

**LIBERIA INTERNATIONAL CHRISTIAN COLLEGE (LICC)  
STRATEGIC PLAN 2016-2018**

**Dr. Sei Buor, Donald Cassell, Byron Miller,  
Russ Schwartz, Gina Sheets, Karney Dunah, Selma Scott Gibson (advisor)**

October 6, 2015

**EXECUTIVE SUMMARY**

This is a strategic plan for the Liberia International Christian College for the period 2016 to 2018. In developing this plan, 9 strategic dimensions (“levers”) were considered. These were Christ-Centeredness, Leadership, Reputation, Facilities, Students, Alumni, Instruction, Financial, and Cultural Engagement. This plan reaffirms the school’s vision, mission, and core values. It proposes a new organizational structure that includes a Governing Commission above the Board of Trustees, and reduces the number of Vice Presidents from four to two. The Governing Commission acts like the judicial branch of a government. A decision matrix delineates the span of control for the Governing Commission, the United Liberia Inland Church Associates and Friends (ULICAF) Board, the United Liberia Inland Church (ULIC) Board, the LICC Board, and the LICC President. A plan for increasing the school's accreditation level from Associates to Bachelor degrees is presented. The document also describes a competency model that was developed to inform the design of courses in the Core Curriculum. Goals for recruiting students and increasing enrollment are included in this plan. It also presents goals for hiring new faculty, including numbers and educational levels. Building construction and maintenance priorities are proposed. Since the beginning, the LICC has sought to leverage the use of its alumni, and this plan outlines an approach for doing so. Finally, this plan introduces methods for improving the school's reputation and financial sustainability.

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### **INTRODUCTION**

This is a Strategic Plan (“Plan”) for the Liberia International Christian College (“LICC”).

#### **Purpose**

The purpose of this Plan is to guide the direction and outputs of the LICC.

#### **Scope**

This Plan covers the period September 1, 2015 through July 31, 2018.

#### **Out-of-Scope**

Our focus was on the major issues facing the College. Detailed operational issues were not addressed.

#### **Strategic Planning Process**

This section summarizes the process used to develop this Plan.

#### **Strategic Planning History**

In January of 2013, Dr. Sei Buor and Russ Schwartz drafted a strategic plan for the LICC (Buor & Schwartz, 2013). That plan did not go beyond the draft state.

In July of 2014, selected LICC staff held a one day meeting to suggest revisions to that plan (Sheets, 2014). Participants included Jimmy Logao, Rebecca Sieh, Lawrenso Korquoi, Chestin Polay, Neal Malue, Othello Paye, Koligar Mernklee, Henrietta Barhn, Nelwin Dugbei, Konah Drogbay, Enoch Sayegbuoh, Sam Vannie, and Gina Sheets.

From July of 2014 through February of 2015, a second strategic plan was drafted (Miller, 2015). The plan was produced as a slide show and presented to the ULICAF Governing Board and selected members the LICC Board of Trustees in July of 2015. The slide show was also presented to the LICC Cabinet in July of 2015. In August of 2015, the slide show was updated and converted into this Plan.

**Strategic Levers**

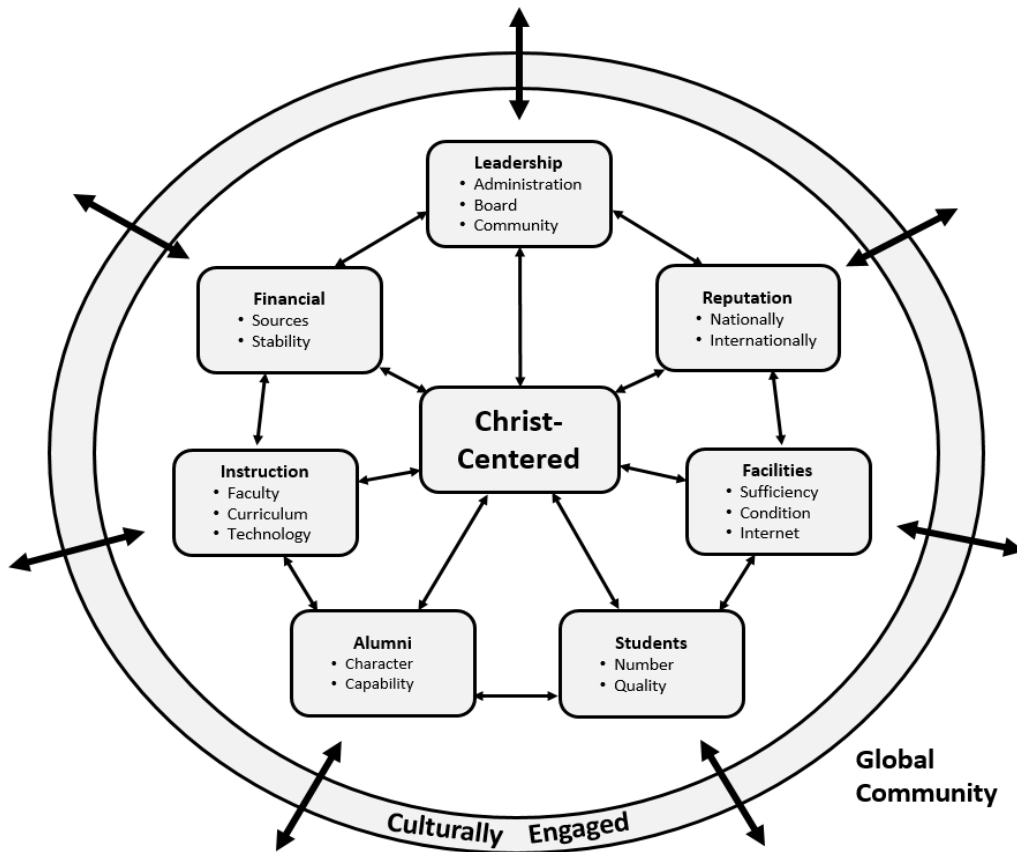
Development of this Plan involved consideration of the strategic levers shown in Figure 1.

**Primary Lever.** “Christ-Centered” is shown in the center of the diagram because everything depends upon our relationship with Jesus Christ and his will for the future of the school. Moreover, “Christ-Centered” is one of our core values.

**Secondary Levers.** Secondary levers include “Leadership,” “Reputation,” “Facilities,” etc. These levers impact the school’s ability to carry out its mission, its reputation and credibility, its quality, its sustainability, and its areas of opportunity and risk. Bullet items in each lever identify specific dimensions that need consideration.

**Tightly-Coupled.** Arrows indicate a close interdependence of levers. Weaknesses in one strategic area can adversely impact others. Similarly, strength on one area can influence another.

**Community as Stakeholder.** The outer ring (“Culturally Engaged”) reflects another LICC core value. The school sees itself as an integral part of the community. As a stakeholder, the community has ability to benefit from every aspect the school. (For example, relative to the “Facilities” lever, the community benefits from the library in the Community Research Center, which is open to the public.)



**Figure 1, Strategic Levers**

**CURRENT STATE**

The current state of the LICC is reflected in these facts and statistics:

**Table 1, Students and Degrees**

<b>Characteristic</b>	<b>Value</b>
Number of Graduates	45 in mid-2014
Number of Students	186 in mid-2015
AA Degrees Offered	Theology, Education, Business, Agriculture
Potential Ministries	Pastors, Youth leaders, Missionaries, Church Planters
Christian Lay Careers	Educators, Entrepreneurs, Bankers, Business leaders, Government officials, Farmers

**Community Research Center**

The Community Research Center was dedicated in July, 2014. The first floor consists of a first library capable of housing about 17,000 books. The second floor currently has project rooms. The College plans to add an Information Technology center (IT), computer lab, project rooms and faculty offices to the second floor.

**Agricultural Education Center**

In 2012, the LICC and the United Liberia Inland Church Associates and Friends (ULICAF) entered into a partnership with Hope in the Harvest Missions International (HITHM) to develop an agricultural program for the Liberia International Christian College. The Agricultural Education Center, currently under construction, will support the program's objectives.

Construction status is:

**Table 2, AEC Construction Status**

<b>Space</b>	<b>Purpose</b>	<b>Status</b>
First Floor	Director's quarters	Complete
Second Floor	Classrooms & labs	Under construction
Third Floor	Faculty housing	Not started (to start when second floor is completed)

About \$200,000 USD funding is needed to complete the second and third floors.

Agriculture has proved to be a popular offering of the College.

## Challenges & Opportunities

Challenges and opportunities facing the LICC in the near-term include:

- **Africa is becoming the new center of World Christianity.** As God has blessed the United States it now gives us a chance to be used by God to bless Africa.
- **Creating sustainability** at LICC in the midst of a major health crisis. The economies of the nations of Guinea, Liberia, and Sierra Leone are at risk of collapse.
- **The impact on “Kingdom Business”** is at risk of decline.
- **There is a cause here for God’s people** to unite and support our Brothers and Sisters in these nations.
- We can help bring **humanitarian relief** at a time when it is most needed.

## MISSION, VISION, AND CORE VALUES

This Plan reaffirms the existing Mission, Vision, and Core values of the LICC.

### Vision

Our vision statement paints a picture of where we will be in 20-25 years. Therefore, we propose the following revision:

*We envision a sustainable school  
with deep, long-term relationships  
among  
administration, faculty, students, alumni and  
global partners.*

### Mission

Our mission statement describes what we do every day to move us closer to the vision. It is:

*We equip people  
with the knowledge  
to serve Christ  
and build their nations*

### Core Values

Our core values are the unchanging principles that guide everything we do, and from which we will never deviate. They are:

- **Christ Centered.** We are called to model Christ-centeredness in all that we do. The way we treat people should be consistent with the morals, justice, compassion, humility, and love of our Lord. We seek to reflect the richness of his people drawn from “every tribe, tongue and nation;” and, the importance of collective efforts of believers regardless of racial or tribal affiliations in achieving results. Interaction with students should both reflect an attitude of service to them as individuals and take advantage of opportunities for mentoring and modeling and personal development. (*Acts 2:44-47, 1 Corinthians 12:4-30, John 13:12-17*)

- **Culturally Engaged.** We seek to bring faith, life, and learning to bear on the issues facing our culture. Our perspective is one of engagement with culture from a Christ-centered and biblically rooted foundation. We are committed to high standards of research, scholarship, thinking, and living as a means of preparing students to engage the world and to respond honestly and earnestly to those in a multiethnic society. (*Acts 17:22-31*)
- **Church Connected.** We are called to serve the Church because we believe that the Church is God's central vehicle to accomplish his work in the world. Our vision for serving the Church is a global vision, just as God's vision for his Church is global. A particular value affecting Liberian International Christian College work is to identify and meet the educational needs of the Christian Church. (*Matthew 28:19*)
- **Committed Faculty.** We seek committed Christian faculty and staff members who strive to grow continuously in their faith and Christian perspective on learning, who demonstrate effective teaching skills, who commit themselves to foster the total development of students as individuals, and who practice scholarship as a contribution to the education of a larger constituency. (*1 Timothy 3:2-12, Titus 1:6-9*)
- **Comprehensive Biblical Education.** We are called to provide a holistic learning experience for life, beginning with the mind and including a comprehensive discipleship that result in an effective witness for Christ. We seek to nurture students to become spiritually mature and biblically informed persons who make well-reasoned and wise intellectual and moral judgments, thereby equipping and motivating them to tackle real-world problems. (*2 Timothy 3:15-17*)

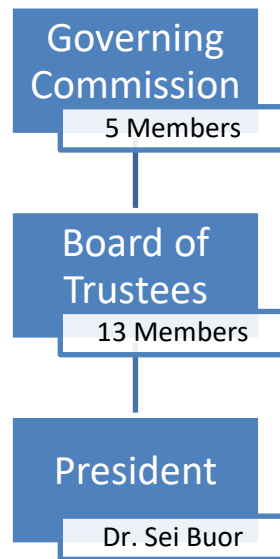
## LEADERSHIP

From the beginning of this effort, we recognized that clarification of roles, responsibilities, and decision-making were needed among the governing bodies for the College (ULICAF, ULIC, and LICC board) and within the College itself. We recommended structures and responsibilities for decision-making. The three governing bodies considered the recommendations, made adjustments, and approved them. The following sections present the approved structures and responsibilities



## Organizational Structure

Figure 2 presents the decision hierarchy for LICC.



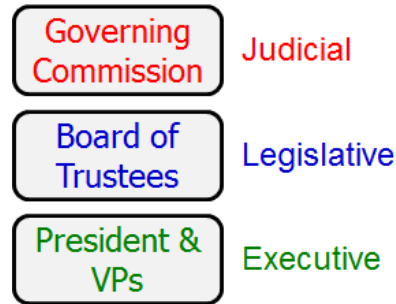
**Figure 2, Organization Structure**

### Governing Commission

A new feature, not present in most schools, is the Governing Commission. The nature of the relationship between the LICC, ULICAF, and the United Liberia Inland Church (ULIC) is complex, impacted by limitations in communications technology, and magnified by the strong concern of all three organizations. (For example, a ULICAF Board member recently quipped, “The LICC is our baby and we don’t want to let it go.”) Although all three organizations desire to operate in Christian unity and harmony, they recognize that, in a fallen world, the possibility of unresolvable conflict exists. The Governing Commission was created specifically to address those situations, should they come up. Otherwise, it remains dormant. The Governing Commission does not run or administer the school.

**Features.** Conceptually, the Governing Commission will act as a judicial body in a government (see Figure 3). It will be the “Final Authority” for disputes:

- Among Trustees
- Between Trustees and President/VPs



**Figure 3, Role of the Governing Commission**

**Rationale.** As described in “Leadership,” The July meeting established a Governing Commission to resolve leadership conflicts between the LICC, ULICAF, and the ULIC. These conflicts could arise between the three organizations themselves, or between their representatives who sit on the Board of Trustees.

**Commission Appointments.** The LICC Governing Commission will consist of five Governors:

- 3 from ULICAF
- 2 from ULIC

The participants set an odd number of commissioners to avoid tie votes. ULICAF was given the majority number votes because, as long as majority of fundraising comes from ULICAF, decisions about budgets, construction projects, etc., needs to remain in ULICAF to make sure they are realistic. ULICAF and ULIC have not yet named the members of the Commission.

### **LICC Board Members**

The joint meeting of ULICAF, LICC, and ULIC in July 2015 considered the earlier recommendations of the strategy committee and made the following decisions:

- The LICC board shall consist of 13 members
- ULIC will nominate four members
- ULICAF will nominate four members
- Other members will include:
  - The President of the College
  - A representative from the government
  - One strategic partner representative
  - One representative selected from alumni of the college
  - One at-large representative

This composition of the board should be embedded in the bylaws of LICC. After deliberation the body agreed on the initial composition of the LICC board should be:

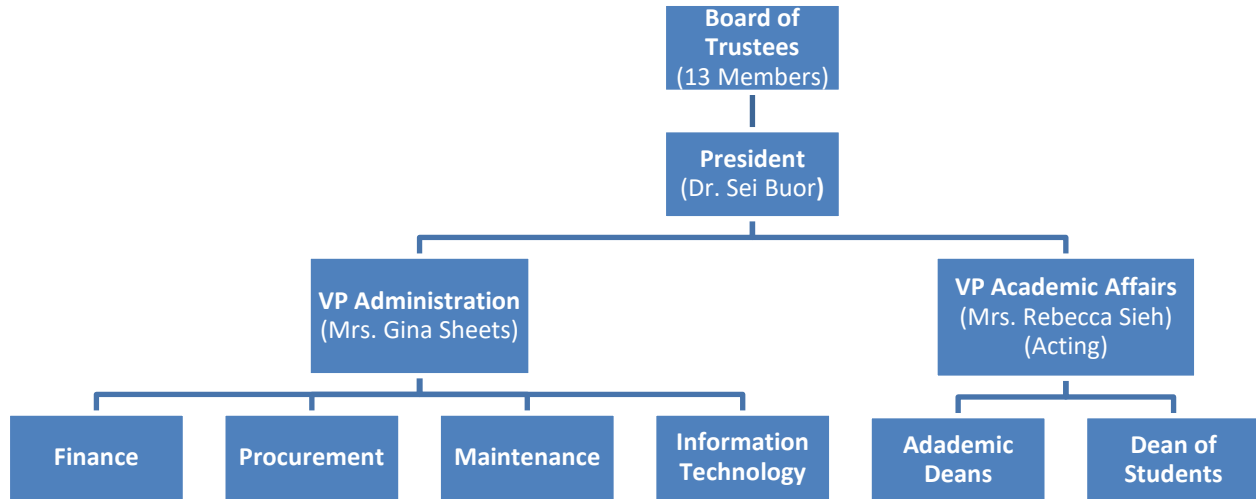
**Table 3, LICC Board Composition**

<b>Name</b>	<b>Position Represented</b>	<b>Board Position</b>
Dehpue Zuo	ULICAF interest	Interim Board Chair
Dr. Sei Buor	College	Member
Mrs. Gina Sheets	Strategic Partner	Secretary
(To be appointed)	County Legislative Member	Member
Jeremiah Koung	Elected official of Ganta	Member
Rev. John Troseh	Church –ULIC	Member
Mr. Gabriel Belepea	ULICAF interest	Member
Rev. Anthony Gondoun	Church – ULIC	Member
Mrs. Feona Johnson	Church – ULIC	Member
Mrs. Jackie Tomah	Community	Member
Prince Kpewoan	Church – ULIC	Member
Honorable P. Mah Kruah	ULICAF interest	Member
(To be appointed)	Alumni Association	Member

The strategic planning committee recommends that the president of the student body should also be an ex officio member of the board. The terms of each of the above board members were not set and should be addressed in the bylaws. We recommend establishing terms of three years and arranging three “classes” so that not all terms end in the same year.

### **Collapsed Organizational Structure**

Formerly, the LICC had four vice presidents (Administration, Business & Finance, Academic Affairs, and Student Affairs). The joint meeting of ULICAF, LICC and ULIC in July 2015 simplified the college structure to two Vice Presidents reporting to the President as shown below. The joint meeting determined that this structure would simplify communications and accountability as the school creates and perfects its operational processes.



**Figure 4, College Structure**

**Governing - Recommended Actions**

In each major section, we will recommend key actions for 2015-2018. The responsibility reference at the end of each goal here and in other goals in this document is to the board of the referenced organization.

**Table 4, Action Recommendations for Governing**

	<b>Recommended Actions</b>	<b>Responsibility</b>	<b>Timing</b>
<b>1</b>	Select the members of the Governing Commission	ULICAF ULIC	By Year-end 2015
<b>2</b>	Review (and reset as necessary) the terms of the LICC board so that ending dates of board member terms occur in staggered years	LICC	By March 30, 2016
<b>3</b>	Conduct annual review of the state of the relationship with the other two organizations and communicate the results of the review to the other two	ULICAF LICC ULIC	Annually
<b>4</b>	Review and approve the current LICC administrative structure, LICC officers, Academic Department Chairs and Faculty	LICC	By Year-end 2015
<b>5</b>	Approve all senior administration and faculty positions before they become final	LICC	Quarterly
<b>6</b>	Ensure that all positions have written and approved job descriptions	LICC	June 30, 2016

## DECISION-MAKING

A formal decision-making process was developed to allow each organization or area to focus on issues most closely aligned with their span-of-control and their expertise and experience.

### Background

**Problem Statement.** As described in “Leadership,” the LICC is overseen jointly by the LICC, ULICAF, and the ULIC. Formerly, all three organizations desired to be heavily involved in all aspects of school leadership. However, the school believed it was not efficient to take all decisions to all three partners. The rationale was:

- Takes too long to decide
- Not every partner has knowledge/skills/resources needed
- Follow-through does not always happen
- Makes accountability too complex

All three organizations felt a need for clarity where final decisions are made: a definition of who does what and why.

**Solution.** In response, a Decision Matrix (Schwartz, 2015) was developed to show which partner does what. Objectives followed in developing the matrix included:

- Not based on what we do now. Goal is better understanding of who makes decision
- Need to make decision at place closest to: (1) Understanding the task or issue, and (2) Knowing what’s needed to perform task or solve issue
- Consistent with mission/vision of each partner
- Term Limits: 3 years
- ULICAF and ULIC equally represented
- Many decisions don’t need to be taken ULICAF/ULIC Boards for approval

**Objectives.** ULICAF, the LICC, and the ULIC each have a justifiable a sense of "ownership" that consists of accountability for the well-being and future of the LICC, and responsibility for the performance of the LICC. However, unless clear boundaries are established between these organizations, there is risk that counter-productive conflict will arise in the governance and administration of the school. Therefore, this Decision Matrix has the following objectives:

- Establish clear boundaries between governing organizations EXCEPT in critical areas where clear consensus is required.
- Based upon these boundaries, serve as an aid for laying out the organizational structure, setting up administrative roles, and assigning responsibilities to them.

**Guidance.** The Decision Matrix was not developed arbitrarily. Development was guided by: (1) Ethical Principles, (2) the Parsimony Principle, and (3) Assumptions.

**Decision Making- Recommended Actions**

The joint meeting of ULICAF/ULIC/LICC boards in July 2015 reviewed and amended the earlier draft. The agreed matrix is presented below.

**Table 5, Action Recommendations for Decision Making**

	<b>Recommended Actions</b>	<b>Responsibility</b>	<b>Timing</b>
<b>1</b>	Create and approve Bylaws	LICC	6 months
<b>2</b>	Meet quarterly to address responsibilities as presented in the Bylaws, this plan and the matrix below	LICC	Quarterly
<b>3</b>	Conduct an annual review of the President's performance and compensation	LICC	Annually
<b>4</b>	Develop and mutually agree on a legal memorandum incorporating the Decision Matrix as amended in the July 2015 joint meeting and sign it	ULICAF LICC ULIC	6 months

## Decision Matrix

The July 2015 joint meeting amended the matrix as shown below:

<b>Deliverables/Activities</b>	<b>Governing Commission (Final Decisions)</b>	<b>ULICAF Board</b>	<b>ULIC Board</b>	<b>LICC Board</b>	<b>LICC President</b>
<b>BOARD COMPOSITION</b>					
Governing Commission Members	3 ULICAF + 2 ULIC	N/A	N/A	N/A	N/A
LICC Board members	N/A	4 Appointments	+ 4 Appointments	Appoints 4, Confirms all Appointments	Proposes
Term of office for board members	Three years	N/A	N/A	Three years	N/A
<b>LICC STRATEGIC DIRECTION</b>					
Vision, Mission, and Core Values	Consulted	Co-Approves	Consulted	Co-Approves	Recommends
Strategic Plan (revision)	N/A	Informed	Informed	Approves	Recommends
Campus Master Plan (revision)	Consulted	Co-Approves	Informed	Co-Approves	Recommends
<b>GOVERNANCE</b>					
Bylaws (establishment, revision)	Informed	Informed	Informed	Approves	Proposes Administers
Policies - Scope: School	N/A	Informed	Informed	Approves	Proposes, Administers
Policies - Scope: Department	N/A	Informed	Informed	Informed	Administers
<b>APPOINTMENTS</b>					
Removal of Board Member	Consulted	Co-Approves	Co-Approves	Recommends	N/A
Appointment of Executive Committee	N/A	Informed	Informed	Approves	Proposes
LICC President	Final	Co-Approves	Co-Approves	Proposes	N/A
Removal of President	Final	Co-Approves	Co-Approves	Proposes	N/A
Officers of the LICC Board (Chair, Vice-President, Secretary, Treasurer)	N/A	Informed	Informed	Elects	Proposes
Chief Financial Officer (approves/removes)	N/A	Informed	Informed	Approves	Proposes
Academic Department Chairs (approves/removes)	N/A	N/A	N/A	Approves	Proposes
Faculty Members	N/A	N/A	N/A	Approves	Proposes
Other Staff	N/A	N/A	N/A	Informed	Approves
Appointment of Legal Representation	N/A	N/A	Informed	Approves	Proposes

<b>Deliverables/Activities</b>	<b>Governing Commission (Final Decisions)</b>	<b>ULICAF Board</b>	<b>ULIC Board</b>	<b>LICC Board</b>	<b>LICC President</b>
<b>STRATEGIC PARTNERSHIPS</b>					
Development	N/A	Informed	Informed	Approves	Performs
Memorandum of Understanding	N/A	Informed	Informed	Approves	Proposes
Ex-Officio Representative to Partner's Board	N/A	N/A	N/A	1 person	N/A
<b>COLLEGE STRUCTURE</b>					
Degrees Offered	N/A	Informed	Informed	Approves	Consulted
Departments	N/A	N/A	N/A	Approves	Proposes
Organizational Structure	N/A	Informed	Informed	Approves	Proposes
<b>ACADEMICS</b>					
Curriculum (Master List of Courses)	N/A	N/A	Informed	Approves	Consulted
Calendar	N/A	N/A	Informed	Approves	Administers
Courses Offered (Individual Courses)	N/A	N/A	Informed	Approves	Administers
Accreditation Readiness	N/A	N/A	Informed	Informed	Administers
<b>RECRUITMENT/ADMISSIONS</b>					
Admissions Standards (student quality, transfer credits)	N/A	N/A	N/A	Informed	Consulted
Admissions Limits (no of students)	N/A	N/A	N/A	Informed	Consulted
<b>FINANCIAL</b>					
Fundraising	N/A	US Scope	Liberia Scope	Global Scope	Leads
Annual Operating Budget	N/A	Consulted	Informed	Approves	Proposes
Compensation of Officers & Department Heads	N/A	N/A	N/A	Approves	Proposes
Annual Capital Budget	N/A	Consulted	Consulted	Approves	Proposes
Approves of major borrowing (>\$50,000)	N/A	N/A	Informed	Approves	Proposes
Use of proceeds from Endowment	Informed	Co-Approves	Informed	Co-Approves	Proposes
Acceptance of major grants (>\$100,000, or <\$100,000 with significant risk)	Final	Co-Approves	Informed	Co-Approves	Proposes
Appointment of Auditor	N/A	N/A	N/A	Approves	Proposes
Annual Report (Balance Sheet, P&L, Cash Flow)	N/A	Receives	Receives	Approves	Submits
Student Tuition and Fees	N/A	N/A	N/A	Approves	Proposes
Student Financial Aid (Individual Approvals)	N/A	N/A	N/A	Informed	Informed
Employee Development Grants	Informed	Co-Approves	Informed	Co-Approves	Proposes
Emergency Aid	N/A	N/A	N/A	Approves	Submits
Major contracts/purchases (>\$10,000)	Informed	N/A	N/A	Approves	Proposes
<b>LAND</b>					
Purchase	N/A	Consulted	Closes	Approves	Proposes



<b>Deliverables/Activities</b>	<b>Governing Commission (Final Decisions)</b>	<b>ULICAF Board</b>	<b>ULIC Board</b>	<b>LICC Board</b>	<b>LICC President</b>
Governance	N/A	N/A	Legal Owner, LICC Successor	Manages	N/A
Strategic Partnership - Real Estate	N/A	Strategic Partner	Strategic Partner	Strategic Partner	Strategic
Disposition (lease agreements, etc.)	N/A	Informed	N/A	Approves	Proposes
Encumbering (loans, credit, etc.)	N/A	N/A	N/A	Approves	Proposes
<b>BUILDINGS</b>					
New Construction	Informed	Co-Approves	CO-Approves	Co-Approves	Proposes
Major Renovations	Informed	Consulted	Informed	Approves	Proposes
Repurposing	N/A	Consulted	N/A	Approves	Proposes
Demolition	Final	Co-Approves	Informed	Co-Approves	Proposes

## Verbs

Verbs used in the decision matrix are:

- **Administers.** Oversees enforcement of policies and conduct of processes. Includes ensuring that staff are trained, providing resources, and monitoring performance.
- **Approves.** Enacts the document and makes it "law" for the school. (Alternatively, rejects the document, tables it for later approval, or sends it back to the submitter for further work.) Approval authority presupposes that the approver: (1) Controls the resources needed to carry out the requirements of the document; (2) Actually has the resources; and (3) Commits to allocating or investing the resources.
- **Co-Approves.** Same as "Approves," but when consensus is needed among two or more governing bodies.
- **Consulted.** Input is sought when creating the deliverable, and/or feedback is sought on one or more drafts of the deliverable.
- **Final.** In event of disagreement by co-approvers, makes the ultimate decision
- **Informed.** Group or role is informed of the status of an activity, the disposition of a decision, or furnished with a courtesy copy of a deliverable.
- **Leads.** Leads a team of people in the conduct of an activity and/or creation of a deliverable.
- **N/A.** Not applicable. Group or role has no involvement in this activity or deliverable.
- **Performs.** Responsible for performing a process.
- **Proposes.** Group or role proposes that an action be taken by an approval body. (Similar to "Submit" but not necessarily involving a deliverable.)
- **Receives.** Receives a courtesy copy of a deliverable. Similar to "Informed."
- **Submit.** Organization or role is responsible for getting appropriate input, drafting needed deliverables, conducting reviews of deliverables, getting and incorporating feedback to the deliverables, and submitting the completed deliverables to the approval body.

## INSTRUCTION

Currently, the LICC offers only Associates of the Arts (AA) degrees, making it essentially a community college. However, the long-term goal is to become a university. A near-term step towards achieving this goal is to attain certification to offer Bachelor of the Arts (BA) and Bachelor of Science (BS) degrees. This section presents near-term plans to offer additional AA degrees, as well as BA and BS degrees.

Several issues affected by instruction and curriculum evolved as we worked on the strategic plan:

1. The College would like to obtain accreditation to offer BA/BS degrees. Limitations of faculty imply that degrees for which accreditation is pursued be carefully chosen and sequenced.
2. The College moved to a three year program two years ago. The strategy committee assumed that this was a remedial year designed to bring students up to a level at which college work can begin. In fact, we have recently learned that third year courses were added with the intention that students would only have to attend one more year to obtain a BA/BS degree. Students now find that some universities in Liberia often do not accept these third year courses. Moreover, the College does not have faculty with appropriate qualifications to teach third year courses (see later sections on faculty and students).
3. The quality of entering students is far too low (see later section on students). For example, later stage students in accounting could not draw or interpret graphs, do simple math in their heads, or solve basic algebra problems. Either only students who meet a tested level of competence should be admitted or remedial (not-for-credit) courses offered to bring them up to an acceptable level.
4. Discussions with business and other leaders in Ganta, Monrovia and the US emphasized that students who are trustworthy, show up on time, hard-working, take initiative and are problem solvers are most prized. We encourage staff to give deep thought on how to promote these values.
5. The poor quality of entering students must reflect, at least in part, the poor quality of teachers in the elementary and high schools of the area. The strategic planning committee therefore places high priority on establishing programs to teach elementary and secondary teachers.
6. A wide variety of online courses are now offered. Combining those courses which provide high quality professors with onsite faculty guidance at LICC may offer both excellent instruction and motivation. The College must invest in online facilities.
7. The number of theology students is very low. We recommend that Christian Education be moved within the theology department as there should be some commonality of courses and faculty requirements.

The Associate Degree will typically require three years. The first year will be a college preparatory program. New students will be allowed to test out of the first year program. Students will meet the requirements for an Associate Degree in the second and third years.

**Degrees Offered**

**Table 6, Theology Degrees Offered**

<b>School/Degree</b>	<b>Associate</b>	<b>Bachelor’s Degree</b>
Pastoral Theology*	AA – Current^	BA – 2017^
Christian Education**	AA – Current^	BA – 2017

^ Note: Proposed by Strategy Committee, Endorsed by Staff

\* Note: Includes Biblical Studies concentration

\*\* Note: Includes youth ministries concentration

**Table 7, Education Degrees Offered**

<b>Department/Degree</b>	<b>Associate Degree</b>	<b>Bachelor's Degree</b>
Primary Education	AA – 2015^	BA – 2017^
Secondary Education		
Math	AA – 2015^	BA – 2017^
English	AA – 2015^	BA – 2017^
Science*	AA – 2017^	BA – 2019*
Social Studies	AA – 2015^	
Agriculture	AA - 2016	
Educational Leadership (to train school principals)	(Not offered)	BA – 2017^
Early Childhood Development	AA – 2017^	BA – 2017^

^ Note: Proposed by Strategy Committee, Endorsed by Staff

\* Note: Physics or Chemistry or biology in the beginning.

**Table 8, Business Degrees Offered**

<b>Department/Degree</b>	<b>Associates Degree</b>	<b>Bachelor's Degree</b>
Accounting	AA Current^	BA – 2017^
Entrepreneurship	AA – 2016^	(Not offered)*
Banking & Finance	AA – 2017^	(Not offered)*
Management**	AA Current^	BA – 2017

^ Note: Proposed by Strategy Committee, Endorsed by Staff

\* Note: Proposed by Staff, Not endorsed by Strategy Committee

**Table 9, Agriculture Degrees Offered**

<b>Department/Degree</b>	<b>Associates Degree</b>	<b>Bachelor's Degree</b>
General Agriculture	AA - Current^	BS^
Agri-Business	AA - 2015^	BA^

^ Note: Proposed by Strategy Committee, Endorsed by Staff

## **Nursing**

A nursing program will be investigated within the next year. When a final report on the investigation is complete, the LICC board should decide whether to proceed. They will likely need to consult with the ULICAF board because substantial sums must be raised.

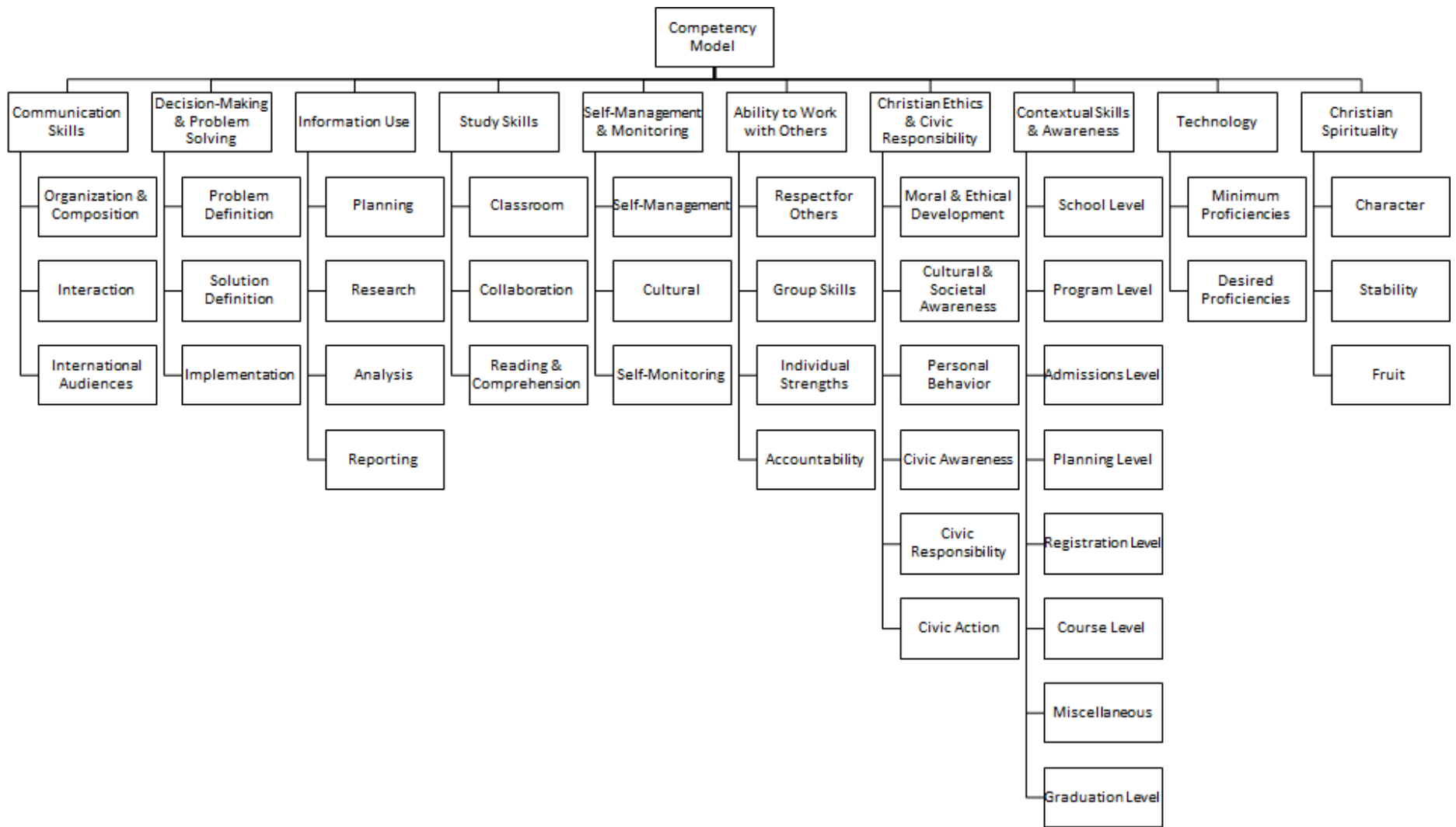
## **LICC Core Competency Model**

**Background.** The fourteen year civil war that ended in 2003 had a devastating impact on the education of Liberians. By 2008/2009, only 34% of males and 24% of females had completed their high school education. To address the knowledge and skill deficits of LICC students, the school has decided to strengthen its core curriculum that is required for all freshmen and sophomores, regardless of degree or major.

**Competency Model.** To facilitate this goal, the school developed a competency model that specifies skills that each LICC student should possess in addition to the knowledge requirements of the Core Curriculum. These skills are prerequisite for completing the balance of one's education and entering the work force.

The competency model consists of ten domains, and each domain has multiple competencies. Each competency has multiple abilities that students must demonstrate satisfactorily. Figure 5 (on the next page) illustrates the top levels of the model.

**Christianity Course.** Wheaton College requires a course Gospel, Church and Culture for all incoming freshmen. The course offers an introduction to Christian faith and the evangelical Protestant heritage. It gives special attention to the church's engagement with culture and society and to the exploration of the integration of faith and learning in a liberal arts context. Wheaton uses it to present Wheaton's view of a student's responsibility to fellow students and to society from a Christian perspective. Such a course could be a strong introduction to instilling in students the first three core values of the College. This course could be stepping stone to implementation of the Competency Model.

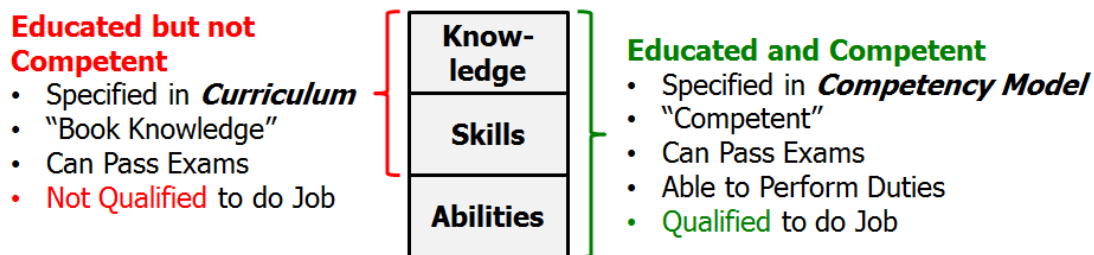


Source: (Schwartz, 2014)

**Figure 5, Core Curriculum Competency Model**

**Model/Curriculum Integration.** Figure 5 shows how the Core Curriculum and the Competency Model are integrated. The left side of the diagram represents the current paradox of education in Liberia: Despite receiving a college education, graduates are not always able to perform well in their jobs. Recalling facts or performing a procedure are not sufficient for high performance in the workplace.

Employees need to be able to think critically, analyze problems, evaluate alternatives, apply learning to unfamiliar situations, and synthesize solutions. The right side of the diagram shows that the abilities specified in the Competency Model, when combined with the knowledge and skills specified in the Core Curriculum, provide the complete set of learning required to be successful on the job.



**Figure 6, Model Integration**

The integration approach is:

- Courses in the Core Curriculum must address the Core Competencies
- Not every course has to address every competency
- Goal: Teach professors how to integrate the applicable competencies into their courses

An example of how the competencies could be incorporated into existing Core Curriculum courses is shown in Exhibit B.

### **Instruction - Recommended Actions**

Review and approve the degree programs offered by LICC (LICC board).

1. Direct preparation of a test to determine if new students may proceed directly to the Associate Degree level work and monitor results.
2. Twice a year, review plans and progress for obtaining accreditation for offering BA/BS level programs by 2018 (LICC).
3. Annually review the Liberia National Policy for Higher Education to determine if federally-mandated program requirements have changed.
4. Apply for baccalaureate accreditation for selected academic programs by 2018 (LICC, President).
5. Review the Core Competency model and determine how to proceed (President).
6. Determine whether a clinic should be built and the level of activity expected (LICC).
7. Determine whether to begin a Nursing Assistant and/or RN Nursing degree program (LICC).

**Table 10, Action Recommendations for Instruction**

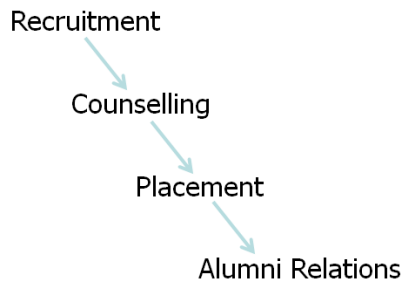
<b>Recommended Actions</b>	<b>Responsibility</b>	<b>Timing</b>
1 Direct preparation of a test to determine if new students may proceed directly to the Associate Degree level work and monitor results.	LICC	12 months
2 Twice a year, review plans and progress for obtaining accreditation for offering BA/BS level programs by 2018.	LICC	Semi-annually
3 Review the Liberia National Policy for Higher Education to determine if federally-mandated program requirements have changed.	LICC	Annually
4 Apply for baccalaureate accreditation for selected academic programs	LICC	2018
5 Review the Core Competency model and determine how to proceed	LICC	2016
6 Determine whether a clinic should be built and the level of activity expected	LICC	Late 2016
7 Determine whether to begin a Nursing Assistant and/or RN Nursing degree program	LICC	Late 2016

**STUDENTS**

This section presents plans pertaining to students.

**Student Affairs**

The school envisions its Student Affairs department as a point-of-contact for students throughout their educational experience (see Figure 6). Before, during, and after their tenure at the LICC, students will turn to Student Affairs for all services that will support their educational experience, except financial aid. (Financial Aid will be handled through the Business & Finance department).



**Figure 7, Student Affairs Cycle**



## Student Enrollment

Staff at LICC have estimated future student enrollment as follows:

**Table 11, Projected Student Enrollment**

<b>Target Date</b>	<b>Projected Enrollment</b>
March 2016	250
September 2016	350
March 2017	NA
September 2017	NA
March 2018	NA

This projection is likely optimistic. It depends upon progress toward getting approved to offer a BA or BS degree. Such progress is not likely to be visible in 2016. Projections for later years are not yet available.

The Strategy Committee recommends that each year the Dean of Student Affairs prepares a projection of student enrollment for the next three years including detail on how many will be in each department and in what year. This projection is essential so that the administration and Board can anticipate the needs for faculty, facilities, equipment and finance.

## Recruiting Success

A catalyst for increasing enrollment is addressing the concerns of both prospective students (recruitment) as well as current students (retention). Critical success factors for recruitment and retention include:

- Good promotion of the LICC that takes into consideration student and employer needs and concerns.
- Student referrals and recommendations from alumni, employers, principals, and pastors.
- Affordable tuition and fees.
- Tuition assistance through grants, work-study programs, and more for outstanding students.
- Availability and cost of books and supplies.
- Highly-qualified faculty with a good teaching reputation.
- Full accreditation from the Liberia Ministry of Education (MOE) in all subject areas and degree levels.
- Superior preparation for success in the work place (e.g. career counseling, job placement).
- Adequate number of state-of-the-art, well-equipped, and well-maintained facilities and technology.

### Employer Requirements

Employers expect that LICC graduates will exhibit certain behaviors. Academic Affairs and Student Affairs share responsibility for cultivating these behaviors during a student's tenure at the LICC. These include:

- **Attendance.** The employee shows up on scheduled work days. They arrive on time, limit break frequency and duration, and stay until quitting time.
- **Committed.** The employee is committed to the employer's mission and strives diligently to attain organizational, team, and individual objectives.
- **Takes Initiative.** The employee sees what needs to be done and does it without being asked.
- **Trustworthy.** The employee is faithful, honest, transparent, and accountable, and does what they say they are going to do.
- **Problem Solver.** Rather than expect others to do it, the employee takes ownership of specific problems, and issues; develops and proposes, solutions, and resolutions, acquires support and resources, and follows through to completion.

Employer perception of LICC is crucial to the long-term success of the school. Therefore, the Strategy Committee proposes that a biannual review be made of selected employers of LICC students over the past three years. The LICC Board should then consider their concerns and adjust programs and faculty to remedy such concerns.

### Students - Recommended Actions

**Table 12, Action Recommendations for Students**

	<b>Recommended Actions</b>	<b>Responsibility</b>	<b>Timing</b>
<b>1</b>	Review a projection of student enrollment for the current and following two years	LICC	Annually
<b>2</b>	Formally review the plans for recruiting and retaining students	LICC	Annually
<b>3</b>	Design a process whereby the board of LICC can hear and act on concerns of students	LICC	July 2016
<b>4</b>	Review the degree programs offered to determine the level of student demand. Take remedial action as necessary	LICC	Annually
<b>5</b>	Prepare an analysis of employer views on graduates of LICC	LICC	Biannually
<b>6</b>	Identify, recommend and support suitable candidates for seminary degrees	ULIC	Annually

## FACULTY

This section examines current and future faculty needs.

### Current Situation

Current staffing is presented in Table 7.

**Table 13, Current LICC Faculty (September, 2015)**

<b>Professor</b>	<b>Department</b>	<b>Degree Held</b>	<b>Status</b>
Sei Buor	Theology/Education	Ph.D.	Full time
Enoch Savegbuoh	Theology/Education	BA	Full time
Othello Paye	Theology	Associate	Full time
Rebecca Sieh	Education	Masters	Full time
Zawolo Zuagele	Education/Business	Masters (soon)	Full time
Lawrenso Korquoi	Business	MBA	Full time
Nelwin Dugbei	Business	Bachelors	Full time
Gina Sheets	Agriculture	Masters	Full time
Travis Sheets	Agriculture	BA	Full time
Neah Malue		BA	Full time
Koligar Mernklee		AA	Full time
Emmanuel Obanya		BA	Part time
Julienne Dolo		BA	Part time
Amos Mengun		AA	Part time
Alexander Freeman		MA	Part time
Nerwal Tarlo		MA Candidate	Part time
Lakpor Dahn		BA	Part time
James Vaye		BA	Part time
Roger Domah		MA	Part time
Edwin Wallo		BA	Part time
Dyan Vatikeh		BSc	Part time
James Nhaway		BA	Part time
Victor Marshall		BSc	Part time
Zeway Sendolo		BA	Part time
Clinton Gonquoi		BA	Part time

This table shows that currently the College has 11 full-time faculty and 14 part-time. Only one has a Ph.D. and seven have master's degrees (of which three are part-time). The College clearly needs to recruit full-time faculty with master's degrees to become a credible candidate for accreditation as a university.

International instructors have filled a small portion of the requirements. We doubt that local part-time faculty will lead to high quality learning by students and will not be helpful in achieving accreditation for offering a baccalaureate degree.

## Faculty Requirements

In order for the LICC to fulfill its certification and quality goals, near-term faculty requirements include:

**Table 14, Near-Term Faculty Requirements**

<b>Requirement</b>	<b>Value</b>	<b>Comments</b>
Faculty/student ratio	12:1	<ul style="list-style-type: none"> <li>• Average of 14 US national universities: 14.5 (range 6:1 to 18:1)</li> <li>• Average of 11 private US liberal arts schools: 10.4 (range 9:1 to 12:1)</li> </ul>
Number of full-time equivalent (FTE) faculty (excluding visiting and adjunct)	21	<ul style="list-style-type: none"> <li>• To support 250 students</li> <li>• Today, 23 faculty support about 186 students, but FTE is only 16</li> </ul>
Number required professors with Masters or Doctorate for each Bachelor program	2	<ul style="list-style-type: none"> <li>•</li> </ul>
Number required faculty with masters or doctorate	16	<ul style="list-style-type: none"> <li>• To support 8 BA/BS programs</li> <li>• Today, 9 faculty hold advanced degrees</li> </ul>

## Teaching Load

Lawrenso Korquoi projects 250 students in March 2016. At a student/faculty ratio of 12:1, 21 full time staff would be needed. Data from similar colleges in the US demonstrate this is a minimum. In his analysis, Lawrenso suggests the following teaching loads for each semester:

**Table 15, Suggested Teaching Load**

<b>Position</b>	<b>Load</b>	<b>Nbr Staff</b>	<b>Classes Taught</b>
President	1	1	1
Vice Presidents	2	2	4
Comptroller	1	3	3
Deans	3	4	12
Full time Faculty	4	3	12
Part-time Faculty	1	14	14
<b>Total Classes Available from Full time faculty</b>		<b>27</b>	<b>46</b>

Applying these loads to the current faculty given their roles would provide 46 classes each semester. Assuming four academic programs, 3 levels of students in each program and 4 classes per student would require offering 48 classes. That assumes that all students in each program would take the same courses—no electives. Assuming that in years 2 and 3 students in each academic program should have at least two other elective courses adds 16 more courses for a total of 64 classes. Using the table, the existing faculty could teach 46 courses. Periodic International faculty could support four courses per term. That leaves 14 classes requiring five more full time-equivalent faculty for 250 students in March 2016. Most of these should have at least a master's degree in the relevant field to enable the school to pursue accreditation for baccalaureate degrees.

Some of the gap could continue to be filled with part-time faculty from the local community. However, they should be reserved for specialty courses for which they are particularly qualified. Alternatively, they would be a good choice to proctor/teach in courses with a strong on-line component.

### **Sourcing New Faculty**

One strategy for sourcing new faculty is to recruit from within Liberia. Options include:

- Hire MA/MS/Ph.D.
- Hire BA/BS with commitment to fund graduate work
- Adjuncts from local community
- Part-time from nearby colleges

Another strategy is to recruit internationally via partners and friends:

- Existing partner: Leadership Training International
- Develop new college partners
- Individual recommendations

Developing a robust and funded strategy for attracting appropriate faculty must be an urgent task for the senior management and the board.

**Faculty - Recommended Actions****Table 16, Recommended Action for Faculty**

	<b>Recommended Actions</b>	<b>Responsibility</b>	<b>Timing</b>
<b>1</b>	Establish salary scales for the administration and faculty	LICC	Annually
<b>2</b>	Put in place a strong, well-financed plan for increasing the number of faculty	LICC	Annually
<b>3</b>	Further develop a plan to provide further education for existing BA/BS degreed faculty	LICC	Annually
<b>4</b>	Monitor the size and adequacy of the faculty to meet the needs of students	LICC	Annually
<b>5</b>	Review the credentials of each new faculty member (full and part-time)	LICC	Annually
<b>6</b>	Work with ULICAF to plan for endowed positions to help attract and retain high-quality instructors	LICC	Annually

**FACILITIES****Building Priorities**

LICC building priorities are:

1. Complete and Furnish Community Research Center (\$5,455). Based on recent estimate from Chestin Pollay.
2. Complete Agricultural Education Center (\$200,000)
3. Build Community Health Center (\$203,870 to \$336,620)
4. Build Student Center/Dining Hall
5. Build Chapel

**Maintenance Priorities**

Current LICC maintenance priorities are:

1. Repair Academic Building (\$5,148 to \$22,000). Based on repairing some or all of floor tiles in the building which were defective from the beginning.
2. New Water Tower and Well (\$7,200). Based on recent experience of Travis Sheets.
3. Campus Beautification Program (\$20,000)

**Agricultural Education Center**

Although not a building priority, significant needs for the Agricultural Education Center include:

- Complete 30 fish ponds (\$15,000)
- Fence perimeter of fish ponds (\$10,000)

These costs could be recovered by potential annual revenue of \$20,000 once the fish ponds are in full operation.

**Facilities - Recommended Actions****Table 17, Action Recommendations for Facilities**

	<b>Recommended Actions</b>	<b>Responsibility</b>	<b>Timing</b>
1	Establish a reserve fund for major maintenance and replacement	LICC	By July, 2016
2	Establish an annual maintenance plan and budget	LICC	By July, 2016
3	Complete the Community Research Center	LICC	By April, 2016
4	Complete the Agricultural Education Building	LICC ULICAF HFTH	By Dec, 2016
5	Review priorities and funding availability for additional buildings	LICC ULICAF	By Dec. 2016

**ALUMNI****Background**

Alumni are a significant resource for any school, and leveraging alumni has been a pillar of LICC strategy since the very beginning. The school's original business plan (Schwartz, 2004) showed the school as closely linked to the community (the "Culturally Engaged" lever in Figure 1) and reliant upon its alumni (the "Alumni" lever in Figure 1).

**Alumni Strategy**

Critical alumni functions to be developed include:

- **Recruiters.** Use LICC alumni to recruit and recommend high-quality students.
- **Employers.** Use LICC alumni to provide requirements for the curriculum development process, and to seek LICC graduates when hiring.
- **Contributors.** Ask LICC alumni to contribute funds, gifts-in-kind, and services to the school.
- **Track.** Construct and launch an alumni tracking program that includes frequent alumni communications.
- **Link.** Enable alumni to link to each other with social media.

**Alumni - Recommended Actions****Table 18, Recommendations for Alumni**

	<b>Recommended Actions</b>	<b>Responsibility</b>	<b>Timing</b>
1	Hire an Alumni contact person	LICC	1 Year
2	Obtain contact information for each alumnus	LICC	Year-end, 2016
3	Actively seek support (cash and student recommendations) for LICC from alumni	LICC	Annually

## REPUTATION

The LICC enjoys a relatively good reputation in Liberia. Its large modern campus, its low tuition, its strategic inland location, and its unique agricultural program have generated considerable attention. Nevertheless, the school could still benefit by improving its reputation:

- Relative to larger, older, more prestigious, and better-funded Liberian schools, such as the University of Liberia, Cuttington University, and African Bible College: Liberia.
- Internationally, particularly with respect to other schools and organizations that could serve as potential partners.

The strategy for improving the LICC's reputation is presented in Table 19.

**Table 19, Reputation Improvement Strategy**

<b>Targets</b>	<b>Factors</b>	<b>Actions</b>
• Prospective Students	• Alumni Performance	• Seek accreditation
• Prospective Faculty	• Accreditation	• Upgrade Website
• Potential Partner Schools	• Facilities	• Develop Alumni database
• Potential Partner Organizations	• Promotion	• Provide short courses for mid-career people
• Grant Makers	• Faculty	• Maintain first-class facilities
• Liberia Ministry of Education	• Community Programs	• First mover in online education in Liberia
• Non-Government Organizations (NGOs)		• Employ online education
• Potential Friends		

## FINANCIAL SUSTAINABILITY

### Operating Results

Financial sustainability may be defined as generating an operating surplus each year plus accumulating a reserve fund for replacements and emergencies. LICC reportedly had a small operating surplus in 2014/15, but it does not have a reserve fund.

The Comptroller for LICC, Lawrenso Korquoi, is working to get the accounting books set up correctly using QuickBooks. The fiscal year for LICC has been set as August 1 to July 31.

We have preliminary accounts for the fiscal year August 1, 2014-July 31, 2015. A first-time audit is currently underway. It may require significant revisions in the preliminary accounts. The preliminary accounts indicate an operating surplus of \$15,713. Revenues included \$91,129 in tuition and fees and \$43,987 in unrestricted contributions and grants. Capital contributions were \$140,247 of which 132,781 was spent leaving \$7,945 still to be spent. Therefore, despite the huge upset of Ebola and with classes not offered for some six months, the school had both an operating and total surplus. Cash on hand at year-end was \$30,446.



We do not yet have a good financial model to project receipts and expenditure for this year or those following. Events last year are not a good guide for the current year. We anticipate the school will operate in the normal two semesters with some accelerated classes offered in between. Last year ULICAF made \$35,000 a one-time contribution toward student tuition and fees. Such money is not available for the semesters this year and many students are likely still in precarious financial condition because of the Ebola crisis. Additional faculty must be hired and paid if 200 students return this fall. Dr. Buor plans to return as a full time President. This will limit his fundraising time in the US to about 4-6 weeks per year. Clearly, a detailed financial model with projections for the next three years must be constructed to guide decisions of the board.

The most important source of operating income is student tuition and fees. In 2015/16, tuition and fees constituted 67% of operating income. Unfortunately, accounts receivable as of July 31, 2015 were \$84,933 or nearly equal to tuition and fees booked for the year. Based on a sampling of accounts receivable, 56% of the \$84,933 or \$47,500 was incurred before August 1, 2014 and much may not be recoverable. Given that an estimated \$37,500 was incurred in 2015, employing a person whose primary assignment is collection of outstanding fees could be very helpful.

### **Other Income**

Income from student fees, Capital Programs, and Endowment has already been discussed. The College has other potential sources of income.

- **Fish and Crop Sales.** The agricultural program will generate some product for sale. Returns are likely to be modest but do encourage near-term investment for both education and the returns.
- **Government Grants.** The College expects to receive approximately \$85,000 this year—some from the national government and some from the County. Board members should be engaged to assist in this effort.
- **Institutional Grants.** ULICAF in the United States should pursue institutional grants. Education and agriculture are favored investments. This also requires a focused and networked effort.
- **ULICAF Grants.** ULICAF grants will remain a critical component for financing for LICC, especially for Capital Programs.
- **Individual Contributions.** Individual contributions are critical. Consider encouraging more people to visit LICC to see both the opportunity and the reality.
- **Facilities Rentals.** The Community Center can host medium sized groups for meetings. The LICC Board should approve a rental schedule for use of facilities.
- **Short Courses.** ULICAF proposed that the College offer short courses for pastors. Implementing this suggestion could provide income to help support the theology faculty.
- **Mini-Market.** A proposal has been made to create a “mini-market” on the west side of the campus near the warehouse using discarded shipping containers. Space would be rented to vendors on a monthly basis.

## Funds

The College should establish three major funds (each of which may have sub-funds) for long-term sustainability and to serve students.

1. **Capital Program Fund.** The Capital Program Fund includes capital projects currently underway plus those envisioned to complete in the next three years. The purpose and projected amount needed in the fund provides part of the story needed by fundraisers for the school. Detailed plans for each of the major projects in the current plan should be developed to support the fund raising.
2. **Reserve Fund.** The Reserve Fund is established to provide for major repairs and replacement of facilities and equipment. Reserve funds typically have a time horizon of ten to twenty-five years. It should include replacement schedules for all major equipment and facilities plus allowances for major repairs and minor enhancement projects. Contribution to the Reserve Fund should be built into the tuition each year.
3. **Endowment Fund.** The Endowment Fund typically includes contributions that are invested with only the returns (or less) being used. These funds are often used to fund scholarships or faculty “chairs.” Further analysis should be prepared to provide a three-year target. Given the low availability of staff, returns from the Endowment Fund might initially be used only for faculty development.

## Audit

At this stage of development, the College should arrange for an annual audit. Such audits assure individual donors that their contributions are used as expected. Institutional investors typically require that audits of past years be presented before they approve grants.

**Financial - Recommended Actions****Table 20, Recommendations for Finance**

<b>Recommended Actions</b>	<b>Responsibility</b>	<b>Timing</b>
<b>1</b> Convert to using QuickBooks Non-Profit edition and assign restricted funds to appropriate “classes”	LICC Comptroller	6 months
<b>2</b> Develop a financial model for the College that includes projections for the number of students by program and class, the number and credentials level of faculty, provisions for funding reserves, and such other data needed by the board to assess plans for sustainability	LICC Comptroller LICC board	July, 2016
<b>3</b> Prepare and approve and annual budget	LICC Comptroller LICC Board	
<b>4</b> Appoint a person at LICC to assist in gathering data required for proposals	President	Dec. 2015
<b>5</b> Establish the Capital Program, Reserve, and Endowment Funds. Set targets for refining their purpose and estimating requirements for the next three years	LICC	July, 2016 and annually thereafter
<b>6</b> Select an auditor and have the books audited annually	LICC	Dec. 2015
<b>7</b> Establish annual fundraising goals in the U.S.	ULICAF	Nov. 2015 and annually thereafter

## EXHIBIT A – DECISION MATRIX DEVELOPMENT

Development of the Decision Matrix was guided by: (1) Ethical Principles, (2) the Parsimony Principle, and (3) Assumptions.

**Ethical Principles.** Ethical principles were inspired by Scripture:

- **FIRST**, we need to put aside our histories and allegiances, our differences and distrusts, our own interests and agenda. We must focus on how we can work together. (Acts 2:42-47)
- **SECOND**, we must not elevate ULICAF, ULIC, or LICC to God's level, and we must not establish allegiances to them that would prevent God from using us in new and better ways. (Ephesians 4:3-5)
- **THIRD**, we must remember that we – as groups or individually – serve God using the gifts and resources He has provided us to help in our areas of strength. And for areas where we are not strong, we need to step aside and let other groups or individuals serve with their strengths. (Ephesians 4:11-13)

**Parsimony Principle.** We should err on the side of simplicity rather than complexity, EXCEPT where risk indicates that checks and balances are required. This entails asking the following questions at every level (vertical) and at every organization or function (horizontal):

- Who needs to be involved? (Versus wants to be involved)
- Why do they need to be involved? That is, what knowledge, skills, values, experience, or resources do they contribute?
- What is the risk of their not being involved? Is it an acceptable level of risk?
- To what extent must they be involved (e.g., informed, consulted, gives approval, owns, etc.)?
- What is the risk associated if they were less involved (e.g., informed rather than consulted)? Is it an acceptable level of risk?

**Assumptions.** The following assumptions also influenced design of the Decision Matrix:

- ULICAF, ULIC, and LICC should be actively involved in activities that are within their scope. They should also abstain from activities that are outside their scope unless specifically invited to participate.
- ULICAF has evolved into a foundation. Foundations do not control the organizations they support. Foundations serve the organizations they support.
- ULIC: When a church oversees a school, it ensures that the school retains its Christian focus and that it teaches correct doctrine. It plays a role in setting the school's strategy and in resolving the school's major issues. It delegates the development of tactics and daily operations exclusively to the school's administration and faculty.
- LICC: Academic Freedom means a university can determine for itself on academic grounds: (1) Who may teach, (2) What may be taught, (3) How it should be taught, and (4) Who may be admitted to study.

**EXHIBIT B – COMPETENCY MODEL EXCERPT**

<p><b>Domain: Study Skills</b></p> <ul style="list-style-type: none"> <li>• Student will comprehend material and complete academic tasks successfully, as well as devote significant amounts of time to learning outside of class</li> <li>• Encompasses a range of active learning strategies that go far beyond reading the text and answering the homework questions</li> </ul> <p><b>Competencies (Able to Do):</b></p> <p><b>Classroom</b></p> <ul style="list-style-type: none"> <li>• Be attentive in class</li> <li>• Take class notes</li> <li>• Prepare for and take examinations</li> </ul>	<p><b>Collaboration</b></p> <ul style="list-style-type: none"> <li>• Regularly communicate with teachers and advisors</li> <li>• Ask for help from teachers, advisors, and fellow students when needed</li> <li>• Participate successfully in a study group</li> <li>• Recognize the critical importance of study groups to success in specific subjects</li> </ul> <p><b>Reading and Comprehension</b></p> <ul style="list-style-type: none"> <li>• Read texts of complexity without instruction and guidance</li> <li>• Identify the main idea of a text</li> <li>• Determine major and subordinate ideas in passages</li> <li>• Identify appeals made to reader (pathos, logos, ethos)</li> <li>• Use the title of the article/essay/text as an indication of what will come</li> <li>• Predict the intention of the author from extra textual cues</li> <li>• (...)</li> </ul>
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**EXHIBIT C – COMPETENCY MODEL INTEGRATION**

CORE CURRICULUM (Courses)	CORE COMPETENCIES (Domains)									
	Communication Skills	Decision-Making and Problem Solving	Information Use	Study Skills	Self-Management and Monitoring	Ability to Work with Others	Ethics and Civic Responsibility	Contextual Skills and Awareness	Technology	Christian Spirituality
ENG 101 Grammar Usage	X		X	X	X		X	X		X
MAT 107 Pre-Calculus		X		X	X		X	X		X
CIS 101 Microsoft Word		X	X	X	X		X	X	X	X
PED 101 Physical Education I					X	X	X	X		X
FCH 101 French Grammar	X			X	X		X	X		X

**APPROVAL**

This policy is approved by LICC Board of Trustees.

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**REVISION HISTORY**

Rev	Date	Edited By	Reason
01	27-Aug-2015	Russell M. Schwartz	New document
02	06-Oct-2015	Byron Miller	Additional comments.
03	15-Oct-2015	Dr. Sei Buor	Proof read and corrections
04	07-Nov-2015	Byron Miller	Final layout

**APPROVAL SIGNATURE**

This policy was approved by:

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Signature

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Date

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