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CSUSB Faculty Interview; Dr. Davida Fischman

Tips from an Insider:

**Becoming a part of the Community**

Ask anyone in academia and they can tell you that obtaining and administering grant funding is no easy feat, but CSUSB’s own Davida Fischman sure makes it look easy. In fact, if she were a baseball player she’d be batting .700! The ORSP’s internal database reflects Fischman’s almost unbelievable grant record as 35 for 50. Most recently awarded a multi-million dollar grant for Mathematical ACES: Algebraic Concepts for Elementary Students (see SPOTLIGHT, p.3), Fischman credits her collaborators and broad base of supporters for her outstanding record of successes.

ORSP asked Fischman to share some of her experiences in obtaining grant funding and for any words of advice she may have to pass onto less experienced project directors. What could possibly be the secret to her success? Approachable, knowledgeable, and humorous, Fischman confided that, “Part of the reason I can do so much is that I love what I do. If you don’t like it—don’t do it. You have to do these things only because you want to…”

And if you want to do it, Fischman advised to start small and progress to larger projects with more funding. Agencies need to be convinced that you can implement a successful project.

“**You have to talk to people. You have to read things… You have to become part of the community.**”

Dr. Davida Fischman
**Start Small:** Fischman advised that an individual’s track record will make a difference; publications and past grant work will carry much weight when a reviewer contemplates one’s qualifications to administer a new grant. Fischman compared the quest for grant funding to the desire for gaining access to financial credit as an eighteen-year-old. You cannot ask for a million dollars at eighteen. You have to build up credit in the grant world in the same way. Start small, prove yourself capable and then build up. Fortunately, CSUSB provides an enormous amount of on-campus support for faculty, Fischman stated. There are opportunities to write proposals for mini-grants for the Office of Academic Research and TRC and/or get on panels to evaluate and discuss other proposals. Take advantage of these on-campus opportunities, Fischman advised.

Additionally, Fischman couldn’t stress enough the importance of taking advantage of opportunities to collaborate and learn from more experienced faculty. By talking to others and building relationships, Fischman knows faculty can learn about what is going on in the community and bounce ideas off more experienced ears. Participation is how new faculty can learn where innovation is needed, what projects/ideas may benefit students and the community at large and how to find the right funding opportunity to make those ideas come to life. Fischman stated, “You build credit by participating – not just by being there.”

**Become Part of the Community.** That is why Fischman advised, “You have to talk to people. You have to read things… You have to become part of the community.” Quick to clarify she did not mean faculty should network, “Networking can be an empty thing,” Fischman stated. “It’s more about building yourself a part in the community.”

Fischman: “When you’re part of the community – things happen!”

Fischman encouraged faculty to cut out a niche in his/her own professional community, “…so, if you’re in geology – you need to be in the geology community… When you’re part of the community – things happen! You talk to people – you get invited to collaborate.” Many times Fischman credits finding out about open funding opportunities because contacts in her community notify her or invite her to collaborate. Fischman pointed out that becoming a part of your community also allows you to build a broad base of support. Experience taught her that you cannot have a project hinge on any one person. Fischman stated, “You think that someone is going to do something, and he can’t. You think someone is going to be there, and she can’t. All kinds of things happen. Even in the most wonderful team - everybody has issues in life…”

A larger support base may also include other valuable resources. Fischman credited Deans Rob Carlson and Patricia Arlin for providing outstanding support and resources. In addition, grant writer Leticia McCart has been instrumental in helping Fischman to write some proposals by helping to translate some of her ideas to a third party. The longer Fischman has been involved in her community, the more resources she has built and the more awards she’s received. She feels the correlation to a good support base and her success in obtaining grant-funding go hand-in-hand.

**.....Try, Try Again.** When begged to divulge what she felt could possibly be the ‘secret to her success’ Fischman felt it all boiled down to collaboration, being a part of her community and just plain old stubbornness. “You can call it perseverance if you want a better word but it’s stubbornness,” Fischman joked. “One of things that people don’t see when they see that you have been awarded a lot of things – they don’t see all the times that you weren’t awarded…” Fischman stressed that faculty cannot give up after receiving a “declined” response to a proposed project.

Continued on page 12...

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Dr. Davida Fischman
**SPOTLIGHT: AWARDS**

Detailed award information is available to view or print on the Office of Research & Sponsored Programs website at http://research.csusb.edu

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**SPOTLIGHT: “Mathematical ACES: Algebraic Concepts for Elementary Students (ACES)”** by Davida Fischman will target the critical juncture in the mathematics education continuum as students move from elementary concepts to algebra. The project will serve 60 teachers over five years. ACES will develop a distributed, classroom-based, cadre of grade-level leaders; teachers who adopt math as their area of expertise and provide math leadership to colleagues. The innovative aspect of this project is that instead of removing teachers from the classroom to assume coaching type assignments, the program creates a new model for distributed grade-level leadership in which a widespread network of teacher leaders who remain in the classroom, whose professionalism is highly respected by their colleagues and administration, who guide their peers in enhancing their teaching, and whose leadership is a natural outcome of this professionalism rather than a district-appointed position.

### Academic Affairs
- **Shimakawa, Ellen**
  - **$9,199**
  - HHS/RFG

### Arts & Letters
- **Alexander, Kristine**
  - **$75,000**
  - CA Dept. of Education

### Theatre Arts
- **Perry, Margaret**
  - **$5,000**
  - City of San Bernardino

### World Languages
- **Nelson, Terri & Doueiri, Dany**
  - **$99,859**
  - StarTalk 2010

### Business & Public Administration
- **Inland Empire Center for Entrepreneurship**
  - **Stull, Mike**
    - **$90,000**
    - County of SB
  - **Skiljan, Michelle**
    - **$95,929**
    - CAP Riverside

### Education
- **Educational Psychology & Counseling**
  - **Nam, Sang**
    - **$81,623**
    - Korean Nat Institute for Spec Ed.

### Science, Mathematics & Technology
- **Jesunathadas, Joseph**
  - **$17,840**
  - RCOE

### Information Resources & Technology
- **McNaught, Leon**
  - **$21,778**
  - Dept. of Rehabilitation

### Natural Sciences
- **Carlson, Robert**
  - **$194,400 + $554,915**
  - Dept. of Energy

### Biology
- **Middleton, Kevin**
  - **$64,201**
  - NSF

### Center for Enhancement of Mathematics Education
- **Fischman, Davida, Jesunathadas, Joseph & Llosent, Giovanna**
  - **$2,943,399**
  - NSF

### Computer Science & Engineering
- **Turner, David**
  - **$16,000 + $27,000**
  - NSF

### Geological Sciences
- **McGill, Sally**
  - **$31,953**
  - NSF

### Mathematics
- **Melchiorre, Erik**
  - **$25,000**
  - NSF

### Science, Mathematics & Technology
- **Lo, Min-Lin**
  - **$22,040**
  - Mathematical Assoc of America

### Biological Sciences
- **Ventura, Belisario**
  - **$6,000 + $53,000**
  - University Enterprises, Inc

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Vol. 3, July 2010  Scholarship in Action 3
SPOTLIGHT: AWARDS
Detailed award information is available to view or print on the Office of Research & Sponsored Programs website at http://research.csusb.edu

SPOTLIGHT: The “Maternal Intervention Project” by Faith McClure and Laura Kamptner will address the needs of incarcerated mothers and their young children aged 0-5 years at Glen Helen Rehabilitation Center (a county jail in north San Bernardino) by providing a 60-hr. attachment-based, psychotherapeutic parent education class and a post-release, re-entry program to assist these mothers and their young children as they reunite. It is expected that this intervention program will strengthen these very high-risk families and therefore improve the developmental outcome for these young children.

Physics
Lederer, Susan
$56,500
LPI (NASA Affiliate) USRA

Usher, Timothy & Stanley, Brett
$10,000
CA Space Grant Consortium/UCSD

Woodney, Laura
$40,000
NASA

Water Resources Institute
Longville, Susan
$45,000
CA Dept Water Resources

Longville, Susan
$10,000
SB Valley Water Conservation Dist.

Psychology...continued
Garcia, Donna
$64,426
NSF (Tulane University)

McClure, Faith & Kamptner, Laura
$100,000
First 5 of San Bernardino

Student Services
Admissions
Rosas, Olivia & Sanchez, Elaine
$250,000 + $250,000
US Dept. of Education

Social & Behavioral Sciences
Psychology
Crawford, Cynthia
$247,748
HHS/NIH

University Institutes and Initiatives
Nat. Center Excellence in Distance Learning
Hull, Steve
$85,000
UCLA

Community University Partnerships
Podolske, Diane
$1,800
Various

Congratulations, College of Arts and Letters!
Application submissions and awards data over the last 5 years in the College of Arts and Letters shows that persistence pays off. A sustained effort in increasing the number of applications has doubled the number of awards over the past 5 years!

Vol. 3, July 2010 Scholarship in Action 4
January 2010 - June 2010

Total AMOUNTS of Grants Awarded and Submitted

Total Amounts Awarded and Submitted

<table>
<thead>
<tr>
<th>Year Awarded and Submitted</th>
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Year Awarded and Submitted

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Year Awarded and Submitted

Charts courtesy of Admin Analyst/IRB, Michael Gillespie
### Mark Your Calendar!

Plan to apply for these upcoming and repeating grant opportunities...

<table>
<thead>
<tr>
<th>Annual Deadline</th>
<th>Program Announcement</th>
<th>Program purpose</th>
<th>Max’s: $, Yrs</th>
<th>Agency</th>
</tr>
</thead>
<tbody>
<tr>
<td>21-Jan</td>
<td>MRI major research instrumentation</td>
<td>Shared research Instrumentation</td>
<td>$100K - $4M; 3 yrs (acquisition)</td>
<td>NSF</td>
</tr>
<tr>
<td>*25-Jan, May 25, Sep 25</td>
<td>Interventions &amp; Practice, Research Infrastructure Program (IP-RISP)</td>
<td>Mental Health Research Infrastructure dev’t, community-based research</td>
<td>$500K/yr, 5 yrs</td>
<td>NIH NIMH</td>
</tr>
<tr>
<td>25-Jan, May 25, Sep 25</td>
<td>MBRS - RISE (research initiative for scientific enhancement, R25)</td>
<td>Increase URM biomedical, behavioral research Ph.Ds - &quot;building URM pool&quot;</td>
<td>No effective limit, though must be appropriate, 5 yrs</td>
<td>NIH NIGMS</td>
</tr>
<tr>
<td><strong>27-Jan</strong></td>
<td>Infrastructure Support Program for HBCU and MI’s</td>
<td>DoD relevant STEM URM workforce training - instrumentation and sometimes research</td>
<td>$375 - 800K, 3 yrs</td>
<td>DoD</td>
</tr>
<tr>
<td>22-Feb</td>
<td>USDA H.S.I. Education Program</td>
<td>Promote and strengthen the ability of H.S.I.’s to carry out higher education programs that attract, retain, and graduate outstanding students in fields relevant to USDA work force.</td>
<td>$250K, 3 yrs</td>
<td>USDA</td>
</tr>
<tr>
<td>1-Mar</td>
<td>Undergraduate Research and Mentoring in the Biological Sciences (URM)</td>
<td>Increase the number, diversity of those pursuing graduate studies in NSF relevant biological research.</td>
<td>$1 M, 5 yrs</td>
<td>NSF</td>
</tr>
<tr>
<td>27-Apr</td>
<td>California “ITQ” [for Teacher Education] - school districts are leads</td>
<td>Improve teaching and learning in America’s schools.</td>
<td>$1M, 4 yrs</td>
<td>CA CPEC</td>
</tr>
<tr>
<td><strong>1-May</strong></td>
<td>Minority Science and Engineering Program (MSEIP)</td>
<td>M.S.I long-range improvement in STEM education programs increasing the flow of URM into STEM careers.</td>
<td>Multiple programs: $100K - $200K max.</td>
<td>USDE</td>
</tr>
<tr>
<td>21-May</td>
<td>Building Research infrastructure and Capacity (BRIC, was RIMI)</td>
<td>Improve biomed., behavioral research infrastructure, training, competitiveness</td>
<td>$650K/yr (and 1 time renov. $$); 5 yrs</td>
<td>NIH NCMHD</td>
</tr>
<tr>
<td>25-May</td>
<td>Minority Access to Research Careers, USTAR training grant (MARC, T34)</td>
<td>Increase URM biomedical, behavioral research Ph.Ds - &quot;elites&quot;</td>
<td>No effective limit, though must be appropriate, 5 yrs</td>
<td>NIH NIGMS</td>
</tr>
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<td>*25-May, Sep 25</td>
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* PAR extended to Jan 2011  
**Not competed every year
## Mark Your Calendar!

Plan to apply for these upcoming and repeating grant opportunities....

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<thead>
<tr>
<th>Annual Deadline (as of 2010)</th>
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<th>Program purpose</th>
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<td>25-May, Sep 25</td>
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<td>NIH NIGMS</td>
</tr>
<tr>
<td><strong>1-Jun</strong></td>
<td>Health Careers Opportunity Program (HCOP)</td>
<td>URM healthcare, allied health workforce</td>
<td>$1 M/yr; 3 yrs</td>
<td>HRSA</td>
</tr>
<tr>
<td>15-Jun</td>
<td>Humanities initiatives at institutions with high Hispanic enrollment</td>
<td>Enhance the humanities content of existing programs, develop new programs, or lay the foundation for more extensive endeavors in the future</td>
<td>$100K, 3 yrs</td>
<td>NEH</td>
</tr>
<tr>
<td>15-Jun</td>
<td>Title V</td>
<td>Institution-wide, sustainable strengthening of H.S.I.'s</td>
<td>Multiple Programs. Indiv: $575K PER YEAR eg.: 5 yrs</td>
<td>USDE</td>
</tr>
<tr>
<td>24-Jun</td>
<td>Hispanic Health Services Research Grant Program</td>
<td>Develop healthcare service research capabilities on the campus that focus on the Hispanic community</td>
<td>$100K/yr, 2 yrs</td>
<td>US HHS</td>
</tr>
<tr>
<td>28-Jun</td>
<td>CIPAIR/NASA</td>
<td>Strengthen STEM curricula at Minority Institutions to increase NASA relevant research and workforce</td>
<td>$450K, 3 yrs</td>
<td>NASA</td>
</tr>
<tr>
<td><strong>6-Aug</strong></td>
<td>Research &amp; Education Program, HBCU/MSI</td>
<td>DoD relevant research, also STEM workforce education (Centers)</td>
<td>various: $1M/yr; 5 yrs &amp; $125K+/yr; 3 yrs</td>
<td>DoD</td>
</tr>
<tr>
<td>7-Aug</td>
<td>HUD Hispanic Serving Institutions Assisting Communities (HSIAC)</td>
<td>Expand H.S.I's community development efforts; allows building</td>
<td>$600K; 3 yrs</td>
<td>HUD</td>
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<td>*25-Sep</td>
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<tr>
<td>5-Nov</td>
<td>California “Song-Brown” (for Nursing)</td>
<td>Capitation - support faculty, support services costs of training RNs, also Special Programs for ed. Infrastructure, preceptorships in underserved areas...</td>
<td>$240K, 2 yrs</td>
<td>CA OSHPD</td>
</tr>
</tbody>
</table>

* PAR extended to Jan 2011  
**Not competed every year

Calendar chart courtesy of ORSP Interim Director, Dr. Ellen Shimakawa
January 2010 - June 2010

Presentations, Publications, Exhibitions & Performances

Arnold, Jean
Presentation
March 2010
“The Victorian City: a Public Space Linking Capital, Spectacle, and Diamonds”

PCCBS (Pacific Coast Conference on British Studies) Pomona College, Claremont, CA

Berdan, Frances
Publication
2010
“Mesoamerican Ethnohistory.”

Berdan, Frances
Presentation
June 2010
“The Art of Featherworking Before and After the Conquest.”
Invited Lecture, Warsaw, Poland.

Research
2010

Carlson, David
Presentation
May 2010
“Trickster Hermeneutics and Constitutionalism: The Postindian Subject in Gerald Vizenor’s White Earth Narratives”

NAISA (Native American And Indigenous Studies Association) Annual Meeting, Tucson, AZ.

Chau, Donovan
Publication
2010
“At the Cross-Roads of Cultures? A Historic and Strategic Examination of Kenya-Somalia Relations”
Journal of the Middle East and Africa, 1, 1: 67-83

Chau, Donovan
Presentation
June 2010
“A discourse explanation of the use of reported speech in Spanish conversation”

XXVII Biennial Lousiana Conference on Hispanic Languages and Literatures at Lousian State University, Baton Rouge, Louisiana. February 11.

Choi, Myung
Publication
2010
“Employing the Grotesque as a Communication Strategy: The History of an Artistic Style”

Lewiston NY: The Edwin Mellen Press

Fryxell, Joan
Publication
2010
“Comparison of the 1902 Eruption to the other historic eruptions of Soufriere St. Vincent”


Gervasi, Kareen
Presentation
2010
“A discourse explanation of the use of reported speech in Spanish conversation”

XXVII Biennial Lousiana Conference on Hispanic Languages and Literatures at Lousian State University, Baton Rouge, Louisiana. February 11.

Choi, Myung
Presentation
January 2010
“Positional and Cooccurrence Restrictions on Ejectives”

National Annual Meeting of the Linguistic Society of America, January 7-10, Baltimore, MD. Also published 4-page paper & extended abstract to their website.

Jany, Carmen
Presentation
January 2010
“Syllable Structure and Extrametricality: A typological and phonetic study”


Janiskee, Brian
Publication
2010
“Local Government in Early America: The Colonial Experience and Lessons from the Founders”

Lanham, MD: Rowman & Littlefield.

Choi, Myung
Publication
2010
“Global Security Watch”
Jany, Carmen
Presentation
January 2010
“Obstruent Voicing and Sonorant Devoicing in Chuxnabán Mixe”
Society for the Study of Indigenous Languages Annual Meeting, January 7-10, Baltimore, MD.

Jerez-Gómez, J. David
Presentation
February 2010
“The Chuxnabán Mixe Online Dictionary: An Example of Participatory Research Fostering Digital Fluency”
First International Conference on Heritage Languages, University of California, Los Angeles, February 19-21.

Presentation
April 2010
“Issues and Challenges in the Orthography Development for Chuxnabán Mixe”
Conference on Endangered Languages and Cultures of Native America, University of Utah, April 9-11

Presentation
April 2010
“Assimilatory Processes in Chuxnabán Mixe”
Workshop on American Indigenous Languages, University of California, Santa Barbara, April 30-May 1

Jerez-Gómez, J. David
Presentation
February 2010
“Cervantes’ Voyage to Parnassus and the Soldier’s Voice”
Renaissance Conference of Southern California (RCSC), 54th Annual Meeting, Huntington Library, CA, February 6.

Presentation
February 2010
“Literatura y clandestinidad: Contexto y difusión del bando de expulsión de los moriscos de Valencia de 1609”
16th Annual University of New Mexico Conference on Ibero-American Culture & Society: Moros, Moriscos, Marranos y Mestizos: Alterity, Hybridity & Identity in Diaspora, University of New Mexico, February 25 - 27.

Presentation
April 2010
“Hacia una literatura sin fronteras: Lectura canina y cultura del libro en el Coloquio de los perros de Cervantes”
22nd Annual California Cervantes Symposium, California State University, Fresno, April 16-17.

Melchiorre, Erik
Publication
2010
“Geochemical fingerprint of placer gold from the Middle Camp District, Quartzsite, AZ”
Geological Society of America Abstracts with Programs, v. 42, no. 4, paper #51-11, p. 105.

Publication
2010
“Stable Isotope record of Archean and Cambrian serpentinizing fluid composition from stichtite”
Geological Society of America Abstracts with Programs, v. 42, no. 4, paper #51-10, p. 105.

Presentation
2010
“Stable Isotope Astrobiology at Hispanic Serving Institutions: Si Se Puede”
NASA Astrobiology Science Conference, Program with Abstracts, April 26-29, 2010, Johnson Space Center, TX.

Melchiorre, Erik & Robertshaw, Peter
Publication
2010
“Chemical analysis of glass beads from medieval al-Basra (Morocco)”
Archaeometry 52 (3):355-379.
McGill, Sally

Publication 2010

“New Holocene slip-ate site along the central Garlock fault, Searles Valley, Southeastern California”

Geological Society of America Abstracts with Programs, v. 42, no. 4, paper #12-1, p. 55.

Publication 2010

“Latest Pleistocene Slip Rates along the San Bernardino Strand of the San Andreas fault”

Geological Society of America Abstracts with Programs, v. 42, no. 4, paper #21-4, p. 69.

Nadeau, Kathleen

Publication 2010

“Marxist Anthropology”


Publication 2010

“Peasant Societies”


Robertshaw, Peter

Presentation 2010

“Reconstructing early glass trade at Gao Saney and Gao Ancien (Mali), 700-1000 A.D., using LA-ICP-MS”

Poster presented at the annual meetings of the Society for American Archaeology, St. Louis, April 2010

Ruml, Ted

Presentation 2010

“The Role of ‘Close Reading’ in Teaching Eighteenth-Century Literature”

Organized & Chaired Roundtable at American Society for Eighteenth-Century Studies Annual Meeting, Albuquerque, NM.

Wolfgang, Aurora

Publication 2010

“Reclaiming the Works of Early Modern Women: The Problem of Authorship, Gender, and Interpretation”


Zentner, Scot

Publication 2010

“Freedom and Marriage”

Thanks to the U.S. Department of Health and Human Services and RGF Consulting Corporation for choosing Cal State San Bernardino to host a regional government contract workshop this past April 7-8th!

Small business owners and individuals from institutions of higher education came to the San Manuel Student Union at CSUSB and received valuable training in how best to compete for federal Health and Human Services contracts. The successful two-day workshop was attended by about 70 participants each day, drawing from as far away as Texas!

According to Teneshia Alston of DHHS, 90 percent of new jobs in America are created by small businesses and workshops similar to this one thus are instrumental in helping to stimulate our local economy. Reinforcing Alston’s point, Robert G. Flowers, Jr., the president and CEO for RGF Consulting, cited a recent article published in the Baltimore Sun describing Johns Hopkins University’s $908 million in government contract revenues for 2006.

Guest speakers, Alan Elgendy and CSUSB’s own Michelle Skiljan shared insights on how to get started writing a contract proposal and stressed the importance of marketing your business, your skills, and your ideas.

Best of luck to all the participants in their future quests for government contract funding! Please be sure to check our web site and newsletters for future training opportunities.
Tips from an Insider: continued from page 2...

Fischman asked, how could you think of giving up when you know you have a great idea, the internal/community support to implement that idea, and the written reviews containing clear advice on how to succeed with a resubmission? This experienced grant administrator doesn’t see how she could pass up the opportunity to resubmit when everything is so aligned in favor of success. Plus she knows the more you write and submit, the better your submissions become and the less declines you’ll receive.

“Read the reviews carefully,” Fischman advised, “because people give it a lot of thought.” Faculty should have confidence in knowing reviewers take much time and consideration when reading proposals and writing critiques. The reviewers, just like the program staff, want to read good proposals and vote to fund innovative projects. They all take their jobs very seriously. Fischman revealed that sometimes there may be contradictory reviews but if that should happen faculty should talk to program staff before making revisions for a resubmission. Don’t be afraid to ask for clarification.

Talk to Program Staff. Fischman encouraged grant seekers to not be afraid to speak to program staff. “They’re very approachable. They’re very helpful. Their goal is to have really good proposals to review…. They are not there to trip you up in any way-shape-or-form – they really are there to help you.”

Program staff can confirm you are applying for an opportunity that best suits your needs or advise you if your project goals are not congruent with the agency’s mission. Fischman recalled one experience when program staff listened carefully to her project goals and advised her that although she described a good idea, she was applying for the wrong grant. In actuality, it was the right grant but Fischman’s experience talking to program staff let her know that she was not explaining her project succinctly. Conversations with program staff aided in how she approached explaining her ideas on paper so that it was clear to reviewers that her project fit with the agency’s mission.

Fischman warned not to expect advice specific to how you should write your grant; program staff advice can be very general. “They are careful not to be too specific… they’re careful not to tell you that you should do this or you should do that because they don’t want that. They don’t want to be the people to write the projects…there is a reason why these projects are very open ended. They want to get innovation. They want to get people with different ideas.”

Whether it be because of her innovative ideas or her proven abilities to administer successful projects, Davida Fischman proves you can succeed in obtaining grants if you love what you do and surround yourself with a broad base of supporters and collaborators.

But, she still joked, “Stubbornness counts for a lot…”

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