Université Mohammed V-Agdal

External Institutional Evaluation
Mohammed V-Agdal University
Period 2009-2012

August 2014

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Introduction

In 2007, University Mohammed V-Agdal (UM5A) systemized institutional evaluations at a frequency of three years for self-evaluations and six years for external evaluations

This evaluation covering the period from 2009 to 2012 was launched in June 2012 and was steered by :

The Presidency's Quality Assurance Unit that coordinated and monitored the process;

The self-evaluation teams within each University institution (appointed by the institution heads) that were tasked with their institution's evaluation ; and

The oversight committee composed of the President, the vice presidents, and the deans/directors.

It engaged all the University components-the Presidency, the Faculty of Letters and Humanities, the Faculty of Science, the Faculty of Law, Economics and Social Sciences, the Mohammadia School of Engineering, the Teachers College, the Higher School of Technology, the Scientific Institute and the Institute for Hispanic and Lusophone Studies.

Self-evaluation was based on the University institutional evaluation reference document used for previous evaluations slightly modified to cover the specificities of each institution. The report submission deadline was March 2014.

The University then commissioned an external evaluation for an outside assessment and a richer feedback. The review panel was composed of three international experts with a well-established experience in quality assurance- two foreign experts representing different higher education systems with a long-standing tradition of quality assurance and one Moroccan expert to account for the local context. The review panel was supplemented by a bilingual rapporteur to produce the external evaluation report in both French and English for enhanced international visibility. The site visit took place in May 2014 and the reviewers submitted their report, subject of this publication, to the president in August 2014.

Just as during the first institutional evaluation in 2007, despite some initial reluctance, the majority of the university community embraced the evaluation process and understood the importance of an evaluation culture. The reviewers were struck by the overwhelming enthusiasm of participants, be they faculty, staff, students and staff in positions of authority.

We hope the report's recommendations will help the University in its quest for continuous improvement. We also hope that wide dissemination of the report will open a debate among the UM5A community and more broadly the entire Moroccan university community.

The University would like to thank the British Council for its support of the external evaluation and its commitment to promoting quality assurance in Moroccan universities. It also extends its thank you to Queen Margaret University in Edinburgh, UK and Université de Montréal in Canada for their precious contribution to this evaluation.

Professor Wail Benjelloun
President
University Mohammed V-Agdal

Contents

OVERVIEW OF UM5A

1. Mohammed V University was founded in 1957 as Morocco's first modern university. In 1992 it was split into two independent universities: Mohammed V-Agdal University and Mohammed V-Souissi University. This evaluation is a review of Mohammed V-Agdal University (UM5A). UM5A is a large public research university that offers over 150 undergraduate and graduate programs in a wide array of disciplines with the exception of the health sciences.

2. UM5A enjoys a distinguished position in Moroccan higher education. It has graduated many prominent public officials, academics, scientists and professionals. It is currently a national leader in both research and education.

3. UM5A has a global profile. Faculty are members of various national and international panels, commissions and committees, and participate in government projects and public debates. UM5A has a solid reputation, not only in Morocco but also across Africa and the Arab world. There is a significant international student body, in particular from Africa. In 2010, UM5A opened a branch in Abu Dhabi, making it the first and only Moroccan university to have a branch overseas. This branch, which initially offered only Islamic Studies, is expanding. UM5A has cooperative ties with institutions around the globe.

4. UM5A comprises eight institutions: three faculties, three schools and two institutes, which are spread out geographically.

5. The Faculty of Science (FS), Faculty of Letters and Humanities (FLSH) and Faculty of Law, Economics and Social Sciences (FSJES) were Mohammed V University's three founding institutions. All offer undergraduate and graduate programs leading to bachelor's, master's and doctoral degrees, are open access to high school graduates from the Rabat-Salé-Zaer-Zemmour region, have roughly the same number of students and are by far the largest UM5A institutions, accounting for roughly 90% of all UM5A students.

6. The Mohammadia School of Engineering (EMI) and the Teachers College (ENS) existed as independent schools, which were eventually incorporated into UM5A, whereas the Higher School of Technology (EST) was created within UM5A. EMI is an elite engineering school with a highly selective admissions policy, which confers engineering as well as doctoral degrees. ENS offers programs designed to train students to become elementary and high school teachers, as well as vocational bachelor's and master's programs leading to other professions. EST offers two-year technical programs in various disciplines and confers a university diploma.

7. The Scientific Institute (IS) functioned independently for almost 60 years before being

incorporated into UM5A, while the Institute for Hispanic and Lusophone Studies (IEHL) is the newest and smallest institution, created within UM5A less than ten years ago. Both are specialized research institutes that do not offer academic degree programs but whose researchers are authorized to teach and supervise graduate students from other UM5A institutions. IS' mission is research in life and earth sciences, including the inventory of Morocco's fauna, flora and soil.

8. The Presidency consists of the president's office and central administrative services. There are three main divisions: - 1) the Division for Research and Cooperation and Partnerships, 2) the Division for Academic and Student Affairs and 3) the General Secretariat Division for economic and personnel issues. These divisions coordinate and develop activities across all UM5A institutions.

EVALUATION PROCESS AND CONTEXT

9. In 2006, under then-President Professor Hafid Boutaleb-Joutai, UM5A became the first (and so far the only) Moroccan public university to adopt a quality assurance policy of internal and external evaluation. All its institutions embarked on a self-evaluation process in 2006-07, followed by an external evaluation by a panel of Moroccan and international experts in 2008. The process became formalized at a frequency of three years for the internal evaluation and six years for the external evaluation. The 2006-07 evaluation produced an extensive report, in which a number of the challenges for the university outlined in this report are present. Some of the issues facing both UM5A and other Moroccan institutions are clearly systemic and enhancements will require systematic institutional efforts over a period of years, as well as national initiatives.

10. For the present evaluation, the presidency and the institutions prepared self-evaluation reports covering 2009-2012. All reports, except that of EMI, were based on a revised version of the University Evaluation Reference Document prepared for the 2006-08 evaluation, which covers all aspects of university functions and contains an exhaustive list of indicators. The EMI report was prepared using the ABET Self-study Questionnaire. A synthesis report was also prepared.

11. Some of the institution reports welcomed the opportunity to analyze their progress, engaged staff in the review process, presented full data and showed a degree of reflexivity. Others appeared to have been produced in compliance with evaluation requirements, had significant data gaps, and showed less evidence of staff engagement. The opportunity for the institutions in the latter category to benefit from the review process was reduced. The reviewers noted a tendency for institutions to attribute difficulties to external factors outside of their control. While it is important to acknowledge external constraints, future reports would benefit from a clearer focus on self-analysis.

12. UM5A's President, Professor Wail Benjelloun, appointed an external review panel composed of three academic reviewers and one rapporteur:

- Professor Veronica Bamber, Queen Margaret University, Edinburgh, U.K.;

- Professor Amine Bensaid, President of Mundiapolis University, Casablanca, Morocco;

- Professor Thérèse Cabana, Université de Montréal, Canada;

- Mounia Hassar, National Center for Scientific and Technical Research- CNRST (rapporteur).

13. The reviewers received the self-evaluation and synthesis reports several weeks prior to their site visit of UM5A from May 20-23, 2014. They met the President, one vice-President (the offer post being vacant) and the general secretary, as well as professors, students and staff members. They visited a range of institutions and services. Their report is based on these documents and meetings, along with information available on the UM5A web site and the 2006-07 evaluation report.

14. The present evaluation, covering 2009-2012, coincides with the 2009-2012 Emergency Plan which aimed primarily at expanding university infrastructure and facilities (many new classrooms and auditoriums were built and existing constructions and outside areas were upgraded or remodeled). The plan was also instrumental for the mobility of professors and, to a lesser extent, of doctoral students. It also marks the tenth year of the LMD (Bachelor-Master-Doctorate) Reform (based on the «Bologna Process» of 1999), designed to align the Moroccan higher education system with that in Europe. The period also saw significant massification (a nearly 40% increase in students: 19 226 in 2009 versus 26 469 in 2012). This resulted from a national policy to increase enrollment in the education system and give all high school graduates access to higher learning and, to a lesser extent, from the President's efforts to attract students.

15. It is important to specify that this external evaluation is not an evaluation of the programs themselves, but of the university as a whole. This report focuses on three main aspects of UM5A functioning: A - governance, B - research, and C - teaching and learning. It stresses the strengths and challenges and offers recommendations.

A - GOVERNANCE

16. Higher education in Morocco is regulated by law, the main piece of legislation being Law 01-00. It defines the mission and objectives of public universities as well as their structure, governance and management. Public universities are under the supervision of the Ministry of Higher Education and Scientific Research.

17. Like other public universities in Morocco, UM5A is governed by a University Council and managed by a President, assisted by two vice Presidents. The University Council is chaired by the university President and comprised of elected faculty, staff and students, ex officio members and appointed members. In their meeting with the Review Panel, some of these members were fully on board with the university's current trajectory, and were keen to support future developments. In a few cases, members felt a lack of empowerment as internal stakeholders in the face of the Ministry's heavy systemic impact. In other instances, members appeared to have conflicting views. While this is inevitable and healthy, given university culture, the functioning of the Council may merit some consideration in the next stage of the university's development.

18. The present President, Professor Wail Benjelloun, formerly FS dean, was appointed for a four-year term in 2010 by royal decree. University presidents are appointed by government decree for a four-year term renewable once from a shortlist of three candidates, selected by an ad hoc interview committee on the basis of a four-year strategic plan proposed by each candidate. The current President, Professor Wail Benjelloun, formerly FS dean, was appointed in 2010. The President appoints his vice-Presidents but has no input in the selection of institution deans and directors.

19. UM5A institutions are governed by a council and managed by a dean or director appointed by government decree for a four-year term renewable once, from a short list of three candidates selected by an ad hoc interview committee on the basis of a four year strategic plan proposed by each candidate. All academic and administrative staff are employees of the State, not of UM5A.

20. The bulk of the UM5A budget originates from public funding allocated at the start of each year. A small percentage of UM5A's funding is generated by research projects and fee-paying continuing education. UM5A is the only university where the institutions have budgetary autonomy. Significant decentralization is in place across the University, and institutions have only recently started to align with a university-level strategic plan. Procedures for expenditure are set by the Ministry of Finance, which appoints a paymaster and a financial controller to the university who must approve all expenditures before payment or commitment.

21. Overall, there are important opportunities for improvement of public university governance, and this appears to be recognized by the Ministry. Notwithstanding the current governance context, the external evaluation committee has identified numerous strengths in university governance at UM5A.

A-Strengths

22. UM5A's President, Waïl Benjelloun, has a clear grasp of UM5A's overall situation, in particular the extent of its autonomy. Recognizing the Ministry of Higher Education's control over key aspects of university functioning, he plans for contingencies, within his leadership vision and the university's culture, capitalizing on its strengths, and seeking consultation with different UM5A stakeholders and units.

23. After seven years of working on evaluation, UM5A is making strides in building a culture of evaluation to assess institutional effectiveness.

24. There are systems in place to facilitate regular communication between the presidency and the institutions. The President engages deans and directors in decision making and common projects. For instance, together they worked on a referential for university management to make procedures uniform throughout the university. Such

collaborations are essential to developing a strong university in which all components have a common sense of belonging and purpose.

25. Thanks to enhanced communication between the presidency and the institutions, UM5A is working towards reconciling the university's strategic plan and the strategic plans of its institutions. Although institution heads are each required to develop their own strategic plan as part of their selection process, which is a potential source of discord, they adjust their plans to the university plan and dissonances are negotiated through dialogue.

26. One aspect of human resource management the university has control over is performance enhancement and training. It has started organizing some staff development and faculty training in, for instance, e-learning. It also offers faculty a financial incentive to publish.

27. The staff, faculty and management with whom the review team spoke are passionate about and proud of their home institutions or the university as a whole, and seem to feel a clear sense of purpose and enthusiasm about their tasks. This is a major asset upon which to build, to enhance overall university performance.

28. To make the most of limited resources and avoid underutilization, UM5A has started pooling equipment, facilities and human resources. New constructions are designed to meet the needs of the entire UM5A community, instead of a specific institution. The construction of a new central library is a helpful start to pooling resources.

29. Some UM5A institutions have started collaborating on Master's programs and offering them jointly, and this should be continued.

A-Challenges

30. Current governance conditions in the public university system pose a number of challenges to UM5A. These are longstanding issues identified in the previous external evaluation of the university.

31. There is no financial management system. Manual processes based on spreadsheets are still being used. Onerous financial procedures often result in delays in payments and project execution, including research projects. Informatics security poses a risk.

32. The lack of an integrated management system is felt in all aspects of university management: financial, academic, research and in all aspects of communication. Most institution libraries have yet to be fully digitalized and the institution and departmental libraries are not networked.

33. UM5A has not been able to develop a comprehensive human resource strategy, since faculty and staff are civil servants who are hired and promoted by the Ministry rather

than the university. The unions agree with this system as it offers employees stability and flexibility. This situation is truly challenging to the university at all times and even more so in light of scheduled retirements over the next few years.

34. Although communication appears to have been greatly improved at UM5A, there are sections of the university which seem less well informed than others. Information on, for instance, funding opportunities, scheduled meetings and meeting outcomes, major university events and reports does not always reach the target audience.

35. UM5A has developed an academic management system, but it is not used by all areas of the university.

36. There is no initial training for new, inexperienced staff, and limited continuing professional development.

A-Recommendations

37. Providing UM5A with a governing board (maybe different from the University Council) could offer the university added value, experience and expertise that are complementary to those afforded by internal stakeholders, and an outlook that is complementary to that provided by the executive team. This could also strengthen the university President's leadership role as Chief Executive Officer, with sufficient prerogatives and control over university financial and human resources which by extension would increase his responsibility and accountability for results.

38. If UM5A can work with the Ministry and other universities for continuous improvement of general governance conditions, progress would be significant for UM5A's ability to reach higher levels of performance.

39. Effective management requires reliable and accurate information. Putting in place an integrated management system, in use throughout the university, is likely to help UM5A's efforts for increased effectiveness. It could also be a first step towards achieving financial autonomy, through stronger internal financial control and auditing, and adopting more efficient and expedient expenditure procedures.

40. Efforts to avoid duplication of programs and/or tasks across UM5A institutions are sometimes a challenge. Coordinated initiatives to pool human and material resources by, for instance, offering graduate programs across several UM5A institutions and sharing high-end research equipment, could add real value to use of existing resources.

41. Even within the constraints of Ministry-controlled human resources, UM5A would benefit from developing its own human resource strategy, to evaluate and reward performance, and to engage faculty and staff. This is especially imperative in the light

of forthcoming retirements, and staff anxiety about ensuing workload management.

42. As a key human resource management activity, UM5A is encouraged to continue and expand its provision of faculty and staff training and to develop a university-wide training strategy. Faculty development around modern pedagogies would be beneficial. Since pedagogy is not constrained by Ministry intervention, this would be a promising area for university development.

43. Reinforcing communication systems between, on the one hand, the presidency and the institutions and, on the other, between the various institutions, will enhance university management. Considering the important work on strategy already accomplished by UM5A, it seems to have a valuable opportunity for further effectiveness by drilling down its strategic goals into finer priority choices and strengthening communication and coordination on the basis of measurable objectives.

44. Use of the university email address by faculty, students and staff would in some part solve problems tied to a lack of timely dissemination of information.

B - RESEARCH

45. It is only over the last 10-15 years that Morocco has begun to develop a research culture. Historically, doing research was neither required nor considered for faculty advancement, and the vast majority of university professors saw themselves as teachers only. Those who did engage in research did so on their own initiative and most research was funded through cooperative programs with France.

46. Professors started partaking in research in more significant numbers when legislation on faculty advancement was changed to give weight to research activities. Today, most research is funded through international cooperative programs and competitive grants awarded by the EU, the Ministry of Higher Education and Scientific Research and the National Center for Scientific and Technical Research.

47. The resolutions of a major national conference on research, held in 2005, encouraged professors to become affiliated with a research unit-team, laboratory or group, and to work on joint projects. Although researchers are free to work on themes of their choosing, public funding is only available for priority research areas set by the government.

48. The external evaluation committee has identified the following strengths and challenges for research at UM5A.

B-Strengths

49. UM5A has started to take measures for moving towards becoming a well-established research university. Faculty participates in government projects, in public debates and is invited as keynote speakers. In all but one institution, at least 75% of faculty is affiliated with a research unit.

50. 20% of UM5A professors have external research funding. Publications in indexed periodicals increased almost fourfold during the period under review, with an average of 0.5 publications per faculty, but the figures vary widely between institutions.

51. The FS stands out by its scientific output. It is ranked first in the nation in terms of total publications. The FLSH is the most prolific institution in Morocco in terms of books published.

52. Most institution libraries have rich collections, in particular of classic materials. Students and faculty have access to a range of digital journals through services provided by IMIST (Moroccan Institute for Scientific and Technical Information).

B-Challenges

53. Many professors are still not actively involved in any research activity, and systematic approaches to research coordination are not in place.

54. Research monitoring is not systematic; the university and some of its institutions have little data on their research performance.

55. Even though the number of new doctoral students doubled during the period under review, the proportion of doctoral students remains low in light of the research orientation of UM5A and compared to the overall number of students.

56. There is significant reliance on international cooperation programs or agreements, making research vulnerable to the economic situation and to the priorities in other countries.

B-Recommendations

57. Researchers are encouraged to diversify their sources of research funding, and the university to offer the necessary support for them to do so. Business and industry remain largely untapped funding sources. Also, both the university and its researchers are encouraged to further contribute to addressing, through research, the challenges of Moroccan industry and business.

58. The retirement of research-passive in parallel with the recruitment of research-active professors will strengthen UM5A's research profile, but further support and/

or evaluation-based incentives are needed to help those who wish to develop their research activity. Efforts to foster research, such as a financial incentive for indexed publications, and grants to cover participation in international conferences, are initiatives from the present President which are worth continuing. The introduction of further evaluation-based incentives would be beneficial.

59. Using doctoral students as teaching assistants would provide them with financial support, prepare them for careers in academia and help alleviate the teaching load on professors. To do so would first require developing a graduate teaching assistant (GTA) training program and devising a remuneration scheme.

C - LEARNING & TEACHING

60. In 2003, Morocco adopted the LMD System to align its higher education system with Europe, and, overall, the process went smoothly.

61. Bachelor's programs consist of 6 semesters of course work. Master's programs consist of 10 semesters of courses and an end-of-study project (Master's thesis). Doctoral programs consist of 16 semesters of courses/seminars, conference attendance, the publication of 2 papers in indexed journals and the defence of a dissertation proposal.

62. Engineering degrees consist of two years of preparatory classes and three years of engineering school, which includes an end of study three month internship, as well as an internship report and an internship defense. The university technology diploma offered by EST consists of four semesters of course work, two internships and an end of study project.

63. Science, technology, psychology, economics and management are taught in French. History, geography, and philosophy are taught in Arabic. Law is taught in both Arabic and French. Foreign languages and literature are taught in the target language. UM5A professors expressed dissatisfaction with students' ability to work academically in the required languages.

64. As in all Moroccan public universities, tuition at UM5A is free for both Moroccan and international students. International students are admitted subject to quotas set by the Ministry of Higher Education and Scientific Research.

65. During the review visit, many UM5A staff commented on the challenges of massification without proportional increase in human and budgetary resources: from 2009 to 2012, the number of new entrants increased by 66%, the number of faculty remained more or less stable at around 1000, and the student to faculty ratio increased from 1:23 to 1:33, which is outside the range of 1:25 set by the 2003 academic reform.

66. The external evaluation committee has identified the following major strengths and challenges concerning learning and teaching at UM5A.

C-Strengths

67. UM5A has a long tradition in higher education and is a national leader.

68. The external evaluation committee met faculty who are passionate and dedicated about their teaching mission.

69. Considering the unemployment challenges faced by youth in Morocco (and in the MENA region, in general), the university has made some progress in student employability. Employability of graduates is starting to gain importance in the university's agenda. A growing number of vocational tracks have been introduced, in particular at the Bachelor's level where the proportion has increased from 30% to roughly 55% since the last evaluation. Courses designed to prepare students for the working world have been introduced in some curricula. For instance, doctoral programs include an entrepreneurship class, and some institutions offer internships. UM5A surveys the employment status of its graduates. Alumni are asked to fill out a questionnaire on their employment status during degree/diploma conferral, six months after graduation.

C-Challenges

70. As most UM5A programs are open access, a non-trivial portion of registered students is likely to find university study challenging. This issue seems to have received little attention so far. A range of support is needed to address student retention, and considering the large student body approaches should be innovative. Such support should include better initial student orientation, discussion sessions, tutorials, personal guidance and continuous assessment.

71. UM5A's student assessment policy is not always complied with. Massification has led to interim assessments often being omitted and to the use of tests which do not adequately or reliably assess student learning outcomes.

72. The reviewers encountered a number of instances of faculty using modern pedagogies, such as directed independent learning, e-learning and social orientation of new students, but these practices are not shared widely or systematically supported.

73. The sustainability of new vocational tracks may be questionable, given resource constraints.

74. There appears to be little involvement of employers in the development, assessment and continuous improvement of most academic programs.

75. There is limited data available on how students rate their courses, teachers and experience of studying at UM5A.

76. It would seem that some doctoral students are supervised by faculty who are not research active, and there is no training for doctoral supervision.

77. Teaching and recreational facilities are not always satisfactory. Health and safety in teaching laboratories are not within norms, much equipment is outdated and on-campus first aid is not always available.

78. Library services are in need of improvement. Shelving space is insufficient, resulting in material being inaccessible for consultation, and storage facilities are too small, resulting in improper storage of material and deterioration. Moreover, the new central university library is too small and is thus more of an additional library than a unifying one as was planned. Access to libraries is often restricted to particular student groups, such as graduates, and opening hours are limited.

C-Recommendations

79. Faculty and university management being already aware of the challenge of providing a good learning experience to students in a mass education system, a results-oriented university-wide discussion on the issue would be beneficial.

80. In general, outcome-based quality assurance, with a skills or learning outcomes orientation, would constitute an important opportunity for improvement in learning and teaching.

81. While many of the students met by the external reviewers were positive about their experiences, the university could benefit from putting in place systematic feedback mechanisms. This would help inform future actions to improve learning and teaching.

82. In light of massification and the increasing student-to-faculty ratio, UM5A is encouraged to use new technologies in teaching. The presidency has already initiated this process by installing the MOODLE e-learning platform and organizing some initial faculty training. Such initiatives are to be continued and built upon.

83. In light of the current challenge of unemployment among college graduates in Morocco, and the need to educate the employers of tomorrow, UM5A is encouraged to pursue its efforts to prepare students for the working world. A university-wide initiative to familiarize faculty with approaches to improving employability in the curriculum could be undertaken. Surveying employers' needs within disciplinary contexts would provide valuable input.

84. Surveys on the employment status of UM5A's graduates up to a certain number of years after graduation would yield valuable information on student employability.

85. To create an overall environment conducive to learning, student facilities including accommodation, social spaces, and reading areas need to be improved.

86. Attention to and investment in teaching laboratories is required.

87. It is vital to ensure adherence to university assessment policies so that the quality of degrees and diplomas is assured.

CONCLUSIONS

88. Thanks to strong, committed leadership, the period under review is marked by notable accomplishments, primarily in internal governance and research. There is evidence of the university President garnering consensus around his strategic plan, and of securing support for this from the UM5A institutions. Likewise, the institution heads have achieved significant buy-in for their plans from their communities. The review team encountered real enthusiasm on the part of staff and students, and a willingness to participate in grasping the challenges facing the university in the future.

89. UM5A has the potential to move beyond being a leading national university to being a leader in MENA and Africa. To do so will involve building upon its strengths and achievements, and focusing on areas in which it has latitude to make changes and innovate.

90. With respect to learning and teaching, and in light of both massification and scheduled retirements, the university would benefit enormously from embracing new teaching technologies and techniques, and supporting staff and students in their use. The university has distinguished itself from other Moroccan universities by its continuing commitment to establishing a quality culture, and it is clear that progress on objectives has been made since the previous external evaluation.

91. Finally, the external reviewers would like to suggest some ways to improve the next round of evaluation. The University Evaluation Reference Document gave institutions helpful guidance on issues to be addressed in their self-review, but it could usefully be reduced. The large number of indicators can lead to tick-box approaches, rather than reflective narrative. The internal and external evaluation processes could be based on predefined standards and predefined evidence-informed strategic objectives for each UM5A institution.

ACKNOWLEDGEMENTS

92. The review team would like to express their thanks to all of the staff, faculty and students of UM5A who contributed to this review process.

APPENDICES

1. **Evaluation visit program**

2. **List of participants in the review**

Appendix 1

External Evaluation Visit Program May 20-23, 2014

Tuesday May 20th

AM	**Venue : Presidency**
	Meeting with the University president alone and then joined by the general secretary and the Vice President for Scientific Research, Cooperation and Partnerships
PM	**Venue : Presidency**
	Meeting with select University Council members
	Meeting with the head of the office for international cooperation

Wednesday May 21st

AM	**Venue: Presidency**	
	Meeting with FLSH representatives : acting dean, vice deans, and professors	
	Meeting EST representatives: a professor, an administrator followed by a meeting with students	
PM	**Venue : FS**	Meeting with the dean, vice deans, and professors followed by a meeting with a student
	Venue : IS	Meeting with the director and professors/researchers

Thursday May 22nd

AM	**Venue : Presidency**	
	Meeting with FSJES representatives: vice deans, professors and an administrator followed by a meeting with students	
	Meeting with IEHL representatives: director, vice director, researchers and an administrator	
PM	**Venue : EMI**	Meeting with EMI representatives: vice dean, general secretary, and professors followed by a meeting with students
	Venue : ENS	Meeting with ENS representatives: director, vice director, general secretary and professors

Friday May 23rd

AM	**Venue : Presidency**
	Meeting with staff from select offices from the presidency
PM	**Venue : Presidency**
	Closing meeting between the reviewers and the president

PRESIDENT'S TEAM

Wail Benjelloun- *President*
Rajaa Cherkaoui El Moursli- *Vice President*
Hakima Khamar- *General Secretary*

UNIVERSITY COUNCIL

Abdelkbir Bellaouchou- *Professor*
Abdelilah Moutez- *Administrator*
Hocein Bazairi- *Professor*
Ahmed Belhaj- *Professor*
Mohamed Dahou- *Student*

OFFICE FOR COOPERATION

Asma Msougar - *Administrator*

FACULTY OF LETTERS AND HUMANITIES (FLSH)

Rajaa Cherkaoui El Moursli- *Acting Dean*
Mohamed Salhi- *Vice Dean*
Abdellatif El Ghadi- *Professor*
Jamal Sayidi- *Professor*
Ijjou Cheikh Moussa- *Professor*
Jillali El Adnani- *Professor*
Mohammed Elboh- *Professor*
Zakaria Boudhim- *Professor*

HIGHER SCHOOL OF TECHNOLOGY (EST)

Houda El Aoufir- *Professor*
Choukri Daham- *Administrator*
Adil Fathi- *Student*
Hassan Jouyou- *Student*

FACULTY OF LAW, ECONOMICS AND SOCIAL SCIENCES (FSJES)

Zakaria Abouddahab- *Vice dean*
Taoufiq Yahyaoui- *Vice dean*
Farid El Bacha- *Professor*
Sanae Solhi- *Professor*
Karim Doumi- *Engineer*

INSTITUTE FOR HISPANIC AND LUSOPHONE STUDIES (IEHL)

Fatiha Benlabbah- *Director*
Abdesslam Okab- *Professor*
Nada Elahib- *Professor*
Abdelaali Barouki- *Professor*
Kaoutar El Amri- *Professor*
Rachida El Alj- *Administrator*

FACULTY OF SCIENCE (FS)

Saaid Amzazi- *Dean*
Naima Hamoumi- *Professor*
Najia Komiha- *Vice dean*
Mourad El Belkacemi- *Vice dean*
Ahmed Mzerd- *Professor*
Loubna Terhzaz- *Student*
Safae Lhazmir- *Student*
Sophia Alami Kamouri- *Student*
Salma Ouchraa- *Student*
Mohammed Reda Guedira- *Student*
Chaimae Yatrib- *Student*

SCIENTIFIC INSTITUTE (IS)

Ahmed El Hassani- *Directeur*
Mimoun Harnafi- *professor*
Mohamed Achab- *professor*
Abdelfatah Tahiri- *professor*
Mohamed Fekhaoui- *professor*
Driss El Ouai- *professor*

MOHAMMADIA SCHOOL OF ENGINEERING (EMI)

Moulay Larbi Abidi- *Director*
Abderrahmane Amkor- *General Secretary*
Abdelghani Cherkaoui- *Professor*
Hassane Mahmoudi- *Professor*
Mohammed Maaroufi- *Professor*
Mohamed Salouhi- *Professor*
Abdeslam Aannaque- *Professor*
Samir Bennani- *Professor*
Abdelhalim Skalli Houssaini- *Professor*
Souad Abderafi- *Professor*
Lahcen Bahi- *Professor*
Ahmed Souissi -*Professor*
Boutaina Stitou- *Student*
Aabir Bennani-*Student*
Aabir Chouichi- *Student*
Tachfine El Kendoussi- *Student*
Abdelhafiz Yaya Cissé- *Student*

TEACHER COLLEGE (ENS)

Hassane Jaziri- *Directeur*
Rahma Oukouchoud- *Deputy Director*
Lahssaen Agnaou- *General Secretary*
Abdeslam Tahiri- *Professor*
Imane Nejjar- *Professor*
Mohamed El Azouzi- *Professor*
Jamila Boulima- *Professor*
Abdellatif Aarab- *Professor*
Nour-Eddine Es-Safi- *Professor*
Abdel-Ilah Dehani- *Professor*
El Hassane Rabbani- *Administrator*

LIBRARY

Naziha Jabri- *Curator*
Karim Amor – *Librarian*

OFFICE FOR IT

Mourad Gharbi- ***Professor***
Driss Namly- ***Technician***

OFFICE FOR STUDENT AND ACADEMIC AFFAIRS

Omar Chlyah- ***Administrator***
Souad Cheikh- ***Administrator***

UNIT FOR QUALITY ASSURANCE

Fakhita Regragui- ***Professor***
Awatef Sayah- ***Professor***