

**Vibrant Units (0 to 5)**

**Warning Signs (0-3)**

**Challenged Units (0 to 5)**

_____	Respectful dealings among colleagues, department; consistently high student feedback
_____	Openness, transparency, shared governance
_____	Culture of excellence and quality; strong candidates
_____	Support and mentoring for faculty and students alike
_____	Open discussion of ideas and research; high productivity; excellent teaching modeled and rewarded
_____	Distributed service responsibilities, aligned with faculty strengths
_____	High level of communication—willingness to listen, compromise; problems addressed, not submerged
_____	Curricular innovations, adaptations to meet changing student, campus, needs
_____	Leadership has high expectations, uses policies, makes decisions, builds community
_____	Collective vision of goals and priorities.

_____	Complaints disproportionate to other units, campus
_____	Email and/or social media wars, harassment, silos, conflict aversion
_____	Weak or ineffective hiring, requests for transfers, departures
_____	Weak P&T practices; many terminal associate professors
_____	Declining scholarly indicators (productivity, PhDs, PhD placement, time to degree, few curricular innovations, little sharing of research on learning)
_____	Financial disarray
_____	<i>Ad hoc</i> practices; forum-shopping; seeking desired answers from different officers; hiding problems
_____	Enrollment declines, lack of curricular innovation; cancelled or missing classes regular occurrence
_____	Bimodal evaluations; generational discord; externalizing problems
_____	Poor student progress to program completion/graduation/degree

_____	Serious misconduct: discrimination; sexual; financial; criminal, etc. (arrests, lawsuits...)
_____	Culture that suppresses or hides problems; punishes reporting; faculty schisms, battles, flareups
_____	Repeated inability to hire, retain quality faculty, staff
_____	Toxic atmosphere, especially for junior faculty, students
_____	Scholarly/teaching standing below institution's; uneven in unit
_____	Departmental business at a standstill; in gridlock
_____	Lack of transparency, hidden agendas; faculty involve students in disputes
_____	Curricular stagnation, lack of student interest in offerings; outdated curriculum
_____	Weak or autocratic leadership; different messages to different audiences; meddling by previous leader of unit
_____	Many individual priorities without shared purpose

TOTAL \_\_\_\_\_

TOTAL \_\_\_\_\_ (subtract)

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Vibrant Units (0 to 5)		Warning Signs (0-3)		Challenged Units (0 to 5)	
_____	Respectful dealings among colleagues, department; consistently high student feedback	_____	Complaints disproportionate to other units, campus	_____	Serious misconduct: discrimination; sexual; financial; criminal, etc. (arrests, lawsuits...)
_____	Openness, transparency, 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; strong candidates	_____	Weak or ineffective hiring, requests for transfers, departures	_____	Repeated inability to hire, retain quality faculty, staff
_____	Support and mentoring for faculty and students alike	_____	Weak P&T practices; many terminal associate professors	_____	Toxic atmosphere, especially for junior faculty, students
_____	Open discussion of ideas and research; high productivity; excellent teaching modeled and rewarded	_____	Declining scholarly indicators (productivity, PhDs, PhD placement, time to degree, few curricular innovations, little sharing of research on learning)	_____	Scholarly/teaching standing below institution's; uneven in unit
_____	Distributed service responsibilities, aligned with faculty strengths	_____	Financial disarray	_____	Departmental business at a standstill; in gridlock
_____	High level of communication—willingness to listen, compromise; problems addressed, not submerged	_____	<i>Ad hoc</i> practices; forum-shopping; seeking desired answers from different officers; hiding problems	_____	Lack of transparency, hidden agendas; faculty involve students in disputes
_____	Curricular innovations, adaptations to meet changing student, campus, needs	_____	Enrollment declines, lack of curricular innovation; cancelled or missing classes regular occurrence	_____	Curricular stagnation, lack of student interest in offerings; outdated curriculum
_____	Leadership has high expectations, uses policies, makes decisions, builds community	_____	Bimodal evaluations; generational discord; externalizing problems	_____	Weak or autocratic leadership; different messages to different audiences; meddling by previous leader of unit
_____	Collective vision of goals and priorities.	_____	Poor student progress to program completion/graduation/degree	_____	Many individual priorities without shared purpose
TOTAL _____		TOTAL _____ (subtract)		TOTAL _____ (subtract)	