Data Governance: A Primer (Workshop Activities)

# Activity 1 – What features of data governance do you have now?

List formal and informal structures you have for promoting data governance.

|  |  |  |
| --- | --- | --- |
|  | Formal | Informal |
| Policies/Practices |  |  |
| Groups |  |  |
| Roles |  |  |
| Responsibilities |  |  |

Does what you have listed above apply to all types of data (student, finance, HR, etc.?)

# Activity 2 – Why do we need data governance?

Justify data governance to senior leadership based on value, costs, and risks. Identify at least one institutional example of value, costs and risk related to

|  |  |
| --- | --- |
| Value | If our data governance were stronger, we would be able to generate value by …. |
| Costs | If our data governance were stronger, we would be able to reduce costs by … |
| Risk | If our data governance were stronger, we would be able to reduce the risk of … |

# Activity 3 – Distill university mission

Data governance should be established to support the institution’s mission and/or strategic goals. Colleges and universities have notoriously lengthy mission and goal statements, so it can be a challenge to distill them.

List the major aspects of your institution’s mission in bulleted or numbered form, so that they could fit on a slide.

|  |  |
| --- | --- |
| Mission | |
| Goals |  |
|  |  |
|  |  |
|  |  |
|  |  |

# Activity 4 – Pilot a Maturity Model

Use the maturity model framework on the reverse to rate the maturity of data governance at your institution in the following data domains

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Enter rating 1 through 5 based on maturity model rubric** | | | | | |
|  | **Finance data** | **Student data** | **HR data** | **Facilities data** | **Research data** | **Overall** |
| **Data Governance** |  |  |  |  |  |  |
| **Culture** |  |  |  |  |  |  |
| **Data Quality** |  |  |  |  |  |  |
| **Communication** |  |  |  |  |  |  |
| **Roles & Responsibilities** |  |  |  |  |  |  |

“Not enough information” is an acceptable and important response. When this answer is provided, what are the implications that IR or other areas cannot rate the maturity of data governance aspects in various domains?

# Stony Brook Data Governance Maturity Model

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
|  | **Informal** | **Developing** | **Adopted and Implemented** | **Managed and Repeatable** | **Integrated and Optimized** |
| **Data Governance** | Attention to Data Governance is informal and incomplete. There is no formal governance process. | Data Governance Program is forming with a framework for purpose, principles, structures and roles. | Data Governance structures, roles and processes are implemented and fully operational. | Data Governance structures, roles and processes are managed and empowered to resolve data issues. | Data Governance Program functions with proven effectiveness. |
| **Culture** | Limited awareness about the value of dependable data. | General awareness of the data issues and needs for business decisions. | There is active participation and acceptance of the principles, structures and roles required to implement a formal Data Governance Program. | Data is viewed as a critical, shared asset. There is widespread support, participation and endorsement of the Data Governance Program. | Data governance structures and participants are integral to the organization and critical across all functions. |
| **Data Quality** | Limited awareness that data quality problems affect decision-making. Data clean-up is ad hoc. | General awareness of data quality importance. Data quality procedures are being developed. | Data issues are captured proactively through standard data validation methods. Data assets are identified and valuated. | Expectations for data quality are actively monitored and remediation is automated. | Data quality efforts are regular, coordinated and audited. Data are validated prior to entry into the source system wherever possible. |
| **Communication** | Information regarding data is limited through informal documentation or verbal means. | Written policies, procedures, data standards and data dictionaries may exist but communication and knowledge of it is limited. | Data standards and policies are communicated through written policies, procedures and data dictionaries. | Data standards and policies are completely documented, widely communicated and enforced. | All employees are trained and knowledgeable about data policies and standards and where to find this information. |
| **Roles & Responsibilities** | Roles and responsibilities for data management are informal and loosely defined. | Roles and responsibilities for data management are forming. Focus is on areas where data issues are apparent. | Roles and responsibilities are well-defined and a chain of command exists for questions regarding data and processes. | Expectations of data ownership and valuation of data are clearly defined. | Roles, responsibilities for data governance are well established and the lines of accountability are clearly understood. |

# Activity 5 – Assemble a Planning Team

Data governance requires support of senior leadership and functional leadership

Executive sponsor 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Executive sponsor 2:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| Data about | Functional Leader for Data  (Name and Title) | Principal interest in DG collaboration | Principal barriers to DG collaboration |
| Example:  Students/Academics | University Registrar | Pressure to identify success bottlenecks; student addresses | Control over data, esp. rooms  Time resources |
| Students/Academics |  |  |  |
| Faculty |  |  |  |
| Staff |  |  |  |
| Finance |  |  |  |
| Facilities |  |  |  |
| Research |  |  |  |
| Student Affairs |  |  |  |
| Other 1 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |
| Other 2 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |

Examples for “other”: research data, health care data, non-credit data, food service data, media impact data

# Activity 6 – Draft input for planning process

Using the framework below, draft useful responses to be incorporated into local planning. These should be ideas that are gathered along with other input from the planning team.

|  |  |
| --- | --- |
| list three current data governance mechanisms at our [INSTITUTION], the systems or applications they cover | list three aspects of data governance that are absent at [INSTITUTION] or need to be strengthened |
| list three things that data governance at [INSTITUTION] should accomplish | list three roles or structures that should be included in [INSTITUTION’S] data governance system. |