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cancelled or missing classes regular occurrence | ____ | Curricular stagnation, lack of student interest in offerings; outdated curriculum; absence of diversity, or even a commitment to it |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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