Open Negotiation Education for Academic Libraries (ONEAL)

Indiana University Purdue University – Indianapolis (IUPUI), in collaboration with Grand Valley State and Belmont Universities, seeks $248,970 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 implementation 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.[1]

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 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.[2] 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 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.

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[1] Studies that support that performance improves with negotiation training: Eman ElShenawy, (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

[2] 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

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.[3] 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 and the institutions they serve.[4]

Before the COVID-19 pandemic, the five-year compound annual growth rate of collections budgets of masters and doctoral degree-granting institutions was 2% (IPEDS FY2019 vs FY2014)[5]. At the same time, these institutions saw more than 6% annual increases in e-resource prices.[6] 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.[7] 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 (move toward transformative deals, privacy concerns, and increased desire for 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.[8]

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 Lyrasis, 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 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 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

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[3] 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

[4] 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

[5] 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

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

[7] Ibid.

[8] 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

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, which will be maintained for a minimum of five years after conclusion of the grant.

Asynchronous Learning Modules

Asynchronous Learning Modules are centered around three primary learning components designed to teach negotiations concepts and strategy, basics in licensing, and dive more deeply into issues affecting academic libraries. The exact content included will be influenced by discussion forums, which will guide the curriculum planning process and ensure that these modules are centered on the academic library experience. The project team will collaborate with identified experts in creating the content of these modules.

1.0 Best practices in planning and executing principled negotiations

These will be best practices based on up-to-date research on executing negotiations and will include concepts such as understanding your BATNA (Best Alternative to Negotiated Agreement), ZOPA (Zone of Possible Agreement), and Reservation Price (the walk away point). It will also provide guidance on when to offer concessions and how to manage a negotiation when the other party is behaving inappropriately, among other topics.

2.0 Negotiating vendor licensing agreements

This module will introduce key clauses within vendor licensing agreements including authorized use/restrictions, authorized users, pricing and term, non-disclosure agreements (NDAs), and termination. Beyond introducing the contractual clause, planned content includes discussion of key issues around specific clauses such as NDAs and how they affect libraries.

3.0 Issues in negotiations within academic libraries

This module will include deeper dives into issues affecting library vendor relationships and their negotiations. Examples of topics that may be covered include user surveillance and privacy, transformative agreements, and

open access. The exact content of this module will be derived from discussions that occur at three online discussion forums, as well as the curriculum planning workshop which occurs in fall of 2022.

Synchronous Teaching Support

With the assistance of expert content creators, the project team will develop a set of synchronous teaching materials that can be used in concert with the asynchronous learning modules to aid in the learning of the material from the three modules. This includes lesson plans, discussion guides, and in-class exercises. These materials will enable groups such as consortia, professional organizations, and individual libraries to facilitate learning and practice within their organizations.

Case Studies

ONEAL will develop a set of fictionalized case studies centered around negotiations within academic libraries based on the experiences of 25 interviewed librarians from the target group. Qualitative analysis will be used to identify key themes in order to draft scenarios that enable engagement with the material taught through the asynchronous (and optional synchronous) materials. Each case study will have three parts: 1) library point of view, 2) vendor point of view, and 3) teaching note. These case studies will allow learners to practice preparing for and executing negotiations by working with a partner. (Note this preparation and practice could happen between two individuals or two small groups.) The library and vendor point of view are written with differing information to replicate the missing information that must be uncovered mid-negotiation when seeking agreement. The teaching note can be used by a group facilitator or by a pair of individual learners after the negotiation. It will provide discussion/reflection questions and will summarize key themes within the case study facilitating a debrief of the experience.

Target Groups & Beneficiaries

The primary target group ONEAL will impact are librarians and library staff involved in negotiations with vendors within the 3,094 Academic Libraries in the US.[9] Due to the nature of this responsibility, it is difficult to pinpoint the exact number of academic librarians whose responsibility involves collection management and development. At some libraries this task falls to a few specialized individuals. At smaller institutions this responsibility may be one of many as they manage the library while providing reference services and instruction. If at least one librarian and one staff member are supporting vendor negotiations, this would mean training for 6,188 people. At larger institutions there are often many individuals involved in the negotiation of resources including managers of acquisitions, e-resource specialists, subject liaisons, and bibliographers, so the actual population that would benefit from negotiation training is significantly larger. Considering the budgetary challenges faced and the need to proactively engage with negotiations, it can be argued that developing the negotiation skill set across functions beyond just the manager of acquisitions and e-resources specialist will enable libraries to be most nimble at addressing the needs of their stakeholders and can present a cross-functional leadership development opportunity, as it is being used at institutions such as IUPUI with its collection and resource negotiation working groups.[10]

Graduate students in library information science programs are a second target group. The OER content will enable library science programs to create a negotiations course or supplement existing collection management coursework. Based on the 2021 ALISE Statistical Report, there are 16,387 students enrolled in ALA-accredited library science programs in the United States and 5,491 master's degrees were awarded[11]

[9]"Library Statistics and Figures: Number of Libraries in the United States," *American Library Association*, accessed February 28, 2022 https://libguides.ala.org/librarystatistics

[10]Katharine V. Macy, Kevin F. Petsche, and Tina Baich. "Building a Leadership Pipeline for Proactive E-Resource Negotiations," Electronic Resources & Libraries, March 8-11, 2021. https://hdl.handle.net/1805/25297

[11] Stephen Bajjaly and Megan Rehahn Druliam, "ALISE Statistical Report 2021: Trends and Key Indicators in Library and Information Science Education," Association for Library and Information Science Education, accessed on Feb 28, 2022, https://ali.memberclicks.net/assets/documents/statistical_reports/2021/ALISE%20Statistical%20Report%202021%20.pdf

In addition, the skillsets taught around negotiation planning and strategy through asynchronous learning modules, the lesson plans to be developed to support synchronous instruction, and the case studies developed to practice the skills can reach beyond academic libraries to public, government, and special library professionals who negotiate for collection resources. While the case studies for this 2-year project will be more academic library focused, it will provide an opportunity to practice the skills in the context of collection management beneficial to individuals at all institutions in a variety of roles.

ONEAL will impact the larger academic community because the improved skill set of the target group will enable and empower libraries to negotiate from a stronger position that supports fiscal responsibility while working to increase access to collection materials and protect privacy of users accessing those materials for scholarship and learning. Academic libraries must negotiate access to resources that support the various research, teaching, and learning needs of post-secondary educational institutions, while managing increased budgetary pressures. In addition, libraries are working to change the model within scholarly communication to support open access to research, so that scholarship can flourish without the barrier of paywalls. When libraries can negotiate better deals, it enables libraries to free up funds to invest in initiatives that increase access for their user population such as building open infrastructure like institutional repositories, which benefits all academic researchers at a global level, while supporting sustainability for libraries.

PROJECT WORK PLAN

The work activities of this project will occur over three phases. Phase 1 of the project plan is curriculum planning. ONEAL will create learning objects for asynchronous and synchronous instruction centered on the experiences and issues facing academic libraries. The primary focus of this phase is to gather perspectives from the community through the community forums, curriculum planning workshop, inviting participants for interviews, and finding expert content creators. Phase 2 is curriculum creation and will be focused on creating content by expert collaborators and the project team. This will include creating materials for the asynchronous learning modules, synchronous teaching support, and case studies, and the website interface (in partnership with SPARC) that will provide access to the materials. Assessment for the curriculum will be designed, and a pilot study with a sample group of target users will be conducted to gather feedback for final revisions to the curriculum. The OER will be launched in March 2024. Phase 3 of the project is outreach, where the project team will commence on an email and social media campaign to promote the new resource, attend conferences, and invite groups to participate in a virtual roadshow, where project team members attend a virtual meeting with libraries, consortia, and professional organizations to discuss the resources and how they can be used in professional development.

Phase 1: **Curriculum Planning [August 2022 - April 2023]**

In August 2022, a project kickoff meeting with project staff and the advisory board will plan three community discussion forums to occur in September and October 2022, discuss the November Curriculum Planning Workshop, and project timelines. In addition, in August we will draft the case study interview protocol and submit it to the Indiana University Institutional Review Board. Promotion for the discussion forums will begin in cooperation with our partner SPARC through listservs focused on both collections and scholarly communication, as well as underrepresented groups.

The September and October online community discussion forums via Zoom will be seeking input from the broader academic library community. The three sessions will be focused on negotiation planning and strategy, negotiation licensing terms, and Issues and trends with negotiating with e-resource vendors (examples of issues and trends: surveillance and user privacy, text data mining, transformational agreements). The conversation will provide guidance for activities that will occur during the November 2022 Curriculum Planning Workshop as curriculum content is outlined and prioritized.

During September and October, we will solicit participants for the curriculum planning workshop using a Qualtrics survey communicated through not only the informal discussions but targeted emails to listservs. We will select attendees based on survey responses and communicate in late October 2022.

In November, ONEAL will host a virtual six-hour curriculum planning workshop spread over two days with project staff, advisory board members, and target group users. The goal of the workshop is to clarify needs by defining curriculum learning objectives, brainstorming avenues for content delivery (e.g., video, readings), and identifying expert partners that may assist in co-creating online content. Emphasis on the workshop will be on centering the curriculum within the context of issues facing academic libraries. During the first meeting the agenda will be to set learning objectives, review themes gathered from the online discussion forums, hold an open discussion to outline the important issues and trends within library vendor negotiations, and prioritize the identified issues and trends to cover within the OER. The second meeting will finalize the issues and trends that we wish to cover in the third asynchronous learning module, will brainstorm avenues for online content delivery of different media (e.g., videos, readings, discussion guides), and identify potential expert partners to reach out to for content creation.

In November 2022 and again in January 2023, we will send targeted emails seeking librarians willing to discuss their experiences with negotiation with the goal of identifying 25 participants for interviews. These collected stories will be used to draft fictionalized instructional case study materials on real-world issues faced when working with e-resource vendors. Interviews will begin in January 2023 and conclude by May 2023 during Phase 2.

In January to March 2023 project staff with assistance of the advisory board perform outreach to line up expert content creators.

Phase 2: **Curriculum Creation [April 2023 – February 2024]**

Project staff will collaborate with expert partners to assist in content co-creation to develop asynchronous learning content, synchronous teaching support (discussion guides, lesson plans, and exercises), and case study creation through August.

In April-May 2023, interviews will be analyzed for key themes to outline case study scenarios. Case studies will be drafted in June – August 2023. Case studies will be written to support practicing negotiation skills providing librarian perspective, vendor perspective, and a teaching note.

The website will be designed and developed to publish the content in June – August 2023 with our partner, SPARC, as part of the materials published on their new Negotiation Community of Practice website currently under development.

In June, the first call for pilot testers will be sent via targeted emails to listservs and various groups, with follow-up in July and August as needed. A curricular assessment survey and rubric will be created to guide pilot testing and gain meaningful feedback.

In Fall 2023 (September-December), a representative cohort will pilot the asynchronous curriculum to gather insights and feedback that will be used to improve and clarify the curriculum before launch. Pilot testers will also review synchronous materials and case studies. Curriculum and resources will be revised in January – February of 2024.

Phase 3: **Outreach [March 2024-July 2024]**

In March, the curriculum will be published on the SPARC negotiation website and promotion will begin, putting particular emphasis on communicating the resources to underrepresented groups. At least one project staff member will attend Electronic Resources & Libraries to promote the newly available curriculum.

In April, ONEAL will conduct a free online webinar in partnership with the SPARC Negotiation Community of Practice. ONEAL will also approach the ACRL (Association of College & Research Libraries) Research and Scholarly Environment Committee for interest in co-sponsoring the event, which they have done in the past for the ACRL/SPARC Negotiation 101 and Negotiation 201 series, which ONEAL's project director coordinated and presented.

In April, we will launch an email and social media campaign. Beyond promoting through ACRL, CORE (a division of ALA) and SPARC listservs, ONEAL will specifically target organizations that serve smaller, under-resourced institutions and librarians of color. Listserv emails will invite groups and organizations to request short presentations on the project,

allowing the project team to virtually roadshow the OER and how those organizations can incorporate them into training their library staff. The virtual roadshow meetings will be scheduled through August, factoring in that May and June are exceptionally busy with the fiscal close that is common for many academic libraries affecting the workload of the primary target group.

In June, ONEAL plans to present the new resources at ALA Annual 2024 if the program is accepted.

Project Personnel

This project will be managed by three staff members. The project team will work collaboratively on all three phases of the grant and will be involved in the creation of all deliverables. The project team will meet monthly to assign tasks based on estimated time to complete and capacity. The project director (principal investigator) will have additional responsibility for project management and reporting.

Katharine V. Macy, Project Director/Principal Investigator. She is the Collection Assessment Librarian and Subject Liaison to Business & Economics at Indiana University – Purdue University Indianapolis. For the past several years she has been writing and presenting on how libraries can create relative bargaining power in vendor negotiations as well as providing negotiation education to academic libraries, most recently in the Negotiation 101 and 201 series sponsored by ACRL and SPARC in 2021. She also co-led the Data Analysis Working Group, a part of the SPARC Negotiation Community of Practice in creating "Data Analysis for Negotiations," a set of resources developed to support negotiation preparation, which required managing 17 volunteers from the community of practice in the conception, creation, and revision of content over a two-year period. In addition to her MLIS from the University of Washington, she has an MBA from the University of North Carolina at Chapel Hill and brings experience of preparing and executing negotiations from both sides of the table from the private sector. She will be devoting on average 10 hours per week of her time (based on a 40-hour work week) to this project over two years.

Scarlet Galvan, Co-Principal Investigator. Scarlet Galvan is the Collection Strategist Librarian and Area Lead for Assessment and Planning at Grand Valley State University Libraries. At GVSU she develops and leads efforts toward an equity-centered, sustainable collection. Her research focuses on the sociopolitical aspects of library services platforms. Scarlet currently serves on the Scholarly Publishing and Academic Resources Coalition (SPARC) Steering Committee as well as the Negotiation Community of Practice's newly focused Stakeholder Engagement Working Group. Her work on the application of library values to license agreements and systems has appeared at OpenCon Community of Practice, Electronic Resources & Libraries, and many other venues. She will be devoting on average 8 hours a week to this project over two years.

Courtney Fuson, Co-Principal Investigator. She is the Asset Management Librarian and Subject Liaison to Education at Belmont University. She has been focused on assessment of database subscriptions for the last several years, and has worked closely with her statewide library consortium, Tenn-Share, and the Tennessee Library Association on a variety of projects, including continuing education for librarians. In addition to her MSIS from the University of Tennessee, she has an MEd with a concentration in instructional design from Lipscomb University. She will be devoting on average 4 hours per week to this project over two years.

Advisory Board

In addition, the project has formed an advisory board to help guide the work of the project with a breadth of experience in e-resource negotiations at both the institutional and consortium levels, perspectives on LIS education, and/or instructional design.

Name	Institution	Title
Brandon Butler	University of Virginia	Director of Information Policy
Galadriel Chilton	Ivy Plus Libraries Confederation	Director of Collections Initiatives
Gregory Eow	Center for Research Libraries	President
Maya Hobscheid	Grand Valley State University	Instructional Design Librarian
Christine Morris	Ohio Public Library Information Network	Digital Resources Manager
Helene Williams	University of Washington	Teaching Professor
Nick Shockey*	Scholarly Publishing & Academic Resource Coalition (SPARC)	Director of Programs & Engagement

*Nick Shockey will be replaced by the new Visiting Program Officer for Negotiations once hired.

Advisory Board members will be expected to attend six meetings per year, and the curriculum planning workshop. They may be asked to attend additional meetings centered on their areas of expertise (for instance project staff will follow up with the instructional designer post the curriculum workshop in November/December). Advisory board members will be compensated with an honorarium of $1,000 paid on a per annum basis contingent on attending at least 80% of the update meetings. Less attendance will result in scaling back the honorarium.

Incorporating Target Groups User Perspectives

To incorporate user perspectives in the creation of content we will kick off the project with a series of three informal discussions through online forums. The three sessions will be focused on negotiation planning and strategy, negotiating licensing terms, and issues and trends when negotiating with e-resource vendors.

With the assistance of our partner, SPARC, and its Negotiation Community of Practice we will promote these events. In addition, we will send email communications to targeted listservs including ACRL-RSEC and CORE as well as plan outreach to organizations such as the HBCU Library Alliance. A project staff member will facilitate the discussion by asking open-ended guiding questions that encourage conversation, while other project staff take notes on the discussion to uncover key themes. The conversation and themes will form the foundation of the content designed during the curriculum planning workshop in November 2022.

The project will solicit target group members to attend the curriculum planning workshop, to create content for the asynchronous and synchronous open educational resources, to provide interviews about negotiation experiences to help in the creation of relevant case studies, and to pilot the curriculum. The feedback gathered is critical to ensure that we are developing materials that meet the needs and learning objectives of the target groups. Considering the time and labor required to provide and gather valuable feedback, a significant portion of the budget is allocated to pay for these volunteers based on their level of involvement.

Performance Tracking

There will be monthly (except December) meetings with the project staff to track progress through the work plan, identify current and potential roadblocks, and determine how to address those issues to get the project back on track.

The project team, with the assistance of the instructional designer on the advisory board, will develop learning assessments (rubric and survey) to measure how effective the materials are for achieving the student learning outcomes set during the curriculum planning workshop.

Expenditures will be formally reviewed quarterly to ensure project spending remains in budget, and to anticipate upcoming cost expenditures for the next quarter to ensure that funds are being spent efficiently and in accordance with university and award guidelines.

Project Dissemination

The project team will promote the work of the project throughout the grant. Conferences that the ONEAL plans to attend to promote the work and gain user perspectives during curriculum development include ER&L 2023 and ACRL 2023. In Phase 3 of the project, outreach the project team plans to attend ER&L 2024, and ALA Annual Meeting 2024. Additional conferences the project team may attend include NASIG, the Charleston Conference, and the Acquisitions Institute.

The project team will hold an online webinar with the project partner SPARC in April 2024 to promote the new resources. They will reach out to the ACRL Research and Scholarly Environment Committee for promotional support in this event.

A targeted social media and email campaign will be executed from April through July 2024 to promote the new resources. This will include the invitation to request a short presentation for organizations about the project and its resources enabling the project team to effectively enact a virtual road show and helping organizations implement the curriculum.

DIVERSITY PLAN

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.

In addition, we will prioritize conferences and communication platforms for marginalized communities during our outreach. Planned national conference in-person attendance: ACRL 2023 (promote the project, solicit feedback, call for pilot-testers), ER&L 2024 (promotion), ALA Annual Conference 2024 (promotion). Communications and outreach opportunities (e.g., conference, e-conference, virtual meetings, listserv communications) will be sought to gain feedback and promote this professional development OER to professional communities including but not limited to Black Caucus of the American Library Association, the Asian/Pacific American Library Association, the HBCU Library Alliance, and targeted ACRL groups.

PROJECT RESULTS

The curriculum developed will raise the capacity and skill of academic librarians to plan and execute negotiations for electronic resources with third party vendors moving libraries toward sustainability as well as improving access to resources for patrons. While targeted toward academic libraries licensing resources for research, teaching, and learning, the materials created also have the potential to benefit all library sectors (academic, public, school, and special) at the national and potentially global levels. Library science programs will have access to the OER, addressing an issue of strategic importance around maintaining collections.

Upon completion of the grant there will be multiple deliverables published with an open license as OER:

1) **Asynchronous learning modules that teach negotiation skills.**
   Learning materials developed may be a mixture of video and text-based content that teach negotiation concepts and strategy, important licensing terms when negotiating for e-resources to serve library patrons, and deeper dives into trends and issues affecting negotiations such as patron privacy. These deeper dives will be determined during the planning stage of the project based on the needs and priorities of the primary target group.

2) **Synchronous teaching support through discussion guides, lesson plans, and exercises.**
   These learning materials are designed to facilitate group learning, whether that be between a few people in a library, an LIS graduate program, a consortium, or a professional organization. These materials can be used in conjunction with the asynchronous modules to facilitate practice and discussion of the skills. Social interactions during synchronous learning activities allow students to bring their own experiences to the group as they work through the material, expanding the learning for the entire group.

3) **A set of academic library-based case studies that enable practicing negotiation skills.**
   These case studies will highlight different issues and enable practice as learners plan and execute negotiations for electronic resources. They will be fictionalized scenarios based on real experiences of librarians and library staff working with vendors. Each case will consist of three parts: library point of view, vendor point of view, and a teaching note. The teaching note will highlight key issues within the case and can be used to facilitate discussion and reflection post negotiation.

The project will partner with SPARC who is currently developing a website focused on supporting negotiations in academic libraries through their Negotiation Community of Practice. SPARC will develop a webpage portal that provides access to project deliverables. This partnership is strategic and will provide synergy for both parties; the community that SPARC supports has indicated an interest in developing negotiation skills, meanwhile the current community of practice provides opportunities for connection, programming, and resources for academic librarians undergoing negotiations. The website will provide a portal where academic librarians negotiating for resources can develop skills, learn techniques and strategies to build stakeholder support, and keep up to date with vendor and collection issues and trends. The Negotiation Community of Practice (approximately 285 members from 160 institutions) has already developed several resources to support negotiations that are temporarily available through the SPARC website as the negotiation focused website is developed. These resources are Data Analysis for Negotiations, Recommendations for Providing Alternative Access After a Big Deal Cancellation, and Strategies for Effectively Engaging Stakeholders in Negotiations. In addition, the SPARC main website provides additional useful tools which it maintains outside of the work of the community of practice including the SPARC Landscape Analysis and the Big Deal Knowledge Base which includes tracking of big deals (large scholarly journal packages), a contracts library, and tracking of canceled journal package deals. The content developed in the project will be maintained on the website for a minimum period of 5 years beyond the end of the grant performance period. However, by aligning with the community of practice, there is the potential to create new community driven content reflecting up to date issues to supplement the originally created material ensuring that negotiation education materials remain relevant, especially for addressing current issues and trends impacting negotiations within academic libraries.

Completion of the grant also lays the groundwork for future grant projects such as developing support materials within the public and/or special library context, research on the effectiveness of this type of program modality (providing both asynchronous and synchronous materials for continuing education), research on the impact of negotiation training on library contracts (confidence of librarians, savings for libraries), and additional work on strategic reinvestment of funds saved in successful negotiations.

	Year 1											
	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Jul-23
Phase 1												
Project kickoff meeting	█											
Create interview protocol	█											
Submit interview protocol to IRB	█											
Promote discussion forums via list-servs and social media		█										
Discussion Forum: Negotiation Planning & Preparation		█										
Discussion Forum: Negotiation Licensing Terms			█									
Discussion Forum: Negotiation Hot Topics (e.g. privacy)			█									
Invite participants (potential curriculum users) to Curriculum Planning Workshop		█	█									
Select participants for Curriculum Planning Workshop			█									
Virtual Curriculum Planning Workshop				█								
Outreach to expert content creators identified in workshop						█	█	█				
Invite interview participants via list-servs and social media				█		█						
Interviews						█	█	█	█			
Phase 2												
Interviews									█	█		
Analyze interview for key themes									█	█		
Asynchronous Learning Objects Creation									█	█	█	█
Synchronous Learning Object Creation (Discussion Guides, Lesson Plans, Exercises)											█	█
Web development for Negotation Education Resources											█	█
Draft Case Studies based on key themes												█
Invitations for pilot of curriculum												█
Design curricular assessment surveys and rubric											█	
Select representative co-hort pilot-testers												
Curriculum pilot study												
Review feedback & Revise curriculum												

	Year 2											
	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Jul-24
Phase 2												
Interviews												
Analyze interview for key themes												
Asynchronous Learning Objects Creation	█											
Synchronous Learning Object Creation (Discussion Guides, Lesson Plans, Exercises)	█											
Web development for Negotation Education Resources	█											
Draft Case Studies based on key themes	█											
Invitations for pilot of curriculum	█											
Design curricular assessment surveys and rubric												
Select representative co-hort pilot-testers	█											
Curriculum pilot study		█	█	█	█							
Review feedback & Revise curriculum						█	█					
Phase 3												
Publish curriculum								█				
Promote curriculum								█	█	█	█	█

Digital Products Plan

Type

This project will create open educational resources (OER) that will be a combination of PDF, text, audio, and video files. The PDF and text files will include case studies and curricula which may include lesson plans, discussion guides, readings and worksheets. Audio and video files will be learning objects developed to support asynchronous learning of negotiation strategy, licensing, and issues impacting library resources negotiations.

Availability

Materials will remain available through distributed preservation in publicly available institutional repositories (IR). At this time, the investigators for this grant applications are at institutions that use Digital Commons for an IR solution. In the event investigators change institutional affiliations during the grant, objects will be included in those institutional repositories as well.

Materials developed will be publicly available online, with users accessing IR-held materials through a web site design partnership with the Scholarly Publishing and Academic Resources Coalition (SPARC). ONEAL's partnership with SPARC serves the project goals for several reasons. First, SPARC manages several communities of practice for library professionals with a likely interest in ONEAL. Second, Digital Commons functions as an object repository and includes significant SEO benefits but resists customization to the existing interface. The platform is designed to disseminate static objects, not to accommodate the intentional creation of a new OER and associated curriculum with specific pedagogical goals. The partnership with SPARC will allow us to create and maintain a centralized hub for the OER with a unified design that is much easier to navigate, with consistent branding and cleaner navigation of the OER. Third, for our target audience this provides a way to access the course that allows for formative feedback about content and process. The partnership allows ONEAL project staff to respond to feedback and suggestions quickly and effectively, as well as streamline promotion of deliverables, communications, project updates, and associated events. Finally, the partnership with SPARC allows for the development of a cleaner interface to navigate the end product OER and allows for distributed preservation of deliverables rather than relying on a single institutional repository.

Access

Outputs will be licensed under Creative Commons Attribution 4.0 International (CC BY 4.0).

Although the project does not have concerns around cultural sensitivities, the nature of negotiations means some interviews, discussions, and events may involve confidential information. In the interest of privacy, we will use pseudonyms for interview subjects and case study information. Published content pieces may fictionalize or summarize information about

specific negotiation trends. Prior to publication, these will be carefully reviewed for potentially identifying details to reduce the risk of re-identification of participants. Participants in project meetings, workshops, discussion groups, and other events may decide individually if they are comfortable with direct attribution of their comments before inclusion in the curriculum.

Sustainability

As part of the site design agreement, materials produced will be included in the SPARC Negotiation Community of Practice website and the hub maintained for a minimum of 5 years from the end date of grant by SPARC. This allows for additional distributed preservation of deliverables rather than relying on a single institutional repository. Maintenance will include coordination between the VPO of Negotiations and SPARC with the ONEAL project director to remedy issues such as updating links to content stored in various institutional repositories, to ensure continuous access. Beyond the content specifically created by ONEAL, the partnership with SPARC means that members of the community of practice may choose to create additional content to augment the original created curriculum keeping the curriculum relevant for up-to-date issues facing libraries as they negotiate with vendors.

IUPUI University Library will serve as the lead institution for the purposes of this IMLS-supported initiative, entitled *Open Negotiation Education for Academic Libraries*.

IUPUI's mission is to advance the state of Indiana and the intellectual growth of its citizens to the highest levels nationally and internationally through research and creative activity, teaching and learning, and civic engagement (reaffirmed by the IUPUI campus administration and faculty governance in the 2014 IUPUI Strategic Plan: Our Commitment to Indiana & Beyond).
Governance: As one of eight Indiana University campuses, a public university system, Indiana University Purdue University Indianapolis (IUPUI) is Indiana's urban research and academic health sciences campus.
Service Areas: By offering a distinctive range of bachelor's, master's, professional, and Ph.D. degrees, IUPUI promotes the educational, cultural, and economic development of central Indiana and beyond through innovative collaborations, external partnerships, and a strong commitment to diversity. It now serves nearly 28,000 undergraduate and graduate students across 17 schools and two colleges. About 30 percent are students of color. Additionally, the campus hosts about 100 research centers. As a community partner, IUPUI has collaborated with more than 700 organizations to conduct research, service, and experiential learning projects.
History & Impact: The institution was created through a merger of the two universities' Indianapolis-based programs in 1969. The campus is ranked in the Top 50 best undergraduate teaching universities by *U.S. News & World Report*. In addition to its scholastic excellence, IUPUI excels in research and community service. IUPUI researchers secured over $535 million in funding in the 2020-2021 academic year.
University Library – A Public Academic Library: IUPUI University Library's mission is to INFORM the IUPUI campus and wider community of learners through our educational resources, technologies, and expertise; to CONNECT people with our resources, our services and each other; and to TRANSFORM the lives of our community members by facilitating teaching, learning and research. Our programs and services help students succeed academically, and our collections, including 2.2 million print and electronic resources, form the foundation for valuable scholarly research. As central Indiana's only public research library, the University Library is working to improve the lives of all our patrons by facilitating discovery, creativity, and lifelong learning. Any state resident with a valid I.D. is eligible for a borrower's card. With just under 1 million visits a year, plus staff and resources that support all of IUPUI's 450 undergraduate, graduate, and professional programs, the University Library is a vital partner for the IUPUI campus and the wider Indianapolis community.

Fast Facts

IUPUI – Carnegie R2 Institution	University Library 2020/2021

27,690 enrolled in Fall 2021
  19,197 Undergraduate
  8,493 Graduate
  85.5 % Full-Time
30.8% Students of Color
60.5% Female
4.5% International
	Library Materials and Services: $3,357,974
	Total Expenditures: $9,981,302
	Faculty FTE: 28
	Staff FTE: 55