



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 2018 Administration

Report Date: May 17, 2019



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 2017-2018 administration of Raiders Engaged. Data encompasses outreach and engagement projects, which took place between September 1, 2017 and August 31, 2018, as reported by faculty and staff from academic and administrative units at TTU in response to the online survey.

2018 Administration

The 2018 Raiders Engaged online survey opened on September 1, 2018 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 January 1, 2019 but remained active to allow specific units that were individually contacted to report.

Results

Respondents reported on a total of 985 unique projects, 242 of which were identified as new projects for the academic year. An additional 390 projects were identified through DigitalMeasures, and 80 through Indico, for a total of 1,455 projects reported. Based on data collected, 126,784 total faculty hours and 206,112 total staff hours were spent preparing, implementing, and evaluating outreach and engagement projects. TTU projects involved a total of 1,274 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	1455
New Projects	242
Unique Faculty Hours	126,784
Unique Staff Hours	206,112
Total External Partnerships	1,274
Total Internal Partnerships	466

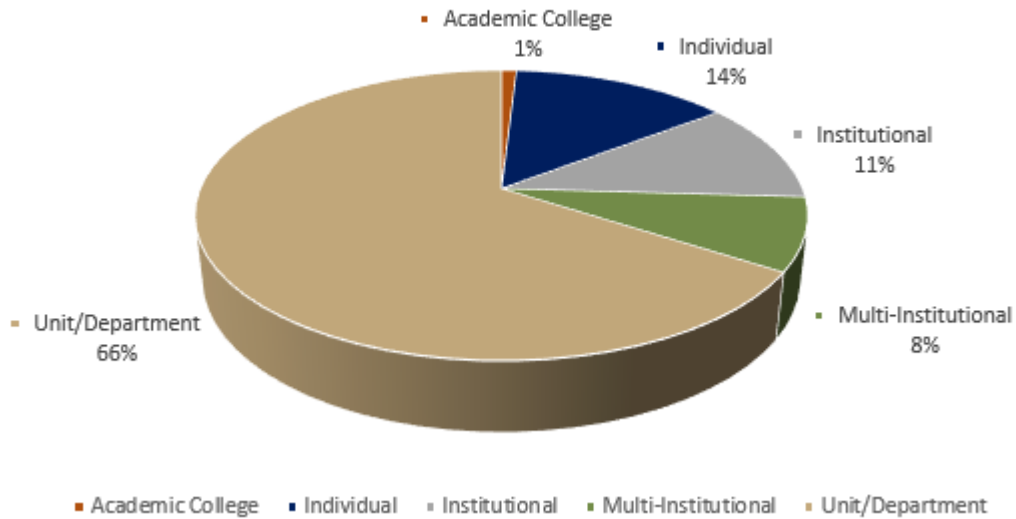
Reporting Unit via <i>Raiders Engaged</i>	Number of Projects	External Funding Received	Faculty Hours	Staff Hours	Student Hours	Student Participants	K-12 Participants	Other Participants
Administrative Units	691	\$9,261,140.90	12,801	51,816	64,606	98,591	114,405	314,285
College of Agricultural Sciences & Natural Resources	106	\$5,265,254.99	17,897	19,159	57,112	1,130	6,744	80,776
College of Architecture	11	\$32,700.00	554	64	2,991	415	0	5,431
College of Arts & Sciences	59	\$1,230,625.41	4,836	16,787	20,421	91,461	4,602	4,088
Rawls College of Business	43	\$2,421,010.00	3,295	4,611	2,115	300,993	5,503	311,195
College of Education	123	\$7,434,377.59	53,448	20,252	46,903	1,639	103,993	13,128
College of Engineering	63	\$250,314.84	1,541	627	1,970	227	9,047	6,361
Honors College	1	\$0.00	100	200	1,600	65	700	0
College of Human Sciences	161	\$3,864,255.25	13,678	81,705	59,402	13,793	49,935	179,022
School of Law	93	\$523,218.77	12,937	8,042	15,196	449	50,197	168,511
College of Media & Communication	28	\$75,902.51	2,874	755	12,473	701	230	416,341
College of Visual & Performing Arts	76	\$341,200.00	2,823	2,094	5,369	2,437	9,229	174,896
Grand Total	1455	\$30,700,000.26	126,784	206,112	290,158	511,901	354,585	1,674,034

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 Unit/Department Initiatives (66.0%) followed by Individual (14%). The following graph reflects a breakdown of projects by Initiative Type.



PROJECTS BY INITIATIVE TYPE



Geographic Impact

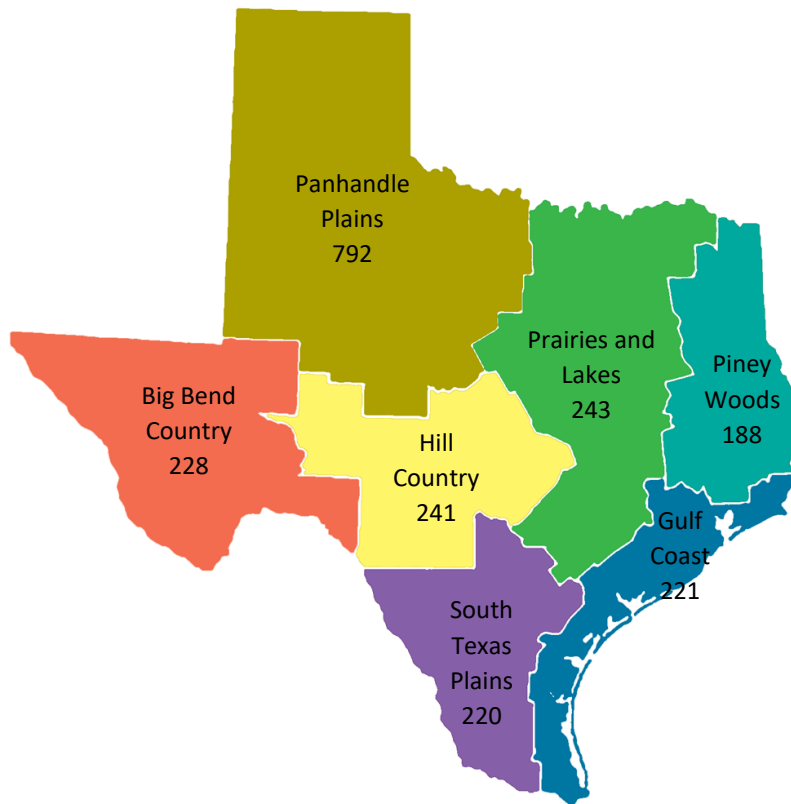
The following section highlights the geographic areas that were impacted by institution-wide outreach and engagement projects. In terms of the state-wide impact of TTU's outreach and engagement efforts, 792 projects reported serving the Panhandle Plains region, where Lubbock County is located, followed by the Prairies and Lakes and Gulf Coast regions (243, 221) and the Hill Country region (241). A full list of Texas regions served is provided in Appendix III.

A total of 911 projects indicated impacting the entire state of Texas. New Mexico was the second most-impacted state (129), followed by Colorado (117), Oklahoma (110), and Arizona (109), California (109), and Illinois (107). A full list of states served is provided in Appendix IV.

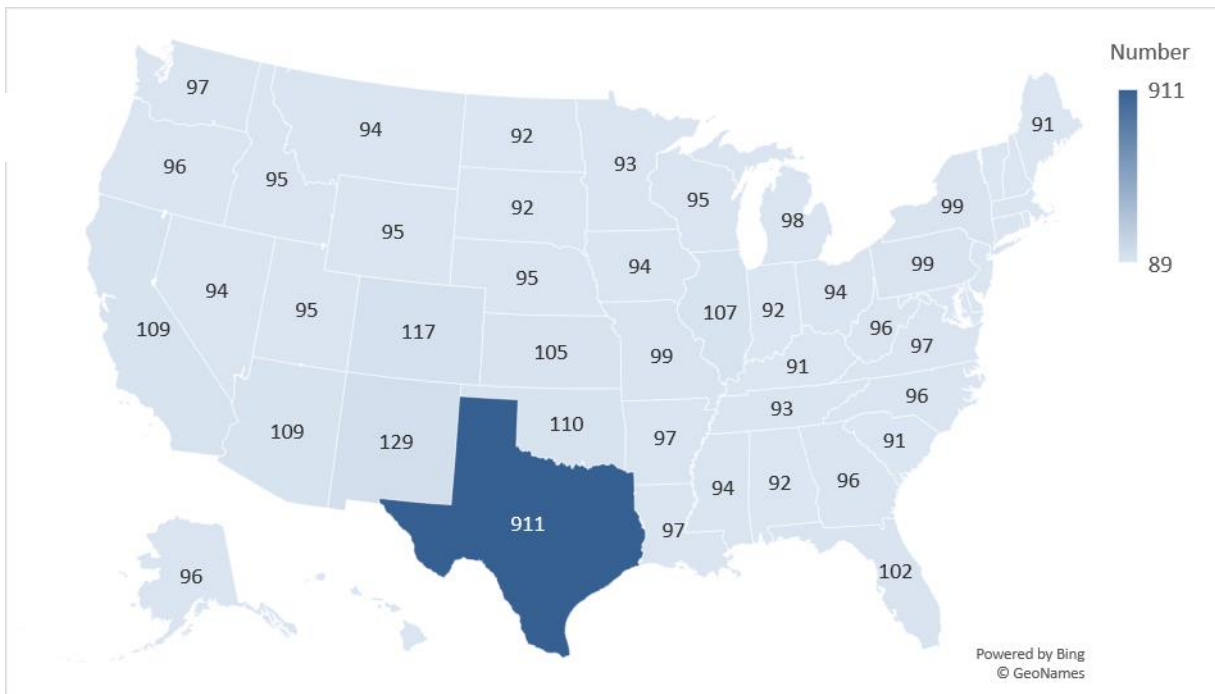
In terms of the global impact of TTU's outreach and engagement, 963 projects reportedly served the United States, while 171 countries other than the United States were served. The countries most served by TTU outreach and engagement were Mexico (16), Canada (16), and the United Kingdom (13). A full list 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

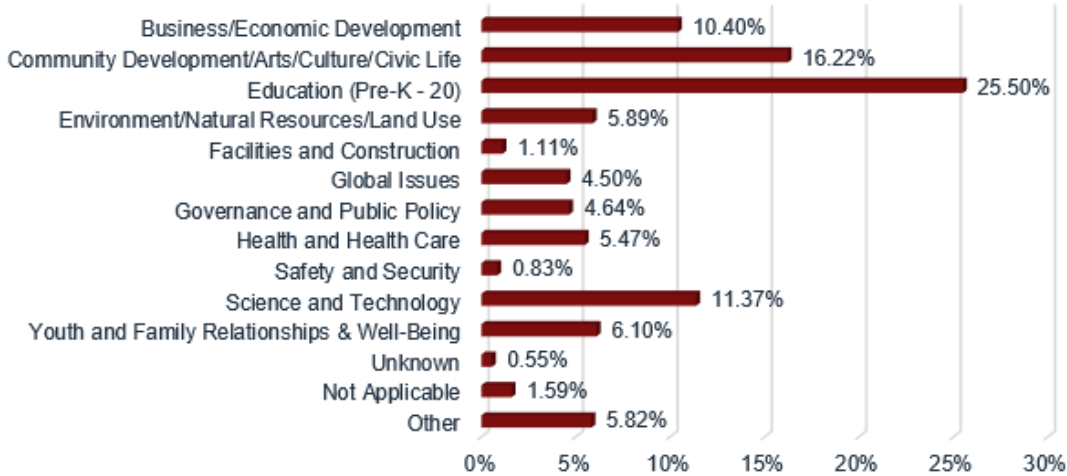




Area of Concern and Form of Engagement

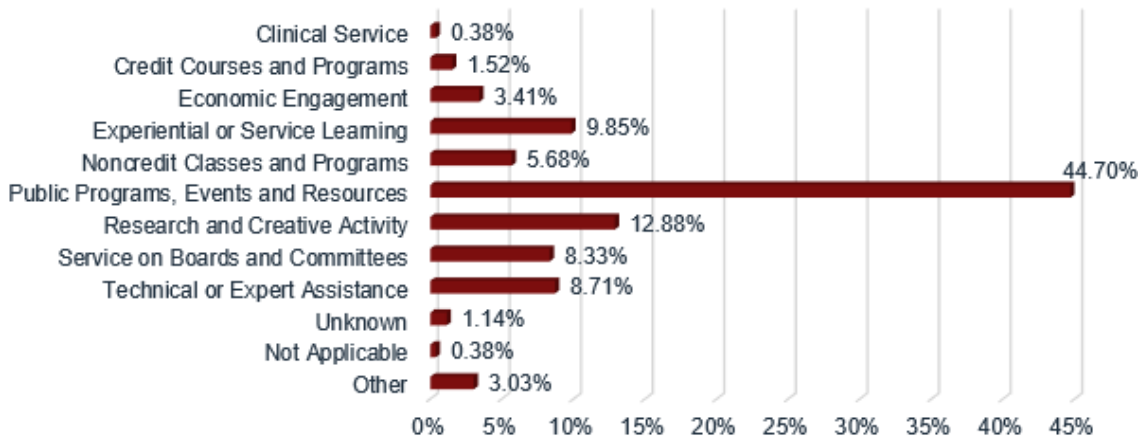
The following graphs represent TTU outreach and engagement initiatives by Area of Concern and Form of Engagement. The primary Area of Concern that outreach and engagement projects addressed was Pre-K-20 Education (25.50%), followed by Community Development/Arts/Culture/Civic Life (16.22%) and Science and Technology (11.37%).

Projects by Area of Concern



The primary Forms of Engagement involved in faculty and staff outreach and engagement initiatives were: Public Programs, Events, and Resources (44.70%) and Research and Creative Activity (12.88%), followed by Experiential or Service Learning (9.85%). See Appendix VI for definitions and examples of each form of engagement.

Projects by Form of Engagement

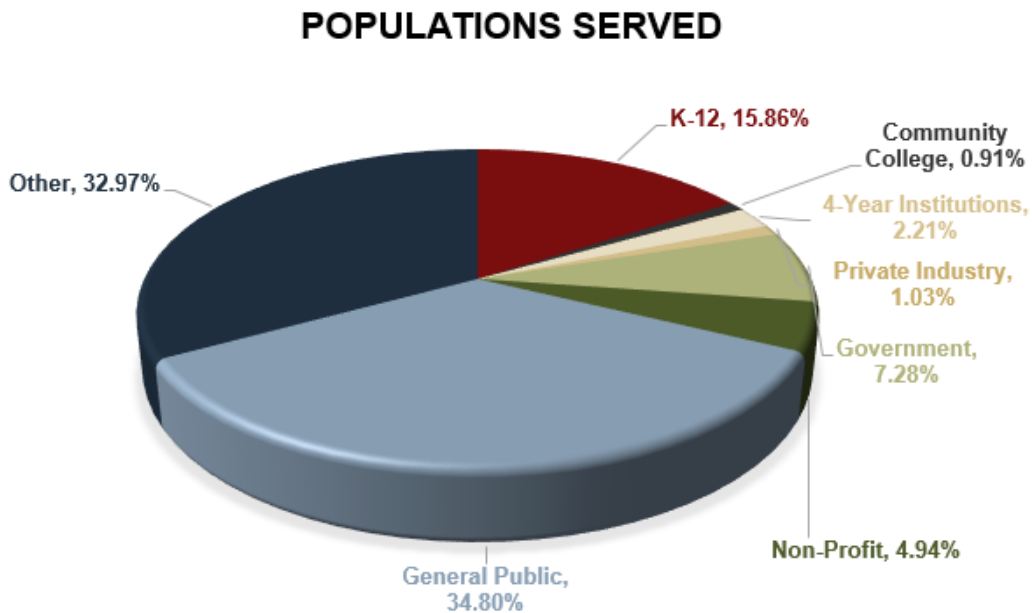




In analyzing the more prominent components of outreach and engagement data collected, it could be interpreted that areas have a clear connection in certain aspects. There appears to be a connection between projects impacting the Panhandle Plains region engaging in Public Programs, Events, and Resources activity and the K-12 populations. Of the total number of projects received, 50.66% 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.

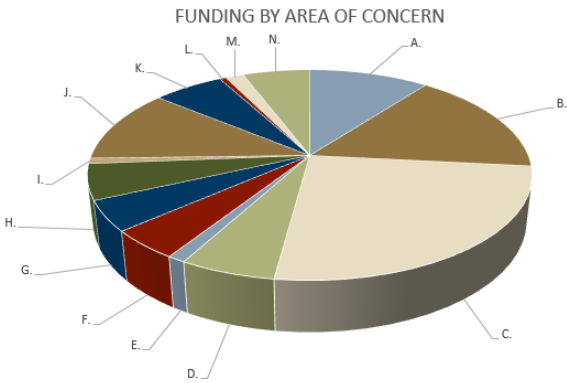
Participants and Funding

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.

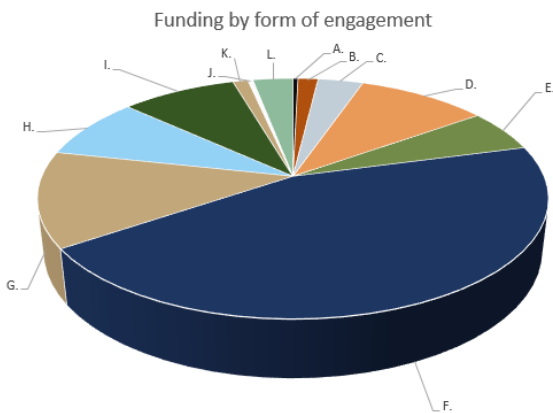


The total funding generated for all initiatives combined during AY' 17 was \$81,432,063¹. Funding came from private business and industry, state and federal grants, foundations, other non-profit organizations, and event/and activities fees. The following graphs showcase the breakdown of funding by area of concern, type of engagement, and funding source.

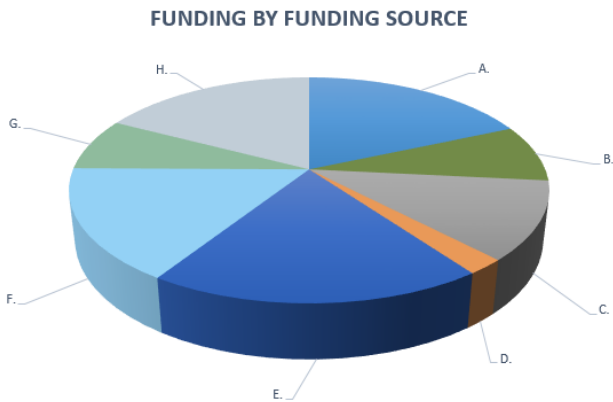
¹ This number includes duplicate counts as respondents were allowed to select multiple funding sources.



A. Business/Economic Development	10.40%
B. Community Development/Arts/Culture/Civic Life	16.22%
C. Education (Pre-K - 20)	25.50%
D. Environment/Natural Resources/Land Use	5.89%
E. Facilities and Construction	1.11%
F. Global Issues	4.50%
G. Governance and Public Policy	4.64%
H. Health and Health Care	5.47%
I. Safety and Security	0.83%
J. Science and Technology	11.37%
K. Youth and Family Relationships & Well-Being	6.10%
L. Unknown	0.55%
M. N/A	1.59%
N. Other	5.82%



A. Clinical Service	0.38%
B. Credit Courses and Programs	1.52%
C. Economic Engagement	3.41%
D. Experiential or Service Learning	9.85%
E. Noncredit Classes and Programs	5.68%
F. Public Programs, Events and Resources	44.70%
G. Research and Creative Activity	12.88%
H. Service on Boards and Committees	8.33%
I. Technical or Expert Assistance	8.71%
J. Unknown	1.14%
K. Not Applicable	0.38%
L. Other	3.03%



A. Event/Activities Fees	18.46%
B. Federal Grant	8.13%
C. Foundations	11.21%
D. International Agencies	2.20%
E. Other Non-Profit Organizations	19.12%
F. Private Business/Industry	16.04%
G. State Grant	7.47%
H. Other	17.36%

Conclusion

Data collected through Raiders Engaged in 2018 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.



The 2018 administration of Raiders Engaged collected data on an additional 503 projects as compared to Academic Year '17. Notably, there were 32,344 more people directly impacted by outreach and engagement efforts and an additional 622,217 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 2017. The 2018 administration data showed a \$24.5 million decrease in funding generated.

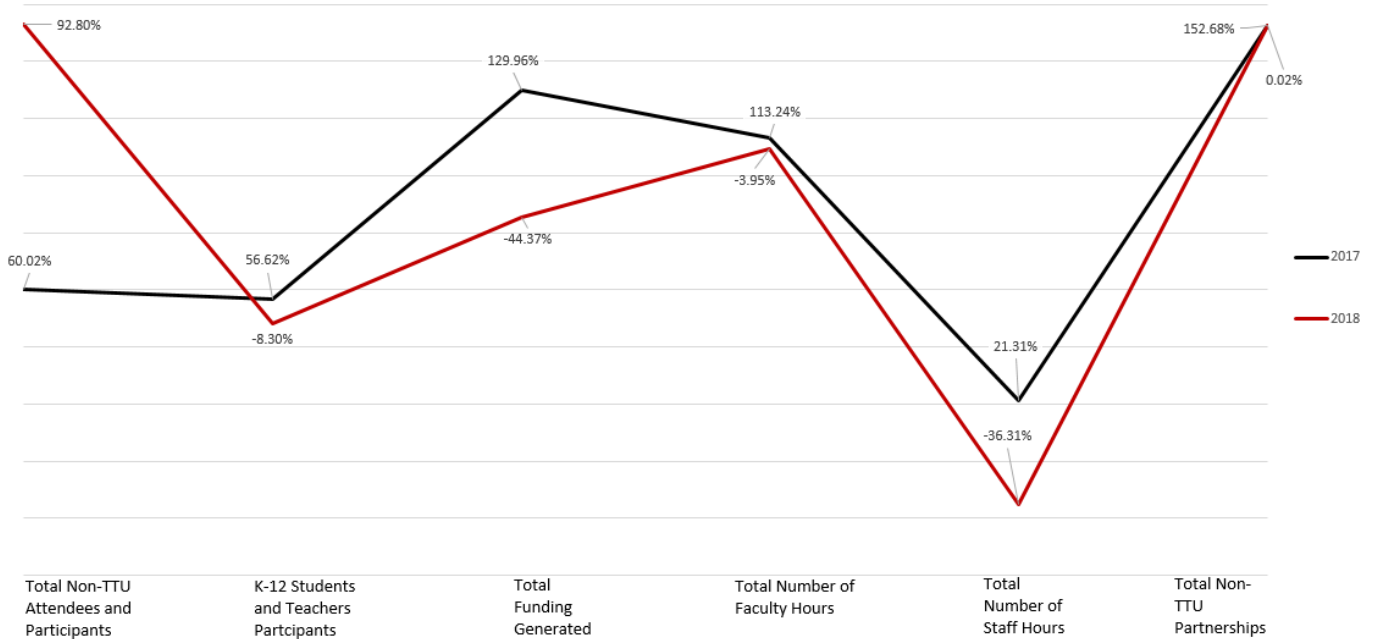
The primary source of funding dollars reported through projects was Other Non-Profit Organizations (19.12%) and funding reported for this administration was more evenly distributed among categories. The two main areas of engagement were Public Programs, Events, and Resources (44.77%) and Research and 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 a positive trend in data reported for TTU Strategic Planning purposes and coincides with what would be expected year-to-year.



Percent Change from 2017

The numbers in this graph reflect data reported for TTU Strategic Planning Purposes



The number of faculty hours and the number of staff hours spent on outreach and engagement shows a slight decrease from what was seen in 2017. Additionally, the graph appears to indicate a significant increase in Non-TTU Attendees and Participants. 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 any 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 2017. 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.



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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 – Projects by Region

Region	Projects
Big Bend Country	228
Gulf Coast	221
Hill Country	241
Panhandle Plains	792
Piney-Woods	188
Prairies and Lakes	243
South Texas Plains	220



Appendix III – Projects by State

State	Projects
Alabama	92
Alaska	96
Arizona	109
Arkansas	97
California	109
Colorado	117
Connecticut	93
Delaware	89
District of Columbia	93
Florida	102
Georgia	96
Hawaii	92
Idaho	95
Illinois	107
Indiana	92
Iowa	94
Kansas	105

State	Projects
Kentucky	91
Louisiana	97
Maine	91
Maryland	92
Massachusetts	93
Michigan	98
Minnesota	93
Mississippi	94
Missouri	99
Montana	94
Nebraska	95
Nevada	94
New Hampshire	91
New Jersey	92
New Mexico	129
New York	99
North Carolina	96

State	Projects
North Dakota	92
Ohio	94
Oklahoma	110
Oregon	96
Pennsylvania	99
Rhode Island	90
South Carolina	91
South Dakota	92
Tennessee	93
Texas	911
Utah	95
Vermont	92
Virginia	97
Washington	97
West Virginia	96
Wisconsin	95
Wyoming	95



Appendix IV - Projects by Country

Countries	Projects	Countries	Projects
United States	963	Dominican Republic	1
Afghanistan	1	Ecuador	1
Albania	1	Egypt	1
Algeria	1	El Salvador	2
Angola	2	Equatorial Guinea	1
Argentina	3	Estonia	3
Armenia	1	Ethiopia	4
Australia	10	Fiji	1
Austria	2	Finland	2
Azerbaijan	1	France	3
Bahamas	3	Gabon	1
Bahrain	1	Gambia	1
Bangladesh	2	Georgia	1
Barbados	1	Germany	10
Belarus	1	Ghana	4
Belgium	1	Gibraltar	1
Belize	1	Greece	4
Bhutan	1	Grenada	1
Bolivia	2	Guatemala	3
Bosnia and Herzegovina	1	Guyana	1
Botswana	1	Haiti	1
Brazil	13	Honduras	4
Brunei Darussalam	1	Hong Kong	2
Bulgaria	1	Hungary	2
Burkina Faso	1	Iceland	2
Burundi	1	India	5
Cambodia	1	Indonesia	2
Cameroon	3	Iran, Islamic Republic of	1
Canada	16	Iraq	1
Cayman Islands	1	Ireland	3
Central African Republic	1	Israel	1
Chad	1	Italy	4
Chile	4	Jamaica	2
China	7	Japan	4
Colombia	4	Jordan	1
Costa Rica	7	Kazakhstan	1
Cote D'ivoire	2	Kenya	4
Croatia	1	Kiribati	1
Cuba	1	Korea, Republic of	3



Cyprus	1	Kuwait	1
Czech Republic	1	Kyrgyzstan	1
Denmark	4	Lao People's Democratic Republic	1
Dominica	1	Latvia	1

Lebanon	1	Rwanda	1
Lesotho	1	Saudi Arabia	1
Liberia	1	Senegal	1
Lithuania	1	Serbia and Montenegro	1
Luxembourg	1	Seychelles	1
Macao	1	Sierra Leone	1
Macedonia	1	Singapore	2
Madagascar	1	Slovakia	1
Malawi	1	Slovenia	2
Malaysia	1	Solomon Islands	1
Maldives	1	Somalia	1
Mali	1	South Africa	3
Malta	1	Spain	7
Mauritius	1	Sri Lanka	2
Mexico	16	Sudan	1
Moldova, Republic of	1	Suriname	1
Monaco	1	Swaziland	1
Mongolia	1	Sweden	3
Morocco	1	Switzerland	1
Mozambique	2	Syrian Arab Republic	1
Myanmar	2	Taiwan, Province of China	1
Namibia	1	Tajikistan	1
Nepal	1	Tanzania, United Republic of	1
Netherlands	3	Thailand	2
New Zealand	2	Timor-Leste	1
Nicaragua	3	Togo	1
Niger	1	Tonga	1
Nigeria	2	Trinidad and Tobago	2
Norway	2	Tunisia	1
Oman	1	Turkey	3
Pakistan	1	Uganda	1
Palestinian Territory, Occupied	1	Ukraine	1
Panama	1	United Arab Emirates	2
Papua New Guinea	1	United Kingdom	13
Paraguay	2	Uruguay	1



Peru	1	Uzbekistan	1
Philippines	1	Venezuela	3
Poland	2	Vietnam	1
Portugal	2	Virgin Islands, British	1
Puerto Rico	4	Virgin Islands, U.S.	1
Qatar	1	Yemen	1
Romania	1	Zambia	1
Russian Federation	4	Zimbabwe	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 water 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.



<p>Noncredit Classes and Programs</p>	<p>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, <u>but do not provide academic credit</u>. *Note: This <u>does not</u> include conferences that are purely designed for academic audiences).</p>	<p>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.</p>
<p>Public Programs, Events and Resources</p>	<p>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.</p>	<p>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 <i>knowledge through media such as speaker's</i> 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.</p>
<p>Research and Creative Activity</p>	<p><u>Research</u>: Applied or community-based research specifically targeted at <u>a community-defined problem</u> and intended to have a <u>direct impact</u> 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.</p>	<p>Examples: A U.S. Beef Processing Study for Food Industry Specialists; a community garden project <i>in a "food-arm" neighborhood</i>; an after-school mentoring program for educationally disadvantaged students.</p>



	<p><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.</p>	<p>Examples: community performances; after school enrichment programs in theatre, dance, music, or the arts; original film and video productions.</p>
<p>Service on Boards and Committees</p>	<p>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.</p>	<p>Examples: Service on Child Protective Services Board; Participation in ad hoc committee on addressing gang violence in certain parts of the city.</p>
<p>Technical or Expert Assistance</p>	<p>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).</p>	<p>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.</p>



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.
 - Clinical Service
 - Credit Courses and Programs
 - Economic Engagement
 - Experiential or Service Learning
 - Noncredit Classes and Programs
 - Public Programs, Events, and Resources
 - Research and Creative Activity
 - Service on Boards and Committees
 - Technical or Expert Assistance
 - Not Applicable
 - Unknown
 - Other (Specify)
10. What are the societal issues addressed? Select the top one or two issues.
 - Business/Economic Development
 - Community Development/Arts/Culture/Civic Life
 - 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



- Private business & industry
 - Government
 - Non-profit agencies
 - General public
 - 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?
- Project Manager
 - Key Personnel
 - Lead PI
 - Co-PI
 - Facilitator
 - 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?
- Domestic
 - 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?