Texas Tech University
Raiders Engaged
Institutional Summary of
University Outreach and Engagement

Academic Year 2019 Administration

Report Date: October 2020

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 University Outreach and Engagement, and Application & Development. This report highlights the results from the Calendar Year 2019 administration of *Raiders Engaged.* Data encompasses outreach and engagement projects, which took place **between January 1, 2019 and December 31, 2019,** as reported by faculty and staff from academic and administrative units at TTU in response to the online survey.

2019 Administration

  The 2019 *Raiders Engaged* online survey opened on January 1, 2019 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). In 2018, the administration switched from academic year to calendar year, different from previous administrations, to improve the response rate and allow year-round reporting. In doing so it was hoped that more individuals would be able to enter their data as events occurred andto improve overall accuracy. Several e-mail reminders followed, and units were contacted individually to encourage participation. The survey officially closed for a brief two-week period in May of 2020 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 2019 academic year administration. Based on recommendations from a metrics taskforce that was convened by the Office of University Outreach and Engagement in Spring 2019, two measures from previous administrations were modified. The measure "Number of hours faculty and staff were involved in TTU OES" was changed to "Number of TTU faculty and staff involved in outreach and engagement activities." The measure "Number of service-learning courses offered" was changed to "Number of TTU students participating in High Impact Practices." Due to a greater focus on engaged scholarship in TTU's Strategic Plan, two new questions were added to the instrument to identify "Number of faculty who received awards for excellence in outreach and engagement," and "Number of publications, presentations, performances, and other peer-reviewed scholarship products."

  Additionally, OPA staff added multiple fields and functions to certain sections in Digital Measures 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 1,318 unique projects. Of those 636 projects were identified through Digital Measures. Based on data collected, 61,014.00 total student hours and 101,462 faculty hours were spent preparing, implementing, and evaluating outreach and engagement projects. TTU projects involved a total of 1,701 external and 623 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

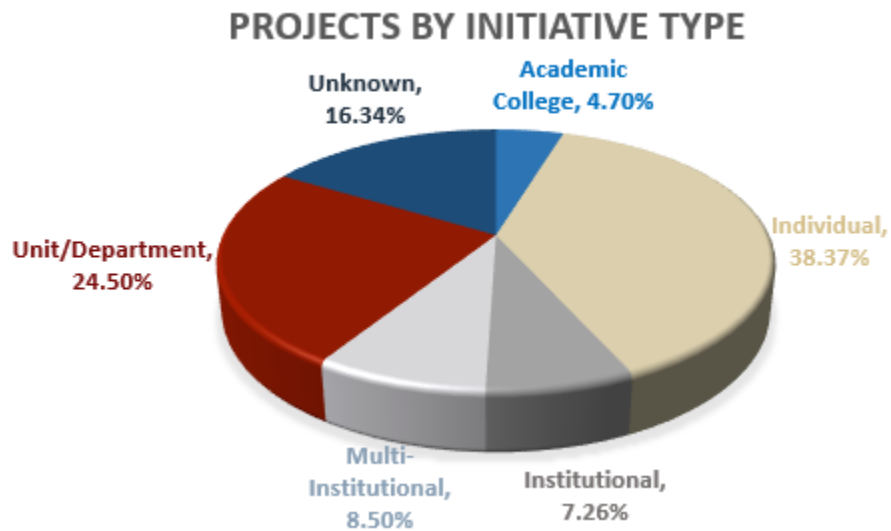|	
Unique Projects	1,318
New Projects	106
Unique Faculty Hours	101,462
Unique Staff Hours	293,045
Total External Partnerships	1,701
Total Internal Partnerships	623

Reporting Unit via *Raiders Engaged*	Number of Projects	External Funding Received	Faculty Hours	Staff Hours	Student Hours	Student Participants	K-12 Participants	Other Participants	Faculty/Staff Involved
Administrative Units	289	$12,050,916.76	5,616	39,120	15,704	2,130	77,753	164,121	333
College of Agricultural Sciences & Natural Resources	109	$11,655,450.00	17,286	30,797	325	603	18,336	175,420	219
College of Architecture	11	$82,000.00	171	50	0	74	3,410	14,040	9
College of Arts & Sciences	146	$3,895,527.56	9,643	6,919	3,748	1,370	6,737	422,512	181
Rawls College of Business	101	$2,755,632.81	4,892	5,179	11,606	435	3,684	341,298	383
College of Education	91	$4,407,100.45	42,978	181,452	4,814	237	101,955	141,296	115
College of Engineering	127	$375,964.25	1,767	6,192	2,915	172	13,947	25,329	148
Honors College	3	$2,060.00	30	40	536	22	40	252	4
College of Human Sciences	239	$13,279,614.15	12,497	19,140	10,618	2,485	49,596	86,597	260
School of Law	87	$820,383.64	2,226	1,209	5,856	107	1,337	147,368	28
College of Media & Communication	43	$1,466,500.26	783	339	0	835	765	34,044	8
College of Visual & Performing Arts	69	$1,769,732.12	3,489	2,608	4,892	3,352	9,667	17,188	80
Veterinary Medicine	3	$0.00	84	0	0	30	0	0	11
Grand Total	1,318	$52,560,882.00	101,462	293,045	61,014	11,852	287,227	1,569,465	1,779

Initiative Type

Raiders Engaged collects information regarding the type of engagement initiatives 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* (38.37) followed by *Unit/Department Initiatives* (24.50%) .The following graph reflects a breakdown of projects by Initiative Type.

PROJECTS BY INITIATIVE TYPE

Academic College, 4.70%

Unknown, 16.34%

Individual, 38.37%

Unit/Department, 24.50%

Multi-Institutional, 8.50%
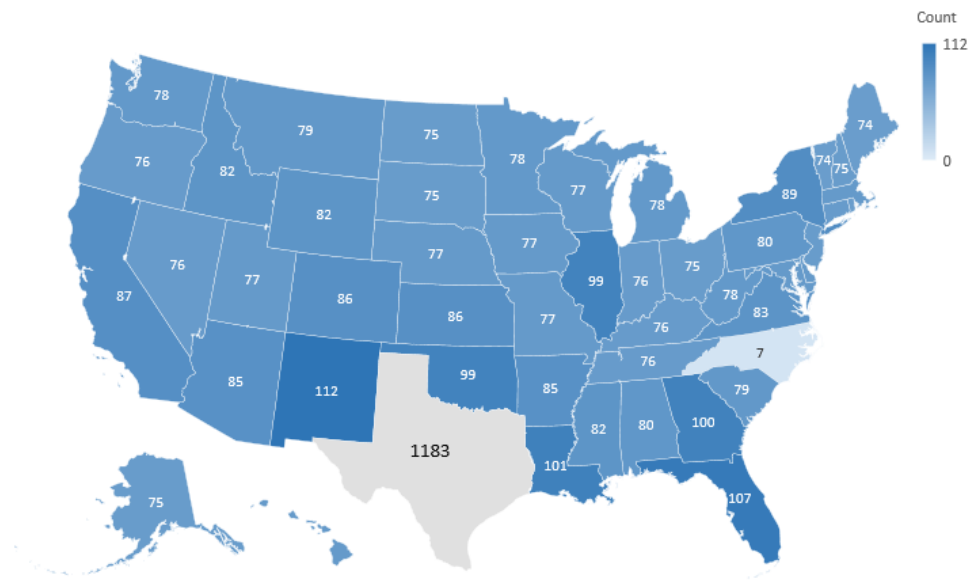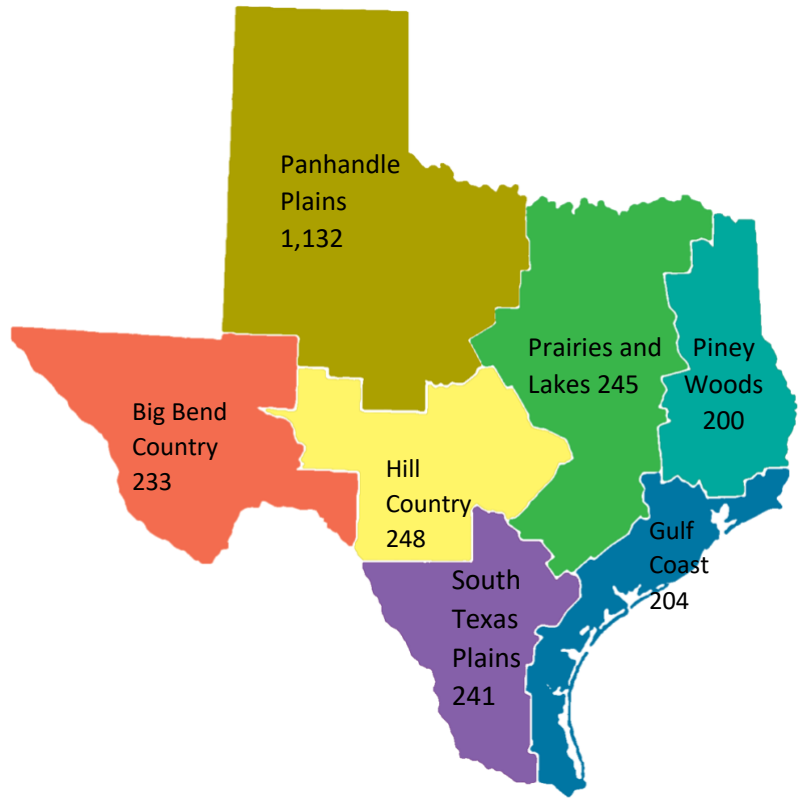
Institutional, 7.26%

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, **1,132** projects reported serving the **Panhandle Plains region**, where Lubbock County is located, followed by the **Hill Country (248) and Prairies and Lakes (245)** and the **South Texas Plains (241).** A full list of Texas regions served is provided in Appendix III.

A total of 1,183 projects indicated impacting the entire state of **Texas. New Mexico** was the second most-impacted state **(112)**, followed by **Florida (107), Louisiana (101)**, and **Georgia (100).** A full list of states served is provided in Appendix IV.

In terms of the global impact of TTU's outreach and engagement, **1,208** projects reportedly served the **United States**, while **78** countries other than the United States were served. The countries most served by TTU outreach and engagement were **Brazil (36), Mexico (19), and Indonesia (17)**. A full list of countries served is provided in Appendix V.

Texas Tech University Outreach and Engagement Regional Impacts in Texas

Panhandle Plains 1,132

Prairies and Lakes 245

Piney Woods 200

Big Bend Country 233

Hill Country 248

Gulf Coast 204

South Texas Plains 241

Count
112

0

78
79
75
78
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112
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1183
82
80
100
101
75
107

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The following graphs represent TTU outreach and engagement initiatives by *Area of Concern* and *Form of Engagement*. The p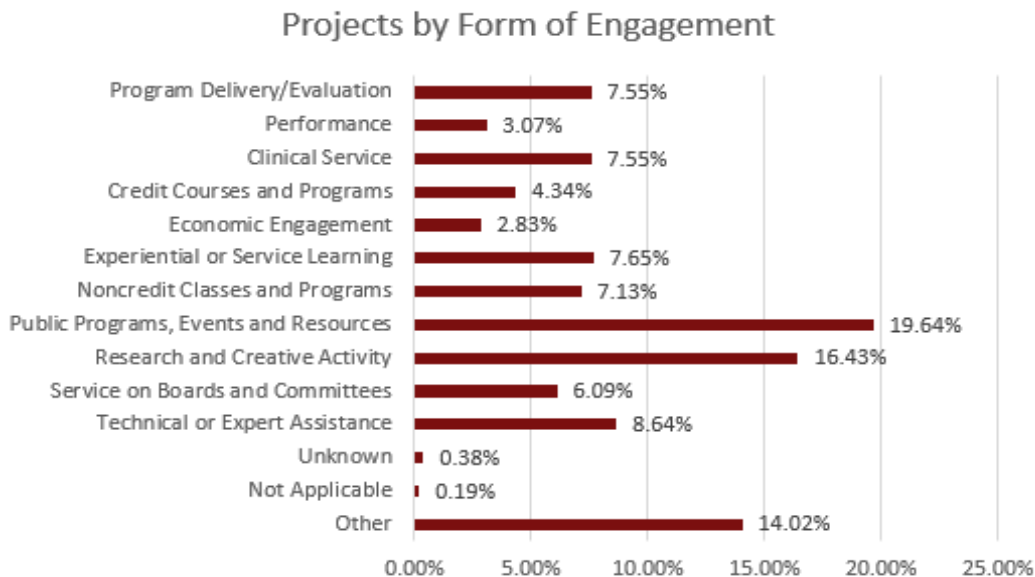rimary Area of Concern that outreach and engagement projects addressed was **Pre-K-20 Education (20.91%**), followed by **Community Development/Arts/Culture/Civic Life (15.55%).** In 'Other' (**12.99%**) the most common comments were of Continuing Education and Professional Development.

Projects by Area of Concern

Category	Percent
Youth and Family Relationships & Well-Being	5.94%
Unknown	0.39%
Science and Technology	11.49%
Safety and Security	1.16%
Personal Finance	0.24%
Not Applicable	0.58%
Legal Services	0.48%
Health and Health Care	9.61%
Governance and Public Policy	2.95%
Global Issues	4.35%
Facilities and Construction	1.11%
Environment/Natural Resources/Land Use	5.65%
Education (Pre-K - 20)	20.91%
Concern Other	12.99%
Community Development/Arts/Culture/Civic Life	15.55%
Business/Economic Development	6.62%

The primary *Forms of Engagement* involved in faculty and staff outreach and engagement initiatives were: **Public Programs, Events, and Resources (19.64%)** and **Research and Creative Activity (16.43%)**, followed by **Other (14.02%).** In 'Other', the most common comments were of Relationship Development and Volunteering. See Appendix VI for definitions and examples of each form of engagement.

Projects by Form of Engagement

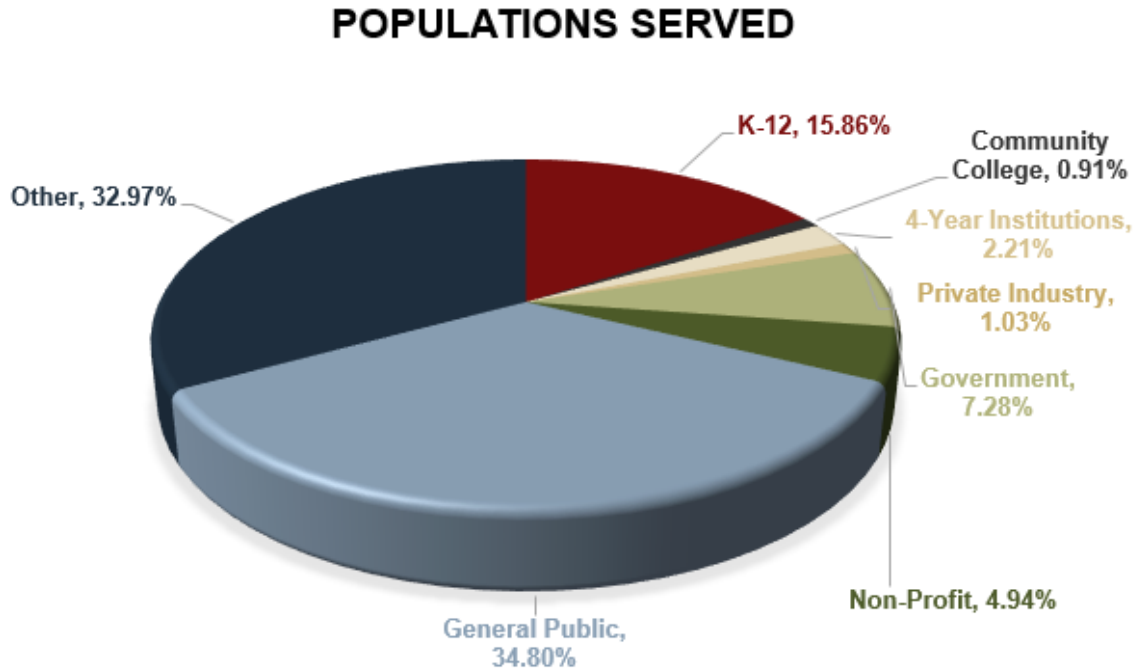| Category	Percent
Program Delivery/Evaluation	7.55%
Performance	3.07%
Clinical Service	7.55%
Credit Courses and Programs	4.34%
Economic Engagement	2.83%
Experiential or Service Learning	7.65%
Noncredit Classes and Programs	7.13%
Public Programs, Events and Resources	19.64%
Research and Creative Activity	16.43%
Service on Boards and Committees	6.09%
Technical or Expert Assistance	8.64%
Unknown	0.38%
Not Applicable	0.19%
Other	14.02%

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 engaging in Public Programs, Events, and Resources activity and the K-12 populations. Of the total number of projects received, 40.55% reported addressing the 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.
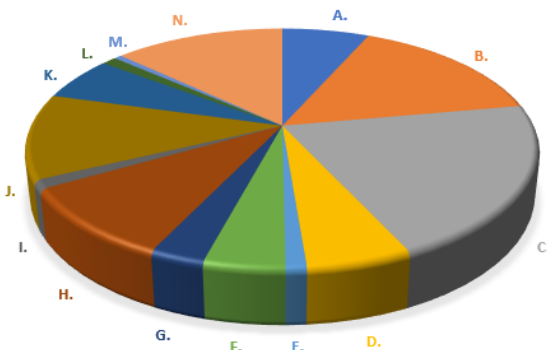
Participants and Funding

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. In analyzing the reported 'Other' (**32.97%**) population, data suggests that these numbers could be considered part of the General Public.

POPULATIONS SERVED

K-12, 15.86%
Community College, 0.91%
4-Year Institutions, 2.21%
Private Industry, 1.03%
Government, 7.28%
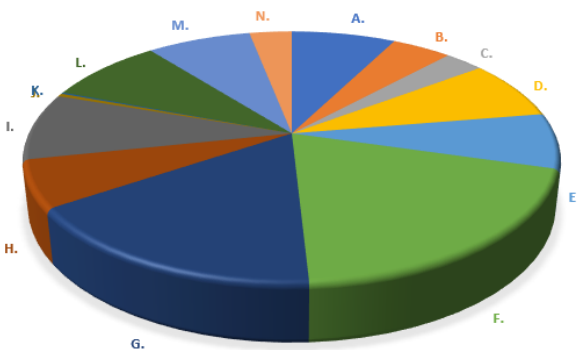Non-Profit, 4.94%
General Public, 34.80%
Other, 32.97%

The total funding generated for all initiatives combined during CY 19 was $52,560,882.00. 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.
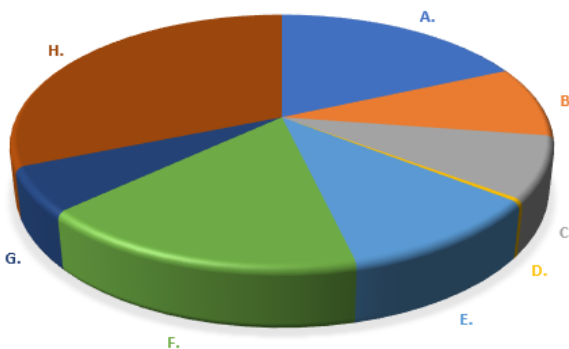
FUNDING BY AREA OF CONCERN

A. Business/Economic Development	$3,479,530.37	6.62%
B. Community Development/Arts/Culture/Civic Life	$8,173,217.11	15.55%
C. Education (Pre-K - 20)	$10,990,480.37	20.91%
D. Environment/Natural Resources/Land Use	$2,969,689.82	5.65%
E. Facilities and Construction	$583,425.79	1.11%
F. Global Issues	$2,286,398.36	4.35%
G. Governance and Public Policy	$1,550,546.01	2.95%
H. Health and Health Care	$5,051,100.74	9.61%
I. Safety and Security	$609,706.23	1.16%
J. Science and Technology	$6,039,245.31	11.49%
K. Youth and Family Relationships & Well-Being	$3,122,116.38	5.94%
L. Unknown	$583,425.79	1.11%
M. N/A	$304,853.11	0.58%
N. Other	$6,827,658.54	12.99%

FUNDING BY FORM OF ENGAGEMENT

A. Clinical Service	$3,968,346.57	0.92%
B. Credit Courses and Programs	$2,281,142.27	9.08%
C. Economic Engagement	$1,487,472.95	3.29%
D. Experiential or Service Learning	$4,020,907.45	12.68%
E. Noncredit Classes and Programs	$3,747,590.87	7.91%
F. Public Programs, Events and Resource	$10,322,957.17	15.75%
G. Research and Creative Activity	$8,635,752.87	7.48%
H. Service on Boards and Committees	$3,200,957.70	19.06%
I. Technical or Expert Assistance	$4,541,260.18	18.81%
J. Unknown	$199,731.35	0.00%
K. Not Applicable	$99,865.68	0.00%
L. Other	$4,472,931.04	5.03%
M. Program Delivery/Evaluation	$3,968,346.57	7.55%
N. Performance	$1,613,619.07	3.07%

FUNDING BY FUNDING SOURCE

A. Event/Activities Fees	$9,612,644.48	18.29%
B. Federal Grant	$4,762,227.54	9.06%
C. Foundations	$4,144,901.75	7.89%
D. International Agencies	$176,378.80	0.34%
E. Other Non-Profit Organizations	$5,644,121.53	10.74%
F. Private Business/Industry	$8,818,939.89	16.78%
G. State Grant	$2,998,439.56	5.70%
H. Other	$16,403,228.19	31.21%

Conclusion

Data collected through *Raiders Engaged* in 2019 remains consistent with emerging trends from previous administrations. Among the main goals for future assessments are to continue offering the survey year-round for continuous reporting and to continue improving the data collection process. One major enhancement for the 2019 administration was the inclusion of a more primary data entry through the Digital Measures portal, allowing faculty and other seasoned DM users the comfortability and convenience of a local and familiar instrument. This decreases the amount of time spent completing the survey and helps maintain data consistency. Additionally, the integration of data collection through Digital Measures has been beneficial in identifying faculty outreach and engagement projects that may not get reported in Raiders Engaged. OPA, in collaboration with the University Outreach and Engagement office, will continue investigating ways to enhance this function within Digital Measures.
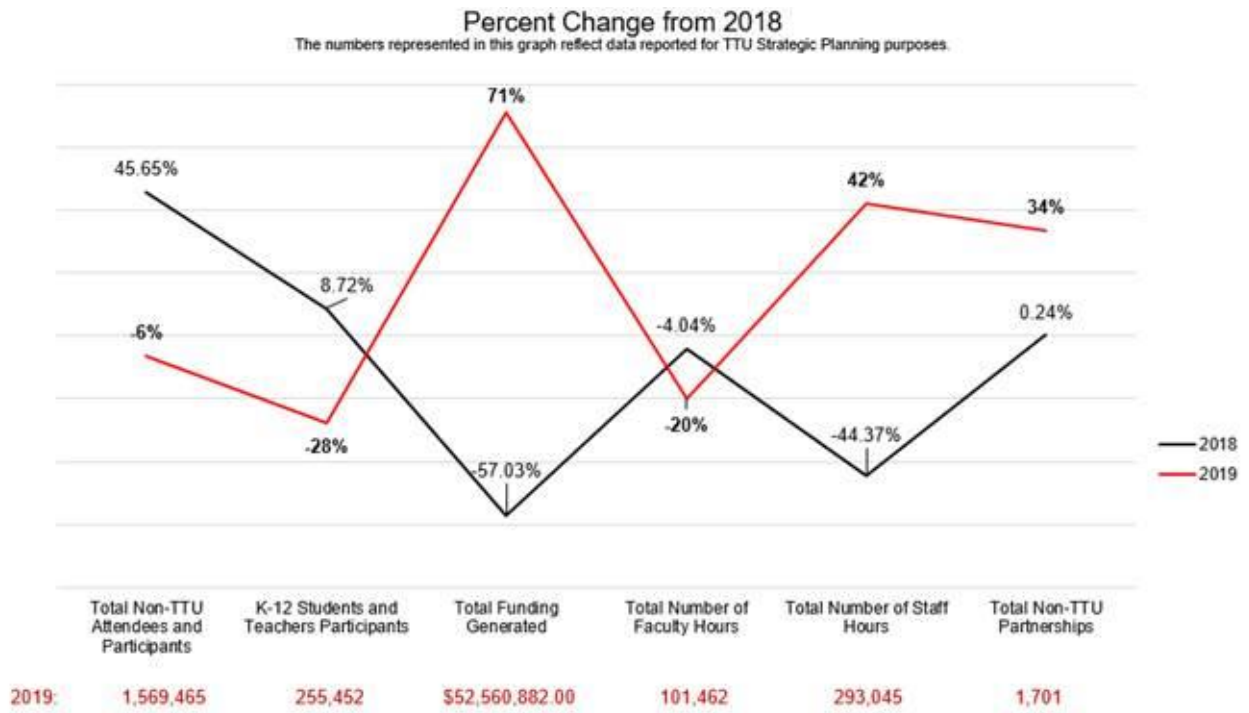
The 2019 administration of *Raiders Engaged* collected data 137 less projects as compared to Calendar Year '18. Notably, there were 802,112 more people directly impacted by outreach and engagement efforts and an additional 1,313,016 people indirectly impacted by projects. Based on survey results, many 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 2018. The 2019 administration data showed a $21,860,881.74 dollar increase in funding generated.

The primary source of funding dollars reported through projects was **Event/Activities Fees (18.46%)** and funding reported for this administration was more evenly distributed among categories. The two main areas of engagement were **Public Programs, Events, and Resources (44.70%) and Research and Creative Activity (12.88%)**, and the primary area of concern addressed was **Education (Pre-K-20) (25.50%)**. 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 an overall positive trend in data reported for TTU Strategic Planning purposes and coincides with what would be expected year-to-year.

Percent Change from 2018
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
2019:	1,569,465	255,452	$52,560,882.00	101,462	293,045	1,701

The number of **Total Number of Faculty Hours (-20% decrease)** and the number of **K-12 Students and Teachers Participants (-28% decrease)** participating in outreach and engagement shows a slight decrease from what was seen in 2018. Additionally, the graph appears to indicate a significant increase in **Total Funding Generated (71% increase).** One area that did not see any growth with this administration was the number of **Total Non-TTU Attendees and Participants (-6% decrease)** with this calendar year's TTU's outreach and engagement efforts.

It is important to note that any growth or decrease in growth demonstrated in the data received in this administration does not necessarily reflect that more and/or less outreach and engagement is occurring on the TTU campus as compared to 2018. 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 and Digital Measures 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. The reporting of outreach and engagement activities in Digital Measures will also facilitate consideration of these strategic activities in faculty annual reviews.

Appendix I – Email Invitation from Provost

2019 TTU Outreach and Engagement' Assessment - IMPORTANT INFORMATION!

Office of the Provost, Outreach and Engagement
To

↩ Reply   ↩ Reply All   → Forward   ⋯

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& Engagement™

December 5, 2019

Dear TTU Faculty,

The 2019 campus-wide assessment of faculty and staff Outreach and Engagement is now under way. Because Outreach and Engagement is one of Texas Tech's three strategic priorities, we encourage you to participate in the assessment to assist campus leaders in evaluating the extent and nature of the university's outreach and engagement activities. We would like to make you aware of a few exciting changes related to the annual assessment. These changes are the result of recommendations from a task force consisting of Texas Tech faculty and administrators convened by University Outreach and Engagement and the Office of Planning and Assessment. The changes include the following:

1) The reporting period will change from academic year to calendar year, meaning that you would report activities conducted between January 1 and December 31;*
2) You will now be able to report scholarly activities relating to "Outreach," "Engagement," or "Engaged Scholarship" in the teaching, research, or service sections of Digital Measures (via a check-mark and drop-down menu);
3) You will also have the option to provide additional information about these activities in a separate "Outreach and Engagement" section of Digital Measures instead of in *Raiders Engaged*;
4) If you prefer to continue reporting your outreach and engagement activities via the online *Raiders Engaged survey*, you may do so (OPA will transfer any data reported in *Raiders Engaged* regularly into the "Outreach and Engagement" section of faculty Digital Measures accounts);
5) Any outreach and engagement information entered either in *Raiders Engaged* or in Digital Measures will be made available by OPA to chairs for faculty annual reports;
6) Due to changes in strategic planning timelines, the official university deadline for submitting outreach and engagement projects or activities is now May 1; however, faculty should enter their activities by January 20 for assured inclusion in current year reports;
7) *Raiders Engaged* will continue to be TTU's primary database for comprehensive information on all reported TTU faculty and staff outreach and engagement activities and data will be shared between Digital Measures and *Raiders Engaged*;
8) Staff will continue to use the online *Raiders Engaged* survey for reporting their outreach and engagement activities;
9) *Raiders Engaged* will now remain open throughout the year for entries, except during the month of May.

Both the *Raiders Engaged* database and Digital Measures are ready for your reporting NOW. *Note: Due to the switch in reporting period from academic year to calendar year, the current 2019 assessment cycle will encompass activities conducted between September 1, 2018 and December 31, 2019.

Please do not hesitate to contact our office if you have any questions or concerns. Thank you in advance for participating in this year's assessment! On behalf of Texas Tech, we also thank you for your contributions to its strategic priority to "transform lives and communities through strategic outreach and engaged scholarship."

Sincerely,

John Opperman, Ph.D.
Associate Vice Provost,
University Outreach and Engagement

Birgit Green, Ph.D.
Director,
University Outreach and Engagement

Appendix II – Projects by Region

Region	Projects
Big Bend Country	233
Gulf Coast	204
Hill Country	248
Panhandle Plains	1,132
Piney-Woods	200
Prairies and Lakes	245
South Texas Plains	241

Appendix III – Projects by State

State	Projects	State	Projects	State	Projects
Alabama	80	Kentucky	76	North Dakota	75
Alaska	75	Louisiana	101	Ohio	75
Arizona	85	Maine	74	Oklahoma	99
Arkansas	85	Maryland	77	Oregon	76
California	87	Massachusetts	77	Pennsylvania	80
Colorado	86	Michigan	78	Rhode Island	74
Connecticut	76	Minnesota	78	South Carolina	79
Delaware	77	Mississippi	82	South Dakota	75
District of Columbia	75	Missouri	77	Tennessee	76
Florida	107	Montana	79	Texas	1,183
Georgia	100	Nebraska	77	Utah	77
Hawaii	77	Nevada	76	Vermont	74
Idaho	82	New Hampshire	75	Virginia	83
Illinois	99	New Jersey	75	Washington	78
Indiana	76	New Mexico	112	West Virginia	78
Iowa	76	New York	89	Wisconsin	77
Kansas	86	North Carolina	7	Wyoming	82

Appendix IV - Projects by Country

Projects	COUNTRY	Count		Projects	COUNTRY	Count
1	Angola	1		1	India	4
1	Australia	16		1	Indonesia	17
1	Austria	2		1	Ireland	2
1	Bahamas, The	7		1	Italy	2
1	Belgium	1		1	Japan	3
1	Belize	8		1	Kenya	1
1	Benin	1		1	Malawi	1
1	Bermuda	1		1	Mexico	19
1	Bolivia	1		1	Mozambique	1
1	Brazil	36		1	Netherlands	3
1	Cameroon	2		1	New Zealand	4
1	Canada	11		1	Nicaragua	8
1	Central African Republic	1		1	Niger	1
1	Chad	1		1	Nigeria	1
1	Chile	3		1	Norway	3
1	China	4		1	Palestinian Territory, Occupied	1
1	Colombia	9		1	Panama	1
1	Cook Islands	1		1	Paraguay	8
1	Costa Rica	7		1	Peru	3
1	Cote d'Ivoire	1		1	Portugal	3
1	Czech Republic	1		1	Puerto Rico	10
1	Denmark	2		1	Romania	2
1	Dominica	1		1	Russian Federation	2
1	Dominican Republic	3		1	Saudi Arabia	1
1	Ecuador	1		1	Singapore	1
1	Estonia	1		1	South Africa	4
1	Ethiopia	3		1	Spain	5
1	Finland	2		1	Sri Lanka	1
1	France	3		1	Sweden	3
1	Gabon	1		1	Switzerland	4
1	Germany	3		1	Thailand	1
1	Ghana	1		1	Trinidad and Tobago	3
1	Greece	4		1	Turkey	6
1	Guatemala	8		1	United Arab Emirates	1
1	Haiti	1		1	United Kingdom	11
1	Honduras	10		1	United States	1208
1	Hong Kong	1		1	Venezuela	10
1	Iceland	2		1	Vietnam	1
				1	Virgin Islands, U.S.	1

Appendix V - 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 w**hich 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 VI – 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)

- Environment/Natural Resources/Land Use

- Facilities and Construction

- Global Issues

- Governance and Public Policy

- Health and Health Care

- Safety and Security

- Science and Technology

- Youth and Family Relationships & Well-Being

- Not Applicable

- Unknown

- Other (Specify)

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

- Economy

- Health and Human Life

- Human Capital

- Human Relations/Behavior/Well-Being

- Infrastructure

- Innovation

- Intellectual Property

- Internationalization

- Natural Resources/Environment/Water

- Quality of Life

- Recruitment

- Research

- Rural Life

- Social Empowerment

- Teaching and Learning

- Technology Transfer

- University-Community Ties

- Urban Environment

- Not Applicable

- Unknown

- 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*

- Event/Activities Fees

- Federal Grant

- Foundations

- International Agencies

- Private Business/Industry

- Other Non-Profit Organizations

- State Grant

- 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.

- TTU Students

    - # of Domestic

    - # of International

- TTU Faculty

- TTU Staff

- K-12 students, administrators, teachers

- Community college students, faculty, staff

- 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?