

# Institutional Self-Study Guide II 2014-15

Please note: Several questions are dependent on previous answers and may not be asked.

## Instructions for ISSAG

Constitution 6.3 in the NCAA Division II Manual (Self-Study and Evaluation) was added in June 2005 by the 98th NCAA special Convention. Constitution 6.3 requires each institution, as a condition and obligation of NCAA membership, to conduct a comprehensive self-study of the institution's intercollegiate athletics program at least once every five years. The self-study is divided into two separate and distinct sections: Section One covers compliance-related matters and Section Two covers strategic initiative-related matters.

This Institutional Self-Study Guide (ISSAG) is a tool to help NCAA Division II institutions meet the requirements of Constitution 6.3. The ISSAG provides a guide for institutional self-study designed to: (1) identify institutional administrators and staff to potential problems in intercollegiate athletics; (2) identify potential problems; and (3) guide an institution toward actions to help prevent or minimize the severity of those problems. The ISSAG is not meant as a substitute for the Division II Manual or other NCAA conference publications containing the rules governing intercollegiate athletics. Rather, the intent of the ISSAG is to focus the attention of top institutional administrators on observable indicators that have been found by experience to relate to significant ethical and procedural violations.

A user guide is available to accompany the ISSAG. The user guide contains numerous suggestions regarding who should complete the ISSAG, when and how. In all cases, the key to meaningful ISSAG use is an honest self-examination and a commitment to self-improvement. Given these preconditions, the ISSAG can be a helpful tool in the NCAA's ongoing efforts to enhance integrity in intercollegiate athletics.

The ISSAG contains negative and positive indicators that have been found to be associated with the presence or absence of problems. As a general rule, the fewer negative and the more positive indicators that exist within an institution, the lower the potential for ethical and procedural violations within the athletics program of that institution. To facilitate the practical use of the ISSAG, both positive and negative indicators have been created such that in every case the positive response is "YES" and the negative response is "NO." Every "NO" response deserves attention and may require concerted action so that it may be converted to a "YES" response.

As an aid to users, each ISSAG indicator has been given an "importance rating." These ratings designate the relative importance that should generally be assigned to a "NO" response. Matters plans for improvement are required for each "NO" response to items rated as "deficiency," "significant deficiency," and "material weakness." These plans should remain on file with the institution along with documents used during the self-study. The following importance ratings are assigned to each question:

- **"Deficiency"** indicative of less threatening situations; nevertheless, should command some attention in efforts to follow up on the self-study.
- **"Significant Deficiency"** indicative of situations that may be a threat to the integrity of the athletics program.
- **"Material Weakness"** indicative of situations that already may be or may become a major threat to the integrity of the athletics program.

A number of suggested documents to be included with the institution's self-study report are referred to in the ISSAG. This information should be reviewed by all participants in the self-study process and should remain on file with the completed self-study. Though some appear to be athletics department policies and procedures manual, a copy of that manual can be placed on file with the

# Institutional Self Study Guide Ii 2013 14

**Disha Experts**



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*The Budget of the United States Government* United States,2014 **A Guide for Leaders in Higher Education** Brent D. Ruben,Richard De Lisi,Ralph A. Gigliotti,2023-07-03 FIRST EDITION SPECIAL RECOGNITION Winner of the 2018 Sue DeWine Distinguished Scholarly Book Award National Communication Association Applied Communication Division REVIEWS OF THE FIRST EDITION The book provides frameworks and resources that would be highly relevant for new and aspiring department chairs In fact this text is ideally designed to serve as a selection for a book discussion group The Department Chair Succeeds in providing accessible and useful resources to individuals across different leadership roles As a midpoint between textbook and reference work it is successful at both and provides a clear and unbiased background to issues facing current leaders Reflective TeachingDuring a time of unprecedented challenges facing higher education the need for effective leadership for informal and formal leaders across the organization has never been more imperative Since publication of the first edition the environment for higher education has become more critical and complex Whether facing falling enrollments questions of economic sustainability the changing composition of the faculty and student bodies differential retention and graduation rates declining public confidence in the enterprise or the rise in the use of virtual technologies not to mention how COVID 19 and an intensified focus on long standing issues of racial and gender representation and equity have impacted institutions and challenged many long standing assumptions it is clear that learning on the job no longer suffices Leadership development in higher education has become essential for advancing institutional effectiveness which is the focus of this book Taking into account the imperative issues of diversity inclusion and belonging and the context of institutional mission and culture this book centers on developing capacities for designing and implementing plans strategies and structures connecting and engaging with colleagues and students and communicating and collaborating with external constituencies in order to shape decisions and policies It highlights the need to think broadly about the purposes of higher education and the dynamics of organizational excellence and to apply these insights effectively in goal setting planning and change leadership outcomes assessment addressing crises and continuous improvement at both the level of the individual and organization The concepts and tools in this book are equally valuable for faculty and staff

leaders whether in formal leadership roles such as deans chairs or directors of institutes committees or task forces or those who perform informal leadership functions within their departments disciplines or institutions It can be used as a professional guide a textbook in graduate courses or as a resource in leadership training and development programs Each chapter concludes with a series of case studies and guiding questions     Handbook on Measurement, Assessment, and Evaluation in Higher Education Charles Secolsky,D. Brian Denison,2017-07-31 In this valuable resource well known scholars present a detailed understanding of contemporary theories and practices in the fields of measurement assessment and evaluation with guidance on how to apply these ideas for the benefit of students and institutions Bringing together terminology analytical perspectives and methodological advances this second edition facilitates informed decision making while connecting the latest thinking in these methodological areas with actual practice in higher education This research handbook provides higher education administrators student affairs personnel institutional researchers and faculty with an integrated volume of theory method and application     Assessing Study Abroad Victor Savicki,Elizabeth Brewer,2023-07-03 This book is intended to guide advisors administrators and faculty members engaged with study abroad who are concerned with answering the question what does study abroad achieve It will also inform the work of study abroad organizations as well as institutions receiving study abroad students Offering a broad based approach to assessment the book will appeal to those starting out However an array of case studies illustrating the often untidy process of implementation will equally appeal to those further along by offering creative and often simple approaches to common problems Following an account of how and why assessment in the field has evolved the first part of the book sets the stage for the reader to consider the role of mission and context in determining purpose goals and outcomes to identify and consult with stakeholders determine what data and expertise may already be available on campus match methods and tools to questions and create realistic plans to communicate findings and to act upon them The second part of the book offers an overview of appropriate tools and strategies for assessing study abroad emphasizing the importance of carefully formulating and prioritizing assessment questions and understanding the advantages and drawbacks of different instruments It describes an array of qualitative quantitative and mixed methods illustrating their application with examples of practice and concludes by outlining the process of putting a plan into action The book concludes with ten case studies that illustrate various approaches to planning experimentation and implementation some revealing false starts and lessons learned and all conveying the message that assessment is an iterative on going process that needs constant refinement The cases represent a wide variety of institutional and organizational types and demonstrate how each selected methods suited to their capacities and cultures     **The African American Student's Guide to STEM Careers** Robert T. Palmer,Andrew T. Arroyo,Alonzo Flowers,2016-12-05 This book comprehensively reviews the factors that facilitate access and success of Black students in STEM majors in higher education and it shares compelling testimonies from Black STEM professionals that will help inspire the next generation of

Black scientists and engineers Most experts agree that America s success depends on having a workforce that is highly prepared in STEM areas Unfortunately students of color continue to be underrepresented in higher education and specifically in completing degrees and entering careers within the STEM fields This book supports African American students as well as all students who are interested in STEM careers providing information on the top colleges with STEM related programs particularly those that best support racially diverse students practical advice for preparing for entrance into STEM programs and inspirational stories of successful African Americans in STEM related careers Authored by three educators expert in the areas of academic development of African Americans and minorities STEM and higher education The African American Student s Guide to STEM Careers focuses on preparing Black students for STEM from K 12 through graduate school Readers will more fully appreciate the importance of STEM recognize why more Black students need to be more actively engaged in these disciplines and understand how to prepare Black students for success in STEM throughout the educational pipeline

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