**Title**: Strategic Negotiation for Women in Higher Education

**Abstract (150-250 words)**:

Strategic Negotiation for Women in Higher Education is a 60-minute practice/performance session that will prepare attendees for smart and informed negotiations in the workplace. The session will address current research on gendered aspects of negotiation as well as the current state of compensation of women in higher education leadership positions. Specific attention will be paid to the demographics of women in leadership positions and disparities in: salary, workload, expectations, and benefits. The presentation of current research will last no more than 30 minutes, with the remainder of the session devoted to attendee participation in “mock negotiations” where participants will get to experience being on both sides of a negotiation and will learn about what types of negotiations exist, how gendered communication plays a role, and how to prepare to participate in negotiations. Attendees will be given “negotiation action planners” and other resources that will assist them in preparing for the next time they are part of a negotiation situation. The anticipated audience for this session is conference attendees who want to learn how to negotiate with colleagues and supervisors as well as how to navigate a job offer from either the job seeker or the hiring manager’s perspective. This session will be valuable for those who wish to learn more about the different types of negotiations that occur over the course of a career and want to practice mastering the art and skill of negotiation.

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**Session Category**: Practice/performance session

**Goals and Objectives of Session**:

The goals of this session are to introduce women to the gendered aspects of negotiation, to provide them with resources to assist in their future negotiations, and to allow the space to practice negotiation skills with the assistance of peer coaches. While we often think of negotiation when we are on the job market, each of us negotiates with colleagues and collaborators throughout each day in a variety of ways. This session will challenge participants to reflect on the strengths they bring to their own negotiations and to anticipate how a negotiation may play out, providing them with an action plan for requesting resources that are in their best interest.

**Theoretical Framework:**

There is a persistent myth that the pipeline for women in leadership roles in higher education is broken and that there are not enough qualified women to fill the needed roles despite the fact that women have earned more than 50% of all doctoral degrees since 2006 and more than 50% of all master’s degrees since 1991 (Johnson, 2016). This phenomenon described by Nidiffer (2002) as “the higher the fewer” reflects that there are less women in the highest levels of leadership positions – whether it be in the faculty or administrative ranks. One aspect that has been considered as part of this gender gap is related to negotiation. There exist many beliefs about the gender gap as it relates to negotiation; Babcock and Laschever (2003) have found that men initiate negotiation four times more often than women and that 20% of women indicate they never negotiate at all.

Compton and Palmer (2009) found that female higher education administrators indicated that they tended not to negotiate because they were socialized not to, found other aspects of the job more important than the salary offered, and/or that they were offered what they felt was fair or more than they expected. The same female higher education administrators did think, after reflection, that they negotiate to some degree and that they use a combination of feminine and masculine communication traits to do so. Dalgleish (2016) encourages women to be strategic about negotiation to avoid gender-bias and any negative perceptions that may come with that. It is recommended that women legitimize requests with research and data to better frame the benefits of the requests to the organization. This type of negotiation strategy requires forethought and planning that this session will prepare attendees for.

**Summary of Session Content**:

The first half of this session will be devoted to discussion about current research on women in higher education leadership positions and the state of negotiation and compensation with regard to gender. Specific attention will be paid to research about women and the use of negotiation in job acquisition and advancement. During the second half of this session, we will divide the participants up and assign each person one of the following roles: candidate, hiring manager, coach, or observer. The candidate will be shown a higher education job title and offered salary. The hiring manager will be shown the job title, offered salary, maximum salary that can be offered, and any other funding, tools, or resources that can be offered to the candidate in order to successfully recruit them. The coach will be provided the same information the hiring manger has, and will be instructed to let the candidate attempt to negotiate while providing them with procedural suggestions when appropriate. The observer will watch the negotiation between the job applicant and the hiring manager and provide feedback to both at the end of the practice session. Resources that will be provided to participants include: Negotiation Action Planners, Chronicle Data Website that allows for easy search of faculty, staff, and adjunct salary data at thousands of colleges, a resource list of items that are commonly negotiable in higher education job offers, and other resources that will be useful in planning to negotiate strategically.

**Discussion/Takeaway Focus**:

There will be three primary takeaways from this practice session. First, the participants will be introduced to the current literature on the gendered aspects of negotiation. Second, participants will be equipped with several tools to assist them in their own negotiations, including an action plan, resources on dealing with difficult behaviors, and suggested tactics to help negotiate in a variety of situations. Finally, each will be asked to reflect on the strengths they bring to the negotiation process and will participate in a role play exercise designed to practice negotiation skills. By exploring the nuances of negotiation, this practice session will help participants recognize the types of situations, behaviors and individuals they may need to negotiate with throughout their careers, and allow them to practice in a safe environment with the assistance of a coach to reinforce their skills. Participants will learn to combine the best of masculine and feminine behavioral traits to become the ultimate negotiator.

**Anticipated Key References:**

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*get what they really want*. New York, NY: Bantam Books.

Babcock, L. & Laschever, S. (2003). *Women don’t ask: Negotiation and the gender divide.*

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Dalgleish, M. (2016) *Ladies, let’s negotiate.* Retrieved from

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Fischer, R., Ury, W., & Patton, B. (1991). *Getting to yes: Negotiating agreement without giving*

*in (2nd ed).* New York, NY: Penguin Books.

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*of women in higher education*. Washington, DC: American Council on Education.

Nidiffer, J. (2002). Overview. In A.M. Martinez Aleman and K.A. Renn (Eds.), *Women in higher*

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