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# Who's Asking?:

## Gender, Race, and Negotiation Outcomes

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*Negotiation is a necessary skill for librarians working with electronic resources, especially as libraries confront inflating costs for collections resources and impacted budgets for library materials. This paper will share the results of a two-part study that explored whether gender and/or race/ethnicity impacts negotiation approaches and outcomes during the negotiation of library acquisitions in academic libraries. The presented research will seek to bridge a gap in the library literature and identify: 1. Are there common patterns of negotiation styles or approaches in academic library acquisitions? 2. Is there a connection between negotiation approach, gender, and/or racial identity? 3. Does gender or race impact negotiation outcomes? The study built on previously established research on gender, race, and negotiation in the fields of business and communications and developed new findings through an interview study examining qualitative, individual experiences with negotiation in academic library acquisitions. Contrary to previous studies that found women were at a disadvantage in negotiations, both in their approach to negotiations and their experienced outcomes from negotiations, the results of this study suggest that librarians negotiating for electronic resources are data-driven, communicative, and experience success, regardless of gender or race. However, while negotiation outcomes were unaffected by gender or race, librarians experience a range of uncomfortable and, sometimes, discriminatory behavior during negotiations. Further study of negotiation interactions is encouraged to identify and address problematic behavior and provide solutions for improving negotiation interactions.*

### Introduction

Negotiation is a key communication skill in any field, necessary for advocacy on behalf of our own interests and the interests of those that we represent. The history of writing on negotiation in librarianship has typically focused on practical advice for navigating negotiations for the licensing and acquisition of collections resources, with very little written on the interplay of gender and race on negotiation dynamics.<sup>1</sup> In a field where, for the past fifteen years, 80% of librarians have been and continue to be white women,<sup>2</sup> research on the impact of gender and race on negotiation dynamics is especially relevant.

The research in this paper specifically focused on negotiation dynamics between librarians and vendors in academic library acquisitions. The Open Negotiation Education for Academic

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Libraries (ONEAL) Project recognizes negotiation as a necessary skill and “a strategic priority for librarians as they manage scarce financial resources while trying to maximize access to library materials.”<sup>3</sup>

The presented study investigated librarians’ approaches to negotiations for acquiring and licensing electronic resources, different aspects of negotiation that impact negotiation strategies, and experiences of racism or sexism during negotiations to identify potential connections between gender, race, and negotiation outcomes. If a strong connection was established, negotiation education could be adapted to address gender and race dynamics in negotiations, identify problematic areas of communication between librarians and vendors during negotiations, and improve negotiation experiences and outcomes.

## Literature Review

There is little research in the library field focusing on the impact of gender and/or race on library acquisition negotiations. By turning to the fields of business and communications, extensive existing research in these fields over the course of twenty years establishes a trend that gender and, sometimes, race can have negative impacts on negotiation approaches and outcomes.

First published in 2003, Babcock and Laschever’s *Women Don’t Ask: Negotiation and the Gender Divide* set forth evidence describing how the odds are stacked against women in negotiations by others and by themselves. Babcock and Laschever pivotally found that men were four times more likely to initiate negotiations than women, and that by not asking for what they want, women experience a compounded loss of job opportunities and salary earnings.<sup>4</sup> Fifteen years later, Artz et al. found that while women were now more likely to “ask” or initiate negotiations, they are still not receiving the same outcomes when they ask as men are.<sup>5</sup> Despite being a female-dominated profession, data suggests librarians experience at least some of the gendered negotiation dynamics presented by Babcock and Laschever and Artz et al. In 2022, women earned 2.3% less than men in librarian positions, improving from a 12.2% wage gap in 2021.<sup>6</sup>

Women are more likely to experience worse results while negotiating due to a variety of factors attributed to expectations of gender. Separate studies over a twenty year period found that women are expected to display certain personal traits, such as being “nurturing” or compassionate, “group-minded”, and “accommodating.”<sup>7</sup> These same studies discovered that when women negotiate on behalf of themselves or an organization, they are penalized for not meeting societal expectations for their gender and can experience worse results than men.<sup>8</sup> However, when women negotiated on behalf of other *individuals*, they were more likely to be successful because their actions fit the expectations for their gender; they were perceived as being compassionate and group-minded.<sup>9</sup>

Women are also conditioned to feel less in control over the outcome of a situation and may expect less as a result.<sup>10</sup> In addition, women experience “stereotype threat,” an imposed condition where when a person is told they are inept, they will internalize and believe the criticism.<sup>11</sup>

Negotiators who are perceived as non-white experience similar outcomes as women when compared to white negotiators as women do when women are compared to men. Non-white negotiators are more likely to be punished for not conforming to expected behavior (i.e. “backlash effect”), impacted by “stereotype threat,” excluded from professional social networks, and denied when requesting the same results as negotiators who are perceived as white.<sup>12</sup>

When looking at the intersection of gender and race, there is less research available that successfully explores the dynamic between gender and race and negotiation approaches and outcomes. At least one study suggests that Black women may perform better than White women and Black men in negotiations but still experience worse results.<sup>13</sup> In another study, Asian women reported higher confidence levels in a negotiation than White women.<sup>14</sup> White men experience better negotiation outcomes in general.<sup>15</sup>

Despite the evidence, research affirms that negotiation outcomes are highly context-dependent, and certain factors help to mitigate the impact of discrimination in negotiations.<sup>16</sup> Experience is a key factor in mitigat-

ing negotiations, and even a “single negotiation experience is sufficient to increase negotiation performance.”<sup>17</sup> Women are also equal or better negotiators than men in situations where collaboration is required<sup>18</sup> and in situations where women have a strong network of professional social ties, ensuring they have access to more information, a higher external perception of competency and power, and a reduced dependency on any one relationship.<sup>19</sup>

## Research Questions

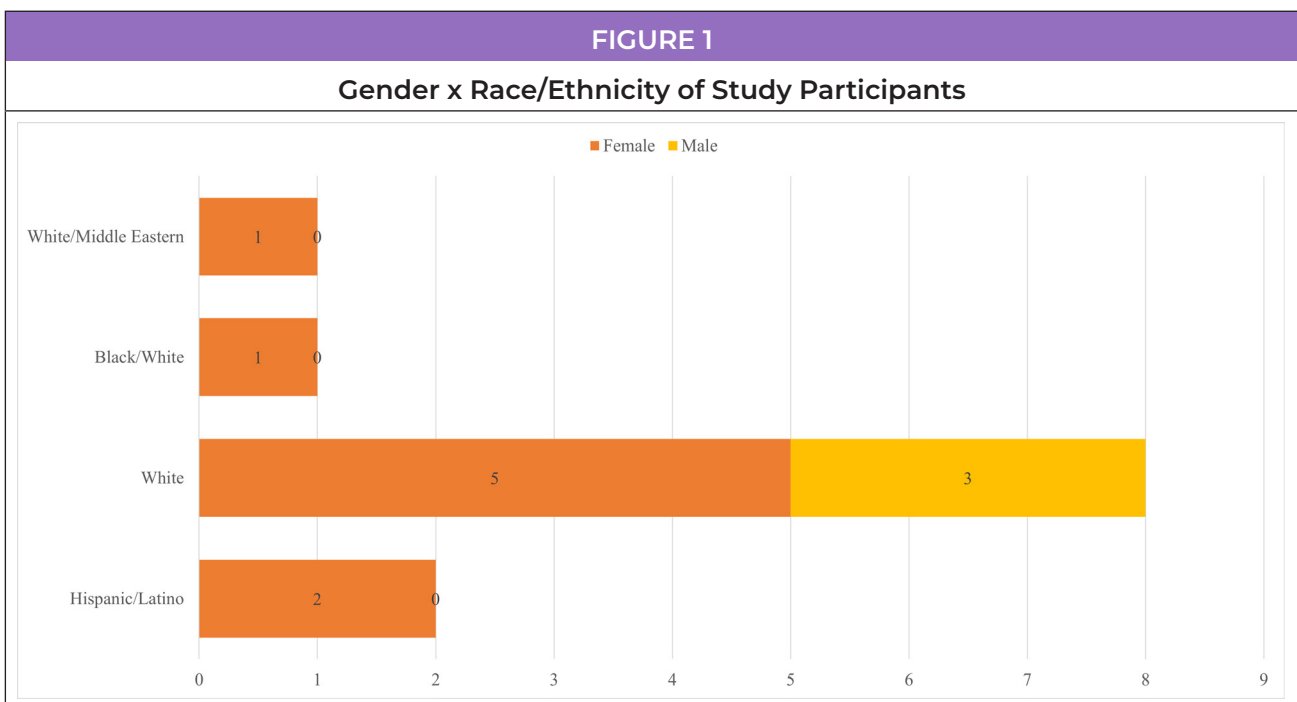
This study set out to answer the following research questions: 1. Are there common patterns of negotiation styles or approaches in academic library acquisitions? 2. Is there a connection between negotiation approach, gender, and/or racial identity? 3. Does gender and/or racial identity impact negotiation outcomes?

## Research Methodology

A semi-structured interview approach was used for this study. The interview study included questions about gender, race/ethnicity, job experience and organization type, negotiation style, and negotiation experiences. Participants were asked to complete a demographic data form prior to the interview. Interview questions were provided at the start of the interview with follow-up questions asked based on the participant’s answers. A copy of the interview questions is provided in **Appendix A**.

## Participants

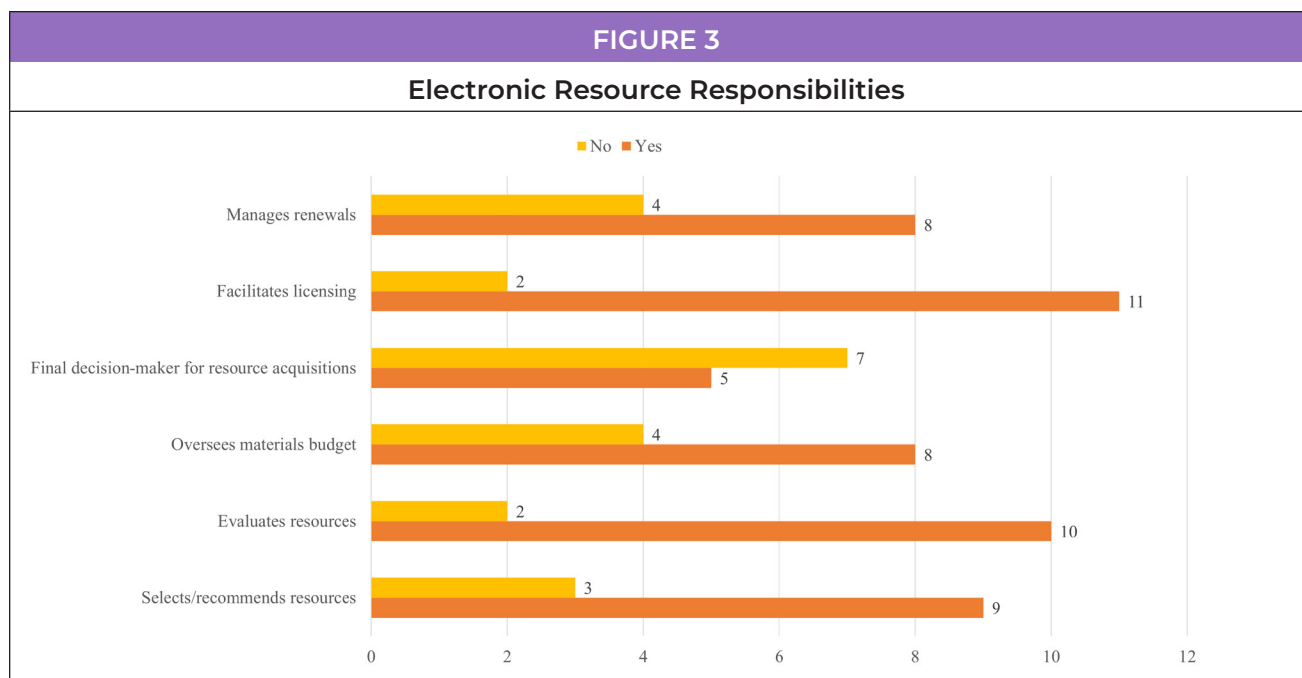
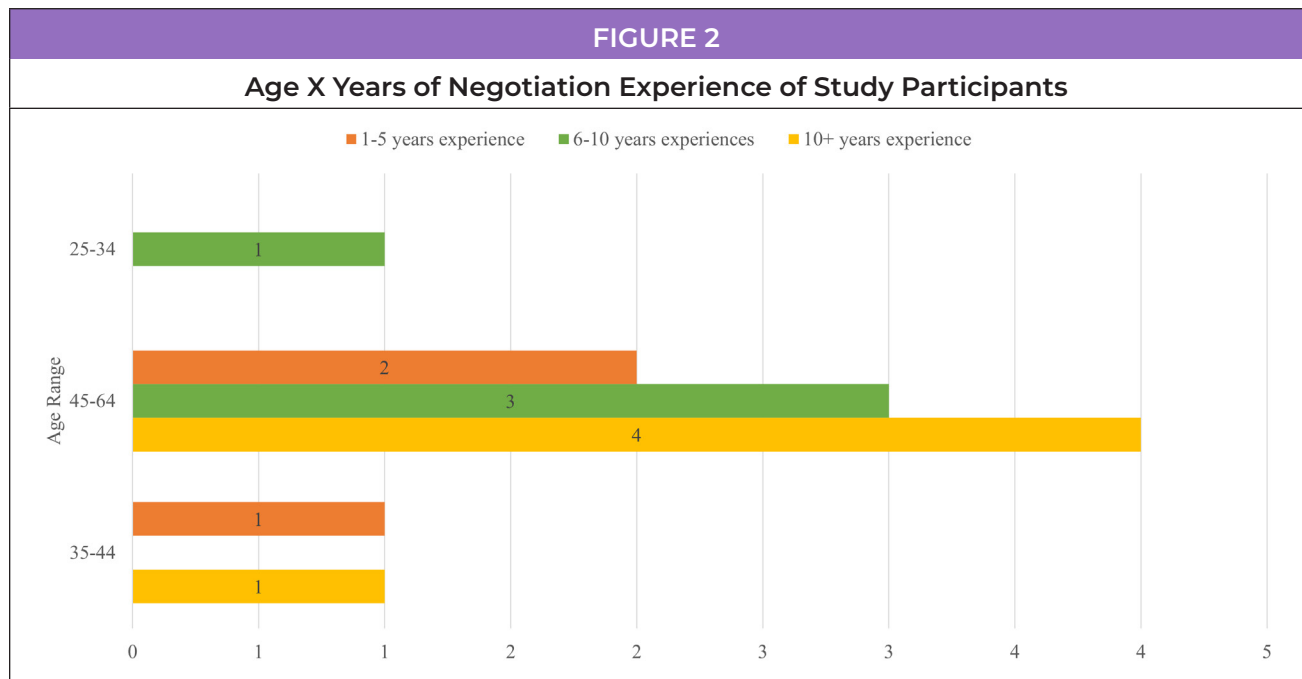
Librarians with a primary role in negotiating library acquisitions at or on behalf of an academic institution were recruited through mailing lists targeting librarians who work with electronic resources and library acquisitions. Theoretical, or data, saturation in interview studies can occur with as few as nine interviews.<sup>20</sup> When saturation occurs, new information is no longer being shared by participants and data collection becomes repetitive and “redundant.”<sup>21</sup>



Twelve librarians participated in the study (n=12), offering a statistically significant baseline for identifying trends in the interview responses.

Participants were asked to self-identify their gender and race/ethnicity through an open-ended question with a majority of participants reporting as white and female. A quarter of participants were male, and almost 33% of participants identified as Hispanic/Latino or mixed race.

Participants were asked to identify their age range and years of experience with electronic resource negotiations (in current or prior positions). Most participants reported being between 45-64 years of age with 10+ years of experience. However, age range was not a guaranteed indicator of years of experience.



Most participants were responsible for selecting, recommending, and evaluating electronic resources, overseeing the materials budget, facilitating licensing, and managing renewals. However, a little less than half of participants were the final decision-maker for resource acquisitions.

While all respondents had informal training for negotiations (i.e. reading articles, attending one-session webinars, through mentoring, etc.), only 33% of respondents had received formal training of some kind for negotiations (i.e. certificate courses, multi-session workshops, etc.).

## Data Analysis

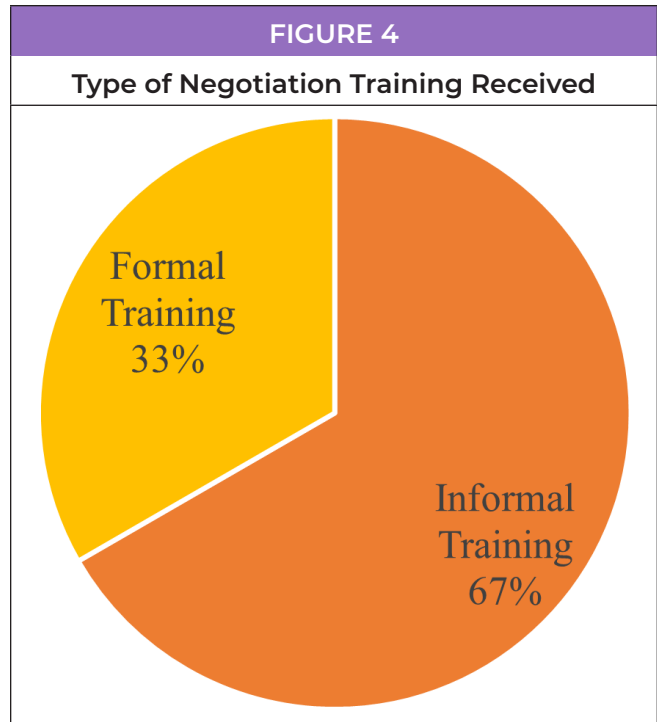
All 12 study participants were interviewed over Zoom. Each participant was assigned an alphanumeric ID, such as NA01, to protect their identity. Only the audio for each interview was recorded. Participants also completed an asynchronous pre-interview activity to prepare themselves for the interview, including answering the previously mentioned demographic data form and a negotiation styles questionnaire. The negotiation styles questionnaire was used for the purposes of an introductory activity, and, therefore, the results were not included in this paper's findings.

I used Dedoose software to code qualitative data from the interviews and quantitative data from the demographic forms. For the interview data, I used a thematic coding approach and coded the audio recordings directly. Codes were grouped according to three themes introduced by the interview questions: negotiation approaches, negotiation difficulties, and experiences of discrimination. Most of the codes used were generated based on participants' answers to the structured interview questions and follow-up questions. These inductive codes tracked a variety of statements pertaining to each of the three themes, including common negotiation approaches, strategies, and motivations, frequent frustrations experienced during negotiations, and specific types of discrimination experienced. The few deductive codes used were created based on examples I provided during the interviews of negotiation difficulties or were based on questions asked during the interviews about experiences of sexism and racism.

Sixty five codes were generated in total. A sample of thirty six codes is provided in **Appendix B**, grouped by general interview theme with the code type (inductive or deductive) and code description included. The codes that appear in Appendix B were present in at least five out of twelve interviews or directly addressed one of the proposed research questions. Codes that include a colon punctuation mark (:) indicate a child code, or a sub-code, of a parent code. For example, "Age: Youngism" indicates "Age" was generated as a parent code to identify experiences of age discrimination with reverse ageism, or "youngism," being applied as a related child code.

## Findings

The same thematic framework used for qualitative analysis of the interviews was also applied to report on the study's findings: approaches to negotiation, negotiation difficulties, and experiences of discrimination.



## Approaches to Negotiation

### ***Finding 1. Librarians are data-driven and emphasize the importance of preparation in approaching negotiations. Exact approaches vary depending on the type of negotiation.***

When asked to describe a “typical negotiation,” all twelve interview participants described utilizing data to inform their approach, including but not limited to cost history, usage, cost per use, and product information. Interview participants also incorporated information about vendors into their data gathering, such as renewal history, fiscal year promotional cycle, and knowledge of direct competitors. Some participants quoted maintaining a certain annual percentage threshold for their renewals, with some flexibility in their approach depending on what worked well for their library’s budget.

This data-driven information gathering and preparation was essential to most participants. Participant NA04 stated, “I try to make sure I have all my facts ready for myself and to really come in with, directly, what we were hoping to get.”

Negotiations varied based on whether the librarian was negotiating pricing or a license agreement, a new acquisition or a renewal. Negotiations were also sometimes dependent on the type of vendor. Participant NA06 characterized “aggregators” as “pretty easy-going,” and Participant NA07 described the difficulty of negotiating with vendors whose traditional market is not academic libraries, both small and large.

Many participants referenced taking a “group approach,” where the burden of preparing to meet with or actively meeting with a vendor was shared by a group of library participants rather than undertaken by a sole librarian. Participant NA02 explained, “It’s helpful to have a group especially because often the publisher has a group.” When using a group approach, the group is typically composed of different stakeholders in the acquisitions process, such as subject liaisons, electronic resources staff, and library administrators, as necessary. Two participants, despite being at different institutions, both described assigning meeting “roles” to group members, where each member would be in charge of communicating a specific set of information.

Additionally, several participants referenced the amount of a time a negotiation might take as a factor in their approach. For example, Participant NA12 mentioned that “I won’t really engage in a time-consuming negotiation if I don’t know that I can probably get to yes.” In particular, participants spoke about prioritizing their time, depending on the potential cost savings or license terms of a negotiation. Participant NA10 stated, “I’m not going to spend forty hours to save \$400, that’s just not a good use of anyone’s time.”

A few participants also mentioned following a list of “deal breakers” or similar guidelines to inform the direction of a negotiation, either set by the institution’s license requirements or by the library profession as best practices.

### ***Finding 2. Librarians place high value on communication and relationship-building with vendors when approaching negotiations.***

Maintaining a long-term, productive relationship with vendors was essential to all twelve interview participants, closely tied with active, open communication. Participants had different approaches to working with vendors, with Participant NA13 mentioning that “I love working with vendors” and Participant NA09 stating, “I am not friends with vendors.” However, participants shared similar philosophies for relationship-building by highlighting the importance of mutual respect and trust. Participant NA09, while rejecting personal relationships with vendors, explained that “I do appreciate having a professional relationship with these vendors” and advised, “Being someone who, I think, is reasonable and measured with a rep can get you a long way.” Participant NA12 explained, “Not only do I want to trust them, I want them to trust me.”

A few participants touched on the importance of “vendor education”, i.e. onboarding vendors as to how to best work with their library to improve future communications and establish mutual understanding, though this topic was not discussed at length.

Many participants expressed an awareness of and, sometimes, sympathy for vendors’ pricing positions. Participant NA06 mentioned, “I understand that they need to pay for whatever it is publishers/vendors need to pay for,” and Participant NA13 emphasized the importance of “talking with the vendors” and “know[ing] where they’re coming from and why they think it’s important.”

However, an undercurrent of tension around vendor interactions was expressed in many of the interviews. For example, Participant NA11 described a tactic used by some vendors to aggressively pitch a library resource to teaching faculty and stated, “That’s the pressure [vendors] put on you. I don’t feel the pressure..., but that’s the game that they [vendors] play.” Participant NA13 described another scenario where “I find that vendors think sometimes that you’re trying to play coy with them or something: ‘No! I don’t have the money, I told you this!’”

### ***Finding 3. Librarians are success-driven and are motivated by the best interests of their users.***

Despite most interview participants receiving no formal training for negotiation, all participants were motivated by, broadly summarized, pursuing the best price and the best license terms for the population they are serving. As Participant NA02 put it, “Our motivation, I would say, generally in these negotiations, is to get the best deal possible for our institution.”

Several librarians noted the support they received from library administration or their university’s legal counsel as another factor of their success, particularly in situations where they are meeting resistance from vendors. Participants listed their supervisor, Associate University Librarian (AUL), or general counsel as an added layer of authority that could endorse their negotiation platform.

Half of the participants spoke about appearing “confident” or “intimidating” as a factor of their success. Participant NA08 noted that “you really have to develop that kind of confidence to do this sort of work.”

Others discussed leveraging other factors for success, such as institutional prestige and name recognition, a generous library budget, or the ability to walk away from a resource.

### ***Finding 4. Common approaches to negotiation were largely unanimous across all librarians, regardless of gender or racial/ethnic identity. However, women and women of color, especially, were more likely to identify with the importance of appearing “confident” or “intimidating” compared to white men.***

All twelve participants discussed approaches to negotiation that included data gathering and relationship-building, and all participants shared success as a unifying motivator. When discussing individual negotiation strategies, gender and/or race was not tied to specific strategies, such as relationship-building approaches, types of data used, likelihood to use a group approach, or whether tension was more or less likely to be experienced. However, notably, participants who expressed the importance of being confident or appearing intimidating during negotiations were all women, and half were women of color.

One participant described how her confidence manifested over time and now informs her negotiation style:

When you’re dealing with someone who’s confident but not cocky or arrogant, it’s definitely...it might be a little scary to the person on the other side. And I really lean into that.

....

Whereas before, I was a little more skittish and would back down quicker than I would now. Now I would never back down.

Other participants described how their intimidating persona was a way to garner respect: “I think you have to have a great professional relationship [with] vendors so that they respect you as a formidable opponent.”

None of the participants who identified as male, all of whom also identified as white, discussed confidence or intimidation as a necessary factor for success.

## Negotiation Difficulties

***Finding 5. The most common barrier to a successful negotiation outcome is lack of cooperation from vendors, a frustration shared across gender and race/ethnicity.***

Lack of cooperation from vendors was the biggest hurdle to a successful outcome, more so than a library's lack of budget or a vendor's lack of competition (i.e. when there are no alternatives to a resource/product). All twelve interview participants expressed frustration at dealing with uncooperative vendors, which often manifests as a refusal to engage with the library or to collaborate on or offer alternatives or solutions that would benefit both parties. For example, if a vendor provides one-size-fits-all pricing or license terms. As Participant NA08 noted, “If they [vendors] say they are unwilling to change their terms, it's not a negotiation.” Lack of cooperation was also, though not always, associated with being uncommunicative and lacking in transparency.

While participants continued to work with uncooperative vendors, they were also less likely to cooperate in return. Participant NA07 acknowledged, “If you know, ‘hey, these people are going to be a pain to deal with’,... we're maybe less likely to make concessions to them.”

## Experiences of Discrimination

***Finding 6. Experiences of discrimination during negotiations is a shared experience associated with not only sex and race but also age, authority level, a preconceived notion of librarians, etc.***

All twelve participants shared that they had experienced or witnessed at least one incident of discrimination while interacting with a vendor.

Over 80% of participants, both women and men, agreed that they had experienced or witnessed sexism. Participants described exchanges that were “condescending,” “patronizing,” and “dismissive.” Participant NA07 noted, “I've witnessed, in particular, sexism where women I've worked with on my team have been treated differently or not been spoken to in conversation.” Participant NA02 expressed, “I definitely think that microaggressions occur all of the time, and potentially myself and others don't address those because we are conditioned to be used to them as women.”

Librarian stereotypes were also brought up by over half of participants as intrinsically linked to experiences of sexism, such as “the social construction of librarians being mousy and quiet and shy,” the “types of personalities being drawn to this work...aren't necessarily particularly gregarious,” and negotiation not being “a typical librarian's thing.” Participant NA12 felt some vendors held general anti-librarian sentiment, “It's hard to know if they're [vendors are] just condescending to all librarians or just the female ones” and explained further, “Sometimes I get the idea that they just don't have a lot of respect for my career.”

However, many participants also struggled to conclusively identify whether incidents were overtly linked to discrimination. Participant NA09 responded, “I can't really explain. I feel like there is some kind

of sexism in there, in terms of librarian-rep relationship.” Instead, participants discussed general feelings of “disrespect.”

Participants who identified as non-white were split on the subject of experiencing racism. One participant, in a position of authority at her library at the time of her story, described having a noticeable accent and, in various incidents with vendor reps, still being treated “like a student” and being “dismissed”, and concluded, “That is a constant basis.” Another participant disclosed, “I think I have encountered more racism from librarians while working on negotiations than I have with vendors” and explained she was often criticized by colleagues for her negotiation style. Some participants did not identify any experiences of racism, explaining, “I don’t think any of them know what race I am when I Zoom in.”

Participants also discussed how perceptions of their age and authority level impacted interactions during a negotiation. Anecdotes from participants included being told, “You’re young, you don’t know,” being called “sweetheart” and “honey,” and being dismissed for not holding the position the vendor rep was initially expecting to interact with.

Of particular note, 75% of participants expressed negative opinions of “bro culture” evident amongst some sales reps or vendor companies, defined as white, male, older and “sales-y”. This observation of a subset of vendor culture was universally shared by participants. One participant who identified as female, stated, “I think I have the hardest time with males who you can tell have been in the selling publisher industry for at least 20 years. They’re the ones who, you can tell, have the mindset of ‘I gotta sell. I gotta make the most money.’” Another participant, identifying as male, spoke about companies where “every single employee that I’ve ever interacted with is a middle-aged white male, and I feel like, ‘Well, that’s strange.’”

Sharing race or gender affinity when interacting with a similarly identifying vendor rep did not necessarily impact negotiation outcomes, negatively or positively, and most participants’ answers were inconclusive in this regard.

Finally, in response to experiences of discrimination, participants reacted by adapting their negotiation approach and incorporating group members for increased safety, leveraging perceptions of themselves to their

TABLE 1

## Findings Corresponded to Research Questions

Research questions	Findings
Q1. Are there common patterns of negotiation styles or approaches in academic library acquisitions?	Finding 1. Librarians are data-driven and emphasize the importance of preparation in approaching negotiations. Exact approaches vary depending on the type of negotiation.
	Finding 2. Librarians place high value on communication and relationship-building with vendors when approaching negotiations.
	Finding 3. Librarians are success-driven and are motivated by the best interests of their users.
Q2. Is there a connection between negotiation approach, gender, and/or racial identity?	Finding 4. Common approaches to negotiation were largely unanimous across all librarians, regardless of gender or racial/ethnic identity. However, women and women of color, especially, were more likely to identify with the importance of appearing “confident” or “intimidating” compared to white men.
Q3. Does gender and/or racial identity impact negotiation outcomes?	Finding 5. The most common barrier to a successful negotiation outcome is lack of cooperation from vendors, a frustration shared across gender and race/ethnicity.
	Finding 6. Experiences of discrimination during negotiations is a shared experience associated with not only sex and race but also age, authority level, a preconceived notion of librarians, etc.

advantage, and/or persisting in their positions. Participant NA06 explained, “Because I’m still in a position of power, regardless of what they think of me, regardless of any sort of inherent sexism or racism that they have, I’m still the powerful person in this relationship.”

## Discussion

In answer to the original research questions:

1. There are several approaches commonly shared by librarians in negotiations, as demonstrated in the first four findings.
2. One potential connection was found between negotiation approach, gender, and racial identity, but further research is required to establish a stronger connection. Mostly, negotiation approaches appear to be universally shared by all librarians working with library electronic resource acquisitions.
3. Whether gender and/or racial identity impacts negotiation *outcomes* is inconclusive. While gender seems to impact negotiation *interactions*, there is less evidence to suggest race impacts negotiation interactions. Additionally, gender and/or race presentation may not be linked to negotiation outcomes (i.e. worse deals), which seem to be mitigated by common negotiation approaches.

The findings from this study suggested a better experience in negotiations for women than indicated by key findings from the literature review. At least in positions negotiating for electronic resources, women did not necessarily experience worse negotiation outcomes than men, and approaches to negotiations did not differ significantly between men and women. The same applies for women of color negotiating for electronic resources; women of color did not experience worse negotiation outcomes. However, women in general seemed to experience worse negotiation *interactions*, and further research should be pursued on this topic to improve interactions between librarians and vendors.

While further research is required to understand the nuances of how gender and race may impact negotiations, it is alarmingly apparent from this study that discrimination during negotiations is a commonly shared, harmful experience. The findings strongly suggest librarians are more likely to experience sexism in negotiation environments, and future studies could explore the issues of age and authority that were also referenced by the study participants. While experiences with racism were not as pronounced in this study, a study solely targeted towards racism in negotiations may produce more definitive results.

Whether or not overt discrimination is being experienced, more support is clearly needed for librarians required to negotiate electronic resource acquisitions, particularly in confronting disrespectful or dismissive incidents. Improved training is needed from vendors to address problematic behavior from vendor reps, and communication training for librarians could provide another tool for defending against discrimination. Despite some bad experiences with vendors, relationship-building is a priority for the librarians in the study, and both librarians and vendors should continue to explore improving librarian-vendor relationships.<sup>22</sup> Additionally, while the research in this paper focused on librarian-vendor relationships, future research could focus on how collegial relationships and support, or lack of support, within one’s library impacts those negotiating for electronic resources.

This study also supported previous findings that negotiations are context-dependent and mitigated by factors separate from gender or race, such as sufficient preparation, past experience, and collaborative approaches. This suggests that formal negotiation education resources for academic librarians, such as the ONEAL curriculum, could continue to successfully adopt a universal approach to negotiation education that teaches librarians how to prepare for and execute a negotiation.

## Limitations

The strongest limitation of this study was the difficulty of analyzing intersectional experiences. The broad nature of the study resulted in generally applicable experiences, such as the universally shared negotiation approaches. Additionally, the participant sample was not representative of all demographic groups and was missing Asian women and men, as well as all men of color. Future studies should focus on specific demographic groups, such as Asian and Pacific American librarians or Black librarians, to investigate experiences unique to each group.

The study was also dependent on volunteers, and the method of recruitment was biased towards participants who felt comfortable being interviewed and discussing personal difficult interactions, as well as those who were willing to talk about their negotiation experiences and considered their work “negotiation work.” This bias may have produced study responses that are more confident than the norm and may not be accurately representative. A survey adapted to address these biases may establish a stronger baseline for the results of the interview study.

## Conclusion

While this paper addresses the research questions proposed, further research could be conducted on any one question, with the findings from this study providing an introductory path.

# Appendix A. Interview Guide

1. OK, are you ready to start the interview? Please take a moment to turn OFF your camera and change your name in Zoom to a pseudonym, like John or Jane Doe. Please remember not to use real names, including your own name. Please don't name where you work or the name of any institution. OK, may I start the audio recording now? (wait for response. If "Yes," continue. If "No," thank them politely and end interview.)
2. Walk me through a typical negotiation. What is your thought process before and during the negotiation? "Thought process" meaning your "game plan", your motivations, aspirations, social strategy, etc. How much back-and-forth is there usually with the vendor? What are your typical expectations for negotiation outcomes?
3. Do you feel there are aspects of negotiation that are outside of your control? Does that have an impact on your negotiation strategy?
4. Have you ever experienced sexism or racism while interacting with a vendor? Did this impact subsequent negotiations? Do you feel like you get better results negotiating with someone of the same presenting gender or race?
5. Thank you for filling out the pre-interview activity. To end our interview session on a lighter note, I'd like to discuss the results with you and ask for your thoughts on your predominant negotiation styles. Do they align with your expectations?

## Appendix B. Table of Interview Codes Used for Qualitative Analysis

<i>Negotiation Approaches</i>		
<b>Code</b>	<b>Code Type</b>	<b>Code Description</b>
Communicative	Inductive code	Statements valuing communication and responsiveness during negotiation from both the library and vendor side
Data-driven	Inductive code	Statements about using data to prepare for or use during a negotiation
Job experience	Inductive code	Statements about learning on the job as a factor that informed interviewee's negotiation approaches
License negotiation	Inductive code	Statements identifying license agreement negotiations as a negotiation scenario
Power dynamics	Inductive code	Statements related to power differentials during a negotiation
Prepared	Inductive code	Statements related to preparing or feeling prepared as a negotiation tactic
Price sympathy	Inductive code	Statements related to sympathy for a vendor or vendor's rep pricing position (e.g. how third'-party pricing affects renewal increases, vendor rep quotas, profit margins, etc.)
Pricing negotiation	Inductive code	Statements identifying pricing, quote, or renewal negotiations as a negotiation scenario
Group approach	Inductive code	Statements related to negotiating using a group of librarians in various roles rather than negotiating as a sole librarian
Relationship-building: Internal administrative support	Inductive code	Statements related to internal support provided by library administrators
Relationship-building: Vendor relationship	Inductive code	Statements related to building or maintaining positive relationships with vendors for future negotiations
Success-driven	Inductive code	Statements addressing motivations during negotiations related to successful outcomes (i.e. getting the best deal or getting the best terms in a license agreement)
Time	Inductive code	Statements related to the burden of time or assessing how much time will potentially be spent on the negotiation
Values framework	Inductive code	Statements related to established values or principles applied in negotiations. Values or principles may come from the library or the broader university.
Varied	Inductive code	Statements explaining different approaches to a negotiation depending on acquisition or renewal scenario
Vendor education	Inductive code	Statements related to educating vendors about how to work with libraries, whether generally or specifically with the interviewee's library
Vendor types	Inductive code	Statements identifying between "traditional" library vendors and non-traditional library vendors

<i>Negotiation Difficulties</i>		
<b>Code</b>	<b>Code Type</b>	<b>Code Description</b>
Budget	Deductive code	Statements related to library materials budget being a source of difficulty during negotiations
Faculty demand	Deductive code	Statements related to library resources that need to be kept due to faculty demand
Lack of competition	Deductive code	Statements identifying the lack of competition for a product
Lack of cooperation	Inductive code	Statements related to lack of cooperation from the vendor that present difficulties
License requirements	Inductive code	Statements detailing requirements for license agreements from the library's university that may present difficulties, either for the library or the vendor (or both)
Saying no	Deductive code	Statements related to the ability to say no as a factor in negotiation outcomes
Tenacity	Inductive code	Statements related to persistence during a negotiation despite the lack of a favorable outcome
Vendor rep changes	Inductive code	Statements addressing how changes in vendor reps (e.g. a vendor rep leaves and is replaced by a new vendor rep, a vendor rep is reassigned) affects negotiations
<i>Experiences of Discrimination</i>		
<b>Code</b>	<b>Code Type</b>	<b>Code Description</b>
Age: Youngism	Inductive code	Statements confirming experiences of "youngism" or "reverse ageism" during a negotiation
Authority level	Inductive code	Statements confirming experiences of discrimination based on perceived level of authority during a negotiation
Better results: Maybe	Deductive code	A "Maybe" answer to "Do you feel like you get better results negotiation with someone of the same presenting gender or race?"
Better results: No	Deductive code	A "No" answer to "Do you feel like you get better results negotiation with someone of the same presenting gender or race?"
Better results: Yes	Deductive code	A "Yes" answer to "Do you feel like you get better results negotiation with someone of the same presenting gender or race?"
Bro culture	Inductive code	Statements related to the "bro-'y" nature or boys' club atmosphere in sales (e.g. "used car salesman" attitude). Overwhelmingly white and male.
Disrespect	Inductive code	Statements related to feeling disrespected, dismissed, undermined, etc.
Microaggressions	Inductive code	Statements related to experiencing microaggressions during negotiations, whether explicitly named or implicitly felt
Perception of librarians	Inductive code	Statements related to negative perception of librarians and their (lack of) ability to negotiate
Race	Deductive code	Statements confirming experiences of racism during a negotiation
Sex	Deductive code	Statements confirming experiences of sexism during a negotiation

## Notes

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