

# **ANNUAL REPORT**

**for**

**2000/2001**

**Committee on Women**

**in the Academic Community**

**January, 2002**

## **Executive Summary**

In the 2000-2001 academic year, the Committee on Women in the Academic Community (COWAC) informally queried all faculty and staff at Northwestern University to ascertain major issues of concern. Two primary issues were identified: lack of onsite child care and problems with staff promotion and retention policies.

The faculty subcommittee of COWAC focused on the impact of lack of child care at Northwestern University. NU is the only school in the Big Ten that does not offer on-site child care to its faculty and staff and stands out among peer institutions such as Stanford, Harvard and the University of Michigan as failing to offer this crucial service. Northwestern University is at a competitive disadvantage when recruiting and retaining high caliber faculty, graduate students and staff.

COWAC's report endorses the child care report presented to central administration by the General Faculty Committee and various faculty, staff and student groups in June, 2001, and offers detailed recommendations to address the issue, beginning on page 10 of this report.

The staff subcommittee of COWAC focused on the retention and promotion of exempt and non-exempt staff, an issue affecting both staff and faculty. Most alarming is the high rate of turnover in low to mid-level grade exempt and non-exempt positions. Although turnover rates are lower in the higher grade levels (for both exempt and non-exempt positions), the majority of the University's administrative, clerical support and research staff positions are classified in the lower grades, which see the highest turnover. COWAC strongly believes that the staff retention and promotion issue is a liability to the University because high turnover is both costly and demoralizing to staff and faculty and reduces productivity. In addition, we find that women predominate in the lower to mid-level staff positions, which is also where the University lags behind the market median in salaries. Northwestern University must address this high turnover-rate to maintain its competitive advantage as an excellent university and as a major Evanston and Chicago employer.

Details of specific findings for exempt and non-exempt staff, based on data provided to COWAC from the Department of Human Resources, begin on page 16 of this report. This section also provides recommendations aimed at addressing issues of staff promotion and retention as well as the issue of disparities in grading of exempt and non-exempt positions.

## Summary of Recommendations

The 2001 annual report is comprised of three sections: a faculty subcommittee report recommending that Northwestern University establish onsite child care facilities; a staff subcommittee report detailing problems of high turnover rates, low morale and low salaries for staff; and a detailed report of data concerning the progress of women at Northwestern University since the 1994 Task Force report. The tables in section three summarize the data analysis for the academic year 2000-2001, with comparisons to prior years. Our recommendations are summarized briefly, below.

### **COWAC requests that the University:**

- Add fundraising for the construction of day care centers on both campuses to the goals of Campaign Northwestern.
- Hire a child care consultant to write a detailed proposal for onsite child care.
- Send a delegation to look at child care facilities at other institutions.
- Determine whether it would be beneficial to offer a system of subsidized daycare for the children of graduate and professional students and whether existing resources could be tapped to support such a system.
- Rule out alternatives to onsite child care, such as contracting with local providers to reserve slots for Northwestern children or expanding the current subsidy program, as substitutes for onsite child care.
- Make every effort to reduce the continually high turnover rate in all staff positions by making recruitment for current vacancies a top priority.
- Institute a strong and consistent program to address historically low staff salaries.
- Direct Human Resources to develop a plan to re-evaluate the current nonexempt and exempt grading practices for new positions and earmark additional funding necessary to correct the deficiencies in the current grading system.
- Eliminate unclassified exempt staff positions (presently in grades 1 and 31) by appropriately reclassifying the positions currently appearing in those grades.
- Institute a career-planning program in Human Resources.
- Set goals for recruiting women into unionized positions.

# Table of Contents

<b>Executive Summary</b>	i
<b>Summary of Recommendations</b>	iii
<b>Charge of the Committee on Women in the Academic Community</b>	1
<b>COWAC membership during 2000 – 2001</b>	1
<b>COWAC’s Work During 2000 – 2001</b>	2
<b>Section I: Report and Recommendations of the Faculty Subcommittee</b>	4
Recommendations on Child care	10
<b>Section II: Report and Recommendations of the Staff Subcommittee</b>	13
Recommendations on Staff Issues and Turnover	16
<b>Section III: Report on Trends in the Representation of Women at Northwestern</b>	18
Women in Leadership Positions	18
Representation of Women in Leadership Roles in Schools	18
Table 1	20
Board of Trustees	21
Table 2	21
Women on Decanal Search Committees	21
Table 3	22
Women as Department Chairs	22
Table 4	23
Women in Staff Positions	25
Representation of Women among Non-exempt Staff, by Grade	25
Table 5	26
Figure 5.1	27
Figure 5.2	27
Representation of Women among Non-exempt Staff, by Grade and Ethnicity	28
Table 6	29
Representation of Women among Exempt Staff, by Grade	30
Table 7	31
Figure 7.1	33
Figure 7.2	33
Representation of Women among Exempt Staff, by Grade and Ethnicity	34
Table 8	35

Rates of Staff Promotion and Exit, 1997 – 2000	37
Table 9(a)	38
Table 9 (b)	39
Cost of Staff Turnover	40
Table 10(a)	42
Table 10(b)	43
Women in Faculty Positions	44
Representation of Women among Tenured and Tenure Track Faculty	44
Table 11(a)	45
Table 11(b)	46
Representation of Women among Non-Tenure Track Faculty	47
Table 12(a)	48
Table 12(b)	49
Table 12(c)	50
Northwestern Faculty Hiring Compared to the National Pool of New Ph.D.s	51
Table 13	52
Faculty Promotion and Tenure Consideration	53
Table 14	54
Attrition and Tenure-clock extension among Tenure-Track Hires	55
Table 15	55
Sponsored Project Awards, by Gender	55
Table 16(a)	56
Table 16(b)	57
Table 16(c)	58
Representation of Women among Named Chair Holders	58
Table 17	59
Faculty Salary Regression Results	60
Introduction	60
Analysis	60
Conclusions	64

## Appendix

Survey of child care support provided by sixteen peer and local institutions (5/01)

## **Charge of the Committee on Women in the Academic Community**

In 1995, in response to a report from the Task Force on Women in the Academic Workplace, Northwestern University President Henry Bienen established the Committee on Women in the Academic Community (COWAC). The Committee is responsible for reporting annually on the University's progress in meeting the goals outlined in the report. (The Task Force report and subsequent COWAC reports can be found on the COWAC Web page, at <http://www.northwestern.edu/provost/cowac/report.html>.)

## **COWAC membership during 2000 - 2001**

During 2000/2001, Donna Leff, Professor, Editorial Programs, Medill School of Journalism, chaired COWAC. Leff also chaired the faculty subcommittee; Janet Stevens, Assistant Dean for Administration in the Medical School chaired the staff subcommittee. Other committee members included:

Deborah Brauer, Department Assistant, Political Science, WCAS

Charlotte Crane, Professor, Law School;

Eric Kopstain, Director of Planning and Special Projects, Office of  
Administration and Planning

Seth Lichter, Professor, Mechanical Engineering, McCormick

Tessie Liu, Associate Professor, History, WCAS

Fran Paden, Lecturer, The Writing Program, WCAS

Brennetta Simpson, Assistant Dean, Undergraduate Affairs, School of Music

Linda Teplin, Professor, Psychology and Behavioral Science, Medical School

Kathy Thelen, Associate Professor, Political Science, WCAS

Other participants included:

Michael Powell, Director of Equal Employment Opportunity/Affirmative Action  
and Labor Relations, Human Resources

Renee Redd, Director, Women's Center, Office of the Provost

Jean Shedd, Associate Provost, Office of the Provost.

Data analysis was done by Randal Watson, research assistant from the Economics department, WCAS. Christopher Gaul, program assistant, Office of the Provost, provided staff assistance.

## **COWAC's Work During 2000 - 2001**

During October 2000, the Committee asked all faculty and staff members on the Evanston and Chicago campuses to identify issues of concern to the Northwestern community, including those that were of particular concern to women. The committee received eighty-five written responses (from a possible pool of 5800), with many respondents providing extended comments. Responses were categorized by area of concern, and listed in order by frequency mentioned (high to low):

1. Lack of on-site child care
2. Recruitment, promotion and retention of women
3. Maternity leave policy
4. Flex time/job sharing
5. Equal pay
6. Mentoring of junior faculty and new staff
7. Limited child care subsidy
8. Sexual harassment
9. Less than friendly work environment for women
10. Other child care-related concerns (lactation rooms)

In general, faculty and staff expressed concern about the same issues; however, for faculty respondents, the recruitment, promotion and retention of women (#2) was cited less frequently than the lack of on-site child care (#1). For staff, lack of on-site child care and the recruitment, promotion and retention of women were cited with equal frequency.

The responses to this query helped set the agenda for the two subcommittees. The faculty subcommittee (Leff, Crane, Lichter, Liu, Paden, Teplin, Thelen) chose to focus on child care issues, while the staff subcommittee (Stevens, Brauer, Kopstain, Simpson) chose to address issues of staff turnover and representation at higher grade levels. The subcommittees' activities and recommendations are discussed in the following pages.

In addition to identifying and considering issues important to the University community, particularly women, COWAC undertook to review and update the data on faculty and staff hiring, retention, etc. contained in the 1994 Report of the Task Force on Women in the Academic Workplace. Randal Watson, a research assistant from the Economics Department, was charged with this task. The complete set of tables and related analysis follows the subcommittee reports.

## **Section I: Report and Recommendations of the Faculty Subcommittee**

### **Child care**

COWAC has come to believe that the absence of onsite child care at Northwestern is a critical failure, which must be remedied for the University to continue to be competitive in the circle of elite institutions Northwestern regards as its peers. Northwestern University views itself as highly competitive with academically excellent research and teaching institutions across the United States and a leader among the Big Ten universities. Under the current administration, a plan for excellence has been adopted and is in the process of being implemented, supported by a major fundraising campaign. The university's broad priorities for strategic investment include faculty; undergraduate education; graduate and professional education; and the infrastructure necessary for teaching, learning and research. This report argues that onsite child care is part of that necessary infrastructure.

We expect resistance to the notion that child care is an essential part of a university and much of this report – and our work this year – is devoted to persuading the administration and the Northwestern community of the importance of child care. One need not accept the idea that onsite child care centers should be established because they would improve the quality of life for the parents who work at Northwestern. One need not get caught up in the political arguments about humane workplaces or discussions of changing family lifestyles and the difficulties encountered by contemporary working families with small children. Viewed only in the context of Northwestern's stated desire to be excellent and to be competitive with peer institutions in its ability to attract and retain top quality faculty, graduate students and staff, the lack of child care at Northwestern is an obvious and gaping hole.

After our initial meeting of the academic year, COWAC decided to query all faculty and staff as to the issues they would like to see on our agenda. We asked a totally open-ended question, with no prompting of any kind. We were surprised by the intensity of the

responses, and the fact that the majority addressed the issue of the lack of child care at Northwestern. We report here a small sample of the comments, which are representative of the tone and the substance of the notes we received from colleagues, both faculty and staff, who were concerned about child care.

**A Medical School faculty member:**

“Child care....There has been no other factor that has so influenced my career path and success or lack of it. Addressed in a positive, progressive, comprehensive way, this could have changed my life and my career. Not only me, but many women are lost to the university community because they are forced to choose between high quality child care and a career. Wouldn't it be a different world if they were not mutually exclusive?”

**A WCAS faculty member:**

“I recommend that COWAC attend especially to the matter of on campus day care. NU is behind other universities in its attention to day care.... Let me give you some examples of what I have observed. I had 2 potential post-docs stymied in their attempts to come to NU (one after accepting the job I had offered) because of the lack of day care. One felt she had to stay at her own university (in the University of California system) because it provided free day care! Another case I noted concerned a brilliant Kellogg graduate student ...who reluctantly transferred to a graduate program at UIC because on-campus day care was available there.”

**A WCAS faculty member:**

“This is not a woman's issue only, but it is certainly an issue that affects women faculty. The lack of day care facilities affects the amount of time available each day for a faculty member to devote to work, affects the cost-of living...and affects recruiting and retaining the best faculty when we compete with similar high quality institutions.”

**A WCAS faculty member:**

“A serious issue that I believe significantly affects the productivity of many existing faculty (and particularly female faculty) and NU's ability to recruit new female faculty is the complete absence of day care facilities on the Evanston Campus. NU is the only major institution that I've been at (MIT and Stanford) or heard about, that does not have any onsite day care. ...From a recruiting standpoint, I think that not having an on campus day care facility sends the message, intentionally or not, that Northwestern does not value or support families, a message that women are particularly sensitive to.”

(The writer goes on to cite specific evidence with three examples, including her own weighing of whether to accept a job here, in which she listed as a negative Northwestern's lack of child care.)

**An IT staff member:**

“I think improved policies (for child care) will give Northwestern a competitive edge in hiring and retaining qualified women, in particular in technical fields for which Northwestern has a hard time competing with industry.”

**A McCormick staff member:**

“The main issues I run into involve child care. Finding good quality, affordable child care close to home and/or work is always the biggest challenge that I believe working parents face. High quality child care available at an affordable rate at the workplace (in this case somewhere on or close to campus) on an hourly or full time basis....”

Citing more of the emailed comments would only be repetitive; the point is that concern about the issue of child care is widespread. When COWAC adopted its agenda, we did not know that other organizations on campus also were addressing the problem. During Spring 2001, the General Faculty Committee (GFC) convened several meetings of what became a coalition of campus organizations in support of child care. In addition to GFC and COWAC, the coalition included the Northwestern University Staff Advisory Council (NUSAC); the Association of Northwestern University Women (ANUW); the Organization of Women Faculty (OWF); and the Committee on Academic Child care (CAC).

COWAC strongly endorses GFC's child care proposal, which was submitted to the President and Provost in June, 2001. GFC also has collected anecdotal evidence to support the need for child care, which is treated in greater detail in the GFC proposal. In addition, COWAC has documented the resources for child care at other universities, including Harvard, Stanford, Columbia and all the other schools in the Big Ten. We have reported fully on these programs in the Appendix. Taken together, the information on how Northwestern loses faculty and staff to institutions that offer child care, and how other institutions manage to provide quality onsite child care for their employees and

sometimes for their students, supports the argument that onsite child care is both essential and feasible.

**Myth:** Northwestern cannot afford to spend the resources on child care.

**Reality:** To be competitive with peer institutions and to attract the best faculty, staff, graduate students and fellows, Northwestern cannot afford *not* to establish onsite child care facilities. Recruiting and retaining faculty, staff and graduate students are not cost-free activities. Each time faculty member is lost to another institution, Northwestern loses its significant investment in this person, including funds spent on research start-up and, in some cases, the renovation and equipping of laboratories. We recognize the lack of documentation for the assertion that some faculty and graduate students are lost for lack of child care, and we regret that we had to rely on anecdotal evidence. We lacked the resources to do the appropriate research to document recruitment and retention issues specific to Northwestern but we are convinced by the overwhelming community demand for child care and the testimony of graduate students and fellows before the GFC. Moreover, in-depth interviews with administrators at Harvard University and the University of Michigan showed that programs have been in place for many years at these institutions, at least since 1970 in their current form and in another form at Michigan at least since the 1930s. Although start up costs would be substantial, the fee-for-service model under which child care centers operate mitigates operating costs.<sup>1</sup> Some work places, especially corporate ones, offer subsidized child care, but many of the academic institutions charge users fees that are adequate to cover the operating costs of the facilities. Northwestern could expect recurring costs including building maintenance and utilities but child care fees should cover employee salaries, insurance and supplies, which are the largest operational expenses.

**Myth:** Insurance is an obstacle to providing onsite child care.

---

<sup>1</sup> Startup costs, unfortunately, have increased considerably since 1970, when, for example, Harvard began its first center with the help of a very active Radcliffe alumna. "We didn't have to test for lead (paint) and there were no licensing requirements," according to Judy Walker, Co-Manager of Harvard University's office of Work and Family. (Telephone Interview, 2/22/01)

**Reality:** Insurance is obtained by the child care provider and not by the university and such insurance is routine. For example, Harvard administrators told our COWAC interviewer that the centers are separate corporations, each with their own boards and that the boards had mostly parent representation. All the university child care operators interviewed confirmed that insurance is a relatively trivial issue, both in terms of cost and availability, and all said that, in their experience, lawsuits were extremely rare.

**Myth:** No space is available for child care on either the Chicago or Evanston campuses.

**Reality:** It would be difficult but not impossible to find space for child care on the Northwestern campuses. Space need not be in an existing university building (although that might be the cheapest alternative) and space near the campus would be quite acceptable as long as it were within walking distance from the respective campuses. Neither COWAC nor any campus advocacy organization had access to facilities information, so we cannot offer specific suggestions. However, we have studied facilities on other campuses and we conclude that where there is administrative commitment, space and the resources necessary to render it suitable for child care can be found. Facilities range from freestanding buildings erected specifically for child care centers, to spaces in existing campus buildings including former garages, basements and dormitories. We would be happy to share the material we collected with the administration. Just to cite one example, Harvard University three years ago built a new child care facility in a law school building, at a cost of \$1.5 million. The university contributed some funds and the Law School contributed some funds and law school faculty, staff and students were given priority for spaces for their children. As Ms. Walker put it, "Harvard's commitment is we give them the space onsite and their commitment in return is to give us high quality care with priority given to Harvard faculty, students, staff."

COWAC does not have the resources to specify an acceptable program of daycare. Instead, we offer an endorsement of the proposal written by the General Faculty Committee and supported by other campus groups, and we have made recommendations

about the research, fundraising for and implementation of onsite child care at Northwestern.

In an ideal world, high quality child care would be provided at a reduced cost for the child of any faculty, staff, graduate student or postdoctoral fellow who needed it and children from newborns to school-age would be accommodated, with day care, after school care and summer programs. Such an ideal does not exist at any of the institutions we examined, although each school seems to have its strengths. For example, the University of Michigan, which has five centers on its Ann Arbor campus, an affiliated hospital center in Ann Arbor and a center on its Dearborn campus, accommodates infants (as young as 2 weeks) only in the hospital center because of the extremely high staffing demands required for infants. A total of 690 children are accommodated in the seven centers.

**Myth:** Even if Northwestern agrees to establish child care centers, not everyone seeking services could be accommodated, and those on waiting lists or turned away would be resentful.

**Reality:** Although it is true that most centers have waiting lists (see the Appendix), the reality is that the lists, when deconstructed, tend to be exaggerations of true demand. Leslie de Pietro, Program Coordinator of the University of Michigan's Family Care Resources Program, said, "Waiting lists mean next to nothing," noting that people tend to put their children's names on multiple waiting lists in order to assure a place in some form of child care but after a child is enrolled in a particular center, the parent frequently leaves the child's name on other lists. The Michigan centers have found that when they call people on the lists, many of those people already have found alternative centers or other forms of child care. In fact, each year the university's centers are able to offer services to members of the community on Michigan waiting lists because everyone affiliated with Michigan has been accommodated--this despite the fact that the "official" waiting list has 1,600 names on it.

The General Faculty Committee has calculated an approximate demand for Northwestern that seems well within feasible parameters; for example, the University of

Michigan has spaces for about 400 children on its Ann Arbor campus and serves a total of about 560 children (because some children attend part time). It serves another 130 children on its Dearborn campus. The GFC proposal recommends Northwestern initially offer 100 spaces per campus.

### **Recommendations on Child care**

We fully endorse the proposal submitted by GFC, and recommend, therefore, that Northwestern undertake the following steps to provide onsite daycare for its employees:

1. **Begin an immediate fundraising program.** Raising funds to construct daycare centers on both campuses should be added to the goals of Campaign Northwestern. This should not be a zero sum activity; that is, we believe that money intended to build a science laboratory or to increase the number of faculty in the university need not be diverted to building child care centers. The fundraising effort for Campaign Northwestern should be expanded to include child care, with suitable energy and effort put into identifying donors who would share the views of COWAC, the Organization of Women Faculty, the General Faculty Committee and Northwestern University Staff Advisory Council and other organizations that onsite child care is an essential component of an excellent university.
2. **Hire a child care consultant to write a detailed proposal for onsite child care, including assessing the numbers and ages of children served, the type of buildings needed, the numbers and qualifications of staff needed and a priority system for allotting services (numbers of spaces for children of faculty, staff, and graduate students).** The consultant should estimate the reasonable startup and planning costs for making the centers financially self-sufficient operations. The consultant should also determine whether it is feasible to offer different types of centers, including the possibility of parent cooperatives, or other strategies for reducing the cost for graduate students.

3. **Either in conjunction with the consultant or independently, the university should send a delegation to look at child care facilities at other institutions, particularly the University of Michigan, Harvard and Stanford universities.** These programs both serve as models for Northwestern and demonstrate the feasibility of such programs at major peer institutions. Northwestern should consider contracting with a quality provider such as Bright Horizons to establish and run our facility. A number of organizations have experience in establishing high quality employer-provided child care centers. COWAC is not recommending a particular provider, nor have we the expertise to do so; we are suggesting that using a high-quality contractor should not be ruled out. The GFC report notes that most universities prefer to operate their own centers. Interviews across the country support this finding. However, Northwestern has no existing base from which to start. The University of Michigan has facilities dating back at least to the early 1900s; the University of Chicago Laboratory Schools (where parents of children as young as 3 can get school-based care from 7:30 a.m. to 8 p.m. five days a week) has been operating for more than 100 years. Given Northwestern's lack of experience, it may turn out to be more feasible to use an outside contractor. Quality, affordability and proximity should be more important criteria than whether the university uses a contractor or operates the centers with university-employed staff and directors. Even if a contractor is employed, some mechanism should be employed for insuring parent input in running the center.
  
4. **The university, in conjunction with the consultant described above, should determine whether it would be beneficial to offer a system of subsidized daycare for the children of graduate and professional students and whether existing resources could be tapped to support such a system.** It is possible that the numbers of graduate students requiring support would be relatively small. The university would have to weigh whether the benefit of supporting such students exceeds the cost of losing students in the middle of their training or losing potentially outstanding students to competitor institutions. A model for assistance already exists in Northwestern's small subsidy program for employees, under which a maximum subsidy of \$2,500 (non-taxed benefit) is provided for day care to qualified employees

based on economic need. The University of Michigan has an especially interesting subsidy program, which might be worth studying in greater depth. Modeling its program after a similar initiative at the University of Wisconsin, four years ago, Michigan students approved an initiative to subsidize day care for the children of students. Each undergraduate student pays \$2 per term, which gives the university a \$220,000 annual fund for subsidies that may be used at any licensed facility.

5. Alternatives to onsite child care such as contracting with local providers to reserve slots for Northwestern children or expanding the current subsidy program are not substitutes for onsite child care facilities. COWAC specifically and explicitly opposes these alternatives as inadequate and counter to the mission of onsite child care. Slots in other facilities are too limited and such a program would fail to achieve one of the goals of a program of onsite child care, fostering community and establishing Northwestern as a family-friendly work environment.

## **Section II: Report and Recommendations of the Staff Subcommittee**

The subcommittees received and analyzed data from the Department of Human Resources regarding employment in salary grades and turnover rates. Managers in positions of supervision have long regarded the area of turnover of staff positions in Northwestern University as a major area of concern. However, until recently, data were not available to support trends perceived by front line supervisors. The following highlights the main issues regarding turnover and staff positions.

### **Turnover**

The sets of exempt and nonexempt staff working at Northwestern since 1997 were followed to 2000 to determine turnover by gender over this period.

For exempt men and women, the rate of departure from positions at Northwestern decreases at the more senior grades. Because of the prevalence of women in the lower grades, turnover among women is higher than turnover among men. Approximately 50% of those hired in grades 2 - 6 (338 women and 142 men) are no longer Northwestern employees three years later. In grades 7-10 (276 women and 138 men), the three-year turnover rate falls into the 25-40% range, and generally declines further at grades 11-17 (45 women and 73 men) (see Table 9b).

For nonexempt employees, exit rates over the three-year period are higher than for exempt employees (see table 9a). For both female and male nonexempt staff, the highest turnover rates (60% over three years) are observed in grades 8-13. The turnover rate continues to be high at grades 14-18 where it is calculated at one out of every three workers exiting the University over this three-year period.

Tables 10(a) and 10(b) identify the costs of staff turnover to Northwestern University. This cost was calculated as one-third of the salary of the vacant position capped at \$10,000. However, recent research from the Saratoga Institute (a nationally-known human resources consulting firm) shows these costs to be conservative as the \$10,000 cap is no longer applicable to industry standards.

When the conservative method of calculations is employed, the COWAC data indicate that the cost of turnover is less than the cost of offering more competitive salaries (represented here as the cost of increasing all Northwestern salaries in a grade range to match the median salary for those jobs in the outside market). However, the financial difference between turnover cost and raising salaries to the outside median does not reflect the qualitative costs of high employee turnover. The effects of high employee turnover on employee morale, workplace frustration, and overall attitude associated with employment at Northwestern University cannot be quantified. Moreover, real costs are entailed when people in higher salaried positions are required to train new employees to compensate for the lack of institutionally provided training. COWAC feels strongly that if a financial value could be placed on these qualitative measures, the cost of turnover would exceed the cost of increasing salaries to the outside median.

Undoubtedly, not all turnover is attributed to low salaries. We understand that at least one quarter of the turnover is due to retirement, relocation, disciplinary discharge, and job eliminations due to losses in grant funding. Yet with vacancies of over 400 positions in the University, this turnover cost should be of significant concern to the administration.

### **Nonexempt Staff**

Women predominate in nonexempt clerical support positions and occupy most positions between grades 3-14 (see Table 5). However, the percentage of women in a grade peaks at grades 10 and declines as the job grade increases. While women seemed to be grouped in the lower paying none xempt grades, the data show that, within each grade, women's and men's salaries are comparable. Grade 30, however, presents a very different pattern: Among the 205 unionized employees in grade 30 (custodial and skilled workers), only three are women. Table 5 shows that, in this grade, women earn 72% of the average male salary. Compensation in this grade is determined by seniority, as is required by Northwestern's contractual obligations. African American women are more heavily concentrated than white women in entry-level clerical support and housekeeping positions (see Table 6). To a lesser degree, a similar observation is true for Hispanic women.

## **Exempt Staff**

Women predominate in the lower professional grades (see Table 7. Recent salary planning statistics provided by the Department of Compensation in Human Resources indicate that salaries at the senior grades are consistent with external market ranges, while salaries at lower and mid level grades are below market rates.

Comparing the two separate sets of data, COWAC concludes that while women in exempt grades account for the significant majority of exempt employees, they are clustered in the lower to mid level positions where salaries are below market. Men dominate higher-level positions commanding higher salaries consistent with market ranges. This is especially true in the Information Technology grades where there are relatively few women and where women's salaries lag behind men's. Further analysis of exempt positions shows that whites dominate the higher-level positions, with little or no representation of minorities in these senior grades (see table 8). While Northwestern University expresses its concern about diversity in its workforce, it appears that little progress has been made toward advancing this goal.

The unclassified exempt positions (grades 1 and 31) pose significant concern to the COWAC subcommittee as these grades appear to be used as an alternative to existing grades when salary dictates. These grades, originally intended to categorize unique positions that are market driven, has also been used as a repository for gradeable positions with salary offers that fall outside the range of the appropriate grade. This is of special concern to COWAC because of the fact that in these grades, unlike in most other staff grades, there are substantial differences in compensation between genders. After athletic coaches and other identifiable categories of positions are removed from these grades, women's salaries average only 66% of men's.

Human Resources employs a grading structure adopted in the late 1980's. It is not clear to the committee that this grading system reflects the external market, and the committee urges that Human Resources review this system.

## **Recommendations for Staff and Turnover Issues**

1. **COWAC recommends that Northwestern University make every effort to reduce the continually high turnover rate in all positions by making recruitment for current vacancies a top priority.** The current vacancy rate severely handicaps the University's ability to compete effectively on an academic and business level and hinders our ability to maintain our standing as a top tier institution. COWAC also feels that this excessive turnover rate puts an unnecessary financial and administrative burden on faculty and staff in all schools of the University.

A program aimed at addressing historically low salaries was instituted several years ago, and should continue to be funded until salaries are competitive with those in the local market. The current economic slow-down provides an opportunity for the University to institute aggressive measures that would make significant strides toward closing the gap in salaries between the external market and Northwestern University. With a commitment of 3-4% additional funding toward the merit increase program, each school could begin to increase the salaries of well-performing staff and reduce the incentive for them to seek better salaried positions outside the University.

2. **COWAC recommends that the Human Resources Department at NU develop a plan to re-evaluate the current nonexempt and exempt grading practices for new positions and earmark additional funding necessary to correct the deficiencies in the current grading system.** The data identifies numerous disparities with regard to grading and ratio of women's salaries to men's salaries with grades. Human Resources should thoroughly investigate to determine if these disparities are justified. COWAC also believes the current grading structure is archaic and needs to be overhauled to be brought in line with the current external market. We recommend that the University administration support an initiative, both financially and philosophically, to do so, by promoting the hiring of an external consultant to objectively assess the current structure. Northwestern University is home to one of

the country's top three business schools. There are numerous esteemed faculty at Kellogg who might be willing to spearhead such a project.

3. **COWAC recommends the elimination of unclassified positions (grades 1 and 31).** While we recognize the need for flexibility when considering market-driven positions, we believe it is possible to grade positions based on responsibilities while still maintaining market competitiveness.
4. **COWAC recommends that the Human Resources Department, with support of the administration, institute a career-planning program.** This program should be aimed at advancing women and under represented minorities to higher-level graded positions. Likewise, Human Resources should embark upon a concentrated effort to recruit men in under represented minorities to fill vacancies in lower to mid management/professional positions. This effort would work toward balancing gender and ethnic representation among the entire Northwestern University workforce.
5. **COWAC recommends that Northwestern University articulate its concern about the lack of female representation in the unionized positions.** The administration should encourage Human Resources and Facilities Management to coordinate efforts to increase representation of women in the trades. The representation goals that have been developed should be vigorously pursued.

### **Section III: Report on Trends in the Representation of Women at Northwestern**

The data cited in the following tables were obtained from the Office of Administration and Planning, Human Resources and the Office of the Provost. Randal Watson, research assistant from the Economics Department, gathered and analyzed the data, assisted by Bill Hayward, Office of Administration and Planning, Sherry Kwiatkowski and Karen McGuire, Human Resources, and Andrea Gurr, Office of the Provost. The Committee extends its thanks to Bill, Sherry, Karen and Andrea, and, most particularly, to Randal, both for his persistence in tracking down hard-to-locate data, and for his analytic skills.

#### **Women in Leadership Positions**

##### **Representation of Women in Leadership Roles in Schools**

Relative to 1993-94 data, all school-based leadership roles have seen at least small increases in the proportion of positions held by women (see Table 1 below). Men continue to dominate the most visible roles, such as Dean, Department Chair, and Program Coordinator/Center Director, in which the proportions of women office-holders are 17%, 23%, and 30%, respectively. But women predominate among Assistant Deans and school-wide Administration Managers. This may be a double-edged sword, in the sense that women faculty who serve in administrative positions are not necessarily, in fact are unlikely (based on past experience at Northwestern), to be promoted to the highest academic leadership positions. Serving in these administrative positions may hinder the academic and scholarly productivity by which faculty are judged in terms of promotion to full professor, academic prestige, etc. Thus, for example, several schools have had women as associate deans, but a woman associate dean has not been promoted to dean, acting dean or interim dean of those schools. In both the schools of Speech and Education and Social Policy, which have women deans, the women were appointed from outside Northwestern University.

All schools with significant numbers of leadership positions have seen an increase over the past seven years in the proportion of women holding these roles. The increase is largest in Education, which currently has 88% women in its leadership. Speech also has more than 50% female leadership. These numbers are in part a reflection of the high ratios of tenured or tenure track women faculty (around 40%) in these schools. McCormick (with only 10% tenured or tenure track women faculty) has women in about 20% of its leadership roles. A consistent observation across all schools is that the proportion of women in leadership roles exceeds their representation among tenured or tenure track faculty (for the latter see Table 11(a)), notwithstanding the fact that women faculty tend to be younger and of lower rank. Again, these leadership positions may cost women time for scholarly productivity without offering the benefit of putting them on tracks to meaningful (academic) promotion such as dean or provost.

**Table 1. Representation of women in leadership roles in schools, 2000-01.**

	Dean		Associate Dean		Assistant Dean		Dept. Chair		Program or School-based Center Director		Director		Admin. Manager		Totals								
	M	F	M	F	M	F	M	F	M	F	M	F	2000-01		1993-94								
													No.	%	No.	%	No.	%	No.	%			
WCAS	1	0	8	2	2	2	17	9	16	3	1	2	0	2	45	69%	20	31%	53	87%	8	13%	
Dental	1	0	2	1	1	0	2	1	1	0	8	4	0	0	15	71%	6	29%	18	75%	6	25%	
SESP	0	1	0	1	1	2	0	0	0	2	0	1	0	0	1	13%	7	87%	8	62%	5	38%	
KSM	1	0	5	2	1	6	5	1	5	1	3	3	0	0	20	61%	13	39%	25	81%	6	19%	
Law	1	0	4	2	1	0	0	0	0	2	0	2	0	0	6	50%	6	50%	5	56%	4	44%	
McCormick	1	0	2	1	1	2	8	1	4	0	1	0	0	0	17	81%	4	19%	24	86%	4	14%	
Medical	1	0	4	1	1	1	21	2	1	1	2	3	1	5	31	70%	13	30%	51	88%	7	12%	
Medill	1	0	2	1	2	1	0	0	5	3	2	2	0	0	12	63%	7	37%	10	71%	4	29%	
Music	1	0	1	0	0	2	2	1	0	0	0	1	0	0	4	50%	4	50%	14	78%	4	22%	
Speech	0	1	1	2	0	1	3	2	0	2	2	1	0	0	6	40%	9	60%	6	55%	5	45%	
Graduate School	1	0	2	2	0	1	0	0	0	0	0	0	0	0	3	50%	3	50%	1	25%	3	75%	
Continuing Studies	1	0	0	0	0	2	0	0	0	0	0	1	0	1	1	20%	4	80%	2	29%	5	71%	
<b>Totals 2000-01</b>	<b>No.</b>	<b>10</b>	<b>2</b>	<b>31</b>	<b>15</b>	<b>10</b>	<b>20</b>	<b>58</b>	<b>17</b>	<b>32</b>	<b>14</b>	<b>19</b>	<b>20</b>	<b>1</b>	<b>8</b>	<b>161</b>	<b>63%</b>	<b>96</b>	<b>37%</b>	<b>217</b>	<b>78%</b>	<b>61</b>	<b>22%</b>
	<b>%</b>	<b>83%</b>	<b>17%</b>	<b>67%</b>	<b>33%</b>	<b>33%</b>	<b>67%</b>	<b>77%</b>	<b>23%</b>	<b>70%</b>	<b>30%</b>	<b>49%</b>	<b>51%</b>	<b>11%</b>	<b>89%</b>								
<b>Totals 1993-94</b>	<b>No.</b>	<b>11</b>	<b>1</b>	<b>34</b>	<b>12</b>	<b>12</b>	<b>17</b>	<b>64</b>	<b>5</b>	<b>92</b>	<b>17</b>	<b>n.a.</b>	<b>n.a.</b>	<b>3</b>	<b>9</b>								
	<b>%</b>	<b>92%</b>	<b>8%</b>	<b>74%</b>	<b>26%</b>	<b>41%</b>	<b>59%</b>	<b>93%</b>	<b>7%</b>	<b>84%</b>	<b>16%</b>	<b>n.a.</b>	<b>n.a.</b>	<b>25%</b>	<b>75%</b>								

Source: HRIS

N.B. May include some individuals who hold multiple positions. To maintain consistency with other tables, two employees in Medill recorded under "chairperson" in the original data are counted as program directors above.

Note: this table corresponds to Table 2 in the 1994 Report of the Task Force on Women in the Academic Workplace.

## Board of Trustees

There has been no change in the overall proportion of women members of the Board of Trustees (see Table 2 below). This proportion has held steady at 12% in 1993-94, 1998-99, and 2000-01.

**Table 2. Representation of women among Board of Trustees members.**

	1993-94			1998-99			2000-01		
	Women	Total	% of total	Women	Total	% of total	Women	Total	% of total
<b>Charter</b>	2	36	6%	3	33	9%	3	36	8%
<b>National</b>	3	24	13%	2	26	8%	6	25	24%
<b>Alumni</b>	3	8	38%	4	5	80%	3	8	38%
<b>Life</b>	3	26	12%	3	39	8%	3	53	6%
<b>TOTAL</b>	<b>11</b>	<b>94</b>	<b>12%</b>	<b>12</b>	<b>103</b>	<b>12%</b>	<b>15</b>	<b>122</b>	<b>12%</b>

Source: Administration & Planning

Note: this table corresponds to Table 3 in the 1994 Report of the Task Force on Women in the Academic Workplace.

## Women on Decanal and Senior Administrative Search Committees

Six of eight committees formed before 1997 had less than 40% female representation (see Table 3 below). Five of ten committees formed after 1997 have had more than 40% female representation. Over the whole period 1993-2000 only two committees out of 17 have been more than 50% female. Women on these committees may be students, staff, or alumnae, whereas men on the committees virtually always are faculty, so that even the committee that appears to be 50 percent women (Medill decanal search committee) in reality had only one woman faculty member and no tenured or tenure-track women members.

**Table 3. Representation of women on decanal and senior administrative search committees.**

<b>Year &amp; School</b>	<b>Total</b>	<b>No. women</b>	<b>% Women</b>	<b>% Women among faculty on committee</b>
1993 VP Student Affairs	4	1	25%	...
1994 Law	10	2	20%	17%
1994 President	18	5	28%	...
1995 Provost	17	4	24%	...
1996 WCAS	13	5	38%	30%
1996 Educ Soc Pol	10	4	40%	33%
1996 Medical	15	2	13%	20%
1996 Medill	7	3	43%	40%
1997 Snr VP Bus. & Finance	0	0	n.a.	n.a.
1997 VP Research	12	5	42%	36%
1997 Graduate	7	3	43%	...
1998 McCormick	11	3	27%	14%
1998 University College	9	4	44%	17%
1999 Speech	10	3	33%	29%
1999 Medical	19	5	26%	25%
1999 VP Student Affairs	14	8	57%	...
2000 Kellogg	12	3	25%	25%
2000 Medill	8	4	50%	20%
2001 WCAS	14	5	36%	45%

Source: Office of the Provost

Note: this table corresponds to Table 4 in the 1994 Report of the Task Force on Women in the Academic Workplace.

### **Women as Department Chairs**

Women department chairs were sparsely distributed in the early 1990s, holding only four positions out of 70 across the whole university in 1994-95 (see Table 4 below). The proportion of women chairs subsequently increased slowly to 14% in 1999-00, and then jumped to 23%, or 17 out of 75, in 2000. Most of the new women chairs in this recent increase are in Weinberg.

**Table 4. Women as Department Chairs**

School	2000-01		1999-00		1998-99		1997-98		1996-97		1995-96		1994-95		1988-89	
	No. F	Total	No. F	Total	No. F	Total	No. F	Total	No. F	Total	No. F	Total	No. F	Total	No. F	Total
<b>WCAS</b>	9	26	2	25	3	25	3	27	3	26	3	25	2	25	3	25
<b>Dental</b>	1	3	1	3	1	3	1	3	0	3	0	3	0	3	0	4
<b>KSM</b>	1	6	2	6	1	6	1	6	1	6	0	6	0	6	1	6
<b>McCormick</b>	1	9	1	9	1	9	0	9	0	9	0	8	0	8	1	8
<b>Medical</b>	2	23	1	23	1	22	1	21	1	20	1	20	1	20	1	22
<b>Music</b>	1	3	1	3	1	3	1	3	1	3	0	3	0	3	0	9
<b>Speech</b>	2	5	2	5	1	5	1	5	1	5	1	5	1	5	3	6
<b>TOTAL</b>	<b>17</b>	<b>75</b>	<b>10</b>	<b>74</b>	<b>9</b>	<b>73</b>	<b>8</b>	<b>74</b>	<b>7</b>	<b>72</b>	<b>5</b>	<b>70</b>	<b>4</b>	<b>70</b>	<b>9</b>	<b>80</b>
<b>PERCENT WOMEN</b>	<b>23%</b>		<b>14%</b>		<b>12%</b>		<b>11%</b>		<b>10%</b>		<b>7%</b>		<b>6%</b>		<b>11%</b>	

Source: Office of the Provost

Note: this table corresponds to Table 6 in the 1994 Report of the Task Force on Women in the Academic Workplace.

## **Women in Staff Positions**

### **Representation of Women among Non-exempt Staff, by grade**

Women predominate in the clerical support positions (see Table 5). They also occupy most of the positions in grades 12-15, but almost none of the union jobs and the positions in grades 16-18. About half of the housekeeping positions are occupied by women. Thus women are bunched in the lower-paying nonexempt grades. However within each grade the available data on the surface do not reveal any systematic wage bias in favor of men. There has been little change in the distribution of women across nonexempt grades since 1997. Comparison with the distribution in earlier years is difficult because of changes in job codes; hence the data for 1992 are charted separately from those for 1997 and 2000 (Figures 5.1 and 5.2).

Among the 205 unionized employees in grade 30 (custodial and skilled workers), only three are women. These women earn only 72% of the average male salary, because of the role of seniority in determining compensation, per Northwestern's contractual obligations.

**Table 5. Nonexempt staff employees, by grade, December 2000**

<b>Grade</b>	<b>No. Women</b>	<b>Ave. Women's Hourly Wage</b>	<b>No. Men</b>	<b>Ave. Men's Hourly Wage</b>	<b>Ratio Female/Male Wage (%)</b>
3	1	-	4	\$8.47	n.a.
4	3	\$9.01	2	-	n.a.
5	7	\$10.86	4	\$9.55	114%
6	32	\$11.30	7	\$10.37	109%
7	35	\$11.93	34	\$11.50	104%
8	80	\$12.56	13	\$12.27	102%
9	309	\$13.48	86	\$13.33	101%
10	411	\$15.19	93	\$14.31	106%
11	170	\$16.29	50	\$15.81	103%
12	123	\$15.96	65	\$14.79	108%
13	70	\$17.67	45	\$17.97	98%
14	5	\$22.03	5	\$21.14	104%
15	24	\$21.47	25	\$20.64	104%
16	0	-	11	\$23.63	n.a.
17	0	-	3	\$29.84	n.a.
18	0	-	6	\$26.53	n.a.
30	3	\$15.96	202	\$22.26	72%
41	3	\$9.13	0	-	n.a.
43	18	\$10.95	18	\$10.77	102%
45	0	-	1	-	n.a.
47	1	-	0	-	n.a.

Source: Human Resources

Grades 3-7 Entry-level support (Clerk Typist, Acc'ting Clerk, Lab. Assistant)

Grades 8-9 Support-worker level (Sr. Clerk, Lab. Technician, Secretary, Prog. Assistant)

Grades 10-11 Senior-level support (Dept. Assistant, Accting. Assistant, Sr. Prog. Assistant)

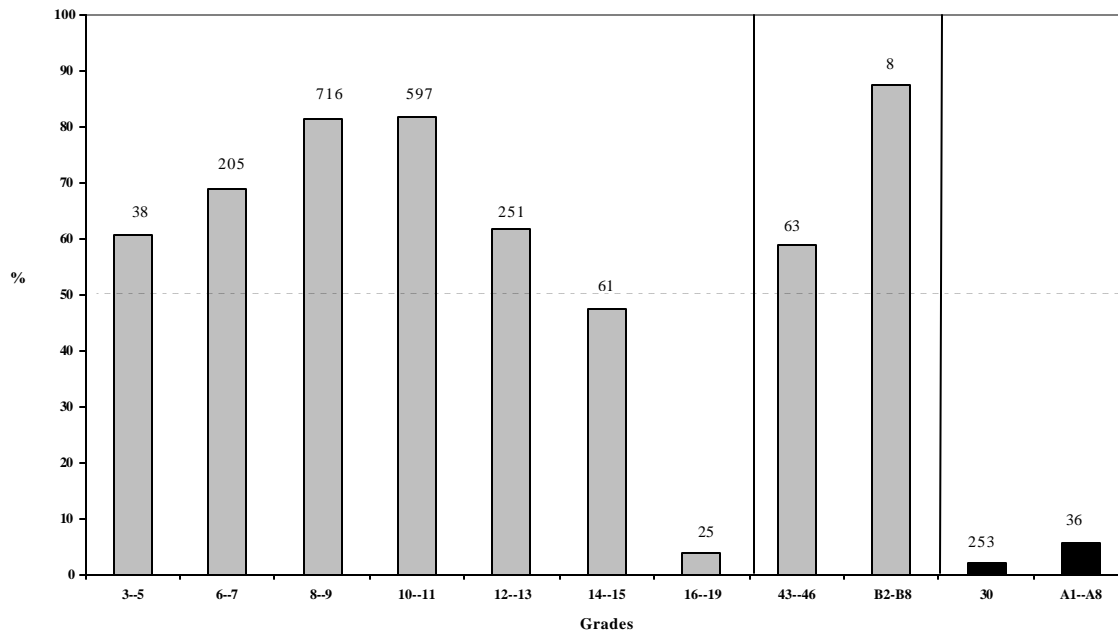
Grades 12-18 Technical positions (Lab. Coordinator, Res. Technol'st, Telecomms Technician)

Grade 30 Union

Grades 41-47 Housekeeping staff

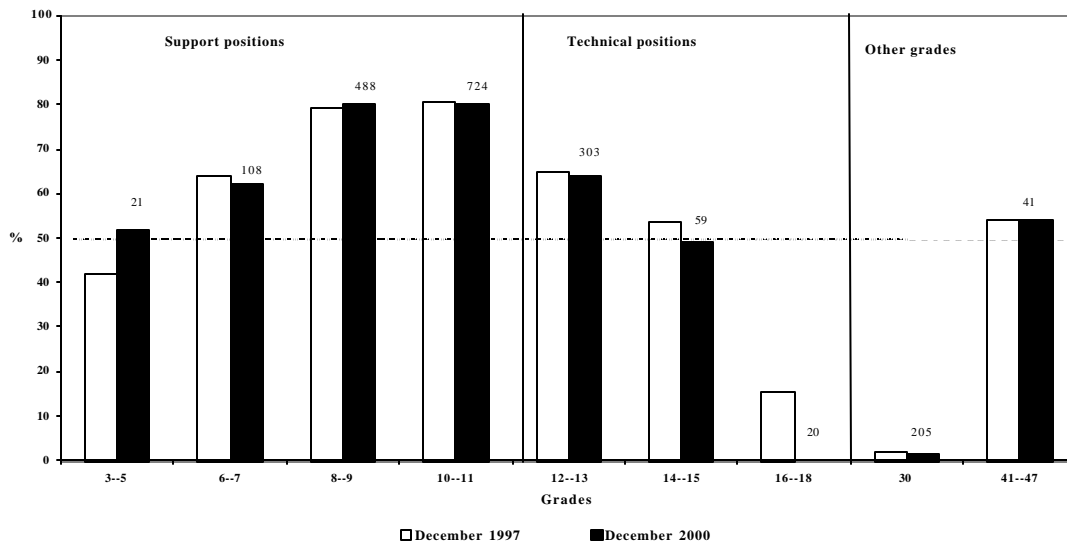
Note: this table corresponds to Table 7 in the 1994 Report of the Task Force on Women in the Academic Workplace.

**Figure 5.1. Proportion of women among nonexempt employees, by grade, 1992**



N.B. Grades 43--46 and B2--B8 are housekeeping staff. Grade 30 represents union jobs. Grades A1--A8 represent public safety officers. The numbers above each column show the total number of employees in that category in October 1992.

**Figure 5.2. Proportion of women among nonexempt employees, by grade, 1997 and 2000**



"Other grades" includes union (grade 30) and housekeeping staff (grades 41-47). The numbers above the columns show the total number of employees in that category in December 2000.

Source: Human Resources.

## Representation of Women among Non-exempt Staff, by Grade and Ethnicity

Non-exempt staff positions represented total 1970, broken down as follows:

	White	African-American	Hispanic	Asian/Pacific Islander	Native American	Unknown
Female	708	356	79	111	2	41
Male	393	157	38	65	1	19
TOTAL	1101	513	117	176	3	60

White employees (women and men) hold 56% of non-exempt positions; African-American employees, 26%; Hispanic employees, 6%; Asian/Pacific Islander employees, 9%; Native American, .15%. Employees whose ethnicity is not known occupy 3.5% of non-exempt positions.

In those staff grades where nonexempt women are a significant presence, the salaries of white women on average are close to those of white men. African-American women are more heavily concentrated in clerical support and housekeeping positions than white women. To a lesser degree a similar observation is true for Hispanic women.

**Table 6. Nonexempt staff employees, by grade and ethnicity, December 2000**

Grade Range	White				African-American				Hispanic				Asian/Pacific Islander				Native American				Unknown			
	Avg. Hourly Wage	No. M	No. F	Ratio (%) F/M Wage	Avg. Hourly Wage	No. M	No. F	Ratio (%) F/M Wage	Avg. Hourly Wage	No. M	No. F	Ratio (%) F/M Wage	Avg. Hourly Wage	No. M	No. F	Ratio (%) F/M Wage	Avg. Hourly Wage	No. M	No. F	Ratio (%) F/M Wage	Avg. Hourly Wage	No. M	No. F	Ratio (%) F/M Wage
3	-	0	1	n.a.	\$8.47	4	0	n.a.	-	0	0	n.a.	-	0	0	n.a.	-	0	0	n.a.	-	0	0	n.a.
4	-	0	1	n.a.	\$9.06	1	2	n.a.	-	1	0	n.a.	-	0	0	n.a.	-	0	0	n.a.	-	0	0	n.a.
5	\$11.24	0	3	n.a.	\$9.78	3	3	102%	-	1	0	n.a.	-	0	0	n.a.	-	0	1	n.a.	-	0	0	n.a.
6	\$11.11	2	8	109%	\$11.29	4	21	110%	\$10.30	1	2	n.a.	-	0	1	n.a.	-	0	0	n.a.	-	0	0	n.a.
7	\$11.51	8	12	91%	\$11.72	18	17	109%	-	0	1	n.a.	\$12.22	5	5	116%	-	0	0	n.a.	\$11.48	3	0	n.a.
8	\$12.73	5	19	108%	\$12.45	6	43	100%	\$12.58	1	10	n.a.	\$12.30	1	8	n.a.	-	0	0	n.a.	-	0	0	n.a.
9	\$13.40	49	163	104%	\$13.57	24	100	96%	\$13.34	6	15	92%	\$13.64	3	24	102%	-	0	0	n.a.	\$12.56	4	7	107%
10	\$15.09	58	253	107%	\$15.44	16	98	106%	\$14.23	4	22	98%	\$14.33	12	21	104%	-	0	1	n.a.	\$13.83	3	16	100%
11	\$16.18	24	106	104%	\$16.88	16	34	102%	\$15.93	1	16	n.a.	\$15.18	4	9	100%	-	0	0	n.a.	\$14.53	5	5	96%
12	\$15.55	44	73	108%	\$17.45	4	14	109%	\$16.07	1	5	n.a.	\$14.96	13	19	107%	-	0	0	n.a.	\$14.36	3	12	102%
13	\$18.16	32	47	99%	\$18.56	3	3	94%	\$17.19	1	3	n.a.	\$16.67	8	16	97%	-	1	0	n.a.	-	0	1	n.a.
14	\$21.46	2	4	n.a.	-	2	0	n.a.	-	0	0	n.a.	-	1	1	n.a.	-	0	0	n.a.	-	0	0	n.a.
15	\$21.25	17	13	107%	\$22.25	4	3	115%	-	0	1	n.a.	\$20.29	3	7	92%	-	0	0	n.a.	-	1	0	n.a.
16	\$24.25	6	0	n.a.	-	0	0	n.a.	-	1	0	n.a.	\$22.16	4	0	n.a.	-	0	0	n.a.	-	0	0	n.a.
17	-	2	0	n.a.	-	0	0	n.a.	-	0	0	n.a.	-	1	0	n.a.	-	0	0	n.a.	-	0	0	n.a.
18	\$27.49	4	0	n.a.	-	0	0	n.a.	-	1	1	n.a.	-	1	0	n.a.	-	0	0	n.a.	-	0	0	n.a.
30	\$23.92	138	2	n.a.	\$17.42	41	1	n.a.	\$19.56	15	0	n.a.	\$21.22	8	0	n.a.	-	0	0	n.a.	-	0	0	n.a.
41	-	0	0	n.a.	-	0	2	n.a.	-	0	1	n.a.	-	0	0	n.a.	-	0	0	n.a.	-	0	0	n.a.
43	\$11.24	2	2	n.a.	\$11.11	11	14	97%	\$9.52	4	2	n.a.	-	1	0	n.a.	-	0	0	n.a.	-	0	0	n.a.
45	-	0	0	n.a.	-	0	1	n.a.	-	0	0	n.a.	-	0	0	n.a.	-	0	0	n.a.	-	0	0	n.a.
47	-	0	1	n.a.	-	0	0	n.a.	-	0	0	n.a.	-	0	0	n.a.	-	0	0	n.a.	-	0	0	n.a.

Source: Human Resources

Notes: this table corresponds to Table 8 in the 1994 Report of the Task Force on Women in the Academic Workplace.

Grades 3-7      Entry-level support      Grade 30      Union      Grades 10-11      Senior-level support  
 Grades 8-9      Support worker level      Grades 41-47      Housekeeping staff      Grades 12-18      Technical positions

## **Representation of Women among Exempt Staff, by Grade**

Table 7 shows the representation of women and their average salaries by grade (compared to those of men). The table shows grades 3 - 16 (professional administrative positions); grades 53 - 66 (professional IT positions); and the combined grades 1 and 31 (unclassified positions). The latter category has been broken out into the following types of positions: coaches; librarians (grades LIB 1 – LIB 5); physicians (Student Health); and some remaining positions that are typically one of a kind, with market-driven salaries.

Women predominate in the lower management professional grades, 3 - 6 (Table 7). There are relatively few women in the comparable IT grades, 53-59.

Figures 7.1 and 7.2 show that the proportion of women in all management professional grades has increased since 1992. In the IT grades there has been only modest change in the overall proportion of women over the past few years (Figure 7.2).

**Table 7. Compensation of exempt employees, by grade at average annual salary rates (January – December, 2000).**

Grade	No. Women	Avg. Women's Salary	No. Men	Avg. Men's Salary	Ratio Female/Male Salary (%)
3	16	\$31,559	7	\$31,350	101%
4	65	\$32,368	25	\$33,164	98%
5	180	\$36,076	46	\$36,141	100%
6	104	\$39,724	42	\$39,206	101%
7	134	\$43,444	30	\$43,774	99%
8	121	\$50,962	40	\$49,102	104%
9	57	\$57,876	27	\$57,288	101%
10	61	\$60,946	38	\$59,879	102%
11	24	\$74,540	25	\$73,083	102%
12	15	\$78,467	16	\$79,281	99%
13	4	\$100,419	17	\$98,240	102%
14	7	\$97,367	2	-	n.a.
15	4	\$102,936	2	-	n.a.
16	3	\$120,310	5	\$143,910	84%
53	6	\$36,012	15	\$35,425	102%
55	29	\$42,211	41	\$43,485	97%
57	31	\$51,630	61	\$52,184	99%
58	0	-	3	\$60,797	n.a.
59	19	\$62,644	46	\$63,880	98%
60	6	\$63,925	6	\$77,666	82%
61	10	\$78,314	19	\$80,925	97%
62	0	-	5	\$86,463	n.a.
63	1	-	4	\$93,403	n.a.
64	0	-	1	-	n.a.
65	1	-	3	\$107,111	n.a.
66	1	-	0	-	n.a.
Unclassified	44	\$80,231	57	\$121,465	66%
Coaches	14	\$45,996	30	\$83,674	55%
LIB 1	24	\$43,165	17	\$43,543	99%
LIB 2	2	-	2	-	n.a.
LIB 3	17	\$60,442	11	\$62,770	96%
LIB 4	3	\$92,948	1	-	n.a.
LIB 5	0	-	2	-	n.a.
P1	2	-	1	-	n.a.
P2	1	-	0	-	n.a.

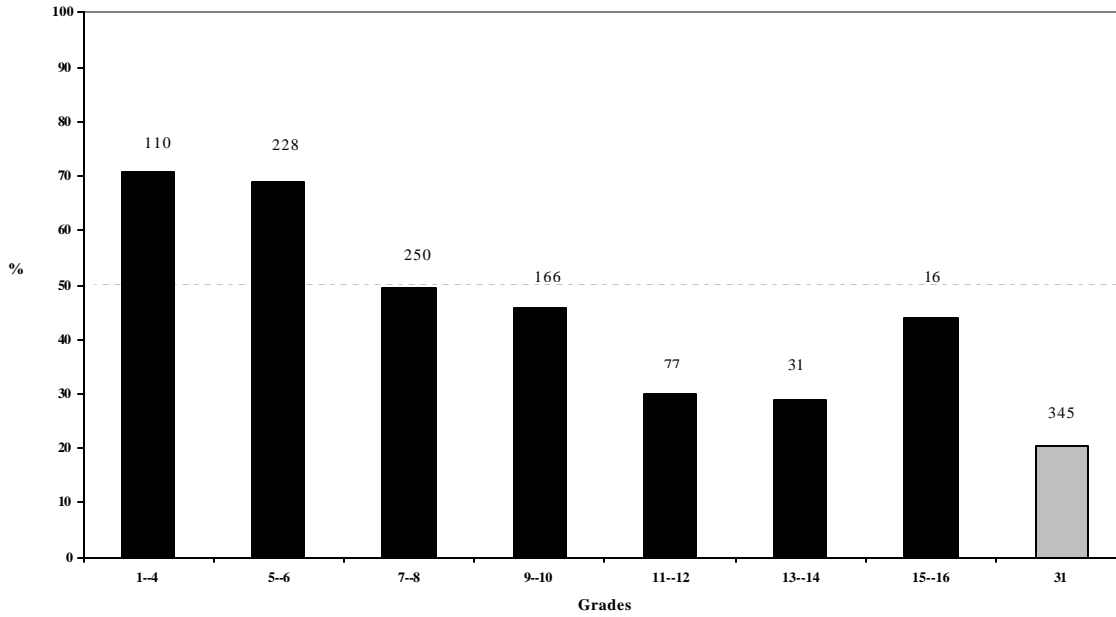
Source: Human Resources

Notes:

- a) This table corresponds to Table 9 in the 1994 Report of the Task Force on Women in the Academic Workplace.
- b) Coaches category includes both revenue and non-revenue sports.

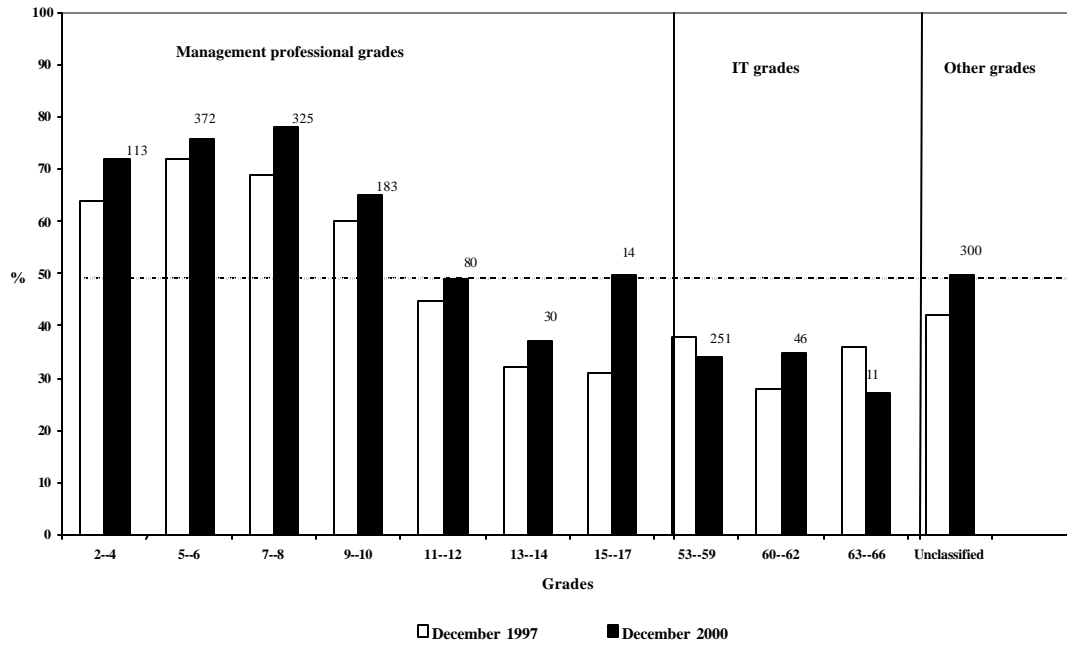
Grades 2-6	Entry-level professional (Asst. Director, Asst. Manager, Office Manager)
Grades 7-8	Senior professional - 1 <sup>st</sup> line supervisors (Assoc. Director)
Grades 9-12	Advanced professionals - middle mgmt. (Director, Sr. Budget Analyst)
Grades 13-17	Upper-level management
Grades 53-59	IT grades
Grades 60-62	1 <sup>st</sup> level IT management - advanced specialists
Grades 63-66	Upper IT management
Unclassified show:	Grades 1,31 - Unique positions - market driven. This category has been broken out to
Coaches	Athletic coaches: includes both revenue and non-revenue sports
Librarians	Includes grades LIB 1 through LIB 5
Physicians	Physicians in Student Health Center (P1 – P2)
Unclassified	Any positions not included in the tree categories above

**Figure 7.1. Proportion of women among exempt employees, by grade, 1992**  
**Figure 7.2. Proportion of women among exempt employees, 1997 and 2000**



N.B. Grade 31 represents market-driven jobs. The numbers above each column show the total number of employees in that category in October 1992.

Source: Human Resources.



Legend: □ December 1997, ■ December 2000  
 NB. "Other grades" includes market-driven grades (grades 1 & 31). The numbers above the columns show the total number of employees in that category in Dec 2000.

2000.

### Representation of Women among Exempt Staff, by Grade and Ethnicity

Exempt staff positions represented total 1655, broken down as follows:

	White	African-American	Hispanic	Asian/Pacific Islander	Native American	Unknown
Female	785	104	30	57	1	31
Male	528	45	16	42	2	14
TOTAL	1313	149	46	99	3	45

White employees (women and men) hold 80% of exempt positions; African-American employees, 9%; Hispanic employees, 2.8%; Asian/Pacific Islander employees, 6%; Native American, .18%. Employees whose ethnicity is not known occupy 2.7% of exempt positions.

**Table 8. Compensation of exempt employees and ratio of female to male salaries, by grade, gender, and ethnicity, at average annual rates (January - December, 2000).**

	White				African-American				Hispanic				Asian/Pacific Islander				Native American				Unknown			
Grade Range	Avg. Salary	No. M	No. F	Ratio (%) F Sal/ M Sal	Avg. Salary	No. M	No. F	Ratio (%) F Sal/ M Sal	Avg. Salary	No. M	No. F	Ratio (%) F Sal/ M Sal	Avg. Salary	No. M	No. F	Ratio (%) F Sal/ M Sal	Avg. Salary	No. M	No. F	Ratio (%) F Sal/ M Sal	Avg. Salary	No. M	No. F	Ratio (%) F Sal/ M Sal
3	\$32,239	5	10	107%	\$29,866	1	4	n.a.	-	0	1	n.a.	-	0	0	n.a.	-	0	0	n.a.	-	1	1	n.a.
4	\$32,455	17	53	98%	\$34,540	2	8	n.a.	-	2	0	n.a.	\$32,060	3	2	n.a.	-	0	0	n.a.	\$30,314	1	2	n.a.
5	\$36,325	31	120	100%	\$36,161	10	24	102%	\$37,095	1	11	n.a.	\$35,513	2	15	99%	-	0	1	n.a.	\$32,738	2	9	n.a.
6	\$39,547	35	84	101%	\$39,340	2	8	113%	\$39,039	3	3	90%	\$40,690	1	6	n.a.	-	0	0	n.a.	\$39,836	1	3	n.a.
7	\$43,759	25	105	99%	\$44,023	2	15	96%	\$39,798	1	8	n.a.	\$44,933	1	3	n.a.	-	0	0	n.a.	\$39,948	1	3	n.a.
8	\$50,546	30	97	103%	\$49,845	4	9	104%	\$50,589	3	3	107%	\$48,541	3	7	108%	-	0	0	n.a.	\$54,840	0	5	n.a.
9	\$57,797	21	47	101%	\$62,710	2	5	89%	-	0	0	n.a.	\$53,006	4	4	103%	-	0	0	n.a.	-	0	1	n.a.
10	\$60,811	33	52	101%	\$59,273	2	5	110%	-	0	1	n.a.	\$56,834	2	2	105%	-	0	0	n.a.	-	1	1	n.a.
11	\$72,564	24	20	96%	-	0	2	n.a.	-	1	0	n.a.	-	0	2	n.a.	-	0	0	n.a.	-	0	0	n.a.
12	\$78,564	16	14	98%	-	0	1	n.a.	-	0	0	n.a.	-	0	0	n.a.	-	0	0	n.a.	-	0	0	n.a.
13	\$92,500	14	4	111%	\$135,583	3	0	n.a.	-	0	0	n.a.	-	0	0	n.a.	-	0	0	n.a.	-	0	0	n.a.
14	\$97,696	2	6	107%	-	0	1	n.a.	-	0	0	n.a.	-	0	0	n.a.	-	0	0	n.a.	-	0	0	n.a.
15	\$111,612	2	3	n.a.	-	0	1	n.a.	-	0	0	n.a.	-	0	0	n.a.	-	0	0	n.a.	-	0	0	n.a.
16	\$135,060	5	3	84%	-	0	0	n.a.	-	0	0	n.a.	-	0	0	n.a.	-	0	0	n.a.	-	0	0	n.a.
53	\$35,540	12	3	95%	-	0	0	n.a.	-	0	0	n.a.	-	1	2	n.a.	-	0	0	n.a.	-	2	1	n.a.
55	\$42,827	30	21	96%	\$43,091	4	3	87%	-	1	1	n.a.	\$41,762	4	3	114%	-	0	0	n.a.	-	2	1	n.a.
57	\$52,093	45	25	100%	\$54,904	3	2	n.a.	-	1	0	n.a.	\$50,379	12	4	95%	-	0	0	n.a.	-	0	0	n.a.
58	-	2	0	n.a.	-	0	0	n.a.	-	0	0	n.a.	-	1	0	n.a.	-	0	0	n.a.	-	0	0	n.a.
59	\$63,218	36	11	97%	\$62,280	2	6	n.a.	-	2	0	n.a.	\$65,071	4	2	n.a.	-	1	0	n.a.	-	1	0	n.a.
60	\$71,010	5	5	85%	-	0	1	n.a.	-	0	0	n.a.	-	1	0	n.a.	-	0	0	n.a.	-	0	0	n.a.
61	\$79,621	16	8	99%	-	2	0	n.a.	-	0	1	n.a.	-	1	1	n.a.	-	0	0	n.a.	-	0	0	n.a.
62	\$86,421	4	0	n.a.	-	0	0	n.a.	-	0	0	n.a.	-	0	0	n.a.	-	1	0	n.a.	-	0	0	n.a.
63	\$97,522	4	1	n.a.	-	0	0	n.a.	-	0	0	n.a.	-	0	0	n.a.	-	0	0	n.a.	-	0	0	n.a.
64	-	1	0	n.a.	-	0	0	n.a.	-	0	0	n.a.	-	0	0	n.a.	-	0	0	n.a.	-	0	0	n.a.
65	\$107,111	3	0	n.a.	-	0	1	n.a.	-	0	0	n.a.	-	0	0	n.a.	-	0	0	n.a.	-	0	0	n.a.
66	-	0	1	n.a.	-	0	0	n.a.	-	0	0	n.a.	-	0	0	n.a.	-	0	0	n.a.	-	0	0	n.a.
Unclassified	\$106,233	53	38	66%	\$83,596	1	3	n.a.	-	0	0	n.a.	\$79,883	1	3	n.a.	-	0	0	n.a.	\$103,502	2	2	n.a.
Coaches	\$72,461	24	12	57%	\$68,657	5	2	n.a.	-	0	0	n.a.	-	1	0	n.a.	-	0	0	n.a.	-	0	0	n.a.
LIB 1	\$42,965	17	20	97.5	-	0	2	n.a.	-	0	0	n.a.	-	0	1	n.a.	-	0	0	n.a.	-	0	1	n.a.

LIB 2	\$53,629	2	2	n.a.	-	0	0	n.a.	-	0	0	n.a.	-	0	0	n.a.	-	0	0	n.a.
LIB 3	\$61,473	10	15	96.8	-	0	0	n.a.	-	1	1	n.a.	-	0	0	n.a.	-	0	1	n.a.
LIB 4	\$95,684	1	2	n.a.	-	0	1	n.a.	-	0	0	n.a.	-	0	0	n.a.	-	0	0	n.a.
LIB 5	-	2	0	n.a.	-	0	0	n.a.	-	0	0	n.a.	-	0	0	n.a.	-	0	0	n.a.
PA1	\$98,281	1	2	n.a.	-	0	0	n.a.	-	0	0	n.a.	-	0	0	n.a.	-	0	0	n.a.
PA2	-	0	1	n.a.	-	0	0	n.a.	-	0	0	n.a.	-	0	0	n.a.	-	0	0	n.a.

Source: Human Resources

Notes:

- a) This table corresponds to Table 10 in the 1994 Report of the Task Force on Women in the Academic Workplace.
- b) Coaches category includes both revenue and non-revenue sports

Grades 2-5	Entry-level professional	Grades 53-59	IT grades
Grades 6-9	Senior professional - 1 <sup>st</sup> line supervisors	Grades 60-62	1 <sup>st</sup> level IT management - advanced specialists
Grades 10-13	Advanced professionals - middle management	Grades 63-66	Upper IT management
Grades 14-17	Upper-level management		

Unclassified      Grades 1,31 - Unique positions - market driven. This category has been broken out to show:

Coaches	Athletic coaches: includes both revenue and non-revenue sports
Librarians	Includes grades LIB 1 through LIB 5
Physicians	Physicians in Student Health Center (P1 – P2)
Unclassified	Any positions not included in the three categories above

### **Rates of Staff Promotion and Exit, 1997-2000**

The sets of nonexempt and exempt staff working at Northwestern in 1997 were followed to 2000 to determine turnover and promotion rates by gender over this period.

For nonexempt employees exit rates over the three-year period are higher than for exempt employees (see Table 9(a) below). For nonexempt workers the highest turnover rates of 50-60% are observed in grades 8-13. Even in the nonexempt grades 14-18 turnover is still quite high, with at least one in every three workers exiting over the period. There is no clear tendency for men to be promoted more frequently than women. Statistically the largest significant difference between male and female mobility patterns is found in grades 8-9, where women are promoted more often but men have a higher exit rate. The housekeeping grades 41-47 show the lowest exit rates but also show no apparent instances of promotion during the period.

For exempt staff there is no clear trend for more men to be promoted at a higher rate than women (see 9(b) below). In those grades where the number of employees is large enough for inference, the differences in mobility between men and women are not statistically significant (using a chi-squared test). For both exempt men and exempt women the rates of leaving Northwestern over the three-year period decrease at the more senior grades. Thus the turnover rate is highest in the lowest grades 3-6, at around 50%. In grades 7-10 turnover falls into the range 25-45%, and generally declines further at the upper grades 11-17, where exit rates range from 10 to 40%. Turnover also declines with seniority in the IT grades. In the lowest IT grades 53-59 around two employees in every five exited over the three-year period.

It is difficult to compare these mobility patterns with those recorded in the first COWAC report, which used data up to 1992-93. Job codes were re-organized in 1997 at the time of the introduction of HRIS. In addition the present exempt staff dataset is more comprehensive in its coverage, as it includes many more employees than the earlier statistics.

**Table 9(a). Nonexempt staff rates of promotion, turnover, and remaining in salary grade, by gender: 1997 cohort followed to 2000.**

Grade range	No. of women in 1997	No. of men in 1997	Percent stayed in grade		Percent went to higher grade		Percent left NU	
			Women	Men	Women	Men	Women	Men
3—5	28	40	25.0%	37.5%	28.6%	30.0%	46.4%	30.0%
6—7	130	65	27.7%	36.9%	23.1%	27.7%	49.2%	35.4%
8—9	569	151	31.1%	25.8%	19.3%	12.6%	49.2%	60.9%
10—11	565	137	37.2%	29.2%	7.8%	5.8%	52.6%	62.8%
12—13	214	114	28.0%	24.6%	11.2%	14.0%	60.3%	60.5%
14—15	34	25	50.0%	48.0%	0.0%	8.0%	44.1%	44.0%
16—18	5	20	0.0%	60.0%	0.0%	5.0%	100.0%	35.0%
30	3	156	100.0%	66.7%	n.a.*	n.a.*	0.0%	30.8%
41—47	27	21	74.1%	66.7%	0.0%	0.0%	22.2%	33.3%

Source: HRIS

Note: this table corresponds to Table 15 in the 1994 Report of the Task Force on Women in the Academic Workplace. Whereas the 1994 version (Table 15) tracks a cohort over a five-year period, this table tracks a three-year period.

N.B. A small number of individuals in each category switched to grades that were not explicitly higher or lower.

\*Grade 30 is not part of a natural sequence of increasing grades.

Grades 3-7	Entry-level support (Clerk Typist, Acc'ting Clerk, Lab. Assistant)
Grades 8-9	Support-worker level (Sr. Clerk, Lab. Technician, Secretary, Prog. Assistant)
Grades 10-11	Senior-level support (Dept. Assistant, Accting. Assistant, Sr. Prog. Assistant)
Grades 12-18	Technical positions (Lab. Coordinator, Res. Technol'st, Telecomms Technician)
Grade 30	Union
Grades 41-47	Housekeeping staff

**Table 9(b). Exempt staff rates of promotion, turnover, and remaining in salary grade, by gender: 1997 cohort followed to 2000.**

Grade range	No. of men in 1997	No. of women in 1997	Percent stayed in grade		Percent went to higher grade		Percent left NU	
			Women	Men	Women	Men	Women	Men
<b>1 unclassified</b>	13	3	33.3%	46.2%	n.a.*	n.a.*	33.3%	30.8%
<b>2—4</b>	45	76	26.3%	20.0%	25.0%	26.7%	47.4%	48.9%
<b>5—6</b>	97	262	27.1%	23.7%	18.7%	21.6%	51.1%	49.5%
<b>7—8</b>	85	201	35.8%	40.0%	21.4%	11.8%	38.8%	44.7%
<b>9—10</b>	53	75	40.0%	50.9%	13.3%	17.0%	45.3%	26.4%
<b>11—12</b>	42	32	65.6%	52.4%	12.5%	11.9%	18.8%	33.3%
<b>13—14</b>	22	8	25.0%	54.5%	37.5%	0.0%	12.5%	40.9%
<b>15—17</b>	9	5	60.0%	77.8%	0.0%	0.0%	20.0%	11.1%
<b>31 unclassified</b>	106	59	35.6%	41.5%	n.a.*	n.a.*	55.9%	52.8%
<b>53—59</b>	153	90	32.2%	30.1%	22.2%	26.1%	43.3%	42.5%
<b>60—62</b>	22	11	54.5%	63.6%	0.0%	13.6%	36.4%	22.7%
<b>63—66</b>	6	4	50.0%	50.0%	25.0%	33.3%	25.0%	16.7%

Source: HRIS

Note: this table corresponds to Table 15 in the 1994 Report of the Task Force on Women in the Academic Workplace. Whereas the 1994 version (Table 15) tracks a cohort over a five-year period, this table tracks a three-year period.

N.B. Excludes individuals holding joint faculty/staff appointments. A small number of individuals in each category switched to grades that were not explicitly higher or lower (e.g., grade 31). \*Grades 1 and 31 (unclassified positions) are not parts of natural sequences of increasing grades.

Grades 2-6	Entry-level professional (Asst. Director, Asst. Manager, Office Manager)
Grades 7-8	Senior professional - 1 <sup>st</sup> line supervisors (Assoc. Director)
Grades 9-12	Advanced professionals - middle mgmt. (Director, Sr. Budget Analyst)
Grades 13-17	Upper-level management
Grades 1,31	Unclassified - Unique positions - market driven
Grades 53-59	IT grades
Grades 60-62	1 <sup>st</sup> level IT management - advanced specialists
Grades 63-66	Upper IT management

## **Cost of Staff Turnover**

The Tables 10(a) and 10(b) below simulate the cost to Northwestern of staff turnover, categorized by grade range. This table reflects the common assumption that the cost to Northwestern of each instance of staff exit is equal to one third of the average annual salary paid for that grade range, up to a maximum of \$10,000. But this formula probably underestimates the true costs of hiring and training a new employee. Recent research from the Saratoga Institute indicates that the \$10,000 cap is no longer applicable to industry standards.<sup>2</sup> Cost-of-turnover estimates for senior management positions are left open because of the special nature of these jobs. Also exempt Grades 1 and 31 are excluded from consideration because of the heterogeneity of salaries in these grades. Along with the estimated total annual cost of turnover for each grade range (column 6) is shown the estimated cost of raising all staff salaries in that range to match the median salary for comparable jobs in the outside market (column 8).

For example, Table 10(a) estimates that the aggregate annual cost to NU of turnover in nonexempt grades 10--11 is \$1,231,000, assuming that the cost per exit in these grades is \$9,500. The entry adjacent to this estimate shows that the average NU salary in these grades is \$2,200 less than the median salary for comparable work in the outside market. To raise all staff salaries in these grades to match the outside median would cost \$1,566,000, or 127% of the estimated aggregate cost of turnover. Such an across-the-board salary increase would not reduce turnover in these grades to zero, since staff would still exit because of retirement, relocation, termination of outside funding, etc. Keeping in mind the crude assumptions inherent in the analysis, it might therefore be suggested that the costs of the proposed salary increase exceed any potential benefits in terms of lower turnover. This conclusion still generally holds when cost-per-turnover is allowed to rise above \$10,000. Such a change, of course, affects only the higher-paying grades. In the cases of the non-exempt grades 16-18 (senior technical positions) and exempt grades 60-62 (IT management positions), the cost of turnover then increases to be more or less commensurate with the cost of increasing salaries. This argument in fact applies to every grade range (both exempt and nonexempt) under the parameters of this simulation.

---

<sup>2</sup> In tables 11(a) and 11(b) a cost per turnover of one third of the average salary for that grade range is assumed, up to a maximum of \$10,000. This formula probably yields a lower bound on the true costs of hiring and training a new employee and reassigning staff tasks. Workforce studies (citing Saratoga Institute research) frequently use one

But it would be possible to get different conclusions with different assumptions on the cost per turnover, or different data on the gap between Northwestern and outside salaries. The present simulation does not rule out the possibility that a moderate increase in salaries (covering e.g., half the gap with the outside median) might have a disproportionately large effect on turnover. Furthermore, the financial difference between turnover cost and increasing salaries to the outside median does not reflect the qualitative costs of high employee turnover. The myriad effects of high employee turnover (including low employee morale and workplace frustration) defy precise quantification. And there are real costs in relying upon higher salaried positions to train new employees to account for the lack of institutionally provided training. COWAC strongly believes that if a financial value could be placed on these qualitative measures, the cost of turnover would approach if not exceed the cost of increasing salaries to the outside median.

---

quarter of salary plus benefits as a conservative starting point for turnover cost estimates. Since benefits are typically 30% of salary this benchmark would equate to around one third of salary.

**Table 10(a). Cost of turnover versus cost of salary increases – nonexempt employees.**

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Grade range	No. Of NU employees in 2000	Proportion women	Estimated annual turnover rate <sup>1</sup>	Assumed cost to NU per turnover <sup>2</sup>	Estimated total annual cost to NU of turnover <sup>3</sup>	Salary gap versus median outside salary <sup>4</sup> (approx.)	Total cost of raising NU salaries to median outside salary <sup>5</sup>
3 – 5	18	50%	12%	\$6,000	<b>\$13,000</b>	\$1,000	<b>\$18,000</b>
6 – 7	108	64%	15%	\$7,000	<b>\$113,000</b>	\$1,500	<b>\$162,000</b>
8 – 9	475	80%	17%	\$8,500	<b>\$694,000</b>	\$1,900	<b>\$903,000</b>
10 – 11	712	81%	18%	\$9,500	<b>\$1,231,000</b>	\$2,200	<b>\$1,566,000</b>
12 – 13	295	66%	20%	\$10,000	<b>\$593,000</b>	\$2,500	<b>\$723,000</b>
14 – 15	59	53%	15%	\$10,000	<b>\$87,000</b>	\$2,600	<b>\$150,000</b>
16 – 18	23	0%	16%	\$10,000	<b>\$37,000</b>	\$2,900	<b>\$66,000</b>
30	195	2%	10%	\$10,000	<b>\$196,000</b>	n.a.	<b>n.a.</b>
41 – 47	39	54%	9%	\$8,000	<b>\$28,000</b>	n.a.	<b>n.a.</b>

Sources: Human Resources (columns (1)-(4), (7), (8)). See Note 2 below for columns (5) and (6).

**Description of Nonexempt Staff Grades**

- Grades 3-8      Entry-level support (Clerk Typist, Office Assistant, Lab. Assistant)
- Grade 9        Support-worker level (Sr. Clerk, Lab. Technician, Secretary, Prog. Assistant)
- Grades 10-11    Senior-level support (Dept. Assistant, Accting. Assistant, Sr. Prog. Assistant)
- Grades 12-18    Technical jobs (Lab. Coordinator, Res. Technol'st, Telecomms Technician)
- Grade 30        Union
- Grades 41-47    Housekeeping staff

**Notes** 1. Annual turnover rate is the estimated proportion of NU employees at time x who will leave in the next twelve months. This estimate is based on the turnover rates recorded in Table 9(a).

2. A cost per turnover of one third of the average salary for that grade range is assumed, up to a maximum of \$10,000.

3. Equal to (2)×(4)×(5).

4. The difference between the average salary of NU employees in this grade range and the median wage observed for similar jobs in the outside market. Data on median outside salaries come from HR Salary Planning studies. (For consistency the cost-of-turnover estimates are also based on staff salaries reported in these studies, rather than on salaries tabulated elsewhere in this report.)

5. Equal to (2)×(7).

**Table 10(b). Cost of turnover versus cost of salary increases – exempt employees.\***

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Grade range	No. Of NU employees in 2000	Proportion women	Estimated annual turnover rate <sup>1</sup>	Assumed cost to NU per turnover <sup>2</sup>	Estimated total annual cost to NU of turnover <sup>3</sup>	Salary gap versus median outside salary <sup>4</sup> (approx.)	Total cost of raising NU salaries to median outside salary <sup>5</sup>
2 – 4	135	70%	16%	\$10,000	<b>\$216,000</b>	\$6,300	<b>\$850,500</b>
5 – 6	378	77%	17%	\$10,000	<b>\$639,000</b>	\$7,300	<b>\$2,741,000</b>
7 – 8	337	77%	14%	\$10,000	<b>\$456,000</b>	\$8,000	<b>\$2,696,000</b>
9 – 10	195	63%	13%	\$10,000	<b>\$244,000</b>	\$8,800	<b>\$1,706,000</b>
11 – 12	86	48%	9%	\$10,000	<b>\$77,000</b>	\$9,800	<b>\$839,000</b>
13 – 14	36	39%	11%	?	?	n.a.	<b>n.a.</b>
15 – 17	18	44%	5%	?	?	n.a.	<b>n.a.</b>
<b>IT grades</b>							
53 – 59	257	34%	14%	\$10,000	<b>\$367,000</b>	\$7,000	<b>\$1,799,000</b>
60 – 62	50	34%	9%	\$10,000	<b>\$46,000</b>	\$1,500	<b>\$75,000</b>
63 – 66	7	43%	7%	?	?	n.a.	<b>n.a.</b>

Sources: Human Resources (columns (1)-(4), (7), (8)). See Note 2 below for columns (5), (6).

**Description of Exempt Staff Grades**

- Grades 2-5           Entry-level professional (Asst. Director, Asst. Manager, Office Manager)
- Grades 6-9           Senior professional - 1<sup>st</sup> line supervisors (Assoc. Director, Director)
- Grades 10-13       Advanced professionals - middle mgmt. (Sr. Director, Sr. Budget Analyst)
- Grades 14-16       Upper-level management
- Grades 53-59       IT grades
- Grades 60-62       1<sup>st</sup> level IT Management – advanced specialists
- Grades 63-66       Upper IT management

**Notes** 1. Annual turnover rate is the estimated proportion of NU employees at time x who will leave in the next twelve months. This estimate is based on the turnover rates recorded in Table 9(b).

2. A cost per turnover of one third of the average salary for that grade range is assumed, up to a maximum of \$10,000.

3. Equal to (2)×(4)×(5).

4. The difference between the average salary of NU employees in this grade range and the median wage observed for similar jobs in the outside market. Data on median outside salaries come from HR Salary Planning studies. (For consistency the cost-of-turnover estimates are also based on staff salaries reported in these studies, rather than on salaries tabulated elsewhere in this report.)

5. Equal to (2)×(7).

\* Grades 1 and 31 are excluded from consideration because of the heterogeneity of salaries in these grades.

## **Women in Faculty Positions**

### **Representation of Women among Tenured and Tenure Track Faculty**

Across the whole university the proportion of women in tenured or tenure track positions is gradually increasing, from around 17% in 1991-92 to 22% in 2000-01 (see Table 11(a) below). The relatively slow rise in this ratio reflects the preponderance of men among the large group of tenured faculty. Women comprise only about 18% of tenured faculty. The proportion of women among tenure-track faculty is increasing considerably faster, by about one percentage point per year over the past ten years to reach 36% in 2000-01. The representation of women among senior faculty will undoubtedly continue to grow as this junior group reaches the tenure stage.

Despite some fluctuations in the mid-90s, almost all schools registered significant increases in the proportion of women tenured or tenure track faculty over the last ten years. The highest concentrations of women faculty are found in Education and Speech, each around 40% women. McCormick shows the lowest ratio of around 10%, but this represents almost a doubling in proportional terms over the past decade. Going against the general trend is the distinct drop in the female tenured faculty ratio in the Medical School in 2000-01. In the dataset used to compile this table it is associated with a significant drop in the overall number of faculty listed as full-time tenured. In the absence of this aberration the proportion of women among all tenured or tenure track Medical School faculty would have increased by about two percentage points since 1991.

Women currently comprise 15% of NU's 600-plus full Professors (see Table 11(b) below). The proportion is higher at the ranks of Associate and Assistant Professor, standing at 29% and 37% respectively. In all three ranks the representation of women has increased over the past decade.

**Table 11(a). Tenured and tenure-track women by school: 1991 – 2001**

All tenured and tenure-track positions - proportions in %, and nos. of women and totals for 2000-01

	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	No. women in 00-01	Total number in 00-01
<b>WCAS</b>	17.1%	19.1%	20.0%	19.9%	20.6%	20.3%	22.3%	23.5%	24.2%	26.1%	102	391
<b>KSM</b>	17.2%	15.0%	14.1%	14.6%	17.1%	15.7%	15.9%	15.8%	19.7%	20.4%	23	113
<b>SESP</b>	37.5%	30.4%	26.1%	23.8%	25.0%	21.7%	25.0%	27.3%	34.8%	39.1%	9	23
<b>Medill</b>	12.5%	12.5%	25.0%	32.0%	20.0%	15.8%	15.8%	25.0%	25.0%	23.8%	5	21
<b>Music</b>	18.5%	18.9%	14.0%	16.3%	16.3%	18.0%	23.9%	27.3%	25.5%	26.7%	12	45
<b>Speech</b>	32.5%	35.0%	34.6%	33.3%	32.5%	35.1%	36.5%	36.1%	39.2%	39.1%	27	69
<b>McCmck</b>	6.3%	7.0%	9.4%	9.6%	9.7%	9.6%	8.4%	9.3%	9.8%	10.3%	16	155
<b>Dental</b>	8.7%	7.5%	14.7%	14.3%	15.6%	17.9%	20.7%	16.7%	16.7%	18.2%	2	11
<b>Law</b>	14.0%	12.5%	15.4%	15.4%	17.5%	17.5%	17.1%	17.9%	15.0%	16.3%	7	43
<b>Medical</b>	17.9%	19.2%	18.5%	19.2%	19.9%	20.0%	20.3%	20.2%	20.4%	18.8%	60	314
<b>TOTAL</b>	<b>16.9%</b>	<b>17.8%</b>	<b>18.3%</b>	<b>18.7%</b>	<b>19.2%</b>	<b>19.1%</b>	<b>20.0%</b>	<b>20.9%</b>	<b>21.1%</b>	<b>22.1%</b>	<b>262</b>	<b>1188</b>

Tenured positions - proportions in %, and nos. of women and totals for 2000-01

	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	No. women in 00-01	Total number in 00-01
<b>WCAS</b>	13.3%	14.2%	15.4%	16.1%	17.5%	17.7%	17.4%	19.1%	18.1%	19.6%	59	301
<b>KSM</b>	10.2%	10.8%	12.3%	14.3%	12.3%	14.1%	11.9%	14.5%	15.1%	14.1%	10	71
<b>SESP</b>	30.0%	25.0%	20.0%	16.7%	20.0%	15.8%	25.0%	23.5%	33.3%	35.3%	6	17
<b>Medill</b>	7.7%	8.3%	7.1%	7.1%	14.3%	14.3%	14.3%	15.4%	13.3%	13.3%	2	15
<b>Music</b>	10.5%	10.8%	7.9%	7.9%	7.9%	12.8%	16.7%	21.2%	20.0%	18.9%	7	37
<b>Speech</b>	27.3%	27.1%	27.9%	28.1%	29.7%	31.7%	30.2%	33.3%	34.4%	35.1%	20	57
<b>McCmck</b>	5.1%	5.1%	5.0%	4.8%	4.9%	5.0%	6.5%	7.3%	7.2%	8.3%	10	120
<b>Dental</b>	10.3%	6.1%	8.0%	8.0%	9.1%	10.5%	15.0%	16.7%	16.7%	18.2%	2	11
<b>Law</b>	11.1%	9.1%	9.7%	11.8%	11.4%	13.9%	11.1%	14.3%	13.9%	13.9%	5	36
<b>Medical</b>	17.6%	18.2%	18.0%	17.5%	17.9%	17.9%	19.5%	19.4%	19.6%	16.7%	39	234
<b>TOTAL</b>	<b>14.2%</b>	<b>14.4%</b>	<b>14.8%</b>	<b>14.9%</b>	<b>15.7%</b>	<b>16.3%</b>	<b>16.8%</b>	<b>18.1%</b>	<b>17.5%</b>	<b>17.7%</b>	<b>160</b>	<b>902</b>

Tenure-track positions - proportions in %, and nos. of women and totals for 2000-01

	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	No. women in 00-01	Total number in 00-01
<b>WCAS</b>	30.9%	35.2%	36.1%	34.1%	33.3%	31.4%	41.3%	39.5%	45.9%	47.8%	43	90
<b>KSM</b>	27.5%	22.9%	17.6%	15.2%	25.0%	18.2%	21.7%	17.8%	27.3%	31.0%	13	42
<b>SESP</b>	75.0%	66.7%	66.7%	66.7%	50.0%	50.0%	25.0%	40.0%	40.0%	50.0%	3	6
<b>Medill</b>	18.2%	16.7%	50.0%	63.6%	33.3%	20.0%	20.0%	42.9%	60.0%	50.0%	3	6
<b>Music</b>	37.5%	37.5%	33.3%	45.5%	45.5%	36.4%	50.0%	45.5%	41.7%	62.5%	5	8
<b>Speech</b>	45.5%	57.1%	58.8%	52.9%	43.8%	50.0%	72.7%	55.6%	70.0%	58.3%	7	12
<b>McCmck</b>	9.5%	12.2%	23.1%	27.3%	28.1%	25.0%	16.7%	18.5%	21.4%	17.1%	6	35
<b>Dental</b>	0.0%	14.3%	33.3%	30.0%	30.0%	33.3%	33.3%	--	--	--	0	0
<b>Law</b>	28.6%	28.6%	37.5%	40.0%	60.0%	50.0%	60.0%	50.0%	25.0%	28.6%	2	7
<b>Medical</b>	18.9%	21.3%	19.7%	23.4%	24.4%	24.6%	22.2%	22.3%	22.9%	25.0%	20	80
<b>TOTAL</b>	<b>24.6%</b>	<b>26.8%</b>	<b>28.6%</b>	<b>30.1%</b>	<b>29.8%</b>	<b>27.6%</b>	<b>30.0%</b>	<b>29.6%</b>	<b>34.1%</b>	<b>35.7%</b>	<b>102</b>	<b>286</b>

Source: Administration & Planning

Note: this table corresponds to Table 16 in the 1994 Report of the Task Force on Women in the Academic Workplace.

**Table 11(b). Proportions of women among full-time faculty, Assistant Professor and above, by rank and school, 1992-2001.**

Professors - proportions in %, and numbers of women and totals for 2000-01

	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	No. women in 00-01	Total no. in 00-01
<b>WCAS</b>	10%	10%	9%	13%	12%	13%	16%	14%	15%	34	224
<b>KSM</b>	11%	5%	9%	7%	8%	9%	10%	10%	9%	6	68
<b>SESP</b>	17%	21%	21%	23%	17%	15%	14%	20%	22%	2	9
<b>Medill</b>	9%	10%	11%	13%	14%	13%	14%	11%	20%	2	10
<b>Music</b>	0%	5%	9%	11%	17%	15%	20%	21%	21%	4	19
<b>Speech</b>	15%	17%	19%	23%	24%	25%	29%	36%	37%	14	38
<b>McCormick</b>	2%	4%	3%	4%	3%	3%	5%	3%	3%	3	91
<b>Dental</b>	0%	0%	0%	0%	0%	17%	14%	0%	0%	0	4
<b>Law</b>	11%	10%	9%	15%	16%	15%	17%	17%	19%	7	36
<b>Medical</b>	10%	11%	12%	12%	13%	14%	20%	16%	18%	26	146
<b>TOTAL</b>	<b>9%</b>	<b>9%</b>	<b>10%</b>	<b>11%</b>	<b>12%</b>	<b>13%</b>	<b>16%</b>	<b>14%</b>	<b>15%</b>	<b>98</b>	<b>645</b>

Associate Professors - proportions in %, and numbers of women and totals for 2000-01

	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	No. women in 00-01	Total no. in 00-01
<b>WCAS</b>	27%	28%	29%	29%	30%	31%	33%	34%	33%	24	72
<b>KSM</b>	28%	32%	33%	37%	29%	17%	27%	36%	29%	7	24
<b>SESP</b>	38%	0%	25%	25%	25%	40%	25%	25%	25%	1	4
<b>Medill</b>	22%	27%	39%	43%	43%	38%	33%	33%	32%	6	19
<b>Music</b>	24%	14%	16%	16%	11%	15%	26%	29%	32%	6	19
<b>Speech</b>	33%	35%	36%	33%	36%	38%	35%	30%	26%	5	19
<b>McCormick</b>	12%	9%	8%	10%	10%	13%	14%	18%	26%	9	35
<b>Dental</b>	21%	22%	18%	24%	25%	22%	50%	44%	44%	4	9
<b>Law</b>	25%	33%	40%	67%	100%	--	100%	100%	33%	1	3
<b>Medical</b>	24%	20%	19%	20%	23%	26%	28%	26%	23%	14	62
<b>TOTAL</b>	<b>25%</b>	<b>23%</b>	<b>23%</b>	<b>24%</b>	<b>25%</b>	<b>26%</b>	<b>29%</b>	<b>30%</b>	<b>29%</b>	<b>77</b>	<b>266</b>

Assistant Professors - proportions in %, and numbers of women and totals for 2000-01

	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	No. women in 00-01	Total no. in 00-01
<b>WCAS</b>	27%	35%	30%	26%	31%	40%	34%	44%	45%	57	126
<b>KGSM</b>	26%	25%	11%	21%	20%	24%	30%	37%	39%	16	41
<b>SESP</b>	100%	100%	50%	50%	33%	40%	33%	40%	50%	3	6
<b>Medill</b>	40%	43%	50%	13%	11%	44%	38%	50%	40%	4	10
<b>Music</b>	40%	33%	40%	40%	43%	80%	80%	50%	67%	4	6
<b>Speech</b>	55%	53%	56%	56%	53%	6%	60%	75%	53%	9	17
<b>McCormick</b>	15%	25%	29%	23%	23%	20%	21%	22%	13%	4	32
<b>Dental</b>	25%	33%	31%	31%	33%	36%	36%	21%	20%	2	10
<b>Law</b>	33%	100%	100%	100%	--	0%	0%	14%	17%	1	6
<b>Medical</b>	26%	23%	30%	36%	35%	33%	35%	28%	32%	35	111
<b>TOTAL</b>	<b>28%</b>	<b>28%</b>	<b>30%</b>	<b>33%</b>	<b>33%</b>	<b>33%</b>	<b>35%</b>	<b>37%</b>	<b>37%</b>	<b>135</b>	<b>365</b>

Sources: NU Data Book, Administration & Planning

Note: this table corresponds to Table 18 in the 1994 Report of the Task Force on Women in the Academic Workplace. Figures include all full-time faculty, regardless of tenure status.

## **Representation of Women among Non-Tenure Track Faculty**

The most notable development since 1991 has been the increased reliance on non-tenure track teaching positions in the lecturer and clinical ranks. Thus, while there has been a substantial increase in the hiring of women faculty at Northwestern, women continue to be overrepresented in the non-tenure track faculty ranks and underrepresented in the tenured and tenure track faculty ranks.

Lecturers and instructors are a difficult group on which to gather data because of the considerable variations in their employment status (e.g., part-time/full-time, visiting/non-visiting) and in their teaching loads and salaries (see Tables 12(a), (b), (c) below). Previous COWAC reports have not presented much analysis of the representation of women in this group.

Women comprise around 56% of all full-time lecturers and instructors in the University. About half of all part-time lecturers and instructors also are women. University records list a considerable number of non-tenure track faculty at higher ranks (Assistant Professor and above) in the Medical School, most of whom are men.

Weinberg, Music and Speech have all significantly increased their employment of full-time lecturers since 1992. With the addition of Law and Medicine this group makes the heaviest use of non-tenure track teachers, and also records the highest proportions of women lecturers and instructors. Thus, the teaching load devolved to new lecturers and instructors is mostly done by women. Education also makes heavy use of women lecturers employed on a part-time basis.

**Table 12(a). Representation of women among full-time lecturers and instructors, by school, 1992-2000**

Full-time lecturers - proportion women in %, and total numbers for 2000-01

	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	Total number in 00-01*	Change in number, 1992-2000
<b>WCAS</b>	54.7%	53.5%	57.1%	60.8%	55.7%	53.8%	61.3%	61.1%	61.2%	98	+24
<b>KSM</b>	37.5%	50.0%	50.0%	100.0%	50.0%	22.2%	33.3%	16.7%	0.0%	2	0
<b>SESP</b>	50.0%	0.0%	0.0%	50.0%	0.0%	0.0%	n.a.	100.0%	n.a.	0	-1
<b>Medill</b>	28.6%	28.6%	25.0%	50.0%	60.0%	53.3%	33.3%	43.8%	50.0%	6	-1
<b>Music</b>	25.0%	40.0%	40.0%	40.0%	41.7%	30.8%	26.3%	35.7%	54.5%	22	+15
<b>Speech</b>	84.6%	90.9%	93.3%	84.0%	82.6%	85.0%	75.0%	73.7%	81.0%	21	+18
<b>McCormick</b>	n.a.	0.0%	0.0%	25.0%	25.0%	50.0%	33.3%	20.0%	16.7%	6	+5
<b>Research Centers</b>	0.0%	5.6%	10.5%	0.0%	0.0%	0.0%	4.8%	5.9%	5.3%	19	-3
<b>Law</b>	45.5%	61.5%	63.6%	64.3%	57.1%	61.5%	66.7%	64.7%	75.0%	28	+7
<b>Medical</b>	20.0%	14.3%	50.0%	28.6%	50.0%	20.0%	0.0%	0.0%	33.3%	3	+7
<b>Continuing Studies</b>	12.5%	50.0%	50.0%	55.6%	0.0%	n.a.	n.a.	n.a.	44.4%	9	-8
<b>ALL UNIV. (%)</b>	<b>31.9%</b>	<b>46.3%</b>	<b>50.6%</b>	<b>54.9%</b>	<b>51.2%</b>	<b>48.1%</b>	<b>50.2%</b>	<b>50.8%</b>	<b>56.1%</b>	<b>214</b>	<b>+63</b>

Note: this table corresponds to Table 17(a) in the 1994 Report of the Task Force on Women in the Academic Workplace.

N.B. The data show no full-time lecturers in the Dental School over this period. Change in totals only runs to 2000 to preserve consistency in definitions. \* Full-time count based on salary, not benefits status (=>\$24,000. annual salary considered to be full time).

Full-time instructors in the Med. and Dent. Schools - prop'n women in %, and total numbers for 2000-01

	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	Total number in 00-01*
<b>Dental</b>	100.0%	100.0%	100.0%	67.0%	50.0%	67.0%	50.0%	50.0%	42.9%	7
<b>Medical</b>	56.0%	54.0%	51.6%	47.5%	48.1%	51.1%	51.9%	46.8%	57.5%	40

Sources: Administration & Planning, NU Data Book

N.B. There are very few full-time instructors in other schools. \* Full-time count based on salary, not benefits status (=>\$24,000. annual salary considered to be full time).

**Table 12(b). Full-time non-tenure track non-visiting faculty, by school, gender and rank, Fall 2000**

(Full-time status determined by benefits)

School		Professor	Assoc Prof	Asst Prof	Lecturer	Instructor	Totals	% Women
WCAS	M	3	0	6	26	0	35	56.8%
	F	1	0	0	45	0	46	
KSM	M	11	0	0	2	0	13	23.5%
	F	0	1	3	0	0	4	
SESP	M	1	0	0	0	0	1	0.0%
	F	0	0	0	0	0	0	
Medill	M	1	4	4	2	0	11	42.1%
	F	1	4	1	2	0	8	
Music	M	0	0	0	5	0	5	58.3%
	F	2	1	0	4	0	7	
Speech	M	0	0	0	3	0	3	83.3%
	F	1	1	1	12	0	15	
McCormick	M	4	4	2	2	0	12	7.7%
	F	0	0	0	1	0	1	
Dental	M	1	2	7	0	1	11	31.3%
	F	0	2	2	0	1	5	
Law	M	0	0	0	3	0	3	72.7%
	F	1	0	0	7	0	8	
Medical	M	59	98	201	2	74	434	36.5%
	F	8	31	124	1	86	250	
Research Centers	M	7	2	6	15	0	30	30.2%
	F	0	3	9	1	0	13	
ALL	M	<b>87</b>	<b>110</b>	<b>226</b>	<b>60</b>	<b>75</b>	<b>558</b>	<b>39.0%</b>
	F	<b>14</b>	<b>43</b>	<b>140</b>	<b>73</b>	<b>87</b>	<b>357</b>	

Source: Administration & Planning

Note: this table corresponds to Table 17(b) in the 1994 Report of the Task Force on Women in the Academic Workplace.

N.B. On a benefits basis there are no full-time non-tenure track faculty in the School of Continuing Studies.

Discrepancies in the numbers of full-time lecturers and instructors between this table and 12(a) are due to the use of benefits, rather than salary, to determine full-time status.

**Table 12(c). Representation of women among part-time instructors and lecturers, by school, Fall 2000**

(Part-time status determined by benefits)

School	Lecturers			Instructors		
	Women	Men	Prop'n women in total (%)	Women	Men	Prop'n women in total (%)
WCAS	21	18	53.8%	0	0	n.a.
KSM	2	2	50.0%	0	0	n.a.
SESP	25	12	67.6%	0	0	n.a.
Medill	7	4	63.6%	0	0	n.a.
Music	16	29	35.6%	0	0	n.a.
Speech	17	3	85.0%	0	0	n.a.
McCormick	0	3	0.0%	0	0	n.a.
Dental	0	0	n.a.	7	9	43.8%
Law	7	2	77.8%	0	0	n.a.
Medical	0	0	n.a.	9	1	90.0%
Continuing Studies	24	59	28.9%	18	20	47.4%
<b>ALL</b>	<b>119</b>	<b>132</b>	<b>47.4%</b>	<b>34</b>	<b>30</b>	<b>53.1%</b>

Source: Administration & Planning

Note: this table corresponds to Table 17(c) in the 1994 Report of the Task Force on Women in the Academic Workplace.

N.B. Table excludes contributed-service instructors and lecturers in the Medical and Dental Schools, of whom there are several hundred.

### **Northwestern Faculty Hiring Compared to the National Pool of New Ph.D.s**

In keeping with previous COWAC reports, data on NU's recent (Fall 97-00) hiring of tenured and tenure track faculty by gender was compared at the department level with data from the National Science Foundation on the pools of recent Ph.D.s in various academic fields (see Table 13 below). Large discrepancies between actual Northwestern University hiring and the apparent representation of women in the candidate pool could point to gender bias.

Given the small number of hires in most departments there is some natural randomness in the Northwestern female hire ratio relative to the pool ratio. Keeping this in mind the ratios for most departments do not diverge greatly from national gender ratios in the relevant field. However the data show Psychology as having markedly low female hires, despite a 60-65% ratio of women among recent Ph.D.s.

**Table 13. NU tenured/track hiring versus the national pool of recent Ph.D.s.**

School and Department	NSF Area Classification	Proportion of new women Ph.D.s		NU hires, Fall 97- Fall 00		
		90-93	94-97	% F	No. F	Total
<b>WCAS</b>						
Art Theory and Practice	Arts and Music	45%	47%	100%	1	1
Foreign Languages (5)	Humanities - Foreign Languages	60%	61%	75%	9	12
History, Art History (2)	Humanities – History	35%	38%	36%	4	11
English	Humanities - English and Literature	56%	57%	39%	5	13
Classics, Philosophy (2)	Humanities n.s.a.	32%	35%	33%	2	6
Religion	Religion and Theology	19%	23%	33%	1	3
African-American Studies	Soc. Sci. - Area and Ethnic Studies	51%	54%	100%	2	2
Anthropology	Soc. Sci. – Anthropology	56%	56%	33%	2	6
Economics	Soc. Sci. – Economics	21%	23%	17%	2	12
Linguistics	Soc. Sci. – Linguistics	53%	54%	33%	1	3
Political Science	Soc. Sci. - Pol. Sci. and Pub. Adm.	28%	31%	44%	4	9
Sociology	Soc. Sci. – Sociology	49%	54%	44%	4	9
Psychology	Psychology	60%	65%	0%	0	5
Mathematics, Statistics (2)	Math & Comp. Sci. – Math. & Stat.	20%	22%	17%	1	6
BMBCB, Neuro.& Phys. (2)	Life Sciences – Biological Sciences	39%	42%	33%	2	6
Chemistry	Phys. Sci. – Chemistry	25%	29%	25%	1	4
Physics and Astronomy	Phys. Sci. - Physics + Astronomy	12%	13%	40%	2	5
Geological Sciences	Geosciences - Earth Sciences	21%	21%	33%	1	3
<b>McCormick</b>						
Chemical Engineering	Engineering - Chemical Eng.	13%	16%	0%	0	2
Civil Engineering	Engineering - Civil Eng.	8%	12%	0%	0	2
Elec. & Comp. Engineering	Engineering - Electrical Eng.	7%	9%	14%	1	7
Ind. Engineering & Man. Sci.	Engineering - Industrial Eng.	13%	17%	0%	0	2
Mats. Sci. and Engineering	Engineering - Materials Eng.	14%	16%	0%	0	4
Mechanical Engineering	Engineering – Mechanical Eng.	5%	7%	14%	1	7
Biomed. Eng., Eng. Sci. and App. Math. (2)	Engineering n.s.a.	10%	14%	17%	1	6
Computer Science	Math and Comp. Sci. - Comp. Sci.	15%	17%	20%	1	5
TOTAL McCormick	Engineering + Comp. Sci.	11%	14%	11%	4	35
<b>KSM</b>						
All departments	Business and Management	26%	29%	29%	11	38
<b>Education</b>						
Education	Education	59%	62%	71%	5	7
<b>Law</b>						
Law	Law	43%* (*JD/LLB)	43%* (*JD/LLB)	36%	4	11
<b>Medical</b>						
Basic Sciences	Life Sciences - Medical Sciences	47%	53%	36%	5	14
<b>Music</b>						
All departments	Arts and Music	45%	47%	54%	7	13
<b>Speech</b>						
Communication Studies	Social Services Professions	66%	69%	60%	3	5
All others	Arts and Music	45%	47%	20%	1	5
<b>Medill</b>						
All departments	(Data on Journalism Ph.D.s n.a.)	n.a.	n.a.	86%	6	7

Source: Office of the Provost, NSF Survey of Recent Ph.D's. Note: this table corresponds to Table 19 in the 1994 Task Force Report. N.B. In some cases the match between the NSF area (which classifies the new Ph.D.s) and the NU department is only approximate.

### **Faculty Promotion and Tenure Consideration**

The data show by gender the number of candidates considered for promotion at each rank in a given year and the proportion of this number whose promotions were ultimately approved (see Table 14 below). There is little statistical evidence of gender bias in promotions: when one considers promotion only to tenured status women have a 72% success rate compared to 75% for men. Previous COWAC reports have found fairly similar success rates for men and women.

**Table 14. Outcomes of faculty promotions and tenure considerations.**

Rank	Women		Men	
	# considered	% approved	# considered	% approved
<b>1995-96</b>				
Professor/Tenured	7	86%	22	68%
Professor, Clinical	-		1	100%
Assoc. Prof./Tenured	8	50%	31	52%
Assoc. Prof.	3	100%	2	100%
Assoc. Prof., Clinical	3	100%	15	87%
Asst. Prof.	4	75%	5	80%
Asst. Prof., Clinical	4	100%	14	100%
<b>TOTAL</b>	<b>29</b>	<b>79%</b>	<b>90</b>	<b>72%</b>
<b>1996-97</b>				
Professor/Tenured	10	80%	16	100%
Professor, Clinical	-		-	
Assoc. Prof./Tenured	8	38%	17	59%
Assoc. Prof.	4	100%	4	75%
Assoc. Prof., Clinical	-		4	75%
Asst. Prof.	7	86%	2	100%
Asst. Prof., Clinical	3	100%	3	100%
<b>TOTAL</b>	<b>32</b>	<b>75%</b>	<b>46</b>	<b>80%</b>
<b>1997-98</b>				
Professor/Tenured	2	50%	14	57%
Professor, Clinical	-		1	0%
Assoc. Prof./Tenured	13	62%	13	69%
Assoc. Prof.	5	80%	16	63%
Assoc. Prof., Clinical	-		5	60%
Asst. Prof.	5	80%	5	60%
Asst. Prof., Clinical	2	100%	2	100%
<b>TOTAL</b>	<b>27</b>	<b>70%</b>	<b>56</b>	<b>63%</b>
<b>1998-99</b>				
Professor/Tenured	5	80%	17	94%
Professor, Clinical	-		4	50%
Assoc. Prof./Tenured	3	100%	20	65%
Assoc. Prof.	2	100%	8	100%
Assoc. Prof., Clinical	1	100%	6	50%
Asst. Prof.	2	100%	7	100%
Asst. Prof., Clinical	2	50%	7	86%
<b>TOTAL</b>	<b>15</b>	<b>87%</b>	<b>69</b>	<b>80%</b>
<b>1999-00</b>				
Professor/Tenured	10	90%	25	100%
Professor, Clinical	2	100%	4	100%
Assoc. Prof./Tenured	5	100%	21	86%
Assoc. Prof.	3	100%	14	79%
Assoc. Prof., Clinical	1	100%	7	86%
Asst. Prof.	12	92%	20	75%
Asst. Prof., Clinical	4	75%	12	92%
<b>TOTAL</b>	<b>37</b>	<b>92%</b>	<b>103</b>	<b>87%</b>

Source: Office of the Provost. Note: this table corresponds to Table 20 in the 1994 Task Force Report.

N.B. Each row indicates the number and proportion of applicants considered and approved for promotion to that rank.

### Attrition and Tenure-clock Extension among Tenure Track Hires

Data on cohorts of tenure-track hires arriving at Northwestern since 1993-94 were examined (see Table 15 below). Since many of the individuals in this group have yet to reach the stage of final consideration for tenure, the data give only a partial picture of the rates at which men and women respectively extend tenure clocks or drop out of the tenure track. It appears that women extend their tenure clocks at a higher rate than men. On six-year tenure clocks rates of extension run at 10-25% for women, compared to 5-15% for men. However clock extension does not necessarily result in attrition from the tenure track: the data do not suggest a statistically significant difference between the ultimate attrition rates of men and women on the six-year tenure track.

**Table 15. Attrition and tenure-clock extension among tenure-track hires, by gender, 1993-2000**

#### All hires excluding nine-year (Medical School) clock

Cohort	Numbers		Percent of clock extensions among...		Percent attrition among...	
	M	F	M	F	M	F
<b>93-94</b>	16	4	6.3%	25%	18.8%	25%
<b>94-95</b>	20	8	5%	25%	30%	37.5%
<b>95-96</b>	19	12	15.8%	16.7%	31.6%	25%
<b>96-97</b>	23	11	4.3%	0%	30.4%	9.1%
<b>97-98</b>	22	18	4.5%	16.7%	9.1%	5.6%
<b>98-99</b>	22	11	0%	18.2%	0%	9.1%
<b>99-00</b>	15	15	0%	6.7%	0%	0%
<b>00-01</b>	37	14	0%	0%	0%	0%

Source: Office of the Provost.

N.B. Attrition from tenure-track includes all individuals who either left Northwestern or switched to n.t.e. prior to tenure review. Later cohorts show lower rates of attrition because they are still early in the tenure cycle. Clock extensions include individuals who were subsequently granted tenure.

### Sponsored Project Awards, by gender

Nine schools received significant amounts of grant money in the year 2000 (see Tables 16(a), (b), (c) below). In seven of these nine schools, women were over-represented as grant winners relative to their numbers among all tenured and tenure-track faculty. On the basis of amounts won, the proportion going to women only exceeded the female faculty ratio in four of nine schools. Since 1991 large increases in the grant amounts per female faculty member relative to

amounts per male faculty member have been seen in Medill, McCormick, and the Medical School.

**Table 16(a). Sponsored Project Awards, Amounts and Winners by Affiliation and Gender, 2000**

<b>School or Research Center</b>	<b>Total amounts awarded (million \$)</b>	<b>Proportion of amounts won by women (%)</b>	<b>Total no. of grant winners</b>	<b>Proportion of women among winners (%)</b>	<b>Proportion women in tenured and track faculty*</b>
<b>WCAS</b>	34.47	16%	143	18%	26%
<b>SESP</b>	6.84	36%	17	59%	39%
<b>Medill</b>	2.16	36%	5	60%	24%
<b>Music</b>	0.01	0%	1	0%	27%
<b>Speech</b>	3.83	64%	18	44%	39%
<b>McCormick</b>	36.42	17%	134	15%	10%
<b>Medical</b>	124.96	27%	292	24%	19%
<b>Dental</b>	0.49	0%	5	0%	18%
<b>Law</b>	2.02	7%	8	25%	16%
<b>KSM</b>	1.31	11%	15	27%	20%
<b>Biotechnology</b>	0.08	100%	2	100%	--
<b>BIRL</b>	0	n.a.	0	n.a.	--
<b>Catalysis and Surface Science</b>	3.72	0%	3	0%	--
<b>Circadian Biology</b>	1.68	10%	2	50%	--
<b>Clinical Research</b>	1.78	0%	1	0%	--
<b>Health Serv. and Policy Studies</b>	2.51	31%	14	46%	--
<b>Infrastructure Tech. Institute</b>	0	n.a.	0	n.a.	--
<b>Institute for Neuroscience</b>	1.49	76%	4	50%	--
<b>Institute for Learning Sciences</b>	2.07	0%	4	0%	--
<b>Materials Research</b>	2.86	6%	7	14%	--
<b>Math Studies in Econ. Mgmt.</b>	0.19	0%	3	0%	--
<b>Institute for Policy Research</b>	6.45	28%	16	19%	--
<b>Program African Studies</b>	0.11	100%	1	100%	--
<b>Reproductive Science</b>	1.18	94%	2	50%	--
<b>Science Technology</b>	0.02	0%	1	0%	--
<b>Center for Public Safety</b>	1.26	0%	6	0%	--
<b>Transportation</b>	0.42	0%	3	0%	--

Source: ORSP.

Note: the above table corresponds to Table 21a in the 1994 Report of the Task Force on Women in the Academic Community.

N.B. Data includes all awards with budget period covering part or all of 2000. Award counts do not include co-investigators. An \* indicates data for 2000-01.

**Table 16(b). Average Number of Sponsored Project Awards, to Men and Women Faculty, by School 1991-2000.**

School	Average no. awards received by ...	1991	1997	2000
WCAS	Men	0.39	0.48	0.41
	Women	0.22	0.39	0.25
SESP	Men	0.20	0.61	0.50
	Women	0.44	0.67	1.11
Medill	Men	n.a.	0.06	0.13
	Women	n.a.	0.33	0.60
Music	Men	n.a.	0.03	0.03
	Women	n.a.	0.00	0.00
Speech	Men	0.17	0.17	0.24
	Women	0.20	0.30	0.30
McCormick	Men	0.57	0.81	0.83
	Women	0.70	1.15	1.19
Medical	Men	0.33	0.80	0.87
	Women	0.20	0.91	1.20
Dental	Men	0.17	0.52	0.56
	Women	0.00	0.33	0.00
Law	Men	0.08	0.06	0.17
	Women	0.00	0.00	0.29
KSM	men	0.16	0.13	0.12
	women	0.12	0.11	0.17

Source: ORSP

Note: this table corresponds to Table 21b in the 1994 Report of the Task Force on Women in the Academic Community.

N.B. Award counts do not include co-investigators.

**Table 16(c). Average Sponsored Project Award Amounts, to Men and Women Faculty, by School 1991-2000.**

<b>School</b>	<b>Average amounts (thousand \$) awarded to ...</b>	<b>1991</b>	<b>1997</b>	<b>2000</b>
<b>WCAS</b>	<b>men</b>	\$80	\$180	\$100
	<b>women</b>	\$20	\$70	\$50
<b>SESP</b>	<b>men</b>	\$10	\$280	\$310
	<b>women</b>	\$30	\$130	\$270
<b>Medill</b>	<b>men</b>	n.a.	\$100	\$90
	<b>women</b>	n.a.	\$40	\$150
<b>Music</b>	<b>men</b>	n.a.	\$0	\$0
	<b>women</b>	n.a.	\$0	\$0
<b>Speech</b>	<b>men</b>	\$20	\$50	\$30
	<b>women</b>	\$90	\$230	\$90
<b>McCormick</b>	<b>men</b>	\$120	\$390	\$220
	<b>women</b>	\$80	\$650	\$390
<b>Medical</b>	<b>men</b>	\$140	\$440	\$360
	<b>women</b>	\$60	\$50	\$560
<b>Dental</b>	<b>men</b>	\$30	\$190	\$50
	<b>women</b>	\$0	\$100	\$0
<b>Law</b>	<b>men</b>	\$10	\$70	\$50
	<b>women</b>	\$0	\$0	\$20
<b>KSM</b>	<b>men</b>	\$20	\$10	\$10
	<b>women</b>	\$10	\$10	\$10

Source: ORSP

Note: this table corresponds to Table 21c in the 1994 Report of the Task Force on Women in the Academic Community.

### **Representation of Women among Named Chair Holders**

The proportion of named chairs held by women across the whole University is quite low, standing at 9% in 2000-01 (see Table 17 below). This represents an increase of around three percentage points over the past decade.

**Table 17. Women in named professorships**

<b>Year</b>	<b># Women</b>	<b># Active professorships</b>	<b>Percentage</b>
<b>1990-91</b>	10	173	6%
<b>1991-92</b>	10	188	5%
<b>1992-93</b>	13	186	7%
<b>1993-94</b>	n.a.	n.a.	n.a.
<b>1994-95</b>	14	197	7%
<b>1995-96</b>	15	223	7%
<b>1996-97</b>	n.a.	n.a.	n.a.
<b>1997-98</b>	17	237	7%
<b>1998-99</b>	22	240	9%
<b>1999-00</b>	23	248	9%
<b>2000-01</b>	22	258	9%

Source: Office of the Provost

Note: this table corresponds to Table 22 in the 1994 Report of the Task Force on Women in the Academic Community.

# Faculty Salary Regression Results

## Introduction

In keeping with previous COWAC reports, the present data analysis includes a statistical investigation of salary differences between men and women faculty. This statistical analysis uses the technique of regression to isolate correlations between gender and salary after controlling for factors such as rank, years of service, and school affiliation. These correlations can be examined for all faculty together, or broken down by rank and school. The results can also be compared with those in previous reports to highlight any apparent trends over time.

## Analysis

The sample for the study comprises all tenured or tenure-track and non-tenure track full-time faculty in Weinberg College of Arts and Sciences, Education and Social Policy, Music, Speech, Medill, McCormick School of Engineering, Medical School, Law School and Kellogg School of Management in Fall 2000. There are 1474 individuals for whom salary information is available, of whom 29% are women. Within this set there are 200 non-tenure track faculty (lecturers and instructors), of whom 60% are women. On the other hand women comprise only 24% of the 1274 tenured or tenure-track faculty. This is an increase from 18% in 1992-93 and 20% in 1997-98. For each individual in the sample the statistical procedure includes the following variables as possible determinants of salary:

**School affiliation**

**Rank**

**Whether holds named chair**

**Gender**

**Age** (Linear and Squared)

**Years of Service at Northwestern** (Linear and Squared)

**Indicator of years in rank** (Whether in first/second, third/fourth, or fifth-plus year in the current rank at NU)

The measure of time-in-rank is less precise than has been possible in previous years because of the break in University records associated with the introduction of HRIS in 1997. The analysis will not be able to control for any systematic salary increases (or decreases) for time above five years in the current rank. This deficiency may bias the estimated gender effects if men in the five-plus group have longer time-in-rank than women. (Previous reports suggest that this tends to be true.) Note also that this variable only measures tenure in rank at Northwestern; it may underestimate the true time-in-rank of faculty who have transferred here from other universities.

The school variable accounts for some of the heterogeneity across faculty in fields of study. However there are also variations within schools, e.g., in Weinberg. To allow for some of this within-school variation separate indicators are included for affiliation with the Humanities, Physical Sciences, and Social Sciences divisions in Weinberg, and with the Basic Sciences or Clinical areas in the Medical School.

For tenured or tenure-track faculty the average female salary is 19% less than the average male salary, approximately the same difference as in 1992-93 and 1997-98. Female instructors and lecturers on average earn 23% less than their male counterparts. Over the whole sample of all full-time faculty the gap in average salaries is 26%, reflecting the disproportionate representation of women in the lower-paid non-tenure track positions. Similarly, as the table below indicates, some of the salary gap for tenured or tenure-track faculty is due to the relatively high proportion of women at the Assistant Professor rank.

<b>Rank</b>	<b>Prop'n of all women in rank (%)</b>	<b>Prop'n of all men in rank (%)</b>
Professor	22.8%	52.3%
Associate Professor	18.0%	18.1%
Assistant Professor	31.5%	21.9%
Instructors & Lecturers	27.7%	7.7%
<b>TOTAL</b>	<b>100%</b>	<b>100%</b>

Women in the sample have an average of 8.7 years of service at Northwestern, compared with 13.7 years for men. Male faculty also have longer time-in-rank: 65% have been in their current rank for five years or more, compared with 46% for female faculty. The aim of the statistical

procedures is to determine how much of the gender gap in salaries can be explained by differences in these variables, and in the other observable characteristics listed above. Note that this list does not include a measure of academic productivity, on which no data are available. Productivity is presumably an important determinant of salaries -- in the absence of a measure of this variable no definitive interpretation can be placed on residual differences between male and female remuneration (i.e., gaps not explained by the observable differences in characteristics). Such differences could equally be due to gender discrimination, or to unmeasured differences in productivity.

After controlling for years in rank and years at Northwestern, the regression analysis across the whole sample indicates a modest salary difference of 3.8% in favor of men. This estimate allows not only for the separate effects of the listed characteristics, but also for their interactions with each other, so that the returns to years-in-rank may differ across ranks and across schools. Such interactions may be important in view of the wide variation in salaries across schools. (Statistical significance means that the investigator is confident that the observed effect is systematic, not just a result of the natural randomness present in any dataset.)

Salary tends to increase with years spent in each rank. When years-at-Northwestern and years-in-rank are held fixed, salaries increase with age until the mid-to-late forties. People of a similar age with the same number of years in a particular rank tend to receive lower increases the longer they have been at Northwestern. The negative returns to total service may be due to the limited information on tenure in rank beyond five years. When the sample is restricted to tenured or tenure-track faculty only, the male-female salary difference is reduced to a statistically insignificant 2.2%. By way of comparison the earlier studies of 92-93 and 97-98 data found gaps of 2.2% and 4.1%, respectively. Among non-tenure track faculty (who were not explicitly covered in earlier reports) the salary gap is significant at 11%.

The latter salary difference appears to reflect the high pay for non-tenure track male faculty in some of the professional schools. It does not seem to be related to years in rank, because male and women lecturers and instructors have similar profiles of years of service. However when non-tenure track faculty in the Medical, Law, and Management schools are deleted from the

sample (leaving 141 observations from the other schools), the non-tenured or tenure-track salary gap falls to 3%, and is no longer statistically significant.

For tenured or tenure-track faculty a regression was run allowing the gender salary gap to differ across schools. An extra return of \$31,000 was found for men in the Law School -- more than three times the gap at any other school. To examine this more closely an analysis was run just for the 65 Law faculty in the sample. Although it is not as great, a similar differential between the salaries of men and those of women was found among all three tenure-track ranks at the Law School.

The large and significant Law School effect suggests that the measured male salary advantage may be sensitive to the inclusion of particular schools. Salary regressions were re-run without the Law faculty. The estimated salary differential for the whole sample falls from 3.8% to 2.3%, or from 2.2% to 1.3% when only tenured or tenure-track faculty are included. Neither of the no-Law estimates is statistically significant.

To complement the estimation of the salary gap for lecturers and instructors only, separate analyses were also performed for each of the tenured or tenure-track ranks. At the Professor level men on average earn 2.2% more than their female colleagues, after controlling for the observable characteristics. A similarly small differential of 1% is found for Assistant Professors. Neither of these effects is statistically significant, and they are smaller by two-thirds than the estimated differentials in 1992-93. At the Associate Professor level a larger gap of 5.5% in favor of men is found, but again this does not have statistical significance. There seems to be some inherent variability in salaries at this intermediate rank; COWAC analyses to date find a mix of estimated differentials for this level, none of them statistically significant.

In the above analyses of salary variations across all schools it was assumed that any male-specific extra salary component (if such exists) is a single number constant for all ranks and schools. (One approach allowed for a different number at each school.) It might instead be argued that there are gender differences in the way salary changes with age, years-of-service, rank, and years-in-rank. Analyses were run to test this argument for tenured or tenure-track

faculty. As in previous COWAC reports, the results did not provide any statistical evidence supporting the hypothesis that women faculty are treated differently with respect to these variables.

## **Conclusions**

On the basis of the above results the following conclusions may be offered:

- In the tenured or tenure-track ranks the statistical evidence for systematic gender bias in salaries across the entire University is weak. For tenured or tenure-track faculty there is a University-wide gap of 19% between average male and average female salaries. Most of this gap is explained by differences in experience and school affiliation.
- The unexplained residual male-female salary gap is largest in the Law School. The salary differential for men in that school is statistically significant at all tenured or tenure-track ranks.
- There is no apparent Northwestern-wide trend for male-female salary differentials to increase over time. At the ranks of Full Professor and Assistant Professor these differentials appear to be shrinking if anything.
- For non-tenure track faculty there is an Northwestern-wide gap of 23% between average male and female salaries. A significant part of this gap (almost half) cannot be explained by the observed individual characteristics. This large unexplained component appears to arise from high salaries for male lecturers and instructors in the Medical, Law, and Management schools. For non-tenure track faculty time-in-rank should be well captured by years-of-service, so in this case the salary gap cannot be attributed to incomplete data on promotions.

## APPENDIX

Survey of child care support provided by sixteen peer and local institutions (5/01)

School	Onsite Childcare?	Eligible Employees	University Subsidized	Capacity of onsite facilities
Harvard	Yes. Six affiliated childcare programs. Extensive resource and referral program.	Faculty and Staff	Scholarships and FSA are available.	approximately 350
Stanford	Yes. Five affiliated childcare programs (one part of the Psychology Department) and two more planned. Extensive resource and referral program through the WorkLife Office.	Faculty, Staff and Students.	Various need-based tuition reductions and scholarships, plus FSAs.	Two on-campus facilities: 300 total; two planned facilities: 110 each.
Columbia	Yes. At least six affiliated facilities on or close to campus. One affiliated with Teacher's College.	Faculty, Staff and Students.	Scholarships are available.	
Princeton	Yes. Two not-for-profit, on-campus nursery schools. Childcare resource guide to local facilities.	Faculty and Staff	Need-based financial aid is available.	194 (112 + 82)
NYU	No. Three offsite facilities provide "priority spaces for NYU faculty and staff"; Ceridian LifeWorks is NYU's child and adult care information and referral service.	Faculty and Staff	Limited number of need-based scholarships available, as well as need-based public subsidies.	
Yale	Yes. Six affiliated childcare programs (all affiliated with the Yale Child Study Center). Benefits Office provides a directory of local facilities, a few of which are Yale-affiliated.	Faculty, Staff, and Students	Pre-tax dollar reimbursement program	

<b>Penn</b>	<b>No onsite childcare. LifeBalance, the same service NYU uses, is Penn's dependent care information and referral service.</b>	Faculty and Staff		
<b>Cornell</b>	<b>Yes. Two onsite facilities, one affiliated with the University's College of Human Ecology. Several other facilities near campus.</b>	Faculty, Staff, and Students	Matches funds up to \$5K for childcare expenses above 20% of income	
<b>Duke</b>	<b>Yes. Duke's Children's Campus + after school care for K-6.</b>	Faculty and Staff	Dependent care reimbursement program.	
<b>Johns Hopkins</b>	<b>Yes. One facility licensed by the JHU hospital (priority for JHH faculty and staff but open to Baltimore community) and one new facility opening in September (for JHU community only).</b>	Faculty, Staff, and Students	Dependent care voucher program and scholarships for employees making < \$40K	JHU Hospital serves 45; new facility will serve approximately 150.
<b>Michigan</b>	<b>Yes. 5 centers affiliated with the Ann Arbor campus, plus referral service.</b>	Faculty, Staff, and Students	Direct financial aid is very limited, but pre-tax dependent care plan and scholarships are available	
<b>Cal-Berkeley</b>	<b>Yes. 1 university-operated facility for faculty and staff that is used for faculty-sponsored child observation and research. 7 other affiliated facilities: 2 infant centers (3 - 18 months), 2 toddler centers (18 - 39 months), 2 preschools (32-56 months)</b>	2 cater to faculty and staff, the other 6 to student families.	Site mentions tuition subsidies for students.	Child study center: 48; capacity of all 8 facilities approximately 200.
<b>UCLA</b>	<b>Yes. Three on-campus centers operated by the UCLA Child Care Services, and five other "campus-related" facilities are available.</b>	Faculty, Staff, and Students	Various need-based grants, scholarships, and other forms of financial assistance are available.	

<b><u>U of Chicago</u></b>	<b>Yes, Univ. of Chicago Laboratory School has care beginning at 3 years, plus after-school care; also referral service</b>	Faculty and Staff	Univ pays 50% of tuition for all employees; FSA program as well	1600 in entire lab school, 3yrs-high school; 100+ at each grade level
<b>Illinois-Chicago</b>	<b>Yes. Two onsite children's centers (each with a capacity of 45).</b>	Faculty, Staff, and Students		90
<b>Loyola-Chicago</b>	<b>Yes. Onsite preschool.</b>	Faculty and Staff		
<b>Northwestern</b>	<b>No. Referral Service only.</b>		NU will contribute up to \$2K to the FSAs eligible employees	