EAB

Collaborating Across the Data Lifecycle

Clarifying Roles and Responsibilities of the IT and IR Groups on Campus

Edify

Data Democratization Through IT and IR Collaboration

Building trust in campus data means focusing on improving data quality and data availability for users across campus. For most institutions, that means engaging two unique groups: the IT organization and the IR organization.

Historically, both teams have been strained and under-resourced, and their contributions to campus strategy have often been underappreciated. But alongside growing interest in data analytics, the importance of enabling data management has grown in lockstep—whether campus leadership recognizes the need or not.

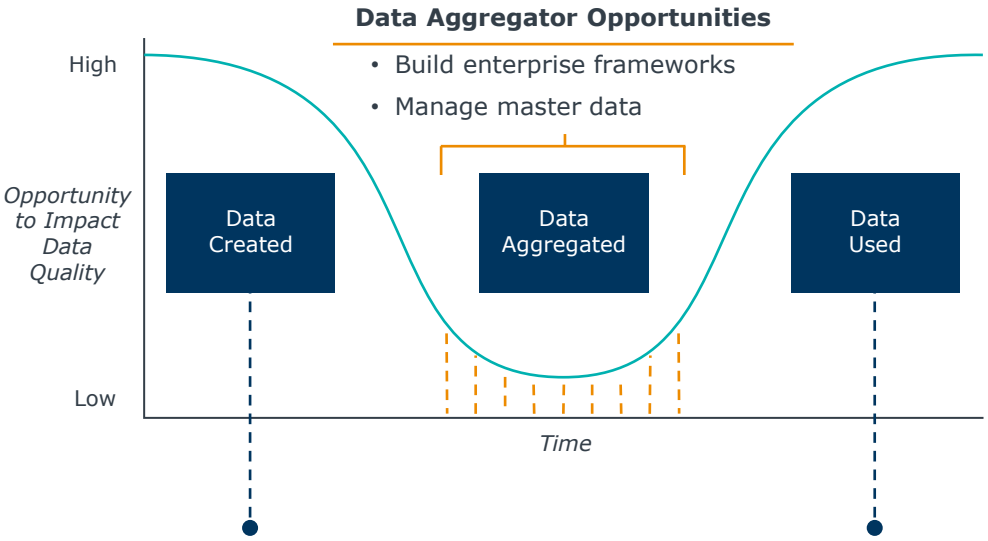
As institutions look to build their data capabilities, it's likely key aspects of the data lifecycle are managed and sustained across these two groups. In some instances, data and analytics turf wars have emerged, sometimes leading to redundancies and overinvestments through duplication of effort. In others, the shared mandate leaves gaps in delivery, as each unit leaves its counterpart to pick up the slack.

Moving forward with a sustainable data strategy demands collaboration between IT and IR. This diagnostic facilitates that collaboration by laying out the data lifecycle, enabling your teams to map out responsibilities and build a foundation of shared understanding around opportunities for change.

Embrace a Lifecycle Approach to Campus Data

IT and IR have leading roles to play in building a culture of data democratization on campus. By considering the full data lifecycle—from the collection of data to its use and application in decision-making—IT and IR groups can optimize their time and attention to accomplish the tasks most suited to their relative skill sets.

Case in Point: Data Quality Impacted Across the Data Lifecycle



Data Creator Opportunities

- Systems are owned by diverse units who control configuration and business logic
- Data is entered by frontline staff whose choices impact data quality for all

Data User Opportunities

- Gaps in data availability identified
- Data inconsistencies observed in analysis and reported to stewards
- Analysis creates new enterprise data

How to Use This Diagnostic

Campus leaders can use this diagnostic to prioritize areas of focus for their data strategy work. On the next two pages you'll find a list of activities at each stage of the data lifecycle (data creation, data aggregation, and data use). For each activity, you will be asked which team or teams on campus are responsible.

Based on your responses, this diagnostic will help you **determine where data teams at your institution can better collaborate, eliminate duplicative work, or invest more time** to achieve better data management and support data-informed decisions at your institution.

Source: Tom Redman, "Break the Bad Data Habit," *Harvard Business Review* (2012); EAB interviews and analysis.

Understanding Current Responsibilities, Part 1 of 3

For each of the data creation activities below, indicate which group currently does the work. Total your responses in each column, and use the reflection questions at the bottom of the page to determine next steps.

Data Creation

Activity	*Who does this work on campus?*			
	IT	IR	Both	Neither
Data Capture: Partnering with business and academic units to select appropriate systems for data collection	☐	☐	☐	☐
System Configuration: Installing and configuring technology systems to meet business users' functional and transactional needs	☐	☐	☐	☐
Data Entry: Configuring field validations on campus technology systems to limit the instance of poor data quality and integrity	☐	☐	☐	☐
Asset Inventory: Auditing the institution's available data in systems and warehouses across campus	☐	☐	☐	☐
Survey Generation: Conducting qualitative analyses to supplement automated, system-based data capture	☐	☐	☐	☐
Silo Busting: Building trust and appetite for data sharing across different administrative and academic units on campus	☐	☐	☐	☐
Total in each column	_____	_____	_____	_____

Where the task sits with you, do you think your team is best placed to do that work? If not, who should own it?

Where the task sits with the other team, are there ways that you think your team should be adding value?

For the activities where you indicated "both," are the roles and responsibilities within the domain well articulated? If not, how could the delineation be improved?

For the activities where you indicated "neither," who do you think should be responsible? Why?

Source: EAB interviews and analysis.

Understanding Current Responsibilities, Part 2 of 3

For each of the data aggregation activities below, indicate which group currently does the work. Total your responses in each column, and use the reflection questions at the bottom of the page to determine next steps.

Data Aggregation

Activity	*Who does this work on campus?*			
	IT	IR	Both	Neither
Data Modeling: Determining appropriate facets of an enterprise-focused data model for the institution	☐	☐	☐	☐
Catalog Creation: Facilitating agreement on enterprise data term definitions across invested parties at the institution	☐	☐	☐	☐
Source Standardization: Building consensus around the appropriate campus system to act as a "source of truth" for specific data domains	☐	☐	☐	☐
Data Extraction: Enabling access to source systems to extract source data for abstraction to enterprise-focused analytics data models	☐	☐	☐	☐
Logic Capture: Defining transformation logic to capture and enforce appropriate business process logic on enterprise data	☐	☐	☐	☐
Data Federation: Creating rubrics for designating data access policies according to data sensitivity and user roles and responsibilities	☐	☐	☐	☐
Total in each column	_____	_____	_____	_____

Where the task sits with you, do you think your team is best-placed to do that work? If not, who should own it?

Where the task sits with the other team, are there ways that you think your team should be adding value?

For the activities where you indicated "both," are the roles and responsibilities within the domain well articulated? If not, how could the delineation be improved?

For the activities where you indicated "neither," who do you think should be responsible? Why?

Source: EAB interviews and analysis.

Understanding Current Responsibilities, Part 3 of 3

For each of the data use activities below, indicate which group currently does the work. Total your responses in each column, and use the reflection questions at the bottom of the page to determine next steps.

Data Use

Activity	*Who does this work on campus?*			
	IT	IR	Both	Neither
Tool Choice: Selecting appropriate data visualization and business intelligence tools to deliver required functionality for campus	☐	☐	☐	☐
Hypothesis Generation: Partnering with users to define and refine analytics questions and key performance indicators	☐	☐	☐	☐
Running Analyses: Testing and validating campus hypotheses (ongoing and ad hoc) through appropriate analytics and statistical processes	☐	☐	☐	☐
Data Visualization: Building dashboards to improve ongoing decision-support through self-service data	☐	☐	☐	☐
User Education: Working with campus users and decision-makers to improve data literacy across the institution	☐	☐	☐	☐
Data Storytelling: Presenting analyses to illustrate insights and drive generative strategies to improve institutional effectiveness	☐	☐	☐	☐
Total in each column	_____	_____	_____	_____

Where the task sits with you, do you think your team is best-placed to do that work? If not, who should own it?

Where the task sits with the other team, are there ways that you think your team should be adding value?

For the activities where you indicated "both," are the roles and responsibilities within the domain well articulated? If not, how could the delineation be improved?

For the activities where you indicated "neither," who do you think should be responsible? Why?

Source: EAB interviews and analysis.

What Happens Next?

Understanding Your Scores

Record the total of "**both**" and "**neither**" responses in each phase of the data lifecycle below. These totals can help you determine where to focus conversations about data at your institution: someone should be responsible for all the listed activities, and both teams are likely eager to find ways to eliminate duplicative efforts as they work together to meet the growing demand for data across campus.

Data Creation

_____

Data Aggregation

_____

Data Use

_____

Across all phases, for the activities where you indicated "both," what opportunities are there to streamline work? Which activities are your top priorities?

1 _____

2 _____

3 _____

Across all phases, for the activities where you indicated "neither," which are the top priorities for your team?

1 _____

2 _____

3 _____

Reflection: *What steps should I take based on this diagnostic (e.g., set up conversations with leaders in IR, discuss with the data governance committee)?*

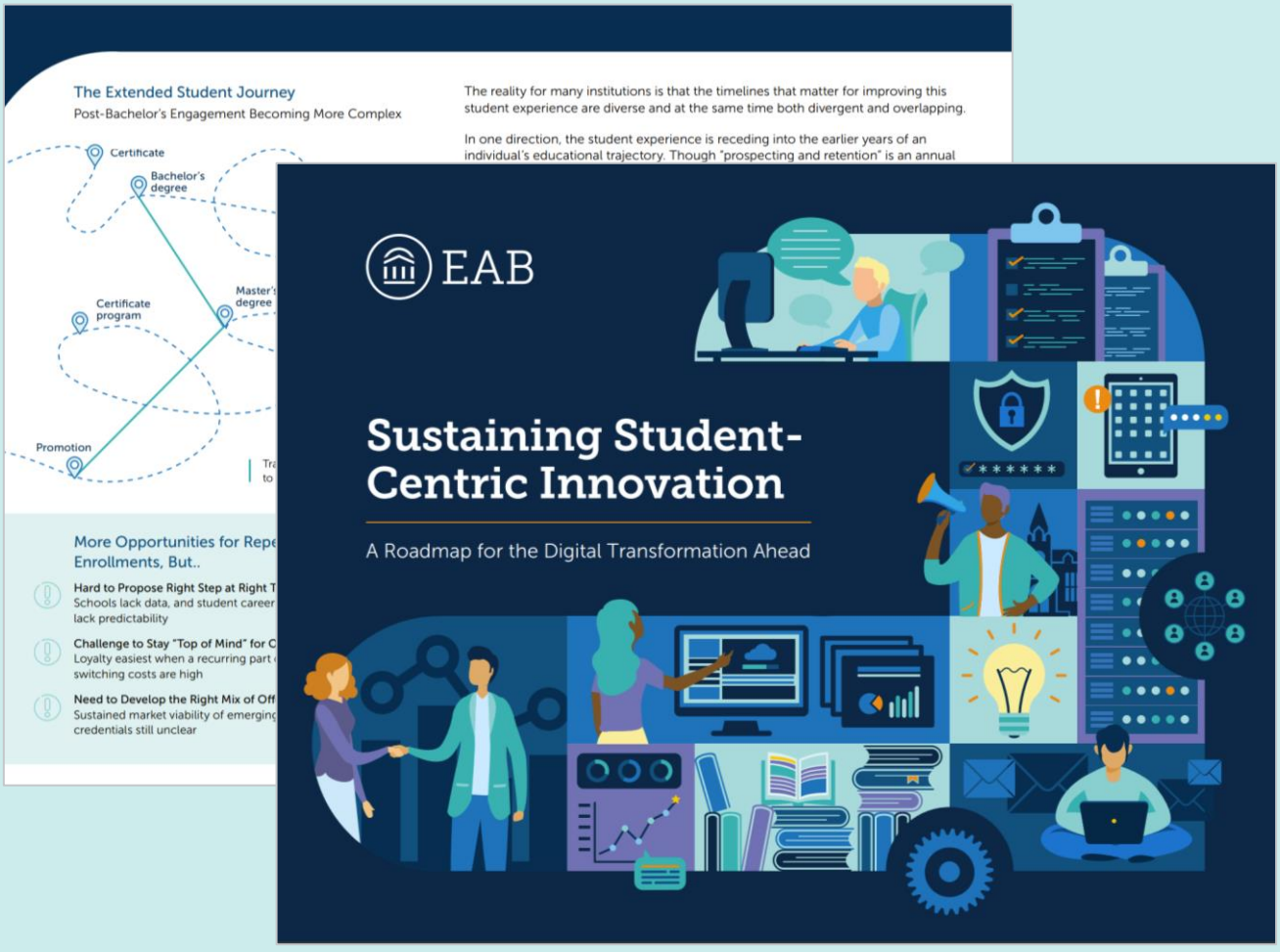
Source: EAB interviews and analysis.

Accelerate Your Data Strategy with EAB

Read Our New Whitepaper

Living in the shadow of today's consumer economy, higher education is on the hook for delivering seamless, personalized experiences while staying true to its educational mission. But as institutions grapple with this new reality, uncertainties are quick to confront them: Who will our students be in the coming decade? How do we optimize support across an extended student lifecycle? And how can we overcome pervasive integration and data quality issues to create an agile technology ecosystem that adapts as student needs change?

Explore these questions in EAB's new whitepaper, *Sustaining Student-Centric Innovation: A Roadmap for the Digital Transformation Ahead*. Download your copy by clicking here.



Meet Edify, EAB's education data platform: Edify aggregates and integrates data from all your systems in a central, highly customizable platform, helping you build an adaptable data foundation for the future. Learn more at **eab.com/Edify**.

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