (Director of Marketing) for the launch of Yassir, an innovative mobile application which will allow its users to book taxis safely and easily.

Sophia Berriane (SHSS, 2012 - SBA 2014) for the role of Marketing Director of Ascott Limited for the Middle East, Africa and Turkey.

October

Soumaya Zraidi (SHSS, 2008) was featured in «The Atlas Courier» in behind the scene profile article: Soumaya Zraidi, A Resourceful Woman.

Sarah Kerroumi (SBA, 2003): the only Moroccan woman in the Choiseul 100 Africa ranking.

Lamia Bazir (SHSS, 2012) among the 100 most influential young Africans.

Mouad Mabrouk (SHSS, 2019) for winning the first prize of the 8th edition of ZOOM Cinéma social in Tangier.

November

Zineb Ben Alla (SHSS, 2008) was the inaugural Global South Prize winner of the Peace Studies Section of the Association for International Studies and the Kroc Institute for International Peace Studies for her article on gender and prevention of violent extremism in the Sahel and Maghreb region at the 61st annual ISA convention in Honolulu, Hawaii.

December

Hamza El Meray (SBA, 2013) was invited to FRANCE 24 to discuss the situation of individual rights and freedoms in Morocco.

Majda Moutchou (SHSS, 2005), diplomat and member of the Permanent Mission of the Kingdom of Morocco in New York, won first prize in an international competition on human rights.

Réda Dalil (SBA, 2001), appointed Publication Director at TelQuel.





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