

# Negotiating in the Academy: A Conversation led by Margaret Crocco & Mary Juzwik

Tuesday, March 25

from 11-12:30 in 252 Erickson

Lunch will be served



New and seasoned academics alike often find themselves puzzled about the "game" of negotiating, wondering about such questions as:

- Should I just be thankful that I have landed a job and take what I am offered?
- Or...should I ask for more?
- And if I do ask for more, what factors should I be thinking about? What tone do I strike? How should I proceed? What strategies produce the best possible outcomes?
- When I'm already in an academic position, how do I go about asking for funds, resources, materials, or other help I need to do my work more effectively?
- How do the arts and skills of negotiating relate to the well-known income equity gaps between men and women?
- How do I use such skills without becoming arrogant or losing a sense of proportion?

Join the literacy colloquy this coming week, on Tuesday March 25 for a conversation about how to negotiate in the academy, led by Professor Margaret Crocco and Associate Professor Mary Juzwik. Participants will receive a copy of Babcock & Laschever's book, *Women Don't Ask: The High Cost of Avoiding Negotiation & Positive Strategies for Change* (first come, first serve, until the books run out). Most of the session will be devoted to conversation about issues participants would like to discuss, so please bring your own questions and concerns.

**Dr. Margaret Crocco** is incoming Department Chair and Professor in the Department of Teacher Education. Her scholarly work focuses on issues of diversity, both national and international, within a social studies education context. Most prominently, she has investigated how "women of the world" have been featured--or ignored--in global studies and world history courses, state curriculum frameworks, and teacher preparation programs.

**Dr. Mary Juzwik** is an Associate Professor of Language and Literacy in the Department of Teacher Education. Her work explores how the interactional dynamics of classroom talk in English language arts relate to broader issues of teaching, learning, ethics, and equity in global society.