

National Commission on Higher Education

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National Policy on Higher Education in Liberia

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Preamble

The *National Policy on Higher Education in Liberia* sets forth a framework for the guidance and direction of higher education in Liberia. It defines what is meant by higher education and details the procedures and guidelines for the creation and maintenance of quality higher education institutions in Liberia. It also states the regulatory responsibilities of the National Commission on Higher Education (NCHE). This policy document consists of three major papers which are essential in the higher education sector:

1. National Policy on Higher Education
2. Minimum Standards for Accreditation and
3. Regulations governing establishment of higher education institution in Liberia

1.0 Introduction

This section consists of the definition, management, and regulation within the context of the Liberian educational system.

1.1 Definition of Higher Education

For the purposes of this policy, higher education or tertiary education refers to those institutions engaged in the delivery of all degree granting academic programs of study above secondary school level. These higher education institutions (HEIs) are either called colleges or universities.

The term college has several meanings. There are two-year colleges (often referred to as community colleges or junior colleges) that award only associate's degrees. There are also four-year colleges that award baccalaureate degrees.

A university has several colleges such as a College of Arts and Sciences, College of Agriculture, or College of Nursing. It may also contain "Schools" such as a Law School or a School of Medicine. In many countries, universities also offer graduate degrees, although this is not a rule. In Liberia, most universities do not offer graduate degrees.

Colleges (either stand-alone colleges or colleges within a university) may contain divisions or departments. Stand-alone colleges are headed by a president. Colleges within a university are headed by deans.

Colleges and universities are also classified on the basis of:

- Sponsorship or ownership: public or non-public (including private and faith-based)
- The highest academic degrees an HEI is licensed to award
 - Level I Associate Degree
 - Level II Bachelor Degree
 - Level III Master's Degree
 - Level IV Doctorate Degree

Colleges may be Level I or Level II. Universities may fall within Level II, Level III, or Level IV.

1.2 Management of Higher Education

The head of a college or university is its President who is responsible for the management of the overall operations of the institution—both administrative and academic. Except in extenuating circumstances (see below), the presidents of all HEIs should have an earned, academic doctorate from a higher education institution accredited in the country where the degree was awarded.

The academic programs at a university are headed by the Provost or Vice President for Academic Affairs (VPAA). This official should also have an earned academic doctorate (unless there are extenuating circumstances.)

Extenuating circumstances:

- (1) *Any person appointed by the President of the Republic of Liberia can serve as president or VPAA of an HEI.*
- (2) *Persons, not subject to Presidential appointment, without the requisite academic qualifications but with other professional qualifications can serve as president (or VPAA) of an HEI if*
 - a. *They are approved by the Board of Directors of the HEI itself.*
 - b. *They are vetted by a committee of other HEI presidents (or VPAAAs) appointed by the NCHE. (Associations of HEIs such as the Association of Liberian Universities could play an important role in the vetting process.)*

As noted above, the academic programs at a college are headed by the Academic Dean. Academic Deans should hold at least a master's degree in an academic discipline relevant to the programs taught at the college.

If an HEI has to replace its president, provost/VPAA, or academic dean, it can appoint someone to occupy the position on an interim basis. The person acting as the president, provost/VPAA, or academic dean does not need to have the academic credentials mentioned above; however he or she must have at least a master's degree. A person without the requisite academic credentials cannot serve as the acting position for longer than one year. If HEIs fail to identify someone qualified to occupy the position, they may face sanctions from the NCHE that could include suspension of their academic programs.

1.3 Regulation of Higher Education

The National Commission on Higher Education (NCHE) was established as an autonomous agency of the Government of Liberia by an Act of the National Legislature in 1989. The Act empowers the Commission:

- a. To formulate broad policy guidelines for the establishment of institutions of higher education in Liberia, and to coordinate and serve as the principal liaison between institutions of learning commencing from the Post Secondary level;
- b. To monitor, evaluate and accredit all institutions of higher learning;

- c. To approve new and existing programs of higher education for funding, after having satisfied itself of their needs for national development; and
- d. To review existing programs at institutions of higher education with the aim of establishing priority programs of study based on national needs.

Therefore, this *Policy* specifies in detail:

- 1. The guidelines and criteria for the establishment and initial licensing of institutions of higher education in Liberia
- 2. The criteria the NCHE uses to monitor, evaluate, and re-license institutions of higher learning
- 3. The method and guidelines the NCHE uses to accredit institutions of higher learning
- 4. The NCHE’s role as coordinator and principal liaison between institutions of higher learning and the Government of Liberia
- 5. The criteria, conforming to the needs for national development, for the NCHE to approve new and existing programs of higher education including any criteria for funding
- 6. The process the NCHE will use to review existing programs at institutions of higher education and establish priority programs of study based on national needs

As the regulatory arm of higher education in Liberia, the NCHE is responsible for licensing new institutions of higher learning designating the “Level” of the institution and granting them permission to award only degrees indicated by the “Level.” After the original licensing, the NCHE will regularly supervise, monitor, evaluate, and accredit all HEIs in the country, and, if necessary, suspend or revoke an institution’s license to operate. The NCHE is responsible for coordinating the operations of all HEIs in the higher education sector to ensure cooperation (including the transfer of credits between HEIs) and the overall quality of their academic programs.

2.0 Guidelines for the Establishment and Operation of Institutions of Higher Education in Liberia

- 1. Any institution seeking to be chartered by the Legislature to operate in Liberia should apply to and receive an official authorization of acceptance in writing from the NCHE.
- 2. An applying institution must complete an application form (see Appendix 1) containing detailed information on the following areas and submit the application to the NCHE both in hardcopy and electronically:

Ownership information
Tax identification number
Institutional information
Management and governance
Academics
Physical facilities
Student services

3. The applicant must pay a non-refundable fee for a *Temporary Permit to Operate*. (See Appendix 4 for schedule of fees.)
4. The NCHE will conduct an evaluation that will include a verification of all information submitted, interviews with relevant people, and a visit to the site of the proposed institution for validation.
5. If the evaluation is positive, the NCHE will make a recommendation for the issuance of a charter. Upon the issuance of a charter, the NCHE will issue the HEI a two-year *Temporary Permit to Operate*.
6. A *Temporary Permit to Operate* is issued only for the degree programs listed in the original application. If the institution wishes to add new degree programs, it must seek approval from the NCHE.
7. No institution is allowed to offer academic degrees at any level without a *Permit to Operate* issued by the NCHE. Any degrees awarded by institutions that are not licensed to operate by the NCHE will not be recognized or accepted as valid academic credentials.

3.0 Criteria for Monitoring and Evaluation

As noted above, the NCHE initially grants institutions a two-year *Temporary Permit to Operate*. During this initial period, the NCHE will make site visits to assess the progress of the institution to meet its intended goals. After the two year period, the NCHE will conduct a thorough evaluation to determine if the institution is conforming to the standards of the NCHE that led to its original licensing. If this evaluation is positive, the NCHE will issue the institution a *Permit to Operate* that will be valid for another three years. After the three years and every three years thereafter, the NCHE will conduct another evaluation. If this new evaluation is positive, the NCHE will renew the institution's *Permit to Operate*.

NCHE will re-evaluate every aspect of the institution's academic and administrative operations to ensure that it is adhering to the standards that were applied when it was first licensed. The evaluation criteria are listed in Appendix 2.

3.1 Revocation or Suspension of a Permit to Operate

At any time, the NCHE may suspend or revoke an institution's *Permit to Operate* based on the institution's failure to maintain the standards that prevailed when the NCHE awarded or renewed its *Permit to Operate*. The following are the terms and conditions that determine the revocation or suspension of an institution *Permit to Operate*:

1. The NCHE will suspend an institution's *Permit to Operate* if the institution cannot correct its deficiencies within one semester. During this semester, the institution will be on probation. All courses taught will be recognized and will be accepted if a student transfers to another institution.

2. The NCHE will revoke an institution's *Permit to Operate* if the institution is in serious breach of the NCHE's standards and cannot correct these deficiencies within one semester. The institution concerned will cease operations at the end of the semester and, during that semester, will be under the regular supervision of the NCHE. The revocation of the *Permit to Operate* will not affect the validity of degrees previously granted by the institution.
3. When the NCHE suspends or revokes an institution's *Permit to Operate*, it will, as soon as practical, place a notice of the suspension or revocation in the news media detailing the exact meaning or reasons for its actions.

3.2 Management of Health Related Institutions

The NCHE and the Ministry of Health and Social Welfare through professional associations such as the Liberian Board of Nursing and Midwifery and the Medical and Dental Associations will separately or jointly agree and approve the requirements necessary to establish and operate health-related higher learning institutions or departments within such institutions. (Similar clearances may be necessary for other professional schools.)

4.0 Accreditation

For the purposes of this policy, *accreditation* is a process of self-study and external quality review whereby HEIs in Liberia are examined for quality assurance and improvement. Accreditation is designed to determine whether or not an institution has met or exceeded a set of standards in fulfilling its mission and stated purpose. Included in the process will be a self-evaluation, peer reviews and site visits.

The plans are to create an autonomous body affiliated with the NCHE to accredit HEIs. This body would have the responsibility for defining, maintaining, and promoting educational excellence across Liberian universities regardless of their mission and student populations. At present, however, this accreditation body does not exist. Until it is formed, the NCHE will continue to perform all accreditation functions and responsibilities.

4.1 Criteria for Accreditation

Before an HEI can become accredited, it must be licensed by the NCHE based on standards described above. These standards will determine what type of degrees an institution can offer, and no institution can change its mission without NCHE approval. Through regular monitoring, the NCHE will ensure that the HEIs are conforming to the regulations that determined their licensing.

HEIs that are not accredited will not be eligible for government subsidies, and their students will be ineligible for government scholarships or financial aid. Also, the Civil Service Agency will not recognize degrees from unlicensed or unaccredited institutions as valid credentials for government employment. Degrees from unlicensed or unaccredited institutions should not be recognized as valid credentials for any position in Liberia.

This document contains two sets of standards: one governed by the NCHE that determines whether an institution is allowed to operate as a tertiary institution; and a second set of standards that will determine an HEI's accreditation—whether determined by the NCHE or by an autonomous accreditation body.

4.2 Accreditation Process

Accreditation is a review process that examines all aspects of an institution applying for accreditation. Many of the criteria for accreditation mirror those of the NCHE's licensing and monitoring and evaluation process. The accreditation criteria include:

- Institutional Mission and Strategy
- Philosophy and objective of the program to be accredited
- Campus Culture and Climate
- Financial Strength and Viability
- Student Enrollment and Retention
- Curriculum,
- Faculty and Staff : Quantity and Quality
- Student Life
- Athletics
- Information Technology
- Governance
- Alumni and Other Affiliated Foundations
- Community Relations

As noted in section 3.2, there may be the involvement of professional associations. However, the recommendations of the professional associations will only impact a particular program, not the overall accreditation status of the HEI.

5.0 The Promotion of Relevant Academic Programs

1. The NCHE, in collaboration with HEIs and other agencies of government, will sponsor surveys to determine workforce requirements.
2. The NCHE constantly monitors programs at HEIs to ensure that relevant academic programs exist to satisfy the workforce needs required for national development.
3. If local institutions of higher learning are unable to adequately train or educate individuals to satisfy national needs, the NCHE shall assist in identifying external programs where individuals can receive skills to satisfy the workforce requirements. In addition the NCHE will work with HEIs to identify suitable candidates to be sent outside Liberia for training or education.
4. Any HEI wishing to offer a major in a new discipline must write to the NCHE describing the programs in detail. A minimum of three full-time instructors with relevant credentials in the discipline is a requirement for any new program. The NCHE must give its clearance before an HEI can offer majors in a new discipline.

6.0 Requirements for HEIs to Award Higher Degrees

1. HEIs wishing to change their status for example from offering only associate degrees to offering bachelor's degrees or from bachelor's to master's degrees must make an application to the NCHE giving reasons for the change and

demonstrating their ability to offer more advance degrees and be approved by the NCHE.

2. If an HEI wishes to offer higher degrees, they must satisfy all the criteria that an HEI at that level would have to meet to become initially licensed including but not limited to:
 - a. Number and qualifications of the faculty
 - b. Physical facilities (libraries, laboratories, etc.)
 - c. Curriculum
3. In extenuating circumstances, the NCHE can allow an HEI to upgrade their program particularly in response to a national need.

7.0 Academic and Institutional Integrity and Reputation of Higher Education Institutions

All HEIs are expected to conform to the highest principles of academic integrity. Honesty should be the hallmark of all interactions between and among students, instructors, administrators, and the public at large.

All HEIs are expected to treat everyone—students, administrators, instructors, other employees, and the public—with respect.

There are a number of issues below that may impact an HEI’s academic integrity or its overall reputation

7.1 Plagiarism

Plagiarism is defined as using the words and ideas of someone else and claiming them as your own. All HEIs should establish and enforce a policy on plagiarism. If students engage in plagiarism, the HEIs are expected to prescribe punishment for violators. HEIs are also expected to sanction administrators or instructors who plagiarize. To the extent that an act of plagiarism casts doubts on the integrity of the HEI itself, the NCHE may take action against the HEI. In addition, everyone inside or outside academia must respect copyrights and obey all intellectual property laws of the Republic of Liberia.

7.2 Submission of False or Bogus Credentials

Individuals applying for academic or administrative positions at Liberia’s HEIs must ensure that their academic credentials are legitimate and from accredited HEIs in the countries where the degrees were awarded. Applicants are responsible for knowing whether the institutions that awarded their academic degrees are legitimate and officially accredited. HEIs are responsible for ensuring that no employee has submitted a false credential or a credential from a bogus or non-accredited institution. If an HEI fails to do so, the NCHE may impose sanctions, including suspension of the HEI’s license to offer degrees in Liberia.

7.3 Research Integrity

Anyone conducting research in Liberia must ensure that human subjects participating in the study are protected from physical or psychological harm. The higher education sector should ensure that all proposals for research involving human subjects are submitted to an institutional review board (IRB) for approval.

7.4 Relations between Students and Faculty

In general, HEIs are responsible for enforcing rules regarding their students, instructors, and administrative and support staff. These rules should be precisely spelled out in documents that are readily available to everyone including the institution's course catalog, student handbook, and faculty/staff handbook. These documents should not only clearly state the rules, but also define the penalties for one's failure to adhere to them and explain how someone who is found guilty of violating a rule can appeal the conviction. This explanation should include all levels in the hierarchy of steps in the appeal process whether the issues are academics, administrative, or behavioral.

The final authority in the appeal process at any HEI is the institution's Board of Directors or Board of Trustees. The Board of Directors/Trustees is the highest decision making body at an HEI.

Before individuals (students, instructors, or staff members) carry an issue, for example to the NCHE, they must have exhausted all appeals available to them at the HEIs.

While all citizens have the right to carry complaints to the Legislature, Ministry of Education, or any other agency of the Executive or Judicial branch of government, the NCHE encourages all other entities of government to respect the steps of the appeal process as outlined in this section.

8.0 Distance Learning

Distance learning is a way to deliver instruction to students who are not in the same physical location as the instructor. Methods of distance learning include correspondence courses, radio broadcasts, courses on audio or video tape, or courses delivered over the Internet.

No HEI licensed to award degrees in Liberia can offer courses for academic credit via any distance learning method without the prior approval of the NCHE.

HEIs working cooperatively with academic institutions outside Liberia should get permission from the NCHE before participating in the instruction of students for academic credit whether awarded in Liberia or elsewhere.

9.0 Non-Compliance with NCHE Policies

HEIs failing to comply with any of the policies described in this manual may be sanctioned with a suspension or revocation of their license to operate, a fine, or both as shall be determined by the Commissioners of the National Commission on Higher Education.

10.0 Financing Higher Education

10.1 The Government of Liberia shall have the major responsibility of financing all public institutions of higher learning in addition to donations, and shall provide subsidies or grants to private and non-public institutions of higher learning based on the following guidelines:

- a. Non-public higher education institutions requesting subsidy should have been granted permit by the NCHE and operated for at least 3 years in full compliance with the National Higher Education Policy;
- b. Subsidies awarded to non-public higher education institutions should be based on national critical needs;
- c. All non-public higher education institutions wishing to request subsidy should apply through the NCHE;
- d. Non-public higher education institution will be assessed to determine needs for subsidy;
- e. An HEI must have been in existence and operating for at least 3 years.
- f. An HEI have a minimum enrollment of 500 students.
- g. An HEI demonstrates that it can financially cover at least 75% of its total operating costs.
- h. An HEI must submit a formal written plan to NCHE detailing how the grant will be utilized.
- i. At the end of the fiscal period, an HEI that received funds must submit a written report to the NCHE about how the funds were used. The report should, where possible, include measureable effects to students' academic performance and any changes or improvements in the academic program at the HEI.

10.2 Scholarships

The awarding of scholarships shall be based on consideration of the need for improvement of the training of higher level manpower for national development.

Appendix 1: Application to Establish a Higher Education Institution

The following information must be submitted to the NCHE both in hard copy and electronically. Whenever the word “credentials” appears below it includes copies of all academic degrees and the associated transcripts.

Ownership Information

Name: _____

Address:

Physical: _____

Mailing: _____

E-Mail: _____

Copy of the charter (if any) issued for the owner

Tax identification number

Names, addresses, and contact information (cell phone number and e-mail address) for owners of the entity

Financial situation (bank account information, deeds, income, debts, loans, etc.)

Institutional Information

Proposed name of institution: _____

Physical location of the institution: _____

For the following, use separate sheets of paper:

Reasons for establishing institution

A clearly defined “Mission Statement” in congruence with higher education policy

A “Vision Statement” that includes the relevance of each degree programs to be offered and how these programs meet the needs of Liberia and to the students

Management and Governance

Names and academic credentials of Board of Directors

Names and credentials of all principal officers of HEI (president, VPAA, VPA, comptroller, deans, department heads, etc. as appropriate)

Financial management plan including

Rental agreement or deed

Proposed budget including Itemized list of anticipated operating expenses

Estimate of expected revenue

Tuition per credit

Fees

Other sources of support

Endowment

Academics

Initial and projected curriculum for each degree program

Time line for establishment and implementation of programs leading to the awarding of the first degree

List of projected faculty including credentials and experience (resume or CV) and the courses they will teach

Projected student enrollment

Physical Facilities

Number and capacity of classrooms

Number of faculty offices

Number of administrative offices

Size and capacity of library

Number and furnishing of laboratories

Computer facilities

Size of facility

Number of computers

Type of ancillary equipment (printers, plotters, overhead projectors, etc.)

Sports or recreational facilities

Cafeteria or canteen

Water and sanitation facilities

Provision for electricity

Safety and security measures on campus

Dormitories (if institution intends to accept boarding students.)

Student Services

Student center

Staffing
Services

Academic advising

Counseling

Psychological
Career

Availability and qualifications for scholarships, internships, or other forms of financial assistance

Appendix 2: Criteria for Evaluating Higher Education Institutions

1. The relevance of the higher education institution's vision to its students and the socio-economic development of Liberia
2. How well the institution is fulfilling its "Mission."
3. Faculty/Instructors
 - Academic credentials
 - Experience
 - Courses taught and the relevance of credentials
4. Administrators
 - Academic credentials
 - Experience
5. Board of Directors
 - Academic credentials
 - Experience
6. Suitability of facilities for students and staff.
 - Number and capacity of classrooms
 - Number of chairs in usable condition
 - Quality of classroom light and any constraints due to outside noise
 - Number of faculty and administrative offices
 - Availability of computers and printers
 - Internet access
 - Secure storage for instructors
 - Capacity of library
 - Number and relevance of up-to-date books
 - Number of desks for students use
 - Hours of availability to students
 - Security of books and student property
 - Book circulation facilities
 - Quality of laboratories
 - Equipment
 - Chemicals and other material
 - Safety measures in place
 - Computer facilities for students
 - Number of computers
 - Number of printers
 - Hours available for use by students
 - Ease of Internet access
 - Student center
 - Hours of operation
 - Staffing
 - Services

- Student services
 - Academic counseling
 - Number and qualifications of counselors
 - Hours of availability
 - Psychosocial counseling
 - Number and qualifications of counselors
 - Hours of availability
 - Sports or recreational facilities
 - Hours of operation
 - Capacity
 - Equipment
 - Cafeteria or canteen
 - Hours of operation
 - Quality and quantity of food
 - Cleanliness
 - Cost to students
 - Water and sanitation facilities
 - Number of toilets for males/females
 - Provision of safe drinking water
 - Provision of electricity
 - Hours of operation
 - Reliability
 - Safety and security measures on campus
 - Fire alarms and extinguishers
 - Ease of egress in emergencies
 - Security against theft
 - Dangers from traffic
 - Presence of security
 - Dormitories (if institution intends to accept boarding students)
 - Capacity
 - Furniture and furnishing
 - Utilities (water, sanitation, lights)
 - Security
7. Up-to date publications
- Academic calendar
 - Current class schedule
 - Catalog
 - Student handbook
 - Faculty handbook
 - Any other rules, regulations, or bylaws
 - Annual report
8. Admissions
- Rules governing admission
 - WAEC profile
 - Copy of institution's entrance exam (if any)
9. Evaluation of the students and their progress towards graduation

10. Institution's financial profile

- Detailed budget for last three years
 - Revenue including
 - Total tuition and tuition per credit
 - Itemized list of fees
 - Other sources of support
 - Expenditures
- Two most recent externally audited financial statements
- List of assets (land, vehicles, etc.)
- Documentation regarding ownership or rental/lease agreements

Appendix 3: Criteria for Accreditation

1. Institutional Mission and Strategy
 - Do faculty, students, staff, the board and the community have a common understanding of the institution's mission?
 - Do disconnects exist between the reality of the institution's mission and the aspirations of some of the stakeholders (for example, faculty or board members)?
 - How do institutional leaders conduct strategic planning?
 - Who participates?
 - To what extent do participants take broad ownership of the plan?
 - Is the plan realistic?
 - Is it actually being implemented?
 - Does the strategic plan support the mission?
2. Philosophy
 - Does the institution espouse a philosophy or core values?
 - Do faculty, students, staff, the board and the community have a common understanding of these core values?
3. Campus Culture and Climate
 - How would you describe the campus mood? (Upbeat? Actively involved? Apathetic?)
 - What are the hot issues for students? For faculty? For the board of trustees members?
 - What traditions are particularly important on campus?
 - What is the campus' self-image as projected by students, faculty, staff, and the board? To what extent are they the same?
 - What is the word on campus about the climate for women? Diverse populations?
 - What is the county's political climate? How might it affect institutional direction and funding?
4. Financial Strength and Viability
 - Do the institution's budgetary resources appear adequate to support its strategic plan
 - Does income match expenditures?
 - What are the prospects for government funding?
 - Is there an endowment?
 - What is the magnitude of deferred maintenance and how is it being addressed?
 - How adequate is private fund raising for the operating budget and for capital purposes
 - What is the fund-raising record?
 - What is the structure and infrastructure of the fund-raising efforts?
 - What is the proportion of debt?
 - How reasonable are the financial projections?
5. Student Enrollment and Retention
 - To what extent are the following requirements/policies present for students?
 - Admissions
 - Advisement
 - Retention
 - Graduation (standards for awarding degrees)

- To what extent are the following present?
 - Attractive, spacious, ventilated classrooms
 - Well-equipped laboratories
 - Instruments
 - Equipment
 - Expendable supplies
- Enrollment data by gender, county, part-time status, full-time status
- How selective is the institution? Show the percentage of accepts to applications.
- What has the retention rate been during the previous three years?
- What are the size, quality and stability of the admission and enrollment staff?
- Show the percentage of students receiving financial aid distributed according to need and merit during the past three years
- Show the percentage breakdown of financial aid awarded by work-study, scholarships for the past three years
- What are the size, quality, and stability of the financial aid staff?

6. Curriculum, Faculty, and Staff

- To what extent is the curriculum aligned with the institution's mission and the students it serves?
 - Show majors offered and number of students in each major
 - Show degrees granted (numbers and distributions by fields and types)
 - Show General Education requirements
 - Show high and low-enrollment classes
 - Show cross-disciplinary classes
 - Show internationally focused courses and international learning and work experiences available to students
- To what extent is the scope and sequence of the curricula adequate?
 - Appropriate theoretical knowledge
 - Appropriate practical skills
- To what extent is the faculty reward system aligned with the institution's mission?
- To what extent does the distribution of faculty match student demand in different fields of study?
- For faculty show the following:
 - Level of academic and/or professional training
 - Teaching experience and professional work
 - Diversity of their background
 - Staff development program
 - What is the proportion of tenure-track faculty?
 - Show age and tenure status of full-time faculty, distributed by program or department
 - Show percentage of women faculty and their distribution by department or college
 - Does the institution have sabbatical policies?
- To what extent does the institution rely on adjunct or part-time faculty
 - Show the number and distribution of part-time or adjunct faculty, and relevant employment policies
 - Are there appointment, tenure, and promotion policies and procedures?
- How competitive are faculty salaries?
 - Show faculty salary data, distributed by college and department

- To what extent are the following present?
 - Conducive offices equipped with computers, cabinets and desks
 - Clerical support staff
- How well does faculty governance appear to be working?
- What is the nature of the relationship between faculty governance and the administration?
- Who serves as the senior executive staff?
 - How long have they been in place?

7. Student Life

Student demographics for the past three years

- Full-time, part-time, gender, county distribution
- Nature, status, and age of residence halls
- Availability of food services, etc.
- Policies on drugs and alcohol
- What recreational and cultural opportunities are there for students?
- To what extent does the institution meet the needs of commuter students with places to study, Access to computers? Extended hours of operation?
- To what extent does the institution provide services for adult students? How adequate are these services?
- What roles do students play in institutional governance?
- How adequate are the size and qualifications of the staff for student life?

8. Athletics

- What men's and women's sports are played?
- What is the role of the governance board in athletics?

9. Information Technology (IT)

- Is there an IT plan? If so, what was the process by which it was developed?
- How well does the plan integrate with the institution's strategic plan?
- How is IT funded? Is there a plan for continuous updating?
- What is the state of hardware and software for academic and administrative purposes?
- What is the extent of library automation?
- What is the library's acquisition budget? Collection size?
- What percentage of students own computers?
- How adequate is the availability of on-campus computers?
- How extensive is faculty use? Training?
- Does the institution offer e-learning opportunities (or distance learning?)
- If so, how are such opportunities organized?
- What are the size, quality, and adequacy of the IT staff?
- Do they outsource any IT functions?
- Is there high turnover of staff?

10. Governance

- What is the composition and structure of the governing board?
- What are the terms of the board members?
- How well-informed is the governing board about the institution?
- Do the governing board, administration, and faculty respect one another's rights?

- Where does the governing board fall on the continuum of micromanagement versus too removed?
- To what extent does the formal structure (bylaws) reflect how the board really works?
- What degree of autonomy is given to the campus?
- What is the role of the campus president with respect to the board?

11. Alumni and Separate Foundation

- Is there an alumni association and how is it connected to the institution?
- Are there formal arrangements for alumni to participate in governance (for example, alumni on the board?)

12. Community Relations

- What is the extent of the institution's involvement with the community?
- How does the community perceive the institution? Its leaders?
- To what extent are students involved in the community?
- Is service learning a part of the curriculum?
- How do legislators perceive the institution?
- Does the superintendent perceive the institution?
- Employers and other rating of graduates and other students

Appendix 4: Schedule of Fees for Initial Licensing and Annual Operation of HEIs in Liberia

All fees charged by the NCHE for applications or for annual operations should be paid directly to the Ministry of Finance. An official “flag” receipt must be obtained and a copy given to the NCHE.

All fees are in U.S. dollars.

Application Fees:

- A fee of \$500 will be charged to all institutions applying to begin offering academic degrees at any level.
- A fee of \$500 will be charged to an existing HEI wishing to offer a more advanced degree than allowed in the HEI’s initial licensing.

Operation Fees:

After being licensed to offer academic degrees, all HEIs must pay an annual operation fee of \$500.

Appendix 5: Academic Doctorates

The following is a list created by the United States Department of Education of research doctorate degrees accepted by the National Science Foundation as equivalent in research content to the Ph.D. Other doctorates, especially those from non-English speaking countries will be evaluated on a case by case basis.

Doctor of Arts	D.A./D. Arts
Doctor of Business Administration	D.B.A.
Doctor of Church Music	D.C.M.
Doctor of Canon Law	J.C.D./D.C.L.
Doctor of Design	D.Des.
Doctor of Education	Ed.D.
Doctor of Engineering	D.Eng./D.E.Sc./D.E.S.
Doctor of Fine Arts	D.F.A.
Doctor of Health Science	D.H.Sc.
Doctor of Hebrew Letters	D.H.L.
Doctor of Industrial Technology	D.I.T.
Doctor of Juridical Science	J.S.D./S.J.D.
Doctor of Management	D.M.
Doctor of Music	D.M.
Doctor of Musical/Music Arts	D.M.A./A.Mus.D./D.Mus.A.
Doctor of Music Education	D.M.E.
Doctor of Modern Languages	D.M.L.
Doctor of Nursing Science	D.N.Sc.
Doctor of Occupational Therapy	O.T.D.
Doctor of Philosophy	Ph.D.
Doctor of Public Administration	D.P.A.
Doctor of Physical Education	D.P.E.
Doctor of Public Health	Dr.P.H.
Doctor of Sacred Theology	S.T.D.
Doctor of Biblical Studies	D.B.S.
Doctor of Science	D.Sc./Sc.D.
Doctor of Social Work	D.S.W.
Doctor of Theology	Th.D..