Building Data Literacy and Use in Decision-Making in Practice

Loralyn Taylor, Ph.D., Ohio University
Krisztina Filep, M.S., University of Massachusetts Amherst
Jason Simon, Ph.D., University of North Texas
Loralyn Taylor, Ph.D

- Translational Practitioner--Bridging the gap between research and practice
- 20+ years of experience
- Even great initiatives fail without Change Management
- Building a culture of data use requires building data literacy at all levels
- Passionate about the use of data in student success
- Designed and co-led program that won
  - 2014 Lee Noel and Randi Levitz Retention Excellence Award
  - Starfish 360 Student Success Award
  - 2015 University Business Inaugural Models of Excellence Award
- Author, speaker, international presenter and consultant

Krisztina Filep

- Co-lead (with IT) the implementation and management of the campus' analytics platform
- Survey statistician by training
- Passionate about data – Helping people understand what data to use and how
- North East AIR (NEAIR) Conference Associate Program Chair (2023), Program Chair (2024), past Steering Committee member
- One of the EDUCAUSE Data Literacy Institute subject matter experts

Jason Simon, Ph.D

- First generation college student
- 29 years of experience
- Believes in the transformative power of higher ed
- Believes we can all change lives with data
- Author, speaker, and international presenter
- IR representative on the AIR/EDUCAUSE/NACUBO “Change with Analytics” writing team
- Institutional IR representative on the 2023 AIR/EDUCAUSE/NACUBO Bill and Melinda Gates Foundation grant to improve analytic capacity in higher education
Ohio University

Established in 1804
First University in the Northwest Territory
Carnegie R1, Rural Serving Institution
Located in rural Appalachian Ohio
5 Branch Campuses
Over 30,000 students
  • Over 25,000 undergrads
  • Over 5,000 grad
  • 1000 medical students across three campuses
Record incoming class (F22)
Peoplesoft campus

University of Massachusetts Amherst

Flagship of the UMass System
Only public Carnegie highest research university in Massachusetts
Over 32,000 students
  • Over 24,000 undergrads
  • Nearly 8,000 grad students
9 schools and colleges + Graduate School + Commonwealth Honors College
Peoplesoft, SLATE & Salesforce campus

University of North Texas

Located in the DFW Metroplex
44,368 students (F22)
237 academic programs (89 in Nation’s Top 100)
36% students are Pell eligible
37% students utilize federal unsubsidized loans
Carnegie R1 Hispanic Serving Institution
54.3% non-white
6.6% International
Awarded 10,500+ degrees last year
Record growth in enrollment
Peoplesoft & Salesforce campus
Institutional Effectiveness & Analytics
Reports to Provost
4 Teams – 13 FTE
• Institutional Reporting and Planning
  • 3 FTE
• Institutional Effectiveness
  • 2.75 FTE
• Institutional Accreditation
  • 1.25 FTE
• Analytics and Research
  • 5 FTE

University Analytics and Institutional Research (UAIR)
Reports to Associate Provost for Analytics and Assessment
• 4 FTE for IR, Analytics and Planning
• Separate office under same Assoc Provost for Assessment
  • 2.5 FTE

Data, Analytics and Institutional Research (DAIR)
Report to VP of Planning, Chief of Staff to the President
3 Teams – 14 FTE
• Institutional Research
  • 4 FTE
• Data Management, Training, Governance
  • 4 FTE
• Data Modeling – Data Integration
  • 4 FTE
Data Literacy

What is it? How do we define it?

Data is a gift
Unlocking hidden secrets
Learn to read its code

-ChatGPT
How people feel when you ask them to look at the data
Data Literacy — Individuals

- **Inquire**: Ask the right question
- **Inspect**: Find/select the right data/report/dashboard
- **Interpret**: What have I learned?
- **Iterate**: Do I need to look at additional data?
- **Inform**: Communicate results for data-informed decision-making
UAIR’s DEFINITION OF Data literacy

Position-specific support of data competencies and data fluency.

≠  ?  Why?
“the ability to read, write and communicate data in context, including an understanding of data sources and constructs, analytical methods and techniques applied, and the ability to describe the use case, application and resulting value.”

Gartner, 2021

IR’s Role in Data Literacy

How do we demonstrate the value proposition for our data consumers?

Data points aligned, Insightful decisions made, ROI takes flight high.

-ChatGPT
DON’T TAKE OUR WORD FOR IT...

Forrester

Building Data Literacy
The Key To Better Decisions, Greater Productivity, And Data-Driven Organizations

Nearly 80% of employees say they’re more likely to stay at a company that sufficiently trains for the data skills they need.

Only 47% of employees say they have been offered data training by their organization.

82% of decision makers say that they expect at least a basic data literacy from all employees in their department.

Only 40% of employees say their organization has provided the data skills they’re expected to have.

Source: Forrester (2022) Building Data Literacy

Study Publication Date: February 2022
What we could be teaching about data literacy:

- Increased Ability to Compete in a Highly Competitive Marketplace
- More Efficient Use of Your Time and Existing Resources
- Helps You Make Better Decisions
- Increased Ability for You to Spot Important Trends and Act to Make an Impact
- Increasingly Important Employee Skill Required for Your Advancement
- Better Perspectives on What Constituents Need From You
- Reduces Your Chances of Inappropriate Conclusions & Protects Your Reputation
Self-Service – Promise...
... vs Reality
Asking questions & choosing the right data & analysis

How do we guide our data consumers to ask better questions?

How do we teach users to identify the right data source?

The right questions asked, Opportunities unfold, Answers pave new roads

-ChatGPT
How UNT helps teach a different way of questioning the question:

In order to develop and/or implement an Action about an Entity at UNT, we need to know:

- How many (Who as described by What) in (When) as part of (Timing) using data from (Source that is Velocity) are Action. This request is needed in (Format) and we anticipate needing this each (Frequency).
- We think (Method) may be needed...do you agree?

**Action:** New Policy, Intervention, Reporting Requirement, Grant, etc.

**Entity:** Individual, department, unit, division, accreditation body, etc.

**Who:** FTIC, New UG Transfers, New Grad, All UG? All Grad? Faculty? Staff?

**What:** Gender, Ethnicity, FT/PT Status, Major, TSI status, 1st Gen, etc.

**When:** This Term, Previous Terms, or Anticipated Future Terms

**Timing:** Academic Year, Fiscal Year, THECB Year, IPEDS Year, etc.

**Source:** EIS Student, Canvas, Salesforce, Financial, HR, etc.

**Velocity:** Transactional, Official, Historic, etc.

**Format:** Data Presented in Aggregate, Detailed, Tabular, etc.

**Frequency:** Once, Each Long Semester, Annually, etc.

**Method:** Raw, Descriptive, or More Advanced, etc.
Helping your end users understand analytic approaches

**Document Storage and Hand-Entered Information:**
- **Focus:** Paper Trails
- **Impact:** Lost Data - Missed Analysis Opportunities
- **Data Outcomes:** Scraped Yet Error-Prone Data

**Alerts:**
- **Focus:** What is Happening Now? How can we intervene?
- **Impact:** Improve Outcomes for Current Constituents
- **Data Outcomes:** Transactional Data Reflects Here & Now

**Predictive Analytics:**
- **Focus:** What could happen in the future?
- **Impact:** Augment Outcomes for Constituents Today & Tomorrow
- **Data Outcomes:** Future-Focused Data & Validated Predictions

**Reporting:**
- **Focus:** What happened in the past?
- **Impact:** Too Late to Help Individuals But Now Understand the Impact
- **Data Outcomes:** Static & Autopsy Data

**Predictive Analytics:**
- **Focus:** How can we best optimize outcomes in the future while increasing human efficiency?
- **Impact:** Expand Outcomes at a Local, Regional, & National Level
- **Data Outcomes:** Automated & Efficient Data Informing Strategy

Adapted by Jason Simon, Ph.D.
Communicating your results & telling your story?

Teaching data users (and ourselves) how to craft our data story?

Data paints a scene, Narrating with precision, Storytelling’s key.
-ChatGPT
Iterative Story Crafting Process: Steps we could teach

1. **Data Informed Change**
2. **Data Stories / Compelling Visuals**
3. **Good Graphs / Appropriate Visuals**
4. **Simple Graphs / Immature Visuals**
5. **Ugly Graphs / Inappropriate Visuals**
6. **Plain Tables / Raw Output / All Numbers**
7. **Change Based on Gut**

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**Level of Sophistication & Benefit to Institution**

- Declutter: focus & words
- Visualize: tell a story

Adapted from Nussbaumer-Knaflic via https://www.storytellingwithdata.com/
Teaching what makes a great story

**Compelling Visually**

- Connect The Dots: Present Visuals With Intention
- Discriminate: Choose Charts That Are Easily Consumable
- Think Visually: Incorporate Context Relevant Photos/Videos
- Guide Others: Define a Clear Storyline For Attendees
- Be Honest: Set the Context For The Challenge

**Guidance Based Narrative**

- Be Bold: Recommend Actions
- Be Transparent: Highlight Unknown or Missing Data
- Be Thorough: Use Context Appropriate Techniques
- Go Deep: Use Complete Data Sets To Set Foundation For The Story

**Rooted in Data**

- Be Thorough: Use Context Appropriate Techniques
- Go Deep: Use Complete Data Sets To Set Foundation For The Story
- Be Transparent: Highlight Unknown or Missing Data

Harvard Business Review, Cote, 2021
The term "Equity-Mindedness" refers to the perspective or mode of thinking exhibited by practitioners who call attention to patterns of inequity in student outcomes. These practitioners are willing to take personal and institutional responsibility for the success of their students, and critically reassess their own practices. It also requires that practitioners be race-conscious and aware of the social and historical context of exclusionary practices in American Higher Education.

Source: USC Center for Urban Education
Equity-Minded Focus and Data Analysis

Focus
• Eliminate disparities experienced by excluded, marginalized or minoritized groups
• Prioritize institutional accountability, not deficits in students, faculty and staff
• Monitor the impact of institutional practices, policies and processes

Data Analysis
• Disaggregate by all groups
• Explore intersectionality
• Frame findings
  • What is it about our culture, climate, procedures, policies that better supports certain groups?
• Use qualitative data to complement quantitative data

DATA → WHY?
REFLECTION ← ACTION
What data literacy resources/support tools do you provide?

How do you think about supporting stakeholders at different data literacy levels?
Using Design Language

Me

Best chart for the data

Fancy dataviz
Using Design Language

Dashboard Layout:

- At least 20pt padding space between visualizations
- At least 10pt padding space between filter column and visualizations
- Content should not go higher on the page than the bottom of the ADS logo

Analytics & Decision Support

UNVALIDATED DASHBOARD

UNKNOWN DATA RELIABILITY
Hello Loralyn Taylor,
Welcome to your ADS Data Navigator!

Easy Navigation
Role based permissions
Explore by Topic or Folder
Explore new resources
Easy access to help

Explore ALL Dashboards by Topic:

Your Project Folders:
(Click a folder to view dashboards within)

- Admissions
- Enrollment
- Faculty/Staff
- Student Success

What's New in ADS?
(Click a dashboard name to go there)

- End of Term Return Rate
- Fall Enrollment Comparison
- Gray Associates Score Explorer

Get HELP:
(You can also find this help menu at the top of every page in the navigator)
Dashboard Guides

OHIO Enrollment Dashboard Information

- Provides insights into OHIO student population trends as well as program and course trends.
- A foundational starting point for descriptive analysis and historical trends.
- Answers questions about course registrations and student headcount that may lead to deep-dive strategic analysis.

Examples of Questions the Enrollment Dashboard can answer:

- What parts of the state, country, and world are our students from?
- How many students do we have and how is that number trending over time?
- Which programs are growing or shrinking in terms of headcount or credit hours?
- What is the average class size and occupancy rate for different types of classes?

Student Headcount Page: Shows 5-year comparison of student headcounts

- Unduplicated Headcount
- Duplicated Headcount
- Credit Hours
- FTE

Can be compared for:
- Residence
- Academic career
- Sex
- Ethnicity
- URM Status

Program Growth Page: Analysis of program enrollment changes vs prior year

- Course
- Subject
- Level
- College
- Department
- Component
- Student
- Course
- Campus
- Site
- College
- Plan

Levels of Detail:
- Course
- Course Subject
- Class Department
- Class College
- Student Major
- Student Program
- Student College

Filter:
- Compare by:
  - Sex
  - IPEDS Ethnicity
  - URM Status
  - Admit Type
  - Academic Lead
  - Residency
  - Converged ACT
  - GPA Band

Applicant Demography Page: Shows applicants by geographic location

DASHBOARD NAVIGATION TIPS:
- Try mousing over areas to view tooltips for more details
- Clicking on an item will filter the dashboard to that item
- Save your most-used views as favorites for easy access
Specialty Dashboard Guides

This dashboard is more complicated than many of the common content dashboards. If you encounter difficulties using this dashboard, we are happy to help. Please contact PRO-ADSHelpAndSupport@catmail.ohio.edu

Examples of Questions the Non-Success Dashboard can answer:

- How are students performing in 1000 level courses?
- What is the letter grade distribution of students in a program, course, or section?
- Has the non-success rate for my students gone up or down over the past 5 years?
- What is the difference in non-success rates by Race/Ethnicity, Sex, URM status or First Gen status?
- What are the non-success rates of key foundational courses in a program?

OHIO Course Non-Success Dashboard Information

Class Comparison Page: Used to compare the Non-Success rate for up to 4 courses

- View comparisons by last 4 academic years (Fall-Spring-Summer) or by the same term type over 4 years

Course Section Breakdown Page: Shows Non-Success rate distribution & averages by course section

- Shows Non-Success rate for each course section. Shape indicates component type (Lecture, Lab, etc.)
- Hover over individual data points for details including section number, course headcount, instructor name
More Dashboard Guides

Retention and Graduation

About the Dashboard

This dashboard shows students' retention and graduation rates by year. Information by school/college, department and major is based on a students' major at entry. Note that retention rates include both students continuing at the university, as well as those who have graduated. Charts will only display for cohort and year combinations which are applicable (i.e. have already occurred).

How you can use the Data

You can use the data on this dashboard to answer questions such as:

- How has the 4-year graduation rate changed in the last five years?
- Are there differences in retention rates between females and males? Between majors?
- What number of SBS students are retained to the 2nd year? The 3rd year? The 4th year?

By default, this dashboard shows the 4-year graduation rate of state-supported freshmen students.

Please note that the logic in determining cohorts for graduate (master's and doctoral) students is different between the live and official data.

About the Data

A “snapshot” is taken of university data each semester, on the weekend after the add/drop period ends. The data captured in this snapshot are referred to as Official on this dashboard and match data published by Institutional Research. This contrasts with Live data which gives a current look at the University's data (refreshed nightly). These data may differ from the official data because of changes that are made after the data is captured (for example, some degrees are backdated).

Data Descriptions

Cohort: A specific group of students established for tracking purposes, such as first-time first-year students or transfer students entering in a specific semester.
Dashboard to Guide Users to Content

Info on training and how to get help with data.

Template for strategic plan

Goal 1

Establish UMass Amherst as a destination of choice where academically accomplished, socially responsible seekers of a world-class education succeed in a research-rich, inclusive learning community.

1. Attract and retain outstanding students of all backgrounds
2. Support student success
3. Expand career development opportunities

Goal 1 Prompts

How do undergraduate enrollment trends (primary and secondary majors) align with the capacity in the unit? What adjustments should be made?

Hover on the thumbnails to get information about the different sections.
Navigating the Content
MAKING A DIFFERENCE WITH DATA AT UNT: TEACHING DATA LITERACY

PART ONE:
• What are the six Vs of data?
• What is data literacy?
• Why you should care about data literacy?
• How to go from good to GREAT questions?
• Where is data around the institution?

PART TWO:
• How to develop a language around analysis?
• What is analytic maturity?
• Why understanding Machine Learning and AI matters?
• How to build an all star analysis team?

PART THREE:
• How to tease out the real meaning behind data?
• How to craft a story-first approach to engaging stakeholders?
• What is the best visual for the data being shared?
What are some reasons you should care about data literacy at UNT? Select all that apply.

- Increasingly important employee skill required for your advancement.
- Decreased ability to compete in a highly competitive marketplace
- Helps you make better decisions.
- More efficient use of your time and existing resources.

UNT utilizes a framework of data literacy adopted from Gartner. This approach to data literacy is best defined as which of the following:

- "The ability to read, write and communicate data in context, including an understanding of data sources and constructs, analytical methods and techniques applied, and the ability to describe the use case, application and resulting value."

- "Data literacy is an ability to explore, understand, and communicate with data. It includes critical thinking skills to use, interpret, and make decisions with data, then convey its significance and value to others."

- "Data literacy is exploiting, understanding, and communicating effectively with data."

Incorrect!
Sorry! That answer is incorrect.
Helpful Resources

The following websites are really helpful for you, take a moment now to pause this training and copy these into your browser and make them a favorite.

INTERNAL LINKS

DATA.UNT.EDU
• Trainings
• Access to Insights 2.0
• Tips on Data Governance

Institutionalresearch.unt.edu
• Factoids (Current and Historic)
• Common Datasets (Current and Historic)
• Staff Contacts for Follow-up

Ad-Hoc Request Form
• Submit an Ad-hoc request to our office [https://unt.com/unt]

Microsoft Teams Insights User Group (for trained Insights users)
• Request Information by emailing insights@unt.edu

EXTERNAL LINKS

Gartner Research on Data Literacy
• A Data and Analytics Leader’s Guide to Data Literacy
• Drive Business Outcomes by Measuring the Value of Data Literacy

Texas Higher Education Coordinating Board (THECB)
• [https://www.highered.texas.gov]

Why Data Literacy at UNT

Data at UNT is everywhere:

• Data are everywhere and all around us. For our students we collect what courses they register for, how they pay their bills, where they choose to live on campus, how they perform on academic assignments, whether they return to UNT, and whether they graduate or not (and a universe of other elements too).
• We also know that we have data on our faculty and staff. Our roles, our job codes, our tenure status and numerous biographical attributes that make us who we are.
• We also have a tremendous diversity of data too. Finance, Fundraising, Space, Compliance, and Research are just some of the many typologies.
• We also have data by entity type, such as school, college, and institutional data. These data even extend to include other state institutions and federally reported information.

All of us are part of our UNT data ecosystem, and all of us contribute to its success or challenge. This short series of trainings is designed to give you the basic tools you need to succeed with data at UNT and to ensure all faculty and staff understand the critical role we all play in this ecosystem.
What are some of the thorny issues you encounter in promoting data literacy?

How open is your data environment? Do you have people who worry about the weaponization of data?

Data Literacy, Thorny paths to navigate, Knowledge blooms with work
-ChatGPT
Provisioning and Access

- Public-facing dashboards
- Detailed dashboards require campus log-in
- Curated site ("Flagship Analytics") with validated and/or official data
  - Permissions largely automated, based on roles, articulate by data stewards, follow university policy
  - Mandatory training for more than basic enrollment/completions data
  - Data use agreements for access to data extracts
- Site ("Amherst Data Pond") for sandboxing/development
REQUEST FOR ACCESS
V: 6/2020

To assist with my responsibilities at the University of North Texas, UNT Dallas, or UNT System (herein referred to as the UNT World), I am requesting access to information via the Insights 2.0 Program. I understand that I have the responsibility to protect the confidentiality and integrity of all UNT World data to which I have access. I acknowledge my responsibility to protect all such information, in whatever form, from improper disclosure or use.

I agree that the purpose of my access to the Insights Program is for internal institutional policy analysis, decision-making, and/or IRB-approved research. I understand that Insights Program data must not be used for personal purposes that extend beyond the campus. I acknowledge that the UNT World Human Subjects Review Boards and the department(s) responsible for maintaining the data must approve the use of any data for published and/or presented research. I further agree to abide by UNT World mass email policies when using data from the Insights 2.0 Program to contact students. I understand I must abide by FERPA guidelines when using student educational records or personnel records as documented further below.

I understand that user IDs and passwords used to access the Insights 2.0 Program are issued on an individual basis. I am solely responsible for all information obtained through the Insights 2.0 Program using my unique identification. At no time will I allow use of my user ID or password by any other person regardless of role. The Insights 2.0 Program reserves the right to revoke user privileges at any time, for any reason.

I agree that the use and interpretation of any figures, tables, charts, or analyses produced using the Insights Program tools are my own responsibility. The Insights 2.0 Program is not responsible for the use or interpretation of any analyses generated from the Insights 2.0 Program by individuals from outside the unit that created the analytic product.

In line with the terms specified above, by initialing in all light green areas and signing below, I officially request access to the Insights 2.0 Program and associated data.

Legitimate Educational Interest: The interests of UNT World school officials who have a legitimate need to review educational records to fulfill their official professional responsibilities.

I understand this definition.

Personally Identifiable Information: Includes a student or employee's name or address, or the name or address of the student or employee's parents or family members, a personal identifier such as a student's social security number, other direct identifiers such as a student or employee's date of birth, place of birth and mother's maiden name or any other information that alone or in combination can be linked to a specific student or employee in a way that would allow a reasonable person in the school community, who does not have personal knowledge of the individual, to identify the student or employee with reasonable certainty.

I understand this definition.

As a UNT System employee, I am able to demonstrate "legitimate educational interest" when viewing and using confidential student, employee, and/or financial information in Insights 2.0.

The Insights 2.0 Program may contain data revealing confidential student, employee, and/or financial information.

It is my duty to act responsibly and in compliance with FERPA when viewing and using student, employee, and/or financial information.

I will remain current and compliant regarding UNT FERPA regulations by visiting http://ferpa.unt.edu and periodically reviewing the information.

I may be audited by the University in order to demonstrate ongoing FERPA compliance.

I agree to follow the guidelines outlined in Texas Administrative Code Rule 5FAC 202.72 Staff Responsibilities for Information Security Standards for Institutions of Higher Education.

I agree to follow the guidelines outlined in the Gramm-Leach-Bliley Act that protect financial Information.

I agree to follow the guidelines outlined in the UNT System Employee Information and Personal Data Policy which protects Employee information.


I agree to follow the guidelines outlined in the UNT System Information Security Handbook found at: https://its.untsystem.edu/divisions/mrs/policies.

Print Name
Signature

EUID (e.g. abc1234)
EMPLID (e.g. 12345678)

Date
Supervisor’s Name

UNT World Component (Please check) For Official Use Only

UNT  UNT Dallas  UNT System
Provisioning & Access

Three self-service systems

- Public website embedded dashboards
  - Student Outcomes & survey results
  - Diversity
- OBIEE
  - Official reporting data
  - All faculty and staff have access
- Analytics & Decision Support
  - Limited licenses
  - Access approved by Deans/Unit heads
  - IEA manages, yearly audit
  - Mandatory Training
  - Terms of Use Agreement
Analytics and Decision Support (ADS) Terms of Use Agreement

ADS is an internal analytics platform designed to provide data and analyses for strategic decision making at Ohio University. An individual license is required to access the ADS platform. Due to the limited number of licenses to access ADS, there is an approval process to be assigned an ADS license.

Basic Terms:

1. Use
   a. System Use:
      Access is granted based on your role at the University and the data you obtain through this access can only be used in accordance with that role for internal decision-making, planning, assessment, and continuous improvement in accordance with your position’s job responsibilities. Using your ADS access for other purposes outside of the role for which you were provided access will be considered grounds for license revocation.

   b. OHIO login and password:
      Sharing your OHIO login and password to access ADS is a serious security violation and will be considered grounds for license revocation.

   c. FERPA and Personally Identifiable Information:
      ADS contains Educational Records and other potentially sensitive PHI, users must sign or have on file a University FERPA Acknowledgement Form. Users must consider FERPA and other data protection processes at all times. Failure to protect sensitive data will result in ADS license revocation.

   d. Data Restrictions:
      ADS is for internal use at Ohio University only. Data contained within ADS should not be used for external use or reporting to any entity outside of Ohio University without the express written permission of the Associate Provost for Institutional Effectiveness and Analytics.

   e. Download of Data:
      Row level data sets are not intended for download and the attempted download of any row level data set would be considered grounds for license revocation. Aggregated or cross-tab data or data visualizations may be downloaded except in certain situations or for individual dashboards. IEA will manage these download permissions.

2. Licenses
   a. Approval process
      ADS licenses are limited and apportioned by IEA through the College Deans, Provost Office, and other unit heads as available. Yearly access audits are conducted in August. Access to a license may be withdrawn by the unit head who is responsible for that license apportionment. Special license access may be granted for special projects such as strategic planning groups or other committee or working groups.

   b. Mandatory Training requirement:
      Access to ADS is contingent on completing all required training modules in a timely fashion. When users are granted a license to access the ADS system, they will be notified of their training completion deadline. Users who do not successfully complete their training by the deadline will have their access removed. Licenses granted for short-term access for specific short-term access needs may require shortened or no training for access to the appropriate specialized resource. Access to the broader Common Content or other broadly available dashboards require completion of the mandatory training.

   c. License revocation:
      i. Change of role:
         Licenses are granted based on your role and job responsibilities. Changes in your role may result in your license being revoked based on that role or by the unit head who approved your original license.

      ii. Non-use:
         Because the number of ADS licenses are limited, users who have not accessed the system within a reasonable period of time may have their licenses revoked. Whether or not licenses are revoked for non-use will depend on the wait list of users requesting access or the need for the license for other University needs.

   d. Compliance with all other University IT systems access and data privacy requirements:
      Compliance with all other University IT systems access and data privacy requirements are assumed. Violation of any of these requirements or terms of use may also result in ADS license revocation.

I, ____________________________, hereby affirm that I have read and understand these Terms of Use requirements for access to the Analytics and Decision Support platform. I acknowledge that by accessing ADS, I am agreeing to use the information only for the purpose of my assigned job function that requires this information and not for any other purposes. I also agree not to share any information from the dashboard with anyone from outside of the University without written permission from the office of the Provost or the associate provost for Institutional effectiveness and analytics. Failure to comply with these requirements will result in the forfeiture of my ADS license and may lead to reprimand, suspension, dismissal, or other disciplinary action, consistent with the general policies of the University and Faculty Handbook.

______________________________  ______________________
Signature                      Date
Final Thoughts

While everyone's responsibility, IR should play a unique role and lead data literacy. And that's YOU!

- Deserves critical thought, intentional strategy and investment of our time
- Be intentional about integrating into processes
- Recognize there is not a one-size fits all, each campus requires its own strategies

Team effort – find your people, supports and champions
Harness your expertise as a data expert/queen/king/wonk and believe in yourself

Aim high and be positive. You can do this!
Contact Us

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Q & A