6-4-2021

Faculty Start-Up Negotiations: An Examination of Gender Differences and Recommendations for Improvement Opportunities at the University of Dayton

Kathrin Hanek
University of Dayton, khanek1@udayton.edu

Faculty Start-Up Negotiations: An Examination of Gender Differences and Recommendations for Improvement Opportunities at the University of Dayton

Gender Equity Research Fellowship Report

Kathrin J. Hanek, Ph.D.
Assistant Professor, Department of Management and Marketing
University of Dayton

June 3, 2021

Table of Contents

Abstract

Amidst well-documented gender differences in negotiation and gender wage gaps in academia, ensuring gender equity in faculty start-up negotiations is an important part of the University of Dayton's commitment to diversity, equity, and inclusion. The current investigation examined the faculty start-up negotiation process at the University of Dayton from the perspective of department chairs and new tenure-track faculty hires with an emphasis on gender differences in the initiation and outcomes of negotiations as well as potential underlying factors that may contribute to gender disparities. Data collected from surveys and interviews indicated gender differences primarily in the initiation of negotiations, satisfaction experienced with the negotiations, and topics negotiated. Specifically, female new hires were less likely to engage in a start-up negotiation in the first place and, among those who did negotiate, were less likely to have self-initiated that negotiation, compared to their male counterparts. Although the largest gaps existed between roles, women were also generally less satisfied with their negotiation experiences than men. Despite evidence of pay gaps, female new hires were more likely to broach a broader range of issues during their start-up negotiations, including salary. Findings also indicated that whereas higher levels of preparation were associated with lower levels of satisfaction, perceptions of transparency and control during the process, as well as a collaborating negotiation style, were positively linked to negotiation satisfaction. Summarizing the common challenges identified by department chairs and new hires, which generally focused on lack of transparency, agency, and procedural inconsistencies, the report concluded with recommendations centered on standard, clear, and transparent procedures to mitigate inequities in faculty start-up negotiations.

Introduction

Gender pay gaps have been documented widely (e.g., Blau & Kahn, 2017), with women's median weekly earnings falling short of men's by 18.5% across 125 occupations (Hegewisch & Barsi, 2020). In academia, women's earnings likewise lag behind men's. A 2019 U.S. Department of Education report revealed a 18.9% gender wage gap across all levels of full-time faculty at private, non-profit, four-year colleges and universities (Ginder et al., 2019). Although gender differences in career trajectories or rates of advancement may exacerbate earnings gaps at more senior levels, gender pay gaps have also been documented at the entry level. Indeed, at private, non-profit, four-year colleges and universities, female assistant professors earned 8.3% less than their male counterparts (Ginder et al., 2019). As reported in the 2019 University of Dayton Faculty Salary Report, a similar gender wage gap of 8% existed in assistant professor salaries at UD's peer institutions. At UD, the same gap reached 11.8%. For faculty hires between 2017 and 2020 at the University of Dayton, average assistant professor starting salaries showed a 7.9% gender gap.[1]

Although many factors may contribute to gender pay gaps, the salary negotiations that occur at hiring may be an important piece of the puzzle. Because raises are often given as a percentage on base salary, early gender disparities in starting pay can widen over time and exacerbate gender inequities. Therefore, it is important to consider the early process of negotiating employment terms for potential gender differences and sources of inequities. Moreover, in academia, faculty start-up negotiations—the discussions that typically occur between a new hire and a department chair before an employment contract is signed by the new hire—not only provide a new hire with a starting salary but also valuable resources—monetary and otherwise—that are essential for success on the job, career advancement (e.g., promotion and tenure), and retention. Because the University of Dayton is committed to diversity, equity, and inclusion, a close examination of faculty start-up negotiations for gender differences is an important step in identifying and mitigating any potential gender inequities in salary and other negotiation outcomes.

The current investigation sought to provide insights into the faculty start-up negotiation process at the University of Dayton from the perspective of department chairs and new tenure-track faculty hires. Aiming to provide a description of the process, participants completed both a survey and an interview about their recent start-up negotiation experiences that asked them to describe their experiences before, during, and reflecting back on the negotiation. Drawing on the literature on gender differences in negotiation, the current investigation specifically focused on possible gender inequities in the initiation of negotiation and outcomes of the negotiation as well as potential underlying factors that may contribute to these disparities. Outlining gender differences in these areas, the current investigation also summarized common challenges experienced by department chairs and

[1] Data provided by the Associate Provost for Faculty and Administrative Affairs. It should be noted that the largest pay gaps existed between units. However, where within-unit gender comparisons were possible (given the small sample), trends in pay gaps observed were, for the most part, consistent with the average reported here in direction and magnitude.

new hires and offered recommendations derived from these findings centered on standard, clear, and transparent procedures to mitigate inequities in faculty start-up negotiations.

Literature Review

Gender Differences in Negotiation

Several decades of research in economics, psychology, and management have demonstrated consistent gender gaps in negotiation. These gender differences manifest in both the propensity to initiate negotiations and in the ability to perform in a negotiation (Kugler et al., 2018; Mazei et al., 2015). Describing disparities in negotiation initiation—for example, a study of MBA graduates found that only 7% of women compared to 57% of men negotiated their pay for their first job—Babcock and Laschever (2003) noted that, more often than not, "women don't ask." A recent meta-analysis, taking into account the findings of several dozen research studies, estimated that men are about 1.5 times more likely to start a negotiation than women (Kugler at al., 2018). Often, women may not recognize opportunities to negotiate or know that they can ask (Babcock & Lachever, 2003; Babcock et al., 2006). These gender gaps in initiation of negotiation can carry important and long-term consequences as women forfeit an opportunity to improve their pay, benefits, and other resources needed for success in their careers (Blau & Kahn, 2017). Additionally, lower starting salaries can widen pay gaps over time and lack of resources can stifle career advancement for women (Recalde & Vesterlund, 2020).

Performance in negotiations has also been shown to vary for women and men. Specifically, research suggests that women, compared to men, achieve poorer outcomes during negotiations, especially in terms of pay (Barron, 2003; Dittrich et al., 2014; Mazei et al., 2015). Moreover, men have been shown to ask for larger salary amounts than women during negotiations; these requests, in turn, often lead to higher final salary outcomes (Barron, 2003). Findings on gender differences in negotiation performance thus suggest that even if women enter into negotiations (which is an initial hurdle), they continue to face barriers to achieving economic outcomes on par with men. Therefore, it is critical to examine how negotiations, if they do take place, unfold differently for women and men.

Underlying Factors

Research has also shown that gender differences in negotiation are malleable and can depend on the context (Bowles et al., 2005; Kugler et al., 2018; Mazei et al., 2015). Particularly, gender differences are exacerbated when the situation is ambiguous rather than transparent. Greater transparency—such as when it is clear that a negotiation is expected and acceptable, what can be negotiated is made explicit, and a bargaining range is specified—can help close gender gaps in both initiation and performance (Bowles et al., 2005; Kugler et al., 2018; Mazei et al., 2015). Gender differences have also been shown to be more pronounced in situations that are more stereotypically masculine or in which women may risk violating gender norms such as negotiating for salary (Bear, 2011; Bear & Babcock, 2012; Kray et al., 2002). In these contexts, women may experience anxiety about confirming negative stereotypes or engendering backlash for non-normative actions, hampering their ability to (fully) engage in the negotiation (Bowles et al., 2007; Tinsley et

al., 2009). Finally, a person's role in the negotiation has been shown to matter such that gender gaps are amplified for the party in a position of lower power (Dittrich et al., 2014). Because of their ambiguous (i.e., it is unclear if or what can be negotiated), competitive (i.e., resources are limited and salary is at stake), and role-based (i.e., parties may feel powerless) nature, start-up negotiations appear to be especially prone to giving rise to gender inequities (Recalde & Vesterlund, 2020).

Policy Implications

Based on the current and growing literature on gender differences in negotiation, a variety of policy implications have started to be evaluated empirically. Although approaches to eliminating gender gaps need to be tailored to each organization's specific needs, some general conclusions have emerged from this literature (for a review, see Recalde & Vesterlund, 2020). Overall, recommendations for women to "lean in" or banning salary negotiations outright—policies that have gained attention through implementation at large corporations (e.g., Kray, 2015; Sandberg, 2013)—carry mixed evidence and, despite equalizing pay in some instances, may have other drawbacks (Exley et al., 2020; see also Recalde & Vesterlund, 2020). Furthermore, in the wake of the COVID-19 pandemic, where asking for more can seem especially selfish, relying on women to negotiate better outcomes for themselves may pose additional challenges to gender equity in negotiations (Varagur, 2021).

Instead, research appears to favor creating unambiguous negotiation contexts as the most effective tool for leveling the playing field between women and men in negotiations. As Recalde and Vesterlund (2020) note: "The strongest and most consistent evidence to date is seen for increased transparency" (p. 12). That is, procedures that make explicit what is negotiable and what can be expected from a negotiation appear to be an important first step in reducing gender inequities in start-up negotiations.

Methods

Participants

Potential participants were identified with assistance from the Associate Provost for Faculty and Administrative Affairs. For department chairs, individuals who held the position at the time of data collection in Fall 2020 or had recently held the position during the prior academic year (2019-2020) were included. For new tenure-track faculty hires, faculty who had started a new tenure-track position at the University of Dayton during the academic year of data collection (2020-2021) or the prior academic year (2019-2020) were included. Of the 45 department chairs and 49 new hires who were contacted via email to request participation in the current study, 19 department chairs (42.2% participation rate) and 21 new hires participated (42.9% participation rate) participated. After excluding participants who, during the course of the study described not having direct knowledge of the experiences studied here (e.g., department chairs who had not participated in hiring as a chair), the final sample included 16 department chairs (50% women) and 20 new hires (55% women). Participants came from 26 departments across all six units of the University

(College of Arts and Sciences, Libraries, School of Business, School of Education and Health Sciences, School of Engineering, and School of Law).

Measures and Procedures

All measures and procedures were approved by the University of Dayton's Institutional Review Board (IRB). All data were collected during Fall 2020. Participants were individually scheduled for a 1-hour study session over video call (Zoom) during which they first completed an online survey hosted on Qualtrics and then responded to a series of interview questions about their experiences with start-up negotiations at UD.

In addition to demographic information and information about their current position, the survey asked participants to self-report on several well-established measures that have been linked to negotiation/organizational outcomes in the literature (see Appendix A for a complete list of the measures included in the survey). Counter to expectations, these measures generally—with the exception of negotiation style (which is described in more detail under Findings)—did not show relationships relevant to the purposes of the current investigation and are not reported further.

Interview questions for both department chairs and new hires were similar and, after asking participants to describe basic information about the start-up negotiation (e.g., the parties involved), focused on their experiences before starting the negotiation, during the negotiation, and reflecting back on the negotiation (see Appendix B for the interview protocols). The interviews were audio-recorded, later transcribed, and de-identified for analysis.

Findings

Start-Up Negotiation Processes

During the interview, participants described their experiences with the start-up negotiation process at the University of Dayton—the discussions that took place after a job offer was made but before the new hire signed an employment contract. In their position as a new hire or department chair, participants first described the parties involved in the start-up negotiation they engaged in and the ways in which these discussions took place.

Parties Involved

New hires most frequently described engaging in a start-up negotiation (or similar discussions) with their department chair (75%); fewer reported negotiating with a dean directly (10%) or with more than one party (15%). Department chairs reported engaging in a start-up negotiation with new hires across a broader range of positions, most frequently describing negotiating with an incoming tenure-track assistant professor (43.8%), followed by a librarian (12.5%), adjunct faculty (6.3%), clinical faculty (6.3%), faculty of practice (6.3%), lecturer (6.3%), multiple positions (12.5%), or did not specify (6.3%). Among department chairs, length of time in the chair position was positively correlated with engaging in a greater number of start-up negotiations with incoming tenure-track faculty ($r(16) = .841$). Whereas most department chairs had a moderate degree of experience

negotiating with incoming tenure-track faculty, having engaged in 3-5 such negotiations (43.8%), some had extensive experience (more than 6 negotiations; 25%) or no experience (0 negotiations; 25%), and few had limited experience (1-2 negotiations; 6.3%).

Spontaneously, several department chairs noted that they perceived their conversations with upper administration to be another negotiation that is part of the start-up negotiation process at UD. For example, one department chair mentioned:

> *"I was kind of negotiating on the other side, you know, with the dean and the provost."*

Another noted:

> *"I think the other piece of the coin is actually the negotiation between the chair and the dean. […] The negotiation is kind of a, kind of a triad. It's you and the person you're negotiating with, but it's also you advocating for what you need from the dean's office in order to make the, to make the pitch."*

Another described:

> *"I feel like a lot of my role as chair was just as go-between between the candidate and the dean's office."*

And another department chair advised:

> *"Try to work well with your dean, because that is a negotiation in and of itself and possibly the more important one."*

Communication Modalities

The modalities in which these start-up negotiations took place were similar across participants. Specifically, most new hires reported having start-up negotiation conversations via phone only (40%), followed by a combination of phone and email (30%), email only (15%), in-person only (5%), a combination of email and in-person (5%), and a combination of phone, email, and in-person (5%). The majority of department chairs also reported having these conversations via phone only (56.3%), followed by a combination of phone and email (31.3%), email only (6.3%), and video call only (6.3%). Taken together, more than three quarters—or 77.8%—of the start-up negotiations described by participants took place either entirely over the phone or with the addition of email to these phone conversations.

In an effort to shed light on potential gender inequities, the following sections follow the literature reviewed earlier and focus on two specific aspects of negotiations—initiation and performance.

Initiation of Negotiation

Although the majority of new hires reported negotiating the terms of their employment before signing an employment contract with the University of Dayton (80%), some did not (20%). Notably, gender imbalances emerged such that 27.3% of female new hires compared to 11.1% of male new hires reported not negotiating. Among those new hires who did not negotiate, reasons for not engaging in a negotiation varied from not knowing that negotiation was a possibility, inexperience with negotiation or an academic position, or lack of knowledge about what to ask for. For example, one new hire described:

> *"I should have asked if there was any room to negotiate […] if I would have, you know, had a clearer picture in my mind, I maybe would have, would have asked."*

Another noted:

> *"Honestly, I didn't really realize you could negotiate. I mean, this is my first position out of a PhD, and so I guess in my mind it was, well, that's what they're offering, so you can take it or you leave it."*

At least one female new hire also described her perceptions of the gendered nature of the disparities in these conversations:

> *"I learned after the fact that other people did negotiate […], all males, and that was offered to them without them asking. And that was not offered to me."*

Furthermore, initiating a negotiation was not seen as solely the responsibility of new hires. One new hire who did not negotiate noted:

> "*If they had come back and said, well, you know, we have room to negotiate, then I think I would have."*

Although the majority of those new hires who described engaging in a start-up negotiation reported that they were the ones who initiated the negotiation (56.3%), 37.5% reported that the other party initiated the negotiation, and 6.3% did not specify. Interestingly, broken down by gender, only 37.5% of female new hires compared to 75% of male new hires who engaged in a negotiation reported that they initiated the negotiation. Consistent with the literature, female new hires may be somewhat less likely to engage in a start-up negotiation than their male counterparts in part because they appear the be less likely to self-initiate these negotiations.

The majority of department chairs reported that they initiated the start-up negotiation with a new hire (62.5%); some noted the negotiation started with the other party (25%), mutually (6.3%), or did not specify (6.3%). Female and male department chairs did not differ in their patterns of self-initiation, with 62.5% of both female and male department chairs noting that they initiated the negotiation. Similarly to new hires, some department chairs described a lack of knowledge or experience (often stemming from their own start-up experiences) as a reason for not initiating a negotiation. For example, one department chair noted:

> *"I don't think I encouraged the first person I brought on to negotiate because I didn't think to do it. […] It wasn't part of the hiring process really when I was hired. It wasn't something that I, it really, that I thought to do until probably later than I should. […] Going back to my own experience, I mean, I was offered a number and I just took it."*

Moreover, some department chairs described a learning-by-doing process, becoming more likely to initiate negotiations with new hires as they gained more experience. The same department chair also noted:

> *"Then learning from that, with subsequent ones, I've made sure to kind of, you know, mention it in the phone call […], or in person, if somebody is interviewing on campus."*

And at least one department chair noted in particular how their experience would help mitigate potential gender inequities in the initiation of negotiation:

> *"I'd like to hope and believe that a woman in the same position would get the same treatment. Possibly that person wouldn't, possibly a woman wouldn't ask for those kinds of things. I don't know. But, you know, I think especially knowing what I know now about like, okay, I could push, I could advocate for more funds […] I think I would feel, you know, more open to kind of going, going to bat for that person, regardless of gender, even if they didn't request it."*

In general, several department chairs also noted disparities in the initiation of start-up negotiations. For example, one department chair noted:

> *"So for example, if a person, if we offer a salary and a person says, 'yeah, that's fine.' You know, we've had that situation, whereas others would say, 'well, I have, you know, two plus years of post-graduate experience. How does that factor in?' Well, then that obviously is a negotiation to perhaps increase their salary. So I, you know, we've seen, you know, different situations in that regard."*

And another described:

> *"At the other spectrum, I also had faculty who just really didn't know what to ask for. And so they ended up not asking for anything. And so I, you know, they didn't get it, which is sort of unfortunate."*

Another department chair noted:

> "*When I noted what I would think of as the usual suspects sort of not negotiating in the first couple of ones that I did, I started reframing my conversations to invite a space where we expect the negotiation to happen.*"

And one described:

> "*It seems like so much depends on whether or not a person knows to ask the questions. […] I'm not sure that the negotiation process is very equitable […] I just feel like there's like the secret dark hole and some people have insider information and other people don't."*

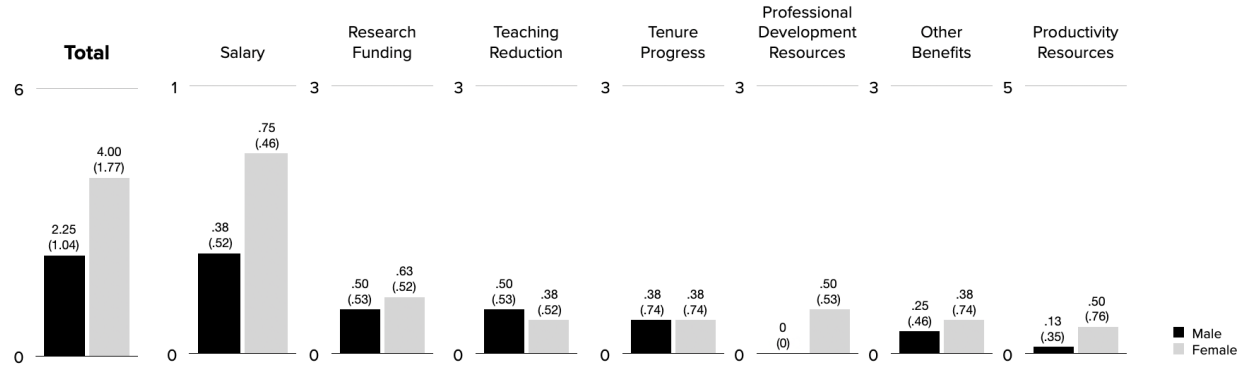
Negotiation Performance

To preserve confidentiality, privacy, and anonymity, participants were not asked to report their salaries. However, participants narrated their negotiation experience from beginning to end during the interview and also provided a numerical rating of their subjective satisfaction with the start-up negotiation they described.

Issues Negotiated

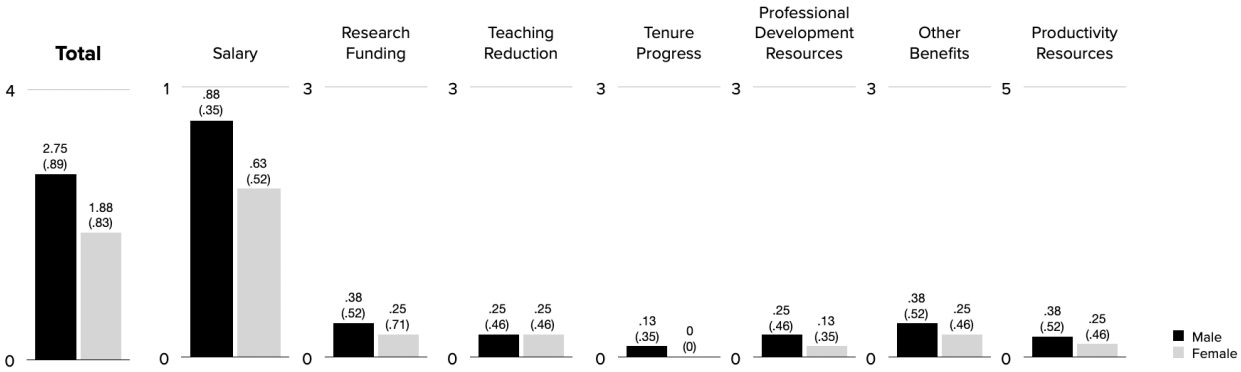
Participants were asked to list the specific issues they negotiated about. These were then counted and categorized. Responses varied and were often unique to the situation of a particular participant, but the most common responses that could be meaningfully grouped are shown below, by gender, separately for new hires and department chairs in Figures 1a and 1b, respectively.

Figure 1a. Negotiation Issues Reported by New Hires by Gender



Note. Scale endpoint for Total represents the highest number of negotiated issues reported by a new hire in the current sample. For all other graphs, the scale endpoint represents the highest possible score in that category. For example, in the current sample, respondents mentioned three separate issues (i.e., research funds, start-up/ discretionary funds, data sets) that were categorized under Research Funding.

Figure 1b. Negotiation Issues Reported by Department Chairs by Gender



Note. Scale endpoint for Total represents the highest number of negotiated issues reported by a department chair in the current sample. For all other graphs, the scale endpoint represents the highest possible score in that category. For example, in the current sample, respondents mentioned three separate issues (i.e., research funds, start-up/ discretionary funds, data sets) that were categorized under Research Funding.

Among those new hires who engaged in a start-up negotiation, on average, female new hires (M = 4.00, SD = 1.77) reported negotiating on a greater number of issues than their male counterparts (M = 2.25, SD = 1.04). This applied to all categories of issues, except for teaching reduction (e.g., number of preps), where male new hires (M = .50, SD = .53), on average, negotiated a greater number of issues than their female counterparts (M = .38, SD = .52). Whereas 75% of female new hires negotiated their starting salary, only 37.5% of male new hires did. For female new hires, the most common negotiation issues reported were salary, followed by research funding (e.g., start-up/ discretionary funds) and professional development resources (e.g., travel funds). For male new hires, the three most common negotiation issues were salary, followed by research funding and teaching reduction.

Among department chairs, on average, male department chairs (M = 2.75, SD = .89) described negotiating on a greater number of issues with new hires than their female counterparts (M = 1.88, SD = .83). This applied to all categories of issues, except for teaching reduction, where both male and female department chairs report an equal average of issues (M = .25, SD = .46). The majority of both male (87.5%) and female (62.5%)

department chairs reported negotiating on starting salary as part of the start-up negotiation with a new hire they described. For male department chairs, the three most common negotiation issues reported were salary, followed by research funding and other benefits (e.g., spousal hires). For female department chairs, the most common negotiation issues reported were salary, followed by an equal average of issues pertaining to research funding, teaching reduction, and other benefits.

Taken together, starting salary appears to be the most common issue discussed during start-up negotiations at the University of Dayton, though women and men also appear to vary in the extent to which this topic is broached. Furthermore, throughout the interviews, potential discrepancies in how department chairs make salary offers also appeared. For instance, one department chair noted:

> *"We were given a range and we could negotiate within the range. But now they just give us one number upfront."*

Another described:

> *"The dean's office has always kind of said, you know, you can either sort of offer the best the first time around, or you can hold a little bit back in case they ask. And my tendency has been to just offer the best I could do the first time around, because I don't want to force them to, I would rather just say to them, this is, I've been told this is the upper limit of what I can offer in terms of salary. And then, you know, if there are other things besides salary that we can use to sweeten the pot, then I'll do that."*

And another noted:

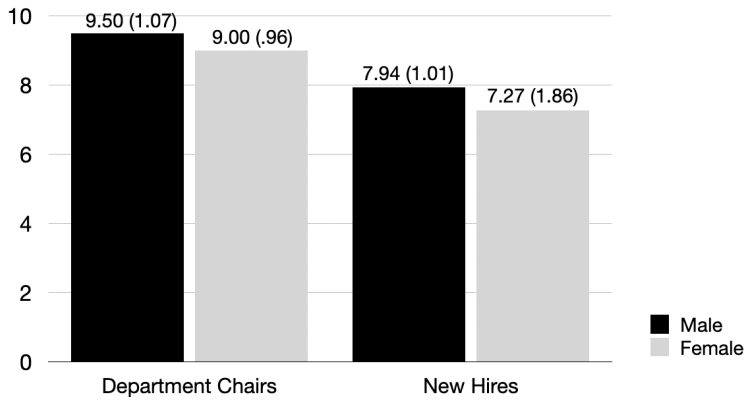
> *"They gave me an upper limit as to how high I could go without having to check back. And then they, you know, they, they essentially gave me some pointers, which amounted to, 'Don't offer too much right off the bat so that they have more wiggle room […] I was told very clearly by my dean's office that I cannot just come right out and say, 'Okay, I can give you up to this much, now you tell me what you want.' You know, they are very happy to give nothing. They are very happy to give very little. And so they leave it entirely up to the applicant to sort of, but the applicants don't necessarily know that they are in the driver's seat. Right. Because they think that there's a number and they're worried that if they ask for something that puts you over then that, that makes them look bad. So, I think, you know, part, I mean, it's the same thing when, when I'm told that, you know, there's a salary range, so I, you know, and then it's like, I feel bad not offering the top, because I want the best for the person we're hiring. But I also understand that I need wiggle room for negotiation and that maybe the top end of the range is not good for my existing faculty, because now I'm having inversion happening. Right. I mean, this whole, I find it all very icky, and I wish I didn't have to do that."*

<u>*Satisfaction*</u>

At the end of the interview, participants were asked to provide a rating of their subjective sense of satisfaction with the start-up negotiation they described on a 10-point scale (10 = *extremely satisfied*). Figure 2 below shows the average satisfaction ratings by role and

gender. On average, department chairs (M = 9.25, SD = 1.02) reported higher satisfaction ratings than new hires (M = 7.58, SD = 1.54) and men (M = 8.68, SD = 1.29) reported higher ratings than women (M = 8.00, SD = 1.75).

Figure 2. Negotiation Satisfaction Rating by Role and Gender



Although department chairs reported relatively high levels of satisfaction, at least one described the discrepancy between procedures in place and their own learning-by-doing:

> *"While I'm very satisfied with, with the process that, that I have developed. Overall, if we think of the university processes, I would say that's more like a 'four' because, I, I should not have had to invent this."*

To more fully investigate differences in satisfaction levels, the following sections examine their potential underpinnings as well as other notable aspects of the negotiation process as described by department chairs and new hires at the University of Dayton.

Preparation

Participants were asked about their preparations for the negotiation—specifically, any steps they took to prepare and any goals they set for themselves. Both new hires and department chairs varied widely in the extent to which they described their preparations prior to the negotiation, with some not engaging in any and others engaging in a thorough and extensive information search. For example, one new hire described:

> *"I attended a bunch of seminars on how to negotiate academic positions […] and read a bunch of stuff online basically. And then, read some stuff from like 'The Professor's In' on negotiation. So, I felt like I did a decent amount of homework. […] There's a job wiki that all the jobs get posted out, but also there's a negotiation tab where everybody posts like what they were offered and then what they negotiated up for. So also going through that and getting a realistic idea of what people have asked for and been able to get."*

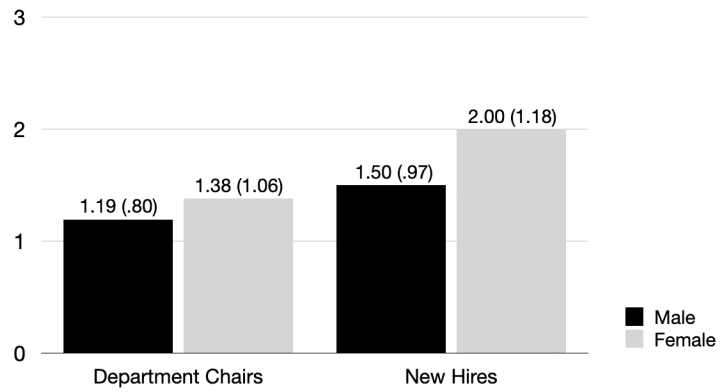
Other new hires also described consulting advisors, mentors, friends and family, and/or other public data bases. One department chair described:

> *"I checked the budgeted salary amount. […] I talked with my dean about it. And how much, if there was a range involved in it. I thought about kind of where this would bring the person in related to other faculty salaries. […] I did think of the person's job qualifications and the needs of the department for the position."*

Other department chairs also described checking the availability of resources and/or anticipating what the new hire may ask for or need.

Responses to this interview question were also coded for the level of preparation by two independent coders on a 4-point Likert-type scale from 0 (*no preparation)* to 3 (*extensive preparation that includes seeking objective salary information)*. Examples provided above received scores of "3." Reliability between the two coders was acceptable (*ICC* = .856) and therefore the two scores were averaged to give each participant a single score of preparation. Figure 3 below shows the average preparation score by participants' role and gender. On average, new hires (*M* = 1.78, *SD* = 1.09) received higher preparation scores than department chairs (*M* = 1.28, *SD* = .91) and women (*M* = 1.74, *SD* = 1.15) received higher preparation scores than men (*M* = 1.35, *SD* = .88).

Figure 3. Preparation Level by Role and Gender



Participants were also asked to describe any goals they set before engaging in the negotiation. As with preparation, goals varied across the sample with some participants setting no specific goals and others outlining specific objectives. Several new hires and department chairs similarly described signing a contract as a main objective, in addition to meeting a variety of other needs, such as salary, obtaining/ providing resources for research, teaching, and/or family (e.g., spousal hires). For example, one new hire described:

> *"I would say my primary objective was to still have an offer in place by the end of it. And with that primary objective really the primary thing that I explicitly said was I'd like to discuss the salary first and foremost, um, with a secondary objective or goal being discussing the research discretionary or startup package."*

And a department chair noted:

> *"The candidates, when they were negotiating, they still had not accepted the position, so the negotiation could make or break their acceptance of the*

position. So, my goal was to realistically discuss and list what we could provide, so that, with my perception of how they could be successful."

A coding scheme on a 4-point Likert-type scale from 0 (*no goal-setting)* to 3 (*specific goals that include salary)* was developed and then used by the two independent coders to assign each participant a score of goal-setting level. Given acceptable inter-rater reliability (*ICC* = .758), scores were averaged to give each participant a single score of goal-setting. Figure 4 below depicts the average goal-setting score by participants' role and gender. As with preparation, on average, new hires (*M* = 2.25, *SD* = .85) received higher goal-setting scores than department chairs (*M* = 1.84, *SD* = .54) and women (*M* = 2.37, *SD* = .62) received higher goal-setting scores than men (*M* = 1.74, *SD* = .75).

Figure 4. Goal-Setting Level by Role and Gender

Interestingly, higher levels of preparation and goal-setting were associated with lower levels of negotiation satisfaction (*r(36)* = -.281 and *r(36)* = -.392, respectively) in the current sample. This finding may suggest that, for some, unmet expectations developed through extensive preparation could, in part, contribute to perceptions of a less successful negotiation. For example, one female new hire noted:

"So, in the initial call, they said, this is negotiable. And then I made a lot of, spent a lot of time making a startup list and justifying things. […] And then they said the startup was not negotiable, which was confusing to me because it was very mixed. And I wish I hadn't spent so much time making a startup list if indeed it was not negotiable. So, I don't know if it was not negotiable or they just decided not to negotiate. It's unclear."

Transparency

In recounting their negotiation experiences in the interview, participants varied in the extent to which they described the process and their interactions with the other party as ambiguous versus transparent. To capture these differences and examine their role in gender differences for start-up negotiations, a coding scheme on a 5-point Likert-type scale ranging from 0 (*extremely ambiguous*) to 4 (*extremely transparent*) was developed. The scheme is described in more detail in Appendix C. The midpoint of the scale (2 = *neither*

ambiguous nor transparent) denoted a description that either did not contain information pertaining to ambiguity-transparency or presented a balance of both. The two endpoints (0, 4) made strong and explicit reference to ambiguity or transparency, respectively. For example, a department chair scoring a "4" described:

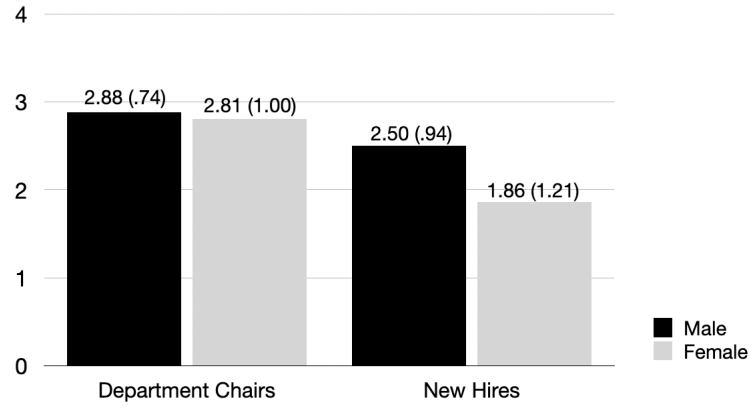
> *"I did explicitly tell them, you know, I would recommend making a counteroffer. I would recommend thinking about what else you want to ask, you know. And so, like, for me, it wasn't necessarily that, it was me, I think, maybe trying to mentor them through the offer-counteroffer negotiation process, and really trying to help them get the best starting point that we could get for them."*

And a new hire receiving a score of "0" noted:

> *"Should I have been doing the negotiation with the dean myself? […] But [the department chair] kept saying, let me be the intermediate, let me go in and argue and argue on your behalf. But sure, I don't know what the content was."*

The two independent coders used the coding scheme to rate each interview for ambiguity-transparency. Because inter-rater reliabilities were acceptable (*ICC* = .744), the two scores were combined to give each participant a single score of ambiguity-transparency with higher scores indicating greater transparency. Figure 5 below shows the average ambiguity-transparency score by role and gender. On average, department chairs' (*M* = 2.84, *SD* = .85) interviews scored higher on transparency than new hires' (*M* = 2.15, *SD* = 1.11) and interviews given by men (*M* = 2.68, *SD* = .85) scored higher than those given by women (*M* = 2.26, *SD* = 1.19).

Figure 5. Ambiguity-Transparency Scores by Role and Gender



Higher scores of transparency were positively associated with negotiation satisfaction (*r(36)* = .434), suggesting that people's perceptions of the negotiation process as more transparent, clear, and unambiguous may smooth the experience and buttress feelings of satisfaction. For example, one new hire noted:

> *"The other thing that made me fairly confident was I had, you know, multiple previous conversations with my department chair. And even during my on-campus interview, you know, [the department chair] had kind of hinted at*

> *the fact that, you know, negotiations happen and that's something that we can discuss and it wasn't like, you know, this thing to be super scared of."*

Perceptions of Control

Although not always a concern, some participants noted during their interviews that the department chair perceived to or appeared to lack decision-making power. For instance, one department chair noted:

> *"There's not a lot that, you know, we really control."*

Another described:

> *"I always have to sort of preface it with, 'I have to check with the dean, you know, I can double check on that.' And I kind of won't say like 'that shouldn't be a problem' or something like that, or I can look, um, if I have a notion of the dean's position, which way [the dean] would go on. But, so I mean, that's kind of a, you know, it's everything that we kind of sometimes feel bad. It's micromanaged in that regard."*

And a new hire noted:

> *"I thought it was quite interesting because the initial offer letter came from the department chair, but it seemed as we were going through the negotiations that the department chair actually had very little leeway to negotiate. […] It seemed like they had very little ability to make decisions beyond what was in the initial offer letter. […] [They] had the department chair on quite a short leash."*

Existing coding manuals of themes of agency were slightly modified to fit the current sample and assess agency in start-up negotiations (see Appendix C). Using a 5-point Likert-type scale ranging from 0 (*extremely powerless*) to 4 (*extremely agentic*) where the midpoint of the scale (2 = *neither powerless nor agentic*) indicated either no language pertaining to agency or a balance of powerlessness and agency, the two independent coders scored each participant's interview for agency. For example, a new hire receiving a score of "0" noted:

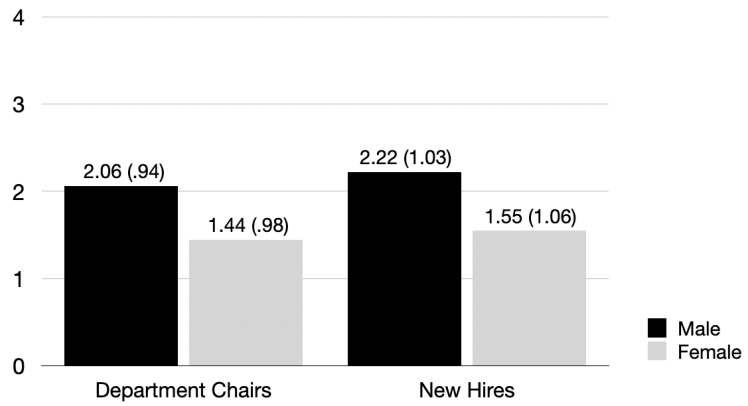
> *"Negotiating power as an applicant is quite limited, I think. So, I'm not sure whether it's negotiable or not. […] So that, which makes, again, my negotiating position even a lot weaker."*

And a new hire scoring "4" described:

> *"So that's when I entered into like a more like, 'Okay, these are the things that I would like. If they could be amended to this letter, that would be great.' And then that negotiation was like, 'I should ask for more because I felt like they were like, 'whatever you want.'""*

Inter-rater reliability (*ICC* = .748) was acceptable, and the two scores were averaged to give each participant a single score of agency with higher scores denoting interviews that featured greater perceptions of control. On average, department chairs' (M = 1.75, SD = .98) and new hires' (M = 1.85, SD = 1.08) interviews scored similarly on agency; men's (M = 2.15, SD = .96) interviews, however, scored considerably higher than women's (M = 1.50, SD = 1.00). Figure 6 below displays the average agency score by participants' role and gender.

Figure 6. Agency Scores by Role and Gender

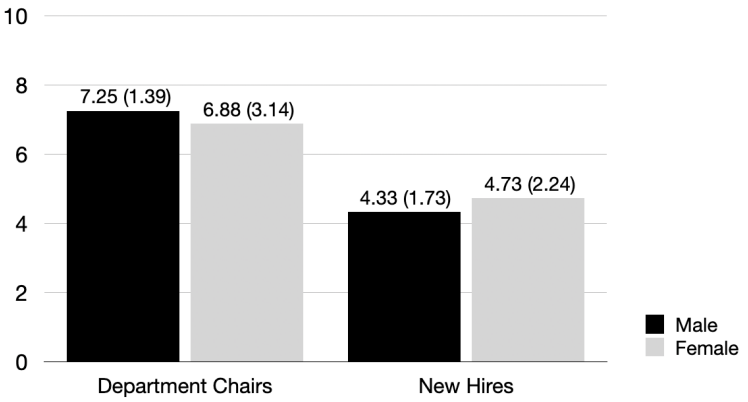


Agency scores were positively associated with negotiation satisfaction (*r(36)* = .366), suggesting that feeling like one has more control during the start-up negotiation process may contribute to feeling better about its outcomes.

Negotiation Style

Negotiation style, as assessed in the survey, was also linked to negotiation satisfaction. Particularly, a collaborating negotiation style was positively associated with negotiation satisfaction (*r(36)* = .438). The collaborating negotiation style is characterized by a combination of assertiveness and cooperation whereby parties actively work together to understand underlying concerns, learn from each other's insights, and aim to meet both parties' needs through creative solutions. Figure 7 below displays the average collaborating negotiation style score by role and gender. On average, department chairs (*M* = 7.06, *SD* = 2.35) scored higher on collaborating than new hires (*M* = 4.55, *SD* = 1.99); women (*M* = 5.36, *SD* = 2.79) and men (*M* = 5.71, *SD* = 2.14) did not differ notably in their collaborating style scores.

Figure 7. Collaborating Negotiation Style by Role and Gender



The positive association between collaborating and satisfaction may suggest that approaching the start-up negotiation collaboratively may improve the experience and outcomes. In this vein, one department chair noted:

> *"I want everybody to be happy about it. Like, I don't want to feel the person is pressured cause then they don't stay very long, right. So, if you treat them badly in a negotiation, then they're going to be, they're not going to be a really good colleague because they're going to question their treatment initially. […] I want them to know how much we want them to be a part of the department. […] I feel like if we do that and they want to be a part of our department, then that's a pretty healthy start to a marriage like that. […] I'm more of a relational person than I am a, you know, a numbers person. And so, I come in with it with a degree of excitement. My goal is to communicate that excitement and identify whether or not that excitement is reciprocated by the candidate."*

And another described:

> *"For me, it's extremely exciting, and I go into it with the perspective that I'm really, I'm going to do everything I can to help this person be successful through tenure. […] And the startup, in particular, is sort of the boost to get them through those early, early years, which can be enormously stressful. […] That prep is really thinking about the process, making sure that the person is heard and not sort of my goals can't be the ones driving the totality of things. So, it really has to be, you know, after we get to that initial part, it's really a collaboration."*

<u>*Reflections and Advice*</u>

Finally, participants were also asked to reflect back on their start-up negotiation experiences during the interview. Whereas these experiences were generally not marked by strong feelings of regret, if new hires noted anything they wished they had done differently, these remarks generally focused on engaging in a negotiation (especially about salary) in the first place, asking for more (and more varied) resources as part of their start-up package, or better informing themselves of the process beforehand. One new hire provided the following advice for future new hires' start-up negotiations:

> *"Never be afraid to ask. They might not give us what we want, but there's no harm to ask […] as long as they are reasonable requests. […] Before we go to the negotiation process, it's also a good idea to do some research […] What is the market array? Well, what benefits are the candidates, like, in other schools, they get. So then, there's a, there's, there's just some comparison."*

For department chairs, similarly, reflections were not generally characterized by regret. Descriptions of what they could have done differently, if they existed, centered primarily on advocating more strongly for new hires, creating greater transparency for new hires in the process, and ensuring equity for all involved. For example, one department chair noted:

> *"I wish that at the beginning I were more forthright and just saying, you know, this process is really about me, my attempt to get you everything that you need*

> *to succeed while you're here, and at the same time, make sure to take care of the finances of the department and the university in such a way that we, we all benefit in the long run."*

Another advised:

> *"Just be kind of upfront, direct. And, you know, just kind of remember to be fair to the person as well as fair to the others in the department."*

And another remarked:

> *"I guess I would have actually pulled up the faculty salary report and, and, and looked at those issues of who's making what, and what, from an equity perspective, race, gender, to ensure that, that doesn't put us out of balance or, or really kind of is inequitable from that perspective."*

Relatively consistently, department chairs recommended clear, consistent procedures, protocols, and training to outline the start-up negotiation process and aid them in navigating it as effectively as possible. To that effect, one department noted:

> *"It would really help if there was a little more formal structure and process to it. […] It would be good if there was a little more guidance, even just a page checklist that said, 'Hey, this is what, this is what, you know, kind of the these are the steps and this is the order that you should be doing it in.' Because, like, I wasn't even sure that am I the one that then sends the offer and all that kind of stuff. So, I have to just kind of ask the questions and find all those things out. It'd be nice if we just had even a one page and it said, 'This is the way it goes.'"*

Another described:

> *"I know we have like the implicit bias trainings woven into search committee work now and things like that. But I wish that there was more. Like, that all seems to me to relate to like the review of the applications, not necessarily the negotiation process. So, I wish there was just a little bit more guidance on sort of like the offer, the counteroffer, and even just like guidance or like, it would be really interesting for me to know, like what can be included in the offer letter."*

Summary

In terms of gender differences, female, compared to male, department chairs reported feeling slightly less satisfied with the start-up negotiation they engaged in with a new hire, engaged in more preparation for the negotiation, and described lower perceptions of control in the process. The start-up negotiations described by female department chairs also tended to involve fewer negotiation issues and were less likely to broach the issue of salary.

Female, compared to male, new tenure-track faculty hires reported feeling less satisfied with their start-up negotiation, engaged in more preparation, and described negotiation experiences that were less transparent and in which they felt less agency. Female new hires were also less likely to engage in a start-up negotiation in the first place and, among those who did negotiate, were less likely to have self-initiated that negotiation. Despite pay gaps

noted earlier, female new hires were more likely to broach a broader range of issues during their start-up negotiations, including salary.

Although start-up negotiation experiences can be relatively individualized and highly variable, including across gender, the responses obtained from the current sample also highlight several common challenges. The below list summarizes the most prevalent areas in which discrepancies or inequities may arise as gleaned from the current investigation. Notably, the challenges perceived by department chairs and new hires were not independent and share substantial overlap, suggesting that recommendations that target these broader challenges may be effective for both parties.

For department chairs:

1. ***Don't feel complete buy-in to the offer.*** Some department chairs described a negotiation with upper administration as part of the start-up negotiation process at the University of Dayton. Variabilities existed in these descriptions, especially in terms of how salary offers were made to new hires. Initiating or encouraging negotiations with new hires also suggests that department chairs may not feel complete buy-in with the offer they are presenting to new hires.
2. ***Don't know how or if they can negotiate.*** Several department chairs cited a lack of experience or knowledge about negotiation as a challenge and many described a learning-by-doing process by which they developed their own process of negotiating with new hires as they gained experience.
3. ***Inconsistent procedures.*** Several department chairs described a need for more transparent and consistent procedures and protocols to alleviate any lack of knowledge and/or experience and ensure greater equity for all parties involved.
4. ***Feeling powerless.*** Some department chairs noted a lack of agency and feelings of powerlessness throughout the start-up negotiation process.

For new hires:

1. ***Don't know if they can negotiate.*** Not all new hires engaged in a start-up negotiation. Some did not know they could negotiate. Even among those new hires who negotiated, many did not self-initiate the negotiation. Female new hires appeared to be particularly affected by these challenges.
2. ***Don't know what to negotiate.*** Variability existed in the number and type of issues negotiated by new hires. Many also wished they had negotiated different or a broader range of issues.
3. ***Inconsistent messages.*** Several new hires described inconsistent or unclear messages and a lack of transparency about the negotiation process as a challenge.
4. ***Questioning chair's role.*** Echoing the feelings of powerlessness described by some department chairs, some new hires also questioned the role of the chair in the start-up negotiation process.

Recommendations

Based on the findings of the current investigation and the challenges summarized above, as well as the reflections and advice provided by participants in the current sample, the

following recommendations were derived to support more equitable and satisfactory faculty start-up negotiation experiences at the University of Dayton. These recommendations, thus, aim to support the strategic goals of the University. Indeed, as a Catholic and Marianist institution and in line with the Flyers Plan for Community Excellence, creating and sustaining equity—here, in the context of faculty start-up negotiations—is part and parcel of inclusive excellence.

1. ***Standard operating procedure.*** *Evaluate and create standardized University-wide procedures that define the process and the roles and responsibilities of the parties involved in faculty start-up negotiations.* As noted by several department chairs, clear and consistent procedures could alleviate any lack of knowledge or experience with start-up negotiations, eliminate the need for learning-by-doing, and reduce discrepancies in the process at various levels. This would not only alleviate challenges on the side of department chairs but also ensure equitable treatment across new hires. Clearer roles and responsibilities may also diminish feelings of powerlessness and promote perceptions of control among department chairs as well as reduce inconsistent messages and questions about the department chair's role on the side of new hires.
2. ***Training.*** *(a) Provide negotiation and procedural training and continued support/ guidance for department chairs.* To implement standard procedures, department chairs may benefit from training that teaches negotiation skills and equips them for their role in the start-up negotiation process. Given the positive association between negotiation style and satisfaction, it may be useful to build negotiation skills that focus on collaborating. Ensuring familiarity with the procedures and providing continued support where needed would also help address the challenges faced by department chairs and reduce inconsistencies in the process. *(b) Provide negotiation training for the academic job market to University of Dayton graduate students and those members of the UD community seeking academic employment.*[2] Based on the discrepancies reported by new hires in their level of preparation, providing training to those about to enter the academic job market may help avoid inequities in start-up negotiations at their future institutions.
3. ***Monitoring.*** *Monitor starting salaries, negotiation procedures, and outcomes for equity.* To ensure the standard procedures set in place are effective at diminishing inequities, regular assessments of important outcomes such as starting salaries should be conducted. Any new findings could further be used to update procedures and ensure continued effectiveness.
4. ***Transparency.*** *Create a standard template that informs candidates of what is and/or is not negotiable.* Openly informing new hires of what is negotiable could not only eliminate gaps in the initiation of negotiation but also in knowing what to negotiate, both aspects of the start-up negotiation process in which gender disparities were observed. Greater transparency, in addition to decreasing inconsistent messages, may also contribute to a more satisfactory start-up negotiation experience for new hires.

[2] As an example, the Office of Career & Professional Development at the University of California San Francisco provides a start-up negotiation guide for those on the academic job market in biology here: https://career.ucsf.edu/sites/g/files/tkssra2771/f/PDF/ResearcherNegotiatingStartupPackage.pdf

References

Babcock, L., Gelfand, M. J., Small, D., & Stayn, H. (2006). Gender differences in the propensity to initiate negotiations. In D. Cremer, M. Zeelenberg, & J. K. Murnighan (Eds.) *Social psychology and economics* (pp. 239-260). New York, NY: Erlbaum.

Babcock, L., & Laschever, S. (2003). *Women don't ask.* Princeton, NJ: Princeton University Press.

Barron, L. A. (2003). Ask and you shall receive? Gender differences in negotiators' beliefs about requests for a higher salary. *Human Relations, 56*(6), 635–662.

Bear, J. (2011). "Passing the buck": Incongruence between gender role and topic leads to avoidance of negotiation. *Negotiation and Conflict Management Research, 4*, 47–72.

Bear, J. B., & Babcock, L. (2012). Negotiation topic as a moderator of gender differences in negotiation. *Psychological Science, 23*, 743-744.

Blau, F. D., & Kahn, L. M. (2017). The gender wage gap: Extent, trends, and explanations. *Journal of Economic Literature, 55*(3), 789-865.

Bowles, H. R., Babcock, L., & Lai, L. (2007). Social incentives for gender differences in the propensity to initiate negotiations: Sometimes it does hurt to ask. *Organizational Behavior and Human Decision Processes, 103*(1), 84–103.

Bowles, H. R., Babcock, L., & McGinn, K. L. (2005). Constraints and triggers: Situational mechanics of gender in negotiation. *Journal of Personality and Social Psychology, 89*(6), 951.

Dittrich, M., Knabe, A., & Leipold, K. (2014). Gender differences in experimental wage negotiations. *Economic Inquiry, 52*(2), 862–873.

Exley, C. L., Niederle, M., & Vesterlund, L. (2020). Knowing when to ask: The cost of leaning-in. *Journal of Political Economy, 128*(3), 816-854.

Ginder, S. A., Kelly-Reid, J. E., & Mann, F. B. (2019). *Enrollment and employees in postsecondary institutions, fall 2017; and financial statistics and academic libraries, fiscal year 2017.* U. S. Department of Education. Retrieved from https://nces.ed.gov/pubs2019/2019021REV.pdf

Hegewisch, A., & Barsi, Z. (2020, March 24). *The gender wage gap by occupation 2019.* Institute for Women's Policy Research. Retrieved from https://iwpr.org/iwpr-issues/employment-and-earnings/the-gender-wage-gap-by-occupation-2019/

Kray, L. J. (2015, May 21). *The best way to eliminate the gender pay gap? Ban salary negotiations.* The Washington Post. Retrieved from https://www.washingtonpost.com/posteverything/wp/2015/05/21/the-best-way-to-way-to-eliminate-the-gender-pay-gap-ban-salary-negotiations/

Kray, L. J., Galinsky, A. D., & Thompson, L. (2002). Reversing the gender gap in negotiations: An exploration of stereotype regeneration. *Organizational Behavior and Human Decision Processes, 87*(2), 386–409.

Kugler, K. G., Reif, J. A. M., Kaschner, T., & Brodbeck, F. C. (2018). Gender differences in the initiation of negotiations: A meta-analysis. *Psychological Bulletin, 144*(2), 198-222.

Mazei, J., Hüffmeier, J., Freund, P. A., Stuhlmacher, A. F., Bilke, L., & Hertel, G. (2015). A meta-analysis of gender differences in negotiation outcomes and their moderators. *Psychological Bulletin, 141*(1), 85–104.

Recalde, M., & Vesterlund, L. (2020). Gender differences in negotiation and policy for improvement. NBER Working Paper 28183.

Sandberg, S. (2013). *Lean in: Women, work, and the will to lead.* New York, NY: Knopf.

Tinsley, C. H., Cheldelin, S. I., Schneider, A. K., & Amanatullah, E. T. (2009). Women at the bargaining table: Pitfalls and prospects. *Negotiation Journal, 25*(2), 233–248.

Varagur, (2021, February 28). *When should you think twice about salary negotiation?* Wall Street Journal. Retrieved from https://www.wsj.com/articles/when-should-you-think-twice-about-salary-negotiation-11614513601

Appendix A: Survey Measures

	Construct or Measure	*Number of Items*	*Rating Scale*	*Sample Item*
Employment	Perceived Organizational Support [a]	6	7-point Likert: 1=strongly disagree, 7= strongly agree	The University of Dayton strongly considers my goals and values.
	Affective Organizational Commitment [a]	6	7-point Likert: 1=strongly disagree, 7= strongly agree	I feel a strong sense of belonging to the University of Dayton.
	Additional information: current position, department, unit; start and end date in position; UD start date			
Negotiations	Negotiation Style (Thomas-Kilmann Conflict Mode Instrument) [b]	30	Forced choice	A. I am usually firm in pursuing my goals. B. I try to convince the other person of the merits of my position.
	Implicit Negotiation Beliefs [c]	7	7-point Likert: 1 = very strongly agree, 7 = very strongly disagree	Good negotiators are born that way.
	Perceived Latitude in Negotiations	3	7-point Likert: 1=never or almost never, 7=always or almost always	In your own negotiation experiences at work, to what extent do you feel you have had latitude to make your own decisions?
Cognitions	Gender-Specific System Justification [d]	8	9-point Likert: 1=strongly disagree, 9=strongly agree	Society is set up so that men and women usually get what they deserve.
	Behavioral Inhibition System/ Behavioral Activation System [e]	20	4-point Likert: 1=strongly disagree, 4=strongly agree	I feel worried when I think I have done poorly at something.
	Need for Closure [f]	15	6-point Likert: 1=completely disagree, 6=completely agree	I don't like situations that are uncertain.
Identities	Feminist Identity Synthesis Scale (women-identified participants only) [g]	12	5-point Likert: 1=disagree strongly, 5=agree strongly	I owe it not only to women but to all people to work for greater opportunity and equality for all.

Ally Identity Measure (men-identified participants only) [h] Additional information: age, sex, race/ethnicity	13	4-point Likert: 1=not at all, 4=a lot	We must work against an unfair and unjust system.

[a] Eisenberger, R., Armeli, S., Rexwinkel, B., Lynch, P. D., & Rhoades, L. (2001). Reciprocation of perceived organizational support. *Journal of Applied Psychology, 86*(1), 42-51.

[b] Kilmann, R. H., & Thomas, K. W. (1977). Developing a forced-choice measure of conflict-handling behavior: The "MODE" instrument. *Educational and Psychological Measurement, 37*, 309-325.

[c] Kray, L. J., & Haselhuhn, M. P. (2007). Implicit negotiation beliefs and performance: Experimental and longitudinal evidence. *Journal of Personality and Social Psychology, 93*(1), 49-64.

[d] Jost, J. T., & Kay, A. J. (2005). Exposure to benevolent sexism and complementary gender stereotypes: Consequences for specific and diffuse forms of system justification. *Journal of Personality and Social Psychology, 88*(3), 498-509.

[e] Carver, C. S., & White, T. L. (1994). Behavioral inhibition, behavioral activation, and affective responses to impending reward and punishment: The BIS/BAS scales. *Journal of Personality and Social Psychology, 67*(2), 319-333.

[f] Roets, A., & Van Hiel, A. (2011). Item selection and validation of a brief, 15-item version of the Need for Closure Scale. *Personality and Individual Differences, 50*, 90-94.

[g] Henderson-King, D., & Stewart, A. J. (1997). Feminist consciousness: Perspectives on women's experience. *Personality and Social Psychology Bulletin, 23*(4), 415-426.

[h] Fish, J., Aguilera, R., Ogbeide, I. E., Ruzzicone, D. J., & Syed, M. (2021). When the personal is political: Ethnic identity, ally identity, and political engagement among Indigenous people and people of color. *Cultural Diversity and Ethnic Minority Psychology, 27*(1), 18–36.

Appendix B: Interview Protocols

Department Chairs

1. In your role as Chair, have you engaged in a start-up negotiation with a new tenure-track faculty hire about the terms of their employment?
    a. Yes: If you can estimate, how many of these types of negotiations have you engaged in?
    b. No: Why not? Have you had any kinds of discussions about the terms of new hires' employment? Have you engaged in a negotiation at any other point while in your current position?
2. First, I would like to ask you to reflect back on your most recent negotiation. I would like to ask you about some of the details of that particular negotiation. If you can remember,
    a. Who initiated the negotiation?
    b. Who did you negotiate with? … What was their incoming position?
    c. How did the negotiation take place? Was it in person, over the phone, or in some other format?
3. Next, I would like to ask you a little bit more about your experience before starting the negotiation.
    a. Please tell me about how you prepared for the negotiation. Was there anything you thought about, anything you told yourself, or anything you felt you did specifically to get ready for the negotiation?
    b. How were you feeling before going into the negotiation? … What do you think contributed to these feelings?
    c. Please describe any goals or plans you set for yourself before going into the negotiation. … If you had to identify a main goal, what do you think was the primary objective for you for the negotiation?
4. Next, I would like to ask you about how the negotiation went.
    a. Please narrate me through what happened during the negotiation. How did the negotiation start and how did it progress? What did you say? What was the response?
    b. What were the issues you negotiated about?
    c. How did you feel during the negotiation? Did your feelings change throughout the negotiation?
    d. How comfortable were you during the negotiation? Was there anything that made you feel particularly comfortable during the negotiation? Was there anything that made you feel particularly uncomfortable during the negotiation?
    e. Was there anything that was particularly challenging during the negotiation?
    f. How did the negotiation end? If you remember, who ended the negotiation and how did you feel at that point?
5. Finally, I would like to ask you to reflect back on the outcomes of the negotiation.
    a. How do you feel about the outcomes of the negotiation?
    b. Did you achieve your goals? How so/ why not?

   c. Do you believe the outcomes of this negotiation are equitable, compared to your prior experiences?
   d. If you could do it again, is there anything you would do differently? Are there things you wish had gone differently?
6. And lastly, how satisfied were you, in general, with the negotiation on a 10-point scale—10 being extremely satisfied?
7. Is there anything else you'd like to share about your experiences with start-up negotiations at UD?

New Hires

1. Before signing a contract with the University of Dayton, did you engage in a start-up negotiation about the terms of your employment?
   a. NO: Why not? Have you had any kinds of discussions about the terms of your employment? Have you engaged in a negotiation at any other point during your early days in your job?
2. First, I would like to ask you about some of the <u>details of the negotiation</u> itself. If you can remember,
   a. Who initiated the negotiation?
   b. Who did you negotiate with? … What was their position at the time?
   c. How did the negotiation take place? Was it in person, over the phone, or in some other format?
3. Next, I would like to ask you a little bit more about your <u>experience before starting the negotiation</u>.
   a. Please tell me about how you prepared for the negotiation. Was there anything you thought about, anything you told yourself, or anything you felt you did specifically to get ready for the negotiation?
   b. How were you feeling before going into the negotiation? … What do you think contributed to these feelings?
   c. Please describe any goals or plans you set for yourself before going into the negotiation. … If you had to identify a main goal, what do you think was the primary objective for you for the negotiation?
4. Next, I would like to ask you about <u>how the negotiation went</u>.
   a. Please narrate me through what happened during the negotiation. How did the negotiation start and how did it progress? What did you say? What was the response?
   b. What were the issues you negotiated about?
   c. How did you feel during the negotiation? Did your feelings change throughout the negotiation?
   d. How comfortable were you during the negotiation? Was there anything that made you feel particularly comfortable during the negotiation? Was there anything that made you feel particularly uncomfortable during the negotiation?
   e. Was there anything that was particularly challenging during the negotiation?

    f. How did the negotiation end? If you remember, who ended the negotiation and how did you feel at that point?
5. Finally, I would like to ask you to reflect back on the outcomes of the negotiation.
    a. How do you feel about the outcomes of the negotiation?
    b. Did you achieve your goals? How so/ why not?
    c. If you could do it again, is there anything you would do differently? Are there things you wish had gone differently?
6. And lastly, how satisfied were you, in general, with the negotiation on a 10-point scale—10 being extremely satisfied?
7. Is there anything else you'd like to share about your experiences with start-up negotiations at UD?

Appendix C: Coding Schemes

Ambiguity-Transparency

Scale:

- 0 = extremely ambiguous; protagonist makes explicit and strong references to ambiguity; protagonist describes ambiguity in detail and/or appears to dwell on it
- 1 = somewhat ambiguous; protagonist makes some reference to ambiguity, but this is not strong and/or not as clear; protagonist may mention ambiguity, but does not dwell on it
- 2 = neither ambiguous nor transparent; no reference is made to ambiguity/ transparency or there is a balance of both
- 3 = somewhat transparent; protagonist makes some reference to transparency, but this is not strong and/or not as clear; protagonist may mention transparency, but does not dwell on it
- 4 = extremely transparent; protagonist makes explicit and strong references to transparency; protagonist describes transparency in detail and/or appears to dwell on it

Ambiguity
Ambiguity can manifest in many forms. For instance, the situation may be ambiguous such that it is unclear how parties are supposed to interact. The structure of the negotiation may also be ambiguous such that the parties are unsure of the economic structure of the negotiation, including uncertainty about the bargaining range and/or the standards or norms for coming to an agreement. Key words may include unclear, unsure, uncertain, not knowing, ambiguous, guessing, and so on.

Transparency
Transparency can manifest in many forms. For instance, it may be clear that something is negotiable or a willingness to negotiate is clearly signaled. The structure may also be transparent such that it is clear what the bargaining range is (note that this needs to be communicated to the other party) or that there is permission to discuss salary and other issues. Norms or standards for negotiating are discussed openly and clearly. Key words may include clear, certain, know, disclose, transparent, and so on.

Agency [3]

Scale:

- 0 = extremely powerless; protagonist is completely powerless, at mercy of circumstances; all action is motivated by external powers; protagonist may seek a

[3] Adopted from the Revised Coding System for Agency and Communion developed by Jon Adler (retrieved from https://cpb-us-e1.wpmucdn.com/sites.northwestern.edu/dist/4/3901/files/2020/11/Revised-Coding-System-for-Agency-and-Communion-developed-by-Jon-Adler.pdf)

certain course of action, but the path is blocked by external forces outside of the protagonist's control.

- 1 = somewhat powerless; protagonist is somewhat at the mercy of circumstances, with primary control of the situation at the hands of external powers.
- 2 = neither powerless nor agentic; no reference is made to agency or there is a balance of agentic and non-agentic elements.
- 3 = somewhat agentic; protagonist is minimally at the mercy of circumstances, with the majority of the control of the situation in the hands of the protagonist.
  4 = extremely agentic; protagonist is agentic, able to affect their own circumstances, initiate changes on their own, and achieves some degree of control over the course of their experiences; may or may not include description of some struggle to achieve agentic status.

Agency

Agency is fundamentally concerned with the autonomy of the protagonist. Highly agentic narratives describe protagonists who can affect their own situations, initiate changes on their own, and who achieve some degree of control over the course of their experiences. Low agency may manifest as feeling powerless or not in control. High agency may arise from gaining a sense of or feeling in control or feeling powerful. Agency should be coded only as it pertains to the protagonist of the narrative, not other parties.

Acknowledgements

Thank you to the University of Dayton Women's Center, Women's and Gender Studies Program, Office of the Provost, and especially Drs. Lisa Borello, Denise James, and Carolyn Phelps for their support for this project. And a very special thank you to Katelyn Barnes for her insightful and invaluable contributions as research assistant throughout this project.