THE ECONOMIC VALUE OF UNIVERSITY OF CINCINNATI VOLUNTEER ACTIVITIES PILOT PROJECT

Prepared by the Economics Center

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INTRODUCTION

Universities are vital community assets. Through the University of Cincinnati's (UC) major missions—providing education, conducting academic research, and serving the community—it is a primary contributor to the formation of human capital and the expansion and diffusion of knowledge. These core university activities are principal drivers of economic development in modern economies.[1] While universities contribute to direct economic impacts on communities through purchases of local goods and services, employment of faculty and staff, and community revitalization through investment, the focus of this study is on the interface between the faculty, staff, and students of the University of Cincinnati and the community through volunteerism, philanthropy, and community-based education.[2]

This study of volunteer activities is UC's first attempt to comprehensively identify the many ways in which it is engaged with the local, regional, and global community. This research project is considered a pilot study, designed to describe the economic value of the time and talent investments made by colleges, faculty, staff, and students of UC.

A central aspect of a university's value to the community is its engagement with the community, both as part of its academic activities as well as through the service of its faculty, staff, and students. The community benefits generated by a university are often a direct result of its academic activities through experience-based learning and service to both community organizations and individuals. Thus, many university activities produce academic and community benefits. This community engagement occurs on the part of all groups of people within the university—faculty, staff, and students—as well as the university institution itself. While numerous reports document the economic, human capital, and research benefits of universities across the country, instances of investigating and quantifying universities' benefits through community engagement are limited.

Leaders at the University of Cincinnati recognize the need to examine the manner and extent to which the University benefits the surrounding community. This investigation revealed diverse and exceptionally wide-reaching ways in which the people of the University make contributions to the community—locally, regionally, and globally—through their engagement in programmatic and individual activities.

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[1] "Colleges and Universities as Economic Drivers: Measuring Higher Education's Contribution to Economic Development," SUNY Press, Editors: Jason E. Lane and D. Bruce Johnstone, January 2012.
[2] Michael Porter, "Colleges And Universities And Regional Economic Development: A Strategic Perspective," Harvard Business School, 2007.

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BACKGROUND

The University of Cincinnati is one of the largest employers in the Greater Cincinnati region and is one of the most important ambassadors and stakeholders within the area. The competitive success of our City depends largely upon the educational and social value that the University contributes. However, a significant portion of the University's contributions to the Greater Cincinnati community is not obvious or recorded in a standard manner.

The University of Cincinnati is distinctive in several respects, compared to other major employers in the Greater Cincinnati area. The University's workforce is made up considerably of advanced degree holders relative to other companies and entities in the region. Additionally, the scale of the workforce is remarkable. During the year of this study, the 2015-16 academic year, the University employed more than 6,400 faculty members (over 2,700 were full-time), and just under 4,000 staff members (3,394 were full-time). More than 6,000 students were employed in some capacity at the University during the 2015-2016 academic year. It is also important to note that most of the other local employers are for-profit businesses whereas UC is a public entity. UC and the major hospitals in the region are examples of local large-scale nonprofit organizations.

As a result of UC's distinctiveness, it is reasonable to expect that the profile of how it engages with and benefits both the local and global communities would be different from the picture presented by other employers.

DATA COLLECTION AND METHODOLOGY

The University, its associated 14 colleges and various supporting academic, and non-academic units and departments do not individually nor systematically track data relative to the involvement of their staff, faculty, and students in the community at-large. Across the board, the numbers of hours, people involved, and value of services provided for various community initiatives are seldom readily available and are kept by individuals holding different functions in each instance. As a result, the collection of data for this pilot report encompassed several different approaches. Therefore, it should be reiterated that the data are neither perfect nor exhaustive.

The following data collection mechanisms were used:

1) Two survey instruments were deployed to collect information from faculty and staff about various types of activities which benefit the greater community. The introduction to the survey briefly described the research project and solicited participation from all recipients regardless of work status (adjunct, tenured, part- or full-time, etc.). All respondents were asked to provide the name of their college and academic unit (school, department, or program) so that the collected information could later be shared with individual colleges (see the appendix).

The Economics Center constructed a survey instrument that was not burdensome. For unit leaders, the median time to complete the survey was less than seven minutes, and for all other faculty members, the median completion time was just over four minutes. In the case of both the faculty and staff surveys, results were collected over the course of two weeks. Ultimately, 657 faculty members completed the survey, including 151 unit leaders who also provided information about the overall activities of their school, department, or program.[3] As far as the staff survey is concerned, 787 individuals responded to the instrument.

2) Deans and Associate Deans at each of UC's 14 colleges were contacted to provide information on initiatives that were sponsored by a respective college, or in some cases, particular departments or units within a college. Specifically, data were compiled on the number of people involved in those initiatives, hours expended, the nature of work that took place (cause or population initiatives aimed to assist), and when appropriate, the comparable market value of services provided to the community. Deans and Associate Deans were all contacted by email, and have provided data either via email or in interviews with the Economics Center's research staff.

The total reported hours were converted into dollar values following the methodology established by the Independent Sector, a coalition of nonprofits, foundations, and corporate giving programs. For more than 30 years, the Independent Sector has published an annual report on the hourly dollar values for volunteer activity providing both the national and state-level wages. The standard for measuring the value of volunteer time is based on Occupational Employment Statistics data published by the Bureau of Labor Statistics.[4] The Independent Sector methodology then increases these data by 12 percent to account for fringe benefits.[5] Where volunteer activities are general or undifferentiated, the Economics Center uses the average wage of all non-management, non-agricultural workers, which is particularly appropriate for situations where volunteers are not performing work in their trained profession. However, when individuals are reporting specific, professional or para-professional activities, the Economics Center used appropriate occupational data for Cincinnati to determine wages (e.g., dental care provided in the community was quantified by using median hourly wages for dentists). The Economics Center followed this methodology to convert the hours of service work by staff and faculty employees into the reported monetary values.

3) Data on the community work performed by students attending the University were collected through obtaining enrollment and credit hour information provided by the Office of the Provost on service learning and experiential courses. Additionally, the Center for Community Engagement provided extensive data on UC students' volunteer community hours for the 2015-2016 academic year, as did the administrators of Greek Fraternities and Sororities, each of which encourages, and, at times, require community service involvement from their student

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[3] Another 182 responses were incomplete, containing only a response to the initial screening question. Some of these may have come from faculty who later returned to complete the entire survey.
[4] "Occupational Employment Statistics," U.S. Department of Labor, Bureau of Labor Statistics, May 2015, http://www.bls.gov/oes/.
[5] "The Value of Volunteer Time," Independent Sector, May 2015, https://independentsector.org/volunteer_time.

members. Additional data were obtained by contacting the Athletics Office on the work performed by student athletes on scholarships, and by the Office of Student Activities and Leadership Development.

4) Lastly, twenty faculty members were contacted for more in-depth, qualitative information in a phone interview. The phone interviews were further probes about the specific initiatives faculty reported on the survey instrument. The twenty individuals were selected on the basis of one of these characteristics: a) the community work they shared showed particular *depth of impact* on a population or in regards to a particular cause; or b) their report was illustrating the *breadth of activities* faculty were involved in, in terms of variety of causes, diversity of activities, geographic reach, and scope. The qualitative responses from these faculty members have been woven throughout the report to provide additional dimensions to the reported quantitative results.

OVERVIEW OF THE UNIVERSITY OF CINCINNATI

The 14 Colleges that comprise the core academic leadership centers of the University of Cincinnati collectively facilitate an environment where educational activities, research, and community service thrive. Proximity, intention, and collaboration connect faculty and students with the outside community, business, and industry partners. University and College leadership teams recognize that experiences and community service guides students toward careers and prepare them to be well-rounded professionals. As a result, nearly every College within the UC landscape had articulated a deep commitment to the provision of experiential learning for their students and commitment to the greater community. Thus, local nonprofit and business leaders know they can utilize UC faculty, staff, and students' expertise and can look to UC for leadership for their industry sectors. Additionally, the structural support that staff provides for students and faculty enables academic and community activities to scale more easily.

Having the University in the city's core allows for significant synergies with the outside community and renders UC extremely valuable for the community. Table 1 below displays the aggregated community benefit statistics from the surveys of faculty and staff, as well as the reported college-level program activities. In the 2015-2016 academic year alone, 1,878 faculty and staff members volunteered more than 133,000 hours total, averaging an impressive 71 hours per recorded volunteer. The total volunteer faculty and staff hours are equivalent to the University of Cincinnati indirectly staffing 64 full-time individuals as volunteers at approximately $23.50 an hour, or just above the average wage of all workers in the Cincinnati Metropolitan Statistical Area (MSA).[6]

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[6] The mean hourly wage in the Cincinnati MSA in 2015 was $22.61 per hour, according to the Bureau of Labor Statistics. https://www.bls.gov/oes/current/oes_17140.htm.

Table 1: University of Cincinnati—Colleges' Community Engagement Statistics, 2015-16 Academic Year

	Hours Donated	Number of Volunteers	Estimated Financial Impact
Staff	36,908	1,009	$867,023
Faculty	96,916	869	$2,293,049
Total	**133,824**	**1,878**	**$3,160,072**

The value of the volunteer work uses the methodology explained in the Data Collection and Methodology section above and values volunteer work using estimates from the Independent Sector.[7] These estimates determine the value of various volunteering activities when applicable. For instance, if an individual provided volunteer dental services, the Economics Center valued that time at the average hourly wage of a dentist. When the volunteer time was unspecified, or the activity was not detailed enough to determine a specific activity type, the Economics Center assumed the average wage in the Cincinnati (MSA) plus the fringe benefits mentioned in the methodology. This represents a conservative approach to quantifying the estimated financial impact of volunteer hours. This calculation amounts to approximately $1,683 of volunteered time per staff and faculty member recorded.

From the survey data, the Colleges have provided significant examples of engagement activities that faculty members contributed to the surrounding community. In numerous cases, faculty members participate in College programming that addresses a community need in a way that also offers students the opportunity to learn *and* serve. UC's academic environment helps to forge new, productive relationships in shared, interdisciplinary classrooms, amongst diverse groups, and between the academic institutions. Community service activities of faculty members meet a wide-range of needs, e.g., accounting and tax help through the Carl H. Lindner College of Business, amateur astronomy research through the College of Arts & Sciences, Whiz Kids Music collaboration through the College Conservatory of Music, etc.

> "Getting to know the various partners at Taylor Elementary and seeing their work has inspired me to be more passionate and do more to educate myself and my students on the challenges these communities face and the opportunities for work there."- Sarah Schroeder

In many cases, community initiatives at various colleges arose out of shared interest, a faculty or staff member's dedication to service, and fulfilling needs where they existed. One faculty member from the English department runs a writing workshop for veterans. Another faculty member from the College of Arts & Sciences advises a student group from a local high school that formed a "synthetic biology" club. Some of these services are paid for through partnerships and contracts with the Colleges

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[7] "The Value of Volunteer Time," Independent Sector, May 2015, https://independentsector.org/volunteer_time.

themselves, while others are done privately, as consultation. In this section, we are focusing on pro bono work that exists as expertise provided by College faculty without compensation.

Lastly, note that in addition to talent and time, the faculty and staff of the University and at various Colleges offer up monetary support. For the past 11 years, the University of Cincinnati Foundation, the primary fundraising arm of the University, has conducted an annual faculty and staff campaign that encourages philanthropic participation and support of University entities such as departments, programs, and scholarships. In the 2015-2016 academic year, 6,033 individuals contributed to this campaign, giving a combined total of $14,253,509 (the participation rate was just over 70% of faculty and staff University-wide). The faculty and staff campaign at the University is analogous to fundraising efforts that other, particularly corporate, local organizations adopt and promote with their employees. The University encourages a culture of philanthropy "at home" through faculty and staff campaigns of the UC Foundation, as well as by encouraging participation in the more community-wide philanthropic efforts, such as the United Way or ArtsWave campaigns. University of Cincinnati faculty and staff contributed $228,044 to the United Way and Community Shares during its annual campaign and $65,992 to ArtsWave for a total of $294,035 in philanthropic support to these organizations in 2016. Also, as part of data gathering for this report, some student organizations and University departments reported making direct monetary gifts to local nonprofit organizations that amounted to more than $250,000.

ENGAGEMENT OF STUDENTS WITHIN THE COMMUNITY

From the data collected for this pilot report, it is evident that University of Cincinnati students contribute to the local community in significant ways during the process of obtaining their degrees. The idea of global citizenship and the concept of "giving back" are pronounced throughout college campuses. Campuses commonly provide outlets for giving back both formally and informally. At the University of Cincinnati, this is true as well: students can find opportunities to get involved in many ways. Of note are requirements that go along with students' individual associations with certain student groups (e.g., Greek Life), or a scholarship status that may require a specific number of service hours (e.g., Cincinnatus scholarship). However, based upon enrollment numbers in experiential courses, service learning courses[8], and the sheer number of other volunteer activities students are involved in, the community benefit provided by UC students is considerable in terms of hours working on or advancing certain causes.

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[8] In 2015-2016, per the Office of the Provost, 288 service-learning classes were offered at the University. Between those opportunities and other forms of experiential learning (internships, co-ops, etc.), over 19,000 students were exposed to education that connected them to the larger community.

In the fall of 2015, the University of Cincinnati matriculated 44,251 students. As shown in Table 2, the impact of the student body on the total volunteer efforts of the University is significant.

Table 2: Average Community Service Hours per Student, 2015-16 Academic Year

	Hours Donated	Number of Students[9]	Estimated Financial Impact
Students	581,031	44,251	$5,378,458

The volunteer efforts during the 2015-2016 academic year in total are equivalent to approximately 279 full-time volunteer positions. In other words, students at the University contribute the work of approximately 279 individuals working 40 hours a week, 52 weeks a year. That amounts to more than 13 hours per student. Additionally, if the hours of non-specific volunteering were valued at the Ohio minimum wage ($8.10 per hour), and specified volunteering was valued at market rate (e.g., the Law School offering pro bono legal support), the total community impact of student community engagement exceeded $5.3 million during the 2015-2016 academic year.[10]

The argument could be made that exposure to issues in the community builds character, citizenship, and community awareness pays dividends as students enter the workforce after graduation. Beyond that, the community work also provides a more tangible and practical benefit, which is to contextualize and supplement academic learning with "real world" exposure and hands-on activities. UC student volunteers give their time and efforts to local charities, nonprofits, and faith-based organizations. Additionally, UC students are organized and collectively contribute to their communities through outreach programs, fundraising, mentoring, and events. The following are notable UC resources that either document students' volunteer work or are frameworks within which students plug into the community:

Center for Community Engagement (CCE): The primary organizer of student community engagement, the CCE works with community partners, students, faculty, and staff to arrange relationships for volunteer activities. The Center also offers the tracking of volunteer hours associated with scholarship awards, the Cincinnatus Scholarship being one of the well-known examples. During the 2014-15 academic year, CCE tracked a total of 431,964 hours of community service from its student users.[11]

Athletic Department: Balancing community engagement with busy class schedules is particularly demanding. Among those with busy schedules are the Student Athletes that participate in the

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[9] "Student Enrollment by College, Program, Area Code, and Degree Level," Office of Institutional Research, 2015-2016.
[10] The Estimated Financial Impact also includes direct funds raised by student organizations.
[11] The Center for Community Engagement's volunteer.uc.edu tool is required to report the year following the school year that the data was collected. Therefore, the 2014-15 data is the most recently available.

Cincinnati Promoting Athlete Wellness & Success (CPAWS) program, where 426 athletes spent 4,342 hours on projects for community organizations.

Athletic Department scholarships also serve to help students afford tuition and housing. In the 2015-16 year, 364 students received Athletic Scholarships, 354 of which were awarded to area high school students.

Greek Life: Sororities and Fraternities are student-led organizations engaged in socialization, academic achievement, cooperation, and community support. The University of Cincinnati has an active Greek community that raises money and supplies volunteers for organizations that support veterans, Alzheimer research, Leukemia & Lymphoma research, juvenile diabetes research, cancer research, affordable housing provision, women in sports, the homeless, community cleanups, blood banking, mentoring, tutoring, and tackle food scarcity among others. In total, UC Sororities and Fraternities raised $263,452 for charities and nonprofits and volunteered 68,568 hours of service.

> "I am very grateful for the opportunity to work with UpSpring. I have gained an appreciation for the challenges that students of all ages face when they are experiencing homelessness. I know of at least one of my students who reached out to UpSpring for a philanthropy opportunity for his fraternity."- Whitney Westrich

Student Activities and Leadership Development (SALD): This university resource provides support and leadership for more than 500 student organizations. They offer some activity-related funds for events and organizations. Student organizations range from sports clubs to interest in botany, weight loss, politics, cultural community organization, to community service, and much more.

As such, SALD cannot track the independent engagement contributed by these student organizations. However, they coordinate campus-wide community engagement programs, including the Bearcat Buddies tutoring program. The Bearcat Buddies program connected 526 student volunteers with 300 primary and secondary school children with tutoring, both on-site and on-campus. The volunteers spent 11,463 hours with their students.

Within the current system for collecting student volunteer hours, there is a high likelihood that the estimate for total hours has a certain margin of error. For example, Greek Life students volunteer their time for their organizations that are reported by the UC Greek community for their annual reports. If these students have scholarships, they likely report these same hours of service to the Center for Community Engagement (CCE), effectively double-counting. However, if Greek students do not have scholarships, there is no requirement to report hours to CCE. As such, CCE numbers are helpful in aggregating the approximate total student volunteer hours, but may not capture the entirety of student contributions. With these limitations in mind, the University of Cincinnati's student population collectively volunteered an estimated 581,000 hours in the 2015-16 academic year.

LIMITATIONS

The notion of measuring the benefit of a university to the larger community in concrete, quantifiable ways is an emerging field. Because of that, there are very few academic studies that position the "community benefit" at the center of their inquiry. The embedded nature of the University of Cincinnati in the community, with the primary missions being the advancement and dissemination of knowledge as well as service, frequently creates an environment in which people, due to either their expertise, field of study, training, or other associations with the University, engage with the community in productive ways.

This report's attempt to clearly articulate and quantify the benefits of the University-Community synergy is not without its limitations, however. As noted earlier, one important consideration of this report is how the construct of "community benefit" has been conceptualized. The Economics Center erred on the side of defining activities that are in the service to the community around which certain quantifiable data inputs were able to be obtained: number of hours, the number of people involved, the market value of services, etc. What was more difficult to measure were the impacts that were <u>not</u> directly a compensated (or obligated) duty as part of the student, faculty, or staff's primary set of responsibilities at the University. The Economics Center's goal was to capture, as purely as possible, the community benefit portion of the work, rather than the other two central missions of education and research.

The complexity of what is included in a larger construct of community benefit carries additional assumptions and stipulations. While there are sources of information at UC that keep track of student volunteer hours, for instance, these are likely still approximate student hours in the aggregate and do not necessarily capture a full picture of student contributions. The online tool for recording hours from the Center for Community Engagement is not mandatory, and it is also not the only place to record volunteer service hours. Many scholarships require yearly community engagement activities, but several entities may want to know that a student is committing their time to community service. As stated above, an example of a potential shortfall of the data collection may mean that an individual with a Cincinnatus Scholarship may report their hours to CCE, and also to their Greek Life association. Implying that the current recording arrangement is apt to under-count in some instances where students do not report and also likely to double-count if a student records the same hours for more than one organization associated with the University.

Another important consideration is the absence of a centralized method of recording, quantifying, or reporting activities that are conducted in the service of the community. This is a reality across every college, major academic unit, non-academic unit, and department. This problem has three major implications:

1) UC lacks a formal data collection process that may lead to unawareness of important work conducted in the region that has ties to the University.

2) UC is potentially foregoing the opportunity for promoting activities that may have a greater impact through faculty involvement, programs, outreach, projects, and student organizations that are already making a big difference in the region.

3) UC could benefit from the accountability to the public and stakeholders that consistent records of this nature could offer, as well as the utility of a measure by which to compare future community engagement activities.

CONCLUSION

The University of Cincinnati is a tremendous economic driver and is among one of the largest employers in the Greater Cincinnati Region. It is also an economic development powerhouse, primarily through its mission of producing trained graduates and supplying a workforce for local and nonlocal businesses and industries. Its impact is also important in the arena of new knowledge creation in each of its 14 colleges by way of cutting-edge research activities. As this pilot study reveals, the service component of the University's mission also has a significant impact on the local community through the activities that faculty, staff, and students do each year including support of various causes, advancement of nonprofit organizations, and volunteerism.

Table 3—Contribution of Staff, Faculty, and Students for the 2015-2016 Academic Year

	Hours Donated	Number of Volunteers	Estimated Financial Impact
Staff	36,908	1,009	$867,023
Faculty	96,916	869	$2,293,049
Students	581,031	44,251	$5,378,458
Total	**714,855**	**46,129**	**$8,538,530**

In 2015-2016 academic year alone, faculty, staff, and students of the University contributed more than $8.5 million in community benefit activities. Additionally, this $8.5 million represents more than the equivalent of three hundred full-time 'volunteers' contributing nearly 90,000 days of work in total within their communities. The breadth and depth of activities done in the service of the community during the last academic year are as varied as the fields of study that the University offers and as diverse as the people working and studying at UC. The creative ways in which faculty and staff have engaged to help organizations, groups, and causes they care about is remarkable. Through all of the activities combined—from being a leader on the Board of a homeless shelter to serving in soup kitchens, providing pro bono research support to selling cookies for a cause, or founding new organizations that address community needs to hosting writing classes for veterans—UC faculty and staff have demonstrated how much they care, and how much they help.

Connection to the community is a core value at the University, thus assuring staff, faculty, and students may "plug in" in an organized way through a college or a unit-sponsored program, and individually as active members and citizens of the greater community. Faculty and staff also contribute monetarily to the University of Cincinnati Foundation's annual faculty and staff campaign, which serves as the framework for encouraging the culture of philanthropy at UC (supporting, again, a wide array of causes, scholarships, activities, and programs at the University). Student engagement in the community is reflected in the sheer number of service-learning and experiential learning courses and their student enrollments. By benefiting from a scholarship or participating in student organizations, UC students also do important community work, estimated to be approximately 581,000 volunteer hours in the 2015-2016 academic year alone.

The nature of the University's combined community benefit work and the impact it has in advancing particular causes and improving people's lives is characterized here. As this work is continually better recorded, tracked, and reported, understanding the institution's community benefit provides a unique platform for the University of Cincinnati to articulate a more sophisticated—and substantiated—value proposition to its home community.

APPENDIX

The following tables contain the aggregated community service contributions by the various academic Units that comprise the University of Cincinnati. The values are enumerated in terms of people, hours, and estimated contribution by the variety of University member (Students, Staff, Faculty, Curriculum-Based service activity). Please see the methodology section for calculation clarifications for the Estimated Contributions.

Below the summation statistics gathered for the study, are short lists of activities that faculty and staff had mentioned during the research into how the people of the University of Cincinnati engage in their communities. These are split up into Units, in a similar fashion as the statistics. These activities are a collection of both activities done personally and through the University of Cincinnati. These represent people from the Colleges, rather than necessarily the College, itself.

Please note: the "Other" Unit of the University, listed at the bottom of this Appendix section, accounts for survey respondents categorized as "Other." "Other Units," and "Unspecified," as well as the Academic Affairs & The Office of the Provost, UC Serves, UC Sustainability, Division of Experience-Based Learning and Career Education, Fraternities & Sororities, SALD, and CCE are all included here. The "Other" Unit also contains the funds raised by student efforts via Greek organizations on campus and posted in the *Students* row additively with the Estimated Contributions. Additionally, the College of Engineering and Applied Science contains the value estimation of EnableUC activities additively with the Estimated Contributions column.

Athletic Department

	People	Hours	Estimated Contribution
Students	426	4,342	$ 35,170.20
Staff	9	323	$ 7,587.75
Faculty	–	–	$ -
Curriculum Based	–	–	$ -
Total	**435**	**4,665**	**$ 42,757.95**

College of Arts & Sciences

	People	Hours	Estimated Contribution
Students	61	15,431	$ 124,987.05
Staff	34	1,036	$ 24,337.17
Faculty	42	2,492	$ 59,559.47
Curriculum Based	14	982	$ 23,068.64
Total	**151**	**19,941**	**$ 231,952.33**

Specifically-Reported Service Activities:

- Developed field studies in cooperation with Great Parks of Hamilton County.

- Classics Outreach Program—program designed to increase Cincinnati's understanding of life in the ancient world through free presentations on a broad range of topics.

- Hughes Outreach and Young Scholars—Hughes STEM High School and A&S partnered to bring 150 9th graders to UC for a week. Students had the opportunity to participate in science experiments, hands-on activities, and mini science sessions.

- Intersession—Hughes STEM High School students worked with five Biology faculty members for a week learning science through sensing-based education.

- Mapping perceptions of the local environment with area youth.

- Community programs dealing with journalistic ethics, race, and the media.

- UC Influence—a student-run public relations firm that operates a local, nonprofit campaign in the spring semesters.

- The Cincinnati Project—works towards the mission of increasing equity in the city of Cincinnati through community work across a range of topics including Latino health, police relations, educational inequalities, and domestic violence issues.

- Veteran's Writing Group.

- Amateur astronomer collaboration where students contribute to current research studies.

- Teaching English to refugees through Catholic Charities of Southwest Ohio—serves refugees who come to the United States through the U.S. Department of State and U.S. Conference of Catholic Bishops.

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College of Allied Health Sciences

	People	Hours	Estimated Contribution
Students	29	7,343	$ 59,474.25
Staff	35	566	$ 13,296.18
Faculty	53	1,445	$ 34,346.50
Curriculum Based	13	4,905	$ 115,225.73
Total	**130**	**14,259**	**$ 222,342.66**

Specifically-Reported Service Activities:

- HopeFest Health and Education Festival—a health screening and education festival that also gives young people in Cincinnati a chance to have fun with games, music, and other activities.

- St. Vincent De Paul IPE Pro Bono Clinic—research, service learning, and health screenings overseen by faculty volunteers and students operating a free self-management clinic in Cincinnati's West End neighborhood.

- First Ladies for Health—an organization offering free health screenings for HIV, diabetes, and lung disease, as well as other health-related services at 18 sites around the city.

- Community engaged research.

- Student work assisting persons with hearing impairments.

- Bachelor's of Social Work completion program that supplements workforce development efforts in Clermont County.

- Good Samaritan Free Health Center assistance.

- Fundraising for Safe Haven Farm Therapeutic Riding Program.

- Head Start Health Fairs—a federal program that offers comprehensive services for parents and children, including community-based health care.

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College Conservatory of Music

	People	Hours	Estimated Contribution
Students	22	1,620	$ 13,122.00
Staff	12	661	$ 15,527.87
Faculty	31	1,617	$ 37,985.73
Curriculum Based	8	1,410	$ 33,122.99
Total	**73**	**5,308**	**$ 99,758.59**

Specifically-Reported Service Activities:

- The Pipe Organ Encounter—program provides lessons on organ construction, history, design, and improvisation.

- The Great Globe Foundation / Dadaab Theatre project—a nonprofit organization that uses the power of art to connect young voices throughout the world and answers the question, "How is our cultural identity expressed through art?"

- The University of Cincinnati / Kenyatta University Cultural and Artistic Exchange—film students from both universities write, shoot, and edit short films for the 48 Hour Film Festival in the fall.

- Voice Internship Program between CCM and Royal Central School of Speech and Drama—London

- Community outreach to the Talbert House—a nonprofit organization that focuses on youth and adult behavioral health, community care, court and corrections, and housing for improving social behavior in the local community.

- Whiz Kids Music—in collaboration with City Gospel Mission's Wiz Kids Music, CCM brings the arts to elementary school children. These after school programs incorporate hands-on lessons that stimulate creativity, communication, and collaboration to help children further their understanding and appreciation for the arts. CCM students are trained to familiarize themselves with curriculum materials, techniques, and activities to successfully work with elementary aged students.

- Cincinnati Young Artists—provides opportunities for pre-professional and young professional musicians to inspire and develop their musical talents with guidance from CCM instructors.

- Cooking for homeless families in the Interfaith Hospitality Network—an organization dedicated to providing the homeless with shelter and hospitality through an interfaith community network.

- Concert: Nova—combines visual art with innovative cultural engagement and music.

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College of Education, Criminal Justice & Human Services

	People	Hours	Estimated Contribution
Students	140	10,929	$ 88,524.90
Staff	46	8,629	$ 202,708.01
Faculty	20	7,032	$ 165,192.12
Curriculum Based	4	2,050	$ 48,157.54
Total	**210**	**28,640**	**$ 504,582.57**

Specifically-Reported Service Activities:

- The Upward Bound Program—provides academic instruction in mathematics, laboratory sciences, composition, literature, and foreign languages. The program also includes tutoring, counseling, mentoring, cultural enrichment, work-study programs, education, or counseling services designed to improve the financial and economic literacy of students. Upward Bound focuses on students with limited English proficiency, students from underrepresented groups, students with disabilities, students experiencing homelessness, and students that are either in foster care or are aging out of foster care.

- Reds Urban Youth Academy—in partnership with the University of Cincinnati, the Reds Community Fund, and their Urban Youth Academy, offer tutoring services to students during four afternoons/evenings per week each semester.

- Higher Education Mentoring Initiative (HEMI)—the mission is to increase postsecondary graduation rates and career readiness for foster youth in Hamilton County, Ohio by providing them with an academic mentoring relationship that begins in high school and continues throughout the duration of their postsecondary education and eventually in their career search.

- The Economics Center—focuses on providing financial and economic education in the community. For 40 years, the Center's education team has been equipping students in grades K-12 with practical economic knowledge and skills.

- Bilingualism Matters—an international advocacy organization promoting bi/multilingual language maintenance.

- Collaborative research project with high school faculty members.

- Unpaid research for community organizations.

- Technology integration in a local low-income primary school—an educational technology course supporting a low-income school with technology needs and integration while providing UC students with hands-on experience working with need-based clients. Work with teachers at the Ethel M Taylor Academy helps increase technology integration within the classroom and lessens the intimidating nature of technology.

- TechLife Cincinnati—dedicated to increasing the number of technology-driven students at the University of Cincinnati who excel academically, professionally, and positively impact the community.

- Mathematics Equity Group.

College of Engineering & Applied Science

	People	Hours	Estimated Contribution*
Students	25	785	$ 18,308.50
Staff	17	62	$ 1,456.47
Faculty	16	490	$ 11,510.83
Curriculum Based	2	1,885	$ 44,281.45
Total	**60**	**3,222**	**$ 75,557.25**

*The Estimated Contribution section of the College of Engineering & Applied Science also contains the estimated value of EnableUC activities, additively.

Specifically-Reported Service Activities:

- EnableUC— student organization that provides children with a variety of prosthetic hands that have been designed by biomedical engineers.

- Solar street light assemblies in collaboration with Ethiopian students—objective is to provide solar panels to rural communities in Ethiopia while also tackling unemployment in those areas.

UC Clermont College

	People	Hours	Estimated Contribution
Students	89	668	$ 5,406.75
Staff	12	448	$ 10,524.18
Faculty	13	500	$ 11,745.74
Curriculum Based	4	1,662	$ 39,042.85
Total	**118**	**3,278**	**$ 66,719.52**

Specifically-Reported Service Activities:

- Clermont County Domestic Violence and Sexual Assault Task Force—UC Clermont teams up with Clermont County Domestic Violence and Sexual Assault Task Force to host events and panel discussions on the importance of a "coordinated community response to domestic violence."

- Service learning coursework at a nursing home working with dementia patients.

- Self-care workshop dealing with racism's effects on emotional and behavioral health.

- Smoking awareness program.

College of Design, Architecture, Art & Planning

	People	Hours	Estimated Contribution
Students	59	443	$ 3,584.25
Staff	14	564	$ 13,249.19
Faculty	19	1,225	$ 28,777.07
Curriculum Based	1	1,495	$ 35,119.77
Total	**93**	**3,727**	**$ 80,730.28**

Specifically-Reported Service Activities:

- Design Lab programs for intercity schools.

- Curated exhibition for Cincinnati's Contemporary Arts Center.

- Connecting students to Community Development Corporations in Cincinnati for internships.

- ACE program with Hughes High School—bridge program focused on college and career readiness in STEM fields.

- Design and constructed a Clinic and school in rural Tanzania.

- Provided design assistance for the Civic Garden Center—UC's College of Engineering and College of Design Architecture, Art, and Planning combined efforts to create the Green Learning Station, an experiment in green, self-sustainable urban living.

- Art Futures program in partnership with Elementz—community-based initiative that prepares local youth through the process of socially engaged art to consider professional careers and college.

- Niehoff Urban Studio—interdisciplinary studio where students can address urban development issues that encourage community collaboration in the problem-solving process.

I Economics Center

College of Business

	People	Hours	Estimated Contribution
Students	550	4,575	$ 37,057.50
Staff	17	460	$ 10,806.08
Faculty	51	4,460	$ 104,772.02
Curriculum Based	17	3,708	$ 87,106.43
Total	**635**	**13,203**	**$ 239,742.03**

Specifically-Reported Service Activities:

- Project Impact—freshman business students are partnered with United Way agencies to take on projects in the Cincinnati community.

- Back to Business—program designed for middle-level managers, or professionals, who have been disadvantaged by the economic recession to increase their knowledge and update their skills in an inexpensive learning environment.

- Lindner Summer Institutes— emerging women leaders and emerging leaders of color that are rising high school sophomores, juniors, and seniors are immersed in a week-long overnight experience that introduces them to business education and the multi-faceted business world.

- Pro bono tax services for small businesses and estates / trusts.

- Volunteer advisor for the American Marketing Association (AMA).

- India Cincinnati Sister City program - a new international relationship between Mysore, India and Cincinnati, Ohio with the goal of promoting cultural understanding.

- Consultation for Wasson Way trail—Through the Niehoff Urban Studio "Metropolis and Mobility" project, students and faculty created proposals for the Wasson Way trail. The proposals were presented at the "Bright Ideas for Mobility" panel.

- Political advocacy in defense of Cincinnati neighborhoods.

- 2016 Supply Chain Thought Leaders—event that unites corporate leaders to academic researchers to solve supply chain challenges.

- Analytics training for local organizations, e.g., United Way and the Cincinnati Zoo.

- Women's youth robotics team coaching—Dr. Andrew Harrison volunteers his time with a local robotics team.

- Experiential and service learning programs.

- Operation Backpack—in collaboration with UpSpring, Operation Backpack delivers filled backpacks to homeless students at the beginning of the school year.

- Building mentorship programs to connect international students with American classmates across socio-economic and cultural divides.

- Institute of Management Accountants.

- Support of a marketing research interest group.

College of Nursing

	People	Hours	Estimated Contribution
Students	109	818	$ 6,621.75
Staff	23	172	$ 4,040.53
Faculty	21	2,286	$ 53,701.53
Curriculum Based	11	5,760	$ 135,310.95
Total	**164**	**9,036**	**$ 199,674.76**

Specifically-Reported Service Activities:

- "Play Day" for children with Autism.
- Mentoring leadership skills for faculty of other Universities.
- YMCA Diabetes Prevention Program.
- Support of the Cincinnati Board of Health.
- Support of Durr Foundation Opioid Stakeholder Group.

College of Law

	People	Hours	Estimated Contribution
Students	91	19,380	$ 553,686.60
Staff	6	91	$ 2,137.72
Faculty	1	50	$ 1,174.57
Curriculum Based	-	-	$ -
Total	**98**	**19,521**	**$ 556,998.89**

Specifically-Reported Service Activities:

- Ohio Innocence Project—the purpose of this program is to seek and identify inmates in Ohio prisons who are innocent of their convictions. An average of 18 students per academic year participate in bringing justice to these people through DNA testing, new expert testimony, or evidence of police misconduct.

- Indigent Defense Clinic—a program for third-year law students who represent clients charged with misdemeanors and low-level felonies. This program gives students an opportunity through lectures, seminars, and real life application to develop their skills as future lawyers.

- Domestic Violence & Civil Protection Order Clinic—the clinic's purpose is to have students practice law in a civil setting while also providing legal services to survivors of domestic violence.

- Sixth Circuit Clinic—this program introduces law students to the basics of appellate advocacy. Students work closely with an attorney on cases pending before the U.S. Court of Appeals for the Sixth Circuit.

- Entrepreneurship and Community Development Clinic—law students obtain hands-on experience representing small business owners and entrepreneurs on legal transactions critical to their success.

- Brandery and Other Business Accelerators—students participate in a 15-week fellowship where they provide a variety of legal services and interact with entrepreneurs on issues that may arise.

EconomicsCenter

College of Medicine

	People	Hours	Estimated Contribution
Students	-	-	
Staff	164	12,801	$ 300,714.44
Faculty	105	7,843	$ 187,250.35
Curriculum Based	27	15,792	$ 370,977.53
Total	**296**	**36,436**	**$ 858,942.32**

Specifically-Reported Service Activities:

- Student mentors.

- Feed Ohio—an organization dedicated to providing food assistance to families and individuals in Ohio.

- Parkinson Support & Wellness—an organization that helps individuals in the tri-state area find the resources needed to deal with Parkinson's disease.

- Boxing exercise program for patients with neurological symptoms.

- Community cooperative research project to test air pollution related to industry and educate community members on the negative health effects, thereof.

- Leadership of the American Epilepsy Society—a professional neurological organization which promotes scientific investigations, communications, and an exchange of clinical information.

- Spine intervention service.

- Contributed to improving the environmental health capacity of clinicians in Flint, Michigan.

- Urban Universities for Health Community Advisory Board - through the Urban Universities for HEALTH, UC's health leadership will regard health workforce strategies to improve and enforce institutional effectiveness.

- Mentorship program promoting the STEM fields.

- Asthma educational outreach program.

- Support of Hamilton County Community Mental Health & Recovery Board—this government agency is responsible for funding, planning, and evaluating the effectiveness of the mental health services in Hamilton County.

- Cincinnati Exchange Program—an organization that promotes safer, less harmful drug use through a needle exchange.

- Support of Collective Impact on Health.

- Organized the effort to make Cincinnati a "Bike Friendly Community."

- Kids + Chemical Safety—this organization provides up to date health information regarding chemical hazards and safe use of chemicals around children.

- Raised funds for prostate cancer.

- Centering Pregnancy—provides group prenatal care to pregnant women who are due around the same time.

- Community fund raising training.

- University Center for Excellence in Developmental Disabilities Transition Bootcamp—is an organization which provides children, young adults, and adults living with disabilities with the tools and skills necessary to live safe, productive, and healthy lives.

- Facilitated volunteer work by students at Crossroad Health Center—an organization that provides accessible physical and mental health care services to the surrounding community.

- Support of Hamilton County Heroin Coalition—an organization of the community's leaders that addresses the heroin and opiate epidemic.

College of Pharmacy

	People	Hours	Estimated Contribution
Students	–	–	
Staff	2	75	$ 1,761.86
Faculty	9	672	$ 15,786.28
Curriculum Based	0	3,000	$ 70,474.45
Total	**11**	**3,747**	**$ 88,022.59**

Specifically-Reported Service Activities:

- Workshop on managing behaviors for Alzheimer's disease patients' caregivers

UC Blue Ash College

	People	Hours	Estimated Contribution
Students	231	1,733	$ 14,033.25
Staff	16	320	$ 7,517.00
Faculty	37	1,458	$ 46,172.00
Curriculum Based	9	2,708	$ 63,615.00
Total	**293**	**6,219**	**$ 131,337.25**

Specifically-Reported Service Activities:

- UC Smiles—the program brings the community's children to the Blue Ash campus to provide them with the resources to maintain good oral health while also encouraging secondary education.

- Interfaith Hospitality Network of Warren County—the mission is to provide homeless families with meals and hospitality while also taking into consideration the families' integrity and dignity.

- P&G SuccessWay Co-op Program.

- United Way Born Learning Academy, Born Learning Communities, A Taste of Learning—early childhood parental education programs.

- Student Nurse Association.

- Volunteer Clinics for the working poor.

- UC Open School—an inter-professional educational community.

EconomicsCenter

Other

	People	Hours	Estimated Contribution
Students	734	512,967	$ 4,418,481.02
Staff	602	10,700	$ 251,358.89
Faculty	451	5,410	$ 127,088.93
Curriculum Based	41	14,579	$ 342,482.36
Total	**1,828**	**543,656**	**$ 5,139,411.20**

*Includes designations of Other, Other Units, Unspecified, Academic Affairs & Provost, UC Serves, and UC Sustainability, Division of Experience-Based Learning and Career Education, Fraternities / Sororities, SALD, and CCE. The Other category also contains the funds raised by student Greek organizations on campus.

Specifically-Reported Service Activities:

- Helped to reopen a renovated Price Hill Clinic.

- Assisted people in danger of eviction to regain housing stability.

- Provided anesthesia for surgical missions in Belize.

- Mentoring program.

- Assistance for diabetics to help learn stable lifestyle practices.

- Support for Tender Mercies—an organization that provides support for the homeless with mental illness by providing a secure and safe community.

- Community engaging research project with Latina and Latino immigrants in Cincinnati

- Co-developed the Patient Self-Advocacy Scale.

- Initiatives to elevate cultural awareness.

- Support community organizations as panel members.

- Evaluation of third-party programs.

- Support of local homeless shelters.

- UC Serves—combines the surrounding community and campus community in efforts of building focused service events and meaningful engagement.

- UC Sustainability—the University of Cincinnati community works to incorporate sustainability into academic and research programs, maintenance of the buildings and landscapes, and in its organizational management and structure, while also keeping the safety and comfort of the university into consideration.

- Workshop for Jewish genealogy.

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