Tips for Using the UC Libraries' Decision Making Rubric
January 2017

This rubric was designed to help the UC Libraries Advisory Structure (UCLAS) make decisions about which collaborative projects to invest in and at what level. Rather than serving as a quantitative tool, it is designed with prompts to enable structured discussions. The goal is to reach decisions that advance and leverage the strength of the UC Libraries while honoring the individuality of each of the UC campus libraries. The UCLAS considers a wide range of issues and projects, thus the rubric may be more applicable to some types of recommendations than others.

When a report with recommendations is submitted to a UCLAS decision-making group (such as to DOC), each campus's representative on that group is asked to complete the rubric from the perspective of their own UC campus/unit. Each campus's response is submitted to a shared site that the group can view. The compilation of responses helps visually identify areas of agreement and surface key areas of divergence. In terms of discussion, it is intended to help streamline our work and focus our energies on the most substantial issues as well as ensure that all campuses are heard.

For UCLAS project teams:
- Share the rubric with them early so they can address these points as they prepare their executive summaries, final reports, and recommendations.

For UCLAS decision-making groups – preparation:
- Use a separate rubric for each individual recommendation proposed; color coding the recommendation tabs helps manage them. Creating a shared online spreadsheet version of the rubric for each campus and each recommendation makes for easy compilation later.
- Keep the rubric formatting as is so the responses across campuses can be easily compiled.
- Fill out your campus's response before looking at the responses of other campuses.
- Involve key library leaders/stakeholders on your campus to inform your responses in the rubric. The people involved may vary by topic, though ideally the University Librarian participates and/or is aware of the answers provided for your campus.
- Consider using "?" or the "Other" column to capture best guesses and uncertainties.
- Utilize the notes sections to help explain "why" (these are good reminders for the group discussion).
- Identify a person to compile the responses into a shared spreadsheet for easier viewing of answers from all campuses.

For UCLAS decision-making groups – discussion:
- Identify a person to lead the discussion and highlight areas for the conversation; focus on drawing out more explanation about support or concerns (e.g. why is something considered critical, how does it fit with other priorities, etc.) and engaging the full group in responding and reaching a shared decision.
- Use the "Other Considerations" section to capture key strategic and policy questions the discussion raises about the desired direction for the UC Libraries; these can be passed to CoUL to help spark their subsequent conversation. This is also a good location to suggest elements that could be evaluated in the assessment.
- Share the individual rubrics from campuses or a compiled document with CoUL along with the group's recommendations; it is useful to call out where there are split decisions and/or divergent perspectives and some of the explanation of those differences.