

THE MAYERSON STUDENT PHILANTHROPY PROJECT

ANNUAL REPORT

2014

SCRIPPS HOWARD CENTER FOR CIVIC ENGAGEMENT



DEAR FRIENDS OF STUDENT PHILANTHROPY...

Creativite. Impactful. Inspiring.

Those words are used quite often. With the Mayerson Student Philanthropy Project, they genuinely describe what's happening here at Northern Kentucky University.

Creative? Our faculty keep finding new ways to introduce student philanthropy into the classroom, and this year was no exception. Tracy Hart and Rich Shivener teamed up in their University 101 class to introduce a new model, investing the gift of time rather than treasure. Students awarded 50 hours of volunteer time to a local nonprofit. The volunteer hours were provided by Alpha Lambda Delta, the National Honor Society for First-Year Students. As for those 50 hours, the students met that goal times two, contributing more than 100 service hours.

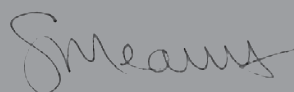
Impactful? Our classes distributed nearly \$33,000 to area nonprofits, helping to fund social services, arts, and education. In addition, a graduate class in the Fall semester collaborated with Toyota Motor Engineering and Manufacturing North America to award another \$72,500 to community agencies. There was impact in the classroom, too, where embedding student philanthropy into the curriculum boosts learning outcomes while also awakening students to community needs.

Inspiring? I'll leave that to Willie Elliott, one of our professors: "Mayerson classes turn experience into learning. This learning is at the highest level because it carries over into their professional career. This approach makes students into active learners and then into more effective social workers."

The Spring 2014 semester represented our 27th semester of offering student philanthropy classes at Northern Kentucky University, and we are offering the classes again in the coming academic year, our 15th year of investing in the idea of learning by giving.

Please join me in thanking our students, faculty, funders, and community partners. They teamed up to record another successful academic year with a program that has become a national model and, closer to home, a deep expression of NKU's continuing commitment to community engagement.

Sincerely,



Geoffrey S. Mearns,
President

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This publication was prepared by Northern Kentucky University and printed with state funds (KRS 57.375). Northern Kentucky University is committed to building a diverse faculty and staff for employment and promotion to ensure the highest quality of work force and to foster an environment that embraces the broad range of human diversity.

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WHERE THE MONEY WAS INVESTED

2013-2014 Classes and Awards

FALL 2013

CMST 340: STRATEGIES OF PERSUASION

Professor Jeffrey Fox
 Madonna House..... \$1,855
 God's Special Little Hearts.....\$1,000

ENV 220: PROTECTING WATER RESOURCES

Professor Kristy Hopfensperger
 Kentucky Waterways Alliance, Inc.\$1,000
 Keep Covington Beautiful\$1,000

JUS 402: ALTERNATIVES TO INCARCERATION

Professor Danielle McDonald
 Interfaith Hospitality Network.....\$1,000
 Pro Kids.....\$1,000
 Homeward Bound, Brighton Center.....Donations

IST 194: INTRO TO INTEGRATIVE STUDIES

Professor Jennifer Webster
 Mentoring Plus.....\$1,000
 Paul's Healthcare Mission.....\$1,000
 Family Promise of NKYDonations
 Newport Primary School.....Donations

FYE & UNV 101: FIRST YEAR EXPERIENCE & UNIVERSITY 101

Assistant Director of First Year Programs Rich Shivener
 Professor UNV 101 Tracy Hart
 St. Vincent de Paul100 volunteer hours

HIS 692: URBAN ARCHEOLOGY

Professor Brian Hackett
 Cincinnati Museum Center \$2,000

PAD 622: VOLUNTEER MANAGEMENT

Professor Julie Olberding
("indirect model" conducted in partnership with Toyota.)
 Hearing Speech & Deaf Center\$1,000
 ArtWorks\$2,500
 The Advance Network\$4,000
 Big Brothers Big Sisters.....\$5,000
 Cincinnati State Technical, & Community College.....\$5,000
 The Community Foundation.....\$5,000
 Literacy Network of Greater Cincinnati.....\$5,000
 Interfaith Hospitality Network\$6,000
 St Rita Comprehensive Communication Resources\$7,000
 Crayons to Computers.....\$7,500
 Girl Scouts of Kentucky's Wilderness Road.....\$7,500
 CASA of Kenton and Campbell County.....\$17,000

The Mayerson Student Philanthropy Project is housed within Northern Kentucky University's Scripps Howard Center for Civic Engagement. The Center is committed to connecting NKU to the community to the mutual benefit of both.

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SPRING 2014

CMST 340: STRATEGIES OF PERSUASION

Professor Jeff Fox

Free Store Food Bank.....	\$1,000
Elementz.....	\$1,000
Music Resource Center.....	\$1,000

SWK 405: SOCIAL WORK PRACTICE: COMMUNITY ORGANIZATION

Professor Jessica Averitt Taylor

(two sections of this course each invested \$1,000)

Redwood.....	\$1,000
Health Resource Center of Cincinnati.....	\$1,000

LDR 394: LEADERSHIP FOR PEACE & SUSTAINABILITY

Professor Whitney McIntyre Miller

Community Shares.....	\$1,000
Kentucky Association for Environmental Education	\$1,000

TAR 102: RACE, GENDER & THEATRE

Professor Daryl Harris

Cincinnati Men's Chorus	\$2,000
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ENG 151: HONORS WRITING

Professor Jon Cullick

(two sections of this course each invested \$1,000)

Center for Chemical Addictions Treatment	\$1,000
Faces without Places.....	\$1,000

EDU 316: RACISM & SEXISM IN EDUCATIONAL INSTITUTIONS

Professor Brandelyn Tosolt

Talbert House.....	\$1,000
Northern Kentucky Hunger Relief.....	\$1,000

NRS 330: COMMUNITY AND PUBLIC HEALTH NURSING

Professor Adele Dean

Walio Katika Mapambano na AIDS Tanzania

(WAMATA).....	\$2,000
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SPI 310: SPANISH CIVILIZATION & CULTURE

Professor Kajsa Larson

Covington Independent Public Schools.....	\$2,000
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ENG 546: GRANT WRITING

Professor Janel Bloch

Covington Partners.....	\$1,000
One to One Reading Program.....	\$1,000

SWK 105: SOCIAL WORK IN THE COMMUNITY

Professor Willie Elliot

Benchmark.....	\$ 1,000
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SWK 601: MULTICULTURALISM

Professor Willie Elliot

(two sections of this course each invested \$1,000)

Family Promise.....	\$1,000
Emergency Shelter of NKY	\$1,000

MINDING THE MISSION

Student philanthropy classes align with NKU's strategic direction

Northern Kentucky University's new strategic plan for 2013-18, *Fuel the Flame*, lists five goals: student success, talent development, academic innovation, community engagement, and institutional excellence. The Mayerson Student Philanthropy Project connects to each of them.

Community engagement affirms a long-standing NKU commitment to deepen our students' experience by connecting their classroom experiences to community needs.

"Students," the goal states, "will learn in a real-world environment and experience the fulfillment that comes from serving others." That is precisely what happens in a student philanthropy class. Real money is on the table, as students look to address real needs by investing in real nonprofits. To make the investments wisely requires on-the-ground exploration of community needs.

Student success: Our philanthropy classes are taught using the principles of service learning, a proven classroom strategy for assuring high-impact learning. Students who take service learning classes improve their grades and their graduation rates.

Talent development: Our philanthropy classes require teamwork, a valued skill in the 21st Century workplace. Our classes also instill a passion for lifelong stewardship. A survey found that students who took a Mayerson class remain engaged in addressing community needs long after graduation from NKU, donating their time and money to nonprofits.

Academic innovation: It was innovative 14 years ago when we first integrated philanthropy into college courses. But we've made a point of not sitting still. We keep trying new approaches, including a model this year in which an NKU class partnered with a local elementary school to evaluate community needs, and then jointly awarded funds to nonprofits addressing that need.

Institutional excellence: NKU is known nationally for its student philanthropy classes. When scholarly journals publish on this pedagogy, NKU is cited. When a university is looking to start a student philanthropy program, step one for many is to get in touch with NKU. A how-to handbook on student philanthropy captures our approach. It remains in demand nationally, four years after we published it.

Fuel the Flame will guide NKU in the coming years toward excellence, engagement and innovation as our students succeed in class, in the community and in their careers. The Mayerson Student Philanthropy Project will continue to contribute to those goals, giving our students the opportunity to learn while giving.

NKU'S MISSION: As a public comprehensive university located in a major metropolitan area, Northern Kentucky University delivers innovative, student-centered education and engages in impactful scholarly and creative endeavors, all of which empower our graduates to have fulfilling careers and meaningful lives, while contributing to the economic, civic, and social vitality of the region.

WHAT DO WE MEAN BY STUDENT PHILANTHROPY?

The basic model for a Mayerson Student Philanthropy Project class at NKU is simple: The students receive \$2,000 and are charged with investing those funds in one or two nonprofits.

Typically, a class begins by deciding what community need it will address. The category of need might be dictated by the kind of class. A nursing class is likely to look at health-care needs while a music class would be inclined toward music education in the community.

Once the need is established, the class begins looking for nonprofits addressing that need. Site visits. Web audits. Guest speakers. Phone calls. All those tools are typical of the exploration.

Many classes divide into teams, each team taking one nonprofit and later presenting its findings to the full class, which in turn decides where to invest.

Along the way, the principles of service learning are employed to give the class a deeper experience with community engagement. Reflection and an understanding the engagement is reciprocal (both the students and the community partners benefit) are key to service learning and to the class.

Students are learning their course material but also learning philanthropy in its truest sense. That is, philanthropy is not just giving away money but also about understanding community needs.

DURATION OF THE PROGRAM: 14 YEARS

318
AGENCIES
FUNDED SINCE
INCEPTION

31
AGENCIES
FUNDED THIS
ACADEMIC YEAR*

173
CLASSES
SINCE INCEPTION

21
CLASSES
THIS ACADEMIC YEAR
(THE MOST SINCE INCEPTION)

2,800
STUDENTS
SINCE INCEPTION

419
STUDENTS
THIS ACADEMIC YEAR

\$861,650
INVESTED SINCE INCEPTION

\$105,355
INVESTED THIS YEAR

*Includes only agencies directly supported. Does not include the 12 agencies funded directly by Toyota Motor Engineering & Manufacturing North America, Inc., in partnership with the fall PAD 622 class.

ST. VINCENT DEPAUL
STORE & DISTRIBUTION CENTER



GOING GLOCAL

ONE CLASS AWARDED TIME RATHER THAN TREASURE

Time. Talent. Treasure. All three are welcomed gifts by nonprofits. The Mayerson Student Philanthropy Project, however, is geared mostly toward treasure. That is, grants.

But the Mayerson model is nothing if not flexible. One class is not like the next. The pedagogy readily adapts to different disciplines and approaches. Innovation is encouraged. Creativity celebrated. Breaking the mold applauded. Tracy Hart, Rich Shivener and their students embraced that.

In a University 101 class taught by Hart in collaboration with Shivener, the students awarded time rather than treasure. A campus organization agreed to provide 50 volunteer hours; the University 101 class decided where to invest the donated time.

The class also linked to NKU's Book Connection, a program built around a common reading for first-year students. The 2013-2014 book was *Where Am I Wearing?* Author Kelsey Timmerman writes about the global working conditions associated with the clothing industry, which often relies on low-wage workers and substandard factories.

Shivener, who oversaw the Book Connection for 2013-2014, points out that one of Timmerman's boldest calls to action is the idea of being a "glocal citizen." By that, he means someone who sees the global implications of serving their local communities. With that thought in mind, as well as the book's overall message about clothing and international labor conditions, students invited nonprofits to class to discuss their work and compete for an investment. Meanwhile, Hart and Shivener had arranged with the First Year Program's honors society, Alpha Lambda Delta, to donate the volunteer hours.

Hart's students awarded the volunteer time to the Society St. Vincent de Paul Northern Kentucky. It repurposes used clothing for people in need. It's a community mission that, to the students, aligned with themes raised in *Where Am I Wearing?* After all, much of the clothing donated locally was made in low-wage clothing factories around the world. The idea of reusing that clothing to help people in our home community felt "glocal."

The class was held in the Fall 2013 semester; Alpha Lambda Delta guaranteed the volunteer hours for the Spring 2014 semester. So, on March 22, students from the University 101 and from Alpha Lambda Delta met at the new Florence location of St. Vincent de Paul.

They painted walls. They constructed clothing racks. They bonded over doughnuts and pizza. And they made the organization's executive director Ralph

Bradburn smile as they recorded not 50, but 70, service hours. Bradburn said the help was invaluable as St. Vincent de Paul prepared to open a new store to meet growing demands for affordable clothing.

“When I got here, we were getting about 1,800 calls a month from people needing help. Now we’re getting almost 5,000,” said Bradburn, who began at the agency four years ago.

The story doesn’t end with the hours donated on March 22. A few weeks later, on May 3, some of the same students, and a handful of new ones, volunteered again, this time to spruce up the grounds of St. Vincent de Paul’s Crescent Springs location. By day’s end, they logged another 30 hours. So between the two volunteer days, the students donated over 100 volunteer hours to St. Vincent de Paul – twice the amount pledged.

At NKU’s annual student philanthropy celebration in May, where students and the recipient nonprofits talk about their collaboration, Bradburn had a takeaway message for the students, as they prepare for careers and life: “This was more than a class that you participated in this year. Never forget this experience. Never forget that you can make an impact.”



FACULTY REFLECTIONS

JENNIFER WEBSTER, Integrative Studies

“Most of my students were freshmen and none had experienced anything like this. Many said it was their favorite part of the class and all said it opened their eyes to both the problems in the community and to the variety of organizations actively seeking to better the community. Many said they were more likely to volunteer or become otherwise involved in non-profit work as a result of the exposure they had in the student philanthropy class.”

ADELE DEAN, Nursing

“The Mayerson project worked very well in my public health class as an adjunct to the course’s world health content. Students researched several world health issues and presented them to the class. Students had to contend with language and communication issues while corresponding with agencies in foreign countries. So it was also a lesson cultural sensitivity as well as a lesson in social justice and the distribution of resources. Voting was hotly debated so the democratic process was examined and tested thoroughly by the class. My class was extremely engaged in this process and enjoyed it immensely. It was a huge success.”

DANIELLE MCDONNALD, Criminal justice

“We spent most of the semester discussing the process of the criminal justice system as well as its strengths and weaknesses. We discussed difficult issues such as homelessness, drug addiction, poverty, unemployment, lack of education, along with mental illness, and how these issues can come together to create a situation where it can be nearly impossible to avoid the criminal justice system and perhaps even more difficult to get out once you are in. However, these students also learned there are many nonprofit organizations working within their community who help to address these issues and what they can do as an individual and as a team to help these groups fight the good fight.”

KAJSA LARSON, Spanish

“The MSPP was a perfect project to complement my Spanish Civilization and Culture course. Students studied the history and cultural identity of Spain while simultaneously exploring their own in the region where they live.”

JEFF FOX, Communication

“I have had several students land internships or jobs as a result of their work with the nonprofits. This was an unintended impact – but very nice. For me, I enjoy knowing the students see philanthropic work in a different light. Additionally, seeing students ‘turn on’ when they can apply the course materials to the work with the Mayerson Project.”





**DARYL HARRIS,
Theatre and Dance**

“Although I have included student philanthropy successfully in courses like Arts for Social Change, where the connections to the course were direct, I hesitated for years to add it to my Race, Gender and Theater courses. My concerns were unfounded. Students acknowledged they did not quite get it at first. But by the end of the semester, they had. By researching and communicating with organizations being considered for a grant, the students were able to better understand how the performing arts in our community enlighten us all about race and gender. My students saw race and gender concerns more clearly than in my past courses where I relied on traditional materials alone.”

STUDENT REFLECTIONS



WHEN THERE IS A PASSION FOR THE TOPIC, THERE IS A PASSION FOR TELLING THE STORY

English Professor Jonathan Cullick was an early adaptor with student philanthropy, first adding it into a class 12 years ago and returning many times since.

“Community engagement through the Mayerson Project energizes writing instruction in a unique way,” Cullick says. “This program offers students opportunities to learn writing skills so they can make a positive impact on the lives of others.”

For the Spring 2014 semester, Dr. Cullick taught sections of ENG 151: Honors Writing, adding student philanthropy to both.

Dr. Cullick uses student philanthropy as a subject for several assignments. The excerpts below underscore the value of incorporating student philanthropy into this freshman writing class.

NICOLE BIRKENHEUER

For the first writing assignment, Dr. Cullick asked students to pick an animal that they felt explained who they were as writers and why. Nicole Birkenheuer chose a mule “because it can be hard for me to get started, but when I do I get the job done.” A math major, she lacked confidence in her writing and was anxious about taking English classes. “Nothing,” she wrote, “stressed me out more than writing a paper.”

But as the semester progressed, so did Nicole’s confidence as a writer. The connection to student philanthropy proved instrumental for her. Here is an excerpt from her reflection essay:

Unlike other writing courses, you gave us something to write about – the Mayerson Project. The most annoying thing about writing is not enjoying what you are forced to write about. By doing the Mayerson Project, we were able to write about something that we were passionate about. Personally, I was able to write about the heroin addiction of a family member, which I was not able to talk about before. Writing the annotated bibliography, the ‘taking a position’ paper, and the proposal paper allowed me to learn more about heroin addiction and educate myself on what this person was going through.

Overall, this course has shown me that it is important to be passionate about what you are writing. In the future I will work on choosing topics that I am interested in as much as possible. This class was an amazing experience and I am glad I took it.

ELENA HUMPERT

Elena Humpert has always loved to write: “Whether it was a paper for school or a leisurely journal entry, I loved stringing sentences together and making words come to life.” To her, a blank sheet is a fresh canvas, awaiting her creativity. Still, ENG 151 had Elena a bit nervous. Would she find the time, the motivation to write well? She did, and her paper for the student philanthropy project stood out for her. Here is an excerpt from her reflection essay:

My philanthropy proposal argument, “An Organization with Focus on an Issue that Affects Us All,” was the most difficult assignment for me. Not only was this a paper that would be graded, it was also the voice for my opinion on how our grant from the Mayerson project should be used – that’s a lot of pressure! It took me a while to dive into this paper; I even gave up trying to go straight into writing the paper and instead created an outline. Sometimes I like creating outlines before I write the ‘real deal,’ but other times I don’t. I guess it depends on the assignment.

Looking back on these writing projects, I realize the improvements I’ve made as a writer. I also have noticed my increased confidence through this class as well. Understanding how to write well is one of the most important skills one can learn. It is a tool that will be needed in every profession and it is how we document our history – the power of writing is incredible! It was neat how we could implement our writing in the real world by incorporating the Mayerson Student Philanthropy Project. This class has been a wonderful experience.



CREATING STUDENTS COMMITTED TO THEIR COMMUNITIES

Dr. Whitney McIntyre Miller, an assistant professor in NKU's Department of Political Science, Criminal Justice and Organizational Leadership, was the faculty coordinator for Mayerson Student Philanthropy Project classes for the 2013-2014 academic year.

She worked closely with NKU's Scripps Howard Center for Civic Engagement, the administrative home of the program. Here, Dr. McIntyre Miller answers some questions about the program.

Q: WHAT EXCITES YOU ABOUT NKU'S STUDENT PHILANTHROPY CLASSES?

A: The most exciting part for me is the passion and excitement with which students speak about the organizations they select to fund. Many of these students believe so strongly in the mission of the organizations they fund and are really connected to the work they do. In a semester's time, students can go from not knowing an organization and its work to becoming an engaged volunteer. Those connections are exciting!

Q: WHY IS STUDENT PHILANTHROPY VALUABLE IN THE CLASSROOM?

A: Student philanthropy classes give students the chance to get out and really put what they are learning in the classroom to use in the community. Students get a chance to see how concepts are applied in the real world and make connections that enhance their learning in a very meaningful way.

Q: WHY ARE STUDENT PHILANTHROPY CLASSES VALUABLE TO THE COMMUNITY?

A: The classes create students who are interested in their communities. These students go on to become alumni who are engaged in their communities and care about the community's future. Being able to complete a Mayerson project in the classroom serves to provide students with experiences that enable them to become lifelong community stewards.

Q: ANY FAVORITE STORIES OR ANECDOTES YOU MIGHT SHARE ABOUT THE STUDENT PHILANTHROPY PROGRAM, EITHER FROM YOUR CLASS OR A COLLEAGUE?

A: I had a student in my most recent class who was not very interested in the project at first. He and his group tried to reach out to a few organizations that did not get back to them or seem interested in the project. Finally, he found an organization that was interested in the project and willing to work with this student and his group.

Connecting with this organization enabled him to learn firsthand of their experiences, and he became increasingly fascinated by their work. This student went from completing a project for a grade to giving his classmates an impassioned presentation about why his group should be awarded the money. In the end, his passion came through and his organization was awarded the \$2,000.

It was so wonderful to see the change in this student in just a few short months.

Q: DOES IT WORK—WHY IS THIS PROGRAM MORE THAN JUST GIVING MONEY AWAY?

A: It works. Students learn about community needs and the organizations that serve these needs. Students get out of their classrooms and connect with the world around them.

By having students give the money that would normally be given directly by foundations or other groups, students get a chance to be more engaged in the moment and in the future, and nonprofits receive funds to assist with valuable community-based projects. It is more than a win-win.

Q: WHAT DO STUDENTS TELL YOU ABOUT THE PHILANTHROPY CLASSES?

A: Students really appreciate the project. Many often say they thought it was just another group project at first, but then really see that it is a chance to make a difference in other people's lives- and that makes a difference to them too. Many say they would love to take another MSPP class in the future.

ASSESSMENT

Student Philanthropy Is A High Impact Practice

COMMUNITY BENEFITS

AMPLIFIED STEWARDSHIP

We survey students when their classes start and again at the end of the semester. The results below summarize what we learned about the students in the 21 classes conducted during the 2013-2014 academic year. The results confirm one of the program's goals: Our students are awakened to community needs and to opportunities to be personally and perhaps professionally involved in meeting those needs.

Increased awareness of community needs

- 90% of the students at the end of the semester agreed with the statement, "I am aware of the needs and problems of people living in our region," up 32 percentage points from the beginning of the semester.

Increased awareness of nonprofits in the community

- 88% of the students at the end of the semester agreed with the statement, "I am aware of nonprofit organizations in our region," up 39 percentage points from the beginning of the semester.

A deeper sense of personal responsibility to help others

- Students arrived believing they have a personal responsibility to help others in need: 84% agreed with this statement when the semester started versus 87% when the semester ended. So there wasn't a substantial change in the total.
- What did change was the depth of this belief. When the semester started, 42% "strongly agreed" but that rose to 51% by semester's end.

A deeper commitment to donate to nonprofits

- Once again, students began class strongly committed to this value: 77% said they intend

to donate money to charities in the future. By semester's end, that had risen to 84%.

- The real change was in percentage who moved from agreeing with this value to strongly agreeing. That percent rose from 33% to 41%.

An interest in working at a nonprofit

- One outcome of student philanthropy has been a clearer career path for many students. The 2013-2014 survey results suggest this occurred again: 27% of the students at the beginning of the semester indicated an interest in the nonprofit sector; that rose to 42% by the end of the semester.

CLASSROOM BENEFITS

AMPLIFIED LEARNING

We also survey students to evaluate whether student philanthropy made a difference in learning course material or on other elements of their success as students. Again, the results confirm a program goal: The academic success our students is enhanced. These results are from an end-of-the-semester survey.

Learning outcomes are improved

- 81% said the student philanthropy component improved their learning of the course material.
- 85% said their application of the course information and ideas were improved.
- 85% said their interest in the course was greater because student philanthropy was included.

Functional life skills also get a boost

- 86% said such skills as decision-making, communication and assertiveness were improved.

Commitment to graduate is strengthened

- 86% said the student philanthropy experience had a positive effect on their desire to stay in college and complete a degree.

CIVIC BENEFITS

AMPLIFIED COMMITMENT

Finally, we survey students to evaluate whether student philanthropy made a difference in civic values. The results show another goal is being met: Our students' commitment to civic values becomes more deeply rooted. These results are from an end-of-the-semester survey:

Personal values

- 80% said the class added to their sense of purpose and direction in life.
- 84% said the class strengthened their belief that they could make a difference in the world.

Community values

- 72% said the class increased their interest in working on behalf of social justice.
- 75% said the class made them more likely to work with someone or a group to solve community problems.
- 83% said the class made them more likely to volunteer.



A WORD FROM OUR PARTNERS

Nonprofits convert our grants into action

To assess our community impact each year, we survey nonprofit recipients. Some of what they tell us is quantitative, including how much they can get done even with small grants. One grant of \$1,000, for example, will leverage environmental education for over 15,000 Kentucky students. Another will pay for 4,000 meals for needy families.

But often it is the qualitative – the stories – that best summarize the impact of NKU’s Mayerson Student Philanthropy Project classes. The nonprofits tell about the joy of interacting with our students, many of whom are transformed by the experience of seeing community needs met. Here’s a sample of the feedback from the agencies supported.

FREESTORE FOODBANK: NKU students funded two master kits for molecular gastronomy culinary arts. The Freestore prepares low-income clients for skilled jobs at local restaurants. For the past several years, a chef has been asking for funds to support these kits, which apply the principles of science to create unique food displays. Foods take on imaginative shapes and flavors that add flare to the table.

“Unfortunately, each year it has been pushed back from the budget by other expenses,” the Freestore reported. “Without this grant, these kits would not be possible and our adult students would not be able to add an additional skill to their résumé. This grant has truly made a difference for students, bringing a new skill and new opportunities for employment.”

GOD’S SPECIAL LITTLE HEARTS: This agency helps families of children with heart defects, sending care packages and vouchers. The \$1,000 from an NKU class came at an important time. The agency was nearly broke and two months from its annual fundraiser. The philanthropy grant closed the gap.

Meanwhile, our students learned about a community need they may not have known existed: “We were able not only to tell them about God’s Special Little Hearts, but also spread the awareness of the No. 1 birth defect – congenital heart defects.”

NORTHERN KENTUCKY EDUCATION COUNCIL: NKU students awarded \$1,000 to fund a pilot program, Parents as Partners, to complement program, One to One, an existing program to train volunteers as reading tutors at area schools.

The new program will train parents to become partners in improving their children’s reading skills. The council said it especially appreciated “the opportunity for NKU students to better understand nonprofit needs and objectives. Great program!”

NORTHERN KENTUCKY HUNGER RELIEF: This agency produces and packages food for pantries and food banks in Northern Kentucky as well as for outreach in Appalachia and Haiti. An NKU class awarded the agency \$1,000, which paid for new production lines. “We went from six lines to ten. Ten was our goal.” That translates into 4,000 meals, mostly for children.

HEALTH RESOURCE CENTER OF CINCINNATI: The agency has a new medical clinic to serve transitional youth and at-risk adults. Students awarded \$1,000 to pay for lab costs for such needed services as blood draws, pregnancy tests, and evaluation of medication levels.

It wasn’t just the funding that impressed the center’s administrators. It was also the value of building a relationship with the NKU students, four of whom approached the center about a project for a graduate class in counseling: “They came up with a plan to develop a guide to work with Hispanic clients, including common words translated into Spanish, a short tutorial on case management, and a resource list for our clients.

KENTUCKY ASSOCIATION FOR ENVIRONMENTAL EDUCATION: KAEE used its grant to host a two-day training for educators on interdisciplinary environmental curricula. The result promises high impact: “We were able to train 25 facilitators. Each agreed to host a minimum of one workshop per year, which will result in an estimated 625 educators trained and an outreach to approximately 15,625 students per year.”

MENTORING PLUS: This Newport-based nonprofit serves at-risk teen-agers and their families. The NKU class provided \$1,000 for meals the families could eat at home – a support service that Mentoring Plus provides. More than 90 people benefitted. As in each of our Mayerson classes, the financial investment was only a part of the story: “The students asked a lot of very relevant questions about how our work is impacting the community, and about the evidence-based practices.

INTERFAITH HOSPITALITY NETWORK OF GREATER CINCINNATI: This agency provides emergency shelter and meals for homeless families by weaving together a network of churches and volunteers. The NKU student who evaluated the network for his class did more than report back. He volunteered at the network’s Child Enrichment Program, engaging with children from toddlers to teens.

“He intends to pursue a career in law enforcement,” the Interfaith team reported. “It was wonderful to watch him develop the patience and relationship skills necessary for working with children in a crisis. He continues to volunteer with our agency, and is always welcome here. I know he will continue to both protect and serve in all aspects of his life.”

KENTUCKY WATERWAYS ALLIANCE: The alliance is using its funds to host a stream cleanup event. Asked if there were any improvements NKU could make to student philanthropy classes, the alliance staff suggested one thing: even more student interaction with the agencies. “We are a small, very scientific organization,” said Angela Doyle, the development director for the alliance “The class I spoke with was non-science majors. Still, they were all enthusiastic about the project – more enthusiastic than I remember being in college!”

Making a difference

12 nonprofits receiving grants last year responded to a survey about their use of the funds.

All reported satisfaction or high satisfaction with the experience.

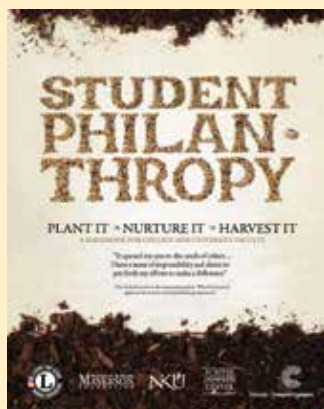
10 said they did something they could not have done without the grant.

Together, they reported direct benefits to 2,008 people.

That's 167 people impacted for each \$1,000 invested.



SPREADING THE GOOD WORD



In supporting our student philanthropy classes, the Manuel D. & Rhoda Mayerson Foundation of Cincinnati asked us to first develop a teaching approach, then apply it at NKU and, finally, to teach other universities how to follow our model. With that in mind, NKU published a handbook for university and college faculty in 2010 titled *Student Philanthropy: Plant It, Nurture It, Harvest It*. With marketing help from the National Campus Compact, we have distributed hundreds of copies nationally. The handbook is also available as a free download on the educational resource website, academia.edu.

To further spread the word, NKU encourages faculty to present academic conferences and to publish in academic journals about student philanthropy. They've done both. Here is summary of their recent and continuing contributions:

PRESENTATIONS

Drs. Jessica Averitt Taylor (counseling, social work and leadership) and **Kajsa Larson** (Spanish) co-presented in October 2013 at the National Outreach Scholarship Conference/Engagement Scholarship Consortium, Texas. Their presentation was titled "Student philanthropy in social work and Hispanic film: Two case studies of Northern Kentucky University's Mayerson Project."

Dr. Frederick Brockmeier (organizational leadership) presented in October 2013 at the University of Cincinnati on integrating service learning with online learning. Dr. Brockmeier has taught student philanthropy classes at NKU online.

Drs. Jessica Averitt Taylor (social work), Julie Olberding (public administration), Brandelyn Tosolt (education) and colleagues Traci Hart (first-year programs) and Jeffery Fox (communication) presented at NKU's annual faculty peer-to-peer workshop, Meet, Greet & Take a Seat, in August, reviewing the different approaches to teaching student philanthropy. Their presentation was titled "The Many Models the Mayerson Student Philanthropy Project: Getting Your Class Involved."

UPCOMING PRESENTATIONS

Drs. Jessica Averitt Taylor (counseling, social Work and leadership) and **Kajsa Larson** (Spanish) are scheduled to co-present this fall at Engagement Scholarship Consortium. Their title is "Learning by giving away \$750,000: Philanthropy in the real world."

Dr. Julie Olberding (public administration) will present a paper this year at the annual conference of the Association for Research of Nonprofit Organizations and Voluntary Action in Denver. It's titled "Does the 'Service' in Service Learning Go Beyond the Academic Term? Assessing the Longer-Term Impacts on Nonprofit Organizations." The paper focuses on the short- and long-term impacts of service learning on nonprofit community partners. Our student philanthropy classes are taught using service learning principles and pedagogy. A graduate student cooperated with Dr. Olberding on the paper. According to preliminary results, more than 80 percent of respondents indicated that the students were an asset and they had a positive impact on their organizational capacity.

PUBLICATIONS

Drs. Danielle McDonald (political science and criminal justice) and **Whitney McIntyre Miller** (organizational leadership; formerly at NKU, now at Chapman University in Orange, Calif.) are collaborating with Dr. Lindsey McDougle of Rutgers University's School of Public Affairs and Administration. Their article will analyze four years of surveys of students who have taken student philanthropy classes at NKU. The paper will be submitted for peer review this year. They also plan to present the paper at a conference next spring.

Dr. Kajsja Larson (Spanish) has submitted an article, "Uniting Hispanic Film Studies with Civic Engagement: A Chance for Personal Transformation," to the journal *Hispania*.

Drs. Jessica Averitt Taylor, James Taylor and Caroline Macke (counseling, social work and leadership) have collaborated on an article, "The 505 Initiative: Service learning and student philanthropy in graduate social work," now under review for possible publication in the *Journal of Community Engagement and Higher Education*.

RESEARCH BY OTHERS

An article in the Spring 2014 edition of the *Journal of Public Administration*, written by David A. Campbell of the College of Community and Public Affairs at Binghamton University in New York examined the use of philanthropy in the college classroom and found that it is "a pedagogical strategy for both civic engagement and nonprofit management education."

The article, "Practicing Philanthropy in American Higher Education: Cultivating Engaged Citizens and Nonprofit Sector Professionals," credited NKU with raising the profile of student philanthropy nationally: "Experiential philanthropy has generated more attention for two reasons. First, the publications by Northern Kentucky University researchers have raised awareness of its extensive program of courses; and second, several prominent institutional funders have underwritten courses at colleges and universities across the United States. Northern Kentucky scholars (led by Julie Olberding) have addressed some important questions about experiential philanthropy through an assessment of that university's experience...."

MEDIA COVERAGE

Part of the effort in getting the word out about student philanthropy involves coverage in the media. NKU's student philanthropy classes have consistently garnered such coverage. It was featured twice this year in Soapbox Cincinnati, the online newspaper. Here's an excerpt from the January 7 story:

Northern Kentucky University is one of the nation's leaders when it comes to incorporating student philanthropy into the classroom. And this past semester, 146 students involved in the Mayerson Student Philanthropy Project were able to assist area nonprofits in receiving \$83,500 worth of funds.

"I did a study that surveyed NKU alumni who participated in the Mayerson project and found that after they left NKU, they were much more likely to volunteer for nonprofits, make donations to them and to serve on boards of directors for nonprofits," says Julie Olberding, director of NKU's Master of Public Administration program.

Olberding taught a volunteer management course in the fall, in which her class partnered with Toyota to work as advisors for the company's funding board.

"Ultimately, it makes them better grant writers and grant seekers, because they've been on the other side of the table and have been able to see what works and what doesn't work," Olberding says.

318 NONPROFITS ... AND COUNTING

NKU classes have invested in 318 nonprofit agencies and programs since our student philanthropy classes began 14 years ago. Most are based locally but some of them national and international. In the 2013-2014 academic year, the list grew as students invested directly in 32 nonprofits.

- Action Ministries
- A.D. Owens Elementary School
- Advance Network
- Afghan Institute of Learning
- Aids Volunteers of Cincinnati
- Ambassador Program
- American Cancer Society
- American Heart Association
- Animal Rights Community
- Anthony Munoz Foundation
- Arthritis Foundation
- Arts and Humanities Resource Center
- ArtWorks
- Athletes-On-Line
- Baker Hunt Foundation
- Ballet Theater Midwest
- BDPA Education & Technology Foundation
- Be Concerned
- Beech Acres Foster Care Art Project
- Behringer-Crawford Museum
- Benchmark Family Services
- Bethany House
- Betts House Research Center
- Big Brothers/Big Sisters of Greater Cincinnati
- Big Stef
- Biggs Early Childhood Center
- Bi-Okoto Drum & Dance Theatre
- Birtright of Cincinnati
- Boys & Girls Club of Greater Cincinnati
- Boys Hope Girls Hope of Greater Cincinnati
- BRAC
- Bridges for a Just Community
- Brighton Center
- Buseesa Community Development Centre, Uganda- Sisters of Notre Dame
- Campbell County 4-H
- Campbell County Senior Center
- Campbell Lodge Boy's Home
- Cancer Family Care
- Carocole
- Care Net Pregnancy Services of NKY
- Carnegie Visual & Performing Arts Center
- CASA of Kenton County
- CASA of Campbell County
- Catholic Social Services
- Center for Great Neighborhoods of Covington
- Center for Chemical Addictions Treatment
- Center for Peace Education
- Centro De Amistad
- Charlie Three Quarter House
- Chicks and Chucks
- Child Focus Inc.
- Childhood Food Solutions
- Children, Inc.
- Children's Home of Cincinnati
- Children's Home of Northern Kentucky
- Children's Law Center
- Children's Performing Arts of Lakota
- Children's Theater of Mason
- Christian Waldschmidt Homestead & Civil War Museum
- Cincinnati Art Museum
- Cincinnati Association for the Blind
- Cincinnati Black Theater Company
- Cincinnati Chamber Music Society
- Cincinnati Community Toolbank
- Cincinnati Men's Chorus
- Cincinnati Museum Center
- Cincinnati Nature Center
- Cincinnati Opera
- Cincinnati State Technical & Community College
- Cincinnati Works
- Cincinnati Youth Collaborative
- Cincinnati Zoo
- Cinderella's Closet
- Citizens Foundation USA
- Citizens Policy Center
- City Link Center
- CityCURE
- Clermont County Humane Society
- Cline Elementary School
- Coalition for Human Economy
- Community Christian Academy
- Community Foundation of Westchester/Liberty Township
- Community Land Co-op
- Community Shares
- Community Foundation
- Comprehensive Community Child Care (4C)
- Connections
- Council on Child Abuse of Southern Ohio
- Covington Partners
- Crayons to Computers
- Creating Hope International
- Crittenden-Mt. Zion Family Resource Center
- Crossroads Elementary School
- DCCH Center for Children and Families
- Delhi Historical Society
- Deworm the World
- Dinsmore Homestead
- Disabilities Coalition of Northern Kentucky
- Downtown Cincinnati Inc. (DCI)
- Dragonfly Foundation
- Dress For Success
- Drop Inn Center
- Elementz: The Hip Hop Youth Arts Center
- Emanuel Community Center
- Emergency Shelter of Northern Kentucky
- Ensemble Theater of Cincinnati
- Eve Center
- FACE (For AIDS Children Everywhere)
- Faces Without Places
- Fairhaven Rescue Mission
- Faith Community Pharmacy
- Family Nurturing Center
- Family Promise of Northern Kentucky
- Family Services of Northern Kentucky
- Fernald Residents for Environmental Safety & Health (FRESH)
- Fernside Center for Grieving children
- First Step Home
- Florence Police Department
- Fort Thomas Military & Community Museum
- Fourth Street Elementary School of Newport
- Franciscan Daughters of Mary
- Frank Duveneck Arts & Cultural Center
- Freestore Foodbank
- Friars Club of Cincinnati
- Friends of Harriet Beecher Stowe
- Friends of Sunrock Farms
- G.L.A.D. House
- Gay & Lesbian Community Center of Cincinnati
- Gay, Lesbian, Straight Education Network of Greater Cincinnati
- German Heritage Museum/German-American Citizens League
- Girl Scout Council of Licking Valley
- Girl Scout Wilderness Road Council girls! CAN
- Give Back Cincinnati
- Glenn O. Swing Elementary School Family Resource Center
- God's Special Little Hearts
- Grace Church of the Valley
- Grant Janszen Wish Foundation
- Greater Cincinnati Coalition for the Homeless
- Greater Cincinnati Police Historical Society Museum
- Habitat for Humanity
- Hannah's Treasure Chest
- Health Resource Center of Cincinnati
- Healthy Moms & Babes
- Hearing, Speech and Deaf Center of Greater Cincinnati
- Helen Keller International
- Henry Hosea House
- Hickory Grove Baptist Church Daycare & Preschool
- Hispanic Resource Center
- Historic New Richmond Inc.
- Holly Hill Children's Services
- Holmes High School Youth Service Center
- Holy Cross High School
- Hospice of Northern Kentucky
- Housing Authority of Covington: Educate to Elevate Youth
- Housing Opportunities Made Equal
- Humbledove
- IKRON Corporation
- Imago Earth Center
- Indian Summer Camp
- InkTank
- Inner City Tennis Project
- Intercommunity Justice and Peace Center
- Interfaith Hospitality Network
- International Family Resource Center
- International Visitors Council of Greater Cincinnati
- James A. Ramage Museum
- Jobs for Cincinnati Graduates
- Joseph House
- Kentucky Association for Environmental Education

Keep Covington Beautiful
 Kelly-Carol Foundation for Children with Cancer
 Kenton County Public Library
 Kenton County YMCA
 Kentucky Cattleman's Association
 Kentucky Tails
 Kentucky Waterways Alliance
 Kicks for Kids
 Kids Count
 Kiksuya
 Kincaid Regional Theatre Company
 Know Theatre Tribe

 Licking River Watershed Watch
 Lighthouse Youth Services
 Literacy Council of Clermont & Brown Counties
 Literacy in Northern Kentucky
 Literacy Network of Greater Cincinnati
 Little Brothers: Friends of the Elderly
 Lydia's House

 Madonna House of Northern Kentucky
 Make-A-Wish Foundation
 Mary Magdalene House
 Master Provisions
 Mathis Foundation for Children
 Matthew 25: Ministries
 Mentoring Plus
 Mercy Hospital
 Mill Creek Watershed Council
 Mockebe
 Music Resource Center of Cincinnati

 National Conference for Community & Justice
 National Multiple Sclerosis Foundation, Ohio Valley Chapter
 National Underground Railroad Freedom Center
 Neediest Kids of All
 Neighborhood Investment Partners
 New Beginnings Christian Counseling Services
 New Beginnings Family Services
 New Hope Center
 Newport Primary School
 NKU K-TAP
 North Dearborn Pantry
 Northern Kentucky African American Heritage Task Force
 Northern Kentucky Children's Advocacy Center
 Northern Kentucky Community Center
 Northern Kentucky Hunger Relief
 Northern Kentucky Regional Mental Health Court
 Northern Kentucky Urban Young Life

 O'Bryonville Animal Rescue
 Ohio Empowerment Coalition Contact Center
 Ohio Energy Project
 One-to-One Reading Program
 One Way Farm Children's Home
 Open Door Ministry
 Our Daily Bread
 Over-the-Rhine Community Housing

 Parents, Families & Friends of Lesbians & Gays/Cincinnati Chapter
 Parish Kitchen
 Paul's Healthcare Mission
 Peaslee Neighborhood Center
 People Working Cooperatively
 Pink Ribbon Girls
 Planned Parenthood Southwest Ohio Region
 Power Inspires Progress
 Pregnancy Center of Northern Kentucky
 Pregnancy Center West

ProKids
 Pro Seniors
 Project Connect
 Project Restore
 Prospect House

 Redwood Rehabilitation Center
 Reset Ministries
 Ronald McDonald House

 Santa Maria Community Services'
 International Welcome Center
 Senior Services of Northern Kentucky
 Shelterhouse Volunteer Group (The Drop Inn Center)
 Shepherd's Crook Ministries
 Shoulder to Shoulder
 Sixth District Elementary School of Covington
 Smart Growth Coalition of Greater Cincinnati & Northern Kentucky
 Society of St. Vincent de Paul
 SOIL
 SOTENI International
 Spark People Service
 Special Spaces Cincinnati
 Sportsman's Network
 Springer School
 St. Luke Center for Breast Health
 St. Rita Comprehensive Communication Resources
 Starfire Council of Greater Cincinnati
 Steinfeld Toy Foundation
 Stepping Stones
 Stop AIDS
 Stray Animal Adoption Program
 Su Casa
 SUMA
 Sunset Players

 Talbert House
 Teen Challenge Cincinnati
 Teen Response
 Tender Mercies
 Thank You Foundation
 The Artery
 The Point
 Three Square Music Foundation
 Tri-City Family Resource Center

 Urban Appalachian Council of Cincinnati
 Urban Young Life
 Visionaries and Voices
 Tender Mercies

 W.R.A.P.
 Walio Katika Mapambano Na AIDS Tranzania
 Washington United Church of Christ
 Waterstep
 Welcome House of Northern Kentucky
 West End Emergency Center
 Winton Place Youth Committee
 Women Helping Women
 Women Writing for a Change Foundation
 Women's Connection
 Women's Crisis Center
 Women's Theater Initiative
 Wyoming Fine Arts Center

 Yellow Ribbon Support Center
 YMCA of Campbell County
 YMCA of Kenton County
 Youth Opportunities United
 YWCA of Greater Cincinnati



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