

جامعة الأخوين

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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 of Responsible Management Education

Report on Progress 2019



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Key Facts & Figures

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: 1904 (Spring 2019)

Number of international students (inbound): 57 from 42 international institutions (Spring 2019)

Number of faculty: 157 (Fall 2018)

Degrees offered: Bachelor's and Master's

Academic year: August – July (semester system)

Number of alumni: 5688 (as of Spring 2019)

University color: Green

Number of programs: 7 undergraduate, 16 graduate

Number of study abroad and exchange programs: Al Akhawayn has established programs with 119 institutions in over 30 countries around the world

Average class size for undergraduate: 18 (Spring 2019)

Average class size for graduate: 8 (Spring 2019)

Community service hours (mandatory): 60 hours

Number of student organizations: 30 (Spring 2019)

Number of student media organizations: 1 (Fall 2018)

Need based grant Percentage of all enrolled continuing students: 17% (Fall 2018)

Scholarship Percentage of all enrolled continuing students: 21% (Fall 2018)

Number of sports teams: 19

Number of athletic programs: 4

Number of athletic facilities: 9

Message from the President of Al Akhawayn University:



Office of the President

To:

PRME Steering Committee

c/o PRME Secretariat

United Nations Global Compact Office

685 3rd Avenue, 12th Floor

New York, New York 10017

July 03, 2019

Adoption of the Principles for Responsible Management Education

As an institution of higher education involved in the development of current and future managers, *Al Akhawayn University of Ifrane* is dedicated to higher education which develops current and future managers for society's sustainability and effectiveness. As such, AUI continues its commitment to United Nations Global Compact and to the Principles for Responsible Management Education. We began our commitment with principles closest to our capacities and mission, and re-commit to the objectives here as we report on progress to you and all our stakeholders.

We understand that our own organizational practices should also follow the Principles as we seek to be an example to our students of the values and attitudes we believe all managers should hold.

We encourage other academic institutions and associations to adopt and support these Principles as we lead in North Africa, in the Middle East, and in liberal arts initiatives globally.

Driss Ouauicha
President

Introduction & Renewal of Commitment

In summer 2013, Al Akhawayn University's President, Driss Ouauicha, signed the 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, 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 School of Business Administration Dean

Message from the School of Business Administration Dean



Al Akhawayn's School of Business Administration (SBA) continues to lead in Morocco's university and business landscapes through our values and principles specifically intended to foster responsible managers and citizen leaders for tomorrow's world. We do this through our American styled liberal arts approach, our internationalized and English language curriculum, and our integration of principled based education such as endorsed through the United Nations' Principles for Responsible Management Education (PRME).

Our approach is unique in Morocco and North Africa. Here, our residential campus environment and applied learning approaches combine to open students' minds to the powerful potential they have for shaping the 21st century. In fact, our portfolio of programs seeks to build students' technical competencies across a solid foundation of business domains, while also challenging the students' moral imagination and reasoning capacities. Such capacities are critical to navigating our increasingly complex and highly interdependent global world. In these ways, our values, curriculum and faculty embody the PRME goals throughout our institution.

Specifically, the SBA offers three programs: a bachelor's degree in business administration with concentrations in finance, marketing, management, logistics, and international business; an MBA for full-time students who do or do not already have some exposure to economics and business principles; and a portfolio of part-time programs advancing the skills and capacities of managers and executives especially through an urban center in Casablanca. Across the curricula, SBA weaves projects and paradigms from the university's engineering school, humanities and social sciences school while leveraging the competence of our university's language center for ensuring multilingual and broadly thinking alumni.

AUI distinguishes itself in this competitive landscape as the first Moroccan institution to be accredited through the American system, New England Council for Higher Education (NECHE). Further, the SBA was the first African business school to have been accredited by the European Foundation for Management Development (EFMD)'s EPAS accreditation for our BBA program. We celebrate these accreditations not as accomplished goals but as attestations to our integrity and excellence. Similarly, we are honored to have been among the original PRME signatory schools.

In accord with PRME objectives, "we understand that our own organizational practices should serve as examples of the values and attitudes we convey to our students." Therefore, this report seeks to publicly highlight our PRME related activities organized within the six principles: purpose, values, methods, research, partnerships and dialogues.

We look forward to engaging with other institutions, teacher-scholars, and emerging citizen leaders who might be motivated to contact us after reading this report.

Yours sincerely,

Mary Grace Neville
Dr. Mary Grace Neville

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 (charter), Al Akhawayn University in Ifrane (AUI) opened its doors to students in January 1995 and 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;
- The implementation of research programs in all areas of national or international interest, with 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 EPAS 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 the choice to learn from our American peers, to develop our own identity and at the same time to conform to international standards of quality and integrity in fulfilling our mission. A large university committee is now preparing the institutional level interim report that is due in Fall 2019. This is the first time in AUI history that we are doing this exercise. It is requiring more than just adhering to NECHE standards, but also using results of evaluation for continuous improvement including responding to 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;
- 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 fill successfully 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. Recent survey shows that approximately 75% of our graduates are employed in Morocco or abroad, and 13% are in advanced study programs. The range of employment positions of our graduates and the career paths they are following 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 who is 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 to develop and maintain high legitimacy, credibility, and standards of performance 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 ones 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.

As of spring 2019, the SBA honors these values among over 1,000 enrolled students:

Graduate	Undergraduate
MBA 33	934
PTMBA 45	
EMBA 18	

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; and
- **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.

For the past two years, 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.

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 one of only two business programs that are EPAS accredited in Morocco and Africa¹. EPAS is the European Foundation for Management Development (EFMD) programme accreditation system that focuses on degree programs in management and business. EPAS 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, 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 has 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;
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.

In addition, the required Business Law and Ethics introduces students to Business Law and Ethics in both the U.S and Morocco. SBA has introduced since Fall 2018 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 as well as 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.

¹ The undergraduate program offered by the Mediterranean School of Business, South Mediterranean University, Tunisia, is accredited recently by EPAS for three years. SBA's Bachelor of Business Administration is accredited for five years.

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

Finally, SBA students have the opportunity to 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 thus a better preparation to engage it.

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 actually offered by SBA.

As of 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.

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. Either the SBA or the student identifies and approaches companies willing to hire interns on a full-time basis for a 8-week period (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 is as follows:

Name	Company	Project
Nadir Ayoub Agouri	Hosted by Africa	<p>Title: The positioning of Hosted by Africa in Morocco, and their brand recognition</p> <p>Description: Hosted by Africa is a venture studio that aims at developing the African continent by helping its startups to grow and thrive. The main work of the student was an analysis of the positioning of Hosted by Africa in Morocco, and their brand recognition. This was possible through the evaluation of the solutions Brainshare and Eteyelo-System.</p>
Bennacer Bachir El Bouhali	GEOMATIC	<p>Title: Geographic Information Systems (GIS), cloud, and big data for a better service in the Moroccan Prefecture</p> <p>Description: The student's report was commissioned to examine the different problems faced when trying to digitalize information within a prefecture. The study aims to identify the importance of digitalization</p>

		of data in order to facilitate the implementation of smart governance in prefectures all around Morocco.
Anas El Arkoubi	Head of the Government Services	<p>Title: Improvement of the Purchasing Power of Moroccans</p> <p>Description: The student performed a study at the 'The Head of the Government's Services' in order to improve the purchasing power of the Moroccan citizens.</p>
Imane Abou-Said	MASEN	<p>Title: HR department activities at MASEN (Moroccan Agency for Sustainable Energy)</p> <p>Description: Masen gives a huge importance to the HR department as the backbone of its activities as its success relies heavily on the talent they attract. With this in mind, the focus of the student's internship was to develop a cost-efficient strategy that would englobe their need of attracting talents to remain competitive, the need of cutting hiring costs and finally promoting the work they do on external and internal levels. This work led the student to work on a project named 'Masen Graduate Program'.</p>

Capstone Case Competition

Each semester, SBA organizes the Capstone Corporate Strategy Competition. In the competition, graduating students develop and present a strategic plan for a Moroccan company listed on the Casablanca Stock Exchange. The strategy must be innovative (never been done before in Morocco), job-creating and ethical. This competition is judged by over 25 Moroccan-based CEO's, General Managers and business executives who can evaluate the strategies and give documented feedback on the students' demonstrated knowledge of strategy, management, finance, Human Resources, operations, change management, and marketing to improve job-creation in Moroccan corporations today. It is an excellent opportunity for students to demonstrate their capabilities with future mentors and employers, plus refine their teamwork skills as they were required to meet with the companies, mystery-shop the companies' competitors and seek advice from a variety of corporate mentors assigned to them by SBA. More details about how the capstone contributes to the PRME's mission are found in the section dedicated to Principle # 5 – Partnership.

Experiences outside the Classroom

SBA faculty members organize within their courses out-of-class activities. Examples of PRME field-related experiences since fall of 2017 include the following:

- Every semester, for the past two years, Dr. Duncan Rinehart organizes a fair in his Entrepreneurship course where students launch and run a socially responsible business for 10 weeks. They use that experiential learning as data for building a comprehensive business plan and ultimately donate their profits to the poor and illiterate in the Ifrane area.
- For two semesters, Dr. Mary Grace Neville assigned 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). Since Fall 2017, 24 AUI students' stories have been published on the AIM2Flourish website (18 more published in 2016 during the AIM2Flourish inaugural year).

- In September of 2017, Dr. Duncan Rinehart of AUI's Leadership Development Institute worked with Dr. Ruth Huwe from the University of Washington's (UW) Foster School of Business, in the US, to provide a collaborative class with 20 UW students and about 20 AUI students focusing on developing their cross-cultural leadership. The class lasted for three days in Ifrane and students participated in discussing similarities and differences in their lives as students, picking up trash in Ifrane, and highly interactive and experiential sessions on culture and leadership. This was the third time this collaborative class with UW has been offered. Plans are underway for a fourth class in September of 2019.
- In Fall 2017, students from International Finance and Money and Banking classes benefited from a field trip to Yazaki in Meknes. Yazaki is a regional example of how a company had effectively implemented processes and policies towards sustainability for a safe today and a successful tomorrow. The students interacted with managers from different departments including accounting, production, and logistics. They also visited the production site and intermingled with the workers on different stations. The trip was organized by Dr. Sallem Koubida.
- In Spring 2019, Dr. Wafa El Garah collaborated with Professor Talha Harcar, a full professor in Marketing from Penn State University Beaver in the US, in the Experiential Digital Global Engagement program which connects classes from all over the world to Beaver's classes. Student in AUI's Management Information System course worked in intercultural virtual teams with Penn State students to develop a global marketing plan for an information technology product or service to be introduced in Morocco.
- In Summer 2019, Dr. Isabel Rimanoczy organized a class field trip to the Azrou Center. The trip offered an experience in a different learning context that provided the students not only insight into a different reality and needs, but it also connected the 17 Sustainable Development Goals (SDGs) that were explored in the class. Furthermore, the trip prompted reflection and insights through social learning and sharing of the impressions.

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. The following table presents the number of students studying abroad over the last few semesters.

Number of Outgoing Study Abroad BBA Students by Semester					
Summer 2017	Fall 2017	Spring 2018	Summer 2018	Fall 2018	Spring 2019
183	75	94	188	53	74

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. The library currently has a collection of over 80,000 books in addition to over 430 national and international

academic journals, magazines and newspapers. It provides access to a wide variety of electronic resources (full-text electronic books, electronic journals, online databases, etc.) and hosts a Multimedia Learning Center (MLC) which provides support to 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:

Student Name	Title of Thesis or Project	Supervisor
FALL 2017		
Wiame El Bouhali	What is Holding Women back from Top Executive Positions	Dr. Duncan Rinehart
Meryem Naili	Determinants of Non-Performing Loans in Emerging Markets: Evidence from the MENA Region	Dr. Imad Jabbouri
Nada Kabous	The Effects of CRM Tools on Customer Satisfaction and Loyalty	Dr. Asmaa Hilali
Samia Ouazzani Ibrahimi	The impact of the Level of Brand Conspicuousness on Social Media for Hedonic and Utilitarian Products	Dr. Asmaa Hilali
SPRING 2018		
Soulaimane Lguirati	Meaning of Trust in Sharing Economy: Example of Airbnb.com	Dr. Wafa El Garah
Ayman Elkhroufi	Factors Influencing E-Learning Adoption Among Moroccan Universities: Exploratory Investigation	Dr. Chihab Benmoussa
Oumaima Mezrioui	Physicians' Behavioral Intention to Adopt E-Detailing: Focusing on Moroccan Physicians	Dr. Chihab Benmoussa
Souhail Ramid	Do Male and Female Managers Respond Differently to Informal Competition? Evidence From Indian SME	Dr. Harit Satt
Aymar Raduzzi	Customer Satisfaction at McDonald's Maroc	Dr. Joseph Eric Massey
Ali Moqtad	Assessing Customer Satisfaction in Morocco: An Insight Within the Telecommunication Industry	Dr. Ahmed Baijou
Salim Khalil	Determining Cumulative Abnormal Returns in the Moroccan Financial Market	Dr. Abdelhamid Hamidi Alaoui
Sara Dkhissi	The Sustainability of The Moroccan Public Debt	Dr. Ahmad Baijou
FALL 2018		
Lamyae Fehli	La Royal Air Maroc Customer Experience	Dr. Joseph Eric Massey
Fatima Zahra Khiyi	Low Cost Carriers: The Variables that Influence Customer Satisfaction in Morocco	Dr. Luca Scaini
Jihane Benazzouz	Crisis Management Efforts of USA Gymnastics	Dr. Joseph Eric Massey
Kenza Bekaoui	How does brand communication affect the consumer buying behavior in the Moroccan cosmetics industry?	Dr. Luca Scaini
Sarah Nechbaoui	Institutional Ownership and Firm Performance, the Case of Casablanca Stock Exchange	Dr. Harit Satt
Fatima Zahra Bendriouch	Comparative Study Between Shariah Compliant and Conventional Portfolios Using the Mean Variance Optimization, Evidence from the	Dr. Hind Lebadoui & Dr. Jawad Abrache

	Casablanca Stock Exchange	
Khawla Khrifi	Does Innovation Impact Firm Performance? Evidence from the Moroccan Market Study	Dr. Youssef Chetioui
Fadi Atmounia	Impact of Deferred Revenue on Future Financial Performance: Evidence from the MENA Region	Dr. Harit Satt
Kaoutar El Kharoufi	Factors Blocking the Adoption of the Big Data for Moroccan Corporations	Dr. Adil Akaaboune
Zakariae Fouzbi	The Music Industry in Morocco	Dr. Luca Scaini
Zineb Baili	The Determinants of Export Performance: Case of Moroccan Manufacturing Companies	Dr. Sallem Koubida
SPRING 2019		
Hikma Benlafqih	Do Social Media Influencers Impact Consumers' Purchase Intention? Evidence from the Moroccan Market	Dr. Youssef Chetioui
Rania Jeoual	Sensory Marketing: The Influence of Olfactory and Gustatory Marketing on Customers' Purchasing Behavior	Mrs. Naziha Houki
Nouhaila Jouida	Determinants Affecting Fast Food Consumption Within the Moroccan Generation Z Using the Theory of Planned Behavior	Mr. Abdelhamid Bennani Bouchiba
Asma Laguejemt	People's Intentions to Purchase Hybrid Cars in Morocco: Application of the Theory of Planned Behavior	Dr. Joseph Eric Massey
Hajar Mouissa	Crisis Management Case of British Petroleum	Dr. Joseph Eric Massey
Mohamed Sami Ait Lmoudden	Investigating Critical Success Factors for Enterprise E-Learning in Morocco: A Multi-Cases Analysis	Dr. Chihab Benmoussa

Co-curricular Activities

- Leadership Development Institute**

Under the leadership of an SBA faculty member, the Leadership Development Institute (introduced in Principle 1). The LDI uniquely develops selected students to become global leaders by adapting the best American leadership development research and practices to the needs of the Moroccan students and Moroccan society. The LDI is the first such program in Morocco, one of two in the Middle East North Africa (MENA) region, and one of very few in the developing world. From its roots, the LDI is a co-curricular program teaching leadership skills through experience and service. It seeks to impact society and the quality of leadership much more broadly, with a two-fold mission: develop leaders for Morocco's future and improve leadership in the developing world.

As mentioned in Principle 1 and 2, the LDI develops socially responsible leaders. Specifically, this past year, the institute initiated a year-long service project with local associations toward meeting their needs in sustainable ways toward the accomplishment of the UN Sustainable Development Goals (SDGs). Students designed year-long team projects with an "association" locally (equivalent to non-profit social service organizations) assessing its needs, planning then implementing and assessing a project that the association both wants and needs. Projects must advance selected Sustainable Development Goals². Teams are made out of 3-5 LDIs. Team coaching sessions is held every two weeks requiring all team members to be present. The purpose

² Follow link for more details: <https://sustainabledevelopment.un.org/post2015/transformingourworld>

of team coaching sessions is to foster team-building and working skills, maintain progress on the project, and provide accountability. This project is intended to be where LDers practice/use/apply the skills from LDI workshops to real needs of real organizations thus developing students' leadership.

Two associations were involved: AUI's Azrou Center and Ennoor Association, both located in the nearby town of Azrou. The project at AUI's Azrou Center provided individual tutoring to help students, who had dropped out of school, prepare for and get their school certificate while the project at Ennoor Association was to develop a website through it could more effectively provide services to the disabled people in Azrou.

- **Students achievements**

1. In Summer 2017, two BBA students, Imane Abou-Said and Zaineb Khizani, won the Flourish Prize from the Fowler Center for Business as an Agent of World Benefit (refer to Experiences Outside the classroom earlier in this section). The two students were coached by Dr. Mary Grace Neville, one of two "Goal 17: Peace Ambassadors" appointed by the Swiss Foundation during the inaugural AIM2Flourish campaign. The Flourish Prizes recognized 17 innovations from around the world that align with the 17 United Nations Sustainable Development Goals (SDGs). Imane and Zainab won in the Gender Equality category. Their research analyzed Serve&Help, a Moroccan website and application helping economically-marginalized women find work.
2. In Summer 2017, BBA Student Mohammed Al Ammari was admitted to the Inaugural Summer Cross Roads Program in Dubai organized by Harvard University South Asia Institute (SAI), Harvard Business School Club of the Gulf Cooperation Council (GCC), and Dubai International Financial Centre from August 10, 2017. It was supported by Dubai Future Accelerators, and Emirates Grand Hotel. Among 2500 applicants, only 60 applicants were admitted.
3. In Fall 2017, an AUI graduate and extreme sports enthusiast Samia Haimura (Class of 2017) undertook the treacherous mountain path of Mount Kilimanjaro. Kilimanjaro is the tallest mountains in the world standing at about 5 900 meters elevation and possesses five distinct climates, ranging from lush, to arid, and finally to tundra. As such, the climb is not for the faint of heart of Mount Kilimanjaro. After seven hard days, and under the sponsorship of her alma mater, Samia became the youngest Moroccan to ever reach the mountain's peak. Samia has now started her own company in Germany and continues her climbing enthusiasm.

- **Community Service**

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. The following is a current count of AUI students completing their 60 hours since fall 2017:

Number of BBA Students Completing Community Service Requirement by Semester				
Fall 2017	Spring 2018	Summer 2018	Fall 2018	Spring 2019
69	113	15	56	109

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 2019, SBA faculty counts 40 members (of which 22 are full-time and 18 are part-time and adjunct faculty). 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 the 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

Campus workshops to help faculty innovate in their teaching and research. The following is a sample of the workshops that were organized at the University level:

<p>Title: Preparing for Significant Learning Experiences</p> <p>Date: November 13, 2018</p> <p>Moderators: Dr. Calvin Piston and Dr. Joseph Eric Massey</p> <p>Organizer: ATLAS</p>	<p>Description: In this hands-on workshop, participants explore a variety of factors that affect a course and how these can be used to enhance achievement of learning goals. Participants engage in an online discussion that could continue after the workshop ends. Dr. Massey explained and demonstrated the use of the Forums feature in Jenzabar. The Forums tool allows for threaded discussions. Dr. Massey used the forums feature to create weekly discussion questions in his classes in the fall semester and will discuss the use of the technological tool and provide a step-by-step guide on the use of Forums in the Jenzabar course room.</p>
<p>Title: Why Africa and America Need Liberal Arts Education for Tomorrow's Leaders</p> <p>Date: December 12, 2018</p> <p>Moderators: JB Duler and Debbie Ahenkorah</p> <p>Organizer: SBA</p>	<p>Topics covered include dialogue on the following:</p> <ul style="list-style-type: none"> - What type of education equips the 21st century global citizen? - How does a liberal arts education equip both entrepreneurs and employees? - If you could tell the Faculty of the Future - the teachers of your future employees and customers - what is missing in education what is needed to meet the needs in the global marketplace, what would you say?
<p>Title: The Main Thing is the Student</p> <p>Date: August 29, 2018</p> <p>Moderators: Dr. Cal Piston</p> <p>Organizer: ATLAS</p>	<p>Topics covered include dialogue on the following::</p> <ul style="list-style-type: none"> - Engage students in the learning process? - How do we nurture the ideals of AUI in our students? - How do we know how well the students are learning?
<p>Title: Service Learning at AUI</p> <p>Date: December 10-11, 2018</p> <p>Moderators: Dr. Brian Seilstad</p> <p>Organizer: ATLAS</p>	<p>Description: AUI has been encouraging service-learning for many years in various ways. Some faculty, in turn, have been engaged in service-learning activities with and through their classes. Finally, the Community Involvement Program has continued to be a key source of social engagement for all AUI students. A number of faculty development programs have occurred, as recently as this last summer, to promote community-based service-learning. In this light, AUI will be more formally including service-learning in the academic requirements for the university.</p>

<p>Title: Scholarship of teaching and learning: Trends and opportunities in educational research</p> <p>Date: February 6, 2019</p> <p>Moderators: Dr. Brian Seilstad</p> <p>Organizer: ATLAS</p>	<p>Description: Educational research, as any disciplinary field, is broad and deep, encompassing a wide range of issues, populations, methodologies, and so on. The scholarship of teaching and learning can be equally considered a broad subfield in this area, generally interested in the processes involved in formal educational settings but approaching the issues from a number of perspectives.</p>
<p>Title: Pretty Pictures: Good Learning Tools with Some Catches (Visualizations in Teaching and Learning: Why They Can Help and What to Watch Out For)</p> <p>Date: March 19, 2019</p> <p>Moderators: Dr. Violetta Cavalli-Sforza</p> <p>Organizer: ATLAS</p>	<p>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.</p>
<p>Title: Doing research that matters: Insights and implications for SBA</p> <p>Date: April 4, 2019</p> <p>Moderators: Dr. Chihab Benmoussa</p> <p>Organizer: SBA</p>	<p>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>
<p>Title: Metacognition: Helping Students Learn to Learn</p> <p>Date: June 10-13, 2019</p> <p>Moderators: Dr. Violetta Cavalli-Sforza, Dr. Mhammed Chraibi, Dr. Cal Piston, Ms. 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: June 17-20, 2019</p> <p>Moderators: Dr. Cal Piston and Dr. 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

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. Below is the list of publications in international journals and presentations in conferences:

Publications

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), pp.1785-1800.	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, Vol. 47 Issue: 4, pp.412-432.	2019
Raduzzi, A. & Massey, J. E. (In Press)	Customer Satisfaction at McDonald's Maroc	The African Journal of Marketing Management	2019
Massey, J. E. & Randriamarohaja, R. H.	Blackfish: A Crisis of Legitimacy at SeaWorld	Tourism Culture & Communication, 19(3).	2019
Lehnert, Matthew, I. Nilsson, and Neil Reid	Navigating the Regulatory Environment in American Urban Areas: The Case of American Craft Breweries	New Developments in the Brewing Industry: The role of institutions and ownership. Oxford University Press.	2019
Reid, Neil, Jay D. Gatrell, and Matthew Lehnert	Leveraging Brewing History: The Case of Cincinnati's Over-the-Rhine Neighborhood	In Thakur, Rajiv, Ashok K. Dutt, Sudhir K. Thakur, and George Pomeroy (eds), Urban and Regional Planning and Development: 20th Century Forms and 21st Century Transformations. Springer: Dordrecht.	2019
Massey, J. E.	Legitimacy Management	Proceedings of the International Academy of Business and Public Administration Disciplines Conference, 15(3), 1-24. ISSN: 1547-4836.	2018
Nilsson, I., Reid, N., & Lehnert, M.	Geographic Patterns of Craft Breweries at the Intraurban Scale	The Professional Geographer, 70(1), 114-125.	2018

Nilsson, I., Smirnov, O., Reid, N., & Lehnert, M.	To Cluster or not to Cluster? Spatial Determinants of Closures in the American Craft Brewing Industry.	Papers in Regional Science	2018
Hassi, A.	You Get What You Appreciate”: Effects of Leadership on Job Satisfaction, Affective Commitment and Organizational Citizenship Behavior.	International Journal of Organizational Analysis.	2018
Jabbouri I. and El Attar A.,	The Dividend Paradox: a Literature Review	International Journal of Markets and Business Systems, Vol. 3, No. 3, pp. 197-22	2018
H. Kent Baker, Kapoor. S. and Jabbouri I.,	Institutional Perspectives of Dividend Policy in India.	Qualitative Research in Financial Markets, https://doi.org/10.1108/QRFM-07-2017-0067	2018
Jabbouri I. and El Attar A,	Dividend Policy of Firms Listed on Casablanca Stock Exchange	International Journal of Business and Emerging Markets, Vol. 10 Issue 1, pp. 57-79	2018
Omar Farooq, Harit Satt, Souhail Ramid (MBA Alumnus)	Gender Difference and Informal Competition: Evidence from India	Journal of Small Business and Enterprise Development, https://doi.org/10.1108/JSBE-D-01-2018-0010	2018
Lebdaoui, H	Analyse Macroeconomique et Politiques de Stabilisation	Edited the book	2018
Neville, M. G., Kerul K., Rimanoczy, I.	Developing the abilities for tomorrow: what liberal arts can contribute to management education.	Chapter 15 Developing a Sustainability Mindset in management education (pge 320-354) ISBN: 978-1-78353-727-3 Routledge Taylor & Francis Group	2018
Hassi, A. & R. Foucher	Employee Training Practices and Unions: Perspectives from Quebec	International Labour Review, 156(1), pp.133-144.	2017
Chetioui, Y., Abbar, H., Benabbou, Z	The Impact of CRM dimensions on Customer Retention in the Hospitality Industry: Evidence from the Moroccan Hotel sector	Journal of Research in Marketing, Vol 8(1), pp. 652-660	2017
Chetioui, Y., Abbar, H., Benabbou, Z.	Do CRM dimensions improve Hotels occupancy rates? Evidence from the Moroccan Hospitality Sector	International Journal of Management Excellence, Vol 9(3), pp. 1172-1182	2017

Chetioui, Y., Abbar, H., Benabbou, Z.	The impact of effective CRM technology implementations on customer retention in the hospitality industry: case of Moroccan hotel	International Journal of Scientific & Engineering Research, Vol 8(10), pp. 933-956	2017
Chetioui, Y., Abbar, H., Benabbou, Z.	Organizational Factors Affecting Customer Relationship Management in Service Companies: Case of Moroccan Banks	International Journal of Innovative Science and Research Technology, Vol 9(2), pp. 239-248	2017
Chetioui, Y., Abbar, H.	Customer Relationship Management (CRM) in service firms: A model proposal to measure the impact of the implementation of CRM dimensions on Hotel Performance	International Journal of Scientific and Engineering Research, Vol 8(5) pp. 289-307	2017
Massey, J. E.	21st Century Expatriates	International Journal of Management and Applied Science, 2(12), pp. 155-161	2017
Mulligan, G. F., Reid, N., Carruthers, J. I., & Lehnert, M. R.	Exploring innovation gaps in the American space economy	In Regional Research Frontiers-Vol. 1 (pp. 21-50). Springer, Cham.	2017
Mulligan, G., Reid, N., & Lehnert, M.	Metropolitan Innovation in the New Economy	Urban Science, 1 (2), 18	2017
Jabbouri I., and El Attar A.,	Does dividend policy signal proper corporate governance or high agency costs of debt?	Corporate Ownership and Control, Vol. 14, No 2, pp. 51-58	2017
H. Kent Baker, Jabbouri I. and Dyaz C. (MBA Alumnus),	Corporate Finance Practices in Morocco	Managerial Finance, Vol. 43 Issue: 8, pp.865-880	2017
H. Kent Baker and Jabbouri I.,	How Moroccan institutional investors view dividend policy	Managerial Finance, Vol. 43 Issue: 12, pp.1332-1347	2017
Satt, H., Tamek, A. (MBA Alumnus)	Marketing Intangible Assets And Credit Ratings, Evidence From MENA	Risk governance & control: financial markets & institutions, 7(2,1), 214-223	2017
Satt, H.	Eid Mawlid al-Nabi, Eid al-Fitr and Eid al-Adha; optimism and impact on analysts' recommendations: Evidence From MENA region	Arab Economic and Business Journal, 12(1), 57-67. ISSN 2214-4625 http://www.sciencedirect.com/science/article/pii/S2214462516300755	2017

Lebdaoui, H.	Désalignement du Taux de change et Compétitivité. In I. El Abbassi, T. Ghazi, L. Oulhaj & A. Ragbi (Eds.), Equilibres Externes, Compétitivité et Processus de Transformation Structurale de L'Economie Marocaine	Nations unies, Commission économique pour l'Afrique, OCPCC Policy School, Laboratoire d'Economie Appliquée, Faculté des Sciences Juridiques, Economiques et Sociales, Université Mohamed V-Rabat	2017
Abrache, J, Salih-Alj, Y, Karmouche, A (MBA Alumnus)	An ECR-driven Distributed Retail RFID System	The International Journal of Advanced Computer Science and Information Technology (IJACSIT)	2017

SBA Faculty Presentations in International Conferences

Presenter	Topic	Location	Date
Chetoui, 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
Aguenau, 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 feature 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 Tenth 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 from 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.	Asses 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
Akaaboune, A.	A new framework for Third-party logistics (3L) Provider Selection in Emergent Markets	The International Society for Engineering Research and Development (ISERD), Houston, Texas, USA	January 2018
Chetioui, Y & Satt, H	L'impact de l'innovation sur la performance au sein des entreprises Marocaines: une approche quantitative	Le Laboratoire de Recherche en Management, Finance et Audit des organisations-LAMAFAO, ENCG Fes	November 2018
Hamidi Alaoui, A.	Effect of the anti-Money-Laundering Law 43-05 on Bank Deposits and Loans in Morocco	The 4th International Conference on Applied Economics and finance, Turkey	November 2018
Lehnert, M.	Making American beer great again?	the North American Regional Sciences conference, USA	October 2018
Satt H.	The Ramadan effect; impact on the optimism of analysts' recommendation in the MENA Region	The 8th RSEP International Multidisciplinary Conference, organized by the Review Socio-economic Perspectives Rep	September 2018
Satt H.	How do levels of Shariah Finance impact firms? Levels of their cost of debt?	The 8th RSEP International Multidisciplinary Conference, organized by the Review Socio-economic Perspectives Rep	September 2018
Benmoussa, C.	Blending m-Learning with eLearning Systems: A Work System-based Method	International Conference on Education and E-Learning. Turkey	August 2018
Massey, J. E.	Customer Satisfaction and Brand Loyalty in the Fast Food Industry	The International conference on Sciences Technology and Management.	July 2018

Massey, J. E.	Legitimacy Management	the International Academy of Business Administration Disciplines conference, Casablanca	July 2018
Neville. M. G.	Leadership and Liberal Arts: A foundation for Social Good	the Global Liberal Art Alliance conference, Bombay, India	June 2018
Aboramadan. M.	NGOs management: A conceptual framework	the ISER-413th International Conference on Economics and Business Research (ICEBR-2018), Poland	July 2018
Jabbouri. I.	Shareholder's Identity and Portfolio Performance: Pre- and Post Crisis Evidence from the Casablanca Stock Exchange	The Interdisciplinary conference on Education, Economic studies, Business and Social Science, Kuala Lumpur, Malaysia	July 2018
Hassi, A.	Empowering leadership to Management innovation	the European Academy of Management (EURAM), Iceland	June 2018
Hamidi Alaoui, A.	A Comparison between ARMA-GARCH and Kalman-Filtered ARMA-GARCH in Portfolio Asset Selection: Casablanca Stock Exchange	The 4th international researchers, staticians and young staticians congress, Turkey	April 2018
Konou, M.	Inclusive Macro-Economic Performance Index, Social and Political Factors in Africa	The 44th Eastern Economic Association Annual Meetings, in Boston, USA	March 2018
ElGarah, W.	Project Management in Academia	“Programme de perfectionnement des dirigeants académiques”, Fondation Nationale pour l’Enseignement de la Gestion des Entreprises FNEGE, Paris, France	January 2018
Scaini, L.	The Way how Anthropological Culture Shapes Consumes: An Exploratory comparative Study	The Multidisciplinary ESJ Conference, Cambridge University, UK	November 2017
ElGarah, W.	The Adoption of e-Procurement within the Moroccan Health Sector	International Business information Management Association, Madrid, Spain, Madrid, Spain	November 2017
Lehnert, M.	Human Development in Morocco: Out of Sample Prediction using Spatial Econometrics and Random Forest	North American Meetings of the Regional Science Association International, Vancouver, Canada	November 2017
Lebdaoui, H.	Paving the Road to Women Empowerment	Morocco Finnish Forum for Women of ‘Femme leaders pour un monde meilleur. Marrakech, Morocco	October 2017

Satt, H.	Effect of religious holy-days and optimism in Analysts' recommendations, evidence from Arab Countries	the International Conference on Multidisciplinary Perspectives in Social Sciences & Humanities Research, Barcelona, Spain	October 2017
Benmoussa, C.	Exploring ERP Critical Factors in organizations: Focusing on Casablanca Stock Exchange	ISER-2012th International Conference on Advances in Business Management and Information Science (CABMIS), Bali, Indonesia.	August 2017
Neville, M.G.	LEAP/PRME working group: Fostering Social Change	Leap/PRME Working Group retreat, Atlanta, USA	August 2017
Jabbouri, I.	Dividend Policy of Firms Listed on Casablanca Stock Exchange: a Panel Data Analysis	The 15th International Conference of Finance, Athens, Greece	July 2017

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 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 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.
- In spring semester 2019, 33 teams competed during the Business Capstone qualifying presentations with innovative, ethical, job-creating corporate strategies for Moroccan companies and five finalists were selected. Qualifying and finalists corporate judges were invited to assess the work of the 33 teams.

Qualifying judges:

- Meredith Allen, American, Corporate Counsel at Jacobs Engineering SA

- Amal Benaissa, Moroccan-American, Impact Finance Manager at BMCE Bank of Africa
- Boutaina Cherqaoui, Management Consultant at SAP
- Mohamed El Aoufi, Moroccan, Head of Investor Communications BMCE Bank of Africa
- El Mehdi El Khachia, Head Monitor and Improve, Cap Gemini
- Sabah El Gaouej, Executive Manager at Telecom Group
- El Mostafa Khaledi, HR Director for Morocco at Yazaki, Tangier
- Youssef Oubih, Chargé d'affaires, ONEE
- Rafik Lahlou, Managing Director, Les Editions de la Gazette, Groupe New Publicity
- Dana Adnani, Marketing Consultant, Uber and Glovo
- Samir Hafiz, General Manager at Hewlett Packard Enterprises Morocco
- Omar Cherkaoui, Country Manager, Finance Active
- Rhizlane Lahbabi, Service Desk Director at Dell
- Myriam Filali-Maïn, Head of Financial Services at Atos Consulting Technologies
- Kounti Menjra, Digital Transformation at BCP
- Asmae Chaouki, Professional Coach and entrepreneur, Tangier
- Amine Maktoum, Head of Sales BLOCK Commercial Real Estate
- Fadoua Tahari, Director Consolidation & Compliance at FinanceCom
- Fouzia Lamnasfi, Project Manager at the Moroccan Fdn of Innovation, Rabat
- Zakaria Abbar, Project Director A-SIS

Finalists judges:

- Mr. Imad Benmoussa, CEO Coca-Cola North Africa, Egypt, Sudan
- Mr. Hicham Bouzekri, CEO of Microtronix, ex-CEO MAScIR
- Mr. Badr Idrissi, CEO of Atlan Space, Rabat
- Mrs. Marie-Alexandra Laborie, Country Director European Bank for Reconstruction and Development (EBRD) Morocco
- Mr. Louis Winoski, CEO of TDM Aerospace, SARL and H2E

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

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.

During the past two years, the center trained 29 faculty from 14 public and private institutions on how to incorporate business ethics concepts in their courses. These trained professors have committed to incorporating business ethics in their courses. Each of these professors teaches an average of 150 different students each year.

Since October 2017, the CBE reached over 200 business professionals through conferences and training workshops. CBE conferences and training workshops were featured in the print and electronic media as well as national TV news. The press coverage highlighted the mission of the center and the role it plays in promoting clean business environment in Morocco.

In collaboration with CGEM Rabat, we conducted training of 20 professionals on developing a code of business ethics. By the end of the training, seven codes of conducts were completed while the others are still working on theirs.

The awareness activities done by the center on the university campus seem to have raised the level of awareness of our students. We conducted a survey which had 3 ethical scenarios, one related to academic cheating and the other two related to ethical dilemmas in the workplace. The results revealed that most students on campus are now attuned to ethical issues. They are able to pinpoint wrongdoing in the different scenarios and evaluate the courses of action.

Overall, the center continues to having positive impact both locally and nationally and is being recognized by different parties as an important player in the business ethics ecosystem in Morocco.

Summary of the CBE activities:

1. Talk on "GIVING VOICE TO VALUES (GVV): The "HOW" of Values-Driven Leadership" featuring the award-winning scholar, Dr. Mary GENTILE, October 9, 2017
2. Faculty Development Workshop on "Giving Voice to Values (GVV): The 'How' of Business Ethics in Education" featuring the award-winning scholar, Dr. Mary GENTILE, October 10, 2017.
3. Conference on "Giving Voice to Values (GVV): The 'How' of Values-Driven Leadership" featuring the award-winning scholar, Dr. Mary GENTILE, held on October 13, 2017 in Sofitel Hotel in Casablanca.
4. Business Ethics Poster competition organized at AUI on December 11, 2017.
5. Center for Business Ethics (CBE) supported and moderated Business Ethics Panel: "Evaluation de l'écosystème entrepreneurial, éthique des affaires, incitations et défis" at "The First Women in Business Summit" hosted by AmCham, November 2, 2018 in Casablanca.
6. 5th Training Workshop on "Code of Conduct and Good Corporate Governance": A 3-day Training and Coaching Workshop featuring the Moroccan Expert, Mustapha FAIK on February 1-7 and 17, 2018
7. CBE project director took part in the Conference Panel on "Promotion de l'éthique dans les affaires: bonnes pratiques et retour d'expérience", organized by CGEM Casablanca on March 22, 2018.
8. Workshop on Business Ethics case writing designed for Educators from different disciplines, Kenzi Hotel, 27-28 April 2018.
9. Faculty Development Workshop : Business Ethics Case Writing Workshop, Al Akhawayn Conference Center, Ifrane, May 11-12, 2018.
10. The undergraduate Course is completed and has been integrated into eLearning Platform by the Center for Learning Technologies (CLT).

11. CBE has launched Business Ethics Case Writing Competition, which invites submissions of cases in any business discipline as long as the topic is directly linked to ethics situations in business real-life dealings. The underlying purpose is to promote case-writing capabilities towards expanding educational resources and enriching the teaching material on Business Ethics in effort to facilitate experiential learning using Case Method to inspire Responsible and Values-based Leadership among students as Future Managers and Business Leaders.
12. Lecture by Dirk De Bilde, CEO of Siemens Morocco, entitled “Siemens: Ingenuity for Life” in Ifrane on June 21, 2018.
13. CBE organized a workshop on “La Gestion de la Posture et du Relationnel En Milieu Professionnel” on June 23-24, 2018
14. CBE organized a workshop on “La Gestion de la Posture et du Relationnel En Milieu Professionnel” on July 7-8, 2018.
15. In collaboration with Konrad Adenauer Stiftung, CBE organized a conference entitled “Corporate Social Responsibility (CSR): Current Trends, Practices and Challenges in Morocco” on July 26, 2018
16. CBE organized a workshop on “Compliance Basic Essentials” on April 20, 2019.

Memorandum of Understanding

A Memorandum of Understanding (MOU) between AUI and the "Association des Ingénieurs de l'Ecole Mohamadia, (AIEM)" was signed in Casablanca on April 2019. The MOU would allow the members of the association to benefit from the degree programs that are offered by the SBA in Casablanca and at the same time to develop collaborative applied research between SBA faculty and members of the association working in different national and international organizations. The members of the association can also be invited as guest speakers to share their corporate knowledge with SBA student in different topics.

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

Furthermore, 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 has received the visit of ERASMUS faculty guests from different European Universities. As an example:

1. From the Business School of Hertfordshire University, the SBA received Dr. Amanda Relph, Head of Business Analysis and Statistics Group and Dr. Karen Robins, Associate Dean of Learning and Teaching, in November 8-12, 2018.
2. From the University of Hertfordshire, the SBA received Dr. Nasser Khan Jamalkhan, Senior Lecturer and Deputy Intl Admissions Manager on November 22-26, 2018.

These visits were followed up by SBA faculty visiting partner Universities:

1. Dr. Youssef Chetoui and Dr. Hind Lebdaoui represented AUI as visiting professors at the University of Hertfordshire (UH) from April 28th to May 4th, 2019. The main objective of the visit was to have a broader understanding of practices, policies and systems of education at Hertfordshire University.
2. Mrs. Zaynab Brown attended the University of Essex for an Internal Audit Collaborative Visit between Al Akhawayn University and University of Essex during the period of June 25-29, 2018. The purpose of the visit is to promote knowledge sharing between the two Universities and further development of the Office of Internal Audit at Al Akhawayn University.
3. In the framework of Erasmus Plus staff mobility for training, Mr. Ahmed Belkhatat participated in a training in the International School for Social and Business Studies in Slovenia from February 26, 2018 to March 2, 2018.
4. As a part of the exchange of faculty between AUI and Kufstein University, Dr. Sallem Koubida visited, during the period of May 20-26, 2017, Kufstein University to explore the development of a Certificate in Risk Management.

Not-for-profit Association Partnership

During the Leadership of The Year (LOTY) conference in 2017-2018, the Leadership Development Institute (LDI) visited nearly 150 local business people. LDI's interaction began with requests for nominations of outstanding leaders from associations and continued - perhaps every few weeks - throughout the selection and award process. LDI received about 10 contacts with each of 15 nominee associations through the spring of 2018. LDI's objective in those contacts was to identify, validate and award/recognize the best leaders in our area according to our criteria. In 2018-2019, LDI students had bi-weekly contact with the associations (Azrou Center and Ennoor Association) from October to May to assess their needs then develop, implement and assess a project to meet those needs.

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.

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

The following events illustrate the dialogues between AUI's main campus in Ifrane, its extension site in Casablanca, and its partners.

1. September 13, 2017, "Research Partnership Possibilities in Education with Ed4.0" by Mr. Charif Hamidi, Corporate finance, economics, and strategy and innovation management professional, and serial entrepreneur, Education 4.0 - an international NGO and social Startup.
2. September 15, 2017, "Maroc Export: International Opportunities and Challenges for: Made in Morocco" by Mrs. Zahra Maafiri, General Manager, Maroc Export.
3. September 25, 2017, "Attributes of Success in Leadership Roles" by Mr. Jim Skinner, CPA.
4. September 29, 2017, "The Power of Digital and Street Marketing" by Mr. Aboubakr Jeddoui, General Manager, Marcom Edge Brand Building Agency.
5. October 20, 2017, "How to Build a Strong Brand Equity" by Mr. Simohammed Bellamine, Account Director, Kantar TNS Global Market Research Company.
6. November 02, 2017, "Investing Across Borders: Opportunities and Challenges" by Her Highness Princess Shri. Sanyogita Atrey, Chairperson and Managing Director, 18SG Group.
7. November 17, 2017, "Participative Finance Ecosystem: Moroccan Model" by Mr. Hakim Bensaid, Manager in charge of Takaful Insurance, Al Watanya Company.
8. November 28, 2017, "New Trends in Hospitality Management and Disruptive Technologies" by Mr. Kamal Belghmi, Founder of Bluestone Hospitality Consulting.
9. December 4, 2017, "Financial Certification by the Chartered Institute For Securities and Investment" by Mr. Ahmed Bennani, Casablanca Stock Exchange.
10. December 13, 2017, "Professional Grant Development" by Dr. Edwin "Cliff" Mensah, a Professor of Economics at the University of North Carolina at Pembroke.
11. February 12, 2018, "Entrepreneurship Fair" by Duncan Rinehart Assistant Professor, Al Akhawayn University.
12. March 23, 2018, "B2B vs B2C Marketing Strategies" by Mrs. Narjis Azouini, a senior marketing manager at "Dell Morocco".
13. June 20, 2018, "The Use of Marketing Research in a Global Context - The Case of S.A.L.T. Sisters Company and the Moroccan Market" by Charmane Skillen, Founder and CEO of S.A.L.T. Sisters American Company.
14. June 28, 2018, "Exports, Imports and Tariffs" by Mr. Samir Fannane, In charge of export and international development for a Moroccan company.
15. November 8, 2018, "How entrepreneurs master financials for their start-ups in the Moroccan economy" by Mr. Jaouad Khayatey, Founder of Fiduciare International, Casablanca.
16. November 10, 2018, "Digital Marketing: How to create a Buzz in Morocco" by Mr. Aboubakr Jeddoui, Founder of Marcom Edge.

17. November 12-13, 2018, "How franchises are low-risk businesses to launch and scale in Morocco" by Dr. Mohamed Berrada, Co-founder of CasaCrossFit franchise in Casablanca.
18. November 15, 2018, "How Multinational Cultures in South America differ from Morocco's Business Culture" by Ms. Tabbie Saenz, Bolivian, Entrepreneur and Start-up Coach.
19. November 22, 2018, "How Multinational Cultures in Eastern Africa differ from Morocco's Business Culture" by Mr. Claver Serumaga, Chief Digital Officer, Bank of Africa, Casablanca.
20. November 27, 2018, "Writing case studies: experience sharing from the EU" by Mr. Souhail Ramid, SBA Alumnus.
21. December 12, 2018, 'Global Business Innovation' by Dr. Jean Abinader, Consultant, Abinader Advisory Services.
22. January 29, 2019, "How Jacobs SA Developed its African Corporate Strategy" by Lina Atallah, American-Lebanese, Manager African Business Development, Jacobs SA.
23. January 31, 2019, "Social Entrepreneurship and Leadership" by Mr. Jaideep Bansal. The Global Himalayan Expedition.
24. February 12, 2019, "How the automotive sector's strategy creates jobs in Morocco" by Julianne Furman, American, General Manager EXCO Morocco, Africa and Europe- and AUI's First Graduate from 1998!
25. February 21, 2019, "How innovation put Wafasalaf's corporate strategy miles ahead of its competition" by Laila Mamou, Moroccan, CEO and Board Chair of Credit Agricole Consumer Finance Africa and Europe, Paris.
26. February 26, 2019, "How Ethics is critical to your successful corporate strategy" by Mehdi El Boury, Moroccan, CFO and Deputy General Manager of BSH (BOSCH SEIMENS) Germany company in Casablanca.
27. February 27, 2019: "Impact Finance" by Dr. Wail Aminou, Manager of Al Maali Consulting Group and International Consultant in impact finance.
28. March 26, 2019 – Presidential Lecture: "The Role of China in Africa" by Dr. Fabio Parenti Massimo, Associate Professor of Geography and visiting scholar.
29. April 18, 2019: "The Marketing Challenge of Creating Customer Value" by Mr. Mahmoud Tayssir Tatari, Founder of LYNK Marketing.
30. April 23, 2019: The Leadership Development Institute organized a leadership talk on campus with Nezha Alaoui, a renowned entrepreneur, social innovator and Moroccan philanthropist.
31. April 29, 2019: "Presentation about Glovo" by Mr. Karim Debbar, Glovo Country Manager, Morocco.

In addition to the faculty led events mentioned above, students participated in events that are in line with the PRME's vision:

- In Summer 2018, the students Maliki Oumaima and Riakhi Fatima Zahra went with Dr. Mary Grace Neville to FALME University Pune, India, arranged and sponsored by the Global Liberal Arts Alliance. Dr. Neville designed and delivered a plenary session on conceptualizing socially responsible leadership development in universities. The students presented a case story about AUI's leadership development program supervised by Dr. Duncan Rinehart.

- The National Debate Competition, organized by the National Democratic Institute, took place in Rabat in June 2018. AUI's debate team (debaters are Imad Eddine Sekkal and Imane Abou-Said from the BBA program and Souhail Ramid from the MBA program; and researchers from the BBA program namely Salma Choufani, Wiam Stitou, Mohamed Halloufi, and Sarah Allouch) represented Al Akhawayn University in the competition, and won first place. The winning team's topic was "The Government Should Determine the Margin of Profit of Companies Distributing Fuels." The students argued that in limiting corporate profit consumers should have higher surplus which will circulate in the economy and lowers firms' concentration of power in the fuel market.

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 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.

PRME Support

The School of Business Administration at Al Akhawayn University, would welcome a workshop on the integration of PRME with specific attention to business courses in a Liberal Arts context.

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