

Practical Data Governance in Higher Education

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Please find below a description of the planning resource that our instructors have prepared for you as a takeaway from the “Improving Data Governance in Higher Education” webcast.

Pre-Webcast Resource

[Data Governance Playbook](#) – Pages 2-9 - This workbook is intended to help you and your team better prepare for or further refine a data governance structure and strategy for your own institution. Use this to take stock of your current data governance situation, map out your information ecosystem, identify and organize key stakeholders, pinpoint strategic needs, and establish a common language and vocabulary around data governance terms.

For a Word version of this document you can download it from:

http://www.academicimpressions.com/online_training/DataGovernancePlaybook.docx

DATA GOVERNANCE PLAYBOOK

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Section 1: Situation Assessment

Before starting other work, reflect on these criteria to gauge your current level of accomplishment with data governance.

Topic	Self-assessment
We have embraced the concept of Data Stewardship	<p>----- -----</p> <p>Low Medium High</p>
Data Stewardship, as a concept, has a clear champion at our institution	<p>----- -----</p> <p>Low Medium High</p>
We generally understand the roles and responsibilities of Data Stewards across different areas	<p>----- -----</p> <p>Low Medium High</p>
We have identified Data Stewards in critical or enterprise-wide areas of responsibility	<p>----- -----</p> <p>Low Medium High</p>
We have identified Data Stewards in auxiliary areas	<p>----- -----</p> <p>Low Medium High</p>
Data Stewards know and embrace their general responsibilities	<p>----- -----</p> <p>Low Medium High</p>
Data Stewards across various critical areas coordinate their activities wherever possible	<p>----- -----</p> <p>Low Medium High</p>
We generally understand the concepts of Data Governance	<p>----- -----</p> <p>Low Medium High</p>
We have identified the principles of Data Governance for our institution	<p>----- -----</p> <p>Low Medium High</p>
We have implemented policies, procedures, and structures that support Data Governance	<p>----- -----</p> <p>Low Medium High</p>
We have identified an individual who is responsible for coordinating/leading Data Governance	<p>----- -----</p> <p>Low Medium High</p>
We have established metrics and monitoring to assess the accomplishments of our Data Governance efforts	<p>----- -----</p> <p>Low Medium High</p>

Evaluation. Looking back over your responses to all the items above, you can glean a heuristic sense of your institution’s maturity and level of accomplishment with data stewardship and data governance. This is a simple way to highlight some of the core concepts and activities that tend to play out in the process of establishing and maturing your organization’s data practices.

Section 2: Data Systems Ecosystem / Inventory

Identify the data systems that serve and support your institution's daily operations and reporting needs.

<u>Purpose</u>	<u>Our system</u>	<u>System Owner</u>	<u>Data exchanges with</u> (other information systems that send/receive data with this system)
Enterprise Systems			
Accounting & Finance			
Campus Directory			
Human Resources Info Sys			
Identity Management			
Learning Management System			
Payroll			
Student Information System			
<<add rows as needed>>			
Auxiliary & Function-Specific Systems			
Academic Advising			
Admissions			
Alumni			
Building Access			
Community Service			
Degree Audit			
Dining			
Donors			
Email			
Financial Aid			
Housing			
Parking			
Sponsored Awards/Grants			
Student Health			
Study Abroad			
<<add rows as needed>>			

Section 3: Data Stewards, Data Trustees, and Key Stakeholders

Use this chart to identify your Data Stewards, Data Trustees, and other key stakeholders in your information governance efforts. Be certain you have first defined the roles of Data Trustee and Data Steward; for other Key Stakeholders, including a note for why they are included may be helpful. Notice how closely this aligns to your information system ecosystem. As applicable for your institution, add other Functional Areas and move listings between Enterprise and Auxiliary/Specialized groupings.

Enterprise Data Domains			
<u>Domain</u>	<u>Data Trustee</u> (Executive Level)	<u>Data Steward</u> (Operational Level)	<u>Other Key Stakeholders</u> (Any Level)
Accounting & Finance			
Human Resources			
Identity Management			
Learning Management System			
Payroll			
Student Information System			

Auxiliary & Specialized Functions			
<u>Domain</u>	<u>Data Trustee</u>	<u>Data Steward</u>	<u>Other Key Stakeholders</u>
Academic Advising			
Admissions			
Alumni			
Building Access			
Community Service			
Degree Audit			
Dining			
Donors			
Email			
Financial Aid			
Housing			
Parking			
Sponsored Awards/Grants			
Student Health			
Study Abroad			

Section 4: Strategic Needs & Questions

Change – including maturing into a data-governed organization – can be driven by an organization’s strategic needs. Ask yourself and your institutional leadership:

- Where are we going? What is our plan to get there?
- What are the things we must be able to do, which we cannot do today?
- What competitive advantages are we seeking?
- How does our data/information ecosystem relate to these strategic needs?

Identify one strategic need or strategic question your institution currently faces, and respond to the following prompts. Your answers to these prompts will help you comprehend and address the need for data governance that aligns to your strategic needs.

Note: analyzing one strategic need will not tell you all you need to know about data governance, but it can help you chart a path to a quick win and provide a spring board to further buy-in and progress.

<u>Consideration</u>	<u>Response</u>
Strategic Need (describe in detail)	
Who is the driver of this need?	
What is the priority level?	
Who is responsible for responding to the need? (leader/coordinator)	
Who will need to be involved?	
Are resources available?	(hint: consider human resources, funding, systems, etc.)
What is the timeline/deadline?	
How is data involved in this need?	
Do we collect the necessary data?	
How will we measure progress?	
<i>If we already collect the data,</i>	
.... in what information system?	
... who is the system owner?	
... is there a data dictionary?	
... is the data of acceptable quality for use?	
... do we have Data Steward approval to use the data?	
<i>If we <u>don't</u> already collect the data,</i>	
... which office should be responsible?	
... how should we structure the data?	
... who will analyze and interpret the data?	

Section 6: Template for Term Definition

Use this template as a starting point when defining a Data Term or Data Definition for your organization.

- Hint: before sending out a definition for review, take some time to draft it as best you can. It's easier for a committee to edit an existing definition than to start with a blank sheet of paper.

TERM DEFINITION TEMPLATE ----- EXAMPLE

<i>Term Name</i>	Place of Origin
<i>Definition</i>	The permanent address of an individual at the time of admission confirmation (for students), application (for staff) or hire (for faculty) to the University.
<i>Synonyms and Abbreviations</i>	None
<i>Source System</i>	Banner
<i>Technical Meta-data</i>	Include queries and data lineage information here
<i>Possible Values</i>	<ul style="list-style-type: none"> • For individuals with permanent residence in the United States, the place of origin is a valid US Postal address. • For individuals with permanent residence outside the United States, the place of origin is a country name
<i>Data Steward</i>	Campus Data Steward
<i>Data Sensitivity Classification</i>	Highly Sensitive (SSN, Credit Card, HIPPA, ...), Sensitive (GPA, Salaries, Race/Ethnicity, ...), Internal (Job Title, Name, Major, ...), Public
<i>Conditional Sensitivity</i>	This data is subject to fine-grain access constraints. For example, a dean should only see this information for students, faculty, and staff under her scope of control.
<i>Role based Access</i>	Student Analyst Role, Staff Analyst Role, Faculty Analyst Role
<i>Data Availability</i>	Staff – 2001 to Today Faculty – 2010 to Today Student – 1982 to Today
<i>Notes</i>	<ul style="list-style-type: none"> • Each active student is assigned a place of origin for each academic term. If an active student has a new confirmed admission for that academic term (e.g. an undergraduate dual enrolls in the MBA program), the place of origin is based upon the student's home address as of the beginning of that academic term. Otherwise, the place of origin remains the same as the previous academic term. • Each faculty and staff member is assigned a new place of origin at each point where they have a break in continuous employment.
<i>Revision History</i>	Draft created 12/5/2012 Updated 1/22/2013 to change the place of origin assignment process for students

Section 7: Recommended Resources

Below is a short list of publications, sites, and other resources that can assist with your comprehension and implementation of Data Governance. Many resources require or involve membership or other cost. Note that endorsements are not implied, nor are exclusions or omissions intentional.

ARTICLES

The Compelling Case for Data Governance, 2015, EDUCAUSE Center for Analysis and Research, ECAR-DATA Working Group paper, located at <http://www.educause.edu/library/resources/compelling-case-data-governance>

Data Owners: Establishing Stewardship Models, (forthcoming December 2015), EDUCAUSE Center for Analysis and Research, ECAR-DATA Working Group paper

The Chief Data Officer in Higher Education, EDUCAUSE Review, June 2015, Michael C. Kelly. Available at <http://er.educause.edu/articles/2015/6/the-chief-data-officer-in-higher-education>

Speaking the Same Language: Building a data governance program for institutional impact, EDUCAUSE Review, vol. 48, no. 6 (November/December 2013), Mike Chapple.

Developing a Data Governance System, October 22, 2010, Education Advisory Board. (Custom research brief, University Business Executives Roundtable).

Developing an Institution-Wide Data Management Policy, September 2012, Education Advisory Board. (Custom research brief, Community College Leadership Forum).

A Common Currency: Achieving Excellence in Data Governance and Adoption of Analytics, 2015, EAB/The Advisory Board Company, IT Forum. Note: a companion toolkit is available.

PRESENTATIONS

Chief Data Officer: Champion of Data Governance and Analytics, Michael C. Kelly and Jason Fishbain, April 2015, conference session, EDUCAUSE Connect, San Antonio. Available at <https://www.educause.edu/events/educause-connect-san-antonio/2015/chief-data-officer-champion-data-governance-and-analytics>

HIGHER EDUCATION DATA GOVERNANCE SITES

Data Governance Center at The George Washington University, <https://it.gwu.edu/data-governance-center>.

Note: under 'Data Governance Resources' material available on data definitions best practices and data governance terms and definitions.

Data Governance at UNLV, <http://ir.unlv.edu/DGCouncil/index.html>

Data & Chief Data Officer, University of South Carolina, https://sc.edu/about/offices_and_divisions/division_of_information_technology/chiefdatoofficer/

PROFESSIONAL DEVELOPMENT ORGANIZATIONS

Data Governance Professionals Organization, <http://www.dgpo.org/>

Dataversity, Data Education for Business & IT Professionals, <http://www.dataversity.net/>

Higher Education Data Warehousing Forum, <http://hedw.org/>