How to Work with Program Officers

Tuesday, November 28, 2017
8:30-10:00 a.m.
Vontz Rieveschl Auditorium
Today’s Speakers/Panelists

**Richard Harknett**, A&S Professor and Department Head, Political Science (former Department of Defense IPA)

**Teri J. Murphy**, CEAS Professor, Engineering Education (former NSF IPA)

**Elissa Yancey**, OoR Communication Consultant
Agenda

Welcome/Brief Introductions (Reed)

IPA Panel Question and Answer Session (Murphy and Harknett)

Honing Your Pitch and Why it Matters (Yancey)
Learning objectives

• Gain valuable insight into the funding potential of your ideas
• Answer specific questions about your RFP and funding processes/procedures
• Gain tools to engage audiences to care about research
• Practice conversational approach to explaining research
Activity #1

Introduce yourself with name, college and general research area.

Add: Why have/would you call/contact a Program Officer? What is your target agency currently?
Notes

- Making sure what you want to do aligns with “the” RFP or mission
Prior to a Meeting

- Make contact early (at least months in advance of due date)
- Do not make a cold call
- Email a one-page summary and request a phone call or in-person appointment
- Read RFP, Agency Mission
During the meeting (phone or in-person)

- Do not assume your one-pager has been read
- Take the Officer on a tour of the one-page summary you sent in advance
- Consider a skeletal budget
- Ask specific questions
After the meeting (phone or in-person)

• Follow up!

• Can just be a thank you for your time email

• OR can let the program officer know your decision and the impact the conversation had on that decision
Key Questions from a Program Officer

- What is the problem?
- How do you propose to solve/research it?
- Why now?
- Why you (and this team)?
- Why is this worthy of this specific pot of money?
Explaining Your Research

• Funding crunch
• Broader impact
• Fate of humanity
7 science agencies and programs that would suffer major cuts

<table>
<thead>
<tr>
<th>Agency/Mission</th>
<th>FY2016</th>
<th>FY2018</th>
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<tbody>
<tr>
<td>Environmental Protection Agency</td>
<td>$5.7</td>
<td>$8.1B</td>
</tr>
<tr>
<td>National Science Foundation</td>
<td>$7.5</td>
<td>?</td>
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<tr>
<td>Department of Energy, energy programs</td>
<td>$3.9</td>
<td>$2.2</td>
</tr>
<tr>
<td>NOAA satellites</td>
<td>$2.3</td>
<td>$2.0</td>
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<tr>
<td>United States Geological Survey</td>
<td>$1.1M</td>
<td>$950M</td>
</tr>
<tr>
<td>National Institute of Standards and Technology</td>
<td>$964M</td>
<td>$834M</td>
</tr>
<tr>
<td>NOAA Ocean and Atmospheric Research</td>
<td>$482M</td>
<td>$232M</td>
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Source: AAAS preliminary analysis of 2018 budget estimates
Credit: Sarah Frostenson
“I like the new format, but the Power Play option scares me.”
<table>
<thead>
<tr>
<th>Climate, energy, space sciences</th>
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<tbody>
<tr>
<td>Climate change is mostly due to human activity</td>
</tr>
<tr>
<td>50% 37 point gap 87%</td>
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<tr>
<td>Growing world population will be a major problem</td>
</tr>
<tr>
<td>59 23 82</td>
</tr>
<tr>
<td>Favor building more nuclear power plants</td>
</tr>
<tr>
<td>45 20 65</td>
</tr>
<tr>
<td>Favor more offshore drilling</td>
</tr>
<tr>
<td>32 20 52</td>
</tr>
<tr>
<td>Astronauts essential for future of U.S. space program</td>
</tr>
<tr>
<td>47 12 59</td>
</tr>
<tr>
<td>Favor increased use of bioengineered fuel</td>
</tr>
<tr>
<td>68 10 78</td>
</tr>
<tr>
<td>Favor increased use of fracking</td>
</tr>
<tr>
<td>31 8 39</td>
</tr>
<tr>
<td>Space station has been a good investment for U.S.</td>
</tr>
<tr>
<td>64 68</td>
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PEW RESEARCH CENTER
Pitch Basics

- Make it about people (you are a person)
- Highlight what is surprising, exciting, difficult, upsetting, mysterious?
- Your process can be compelling. . .and illuminating
- Lose/adapt your jargon (audience dependent—you’re at a family dinner, your kid’s school, with a colleague, etc.)
- Remember to tell a story: have a beginning, middle and end; or ABT = and (momentum), but (conflict), therefore (resolution)
Watch the difference

https://vimeo.com/79605275
What Was Different?
Practice Time

• Review the feedback sheet

• Turn to the person next to you

• Take turns, three minutes each, to start your elevator pitch practice (see if you can incorporate one of the differences we’ve discussed)

• Review your feedback

• Report out
Thank you!

Questions?
Help us improve!

www.surveymonkey.com/r/HTWWProgOfficers
<table>
<thead>
<tr>
<th>Title</th>
<th>Date/Time/Location</th>
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<tbody>
<tr>
<td>Research Ethics</td>
<td>Friday, December 1, 11:00 a.m.-12:00 p.m., 400A/B TUC</td>
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Feedback Guide to Honing your Elevator Pitch/Quick Conversation

Quickly review the following elements, and then listen to your partner’s three-minute pitch. Immediately after they finish, take no more than three minutes to complete the guide.

1. **The focus.** In one sentence, write down what you heard your partner say was the focus of her/his research:

2. **The pace.** Please circle as many items you think best describe the pitch’s pace:
   a. Rushed. Seemed like they had a lot of great information but tried to say too much in a short amount of time.
   b. Choppy. Heard a lot of ‘umms,’ ‘ahhhs’ and ‘likes’ that broke up the message and lessened its impact.
   c. Mechanical. Seemed like there were a lot of pauses and/or a lot of use of complicated terms that weren’t clear to me.
   d. Varied. Seemed like a nice variety of excitement and details I needed to grasp the impact of the research.
   e. Engaging. There was a mix of the general and the specific as well as an energy to the pitch that kept me engaged.

3. There was a **relatable example** or **reference** that pulled me into the pitch. Circle:
   Yes
   No

4. There was **jargon** in the pitch that I didn’t understand. Circle:
   Yes
   No
   List that jargon:

5. **Best part** of the pitch was: