

# **ANNUAL REPORT**

**for**

**2001/2002**

**Committee on Women  
in the Academic Community**

**October 2002**

## **EXECUTIVE SUMMARY**

The Committee on Women in the Academic Community applauds the University for the steps taken so far to meet the childcare needs of the Northwestern community. Diligent efforts must be made, however, to ensure that the new arrangements satisfy the demand for childcare; that the new arrangements offer the Northwestern community a childcare option that reflects the meaningful involvement of the University; and that the needs of the entire community, including the Chicago campus, are addressed promptly.

Two issues have emerged from the statistical study conducted by COWAC during the 2000 academic year:

First, it is clear that the University now relies upon non-tenure track faculty for a substantial part of its core research and teaching functions. Although these arrangements provide desirable flexibility both for the University and for those seeking such appointments, they also present new challenges. COWAC is currently exploring the implications of this development on women in the academic community.

Second, although the University currently makes available some training for staff, neither the substance of this training nor the terms on which is it made available reflect a commitment on the part of the University to the career development of staff. COWAC urges the University to demonstrate such a commitment by:

1. Adopting a formal policy of commitment to staff career development, to be communicated broadly to the university community.
2. Increasing budgetary support for the Division of Training and Development.
3. Educating both staff and their supervisors on the importance of having a properly trained and motivated work force.

## **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). Beginning in 2001, members have been invited to serve for two-year terms. 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 2001 - 2002**

During 2001/2002, Charlotte Crane, Professor, Law School, chaired COWAC. Crane also chaired the faculty subcommittee; Theresa Parker, Assistant Dean and Director of Finance and Planning, Kellogg School of Management, chaired the staff subcommittee.

Other committee members included:

Deborah Brauer, Department Assistant, Political Science, WCAS  
Kimberly Gray, Associate Professor, Civil Engineering, McCormick  
Joan Linsenmeier, Senior Lecturer, Psychology, WCAS  
Jeff Manza, Associate Professor, Sociology, WCAS  
Barbara Jo Mueller, Assistant Director, Industry Relations, McCormick  
Shericka Pringle, Business Coordinator, Preventive Medicine, Feinberg  
Cynthia Thompson, Professor, Comm. Sciences & Disorders, Communication  
Todd Van Neck, Assistant Director, Office of Budget Planning  
Catherine Webb, Associate Professor, Pediatrics, Feinberg  
Pamela Webb, Director, Office of Research and Sponsored Projects (Chicago)

Other participants included:

Rita Winters, Director, Human Resources - Chicago  
Renee Redd, Director, Women's Center, Office of the Provost  
Jean Shedd, Associate Provost, Office of the Provost.  
Christopher Gaul, Office of the Provost, provided staff assistance.

## **REPORT of the COMMITTEE**

In pursuing its charge, COWAC has in the past set its agenda by reviewing the reactions to prior COWAC initiatives, by identifying problem areas through its own research and analysis, and by responding to the identified concerns of members of the University community. The 2000-2001 COWAC report urged the University to take action to assist members of its community in meeting their childcare needs, both for the well-being of current members of that community and to make the University more attractive to those it invites to join its community. COWAC's reactions to the University's efforts to date are described in the section on childcare, below.

In its 2000-2001 term, COWAC undertook an extensive statistical analysis of factors relevant to the status of women in the Northwestern community. This study updated and enhanced the information made available in the report of the Task Force on Women in the Academic Workplace, from 1994. Although COWAC expects that such projects will remain a substantial part of its function on an ongoing basis, it also intends to follow up on the projects by focusing on the problem areas identified in such projects. Two such problem areas, the increased use of non-tenure track faculty, and the lack of meaningful career development for staff (discussed in sections II and III of the Report) , emerged as likely to have a significant detrimental impact on the careers of women within the University community.

The 1994 Task Force also conducted a large-scale survey of the members of the University community in an attempt to elicit input on issues likely to be of concern to women in the academic community. The currently constituted COWAC is exploring the possibility of conducting a similar survey.

### **Childcare**

COWAC applauds the University for the steps it has taken in implementing the recommendations of the Childcare Committee. The University's efforts, announced

simultaneously with the release to the public of the Childcare Committee's report in early October 2002, indicate a commitment to providing childcare to the academic community. Through these efforts, Northwestern has finally acknowledged, as has long been acknowledged by its peer institutions, the need to be attentive to enhancing the quality of the working life of those within its community.

Several of the steps already taken, especially the actual implementation of an agreement with the McGaw YMCA in Evanston for providing access to a childcare center that will become a part of the University community; the initial steps toward collaboration with the Childcare Network of Evanston to improve the quality of other childcare options in Evanston; the creation of the position of coordinator of child and family resources and the prompt filling of that position; and changes to the FSA that relate to childcare, were accomplished in a very short time. COWAC looks forward to similar progress with respect to addressing the needs of the Chicago campus.

The steps taken so far are a promising indication of the seriousness with which the University has addressed the issue. COWAC urges the University to continue with similar seriousness in following up on the steps already taken.

None of these steps will ultimately be successful without diligent efforts to inform the University community about them, to be attentive to the responses of the community to them, and to addressing those areas not addressed by these first steps, in at least the following respects:

- The adequacy of the arrangements with the McGaw YMCA, especially in terms of the degree to which new arrangements satisfy the demand for childcare that reflects the meaningful involvement of the University, must be carefully monitored.
- The possibility that these arrangements will increase the demand for additional University involvement in childcare must not be overlooked.

- The need for adequate arrangements on the Chicago campus must be addressed.
- The coordinator of the Office of Child and Family Resources must be given the full support of the University during this critical start-up phase.
- Renewed efforts must be made to educate the community regarding the enhancement of the financial assistance available, particularly to those for whom the new arrangements with the YMCA do not fit well with their personal circumstances.

During 2001-2002, COWAC has worked, through the participation of its Chair on the Childcare Committee, with the University in developing approaches to childcare within the University community. COWAC looks forward to continuing to work with the University in completing the implementation of these initiatives.

### **Non-tenure track appointments**

The University now relies on a significant number of non-tenure track faculty, who have achieved the terminal degree in their fields, both for instruction and for research. The statistical analysis done by COWAC in academic year 2002 also revealed that these positions in many parts of the University are held disproportionately by women. It appears that this use of non-tenure track faculty has increased in recent years and is likely to continue to increase. This approach to staffing affords the University greater flexibility in pursuing the University's core missions. This flexibility, in turn, is likely to result in more opportunities within the academic community for highly talented and well-trained individuals who are not able to commit to the demands of a more traditional tenure track appointment.

Nevertheless, the greatly expanded use of this type of faculty appointment presents new challenges for the University. The preliminary attempts made by COWAC to gain more information about the use of this type of position have revealed a wide disparity in practices throughout the University. Indeed, in the statistical analysis presented by the Committee in its 2001 Report, many aspects of such positions could not be analyzed

because of the difficulty in obtaining reliable uniform information about the positions. Perhaps for obvious reasons, deans and department heads have exercised considerable autonomy in the definition and management of these positions. As a result, practices regarding hiring, terms of employment, criteria for compensation and promotion, and other aspects of the status of those in non-tenured positions may not be uniform, and may frequently not be known or understood either by others within the departments or by the University more generally. COWAC intends to continue to investigate the effects of the increasing use of such positions on the greater academic community.

### **Staff career development**

Data collected for COWAC's 2000-2001 annual report illustrated the fact that women occupy more than 80% of nonexempt grades 10-11, and more than 50% of grades 12-15. The percentage decreases dramatically in the higher nonexempt grades, and within those higher grades, women are frequently earning less than men. Similar patterns occur in the exempt grades (Tables 9a and 9b). In the higher nonexempt grades, although the numbers are small, more men than women are promoted to a higher grade. Within the higher exempt grades, although proportionally more women have been promoted to a higher grade than men, this seems in large part to reflect the greater turnover among men. In effect, women staff are bunched in the lower-paying salary grades.

COWAC has explored the extent to which the university as an employer creates an environment for women staff that is supportive of professional growth and development. Does our work environment have sufficient mechanisms in place to encourage our staff to plan for a professional career at Northwestern?

Enhanced efforts at providing mentoring and career development services, coupled with a focus on promotion from within university ranks whenever appropriate, could act as a mechanism for moving women staff clustered in the lower paying salary grades into higher level positions and ultimately, into more satisfying careers within the University. Our staff would be encouraged to plan for their own career development at Northwestern

by taking advantage of the services and resources available to them for this purpose. Turnover, and all of its associated costs, could be reduced. The faculty could be assured of well-trained support staff, and when a staff member is lost due to a promotion, reassured that the replacement will have both the training necessary to excel and the motivation that comes as a result of the institution's commitment to promoting highly performing staff.

Currently, we offer few resources for staff interested in planning for a career path at Northwestern. HR training classes focus on developing specific skills (software skills such as Microsoft Office, business writing, time management, customer service techniques) rather than offering comprehensive training and competency assessment in skills necessary for specific job families. In addition, we have not made information on opportunities for advancement easily accessible, or made it a priority to encourage our current workforce to look for promotional opportunities within the university.

To address these shortcomings, COWAC is currently in the process of developing specific recommendations aimed at increasing and strengthening professional career development at Northwestern.

To set the stage for the development of these strategies, we recommend that the following steps be taken immediately:

1. The University should adopt a formal policy of commitment to staff career development, and should communicate it to the community.
2. Budgetary support for the Human Resource Department's Division of Training and Development should be increased to include sufficient resources to transform that office's current programs to a more proactive system providing both individual and organization development tools. This might be done by reallocating current funds to the Training and Development Office from another area within HR. A reprioritization identifying this office as a

vital component of the University's human resource initiative is essential to the strengthening of staff career development at Northwestern.

3. The website for the Human Resource Department should be redesigned to reflect the University's commitment to career development. Job openings should be communicated to current staff before they are communicated to the outside community. Information on open positions, contained in a searchable database, should include the name of the department/school where the position is located, the salary range, and a contact name. Online application for positions should be developed.
4. The University should encourage schools and departments to support ongoing staff development and should provide the necessary funds whenever possible. Budgetary allocations earmarked for staff development within school/department budgets will serve as a strong message to the community concerning the university's commitment to its staff.
5. The entire University community should be encouraged to support career development by:
  - a. Urging schools and units to make their mid-level and senior staff available to act as "knowledge experts" to facilitate training classes (some schools are currently doing this) that offer training for specific job families at NU. An example would be development officers facilitating training in fundraising; business managers facilitating training in University account procedures, etc. These classes would be developed and scheduled by HR's Training and Development Division.
  - b. Educating supervisors and managers on the positive gains to be realized by having a trained, motivated workforce;
  - c. Communicating to staff the connection between professional development and career advancement.

COWAC is committed to devoting 2002-2003 to work with the Human Resources Department to develop an action plan consistent with a broadly communicated university commitment to provide opportunities for professional development and promotional opportunities for its staff. COWAC has completed a review of programs offered by peer institutions and has prepared a summary of “best practices” based on that review (see appendix). Our next step will be to prepare a list of specific actions, some of which will be based on initiatives that some of our peer institutions have already successfully adopted.

## Career Development Practices at Northwestern and Northwestern's Peer Institutions

Item/Institution	Harvard	University of Michigan
Location: rural or urban	Metropolitan urban	urban
Number of students	6,660 ug; unknown gs	53,000
Number of staff	13,000	12,449 (21,583 including hospitals)
Number of faculty	2,336	3,700
Unions?	Yes: 7 different unions.	Yes. But it is difficult to find information about it or who belongs to it.
Public or private	Private	public
Values statement re: staff?	Nor formal statement but values staff education.	Have a staff development philosophy that admirably articulates a comprehensive structure for providing opportunities for advancement with the potential for customized training initiatives. Training courses run the gamut in diverse work arenas. Have a section entitled competency training tracks.
Info on vacant positions?	All vacant positions posted, lists salary scale and ranges. All job titles listed with job descriptions.	Yes, comprehensive job posting site at <a href="http://www.umich.edu/~jobs/">http://www.umich.edu/~jobs/</a>

<p><b>What career development services?</b></p>	<p>Nationally known summer courses mainly for managerial and professional leadership positions. Ctr for Training and Development available to all staff.</p>	<p>Have a website call the UM Virtual Career Center, step by step guide to career development. Well-designed, frequently asked questions section. Helps to find postings by campus site, website listing available positions was easily accessible. Lists each job with specifics. Lists part vs. full-time, etc. Overall, very well done. It has a useful links section. Well-developed career development section, with all of the relevant departments and resources, with contact information. There is a self-assessment that employees can engage in to help with the process. Offer over 200 courses yearly to staff.</p>
<p><b>Work/life office?</b></p>	<p><a href="http://atwork.harvard.edu/a-workfamily.html">http://atwork.harvard.edu/a-workfamily.html</a></p>	<p><a href="http://www.umich.edu/~hraa/worklife/">http://www.umich.edu/~hraa/worklife/</a></p>
<p><b>Employee Assistance Program?</b></p>	<p><a href="http://atwork.harvard.edu/a-fsap.html">http://atwork.harvard.edu/a-fsap.html</a></p>	
<p><b>Ombuds Office?</b></p>	<p><a href="http://www.hms.harvard.edu/ombuds/">http://www.hms.harvard.edu/ombuds/</a></p>	<p><a href="http://www.umich.edu/~ombuds/">http://www.umich.edu/~ombuds/</a></p>
<p><b>Office of Sexual Harassment?</b></p>		

Item/Institution	University of Chicago	Stanford
<b>Location: rural or urban</b>	urban	suburban
<b>Number of students</b>	12,750	14,000
<b>Number of staff</b>	10,000 (includes 5,000 med. Center staff, including U of C Hospitals)	10,500
<b>Number of faculty</b>	2110	1,500
<b>Unions?</b>	Clerical staff, trades, animal care, etc. Most non-exempt employees are in a union. The "professional" staff are not.	United Stanford Workers for maintenance, kitchen, etc.
<b>Public or private</b>	private	private
<b>Values statement re staff?</b>	No value statement; There seems to be little acknowledgement of the role of staff, and no real programming designed to develop and/or appreciate staff.	No value statement on website, but many references to the importance of staff and staff education. Very family-friendly. "We believe in the whole you". Help in housing and parking.
<b>Info on vacant positions?</b>	Positions are first posted internally, and staff have intranet access to look at and apply for such positions.	Vacant positions posted on web: first to staff via password protection. No contact information is given, but there are recruiting events regularly scheduled to meet the supervisors of the jobs being offered. Staff can create their resume on line. Salary is listed in code which can be looked up on a different web page.

<p><b>What career development services?</b></p>	<p>Some professional development courses, and organization development services offered to managers and departments, but no formal career development program.</p>	<p>Online course offered but there is no formal career development. School seems sincerely interested in staff enjoying working there with the ability to learn &amp; develop. However, there does not appear to be a career path emphasis.</p>
<p><b>Work/life office?</b></p>		<p><a href="http://www.stanford.edu/dept/ocr/worklife/">http://www.stanford.edu/dept/ocr/worklife/</a></p>
<p><b>Employee Assistance Program?</b></p>		
<p><b>Ombuds Office?</b></p>		<p><a href="http://www.stanford.edu/dept/ocr/ombudsper son/">http://www.stanford.edu/dept/ocr/ombudsper son/</a></p>
<p><b>Office of Sexual Harassment?</b></p>		<p><a href="http://www.stanford.edu/dept/ocr/ombudsper son/">http://www.stanford.edu/dept/ocr/ombudsper son/</a></p>

Item/Institution	Columbia	Yale
<b>Location: rural or urban</b>	urban	urban
<b>Number of students</b>	7,659 undergraduates	11,126 (Undergrads: 5,253)
<b>Number of staff</b>	7,600 officers/support staff	7,577
<b>Number of faculty</b>	7,700	2,952
<b>Unions?</b>	Columbia University maintains collective bargaining agreements with 13 bargaining units. These agreements set forth the wages, terms and conditions of employment, and working conditions of approximately 3,200 support staff. Local 100, 241, 1199, 2110 (Faculty House, Maintenance, Security Officers, Cafeteria, Clerical)	Service and Maintenance workers are represented by Local 35, Federation of University Employees, AFL-CIO. Except for a few excluded positions, clerical and technical positions are represented by Local 34, Federation of University Employees, AFL-CIO.
<b>Public or private</b>	private	private
<b>Values statement re staff?</b>	"The only Ivy League school located in New York City, Columbia University's success is the result of a diverse workforce coming together to prepare a new generation for a new century. As part of a world-class teaching and research institution, our employees have an opportunity to help shape the future."	Yes. In addition, Yale encourages employee suggestions and comments by providing a way to submit them via their website. Yale encourage employees to purchase homes in New Haven. The benefit is a \$25,000 payment over a 10-year period.

<p><b>Info on vacant positions?</b></p>	<p>Job Opportunities is a comprehensive listing of professional and support staff positions available throughout the University. All vacancies are posted for a minimum of 5 business days. Positions remain on the Job Opportunities listing until an adequate applicant pool is generated or a candidate is identified. Job Opportunities is updated on a daily basis, as positions become available. Equally important is our practice of providing opportunities for advancement and the chance to grow to all employees.”</p>	<p>There is an internal job bidding process. Jobs are also posted on the web site. Salary information within job positions are posted on the web.</p>
<p><b>What career development services?</b></p>	<p>Training and development programs consist of (1) management and profession and development classes, (2) customized management classes, (3) administrative training. The web site states: “You are encouraged to explore these opportunities and to take advantage of them. After all, when it comes to training and career development, it’s helpful to think not only about what you do now, but what you might be interested in accomplishing in the future.” The site also states: “Equally important is our practice of providing opportunities for advancement and the chance to grow to all employees.”</p>	<p>“We encourage employees who wish to explore new career paths or job possibilities to contact your Human Resources office. A Placement Representative can assist you in identifying the kinds of positions that match your skills and experience and recommend tools and resources to maximize your marketability and expedite your job search. The Learning Center also offers courses on Creating a Career Plan, Resume Writing and Interviewing. The Job Search Team at Yale also works closely with Clerical &amp; Technical employees, specifically in layoff notice or in the Interim Employment Pool (IEP) to facilitate placement opportunities. Career coaching is available to employees.</p>
<p><b>Work/life office?</b></p>		
<p><b>Employee Assistance Program?</b></p>		

<b>Ombuds Office?</b>	<a href="http://www.columbia.edu/cu/ombuds/">http://www.columbia.edu/cu/ombuds/</a>	
<b>Office of Sexual Harassment?</b>		

Item/Institution	Univ. of Illinois at Chicago	MIT
Location: rural or urban	urban	urban
Number of students	65,000	10,000
Number of staff	21,000	8200
Number of faculty	5,000	950
Unions?	Yes.	Yes, in trades areas.
Public or private Values statement re staff?	public No, listed instead expectations of staff.	private Yes, specific statement about staff and staff development. Also, program that focuses on "work/life" issues for all community members.

<p><b>Info on vacant positions?</b></p>	<p>On UIC homepage there is a quick link to jobs at UIC.</p>	<p>Open jobs are posted externally and internally at the same time, but the career planning program provides additional resources and assistance to employees, to help them better focus their searches, and to work on specific issues if they are having trouble finding another job on campus.</p>
<p><b>What career development services?</b></p>	<p>They have a training resources center internal and external training opportunities it has a lot there. Policy statement on accessibility, dispute resolution and a non-discrimination statement. Page called "What's New" up to the moment law update page, also provide a travel guide for UIC employees. They show a concerted effort to advance staff within, and to provide staff development both internally and external.</p>	<p>Extensive career development program, including one-on-one coaching, group sessions, networking opportunities, online resources, and a link between the career counselor and the HR Officer (like an HR Consultant) to provide assistance in job searches. Career Development and work/life programs talk about commitment to development of staff, both to provide job satisfaction, and to keep up with the changing needs of the work world. Program has been in place for a little over a year and has already had 400 employees participate! Right emphasis placed on assisting employee, while still making sure that employee "takes ownership" of career.</p>
<p><b>Work/life office?</b></p>		<p><a href="http://web.mit.edu/hr/worklife/">http://web.mit.edu/hr/worklife/</a></p>
<p><b>Employee Assistance Program?</b></p>		

<b>Ombuds Office?</b>		<a href="http://web.mit.edu/ombud/">http://web.mit.edu/ombud/</a>
<b>Office of Sexual Harassment?</b>		

Item/Institution	Penn	Princeton
<b>Location: rural or urban</b>	urban	suburban
<b>Number of students</b>	22,000	6,300
<b>Number of staff</b>	12,290	4,500
<b>Number of faculty</b>	4,319	1,107
<b>Unions?</b>	Yes. But it is difficult to find information about it or who belongs to it.	Yes, library assistants but not clear what additional areas it covers.
<b>Public or private</b>	private	private
<b>Values statement re staff?</b>	Value statement on HR home page on the importance of staff and career development. Staff can link to Penn jobs directly from the home page.	Value statement on employees by VP of HR on the website.

<p><b>Info on vacant positions?</b></p>	<p>Staff member can search all positions. Salary code given and can go to salary page and determine the amount. However, no contact information is given.</p>	<p>Web pages list Promotion and Transfer FAQs and "how to" for resume construction. Employee referral program with cash bonus. Confidential Regional (various areas of the university) HR Managers available for help. Internal &amp; External courses available for current job or moving up.</p>
<p><b>What career development services?</b></p>	<p>Free and confidential career coaching! Many courses are also offered. Very committed to staff. Just about every type of employee help program. In fall, Penn family day w/ food, entertainment, giveaways. In Spring there is an Appreciation Day with a similar set up. There are Models of Excellence Awards for staff and a Quality of Worklife website. Policies for transitioning staff from discontinued positions are highlighted. Flexible work options.</p>	<p>Arrive at open positions and HR directly off the main page by clicking on Administration. Jobs posted on the website with department information but no personal contact name. Can be sorted by job type or alphabetically. Ombuds and Sexual Harrassment Office along with standing committees on women and race relations. Appears interested in developing the employees both on the current job and in moving up the ladder.</p>
<p><b>Work/life office?</b></p>	<p><a href="http://www.hr.upenn.edu/quality/default.asp">http://www.hr.upenn.edu/quality/default.asp</a></p>	
<p><b>Employee Assistance Program?</b></p>	<p><a href="http://www.hr.upenn.edu/quality/wellness/eap.asp">http://www.hr.upenn.edu/quality/wellness/eap.asp</a></p>	
<p><b>Ombuds Office?</b></p>		<p><a href="http://web.princeton.edu/sites/ombuds/">http://web.princeton.edu/sites/ombuds/</a></p>

Office of Sexual  
Harassment?

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Item/Institution	Dartmouth	Duke
Location: rural or urban	rural	suburban
Number of students	Undergraduate: 4,118. Graduate: 1,377.	12,102
Number of staff	Unable to find.	10,500
Number of faculty	367 (307 excluding the medical school)	2,179
Unions?	Yes, but could not find more specific information.	Yes. But it is difficult to find information about it or who belongs to it. Job postings indicate whether the position is union or not.
Public or private	private	private
Values statement re staff?	None that I could find. There is a good explanation re: the philosophy of the compensation system. There was otherwise very little information I was able to glean from Dartmouth's site, perhaps because the training and development site could not be accessed.	Mission statement on HR's home page is very general and does not reflect on importance of staff and career development.

<p><b>Info on vacant positions?</b></p>	<p>UNION POSITIONS ARE AVAILABLE TO UNION MEMBERS ONLY DURING THE FIRST WEEK OF POSTING. AFTER ONE WEEK OF POSTING, IF THE POSITION HAS NOT BEEN FILLED INTERNALLY, IT IS OPEN TO THE GENERAL PUBLIC AND OTHER MEMBERS OF THE DARTMOUTH COMMUNITY. Salary charts for most positions showing minimum, midpoint and maximums in each range are listed on the web site.</p>	<p>Vacant positions posted on web equally assessable to staff and external users. No contact information is given. Resumes can be submitted on-line by staff and external users. The minimum salary amount is posted with very brief job descriptions; however, the job classifications and pay ranges is available on Duke's compensation page.</p>
<p><b>What career development services?</b></p>	<p>The Training &amp; Development web site is being redesigned and is currently not available.</p>	<p>Online course are offered for professional development but there is no formal career development.</p>
<p><b>Work/life office?</b></p>		<p><a href="http://www.hr.duke.edu/empnfam/Empprog.htm">http://www.hr.duke.edu/empnfam/Empprog.htm</a></p>
<p><b>Employee Assistance</b></p>		<p><a href="http://www.hr.duke.edu/eohs/pas/resource.html">http://www.hr.duke.edu/eohs/pas/resource.html</a></p>

<b>Program?</b>	
<b>Ombuds Office?</b>	
<b>Office of Sexual Harassment?</b>	<a href="http://www.duke.edu/web/equity/har_welcome.htm">http://www.duke.edu/web/equity/har_welcome.htm</a>

<b>Item/Institution</b>	<b>Northwestern</b>
<b>Location: rural or urban</b>	suburban and urban
<b>Number of students</b>	15,800
<b>Number of staff</b>	5,700
<b>Number of faculty</b>	1,200
<b>Unions?</b>	some unionized positions, most are not
<b>Public or private</b>	private
<b>Values statement re staff?</b>	none; EEO/Disability, Child and Family Resources are linked on website.
<b>Info on vacant positions?</b>	Open positions are posted on the web. Salary range is listed.
<b>What career development services?</b>	Courses offered in skill set development. Leadership & Management course offered. No one on one career coaching.
<b>Work/life office?</b>	<a href="http://www.northwestern.edu/hr/benefits/child_care/">http://www.northwestern.edu/hr/benefits/child_care/</a>
<b>Employee Assistance Program?</b>	
<b>Ombuds Office?</b>	
<b>Office of Sexual Harassment?</b>	<a href="http://www.northwestern.edu/sexual-harassment">www.northwestern.edu/sexual-harassment</a>