



PUBLICATIONS ON STUDENT PHILANTHROPY

AN ANNOTATED BIBLIOGRAPHY

This is a list of research related to student philanthropy. Accompanying each citation is an abstract or summary, along with a hyperlink (when available) to the full article. When a hyperlink is unavailable, the article generally can be found by other means, including via searches using your university's library services.

The list is organized by date of publication.

The Northern Kentucky University team updates this list as new research is posted. If you know an article we should list, email us at mspp@nku.edu.

2020 to present

Lasley J. (2021). "Using High-Impact Practices in Radiologic Technology Programs." *Radiologic technology*, 93(2), 232–235.

[HYPERLINK](#)

Conclusion: "High-impact practices involve interaction, feedback, and reflection, which can increase the level of learning throughout the curriculum. In addition, high-impact practices with guided reflections and rubrics can be used to demonstrate and assess a student's learning, which can be more beneficial than using the test question or survey question for assessment. Program curriculum is more effective when students are engaged and can understand the skills necessary to perform quality patient care."

Mao, H. (2021). "Experiential Philanthropy: A Systematic Review of Peer-Reviewed Literature." *Philanthropy & Education* 5(1), 72-86.

[HYPERLINK](#)

Abstract: "This paper provides a systematic review of the experiential philanthropy studies published in peer-reviewed journals. There are 18 articles published in journals in diverse disciplines from 2005 through 2020. The study does bibliometric analysis on the journals, year of publication, and co-authorship network. Four major research themes emerge in the literature: the concept of experiential philanthropy, its roots in service-learning, current practice, and the efficacy of experiential philanthropy. A variety of methodologies have been applied in previous experiential philanthropy studies, including case studies, quantitative analysis, qualitative analysis, and experiments. The author also addresses the limitations of previous studies and points out the future direction of experiential philanthropy research."

Olberding, J. C., & Downing, M. S. (2021) "Extreme" E-student Philanthropy: Expanding Student-led Grantmaking into Fully Online Classes and Assessing Outcomes for Students as Learners, Community Members, and Social Activists. *Journal of Nonprofit Education and Leadership*. Vol. 11, No. 2, pp. 44–64.

[HYPERLINK](#)

Abstract: "Student philanthropy is an active teaching strategy that enables students to lead a charitable grantmaking process and, in doing so, engage in the curriculum and learn about community

needs and nonprofit organizations. About 20 years ago, professors began using the “learning by giving” approach in face-to-face classes. Since that time, some have expanded and innovated. This study is one of the first to examine electronic student philanthropy, or “e-student philanthropy.” Specifically, it looks at “extreme” e-student philanthropy in classes in which both the instruction and the philanthropy experience are fully online (Waldner et al., 2012). This study applies a conceptual framework that recognizes students as learners, community members, and social activists (Britt, 2012), and it analyzes outcomes of e-student philanthropy in three undergraduate classes and one graduate class at a metropolitan university. Survey results indicate the philanthropy experience had positive outcomes for online students on various measures, including interest in the course, learning and applying course material, awareness of community needs, awareness of nonprofit organizations, responsibility to help others in need, and belief they can make a difference in the world.”

Olberding, J.C., & Kim, S. (2021). “Experiential Philanthropy in Social Work Education: Assessing Outcomes for Students as Active Learners, Community Members, and Social Activists” *Journal of Social Work Education*. DOI: 10.1080/10437797.2021.1997681.

[HYPERLINK](#)

Abstract: “Experiential philanthropy, or student philanthropy, is a type of service learning that helps students actively learn about community needs and non-profit organizations. This “learning by giving” approach has the potential to enhance various social work competencies identified by social work scholars and associations, such as the Council on Social Work Education. This article examines the outcomes of this approach for social work students, using a multifaceted conceptual framework that recognizes students as active learners, community members, and social activists. It analyzes quantitative and qualitative data from a relatively large number of undergraduate and graduate students (N=219). The results indicate that experiential philanthropy had positive outcomes on various measures for the vast majority of respondents.

Freeman, T. M. (2020). The case for integrating ePortfolio pedagogy into nonprofit and philanthropic studies. *Journal of Nonprofit Education & Leadership*, 10(3), 231-245.

[HYPERLINK](#)

Summary: “This article presents the potential of ePortfolios as a signature pedagogy for NPS (nonprofit and philanthropic studies) and is based upon the literature and several years of experience teaching ePortfolios in an undergraduate capstone course within an NPS bachelor’s degree program on

a campus with a more than twenty-year record of ePortfolio implementation. After explaining what ePortfolios and ePortfolio pedagogy are, I argue that the strengths of ePortfolios are well-balanced to address key goals and particular considerations unique to NPS as an emerging and interdisciplinary field of inquiry in the 21st century. Following this, I discuss challenges and caveats to consider when implementing ePortfolio pedagogy. Finally, I offer professional development resources to help NPS instructors and program administrators initiate or advance their use to further encourage engagement and broad adoption of ePortfolios across the field.”

Larson, K. C., Downing, M. S., Nolan, J., Neikirk, M. (2020) “High Impact Practices Through Experiential Student Philanthropy: A Case Study of the Mayerson Student Philanthropy Project and Academic Success at Northern Kentucky University.” *Journal of College Student Retention: Research, Theory & Practice*, vol. 24, no. 3, pp 1-24.

[HYPERLINK](#)

Abstract: “High impact educational practices are active learning strategies that benefit learning outcomes, increase student engagement, and support student retention. This study examines the retention and persistence impact of student philanthropy, an active learning approach that engages students with the community by incorporating a philanthropy component into college courses. Results from this study demonstrate that students who participated in one or more student philanthropy courses had a substantially higher four-year graduation rate in comparison to students overall. Participants also exhibited a greater number of completed credit hours compared to the general university population and a higher semester-to-semester retention rate. This affirms the value of student philanthropy as a High Impact Teaching Practice (HITP) that actively engages students inside and outside of the classroom, around the university campus, and in the community.”

Neikirk, M (2020). “Engage in New Ways (Community Engagement).” In Ferrante, J., & Caldeira, C. (Eds.) , *How to Respond in a Pandemic.*, Thousand Oaks, CA, SAGE Publications.

[HYPERLINK](#)

Summary: Community engagement by its very nature seems to beg for in-person interaction. But when COVID-19 turned the world – including higher ed – into a virtual, work-from-home world, service learning and other forms of academic community engagement had to pivot along with other programs and initiatives. This chapter examines how student philanthropy classes at Northern

Kentucky University made this shift mid-semester and quickly. Students used Zoom to confer with nonprofits and with each other. Professors devised online voting tools so students in their classes could select where to invest. These were not NKU's first online student philanthropy classes but it was the first time all classes in the program had to be taught online. This essay is one of 25 in a book published as the pandemic first took hold in 2020. Educators from a variety of disciplines and perspectives discuss how they and their students adapted.

Nikzad-Terhune, K., and Taylor, J. A. (2020) "Student Philanthropy and Engaged Learning in a Graduate Level Social Work Course," *Journal of Higher Education Outreach and Engagement*, Volume 24, Number 3, p. 47.

HYPERLINK UNAVAILABLE

Abstract: "Community engagement and philanthropic learning have gained traction in university settings as a method to help prepare students for both workplace competency and citizenship. Experiential student philanthropy is a learning method that offers students an opportunity to examine community and social issues and nonprofit organizations while providing them with the unique opportunity to invest funding in nonprofit organizations. This study examined the impact of an experiential student philanthropy project in a graduate-level social work course at Northern Kentucky University (NKU) through the use of a pretest and posttest administered to involved students. The results indicate that incorporation of the Mayerson Student Philanthropy Project (MSPP) with this class ultimately strengthened learning outcomes as related to both course engagement and community engagement."

Smallwood, M.W., Jasper, C.R. (2020). "Teaching Civic Engagement Through Student Philanthropy Theories and Best Practices for Transformative Learning." *Journal of Nonprofit Education and Leadership*. Vol. 10, No. 3, pp. 262–287.

HYPERLINK

Abstract: "Student philanthropy courses are designed to teach students to ethically contribute financially to their communities. Students explore the role of values in philanthropy while actively allocating, distributing, and evaluating financial giving. Although studies have indicated positive outcomes from such courses, little is known about the processes and best practices that inform these outcomes. This mixed-methods case study reconfirms positive civic engagement outcomes while using qualitative data to inform classroom practices. Results show positive increases in civic engagement

attitudes (+9%) and civic behaviors (+6%) with the greatest changes in measures related to the importance of philanthropic giving (+26%) and feeling responsible for the community (+27%). Qualitative results show the significant impacts of inclusive teaching, developing learning communities, and connecting with nonprofits on student growth and civic engagement. Students also developed transferable skills, learning to communicate, make decisions, and compromise in a dynamic group setting. Recommendations for best practices in designing student philanthropy courses are provided.

2015-2019

Larson, K. & Fieler, A. (2019). "Spain, Germany, and the Holocaust: Uniting Global Learning and Student Philanthropy through Transdisciplinarity." *Journal of Language Teaching and Research*. Vol. 10, No. 2, pp. 215-223.

[HYPERLINK](#)

Abstract: "While the atrocities of the Holocaust have been well documented, this catastrophic event has been commonly studied through the lens of a single discipline. In a course co-taught by German and Spanish professors in conjunction with the 70th anniversary of the liberation of WWII concentration camps, advanced students of German and Spanish at Northern Kentucky University engaged with this topic by analyzing, comparing, and contrasting the German-Dutch (Anne Frank) and Spanish-French (Jorge Semprún) experience. To deepen students' cross-collaboration, the two classes engaged in a philanthropy project called the Mayerson Student Philanthropy Project. The class received a \$2,000 grant, researched and advocated for local nonprofits that addressed topics related to the Holocaust, and collectively decided on the final grant recipient. This article discusses the course structure, objectives, and outcomes of a transdisciplinary approach to literature, along with student feedback about the experience."

Li, H., Xu, C., McDougle, L. M. (2019). "Philanthropy Can Be Learned: A Qualitative Study of Student Experiences in Experiential Philanthropy Courses." *Philanthropy & Education*. Vol. 2(2).

[HYPERLINK](#)

Abstract: "Experiential philanthropy is an innovative service-learning pedagogy that allows students to study social problems and nonprofit organizations and then make decisions about investing funds into nonprofits working to address these problems. Although prior research has shown that instructors' use of experiential philanthropy is positively associated with a number of student learning

outcomes, few studies have employed in-depth qualitative methods to assess the effectiveness of experiential philanthropy—especially from the perspective of students. Therefore, in this study, we utilize computer-assisted technologies to mine data from students (n = 973) concerning their perceptions about participating in an experiential philanthropy course. Overall, our results show that similar to the results of prior research, students do believe that experiential philanthropy enhances their learning as well as their willingness to contribute to their community. However, for some students, engaging in experiential philanthropy is less likely to enhance their desire to contribute monetarily to nonprofit organizations and more likely to enhance their desire to contribute in the form of voluntary action.”

Bloch, J. (2018). “Student Philanthropy: Experiencing Grant Proposals From the Funder’s Perspective.” *Business and Professional Communication Quarterly*, 81(2), 167 -184.

[HYPERLINK](#)

Abstract: “Student philanthropy projects empower students to become grant givers. Through learning by giving, students get hands-on practice making decisions with real monetary impact. This article explains the steps in a student philanthropy project in a grant-writing course, illustrating how business and professional communication courses can be a natural partner for this approach. Results of a qualitative survey show how student philanthropy enhances learning by turning the tables, enabling learners to become decision makers with the important responsibility of writing, evaluating, and responding to communication in ways that will have positive effects on nonprofits in their community.”

Chesnut, M.T. (2017). “Building a Foundation for a Philanthropic Future: Community-Engagement in an Online College Class.” *Community Engagement Program Implementation and Teacher Preparation for 21st Century Education*. Eds. Crosby, C. & Brockmeier, F. *Advances in Educational Marketing, Administration, and Leadership Book Series*. Hershey, PA: IGI Global, (pp. 183-207).

[HYPERLINK](#)

Abstract: “This chapter (in the book) will outline an instructor’s attempts to incorporate service-learning into an online college course in the fall of 2014, utilizing a well-respected institutional philanthropic program. The chapter will describe the pedagogical challenges faced by the instructor as she attempted to integrate the service-learning components into an already established curriculum and

will share the tools and strategies that she employed with her students. The chapter will address the benefits and challenges as identified by the instructor and the students in the class and will also share several unanticipated rewards that occurred as a result of the philanthropic partnership. The chapter will also offer some practical application ideas for others wishing to incorporate service-learning component into their online classes.”

Downing, M. S., & Rawlings, M. (2017) “E-Service Learning in Virtual Teamwork,” *Student Experiences and Educational Outcomes in Community Engagement for the 21st Century*. Eds. Crosby, C. & Brockmeier, F. Advances in Educational Marketing, Administration, and Leadership Book Series. Hershey, PA: IGI Global, (pp. 115-149).

[HYPERLINK](#)

Abstract: “Service learning opportunities need not be limited to the traditional classroom. Electronic service learning (e-service learning), also known as online service learning, breaks free from geographic restrictions and can take place anywhere students have Internet access. With over 6.7 million students enrolled in online courses through American universities, integrating e-service learning into the online environment can enrich the education of this growing number of online students. Coupled with virtual teamwork, e-service learning provides students with unique leadership opportunities that transcend the traditional classroom. Along with benefits there are also challenges associated with both e-service and virtual teamwork. This chapter focuses on the benefits and challenges of e-service learning in virtual teamwork, sources for e-service opportunities, and instructional design strategies to equip instructors with the tools for implementing this valuable learning experience”

Larson, K. C. (2017) “Film as Engaged Learning: A Study on Teaching Civics Through Spanish Culture.” *Journal of Community Engagement and Higher Education*. 9.1: 61 - 72.

[HYPERLINK](#)

Abstract: “University professors use film as a medium to examine social issues, although little is known about the tangible effects that socially minded films have on viewers. This study examined how combining film studies with a philanthropy project was beneficial to students’ understanding of global social concerns. Survey data showed that with this teaching approach, students increased their

awareness of local social needs and nonprofits and had a greater personal interest in community involvement and helping others.”

McDonald, D., McIntyre-Miller, W., McDougle, L. (2017). “Connecting through giving: Understanding the impact of the Mayerson Student Philanthropy Project.” *Journal of Nonprofit Education and Leadership*, 7, 109-121.

HYPERLINK UNAVAILABLE

Abstract: “Although student philanthropy is a fast-growing pedagogical approach to service learning, research is limited on the effectiveness of student philanthropy as a teaching tool. This article introduces the concept of student philanthropy and provides an analysis of eight semesters of pre- and postcourse student surveys from Northern Kentucky University’s Mayerson Student Philanthropy Project (n = 864). The analysis focuses on the efficacy of student philanthropy in terms of student community engagement. The findings indicate that students who participate in student philanthropy are significantly more likely to be aware of social problems and nonprofit organizations in their community.”

Mungo, M. H. (2017). “Closing the Gap: Can Service-Learning Enhance Retention, Graduation, and GPAs of Students of Color?” *Michigan Journal of Community Service Learning*. Vol. 23(2).

[HYPERLINK](#)

Abstract: “The education system is responsible for the choices and chances provided to the students it serves. Although racial disparities continue to impede some students’ chance of success in education, service-learning in the classroom context may be the transformative strategy needed to make institutions of higher education the “great equalizers” they ostensibly aspire to be. Using data from an urban, public, Research I institution located in the Midwest region of the United States, this study assessed the use of service-learning in two general education courses as a strategy to increase retention and graduation rates at the institution. Service-learning was found to have a significant effect on student retention, grade point average, and graduation. Students who took either course performed better than their counterparts without service-learning experiences.

McDougle, L., McDonald, D., Li, H., McIntyre-Miller, W., & Xu, C. (2016). “Can Philanthropy Be Taught?” *Nonprofit and Voluntary Sector Quarterly*, 46(2), 330–351.

HYPERLINK UNAVAILABLE

Abstract: “In recent years, colleges and universities have begun investing significant resources into an innovative pedagogy known as experiential philanthropy. The pedagogy is considered to be a form of service-learning. It is defined as a learning approach that provides students with opportunities to study social problems and nonprofit organizations and then make decisions about investing funds in them. Experiential philanthropy is intended to integrate academic learning with community engagement by teaching students not only about the practice of philanthropy but also how to evaluate philanthropic responses to social issues. Despite this intent, there has been scant evidence demonstrating that this type of pedagogic instruction has quantifiable impacts on students’ learning or their personal development. Therefore, this study explores learning and development outcomes associated with experiential philanthropy and examines the efficacy of experiential philanthropy as a pedagogic strategy within higher education. Essentially, we seek to answer the question, Can philanthropy be taught?”

Olberding, J. C. & Hacker, W. (2016). Does the “Service” in Service Learning Go Beyond the Academic Session? Assessing Longer-Term Impacts of Nonprofit Classes on Community Partners. *Journal of Nonprofit Education and Leadership* 6(1): 25-46.

[HYPERLINK](#)

Abstract: “Service learning in higher education has increased noticeably in terms of number of institutions and range of disciplines. One reason is the expectation of two types of benefits or outcomes: (1) enhancing student learning and (2) helping community organizations. Service-learning outcomes for students have been assessed in a number of studies, primarily in the short term (end of the academic session), but the outcomes for community organizations have been examined in few studies, also primarily in the short term. But service-learning projects in nonprofit classes have the potential for longer term impacts, particularly related to organizational capacity. In this article, we examine impacts from the community partners’ perspective with a relatively unique combination of data: project assessments in the short term (end of academic session) and survey results in the longer term (1 to 8 years later). Findings indicate service-learning projects in nonprofit classes have positive impacts on organizational capacity in various ways, including volunteer management and fundraising.”

Riccio, R., & Gardinier, L. (2016). “Checks and balances: Experiential philanthropy as a form of community engagement.” *Service-Learning Through Community Engagement: What Community Partners and Members Gain, Lose, and Learn from Campus Collaborations*, 39-56.

[HYPERLINK](#)

A growing body of research demonstrates that community-engaged learning opportunities involving authentic grant making can deepen students' understanding of philanthropy's role in our society and extend its benefits to the community. Authentic grant making has been incorporated into programs targeted at primary and secondary school children as well as undergraduate and graduate students. Colleges and universities have been offering experiential philanthropy (EP) courses since the late 1990s. The Students4Giving program provides a framework for philanthropic education emphasizing community-based knowledge with both grantmaking and fund-raising dimensions. Just as philanthropy permeates many aspects of U.S. society, EP lends itself to a wide range of disciplines. Instructors use experiential philanthropy to accomplish multiple goals. The analysis noted that just over half of all courses included civic engagement goals. A growing body of research on the impact of EP courses has identified a variety of positive student learning outcomes.

Larson, K. C. (2015). "Uniting Hispanic film studies with civic engagement: A chance for personal transformation." *Hispania* 98(3), 533-548.

[HYPERLINK](#)

Abstract: "This current study presents a unique approach to the examination of Hispanic film through the incorporation of a civic engagement project, the Mayerson Student Philanthropy Project (MSPP), into the curriculum. Students examined and assessed important global issues, and how they are portrayed in films from several Spanish-speaking countries, while simultaneously investigating nonprofits that address these same needs in the local community. At the end, through a class vote, students chose two nonprofits and awarded each with a \$1,000 grant. The inclusion of the MSPP in the Hispanic film course offered students a shared experience and a chance to engage in a discussion of how fiction film can reflect, if not improve, their understanding of real world challenges. Qualitative survey results from students enrolled in the class reveal that combining film with community engagement not only improved their understanding of Hispanic cinema, but also empowered them to be more civic-minded and engaged as advocates of international social concerns in the area in which they live."

Taylor, J. A., Macke, C., & Taylor, J.E. (2015). "The 505 Initiative: Community engagement and student philanthropy in graduate social work." *Journal of Community Engagement in Higher Education*, 7(1), 23-33.

[HYPERLINK](#)

Abstract: “This case study describes a community engagement project involving graduate social work students. The project centered on a specific area in Northern Kentucky, the Westside neighborhood of Newport. Efforts included a student philanthropy component that fostered community exploration, an assessment of strengths and challenges, service learning and an involved grants process, and student-initiated volunteer hours. The students demonstrated increased commitment to the community and connected community engagement with student philanthropy and course concepts.”

2010-2014

Campbell, D. A. (2014). “Practicing philanthropy in American higher education: Cultivating engaged citizens and nonprofit sector professionals.” *Journal of Public Affairs Education*, 20(2), 217-231.

[HYPERLINK](#)

Abstract: “Recent scholarship has documented a growing interest in teaching philanthropy at the undergraduate and graduate level. This study is an overview of the nature and extent of one approach, experiential philanthropy, in which students learn philanthropy by making grants to nonprofit organizations. The study reviewed syllabi and support material for 88 experiential philanthropy courses. The analysis identified four course models offered in a variety of academic settings. These findings suggest a broader range of course options for advancing civic engagement goals that instructors might typically consider. Faculty who teach these courses pursue multiple goals, including preparing students for citizenship and for professional work in the nonprofit sector. The findings indicate that experiential philanthropy is a pedagogical strategy for both civic engagement and nonprofit management education. They deepen our understanding of how instructors use experiential philanthropy and shape how we assess its efficacy as a pedagogic strategy.”

Herald, J., Perkins, L. F., Powers, H. (2014). "Community Engagement in Social Work," *Journal of Community Engagement and Scholarship*: Vol. 7: Iss. 2, Article 10.

[HYPERLINK](#)

Summary: This “Student Voices” reflection by three Northern Kentucky University students explores their student philanthropy experience in a social work class, including what they did, how they did it, and the value they derived from it. They conclude: “Participation in the MSPP greatly enhanced our learning experience in several meaningful ways. We had the opportunity to engage in charitable

giving and were inspired by the investment made in our community through student philanthropy. We were exposed to nonprofit structure and operations, and we participated in the solicitation and review of grant proposals. We expanded our knowledge of nonprofit agencies and their services within our community and were able to advocate among our peers for agencies whose missions are important to us. Many of us maintain a connection to these agencies and have volunteered our time or made monetary donations as a result of this project. This hands-on approach to learning has provided us with an experience we will remember long after our graduate studies are complete.”

McDonald, D., & Olberding, J. C. (2012). “Learning by giving: A quasi-experimental study of student philanthropy in criminal justice education.” *Journal of Criminal Justice Education*, 23(3), 307-335.

[HYPERLINK](#)

Abstract: “Student philanthropy is a teaching strategy that “provides students with the opportunity to study social problems and nonprofit organizations, and then make decisions about investing funds in them.” This represents the first study of student philanthropy in the criminal justice education literature and the first quasi-experimental study of student philanthropy in the higher-education literature. Specifically, it examines the impact of student philanthropy on students' beliefs, interest, learning, and intended behavior by analyzing pretest and posttest data for students who participated in a philanthropy experience (experimental group), relative to students who did not participate (comparison group). Key findings include: those who participated in the student philanthropy project were significantly more likely to be aware of organizations in their community, and change scores support the differences between the experimental and comparison groups regarding social problem awareness.”

Olberding, J. C. (2012). “Does student philanthropy work? A study of long-term effects of the “Learning by Giving” approach.” *Innovative Higher Education*, 37(2), 71–87.

[HYPERLINK](#)

Abstract: “Student philanthropy is a teaching strategy designed to engage students actively in the curriculum, increase awareness of social needs and nonprofit organizations, and teach grant-writing and grant-making skills. This is the first study to examine long-term effects of student philanthropy by surveying alumni years after their experience with this teaching strategy. A majority of respondents indicated that student philanthropy had a positive effect on their awareness, learning, beliefs, and

intentions. Further, 86% of student philanthropy alumni had recently made charitable contributions, 71% reported volunteering, and 15% served on nonprofit boards all of which are much higher than the national averages for these behaviors.”

2005-2009

Olberding, J. C. (2009). “Indirect giving to nonprofit organizations: An emerging model of student philanthropy.” *Journal of Public Affairs Education*, 15(4), 463-492.

[HYPERLINK](#)

Abstract: “Student philanthropy is an experiential learning approach that provides students with the opportunity to study social problems and nonprofit organizations, and then make decisions about investing funds in them. The limited literature on student philanthropy has focused on the original model, called "direct giving," which provides students with funds to make small grants to nonprofit organizations. But the literature has not addressed an emerging model, called "indirect giving," which partners a class with a corporation or foundation, and has students evaluate "real" grant proposals and make funding recommendations. This article examines the impact of an indirect-giving program on MPA students at Northern Kentucky University (NKU). A majority of students indicated that the program helped them to become more aware of social problems (64.8%) and nonprofit organizations (77.8%), learn the curriculum (75.7%), apply the course principles (75.7%), and gain academic skills or knowledge (62.1%). The article also discusses some "lessons learned" about the indirect-giving model of student philanthropy.”

Ahmed, S., & Olberding, J. C. (2007). “Can student philanthropy help to address the current nonprofit identity crisis? A case study of a multiyear, multidisciplinary project at Northern Kentucky University.” *Journal of Public Affairs Education*, 13/14(3/4-1), 593-615.

[HYPERLINK](#)

Abstract: “Since the systematic study of public administration began, many different approaches have been taken to make future public administrators aware of the contexts of public agencies and to prepare them with the knowledge, skills, and abilities needed to succeed in such organizations. One of the most recent innovations is student philanthropy, an experiential learning process through which students learn about nonprofit organizations and select one or more to which they award funding. Using survey data from 2000 to 2005, this paper assesses the short-term and long-

term effects of Northern Kentucky University's student philanthropy project and compares the experiences of students enrolled in the public administration discipline versus other disciplines such as art, sociology, education, nursing, and business."

Shaw, D. M. (2007). "Building sales competencies through service learning." *Marketing Education Review*, 17(1), 35-41.

[HYPERLINK](#)

Summary: The purpose of this article is to report a case study of using service-learning methodology in an undergraduate sales course. Specifically, this article provides faculty with a creative vantage point from which students can gain insights into both buyer and seller perspectives of the sales process via the support of community partners. Overall, the article endorses the integration of service learning into sales or other marketing courses when thoughtful consideration is given to strategizing and implementing specific service learning activities that facilitate positive learning outcomes.

Ferrante, J. (2006). "Student philanthropy as a vehicle for teaching the subject matter." In Perry, J. L., & Jones, S. G. (Eds.). *Quick Hits for Educating Citizens*. Bloomington, IN: Indiana University Press.

[HYPERLINK](#)

Summary: Ferrante provides an overview of the goals of the Mayerson Student Philanthropy Project, which include making a "difference in the civic life of the community through learning, scholarship, community involvement, and mutually beneficial partnerships with nonprofits" (48). She describes the variety of projects and tasks that students who participate in Mayerson courses undertake, which include researching nonprofit organizations and social problems, writing and/or evaluating funding proposals, learning about careers in the nonprofit sector, and fundraising. She emphasized that faculty connect the projects to the subject matter of the course, which allows the students to understand the real-world uses of the concepts and skills they are learning. Among the projects she describes: a course on the Sociology of the Environment in which students learned how local organizations can address environmental problems and a course on Managing Change in which students worked with nonprofits to develop funding proposals and explore how nonprofits can change their communities. Ferrante describes how, as part of their projects, students learn more about the problems in their community and local nonprofits, especially those related to the academic subject of the course. Projects selected for funding by students include one to monitor the water quality of a local

river and one to develop public service announcements for a service that connects prospective college athletes with scholarships. She also explains that, to supplement the funds provided by the Mayerson Foundation, students in several courses undertook separate fundraising projects (in many cases initiated by the students themselves and not required for the course) and as a result of these efforts, have raised thousands of dollars in additional funding.

Sigler, T. H. (2006). "Live case studies in organizational change: Learning about change through student philanthropy and service-learning." *International Journal of Case Method Research & Application XVIII, 2*, 193-199.

HYPERLINK UNAVAILABLE

Abstract: "Students in an undergraduate course on Managing Change participated in a philanthropy service-learning project with local non-profit organizations to: (1) learn about the organizations, (2) help the organizations create grant proposals, (3) create plans for desired changes in the organizations, and (4) award grants to the organizations. To create recommendations for change, students had to gather information about the organizations that would be provided by the author in a traditional case. These live case studies helped the students to see that real organizational change is ambiguous, complicated, and challenging."

Nonpublished sources

Brookner, M. A. (2021). "Can Philanthropic Values and Behaviors Be Learned? an Investigation of

Youth Philanthropy Education.” (*Doctoral dissertation, Brandeis University, The Heller School for Social Policy and Management*).

[HYPERLINK](#)

Abstract: “Philanthropy plays an essential role in meeting needs that are not fulfilled by government and the corporate sector. Its importance has recently been underscored by the health, economic, educational, and cultural needs associated with the COVID-19 pandemic. If philanthropic behavior is to continue and become more widespread, programs and resources should be dedicated to the development of philanthropic values. Instilling prosocial values is valuable not only for their own sake, but also can help to address pressing social problems and can provide opportunities for individuals to feel a part of the collective social enterprise. In service of this goal, philanthropy education programs build on identity formation to teach participants both the importance of being philanthropic and how to make informed decisions about giving. Educational programs targeted towards adolescents, in particular, have the potential to be powerful vehicles for linking identity, values, and giving.”

Shockley, C. C. (2019). “The relationship between student engagement and alumni giving at higher education institutions: a comparative case study analysis.” *Delaware State University*.

[HYPERLINK](#)

Abstract: “This qualitative comparative case study analysis explored the relationship between undergraduate student engagement and alumni donations to their alma mater. The independent research categories are undergraduate co-curricular engagement and athletics engagement as related to the dependent research category, alumni giving. The research data were three quantitative case studies with settings at private higher education institutions in the South and Midwest; data were analyzed utilizing the Atlas.ti 8 qualitative data analysis software program. The findings of this study indicated that regarding the relationship between undergraduate co-curricular engagement and alumni giving, the results are inconclusive. Findings regarding the relationship between undergraduate athletics engagement and alumni giving indicate either a negative relationship or no significant relationship between the two research categories. However, there is a positive relationship between student engagement and alumni giving when the undergraduates were involved in more than one category of student engagement.”

Dykes, H., Carter, J., Lanning, J., Pangallo, C. (2021). “Mayerson Philanthropy Project Survey

Analysis and Recommendations.” Ed. Moberg, P. *Scripps Howard Center for Civic Engagement at Northern Kentucky University*.

[HYPERLINK](#)

Summary: “With the guidance of Dr. Philip Moberg, current students in the NKU MSIO program consulted with Dr. Kajsa Larson and Mark Neikirk, sponsors representing the Scripps Howard Center for Civic Engagement, in regards to the Mayerson Student Philanthropy Project assessment survey initially developed by MSIO students as a capstone project in May 2020. The current project serves as a continuation of the work undertaken by the previous capstone project group working with the Scripps-Howard Center. The purpose of the current capstone project was to evaluate the efficacy of the assessment survey developed by the previous project group through the analysis of response data gathered from undergraduate student participants during the fall 2020 and spring 2021 semesters. This project also recommends future analyses to be conducted to evaluate the survey following the collection of additional data in upcoming semesters. The current assessment tool is being examined as a potential replacement for the previous assessment survey tool utilized for the past 20 years by the Scripps-Howard Center to measure student attitudes, beliefs, values, and intentions towards philanthropy, and the effect of the Mayerson class experience. Exploratory factor analyses conducted on response data collected during the fall 2020 semester and spring 2021 semester revealed encouraging signs for the validity and reliability of the newly-developed survey tool. A Q-sort analysis conducted to analyze the qualitative, free-response data collected during the two semesters revealed that most undergraduate students enrolled in courses containing a Mayerson community engagement component reported being satisfied with their experience and able to communicate the benefits of teamwork and learning about philanthropy.

Hedges, A., Fisher, C. (2013). “Service Learning in the Spanish Classroom: Two Approaches.” Ed. Larson, K. *Posters at the Capitol*.

[HYPERLINK](#)

Abstract: “This study examined two ways in which service learning and student philanthropy have been incorporated into the Spanish classroom at the advanced level. The purpose of this research was to assess the impact that two service activities had on students’ professional development and their oral and written skills in Spanish. First, students enrolled in Spanish Composition & Conversation completed volunteer work with Santa Maria Community Services of Cincinnati, wrote reflection papers in the target language about their experiences, and gave a presentation to the class in Spanish. As a

second approach, students in an advanced topics course, Hispanic Women Writers, received \$2,000 in grant money from NKU's Mayerson Student Philanthropy Project and decided how best to award local nonprofits that serve women, including Hispanics. The results of an (IRB approved) anonymous student survey from both classes confirmed our hypothesis that service learning and philanthropy greatly enhanced students' professional growth by making them more aware of the needs of Hispanics living in the United States and the Northern Kentucky area. It also refined their problem-solving skills, and empowered them to seek both future career and volunteer opportunities that require Spanish. The follow-up with oral and written class reports improved their language skills. To conclude, there are numerous benefits of incorporating volunteerism in the classroom, showing students the practical applications of their language studies in a real world setting."

Saker, J., Noblick, J., Visser, J., Hernandez, L. (2020). "Mayerson Student Philanthropy: Recommendation for a Newly Developed Measurement." Ed. Moberg, P. *Scripps Howard Center for Civic Engagement at Northern Kentucky University*.

[HYPERLINK](#)

Summary: "Current graduate students of the Master of Science in Industrial-Organizational Psychology program at Northern Kentucky University consulted Dr. Kajsa Larson and Mark Neikirk, sponsors for the Scripps Howard Center for Civic Engagement, in regards to their Mayerson Student Philanthropy Project assessment tool. The purpose of the capstone project was to evaluate, investigate, and provide recommendations for a new Mayerson Student Philanthropy Project assessment tool. The Scripps-Howard Center has been using the current assessment tool for the last 20 years to collect information about attitudes, beliefs, values and intentions towards philanthropy and the effect of the Mayerson class experience. An exploratory factor analysis of the data found that there are inconsistencies in factor structure between the Pretest and Posttest, and across groups (e.g., college and focus of study). Based on the findings from the analysis of the data, interviews with staff involved with the Mayerson project, and a review of the literature, a new measurement tool was developed for consideration to use moving forward."

Withrow, J. (2017). "A Phenomenological Approach to Understanding Minority Student Engagement with the University through Service Learning Courses." *Northern Kentucky University*.

[HYPERLINK](#)

Summary: “This phenomenological action research study examined the experiences of minority students who participated in service learning activities at Northern Kentucky University. Five individual interviews were completed with students, consisting of undergraduate, graduate, and university alumni. Interviews uncovered five overarching themes. The five themes identified include: minority experience at a predominantly white institution (PWI), the impact of other significant NKU courses, networking, retention, and ideas for scheduling, advertising, and recruiting minority students (in service learning courses). Findings are relevant for NKU educators and administrators who are responsible for developing policies and programs designed to improve outcomes for minority students.”