



THE MAYERSON STUDENT PHILANTHROPY PROJECT

2015 ANNUAL REPORT

**SCRIPPS HOWARD CENTER
FOR CIVIC ENGAGEMENT**

LETTER FROM THE PRESIDENT

WE LOOK FOR IMPACT.
WE LOOK FOR RESULTS.
WE LOOK FOR LEARNING.

Dear friends of
community engagement,

As our Mayerson Student
Philanthropy Project
completes its 15th year,
our students at Northern
Kentucky University have
distributed nearly \$1
million to nonprofits.

Go ahead, say it out loud:
Wow!

As impressive as the
number is, what is equally
impressive is the story of
the classes, the students,
and the faculty behind
the number. For the Fall
2014 and Spring 2015
semesters, the story
includes innovation and
creativity. Consider these
examples:

- In a public history class,
students raised matching
funds by selling antiques
at a silent auction. The
big ticket item was a 19th
Century clock that
brought \$575. The money
helped fund a student-
designed exhibit at the
Behringer-Crawford

Museum in Covington,
celebrating the city's
200th anniversary.

- A public administration
class participated in a
fast-pitch event where
agencies had three
minutes to make their
case. A local nonprofit
that connects
disconnected youth to
work experience was
awarded \$1,000. The
class also organized a
dodgeball tournament
and a crowdsourcing
campaign to raise
another \$1,700 for a
nonprofit helping at-risk
children.

- A Spanish professor
and a German professor
teamed up to teach a
class that drew students
from both disciplines.
The class, "Repression,
Resistance, and
Reflection," examined
themes from the
Holocaust. Students
awarded \$1,000 to each
of two nonprofits working
at the local level on
human rights today.

So, as we wish the
Mayerson Student
Philanthropy Project a
happy 15th birthday, we
celebrate the creative
ways our faculty and
students have applied
this powerful pedagogy.
They've taken our "learn
by giving" classes to new
heights in the past
academic year – and set
the bar high for the next
15 years.

Sincerely,

Geoffrey S. Mearns
President,
Northern Kentucky
University

**"When I tell them on the first day of class
that you have \$2,000 to award, they're not
quite sure what to make of this. But then
what happens is that they very quickly
really straighten up and get serious, and
they take the responsibility seriously."**

- DR. JONATHAN S. CULLICK,
NKU PROFESSOR, WHO INCORPORATED STUDENT PHILANTHROPY
INTO HIS ENGLISH CLASSES IN BOTH THE FALL 2014 AND SPRING 2015
SEMESTERS

This annual report compiles information about the Mayerson
Student Philanthropy Project at Northern Kentucky University
during the 2014-2015 academic year. The program is housed in
NKU's Scripps Howard Center for Civic Engagement and managed
by the center's staff in conjunction with a faculty coordinator,
Dr. Jessica Averitt Taylor, who is an assistant professor in the
Department of Counseling, Social Work, and Leadership.

This report was produced by the Center for Civic Engagement's
executive director, Mark Neikirk, with assistance from Katie
Crawford-Lackey, an NKU graduate student and a VISTA
assigned to the center. The report was designed by Michael
Frazier, brand manager in NKU's Office of Marketing and
Communications. University Printing published the report.

We would also like to extend our gratitude to Heather
Schaffner, who served as administrative secretary to the Center
for Civic Engagement until the end of the Spring 2014 semester,
when she completed her college degree. Ms. Schaffner's
support of student philanthropy classes was greatly
appreciated by her co-workers, the NKU faculty, and the many
NKU students who have benefitted from this program.

You can request an additional copy of this report at engage@nku.
Visit NKU's website at nku.edu.

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A WORD FROM OUR FUNDING PARTNERS

OUR CLASSES ARE MADE POSSIBLE BY THEIR GENEROUS SUPPORT



MANUEL D. & RHODA MAYERSON FOUNDATION

Neal Mayerson, Ph.D.
My family has a multi-generational tradition, or habit, of community involvement and reaching out to help others. My father, Manuel D. Mayerson, used to say that he had been blessed with being in a family that inculcated the habit of

giving, and he wanted to help others have opportunities to learn this habit as well. This was the intention around which Dr. Jim Votruba, former NKU president, and I found a shared interest which, due to his initiative, ultimately resulted in the creation of the Mayerson Student Philanthropy Project.

This program just completed its 15th year of operation, nearly \$1,000,000 of community grants, and having developed thousands of student philanthropists! Hundreds of nonprofit organizations have made connections with the students of NKU and thousands of community members have been the beneficiaries of this philanthropic learning program. Our investment in this program has been rewarding as we have seen the program evaluation results over time and as many personal stories of personal growth and university-community connectedness have been shared with us.

The story of this program is one of vision, extraordinary leadership, and the power of authentic human connections. Hearts and souls have been awakened and the community has been strengthened as a result of NKU's commitment to its students, faculty, and community at large. Our

family has been pleased to have such a great partner to deliver and support this important work. We look forward to years to come of inspiring students to be strong and involved citizens.

CITI

At Citi Florence, we strive to make a positive difference in the communities where we live and work; it is the foundation of our community commitment and a value that is deeply embedded in our culture. Education is one of the most effective tools we have found to help people improve the quality of their lives, and it is an investment where we believe the community sees the longest, lasting impact.

Over the years, the entire Citi Florence, Ky., family has rallied together to support our site's commitment to education, through both volunteer efforts and financial contributions. As part of this education-focused strategy, longstanding partnerships like that of Citi and NKU are recognized as invaluable collaborations. By funding programs like the Mayerson Student Philanthropy Project, Citi is supporting the "learn by giving" approach, which in turn has helped hundreds of nonprofit organizations. Citi views this commitment as a multi-impact opportunity, benefiting not only the

various nonprofits but also impacting the students involved. With our funding, selected organizations receive supportive resources. In addition, students are exposed to nonprofits in our community and are also introduced to the importance of philanthropy. By participating in this hands-on-learning experience, we are creating a population of lifelong community stewards and leaders.

The success of this program has led to national recognition. It was profiled in *The Chronicle of Philanthropy*, the number one news source for both print and online philanthropic enterprise. As the Mayerson Student Philanthropy Project continues to remain impactful and successful, Citi is extremely honored and proud to be recognized as a partner and supporter.

TOYOTA

Toyota has enjoyed a mutually beneficial relationship with Northern Kentucky University's Mayerson Student Philanthropy Project over the past several years. Each year, the students reviewed grant applications submitted to Toyota's quarterly Contributions Committee. The students visited the nonprofits and made funding

recommendations for each request. When presenting their recommendations to the committee, they brought a different, fresh perspective of the organizations and programs for funding consideration. Toyota has received positive feedback from the nonprofits, as well as the students. We believe the program not only helps students understand the process of grant making, but also educates them on the nonprofits in their community. Ideally, the process encourages them to volunteer or consider a career in the nonprofit sector.

VISION 2015

Vision 2015, Northern Kentucky's ten-year strategic plan for growth, was established in 2006 and recognizes the importance of regional stewardship in building and sustaining a culture of civic volunteerism and philanthropy.

By investing in the Mayerson Student Philanthropy Project, Vision 2015 became a partner in establishing the next generation of community leaders. NKU is providing real-life opportunities for students to financially and emotionally invest in nonprofits, allowing students to create relationships with organizations making meaningful change. By

forging these relationships, NKU students are more likely to stay committed to bettering our region, thus achieving the goals established in the Vision 2015 plan.

SCRIPPS HOWARD FOUNDATION

Building a culture of stewardship among its scholars is an important part of any great university. The Scripps Howard Foundation is proud to be among the partners of the NKU's Center for Civic Engagement in its efforts to teach students how to be good citizens of their communities. The student philanthropy courses operated by the center are a powerful tool in creating a culture of caring, which will pay dividends far into the future.

"HEARTS AND SOULS HAVE BEEN AWAKENED AND THE COMMUNITY HAS BEEN STRENGTHENED AS A RESULT OF NKU'S COMMITMENT TO ITS STUDENTS, FACULTY, AND COMMUNITY AT LARGE."

- NEAL MAYERSON

STUDENT PHILANTHROPY AT NKU OUR MODEL

OUR TYPICAL APPROACH IS STRAIGHTFORWARD. WITH SUPPORT FROM COMMUNITY DONORS, WE EARMARK \$2,000 FOR A CLASS WITH SPECIFIC INSTRUCTIONS THAT THE STUDENTS IDENTIFY A NEED IN THE COMMUNITY, LEARN WHAT NONPROFITS ARE ADDRESSING THAT NEED, AND EVALUATE THE AGENCIES' PROGRAMMING AND IMPACT. THE STUDENTS THEN WORK AS A CLASS TO DECIDE WHERE BEST TO INVEST, AWARDING THE FULL \$2,000 TO ONE NONPROFIT OR \$1,000 EACH TO TWO.

THERE ARE VARIATIONS OF THE MODEL, INCLUDING:

STUDENT FUNDRAISING

Some classes raise half or more of the funds they invest, with a community donor matching what the students raise. Even in classes that begin with \$2,000 for a community donor, students often raise additional money to supplement the awards made by their classes.

MEETING A DONOR'S GIVING GOALS

Some classes invest in needs and causes designated by the community donor. In those classes, the students' primary goal is to find nonprofit programming addressing the predesignated needs, whether those are in arts, education, or economic opportunity – which are some of the needs our donors have prioritized.

INDIRECT GIVING

Each year, our students work with a community

funding partner, that instead of giving money directly, gives a class a stack of applications to review. Our students evaluate those and advise the funding partner on where to invest and how much.

OTHER APPROACHES

NKU has tried to remain open to unique approaches to student philanthropy, so long as the alternate approach aligns with the learning outcomes of our classes. While the "learn by giving" approach that is a signature of NKU's student philanthropy classes does involve "giving," it also involves "learning" – so that remains a foremost consideration as our model is modified.

FALL 2014 CLASSES AND AWARDS

STRATEGIES OF PERSUASION (CMST 340)	
<i>Professor Jeffrey Fox</i>	
• THE KASSIE PROJECT	\$2,710
• MASTER PROVISIONS	\$1,000
• MUSIC RESOURCE CENTER.....	\$1,000

INFORMATION IN OUR SOCIETY (LIN 300)	
<i>Professor Mary Chesnut</i>	
• MORGAN COUNTY STARTING POINTS	\$1,000
• CRAYONS TO COMPUTERS	\$1,000

ALTERNATIVES TO INCARCERATION (JUS 402)	
<i>Professor Danielle McDonald</i>	
• OFF THE STREETS	\$1,000
• LIFELINE MINISTRIES	\$1,000

STUDIES IN SPANISH LANGUAGE CINEMA (SPI 330)	
<i>Professor Kajsa Larson</i>	
• BETHANY HOUSE SERVICES	\$1,000
• YWCA ALLIANCE FOR IMMIGRANT WOMEN	\$1,000

HONORS COLLEGE WRITING (ENG 151)	
<i>Professor Jonathan Cullick</i>	
• CHILDREN’S THEATRE OF CINCINNATI / STAR PROGRAM	\$1,000
• MY NOSE TURNS RED THEATRE COMPANY.....	\$1,000

VOLUNTEER MANAGEMENT (PAD 622)	
<i>Professor Lisa Desmarais</i>	
•RECOMMENDATIONS TO TOYOTA’S CONTRIBUTIONS COMMITTEE	\$88,780*

SOCIAL WELFARE POLICY (SWK 407/SECTIONS 003 & 004)	
<i>Professor Jessica Averitt Taylor</i>	
• BE CONCERNED	\$1,000
• HOSEA HOUSE	\$1,000

*In this class, students don’t award the money directly. Rather, they advise a contributions committee of Toyota Motor Manufacturing, Kentucky, Inc. on how to invest. The committee made the following awards: \$5,000 to ArtWorks; \$20,000 to CASA of Kenton County; \$5,000 to Cincinnati State Community and Technical College; \$7,500 to Cincinnati Works; \$5,000 to the Community Foundation of West Chester/Liberty Township; \$6,000 to Dress for Success Cincinnati; \$7,500 to Girl Scouts of Kentucky/ Wilderness Road; \$5,500 to Katie’s House at the Hearing Speech & Deaf Center of Greater Cincinnati; \$7,000 to Interfaith Hospitality Network of Greater Cincinnati; \$5,000 Literacy Network of Greater Cincinnati; \$12,000 to the Northern Kentucky Community Action Commission; and \$3,280 to Shoulder to Shoulder/Scarf It Up for Those in Need.

SPRING 2015 CLASSES AND AWARDS

RACISM & SEXISM IN EDUCATIONAL INSTITUTIONS (EDU 316)	
<i>Professor Kimberly Clayton-Code</i>	
• NKY HATES HEROIN	\$1,000

CONCEPTS OF COMMUNITY & PUBLIC HEALTH IN NURSING (NRS 310)	
<i>Professor Adele Dean</i>	
• BRIGHTON CENTER / NEWPORT COMMUNITY GARDEN PROJECT..	\$1,000

GRANT WRITING (ENG 546)	
<i>Professor Janel Bloch</i>	
• HOMEWARD BOUND.....	\$1,000
• REDWOOD	\$1,000

EXHIBITS IN MUSEUMS AND HISTORIC SITES (HIST 607)	
<i>Professor Brian Hackett</i>	
• BEHRINGER-CRAWFORD MUSEUM / COVINGTON BICENTENNIAL EXHIBIT	\$3,480

GLOBAL AND CULTURAL ISSUES IN MARKETING (MKT 333)	
<i>Professor David Raska</i>	
• MENTORING PLUS	\$2,000

LEADERSHIP PRACTICUM (LDR 396)	
<i>Professor Susan Mospens</i>	
• REDWOOD	\$1,000
• NKY HATES HEROIN	\$1,000

HELPING SKILLS AND TECHNICAL HUMAN SERVICES (HSR 105)	
<i>Professor Neil Duchac</i>	
• VIVIAN’S VICTORY	\$1,000

RESOURCE ACQUISITION AND MANAGEMENT (PAD 621)	
<i>Professor Julie Olberding</i>	
• FAST PITCH	\$1,000
• KICKS FOR KIDS	\$1,700

COLLEGE WRITING (ENG 101)	
<i>Professor Jonathan Cullick</i>	
• CHECK YOUR GENES.....	\$1,000
• BRIGHTON CENTER / BRIGHT DAYS CHILD DEVELOPMENT CENTER	\$1,000

REPRESSION, RESISTANCE, AND REFLECTION (SPI 481 & GER 481)	
<i>Professor Kajsa Larson & Professor Andrea Fieler</i>	
• CENTRO DE AMISTAD	\$1,000
• MELODIC CONNECTIONS	\$1,000

COMMUNITY ORGANIZATION (SWK 405/SECTIONS 002 & 004)	
<i>Professor Jessica Averitt Taylor</i>	
• TRANSITIONS	\$1,000
• LIGHTHOUSE YOUTH SERVICES	\$1,000

ON TRACK
TO INVEST
\$1 MILLION

The Mayerson Student Philanthropy Project began in the Fall of 2000. Each year since, our students have invested thousands of dollars in nonprofit agencies. Most of the recipients are local, although some classes have invested statewide, nationally, and even internationally.

Some of the money is invested directly, with classes typically giving \$1,000 to \$2,000 to an agency. Other funds have been invested by our partners, with NKU students serving in an advisory role. Together, those two models, direct and indirect, have accounted for nearly \$1 million in community investment.

DURATION OF THE PROGRAM	15 YEARS
TOTAL AGENCIES FUNDED	331
AGENCIES FUNDED THIS YEAR	36
TOTAL CLASSES	194
CLASSES THIS YEAR	21*
TOTAL STUDENTS.....	3,200
STUDENTS THIS YEAR	418
TOTAL INVESTED	\$986,320
INVESTED THIS YEAR:	\$124,670**

* Two additional classes participated by helping with assessment. See Page 25.

**\$35,890 directly; \$88,780 indirectly by PAD 622 in partnership with Toyota Motor Manufacturing Kentucky, Inc.

NO TWO MAYERSON CLASSES LOOK EXACTLY ALIKE

OUR 15TH YEAR WITH THIS
FLEXIBLE PEDAGOGY PROVED
TO BE OUR MOST CREATIVE YET.

A Holocaust survivor. An Irish start-up looking to sell Millennials on the idea of investing in stocks and bonds. A gaming night for neighborhood kids in Newport.

Or how about speed-dating staged at the magnificent Memorial Hall in Over-the-Rhine and designed to match nonprofits with funders? Or a buffalo head to celebrate Covington's 200th anniversary?

As disconnected as those may seem, together they tell a story about Northern Kentucky University's approach to incorporating student philanthropy into the college classroom. No two classes looked exactly alike this past year – nor should they. Student philanthropy is a flexible pedagogy, and our 15th year of using it proved to be our most creative yet.

There are guidelines for incorporating the idea of “learning by giving” into the participating classes. Faculty attend a training session before the semester. A handbook includes timelines, sample syllabi, and other resources. Service learning pedagogy is required, as is a student survey at the semester's beginning and end. Recipient agencies must be qualified nonprofits. But the structure was never meant to suppress creativity. And this semester, the NKU faculty and students were more creative than ever.

Here are some examples:

SPI 481 and GER 481: Repression, Resistance, and Reflection

As the first NKU professor to integrate student philanthropy into a foreign language class, Kajsa Larson, who teaches Spanish language and culture, was an innovator when she first taught Mayerson

classes in 2012 and 2013. This year, she pushed further, teaming up with Andrea Fieler, a professor of German, to teach “Repression, Resistance, and Reflection,” which was cross-listed as Spanish 481 and German 481. The upper-division class focused on topics in literature and literary history. Dr. Larson and Dr. Fieler structured their class to examine those through the lens of the Spanish Civil War and the Holocaust. Spanish students had readings in Spanish, German students in German. Both had common readings in English to examine such themes as identity, commemoration, human rights, displacement, catharsis, and the artistic expression of pain.

The class included a visit from 90-year-old Werner Coppel, a Holocaust survivor, who spent 20 months at Auschwitz as a slave laborer. “We had to appear naked in front of an SS officer who, with

one look, would decide if that prisoner was still able to work. And if that prisoner would not be able to work, he would be sent to what we called in prison language ‘going through the chimney,’ being gassed and being burned,” Mr. Coppel told a CBS News interviewer earlier this year.

He escaped from Auschwitz and made his way to Cincinnati. His experiences were featured at the National Underground Railroad Freedom Center exhibit “Unlocking the Gates of Auschwitz 70 Years Later,” which the SPI 481 and GER 481 students visited. Students also assembled two models of the Anne Frank house, as they gained a greater understanding of life under Nazi occupation.

What the student philanthropy component added was a challenge to the class to discover how the same themes and issues from history play out today. Which

nonprofits in our region are dealing in contemporary times with human rights and dignity, with refugees and the politically marginalized?

“This real world experience, from theory to praxis, would not have been possible without the Mayerson Project,” Dr. Fieler said, reflecting a view expressed by students in the class as well. As one student put it in a survey at the end of the semester: “I appreciated and liked the hands-on experience, taking what we discussed in class and going out into the real world to witness the reality of nonprofits and those in need.”

The students awarded \$1,000 each to Centro de Amistad of Erlanger and Melodic Connections of Cincinnati. The first helps Latino immigrants navigate life in the United States, with education and health services, assistance with immigration and tax

requirements, and advice on housing. The second works with people sometimes marginalized for another reason – their disabilities. Melodic Connections uses music therapy to boost behavioral, motor, and social skills, opening doors that children and adults with disabilities too often find closed.

As with many of NKU's Mayerson faculty, Dr. Fieler and Dr. Larson also will be publishing research about their incorporation of student philanthropy into the class they taught together – thereby telling the story of the collaboration nationally to fellow scholars.

PAD 621: Resource Acquisition and Management

Dr. Julie Olberding, NKU's director of the Master of Public Administration & Nonprofit Management Certificate Programs, has been teaching student philanthropy courses for nearly a decade. She is the co-author of a 65-page handbook for college and university faculty about how to



A FIRSTHAND LESSON

Werner Coppel shared his experiences in a Nazi death camp with students, who were studying human rights.

replicate the NKU program around the country. She has published journal articles and, most recently, written a chapter for a book on teaching strategies.

But it would be a mistake to think Dr. Olberding’s experience had made her set in her ways. She was an early innovator, co-developing NKU’s “indirect model,” in which students, rather than awarding money directly, serve as advisers to charitable giving boards. This year, Dr. Olberding took student philanthropy in a new direction. Her class partnered with two local organizations, Charitable Words and Social Venture Partners, that collaborated for a Feb. 11 event called Fast Pitch. On that evening at Memorial Hall – an elegantly restored auditorium in Cincinnati’s trendy Over-the-Rhine neighborhood – several agencies were given three minutes each to make the case for themselves.

OPENING DAY
Steve Preston, an NKU graduate and the education director at Heritage Village in Cincinnati, helped bring history to life for the opening of a student-designed exhibit about Covington’s founding and early days. Photo courtesy of Gary Johnston.

In all, \$30,000 would be distributed by the time the evening ended, including \$1,000 from NKU’s student philanthropy pool. Dr. Olberding’s students played a role in awarding \$6,000 of the total to Lawn Life, a Cincinnati agency that hires at-risk youth, many of whom have had brushes with the law, to work on landscaping crews and acquire job skills.

In addition, all students in the class worked on fundraising projects for Kicks for Kids, a small nonprofit that provides arts and sports programming for at-risk kids. One team organized a dodgeball tournament that raised \$1,200 and another team added \$500 with a crowd-funding campaign. The class also helped Kicks in another way: Two student teams worked on longer-term fundraising strategies – specifically, a cause-marketing/corporate-giving guide and grant research and writing.



Meanwhile, the indirect model class (PAD 622: Volunteer Management) was taught once again this year, but not by Dr. Olderding. At least not directly. The class was taught by an adjunct instructor, Lisa Desmarais – a former student of Dr. Olberding’s. Toyota Motor Engineering & Manufacturing North America, Inc., was the class partner. NKU students reviewed applications to Toyota’s Contributions Committee and made recommendations. The committee invested \$88,780 in 12 nonprofits, guided by the students’ evaluation of the applications.

HIS 607: Exhibits in Museums and Historic Sites
Know anyone with a stuffed buffalo head available for loan?

That’s the question still pending as HIS 607 was wrapping up. Students had successfully designed and funded a local museum’s summer exhibit except for that one hard-to-find item.

Unlike other Mayerson classes, HIS 607 begins knowing what nonprofit it will fund. From day one, the students are deeply involved in researching and designing an exhibit for a preselected museum. For the Spring 2015 semester, the Behringer-Crawford

Museum in Covington’s Devou Park was the client, chosen by public history professor, Dr. Brian Hackett, who would be working with his students on an exhibit celebrating Covington’s 200th anniversary as a city.

Students solicited gift certificates from local businesses and put together gift baskets. Dr. Hackett donated an antique clock from a collection of them he keeps at home. All of those were displayed at a silent auction during a museum dinner in March that drew about 200 people. The clock was the big ticket item, selling for \$575. Coupled with checks that came back from a letter-writing campaign and \$1,500 in upfront funding, the students ended up with \$3,480 to cover the cost of designing and building “Buffalos and Bourbon: 200 Years of Covington History.”

The city is among Kentucky’s oldest. Founded along the Ohio River when the waterway was a major trade route for riverboats, Covington’s 19th Century roots date to a time when settlers and merchants traded buffalo and bourbon for land. Hence, the exhibit’s name.

The funds raised by the students paid for exhibit panels, construction materials, display

furniture, and photo enlargements. The students also added a virtual component: QR codes for smart phones and tablets to access historical details. Money was not the only thing raised. Students also solicited donations of construction materials and artifacts for the exhibit, which opened on April 24 for its summer run.

For all the work the students did, they were still missing one item they wanted: a buffalo head. They hit pay dirt when they called an Ohio buffalo breeders association and learned of a restaurant that might help out. Indeed, it had three stuffed buffalo heads and readily gave the HIS 607 students their choice for the Behringer-Crawford exhibit. By coincidence, the restaurant was in Covington, Ohio.

CMST 340: Strategies of Persuasion
Most Mayerson classes start with \$2,000 provided through the generosity of our community donors. CMST 340 starts at zero. The students must raise the money they invest, with the understanding that each dollar will matched up to \$1,500. Jeff Fox, who has taught this model for several semesters, invites his students to find ways to raise the funds. They



typically launch a letter-writing campaign. The letters require the students to exercise their persuasive writing skills, which is among the things the course is designed to teach. They routinely exceed their fund-raising goal. This year, they were able to invest \$4,710 in three local nonprofits. Called the “matching model,” CMST 340 has invested over \$21,000 since 2011.

The success isn’t just in dollars and cents. It also registers in student understanding of community needs and deeper learning of course material, as one student relayed in a survey at the end of the semester: “I had no idea about many of these organizations, and I really enjoyed learning about them. Jeff Fox also made it extremely interesting

learning about persuasion and how it can be found anywhere and everywhere. Before this class, I had no idea that there were so many types of persuasion or that there were so many things that affected how persuasion is perceived.”

MKT 333: Global and Cultural Issues in Marketing
It’s no wonder that Dr. David Raska won the 2014-2015 award for Excellence in Teaching and Instruction from the NKU provost. He’s a creative, high-energy professor whose classes don’t fit a mold. For Spring 2015, his students worked with Rubicoin, a startup based in Dublin, Ireland, that is building an app designed to demystify financial investing for Millennials. “Invest like a pro, even if you’ve never bought a

KNOW ANYBODY WITH A STUFFED BUFFALO HEAD THEY COULD DO WITHOUT FOR A FEW MONTHS?
A restaurant in Covington, Ohio, came through for NKU students so that an exhibit about the history of Covington, Ky., would be complete. Photo courtesy of Gary Johnston.



A KICKSTART FOR KIDS

A graduate class staged a dodgeball tournament on campus and raised \$1,200 for Kicks for Kicks, one of several ways the class found to support the agency that works with at-risk kids.

stock before,” Rubicoïn says on its website.

Dr. Raska’s students provided valuable product-development advice to Rubicoïn as it prepared to launch its app and enter the marketplace. But one of the principles Dr. Raska teaches in his classes is that marketing isn’t just about money. A successful marketer also is socially aware. Mindful marketing invites consideration of how health and education might affect markets, especially their long-term, sustainable growth and development. Students thought through Rubicoïn’s marketing strategies with those social considerations in mind.

Having taught his students how to apply those concepts in the for-profit world where Rubicoïn operates, Dr. Raska wanted his students next to think about their application in the nonprofit world. Enter the student philanthropy

component of the class. The students chose to work with Mentoring Plus, an agency based in Newport, Ky., and counselling at-risk teenagers. Just as Rubicoïn is out to demystify investing and mentor millennial college students in how to save for a secure and successful future, Mentoring Plus is teaching teenagers how to better control their financial situation to overcome their challenges and achieve success. Mentoring Plus will receive \$2,000, plus additional money that Dr. Raska’s students will raise with a Fall 2015 fund-raiser using marketing strategies they learned in class.

FROM TEXTBOOKS TO THE REAL WORLD



Dr. Danielle McDonald incorporated student philanthropy into her criminal justice class, JUS 402: Alternatives to Incarceration. In addition to awarding mini-grants, she added an experiential element to her Fall 2014 class.

Her students gave a two-hour presentation to Youth Leadership Development (YLD), an after-school program for at-risk kids operated by the Brighton Center in Newport’s Westside, a neighborhood where NKU

has been trying to concentrate community engagement efforts. Afterwards, the children and their families gathered for pizza and board games with the NKU students. Three groups of students did presentations for YLD groups, one at the Brighton Center and two at Newport Middle School.

“The experience helped my students to see the statistics that we discuss in class as more than just numbers, but actual children with dreams and

hopes not very different from their own,” Dr. McDonald said.

One group played a game called “Crossing the Line.” An NKU student would read a statement and if the kids had experienced this, then they jumped over a taped line on the floor. The idea was to help the children to see that they had more in common than they may have thought and to encourage mutual support. All of the children jumped the line when the statement, “I have a parent or sibling who is or has been in jail or prison.” In class, Dr. McDonald discussed how the experience of having parents incarcerated increases the likelihood by five to six times of children being in jail or prison later in life – a statistic that underscores the importance after-school programs, mentors, and other early interventions. “My students have taken

these lessons to heart and several of the students who presented to the middle school kids are still involved with the YLD program volunteering their time,” Dr. McDonald said. “One group that presented to the kids on internet safety was so moved by the experience that they volunteered to give their two-hour presentation to two more groups of middle-school students.”

TEACHING HOW TO GIVE WITH AN ARTISTIC FLAIR

BY LUCY MAY

PUBLISHED ON WCPO.COM,
DEC. 9, 2014

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Ranna Cox had no idea her honors writing class at Northern Kentucky University would turn her into a patron of the arts.

But that's exactly what happened with Cox and her classmates, thanks to a partnership between ArtsWave and the Mayerson Student Philanthropy Project at NKU. After weeks of research, preparation, and consideration, the class decided to award \$1,000 each to two local arts organizations – My Nose Turns Red theater company and Cincinnati Children's Theatre's STAR program.

"I was a little overwhelmed at first. As a college student, I can't carry around more than \$20 or \$30 of my own money," said Cox, an 18-year-old freshman majoring in Spanish. "I felt like this is a really big deal. Not everybody gets to do this, and we need to take this seriously."

That's the point of the Mayerson Student Philanthropy Project – to show students that philanthropy is serious and important.

ArtsWave got involved in the spring of 2014 to help students learn the importance of the arts when it comes to civic engagement and building strong communities, said Tara Townsend, ArtsWave's chief impact strategy officer.

"The arts have always depended upon philanthropy to support itself," Townsend said. "This gets them understanding the role that the arts play in the broader community."

The honors writing class, taught by English Professor Jonathan Cullick, is one of eight courses at the university this semester (Fall 2014) that gave students the opportunity to make grants to local nonprofits. Grants worth a total of

\$14,710 were awarded earlier this month.

A Model for the Nation
Started in 2000 with funding and encouragement from the Manuel D. & Rhoda

"I FELT LIKE THIS IS A REALLY BIG DEAL."

– RANNA COX

Mayerson Foundation, the Mayerson Student Philanthropy Project has been replicated across the country, said Mark Neikirk, executive director of NKU's Scripps Howard Center for Civic Engagement. Scripps is the parent company of WCPO.

The Mayerson Foundation provided all the funding for the program for the first 10 years or so and has continued its support as the program has attracted other funders,

such as ArtsWave, Citi, Scripps Howard Foundation, Toyota, and Vision 2015.

"The basic model now is that we give a class \$2,000 and we say to that class, 'Identify a need, find out what nonprofits in the community are addressing that need, and then make a decision as a class on where to invest that money,'" Neikirk said.

Often classes are given parameters for the grants set by the funders – a real-life lesson that money typically comes with strings attached, Neikirk said.

For Cullick's honors writing class, those strings amounted to an arts focus. Some students were a bit skeptical about that at first.

"We were told to think about what some of the biggest problems in our area are, and heroin and poverty are some of the

first things that come to mind," said Sarah Stryffeler, a 19-year-old sophomore majoring in physics. "And I was like, 'How is art going to benefit our community?' But the more I found out about it, the more I felt it was important to support the arts."

After Stryffeler had that change of heart, the most difficult part of the class was deciding which organizations would get the money.

'That Was the Moment'
For her, it came down to how the organizations planned to use the money if they received it.

My Nose Turns Red will use the \$1,000 it won to host a big performance for the Diocesan Catholic Children's Home in Fort Mitchell, Ky., said Steve Roenker, co-founder and director of circus performance theater company.

Roemaker has been teaching a program at the home for years, and the money will give his organization a chance to perform for the entire children's home community for free.

Roemaker's presentation to Cullick's class – where he explained his organization's history, how it works with children and what it would do with the money – helped Cox really understand the kind of impact her class's grant awards could have.

"It clicked in my head that I'm going to help somebody put smiles on the faces of children in the area I grew up in," she said. "That was the moment."

Cullick sees those moments happen every time one of his courses is selected to be part of the Mayerson Student Philanthropy Project, he said.

"When I tell them on the first day of class that you have \$2,000 to award, they're not quite sure

what to make of this," he said. "But then what happens is that they very quickly really straighten up and get serious, and they take the responsibility seriously."

It turns out that responsibility has long-lasting impact.

Research done by Julie Cencula Olberding, an associate professor at NKU, found that students who took part in the Mayerson classes were more likely to make charitable contributions, volunteer for nonprofits and serve on their boards of directors.

Stryffeler said her class certainly had an impact on her.

"I've always planned to be a philanthropist when I get older," she said. "But this definitely made me think that maybe it would be cool to give money to students so they would know what it's like to be philanthropists. I think it's really important that people my age know what that's like."

WHAT'S \$1,000 BUY?

A lot of audience smiles. A freshman English class awarded \$1,000 to the Diocesan Catholic Children's Home in Fort Mitchell, Ky., to host a performance by the circus skills troupe, My Nose Turns Red.



ASSESSMENTS

COMMUNITY IMPACT

As a semester begins and ends, we survey students in our philanthropy classes about their awareness of community needs and their intent to engage in them. As in previous years, students report a strengthened connection to both.

What’s particularly noticeable is a sharp increase in the number of students who “strongly agree” with the propositions. In all 12 community impact measures, percentages increased, several by double figures.

89% Greater Awareness of Community Needs

Many students arrived in our student philanthropy classes with at least a modest grasp of community problems and needs in our region: 69% said so in our survey as their semester began.

On the whole, our student philanthropy classes increased that awareness by 20 percentage points: 89% reported an awareness of community needs at the end of their semester.

While that movement is notable, what’s also impressive is the percentage of students who moved from “agree” to “strongly

agree” when asked about their awareness of community problems and needs. The “strongly agree” percentage moved from 16% to 40% from start of classes to end. Clearly, the depth of students’ understanding was enhanced by the Mayerson experience.

Other Measures 90%

I have a responsibility to help others in need.

89%

I intend to volunteer in the future.

88%

I intend to donate money to a charity in the future.

86%

I believe I can make a difference in the world.

74%

I plan to work with someone or some group to solve problems in my community.

Note: Percentages represent the combined total of students who answered “agree” or “strongly agree” to each question. Other options on the survey were “neutral,” “disagree,” or “strongly disagree.” The sample size was 382 students.

ACADEMIC IMPACT

In addition to grades (the traditional measure of learning) we assess student philanthropy classes with survey questions about academic impact. This year, as in past years, the surveys affirmed that adding student philanthropy elevates the learning of course material.

This result is evident across disciplines. In an education class, for example, 75% of the students said the class had a positive or very positive effect on the application of ideas and information taught in the class. In a criminal justice class, the number was 100%.

86% Retention and Graduation

Strategies that keep students enrolled and progressing toward a degree are especially valued at NKU, and adding student philanthropy to classes is one contributor to that outcome. One of our survey questions is: What effect did the student philanthropy experience have on your desire to stay in college and complete a degree? Negligible percentages reported a negative effect, 12.5% said no effect, 20% said a positive effect, and over

66% said a very positive effect.

Other Measures 90%

The student philanthropy component of the class had a positive or very positive effect on my application of information and ideas from this class.

89%

The student philanthropy component of the class had a positive or very positive effect on my academic skills or knowledge.

87%

The student philanthropy component of the class had a positive or very positive effect on my interest in this course.

87%

The student philanthropy component of the class had a positive or very positive effect on my learning of the material in this class.

87%

The student philanthropy component of the class had a positive or very positive effect on my development of life skills, like communications, assertiveness, and decision making.

STUDENT REFLECTIONS

GRADUATING SENIOR KEVIN SCHULTZ WAS ENROLLED IN ENG 546, A CLASS ON GRANT WRITING TAUGHT BY DR. JANEL BLOCH IN THE SPRING SEMESTER. SHE ASSIGNED HER STUDENTS TO WRITE REFLECTIVE ESSAYS ON THEIR MAYERSON' EXPERIENCE. THIS IS KEVIN'S ESSAY.

From familiarizing myself with the steps clients must go through all the way to getting an inside look at a client’s real need for a grant, this project has expanded my view of the entire grant-seeking process.

The process

Brainstorming potential clients, selecting suitable clients, working with them one-on-one to build their case, presenting on them, helping strategize with them on their final presentations, and

eventually voting for and selecting a pair of winners was an incredible experience. Not only did I get to see what all it took for a client to apply for a grant, but I also got to see what draws people into applying for grants.

Much more goes into applying than I would have thought. You have to write a proposal, fill out an application, write a cover letter, and work with the judges who are giving the grant. And that’s only to be considered!

I also learned what is important in applying for a grant. The client I worked with had an incredible need for supplies for art therapy, an art project, art programming, and general artistic expression for homeless kids throughout the state. However, the agency’s focus at first was on the items needed, not how those supplies would help the kids. Being able to be a part of this process along the entire way, I got to see the bigger picture: My client, the Brighton Center’s Homeward Bound Program, was requesting money for art supplies to



WHAT I LEARNED

Kevin Schultz graduated in May and is now a national Hearst Journalism Fellow. His student philanthropy class forced him to think not just as a journalist but also as an advocate.

help homeless children, not to simply purchase the items for the sake of purchasing them.

This sounds simple enough, but it proved to be a big learning experience, not only for me, but for my client and others in the class as well.

Working with my client was an informative and heart-warming experience on its own. In order to really see the need of my client, I took a trip to the shelter and was given a tour by the art therapist. I saw where the kids lived, met some of them, and saw their art projects. It was inspiring.

I also learned a lot about how to communicate with a client in a personal yet professional manner. I am a journalist, so I am used to communicating with all sorts of people. However, communicating on the topic of a grant proved to be different because you were allowed some bias to help your client make a case. It took some time for me to take off my hat of being as objective as possible and to really dig in deep to help my client.

It took some time, too, to build a rapport. At first, I used a very formal style of writing and only communicated via email. Toward the end, I was calling my client on the phone to talk strategy for how best to win the grant.

Key learnings

I learned how to present a grant proposal in a manner that would really make it tough for judges to turn down. With the Brighton Center, I looked at the service and impact the center provides and really played those up. As we discussed in class several times, it is important to be able to see the bigger picture in this sort of situation. Using the emotional impact of how the grant money could potentially help homeless children was a lot stronger than approaching it with the mindset of it just bringing in art supplies to a shelter. At the end of the day, people care about other people and their well-being, not the dissemination of inanimate objects.

As for communication with a client, I learned how to establish a healthy relationship – from starting formally to easing into a more comfortable level of communication. Sometimes, a casual five-minute call can be more convenient and meaningful than a ten-paragraph email. It's all about approaching things professionally and courteously, and feeling it out from there.

Conclusions

Judging and selecting were hands down the hardest parts of the project. There were so many great clients who needed the money that it made the decision difficult. However, I think the groups that won (mine included) did so because they were able to best communicate the impact that this grant money could really have for their organization.

Having the opportunities to do this sort of learning out in the community really made the project so much more meaningful to me and the other students in the class. We all seemed to take a certain level of pride in our work while learning a heck of lot along the way.

OTHER PERSPECTIVES

Here are excerpts from essays by two other students in Dr. Janel Bloch's class on grant writing, each reflecting on the student philanthropy experience.

Shannon Winter

Being able to attend the awards ceremony was a humbling experience. I learned that there are many, many great nonprofit organizations in the Northern Kentucky area. By witnessing some of the awards and getting to hear about the methods of the different classes and agencies involved, I learned how to become a better fundraiser.

In all, I feel that the Mayerson Student Philanthropy Project was a very fulfilling experience. I not only learned how to examine grant proposals, but looking through all of the applications I was also able to see how I could write better myself.

Kimmy Steffen

One of the greatest aspects of the Mayerson project was that it allowed me to learn a great deal about the grant writing process.... I am a hands-on learner and being able to advocate for an organization and learn from professional grant writers was an incredible learning experience.

I also believe that it is highly beneficial for students to act as advocates or liaisons for the organizations that apply for the grants because it causes students to want to become more involved with philanthropy and possibly the organization they advocated for as well.

OUR STUDENTS SPEAK

OUR STUDENT SURVEYS INCLUDE THE OPPORTUNITY FOR STUDENTS TO COMMENT ON THEIR PHILANTHROPY EXPERIENCE. THIS IS A SAMPLE OF THOSE COMMENTS.

ON VOLUNTEERING

Student philanthropy classes open students' eyes to community needs and the opportunity to contribute to addressing those needs.

Some students are quite frank in saying the demands and stresses of school will limit their time volunteering, at least immediately. Others are finding time already and many expect to find time between semesters or after graduation.

Here is a sample of student comments in response to the question:

As a result of this course, do you plan to make any changes related to your level of involvement in campus life or community life?

"Although I am currently overwhelmed with school, this course has inspired me to volunteer in this community after graduation."

"I plan to get more involved with charities that are on our campus and taking the initiative to make a change."

"I would like to become more involved in philanthropy and nonprofit organizations, as it is easier than one would think to get involved in the community."

"I do plan on giving more time to nonprofits in my community and volunteering when possible."

"I plan to get more involved in the community both here at school and back home."

"I would like to volunteer my time to write grant proposals for local organizations."

"I plan to volunteer more to help the community that I live in. This will help me grow as a person and help others who are in need."

"During this class I received a job at Welcome House of Northern Kentucky. So yes, I would say that because of my current job and this class, I will be doing more in my community."

"I WILL BE MORE INVOLVED WITH NKY HATES HEROIN."

"I already had a strong sense of social justice. This helped me to see where my energy can be applied on a local level."

"I have decided to pursue grant writing as a career. Working with nonprofits to help them receive funding for worthwhile projects is inspiring. I hope the Mayerson project remains as part of NKU's academic curriculum. It's a blend of theory and practice that connects academia to the real world in a compelling way."

ON LEARNING

Certain learnings were common across disciplines, as students better understood community needs and the array of nonprofits addressing those needs. Other learning outcomes were more specific to the discipline of the class involved.

Here is a sample of student comments in response to the question:

Please discuss the most significant things you learned this semester about social problems or needs, nonprofit organizations, or the philanthropy process.

"I learned about how much immigration has an impact on our community and the disadvantages that these groups face."

"It was awesome to learn about the variety of nonprofits that are available in this area. With our class themes, there were multiple really good choices that related to everything we have talked about."

"I learned about artistic representation and power of music within the community."

"I learned a significant amount about the state of nonprofits and how they are affected by external factors, such as government funding and

changes in the social infrastructure of a community."

"I LEARNED HOW TO WORK A PROBLEM NO MATTER WHAT OBSTACLE IS IN YOUR WAY."

"First, the most significant thing I learned this semester was a confirmation personally to become involved in the nonprofit sector. My major is preparing me to enter in this field. Being involved in this just confirmed that it is a worthy cause and that there are many social needs to help with. Also, I learned that the process of having a nonprofit organization and maintaining it is a little more complicated and can be hard."

"Social problems seem to have the same themes throughout history. Groups of people, specific situations, and influences change, but they go back to the same roots. I learned that our quest for peace and equality still has a long way to go, but we aren't the only ones who care. There are a lot of nonprofits trying to help people with social problems, and we need to be involved."

"It's amazing how many different needs there are, even those you may not be aware of."

"I learned that there are a lot of nonprofit organizations out there in our area that don't have a lot of funding and need as much help as they can get. They are running on only a small amount of money."

"I learned that there are so many nonprofit organizations and it is more beneficial to put a concentrated effort into one or two instead of putting a little effort into a lot of organizations."

"This was a really cool project, and it was even more amazing that I got to participate in presenting the check to our organization. I learned how much we can make a difference in these social problems or needs. I did not know much about nonprofit organizations in Northern Kentucky until this class."

DOES IT LAST?

Our surveys consistently show an interest by NKU students who have taken a Mayerson class to continue in engaging with nonprofits and community needs after graduation. Do they in fact remain engaged with nonprofits after leaving college?

The short answer is yes.

Here is the perspective of NKU professor Dr. Julie Olberding, director of NKU's Master of Public Administration Program, who published research on this topic:

"I DID A STUDY A FEW YEARS AGO THAT FOUND THAT MAYERSON ALUMNI DONATE, VOLUNTEER, AND SERVE ON NONPROFIT BOARDS AT MUCH HIGHER RATE THAN THE AVERAGE AMERICAN. SPECIFICALLY, 86 PERCENT OF THESE ALUMNI MADE CHARITABLE CONTRIBUTIONS WITHIN THE PAST YEAR, 71 PERCENT VOLUNTEERED, AND 15 PERCENT SERVED ON NONPROFIT BOARDS."*

*As quoted on Charitablewords.com, Dec. 22, 2014; the research Dr. Olberding references, "Does Student Philanthropy Work? A Study of Long-Term Effects of the 'Learning by Giving' Approach," was published in the journal *Innovations in Higher Education*, 37(2), April 2012.

DELIVERING VALUE TO OUR NONPROFIT PARTNERS

MINI-GRANTS OFFER A HIGH RETURN ON THE INVESTMENT - NOT ALL OF IT MEASURED IN DOLLARS.

Philanthropy, by definition, is giving. But it is also getting: The donor is hoping to get something in return. Bill and Melinda Gates give millions to the effort to combat HIV. What they want in return is to see HIV diminished or eradicated.

So it is with our student philanthropy classes and the donors who support them. They give with the hope of getting results. They invest with the expectation of a return.

We are happy to report that the expectation is being met.

For the Fall 2014 and Spring 2015 semesters, Northern Kentucky University students directly distributed \$35,890 in mini-grants to 27 nonprofits. Most of those were for \$1,000. On its face, \$1,000 may not seem like much. It's not Gates-level giving. But a review the uses the nonprofits make of the money is inspiring. Most

of our recipients are small, community-based agencies. But they are making a big difference in the lives of the people they serve as they put our investments to real and lasting use.

Here's a sample:

Be Concerned in Covington, Ky., provides food and home supplies to needy families year round, as well as holiday meals. Be Concerned used its \$1,000 mini-grant from a social work class to purchase hams, chickens, and turkeys for 150 families last Christmas.

Bethany House Services in Cincinnati provides a range of support services to disadvantaged women and children. Its \$1,000 from a Spanish class bought backpacks and school supplies for children who stay at its shelter. In any given month, that's about 70 kids.

The Music Resource Center in Cincinnati is

devoted to music education, cultural diversity, and teenagers. Teens can learn an instrument, record with their band, study sound engineering, or just stop by for help with homework. The \$1,000 from a communications class allowed the center to buy musical equipment, expand instruction, and host a music sampler last December.

Kicks for Kids in Covington uses sports and other activities to provide positive experiences to at-risk children. Kicks used its student philanthropy funds to build and launch a more inviting and full-featured website. Check it out at kicksforkids.org.

Check Your Genes in Fort Mitchell, Ky., is a relatively young nonprofit dedicated to public awareness about the value of genetic testing in families with a high risk for ovarian or breast



cancer. Its mini-grant from an English class will fund the placement of iPads with a preloaded app in ob-gyn offices. Visitors who answer a few simple questions will know whether they might qualify for genetic testing.

Those examples are from a survey we asked nonprofits to take after receiving their mini-grants. The responses from this year, as in the past, show a high level of satisfaction with our student philanthropy classes, including with the program's structure and organization. "I really enjoyed the whole process," one agency director responded when asked what she liked least. Another was also at a loss to find anything to criticize: "I was really

satisfied with the project in every facet."

More important than structure or process, the nonprofits responding to our survey approved of the mission of our student philanthropy classes. As one wrote, "I really like the idea of teaching students how to give to charitable causes. I feel that our newer generations are not as knowledgeable on how to give. The Mayerson Project helps students develop a skillset that encourages them to give to causes."

Some criticism turns up in the surveys, though it is mild. One agency pointed out that it can be challenging for a small nonprofit to schedule and manage student visits. We appreciate that kind

of feedback so we can convey it to our faculty. The agencies, after all, are our partners in education – and site visits, which are often conducted by a small team of students (with other teams visiting other applicants) are key. The teams frequently spend an hour or more at a site. One agency captured the value of the visits: "The students who visited with our staff were very engaged in the conversation. They asked relevant questions, took notes, relayed back what was discussed, and followed up with questions. They were interested in the subject."

Most nonprofits report being able to do something they would not otherwise have been able to do. That is, their

A FERTILE PARTNERSHIP

Our student philanthropy and other service learning classes have frequently partnered with Hosea House in Newport, which has a community garden and serves evening meals.

mini-grant expanded their capacity. One such example is the K.A.S.S.I.E. Project. This brand-new nonprofit was started by Khrystian Styles, who was personally touched by domestic violence after losing a friend. She wanted to act to help survivors. Her story, and her activism, resonated with a class taught by Jeff Fox, CMST 340: Strategies of Persuasion, which awarded K.A.S.S.I.E. \$2,710 in the Fall 2014 semester. Ms. Styles told us, "In December, K.A.S.S.I.E. was able to sponsor two survivors attending out of state awareness and healing events for survivors. In January, we were able to host 'Healing after the Holidays' for survivors struggling with the emotional trials of the holidays. The grant was instrumental in providing operational funds including traveling to out-of-town sessions."

We also learned from the surveys that very often the agencies have worked with an NKU class previously, and they value the ongoing opportunity



A GOOD TIME FOR HUGS

At the end of each semester, students award checks to the recipient nonprofits during a ceremony on campus. Without fail, there are hugs.

to engage with students. In fact, 15 of 17 agencies that responded to the survey reported at least one other engagement with NKU in the past five years. As for the two that did not, one is new and already finding other ways to connect to NKU. Student philanthropy opened to door.

One nonprofit that has enjoyed multiple connections with NKU classes is Hosea House in Newport, Ky. Hosea House provides meals to needy families, averaging 175 meals a night, seven days a week. Lately, Hosea House has been planting community gardens so that some of the food it serves is freshly grown. Mayerson classes have invested in the garden project frequently, including this year.

“We first asked for funds to help establish a garden so that we could include fresh vegetables and fruits in our meal program. That was three

years ago,” Hosea House Executive Director Karen Yates told us. The most recent grant was to help cover the gardens in winter so Hosea House could lengthen the growing season into November and start as early as March.

Funds also paid for educational pamphlets that sit on the tables during mealtime and outline the nutritional value of the food from the garden. Kids take them outside to the garden and use them to identify what’s been planted.

Asked what she likes most about the student philanthropy classes, Ms Yates responded: “I love working with the students and seeing what types of

ideas they come up with. I really like it when they think outside the box.” Her agency enjoyed another benefit that is common with Mayerson classes. Some students volunteered at the garden during the semester and one continued to do so after the class ended. Volunteering with agencies is not a requirement of the student philanthropy project, yet nearly half the agencies receiving funds report student volunteers.

**FEEDBACK
FUELS OUR
CONTINUOUS
IMPROVEMENT**

Two classes that participated in the Mayerson program this past year did not award any mini-grants, instead connecting to student philanthropy in another way.

Professor William Attenweiler’s fall and spring graduate courses in organizational psychology helped evaluate whether the nonprofits receiving funds were satisfied with their interaction with NKU and our students – and whether any process improvements could be made in the student philanthropy program.

Dr. Attenweiler’s fall class wrote the construct for a focus group, suggesting questions and otherwise outlining how a focus group might be conducted. The spring class executed the construct, inviting nine agencies to a focus group on Jan. 26. The participants represented

nonprofits funded by one or more classes over the past 18 months and included: Cincinnati Men’s Chorus; Crayons to Computers; Hosea House; K.A.S.S.I.E. Project; Madonna House; Master Provisions; Mentoring Plus; Music Resource Center; and Talbert House.

The focus group produced an overall positive report about student philanthropy at NKU. But the participants did suggest an expansion (more classes) and a stronger connection between funded agencies and NKU so that a nonprofit’s interaction with the university is not a one-time event. The Scripps Howard Center for Civic Engagement is acting on that recommendation by inviting student philanthropy grant recipients to campus workshops designed to match agency requests with classes and student

organizations that might be able to partner with them.

The focus group participants also reported observing clear benefits to the students who participated in student philanthropy classes: “Concerning students, the agencies see them gaining knowledge in the areas of persuasion, grant writing, and philanthropy.”

TELLING THE STORY OF STUDENT PHILANTHROPY NKU'S 'LEARN BY GIVING' MODEL IS CONTRIBUTING TO THE SCHOLARSHIP OF ENGAGEMENT

Tell the world.

That was part of the mandate when the Manuel D. and Rhoda Mayerson Foundation awarded the first grant to Northern Kentucky University in 2000 to design and launch student philanthropy classes. The excitement of creating one of the nation's first student philanthropy programs was coupled with an urgency to see the idea catch on elsewhere. And so we have spread the word – in the media, of course, but also in the scholarly press and at academic conferences, as well as with a 65-page faculty handbook, *Student Philanthropy: Plant It, Nurture It, Harvest It*.

The handbook is a DIY guide to setting up a student philanthropy class or program. Now in its second printing and

marketed nationally by the Campus Compact, the handbook is frequently requested by faculty around the country and the world. Not a single month has passed in the five years since publication without at least one request for the handbook, as institutions look to replicate what NKU has created. "This resource is an extremely valuable guide as we work to instill a culture of philanthropy on Carnegie Mellon University's Campus," Ally Sokolowski wrote to us after we sent a copy of the handbook to her. And Christina Esters of Howard University wrote with exclamation points, "Thank you for sending the handbook! I had no idea this book would be so comprehensive! We will put it to good use!"

Equally important in telling the world is our faculty's publication in peer-reviewed, academic journals. This past academic year has produced more such published work – including one article by NKU students and another with a student co-author. Our faculty also routinely presents at academic conferences.

PRESENTATIONS

Dr. Danielle McDonald (criminal justice) co-presented in March 2015 with Dr. Lindsey McDougale (public administration) of Northern Illinois University at the Academy of Criminal Justice Sciences meeting in Orlando, Fla. Their presentation was titled "Connecting Through Giving: Understanding the Impact of the Mayerson Student Philanthropy Project."

Drs. McDonald and McDougale are research collaborators with Dr. Whitney McIntyre Miller (organizational leadership), formerly of NKU and now at Chapman University in California. Drs. McIntyre Miller and McDonald are past faculty coordinators of NKU's Mayerson program.

Drs. McDonald and McDougale also will be co-presenting in November 2015 at the American Society of Criminology meeting in Washington, D.C. Their presentation is titled "The College Classroom as a Philanthropic Learning Laboratory: Exploring Learning and Development Outcomes Associated with Experiential Philanthropy."

Also, Dr. McDonald was a panelist at the Nonprofit Academic Centers Council conference in Chicago in July 2015. Her panel's topic was "Experiential Philanthropy: Does It Meet Its Intended Goal?" and she discussed NKU's success with Mayerson classes.

Dr. William Attenweiler (psychology) and Mark Neikirk (Scripps Howard Center for Civic Engagement) co-presented at the American Democracy Project's annual convention in June 2015 in New Orleans. Their presentation was titled "Student Philanthropy: Measuring and Monitoring," and examined how NKU has tracked the impact of Mayerson classes.

Dr. Janel Bloch (English) presented on student philanthropy at the Association for Business Communication 80th

Annual International Conference held in Philadelphia in October 2014. The title of her presentation was "Turning the Tables: Experiencing Grant Proposals from the Funder's Perspective." Dr. Bloch also is working on a journal article for submission later this year.

PUBLICATIONS

Drs. Jessica Averitt Taylor, Caroline Macke, and James E. Taylor (social work), published on student philanthropy in the *Journal of Community Engagement and Higher Education*. Their article examined the combination of student philanthropy with another NKU program, Project Hope: The 505 Initiative, which involves an effort to focus community engagement in one inner-city neighborhood, the Westside of Newport, Ky.

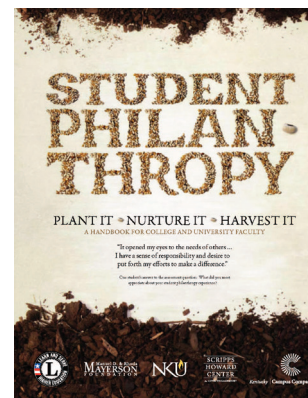
The article, "The 505 Initiative: Service Learning and Student Philanthropy in Graduate Social Work," was published in May 2015. Among its conclusions was this finding: "The students demonstrated increased commitment to community and connected community engagement with student philanthropy and course concepts."

Dr. Averitt Taylor not only published her own research, she mentored some of her students, who published about their Mayerson experience. In December 2014, the three NKU social work graduate students – Jessica Herald, L. Faye Perkins, and Hannah Powers – published their essay, "Community Engagement in Social Work" in the *Journal of Community*

Engagement and Scholarship, a peer-reviewed international journal published by The University of Alabama Press. "This hands-on approach to learning has provided us with an experience we will remember long after our graduate studies are complete," the students wrote.

The team of Drs. McDonald, McDougale, and McIntyre Miller has two articles currently under peer review. "The College Classroom as a Philanthropic Learning Laboratory: Exploring Learning and Development Outcomes Associated with Experiential Philanthropy" has been submitted for publication in *Nonprofit and Voluntary Sector Quarterly*. And "Connecting through Giving: Understanding the Impact of the Mayerson Student Philanthropy Project" has been submitted to the *Journal of Community Engagement and Scholarship*.

An article by Dr. Kajsa Larson (Spanish), "Uniting Hispanic Film Studies with Civic Engagement: A Chance for Personal Transformation," is scheduled for publication in the September 2015 edition of *Hispania*, a journal dedicated to film studies. Dr. Larson's article outlines how she incorporated student philanthropy into Spring 2013 class, SPI 330: Studies in Spanish Language Cinema. She writes: "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 and film can reflect, if not improve, their understanding of real world



challenges. Qualitative survey results from students enrolled in the class revealed that combining film with community engagement not only improved their understanding of Hispanic cinema, but empowered them to be more civic-minded and engaged."

An article written by Dr. Julie Olberding (public administration) has been accepted for publication later this year in the *Journal of Nonprofit Education and Leadership*. Titled "Does the 'Service' in Service Learning Go Beyond the Academic Session? Assessing Longer-Term Impacts of Nonprofit Classes on Community Partners," the article will present data and analysis related to the long-term impacts of service learning.

A story about Dr. Olberding's research appeared in the March 15th edition of Soapbox Cincinnati, an online newspaper covering local arts, culture, and education. Dr. Olberding told Soapbox: "In looking at the literature on service learning and even student philanthropy, which is part of that, there didn't seem to be a lot on how these projects can have

A NATIONAL MODEL

In 2010, NKU published a faculty handbook, explaining the student philanthropy model. The National Campus Compact features the handbook on its website, and requests for copies continue to come monthly as other colleges and universities look to replicate NKU's incorporation of philanthropy into the higher ed classroom. To request a copy of the handbook, send an email to engage@nku.edu.

longer term impacts. We kind of assume they are, because in our classes in particular we focus on things like nonprofit strategic planning, program evaluation, fundraising, volunteer management — all things that have that potential."

What did the research find? Here's an excerpt from the Dr. Olberding's article: "Findings indicate service-learning projects in nonprofit classes have positive effects on organizational capacity in various ways, including volunteer management and fundraising."

There's another aspect to Dr. Olberding's article that reflects an NKU core value. The university encourages and supports faculty-mentored student research, and Dr. Olberding had a student collaborator. Whitney Hacker helped with the research for her capstone project in the Master of Public Administration (MPA) program.

OTHER WORK

Drs. Frederick Brockmeier and Kristen Lovett (both of organizational leadership) worked with students in their respective classes to

produce an updated and annotated bibliography of service learning. The finished project is to be posted online by the Greater Cincinnati Service Learning Network, a unique partnership that includes eight colleges and universities in Northern Kentucky and Cincinnati that are working together to support service learning in the region. NKU's student philanthropy classes are taught with service learning pedagogy, and this new bibliography will be a resource for Mayerson faculty as well as for faculty around the country.

Jane Hammons (instruction librarian at NKU's Steely Library) has started work on an annotated bibliography of all academic articles published by NKU faculty about student philanthropy, as well as other community engagement. She is connecting the project to additional research she is producing on information literacy concepts.



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