



Transforming Culture in
Engineering Education



Kate Farrar
Director, Campus
Leadership Programs AAUW

\$tart \$mart Salary Negotiation

Kate Farrar, Presenter

April 24, 2013

WEPAN 2012-2013 Webinar Series



- **Host & Moderator: Shawna Fletcher, WEPAN Professional Development Chair**
Interim Director, Women in Engineering Program,
The Ohio State University



- **Presenter: Kate Farrar, Director, Campus Leadership Programs for AAUW**

General Info and Q&A

- The webinar uses Voice Over Internet. If your sound quality is not good, a teleconference line is available:
 - Phone: +1 (951) 266-6131, Access Code: 466-833-608
 - Audio Pin: Check your screen once you dial in.
- Participant microphones are muted for quality.
- Undock, expand “Questions” pane in control panel.
- We will stop for questions at the end of the webinar. Presenter will stay on the line for an additional 10 minutes after the webinar. Please post your questions during the webinar.
- Stay with us if we are temporarily disconnected.
- Download PowerPoint and link to recorded webinar at www.wepan.org > Webinars.

WEPAN's Core Purpose

- **To propel higher education to increase the number and advance the prominence of diverse communities of women in engineering.**



About WEPAN www.wepan.org

- **Core Values:**
Knowledge, Collaboration, Inclusion and Leadership
- **700 members from 200 engineering schools, corporations, government and non-profits**
- **Support WEPAN's work! Join and make a donation at www.wepan.org**

WEPAN Knowledge Center

<http://wepanknowledgecenter.org>

Goal: Increase the number, scope and effectiveness of initiatives to advance women in engineering.



The screenshot shows the WEPAN Knowledge Center website. At the top left is the logo, which consists of a cluster of red and grey dots forming a starburst shape, followed by the text "WEPAN Knowledge Center" and "Women in Engineering ProActive Network" below it. To the right of the logo are navigation links: "FAQs | About Us | Media Center | Sign In". Below these links is the tagline "Respected. Relevant. Reliable." and a descriptive sentence: "The WEPAN Knowledge Center is your online resource for research, best practices, and professional communities dedicated to advancing all women in engineering." A red button labeled "Enter the Professional Community >" is positioned below the tagline. The main content area has a dark grey background and features a search bar on the left with the text "Search the Knowledge Center:" and "Search..." followed by a search icon and a link to "Advanced Search >". Below the search bar is the text "Already a registered user? Login or Register". In the center is a photograph of four diverse professionals (two men and two women) smiling and clapping. On the right side of the main content area is a section titled "What's New in the WEPAN Knowledge Center" with two article teasers: "Making Machines Talk: Formulating Research Questions" and "HIV Microbicides: Rethinking Research Priorities and Outcomes", each with a small icon. A "... more" link is at the bottom right of this section.

- **Catalogued and fully cited resources-1,300+**
Research, reports, data and statistics, agenda papers, bibliographies, best practices,
- **Online Professional Community**
Network, collaborate, identify experts, share information



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**Where it
begins**

Graduating to a Pay Gap

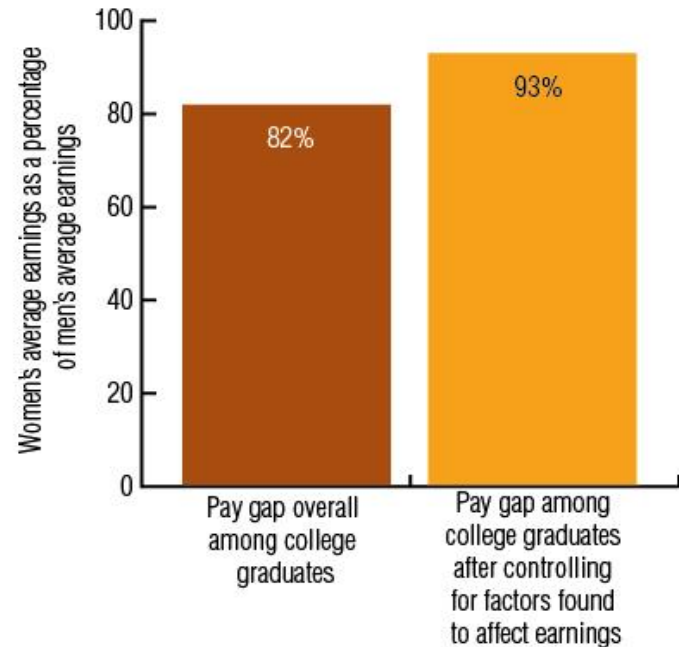
AAUW analyzed earnings and student loan debt burden among a nationally representative sample of college students in 2009, one year after their graduation. This is the latest available data.

Apples-to-apples comparison

- Average age 23
- Single and childless
- Working full time
- Similar types of colleges/universities
- Similar grades
- Regression controls for all factors

One Year After

FIGURE 10. The Pay Gap One Year after College Graduation, with and without Explanatory Variables

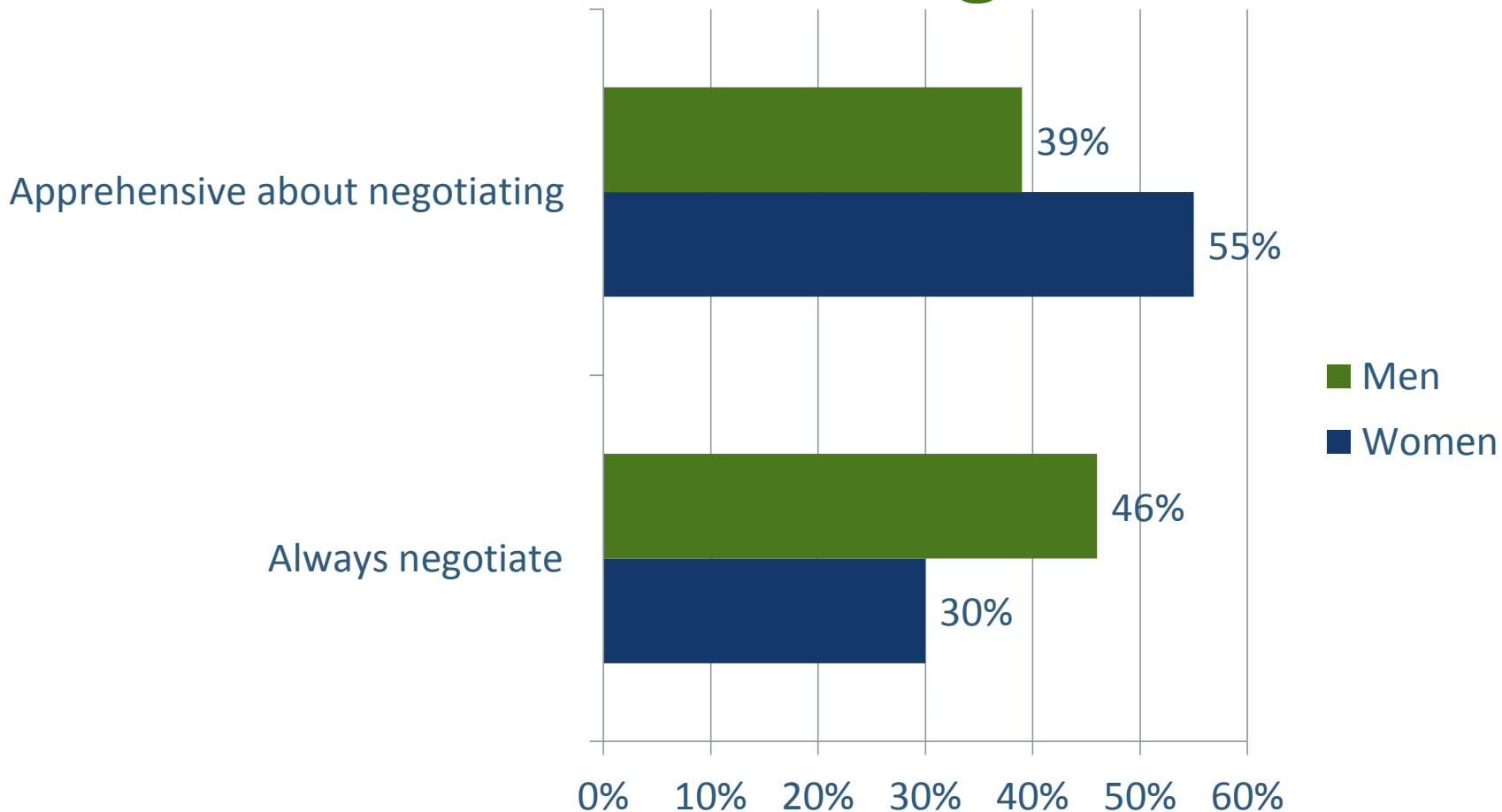


Notes: The chart shows the pay gap among 2007–08 bachelor's degree recipients in 2009. The column on the left shows the pay gap among all bachelor's degree recipients working full-time one year after college graduation. The column on the right shows the pay gap among bachelor's degree recipients working full time or in multiple jobs after controlling for factors found to affect earnings. Factors controlled for include occupation, economic sector, hours worked per week, multiple jobs, months unemployed since graduation, undergraduate GPA, undergraduate major, undergraduate institution sector, institution selectivity, age, region of residence, and marital status. This analysis excludes graduates older than age 35 at bachelor's degree completion.
Source: Authors' analysis of U.S. Department of Education, National Center for Education Statistics, *2008–09 Baccalaureate and Beyond Longitudinal Study* data.

What the research shows



Women don't negotiate



Women Don't Ask: The High Cost of Avoiding Negotiation--and Positive Strategies for Change

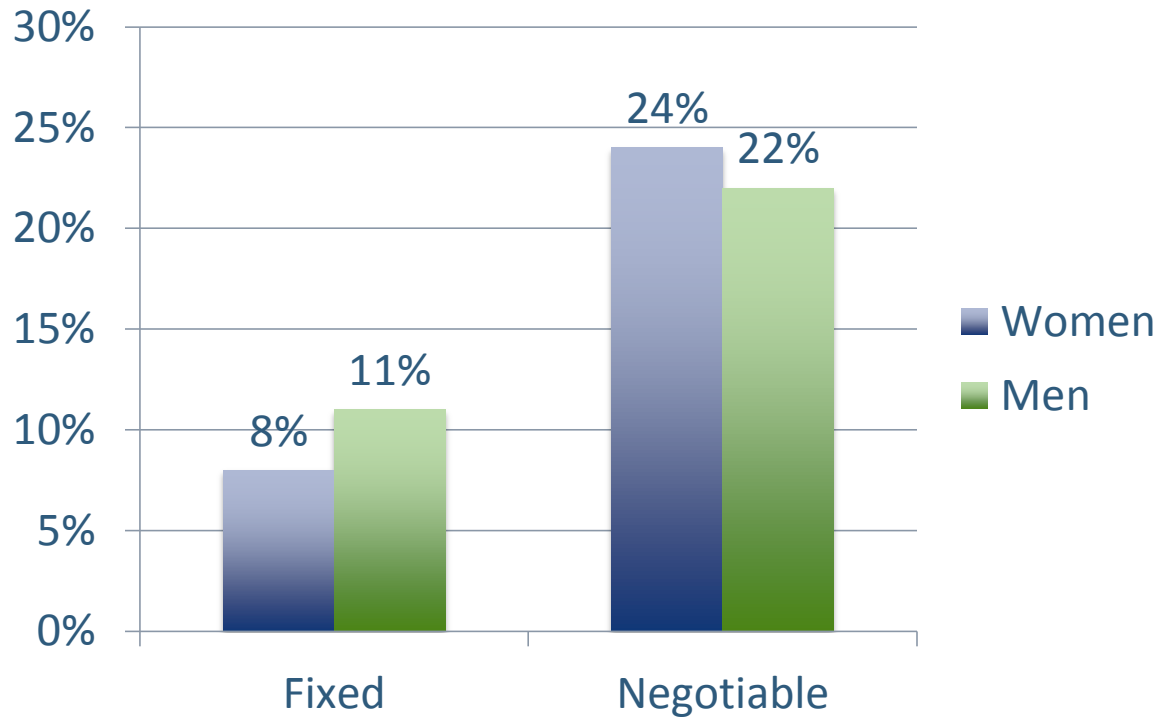
Linda Babcock

Perceptions of women who negotiate

- Evaluators penalized female candidates more than male candidates for initiating negotiations. There was a clear “Double bind” for women.
- With a male evaluator, women were less inclined than men to negotiate, and nervousness explained this effect. No gender difference when evaluator was female.

Social incentives for gender differences in the propensity to initiate negotiations:
Sometimes it does hurt to ask <http://www.cfa.harvard.edu/cfawis/bowles.pdf>

Defined vs. undefined salary



Do Women Avoid Salary Negotiations? Evidence from a Large Scale Natural Field Experiment
<http://www.nber.org/papers/w18511>

Where to

START

MÅL

WATCH THE GAP

Understand the
consequences

ESTABLISH A

TARGET

TARGET

TARGET

TARGET

TARGET

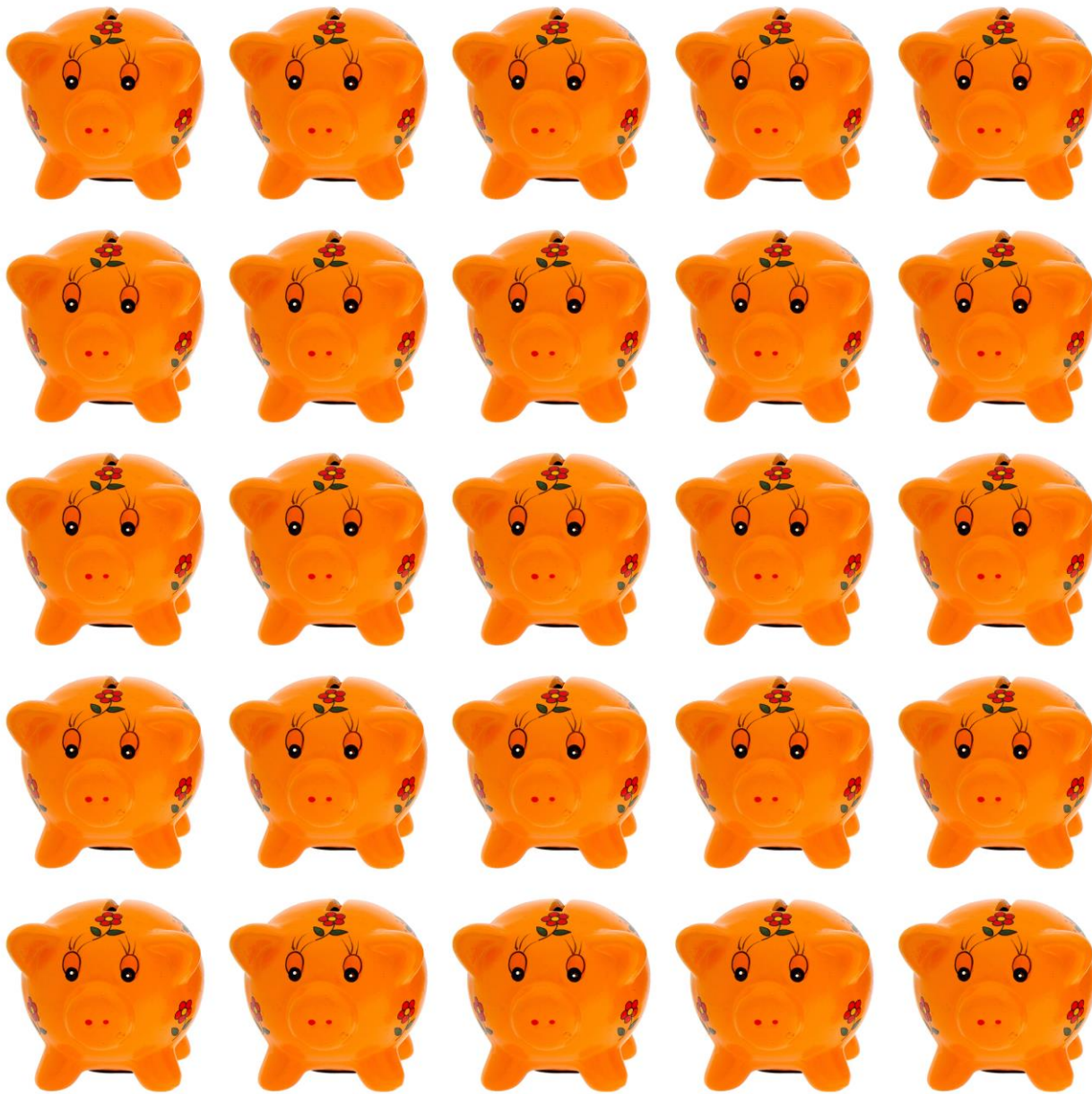
TARGET

TARGET

TARGET

TARGET

SALARY



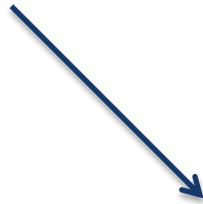
Create
your
basic
budget



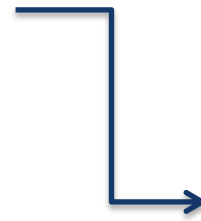
PRACTICE



Tone



Tactics



Tips

What they can't ask you...

- About pregnancy, marriage, childcare arrangements, or earnings of her husband, if the purpose is to try to penalize the female employee.
- Employers cannot make stereotypical comments about women and their work habits or make assumptions about the work habits of women with children.
- If you have a visible disability, they may ask you about accommodations you would need.



Be creative

After the offer don't forget...

- What are the promotional opportunities of this position?
- To what position/level?
- How and when will my performance be reviewed?
- Will this include a salary review?
- What kind of salary progression would be expected in the first three to five years?

\$tart \$mart Salary Negotiation Workshops

\$tart \$mart prepares college women to negotiate for fair pay.

- Over 7,000 women students trained
- Over 125 campuses since 2008
- 200 workshops in spring 2013
- You can become a trained facilitator!



“I am confident that the skills and techniques I gained in the workshop will be valuable tools for a lifetime.”

— Wright State University student

\$tart \$mart Builds...

CONFIDENCE

KNOWLEDGE and
SKILLS

Learn more about how to bring \$tart \$mart to campus and be trained as a facilitator <http://www.aauw.org/what-we-do/campus-programs/>

Pay it forward

- Make sure other women are making the “ask”
- Advocate for staff
- Take the implicit bias test - <https://implicit.harvard.edu/implicit/>
- Engage in advocacy and community action efforts

Now it's your
turn to...



ASK



Keep in touch

Kate Farrar, Director, Campus
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Asking Questions and Discussion

- **Participant microphones are muted for webinar quality.**
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Questions and Discussion



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Leadership Programs for AAUW

Thank You for Attending

We Hope You Enjoyed the Webinar!

- Links to the PowerPoint and recorded webinar will be posted at www.wepan.org > Webinars
- Share with your colleagues!
- Survey following the webinar—please respond!
- Support WEPAN—make a donation at www.wepan.org > Donate
- Pay a personal tribute to someone who has made a difference to women in engineering
- Thank you for attending today!