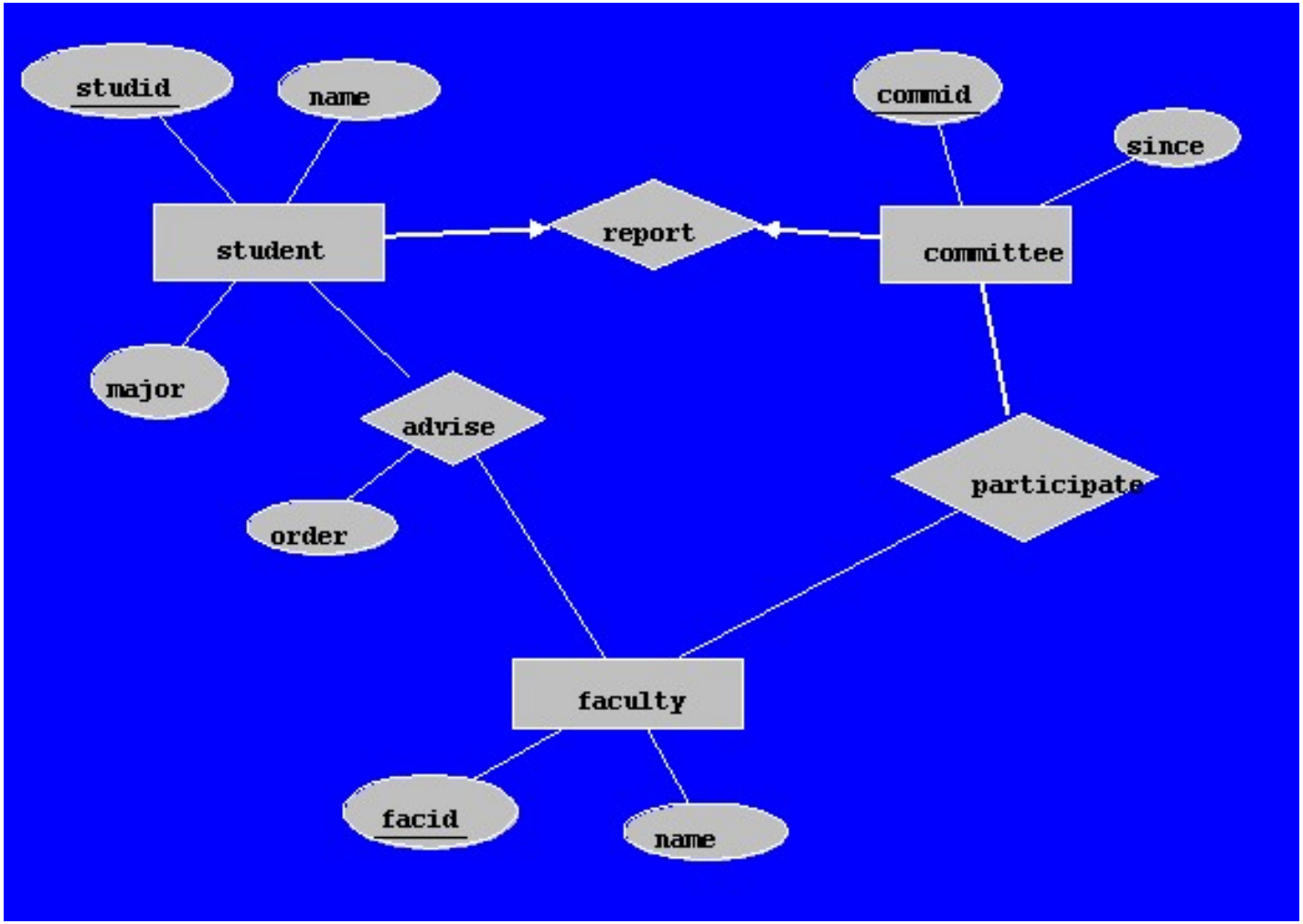
Database Design

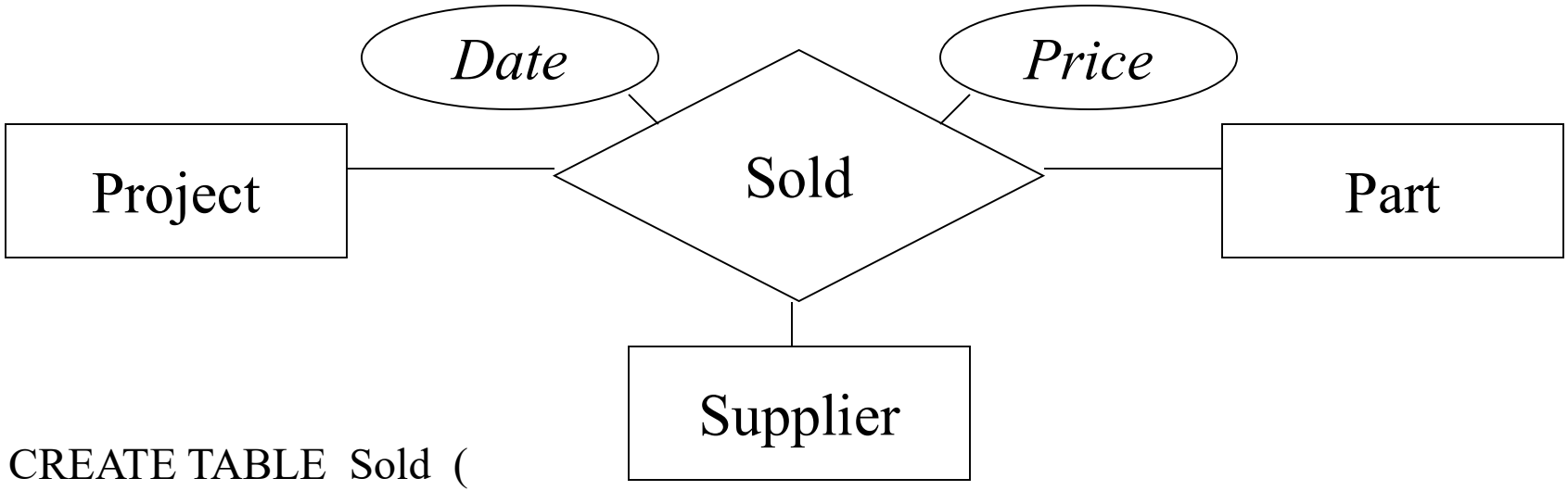
- Goal: specification of database schema
- Methodology:
  - Use *E-R model* to get a high-level graphical view of essential components of enterprise and how they are related
  - Convert E-R diagram to DDL
- *E-R Model*: enterprise is viewed as a set of
  - *Entities*
  - *Relationships* among entities

A Sample ER Diagram



Representation in SQL

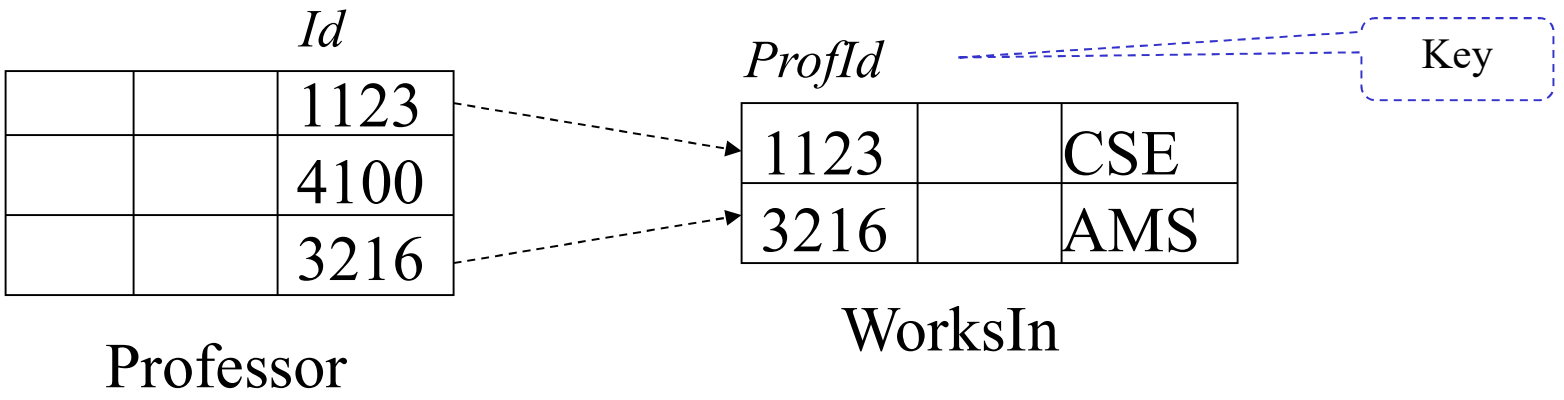
- Each role of relationship type produces a foreign key in corresponding relation
  - Foreign key references table corresponding to entity type from which role values are drawn



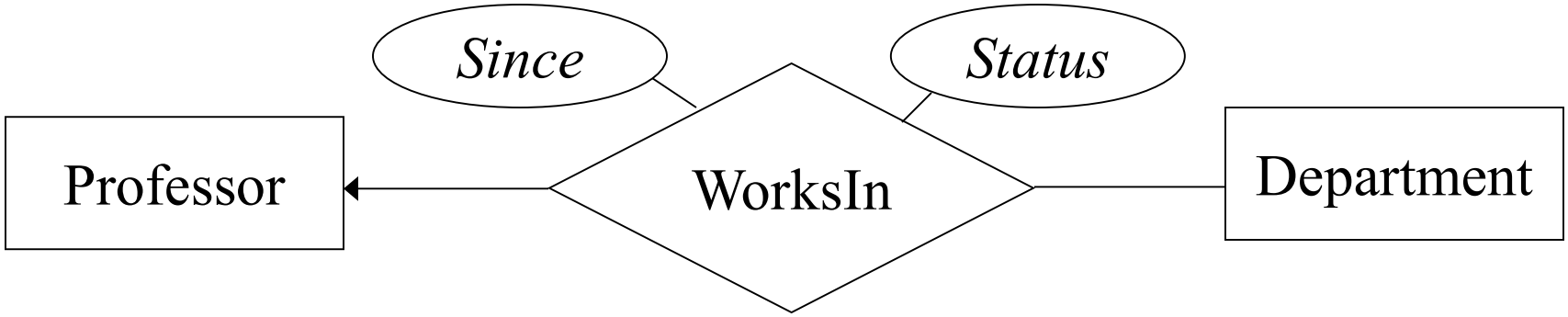

```
CREATE TABLE  Sold  (
   Price  INTEGER,              -- attribute
   Date  DATE,                  -- attribute
   ProjId  INTEGER,             -- role
   SupplierId  INTEGER,         -- role
   PartNumber  INTEGER,         -- role
   PRIMARY KEY (ProjId, SupplierId, PartNumber, Date),
   FOREIGN KEY (ProjId) REFERENCES Project,
   FOREIGN KEY (SupplierId) REFERENCES Supplier (Id),
   FOREIGN KEY (PartNumber) REFERENCES Part (Number)  )
```

Key Constraints

- Each professor works in AT MOST ONE department



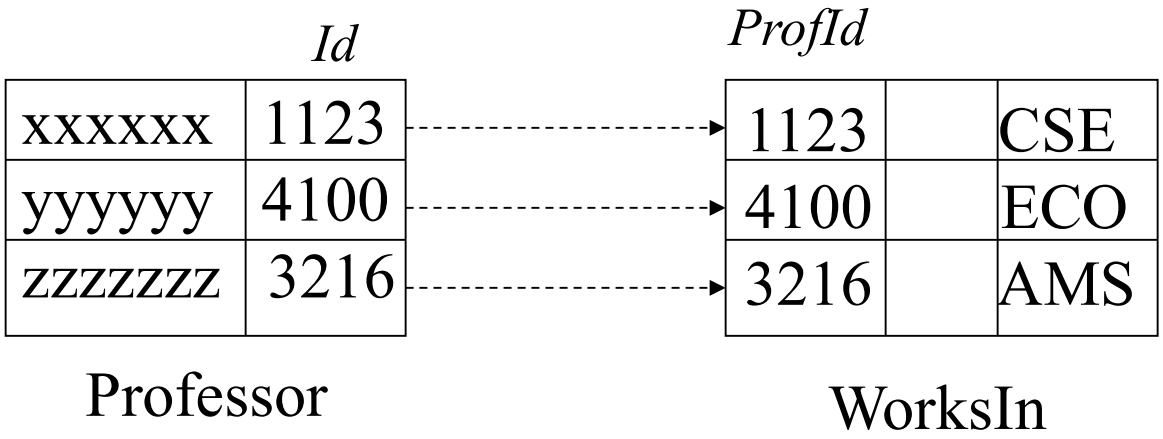
Key Constraints



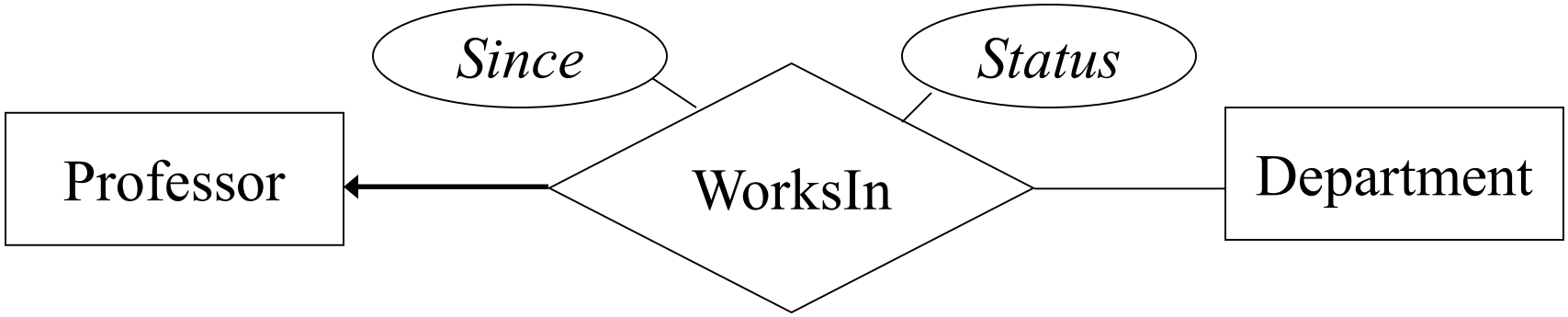
CREATE TABLE WorksIn (
ProfId INTEGER, -- *role (key of* Professor*)*
Since DATE, -- *attribute*
Status CHAR (10), -- *attribute*
DeptId CHAR (4), -- *role (key of* Department*)*
PRIMARY KEY (*ProfId*), -- *since a professor works in at most one department*
FOREIGN KEY (*ProfId*) REFERENCES Professor (*Id*),
FOREIGN KEY (*DeptId*) REFERENCES Department)

Key and Total Participation Constraints

- Each professor works in EXACTLY ONE department



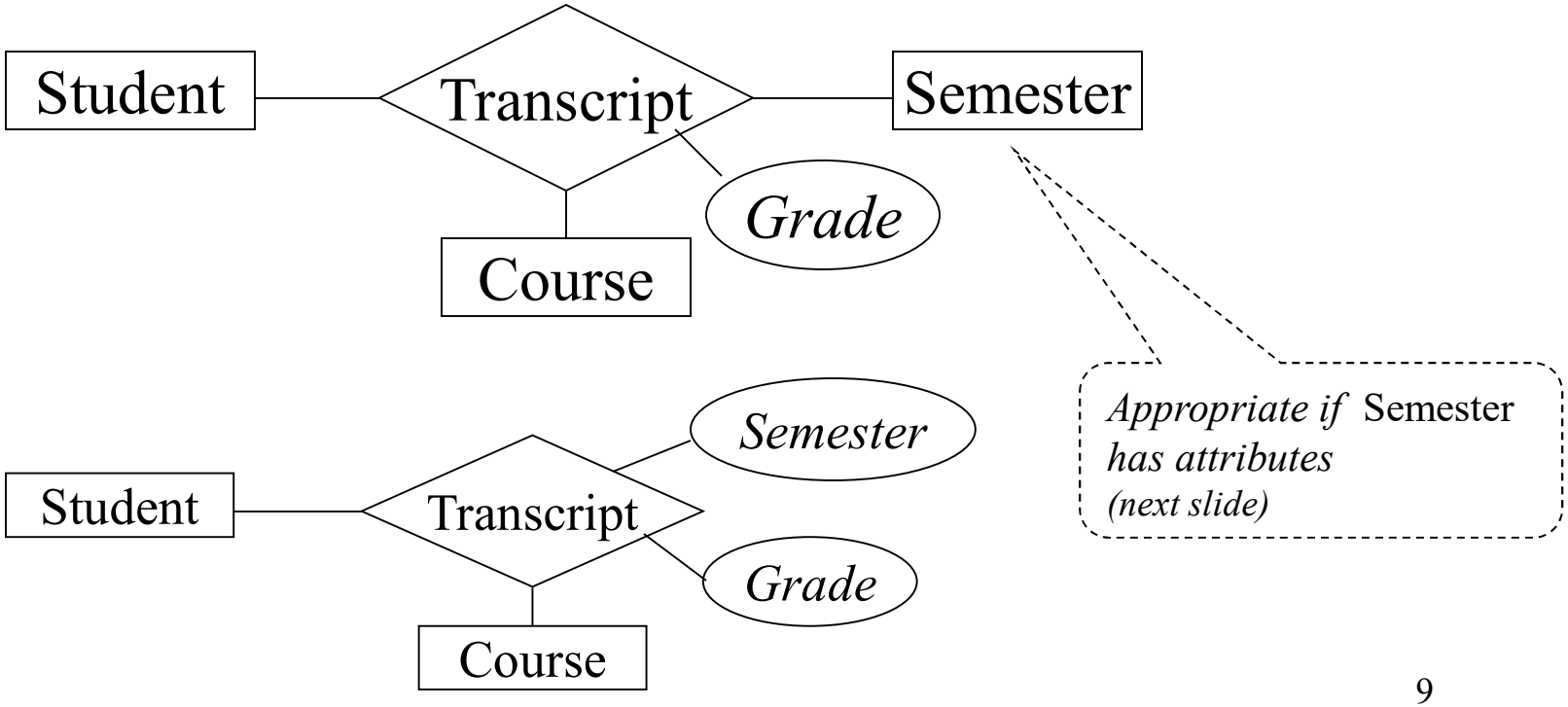
Key + Total Participation Constraints



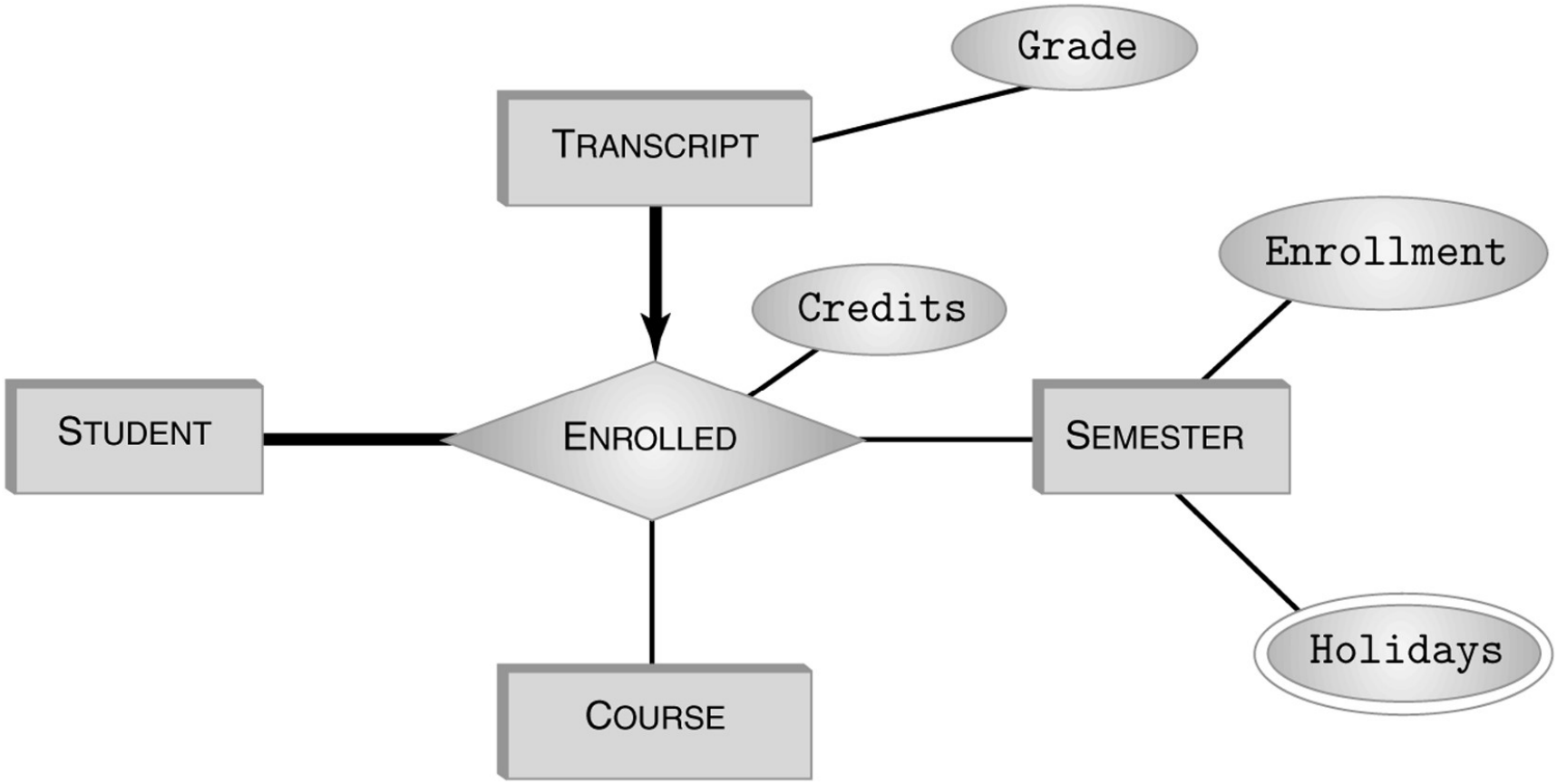
CREATE TABLE WorksIn (
ProfId INTEGER, -- *role (key of* Professor*)*
Since DATE, -- *attribute*
Status CHAR (10), -- *attribute*
DeptId CHAR (4) NOT NULL, -- *role (key of* Department*)*
PRIMARY KEY (*ProfId*), -- *since a professor works in at most one department*
- FOREIGN KEY (*DeptId*) REFERENCES Department)

Entity or Attribute?

- Sometimes information can be represented as either an entity or an attribute.

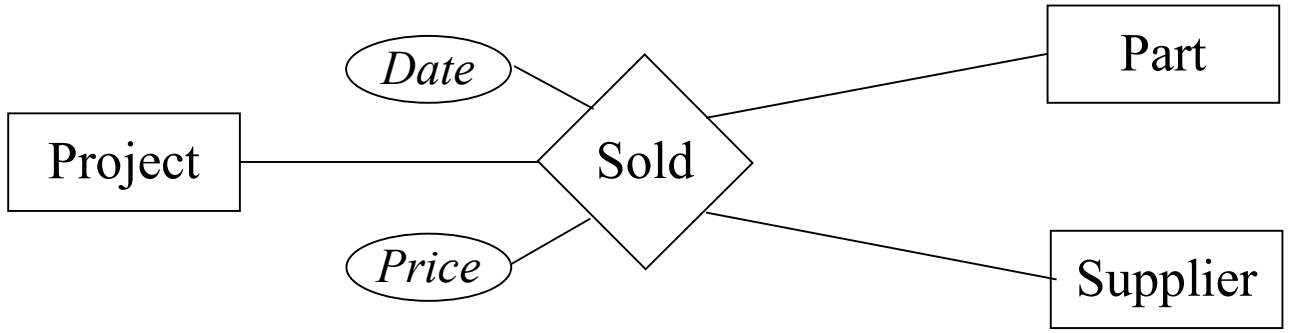


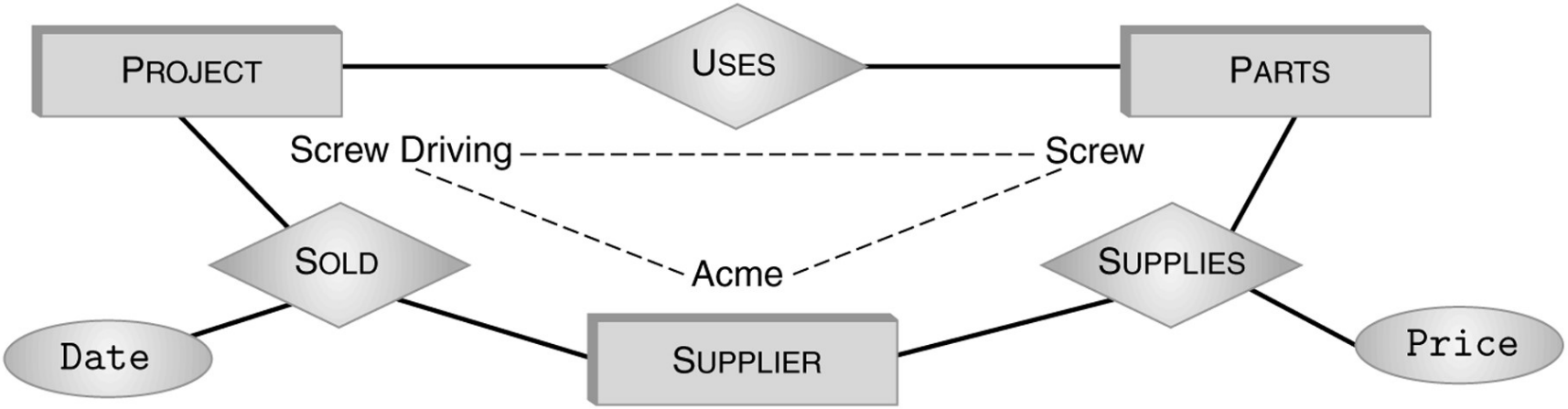
Entity or Relationship?



(Non-) Equivalence of Diagrams

- Transformations between binary and ternary relationships.





General Assertions

```
CREATE Assertion 3pc
CHECK NOT EXISTS (
        SELECT * FROM Papers P
        WHERE 3 <> (
            SELECT COUNT(*)
            FROM Review R
            WHERE R.paperid = P.paperid
         )
)
```

- But most DBMSs do not implement assertions
- Because it is hard to support them efficiently
- Instead, they provide **triggers**

Database Triggers

- Event-Condition-Action rules
- Event
  - Can be insertion, update, or deletion to a relation
- Condition
  - Can be expressed on DB state before or after event
- Action
  - Perform additional DB modifications

More About Triggers

- Row-level trigger
  - Executes once for each modified tuple

- Statement-level trigger
  - Executes once for all tuples that are modified in a SQL statement

Database Triggers Example

Product (name, price, category)

When Product.price is updated, if it is decreased then set Product.category = 'On sale'

```
CREATE TRIGGER ProductCategories
AFTER UPDATE OF price ON Product
REFERENCING
    OLD ROW AS OldTuple
    NEW ROW AS NewTuple
FOR EACH ROW
WHEN (OldTuple.price > NewTuple.price)
UPDATE Product
        SET category = 'On sale'
        WHERE productID = OldTuple.productID
```

What's SQL code look like in the real world?

- A lot of Stored Procedures
  - Can be executed by the trigger
  - More like a function or method in imperative languages (C++, Java, etc.)
  - There are fine-grained controls like
    - If-else check
    - While loop

Mapping natural language

ER components can be equated to parts of speech, as Peter Chen did. This shows how an ER Diagram compares to a grammar diagram:

- **Common noun:** Entity type. Example: student.
- **Proper noun:** Entity. Example: Sally Smith.
- **Verb:** Relationship type. Example: Enrolls. (Such as in a course, which would be another entity type.)
- **Adjective:** Attribute for entity. Example: sophomore.
- **Adverb:** Attribute for relationship. Example: digitally.

https://www.lucidchart.com/pages/er-diagrams

ER case study 1

Consider the design of the following database system for managing a conference X: a collection of papers are submitted to X, each of which has a unique paper IDs, a list of authors (names, affiliations, emails) in the order of contribution significance, title, abstract, and a PDF file for its content. The conference has a list of program committee (PC) members to review the papers. To ensure review quality, each paper is assigned to 3 PC members for review. To avoid overloading, each PC member is assigned with at most 5 papers, assuming that there are enough PC members. Each review report consists of a report ID, a description of review comment, a final recommendation (accept, reject), and the date the review report is submitted. A PC member can submit at most one review report for the paper that is assigned to him/her.

ER case study 1 (con't)

- Draw an E-R diagram for the above system. Use underlines, thick lines, and arrows to represent constraints. State your assumptions if necessary.
- Translate the previous E-R diagram for exercise1 into a relational model, i.e., a set of CREAT TABLE statements enforcing all stated constraints. In addition, write a CREATE ASSERTION statement to enforce that no PC member will be assigned to a paper of which she/he is a coauthor.

ER case study 2

Suppose you are asked to design a club database system based on the following information.

Each student has a unique student id, a name, and an email; each club has a unique club id, a name, a contact telephone number, and has exactly one student as its president. Each student can serve as a president in at most one of the clubs, although he/she can be the members of several clubs. Clubs organize activities and students can participate in any of them. Each activity is described by a unique activity id, a place, a date, a time and those clubs that organize it. If an activity is organized by more than one club, different clubs might contribute different activity fees.

ER case study 2 (con't)

- Draw an E-R diagram for the system, in particular, use arrows or thick lines to represent constraints appropriately. Write down your assumptions if necessary.
- Translate the above E-R diagram to a relational model, in particular, specify your primary key and foreign key constraints clearly.

ER case study 3

Consider the design of a database for the management of grants. Each grant is identified by a unique grant ID, a title, the funding source of the grant, the period (starting date and ending date), and the amount of grant. Each grant might be participated by several professors and each professor might also participate in several grants. Each professor is identified by a unique SSN, name, and email address. In addition, several graduate students might be supported by a grant as GRAs, although each student can be supported by at most one grant. Each graduate student has exactly one professor as his/her advisor.

ER case study 3 (con't)

- Draw an E-R diagram for the system, in particular, use arrows or thick lines to represent constraints appropriately. Write down your assumptions and justifications briefly and clearly.
- Translate the above E-R diagram into a relational model, i.e., write a set of CREATE TABLE statements. In particular, specify primary key, foreign key and other constraints whenever possible.

ER case study 4

Consider the design of the following database system: each PhD student has exactly one dissertation committee which consists of 4-5 faculty, and each committee is for exactly one student. Each student has an ordered list of advisors including the primary advisor followed by 0 or more secondary advisors. Each student has a unique studid, a name, and a major. Each committee has a unique committee id, and the date the committee is formed. Each faculty has a unique facid and a name. Each faculty can participate in multiple committees and be the advisors (either primary or secondary) of several students.

ER case study 4 (con't)

- Draw an E-R diagram for the above system. Use underlines, thick lines, and arrows to represent constraints. State your assumptions if necessary.
- Translate your E-R diagram for problem 1 into a relational model, i.e., a set of CREAT TABLE/ASSERTION statements enforcing all stated constraints. In addition, write a CREATE ASSERTION statement to enforce that each committee consists of the primary advisor of the student and all other members of the committee cannot be the secondary advisors of the student.