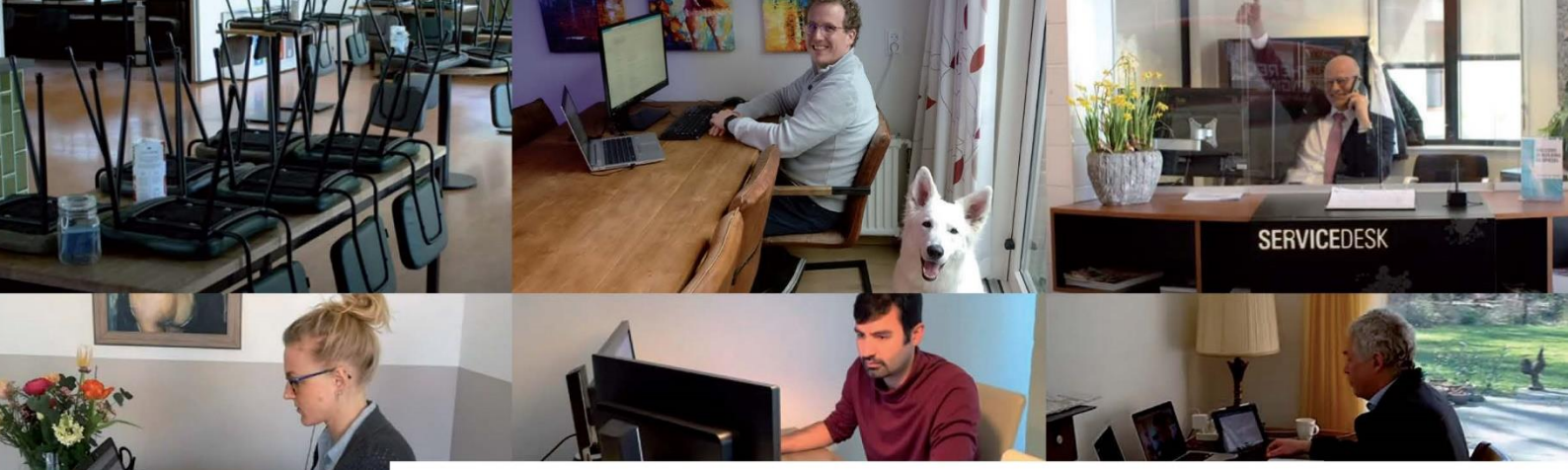

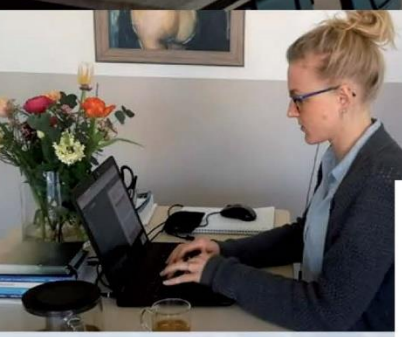

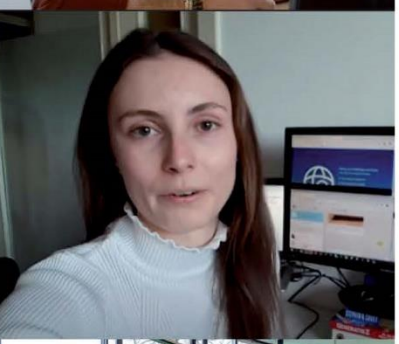

WORKING AT HOME ALONE?

A WELL-BEING STUDY AMONG UT EMPLOYEES UNDER COVID-19

30-09-2020

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Afbeeldingen afkomstig uit UT-video 'Together we can make it!'.

UNIVERSITY OF TWENTE.

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MANAGEMENT SUMMARY

In this extraordinary year of the pandemic, the University of Twente (UT) is taking exceptional measures to stay safe for both employees and students as well as for continuing commitments to research, education, and service. Most of the common work is done from home, which is a major switch from work on campus to home office activities. Therefore, it is crucial to inquire what such a change in work environment does to the productivity and well-being of employees. For exploring employee experiences and needs, a bilingual online survey was distributed to all employees (employed at 1 July, 2020) including PhD candidates without an UT employment contract. The questionnaire was online available for completion from 9 July to 12 August 2020. The survey was designed in cooperation with the Eindhoven University of Technology and Tilburg University.

Aims of this study

(1) to gain insight into how employees experience the current situation in terms of work, well-being, safety, and satisfaction
(2) related to the former, exploring the needs of employees and testing whether the support offered by the UT matches these needs
(3) determining if additional measures are needed and, if so, which ones
(4) to show employer commitment and to maintain connectedness.

Most important findings

1. The corona crisis showed a severe impact on the work experience of UT employees.
   - 72% work fully at home.
   - 55% report an increased amount of work.
   - 47% report a change of work content.

   Nevertheless,
   - 71% report they can most or completely do their job.
   - 70% is satisfied with the UT measures.
2. 55% of employees report increased amounts of work due to corona crisis. Especially teaching staff and managers are reporting this; the same pattern is observed in respondents reporting workload. Although the average workload is a bit lower compared to 2019 (now 38% report a (way) to high workload, in 2019 this percentage was 44%), higher proportions of teaching staff and managers report high workload (up to 72% for full professors). During the corona crisis, 45% of the respondents worked more hours. The larger the contract size the more hours extra have been spent the last four months. Fulltime working employees that show overtime hours at the UT state that they work approximately 20-25% more hours than their contract.
3. Working at home was mandatory and seems to be accepted as fact of life by most UT employees. Two out of three respondents (65%) express that they would like to work partly from home and 77% of them want to work maximum 40-50% from home, that is one or two days per week. Fully working at home only is preferred by a small minority (2%). Working from home does have both positive and negative consequences.

4. The top-3 positive effects of working from home are:
   (1) less travel time to and from work (71%),
   (2) taking a break when it suits (64%) and
   (3) ability to concentrate at home (58%).
5. The top-3 negative effects of working from home are:
   (1) not seeing colleagues as much as wanted (84%),
   (2) feeling to be more tied to the computer (68%) and
   (3) getting less exercise than when working on campus (52%).
6. Fully working online also has its effects on the primary processes. Although 71% can most/completely do their job, 60% of those who teach perceive a lower quality of their own teaching due to fully online working. More or less the same applies for research: 10-39% of those who do research perceive a lower quality of their own research due to fully online working. PhD candidates are the most negative (39%).
7. Perceived health remained the same for 61%, 12% report better health and 27% perceive worsening health effects since the beginning of the corona crisis. Perceived health is mostly affected in the age category of under 40 years.
8. Respondents that have most worries about keeping the job since the corona crisis are in the age category of 26-35 and with the position of PhD candidate and researcher (Post-doc).
9. The top-5 essential measures that make employees feel safe to work on campus are
   (1) Clear walking directions (72%)
   (2) Health information specifically on corona (47%)
   (3) Well-informed supervisors (47%)
   (4) My own keyboard and mouse (37%)
   (5) Frequent cleaning of commonly used areas (35%).

   We should keep in mind the timing of the survey (early Summer 2020), when measures like ventilation or facemasks were not in the media as much as later on.
10. Satisfaction with UT measures is quite high, around 70% of the respondents express satisfaction. Overall satisfaction with the UT is 7.6 (scale 1-10; standard deviation 1.57). Compared to the mean in the employee well-being research (2019), this is an increase in satisfaction with the UT (2019: mean 7.2).
11. From the open questions, many suggestions are given by the respondents on how to cope with this situation, ranging from ‘we are professionals and know how to deal with it, so give us the trust and freedom’ to ‘we need strict guidelines on dealing with the situation’ and ‘we need to be compensated by extra costs for working at home’. These examples show a wide range of differences between employees. This shows that where possible customisation is necessary.
12. Employees voiced concrete ideas for ‘rules’, ‘access control’, ‘physical measures in buildings’ and ‘physical measures at the workplace and cleaning’ (tables 5.4-5.7).

Recommendations

1. Since homework is still the norm for most employee groups, the UT should improve support for employees in a home working situation and in a particular full-time home working situation
    a. The number 1 negative effect of working from home is not seeing colleagues as much as wanted (84%). Also the remarks point to the need of reducing social isolation. If not already apparent, leaders and direct supervisors should stimulate informal online group meetings to keep up with team members and more distant colleagues. They also should think about other initiatives for continuing 'the social'. Since literature shows that organisational commitment and embeddedness work bottom-up, from more proximate foci such as work and colleagues to those more abstract such as the organisation, this is of vital importance.
    b. 45% of the respondents report that the physical conditions in their house do not provide a good working environment (e.g. adjustable chair/table, enough light, silence, a good monitor) and 38% report physical complaints because of the home office. Therefore, the university should continue to explore and invest in software, equipment and tools for keeping homework safe and healthy.
    c. Although a majority of respondents reports no changes in perceived health since the start of the corona crisis, 27% do and younger employees seem to perceive more negative effects than older employees. Therefore, investments in training for productive, safe and healthy online working should be continued and initiatives should take into account age and possibly life stage.
2. Scientific staff (Teacher/lecturer, Assistant, Associate and especially Full professors) experiences the highest workload and the highest increase in the amount of work. Additionally, about 60% who belong to these function groups report lower perceived teaching quality. This shows emergency in dealing with these results of corona measures and in particular the switch to online teaching. Supported by the Executive Board, University Council, other central organizational bodies and service departments, faculties should introduce measures for reducing the amount of work, workload and diminishing perceived teaching quality. Next to a temporary increase in the support for teaching, faculties might have additional ideas.
3. Pay attention to specific groups
    a. Young employees with unsecure contracts: support young researchers (PhD candidates and Post Docs) with extending contracts if necessary. Moreover, as agreed in the collective labour agreement, invest into the employability of these groups by offering career coaching and labour market training for functions inside and outside academia.
    b. Employees with dependents (children under 14 years old). Install a 'homework with young children' discussion group where parents can exchange experiences including best and worst practices.
    c. Let specific groups be 'guests' at meetings of organisational bodies (such as CCOW). After all, the quality of policies and practices strongly depends not only

on strategic alignment, but also on meeting stakeholder groups desires and needs.

4. All initiatives – from ideas for dealing with online teaching pressure over proposals for maintaining or increasing the social to bold interventions for online health programmes – an online forum should be established for making sure that knowledge and best practices will be shared organisation-wide. After all, experiences show that this is not self-evident; for preventing 'reinventing the wheel' and 'knowledge shortcomings' this is highly recommended.
5. Pay attention to the role of the direct supervisor. Despite the fact that certain attention or target groups could be identified, never forget that also within groups (large) differences between apparently equal group members concerning desires and needs do exist. For finding individual differences and adequate solutions that both affect employee well-being and productivity, the role of direct supervisors is crucial. Direct communications between supervisors and individual staff members is inevitable for continuing a fit between organisational policies and practices and employees.
6. The fact that individuals within groups can show large differences begs for customisation opportunities within larger frameworks. For example, 'a one fits all' approach towards the working time spend in home office is inadvisable.
7. Although the large majority is currently satisfied with UT measures related to Covid-19, continue and improve this satisfaction by truly listening to the voice of employees. In this context, do not forget that an invitation to share perceptions, ideas, opinions and desires includes an unspoken or implicit promise for adequately dealing with what has been shared.

1 AIMS AND BACKGROUND OF THE STUDY

1.1 Aims of the study

The University of Twente (UT) ascribes great importance to safeguarding employee well-being. Consequently, the UT commissions research into employee well-being and its antecedents regularly. The last survey was carried out in the first quartile of 2019. Because of the COVID-19 situation, it was decided to distribute an additional well-being survey, focused on the specific situation of working at home and the safety measures taken by the university.

Taken together the aims of the survey are therefore
(1) to gain insight into how employees experience the current situation in terms of work, well-being, safety, and satisfaction
(2) related to the former, exploring the needs of employees and testing whether the support offered by the University of Twente matches these needs
(3) to determine if additional measures are needed and, if so, which ones
(4) to show employer commitment and to maintain connectedness.

Based on the research results, recommendations for policy and management will be formulated for safeguarding employee well-being at the UT during COVID-19. With the results of this survey, we aim to contribute to both management and employees of the UT community.

1.2 Research design and response

This survey was distributed in Dutch and English. The design of the survey is partly based on the similar surveys of Tilburg University and Eindhoven University of Technology. Therefore, some comparisons on the results are possible[1]. Additionally, some questions of the UT Well-being survey 2019 were included for comparing the results over time (e.g. satisfaction with UT, perceived workload). Several other questions were added from the NEA 2019 (National Survey on Working Conditions) and the Working from Home Experience survey of the Technical University of Denmark (DTU)[2]. We adapted most questions to the specific corona situation. See Appendix 1 for the questionnaire.

All employees with a UT employment contract at 1 July 2020 were requested to participate in the study (3421 employees). Moreover, the PhD candidates without a labour contract with the UT (e.g. scholarships) received an invitation (400 PhD candidates not employed by

[1] At the moment of writing this report, the results of these surveys were not available.
[2] See for some initial results Van Veldhoven, M. & Van Gelder, M. (2020). De voor- en nadelen van verplicht thuiswerken tijdens de lockdown. *Tijdschrift voor HRM,* Editie 3 2020.

the UT). In total 3821 emails with links to the questionnaires were distributed. The survey was open from July 9 until August 17, 2020. A reminder was sent out on August 4.
The response was very good: in total 2218 responses were counted (gross response rate of 58.0%). 2058 responses have been considered valid (those that answered most of the questions), which is a net response rate of 53.9%. This is higher compared to the 47% response rate of the well-being UT 2019 survey.

Table 1. Representativeness

	University of Twente	Response group
Job category		
Scientific staff	57.2%	55.8%
Support and management staff	42.8%	44.2%
Organisational unit		
Faculty of Behavioural, Management and Social Sciences (BMS)	14.4%	13.2%
Faculty of Engineering Technology (ET)	14.4%	13.1%
Faculty of Electrical Engineering, Mathematics and Computer Science (EEMCS/EWI)	17.2%	14.0%
Faculty of Science and Technology (TNW)	22.5%	16.2%
Faculty of Geo-Information Science and Earth Observation (ITC)	7.4%	7.8%
MESA+ Institute		0.6%
TechMed Centre		1.0%
Digital Society Institute		0.2%
General Affairs (GA)	2.2%	1.9%
Campus & Facility Management (CFM)	4.9%	2.7%
Centre for Educational Support (CES)	4.8%	6.0%
Finances (FIN)	1.4%	1.5%
Human Resources (HR)	1.5%	1.7%
Library, ICT services & Archive (LISA)	4.4%	3.9%
Marketing & Communication (MC)	2.3%	1.7%
Strategy & Policy (SP)	1.1%	1.1%
Not answered		13.3%
Gender		
Female	42.2%	47.7%
Male	57.7%	51.9%
Other		0.4%

Analysis for representativeness shows that employees for the Science and Technology faculty and males have a slight under-representation.

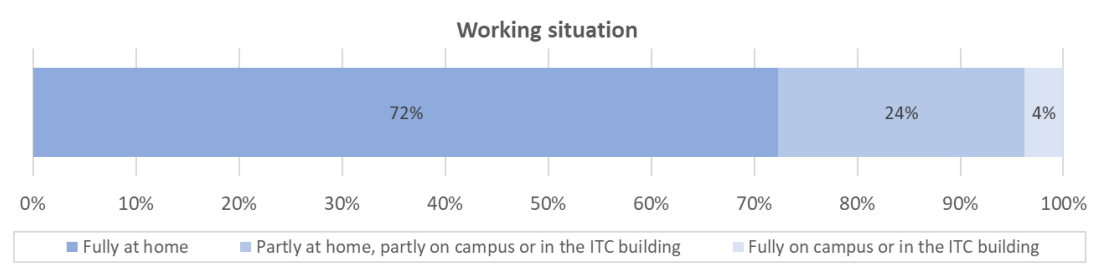
2 FINDINGS ON WORK EXPERIENCE

This chapter reports on the main findings of the survey related to work experience.

2.1 Perceived general effects of the corona crisis on work

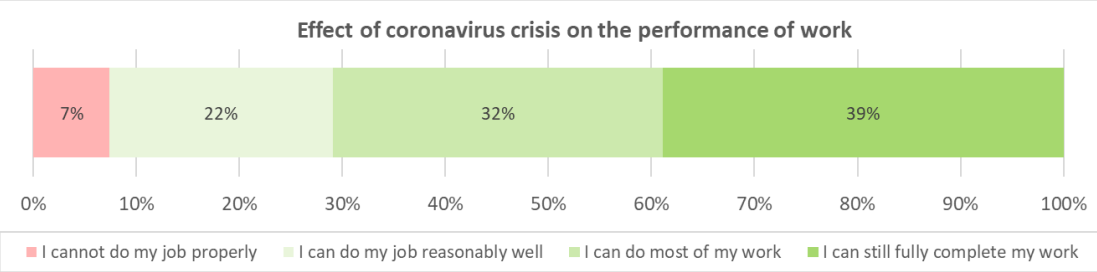
Table 2.1 shows that most employees work from home full-time (72%), 23% work partly from home and partly on campus or in the ITC building, and a minority works on campus full-time (4%). Referring to the last group, it can be assumed that these employees are in critical functions such as ICT and Corona-related research.

Table 2.1 Working situation



71% of all respondents report that they can still fully complete their work (39%) or most of their work (32%). However, a minority of 7% cannot do their job properly and 22% is able to do their job reasonably well (22%), see Table 2.2.

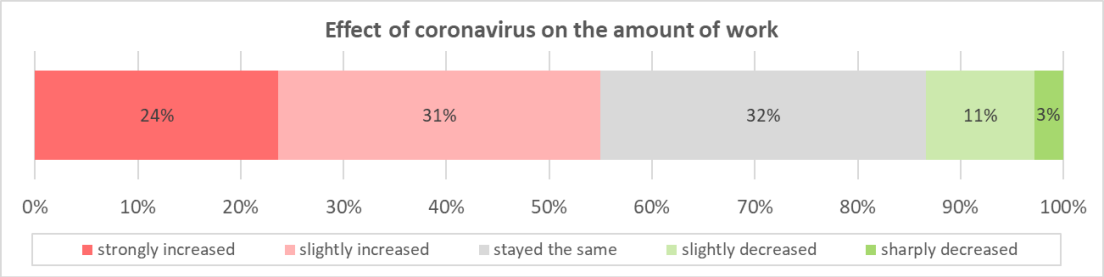
Table 2.2. Effect of coronavirus crisis on performance of work



A more detailed analysis on the group of 7% who cannot do their job properly revealed that especially PhD candidates (15%), Researchers/Postdocs (11%), young respondents, namely those between 26-30 years old, those who are born outside EU (14%) and informal carers for parents, siblings, etc. (15%) report that they cannot do their work properly due to the corona related changes. See for further data the cross-tables in Appendix 2.1.

Table 2.3 shows the impact of the corona related changes on the amount of work. A majority of respondents claims an increase in the amount of work (55%): 24% report a strong increase in the amount of work, 31% a slight increase. According to 32% of the respondents, the amount of work stayed the same and a minority (14%) reports a decrease in the amount of work.

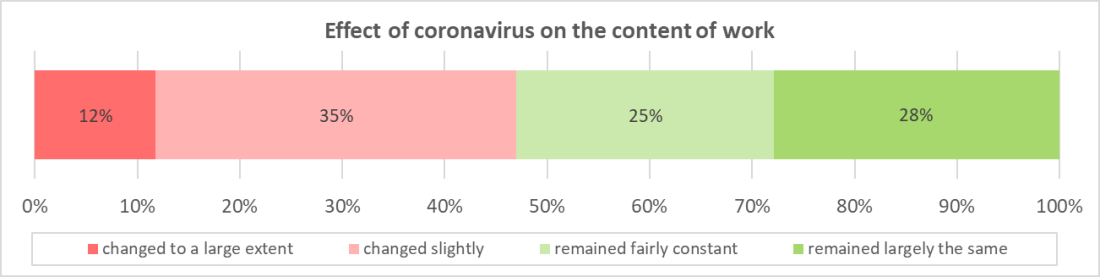
Table 2.3 Effect of coronavirus crisis on the amount of work



In Appendix 2.2 the cross-tables on amount of work are presented. Scientific staff (i.e. lecturers and assistant, associate and full-professors) and managers in faculties and support service report the highest increase in the amount of work; support staff, researchers/PostDocs and PhD candidates the lowest. Moreover, there seems to be differences in increased amount of work related to units. For example, 33% of the respondents from the M&C service department report about a strong or slight increase in the amount of work while 75% of the CES service department employees show such a result.

Finally, we asked for the impact on the content of work. As Table 2.4 shows, a small majority of respondents reports a fairly constant or largely the same content of work (53%). However, according to a severe number of employees the content of work has changed: 47%.

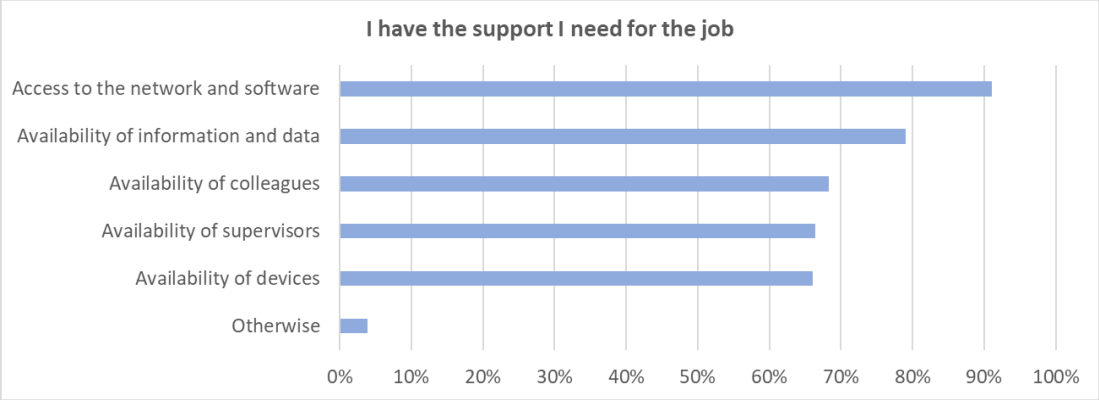
Table 2.4 Effect of coronavirus crisis on the content of work



Analysis shows that a change in the content of work appears among those who are teacher/lecturer (29% changed to a large extent, 33% changed slightly) and those working at CES (18% changed to a large extent and 41% changed slightly). See Appendix 2.3 for the corresponding cross-tables.

Table 2.5 presents the outcomes for the perceived support employees have for their jobs. Most of them have access to the network and to data. Around two-third report to have the availability of colleagues and supervisors.

Table 2.5 Perceived support for the job



2.2 Effects of working from home

According to the respondents (see Table 2.6), the top-3 positive effects of working from home are (1) less travel time to and from work (71%), (2) taking a break when it suits (64%) and (3) ability to concentrate at home (58%). In contrast, the following three topics received the most negative answers (strongly disagree or disagree): (1) more personal attention from colleagues (58%), (2) perceived fitness at the end of the working day (52%) and (3) more personal attention from the supervisor (44%).

The loss of personal attention from colleagues is also reflected in the negative effects of working from home. Table 2.7 shows according to the respondents, the top-3 negative effects of working from home: (1) not seeing colleagues as much as wanted (84%), (2) feeling to be more tied to the computer (68%) and (3) getting less exercise than when working on campus (52%). This top-3 is highly similar with the international study on enforced home working, see Van Veldhoven & Van Gelder (2020).

Table 2.6 Positive effects of working from home

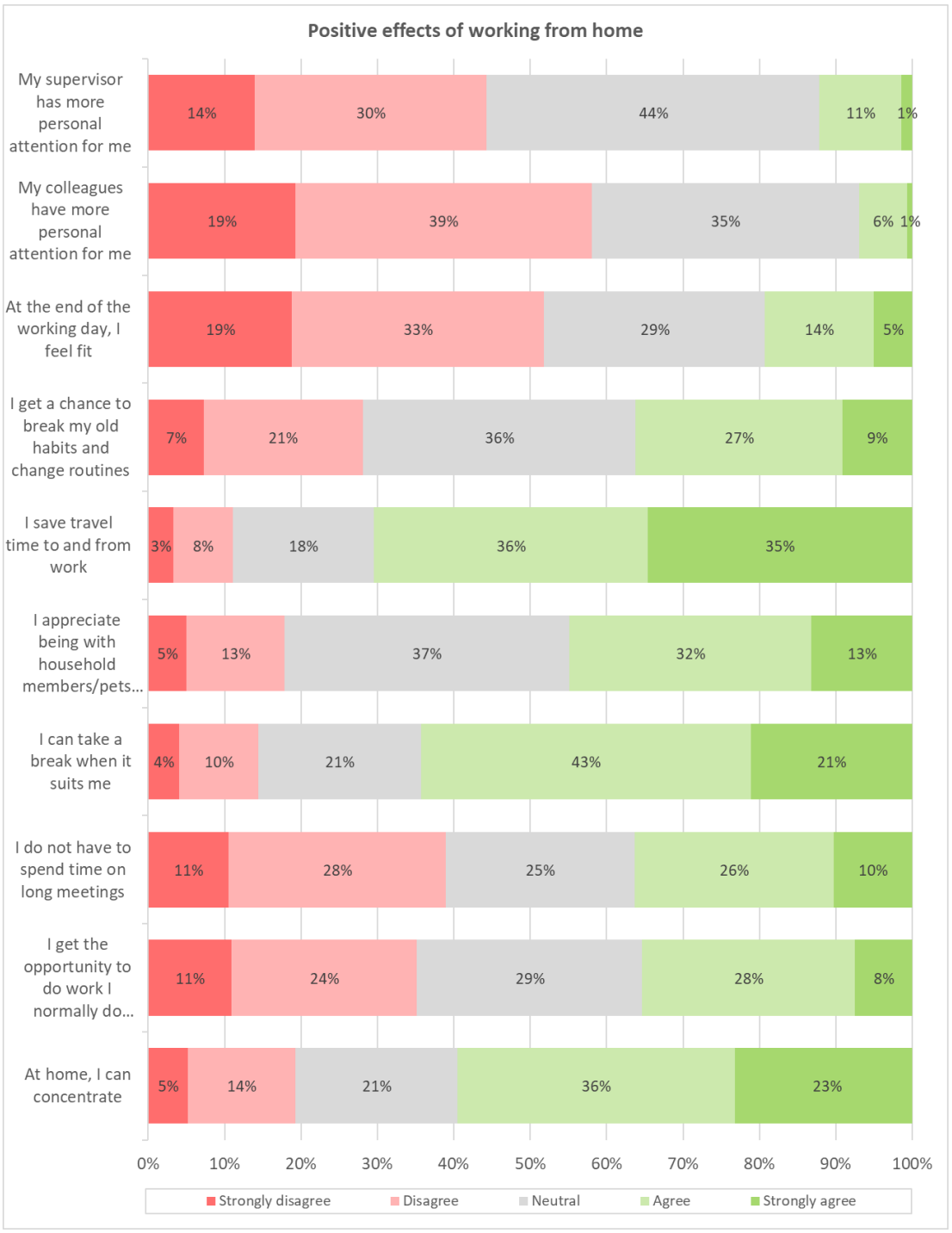
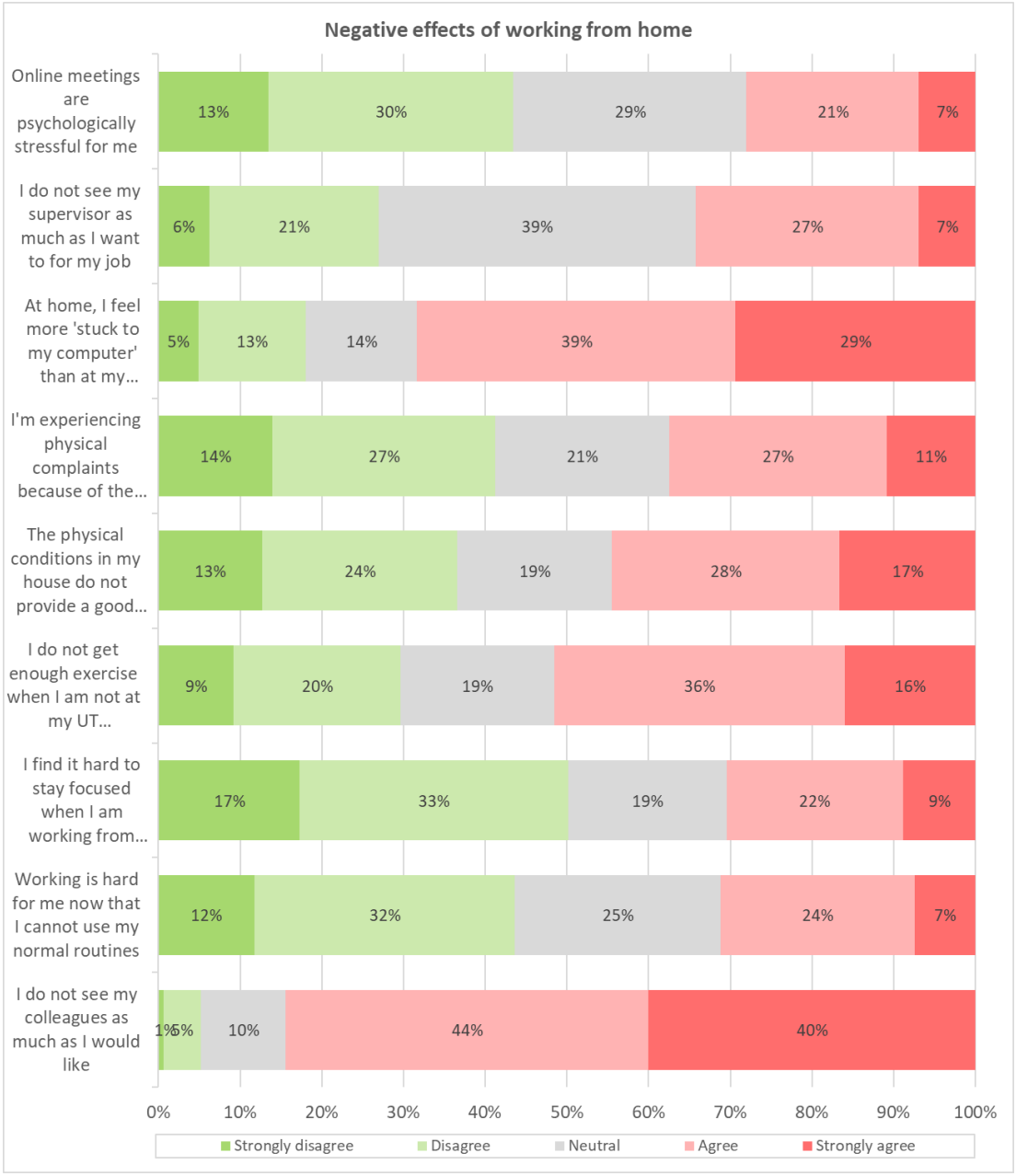
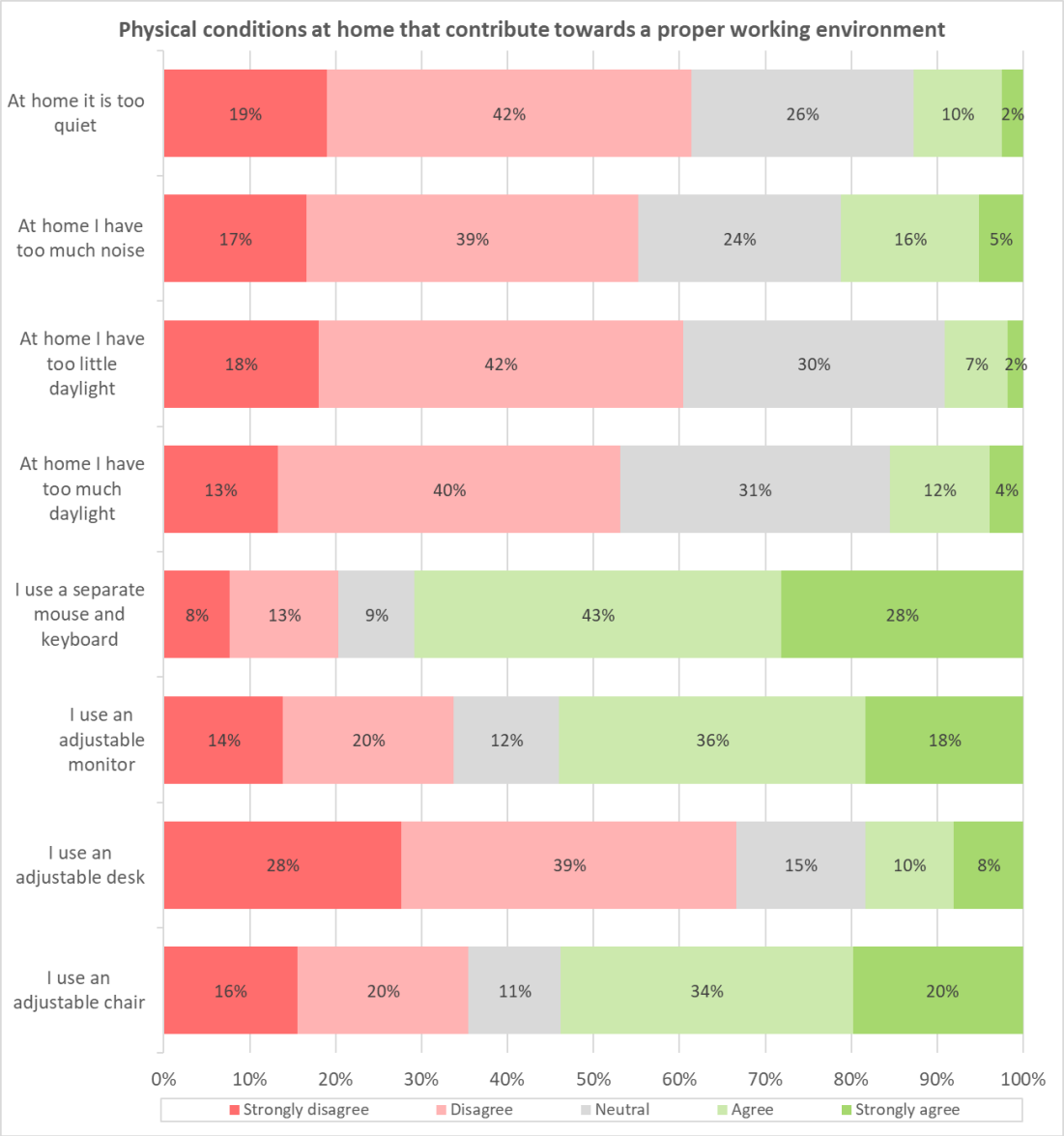


Table 2.7 Negative effects of working from home



Concerning the following three topics, a minority perceived these effects from working from home as negative: (1) cannot seeing the supervisor as much as wanted for the job (34% of the respondents strongly agreed or agreed), (2) 'finding it hard to stay focused' and 'cannot using normal routines' (on both questions 31% of the respondents strongly agreed or agreed) and (3) 28% of the respondents strongly agreed or agreed that online meetings are psychologically stressful.

Table 2.8 Physical conditions at home

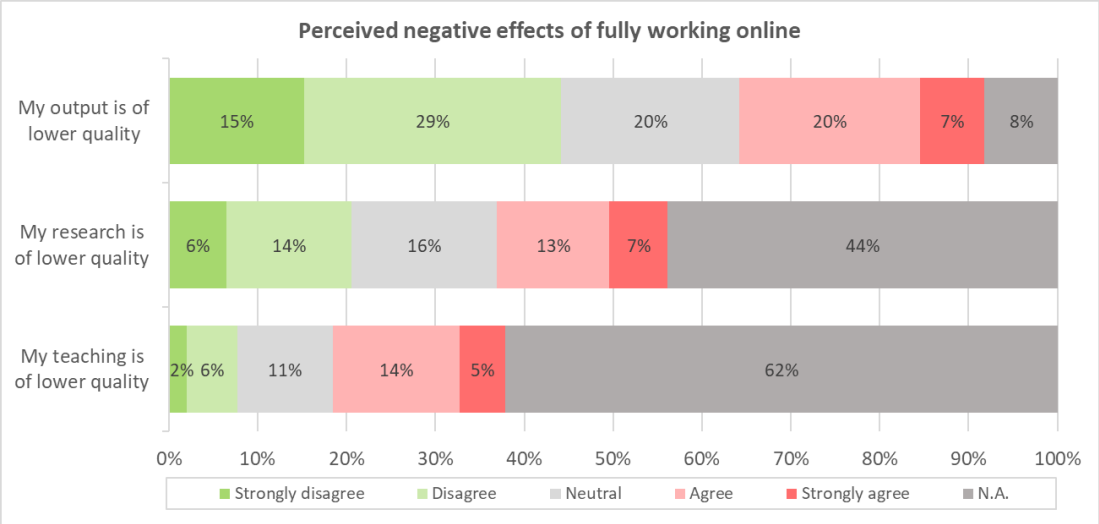


Related to working conditions policies and policy improvements, it is important to acknowledge that 45% of the respondents report that the physical conditions in their house do not provide a good working environment (e.g. adjustable chair/table, enough light, silence, a good monitor) and 38% report physical complaints because of the home office, see Table 4c.

2.3 Perceived effects of working online on teaching, research and output

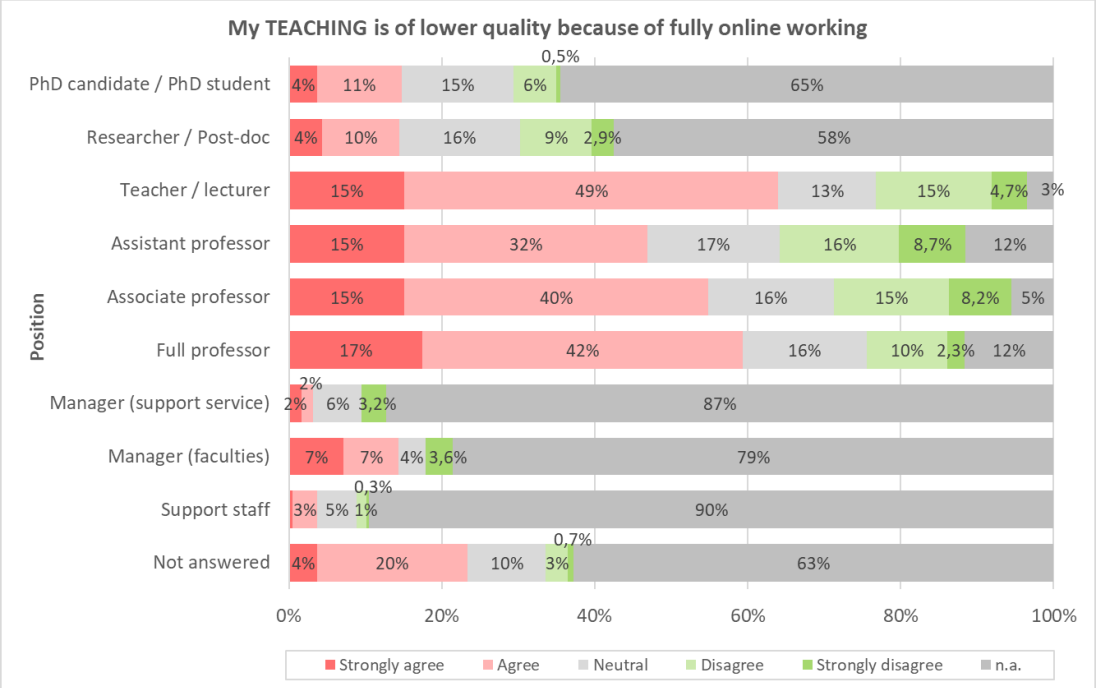
Three questions were asked to explore possible links between fully online working and work quality related to output, research and teaching. In general, for all three work quality topics, a minority reports a decreased perceived quality (Output 27%, Research 20% and Teaching 19%).

Table 2.9 Perceived negative effects of fully working online



Further analysis of the percentages presented in Table 2.9 for the relevant groups reveal mixed findings. Although about 20% of those who teach perceive the quality of their own teaching has improved, about 60% of the respondents who teach (Teachers/Lecturers, Assistant, Associate and Full professors) perceive their teaching is of lower quality because of fully online working, see cross-table 2.10. Interpreting these findings, one must keep in mind that we did not the measure the teaching quality as such, nor the perceptions of students on teaching quality, rather the perception of teachers of their own teaching. The high standards of professionals might be reflected in these data.

Table 2.10 Perceived teaching quality for different positions

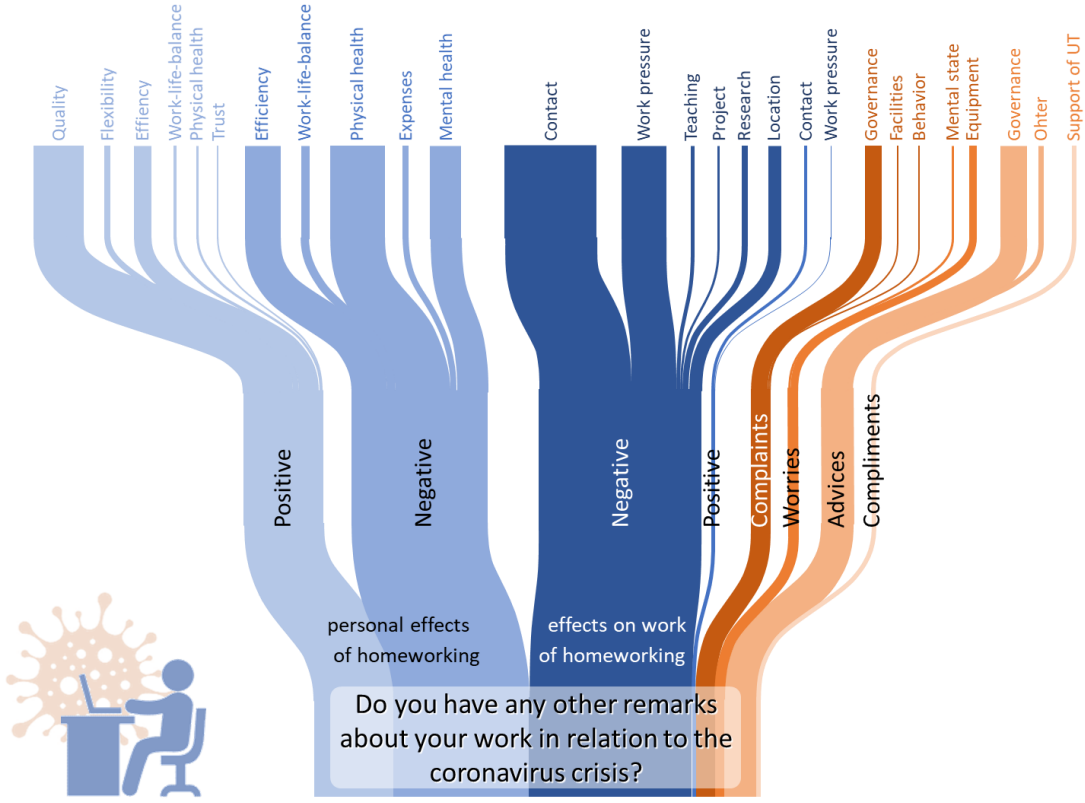


We found no significant differences between age or tenure and loss of perceived teaching quality. In Appendix 2.4 an additional cross table presents that especially the teachers with children express the impact of online working on their quality of teaching. Needless to say, the situation in March, April and May with schooling of children at home, the combination with teaching from home at scheduled times was a tough one, see also some quotes below.

2.4 Employee remarks about work in relation to the coronavirus situation

An open question on whether there are any other remarks about work in relation to the coronavirus situation resulted in 828 reactions. Due to time-constraints a sample of the first 40% (330 remarks) is categorised according to the graph below.

Graph 2.1: Categorization of reactions to work related open question



The largest group of comments deals with the problem of '**remote contact**', which varies from the lack of quick conversations at the coffee machine, less social interaction, less (qualitative) contact with colleagues, students, PhD candidates, managers and third parties, next to the hardships of video conferencing, which can be summarized as: "No live contact = poor communication". In addition, this goes way further than the practical inconvenience of the issue itself, as described by the following quotes.

> "I live alone and it is boring as hell. My work became so monotone and uneventful that I sometimes lose track of which day of the week it is."

"Work and the quality of work and output are also dependent on how much you know what is going on in the organization itself. And that part is completely gone. So, I still properly row my paddle and create good output, but no longer I feel part of being of the larger movement of the ship. This does make my work less interesting en will hamper quality not directly, but slowly. Where during physical interactions you have time for that 5 minutes chat at the coffee machine with a person you do not closely work with, you will not have that chat with the person via an online tool. In the long run that is the biggest loss for the organization. Not so much the hampered quality of output, but the reduced embedding of people within an organization."

Other common remarks deal with:

- '**Physical health**' as part of 'negative personal effects of homeworking'

In many cases the workspace at home is not optimal, resulting in more physical strain on eyes, ears, neck, shoulders and back, often worsened by the lack of physical exercise and sufficient breaks. Also, online meetings and classes are often experienced as exhausting.

"I miss my high/low desk. My workplace at home is far from optimal. Room is often too warm and that is why I often sit in the living room, but I get complaints in shoulders and neck from that."

"Working from home means that you work more and there is less room for relaxation, for example the lunch walk. The matters that you discuss with colleagues on the fly now all have to be discussed in planned meetings or via e-mails, causing the mailbox to overflow and the agenda to be packed. "

- '**Efficiency**' as part of both 'positive' and 'negative' personal effects of homeworking'

Interestingly some people experience a positive effect on their efficiency, while others experience the opposite. On the positive side people mention the efficient effect of online meetings, being more structured, more equal, better attended and easier to plan. Another positive effect is the vast reduction of commuting time.

"I really like online meetings over physical. It helps my working efficiency in the following aspects:1. Not travel time between meetings.
2. You can share all kinds of multimedia info during a meeting by sharing the screen. For example, share a software interface that is not available on the PC in our physical meeting room.
3. Everyone has his own PC during a meeting. Which expands largely the amount of material one can show during a discussion. For example, a sudden need for an old experiment data to help with the discussion.
4. For a long group meeting, there are always some topics which are 100% irrelevant for me. It is convenient to do some small tasks during these very fragmented times by mute the mick.
Also, I think my experiment efficiency has improved. Because I only focused on the ones I really needed and plain them more carefully to minimize the need to work in the lab."

The negative personal efficiency effects range from a general productivity drop, a bad internet connection, lacking skills for online lectures and meetings, the many distractions/disturbances at home to the impossibility of combining working at home with homeschooling or attending young children.

"In general, I start the working day at home quite efficiently, but I notice that around 2:00 pm the energy is often gone due to the lack of contact with others and the lack of variety in type of work (only screen work). As a result, the quality of my work and my own psychological health deteriorate, especially in the afternoon."

"In combination with the home situation (children) I notice that I am working more often in the evening to get the desired amount of work done."

> "Difficult to combine working with care for children when schools are closed. I have worked overtime for months because I had to arrange so many things differently for teaching (i.e., online) and in coordination. It has been VERY stressful."

- '**Quality**" as part of 'positive personal effects of homeworking'
  For quite a few people working from home is just fine. Some of them also experience that the quality of their work has been improved by having more focus, prioritization, efficiency and content driven work. Occasionally someone perceives that online communication with students is even better.

> "As an employee with a chronic health condition, working from home has stronlgy improved my quality of life. I am more flexible with taking breaks and I can also take breaks in a way that wouldn't be possible or socially acceptable in a shared office. Overall, I am now more efficient and more productive than when I was working at the office."

> "In my position I can prioritize better since the run-up is now completely digital/by telephone.I now also work more efficiently and more substantively, which gives me more satisfaction."

- Complaints and advices about '**Governance**'
  Several people experience the governance of the UT as way too strict, too bureaucratic and too slow. They talk about opening times of buildings and labs, PhD's and faculty differences. Others complain about insufficient communication and transparency about future plans and lack of central coordination about corona-protocols. A few people are really concerned about their research lacking behind, due to limited opening times of labs, especially those who have temporary contracts.

> "My PhD consists of 50% theoretical (modeling and simulation) and 50% laboratory work. Sometimes, I miss the lab work and it's very challenging to carry out the lab task because it involves continuous 14 days experiment to work with animal models which is not achievable in this situation."

  Some respondents signal that there is not enough attention for employees working full-time at the UT or for external employees, they also see large differences in following the regulations between colleagues. Some also do not want to be forced to work during evenings or weekends for a long time.

> "Please make a clear policy for granting employees permission to work in their offices. At the moment it is vague and many buildings are not getting properly (40 percent) utilized."

> "The UT is too slow to start up and return to campus. Compared to what is allowed, compared to companies, and also compared to other universities. The summer vacation, without students, is the time to allow staff to return to the UT more. But instead of using this, everything will start up from September 1st. There are inexplicable differences between faculties/departments. I hear from people in other departments that they are largely back at the UT, while everyone is still obliged to work from home."

  Quite some people state that a combination of working partly at UT and at home is more dynamic and healthier.

> "Lack of inspiration certain days and sometimes lack of motivation. I do like to work at home because I can spend more time for myself, but every day is too tiring not to have physical contact with other people."

> "Working only through a computer is less satisfying than physical contact with colleagues and is also more tiresome. I have shorter meetings, but they are higher in number. A mix of home and office work would be very welcome!"

Several people want to return back to normal as soon as possible, others advise to allow more social interaction on campus for employees/students who live alone.

- '**Mental health**" as part of 'negative personal effects of homeworking'
  The mental health of several people is hampered by the fact that working on a computer all day long takes a lot of energy and motivation. People also experience alienation from colleagues, team and organization or perceive isolation.

> "Working from home sometimes makes you forget the goal or the motivation. While when you're at your own workplace, you get more motivated because you experience your goal more."

> "Working completely online is disorienting, alienating and exhausting. Good education requires interaction and opportunities to respond to events and circumstances. I find fully on-line education tiresome and frustrating because I am not satisfied with interaction and yields. If this continues I will leave the UT."

> "I feel much isolated as just moving to this country to work without family and old friends."

- Other examples of remarks:

> "It's just horrible. I had to buy so much extra stuff just to not die from RSI. I am really sick and tired of this 'home-office' situation. A home is not an office. Many big psychological tests show how behavior is deeply connect to environment. My whole life is just on big depressing blend of unclear routines that go on from 07:00-23:30, every day. Also no feeling of weekend anymore."

> "Generally, it is more energy consuming and less efficient as you have to do many things via teams that can be done much easier and quicker if you can just walk into an office of a colleague. However, some tasks (reading) can be done more efficiently at home as you are less disturbed by other people. On the other hand, at home I have less good working conditions (light, more digital work instead of paper), and I am more 'in the way' of other family members. Therefore spending some time at home in combination with some at the UT could be a better option."

> "I especially miss the regularly informal discussions with colleagues, there is now a barrier, because you first have to make an appointment."

> "I think the workload has increased enormously, I miss my colleagues and the flow in the work. the atmosphere of the community that exists in the workplace cannot be replaced with online activities. I look forward to working partly at the UT again. But then I have this workplace issue. Now I have everything I need at home, but when I work at home and at the UT I need extra screens at the UT."

> "I only now notice how much work I get done by walking around the corridor and bumping into people. And how many more or less occasional encounters improve and supplement your work. And how much my colleagues mean to me. I don't work for a pile of stones, but for a living organization, with people in it. ;) Online can do a lot, but does not completely replace it."

3 FINDINGS ON HEALTH AND WELL-BEING

3.1 Perceived health effects

A majority of respondents reports no perceived changes in health since the introduction of Corona crisis measures (61%), that is from a work perspective for most employees working in home office, and 12% perceives an improvement in health. Nevertheless, 27% of respondents perceive a decrease in health, see Table 3.1.

Table 3.1 Perceived health since start corona crisis

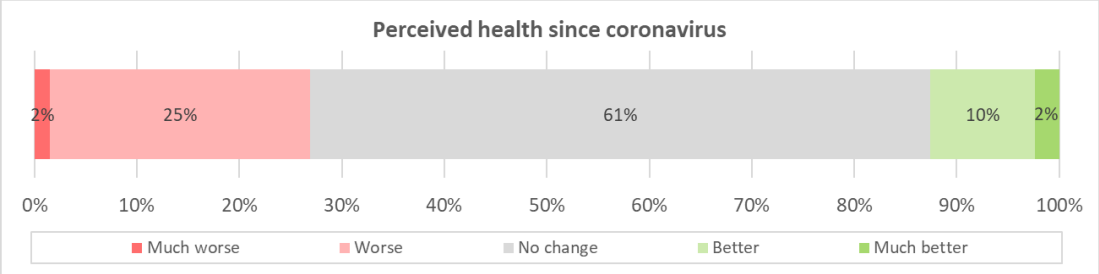
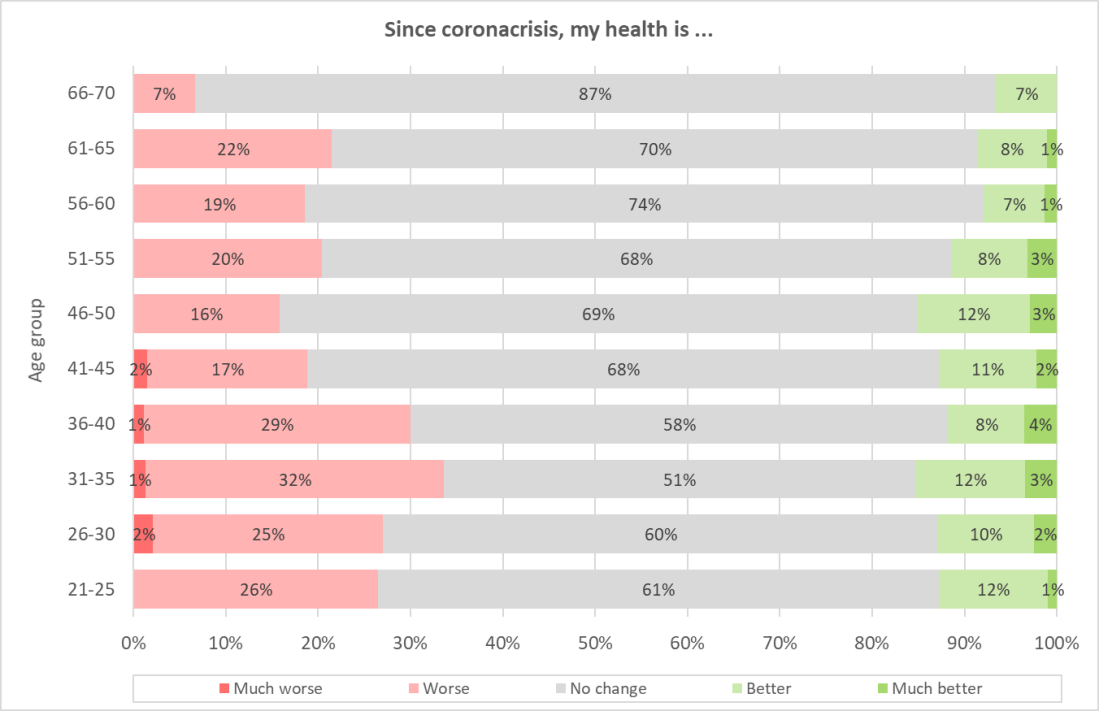


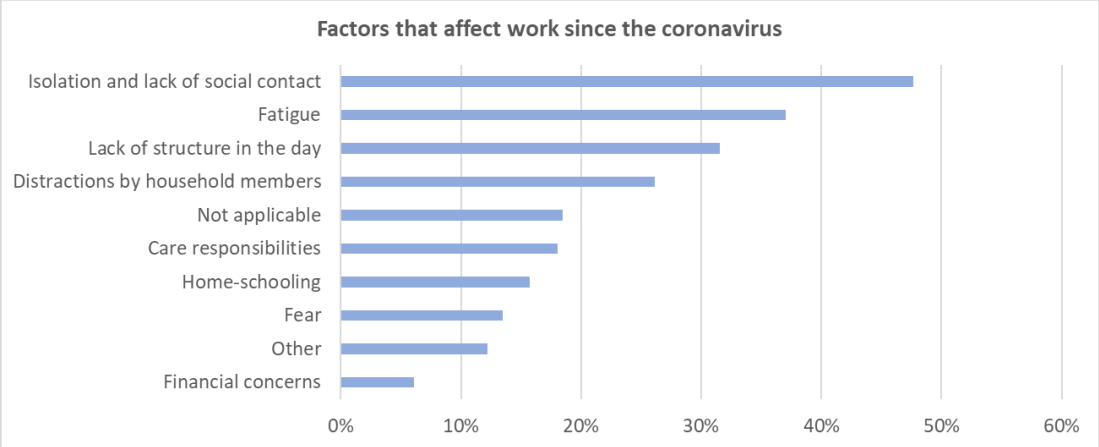
Table 3.2 presents the numbers for the different age groups, although the differences are not significant, given the results of the Anova, Bonferroni Post Hoc test. However, after dividing the age categories in two groups (under 40 years old and 40+ years old), and testing on a significance level of 0.05, a small significant difference turned out: the under 40's are a bit more negative about their health since the corona crisis (mean = 3.16 versus 3.06; scale 1-5, 1=much better, 5=much worse).

Table 3.2 Perceived health since start corona crisis by age categories



The survey revealed also the factors that affect work since the corona crisis, see Table 3.3. According to the respondents the most frequently mentioned factor is 'isolation / lack of social contact' (mentioned by 48%). The other factors in the top-4 are 'fatigue' (37%), 'lack of structure in the day' (32%) and 'distractions by household members' (26%). At the time of the survey (during summer), the period of home-schooling was over, therefore only 16% mentioned this factor.

Table 3.3 Factors affecting work since start corona crisis



3.2 Employee remarks concerning health and well-being

An open question about health & well-being ("Do you have other needs concerning health & well-being in relation to the coronavirus crisis?") resulted in 425 reactions. A sample of 315 of them are categorised according to the graph below.

Graph 3.1: Categorization of reactions to health & well-being open question

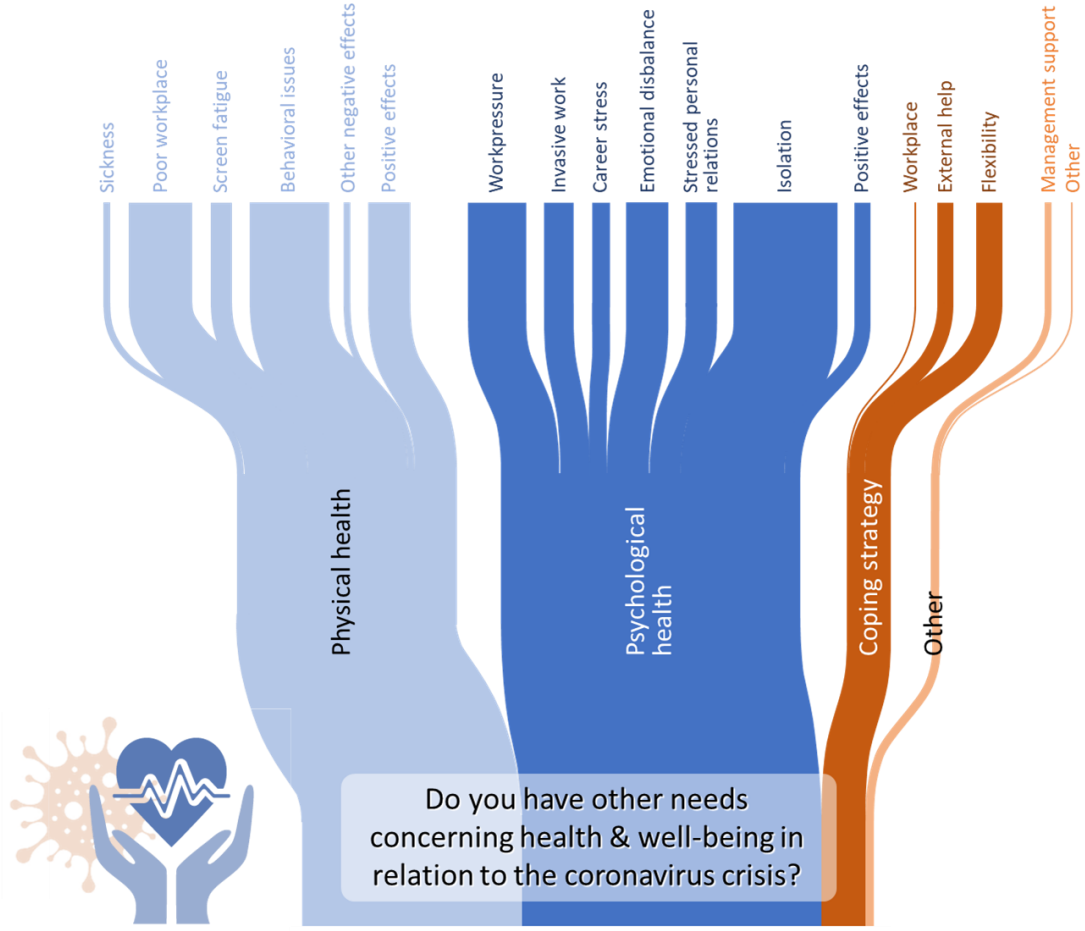


Table 3.1 already indicated that 27% of the employees see their health being harmed because of the corona-virus situation. This paragraph dives into the physical or psychological background of these health issues. An interesting fact to mention is that there are also employees who have benefited from the situation in terms of health & well-being.

Psychological health

- The biggest issue is the feeling of '**isolation**' (see also table 3.3 'Factors affecting work since start corona crisis'). Many miss to meet colleagues and students, for motivation, fun and structure. This is strengthened by less possibilities for recreation, relaxation and social interaction in society in general. The situation is most difficult for employees who are living alone and who have their family abroad.

> "As a single person, I experience that my collegial network determines a large part of my job satisfaction. The interaction with colleagues and other employees and the building / working environment give me a lot of energy. My home workplace is quiet and lonely."

> "I really missed contact with colleagues and I think it's a pity that the UT has been (and still is) so reluctant to allow work on the Campus. With that I mean in my own building. Working in another building feels the same as working at home and therefore has no added value for me, because when I work on campus my priority is to see and speak colleagues."

> "A lot of people are at home completely alone, and I can see motivation and enthusiasm slowly withering away with some of my colleagues. They do bounce back but overall it seems mental health is getting worse by the week."

> "Sometimes it's not easy to reach out to others (supervisors, colleagues whom you work with closely i.e. in a project) because everyone has a tight schedule with lots of online meetings. On a normal working day you can visit someone "on the go", now you need to wait until someone is available online, that's not easy sometimes and frustrates the way to work which causes slightly irritations or stress."

> "More group-wide (online) activities in order to see everyone's faces. "

- Another significant issue is '**work pressure**' (see paragraph 3.4). For many it is difficult to control the amount of work in a situation that is even more demanding than normal. In a lot of cases it was a temporary effect, amid adjusting to an online teaching environment, but there are also structural effects due to online working dynamics.

> "As for the work situation - we are trying to do too much with too little in the same deadlines and quartiles as before. I had to take calamity leave due to personal reasons. Everyone understands but still, at the end of the day, they want you to deliver on time. I ended up working through the calamity leave because it was the end of the schoolyear. Everyone is very supportive on the face of it, but at the end of the day you have to keep delivering, despite the new circumstances or any personal circumstances that come up."

> "The past month have cost so much energy that I feel additional measures are needed to recover from being lockdown with 2 jobs and two young kids at home. For me it would mean half of the current workload and extra time/holidays to recover."

> "Our supervisor has given some colleagues (incl. me) a far greater workload than others. Comments about this were not appreciated and were portrayed as personal criticism. This had put a great mental strain on me, at the same time being far too busy."

> "My workload in the last quartile was regularly too high, which was mainly because too much teaching (related) activities had to be organized on-line in parallel with coaching and support of PhD's in critical phase and manuscript writing/correcting. I had weeks I was afraid not to be able to make it too the end of the quartile."

- Other psychological health issues are '**emotional disbalance**' and '**disturbed work-life-balance**'. People are more depressed, gloomy or less energetic, they feel more anxiety or disbalance, have more long-term worries, are more sensitive for mood-swings, are getting lazy or experience fear to use public transport or to be at the UT. They also experience work invading their personal life too much and find it difficult to adapt to a new work-life-balance.

> "Because I am always 'on', I am very tired, furthermore I feel less happy (more depressed) every week. I don't know how much longer I'm going to keep this up. "

> "Since working fully from home and having very limited social (online) contact with colleagues, my mental health has significantly declined and I have relapsed into depression."

> "I just do not cope well with my work time and private time in the same environment. When I enter my work environment, I immediately start thinking about all the items I need to do or figure out. This is fine and very useful when my work environment is separated from my private environment, but since this is not the case my mental health is not doing so well."

> "It is a depressing situation that has been made worse by the UT's rigid corona policy. While construction workers are standing together on the scaffolding and I can see (via Teams) that several LISA people share 1 space, the UT, more Roman than the Pope, it seems, decides to block and frustrate the primary process. I'm not even allowed into my office! Even now, invisible bureaucrats determine what we can and must do, and especially what we cannot do. Apart from being authoritarian, decision-making is not transparent. Who decides what and how? And then this survey, with questions that seem to suggest that we will continue with (cheaper!) online education! All this leads to powerlessness, frustration and stress for me. "

Physical health

- A lot of problems concerning physical health are about '**behaviour**'. People tend to work for too long and have too few breaks. And the breaks they do have are of lower quality. They also tend to have too little exercise and sports.

> "Online mandatory exercise classes. like aerobic or dancing :)) no kidding."

> "Due to the lack of cycling to work and back and the walks during working hours from meeting to coffee room to colleagues, etc., I clearly get less exercise. "

> "What I miss is my 3 times a week fitness in the morning in a group of colleagues. At my age my condition depends strongly on this. So I am waiting for an opening of the campus sports facilities."

> "Sometimes I have the tendency to go on for too long, without realizing that time is up. Also a little exercise in between is sometimes forgotten. "

- Other physical health problems can directly be linked to a '**poor workplace**'. This varies from chairs, desks, monitors, keyboards, available workspace to insufficient climate control, in combination with the increase of screen-time.

> "Back complaints have started to reappear due to a poorer workplace and less movement."

> "we used to have access to the massage services but not during this time. working from home without an ergonomic chair and desk and monitor is destroying my body. yet I have to remain sitting most of the day time and try to find time for physical exercise."

> "I did not feel taken seriously when I told my managers that I needed to pick up my ergonomic mouse because of physical complaints. I feel like "special" measures such as a standing desk or ergonomic keyboard and mouse are only provided when it is already too late (e.g. when you have a medical complaints), but I want to prevent complaints from getting worse. There should be a higher budget for ergonomic devices. "

- There are also people who experience '**positive health effects**'. They have utilized the flexibility possibilities from working at home to their benefit. Especially for employees with a chronic health condition or who are part of a risk group, working from home can be beneficial because they can control their environment better than at the office. Another positive effect is the absence of the hustle and bustle of commuting and (for some) the department dynamics.

> "during the lockdown, I did a lot more exercise than usual, such as cycling and / or walking for 2-3 hours every day. Because of this my condition has improved and I have lost about 2 kilos."

> "I have a chronic health condition/disability and working from home has reduced my stress levels and improved my health. At my office I cannot control many factors that affect the severity of my condition (lighting, noise levels, break times, etc.). At home I can control those things and it has had a very positive impact on my health and well-being. This in turn has also positively affected my efficiency and productivity at work, "

"Working from home has a positive influence on my health and therefore also well-being. I experience that at the end of the day I am fitter / have more energy than in the situation before working from home. In addition, it is easier to go for a run during the afternoon break. I never did that at the office because there was no time for it."

"By working from home you will experience less of the hectic pace of the department. - less stress transfer from colleagues = positive."

"Due to the loss of travel time and the absence of having to physically go to work, you experience more rest in a day."

Other examples of remarks:

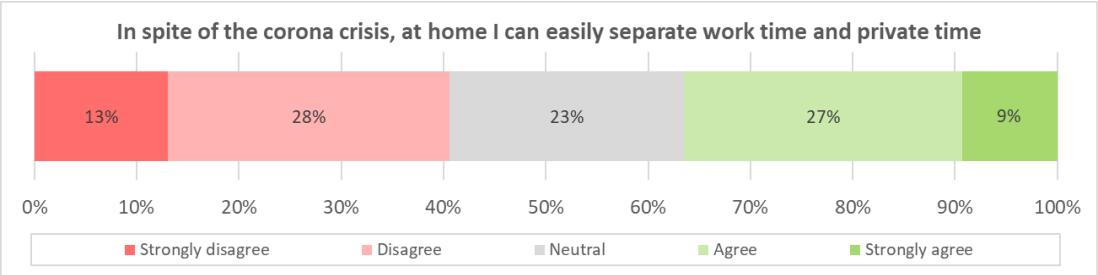
"Yes, I do fear what will happen if I get sick and also perhaps long-term illness from the coronavirus as you have heard in the news. Especially when on a temporary contract. My experience until now with HR and sick leave regulations has been to the extent that I feel UT has a very strict towards health-related measures and trust to their own employees (compared to other organizations within science and government I have worked). My prejudice towards UT on this is that they will not be very tolerant, and that does make me worry."

"I am very worried that in the Netherlands wearing masks inside is to the best of my knowledge in general not mandatory. Recent studies show that the corona virus can linger in the air for quite some time in rooms and infect people. As I belong to a risk group I feel extremely uncomfortable to return to campus in September if the University would not make wearing a mask mandatory in all buildings except for offices that are only occupied by one person."

3.3 Perceived effects on home-work interference

Table 3.4 presents the perceived home-work interference. In spite of the corona crisis, 36% agree that they can separate work time and private time, however, 41% report a negative interaction between the work and home domains. In other words, a relatively huge group seems to struggle with home-work interference since working at home fully. The differences per age group are as may be expected: the under 40's are significantly more negative about it compared to the 40+ group: 3,23 versus 2,86 (scale 1-5, 1= strongly agree, 5= strongly disagree; p=0.05). Although we did not find significant differences between the groups with or without (young) children, possibly the care and home schooling of children play a role.

Table 3.4 Perceived home-work interference



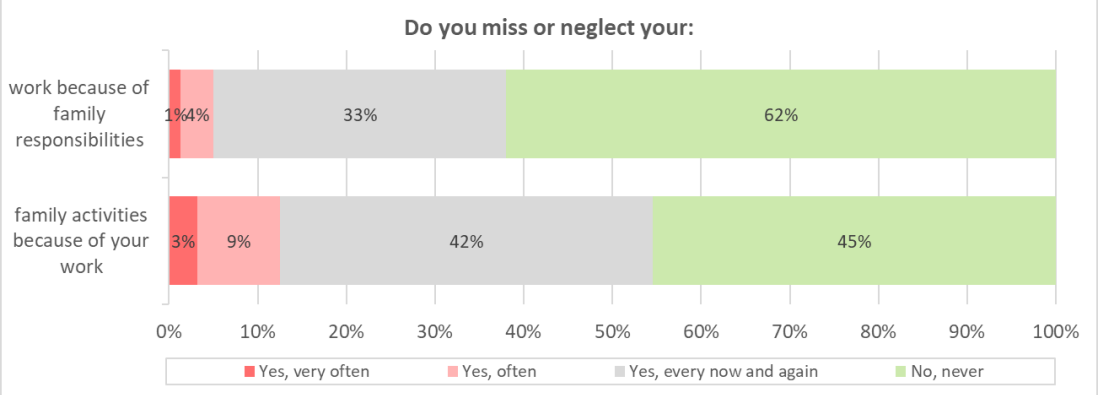


Table 3.4 shows that 5% of all respondents miss or neglect work because of family responsibilities. Up to 12% of the employees say they miss (very) often family activities due to work activities. Referring to category 1, 33% miss or neglect work 'every now and then' because of family responsibilities, but 62% reports this never happens. Category 2 (missing or neglecting family activities because of work) shows a different outcome: 45% remark this never happens.

3.4 Perceived effects on job security

Table 3.5 shows that the large majority of UT employees is not worrying about keeping their job since the Corona crisis. It is important to notice that on 28 August 2020, 56% of all UT employees has a permanent labour contract, thus 44% have a temporary contract. Therefore, and because it is well known that several employee groups have less job security related to others, it is important to investigate differences between employee groups.

Table 3.5 Perceived job security

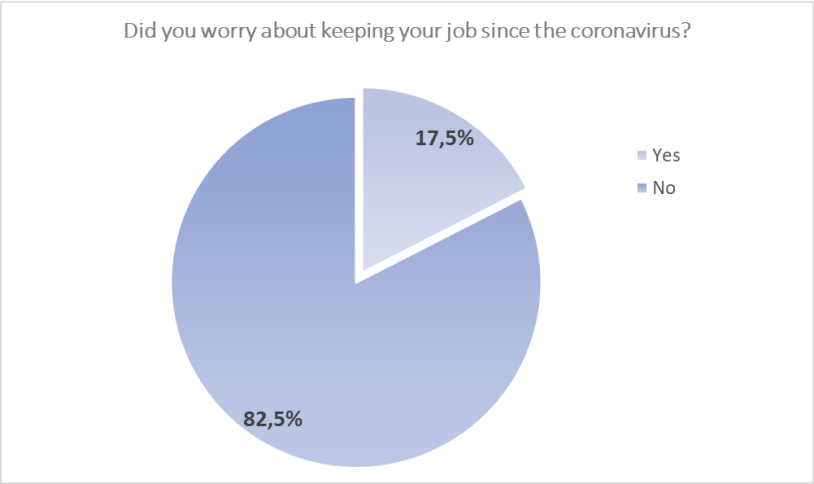


Table 3.6 shows that the oldest employees (i.e. age group 66 to 70 years of age) worry the least about job security. In general, with an exception for age group 21 to 25 years of age, the young employees (26-35 years old) seem to worry the most about their jobs. The older, the less worries about job security. The Anova and Bonferroni test showed that the differences between age groups 26-30 with all other categories and 31-35 with all other categories are significant (p=.05). Table 3.7 shows similar results for positions: the PhD students and the Researchers/Post docs are the two positions showing the highest perceived job insecurity. Although less severe than the two aforementioned function groups, also lecturers and assistant professors have concerns about their job security, still 19% respectively 17% have such thoughts.

Table 3.6 Perceived job security related to age

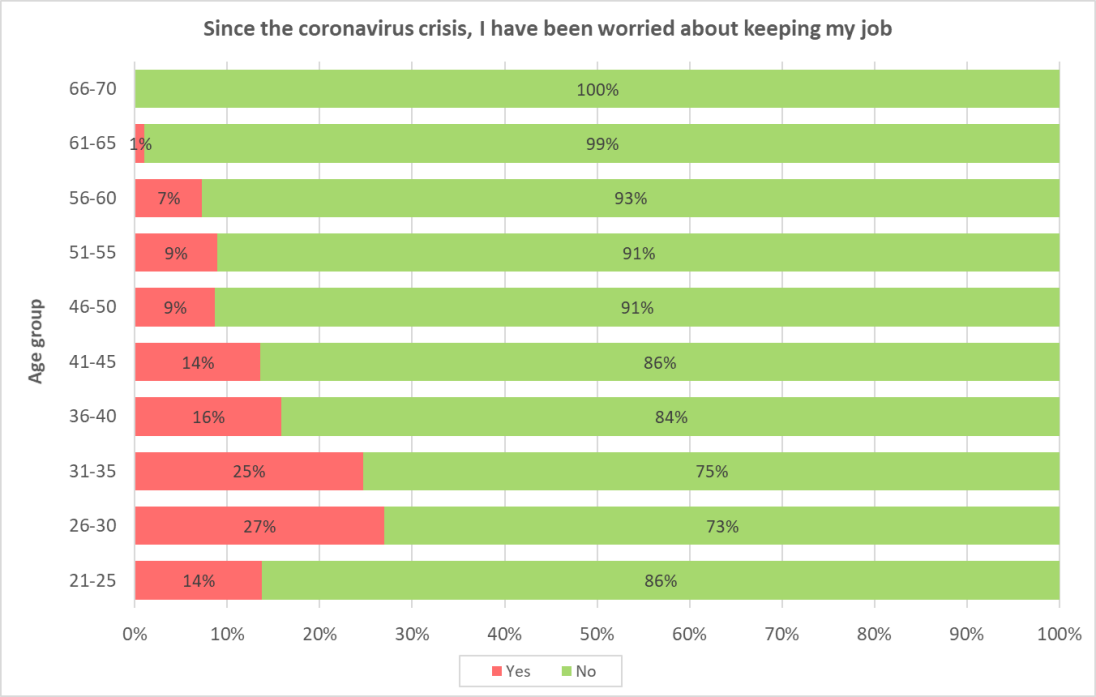
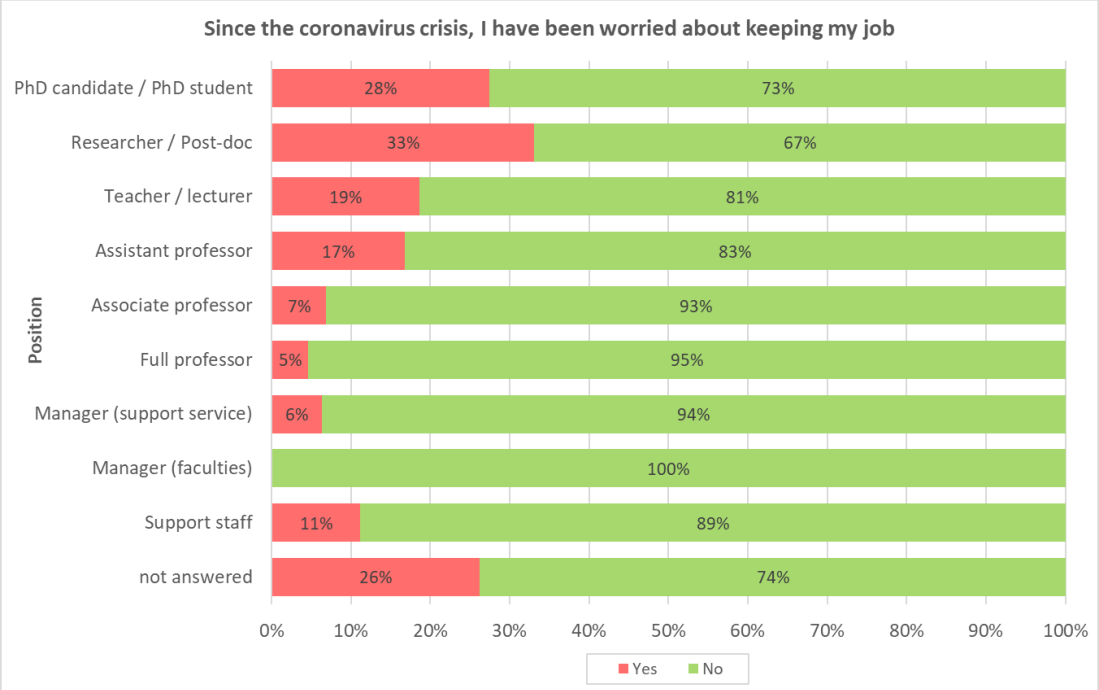


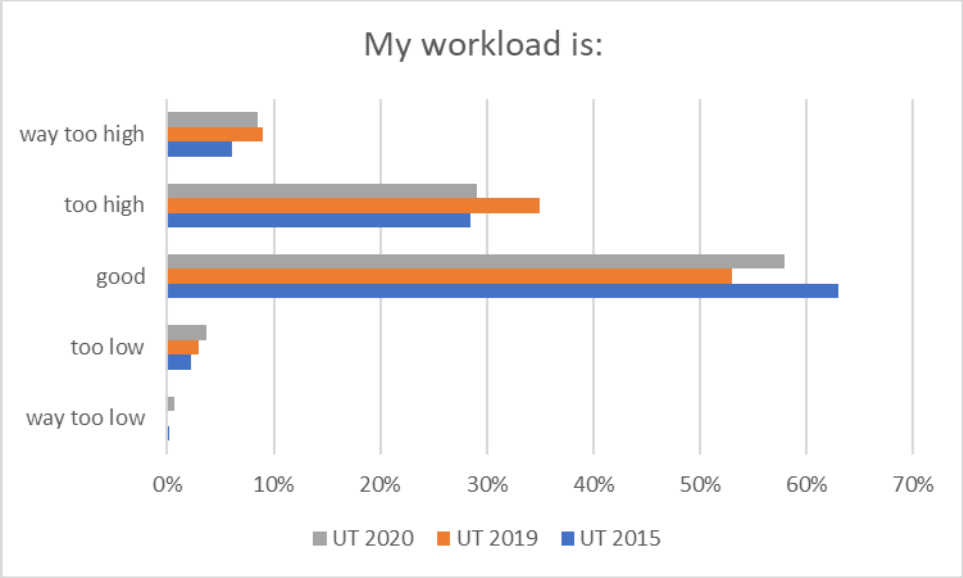
Table 3.7 Perceived job security related to function



3.5 Perceived workload

Similar to the UT Employee Satisfaction survey (2015) and the UT Well-being survey (2019), employees were asked to report on their perceived workload. The respondents had to indicate whether they perceive their workload to be (1) way too high, (2) too high, (3) good, (4) too low, or (5) way too low. As can be seen in Table 3.8, compared to 2019, less respondents perceive their workload to be (way) to high: 38% in 2020 compared to 44% in 2019; however, this percentage is still higher compared to 2015: 35%.

Table 3.8 Distribution of perceived workload in 2015, 2019 and 2020



In the section 3.5.1 and 3.5.2, the groups are identified that report the highest workload.

3.5.1 Distribution of perceived workload across gender, age, and dependents

We found no significant differences between females and males in perceived workload. In age categories, we found some statistical significant differences. Employees under 30 years old are perceiving less workload, compared to the other age groups, see Table 3.9. Furthermore, we found significant differences (p=.05) between the group who do not have dependents for whom they have to take care and the groups that have to take care for children or otherwise, see Table 3.10. Not surprisingly, the last group perceives a higher workload because they have to combine more responsibilities and tasks in different spheres of life (i.e. work and private life).

Table 3.9 Workload by age category

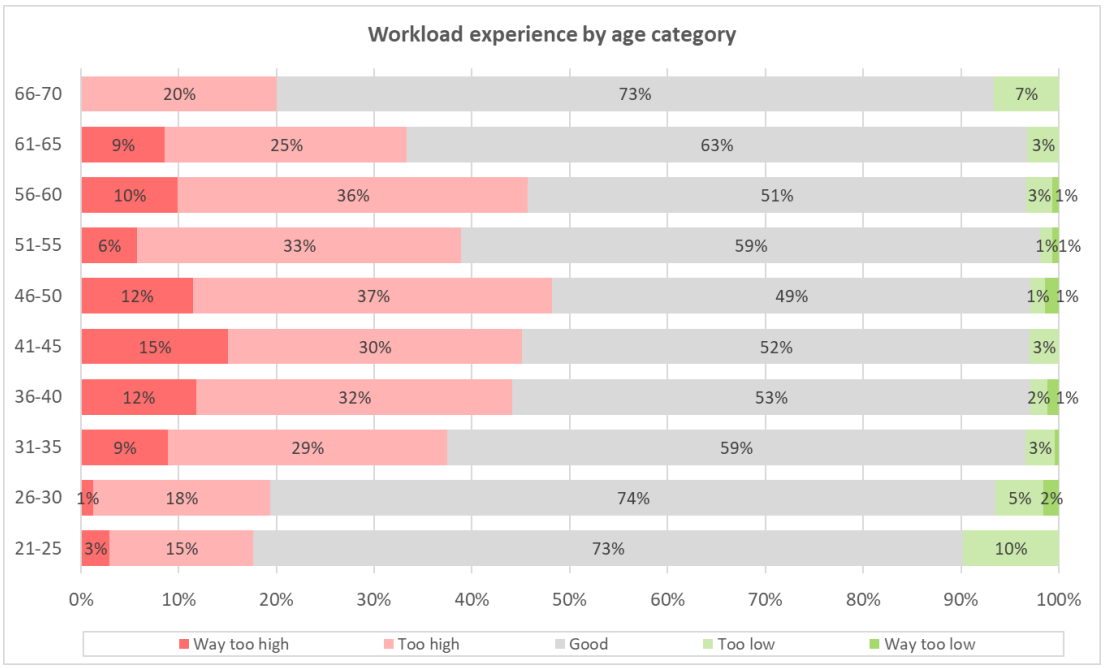
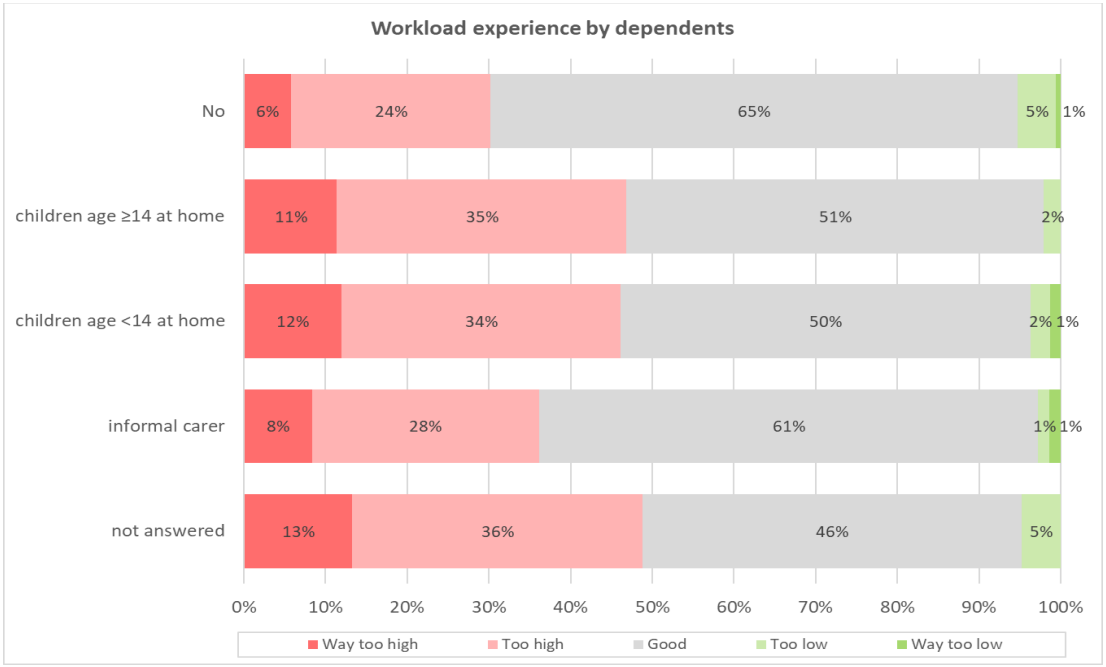


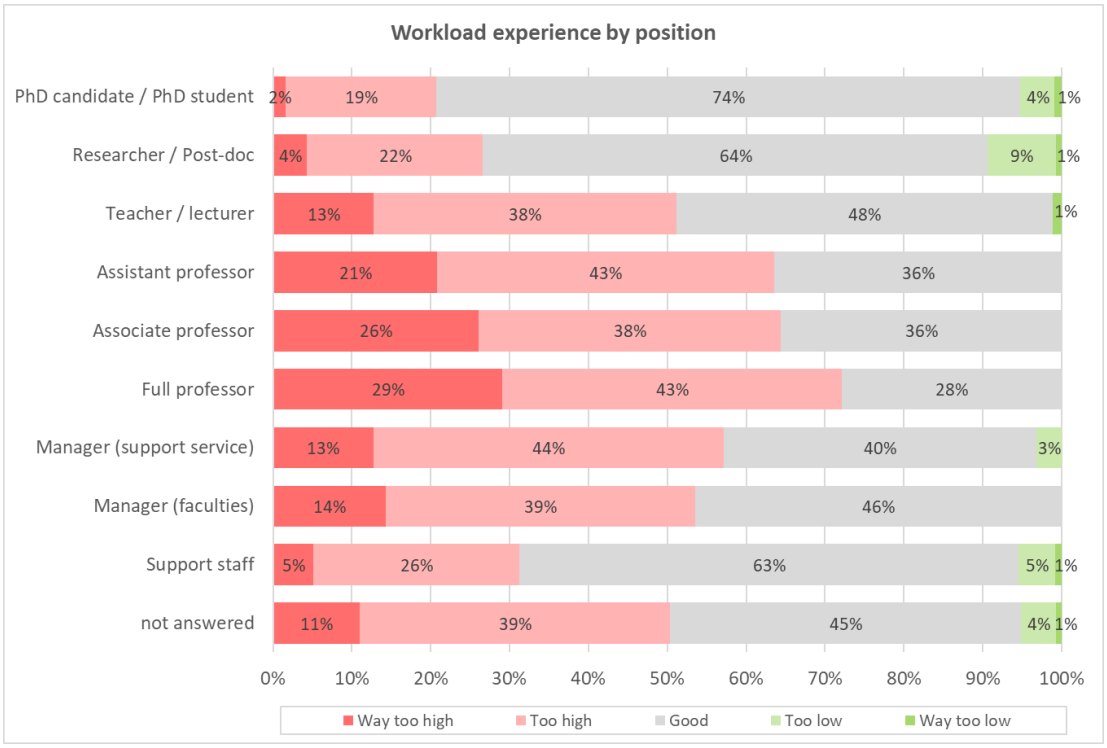
Table 3.10 Workload by dependents category



3.5.2 Distribution of perceived workload across position and organizational unit

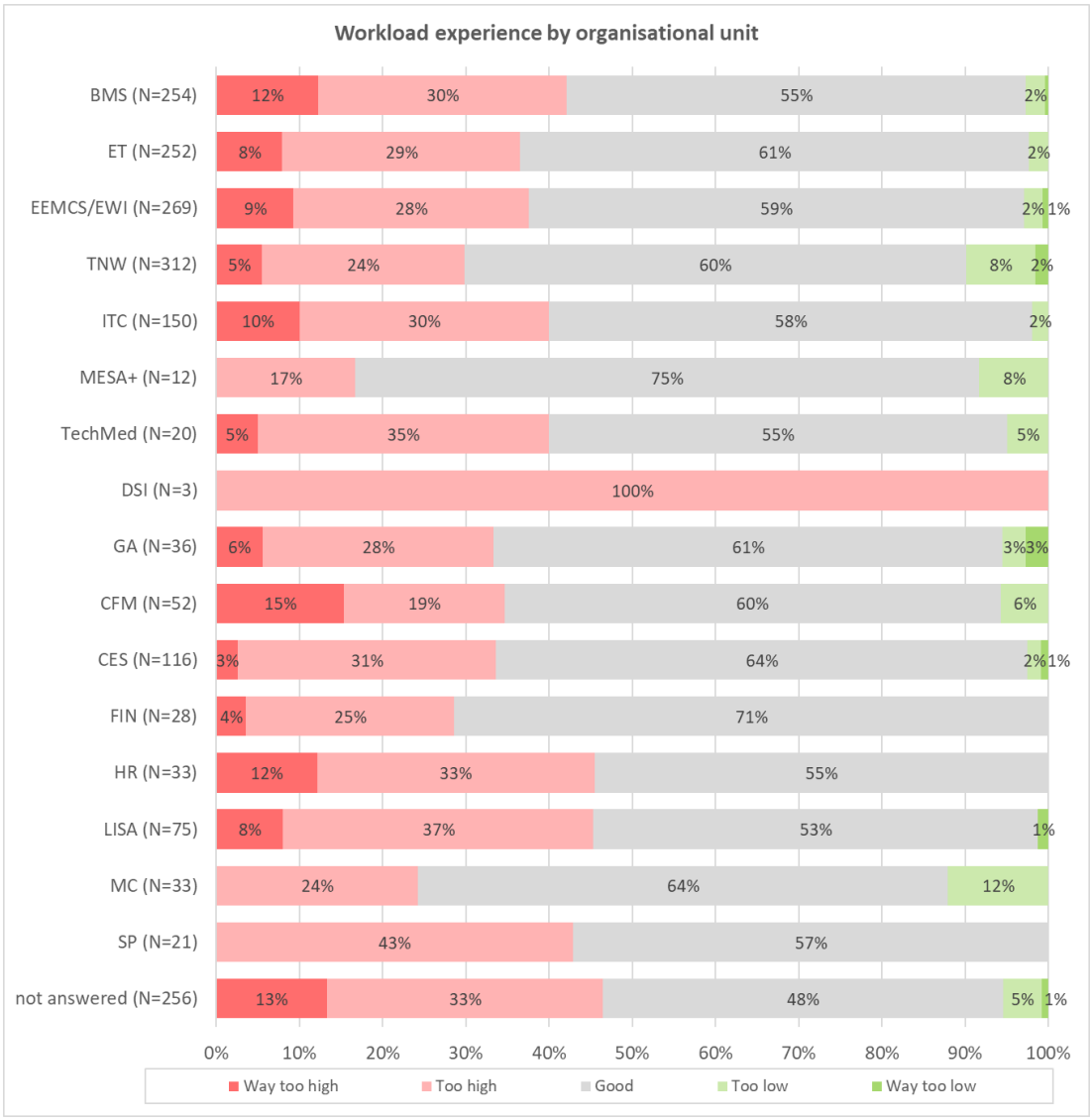
In Table 3.11 the workload perceptions by different positions are summarized. Scientific staff (Teacher/lecturer, Assistant, Associate and especially Full professors) are experiencing the highest workload. Also managers perceive higher workloads compared to other groups. Anova and Bonferroni test confirm that these differences are significant (p=.05) compared with PhD students, Researchers/Post docs and Support staff.

Table 3.11 Workload by position



The next Table 3.12 shows the workload perception by organizational unit. Anova and Bonferroni test turned out that only the difference between ET and BMS was significant at p=.05.

Table 3.12 Workload per organizational unit



3.6 Overtime

This section reports on the results on overtime by showing the results of the self-assessed average number of hours per week beyond contractual hours per week.

Table 3.13 Contract and actual working hours (in frequencies)

	contract hours in categories					
	0-16 hours	17-24 hours	25-32 hours	33-38 hours	39-40 hours	**total**
less than contract	0	14	32	33	216	**16%**
within contract	66	90	193	73	310	**40%**
above contract	25	68	151	186	394	**45%**

Table 3.13 shows that in the last four months, 40% of the employees work the hours according to the contract, while 16% work less hours. However, 45% work more hours. Table 3.14 presents the relationship with contract size: the larger the contract size the more hours extra have been spent the last four months. Employees who work full-time and report overtime hours state to work approximately 20% more hours than agreed by contract.

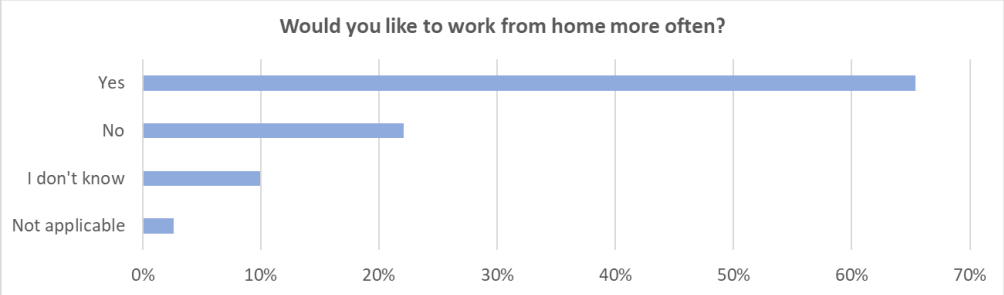
Table 3.14 Overtime hours (weighted average of those who work more hours of their contract) of most observed contract types

contract hours	overtime hours
20 hours p/wk	6.5
24 hours p/wk	6.3
32 hours p/wk	6.9
36 hours p/wk	8.6
38 hours p/wk	8.3
40 hours p/wk	11.2

4 THE NEAR FUTURE OF HOME WORKING

The majority of the respondents (65%) express that they would like to work from home more often (Table 4.1) and 77% of them want to work maximum 40-50% from home. Dependent on the contractually agreed working hours a week, this percentage equals one or two days a week. Around the same proportion (71%) responded that they want to work partly on campus/ITC and partly at home until the end of this year (Table 4.2). Only 2% want to work fully from home.

Table 4.1 Home work preferences



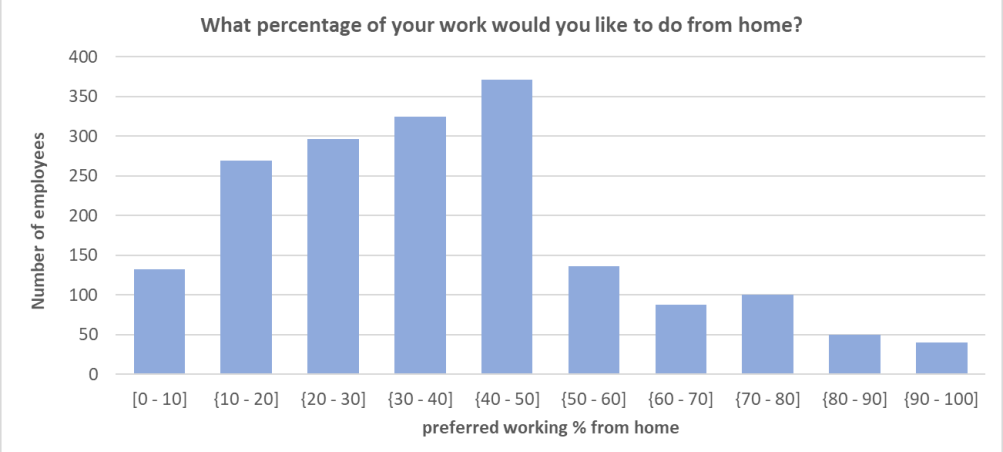
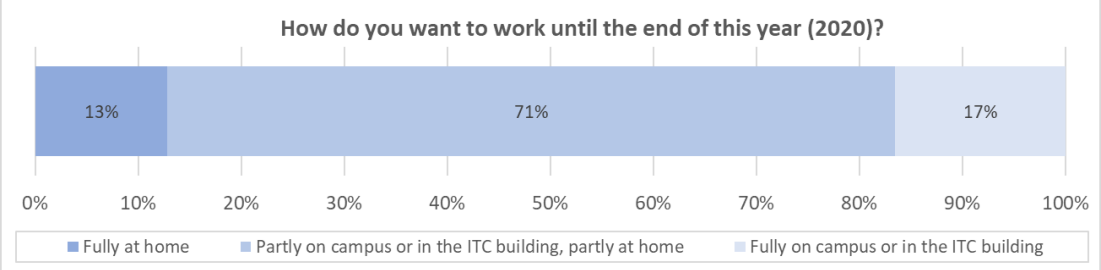


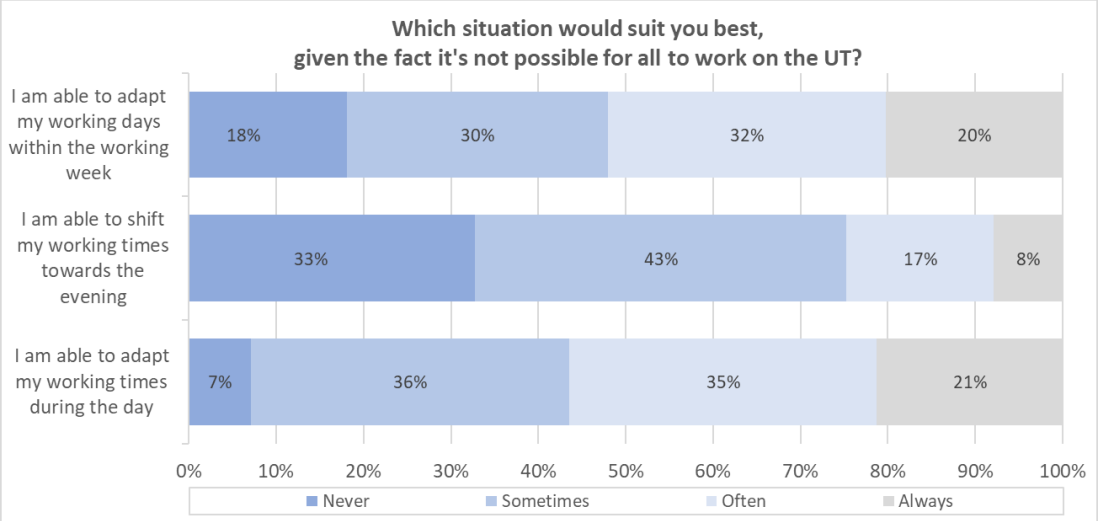
Table 4.2 Preferences how to work until end of 2020



The survey also included questions about two relevant conditions for working partly from home and partly on campus: (1) the general readiness for flexibility on working times and (2) the essential measures to feel safe on campus/ITC building.

The respondents provide a mixed picture on the readiness for working time flexibility. Half of the respondents express an ability to adapt the working days within the working week (often and always), however, 18% say it is not possible for them. 25% voice that they (often and always) are able to shift to the evening, whereas 33% remark it is not possible to work during evenings. Also, half of the respondents share they are often and always able to adapt their working times during the day. All in all, at least 50% show a high ability towards flexible working times, although the readiness to work during evenings is limited.

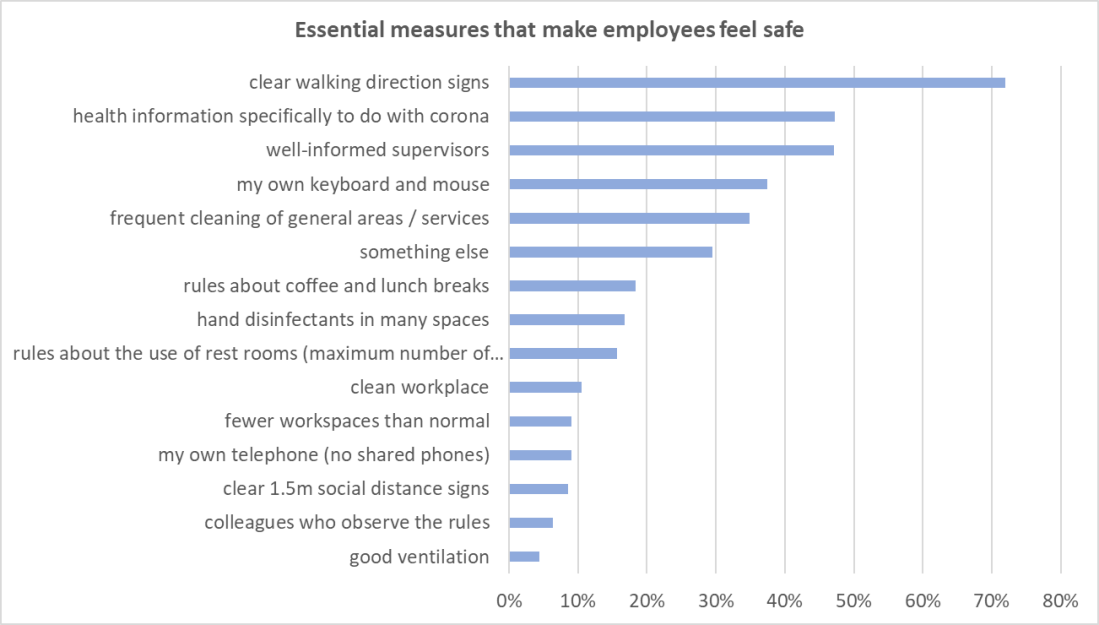
Table 4.3 Ability for worktime flexibility



What do the respondents think about the essential measures that make themselves feel safe to work on campus? Table 4.4 provides the answers. The top-5 essential measures are

(1) Clear walking directions (72%)
(2) Health information specifically on corona (47%)
(3) Well-informed supervisors (47%)
(4) My own keyboard and mouse (37%)
(5) Frequent cleaning of commonly used areas (35%).

Table 4.4 Essential measures to feel safe



5 GENERAL SATISFACTION WITH AND NEEDS FOR UT MEASURES

5.1 Satisfaction with UT measures

The survey also measured the satisfaction with the UT measures (providing information, focusing on the safety of people, how UT is coping with the coronavirus crisis). Table 5.1 shows that in general the satisfaction is quite high: at least two thirds of the respondents report to be satisfied with the UT policies in general. Only 6-14% report to disagree with these policies. The answers on the open question reveal the content of the dissatisfaction of these groups.

Table 5.1 Satisfaction with UT actions in general

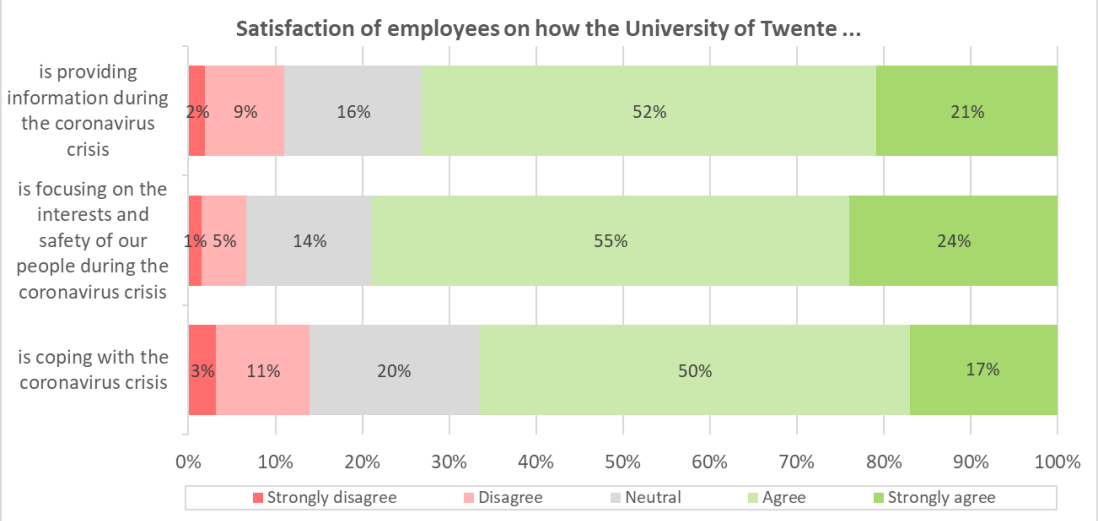


Table 5.2 reports about the grades for being able to do one's job. On average, the respondents grade a 7.1 (scale 1-10, standard deviation 1.67) to indicate whether they have been able to do their job since the corona crisis measures were implemented. However, the relatively high SD indicates that the values are spread out over a wider range of scores.

Table 5.2 Overall grade of being able to do your job

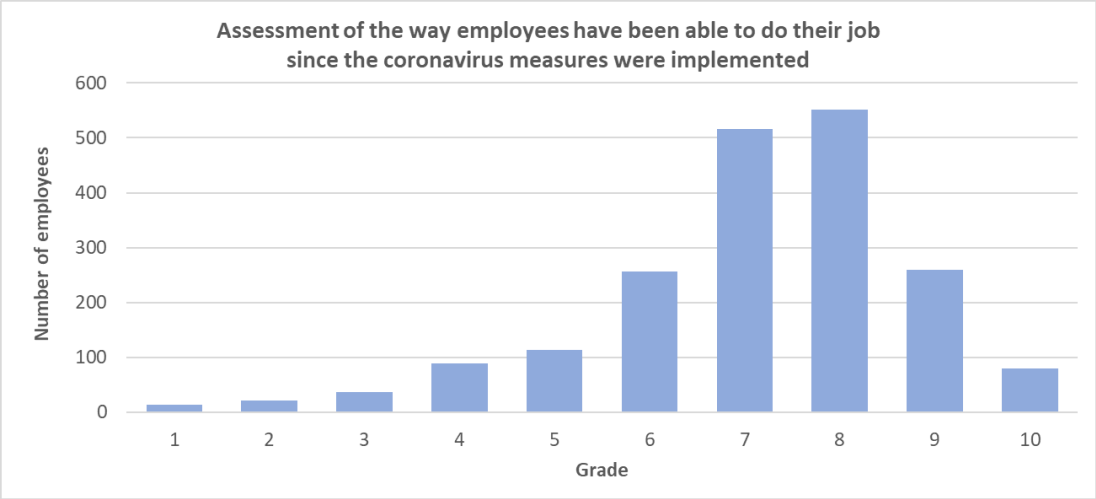
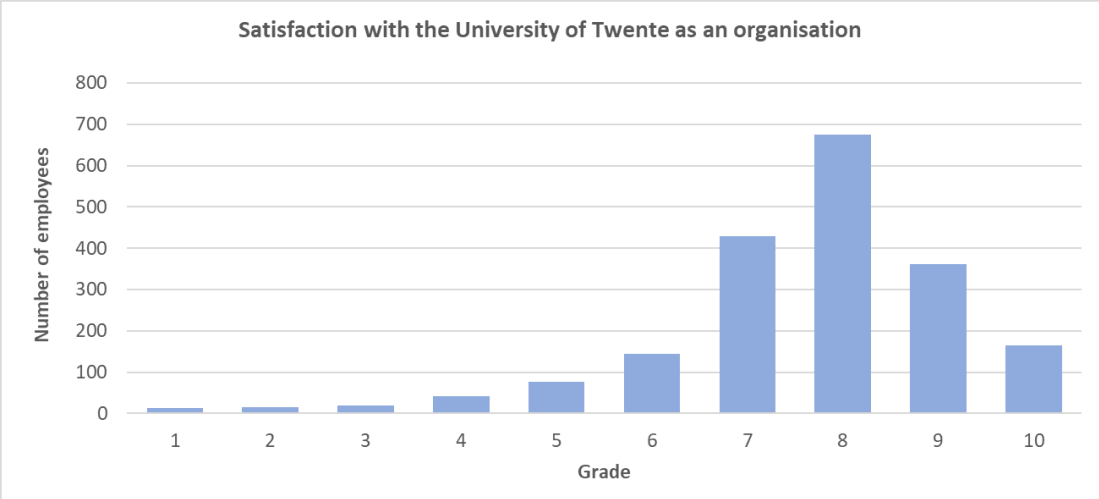


Table 5.3 Satisfaction with UT as an organization



The mean for satisfaction with the UT as an organization is 7.6, which is an improvement since in 2019 it was 7.2. These five questions are strongly correlated. Satisfaction with UT as an organization has a Pearson correlation of .540 (p= .01) with being able to do your job. The other correlations are of similar size.

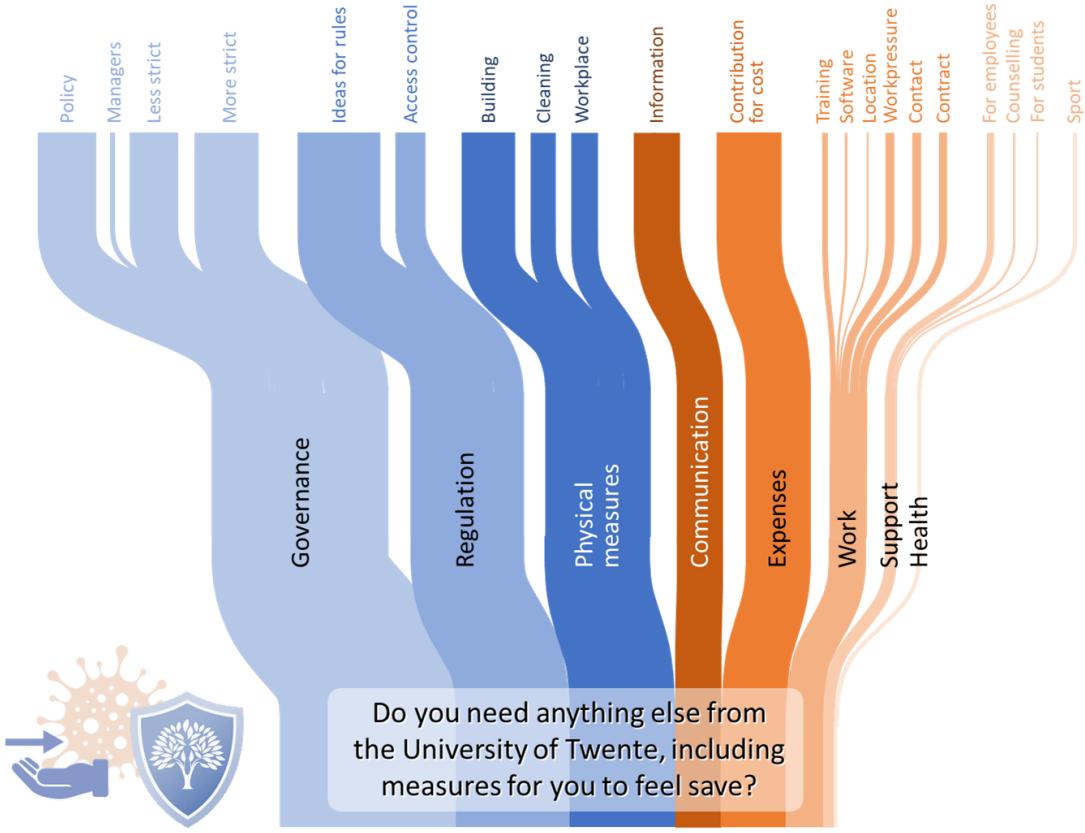
5.2 Open remarks about essential measures to feel safe and other needs

The reactions in this section are the result of two open questions:

- 'Which measures are essential for you to feel safe?
- 'Do you need anything else from the University of Twente?'

The answers to these questions appeared to overlap almost entirely, so they are dealt with as one total. Together there were 576 reactions, that are categorised according to the graph below.

Graph 5.1: Categorization of reactions to safety and other needs related open question



A lot of remarks in this section can be characterized as opposites, especially within the topic 'governance'. In short it comes down to a group that wants a less strict direction and a group that wants a stricter direction. The two groups are described below in a little overstated way to emphasize the differences more clearly, in practice however individual people are more nuanced.

- More strict direction:
  This group wants a clear policy and vision for all kinds of situations and as many rules as possible to ban out any corona virus threats. They state that student behavior has been proven to be risky and that the sheer number of students introduces unacceptable risks. Besides that, the UT should enforce the regulations more strictly and apply consequences in case of violation and give the freedom to employees to work from home when they don't feel save at the UT.

  > "I think this is a 2-way street. We do not only need to facilitate that rules are adhered to, but also make sure people adhere to the rules. Colleagues or students who do not adhere to the rules are what will keep me at home as an at-risk."

  > "If you belong to the risk group(s), or you provide informal care for someone in the risk group, it is important that you feel safe coming to work. Little contact (because of the risk of infection) + clear agreements seem essential to me. "

  > "I have noticed a colleague who doesn't use the booking system at all and completely ignoring the 1.5 m rule. This makes me feel very unsafe."

- Less strict direction:
  This group wants less strict rules and more trust in employees and students to act like responsible persons, who have the benefit of their colleagues in mind. From the EB they only want guidelines, from which decentralized and tailor-made rules can be made in dialogue with employees. Besides that, they think the UT should adapt faster and more proactive to changing circumstances, instead of being way too cautious. Many of them are in favor of allowing employees to be physically present at the UT as much as possible, since that is what the university is all about: a vivid environment, meeting people, sharing ideas, stimulating research and teaching (learn, explore and develop).

  > "I would like to have more opportunities to work on campus, especially in terms of education. Other organizations are already providing much more space, but the UT is very careful and risk-averse. Trust your employees, they can handle that responsibility!"

  > "The added bonus for me is if other are at the UT at the same time. If everybody is working in shifts and most of them are not there, than it is just the change of desk, which for me doesn't really would be something that really helps me."

  > "Trust that we as employees can follow the rules. Please don't treat us like children. "

  > "It is important that the university follows the national guidelines, rather than its own idea of what is safe and what is not. For example, only opening the university between 9:00 and 17:00 is a counterproductive measure. Having only one entrance open is also counterproductive. Everyone has to use the same door, leading to a potential bottleneck and a hot spot for infection on the door itself. In general, I would like the university to implement guidelines instead of rules, with an emphasis on everyone's personal responsibility to uphold those. I think the personnel can be trusted to be concerned with their own safety, without unnecessarily strict rules that are not even effective (like the opening times and the single entrance)."

- Concrete ideas for '**rules**', '**access control**', '**physical measures in buildings**' or '**at the workplace**' and '**cleaning**' can be found in the tables below.

Table 5.4: Ideas for rules

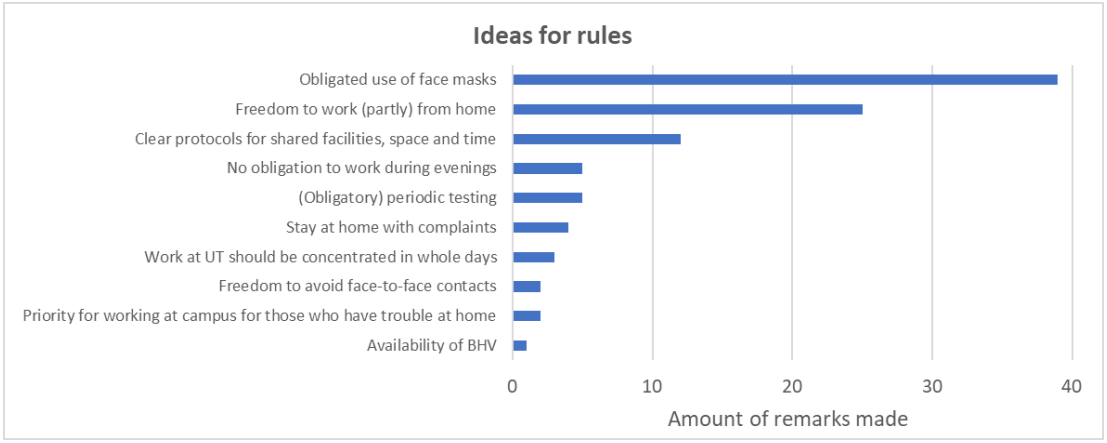


Table 5.5: Ideas for access control

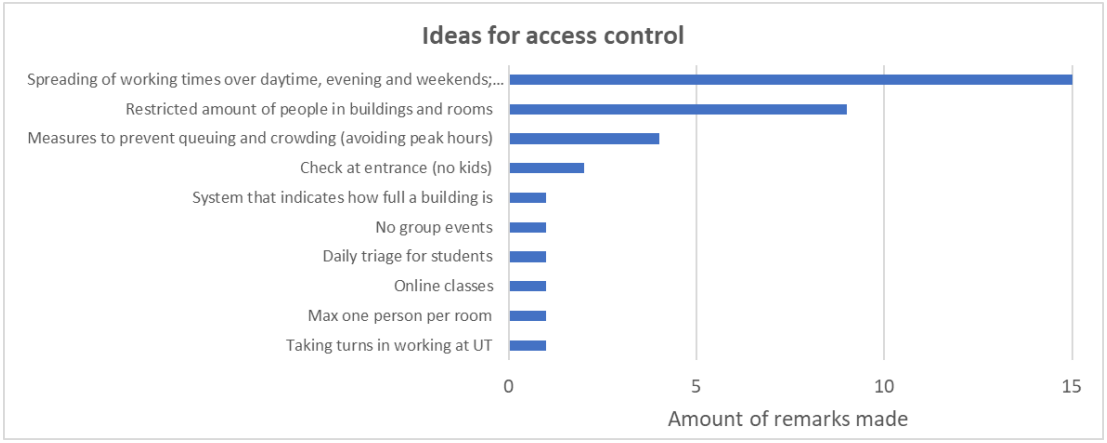


Table 5.6: Ideas for physical measures in buildings

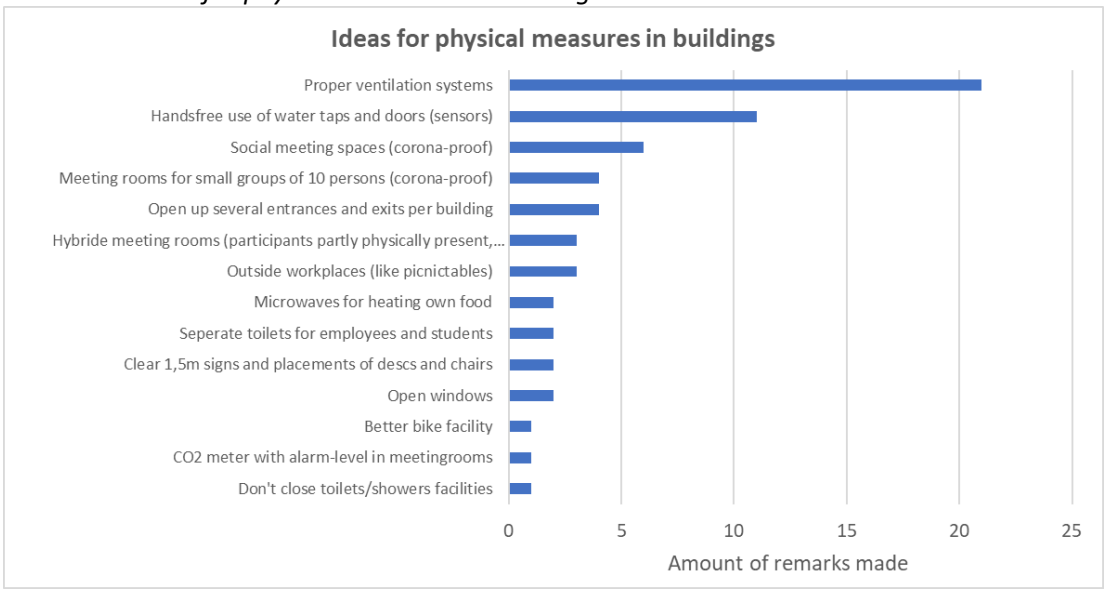
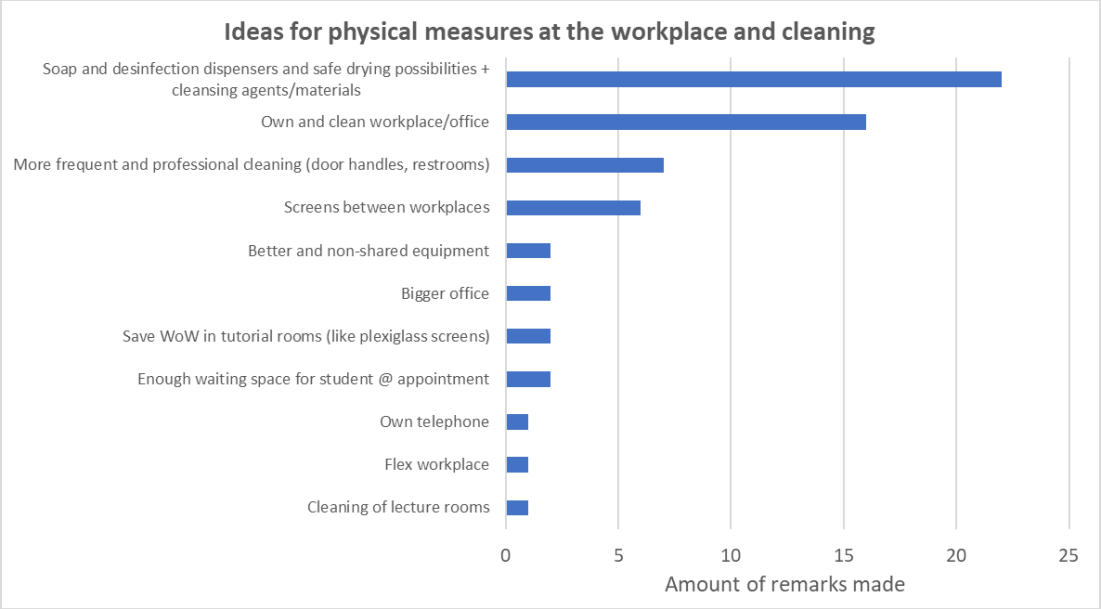


Table 5.7: Ideas for physical measures at the workplace and cleaning



"It would be nice if the hand disinfectants provided by the UT would be more pleasant. The current ones (in MESA+ and Hal B) are very sticky, smelly and leave a lot of residue on your hands. I have to wash my hands after using hand disinfectant, because otherwise everything I touch gets this greasy stuff on it. "

- A large group of comments deal with the issue of '**expenses**'. Working at home requires the setup of a healthy working environment, which introduces costs. People suggest a financial compensation for that. In many cases university equipment was used for the home environment, but for the coming situation of working partly at the university and partly at home this will not do anymore. Besides office equipment also a compensation for using a car instead of public transport is suggested.

"Since we work considerably from home, it would be great if we the UT can facilitate a proper working environment at home. At the moment, I bring my monitor and chair from my office. This means I will not have any workstation when I am back to the office. Proper workplace at home includes: monitor, adjustable table, adjustable chair, docking station (laptop to monitor) , allowance for increasing internet and electricity bills."

"Maybe a compensation for electricity/gass, this usage went up since I started working from home. If homeworking remains the standard for a while, some options for better chairs/tables/microphones/webcams etc should be arranged. I now use my own old crappy laptop for videocalls, because I don't have a computer with webcam/microphone from the UT."

Other comments:

- Not for all people the current '**communication**' is sufficient or clear enough. Many want to know what to expect from future developments.

> "There is an information overload by the UT news and a lack of clarity. I would like clear guidelines and solutions. Now things are very often vague."

> "Clarity. I want to know what to expect and prepare for. I'd prefer one e-mail per month with the rules for the next month and the possible scenarios for the long-term, rather than an e-mail each week with little concrete information."

> "I would appreciate clarity about the coming period as far as possible."

> "Clear information about decisions made and what this means for individual employee. A more pro-active approach, e.g. people are already working in the Spiegel, but there are no walking routes or other instructions, I would like to inform my team about a contribution to costs made to create a good workspace at home, but I understand that a UT guideline still has to be developed."

- Work-related comments deal with '**work pressure**', '**contact**' with colleagues and students, '**training**' for the use of software and '**contract**'. Especially employees with a temporary contract (like PhD's) need more information about the consequences of the corona situation for their work (including delays) and a possible contract extension.

> "My workload was high before the crisis began, but has increased since March. I feel like I am in a constant crisis. I frequently work extra hours to keep up with the work, but I'm not compensated for them. I feel like the university doesn't recognize how high the stress is right now. The public statements about how grateful the board is for our hard work are empty if there are no concrete steps taken to compensate us and improve working conditions. We need pay increases and budget increases so that we can hire more people to help manage the increased workload. Working remotely is exhausting, but it will be more manageable if the workload can be reduced as soon as possible."

> "Possible PhD contract extensions for all PhDs that apply for it, I feel like it is much more difficult to finish a PhD under the current circumstances."

- Support related remarks were about flexible childcare, printing/scanning support, more (online) counselling, support for students, opening sport facilities on campus again and an online reservation system.

> "It would be very nice if you can just enter the building without filling forms and so, a day before make an online reservation system like for the sport facilities so that you can reserve a slot to go in for e.g printing scanning or taking a book from your room."

> "Can't there be something like ''booking.com/booked'' or eetlijst.nl but then for the amount of slots available in your office? then all the office mates can easily see per week who can come when (if 1.5m and/or ventilation is insufficient)."

- Since the open questions in the questionnaire were need-oriented one would almost forget that most employees are quite satisfied with the approach of the UT. Therefore, the last quote consists of a compliment.

  > "I would like to pay a big compliment to the university and its staff for taking such good care of me and my colleagues during the corona crisis, I have seen what happened in other organizations and what the UT has done for its employees sets an example of a high standard for others."

6 CONCLUSIONS

1. The corona crisis showed a severe impact on the work experience of UT employees.
   - 72% work fully at home.
   - 55% report an increased amount of work.
   - 47% report a change of work content.

   Nevertheless,
   - 71% report they can most or completely do their job.
   - 70% is satisfied with the UT measures.

2. 55% of employees report increased amounts of work due to corona crisis. Especially teaching staff and managers are reporting this; the same pattern is observed in respondents reporting workload. Although the average workload is a bit lower compared to 2019 (now 38% report a (way) to high workload, in 2019 this percentage was 44%), higher proportions of teaching staff and managers report high workload (up to 72% for full professors). During the corona crisis, 45% of the respondents worked more hours. The larger the contract size the more hours extra have been spent the last four months. Fulltime working employees that show overtime hours at the UT state that they work approximately 20-25% more hours than their contract.

3. Working at home was mandatory and seems to be accepted as fact of life by most UT employees. Two out of three respondents (65%) express that they would like to work partly from home and 77% of them want to work maximum 40-50% from home, that is one or two days per week. Fully working at home only is preferred by a small minority (2%). Working from home does have both positive and negative consequences.

4. The top-3 positive effects of working from home are:
   (1) less travel time to and from work (71%),
   (2) taking a break when it suits (64%) and
   (3) ability to concentrate at home (58%).

5. The top-3 negative effects of working from home are:
   (1) not seeing colleagues as much as wanted (84%),
   (2) feeling to be more tied to the computer (68%) and
   (3) getting less exercise than when working on campus (52%).

6. Fully working online also has its effects on the primary processes. Although 71% can most/completely do their job, 60% of those who teach perceive a lower quality of their own teaching due to fully online working. More or less the same applies for research: 10-39% of those who do research perceive a lower quality of their own research due to fully online working. PhD candidates are the most negative (39%).

7. Perceived health remained the same for 61%, 12% report better health and 27% perceive worsening health effects since the beginning of the corona crisis. Perceived health is mostly affected in the age category of under 40 years.

8. Respondents that have most worries about keeping the job since the corona crisis are in the age category of 26-35 and with the position of PhD candidate and researcher (Post-doc).

9. The top-5 essential measures that make employees feel safe to work on campus are
   (1) Clear walking directions (72%)
   (2) Health information specifically on corona (47%)
   (3) Well-informed supervisors (47%)
   (4) My own keyboard and mouse (37%)
   (5) Frequent cleaning of commonly used areas (35%).
   We should keep in mind the timing of the survey (early Summer 2020), when measures like ventilation or facemasks were not in the media as much as later on.

10. Satisfaction with UT measures is quite high, around 70% of the respondents express satisfaction. Overall satisfaction with the UT is 7.6 (scale 1-10; standard deviation 1.57). Compared to the mean in the employee well-being research (2019), this is an increase in satisfaction with the UT (2019: mean 7.2).

11. From the open questions, many suggestions are given by the respondents on how to cope with this situation, ranging from ‘we are professionals and know how to deal with it, so give us the trust and freedom’ to ‘we need strict guidelines on dealing with the situation’ and ‘we need to be compensated by extra costs for working at home’. These examples show a wide range of differences between employees. This shows that where possible customisation is necessary.

12. Employees voiced concrete ideas for ‘rules’, ‘access control’, ‘physical measures in buildings’ and ‘physical measures at the workplace and cleaning’ (tables 5.4-5.7).

7 RECOMMENDATIONS

1. Since homework is still the norm for most employee groups, the UT should improve support for employees in a home working situation and in particular a full-time home working situation
    a. The number 1 negative effect of working from home is not seeing colleagues as much as wanted (84%). Also the remarks point to the need of reducing social isolation. If not already apparent, leaders and direct supervisors should stimulate informal online group meetings to keep up with team members and more distant colleagues. They also should think about other initiatives for continuing 'the social'. Since literature shows that organisational commitment and embeddedness work bottom-up, from more proximate foci such as work and colleagues to those more abstract such as the organisation, this is of vital importance.
    b. 45% of the respondents report that the physical conditions in their house do not provide a good working environment (e.g. adjustable chair/table, enough light, silence, a good monitor) and 38% report physical complaints because of the home office. Therefore, the university should continue to explore and invest in software, equipment and tools for keeping homework safe and healthy.
    c. Although a majority of respondents reports no changes in perceived health since the start of the corona crisis, 27% do and younger employees seem to perceive more negative effects than older employees. Therefore, investments in training for productive, safe and healthy online working should be continued and initiatives should take into account age and possibly life stage.

2. Scientific staff (Teacher/lecturer, Assistant, Associate and especially Full professors) experiences the highest workload and the highest increase in the amount of work. Additionally, about 60% who belong to these function groups report lower perceived teaching quality. This shows emergency in dealing with these results of corona measures and in particular the switch to online teaching. Supported by the Executive Board, University Council, other central organizational bodies and service departments, faculties should introduce measures for reducing the amount of work, workload and diminishing perceived teaching quality. Next to a temporary increase in the support for teaching, faculties might have additional ideas.

3. Pay attention to specific groups
    a. Young employees with unsecure contracts: support young researchers (PhD candidates and Post Docs) with extending contracts if necessary. Moreover, as agreed in the collective labour agreement, invest into the employability of these groups by offering career coaching and labour market training for functions inside and outside academia.
    b. Employees with dependents (children under 14 years old). Install a 'homework with young children' discussion group where parents can exchange experiences including best and worst practices.
    c. Let specific groups be 'guests' at meetings of organisational bodies (such as CCOW). After all, the quality of policies and practices strongly depends not only on strategic alignment, but also on meeting stakeholder groups desires and needs.

4. All initiatives – from ideas for dealing with online teaching pressure over proposals for maintaining or increasing the social to bold interventions for online health programmes – an online forum should be established for making sure that knowledge and best practices will be shared organisation-wide. After all, experiences show that this is not self-evident; for preventing 'reinventing the wheel' and 'knowledge shortcomings' this is highly recommended.

5. Pay attention to the role of the direct supervisor. Despite the fact that certain attention or target groups could be identified, never forget that also within groups (large) differences between apparently equal group members concerning desires and needs do exist. For finding individual differences and adequate solutions that both affect employee well-being and productivity, the role of direct supervisors is crucial. Direct communications between supervisors and individual staff members is inevitable for continuing a fit between organisational policies and practices and employees.

6. The fact that individuals within groups can show large differences begs for customisation opportunities within larger frameworks. For example, 'a one fits all' approach towards the working time spend in home office is inadvisable.

7. Although the large majority is currently satisfied with UT measures related to Covid-19, continue and improve this satisfaction by truly listening to the voice of employees. In this context, do not forget that an invitation to share perceptions, ideas, opinions and desires includes an unspoken or implicit promise for adequately dealing with what has been shared.

APPENDIX 1: QUESTIONNAIRE

Survey Wellbeing under COVID-19 (ENG-def)

Part 1. How is your work going?

1. Because of the coronavirus crisis, I work:
    - Fully at home
    - Partly at home, partly on campus or in the ITC building
    - Fully on campus or in the ITC building

2. The coronavirus crisis has had the following effect on my work:
    - I can still fully complete my work
    - I can do most of my work
    - I can do my job reasonably well
    - I cannot do my job properly

3. Because of the coronavirus crisis, the amount of work has:
    - strongly increased
    - slightly increased
    - stayed the same
    - slightly decreased
    - sharply decreased

4. Because of the coronavirus crisis, the content of my work has:
    - remained largely the same
    - remained fairly constant
    - changed slightly
    - changed to a large extent

5. I have the support I need to do my job (*more than one answer may be given*).
    - Access to the network and software
    - Availability of devices
    - Availability of information and data
    - Availability of supervisors
    - Availability of colleagues
    - Otherwise, namely...

6. Given your current experience regarding working from home, would you like to work from home more often?

- Yes
- No
- I don't know
- Not applicable

6.1 If you have answered the previous question with 'yes', what percentage of your work would you like to do from home?
Input field ... slider 1-100

7. To what extent would you agree or disagree that the following aspects have **positively** influenced working from home during the coronavirus crisis?

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
At home, I can concentrate.					
I get the opportunity to do work I normally do not have time for.					
I do not have to spend time on long meetings.					
I can take a break when it suits me.					
I appreciate being with household members/pets more.					
I save travel time to and from work.					
I get a chance to break my old habits and change routines.					
At the end of the working day, I feel fit.					
My colleagues have more personal attention for me.					
My supervisor has more personal attention for me.					

8. To what extent would you agree or disagree that the following aspects have **negatively** influenced working from home during the coronavirus crisis?

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
I do not see my colleagues as much as I would like.					
Working is hard for me now that I cannot use my normal routines.					
I find it hard to stay focused when I am working from home.					
I do not get enough exercise when I am not at my UT workplace.					

The physical conditions in my house do not provide a good working environment. (e.g. an adjustable chair and table, enough light, silence, a good monitor, etc.)					
I am experiencing physical complaints because of the home office. (e.g. back, neck, shoulders, arms, wrists, hands)					
At home, I feel more 'stuck to my computer' than at my workplace.					
I do not see my supervisor as much as I want to for my job.					
Online meetings are psychologically stressful for me.					
My teaching is of lower quality because of fully online working.					
My research is of lower quality because of fully online working.					
My output is of lower quality because of fully online working.					

9. To what extent do the physical conditions at home contribute towards a proper working environment?

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
I use an adjustable chair.					
I use an adjustable desk.					
I use an adjustable monitor.					
I use a separate mouse and keyboard.					
At home I have too much daylight.					
At home I have too little daylight.					
At home I have too much noise.					
At home it is too quiet.					

Open question about this part of the survey: Do you have any other remarks about your work in relation to the coronavirus crisis?

Part 2. How is your health and well-being?

1. How has your health been since the coronavirus crisis?
    - Much better
    - Better
    - No change
    - Worse
    - Much worse

2. Since the coronavirus crisis, the following factors have affected my work *(more than one answer may be given)*:
    - Fear
    - Isolation and lack of social contact
    - Lack of structure in the day
    - Care responsibilities
    - Home-schooling
    - Distractions by household members
    - Fatigue
    - Financial concerns
    - Other: ... input field
    - Not applicable

3. In spite of the coronavirus crisis, at home I can easily separate work time and private time.
    - Strongly agree
    - Agree
    - Neutral
    - Disagree
    - Strongly disagree

4. Do you miss or neglect your family activities because of your work?
    - No, never
    - Yes, every now and again
    - Yes, often
    - Yes, very often

5. Do you miss or neglect your work because of family responsibilities?
    - No, never
    - Yes, every now and again
    - Yes, often
    - Yes, very often

6. Since the coronavirus crisis, I have been worried about keeping my job.
    - Yes
    - No

7. My workload is:
    - Way too low
    - Too low
    - Good
    - Too high
    - Way too high

Open question: Do you have other needs concerning health & well-being in relation to the coronavirus crisis?

Part 3. The near future

1. How do you want to work until the end of this year (2020)?
    - Fully on campus or in the ITC building
    - Partly on campus or in the ITC building, partly at home
    - Fully at home
2. If it is not possible for us all to work on campus or in the ITC building, which situation would suit you best?
    a. I am able to adapt my working times during the day:
        - Never
        - Sometimes
        - Often
        - Always

    b. I am able to shift my working times towards the evening:
        - Never
        - Sometimes
        - Often
        - Always

    c. I am able to adapt my working days within the working week:
        - Never
        - Sometimes
        - Often
        - Always

3. The University of Twente is taking precautionary measures to make work as safe as possible on campus and in the ITC building. Which measures are essential for you to feel safe? *(up to four answers may be given)*
    a. a clean workplace
    b. my own keyboard and mouse
    c. good ventilation
    d. frequent cleaning of general areas / services
    e. clear 1.5m social distance signs
    f. clear walking direction signs
    g. fewer workspaces than normal
    h. rules about coffee and lunch breaks
    i. hand disinfectants in many spaces
    j. my own telephone (no shared phones)
    j. rules about the use of rest rooms (maximum number of people, disinfectants, etc.)
    k. well-informed supervisors
    l. colleagues who observe the rules

m. health information specifically to do with corona
n. something else, namely…

Open question about this part of the survey:

Do you need anything else from the University of Twente?

Concluding questions

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
I am satisfied with how the University of Twente is coping with the coronavirus crisis.					
The University of Twente is focusing on the interests and safety of our people during the coronavirus crisis.					
I am satisfied with the information being provided by the University of Twente during the coronavirus crisis.					

Overall, how do you assess the way you have been able to do your job since the coronavirus measures were implemented? 1……10

Overall, I am satisfied with the University of Twente as an organisation 1……10

Demographic questions

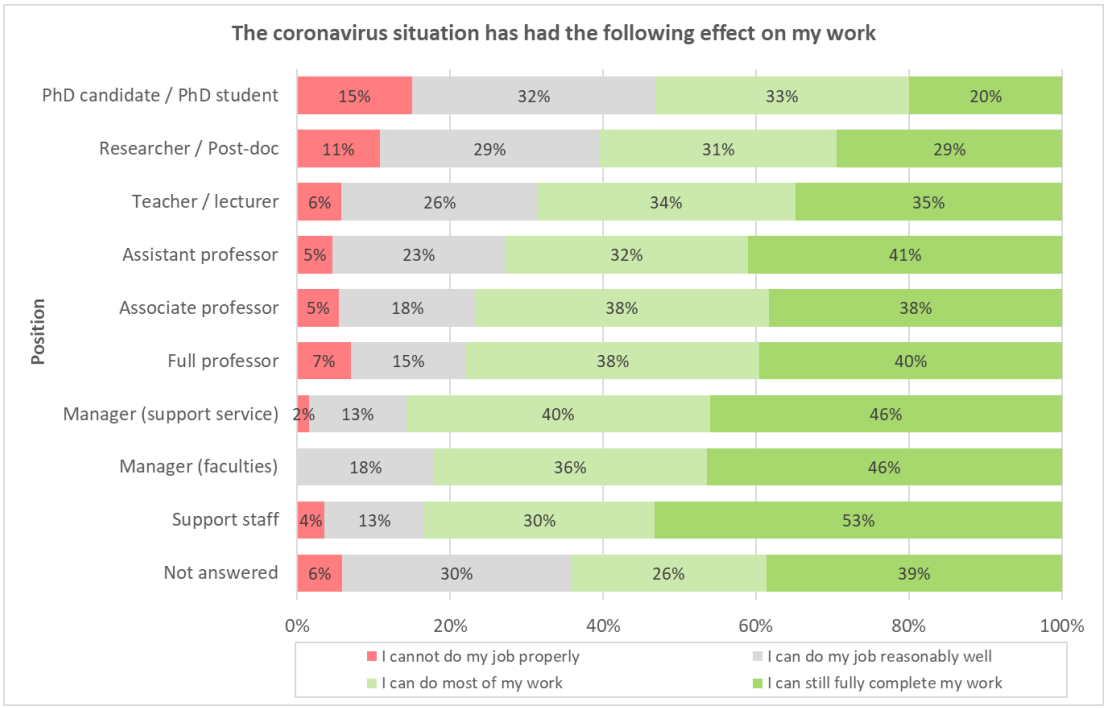
1. What is your age?
    - … (in years)
    - I prefer not to answer this question
2. Which of the following best describes your position?
    - PhD candidate / PhD student
    - Researcher / Post-doc
    - Teacher / lecturer
    - Assistant professor
    - Associate professor
    - Full professor
    - Manager (support service)
    - Manager (faculties)
    - Support staff
    - I prefer not to answer this question
3. What is your gender?
    - Male
    - Female
    - Other
    - I prefer not to answer this question
4. What is your relationship status?
    - Single
    - Together with a partner
    - Other
    - I prefer not to answer this question
5. Do you have dependants?
    - No
    - I have children under 14 years living at home
    - I am an informal carer (for parents, siblings, etc.)
    - I prefer not to answer this question
6. How long have you worked at the University of Twente?
    - …years and … months
    - I prefer not to answer this question
7. Where were you born?
    - In the Netherlands
    - In the EU, but not in the Netherlands
    - Outside the EU
    - I prefer not to answer this question

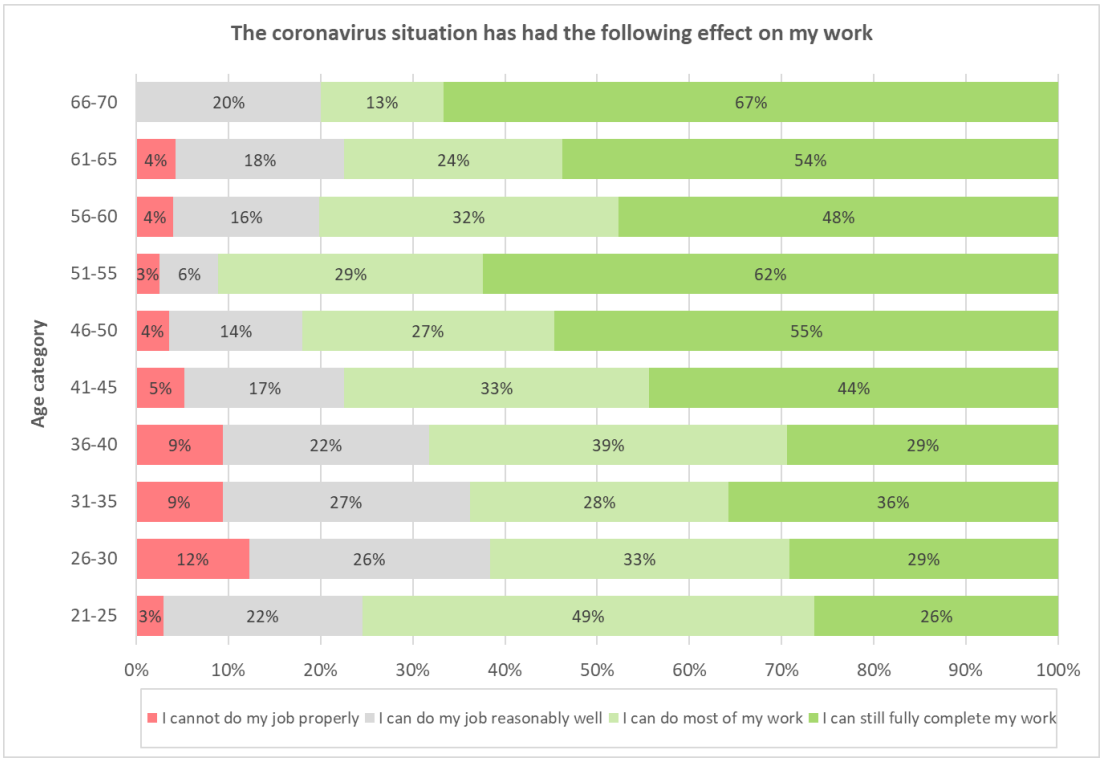
8. What is your contract status with the University of Twente?
    - I have a permanent employment contract
    - I have a temporary employment contract that expires within 6 months
    - I have a temporary employment contract that is valid for more than 6 months
    - I have a temporary employment contract with an opportunity for a permanent contract
    - I do not have a contract status with the UT (e.g. PhD candidates with a scholarship or PNUT)
    - I prefer not to answer this question
9. Which organisational unit do you work for?
    - Faculty of Behavioural, Management and Social Sciences (BMS)
    - Faculty of Engineering Technology (ET)
    - Faculty of Electrical Engineering, Mathematics and Computer Science (EEMCS/EWI)
    - Faculty of Science and Technology (TNW)
    - Faculty of Geo-Information Science and Earth Observation (ITC)
    - MESA+ Institute
    - TechMed Centre
    - Digital Society Institute
    - General Affairs (GA)
    - Campus & Facility Management (CFM)
    - Centre for Educational Support (CES)
    - Finances (FIN)
    - Human Resources (HR)
    - Library, ICT services & Archive (LISA)
    - Marketing & Communication (MC)
    - Strategy & Policy (SP)
    - I prefer not to answer this question
10. According to your contract, how many hours a week are you expected to work?
    - ….hours per week
11. How many hours a week did you actually work, on average, during the last four months?
    - ….hours per week

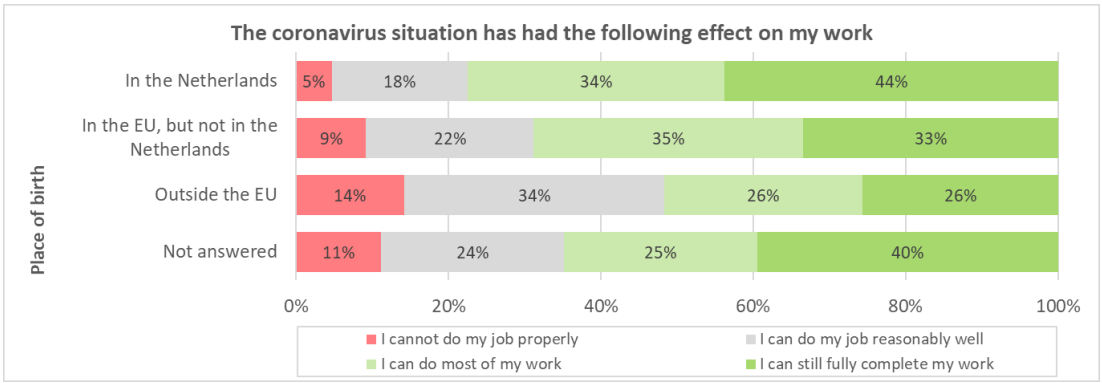
Thank you very much for completing this survey.

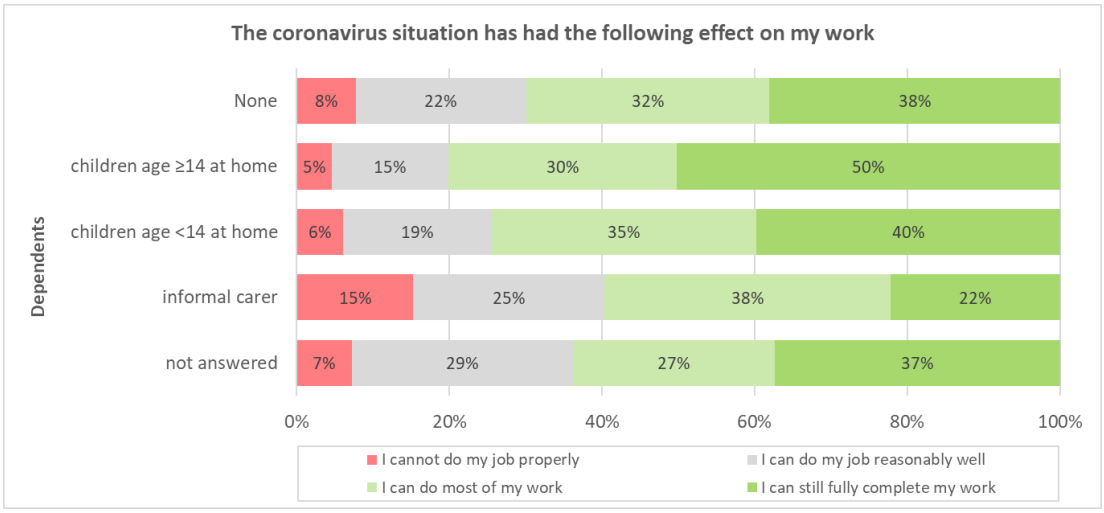
APPENDIX 2: CROSS-TABLES

2.1 Effect on performance

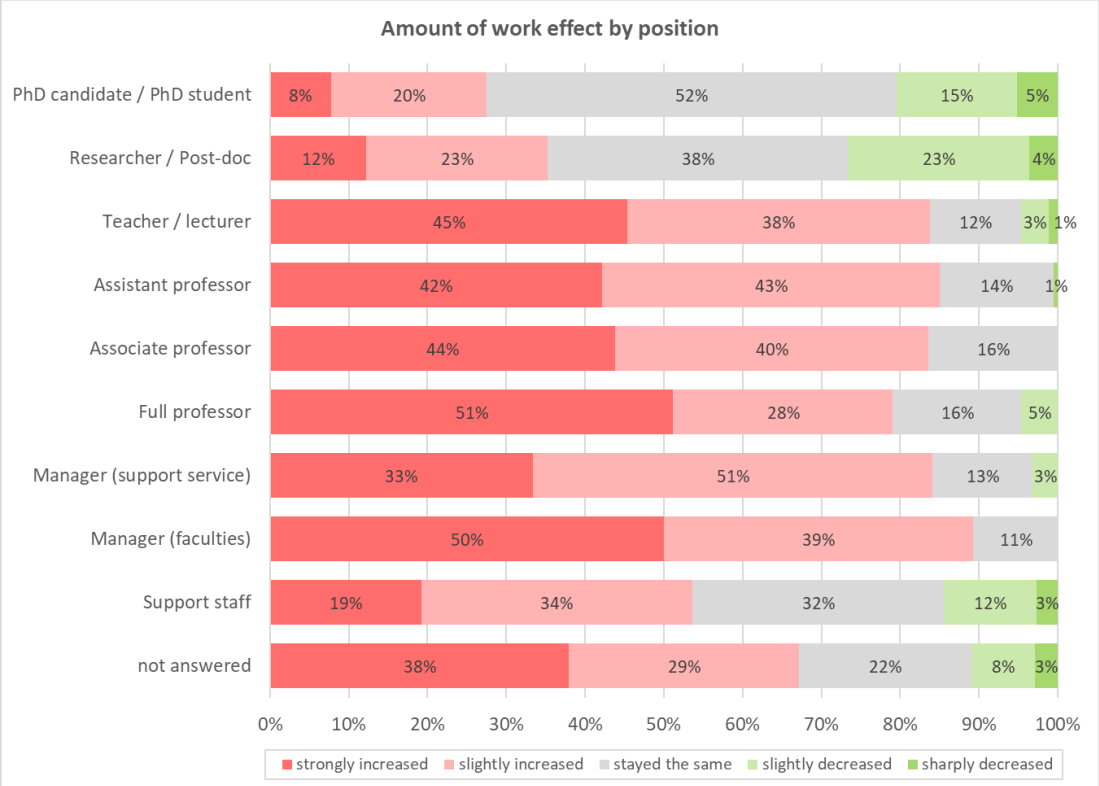


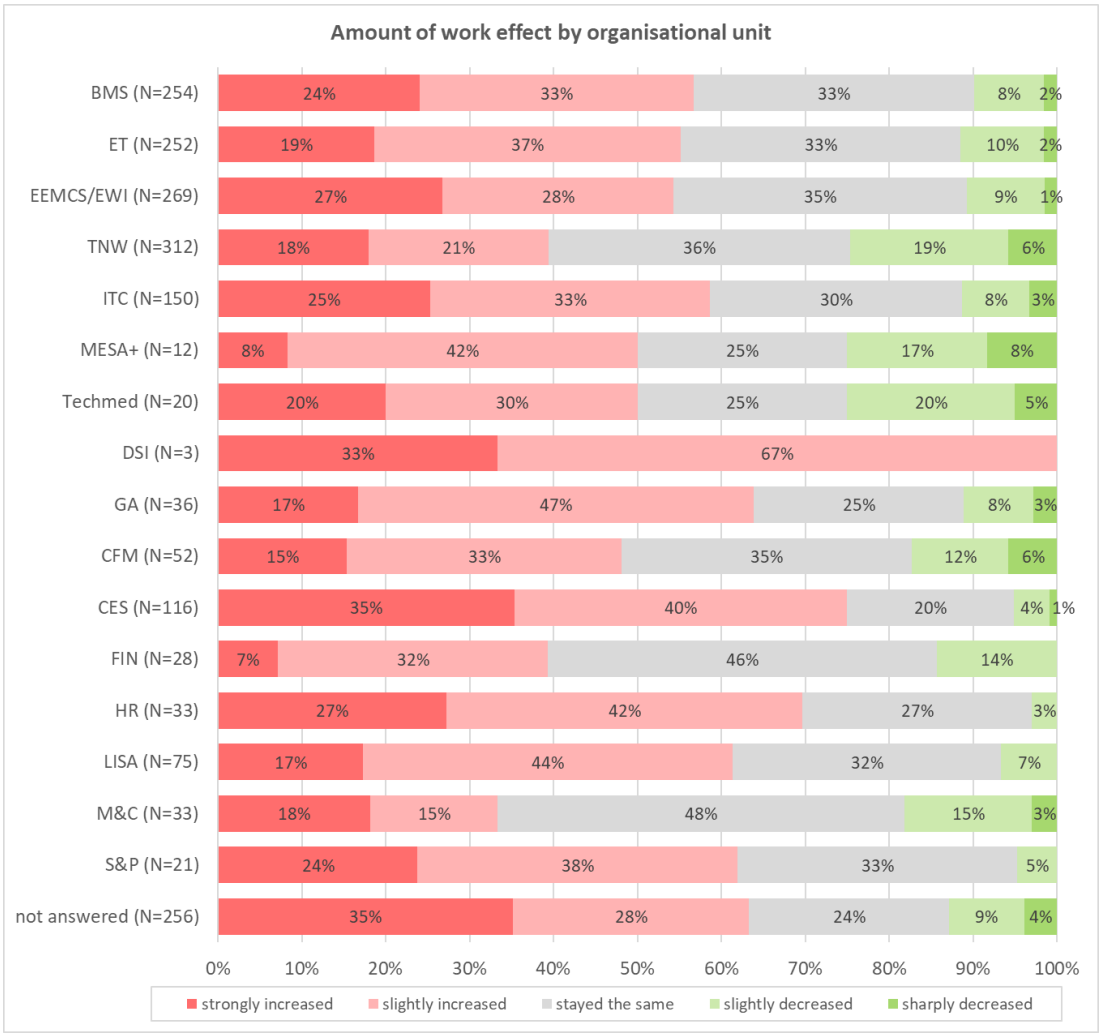

The coronavirus situation has had the following effect on my work
Age category
66-70
61-65
56-60
51-55
46-50
41-45
36-40
31-35
26-30
21-25
20%
13%
67%
4%
18%
24%
54%
4%
16%
32%
48%
3%
6%
29%
62%
4%
14%
27%
55%
5%
17%
33%
44%
9%
22%
39%
29%
9%
27%
28%
36%
12%
26%
33%
29%
3%
22%
49%
26%
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
I cannot do my job properly
I can do my job reasonably well
I can do most of my work
I can still fully complete my work


The coronavirus situation has had the following effect on my work
Place of birth
In the Netherlands
In the EU, but not in the Netherlands
Outside the EU
Not answered
5%
18%
34%
44%
9%
22%
35%
33%
14%
34%
26%
26%
11%
24%
25%
40%
0%
20%
40%
60%
80%
100%
I cannot do my job properly
I can do my job reasonably well
I can do most of my work
I can still fully complete my work

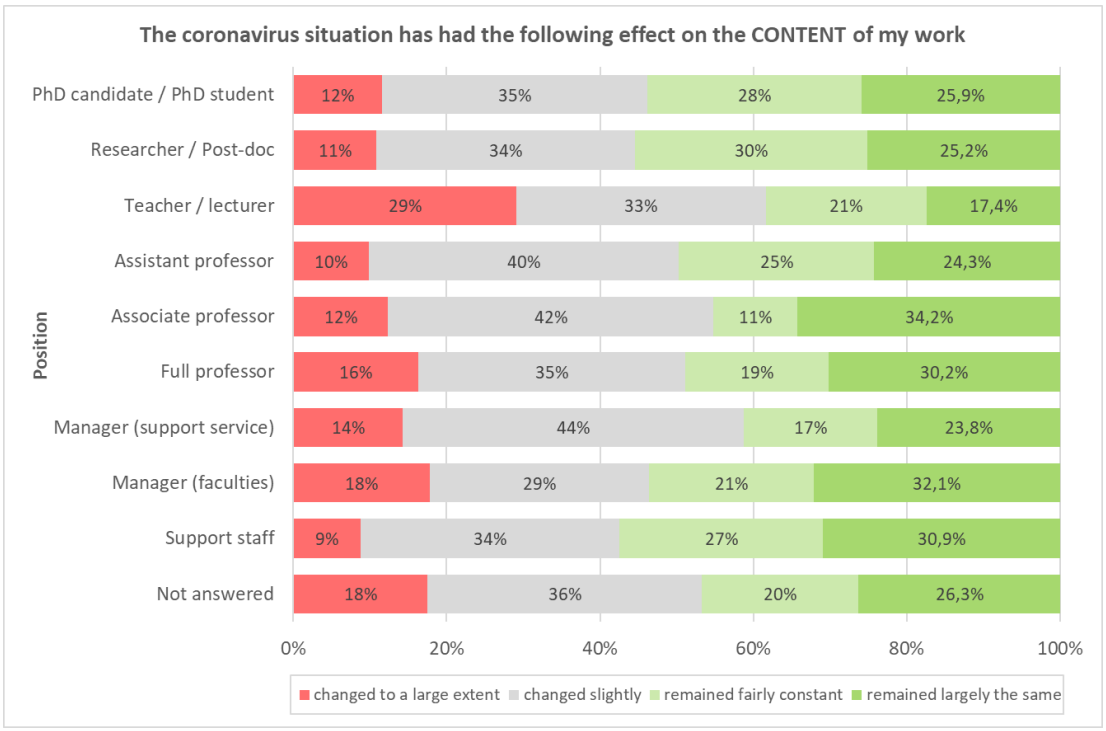

The coronavirus situation has had the following effect on my work
Dependents
None
children age ≥14 at home
children age <14 at home
informal carer
not answered
8%
22%
32%
38%
5%
15%
30%
50%
6%
19%
35%
40%
15%
25%
38%
22%
7%
29%
27%
37%
0%
20%
40%
60%
80%
100%
I cannot do my job properly
I can do my job reasonably well
I can do most of my work
I can still fully complete my work

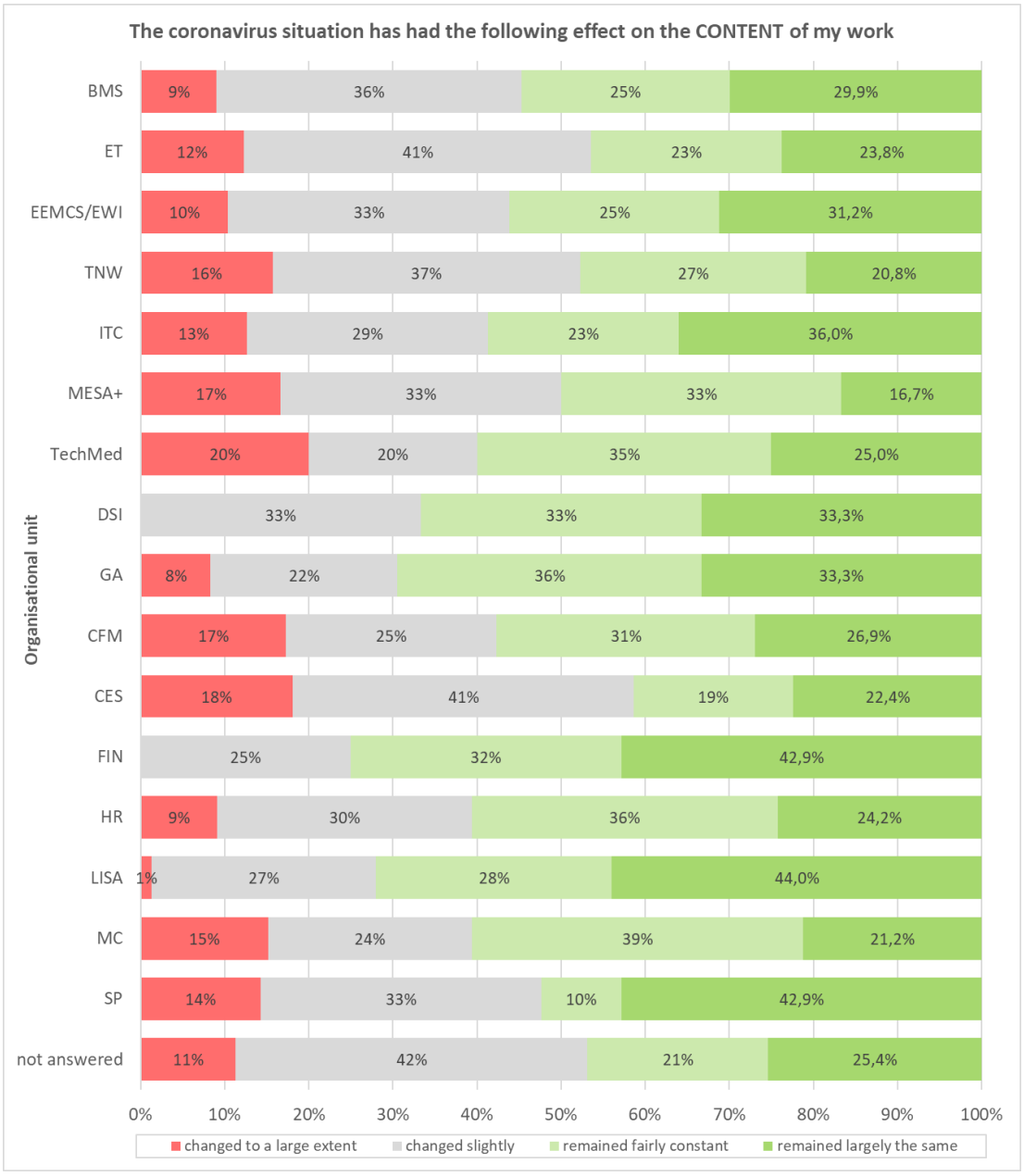
2.2 Effect on amount of work



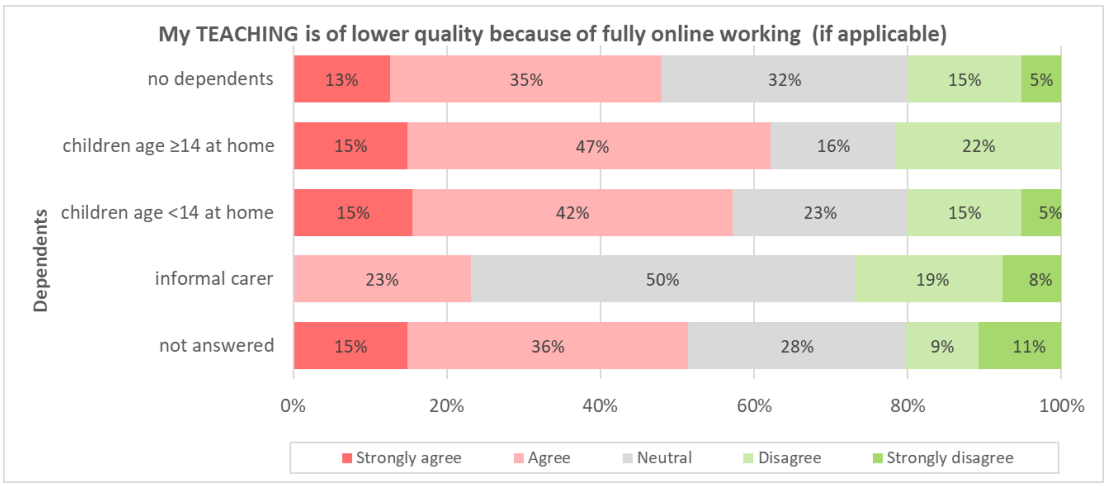

Amount of work effect by organisational unit
BMS (N=254)
24%
33%
33%
8%
2%
ET (N=252)
19%
37%
33%
10%
2%
EEMCS/EWI (N=269)
27%
28%
35%
9%
1%
TNW (N=312)
18%
21%
36%
19%
6%
ITC (N=150)
25%
33%
30%
8%
3%
MESA+ (N=12)
8%
42%
25%
17%
8%
Techmed (N=20)
20%
30%
25%
20%
5%
DSI (N=3)
33%
67%
GA (N=36)
17%
47%
25%
8%
3%
CFM (N=52)
15%
33%
35%
12%
6%
CES (N=116)
35%
40%
20%
4%
1%
FIN (N=28)
7%
32%
46%
14%
HR (N=33)
27%
42%
27%
3%
LISA (N=75)
17%
44%
32%
7%
M&C (N=33)
18%
15%
48%
15%
3%
S&P (N=21)
24%
38%
33%
5%
not answered (N=256)
35%
28%
24%
9%
4%
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
strongly increased
slightly increased
stayed the same
slightly decreased
sharply decreased

2.3 Effect on content of work




The coronavirus situation has had the following effect on the CONTENT of my work
Organisational unit
BMS 9% 36% 25% 29,9%
ET 12% 41% 23% 23,8%
EEMCS/EWI 10% 33% 25% 31,2%
TNW 16% 37% 27% 20,8%
ITC 13% 29% 23% 36,0%
MESA+ 17% 33% 33% 16,7%
TechMed 20% 20% 35% 25,0%
DSI 33% 33% 33,3%
GA 8% 22% 36% 33,3%
CFM 17% 25% 31% 26,9%
CES 18% 41% 19% 22,4%
FIN 25% 32% 42,9%
HR 9% 30% 36% 24,2%
LISA 1% 27% 28% 44,0%
MC 15% 24% 39% 21,2%
SP 14% 33% 10% 42,9%
not answered 11% 42% 21% 25,4%
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
changed to a large extent
changed slightly
remained fairly constant
remained largely the same

2.4 Effects of online working



APPENDIX 3: CATEGORIZATION OF OPEN QUESTIONS

Categorization of open question in §2.4

Do you have any other remarks about your work in relation to the coronavirus crisis?			# remarks
Positive personal effects of working at home	Quality	Working from home in principle is OK	43
		More focus, prioritization, efficiency and contentwise work	19
		Online conversations with students are better	1
	Flexibility	Gives a lot of flexibility	6
		Online teaching and conferences also enables opportunities	2
	Effiency	Online meetings are more efficient because everyone is there and it's more structured and more equal	6
		Less commuting or travel time	15
		Planning easier in Teams then live	1
	Work-life-balance	Better work-life-balance	4
	Physical health	Less physical complaints and stress	3
	Trust	More trust of UT in employee in doing the right thing	1
Negative personal aspects of working at home	Effiency	No or bad internet connection	8
		Not enough knowledge or skills for online lecture and meetings	2
		Productivity dropped	9
		Combination homeschooling or small children and working from is hard	13
		More distractions/disturbances at home (like children)	10
		I feel guilty/frustrated because of the long orientation period	3
	Work-life-balance	Worse work-life-balance (less rythm and regularity) due to mixing work and private life	12
	Physical health	No optimal workspace at home	46
		Online meetings and classes are exhausting (they are shorter, but there are more)	14
		Less physical exercise/breaks due to working at home	8
		More physical strain (ears, eyes)	4
	Expenses	Costs for better working environment at home	8
		I don't want to miss the commuting tax advantages	1
	Mental health	Working on a computer all day long takes a lot of energy and motivation	23
		Alienation from employer and team or isolated feeling	16
Positive effects on work as result of working at home	Contact	More or sufficient interaction with collegues then live	4
	Work pressure	Less secretarial work because collegues are doing it by themselves	1
	Efficiency	Work in the lab minimized by more focus and careful planning	1
Negative effects on work as result of working at home	Contact	No dynamics (quick deliberations) and social contacts with collegues	90
		Communication with distant teams/persons is difficult	1
		No or less personal contact with and support for students and pHd's possible	8
		Maintaining contact with colleagues or contacts take a lot of time	2
		Video conferencing sometimes troublesome	2
		Online networking is hard	3
		Online meetings efficient, but lack nuance	2
		Poor personal contact between managers and employees	8
		No life contact = poor communication	1
	Work pressure	To much overtime and ad-hoc work due to corona	6
		More work pressure (a.o. due to creating online classes and online testing and catching up slowed down work)	15
		Exploding email and agenda due to working form home	4
		Implementing rules and regulations cost a lot of effort and time	1
		Signature gathering is hard online	1
		To much overtime and ad-hoc work due to corona	6
		It took time to adjust	3
	Teaching	Quality and efficiency of online teaching is hindered	5
	Project	Projectmanagement from home is difficult	3
	Research	Research sacrificed for teaching or slowed down by restricted access or openingtimes (also of other buildings)	9
		AIO's get stuck more often, supporters less reachable	1
	Location	Some activities and trainings are only possible physically	16
Complaints	Governance	Too strict and bureaucratic/slow regulations by UT (buildings, pHd's, openingtimes labs, faculty differences)	6
		Insufficient communication and central coordination about corona-protocols	5
		No transparency about future plans	1
		Large differences in following the regulations between colleagues	1
		No attention for employees working fulltime at UT or for external employees	3
		No longterm forced work on evenings	2
		By using PC from UT than I will loose my workplace	1
		Lab-work inpossible, increase openinghours of labs	2
	Facilities	Not enough online courses (limited seats)	1
		I miss the opportunity of eating at the UT	1
	Behavior	No understanding or respect of students for situation	2
Worries	Mental state	Worries about corona itself is harming	1
		Spous abroad is worrying	1
		Instable collegues	1
	Equipment	Used (all the) UT equipment at home	10
Advices	Governance	Working partly at UT and at home is more dynamic and healthy	28
		Back to normal as soon as possible	5
		Sustainability should be a factor in future plans as well	2
		Allow more social interaction on campus for employees/students who live alone	1
	Other	Intelligent scheduling system is required to assist working at home	1
		I work in an external office near my house	1
		Use multiple exits	1
		Arrange to meet other than direct collegues as well	3
		Give a 3-month extension to pHd's and students to catch up	1
Compliments	Compliments	Good support by UT	4

Categorization of open question in §3.2

Do you have other needs concerning health & well-being in relation to the coronavirus crisis?			# remarks
Physical health	Sickness	I (possibly) had corona	4
	Poor workplace	More physical complaints by workingplace at home	19
		Need better workspace for structural working at home	15
		Not suitable climat control at home	2
	Screen fatigue	All the work is behind a screen, which is tiresome and giving physical strain	7
		Online meetings (back-to-back) are exhausting	5
	Behavioral issues	Working too long without breaks, less quality breaks	4
		I go on for too long	5
		Too little exercise and sports	36
	Other negative effects	I am more tired	3
		After work no energy left to do things at home	1
	Positive effects	Being at home is best because of corona-risks	2
		I am healthy and doing fine	4
		Better health, energy and condition (more flexibility and time possibilities for sport)	16
		I lost weight	2
Psychological health	Workpressure	(Too) high and fluctuating workpressure (amplified by corona)	33
	Invasive work	No clear seperation between work and private life	17
	Career stress	Fear/stress of loosing job/career/position or non-extentsion of contract	8
		I feel falling short, because of abnormal orientation period	2
	Emotional disbalance	Mental health has suffered	2
		More depressed, gloomy or less energetic	7
		I feel more anxiety or disbalance	9
		Longterm worries	1
		More sensitive for mood swings	1
		I am getting too indulgent	1
		Hard to start at UT again	1
		Fear of using public transport or being at campus	2
	Stressed personal relations	Neglect of family responsibilities	2
		Combination with homescooling is hard	8
		At home a lot of distractions and responsibilities (kids, etc)	7
		Working at home a lot is not positive for relation	1
	Isolation	I miss to meet collegues and students, for motivation, fun and structure	34
		Less relaxation/recreation/social interaction possibilities not good for wellbeing	11
		Isolation not good for wellbeing	9
		I feel locked up	1
		I miss family and friends	4
		I feel left alone in finding out new WoW	0
	Positive effects	Less stress (less hurying, less hustle/bustle of department, digitized working and no comuting time)	5
		Less workpressure (no or normal work)	2
		Had more time for myself	1
		Ideal situation	1
Coping strategy	Workplace	Created seperate workplace (external office)	1
	External help	Courses on timemanagement, mindulness, dealing with stressfull situations, physical exercises	4
		Need help in finding psychological help	1
		Sport activities with peers on campus would help	4
	Flexibility	Created a new day-structure for better work-life-balance	3
		Adapted to a new balance	5
		Working times were shifted, different rythm	1
		Shifting regulations needed constant and abrubt adaptation	4
		I spread my working hours over time (to compensate for physical complaints or flexibility reasons)	2
Other	Management support	I need more appreciation and support by central management	3
		More awareness from managers for healthy employees	1
	Other	Security department is unintendedly exposed to virus	1

Categorization of open question in §5.2

Do you need anything else from the University of Twente, including measures for you to feel save?			# remarks
Governance	Policy	Clear and unequivocal policy, vision, directives and guidelines(incl. 3th parties and contractors)	23
		More tailormade rules, less strict general rules	30
		Faster and pro-active approach; UT is way to cautious	10
		Well-researched prevention methods	1
		Dialogue with employees	5
	Managers	Managers taking more responsibility	6
	Less strict	Trust in employees and students	27
		Less strict regime, as few measures as possible	4
		I am not concerned about corona	10
		Don't panic, be rational	1
		Full access to labs, even with 2e wave	4
		As much as physical presence as possible = vivid university	12
	More strict	Taking virus seriously and comply to the rules (students!!)	16
		Student behavior is riskyor amount of students increase risks	5
		As many regulations as possible to ban all risks	34
		Enforcement of regulations + consequences	11
		Online as much as possible	1
		Vaccin has to be available, nothing else will do	2
		Save travel with OV as indicator	2
		Periodic testing and/or health checks of staff	4
Regulation	Rules	Stay at home with complaints	4
		(Obligatory) periodic testing	5
		Priority for working at campus for those who have trouble at home	2
		Work at UT should be concentrated in whole days	3
		Freedom to work (partly) from home	25
		Freedom to avoid face-to-face contacts	2
		No obligation to work during evenings	5
		Clear protocols for shared facilities, space and time	12
		Obligated use of face masks	39
		Availability of BHV	1
	Access control	Restricted amount of people in buildings and rooms	9
		Check at entrance (no kids)	2
		Taking turns in working at UT	1
		Spreading of working times over daytime, evening and weekends; extended working and opening times	15
		Measures to prevent queuing and crowding (avoiding peak hours)	4
		Max one person per room	1
		Online classes	1
		Daily triage for students	1
		No group events	1
		System that indicates how full a building is	1
Physical measures	Building	Proper ventilation systems	21
		Open windows	2
		Handsfree use of water taps and doors (sensors)	11
		Clear 1,5m signs and placements of descs and chairs	2
		Open up several entrances and exits per building	5
		Don't close toilets/showers facilities	1
		Seperate toilets for employees and students	2
		Outside workplaces (like picnictables)	3
		Hybride meeting rooms (participants partly physically present, partly online)	3
		Meeting rooms for small groups of 10 persons (corona-proof)	4
		CO2 meter with alarm-level in meetingrooms	1
		Better bike facility	1
		Social meeting spaces (corona-proof)	6
		Microwaves for heating own food	2
	Cleaning	Soap and desinfection dispensers and safe drying possibilities + cleansing agents/materials	22
		More frequent and professional cleaning (door handles, restrooms)	7
		Cleaning of lecture rooms	1
	Workplace	Screens between workplaces	6
		Enough waiting space for student @ appointment	2
		Save WoW in tutorial rooms (like plexiglass screens)	2
		Flex workplace	1
		Own and clean workplace/office	16
		Bigger office	2
		Own telephone	1
		Better and non-shared equipment	2
Communication	Information	Better information and communication; corona-dashboard	53
		Wellinformed manager	1
		Health information	1
Expenses	Contribution for cost	Contribution in expenses at home / contribute to a healthy home workplace and/or double workplace	70
		Travel expenses for using car in stead of public transportation	7
Work	Training	Education for using online software or other skills	7
	Software	More sofware possibilities @ home(like drawing possibilities in online software, download Visio, CMA, VPN)	3
	Location	Working on campus is necessary for work to be usefull	1
		Fysical exams on campus	1
	Workpressure	Reduce working pressure	9
		Recovery required due to instable work-life-balance due to working from home (like: shifting working hours, creating online classes)	2
	Contact	Better contact with collegues and students	11
	Contract	More contract information or consequences for specific job (pHd), contract extensions	10
Support	Employees	Flexible childcare	1
		Support with printing/scanning/borrowing books	1
		Online reservation system/occupation monitor (incl. sports, printing/scanning/borrowing books, activation access passes); no bureaucracy!	7
	Counselling	More (online) counsellors	3
	Students	Support for students	2
Health	Sport	Sport facilities on campus	5