



ONCE UPON A TIME, There was an Institutional Researcher...

CALIFORNIA ASSOCIATION OF INSTITUTIONAL RESEARCHERS, CAIR 2019

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University of California Office of the President

AGENDA

1. Why We Tell Stories
2. Delivery
3. Engagement
4. Data Visualizations and Storytelling
5. Storytelling and Decision-Making
6. Connecting with the Audience
7. Is My Story Working?
8. Structuring a Great Story
9. Questions?



WHY TELL STORIES?

“Those who tell the stories rule society.” **PLATO**



DELIVERY



Voice



Gestures



Language

VOICE

1. Volume – High or Low - Emphasis

2. Tone – Tempo and Pitch - Interest

3. Pause – Long or Short- Anticipation

“Our campus enrolls first generation students in greater percentages than all other AAU institutions in fact we enroll, 42%. We are an engine of social mobility. By five years after graduation those students go on to earn as much as their non-first generation counterparts, but we aren’t doing as much as we can for these students.

First-generation students are graduating at lower rates than their non-first generation counterparts.”

GESTURES

1. Open and Inviting - Leadership

2. Facial Expressions - Empathy

3. Duchenne Smile - Likeability

LANGUAGE

1. Familiar Examples - Rapport

2. Metaphors - Memorability

3. Authenticity - Trust

ENGAGEMENT

Eye Contact

- The Sweep
- The Floor
- The Spot

Ask Questions



Use Names

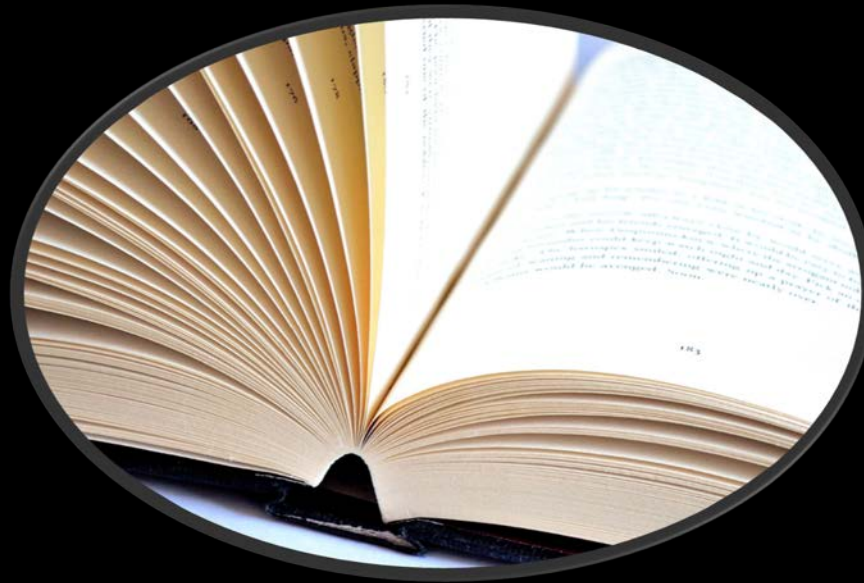
- And humor!



DATA VISUALIZATIONS & STORYTELLING

DATA VISUALIZATION

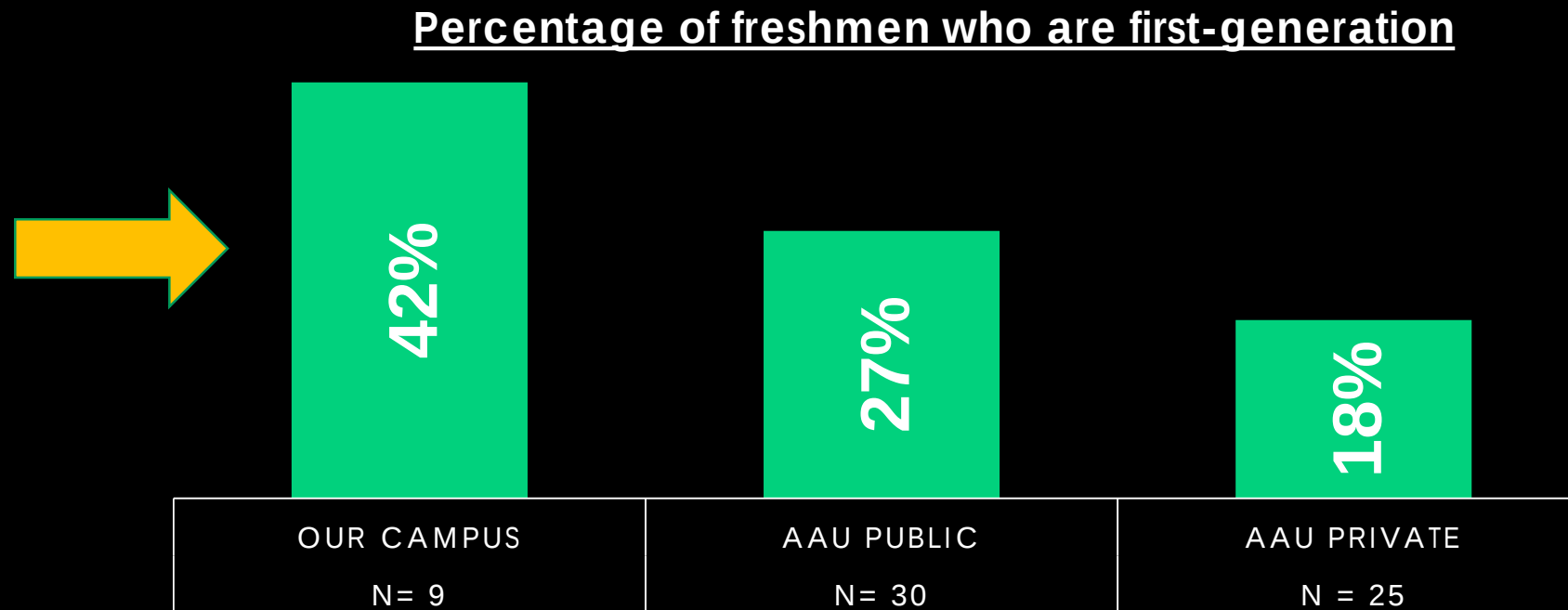
Each visualization is a page in the storybook.



TELLING STORIES USING VISUALIZATIONS



Situation: Our campus enrolls greater percentages of first-generation freshmen than its AAU peers



Source: Institutional Research and Academic Planning (2017) First-Generation Student Success at the University of California College, University of California Office of the President

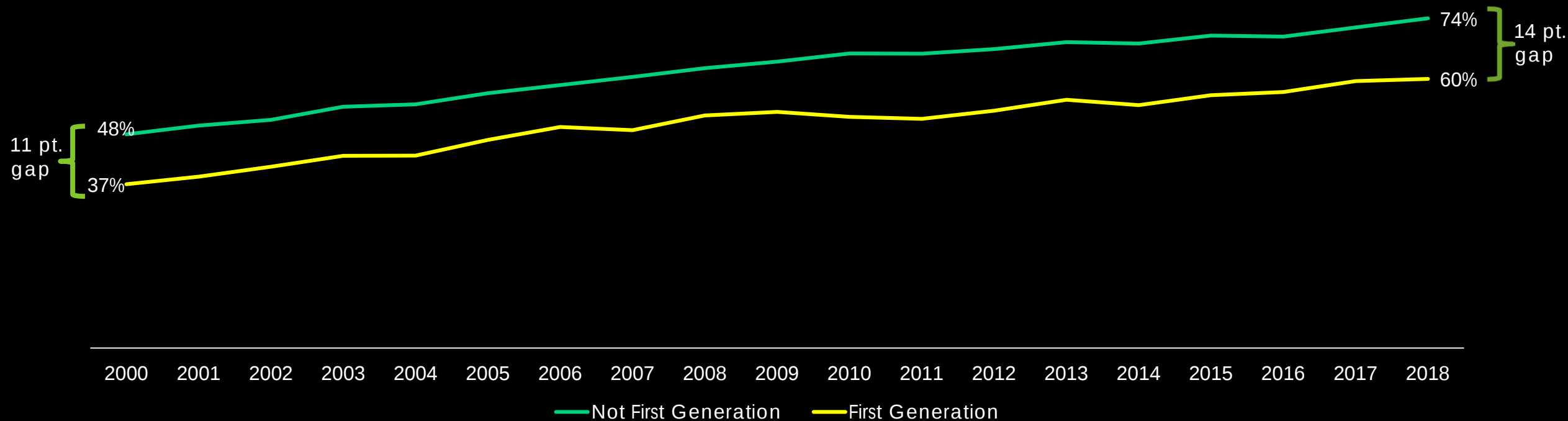
Situation: By five years after graduation those students go on to earn as much as their non-first generation counterparts

Our alumni median earnings by years after graduation



Complication: First-generation students are graduating at lower rates than their non-first generation counterparts

Four year freshmen graduation rates



QUESTION

- Would you support a one-time budget amount of \$0.5m for a proof of concept to develop a First Generation Student Success program?
- Or, would you volunteer to mentor a first-generation student to make sure he or she doesn't fall through the cracks?

“I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.”

MAYA ANGELOU

STORYTELLING & DECISION-MAKING⁸

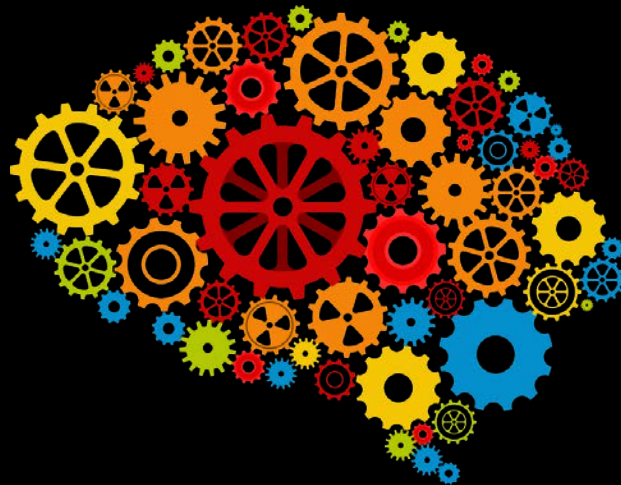


CAN STORIES AFFECT DECISIONS?

INTUITION



BIASES



GOOD STORIES



USING STORIES TO INFLUENCE INTUITION



If you can tell me a story that connects with me, you can change my experience and affect my intuitions.

I rely on my intuition and experience when I make decisions. If I've done it before, that will be my go-to strategy.



COUNTERACTING BIASES



My biases tend to lead me astray. Can stories really address them?



I'm grateful for the stories I've heard. They really helped me to rethink my beliefs.

USING GOOD STORIES



I know my data may be complex so I'll give it you in story form.

Data is great but help us remember by telling us good stories!



Our goal is to turn data into stories and from stories, help you gather new insights.

CONNECTING WITH THE AUDIENCE



CONNECTING USING STORIES

1. Don't forget the basics!

2. Make it visual.

3. Turn up the emotion.

IS MY STORY WORKING?



1. Blank stares
2. Questions, questions and more questions!

DEALING WITH BLANK STARES

Should I be concerned about the look on this guy's face?

Should I keep going or quit while I'm ahead?



Maybe he's just synthesizing the information I'm providing...

I think I'll get louder, use more gestures and more animation...I know! I'll smile more.

HANDLING QUESTIONS

I really don't know the answer to her question. How do I respond without losing face?

That question is outside the realm of my research and presentation for today. How do I respond with grace?



That question is confusing. How do I prevent it from throwing my presentation off course?

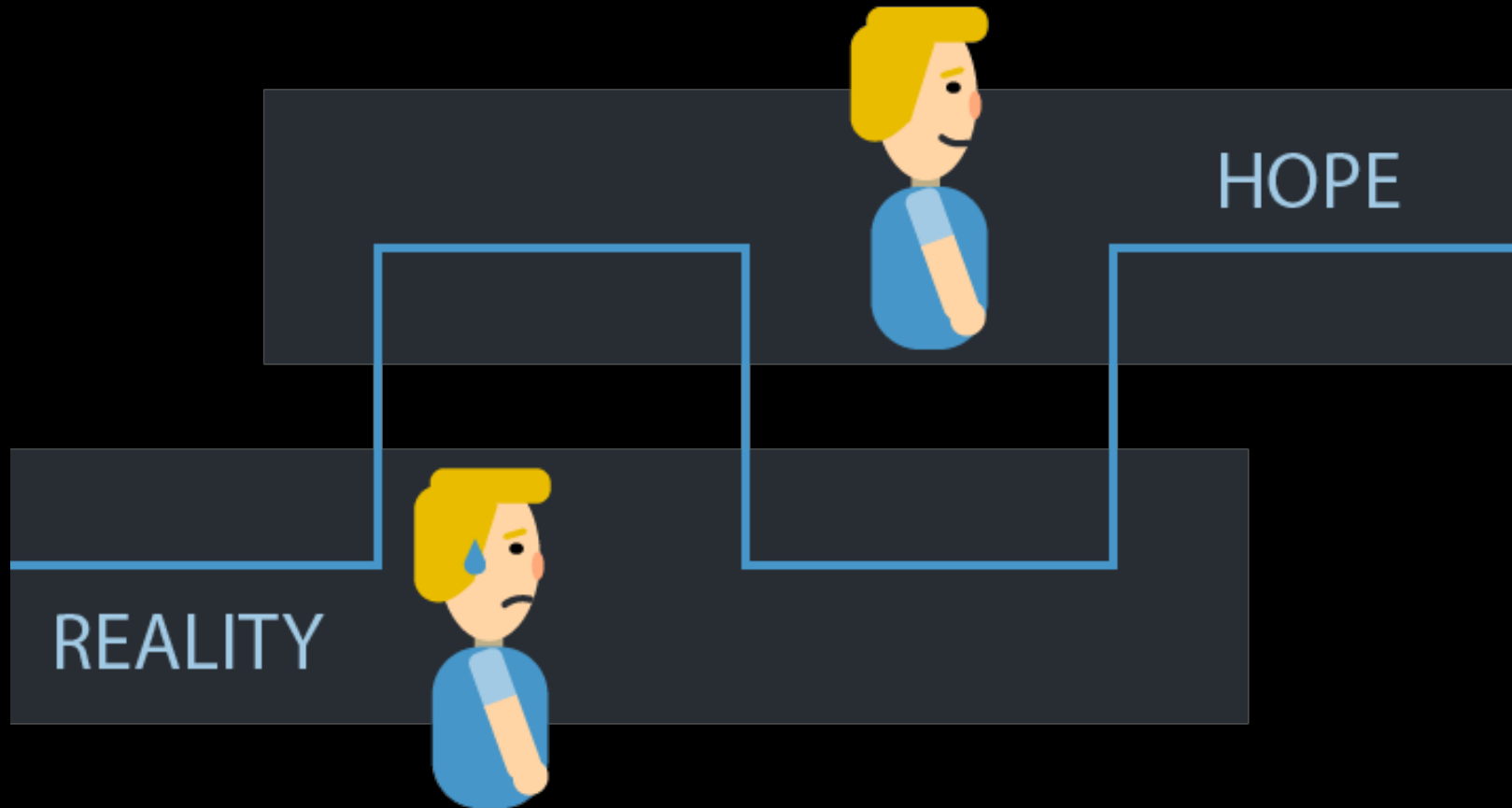
I didn't really understand her question. Is it okay for me to ask her to repeat it?

STRUCTURING A GREAT STORY

“Organization is what you do before you do it,
so when you do it, it’s not all messed up.”

WINNIE THE POOH

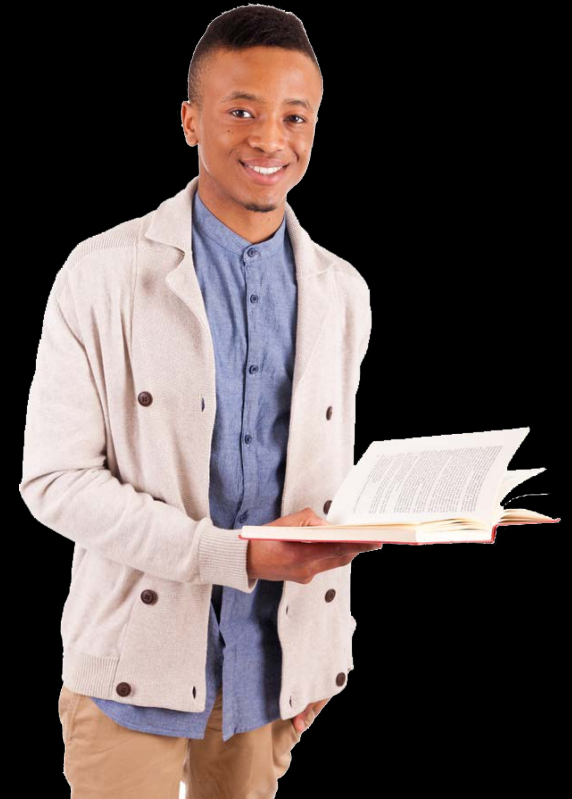
THE SPARKLINE STRUCTURE



DAVID'S STORY

“54 percent of first-time students left college without a degree because they couldn't afford to continue, compared to 45 percent of continuing-generation students.”

Source: <https://www.insidehighered.com/quicktakes/2017/09/27/new-research-first-generation-students>



QUESTIONS FOR YOU

- Would you support a one-time budget amount of \$0.5m for a proof of concept to develop a First Generation Student Success program?
- Or, would you volunteer to mentor a first-generation student to make sure he or she doesn't fall through the cracks?

“They may forget what you said,
but they will never forget how
you made them feel.”

CARL W. BUECHNER



Thank You!

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