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**DOE/HACU CONNECTIONS
THE HISPANIC SERVING INSTITUTIONS
FEDIX/MOLIS PROGRAM**

FINAL REPORT

DEPARTMENT OF ENERGY GRANT #DE-FG03-93ER-75605

SUBMITTED BY:

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PROJECT DESCRIPTION

INTRODUCTION

The Hispanic Association of Colleges and Universities (HACU) was funded by the Department of Energy (DOE) under Grant Number DE-FG03-93ER-75605 to strengthen and expand the participation of Hispanic Serving Institutions (HSIs) in the FEDIX and MOLIS database systems begun in February of 1994. The project was a collaborative effort with Federal Information, Inc. (now named RAMS-FIE, Inc.), which maintains the FEDIX/MOLIS databases.

The original purpose of the DOE/HACU Connections project was to expand the participation of HSIs in the MOLIS database, to train HSI faculty and staff on FEDIX and MOLIS, and to increase the use of the FEDIX database by HSIs.

The expanded participation of HSIs provided their faculty, administrators, and students the opportunity to learn about the wide variety of DOE and other participating federal agencies research, contract, grant, and educational programs information available on FEDIX.

Similarly, the expanded participation of HSIs provided DOE and other participating federal agencies with greater information regarding HSI research and training capabilities and interests.

A key outcome of this DOE/HACU effort was the impact of the training provided to the HSI faculty and administrators. Recent studies, including one by HACU, *"Improving Utilization of the Information Highway by Hispanic Serving Institutions"*, indicate that the Hispanic community as a whole and the HSIs have significantly less access to the Internet and computers than the majority of other Institutions of Higher Education (IHEs). Thus the training offered by the project at HSIs served both to introduce the opportunities on FEDIX/MOLIS and to highlight the opportunities on the Internet as well as highlight the lack of telecommunication technology resources.

Since February 1994, the project has provided training 67 HSIs and HSI system offices in eight states and Puerto Rico (See list attached). Over 500 faculty and administrators have learned about the DOE/HACU project and its opportunities on FEDIX/MOLIS. The Project Director/Trainer and Data Technician have worked closely with Federal Information Exchange, Inc. (FIE) to reach out to HSIs, to improve the MOLIS database, and to publicize the benefits of the project.

A significant by-product of the training itself has been the *increased awareness* of HSI faculty and staff of both the opportunities on the Internet and the relative lack of resources to access those opportunities at many HSIs and the Hispanic community. DOE's (and other federal agencies) information on program, grant, and research opportunities then is being accessed by faculty and staff that would have normally been out of the information pipeline. The knowledge of such opportunities has also energized the discussion about telecommunications resources and the need to develop them. This in turn has motivated faculty and administrators to increase efforts to secure information and develop strategies for acquisition of such resources in order to access the FEDIX and MOLIS databases.

The lack of computing and telecommunications resources and academic priorities are the main reasons for the relatively low rate of incorporation of faculty profiles into the MOLIS database. This will continue to be problematic even as more HSI faculty and administrators gain access to computers, e-mail and the Internet. Many HSIs, especially 2 year HSIs, do not have offices of sponsored or institutional research that would track proposals for funding or distribute information regarding requests for proposals. It is these offices at research-oriented and well-funded IHEs that maintain databases on their faculty and administrators.

Historically, federal agencies have directed the majority of research and program dollars to top tier, level one research institutions, usually four year institutions. Representation of HSIs and the Hispanic community is very low in most federal agencies and especially in advisory, screening, and decision-making positions, committees, and departments affecting distribution of research and educational program grants and awards. This joint DOE/HACU project served to introduce research and educational program funding opportunities to many of the participants participating in the training sessions.

All training sessions covered discussions regarding information and the shift toward electronic storage and access of information. The responses and discussion invariably noted the disadvantageous position of the Hispanic community and the HSIs: The danger of being "have nots" in an environment where the "have nots" are increasingly being left behind and out (This situation is effectively examined in the Tomas Rivera Center's study, *"Latinos and the Information Highway"*).

It appears that faculty at HSIs are no quicker to adopt information technology in the classroom than their counterparts at other institutions of higher education (IHEs). However the relative lack of information technology resources at HSIs prevents the faculty and administrators from learning about the technology and the opportunities presented by it.

The addition by RAMS-FIE of the FEDIX Opportunity Alert search and e-mail notification feature offers a significant resource and possible solution to the lack of HSI faculty information on MOLIS, allowing those faculty and administrators with e-mail an opportunity to access summary information by area of interest. However, lack of access to basic equipment and elementary electronic communication will continue to hinder access by faculty and staff at HSIs.

The Benefits of the DOE/HACU Connections project have been significant:

First, the perception that a "personal" effort was made by DOE and HACU to reach out to a community that until recently received relatively little attention from federal agencies.

Second, the training visits have motivated and energized faculty and administrators to begin, continue, or hasten their individual and their campus's transition into the information technology age. Comments and feedback by faculty and administrators attending the training have been consistently positive and consistent in pointing out the inadequate infrastructure for effective electronic communication.

At the beginning of the project, HACU represented 127 HSIs. That number has since grown to 163. The resources of those HSIs with respect to telecommunications and information technology vary widely. HACU's study, *"Improving Utilization of the Information Highway by Hispanic-Serving Institutions"* funded by the Department of Commerce's Economic Development Administration, indicates that HSIs are behind significantly in providing access to information technology, e-mail, and Internet access to their faculty, administrators, and students. Particularly in the area of training on information technology, the Internet, and multi-media technology for classroom use, the need is great. Until quite recently, most IHEs have been slow to recognize the importance of training faculty and staff on information technology and the importance of strategic planning, user support, and adequate budgets. For HSIs, many of which are struggling to acquire the minimum in information and communication technology resources, this lack of training and planning has left their faculty, staff, and students far behind their counterparts at well-funded IHEs.

The response of HSIs in scheduling visits varied according to their electronic, computing, and Internet resources, particularly their ability to offer e-mail and access to the Internet. An average of 24 HSIs per year scheduled visits during the first two years. The 48 HSIs appear to have been the early adopters and those prepared to take advantage of new information technology.

During 1996-97 18 HSIs scheduled visits, compared to a goal of 20 as of June 30, 1997 (A reduction in the program budget compared to earlier years may have also been a factor). With only 67 HSIs having received the training on FEDIX/MOLIS, the need to train the remaining 96 remains (*Note: The number of HSIs increases every year).

The DOE/HACU Connections program provided a valuable service to the federal agencies, the HSI community, and the Hispanic community. Faculty and administrators at HSIs are receiving valuable information that will help them strengthen their institutions. Finally, the HSI faculty and administrators have an opportunity to learn about both DOE and other federal agencies, HACU, and the benefits of working collaboratively.

DETAILED DESCRIPTION OF WORK

(General Tasks for each year of the project)

Mail invitation to participate in Project to HSIs.

Schedule training visits to twenty (20) HSIs per academic year or as many as budget allows:

- Contact designated campus liaison
- Arrange for training visit date and facility
- Confirm training dates
- During training visit meet with campus liaison and Dean, Vice President, or President, if possible
- Conduct training and orientation for faculty and administrators on FEDIX/MOLIS
- Conduct training and orientation for designated administrator or faculty on FAARS software.

Enter general information into MOLIS database via FAARS software or other method designated by RAMS-FIE.

Provide publicity for the project in the HACU newsletter focusing on technology (Circulation: 9,000)

Advertise the project on HACU's Web site when it becomes operational.

Advertise the FEDIX Opportunity Alert feature in HACU's Newsletter (Circulation: 9,000).

Send flyers on FEDIX Opportunity Alert feature to all HSIs visited and include with invitation to new HSIs.

Coordinate a presentation on the project and information technology issues for HSIs at HACU's Annual Meeting.

Schedule one meeting per year with RAMS-FIE staff at RAMS-FIE office to update project staff on changes, usage, and relevant issues regarding FEDIX/MOLIS.

Schedule one meeting with DOE project officer or staff to provide update on project and discuss the project (to be scheduled to coincide with visit to RAMS-FIE).

Identify and forward major issues or concerns regarding HSIs and FEDIX/MOLIS to HACU, DOE, and RAMS-FIE.

Continue updating of HSI online information on MOLIS.

Maintain project equipment, hardware, and software at adequate and efficient levels. Upgrade or repair as necessary.

CONCLUSION

The DOE/HACU Connections program has played a major role in educating HSI faculty and staff about DOE and other federal agency programs, grants, surplus equipment, and research opportunities. In three years the project has provided training for almost *one third* of HSIs. The training has also been an important component of HSIs efforts to educate their faculty and staff about the Internet, its usefulness, and the opportunities for education and funding to be found on it. In addition, information about DOE programs and opportunities have reached a new audience.

The DOE/HACU Connections program supported the transition of HSIs from limited into full participation in the information technology age. A significant number of HSIs are two year colleges, which traditionally have benefited relatively little from federal funds in comparison with major research universities and other four year colleges and universities. The tremendous growth in both usage and numbers of users of the FEDIX and MOLIS databases indicates the importance of the electronic delivery of federal research and educational program opportunities and confirms DOE's foresight in making the information accessible via modern telecommunications technology. It also highlights the issue of access and the inequity of access. For HSI faculty, staff, and students, access to the Internet and to information is a critical issue

because so many do not have access.

HACU is committed to promoting the development and advancement of HSIs and to improving access to and increasing the quality of postsecondary educational opportunities for Hispanics. HACU also strives to enhance collaborative and programmatic partnerships with government agencies. The DOE/HACU Connections programs was an excellent example of the commitment to those goals.

DOE/HACU Connections Project

WORK ACCOMPLISHED TO DATE:

- ▶ Approximately 500 faculty and administrators at 67 HSIs have received training on the FEDIX/MOLIS databases. An informal poll (verbal) conducted during the training sessions indicated that a majority of the participants were receiving training on the Internet and its opportunities for the first time.
- ▶ The Project presentation was translated into Spanish by the Project Director/Trainer and presented at the Puerto Rico HSI training sessions.
- ▶ Presentations on the DOE HACU Project (and training on FEDIX/MOLIS) have been done at HACU's Annual Conference:
1994 Anaheim, CA.
1995 New York City, NY
1996 Washington, D.C.
- ▶ A presentation on the DOE HACU Project (and training on FEDIX/MOLIS) was done at the 1995 Texas Association of Chicanos in Higher Education (TACHE) Annual Meeting in Dallas, TX.
- ▶ An article on Technology mentioning the DOE HACU Project appeared in the May 1997 issue of HACU's Newsletter (circulation 9,000) and also on the front page of May/June 1995 issue.
- ▶ The Data Technician developed and maintains an e-mail address list of those HSI Presidents with e-mail addresses and an up-to-date HSI catalog file.
- ▶ The Project provided HACU with its first e-mail addresses (for the Project Director and Data Technician).

- ▶ The Project has provided increased visibility to DOE programs and opportunities via the training visits at HSIs, the HACU newsletter, and conference presentations.
- ▶ The Project has increased awareness of information technology issues and concerns at HSIs, HACU, DOE, and RAMS-FIE.

**Colleges/Universities Visited/Trained
Chronological Order 1994 - 1997**

NO.	INSTITUTIONS	DATES
1.	St. Augustine College (Chicago)	06/15/94
2.	Texas A&M Kingsville	08/03/94
3.	El Paso Community College	08/11/94
4.	Texas A&M Corpus Christi	08/16/94
5.	Inter American University, San German Campus	08/31/94
6.	Florida International University	10/03/94
7.	Rio Hondo College	10/12/94
8.	East Los Angeles College	10/12/94
9.	San Bernardino Valley College	10/13/94
10.	San Antonio College	10/17/94
11.	Palo Alto College	10/21/94
12.	University of New Mexico	10/26/94
13.	Herbert H. Lehman College	11/03/94
14.	Hostos Community College	11/03/94
15.	University of Texas Pan American	11/09/94

16.	Santa Fe Community College	11/15/94
17.	Incarnate Word College	11/18/94
18.	Hudson County Community College	01/18/95
19.	Pontifical Catholic College	02/17/95
20.	St. Mary's University	04/13/95
21.	Sul Ross State University	04/19/95
22.	InterAmerican University (IAU) Central Admin.	05/23-25/95
23.	IAU-Aguadilla	05/23-25/95
24.	IAU-Arecibo	05/23-25/95
25.	IAU-Barranquitas	05/23-25/95
26.	IAU-Bayamon	05/23-25/95
27.	IAU-Derechos	05/23-25/95
28.	IAU-Fajardo	05/23-25/95
29.	IAU-Guayama	05/23-25/95
30.	IAU-Metropolitano	05/23-25/95
31.	IAU-Ponce	05/23-25/95
32.	Univ. of PR (UPR) Aguadilla Regional College	11/15/95

33.	UPR Arecibo Technological University	11/14/95
34.	UPR Bayamon Technical University	11/14/95
35.	UPR Carolina Regional College	11/14/95
36.	UPR Cayey University College	11/14/95
37.	UPR Central Administration	11/14- 16/95
38.	UPR La Montana Regional College	11/14/95
39.	UPR Medical Science Campus	11/14/95
40.	UPR Ponce Technical University	11/14/95
41.	UPR Regional Colleges Administration	11/14/95
42.	UPR Rio Piedras Campus	11/14/95
43.	UPR Humacao University College	11/14/95
44.	UPR Mayaguez Campus	11/15/95
45.	Imperial Valley College	11/30/95
46.	Universidad Politecnica de Puerto Rico	03/06/96
47.	Universidad Del Sagrado Corazon	03/29/96
48.	Northern New Mexico Community College	05/22/96
49.	Southwest Texas Junior College	02/7/97
50.	MacCormac Junior College	02/12/97
51.	St. Phillips College	02/14/97
52.	Community College of Denver	02/27/97
53.	Albuquerque TV-I A Community College	02/28/97
54.	LaGuardia College of Aeronautics	03/05/97

55.	John Jay College of Criminal Justice NYC	03/06/97
56.	Boricua College	03/07/97
57.	New Mexico State University, Main Campus	04/02/97
58.	Western New Mexico University	04/03/97
59.	Barry University	04/18/97
60.	Colegio Universitario Del Este	04/22/97
61.	Universidad Central de Bayamon	04/23/97
62.	Pueblo Community College	05/08/97
63.	Our Lady of the Lake University	05/12/97
64.	Hartnell College	05/16/97
65.	California State University, Bakersfield	05/30/97
66.	University of New Mexico, Valencia Campus	06/24/97
67.	Miami Dade Community College	11/26/97

A. Senior Personnel and Job Tasks

1. Project Director/Trainer: Rene A. Gonzalez

The Project Director/Trainer will:

- Implement, supervise, and monitor the progress of the Project.
- Draft letters of invitation/contact for inviting HSIs to participate
- Oversee the project budget
- Initiate invitation/contact with HSIs
- Negotiate and schedule tentative/initial training visit dates
- Confirm final scheduling and training visit dates
- Conduct training at HSIs
- Meet with appropriate HSI administrators
- Follow up training/supervise follow up
- Forward pertinent information regarding HSIs responses/feedback to

appropriate staff at HACU, FIE, and/or DOE

- Supervise publicity for the project
- Schedule annual meeting with FIE, DOE, and HACU/DC staff
- Update HACU's President and staff on project progress
- Update DOE Project Officer on project progress
- Publicize project at HACU's annual meeting and seek feedback from HSI representatives on improving project
- Coordinate with HACU Information Technology Team to increase efficiency and cost effectiveness of project implementation

2. Data Technician

The Data Technician is responsible for data entry and maintenance of the DOE/HACU Connections project. The Data Technician is the foundation of this information based project. Without the Data Technician the project cannot be implemented or completed.

Duties include:

- Enter general information into FAARS software
- Enter faculty and administrator information into FAARS software
- Maintain project's HACU FAARS database
- Maintain HSI catalog library and contact HSIs to request current catalogs
- Assist Project Director in training visits scheduling and follow up
- Attend multi-campus training visits as budget allows
- Create and maintain e-mail distribution lists
- Maintain list of HSIs visited and status of data entry
- Duplicate and prepare for distribution copies of FAARS software and manuals
- Duplicate and prepare for distribution project materials/handouts
- Maintain inventory of project hardware and software
- Order project supplies and process necessary purchasing forms
- Serve as technical support to HSIs on FAARS software and FEDIX/MOLIS questions
- Assist Project Director in scheduling training visits
- Provide technical support to project on computer hardware/software
- Handle routine phone calls & questions in Project Director's absence
- Serve on HACU Information Technology Team
- Serve as technical liaison with RAMS-FIE, who maintains FEDIX/MOLIS databases and Web site
- Attend annual meeting with Project Director and FIE staff for training and update on FEDIX/MOLIS system and operations and to discuss issues of concern to HSIs and HACU regarding FEDIX/MOLIS
- Attend bi-weekly meetings with Project Director
- Assist Project Director with general project implementation