National Center for Principled Leadership & Research Ethics Academic Unit Diagnostic Tool (AUDiT): Research University   Total Score: ☐

Vibrant Units (0 to 5)	Warning Signs (0 to 3)	Challenged Units (0 to 5)
_____ Respectful dealings among colleagues, department, dealing with differences and disagreements openly; inclusive, welcoming	_____ Complaints disproportionate to other units, campus	_____ Serious misconduct: discrimination; sexual; financial; criminal, research, etc. (arrests, lawsuits…)
_____ Openness, transparency, effective shared governance	_____ Email and/or social media wars, harassment, silos, conflict aversion	_____ Culture that suppresses or hides problems; punishes reporting; faculty schisms, battles, flareups
_____ Culture of excellence and quality; strength of candidates an expectation for all hires	_____ Weak or ineffective hiring, lack of diversity, requests for transfers, departures	_____ Repeated inability to hire and/or retain quality faculty, staff; absence of diversity, or even a commitment to it
_____ Support, mentoring for faculty, students alike; recognition that different people have different mentoring needs; equitably shared workloads	_____ Weak P&T practices; many terminal associate professors	_____ Toxic atmosphere, especially for junior faculty, underrepresented students
_____ Open discussion of ideas and research; high productivity	_____ Declining scholarly indicators (productivity, PhDs, PhD placement, time to degree…)	_____ Scholarly standing below university's; uneven in unit
_____ Distributed service responsibilities, aligned with faculty strengths, with awareness of uneven burdens	_____ Financial disarray	_____ Departmental business at a standstill; in gridlock; unproductive or nonexistent unit meetings
_____ High quality of communication—willingness to listen, compromise, deal with problems openly	_____ *Ad hoc* practices: irregular or unclear policies; seeking desired answers from different offices; hiding problems	_____ Lack of transparency, hidden agendas, uneven application of policies, faculty involve students in disputes
_____ Curricular innovations, adaptations to meet changing student, campus, needs	_____ Enrollment declines, lack of curricular innovation	_____ Curricular stagnation, lack of student interest in offerings; outdated curriculum
_____ Leadership has high expectations, uses policies evenhandedly, makes decisions, builds community	_____ Conflict, miscommunication, and disrespect between groups; generational discord; externalizing problems; bimodal evaluations	_____ Weak or autocratic leadership; different messages to different audiences; meddling by previous leader of unit
_____ Collective vision of unit goals and priorities, aligned with institutional mission	_____ Limited or shifting sense of unit goals and priorities	_____ Scattered individual priorities without shared purpose
TOTAL _____	TOTAL _____ *(subtract)*	TOTAL _____ *(subtract)*

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C. K. Gunsalus

National Center for Principled Leadership & Research Ethics Academic Unit Diagnostic Tool (AUDiT): Research Version   Total Score: [   ]

Vibrant Units (0 to 5)	Warning Signs (0 to 3)	Challenged Units (0 to 5)
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TOTAL _____	*TOTAL* _____ *(subtract)*	*TOTAL* _____ *(subtract)*

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