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

Vibrant Units (0 to 5)		Warning Signs (0 to 3)		Challenged Units (0 to 5)	
____	Respectful dealings among colleagues, department; consistently high student feedback; inclusive, welcoming	____	Complaints disproportionate to other units, campus	____	Serious misconduct: discrimination; sexual; financial; criminal, etc. (arrests, lawsuits…)
____	Curricular adaptations meet changing needs (student, etc)	____	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; innovation in teaching supported	____	Enrollment declines, lack of curricular innovation; cancelled or missing classes regular occurrence	____	Curricular stagnation, lack of student interest in offerings; outdated curriculum; absence of diversity, or even a commitment to it
____	Support and mentoring for faculty and students alike, recognition that different people have different mentoring needs; equitably shared workloads	____	Weak P&T practices; many terminal associate professors	____	Toxic or unwelcoming atmosphere, especially for junior faculty, students, underrepresented groups
____	Open discussion of ideas and research; excellent teaching modeled and rewarded	____	Declining scholarly indicators (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 with awareness of uneven burdens	____	Poor student progress to program completion/graduation/degree	____	Departmental business at a standstill; in gridlock
____	High level of communication—willingness to listen, compromise, deal with problems openly	____	*Ad hoc* practices; forum-shopping; seeking desired answers from different officers; hiding problems	____	Lack of transparency, hidden agendas; uneven application of policies; faculty involve students in disputes
____	Openness, transparency, shared governance	____	Weak or ineffective hiring; requests for transfers, departures	____	Repeated inability to hire, retain quality faculty, staff
____	Leadership has high expectations, uses policies evenhandedly, makes decisions, builds community	____	Conflict, miscommunication, and disrespect between groups; 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, aligned with institutional message	____	Many individual priorities without shared purpose	____	Scattered individual priorities without shared purpose
	TOTAL _____		*TOTAL _____ (subtract)*		*TOTAL _____ (subtract)*

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