

*This is an excerpt from the grant proposal submitted to IMLS which provides context in regards why negotiation education is needed.*

## Open Negotiation Education for Academic Libraries (ONEAL)

Indiana University Purdue University – Indianapolis, in collaboration with Grand Valley State and Belmont Universities, seeks \$238,689 in funding from the Institute of Museum and Library Services through a two-year Laura Bush 21st Century Librarian Program grant to support the development of Open Negotiation Education for Academic Libraries (ONEAL). The purpose of ONEAL is to produce open educational resources (OER) centered on teaching negotiation practices and strategies using the academic library context of negotiating third-party content provider agreements. In doing so, ONEAL supports the development of open curricula and educational resources for teaching negotiation skills within academic libraries and in Master of Library Science (MLS/MLIS) programs. Incorporating feedback from librarians who negotiate for collections resources, ONEAL will develop asynchronous learning modules to teach negotiation strategy, issues surrounding negotiating contract terms, and introduce and provide guidance on negotiating issues important to academic libraries (e.g., patron privacy). Other ONEAL benefits include the development of teaching resources to support synchronous learning and library-centered case studies that can be used to practice negotiation skills.

This project supports grant program goal 3, specifically objective 3.2. Academic librarians and staff who engage with collections work to support institutional research, teaching, and learning goals will benefit through access to a freely available professional development resource that builds a strategic skillset, planning and executing principled negotiations. These OER will teach learners how to prepare negotiation strategies that serve their library's and their stakeholders' interests while facilitating budget management. Learners will better be able to understand their best alternative to negotiated agreement (BATNA), predict their zone of possible agreement (ZOPA), understand their own and their vendors' interests, and plan concessions by working through the asynchronous learning modules, participating in synchronous learning activities, and using the developed case studies to practice preparing for and executing negotiations centered within the academic library context. Access to library resources should improve over time through effective negotiations of contract terms and pricing for materials, while advocating for the rights of library users, since empowered librarians (regardless of their institutional funding) will be able to negotiate better deals with vendors.<sup>1</sup>

## PROJECT JUSTIFICATION

Academic libraries can benefit by proactively equipping staff with proper skills in grantsmanship, fundraising, collection development and management, and the ability to negotiate for better vendor agreements. Faced with looming budget cuts, teaching these skills to library staff and students in MLIS programs is an urgent unmet need. Currently, academic librarians often lack formalized training in negotiation skills and strategies.<sup>2</sup> Many library professionals learn to negotiate pricing and licensing agreements with third party vendors from colleagues on the spot when confronted by imminent budget cuts. For libraries to support the mission of the university, their community, and Diversity, Equity, and Inclusion (DEI) initiatives, the procurement of funding and contract negotiations skills must be forward-thinking and comprehensive. Development of this skill set will enable libraries to operate sustainably while

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<sup>1</sup> Studies that support that performance improves with negotiation training: Eman El Shenawy, (2010). "Does negotiation training improve negotiators' performance?", *Journal of European Industrial Training* 34, No. 3 (2010): 192-210 <https://doi.org/10.1108/03090591011031719>; Hal Movius, "The effectiveness of negotiation training." *Negotiation Journal* 24, no. 4 (2008): 509-531. <https://doi.org/10.1111/j.1571-9979.2008.00201.x>

<sup>2</sup> Michael Gruenberg, "Both Sides Now: Vendors and Librarians--Negotiation Skills 101: Where is That Course Given?," *Against the Grain* 27, No. 6 (2015): 76-77 <https://doi.org/10.7771/2380-176X.7255>; Gruenberg, Michael Gruenberg, "Both Sides Now: Vendors and Librarians," *Against the Grain* 26, No 6 (2014): 84-85 <https://doi.org/10.7771/2380-176X.6979>

improving access and protecting library and stakeholder interests such as privacy and surveillance, supporting open access to resources, enabling walk-in access, the ability to strike non-disclosure agreement clauses, and termination in cases of financial exigency.

Negotiating a lower price increase by just 1% would save \$2,498,546 annually based on 2020 reported expenditures for ongoing commitments to subscriptions in Title IV institutions within the United States and the benefit would grow exponentially over time.<sup>3</sup> This savings could be reinvested into building infrastructure that supports the creation of the open scholarly commons, expanding the equitable reach of scholarship to researchers globally while creating a more sustainable resource access model for academic libraries.<sup>4</sup>

Before the COVID-19 pandemic, the five-year compound annual growth rate of collections budgets of master's and doctoral degree-granting institutions was 2% (IPEDS FY2019 vs FY2014)<sup>5</sup>. At the same time, these institutions saw more than 6% annual increases in e-resource prices.<sup>6</sup> In reaction to the increased budgetary pressures caused by COVID-19 and drops in enrollment, Library Journal predicted the first drop in a decade for journal price increases, falling to 3-4% for 2022.<sup>7</sup> This decline comes after years of subscription price increases that are well beyond inflation. In addition to fiscal sustainability concerns, the increased complexity of licensing agreements, transformative agreements, privacy concerns, and text data mining shows that the development of negotiation skills is a strategic priority for librarians as they manage scarce financial resources while trying to maximize access to library materials that meet the research, teaching and learning needs of their institutions.<sup>8</sup>

While some professional development is currently available, it is limited and often out of reach because the programs are not equitably priced and lack necessary context around library and third-party vendor relationships. The continuing education program offered by Kellogg School of Business, for instance, costs \$5,500, and Harvard's Program of Negotiation workshop is \$3,497. Massive Open Online Course (MOOC) options are available that teach negotiation strategy through various universities and Coursera, but again these lack academic library context and opportunities for peer engagement, mentorship, and clear pathways for development. There is training available through library professional development vendors, such as Lyris that are offered periodically to the larger community or scheduled for an organization at a cost. Conferences and professional organizations have been increasing programming in recent years to meet the demand for this skill set. For instance, in 2020 Electronic Resources & Libraries offered a pre-conference workshop at a cost. In 2021, a series of webinars were offered by the Association of College & Research Libraries and Scholarly Publishing & Academic Resource Coalition (SPARC) for free, but capacity was limited. These training opportunities teach participants best practices on how to conduct principled negotiations, where you negotiate from points of interest, not position. They present learners with strategies for planning their negotiations, as well as executing how concessions are made and problems are addressed mid-negotiation as you gain additional information from the other party. Learners often walk away with strategies they can execute not only in vendor negotiations but all types of negotiations within their lives, whether it be for their salary, their next major purchase, or the amount of support

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<sup>3</sup> US Department of Education, "2020 Academic Library Survey," *IPEDS: Integrated Postsecondary Education Data System*, National Center for Education Statistics, accessed March 7, 2022. <https://nces.ed.gov/ipeds/use-the-data>

<sup>4</sup> David W, Lewis, Lori Goetsch, Diane Graves, and Mike Roy, "Funding Community Controlled Open Infrastructure for Scholarly Communication: The 2.5% Commitment Initiative," *College & Research Libraries News* 79, No. 3 (March 2018):133-136 March <https://crln.acrl.org/index.php/crlnews/article/view/16902>

<sup>5</sup> US Department of Education, "2019 Academic Library Survey *IPEDS: Integrated Postsecondary Education Data System*, National Center for Education Statistics, accessed February 28, 2022. <https://nces.ed.gov/ipeds/use-the-data>; US Department of Education, "2014 Academic Library Survey" *IPEDS: Integrated Postsecondary Education Data System*, National Center for Education Statistics, accessed February 28, 2022. <https://nces.ed.gov/ipeds/use-the-data>

<sup>6</sup> Stephen Bosch, Barbara Albee, and Sion Romaine. "The New Abnormal." *Library Journal* 146, no. 4 (04, 2021): 20. ABI/Inform Complete.

<sup>7</sup> Ibid.

<sup>8</sup> Darby Orcutt, Hilary Davis, and Greg Raschke, "Collections as Platform: Synthesizing Content, Computation, and Capacity." *EDUCAUSE Review* 55, no. 3 (2020) <https://er.educause.edu/articles/2020/8/collections-as-platform-synthesizing-content-computation-and-capacity>

provided by different institutional responsibility centers for larger university projects. The current opportunities for this skill development have limited reach due to the scarcity of availability and/or cost. ONEAL will address this problem by creating an OER that will equitably scale instruction on the best practices of negotiation including concepts, skills, and frameworks that librarians can use when negotiating through creating asynchronous learning modules. Students often find learning negotiations to be most effective when given the opportunity to put into practice these skills, concepts, and frameworks. To address this need, synchronous teaching materials will also be developed including lesson plans, discussion guides, and exercises that groups such as library consortia and professional organizations can use to support asynchronous learning. Lastly, ONEAL will develop library-centric case studies that will enable learners to practice preparing for and executing negotiations.

Many of the current available negotiation training opportunities lack library-centric case studies and examples and tend to reflect business-oriented examples such as negotiating a sales contract or negotiating a lease, limiting their utility in teaching negotiation skills to librarians and staff in academic libraries. The oligopolistic nature of scholarly publishing and other library collection resources means that there are significant differences in how librarians and library staff must interact with vendors. Relationships must be maintained as subscription models shift to meet the needs of stakeholders for research, teaching, and learning. Through qualitative research interviews with academic librarians, ONEAL will identify key themes relevant to academic libraries that will be used to create fictionalized case studies that can be used by learners to practice preparing for and executing negotiations.

This project will create open curricula and educational resources focused on teaching negotiation praxis from the context of issues facing academic libraries when they are negotiating price and licensing terms. ONEAL will produce three primary work products: asynchronous learning modules, synchronous teaching support, and library case studies. During the curriculum development process, feedback will be gathered from the target groups through informal discussion sessions, a curriculum planning workshop, and a pilot of the developed OER to ensure intended learning objectives are met and it is meeting the needs of librarians and staff who negotiate for resources. To deliver the content, the project will partner with the Scholarly Publishing and Academic Research Coalition's (SPARC) Negotiation Community of Practice which is developing a negotiation specific website to support that community. SPARC's partnership with ONEAL includes development of a web page that provides asynchronous learning content, access to synchronous teaching support documents, and case studies, for a minimum of five years after conclusion of the grant.