# △ the ONEAL project

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The Open Negotiation Education   for Academic Libraries (ONEAL) Project is a collaboration between Indiana University Purdue University   - Indianapolis, Grand Valley State University, and Belmont University to develop curricula and open educational resources to support negotiation education   for academic libraries and Master of Library Science (MLS/MLIS) programs. These resources introduce negotiation theory and practical strategy using the context of negotiating vendor agreements.

Our community - driven, open curriculum will include introduct     ions to critical issues in academic libraries as they intersect with contract negotiations such as user privacy, platform governance, emerging publishing models, author rights, and computational collections research.

ONEAL is generously funded through an   Institute of Museum and Library Services grant. Learn more about this work at the     LibGuide or see project updates at   Github .

A version of this handout is available at: [new handle link]

## Roadmap

*Phase I*
Fall 2022: Community Forums and Curriculum Planning Workshop

*Phase II*
January –July 2023: Interviews, building, and iteration
August –December 2023: Pilot testing

*Phase III*
January –March 2024: Revisions and launch!
April –December 2024: Outreach and promotion

# Phase I Findings

- You can and should negotiate!
- Lag between impact of technology and caselaw or policy
- Prioritizing arenas for action: library, institutional, consortia-level negotiation
- Challenge and uncertainty at all levels in regards to experience, budget, and autonomy
- Need for sustained community space with norms
- Desire to find model license language at point of need
- Project management techniques vary, no one system handles the entire process
- Vanguards needed to demonstrate what's possible. However, not everyone is in the position to be a vanguard - you can start by asking for what you need by planning your negotiation. Smaller, incremental changes can be the first ripples that create a tsunami.
- Transformational Agreements - are they really working? Depends on the institution. Seems to be just shifting the cost and still prioritizes research from institutions in the Global North.
- How do you best get our communities engaged in the process? Engagement with other librarians, administrations, institutional faculty, and students.
- Exemplify best practices in relationship management with vendors
- Platformitization - licensing resources and their containers/associated services
- Human and machine-readable collections
- Making our labor visible

# Get Involved

We are looking for content contributors and creators for the curriculum. Do you have a tool, article, or resource that would be useful for others when planning and executing negotiations? Contact the project team at [macyk@iupui.edu](mailto:macyk@iupui.edu)

Look for a call for pilot testers early this summer. The curriculum will be pilot tested in Fall 2023.

# Resources

### Getting Started with Negotiations

- Katharine Macy's [Resource List](#), includes presentations on how to plan and conduct principled negotiations, including understanding and improving your Best Alternative to Negotiated Agreement (BATNA) and researching your Zone of Possible Agreement (ZOPA).

- Wilson, M., & Cronk, L. (2022). The NERL Playbook. *Commonplace* .
- Presentations on Negotiation Tactics by Jason Price (Statewide California Electronic Library Consortium) that provide additional insights on planning and tactics: Techniques for successful negotiation and Key negotiation techniques

## Negotiation Principles and Recommended Licensing Practices

- Institutional Principles for Negotiating with Publishers     This list is maintained by The Open Access Directory and provides links to many organizations
- Orbis Cascade Alliance: Licensing Best Practices
- Syracuse University Libraries Licensing Principles
- University of North Texas Manifesto: Expectations for Library Vendors
- Associati on of Southeastern Research Libraries: ELEVEN
- Great Western Library Alliance Licensing Principles
- *Managing Licensed E - Resources: Techniques, Tips, and Practical Advice* Galadriel Chilton (Editor), Stephanie Willen Brown, Anna Creech, Lindsay Cronk, Joan M. Emmet, Scarlet Galvan, Athena Hoeppner, Jenifer S. Holman, Erika Ripley, Allyson Rodriguez, and Angela Sidman.
- California Digital Library Licensing Toolkit

## Model Language

- Council of Prairie and Pacific University Libraries M odel License, 2022. Funding contingency on clause 9.2
- Canadian Research Knowledge Network Model License, 2022.   Early Termination for Financial Exigency, Clause 10.2.4
- SPARC Contracts Library - Many other org anizations have removed nondisclosure and confidentiality agreements in order to share terms openly. You can too!
- California Digital Library Revised Model License
- The Big Ten Academic Alliance (BTAA)

# 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. Understanding price sensitivity

   ii. Creating value for your institution
   iii. Strategies for when you have no power
   iv. Improving your BATNA over time
 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.