

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_____ Curricular stagnation, lack of student interest in offerings; outdated curriculum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