

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	_____	<i>Ad hoc</i> 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Enrollment declines, lack of curricular innovation	_____	Curricular stagnation, lack of student interest in offerings; outdated curriculum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)