### Vibrant Units (0 to 5)
- Respectful dealings among colleagues, department, dealing with differences and disagreements openly; inclusive, welcoming
- Openness, transparency, effective shared governance
- Culture of excellence and quality; strength of candidates an expectation for all hires
- Support, mentoring for faculty, students alike; recognition that different people have different mentoring needs; equitably shared workloads
- Open discussion of ideas and research; high productivity
- Distributed service responsibilities, aligned with faculty strengths, with awareness of uneven burdens
- High quality of communication—willingness to listen, compromise, deal with problems openly
- Curricular innovations, adaptations to meet changing student, campus, needs
- Leadership has high expectations, uses policies evenhandedly, makes decisions, builds community
- Collective vision of unit goals and priorities, aligned with institutional mission

### Warning Signs (0 to 3)
- Complaints disproportionate to other units, campus
- Email and/or social media wars, harassment, silos, conflict aversion
- Weak or ineffective hiring, lack of diversity, requests for transfers, departures
- Weak P&T practices; many terminal associate professors
- Declining scholarly indicators (productivity, PhDs, PhD placement, time to degree...)
- Financial disarray
- Ad hoc practices; irregular or unclear policies; seeking desired answers from different offices; hiding problems
- Enrollment declines, lack of curricular innovation
- Conflict, miscommunication, and disrespect between groups; generational discord; externalizing problems; bimodal evaluations
- Limited or shifting sense of unit goals and priorities

### Challenged Units (0 to 5)
- Serious misconduct: discrimination; sexual; financial; criminal; research, etc. (arrests, lawsuits...)
- Culture that suppresses or hides problems; punishes reporting; faculty schisms, battles, flareups
- Repeated inability to hire and/or retain quality faculty, staff; absence of diversity, or even a commitment to it
- Toxic atmosphere, especially for junior faculty, underrepresented students
- Scholarly standing below university’s; uneven in unit
- Departmental business at a standstill; in gridlock; unproductive or nonexistent unit meetings
- Lack of transparency, hidden agendas, uneven application of policies, faculty involve students in disputes
- Curricular stagnation, lack of student interest in offerings; outdated curriculum
- Weak or autocratic leadership; different messages to different audiences; meddling by previous leader of unit
- Scattered individual priorities without shared purpose

**TOTAL _____ (subtract)**
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