

جامعة الأخوين

٢٠٠٨٠٤٤٢ ١١ ٥٧٠٤٠٦

AL AKHAWAYN
UNIVERSITY

**School of Business Administration
Al Akhawayn University**

"Our mission is to shape future ethical, successful managers and leaders with a local and global perspective."

Principles for Responsible Management Education

Sharing Information on Progress (SIP) Report 2021



Contents

Key Facts & Figures..... 3

Introduction & Renewal of Commitment..... 4

Al Akhawayn University: Overview..... 5

Principle 1: Purpose..... 7

Principle 2: Values..... 9

Principle 3: Method..... 11

Principle 4: Research..... 24

Principle 5: Partnership..... 29

Principle 6: Dialogue..... 40

Conclusion:..... 41

Contact Information..... 41

Key Facts & Figures¹

Established: 1993 (by Royal Dahir) **Inaugurated:** 16 January 1995 **Status:** Public, Independent

Location: Ifrane, Morocco

Campus area: 75 hectares (185 acres)

Educational system: Liberal Arts

Number of schools: 3

Number of students: 2374 students

Number of international students (inbound): 38 (Spring 2020)

Number of faculty: 184 faculty members

Degrees offered: Bachelor's and Master's

Academic year: August – July (semester system)

Number of alumni: 5632

University color: Green

Number of programs: 16 undergraduate, 15 graduate

Number of study abroad and exchange programs: Al Akhawayn students have 450+ exchange program options: 119 bilateral exchange partners and affiliates and 393 multilateral exchange partners (ISEP) to choose from each semester in 40+ countries

Average class size for undergraduate: 20.46 in Spring 2021

Average class size for graduate: 9.33 in Spring 2021

Community service hours (mandatory): 60 hours (However, in the current situation imposed by the pandemic, students are to choose to complete a fieldwork of 60 hours or write a research paper)

Number of student organizations: 56

Number of student media organizations: 1

Need-based grant percentage of all enrolled continuing students: 14% (subject to adjustment)

Scholarship percentage of all enrolled continuing students: 26% (subject to adjustment)

Combined scholarship and need based grant percentage of all enrolled continuing students: 6% (subject to adjustment)

Number of sports teams: 20

Number of athletic programs: 5

Number of athletic facilities: 14

¹ As of Spring 2021 unless otherwise indicated.

Introduction & Renewal of Commitment

In summer 2013, Al Akhawayn University signed a letter of commitment to adopt the Principles of Responsible Management Education (PRME). Pledging this agreement was another way to illustrate the charge to prepare future managers and leaders who will engage ethically, socially, and responsibly in the local Moroccan context and beyond. This report introduces the University and the School of Business Administration and exemplifies the adoption and integration of the PRME values--reflecting the University and the SBA's long-term commitment to PRME.

Message from the Interim Dean School of Business Administration



As a signatory of the Principles of Responsible Management Education (PRME), the Al Akhawayn University School of Business Administration (SBA) is aware of the sustainability issues the world is facing and is committed to making a difference by shaping the mindset of future managers and leaders while contributing to the achievement of the UN sustainable development goals. At SBA, we do this through a liberal arts approach to education, an internationalization of teaching, learning, and research, as well as extra-curricular activities.

To be successful in a fast-changing job market, our programs prepare students to meet 21st Century challenges not only by developing core business and functional competencies like problem solving and communication skills but also by sharpening cross-functional competencies such as critical thinking and technological awareness. Our Bachelor of Business Administration program, with about a thousand enrolled students, consists of a solid general education core that touches different disciplines such as languages, art appreciation and creation, humanities, history, and civic engagement. It also contains a wide range of concentrations in Finance, Management, Marketing, and International Business.

SBA offers graduate programs with a depth in academic subjects but also a breadth in practice-based learning. By emphasizing the use of case study method and project-based learning, the MBA and the Master of Science in Digital Marketing and Analytics equip learners with advanced tools, knowledge, and cutting-edge business trends to solve a wide range of complex organizational challenges.

During the COVID-19 pandemic period, there was a heavy dependence on technology to deliver educational and administrative services. AUI has been building on that experience to digitally transform its organization and efficiently deliver its services. This paradigm shift has tested the perseverance and resilience of our students, faculty, and administrators in facing today's challenges.

This report highlights SBA progress toward the PRME initiative. I would like to seize this opportunity to extend my gratitude to every member of our community who contributes to making a difference among the young generation for a better future.

A handwritten signature in black ink, appearing to read 'Sallem Koubida'.

Sallem Koubida
Interim Dean, School of Business Administration

Al Akhawayn University: Overview

Mission

Al Akhawayn University in Ifrane is an independent, public, not-for-profit, coeducational, Moroccan university committed to educating future citizen-leaders of Morocco and the world through a globally oriented, English-language, liberal arts curriculum based on the American system. The university enhances Morocco and engages the world through leading-edge educational and research programs, including continuing and executive education, upholds the highest academic and ethical standards, and promotes equity and social responsibility.

History

Founded in 1993 by Royal Dahir (Royal charter), Al Akhawayn University in Ifrane (AUI) opened its doors to students in January 1995 as a completely modern and networked campus. The University is coeducational, residential, and primarily undergraduate but has rapidly growing graduate programs. Based on the principles of diversity and an international outlook, the University's mission is driven by values of human solidarity and tolerance. AUI has modeled its administrative, pedagogical, and academic organization on the American university system, and English is the language of instruction. Despite its relatively young age, the University has already developed a national and international reputation for its unique identity and potential.

As a not-for-profit institution of higher education and scientific and technical research, AUI contributes to the historical and cultural vocation of the Kingdom of Morocco, an Arab-African nation occupying a privileged geostrategic position, belonging to Islamic civilization, and open to Europe, America, and Asia. AUI is thus designed as a Moroccan university, original in its organizational and educational approach, using modern methods to disseminate Arab-Islamic and African cultures, universal knowledge, science, and advanced technology. AUI prepares its students for the bachelor's and master's degrees. AUI aims to train graduates with high academic qualifications, in permanent quest of knowledge and culture, aware of their social obligations and imbued with strong values. AUI contributes to the attainment of Morocco's educational, cultural, and economic objectives and serves the international community, notably through:

- The advancement of science and technology,
- The training of graduates with strong academic and professional qualifications, and
- The implementation of research programs in all areas of national or international interest, with a particular emphasis on major national or regional socio-economic issues.

Since its inauguration, AUI has gone through several quality assurance exercises, including the British Quality Agency through UNDP, CEA for the Language Center, ABET for the Bachelor of Science in Computer Science program of the School of Science and Engineering, and EFMD Programme for the Bachelor of Business Administration (BBA) program of the School of Business Administration (SBA) alongside a university-wide exercise with the New England Commission of Higher Education (NECHE) that culminated in its formal accreditation in 2017. These accreditations draw special attention, in one way or another, to the importance of equipping students to face the 21st-century challenges.

Through accreditation processes, we made a choice to learn from our American and European peers, to

develop our own identity and at the same time to conform to international standards of quality and integrity in fulfilling our mission. Six university committees have been formed to prepare for the NECHE re-accreditation exercise in 2022 after submitting the interim report in 2019. In preparing the interim report, we have learned that it is not simply just adhering to NECHE standards but also using evaluation results for continuous improvement, including responding to the five areas of emphasis that were suggested to us as a mature accredited university. As we discover what impact we have on student learning as an accredited university beyond standard measures of success, we are further shaping institutional plans that continue advancing our values-oriented work aligned with the United Nations' Global Compact and Principles for Responsible Management Education goals.

The academic organization of AUI includes three schools, two teaching centers, and several research and support centers. The School of Business Administration (SBA) is one of the three schools. This report details SBA's alignment with PRME. We continue to develop multidisciplinary programs with shared PRME objectives.

Principle 1: Purpose

Principle 1 | Purpose:

We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.

SBA Vision and Mission Statements

Our vision:

To become the leading internationally accredited school in business and management education in Morocco.

Our mission:

Our mission is to shape future ethical, successful managers and leaders with a local and global perspective.

True to the mission of the School of Business Administration, the School has invested in several initiatives reflected in the curriculum, faculty work, student campus and community engagement, and industry partnerships. The list below captures several of the initiatives promoting ethical, social, and sustainable responsibility:

- Academic programs committed to the inclusion of ethics through intended learning outcomes,
- Course offerings on sustainability and corporate social responsibility,
- Faculty and student engagement in CIP, a community involvement program that requires 60 hours of service and reports written by students and evaluated by faculty,
- Select student club investment in social responsiveness endeavors,
- A Leadership Development Institute (LDI) as a co-curricular program lead by a business faculty member,
- A Center for Business Ethics (CBE) that advances business ethics lead by a business faculty member.
- Internships for every business student affording theory and practice integration for sustainable business practice and contribution,
- Study abroad opportunities that enhance student awareness, cultural competencies, and academic breadth afforded through institutions from around the world, and
- Dialogue with industry members through speakers, workshops, and mentoring.

Additionally, we focus on dialogue that strengthens our commitment and success in meeting the needs of program stakeholders within national and international contexts. Specifically, the initiatives have been formulated through: (1) interaction from members of AUI's Board of Trustees, (2) feedback received from Alumni, and (3) feedback received from other business actors (employers, directors of HR departments, etc.).

Such dialogue allows us to list the following profiles desired by the business community and thus engage and respond more effectively and efficiently:

- **General knowledge:** Professionals with the required knowledge and skills to successfully fill an entry-level position in any one of the main areas of business.
- **Focus on an area of specialization:** Professionals that can specialize in finance, management, marketing, international business, or logistics.
- **Understanding of the local context:** Professionals with a solid theoretical and practical knowledge of the Moroccan practice of business.
- **Openness and understanding of global issues:** Professionals with the ability to grasp and interact with the global aspects of business.
- **Capacity to develop innovative business models:** Professionals with the skills and abilities to develop new business models, or to improve existing ones.
- **Build capacity:** Professionals that contribute to the development of talents in R&D positions.
- **The way forward:** Students with a profile at graduation that makes them eligible for good graduate programs in business administration.

Given the mission, vision, strategically designed initiatives, and stakeholder dialogue, AUI is establishing an educational presence that will afford our graduates recognition as strong leaders who are competent, engaged, and socially aware. The recent statistics compiled by the Career Services and Alumni Affairs Office show that approximately 90% of our graduates are employed in Morocco or abroad, and 10% are in advanced study programs. The range of employment positions of our graduates and the career paths illustrate our success in training students to meet job markets challenges. Our approach through engaged and qualified faculty will stand pillars above local and global institutions and receive recognition among stakeholders from around the world.

AUI's Leadership Development Institute, led by Dr. Duncan Rinehart, an SBA faculty member, seeks to graduate students with the leadership skills and values needed to lead highly effective economic and social development programs. The program seeks to be exemplary in all that it does and develop and maintain high legitimacy, credibility, and performance standards in its programs and for its students, staff, and faculty. This is reflected in its mission.

Leadership Development Institute Mission: Develop leaders that serve.

The Leadership Development Institute integrates transformational, servant, social change, and other models of leadership with best practices in student development and an active learning process of social engagement with a global perspective. We work primarily in Morocco and the MENA region to change the way leadership is viewed and done.

Much of the student leadership development work within LDI supports the Principles of Responsible Management Education. The institute is open to all AUI students, not just those pursuing a degree in Business. LDI develops the skills and character students need to be leaders whose purpose is to serve others towards a more sustainable and socially just future.

Center for Business Ethics: (See Principle 5: Partnership)

Principle 2: Values

Principle 2 | Values: *We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives, such as the United Nations Global Compact.*

University Values: Establishing the Foundation

The University's mission and philosophy are built upon values that define and defend the intellectual, ethical, and natural environment. These values include excellence and identity, internationalism and integrity, human dignity and respect, intellectual inquiry and freedom, community engagement and service, leadership and communication, and a learning centered approach.

SBA Values: Establishing Practice

As the only institution of higher education in Morocco committed to a liberal arts education and a member of the Liberal Arts Global Alliance, the values SBA espouses and practices afford students solid curricular programs, innovative learning opportunities, and a participative campus culture for undergraduate and graduate business students to develop the knowledge and competencies in areas of leadership, ethics, social responsibility, environmental awareness, and engagement.

Our values are as follows:

- **Student-centered learning:** engaging students in active learning and helping them succeed in our school and their future career.
- **Scholarship:** pursuit of learning and knowledge creation and dissemination.
- **Passion to excel:** continuously striving to make the School of Business Administration better.
- **Integrity:** doing the right thing in every situation by aligning one's motivations and actions with ethical principles.
- **Tolerance:** accepting diversity.
- **Collegiality:** building an atmosphere of mutual respect.
- **Fairness:** rewarding performance equitably.
- **Transparency:** involving all stakeholders through information.

The SBA honors these values among its enrolled students (2019 – 2021), as shown in Table 1.

Table 1. SBA Student Population (2019-2021)

	Fall 2019	Spring 2020	Summer 2020	Fall 2020	Spring 2021
BBA	986	907	624	1116	1057
MBA	30	30	12	62	64
PTMBA	45	45	16	36	27
EMBA	6	6	-	-	3
TOTAL	1067	988	652	1214	1151

Source: SBA Database

LDI Values: Shaping future leaders

The Leadership Development Institute develops future leaders through an active learning process of

social engagement with a global perspective. Leadership is viewed and done in Morocco and MENA. Inherently and explicitly by design, LDI changes now.

LDI's values include:

- **Integrity:** consistency between our values and actions, our word and our deed; doing what we say we will do.
- **Ethics:** striving to always follow high ethical standards.
- **Be innovative:** developing better ways to build leaders.
- **Taking initiative and following through:** seeing what needs to be done and doing it with integrity.
- **Bottom-up approach to leadership:** leadership does not come with position. Leaders are grown by building their strengths and overcoming their weaknesses.
- **Equitable and egalitarian:** the equal value and treatment of every person is not compromised. The wealthy, powerful or privileged are no better (or worse) than anyone else.

Since 2017, LDI's first-year program focused on developing the skills (time management, conflict management, emotional intelligence, planning, communication, etc.) and the character (integrity, commitment and follow-through, highly ethical actions, etc.) that transformational, social justice and servant leadership require. It is what the institute does. Seventeen students completed LDI's program in 2017-2018 and ten students in 2018-2019.

On 5th March 2020, AUI, in collaboration with the No Violence Alliance (NOVA) and the Leadership Development Institute (LDI), celebrated 25 years of female innovation, leadership, and impact. The month of March commenced with "Women's Circle" sessions on campus to engage the AUI community in a discussion about women's rights, struggles in the workplace, and female leadership. The first session, entitled "Pressing Forward: Women in Leadership," was led by AUI professors Wafa Elgarah and Deborah MacArthur of SBA. It featured an active discussion about attendees' experiences in the workplace and advice for gaining leadership roles. During the second session, Professor Amal Idrissi, a professor of law at the University of Moulay Ismail in Meknes, covered women's rights in the workplace. Both sessions were attended by a mix of female students, staff, faculty, and alumnae of AUI. Following these discussions, community members and administrative departments were invited to write notes to impactful women at AUI on Friday. They were given free themed postcards to encourage each of the powerful women in their lives.

As the University is contemplating the new direction and role of LDI, activities of LDI are currently suspended. A vibrant and dynamic role of LDI is anticipated, especially its role in contributing toward PRME sustainable goals.

Principle 3: Method

Principle 3 | Method:

We will create educational frameworks, materials, processes, and environments that enable effective learning experiences for responsible leadership.

Accreditation

The BBA program is the only business program that is accredited by EFMD Programme in Morocco and one of two in Africa². EFMD Programme accreditation is the European Foundation for Management Development (EFMD) program accreditation system that focuses on degree programs in management and business. EFMD Programme assessment system contains three pillars: internationalization, corporate perspective, and ethics, responsibility, and sustainability (ERS).

Curriculum

The BBA program is consistent with modern management education principles and serves the objectives of the nation, which include rapid economic growth, social responsibility, and openness to and understanding of the global economy.

However, unlike other Moroccan business schools, the BBA curriculum includes a major component of general education. This strategic choice is based on the adoption of the Liberal Arts North American system of education, which puts emphasis not only on skills and competencies but also on interpersonal, thinking and reasoning capacities. At the same time, the outcomes of contents/subjects aim to equip students with the tools and skills required for employment or for graduate education in their chosen field.

In upper-level studies, students receive a concentrated education in business, with a business common core and concentrations in the following areas: finance, management, marketing, international business, and logistics and supply chain management.

Since the commitment to the PRME, SBA specifically added a minor in Leadership and Development in the BBA program in Fall 2018. The objectives of the minor are:

1. To prepare AUI students from any school/major for effective leadership roles in Moroccan and international businesses and organizations,
2. To provide a curricular component to AUI's leadership development, and
3. To institutionalize AUI's commitment to the Leadership Development Institute.

This education in Business Administration is complemented by the University Core Curriculum, General Education (GenEd), a set of courses designed to cultivate essential learning skills, to develop effective communication abilities in three languages (Arabic, English, and French), to provide students with the breadth of knowledge and understanding of the contemporary local, regional, and global issues, and more generally to favor their intellectual, personal, and professional development.

² The undergraduate program offered by the Mediterranean School of Business, South Mediterranean University, Tunisia, is accredited by EFMD Programme for three years. SBA's Bachelor of Business Administration is accredited for five years.

In addition, the required Business Law and Ethics introduces students to Business Law and Ethics in both the US and Morocco. Since Fall 2018, SBA introduced a new concentration course, namely Ethics in Information Technology, which introduces students to the ethical issues surrounding the use, development, and management of information technology. As IT invades our personal and professional lives, students need to understand the implications of using IT and their rights and obligations as users, managers, and/or marketer of IT products. The course discusses ethical issues ranging from privacy, security, intellectual property, discrimination, to policies and codes of ethics. Also, in FIN 3301 Principles in Finance, 10% of the final grade is allocated to passing the ethic component of the CFA program. Such an ethics requirement is crucial to develop future CFAs to be ethical.

The new minor in Leadership for AUI students includes the completion of the LDI's first-year program, a new leadership practicum, the completion of AUI's 60-hour community service requirement, the completion of at least one-semester study abroad (preferred), and the completion of five courses, including personal and professional development, a practicum.

Finally, SBA students can select the following courses related to the PRME mission from the School of Science and Engineering and the School of Humanities and Social Sciences: Biotechnology, Environmental Engineering, Oceanography, Introduction to Renewable Energies, International Law, International Security, Conflict Resolution, and Conflict in Contemporary North Africa. As a Liberal Arts institution, the availability of courses across schools adds to our curriculum a diverse understanding of the world and better preparation to engage it.

Apart from the BBA program, the School's MBA program is also designed to be relevant to the PRME agenda to meet the School's mission of developing ethical and successful future managers and leaders with a local and global perspective. Consistent with PRME, students are required to complete a course on Organizational Behavior and Leadership. They can also choose to focus on Management as one of the concentrations. This concentration offers a list of relevant management courses, including Business Ethics and Corporate Governance and Power, Politics, and Leadership for Global Managers. The research thesis students have to write in fulfilment of the MBA requirement is also an opportunity for them to investigate issues consistent with the PRME agenda, such as unemployment, economic growth, financial inclusion, etc. Table 4 shows the theses MBA students produced between the year 2019 and 2021.

In the pipeline of the School's academic program portfolio is the offering of a new postgraduate program, which is the Master of Science in Digital Marketing and Analytics (MSDMA). The latter is approved by the Academic Council in Spring 2021. The program is expected to enhance the SBA's profile in promoting the PRME agenda as students will use the knowledge, skills, and competencies developed in digital marketing to assist small businesses thrive, thus contributing toward the economic growth and development of Morocco.

Course Specific ILOs

Within its Quality Assurance and Enhancement System, SBA faculty completed course-specific intended learning outcomes (ILOs) for all undergraduate courses. The purpose of this step was to standardize and document the course content in relation to the BBA program objectives, as well as the teaching and assessment methods used. Hence, a course-specific "ILOs, Teaching and Assessment" document has

been prepared for each undergraduate business course offered by SBA.

Since Spring 2019, 86% of the BBA core courses include an intended learning outcome that meets one of the three objectives related to making decisions ethically, and 60% of the BBA core courses contain an intended learning outcome that meets the two program objectives related to comprehending the global business environment. This is reflected in students' work inside and outside the classroom.

A similar exercise is currently underway for the MBA program. In developing the program and course ILOs, the first round of the program competencies determination process was completed with faculty members and students. The same process will be replicated with other stakeholders. It is expected that the whole exercise will be completed by Fall 2022.

Internships

SBA's Business Internship Program allows BBA students to gain practical experience in the workplace before receiving their undergraduate degrees. The internship is a required academic course. Mainly the student or in special cases the SBA identifies and approaches companies willing to hire interns on a full-time basis for 8 weeks (the minimum duration required), usually in the summer. The course grade is based on the following components: a portfolio made of weekly activity reports, a final written internship reports both in French and English, an employer evaluation of the intern's work and attitude, an oral presentation evaluation, and a faculty advisor evaluation of the intern's responsiveness. The internship allows the BBA students to gain practical experience in the workplace before receiving their undergraduate degrees. A sample of the internship projects between 2019 and 2021 is shown in Table 2.

Table 2. Sample of Internship Projects (2019-2021)

Name of Student	Company	Project
Meriem Boujeddain	Al Omrane	<p>Title: Company valuation in a slow growth environment</p> <p>Abstract: The real estate market is currently negative and has been deteriorating since 2011. It is thus compulsory for a company like Al Omrane RSK to know its value and growth prospects to appraise its financial performance and take informed future decisions. Based on the valuation results and extensive industry analysis, it is concluded that the best option is to merge with its mother company to save costs and create synergy that will allow to fund differentiated investment plans.</p>
Amine Rochdi	MASEN (Moroccan Agency for Sustainable Energy)	<p>Title: Marketing strategies to restore MASEN's reputation</p> <p>Abstract: MASEN owns many renewable energy sites across Morocco, allowing the company to achieve its different goals and successfully execute its project. However, among these energy generation assets, some are in the controversial territory of Western Sahara. This geographic area is known</p>

		for a long ongoing political conflict between the Kingdom of Morocco and the Polisario Front. Consequently, Masen faces opposition from local groups residing in the disputed territory, claiming that the company's projects and existing energy sites will have a significant impact on reinforcing Morocco's presence and occupation. This local opposition represents a challenge for the company, as many potential threats can be envisioned such as potential attacks or other forms of sabotage on MASEN's renewable energy sites. The business problem therefore consists of developing a marketing strategy to restore MASEN's reputation and preserve it and prevent it from being tarnished to increase its reliability and allow it to operate without any obstacles.
Tarik Cherradi	Attijariwafa Bank Group	<p>Title: Economic integration in the ECOWAS region and the establishment of a single currency (ECO)</p> <p>Abstract: The report focuses on the analysis of the economic and monetary integration of the two main existing unions, the WAEMU (West African Economic and Monetary Union) and the ECOWAS (Economic Community of West African States) to understand the potential impact of the creation of a monetary union ("eco" being the name of the new currency) on the economic and financial performance of the member countries.</p>
Imane Abou-Said	MASEN (Moroccan Agency for Sustainable Energy)	<p>Title: MASEN and strategies for its HR department</p> <p>Abstract The report answers the question of how marketing can overlap with HR and be used as a creative way to shift it from a mainstream regular HR department to an entity involved in business decision making.</p>

Source: SBA Database

The School has recently appointed Ms. Seddik Yasmine as an Experiential Learning and Student Engagement Associate to oversee and improve the internship program for the benefit of the Moroccan community and beyond.

Capstone Case Competition

Each semester, SBA organizes the Capstone Corporate Strategy Competition. In the competition, graduating students develop and present a strategic plan for companies based in Morocco that meet several criteria, such as innovativeness, ethics, and job creation. External judges, primarily from the industry, are invited to evaluate the strategies and give documented feedback on the students' demonstrated knowledge of strategy, management, finance, human resources, operations, change management, and marketing. Such an exercise is an excellent opportunity for students to demonstrate their capabilities and preparedness to enter the job market and refine their soft skills, such as teamwork,

critical analysis, problem solving, decision making, and time/stress. More details about how the capstone contributes to the PRME's mission are found in the section dedicated to Principle # 5 – Partnership. Thirty-three teams and forty-seven teams competed in the Business Capstone Projects in Fall 2020 and Spring 2020, respectively.

Experiences Outside the Classroom

SBA faculty members organize within their courses out-of-class activities. However, due to the pandemic, outside the classroom activities were somewhat restricted. The following lists some of the activities:

- In Dr. Youssef Chetoui's class, students were involved in data collection and analysis for the MKT 4304 final project (research project assigned on different themes every semester).
- Fall 2020: Dr. Mary Grace built and delivered a sustainability mindset course called "Special Topics: Sustainability and Business", going deep with a 12-student seminar into ecological literacy, systems thinking and emotional and spiritual intelligences. Each student engaged in their self-designed project that in some way benefitted some part of the community in advancing SDGs.
- Spring 2020: In Dr. Faridahwati Mohd Shamsudin's MGT3301 Principles of Management class, 49 students were involved in an experiential learning project where they were required to engage with the business community of their choice, preferably small businesses and cooperatives, to learn hands about how they could make an impact on the organization. Despite the lockdown, the students completed their projects, much to the endorsement of the business owner.
- Spring 2021: Despite the pandemic, Dr. Mary Grace Neville has been encouraging her undergraduate students to research and write case stories for the AIM2Flourish project, part of the UN Global Compact's global initiative to involve business students worldwide in identifying and documenting business innovations advancing Sustainable Development Goals (SDGs). Six students enrolled in her class of MGT 3301 Principles of Management have managed to publish their stories on the AIM2Flourish website. The following stories add to five years of AUI-SBA's presence on the United Nation's platform AIM2Flourish.com.
 - A Durable Business Model by Mohamed Arous and Marwa Atmane.
 - Fostering the Culture of Human Rights by Samy Hatmi and Hamza Bouaaoui
 - Best of Both Worlds: Fashionable and Sustainable by Khoula Qassibi and Hajar Dehak
 - Healthy Work and Environment for All by Ilyas Elaorf
 - Pottery: How It's Saving Lives by Leyla Mahmoudi and Salma Fakhkhari
 - A Small Story of a Big Change by Aya Idzroud

International Study Opportunities

AUI has an Office of International Programs (OIP) whose mission is to expand international awareness, promote productive intercultural interaction, and foster tolerance and sensitivity in AUI students, faculty and administration. The OIP brings a global perspective to the AUI curriculum by organizing and overseeing all aspects of international study for both incoming scholars and AUI students studying outside of Morocco. Programs within the OIP provide the appropriate environment for multicultural

enhancement at both academic and social levels. One of the main roles of the OIP is to ensure the internationalization of our undergraduate and graduate programs through a series of partnerships with universities all around the globe for exchange programs. Table 3 presents the number of students studying abroad since Fall 2020. Due to the travel restrictions because of the Covid-19 pandemic, the number of students studied abroad fell significantly. For instance, in Spring 2019 and Summer 2019, there were 74 and 188 students who went abroad, respectively. However, in Fall 2020, only five students went abroad. It is expected that the situation will improve when the pandemic is declared over, and the travel restriction is lifted.

Table 3. Number of Outgoing Study Abroad of BBA Students by Semester (2019-2021)

Fall 2019	Spring 2019	Summer 2019	Fall 2020	Spring 2020	Summer 2020	Fall 2021	Spring 2021
43	74	188	5*	49 ¹	11*	26**	12*

* Covid-19 affected semesters; in summer 2020 all 11 students studied online.

** Fall 2021 list is not final yet; students are still applying.

¹ Students were not affected by the pandemic. They were already attending the host institutions when the pandemic started.

Source: SBA & QIP Database

AUI Library and Student Research

The mission of the Mohammed VI Library is to provide access to information in support of AUI's education, research, and development activities. It is among the best in the region. As at Fall 2020, the library currently has the following collection: 230,000 e-books, 102,120 print volumes, 29,800 electronic journals, 2,315 audio/video items, and 38 database subscriptions. It also hosts a Multimedia Learning Center (MLC) that supports students and faculty research projects and promotes information literacy and training in areas of information technology.

Given the resources provided through the Library, AUI SBA masters students have completed the following theses, research papers, and projects, as shown in Table 4.

Table 4. Theses, Research Papers, and Projects of SBA Master's Students (2019-2021)

Student Name	Title of Thesis or Project	Supervisor
Fall 2019		
Maroua El Asri	Investigating critical success factors for enterprise e-learning in Morocco: A Multi-Cases Analysis	Dr. Hind Lebdaoui
Salma Abdelmoumen	Relationship between immigration outflows and bilateral trade: Case of Morocco and 14 OECD countries	Dr. Ahmed Bajjou
Chaimaa Bencheikh	Innovation, economic growth, and education	Dr. Ahmed Bajjou
Basma El Fadel	Investment sensitivity to stock price: Affiliation effect	Dr. Harit Satt
Elias Ghechi	How financial literacy and behavioral biases relate to investment performance? Case of Moroccan investors	Dr. Hind Lebdaoui

Spring 2020		
Omar Tazi	A comparative study of the Fama-French three-factor and the Carhart four factor models – Empirical evidence from Morocco	Dr. Samir Aguentaou & Dr. Jawad Abrache
Imane El Aouissi	The impact of liquidity on the profitability of banks listed on Casablanca Stock Exchange	Mrs. Zaynab Brown
Mohamed Kamal Zaraba	The effects of balance of trade and economic development factors on exchange rate: Case of Morocco	Dr. Ahmed Bajjou
Jihad Abattouy	Risk elicitation in the Northern Province of Al Hoceima	Dr. Ahlam Fakhar
Fall 2020		
Yassine Errachid	Demystifying the impact of organizational justice and empowerment on employees' innovative behaviors: An emerging market study	Dr. Youssef Chetioui
Kenza Omari	Determinants of working capital behavior: Evidence from the MENA region	Dr. Imad Jabbouri
Haya Al-Madadi	The impact of cause-related campaigns on purchase intention: An emerging market study	Dr. Youssef Chetioui
Ayda Benjelloun	Impact of non-verbal visual cues in packaging on customer preference in Morocco	Dr. Gürsel Ilipinar
Maria Bajjou	Unemployment, economic growth, and policy setting: Evidence from Morocco	Dr. Sallem Koubida
Salma El Haddaji	Impact of luxury fashion brand's social media marketing activities on customer relationship and brand equity: A Moroccan context	Dr. Gürsel Ilipinar
Omar Ouahidi	Value of capital expenditure in MENA: The role of market competition and information asymmetry	Dr. Harit Satt
Safaa Smidi	The impact of credit risk management on bank performance: Evidence from MENA	Dr. Sallem Koubida
Spring 2021		
Hicham Achakkour	Ethics and information Systems: ERP usage, a driver for ethical culture of transparency in the workplace within Moroccan business context	Dr. Wafa El Garah
Manal Koubia	Exploring the impact of celebrity endorsement on Generation Z customers' purchase intention and the moderating influence of respondents' gender and celebrity type and nationality: Case of STG Maroc	Dr. Wafa El Garah
Oussam Er-rady	Day-based long and short positions in the Casablanca Stock Exchange	Dr. Abdelhamid Alaoui
Zineb Nakhlaoui	Impacts of fast fashion brand's social media on customer purchase intentions during Covid-19: The case of Morocco	Dr. Gürsel Ilipinar

Oumaima El Azzouzi	Working capital management, firm performance, and financial constraints: Empirical evidence from the MENA region	Dr. Imad Jabbouri
Chaimae Kasraoui	Big data adoption in Moroccan companies	Dr. Youssef Chetioui
Salma El Ouard	The impact of electronic word of mouth on the purchase intention and brand image	Dr. Ahmed Sohel

Source: SBA Database

Co-curricular Activities

Students are encouraged to get actively involved in co-curricular activities to develop their soft skills and personal development and growth.

- On 2nd March 2020, the Leadership Development Institute (LDI) hosted a conference on Leadership and Credibility. This conference was organized with the Master's Program of Language, Communication, and Society at Sidi Mohamed Ben Abdellah University in Fez. The LDI invited Dr. Mohamed Moubtassime to speak to 15 students from the master's program. The LDI guests also had the opportunity to bond with LDI students over lunch, learning and sharing valuable insights on leadership. Both parties strongly believe in developing future Moroccan leaders and transforming them into influential global citizens through servant leadership. Two workshops were previously delivered by the LDI team at Sidi Mohamed Ben Abdellah University: the first one was on the Sustainable Development Goals established by the Human Development Manager, Gabriella Moccarme, and the second was on Grit, delivered by the LDI Director, Dr. Duncan Rinehart. In this era of urgency towards sustainability and transformational leadership, the LDI's leadership program proves highly relevant. The combined efforts from the LDI and the Master's Program of Language, Communication, and Society will contribute towards shaping responsible and effective global leaders.
- SBA students enrolled in two sections of Dr. Hassi's Cross-Cultural Management course attended the 2020 SIETAR Switzerland Congress (Society for Intercultural Education, Training, and Research) taking place online between 23rd October and 28th November 2020 (<http://sietar.ch/congress-2020-program/>). They would have the opportunity to submit their reflections about the Congress for publication in the SIETAR Switzerland Congress newsletter.
- Impact for Development, the School of Business Administration of AUJ, and Africa Business School have established a partnership with Columbia University Engineering and Business Schools and Open Startup International launch of the first edition of "Open Startup Morocco." Open Startup Morocco provides a platform for innovation and capacity building through entrepreneurial education and cross-cultural exchanges between the US and Startup ecosystems in Morocco. The Open Startup Morocco is a four-month-long program that brings together teams of high potential students from multidisciplinary and multiregional Moroccan public and private institutions. Participating students receive entrepreneurship bootcamp training, followed by coaching and mentoring sessions; these students also work with students from the US to further develop and refine their Startup ideas, which will then be presented at local and regional competitions.

- On 5th December 2019, a team of students in the School of Business Administration's Entrepreneurship class (MGT3302) planted over 30 olive trees near AUI's swimming pool. Every semester, teams of students in this class start and run businesses to get firsthand experience as entrepreneurs. This team of students sold trees to be planted with personalized name plates. As part of their socially responsible business, they also contribute to the Sustainable Development Goals (SDGs) of the United Nations. Additionally, they contribute to AUI's progress towards becoming a "Green Campus", and the profits of their business are donated to the poor and illiterate of the Ifrane area.

In addition to the co-curricular activities, all AUI students are required to complete 60 hours of community-based service. Each year, AUI faculty read and assess reports written by students at the conclusion of the 60 hours. Table 5 illustrates the current count of AUI students completing their 60 hours between 2019 and 2021.

Table 5. Number of BBA Students Completing Community Service Requirement (2019-2021)

Fall 2019	Spring 2020	Summer 2020	Fall 2020	Spring 2021
100	118	11	109	146

Source: SBA Database

Student Achievements

- A student team had made AUI proud when they won the Chartered Financial Analyst (CFA) Institute Challenge Morocco 2021 organized by the North African Society of Investment Analysts (IASNA) that ran from 14th November 2020 to 3rd January 2021. Focusing on four dimensions, namely local, sub-regional, regional and global, this competition aims to offer university students practical mentoring and intensive training in financial analysis. The jury is made up of 16 members from the most prestigious business banks on the national and international scale. The team will then represent Morocco in the CFA Institute Challenge sub-regional competition which will take place in March 2021 and compete against several Arab countries, including Bahrain, Jordan, Saudi Arabia, Lebanon, Egypt, Kuwait, the United Arab Emirates, Qatar, and Oman. Last year, the CFA Institute Research Challenge saw the participation of more than 6,400 students and 1,100 universities from 98 countries.

Faculty

Considering the central role of faculty in university education, SBA's strategic agenda has put as one of its major goals "the recruitment, development and retention of good faculty who pursue teaching excellence, research and service to the profession and have specific interests to establish strong ties with Morocco and who share AUI values".

As of Spring 2021, SBA faculty counts 44 members (of which 22 are full-time and 22 are part-time and adjuncts online teaching). The percentage of SBA faculty holding doctoral degrees is about 65% (81% of full-time faculty hold a doctoral degree). About 22.5% of SBA faculty members are international (not holding Moroccan citizenship), and about 17.5% are bi-national. The School has also made significant efforts to recruit faculty with professional business degrees and experience to allow more involvement of the corporate world in the program delivery.

Faculty Development Workshops

Every year, campus workshops are organized to help faculty innovate in their teaching and research. However, in a bid to minimize the spread of COVID-19 in 2020, AUI responded quickly to the crisis and began transitioning towards online classes starting 18th March 2020. The University asked students to stay home, while establishing online learning facilities, and ensuring that no course was cancelled due to the new virtual learning format. To face the change head-on, AUI shared training webinars with faculty members and provided them with two days of training in online teaching aligned with their field and school. These days were complemented with on-demand training for faculty with special requests and specific needs. In addition, CLE tutors and mentors were trained to provide their peers with personal assistance to adapt seamlessly to a new learning environment.

Such support was also extended to students with similar training webinars to explore and understand the Microsoft TEAMS platform. Microsoft TEAMS allows teachers and students to connect in virtual classrooms in real-time. This way, professors can conduct existing course sections at regular class times and hold live discussions. The platform allows visual contact through video conference and the ability to verify attendance, along with a live chat room. Through this platform, faculty and students continue exchanging information and ideas through personal interaction. AUI is also using its Jenzabar platform to allow for synchronous and asynchronous contact between faculty and students through posts.

The majority of AUI faculty members have remained in Morocco, while a few have been stranded abroad. However, all faculty have continued connecting with students and teaching their courses through the University's online learning platforms.

Table 6 lists a sample of the workshops that were organized at the University level between 2019 and 2021. The workshops organized in 2020 and beyond were specifically dedicated to training faculty in an online environment.

Table 6. Sample of Faculty Development Workshops (2019-2021)

Title/Venue/Date/Moderator	Description
<p>Title: SOFLA: Synchronous Online Flipped Learning Approach Date: 26th January 2021 Moderators: Dr. Helaine Marshall Organizer: ATLAS</p>	<p>This workshop looks at the eight steps of the Synchronous Online Flipped Learning Approach (SOFLA), a distance learning model which most closely replicates actual classroom teaching. SOFLA includes structured, interactive, multimodal activities, both asynchronous and synchronous, that create fertile spaces for teaching and learning online. Participants learn how to implement each step and receive digital resources to guide them in using SOFLA.</p>
<p>Title: Copyright and IP issues Date: 18th September 2020 Moderators: Abdelhamid Lotfi Organizer: ATLAS</p>	<p>This workshop looks at what materials faculty can use in their classes and put online for students without infringing copyright law or creating other IP issues.</p>
<p>Title: Writing the syllabus Date: 15th September 2020 Moderators: Violetta cavalli-Sforza</p>	<p>This workshop deals specifically with how to write a syllabus so it is informative, inviting, and sets the right tone for engaging students.</p>

Organizer: ATLAS	
Title: Sharing about online assessment Date: 13th July 2020 Moderators: Violetta cavalli-Sforza Organizer: ATLAS	This workshop showcases the experiences of several faculty members with online assessment in Spring and Summer 2020.
Title: Designing service learning course components Date: 15th January 2020 Moderators: Abderrahim Agnaou, Salaheddine Zekri, and Violetta cavalli-Sforza Organizer: ATLAS	This workshop discusses the new requirement in the curriculum where students have to fulfill the service learning component and ways on how the component can be designed and delivered. The service learning component offers an opportunity for students to engage in experiential learning, linking theory and practice that benefit their learning experience.
Title: Rethinking assessment in the age of active learning Date: 14th January 2020 Moderators: Violetta Cavalli-Sforza Organizer: ATLAS	This workshop briefly looks at the need to rethink how students are being assessed. In the age of active learning, because responsibility for learning shifts from teacher to students, assessment should not only consider the Bloom's taxonomy framework but also how students can engage actively in assessing their learning experience. This workshop helps participants understand the need to align learning activities and outcomes with assessment as the key to student learning.
Title: Service learning introduction Date: 21st November and 12th December 2019 Moderators: Violetta Cavalli-Sforza Organizer: ATLAS	These two sessions introduced participants to the new service learning requirements in the General Education program (effective 2019-2020) and offered a sample of service learning components of courses taught by AUJ faculty.
Title: Pretty pictures: Good learning tools with some catches (Visualizations in teaching and learning: why they can help and what to watch out for) Date: 19th March 2019 Moderators: Violetta Cavalli-Sforza Organizer: ATLAS	Description: This workshop briefly looks at how visualizations have been used in rather different disciplines, dipping into the educational literature to understand why they can be such a good tool, but also consider why sometimes they don't live up to their potential and how that can be remedied. Time is also allocated for collective and small groups sharing about how to use visualizations in our courses.
Title: Doing research that matters: Insights and implications for SBA Date: 4th April 4 2019 Moderators: Chihab Benmoussa Organizer: SBA	Description: Business schools are squarely within a profession that values practical relevance as well as rigor. This workshop examines the challenges business schools are facing when it comes to maximizing synergy between rigor and relevance in their research activities. There will be an opportunity to discuss how School of Business Administration (SBA) can address this challenge and engage its faculty to carry out research that matters to various stakeholders, and in accordance with its mission statement.

<p>Title: Metacognition: Helping students learn to learn</p> <p>Date: 10-13 June 2019</p> <p>Moderators: Violetta Cavalli-Sforza, Mhammed Chraibi, Cal Piston, and Katy Stubanas</p> <p>Organizer: ATLAS</p>	<p>Topics covered include dialogue about:</p> <ul style="list-style-type: none"> ○ Taxonomy of learning (focus on Bloom’s taxonomy) ○ Metacognitive strategies for students (and faculty!) ○ Mindsets and the learning process ○ Motivation, emotions, and learning assessment
<p>Title: Flip the learning, engage the students</p> <p>Date: 17-20 June 2019</p> <p>Moderators: Cal Piston and Eric Massey</p> <p>Organizer: ATLAS</p>	<p>Topics covered include dialogue about:</p> <ul style="list-style-type: none"> ○ Research on engaged learning ○ Models of “flipping” the learning ○ Strategies to enhance student preparedness ○ Motivating students ○ A variety of tools, tips, and methodologies

Source: ATLAS Database

COVID-19 Crisis Management

In an elaborate joint effort, our institution’s preliminary step was to set up Covid-19 Task Force, whose paramount concern was to ensure the institution’s community members are safe and are practicing social distancing and good health habits. This was achieved through a university-wide continuous awareness campaign using the available communication tools. A multi-lingual (Arabic, French and English) signage campaign was launched covering all campus areas with the aim to sensitize the institution’s community and visitors on social distancing, hand sanitizing, and mask wearing. This rigorous sensitizing campaign is further supported with the use of TV monitors placed in different campus locations and thermometer stations. Emails by COVID-19 Task Force have been continuously sent in order to inform the institution’s community of the latest COVID-19 updates, assessment of preventive measure surveys, and a smart contact-tracing application.

The university-wide rigorous effort and steadfastness in the face of this particular crisis has borne fruits: the very few cases of Covid-19 that involved students, staff, and faculty were successfully dealt with by rigorously following the health and safety measures in place.

At the request of AUI president, a Covid-19 fund was created to finance the tuition fees of students facing financial difficulties due to the pandemic. This fund was established and financed through contributions from members of the board of trustees of AUI. AUI has received so far the sum of eight million MAD (892,399 USD), a first selection of the students benefiting from this fund has been carried out by the financial aid unit, based on criteria set by AUI top management.

During the onset of Covid-19, in spring 2020, the University—like many others throughout the world—had to spontaneously and unprecedentedly shift all University classes online for half of the semester. Because the University had not previously offered online courses—all of Al Akhawayn University’s courses were offered in-person prior to Covid-19—a Total Quality Management System (QMS) was instituted in place to identify, analyze and ameliorate teaching and learning conditions every week. The Steering Committee for the initial application of the QMS was chaired by the University President and, using data collected from ITS, the CLT and weekly student surveys, the University was able to rapidly design and implement changes to the new online learning system. The QMS reports focused mainly on Student Satisfaction, Student learning, Effectiveness of Assessment, Faculty Engagement, and IT Service Quality to Faculty and Students (See “QMS reports” available in the base room).

Additionally, the University networked with peer universities in the U.S. to consult for external

recommendations; based on these, the University—like many U.S. institutions—Students were given the choice, in each of their courses, to receive a grade on a Pass/Fail basis or on a letter grade basis in both Spring and Summer 2020.

Principle 4: Research

Principle 4 | Research:

We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.

Faculty Publications and Presentations in Conferences

SBA faculty members are encouraged to be involved in research activities. Table 7 and Table 8 list SBA publications in international journals and presentations in conferences, respectively, between 2019 and 2021.

Table 7. Faculty Publications (2019-2021)

Author	Title	Source	Date
Hassi, A.	Empowering leadership and management innovation in the hospitality industry context: The mediating role of climate for creativity	International Journal of Contemporary Hospitality Management, 31(4),1785-1800. https://doi.org/10.1108/IJCHM-01-2018-0003	2019
Benrqya, Y.	Costs and benefits of using cross-docking in the retail supply chain: A case study of an FMCG company	International Journal of Retail & Distribution Management, 47(4), 412-432. https://doi.org/10.1108/IJRDM-07-2018-0119	2019
Raduzzi, A., & Massey, J. E.	Customers' satisfaction and brand loyalty at McDonald's Maroc	The African Journal of Marketing Management, 11(3), 21-34. DOI: 10.5897/AJMM2019.0599	2019
Massey, J. E., & Randriamarohaja, R. H.	Blackfish: A crisis of legitimacy at SeaWorld	Tourism Culture & Communication, 19(3), 195-207. https://doi.org/10.3727/194341419X15554157596100	2019
Lehnert, M., Nilsson I., & Neil, R.	Navigating the regulatory environment in American urban areas: The case of American Craft Breweries	In E. S. Madsen, J. Gammelgaard, & B. Hobdari (Eds.), <i>New developments in the brewing industry: The role of institutions and ownership</i> (pp. 47-71). Oxford University Press.	2019
Reid, N., Gatrell, J. D., & Lehnert. M.	Leveraging brewing history: The Case of Cincinnati's Over-the-Rhine Neighborhood	In R. R. Thakur, A. K. Dutt, S. K. Thakur, & G. Pomeroy (Eds.), <i>Urban and regional planning and development: 20th century forms and 21st century transformations</i> (pp. 453-466). Springer: Dordrecht.	2019

Farooq O., Satt H., & El Fadel B.	Investment sensitivity to stock prices: Affiliation effect	The Indian Economic Journal, 67(1-2), 170-173. doi:10.1177/0019466220927943	2019
Jabbouri, I., & Almustafa, H.	Corporate cash holdings, firm performance, and national governance: Evidence from emerging markets	International Journal of Managerial Finance. https://doi.org/10.1108/IJMF-07-2020-0342	2020
Bani-Melhem, S., Shamsudin, F. M., Abukhait, R. M., & Quratulain, S.	Paranoid personality and frontline employee's proactive work behaviors: A moderated mediation model of empathetic leadership and perceived psychological safety	Journal of Service Theory and Practice. https://doi.org/10.1108/JSTP-05-2020-0104	2020
Bani-Melhem, S., Abukhait, R. M., Shamsudin, F. M., & West, M.	Customer incivility and customer problem-solving behavior in frontline employees: testing a moderated mediation model	Total Quality Management & Business Excellence, 1-19. https://doi.org/10.1080/14783363.2020.1842187	2020
Ting, D. H., Abbasi, A. Z., & Ahmed, S.	Examining the mediating role of social interactivity between customer engagement and brand loyalty	Asia Pacific Journal of Marketing and Logistics. https://doi.org/10.1108/APJML-10-2019-0576	2020
Farooq, O., Satt, H., & El Fadel, B.	Political uncertainty and the choice of external audit: international evidence from private firms	International Journal of Managerial Finance. https://doi.org/10.1108/IJMF-07-2020-0384	2020
Bendriouch, F. Z., Satt, H., & M'hamdi, M.	Do Islamic banks contribute to economic growth? Evidence from the GCC countries	International Journal of Economics and Financial Issues, 10(5), 352-360.	2020
Jabbouri, I., & Farooq, O.	Inadequately educated workforce and financing obstacles: international evidence from SMEs in developing countries	International Journal of Managerial Finance. https://doi.org/10.1108/IJMF-01-2020-0002	2020
Koubida, S., & Bentamy, A.	Crash de la Covid-19: Impact économique et perspectives d'avenir	Finances News. https://fnh.ma/article/alaune/crash-de-la-covid-19-impact-economique-et-perspectives-d-avenir	2020
Konou, C. M., Essayad, M., Galose W.B., Malki, M., & Al	Revaluation of the IMF's special drawing rights and currency portfolio diversification: Implications	The Journal of Energy and Development, 45(1&2).	2020

Titi, O.	for oil and gas finance		
ElGarah, W., & ElMahdi, A.	Business ethics in business schools in Morocco	In N. El-Bassiouny, D. El-Bassiouny, K. Mohamed, E. K., & M. A. Basuony (Eds.), Ethics, CSR, and sustainability (ECSRS) education in the Middle East and North Africa (MENA) region (pp. 92-126). London: Routledge.	2020
Balambo, M.A. & Hassi, A.	Référents religieux et Management: un antagonisme de sens	Revue Management & Innovation, 1(1), 57-76.	2020
Benrqya, Y., Babai, M. Z., Estampe, D., & Vallespir, B.	Cross-docking or traditional warehousing: What is the right distribution strategy for your product?	International Journal of Physical Distribution & Logistics Management, Vol. 50 No. 2, pp. 255-285. https://doi.org/10.1108/IJPDLM-03-2019-0091	2020
Bani-Melhem, S., Abukhait, R. M., & Shamsudin, F. M.	Does job stress affect innovative behaviors? Evidence from Dubai five-star hotels	Journal of Human Resources in Hospitality & Tourism, 19(3), 344-367. DOI: 10.1080/15332845.2020.1737769	2020
Baker, H. K., Satt, H., Atmounia, F., & El Fadel, B.	How deferred revenue changes impact future financial performance?	Corporate Ownership & Control, 17(4), 72-85. http://doi.org/10.22495/cocv17i4art6	2020
Satt, H., Bendriouch, F. Z., & Nechbaoui, S.	The impact of Shariah finance compliance level on the cost of debt	Journal of Islamic Accounting and Business Research. https://doi.org/10.1108/JIABR-04-2018-0056	2020
Bani-Melhem, S., Zeffane, R., Abukhait, R. M., & Shamsudin, F. M.	Empowerment as a pivotal deterrent to employee silence: Evidence from the UAE hotel sector	Human Performance, 34(2), 107-125. DOI: 10.1080/08959285.2021.1890079	2021

Source: SBA Database

Table 8. Faculty International Conference Presentations (2019-2021)

Presenter	Topic	Location	Date
Chetioui, Y.	Does innovation help firm performance? An emerging market study	2019 EURAM conference in Lisbon, Portugal,	June 26-28, 2019
Hassi, A., Rohlfer, S. & Fietze, S.	Predicting innovative work behavior: The role of empowering leadership, empowerment role identity, climate for initiative and climate for innovation	Academy of Management (EURAM), ISCTE-IUL, Lisbon, Portugal,	June 26-28, 2019
Hamidi Alaoui, A.	Granger-causality-based portfolio selection in the Moroccan stock market.	Young Business And Industrial Statisticians Workshop on Recent Advances in Data Science And Business Analytics, Turkey,	September 25-28, 2019
Hassi, A., & Storti, G.	Wisdom-based leadership: Towards the development of a new scale	Academy of Management (AOM) Specialized Conference on Responsible Leadership in Rising Economies, North Nicosia, Bled, Slovenia.	October 23 -25, 2019
Hamidi Alaoui, A.	The impact of corporate social responsibility on the financial performance of Moroccan companies.	6th International Conference in Applied Economics and Finance, Turkey	November 16-17, 2019
Chetioui, Y., Lebdaoui H., & Benlafqih, H.	The impact of social media influences on purchase intention among generation Y and Z: Do ethics count?	NCG Colloque international Management et Ethique, Mobilisation conjointe pour une réussite collective	November 15-16, 2019
Lehnert, M.	Sippin' suds or smokin' buds: Potential competition and collaboration between craft beer and recreational cannabis	North American Regional Conference in Pittsburg, USA,	November 8-15, 2019
Satt. H.	Investment sensitivity to stock prices: Affiliation effect	3rd international Multidisciplinary conference on Education, Arts, Law, Business and Politics, , Amsterdam, Netherlands	February 20-24, 2019
Rohlfer, S., Hassi, A., & Fietze, S.	The effects of empowering leadership, voice and value orientations on management innovation: A moderated mediation examination	European Academy of Management (EURAM), ISCTE-IUL, Lisbon, Portugal	June 26-28, 2019

Konou, C. M.	The determinants of the adoption of the agricultural biotechnology by major agricultural commodities exporting countries	Eastern Economic Association, New York,	Feb. 28–Mar. 3, 2019
Aguentaou. S., & Abrache, J.	The determinants of exports in Morocco: A time series analysis	4th International Conference on New Directions In Business, Management, Finance, and Economics (ICNDBM Turkey (online)	June 24, 2020
ElGarah, W.	Sharing economy and customer trust: The case of Airbnb.com	International Business Information Management Conference (35th IBIMA) Seville, Spain (a virtual conference)	April 20, 2020
Chetioui, Y	The impact of digital transformation on SMEs organizational performance: The mediating effect of digital innovation virtually	EURAM 2020 conference and Covid 19 sanitary situation, Ireland (online)	December 2-4, 2020
El Garah, W.	Employee engagement as catalyst for excellence	Quality Conference—University of Business and Technology, Jeddah, KSA	November 30, 2020
Chetioui, Y.	Does effective use of CRM technologies impact customer retention in the hospitality industry? Evidence from an emerging market	The 9th International Conference on Business and Economics Research, Beijing, China	July 2019
Lebdaoui, H.	Risk and efficiency convergence in emerging markets: Evidence from the MENA region.	The 9th International Conference on Business and Economics Research, Beijing, China	July 2019
Jabbouri, I.	Ownership identity and cost of debt in an emerging market: Pre and post crisis analysis.	The 17th Annual Conference on Finance, Athens, Greece	July 2019
Aguentaou, S.	Financial inclusion in the MENA region.	The 2019 Paris international Academic Conference on Business and Economics, Paris, France	July 2019
Massey J. E.,	The use of the forums features in Jenzabar LMS to create a blended classroom at EDULEARN19	The 11th Annual International Conference on Education and New Learning Technologies, Palma de Mallorca, Spain	July 2019

Benmoussa, C.	What hinder SMEs from adopting e-commerce? A multiple case analysis.	The 3rd World Conference on Technology, Innovation and Entrepreneurship, Istanbul, Turkey	June 2019
Massey J. E., Benazzouz, J. (MBA Alumnus)	Crisis management effort at USA gymnastics.	The 10th International Conference on Sport and Society, Toronto, Ontario, Canada	June 2019
Hassi, A.	Predictors of innovative work behavior: A moderated analysis.	The 28th Annual World Business Congress of the International Management Development Association (IMDA), North Nicosia, North Cyprus	June 2019
Koubida, S.	Effect of corporate governance compliance on firm financial performance: Evidence form listed companies in Morocco	The AFU 2019 international Conference: Towards Advances Scientific Knowledge, UAE.	May 2019
Abrache, J.	A new online educational game for teaching operations and supply chain management courses	The ICT Days, 6th Edition, Online Education – Monitoring and Evaluation, Al Akhawayn University, Ifrane, Morocco	April 2019
Hamidi Alaoui, A.	Assess allocations in a portfolio of Moroccan mutual funds: A first investigation	The 6th International Conference on New ideas in Management, Economics and Accounting, in Paris, France	April 2019
Benrqya, Y.	Cross-docking and the bullwhip effect reduction	The International Conference on Business Management and Social innovation (ICBMANSOIN-19), Dubai, UAE.	March 2019
Konou, C. M.	The determinants of the adoption of the agricultural biotechnology by major agricultural commodities exporting countries.	The 45th Eastern Economic Association Annual Meetings in New York City, USA.	February 2019

Source: SBA Database

Dr. Abderrahman Hassi recently took part in a working group on the paradigm shift for the 21st century education in the framework of UNESCO's Futures of Education. Dr. Hassi co-authored a report with 20 other contributors from several countries entitled *Futures of Education: Learning to Become. How should what we learn, how we learn, and where we learn change in the future?*

Principle 5: Partnership

Principle 5 | Partnership:

We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.

SBA has built a national and international reputation for the quality of its educational programs and the quality of its teaching and learning facilities. From a national perspective, AUI has benefited from the prestige and the support of the King of Morocco.

Industry Partners

In an era when there is increasing pressure for universities to become more industry-oriented to fill the gap between the theoretical materials and the real practices in the market, SBA has put industry liaison and connection with employers as one of the six strategic priorities of its 2015-2020 strategic plan.

More than half of SBA faculty members have greater than three years work experience in the corporate world. This professional experience in the field is a major aspect of our professors' profiles and significantly enriches their teaching. SBA faculty members have established close links with the corporate community as indicated by the following:

- For courses that directly deal with Moroccan business practice issues, either the faculty member is a part-time professional (e.g., the "Legal Issues in Business" and "Enterprises and the Moroccan Economy" courses) or guest speakers from industry (e.g., the "Moroccan Accounting, Taxation, and Business Law" and "Financial Intermediation" courses) are regularly invited to provide lectures.
- SBA faculty members serve as advisors to students during their mandatory internship.
- SBA faculty members advise part-time and executive MBA students for the preparation of their theses. Given the fact that the latter generally derives from a practical problem encountered by the students in their workplace, it provides the faculty and the School with an opportunity to foster cooperative links with the industry.

The corporate world also contributes to our academic programs as follows:

- The AUI organizational chart shows that the Board of Trustees (BoT) is mainly composed of members from the corporate world. The BoT is the highest authority in decision making regarding degree approvals and amendments. Indeed, the BoT's academic subcommittee receives initial proposals of new degrees and degrees' amendment from AUI's Academic Council, makes suggestions and modifications from a corporate perspective and approves the final proposals.
- The Fall 2020 capstone competition involved 95 students organized into 33 SBA teams on the theme of **Accelerating Africa's Economies in a Global Pandemic**. The teams were tasked

with creating corporate strategies for African businesses using blockchain technologies. The following were the qualifying and finalist judges for Fall 2020:

- Hicham Benbella, Moroccan, Blockchain Leader, IBM Morocco
 - Amina Bendahmane, Moroccan, Innovation & Digital Transformation, Maroc Numeric Collective
 - Samy Naguib, Egyptian, Maghreb Investor
 - Hamza Cherkaoui, Moroccan, Financial & Innovation Expert, Bank of Africa
 - Omar Cherkaoui, Moroccan, Country Manager, Finance Active
 - Laura Rigo, French-Portuguese, Sales Account Executive, It's Fresh Ltd
 - Sarah Diouri, Moroccan, Green Tech Expert, IRESEN
 - Marshal Luusa, Kenyan, Security Innovation & Tech Expert
 - Guy Bahat, Israeli, Blockchain Consultant, SUSE
 - Amane El Rhafour, Moroccan, Finance Controller, Multinational FMCG, South Africa and Middle East
 - Youssef Jemmoua, Moroccan, Payments Expert, Western Union and WuHu
- The Spring 2020 capstone competition involved the following qualifying and finalist judges:
 - Dana Adnani, Jordanian, Head of Global Communications & Public Affairs, Jumia Maroc
 - Armand Courson, Greek & French, Managing Director Green Cola, Middle East
 - Youssef Jemmoua, Moroccan, Founder, WuHu Formerly Western Union
 - Luis Estanqueiro Lé, Portuguese, Compliance Development Manager, Total Worldfresh
 - Hamza Cherkaoui, Moroccan, Sales Coordination, Bank of Africa
 - Sadik Hamidi, Supply Chain Manager, Yazaki Meknes
 - Said El Hassak, Moroccan, Investment Director, FinanecCom
 - Alain Jaques, Swiss, Owner of OD5TS, Digital Trading Platform
 - Laura Rigo, French-Portuguese, Sales Account Executive, It's Fresh Ltd
 - Zakaria Abbar, Moroccan Project Director, Savoye Supply Chain
 - Yasmine El Hajjaji, Moroccan, Communications & Marketing ONCA
 - Claver Serumaga, Ugandan, Chief Digital Officer, Bank of Africa
 - The Spring 2021 capstone competition involved 50 students organized into 17 teams. Working on the theme **Digitalization across Africa**, students created corporate strategies for African businesses using digitization. The following judges were involved in assessing the students' work:
 - Ali Benjelloun, Associate Director Central Advisors, Casablanca and Paris
 - Omar Cherkaoui, Country Manager, FinanceActive, Casablanca
 - Ndagi Job Goshi, Nigerian-American General Manager, Liferay, Casablanca
 - Tayeb Sbihi, Branch Manager, Dachser Mohammedia
 - M'Hamed Chraibi, Country Manager, Dachser Morocco
 - Khalil Mengad, Deputy General Director, Immorente Casablanca
 - Laura Rigo, French-Portuguese Business Development Manager, Growing Underground, UK
 - Sarah Baïzza, Branch Manager, Dachser Tangier
 - Ibrahim El Kadiri, Head of Sales and Operations Assistance Business, SANLAM Casablanca, South Africa

- Hamza Cherkaoui, Sales Coordination, Bank of Africa Kenya, Rwanda
- Imad Bouziane, Senior Vice President, Nitorn Group, Africa, Asia, America
- Hind Hasnaoui, Strategy Manager, Dachser Mohammedia
- Youssef Jemmoua, Founder of WuHu, Formerly Western Union, UK

To ensure that the students could connect theory and practice in the difficult and challenging time, the School continued the practice of inviting guest speakers from the industry to speak to the students to share their practical experience, thus enhancing the students' learning experience. The continuation of such activity also helped diversify the teaching pedagogy, allowing students to enhance their learning and understanding. Table 9 lists the guest speakers invited to share their experience with the students between the year 2019 and 2021:

Table 9. List of Guest Speakers at SBA (2019-2021)

Guest speaker (Name, Title)	Title/ subject of the lecture or seminar	Course (UG/G)	Semester	Faculty in charge of the course
Ms. Lina Atallah, Manager, African Business Development, Jacobs SA	How Jacobs SA developed its African corporate strategy	UG: Business Policy & Corporate Strategy	Fall 2019- 2020	Mrs. Deborah MacArthur
Mr. Taoufik Ghaffouli, General Manager of La Maison Arabe	How to maintain the innovative strategic advantage in the hospitality sector in Morocco	UG: Business Policy & Corporate Strategy	Fall 2019- 2020	Mrs. Deborah MacArthur
Mr. Sami Gharnit, «Chargé de conseil en matière de droit financier», Bank Al Maghrib	“Structure et indépendance de Bank Al Maghrib”	UG: Money & Banking	Fall 2019- 2020	Dr. Samir Aguenaou
Mrs. Hanane Kaimleila « Responsable du Service Suivi des Réclamations Spéciales de la Clientèle des Etablissements de Crédit », Bank Al Maghrib	“Les Opérations Bancaires”	UG: Money & Banking	Fall 2019- 2020	Dr. Samir Aguenaou
Mr. Mehdi El Boury, CFO and Deputy General Manager of	How ethics is critical to your successful corporate strategy	UG: Business Policy &	Fall 2019- 2020	Mrs. Deborah MacArthur

BSH (BOSCH SEIMENS)		Corporate Strategy		
Mrs. Ibtissam El Anzaoui, "Responsable du Service Inclusion Financière », Bank Al Maghrib	"L'inclusion Financière"	UG: Money & Banking	Fall 2019-2020	Dr. Samir Aguentaou
Mrs. Yousra Berrady, "Economiste", Bank Al Maghrib	"Politique Monétaire"	UG: Money & Banking	Fall 2019-2020	Dr. Samir Aguentaou
Mr. Abderahim Rafiki «Chargé des Etudes sur les Indices de Référence des Marchés», Bank Al Maghrib	« Détermination des taux d'intérêts sur le marché »	UG: Money & Banking	Fall 2019-2020	Dr. Samir Aguentaou
Mr. Mohamed Zougari Laghrari « Responsable du Service Etudes et Relations avec les Instances de la Finance Participative » Bank Al Maghrib	« Les Produits Alternatifs »	UG: Money & Banking	Fall 2019-2020	Dr. Samir Aguentaou
Mr. Hamza Cherkaoui, Sales Director, Bank of Africa	African Innovations as fuel for economic growth	UG: Business Policy & Corporate Strategy	Spring 2019-2020	Mrs. Deborah MacArthur
Mr. Gong Li, Retired Chairman ACCENTURE China	Innovations across China differ from Africa and Americas	UG: Business Policy & Corporate Strategy	Spring 2019-2020	Mrs. Deborah MacArthur
Mrs. Fadoua Jouali, "Responsable du Service Fintech et Développement des Paiements » & Mr. Lhoussaine Derouich, "Chargé des Projets Digitaux de le Supervision Bancaire", Bank Al Maghrib	"Fintech: Impact sur le Secteur Bancaire"	UG: Money & Banking + Financial Intermediation G: Financial Management	Spring 2019-2020	Dr. Samir Aguentaou

Mr. Hamza Cherkaoui, Sales Coordination, Bank of Africa based in Senegal and Rwanda	How African innovations beat the rest of the world	UG: Business Policy & Corporate Strategy	Spring / 2019-2020	Mrs. Deborah MacArthur
Mr. Amine Maalal, "Responsable du Service Chargé des Solutions SI Domaine Support" & Mr. Mohammed Bouhmouch, "Responsable du Service Chargé des Solutions SI Domaine de la Politique Monétaire", Bank Al Maghrib	« Blockchain et crypto actifs: rôle de Bank Al Maghrib »	UG: Money & Banking + Financial Intermediation	Spring / 2019-2020	Dr. Samir Aguentaou
Mr. Alan Ratliff, Forensic Accounting expert, StoneTurn Partners, USA	How Americans use emotional intelligence in international teamwork	UG: Special Topics in International Business – International Teamwork	May Intersession 2019-2020	Mrs. Deborah MacArthur
Harjeet Grewal, Serial Entrepreneur, recently founder of successful Moroccan online business clickapporteur	How to launch and grow an online business in Morocco	UG: Entrepreneurship	Summer 2019-2020	Mrs. Deborah MacArthur
Mr. Jaouad Khayatey, Owner, Fiduciaire International	Top 10 reasons Moroccan startups fail	UG: Entrepreneurship	Summer 2019-2020	Mrs. Deborah MacArthur
Murtala Sanni, Founder of successful online business Wesabi Solutions	How to grow your online business	UG: Entrepreneurship	Summer 2019-2020	Mrs. Deborah MacArthur
Omar Kadiri, Moroccan in Casa, Digital Strategist, founder of semi-successful online business LIK	How to succeed at digital Marketing in Morocco	UG: Entrepreneurship	Summer / 2019-2020	Mrs. Deborah MacArthur
Mr. Oussama, Sefrioui, Founder and	Installing and implementing	UG: Management	Fall 2020-2021	Dr. Houda Chakiri

CEO of AGO Solutions	Information System Infrastructures and supporting Moroccan companies in their digital transformation	Information Systems		
Mr. Richard Reoch, Human Rights	Humanity at a crossroad: Investing in the future	UG: Special Topics in Management – Sustainability in 21 st Century Business	Fall 2020-2021	Dr. Mary Grace Neville
Mr. Driss Slaoui, Founder and CEO of Welovebuzz	The role of IT in scaling Welovebuzz	UG: Management Information Systems	Fall 2020-2021	Dr. Wafa El Garah
Mrs. Amina Tibi, Marketing and Communication Leader	From corporate marketing to influencer and entrepreneur	UG: Advertising & Promotion Management + Consumer Behavior	Fall 2020-2021	Mr. Abdelhamid Bennani Bouchiba
Dr. Khalid Sendide	Intellectual property in industry and academia	UG: Entrepreneurial Finance	Winter intersession 2020-21	Dr. Samir Aguentaou
Ibrahim El Kadiri, Head of Sales for SANLAM PAN AFRICA	How customer markets in South Africa, Kenya, Ethiopia and Ghana are different than Morocco	UG: Business Policy & Corporate Strategy	Spring 2020-2021	Mrs. Deborah MacArthur
Sam Rosenfeld, Serial Entrepreneur and Founder BrightFi Fintech	The myths and realities about fintechs around the world	UG: Business Policy & Corporate Strategy	Spring 2020-2021	Mrs. Deborah MacArthur
Ihsane Himmi, Moroccan, Managing Director, Maroc Numeric Cluster (MNC)	Digital transformation across Morocco	UG: Business Policy & Corporate Strategy	Spring 2020-2021	Mrs. Deborah MacArthur
M'Hamed Chraïbi, AUI Alumnus, Moroccan, Country Manager Dacsher Logistics	Corporate ethics in Morocco	UG: Business Policy & Corporate Strategy	Spring/2020-2021	Mrs. Deborah MacArthur

Mr. Mahmoud Tatari, CRM expert and digital marketing agency owner	Customer relationship marketing	UG: Special Topics in Marketing	Winter Intersession 2021	Dr. Youssef Chetoui
Mr. Haytam El Khassal, Digital marketing expert	Growth hacking	UG: Special Topics in Marketing	Winter Intersession 2021	Dr. Youssef Chetoui
Mr. Haytam El Khassal, Digital marketing expert	Growth hacking	UG: Special Topics in Marketing	Spring Intersession 2020	Dr. Youssef Chetoui
Mr. Belefki, Project Director at BLS Marketing Direct	B2B marketing strategies and selling techniques	UG: Special Topics in Marketing	Spring Intersession 2020	Dr. Youssef Chetoui
Prof. Dr. Tariquallah Khan, Istanbul Zaim University Turkey	Islamic finance: Evolution and future	UG: Islamic Finance	Fall 2020	Dr. Hind Lebdaoui
Ken Neville, Consultant with MeowWoof, a B-Corporation.	Global environment, 'good' management: A discussion from the field	UG: Principles of Management	Spring 2021	Dr. Mary Grace Neville

Source: SBA Database

The corporate world also contributes to financing students' educational fees. For instance, AUI has signed an agreement with the Central Popular Bank (BCP) with a very special offer financing the total or partial tuition and other fees exclusively for AUI students and their families for five years, depending on the financial need: (a) the AVENIR PLUS-AI Akhawayn (up to 50,000 Dhs per year) to cover registration fees and/or tuition & fees, loan application fees, and death and disability insurance premium covering the student loan, and (b) additional costs related to studies: Granted to parents, an additional loan up to 68,000 Dhs per year. It is worthy of note that these loans are 60% guaranteed by the Caisse Centrale de Garantie (CCG).

Student Employment Positions in Industry

Our programs prepare graduating students to take on managerial responsibilities in public, private, and multinational organizations in Morocco and abroad. Examples of organizations that have hired SBA graduates are listed below:

- Banking and Finance: CFG Bank, IMF, Bank Al Maghreb, BMCE Bank, Arab Bank, AttijariWafa Bank, Ministry of Economy and Finance, SGMB, Silk invest, RMA Capital, CDG Capital, Casablanca Stock Exchange.
- Consultancy: Ernst and Young, PricewaterhouseCoopers, CB Richard Ellis, Deloitte, Accenture, Capgemini.
- Telecom: Orange, Inwi, Maroc Telecom.
- IT: Microsoft, HP Africa, Dell Maroc, IBM, Amazon, HPS.
- Manufacturing and Distribution: Procter and Gamble, Ynna Holding, ONA Group, Nestlé Maroc, Gillette Maroc, Unilever Maghreb, Coca Cola, DHL, Jacobs Engineering.

- Tourism and Hospitality: Ministry of Tourism, Mazagan Beach Resort, Sofitel.

In these organizations, our graduates have served as portfolio and financial managers, traders, sales and marketing managers, operations managers, project managers, consultants, business analysts, among other positions.

Center for Business Ethics (CBE)

The Center for Business Ethics, led by SBA faculty member Dr. Wafa El Garah, advances business ethics and values-driven leadership practices both locally and nationally through seminars, training workshops, scholarly research, and conferences. The mission of the center is to raise awareness and promote clean business in different sectors, namely energy, healthcare, industry, and infrastructure and cities. The CBE constitute a major player in the fight against corruption through training of professionals, students, and educators as well as conducting research projects and developing teaching case studies.

The following lists the activities organized by CBE between 2019 and 2021 open to the AUI community, especially students.

- February 2021—Movie screening of All the Queen's Horses followed by a panel discussion on the ethical issues raised in the movie.
- April 2019—A workshop on the essentials of compliance animated by Mr Hassan Mouttaqui, Compliance Officer at Siemens attended by 16 students.
- November 2019—A talk on Fraud and Ethics in Education: Why Integrity Matters in conjunction of the International Fraud Awareness Week.
- December 2020—A talk by Mr. Richard Reoch on Humanity at a Crossroad: Investing in the Future. The virtual talk benefited students in MGT 3399 (sustainability & 21st Century Business).
- May 2021—A virtual talk by Mr. Kamal El Hardouzi, Senior Partner and Managing Director @FenrisAgency on The Moroccan Entrepreneur's Struggles: How to Deal with the Unexpected and Turn Obstacles into Opportunities.

The Center is also involved in an on-going project on translating into Arabic the Giving Voice to Values curriculum, which is to be posted on the University of Virginia, Darden Business Publishing website.

Memorandum of Understanding

Several MoUs were signed between AUI or SBA and various partner institutions between the year 2019 and 2021, intensifying collaborative efforts in areas that are mutually beneficial to both, including the following:

- On February 19, 2020, the School signed a Ph.D. co-supervision agreement with the FSJES of Sidi Mohammed Ben Abdellah University. The agreement comes on the heels of a "Doctoral Day" held at AUI in October 2019, during which faculty from the SBA and FSJES discussed collaborative research orientations. This agreement offers Ph.D. co-supervision opportunities for students from both universities. The initiative covers various aspects of academia, including joint organization of conferences or other scientific and cultural events. In addition, it encourages exchanges between the two universities by providing complementary support to all students involved in the co-supervision program.

- On 11th September 2020, AUI and Mohammed VI Polytechnic University (UM6P) signed an MoU to strengthen cooperation in several areas, namely educational sciences, e-learning, research and development, entrepreneurship, social innovation, diversity and inclusion, as well as artificial intelligence. Both institutions will jointly initiate research activities including projects, seminars, and conferences. The two institutions have also undertaken to set up exchange programs for their students in master's and doctoral levels, to cooperate in setting up new post-baccalaureate, master's and PhD training courses, and to exchange their publications and academic content. Additionally, the two institutions will also work hand in hand to develop dual degree trainings, set up development programs for their administrative bodies, and promote digital education.
- Around March 2020, AUI and *La Fondation des Amis du Figuig* (FAF) signed a comprehensive partnership agreement aimed at promoting training, research and sustainable development. The two parties agreed to jointly organize conferences on sustainable development and to strengthen their cooperation, particularly in welcoming and supervising students as interns within the FAF. This partnership will make it possible to carry out applied research missions with AUI experts to contribute to the training courses and specialized seminars planned according to the needs of the FAF and within the framework of the Executive Education programs. The FAF is a non-profit and apolitical association. Its main mission is to contribute to economic, social, human, and environmental development at the local, regional and national levels.

Academic Partners

From an international perspective, AUI has been able to build excellent and fruitful relationships with quality academic partners from USA, Europe, and Asia. These partnerships include student exchange, faculty exchange and/or double degrees.

Academic Degrees

Some of the BBA program graduates have been admitted to graduate programs at renowned institutions, such as Harvard University, London School of Economics, HEC Paris, Sciences Po Paris, University of Central Florida, University of Wisconsin-Madison, Indiana State University, and ESSEC Paris.

Faculty Visits

Within the framework of Erasmus International Staff Mobility Program, AUI reciprocated the visit made by ERASMUS faculty guests from different European universities previously. From 28th April 4th May 4th, 2019, Dr. Youssef Chetioui and Dr. Hind Lebdaoui represented AUI as visiting professors at the University of Hertfordshire (UH). The main objective of the visit was to have a broader understanding of practices, policies, and systems of education at Hertfordshire University.

The School also received a few visiting scholars between 2019 and 2021, as shown in Table 10. The School's active engagement with foreign scholars benefit the AUI community in various ways, especially teaching and research, which help raise the School's profile and meet the PRME agenda.

Table 10. List of Visiting Scholars at SBA (2019-2020)

Semester	Name and Rank	Date of Engagement	Purpose of Visit	Nationality	Course Taught
Summer 2019	Dr. Eric Van Genderen, Visiting Faculty	30 th May 2019 – 31 st July 2019	Teaching	American	Entrepreneurship
Fall 2019	Dr. Andrew Coleman, Visiting Associate Professor	1 st August 2019 – 31 st May 2020	Teaching	New Zealander	Economics
	Dr. Asad Aman, Visiting Associate Professor	1 st August 2019 - 31 st December 2019	Teaching	Canadian	Marketing
	Dr. Thomas Schott, Visiting Professor	13 th October 2019 – 14 th November 2019	Teaching Workshops to coach faculty	Danish	- Research Methodology class for MBA students - Workshops for coaching faculty on entrepreneurship-research using GEM - Workshops for developing papers for GEM-based publications in international journals

Source: SBA Database

Alumni Association Partnership

AUI's Alumni Association (AA) plays an increasing role among alumni and graduating students. AA fosters and perpetuates lifelong relationships among alumni and between alumni and the University. Its vision is "be the trusted bridge between our alumni, our students and partners, to realize together Our Potential". The mission of the association is "to represent the interests of its members" through the following:

- Supporting and defending AUI Alumni interests
- Sustaining communication among AUI Alumni community
- Establishing and maintaining a mutually beneficial relationship between AUI and its Alumni
- Promoting the mission and enhancing the good image and reputation of AUI
- Enhancing cooperation, consultation and social as well as professional interaction among AUI Alumni (Networking)
- Providing support for their professional development
- Organizing entertainment and social activities for Alumni.

The School alumni also play an important role in enhancing its PRME profile through their contribution with the community. Indeed, one of the MBA alumni, Mr. Adil Khalis, was commissioned by the Prime Minister's Office to conduct a study on entrepreneurship actors and initiatives in Morocco.

Principle 6: Dialogue

Principle 6 | Dialogue:

We will facilitate and support dialogue and debate among educators, students, business, government, consumers, media, civil society organizations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.

SBA Conferences, Seminars, and Symposia

Many of the SBA conferences, seminars, and symposia are open to the campus community, and most of them are integrated into the course taught, as highlighted earlier.

Conclusion

Future Objectives

The SBA strategic plan calls for us to:

- Introduce a service-learning component in the University core curriculum
- Increase dialogue with alumni to support research opportunities
- Enhance faculty partnerships with the industry
- Increase student awareness and participation in study abroad opportunities
- Increase faculty development in the areas of progressive and critical pedagogy, and
- Increase research and publications related to PRME values.

The School will continue its support the PRME agenda by engaging in relevant activities and initiatives, especially in integrating PMRE objectives into business courses in a Liberal Arts context.

Contact Information

Al Akhawayn University in Ifrane

PO Box 104, Avenue Hassan II, Ifrane 53000, Morocco Phone: +212-535862311

Fax: +212-535862060

E-mail: sbadean@au.ma

Web page: www.aui.ma