

## Appendix C: Survey, Interview, and Focus Group Data

### Focus Groups and Interviews

#### Staff

- Recap of responses from the AFSCME union:
  - Snow days issue
  - Flex time - A lot of custodians use to have the option of working 4 - 10 hour or 4 - 9 and 1 - 4 hour shifts in the summer as long as the building was covered all 5 days. That has been taken away.
  - Having to pay for parking when the shuttle service isn't even an option due to the shift being worked.
  
- Nonunion staff:
  - Struggle with too much work, staying late to finish it (or coming in early) or taking it home.
    - This is particularly the case for staff with split responsibilities (management plus creative/R&D); day spent helping clients and supervising others, off-hours spent doing own work
  - No paternity leave policy, so fathers have to bank sick and vacation time.
  - Living far away from family, not having enough vacation time to spend time with them.
  
- Solutions:
  - More staff, longer deadlines, better training so new people don't spend so much time getting up to speed (this includes managers)
  - Standardization of flex-time rules needed to eliminate the perception of favoritism and/or people taking advantage of the situation

#### Faculty (WISE Meeting)

- Life: In a nutshell, child care is inadequate (infants through elementary school), particularly on scheduled breaks (spring break, summer break) and snow days. Faculty have few spaces of their own where they can exercise, take a meal with colleagues or interviewing faculty. There is still a lack of tolerance of and accommodation for life models other than the married professor who has a full-time spouse at home.
  - Issue: Difficult to get to the SDC to exercise, student centered exercise facilities
    - Possible solutions: Exercise facility on campus, exercise classes on campus, wider variety of classes (besides aquafit) targeted for seniors, facility (like Portage used to be) close to campus targeted at faculty/staff. If SDC is only option, TechFit should cover it and/or faculty/staff should get a discount.
  - Issue: Lack of changing tables in campus restrooms
    - Possible solution: pretty obvious

## Appendix C: Survey, Interview, and Focus Group Data

- Issue: lack of family friendly facilities in SDC and on campus in general and disparate facilities for men/women.
  - Possible solution: Family locker room, upgrade women's membership locker room (add sauna etc.), add exercise equipment that is tailored for women, add space specifically for kids.
- Issue: Nowhere “nice” to eat on campus, to network with other faculty without students, take job candidates, etc.
  - Possible solutions: University Club, but with family friendly facilities and flexible pay options. Actual restaurant on campus.
- Issue: Travel is expensive and time consuming.
  - Possible solutions: Some kind of mechanism to shuttle stranded people from nearby airports. Otherwise, not much we can do.
- Issue: Lack of childcare for elementary school breaks, snow days
  - Possible solutions: SDC programs targeted to younger kids (below 3<sup>rd</sup> grade) as well as older ones. Camp over local schools' breaks. Central website where childcare providers are listed/posted by faculty and staff. Align Tech breaks (like Winter Carnival) with in-teacher service days of local schools.
- Issue: Family friendly environment is sometimes dependent on personality of administrators
  - Possible solutions: Implement standards for family friendly policies and do spot-checks of departments to make sure they adhere to them
- Issue: Lack of formal ½ time or ¾ time employment options for spouses who might want to work but also provide childcare
  - Possible solutions: Again, pretty obvious
- Work: Email is abused and leads to bleed of work into non-work times (expectations of availability 24/7). Faculty are increasingly asked to do tasks for which they don't have time and are poorly trained (accounting, admin), and a lot of their time is spent trying to learn procedures (accounting, SPO) and software (email, Canvas, Image Now, Banner, Banweb, etc.) that are constantly changing. Time spent on service is excessive and inequitably distributed (most to women, junior faculty).
  - Issue: Email (too much, poorly used, expectations for 24/7 availability)
    - Possible solutions:
      - configure Gmail to behave better (search feature is poor, “foldering” could behave better)
      - Digest a lot of the emails we get now (Tech Today is a good example), set to once a day or once a week
      - Place important updates or announcements on centralized web sites instead of using email (grant calls, deadlines, and format changes

## Appendix C: Survey, Interview, and Focus Group Data

- on SPO website; updates on a “Faculty” website with FAQ and announcements (e.g., University Senate meetings))
- Reduce student expectations of having emails answered immediately; increase tolerance for “downtime” on nights and weekends
- Issue: shifting admin and accounting burdens onto faculty
  - Possible solutions: HIRE MORE STAFF (Tech doesn’t gain anything by having faculty do more admin and accounting tasks.... It gives us less time to do things we were hired to do, like teach and write grant proposals)
- Issue: confusing and time-consuming accounting procedures and documents
  - Possible solutions:
    - reduce the justifications needed
    - tweak the Access Online (or new software) to allow us to put full justifications on there, with spaces asking specifically for the information needed (e.g., travel destination, travelers names, dates, etc.)
    - don’t send multiple documents about the same indexes each month; most of us only understand the document that lists the index balance (remaining funds)
    - Set better firewalls on indexes to reduce mistaken charges by unauthorized individuals (e.g., when index numbers are not typed in correctly). Faculty are inundated with account statements and don’t have time to check through all of them.... Errors in charging can go for months before being discovered, take a lot of time to set right.
- Issue: too many new software programs
  - Possible solutions:
    - do not jump to new software programs so often; learning curve means that faculty spend a lot of time just trying to learn to use new software.
    - Change software only when absolutely necessary.
    - Get rid of Digital Measures!
- Issue: grad students do not have sufficient priority for IT help
  - Possible solution: rank emails to IT-Help of equal importance to faculty emails.... The students are doing the work that faculty want them to, so it saves us no time to have to get involved to push their IT needs up the queue
- Issue: Improve weather policy (students, staff and faculty coming in from as far as Baraga; a >1 hour cancelation warning is insufficient)

## Appendix C: Survey, Interview, and Focus Group Data

- Possible solutions: Abide by NWS warnings, cancel classes far earlier (better to cancel when you didn't really need to than not cancel when you really need to)
- Issue: too much committee work
  - Possible solution: make fewer programmatic changes, review required less frequently (then serving on multiple committees is not as onerous)
- Issue: classes too large, faculty expected to teach large variety of classes
  - Possible solutions: adjust credits, hire more faculty, allow for more time for class prep by reducing time requirements elsewhere
- Other issues:
  - Poor student culture (work ethic, manners)
  - Inequitable/unsustainable service demands (more for female faculty, junior faculty)
  - Demanding expectations of department (norms and pressures)
  - Poor communication across campus (admin ↔ faculty, faculty ↔ faculty, faculty ↔ students): time wasted and bad feelings produced
  - High faculty turnover (especially junior faculty): lose friends, colleagues, support network
  - Hard to balance teaching, research, and service (expectations for all three too high)
  - Pressure to leave town on sabbatical makes taking sabbatical difficult for faculty with small children
  - Inefficiency in Sponsored Programs Office (time chasing signatures for forms, time correcting mistakes to budget, time correcting grants that come back as non-compliant)

### Graduate Students

- Advising of grad students (advisor quality): grad students (and some advisors) need to learn good management practices
- Mentoring of grad students highly variable in quality, quantity
- Very little mentoring in time management, negotiating with advisor about time for tasks
- Difficulty with unrealistic deadlines and projects
- Failure hurts grad student as much as faculty, high stakes
- Lack of mobility for grad students across advisors, projects, subjects... very early lock-in
- No good feedback to advisors on how they're doing
- Unclear relationship between grad student and faculty (boss? Mentor?)
- Grad student orientation sets a bad, negative tone, starts the negative culture

## Appendix C: Survey, Interview, and Focus Group Data

- Look at Physics dept. for funding structure of grad students (TAs plus RAs)... Realistic expectations for time to completion?
- First two years are toughest: GTA duties plus coursework plus need to get research started... not enough time, lots of students flame out at this stage
- Unclear expectations for time to PhD (not understanding the variability of it, what causes it (GTA vs. RA, project success, etc.)
- No mentorship among grad students, information/knowledge sharing (senior grad students don't mentor junior ones)
- Take home:
  - Project management training needed
  - Need more feedback (to grad students, from grad students)
  - Spinning wheels due to lack of support, or impediments that don't get resolved.

### Surveys

#### Faculty & Staff

2009 WorkLife Survey (Data collected late April and early May 2009)

Total Started Survey: 231

Total Completed Survey: 222 (96.1%)

**1. The following best describes my household: (Check all that apply)**

## Appendix C: Survey, Interview, and Focus Group Data

	Response %	Count
One adult (single person household)	13.5%	31
Two adults, one working outside the home	13.9%	32
Two adults, both working outside the home	62.6%	144
Married	43.9%	101
Living with a partner	3.0%	7
Divorced/Separated	7.4%	17
Widowed	0.9%	2

answered question 230

skipped question 1

### 2. Do you have children? (If no, skip to question 4)

Yes	75.8%	172
No	24.2%	55

answered question 227

skipped question 4

### 3. How many children do you have?

Living at home

	0	1	2	3	4	5	6	7	Count
Infant/Toddler	26.9% (7)	53.8% (14)	19.2% (5)	0	0	0	0	0	26
Preschool	33.3% (7)	66.7% (14)	0	0	0	0	0	0	21
School-age	7.4% (6)	55.6% (45)	23.5% (19)	9.9% (8)	2.5% (2)	0	0	1.2% (1)	81
College-age	15.8%	57.9%	23.7%	0	0	2.6%	0	0	38

## Appendix C: Survey, Interview, and Focus Group Data

	(6)	(22)	(9)			(1)			
Post college-age	50.0% (11)	27.3% (6)	18.2% (4)	0	4.5% (1)	0	0	0	22

Not living at home

	1	2	3	4	5	6	7	10+	Count
Infant/ Toddler	100.0% (5)	0	0	0	0	0	0		5
Preschool	100.0% (5)	0	0	0	0	0	0		5
School-age	58.3% (7)	8.3% (1)	25.0% (3)	0	0	0	0	8.3% (1)	12
College-age	12.8%	69.2% (27)	12.8% (5)	0	0	5.1% (2)	0		39
Post college-age	5.7% (4)	32.9% (23)	45.7% (32)	10.0% (7)	2.9% (2)	0	0		70

answered question 169

skipped question 62

### 4. Are there people living with you who have special needs or require specialized care?

	Response Percent	Response Count
Yes	4.3%	10
No	95.7%	220
If you answered yes, please describe your role in their care		10

## Appendix C: Survey, Interview, and Focus Group Data

answered question 230

skipped question 1

### Summary of Comments (10 comments)

Respondents have family members, from children to elderly adults, with special needs. Many require transportation to doctor appointments (both locally and out of town), preparation of meals, administering medications and attending meetings.

### 5. Do you provide care for elders, regardless of whether or not they live with you?

	Response Percent	Response Count
Yes	24.8%	56
No	75.2%	170
If you answered yes, please describe your role in their care		43

answered question 226

skipped question 5

### Summary of Comments (43 comments)

- Perform shopping for groceries, medications, clothing, household needs
- Perform household chores, repairs, plowing and shoveling snow, mowing grass and cleaning
- Perform power of attorney
- Provide financial support and decisions regarding finances
- Manage food available, eaten and prepared
- Perform transportation duties to shop and attend doctor's appointments

### 6. What is the approximate size of your department (number of employees)?

	Response Percent	Response Count
1-5 employees	13.7%	31

**Appendix C: Survey, Interview, and Focus Group Data**

6-10 employees	20.3%	46
11-20 employees	20.7%	47
21-50 employees	30.4%	69
More than 50 employees	15.0%	34

answered question 227

skipped question 4

**7. How many miles do you travel each way from home to work?**

	<b>Response Percent</b>	<b>Response Count</b>
<b>0 – 10 miles</b>	64.8%	149
11 – 20 miles	26.1%	60
21 – 30 miles	6.1%	14
31 – 40 miles	1.7%	4
more than 40 miles	1.3%	3

answered question 230

skipped question 1

**8. Please indicate your awareness of the services that are currently available on campus and their importance to you at work or away from work**

<b>Knowledge of</b>				
	<b>Familiar with</b>	<b>Heard of this</b>	<b>Didn't know this was available</b>	<b>Response Count</b>
Family Fun Day	72.1% (158)	25.6% (56)	2.3% (5)	219

## Appendix C: Survey, Interview, and Focus Group Data

Tech Fit	71.5% (158)	22.2% (49)	6.3% (14)	221
Multi-cultural opportunities (Parade of Nations, PowWow, etc.)	70.2% (151)	27.9% (60)	1.9% (4)	215
Youth Programs	63.6% (140)	32.3% (71)	4.1% (9)	220
Tuition Reduction Incentive Program (TRIP)	61.8% (136)	25.5% (56)	12.7% (28)	220
SDC membership	61.3% (136)	31.5% (70)	7.2% (16)	222
Michigan Tech Little Huskies Child Development Center	54.1% (119)	42.3% (93)	3.6% (8)	220
Dress for Success Shop (in the Campus Bookstore)	52.8% (115)	42.2% (92)	5.0% (11)	218
Employee Education Program	52.3% (116)	36.0% (80)	11.7% (26)	222
Summer Athletic Programs	47.0% (103)	34.2% (75)	18.7% (41)	219
Community Programs	43.8% (95)	37.8% (82)	18.4% (40)	217
Memorial Union guest rooms available for rent	42.1% (93)	45.2% (100)	12.7% (28)	221
Outdoor Adventure Program	36.7% (80)	45.0% (98)	18.3% (40)	218
Par and Grill	35.2% (76)	44.4% (96)	20.4% (44)	216
Housing list (either 'For Sale' or rentals)	34.1% (74)	39.2% (85)	26.7% (58)	217
Safety shoe program	33.2% (73)	21.8% (48)	45.0% (99)	220
Wadsworth Hall guest rooms available for rent	32.1% (71)	32.6% (72)	35.3% (78)	221
Top Dog and Big Dog Express Meal Plans	30.0% (66)	42.7% (94)	27.3% (60)	220
Ford Center (in Alberta) available for rental/events	26.9% (59)	32.0% (70)	41.1% (90)	219
HuskyPAW Wellness Program	25.7% (57)	40.1% (89)	34.2% (76)	222
Bowling Alley available for rent in Memorial Union	24.5% (54)	32.7% (72)	42.7% (94)	220
Safety glasses program	22.6% (49)	26.7% (58)	50.7% (110)	217
Payroll deduction at Campus Bookstore for	22.4% (50)	26.9% (60)	50.7% (113)	223

**Appendix C: Survey, Interview, and Focus Group Data**

computers and iPods				
Barkboard	19.9% (43)	25.0% (54)	55.1% (119)	216
Dual Career Assistance Program	19.4% (43)	24.8% (55)	55.9% (124)	222
Free tuition for senior citizens	18.5% (41)	22.5% (50)	59.0% (131)	222
Ability to purchase anti-viral software at minimal cost for home computer	17.4% (38)	15.1% (33)	67.6% (148)	219
Elder Hostel programs	15.6% (34)	25.2% (55)	59.2% (129)	218
Ergonomic assessment	8.6% (19)	12.7% (28)	78.6% (173)	220

--	--

## Appendix C: Survey, Interview, and Focus Group Data

Youth Programs	31.0% (65)	38.1% (80)	31.0% (65)	210
Outdoor Adventure Program	30.1% (62)	51.0% (105)	18.9% (39)	206
Payroll deduction at Campus Bookstore for computers and iPods	27.9% (57)	46.6% (95)	25.5% (52)	204
Free tuition for senior citizens	27.7% (56)	40.1% (81)	32.2% (65)	202
Safety glasses program	27.4% (55)	40.3% (81)	32.3% (65)	201
Summer Athletic Programs	25.4% (52)	39.5% (81)	35.1% (72)	205
HuskyPAW Wellness Program	25.4% (48)	59.3% (112)	15.3% (29)	189
Housing list (either 'For Sale' or rentals)	24.0% (49)	47.5% (97)	28.4% (58)	204
Dual Career Assistance Program	19.5% (38)	45.1% (88)	35.4% (69)	195
Elder Hostel programs	14.9% (30)	46.5% (94)	38.6% (78)	202
Barkboard	14.7% (29)	60.4% (119)	24.9% (49)	197
MT Little Huskies Child Development Center	12.5% (26)	24.5% (51)	63.0% (131)	208
Par and Grill	12.0% (24)	53.0% (106)	35.0% (70)	200
Dress for Success Shop (in the Campus Bookstore)	10.4% (22)	48.3% (102)	41.2% (87)	211
Ford Center (in Alberta) available for rental/events	9.9% (20)	47.5% (96)	42.6% (86)	202
Bowling Alley available for rent in Memorial Union	9.4% (19)	52.5% (106)	38.1% (77)	202
Top Dog and Big Dog Express Meal Plans	8.2% (17)	44.2% (92)	47.6% (99)	208
Wadsworth Hall guest rooms available for rent	7.2% (15)	46.9% (98)	45.9% (96)	209
Memorial Union guest rooms available for rent	5.6% (12)	50.2% (107)	44.1% (94)	213



## Appendix C: Survey, Interview, and Focus Group Data

answered question	225
skipped question	6

### Summary of Comments (10 comments)

- Rozsa Subscriptions can be purchased through payroll deductions.
- Rosza Performing Arts Series...extremely important to me. Tech Arts Festival (or whatever its successor is called) Fine and Performing Arts program Very important
- Tech trails Rosza Center
- Family Fun Day - great!
- Safety shoe program - in our contract Safety glasses program – contract
- Interlibrary Loan through Tech library – important
- Tech Fit should apply to part-time employees on a pro-rated (FTE) basis.
- Since I don't know what this is, Dual Career Assistance Program I can't rate it. But I will probably see if I can find out more about it.

### **9. Indicate how important the following programs would be for you and your current situation (NOTE - not all programs listed are currently in place)**

	<b>Extremely important</b>	<b>Important</b>	<b>Neutral</b>	<b>Unimportant</b>	<b>Not at all important</b>	<b>Response Count</b>
Caring for dependents	23.1% (50)	17.1% (37)	20.8% (45)	13.0% (28)	25.9% (56)	216
Emergency backup child care services (holidays, sick child, inclement weather, etc.)	13.4% (29)	12.4% (27)	20.7% (45)	17.1% (37)	36.4% (79)	217

## Appendix C: Survey, Interview, and Focus Group Data

On-site dependent care	13.0% (28)	11.6% (25)	26.4% (57)	19.0% (41)	30.1% (65)	216
Childcare discounts at Little Huskies	11.2% (24)	6.5% (14)	20.9% (45)	22.3% (48)	39.1% (84)	215
Childcare resource and referral service	11.1% (24)	8.3% (18)	23.0% (50)	19.8% (43)	37.8% (82)	217
After-school care programs	9.7% (21)	11.5% (25)	24.0% (52)	19.4% (42)	35.5% (77)	217
Special needs child care	3.2% (7)	5.6% (12)	26.9% (58)	22.7% (49)	41.7% (90)	216

answered question 218

skipped question 13

### Summary of Comments (33 comments)

- Important to coworkers and students, but do not apply to me 10
- Not important now, but could have used them in the past 9
- Too expensive/should be a discount 6
- Emergency daycare is greatly needed 2
- Summer and afterschool programs for young children (K-6) of MTU employees and students 2
- In need of affordable daycare for special needs child 1
- Daycare is primary issue of work life balance 1
- Doggy daycare 1

### **10. Indicate how important the following programs would be for you and your current situation. (NOTE - not all programs listed are currently in place)**

	<b>Extremely important</b>	<b>Important</b>	<b>Neutral</b>	<b>Unimportant</b>	<b>Not at all important</b>	<b>Response Count</b>
Workplace seminars/webinars	15.7% (34)	30.1% (65)	26.9% (58)	10.2% (22)	17.1% (37)	216
Parenting	12.0% (26)	11.6% (25)	26.9% (58)	17.6% (38)	31.9% (69)	216

## Appendix C: Survey, Interview, and Focus Group Data

Preparing to send a child to college	11.1% (24)	22.7% (49)	20.4% (44)	13.4% (29)	32.4% (70)	216
On-site caregiver support groups	4.7% (10)	14.4% (31)	34.4% (74)	16.3% (35)	30.2% (65)	215
Lactation support	3.3% (7)	4.2% (9)	25.5% (54)	17.0% (36)	50.0% (106)	212
Support for grandparents raising grandchildren	3.3% (7)	8.4% (18)	25.1% (54)	19.1% (41)	44.2% (95)	215

answered question 218

skipped question 13

### Summary of Comments (12 comments)

- Important to coworkers and students, but do not apply to me 3
- No longer needed because children are grown 2
- Classes and seminars pertaining to parenting would be helpful 2
- Classes and seminars not pertaining to parenting 1
- Resources are already available in the community 1
- TRIP for grandchildren 1
- Need space for breastfeeding mothers 1

### **11. Indicate how important the following programs would be for you and your current situation. (NOTE - not all programs listed are currently in place)**

	<b>Extremely important</b>	<b>Important</b>	<b>Neutral</b>	<b>Unimportant</b>	<b>Not at all important</b>	<b>Response Count</b>
Elder care resource and referral service	11.3% (24)	16.5% (35)	27.4% (58)	15.6% (33)	29.2% (62)	212
Elder care	8.5% (18)	18.3% (39)	28.2% (60)	15.5% (33)	29.6% (63)	213
Emergency backup elder care service	7.1% (15)	14.6% (31)	31.1% (66)	16.0% (34)	31.1% (66)	212
Caregiver support groups	6.3% (13)	17.3% (36)	29.8% (62)	15.9% (33)	30.8% (64)	208

## Appendix C: Survey, Interview, and Focus Group Data

Disabled adult care	5.2% (11)	12.3% (26)	32.2% (68)	19.0% (40)	31.3% (66)	211
---------------------	-----------	------------	------------	------------	------------	-----

answered question 213

skipped question 18

### Summary of Comments (14 comments)

- Not relevant now, but likely will be in the future 6
- Not important now, but could have used them in the past 3
- Important to coworkers and students, but do not apply to me 3
- Reference center for children and parents would be helpful 1
- Resources are already available in the community 1

### **12. Indicate how important the following programs would be for you and your current situation. (NOTE - not all programs listed are currently in place)**

	<b>Extremely important</b>	<b>Important</b>	<b>Neutral</b>	<b>Unimportant</b>	<b>Not at all important</b>	<b>Response Count</b>
Access to recreational/fitness facilities	49.1% (108)	37.3% (82)	9.5% (21)	0.9% (2)	3.2% (7)	220
Health and wellness	47.0% (103)	43.4% (95)	7.8% (17)	0.5% (1)	1.4% (3)	219
Stress management programs	19.4% (42)	34.6% (75)	29.0% (63)	9.2% (20)	7.8% (17)	217
Voluntary immunization clinics	17.5% (38)	41.5% (90)	26.7% (58)	5.5% (12)	8.8% (19)	217
Nutritional counseling	17.5% (38)	37.8% (82)	29.5% (64)	6.9% (15)	8.3% (18)	217
On-site health screenings	17.4% (38)	48.9% (107)	25.1% (55)	2.3% (5)	6.4% (14)	219

## Appendix C: Survey, Interview, and Focus Group Data

	<b>Extremely important</b>	<b>Important</b>	<b>Neutral</b>	<b>Unimportant</b>	<b>Not at all important</b>	<b>Response Count</b>
Employee Assistance Program (anonymous referral to community resources/crisis intervention)	17.1% (37)	38.0% (82)	29.6% (64)	6.0% (13)	9.3% (20)	216
On-site massages	14.2% (31)	27.4% (60)	33.3% (73)	11.4% (25)	13.7% (30)	219
24-hour nurse line	13.8% (30)	31.3% (68)	35.9% (78)	7.4% (16)	11.5% (25)	217
On-site nurse	11.3% (24)	26.8% (57)	36.6% (78)	9.9% (21)	15.5% (33)	213
Health advocate	10.2% (22)	31.9% (69)	35.6% (77)	7.9% (17)	14.4% (31)	216
Occupational health programs	10.1% (22)	34.6% (75)	38.7% (84)	5.5% (12)	11.1% (24)	217
Smoking cessation assistance	7.9% (17)	9.7% (21)	29.2% (63)	16.2% (35)	37.0% (80)	216
Support groups	6.0% (13)	28.8% (62)	36.7% (79)	9.8% (21)	18.6% (40)	215
Reproductive health/pregnancy programs	4.7% (10)	14.0% (30)	32.6% (70)	14.9% (32)	34.0% (73)	215
Information about multigenerational issues	4.6% (10)	16.7% (36)	45.4% (98)	13.0% (28)	20.4% (44)	216

answered question 222

skipped question 9

### Summary of Ratings (17 comments)

It appears that responders were more interested in these programs than in those referred to in previous questions – 48.1% responded that the programs were very important or important, while

## Appendix C: Survey, Interview, and Focus Group Data

21.7% responded that they were unimportant or not at all important. Averaged ratings for the programs listed, taken as a whole, are as follows:

### Summary of Comments (listed in order of prevalence)

- In regard to the SDC, Tech Trails, Mont Ripley, and the golf course, suggestions included giving access to employees at no cost, reduced cost, or at the same rate students pay.
- On-site health nurse or a Tech health center, although there were concerns about duplicating services already available in the community.
- Increase the TechFit benefit; \$150 isn't adequate for most annual memberships.
- Offer expanded incentives to employees for working at wellness. One reward for wellness could be free access to the SDC.
- Open a small gym on campus for employees' lunchtime workouts.
- Offer therapeutic massages to those whose jobs are very physical.

### **13. Indicate how important the following programs would be for you and your current situation**

	<b>Extremely important</b>	<b>Important</b>	<b>Neutral</b>	<b>Unimportant</b>	<b>Not at all important</b>	<b>Response Count</b>
Flexible work options	54.1% (118)	33.0% (72)	8.3% (18)	1.8% (4)	2.8% (6)	218
Variable starting/ending hours	52.3% (114)	29.4% (64)	12.8% (28)	1.4% (3)	4.1% (9)	218
Compressed work week	41.4% (89)	27.0% (58)	20.9% (45)	5.1% (11)	5.6% (12)	215
Telecommuting/work at home	38.2% (83)	24.0% (52)	23.0% (50)	6.0% (13)	8.8% (19)	217
Job sharing	13.2% (28)	18.9% (40)	41.5% (88)	12.3% (26)	14.2% (30)	212

answered question 219

skipped question 12

### Summary of Ratings

People are passionate about these issues – 66.3% responded that the programs are extremely important or important, while only 12.4% rated them as unimportant or not at all important.

### Summary of Comments (listed in order of prevalence) (20 comments)

## Appendix C: Survey, Interview, and Focus Group Data

- All programs mentioned are important to making and retaining happy, professional employees.
- A compressed work week would be very welcome, particularly if all employees had the same day off. (Same day off = energy savings by shutting down for one day; ease of scheduling meetings.) Some areas (food service, for example) may not be adaptable because of the need for their services daily.
- Flexible work options would be highly valued. Flexible work hours would allow employees to attend classes, which would be an asset to them and to the University.
- Telecommuting is supported by the responders.
- Travel is difficult on the family and finances, and the office work piles up during the absence.
- Flexible work options may be a bigger burden on management – offer management training by training professionals.
- These work options are already available to faculty.
- Provide more computers available to staff whose positions do not require daily use of computers. That would help with communication – allow easy access to Tech Today, for example. There are concerns about communications and employees feeling that they don't know what's going on.
- Work week should be more consistent across campus. Some departments require 60 or more hours per week for exempt employees; otherwise the employee may be regarded as a slacker. Department to department consistency on work load, work hours, and flexibility would be appreciated.

### 14. Indicate how important the following programs would be for you and your current situation

	<b>Extremely important</b>	<b>Important</b>	<b>Neutral</b>	<b>Unimportant</b>	<b>Not at all important</b>	<b>Response Count</b>
Employee discounts	41.1% (90)	47.5% (104)	8.7% (19)	0.5% (1)	2.3% (5)	219
Planning for retirement	32.7% (71)	52.5% (114)	11.1% (24)	0.9% (2)	2.8% (6)	217
Retirement investment planning/counseling	29.0% (63)	54.8% (119)	11.1% (24)	1.4% (3)	3.7% (8)	217
Long-term care insurance	29.0% (63)	40.6% (88)	23.0% (50)	3.2% (7)	4.1% (9)	217
Short-term disability	27.3% (59)	45.8% (99)	20.8% (45)	1.4% (3)	4.6% (10)	216
Financial support	18.2% (39)	35.5% (76)	29.9%	8.4% (18)	7.9% (17)	214

## Appendix C: Survey, Interview, and Focus Group Data

			(64)			
Availability of long-term care insurance	17.8% (38)	37.4% (80)	28.5% (61)	4.7% (10)	11.7% (25)	214
Voluntary benefits (auto, home, pet insurance, cancer, mortgage assistance)	15.7% (34)	38.0% (82)	32.4% (70)	6.5% (14)	7.4% (16)	216
Personal budget/financial planning	15.4% (33)	34.1% (73)	34.1% (73)	7.5% (16)	8.9% (19)	214
Financial management education	14.0% (30)	40.9% (88)	32.6% (70)	7.0% (15)	5.6% (12)	215
ID theft insurance	12.1% (26)	36.4% (78)	34.1% (73)	7.0% (15)	10.3% (22)	214
Legal planning	11.2% (24)	36.0% (77)	36.4% (78)	7.5% (16)	8.9% (19)	214
Ride sharing	7.6% (16)	17.1% (36)	39.5% (83)	12.4% (26)	23.3% (49)	210
Adoption assistance	3.3% (7)	9.8% (21)	26.2% (56)	15.4% (33)	45.3% (97)	214
Adoption reimbursement program	1.9% (4)	10.3% (22)	26.2% (56)	15.9% (34)	45.8% (98)	214

answered question 222

skipped question 9

Overall, the top 5 programs/areas of interest that respondents felt were the most important (in order of highest ranking) are:

- Retirement planning/ counseling
- Employee discounts
- Short-term disability
- Availability of long-term care insurance
- Financial management education

Summary of Comments (7 comments)

## Appendix C: Survey, Interview, and Focus Group Data

- Employees would like to have a university lawyer available to consult with on wills, living wills, medical and financial power of attorney, etc.
- It was mentioned that Michigan Tech needs a short-term disability program other than the sick pool
- There is a need for family paid leave (perhaps similar to unemployment insurance)
- Michigan Tech employees should be able to feel like they are part of a “family” that cares – that this is the best place to work in the Copper Country

### 15. Indicate how important the following programs would be for you and your current situation.

	<b>Extremely important</b>	<b>Important</b>	<b>Neutral</b>	<b>Unimportant</b>	<b>Not at all important</b>	<b>Response Count</b>
Other opportunities	11.2% (22)	27.0% (53)	50.0% (98)	3.6% (7)	8.2% (16)	196
Community volunteer program	7.1% (15)	32.7% (69)	48.8% (103)	4.3% (9)	7.1% (15)	211
Blood/Bone Marrow donation	7.5% (16)	34.9% (74)	44.8% (95)	4.2% (9)	8.5% (18)	212
Organ donation	10.4% (22)	34.6% (73)	45.0% (95)	2.8% (6)	7.1% (15)	211
Professional Development	33.0% (71)	34.0% (73)	24.2% (52)	4.2% (9)	4.7% (10)	215
Other (please specify below)						9

answered question 217

skipped question 14

Overall, of the 5 categories, professional development ranked as the highest importance by employees that responded to the survey. Followed by organ/blood/bone marrow donation, and then community volunteerism programs and other opportunities.

#### Summary of comments (9 comments)

- Professional development should be a campus-wide initiative
- Car pooling or shuttle program for employees
- Adult enrichment/education programs – machining, welding, introduction to sciences (similar to youth programs), etc.

## Appendix C: Survey, Interview, and Focus Group Data

- Apprentice or training programs – to enable employees to advance, rather than the University hiring “outside”
- Offer a University program or event for employees for bone marrow screening – the cost and time factor is holding back some employees from getting involved
- Employees really would like a recreation pass – same as that offered to students and customers
- Some respondents were unsure of “other opportunities” available

### 16. How often do your personal life responsibilities impede your job performance?

	Response Percent	Response Count
<b>Rarely</b>	42.7%	94
Occasionally	35.5%	78
At least once a month	9.5%	21
At least once a week	5.5%	12
Nearly every day	4.5%	10
Other (please describe below)	2.3%	5

answered question 220

skipped question 11

#### Summary of Comments (21 comments)

- Family/Children Issues 8
- Has not impacted 6
- Employee Health Issues 2
- More frequently in the past 1
- More frequently in future 1
- Temporary distractions 1
- If not for flexible schedule would be more often 1
- May be changing to less often soon 1

### 17. In which of the following ways have personal life responsibilities affected your job performance? (Check all that apply)

	Response Percent	Response Count

## Appendix C: Survey, Interview, and Focus Group Data

Unable to concentrate	34.4%	73
Unable to work overtime	13.2%	28
Unable to accept assignments	2.8%	6
Unable to accept promotion	1.4%	3
Unable to accept travel assignment(s)	7.5%	16
Co-workers need to cover my responsibilities	14.2%	30
Late for work more than once in the last month	9.4%	20
Missed work more than once in the last month	10.8%	23
Personal responsibilities have not affected my job performance	29.2%	62
None of the above	22.2%	47

answered question 212

skipped question 19

### Summary of Comments (24 comments)

- Family Issues 11
- Not an issue 5
- Flexible work schedule works or would help 2
- Personal Health 1
- If Dual Career Office function as it should, I would have no personal problems 1
- There seems to be no confidentiality law here 1
- There aren't always co-workers available, not enough 12 month employees, too many 9 month and part-time workers 1
- It's more subtle than missing work – its being overly tired, not at peak 1
- Thankful to have a job with health benefits 1

### **18. What personal life responsibilities are most likely to affect your job performance? (Check all that apply)**

	Response Percent	Response Count
Child care	28.6%	60
Personal care	20.5%	43
Elder care	18.6%	39

## Appendix C: Survey, Interview, and Focus Group Data

Financial concerns	16.2%	34
Household maintenance	22.4%	47
Other (please describe below)	13.8%	29
None of the above	25.7%	54

answered question 210

skipped question 21

### Summary of Comments (41 comments)

- Personal Care 13
- Child Care 12
- Not an Issue 2
- Pets 2
- Elder Care 1
- Financial 1
- House/Car Maintenance 1
- Rotating shift work is detrimental to my performance 1
- My spouse isn't able to find work 1
- Fitness, family activities, religious holidays 1
- Winter 1
- Siblings who have disabilities and/or struggles often need my help 1
- Normal everyday life doesn't impact my job, major events do: new babies, deaths, etc 1
- Firefighting/first responder 1
- Former partner stalking/harassing 1
- Stress generated from job at University 1

**19. This set of questions asks for your opinions about your work and personal life balance situation. Please indicate your level of agreement with each of the following statements**

	<b>Strongly agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Response Count</b>
Michigan Tech is supportive of my effort to balance work and personal needs.	17.7% (37)	44.5% (93)	23.4% (49)	9.1% (19)	5.3% (11)	209
My supervisor is supportive of my efforts to balance work and personal needs.	38.5% (85)	38.5% (85)	16.3% (36)	3.6% (8)	3.2% (7)	221

## Appendix C: Survey, Interview, and Focus Group Data

My supervisor is understanding when I have an unexpected family or personal problem.	46.8% (103)	39.1% (86)	9.5% (21)	3.2% (7)	1.4% (3)	220
I am comfortable discussing my personal life with my supervisor.	24.0% (53)	33.0% (73)	23.1% (51)	10.0% (22)	10.0% (22)	221
It is important to me to be able to discuss my personal life with my supervisor.	13.2% (29)	28.6% (63)	36.8% (81)	13.2% (29)	8.2% (18)	220
The stress of balancing work and personal responsibilities is affecting my health.	7.7% (17)	17.7% (39)	20.9% (46)	30.9% (68)	22.7% (50)	220
The stress of balancing work and personal responsibilities is affecting my work.	2.7% (6)	12.3% (27)	21.4% (47)	38.6% (85)	25.0% (55)	220
The stress of balancing work and personal responsibilities is affecting my personal relationships.	5.5% (12)	16.8% (37)	22.3% (49)	34.5% (76)	20.9% (46)	220
Co-workers' needs to balance their work and personal life increase my workload.	8.8% (19)	17.6% (38)	26.9% (58)	32.4% (70)	14.4% (31)	216

answered question 221

skipped question 10

Overall, it appears that the majority of the respondents believe that MTU is supportive of efforts to balance work and personal needs, and is understanding when personal problems arise. Nearly a quarter of the respondents believe that the stress of balancing work / life is affecting health, personal relationships, and their workload.

### Summary of Comments (listed in order of prevalence) (18 comments)

- Workers who pick up extra work are not always appreciated
- Supervisors and co-workers are not always supportive of work / life balance, or they try to be supportive but are not sure how.
- Employee workload often is excessive or exceeds the normal work day; situations such as these cause stress and lack of work/life balance for employees.

## Appendix C: Survey, Interview, and Focus Group Data

### 20. Please indicate your position type

	Response Percent	Response Count
Faculty - Tenured	6.0%	13
Faculty - Tenure-track	0.5%	1
Faculty - Fixed term	2.3%	5
Faculty - Other (please specify below)	1.9%	4
Staff - AFSCME	29.8%	64
Staff - UAW	16.3%	35
Staff - POA	0.0%	0
Staff - Non-exempt/Non-represented	7.9%	17
Staff - Exempt	34.9%	75
Staff - Other (please specify below)	0.5%	1
Other (please specify)		8

answered question 215

skipped question 16

### 21. My position is classified as: (check all that apply)

	Response Percent	Response Count
Full time (30 or more hours per week)	81.1%	176
Part time (less than 30 hours per week)	3.2%	7
12-month	34.6%	75

## Appendix C: Survey, Interview, and Focus Group Data

11-month	0.0%	0
10-month	0.0%	0
9-month	12.4%	27
Less than 9-months	0.0%	0

answered question 217

skipped question 14

### 22. Age

	Response Percent	Response Count
18-25	2.3%	5
26-35	11.9%	26
36-45	24.3%	53
46-55	38.1%	83
56-65	22.9%	50
Older than 65	0.5%	1

answered question 218

skipped question 13

### 23. Gender

	Response Percent	Response Count
Female	67.1%	145
Male	32.9%	71

answered question 216

skipped question 15

### 24. Length of Service at Michigan Tech

	Response Percent	Response Count
Less than 1 year	4.7%	10

## Appendix C: Survey, Interview, and Focus Group Data

1-5 years	25.2%	54
6-10 years	16.4%	35
11-15 years	19.2%	41
16-20 years	12.6%	27
21-25 years	9.3%	20
26-30 years	7.0%	15
More than 30 years	5.6%	12

answered question 214

skipped question 17

### 25. Comments/concerns not addressed by the survey

answered question 37

skipped question 194

### Summary of comments (by subject, listed in order of prevalence) (37 comments)

- Concerns with current health care program
- Concerns over excessive workloads
- Suggestions to make recreation facilities and activities more affordable to faculty and staff
- Lack of career advancement opportunities
- Elder care issues
- Concerns about Michigan Tech trying to control employee participation in various programs
- Desire to coordinate university operations and closures with local public schools

### Graduate Students

#### SFRES Professional Development Forum

#### Graduate Student Questionnaire Results – Work/Life Balance and Time Management

1. Indicate Status: Master's Student 8 PhD Student 11

1. On average, how many hours per week do you devote to the following school/work tasks? Rank these based on how you prioritize your time.

	Average Hours per Week	Max	Min	Count	Number of Students Giving Top Priority	Average Priority Rank
<b>Coursework</b>	20.25	40	8	16	9	1.50
<b>Degree Research</b>	26.64	50	2	18	9	1.56

## Appendix C: Survey, Interview, and Focus Group Data

<b>Other Research/Lab Work</b>	7.89	20	2	9		2.89
<b>Teaching</b>	5.75	10	0.25	3		4.80
<b>Professional Service</b>	4.83	10	0.50	6		4.22
<b>Full-time Job</b>	40.00			1	1	
<b>Job Search</b>	7.50			1		
<b>Comprehensive Exams</b>	10.00			1		
<b>Work from Home</b>	5.00			1		
<b>Outreach</b>	2.00			1		
<b>Grant Administration</b>	8.00			1	1	
<b>Paperwork</b>	5.00			1		
<b>TOTAL HOURS WORKED</b>	<b>55.78</b>	<b>100</b>	<b>28.5</b>			

1. Have you discussed work/life balance and time management expectations with your advisor?

Yes 6  
 Informally 4  
 Somewhat 3  
 No 6

Only as it pertains to completing the degree and strictly in a sense of ensuring that goals are met. Also, this occurs infrequently.
informally as needed
Only in an informal discussion that did not have a specific question answer format
Only informally
only briefly - expectations are essentially get things done in a feasible time frame
not really specifically
Briefly because of FW5810 contracts
infrequently and not in much detail
One of my two advisors is better at relating to my workload.

1. Do you feel these discussions have been adequate?

Yes 9

## Appendix C: Survey, Interview, and Focus Group Data

Somewhat 4  
No 5

often stressful with the feeling that work is the only option while in grad school
I think it might be beneficial to have a more direct discussion concerning these matters so that the expectations are clear on both sides.
I would prefer that things were clearer as I still feel like discussions we have had are vague and general.
my advisor has been understanding and willing to work on viable alternatives
Thus far they have been adequate, however, if my advisor has any problems with the way I manage my time, I have not heard of it. If he does have expectations I am not meeting, there would be no way for me to know.
We have discussed long-term expectations (work that should be accomplished over weeks and months) but not on a daily or hourly basis. I think this is a good balance of having long-term goals with short-term flexibility.

1. Do you feel that you and your advisor have a common understanding of work/life balance and time management expectations?

Yes 14  
Somewhat 2  
No 2

perhaps this is unspoken
Yes and no. Our life priorities are different. However, we both feel that a graduate degree takes a lot of time and a lot of work, and sometimes the need to work outweighs the desire/need for a personal life.
I do feel that we think similarly about this topic
When it comes to doing what needs to be done and taking enough time to do it we agree, but I probably spend less time working than my advisor would like.
work life balance yes, but some difficulty in terms of rate of progress
I believe so. As long as the work gets done, he is happy!
But I do not feel comfortable. I always think that I could have been better, and I should have made more progress. That takes me under a bad mental and physical pressure.

1. What issues do you face or would like to see addressed regarding work-life balance?

Recognition that there is life outside of school
Many graduate students have families and a NEED to balance work and family. Most "older" graduate students, or those that have taken a few years off between undergrad and grad school, are very motivated to get an advanced degree and wouldn't have returned to grad school otherwise. However, the need to balance work/family life is often seen (by faculty and other grad students) as a lack of motivation or an issue to be dealt with, instead of the norm. Family life is the "norm" for many graduate students, and a happy family life will translate into a productive grad student. It would only be beneficial to all if discussions regarding the work/family life balance were welcome and the norm at Michigan Tech.
I'm my own worst enemy when it comes to work-life. Too much work, not enough life.
I would like to see school holidays addressed in the context of lab work expectations early on.
Need for quieter working environment at school/office, Working on research or homework that doesn't have anything to do with my research

## Appendix C: Survey, Interview, and Focus Group Data

What is acceptable for vacation days, hours per week, etc? Do all grad students need to be treated equally, is it fair if they are not.
None- my status as a student makes schoolwork one of my top priorities and I strive to balance other aspects of my life with schoolwork so that they help me to be more effective in accomplishing my goals and responsibilities as a graduate student while also ensuring that life external to SFRES is enjoyable and peaceful.
none at this time - its all work
family time vs school time: if you are taking care of a family at the same time as going to school, partner has full time job - how do you find time for family time, errands, running a household when you have homework/research work to do?
How to say no to opportunities based on work/life balance priorities
Her priorities - family vs scholastic/professional, realistic time management for personal time vs school - I have a very close family and ailing grandparents - family is very important to me right now - especially since I'll be abroad for a year
Importance of a healthy life on educational progress. How to juxtapose positive social and sport activities among hard research work to improve the outputs of both.
How about a little discussion about work/WORK balance. For students that TA, how much research time should they give up to teach? Also, how much time, realistically, is required to finish M.S. level research?? An example - I found that while I was a TA, and taking full grad course load, I had little to no time to work on my own research. Thus research will be put off - essentially - until my last semester. Do most advisors find this acceptable? Are they willing to accept the trade off? Less time for research (& lower quality product??) while not coughing up or searching for other sources of funding so a student doesn't have to TA?
How to set priorities and, perhaps, how to plan time allocation of different tasks.
I personally am only challenged with personal work-life challenges. My advisors do not overly force work onto me. I do, however, overwork myself from time to time. When this happened my overall productivity is lowered. Achieving the perfect work/life balance is difficult but, at least in my case, it follows a carrying capacity type curve. Sometimes I am over or under my perfect level but it usually works itself out in the long run.
I don't have a life when things are due - sometimes it feels like all or nothing.
Non-student friends and family don't always understand why I can't spend time with them on nights and weekends when my schedule is busy. When is it time to take a break from work and make social time even when there is work to be done (because there is always work to be done...)?

### 1. What issues do you face or would like to see addressed regarding time management?

Graduate coursework is adequate, however in some instances, there needs to be a recognition that students are attempting to complete several courses, not just the course taught by the instructor, In other words, a recognition of other words a recognitions of the requirements and a more balance approach to their completion
Daily scheduling and prioritizing. I have a decision-making matrix somewhere and I'll forward a copy of it to you when I can find it.
I think that my biggest issue is just knowing whether or not how I am managing my time is being viewed in a good or bad way. I suppose this could be solved by having intermittent meetings where we talk about progress and expectations. Also it would be good for these expectations to be talked about at the start of your first semester. I think that this should be the responsibility of the advisor to bring up because the student is technically working under them. Students should be honest in their responses and open to communicating about this topic though.
Less meaningless homework in class (not usually a problem in graduate courses), More melding of class work and graduate work, Quieter work spaces on campus
Should research take priority over classes?

## Appendix C: Survey, Interview, and Focus Group Data

None- my time management is a personal issue, key maintaining a balance in my life, which is my responsibility as a professional and as an adult
Firmer deadlines with more advance warning. Creating a schedule with major hurdles indentified and a plan of attack in overcoming these obstacles.
If you are planning a family to start how do you do that eithout stopping research or when is the best time to start.
Tips on how to not let all the little, short-term things dominate your time such that the big projects don't get done
Guidance! I have no guidance
Do advisors find that setting clear deadlines for their students helps their time management (better chance of finshing degree on time)? Or does it just depend on the student?
I try too much to meet the deadlines on my plans but I'm always far away behind the time. I have tried a lot of tips and guidance on the web but I can't meet the time needs for my woirk and life. More suggestions would be better.
How to avoid pilling up of work. How to build up and live to your own schedule.
I definitely need to see stipend amounts addressed. MTU, wanting to seem like a top-level research university, needs to kick out stipends to support top-level researchers. We are definitely inadequate compared to other universities in the country (even with cost-of-living factored in). By far, the largest stress in my life is my income. I cannot pay my bills on the stipend that I earn. This takes away from my academic productivity.
Getting over procrastinating to the last minute.
I would like to discuss how to increase efficiency during time at work.