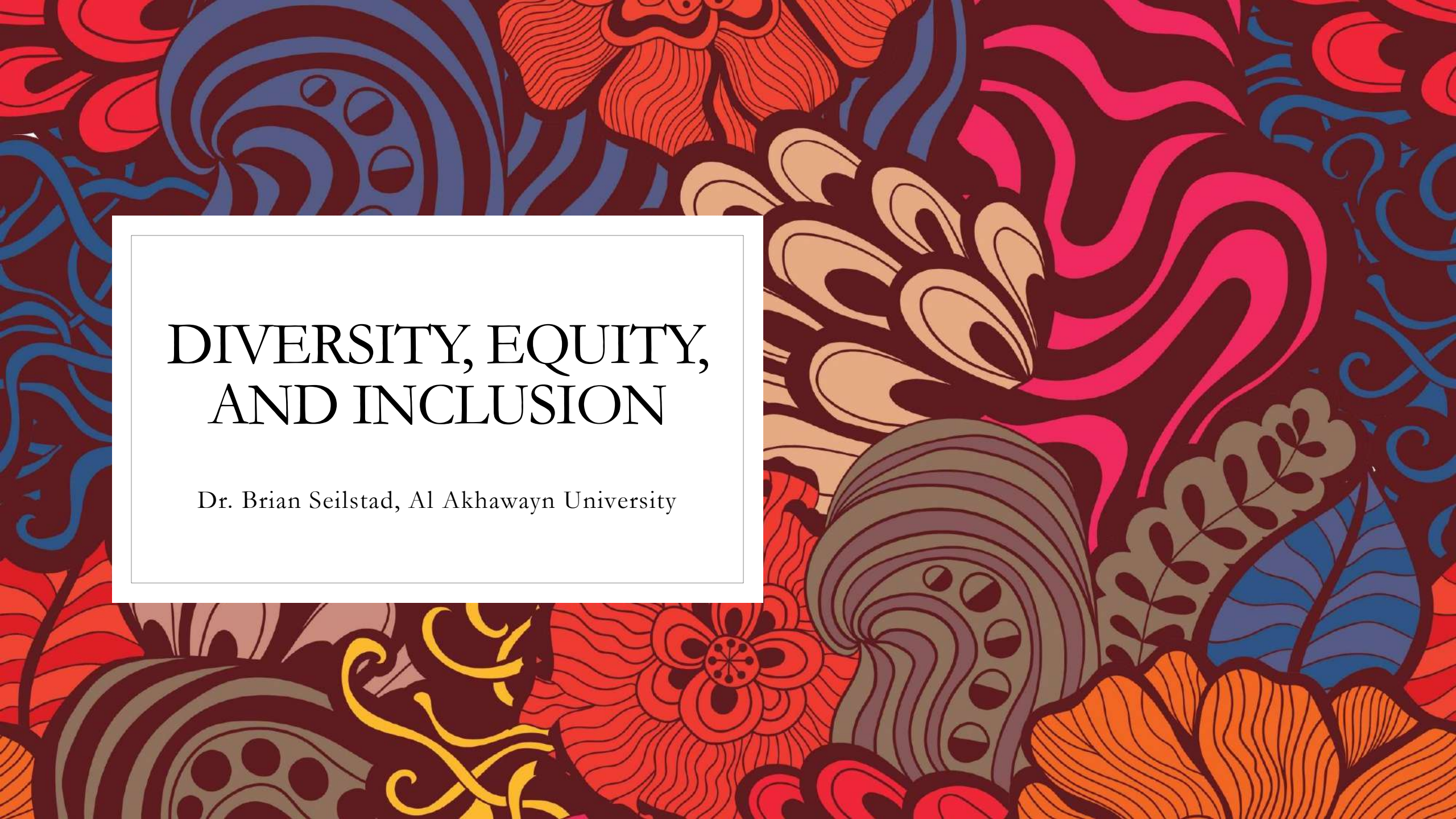
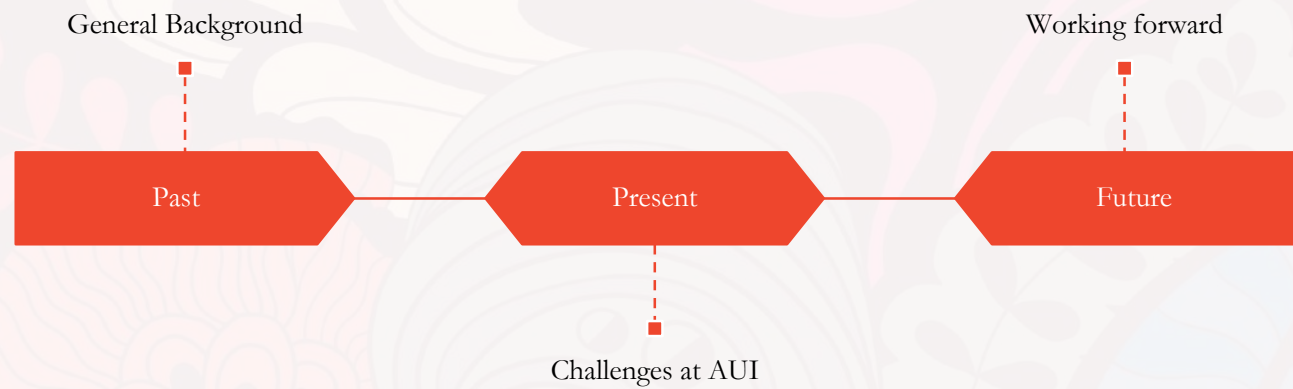




DIVERSITY, EQUITY, AND INCLUSION

Dr. Brian Seilstad, Al Akhawayn University

Agenda



About AUI

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.

Vision

Beacon in the Middle East and Africa as a “Liberal Arts” teaching model adapted to the 21st century with practical and sustainable value - Better Value on Investment.

International Quality

- Founded by Royal Dahir, first students begin in January 1995
- In December 2009, the Language Center (LC) was accredited by the Commission on English Language Program Accreditation (CEA).
- In 2010, the School of Business Administration (SBA) was accredited by the European Programme Accreditation System (EPAS) for its Bachelor of Business Administration (BBA) degree.
- In 2011, the School of Science and Engineering (SSE) had its Bachelor of Science in Computer Science (BSCS) program accredited by the Accreditation Board for Engineering and Technology (ABET).
- In February 2014, the Center for Learning Excellence (CLE) Tutoring and Mentoring training programs were certified by the College Reading & Learning Association (CRLA).
- In 2017, the School of Science and Engineering (SSE) had its General Engineering (GE) and its Management Science (MS) programs accredited by the Accreditation Board for Engineering and Technology (ABET).
- In 2018, the University received institutional accreditation from the New England Commission of Higher Education (NECHE)

The Transformative AUI Experience

- The educational program
 - Liberal arts model
 - Market-oriented majors and minors
 - Civic engagement with community service and service-learning
 - Internships
 - Capstone
- The co-curricular atmosphere
 - Student clubs and activities
 - Athletics
 - Leadership experiences
 - Residential life
- The student support to succeed
 - Mental and physical health
 - First year experience
 - Mentors and tutoring services
- The international dimension
 - Study abroad
 - International students, faculty, and staff at home
 - International online opportunities

AUI Internationalization: Theory

“Born Global” Theory (Knight & Cavusgil, 2004; 2009): Organizations that “expand into foreign markets and exhibit international business prowess and superior performance, from or near their founding.” Some key aspects:

- High international activity from or new inception
- Management with global outlook and international entrepreneurial orientation
- Focus on differentiation and superior quality strategies
- Use of advanced communication
- Global network relationships and markets

AUI Internationalization: Theory

Comprehensive Internationalization (Hudzik, 2011)

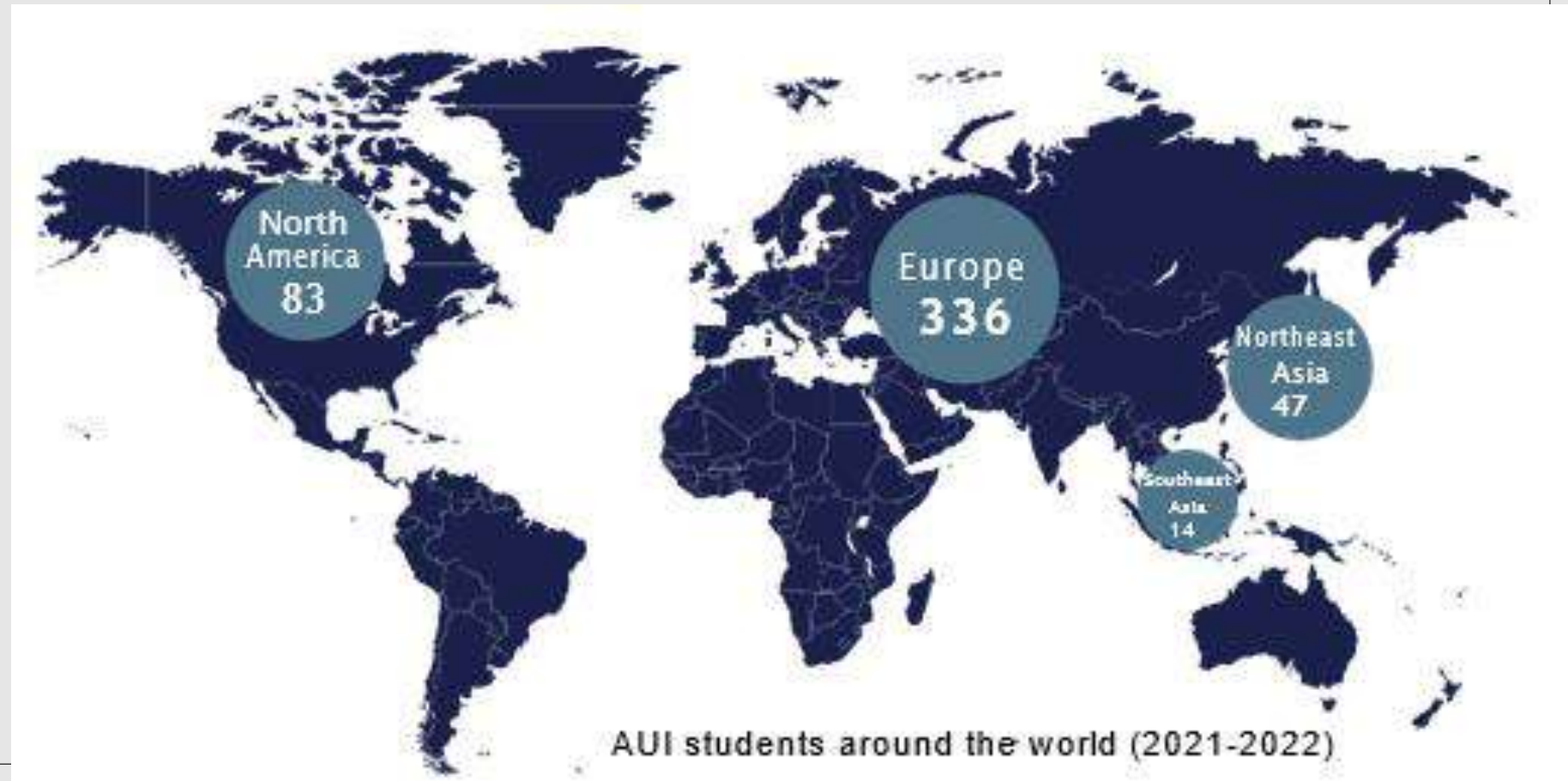
“a commitment, confirmed through action, to infuse international and comparative perspectives throughout the teaching, research, and service missions of higher education. It shapes international ethos and values and touches the entire higher education enterprise ... It is an institutional imperative, not just a desirable possibility ... (it) not only impacts all of campus life but the institution’s external frames of reference, partnerships and relations.”

Key aspects:

- Languages of instruction
- Student, Faculty, and Staff composition, mobility, and engagement
- Curriculum and co-curriculum
- Governance and quality assurance
- Institutional relationships
- Campus internationalization

AUI Internationalization Results

- Study abroad rate of ~75% without mandate
- ~65 active student exchange agreements
- Faculty and staff broadly international
- Active Office of International Programs



Our work in internationalization: A metaphor



Our Diversity, Equity, and Inclusion Work:

W. E. B. Du Bois

The history of the American Negro is the history of this strife – this longing to attain self-conscious manhood, to merge his double self into a better and truer self. In this merging, he wishes neither of the older selves to be lost. He would not Africanize America, for America has too much to teach the world and Africa. He would not bleach his Negro soul in a flood of white Americanism, for he knows that Negro blood has a message for the world. He simply wishes to make it possible for a man to be both a Negro and an American, without being cursed and spit upon by his fellows, without having the doors of Opportunity closed roughly in his face. This, then, is the end of his striving, to be a co-worker in the kingdom of culture, to escape both death and isolation, to husband and use his best powers and his latent genius. (Du Bois, 1994 [1903]: 3)

AUI Challenges and Responses

- Visiting and degree-seeking students
- AUI's degree-seeking student population is growing
- AUI itself is growing and needing to expand faculty primarily with more staff to support
- Need to ensure that the positive things we have remain and we address known challenges
 - Proactive integration efforts
 - Clear and consistent communication
 - Equitable power relationships
 - Campus culture and activities that reflect the full community

OIP Role

- Was more focused on visiting and sponsored scholarship students
- Will pivot to be more deeply supportive of all international students



LIKES

- The International Restaurant (newest).
- The Facilities in terms of education and sports.
- The Liberal Arts system
- The Demography / the Architecture of the school.
- The Tutoring / mentoring Services.
- The Existing Arts Community, and

DISLIKES

- The Isolation of life on campus.
- Few Options
- The Health Care
- The Current Integrational system for Internationals.

PROPOSALS FOR CHANGE

- More Freedom
- Better store and options for food.
- A Better program for Integration of Internationals. The better Students and Faculty come together for the improvement of that.

1. Things you like about AUI?

- Beautiful campus
- Office hours of professor
- library
- Diversity → different nationalities, religious
- Tolerance
- - weather / frame
- Gym
- Football field
- Safety
- food

2. Thing people do not like about AUI?

- Wifi
- Timings of library
- Food
- Exchange programs
- People talking Darija
- Lack of exposure for local students
- Restaurant personnels speaking Darija / no English
- Lack of public debating
- Smoking in buildings and in front of buildings.

3. Constructive ideas for a better AUI

- workshops delivered in French language, let us know before if it's in F or English
- Employing AUI staff who speak English
- more cultural and diversified programs
- Extending the library's opening hours.

Constructive ideas!!

- International Student Council
- More international student activities & gatherings
 - Trips
 - Sports
- More presentation

Ideas from meeting

- Proactive integration efforts
 - Communication prior to arrival
 - Orientation
- Clear and consistent communication
 - WhatsApp groups, email, OIP as main place for support
 - Role of English
- Equitable power relationships
 - International student council
 - Connection and representation on SGA and other campus fora
- Campus culture and activities that reflect the full community
 - Dining services, Health, etc.

CARE: Center for Awareness, Responsibility, and Empowerment

- Established for two goals: Awareness about sexual harassment and misconduct in addition to DEI
- Regular events, discussions, etc. to advance campus conversations

Comprehensive Internationalization

- Student Activities Office
- Dining services
- Health center
- Business office

Complicated, Critical, and Constructive Dialogue

- Language and Power in student clubs and other opportunities

Next Steps

- Emerging from Covid
- Reinvigorating regular programs
- Revising and reorienting towards better futures

Final words about internationalization

- Movement beyond borders, a transcendence or transformation of things that were being held apart, or artificially constructed as separate and distinct. This is not the same as hybridity, which presumes an even and presumably equitable blend of different forms. Nor is it the erasure of difference. Rather, it is about questioning the ontologies that hold things apart. It involves the resolution of dialectic tensions and the emergence of something new – something that we perhaps cannot even imagine. (Orellana, 2016: 91, italics in original)

Questions