

Gender Equity Project Colloquia and Workshops

Entitlement and Negotiation at Work Activities and Discussion

Read: Tips for effective negotiating (Williams & Valian, 2003)

Money Matters: The art of negotiation for women faculty (Rose & Danner, 1998)

Beggar, psychologist, mediator, maid: The thankless job of a chairman (Wilson, 2001)

Presentation and discussion: Professor Dixie Goss will discuss strategies for effective negotiation - drawing from her experiences as a professor, as department chair, and with the Committee on the Advancement of Women Chemists (COACH).

Activity: Break into groups of 3-4. Each group will role-play a negotiation between a faculty member and her department chair. First, read the assigned scenario that follows and discuss the negotiation with the entire group. Consider what the chair's position on the issue might be (the Wilson 2001 article should be helpful here) and how you can either address her or his concerns to negotiate more effectively, or how you can create a solution that is mutually beneficial. Decide the best way to conduct the negotiation.

- What information do you want to have before you begin the negotiation?
- When and how will you approach the chair?
- How will you raise the subject of the negotiation?
- How will you respond if the chair initially denies your request or seems unwilling to negotiate, etc?

Report back to the larger group on what you came up with.

About the chair:

The chair has recently been extremely busy handling increasing demands from the administration regarding revisions to the curriculum, organizing the search for 2 new hires, and establishing a new mentoring program for honors students. In addition, the chair has had a hard time engaging the faculty's help with these tasks as well as filling the seats on standard departmental committees (e.g., the grade appeal committee). The last 2 faculty members to ask the chair for special consideration on an issue or a favor have had their request refused.

Scenario 1:

After a year in a cramped office much too small to accommodate the small group meetings you conduct with your students, you learn that a larger office will soon be made available to your department. As it is closer to the lab you and your students use, this office would be especially convenient. The chair has not yet assigned the office, but you know that several other faculty in your department have already expressed interest in it.

Scenario 2:

The chair has asked you to teach a 200-level course with 45 students. Because the department is trying to put more of an emphasis on writing, the course requirements must include at least one paper no shorter than 5 pages in length as well as 2-3 short essay assignments. You have just started a new research project and teaching a class of this size with a writing requirement will significantly reduce the amount of time you will have for your work. In addition, there are other faculty members available to teach the course, and you were hoping to teach a smaller upper level course related to your new research project.

References

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- Digiusto, E. (1994). Equity in authorship: A strategy for assigning credit when publishing. *Social Science and Medicine*, 38, 55-58.
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- Wilson, R. (March, 2001). Beggar, psychologist, mediator, maid: The thankless job of a chairman [Electronic version]. *The Chronicle of Higher Education*, p. A10.