

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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# Institutional Compass Worksheet

## ESTABLISHING THE FOUNDATION

Before analyzing the operational domains, clarify the core statements that guide institutional action. These statements serve as the strategy, policy, and performance expectations across the academic enterprise.

### MISSION REVIEW

What is the institution's primary purpose?

Whom does the institution serve?

What impact does the institution strive to make through teaching?

What impact does the institution strive to make through research?

What impact does the institution strive to make through community engagement?

### **STRATEGIC CHECKPOINT:**

Does this mission still reflect current institutional priorities?

How well is it understood and operationalized across divisions?

## **VISION STATEMENT REVIEW**

What future state does the institution aspire to achieve?

How is success defined over the next 5–10 years?

## **STRATEGIC CHECKPOINT:**

Is this vision both ambitious and attainable?

How does it inspire innovation and accountability within academic affairs?

## CORE VALUES REVIEW

List 3–4 values that represent the culture and principles guiding decisions, interactions, and priorities across the institution.

### VALUE 1:

Description:

Observable Behaviors:

### VALUE 2:

Description:

Observable Behaviors:

### VALUE 3:

Description:

Observable Behaviors:

### VALUE 4:

Description:

Observable Behaviors:

## **STRATEGIC CHECKPOINT:**

Are these values practiced consistently or primarily stated aspirational?

Which value most directly supports the institution's academic mission?

## **INSTITUTION STRATEGIC ALIGNMENT SUMMARY**

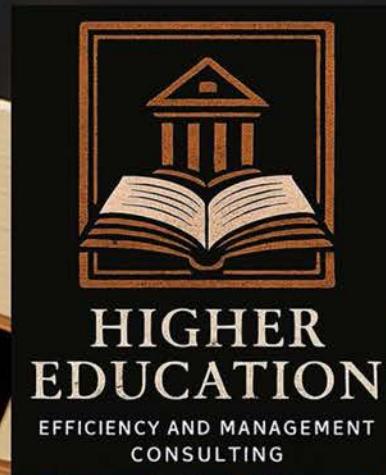
Briefly describe how the mission, vision, and values collectively inform academic priorities, resource allocation, and performance expectations.

### **QUICK TIP**

Revisit this worksheet before each major planning cycle or accreditation self-study to ensure continued relevance and alignment.

## 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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