

Report of the MIT Committee on Family and Work  
Part I: Summary and Recommendations  
Part II: Part II: Analysis of Survey Findings  
(Preliminary Versions, May 25, 1990)

Preliminary versions of the two parts of our report are being distributed to the MIT community for corrections and comments. In the Fall we will make corrections and print a final version. That version will include a summary of comments with responses, and will be printed in Tech Talk. Please address comments and corrections to Peter Elias at room NE43-317, MIT, 77 Massachusetts Avenue, Cambridge MA 02139.

Many members of the MIT community assisted us in many ways. We would like in particular to thank Linda L. Rounds for assistance with medical matters, Joan F. Rice for help with personnel matters, and a number of affiliates of the committee who made substantial contributions: in particular Susan P. Gaskell, A. Rae Goodell, Robert K. Kaynor, Robert J. Lewis, Mary P. Rowe, Constantine B. Simonides, and Lydia Snover.

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<sup>1</sup>The following committee members could not participate most of this semester and are not responsible for the contents of this report: Nancy H. Hopkins, Anna W. Roe, Kathy L. Simons, and Keith D. Stolzenbach. We are grateful for their earlier contributions, and especially for Kathy Simons' broad-ranging contributions.



# Report of the MIT Committee on Family and Work Part I: Summary and Recommendations (Preliminary Version)

May 25, 1990

## 1 Introduction

### 1.1 MIT's demographic profile is changing faster than MIT's culture

Over the last twenty years the demographic profile of MIT has changed more than its policies, procedures and benefits have. The concepts of family and household have broadened. So has the range of family responsibilities. Those responsibilities now derive from partners of either sex as well as from spouses; from guardianship or from birth, adoptive or step parenthood; from aging parents or other adult dependents. Most people at MIT, regardless of marital status or household structure, have family responsibilities in this broad sense.

The MIT culture of twenty years ago assumed that women employees were single and had no family responsibilities. Men were assumed to be married, with wives at home who took care of such matters. In that culture it was considered to be unnecessary, and indeed improper, to discuss personal as well as work constraints in arranging conditions of employment.

Those assumptions were not accurate then. They are almost irrelevant now. Two out of seven working mothers and one of sixteen working fathers at MIT are single. If a working parent has a spouse, the spouse is also likely to be working. Fewer extended

family members and other human service providers are available to help care for children and for adult dependents, who live longer.

MIT culture has changed in the last twenty years, but the changes are spotty. Many are not recorded in policy documents, and even those that are do not reach all who could profit from them. We learned that many people are not aware of MIT policy on issues of importance to them, or of what resources are available to help them with family and work problems. A number of our recommendations have to do with making current policies and services visible. Other recommendations concern propagating to more offices and laboratories techniques already being used to get work done efficiently by people who need flexibility to meet their multiple responsibilities. All of our recommendations suggest ways in which MIT can make it easier to combine work and family life, to help MIT continue to attract the best people and enable them to work with improved productivity and morale.

In its own interest, these are not problems which MIT can ignore. About half of our faculty, graduate students and staff with children under 13 have thought about leaving MIT because of conflicts between work and family: about a quarter of the men and a third of the women have given that possibility serious consideration. If the other universities now dealing with these issues make it easier to combine work and family life than MIT does, they will attract graduate students and academic staff who would otherwise come here. If universities as a whole do not change significantly, they may find it even harder to compete for faculty and staff with the industrial laboratories, some of which are ahead in this sphere. We believe that there are steps which MIT can and should take to help its community minimize stress and maximize productivity by harmonizing work and family life.

## **1.2 The committee's origin and charge**

The women faculty and several standing faculty committees discussed these issues and pressed for action. The Working Group on Support Staff Issues presented specific recommendations on parental leave policy. As a result of these discussions President Paul Gray and the then Chair of the Faculty, Bernard Frieden, appointed this committee in June 1988.

We were asked to (1) determine current demographics and related needs of faculty, staff and students; (2) review current services, policies, procedures and benefits affecting family responsibilities, and suggest ways of meeting needs better within the constraints of

financial resources; and (3) suggest policies that would help harmonize family and career responsibilities at MIT. Tenure, part-time appointments and parental leave policies were specifically mentioned.

Most people at MIT also have personal interests and responsibilities that do not derive from family, which they must harmonize with their work. We were not asked to address specific nonfamilial personal issues (such as career development, travel, volunteer work), but some of our recommendations should prove useful in accommodating work at MIT with those interests as well.

### 1.3 How the committee gathered data

To determine current demographics we needed to gather data.

MIT has two principal locations, the Cambridge campus and the Lincoln Laboratory, and a number of distinct populations. We gathered information about people at both locations who fell in one of eight groups: faculty, postdoctoral fellows and postdoctoral associates<sup>1</sup>, graduate students, senior researchers, research staff, administrative staff, support staff and service staff.

We gathered information about these eight groups in various ways.

- We organized selected discussion and focus groups<sup>2</sup>.
- We developed surveys and distributed one to everyone at MIT except the undergraduates. The checked responses were tabulated and analyzed; the written comments were categorized and read<sup>3</sup>.
- Throughout the tenure of the committee we discussed current services, policies, procedures and benefits and possible changes with experts from MIT and elsewhere.

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<sup>1</sup>Hereafter referred to jointly as "postdocs". Our groups differ slightly in composition from those used in official MIT parlance. They are described in more detail in Appendix A, which follows Part II: Analysis of Survey Findings.

<sup>2</sup>These are listed in Appendix A.

<sup>3</sup>A large number of short surveys and a smaller number of long surveys were distributed. The surveys and their distribution are described in detail in Appendix A.

## 1.4 Report structure

Section 2 presents our recommendations, and completes Part I of this report, *Summary and Recommendations*. We make 28 recommendations in all, grouped under the following eight headings:

- MIT should adopt a statement of principle dealing with the relation between work and personal life.
- MIT should make its informal policies about flexibility more explicit.
- MIT should clarify and improve its parental and personal leave policies.
- MIT should create a family and work program and council.
- MIT should use a broader concept of family in defining family privileges and benefits.
- MIT should help parents attend conferences held at MIT.
- MIT should provide more housing near campus.
- Steps that can be taken to implement the recommendations.

Part II of the report, *Analysis of Survey Findings*, analyzes the tabulated survey responses and gives representative quotations from survey and focus group participants and other sources. Appendix A describes the surveys and their distribution, and includes a copy of the short survey. Appendix B gives additional discussion of some of the recommendations below, and others which we considered and decided against.

## 2 Recommendations

Our first recommendation is that MIT adopt an institutional statement dealing with the relation between work and personal life, the need for flexibility in reaching an accommodation between the two which minimizes stress and maximizes productivity, and the need to do so in ways which recognize and accept the diversity of our community.

These ideas motivate most of our later recommendations. We think that their official expression will help to make those recommendations effective.

## **2.1 MIT should adopt a statement of principle dealing with the relation between work and personal life**

An important step in dealing with problems of family and work is to discuss them with one's supervisor. Supervisors, for their part, need guidance in responding to the concerns of their staff. In focus groups, staff supervisors expressed a strong need for an official MIT statement of principle dealing with the relation between work and personal life. They argued that such a document would help them respond to the needs of their staff. We believe that an official statement will also support academic supervisors (department heads and deans; professors supervising graduate students, postdocs and staff) in changing the feeling that in the MIT culture it is a bit improper to let personal life show at work.

- 1. Adoption of a statement of principle.** We recommend that MIT adopt the following statement:

MIT wishes to work with the members of its diverse community to reach an accommodation between their work and their personal lives which minimizes stress and maximizes productivity. We believe that MIT people can perform best when given as much flexibility as is consistent with carrying out the tasks at hand. The Institute will do its best to ensure that contributions of its members are not limited by their race, gender, marital status, household composition, sexual preference or other personal circumstances.

## **2.2 MIT should make its informal policies about flexibility more explicit**

We believe that some people at MIT would lead more productive and rewarding lives if the culture did not imply that everyone should be able to do everything, full time, all the time. Additional flexibility in time, place and character of work, on different schedules for different people and at different stages in individual careers, can help to improve productivity and to harmonize work and personal responsibilities.

### 2.2.1 Academics

The faculty and the graduate students work long hours but have freedom in scheduling their work. The flexibility they need is mostly not by the day but by the semester, perhaps reducing for a semester or two the number of hours committed to work or the number of different activities among which their time is divided. Much of the recommended flexibility is now available, or negotiable, on request to a department head or the Dean of the Graduate School, but the right to make such requests is not known to all who could benefit.

2. **Faculty: specialized terms, leave and part-time.** We recommend: (1) stating clearly in the MIT publication *Policies and Procedures* that pretenure as well as tenured faculty may request semesters in residence devoted only to research or only to teaching, as well as semesters of full or part-time personal leave, and that both professional and personal issues will be considered in deciding whether and when to grant such requests; (2) discussing family and work issues at the annual briefing for new faculty, including the possibility of making such requests; and (3) publishing a brief handbook dealing with family and work issues for new faculty.
3. **Graduate students: leave and part-time.** We recommend that the Dean of the Graduate School establish and publish in the *Graduate School Manual* policies allowing part-time graduate work towards a degree at partial tuition, or leave for a limited period with automatic readmission, for becoming a parent or other urgent personal reasons, while retaining housing, medical and deferment of MIT student loan repayment<sup>4</sup>.

### 2.2.2 Nonacademic staff

The nonacademic staff, and especially the support staff, have less freedom in scheduling their time day by day. Our survey showed widespread interest in a variety of nonstandard arrangements, including

- *Flextime*: scheduled nonstandard hours; for example 8 to 4 five days or 8 to 6 four days a week.

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<sup>4</sup>A subcommittee of the Committee on Graduate School Policy is considering this request.



- *Part-time*: more people want part-time positions than can find them at MIT.
- *Comp time*: compensatory time off for overtime work.
- *Job sharing*: two people jointly assuming responsibility for filling one full-time position, with overlap for communication.
- *V-time*: a modified annual plan for support staff. Allows support staff who negotiate extra vacation time to be paid in uniform payments at reduced rates all year.
- *Telecommuting*: spending part of the time each week, for a limited time or indefinitely, working at home, using consoles, modems, call forwarding, etc.

Suitable matches between tasks to be done at MIT and staff scheduling preferences promise more efficient and satisfying performance.

There are constraints on use of some options by some groups. Adoption of any such arrangement for service staff is subject to collective bargaining. For support staff, Federal law limits the interval within which time is exchanged under a "Comp time" option. But all of these arrangements are in use in industry, and all but V-time are in use in some offices at MIT. The availability of all the other options has not been made clear to all supervisors, however, nor have supervisors been encouraged or helped in deciding which arrangements fit and can benefit their offices, or in learning to administer a flexibly employed staff.

4. **Administration of flexibility.** We recommend the institution of V-time as a support staff option, and a program of consultation, assistance and training, to help nonacademic staff and the personnel officers, administrative officers, faculty and others who supervise them to learn about all flexibility options; to help supervisors learn how to administer them; to help each department and substantial office assess which options can help get their jobs done with improved productivity and morale; to assist staff to specify the available options in the requisition for each position, and to describe them in job listings.

Use of one's own sick days to care for one's sick family members is widespread but not officially allowed. It is winked at by most but not all supervisors. This situation is bad for morale of both support staff and their supervisors. We believe that changing policy to better match current practice will improve morale at little real cost.

5. **Care for sick family members.** We recommend authorizing the use of sick days or an expanded program of personal days by support staff to care for sick family members.

We believe that easier access to reliable temporary workers with MIT experience would significantly improve acceptance by supervisors of the leaves and absences which family responsibilities sometimes require.

6. **An MIT Temp service.** We recommend trial of an MIT Temp service, making available employees with MIT experience to fill in for leaves and unexpected absences with minimal disruption, to operate in competition with the current providers of temporary help, and to provide part-time opportunities for employees who cannot or prefer not to work full time or regular part-time hours.

## **2.3 MIT should clarify and improve its parental and personal leave policies**

We were asked specifically to consider parental leave policy. The current policy is confusing and is interpreted differently for different employees. It has two parts. First, an unpaid, job protected parental leave of up to eight weeks is available to birth and adoptive parents of both sexes. Second, a child-bearing woman who takes such a leave may be paid for some or all of it under sick leave and extended sick leave policy, for a period of disability as certified by her physician. We make two recommendations that deal with the two aspects of that policy, and a third in the interest of parallel treatment of leave for other major personal and family responsibilities.

### **2.3.1 Parental leave and reimbursement**

First, we recommend extension of the parental leave period. An increase from eight to 18 weeks has been discussed at the state and national level (though not yet adopted). A number of local employers allow longer leaves. We also note that the pattern implied by the current policy, of full time work interrupted by full time leave, is usually not ideal for the employee and may not be necessary, if planning is done in advance and competent temporary help is available to fill in the gaps in the office.

7. **Parental leave.** We recommend providing up to 18 weeks of unpaid job-protected parental leave to women and men who become birth or adoptive parents. In the leave application the employee and supervisor should agree on a tentative schedule, which may include full time leave, a transitional period of part-time work, and a scheduled return to regular full or part-time work. Current arrangements for continuation of benefits while on personal leave should be extended to cover scheduled transitional periods at less than half time.

Many women object to treating pregnancy and childbirth as a disability, and object to asking a physician to certify the duration of the disability, in order to get pay under sick leave and extended sick leave policies.

Some would like a paid maternal leave, of fixed term for normal delivery, with no reference to disability or sick leave and without medical certification. The best judgment is that under present law a leave not based on disability must apply to parents of both sexes. We think it likely that such a nondiscriminatory paid parental leave policy will evolve in the United States, and that MIT should move in that direction over time. We do not recommend it now, however, because we have found no basis of experience with which to estimate its cost. For some years Harvard has routinely allowed a fixed term of eight weeks with no medical certification, while still basing compensation for childbirth on disability. We believe that MIT should do the same.

8. **Maternal reimbursement.** We recommend modifying sick leave and extended sick leave policies to allow a fixed term of eight weeks of disability pay for normal childbirth, without the explicit medical certification that MIT now requires; to be extended, subject to medical evaluation, if there is a continuing disability.

### 2.3.2 Other personal leaves

There are other personal and family responsibilities which are as demanding of time and attention as a new child. In fairness they should be treated in a similar way.

9. **Personal leave.** We recommend providing job-protected personal leaves of appropriate duration to employees who face major responsibilities other than childbirth: for example, caring for an ill spouse or partner, relocating an aging parent.

## 2.4 MIT should create a family and work program and council

The existing services in the Family and Work domain at MIT have to do largely with dependent care. Dependent care needs evolve with time. Their realistic assessment is a complex task that should continue, one that our survey did not complete. We recommend that a council be appointed which can track those needs, perform evaluations and make recommendations, about dependent care and other family and work areas, creating a coherent and evolving MIT program of activities on family and work.

More publication is also necessary. Some people are not now aware that services they need are available. For child care questions that should be helped by the publication next Fall of the *Working Parent's Resource Guide* by the Working Group on Support Staff Issues, which will list all services on campus that might be of interest to children or parents. Other groups also need information. Most faculty and staff don't know that the Social Work Service of the Medical Department offers assistance with issues related to aging parents and the care of adult dependents. The Child Care Office on campus offers a broad program of information and support to parents of preschool and school-age children, but is widely viewed only as the manager of the child care centers on campus, which are in fact run by TCC (the Technology Children's Center Inc), a different organization. A name change, from the Child Care Office to something like the Parent Resource Office, might help. The Lincoln Laboratory Child Care Office offers a newsletter, seminars on parenting and a referral service through Workplace Connections. LINCC (The Lincoln Laboratory Children's Center, a separate organization with its own board, like TCC on campus) provides infant and toddler care and will soon include children up to six years of age. The Lincoln office and center are new, and their roles are now well known to Lincoln staff.

10. **The family and work program and council.** We recommend defining a program of family and work activities at MIT which includes: publication of a newsletter on family and work issues and other resource documents; the current activities of the Child Care Offices; the activities related to the care of aging parents and other adult dependents of the Social Work Service of the Medical Department; the Childbearing Year program of the Health Education Service; and the additional activities proposed in the following four recommendations. We also recommend a council (perhaps a Council on Family and Work) which includes consumer representatives from the staff, the faculty, graduate students and postdocs, those with administrative responsibility for the program, and representatives or consultants from appropriate other

administrative offices (Child Care Offices, Personnel offices, the Medical Department, the Deans of the Graduate School and of Student Affairs, the Special Assistants to the President, the Dean for Student Affairs and others), and which monitors and guides the evolution of the family and work program.

#### 2.4.1 Dependent care

We describe four of the most urgent current tasks for such a program and council. These are part-time care for infants and toddlers, programs of adequate quality for school age children, affordable child care, and a visible consultant on elder care issues.

Full time center day care for preschool children (those between 2 years 9 months and kindergarten) at market rates does not seem to be in short supply right now. But part-time preschool programs, and any care for infants and toddlers (those less than 2 years 9 months), in centers or with families, are scarce.

11. **Care for young children.** We recommend: investigating collaboration with neighboring firms and universities to provide spaces for infant and toddler care and to explore other areas of cooperation; joining other universities in lobbying for changes in immigration regulations that would let more foreign student wives legally provide family day care; appointing for a two-year trial a part-time family day care coordinator to help expand the supply of family day care providers on or near campus; using the newsletter to help people find or set up cooperative day care arrangements; encouraging TCC and LINCC to support flexibility of hours (including extended hours) and cooperative and part-time day care arrangements, that meet the needs of and enhance affordability for graduate students, postdocs, junior faculty and part-time employees; and evaluating whether TCC should become an integral part of MIT.

Care for school age children is geographically dispersed. Information is hard to find, and community action is needed to improve offerings. The program could help.

12. **Care for school age children.** We recommend: joint work with other organizations to increase the supply and quality of after-school programs; conducting a community needs assessment that includes school age children in married student housing, for after school, emergency and vacation care on the MIT campus; and using the

newsletter and workshops for exchange of information about existing after-school programs and ways to foster them in your town.

Affordable child care is a problem both for MIT employees and for graduate students and postdoctoral fellows, who do not have standard MIT benefits. We recommend designing a child care benefit option for employees and an approach to foundations for the students and postdocs. Examples of benefits programs we have discussed include: (1) having MIT match a contribution by an employee of up to 5% of salary for either voluntary pension (as now) or for preschool child care; (2) having MIT reimburse \$2000 worth per annum of either child care or employee tuition expense; (3) a child care benefit for low income employees only, like one used at Polaroid. We cannot resolve the complex legal, tax and equity issues involved in the available time, but supervisors in focus group discussion pointed out the importance of affordable child care to employee performance.

13. **Affordable child care.** We recommend that MIT help members of the community with child care costs in two ways: a benefits program for employees, to be developed with guidance from the Family and Work Council, looking at available models and consulting with benefits experts; and an approach by the Council to foundations, including both those interested in women in science and technology and those interested in helping to replace the coming wave of retiring U.S. faculty, for funds in support of parental leave and child care to make academic and family life more compatible than they now are for graduate students and postdoctoral fellows.

The demand for information and guidance on elder care problems is greater than our current supply, so we think a modest increase in resources is justified. People commented that they had not known that the Social Work service of the Medical Department could provide such help, and that they had made appointments as soon as they found out. Other sources of help are also available, however, from hospitals, churches and other groups, so demand for MIT resources is hard to estimate accurately until we find out more about demand for a visible program.

14. **Elder care.** We recommend that MIT offer and publicize the availability of consultation and of local resource and referral information on elder care problems, and increase its staffing by a part-time person; that workshops on elder care topics be presented; and, if demand prove sufficient, that we contract with a national organization to provide national resource and referral information.

## 2.5 MIT should use a broader concept of family in defining family privileges and benefits

MIT employees and partners of the same or opposite sex, in relationships approximating marriage, have been allowed to use married student housing. That policy has not appeared in print, however. Similar informal policies have allowed such unadvertised use of other MIT facilities.

The housing policy will soon become more public, in view of recent rulings by courts and housing authorities. We believe that other informal policies should also be published, since (as survey comments show) an invisible policy in fact denies access to many who take the published policy at face value.

15. **Short term benefits.** We recommend that policies like those in informal use in married student housing should be adopted and/or made visible soon for all short term, renewable employee benefits, such as use of athletic facilities and libraries.

Longer term benefit commitments (pension, medical, educational for example) require more detailed consideration of what the appropriate criteria are for the existence of a relationship approximating marriage, what evidence is required for its certification, and who at MIT or elsewhere should do the certifying (now done by city government for some purposes in New York and San Francisco). Settling these questions will take time and consultation. In view of our equal opportunity policy, however, we feel that MIT should move towards making benefits available to such couples in general. Our recommendation states a broader goal for an evolving policy.

16. **Longer term benefit commitments.** We recommend that MIT move towards a policy in which benefits available to the spouse or child of an employee are also available to a partner in a relationship approximating marriage, or to a dependent child for whom the employee has a responsibility approximating guardianship, adoption or step-parenthood.

A simple way to implement these two recommendations is to cut off all benefits to spouses, partners and children. That is not our intent. Historically, certain medical, educational and child care benefits and services subsidize children. Some such features are built into law, collective bargaining agreements, and the expectations of what benefit packages ought

to include. We believe that it is important to maintain the pro-child orientation of MIT benefits for two reasons. First, it helps faculty and staff meet their obligations. Such help is an important historical feature of the American workplace. Second, as an educational institution we want to send a strong message that helping children is central to our mission and values.

The specifics of this commitment have to be reassessed as the working population and family structure change. But we believe that a majority of the MIT community supports the continuation of a pro-child policy. It is our intent that the above recommendations be carried out in a way that applies such a policy to more children.

## **2.6 MIT should help parents attend conferences held at MIT**

It is becoming common to help people make advance child care arrangements when they attend professional meetings far from home, but the practice is still not universal. MIT is host to many such meetings. We can help harmonize personal and professional life by requiring that anyone who holds a meeting at MIT with advance registration makes it possible for adults with dependent children to attend if they are unable to leave the children behind. Such a requirement would be a clear sign that the Institute is serious about this issue. That was the effect of enacting the MIT rule that clubs which discriminate by race or gender cannot be used for official MIT functions. We do not make a formal recommendation with respect to informal departmental and laboratory social events on campus, but urge department heads and directors of research groups and laboratories to make household members welcome at those events.

- 17. Child care at meetings.** We recommend that the MIT administration demonstrate the importance of harmonizing professional and personal needs by requiring that the groups which run meetings with advance registration at MIT, and the offices which help them and others to do so (The Office of Conference Services, the Industrial Liaison Program, for example) ensure that a parent or guardian who cannot leave a child at home will be assisted in making advance arrangements for nearby child care when attending any professional meeting organized at MIT.



## 2.7 MIT should provide more housing near campus

Housing was not an issue we were asked to explore. The availability and cost of housing was a common topic, however, in survey responses to a general question about conflicts between family and personal affairs. Many respondents, particularly students, postdocs and junior faculty doing experimental work, want housing very near MIT. Student couples who spend most of each week apart have a complex life which access to student housing might help. Other members of the community want affordable housing at reasonable commuting times and distances.

Subsidy of housing for some and not for others with the same need seems difficult to justify: higher salaries or subsidies which help only those new to the housing market seem fairer. In the long run even housing acquired at current market rates may become as valuable a resource as 100 Memorial Drive is today. New MIT housing in Cambridge cannot come rapidly: it will require long and complex negotiations. But we should start that process soon.

It has been difficult for some MIT people new to the housing market to find down payments for housing purchase. A pension-based loan program is one way to help meet this need.

18. **Graduate student and postdoc housing.** We recommend as a long-term planning principle that MIT provide housing on or near campus for half of the graduate students and half of the postdocs, that new married student housing plans meet state requirements for use by family day care providers, and that appropriate child care center space in or near that housing be included.
19. **Housing for couples with commuting partners.** We recommend that the MIT Housing Office make students whose spouses or partners spend most of each week working or studying in another city eligible for the efficiency apartments in Westgate, and for small apartments in future married student housing.
20. **Rental housing for other constituencies.** We recommend a long-term program of adding to the nearby housing stock available for rental to other MIT constituencies, especially junior faculty, on the model of 100 Memorial Drive.
21. **Pension loans for housing purchase.** We recommend that MIT pension funds vested in employees be made available to them for long term housing loans, to the extent allowed by the IRS.

## 2.8 Steps that can be taken to implement the recommendations

A number of points came up in the course of our work which require some administrative attention. The first two bear directly on implementing the flexibility recommendations in Section 2.2 and the dependent care recommendations in Section 2.4.1. The others are more specialized.

Implementing the flexibility recommendation will take at least a new source of initiative. Whether that comes from new staff, in Personnel or elsewhere, or from a consultant working with Administrative Officers and other supervisors, needs decision.

22. **Administering flexibility training.** We recommend that the MIT administration assign the new responsibilities for consultation, assistance, training and assessment in Section 2.2.2.

Implementing a coherent family and work program also requires an assignment of administrative responsibility.

23. **Administering the family and work program.** We recommend that the MIT administration assign the responsibilities for administering the Family and Work Program described in Section 2.4.

We became aware that the postdocs, and especially the Postdoctoral Fellows, who are not MIT employees and do not receive the standard benefits package, had no central administrative home at MIT. The Dean of the Graduate School did not feel responsible, since they were not degree candidates, and no one beyond their local research group felt responsible since they were not employees. But there are issues affecting the group, such as medical insurance, which need central attention.

24. **Administering the postdocs.** We recommend that central administrative responsibility for Postdocs be assigned to a working group including the Deans of Science and the Graduate School. That group should meet regularly, support periodic updating of the new Postdoc Handbook, organize one or more annual Institute-wide events to maintain continuity of the postdoc community, and seek ways to fund medical and hospital coverage for postdoctoral fellows and their families<sup>5</sup>.

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<sup>5</sup>Such a working group now exists and has held its second meeting.

Another medical issue relates to both the postdoctoral fellows and the graduate students. A solution would presumably also help others on the MIT Affiliate's Health Plan.

25. **Medical coverage for children of students and postdocs.** We recommend that MIT provide add-on coverage to permit student and postdoc parents, who pay the student medical fee and are entitled to individual medical care, to buy prepaid medical coverage for children rather than paying individually for each visit to the medical department<sup>6</sup>.

MIT needs demographic information (marital status, children, spouse's employment, for example) about members of the community, to use in estimating costs of program changes, and for other planning purposes. That information is now gathered incompletely and expensively by surveys. Information on whether the hiring of a temporary employee is due to a sick day, a personal day, a leave or an overload would be helpful. Groups which need such data, some of which have taken or will take surveys to get it, include the Housing Office, the Medical department, the Planning Office, the Athletic Department, the Child Care Office, Personnel, Benefits, etc. Much of the necessary information is now or could be gathered periodically by the Registrar, Personnel, the Benefits Office and other MIT offices, without adding to the number of forms people fill out.

26. **Updating demographic data.** We recommend that the MIT administration create a working group to consider what demographic data can be obtained and updated routinely at low cost by the various departments which gather data now, to be used for estimating costs of new programs and other planning purposes.

Our survey showed that many people were not aware of MIT policy on issues of importance to them, or of what resources are available to help with family and work problems. The benefits office has instituted BenTalk, a use of the telephone system to present brief messages about benefit programs. TechInfo, a system for online access to more complex material, is now in final test. Available explanations, like those written for BenTalk and those printed on The Back Page of Positions Available, can soon be made available on the network to anyone with access to a console.

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<sup>6</sup>Linda Rounds informs us that she is preparing an estimate of what the cost per child or set of children for such coverage would be.

27. **Making policy public.** We recommend that those responsible for issuing MIT policy documents and for writing more coherent presentations of policies of wide interest be also made responsible for making that information more widely available by phone and/or console, as library and phonebook information now is. Obvious candidates include the subject matter covered by Policies and Procedures, the MIT Personnel Policy Manual, the Catalog etc.

Telecommuting is already being practised by a number of MIT faculty, graduate students and staff, and more are interested. Consoles and terminals are now quite cheap, but still beyond the reach of some graduate students who cannot borrow them from a laboratory.

28. **Telecommuting for students.** We recommend that the Graduate Student Council explore with the Institute Property Office setting up a rotating pool of used modems and consoles, for loan to graduate students.

## 2.9 A comment on costs

Our charge asked us to suggest ways of meeting needs better within the constraints of fiscal resources. We have made a serious effort to do so, and believe that our recommendations are responsive to that charge. We are not expert at analyzing costs at MIT, however, and leave accurate costing to those who are.

# Report of the MIT Committee on Family and Work Part II: Analysis of Survey Findings (Preliminary Version)

May 25, 1990

## 1 Introduction: The groups surveyed

In March of 1989 we sent a survey to everyone at MIT (on campus and at the Lincoln Laboratory) except the undergraduates. About 10% received longer surveys, which included some additional questions. Both surveys included an open-ended request for comments, which is reprinted to the right. The marginal notes in italics are comments, from the survey and elsewhere.

In describing the results it is often interesting to compare the responses of men and women, and to divide the respondents to the short survey questions into eight groups: the faculty, the senior researchers, the postdocs, the graduate students and the research, administrative, support and service staff. The long survey sample was smaller, and only three larger groups are compared: faculty, graduate students, and a staff category which includes research, administrative and support staff. We describe the eight short-survey groups first.

### 1.1 The Academic groups: Faculty, postdocs, graduate students and senior researchers

The senior research and faculty groups<sup>1</sup> are similar in a number of ways. The average age of faculty and senior research men is

<sup>1</sup>Our eight groups differ slightly from those denoted by their names in official MIT usage. They are described in more detail in Appendix A, which gives the sizes of the various populations at MIT, describes the short and long surveys and gives the number of respondents to each survey by gender in each group. As noted there the service staff response rate was low, so service staff results are less reliable than results for other groups.

*The Committee is interested in what you see as major needs or concerns in the area of balancing work and family. There are sometimes conflicts and competing demands between work and the personal and family sphere for faculty, staff and students whether single or married, parent or nonparent. Any additional comments you have are of interest to us. (Short survey)*

*I am writing to compliment the Committee on Family and Work on the questionnaire I recently completed. As a single parent working full time, raising two school-aged children, and pursuing an advanced degree, I have filled out many surveys, which, while well-meaning, were based on family paradigms so alien to my own that laughing or crying were the most appropriate responses. (Administrative staff)*

*This survey is very poorly designed and written. Many answers provided are inappropriate or incomplete. I resent the time, effort and money spent on the unprofessional fiasco. (Graduate student)*

47. About a tenth of each group are women. The percentage of women in both groups has grown from even smaller numbers (2% women faculty twenty years ago), so their average ages are five and eight years younger. Two-thirds of the men and two-fifths of the women in each group have served ten years or more, as shown in Table 16. On the faculty three-fourths of the men and half the women are tenured, up from 60% of the (98% male) faculty twenty years earlier.

The postdocs and graduate students are younger and turn over faster. Men and women have the same average age in these groups: 32 for postdocs and 28 for graduate students. One fifth of the graduate students and more than a quarter of the postdocs are women. (Corresponding figures for 1970 were one-twelfth of the graduate students and one-tenth of the postdocs.) Half the membership of each group has joined it within the last two years. Almost all the postdocs and four-fifths of the graduate students are gone in five years. There are two kinds of postdocs: postdoctoral fellows, on fellowships or traineeships, who are not employees and have no benefits, and postdoctoral associates, who do the same work but are employees with the standard benefits.

Many academics have been students here. More than two-fifths of the doctorates and about a fifth of the bachelor's degrees held by the faculty and senior research staff respondents are MIT degrees. The percentages of women faculty with MIT bachelor's degrees and doctorates are half as great as corresponding percentages for their male colleagues. Both percentages are also smaller for the small sample of women among the senior researchers. That may be partly because larger percentages of women are in the schools of Science and of Humanities and Social Science, whose male faculties also have smaller percentages of MIT degrees, and partly because when faculty and senior researchers were being trained MIT had fewer women students.

In the two younger groups, equal fractions of men and women have MIT degrees. Presumably the difference between the older and younger groups reflects the recent increases in the fraction of women among the MIT undergraduates (now a third) and graduate students (now a fifth). A fifth of the the graduate students have MIT bachelor's degrees. The postdocs have the most diverse origins: only 4% of their bachelor's degrees and 15% of their doctorates come from MIT.

*I am 28 and would like to pursue a career in academics. As I look ahead to post-doc work and pre-tenure years, I wonder how children could fit into the picture. Even among male faculty, I notice that having children seems to be less taxing for those who have a wife at home full time caring for the children. The faculty who share more equally in child care often seem completely exhausted. From what I see, the more facilities the Institute has available for these parents, the better. (Graduate student)*

*Many of the pressures are unavoidable aspects of the process of granting tenure at a prestigious institution. Competition for a small number of positions is unavoidable. The only objective criteria is the quality of work; people who invest more time in research and teaching will in general be more productive. Incorporating other criteria would be grossly unfair and, in the not so long run, damaging to MIT's quality and prestige. (Professor)*

*To be taken seriously, one must devote a significant fraction of time during the child bearing years to your career. If you want to have it all, don't count on much sleep. I think this culture could be changed without reducing research quality in the long term i.e. 30-year career. (Professor)*

*I think a combination of a strong day care program at or very near work, and an opportunity for both spouses to work 2/3 or 3/4 time for a period of several years, would be most appealing to me and my wife. (Research staff)*

## 1.2 The staff groups: research, administrative, support and service staff

The four staff groups are divided between the Cambridge campus and Lincoln Laboratory. Lincoln has more research staff and fewer of the other staff groups than Cambridge, and its administrative and support staffs have a higher proportion of men. Our data are for the total at both locations in each staff group<sup>2</sup>.

In a number of respects the research and the administrative staffs lie between the faculty and senior research groups and the support staff. The average ages of the men in those groups are 42 and 46 respectively, and the women average 5 and 6 years younger.

The administrative staff is about half men, the research staff four-fifths men. Half the men and women on the administrative staff and half the men on the research staff have been here ten years or more: half the research staff women have been here less than five. About a tenth of these groups has associate degrees: about four out of five have bachelor's degrees; about a third of the administrators and half the research staff also have advanced degrees.

The support staff is younger. Three-quarters are women, average age 37: one-quarter men, average age 39. Half the group have been here four years or less. About a fifth have an associate's degree, a third a bachelor's and a tenth an advanced degree: the remaining group has a high school diploma or GED<sup>3</sup>. On campus, half the administrative staff were once in the support staff<sup>4</sup>.

The small service staff sample is older on average and has the same median time at MIT as the administrative and research staffs. One-sixth are women. A fifth have a bachelor's or an advanced degree, one-sixth an associate's degree, three-fifths a GED or high school diploma. The Lincoln part of the sample is a bit younger and arrived at MIT more recently.

<sup>2</sup>Appendix A gives populations of all groups by gender and location. The populations in the same group at the two locations did not give very different answers to most of the survey questions. We note some significant differences in the text.

<sup>3</sup>Graduate equivalency diploma.

<sup>4</sup>This result comes from a Personnel Office study on campus, not from the survey data. There is no corresponding Lincoln data.

*Generally the people I work for are humane and nice types, but I have three gripes about MIT: inherent snobbism towards single women on support staff; I'm expected to give up personal life for others who have families; far too little funds to hire more support staff. (Support staff)*

*I'm very happy. I work a lot because I love my job and it's exciting. The hours are flexible and I know I can take off if an emergency arises. My boss was very supportive when my father died last year. I took off a week. I have no complaints, but then I'm single. (Research staff)*

*MIT is a great place for a single person to work. I have no idea how it is for those who are married. (Support staff)*

*We are DINKs — Dual Income No Kids — and have no problems in dealing with work/family. My husband works nearby. We commute and often lunch/jog together: we have quite a good lifestyle here at MIT! (Administrative staff)*

*It is all but impossible to balance work and family. The work-place has not adjusted to two people working. One must make a choice between being a parent and being successful. We do not have a system that allows one to be both. (Administrative staff)*

*MIT has a knack for making people in my category feel like second class citizens. If you do come up with any changes I hope they will be the same for all employees. My concern is for elderly parents who are not well. (Service staff)*

## 2 The MIT culture

There is a drive for achievement in any first-rate research university, which leads academics to work long hours. In experimental fields those long hours must often be spent in the laboratory. Perhaps because of MIT's tradition of laboratory work, there is a tendency in the MIT culture to equate value to MIT with long hours spent in an MIT laboratory or office, even when that identification is clearly false (as in fields where research is better done in a library or a quiet study at home), and even for the nonacademic staff. The demand for time away from home, in the laboratory or office (or in the airplane on the lecture or fund-raising circuit) limits time available for family and other personal responsibilities.

*Now it would be foolhardy of me to argue, in front of this audience of true believers, against the virtues of hard work. Rather, should we not ask, from time to time, about the side effects of this high-pressure environment? And should we not consider the possible benefits of more time for contemplation, for pursuit of interests and activities outside the professional realm, and for developing friendships and a sense of community? (Paul Gray, Inaugural Address, 1980)*

hours/week	Faculty	Postdoc	Grad Stu	Sr Res	Research	Admin	Support	Service
35 or less	6	4	10	10	12	16	31	20
45 or less	15	20	20	31	57	58	82	73
60 or less	52	50	51	78	92	91	95	89
75 or less	90	90	86	96	99	99	99	97

Table 1: Hours of work or study per week, percent of each group.

Control of hours	Faculty	Postdoc	Grad Stu	Sr Res	Research	Admin	Support	Service
% Little/none	11	6	10	19	35	49	63	76
% Some	18	40	16	18	21	21	16	10
% Fair/great amt	72	53	75	63	44	30	20	14

Table 2: Control over scheduling of work hours by group. Column sums may differ from 100% through rounding.



## 2.1 Pace and pressure

Members of the eight groups have different time demands and degrees of control over their schedules, which bear directly on how their family responsibilities and their work at MIT interact.

Most academics work long hours and have a good deal of freedom in choosing when and where; most support and service staff members work shorter hours and have little control of time and place; the research and administrative staffs again fall between, as shown in Tables 1 and 2<sup>5</sup>.

The faculty, graduate students and postdocs have similar heavy work schedules: a tenth work 75 or more hours a week and half work 60 hours or more. Three-quarters of the faculty and graduate students and half the postdocs say they have a fair amount or a great deal of control over work hours. Presumably it is the heavy concentration of the postdocs in laboratory science that reduces their freedom of scheduling. Almost all of the members of these groups work some evening and some weekend hours: two-thirds of the graduate students and two-fifths of the postdocs and faculty spend more than ten evening hours per week: two-thirds of all three groups work five or more hours per weekend.

The senior research staff has on average slightly less control than the students and faculty and a considerably less demanding schedule: four-fifths work 60 hours or less per week, one-third work 45 hours or less, and there is less evening and weekend work.

Most support staff work shorter hours: 80% work 45 hours per week or less, 30% work 35 hours or less. (Lincoln Laboratory operates on a 40 hour week. On campus 35 hours a week or more is counted as full time.) They also have less control over choosing those hours: a fifth report a fair amount or great deal, two-thirds little or none. About two-fifths do some evening work and two-fifths do some weekend work: about a tenth work more than ten hours evenings and about a fifth work five hours or more weekends. Some of the evening and weekend work is to earn extra money.

*Is MIT going to make scientific research easier, less time consuming? Will they turn off the lights and send us all home at 5 PM? Will grants be awarded and tenure decisions made on the basis of the candidate's compassion or involvement in family and community affairs? Will MIT renounce the competitive spirit which fills most of modern research? Of course not. MIT is built upon our labor. Our research successes — our grants — are its lifeblood. Let us recognize this — and, as individuals, our own complicity in the existence of the status quo — and get back to work, while the Institute owns up to its responsibility to minimize the financial and logistical burdens imposed on individuals by its demands. (Postdoc)*

*I cannot ask for more flexibility. It is the total amount of work that does me in. (Professor)*

*Being a graduate student at MIT leaves me no time at all to even contemplate a personal life. Its kind of ridiculous. (Graduate student)*

*To be the best in any field takes time and dedication. You cannot advance by simply working 9-5, Monday to Friday. (Graduate student)*

*As long as I work my 50-60 hours per week and get the job done, I can leave at 5pm once in a while. (Administrative staff)*

<sup>5</sup>see Table 17 for more detail.

Administrative and research staff fall between the support staff and the academic groups. About three-fifths work less than 45 hours per week and one-sixth work less than 35. About a third of the administrators and half the research staff report a fair amount or great deal of control of their time, while half the administrators and a third of the researchers have little or none.

In each group about three-fifths do some evening work and three-fifths some weekend work: about a tenth work more than ten hours evenings, about a fifth work five hours or more weekends. About one fifth of the small service staff sample works less than 35 hours a week and three-quarters less than 45. About three-quarters report little or no control over hours, one-sixth a fair amount or great deal. A number are on evening shifts: about one-quarter report more than ten hours a week of evening work.

## 2.2 Other aspects of MIT culture

While the pace and pressure issues are to some degree particular to MIT, there are cultural issues here which experienced consultants and publications tell us are common in most work environments. Questions dealing with these issues were asked in the long survey, which used a smaller sample. They are reported only for the three groupings of faculty, staff (including research, administrative and support) and graduate students: the other groups have too few respondents to report separately.

A quarter of the research and administrative staff comments and two-fifths of the support staff comments mention flexibility, appreciating its presence or regretting its absence. Most staff members had positive feelings about the flexibility their supervisor allowed. About three-quarters of both men and women felt that their supervisor was very supportive in offering work flexibility for family or other outside commitments: less than one-tenth felt their supervisor to be unsupportive. When supervisors were unsupportive, however, it was sometimes felt to be an insoluble problem for an employee.

At all levels, from support staff to faculty, the belief was expressed that it is hard for a woman to be recognized at MIT, and harder if she is a mother.

*I love my family and value the time I spend with them. I also love my work and the time I spend in the lab. It is the great conflict of my life. I have not achieved a satisfactory solution. Most of the anger that I every carry is due to this friction. (Postdoc)*

*Your survey doesn't account for people going to school at night. Time spent at school and doing course work at home account for 30-50 hours a week for me and 20 hours for my wife. (Service staff)*

*You just can't give 100% to a full-time job and full-time motherhood for long before you fall flat on your face. (Support staff)*

*Heavy burden of late PM (4-6) meetings, seminars etc. very hard on being with children in "prime time". (Professor)*

*The key for me has been a sensitive and responsive manager. I feel lucky to have some flexibility, a privilege I am careful not to abuse. (Administrative staff)*

*MIT seems to be concerned about women with small children who need an incredible amount of time off. ... There should be more consideration for those who work for MIT than those who want time off with benefits. (Administrative staff)*

*I had chances of advancement before my first one was born. But I told people that I was wanting to have a child. It's gotten very hard to advance at this point. I'm labelled a 'working mother'. (Support staff)*

	Faculty	Sr Res	Postdoc	Grad Stu	Research	Admin	Support	Service
Men % married	88	88	68	47	80	79	63	78
Women % married	62	62	68	51	58	60	52	58

Table 3: The percentage of men and women respondents who are married or equivalent (with partner).

	Faculty	Sr Res	Postdoc	Grad Stu	Research	Admin	Support	Service
% father	82	85	51	32	78	85	76	79
% mother	53	69	25	12	55	58	62	62

Table 4: The percentage of parenthood among men and women respondents who are married or equivalent.

### 3 Marital status, dual career families and parenthood

We next look at marital status and parenthood in the survey data. There are significant differences between men and women in marital status, parenthood, and dual career relationships, in all groups. Women at MIT are less likely to be married than men, and are less likely to be mothers than men are to be fathers. However women are also much more likely than men to be in two-career families. That turns out to be perhaps the more significant fact, since men in two-career families are also much less likely to be parents than men in traditional families.

Graduate students, postdocs and faculty all know that it is hard to combine an academic career with parenthood, and that it is harder for women and/or those in two career families. That knowledge could have serious implications for recruitment of both male and female faculty and staff from a population which is mostly in two-career relationships, and limit MIT recruitment to those willing to forego either children or one of the two careers. There is evidence that senior research positions, at the Lincoln Laboratory and on the Cambridge campus, are sufficiently less demanding to make it easier to combine work and family in those

*The most helpful thing MIT has done for me as a parent has been to provide a semester of paid leave (through the Old Dominion grant for Humanities junior faculty). That time was invaluable in allowing me to catch up and even move ahead with my research and writing. Because this wasn't a "parental leave" there was no "stigma" attached to taking it, no feeling on my part that I might be sending an unfavorable signal to my department. There should be more of this kind of arrangement: flexibility, things available for everyone, so parents aren't put into a separate category, the principle behind social security benefits as opposed to welfare benefits. (Professor)*

	Faculty	Sr Res	Postdoc	Grad Stu	Research	Admin	Support	Service
Men	37	44	53	57	48	53	56	58
Women	85	91	90	81	93	87	91	67

Table 5: The percentages of married or equivalent respondents age 45 or under who are two-career men or women. A two-career respondent (of either sex) is one who reports having a spouse or partner whose job commitment is as great as or greater than the respondent's.

positions than on the faculty. We have not gathered data about industrial laboratories, but believe that they also offer severe competition.

### 3.1 Data on marriage and parenthood

In the faculty, senior research, research and administrative staff groups the women are on average about six years younger than the men. As Tables 3 and 4 show, women are also about three-quarters as likely to be married or equivalent and about three-fifths as likely to be parents<sup>6</sup>.

In each of the postdoc and graduate student groups men and women are of equal average age, and equal percentages of men and women are married or equivalent. However the difference in parenthood persists: the fraction of men who are fathers is about twice the fraction of women who are mothers.

### 3.2 Young two-career couples

We define a *one-career* respondent of either sex to be one who is married or equivalent and reports having a spouse or partner with a smaller job commitment than the respondent's: a *two-career* respondent reports a spouse or partner with a job commitment as great as the respondent's or greater. Most of the women and only some of the men in the eight groups are in two-career couples. Table 5 gives the percentages for respondents aged 45 or less<sup>7</sup>.

<sup>6</sup>See Table 19 for more detail.

<sup>7</sup>This definition of a 2-career respondent is very demanding of the spouses of those in very demanding jobs. Similar tables based on whether the spouse works more than a given number of hours per week can be constructed from Table 18, and show similar orderings by group and gender.

*We are both simply very busy, hard-working; I don't at this point see what can be done to change this situation, and I am not sure that we would want it changed. (Professor)*

*Never see my wife, Wouldn't recognize her if I did. Work. Family. Ain't no balance. MIT is a condom. (Professor)*

*I have delayed having children not because I thought I could not combine hard work with family, but because I think the expectations (by school and external faculty) of me would change. (Professor)*

*In this male-dominated world, it is still harder for women to combine a full-time demanding career with childrearing than it is for men. (Postdoc)*

*My department chairman (and other department chairmen at other schools) say you can't have children as a junior prof and get tenure. (Postdoc)*

*I think a combination of a strong day care program at or very near work, and an opportunity for both spouses to work 2/3 or 3/4 time for a period of several years, would be most appealing to me and my wife. (Research staff)*

	Faculty	Sr Res	Postdoc	Grad Stu	Research	Admin	Support	Service
Married 1-c M	82	94	59	43	79	81	84	91
Married 2-c M	52	46	36	21	40	61	42	56
Married 2-c W	40	80	24	10	43	50	50	70

Table 6: Data on the percentage of parenthood among one-career (1-c) and two-career (2-c) male and 2-c female respondents age 45 or under who are married or equivalent. Female 1-c respondents are too few in number to show meaningful percentages in most groups.

In a classic one-career household two adults hold one demanding job and raise children. In a two-career family the same labor force holds two demanding jobs and may or may not find time to raise children. On average, housework and child care are likely to fall more heavily on a two-career woman than on a two-career man. In the survey, few two-career men reported doing *more* housework and child care than their spouses. The fraction of men who feel that they share *equally* with their spouses in these tasks, however, increases greatly (for example from 4% to 40%)<sup>8</sup> in going from the one-career to the two-career case. Thus a significant fraction of two-career men have less time left for work than one-career men, especially if they are fathers.

Table 20 shows that all groups have only 7% to 20% percent of one-career women: too small a sample to draw meaningful conclusions from in most groups. But it is possible to compare one-career men, two-career men and two-career women. The striking result shown in Table 6 is that in all eight groups, fatherhood for a two-career man is only half to three-quarters as likely as fatherhood for a one-career man<sup>9</sup>.

### 3.3 On becoming a parent

Decisions on if and when to have children are influenced by career considerations in all three of the long survey groups. Among the faculty and graduate students about Among the staff about 40% of the women and 30% of the men judged career decisions to be

*I think first of all faculty is the key ... you might as well flush us down the toilet because nobody cares about the administration. People do care about the faculty, and once you have more faculty from dual career families, where husband and wife are both engineers, or both are looking for teaching positions, I think it will change dramatically. (Administrative staff)*

*Awareness by the administration that faculty members with a partner/spouse that is primarily a homemaker have an advantage over those that are not so privileged. (Professor)*

*I am on the daddy track, which is incompatible with the tenure track. (Professor)*

*Before I became pregnant, I was told I was in line for a promotion once a slot became available. Since then, no promotion, and it wasn't even mentioned at my annula review. (Research staff)*

*My career precludes childrearing. (Postdoc)*

<sup>8</sup>See Tables 22 and 23 for more detail.

<sup>9</sup>Lincoln married 2-c women on the research staff are younger, with parenthood percentage 29% rather than the 43% in Table 5, more like postdocs than the research staff on campus.

of great importance in family planning; and 40% of the men and 30% of the women judged them to be unimportant. Sixty percent of the women and 45% of the men felt their careers were very important in parenthood decisions: only one sixth of the women faculty and one twelfth of the women graduate students felt careers to be unimportant to those decisions<sup>10</sup>.

### 3.3.1 The culture overrides the rules

There is provision in the MIT policy manual *Policies and Procedures* for faculty and staff to request personal leaves or part time work for personal reasons. Such action stops or slows the tenure clock for pretenure faculty. But three-quarters of the faculty judged it to be very or extremely difficult to take a semester of personal leave for child rearing: only 3% thought it would be easy. Men and women gave the same weight to two principal reasons: financial (two-thirds) and getting behind in research (four-fifths). More women than men gave weight to two other reasons, however. About 70% of the women and 45% of the men felt that such a leave would be held against them in departmental evaluations. And 30% of the women and 20% of the men felt that such a leave would be resented by their colleagues.

There is no provision in the *Graduate School Manual* for taking leave with guaranteed readmission or pursuing a graduate degree part-time at reduced tuition. Most students know, however, that their departments will readmit them if they take a leave while in good standing and return in a few terms. Fewer students know that the Dean of the Graduate School accepts some petitions allowing part-time pursuit of a graduate degree program at reduced tuition for important personal reasons.

Three-fifths of the graduate students judged that it would be very or extremely difficult to take a semester or so of leave or part time for child rearing: only 7% thought it would be easy. On the whole, men and women gave the same reasons for the difficulty: financial (three-quarters) and getting behind in research (four-fifths). Few felt that it would be resented by their colleagues. As with the faculty, however, more women than men (50% vs 20%) felt that it would be held against them by their department. The graduate students also felt that the faculty would be unsympathetic to graduate students having children.

<sup>10</sup>See Table 24.

*How could I have a child before tenure?*  
(Professor)

*I don't believe that I can have children and have a career as an academic at MIT.*  
(Professor)

*As a new parent, did you take personal leave?* (Long survey)

*I really wonder how important the written policy is. It seems that what matters are the unwritten expectations of individual departments. From my experience those are quite uniform: to be taken seriously, you work full-time. I made my decisions about when to have a baby guided by informal expectations not by written guidelines.* (Professor)

*No, but I went on full time research for the first 9 months.* (Professor)

*Are you kidding? I personally don't believe that you can take leave from a tenure track position and make it at MIT.* (Professor)

*Impossible to take personal leave in this very high powered, aggressive institution without hurting one's career advancement.* (Postdoc)

*Commitments to graduate students and research cannot just be put on hold.* (Professor)

Actually, however, the faculty was ambivalent: there were a number of comments on both sides.

### 3.3.2 What the culture allows instead of leave

Mary Rowe<sup>11</sup> reported to us that she knew of no pretenure women faculty who had taken personal leave to have a child and had then gotten tenure. She knew of about half a dozen women who had taken leave and failed to get tenure, and also knew of about half a dozen women who had gotten tenure after having a child, none of whom had taken personal leave. They had mostly made arrangements with their department head to focus on a subset of their responsibilities for all or part of a term, often (but not always) by being relieved from teaching. One view of these facts is that taking personal leave is fatal to tenure aspirations, as a number of survey comments say. Another view is that the prognosis is poor for a faculty member whose relation to the department administration is so formal that she can get some relief while keeping up with her graduate students and research only by taking formal personal leave.

Focus group discussions at Lincoln pointed out that technical staff women who want to have a child and keep their research program going must take responsibility for initiating a plan covering pregnancy and early infancy. If the plan is approved they can pursue it using a mix of vacation time, flexible hours, part-time and determination. Approval is likely if they have found solutions to whatever problems the situation presents to their supervisors.

Academics of both genders also made use of their freedom in scheduling when they became parents.

In the long survey sample about 70% of new faculty fathers, new faculty mothers, and the spouses of new faculty fathers changed the hours they spent at work after arrival of a child. Only about 30% of the spouses of new faculty mothers did the same. Among the staff, when couple had a child the mother of the child changed her hours about half the time and the father changed hours about 30% of the time, regardless of which parent was the MIT employee. Thus the flexibility in control of time permitted male faculty to change routines in response to fatherhood more frequently than male staff could.

*I think the MIT personnel office is very hesitant in giving out information on maternity benefits/extended sick leave. My immediate supervisor knew nothing about it and did not care to find out. My supervisor would never have allowed me to take a long leave of absence. MIT should educate their managers. I felt much pressure to return to full time work after 8 weeks! (Administrative staff)*

*The problem was that sick leave was an inappropriate mechanism. I wanted to teach half time from birth on through the semester, not have six weeks off. I did this with the collaboration of the department head. You can't teach half a semester! (Professor)*

*The student wouldn't be regarded by the faculty as very serious and would therefore be ignored when it comes to getting an RA -would probably have to be a TA upon returning which is even more time consuming. (Graduate student)*

*I balance work and family by sleeping less and dropping all hobbies. Last month, my wife was recuperating from an operation and having to care for her, our baby and my job, I averaged 5 hours sleep/night, and took no breaks. Thank God for flexible work hours. (Professor)*

<sup>11</sup>Special Assistant to the President

### 3.4 Are academic life and parenthood compatible?

Academic groups at MIT are well aware that it is hard to combine an academic career with child raising, especially for women and those in two-career families. Asked to rate that difficulty in their field at their career stage, faculty and graduate student men and women are close in their estimates of difficulty for women: over 90% in the four groups judge that it is hard or very hard for a two-career female, and about 60% make the same judgement for a one-career female. There is less unanimity in estimating difficulty for men. Faculty women think that two-career men and one-career women have comparable difficulty: graduate student women and faculty men think that two-career men have a harder time than that, though not as hard as two-career women; and male graduate students think that a two-career man has as hard a time as a two-career woman<sup>12</sup>.

Such estimates, and the fact that men are much more likely than women to be in one-career families, may be a reason that only 11% of the female graduate students compared to 36% of the males feel they are most likely to pursue a tenure track appointment.

### 3.5 Implications for hiring faculty

If in fact the fraction of two-career faculty members increases, the data suggest that the number of people who combine parenthood and professorships at MIT will decline. There is little room for an increase in the fraction of two-career young faculty women, already at 85% (Table 5), but an increase in two-career male faculty appointments seems likely for two reasons. First, the percentage of two-career relationships is higher among the postdocs and graduate students than in the faculty. Second, 37% of the male faculty under 45 and only 28% of the male faculty over 45 are in such relationships now<sup>13</sup>.

There is, however, another explanation for both these observations. It may be that (1) a number of male graduate students and postdocs in two-career relationships are differentially avoiding academic appointments, or at least MIT academic appoint-

*Please comment on your feelings about graduate students in your department having children. (Long survey)*

*Finances aside, it's probably the best time to have children. That's when I did it. (Professor)*

*Impossible for women graduate students; possible for men if their wives do not work. (Professor)*

*It is inappropriate. Research grant should not have to pay student for time spent not working. It is unfair to the faculty member who worked very hard to get the research grant, and whose career may depend on getting the work done that was promised in the proposal. If MIT wants graduate students to have children, MIT should pay. (Professor)*

*A crisis is imminent and will affect MIT as an employer as well as a scientific institution. If MIT does not make provisions to accommodate child care and flexible hours in the next few years, it will lose a great many otherwise qualified staff and academics. The Institute has no idea how pervasive this issue is right now. How many faculty and students have left for industry because it allows them to raise a family? I bet they have no idea. (Graduate student)*

*What do you think about the fact that not one professor who "stopped the clock" actually received tenure? (Graduate student)*

<sup>12</sup>See Tables 25 and 26.

<sup>13</sup>See Tables 20 and 21



ments, because they want to have children, so that there are fewer two-career males among the new assistant professors than among the postdocs and graduate students, and (2) the demands of an MIT pretenure appointment are such that the young males in two-career families who *have* been entering the MIT faculty either (i) have no children, or (ii) don't get tenure, or (iii) their spouse substantially reduces her professional commitment, and they become a one-career family.

It is not possible to choose among these explanations from our one time-sample. No doubt both hold to some degree. Investigation by the Academic Council of how two-career parents have been doing in tenure cases might provide some further insight. In any case, none of the explanations is appealing to members of a two-career couple who intend to stay that way and want children. One result may be a serious drop in the number of people available to MIT and other competitive universities to replace the coming wave of faculty retirements. Another may be that it is impossible to raise the percentage of women on the faculty from the current level of 10% to the 20% level in the graduate school, let alone the 35% level among the undergraduates.

#### 4 Living arrangements

Members of the MIT community have a variety of family structures and living arrangements which do not follow the standard patterns. Among these are parents whose adult children have come back home, with or without grandchildren; people who are not parents, acting as guardians, with or without a spouse or partner; single parents; people with a spouse or partner who spends most of each week working or studying in another city; lesbian and gay couples; communal living arrangements with shared child care, and others. We did not gather statistics on all the varieties of modern family life, but the comments defined their scope. We did measure single parenthood, which is a major phenomenon in the MIT community, and *commuting couples*, couples who spend most of each week in different cities.

*I am concerned about whether having a child will ruin my chances of landing a job at a top school. I understand that none of the women faculty in biology have any children and its hard to believe that this is simply coincidence. (Graduate student)*

*I am now 32. I will never be in the situation of most of the tenured male faculty I know who have a wife who devotes her efforts to supporting his career. So, even though my partner and I share work equally, we are both at a disadvantage when competing with couples in which 2 people work for one person's career. (Graduate student)*

*In these days "families" may mean a single parent and one or more adult children living at home for economic reasons — MIT should explore the new world of parental responsibility! (Professor)*

*The committee should be aware that this questionnaire does not address the real personal strains on the professional lives of MIT faculty and staff who are homosexual and who are sustaining relationships that do not conform to standard notions of "family" and "household." I suspect that there are many more of us in the MIT community than you are aware of. (Academic staff)*

#### 4.1 Single parents and other single people

	Faculty	Sr Res	Postdoc	Grad Stu	Research	Admin	Support	Service
Fathers, % single	5	6	2	4	7	7	13	6
Mothers, % single	21	18	17	19	21	24	34	24

Table 7: Data on singleness among the parents. Rows give percentages of numbers of respondents at head of column who have row property.

Table 7 shows that more of the mothers in each group are married than are single, but the ratio of married to single mothers is only two to one in the support staff, and only three or four to one in the research and administrative staff groups and the two older academic groups. For the males, on the other hand, the ratio of married to single fathers is seven to one in the support staff and about fifteen to one in the other groups<sup>14</sup>.

Many single people also have responsibilities for aging parents or other dependents.

#### 4.2 Commuting couples

A less drastic form of separation than single parenthood is being in a commuting couple, geographically separated from a spouse or partner four or more days per week. A larger fraction of women than men at MIT are in commuting couples. As shown in Table 8, among the women responding, one in seven of the graduate students and about one in fifteen of the postdocs, faculty, research and support staff were in commuting couples. Only

*Deal with the issue of single parents—provide support groups and information on coping with this. (Graduate student)*

*These are the demands of single life: the necessity of doing evening/weekend work to meet expenses; sole responsibility for chores and errands; lack of support/assistance when ill to pick up medication, transportation to doctor and hospital; elderly parents who are out-of-town and may require emergency visits. Consequently, time off from work is necessary. (Support staff)*

*My husband and I are both students and live in different states. It's hard to see each other because of expenses. I'm concerned that the relationship is very stressful. (Graduate student)*

<sup>14</sup>See Table 19 for more detail.

	Faculty	Sr Res	Postdoc	Grad Stu	Research	Admin	Support	Service
Commuting men	3	0	6	7	2	3	1	1
Commuting women	7	0	7	14	7	4	6	0

Table 8: A member of a commuting couple is separated from spouse or partner 4 or more days per week. Entries are percents of married or equivalent respondents in such couples.

the small samples of women in the senior research and service staff groups reported no such cases. Presumably most of the commuting academics have a spouse or partner studying or working in another city, though some separation in all groups may come from job-related travel. A rather special case of commuting is the 13 of 138 males (9%) and 3 of 17 females (18%) among the foreign graduate student respondents who left husbands and/or children behind when they came to MIT, and may see them yearly or less often.

Commuting couples are subject to considerable stress and expense, and should be considered as candidates for small units in married student housing.

### 4.3 MIT couples

	Faculty	Sr Res	Postdoc	Grad Stu	Research	Admin	Support	Service
Men	8	7	12	13	5	11	5	9
Women	23	21	30	37	21	14	17	27

Table 9: Percentage of married or equivalent respondents with a spouse or partner who is an MIT student or employee.

Many of the women at MIT have a spouse or partner who is also an MIT student or employee. Table 9 shows that in each group a woman is two to four times as likely to have such a spouse as a man: a remarkable 30% of the women postdocs and 37% of the women graduate students are in such couples. Clearly the preponderance of males at MIT makes it more likely that females marry MIT-related males than vice versa. And having two members of a family both on MIT benefits is common enough to be considered in benefit plan design<sup>15</sup>.

### 4.4 Partnership

In all eight groups a larger fraction of men than of women are married, and (in all but the small service sample) a larger fraction of women than men are with partner — about twice as large in most groups, with a maximum of one sixth of the postdoc and graduate student women<sup>16</sup>.

<sup>15</sup>For Lincoln 2-c women on the research staff the percentage is 29% rather than the 21% for the total MIT population given in Table 9. Again this number is closer to the women postdoc figure on campus: see footnote 8.

<sup>16</sup>See Table 19.

*What I feel was missed in this survey was spouses being employed away from the Boston area. I know many junior faculty with this problem. My wife is in medical school in another state, and will not move here for another year. This adds greatly to our family problems and expenses - driving/flying back and forth takes time and costs a lot (phone bills are killers too). (Professor)*

*My husband and I both work here; other than noting it is cheaper for each of us to get separate coverage (rather than getting family coverage), I haven't thought much about it. (Research staff)*

*I would like to see more recognition for people that do not choose to marry but form stable households. (Research staff)*

*It would be much easier if there were housing opportunities on campus for graduate students with committed partners. (Graduate student)*

## 5 Child care and services for MIT parents

The long survey asked a number of questions of respondents with children under 13 about their child care experiences. It also asked those parents and prospective parents (those who contemplated having a child while at MIT) about their awareness and use of several programs for children and parents available at MIT.

### 5.1 Experiences of the respondents

All three staff focus groups (support staff mothers, administrative staff mothers and staff supervisors of both sexes) reported that child care frequently became a significant problem for employees. The topic elicited descriptions of employees who bring children to work, use their own sick leave to care for family, spend work time monitoring children by telephone, and request flexible working arrangements in order to manage child care responsibilities. Statements by supervisors and employees indicated that child care difficulties increased stress, reduced productivity, and led staff to look for work elsewhere. Employees' child care responsibilities and difficulties were seen by some administrative and support staff to jeopardize job and career advancement and by others to elicit favored treatment, in both instances creating stress for the employee, his/her colleagues, and his/her supervisor.

In other discussion groups, graduate student, postdoc and junior faculty parents suggested that improved campus child care facilities would greatly improve the balance of academic responsibilities with family life.

Data from the long survey describe the various types and combinations of child care arrangements made by those at MIT with children under age 13 and detail the difficulties experienced in obtaining child care.

#### 5.1.1 Arrangements

Most respondents made use of a combination of arrangements in order to cover the needs of different children, the same children at

*I see child care, including infant care, as lacking and prohibitively expensive here at MIT. When I do have my first child, I will be a single parent. I will probably be forced to leave MIT because of lack of adequate resources available here. (Service staff)*

*The telephone is the baby sitting mechanism. And so there is somebody on the phone, sometimes up to 20 or 30 minutes a day. Or they just leave it as a listening device between home and office. (Staff supervisor)*

*My supervisor does not seem aware of how important it is that I not be late to pick up the children. I have been late so many times that the day care has informed me that if I am late again, I will be forced to find alternative care. This situation has caused me to think about alternative care vs finding alternative employment. I really like my job, the pay and the benefits at MIT Lincoln Laboratory. I want to stay. (Administrative staff)*

*If I didn't have to worry about arranging care for my child, I could be more effective in my job. (Academic Staff)*

*I was very satisfied with the quality of my family care arrangement and am currently very satisfied with my live-in nanny. However, we are paying a high price for these arrangements which many people cannot afford. (Professor)*

different times of day and different times of year, and occasional or "emergency" needs. Only 7% of the long survey respondents with children under 13 (only 3% of faculty respondents) had a spouse or partner who stayed home and provided all the child care.

Forty-two percent of all respondents covered at least a portion of their child care by juggling their own and their spouse or partner's work schedules. Family day care was the most widely used arrangement by respondents for infants and toddlers while center-based care was favored for preschoolers and for the after-school care of school-aged children<sup>17</sup>.

Fifty-four percent of preschoolers were in full or nearly full-time care (over 30 hours per week) compared to 46% of infants and toddlers<sup>18</sup>.

### 5.1.2 Affordability

The survey data, survey comments and focus group reports offer evidence that the cost of child care is a significant problem for some members of all constituent groups and particularly for graduate students and support staff. Support staff comments indicate that finding something affordable often requires sacrifices in quality and convenience.

Market rates for full-time care of one child in either family day care or center-based care in the Boston area run from \$150 to \$250 per week per child. These costs are well above the national average: two or more times as large as in many areas of the country, which puts MIT at a competitive disadvantage. Many respondents use less than full-time care: their weekly child care expense per family has a median between \$101 and \$150, with a third of respondents paying over \$150 weekly.

From the survey data, "finding quality at affordable cost" was done with "great difficulty" by 39% of all those looking for care in the long survey sample and finding affordable infant/toddler care (generally the most expensive type) produced "great difficulty" for 43%.

*All my children are in school. My problem is from 2:30 PM to 5:30 PM. (Support staff)*

*I have been lucky to find a mother who lives on my street who takes my kids two long afternoons a week, also because my oldest child can now sit the two younger ones. These two situations are relatively new and have saved my life. (Faculty)*

*If my sitter has to go out for the day or is going on vacation, we have to take time off from work. (Support staff)*

*Finding affordable child care is the biggest issue among the support staff. They appear to sacrifice quality and convenience just to find something they can afford. (Focus group report)*

*The cost of child care in the Boston area is incredibly high compared to every place I interviewed (including California) by at least a factor of two. (Faculty)*

*I currently do not have children and one of my biggest concerns is child care for infants/toddlers. Lack of these services here at MIT or affordable services elsewhere is part of the reason why I have delayed starting a family. (Faculty)*

<sup>17</sup>See Table 28 for results by age of child.

<sup>18</sup>See Table 29 for details.

### 5.1.3 Availability

While 22% of parents report "great difficulty" locating preschool openings, finding infant and toddler care is much more difficult, with 45% of those looking reporting "great difficulty" locating care. After-school care for school-age children is also especially difficult to find, with 33% of those looking reporting "great difficulty" locating care.

According to MIT Child Care Office data, the majority of parents looking for care of an infant or toddler express a preference for near-work child care, and near-campus care for this age group is also an area of special shortage.

Survey respondents and focus group participants describe great difficulty making child care arrangements for occasional or unanticipated or off-peak hours. The survey shows that over half (53%) of those respondents seeking child care during off-peak hours or with flexible schedules experienced "great difficulty". Most respondents had experience trying to locate child care for a sick child, and 36% experienced "great difficulty" doing so; unscheduled school and program closings produced nearly as much difficulty.

### 5.1.4 Quality

Finding quality child care at an affordable price is a problem for all constituent groups and for care in all age groups. The comments of respondents indicated that concern with quality care created emotional stress and work interruptions, and led some to take less desirable work schedules or new jobs.

Finding quality care even at a high price can also be difficult, particularly in the area of after-school care for school-age children, and to a somewhat lesser degree in the area of trained infant caregivers. The survey data show much lower satisfaction ratings for school-age care in every area - caregiver training, the physical environment, the educational/developmental program, warmth and individual care offered and with the adult/child ratios.

The survey also indicates that respondents found it difficult to evaluate the quality of programs and providers.

*I prefer a location close to my work at Lincoln Lab. I am hoping that the Lab will follow through with an on-site child care center. If not, my career plans may change. Having my child where I work is very important to me when weighing the pros and cons of returning to work soon after having a child. It is much more likely that I would take extended leave otherwise. (Research staff)*

*When my child is sick, I'm torn between being a mother or a dependable employee. When there is a school closing for snow, I panic. The children have to stay home alone because the Institute is "Open and Operating as usual" (Support staff)*

*The extended day program in my children's school is by everyone's account poor ... and so instead of using it I am having one person come one day, something here another day, my older child alone part of the time ... it just doesn't feel as if it is adding to their lives, it is just squeaking by. (Support staff)*

*I presently am juggling work schedules with my spouse because I could not find satisfactory child care. I wish MIT could be of more help. (Graduate student)*

## 5.2 Awareness and use of MIT programs for children and parents

MIT employees have access to three programs which provide child care directly, and to three groups which offer supporting services specific to parents (in addition to the counseling and support services generally available to members of the MIT community). The child care programs are the TCC (Technology Children's Center) and the MIT Summer Day Camp on the Cambridge campus and the LINCC (Lincoln Laboratory Children's Center) on the grounds of the Minuteman Vocational-Technical High School. The parent support services are provided by two Child Care Offices, one on campus and one at Lincoln, and through the Child Bearing Year program of the Medical Department's Health Education Service.

The Lincoln Child Care Office came into being just before our survey, but LINCC was started after our surveys had been distributed. The long survey asked those respondents who had children under 13, or who thought they might have a child while at MIT, whether they were aware of and whether they made use of TCC, the Summer Day Camp and the services provided by the two Child Care Offices and the Child Bearing Year program. The results were analyzed for three groups: faculty, staff and graduate students ("staff" includes all respondents in the administrative, research and support staff groups).

### 5.2.1 Awareness and use of programs for children

The survey indicates that most of the parents or potential parents are aware of TCC: about 80% of the women and 40 to 60% of the men in the three groups. Male parents use the center with about the same frequency as female parents; 18% of the faculty of both sexes and 15% of the staff indicated that they had had a child enrolled at TCC. None of the 20 graduate student respondents had, although 25% planned to in the future (compared to 30% of the faculty and 8% of the staff).

*Are you aware of Technology Children's Center, the child care center on MIT's campus, offering part-time and full-time programs for children ages 2 years 9 months to 5 years? (Long survey)*

*We have been through a lot of screening of programs in dealing with daycare needs for our 2 daughters, including service on a community commission. TCC is the best! (Faculty)*

*The cost of the program makes it difficult for a grad student to afford, even with a working spouse. (Graduate student)*

*My 1st baby is due in 9 weeks. The TCC is of no use to me for another 3 years! (Administrative staff)*

*TCC has a bad reputation—large turnover of poorly-paid teachers and little enrichment for the children. (Faculty)*

*It was excellent! (Faculty)*

*Accepting younger children would be helpful. I expect to complete my degree work before our daughter becomes eligible for TCC. (Graduate student)*

*Too expensive for "daycare"—not enough pay to remotely consider on a secretarial salary. (Support staff)*

*The main reason why we shall not consider the MIT child care center is its excessive cost. (Faculty)*

By far the most frequent factor cited as influencing respondents' decisions not to use TCC was that it did not serve infants or toddlers (cited by 62% of graduate students, 54% of faculty, and 41% of staff). Parents do not like to change established child-care arrangements as children grow older, so that TCC not only fails to meet the needs of parents with children from birth to 2 years 9 months but of many parents of older children who elected to begin center-based care at an earlier age.

Other significant reasons for not using TCC include cost (for 33% of graduate students, 23% of staff and 17% of faculty) and availability of openings (33% of faculty, 29% graduate students, and 17% of staff). A smaller number wanted a location near home (22% staff, 19% graduate students and 15% faculty). Program considerations were more significant in faculty decisions not to use the center than for other groups (among 17% of faculty, 8% of staff, and no graduate students). Though TCC at this point seldom has unfilled openings for long, such concerns are relevant to the review of TCC's ability to meet the needs of the MIT population as a whole, and should be important considerations in any future expansion of campus child care programs.

The MIT Summer Day Camp is a ten week program for school-aged children operated by the Athletic Department. Once again, more women than men were aware of the program (78% of female staff compared to 45% male staff), and more staff and faculty than graduate students (about 60% of staff and faculty and 40% of graduate students), probably because most children of graduate students are too young for camp. About 10% of the staff and faculty respondents and none of the graduate students had enrolled children in MIT Day Camp. Twice as many staff and faculty and 8% of the graduate students expected to use the camp in the future. For graduate student parents, the absence of need was by far the most frequently cited reason for not using or planning to use the program (cited by 43%). Cost was a significant factor (cited by 14%). Location and program considerations influenced faculty and staff decisions most strongly.

*Are you aware of MIT's Summer Day Camp, a ten-week full-day camp program on campus for children ages 6 through 13 ? (Long survey)*

*When he's closer to being 6 yrs old, we'll probably look at MIT's summer day camp if either of us still works here. (Support staff)*

*Nothing for 1 yr olds. (Postdoc)*

*Program does not take children during the summer between kindergarten and 1st grade. This is a severe problem. (Administrative staff)*

*Could use in the future next summer when child is 6 and in full-time school, However, want part-time. (Administrative staff)*

*Do you feel you would be likely to participate in a parent support group ... ? (Long survey)*

*I wonder if there is any interest in a support group for faculty with children. Our needs are quite different than those of any other group—students, post-docs, secretaries. (Faculty)*

*Who, as a working mother, has time for support group meetings? (Faculty)*



### 5.2.2 Awareness and use of MIT parent education and support programs

The survey explored community response to three MIT programs designed specifically to address the needs of parents with young children – the Child Care Offices on campus and at Lincoln Laboratory, and Health Education's Child Bearing Year program.

The campus Child Care Office, established in 1972 to provide child care resource and referral, counseling and support services to parents, also coordinates a network of family day care homes on campus. In 1989 a Child Care Office was established at Lincoln Laboratory, which offers workshops and resource and referral services through Workplace Connections, Inc.

At Lincoln, 88% of all parents and those contemplating parenthood while at MIT, male and female, were aware of the new and recently well-publicized Child Care Office. At the time of the survey the Lincoln office was too new to have had heavy usage, but half or more of the Lincoln respondent parents or potential parents of children under 13 felt they were likely, at some future point, to use each of the services listed. The largest numbers were interested in workshops and referrals. About three-quarters of both men and women were interested in workshops: three-quarters of the women and two-fifths of the men were interested in the referral service.

The older campus office was known to 55% of all respondents, better known by women than by men (89% of staff women, 61% of faculty women, and 50% of graduate student women). The three most popular programs offered were the referral service, parent-child activity programs and parenting workshops. Among those who knew of the office, from one-third to over half of the respondents in each of the faculty, staff and graduate student groups had participated in each of those three programs. A significant level of interest in joining a support group (either "very likely" or "somewhat likely" to join) was indicated by about one-third of each group, both men and women.

The Child Bearing Year program's workshops on pre-natal care were known to about 40% of faculty and staff women, but to only 12% of graduate student mothers or potential mothers. Programs on parenting were known by 34% of staff, both men and women, 24% of faculty and 12% of graduate students. A high percentage of the men and women in each group who knew about the workshops reported attending them.

*Are you aware of the MIT Child Care Office, which offers a variety of resources and referral services on child care and related issues? (Long survey)*

*Child care referral is excellent. People in the referral office are very helpful and sympathetic to problems. (General staff)*

*I tried to get referrals for a Summer sub in '88, but was unsuccessful. (Administrative staff)*

*They were very helpful when I used them. (Support staff)*

*Are you aware of the "Child Bearing Year" programs offered through the Health Education Service, including workshops on pre-natal care, infancy and early childhood, and parenting issues; and an infant/child carseat loan program? (Long survey)*

*The car seat loan program sounds helpful. (Faculty)*

*I inquired about prenatal classes and was told there aren't any. (Faculty)*

*Wish we had. Now that we have, we'll check out some of their programs. (Graduate student)*

*What is the health education service? (Support staff)*

## 6 Elder care

Questions about care for adult dependents were asked of the faculty and staff, but not of the graduate students, in the long survey sample.

One of MIT's resources in dealing with problems of adult dependents is the Social Work Service of the Medical Department. Consultation is available to all MIT employees and students, not only to those who use the MIT Health Plan. Some referral information is available for locations far from MIT. A consultation session can include other family members as well as the member of the MIT community.

This service is not well known to the community, however, and its activities in elder care are least well known. One-third of the staff and one quarter of the faculty respondents were generally aware of the service, and knew that it offers assistance in personal, work-related, family and marital problems. Only 9% of the staff and 5% of the faculty respondents knew that it offers assistance with issues related to aging parents and the care of adult dependents.

Interest in problems of caring for adult dependents was, in fact, quite widespread in the population, however. In the last five years about one-sixth of the staff and faculty respondents have done a significant amount of adult care, either temporarily (taking a week or more off from work) or ongoing (spending seven hours or more per week). In about 80% of those cases the care was provided to a parent or in-law: the remainder were divided between care provided to a spouse, a relative, a special needs child and someone in none of these categories.

There was also current and future interest. Three percent of the staff and 5% of the faculty respondents were currently interested in talking with a consultant about adult dependent care problems, and more than 40% of each group expressed interest in the possibility of such consultation in the future. And 30% to 40% of each group expressed future interest in workshops having to do with aging parents, adult dependent care services, and medical and legal problems associated with dependent care.

More than one-quarter of the group that had provided a significant amount of adult care found that when averaged over the period during which care was provided, it was a major stress on

*Are you aware that the Social Work Service of the MIT Medical Department offers assistance with issues related to aging parents and the care of adult dependents? (Long survey)*

*I didn't know MIT had a Social Work Service. (Professor)*

*If they do, they do a poor job of advertising. Why not put out an info pamphlet on their services? (Support staff)*

*I have spoken with Dawn Metcalf and found it very helpful. (Research staff)*

*I wish I had known. My mother-in-law lived with us for 7 yrs and recently died of cancer. I really needed practical and emotional support. (Staff)*

*But would this assistance be of much help when my parents live far away? Does this apply to me when I'm not on the MIT Health Plan? I'll certainly find out. (Professor)*

*My spouse and I have made rather extensive use of MIT Health Plan benefits for counseling about all of the above. (Research staff)*

*Please comment on whether you feel your responsibilities for an aging parent or elderly relative may have an impact on your work and career. (Long survey)*

*Good question! It did for 8+ yrs, when my aging parents living on the west coast were having many problems of health care. (Professor)*

schedule. More than half found it to be a major stress on schedule at the most extreme points during that period. About 10% found it a major financial stress when averaged over the period of care, and 20% found it a major financial stress at its most extreme.

## 7 Benefits

Questions about the MIT benefit program were also asked of the faculty and staff, and not of the graduate students, in the long survey sample.

Medical insurance is the most widely used benefit. With two-career families common, many families have two benefit programs available. Among the long survey respondents, MIT does more than its share of providing medical benefits to spouses.

Of the 484 respondents to benefit questions, all but one had medical insurance. Eighty-two percent were insured through the MIT benefits plan, 13% through a spouses plan and the remainder by some other route. About 80% had spouses, all but one insured, about three-quarters of them through MIT and one quarter through the spouse's employer. About 40% had children on medical insurance, three quarters of them covered by MIT and one quarter by a spouse's employer.

We did not ask about utilization of pension benefits, since those data are easily available for all eligible employees, while survey responses would no doubt have been inaccurate due to the recent changes in program. Other benefits are used at much lower levels than medical and pension at any time, although a sizable number of employees expect to use them later. The survey asked about the Tuition Assistance for Employees, the Children's Scholarship Program, the Children's Educational Loan Program and the Flexible Reimbursement Account Plan (FRAP) for Dependent Care Expense. For each of these four programs respondents were asked whether they had used it at any time, and if not, whether they felt that they would use it in the future.

The staff had made and plans to make much heavier use than the faculty of Tuition Assistance for Employees. A remarkable 40% had used it or were using it now, and another 40% who had

*I am presently involved in caring for 2 aging parents-in-law and it definitely is having an impact on my work. (Professor)*

*Have the existence of MIT benefits influenced your plans to stay at MIT? (Long survey)*

*I work here because of the benefits. I stay because of the benefits. (Administrative staff)*

*I'm staying at MIT mainly because of the tuition reimbursement plan. (Support staff)*

*Kept me at a job I hate. (Research staff)*

*It's a shame that MIT is not able to give any benefits to postdocs with their own money! (Postdoc)*

*Benefits should be selectable. If both people have coverage, one should be able to not elect, say, medical coverage and be reimbursed. Many companies now have this kind of arrangement. (Research staff)*

*Please share your views of MIT's benefit policies relative to the coverage of family members. (Long survey)*

*I find the policies generous and immensely helpful to us as a family. (Professor)*

*Health plan costs are very reasonable—costs for spouse excessive (why does spouse increase costs by a factor of 5 or more?). (Professor)*

	Yes, strongly	Yes, somewhat	No	Does not apply
faculty%	9	26	57	14
staff%	39	35	23	2

Table 10: *Have the existence of MIT benefits influenced your plans to remain at MIT? Entries are percentages of faculty and staff giving specified responses.*

not used it yet felt that they would in the future. Only 7% of the faculty had made use of it so far, and only another 20% felt they would later.

Other benefits had essentially equal usage by staff and faculty. About 20% had made use of children's scholarships so far, and another 60% felt they might do so later. About 4% had already made use of children's educational loans and another 50% felt they might. And 15% had used a FRAP for dependent care, while 35% felt they might do so later.

Respondents in the long survey were asked whether the existence of MIT benefits influenced their plans to remain at MIT. The numerical responses in Table 10 show that the staff is more heavily influenced by the value of the benefit program than the faculty is, perhaps because faculty positions at other universities are likely to have fairly similar benefits, whereas many potential staff employers do not.

## 8 Income and housing

Finding out about housing was not a principal objective of our surveys. They included some questions on housing and income, like those on a number of prior surveys, primarily to provide some useful data for planning purposes. However the comments of the respondents made it clear that the high cost of housing, and the long commuting times required to reach cheaper housing, had major effects on interaction between work and family life. It is clear that any actions MIT takes to reduce commuting time and make housing more economical will have a substantial return in reduced stress on its students, postdocs and employees.

*I am a family member; I have siblings, parents, and niece and nephew, but no children of my own. Why can't I utilize the educational loan/scholarship program for one of these? Why couldn't a couple utilize it for a spouse's education? (Professor)*

*Opportunity to work part time with some benefits is rare outside of MIT and you are capitalizing on it. (Support staff)*

*While these family concerns do not apply to me at this time, they are very important to many of my co-workers and to the general feeling of well being at the Institute. I hope more can be done to alleviate the pressure and stress of working parents and those who must care for aging parents. (Support staff)*

*The major need is for affordable housing near MIT. I would even consider MIT owned rental property, something to ease the cost of good housing. (Faculty)*

*The only way I've made it through four years as a Ph D student and mother is living on campus. Biggest stress is lack of \$'s — biggest bites are family day care costs and MIT housing. (Graduate student)*

## 8.1 Family income in one- and two-income families

The short survey asked respondents to estimate gross family income for 1988. Table ?? in Appendix A gives the responses. The ranges used in the question and reported in the table do not allow exact computation of medians, but rough estimation gives the median annual family incomes of the respondents by group shown in the last line of Table 11.

The survey also asked for the percentage of family income represented by earnings of the respondent. The answers varied with group and gender. From 18% (of the male senior researchers) to 58% (of the male graduate students) earned 100% of their family income. That included people without a spouse or partner as well as those whose spouse or partner earned no income.

Among the other respondents, in two-income families, the median incomes of the women were 50% of their family incomes in the faculty, the senior research and the administrative staff groups, 45% in the research staff, 40% among the postdocs, the support and service staffs and 37% for women graduate students. The median incomes of the men were half of their family incomes in the graduate student and postdoc groups, 65% among the support and service staff, 70% among the senior research, research and administrative staff and 75% among the faculty<sup>19</sup>.

About 15% of the spouses or partners of all respondents who had one did no studying or paid work outside the home. That percentage varied with group and gender, from 0% (of the spouses of 13 women in the senior research and 40 in the postdoc groups) to 21% (of the spouses of men in the faculty and the support staff)<sup>20</sup>. In 1980, 30% of the spouses of all Cambridge faculty and staff respondents and 44% of the spouses of tenured faculty members did no paid work or study outside the home<sup>21</sup>: these numbers are each about twice the corresponding 1989 percentages.

<sup>19</sup>See Table 31 for detail. Comparison to Table 5 is interesting.

<sup>20</sup>See Table 18 for detail.

<sup>21</sup>Factual profile of MIT, Planning office, 1980. The 1980 data cover only the Cambridge campus. In our survey data Lincoln staff respondents have fewer spouses working outside the home than Cambridge staff respondents, so the actual shift may be larger.

*Why don't MIT and Harvard care about their effect on the housing market in this area? Why isn't more being done to increase the supply of affordable housing for students? (Graduate student)*

*MIT sponsored housing for junior faculty and academic staff near the campus would be very good to have. The housing costs in Boston are outrageous and traffic is very bad. (Postdoc)*

*Higher pay. Have to borrow money each month in order to make payments on school loans. Cannot move closer to work because of higher rent. (Research staff)*

*Keep support in line with housing prices. (Graduate student)*

*These questions do not reflect the possibility of a two career commuting marriage, which I have. My answers to some of these questions include the fact that we both rent and own housing. (Administrative staff)*

	Faculty	Sr Res	Postdoc	Grad Stu	Research	Admin	Support	Service
% Rent	16	20	86	80	28	30	56	36
% Own	83	79	13	15	70	68	38	60
% Other	2	4	1	4	2	2	5	4
Housing/month	1125	950	800	550	800	800	600	675
Income/month	7750	7000	2250	1500	5170	4420	2670	3080

Table 11: *Type of housing, percent of each group; estimated median housing cost and estimated median family income, dollars/month.*

## 8.2 Housing type, cost and income by group

Table 11 shows the proportions of ownership and rental of housing for the several groups and the estimated medians for each group of the reported monthly housing cost<sup>22</sup> (rent or total payment for mortgage principal, interest and real estate taxes) and family income. Median housing costs decrease with median family income except for the postdocs. Their median cost (rental for 86% of the postdocs) is as great as that of the administrative and research staffs, who have twice the median family income, and greater than that of the support staff and the small service staff sample, who have somewhat larger median family incomes.

Note that median cost housing for graduate students is primarily housing for single students, since less than half the graduate students are married, while 68% of the postdocs in our sample are. MIT married student housing costs at the time the survey was taken ranged from \$542 to \$808 per month.

There has been no very significant change in ownership/rental patterns since 1980. However there has been a significant change in the cost of both renting and buying houses in the greater Boston area, which impacts especially those new to the housing market. That includes most of the assistant professors, postdocs and graduate students.

Of the faculty and staff who rented their housing in 1989, 39 percent had total monthly housing costs of under \$500 per month,

<sup>22</sup>Table 33 gives the distribution of housing cost for the eight groups. Lincoln research, administrative and support staff have significantly higher home ownership percentages (75%, 85% and 60% respectively) than the total MIT figures given in Table 11.

*Campus housing is needed for Postdocs. (Postdoc)*

*As a single parent, I had to put up a big struggle to obtain on campus housing options, which was shocking, absurd, and I believe, changed. (Graduate student)*

*Condition of residence and parking situation of Boston or MIT community is worse than in Tokyo, which I was surprised at when I came to MIT two years ago. (Postdoc)*

*Graduate students need housing on or very near campus for both single and married students! (Graduate student)*

*We live in Eastgate, which makes sharing time between work and home much easier. More on campus housing would be very beneficial to student families. (Graduate student)*

*I am single without children. MIT housing is excellent for people in my situation. More housing is needed. (Graduate student)*

while 29 percent had costs of \$750 or more. This is in contrast to 1980, when 87 percent had costs of under \$500 per month, and only 4 percent had costs in excess of \$750 per month. These are rental costs per respondent, not per house or apartment. There is a good deal of sharing of units, by both singles and families, which makes these figures smaller than the rental costs per apartment or house. There is no data to show whether sharing has increased with housing costs.

The median cost of a single family house in the Boston area increased by 128% from 1982 to 1989, and almost doubled in just three years, from \$82,600 in 1983 to \$159,200 in 1986, a rise of 93%. The two most recent values, \$181,200 in 1988 and \$182,800 in 1989, show only a 0.9% rise during 1989: the market may have topped out, at least for the moment<sup>23</sup>.

The increases in housing rental and especially in housing purchase cost are not reflected accurately in the Boston Consumer's price index (CPI) for people new to the housing market. The Boston CPI increased by 60% from April 1980 to April 1989. In 1983 the computation of the CPI was changed, to assign a new weight of 14% to housing cost rather than the old weight of 25%. The new weight may be appropriate for people who were in the housing market before 1983, but the old weight is more representative of costs for those new to the housing market.

### 8.3 Housing location and commuting

The map on page 42 shows Cambridge among the inner core communities of greater Boston, the inner and outer suburbs beyond that core and the location of MIT's Cambridge campus and the Lincoln Laboratory.

About 30% of the graduate students live in MIT housing in Cambridge. That percentage is essentially the same as in 1973, although the number has increased due to the growth in the graduate student population from about 3600 in 1970 to 4800 in 1980. It has remained near that figure since.

<sup>23</sup>From National Association of Realtors, Greater Boston Real Estate Board, Median Sale Price — Existing Single Family Homes, Greater Boston Area.

*20 years ago MIT was top with pay, benefits and work satisfaction. Now with the cost of housing and health insurance going up steadily, MIT has fallen behind the pace set by other companies. As a primary supporter of my family I am forced to work 50-60 hours a week at MIT and also I hold down a second job. (Service staff)*

*Increased salaries for graduate students. The current wages are simply not enough when you take a look at the cost of living in the Boston area. Just look at the "rentals section" of the Boston Globe and the rents of apartments there! (Graduate student)*

*The single most important factor of family life that MIT can directly influence is on-campus housing for both single and married graduate students. High rent can force married graduate students far off campus, where commuting can be a living hell. MIT must address this issue! (Graduate student)*

*MIT/Lincoln Laboratory is in danger of not hiring good staff because the housing cost and commuting distance forces people to be independently wealthy or invest up to 20 hours a week in commuting! I am leaving my current position for this reason. (Research staff)*

Among on-campus faculty and staff there has been considerable migration from Cambridge, the core, and the inner suburbs toward the outer suburbs and beyond between 1973 and 1989, but most of it had already occurred between 1973 and 1980. The average distance of residence from campus in 1973 was 6.4 miles. In 1989 it was 11.2 miles. In 1973, 19% of on-campus faculty and staff lived in Cambridge, 46% in the core communities other than Cambridge, 21% in the inner suburbs, 11% in the outer suburbs and 3% beyond the outer suburbs.) In 1990, 15% lived in Cambridge, 50% in other core communities, 14% in the inner suburbs, 15% in the outer suburbs and 5% beyond the outer suburbs.

Since the number of on-campus faculty and staff has increased from 6,527 to 7,915 between 1973 and 1989, the number who commute beyond the outer suburbs has gone from about 200 to about 400, and the number who go to the outer suburbs or beyond has increased from 900 to 1600. These shifts are significant but not recent. Most of the changes occurred between 1973 and 1980.

On campus the limited supply of parking space allowed by city, state and federal regulation is rationed among its employees and students by MIT. Our survey showed that 23% of the Campus faculty and staff used public transportation, 64% use private automobiles, and about 11% walked to work. Half of the graduate students, a quarter of the postdocs and one-sixth of the faculty walk or bike to work. In Lexington, at much lower population density, parking is available to all MIT/Lincoln employees. The survey showed 92% of Lincoln respondents using automobiles and 2% using public transportation.

*Frankly the wage vs. commute vs. cost of housing balance is no longer in MIT's favor for me and I may join friends who have begun seeking jobs closer to home. (Administrative staff)*

*The 9-5 schedule makes commuting a nightmare and eats up too much time spent in traffic. (Support staff)*

*Flexible work hours would be a great help. As far as travel time, it would cut it almost in half. And as far as the future and children, dropping off at day care and pickup would be less stressful and rushed. (Service staff)*

*The lack of parking near MIT puts severe constraints on our schedules. Mass transit is very limited. Often after 6:30 PM it takes over an hour to get home. (Graduate student)*

*I leave the house at 6:10 AM every day for the sole purpose of getting a parking space before 7:00 AM. I have no sticker. (Service staff)*



## 9 Appendix A

### 9.1 The populations, the surveys and the responses

#### 9.1.1 MIT populations

MIT has a number of populations at two locations, the Cambridge campus and the Lincoln Laboratory. In March of 1989 we sent surveys to all of them except the undergraduates<sup>24</sup>. The following academic populations, located primarily on campus and enumerated in Table 12, were included. They are referred to below as *academics*.

- **Graduate students in full-time degree programs on campus.** About 70% of the population and 75% of the respondents were US nationals or permanent residents, the rest international students. Half the respondents had MIT research assistantships, a twelfth had teaching assistantships and a quarter had fellowship or training grant support. Half had finished course work and were working primarily on research or thesis.
- **Academic staff, consisting of**
  1. **Postdoctoral fellows and postdoctoral associates, called *postdocs* below.** Half are postdoctoral fellows on external fellowships, not on the MIT payroll and without MIT benefits. Half are postdoctoral associates who pursue the same kinds of activities but are on the MIT payroll as employees and have the standard benefits.
  2. **Assistant, associate and full professors, called *professors* or *faculty* below,** although the formal definition of the MIT faculty includes a number of people with other titles. Half of the women and three fourths of the men responding were tenured.
  3. **Senior researchers on campus, including senior research associates, scientists, and engineers.**
  4. **Other academics, including visiting, adjunct and emeritus professors, instructors, lecturers and senior lecturers, visiting scholars, affiliates and others.**

Surveys also went to all the members of the nonacademic staff at MIT, called *staff* below. The staff can be divided into four groups, merging a larger number of payroll categories, enumerated in Table 13 by gender and location.

- **Research and technical staff, called *research staff* henceforth,** with titles on campus including research associate, scientist and engineer; principal research associate, scientist and engineer; and at Lincoln, division head; group leader; full, associate and assistant technical staff; technical assistant.
- **Administrative staff, including medical and library staff.**
- **Support staff, including secretarial and clerical staff.**
- **Service staff.** Hourly employees, most of whom are represented by one of five bargaining units at MIT.

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<sup>24</sup>A few undergraduates took surveys and several more made comments. These will be discussed in the final version of this report.

	Number			Percent	
	Total	M	W	M	W
Graduate students	4435	3580	855	81	19
Faculty	988	890	98	90	10
Postdocs	570	417	153	73	27
Other academics	1267	1019	248	80	20
Total academic staff	2825	2326	499	82	18

Table 12: MIT academic populations, by gender

	Number			Percent		Number		Percent	
	Total	M	W	M	W	CC	LL	CC	LL
Research staff	2364	1906	458	81	19	1011	1353	43	57
Administrative staff	1558	793	765	51	49	1369	189	88	12
Support staff	2120	412	1708	19	81	1691	429	80	20
Service staff	1789	1564	225	87	13	1019	770	57	43
Total staff	7831	4675	3156	60	40	5090	2741	65	35

Table 13: MIT Staff populations, by gender and location

Table 13 gives the staff populations by gender and location (CC is the Cambridge campus, LL is Lincoln Laboratory). There are a few other sites with small populations: 45 of 3302 staff respondents wrote "other" rather than checking Cambridge or Lincoln.

### 9.1.2 The short survey

Those surveyed received either a short or a long form. The short form survey is included as the last four pages of this appendix. It has three versions of questions 1-5, one for graduate students, one for other academics and one for the staff groups. All three versions ask for position and starting date at MIT. Other questions vary between versions. For example there are three different questions about academic background; the staff version asks for Cambridge or Lincoln location; the graduate student version asks for support and US citizenship or permanent residency; the academic version asks for tenure date if applicable.

	Population			Response					
	Number			Count			Percent		
	Total	M	W	Total	M	W	Total	M	W
Faculty	988	890	98	519	446	70	53	50	71
Postdoctoral	570	417	153	192	130	60	34	31	39
Other academics	1267	1019	248	533	410	123	123	40	50
Graduate student	4435	3580	855	1288	966	305	29	27	36
Sr research staff	47	46	1	178	155	23	*	*	*
Research staff	2230	1856	374	939	720	219	42	39	59
Administrative staff	1685	844	841	870	412	458	52	49	54
Support staff	2120	412	1708	1173	313	860	55	76	50
Service staff	1789	1564	225	263	227	36	15	15	16

Table 14: *Response rate to the short survey. Note that many more respondents (all on campus) identified themselves as in the Senior Research group than fit into that payroll category, so response cannot be estimated. That group (of senior researchers who are not all Senior Research Associates or equivalent) is nonetheless quite interesting. It has some coherent characteristics, and is similar to the faculty in a number of ways. There may also be some spillover from service to support staff, at Lincoln in particular.*

The remaining short-form questions are common to all three groups. They are

- **Demographic** questions (7-17) on age, gender, marital status, family arrangements, affiliation of spouse or partner with MIT, parenthood, household composition, and (26-33) on individual and family income, housing type, location and cost, commuting method and time.
- **Employment** questions (6, 18-25) on part-time or full-time, days off per year for illness, vacation and a number of other reasons, number of weekend, evening and total hours worked per week, job-related travel and degree of control of scheduling working hours, for respondent and for spouse or partner (if any). Those with spouse or partner are also asked to estimate the relative commitments of each to jobs, housework, care of children and care of others.
- **A family-work** question (34), open ended, asking for major family-work concerns and any other comments.

### 9.1.3 The long survey

Long rather than short surveys were sent to a smaller random sample of the population, stratified so as to get adequate samples of some smaller groups<sup>25</sup>. The long form included the questions on the short form, so everyone was asked that set of questions. The long form was issued in three versions, for graduate students, academics and staff. Because of the small sample, only three groups are compared: faculty, graduate students, and a staff category which includes research, administrative and support staff.

In addition to the questions in the short survey, the long versions asked all faculty and staff

- **Adult care** questions about responsibilities for older relatives and other adult family members,

and asked all members of all three groups

- **MIT culture** questions about how combining work and family responsibilities worked in their local environment at MIT.

Parents in all groups were also asked

- **Child care** questions about arrangements used, problems and concerns, and
- **Work rearrangement** questions about work changes which were or might have been helpful in balancing work and parental responsibilities.

Both parents and potential parents were asked

- **Resource** questions about knowledge and/or use of parental and child care programs and services available now at MIT.

Table 15 gives the response rate to the long survey.

	Sample size			Response					
				Number			Percent		
	Total	M	W	Total	M	W	Total	M	W
Graduate Students	529	358	171	180	115	65	34	32	38
Academics	461	323	138	224	141	83	48	43	60
Staff	509	255	254	202	85	117	39	33	46

Table 15: *Response rate to the long survey*

<sup>25</sup>Two groups, about 100 women faculty (of all ranks) and 160 Assistant Professors, were sampled 100%. The women graduate students were sampled 20%. All other groups were sampled at 10%.

## 9.2 Tables referred to in the analysis of the survey data

Note: The number at the head of a column denotes the number of respondents in that column. In a row whose name is preceded by %, an entry is the percentage of the number of respondents at the head of its column who have the row property. A blank entry indicates no respondents in that cell. An entry of 0% denotes a number of responses less than 1/2% of the column total.

	Faculty		Sr res		Postdoc		Grad Stu		Research		Admin		Support		Service	
	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W
Number	439	69	152	23	130	60	3563	861	603	170	411	456	311	852	221	35
Av age	47	42	47	39	32	32	28	28	42	37	46	40	39	37	48	51
% 0-4 yrs	21	36	20	30	98	97	79	80	33	51	35	33	48	53	36	40
% 5-9	16	23	14	35	2	3	21	20	21	19	16	24	19	26	28	37
% $\geq 10$	63	41	66	35			0	0	46	30	49	43	33	21	36	23

Table 16: Number, average age and years of service of respondents by group and gender. Graduate student figures are from registrar's data, not survey, for Spring, 1989. Entries in rows labelled % give percentage of number at column head which have row property.

	Faculty		Sr res		Postdoc		Grad stu		Research		Admin		Support		Service	
	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W
Number	433	65	128	13	125	60	935	294	696	197	392	427	296	780	203	28
% 0 hrs	1	3	3		2		5	2	4	4	7	7	13	17	11	11
% 1-19	3	2	5		2	3	3	2	6	6	7	7	7	7	5	7
% 20-34	3	2	2	9		2	4	4	1	7	1	4	2	10	3	11
% 35-44	9	11	22	13	17	13	11	8	43	53	39	46	47	52	53	50
% 45-59	39	26	45	61	29	33	30	34	38	25	37	29	21	10	17	11
% 60-74	36	43	20	13	41	37	33	37	7	5	8	7	7	3	8	4
% 75-89	8	5	3	4	7	8	11	9	1		1	0	1	1	2	7
% $\geq 90$	2	9	1		2	3	3	3	0	1	0	1	1	0	1	

Table 17: Hours of work or study per week, by group and gender.

	Faculty		Sr res		Postdoc		Grad stu		Research		Admin		Support		Service	
	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W
Number	357	40	128	13	79	42	422	161	535	122	291	277	183	436	152	15
% 0 hrs	21	5	18		10		11	2	21	6	19	8	20	14	17	13
% 1-19	15	5	12		6	5	10	3	14	4	11	8	16	9	13	7
% 20-34	14	2	16	8	6		7	1	17	4	20	3	17	5	20	
% 35-44	22	15	24	31	38	18	31	15	28	32	31	33	36	31	34	27
% 45-59	19	32	20	38	27	26	22	40	15	38	12	33	8	28	9	33
% 60-74	8	32	9	23	11	40	14	28	3	14	6	12	3	12	5	13
% 75-89	1	5			1	9	4	8	1	3	0	2	1	1	1	7
% ≥ 90	1	2	1			2	1	3	0		0	1		1	1	1

Table 18: Hours of work or study per week by spouse or partner, by group and gender.

	Faculty		Sr res		Postdoc		Grad stu		Research		Admin		Support		Service	
	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W
Number	428	69	153	21	127	58	951	301	713	219	409	452	307	830	227	35
Av age	47	42	47	39	32	32	28	28	42	37	46	40	39	37	48	51
% Married	85	57	86	57	57	53	39	34	80	58	74	50	57	44	75	56
% Partner	3	6	3	5	10	15	8	17	3	8	5	10	7	8	3	3
% Marreq	88	62	88	62	68	68	47	51	80	58	79	60	63	52	78	58
% Single	12	38	12	38	32	32	53	49	20	42	21	40	37	48	22	42
% Marreq par	72	33	75	43	35	17	15	6	62	32	67	35	48	32	62	36
% Single par	4	9	5	10	1	3	1	1	4	9	5	11	7	16	4	11
% Parent	76	42	80	52	36	20	16	7	67	40	72	46	55	48	68	49
Av pthd age	30	30	30	31	29	31	28	27	28	28	28	28	27	25	27	23

Table 19: Data on marriage and parenthood. "Marreq" stands for "Married or equivalent" — i.e. married or with partner. "Par" stands for parent and "Av pthd age" is the average age at which those in the group who are parents had their first child.

	Faculty		Sr res		Postdoc		Grad stu		Research		Admin		Support		Service	
	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W
Number	184	33	64	11	83	38	439	159	315	101	146	215	126	346	102	15
% 1-c	63	15	56	9	47	10	43	19	52	7	47	13	44	9	42	33
% 2-c	37	85	44	91	53	90	57	81	48	93	53	87	56	91	58	67
1-c % par	82	40	94		59	25	43	17	79	43	81	55	84	52	91	40
2-c % par	52	40	46	80	36	24	21	10	40	43	61	50	42	50	56	70

Table 20: Data on the percentages of one-career (1-c) and two-career (2-c) respondents age 45 or less, and the percentages of each of those groups who are parents (par). "Number" is number of respondents married or with partner. The spouse or partner of a one-career respondent is less committed to a job than the respondent; the spouse or partner of a two-career respondent has a job commitment as great or greater. Note the small number of one-career women in the first four groups. There are 30 one-career women graduate student respondents, 5 of whom are parents, and at most 5 one-career women in each of the other three academic groups.

	Faculty		Sr res		Postdoc		Grad stu		Research		Admin		Support		Service	
	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W
Number	202	10	70	1	1	0	1	0	247	27	156	58	62	97	61	4
% 1-c	72	40	56		100				62	22	56	31	50	14	44	
% 2-c	28	60	44	100			100		38	78	44	69	50	86	56	100
1-c % par	92	100	94	100	100				96	83	97	78	100	93	96	
2-c % par	93	100	46				100		91	86	93	80	97	89	85	75

Table 21: Same data as in preceding table for respondents over 45. Note the small numbers of women respondents over 45 in the academic groups.

	Faculty		Sr res		Postdoc		Grad stu		Research		Admin		Support		Service	
	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W
1-c number	164	5	56	0	24	0	81	5	213	6	96	19	55	12	57	2
% Less	93		95		100		99	20	92	33	89	37	96	17	96	50
% Equal	4	60	4				1	60	6		9	26	4	17	4	
% More	2	40	2					20	1	67	2	37	0	67	0	50

Table 22: *Relative time spent on housework and child care by one-career respondents. "Less" means 1-c respondent spent less time than spouse on one of the two and at most equal time on the other. "Equal" means spouse spent equal time on both, or more on one and less on the the other.*

	Faculty		Sr res		Postdoc		Grad stu		Research		Admin		Support		Service	
	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W
2-c number	57	14	28	8	16	8	54	18	106	50	75	110	45	176	47	8
% Less	58	7	50	12	50	12	57	8	53	2	59	37	47	6	77	12
% Equal	39	7	50	38	50		28	23	39	16	36	26	47	23	19	25
% More	3	86		50		88	15	69	8	82	5	37	7	71	4	63

Table 23: *Same data as in preceding table for two-career respondents.*

	Faculty		Grad stu		Staff	
	M	W	M	W	M	W
Number	105	60	103	62	150	140
% Major importance	45	65	47	60	29	37
% Some importance	33	20	40	32	31	34
% Not important	22	15	14	8	40	29

Table 24: *Responses to the question "To what extent have your own career considerations been of importance in your family plans (if and when to have children)?"*



Gender of respondent	M	W	M	W	M	W	M	W
Number of respondents	100	58	94	58	90	60	88	58
Parenthood for a	2-c M		1-c M		2-c W		1-c W	
% is very easy/easy	5	5	18	48	1	3	7	9
% middling	13	29	35	38	8		26	26
% hard/very hard	82	66	47	13	91	97	67	65
at my career stage.								

Table 25: Percentage of faculty responses to estimating difficulty of combining parenthood and an academic career for a one- or two-career man or woman at their career stage.

Gender of respondent	M	W	M	W	M	W	M	W
Number of respondents	105	61	104	60	100	55	100	56
Parenthood for a	2-c M		1-c M		2-c W		1-c W	
% is very easy/easy	1	10	11	45			8	8
% middling	2	18	42	36	2	3	35	36
% hard/very hard	97	73	47	19	98	97	58	56
at my career stage.								

Table 26: Percentage of graduate student responses to estimating difficulty of combining parenthood and an academic career for a one- or two-career man or woman at their career stage.

	Faculty		Sr res		Postdoc		Grad stu		Research		Admin		Support		Service	
	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W
Number	325	29	122	11	46	12	152	21	476	85	296	207	168	398	149	17
% Marreq	95	79	94	82	98	83	97	81	93	79	93	76	87	66	94	76
% Single	5	21	6	18	2	17	3	19	7	21	7	24	13	34	6	24

Table 27: Data on singleness among the parents. "Number" is number of parents. "Marreq" stands for "Married or equivalent" — i.e. married or with partner.

Child's age	Infant/Toddler	Preschool	6-12 yrs	
Season	School year		School yr	Summer
Number of parents	60	52	49	
Outside home				
% Home of relative	12	12	16	14
% Family day care	49	25	18	24
% Day care center	20	33	2	0
% Day camp				49
% Overnight camp				8
% Nursery school		25	4	
% After-school program			41	
% Other	3	4	20	4
Inside home				
% Self/Spouse juggling work schedules	35	38	51	55
% Paid caregiver	20	25	22	26
% Relative	23	15	20	16
% Other adult household	2	10	6	4
% Older sibling	2	4	4	4
% Child cares for self			8	12
Other	3		8	6

Table 28: *Child care arrangements used by age of child, all long survey respondents. Infants and toddlers ages are 0 to 2 years 8 months; preschoolers are 2 years 9 months to 5 years.*

Child's age	Infant/toddler	Preschool	6-12 yrs
Number of parents	60	52	49
Zero hrs/wk	8		7
1 - 10	12	10	34
11 - 20	21	26	50
21 - 30	14	12	4
31 - 40	25	16	
41 - 50	21	26	2
Over 50		12	2

Table 29: *Weekly hours of non-parental child care for those currently using care by age of child, all long survey respondents.*

	Faculty		Sr res		Postdoc		Grad stu		Research		Admin		Support		Service	
	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W
Number	431	70	151	23	129	61	955	297	707	214	405	448	308	832	211	34
% < 15	0	0	0	0	4	7	44	39	2	1	0	0	4	6	1	3
% 15.001 thru 25	1	1	1	4	31	25	23	25	2	10	2	4	23	35	14	32
% 25.001 thru 35	1	1	1	22	26	11	13	13	7	18	12	21	21	17	31	15
% 35.001 thru 50	8	16	8	17	22	16	12	11	23	20	26	26	31	19	35	35
% 50.001 thru 80	25	34	34	22	15	34	6	8	40	27	40	29	17	19	17	15
% 80.001 thru 120	41	20	40	35	2	1	1	2	22	18	17	15	4	4	1	0
% > 120	24	27	15	0	2	7	1	1	4	6	4	4	0	1	1	0
Median	93		84		27		18		62		53		32		37	

Table 30: Distribution of family income in thousands of dollars per year, by group and gender, and estimated median income by group.

	Faculty		Sr res		Postdoc		Grad stu		Research		Admin		Support		Service	
	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W
Number	436	72	151	23	126	60	926	289	711	211	404	441	304	784	210	32
% < 25%	0	6	3	5	1	10	7	18	1	7	1	3	1	11	1	9
% 26 thru 39%	0	4	2	14	3	18	8	9	1	11	1	13	3	16	2	13
% 40 thru 49%	2	19	1	9	16	18	4	6	3	20	6	14	5	11	5	16
% 50%	3	10	5	9	14	8	9	13	4	9	6	14	7	8	9	22
% 51 thru 60%	10	10	17	9	9	5	1	4	13	6	12	8	11	4	12	0
% 61 thru 74%	14	10	19	4	6	7	4	3	15	4	15	5	12	3	15	0
% 75 thru 84%	19	4	15	4	8	0	3	2	16	3	15	4	8	4	17	0
% 85 thru 99%	25	1	20	4	5	5	4	1	15	1	14	2	11	3	10	3
% 100%	27	36	18	41	38	28	58	46	32	39	30	37	42	41	29	37
2-i number	317	46	124	13	78	43	392	157	486	128	281	279	176	465	150	20
2-i Median %	75	50	70	50	50	40	50	37	70	45	70	50	65	40	65	40

Table 31: Distribution of the percentage of total family income represented by respondent's earnings, by group and gender. "2-i number" is the number of two-income respondents, who do not earn either 0% or 100% of their family income. "2-i Median %" is the median percentage of family income earned by the 2-i respondents in each column.

	Faculty	Sr Res	Postdoc	Grad Stu	Research	Admin	Support	Service
Number	512	176	191	1273	933	870	1161	256
% Rent	16	20	86	80	28	30	56	36
% Own	83	79	13	15	70	68	38	60
% Other	2	4	1	4	2	2	5	4

Table 32: *Type of housing by group.*

	Faculty	Sr Res	Postdoc	Grad Stu	Research	Admin	Support	Service
Number	485	166	188	1222	897	811	1066	225
% < 400	7	13	6	32	15	14	24	19
% 400-599	11	14	13	25	16	16	26	21
% 600-799	14	15	32	23	18	19	21	26
% 800-999	11	11	21	10	14	16	10	14
% 1000-1499	30	23	20	7	22	21	14	15
% 1500-1999	13	15	5	2	9	9	3	3
% ≥ 2000	15	9	2	2	5	5	2	2
Median	1125	950	800	550	800	800	600	675

Table 33: *Distribution of respondent's estimated monthly cost of housing (rent or total payment for mortgage principal, interest and real estate taxes), and its estimated median, dollars per month.*

	Faculty	Sr Res	Postdoc	Grad Stu	Research	Admin	Support	Service
Number	512	175	191	1267	935	867	1164	256
% Car	72	83	40	24	84	74	66	86
% Carpool	1	1	1	1	4	3	2	3
% Public trans	13	10	35	27	8	16	24	8
% Walk or bike	14	6	24	49	4	6	8	3

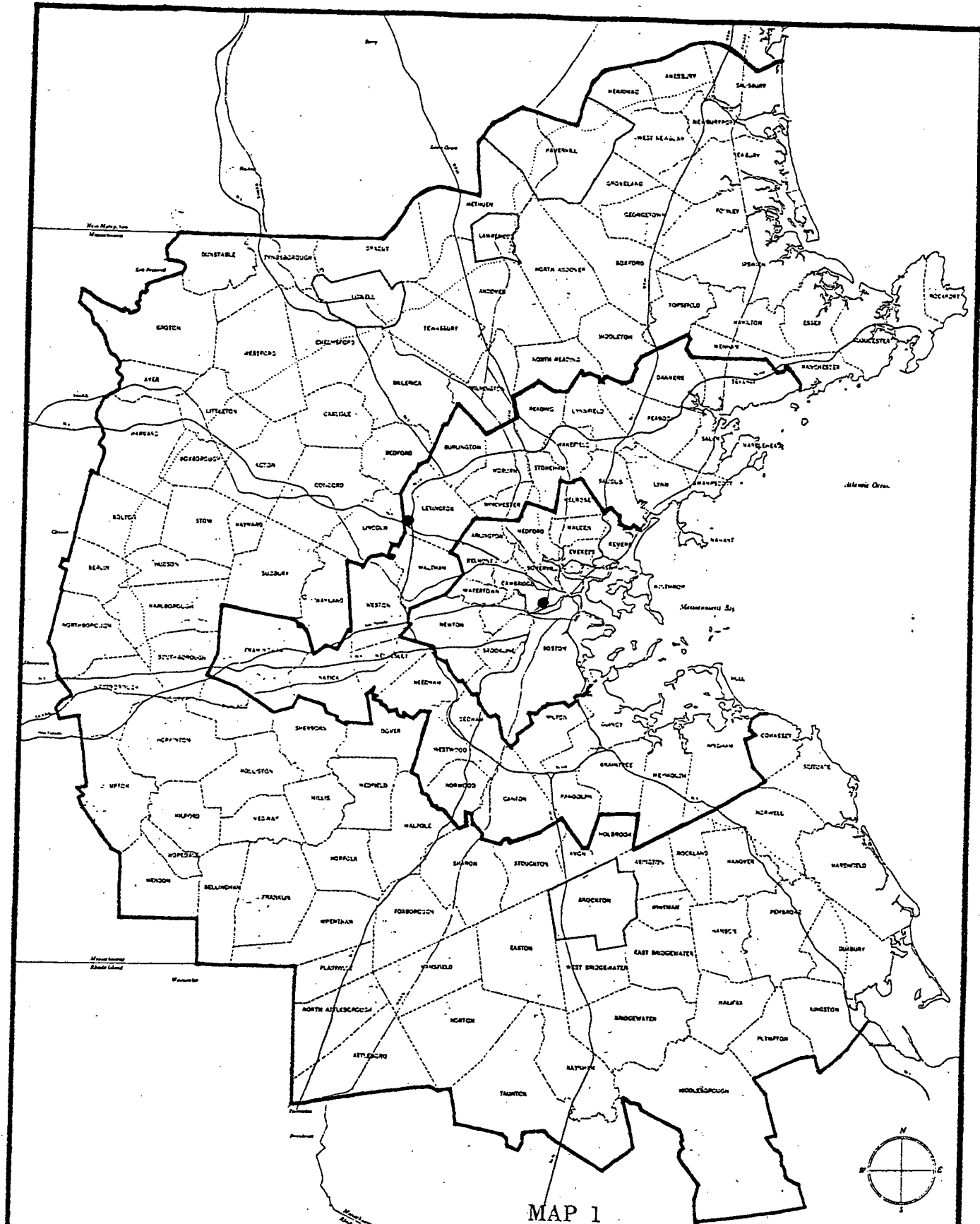
Table 34: *Method of commuting.*

	Faculty	Sr Res	Postdoc	Grad Stu	Research	Admin	Support	Service
Number	506	175	188	1182	930	860	1024	254
% Under 5	31	18	53	67	14	20	26	13
% 5-9	27	30	28	20	24	25	26	14
% 10-19	30	33	12	8	38	27	25	33
% over 20	12	19	7	5	24	28	23	40

Table 35: *Distance in miles to job location at MIT.*

	Faculty	Sr Res	Postdoc	Grad Stu	Research	Admin	Support	Service
Number	511	176	190	1259	934	868	1024	253
% Under 20	17	21	20	44	21	12	15	12
% 20-29	32	27	34	26	27	21	21	24
% 30-39	28	27	20	16	23	21	24	20
% 40-59	18	21	22	11	20	29	26	27
% 60 or more	4	4	4	3	9	17	14	16

Table 36: *Usual one-way travel time in minutes (average of AM and PM, Summer and Winter).*



MAP 1

THE CORE, INNER SUBURBS AND OUTER SUBURBS OF THE GREATER BOSTON AREA

SCALE IN MILES  
0 1 2 3

## MIT Survey on Work and the Family

This demographic survey is one of two surveys being conducted by the MIT Committee on Family and Work to gather information on the composition of the MIT community and the relationship of work and family within it. It is being distributed to the MIT employee and graduate student community. Your cooperation in completing and returning the survey is critical. Please complete the survey regardless of your family status and return to the MIT Planning Office, 12-156.

We want to affirm that all survey responses are anonymous and will be kept confidential. Our reporting of results will strictly protect the anonymity of respondents. It is, of course, not required that anyone respond to this survey, nor need you answer any question if you would prefer not to.

### FACULTY, SENIOR RESEARCH, AND OTHER ACADEMIC STAFF:

1. What is your position at MIT?		
Assistant, Associate or Full Professor <input type="checkbox"/> 1	Senior Research Staff <input type="checkbox"/> 2	
Postdoctoral <input type="checkbox"/> 3	Sr. Lecturer <input type="checkbox"/> 4	Adjunct Professor <input type="checkbox"/> 5
Visiting <input type="checkbox"/> 6	Instructor or Lecturer <input type="checkbox"/> 7	All Others <input type="checkbox"/> 8
2. Please give the year you first obtained each applicable degree:		
a. 19__ Bachelor's degree:	<input type="checkbox"/> from MIT <sub>2</sub>	<input type="checkbox"/> not from MIT <sub>3</sub>
b. 19__ Master's degree:	<input type="checkbox"/> from MIT <sub>2</sub>	<input type="checkbox"/> not from MIT <sub>3</sub>
c. 19__ PhD, ScD or MD:	<input type="checkbox"/> from MIT <sub>2</sub>	<input type="checkbox"/> not from MIT <sub>3</sub>
d. 19__ Other (please specify):		
3. In what year did you join the MIT staff? 19__		
4. If you are a tenured member of the faculty, in what year did you receive tenure?		
before 1970 <input type="checkbox"/> 1	1971 - 1975 <input type="checkbox"/> 2	1976 - 1980 <input type="checkbox"/> 3
1986 - 1988 <input type="checkbox"/> 5	Does not apply <input type="checkbox"/> 6	1981 - 1985 <input type="checkbox"/> 4
5. If you are not tenured, what is the projected date of your tenure decision?		
1989 - 1991 <input type="checkbox"/> 1	1992 or later <input type="checkbox"/> 2	Does not apply <input type="checkbox"/> 3

### ADMINISTRATIVE, EXEMPT, SUPPORT AND SERVICE STAFF:

1. What is your position classification at MIT?		
Research Staff <input type="checkbox"/> 1	Technical Specialist <input type="checkbox"/> 2	Admin or Exempt Staff <input type="checkbox"/> 3
Support Staff <input type="checkbox"/> 4	Service Staff <input type="checkbox"/> 5	
2. Please indicate whether you work on campus or at Lincoln Laboratory:		
Campus <input type="checkbox"/> 1	Lincoln Laboratory <input type="checkbox"/> 2	
3. Please indicate your educational background (choose one):		
Have not completed High School <input type="checkbox"/> 1	High School Diploma or GED <input type="checkbox"/> 2	
Associate's Degree <input type="checkbox"/> 3	Bachelor's Degree <input type="checkbox"/> 4	
Advanced Degree <input type="checkbox"/> 5		
4. In what year did you begin working at MIT (if you have been employed at MIT during more than one period, choose the most recent):		
19__		
5. Altogether, how many years have you worked at MIT? _____		

(Graduate Students, please see page 2)

**MIT Survey on Work and the Family**

**GRADUATE STUDENTS:**

1. Please describe your primary source of financial support:

Research Assistant	<input type="checkbox"/> 1	Teaching Assistant	<input type="checkbox"/> 2
Fellowship or training grant	<input type="checkbox"/> 3	Other	<input type="checkbox"/> 4

2. Please give the year you obtained each degree:

a.	19__	Bachelor's degree	from MIT	<input type="checkbox"/> 1	not from MIT	<input type="checkbox"/> 2
b.	19__	Master's degree	from MIT	<input type="checkbox"/> 1	not from MIT	<input type="checkbox"/> 2
c.	19__	Anticipated year of PhD, if applicable				

3. Which category most accurately describes your current status:

<input type="checkbox"/> 1	Completing coursework preliminary to thesis
<input type="checkbox"/> 2	Coursework completed; working full-time on dissertation
<input type="checkbox"/> 3	Other: (please describe)

4. Are you a citizen or permanent resident of the United States?      Yes  1      No  2

5. If you are not a citizen or permanent resident, and if you are married or have children, is your family currently with you in the United States?      yes  1      No  2      Does not apply  3

**ALL RESPONDENTS**

6. Please describe your current employment or student status at MIT:

full time	<input type="checkbox"/> 1	part-time, 50% or more	<input type="checkbox"/> 2	part-time, less than 50%	<input type="checkbox"/> 3
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7. What is your sex?      Male  1      Female  2

8. In what year were you born?      19\_\_

9. Which best describes your marital status?

single, widowed or divorced	<input type="checkbox"/> 1	(If single, widowed or divorced, please skip to question 13)
married	<input type="checkbox"/> 2	with partner <input type="checkbox"/> 3

10. Which best describes your family arrangement? Living with spouse or partner:

4 days or more a week	<input type="checkbox"/> 1	less than 4 days a week	<input type="checkbox"/> 2
-----------------------	----------------------------	-------------------------	----------------------------

11. Is your spouse/partner an MIT employee?      yes  1      no  2

12. Is your spouse/partner an MIT student?      yes  1      no  2

13. Are you a parent (birth, adoptive, or step-parent)?      yes  1      no  2

14. If you answered yes to question 13, how old were you when you first became a parent?      \_\_\_\_\_

15. Do you expect to have a first child, or an additional child, while at MIT?      yes  1      no  2

16. Please write in the number of individuals living in your household (sleeping at home at least 4 nights in a typical week) in each of the following categories, where it applies: ( be sure to include yourself)

a. ____ children under 2 years	b. ____ children age 2 - 5
c. ____ children age 6 - 12	d. ____ children age 13 - 18
e. ____ adults age 19 - 40	f. ____ adults age 41 - 60
g. ____ adults age 61 - 80	h. ____ adults age over 80

17. Do you currently have responsibility (full or partial) for support of children who are not in your current household (grown, living away from home, ...)?      yes  1      no  2



**MIT Survey on Work and the Family**

18. If you are married or living with a partner, please compare your spouse's or partner's job and household involvement/commitment to your own using the following scale of 1 - 5: Does not apply  1

	1 much less than mine	2 less than mine	3 same as mine	4 more than mine	5 much more than mine
a. Job involvement/commitment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Time spent on care of house	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Time spent on care of children, if applicable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Time spent on care of other dependents, if applicable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

19. Using a check mark in each appropriate box, indicate how much time you (and your spouse/partner) took off this last year from paid employment for each of the following?

	Self: # of days					Partner: # of days				
	0	1-3	4-5	6-10	>10	0	1-3	4-5	6-10	>10
a. Vacation	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10
b. Personal illness	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10
c. Illness of spouse/partner	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10
d. Illness of a child	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10
e. Children's school meetings, doctors' appointments, etc.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10
f. Parental leave	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10
g. Other child care occasions	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10
h. Care of elderly relative	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10
i. Other	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10

20. Please indicate the total number of hours per week you spend and your spouse/partner spends, if applicable, on paid employment including work done at home as part of paid employment, and/or the number of hours spent on studies (if a student); do not include time spent commuting to and from work/school:

	0 hrs/wk	1-19 hrs/wk	20-34 hrs/wk	35-44 hrs/wk	45-59 hrs/wk	60-74 hrs/wk	75-89 hrs/wk	Over 90 hrs/wk
Self	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8
(Spouse/partner)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8

21. If you are living with a spouse or partner, is he/she working primarily on an evening or night shift?  
yes  1                      no  2                      Does not apply  3

22. In an average week how many of your total working hours (indicated in question 65 above) were evening hours, after 6 pm? If living with a spouse or partner also employed days rather than evening or night shift, please include spouse's/partner's evening hours as well.

	0 hrs/wk	1-10 hrs/wk	11-20 hrs/wk	Over 20 hrs/wk
Yourself	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
(Spouse/partner)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

23. In an average week, how often does your work require you (and your spouse/partner) to travel away from home:

	0 nights/wk	1 night/wk	2 nights/wk	3 nights or more/wk
Yourself	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
(Spouse/partner)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

**MIT Survey on Work and the Family**

24. In an average week, how many weekend hours do you (and your spouse/partner) work, including job-related work performed at home:

	0 hours	1-4 hours	5-8 hours	9-12 hours	Over 13 hours/wk
Yourself	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
(Spouse/partner)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

25. On a scale of 1-5, how much control do you (and your spouse/partner) have over the scheduling of your work hours:

	1 None at all	2	3	4	5 A great deal
Yourself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(Spouse/partner)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

26. What is your estimated family income (gross) for 1988?

- Less than \$15,000  1    \$15,001 to \$25,000  2    25,001 to \$35,000  3    \$35,001 to \$50,000  4  
 \$50,001 to \$80,000  5    \$80,001 to \$120,000  6    Over \$120,000  7

27. Roughly, what percentage of the total family income is represented by your own earnings? \_\_\_\_\_ %

28. What is your estimated monthly cost of housing (rent or total payment for mortgage principal, interest, and real estate taxes)? \$ \_\_\_\_\_

29. In what type of housing do you live? Rent  1    Own  2    Other  3

30. What is the distance in miles from your residence to your job location at MIT? \_\_\_\_\_ miles

31. What is your primary method of commuting to work?

- Car  1    Carpool or Vanpool  2  
 Public Transportation  3    Walk or Bicycle  4

32. What is your zip code? \_\_\_\_\_

33. What is your usual one-way travel time (please use an average of AM and PM travel times, summer and winter travel times)? \_\_\_\_\_ minutes

34. The Committee is interested in what you see as major needs or concerns in the area of balancing work and family. There are sometimes conflicts and competing demands between work and the personal and family sphere for faculty, staff and students whether single or married, parent or non-parent. Any additional comments you may have are of interest to us.