



THE MAYERSON STUDENT PHILANTHROPY PROJECT

# 2016 ANNUAL REPORT

CREATIVE // IMPACTFUL // EDUCATIONAL

**SCRIPPS HOWARD CENTER  
FOR CIVIC ENGAGEMENT**

[civicengagement.nku.edu](http://civicengagement.nku.edu)

**"Giving is a habit  
that some people  
are privileged to  
be taught."**

-MANUEL D. MAYERSON, who passed away in March 2012 at the age of 90. Mr. Mayerson's family foundation has supported NKU's student philanthropy classes for 16 years.

This annual report compiles information about the Mayerson Student Philanthropy Project at Northern Kentucky University for the academic year that included the Fall 2015 and Spring 2016 semesters. The program is housed in NKU's Scripps Howard Center for Civic Engagement under the supervision of Mark Neikirk, the center's executive director. Dr. Jessica Averitt Taylor, who is an assistant professor in the Department of Counseling, Social Work, and Leadership, serves as the faculty coordinator for the program. Scripps Howard Center Coordinator Collette Thompson, secretary Sarah Beth Averitt, and service learning intern Quinn Docter also were part of our 2015-2016 team.

This report was designed and produced by NKU's Office of Marketing and Communications.

You can request additional copies of this report via email, at [engage@nku](mailto:engage@nku). You can also request a copy of our faculty handbook for teaching student philanthropy via a request to that same email address. Questions? Call the Scripps Howard Center for Civic Engagement at 859-572-1448.

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# LETTER FROM THE PRESIDENT

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**Another year of  
impact. Another  
year of creative  
partnerships.**

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**Dear Friends of Community Engagement:**

At the Cincinnati Observatory, where generations of us have observed the heavens, a weekend STEM fair was designed to encourage girls from inner-city schools to reach for the stars by studying the sciences and math.

Beneath the Daniel Carter Beard Bridge in Newport is a skate park. Volunteers are building it. In doing so, they are adding to the city's recreational inventory – something neighborhood leaders have identified as a critical need.

In Fort Mitchell, a children's home was just resupplied with new dolls and other toys. Because of that gift, the girls and boys who live at the home will be having a little more fun. Given how difficult and challenging their young lives have been so far, they deserve some fun!

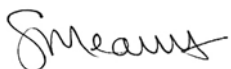
What these three diverse, exciting projects have in common is that each received a mini-grant from our Mayerson Student Philanthropy Project.

Our student philanthropy classes in the Fall 2015 and Spring 2016 represented our 16th year of combining classroom learning with community investment. It was a big year measured in dollars, as our classes passed the \$1 million mark in direct and indirect contributions to nonprofit agencies. And a new partnership with the Duke Energy Foundation is powering that figure even higher.

But this program has never been measured solely by the dollars invested. It is measured, too, by the capacity to inspire creative partnerships that connect Northern Kentucky University's students and faculty to real-life needs and dreams in our community.

Take a little time with this annual report. You will see what I mean. Our student philanthropy classes ignite a creative flame that fuels real change in our community – and in our students' lives.

Sincerely,



Geoffrey S. Mearns  
President

# OVERVIEW

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**Sixteen years ago, the Mayerson Student Philanthropy Project got off to a good start at Northern Kentucky University with nine classes – four in the Fall 2000 semester, five in the Spring 2001 semester. The next year, there were ten. The next year twelve. This year there were 21, as well as two noncredit student philanthropy projects. Together, students invested more than \$42,000 in 28 different nonprofits, most of them local but one of them international. Another half million dollars was invested indirectly under a program model that lets students serve in an advisory role to a community or corporate foundation. It's been a creative, impactful, educational year.**

# STUDENT PHILANTHROPY IS A GOOD INVESTMENT



The Duke Energy Foundation board awarded a half million dollars to local agencies and institutions, with NKU Master of Public Administration students offering counsel on where to invest.

## CLASSES AND FUNDERS COLLABORATE TO DELIVER COMMUNITY IMPACT

When donors invest in the Mayerson Student Philanthropy Project at Northern Kentucky University, they are, in effect, putting their money into an interest-bearing account for 16 weeks – the length of a semester.

The interest earned is not money. It is learning. Students learn more about need in the community and more about personal responsibility to address such needs. They learn about the passion and commitment of nonprofits and other

agencies, working every day for change.

And they learn their course material more deeply, whether the course is business or theater, marketing or library science, social work or English. We've incorporated student philanthropy into all of those this past year, bringing to 41 the number of disciplines where student philanthropy has been added to courses over the past 16 years of this pedagogy's use at NKU. In every case, the learning outcomes of the

courses have been amplified. Students became more engaged, more interested.

At the end of each semester, our funders' money leaves us. It is awarded to the nonprofits selected by our students, where it pays directly for operating, material, and programming costs. By then, the short-term interest in student learning is on the books. But the investment isn't finished growing. Because of their Mayerson experience, our students become community stewards for life – more likely to give time and their own money to community causes.

Bottom line: Student philanthropy is a good investment. It delivers.

### We owe our success to our partners

We could not do this without funding, and no partner has been more loyal than the Manuel D. & Rhoda Mayerson Foundation, which co-founded our student philanthropy project and,

in the early years, supported all of our classes. The Mayerson Foundation has continued to support the program every year since, covering overhead costs and sponsoring at least three classes per year. Citi, the financial services company with offices in Florence, has been a consistent supporter as well. The Scripps Howard Foundation, Skyward, Toyota Boshoku, and ArtsWave all contributed this year and in recent years, too.

Those donors have supported what we call our direct model. For most student philanthropy classes, our students give directly. That is, they award a mini-grant and a check is written, usually for \$1,000 to \$2,000. Donors sponsor those classes, either fully or by supplying matching money for student fundraising. Over \$650,000 has been invested through the direct model.

**Thank you Toyota, welcome Duke**

Additional investment (\$338,260 to be exact), came from another of our most loyal partners, Toyota Motor Engineering and Manufacturing North America, Inc. Toyota was our supporter for what we call the “indirect model” of student philanthropy. This

template placed NKU graduate students in an advisory role to Toyota’s community contributions committee. The students reviewed and researched applications for funding, then presented their findings to Toyota’s committee, which was not bound by the students’ recommendations but generally followed them.

Toyota’s headquarters is in Erlanger, Ky., just a short drive from NKU. But the company is moving its offices to Texas, and so bowed out as our indirect partner after five productive years. We extend our great gratitude to Toyota for the partnership.

This year, we welcomed a new indirect partner, the Duke Energy Foundation. And once again our graduate students, under the direction of Dr. Julie Olberding in the Master of Public Administration Program, reviewed, researched, and recommended grants, this time for Duke. In the end, Duke awarded \$507,100 to 21 nonprofits, with grants ranging from \$10,000 to \$75,000.

Certainly from NKU’s perspective, the new partnership was a success. The graduate students in NKU’s Master of Public Administration program who partnered with Duke were in a class that studies nonprofit

resource acquisition; that is, how and where nonprofits find funding. Students went to Duke’s offices in downtown Cincinnati and met with the foundation board, reported their findings and recommendations, and got feedback – a real-life application of what they were learning in class.

“I learned how funders read, evaluate, and discuss grants they receive,” one student said. “I learned how they rank the grants and how the process works for deciding what to fund, and what factors they consider in evaluating a grant.”

Duke also found the collaboration valuable, as these comments from Duke Energy Foundation Manager Casey Ruschman confirm: “The students were very engaged in the process and had thoughtful questions and comments. I was surprised by how much passion the students had when presenting their recommendations to the advisory team. It was very helpful to get the students’ perspective on the grant applications.”

**We thank all of our funding partners, who have been generous with their resources and, in doing so, have been our partners in educating a new generation of philanthropists.**

**Manuel D. & Rhoda Mayerson Foundation**

**Citi Florence**

**ArtsWave**

**Duke Energy Foundation**

**Skyward**

**Scripps Howard Foundation**

**Toyota Boshoku**

# PHILANTHROPY IS A TEACHING TOOL

## Dr. Julie Olberding’s students in PAD 621: Resource Acquisition and Management were surveyed about the value of class and its philanthropy component.

“I enjoyed learning about grant writing rules and tips because I think it will be the most helpful to me in my career.”

“The process of the funders awarding grant dollars is useful to see from both sides: how the funders decide and also the importance of effective grant writing, including the ‘storytelling’ aspect from the grant writing side.”

“Learning the steps and different processes that companies, like Duke, take to not only donate a large amount of money but to make sure their donations go to the right organizations. I got a lot of out the process of reviewing grants and scoring them and then comparing them to what the board at Duke thought. Very positive experience.”

“The decision-making for grant applications is exceptionally difficult. There are so many organizations that need help helping their communities! It’s so hard to select just one or two, but an excellent learning experience to have to do it!”

### INVESTMENT PARTNERS

NKU students in PAD 621 reviewed, assessed, and presented on grant applications submitted to the Duke Energy Foundation by nonprofits working in the area education. Here are the nonprofits Duke selected for grants.

AGENCY OR INSTITUTION .....	AMOUNT
NKU Foundation .....	\$75,000
iSpace .....	\$50,000
Middletown Community Foundation .....	\$50,000
Teach for America .....	\$40,000
Public Library of Cincinnati and Hamilton County.....	\$35,000
University of Cincinnati Foundation .....	\$35,000
Cincinnati Early Childhood Learning Centers, Inc. ....	\$25,000
Northern Kentucky Education Council (One to One) .....	\$25,000
Cincinnati Observatory Center.....	\$20,000
Girls Scouts of Western Ohio .....	\$20,000
Beech Acres Parenting Center.....	\$15,000
Grant County High School .....	\$15,000
Literacy Network of Greater Cincinnati .....	\$15,000
Northern Kentucky Education Council (NaviGo).....	\$14,100
Mount St. Joseph University.....	\$13,000
Alliance for Leadership & Interconnection .....	\$10,000
Boone County School District .....	\$10,000
Cincinnati Museum Center .....	\$10,000
Contemporary Arts Center .....	\$10,000
Governor’s Scholars Program Foundation .....	\$10,000
YWCA of Greater Cincinnati (Rosie’s Girls).....	\$10,000
<b>TOTAL.....</b>	<b>\$507,100</b>

### TO DONATE

Donors can sponsor a student philanthropy class at NKU for \$1,000 or more. To find out how contact:

Jodi Zerbe, assistant director  
Office of Development and Alumni  
Relations  
Northern Kentucky University  
Lucas Administrative Center 221  
Highland Heights, KY 41099  
(859) 572-5489 | [zerbej1@nku.edu](mailto:zerbej1@nku.edu)



# NEW PARTNERSHIPS, NEW APPROACHES

## NEW PARTNER

We welcomed a new partner for our “indirect model” this year: the Duke Energy Foundation, which invested \$507,100 in 21 nonprofits and agencies. Duke’s decision-makers included NKU students in their research and evaluation of grant applications.

## CROWDSOURCING

Two classes, GER 304: German Composition and Conversation in the Fall semester, and CMST340: Strategies of

Persuasion in the Spring semester, used a new university-branded, online crowdsourcing tool, IMPACT NKU ([impact.nku.edu](http://impact.nku.edu)), to raise \$2,700 and showcase the value of social media to philanthropy.

## NKU ROCKS

Two noncredit, or co-curricular, student philanthropy projects were included in our program this year. One involved African-American freshmen through NKU ROCKS, a

program designed with the researched-based understanding that engagement improves student retention.

## DREAMFEST

The other noncredit project involved what we like to think of as future NKU students. They were primary and middle schools who were on campus for DreamFest, an annual day of mini classes and activities for gifted and talented students.

## WELCOME, DR. CANGIONI

Each year, we recruit at least one new discipline to the student philanthropy fold. For 2015-2016, that new discipline was entrepreneurship and the class ENTP 395, taught by Carole Cangioni, whose doctorate is in international business.



Elementary and middle school students participated in a student philanthropy exercise while on campus for DreamFest.

# TEACHING STEWARDSHIP

## OUR DONORS VALUE THEIR NKU PARTNERSHIP



Neal and Donna Mayerson received a Lincoln Award from NKU in June for their community service. (L to R, the Mayersons with NKU President Geoffrey Mearns)

### THE MANUEL D. AND RHODA MAYERSON FOUNDATION

#### **Neal Mayerson:**

“What are our responsibilities to others with whom we live? How far does that responsibility reach beyond our family and friends? How do we grow as individuals by responding to the needs of others? Wrestling with these questions helps us discover how we become best versions of ourselves by helping others do the same.

“The Mayerson family has supported the student philanthropy program at Northern Kentucky University in order to provide a forum for meaningfully exploring these questions and, in so doing, growing as positive citizens in our community while learning academic content.

“People are faced with a fundamental challenge of learning to live together well, and the Mayerson family believes that as we learn to do that well the world becomes a better place for all.”

*Neal Mayerson, Ph.D., is president of the Mayerson Family Foundations. He helped conceive of NKU’s student philanthropy classes as a way to teach what his family has described as “the habit of giving.” The Mayerson family has supported NKU’s student philanthropy initiative since the program’s inception 16 years ago.*

### CITI FLORENCE

#### **Niki Clare:**

“Citi Florence has had a longstanding commitment to invest in programs and opportunities, both financially and through volunteer efforts, supporting education initiatives that encompass the cradle to career spectrum. In 2015, our employees donated more than 16,200 volunteer hours of work, and Citi and Citi employees committed more than \$700,000 in financial contributions to our local community.

“Because community impact and volunteerism is deeply engrained in our culture at Citi, we are proud to partner with a program like the Mayerson Student Philanthropy Project that promotes hands-on learning to produce lifelong community stewards.

“We are fully committed to utilizing our resources, our expertise, and our employees to help communities. That is why education is, and will



continue to be, a major focus of our philanthropic efforts, business programs, and employee volunteer efforts in the years ahead. Equally as important, that is why we have continued to support this project for numerous years.”

*Niki Clare is the vice president of communications and public affairs at Citi Florence. Citi is a long-time supporter of student philanthropy at NKU and has been a partner in developing new models, including an approach that invites students to align their giving decisions with strategic goals.*

Citi’s Niki Clare spoke at our Fall 2015 student philanthropy celebration.

### 16 YEARS OF STEWARDSHIP

NKU launched its student philanthropy classes in the Fall 2000 semester, and has incorporated this stewardship pedagogy into classes every year since.

	2000-2016	THIS YEAR
AGENCIES FUNDED	331	48*
CLASSES	215	21
STUDENTS	3,600	354
ACADEMIC DISCIPLINES	41	17
DIRECT GRANTS	\$690,551	\$42,491
INDIRECT GRANTS	\$845,360	\$507,100
COMBINED GRANTS	\$1,535,911	\$549,491

*\*28 agencies received direct funding; 21 received indirect funding; one agency received both.*

# A WIN-WIN FOR CAMPUS AND COMMUNITY



**"The Mayerson Student Philanthropy Project is just an amazing opportunity for faculty, students, staff, and our community. We are a nationwide model, and I am so happy to be a tiny part of our efforts."**

—Dr. Jessica Averitt Taylor

## CLASSES DELIVER A POSITIVE IMPACT YEAR IN AND YEAR OUT

*Jessica Averitt Taylor, PhD, MSW, is the faculty coordinator of NKU's Mayerson Student Philanthropy Project. She recruits faculty to teach classes using the philanthropy component and provides support and counsel to them during the semester. Dr. Taylor is an assistant professor in the Department of Counseling, Social Work, and Leadership in the College of Education and Human Services.*

For me, this project is all about connecting our campus to the wider community. How can we, as a vibrant campus community, positively interact with and impact the world around us? In particular, how can we connect our students to meaningful experiences? The Mayerson Student Philanthropy Project does just that. I think that we accomplish this incredibly meaningful goal through a few major objectives:

**Academic outcomes for our students:** We know, from years of related research, that students

who participate in this project are more likely to anticipate actual graduation from NKU. That is, they are more invested in, and positive about, their own academic success. This is huge, as student retention and success just cannot be overstated as a university mission.

**Positive community impacts:** This project empowers our students to actually give money away within the community. Seriously, we give money away. The money always goes to nonprofit agencies, and funds programs that benefit community members in need. But our students get to make funding decisions, through a deliberative process over the course of the semester, and then see those decisions result in financial awards through small grants.

**Meaningful relationships:** Our students develop relationships with their agencies, and they typically continue to

nurture and invest in those relationships far beyond the academic project.

My students have repainted an agency's main room to make it more welcoming for clients, collected Thanksgiving baskets for clients at an agency, volunteered hundreds of hours, raised money outside of class to donate to agencies, and even completed practicum placements and later become employed by agencies that they first connected with through Mayerson. So this project goes far beyond just the classroom syllabus. It results in long-lasting impacts across the board.



Newport, one of northern Kentucky's oldest cities, is a learning lab for NKU students involved in community engagement. Krista Rudolph took this portrait of the city's business district as part of photography class taught by Professor Matthew Albritton.

## OVERVIEW // STUDENT PHILANTHROPY'S HOME

# A CONTEXT OF ENGAGEMENT

## OUR MAYERSON CLASSES ARE PART OF A PORTFOLIO

The Mayerson Student Philanthropy Project is the oldest program housed at Northern Kentucky University's Scripps Howard Center for Civic Engagement. Here's a list of other efforts:

### Service learning support

Service learning is project-based learning conducted with community partners. An art education class, for example, might design an art curriculum for a local primary school. Or a vocal music class might mentor a high school choir. The Scripps Howard Center acts as a matchmaker between community partners and faculty with an eye

toward increasing service learning at NKU. Our Mayerson Student Philanthropy Project classes are taught with service learning methodology.

### Project Hope: The 505 Initiative

Newport's West Side neighborhood is the most impoverished in Northern Kentucky when evaluated by census data. With that in mind, the Scripps Howard Center

looks for service opportunities in the West Side, where classes and student organizations might engage. Over the past four years, more than 100 such connections have been made, including with Mayerson Student Philanthropy Project classes. The "505" in this project's name is derived from the central census tract in the West Side.

### ABOUT US

The Scripps Howard Center for Civic Engagement was established at Northern Kentucky University to coordinate connections between the campus and community, with a particular emphasis on developing stewardship and citizenship among students.

The center works to create an ecosystem of engagement, in which opportunities and experiences are not isolated but part of a learning environment that is connected to the real world. Forums, small-group dialogues on public affairs, service learning, applied research with community partners, and scholarly work on public engagement are among the ways the center fulfills this charge.

The Scripps Howard Foundation of Cincinnati provided initial funding to endow the center in 2003. Other grants and gifts also support the center's ongoing work.



### **The Great Divide**

Income inequality has emerged as an important topic in public affairs over the past few years, and dozens of American colleges and universities are sharpening their focus on this topic as part of an effort coordinated by the American Association of State Colleges and Universities. At NKU, this effort goes by the title the Great Divide. We've hosted speakers, including an economist and advocates for urban rebirth. We've launched new for-credit classes and a variety of noncredit activities, including a clothing exchange that supplied donations to a local community center.

### **Democracy Square and Democracy Square Live**

The "Square" is an oversized white board in NKU's W. Frank Steely Library where, each week, a public affairs question is posted and students are invited to comment on it. Vibrant conversations from many perspectives play out in dry erase markers. "Live" is a small group discussion version of Democracy Square, with students talking to each other about a variety of public affairs topics, from presidential politics to LGBTQ rights.

### **Six@Six Lectures**

This series features NKU students and professors – three of each – speaking at community venues about their research. We have hosted lectures on President Lincoln and the Emancipation Proclamation and on how to maximize wattage when riding a road bike in competition. We have six

venue partners to help us bring the university to the community at museums, libraries, and arts centers. Lectures are at 6 p.m., cost \$6 each, and there are six of them each season. The 2016-2017 season will be our seventh.

### **Northern Kentucky Forum**

NKU's Scripps Howard Center partners with two other nonpartisan organizations in northern Kentucky so that together we can bring civil, civic dialogue to Boone, Campbell, and Kenton counties on a range of public affairs topics. Typically, there are ten Forums each year. A state legislative preview kicks off each year. The Forum has examined local government structure, preschool education, advanced manufacturing, and the call to public service. Follow the Forum on Facebook to learn of upcoming events.

### **Engage@NKU**

Our Engage@NKU events are designed to guide the community and our faculty in connecting with each other. Service learning, internships, library resources, and business resources are among the topics we've covered. Want to know about upcoming events? Email us at [engage@nku.edu](mailto:engage@nku.edu).

### **All In Democracy**

College-age voters don't vote. NKU is trying to change that with registration drives, debate watch parties, and Constitution Day activities. It's working. NKU students now vote at higher rates than their peers. And NKU was recently invited to the White House as part of a session to boost collegiate civic engagement. We've also just joined the national All in Democracy Challenge ([www.allinchallenge.org](http://www.allinchallenge.org)).

# CLASSES

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**The Mayerson Student Philanthropy Project is well-known in the community for the mini-grants awarded to nonprofits. But the program is focused foremost on classes and teaching. That is, on NKU's mission critical goal: educating students. There were 21 classes in the 2015-2016 academic year. They spanned 17 disciplines, demonstrating that student philanthropy works as a teaching strategy across the academic spectrum. Student philanthropy is adaptable, whether the class is social work, theater, history, or biology. Since inception, 41 disciplines have participated in the program. Each brings a little something extra to the table.**

## FALL 2015 CLASSES AND AWARDS

ALTERNATIVES TO INCARCERATION (JUS 402)	
<i>Professor Danielle McDonald</i>	
<b>DCCCH Center for Children and Families</b> .....	<b>\$1,000</b>
<b>The Grateful Life Center</b> .....	<b>\$1,000</b>
GERMAN COMPOSITION AND CONVERSATION (GER 304)	
<i>Professor Andrea Fieler</i>	
<b>Crayons to Computers</b> .....	<b>\$3,100</b>
SOCIAL ENTREPRENEURSHIP (ENTP 395)	
<i>Professor Carole Cangioni</i>	
<b>Brighton Center</b> .....	<b>\$1,000</b>
<b>Newport Scholar House</b> .....	<b>\$1,000</b>
PROTECTING WATER RESOURCES (ENV 220)	
<i>Professor Kristy Hopfensperger</i>	
<b>Mill Creek Watershed Council of Communities</b> .....	<b>\$2,000</b>
COSTUME CONSTRUCTION (TAR 262)	
<i>Professor Ronnie Chamberlain</i>	
<b>DCCCH Center for Children and Families</b> .....	<b>\$3,245*</b>
<b>Brighton Center</b> .....	<b>\$3,245*</b>
LEADERSHIP AROUND THE WORLD (LDR 160)	
<i>Professor Megan Downing**</i>	
<b>Doctors Without Borders</b> .....	<b>\$1,000</b>
HELPING SKILLS FOR HUMAN SERVICE PROFESSIONALS (HSR 105)	
<i>Professor Neil Duchac</i>	
<b>NKCAC Head Start of Boone County</b> .....	<b>\$1,000</b>
INFORMATION IN OUR SOCIETY (LIN 300)	
<i>Professor Mary Chesnut</i>	
<b>My Nose Turns Red Youth Circus</b> .....	<b>\$1,000</b>
<b>Pones, Inc.</b> .....	<b>\$1,000</b>
NKU TOUR GROUP (TAR 414)	
<i>Professor Daryl Harris</i>	
<b>Know Theatre of Cincinnati</b> .....	<b>\$1,000</b>
GLOBAL AND CULTURAL ISSUES IN MARKETING (MKT 333)	
<i>Professor David Raska</i>	
<b>Mentoring Plus</b> .....	<b>\$2,083**</b>

\*This is the estimated retail value of dolls and other toys donated. Read more on Page 20 of this report.

\*\*This was a dual-credit course taught at Campbell County High School. Read more about it on Page 36.

\*\*\*This supplements \$2,000 awarded last spring by MKT 333.

## SPRING 2016 CLASSES AND AWARDS

STRATEGIES OF PERSUASION (CMST 340)	
<i>Professor Jeff Fox</i>	
<b>Chicks &amp; Chucks</b> .....	<b>\$1,284</b>
<b>Good Shepherd Orphanage</b> .....	<b>\$1,284</b>
CULTURAL HERITAGE TOURISM (HIS 622)	
<i>Professor Matthew Kelley</i>	
<b>Cincinnati Observatory</b> .....	<b>\$2,700</b>
DISABILITIES FROM THE OUTSIDE IN (HNR 306)	
<i>Professor Kajsja Larson</i>	
<b>Cincinnati Center for Autism</b> .....	<b>\$2,000</b>
SOCIAL WORK PRACTICE: COMMUNITIES & ORGANIZATIONS (SWK 405)	
<i>Professor Jessica Averitt Taylor (two sections)</i>	
<b>PIER</b> .....	<b>\$1,000</b>
<b>Emergency Shelter of Northern Kentucky</b> .....	<b>\$1,000</b>
CONCEPTS OF COMMUNITY & PUBLIC HEALTH NURSING (NRS 310)	
<i>Professor Adele Dean</i>	
<b>GLAD house</b> .....	<b>\$2,000</b>
COLLEGE WRITING (ENG 101)	
<i>Professor Jonathan Cullick</i>	
<b>The David School</b> .....	<b>\$2,000</b>
GRANT WRITING (ENG 546)	
<i>Professor Janel Bloch</i>	
<b>Starfire Council of Greater Cincinnati</b> .....	<b>\$1,000</b>
<b>Newport Scholar House</b> .....	<b>\$1,000</b>
SOCIAL WORK WITH CHILDREN AND FAMILIES (SWK 613)	
<i>Professor Megan Lindsey (two sections)</i>	
<b>Tender Mercies</b> .....	<b>\$2,000</b>
RESOURCE ACQUISITION & MANAGEMENT (PAD 621)	
<i>Professor Julie Olberding</i>	
<b>Augusta Art Guild</b> .....	<b>\$1,000</b>
<b>Roundabout Opera for Kids Cincinnati</b> .....	<b>\$1,000</b>
<b>21 misc. nonprofits (indirect model)</b> .....	<b>\$507,100</b>
Under the indirect model, students reviewed grant applications submitted to the Duke Energy Foundation and presented assessments to the foundation's Education Advisory Team which made final funding decisions. A complete list of the awards is on Page 6 of this report.	
DREAMFEST (CO-CURRICULAR STUDENT PHILANTHROPY)	
<i>SHCCE Coordinator Collette Thompson</i>	
<b>Make A Wish of Southern Ohio</b> .....	<b>\$100</b>
<b>American Heart Association, Cincinnati Division</b> .....	<b>\$100</b>
<b>American Red Cross, Greater Cincinnati</b> .....	<b>\$100</b>
NKU ROCKS (CO-CURRICULAR STUDENT PHILANTHROPY)	
<i>SHCCE Coordinator Collette Thompson</i>	
<b>Boys Hope, Girls Hope</b> .....	<b>\$250</b>
ORGANIZATIONAL CHANGE & DEVELOPMENT (PSY 660)	
<i>Professor William Attenweiler</i>	
<b>Provided assessment.</b>	
<i>This class did not award grants. Rather, it constructed and executed a focus group to gather feedback from nonprofits as part of a continuous improvement effort for NKU's student philanthropy program.</i>	



**“By the end of the project it felt like I was a part of something bigger. It showed me how important every person can be in making a difference.”**

– NKU student Julie Arlinghaus



**When NKU professors agree to add student philanthropy to their classes, they do so with learning outcomes in mind. How will student philanthropy amplify what's being taught?**

**CLASSES // ALIGNED WITH LEARNING OUTCOMES**

# FROM BIOLOGY TO BUSINESS

## A PEDAGOGY THAT WORKS ACROSS DISCIPLINES

Kristy Hopfensperger, an associate professor and director of Northern Kentucky University's Environmental Science Program, teaches a general education class, ENV 220: Protecting Water Resources.

Gen ed means Dr. Hopfensperger's challenge is to convince students who are not majoring in biology or

environmental science to take an interest in those disciplines, since a college education should offer students a well-rounded understanding of all human knowledge, not just the specialized knowledge within a major.

Dr. Hopfensperger's secret weapon? The Mayerson Student Philanthropy Project.

The Mill Creek Watershed Council of Communities leads stream tours to educate the public on environmental stewardship.

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## RESEARCH SHOWS: THE RESULTS LAST

**Dr. Julie Olberding, director of NKU's Master of Public Administration Program, surveyed graduates who took a Mayerson Student Philanthropy Project class while at NKU.**

**She found them more likely to serve on a nonprofit board, more likely to donate to a nonprofit, and more likely to make charitable contributions.**

**She published her research in the academic journal *Innovative Higher Education*. She is currently working on additional research examining the benefits of student philanthropy.**

It may seem that the go-to classes for student philanthropy would be in academic disciplines connected to human services, and indeed those classes are frequently among the list of Mayerson classes. This past year, for example, there were social work classes (two undergraduate sections and two graduate sections), in addition to a class in counseling, one in nursing, and a special topics honors class in understanding disabilities. Those were a good fit.

But the year also included courses in twelve other academic disciplines, including history, theater, criminal justice, communication, organizational psychology, marketing, English, public administration, German, leadership, library sciences, and Dr. Hopfensperger's environmental science class. All told, student philanthropy has proven its value in 41 disciplines over 16 years.

Dr. Hopfensperger approached ENV 220 much as any professor adding the philanthropy pedagogy to a course would. Students would first focus on a community need or cause, next look for nonprofits in the region addressing that need or

cause, and then choose a few to come to the class for a presentation.

In the end, the class would select one nonprofit to receive \$2,000 or two to receive \$1,000 each.

This was the fourth time that ENV 220 had been taught at NKU with student philanthropy as part of the class. And each time, the addition of student philanthropy has helped achieve the learning outcomes for the class.

"Students read through all proposals and, in doing so, they begin to read over and over all the amazing efforts that are happening to protect water right here in our own neighborhoods. They are always surprised and had no idea that so much volunteer work is going on," Dr. Hopfensperger said.

"In addition, they read repetitively about the concepts and vocabulary words associated with watersheds and water quality that we learn in class. They see the concepts learned in class come to life by citizens in their own community." Her favorite part is when the top three to four organizations visit class, talk about their agencies' efforts, and answer questions. Students learn firsthand about the water

protection efforts going on in the region. Water quality and watershed concepts covered in class are reinforced.

"In the end, I find this an extremely engaging way to learn about local water resources, and the students feel proud after being able to contribute to these efforts," Dr. Hopfensperger said. Students, too, notice the learning value. Most (86 percent) said the philanthropy component contributed to their understanding of the course material.

ENV 220 awarded \$2,000 to Mill Creek Watershed Council of Communities, a nonprofit in Cincinnati that is cleaning up and monitoring of the Mill Creek, a stream running through Cincinnati that – though blessed with natural beauty – has been degraded by industrial pollution. The Watershed Council is using its mini-grant to launch an Adopt-a-Stream Program.

"Residents, community members, and businesses felt this was one of the best ways to spread awareness and provide a way for the community to really make a difference," said Kara Scheerhorn, the Watershed Council's program and outreach director.



Environmental science students Julie Arlinghaus (left) and Madi Williams sample water from Banklick Creek in Kenton County's Pioneer Park.

# STUDENTS' EYE VIEW OF THE MAYERSON EXPERIENCE

## 'A GREAT WAY TO GET US INVOLVED AND TEACH US TO TRULY CARE'

Julie Arlinghaus and Madi Williams were students in ENV 220 during the Fall 2015 semester. Julie was a junior, Madi a sophomore. Both are from Independence, Ky. What follows are their reflections on the experience. Student philanthropy courses at NKU are taught using the principles of service learning, one of which is reflection.

Part of the course objective for ENV 220 is to expose students to the various aspects of water resources and teach students to think critically about scientific issues.

**Discuss what you have learned about water resources in our region from the Mayerson Student Philanthropy Project.**

*Julie:* I learned how water quality has been affected by pollution in our region. Many organizations brought up the importance of

returning waterways to a healthier state. One organization mentioned how some of the waterways in our region were among the most polluted in America. Knowing that those same waterways flow into the Ohio River, it creates much concern because the Ohio is essential for our drinking water. The organizations taught me how crucial the Ohio River is in every aspect of my life. It is worth protecting.

*Madi:* That the Ohio watershed is so much larger than I ever thought it was. It crosses six states and provides electricity, drinking water, and recreational activities for so many people across the eastern United States. This new knowledge really encouraged me to take pride in the area that I live in and to take advantage of everything it has to offer, and to, of course, educate myself on how to care for it properly.

**Discuss what your participation in this class and in its student philanthropy component taught you about the responsibilities of a citizen in regard to water resources in our region.**

*Madi:* If local people don't take care of their water, then no one else will. I now have a sense of responsibility to educate myself and those who live around me on how to treat water systems and to learn how it potentially affects others that live downstream.

*Julie:* By working together with their neighbors, citizens can dramatically improve waterway conditions. Community involvement makes a difference. The biggest way this was shown was through adopt-a-stream programs

and community waterway cleanups. The before and after pictures from various cleanups prove that when we work together we can make our waterways healthy and a valuable asset to the community.

**Discuss the most significant things you learned this semester about nonprofit organizations and the philanthropy process.**

*Julie:* Nonprofit organizations are all around us but sometimes it's hard to know where to look for them. Through this, I have been exposed to various websites that help find nonprofits in a region. Also, this process helped me learn how to evaluate them. The overall process has allowed me to feel a sense of ownership of the funds, thus causing me to invest my time into learning more and investigating each organization we were considering for the funds.

*Madi:* The littlest things matter the most. Our class donated \$2,000 to the Mill Creek Watershed Council, and, at first, I didn't think it was really all that much money. For the organizations we were looking into, supplies and equipment are expensive. What would \$2,000 really do? After attending the banquet (the ceremony were all classes award their mini-grants) and realizing that the other classes that did the service project were also donating only a couple thousand dollars, and after listening to the heartfelt gratitude of the representatives of the nonprofit organizations, I realized that the little things really do go a long way.

**What did you most like or appreciate about the Mayerson Project experience?**

*Madi:* That students are the ones who actually get to do the research, the voting, and the presenting of the donated money. I loved that, as a student, my opinion was trusted and respected enough to pick a deserving nonprofit to donate to, and that the ultimate decision wasn't just going to be up to the professor.

*Julie:* Hearing from the organizations how they are making a positive

difference. Too often, whether it's on the news or the radio, we hear about so much negativity. Knowing there are organizations out there working hard every day gives me hope for a brighter future. Specifically regarding water, it reassures me that there are people who will continue working hard to make waterways a healthy place for recreational activities and safe fun for the entire family.

**Do you think student philanthropy was a useful way to learn about regional water resources?**

*Julie:* Yes. Each organization focused on water in our area but specifically which area and how they were approaching issues in that specific location varied. It gave us a variety of views on the ways and importance of water as a resource.

*Madi:* Absolutely. I learned about so many different organizations and their efforts in different areas of reducing water pollution, and about events that many of them hold to raise awareness. I've lived in northern Kentucky my entire life and I'd never heard of about 90 percent of the nonprofits that we researched prior to

participating in the Mayerson Project.

**Would you recommend the instructor to have ENV 220 participate in the student philanthropy in the future?**

*Madi:* Yes, yes, yes! I've honestly never had an experience like this in a school setting before, and it's an experience that I won't forget. I'm very proud to have been able to take part in the donation of even a small amount of money to a deserving, local nonprofit organization.

*Julie:* I would. This was a great way to get us involved and to teach us to truly care about the waterways in our area. We weren't just learning a bunch of information; it went deeper. We were learning about ways our community is approaching water issues, and getting perspectives from many organizations. Also, becoming aware of these organizations and their goals helps encourage us to continue caring about our water resources, and to continue working with these organizations through volunteer work in the future.

# CREATIVITY

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**Two buildings could sit side by side and, beneath them, have the same foundation of poured concrete and steel reinforcement. But atop those foundations, the two might look very different. Maybe one is sleek and modern with lots of odd angles and glass. The other may have a more classic look with gables and cornices, columns and brick. The Mayerson Student Philanthropy Project is built that way. It has a solid foundation: Students identify a need, examine what nonprofits are meeting that need, discuss their findings with each other, and then award a mini-grant of \$2,000. But atop that foundation our faculty and students have been nothing if not creative. No two Mayerson classes look exactly alike. Nor should they.**

# REDESIGNED

## THEATER STUDENTS STITCHED TOGETHER A NEW APPROACH TO STEWARDSHIP

Ronnie Chamberlain's classroom had the look a doll factory. Headless torsos, some dressed, others not, rested beside boxed dolls that were finished and ready for delivery. All around were sewing machines, scissors, rotary cutters, and remnants in every imaginable pattern and color of cloth. They were the raw materials for TAR 262: Costume Construction.

Professor Chamberlain has long taught Costume Construction by asking her students to design and construct mini garments. The smaller scale always worked well.

"It requires small amounts of materials, overhead and time," Professor Chamberlain said. "The materials go further, and students experience more variety and are under less pressure."

The way she was teaching the class worked. But as the Fall 2015 semester approached, Chamberlain wanted a little more. She wanted to find a way for her students to interact with

the community, which led her to the Scripps Howard Center for Civic Engagement, the office at Northern Kentucky University that connects classes to project-based learning opportunities in the community. There she learned about NKU's Mayerson Student Philanthropy Project.

There's a framework for Mayerson classes. Typically, a class has \$2,000 to invest in a community cause or need. A class trying to address local hunger, for example, might award its mini-grant to a local soup kitchen or a community garden. A music class might invest in a community youth orchestra. An acting class might select a neighborhood theater troupe. But if there's one thing you can say about NKU's Mayerson classes, it is this: No two are exactly the same. Each professor and each group of students put their own stamp on each class. Thinking outside the box is encouraged.

For TAR 262, the idea emerged of using the

class money to purchase dolls, each of which came from the factory dressed plainly. Students would design and make clothes for them, creating an array of colorfully, creatively costumed dolls. Meanwhile, the class would also look for local nonprofits serving underprivileged children, where the finished dolls – dressed and boxed – would be delivered.

To meet the learning outcomes for the class, Chamberlain had to teach her students how to sew for the theater, a skill that is technical and complex.

"Sewing is one of the most frustrating tasks a person can learn. It requires a huge amount of patience and focus," Chamberlain said. Out of 15 students, three had never sewn in their lives. Five had only hand-sewn buttons or repaired a tear. The others knew a little more, having been taught by a relative or by YouTube.

"The power to decide where the clothes were going changed everything in terms of the quality of the output," Chamberlain said. "Students took great care to design clothing that a child



would like and think is cool. They took the time to test them and sew them with quality.”

She recalled one class period when students were particularly frustrated. Whining was up, quality of work down. One student asked: “Will this be good enough for the zipper, I really don’t want to fix it?” Calmly, Professor Chamberlain answered with a question of her own: “How would you feel opening that on Christmas morning?” The idea of something being “good enough” never came up again.

“In a normal class, I get that type of question eight or nine times a day,” Chamberlain said.

A switch had been flipped. The student philanthropy component had made students more interested and attentive to the class and what was being taught. That result was not just anecdotal. A survey at the end of the class found that 89 percent of the TAR 262 students believed the philanthropy component heightened their learning and their application of what was being taught.

The student philanthropy component also stimulated classroom dialogue unlike any Chamberlain had heard before. The students had chosen two agencies, the DCCH Center for Children and Families in Fort Mitchell and the Brighton Center in Newport, that serve children who have known poverty, abuse, and neglect. Thinking about those places, the TAR 262 students began to open up to one another. It started as they remembered dolls that they’d had as girls. One student told her classmates, “I was so shy. I carried that doll

Professor Ronnie Chamberlain, right, worked closely with her theater students as they learned costume construction by sewing clothes for dolls.

everywhere. I would talk to the doll rather than adults." Another told of her time in homeless shelters and foster care, where she was given a doll she cherished. A third told of a nondescript doll given to her one Christmas by a local charity. "It was the only toy I received that year," she said. "I still have her. She was my first friend."

As they realized how important dolls had been to them through difficult times, they grew more excited about the prospect of giving dolls to the children served by DCCH and the Brighton Center. The class had 48 dolls to split between the two agencies, along with some toys that the students collected in a toy drive just in case some of the children at the agencies wanted Legos, stuffed animals, superheroes, or other toys instead of dolls.

On the receiving end, the agencies and the children they serve could not have been more pleased. The DCCH used some of the dolls and toys as Christmas presents, and held some back for children entering the program in the coming year.

"I thought this was a wonderful service learning project for everyone," said Paul Miller, DCCH's development director.

"The students were involved and engaged. They did something hands on. They got connected emotionally to our mission to help these kids. For me, it was a pleasure working with the students and seeing their enthusiasm and creativity. I would encourage other student classes to have this experience. We hope to be invited to partner again sometime."

For Professor Chamberlain and her students, the experience was transformative. One of her students enrolled to volunteer at the Brighton Center, another at DCCH, and another at a home for young moms, the Madonna House. It wasn't chosen by the class, which had to select no more than two agencies. But the student was so taken by the Madonna House mission and good work that she signed up to teach the young moms how to replace buttons, remove stains, and repair their kids clothes.

"It was amazing," Chamberlain said. "I cannot wait to include the doll project in Costume Construction again. Not only did it amplify student learning outcomes, it amplified my students' sense of

awareness and desire to go forth in the world."

She is adding philanthropy in at least two classes in the coming academic year, TAR 366: Costume Design and TAR 160: Stagecraft. And she'll be adding a new dimension. Her students will invite others from the NKU community to attend a sewing class and "make something from

the heart" that the students will then donate to local nonprofits. Don't know how to sew? The TAR students will teach you. It's part of their learning.





# VALUE MULTIPLIER

**A typical student philanthropy class receives \$2,000 from a community donor. TAR 262 started with less but ended with more.**

- For TAR 262, the initial investment was \$1,200 from the Manuel D. & Rhoda Mayerson Foundation. That money paid for unadorned dolls and some buttons. Students donated cloth.
- The funds bought 48 dolls. Once costumed, the dolls' market value was \$60 each, or \$2,880 total.
- Students also made 48 additional costumes with a market value of \$25 each, or \$1,200 total.
- A toy drive collected 80 books, 150 stocking stuffers, 48 stuffed animals, two bicycles, and a tricycle. All of the toys were new. Their combined retail value was \$1,310.
- TAR 262 students also made beauty and fashion gift kits, valued at \$300.
- Added to the inventory were about \$800 in "boy toys" – Legos, light sabers, balls, craft kits, and more.

**Bottom line: The original \$1,200 investment resulted \$6,490 in toys and other gifts.**

*Everything was split between two nonprofits selected by the students: the DCCH Center for Children and Families in Fort Mitchell and the Brighton Center in Newport.*

## OUR MODEL: VARIETY

With support from community donors, we earmark \$2,000 for a class and ask the students in that class to identify a need in the community, learn what nonprofits are addressing it, and then determine which of those agencies will make the best use of the mini-grant. Students can award \$1,000 to two agencies or the full \$2,000 to one.

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 the effort. Even in classes that begin with \$2,000 from a community donor, students sometimes supplement the award. This year, students raised \$11,741, more than in any previous year.

### Meeting a donor's goals

Some classes invest in needs and causes designated by the community donor. In those classes, the students' primary goal is to find nonprofits addressing the predesignated needs, whether in arts, education, or economic opportunity – which are some of the needs our donors have prioritized. Citi, Skyward, and ArtsWave were this year's partners for this model.

### Indirect giving

For some classes, our students work with a community funding partner that, instead of giving money, gives a class a stack of applications to review. Our students evaluate those and advise the funding partner, which has final say on the awards. This year's indirect partner was the Duke Energy Foundation.

### 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. This year, for example, we revived a co-curricular (or noncredit) model. It was scaled down financially (the mini-grants were \$100 to \$250), but it allowed us to work with students interested in philanthropy and stewardship who were not enrolled in a student philanthropy class.

# APPLYING SERVICE LEARNING

**Northern Kentucky University uses service learning pedagogy when incorporating philanthropy in the classroom. Our 21 Mayerson classes this past year were part of an overall portfolio of about 120 service learning classes, a number that places NKU above national benchmarks for service learning classes.**

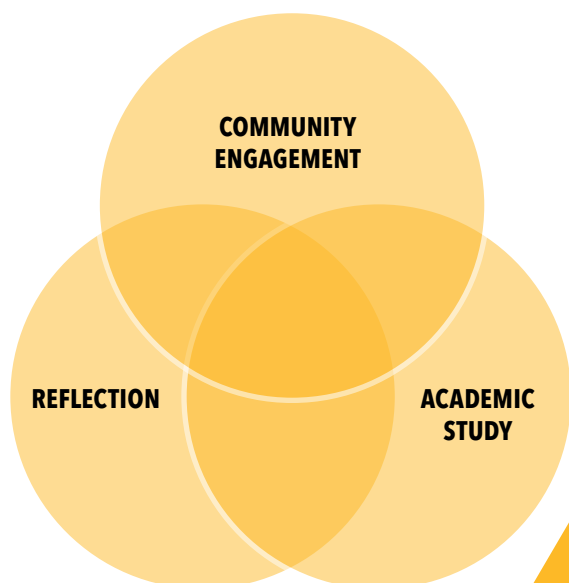
The Association of American Colleges and University lists service learning as a High Impact Practice – that is, a classroom strategy with the most potential to educate and transform.

**ACADEMIC STUDY** Service learning is bound to academic coursework through its connection to a course’s specific learning goals and objectives. Through community engagement, students apply their academic knowledge and critical thinking skills. Academic credit is given for the learning that takes place—not simply the completion of volunteering hours.

**COMMUNITY ENGAGEMENT** Service-learning engages students in community engagement through a collaborative partnership between the university and the community. Students’ engagement experience addresses needs identified by the community itself. Community partners (i.e. organizations with which students serve) are considered co-educators in the learning process of students.

**REFLECTION** Reflection is an essential element of service-learning as it facilitates connections between community engagement experiences and course content. The reflection process—whether through class discussions, reflection journals, or feedback from instructors—helps students make meaning of their community engagement experience and draw connections to course learning goals while developing critical thinking skills, communication skills, leadership, a sense of civic responsibility, and multicultural understanding.

Source: *Service Learning Toolkit, Michigan State University, 2015*. Our faculty use this toolkit as a guide in structuring their classes.



**Our faculty and students put a creative stamp on every class. Some, like HIS 622, aren't sure at the start what form their collaboration with a community partner will take. But they dive in – knowing they have to finish what they started by the end of the semester.**

# HISTORY + STEM = SUCCESSFUL CLASS

## SCIENCE FAIR HIT A SWEET SPOT FOR THE CINCINNATI OBSERVATORY



The typical history class does not find itself dealing with miniature Mars Rovers racing out of control because their joystick consoles are all operating on the same wavelength.

But Matthew Kelley's HIS 622: Cultural Heritage

Tourism was never intended to be typical.

HIS 622 is a class in NKU's Master of Arts in Public History Program. In it, graduate students study the value of history and culture as an asset to community tourism. Their community partner in the

Spring 2016 semester was the Cincinnati Observatory, a local landmark that sits atop a knoll on the east side of town.

"We couldn't have asked for a better partner," Kelley said, describing the Observatory staff and board as helpmates every step of the way.

To get going, the students met with the Observatory's team to learn more about the institution's history and programming. A tour followed so that the HIS 622 students could see the Observatory firsthand. Ideas flowed, as the students and Observatory team brainstormed before hitting on a project. They would try to find a way to reach a demographic that is difficult to reach: 11- to 14-year-old girls, and especially girls from inner-city schools. The goal would be to interest them in science, technology, engineering, and math, or STEM because those disciplines are ideal career paths for the 21st century, but attract more males than

females and fewer disadvantaged youths.

With that, the 12 students in HIST 622 had their mission. And they set about to accomplish it. The idea they conceived was a fair, which they called "Women of Wonder: A Celebration of the Women of STEM." Girls could tour the Observatory, meet one-on-one with professional women in STEM careers, and see presentations about careers and opportunities. They would learn that no matter your area of interest, there's a STEM job waiting. Love animals? Consider becoming a veterinarian. Love art? A conservator from the Cincinnati Art Museum was there to talk about preserving valuable paintings. A meteorologist from WCPO-TV discussed her career.

"Everyone can remember that one moment when they were inspired by someone or something to pursue an interest, and that moment launched them into the rest of their lives," student Seth Thompson said. "That is what we were trying to do with this event."

The STEM fair gave Kelley's students the chance to participate in different ways. One student is a talented designer, and she created

a stunning t-shirt (think colorful Saturn and its rings against a black, space-like background). Another student who had a t-shirt press was able to stamp the design on the shirts, which he found a donor to provide. A third student made panels that told the story of women through history and their contributions to science and technology. Those panels were used at the STEM fair but will stay at the Observatory for use again.

"We were able to play to everyone's strengths, and let students learn new skills, too," Kelley said.

No one was more impressed than Craig Niemi, the Observatory's executive director.

"They did an awesome job bringing together community partners, exhibitors, potential funders and the media, all while working with the mission of the Observatory as the priority," Niemi said.

"The variety of exhibitors and activities illustrated the number of STEM educational opportunities and related careers available in our community. All the planning and behind-the-scenes work was done to high professional standards."

There were some

unanticipated bumps. The students came up with the idea of a Mars Rover race course, using miniature, remote-controlled cars. They bought the cars at a local toy store, stripped them of their sedan looks, and remade them to look like the Rover. They also built a race course on a sheet of plywood, complete with obstacles and tasks – like moving through a low-traction area (hint: rubber bands on the wheels improve traction).

The display was a hit with the girls who came to the fair and wanted a break from the formal presentations and chance to just play a little on a Saturday afternoon. But there was a glitch before show time, as Kelley's history students got a little STEM education of their own.

Most households buy one car and so there's no problem if its radio signal is the same as a car in use at another kid's home. But when you have several cars racing side by side, it's important for each one to be controlled by a unique radio signal. Otherwise, when you tilt one joystick right, all the cars go right. Push left, they all go left. So the HIS 622 students headed back to the store to exchange their cars for ones that operated on separate wavelengths. The cars were one of the

expenses for the fair, and there were a few other minor costs. To cover those, the class had to match a \$1,000 donation from the Manuel D. and Rhoda Mayerson Foundation. They raised \$1,700. With the first thousand matched, they had \$2,700 to cover costs and write a check to the Observatory.

Kelley's students also had to learn how to get an audience. They set their sights high, and despite a cold, rainy Saturday (10 degrees below normal), about 150 girls came to the fair. To accomplish that, the HIS 622 students targeted middle school students in Covington and Newport, and visited PTO events to tell parents and teachers about the opportunity. Kelley invited some marketing pros to class to talk to the students about how to write a press release, which they did, garnering some media coverage that let parents around Greater Cincinnati know about the event. They also learned the value of niche marketing, reaching out to the YWCA, the Girls Scouts and NKU's own CINSAM, which works with local schools on science and math education.

"The value of a hands-on, real-life lessons – and students having skin in the game – was very important. It wasn't just

handing someone a check and saying, 'Good luck,'" Kelley said. And the value to the Cincinnati Observatory? The staff is taking the model the HIS 622 created as a template, and making plans to repeat the fair again annually. Maybe even more often.

"It was a great experience for all, and we look forward to working with Public History classes and students again," the Observatory's Niemi said. "As a small nonprofit, these opportunities greatly extend our capacity and our reach into the community, as well as bring much needed expertise to our collection care and stewardship."

# IMPACT

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**Certainly \$42,000 in direct giving had an impact on the budgets of the nonprofits that received mini-grants during the 2015-2016 academic year. The money matters to the work they do. But to measure the Mayerson Student Philanthropy Project only by looking at the dollars distributed is to miss an important benefit: the contribution to learning and student success. This year, as in past years, 85 percent of the students in a Mayerson class said the engagement made them more likely to remain in college and finish their degrees. Research suggests that isn't just a feeling; it's a reliable indicator that they will graduate. Along with the academic benefits, our students learn to care about where they live and are motivated to improve it. They become stewards of place.**

# MORE THAN DOLLARS AND CENTS

In years past, mini-grants have funded baby bottles for new moms, weatherization at a drafty community museum, replacement of a tattered stage curtain at a neighborhood theater, and a home page update for a small conservation agency.

## VARIETY RULED AGAIN

One nonprofit bought 2,222 packs of crayons, 8,820 erasers, and 13,700 pencils for distribution to local classrooms. Another boosted the number of support workshops it provides for the families of at-risk teenagers. Yet another bought something it desperately needed but with a tight budget could not afford: chairs for the meeting rooms at its alcohol and drug treatment center.

Student philanthropy mini-grants are put to a variety of uses by the nonprofits that Northern Kentucky University students select. All are agencies that know how to stretch a dollar – a trait that appealed to our students, who wanted to make sure their investments made a difference. The school supplies, for example, were purchased by Crayons to Computers, a unique nonprofit based in Cincinnati and serving 300 schools. Teachers can visit a showroom, which is set up like a

store, and, use credits to shop for supplies. Donors keep the shelves stocked with scissors, copier paper, folders, flash cards, books, and book bags. But the agency also needs some money to buy supplies that are not donated.

“While we cannot provide an exact count of the number of students impacted by the Mayerson grant, we do know that at a minimum nearly 3,000 individual students received much needed supplies through this support,” Crayons to Computers reported in our annual survey of recipient agencies.

That survey consistently confirms the value of student philanthropy classes from the point of view of the nonprofits. They tell us how the \$1,000 to \$2,000 that our students typically invest – although small by most giving standards – allows them to do things they otherwise could not have done. Three very

different but impactful nonprofits provided examples:

**The Grateful Life Center** in Erlanger, Ky., is one of the few facilities in northern Kentucky providing long-term, residential treatment for men addicted to drugs and alcohol. Given our region’s out-of-control heroin epidemic, the center’s services are in increasing demand but its funding is tight – even for modest needs. “Funds for capital, like chairs, furniture, etc., are hard to come by,” the center explained. The \$1,000 awarded to Grateful Life bought new chairs.

**Pones Inc.** in Cincinnati is all about using dance to create community. You could be waiting for a bus, or even riding a bus, when a few Pones artists will ease into some infectious moves and encourage those around to let go of the day’s stress and join in. The Fall 2015 mini-grant to Pones Inc. is funding events around Cincinnati, including one held in



**This year, the diversity of needs and causes addressed was once again broad, as students poked around the region to find agencies that serve foster children, immigrants, cancer survivors, and children with autism. One mini-grant supported a little corps of neighborhood activists building a skate park on a shoestring.**

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NKU student journalist Fabio Souza captured the action at the skate park under the Daniel Carter Beard Bridge in Newport.



A teen and his mentor review math homework at Mentoring Plus in Newport.

May at a vintage store, Hi-Bred, where people as young as 6 and as old as 70 joined in. “We got a lot of thumbs up, and people were recording and taking pics,” reported Kim Popa, co-founder and executive director of Pones Inc.

### **Mentoring Plus**

located in Newport, Ky., expanded its family workshops and added an equestrian camp experience for the inner-city kids it serves. “At minimum, 121 youth and families have already been impacted by this grant. That number will increase as we serve

more youth and families in 2016,” Mentoring Plus reported to us.

Mentoring Plus is located in the city’s West Side, arguably the most impoverished neighborhood in northern Kentucky. Household income is half the national median. NKU classes have been working in the West Side for the past four years through an intense collaboration that couples classes with community needs. Students have sponsored a family night of food and games for the West Side’s burgeoning population

of Spanish-speaking families. They’ve helped administer a house-to-house survey, examining hope among residents. They’ve designed and installed public art. And they’ve researched the neighborhood’s history after residents said they feared it was being ignored and lost. The student philanthropy mini-grants add to that inventory. Four West Side agencies have been funded, as well as several others that are based outside of Newport but do some of their work in the neighborhood.

The connection of our

student philanthropy investments to other NKU community engagement efforts is not unusual. Most nonprofits that received money in the past year reported a previous, ongoing, or new service relationships with NKU classes and students. Student philanthropy is often their gateway to deeper, lasting engagement with NKU.

It’s an opportunity the nonprofits relish, as confirmed last year when an NKU graduate class (PSY 660: Organizational Change and Development)



conducted a focus group with nonprofit recipients to ask them what worked well and what might be improved. While the overall feedback about our Mayerson classes was very good, the agencies told us they would like to learn about more ways to connect with NKU classes and students. Engage@NKU workshops were already in place, but were being marketed with a general call to nonprofits. Now, the general call is coupled with direct outreach to agencies that have received student philanthropy funding. The workshops are designed to show nonprofits how to work with the university through service learning, internships, co-ops, applied research, and other academic partnerships.

For the Fall 2015 semester, PSY 660 again conducted a focus group, this round with agencies that had been considered but not funded. Was the effort worth their time? What would they change? By and large, the agencies said they found the investment of time valuable, mostly because they enjoyed the interaction with students and saw that interaction as an opportunity to construct lasting ties between their agencies and the university.

They did have a request. They asked for better communication after the

mini-grants are awarded so that agencies not receiving funding would know why they were not selected. "This feedback would ideally be a collaboration of students and faculty, intended to provide the agencies the information and opportunity to improve subsequent applications and outreach activities," the PSY 660 students said in their report. That suggestion is now being communicated to our student philanthropy faculty thus becoming part of the continuous improvement strategy that guides the program.

Together, what the focus groups and surveys demonstrate is that while the agencies appreciate the mini-grants, what they appreciate most is the chance to get to know and work with our students. That, they believe, pays long-term dividends. The Know Theatre of Cincinnati captured that view in its survey response. The Know is a small, downtown theater that takes on riskier, creative productions. Here is the theater's answer when asked about the value of interacting with our students:

"The Mayerson Project helped us grow the NKU students' awareness of the opportunities for young writers and artists at the Know. We have had an increase in student

submissions for creative opportunities, and we have had NKU students attend performances more regularly. We are pleased by the level of engagement this already shows, and we expect our connection with NKU to continue to grow."

That answer also reflects what students tell us about their Mayerson experience. While learning to wisely invest money in needs and causes is part of the student philanthropy experience, an equally important component is raising students' awareness of needs and how they are being met by the nonprofit community. Our surveys consistently show that objective is being achieved. This year, 90 percent of the students taking a Mayerson class said the class positively impacted their awareness of need in the community; 89 percent said it positively impacted their awareness of nonprofits in the community; and 87 percent said it positively impacted their belief that they have a responsibility to help others in need.

As Mentoring Plus described in its survey response, "Students have described their experiences at Mentoring Plus as eye-opening and inspiring."

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## WHAT ELSE DID THE NONPROFITS TELL US?

**All respondents to our surveys were "satisfied" or "very satisfied" with their student philanthropy experience.**

**Most were very satisfied.**

**Several reported that their connection with NKU students through Mayerson resulted in one or more students volunteering at the chosen agency.**

**A few reported hiring a student that they got to know through the Mayerson experience.**

**Several also said that one or more of their staff have enrolled at NKU to take classes.**

**Several also signed up to attend an Engage@NKU workshop for nonprofits. These are designed to coach nonprofits on building service collaborations with NKU students and classes.**

# BETTER STEWARDS, BETTER STUDENTS

## MAYERSON CLASSES DELIVER ON BOTH FRONTS

"I am aware of the needs and problems of people living in our region."

We ask students at the beginning of the semester for each Mayerson Student Philanthropy Project class whether they agree with that statement. We ask again as the semester ends. It is part of a battery of questions as we try to analyze whether our program goals are being met. Consistently, over 16 years, those goals are met:

### **1. Stewardship awareness and commitments are strengthened.**

Our survey at the end of the semester asks 29 questions related to this valued outcome, from whether students plan to donate or volunteer in the future (most do) to whether they would consider a career in the nonprofit field (61 percent are interested).

A central question is the one about awareness of community needs. In the survey at the beginning of the class, most students profess awareness: 62 percent. By the end of the semester, they realize maybe they did not know as much about need as they thought they did. Indeed, 90 percent of the students taking Mayerson class in the Fall 2015 and Spring 2016 semesters said their class made them more aware of the needs in the community. As one student succinctly put it, "I learned there are a lot of people in my area in need of help, and we must all do something to contribute."

### **2. Learning outcomes and educational commitments are enhanced.**

While our Mayerson classes have tremendous community benefit as students award thousands of dollars in mini-grants to deserving agencies, it remains

fundamentally important that the classes also deliver academic benefits. And they do.

Past internal research has demonstrated improved classroom performance and higher graduation rates for students who have taken a Mayerson class. While that kind of review requires time to monitor beyond the current academic year, our semester surveys provide real-time assurance that our classes are on track to deliver this benefit: 85 percent of the students surveyed at the end of their semester said their Mayerson classes positively impacted their desire to stay in college and finish their degrees. Perhaps even more impressively, 62 percent strongly agreed – suggesting an even greater correlation between student philanthropy and student success.

# STUDENT IMPACTS

## STEWARDSHIP BENEFITS

The Mayerson class I took had an effect on my...	AGREE	STRONGLY AGREE	TOTAL
Belief I have a responsibility to help others in need	36%	51%	87%
Belief I can make a difference	43%	43%	86%
Sense of personal responsibility to the community where I live	39%	46%	85%
Interest in community service	41%	42%	83%
Intention to volunteer	41%	40%	81%
Intention to donate money to a nonprofit	39%	41%	80%
Intention to work on behalf of social justice	33%	39%	72%
Consideration of a career in the nonprofit sector	30%	31%	61%

## ACADEMIC BENEFITS

The Mayerson class I took had an effect on my...	AGREE	STRONGLY AGREE	TOTAL
Awareness of the needs and problem addressed in this class	54%	36%	90%
Academic skills or knowledge	46%	42%	88%
Desire to stay in college and complete a degree	23%	62%	85%
Learning of the material in this course	42%	42%	84%
Development of functional life skills	45%	39%	84%
Application of information and ideas from this course	42%	41%	83%
Interest in this course	40%	43%	83%

**“The most significant thing that I learned this semester is that change won’t come on its own. In order to effect real, positive change, each individual must take it upon themselves to facilitate that change.”**

-Social Work student, Spring 2016

# LEARNING IS AMPLIFIED

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**At the end of the semester, English professor Jonathan Cullick asked his students to reflect on what they had learned in ENG 101: College Writing, a freshman course that included the Mayerson Student Philanthropy Project.**

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## **FOR FRESHMEN HONING THEIR WRITING SKILLS, STUDENT PHILANTHROPY IS A POWERFUL TEACHER**

Yes, student philanthropy instills stewardship. Yes, it directs funding to community needs and causes. Also worthy.

But a priority in every Mayerson class is using the philanthropy pedagogy to amplify learning of the course material. Student surveys and other assessments tell us that is happening year in and year out. Here, in their own words, two ENG 101 freshmen confirm that.

In the first, Alexandria Cooper values an essay she wrote about the student philanthropy part of the class as her best work for ENG101.

She had written about The David School, a mountain school in David, Ky., founded in 1974 and with a reputation for helping high school dropouts get their lives

back on track. She and her fellow students awarded their full mini-grant, \$2,000, to The David School.

In the second reflective essay, Sean Gardner expresses regret that he wrote about a different nonprofit because, as he learned more about The David School, he grew more passionate about its mission and work – and he discovered in ENG 101 that passion motivates him as a writer.

In both essays, the value of student philanthropy as a teaching tool is evident.

### **ALEXANDRIA COOPER**

As I look back on my writing projects from this semester in English 101 and other classes, I remember how each started. I would sit down, open my laptop, and just

jump into it. I would get discouraged, sit for too long, and close my laptop. I would go back and complete some, while others would sit and I would forget to finish them or they would be done in a hurry. I'm not proud of this and this will be the one thing I will not allow myself to do anymore.

Reading over my projects, I keep reading my paper about The David School. The Mayerson Student Philanthropy Project will always stay with me. It was such an impactful event, and I will never be able to forget the moments shared with classmates or meeting teachers and students from The David School.

I read over the paper, seeing the compassion I hold for them and knowing this piece will be one I will hold onto for the rest of my life so I may look back on it and remember it all. I enjoyed writing that project thoroughly because I knew we would be

impacting their lives, even if it was just \$2,000. I will always have this memory to look back on, knowing that we showed their students that kids just barely older than them can help make a difference.

### SEAN GARDNER

I think my weakest piece was actually the persuasive piece where I tried to convince the readers to vote for an agency that I favored. The reason I say that is during the whole process, I changed my mind on who I wanted to support. I decided I wanted to switch to The David School instead, but it was a little too late to change the topic of the paper. This left me halfheartedly trying to persuade people to believe in something that I didn't truly even believe in myself. This made the writing difficult for me because it completely changed my approach from someone who passionately believes in a cause to what felt like a lawyer defending a client he knows is actually guilty.

When I think of all that I have written and accomplished over the semester, I can really see places where I have grown as a writer. I have become more confident with my writing where I can finally not stress out

as much about whether or not my writing is horrible. I can finally see where my strong suits are and how I can use them to aid myself in most of the many topics that I encounter. Most importantly, through the Mayerson Project, I learned that my writing can really make a difference.

This has been a pretty great semester. With both the good times and the bad, I can say that I managed to survive my first college writing class.

## CONFIRMED BY RESEARCH

**NKU faculty have published and presented research on student philanthropy. They have consistently documented benefits, including increased:**

- Awareness of social problems and more interest in the nonprofit sector
- Interest in students' intentions to engage with nonprofits
- Understanding of course material
- Contributions of time, talent, and treasure to nonprofits after graduation



NKU President Geoffrey Mearns (left) spoke to Professor David Raska's marketing students. Dr. Raska (right) incorporated student philanthropy into MKT 333.

## DUAL CREDIT LETS HIGH SCHOOL STUDENTS LEARN BY GIVING, TOO

**STUDENT PHILANTHROPY HAS GAINED TRACTION NATIONALLY AT THE UNIVERSITY LEVEL. BUT NKU AND OUR PARTNERS HAVE ALSO HELPED INTRODUCE THIS APPROACH TO TEACHING AND STEWARDSHIP AT PRIMARY AND SECONDARY SCHOOLS.**



Philanthropist Roger Grein modeled his Magnified Giving Program after NKU's student philanthropy project.

Some years back, business owner and philanthropist Roger Grein, a longstanding supporter of Northern Kentucky University, heard about the Mayerson Student Philanthropy Project. Motivated to replicate it, he built a P-12 version of the program called Magnified Giving. In the 2015-2016 school year, Magnified Giving's 63 partner schools awarded \$102,858.

Just as Roger Grein was inspired by NKU to start his own version of student

philanthropy, NKU was inspired by Roger Grein to look for opportunities to connect to primary and secondary schools. This past year, we partnered with DreamFest, a program at NKU for gifted and talented elementary and middle school students, to add a philanthropy experience. And two years ago, we partnered with a local grade school whose students made joint awards with a teacher education class in NKU's College of Education and Human Services.

Our most frequent connection to P-12 education has been through NKU's dual credit courses, which are taught at area high schools by NKU faculty. Students taking the classes receive both high school and college credit. It's called the School-Based Scholars Program.

"This is a great opportunity for high

school juniors and seniors to get a head start on college while, in most cases, staying in the comfort of their own high school," said Jeff Fox, a former coordinator of the program. He now teaches communication in NKU's College of Informatics, and includes student philanthropy in his regular college courses.

This academic year, Professor Megan Downing incorporated student philanthropy in her dual credit course, which she taught at Campbell County High School. The class, LDR 160: Leadership Around the World, awarded \$1,000 to Doctors Without Borders, the international nonprofit that provides medical care in places devastated by war, natural disasters, or poverty. Here are her reflections on the class:

**The students who qualify for the School-Based Scholars Program enter with excitement and high expectations. As an instructor, I not only want the course to benefit students in the traditional sense, but to also retain that excitement about higher education. The Mayerson Student Philanthropy Project**



Megan Downing's LDR 160 class at Campbell County High School.

**makes that possible. It incorporates rich, experiential learning that ignites and maintains student excitement. Students become thoroughly engaged as they accomplish tangible, worthwhile outcomes and make real-world connections to course content.**

**In Leadership Around the World, the learning objectives focus on worldwide trends in organizational leadership, how leadership concepts apply to our increasingly global world, and on the need to develop and include diverse perspectives and viewpoints in leadership practices. These objectives are achieved as student teams research every possible aspect of selected global nonprofits in preparation for**

**delivering informative, persuasive presentations to their classmates.**

**Students examine the complexity of each organization considered, the country or countries the organization serves, its mission and goals, and the outcomes and impact of its work. They seek evidence of cultural influences on organizational leadership and humanitarian efforts. They investigate how the organization is run, how oversight is conducted, and how well fiscal transparency is achieved. Student teams present their research to inform and persuade their classmates to consider their organization to receive the Mayerson award.**

**The excitement my students had on day one**

**of LDR 160 was still there as the semester ended, as you can tell from their reflections:**

- **Allison Wendling described the project as her favorite part of the course, noting that she now recognizes nonprofits as complex organizations in global environments.**
- **Hollie Turner reflected, "Not only did I learn about leadership, but I became more globally knowledgeable."**
- **Kaitlin Donoghue said the course and the project "changed my ways of thinking about other cultures. I am more open to seeing both sides of a situation and how there are different aspects of leadership and what will be the most beneficial for each specific country."**

## CONNECTING WITH HIGH SCHOOLS

### SPRING 2012

#### **SWK: Intro to Social Work**

Taught by Professor Willie Elliott at Dixie Heights High School, this class awarded \$1,000 to the Brighton Center in Newport and an equal amount to the Women's Crisis Center of Northern Kentucky.

### SPRING 2014

#### **SWK: Intro to Social Work**

Taught by Professor Willie Elliott at Newport High School, this class awarded \$1,000 to Benchmark Human Services in Cincinnati, which serves children and adults with disabilities.

### FALL 2015

#### **LDR 160: Leadership Around the World**

Taught by Professor Megan Downing, this class awarded \$1,000 to Doctors Without Borders, the international medical agency. The class was taught at Campbell County High School.

### FALL 2016

#### **LDR 160: Leadership Around the World**

Two sections to be taught by Professor Rick Brockmeier, awarding at least \$1,000 to nonprofits in December 2016. The classes will be at Ryle High School in Boone County and Simon Kenton High School in Kenton County.



Here are just a few of the ways NKU students have given back to their community through the Mayerson Student Philanthropy Project.



2012-13



2004-05



2015-16



2004-05



2009-10



2013-14



2011-12



# STUDENTS FIND WORTHY CAUSES ACROSS A SPECTRUM OF NONPROFITS

A wide array of needs and causes have been funded over the 16 years that Northern Kentucky University has operated the Mayerson Student Philanthropy Project. Students have invested in early childhood education, emergency shelters for battered women, art education for inner-city children, disability services, pet shelters, cancer prevention, dance studios, museums, recreational clubs, and AIDS awareness.

In all, 331 agencies have received funds. The number is even larger when you consider that some agencies are an umbrella for specific programs that our students have selected. The Brighton Center in Newport, for example, has received funding a dozen times over the years, usually for a specific program. Students have funded the center's child development center, its community garden, and its youth leadership program, to name a few examples.

Here is a list of the agencies funding from the Fall 2000 semester through the Spring 2016 semester. The list includes agencies funded directly by our students as well as indirectly by funding partners advised by our students.

Action Ministries  
A.D .Owens Elementary School, Newport  
Advance Network  
Afghan Institute of Learning  
Aids Volunteers of Cincinnati (AVOC)  
Alliance for Leadership & Interconnection  
Ambassador Program  
American Cancer Society  
American Heart Association, Cincinnati Division  
American Red Cross, Greater Cincinnati  
Animal Rights Community  
Anthony Munoz Foundation  
The Artery, Inc.  
Arthritis Foundation  
Arts and Humanities Resource Center for Older Adults  
Artworks  
Athletes-on-line.com  
Augusta Art Guild

Baker Hunt Art & Cultural Center  
Ballet Theatre Midwest  
Be Concerned  
Beech Acres Parenting Center  
Behringer-Crawford Museum  
Benchmark Human Services  
Bethany House  
Betts House Research Center  
BDPA Education & Technology Foundation  
Bi-Okoto Drum & Dance Theatre  
Big Brothers/Big Sisters Association of Cincinnati

Big Stef, Inc.  
Birthright of Cincinnati  
Boone County School District  
Boys and Girls Club of Greater Cincinnati  
Boys Hope, Girls Hope  
BRAC  
Bridges for a Just Community  
Brighton Center  
Buseesa Community Development Centre of Uganda/  
Sisters of Notre Dame

Campbell County Family Literacy  
Campbell County 4-H Saddle Club  
Campbell County Senior Center  
Campbell Lodge Boys Home  
Cancer Family Care  
Caracole, Inc.  
Care Net Pregnancy Services of NKY  
Carnegie Visual & Performing Arts Center  
CASA of Kenton and Campbell County  
Catholic Social Services  
Center for Chemical Addictions Treatment  
Center for Great Neighborhoods of Covington  
Center for Peace Education  
Centro De Amistad  
Charlie Three Quarter House  
Check Your Genes  
Chicks & 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 Theatre of Cincinnati: STAR Program  
 Children's Theatre of Mason  
 Christian Waldschmidt Homestead & Civil War Museum  
 Cincinnati Art Museum  
 Cincinnati Association for the Blind  
 Cincinnati Black Theater Company  
 Cincinnati Center for Autism  
 Cincinnati Chamber Music Society  
 Cincinnati Community ToolBank  
 Cincinnati Early Childhood Learning Centers  
 Cincinnati Men's Chorus  
 Cincinnati Museum Center  
 Cincinnati Nature Center  
 Cincinnati Observatory  
 Cincinnati Opera  
 Cincinnati State Community & Technical College  
 Cincinnati Works  
 Cincinnati Youth Collaborative  
 Cincinnati Zoo & Botanical Garden  
 Cinderella's Closet  
 Citizens Foundation USA  
 Citizens Policy Center  
 City Link Center  
 CityCURE  
 Clermont County Humane Society  
 Cline Elementary School, Campbell County  
 Coalition for a Human Economy  
 Community Christian Academy  
 Community Foundation of Westchester/Liberty  
 Township  
 Community Land Co-Op  
 Community Shares  
 Comprehensive Community Child Care  
 Connections Counseling & Mental Health  
 Council on Child Abuse of Southern Ohio  
 Covington Independent Schools  
 Covington Partners  
 Crayons to Computers  
 Creating Hope International  
 Crittenden-Mt. Zion Family Resource Center  
 Crossroads Elementary School, Campbell County  
  
 The David School  
 Delhi Historical Society  
 Deworm the World  
 Dinsmore Homestead  
 Diocesan Catholic Children's Home  
 Disabilities Coalition of Northern Kentucky  
  
 Doctors Without Borders  
 Downtown Cincinnati, Inc.  
 Dragon Fly  
 Dress for Success  
 Drop Inn Center  
 Duveneck Arts & Cultural Center  
  
 Emergency Shelter of Northern Kentucky  
 Ensemble Theatre of Cincinnati  
 Eve Center  
  
 Faces without Places  
 Fairhaven Rescue Mission  
 Faith Community Pharmacy  
 Family Nurturing Center  
 Family Promise of Northern Kentucky  
 Family Service of Northern Kentucky  
 Fast Pitch  
 Fernald Residents for Environmental Safety & Health  
 Fernside Center for Grieving Children  
 First Step Home, Inc.  
 Florence Police Department  
 For AIDS Children Everywhere (FACE)  
 Fort Thomas Military and Community Museum  
 Fourth Street Elementary School, Newport  
 Franciscan Daughters of Mary  
 Freestore Foodbank  
 Friars Club  
 Friends of Harriet Beecher Stowe  
 Friends of Sunrock Farms  
  
 Gay & Lesbian Community Center of Cincinnati  
 Gay, Lesbian, Straight Education Network  
 German Heritage Museum  
 Girl Scouts Council of Licking Valley  
 Girl Scouts of Western Ohio  
 Girl Scouts Wilderness Road Council  
 girls!CAN  
 Give Back Cincinnati  
 GLAD House  
 Glenn O. Swing Elementary, Covington  
 God's Special Little Hearts  
 Good Shepherd Orphanage  
 Governor's Scholars Foundation  
 Grace Church of the Valley  
 Grant County High School  
 Grant Janszen Wish Foundation  
 Grateful Life Center /Transitions  
 Greater Cincinnati Coalition for the Homeless  
 Greater Cincinnati Police Historical Society Museum  
  
 Habitat for Humanity  
 Hannah's Treasure Chest

Head Start of Boone County  
Health Resource Center of Cincinnati  
Healthy Moms and 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  
Holly Hill Children's Services  
Holmes High School Youth Service Center  
Holy Cross High School  
Hospice of Northern Kentucky  
Housing Authority of Covington Youth Tutoring/  
Mentoring Program  
Housing Opportunities Made Equal  
Humbledove

IKRON Corporation  
Imago Earth Center  
Indian Summer Camp  
Inner City Tennis Project  
InkTank  
Intercommunity Justice and Peace Center  
Interfaith Hospitality Network of Greater Cincinnati  
International Family Resource Center  
International Visitor's Council of Greater Cincinnati  
iSpace

James A. Ramage Civil War Museum  
James E. Biggs Early Childhood Center  
Jobs for Cincinnati Graduates  
Joseph House

KASSIE Project  
Keep Covington Beautiful  
Kelly-Carol Foundation for Children with Cancer  
Kenton County Public Library  
Kentucky Association for Environmental Education  
Kentucky Tails  
Kentucky Waterways Alliance  
Kicks for Kids  
Kids Count  
Kiksuya  
Kincaid Regional Theatre Company  
Know Theatre Tribe

LeBlond Boys and Girls Clubs of Greater Cincinnati  
Licking River Watershed Watch  
Lifeline Ministries  
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  
Make A Wish  
Mary Magdalene House  
Master Provisions  
Mathis Foundation for Children  
Matthew 25: Ministries  
Melodic Connections  
Mental Health Association (PIER)  
Mentoring Plus  
Mercy Hospital  
Mill Creek Restoration Project  
Middletown Community Foundation  
The Mockbee, Inc.  
Morgan County Starting Points  
Mount St. Joseph University  
Music Resource Center  
My Nose Turns Red Theatre Company

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

O'Bryonville Animal Rescue  
Off the Streets  
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, and Friends of Lesbians and Gays,  
Greater Cincinnati Chapter  
Paul's Healthcare Mission  
Peaslee Neighborhood Center  
People Working Cooperatively  
Pink Ribbon Girls  
Planned Parenthood Southwest Ohio Region  
The Point  
Pones Inc.  
Power Inspires Progress  
Pregnancy Center of Northern Kentucky  
Pregnancy Center West  
Project Connect  
Project Restore  
Pro Kids  
Pro Seniors  
Prospect House  
Public Library of Cincinnati and Hamilton County

Redwood Rehabilitation Center  
Reset Ministries  
Ronald McDonald House  
Rosie's Girls  
Roundabout Opera for Kids Cincinnati (RokCincy)

Santa Maria Community Services  
Senior Services of Northern Kentucky  
Services United for Mothers and Adolescents (SUMA)  
Shepherd's Crook  
Shoulder to Shoulder  
Sixth District Elementary School, Covington  
Smart Growth Coalition for Greater Cincinnati and  
Northern Kentucky  
Society of St. Vincent de Paul, Cincinnati District  
Council  
SOIL  
SOTENI International  
SparkPeople Service  
Special Spaces Cincinnati  
Sportsman's Network  
Springer School  
St. Luke Center for Breast Health  
St. Rita Comprehensive Communication Resources  
St. Vincent de Paul  
Starfire Council of Greater Cincinnati  
Steinford Toy Foundation  
Stray Animal Adoption Program  
Stepping Stones  
Stop AIDS  
Su Casa  
Sunset Players

Talbert House  
Teach for America  
Teen Challenge Cincinnati  
Teen Response  
Tender Mercies  
Thank You Foundation  
Three Square Music Foundation  
Tri-City Family Resource Center

University of Cincinnati Foundation  
Urban Appalachian Council  
Urban Young Life

Visionaries and Voices  
Vivian's Victory  
WAMATA  
Washington United Church of Christ  
Waterstep  
Welcome House  
West End Emergency Center  
Winton Place Youth Committee  
The Women's Connection  
Women's Crisis Center  
Women Helping Women  
Women's Theatre Initiative  
Women Writing for a Change Foundation  
Worldwide Responsible Accredited Production (WRAP)  
Wyoming Fine Arts Center

Yellow Ribbon Support Center  
YMCA  
Youth Opportunities United  
YWCA

# SPREADING THE WORD

There are at least 40 colleges and universities with experiential philanthropy classes around the country, many of them derivative of NKU's program. More are being added each year.

## NKU IS AN ACTIVE ADVOCATE FOR STUDENT PHILANTHROPY

When Northern Kentucky University and the Manuel D. and Rhoda Mayerson Foundation jointly conceived of a student philanthropy initiative, the two partners also imagined a classroom approach that could be modeled nationally. The Mayerson Student Philanthropy Project has become that model. We look at the effort as ongoing, not *fait accompli*.

The two key components of the effort involve:

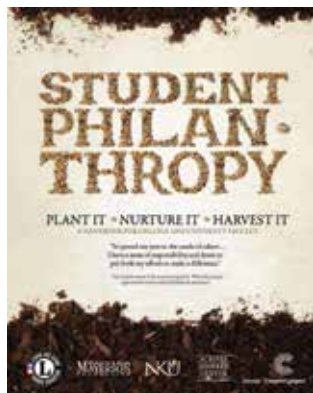
### Our faculty handbook:

In 2010, NKU published the 65-page manual, *Student Philanthropy: Plant It, Nurture It, Harvest It*. Designed as a guide for college and university faculty interested in adding philanthropy to the classroom, it includes sample syllabi, a suggested timeline, and examples of evaluation tables for selecting nonprofits to fund.

The manual has been widely requested, with at least one college or

university in nearly every state (and four foreign countries) asking for a copy. A first printing of 600 copies was quickly exhausted and a second printing followed. On its web page, the National Campus Compact lists the manual as its primary student philanthropy resource. That listing has kept requests coming to NKU.

**Research:** Our faculty continue to be active researchers, collecting and analyzing data from the student philanthropy experience. They publish their findings in national academic



### A NATIONAL MODEL

In 2010, NKU published a faculty handbook, explaining the student philanthropy model. To request a copy of the handbook, send an email to [engage@nku.edu](mailto:engage@nku.edu).

journals and present at national conferences. Several articles are in the pipeline this year and some new research has been launched. For example, Julie Olberding, a professor who directs NKU's Master of Public Administration program, is examining the impacts of experiential philanthropy on student learning outcomes.

In her Spring 2016 course: PAD 621: Resource Acquisition and Management, Dr. Olberding developed a survey with questions based on learning outcomes for the course and core competencies for the MPA program. The course teaches theories and concepts related to fundraising, including how grants are reviewed and how funding decisions are made.

Preliminary findings suggest benefits both to learning outcomes and the MPA program competencies:

- 95 percent of the students indicated that the Mayerson project had a positive effect on their comprehension of fundraising concepts.
- 100 percent indicated that the Mayerson project had a positive effect on their learning of how to review grant applications and make funding decisions.
- 95 percent indicated that the Mayerson project had a positive effect both on their critical thinking and on their program evaluation skills. Those are both MPA program competencies.

#### **Weber State's classes**

Spreading the word about student philanthropy has fostered new classes and programs around the country. Two years ago, for example, Michael Vaughn, an economics professor at Weber State University in Ogden Utah, attended an American Association of State Colleges and Universities' conference

at which an NKU team presented on student philanthropy. Impressed, Dr. Vaughn took the idea back to Ogden. Reporting at the 2016 conference, Dr. Vaughn joked to his audience of educators he "stole the idea for Northern Kentucky University." At NKU, we welcome such thefts – replication of the idea being one of our program goals.

Weber State had three classes this past year, each funded at the \$2,000 level, as is typical at NKU. Vaughn, who is Weber State's former provost, now directs its Center for the Study of Poverty and Inequality and has long championed civic engagement. The student philanthropy classes, he said, taught the students to assure impactful giving. Here is an excerpt from a Weber State press release on the classes:

**As part of the assignment, students had to formulate assessment criteria, which included taking a close look at data from various charities. They discovered quickly that large charities make tremendous contributions but use a greater percentage of donations to cover administrative costs. Smaller charities don't track their spending as carefully but**

**demonstrate incredible service.**

**Vaughn advised students to consider both depth and breadth: Does the charity provide limited services to a great number of clients, or does it offer extensive services to fewer people? He also challenged teams to investigate sustainability, specifically whether the organization could leverage \$2,000 to attract additional funding or not.**

**"By engaging in this project, students will learn and reflect about their own leadership ability," Vaughn said. "They are going to interact with others, make assessments, form and share opinions. They will have to listen to others and eventually reach a consensus."**

**One of 12 students in the course, Megan Casper said when she read the syllabus initially, she thought the exercise would be theoretical. When she learned her team had the responsibility and obligation to actually give \$2,000 where it would do most good, the assignment became much more difficult. The more they had to winnow their choices,**

the more the decision weighed on her.

**"I found out, just by asking around, how many people these charities help," Casper said. "There were a couple of people I know who had gone to a charity for emergency help with food. One of the families in my child's daycare lived in a homeless shelter for a time. That touched me. You don't think it's the people right around you who need help."**

**On her own, Casper has donated food, clothes and toys. She's talking to neighbors and Zumba classmates who also want to help after hearing what Casper's discovered doing MBA research.**

**"I think what stood out for me was the question, 'Do I do enough?' I found myself filling out a questionnaire to volunteer with one of the charities because I thought, 'I could do more. Now, I am more aware of the need around me in the community.'"**

## AN EXAMPLE CLOSE TO HOME

**Mount St. Joseph University is launching student philanthropy in the coming academic year. The pedagogy will be incorporated first into a freshman seminar class and a senior capstone classes in the fall semester, and then into as many as three classes in the spring semester.**

Leading the launch is Keith Lanser, the Mount's coordinator for service learning. Lanser also is an NKU alum who experienced student philanthropy firsthand as an undergraduate in the Honors Program and then as a graduate student in the Nonprofit Management Certificate Program.

"I was inspired to do this for a couple of reasons," Lanser explained.

"First, I participated in a few student philanthropy courses as a student at NKU, and I took a lot away from them. So this is a very personal reason. It gave me valuable experience networking with community partners, experience doing research on nonprofit organizations, and experience investing in nonprofit organizations.

"Second, I think when we think about civic engagement work, we primarily think of service learning. As a higher education professional responsible for service learning and civic engagement at a small private university, I think it is very important to develop the whole person civically. In other words, it isn't enough to just train students to learn how to use their time and talents for the common good. We also need to encourage our students to develop other civic skills, like voting or investing in a local nonprofit."

Located in Cincinnati, Mount St. Joseph University was founded in 1920 by the Catholic Sisters of Charity. Its enrollment is 2,300 students.



Keith Lanser, coordinator for service learning, Mount St. Joseph University, took student philanthropy classes while at NKU.



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