Title: How Did You Get That Job? Workshop: Salary Negotiation for Faculty Jobs

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[APA Host] Welcome to today's How Did You Get That Job? Workshop. These workshops are geared toward providing you with the knowledge and skills needed to find secure and

keep a job. Today's workshop will last 60 minutes and include a presentation on

negotiating a salary offer in academic settings. After the presentation we'll

spend the remaining time answering some of your questions. During our time

together you will be on mute, however you can submit a question by using the

questions box located in the webinar control panel. Our presenter today is Dr.

Greg Neimeyer the director of the Office of Continuing Education in Psychology and the Center for Learning and Career Development at APA. He is a professor emeritus of psychology in the Department of Psychology at the University of Florida. A fellow of APA Division 17, he is also a recipient of its award for outstanding research in career and personality psychology. A previous chair of the Executive Board of the Council of Counseling Psychology Training Programs

in the U.S., Neimeyer has also been inducted as a lifetime member

into the Academy of Distinguished Teacher Scholars. Welcome Dr. Neimeyer.

[Greg Neimeyer] Thank You. I'm delighted to be on board today and to be able to talk with

you about one of my all-time favorite topics -- negotiating a faculty job offer.

Let me be clear that although I direct the office of CE in psychology at the

American Psychological Association and the Center for Learning and Career

Development, today I'm going to be talking on the basis of the experience

that I've had as a faculty member for about 35 years including 10 years as a

director of training of an APA approved program and another decade as a graduate

coordinator overseeing six different types of doctoral programs. So what I'd

like to be able to do is to convey to you today the wealth of experience that

I have accumulated across a period of time so that you don't find yourself

down the road a year or two or three from now saying, I wish I had known then

what I know now! Instead we're going fill you in on the behind-the-scenes

perspective on how to negotiate an effective job offer. Right up front...

let's turn to look at what we're going to be talking about -- and I'd like to

encourage you to consider that you have just been offered a job of your dreams!

Congratulations! The faculty member from the search committee where

the department chair has called you and offered you a fabulous offer and you

would like nothing more than to convert that rush of relief into a excited

acceptance of that offer and your impulse to say thank you, thank you, thank

you! I'm so glad! Yes, I will take it! I can't wait to come on board! I can't

believe this is a dream come true! This is an impulse I'm going to encourage you to

resist. Check that impulse because you have a great deal of work to go before

you accept that offer. You are not yet quite done. What you need

to do in the interim between the time the offer is extended or given to you and

the moment that you accept is, you need to fully understand the nature of the

position that you've been offered and also negotiate the offer that they have

given you and change it in ways that maximize the recruitment of resources to

you so that you can do the best job possible. When I say you need to fully

understand and negotiate the offer I mean you need to understand the specific

duties and responsibilities that will be followed. You need to understand

your total compensation package -- we're going to talk in detail about duties and

responsibilities and we're going to talk in detail about the overall compensation

package. It's very important to understand that there are clearly

negotiable and clearly non-negotiable elements of your compensation package

and we need to discriminate those so that you understand both but you

concentrate on negotiating the former, and not the latter. You do not want to be

barking up the wrong tree you want to be able to consolidate your attention on

those elements or components of the offer that are negotiable and can be

changed to your advantage. Needing to understand and negotiating

the offer. Fortunately now that you have been offered at this position, you're in a position of maximum strength. Until justmoments ago when you hadn't yet been given an offer, you were at a position of remarkable weakness -- you were unemployed. You however now are gainfully

potentially employed. An offer has been given to you and they have one single

mission at this point and that is to boat the fish! You being the fish! You

now have been identified publicly by them as their chosen candidate and their

whole goal is to succeed in your acquisition. The balance of power has now

tipped at last in your favor so now how best to proceed...

Well, I encourage you to take aim. When I say aim I encourage you to demonstrate

appreciation--- interest and motivation. The first part is in the aim is all about

appreciation. Be sure to express appreciation and gratitude -- I recognize

how hard you've worked to get to this point in the process, thanks very much

for your graciousness and diplomacy and the time and effort you have dedicated

my recruitment. I genuinely appreciate it. Interest -- don't assume that they know

that you're interested simply because you have applied. Let me tell you the

terror of every search committee chair is that the candidate that you would

extend the offer to would not be strongly interested -- that he or she has

put that position as second or third or four-pole fourth pole position.

They in truth have greater interests elsewhere. So don't assume that they know

that because you've applied your interested say it! Hey listen the

truth matter is, I'm extremely enthusiastic about this position I'm

even more excited after having interviewed than prior to I really see a

fabulous opportunity here and I'm very grateful for it. And the last the M is

motivation. Be sure to indicate that you are highly motivated to make a decision

promptly. Ask when you can expect to see a written offer and what the timeline is

for making a decision. You can simply say, I really would like to conclude this

process as rapidly as possible. When do you think I might receive the written

letter of offer and when do you need an answer from me? It's really that simple.

You're taking aim, you're showing appreciation, you're showing interest and

you're showing motivation. You are not accepting the offer. You're holding.

You're in a holding pattern a deliberate, calculated, intentional, purposeful

holding pattern. They understand this. Now, before you make a decision, what do you

have to do? Four primary things -- you have to learn the details of

the offer -- no surprises a good surprise. You have to

calculate what you are worth in salary. We're going to talk about how to do that.

You have to detail the other resources that you're going to need in order to

succeed in your career at that University -- that's the startup package.

And you have to be able to convey this to the institution and negotiate the

components of that overall offer. We're going to talk about every one of these

in some detail right now. Please know by way of a disclaimer that universities

absolutely expect you to negotiate elements of their offer

in part because only you know what you need in order to best support your

interest in your success. They don't know they don't do research in

neuropsychology -- they don't do some research in social psychology -- they don't

know the kinds of elements of a package that you need in order to be successful.

They're looking to you to help them understand what you need in order to

maximize your contribution to them. It is not an active ingratitude, it's not an

active impudence, it's not an act of disrespect to enter into a negotiation

process and ask for changes, additions increases, in various components of your

offer. What you are doing is respectfully requesting consideration in support of

maximizing your satisfaction and your ability to succeed in the position that

they just offered to you -- which is exactly what they want too! You're on

a common page. Remember, you want to be savvy and not sorry. You want to be savvy

and not sorry. No surprise is a good surprise. Make sure that you don't find

yourself down the road saying, gosh I wish I knew last year when I know this

year! I wish I knew before I signed on the dotted line what I have since

learned after. You can do this by turning your attention to what we call due

diligence and then negotiating your offer.

What does due diligence? Due diligence is all about detective work -- it's about

sleuthing down the particulars of the offer that had been extended to you and

the kind of compensation is being offered. Due

diligence is all about finding out as much as you can about the position, the

offer and your own value in relation to that position as well. Negotiation

then is all about working to maximize the recruitment of resources to your

position so that you can be as successful as you can possibly be -- so

that you're not starved out -- so that you have the material, you have the computers

you have the equipment, you have the resources available to you in order to

be highly productive. That's what you want and that's absolutely what they

want. They're investing in you and you are helping them invest in you. Let me

ask you by way of a poll. When you engage in this negotiation process who do you

think you should be negotiating with? Should you begin negotiating with -- A the

chair of the search committee recruiting you? B The departmental

accountant who's going to be holding the purse strings? The department chair or

the provost? Go ahead and take a second and give me your best response who do

you think you are most likely to be engaging in the negotiation process with?

Let me share with you that in most cases your negotiation is actually going

to be with the department chair. The reason for that is the person you've

been interacting with primarily, which is the chair of the search committee, really

has discharged his or her responsibilities by the time they select

and rank order the candidates and bring them in for the interview.

They disband that committee so they are not really involved so much in the

negotiation of the position. They're not involved in boating the fish they're

really involved in delivering the acceptable candidates to the department.

The department makes the vote and then the department chair typically takes

over. Occasionally it will be a dean very rarely a Provost but most commonly it is

regarded as the department chair who will be the primary negotiator. The

department chair is the natural source of basic information in relation to

everything and anything that you want to know and it's the person you're going to

talking with at some length. Certainly as you talk with the department chair you

want to ask for resources that he or she may have that would help you understand

the department or the program to which you're going in more detail. You want to

ask for a copy of the department or the university's faculty handbook. You want

to request any kind of self-study that may have been conducted on the program

or the department in the last few years. You're trying to get a sense of the

standing the stature the position of the department and the program within the

broader unit, the college and the university. And you want to take

advantage of the opportunity to speak discreetly but candidly with people

you've met and that you've gotten on well with during your interview in the

department about the college and about the faculty relations -- about

salaries and so forth. While it's not reasonable to ask someone, gosh how

much money do you make? You could easily say, tell me about how the merit system

works here? What kinds of merit raises do you get on a regular basis and are they

competitive or they cost of living kinds of increases? You can introduce a

broad brushstroke kinds of questions in relation to faculty who you have

interacted with candidly during your interview process. What specifically

do you need to find out when you're doing your due diligence in relation to

a faculty position? Well, you have to find out a number of things. #1 -- you

want to know what is the actual and factual title. Is it assistant professor

of psychology? Is it an instructor? Uou want to know whether its tenure accruing

or not. If it is tenure accruing, when do you come up for tenure? Is it after three

years? Four years? Five years? Six years? Is there an

opportunity for early tenure? What is an early tenure review period? It's not at

all uncommon that tenure review happens in the fifth year but many universities

will give you an opportunity if you are on fast-forward to come up a year early

which could make a lot of difference to you in relation to your career. So, you

want to get a sense of the timeline -- you want to get a sense of whether you are a

nine-month or a twelve-month employee. Very commonly, an academic

position is either a nine-month or a ten- month contract with the summers being

extra. So, when they offer you a starting salary let's just say $65,000, in the

vast majority of instance, that's for your nine-month

contract and then if you would like to teach or you do grant work in the summer

then that payment is separate -- that's a separate independent

budget. So you want to find out is the contract for nine-months or ten-months?

Or is it a full year 12-month contract? And you want to know what the duration of

the initial contract is -- that is they're putting you in on a three-year contract

or a five-year contract when would I expect to be reviewed or and/or renewed.

Of course on salary side, you want to know what your base and annual

salaries might be. The base salary really is the most important feature and

component by far. What is my base, what is the base that you're offering me -

$60,000, $70,000 and then typically again is for your nine-months or ten-months

with the summer paying extra. And then you want to know can that be

supplemented in some way? Does the department offer opportunities to engage

in teaching for supplemental salary? For example, is it possible that you

could engage in any kind of outside consultation? Is there a university rule

about outside employment or outside consulting? Universities very

typically do they have you either disclose or they say, well you get a half

a day per week or something like that that you can do private practice or you

can do consulting work. They understand that often times people will

supplement their salaries at least in a marginal way doing other kinds of things.

Again forewarned is forearmed. You just want to know what the parameters are so

that you understand the rules by which you will be asked to play. Uou also need

to determine what you're worth and this is a challenge because as a

graduate student you may have come to believe, view yourself as worthless.

I don't mean that literally, but you're not thinking about your worth as

a graduate student. As a grad student you in fact an invaluable commodity, but

you are not a monetized commodity. In other words, you have never thought of

yourself in terms of the amount of return that you generate for your unit,

your program, your department, your university. But now you need to think

about that. You are now an asset and guess what? You're the single most

valuable asset a university has. You are an intellectual asset. Now, how do I

actually monetize and evaluate my worth as an intellectual asset? Well,

you find comparable information on faculty salaries at the institution

that's offering you the job. If it's a public institution -- I worked for 35 years

at the University of Florida in Gainesville -- those salaries are all

published. You just google faculty salaries University of Massachusetts or

wherever it may be and you can find department psychology, go to the website

if you need to, find the names of the faculty, write those names down -- go over

to the HR salaries and see what the assistant associated full professors are

making. Obviously you're an incoming assistant professor

you're looking at the salary range for people who are newly minted assistant

professors. You want to see what they make so that you get a sense of what you

are likely to be offered and whether it fits with the rationale salary structure

within the department. Another good source of information includes the

Center for Workforce Studies at the American Psychological Association.

Here's a web link you can simply go to APA.org and then in the search field put

in center for workforce studies and you will see they have a wide variety of

data tools they're -- highly interactive -- they're super cool tools and you can

determine starting salaries for faculty in various regions and by type of

institution public or private. Carnegie One, research one extensive versus

masters comprehension, comprehensive... you can break the salaries down and get a

sense of a starting assistant professor in the Northeast at a private

institution on average makes about what? I'm going to give you the broad

brushstrokes on that but you can ratchet down and find it in greater detail

simply by going to APA.org and then in the search field

putting center for work force studies. Then go to data tools -- you'll get a

wealth of information. Let me ask you a second poll. In general, what do you think

a starting professor in psychology in a department of psychology is likely to be

offered on a nine-month contract basis? Do you think you are most likely to be

offered thirty five to forty five thousand dollars? Fifty to sixty thousand

dollars? Sixty-five to seventy five thousand dollars? Or 85 to ninety five

thousand dollars? What do you think a starting salary for

an assistant professor in a department of psychology is likely to be across the

board irrespective of region overall? And the answer is across the

board, again irrespective of regional differences which are substantial and

institutional differences which can also be substantial -- right now you can most

likely anticipate that you'd be offered a starting salary for a nine-month

position ten year accruing in the department psychology indeed sixty-five

to seventy-five thousand dollar range and the summer salary would be extra.

The summer salary if you were to teach one or two courses might be in the range

of say five to ten thousand dollars. So that means you'd have your base salary

of sixty-five to seventy-five and you'd have another five or ten on top of that.

That would be a reasonable overall general starting salary for a newly

minted assistant professor in a department of psychology. But there's

huge variability and I want to be sure to emphasize that that variability is

the name of the game. These are actually data from the Center for Workforce

Studies out of 2015. I'm not so interested in you paying attention to

the absolute numbers here so much as the range...as a psychologist

you're fully aware of the difference between measures of central tendency

like a mean median and mode and measures of dispersion like a standard deviation

or a range or variance. I just want to call your attention to the fact that

there are giant ranges here. For example, if you look over to the next to

most far right column you'll see it says new assistant professor and you'll see

that in 2015 some poor professor was offered as little as $38,000 for his or

her starting position and some fortunate individual has offered a hundred and

thirteen plus! The average was about sixty and of course you can expect that

salaries are going up on average three or four percent per year. So if you look

at the difference in time four or five years between then and now and you add

in another ten or twelve percent, that's about where we are. We're in the into low

to mid-60s would be the mean. But again, the range is huge from 38 to 113 and of

course it varies by a wide variety things. It varies by rank -- obviously

associates make more than assistants. Fulls make more than associates so the

longer you stay the longer you make so you really want to compare your salary

not to the average salary in the department because that will be

comparing you against a lot of full professors, you want to compare to the

newly minted assistant professors. It varies by region.

It pays differently in the northeast for example. Salaries in New York City are

different than salaries in Peoria, Illinois.

Geographical region is important. We'll return to talk about salary

comparisons in a few minutes. It differs by type of institution. It may surprise

you to learn that private institutions pay on in general a little bit less than

public. But they have other compensation elements that are really

critical -- but you could expect to make a few thousand dollars less probably at a

private than most of the of the public institutions and so forth. There are

lots of reasons that the salaries may vary you just want to know that you are

in the ballpark and that you're comfortable that you're not dramatically

being lowballed and that you're comfortable with the salary that

you're being offered and confident that it conforms with at least national

standards. Of course, I also encourage you to look at a cost-of-living calculator

and look at the difference between how much a given salary will make in the in

the context that you're familiar with versus the context in which you'd be

considering going to. Just go online -- google online salary calculators

and they will allow you to compare salaries in real dollar terms in

different locations. Just for fun, just for the sake of illustration, I compared

the salaries in Washington, DC with Milwaukee, Wisconsin. Now, I'm in

Washington DC. Yesterday, I was in Milwaukee, Wisconsin. I was just

interested, gosh if I was offered an $80,000 job in Milwaukee should I

just stay there. I was there yesterday just like don't come

back to work stay there -- eighty thousand sounds pretty good! But how much would

that be worth if I were to bring it back to Washington, DC? I went to a salary

calculator and lo and behold I found out that that eighty thousand dollar salary

in Milwaukee, Wisconsin if I brought to Washington, DC would be worth in a real

dollar terms only thirty two thousand dollars! Why? Because Washington, DC it

turns out is two hundred and twenty five percent more

expensive than Milwaukee, Wisconsin. So, all that glitters

is not gold. You have to take into consideration that a salary in Manhattan

is really different than a salary in Champaign-Urbana.... San Francisco is

actually quite different. For example, than Eureka. So you need to take into

consideration geographical differences in relation to salaries. Universities

trying to compensate for that -- they do so really grossly inadequately. It's just

hard to keep up with those kinds of regional cost-of-living differences.

Negotiating your salary. Let's turn to talk about how it is that you actually

ask for more money. Jere's how it goes... You want to be able to ask for a salary

within a range or within a ballpark because this provides the administration

with greater latitude. It doesn't seem as forceful, it doesn't seem as demanding, it

doesn't seem as abrupt, it doesn't seem as confrontational.

It seems soft it seems fuzzy it seems inviting and it seems like if you gave

them a range of three, four, five, six, seven, eight, nine, ten thousand dollars

they could find something within that range and that's all you're asking. Note,

the range even the bottom of the range is above what you're being offered so

you're giving them a range but it's an upward range. If they offer you 65K you

would never say, while I was thinking I'd get a salary between 60 and 70 because

they think well, you've got a salary between 60 - 70. If they're offering you

65 you're thinking gosh, I'd love to be in the upper 60s to low 70s you know

that's where I would be comfortable. Let me just give you a couple of ways

that you can ask for a salary consideration. I'm going to give you two

verbatim sets of ways to ask very diplomatically, very respectfully, very

very very softly and very appropriately. You might say something like -- look I

very much appreciate the offer that you've given me and I definitely want to

respect the set the rationale salary structure within the department, but I

was wondering whether or not I could be given any further consideration, in light

of my prior experience and record.. in truth I'd be very comfortable in the mid

X range the mid 60 range the mid 70 range. Now, I have actually put in bold

critical operative terms. You'll note I have bolded appreciate -- I

very much appreciate. I'm starting with appreciation. I'm not starting with

demand. I'm not saying, gosh I can't believe you tried to lowball me.

I wouldn't start with, how dare you offer me a salary in the gutter!

That's so insulting... I can't tell you we both

trying to rip me off! I'm not going to start my career exploited! You

would never start that way. You would say that I very much appreciate... maybe

they're offering you $35,000 and you say I can't tell you how deeply appreciative

I am of the offer and then you're thinking to yourself but there is no way

no way in Hades I'm going to accept that offer! Then you tell them what you're

looking for...I appreciate it, I want to respect the

sound rational salary structure... nobody wants to upset the applecart.

They have assistant professors there say at sixty or sixty-five thousand -- if they

bring you in at seventy, it's going to upset them because they're bringing in

somebody straight out of graduate school now making more money than

they're making and they've been there for two or three or four years. Every

department has what they call a rational salary structure and almost assuredly it

is not a rational salary structure probably there's a lot of compression

and inversion or a lot of in consisting and equity in it. But they like to

believe it so you're participating in what I would call a shared delusional

disorder. You're saying to them, I know and you know wink and nod that

we're trying to be fair about this... we're trying to be rational. I don't want to upset

the applecart. I want to be respectful but I also want to come in at the

highest level I can. And then you say, I'm wondering whether I could be given any

further consideration, is a way of saying more

cash more coins more silver across the palm... what you're saying is, I want more

money but of course that's far more crass then saying is there any

possibility of receiving any further consideration in light of my prior

experience and record? And they understand that fully so those are the

operative words -- appreciation, rational salary structure, further consideration.

I would be very comfortable....you're boating a

fish, you're hiring a faculty member -- you're acquiring intellectual asset, you want

them to be comfortable. Nobody wants to bring in an unhappy faculty member. I

would be very comfortable -- meaning I would be inclined to

accept that offer. Let me give you a second way of saying exactly the same

thing. This opportunity is extremely appealing to me I can't tell

you how how excited I am although I have other places I'm considering or I have

other offers. This position really remains a top consideration for me at

this time. I just want to make sure that I'm making the best decision in relation

to the place where I can make the very best contribution. What I'm looking for

is a compelling reason to tip in favor of your University. To me a compelling

offer is one that lifts me into the mid 60s mid 70s whatever your figure may be. I

don't know if that's possible, but I do know that if we could position me in

that range, I would accept the offer promptly and begin making my transition to

the University ASAP. Do you see what you're doing? You're

giving them a range. You're telling them you're looking for a

compelling reason which is more cash and you're telling them in this case if I

they were to find more cash -- you'll come on board. This

is presenting a very compelling but not a demanding context for salary

consideration. It never ever ever ever ever ever hurts to ask for a salary

consideration. They cannot retract an offer once they have given it. They can

certainly say no. The worst that can happen is that they would say,

I'm sorry 65 is the cap. The position we bring in entry level people at is

the same level in order to provide a rational level playing field for faculty.

I'm sorry to say we can't offer you more than that -- it's really a salary cap

but we will try to to bring you in and make you comfortable in ways that

would support you and your success in every way possible. Keep in

mind their inability to increase the salary. Even if they can't increase the

salary encourage them to work harder to provide other compensatory

increases in other elements or components of the compensation package.

They may say, gosh we couldn't give Greg his salary but you know, let's go to bat

and see what else we can recruit what other resources weaker accrued how else

we can get him money or other baubles that will be important for him

career. It will redouble their commitment to finding other compensatory

elements in the package for you. Many universities are simply not going

to be willing to lose their top candidate for the difference in a few

thousand dollars. The difference between bringing you in at 62 and 65 is a drop

in the bucket compared to what they're spending on anything at any given day.

It's full of sound and fury signifying almost nothing, so they're not

going to want to risk going to candidate number two and number two having already taken

a position elsewhere just because you need another two or three or four

thousand dollars. The vast majority of places will work with you to be able to

give you a little bit better salary. They will have realistic caps -- every one of

them is going to have a cap. If they offer you 60 thousand dollars you

can't say well gosh I was really hoping I would be in the mid 70s. Well they're

just gonna say you know thanks but no thanks that's simply not realistic. But

if you say, gosh you're offering me 60 and I do see that as fair and I'm very

very very much appreciative but I really was thinking I would be in sort of the

more the low to mid 60s. That's very respectful and they're

very likely to find another two or three thousand

dollars. Even a very few thousand dollars can make a very big difference across

the course of your career given that everything is based on your

starting base salary. Here's a poll -- I want you to imagine that you go to

university and they offer you 65 thousand dollars. You say, could you give

me some consideration? I really thought I'd be little bit higher than that based

on my prior experience? Could you give me any kind of consideration

that would find me with a small bump? Suppose they come back and they

give you a $1200 increase -- instead of 65 they're giving you 66 - and you think wow that's

not much $1200. But I want you to think about this --- you take that $1200 --- imagine

that you invest that $1200 at 100 bucks a month into your 401 K or 403B

your retirement account. You put a hundred bucks per month in there and you keep it

in there until you sever service or retire 35 years later and imagine it

gets sort of a customary 7% return. You tell me at the end of the time when

you retire how much money will you make? Will you retire with as a function of

that $1,200 salary increase? A -- over $50,000 B nearly $100,000 C nearly

$200,000 or D over $1,000,000. Give me your response...

The correct answer may surprise you. the correct answer is in fact one

hundred and ninety-three thousand nine hundred and twelve dollars and eighty

four cents. You have earned yourself a couple hundred thousand dollars for

having asked one question. Gosh could you give me a little consideration in

relation to my prior experience? I kind of thought I'd come in a little bit

higher? I thought it'd come in sort of in the mid-60s and they give you a stingy

$1,200. But that's ten to twelve hundred dollars that give you today goes into

your pocket when you retire with two hundred thousand dollars! So Europe is

looking closer! Are you with me? You can do a lot with two hundred

thousand dollars and you did it on the basis of one simple question and that is

a fairly modest counteroffer to be honest with you. It wouldn't it all be

uncommon to see a counteroffer more in two, three, four, five K range. Keep in mind

your base salary is only one element of a compensation package. It's a critical

one but let me tell you all that glitters is not gold and the overall compensation

package is far more important than any single element including the base salary.

Base salary is the single most important element but there are many

other elements that could make it a great package or actually a very weak

package. Those other features are divided into negotiable and non negotiable

elements. Let's look at what those are. You tell me... which of the following

elements you believe are negotiable that is that you can ask for more in relation

to your compensation package? A availability of summer teaching hey I

want to teach in the summer I want you to guarantee that to me B assignment of

a research assistant assistant hey I need a research assistant I need a third

time research assistant assigned to me dedicated to me me me me me I need help.

C moving expense hey I'm moving from Peoria or I'm moving

from Eureka can you give me five or ten thousand dollars to make that move is

that negotiable? D reduce teaching though you know I don't know about a - to love

about a three three load could you bring me in with a lower teaching load to help

me with the transition is that negotiable or non-negotiable?

or E all of the above. Go ahead and make your guess a b c d or e --- what you will

see is that in fact they are all negotiable! Every one of those elements

is a negotiable one. In fact you can divide negotiable and non negotiable

compensation into these two columns. We've already talked about base pay

haven't we okay so and how you get that up --

would you consider... I was thinking that would be getting an offer in the mid 60s

in the upper 60s low 70s in the mid 70s in the upper 70 min a range nice soft

nice inviting very diplomatic but you are looking for a few thousand dollar

bump knowing it's going to result in a few hundred thousand dollars across the

course of your career. Now other elements that are negotiable...

Summer salary. Yes you can say is there available summer teaching and if there

is ton summer teaching available which is usually on a competitive basis -- most

faculty most departments cannot offer as many courses in the summer so not

everybody can teach, but they very much like to have the young faculty teach

because a lot of times they pay them a base based on their base salary their

base salaries are lower so they actually do a salary savings and also it's more

helpful for somebody who's just coming in and needs the money. It's not at

all uncommon for them to say we'd be glad to guarantee you summer teaching.

Your could say, I teach course on you name it personality psychology is it

possible that I could get summer teaching guaranteed for say the first

two years? Keep in mind they've already encumbered this money -- they already have

to teach these courses. It's just a matter of who they pay to teach

these courses so they're not actually having to find new money they're just

assigning you to existing money. Another way of saying it is, it's costing them

nothing to assign summer salary to you so it's very reasonable to say, could

you guarantee me summer teaching for the first two years for the first year for

the first two years the answer very commonly is going to be yes. How about

moving expenses? You could say that it's gonna be really expensive. I'm not

sure how much and they say well you know we put $3,000 in there and you said well

that sounds good but what if it's $8,000. Do you mind if I go ahead and get three

three bids on moving and then and you actually get five bids and then you give

them the three highest and then you say can you reimburse my expenses up to this

dollar amount based on receipts? That's a very reasonable thing to

request moving expenses. Teaching load. Most research ones Carnegie extensives

are going to have to - teaching loads. That means teach two in the fall - two in

the spring. Masters comprehensives are going to have three three loads -- three

courses in the fall, three in the spring. And some will have four. Four

in the fall four the spring. You can ask, is it possible in order for me

to get my laboratory set up and to make the transition that I could come in with

a reduced - teaching maybe one course in the fall and two in the spring or one in

the fall and one in the spring in the first year? It's very common that

they'll make that concession because it costs them nothing. They go pay an adjunct

four or five thousand dollars to cover that other course in order to give you

the opportunity to come in and make an effective transition. It's a very

reasonable request and it's very commonly granted. Availability of a TA or

an RA. Can I have a teaching assistant for any of my undergraduate classes and

can I get a research assistant like 1/4 time or a third time assigned to me for

the first year or two until I can get my grant program going until I can become

research productive would be really helpful if I could have an RA. Most major

universities with doctoral programs certainly or even master's programs have

money available to help fund stipends. To help fund research assistantships and

again the money is encumbered. Tt's a matter of who they assign the person to

and of course they really would like to assign them to the junior faculty to get

them up and running. Travel support. Most departments have some kind of a policy.

Each faculty gets $500 a year. Each faculty gets $1,000 a year. Each faculty

gets $2,000 a year. It's not much. It's enough to defray the cost of one trip or

maybe two at most. But you can say gosh what is the customary travel support? Is

possible that I can receive a thousand

dollars in the first year and a thousand in the second? Or two thousand in the

first and one in the second? Again this is non-recurring cost -- it's one-time cost.

It's cheap money. Travel monies are already allocated. It's just a matter of

who you assign them to. They're sort of in a sense stealing from Peter to pay

Paul --they're taking away from an open pool of resources and just pre

dedicating some of that to you. Very reasonable to ask for. Memberships. Are

people expected to be a member of the American Psychological Association? If so

are those memberships in some ways covered or reimbursed? Not at all

unreasonable to ask for -- in that first year or two is it possible you can cover

my membership in the Society of Neuropsych and the American

Psychological Association. And then of course the lab and office equipment

which is part of what we will talk about the start-up package in just a minute.

You'll see and we'll return to in a minute the non-negotiable elements of a

compensation package that you can see some of those there. Let's turn then

to talk about that startup package and things for you to consider. You

definitely will be asked what do you need by way of a startup package

to get going. You have to consider your lab space -- what do you need in

an office. You need some kind of lab space. If you have a wet lab you've got

to have lots of equipment. If not, you probably just need computers and who

knows what other kinds of hardware -- obviously office furniture, software, your

moving expenses. You want to ask about is there internal grant support within the

university that you can compete for? We talked about travel support we talked

about summer support, we talked about teaching reductions, teaching assistance

or research assistance. And of course you want to know if I get a grant can I buy

myself out of teaching and reduce my teaching load so I can concentrate more

on my research. But they're gonna ask you what do you need to succeed and so

you're gonna need to sit down and write down what you need. This is not a wish

list. It's not what you want it's what you need. The expectation is you will

generate grant dollars to cover the costs of upgrading your equipment and

growing your lab, but they want to make sure that you at least get started.

Certainly if you're applying to and been accepted to a research one Carnegie

extensive kind of university. What does it start a package look like? Well

I'll just give you a sample startup package there is nothing sacrosanct

about that -- there's nothing special about this. There's nothing dyed in wool, nothing carved in stone. I'm just giving you an illustration. This actually is an illustration for a

graduate student of mine who recently took a position in the Midwest.

What she was able to negotiate as a reduced teaching load of a 1:1 in the

first year -- they were expecting a two to two in the fall - in the spring she got

them to reduce it to one in the fall one in the spring. Gives her a lot more time

to get things up and running in her lab. She got them to assign a TA to all of

her undergraduate courses which they do for all the faculty there. But also give

her a third time point three three full-time equivalent research assistant for the

first two years she's there. Huge advantage in terms of getting your

research program up and running. They also guaranteed her summer teaching for

the first two years so she didn't have to compete for it. She knew she would get

summer teaching. And in that case they pay I think it's a five or six thousand

dollars per course per per year and she could teach one in

summer A and some of the one and B so she was able to make another ten or

twelve thousand dollars -- which is very nice. They also gave her travel funding --

two thousand dollars in the first year and a thousand guaranteed in the second

year. And they gave her equipment cost and software cost to total twenty seven

thousand dollars. Again that might be twenty seven hundred or it might be two

hundred thousand depending on what your area of research is and what your needs

are. And they give your moving expenses up to eight thousand dollars based on

reimbursed based on receipts that she brought to them. That's a sample

startup package. These are in addition to obviously the salary -- this is part of

your compensation that's not salary predicated. If things bog down at some

point in relation to an element particularly a salary element, you can

say something like this -- look if you can accommodate this consideration, if you're

going to accommodate me in the mid-sixties if you can accommodate 1:1

teaching mode, if you can accommodate a guaranteed summer, whatever it may be

then I will be willing to sign immediately and begin the transition to

the university enthusiastically at this time. If you use this approach, it's very

very important that you say what you mean and that you mean what you say. If

they do provide the concession you are in fact obligated to accept the offer --

just as you indicated you would do. You can't get them to make that concession

then you say one more thing... you have already committed.

In terms of the non-negotiable -- these are elements that you can't

negotiate -- they're part of the HR package. There are legal ramifications, they're

typically university or state university system-wide benefits so you can't

negotiate your medical-- you can't say gosh I want free medical. You can't

negotiate your sick leave -- they'll give you a certain amount of sick leave or

vacation time which gets paid out at some percentage when you actually leave

the university. You can't negotiate your raises -- you can't say, well I want a

minimum of a 3% raise every year. I don't care what other people get. I want you

nothing less than five percent each year. You can't do that.

You get what you get and again it's across the board. Children's tuition. A

lot of times there's a children's tuition program -- your kids can go to

university for a reduced rate or have some kind of tuition exchange program.

Sabbatical. You can't negotiate for additional sabbaticals. You're eligible

for them every five years or seven years or whatever the overall University

requirements are. You can't really negotiate your parking or

transit costs. Coursework. Commonly you get one course per year you can take

for free if you want to do that. You can't say well gosh I want four courses

a year because I want to do a second PhD in

accounting or whatever. You can't do that. And you can't negotiate your retirement

plan. They will give you a fixed percentage 2% 3% 5% 10% they

will contribute to your 401k/403B each year and you can't say gosh I need

something more than that -- it's a fixed amount. Those are non-negotiable elements.

I put them up here because they're critical to know because they can make

and/or break the difference in a given overall package and I would give you an

example here. Imagine two identical individuals who received two almost identical offers and

I want you to compare these two offers -- both of them are offered a nine month

salary of $75,000. They're both thirty years old they hang in there for

35 years. They retire 35 years later and every year say both people receive 3%

raise. Across that time every single year both of them put 10% of their salary the

exact same salary 10% of their salary away into their 403B

program the retirement program -- deferred compensation. And they do that across the

35 years of a period of time before they retire. The only difference between these two otherwise identical instances is that in the first case the employer contributes nothing at all to the person's 403B whereas in the second instance the

employer dedicates 10% matches the employees 10% with another 10% . Otherwise

absolutely identical offers, absolutely identical increases across time

absolutely identical periods of time -- everything's identical. The only

difference is in the first instance the employer contributes nothing in the

second instance the employer contributes 10%. Now you tell me, what's the

difference in these two retirement packages when the faculty members sever --

service which is the term for retirement 35 years later? Is the difference nearly

$100,000? Is the difference a quarter of a million dollars? Is it a difference of

a half of a million dollars? Or is it a difference of more than one and a half

million dollars? What's the difference in those two scenarios? And I will give you

the answer which is in fact -- over one and a half million dollars!

In scenario one, the person is going to retire with one and a half million

dollars. In scenario two with the 10% match by the employer the individual is

going to retire with over three million dollars! That employer match means

everything. Let me tell you, in academia I have seen employer matches as low as two

to three percent to as high as 14 to 15 percent. The individual who I just

mentioned a few minutes ago who just negotiated a new job in the Midwest,

her University actually provides a 14.2 percent match. I told her she can

never leave that University. Those are golden handcuffs.

She'll retire with over 6 million dollars if she doesn't do anything

aggressive at all. It's unbelievable! You want to know what the retirement

plan looks like. You want to be sure you look at your health coverage dental

insurance life insurance all of that stuff -- you want to look at the family

related benefits like tuition support through your family members, private

universities oftentimes will let your kids go to the university for free!

That's like $100,000 gift. you want to look at sick leave, look at

vacation leave. You want to look at whether or not they have any kind of

housing subsidies. Basically you want to just schedule a meeting with

your HR/human resource people while you're on on the campus or when you go

back for a visit or simply by phone and talk with them about all the employee

benefits before you make an employment decision. You do not want to find out

afterwards that your major medical is going to cost you $1,200 a month and

guess what it doesn't cover dental or eye and it's a 50% copay. These are

things you want to know in advance because they could dramatically erode

your salary. Last couple things.... handling multiple offers. If you're offered multiple positions there's nothing more gratifying and in truth there's nothing more advantageous than balancing two or more offers at the same time. But it also introduces some complexity. I want you to

know that you should keep all parties informed about the status of other

offers. It doesn't mean you have to go into the jot and tiddle and every little

bit of information about what the contract that's being offered you looks

like, but it's very reasonable to say, in truth Michigan is offering me in position and it's in the upper-60s. You're offering me one of the low-60s if we could close that gap I would be really

inclined to go with you over them. Otherwise I'm just uncomfortable in

losing an eight or ten thousand dollar difference. Is there anything you

can do? It's not unreasonable to use your leverage to ask an institution to

match or close the gap in offers but only if you intend to accept the offer!

You would never say gosh they're offering in the upper-60s your offer in

low 60s I would love it if you could close the gap. They close the gap and

then you say thanks but no thanks -- that's not going to be appropriate and that's

not going to be diplomatic. You want to be prompt to refuse or

reject an offer so the other candidates can be considered for a job that you

declined. You don't want to get into gridlock -- universities hate it and you hit it too if

you are waiting for somebody else to make a decision. If you're

stringing them along for many weeks and they're waiting and you turn them down

they're number two three four candidates may already have accepted other

positions so they will get really antsy really quickly a couple weeks is not an

unusual period of time to give you to make a decision.

It's very reasonable for you to ask for an extension if you need an extension

by a week or even two weeks. But you can never miss a deadline! If you need a

week you take a week but you don't take two weeks or three weeks because they

will stipulate a deadline and they are legally of course at the point that the

deadline expires they are entitled to move on and the offer is nolonger

standing. Final considerations I will mention to you and then

close and take questions. Always always always negotiate in good faith. Be

honest, be professional, respectful appreciative and interested. Remember the

people who you are negotiating with are working hard to address your

needs -- they work hard to get you into the pool. They worked hard to get you to the

top the pool. They've worked hard to get a contract for you. They're trying to

address your needs -- they're working on your behalf please work with them

respectfully and diplomatically. Don't forget, at the end of the day whether you

accept the position or reject the position these are going to be your

future colleagues and your future co-workers -- be kind to them so that they

in turn will be kind to you. Good place for us to stop and take questions.

[APA Host] We are really tight on time so I don't think we're even going to be able to get to

any questions. Greg, I want to thank you so much for your presentation today -- so

much great information to take home and consider when negotiating a faculty job

offer. Also, I want to thank all of our listeners today for your participation

during the polls -- sorry we didn't have time to get to any Q&A; but I hope that

you felt that Greg's great advice was well worth the time. As I mentioned

earlier, Dr. Neimeyer is the director of APA's office of continuing education in

psychology. This office provides CE opportunities for psychologists to

expand their skills while earning CE credits through a wide range of topics.

On this slide are just a few of their upcoming programs, Dr. Neimeyer is also the

head of APA Center for Learning and Career Development

which provides career oriented training resources and activities for

psychologists. We've listed just a few of them on this slide. Both of these resources

are very valuable -- well worth exploring more. You can find them on our website

APA.org. We're also going to chat out those links to you right now. Today's

workshop is an extension of our long-running How Did You Get That Job?

Webinar Series where we interview individuals with psychology degrees

learn what skills they use on a daily basis in their job and how they got to

their current position. If you would like to review some of our previous talks you

can find them all on our membership section of APA.org. if you are interested

in attending our next How Did You Get That Job? talk it will take place on May

1st. Our guest will be Dr. Matthew S. Harrison the vice president of human

resources at Jackson Healthcare, a leading provider of healthcare staffing

services based out of Alpharetta, Georgia. Be on the lookout for it. Thanks again

and have a great day!