

Members of the ADVANCE team met with ADVANCE departments (or selected representatives) in Spring 2022 to discuss department data from the 2020 campus climate survey, and to hear more about how the challenges of the past two years have changed or exacerbated department climate concerns. Summarized here are some of the common concerns that we heard, and examples of strategies that have been helpful to some departments. Concerns are broken down into three themes: Pandemic-related; Administrative; and Department-climate (*details below*). **Workload inequity** was the most common concern amongst ADVANCE departments.

*\* Based on department meetings with Biological Sciences, Biomedical Engineering, Biomedical Sciences, Chemistry, Civil Construction and Environmental Engineering, Mathematical and Statistical Sciences, Physics, Counselor Education and Counseling Psychology, Economics, Educational Policy and Leadership, Political Science, Psychology, Social and Cultural Sciences, and Electrical and Computer Engineering.  
Department Meetings occurred between March and April of 2022.*

### PANDEMIC-RELATED CONCERNS

- Losing faculty because of pandemic related challenges (and university budget reductions that occurred during this time)
- Maintaining sense of community through COVID (particularly for new faculty)
- The pandemic's impact on research activities
- The pandemic's impact on women (also seen in the University's academic experience survey results)

### ADMINISTRATIVE CONCERNS

- Addressing issues of limited resources
- Department's work/strengths not valued by administration
- Overall University culture
- STEM departments being valued by administration more than other departments
- University's values not aligning with administrative practices

### DEPARTMENT CONCERNS

- Diversity climate
- Emotional exhaustion
- Faculty engagement
- Gender bias
- High cost of daycare
- Hiring/retaining diverse faculty
- Inclusivity
- Limited mentorship
- Low morale
- Not feeling safe to speak up
- Turnover intention (*frequently cited*)
- Workload inequity (*frequently cited*)

## STRATEGIES DEPARTMENTS HAVE UTILIZED TO ADDRESS SPECIFIC ISSUES

Limited Mentorship	<ul style="list-style-type: none"> <li>• Participate in mentor training programs</li> </ul>
Workload Inequity	<ul style="list-style-type: none"> <li>• One department created a scale to get a sense of faculty workload that uses course units (CU) as a workload metric where 1 CU is the equivalent of teaching a 3-credit class of 30 students. Faculty can then use this scale to measure the workload of various projects. For example, "This service I do is worth .5 CUs"</li> <li>• Featuring faculty and staff spotlight time during department meetings where faculty and staff talk for 10 minutes about their story, passion projects, etc. to give people an idea of what their colleagues do</li> <li>• Creating a distribution to show faculty the number of papers (and other metrics) they published in comparison to the department range and average</li> </ul>
Turnover Intention	<ul style="list-style-type: none"> <li>• One chair organized faculty retreat led by an external facilitator to discuss how to improve department climate and what they need from the university – the faculty discussed what helps them want to stay at Marquette and what makes them consider leaving</li> </ul>
Inclusive Climate	<ul style="list-style-type: none"> <li>• Participation in "Making Marquette Inclusive." A 10-week mini course that explores themes such as implicit bias, privilege, microaggressions, the promotion of equity, and effective dialogue orientations.</li> <li>• Including everyone (full time and part time faculty, adjuncts, administrative assistants, etc.) in department meetings</li> <li>• Creating DEI committees or a specified DEI coordinator/leader role to recognize this service</li> </ul>
Gender Bias	<ul style="list-style-type: none"> <li>• Helping to educate faculty members that are perhaps unfamiliar with microaggressions or unaware of implicit bias by showing short, educational videos during faculty meetings and encouraging discussion.</li> <li>• Asking for materials from Advocates and Allies</li> </ul>
Hiring Diverse Faculty	<ul style="list-style-type: none"> <li>• Connecting with professional organizations with diverse membership (Association for Spanish and Hispanic Economists, for example) to build relationships and highlight openings</li> </ul>
Department Work/Strength Not Valued by Administration	<ul style="list-style-type: none"> <li>• Invite and encourage administration to participate in research related events</li> </ul>

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