

NEGOTIATION OPTIONS: THE JOB OFFER

- **Appointment title or titles** (all special titles are typically renewable after five years rather than permanent)
- **Units** (for joint appointment, specify fraction of appt. in each unit)
- **Tenure status**
- **Starting date** (January 1, September 1, etc.)
- **Starting salary** (options: bonuses; additional time off for consulting; additional contributions to retirement account)
- **Living expense** (housing, housing allowance, housing bonus)
- **Benefits** (healthcare; dental; insurance; maternity leave; spousal benefits, time off)
- **Tuition benefit for children**
- **Spousal job opportunities**
- **Reimbursement of moving expense** (may be capped at 10% of salary)
- **Travel budget** (including travel for projects and for continuing education)
- **Facilities / Space** (amount and nature of the space commitment. For a joint appointment, generally expect only one office. Check the average allocation of space in the unit – often public record).
- **Office furniture and computer equipment** (on campus and/or at home)
- **Parking fees**
- **Staff support** (direct and indirect)
- **Nine month or twelve month appointment** (or a variation)
- **Immigration and Naturalization** contingency
- **Research support or continuing research support** (amount, fungibility and source of start-up funds (fungibility = degree to which money can be used for different purposes). Specify length of time during which start-up funds must be used (e.g., first three years)
- **Research equipment**
- **Research staff** (full-time)
- **Graduate student fellowships**
- **Post-doc support**
- **Normal teaching duties in the unit(s)** (option of selection of courses)
- **Particular teaching expectations** (for joint appointment, clarify distribution of teaching responsibilities among units)
- **Number and source of summer ninths** (number paid from general fund)
- **Number of course releases** (and any temporal constraints on this)
- **Center or Institute affiliations** – support for
- **Service expectations** (committee duties)
- **Sabbatical** – any recognition of sabbatical equity accrued elsewhere (can take the form of a Duty Off Campus Leave rather than early sabbatical)
- **Date by which candidate should respond**
- **Need for candidate to resign from current position**

Selected Bibliography

Beyond Machiavelli: Tools for Coping with Conflict

Roger Fisher, Elizabeth Kopelman, and Andrea Kupfer Schneider
Cambridge, MA: Harvard University Press, 1994

Beyond Winning: Negotiating to Create Value in Deals and Disputes

Robert H. Mnookin, Scott R. Peppet and Andrew S. Tulumello
Harvard University Press, 2000

Crucial Conversations: tools for talking when the stakes are high

Kerry Patterson, Joseph Grenny, Ron McMillan, Al Switzler
New York: McGraw-Hill, 2002

Difficult Conversations: How to Discuss What Matters Most

Douglas Stone, Bruce Patton and Shelia Heen
New York: Penguin Books, 1999

Getting Past No: Negotiating With Difficult People

William Ury
New York, NY: Bantam Books, 1993

Getting Ready to Negotiate: The Getting to YES Workbook

Roger Fisher and Danny Ertel
New York, NY: Penguin Books, 1995

Getting to YES: Negotiating Agreement Without Giving In

Roger Fisher, William Ury, and Bruce Patton (for the 2nd edition)
New York, NY: Penguin Books, 1991

Negotiating Rationally

Max H. Bazerman and Margaret A. Neale
New York, NY: Free Press, 1992

Negotiation: Strategies for Mutual Gain

Edited by Lavinia Hall
Newbury Park, CA: Sage Publications, 1993

Six Habits of Merely Effective Negotiators

James K. Sebenius
Boston, MA: Harvard Business School Publishing Corporation, 2002, HBR: OnPoint

The Only Negotiating Guide You'll Ever Need

Peter Stark and Jane Flaherty
New York, NY: Broadway Books, 2002

The Shadow Negotiation: How Women Can Master the Hidden Agendas that Determine Bargaining Success

Deborah M. Kolb and Judith Williams
New York: Simon & Schuster, 2000

Women Don't Ask

Linda Babcock and Sara Laschever
Princeton: Princeton University Press, 2003

Negotiations Planning Sheet

What I want - my interests - what I care about (if, tomorrow, the other side agreed to go along with me, what would I want them to go along with?):
Information I need- data that would be useful to know:
Standards I could use- are there standards or criteria related to this negotiation?
My BATNA (Best Alternative) - what I can do if we don't reach agreement:
Their Interests (not just their positions) - what I think they care about:
Their BATNA - what they can do if we don't reach agreement:
Possible Options - solutions that meet interests – not just positions:

Questions to ask: How is that a problem?
What would you rather have?
What would having that do for you?
If you had a way to implement this, would you?

Commitment – summarize specific agreements, action plans, time frames

Careers in Academics

BEFORE THE JOB SEARCH.....

1. A seminar talk – many schools will ask you to give a 60 minute seminar talk on your research. Your talk should answer the following questions:

- What problem have I worked on?
- Why would anyone work on this problem?
- What is significant about what I have done?
- How has my work made progress on the problem?

Table II: Suggested Structure for the Interview Seminar

Content	Time (min)	Target Audience	Detail Level / Purpose
Background	15	Everyone present	Your parents would understand it
Your approach	10	People in related fields	Show you know the field
Your results	10	People who work in your field	Show that you are the world expert on something
Summary	10	Everyone in the room	Relate your results to the big picture

2. A CV (curriculum vita, otherwise known as a resume). Note: unlike when applying for industrial positions, there are no page restrictions! If it takes 8 pages to describe your accomplishments, great!
3. An abstract of your seminar speech (and a brief bio).
4. A statement of research interests.
5. A statement of teaching interests. A list of the courses taught there which you feel qualified to teach immediately. Classes that you would like to "grow into" teaching. Classes which you would like to create that are not currently taught. Make sure to do research into what classes are offered at the University and what they school would like.
6. A description of the first experiments/investigation you want to conduct.
7. An equipment list of things you need to get your lab started. (Perhaps a pie in the sky list, a moderate list, and a bare-bones list.)

ACADEMIC INTERVIEW

Typical interviews for academic positions involve a whole day with 30 minute meetings with professors and students. For a faculty position or post-doctorate position, you may be asked to give a seminar talk on your research. You may also be asked to provide a teaching statement and summary of research interests.

QUESTIONS FOR YOU TO ASK

School Related Questions:

- How is the university organized? What are the major units and administrators of the school and what are their responsibilities? What does the organizational flow chart look like? (Note that you should do your homework beforehand and be somewhat familiar with the university; ask additional questions to clarify your understanding.)
- What is the relationship between the college and engineering schools?
- What type of retirement program is there? What percentage of the salary goes to retirement? What does the school contribute?
- What type of health care program exists? What are the costs and benefits?

- How do the department and university support the improvement of teaching?
- Which colleges are most like yours? (This was helpful when visiting a school I didn't have a feel for. Note that they'll usually describe themselves as being comparable to a school that outsiders consider better.)
- What are the worst aspects of the school?
- How well does the library meet departmental needs? Are the facilities and reserves adequate?

Department Related Questions:

- How would you describe the character of the department?
- How are departmental decisions made? Is the chair supportive of your decisions?
- How often are departmental meetings held? Are decisions made in departmental meetings? Who is eligible to vote on departmental decisions (e.g., all faculty or only tenured faculty)?
- May I have a copy of the departmental annual report?
- What is the average time that faculty spend in each academic rank? How long is it before assistant professors are reviewed for promotion and tenure?
- What is the average class size for undergraduate and graduate classes? What is the student/faculty ratio within the department?
- How many undergraduate and graduate students are presently in the department? How are their numbers changing?
- Tell me about your student population.
 - Their outlook on life, approach to academics, connection to the world and community
 - Where do the undergraduate students go after graduation? Do most go to work or to graduate school?
 - What role do the undergraduates play in research? Is it common for them to be involved in faculty research?
- What courses are you looking to fill?
- What are the department's research strengths and weaknesses?
- What are the department's plans for growth and hiring? What types of school related activities are available for junior faculty?
- What resources for research are available within the department (e.g., computer facilities, equipment)?
- How easy is it to conduct multidisciplinary research and is it encouraged within the department and university?
- Is there a research office on campus to help faculty with grant writing?
- How are graduate students supported?
- How do graduate students select research advisors?
- What kinds of financial support are available for research and supplies?
- Is this a new position? If not, why did the faculty member leave?
- In the past few years, how many people have been denied tenure?
- Would you consider the undergraduate curriculum to be more theoretical or practical?
- What kinds of technology are available in the classroom?
- What's expected of a junior faculty member?
- Where else did you consider working? Why did you choose this school?
- How is the department governed?
- How much time do professors spend on teaching courses?

Tenure Related Questions:

- What's the relative importance of teaching, research, and service for promotion and tenure?
- What is the nature of the tenure review process?
- Is there a mentor program for new faculty?
- About what percent of faculty receive tenure? If faculty members do not receive tenure what is the process?

QUESTIONS THAT YOU MAY BE ASKED

- Describe your research. What are you currently working on? What is your five-year plan?
- What are your plans for publishing?
- How do you plan to support your research?
- How will you seek funding to support your research? What types of organizations will support your research?
- In what journals do you plan to submit your research?
- What is your teaching philosophy?
- Describe how you'd teach an introductory survey course in your discipline (or an advanced seminar)?
- What courses would you like to teach?
- What course, not currently in our catalogue, would you like to develop?
- How does your research inform your teaching?
- What are your plans for integrating students into your research?
- Why do you want to work here?
- What textbook would you use in a particular course?
- What classes have you taught?
- How do you structure your courses?
- Can you describe the value of your work to a layperson?
- Who are the other scholars in your field and how does your work compare to theirs?
- What ideas do you have for further funding for your research and what are the potential sources of funding?
- What are you working on currently? (now that you have finished your doctorate)
- How do you see your research fitting in with the department?

USEFUL WEBSITES

I. LANDING AN ACADEMIC JOB: The process and pitfalls

http://quattro.me.uiuc.edu/~jon/ACAJOB/Latex2e/academic_job.pdf

I really like this publication. It included a section on how to prepare an interview seminar and a recommended time, target audience, etc. The format for the seminar was taken from this source.

II. Obtaining an Engineering Academic Position

<http://widget.ecn.purdue.edu/~asee/che685/s98b/Index.html>

This web site is designed to help you take the steps necessary for obtaining an engineering academic position. There are four components of this site.

- The Flow Chart displays a step-by-step chart of milestones for obtaining an academic position. Each box is linked to a page that provides details and tips that relate to that step in the process.
 1. Do excellent research, enjoy grad school and cultivate references
 2. Professional goals: Academic Career
 3. Develop Resume (Curriculum Vitae)
 4. Prescreen Openings
 5. Mail Cover Letters and Resumes
 6. Check: Are Reference Letters Being Sent?
 7. Invited! Party
 8. Prepare for Visit: Travel Plans, Seminar Prep, and School Info
 9. Visit: Social, Individual Talks, and Seminar
 10. Follow-up: Thank You's and Expense Report
 11. Job Offer! Party!!
 12. Negotiation
 13. Decision, Accept?
 14. Finish Ph.D.
 15. Move to New Job!!!

- The Time Line chronologically lists the steps of the flow chart on a time line. The steps are placed at the approximate times that you should be doing the steps with respect in time to the start of your search.
- The Related Site Links provides links to other sites on the web that can help you obtain an engineering academic position.
- The Academic Classifieds on the Web provide links to the engineering academic position classifieds of a wide variety of engineering disciplines. Most of these classifieds are provided by the professional societies of these engineering disciplines.

III. The assistant professor's guide to the galaxy

<http://www.gps.caltech.edu/academics/gradhandbook/CSIndiana/section1.9.0.6.html>

Welcome. You are now an Assistant Professor. You have moved from being a graduate student to having your own office and your own telephone. You are now responsible for classes, and students address you as "Dr." But, along with the new privileges and responsibilities of your position come unstated expectations. In some mysterious way you are expected to become a famous researcher who will easily qualify for tenure and promotion in 5 or 6 years. The purpose of these notes is to help clear away some of the mystery of this process, so that you can understand what is expected of junior faculty, plan your professional activities, and set your priorities in such a way as to achieve success in your academic career.

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| • The review process | • Graduate students | • Is there no time for fun? |
| • The major criterion | • Research funding | • Consulting |
| • Research | • Teaching | • Is it worth it? |
| • Publication | • Professional societies | |
| • The research community | • Service to the department | |

IV. CVs, Cover Letters, and Teaching Portfolios

http://www.stanford.edu/dept/CDC/graphics/pdfs/CV_covlets.pdf

This one is a great resource for samples, from the Division of Student Affairs at Stanford University.

V. Academic Keys

http://engineering.academickeys.com/seeker_job.php?tag=ENG05060515

You can sign up here for an email service that sends you information about academic openings.

OTHER RESOURCES:

"**Tomorrow's Professor: Preparing for Academic Careers in Science and Engineering**" by Richard M. Reis, Stanford University--"TOMORROW'S PROFESSOR is designed to help you prepare for, find, and succeed at an academic career in science and engineering. At a time when anxiety around the academic career opportunities for Ph.D.s in such fields is at an all-time high, TOMORROW'S PROFESSOR provides a realistic, practical approach to career development for today's graduate students, postdocs, and beginning professors. This book presents a no-holds barred look at the academic enterprise, separating myth from reality in a way that allows you to make informed career choices; describes a powerful preparation strategy to make you competitive for academic positions while maintaining your options for worthwhile careers in government and industry; explains how to get the offer you want and the start-up package you need to help insure success in your first critical years on the job; provides essential insights from experienced faculty on how to develop a rewarding academic career and a quality of life that is both balanced and fulfilling.

"**Teaching Engineering**" by Phillip C. Wankat and Frank S. Oreovicz

McGraw Hill, Inc. 1993

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