

CESWF Child Care and Caregiving Survey Executive 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 that examined: 1) faculty perceptions of caregiving challenges, including challenges they have observed among colleagues; and 2) level of support for possible policy solutions. The survey launched on March 18, 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 (including tenure-, research-, clinical-, and lecturer-track faculty, as well as librarians, archivists, and curators). A total of 1,451 people completed the survey (16% response rate).

Analysis

We analyzed close- and open-ended survey data. We display descriptive statistics, including frequencies, means, and standard deviations for close-ended survey items. We also share main themes across open-ended survey responses.

Key Findings

Faculty Reported They Frequently *Experience* Child Care Challenges and *Observe* Child Care Challenges for Faculty Colleagues

- Faculty respondents who had dependents completed a series of close-ended questions about child care challenges, and all faculty respondents completed questions about challenges they observed among faculty colleagues. Frequent experienced and observed challenges¹ included **child care for a sick child**, **child care for breaks/holidays/early releases**, **back-up child care**, **affordable child care**, **infant care (under 12 months of age)**, and **child care for summer breaks**. While **availability of child care** was a frequent challenge for around half of faculty respondents in terms of their own experiences, around two-thirds of faculty respondents observed this as a frequent challenge for their colleagues. Faculty respondents also noted concerns with **low wages for child care workers**.
- Open-ended data generally align with these frequent challenges, further emphasizing challenges with **availability of child care**, including options, spots, and open hours. Almost a quarter of faculty respondents shared concerns with **affordability of child care options**, and faculty respondents also described **additional child care needs** (i.e., coverage during summer/school breaks, snow days, or other brief school closures).

Child Care and Caregiving Responsibilities Substantially Impact Multiple Aspects of Professional Life

- Across faculty respondents who provided care for dependent children and faculty respondents who had caregiving responsibilities for a person who is ill, aging, or disabled, more than 70% reported significant impacts on their professional life, including

¹ Frequent experienced and observed challenges refers to respondents selecting a 4 or 5 on a 5-point Likert scale with 1 representing “Never” and 5 representing “Very Often.”

unexpected time away from work and disruptions during the workday. More than 70% of respondents who provided care for dependent children also reported the **inability to work evenings and weekends.**

- Open-ended data highlight the **mental/emotional load** associated with caregiving, with respondents describing burnout, stress, and the impacts of caregiving on productivity.

There is Widespread Support for Child Care and Caregiving Policies

- Most faculty respondents supported policies proposed by the Faculty Senate CESWF for both child care and caregiving. Of the survey items, 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 “other” policies as well; these varied greatly and are shared in greater detail in Appendix E in the full report.
- Within open-ended data, faculty respondents expressed a desire for **subsidies for child care or caregiving, schedule flexibility, improving or expanding caregiving leaves, and improved communication of available resources** for caregivers.
- We examined support for each proposed policy by caregiving status, track, campus, and gender (see Appendix A). Key findings across groups include:
 - When split by **caregiving status**, two-thirds or more of faculty respondents *without dependents* highly supported² **resource sharing for local elder care services, investment in growing child care options, and a staffed playspace to watch older children during school holidays and/or snow days.**
 - When split by **campus**, more than 70% of faculty respondents across campuses (Ann Arbor, Michigan Medicine, Dearborn, and Flint) highly supported **university policies allowing temporary remote teaching to accommodate both caregiving responsibilities and ill children/child care emergencies and a staffed playspace to watch older children during school holidays and/or snow days.**
 - When split by **track**, 80% or more of faculty respondents in each track (tenure-, clinical-, lecturer-, and research-track, and librarians, archivists, or curators) highly supported **investment in growing child care options.**
 - When split by **gender**, 70% or more of faculty respondents in each gender group (men, women, and non-binary or transgender) highly supported **investment in growing child care options, a staffed playspace to watch older children during school holidays and/or snow days, and child care subsidies.**
 - While there was general support for all policies across groups, level of support varied for several policies, including **university policies asking meetings and talks to end before 5 p.m., reduced work hours during the first five years of a child’s life with job protection, and resource sharing for local elder care.**

² Highly supported refers to respondents selecting a 4 or 5 on a 5-point Likert scale with 1 representing “Not at all” and 5 representing “A great deal.”

CESWF Child Care and Caregiving Survey Report May 2026

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 with the following goals:

- Design a survey instrument that asks faculty: 1) their perceptions of caregiving challenges, including challenges they have observed among colleagues (e.g., a candidate not accepting a position or a colleague leaving the department due to caregiving responsibilities and/or better child care benefits elsewhere); and 2) their level of support for possible policy solutions proposed by the Faculty Senate CESWF.
- Ensure representation among survey respondents across:
 - Different faculty groups at the University of Michigan, including tenure-, clinical-, research-, and lecturer-track faculty, and archivists, curators, and librarians.
 - Different campus affiliations, including Ann Arbor, Dearborn, Flint, and Michigan Medicine.

Survey administration

The survey launched on March 18, 2026, and was open for two weeks; the survey was sent through an ADVANCE-created email group. (See Appendix C for email language.) This included a total of 9,223 UM-Ann Arbor, UM-Dearborn, UM-Flint, and Michigan Medicine faculty (including tenure-, research-, clinical-, and lecturer-track faculty, as well as librarians, archivists, and curators). Reminder emails were sent on March 25, 2026, and April 1, 2026, to the same email group. A total of 1,451 people completed the survey (16% response rate).

Analytical approaches

We analyzed descriptive statistics (i.e., frequencies) and displayed those in figures in Appendix A. For ease of interpretation, survey response options were combined when appropriate (i.e., “strongly agree” and “agree” were grouped together as “agree,” and “strongly disagree” and “disagree” were grouped together as “disagree”; see Appendix A). Tables with responses for all items are available in Appendix B. Survey questions and response options are available in Appendix C.

In order to distill themes from open-ended data, we used a deductive coding process, creating a codebook from the initial 329 open-ended responses (after the survey had been open for one week) that was refined as we reviewed additional open-ended responses. All open-ended questions were coded simultaneously (by respondent row instead of by question). To ensure intercoder reliability, ADVANCE staff coders cross-checked data and made adjustments to coding where there was disagreement. We report frequency of themes as percentage of respondents.

Potential limitations and considerations

Our overall survey response rate of 16%³ is slightly lower than other faculty surveys, which generally have response rates ranging from 20 to 45 percent.⁴ Previous reports on university child care have examined caregiving status as part of broader climate surveys⁵ or have surveyed additional members of the faculty community (i.e., staff and/or students),⁶ which make it difficult to provide comparable response rates for a similar survey. We recognize that there are multiple factors that can influence response rates, including the timing of surveys, survey fatigue, and incentives. We did not offer any incentives for completing this survey. In general, results should be interpreted as reflecting the views of the faculty who took the survey, not as representative of all U-M faculty.

One related concern with this survey was the potential response bias, or that faculty members who were caregivers would be more motivated to complete the survey than other faculty members. While 59% of our survey takers had dependent children, we also note that 16% ($n = 225$) of our survey respondents did not have any dependents. (See Appendix D for comprehensive demographic tables comparing survey respondents to the U-M faculty population and response rates for different groups of faculty.) While we do not have information about how this distribution compares to the overall faculty population in terms of caregiving, we were able to include responses from both caregivers and non-caregivers in this report.

Another potential concern was that the distribution of survey respondents may not accurately reflect the university population in terms of track or campus. While the distribution of faculty based on track is fairly consistent with the overall U-M faculty demographics, Michigan Medicine in particular is underrepresented in our sample (11%) compared to the overall U-M faculty demographics (40%), and the Ann Arbor campus is overrepresented (71%) compared to the overall U-M faculty demographics (50%; see Appendix D). Future research could explore specific child care and caregiving needs and/or concerns for Michigan Medicine faculty.

While this survey focuses on child care and caregiving challenges and Faculty Senate CESWF proposed policies, we recognize that people provide care for different groups beyond child care and elder care. We present policy suggestions across many types of caregiving responsibilities to recognize the wide range of caregiving needs of survey respondents. (See Appendix E for a comprehensive list of suggestions.) We also note that there are a variety of current policies and resources currently at U-M related to child care and caregiving. (See Appendix F for details.)

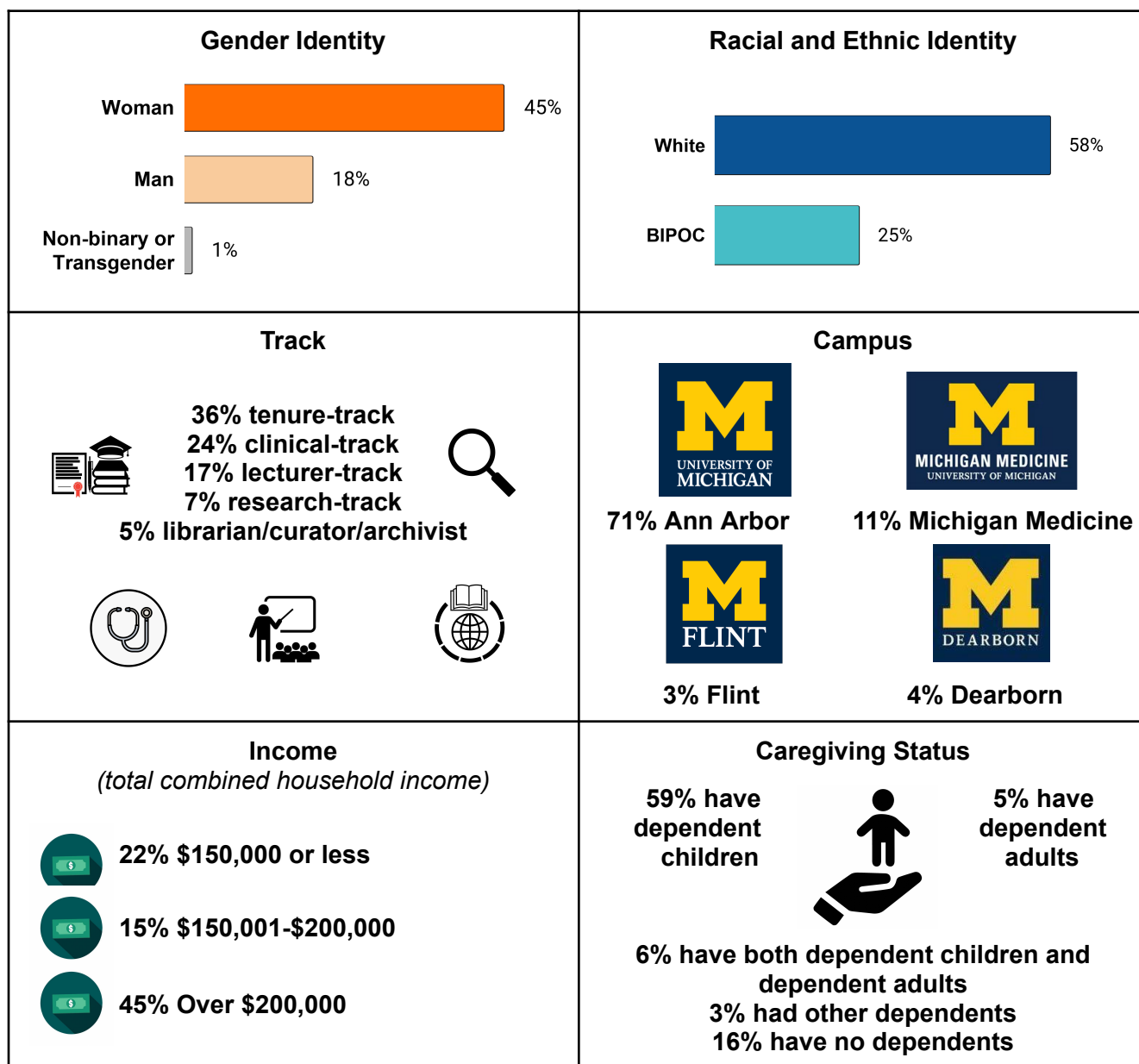
³ Response rates varied across tracks and campuses; the overall Ann Arbor campus response rate was 22%.

⁴ ADVANCE Program (2024). [Assessing the academic work environment for tenure-track faculty at the University of Michigan in 2023: University-related climate across gender, race, and rank](#); Miner et al. (2019). [Organizations behaving badly: Antecedents and consequences of uncivil workplace environments](#); Harvard Graduate School of Education COACHE Data, (2026). [Important information about COACHE data](#).

⁵ ADVANCE at UNM (2024). [Advance compiles a guide for UNM faculty caregivers](#); Mathews (2020). [Childcare for faculty: The babar in the room](#).

⁶ Pugh et al (2009). [University sponsored childcare needs assessment](#); Mills Consulting Group, Inc. (2014). [Oregon State University child care needs assessment survey report](#); Wayne State University (2020). [Child care survey executive summary](#).

Demographics (N = 1,451 respondents, 16% response rate)



Note. Overall, there were 1,451 survey respondents who responded to at least one question. Not all respondents responded to every question. Demographic tables including all *n* sizes are available in Appendix D.

Gender Identity was asked as an open-ended question, and responses were recoded into three categories (or missing, if no response was provided or if the response could not be recoded into one of the three categories). For **Racial and Ethnic Identity**, Black, Indigenous, People of Color (BIPOC) includes respondents who did not identify as White. **Caregiving status** also included an "other" option, which included responses such as elderly/aging parents, non-dependent adults, and being pregnant. **Missing** includes people who did not respond to the question, or when applicable, people who prefer not to answer. Missing values were: 36% for Gender Identity, 17% for Racial and Ethnic Identity, 11% for Track, 11% for Campus, 19% for Income, and 11% for Caregiving Status.

Open-Ended Findings

We summarize below the main themes from faculty respondents who answered at least one open-ended question ($N = 757$). Most responses related to child care needs; however, some respondents remarked on challenges or needs regarding caregiving of adults. We report frequencies for the overall themes by the number of respondents represented. Some respondents provided comments that were assigned more than one code; thus, a single respondent's comments may represent more than one theme. We present high-level themes in this section across all respondents; additional details about policy suggestions are presented in Appendix E.

Overall caregiving challenges

Faculty respondents noted challenges with **availability of child care**, in terms of options, spots (i.e., waitlist⁷ challenges), and hours of coverage ($n = 367/757$; 48% of respondents). They also reported concerns with **affordability of child care options** ($n = 185/757$; 24% of respondents), including the impact of child care costs on overall cost of living. Representative comments include:

- *"The cost and accessibility of U-M-sponsored child care should be greatly improved. The cost of U-M child care greatly exceeds that of private child care in the community. I was on the waitlist for U-M child care for >2 years without ever receiving an option for enrollment."*
- *"It could be significantly cheaper and have more availability. The cost of child care and the waitlists are absolutely ridiculous and affected when I could have a child because I had to time it with my sabbatical."*
- *"The UM daycare centers are some of the most expensive in town and have waitlists in the order of years. The only way to access infant care at a UM center is to have an older sibling already there--we got on a waitlist when I discovered I was pregnant with one of my children, and got a call back when he was 2.5 years old--so we were on the list for over 3 years. This is not a functional system."*
- *"Access to child care with hours that match faculty schedules, especially in medicine/at hospital. Additionally, accessibility at the Michigan daycares are challenging (I have been on a waitlist for Michigan daycare for 3 years with no availability). I have to hire before and after daycare and [it] would be great if hours actually matched working hours."*

Policy suggestion: Faculty proposed policies regarding **subsidies for child care or caregiving** ($n = 157/757$; 21% of respondents). Faculty respondents shared ideas, including:

- *"Subsidized care for EVERYONE ASSOCIATED WITH U-M, not just students. We can barely afford child care on two tenure-track faculty salaries."*
- *"Subsidizing the cost. Child care costs now make up the second biggest budget item behind rent."*

⁷ The [University of Michigan Children's Centers waitlist](#) includes information about applying for the waitlist and capacity by center and age group.

- *“Providing high quality subsidized (affordable) child care on site or at least provide subsidies for outside child care. This was an enormous burden raising two children as a faculty member just starting out.”*

Faculty voiced **additional child care needs** ($n = 111/757$; 15% of respondents) for summer/school breaks, snow days or other brief school closures, or unexpected sick days, while sharing proposals for **other back-up child care options** ($n = 70/757$; 9% of respondents).

Representative comments include:

- *“Offer child care options for snow days and holidays.”*
- *“Coverage over school holidays (k-12 holidays) would be life changing. There are zero child care options the last two weeks of August (our first week back in the classroom). All schools, camps, etc close.”*
- *“Offering coverage for summer months while children are not in school.”*
- *“A place where faculty could bring children that are sick and we could teach. It's difficult to find last-minute care.”*

In addition, faculty reported challenges regarding the **location of child care centers** ($n = 102/757$; 13% of respondents). Representative comments include:

- *“Med school faculty have unique hours compared with central campus - clinical care starts early necessitating early (7AM) drop-offs and ends after 5. Expanding UM child care closer to the hospitals with extended hours would be a huge improvement for children younger than school age.”*
- *“The ‘Dearborn campus does not have child care ON campus. The child care option is also closed at very inconvenient times (e.g. closed over spring break when faculty need to work, etc.). My husband shifted his working hours to nights and weekends because the child care options for Dearborn faculty were so bad.”*
- *“Child care options in the Flint area are VERY different than those in Ann Arbor. Please keep that in mind. Our schools are very different in this community as well. Our needs are different. This survey seems like it's more focused on Ann Arbor. Additionally, I've heard great things about Bright Horizons for people living in Ann Arbor. It's not as reliable here in Flint. I like the idea of having this resource, and it sounds like it works better than previous plans, but it still leaves those of us teaching and living in Flint without many options.”*

Policy suggestion: Faculty suggested policies related to **schedule flexibility** ($n = 140/757$; 18% of respondents), including a desire for flexible hours, reduced FTE, hybrid or remote work arrangements, or adjusting core working hours. Faculty respondents shared ideas, including:

- *“Require that departments accommodate flexible work schedules and part-time hours for faculty dealing with caregiving responsibilities.”*
- *“Option to teach remotely as needed with no negative consequences.”*
- *“Providing options for long-term reduced appointment for the caregiving parent would be a way to support parents that is more financially sustainable for UM.”*
- *“In addition to not having meetings past 5pm, meetings and clinics before 9am can be challenging due to varying start times of daycares and schools.”*

Policy suggestion: Faculty discussed existing or proposed **caregiving leaves** ($n = 115/757$; 15% of respondents), such as parental leave or FMLA, and offered suggestions to expand or improve existing policies. Faculty respondents shared ideas, including:

- *“Extended parental leave for all parents.”*
- *“Paid caregiver leave (analogous to parental leave after child birth).”*
- *“Supported leave for emergencies/moving an elder to a nursing home/assisted living facility.”*

Policy suggestion: Faculty proposed **aligning U-M breaks with local public school breaks** ($n = 73/757$; 10% of respondents). For example, faculty described aligning U-M spring break with Ann Arbor Public Schools (AAPS) spring break. Representative comments include:

- *“I also would LOVE if the university could take AAPS into account when it comes to closures and days off -- other universities do this in similar towns, and it would just make everything so much more possible.”*
- *“Line up holidays/spring break with local schools/daycares. Most child care facilities take holidays that UM does not and it creates a very difficult situation for anyone without family nearby.”*
- *“At the very least, could the UM and AAPS calendars be better integrated? Spring Break for school age children is always such a disaster for parents as we scramble to find a full week of child care while we are working. This is also the case when [my unit] sometimes begins a week earlier than AAPS in August.”*

Faculty **suggested other policy changes** ($n = 144/757$; 19% of respondents), including having UM-certified in-home care, raising faculty wages, allowing sick time to be used for caregiving, and offering child care for conference travel. Appendix E contains additional details about suggested policy changes.

Mental health implications

Faculty described the **mental/emotional load** associated with caregiving ($n = 59/757$; 8% of respondents). Representative comments include:

- *“I would love to have one respite day per month to focus on self care. I am so burned out managing work, 2 teenagers, and 3 adults who have varying stages of cognitive impairment/health issues.”*
- *“Just to emphasize it is the most stressful thing and definitely impacts my productivity and burnout, and I’m sure it does for others.”*
- *“It’s both stressful and unsettling to spend so much time and organizational energy trying to find a suitable place to locate your infant child while you are teaching.”*

Communication of available resources

Faculty desired improved **communication of available resources** for caregivers of children and adults ($n = 50/757$; 7% of respondents). Representative comments include:

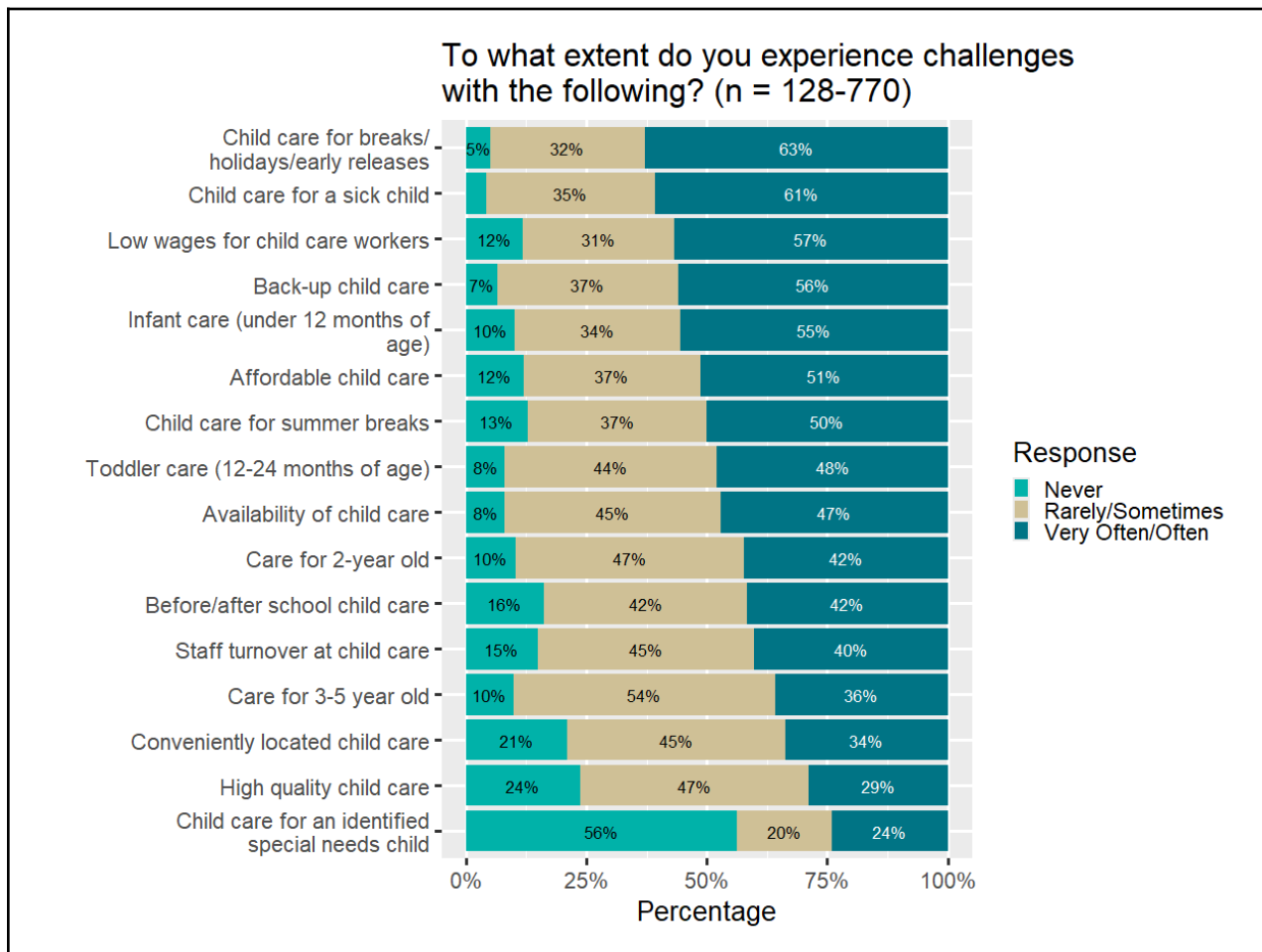
- *“An information packet about available university (and maybe local) resources should be sent to new faculty parents.”*
- *“It would be helpful to receive some guidance from staff/administrators on how to secure child care with limited facilities in Ann Arbor.”*
- *“Make resources available for faculty more well known. I don’t know what resources are available for faculty caregiving not for children.”*

Appendix A

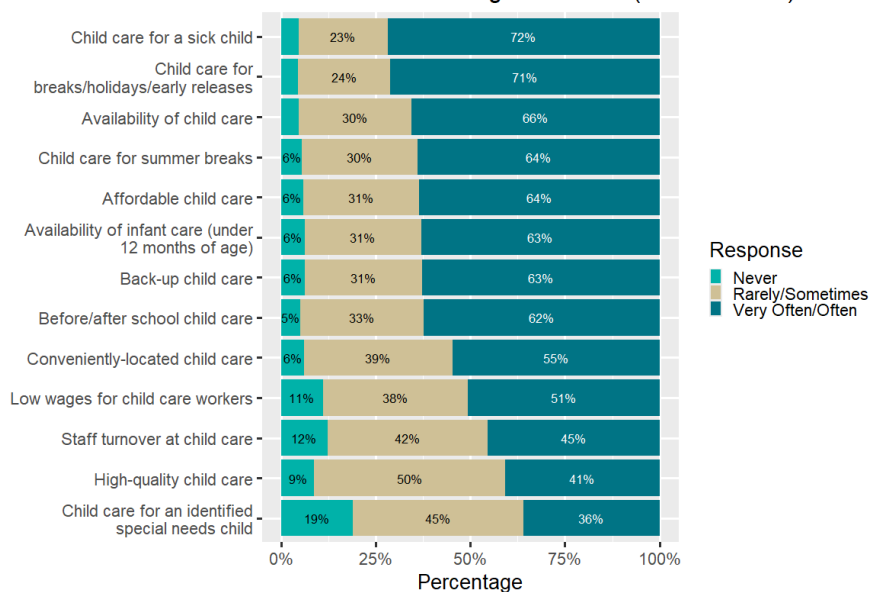
Figures

Figures - Overall Responses (All Respondents)

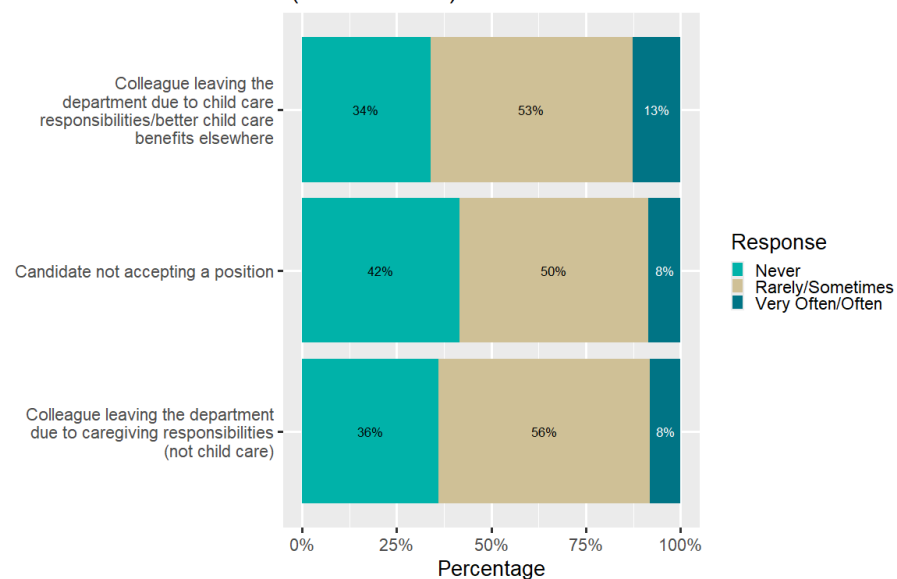
Because not all respondents answered all questions, the total response rate differs across items and is noted in each figure. For more detailed summaries, including *n* sizes for each item and information about write-in “other” responses, please refer to [tables in Appendix B](#).



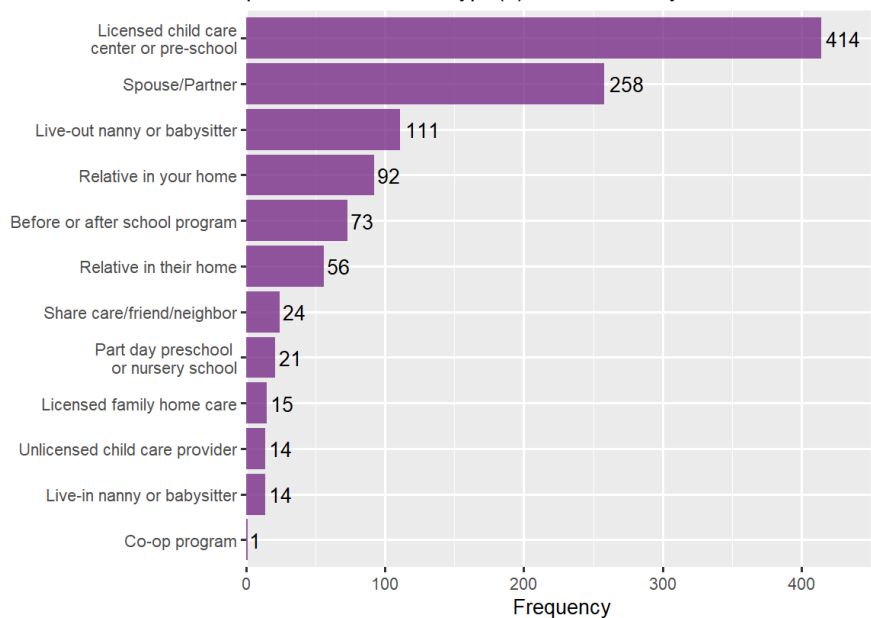
To what extent have you observed the following challenges among other faculty colleagues at U-M related to the following scenarios? (n = 966-1030)



To what extent have you observed the following among other faculty colleagues at U-M due to caregiving responsibilities? (n = 970-1008)

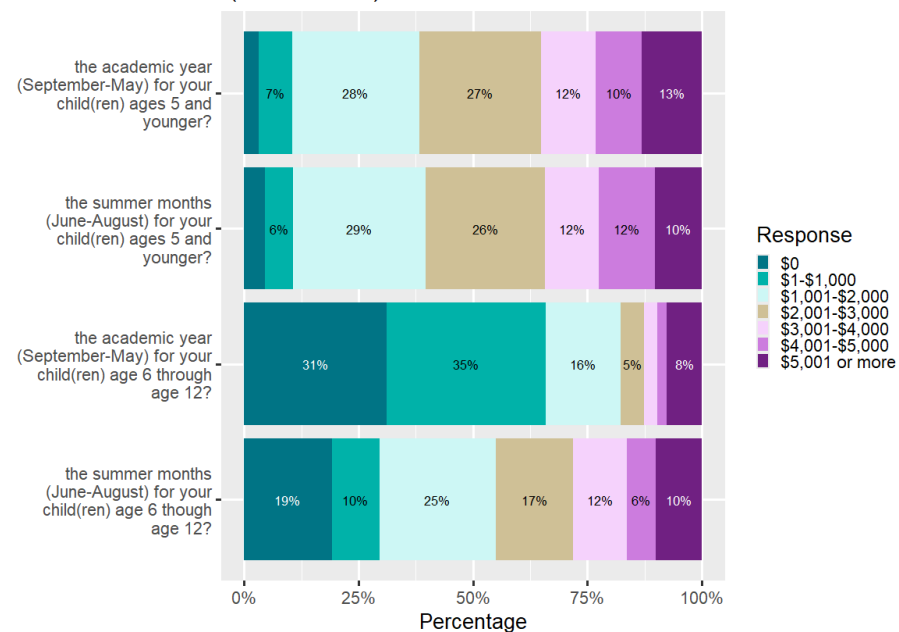


For your child(ren) age(s) 5 years and younger,
please indicate the type(s) of child care you use.



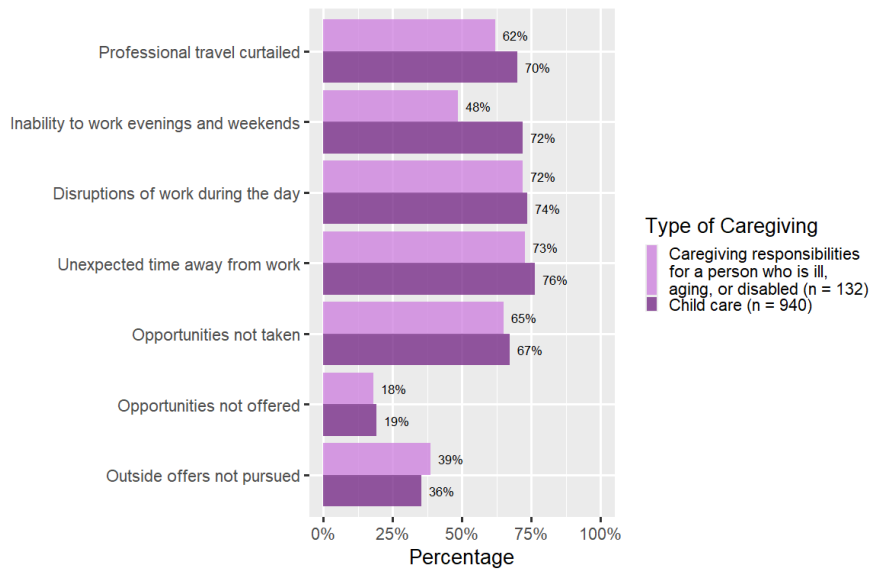
“Other” responses included: nanny share, kindergarten

What is your monthly child care cost during...
(n = 506-535)



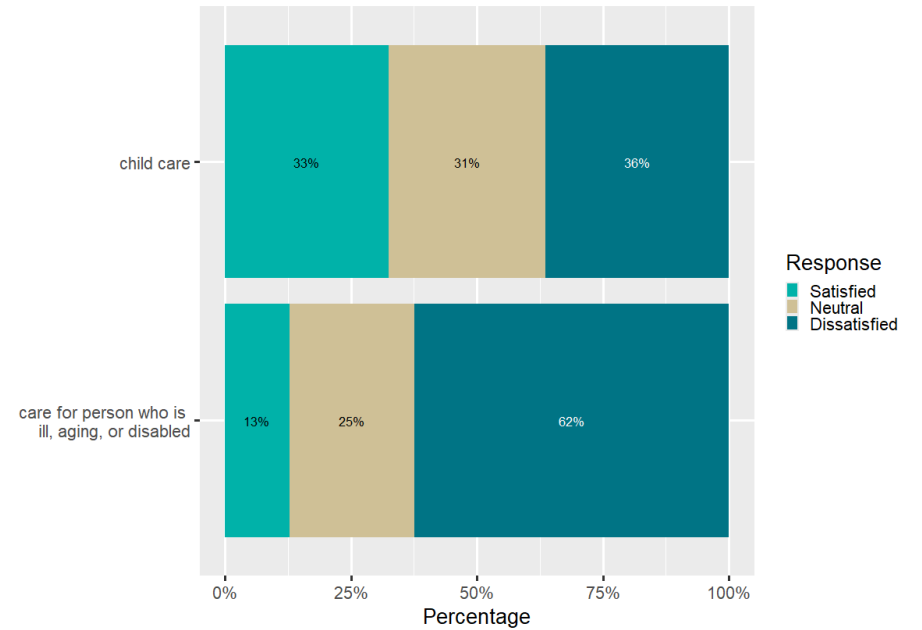
Impacts of child care/caregiving

Please select the ways, if any, that having caregiving responsibilities has affected your professional life.

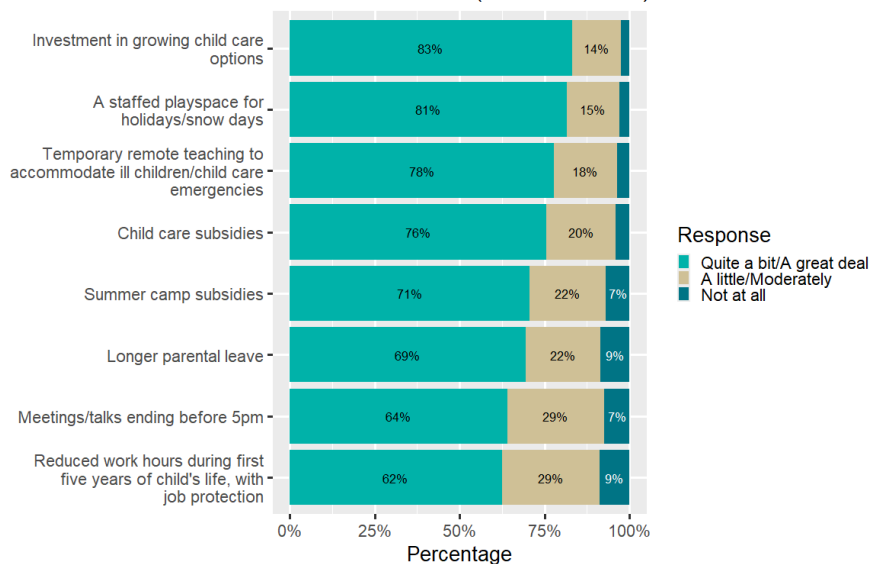


Overall, how satisfied are you with the options available for...

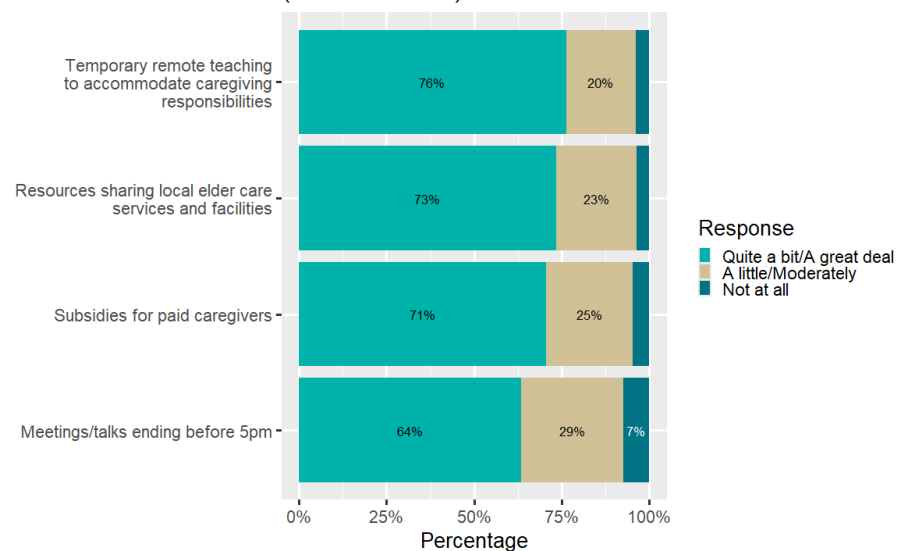
(n = 125-780)



Considering child care needs for U-M employees, to what extent would you support the following U-M subsidies, policy changes, and/or resources? (n = 1097-1107)

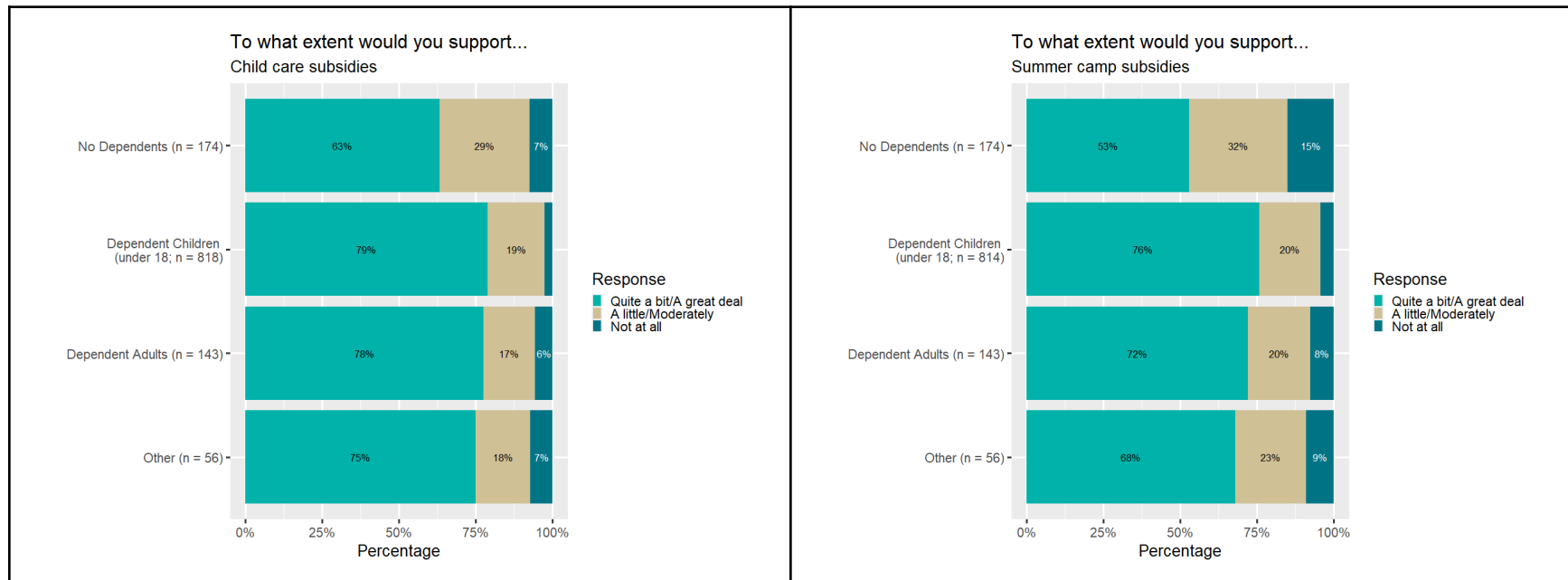


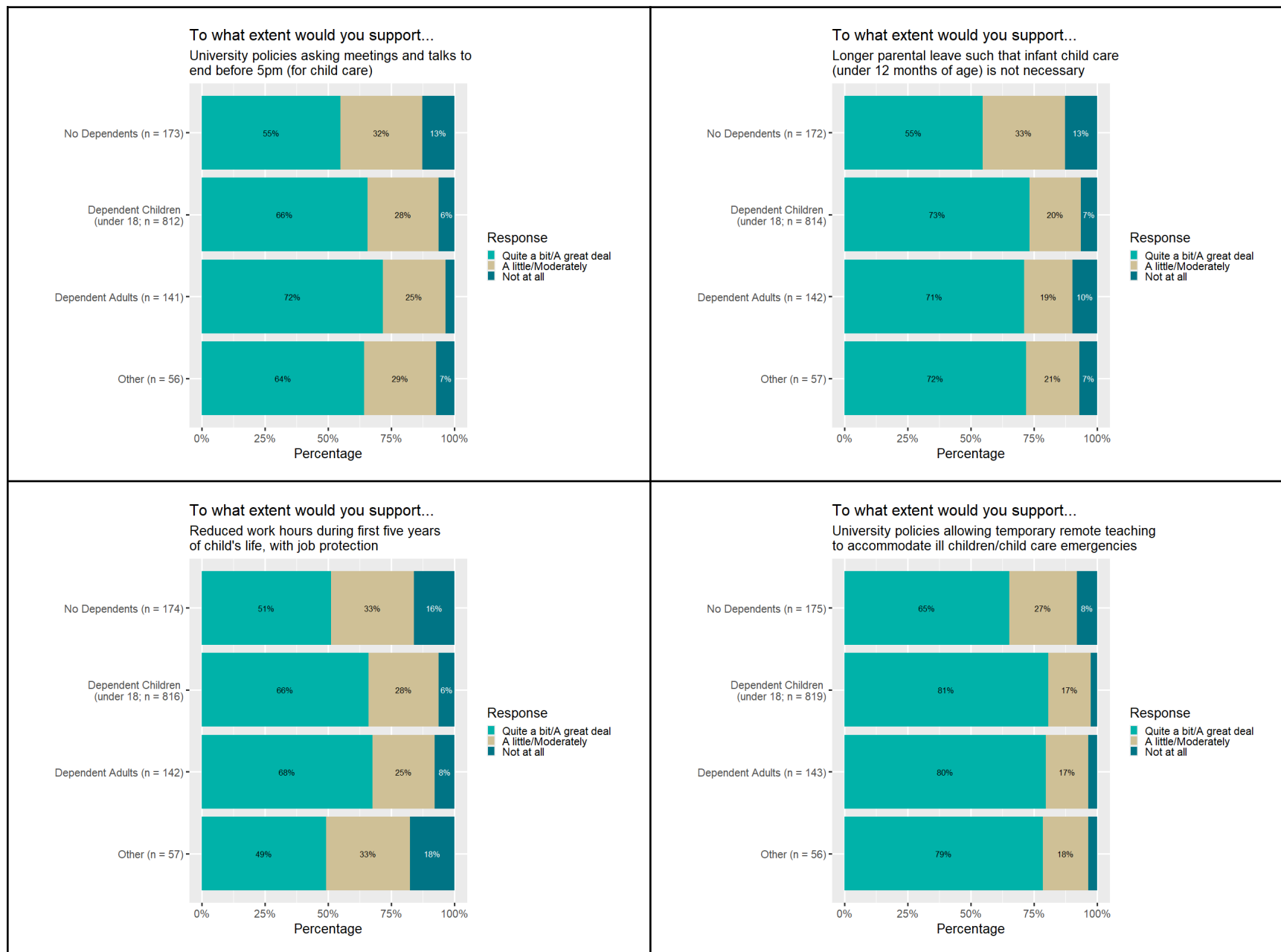
Considering general caregiving needs for U-M employees, to what extent would you support the following U-M subsidies, policy changes, and/or resources? (n = 1060-1086)

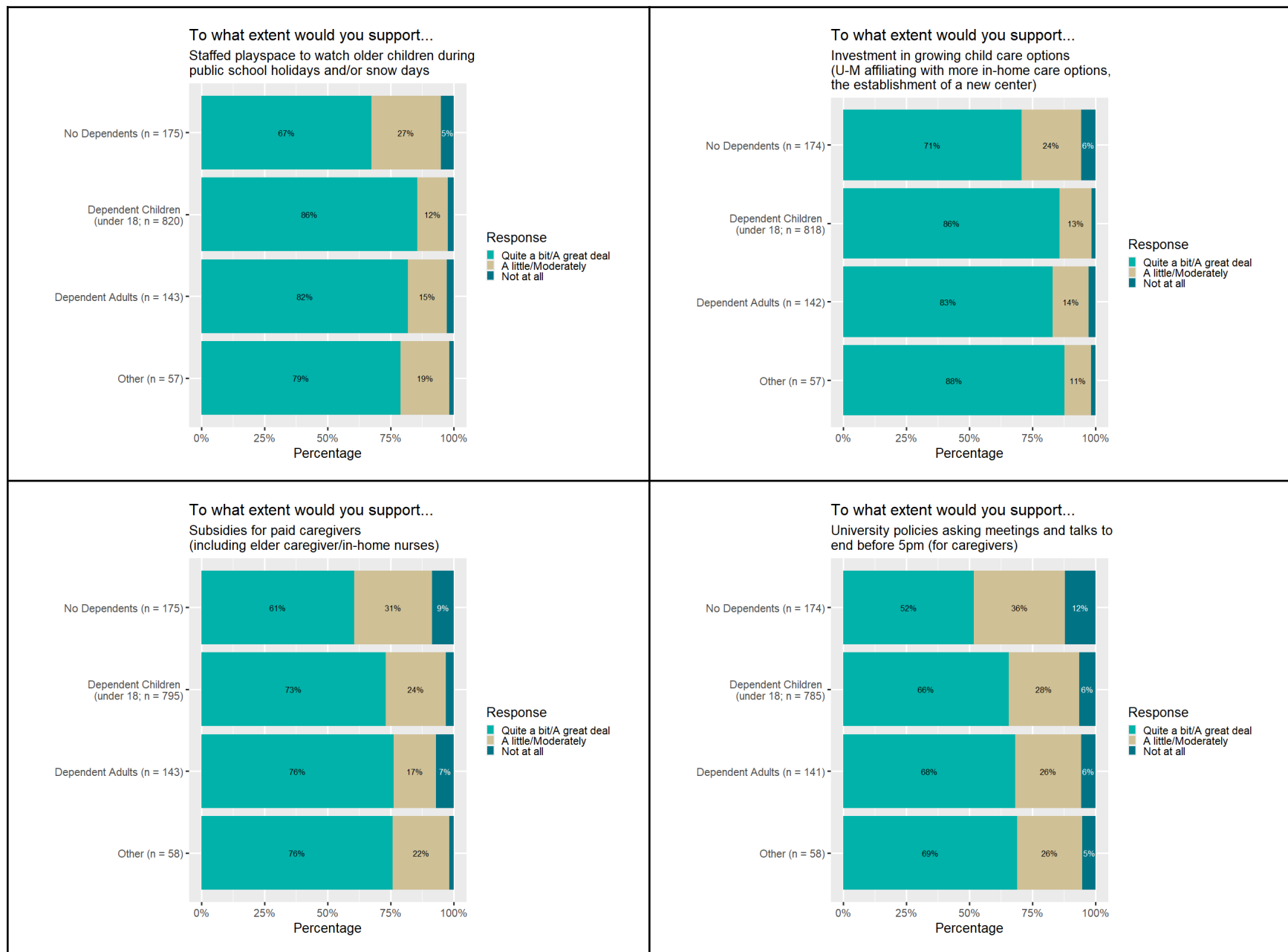


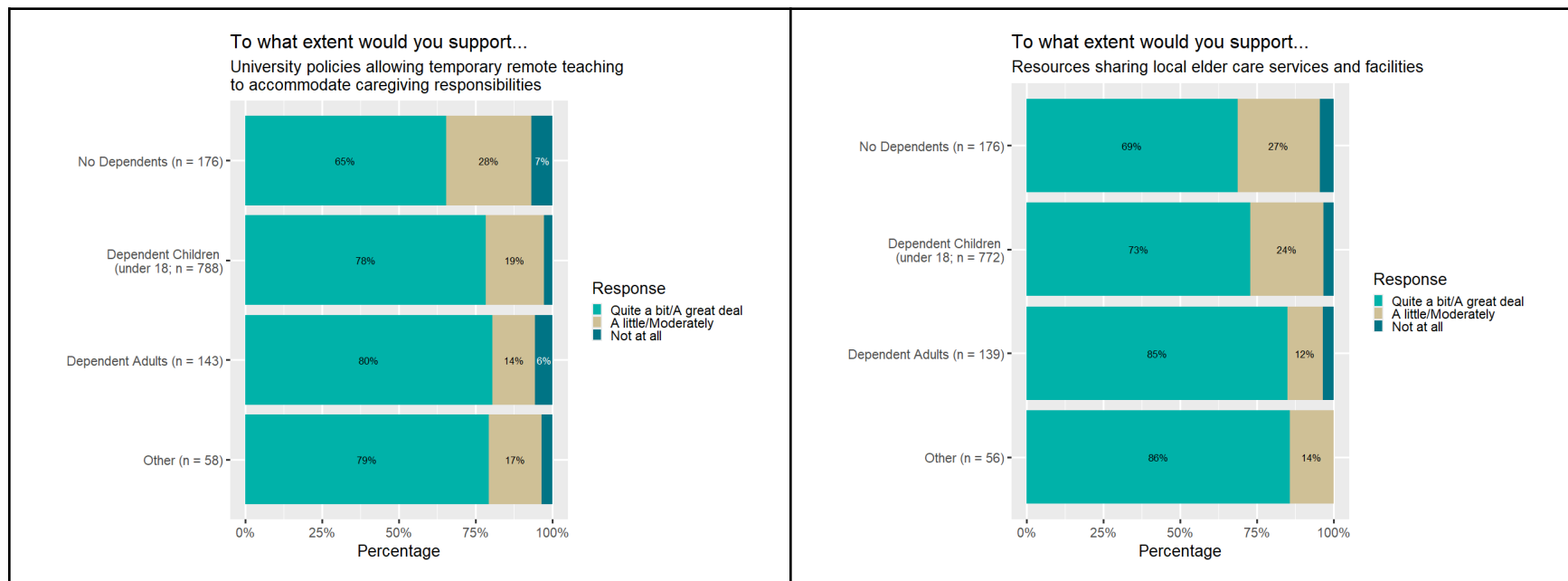
Responses by Caregiving Responsibility Type

A small number of respondents ($n = 112$) are reflected in multiple categories (e.g., they have dependent children and are caring for dependent adults). Because not all respondents answered all questions, the total response rate differs across items. The sample size (n) for each group is noted in each figure. “Other” included responses such as elderly/aging parents, non-dependent adults, and being pregnant.



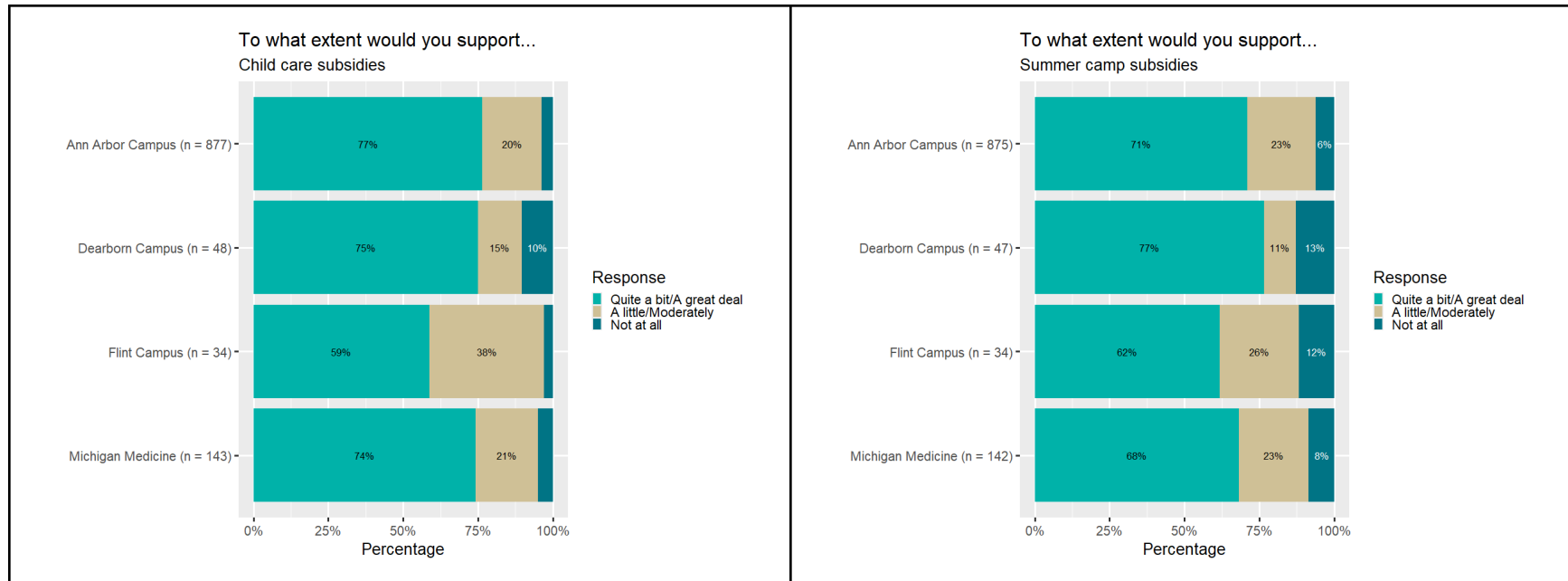




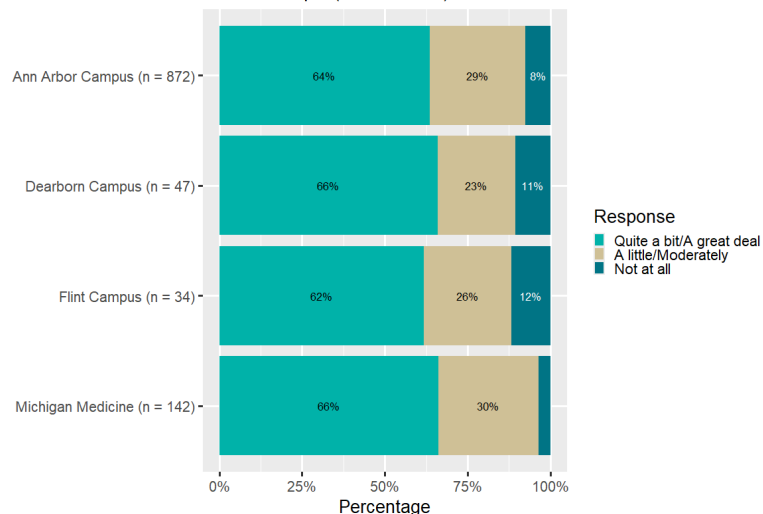


Responses by Campus

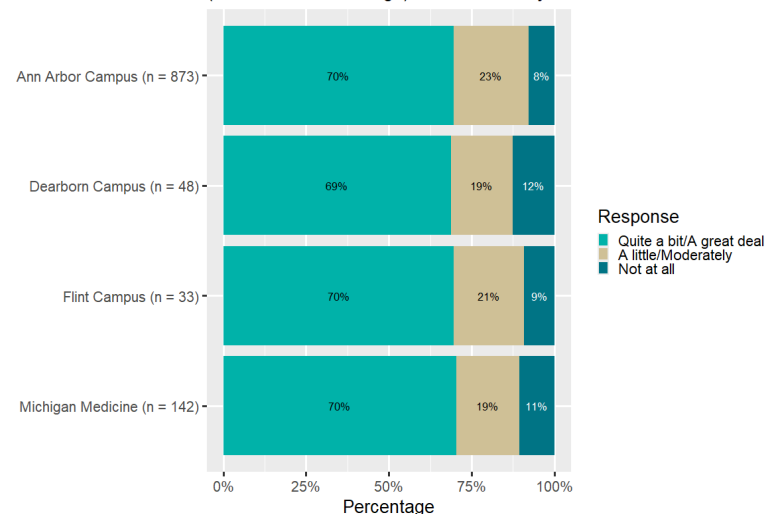
The following section displays the same policy figures by campus. Because not all respondents answered all questions, the total response rate differs across items and is noted in each figure.



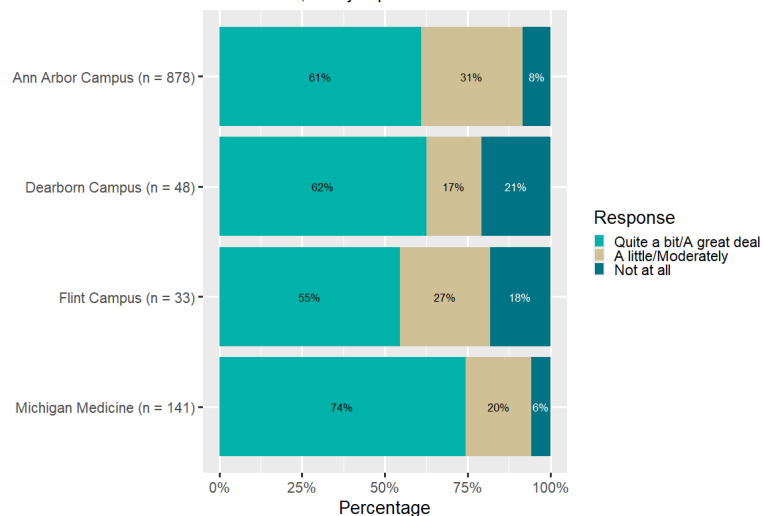
To what extent would you support...
University policies asking meetings and talks to
end before 5pm (for child care)



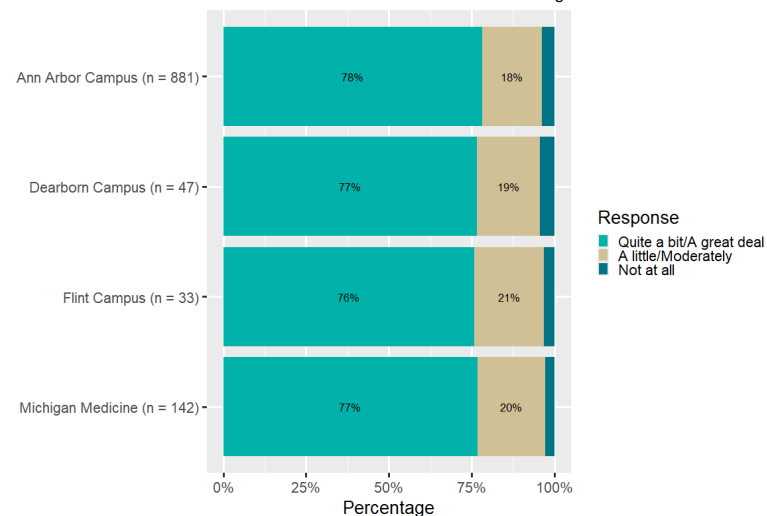
To what extent would you support...
Longer parental leave such that infant child care
(under 12 months of age) is not necessary

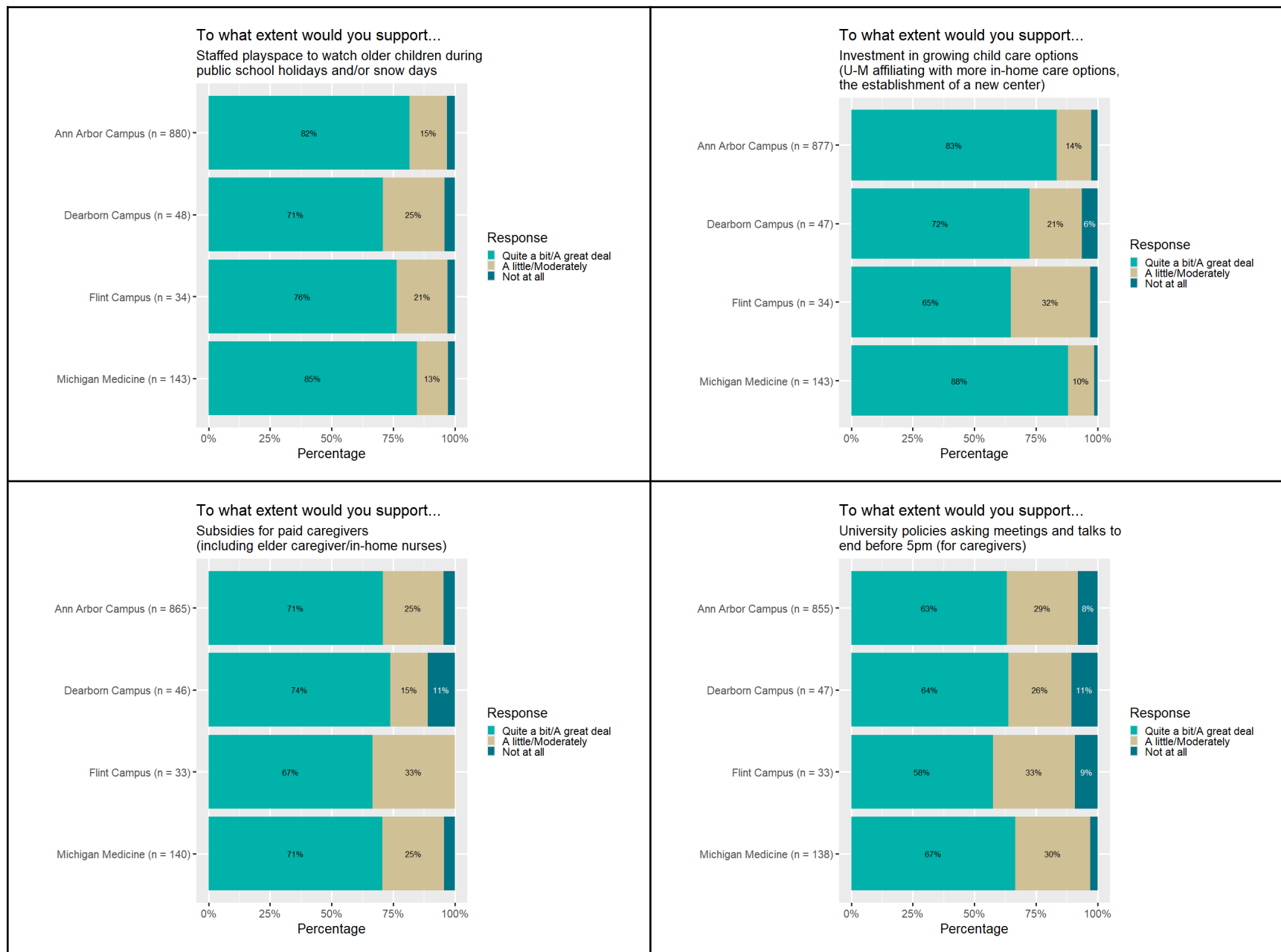


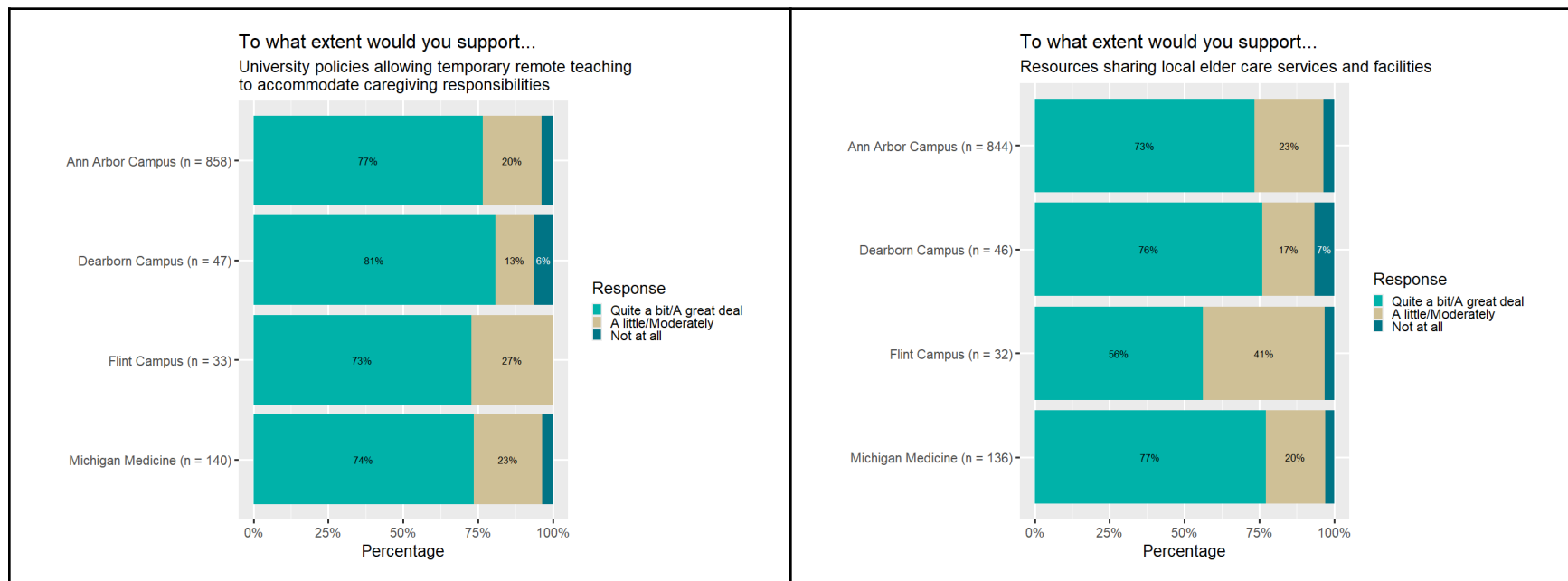
To what extent would you support...
Reduced work hours during first five years
of child's life, with job protection



To what extent would you support...
University policies allowing temporary remote teaching
to accommodate ill children/child care emergencies

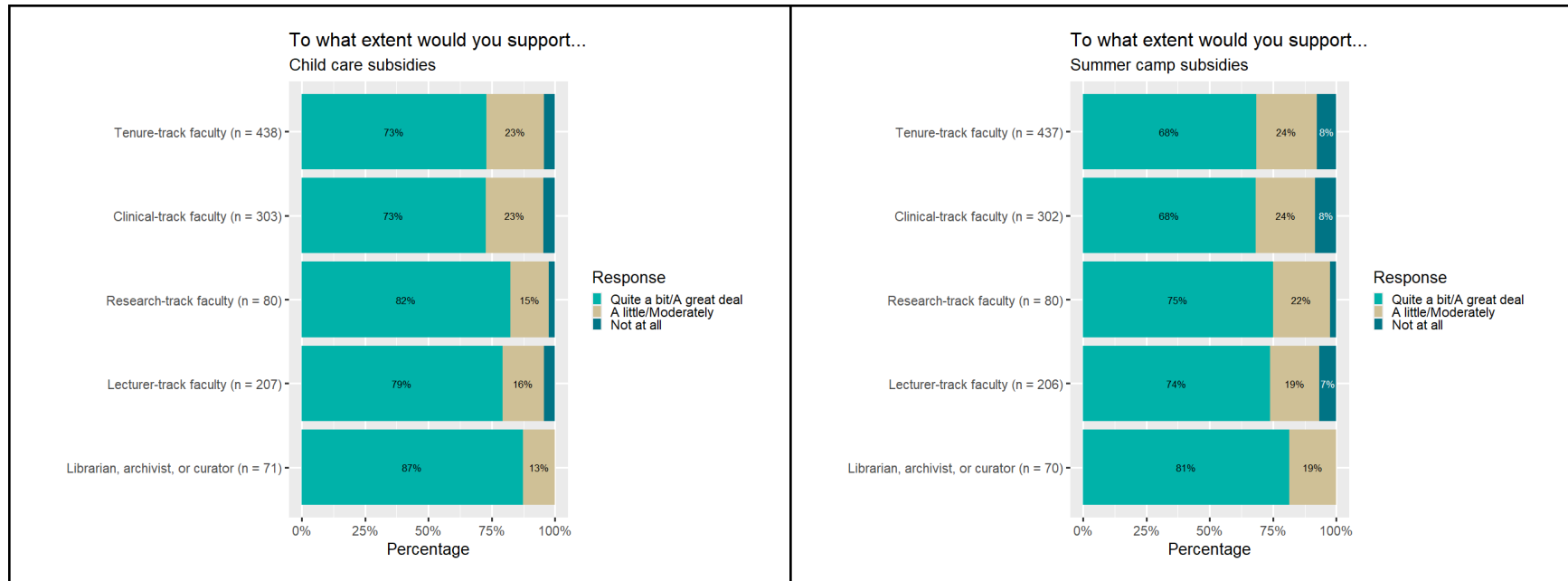


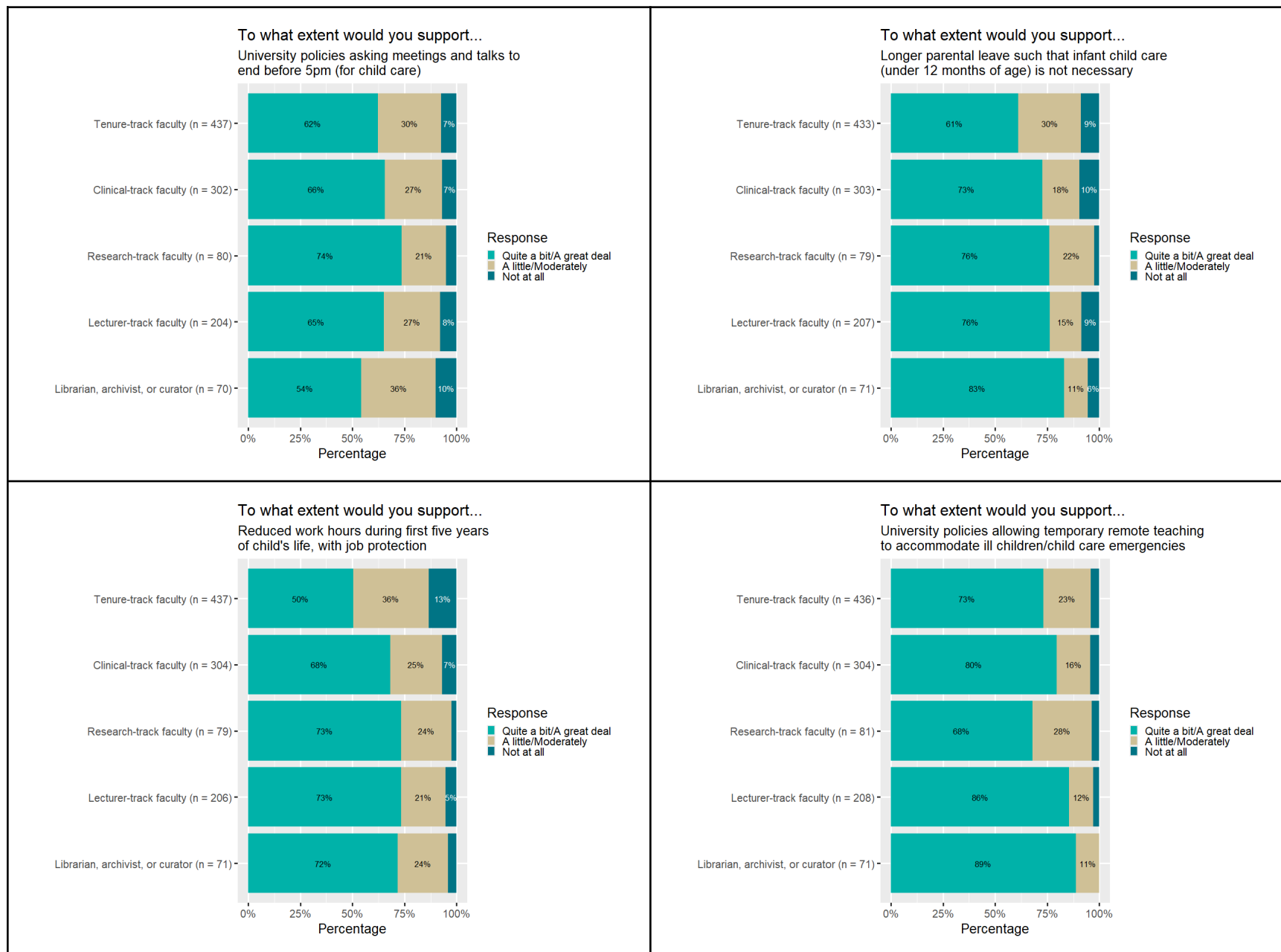


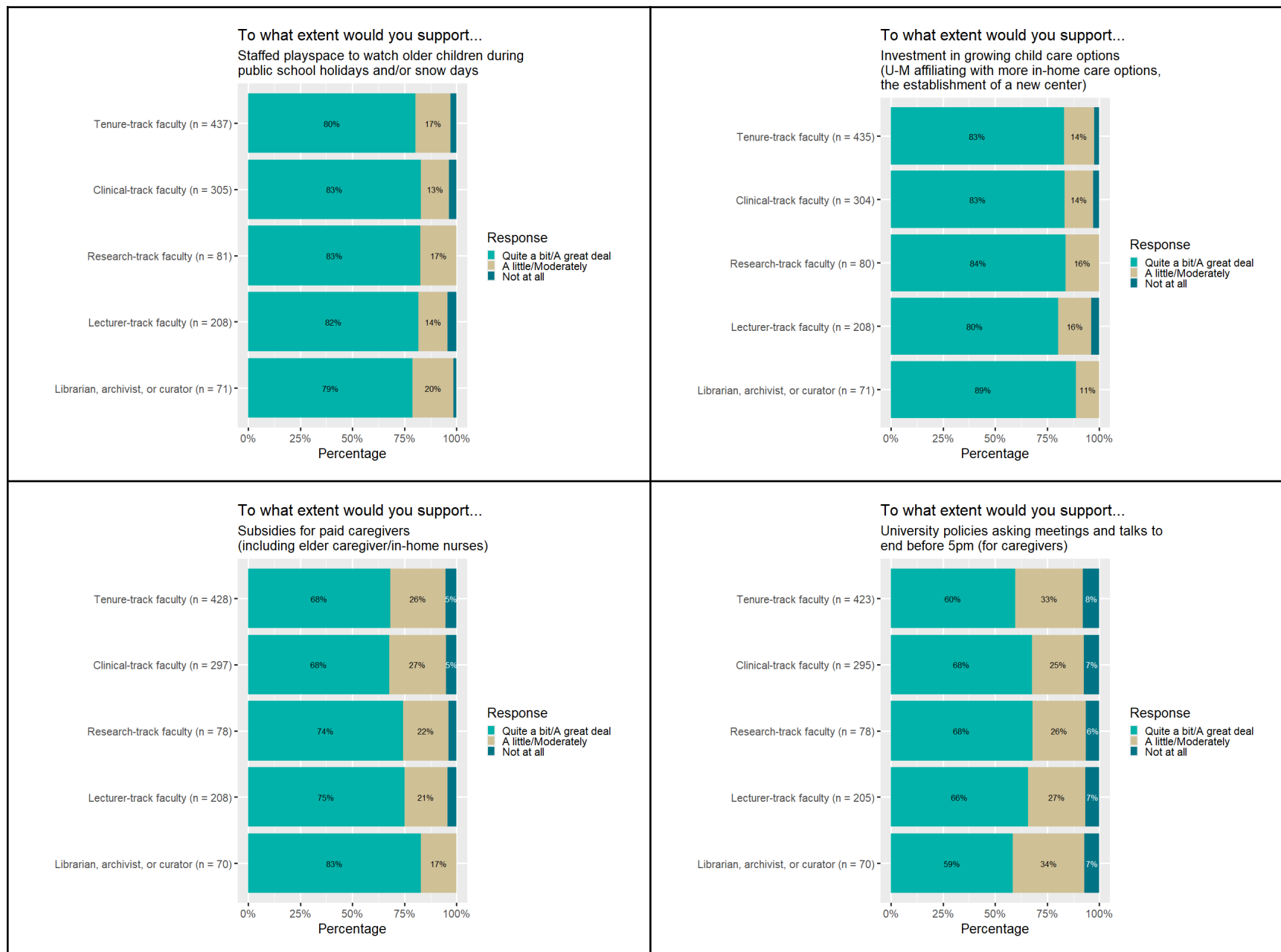


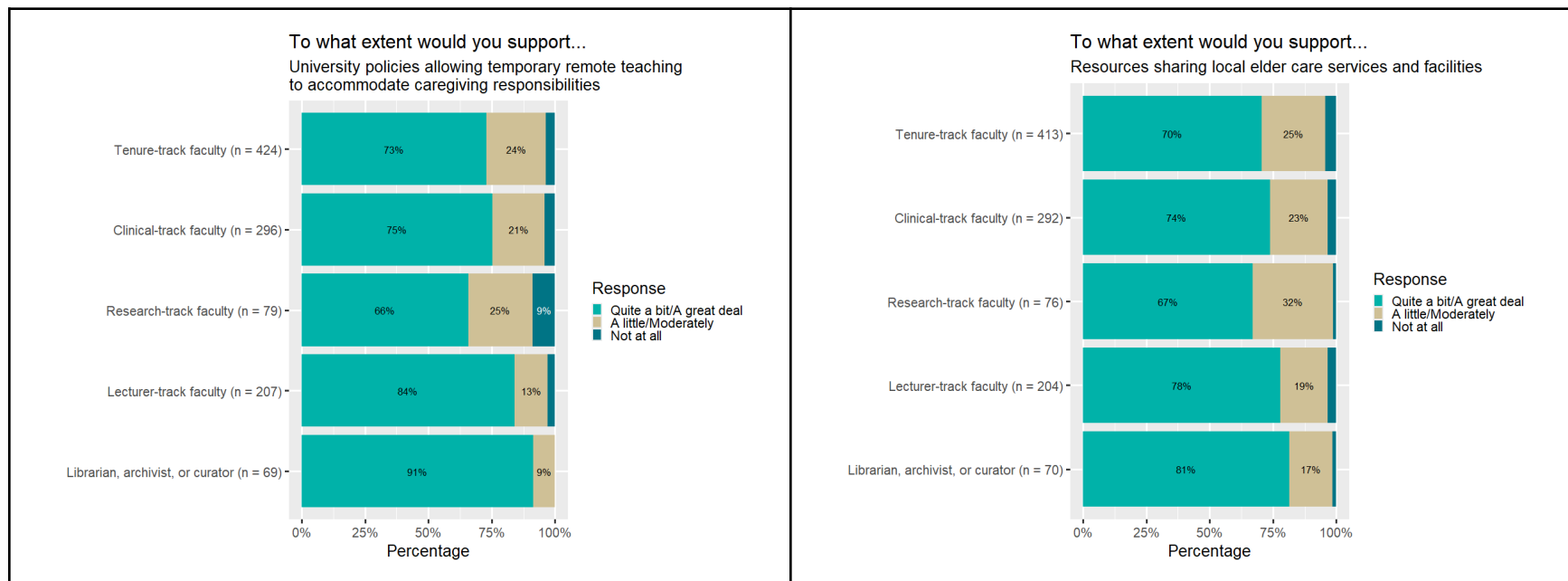
Responses by Track

Because not all respondents answered all questions, the total response rate differs across items and is noted in each figure.



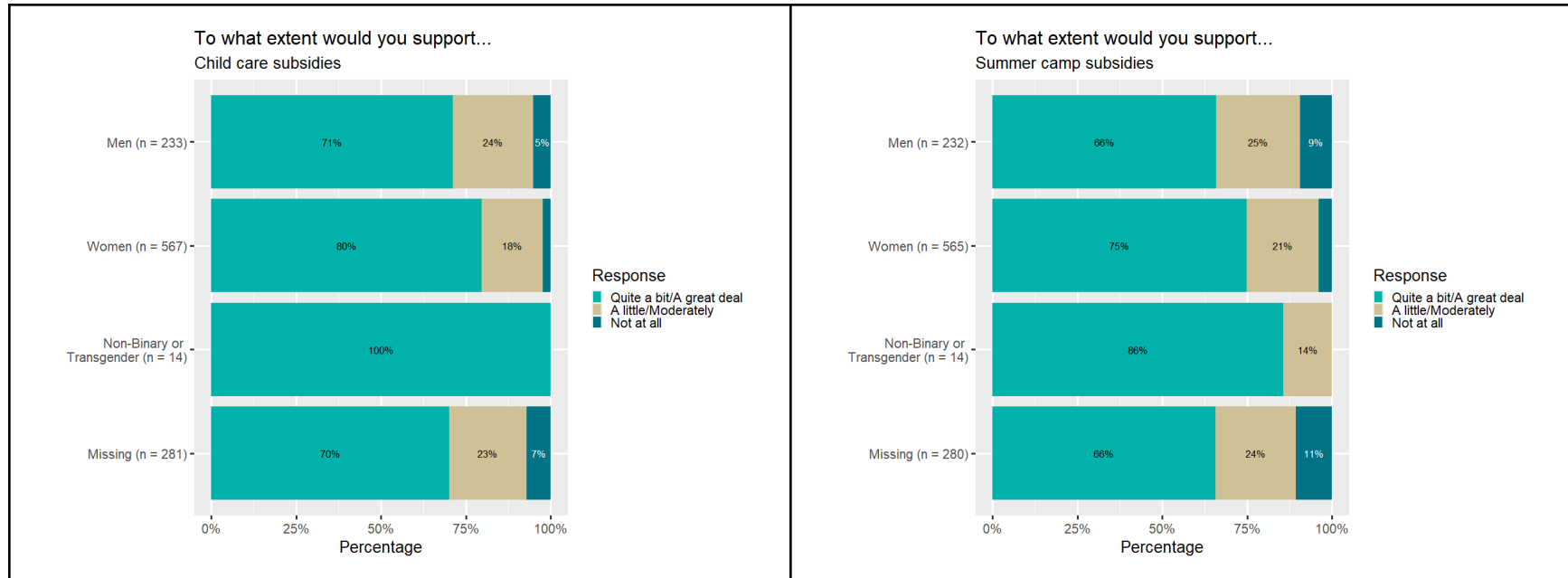




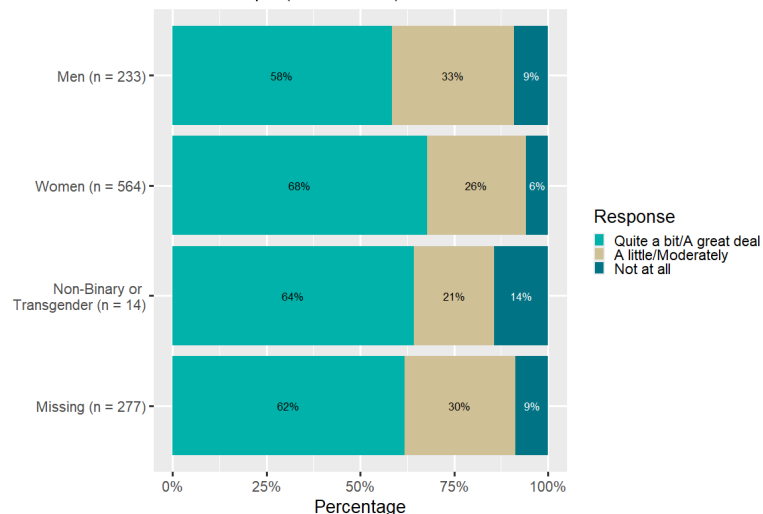


Responses by Gender

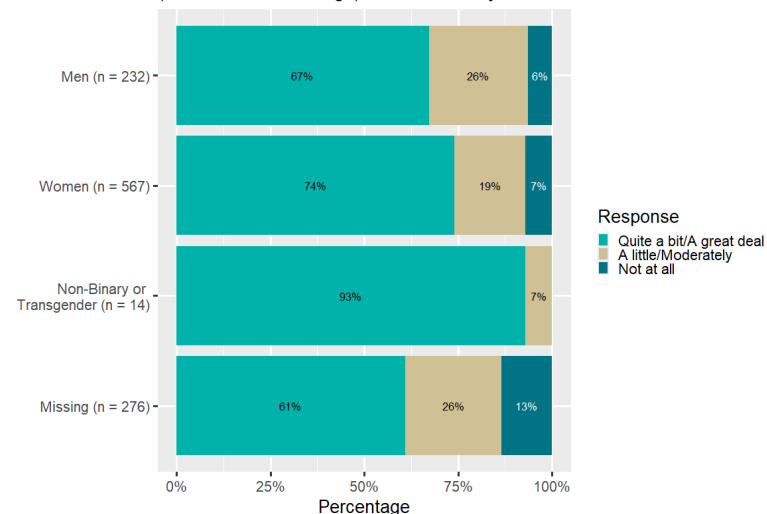
Because not all respondents answered all questions, the total response rate differs across items and is noted in each figure. Importantly, many respondents chose not to answer the gender demographic question (see Table 3 in Appendix D for gender distribution of respondents), which led to many respondents being categorized as “missing” in the following figures.



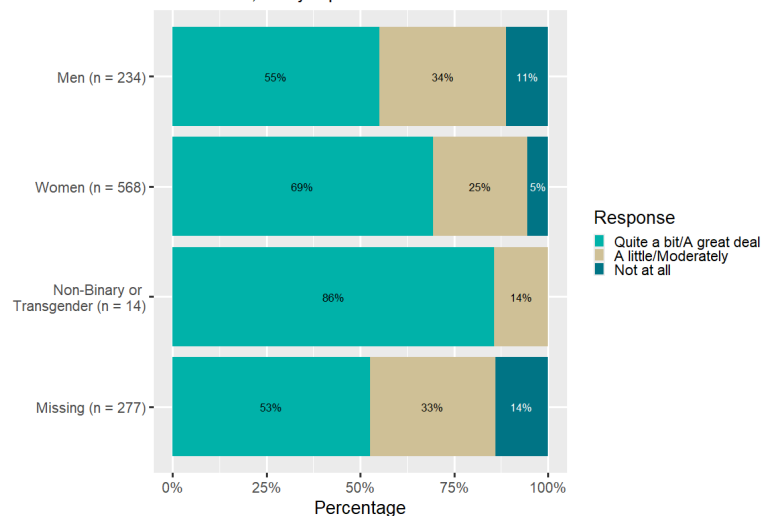
To what extent would you support...
University policies asking meetings and talks to end before 5pm (for child care)



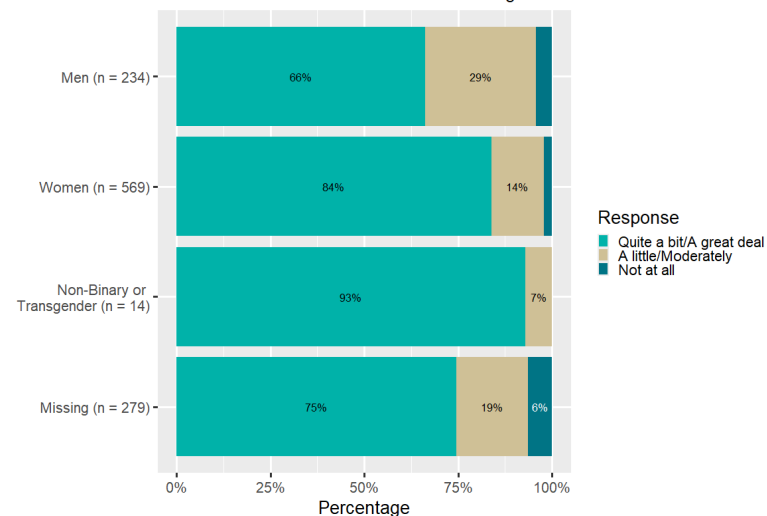
To what extent would you support...
Longer parental leave such that infant child care (under 12 months of age) is not necessary



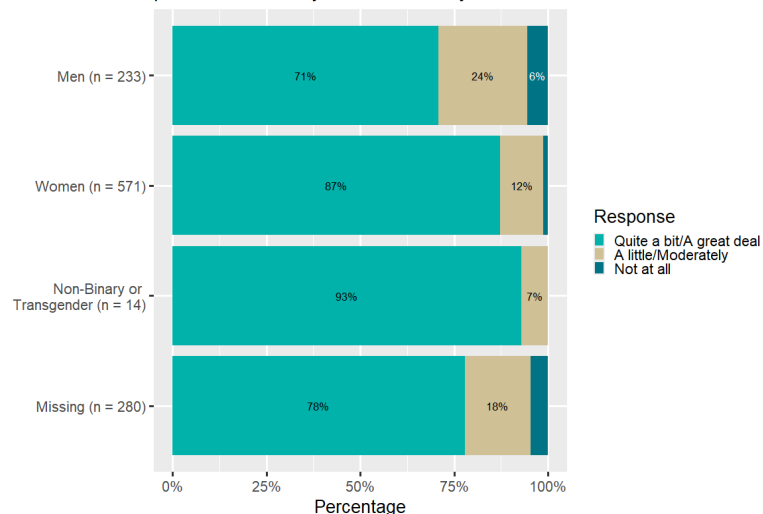
To what extent would you support...
Reduced work hours during first five years of child's life, with job protection



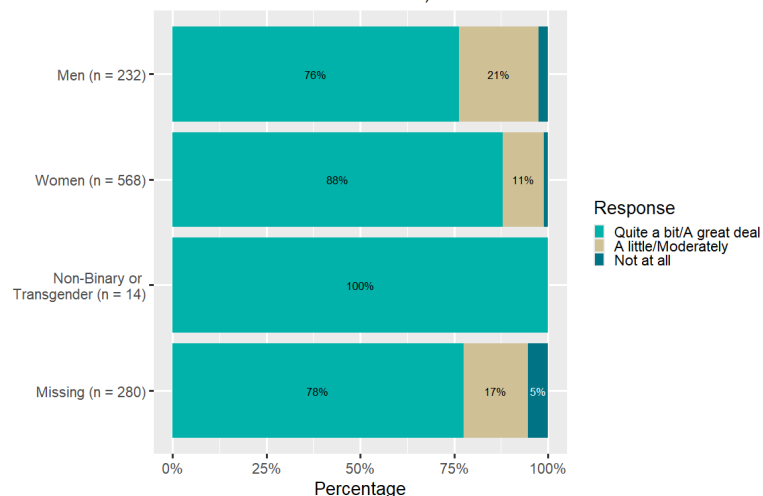
To what extent would you support...
University policies allowing temporary remote teaching to accommodate ill children/child care emergencies



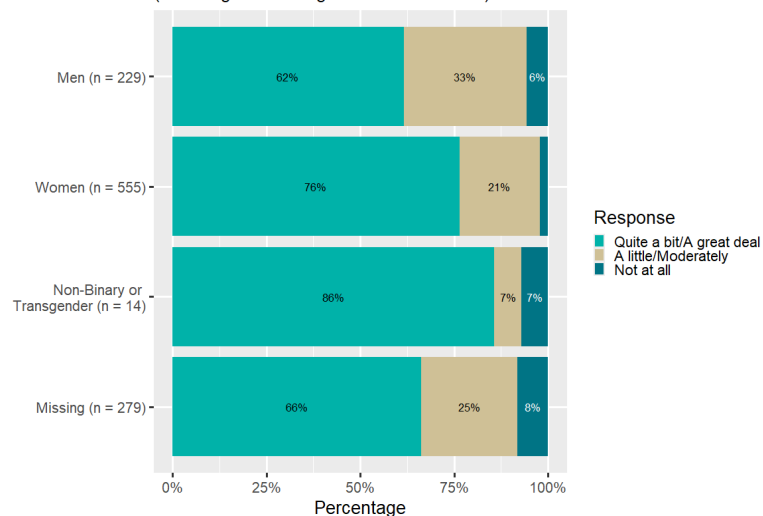
To what extent would you support...
Staffed playspace to watch older children during
public school holidays and/or snow days



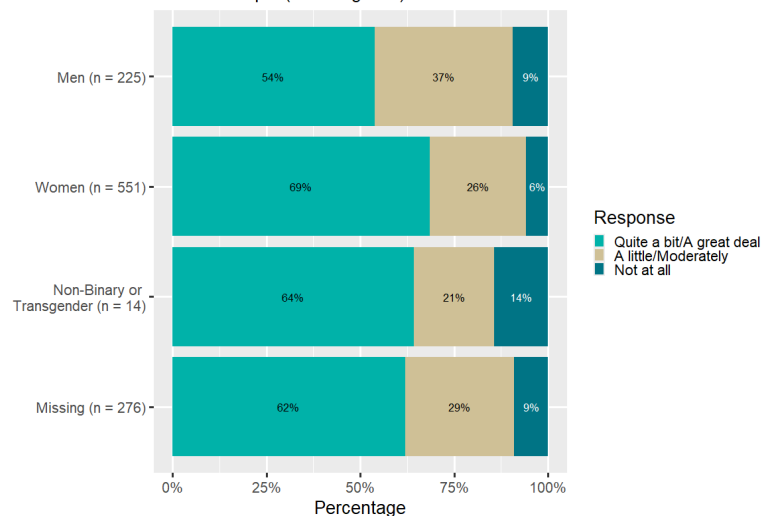
To what extent would you support...
Investment in growing child care options
(U-M affiliating with more in-home care options,
the establishment of a new center)

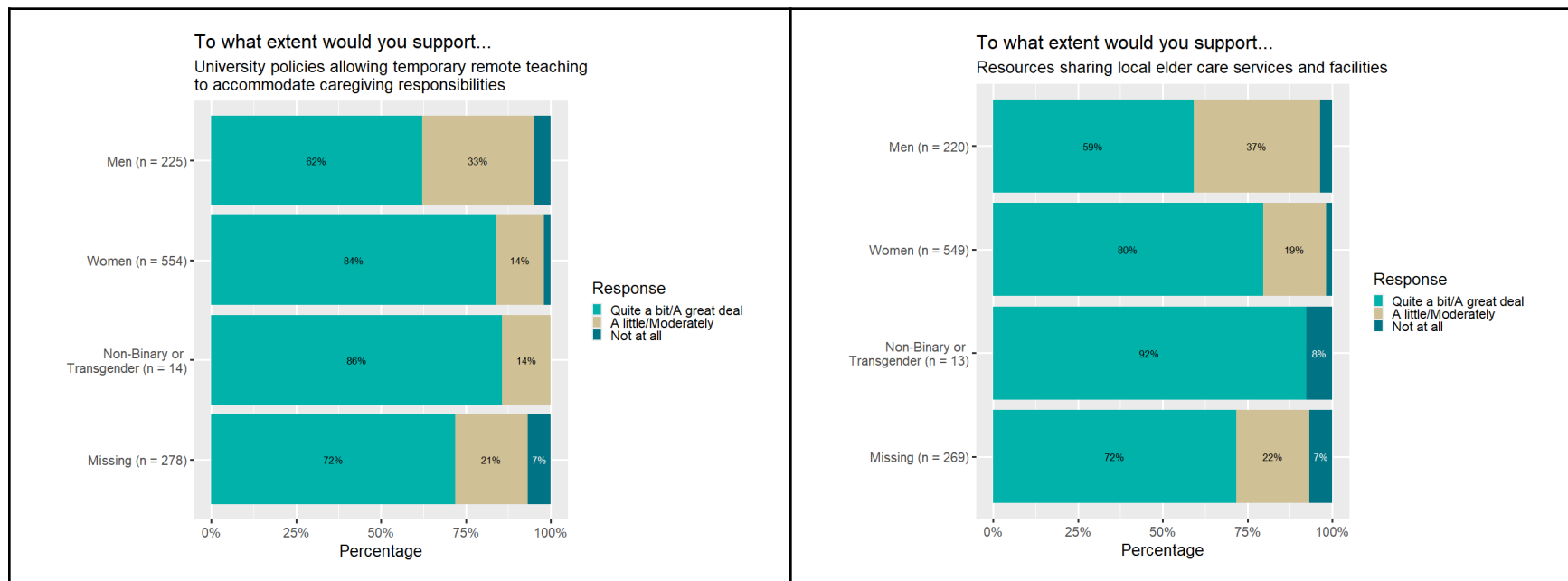


To what extent would you support...
Subsidies for paid caregivers
(including elder caregiver/in-home nurses)



To what extent would you support...
University policies asking meetings and talks to
end before 5pm (for caregivers)





Appendix B

Survey Results Tables and Analysis⁸

Table 1. Experienced Challenges

To what extent do you experience challenges with the following?	<i>n</i>	Never	Rarely	Sometimes	Often	Very Often	Mean	<i>SD</i>
Affordable child care	767	12%	14%	22%	20%	31%	3.44	1.37
Conveniently located child care	752	21%	19%	26%	18%	15%	2.88	1.35
Availability of child care	765	8%	14%	31%	23%	24%	3.42	1.22
Infant care (under 12 months of age)	128	10%	11%	23%	20%	36%	3.60	1.34
Toddler care (12-24 months of age)	186	8%	18%	26%	23%	25%	3.39	1.27
Care for 2-year old	144	10%	17%	30%	19%	24%	3.28	1.29
Care for 3-5 year old	293	10%	22%	33%	18%	17%	3.12	1.22
Child care for breaks/holidays/early releases	769	5%	8%	24%	24%	39%	3.83	1.18
Child care for summer breaks	720	13%	16%	22%	22%	28%	3.37	1.37
Before/after school child care	663	16%	16%	26%	17%	25%	3.18	1.40
Child care for a sick child	770	4%	9%	26%	25%	36%	3.79	1.15
Back-up child care	758	7%	11%	26%	22%	34%	3.65	1.24
High quality child care	748	24%	26%	22%	12%	16%	2.72	1.38
Child care for an identified special needs child	233	56%	8%	12%	8%	16%	2.19	1.55
Low wages for child care workers	636	12%	11%	20%	23%	34%	3.56	1.36
Staff turnover at child care	639	15%	20%	25%	19%	21%	3.11	1.35

⁸ Numbers in figures, tables, and reported in text throughout report and appendices may vary slightly due to rounding differences.

Table 2. Witnessed Challenges

To what extent have you observed the following challenges among other faculty colleagues at U-M?	<i>n</i>	Never	Rarely	Sometimes	Often	Very Often	Mean	<i>SD</i>
Affordable child care	1030	6%	6%	25%	32%	32%	3.78	1.13
Conveniently located child care	1030	6%	8%	31%	33%	22%	3.56	1.10
Availability of child care	1028	5%	4%	25%	35%	30%	3.82	1.06
Availability of infant care (under 12 months of age)	1014	6%	6%	25%	28%	35%	3.80	1.17
Child care for breaks/holidays/early releases	1027	5%	4%	21%	36%	35%	3.93	1.05
Child care for summer breaks	1020	6%	5%	25%	33%	31%	3.78	1.11
Before/after school child care	1016	5%	6%	27%	34%	28%	3.75	1.08
Child care for a sick child	1026	5%	4%	20%	36%	36%	3.95	1.06
Back-up child care	1010	6%	6%	25%	31%	31%	3.76	1.14
High quality child care	999	9%	18%	33%	23%	17%	3.23	1.19
Child care for an identified special needs child	966	19%	17%	28%	17%	19%	3.00	1.36
Low wages for child care workers	980	11%	12%	26%	26%	24%	3.41	1.28
Staff turnover at child care	981	12%	12%	30%	23%	22%	3.31	1.28
Colleague leaving the department due to child care responsibilities/better child care benefits elsewhere	1008	34%	26%	28%	8%	4%	2.24	1.13
Colleague leaving the department due to caregiving responsibilities (not child care)	1007	36%	28%	28%	5%	3%	2.11	1.05
Candidate not accepting a position	970	42%	24%	26%	5%	3%	2.05	1.08
Other	103	30%	4%	17%	18%	31%	3.17	1.63

Note. Most common “other” responses included: adjusting working hours/reducing FTE, child care challenges impacting professional capacity for growth (e.g., not pursuing opportunities), and the mental/emotional load of caregiving. Some respondents selected “never” within the “other” category but did not write anything in the open text field.

Table 3. Types of Child Care Used by U-M Faculty

For your child(ren) age(s) 5 years and younger, please indicate the type(s) of child care you use. Please select all that apply.	<i>n</i>	Frequency “yes”	Percentage “yes”
Spouse/Partner	547	258	47%
Relative in your home	547	92	17%
Relative in their home	547	56	10%
Live-in nanny or babysitter	547	14	3%
Live-out nanny or babysitter	547	111	20%
Licensed child care center or pre-school	547	414	76%
Licensed family home care	547	15	3%
Unlicensed child care provider	547	14	3%
Before or after school program	547	73	13%
Share care/friend/neighbor	547	24	4%
Part day preschool or nursery school	547	21	4%
Co-op program	547	1	0%
Other	547	14	3%

Note. “Other” responses included: nanny share, kindergarten.

Table 4. Monthly Child Care Costs

What is your monthly child care cost during...	<i>n</i>	\$0	\$1- \$1,000	\$1,001- \$2,000	\$2,001- \$3,000	\$3,001- \$4,000	\$4,001- \$5,000	Over \$5,000
the academic year (September-May) for your child(ren) ages 5 and younger?	535	3%	7%	28%	27%	12%	10%	13%
the summer months (June-August) for your child(ren) ages 5 and younger?	534	4%	6%	29%	26%	12%	12%	10%
the academic year (September-May) for your child(ren) age 6 through age 12?	507	31%	35%	16%	5%	3%	2%	8%
the summer months (June-August) for your child(ren) age 6 though age 12?	506	19%	10%	25%	17%	12%	6%	10%

Table 5. Impacts of Caregiving

Please select the ways, if any, that having ongoing caregiving responsibilities for [name of group] has affected your professional life.	a person who is ill, aging, or disabled		children	
	<i>n</i>	Percentage “yes”	<i>n</i>	Percentage “yes”
Professional travel curtailed	132	62%	940	70%
Inability to work evenings and weekends	132	48%	940	72%
Disruptions of work during the day	132	72%	940	74%
Unexpected time away from work	132	73%	940	76%
Opportunities not taken	132	65%	940	67%
Opportunities not offered	132	18%	940	19%
Outside offers not pursued	132	39%	940	36%
Other	132	12%	940	8%

Note. The most common “other” responses included: mental/emotional load, scheduling challenges and/or difficulties, and financial concerns.

Table 6. Satisfaction with Caregiving Options

Overall, how satisfied are you with the options available for the following...?	<i>n</i>	Very dissatisfied	Dissatisfied	Neither satisfied nor dissatisfied	Satisfied	Very Satisfied	Mean	<i>SD</i>
Child care	780	9%	27%	31%	29%	4%	3.19	1.34
Care for person who is ill, aging, or disabled	125	28%	34%	25%	10%	2%	2.42	1.29

Table 7. Support for Child Care Policies

Considering child care needs for U-M employees, to what extent would you support the following U-M subsidies, policy changes, and/or resources?	<i>n</i>	Not at all	A little	Moderately	Quite a bit	A great deal	Mean	<i>SD</i>
Child care subsidies	1104	4%	8%	13%	20%	55%	4.15	1.15
Summer camp subsidies	1100	7%	8%	14%	21%	50%	3.99	1.26
University policies asking meetings and talks to end before 5pm	1097	7%	10%	18%	21%	43%	3.82	1.29
Longer parental leave such that infant care (under 12 months of age) is not necessary	1098	9%	9%	13%	17%	52%	3.96	1.33
Reduced work hours during first five years of child's life, with job protection	1102	9%	11%	17%	19%	43%	3.77	1.35
University policies allowing temporary remote teaching to accommodate ill children/child care emergencies	1105	4%	6%	12%	19%	58%	4.23	1.11
A staffed playspace to watch older children during public school holidays and/or snow days	1107	3%	5%	11%	20%	62%	4.33	1.04
Investment in growing child care options (U-M affiliating with more in-home care options, the establishment of a new center)	1103	3%	4%	10%	19%	64%	4.38	1.00
Other	156	12%	1%	3%	4%	81%	4.42	1.32

Note. The most common “other” responses included: availability of child care, communication of available resources, desire for subsidies/discounted child care, aligning U-M and local public school breaks, and location of child care centers. Some people selected “not at all” within the “other” category but did not write anything in the open text field.

Table 8. Support for General Caregiving Policies

Considering general caregiving needs for U-M employees, to what extent would you support the following U-M subsidies, policy changes, and/or resources?	<i>n</i>	Not at all	A little	Moderately	Quite a bit	A great deal	Mean	<i>SD</i>
Subsidies for paid caregivers (including elder caregiver/in-home nurses)	1086	5%	8%	16%	24%	47%	4.00	1.17
University policies asking meetings and talks to end before 5pm	1075	7%	12%	17%	20%	44%	3.81	1.31
University policies allowing temporary remote teaching to accommodate caregiving responsibilities	1080	4%	6%	14%	21%	56%	4.18	1.12
Resources sharing local elder care services and facilities	1060	3%	7%	17%	22%	52%	4.12	1.12
Other	91	20%	2%	7%	15%	56%	3.86	1.508

Note. The most common “other” responses included: communication of available resources and hybrid scheduling options. Some people selected “not at all” within the “other” category but did not write anything in the open text field.

Analytic Summary of Policy Support Before and After Reply-All Email Chain

On March 25, 2026, a faculty member sent a reply-all email to the faculty survey email group discussing the desire for Ann Arbor Public Schools and University breaks to align, in response to a survey reminder email. Several other faculty members responded to the email chain before the settings were updated to prevent reply-all emails. ADVANCE staff conducted an analysis of the relevant eight items⁹ to examine if there were differences in scores before and after the email was sent; two items (child care for breaks/holidays/early releases and child care for summer break) had significantly higher responses after the email compared to responses before the email; however, both tests displayed very small effect sizes.

⁹ These items included 1) the extent to which faculty experience challenges with child care for breaks/holidays/early releases, child care for summer break, and before/after school child care; 2) the extent to which faculty observed challenges among other faculty colleagues at U-M related to child care for breaks/holidays/early releases, child care for summer break, and before/after school child care; and 3) the extent to which faculty support for U-M policies for summer camp subsidies and a staffed playspace to watch older children during public school holidays and/or snow days.

Appendix C

Survey Email and Questions

Email Language to Campus Community

Subject: Opportunity to Inform Policies on Child Care and Caregiving at U-M

Dear Colleague,

On behalf of the U-M Faculty Senate Committee on the Economic and Social Well-Being of the Faculty (CESWF), we invite you to take a survey administered by the U-M ADVANCE Program about child care and caregiving needs. CESWF is conducting this survey to identify areas that may need improvement and to inform policies that could enhance the environment for all faculty.

The anonymous survey will take 5-10 minutes to complete and will be available for two weeks, through **Wednesday, April 1**. You are welcome to contact the ADVANCE Research & Evaluation team at advancesurveys@umich.edu if you have any questions or concerns about the survey.

Follow this link to the Survey:

[Take the survey](#)

Or copy and paste the URL below into your internet browser:

https://umich.qualtrics.com/jfe/form/SV_enDkt3vRYEaEY3c

We look forward to your participation!

Derek Peterson, Chair of SACUA and Stefan Syzmanski, Chair of CESWF

Survey Questions¹⁰

The U-M Faculty Senate Committee on the Economic and Social Well-Being of the Faculty (CESWF) invited the U-M ADVANCE Program to administer a survey to all U-M faculty about child care and caregiving needs. This information will be used to identify areas that may need improvement, including policies and practices to enhance the work environment at U-M. The survey will take 5-10 minutes to complete, and no identifying information, like your name or

¹⁰ ADVANCE reviewed and adapted survey items from published reports on university child care needs to inform this survey, including ADVANCE at UNM (2024). [Advance compiles a guide for UNM faculty caregivers](#); Pugh et al (2009). [University sponsored childcare needs assessment](#); Mills Consulting Group, Inc. (2014). [Oregon State University child care needs assessment survey report](#); Wayne State University (2020). [Child care survey executive summary](#). The Faculty Senate CESWF suggested proposed policy solutions.

email, will be collected. You can choose to skip and not answer any question, and you may stop your participation at any time. You are welcome to contact the ADVANCE Research & Evaluation team at advancesurveys@umich.edu if you have any questions or concerns about the survey.

A summary of survey responses will be shared with CESWF to help CESWF advocate for future policies and practices that could benefit the broader U-M community. Results will be reported only in aggregate form (i.e., a summary of findings across all participants, and the use of deidentified quotes and paraphrased anecdotes). Findings may be published. CESWF will have access to a de-identified raw data file that CESWF can use for additional statistical analysis. The survey is being administered and analyzed by the Research & Evaluation team at the UM-ADVANCE Program, advancesurveys@umich.edu. We appreciate you sharing your feedback on child care and caregiving needs through this survey.

The IRB determined that this study, HUM00290090, does not fit the definition of human subjects research requiring IRB approval. This study falls under the category of quality assurance and quality improvement activities and thus is not regulated.

Demographic Information

What is your gender identity? [open-ended]

Which categories describe you? Please select all that apply to you.

- Native American or Alaskan Native
- Asian or Asian American
- South Asian
- Black or African American
- Hispanic, Latino/a/e/x or Spanish Origin
- Middle Eastern or North African
- Native Hawaiian or Pacific Islander
- White
- I prefer to self-describe: _____
- I prefer not to answer

What is your age group?

- 24 or younger
- 25 to 34
- 35 to 44
- 45 to 54
- 55 to 64
- 65 or older
- I prefer not to answer

Do you provide caregiving to any of the following people? Please select all that apply to you.

Caregiving is the act of caring for children or providing physical, emotional, and practical support to someone unable to fully care for themselves due to illness, disability, or aging.

- No
- Dependent child(ren) under the age of 18
- Dependent adult(s)
- Others (Please Specify): _____
- I prefer not to answer

What is your current position?

- Tenure-track faculty
- Clinical-track faculty
- Research-track faculty
- Lecturer-track faculty
- Librarian, archivist, or curator

What is your rank? (displayed for tenure-track and clinical-track faculty)

- Assistant
- Associate
- Full

What is your rank? (displayed for research-track faculty)

- Assistant
- Associate
- Full
- Research Investigator

What is your rank? (displayed for lecturers)

- Lecturer II or IV
- Lecturer I or III
- Intermittent
- Adjunct

What is your rank? (displayed for librarian, archivist, or curators)

- Assistant librarian, archivist, or curator
- Associate librarian, archivist, or curator
- Senior associate librarian, archivist, or curator
- Librarian, archivist, or curator

What best describes your appointment status with U-M?

- Less than 20 hours per week (0-49% FTE)
- 20–29.9 hours per week (50%–74% FTE)
- 30–40 hours per week (75%–100% FTE)

What is your campus affiliation?

- Ann Arbor
- Dearborn
- Flint
- Michigan Medicine

My primary department/unit (51% or more) is in the following school/college:

- Architecture & Urban Planning
- Art & Design
- Business
- Dentistry
- Education
- Engineering
- Information
- Kinesiology
- Law
- Literature, Science, and the Arts
- Medicine
- Music, Theatre & Dance
- Environment and Sustainability
- Nursing
- Pharmacy
- Public Health
- Public Policy

- Social Work
- Joint Appointment (50% or lower in different schools/colleges)
- Other (Please Specify): _____

What is your total combined household income?

- \$50,000 or less
- \$50,001 - \$100,000
- \$100,001 - \$150,000
- \$150,001 - \$200,000
- \$200,001 or more
- I prefer not to answer

What is the zip code of where you live (or your primary residence)? _____

Child Care Section

[section displayed if respondents selected that they care for dependent child(ren) under age of 18; display logic below so questions about specific age groups are only shown to people who have child(ren) these age(s)]

What are the ages of your child(ren)? [Response options include: 0-12 months, 1-2 years old , 3-5 years old, 6-12 years old, over 12 years old, not applicable]

- Child 1
- Child 2
- Child 3
- Child 4
- Child 5

If you have more than five children, please list their ages below: _____

For your child(ren) age(s) 5 years and younger, please indicate the type(s) of child care you use. Please select all that apply.

- Spouse/partner
- Relative in your home
- Relative in their home
- Live-in nanny or babysitter
- Live-out nanny or babysitter
- Licensed child care center or pre-school
- Licensed family home care
- Unlicensed child care provider
- Before or after school program
- Share care/friend/neighbor
- Part day preschool or nursery school

- Co-op program
- Other: _____

What is your monthly child care cost during the **academic year (September-May)** for your child(ren) ages 5 and younger? (*total cost per household*)

- 0
- \$1-\$1,000
- \$1,001-\$2,000
- \$2,001-\$3,000
- \$3,001-\$4,000
- \$4,001-\$5,000
- Over \$5,000

What is your monthly child care cost during the **summer months (June-August)** for your child(ren) ages 5 and younger? (*total per household*)?

- 0
- \$1-\$1,000
- \$1,001-\$2,000
- \$2,001-\$3,000
- \$3,001-\$4,000
- \$4,001-\$5,000
- Over \$5,000

What is your monthly child care cost during the **academic year (September-May)** for your child(ren) age 6 through age 12? (*total cost per household*)

- 0
- \$1-\$1,000
- \$1,001-\$2,000
- \$2,001-\$3,000
- \$3,001-\$4,000
- \$4,001-\$5,000
- Over \$5,000

What is your monthly child care cost during the summer months (June-August) for your child(ren) age 6 through age 12 (*total per household*)?

- 0
- \$1-\$1,000
- \$1,001-\$2,000
- \$2,001-\$3,000
- \$3,001-\$4,000
- \$4,001-\$5,000
- Over \$5,000

To what extent do you experience challenges with the following? If the response option does not apply to your situation or is an option you do not need, please select "not applicable":

[Response options include Never-Very Often, and "not applicable"]

- Affordable child care
- Conveniently located child care
- Availability of child care
- Infant care (under 12 months of age)
- Toddler care (12-24 months of age)
- Care for 2-year old
- Care for 3-5 year old
- Child care for breaks/holidays/early releases
- Child care for summer break
- Before/after school child care
- Child care for a sick child
- Back-up child care
- High quality child care
- Child care for an identified special needs child
- Low wages of child care workers
- Staff turnover at child care

Overall, how satisfied are you with the child care options available?

- Very dissatisfied
- Dissatisfied
- Neither satisfied nor dissatisfied
- Satisfied
- Very satisfied
- Not applicable

Please select the ways, if any, that having children has affected your professional life. Please select all that apply.

- Professional travel curtailed
- Inability to work evenings and weekends
- Disruptions of work during the day
- Unexpected time away from work
- Opportunities not taken
- Opportunities not offered
- Outside offers not pursued
- Other (Please Specify): _____

Caregiving Responsibilities (Not Child Care)

[section displayed for faculty who selected they provided caregiving for a dependent adult; questions about caregiving/ongoing care only asked to people who provided ongoing care for a person(s) who is ill, aging, or disabled in the last 5 years]

Have you provided ongoing care for a person(s) who is ill, aging, or disabled in the last 5 years?

- Yes
- No

Overall, how satisfied are you with the available options for care for this person(s)?

- Very dissatisfied
- Dissatisfied
- Neither satisfied nor dissatisfied
- Satisfied
- Very satisfied
- Not applicable

Please select the ways, if any, that having ongoing caregiving responsibilities for a person who is ill, aging, or disabled has affected your professional life.

Please select all that apply

- Professional travel curtailed
- Inability to work evenings and weekends
- Disruptions of work during the day
- Unexpected time away from work
- Opportunities not taken
- Opportunities not offered
- Outside offers not pursued
- Other (Please Specify): _____

Perspectives on Caregiving for Other Faculty Colleagues

[section displayed for all faculty]

To what extent have you observed the following **challenges** *among other faculty colleagues* at U-M related to the following scenarios? [Never - Very Often]

- Affordable child care
- Conveniently located child care
- Availability of child care
- Availability of infant care (under 12 months of age)
- Child care for breaks/holidays/early releases
- Child care for summer break
- Before/after school child care
- Child care for a sick child
- Back-up child care
- High quality child care
- Child care for an identified special needs child
- Low wages of child care workers
- Staff turnover at child care

To what extent have you observed the following *among other faculty colleagues* at U-M due to caregiving responsibilities?

- Colleague leaving the department due to child care responsibilities/better child care benefits elsewhere
- Colleague leaving the department due to caregiving responsibilities (not child care)
- Candidate not accepting a position
- Other (Please Specify): _____

Support for Subsidies, Policy Changes, and/or Resources at U-M

[section displayed for all faculty]

Considering **child care needs** for U-M employees, to what extent would you support the following U-M subsidies, policy changes, and/or resources? [Not at all - a great deal]

- Child care subsidies
- Summer camp subsidies
- University policies asking meetings and talks to end before 5pm
- Longer parental leave such that infant child care (under 12 months of age) is not necessary
- Reduced work hours during first five years of child's life, with job protection
- University policies allowing temporary remote teaching to accommodate ill children/child care emergencies

- A staffed playspace to watch older children during public school holidays and/or snow days
- Investment in growing child care options (U-M affiliating with more in-home care options, the establishment of a new center)
- Other (Please Specify): _____

Considering ***general caregiving needs*** for U-M employees, to what extent would you support the following U-M subsidies, policy changes, and/or resources? [Not at all - a great deal]

- Subsidies for paid caregivers (including elder caregiver/in-home nurses)
- University policies asking meetings and talks to end before 5pm
- University policies allowing temporary remote teaching to accommodate caregiving responsibilities
- Resources sharing local elder care services and facilities
- Other (Please Specify): _____

Open-Ended Questions

[section displayed to all faculty]

In what ways could ***child care*** for U-M faculty be improved?

In what ways could ***caregiving (not for children)*** for U-M faculty be improved?

Is there anything else you want to share related to child care or caregiving needs?

Appendix D

Demographic Tables¹¹

Table 1. Respondent and Population Demographics by Track and Campus

	Caregiving Survey Respondent Demographics		U-M Faculty Demographics		Response Rate
	Count	Percent	Count	Percent	
Track					
Tenure-track	518	36%	3,479	38%	15%
Clinical-track	353	24%	2,798	30%	13%
Research-track	96	7%	775	9%	12%
Lecturer-track	250	17%	1772	19%	14%
Librarian, archivist, or curator	78	5%	399	4%	20%
Missing	156	11%	–	–	–
Total	1,451	100%	9,223	100%	16%
Campus					
Ann Arbor	1,033	71%	4,610	50%	22%
Flint	41	3%	391	4%	10%
Dearborn	59	4%	544	6%	11%
Michigan Medicine	163	11%	3,678	40%	4%
Missing	155	11%	–	–	–
Total	1,451	100%	9,223	100%	16%

Note. U-M faculty demographics were calculated using the U-M Human Resource Snapshot (HR02) data warehouse, which provided track and campus for all faculty members. Response rates are the count of survey respondents divided by the total count of faculty within each track and campus group (e.g., tenure-track faculty response rate is $518 / 3,479 = 15\%$). The total response rate includes all faculty who responded to the survey, including those with missing demographic information.

¹¹ All survey respondent demographics were self-reported. Missing data includes respondents selecting “prefer not to answer” or not providing a response. Numbers in figures, tables, and reported in text throughout report and appendices may vary slightly due to rounding differences.

Table 2. Respondent Caregiving Responsibilities

Response Options	Number of Faculty	Percent
None	225	16%
Dependent child(ren) under the age of 18	854	59%
Dependent adult(s)	78	5%
Both Dependent child(ren) under the age of 18 and Dependent adult(s)	86	6%
Others (Please Specify):	39	3%
Missing/I prefer not to answer	169	11%
Total	1,451	100%

Note. “Others” included responses such as elderly/aging parents, non-dependent adults, and being pregnant.

Table 3. Respondent Gender Identity

Recoded Categories	Number of Faculty	Percent
Woman	648	45%
Man	266	18%
Non-binary or transgender	18	1%
Missing	519	36%
Total	1,451	100%

Note. The survey item was the open-ended question, “What is your gender identity?”. Responses were recoded into the four categories above based on written responses.

Table 4. Respondent Racial and Ethnic Identity

Recoded Categories	Number of Faculty	Percent
BIPOC	369	25%
White	837	58%
Missing/I prefer not to answer	245	17%
Total	1,451	100%

Note. Black, Indigenous, People of Color (BIPOC) includes respondents who did not identify as White.

Table 5. Respondent Campus Affiliation

Response Options	Number of Faculty	Percent
Ann Arbor	1,033	71%
Dearborn	59	4%
Flint	41	3%
Michigan Medicine	163	11%
Missing	155	11%
Total	1,451	100%

Table 6. School/College Affiliation - Ann Arbor Campus and Michigan Medicine Only¹²

Response Options	Number of Faculty	Percent
Architecture & Urban Planning	16	1%
Art & Design	17	2%
Business	26	2%
Dentistry	13	1%
Education	22	2%
Engineering	101	8%
Information	16	1%
Kinesiology	21	2%
Law	18	2%
Literature, Science, and the Arts	274	23%
Medicine	440	37%
Music, Theatre & Dance	17	1%
Environment and Sustainability	15	1%
Nursing	24	2%
Pharmacy	12	1%
Public Health	33	3%
Public Policy	9	1%
Social Work	16	1%
Joint Appointment (50% or lower in different schools/colleges)	8	1%
Other (Includes institutes and centers that are not affiliated with a specific school/college)	85	7%
Missing	13	1%
Total	1,196	100%

¹² Survey responses from Flint and Dearborn campus respondents indicated that this question was not applicable to them; thus, responses are only displayed for Ann Arbor campus and Michigan Medicine respondents.

Table 7. Respondent Track

Response Options	Number of Faculty	Percent
Tenure-track faculty	518	36%
Clinical-track faculty	353	24%
Research-track faculty	96	7%
Lecturer-track faculty	250	17%
Librarian, archivist, or curator	78	5%
Missing	156	11%
Total	1,451	100%

Table 8. Respondent Appointment Status

Response Options	Number of Faculty	Percent
Less than 20 hours per week (0-49% FTE)	53	4%
20–29.9 hours per week (50%–74% FTE)	60	4%
30–40 hours per week (75%–100% FTE)	1,182	81%
Missing	156	11%
Total	1,451	100%

Table 9. *Respondent Total Combined Household Income*

Response Options	Number of Faculty	Percent
\$50,000 or less	1	0%
\$50,001 - \$100,000	120	8%
\$100,001 - \$150,000	193	13%
\$150,001 - \$200,000	216	15%
\$200,001 or more	653	45%
Missing/I prefer not to answer	268	19%
Total	1,451	100%

Appendix E

Additional Policy Suggestions Offered by Respondents

We reviewed and grouped additional miscellaneous policy suggestions across all survey respondents, providing a comprehensive list of survey respondent suggestions.

Costs/Affordability

- Raise faculty wages
- Graduated payment scales based on parental salaries
- Employing students to keep costs lower at child care centers
- Price break when more than one child is enrolled in U-M care

Availability - Current Child Care Centers

- Making waitlist position visible
- Prioritizing spots in child care centers for employees with infants
- Transparent criteria for child care waiting lists
- Prioritization of faculty on child care waitlists
- Guaranteed spot in child care center
- Allow for open enrollment into U-M child care centers rather than the existing fall-only enrollment

Availability - Expanding Care Services

- Centers for older children
- Drop-in on-site care (a few hours at a time)
- On-campus option to interact with kids, tour campus, and go to the museums
- Child care for events
- Staffed weekend programs for children
- Partnership between U-M and local schools for child care
- Partnership with U-M units (e.g., School of Education) to offer early learning center
- Consider ways to collaborate with relevant schools/colleges (e.g., Social Work, Education, Kinesiology, etc.) to help offer affordable options including respite care
- More academic-driven centers than play-based centers
- Improve enrichment classes within the child care programs
- Bilingual child care options
- On-site/expanded programs for elder care

Policy Changes

- Have a transparent policy about what maternity/parental leave means for faculty
- Extension of contract for expecting research-track faculty
- Allow sick time to be used for child care if personal days run out/allow 1-2 “floating” sick days
- Pooling paid time off/donating vacation time to allow maximum flexibility for faculty with emergency child care/caregiving needs

- Include aging parents in employee benefits
- Broaden definition of family
- Expand parameters for who qualifies for caring for someone using sick leave
- Improved policies for adopted children (e.g., lengthening leave, providing subsidies)
- Policies for faculty who provide foster care
- Additional benefits for single parents
- Subsidies for lecturer-track faculty
- Increasing amount of days in Bright Horizons
- Providing faculty the option to find their own care and receive reimbursement
- Allow for grant/fellowship funding to cover child care
- Increased dependent FSA allowance
- Clear workplace protections when taking leave or working flexible hours
- Administrative systems set up to provide coverage/back-up support for various groups/work responsibilities, including teaching and extra work activities outside of traditional work hours (e.g., answering emails, calling/messaging patients for healthcare providers)
- Closer examination of workload distribution to account for faculty who pick up additional work for those who need flexible schedules
- Flexing schedule during certain parts of the year
- In-person expectations should be announced with at least 2 weeks advanced notice
- Funding for child care travel/attendance at conferences
- Allow children to come to office

Resource-Sharing

- “U-M certified” nannies/in-home care, where certain people have already been background-checked/have positive references
- Forum to share reviews and suggested venues
- One-stop resource center on campus for child care
- Mentors/supports for navigating academic career as new parent
- Support (guidance for managing costs, highlight programs/organizations) for special needs populations
- Support for caregiving beyond elder care, such as people with invisible disabilities or who are neurodivergent
- Education/training on nanny hiring
- Workshops on immigration policies specific to bringing aging parent(s) to the United States and health care options for international faculty

Other Suggestions

- Better public transit for kids to get to school/U-M after school
- Better lobbying with state/federal government to keep costs down/local lobbying for better public school child care centers
- Expand opportunities to participate in state-funded/supported child care programs
- Improved parking for child care centers
- Transportation for elders for medical appointments

- Discounts and/or subsidies for cleaning services
- Provide one location for both child care and elder care
- Training colleagues to support new parents
- Create service requirement “cycle” - know what to expect at certain times of the year

Appendix F

Current U-M Resources, Policies, and Context for Child Care and Caregiving

At the time this survey was administered in April 2026, the following U-M resources for child and family care were available. The information below is copied verbatim from U-M webpages along with links to the original webpages.

- **Child and Family Care (U-M Human Resources)**
 - Child care resources, including [databases of all state-licensed centers and homes](#)
 - [U-M Children's Centers information](#) and apply to the Ann Arbor [waitlist](#) online
 - [Campus Child Care Homes](#) weekday licensed care in the Ann Arbor area
 - [Backup child and adult/elder care and other resources](#) for faculty, staff, and students
 - [Additional child care options](#) including in-your-home and summer care resources
 - [Family Helpers Posting Board](#) of U-M students and U-M retirees available to hire
 - [Ann Arbor Campus and Michigan Medicine lactation rooms](#) and [lactation resources](#)
 - [Elder care resources](#) and [adults and children with disabilities resources](#)
 - [Connecting the Dots annual virtual conference](#)
 - U-M partners with [Bright Horizons® to provide lower-cost backup care and resources](#) for benefits-eligible U-M faculty and staff, and registered and enrolled U-M students.
- **Temporary Child Care including Event/Visitor Child Care (U-M Human Resources)**

Rather than arranging child care for families, or setting up and staffing child care rooms, U-M departments and programs are encouraged to support families (U-M faculty, staff, and students, as well as visitors or guests) in securing their own child care off-campus. University rooms and spaces might not provide needed safety and required equipment. State of Michigan child care licensing rules are in place to protect children, and staffing requires background checks, training, and supervision.

According to [U-M Human Resources](#), U-M departments and programs might consider some of the following ideas:

- Offering financial support for visitors to bring their own family member or friend to provide child care in their campus-area hotel room.
- Reimbursing visitors for child care expenses related to your event (note that most benefits-eligible U-M employees, as well as registered and enrolled U-M students, have access to U-M subsidized [backup care](#)).
- Reimbursing visitors for their own [Sittercity.com](#) or [Care.com](#) type of membership so they can search a local database for their own caregiver (note that most benefits-eligible U-M employees, as well as registered and enrolled U-M students, can sign up for access to [Sittercity via their backup care benefit](#)).

- Providing U-M campus-area visitors with resources such as [Kennedy Care Backup Child Care](#) and [Jovie](#), if they want to consider hiring someone to provide care in their area home or hotel room. Also, parents may be able to find short-term care, particularly on weekdays, in State of Michigan licensed [child care centers or homes](#).
- Please note: only the parent should search for and secure child care/caregivers, not the U-M host department or program.
- Possibly evaluating (based on the situation, type of event, input from leadership, etc.) if a parent or legal guardian might be able to bring their own child with them to campus, with the understanding that the parent or legal guardian and child will be together at all times, and the parent or legal guardian will provide all care for their own child at all times.
- **[Virtual Support group for Motherhood and Returning to Work \(through FASCCO\)](#)**
 - The Faculty and Staff Counseling and Consultation Office (FASCCO) is offering an ongoing drop-in style support group to discuss experiences related to motherhood and the return-to-work transition following the birth and/or adoption of a child. The group is designed to address participants' experiences from the third trimester of pregnancy through the time their child is two years old.
 - The group will address various topics, including preparing for maternity leave, work/life balance, separation anxiety, familial adjustments, lactation support, baby blues, sleep hygiene, feeding issues, child care, returning to work, and building a post-partum support system. This offering emphasizes group discussion of participant experiences as well as educational components. There is no charge for staff or faculty to attend.
- **[Youth Hub \(Center for Educational Outreach\)](#)**
 - Youth Hub is a crucial resource for K-12 youth and families, connecting them with University of Michigan summer programs. Youth Hub highlights 40+ summer programs each year. Most programs begin marketing in late January 2026, with application deadlines usually in early March or early April.
- **[Geriatrics Center \(Michigan Medicine\)](#)**
 - [Outreach and Community Programs](#)
- **[Geriatrics \(Older Adult Care\) \(Michigan Medicine\)](#)**
 - Expertise for [Palliative Care Program](#)
 - Expertise for [Arthritis & Joint Inflammation](#), Dementia, Depression, [Diabetes - Type 1](#), [Diabetes - Type 2](#), [Fecal Incontinence](#), [Frontotemporal Dementia](#), Heart Disease, [High Blood Pressure \(Hypertension\)](#), [Lewy Body Dementia](#), Memory Loss, Osteoporosis, [Stroke](#), [Urinary Incontinence](#), [Vascular Dementia](#)
- **[Elder Care Resources \(U-M Human Resources\)](#)**
 - U-M partners with [Bright Horizons®](#) to provide lower-cost backup care and [resources](#) for benefits-eligible U-M faculty and staff, and registered and enrolled U-M students.

Other Relevant Context and Discussions of Child Care and Caregiving Concerns

Historical Information about Ann Arbor Public Schools (AAPS) Calendar

- The Washtenaw County Common Calendar is a collaborative, five-year agreement (2025-2030) established by the [Washtenaw Intermediate School District \(WISD\)](#) and local superintendents to align schedules across all nine public school districts in the county. This, as mandated by Michigan law, ensures unified winter and spring breaks.
- Key components of the 2025-2030 common calendar include:
 - Winter Break: Always begins at the end of the day on the Friday before Christmas and ends in early January (e.g., Dec. 19, 2025 – Jan. 4, 2026).
 - Spring Break: Typically set for the last full week of March or first week of April, specifically defined through 2030 in the [5-year guidelines](#).
- Professional Development: Encourages one full PD day before the school year starts and one in November for WISD teachers.
- While winter and spring breaks are fixed across the county, individual districts, including AAPS, still determine their own start/end dates and other local holidays within these guidelines.

GEO Negotiations

Recent [GEO negotiations](#) included sections relevant to child care, including establishing a new child care center by August 2026 and guaranteeing child care center seats for all graduate students' children; U-M declined elements related to child care¹³ that "are unfeasible" on April 10th, 2026. U-M also rejected removing all eligibility requirements for the Office of Financial Aid (OFA) Child Care Subsidy Program.

Faculty Senate Motion

In April 2026, the Faculty Senate passed a [resolution](#) on child care that called for university support for teaching mode flexibility on snow days, the university to provide a [care.com](#) membership for all University employees, the university to provide child-friendly co-working spaces like the [Student Parent and Caregiver Study Rooms](#) provided to graduate students, U-M to align fall and winter breaks with Ann Arbor Public Schools, the university to increase the number of child care centers to accommodate more faculty and staff, and the university to raise wages for Early Childhood Educators at U-M. The Faculty Senate resolution was not affiliated with this survey.

¹³ Elements included: establish a new child care center by August 2026; guarantee child care center seats for all graduate students' children; provide child care at no cost for graduate students; establish a university-operated K-12 after-school care center; and allow employees who have children enrolled in the Child Care Centers to determine training for child care center staff and to determine which child care center staff work with the employee's children.