Cross-Enterprise Partnerships: Serving and Succeeding Together

Report from the EDUCAUSE/NACUBO 2017 Enterprise IT Summit
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Enterprise IT Summit Resources

Resources from the meeting, including slide presentations, can be found online.

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Citation


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Summary

Leaders from higher education information technology (IT), business, and finance met in Phoenix in March 2017 to discuss how cross-enterprise relationships can address institutional challenges and what college and university leaders can do to foster those relationships. Four key recommendations emerged for IT and business leaders to consider as they work to build collaborations:

- Nurture your partnerships
- Improve analytics and data governance initiatives
- Provide leadership for aligning unit efforts with institutional goals
- Consider the value as well as the cost of IT services
Introduction

The EDUCAUSE/NACUBO 2017 Enterprise IT Summit focused on cross-enterprise relationships and the impact that IT, business, and finance leaders can have on college and university goals when they work collaboratively across the institution. In particular, the summit considered how cross-enterprise efforts could improve analytics initiatives, drive better understanding of IT costs and value, and evolve the future of higher education. By working together, IT and business leaders can have a powerful impact on the effort to solve the difficult challenges of their institutions.

This is the fourth year of the Enterprise IT Summit, a continuing collaborative effort between EDUCAUSE and NACUBO. Throughout that time the two associations have used the summit as a way to highlight the importance of cross-enterprise efforts between the IT and business office functions. In addition to a commitment to collaboration, as evidenced by the summit, both associations have prioritized partnerships and collaborations in their recent strategic planning efforts.

The EDUCAUSE strategic plan has three areas of focus: personalized member experience, reimagined professional learning, and expanded partnerships and collaborations.¹ John O’Brien, president and CEO of EDUCAUSE, pointed to the EDUCAUSE-NACUBO collaboration regarding the Enterprise IT Summit as a model for the kinds of partnerships EDUCAUSE might develop with other organizations. He mentioned that the summit typically generates a vibrant discussion around analytics and perhaps in the future could include collaboration with other higher education communities engaged with analytics, such as AIR (Association for Institutional Research).²

In describing the EDUCAUSE strategic priority around partnerships, O’Brien talked about communities, saying that communities are realized, not built. “We are not building and forging a community. We are exploring connections that already existed on campus. It’s about fostering an intentional community, where we look at those connections and try to strengthen them, improve the relationship, and deepen the mutual understanding.”

According to John Walda, president and CEO of NACUBO, the NACUBO strategic plan has a similar priority aimed at increasing collaboration among campus leaders as a means of helping them solve institutional problems and challenges: to lead higher education’s integration of analytics to achieve institutional goals.³ This focus on analytics within the NACUBO strategic plan offers additional incentive for NACUBO to collaborate with both EDUCAUSE and AIR, given the interest in analytics among all three associations.
The importance of cross-association collaboration is a concept that emerged frequently throughout the summit. To illustrate the impact of such collaboration, Walda shared a quote from a member that recently appeared in NACUBO's *Business Officer* magazine:

As a CBO I need the humility to know that I don't have all the answers, or know how all the ingredients for successful technology come together. By leveraging as sounding boards my CIO, other members of our respective teams, and outside experts in the IT field, my decisions can be as thoughtful and informed as possible. In the meantime, CBOs can reach outside their comfort zone to get a clearer picture of what's coming around the bend, through resources such as education consortiums, seminars, and conferences.

Walda added, “and gatherings such as this one.”

During the summit, the following recommendations emerged for consideration when working to enhance cross-enterprise relationships:

- Nurture your partnerships
- Improve analytics and data governance initiatives
- Provide leadership for aligning unit efforts with institutional goals
- Consider the value as well as the cost of IT services

This summary of the Enterprise IT Summit describes each of these areas and provides recommendations for each that resulted from presentations and discussions.
Nurture Your Partnerships

One description of the purpose of IT at a college or university is that IT ensures that the institution has the technology infrastructure, strategy, and support it needs to meet its goals and advance its mission. To do this work effectively, IT needs to clearly understand the institutional mission as well as stakeholder goals and how technology can enable them, and IT leaders need to make decisions about technology in collaboration with stakeholders across the institution. However, colleges and universities are often quite siloed, making the kind of collaborative effort required for inclusive, cross-enterprise decision making difficult. Collaboration is critical work for both IT and business leaders. As Keith McIntosh, chief information officer at the University of Richmond, said, “Technology is a team sport. We are not here to serve ourselves but the institution. We need to know what is happening in our functional communities. [At my institution] we have been most successful when there is trust and when it is truly a partnership.”

Michael Gower, executive vice president for finance and administration at Rutgers, The State University of New Jersey, described the successful partnership between the IT and business leaders at his institution: “Our ‘aha’ moment was realizing this is our project—not mine or yours.” Michele Norin, senior vice president and chief information officer at Rutgers, added, “I feel I have a partner. I don’t have to make a pitch about IT. He gets the importance of IT, and he helps me think about the IT value equation for our institution. This is extremely valuable because even though we don’t have it all figured out, we know we will figure it out together.” That collaboration needs to go beyond the CIO-CBO relationship. Norin added, “From the CIO chair, this kind of relationship has to occur with every one of my cabinet peers. I have to be in line and aligned with them because we are all moving the institution forward and IT cuts across all of it.”

Ron Kraemer, vice president and chief information and digital officer at the University of Notre Dame, suggested that a good way to focus on collaboration in partnerships is to use empathic listening skills to understand other people’s perspectives and what decisions they are trying to make. By using their language you can help them crystallize their needs while also developing a collaborative relationship.

Big projects are almost impossible to accomplish without collaborative partnerships. Cole Clark, executive director of higher education client relations at Deloitte; Blair Kin, principal at Deloitte; and Norin described a project in which Rutgers replaced a large number of enterprise resource planning (ERP) systems. The project required a merger of many divergent business processes. Their presentation stressed the importance of positioning a large project such as
as this as a business project, not an IT project. Project governance and a robust change management cycle are also important for success. The work required to merge processes and practices across a wide range of previously existing systems can only be done with careful and thoughtful collaboration. As Norin said, “You need to foster collaboration, understand the business at hand, and as part of IT have a global, high-level view of the project.”

Partnerships that extend beyond the borders of the institution need to be nurtured as well. For example, a contractual relationship with a vendor can be viewed as a partnership. Charlie Moran, senior partner and CEO at Moran Technology Consulting; Jorge Mata, chief information officer at Los Angeles Community College District Office; and John Selbak, attorney at Corporate Counsel Partners, ALC, described contracts as being one-sided when originally written and constructed in the vendor’s favor. An institution should be clear with the vendor that the contract needs to include details about change management, joint project management, project governance, and budget tracking and reporting. It should also clearly explain roles and responsibilities regarding the work involved. Moran said to read the contract carefully and then work in partnership with the vendor to make it appropriate for your institution.

**Recommendations**

- **Position big projects as campus-wide efforts.** This helps set an expectation for cross-functional collaboration and provides an opportunity to build new partnerships. Cross-functional partnerships help participants broaden their thinking to include others’ perspectives. They also help keep the project aligned with institutional strategic efforts. Be sure that project team members understand these broader project goals.

- **Use empathic listening.** Meet people where they are. Try to understand their needs and what they need from you in order to advance the mission from their perspective. Ask them to describe their problems and the outcomes they are looking for.

- **Communicate clearly, widely, and frequently.** Make sure information about big projects flows through planning and implementation processes. Use facilitators for tricky situations where an external voice may be helpful. Take advantage of existing gatherings for communicating about project updates.
Improve Analytics and Data Governance Initiatives

Colleges and universities have an increasingly large and complex amount of data that constitute an important institutional asset. Enterprise IT Summit presentations focused on ways to cultivate and use data through analytics to provide the strategic information institutions need. Analytics can provide critical information about how well the institution is meeting its goals and advancing its mission. It can identify obstacles and suggest course corrections. But an analytics initiative can be successful only if it is a careful collaboration that takes in a broad cross-enterprise set of stakeholders that may need to include IT, business, finance, institutional research, academic leadership, student services, and academic units. Attendees agreed that other components necessary for a successful analytics initiative include good data management and effective data governance.

Gower described the challenge of turning data into information: “Decision by anecdote is [a] common methodology in a lot of places because we don’t have information. We have data, but we don’t have them organized into the information that we need. So how do you provide an infrastructure, the capability, and the tools to turn data into good information about where we are and where we need to be?” He and others also cautioned that there are processes that should be put in place before analytics programs get started. As Kraemer said, “So many analytics programs start at the speed of light, and then we discover that we didn’t do the data governance, we don’t understand the culture, we don’t know what the data mean, and we don’t know what it means to share and have access to data. We need to do these things first.” Taking the time to develop the necessary processes will pay off in the end with more effective information that campus leaders trust to guide their decisions. Having processes and governance in place is also helpful for creating an institutional culture that values analytics.

Cindy Barry, senior director of product management at Ellucian, added that data governance is an important part of data integration efforts. Data often reside in silos. Pulling them together into a single repository is a technical challenge requiring data governance that engages stakeholders to develop data definitions and a common understanding of what the data mean.

The analytics effort is a work in progress, and higher education is well positioned to take advantage of its opportunities. As Kraemer said, “At this point in time, it feels like we are guinea pigs. No one has all the answers. Amazon, Google, and others are still learning, too. Higher education has a beautiful opportunity: We have the smartest people in the world working for us. How do we go from guinea pigs to learning and applying it? We don’t have the answer yet, but we are getting closer.”
Creating a Culture of Analytics

The three presenters for “Informing Decisions through Data Analytics” were each asked to describe strategies they use to create a culture of analytics.

Morgan Olsen, executive vice president, treasurer, and CFO, Arizona State University: Get the tools and processes in place.

- Focus your analytics resources on the most critical success factors for your institution. It can be very helpful to have a champion for the analytics initiative to lead this work.
- Develop a range of user-appropriate resources. Some power users will want sophisticated tool sets so they can manipulate the data themselves. Others will want more generic tools and dashboards that are easy to understand.
- Create a single version of data truth that everyone relies on. Working with the institutional research function helps with this.

Kraemer: Build trust with everyone involved in analytics.

- Develop emotional intelligence about the institution. Understand your institutional culture, and make sure your staff do, too.
- Find a way to get a little quick win. Analytics can be infectious. If you can show a positive outcome (perhaps in something as mundane as using analytics to decrease the cost of toilet paper), it will sell the concept of analytics for you.

McIntosh: Remember that technology is a team sport.

- Work on cross-enterprise relationships and develop them into partnerships. Meet people where they are.
- Focus on the outcomes. Understand the needs of the business or functional units. Ask them, what are your most difficult problems?
## Recommendations

- **Work on the fundamentals first.** Set up data governance, establish data definitions, and determine data access. Consider all stakeholders and their needs. Build a common understanding about the meaning of access, privacy, and security. Determine roles and responsibilities for data stewards and data owners.  

- **Focus analytics efforts on the institutional mission and strategic objectives.** Ask campus leaders what decisions they are trying to make to drive their units forward. Embed technical staff in the functional units to have individuals who both understand the unit needs and have the technical ability to use analytics to help meet them.  

- **Develop a culture of data-driven decision making.** High-level leadership and sponsorship are important to developing a culture of analytics. If your institution doesn’t have a chief data officer, consider hiring one to lead the analytics function. A president who understands and speaks publically about analytics can also foster culture change. Give staff the training and resources they need to transition to new skill sets. Professional development can help people see analytics as a core part of their jobs. It may be helpful to tie analytics efforts to performance reviews.
Provide Leadership for Aligning Unit Efforts with Institutional Goals

Several presentations and discussions focused on the role of leadership in the effort to align goals with institutional mission. A college or university is made up of many different parts that are easily siloed, and a siloed culture can stymie progress toward goals; different areas may try to move in different directions with different ends in mind. IT and business leaders can have a strong positive impact on their institutions if they come together to focus on alignment between institutional and unit goals. Alignment of strategic goals helps guide decision making for both the day-to-day work of keeping the institution running and the work of innovation that may be necessary for the institution to achieve its mission.

Arizona State University, for example, has undergone enormous growth and accompanying culture change during the past several years. In his keynote address about how ASU has managed to sustain such change, Michael M. Crow, ASU president, said the kind of growth they are experiencing would not be possible without a tight focus on shared goals. “The single most important part of the ‘how’ is, we decided to do it. We had shared institutional goals. We do not have individual unit goals but aggregated goals. We don’t have a business school with one set of goals, an engineering school with another set of goals. We have institutional goals, and we all work toward these goals.” This kind of focus requires not only a champion at the top but also leadership throughout the organization to ensure alignment between unit and institutional goals.

ASU has used design thinking at an institutional level to develop a set of design aspirations, shown in figure 1, that support its mission and charter while helping campus leaders advance university decision making.
Design Aspirations

Leverage Our Place
ASU embraces its cultural, socioeconomic, and physical setting.

Transform Society
ASU catalyzes social change by being connected to social media.

Conduct Use-Inspired Research
ASU research has purpose and impact.

Enable Student Success
ASU is committed to the success of each individual student.

Fuse Intellectual Disciplines
ASU creates knowledge by transcending academic disciplines.

Be Socially Enabled
ASU connects with communities through mutually beneficial partnerships.

Engage Globally
ASU engages with people and issues locally, nationally, and internationally.

Figure 1. Arizona State University design aspirations

Focusing on institutional mission and culture also makes it easier to simply get things done. By posing the question, what do we need to do to advance the mission?, campus leaders can get clarity of vision and can start to make organizational change that moves the institution closer to those goals. It also
helps in the effort to ration resources. With the many demands for resources typical at any college or university, it’s not easy to determine what to work on at the expense of other efforts, and it’s challenging to keep the business of the institution functioning while making substantial change. IT and business leaders can work with stakeholders to understand how their resource needs relate to institutional goals and come to a better understanding of where to focus resources.

When you make a decision about where to focus resources, some work is inevitably deprioritized. Strategic leadership is required to make those difficult decisions about prioritization, and those decisions can create risk. A willingness to fail or to risk making a bad decision may be an important part of a culture of innovation and forward progress. As Crow described the ASU culture, “ASU developed a culture that encourages a design-build mentality, and inherent in that is risk…. The university has a higher tolerance for risk than a lot of other universities. We attempt to do something innovative because of the potential return for the achievement of our mission. We try to make smart bets, buttressed by information.”

**Recommendations**

- **Use institutional goals as drivers for decision making on an institution-wide basis.** Understand your institutional charter, mission, and goals. Get buy-in for them throughout the institution. Align IT goals with those of the institution to position IT as a strategic business partner. Make the IT strategic plan specific and actionable.

- **Understand the functional unit’s perspective.** Ask your stakeholders, how can we help you address the institution’s goals? Use their alignment with institutional mission to help drive decision making about resource prioritization.

- **Consider IT service management processes to align IT with institutional goals.** IT service management focuses on delivery of services in a repeatable, measurable, and proactive way that is aligned with organizational needs.  

- **Be willing to fail.** Understand that decisions about resources are tradeoffs between options, and align those decisions with institutional goals.
Consider the Value as Well as the Cost of IT Services

Conversations about resource allocation should focus not just on the cost of the services in question but also on the value they provide to the institution. Karen Wetzel, senior manager for ECAR working groups at EDUCAUSE, noted that as funding becomes more limited and competition for funds increases, it becomes more important for IT to demonstrate the value and impact it brings to the core mission of the institution. Susan Grajek, vice president for communities and research at EDUCAUSE, mentioned that several of the Association of Governing Boards’ top strategic issues are directly relevant to this conversation, including the business model, the partnership imperative, and the value proposition. Grajek described them as opportunities for IT and asked attendees to consider how to frame the conversation when talking about technology with institutional leaders in a way that demonstrates IT’s value to teaching, learning, research, and the bottom line at the institution.

In their session “Understanding and Communicating about the Cost and Value of Technology,” Norin and Gower were asked for their advice on how IT and business leaders can turn a conversation so that it focuses on value. Gower responded, “It is incumbent for the CBO to understand the CIO world to the degree that the CBO understands IT’s contribution to the mission. The CIO is an enabler for all the contributors to the strategic mission. I made it my business to understand the CIO’s pressures. You need that partnership.” Norin added, “The CIO has to get out of the IT space and have more conversations about the business, know the financial and academic leaders, and know their language. Understand the financial aspects of what the faculty is going through. Initiate the questions with those colleagues so you can understand their challenges. Let that be the context: how you might achieve a particular outcome by leveraging something from the technology space. The conversation should start with the question, what are you trying to affect with the mission? How can technology enable that? That is the value.”

The 2016 Enterprise IT Summit focused on the changing role of IT from that of a provider of technologies to a provider of services. This movement to a service-centric model provides an opportunity to focus on value. Wetzel noted that a service orientation leads to a more consultative approach and described how elements of IT service management can manage that approach.

Being able to communicate effectively about your institution’s digital capabilities is helpful when describing value. Leah Lang, director of analytics services at EDUCAUSE, described ongoing EDUCAUSE research to identify, define, and measure a core set of digital capabilities and their corresponding technologies and services. The research defines digital capabilities as how technology offers value to the institution, including measures of process, leadership, staff, training,
and institutional buy-in. These capabilities help institutions determine where they are and where they aspire to be. Deployment indices, on the other hand, focus on what—the technologies and services deployed within those digital capabilities, which can be a measure of whether capabilities are being put to use via technologies and services. Figure 2 shows the seven digital capabilities measured by the EDUCAUSE benchmarking service and the key components within each one that are important for maturity in that area.

By understanding where the IT organization stands with respect to digital capabilities, IT and business leaders can have more effective conversations about the value that IT provides to the institution and its impact on institutional goals. Mike Massey, director of customer services at Juniper Networks, Inc., and Tom Boehmer, senior development manager for higher education and research at Juniper, underscored the importance of communicating about value when they described why some big projects succeed while others fail. They suggested that leaders can optimize investment and increase IT value by managing risk, controlling costs, improving operations, and creating agility. To do this, it is important to set realistic expectations, determine the best resources to attach to the project, and understand the staff capabilities required.
Recommendations

- **Guide conversations so that they focus on the mission and goals.**
  Conversations about value need to be based on an understanding of how a technology or service supports the mission. Determine value to whom—faculty, students, staff, alumni. Consider IT service management techniques to help inform communication and processes that focus on the value of IT services in relation to institutional mission and goals.\(^\text{15}\)

- **Focus on the CIO-CBO partnership.** CIOs and CBOs need to work together to develop a common language to ensure that both parties are talking about the same thing. As Norin said, the financial realm can help us find the right language for framing these value discussions.

- **Use governance to engage the community.** Be transparent about resource decisions. Develop IT governance in a way that allows it to operationalize value by helping with decision making. Include cross-institutional representation in governance.

- **Measure and benchmark.** Use the EDUCAUSE digital capability assessments to understand your institution and how to improve in the areas they measure. Participation in the EDUCAUSE Core Data Survey provides access to these tools.\(^\text{16}\)
Closing

Institutional challenges are increasingly too large to be solved by working in silos and can be managed effectively only when campus leaders work together across the enterprise. The presidents of both NACUBO and EDUCAUSE stressed this in their opening remarks. John Walda said, "We need to encourage strategic financial thinking together with strategic technology thinking to face these institutional challenges." John O’Brien added, "The future of IT lies in working collaboratively across the C-suite."

Clearly IT and business leaders can play a positive and powerful role in advancing college and university goals if they work collaboratively. But effective collaboration takes concerted effort. Summit presenters and participants recommended accomplishing it through the careful development of institutional relationships and partnerships so that those collaborations can foster initiatives in analytics and data governance, provide leadership for aligning unit goals with college or university goals, and guide conversations about the strategic value of technology.
Sessions and Speakers

Welcome

- John O’Brien, President and CEO, EDUCAUSE
- John Walda, President and CEO, NACUBO

Informing Decisions through Data Analytics

- Ron Kraemer, Vice President and Chief Information and Digital Officer, University of Notre Dame
- Keith McIntosh, Chief Information Officer, University of Richmond
- Morgan Olsen, Executive VP, Treasurer, and CFO, Arizona State University

Campus Analytics Knows No Boundaries

- Cindy Barry, Senior Director, Product Management, Ellucian

Rutgers University Administrative System Transformation with Cloud: The Cornerstone Program

- Cole Clark, Executive Director, Higher Education Client Relations, Deloitte
- Blair Kin, Principal, Deloitte
- Michele Norin, Senior Vice President and Chief Information Officer, Rutgers, The State University of New Jersey

Success and Failure: Why Do Some Big Purchases Succeed Beautifully while Others Don’t?

- Tom Boehmer, Senior Development Manager, Higher Education and Research, Juniper Networks, Inc.
- Mike Massey, Director, Customer Services, Juniper Networks, Inc.

The Devil Is in the Contract

- Jorge Mata, Chief Information Officer, Los Angeles Community College District Office
- Charlie Moran, Senior Partner and CEO, Moran Technology Consulting
- John Selbak, Attorney, Corporate Counsel Partners, ALC
CBO Analytics Session

- Michael Gower, Executive Vice President for Finance and Administration, Rutgers, The State University of New Jersey

Charting the Course for IT Service Management

- Leah Lang, Director of Analytics Services, EDUCAUSE

EDUCAUSE Strategic Directions and the Enterprise IT Community

- John O’Brien, President and CEO, EDUCAUSE

Strategic Alignment: Resources to Help You Tell the Story

- Karen Wetzel, Senior Manager, ECAR Working Groups, EDUCAUSE

Wave 5: Launching the Next Wave of Higher Education

- Michael Crow, President, Arizona State University

EDUCAUSE Benchmarking Service: A Data-Driven Framework to Optimize IT’s Contribution to Higher Education

- Susan Grajek, Vice President, Communities and Research, EDUCAUSE

Understanding and Communicating about the Cost and Value of Technology

- Michael Gower, Executive Vice President for Finance and Administration, Rutgers, The State University of New Jersey
- Susan Grajek, Vice President, Communities and Research, EDUCAUSE
- Michele Norin, Senior Vice President and Chief Information Officer, Rutgers, The State University of New Jersey

What Did You Learn?

- Susan Grajek, Vice President, Communities and Research, EDUCAUSE
- Betsy Tippens Reinitz, Director, Enterprise IT Programs, EDUCAUSE

Facilitated Discussions

- Michael Gower, Executive Vice President for Finance and Administration, Rutgers, The State University of New Jersey
- **Diane Graves**, Assistant Vice President for Academic Affairs, Trinity University
- **Mary LaGrange**, Controller, University of Nebraska–Lincoln
- **Bruce Maas**, Vice Provost for IT and CIO, University of Wisconsin–Madison
- **Tracy Schroeder**, Vice President, Information Services and Technology, Boston University
- **Jean Vock**, Assistant Dean, Finance and Administration, The University of Arizona
Further Reading

The following is a list of resources recommended by presenters during the Enterprise IT Summit:

- Morgan Olsen referred to two Arizona State University online resources:
  - The eAdvisor suite of applications is designed to identify and act on barriers to student success.
  - EdPlus represents ASU’s online learning organization and features built-in emerging technologies such as adaptive learning.

- Olsen also encouraged attendees to read Gordon Wishon’s EDUCAUSE Review article “Institutional Analytics and the Data Tsunami.”

- Ron Kraemer mentioned a University of Notre Dame program called dataND that helps ensure that data are secure and also cross institutional silos.

- Cindy Barry referenced two blogs related to an Ellucian survey of student attitudes about use of their personal information:
  - “Students Expect Data to Transform College Experience—Can Colleges Deliver?”
  - “How Do Students Expect Institutions to Use Their Data? Ellucian Found the Answer”

- Mike Gower described the NACUBO Strategic Blueprint.

- John O’Brien referenced the EDUCAUSE Five-Year Strategic Plan.

- Karen Wetzel recommended several ECAR working group papers:
  - Aligning IT Funding Models to the Pace of Technology Change: Enabling Financial Flexibility for Core, Flexible, and Transformative Services
  - Demonstrating Value Through IT Service Management in Higher Education
  - New Approaches to Higher Education IT Strategic Planning
  - The Higher Education IT Service Catalog: A Working Model for Comparison and Collaboration
  - Calculating the Costs of Distributed IT Staff and Applications

- Susan Grajek mentioned “The Digitization of Higher Education: Charting the Course,” which describes eight digital capabilities for higher education and provides advice for attaining them.
Notes

1. See the EDUCAUSE Five-Year Strategic Plan for details about each of the strategic priorities.

2. Learn more about the Association for Institutional Research at their website.

3. For a description of all of the NACUBO strategic priorities along with their success indicators, see the NACUBO Strategic Blueprint.

4. The EDUCAUSE Core Data Service may present yet another opportunity for collaboration between IT and the business office. For example, one suggestion arising from the summit was that EDUCAUSE could look at developing additional benchmarks relevant to CBOs as part of the Core Data Survey.


6. For an example of the importance of a campus-wide focus, see Pam Bowers, “Student Success: Everybody’s Business,” EDUCAUSE Review, September 14, 2015.

7. For a description of effective practices in data governance, see Mike Chapple, “Speaking the Same Language: Building a Data Governance Program for Institutional Impact,” EDUCAUSE Review 48, no. 6 (November/December 2013).

8. Two ECAR working group reports provide additional suggestions for data fundamentals: The Compelling Case for Data Governance and Establishing Data Stewardship Models.

9. Slide from session “Wave 5: Launching the Next Wave of Higher Education.”

10. The ECAR working group paper Demonstrating Value Through IT Service Management in Higher Education describes institutional challenges that can be met through IT service management and includes case studies describing specific institutional examples.

11. Learn more about the Association of Governing Boards of Universities and Colleges at their website.

12. For a report of the proceedings of the 2016 EDUCAUSE/NACUBO Enterprise IT Summit, see A Shift in Focus: Preparing for a Service-Centric Future. For more information about the shifting role of IT, see the ECAR research study IT Service Delivery in Higher Education.

13. See “The Digitization of Higher Education: Charting the Course” for details about each of the digital capabilities measured by EDUCAUSE, including advice about attaining them.

14. Slide from session “Charting the Course for IT Service Management.”

15. For a description of how three IT leaders have helped their institutions understand the business value of enterprise systems and services, see Richard Holmgren, Jason Ramsey, Ian McLeod, and Mark Staples, “Communicating the Business Value of Enterprise IT,” EDUCAUSE Review, March 27, 2017.

16. For more information, see the EDUCAUSE Benchmarking Service.