

Gender Equity Project Colloquia and Workshops

Entitlement and Negotiation at Work

Activities and Discussion

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

Make research the foundation: Writing papers (Barker, 2002)

Equity in authorship: A strategy for assigning credit when publishing (Digiusto, 1994)

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

[Although this piece focuses very heavily on salary negotiation, it offers a good overview of using power to negotiate and several useful negotiation strategies.]

Scaring the boys, pp. 102 – 108 (Babcock & Laschever, 2003)

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

Activity 1: 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 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. 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.

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.

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.

Activity 2: Negotiating with a chair is one common type of negotiation you may encounter in your day-to-day work-life. Negotiating with a colleague over authorship credit (i.e. who will appear as authors of the work and the order in which they will appear) of academic writing is another. Think about a recent instance in which you were required to negotiate authorship with a colleague (negotiating co-authorship with students and research assistants is a

different type of negotiation and will be addressed in a future workshop). What were some of the issues at stake? For example, was it clear who would be first author? Did you have difficulty determining whether certain work on the project (e.g. data analysis, editing and revising the paper) merited authorship? Discuss with your group how you handled the situation. Possessing your current knowledge about negotiation, how would you handle the situation differently now? Try to cull at least one piece of wisdom or “lesson learned” from each associate’s story. Report back to the larger group on what you came up with.

References

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- Barker, K. (2002). Make research the foundation. In *At the helm: A laboratory navigator* (pp. 143 – 178). Cold Spring Harbor, NY: Cold Spring Harbor Laboratory Press.
- Digiusto, E. (1994). Equity in authorship: A strategy for assigning credit when publishing. *Social Science and Medicine*, 38, 55-58.
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