

the ONEAL project – Curriculum DRAFT

Learning Objectives

The learning objectives were developed to provide guiding principles by the project team, advisory board, and 12 academic library workers from a variety of institutions during a curriculum workshop in November 2022.

Learners will be able to:

1. Analyze their library's position within negotiations.
2. Apply best practices in principled negotiation when planning and conducting complex negotiations with library vendors.
3. Optimize available options during negotiations by forming strategies to be used during negotiation and building coalitions of support.
4. Evaluate license clauses to understand their potential impact on the library and its user communities.
5. Identify clauses that are in or out of alignment with the library's interests and be able to explain why to vendors and other stakeholders.
6. Explain license clauses (including alternatives to standard vendor language) that protect and advance library interests.
7. Describe current issues facing academic libraries how they relate to negotiating with third party vendors to provide guidance and leadership within their organizations.

Curriculum Objects

Asynchronous Instruction Learning Objects

Developed in support of self-paced learning in a variety of settings.

Synchronous Instruction Support Materials

These will be discussion guides and exercises that can be used by groups to facilitate group learning and potentially consensus building.

Case Studies

Using information gathered from interviewing academic library workers to create fictionalized case studies two or more learners will be able to practice preparing for and executing negotiations. Each case study will be written from both the library and vendor perspectives and will include a teaching note.

Content Design Considers

- How can **learning content** best be **delivered** (video, text, etc.)?
- **Existing resources** that can be integrated into the curriculum.
- Active learning **assignments** that participants can prepare, gather, and refer to when planning and executing future negotiations with library vendors.
- **Application** within our field through interviews, panel discussions, case studies, etc.
- Formative **assessment** provides feedback on understanding.

Curriculum Outline

- I. Module 1: Foundations
 - a. Introduction to the course
 - i. Introduction to the curriculum – overview of the course
 - ii. Historical context
 - iii. Different pricing models
 - iv. Glossary
 - b. Contract & Licensing
 - i. Anatomy of a license
 - ii. Navigating the contract review process
 - iii. Understanding local context
 - iv. Negotiating difficult terms
 - c. Introduction to Negotiations
 - i. It's a business relationship
 - ii. Principled negotiations
 - iii. Empowerment - asking for what you want and need
 - iv. Yes, you should negotiate!
 - d. Negotiation Planning
 - i. Understanding your BATNA and reservation price!
 - ii. Researching vendors and determining ZOPA
 - iii. Planning concessions
 - iv. Framing, anchors, first mover advantage
 - v. Preparing for no
 - e. Resource Talks
 - i. Short videos: academic librarians discuss their favorite negotiation resource.
- II. Module 2: Strategies
 - a. Setting Priorities
 - i. Based on values
 - ii. Using Pareto Analysis when you can't negotiate every deal
 - iii. Value creation in the deal
 - iv. Living in the gap (managing morale)
 - b. Engagement
 - i. Solo vs team efforts
 - ii. Engaging with other librarians, administrators, institutional faculty, students, procurement, and general counsel.
 - iii. Leveraging relationships (e.g., Consortia)
 - c. Managing Vendor Relationships
 - i. Facilitating good relationships with vendors
 - ii. Informing vendors of academic library and institutional context
 - iii. Managing behavior
 - d. Power Dynamics
 - i. Facilitating good relationships with vendors
 - ii. Informing vendors of academic library and institutional context
 - iii. Managing behavior

- III. Module 3: Issues
 - a. Acquisitions Models
 - i. Traditional access models
 - ii. Point-of-need models
 - iii. Evidence-based acquisition
 - iv. Open Access
 - v. Transformative agreements
 - b. The intersection of technology & licensing
 - i. Text Data Mining (TDM)
 - ii. Privacy & Surveillance
 - iii. Authentication
 - iv. Accessibility

Have you written about or developed any tools that support a topic area in the curriculum outline? If so, email macyk@iupui.edu

Diversity, Equity, & Inclusion

The ONEAL project includes structural support to both invite and sustain participation from underrepresented library professionals. Our goal to produce open educational resources centered on negotiation practice and strategy will support the development of a critical skill set for managing collections and leading libraries. In each phase of the project, we will consciously invite and include librarians from underrepresented groups, particularly librarians of color and those who work with under-resourced institutions. This is particularly important in the planning and piloting stages of the project. When we solicit volunteers, we will ask that people complete a survey providing information about their interest, as well as the option to disclose demographics and institutional data so that we may ensure representation in attendance at the curriculum workshop, case study interviews, or participating in the pilot study.

We recognize people of color, particularly women of color, are often asked to provide their labor without compensation as part of service opportunities. To address this barrier to participation, a significant portion of the budget for this grant is earmarked to compensate those who participate as an advisory board member, in the 6-hour curriculum planning workshop, in OER content creation, and as pilot-testers. As part of content creation, ONEAL will cite and elevate the work of underrepresented experts and practitioners.

We will prioritize conferences and communication platforms for marginalized communities during our outreach.