Norm	Culture of Burnout	Culture of Care	How to Shift
Empathy	Important for some groups, overlooked for other social identities	Continuous process of learning how to offer this inclusively to all social identities	Acknowledge the demands of humanizing efforts (it's hard to do this and that's okay)[24]
Work & rest	Long hours without breaks are expected and encouraged	Recovery from stress a habit that is modeled by leaders and commonly practiced by all	Emphasize replenishment of resources and psychological detachment to recover from work stress (as opposed to normalizing fatigue and exhaustion)[25]
Approach to burnout	Stress is a badge of honor; burnout is treated only when it becomes severe	Burnout is prevented, rather than treated, when possible	Focus first on prevention rather than treatment of burnout because experiencing burnout makes it harder to engage in behaviors that protect well-being (prevent the disease rather than only treating its symptoms)[26]
Attention to equity	Lack of awareness or acknowledgment; or, focused on experiences of students but not faculty and/or staff	Embedded into all initiatives from student, faculty, and staff perspectives	Address systemic inequality in work environment (humanizing says it's important to recognize students come from different backgrounds & experiences, so it should also do that for its educators)[27]
Novel pedagogy	Tools are introduced, but no time allocated to learn them or practice them in meaningful ways	Tools introduced within the bounds of existing workload; includes dedicated practice time	Offer training that gives just as much attention to building self-efficacy for using a teaching tool as it does to teaching the tool itself (feeling that you've got what it takes to successfully use the tools in practice)[28]
Work culture in students' future career	Not addressed explicitly within STEM curricula; some self-care strategies may be offered	Incorporated to prepare students to be advocates for healthy, equitable work settings	Set realistic expectations for the stressors that will be faced in students' future work settings[29-30] and discuss ways to contribute to positive work culture change