

Vibrant Units (0 to 5)		Warning Signs (0 to 3)		Challenged Units (0 to 5)	
_____	Respectful dealings among colleagues, department, dealing with differences and disagreements openly; inclusive, welcoming	_____	Complaints disproportionate to other units, campus	_____	Serious misconduct: discrimination; sexual; financial; criminal, research, etc. (arrests, lawsuits...)
_____	Openness, transparency, effective 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; strength of candidates an expectation for all hires	_____	Weak or ineffective hiring, lack of diversity, requests for transfers, departures	_____	Repeated inability to hire and/or retain quality faculty, staff; absence of diversity, or even a commitment to it
_____	Support, mentoring for faculty, students alike; recognition that different people have different mentoring needs; equitably shared workloads	_____	Weak P&T practices; many terminal associate professors	_____	Toxic atmosphere, especially for junior faculty, underrepresented students
_____	Open discussion of ideas and research; high productivity	_____	Declining scholarly indicators (productivity, PhDs, PhD placement, time to degree...)	_____	Scholarly standing below university's; uneven in unit
_____	Distributed service responsibilities, aligned with faculty strengths, with awareness of uneven burdens	_____	Financial disarray	_____	Departmental business at a standstill; in gridlock; unproductive or nonexistent unit meetings
_____	High quality of communication—willingness to listen, compromise, deal with problems openly	_____	<i>Ad hoc</i> practices: irregular or unclear policies; seeking desired answers from different offices; hiding problems	_____	Lack of transparency, hidden agendas, uneven application of policies, faculty involve students in disputes
_____	Curricular innovations, adaptations to meet changing student, campus, needs	_____	Enrollment declines, lack of curricular innovation	_____	Curricular stagnation, lack of student interest in offerings; outdated curriculum
_____	Leadership has high expectations, uses policies evenhandedly, makes decisions, builds community	_____	Conflict, miscommunication, and disrespect between groups; generational discord; externalizing problems; bimodal evaluations	_____	Weak or autocratic leadership; different messages to different audiences; meddling by previous leader of unit
_____	Collective vision of unit goals and priorities, aligned with institutional mission	_____	Limited or shifting sense of unit goals and priorities	_____	Scattered individual priorities without shared purpose
_____	TOTAL _____	_____	TOTAL _____ (subtract)	_____	TOTAL _____ (subtract)

About the AUDiT

The Academic Unit Diagnostic Tool (AUDiT) provides a way to create a snapshot of the vibrancy and challenges of an academic unit. The items in the dashboard were developed through extensive consultation with deans, provosts, and department heads, and through iterative development, use, and feedback at colleges and universities. There are specialized versions of the AUDiT tailored to departments in research universities, teaching-oriented colleges, and primarily professional units, and for use within research groups.

The primary purpose of the AUDiT is diagnostic reflection, designed to support and catalyze effective change; it is not a validated instrument. The tool can help leaders identify particular areas of focus, stimulate discussions within a unit, and point to possible paths to reinforce vibrancy within a unit. The numbers that result from use of the AUDiT are not meaningful as absolutes or as a “total” indication of how well a unit is doing; they can be an effective starting point to stimulate thinking and discussion about issues that affect daily life and interaction in the unit.

Where the AUDiT surfaces significant issues, it can help leaders and unit members focus efforts on ways to improve and to develop a plan to restore vibrancy.

Scoring the AUDiT

Assign a number to each cell: the more the statement in the cell describes your unit, the higher your score should be.

The green and red columns use a scale from 0 (NA or not at all like my unit) to 5 (this describes my unit perfectly). The yellow column uses a scale from 0 to 3.

After you’ve evaluated each statement, add up the scores in each column. Then subtract the sum of the yellow and red columns from the green column’s sum.
(Total = Green - Yellow - Red)

Consider your Assessments

Reflect upon and use your assessments to support your future planning and efforts:

Consider your scores for the Green cells. Elements supporting a vibrant culture must be nurtured and maintained. Although they may be of lesser concern than more urgent issues, they need to be sustained and, where possible, built upon. Where you have a 2 or 3, what could move that element to a 4 or 5?

Next look at the Yellow cells. Items in this column are often early-warning signs of problems to come. It is easier to deal with potential problems at a preventative stage than trying to cope with them once they have become critical. Which items in the yellow column could be moved to the green column with some work?

Then, look at the Red cells. (If you did not identify any red items for your unit, congratulations!) None of these are good and some have implications requiring immediate, likely external, intervention.