Respectful dealings among colleagues, department consistently high student feedback inclusive, welcoming Openness, transparency, effective shared governance Culture of excellence and quality, strong candidates Support and mentoring for faculty and students alleg recognition that different people have different mentoring needs, equitably shared workloads Open discussion of ideas and research, high productivity, excellent leaching modeled and rewarded Distributed service responsibilities, aligned with faculty strengths with awareness of uneven burdens High level of communication—willingness to listen, comprendice, adaptations to meet changing student, campus, career needs Leadership has high expectations, uses policies even handedly, makes decisions, builds community Collective vision of unit goals and priorities, aligned with institutional mission TOTAL Complaints disproportionate to other units. Serious misconduct discrimination, sexual; financial; criminal, etc. (arrests, tawauits.) Culture that suppresses or hides problems; financial, criminal, etc. (arrests, tawauits.) Culture that suppresses or hides problems; financial, criminal, etc. (arrests, tawauits.) Weak or ineffective hiring, lack of diversity, requests of diversity, requests for transfers, departures Cupricular innovations and research, high productivity, excellent leaching rededs. Pisson discrete professors Declining scholarly indicators (productivity). PhDs. PhD placement, time to degree, few curricular innovations, aligned with faculty strengths with awareness of uneven burdens. High level of communication—willingness to listen, comprendice and expensive from different offices. Leak of transparency, hidden agendas, uneven application of policies, faculty involve students in disputes Errollment declines, lack of curricular interest in offerings, outdated curriculum reassages to different audie	National Center for Principled Leadership & Researc	n Etnics Academic Unit Diagnostic Tool (AUDIT): Editio	on B Total Score:
department; consistently high student feedback inclusive, welcoming Openness, transparency, effective shared governance Culture of excellence and quality; strong candidates Culture of excellence and quality; strong candidates Support and mentoring for faculty and students alike, recognition that different people have different mentoring needs; equitably shared workloads Open discussion of ideas and research; high productivity; excellent teaching modeled and rewarded Distributed service responsibilities, aligned with faculty strengths with awareness of uneven burdens High level of communication—willingness to listen, compromise; problems addressed, not submerged Curricular innovations, adaptations to meet changing student, campus, career needs Leadership has high expectations, uses policies evenhandedly, makes decisions, builds community Collective vision of unit goals and priorities, aligned with institutional mission Comparison of the dails. Email and/or social media wars, harasson, financial cirrininal, etc. (arrests, lawsuitis.) Culture that suppresses or hides problems, punishes reporting, faculty, schiles, punishes, poporting, faculty schiles, lawsuitis.) Culture of excellence and quality, strong and priorities, aligned with faculty, staff, absence of diversity, or even a commitment to it. Weak P&T practices; many terminal associate professors Feralt practices; many terminal associate professors Declining scholarly indicators (productivity, PhDs, PhD placement, time to degree, few curricular innovations, little sharing of research on learning) Departmental business at a standstill; in gridlock Al hoc practices; forum-shopping; seeking desired answers from different offices; hiding problems Curricular innovations, adaptations to meet changing student, campus, career needs Enrollment declines, lack of curricular innovation, lack of student interest in offerings; outdated curriculum messages to different audiences, meddling by previous laferent audiences, meddling by previous laferent aud	Vibrant Units (0 to 5)	Warning Signs (0 to 3)	Challenged Units (0 to 5)
Culture of excellence and quality; strong candidates Culture of excellence and quality; strong candidates Support and mentoring for faculty and students alike, recognition that different people have different mentoring needs; equitably shared workloads Open discussion of ideas and research; high productivity, excellent teaching modeled and rewarded Distributed service responsibilities, aligned with faculty strengths with awareness of uneven burdens High level of communication—willingness to listen, compromise, problems addressed, not submerged Curricular innovations, adaptations to meet changing students, carper needs Leadership has high expectations, uses policies evenhandedly, makes decisions, builds community Collective vision of unit goals and priorities, aligned with institutional mission Collective vision of unit goals and priorities, aligned even accommendation and provided and reverties. The properties of the progress to program completion/graduation/degree Departmental business at a standstill: in gridlock Scholarly/teaching standing below institution's; uneven in unit movations, little sharing of research on learning) Departmental business at a standstill: in gridlock Lack of transparency, hidden agendas, uneven application of policies, faculty involve students in disputes Curricular innovations, adaptations to meet changing student, campus, career needs Enrollment declines, lack of curricular innovation, uses policies evenhandedly, makes decisions, builds community Collective vision of unit goals and priorities, aligned with institutional mission Collective vision of unit goals and priorities, aligned with institutional mission Cutricular innovations of the progress to program completion/graduation/degree Departmental business at a standstill: in gridlock Curricular innovation, adaptations to meet innovation; cancelled or missing classes regular occurrence Bimodal evaluations; generational discord; external discord; external progress to program completion/graduation/degree Curri	department; consistently high student		
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with faculty strengths with awareness of uneven burdens High level of communication—willingness to listen, compromise; problems addressed, not submerged Curricular innovations, adaptations to meet changing student, campus, career needs Leadership has high expectations, uses policies evenhandedly, makes decisions, builds community Collective vision of unit goals and priorities, aligned with institutional mission Financial disarray Ad hoc practices; forum-shopping; seeking desired answers from different offices; hiding problems Enrollment declines, lack of curricular innovation; cancelled or missing classes regular occurrence Bimodal evaluations; generational discord; externalizing problems, conflict, miscommunication, and disrespect between groups Collective vision of unit goals and priorities, aligned with institutional mission Financial disarray Financial disarray Financial disarray Ad hoc practices; forum-shopping; seeking desired answers from different offices; involve students in disputes Curricular stagnation, lack of student interest in offerings; outdated curriculum externalizing problems, conflict, messages to different audiences; meddling by previous leader of unit Many individual priorities without shared purpose	high productivity; excellent teaching	PhDs, PhD placement, time to degree, few curricular innovations, little sharing of	
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policies evenhandedly, makes decisions, builds community Externalizing problems, conflict, miscommunication, and disrespect between groups Collective vision of unit goals and priorities, aligned with institutional mission externalizing problems, conflict, miscommunication, and disrespect between groups Poor student progress to program completion/graduation/degree Many individual priorities without shared purpose	Curricular innovations, adaptations to meet changing student, campus, career needs	innovation; cancelled or missing classes	
aligned with institutional mission — completion/graduation/degree — purpose	policies evenhandedly, makes decisions,	externalizing problems, conflict, miscommunication, and disrespect	messages to different audiences; meddling
TOTAL (subtract) TOTAL (subtract)		Poor student progress to program completion/graduation/degree	
	TOTAL	TOTAL (subtract)	TOTAL (subtract)



