TEXAS TECH UNIVERSITY
Office *of the* Provost

Office *of* Planning & Assessment™

Texas Tech University

Raiders Engaged

Institutional Summary of

University Outreach and Engagement

Academic Year 2017 Administration

Report Date: July 18, 2018

Background

Raiders Engaged is an institutionally developed instrument administered annually by Texas Tech University (TTU) as the primary method for assessing its faculty and staff outreach and engagement activities. The instrument was developed in partnership with the Office of Planning and Assessment, the Office of Academic Engagement, and Application & Development. This report highlights the results from the Academic Year 2017 administration of Raiders Engaged. Data encompasses outreach and engagement projects, which took place between September 1, 2016 and August 31, 2017, as reported by faculty and staff from academic and administrative units at TTU in response to the online survey.

2017 Administration

The 2017 Raiders Engaged online survey opened on September 5, 2017 accompanied by an e-mail from the Provost's Office inviting TTU faculty and staff to participate in reporting any outreach and engagement projects conducted over the past academic year (see Appendix I). The administration began earlier than previous administrations to improve the response rate. Several e-mail reminders followed, and units were contacted individually to encourage participation. The survey officially closed on December 1, 2017 but remained active to allow specific units that were individually contacted to report.

The instrument underwent numerous enhancements in preparation for the previous year's data collection period and as a result, Raiders Engaged remained consistent in look and functionality for the 2017 administration. Due to a greater focus on outreach and engagement in TTU's Strategic Plan, a new question was added to the instrument to identify projects that included components of engaged scholarship. Additionally, OPA staff added a field to certain sections in DigitalMeasures that allowed faculty to indicate whether their project or activity included engaged scholarship. These fields also provided a link to the Raiders Engaged survey to give faculty the option to submit additional information about their specific engagement project or activity. The goal of this enhancement was to collect information on any outreach and engagement activities that may relate to faculty annual reviews but may not be reflected in the data collected by Raiders Engaged.

Results

Respondents reported on a total of 773 unique projects, 242 of which were identified as new projects for the academic year. An additional 185 projects were identified through

DigitalMeasures, 6 of which were also recorded in Raiders Engaged, for a total of 952 projects reported. Based on data collected, 132,009 total faculty hours and 323,624 total staff hours were spent preparing, implementing, and evaluating outreach and engagement projects. TTU projects involved a total of 1,248 external and 466 internal collaborations. An institutional summary reflecting TTU's overall results is included in Appendix II. The following tables provide a summary of project data reported by faculty and staff from administrative units, colleges, and schools.

Project Summary

| Unique Projects	952
New Projects	242
Unique Faculty Hours	132,009
Unique Staff Hours	323,624
Total External Partnerships	1,248
Total Internal Partnerships	466

Reporting Unit via Raiders Engaged	Number of Projects	External Funding Received	Faculty Hours	Staff Hours	Student Hours	Student Participants	K-12 Participants	Other Participants
Administrative Units	268	$19,806,861.92	18,013	150,328	131,720	146,942	117,319	314,462
College of Agricultural Sciences & Natural Resources	23	$1,162,212.00	5,128	13,134	11,889	175	451	70,336
College of Architecture	30	$67,632.00	470	8	5,170	114	120	1,804
College of Arts & Sciences	46	$6,253,790.50	13,672	12,753	4,601	1,026	1,316	46,402
Rawls College of Business	66	$3,509,853.00	4,864	5,425	8,192	961	7,429	22,164
College of Education	65	$17,615,348.99	64,841	40,044	215,561	1,864	146,078	166,936
College of Engineering	77	$69,100.00	1,183	604	2,488	321	10,250	15,527
Honors College	2	$800.00	100	200	1,960	88	700	800
College of Human Sciences	111	$3,595,090.00	11,445	89,767	61,299	2,002	82,815	270,757
School of Law	7	$618,756.28	9,095	9,827	9,852	408	10	8,131
College of Media & Communication	9	$9,100.00	334	190	6,632	635	42	344
College of Visual & Performing Arts	69	$2,484,450.00	2,864	1,344	2,667	1,213	20,399	134,154
Grand Total	773	$55,192,994.69	132,009	323,624	462,031	155,749	386,929	1,051,817

Initiative Type

Raiders Engaged collects information regarding the type of engagement initiative that faculty and staff are reporting on. Projects considered Individual Initiative indicate those that were not dependent on any support from a program, department, or the university beyond base salary. Institutional Initiatives include projects that were sponsored or supported by several

colleges, departments, or programs, within the university. Multi-Institutional Initiatives reflect projects that were sponsored or supported by multiple higher education institutions. Academic College and Unit/Department allow for respondents to identify if their project was solely supported at the college or unit/department level versus other academic or administrative entities. Most projects reported during this administration were conducted as Individual Initiatives (47.0%) followed by Unit/Department (25%). The following graph reflects a breakdown of projects by Initiative Type.

PROJECTS BY INITIATIVE TYPE

Academic College
6%

Unit/Department
25%

Multi-
Institutional
12%

Individual
47%
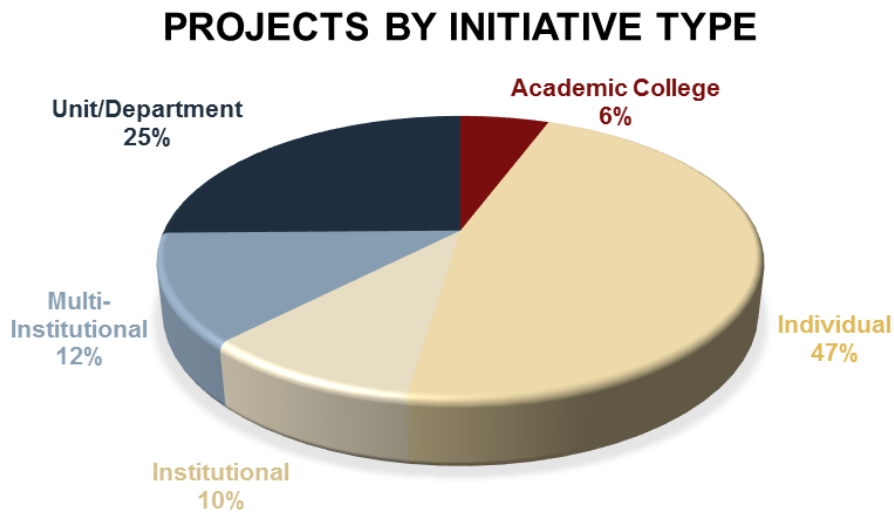
Institutional
10%

Geographic Impact

The following section highlights the geographic areas that were impacted by institution-wide outreach and engagement projects. In terms of the state-wide impact of TTU's outreach and engagement efforts, 503 projects reported serving the Panhandle Plains region, where Lubbock County is located, followed by the Hill Country region (118) and the Prairies and Lakes and Gulf Coast regions (117). A full list of Texas regions served is provided in Appendix III.

A total of 566 projects indicated impacting the entire state of Texas. New Mexico was the second most-impacted state (77), followed by Oklahoma (64), and Colorado and Kansas (60). A full list of states served is provided in Appendix IV.

In terms of the global impact of TTU's outreach and engagement, 541 projects reportedly served the United States, while 168 countries other than the United States were served. The countries most served by TTU outreach and engagement were Mexico (16), the United Kingdom and Canada (15), and China (13). A full list of countries served is provided in Appendix V.

Texas Tech University Outreach and Engagement Regional Impacts in Texas
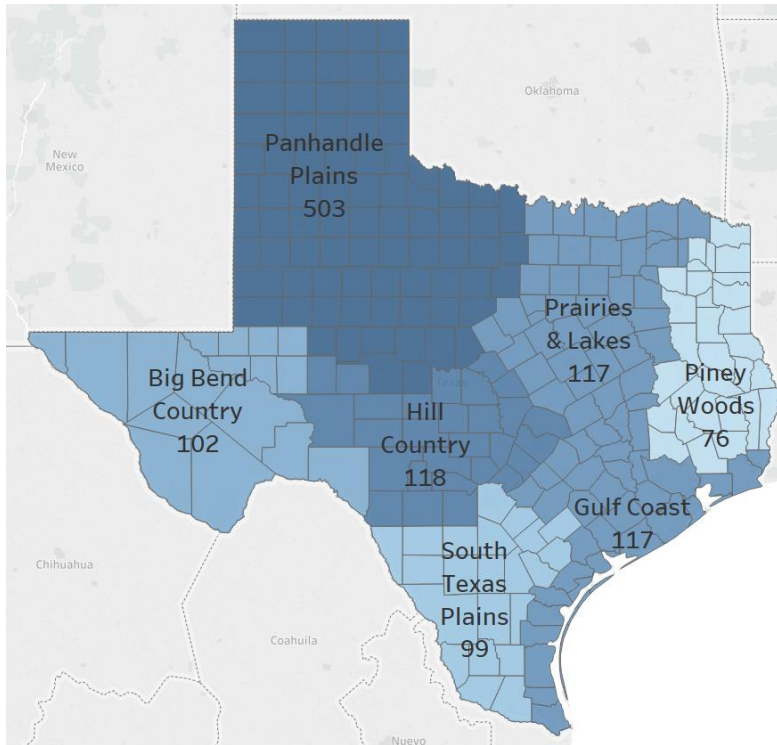
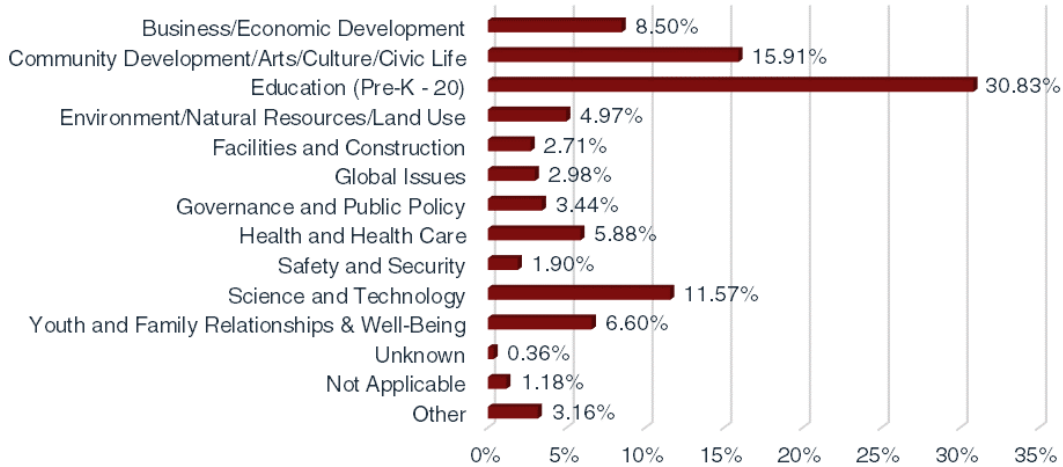Texas Tech University Outreach and Engagement Impacts in Other U.S. States
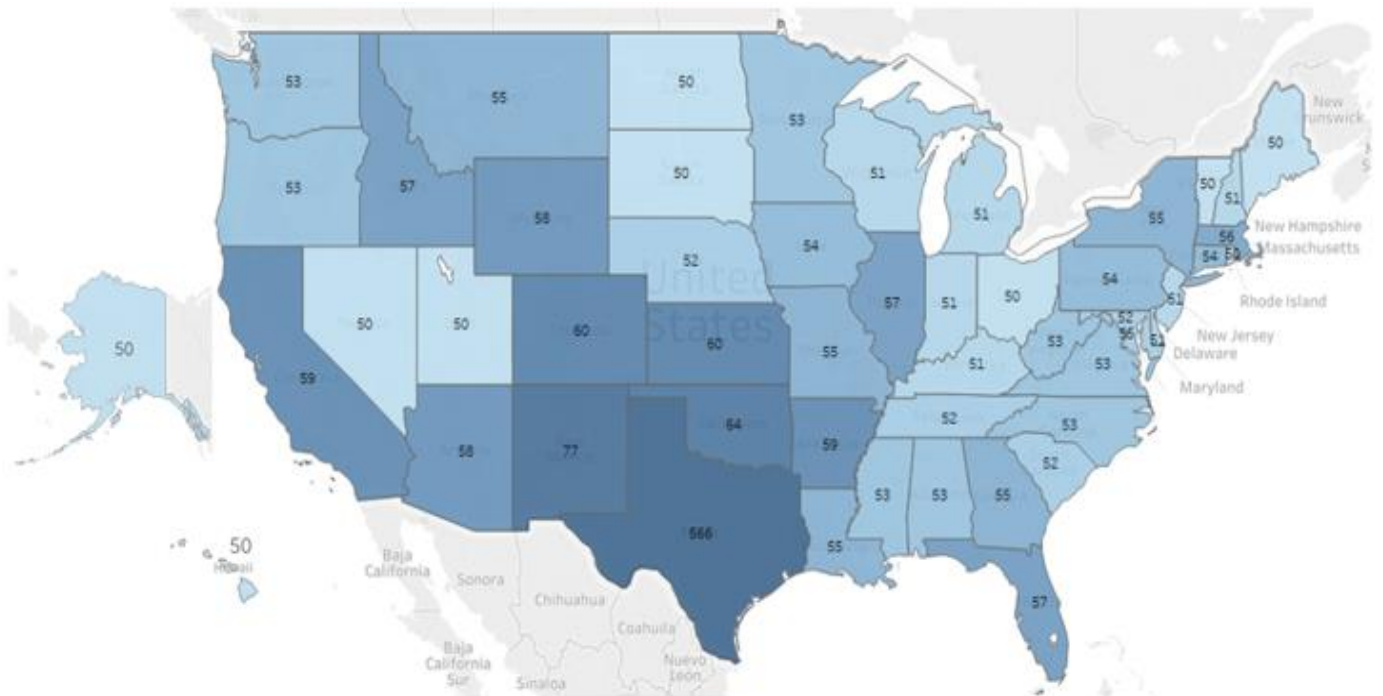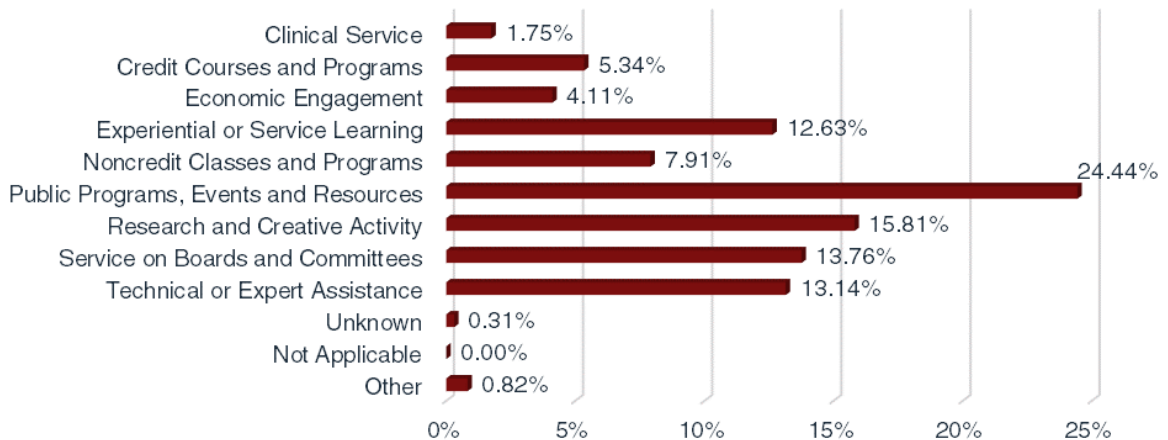
Area of Concern and Form of Engagement

The following graphs represent TTU outreach and engagement initiatives by Area of Concern and Form of Engagement. The primary Area of Concern that outreach and engagement projects addressed was Pre-K-20 Education (30.83%), followed by Community Development/Arts/Culture/Civic Life (15.91%) and Science and Technology (11.57%).

Projects by Area of Concern

Area	Percent
Business/Economic Development	8.50%
Community Development/Arts/Culture/Civic Life	15.91%
Education (Pre-K - 20)	30.83%
Environment/Natural Resources/Land Use	4.97%
Facilities and Construction	2.71%
Global Issues	2.98%
Governance and Public Policy	3.44%
Health and Health Care	5.88%
Safety and Security	1.90%
Science and Technology	11.57%
Youth and Family Relationships & Well-Being	6.60%
Unknown	0.36%
Not Applicable	1.18%
Other	3.16%

The primary Forms of Engagement involved in faculty and staff outreach and engagement initiatives were: Public Programs, Events, and Resources (24.44%) and Research and Creative Activity (15.81%), followed by Service on Boards and Committees (13.76%) and Technical or Expert Assistance (13.14%). See Appendix VI for definitions and examples of each form of engagement.

Projects by Form of Engagement

| Form	Percent
Clinical Service	1.75%
Credit Courses and Programs	5.34%
Economic Engagement	4.11%
Experiential or Service Learning	12.63%
Noncredit Classes and Programs	7.91%
Public Programs, Events and Resources	24.44%
Research and Creative Activity	15.81%
Service on Boards and Committees	13.76%
Technical or Expert Assistance	13.14%
Unknown	0.31%
Not Applicable	0.00%
Other	0.82%

In analyzing the more prominent components of outreach and engagement data collected, it could be interpreted that areas have a clear connection in certain aspects. There appears to be a connection between projects impacting the Panhandle Plains region, addressing Education (Pre-K-20), and engaging in Public Programs, Events, and Resources activity. Of the total number of projects received, 66.95% reported addressing at least two of the three above components. This could indicate that a large portion of TTU's outreach and engagement is directed at improving the education of its surrounding communities and schools.

Participants and Funding

Numerous external populations were served through TTU's outreach and engagement initiatives – from public schools, to community colleges, four-year colleges, business and industry, government, non-profits, and the general public. The following graph summarizes the number of individuals impacted by population.

POPULATIONS SERVED
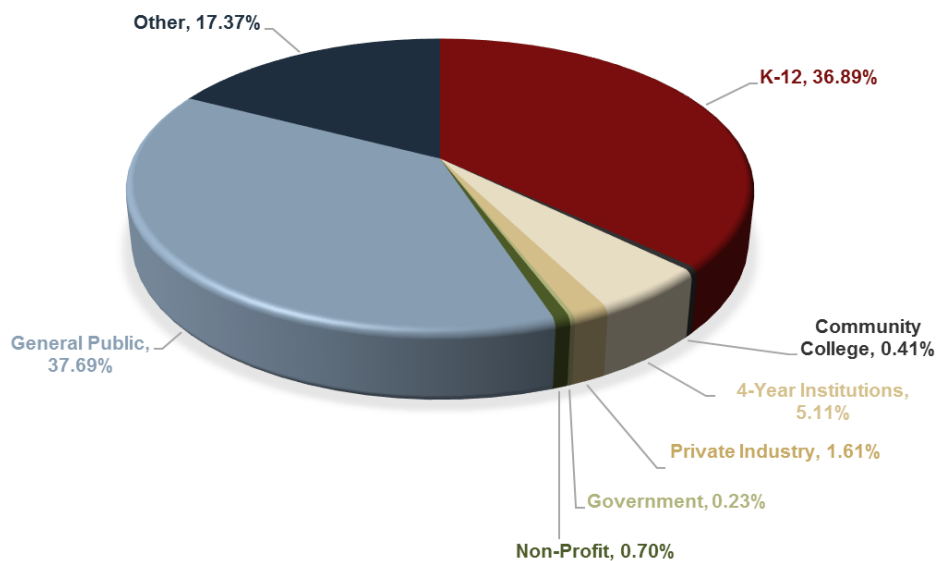
The general public (37.69%) and primary and secondary level students (K-12) (36.89%) were the most prominent populations served in TTU's outreach and engagement efforts. This coincides with TTU's primary Area of Concern addressed - Education - with a total of 386,929 K-12 students being impacted. The total funding generated for projects reporting Education as an Area of Concern was $21,363,223.

The total funding generated for all initiatives combined during AY' 17 was $81,432,063[1]. Funding came from private business and industry, state and federal grants, foundations, other non-profit organizations, and event/and activities fees. The following graphs showcase the breakdown of funding by area of concern, type of engagement, and funding source.

FUNDING BY AREA OF CONCERN
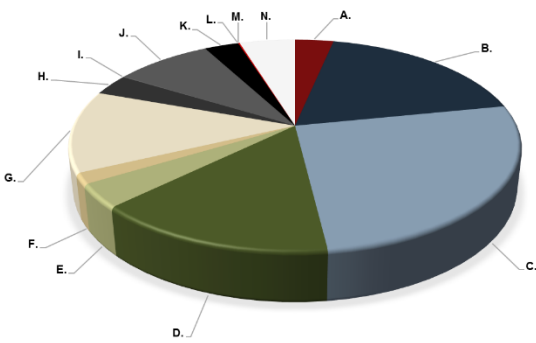
A. Business/Economic Development	$2,686,179	3.30%
B. Community Development/Arts/Culture/Civic Life	$15,094,678	18.54%
C. Education (Pre-K - 20)	$21,363,223	26.23%
D. Environment/Natural Resources/Land Use	$11,943,603	14.67%
E. Facilities and Construction	$2,911,838	3.58%
F. Global Issues	$1,333,877	1.64%
G. Governance and Public Policy	$10,234,407	12.57%
H. Health and Health Care	$2,638,940	3.24%
I. Safety and Security	$135,910	0.17%
J. Science and Technology	$6,711,938	8.24%
K. Youth and Family Relationships & Well-Being	$2,387,815	2.93%
L. Unknown	$0	0.00%
M. N/A	$108,700	0.13%
N. Other	$3,880,957	4.77%

FUNDING BY FORM OF ENGAGEMENT
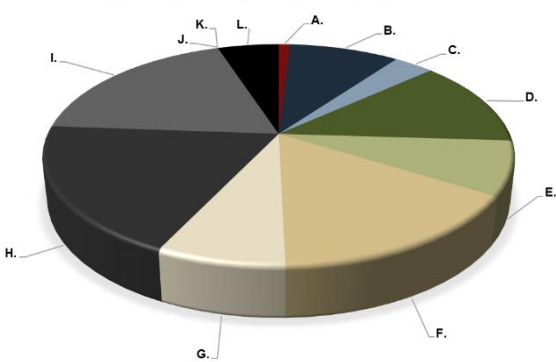
A. Clinical Service	$678,200.00	0.92%
B. Credit Courses and Programs	$6,670,364.00	9.08%
C. Economic Engagement	$2,415,398.00	3.29%
D. Experiential or Service Learning	$9,315,339.00	12.68%
E. Noncredit Classes and Programs	$5,808,610.00	7.91%
F. Public Programs, Events and Resources	$11,569,150.98	15.75%
G. Research and Creative Activity	$5,496,540.20	7.48%
H. Service on Boards and Committees	$13,999,787.21	19.06%
I. Technical or Expert Assistance	$13,818,183.49	18.81%
J. Unknown	$0.00	0.00%
K. Not Applicable	$0.00	0.00%
L. Other	$3,698,000.00	5.03%

FUNDING BY FUNDING SOURCE
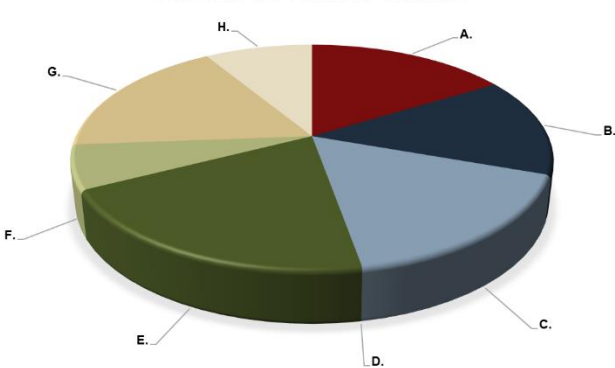
A. Event/Activities Fees	$5,784,920.00	16.23%
B. Federal Grant	$5,061,218.00	14.20%
C. Foundations	$5,979,305.69	16.78%
D. International Agencies	$0.00	0.00%
E. Other Non-Profit Organizations	$7,216,893.99	20.25%
F. Private Business/Industry	$2,250,905.70	6.32%
G. State Grant	$6,247,925.00	17.53%
H. Other	$3,093,744.00	8.68%

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[1] This number includes duplicate counts as respondents were allowed to select multiple funding sources.

Conclusion

  Data collected through Raiders Engaged in 2017 remains consistent with emerging trends from previous administrations. Among the main goals for future assessments are to continue opening the survey earlier in the academic year to allow for year-round reporting and to continue improving the collection process of data. One major enhancement for the 2017 administration was the inclusion of a feature which allows respondents to pre-populate and update information from a previously submitted project. This decreases the amount of time spent completing the survey and helps maintain data consistency. Additionally, the integration of data collection through DigitalMeasures has been beneficial in identifying faculty outreach and engagement projects that may not get reported in Raiders Engaged. OPA will continue investigating ways to enhance this function within DigitalMeasures.
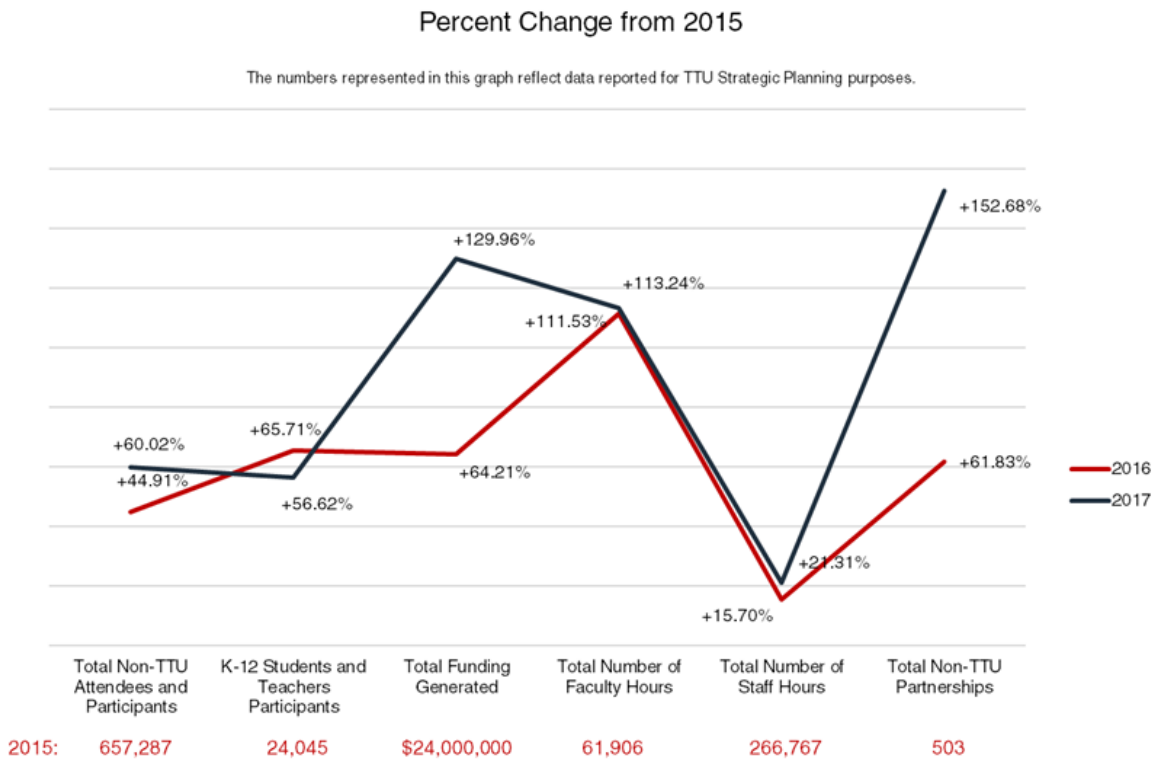
  The 2017 administration of Raiders Engaged collected data on an additional 220 projects as compared to Academic Year '16. Notably, there were 99,335 more people directly impacted by outreach and engagement efforts and an additional 25,825,248 people indirectly impacted by projects. Based on survey results, many TTU faculty and staff serve on local and national boards and committees or are involved in a project aimed to solve a state-wide problem. While these projects are considered applicable to outreach and engagement goals, it is hard to gauge the exact number of people impacted. Therefore, these numbers are included in reporting as indirect impacts. Faculty and Staff Involvement Hours remained consistent with data reporting in 2016; there was a 4.85% increase in staff hours spent on outreach and engagement initiatives while faculty hours saw an increase of .81%. The 2017 administration data also showed a $15.79 million increase in funding generated.

  The primary source of funding dollars reported through projects was Other Non-Profit Organizations (20.25%) and funding reported for this administration was more evenly distributed among categories. The two main areas of engagement were Public Programs, Events, and Resources (24.44%) and Research and Creative Activity (15.81%), and the primary area of concern addressed was Education (Pre-K-20) (30.83%). This information remains consistent with the previous year's results and aligns with TTU's primary goal regarding outreach and engagement, which is to be actively engaged in scholarly research and enhance quality of life while driving innovation and community development. Many outreach and engagement initiatives are directed toward addressing the needs of children and youth in the Lubbock community and providing educational and enrichment opportunities to help them realize their potential. TTU faculty and staff are applying their knowledge, research and

expertise to address community needs and problems together with community partners, thereby driving change within the Lubbock community and beyond.

Furthering outreach and engagement activity on campus is a primary goal of TTU's Strategic Planning initiatives. TTU reports annual data on key engagement components collected through the Raiders Engaged instrument (such as non-TTU participants, K-12 participants, funding generated by projects, faculty and staff involvement hours, and non-TTU partnerships) in its Strategic Plan Report. The trend data in the below chart reflects a positive trend in data reported for TTU Strategic Planning purposes and coincides with what would be expected year-to-year.

Percent Change from 2015

The numbers represented in this graph reflect data reported for TTU Strategic Planning purposes.

	Total Non-TTU Attendees and Participants	K-12 Students and Teachers Participants	Total Funding Generated	Total Number of Faculty Hours	Total Number of Staff Hours	Total Non-TTU Partnerships
2015:	657,287	24,045	$24,000,000	61,906	266,767	503

Two outliers were present in the 2016 administration, number of faculty hours and the number of staff hours spent on outreach and engagement. Those numbers appear to be stabilizing based on the slight increase seen in 2017. Additionally, the graph appears to indicate a significant increase in non-TTU partnerships. However, this year the decision was made to count the total number of instances an external entity partnered with Texas Tech faculty and staff whereas in past administrations the partner entity was counted only once as a partner of the university. This change was due to wanting to capture the extent to which external entities

are working with TTU faculty and staff. One area that did not see any growth with this administration was the number of K-12 individuals impacted by TTU's outreach and engagement efforts.

It is important to note that the growth demonstrated in the data received in this administration does not necessarily reflect that more outreach and engagement is occurring on the TTU campus as compared to 2016. The growth could be attributed to an increase in reporting experienced in this administration, most likely prompted by an earlier survey launch date and increased personal follow up with individual departments and units to encourage participation. As more widespread participation of Raiders Engaged is seen from TTU departments, we expect to see continued growth in data for both new initiatives and continued projects that had not been collected before.

Appendix I – Email Invitation from Provost

TEXAS TECH UNIVERSITY
Office *of the* Provost·

September 5, 2017

Dear TTU Faculty and Staff,

The 2017 campus-wide assessment of faculty and staff Outreach and Engagement via *Raiders Engaged* is now under way. We invite you to report any teaching, research, or service projects or activities that you conducted for, in, or in partnership with external communities during AY'17. "Communities" are broadly defined as any individuals or organizations outside of the university that you may have worked with in your institutional role, to help address a need or specific issue. These could be non-profit or government agencies, business and industry, k-12 schools, 2- or 4-year institutions, community organizations, civic groups, and others. "Outreach and Engagement" is one of Texas Tech's Strategic Priorities, and data submitted via the *Raiders Engaged* online instrument will provide valuable performance measures towards the institution's strategic goals.

You may enter data on your Outreach and Engagement projects or activities in *Raiders Engaged* until December 1, 2017. If you plan to report on a project or activity that you submitted in 2016, you will be able to download and edit previously reported data without having to re-enter the information. TTU faculty will also enjoy having their responses uploaded directly into Digital Measures for annual reporting purposes. For that reason, and to avoid duplicate entries, the "engagement" section in Digital Measures will remain closed until 12/1/17.

Please refer to the introductory page of *Raiders Engaged* for further definitions and specific examples of academic projects or activities that fall under Outreach and Engagement. You may also contact Dr. Birgit Green, Director of Academic Engagement, at birgit.green@ttu.edu (Phone: 834-2308) for further assistance. For survey related questions, please contact Ms. Libby Spradlin at the Office of Planning and Assessment (libby.spradlin@ttu.edu). Thank you in advance for your participation in *Raiders Engaged 2017* and your work with our communities. Please click here to access the instrument!

Sincerely,

Michael Galyean, Ph.D.
Provost & Senior Vice President

Appendix II – Institutional Summary

Institutional Summary

Raiders Engaged

This report gives an overview of outreach and engagement initiatives that took place within Texas Tech University for academic year 2016-2017.
To view the full Raiders Engaged Outreach & Engagement Inventory report, go to www.depts.ttu.edu/opa/oe_raidersengaged/outreach_engagement.php.

$ 55.19m
in funding

Populations Served

- K-12
- Community College
- Four Year College
- Industry
- Government
- Public
- Non-Profit
- Other
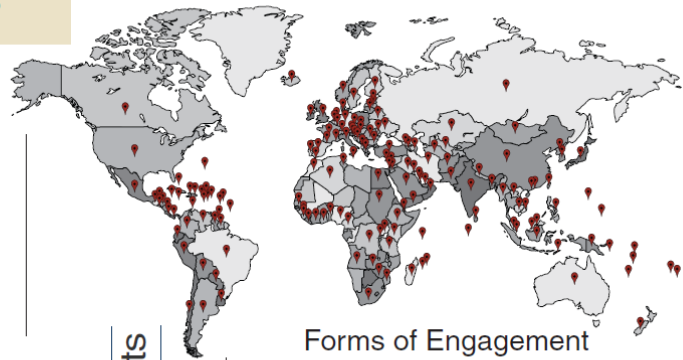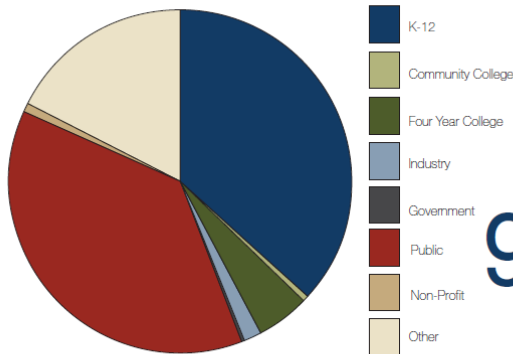
952 projects

Forms of Engagement
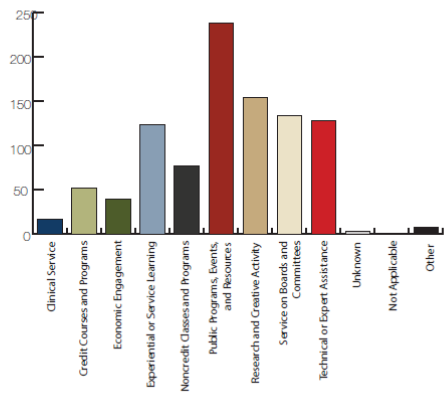
1,051,817 people impacted

Involvement

132,009 faculty hours

323,624 staff hours

Appendix III – Projects by Region

Region	Projects
Big Bend Country	102
Gulf Coast	117
Hill Country	118
Panhandle Plains	503
Piney-Woods	76
Prairies and Lakes	117
South Texas Plains	99

Appendix IV – Projects by State

State	Projects	State	Projects	State	Projects
Alabama	53	Kentucky	51	North Dakota	50
Alaska	50	Louisiana	55	Ohio	50
Arizona	58	Maine	50	Oklahoma	64
Arkansas	59	Maryland	52	Oregon	53
California	59	Massachusetts	56	Pennsylvania	54
Colorado	60	Michigan	51	Rhode Island	50
Connecticut	54	Minnesota	53	South Carolina	52
Delaware	51	Mississippi	53	South Dakota	50
District of Columbia	55	Missouri	55	Tennessee	52
Florida	57	Montana	55	Texas	566
Georgia	55	Nebraska	52	Utah	50
Hawaii	50	Nevada	50	Vermont	50
Idaho	57	New Hampshire	51	Virginia	53
Illinois	47	New Jersey	51	Washington	53
Indiana	51	New Mexico	77	West Virginia	53
Iowa	54	New York	55	Wisconsin	51
Kansas	60	North Carolina	53	Wyoming	58

Appendix V - Projects by Country

Country	Projects
Afghanistan	2
Albania	1
Algeria	2
American Samoa	2
Andorra	1
Angola	2
Anguilla	1
Antigua and Barbuda	2
Argentina	3
Armenia	2
Aruba	2
Australia	8
Austria	2
Azerbaijan	1
Bahamas	2
Bahrain	1
Bangladesh	2
Barbados	1
Belarus	1
Belgium	2
Belize	2
Benin	1
Bermuda	2
Bolivia	1
Bosnia and Herzegovina	2
Brazil	10
Brunei Darussalam	1
Bulgaria	1
Cambodia	1
Cameroon	1
Canada	15
Cayman Islands	1
Central African Republic	2
Chile	5
China	13
Colombia	4
Congo	1
Congo, The Democratic Republic of The	1

Country	Projects
Costa Rica	4
Cote D'ivoire	1
Croatia	1
Cyprus	1
Czech Republic	3
Denmark	3
Djibouti	1
Dominican Republic	3
Ecuador	2
Egypt	3
El Salvador	1
Estonia	1
Ethiopia	4
Fiji	1
Finland	2
France	6
French Guinea	1
French Polynesia	1
Georgia	1
Germany	8
Ghana	3
Gibraltar	1
Greece	2
Guam	2
Guatemala	1
Guinea	1
Guyana	1
Haiti	2
Honduras	2
Hong Kong	4
Hungary	2
Iceland	2
India	8
Indonesia	5
Iran, Islamic Republic of	3
Iraq	1
Ireland	2
Israel	1

Country	Projects	Country	Projects
Italy	4	Paraguay	2
Jamaica	1	Peru	2
Japan	8	Philippines	1
Jordan	1	Poland	1
Kazakhstan	3	Portugal	2
Kenya	3	Puerto Rico	4
Korea, Republic of	5	Qatar	3
Kuwait	2	Reunion	1
Lao People's Democratic Republic	1	Romania	1
Latvia	1	Russian Federation	1
Lebanon	2	Rwanda	1
Liberia	3	Saint Kitts and Nevis	1
Lithuania	1	Saint Lucia	1
Luxembourg	1	Samoa	1
Macao	1	Saudi Arabia	3
Madagascar	1	Senegal	1
Malaysia	3	Serbia and Montenegro	1
Maldives	1	Seychelles	1
Malta	1	Sierra Leone	1
Mauritius	1	Singapore	1
Mexico	16	Slovakia	1
Micronesia, Federated States of	1	Slovenia	2
Moldova, Republic of	1	Solomon Islands	1
Monaco	1	South Africa	6
Mongolia	1	Spain	4
Morocco	1	Sri Lanka	3
Mozambique	1	Sudan	2
Myanmar	1	Suriname	1
Nepal	1	Sweden	4
Netherlands	3	Switzerland	2
New Zealand	3	Taiwan, Province of China	4
Nicaragua	1	Tanzania, United Republic of	4
Nigeria	3	Thailand	5
Norway	4	Timor-Leste	1
Oman	1	Tonga	1
Pakistan	3	Trinidad and Tobago	2
Palestinian Territory, Occupied	2	Tunisia	2
Panama	2	Turkey	6
Papua New Guinea	1	Turkmenistan	1

Country	Projects
Uganda	2
Ukraine	1
United Arab Emirates	2
United Kingdom	15
United States	541
Uruguay	2
Uzbekistan	1

Country	Projects
Venezuela	2
Vietnam	5
Virgin Islands, British	1
Virgin Islands, U.S.	1
Yemen	1
Zambia	1
Zimbabwe	1

Appendix VI - Forms of Engagement Definitions

Clinical Service	All client and patient (human and animal) care provided by university faculty or staff through unit-sponsored group practice or as part of clinical instruction, and by medical or graduate students as part of their professional education and practice.	Examples: Symptom screening of children exposed to domestic violence; tax or legal clinics for indigent populations; family counseling services.
Credit Courses and Programs	Courses and instructional programs that offer academic credit hours to non-traditional students - those specifically designed and marketed to serve those who are <u>neither traditional campus degree seekers nor on-campus faculty or staff.</u> Such courses and programs are often scheduled at times outside of the university's traditional operating hours or delivered via non-traditional means (online, skype, off-campus).	Examples: A weekend MBA program; an off-campus Master's program in Education offered in a rural area; an online certificate program in human resource management.
Economic Engagement	Partnerships with private business & industry, government, nonprofit organizations and other community stakeholders to enhance competitive capacities and contribute to the economic prosperity of the region.	Examples: A business start-up in innovative irrigation technologies; a waiter conservation project for local farmers and ranchers; a wind energy feasibility study; the commercialization of new communication technologies; connecting start-ups and entrepreneurs with financial and business resources.
Experiential or Service Learning*	Classes and curricular programs that enable students to learn with and from community partners in a community setting while linking their academic study with civic needs. Includes any class with a service learning component in which students are asked to reflect on their community practice or make connections between academic content and the community setting. Activities provide students with academic credit and are conducted under the guidance and supervision of a faculty member. Also includes study abroad programs with service learning components. Other forms of experiential learning include career-oriented practicums or internships whether at a local, national, or international location.	Examples: A student-led after-school health and exercise program for children; a study abroad trip to Mexico involving drinking-well construction in Mexico; a reading program for pre-school children at a local library; a student internship at a wind power production plant.

Noncredit Classes and Programs	Classes, short courses, certificate programs, conferences*, camps, workshops, seminars or other educational programs designed and marketed specifically to individuals outside of the university - who are neither degree seekers nor on-campus faculty, staff, or students. These programs typically provide certificates of completion or continuing education units to professionals, career seekers, or lifelong learners, but do not provide academic credit. *Note: This does not include conferences that are purely designed for academic audiences).	Examples: A short-course for engineers on the use of new composite materials; a summer math camp for high school students; a Spanish class for older adults; a summer institute for bank executives; a conference on solar technologies; a seminar for counseling professionals.
Public Programs, Events and Resources	University-sponsored programs, events, or resources designed for the general public that include either managed learning environments (e.g., museums, libraries, gardens, galleries, exhibits, expositions, demonstrations, fairs); or educational materials and products accessible through print, radio, television, or web media (e.g., pamphlets, web sites, software, CD's). The learning experience is often short-term and directed or paced by the learner.	Examples: Exhibits, interactive displays, demonstrations, presentations, archival documents that draw on scholarly knowledge but are designed for and accessible by the general public. Pamphlets, booklets, self-paced online course modules or CD-ROMs on contents of interest to the general public (i.e. gardening, shelter construction, organizational skills, travel, etc.), software, or textbooks for lay audiences; Dissemination of *knowledge through media such as speaker's* bureaus, TV appearances, newspaper interviews, radio broadcasts, web pages, and podcasts, if scholarly and readily available to the public; popular writings in newsletters, popular press, or practitioner-oriented publications.
Research and Creative Activity	Research: Applied or community-based research specifically targeted at a community-defined problem and intended to have a direct impact on a specific community while creating new knowledge for the community and the discipline (for potentially broader societal applications). Also includes capacity-building, evaluation and impact assessments, as well as technology transfer. May be funded through grants or contracts from government agencies, businesses, community-based organizations, nonprofit agencies, or foundations.	Examples: A U.S. Beef Processing Study for Food Industry Specialists; a community *garden project in a "food-arm" neighborhood;* an after-school mentoring program for educationally disadvantaged students.

	<u>Creative Activity</u>: Original creations of literary, fine, performing, or applied arts and other expressions of creative disciplines or fields at the university that are made available to or generated in collaboration with external, public audiences.	Examples: community performances; after school enrichment programs in theatre, dance, music, or the arts; original film and video productions.
Service on Boards and Committees	Contributions of scholarly or professional expertise by faculty or staff to non-university audiences on an ad hoc or ongoing basis via local, national, or international boards or committees.	Examples: Service on Child Protective Services Board; Participation in ad hoc committee on addressing gang violence in certain parts of the city.
Technical or Expert Assistance	Activities in which faculty or staff respond to requests from individuals, programs, or agencies and organizations external to the university by sharing their knowledge, expertise, and skills in order to help those entities achieve their goals. There is direct interaction with the external constituency (as opposed to responding by delivering a pamphlet or reference to a Web site or the like).	Examples: Providing expertise to address or improve the effectiveness and efficiency of an organization or to improve knowledge and skills; providing expert testimony and other forms of legal advice; consulting work for the benefit of the constituent; assisting agencies or businesses with analyzing production processes.

Appendix VII – Raiders Engaged Survey Questions

1. Which academic year are you reporting on?

2. Project start date (if exact date is unknown select the first date of the month when it began)

3. Project end date (if exact date is unknown, select the first date of the month the project ended. If project is still ongoing, leave field blank)

4. What is the exact title of the project, program, or activity?

5. Please provide a brief description.

6. What is the current status of the project (continuation or new)?

7. Is the project an individual, unit/department, academic college, institutional, or multi-institutional project?

8. Provide a summary of the project/activity results.

9. What are the forms of engagement used in this project? Select the top one or two forms of engagement.

    o Clinical Service

    o Credit Courses and Programs

    o Economic Engagement

    o Experiential or Service Learning

    o Noncredit Classes and Programs

    o Public Programs, Events, and Resources

    o Research and Creative Activity

    o Service on Boards and Committees

    o Technical or Expert Assistance

    o Not Applicable

    o Unknown

    o Other (Specify)

10. What are the societal issues addressed? Select the top one or two issues.

    o Business/Economic Development

    o Community Development/Arts/Culture/Civic Life

    o Education (Pre-K - 20)

- o Environment/Natural Resources/Land Use

- o Facilities and Construction

- o Global Issues

- o Governance and Public Policy

- o Health and Health Care

- o Safety and Security

- o Science and Technology

- o Youth and Family Relationships & Well-Being

- o Not Applicable

- o Unknown

- o Other (Specify)

11. What are the domains that were impacted by this project/activity? Select the top one or two domains.

- o Economy

- o Health and Human Life

- o Human Capital

- o Human Relations/Behavior/Well-Being

- o Infrastructure

- o Innovation

- o Intellectual Property

- o Internationalization

- o Natural Resources/Environment/Water

- o Quality of Life

- o Recruitment

- o Research

- o Rural Life

- o Social Empowerment

- o Teaching and Learning

- o Technology Transfer

- o University-Community Ties

- o Urban Environment

- o Not Applicable

- o Unknown

- o Other (Specify)

12. Briefly describe current or anticipated outcomes of the project/activity.

13. Please provide the total amount of external funding or revenue generated through the project for the report year.

14. What were the sources of funding or revenue? Select all that apply

- o Event/Activities Fees

- o Federal Grant

- o Foundations

- o International Agencies

- o Private Business/Industry

- o Other Non-Profit Organizations

- o State Grant

- o Other (Specify)

15. Please select the population served by your project during the report year and indicate how many individuals were served in each category.

- o TTU Students

  - ▪ # of Domestic

  - ▪ # of International

- o TTU Faculty

- o TTU Staff

- o K-12 students, administrators, teachers

- o Community college students, faculty, staff

- o Other 4-Year institutions' students, faculty, staff

- o Private business & industry

- o Government

- o Non-profit agencies

- o General public

- o Other:

  - ▪ Description

  - ▪ Number Served

16. Who were the primary external partners in this project?

17. Please provide the names of other TTU departments involved in the project.

18. Please provide the name(s) of other TTU faculty and staff involved in the project.

19. What was your primary role in the project?

   - o Project Manager

   - o Key Personnel

   - o Lead PI

   - o Co-PI

   - o Facilitator

   - o Other (please provide description)

20. Approximate total number of hours spent by TTU faculty on project/activity for the current reporting year.

21. Approximate total number of hours spent by you on the project/activity for the current reporting year.

22. Approximate total number of hours spent by TTU staff on project/activity for the current reporting year.

23. Did TTU students participate in this project?

24. If yes, approximately how many?

   - o Domestic

   - o International

25. Approximate total number of hours spent by TTU students on the project/activity for the current reporting year.

26. Which Texas regions were directly affected by this project?

27. Which U.S. states were directly affected by this project?

28. Which countries were served by the project/activity?