

HIGHER EDUCATION LEADERSHIP SERIES

# The Academic Affairs Success Framework

The Central Office  
Workbook

**WORKSHEET EXCERPT**

**Juline E. Mills, PhD.**

A Four-Pillar Model for  
Institutional Effectiveness in  
Higher Education



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# G. Transparent Governance Audit Worksheet

This worksheet helps higher education leaders assess, strengthen, and document transparency in governance processes, decision-making, and institutional accountability. It supports the principles of shared governance, communication integrity, and ethical leadership.

## AUDIT RUBRIC

LEVEL	DESCRIPTOR
0	No clarity, governance responsibilities undocumented.
1	Minimal clarity, inconsistent documentation.
2	Partial clarity, some roles defined but weak communication.
3	Clear, documented, communicated decision-rights; aligned with accreditation expectations.

AREA	RATING
<i>To what extent:</i>	
<b>Academic Leadership Roles &amp; Responsibilities</b>	
Are the provost's responsibilities explicitly documented?	
Are decision-rights clear for academic policy?	
Are decision-rights clear for academic program approvals?	
Are decision-rights clear for academic planning?	
Are Deans responsibilities defined across program quality?	
Are Deans responsibilities defined for faculty oversight?	
Are Deans responsibilities defined for budget authority?	
Are Dean reporting expectations clear?	
Are Department Chair responsibilities explicit?	
Are decision-rights for staffing and scheduling defined?	
<b>Faculty Senate / Faculty Union/Governance Structures</b>	
Are faculty roles in academic policy clearly documented?	
Do Academic Committees have current charters and clear approval pathways?	
Are faculty responsibilities and expectations for assessment clear?	
Are faculty responsibilities and expectations for curriculum design clear?	
Are faculty responsibilities and expectations for program review clear?	
<b>Decision-Making Authority</b>	
Are Academic Policies & Standards approval processes documented?	
Are Curriculum & Program Development proposal workflows transparent?	
Are decision-rights for budgets, workload, and faculty lines defined?	
<b>Communication &amp; Documentation</b>	
Are decisions shared consistently (minutes, memos, updates)?	
Are policies centralized and up to date?	
Does the institution review governance effectiveness regularly?	
Are responsibilities for evidence and reporting explicit?	
<b>TOTAL SCORE:</b>	
<b>SCORING GUIDE:</b> Excellent: 60-66; Very Good: 50-59; Good: 40-49; Needs Significant Improvements: 39 and below	



#### About the Author

Juline E. Mills, PhD is a higher education leader with more than two decades of experience in academic affairs, accreditation, and institutional strategy. She has served as a senior academic administrator guiding infrastructure, accreditation, curriculum, and student success initiatives. Her work has helped colleges and universities strengthen governance, ensure compliance, and build cultures of excellence that support both students and faculty.



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