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How to Work with Program Officers

Tuesday, November 28, 2017

8:30-10:00 a.m.

Vontz Rieveschl Auditorium

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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

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Agenda

Welcome/Brief Introductions (Reed)

IPA Panel Question and Answer Session (Murphy and Harknett)

Honing Your Pitch and Why it Matters (Yancey)

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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

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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?

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Notes

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

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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

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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

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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

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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?

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Explaining Your Research

- Funding crunch
- Broader impact
- Fate of humanity

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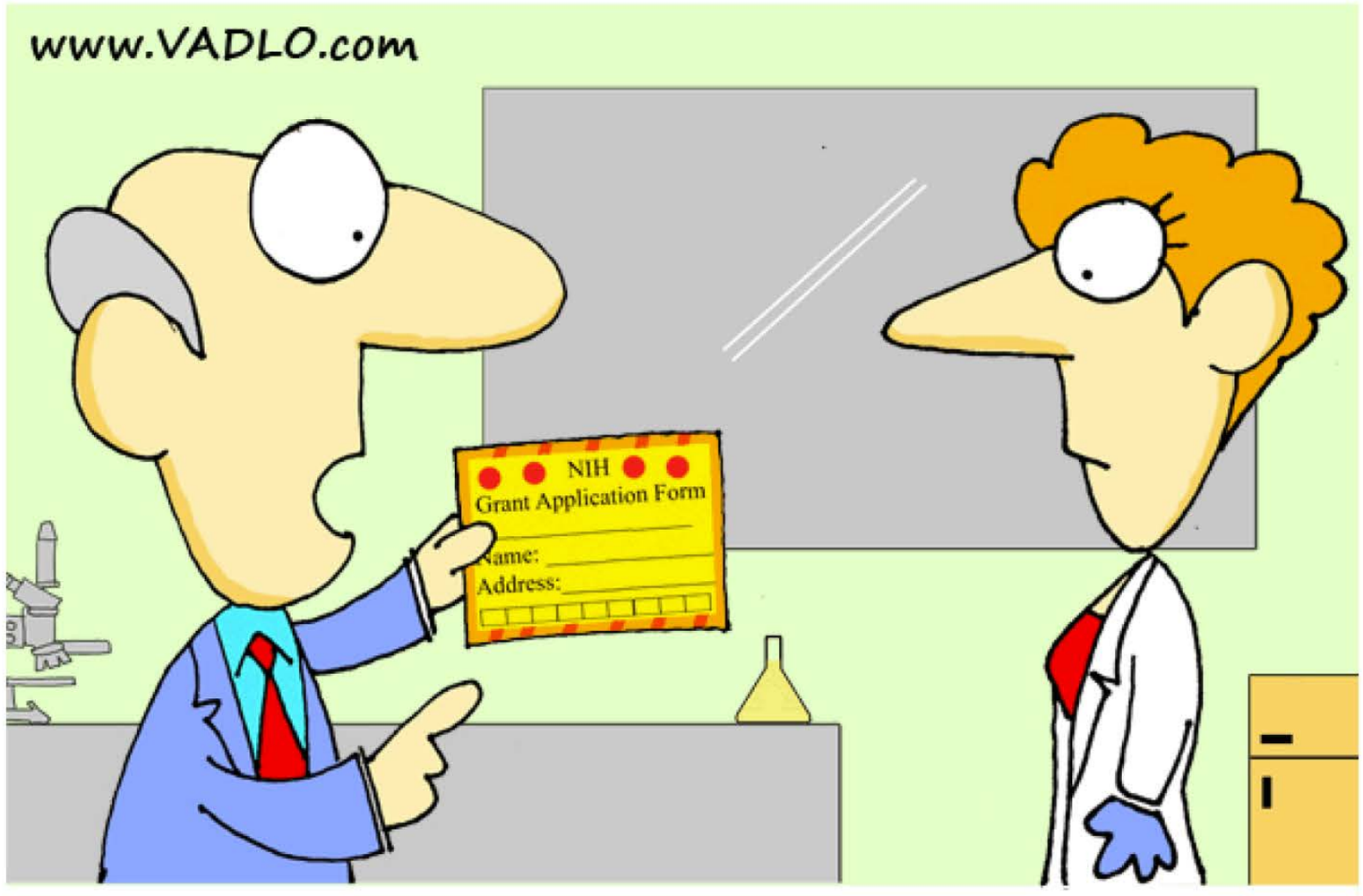
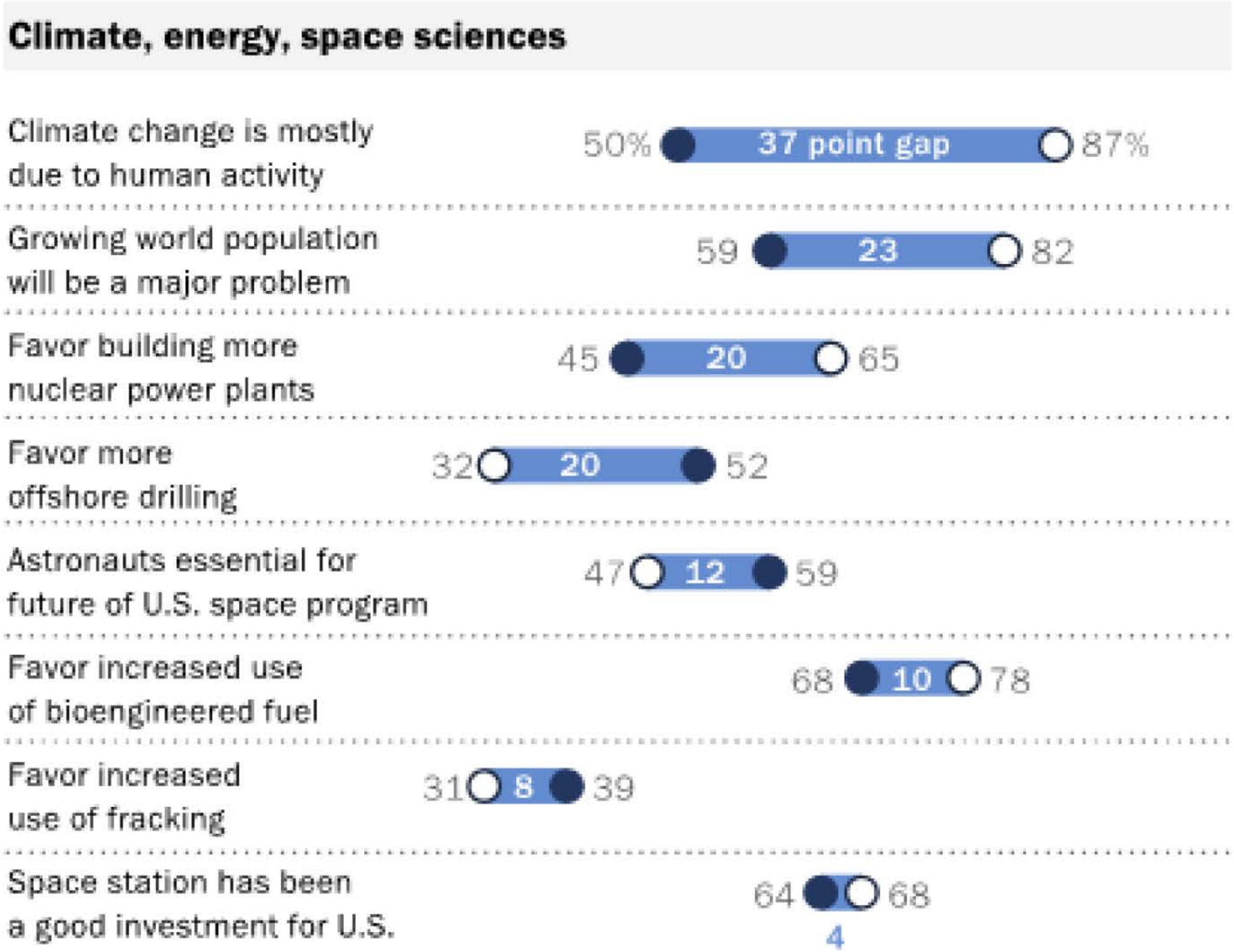


"I like the new format,
but the Power Play option scares me."



Survey of U.S. adults August 15-25, 2014. AAAS scientists survey Sept. 11-Oct. 13, 2014.
Other responses and those saying don't know or giving no answer are not shown.

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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)

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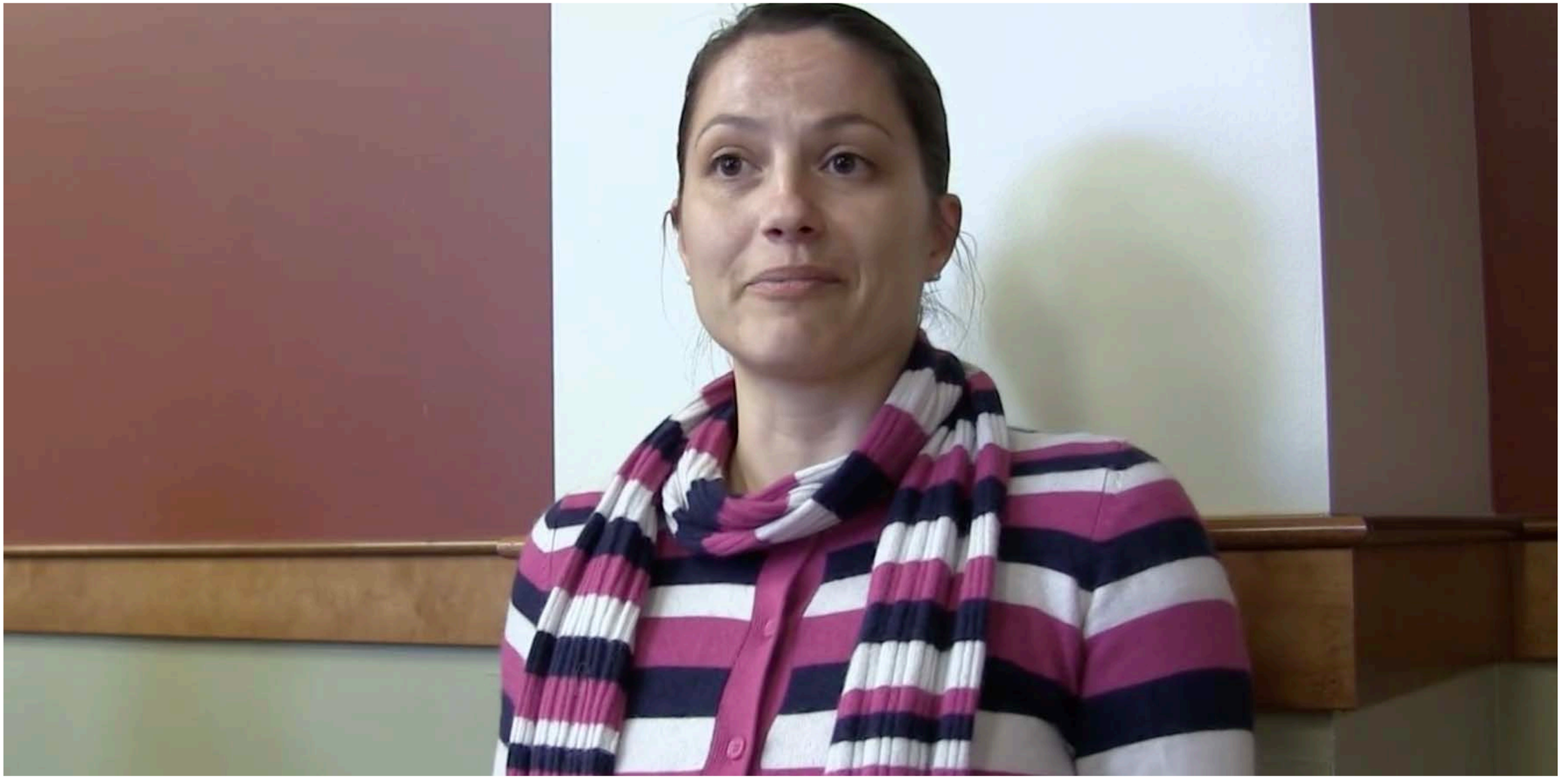
Watch the difference



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What Was Different?

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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

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Thank you!

Questions?

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Help us improve!

www.surveymonkey.com/r/HTWWProgOfficers

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Title	Date/Time/Location
Research Ethics	Friday, December 1, 11:00 a.m.-12:00 p.m., 400A/B TUC

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: