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**A description and analysis of campus child care services at the
fifteen public universities in Michigan**

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Michigan State University, 1992

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A DESCRIPTION AND ANALYSIS OF CAMPUS CHILD CARE SERVICES
AT THE FIFTEEN PUBLIC UNIVERSITIES IN MICHIGAN

By

Mary McCorriston

A DISSERTATION

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Michigan State University
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ABSTRACT

A DESCRIPTION AND ANALYSIS OF CAMPUS CHILD CARE SERVICES AT THE FIFTEEN PUBLIC UNIVERSITIES IN MICHIGAN

By

Mary McCorriston

This study described and analyzed the features of child care services at the 15 public universities in Michigan. The information gathered on each campus related to employer-sponsored child care benefits to campus employees and the variety of campus child care services available to student-parents. The description also included the multiple functions of campus children's centers, which may include services for employee- and student-parents, as well as observation facilities for university students participating with children as part of academic study. Information was also gathered relative to the integration of business affairs, academic affairs, and student affairs in the operation of campus child care services at each university, and to the delivery of campus child care services from the standpoint of organizational structures, classification codes of child care personnel, and funding resources. These issues were addressed in a multifaceted investigation that included campus site visitations to gather information from multiple sources.

Mary McCorriston

All 15 campuses had some kind of child care services. Fourteen of the universities had a total of 22 child care centers, five had enhanced resource and referral services, five offered flexible spending accounts, and one had a cafeteria child care benefit. Students were involved with children for academic study in nearly all centers. Further descriptions focused on the integration of community agencies in the delivery of campus child care services, as well as the governing divisions within the university. Analyses of the complexities in the administrative organization in each of the campus child care services were also provided. Comparisons of child care service components at all 15 universities were illustrated. Conclusions from the study were (a) limited employer-sponsored child care services; (b) infant spaces restricted to 16 spaces among the 15 campuses; (c) multiplicity of clientele, administrative integration, and organizational patterns; and (d) difficulty in identifying and locating campus child care services. The recommendations were (a) to encourage an interdepartmental campus and community task force to centralize child care resources and options on each campus, (b) to create a statewide children's services association among the 15 public universities, and (c) to develop campus-community coalitions for shared employee child care services.

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TABLE OF CONTENTS

	Page
LIST OF TABLES	ix
 Chapter	
I. INTRODUCTION	1
Statement of the Problem	3
Statement of Purpose	4
Significance of the Study	5
Research Questions	5
Definition of Terms	6
Limitations and Delimitations	8
Organization of the Study	9
II. REVIEW OF THE LITERATURE	11
History of Campus Child Care	11
Review of the Literature on Campus Child Care Services	13
Features and Functions of Child Care in Michigan	14
Integration of Campus Child Care Services	20
Delivery of Campus Child Care Services	21
Major Studies on Campus Child Care	21
The California State University Study	22
City University of New York Study	24
Profile of Campus Child Care Survey	26
Summary of the Review of Literature	29
Features and Functions of Campus Child Care	29
Integration of Child Care Services	31
Administrative Structure of Campus Child Care Services	32
Classification of Child Care Personnel	32
Fiscal Operations of Campus Child Care Services	33
III. METHODOLOGY	34
Population and Sample	34
Research Design	35

	Page
Data-Gathering Methods	36
Survey Instruments	36
Campus Visitation	37
Journal	38
Content Analysis	38
Features and Functions	38
Integration of Child Care Services	39
Administrative Structure	39
Classification Title/Codes	39
Fiscal Operations	39
Data Analysis	40
Site Descriptions	40
Indexing	40
Matrices	40
Tables	41
Chronology for Data Collection	41
Initial Inquiry	41
Pilot Study	41
Telephone Interview	41
Site Interviews and Observations	42
Case Records	42
Site Descriptions	42
Analyses and Comparisons	42
Preparation of Final Document	43
IV. FINDINGS	44
University Background Information	45
Central Michigan University	45
Eastern Michigan University	46
Ferris State University	47
Grand Valley State University	48
Lake Superior State University	48
Michigan Technological University	49
Northern Michigan University	50
Oakland University	51
Saginaw Valley State University	52
University of Michigan-Dearborn	53
University of Michigan-Flint	54
Western Michigan University	55
Michigan State University	56
University of Michigan--Ann Arbor	57
Wayne State University	59
Content Analysis	62
Research Question 1	63
Research Question 2	71
Research Question 3	74
Research Question 4	77
Research Question 5	78

	Page
Summary	81
Demographic Background	81
Description of Child Care Services	82
Integration of Child Care Services	84
Administration of Campus Child Care Services	85
Classification of Child Care Personnel	85
Fiscal Operations of Child Care Services	86
V. SUMMARY, CONCLUSIONS, RECOMMENDATIONS, AND REFLECTIONS	88
Summary and Conclusions	89
Demographic Background	89
Research Question 1	91
Research Question 2	96
Research Question 3	98
Research Question 4	99
Research Question 5	101
Summary of the Conclusions	104
Implications for Further Research	107
Features and Functions of Campus Child Care	107
Integration of Services	107
Administrative Structure of Campus Child Care	108
Classification of Personnel	108
Campus Child Care Funding	108
Recommendations	109
Reflections	111
APPENDICES	
A. CAMPUS CHILD CARE SURVEY: MICHIGAN UNIVERSITIES	115
B. CONSENT FORM	118
C. CAMPUS CHILD CARE SERVICES INTERVIEW FORMAT	119
D. CAMPUS CHILD CARE RESEARCH QUESTION MATRIX	126
E. SAMPLE OF MATRICES OF CAMPUS CHILD CARE ANALYSIS	127
F. MAP OF MICHIGAN SHOWING THE LOCATIONS OF THE 15 PUBLIC UNIVERSITIES IN THE STUDY	128
REFERENCES	129

LIST OF TABLES

Table	Page
1. Percentage of Female Population of Campus Employees and Students, With Number and Ratio of Child Care Spaces at the 15 Public Universities in Michigan . .	61
2. Functions and Features of the Campus Child Care Centers at the 15 Public Universities in Michigan . .	64
3. Campus Child Care Services and Training Sites Available to Employee-, Student-, and Community-Parents at the 15 Public Universities in Michigan	66
4. Organizational Structure of Child Care Centers at the 15 Public Universities in Michigan	75
5. Funding Sources for Child Care Services at the 15 Public Universities in Michigan	79

CHAPTER I

INTRODUCTION

The crisis in child care of affordability, accessibility, and quality has been voiced from many sectors. The former United States Secretary of Labor, Elizabeth Dole, published a government document, *Employers and Child Care: Benefiting Work and Family* (1989), explaining various child care options and benefits to businesses. The National Child Care Bill, the first in more than two decades, was passed by the United States Congress in fall 1991 (NAEYC, 1990). The former governor of Michigan, James Blanchard, as part of the Michigan Commerce Department's Child Care Partnership, sponsored low-interest loans to help child care centers open or expand their services.

More than 3,000 United States businesses offer a variety of employer-sponsored child care benefits that include on-site daycare, cafeteria benefits, vouchers, and other family-oriented incentives to encourage higher productivity, lower absenteeism, and lower job turnover (Price, 1988). Approximately 37 companies in Michigan provide some type of child care assistance (Bankes, 1988). Steelcase, Incorporated, in Grand Rapids, offers equipment and training to off-site family daycare providers who supply child care to Steelcase employees (Price, 1988).

Parents, too, have been voicing concerns over the lack of affordable, quality child care (Straus, 1988). The rise of two working parents has necessitated an increase for additional child care options (Brazelton, 1989). The number of single-parent households also has added to the daycare dilemma (Garfinkel & McLanahan, 1986).

Child care providers also have called attention to their important function and have sought assistance from their long hours, low pay, and lack of recognition (Michigan Child Care Initiative, 1989).

College and university campuses are yet another voice in the issues of child care. They have the unusual function of being a training and educational facility for academic study and research, as well as an employer of many working parents (Alger, 1984). Changing demographics of the student population to an older and an increasingly female clientele have also put pressure on child care needs for student-parents (Schlossberg, Lynch, & Chickering, 1989).

The focus of this study was on gathering information on campus child care relating to the multiple functions of campus children's centers, which often include services for employee- and student-parents as well as observation facilities for students participating with children for academic study; the integration of child care services within the governing structure of the university; and the delivery system of campus child care services.

Statement of the Problem

Carol Keyes (1990), past president of the National Coalition of Campus Child Care, described the "multiple missions" of campus child care personnel as employees, administrators, teachers, and researchers. Problems of integrating the varied missions, philosophies, services, and administrative structure between employee and student needs and academic services are being faced by campus child care personnel. Problems for campus administrators include how to efficiently accommodate the changing emphasis on (a) employees as working parents with daycare needs, (b) student parents bringing babies as well as books to campus, and (c) students needing academic laboratory experiences in order to become teachers and professional child care providers (Powell, 1988). The demands for the multi-missions of campus daycare are further exacerbated when child care costs, especially for infants and toddlers, are very high and university budgets are tightly squeezed.

There is also the need for campus personnel, facing increased budgetary constraints, to find efficient ways to expand services and incentives to recruit and retain students who may also be parents (Schlossberg et al., 1989). Incentives are also necessary for recruiting younger faculty and staff who will be replacing the large number of those retiring in the next decade (Robbins, 1990). Child care services to the campus community are emerging as one of the vital issues on which administrators are asking for more research and information (Keyes, 1990).

An additional problem for the 15 universities in Michigan is the system of autonomous governance of each institution versus a statewide administration of higher education (Hines, 1988). Political isolation creates difficulty in being able to assess what child care services are available at the universities in Michigan or how child care services are administered to the varying constituencies of the campus community. Geographic distance, as well as autonomy, is an acute problem when a request is made to present comparison data about sister institutions. The political and geographic isolation creates a lack of information about child care services available at the public universities in Michigan. Therefore, a description of the features and functions of the child care services at the 15 public universities in Michigan and an analysis of the administrative organization of these services are needed.

Statement of Purpose

The researcher's purpose in this study was to gather information from the 15 public universities in Michigan relating to (a) the features and functions of child care services at each campus for employee- and student-parents as well as university students participating with children for academic purposes, (b) the integration of the administration of child care services within the governing structure of each university, and (c) the delivery system of campus child care services.

Significance of the Study

An investigation of campus child care services at the 15 public universities in Michigan revealed a number of organizational models and various child care options. The gathered information will be important to child care directors or coordinators, academic faculty and administrators, employee assistance or benefits personnel, and student services personnel. The findings will provide campus child care directors or coordinators with information for greater effectiveness in the administration and delivery of child care services and programs. Analysis of the data will provide information to other college and university personnel seeking to implement, expand, or improve child care services on their respective campuses.

The description of campus child care services from this study will aid in the further development of a directory of child care services in Michigan. The data supplement a recent publication, *Child Care in Michigan: A Profile* (Crawley, 1989), by the Michigan Comprehensive Child Care (4-C) office, in which campus child care was limited to a one-page summary of the child care services at 26 of the 97 colleges and universities in Michigan.

Research Questions

1. What are the features and functions of child care services available at each of the 15 public universities in Michigan for (a) campus-employee-parents, (b) student-parents, and (c) student-observers?

2. How does each university integrate child care services to employee- and student-parents as well as university students participating with children as part of their academic study?

3. What is the administrative structure of child care services within the university governance for each institution?

4. What are the classification titles/codes for the child care personnel within the administrative framework of each institution?

5. How are the child care services funded and administered in each university's fiscal operations?

Definition of Terms

Campus employees. Any persons employed by the university. This might include administrators, faculty, clerical and maintenance personnel, and other university staff.

Child care center. A facility other than a private residence that cares for children whose parents or guardians are not immediately available to them (Michigan Department of Social Services, 1984).

Child care services. Any program or assistance that offers (a) direct care of children, (b) information on child care resources and/or availability, (c) employee benefits that include compensation for child care in some form, and/or (d) laboratory programs that include children for the observation of their growth and development.

Daycare. Full-day services for children while parents are working or attending classes.

Daycare trilemma. A term coined to illustrate the balance of conflicting demands of quality care of children, good wages for caregivers, and low costs for parents (University Child Care Committee, 1988).

Dependent care spending account. An individual account set up by employers for each employee, who then takes a nontaxable reduction in income and draws from this account to pay child care fees (Dole, 1988).

Employer-sponsored child care. Any child care services that are fully or partially funded by employers for their employees (Michigan Child Care Partnership, 1990).

Family daycare providers. Persons who care for unrelated children in their homes (Michigan Department of Social Services, 1984).

Features (of child care services). Elements of child care facilities or services, such as room layout, hours of operation, numbers and ages of children, number and educational preparation of staff, clientele served, and administrative structure. The study did not include elements of curriculum, factors of quality programming, or effects of child care services on children, parents, or students.

Fiscal operations. Those functions connected to funding sources, tuition fees, salaries, other employee benefits, and parent payment policies.

Functions (of child care services). That which constitutes objectives, mission, purpose, job descriptions, parent and student involvement, or academic use as a laboratory site.

Infants. Children from birth to the beginning of independent walking (about 12 months of age) (Morrison, 1988).

Lab schools or child-development labs. Model facilities usually designed to reflect specific theories and methods. Labs are often designed as part of educational institutions to directly observe children for preservice teachers and research (Morrison, 1988).

Latch key. Child care programs serving school-age children before and after their regular school day.

Preschoolers. Children between toddler age and age of entrance into kindergarten or first grade. Because kindergarten is becoming more widespread, it is customary to refer to four year olds as pre-schoolers (Morrison, 1988).

Resource and referral (R & R). A service that connects child care providers in a given area and parents searching for information and child care.

School-age children. Children from 6 to 12 years of age (Michigan Department of Social Services, 1984).

Student-parents. Persons enrolled for academic study who have children. For this study, "student-parents" refers specifically to those students with children 0 to 10 years of age.

Student-observers/participants. Persons enrolled in courses requiring a facility at which to observe the growth and development of children. Some curricula may be child development, education, human ecology, psychology, and/or social sciences.

Toddlers. Children from the beginning of independent walking to about age three (Morrison, 1988).

ZA endorsement. Acknowledgment on the Michigan teaching certificate enabling the holder to teach preschool children in a public school setting.

Limitations and Delimitations

The focus of this study was on campus child care services, which is one segment of the child care profession. A further delimitation was the description of child care services at the 15 public universities in Michigan. Child care services at Michigan's community colleges and private institutions were not included in this study.

The concentration of this study was a descriptive overview of the types of child care services available to specific campus constituents within the university community. Another delimitation was the investigation of the organizational structure of campus child care personnel and their employment status in the hierarchical structure of the university system. These are areas of administrative function rather than instructional issues.

One of the limitations that affected this study was the lack of a central source of information on most campuses to locate facilities on campus whose function included caring for children. Also, some institutions in the study did not serve all three populations of individuals identified as seeking child care services: campus-employee-parents, student-parents, and student-observers/participants.

Organization of the Study

Chapter I includes the need for the study, a statement of the problem, and purpose for the study of campus child care services in Michigan. The researcher described the significance of the research, presented the research questions to be investigated, defined specific terms, and reviewed the limitations of the research.

The information in Chapter II includes a review of the research studies and points of view on the history of campus child care, as well as the features and functions, integration of services, administrative organization, classification of personnel, and fiscal operations of campus child care.

Chapter III contains a description of the methods used in conducting this study.

The findings are presented in Chapter IV. Chapter V includes the summaries and conclusions from the analysis of the study findings.

CHAPTER II

REVIEW OF THE LITERATURE

The researcher's purpose in this study was to gather information on campus child care from the 15 public universities in Michigan. A brief history of campus child care introduces the literature review relating to (a) the features and functions of child care services at each campus for employee- and student-parents as well as university students participating with children for academic purposes, (b) the integration of the administration of child care services within the governing structure of each university, and (c) the delivery system of campus child care services, which includes administrative structure, classification of child care personnel, and fiscal operations.

History of Campus Child Care

The history of child care on campuses dates back to the late 1800s, when John Dewey started the first center at the University of Chicago (Keyes, 1990). These early centers were established for the preparation of teachers and psychologists (Day, 1984). The centers conducted half-day programs in academic departments designed for students to participate with children who usually arrived and left at the same time each day (Keyes, 1990). One of the early schools,

established in 1922 to train teachers and mothers, was the Merrill Palmer Institute in Detroit, Michigan (Pine, 1984). The first child care cooperative was also established at the University of Chicago in 1916 (Pine, 1984). In the 1920s, the emerging study of children resulted in the opening of several nursery schools, whose primary mission was research on campuses such as the University of Iowa, Teachers College (Columbia), and Yale (Pine, 1984).

During the depression years and World War II, campuses and war factories created 24-hour daycare facilities to accommodate women who were either studying or working. The 1950s brought a shift in the role of women to remain primarily in the home and a national change in emphasis from daycare needs of children to children in poverty, which brought about the closing of many campus centers (Bauch, 1988; Keyes, 1990).

In the 1960s and 1970s, a resurgence of demand for campus child care services came with student activism. Students with babies often marched into presidents' offices to make demands for daycare services. The women's movement, the changing family structure, and affirmative-action issues also influenced an increase in campus centers (Day, 1984; Keyes, 1990).

During the 1980s, the rise of two working parents, the declining pool of traditional-age students, and concerns of recruitment and retention of students and faculty again brought attention to child care issues on college and university campuses

(Powell, 1989). Stronger insistence on employer involvement in family policies from employee parents and child advocates has put continued pressure on campus child care services in the 1990s (Keyes, 1990; Kraft, 1984).

Review of the Literature on Campus Child Care Services

In the last few years, information on the issues of child care has centered on the "daycare trilemma," a term coined to illustrate the balance of the conflicting demands of quality care of children, good wages for caregivers, and low costs for parents (University Child Care Committee, 1988). Other researchers have studied the problems surrounding child care and working parents, single parents, effects of early childhood experiences on children, effects on business with employer-sponsored child care benefits, and related topics. In the forefront of discussions have been government officials, business employers and employee unions, educational leaders, and child-development specialists. Many of the findings have revealed that the separate roles of employee and parent are blurred, and family issues have a distinct effect on the workplace (Northwest, 1990). Former Secretary of Labor Ann Dore McLaughlin (cited in Bankes, 1990) stated that child care is becoming "one of the front-burner issues of the decade." Employer-sponsored child care is being studied, and seminars are being conducted on how to balance costs and effectiveness and also how to support employees' work and family responsibilities (Northwest, 1990).

As colleges and universities seek to increase the number of women and minorities to campus as students, faculty, and staff, questions are being asked about what demographic trends will be affecting the changes in the coming populations of students and employees (Corrigan, 1984).

Features and Functions of Child Care in Michigan

As this study is the description of campus child care at the public universities in Michigan, statistics relevant to Michigan's child care issues may provide background information.

Figures from the *Employers' Guide to Child Care*, published by the Michigan House Republican Task Force on Child Care (Bankes, 1990), are as follows:

- * 58% of the married-couple families have dual incomes.
- * 53% of all Michigan families are supported by two or more earners.
- * 51% of the families where both parents work include children under the age of six.
- * 162,904 child care placements [spaces] exist of all types [daycare, preschool, etc.] for an estimated 342,557 children.
- * Women will have 60% of the new jobs created by the year 2000.
- * 37 companies in Michigan have employer-sponsored child care.

Whether any of the Michigan companies were colleges and universities was not reported. However, in 1989, Davenport College in Kalamazoo received special recognition from the Michigan Child Care Challenge, a contest sponsored by the House Republican Task Force on Child Care, for the implementation of a resource and referral service for employees. Subsequently, the college has added an on-site child care facility for student-parents (Bankes, 1990). Other

businesses also have been seeking ways to aid parents with child care. IBM announced a \$22 million initiative to help increase the supply and develop child care services in the communities of their employees (Academy, 1990). Burger King in Grand Rapids offers weekly child care money to their workers (Price, 1988). Oakland Public Schools offers a tuition-based child care program for infants through preschool to their employees (Bankes, 1990).

Following is information on the types of care children in Michigan are receiving, as reported in *Child Care in Michigan: A Profile* (Crawley, de Pietro, & Sullivan, 1989), published by the Michigan Community Coordinated Child Care (4 C's) Association:

- * 23% child care centers
- * 22% family daycare homes
- * 6% in-home care
- * 24% relatives other than parents
- * 8% with mother at work
- * 16% father

There are 3,000 child care centers in Michigan, and of the 26 universities and colleges responding to a survey by the State Community Coordinated Child Care Association (4 C's), 3 had no campus child care services, 13 had full-day centers, and 10 had half-day programs. The data were incomplete regarding what additional services were offered, to what constituents of the campus the services were available, and whether the institutions in the survey were public or private (Crawley et al., 1989).

Student-parents. Campuses also have been influenced by the changing roles of women and families. The question of how national statistics may translate to campuses and universities whose focus is

often on students rather than on employees reveals some helpful background information. Following are some relevant statistics:

- * Enrollment of women in higher education increased at a rate nine times that of men between 1974 and 1984 (Shirah, 1988).
- * 83% increase in women enrolled in colleges between 1970 and 1982, resulting in a 249% increase in women students ages 25 to 29 and a 314% increase in women students ages 30 to 34 (Alger, 1988; Greene, 1985).
- * 60% of the nation's students are 23 years or older (College Board, 1990).
- * Women earn 51.9% of all bachelor's and master's degrees (Center for the American Woman and Politics, 1988).
- * 54% of undergraduates are women (Wallis, 1988).
- * There have been a 90% increase in campus child care centers since 1970 (Greene, 1985).
- * 40% of campuses offer some form of child care (Greene, 1985).

One of the services needed and often demanded by the older adult student selecting an educational institution is the availability of child care (Champagne & Petitpas, 1989). One of the results of the Wisconsin study was the desire to have the campus be "family friendly" for students and employees. The following statement is from the Wisconsin report (University Child Care Committee, 1989):

We [the university] cannot afford to lose single parents who cannot keep up with studies or come to work due to a lack of reliable, quality child care. We cannot afford to lose the prospective faculty member who does not choose this campus because she wants a University which offers an extension of the tenure clock after her child is born. (p. 2)

Stanford University has one of the oldest networks of child care programs in the country (Almond & Craig, 1988). Housed in the Student Service Division, the services include five centers that directly serve children, a system of daycare homes, and two central coordinating agencies with the community: the Childcare Resource

Center and the Council on Childcare. The services are available for employee- and student-parents.

Employee-parents. National statistics are abundant on the increase of women, particularly mothers, in the workforce and the implications this has on the daycare needs of all working families. Information from the Department of Labor (Dole, 1989) includes the following:

- * 48% of all mothers are returning to work before their children are a year old.
- * By 1995, two-thirds of the mothers of preschoolers and three-quarters of the mothers of school-age children will be in the workforce.
- * 60% of men in the labor force have employed wives.
- * Company surveys have revealed that, at a very minimum, two out of three workers have difficulty balancing their responsibilities at home and on the job.
- * 60% of mothers with children under six worked outside the home in 1989 (in 1950 there were 12%).
- * Over the next ten years, women are projected to account for two-thirds of the new workers--about 80% will be of child-rearing age (Northwest, 1990).
- * 6.6 million families are now headed by a single parent (Bankes, 1990).
- * Women as percentage of the workforce (Northwest, 1990):

All industries	45%
Health services	82%
Banking and finance	72%
Legal service	72%
Insurance	63%
- * Three thousand companies participate in employer-sponsored child care (Bankes, 1990).
- * Over one-third of the workforce consists of parents with children (Michigan Child Care Initiative, 1989).

Although the statistics may suggest that child care is a woman's problem, the concerns of children are a family issue from which men are not exempt. There is an increase in men seeking parental leave and an increase in single-parent families headed by fathers (Bankes, 1990).

A recent survey reported in the *Chronicle of Higher Education* (Mooney, 1991) of 35,478 faculty members included a section on sources of stress. The findings listed child care as a slightly higher stressor for men (29.0) than for women (28.6). In addition, the category of children's problems was also a higher stressor for men (32.5) than for women (29.0). The survey was part of a study conducted by the Education Research Institute of the University of California at Los Angeles.

The top stressor for both men (83.5) and women (90.5) was time pressures, followed by lack of personal time for men (76.2) and women (88.7). The third highest source of stress for men was teaching load (62.1), whereas for women managing household responsibilities (73.3) was third. In the fourth position of stressors for men (59.8) was managing household responsibilities, whereas for women (72.1) the fourth major stressor was teaching load. The findings on stress from this study on the academic profession correlate with the statistics given earlier for the general population.

Family issues and work or study were the focus of the Child Care Task Force Committee at the University of Wisconsin, which published a report entitled *Unfinished Business: Children, Families and Child Care at UW-Madison* (University Child Care Committee, 1989). The findings added a fourth component of parental time to the daycare trilemma of quality, wages, and affordability, emphasizing the importance of parental involvement with children. The effect of time pressures as a source of stress in many campus

families from the Wisconsin study is a reflection of the earlier results from the survey, in which time pressures were the predominant stressor for both male and female faculty members.

The College and University Personnel Association (CUPA, 1991) contracted for a report on work and family benefits. Of the 35 colleges and universities surveyed, 74% offered some kind of child care assistance. Of those offering such assistance, 92% offered dependent care spending accounts, which employers set up for each employee. The employee took a nontaxable reduction in income up to \$5,000 and then drew from this account to pay for child care fees (Dole, 189). Thirty-nine percent of those campuses offering child care assistance offered resource and referral services (27% in-house and 12% contractual), and 38% provided an on- or near-site child care center that was either subsidized by the institution (25%) or not subsidized.

At the Seventy-Fifth Annual Meeting of the American Association of University Professors (1989), a recommendation was approved to encourage the commitment of institutions to provide quality child care in recognition of faculty members with child-rearing responsibilities to participate successfully in teaching, research, and service.

Student observers/participants. As reported in the historical background, laboratory schools long have been a standard component in the preparation of teachers of young children. Traditional laboratory schools are half-day programs preparing teachers for

nursery schools or kindergartens; however, the changing demographics of working parents have increased the needs of training for daycare personnel (Day, 1984). Early childhood teachers are more likely to be hired by daycare centers than nursery schools, according to Harriet Alger (1984), a pioneer in campus child care programs. Training in campus child care centers gives students a more realistic experience of what the expectations will be in the workplace (Alger, 1984).

The University of Akron started an academic part-time preschool program, which has evolved into a combination of comprehensive daycare services for children of 300 to 500 university student-parents. The program offers a variety of options for academic study from curricula across campus (Atwood, Tomi, & Williams, 1988).

Integration of Campus Child Care Services

Many campuses faced with child care demands from student- and employee-parents and the high costs of starting child care facilities are reorganizing their training sites to accommodate the changing needs of the campus community (Day, 1984). The importance of maximizing the interdepartmental involvement of the university is an important link to the balance of the multiple needs of families, work, and study (Cook, 1984).

A study of the status of campus child care in Illinois included 12 public universities (out of 86 institutions in the study) (Corder, 1986). The purpose was to obtain information on all pre-kindergarten programs operated on campuses throughout the state and

to identify any linkage among programs. An additional purpose was to ascertain the administrators' perceptions of the relative importance of children's programs in the fulfillment of the mission of the institution. There were 22 prekindergarten programs located on the 12 public university campuses in the study. Ten (45.5%) were sponsored by academic departments, and 12 (54.5%) were run by nonacademic units that were service oriented. Although the mission of the academic-sponsored programs was for research, continuing education, or practicum experiences, students often were placed in campus centers regardless of academic or nonacademic sponsorship. The findings indicated a blurring of the distinction between academic and service-oriented children's programs.

Delivery of Campus Child Care Services

A self-study by the staff at the Children's Center at the University of South Carolina (Swich, 1988) identified that the complexity of the role of the administrator, "direct curriculum, staff development, center service and practicum programs, research projects and many more activities" (p. 145) was causing rapid turnover of directors. Administrative structure, staff patterns, and support systems may have a variety of forms to meet the complexity of missions and philosophies of campus child care centers (Keyes, 1990).

Major Studies on Campus Child Care

Investigation of campus child care studies revealed little formal research on questions raised for this study. Included in

this section are three studies with information that parallels components in the current study of the public universities in Michigan.

The review of the following campus studies has been organized according to the research questions, centering on the features and functions of campus child care to employee- and student-parents as well as university students participating with children as part of academic study; the integration of services within the university governance; and the administrative structure, classification of personnel, and fiscal operations of campus child care services.

Three of the major studies on campus child care to be reviewed include *The California State University: Study of the Need for Child Care Services* (Summa Associates, 1988), *An Evaluation Report of the Child Care System of the City University of New York* (Keyes, 1988), and A National Campus Child Care Survey conducted by *Child Care Center Magazine* (Herr, Zimmerman, & Salenga, 1987) in cooperation with the National Coalition of Campus Child Care.

The California State University Study

The primary purpose of the California study was to identify the level of need for child care services among student-parents and the adequacy of current child care services at the 19 sites that comprise the California State University system (Summa Associates, 1988). In addition, the study was designed to determine whether the student-parents' need for child care services impeded equal access to education and whether special services to aid student-parents

were needed. A secondary purpose of the study was to determine the need for child care services among employees of the system and the extent to which any unmet child care needs affected the university's ability to function as an organization. The study was commissioned by the California legislature to the trustees of the California State University in 1988.

Features and functions. Eighteen of the 19 campuses had on-site child care centers (p. 175). There were no evening hours available, and the centers were open an average of 10.5 hours per day. Sixty-two percent operated during the summer and 25% during academic breaks (p. 179). Six of the campuses served only 2-1/2 to six year olds, and two served infants through school-age children. The remaining ten campus centers had combinations of infants, preschoolers, and school-age children (p. 256). The range of capacity was 36 to 145 spaces available at any one time (p. 180). Nearly two-thirds of the directors had master's degrees in early childhood education or related fields. All centers used students as staff members (p. 129).

Student-parents. Approximately 25% of the total student population of 332,755 was affected by or expected to be affected by child care while a student (p. 174). All but one center gave student-parents priority in admission (p. 180).

Employee-parents. Approximately 22% of the total employee population of 33,975 was affected or expected to be affected by child care of one form or another (p. 175). There was no breakdown

of other types of child care services for student- or employee-parents, such as resource and referral or child care benefits.

Student observers/participants. Child study centers, the term used for facilities whose primary function is the academic preparation of students, are exempt from licensure in California and generally are not considered child care facilities by their directors (p. 140). Students wanting experiences with children, however, used both full-day child care centers and child study centers (p. 138).

Integration of child care services. Various levels of integration or cooperation were reported between units on each campus, with no specific patterns given. The findings indicated there was little contact between related programs on the same campus (p. 140).

Administrative structure. The directors of the California centers reported primarily to the general manager of the Associated Student Government or to a student affairs administrator (p. 135).

Fiscal operations. Centers received funds primarily from parent fees and associated students' fees. Each campus received \$10,000 from the general fund. Income also was generated through fund raisers and low-income state grants (p. 181).

City University of New York Study

The purpose of the study of the child care system at the 19 campuses that comprise the City University of New York (CUNY) was to look at the quality of care provided by campus child care centers, to determine the degree to which the need for child care was being

met by the present level of service, to analyze the administrative structure of the child care system, and to evaluate the sufficiency of the support for campus child care (Keyes, 1988).

Features and functions. The centers operated from 36 to 75 hours weekly and had capacity enrollment from 13 to 52 spaces at any one time, with a total of 499 spaces (p. 25). There was no summary of the ages served at the various centers in the study. Specific comparisons of the 16 campuses in the City University of New York that had child care centers were not part of the study. However, in summary comments it was stated that "all centers have some well-qualified staff but some centers do not have enough [staff] to provide adequate supervision and training of other staff, workstudy students, practicum students and volunteers" (p. 12).

Integration. The comment on the integration or coordination between the campus center and other divisions of the university was that there was "considerable variance from campus to campus" (p. v). There were no examples of what cooperation or variance existed.

Administrative structure. The administrative summary consisted of adult/child ratios and personnel policies. Comments were not clear regarding to whom campus directors were most often responsible within the hierarchical structure of the university system.

Fiscal operations. Funding resources for the campus centers were listed as City University of New York and state child care funds, city funds, parental fees, USDA reimbursement for food, other federal funds, social services funds, New York City Youth Bureau, student government, student activity fees, and faculty-student

associations. In-kind support included space, utilities, maintenance, faculty or staff lines for directors, workstudy help, and student interns (p. 23). Parental fees and personnel salaries were not included.

Profile of Campus Child Care Survey

The purpose of the National Campus Child Care Centers Survey was to obtain a profile of campus centers throughout the United States (Herr et al., 1987). Members of the National Coalition of Campus Child Care were selected, and 184 responses were received out of 242 mailed questionnaires. Eighty responses were from public institutions, and of these only 11 were from colleges offering four-year degree programs. The remainder of responses were from community colleges or private institutions. The findings were reported on the total number of respondents, and an analysis by type of institution was not included.

Features and functions. Campus size ranged from 1,000 to 16,000. The number of children enrolled in a center ranged from 10 to 1,000; 72% of the centers served 100 or fewer children. The ages of children served included:

Infants under 1 year	33%
1-2 years	65%
3-4 years	98%
5-6 years	84%
Over 6 years	28%

Types of programs available were as follows:

Full time	100	campuses
Half time	112	
Before/after school	38	
Drop-in care	37	
Evening care	25	
Week-end care	7	
Preschool program	131	
Satellite (home daycare network)	9	

Administering the centers in the survey were directors, of whom 52% had master's degrees, 22% bachelor's degrees, and 16% doctoral degrees; 4% of the directors had less than a bachelor's degree. Fifteen percent of the centers had a majority of the teachers with master's degrees, almost half of the teachers had bachelor's degrees, and 25% had the minimum state requirements (p. 18).

Child care services to specific campus populations, student- or employee-parents, were not included, nor were there indications of priority of admissions for student- or employee-parents.

Integration. There was no reporting of integration of child care services.

Administrative structure. The administrative structure was as follows:

- 25% reported to Student Affairs or Student Services Divisions
- 36% reported to Academic Affairs in the following areas:
 - 13% Schools of Home Economics
 - 9% Department of Schools of Education
 - 7% Early Childhood Education
 - 7% Child Development and/or Family Relations

The remainder reported to auxiliary services or to the vice-president of administration or business; three centers reported to their own board of directors (not presented in percentages) (p. 18).

Ninety-one percent of the centers had paid teaching staff, and 75% employed students part time. More than half had volunteer students (often as participants for academic requirements), and 30% had parent or community volunteers (p. 18).

Classification. Thirty-three percent of the directors and 6% of the teachers held faculty status. The remainder were a variety of administrative allocations (p. 19). Thirteen percent of the directors had full-time administrative responsibilities, 52% had half time or less, and 30% had one-quarter time or less. Thirty-nine percent also taught children, and 34% had an assistant director (p. 19). Only teachers' salaries were included. For those on an hourly wage, the range was \$3.35 (minimum wage at that time) to \$16.50; the wages of those on 12-month contracts ranged from \$7,300 to \$29,000, with an average mean of \$15,794 (p. 18).

Fiscal operations. Forty-three percent reported no university support, and none of the centers reported being fully supported by university funds. Of those receiving university support, the mean was 37% of their budgets. Ninety-five centers received no support for clerical coverage, whereas 43 received up to half and 30 centers received from 50% to 100% university support for secretarial services (p. 47). Contributions for space and maintenance were as follows (186 centers in the survey):

- 134 centers received 76% to 100% building space
- 20 centers received no contributions of space
- 129 centers received 75% to 100% utilities
- 30 centers received no contributions toward utilities (p. 46)

Summary of the Review of Literature

Following are significant aspects from the review of literature relevant to the description and analysis of campus child care at the 15 public universities in Michigan.

Features and Functions of Campus Child Care

Child care has seen changes of purpose and place on college campuses as the roles of women have shifted between work and home, and the number of campus centers has increased 90% since the mid-1970s (Greene, 1985). Forty percent of campuses in the United States have some sort of campus child care service (Greene, 1985). A report completed on child care centers at 26 of the 92 colleges and universities in Michigan indicated that 3 had no centers, 13 had full-day programs, and 10 had half-day programs (Crawley et al., 1989). In Michigan, 23% of children are cared for in 3,000 child care centers, 22% in family daycare homes, 24% with relatives other than a parent, 16% with the father, 6% have in-home care, and 8% are with their mothers at work (Crawley et al., 1989).

Student-parents. There has been a rapidly rising number of women of all ages studying on campuses in the last decade, with 54% of undergraduates now being women (Wallis, 1989), who also earn 51.9% of the bachelor's and master's degrees (Center for the American Women and Politics, 1988). Students are older; 60% are over 23 years of age (College Board, 1988), increasing the likelihood of students also being parents and needing child care. The rise of single-parent households has increased the number of

women seeking education and training and also has affected the need for campus child care (Michigan League for Human Services, 1987). A comprehensive child care study of the California State University system (Summa Associates, 1988) reported that approximately 25% of the total student population (332,775) has been or expects to be affected by child care while a student.

Employee-parents. There has also been a rapid rise in the number of women, particularly mothers, in the workforce in the last decade, with 60% of all mothers with children under six working outside the home (Dole, 1989). The fastest rising number of working mothers are the 48% returning to work before their infants are a year old (Dole, 1989). Child care is an important issue for families as one-third of the workforce are parents with dependent children (Michigan Child Care Initiative, 1989), putting increased pressure on parents to balance home and work responsibilities (Dole, 1989). The pressure of time and balancing home and work responsibilities were in the top four stressors of faculty, both men and women, in a survey by the University of California (1991). Colleges and universities are also beginning to assess themselves as employers addressing work and family benefits. A recent report of 35 colleges found 74% offered some kind of child care assistance; 92% offered dependent care accounts, 39% offered resource and referral services, and 38% had on- or near-site child care centers. The child care study of the California State University system (Summa Associates, 1988) found 22% of the total employee population (33,975) had been or expected to be affected by child care.

Student observers/participants. The increasing need for full-day child care facilities for working families, as well as half-day preschool programs, has caused a shift in the training and preparation of students to be teachers, providers, and administrators in a variety of child care programs (Keyes, 1989). The combining of training and service is happening on several campuses to give potential daycare teachers opportunities similar to the marketplace (Alger, 1984). The California State University study (Summa Associates, 1988) found academic programs did not consider their programs as child care facilities. Interpretation and conflicts of terminology within campus child care services, as related to mission and purpose, were also addressed in the University of Wisconsin-Madison study (University Child Care Task Force, 1988). The interest in child and family development has also increased the number of facilities offering opportunities to study children in order to conduct research and learn research techniques.

Integration of Child Care Services

As training and service sites are merging, the administrative cooperation and coordination of students for academic purposes is beginning an integrative process (Day, 1984). One of the approaches presented to achieve the multiple needs of families, work, and study is to capitalize on the interdepartmental involvement of units across campus in the administration and delivery of child care services (Cook, 1984).

Administrative Structure of Campus Child Care Services

The directors in the California State University system (Summa Associates, 1988) reported primarily to student affairs or student government personnel. In the Profile of Campus Child Care Survey (Herr et al., 1987), in which 184 colleges and universities across the United States participated, 36% of the directors reported to academic affairs and were primarily in schools of home economics. Ninety-one percent had paid staff, and 75% employed students part time. More than half used volunteer students, who were often participating for academic purposes.

Classification of Child Care Personnel

The Profile of Campus Child Care Survey (Herr et al., 1987) reported that 33% of the directors and 6% of the teachers were in faculty positions. The remainder were in administrative allocations with a variety of descriptive titles. Thirty-three percent were full-time administrators, 52% of the directors had one-half time or less for administrative duties in the center, and 30% had one-quarter time or less (there was no description in the report for the remaining 5%). Thirty-nine percent of the directors also taught children, but 34% had an administrative assistant as well as a director. A self-study at the University of South Carolina correlated the high turnover of campus child care directors with the complexity of responsibilities expected in the administration of the center.

Fiscal Operations of Campus
Child Care Services

In the study of the California State University system (Summa Associates, 1988), the funding resources of the 19 centers in the study were through parental fees, student government, and direct university support of \$10,000 for each center. The Profile of Campus Child Care (Herr et al., 1987) reported the results of the 184 centers in the survey: 43% received no direct university support, and of those receiving some support, the mean was 37%. In-kind support, salaries, building space and maintenance, and utilities were reported as the following: 29% included between 50% and 100% of the directors' salaries and 16% of the teachers' salaries, whereas 58% included no directors' salaries and 69% included no teachers' salaries; 70% included building space and utilities and 12% did not.

CHAPTER III

METHODOLOGY

The researcher's purpose in this study centered on the provision and delivery of child care services at the 15 public universities in Michigan. Employee- and student-parents as well as university students participating with children as part of their academic study were the populations studied. The administrative functions of child care services within the university governance and the operation of child care services were the primary focus.

The review of literature included the history of campus child care and demographics relevant to work and families, child care, and campus information. Studies relevant to the purposes of this research were reviewed, as were points of view from professionals in the early childhood field.

The description of the methodology includes the population, research design, data-gathering techniques, content- and data-analysis format, and data-collection timetable.

Population and Sample

The 15 public universities in Michigan were the population studied. The universities included were Central Michigan University, Eastern Michigan University, Ferris State University,

Grand Valley State University, Lake Superior State University, Michigan State University, Michigan Technological University, Northern Michigan University, Oakland University, Saginaw Valley State University, University of Michigan-Ann Arbor, University of Michigan-Dearborn, University of Michigan-Flint, Wayne State University, and Western Michigan University.

This population represented institutions of higher education with a range of missions from large research universities to predominantly technological institutions; a geographic range from the upper peninsula of Michigan to the metropolitan area of Detroit; a student body numbering from 2,900 to 41,700; and universities having highly selective student enrollment to open student enrollment (see Appendix F).

Research Design

The basic research design was a descriptive analysis approach using both qualitative and quantitative measurements to assess the structure of campus child care services for campus-employee-parents, student-parents, and student observers/participants. The qualitative method permits the study of selected issues in depth and detail through careful description of program situations, events, people, interactions, and observations (Patton, 1987). The quantitative method is used to measure the responses to a limited set of questions, which facilitates comparison of the data (Patton, 1987).

Narrative inquiry was used to describe the nature of the child care services available at each university, thereby eliciting a

description of the character, scene, and context of a situation (Connelly & Clandinin, 1990).

A site description of each university was written in narrative form to provide a holistic picture of the university's child care service and to provide a system for analysis. Tables were used to compare and contrast the relative data of the universities being studied.

Data-Gathering Methods

The following techniques were used to gather information for the description and analysis of campus child care services:

Survey Instruments

Director questionnaire. A questionnaire (Appendix A) was given to campus child care directors to gather basic information on the features and functions of services giving direct care to children. The questions were from the following resources. Items 1-6 and 10-14 were from surveys prepared in 1981, 1984, and 1987 by the National Coalition of Campus Child Care. Item 9 was from a questionnaire used in 1988 by the Council for Early Childhood Professional Recognition. Items 4, 7, and 8 were created for research study.

Interviews. During campus visitations, interviews were conducted to gather relevant information on the types of services, organizational hierarchy, and administrative structure of child care services for campus-employee-parents, student-parents, and student observers/participants. Interviews were conducted with campus

child care directors, academic coordinators, benefits officers, and/or other campus personnel deemed appropriate to assess the child care services provided by the institution. Each person interviewed signed a consent form (Appendix B) and was advised of autonomy and the confidentiality from personal disclosure. The questionnaire designed for directors was completed at the start of the interview. The interview questions (Appendix C) were from the following sources. Items 1, 6, 11-16, 18-19, and 24-32 were from surveys prepared in 1981, 1984, and 1987 by the National Coalition of Campus Child Care. Items 2-4, 7-10, and 21-24 were created for research study.

Pilot study. A pilot study was conducted with both the questionnaire and interview format. The pilot study included personnel from institutions offering child care services at their respective campuses. Revisions from the results of the pilot study were integrated into the final questionnaire and interview format as deemed appropriate.

Campus Visitation

The campus visitation included interviews and collection of college catalogues, brochures, new-employee packets, and other printed materials that were appropriate. Brochures, pamphlets, student and parent manuals, and floor plans were also gathered, and photographs of the facilities were taken. A visit to each campus bookstore provided an opportunity to peruse textbooks, watch students, and view some of the life at each campus.

Journal

The researcher kept a journal in which notes, photographs, and other information pertinent to describing each campus and the various child care services provided on the campuses were included.

The accumulation of the above materials was the basis for the description and analysis of the features and functions of the various campus child care services and their organizational structure at the universities being studied.

Content Analysis

The analysis of the data collected from each university in the study referred to each of the research questions previously presented.

Features and Functions

An analysis of the features and functions of the child care services available at each of the 15 universities included a descriptive overview of the types of child care services available for campus-employee-parents and student-parents. Included in the analysis were the child care services available for university students participating with children for practicum, research, or as part of other academic study. Items 1-13 in the mailed questionnaire; Items 1-2, 7-8, 13, 16-17, and 22-32 in the interview format; and the journal related to the analysis of Research Question 1 (Appendix D).

Integration of Child Care Services

An examination was made to determine whether or how each university studied integrated child care services between the various divisions, schools, or departments. Items 7 and 8 in the mailed questionnaire; Items 2-3, 7-9, and 28-32 in the interview format; and the journal related to the analysis of Research Question 2 (Appendix D).

Administrative Structure

Organizational flow charts depicted the administrative structure of campus child care services within the governance of each university studied. Items 4-6, 8-9, 11-12, and 16-17 in the interview format and the journal related to the analysis of Research Question 3 (Appendix D).

Classification Title/Codes

An investigation was made to clarify the child care personnel titles/codes in the administrative framework of each of the universities studied. Items 10, 12, 14, and 16-17 in the interview format and the journal related to the analysis of Research Question 4 (Appendix D).

Fiscal Operations

A descriptive analysis was made to illustrate how child care services were funded and administered in each university's fiscal operations. Item 13 in the mailed questionnaire; Items 11, 15, and

18-21 in the interview format; and the journal related to the analysis of Research Question 5 (Appendix D).

Data Analysis

Site Descriptions

Each site description was a condensation of the data collected through questionnaires, interviews, program documents, observations, photographs, and journals; it represented the phenomenon of each institution's child care services. Content analysis of each site description identified the patterns, themes, and relevant categories to compare and contrast the universities in the study (Patton, 1987).

Indexing

The data were organized according to the purposes of this study, as outlined in the research questions: features and functions, integration of services, administrative structure, classification of personnel, and fiscal operations of campus child care at the 15 public universities in Michigan.

Matrices

A variety of matrices (Appendix E) were constructed to illustrate the linkage between the 15 public universities and various child care service components. The cells in the matrix held the linkages expressed as themes, patterns, program content, or actual activities (Patton, 1987).

Tables

Statistical techniques in this study included numerical summations of the data collected. These data are illustrated in tables, where appropriate.

Chronology for Data Collection

Initial Inquiry

An initial telephone inquiry made to each university indicated the availability of child care services on each campus in the study. Child care service personnel were identified through membership lists in the National and Michigan Coalition of Campus Child Care, the National Child Development Lab Schools Association, the Michigan Early Childhood Educators Consortium, and direct calls to the 15 public universities in the study.

Pilot Study

Feedback on the survey instruments was asked for and received from the personnel being interviewed in the pilot study. Appropriate changes were made.

Telephone Interview

Follow-up telephone calls were made to explain the purpose of the study and schedule the campus visitation. Appointments were scheduled with the benefits officer and/or designated personnel and any others deemed appropriate. During the contact by telephone, a request was made for additional materials, such as campus catalogue, pamphlets, and brochures or policy manuals.

Site Interviews and Observations

The campus visitations included interviewing the necessary personnel, gathering appropriate materials, taking photographs, and observing the child care centers or other programs deemed appropriate. Each campus visit took from one to two days, depending on the number of child care services available at each university. Each interview lasted approximately one and one-half to two hours.

Case Records

The raw data were organized, indexed, and edited into a workable package. During the analysis of these data, if further information was needed, follow-up contacts were made to appropriate personnel.

Site Descriptions

The site descriptions were narrative pictures of each university's child care services. They included the information necessary to analyze the features and functions of the administration of these services.

Analyses and Comparisons

From the data in the site descriptions, analyses and comparisons were written and matrices designed to illustrate the data related to the research questions.

Preparation of Final Document

Descriptions and tables were compiled into the format of expected dissertation standards.

CHAPTER IV

FINDINGS

The researcher's purpose in this study was to gather information from the 15 public universities in Michigan relating to (a) the features and functions of child care services at each campus for employee- and student-parents as well as university students participating with children for academic purposes, (b) the integration of the administration of child care services within the governing structure of each university, and (c) the delivery system of campus child care services.

A review of the literature included a historical background of campus child care and a presentation of basic demographics of child care issues in Michigan, women and the workplace, and campus populations. Components of three major studies and information from professionals in early childhood were reviewed and organized according to the research questions in the study.

A description of the methodology comprised the research design, data-gathering techniques, and the content- and data-analysis format. Included in the research design were on-site visits to the 15 campuses of the public universities in Michigan. Site descriptions for each university were written from the compilation of materials gathered from interviews with child care directors,

academic coordinators, and human services personnel. Materials from journal entries, photographs, brochures, and student and parent manuals contributed to the site descriptions. Data were indexed according to the research purposes.

The findings reported in this chapter include background information on the universities in the study, with a brief description of the child care services available on each campus. Analyses of the indexed data are presented in the sequence of the research questions. When appropriate, tables are used to illustrate the linkage between the 15 public universities and various child care service components.

University Background Information

Central Michigan University

Background. Central Michigan University (CMU), established in 1892 as Central Michigan Normal School and Business Institute, is a publicly funded institution offering undergraduate programs in the liberal arts and the professions (Barron's, 1990). Master's degrees are also available, as is a doctorate degree in psychology.

Student and employee populations. There are 17,299 full- and part-time undergraduate students and 1,600 graduate students enrolled. Female students comprise 57% of the total student population. The average age of undergraduate students is 20. Seventy-five percent of the faculty are male and 25% are female (Barron's, 1990). The total number of campus employees is 2,187, of whom 53% are female (Equal Employment Opportunity Commission, 1990).

Location. The 650-acre campus is located in a small town of 18,000 inhabitants in west-central Michigan, 55 miles north of Grand Rapids. (See Appendix F.)

Campus child care services. The Human Growth and Development Laboratory, established in 1966, is currently located in a new addition of the home economics building in the center of campus. The Laboratory operates a half-day preschool program.

Eastern Michigan University

Background. Eastern Michigan University (EMU), established in 1849 as Michigan State Normal School, was Michigan's first institution to educate teachers. The state-funded institution offers undergraduate programs in arts and sciences, business, education, health and human services, and technology (Barron's, 1990). Doctoral and master's degrees are also available.

Employee and student populations. There are 17,804 full- and part-time undergraduate students and 7,096 graduate students. Female students comprise 52% of the total student population. The average age of undergraduate students is 23. Sixty-five and one-half percent of the faculty are male and 34.5% are female (Barron's, 1990). The total number of campus employees is 1,721, 51% of whom are female (Equal Employment Opportunity Commission, 1990).

Location. The 460-acre campus is located in a small city of 25,000 inhabitants 30 miles west of Detroit in southeastern Michigan. (See Appendix F.)

Campus child care services. The Children's Institute, established in 1979, is located in two sites near the center of campus. The Snow Health Center houses a preschool program, and the Rackham School of Special Education houses three programs: a preschool/kindergarten program, an evening program, and a summer day-camp program.

Ferris State University

Background. Ferris State University (FSU) is a publicly funded institution established in 1884 by former Michigan governor Woodbridge N. Ferris. Undergraduate programs are offered in the liberal arts and sciences, education, allied health, optometry, pharmacy, technology, and business. Associate and master's degrees are also available, as is a doctorate degree in optometry.

Student and employee populations. There are 11,600 full- and part-time undergraduate students and 210 graduate students. Female students comprise 41% of the total student population. The average age of the undergraduate student is 22. Seventy-seven percent of the faculty are male and 23% are female (Barron's, 1990). The total number of campus employees is 1,446, of whom 44.5% are female (Equal Employment Opportunity Commission, 1990).

Location. The 650-acre campus is located in a small town of 18,000 inhabitants in west-central Michigan, 55 miles north of Grand Rapids. (See Appendix F.)

Campus child care services. The Child Development Center, established in 1986, is part of the Center for Early Childhood

Studies. Located on the first floor of a remodeled dormitory that houses the College of Education, the center is a training site offering full-day child care services.

Grand Valley State University

Background. Grand Valley State University (GVSU), established in 1960, is a state-supported institution offering undergraduate programs in the professions, business, nursing, and teaching. Master's degrees are also available.

Student and employee populations. There are 9,768 full- and part-time undergraduate students and 1,894 graduate students. Female students comprise 59% of the total student population. The average age of undergraduate students is 23.6. Sixty-six percent of the faculty are male and 34% are female (Barron's, 1990). The total number of campus employees is 790, of whom 49.7% are female.

Location. The 900-acre campus is located in a rural setting midway between Grand Rapids and Lake Michigan in west Michigan. (See Appendix F.)

Campus child care services. The Children's Center, established in 1975, is located on the edge of campus in a remodeled ranch-style house. The center is a full-day child care service operated under Student Affairs.

Lake Superior State University

Background. Lake Superior State University (LSSU) is a publicly assisted institution founded in 1944 as a branch of Michigan Technological University. Undergraduate programs are

offered in the liberal arts and sciences, technology, business, and the health fields. Associate and master's degrees are also available.

Student and employee populations. There are 2,747 full- and part-time undergraduate students and 161 graduate students. Female students comprise 46% of the total student population. The average age of undergraduate students is 19. Seventy-three percent of the faculty are male and 27% are female (Barron's, 1990). The total number of campus employees is 386, of whom 44.3% are female (Equal Employment Opportunity Commission, 1990).

Location. The 121-acre campus on the banks of Lake Superior and Lake Huron is located in a small town of 15,000 inhabitants in the Upper Peninsula of Michigan, 280 miles north of Lansing. (See Appendix F.)

Campus child care services. The Child Care Center, established in 1979, is located in a small brick house in the center of campus. The center is a training site and offers full-day child care services.

Michigan Technological University

Background. Michigan Technological University (MTU), established in 1885, is a state-supported institution offering undergraduate programs in engineering, science, forestry, business, the liberal arts, and social studies. Associate, master's, and doctoral degrees are also available.

Student and employee populations. There are 6,662 full- and part-time undergraduate students and 504 graduate students. Female students comprise 24% of the total student population. The average age of undergraduate students is 21. Eighty-two percent of the faculty are male and 18% are female (Barron's, 1990). The total number of campus employees is 1,323, of whom 41% are female (Equal Employment Opportunity Commission, 1990).

Location. The 240-acre campus is located in a small town of 7,500 inhabitants near Lake Superior in the Upper Peninsula of Michigan, 600 miles from Detroit. (See Appendix F.)

Campus child care services. The campus did not have a child care center at the time of the study. However, the university is part of the Keweenaw Employer's Child Care Consortium, which also includes the county mental health services, a bank, and the hospital. The consortium is in the process of planning a child care center that will give priority to the employees of the businesses involved. The projected opening is fall 1991. The university offers a child care resource and referral service to employees through the local Community Coordinated Child Care (4 C's) office.

Northern Michigan University

Background. Northern Michigan University (NMU), established in 1899, is a public institution offering undergraduate training in the liberal arts and sciences, business, education, health sciences, human services, nursing, and technology. Associate and master's degrees are also awarded.

Student and employee populations. There are 7,600 full- and part-time undergraduate students and 770 graduate students enrolled. Female students comprise 52% of the total student population. The average age of the undergraduate student is 23.6. Fifty-seven percent of the faculty are male and 29% are female (Barron's, 1990). The total number of campus employees is 1,025, of whom 43% are women (Equal Employment Opportunity Commission, 1990).

Location. The 300-acre campus is located in an urban setting of 23,000 inhabitants on the shores of Lake Superior in Michigan's Upper Peninsula. (See Appendix F.)

Campus child care services. The Child Development Center, established in 1973, is centrally located on the campus, on the ground floor of the gymnasium building. The center is a training site and offers a half-day program.

Oakland University

Background. Oakland University (OU), established in 1957, is a state-assisted institution, offering undergraduate degrees in the liberal arts and the professions (Barron's, 1990). Master's and doctoral degrees are also available.

Student and employee populations. There are 12,331 full- and part-time undergraduate students and 2,239 graduate students. Female students comprise 63% of the total student population. The average age of undergraduate students is 26. Seventy percent of the faculty are male and 30% are female (Barron's, 1990). The total

number of campus employees is 811, of whom 63% are female (Equal Employment Opportunity Commission, 1990).

Location. The 1,500-acre campus, located in a suburban area 25 miles north of Detroit, includes rolling hills, woods, and farmland. (See Appendix F.)

Campus child care services. The Matthew Lowry Early Childhood Center, established in 1975, is located on the edge of campus in three buildings housing three programs: preprimary, preschool, and toddlers. The center has full-day child care services and coordinates a special-needs program with the local public school system.

Saginaw Valley State University

Background. Saginaw Valley State University (SVSU), established in 1963, is a state-supported institution. Undergraduate programs are offered in the liberal arts, science, business, education, engineering, and allied health. Master's degrees are also available.

Student and employee populations. There are 5,263 full- and part-time undergraduate students and 652 graduate students. Female students comprise 61% of the total student population. The average age of undergraduate students is 26. Sixty-nine percent of the faculty are male and 31% are female (Barron's, 1990). The total number of campus employees is 460, of whom 41% are female (Equal Employment Opportunity Commission, 1990).

Location. The 782-acre campus is located in a suburban area 70 miles northeast of Lansing in east-central Michigan. (See Appendix F.)

Campus child care services. The Children's Center was established in 1979 through the joint efforts of the student government, the School of Education, and the administration of Saginaw Valley State University. The center is located on the edge of campus in a picturesque setting with a tree-lined driveway that leads to a ranch-style house remodeled into the child care center. A red barn is also on the premises. The center operates a full-day child care program under Student Affairs.

University of Michigan-Dearborn

Background. The University of Michigan-Dearborn (UM-D), established in 1959, is part of the University of Michigan system. Undergraduate students are offered programs in the liberal arts, education, engineering, and business. Master's degrees are also available.

Student and employee populations. There are 11,778 full- and part-time undergraduate students and 889 graduate students. Female students comprise 52% of the total student population. The average age of undergraduate students is 23 (Barron's, 1990). Sixty-eight percent of the faculty are male and 32% are female. The total number of campus employees is 726, of whom 50% are female (Equal Employment Opportunity Commission, 1990).

Location. The 200-acre campus, which includes part of Fairlane, the Henry Ford estate, is located in an urban area 10 miles northwest of Detroit. (See Appendix F.)

Campus child care services. The Early Learning and Child Development Center, established in 1971, began as a joint parent cooperative nursing school and an early childhood education laboratory organized by a group of student- and employee-parents. Located on the edge of campus, the center is housed in three stone cottages, part of the original Henry Ford estate, and remodeled for the care and education of children. The center is a training site and operates a full-day child care program and an accredited kindergarten. Employee- and student-parents have access to a resource and referral service through the Family Care Program, a benefit of the University of Michigan system.

University of Michigan-Flint

Background. The University of Michigan-Flint (UM-F), established in 1956, is a publicly funded institution, offering undergraduate programs in the liberal arts and sciences. Master's degrees are also available.

Student and employee populations. There are 6,315 full- and part-time undergraduate students and 367 graduate students. Female students comprise 60% of the total student population. The average age of undergraduate students is 28 (Barron's, 1990). Sixty-three percent of the faculty are male and 37% are female. The total

number of campus employees is 463, of whom 54% are female (Equal Employment Opportunity Commission, 1990).

Location. The 40-acre campus is located in an urban area of 138,000 inhabitants 60 miles north of Detroit in east-central Michigan. (See Appendix F.)

Campus child care services. The Campus Child Care Center is a program within the Educational Daycare Center of the YWCA of Greater Flint. The university contracts with the agency for 25 spaces of the 100 available for exclusive use by campus-employee-parents and student-parents. The YWCA, located within a short block of campus, was established in 1970 and has had a contract with the university since 1986. Employee- and student-parents have access to a resource and referral service through the Family Care Program, a benefit of the University of Michigan system.

Western Michigan University

Background. Western Michigan University (WMU), established in 1903, is a state-funded institution offering undergraduate programs in liberal arts, business, education, and engineering. Master's and doctoral degrees are also available.

Student and employee populations. There are 19,928 full- and part-time undergraduate students and 6,387 graduate students. Female students comprise 55% of the total student population. The average age of undergraduate students is 21 (Barron's, 1990). Sixty-six percent of the faculty are male and 34% are female. The

total number of campus employees is 2,968, of whom 51% are female (Equal Employment Opportunity Commission, 1990).

Location. The 451-acre campus is located in an urban setting of 80,000 inhabitants 140 miles west of Detroit in southwestern Michigan. (See Appendix F.)

Campus child care services. The Sara Swickard Preschool, established in 1971 by the Association of Women Students, was named after a professor in teacher education at Western Michigan University. Located on the edge of campus in a white house with red shutters remodeled for the care and education of children, the center is a full-day child care service and operates under Student Affairs.

Michigan State University

Background. Michigan State University (MSU), established in 1855, is a pioneer land-grant institution, offering more than 200 undergraduate and 500 graduate programs.

Student and employee populations. There are 34,951 full- and part-time undergraduate students and 6,722 graduate students. Female students comprise 51% of the total student population. The average age of undergraduate students is 20 (Barron's, 1990). Seventy percent of the faculty are male and 30% are female. The total number of campus employees is 9,467, of whom 51% are female (Equal Employment Opportunity Commission, 1990).

Location. The 5,239-acre campus is located in a suburban setting near Lansing, the capital of Michigan. (See Appendix F.)

Campus child care services. There are four child care services affiliated with the campus. The employee-assistance program offers the Child Care Referral Service (MSU-1) to all employees, including students. Child Development Laboratories (MSU-2), established in 1921, is located near campus in a remodeled elementary school and offers five programs: Spartan Nursery School, Laboratory Preschool, Motor Skills Program, Family Infant-Toddler Learning Program, and a kindergarten program. Spartan Village Child Development Center (MSU-3), established in 1971, is a full-day child care service primarily for student-parents; it is located in a large campus housing unit on campus. The Children's Corner (MSU-4), established in 1976, is located in the Medical Clinics Center and is a drop-in center for patients visiting the clinics.

University of Michigan--Ann Arbor

Background. The University of Michigan-Ann Arbor (UM-A), established in 1817 as the first public university in the nation, is the main campus of the University of Michigan system and offers undergraduate programs in the liberal arts and sciences, architecture, business, education, engineering, natural resources, nursing, and professional studies. Master's and doctoral degrees are also available.

Student and employee populations. There are 22,888 full- and part-time undergraduate students and 12,957 graduate students. Female students comprise 44% of the total student population. The average age of undergraduate students is 20. Eighty-three percent

of the faculty are male and 17% are female (Barron's, 1990). The total number of campus employees is 12,980, of whom 53% are female (Equal Employment Opportunity Commission, 1990).

Location. The 2,595-acre campus is in an urban setting of 110,000 inhabitants, located 35 miles west of Detroit. (See Appendix F.)

Campus child care services. There are five child care services affiliated with the campus. The Family Care Resources Program (UM-A-1), established in 1989, is an information and referral service for employee- and student-parents. Children's Center (UM-A-2), established in 1980, is located in an old hospital remodeled for the care and education of children. The half-day laboratory setting operates within the graduate school. Children's Center for Working Parents (UM-A-3), established in 1986, also operates within the graduate school and is a full-day child care program for employee- and student-parents. The center is located on the ground floor of a church across the street from campus. Children's Services Child Development Center (UM-A-4), established in 1989, is a full-day child care program for student-parents living in family housing. Pound House (UM-A-5), established in 1976, is located in a turn-of-the-century house remodeled for the care and education of children and is a half-day preschool operated through the university's international programs.

Wayne State University

Background. Wayne State University (WSU), established in 1868, is a state-supported university offering programs in the liberal arts and sciences, business, health fields, education, the arts, engineering and technological areas, and preprofessional areas. Master's and doctoral degrees are also available.

Student and employee populations. There are 19,598 full- and part-time undergraduate students and 10,642 graduate students. Female students comprise 53% of the total student population. The average age of undergraduate students is 27 (Barron's, 1990). Eighty percent of the faculty are male and 20% are female. The total number of campus employees is 3,985, of whom 48% are female (Equal Employment Opportunity Commission, 1990).

Location. The 180-acre campus is in a metropolitan setting in downtown Detroit. (See Appendix F.)

Campus child care services. There are four child care services affiliated with the campus. Wayne State University Nursery School (WSU-1), established in 1956, is a laboratory preschool located in a public elementary school. Wayne State University Psychology Child Development Laboratory (WSU-2), established in 1945, was originally part of the Merrill Palmer Institute and is now a full-day child care training site. Parents and Children Together (WSU-3), established in 1977, is a service program for high-risk families in Wayne County and a training program for sociology graduate students. Neighborhood Family Resource Centers (WSU-4), established in 1979, is an educational support service for six low-income communities in

Wayne County and operates out of the Center for Urban Studies. Wayne County Kidspace, established in 1989, is a full-day child care program located in the Wayne County Building in downtown Detroit and has a consulting relationship with Wayne State University through the Merrill Palmer Institute. The center serves only Wayne County government and court employees.

A comparison of total numbers of student and employee populations and the available child care spaces is illustrated in Table 1.

There were 15 state-supported institutions in the study, with student populations ranging from 2,908 to 41,673. A total of 258,555 half-time, full-time, and graduate students were enrolled (Barron's, 1990). Female students comprised 51% of the total student population. The average age of undergraduates was 23. The total number of full-time administrators, faculty, and staff at the 15 institutions was 40,831, of whom 50.7% were female. Seventy-two percent of the faculty at the 15 universities were male and 28% were female. Oakland University had the highest percentage of female students and employees (both 63%). Michigan Technological University had the lowest percentage of female students (24%) and along with Saginaw Valley State University also had the lowest percentage of female employees (41%). Eight universities had more than 50% female students, and 11 institutions had 50% female employees.

Table 1.--Percentage of female population of campus employees and students, with number and ratio of child care spaces at the 15 public universities in Michigan.

Univer- sity	Students		Employees		No. of Child Care Spaces	Ratio Spaces: Stu+Emp
	Total Number	% Women	Total Number	% Women		
CMU	17,229	57%	2,187	53.0%	24	1:876
EMU	24,900	51%	1,721	51.1%	230	1:116
FSU	11,600	41%	1,446	44.5%	65	1:204
GVSU	11,662	59%	790	49.7%	30	1:415
LSSU	2,908	46%	386	44.3%	20	1:165
MTU	7,166	24%	1,323	41.0%	0	NA
NMU	8,370	52%	1,025	43.0%	20	1:470
OU	14,570	63%	811	63.0%	85	1:181
SVSU	5,915	61%	460	41.0%	30	1:213
UM-D	13,380	52%	713	49.0%	65	1:206
UM-F	6,682	60%	569	52.0%	25	1:290
WMU	26,315	55%	2,968	51.0%	40	1:732
MSU	41,673	51%	9,467	51.0%	402	1:127
UM-A	35,945	44%	12,980	53.0%	230	1:213
WSU	30,240	53%	3,985	48.0%	120	1:285
Total	258,555	51%	40,831	50.7%	1,386	1:219

Although a total of 1,498 child care spaces were available from the 25 campus programs, only 1,386 spaces were available to student- and employee-parents, at a ratio of one space to 219 people affiliated with the campuses. Three programs served only community-parents as drop-in services and were not included in the total spaces available to campus constituents. The capacity range of children in child care centers was 12 to 300. Michigan State University operated five programs within the Child Development Laboratories with 300 spaces available. Wayne State University (WSU-3) and Michigan State University (MSU-4) each had drop-in programs with 12 spaces available. Approximately 2,724 children were served in the 22 direct care programs. The licensing regulations required that there be a specified number of children, determined by the square footage per child, in the center at any one time, which means half-day or flexible schedules may increase the number of enrollments over the number of capacity listed.

Content Analysis

The content analysis focuses on the five research questions posed in this study. In this section, each question is restated, followed by the findings for that question.

Research Question 1

What are the features and functions of child care services available at each of the 15 public universities in Michigan for (a) campus-employee-parents, (b) student-parents, and (c) student-observers?

Features and functions. All 15 campuses had a center-based child care program affiliated with the university with the exception of Michigan Technological University, which was part of a consortium to open a child care facility by fall 1991. The features of the 22 child care centers operated at the 15 public universities in Michigan are shown in Table 2.

The oldest campus child care program, Michigan State University's Child Development Laboratories, had been operating for 70 years. The newest campus program, the University of Michigan-Ann Arbor's Children's Services Child Development Center, had been operating approximately six months.

Of the 22 centers, 11 operated on the academic calendar and 11 operated throughout the year. Four programs were open only for half a day; the remaining 18 centers operated from 9 to 14.5 hours per day, for an average of 10 hours per day. Only two programs offered evening hours, and three had kindergarten classrooms.

Among three campus programs, there were 16 spaces for full-day services for infants under a year old. Other programs involving infants included Michigan State University (MSU-2) and Wayne State University (WSU-2), with programs involving parents and babies coming together. Children's Corner (MSU-4) offered a drop-in service, which included infants of patients using the campus medical

Table 2.--Functions and features of the campus child care centers at the 15 public universities in Michigan.

Univer- sity	Years	Calendar	Hours	Ages	Capacity	Enrollment
CMU	25	Acad.	2.5	3-4	24	47
EMU	12	Year	14.5	1-12	230	175
FSU	5	Year	10.0	0-6	65	75
GVSU	16	Year	11.0	2.5-6	30	52
LSSU	16	Acad.	10.0	3-5	20	30
MTU	1	Employee Assistance Program--R and R				
NMU	18	Acad.	4.0	2.5-5	20	48
OU	16	Acad.	10.0	1.5-6	85	210
SVSU	12	Acad.	9.5	2.5-6	30	50
UM-D	20	Acad.	10.5	1-6	65	120
UM-F	5	Acad.	10.5	0-6	25	45
WMU	20	Year	10.5	2.5-10	40	50
MSU-1	2	Employee Assistance Program--R and R				
MSU-2	70	Acad.	2.5	0-6	300	300
MSU-3	20	Year	10.0	0-9	102	
MSU-4	15	Year	9.0	0-10	20	Drop-in
UM-A-1	1	Employee Assistance Program--R and R				
UM-A-2	11	Acad.	2.5	1-6	90	160
UM-A-3	5	Year	10.0	2.5-6	40	33
UM-A-4	.5	Year	10.0	2.5-6	60	50
UM-A-5	15	Acad.	9.5	2.5-6	40	37
WSU-1	35	Acad.	2.5	2.5-5	40	40
WSU-2	46	Year	10.5	1.0-8	80	75
WSU-3	14	Year	Flex.	0-16	12	Drop-in
WSU-4	12	Year	Flex.	0-5	Flex.	NA

Note: R and R indicates resource and referral service.

clinics. Wayne State University, as part of its mission of service to the community, had two drop-in programs (WSU-3, WSU-4) that involved the care of infants through school-age children while parents were in parenting groups or other support programs. Three additional programs included care for toddlers 12 months and older. Ten campus centers operated for children between 2.5 and 6 years of age; four programs offered care for school-age children.

The types of child care services available at each of the 15 universities are shown in Table 3. Each column indicates the campus constituency served. Included in the table are community-parents, who also were clients at most centers in the study.

Eight of the 22 campus child centers had full-day child care programs whose primary function was serving student-, employee-, and community parents. Six centers were combination training sites for student observers/participants and full-day child care programs for campus and community families. Five campuses had half-day laboratory preschool programs, and three programs were community services that were affiliated with academic programs.

Student-parents. One center served only student-parents living in university family housing (UM-A-1). Nine of the 22 campus-affiliated centers gave student-parents priority in selecting children for admission and offered reduced fees. Two centers offered sliding-scale fees to all parents based on income. Campuses in the University of Michigan system had a resource and referral service available to student-parents, and two universities had

Table 3.--Campus child care services and training sites available to employee-, student-, and community-parents at the 15 public universities in Michigan.

Univer- sity	On-Site Full Care	Lab Full Care	Lab/ Pre- school	Reduced Ch. Care Center Fees	Admis- sion Prior- ity	Resource and Referral Service	Spend- ing Account	Cafe- teria Benefits	Research
CMU			SO,SP EP,CO			SP-- Brochure			SO,FAC
EMU		SP,EP CP,SO		SP	SP		EP		SO,FAC
FSU		SO,SP EP,CP		SP	SP,EP		EP	EP: Admin.	
GVSU	SP,EP CP			SP,EP	SP,EP		EP		
LSSU		SO,SP EP,CP		SP	SP,EP				
MTU						EP			
NMU			SO,SP EP,CP	SP	SP	SP-- Brochure			SO,FAC
OU	CP,SO			SP	SP,EP				
SVSU	SP,EP CP,SO								

Table 3.--Continued.

Univer- sity	On-Site Full Care	Lab/ Full Care	Lab/ Pre- school	Reduced Ch. Care Center Fees	Admis- sion Prior- ity	Resource and Referral Service	Spend- ing Account	Cafe- teria Benefits	Research
UM-D		SO, SP EP, CP		SP, EP	SP, EP	EP, SP	EP		FAC
UM-F	SP, EP			SP, EP	SP, EP	EP, SP	EP		
WMU	SP, EP CP, SO			SP, EP	SP, EP		EP		
MSU	SP, EP		SO, CP			EP			SO, FAC
UM-A	SP	EP, SP	SO			EP, SP	EP		SO, FAC
WSU		EP, SP CP, SO	SO, CP						SO, FAC

Key: SP = Student-parents
 EP = Employee-parents
 CP = Community-parents
 SO = Student observers/participators

brochures for student-parents, listing child care options available on and off campus.

Employee-parents. All 15 campuses had some type of child care service for employee-parents. Thirteen offered limited-access on-site child care, 1 offered limited-access near-site child care, 3 offered resource and enhanced referral programs, 4 offered flexible spending accounts, and 1 offered a child care option as a "cafeteria benefit" to employees in the administrative division.

Although there was on-site child care at 13 universities and one campus contracted with a community agency for 25 child care spaces, none of the 14 centers offered employee-parents first priority in placing children for admission. Seven centers gave priority to employee-parents over community-parents after the children of student-parents had been placed. Four gave employee-parents reduced fees from what community-parents were charged. The remainder of the campus centers had a variety of admission priorities, which included "serving the whole community," cultural diversity, gender/age balance, "first-come, first-served," parents wanting more than four hours of child care, or families that previously used the center. Employee- and student-parents could be applicants for admission in these categories. Of the 1,386 available child care spaces for student- and employee-parents, 595 were located in half-day-only programs, leaving 773 full-time spaces for 40,831 employees. None of the universities offered sick-child services. Two offered evening-care options; Grand Valley State

University offered care one night a week, and Eastern Michigan University offered four nights of care each week.

Universities offering employee resource and referral services were (a) Michigan Technological University, which contracted with the Community Coordinated Child Care (4 C's) office in the Upper Peninsula for an enhanced referral service offering a personalized match-up system between community-based child care providers and employers at the university; (b) the University of Michigan's Family Care Resources Program (UM-A-1), which served the Dearborn, Flint, and Ann Arbor campuses and included a staff person from the Washtenaw 4C office as part of the contract to provide enhanced referral services to university employees, including students; and (c) Michigan State University (MSU-1), which had two contracts for enhanced referral services serving employees including students. One was with the local Ingham County 4C office for employees at the main campus in East Lansing, and the other enhanced referral contract was with the State Community Coordinated Child Care office to provide services for employees at site branches around the state and for each county extension program. Each of these services had been added within the two years preceding this study.

Flexible spending accounts, offered by five universities, are nontaxable salary-reduction options. Employers set up a nontaxable account for each employee selecting the spending account option. The employee takes a reduction in income up to \$5,000 and then draws from this account to pay for child care fees. One university

offered a child care option as part of a "cafeteria benefit" for employees in the administrative unit.

The University of Michigan-Dearborn and University of Michigan-Flint had highly comprehensive services to offer employee-parents: an on-site limited-access child care center, priority over community-parents in the selection of children, reduced fees as compared to those for community-parents, an enhanced child care referral service, and the flexible spending account option.

Student observers/participants. Twelve of the 15 universities had students using the child care centers for academic purposes. Of the 22 campus centers, 12 were either a primary training site or had a dual mission of training and service to provide facilities for university students participating with children as part of their academic study. Five of the 11 programs were half-day preschools, and the other seven were full-day services with specific training components affiliated with academic units. Three programs housed in academic units cared for children while parents were seeking services from graduate students in urban studies, counseling, or medical training. The seven centers, primarily serving student-and/or employee-parents, also had students using the sites for experiences with children or some part of a class or program. Six of the university centers conducted research in the child care centers, involving students as well as faculty.

Research Question 2

How does each university integrate child care services to employee- and student-parents as well as university students participating with children as part of academic study?

An analysis of the data on the use of other campus units or services by child care programs revealed two patterns of integration. One was coordination within the university structure, and the second was partnerships or linkages with the communities outside the campus.

Campus integration. Academic program integration was evident in 17 of the 22 child care centers, which had students from multiple divisions. Representing more than 28 different curricula, students were participating in activities that included observing; participating in teaching, testing, or screening; research; internships; practice teaching; and field experience with children for entry into specific fields of study. The courses or programs represented were from the social and behavioral sciences, allied health, business, human growth and development, fine arts, education, women's studies, counseling, and others. The participation of students for academic purposes was the same whether the center's primary mission was training or service. Multiple disciplines were also represented beyond the specific department responsible for the center's operation, with the exception of one laboratory preschool using only education students. Only one campus reported having budgetary reimbursement from other departments using the center as an academic site. Some centers also had students from other universities completing academic requirements. Several

centers received informal faculty consulting on children or business issues from a variety of disciplines, as well as faculty requests for research purposes.

Student and academic affairs jointly administered two centers, with the health center as the identified unit of responsibility for each center. One university used student volunteers from the fraternity/sorority student activity organization. Student housing was involved in assisting with the operation of one campus center, and another published a list of campus and community child care facilities. Nontraditional students had published a similar brochure at the Northern Michigan University campus.

Business and academic affairs had a joint appointment in the administration of the resource and referral services at the University of Michigan (UM-A-1) and Michigan State University (MSU-1). The affirmative action office under business affairs administered the third child care referral service at Michigan Technological University.

Business affairs divisions had several components that assisted the child care center's operation. Centers were insured under the university group policy for liability and property coverage. Payroll and other accounting services were part of business affairs contributions, and at Northern Michigan University's center, collection for child care fees was done at the university cashier's office. Other centers used the student work-study program and

student employment to staff the center. Financial aid personnel helped student-parents find resources for child care.

Community integration. Coordination with community agencies was integrated into 12 of the 25 campus child care services, as summarized below:

- * 3 resource and referral programs contracted with Community Coordinated Child Care Offices (4 C's).
- * 2 centers contracted with the Michigan High-Risk Four-Year-Old Program.
- * 2 centers contracted with local public schools: one for a nursery school lab and another for a special-needs program.
- * 2 centers contracted with the Department of Social Services for parent-child programs and services.
- * 1 center contracted for child care spaces at a near-site center.
- * 1 center contracted with a church for the child care facility.
- * 1 center used a community volunteer program.

Career exploration by students from high school programs was reported by three centers. Many of the centers had liaisons with staff within the local department of social services assisting student-parents with economic and child care needs. Contacts with other social agencies that offered assistance to student-parents was also part of the community integration of many centers. The licensure of all but one center necessitated the involvement of several community agencies from the Department of Social Services and possibly the Public Health Department.

Three campuses had strong advising committees or boards comprising representatives from a variety of university divisions, parents, and the community. Spartan Village Child Development Center at Michigan State University (MSU-3) was one of the centers

with such a comprehensive board. The program had integrated several of the university divisions and community services into its operation. The center had contracts with the employee-assistance program to have spaces available for emergency care of employee-parents' children whose regular child care arrangement was not available. Work-study students were an important source of staff recruitment, as was student employment. Another connection with the business affairs division was through the financial office assisting student-parents. Contracts were also made with student affairs to have spaces for student-parents' children on a scholarship basis. The housing office had also integrated some programming with the center. Students from five or six different curricula across the campus used the site for academic purposes. Faculty from several disciplines had coordinated research at the center. Working with the greater Lansing community had yielded grants toward equipment and renovation improvements.

Research Question 3

What is the administrative structure of child care services within the university governance for each institution?

Administrative structure. The child care services were administered primarily by academic affairs or student affairs. The organizational structures of the child care centers on each of the 15 campuses are shown in Table 4.

Of the 25 child care services, 14 were under the academic affairs division, 6 were under student affairs or services, and one was in business affairs. Four were combinations of academic and

Table 4.--Organizational structure of child care centers at the 15 public universities in Michigan.

Univer- sity	Division	School/ College	Department/ Unit	Child Care Service
CMU	Academic Affairs	Educ., Health & Hum. Serv.	Home Eco., Fam. Life & Con. Ed.	Human Growth & Devel. Lab
EMU	Acad. & Student Affairs		Health Services	Children's Institute
FSU	Academic Affairs	College of Education	Child Develop- ment Program	Child Develop- ment Center
GVSU	Student Affairs			Children's Center
LSSU	Academic Affairs		Social Sciences	Child Care Center
MTU	Business Affairs		Affirmative Action	Resource & Referral
NMU	Academic Affairs	Sch. Tech. & Applied Art	Consumer & Family Studies	Child Develop- ment Center
OU	Academic Affairs	Sch. Educ. & Hum. Service	Human Dev. & Child Studies	Lowry Early Childhood Center
SVSU	Student Affairs		Campus Activi- ties & Orient.	Children's Center
UM-D	Academic Affairs	School of Education		Early Learning & Ch. Dev. Center
UM-F	Student Affairs		University Center	Campus Child Care Center
WMU	Student Affairs	Consumer Res. & Tech. &	Health Center	Sara Swickard Preschool

Table 4.--Continued.

Univer- sity	Division	School/ College	Department/ Unit	Child Care Service
MSU-1	Business Affairs	Aca.Hum.Res. & Fin./Oper.	Human Relations Employee Asst.	Child Care Ref. Service
MSU-2	Academic Affairs	College of Hum. Ecology	Family and Child Ecology	Child Develop. Laboratories
MSU-3	Student Affairs & Board			Spartan Village Child Develop- ment Center
MSU-4	Academic Affairs	Col. of Human Med. & Osto.	Human Health Programs	Children's Corner
UM-A-1	Bus. Aff. & Acad. Affairs		Personnel Sueprv.Prog.	Family Care Resource
UM-A-2	Academic Affairs	Graduate School		Children's Center
UM-A-3	Academic Affairs	Graduate School	Director Chil- dren's Center	Children's Center for Working Parents
UM-A-4	Student Affairs		Housing:Family Housing	Children's Service CDC
UM-A-5	Student Affairs		International Center	Pound House
WSU-1	Academic Affairs	College of Education	Teacher Education	WSU Nursery School
WSU-2	Academic Affairs	College of Liberal Arts	Psychology	Psy. Child Devel. Lab
WSU-3	Academic Affairs	College of Liberal Arts	Sociology	Parents & Chil- dren Together
WSU-4	Academic Affairs	Center for Urban Studies	Council on Early Childhood	Neighborhood Fam.Res.Center

student affairs, academic and business affairs, or private contracts. Thirteen of the various colleges or schools housed the child care services. Six were connected to education, health, or human services. Twenty-one different departments or units were directly responsible for the operation of the 25 campus child care services; the highest concentration was housed under family-and-child-related studies and/or health-related programs.

Research Question 4

What are the classification titles/codes for the child care personnel within the administrative framework of each institution?

Classification titles/codes for directors. Following are the classification codes and the primary job descriptions of directors at the 22 campus child care centers:

- * 11 were full-time child care administrators with the classification of administrative professional, director, or the equivalent.
- * 6 had faculty affiliations:
 - 2 were full-time on-site administrators.
 - 2 had one-third partial teaching loads for administering the center/lab.
 - 1 had a departmental committee assignment as liaison director to the center.
 - 1 was classified as research assistant and taught university courses as well as being the center administrator.
- * 3 were center administrators, classified as administrative professionals, and taught children on a regular basis.
- * 1 was classified as an administrative professional with responsibilities of center administrator; in addition, the director had adjunct faculty status when teaching the university courses and taught children on a regular basis.
- * 1 had a split assignment as center director and volunteer coordinator for 26 clinics.

Ten of the centers had assistants in the administration of the program with classifications of administrative-professional (or equivalent) or clerical-technical. Five centers had full-time secretarial support, and three had business managers. Five centers had full-time program managers or coordinators.

There was a wide range of classifications of head teachers, from faculty or administrative professionals to "other" or "miscellaneous." Five programs hired assistant teachers, and the classification was different for each campus. Some were classified as research or recreation assistants; others were professional-technical.

Seventeen of 22 centers used work-study students. Four centers used only students as program staff from a combination of work-study students, student employees, student observers/participants, and/or volunteers.

Research Question 5

How are the child care services funded and administered in each university's fiscal operations?

Child care services funding resources. See Table 5 for sources of funding for the campus child care services. Six child care services had no parent fees for the services offered and were fully funded by the university. The three resource and referral programs (MTU, MSU-1, UM-A-1) were university funded, two of the Wayne State University programs (WSU-3, WSU-4) were grant funded, and the drop-in service at the medical clinic (MSU-5) was funded on a per-child basis by a cooperative agreement among the 26 clinics using the

Table 5.--Funding sources for child care services at the 15 public universities in Michigan (by percent).

Univer- sity	Parent Fees	Univer- sity Support	USDA Food Program	Fund Raisers	Grants/ Scholar- ships	Other
CMU	20%	80%				
EMU	60%	22%			17%	1% DSS
FSU	78%	13%	7%			2% Reg.
GVSU	50%	40%	10%			
LSSU	75%	25%				
MTU	No parent fee for child care referral service					
NMU	77%	33%				
OU	100%					
SVSU	75%	25%				
UM-D	95%	5%				
UM-F	Flat rate paid for 25 child care spaces to YWCA					
WMU	100%					
MSU-1	No parent fee for child care referral service					
MSU-2	50%	50%			Some	
MSU-3						
MSU-4	No parent fee for drop-in service at clinic					
UM-A-1	No parent fee for child care referral service					
UM-A-2	74%	13%		.005%		13.5%
UM-A-3	85%	15%				
UM-A-4		Variable				
UM-A-5						
WSU-1	85%	15%				
WSU-2	100%					
WSU-3					100%	
WSU-4					100%	

service. The University of Michigan-Flint paid a flat fee for reserving 25 spaces, and parents directly paid the off-site center for child care services. Three child care centers received no direct support.

The range of university support was 5% to 80%. Funding from the university at two campus centers was 50% or above, five centers received between 25% and 50%, and 11 campus centers received less than 22% university support. The only academic laboratory program without university support was the Psychology Child Development Center at Wayne State University (WSU-2); the academic center with the highest university support was Central Michigan University at 80%. The average percentage of university support to the 19 centers receiving any support was 22.4%.

In-kind support from the university centered on salaries, building space and maintenance, utilities, and custodial services. Twenty-two child care services received some in-kind support from the university. The three programs that did not receive in-kind support were as follows: one paying a flat fee for child care services (UM-F), one receiving support through housing rentals (UM-A-4), and one grant program serving neighborhood programs (WSU-4). Listed below are the in-kind services provided by the university to 22 campus child care services:

- * 20 received building space.
- * 18 received utilities.
- * 16 received custodial services.
- * 15 received maintenance (painting, repairs, and so on).
- * 14 directors' salaries and one-fourth of another director's salary were provided through the university.

The largest amount of in-kind support was at Ferris State University, where the university supported the salaries of the director and business manager, building space and maintenance, utilities, and custodial services.

Nearly all campus centers reported fund-raising activities involving parents, center staff, student organizations, and/or community works.

Summary

The researcher's purpose in this study was to gather information on campus child care services at the 15 public universities in Michigan. A description of each campus and the child care services available provided a background for the analysis of how child care services were administered and delivered to employee- and student-parents as well as university students participating with children for academic purposes. In the following paragraphs, the findings for the research questions are briefly summarized. Conclusions, implications for further research, and reflections are presented in Chapter V.

Demographic Background

There were 15 state-supported institutions in the study, with student populations ranging from 2,908 to 41,673. Three universities had more than 20,000 students, six had between 10,000 and 20,000, and six had fewer than 10,000 students. A total of 258,555 part-time, full-time, and graduate students were enrolled at

the 15 universities. Female students constituted 51% of the total student population. The average age of undergraduates was 23. The total number of campus employees at the 15 institutions was 40,831; 50.7% of them were female. Seventy-two percent of the faculty members were male and 28% were female.

Oakland University had the highest percentage of female students and employees (both 63%). Michigan Technological University had the lowest percentage of female students (24%), and Saginaw Valley State University had the lowest percentage of female employees (41%). Eight universities had 50% female students, and 11 had more than 50% female employees. Combined student enrollment and campus employees numbered 299,386 people affiliated with the 15 public universities in Michigan. Employee- and student-parents had access to 1,368 campus child care spaces, of which 595 were available for half days only. Approximately 2,724 children were enrolled in 19 of the 22 centers.

Description of Child Care Services

Twenty-five child care services were offered among the 15 institutions in the study, with a total of 22 on- or near-site child care centers on 14 campuses. There were five enhanced resource and referral services; five offered flexible spending account options, and one offered a child care "cafeteria benefit" for the administrative unit. Three campuses had multiple sites, with three to five child care facilities on each campus. Fourteen of the 22 centers had full-day child care programs; eight primarily served

student-, employee-, and community-parents, and six combined training sites with full-day services. Five were half-day laboratory preschool programs, and three were drop-in services connected to academic curricula serving community parents. Three campus centers, with 16 spaces, served infants under one year of age, four had after-school care, and two offered evening care. Eleven centers operated on a year-round basis and 11 on an academic calendar exclusive of summers.

Student-parents. Twenty of the 22 centers were available to student-parents; one was exclusively for students in family housing. Nine of the 20 centers available to student-parents offered them admission priority and reduced fees. The three campuses in the University of Michigan system also had child care referral and resource services available to student parents.

Employee-parents. None of the 22 centers on the 14 campuses offered employee-parents first admission priority. Seven centers gave employee-parents priority over community-parents, and four had reduced fees. Five institutions had enhanced child care referral and resource services available. Five universities offered their employees flexible spending account options, and one offered the administrative unit child care as a "cafeteria benefit."

Student observers/participants. Eleven of the 22 centers were either a primary training site or had a dual mission of training and service. Five of the 11 centers were half-day preschool laboratories, and six were combination full-day child care and laboratories. Three child care programs were drop-in services for

parents seeking services from student-participators in urban studies, counseling, or medical training. Six of the centers had research conducted by students and faculty. The involvement of students for academic purposes was the same whether the center's primary mission was training or service.

Integration of Child Care Services

An analysis of the findings revealed two integration patterns. One was within the university structure, and the second was with the local community. The largest area of integrated activity was academic affairs, which was represented in the operation of 17 of the 23 child care services and in two of the resource and referral services. In 17 of 22 centers, students representing 28 various curricula participated for academic purposes. The highest level of integration was Spartan Village Child Development Center at Michigan State University. This center combined services with academic, business, and student affairs within the university and with agencies in the larger community for personnel, contracts, and grants. Another center operated in family housing and had no further integration within the university or the larger community.

Business affairs units had peripheral roles in each child care service in the provision of accounting services, payroll, insurance, employee assistance, student employment options, and financial aid.

Student affairs integration within the child care centers was the strongest in two centers where there was a cooperative

arrangement in the administrative functions. Another was with a community center where a contractual service had been negotiated.

Community and state agencies had distinct contracts with 11 of the 25 child care services, ranging from a contract for daycare spaces in a local center to statewide enhanced referrals for campus employees located in Michigan. Twenty centers served community-parents as well as employee- and student-parents; seven centers listed community-parents as their primary clientele.

Administration of Campus Child Care Services

Of the 25 campus child care services, 14 were under academic affairs, 6 were under student affairs, 1 was under business affairs, and 4 were jointly administered by combinations of the three. Thirteen different colleges or schools housed the child care service, with 21 different departments or units directly responsible for the operation of the child care services on the 15 campuses. The highest concentration of services in the most similar units was five center-based services in various human/family/child development departments, followed by three in health-related units. Some of the other departments or units included urban studies, affirmative action, an international center, psychology, sociology, education, and a graduate school.

Classification of Child Care Personnel

Of the 22 administrators, 16 were classified as administrative-professionals (or the equivalent), whose responsibilities included

being the full-time center administrator or combined duties of teaching children, instructing the university courses, coordinating volunteer programs, and/or conducting research, as well as administering the child care program. Five had faculty status with full or partial load for administering the child care service or assigned as the department's liaison director. One director was classified as a research assistant, teaching university courses and administering the center. Five centers had full-time program coordinators or managers, and five had full-time secretarial or business managers who were also classified as administrative professionals or clerical-technicals.

Teachers and assistant teachers of the children had a wide range of classifications within the university administrative structure; no consistent patterns emerged. Some were faculty or administrative professionals; others were in classifications labeled "other" or "miscellaneous."

Seventeen of the 25 programs used students as part of their staff. These students were classified as work-study, student employees, student observers/participants, and/or volunteers.

Fiscal Operations of Child Care Services

Four of the 25 child care services (three resource and referral programs and the clinical drop-in service) were fully funded through the university, two others were grant funded, and another received support as needed through rents paid into university housing. One child care service had a contract with a local child care agency to

reserve spaces, and parents paid the agency directly. Three centers received no direct support from the university; the remaining 16 centers were receiving 5% to 80%, with an average of 22% university support.

In-kind support, which might include salaries, building space, maintenance (painting, repairs, and so on), utilities, and/or custodial services, was part of the resources for 22 of the 25 campus child care services. Fifteen directors had all or a portion of their salaries included as in-kind support. Twenty centers had building space allotted by the university, and 18 had utilities included as well. Fifteen centers had building maintenance and 16 had custodial services through the university. The highest level of in-kind support was at Ferris State University, which included the salaries of the director and business manager, building space and maintenance, utilities, and custodial services.

CHAPTER V

SUMMARY, CONCLUSIONS, RECOMMENDATIONS, AND REFLECTIONS

The purpose of this study was to gather information from the 15 public universities in Michigan relating to (a) the features and functions of child care services at each campus for employee- and student-parents as well as university students participating with children for academic purposes, (b) the integration of the administration of child care services within the governing structure of each university, and (c) the delivery system of campus child care services.

A review of the literature included a brief historical background of the growth and changing emphasis of campus child care. Also included was a presentation of basic demographics relevant to working women and families, child care in Michigan, and campus populations. Information and surveys from professionals in the early childhood field were reviewed, as were relevant components selected from three major research studies on campus child care.

Research methods selected for this study were a combination of narrative inquiry and quantitative comparisons of the child care services at the 15 public universities in Michigan. A description of the methodology included the research design, data-gathering techniques, and the content and data analysis. Included in the

research design were visits to each university in the study. Site descriptions were written for each university from the compilation of data gathered from questionnaires and interviews with child care directors, academic coordinators, and human services personnel. Materials from journal entries, photographs, brochures, and student and parent manuals also contributed to the site descriptions. Data were indexed according to the purposes of the study.

The findings were introduced with background sketches on each university in the study, demographics on the population of students and employees, and a brief description of the campus child care services at each institution. Analyses of the indexed data were presented in the sequential order of the research questions. Comparative descriptions of the 25 child care services on the 15 campuses were illustrated with tables to demonstrate the linkages between the 15 public universities and various child care service components.

In the summary of the study, a brief synopsis of the findings and the conclusions for each of the research questions are reviewed. Implications for further research, recommendations, and reflections from the study complete the description of campus child care services at the 15 public universities in Michigan.

Summary and Conclusions

Demographic Background

Summary of findings on campus populations. There were 15 state-supported institutions in the study, with student populations

ranging from 2,908 to 41,673. There were 205,456 undergraduates and 53,090 graduate students for a total of 258,555 students enrolled at the 15 universities. Female students comprised 51% of the total student population. The average age of undergraduates was 23. The total number of campus employees at the 15 institutions was 40,831, of whom 50.7% were female. Seventy-two percent of the faculty were male and 28% were female.

Oakland University had the highest percentage of female students and female employees, both of which were 63% of the total number of students and employees. Michigan Technological University had the lowest percentage of female students (24%); Michigan Tech and Saginaw Valley State University had the lowest percentage of female employees (41%). Eight universities had more than 50% female students, and 11 had more than 50% female employees. Student- and employee-parents had access to 1,368 campus child care spaces, of which 595 were available for half days only. Approximately 2,724 campus children were enrolled in 19 of the 22 centers. Combined student enrollment, employees, and children numbered 302,110 people affiliated with the 15 public universities in Michigan.

Conclusions from the demographic findings.

1. The demand for campus child care services by student-parents could be substantial. The average age of undergraduate students at the 15 state universities in Michigan was 23. In addition, 50,000 graduate students were enrolled at the Michigan

universities, who tended to be older than the average undergraduate. With the peak child-bearing age of women being 23 to 30, there is the potential for students also to become parents with possible demands for child care.

2. The 50.7% of female employees at the 15 public universities in Michigan was above the national figure of 45% given for female employees in all industries (Northwest, 1990).

3. In the Michigan Child Care Initiative (1989) report, it was stated that parents with dependent children made up one-third of the workforce, which could mean approximately 13,500 of the 40,000 employees at the 15 public universities were balancing work and child care responsibilities.

4. There were 773 full-time child care spaces for almost 300,000 students and full-time employees. If one-fourth of the total number were in need of child care, as suggested in the California State University study (Summa Associates, 1988), there would be a ratio of one child care space per 97 applicants, compared to one child care space per 50 applicants in the California study.

Research Question 1

What are the features and functions of child care services available at each of the 15 public universities in Michigan for (a) campus-employee-parents, (b) student-parents, and (c) student-observers?

Summary of findings on the features and functions of campus child care services. Twenty-five child care services were offered

among the 15 institutions in the study, with a total of 22 on- or near-site child care centers on 14 campuses. There were five enhanced resource and referral services, five offering flexible spending accounts, and one offering a child care "cafeteria benefit" to the administrative unit. Three campuses had multiple sites, with three to five child care facilities on each campus. Fourteen of the total 22 centers had full-day child care programs, eight primarily serving student-, employee-, and/or community-parents and six combining training laboratories with full-day services. Five were half-day laboratory preschool programs, and three were drop-in services connected to academic curricula serving community-parents. Three campus centers, with 16 spaces, served infants under one year, four had after-school care, and two offered evening care. Eleven centers operated on a year-round basis and 11 on an academic calendar exclusive of summers. Twenty centers served community-parents as well as student- and employee-parents; seven centers listed community-parents as the primary clientele.

Student-parents had access to 20 of the 22 campus centers; one was exclusively for student-parents living in family housing. Nine of the 20 centers available to student-parents offered admission priority and reduced fees. Three campuses in the University of Michigan system also had child care referral and resource services available to student-parents.

Employee-parents had no first-admission priority at any of the 22 centers on the 14 campuses. Seven centers gave priority to employee-parents over community-parents, and four had reduced fees for employee-parents. Five institutions offered enhanced child care referral and resource services available through employee-assistance programs. Five universities offered their employees flexible spending accounts, and one offered the administrative unit child care as a "cafeteria benefit."

Student observers/participants had facilities available at 11 of the 22 centers that were either a primary training site or had a dual mission of training and service. Five of the 11 centers were half-day preschool laboratories, and six were combination full-day child care and laboratories. Three child care programs were drop-in services for parents seeking services from student participants in urban studies, counseling, or medical training. Six of the centers had research conducted by students and faculty.

Conclusions regarding the features and functions.

1. All of the 15 public universities in Michigan offered some type of child care services. According to Greene (1988), only 40% of the campuses in the United States had some form of child care.

2. The 15 universities had displayed considerable initiative in providing child care facilities. Campus child care centers were housed in a variety of settings, from farms to turn-of-the-century houses, to remodeled stone cottages and dormitories. One campus contracted for services, and another was entering a business

consortium to share a child care facility among the employees involved.

3. Community-parents are an additional population to the already divergent clientele being served in campus child care centers. Twenty of the 22 centers included community-parents as well as student-parents, employee-parents, and/or students observing and participating with children for academic purposes.

4. Student-parents were in the same pool for admission of children as were employee- and community-parents in 9 of the 22 centers at Michigan's public universities. This compares to 18 of the 19 centers in the California State University system giving the children of student-parents priority admission status (Summa Associates, 1987).

5. Enhanced resource and referral services, an important benefit for finding available child care, had been added to five campuses in the last two years. Although the stated goal at four universities was for the resource and referral services to include students, the service was marketed as an employee-assistance program, which might make access more difficult for student-parents.

6. An acute problem was infant care (babies under one year); only 16 spaces were available among all 15 campuses. This is especially significant given the potential numbers of nontraditional students and percentages of female students (51%) and female employees (50.7%) at the 15 universities in Michigan. In addition, the United States Department of Labor (Dole, 1989) reported that 48%

of mothers are returning to work before their infants are a year old.

7. Campus-employee-parents had limited access to all on- or near-site centers. There was limited access for employee-parents in the following ways: (a) Children of employee-parents were selected for admission only after children of student-parents had been placed, or employee-parents were in a larger pool of student- and community-parents, which further limited the number of spaces available to employees. (b) With 595 child care spaces available only on a half-day basis, full-time employees were limited to 773 full-day spaces as well as the restrictions on selection of children for admission. Finding full-time daycare may have been particularly acute on two campuses whose child care centers operated only as half-day preschool programs. (c) Six campuses did not operate their centers during the summer, and in some cases not during term or semester breaks, which also limited the access of full-time employees to full-day child care.

8. Thirty percent of the 15 universities in Michigan had dependent care spending accounts for campus employees. This is compared to the College and University Personnel Association survey (1990), which reported 92% of the institutions in the study offering the nontaxable account option for employees to draw from to pay child care fees.

9. University students observing or participating with children for academic purposes was the same whether the campus child care center's primary mission was training or service. The access

to multi-mission facilities by student observers/participants at the 15 universities in Michigan was the same as in the California State University study (Summa Associates, 1987) and the survey in Illinois (Shirah, 1988).

Research Question 2

How does each university integrate child care services to employee- and student-parents as well as university students participating with children as part of their academic study?

Summary of findings on the integration of child care services.

An analysis of the findings revealed two integration patterns. One was within the university structure, and the second was with local community or state agencies. The largest area of integrated activity was academic affairs, which was represented in the operation of 17 of the 22 child care centers and in two of the resource and referral services. In 17 of the 22 centers, students representing 28 various curricula participated for academic purposes.

Business affairs units had peripheral roles in each child care service in the provision of accounting services, payroll, insurance, employee assistance, student employment options, and/or financial aid.

Student affairs integration within the child care centers was the strongest in two centers where there was a cooperative arrangement in the administrative functions. Another was with a community center where a contractual service had been negotiated.

The highest level of integration was at Spartan Village Child Development Center at Michigan State University. This center combined services with academic, business, and student affairs within the university and with agencies in the larger community for personnel, contracts, and grants. Another center operated in family housing and had no further integration within the university or the larger community.

Community and state agencies had distinct contracts with 11 of the 25 child care services, ranging from a contract for daycare spaces in a local center to another having statewide enhanced referrals for campus employees located through Michigan.

Conclusions regarding administrative integration.

1. Integration of academic affairs and student affairs in the administrative functions of the child care services were the most common. Academic affairs and student affairs were also the most identified with campus child care centers in the United States, as reported in the Profile of Campus Child Care (Herr et al., 1987).

2. Some unit of business affairs, particularly accounting, insurance, and student employment, had a function in nearly every child care service at the 15 universities in Michigan. None of the research on campus child care reviewed for this study discussed the involvement of business affairs.

3. Integration of multiple administrative systems is further complicated when community agencies are added to the child care service delivery system and to the university governance system. In

12 of the 25 campus child care services there were specific contracts with community agencies.

Research Question 3

What is the administrative structure of child care services within the university governance for each institution?

Summary of findings on administration of campus child care services. Of the 25 campus child care services, 14 were under the academic affairs division, 6 were under student affairs, 1 was under business affairs, and 4 were jointly administered by combinations of the three. Thirteen various colleges or schools housed the child care services, with 21 different departments or units directly responsible for the operation of the child care services on the 15 campuses. The highest concentration in the most similar units was five child care centers in various human/family/child development departments, followed by three centers in health-related units. Some of the other departments or units included urban studies, affirmative action, an international center, psychology, sociology, education, and a graduate school.

Conclusions regarding administering child care services.

1. A review of the findings indicated the complexity of administering a distinct child care service, and in most instances a business, within an already established university system. A complex network included multiple university administrators, faculty, directors, teachers, assistant teachers, support staff, community connections, and students from academic courses or programs, work-study programs, and/or student employment. A simple

organizational structure included a director/teacher and intern students. The most complex administrative patterns were those combining academic laboratories and full-day child care services.

2. The wide range of departments and units housing child care services added to the difficulty in identifying children's services on any one campus. Thirteen various colleges or schools housed the child care services, with 21 different departments or units directly responsible for the operation of child care services.

Research Question 4

What are the classification titles/codes for the child care personnel within the administrative framework of each institution?

Summary of findings on the classification of child care personnel. Of the 22 administrators, 16 were classified as administrative professionals, or the equivalent, whose responsibilities included being the full-time center administrator or combined duties of teaching children, instructing university courses, coordinating volunteer programs, and/or conducting research as well as administering the child care program. Five were faculty status with full or partial load for administering the child care service or assigned as the department's liaison director. One director was classified as a research assistant teaching university courses and administering the center. Five centers had full-time program coordinators or managers. Five centers had full-time secretarial or business managers who were also classified as administrative professionals or clerical-technical.

Teachers and assistant teachers of the children had a wide range of classifications within the university administrative structure; no consistent patterns emerged. Some were faculty or administrative professionals, and others were in classifications labeled "other" or "miscellaneous."

Seventeen of the 25 programs used students as part of their staff. They were classified as work-study, student employees, student observers/participants, and/or volunteers.

Conclusions regarding classification codes for child care personnel.

1. Directors of child care services at the Michigan universities were classified primarily in the administrative unit, with 4% in faculty positions. This was significantly less than the 33% of directors in faculty status as reported in the Profile of Campus Child Care (Herr et al., 1987) across the United States.

2. The range of classification of teachers, from faculty to "other" or "miscellaneous," depicted the universal problem of how to classify teachers of young children within the university structure when "teacher" often refers to those instructing university students.

3. Many centers, if employing students, were restricted to hiring only work-study students, which often did not give centers the trained, or in-training, personnel desired or needed to work with children.

Research Question 5

How are the child care services funded and administered in each university's fiscal operations?

Summary of findings on the fiscal operations of child care services. Four of the 25 child care services (three resource and referral programs and the clinical drop-in service) were fully funded through the university, two others were grant funded, and another received support as needed through rents paid into university housing. One child care service had a contract with a local child care agency to reserve spaces, and parents paid the agency directly. Three centers received no direct support from the university. The remaining 16 centers were receiving 5% to 80%, with a 22% average, of the center's budget coming from direct university support.

In-kind support, which might include salaries, building space, maintenance, utilities, and/or custodial services, was part of the resources for 22 of the 25 campus child care services. Fifteen directors had all or a portion of their salaries included as in-kind support. Twenty centers had building space allotted by the university, and 18 had utilities included as well. Fifteen centers had maintenance and 16 had custodial services through the university. The highest level of in-kind support was at Ferris State University, which included the salaries of the director and business manager, building space and maintenance, utilities, and custodial services.

Conclusions on funding resources.

1. The average direct support to the campus child care centers from the Michigan universities was 22% of the child care center's budget, which was less than the average of 37% reported in the findings of the Profile of Campus Child Care Survey (Herr et al., 1987) across the campuses in the United States.

2. The in-kind support for child care services of the 15 universities in Michigan was substantially higher than that reported in national studies on campus child care. Michigan universities' contribution had 68% including directors' salaries and nearly all including building and utilities, whereas the national figures in the Profile of Campus Child Care Survey (Herr et al., 1987) had 29% including directors' salaries and 70% including building space and utilities.

Finally, in looking at all the child care services presented at the 15 public universities, none of them adequately served all identified clientele requiring child care services, effectively integrated the administrative systems, or efficiently delivered child care services. Some institutions were outstanding in various aspects of the study.

Ferris State University had collectively more components from each of the questions being studied. In the features and functions of child care services, there was a combination full-day, year-round child care for student-, employee-, and community-parents and laboratory facility designed for students participating in a degree program in child development. Eight of the 16 spaces were available

for infants among the 15 universities and spaces for preschoolers through school-age children.

Student-parents had priority of admission and paid reduced fees. Employee-parents had priority of admission over community-parents and dependent care accounts; the administrative personnel were the only employees from all the universities with a child care "cafeteria benefit."

Housed in the College of Education, as a community service, was a branch office of the Kent County Regional Community Coordinated Child Care Association. Although this was not an enhanced resource and referral service but one available to all parents in the community, the presence of the county office on the Ferris campus was particularly helpful to employee- and student-parents.

Eight academic units were using the center as part of academic requirements involving children. Students observing or participating from the child-development courses numbered approximately 150 each term. Students from other curricula were from optometry, nursing, dental hygiene, television production, hotel and restaurant management, and child psychology. There was no research conducted by students.

The center was housed in academic affairs. Business affairs divisions involved in the center's operation included accounting, work-study programs, financial aid, and insurance and legal services. There was a joint advisory committee between the academic

program and the center composed of parents, an academic coordinator, and other campus, community, and state representatives.

The administrative structure within the Ferris campus child care center was the most confusing; several personnel reported to various administrators. The academic program and the child development center were in separate units within the College of Education. There were a full-time director and business manager and a three-quarter-time secretary. Classification of the full-time teachers was in a category labeled "other." There were part-time assistant teachers and students in work-study, student employees, and volunteers, as well as the students participating for academic study.

The university contributed 13% to the center's budget, which was lower than the average among the other universities. However, the in-kind support was one of the highest and included the director's and business manager's salaries, building space, maintenance, utilities, and custodial services.

Summary of the Conclusions

Of the 23 conclusions drawn from the findings, eight were identified as most significant.

1. Nontraditional students were a significant population, as were female students and female employees, at Michigan's public universities. The average age of undergraduates at the 15 public universities in Michigan was 23. Fifty thousand graduate students were enrolled. Female students constituted 51% of the total student

population of 258,555 students. Female employees were 50.7% of the total employee population of 40,831.

2. Community-parents were part of the divergent clientele served in campus child care centers. Community-parents were served in 19 of the 22 child care centers, as were student-parents, employee-parents, and/or university students participating with children for academic purposes.

3. Employer-sponsored child care benefits were limited, as was access of employee-parents to all 22 campus child care centers. There were five enhanced resource and referral services, five institutions offering dependent care accounts, and one offering a child care "cafeteria option." Employee-parents were limited by first priority of admission given to children of student-parents, a limited number of full-time spaces, and limits of the academic calendar.

4. Infant care was limited to 16 spaces among the 15 campuses. The lack of adequate care for infants could be a major concern with a total of 300,000 students and employees studying and working at the 15 public universities in Michigan.

5. Integration of multiple administrative systems is further complicated when community agencies are added to the child care service delivery system and to the university governance system. In 12 of the 25 campus child care services there were specific contracts with community agencies.

6. Organizational patterns in the operation of child care centers were more complex when combining multiple missions.

Administrative combinations in more than half of the 25 campus child care centers blended service and academic training. Only 4% of the directors were in faculty positions, even though university students participating with children for academic purposes was the same whether the mission of the center was service, academic, or combinations of the two.

7. Funding resources from the Michigan universities in comparison to national surveys were low in direct support and high in in-kind support. The average direct support at the Michigan universities was 22% of the center's budget, which was less than the national average of 37%. In-kind support at the Michigan universities was 68% including directors' salaries and nearly all campuses including building and utilities, which was higher than the national average of 29% including directors' salaries and 70% including building space and utilities (Herr et al., 1987).

8. No one campus adequately served all identified clientele requiring child care services, effectively integrated the administrative systems, and efficiently delivered child care services. Some universities were stellar in one or more of the aspects of this study. One university's child care services had collectively more features and functions in place for student-, employee-, and community-parents as well as students participating with children for academic study. More employer-sponsored child care benefits were available than at other universities. Integration of academic curricula and use of a comprehensive

advisory committee were also commendable. The university's in-kind support was the highest of the 15 universities. The major weakness was the administrative structure of the child care center, with various personnel reporting to different university administrators.

Implications for Further Research

As a result of this study, the following are implications for further research:

Features and Functions of Campus Child Care

1. What are the actual numbers of student- and employee-parents on the 15 public university campuses in Michigan, and what are the actual or anticipated child care needs of campus parents?
2. How do campus parents find child care?
3. What are the community child care services surrounding the universities that influence the campus community?
4. Are some of the surrounding community child care centers also connected to the universities through students observing or participating with children for academic purposes?
5. If the answer to the preceding question is "Yes," what relationship do they have with the academic units?

Integration of Services

1. What barriers prevent more cooperation between divisions of the university (i.e., student affairs, academic affairs, and, as employer-sponsored child care issues arise, business affairs) to offer more comprehensive child care services on campus?

2. What strategies could be used to engage interdepartmental and administrative support for child care services in academic, student and/or business affairs, or the community?

3. How aware are admissions, student activities, and business personnel of child care services on their own campuses or where to refer child-related questions?

Administrative Structure of Campus Child Care

1. What are the similarities of campus child care to other child care systems that operate within bureaucratic organizations, i.e., military or corporate child care?

2. What problems and advantages are present when training and service facilities are combined, and how are issues of operational responsibility resolved?

Classification of Personnel

1. What strategies are used to increase the professional classification of the many early childhood educators employed by the university and teaching in campus child care centers?

2. What training is required or given for work-study students working in campus centers?

Campus Child Care Funding

1. What is the correlation among the university's direct support, in-kind support, and parent fees?

2. What strategies are used for developing internal university support as well as state or community funding?

Two comparisons for further research on campus child care include:

1. Studies of campuses with multiple child care sites, particularly in the Big Ten Conference, and how administering the complexities of clientele, and integration and delivery of child care services are accomplished.

2. Studies of community colleges and private universities and colleges in Michigan.

Recommendations

As a result of gathering and analyzing information for this study, the following recommendations are presented:

1. The first recommendation is to encourage individual campuses to develop a child care task force of representatives from the campus and the community. The purposes would be to establish a central source of child care information, to better communicate information on child care issues across interdepartmental units, and to effectively integrate resources available around and on individual campuses. Additional issues of a child care task force may be to explore employer-sponsored child care options and recommendations, assessments of campus demographics of children living on campus, current and anticipated child care needs of campus parents, and available child care, particularly for infants.

Integrative and administrative complexities could also be addressed through the collaboration of a campuswide task force.

2. The second recommendation is to establish a statewide children's services association of the 15 public universities. The association would comprise the four primary groups that emerged from the study as contributing to campus child care services: (a) child care delivery personnel, (b) academic coordinators, (c) employee-assistance or benefit personnel, and (d) student services personnel. The purpose would be to exchange information, develop communication links, share research and demographics pertinent to child care services at the 15 universities, and problem solve similar issues. The association would provide a link between the autonomy of the 15 universities and provide opportunities to be stronger advocates for the issues of campus families, early childhood educators, and students in training on the university campuses.

3. The third recommendation is for universities to develop coalitions with other businesses in the community, especially in smaller communities where consortiums may best use limited resources for employees of several businesses (as is being developed at Michigan Technological University in Houghton-Hancock in the Upper Peninsula of Michigan).

4. The last recommendation is to replicate the current study at private colleges and universities and community colleges to attain a more complete picture of campus child care in Michigan.

Reflections

Child care is an issue voiced from several sectors. Many of these voices were identified on the campuses of the 15 public universities in Michigan. Voices of early childhood educators and direct providers, parents, students preparing for work with children, nontraditional students, and employees are calling attention to the children connected to university life.

The universities have the potential to influence future teachers and providers for the growing numbers of children every year requiring an educated and loving caregiver. All of the universities have facilities to prepare teachers of young children, but many are no longer offering degrees or training in child development or related fields. The trilemma of child care addresses quality of care, low wages of staff, and affordability for parents. Perhaps encouragement for the education and preparation of caregivers should also be added.

Although only some institutions offer training and educational opportunities to future teachers, every university employs early childhood educators as directors, administrators, and teachers in the 25 campus child care services. Campuses have the opportunity to be a strong voice in the professionalism required for early childhood educators as they care for children of student- and employee-parents. These early childhood educators are also evaluating and modeling for students participating with children for academic study and research.

The voice of working parents is new on many campuses. Michigan universities are employers of more than 40,000 full-time employees and an undetermined number of part-time employees who may be working up to 35 hours per week. Child care services cannot be overlooked as an issue in the recruitment and retention of qualified employees. The collected voice of employees is one the universities are just beginning to listen to as employer-sponsored child care options become more widely implemented.

Child care is an issue in which nontraditional students are loudly calling for help. The average age of students in Michigan is increasing, with concomitant increases in the number of students who are single parents and females. With all indications predicting this continuing trend, child care services need to be accessible and affordable so that students, and even some faculty, no longer need to take children to classes because they lack adequate child care.

The blending of these varied voices from academic preparation and advocacy, business and employee benefits, and student affairs and services into an integrated chorus is difficult. However, addressing the needs of campus families is now at a point where the wider culture is recognizing the stress of balancing work and home responsibilities. At most universities there seems to be an awareness of child care issues from the isolated perspective of academic preparation, or employee benefits, or student needs, but in many cases one unit was unaware of or unwilling to seek the expertise already available on campus. This isolation weakened attempts to solve the concerns of student- and employee-parents or students

requiring participation with children in the most efficient and effective ways. Exacerbating the difficulties in unifying the various child care services on Michigan campuses is the confusing array of terminology used in the child care field. Terms such as early childhood education, child-development centers, daycare, children's center, child-development laboratories, child care benefits and a host of other related vocabulary add to problems in identifying mission, quality, and availability of child care services.

Economic pressures and demographic changes in the campus populations will also influence university administrators to consider the importance of child care services as a business asset. Competition for the recruitment and retention of students, and especially women and minorities, will continue to be a challenge over the next decade. As the workforce also becomes more selective, the marketing of child care services to attract employees and students to campuses will become increasingly valuable.

In resolving the issues of preparation and professionalism of early childhood educators, creating a more "family friendly" campus, and providing a possible economic benefit to employers, it is important to recognize the contributions and concerns of the campus as a whole community. A child care task force, or outside consultant, can conduct universitywide reviews of the concerns, strengths, and options surrounding campus child care issues. Representatives from the 15 campuses can also add information by

meeting on a regular basis, similar to other academic and service units, to exchange the results further research studies and problem solve with each other.

The findings from this study add to the growing field of information on the description of child care services across many spectra of child care in Michigan. The universities in Michigan are in the unique position of being both models and partners in serving a large and varied population within the administrative structure of the campus, in local communities, and in the state.

APPENDICES

APPENDIX A

CAMPUS CHILD CARE SURVEY: MICHIGAN UNIVERSITIES

CAMPUS CHILD CARE SURVEY
Michigan Universities

Name of University: _____

Name of Child Care Program/Service _____

1. Who is served by university-affiliated child care services available on or near your campus for:

EP = University Employee Parent

SP = Student-Parents

SO = Student-Observers (i.e. Child Development, or Participants Education, Psychology majors)

CP = Community-Parents

Services

Service Groups

(Circle all that apply.)

Child Care Center	EP	SP	SO	CP
Home based Program	EP	SP	SO	CP
Resource & Referral	EP	SP	SO	CP
Financial Aid for Students	EP	SP	SO	CP
Lab School	EP	SP	SO	CP
Employer-Sponsored Benefits	EP	SP	SO	CP
Agreement or Contract with community provider	EP	SP	SO	CP

Other: _____

2. What type of child care do you offer? (Check all that apply.)

____ Full-day care

____ Half-day care

____ Drop-in care

____ Evening Care (after 6:00)

____ Weekend care

____ After-school care

____ Preschool program

____ Kindergarten

____ Special needs

____ Sick children care

____ Other

3. On what calendar basis is child care offered?

____ Academic year only

____ Academic year and summer

____ Full 12 month basis

4. What licensing/accreditation standards has your program met? (Check all that apply.)

____ Licensed by the State of Michigan

____ Not licensed, but meet licensing requirements

____ Accredited by the National Association for the Education of Young Children (NAEYC)

____ Exempt (Please explain) _____

____ Other: _____

5. What is the location of your center? (*Check one.*)
☐ On campus
☐ Off campus
☐ Other: _____
6. How many years has your center operated? _____
7. What is the primary purpose of your center? (*Check only one.*)
☐ Education--to provide teacher training
☐ Service--to provide care for students' children
☐ Service--to provide care for campus employees' children
☐ Equal emphasis on educational lab and service
☐ Other, please explain _____
8. What other types of child care are affiliated with the university?
 (*Check all that apply.*)
☐ Full-day day care
☐ Half-day day care
☐ Drop-in care
☐ Sick Care
☐ Evening day care (after 6:00)
☐ Evening Lab for university courses
☐ Weekend child care
☐ Preschool Lab Program for university courses
☐ Satellite child care (Off campus, home care affiliated with the university)
☐ Referral Services
☐ Other, please specify _____
☐ None
9. What is the number of children you are licensed to serve at any one time? _____ Total number enrolled _____.
10. Please check the total number of children for which child care is currently provided both part-time and full-time?
- | | Part-Time | Full-Time | | Part-Time | Full-Time |
|---------|-----------|-----------|----------|-----------|-----------|
| 1-25 | _____ | _____ | 176-200 | _____ | _____ |
| 26-50 | _____ | _____ | 201-250 | _____ | _____ |
| 51-75 | _____ | _____ | 251-300 | _____ | _____ |
| 76-100 | _____ | _____ | 301-350 | _____ | _____ |
| 101-125 | _____ | _____ | 351-400 | _____ | _____ |
| 126-150 | _____ | _____ | over 400 | _____ | _____ |
| 151-175 | _____ | _____ | | | |

11. What are the ages of the children that are served? (Check all that apply.)

☐ less than one year of age
☐ 1-2 years
☐ 3-4 years
☐ 5 years-Kindergarten
☐ School age-over 5 years

12. Does your center give priority to any group of children at your university?

☐ YES
☐ NO

13. Please rank the priority given to each group.
(Rank 1 = Highest and 5 = Lowest)

☐ Children of students
☐ Children of faculty
☐ Children of staff
☐ Community Children
☐ Special Needs Children

14. What is the parent fee for each age group that your center serves? (A copy of your fee schedule, if available, may be attached to this form.)

	Student-Parent		Non-Student Parent	
	Half-day	Full-day	Half-day	Full-day
Less than 1 year	_____	_____	_____	_____
1-2 years	_____	_____	_____	_____
3-4 years	_____	_____	_____	_____
5 years-kindergarten	_____	_____	_____	_____
School Age	_____	_____	_____	_____

Your Name: _____ Title: _____

Address: _____

_____ Telephone: _____

Name of Child Care Director: _____
(If different from above)

Address: _____

_____ Telephone: _____

THANK YOU!

If further questions call Mary McCorriston 616/775-0042.

APPENDIX B

CONSENT FORM

CONSENT FORM

A DESCRIPTION AND ANALYSIS OF CAMPUS CHILD CARE SERVICES
AT THE FIFTEEN PUBLIC UNIVERSITIES IN MICHIGAN

I understand that my participation in the answering of research questions and the interview are voluntary and at any time I feel uncomfortable with any of the questions I may withdraw from the study. I further understand that personal names will not be used in the study.

Signature

Date

Title

Statement of Anonymity and Confidentiality

The names of any of the participants, which will include child care personnel, faculty, other campus administrators, will not be disclosed in any of the analysis or presentations, written or oral. Students are not included in this study. Further protection of the participants is the inclusion of a Consent Form seeking their willingness to participate and confirming the confidentiality of their responses.

APPENDIX C

CAMPUS CHILD CARE SERVICES INTERVIEW FORMAT

CAMPUS CHILD CARE SERVICES INTERVIEW GUIDE
THE FIFTEEN PUBLIC UNIVERSITIES OF MICHIGAN

Interviewer_____ Date_____

Name of University_____

Address_____

Telephone_____

Child Care Service or Program_____

Name of person being interviewed_____

Title_____ Classification Code_____

SECTION I: INITIAL INFORMATION

1. Do you have any type of child care service available on or near campus operated by the university that includes children? *(Check all that apply.)*

____Center

____Lab

____Home-based

____Contractual

____Other

(If YES to any of the above, go to SECTION III.)

____None

2. If NONE to #1, are there any other campus child care services available for administration, faculty, staff, and/or students?

____Resource & Referral

____Community Resources

____Employer Sponsored

(If YES to any of the above, go to SECTION III.)

____NONE

3. If NONE to #1 and #2, how do you think those of the campus community find child care?

SECTION II: CHILD CARE CENTER INFORMATION

NOTE: *If more than one child care service/program on a single campus complete separate interview on each one.*

4. Under what division of the university are the child care services/program administered?

☐ Administration	☐ Academic Affairs
☐ Student Services	☐ Business
☐ Other	

5. Under what school or college is the child care service housed?

6. What unit or department is responsible for the operation of the child care center or program?

☐ University	_____
☐ Independent, nonprofit	
☐ Independent, for profit	
☐ Parent Co-op	
☐ Other	

7. What is the primary function of this child care service/program?
(Ask for copy of printed mission or philosophy, if available.)

8. What, if any, is the integration of services between any of the administrative divisions, units or departments to the clientele served, and/or as it fulfills the mission and function of this child care program? (For example, is the academic lab also a service to student-parents or campus employees?)

9. Fill out organizational flow chart. (Outline on graph paper.)

10. What are the classification codes of the child care personnel in the university system? (Write on organizational chart.)

11. What are the benefits that are included for child care personnel? (Fill out titles according to each center's codes.)

Health Insurance	_____	_____	_____	_____	_____
Life Insurance	_____	_____	_____	_____	_____
Retirement	_____	_____	_____	_____	_____
Social Security	_____	_____	_____	_____	_____
Sick Leave	_____	_____	_____	_____	_____
Child Care	_____	_____	_____	_____	_____
Tuition Waivers	_____	_____	_____	_____	_____
Education Stepend	_____	_____	_____	_____	_____
Family Leave	_____	_____	_____	_____	_____
Vacation	_____	_____	_____	_____	_____
Other	_____	_____	_____	_____	_____

12. What is the education preparation of the child care staff? (Enter titles from organizational chart and indicate the number staff in each category.)

Non-degreed	_____	_____	_____	_____	_____
CDA	_____	_____	_____	_____	_____
Associate's degree CD	_____	_____	_____	_____	_____
Associate's degree Other	_____	_____	_____	_____	_____
Bachelor's degree CD or ECE	_____	_____	_____	_____	_____
Bachelor's degree Other	_____	_____	_____	_____	_____
Master's degree CD or ECE	_____	_____	_____	_____	_____
Master's degree Other	_____	_____	_____	_____	_____
Ed.D or PH.D	_____	_____	_____	_____	_____

13. What percentage of director's assignment is administrative?

_____ 1-25%	_____ 76-99%
_____ 26-50%	_____ 100% administrative assignment
_____ 51-75%	

14. What responsibilities does the director have, in addition to being center administrator? (Check all that apply.)

_____ Teaching children on regular basis.
 _____ Supervising student teachers/interns.
 _____ Coordinating research projects.
 _____ Conducting research projects.
 _____ Teaching college level courses.
 _____ Researching grant opportunities.
 _____ Other: _____

15. What is present salary range of child care personnel?
(Enter titles from organizational chart.)

_____	\$	-	\$
_____	\$	-	\$
_____	\$	-	\$
_____	\$	-	\$
_____	\$	-	\$
_____	\$	-	\$
Others	_____		

16. Describe how parents are involved in the center or program.
(Check all that apply.)

☐ Co-op	☐ Volunteer
☐ Parent Classes	☐ Parent Board
☐ Other	☐ NONE

17. Describe how students are involved in the center.
(Check all that apply.)

☐ Volunteer	☐ Work Study
☐ Observers	☐ Student Employment
☐ Other	☐ Interns/Student Teachers

18. What are your funding resources and approximately what percent?

	Rank or Percent
☐ Parent Fees	_____
☐ University	_____
☐ DSS	_____
☐ Child Care Food Program	_____
☐ Job Training Partnership	_____
☐ Carl Perkins Vocational Act	_____
☐ Michigan High Risk 4's Program	_____
☐ Student Services/Activity Fees	_____
☐ Grants	_____
☐ Scholarships	_____
☐ Student Lab Fees	_____
☐ Other	_____

19. What percentage does the university or college contribute for the following?

	0%	1-25	26-50	51-75	76-99	100%
Secretarial Support	_____	_____	_____	_____	_____	_____
Director's Salary	_____	_____	_____	_____	_____	_____
Teacher's Salary	_____	_____	_____	_____	_____	_____
Building Space	_____	_____	_____	_____	_____	_____
Utilities	_____	_____	_____	_____	_____	_____
Building Maintenance	_____	_____	_____	_____	_____	_____
Center Equipment and Supplies	_____	_____	_____	_____	_____	_____

20. What are some of the procedures for the following fiscal operations?

Insurance-liability _____
 building _____

Fee Collection-Univ. Business Office _____
 Center Office Manager _____
 Center Director _____
 Other procedure: _____

Collection of Non-Payment Policy _____

Discounts-Pay in full (term/semester) _____
 Weekly _____
 Siblings _____
 Other _____

SECTION III: EMPLOYER-SPONSORED INFORMATION

21. What are the employer sponsored child care benefits?
 (Check all that apply.)

____ Vouchers ____ Family Leave
 ____ On-Site Care ____ "Cafeteria" Benefits
 ____ Other: ____ NONE

Describe _____

22. What determines eligibility?

23. Who offers referrals or information about child care in the community?

SECTION IV: LABORATORY INFORMATION

24. Does your program serve as a teacher training site?

☐ No
☐ Yes

25. Does completion of training result in: (*Check all that apply.*)

☐ CDA
☐ Nanny Certification
☐ Associate Degree
☐ Bachelor's Degree
☐ Master of Arts
☐ Other: _____

26. How many students are trained in your program each quarter/semester?

27. What types of teacher training experiences are offered to students in your program? (*Check all that apply.*)

☐ Observation of children
☐ Assisting Staff
☐ Practice Teaching
☐ Work with parents
☐ Practicums
☐ Other: _____

28. Which academic departments use your program as a lab or training site? (*Check all that apply.*)

☐ Allied Health
☐ Child Development
☐ Education
☐ Home Economics
☐ Physical Therapy
☐ Photography
☐ Psychology
☐ Television Production
☐ Other: _____

29. Does your program serve as a research site?

☐ Yes
☐ No

30. Approximaely how many research projects are conducted each year? _____

31. Which departments particapate in these research projects?

32. What facilities do you have for research projects?
(Check all that apply.)

☐ Observation space
☐ Testing rooms
☐ Audio-visual equipment
☐ Other: _____

Record any other notes or data that seems appropriate.
Ask for Parent and Student Manuals.

APPENDIX D

CAMPUS CHILD CARE RESEARCH QUESTION MATRIX

Survey Questions	Research Questions						
	RQ1a	RQ1b	RQ1c	RQ2	RQ3	RQ4	RQ5
IQ1	x	x	x				
IQ2	x	x	x	x			
IQ3				x			
IQ4					x		
IQ5					x		
IQ6					x		
IQ7	x	x	x	x			
IQ8	x	x	x	x	x		
IQ9				x	x		
IQ10						x	
IQ11							x
IQ12					x	x	
IQ13	x	x	x		x		
IQ14						x	
IQ15							x
IQ16	x	x	x		x	x	
IQ17	x	x	x		x	x	
IQ18							x
IQ19							x
IQ20							x
IQ21							x
IQ22	x						
IQ23		x					
IQ24			x				
IQ25			x				
IQ26			x				
IQ27			x				
IQ28			x	x			
IQ29			x	x			
IQ30			x	x			
IQ31				x			
IQ32				x			
QQ1	x	x	x				
QQ2	x	x	x				
QQ3	x	x	x				
QQ4	x	x	x				
QQ5	x	x	x				
QQ6	x	x	x				
QQ7	x	x	x	x			
QQ8	x	x	x	x			
QQ9	x	x	x				
QQ10	x	x	x				
QQ11	x	x	x				
QQ12	x	x	x				
QQ13	x	x	x				x
QQ14	x	x	x				x
J	x	x	x	x	x	x	x
RQ1= Features and Functions				RQ2= INTEGRATION			
RQ1a= Campus Employees				RQ3= ADMINISTRATION STRUCTURE			
RQ1b= Student-parents				RQ4= CLASSIFICATION TITLES			
RQ1c= Student-observers				RQ5= FISCAL OPERATIONS			
IQ= Interview Questions				QQ= Questionnaire Questions			
				J= Journal			

APPENDIX E

SAMPLE OF MATRICES OF CAMPUS CHILD CARE ANALYSIS

TITLE

Components of Campus
Child Care Services

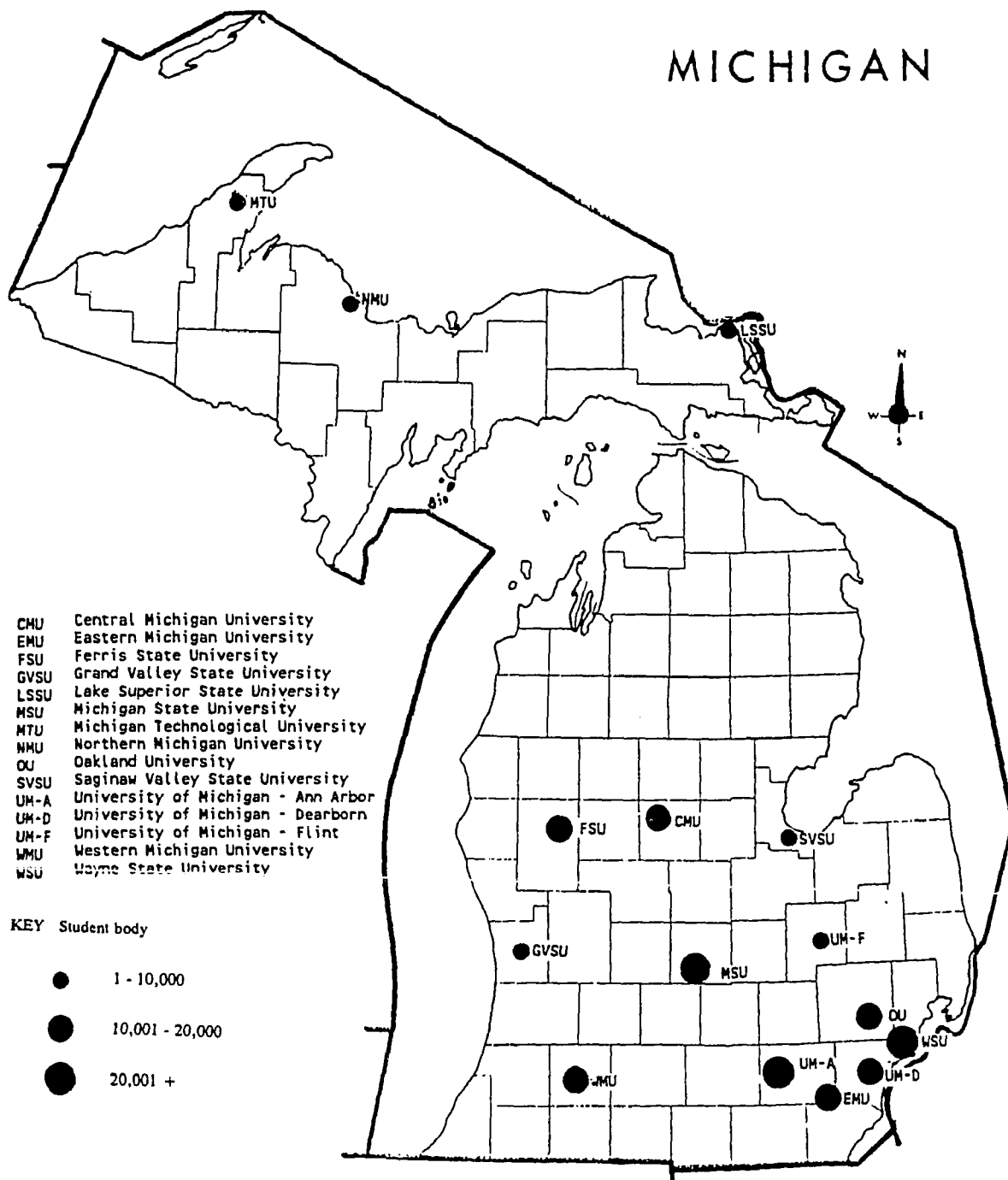
Michigan
Universities

THEMES, PATTERNS, PROGRAM
CONTENT OR ACTUAL ACTIVITIES

APPENDIX F

MAP OF MICHIGAN SHOWING THE LOCATIONS OF THE
15 PUBLIC UNIVERSITIES IN THE STUDY

MICHIGAN



Lake Borders Based on the National Atlas of the United States of America 1970

Base Map: E.J. Senniger

Revised: R.A. Santer 1976

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