MEMORANDUM

TO:	Data Governance at CU Workshop Participants
FROM:	Michael Lightner, Maureen Durkin, Office of Academic Affairs
DATE:	June 30, 2022
RE:	October 29, 2021 - Data Governance Workshop Report

Thank you all for your participation in support of the Fall 2021 workshop on data governance at CU. Attached you will find a report on the workshop held October 29, 2021. The report provides an overview of how the workshop came to be, which was as an outgrowth of CU Faculty Council questions, followed by a system-wide working group that came together to discuss those questions in Spring 2021. The report then goes on to summarize the structure of the data governance workshop, and most importantly, the data governance priorities most on the minds of the CU faculty, staff, and students in attendance.

There was a significant amount of qualitative data generated during the workshop day, and in this report, we've made an effort to summarize it, as well as provide detail of participant comments and concerns. At a high level, six broad themes emerged from the student, faculty, and staff lists of data governance priorities, and these themes are listed below in the priority we judged them to be, which was determined in looking across all workshop data:

Rank	THEMES ACROSS PRIORITY LISTS
1	Responsibilities and roles for data governance
2	Clear, consistent, transparent communication and training regarding data policies, practices, guiidelines for use of data, and data authorities
3	Implementation of data ethics, bias reduction, empowerment of disproprotionally impacted community members regarding data governance
4	Data privacy and security practices; concerns about third party applications and systems; creating reslient systems; managing data access versus security tensions
5	Data inventory; data accuracy/consistency; awareness of/compliance with processes regarding sensitive data; data accountability; access to the right data and right tools
6	Human and technology infrastructure - appropriate resources, efficiences; removal of barriers and silos

CU has a project team of data professionals who are actively addressing these topics, both in the past year and on an ongoing basis. The CU IT Governance Committee, made up of campus and system office CFOs, COOs, CIOs, as well as other administrative and cyber security leaders, approved the project team last fall. The information from this report will help support their efforts and inform updates to our current campus and system policies and practices. Please note this report is a snapshot of issues raised by members of the CU community who attended the Fall workshop.

This final report is also being shared with leaders around the system, including President Saliman, the Chancellors, the Office of Information Security team, campus Chief Information Officers, and our shared governance bodies (Faculty Council, Staff Council, ICSF). Finally, all those who registered for the data governance workshop will receive this report.

CU DATA GOVERNANCE WORKSHOP REPORT

June 30, 2022

The CU System Office of Academic Affairs, in collaboration with the CU System Office of Information Security, hosted a virtual workshop on October 29, 2021, on the topic of data governance at CU. Data governance at CU is articulated in system-level policy – APS 6010: Data Governance – as a program to ensure that "data is managed as a material asset…with the goals of ensuring that data provides value, meets compliance requirements, and risks are managed appropriately." The APS goes on to define data governance roles and responsibilities. In the 2020-2021 academic year, data governance-related questions were raised by the CU System Faculty Council. In Spring 2021, the Vice President of Academic Affairs created a working group to discuss these questions, and from those meetings, the idea for a system-wide data governance workshop emerged.

The goals of the data governance workshop were to 1) engage the CU community – students, faculty, and staff from the campuses and staff from system administration – to gain clarity about data governance issues of greatest concern and interest across the CU system; and 2) prioritize the issues that were identified. The workshop itself was both didactic and interactive in its structure. To facilitate understanding of data governance and management in advance of the workshop, campus leaders created video presentations on various topics. The pre-workshop contributors and content covered were as follows:

Pre-Workshop Video Content

Data Governance and Cybersecurity at CU: Each of our responsibilities **Dan Jones**, Associate Vice Chancellor for Integrity, Safety and Compliance, CU Boulder
Student Data Management, Privacy & Access: Office of the Registrar **Kristi Wold-McCormick**, Assistant Vice Provost and University Registrar, CU Boulder
CU Denver Decision Support Toolkit: Data-Informed Decision-Making **Dave Deffenbacher**, Assistant Vice Chancellor, Office of Institutional Research and Effectiveness, CU Denver | Anschutz Medical Campus **David Doig**, Director, Fiscal Analysis and Decision Support, CU Denver

These video recordings are available on the Office of Information Security website.

Workshop Keynote Addresses

Two highlights of the data governance workshop were the keynote addresses:

- Carrie Klein, Ph.D., Senior Policy Analyst at State Higher Education Executive Officers Association (SHEEO) and an expert on student data privacy, spoke about equity and data justice issues along with the legal and regulatory context of student data privacy concerns. Her talk was titled, *Centering Privacy, Equity, and Students in Postsecondary Data Governance and Use*.

- Mitchell Stevens, Ph.D., Professor of Education at Stanford University gave a talk entitled *Whose Data Are They?* in which he discussed the rapid technology-driven shift in instructional platforms and proliferation of instructional data and the associated implications with respect to data ownership and educator responsibilities.

Both speakers engaged extensively in Q&A, which illuminated the level of interest and engagement in the data governance topic within the CU community. Video recordings of these talks and the associated slides are available on the Office of Information Security website.

A significant portion of the workshop was devoted to group discussions of data governance issues of most interest at CU. These discussions were structured as follows:

- Morning: Stakeholder groups – students only, faculty only, staff only – identified what was most of concern to them with respect to data governance. The groups created and began discussion of their lists of data governance issues.

- Midday: The team staffing the workshop reviewed the issues lists to "de-duplicate" and organize the content. Lists were then turned back over to each stakeholder group.

- Afternoon: Stakeholder groups further refined their lists. Near the end of the workshop, each group voted on the issues of top interest or concern to them, which were then revealed and discussed with all participants in the concluding session of the day.

Many fewer participants were in attendance than had initially registered for the data governance workshop. Staff had the most participation in the workshop, resulting in five small staff groups working separately in the morning sessions, while students and faculty each had one group participating in the morning session. In the afternoon, the staff groups were organized into one large stakeholder group for refinement of the issues list; students and faculty already were in single groups. Post-event feedback indicated that despite the importance of the topic, a full day workshop was challenging for attendees' schedules. More detail on participation can be found in the Appendix, and a flowchart illustrating how the workshop was organized can be found below.

Data Governance Workshop Structure
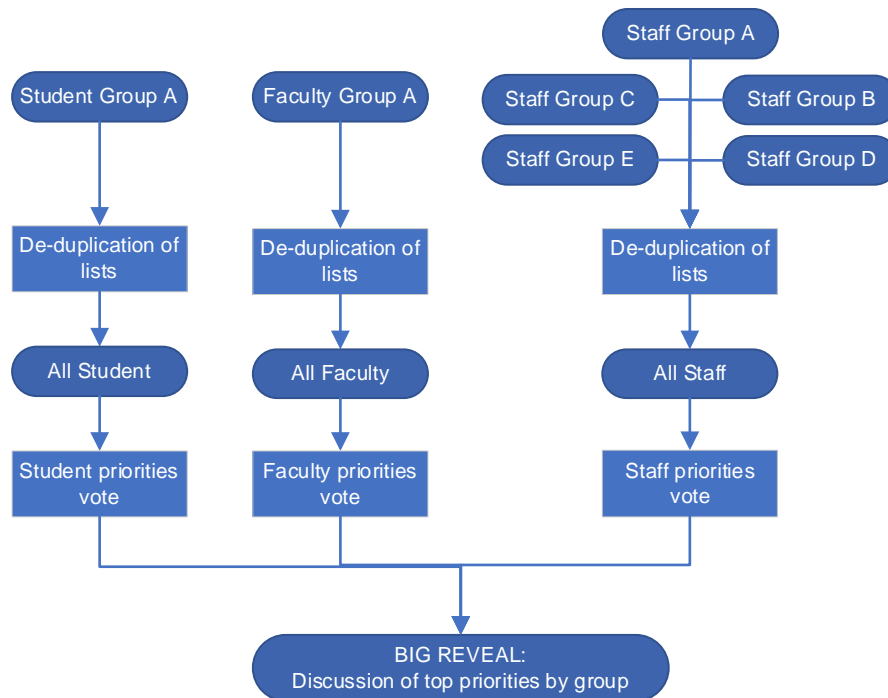
Data Governance Priorities by Stakeholder Groups

In the voting process, staff and faculty groups each identified ten data governance issues of greatest interest while students identified five issues (the number of priorities was dependent on the initial list of issues discussed). For the purposes of the vote, priorities were concisely summarized for the final stakeholder session of the workshop, often with a simple phrase like "clear and consistent communication" or "infrastructure streamlining." For the purposes of this report, priority lists by stakeholder group are presented below with more detail to bring clarity to the meaning underlying each item. The method for achieving the detailed view was simply to trace the summarized priorities back into the discussion notes which were captured in Google documents on the day of the workshop.

Student Group Priorities

Although ninety students registered for the workshop showing high general interest, only seven highly engaged students were present for the end of day priority vote. The students had a list of seven issues which was narrowed to five priorities in the voting process. Interest in implementation of data ethics and communication of data privacy policies topped the student list.

RANK	STUDENT STAKEHOLDER GROUP PRIORITIES
1	**Implementation of data ethics:** How can we improve data ethics? Interest in prevention of bias and increased transparency and equity. How do we manage permissions with various data collection devices? How can we give users the opportunity to opt out of data collection?
2	**Communication of data privacy policies:** How can we do this better, more effectively? Related also to communication, the meaning of the phrase "data governance" is not clear, people don't understand it, and it doesn't motivate action. To drive engagement in these issues, an "examples" driven marketing campaign was suggested; "people don't care about data governance, but they do care about the products that data governance represents;" In marketing events like this, highlight what could go wrong by not engaging in data governance discussions like this one.
3	**Concern about interfacing with third party applications/systems:** Such as "Turnitin" software - students don't have a choice and when submitting a paper, the process often requires them to submit it through Turnitin. Can't opt in and out of that so then companies have their data. Canvas is another example. Any software in which student work (or data) is connected to an interface. No choice to opt in or out of it. What happens to student data/work after they share it in a CU system or through a third party? Limiting information and how long it's kept should be a priority (need parameters or guidelines about use of student data both third parties and CU)**.**
4	**Creating resilient systems with respect to disaster preparedness:** How do we keep data safe?
5	**Interest in reducing algorithm bias:** Concern about algorithmic management of permissions by various data collection devices. What are the implications of algorithmic bias? (i.e., when responses become skewed based on demographics or other categories).

In addition to these priorities, the students expressed interest in further engagement in data governance discussions at CU. They appreciated the transparency built into the format of the day and the chance to see concerns of faculty and staff. One student asked for students to be represented on a task force should one be formed on the topic.

Faculty Group Priorities

Forty-eight faculty members registered for the data governance workshop and as with the students, attrition occurred through the day. Eight faculty voted on a list of 17 data governance issues resulting in their top ten priorities. As with students, faculty had communication-related concerns as a top priority. The #1 priority, however, was clarification of data governance roles and responsibilities.

RANK	FACULTY STAKEHOLDER GROUP PRIORITIES
1	**Responsibilities and roles for data governance:** Provide clear language and road maps for access, requirements, etc. for all campus and system populations
2	**Clear and consistent communication:** Create campus-wide, accessible informational materials, data governance FAQs and other resources; Accessible and intuitive systems and materials are important; Need plain language summaries.
3	**Cognitive overload from abundance of data governance outreach programs:** How to manage/plan for impactful engagement given the abundance of data governance outreach programs; Overload may impact engagement with events and other educational outreach to all campus community members; Prevent information overload caused by outreach.
4	**Differentiate between internal and external data governance issues:** Define governance needs for research data outputs (e.g., publishing, grants, research, IRB compliance) versus internal data needs such as employee and student data (e.g., FERPA compliance); There are different data governance concerns and management issues for external versus internal data.
5	**Empower the community with regard to data governance/inclusive outreach:** Strive for inclusive outreach and ensure representative groups for disproportionately impacted members; Empower disproportionally impacted community members and engage with representative groups to provide inclusive and socially aware materials and utilities.
6	**Provide transparent descriptions regarding limitations of campus and system authorities in protecting personal data:** Would like to understand campus and system limitations in protecting personal data/information for campus community members of all types; Want descriptions for those units' authority and limitations; There are challenges in balancing system-wide and campus specific data governance.
7	**Increase resource capacity and remove barriers:** Increase resource capacity for current data governance efforts; Create expanding resources in a continually changing data governance environment; Many community professionals are aware and engage, yet lack sufficient time and other resources; Governance should engage already available resources and professionals; Recognize the rapidly changing landscape of data not only politically but socially; Challenges of limited resources and varied campus resources.
8	**Balancing tensions between data access and security:** Need a good balance to ensure there is proper security but also access to data so it can be used**.**
9	**Awareness of/compliance with data processes or requirements related to non-IRB, but still sensitive data:** There is a routing process that occurs with Institutional Review Board (IRB) proposals that includes review by the Office of Information Security. Is there a process for sensitive non-IRB and non-research data that is similar to the routing process that occurs for IRB review? As a potential nexus for internal and external data, this is a particularly complex area that may involve student-staff-faculty data, or aggregated sensitive, or IRB-exempt data among others. When dealing with IRB data, its already routed to OIS, but if not -- faculty have to understand compliance requirements**.**
10	**Data accountability:** Establish guidelines and resources for harmed parties both inside and outside the university community.

Staff Group Priorities

The largest stakeholder group participating in the data governance workshop was comprised of CU staff. 269 staff registered for the workshop; 48 staff members from all four campuses and system administration were engaged at the time of priority voting. Of the 48, Boulder had the most representation with 25 staff in attendance - to be expected given that it's the largest campus. The staff cohort voted on a list of 19 data governance issues resulting in their top ten priorities described below.

As with the faculty, staff were most concerned about clarity of roles and responsibilities with respect to data governance. Interest in training was ranked as the second highest priority among the staff.

RANK	STAFF STAKEHOLDER GROUP PRIORITIES
1	**Data roles and responsibilities:** Need clarity of responsibilities; data ownership/steward expectations?; How do we define responsibility and accountability to governing principles?; Distributed access and accountability; Data authorization best practices, 'need to know' only, supervisors must understand system access necessary for their teams; Effective/efficient data access (de)provisioning (clarity of roles); What are the responsibilities within approved platforms for managing access/functions?; System-wide documentation of data sources, owners, contents, uses; Who is responsible for CU data architecture?; Where does UIS fit within campuses on provisioning access? Inconsistency in access; Need for broad CU policy discussion about data governance (CPO/CDO, how are strategic procurement decisions made?).
2	**Training:** Roles, responsibility, data literacy; Share/implement fair information practice principles and ethical data use at CU; Data literacy, stewardship, ethics, etc.; Education about data, data sharing, how it's used/protected (personal responsibility awareness?); New staff does FERPA training, but what training goes into helping staff know their responsibility and data privacy?; More guidance on "this is how you do it"; Compile use cases of data collection/usage for awareness/education; Need non-expert educational resources around data use and why we should care; What are our data literacy objectives, goals, outcomes, and how do we communicate them to constituents?
3	**Data inventory:** What data/content is stored where, who owns it, and what's in it?; Need data definitions, consistent applications, inventory information, and dictionary of common terms.
4	**Data accuracy/consistency:** Data standards/dictionary; Concerns about the quality of data across platforms and campuses, can increased efficiencies and accuracy be achieved?; Accuracy of data between integrated systems; Addressing when "numbers don't match;" Number of data integrations - data inconsistencies; Software acquisitions are inconsistent - leads to data in places that may not be vetted; Consistency/accuracy common definitions and understanding of data, shared and reviewed by subject matter experts; Data quality - often a field in the same table/system is used differently by campus stakeholders; Need standardized definitions of fields and data integrity of standard data values.
5	**Properly resourcing the work to be conducted:** HR needs to support the work; Need infrastructure (human/technology) for compliance, integrity, equity, and privacy assurance; Advocating confidentiality of Personal Identifying Information (PII) to business resource vendors - how would we govern/staff this?; Should CU have a chief privacy officer and/or chief data officer?
6	**Data privacy and security practices:** PHI (personal health information) and PII; Moving to the Cloud and keeping data secure; Research data security/compliance issues; System-wide privacy policy in addition to campus policies; Getting people engaged in their own data protection; Do we know what sensitive data is?; Concerns about data released inappropriately to third parties; Concerns about data stored on computers/shadow systems; Privacy legislation may ask things of CU that we are not ready to support ("right to be forgotten" requests can't be honored b/c data is everywhere); Surveillance concerns and personal data gathering; tracking employees on digital platforms; How do we market and communicate sensitivity to data privacy, security, and equity?; How are campus privacy policies written and communicated to constituents?; Use/sharing of highly confidential data among staff to complete tasks, collaborate at the University while maintaining privacy of data and within the constraints; How do we reassess risk as use/technology evolves?; Constituent awareness of vendor/tech privacy policies; How to make informed decisions about use?; A framework for data protections; policy/procedure for approval for use of new software, free software, data security, contract approval, vendor use, and notification of breach, opt-out, etc.; Awareness for what to do during a data leak; Vulnerability of data in 3rd party systems; How can departments ensure data is used ethically by administration when a department might not know who has access to that data?; How should perceived mismanagement/unethical use of data be addressed?; Is it necessary to track students to inform decisions?; System-wide authoritative, role-based access to data; fewer sources, heavily secured, access only by those who need it.

7	**Guidelines for use of data:** Guidelines for data use, policy/procedures, what is acceptable use of data - CU's data classification is, at best, vague; How to use it in a respectful way; How to utilize the data; appropriate use - formal guidelines for ethics, privacy, and transparency about how data is being used to fulfill the university's mission; Privacy and data requirements are hard to find and most staff are not aware of where to find them; The data citizenship experience - improvements; access, quality, etc.; Timelines for release of data; Is there a standard process for reviewing software requests?; Is there a process for re-reviewing approved software?; How often are tools and/or software re-reviewed?; Guidelines for appropriate use of data; Identify the conditions for what data may be reshared (e.g., to other entities with legitimate educational/business need); Operational governance - How do we layer governance between the system, campuses and units to leverage information from all those areas; Using data to guide improvements in service delivery, including improved outcomes, improved efficiencies, improved equity - while respecting data privacy.
8	**Infrastructure streamlining:** Central tracking of hardware to help manage security risks, centralized resources, asset management; Leveraging existing data and data sources - and not collecting new or adding to new systems; Reduce duplication of effort, resources, and detail; Software acquisitions are inconsistent - lead to data in places that may not be vetted; Have a high level discussion about how we make strategic decisions about the consolidation (or not) of our software vendor purchases?; Improving infrastructure uptime.
9	**Right data/right tools:** For different, but similar sources of data, how do you know the differences and what is the "right information"; How do people find data they need/want?; Where do I go to find out "can I do this?" - it can take significant time to figure out the rules; Effective and efficient data access provisioning/ deprovisioning; Streamline provisioning and deprovisioning of access; Needing standardized definitions of fields and data integrity of standard data values; Lack of transparency culture and available tools for sharing reporting in controlled and secure manner.
10	**Breakdown silos:** Reduce siloes of systems, data, access, processes, decisions; Breaking down data/business silos; Siloes of data "ownership" leading to lack of consistency and tension when it comes to access/sharing; Data truth from dynamic perspectives; multiple sources; specific business domain perspectives; How can we better address data silos? Would love a warehouse with *all* data; There is no single set of rules for who to ask for what concerning data requests.

CU staff members are often in positions of utilizing data to support key functions on the campuses and within system administration. The staff discussions and comments in the workshop reflected this operational engagement and expertise. Staff were also the largest of the groups participating, consequently, the notes attached to the staff priorities were extensive. Especially noteworthy is the large number of mentions regarding data privacy/security practices and guidelines for use of data.

Analysis of Priorities and Themes

The three sets of data governance priorities are summarized below and are color-coded to indicate thematic connection across stakeholder groups (for the purposes of this analysis, priorities judged as similar were coded with the same color). Note that in some cases, priorities overlap in content even though presented as separate priorities in this discussion. For example, "communication of data privacy policies," issue #2 on the student list, touches on both communication and privacy policies, which are ultimately treated as two separate themes in this report. With that in mind, the findings suggest the following common themes across the groups:

- **Clarity in data governance roles and responsibilities** was the top priority for both faculty and staff.

- **Communication-related priorities** were evident in all three lists: need for clarity and consistency in communication about data governance; transparent descriptions of limitations in protecting data; definitions related to internal and external data; guidelines for acceptable use; training; communication of privacy practices; and even "cognitive overload" from an abundance of data governance outreach and programs, suggesting that information overload is an issue.

TOP PRIORITIES BY STAKEHOLDER GROUP								
STUDENT			FACULTY			STAFF		
RANK	PRIORITY		RANK	PRIORITY		RANK	PRIORITY	
1	Implementation of data ethics		1	Responsibilities and roles for data governance		1	Data roles and responsibilities	
2	Communication of data privacy policies		2	Clear and consistent communication		2	Training	
3	Concern about interfacing with third party applications/systems		3	Cognitive overload from abundance of data governance outreach programs		3	Data inventory	
4	Creating resilient systems with respect to disaster preparedness		4	Differentiate between internal and external data governance issues		4	Data accuracy, data consistency	
5	Interest in reducing algorithm bias		5	Empower the community on data governance/ inclusive outreach		5	Properly resourcing the work to be conducted	
			6	Provide transparent descriptions for limitations of campus/system authorities in protecting personal data		6	Data privacy and security practices	
			7	Increase resource capacity and remove barriers		7	Guidelines for use of data	
			8	Balancing tensions between data access and security		8	Infrastructure streamlining	
			9	Awareness of/compliance with data processes or requirements related to non-IRB, but still sensitive data		9	Right data, right tools	
			10	Data accountability		10	Break down silos	

Note: Students initially generated seven data governance issues in their discussions. They narrowed their list of priorities to five in the voting. Faculty and staff groups generated more than ten issues in their discussions and narrowed their top priorities to ten.

- **Ethics, bias, and empowerment - related priorities** were on the student list (priorities #1 and #5), and the faculty list (priority #5). Specifically, implementation of data ethics, concern about algorithm bias, and empowerment of community including inclusive outreach in data governance efforts were highlighted.

- **Data privacy and security – related priorities** were on the lists of all three stakeholder groups, Concern about opting in/out of third-party applications or systems ranked as the #3 student priority. Their #4 priority was resiliency of data systems in disaster preparedness situations. As noted earlier, staff had a significant number of questions and comments in the workshop notes related to data privacy and security even though it was in the middle of their priority list at #6. The 9th priority for faculty recognized the need for balance between data access and keeping data secure, and they also expressed interest in understanding more about

limitations that campus and system authorities have with respect to protecting personal data (#6). We categorized #6 as connected to the communications priorities, but it also overlaps with privacy and security issues.

- **Data operations and process issues** were on both staff and faculty priority lists**.** The #3 and #4 priorities for staff expressed need for a data inventory and a focus on data accuracy and consistency. The staff list included a priority of having the "right data and right tools" (issue #9), which seemed about finding and accessing the needed or required data, and then being able to use it efficiently.

  From the faculty, there were two process-focused priorities. The #9 priority was concerned with awareness of/compliance with processes for sensitive data that are *not* IRB data. Faculty research projects utilizing human or animal subjects are reviewed and approved in advance through an Institutional Review Board (IRB) process. IRB proposals are routed to the Office of Information Security in the approval process for review. This faculty priority was highlighting that faculty may not know about processes for handling sensitive research data that don't fall into the IRB review process. The faculty list also included a priority of data accountability (#10), specifically there was interest in guidelines and resources for harmed parties inside and outside of the university community. #10 is another priority that overlaps with the communications-related priorities.

- **Attention to resources** were included in several ways on faculty and staff lists, including appropriately resourcing the work to be done, streamlining of infrastructure, concerns about silos (priorities #5, #8, #10 on staff list), and increasing resource capacity and removal of barriers (priority #7 on faculty list).

The "Big Reveal" of the three prioritized lists at the end of the workshop day generated active discussion among the participants and quick identification of themes across the lists. Several related comments from the Zoom chat are included below.

Most obvious outcome to me is that roles and responsibilities are top of mind to both faculty and staff

Seems like Faculty #2 (clear, consistent communication) may be similar to Students #2 (communication of data privacy policies). Maybe also related to Staff #7 (guidelines for use of data).

Not unexpected that staff who need accurate data to do our jobs prioritize that over privacy/security while the students whose data we're often working with are more concerned about the ethics and privacy.

Also seems like Faculty #8 (balancing tensions between data access and security) might be similar to Staff #6 (data privacy and security practices). Also some overlap with Students #2 (communication of data privacy policies).

Seems like the top two items on all lists have a current of defining expectations and for clarifying them through good communication/training practices.

Six Global Themes Identified

Based on review of the three priority lists, discussion notes, and the chat transcript, the following six themes emerged as of greatest interest at the data governance workshop.

RANK	PRIORITY THEMES ACROSS ALL STAKEHOLDER GROUPS
1	Responsibilities and roles for data governance
2	Clear, consistent, transparent communication and training regarding data policies, practices, guidelines for use of data, and data authorities
3	Implementation of data ethics, bias reduction, empowerment of disproportionally impacted community members regarding data governance
4	Data privacy and security practices; concerns about third party applications and systems; creating resilient systems; managing data access versus security tensions
5	Data inventory; data accuracy/consistency; awareness of/compliance with processes regarding sensitive data; data accountability; access to the right data and right tools
6	Human and technology infrastructure - appropriate resources, efficiencies; removal of barriers and silos

A final caveat with these results is that the campuses were not represented equally in the priority voting, nor were stakeholder groups. For example, system administration was well-represented in staff votes (and has staff only -- no faculty or students), and some campuses lacked a student or faculty presence when priority voting was conducted. CU Boulder contributed the most votes generally and across all stakeholder groups. Boulder is also the largest campus in the CU System with the largest faculty, staff, and student populations. See the Appendix for more information.

Next Steps

- Vice President of Academic Affairs, Michael Lightner, updated Faculty Council with preliminary results of the data governance workshop in December of 2021.

- This report in draft form will be sent to the CU Office of Information Security for review and to incorporate additional feedback.

- This final report is being shared to leaders from the CU system, including President Saliman, the Chancellors, the Office of Information Security team, and campus Chief Information Officers. We are also sending it to our shared governance bodies (Faculty Council, Staff Council, ICSF) to facilitate further discussion. Finally, all those who registered for the data governance workshop will receive this report. This information will support data governance efforts and teams which are already in place and working on these issues and will inform future work on data governance policies and practices.

- In the final workshop discussion, there seemed to be support for future gatherings to discuss data governance issues. Establishing a community of practice for data governance was briefly discussed. Students and staff in particular, were interested in this possibility.

Special Thanks

The data governance conversations and workshop were the result of enormous effort from people and teams on the campuses and at system administration Thanks to all who attended the workshop and to the many individuals, teams, and offices who supported in various ways, including:

CU System Faculty Council

System-wide Data Governance Working Group – Spring 2021
- Jim Dillon
- Carrie John
- Harper Johnson
- Alana Jones
- Dan Jones
- Erika Larson
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CU System e-Communications Team
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System-wide Data Experts Who Provided Pre-Workshop Content
- David Deffenbacher
- David Doig
- Dan Jones
- Kristi Wold-McCormick

Workshop Keynote Speakers
- Carrie Klein
- Mitchell Stevens

Registration:

Campus	Faculty	Staff	Student	TOTALS
Anschutz	13	46	3	62
Boulder	17	93	57	167
UCCS	11	28	6	45
Denver	6	35	24	65
System	N/A	67	N/A	67
TOTALS	47	269	90	406

There were 406 total registrations for the workshop: 47 faculty, 90 students, and 269 staff. Approximately 180 of the registrants attended the workshop with attendance peaking during the keynote sessions. Attrition occurred throughout the workshop day.

Overall Vote Participation:

Campus	Faculty	Staff	Student	TOTALS
Anschutz	2	4	0	6
Boulder	5	25	4	34
UCCS	1	1	1	3
Denver	0	4	2	6
System	N/A	14	N/A	14
TOTALS	8	48	7	63

There were 63 attendees participating in the voting portion of the event, which took place during the final afternoon session with eight faculty, seven students, and 48 staff. These participants ultimately defined the final priority lists through their votes. CU Boulder generally, and staff from CU Boulder and System Administration were most represented in the voting as previously mentioned.