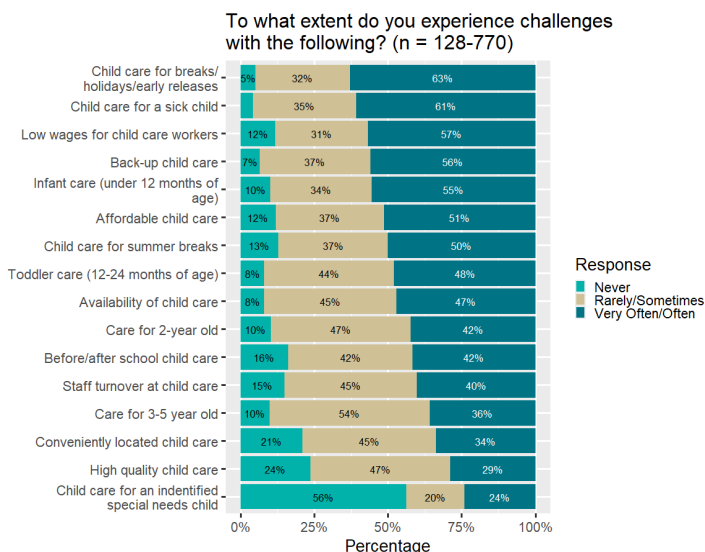


CESWF Child Care and Caregiving Survey Report Summary: May 2026

Overview: The U-M Faculty Senate Committee on the Economic and Social Well-Being of the Faculty (CESWF) commissioned the ADVANCE Program Research and Evaluation team to design and administer a survey assessing caregiving challenges and level of support for possible policy solutions proposed by CESWF. The survey launched on March 18th, 2026 and was open for two weeks; the survey was sent to a total of 9,223 UM-Ann Arbor, UM-Dearborn, UM-Flint, and Michigan Medicine faculty across tracks. We share descriptive statistics from survey items and open-ended themes.

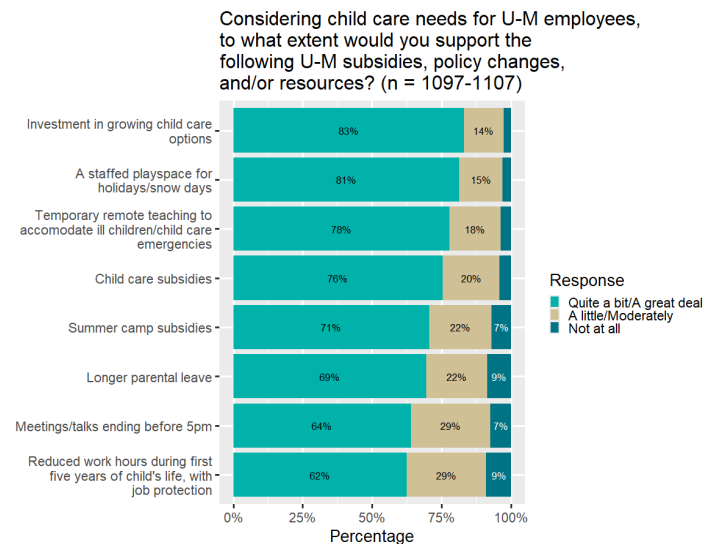
Faculty Reported They Frequently Experience Child Care Challenges (Figure 1). Frequent challenges (% very often/often) include child care for a sick child, child care for breaks/holidays/early releases, infant care, back-up care, and child care for summer breaks. Faculty respondents also noted concerns with low wages for child care workers. Open-ended data further emphasized challenges with *availability of child care*, including options, spots, and hours of coverage.

Figure 1. Challenges Experienced



Child Care and Caregiving Responsibilities Substantially Impact Multiple Aspects of Professional Life. Across faculty respondents who provided care for dependent children and faculty who had caregiving responsibilities for a person who is ill, aging, or disabled, more than 70% of faculty respondents reported significant impacts on their professional life, including unexpected time away from work and disruptions during the work day. Open-ended data highlights the *mental/emotional load* associated with caregiving, with respondents describing burnout, stress, and the impacts on productivity.

Figure 2. Support for Child Care Policies



There is Widespread Support for Child Care and Caregiving Policies (Figure 2). Most faculty respondents supported policies proposed by the Faculty Senate CESWF for both child care and caregiving. The strongest support for child care policies was for investment in growing child care options, a staffed playspace for holidays/snow days, temporary remote teaching to accommodate ill children/child care emergencies, and child care subsidies.

The strongest support for caregiving policies included temporary remote teaching to accommodate caregiving responsibilities, resource-sharing for local elder care services, and subsidies for paid caregivers. There was strong support for write-in "other" policies as well; these varied greatly and are categorized and shared in detail in the full report. Within open-ended data, faculty respondents expressed a desire for *subsidies for child care or caregiving*, *schedule flexibility* (i.e., flexible hours, reduced FTE, hybrid/remote work, or adjusting core hours), and *improving or expanding caregiving leaves*. In addition, faculty desired *improved communication of available resources for caregivers*.

When examining responses to policy items by groups, key findings include:

- Two-thirds or more of faculty respondents *without dependents* highly supported resource-sharing for local elder care services and facilities, investment in growing child care options, and a staffed playspace to watch older children during school holidays and/or snow days.
- Across tracks, 80% or more of faculty respondents in each track highly supported investment in growing child care options.