



IHE IQ

The purpose of this self-assessment is to identify areas of solid knowledge and areas for more learning about **your institution.**

The more knowledgeable you are, the better positioned you will be to influence and contribute to its growth and vitality.

None of us knows everything about our institution and this is not a test. Focus here on what you *know*, rather than what you might *assume*. Use a scale response to record your level of knowledge.

Score the following statements on a scale of 1-4, with:

1 = no knowledge or none; 2 = very little knowledge; 3 = some knowledge; and 4 = full understanding.

Institutional Context

	1 None	2 Very Little	3 Some	4 Full
1. I know the history of the institution, including founding date and circumstances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I know the mission of the institution, in broad brush strokes if not specifically.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I understand what accreditation means and who the institutional and program accreditors are.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I can describe the institution's "type" in multiple ways – curriculum, size, external classifications (Carnegie, for example), mission.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I can articulate what the designation as private, public, non-profit, or for-profit means in the context of the institution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I understand the role of specific entities (professional/graduate programs, conservatory, seminary, art/other collections, arboretum, institutes, centers, as examples) that are unique to the institution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I know what consortia or other membership organizations/associations the institution is part of.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I can identify the top three to five challenges for the institution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. If a strategic plan or planning process is in place, I can articulate its general tenets and status.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Institutional Governance

	1 None	2 Very Little	3 Some	4 Full
10. I understand what the governing board does and can name their top three to five responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I know how often the board meets and can generally describe their organizational structure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I know how administrative decisions are made and can describe the institution's administrative structure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I understand which institutional structures are decision-making bodies and which are advisory, and can articulate the differences between them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I understand what faculty governance means here, and can describe shared governance structures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. I understand existing structures for staff and administrators to participate in institutional decision making.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. I understand the ways in which students participate in institutional decision making.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Administrative Structure

17. I can name the main divisions and organizational units of the institution, and key people in those areas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. I know nearly all of the constituent offices and departments within divisional and organization units.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. I can identify three to five ways that different units collaborate with each other on projects or programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Organizational Divisions

20. I understand where my institution's funding comes from and can name the three to five primary sources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--	--------------------------	--------------------------	--------------------------	--------------------------



Organizational Divisions (continued)

1 **2** **3** **4**
None Very Little Some Full

21. I understand the institution's budgeting process: <ul style="list-style-type: none">• I understand the budget cycle, the annual timeline, and decision-making responsibility.• I know how to read budget statements.• I understand budget exceptions and anomalies appropriate to my area of responsibility (grants, endowments, auxiliary operations, as examples).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. I understand the institution's admission/enrollment process and strategy: <ul style="list-style-type: none">• I know how admission/recruitment and financial aid function together.• I know the basic demographics of our student body.• I know who our institutional and key program competitors are.• I understand the institution's strategic enrollment priorities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. I understand the role and functions of Human Resources. I know what services are provided and who key members of the HR staff are.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. I understand the institution's hiring processes for different employee categories – students, faculty, staff, administrators, and executives. <ul style="list-style-type: none">• I understand the tenure and promotion processes for faculty.• I understand processes and requirements related to collective bargaining units.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. I understand how the institution works with alumni as a whole and through structures such as an alumni board or association.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. I know, in a general way, what vocations and activities alumni pursue after graduation and the degree to which they are engaged with the institution over time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Organizational Divisions (continued)

1 **2** **3** **4**
None Very Little Some Full

27. I understand how fundraising works: <ul style="list-style-type: none">• I know who leads institutional fundraising efforts.• I understand the institution’s work with individual donors, foundations, and corporations.• I understand annual fundraising compared to comprehensive campaigns.• I understand specialized fundraising, and how those efforts coordinate with broader, institutional efforts.• I know the general value of our endowment, and how endowments work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. I can name three to five ways the institution is connected to the local community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. I understand how institutional communications are managed and who serves as spokesperson: <ul style="list-style-type: none">• I know what to do if I am contacted by the media.• I know who speaks for the institution, board, or president.• I understand my role in institutional communication.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. I understand the developmental and educational goals for student life: <ul style="list-style-type: none">• I understand how areas including residential life, student activities, student health and counseling, study abroad, public safety, community engagement, career services, and campus dining contribute to the experience of students.• I understand which resources and services are included in the student life division.• I understand how student life offices interact with students and families.• I understand student social life and concerns.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. I understand how campus facilities are maintained and serviced. <ul style="list-style-type: none">• I understand the range of campus facilities and related financial and human resources.• I understand the general categories of service/maintenance required (custodial, maintenance, heating/cooling, as examples).• I understand what deferred maintenance is and the scope of it on my campus.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Academic/Curricular

	1 None	2 Very Little	3 Some	4 Full
32. I can describe the curriculum and modes of delivery.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. I understand how academic decisions are made – curricular and personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. I understand learning support/assistance services and resources, and where they are located.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. I can describe the library and four to six key services it provides.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other

36. I know the size of the student body – undergraduate, graduate, full-time, and part-time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. I know why students come to the institution, and from where they come.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. I know the size of the faculty and the size of the administrative and staff bodies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. I understand the central points of key regulatory issues and laws that pertain to the institution – FERPA, Title IX/Clery/VAWA, financial aid requirements, confidentiality related to students, confidentiality related to employees and donors, collective bargaining.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. I understand what risk management entails on my campus and can name three to five areas of risk.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41. I know who is responsible for coordinating major campus events like orientation, homecoming, and commencement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42. Regarding intercollegiate athletics: <ul style="list-style-type: none">• I know what national governing body(ies), if any, we are part of (NCAA, NAIA, for example).• I know what NCAA, NAIA, or other Division(s) we are part of.• I know what athletic conference(s) we are in.• I know how many teams we support.• I know to whom athletics reports.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



What areas do you have the greatest knowledge of?

What areas are most unfamiliar to you?

What areas are the most urgent and important for you to learn more about? Why?

As you completed this exercise, what other areas of institutional life came to mind that were not included here?

What three to five areas will you prioritize to learn more about in the next two months? What is your strategy for learning more?