Welcome

Dear TTU Community,

Outreach and Engagement crosses all three University missions – Teaching and Learning, Research/Creative Activities, and Service. It ties to the work of faculty, staff, and students. It involves members of the university and the community working together to address a community need or pressing societal issue by leveraging university expertise and resources with the knowledge and experiences of community partners in mutually beneficial ways.

While history has shown that our faculty, staff, and students are strongly committed to engaging with communities for the public good, this commitment has never manifested itself more than during the past 18 months when the COVID-19 pandemic upended the lives of citizens of all ages here on the South Plains, across the country, and around the world.

In March of 2020, when COVID-19 first emerged in the Lubbock region, TTU faculty, staff, and students stepped up instantly to help, contributing their time and resources to the community’s fight against the COVID-19 crisis. They engaged with colleagues across the university and the Texas Tech Health Sciences Center; they partnered with local businesses, health care organizations, non-profit agencies, K-12 schools, and others to help those affected by the crisis.

With this publication, we would like to highlight some of our faculty, staff, and students’ outreach and engagement work that took place during the past year. While the stories do not nearly account for all the activities that took place, they provide insight into ways that Texas Tech’s faculty, staff, and students are engaging with communities to contribute their academic knowledge and expertise to improve the social, mental, and economic well-being of communities in the South Plains and beyond.

We hope that you will enjoy this retrospective of the various facets of Texas Tech’s outreach and engagement work during 2020/21 and continue to be inspired to reach out, engage, and transform!

Sincerely,

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

Birgit Green, Ph.D.
Assistant Vice Provost
University Outreach and Engagement

We wish to thank Texas Tech’s Office of Communications and Marketing and the Office of the Vice President for Research and Innovation for the courtesy of using stories and other material from their news archives for this publication.
Background and Mission

University Outreach and Engagement (UO&E) was established in fall 2018 under Texas Tech’s Office of the Provost to provide innovative, collaborative, and strategic leadership and support for the university’s strategic priority to “transform lives and communities through strategic outreach and engaged scholarship.” (Texas Tech University Strategic Plan: A Foundation for the Next Century. University Outreach and Engagement strengthens Texas Tech’s ability to achieve excellence in outreach and engaged scholarship by serving as a Catalyst, Collaborator, and Connector.

In 2020, UO&E conducted a needs assessment among 72 nonprofit agencies in the Lubbock area to identify their organizational needs in light of acute issues associated with the emergence of the Pandemic as well as their general, ongoing support needs. Based on 44 responses received, the agencies’ greatest challenges were funding, facilities, outreach/ community awareness, and staffing. The chart to the right reflects their greatest areas of concern for Lubicon.

UO&E has been using the results from the survey to connect several nonprofit agencies with Texas Tech faculty, staff, and students who will help address their needs either via service learning, research, or other forms of outreach and engagement.

integral to the acquisition of the Collection was the establishment of the Terry and Jo Harvey Allen Center for Creative Studies, a wide variety of materials that include 150 of Terry Allen’s art and music journals, a substantial number of audio and visual recordings, many scripts written by both Allens, an additional 40 boxes of Jo Harvey Allen’s daily journals, along with other correspondence and business records. These materials document the lives and works of the Allens and particularly their creative processes making them useful to a wide variety of scholars and researchers.

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The Terry and Jo Harvey Allen Center for Creative Studies is established in 2018 on the Texas Tech University campus to help preserve and curate the art, music, literature, and visual and audio recordings of the Texas Tech artist couple.

TERRY AND JO HARVEY ALLEN CENTER FOR CREATIVE STUDIES

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In integral to the acquisition of the Collection was the establishment of the Terry and Jo Harvey Allen Center for Creative Studies, a platform for the Allens to participate in the University’s scholarly study and teaching of the creative process. The Center — housed in the Office of UO&E, a division of the Office of the Provost — had scheduled its first residency program for the spring of 2020. The Allens — along with sons Bukka and Bale — were set to present a traditional week of in-person seminars to Texas Tech students and faculty. However, COVID-19 forced a change of plans. The in-person seminars were replaced with virtual webinars in fall 2020. All were supported and open to the public and consisted of a pre-recorded overview and interview with the Allens followed by a live-stream question and answer session.

Monday, November 9th, consisted of the whole family. Tuesday, the 10th, featured Jo Harvey, “Stage and Film, A Personal History,” Bale on Wednesday, the 11th, with “The Artist as Collector,” Thursday, the 12th, with Bukka discussing “Recording and Producing Music in the Time of COVID,” and ending on Friday, November 13th with Terry in “Stories, Pictures, and Songs.”

NON-FRONT NEEDS ASSESSMENT

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Despite the pandemic, University Outreach and Engagement was able to recognize the winners of the 2021 President’s Engaged Scholarship Awards, albeit virtually. The award-winning teams were featured during the 2021 Engaged Scholarship Symposium, which took place virtually on March 31, 2021 as part of Texas Tech’s annual Discovery Days to Impact.” The following features an overview of each of the winning projects.

**2021 PRESIDENT’S ENGAGED SCHOLARSHIP AWARDS**

The President’s Excellence in Engaged Scholarship Award recognizes TTU faculty for a longer-term project or initiative that demonstrates a significant and committed commitment to building a community need or larger social issue through active collaboration with community partners. It carries a monetary prize of $2,500 and recognizes up to two faculty-led engaged scholarship projects or initiatives.

**TEXAS TECH UNIVERSITY PRINCIPAL FELLOWS RESIDENCY PROGRAM**

A University-to-District Partnership in Leadership Preparation

Historically, community schools have struggled to effectively serve the changing demographic, including Latinx and Black student populations. To address systemic issues voiced by local district leaders and partners, the Principal Fellows Residency Program has grown into a university-to-district alliance between the Texas Tech Educational Leadership Program faculty and numerous school districts to build partnerships that improve educational equity and student outcomes. The eight-year collaboration has graduated 80 Principals in Residence and district leaders and partners. Faculty have worked diligently with local, state, and state-wide communities to form partnerships that mirror the growing Latinx and Black demographics of Lubbock ISD.

The Principal Fellows Residency Program was designed to impact an equity and social-justice driven principal preparation pipeline that includes Latinx and Black student populations. To address systemic issues voiced by local district leaders and partners, the Principal Fellows Residency Program has grown into a university-to-district alliance between the Texas Tech Educational Leadership Program faculty and numerous school districts to build partnerships that improve educational equity and student outcomes. The eight-year collaboration has graduated 80 Principals in Residence and district leaders and partners. Faculty have worked diligently with local, state, and state-wide communities to form partnerships that mirror the growing Latinx and Black demographics of Lubbock ISD.

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EVALUATION OF A CRISIS INTERVENTION TRAINING PROGRAM

The impact of this project is twofold: the research informs ways to improve CIT and supplemental training that benefits people in crisis and officer safety, while also providing an opportunity for TTU scholarship and community involvement. This project is truly a partnership with scholarship and community impact at the forefront.

PROJECT LEADERS

Dr. Sean Mitchell, Assistant Professor, Department of Psychological Sciences, College of Arts & Sciences
Dr. Megan Thoen, Adjunct Assistant Professor, Director of Psychology Clinic, Department of Psychological Sciences, College of Arts & Sciences

Dr. Erica Irlbeck, Professor, Department of Agricultural Education and Communication, CASNR
Dr. Courtney Meyers, Assistant Professor of Practice, Department of Agricultural Education and Communication, College of Agricultural Sciences and Natural Resources (CASNR)

Dr. Lindsay Kennedy, Assistant Professor of Practice, Department of Agricultural Education and Communication, College of Agricultural Sciences and Natural Resources (CASNR)
Dr. Courtney Meyers, Professor & Graduate Studies Coordinator, Department of Agricultural Education and Communication, CASNR

Dr. Courtney Gibson, Assistant Professor, Department of Agricultural Education and Communication, CASNR

Dr. Erica Irlbeck, Professor, Department of Agricultural Education and Communication, CASNR

The President’s Emerging Engaged Scholarship Award recognizes TTU faculty for a relatively new project or initiative that demonstrates high potential for the advancement of engaged scholarship. The winning project or initiative shows outstanding promise for having a significant impact on communities and the university. It carries a monetary prize of $1,500 and recognizes one faculty-led project or initiative.

RESPONDING TO MENTAL HEALTH AND SUICIDE CRISIS

A team of TTU faculty, including Drs. Sean Mitchell and Megan Thoen of the Department of Psychological Sciences, are working together with the Lubbock Police Department (LPD) to evaluate its local CIT program. Their research involves conducting assessments of officers’ knowledge, attitudes, skills, and behaviors related to the CIT program’s impacts on both the community and the university (faculty, staff, or students).

GRANTS FOR COMMUNITY IMPACT

In 2015, a study evaluating Agricultural Education & Communications (ACOM) programs nationwide ranked TTU as the number one ACOM program in the country. To remain at the top and stay relevant with industry trends, the TTU ACOM faculty developed an innovative block course format designed to give students a comprehensive, capstone learning experience. Implemented in 2017, the Block program allows students to develop and apply the skills necessary to thrive in the agricultural communications industry while engaging in service-learning projects with community partners and industry representatives. This combination of hard and soft skills includes writing, visual design, sales, web development, and campaign development, as well as critical thinking, problem-solving, strategic communication, and creativity.

THE ACOM BLOCK: AN INNOVATIVE COURSE STRUCTURE TO ENGAGE STUDENTS WITH INDUSTRY

The block program includes a sequence of three courses (ACOM 3201, ACOM 3203, and ACOM 4000). Students work on the magazine content, which creates supplemental training that benefits people in crisis and officer safety, while also providing an opportunity for TTU scholarship and community involvement. This project is truly a partnership with scholarship and community impact at the forefront.

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In the first three years of the ACOM Block’s publication production course, which creates The Agriculturist magazine, students have published 184 pages of content, sold $30,610 in advertising (all of which is used to print and circulate the Agriculturist), and won national-level writing, photography, and design awards for their work on the magazine, including the National Agricultural Communicators of Tomorrow’s Excellence in Writing and First-Place Online Magazine awards, and the National Agricultural Alumni Development Association’s First-Place Student-Produced Magazine Award. The collaboration between courses in the block has also created a unique approach to curriculum development, especially among capstone-level learning experiences.

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The President’s Emerging Engaged Scholarship Award recognizes TTU faculty for a relatively new project or initiative that demonstrates high potential for the advancement of engaged scholarship. The winning project or initiative shows outstanding promise for having a significant impact on communities and the university. It carries a monetary prize of $1,500 and recognizes one faculty-led project or initiative.

The President’s Exemplary Program Award recognizes TTU faculty for projects that demonstrate outstanding academic engagement and commitment to addressing a community need or larger social issue. The award recognizes the program’s impacts on both the community and the university (faculty, staff, or students).
The following stories highlight and recognize the outreach and engagement work that our Texas Tech community undertook to assist children and families, health care providers, employers, and other individuals and groups in the community in the face of the COVID-19 pandemic and its aftermath. While the stories do not account for all the activities that took place during the pandemic, they provide insights into ways that Texas Tech’s faculty, staff, and students stepped up – drawing upon their knowledge and resources to help address the various needs and issues that arose from the pandemic. Much of the work continues to this day as individuals in Lubbock and surrounding communities are still struggling to recover from the impacts that the pandemic has had on their education, work, and family life, as well as their physical and mental health.

TEXAS TECH’S COVID-19 RESPONSE

Collaboration was Key

In late March 2020, the West Texas 3D (WT3D) COVID-19 Relief Consortium was formed to assist in COVID-19 relief. Sensing a need for continuing collaboration with the medical community long before the pandemic started, Jnev Biros was brought in as a research associate whose medical experience would facilitate cooperation with the Texas Tech University Health Sciences Center (TTUHSC).

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Jnev Biros, Research Associate, WCOE

“Most of us had to work and think out of our comfort zones, out of our predetermined expertise…. We learned how to learn from other disciplines. And we had to do things, like run experiments in ways we haven’t done before.”

Rapid COVID-19 Testing

Gerardine Botte is a professor and Whitacre Department Chair in Department of Chemical Engineering in WCOE. She led a team including doctoral student Ashwin Ramanujam and Sharilyn Almodovar, an assistant professor in the TTUHSC School of Medicine, to create a rapid COVID-19 test that is as accurate as the gold standard for current testing and faster than present rapid tests. Botte’s test is small enough to be hooked to a smartphone, requires only a drop of saliva, and delivers results in a matter of seconds. Botte is founder and chief technology officer of a new startup working to take the product to the marketplace.

Ensuring Mask Effectiveness

While the CDC recommended wearing a mask, it became apparent to Texas Tech researchers that not all masks were equally effective. Karin Ardon-Dryer, an assistant professor from the Department of Coatings in the College of Arts & Sciences, had expertise in atmospheric aerosol research. She served on a team testing mask materials, and her knowledge was a vital part of determining which masks work better than others.

WEST TEXAS 3D COVID-19 RELIEF CONSORTIUM: FIGHTING THE PANDEMIC

A group of engineering faculty, staff, and students, led by Nurcan Bac, Senior Associate Academic Dean in WCOE, and in partnership with regional high school students and high school engineering programs, supplied emergency respirators to health care workers on the South Plains. Formed at the behest of Dean Al Sacco Jr., the group designed and built new ventilators to meet the needs of the COVID-19 pandemic. A total of four designs were developed and two quickly moved into the prototype and testing phase.

All four designs were created to repurpose a bag valve mask (BVM), more commonly known as an artificial manual breathing unit (AMBU) bag into an automated ventilator. The first design used a single arm to compress an AMBU bag designed by the prototype and testing phase.

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Members of the Consortium included: Randy and Kristi Teinart, Dwayne Bandy, Justin Lewis, Chris Jackson, Jeremy Osborne, Samuel Jackson, Jeremy Moriarity. In tight of the Covid-19 crisis, Dean Al Sacco Jr., and Dr. Ron Banister, Scott Clark, James Holloway (Frenship High School), Scott Huey (Monterey High School), Sam Black (Lubbock High School), Dr. Ulla Holder, Thomas Reynolds, Llano Estacado Roboraiders and FRC Team 1817, Kevin and Barbara Roche, and Todd Smith.

WEST TEXAS 3D COVID-19 RELIEF CONSORTIUM (continued)

Engineers Designing, Building Ventilators to Aid in the Fight Against COVID-19

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STUDENTS DEVELOP GUIDELINE BOOK TO HELP SMALL BUSINESSES FOLLOW CDC GUIDELINES DURING COVID-19 PANDEMIC

When states began reopening after the initial shutdown in March, the Centers for Disease Control and Prevention (CDC) set forth new rules and guidelines that businesses needed to follow in order to safely open. Unfortunately, many small businesses struggled to follow these new guidelines, either due to financial strain or space limitations. In a partnership with a nonprofit community organization called Project Viva, 30 students from the TTU at El Paso’s College of Architecture (CoA) offered design renovation services to help small, local businesses that were at risk of shutting down because of the updated CDC requirements.

Local, small businesses applied online, and the students reviewed the requests and photos submitted of the spaces that needed design updates. Local architecture firm Prestidge Smith Razloznik Barajas Bentz, Architecture Inc. (PSRBB Inc.) then took the students’ recommendations and implemented them into the businesses. Ultimately, the students designed a comprehensive, 130-page book to help small businesses update their spaces so they could follow the new CDC guidelines and reopen and operate again safely during the COVID-19 pandemic.

Participating students include Angel Arellano, Jerod Booth, Evelyn Campos, Juan Cardenas, Sofia Dominguez-Rojo, Leslie Jaqueline Duarte, Luis Martinez, Angel Arellano, Maria Martinez, Manuel Martinez, and Emilio Olivas.

LIVE-STREAM THEATRE

Fine Arts Doctoral Student Provides Lifeline for Educators During Pandemic

When Eric Eidson, a TTU fine arts doctoral student, began researching online theater in higher education, he had no idea how important that research would become during the COVID-19 outbreak.

“I began researching online theater and, though it exists, online theater is not available at a degree at the undergraduate level,” said Eidson. “I wanted to develop an online theater degree.”

As universities across the country began announcing transitions to virtual and distance learning in March, Eidson received messages from nearly 130 theater educators across the country, seeking help transitioning classes online or asking to use scenes and plays he developed for online performance. To help, Eidson created a website, Live-Stream Theatre, as a resource for theater students and educators. The website includes information on live-streaming performances with actors and audiences in separate locations, free scene study scripts and production script samples and a guide for teachers who are transitioning from traditional classrooms to online learning.

Eidson said as unfortunate as the global pandemic is, it has made educators approach their curriculum in new ways. That may have been the push many needed to seriously consider the feasibility and merit of online theater in education. “Before COVID-19, I was one of few people actively developing online theater training,” said Eidson. “Now, the entire field of theater is creatively addressing ways to parallel traditional theater classrooms through online learning.”

STEM & LEAF CORPS

Honors College Students Begin After-School Tutoring Online For K-12 Students

The STEM & Leaf Corps began informally in 2016 when seven students from the Honors College decided to volunteer at Lubbock High School and O.L. Slidon Middle School, offering general and UIL- and STAAR-specific tutoring. Once the STEM & Leaf Corps became a success at those two schools, other schools around the Lubbock area took notice. Programs have since started at Estacado High School, Hutchinson Middle School, Bayless Elementary School, Guadalupe-Sommerville Center, Parkway-Sommerville Center and Southwest Christian School.

Just because the COVID-19 pandemic shut down on-campus activities and in-class lectures for the remainder of the semester didn’t mean the need vanished. When TTU and local K-12 school campuses began closing, STEM & Leaf Corps members looked for ways to continue to help students in the region. They began to compile a list of tutors from different organizations, including the Texas Tech chapter of the American Medical Student Association and the Raider Medical Screening Society. Texas Tech students began using their information to help undergraduate students and K-12 students alike, sending the list across TTU, 70 different school districts, and even other universities including University of Texas at Austin and Austin Community College. To date, STEM & Leaf Corps has served more than 2,300 students at Texas Tech and across the Lubbock area.
Improving Production and Sustainability for Regional Farmers and Ranchers

The semi-arid climate and scarcity of water in West Texas presents a great challenge to farmers, ranchers, and other agricultural producers throughout the region; a slight deviation one way or the other often determines how profitable a growing season or herd can be. Dr. Lindsey Slaughter, Assistant Professor of Soil Microbial Ecology and Biochemistry in the Department of Plant and Soil Science (PSS), is collaborating with Charles West, former PSS Thornton Distinguished Chair, Sanjit Deb, Assistant Professor of Soil Physics, and Veronica Acosta-Martinez, a soil scientist and microbiologist with the USDA-ARS Cropping Systems Research Lab, as well as the United States Department of Agriculture (USDA) Agricultural Research Services (ARS). Her project, “Harnessing soil health to mitigate greenhouse gas emissions in semi-arid pasture ecosystems,” seeks to develop new management strategies for West Texas agricultural producers, helping regional farmers and ranchers improve production and soil health while conserving natural resources and reducing environmental impact. The project is backed by a $500,000 grant from the USDA’s National Institute of Food and Agriculture (NIFA) Cooperative State Research Education and Extension Service.

“The grant supports research at the crossroads of water scarcity, soil health, climate, meat production and economic viability of the Texas High Plains,” West said. “It seeks to answer questions on the subtle effects of soil microbes on controlling the absorption and release of greenhouse gases from pasture soils. This is critical information because it shapes economic decisions on how a living soil can be used as pasture to support beef production with low water input and reduced environmental impact.”

Slaughter said her goal for this project is to discover how soil microorganisms in these pastures can be managed to help offset some of the methane emissions from grazing cattle. “It is exciting to add another piece of the puzzle in understanding how to manage these ecosystems to be more productive and have healthy soils under expected climate variability in this region, which relies so much on mitigating greenhouse gases,” Acosta-Martinez said. “Most of the farmers I’ve talked to are concerned about the next drought and how they can build their soil microbiome and resilience to cope with this and stay profitable long-term. Research like this helps us plan for the future.”

Comparing apples to apples isn’t as easy as it seems, especially when the varieties you’re trying to compare have been lost. Through a search for lost varieties of Texas apples, as well as several acts of community-engaged scholarship, Bryan Giemza, an associate professor of humanities and literature in the Honors College, is showing what can be accomplished when a community is engaged and participating in research. While working on an oral history project, Giemza spoke to an expert on heirloom apple varieties, many of which went away in the 1920s and 1930s with the advent of refrigeration and supermarkets. The man mentioned that he was never able to canvas Texas for heirloom apples, so Giemza built a course around uncovering some of the state’s lost stories. As students searched for forgotten Texas apples, they also began to engage with the community. Students explored farmers markets and interviewed grocery story produce managers. They created documentaries and chased down leads. The hard work paid off, and students were able to bring one of those lost apple varieties back. “It’s not something that we’re just going to appreciate in Texas Tech, this is something good in the world that’s for the entire community,” Giemza said.

The class is a great example of the importance of actively including the community in research that may involve or affect them, and it’s a common theme across all of Giemza’s projects. Research that takes place on a university campus is generally in the hands of the primary researcher, even if members of the community or others outside the university participate. Giemza’s approach gives preference to the community first.

“For me, it’s more than service; it’s a way of generating knowledge and solving problems that changes the power dynamic between the community and an academicinstitution. And the main thing about it, in my way of thinking, is that it needs to be a really meaningful partnership.”

Bryan Giemza
Associate Professor of Humanities and Literature, Honors College

COMMUNITY ENGAGEMENT AND APPLES
Researcher Engages Community in Search for Lost Apple Varieties, Archival Projects & More
TEXAS TECH MENTAL HEALTH INITIATIVE
Improving Care Throughout West Texas Partnerships

Six years ago, leaders from TTU and TTUHSC began assessing the mental health-related activities at each institution, envisioning a collaborative approach to mental health in which the universities of the TTU System contribute their expertise to solve problems in their communities and model solutions for the rest of the state and nation. So began the Texas Tech Mental Health Initiative (TTMHI). The TTMHI is comprised of university and community partnerships in a dozen areas dealing with mental health. TTU and TTUHSC partners include the Burkhart Center for Autism Education & Research and the Center for Adolescent Resiliency and the Family Therapy Clinic, the Campus Alliance for Telehealth Resources, and the F. Marie Hall Institute for Rural and Community Health. TTU partnerships have grown to the College of Media & Communication, Athletics, and the School of Law, as well as on TTUHSC campuses in Amarillo, Abilene and the Permian Basin. Community partners include representatives with Instructional Review Board (IRB) approval at TTU," Piña-Watson said. "Then, we're going to help them learn the research skills, and they're going to carry out this research project for actionable solutions."

TEXAS TECH MENTAL HEALTH INITIATIVE
Improving Care Throughout West Texas Partnerships

Six years ago, leaders from TTU and TTUHSC began assessing the mental health-related activities at each institution, envisioning a collaborative approach to mental health in which the universities of the TTU System support their expertise to solve problems in their communities and model solutions for the rest of the nation. So began the Texas Tech Mental Health Initiative (TTMHI). The TTMHI is a partnership of universities and community partnerships in a dozen areas dealing with mental health. TTU and TTUHSC partners include the Burkhart Center for Autism Education & Research and the Center for Adolescent Resiliency and the Family Therapy Clinic, the Campus Alliance for Telehealth Resources, and the F. Marie Hall Institute for Rural and Community Health. TTU partnerships have grown to the College of Media & Communication, Athletics, and the School of Law, as well as on TTUHSC campuses in Amarillo, Abilene and the Permian Basin. Community partners include representatives with Instructional Review Board (IRB) approval at TTU, "Then, we're going to help them learn the research skills, and they're going to carry out this research project for actionable solutions." Nancy Trevino, Director, TTMHI

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The Caprock Regional Public Defender Office and Clinic (CRPDO), a full-time public defender office housed in the TTU School of Law, serves the community by representing defendants in criminal cases who would otherwise be unable to afford their own legal representation. The program is the first of its kind in Texas and is the prototype for representation of indigent clients. Over the past 10 years, CRPDO and its student attorneys have represented defendants on almost 1500 cases in the counties served within the program. The benefits to the communities are almost immeasurable when one considers the financial impact to the individuals as well as the communities.

Forty-two percent of Lubbock’s population live in poverty, 23% of families live with incomes above the Federal Poverty Level, but not high enough to afford basic household necessities, and 18% of them are without health insurance. To assist and narrow the gaps in services, faculty and students from the College of Arts and Sciences Social Work Program have partnered with the TTUHSC Department of Internal Medicine to provide free services to low-income adults at the TTUHSC Medical Clinic at Lubbock Impact, a non-profit organization that aims to transform lives by administering material services such as food and clothing as well as spiritual support.

Undergraduate social work students hear first-hand accounts from the working poor about the challenges of living in poverty, who represent people with diverse characteristics and life experience. This helps them confront their own assumptions and biases, reflect more deeply on issues of social injustice, and evaluate the outcomes of social policy. Studies indicate that when a person is dealing with chronic health issues, mental health problems such as depression, and anxiety also occur.

This collaboration of medical and mental health practitioners effectively addresses the social work concept of “person-in-environment”, understanding the individual from an environmental context, and gives service users a more “whole-health” experience. Students also practice engagement and interview skills, while learning about community resources, ways of assessing them, as well as unmet needs.

With Lubbock Impact’s request that the project be expanded, the Social Work Program plans to continue working closely with the TTUHSC medical team and Lubbock Impact to provide the best standard of practice to their clients. The department is increasing master level student integration to enhance professionalism and continuity of social work care. Undergraduate social work students will be available to provide professional social work services to the service side of Lubbock Impact. The program is currently seeking grant funding to provide a wrap-around service approach to help service users manage health problems affecting their daily lives.
TTU STRING PROJECT

Dr. Blair Williams, then being asked to change the format into that of a journalistic, understandable to the average reader style can be a daunting task. Understanding scientific journals can prove difficult for even the most experienced communicators. Receiving facts without a scientific background and the hope is to leverage the power of literature and cinema to foster the imagination and build groups of shared interest. However, in the face of the pandemic, they had to adjust this timeline and expect to perform online. Project leaders intend to make the festival a yearly event that promotes Lubbock as a hub for youth art programming, family-centered learning, and opportunities for learning, building family bonds, and forging community ties. The inaugural annual festival was held on November 2, 2019, initiated via a small, one-time funding opportunity through the Department of English. It's goal is to bring children from Lubbock and across the South Plains together to promote children's literature and film and as an Assistant Professor at the College of Media & Communication, Department of Advertising at Texas Tech University, has partnered with KQED-TV, a PBS television affiliate in San Francisco, to research the role of human behavior in informal science learning and, ultimately, advance Millennial engagement with television. Her project, Cracking the Code, Influencing Millennial Science Engagement has graced the university with so far. The project expects to continue to benefit TTU and the surrounding community, as well as achieve its goal of better understanding human behavior, scientific communication, and how it relates to informal science learning.
CISER’S VIRTUAL STEM CLUB
Adapting STEM Opportunities For The Web

The Center for the Integration of STEM Education and Research (CISER) at Texas Tech’s College of Education works with local and surrounding area schools to host after school STEM clubs. These clubs are intended to increase student exposure to the STEM disciplines by providing opportunities to participate in hands-on, engaging activities that spark student interest in STEM topics. Due to COVID-19, CISER adapted its STEM Club into a virtual format so that students and club leaders could have a meaningful experience while remaining safe during the pandemic. Alderson Elementary was eager to provide its students with this weekly virtual STEM Club opportunity.

In the program, Texas Tech undergraduate club leaders planned each week’s activity and packed Ziploc bags with necessary supplies and instructions that were sent home with students. Students were also provided a video in which club leaders demonstrated the week’s activity. Additionally, a PowerPoint made available through Google Drive allowed students to further explore STEM topics relating to the weekly activities. Once students had completed their project, they took a picture of the finished product and posted it on the STEM Club PowerPoint. Each student who made a post was eligible to win that week’s prize.

The goal of the Alderson virtual STEM Club was to keep students actively engaged in STEM in a safe and meaningful way. A total of 45 Alderson students participated each week. That made the first ever virtual STEM Club the largest club that CISER has ever hosted, according to CISER’s STEM Education Director, Jill White. Additional schools were eager to provide its students with this weekly virtual STEM Club opportunity.

Despite the challenges posed by the pandemic, Alderson Elementary was eager to provide its students with this weekly virtual STEM Club opportunity. The school was eager to provide its students with this weekly virtual STEM Club opportunity. The school was eager to provide its students with this weekly virtual STEM Club opportunity.

Starting in 2015, DIA de los ninos/Dia de los libros, more commonly known as Dia, has been an exciting event for Bean Elementary in Lubbock, Texas. Principal Tom Thomas has collaborated with TTU College of Education’s Rene Saldana and Ana Torres yearly to conduct this event. A book is chosen which represents the school and student population’s cultural background. Members of the local community are then invited to read aloud to the young students. All pre-K through fifth grade students are read the same picture book by community volunteers. After reading to the class, volunteers often have a discussion with the students about their ideal careers, backgrounds, and experiences and the importance of being successful readers and students. At the end of the day, each student receives a copy of the chosen book, written in both English and Spanish, to take home. This event was started by the school as part of Tom’s initiative to reverse the statistic of Hispanic students historically underperforming academically. Thomas, Saldana, and Torres all believe in Luis Moll’s Funds of Knowledge approach which states that, "when a child’s home and cultural literacies are invited into the classroom they are thereby validated, and a child’s chances at authentic learning increase considerably and measurably."

While the project is still in its early stages, the collaborators have begun to develop creative approaches to educational engagement that incorporate elements of critical and transformational pedagogy with an emphasis on socially engaged classrooms. The workshops will be hosted at the Charles Adams Studio Project in the heart of downtown Lubbock. The event will serve students from Ervin, Wester, and Roscoe Wilson Elementary, Hutchinson Middle, and Estacado, Lubbock, and Franklin High.

Saldaña and Torres were awarded a grant by the Nora Robinson Foundation for this project. They plan to also reapply to the Family Literacy Day project, which will include partnerships with local writers/storytellers and artists who will teach students how to co-construct family stories alongside their family members and then adapt these narratives into a variety of art forms for public display.
A MULTI-YEAR ENGAGED SCHOLARSHIP BETWEEN TTU AND INDIA

Over the past decade, Dr. Nora Griffin-Shirley, Professor of Special Education and Director of Virginia Murray Sowell Center for Research and Education in Sensory Disabilities, and Dr. Devender Banda, Professor of Special Education and Coordinator of the Applied Behavior Analysis Program, have established an extensive international community partnership with India. Their collaboration aims to identify the personnel needs in the area of autism and disabilities, and subsequent development and implementation of training programs to prepare personnel to teach children with disabilities.

Initial contact was made with the Rehabilitation Council of India by Dr. Griffin-Shirley as a result of her Fulbright Scholarship. Community partners include Action of Autism – India, Inclusion Central, National Institute for Empowering Persons with Multiple Disabilities, National Institute for the Visually Handicapped, India Association of Rehabilitation Professionals, Special Olympics India, and faculty members Drs. Shri Ram Mittal, JP Singh, Yogendra Pandey, Hem Lata, and Amitav Mishra from universities across India, Banaras Hindu University, Amity University, Indira Gandhi National Open University, and Sri Venkateshwara University.

In partnership with Indian organizations, the TTU faculty identified a need for incorporating evidence-based practices (EBPs) to personnel preparation programs for teachers of children with visual impairments, special education teachers in autism and multiple disabilities, parents of children with autism spectrum disorder, and early childhood educators, to impact individuals with disabilities to improve their quality of life. To date, over 1000 teachers, professionals, faculty, and parents have benefited from the training, involving workshops, media presentations, and other scholarly activities.

COMMUNITY ENGAGEMENT THROUGH CORAL REEF RESEARCH

Coral reefs are vital to healthy marine ecosystems but are in serious decline due to pollution, global warming, and other threats. The decline of coral reefs has serious ecological consequences, as many local communities rely on tourism to coral reefs as a central source of income. With up to 80% of coral loss in the Caribbean, the ecological and economic effects are already being felt.

To address this threat, Dr. John Zak, Department of Biological Sciences at TTU Lubbock and Dr. Stephanie Lockwood, Department of Biological Sciences at TTU at Waco have begun a multinational, study abroad undergraduate research program to engage students in coral reef research. In partnership with McLennan Community College (MCC) and several Honduran organizations including the Roatán Institute for Marine Science (RIMS) and Roatán Marine Park (RMP), this initiative allows students to take an active hand in research and conservation, connecting the ocean to the classroom. Under the guidance of TTU, MCC, and RIMS personnel, students develop research projects that help to conserve the coral reefs in Honduras, specifically the island Roatán. Research findings are shared with RIMS to help conserve and restore the reefs onsite, and funds are raised to help purchase coral trees to aid restoration efforts across the island.

This initiative aims to promote safe and sustainable means to preserve and rehabilitate the coral reefs in Honduras, as well as to help enrich the lives of the island youth. The program partners with the School of Life International Foundation (SOL), a local non-profit that promotes education, arts, and athletics for local youth on the island. This partnership allows students to gain unique insights into conservation efforts, such as how to use glass trash to build retaining walls to minimize coastal erosion. The program has raised over $2,500 to purchase coral trees and supplies for the RIMS nursery program, which “farms” coral to help rehabilitate coral reefs decimated by rising temperatures, coral disease, and pollution.

Several students have presented their research at various local, state, and regional conferences, winning awards at the Texas Academy of Science and Texas Tech Annual Biological Symposium. Undergraduate student Erin Castillo, was invited to present her research at the Senate Hart Building in Washington, D.C.
**DEFENSE POW/MIA HUB AND SPOKE PROGRAM**

Finding and Identifying 77,000 MIAs from WWII, Korea, and Vietnam

The Defense POW/MIA Accounting Agency (DPAA) selected Texas Tech University for Peace & Conflict (IPAC) and its Vietnam Center & Sam Johnson Vietnam Archive (VNCA) as a partner in the “Hub and Speak” program to support research that will help locate and identify individuals listed as MIA from World War II, the Korean War, and the Vietnam War. The TTU Vietnam Center and VNCA’s mission is to collect and preserve personal information about Vietnam War veterans and to support research and education regarding those experiences.

After purchasing a copy of the 950-reef microfilm collection of more than 2.7 million pages of North Vietnamese and Viet Cong documents from the Combined Document Exploitation Center (CDEC), TTU, VNCA, and the DPAA collaborated to make the historical collection completely accessible using modern digital technologies. By using declassified intelligence code and subject term manuals that were used to create the microfilm, the VNCA was able to digitize the collection and convert the coded intelligence data into useful research metadata, making all 2.7 million pages available and searchable through the Virtual Vietnam Archive. As the database and Texas Tech’s reputation as the place to conduct research on the Vietnam War grew stronger, IPAC/ VNCA collaborated with the TTU’s Department of Nutritional Sciences and Human Development and Family Studies to create a study that preserves the history of the Vietnam War and to support research and education regarding those experiences.

**SOUTH AFRICA**

**PROMOTION OF BREASTFEEDING IN SOUTH AFRICA**

The World Health Organization encourages EBF for the first 6 months of life. This presents a problem for the mothers of South Africa where, due to the past two decades of depression, breastfeeding often does not include all the nutrients required for a healthy child. The study aims to determine the barriers to breastfeeding, identify the determinants of breastfeeding quality, and 1999, Sands Theron, with the support of a major investment from the U.S. Department of Defense, he began researching nonwoven materials for defensive applications, such as chemical and environmental decontamination. The Indian government had begun to invest in the nonwovens sector, but it was nascent. To help the field grow, Ramkumar – now a professor of advanced materials at Texas Tech’s Institute of Environmental and Human Health (TIEHH) – has partnered with the Indian government and technical textiles organizations around the world to host conferences in India since the early 2000s. The “International Conferences on Advances in Fibrous Materials”, and Colorists (AATCC), the Association of the Nonwoven Fabrics Industry and Technical Textiles have been co-sponsored by notable industry groups including the American Association of Textile Chemists and Colorists (AATCC), the Association of the Nonwoven Fabrics Industry (INDA), and the Industrial Fabrics Association International (IFAI).

**SAVING LIVES: INDIA’S TEXTILE TECHNIQUE REVOLUTION PAVED WAY FOR COVID-19 RESPONSE**

As COVID-19 surged through the U.S. last spring and summer, the country found itself facing a alarming shortage of the personal protective equipment (PPE) front line health care workers desperately needed to battle the pandemic. On the other side of the globe, India was emboldened in the same struggle, except for one key thing. Until mid-2020, the U.S. relied on China to produce most of the PPE it used. In contrast, India has been self-reliant – it was able to produce its own PPE because of its widespread support for and adoption of the technical textiles industry. Technical textiles such as nonwoven fabrics are important components of face masks, medical gowns and other medical equipment. But it wasn’t always this way, the work of one Texas Tech University professor over the last two decades has decades has played a vital role in preparing India for the very fight it’s in now. After completing his doctorate in materials, textiles, and fiber science 1998, Visakh Ramakumar joined Texas Tech. In 1999, with a major investment from the U.S. Department of Defense, he began researching nonwoven materials for defensive applications, such as chemical and environmental decontamination. The Indian government had begun to invest in the nonwovens sector, but it was nascent. To help the field grow, Ramkumar – now a professor of advanced materials at Texas Tech’s Institute of Environmental and Human Health (TIEHH) – has partnered with the Indian government and technical textiles organizations around the world to host conferences in India since the early 2000s. The “International Conferences on Advances in Fibrous Materials”, and Colorists (AATCC), the Association of the Nonwoven Fabrics Industry

**We are honored to have been selected as one of a few universities to conduct research to help bring closure to the families who have lost loved ones.”**

Ron Wilam
Executive Director, IPAC
Each year, Texas Tech gathers data about its outreach and engagement activities. The results help the institution establish progress towards its strategic goal of outreach and engaged scholarship. Faculty and staff were invited to submit information about any outreach and engagement projects and activities they conducted between January 1, 2020, and December 31, 2020. In spite of COVID-19 having had a significant impact on the university’s day-to-day operations, research, and instructional activities, the Calendar Year 2020 assessment results reflected a continued commitment by faculty, staff, and students to engage with communities. The following provides highlights of the results from the 2020 assessment. Data was compiled from voluntary submissions received via the Raiders Engaged online survey, Digital Measures, as well as INDICO (TTU’s non-credit activities database).

Types of Outreach & Engaged Scholarship

Areas of Impact

Projects also impacted populations in New Mexico (77), Louisiana (62), and Kansas (62).

Geographic Impact

- 542 projects, programs, classes, and events provided for the community
- $43.9M raised in external funding
- 347,240 non-TTU attendees and participants in TTU outreach and engagement activities
- 708 external community partnerships
- 457 publications, presentations, performances, and other peer-reviewed scholarly products identified as outreach and engagement
- 48 faculty receiving awards for excellence in outreach and engagement
- 11,497 TTU students participating in High Impact Practices
- 863 TTU faculty and staff involved in projects and activities
- 48 faculty receiving awards for excellence in outreach and engagement
- 11,497 TTU students participating in High Impact Practices

The highest number of projects addressed Pre-K-12 Education (18.9%), followed by Community Development/Arts/Culture/Civic Life (17%), Science and Technology (11%), and Health and Health Care (10.4%).

GEOGRAPHIC IMPACT

- Projects also impacted populations in New Mexico (77), Louisiana (62), and Kansas (62).

AREAS OF IMPACT

- Community Development/Arts/Culture/Civic Life: 24%
- Science and Technology: 9%
- Continuing Education/Professional Development: 25%
- Education (Pre-K-12): 24%
- Environment/Natural Resources/ Land Use: 1%
- Other: 16%

FORMS OF ENGAGEMENT

- Public Programs, Events, and Resources: 18%
- Credit Courses and Programs: 17%
- Program Development/Delivery/Evaluation: 10%
- Economic Engagement: 10%
- Engaged Research and Creative Activity: 11%
- Other: 34%
Discoveries to Impact brings together faculty, staff, students, and the community for a showcase of research, engagement, innovation, and business startups. Scheduled events are comprised of the annual Engaged Scholarship Symposium, Undergraduate Research Conference, and the TTU Accelerator Competition.

Texas Tech’s Center for Transformative Undergraduate Experiences (TrUE), the Innovation Hub at Research Park, the Center for Integration of STEM Education and Research (CISER), and the Office of University Outreach and Engagement are proudly hosting the 2022 Discoveries to Impact Week March 28 – April 1, 2022.

For further details regarding the 2022 schedule, keynote speakers, and activities, or to learn how to get involved, visit the Discoveries to Impact 2022 website.

In early 2020, UOE launched Engage at Tech Central, an online engagement hub designed to spread awareness of Texas Tech sponsored outreach events and community resources, as well as to inspire and foster university partnerships, faculty-led research projects, and high impact, community-based learning experiences for students.