MID—Education & Research: Negotiating

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Setting the Stage
A Definition

Strategic discussion between two parties to resolve an issue in a way that is agreeable to both parties.
Negotiation through Career Milestones

Early Career
- Starting salary
- Lab space
- Equipment (initial & replacement)
- Staff support
- Release time
- Teaching load (initial, typical)
- Travel support
- Research collaborations

Mid Career
- Salary raises
- Teaching, service and project assignments
- Support and resources for the department
- Research support - matching funds, staff assistance with large proposals/projects
- Release time
- Research collaborations
Considerations

• Prepare and plan before the ask.
• Clearly articulate the ask and reasoning.
• Be prepared with data and/or evidence.
• Understand protocols of engagement.
• Ask for clarification and justification during the negotiation.
• Consider fairness and consider the greater good in your ask.
• Walk away with closure and implementation if applicable.
Scenarios
Salary Raises and Workload

Turn to your neighbor:
What should be considered?
Ann: Salary Raises & Workload

1. Consider timing.
   a. When are financial decisions made for the new year?
   b. Is your request aligned with promotion?
   c. Do you have another offer?
2. Consult and reference the Taulbee survey.
3. Make sure that your CV is updated and that your contributions are documented.
4. How does your workload align with the mission of the university/department?
5. Negotiation may require reaching a middle ground
Nancy: Salary Raises & Workload

● Discuss your concerns & plans with a trusted mentor, ideally a senior colleague in the department

● For salary requests, actually have a number in mind.
  ○ Note - salaries in many public institutions are publicly available. If yours are, be sure to review them.
  ○ Beware - they can be confusing as they may include summers or other adjustments

● For workload equity requests, don’t just compare to 1 or 2 individuals as they may have a situation you are unaware of
Changes in the Department (e.g., policy, curriculum, labs, …)

Turn to your neighbor. What should be considered?
Ann: Changes in the Department

- Who should be involved?
- Who are your allies and distractors?
- How well does the change align with the mission or advancement of the department?
- Gather data and resources
- Be prepared to address alternative views.
- What is negotiable and not negotiable?
- How can you build bridges?
Nancy: Changes in the Dept

- Discuss your ideas & goals with a trusted mentor, ideally a senior colleague in the department

- Look for ways to make it a win-win for all parties

- Try to ‘recruit’ or at least discuss with potential detractors in advance of faculty meetings
  - dynamics of individual or small group discussions better enable mutual understanding
  - avoid discussions of controversial topics on email lists - it's easier to uncollegial on email
Collaborative Proposals

Turn to your neighbor:
What should be considered?
Ann: Collaborative Proposals

• What value do you bring to the proposal?
• Ask questions about expectations of your involvement.
• Understand the time commitment.
• Prepare for possible negotiation about the resources that are needed to meaningful contribute.
• Consider the fairness with respect to other collaborators.
• Prepare a statement of work.
Nancy: Collaborative Proposals

- Review your plans with a trusted senior mentor who has experience with collaborative projects.

- Think about how this fits into your overall career objectives:
  - You have limited bandwidth and need to be selective.

- Are you looking forward to working with the team?
Resources

1. *Women Don’t Ask: Negotiation and the Gender Divide* by Linda Babcock and Sara Laschever
2. *The Shadow Negotiation: How Women Can Master the Hidden Agendas That Determine Bargaining Success* by Deborah M. Kolb, Ph.D. & Judith Williams, Ph.D.
Q & A