Telling Your Story

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NERCOMP ECAR Academy
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## Identity Management Benefit

<table>
<thead>
<tr>
<th>Identity Management Benefit</th>
<th>Importance Mean</th>
<th>Importance Std. Deviation</th>
<th>Capability Mean</th>
<th>Capability Std. Deviation</th>
<th>Importance-Capability Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Directly track illegal or unauthorized network activity back to the person responsible</td>
<td>4.32</td>
<td>0.757</td>
<td>3.24</td>
<td>0.946</td>
<td>1.08</td>
</tr>
<tr>
<td>Immediately disable all services and user IDs when a user is no longer affiliated with the</td>
<td>4.32</td>
<td>0.711</td>
<td>3.12</td>
<td>1.077</td>
<td>1.20</td>
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<tr>
<td>institution</td>
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<tr>
<td>Prior to issuing credentials (e.g., user account, ID card, etc.), have the appropriate</td>
<td>4.18</td>
<td>0.750</td>
<td>3.47</td>
<td>0.924</td>
<td>0.71</td>
</tr>
<tr>
<td>level of confidence (based on type of constituent) that a user is who he or she claims to</td>
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<td>be</td>
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<td></td>
</tr>
<tr>
<td>Reduced or single sign-on (one electronic identity used to access most or all institutional</td>
<td>4.10</td>
<td>0.836</td>
<td>2.72</td>
<td>1.035</td>
<td>1.38</td>
</tr>
<tr>
<td>services</td>
<td></td>
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<tr>
<td>Have a single authoritative source of information for all persons affiliated with the</td>
<td>4.05</td>
<td>0.890</td>
<td>2.91</td>
<td>1.043</td>
<td>1.14</td>
</tr>
<tr>
<td>institution (as an institutional asset)</td>
<td></td>
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<tr>
<td>Provide self-service functions (e.g., password reset, profile management)</td>
<td>4.05</td>
<td>0.810</td>
<td>2.94</td>
<td>1.043</td>
<td>1.10</td>
</tr>
<tr>
<td>Immediately enable all authorized services for a new user</td>
<td>3.93</td>
<td>0.803</td>
<td>2.87</td>
<td>0.931</td>
<td>1.06</td>
</tr>
<tr>
<td>Immediately change authorized services for a user who changes roles</td>
<td>3.89</td>
<td>0.810</td>
<td>2.74</td>
<td>0.959</td>
<td>1.15</td>
</tr>
<tr>
<td>User authentication and authorization processes that are scalable (e.g. as enrollment grows)</td>
<td>3.89</td>
<td>0.955</td>
<td>3.24</td>
<td>0.944</td>
<td>0.66</td>
</tr>
<tr>
<td>Allow our institutional users to access off campus resources that require their own</td>
<td>3.85</td>
<td>0.922</td>
<td>3.10</td>
<td>1.045</td>
<td>0.75</td>
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<tr>
<td>authentication and authorization (e.g. licensed library content)</td>
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<tr>
<td>Strong authentication (e.g. strong passwords, two factor authentications)</td>
<td>3.83</td>
<td>0.950</td>
<td>2.77</td>
<td>1.115</td>
<td>1.06</td>
</tr>
<tr>
<td>Give visitors/guests only the specific access they require and disable that access at the</td>
<td>3.62</td>
<td>0.969</td>
<td>2.61</td>
<td>1.017</td>
<td>1.01</td>
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<td>correct time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Allow non-institutional users access to our institutional resources for which we require</td>
<td>3.02</td>
<td>1.038</td>
<td>2.39</td>
<td>0.932</td>
<td>0.63</td>
</tr>
<tr>
<td>authentication and authorization (e.g. sharing our course materials with other institutions)</td>
<td></td>
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<tr>
<td>Decentralize user account management and authorization of services (e.g. to deans of</td>
<td>2.70</td>
<td>1.232</td>
<td>2.17</td>
<td>1.050</td>
<td>0.53</td>
</tr>
<tr>
<td>schools, managers of business units</td>
<td></td>
<td></td>
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</tbody>
</table>

(1=very low, 2=low, 3=medium, 4=high, 5=very high)
Know Your Data

• How have hypotheses fared in the presence of data?
• Look for patterns across findings
  – recurrences
  – sequences
  – associations
  – contrasts
  – contradictions
  – lumping and splitting
Know Your Data

• Put findings in context
  – Secondary source interpretations
  – Organizational need
  – Organizational politics

• Strive for synthesis
  – “The combining of separate elements or substances to form a coherent whole.”
    (www.dictionary.com)
  – Do individual findings add up to larger findings?
Identify Major Messages

• Highlight major take-away messages
  – 3 to 5 not 10 to 20
  – Don’t lose the major points in discussions of minor issues or process

• Draw a conclusion—avoid laundry lists
  – Long lists of facts do not spur action
  – Build a case that makes accepting your recommendation inevitable
Identify Major Messages

• Make recommendations
  – Action based on partial data is better than action based on wrong or no data

• Create a recommendations map
  – Avoid recommending solutions to problems you have not defined
  – Avoid recommendations unsupported by findings
Link the Story Together

• Find a structure
  – Chronological
  – Topical
  – Organizational
  – Model-based

• Develop a topic sentence outline
  – Organize parents, children, pets and carpet bunnies
  – “It is unwise and arrogant to replace the sentence as the basic unit for explaining something.” (Tufte)

• Sequence of thoughts should be intuitively clear
Link the Story Together

• Use transitions to strengthen connections
  – “Rigid slide-by-slide hierarchies [produce] an anti-narrative with choppy continuity” (Tufte)
  – Abrupt transitions often signal gaps in an argument

• Use clear, simple language—jargon is death

• Passive voice should be avoided—Use active voice
TIPS FROM TUFTE

• Aggregate data without obscuring the point
• Choose time intervals with caution
• Highlight the causality you want to discuss and can support
• Order your display of data effectively
• Use clear legends and identify sources
The Trouble with Tufte?

- Display of data and reasoning about data are not the same thing
- Decisions must often be made without complete data or confident knowledge of causes
- “Advocacy... style... fast pace... branding... marketplace ethics” are major factors in institutional decision-making
- *Right now your presentation software is Microsoft Powerpoint not Word. Get used to it.* (Cf. Tufte, *Cognitive Style*, p. 30)
What can go wrong?

• Don’t read the yellow pages.
  – Data without interpretation and meaning.

• Write non-fiction not fiction.
  – A story without persuasive evidence is the wrong kind of story.

• Don’t bury the headlines.
  – Major messages get lost in a sea of facts or a discussion of process.

• Which story are you telling?
  – No clear case for action.
  – Lack of focus on a problem and solution.
What can go wrong?

- That’s really interesting!--but so what?
  - State facts but no clear implication.

- We are going after the weapons of mass destruction.
  - Your conclusions overreach the set of facts you have to support them.
The Joys of Authorship

“I will not dissemble the first emotions of joy on recovery of my freedom.... But my pride was soon humbled, and a sober melancholy was spread over my mind, by the idea that I had taken an everlasting leave of an old and agreeable companion.”

-- Edward Gibbon on completing *The Decline and Fall of the Roman Empire*

“So there ain't nothing more to write about, and I am rotten glad of it, because if I'd a knowed what a trouble it was to make a book I wouldn't a tackled it, and ain't a-going to no more.”

-- Mark Twain, *The Adventures of Huckleberry Finn*
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