

**2017 ANNUAL REPORT**

# **The Mayerson Student Philanthropy Project**

CHANGING LIVES.  
CHANGING COMMUNITIES.

**SCRIPPS HOWARD CENTER  
FOR CIVIC ENGAGEMENT**

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



# Q: What did you learn?

**A: As a group of college students, we were able to make a difference. One does not need to be rich or famous to donate time, money and energy for people in need.\***

This annual report provides information about the Mayerson Student Philanthropy Project at Northern Kentucky University for the academic year that included the Fall 2016 and Spring 2017 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. Jessica Averitt Taylor, a professor in the Department of Counseling, Social Work and Leadership, served as the MSPP faculty coordinator for 2016-2017. Scripps Howard Center Assistant Director Collette Thompson, secretary Felicia Share and service learning intern Alexandria Barber also were part of our team. Kajsa Larson, MSPP's faculty coordinator for 2017-2018, assisted with this report.

This report was designed and produced by NKU's Office of Marketing and Communications. You can request additional copies via an email to [engage@nku](mailto:engage@nku). Questions are welcome by email or by calling the Scripps Howard Center for Civic Engagement at (859) 572-1448.

## PHOTO CREDITS

NKU photojournalism student Fabio Souza, page 6.

Other photos were provided by NKU, nonprofit agencies and our funders.

\* A student response to our end-of-the-semester survey. See more responses on page 15.

# TABLE OF CONTENTS

## SECTION ONE

### **A WAY TO TEACH .....Pages 3-12**

The Mayerson Student Philanthropy Project is first and foremost a teaching strategy. This section looks at how NKU incorporates “learn by giving” into our college courses across disciplines.

## SECTION TWO

### **A CHANGE AGENT ..... Page 13-24**

Our classes change lives and change communities. This section looks at student philanthropy’s impact on our students. It includes a review of our assessment data, examining both stewardship and academic impacts.

## SECTION THREE

### **A JOINT EFFORT .....Pages 25-44**

The student philanthropy program is a collaboration with partners on campus and off who make these special classes possible. Meet some of our partners: nonprofits, funders, high schools – even other universities.

## INDEX TO KEY INFORMATION

List of classes and their investments .....	Pages 6-7
By the numbers .....	Pages 9, 12
Assessment summary.....	Pages 16-17
A word from the nonprofits .....	Pages 30-33
Nonprofits funded .....	Pages 40-44



---

**Student  
philanthropy and  
NKU have grown  
up together**

---

# A LETTER FROM THE PRESIDENT

---

## **Dear Friends of Community Engagement,**

In 2018, Northern Kentucky University will celebrate its 50th birthday. Our nation's oldest universities were founded in the 1600s, so we are still young by comparison. But NKU has matured into a university with high standards and high achievement.

Our graduates leave our campus well educated in their chosen fields with a strong commitment to community stewardship, a value at NKU since our inception. Our Mayerson Student Philanthropy Project is an important part of the reason for this success.

Launched with four classes in fall 2000, the program included 25 classes last year. This is a program that always impresses when you look at its numbers. More than 4,100 students have taken a student philanthropy class at NKU over the past 17 years. They've invested or co-invested \$1.5 million in 348 nonprofits.

The numbers are only part of the story. As one professor told us, his students begin each semester doing well enough. Then, once the Mayerson portion of the class begins, they perk up. They are more engaged and more excited. Their grades improve, as does their learning.

What also happens is that students are awakened to the many needs in our community – and to the importance of everyone chipping in to address those needs. A passion for service is born.

Now you have a sense of why we and our donors have invested in these classes. They change lives. They change communities. Those are outcomes any university, young or old, would be proud to achieve.

Sincerely,

Gerard St. Amand  
Interim President



# STUDENT PHILANTHROPY IS

## ...A WAY TO TEACH

The Mayerson Student Philanthropy Project is not an after-school activity or a class “add on.” It is integral to the classes that incorporate it. In the 2016-2017 academic year, NKU included student philanthropy in 25 classes, reaching 544 students and investing \$46,900 in 31 nonprofits.

# STUDENT PHILANTHROPY CONTRIBUTES TO HIGHER ED'S PUBLIC PURPOSE



*Spanish Professor Kajsia Larson (shown above at the Brighton Center in Newport) has published research confirming the academic benefits of student philanthropy. Dr. Larson is the 2017-2018 faculty coordinator for NKU's Mayerson Student Philanthropy Project classes.*

**What we've tried to design, implement and perfect at NKU is a national model that uses student philanthropy to serve higher ed's clear public purpose to send forth graduates who are well-prepared for their careers but also well-prepared for the equally important role of strengthening their communities.**

Most of us have heard the assertion that the purpose of a college education is to prepare students for a job. And we've heard the counterpoint that, while career prep is important, it is not the sole purpose of higher education.

The Association of American Colleges & Universities has been making the case for the

counterpoint forcefully, leading a movement to view higher ed as a multi-faceted public good. College prepares students for the workplace but also for citizenship. The two outcomes are complimentary and aligned. College is not about one or the other. It's about both.

Listen to Bethany Zecher Sutton, a senior member of the AAC&U team: "The good news is that the skills – what many in the academy refer to as learning outcomes – valued by employers and critical for employment are the same as those needed for civic engagement. Critical thinking, problem solving, working in diverse teams, ethical reasoning, communicating – these make both good employees and good citizens."

This kind of thinking has informed Northern Kentucky University's approach to student philanthropy since the Fall 2000 semester, when the Manuel D. & Rhoda Mayerson Foundation first provided funding and NKU's Mayerson Student Philanthropy Project was born.

We hoped that by adding the philanthropy component to courses we could educate students to be citizens and stewards. Seventeen years and 4,100 students later, we're happy to report that what we hoped to see happen is being realized.



*Adding student philanthropy to college courses enhances academic outcomes, including students' intention to remain in school and graduate.*

Each year, we survey our students. We also survey the nonprofits that received grants from our classes. Consistently from both, we learn that students' eyes are opened to community needs. Their commitment to addressing those needs are heightened. Their sense that they can make a difference is enhanced.

What our surveys and other research also tell us is that adding student philanthropy to a college course has a clear academic benefit. Students learn their course material

more thoroughly – a benefit that holds up across disciplines. Also strengthened are 21st Century job skills that the AAC&U and others have identified as the expected outcomes from engaged learning.

So, yes, these classes are part of higher ed's commitment to prepare graduates for gainful, fulfilling careers. But they also are part of higher ed's commitment to prepare students to be citizens who believe they have an obligation and the ability to improve their communities.

**"Hundreds of campuses are making far-reaching educational changes to help all their students – whatever their chosen field of study – acquire the broad knowledge, higher order capacities and real world experience they need to thrive both in the economy and in a globally engaged democracy."**

– the Association of American Colleges & Universities

# OUR 2016-2017 ACADEMIC YEAR PORTFOLIO

25 CLASSES // 544 STUDENTS // \$46,900 INVESTED



Honors Program Professor Ali Godel, top right, and her class gathered at the Spring 2017 student philanthropy celebration, where they awarded \$2,000 to two nonprofits.

2016 FALL SEMESTER

9

CLASSES

7

ACADEMIC DISCIPLINES

171

STUDENTS

\$15,300

INVESTED IN NONPROFITS

## ENG 101: College Writing

- Taught by Jonathan Cullick
  - Supported by Citi
- ArtWorks .....\$1,000  
 Redwood.....\$1,000

## CMST 340: Strategies of Persuasion

- Taught by Jeff Fox
  - Supported by student fundraising matched by Manuel D. & Rhoda Mayerson Foundation
- Madonna House.....\$1,000  
 Action Ministries .....\$1,000

## TAR 160: Stagecraft

- Taught by Ronnie Chamberlain
  - Supported by the Mayerson Foundation, supplemented by student effort
- Ronald McDonald House ... \$2,300<sup>[1]</sup>

## TAR 366: Costume Design

- Taught by Ronnie Chamberlain
  - Supported by the Mayerson Foundation, supplemented by student effort
- Dress for Success Cincinnati .....\$2,000

## LIN 300: Information in Society

- Taught by Mary Chesnut
  - Supported by ArtsWave
- Cloverbrook Center for the Blind .....\$1,000  
 Children's Home of Northern Kentucky .....\$1,000

## SPI 304: Spanish Composition and Conversation

- Taught by Kajsa Larson
  - Supported by ArtsWave
- Princesses Ballet .....\$1,000  
 Boone County High School Music Program .....\$1,000

## HSR 105: Helping Skills & Techniques for Human Services Professionals

- Taught by Neil Duchac
  - Supported by Skyward
- People in Need Ministries.....\$2,000

## LDR 106: Leadership Around the World (two sections)<sup>[2]</sup>

- Taught by Frederick Brockemeier
  - Supported by the Mayerson Foundation
- 20/20/20 .....\$1,000  
 (\$500 from each class)

## 2017 SPRING SEMESTER

**16**  
CLASSES

**373**  
STUDENTS

**11**  
ACADEMIC  
DISCIPLINES

**\$31,600**  
INVESTED IN  
NONPROFITS

### CMST 340: Strategies of Persuasion

- Taught by Jeff Fox
  - Supported by the STRAWS Foundation, Skyward and student fundraising
- Music Resource Center ..... \$4,000  
Master Provisions ..... \$1,000

### ENG 101: College Writing

- Taught by Jonathan Cullick
  - Supported by the Scripps Howard Foundation
- Henry Hosea House ..... \$2,000

### ANT 307: Museum Methods

- Taught by Judy Voelker
  - Supported by ArtsWave and anonymous donors
- Kincaid Regional Theater ..... \$1,500  
Children's Home of NKY ..... \$1,500

### EDU 312: Social Studies in the Early Grades

- Taught by Kimberly Clayton-Code
  - Supported by ArtsWave
- Kincaid Regional Theater ..... \$1,000  
STEAM Lab Art Project (Boone County Schools) ..... \$1,000

### PAD 621: Resource Acquisition & Management

- Taught by Rina Saperstein
  - Supported by ArtsWave
- Mindful Music Moments ..... \$2,000

### ENG 340: Business Writing

- Taught by Kelly McBride
  - Supported by Citi
- Henry Hosea House ..... \$1,000  
Redwood ..... \$1,000

### HNR 394: Citizen Leadership

- Taught by Ali Godel
  - Supported by Citi
- American Red Cross ..... \$1,000  
Cincinnati Exchange Project ..... \$1,000

### NRS 310: Community & Public Health Nursing

- Taught by Adele DiMinno
  - Supported by Citi
- Hope House Mission ..... \$2,000

### HSR 400: Integration of Special Populations

- Taught by Neil Duchac
  - Supported by Citi
- Grub on the Go ..... \$2,000

### SWK 640: Social Work Research (two sections)

- Taught by Suk-hee Kim
  - Supported by Citi
- Family Promise of NKY ..... \$500  
City Heights Health Clinic ..... \$500  
Golden Tower Senior Apartments ..... \$500  
Moore Activity Center ..... \$500

### HIS 607: Exhibits in Museums & Historic Sites

- Taught by Brian Hackett
  - Supported by the Mayerson Foundation, the Scripps Howard Foundation and student fundraising
- Behringer-Crawford Museum ..... \$3,300

### LDR 160: Leadership Around the World<sup>[3]</sup>

- Taught by Megan Downing
  - Supported by Mayerson Foundation
- Master Provisions ..... \$2,000

### LDR 160: Leadership Around the World (two sections)<sup>[4]</sup>

- Taught by Frederick Brockmeier
  - Supported by the Scripps Howard Foundation
- The International AIDS Society ..... \$1,000  
Future Doctors for South Sudan ..... \$1,000

### DreamFest Class<sup>[5]</sup>

- Taught by Collette Thompson
  - Supported by various donors
- SPCA/Cincinnati ..... \$100  
Go Pantry ..... \$100  
HOPE Grant County ..... \$100

<sup>[1]</sup> Retail value of pillowcases made by the students and donated.

<sup>[2]</sup> These were college credit courses for juniors and seniors at Ryle High School and Simon Kenton High School.

<sup>[3]</sup> These were college credit courses for juniors and seniors at Pendleton County High School.

<sup>[4]</sup> These were college credit courses for juniors and seniors at Dixie Heights High School in Kenton County and Randall K. Cooper High School in Boone County.

<sup>[5]</sup> DreamFest brings some 800 gifted and talented students (grades 4-8) to NKU's campus over spring break for enrichment classes; 47 students participated in a class that included a student philanthropy component.

# WHAT IS STUDENT PHILANTHROPY?

## IT'S CLASSROOM-BASED ... AND THERE'S MORE THAN ONE MODEL

Julie Olberding, a public administration professor at Northern Kentucky University who has published extensively on student philanthropy, defines student philanthropy as “an experiential learning approach that provides students with the opportunity to study social problems and nonprofit organizations and then make decisions about investing funds in them.”

Typically, a class starts with \$2,000, provided by a community donor. The task for the students is to decide where to invest the money in a way that will provide a community benefit. For the professor teaching the class, the task is to align the student philanthropy component with the learning outcomes of the class because, as Dr. Olberding also points out, student philanthropy is “a teaching strategy designed to engage students actively in the curriculum.”

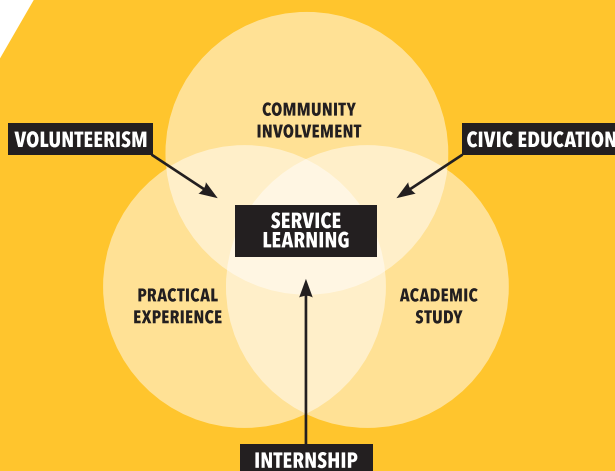
We teach student philanthropy with service learning pedagogy, a well-established category of academic community engagement that creates classroom/community partnerships to benefit both. The nonprofits receive a direct benefit (a grant). They, in turn, provide a benefit to our students, teaching them about community needs and how to address them.

The key thing to remember about service learning is that, while the service is important, students don't pass or fail based on their service. They are graded on their learning. What they learn varies by class. A communication professor teaching persuasion evaluates students on how well they learn the principles of persuasion. A theater professor teaching costume design evaluates students on how well they learn to conceive and execute costumes for stage. An English professor teaching writing evaluates students on how well they improve their composition.

## SERVICE LEARNING IS SERVICE + LEARNING

We use service learning pedagogy in our Mayerson Student Philanthropy Project classes. Service learning combines three valuable components: community involvement, practical experience and academic study. Other engagement experiences touch one or two of these. Service learning connects with all three.

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



# FOUR MODELS OF STUDENT PHILANTHROPY

## 1. DIRECT

Our most basic model provides a class with \$2,000. Students identify a need or issue as their focus, investigate nonprofits addressing that need or issue and then decide as a class where to invest.

## 2. STRINGS ATTACHED

This is similar to the direct model, with one key difference: Donors tell the class what area of need or issue to consider. Students learn that, in the world of philanthropy, donors often are trying to have an impact in some niche or area. ArtsWave, for example, asks our students to invest in community arts programs.

## 3. MATCHING

The difference here is that students start with zero dollars, but a donor matches what students raise. More and more, students are using online crowdsourcing as a tool for this model. They've also sold t-shirts, held a silent auction, hosted a gaming night and written solicitation letters to friends and family.

## 4. INDIRECT

Students in these classes act in an advisory role to a foundation or a corporation. The partner provides the class with applications it receives from nonprofits. Students review those. They make calls, go on site visits and pour over finance statements. In the end, they recommend which applications to fund. While our students don't award money directly for this model, they get invaluable experience by working with an established, grant-making community partner. This model is often used in graduate courses.

## AFTER 17 YEARS, THE NUMBERS ADD UP

NKU launched the Mayerson Student Philanthropy Project in 2000 and has incorporated the "learn by giving" approach in classes every year since.

	SINCE INCEPTION	THIS YEAR
AGENCIES FUNDED	348	31
CLASSES	240	25
STUDENTS	4,144	544
ACADEMIC DISCIPLINES	41	14
DIRECT GRANTS	\$736,451	\$45,900
INDIRECT GRANTS	\$845,360	NA <sup>[1]</sup>
COMBINED GRANTS	\$1,581,811	\$45,900

An indirect class was not offered in 2016-2017 but is planned for 2017-2018.



# OUR STORY



*Dr. James C. Votruba, president from 1997 to 2012, led the launch of a student philanthropy program at our university.*

Every successful program has a creation story. Ours begins with a conversation.

James Votruba arrived as Northern Kentucky University's new president in 1997 from Michigan State University, where he'd established a reputation as a leader in community engagement. Neal Mayerson oversaw his family's company, which develops commercial property in Greater Cincinnati and also is known for its generosity to the community.

Early in Votruba's tenure, Mayerson paid a courtesy visit. In the course of their discussion, Votruba mentioned a program in Michigan that involved foundation support to high school students who then made community investments.

"I indicated to Neal that I liked this concept and would like try it at the

college level," Votruba recalled.

The idea of incorporating philanthropy into the college classroom appealed to Mayerson. It aligned with his family's commitment to encouraging stewardship. His father, the late Manuel Mayerson, told his children, "Giving is a habit that some people are privileged to be taught."

With funding from the Manuel D. and Rhoda Mayerson Foundation, NKU developed and launched the Mayerson Student Philanthropy Project in the Fall 2000 semester.

Votruba retired in 2012. The Mayerson Foundation remains an ardent supporter of NKU's student philanthropy classes and the vision of developing the next generation of philanthropists.



## CLEAR AND PRESENT PURPOSE

NKU first earned the prestigious community engagement classification from the Carnegie Foundation for the Advancement of Teaching in 2006 and earned renewal of the classification in 2015. The designation is reserved for universities most committed to community engagement.

When Carnegie describes the purpose of community engagement, it does so in a way that reads as if it were written to describe the benefits of student philanthropy:

"The purpose of community engagement is the partnership of college and university knowledge and resources with those of the public and private sectors to enrich scholarship, research and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good."



# LEARNING BY GIVING

## BUSINESS WRITING PROFESSOR, STUDENTS AGREE: PHILANTHROPY MADE THEIR LESSONS MORE REAL

**KELLY MCBRIDE,  
NKU ADJUNCT PROFESSOR**

Kelly McBride, a local journalist, taught ENG 340: Business Writing as an adjunct professor and included student philanthropy as a class component. It wasn't her first exposure to the power of learning by giving.

"I participated in the Mayerson Student Philanthropy Project as a graduate student at NKU through a grant writing class. The experience impacted me so profoundly that when I was offered an opportunity to teach the class through a business writing curriculum, I grabbed it. As a professional writer and instructor of business correspondence, I knew that this project was an opportunity for students to put academics into action.

"Students learned the importance of presenting themselves in a professional manner through their writing and through the business relationships they established with the nonprofits with which they worked. They learned that this area of the business world is driven by values and goals that surpass financial benefit. They learned that it's about people who dedicate their time and careers to people who need their help. They learned what community means and why it's important. They learned that they want to be part of that community,



part of the effort to improve the lives of those in need.

"Students were able to put into practice what they learned in their textbook. As they researched their nonprofits and met with representatives of the organizations, they became invested in the project. They wanted to obtain funding for their nonprofits because they understood the good their investment could accomplish. They learned that business writing is an important way to communicate the needs, goals and attributes of their nonprofit.

"These are lessons typically learned after college degrees are earned, as academics and professions merge. Seeing business writing skills in

*ENG 340 students invested \$1,000 in Redwood, a Fort Mitchell agency that provides educational and support services to children and adults with disabilities.*

action is an immediate affirmation of academic benefit. The Mayerson Student Philanthropy Project is an experience that will inform student actions long after their time at NKU."

#### **MIKE BUETER, NKU STUDENT**

Each student in ENG 340 worked with an agency and advocated for that agency to receive a grant from the class. Mike Bueter worked with Ashley Hoffman of the Kentucky Association for Environmental Education (KAEE).

"Before we met with Ashley Hoffman, I still did not know the importance of this chance for funding. I thought of it as a class project that I would forget about right after the last voting was over.

"After interviewing Ashley, my view changed. The spirit and pride she had in her voice as she talked about KAEE got to me. Her enthusiasm made me realize that this affects more than just me. The many thousands of people she could

reach with her organization from this funding allowed us to realize the importance of our job.

"There were so many learning experiences throughout this project, with improvements to communication, research and presentation skills. I learned how to initiate business communications, starting with a simple email and progressing to interviewing a client. This communication allowed us to get rapport with some incredible organizations and people. Instead of learning how to write and communicate in the business world through a textbook, we were given firsthand experience. This was best part of the project, as we were learning without knowing it."

#### **BRANDON MARTIN, NKU STUDENT**

Brandon Martin worked with representatives of the Henry Hosea House, a nonprofit in Newport that provides meals and other outreach to people in need – including many who are homeless.

"I learned that nonprofits must have people who are business savvy, compassionate and who have exceptionally high emotional intelligence.

"One of the things I enjoyed most about the Mayerson Project was the hands-on approach, which is how I learn best. When we had to write business emails and congratulatory emails, I found myself checking the book and recalling some of the concepts we had read about. So it was impactful in the sense that we got to put our knowledge to work in taking ownership of this grant.

"As a representative for an entire nonprofit, I felt a lot of responsibility on my shoulders, as if everyone the Henry Hosea House fed was depending on me. I couldn't let them down.

"The Mayerson Student Philanthropy Project was inspiring. After experiencing all of the good things nonprofits are doing for others, and witnessing our ability to be altruistic, it helped restore my faith in humanity."

## **2016-2017: THE YEAR BY THE NUMBERS**

**31**

Nonprofits supported by NKU classes.

**16**

Nonprofits receiving funding from NKU class for the first time.

**11**

The number of academic journal articles or academic conference presentations by NKU faculty about student philanthropy.

**87**

Percent of students who said taking a Mayerson class strengthened their belief that they have a responsibility to help those in need.

**86**

Percent of students who said taking a Mayerson class strengthened their desire to stay in college and complete a degree.

**20**

The number of public housing residents in Covington who planted flowers and tomato plants funded with SWK 640 students' \$500 grant. The grant also covered costs for bus transportation, health workshops, homemakers club, dance lessons, and parenting classes.

**100**

Needy families fed for a week with the \$1,000 that CMST 340 students invested in Action Ministries of Covington.

**47**

Elementary and middle school gifted children who had student philanthropy experience as part of DreamFest at NKU.

# STUDENT PHILANTHROPY IS

## ...A CHANGE AGENT

NKU students who experience the Mayerson Student Philanthropy Project find their eyes opened to community needs and feel empowered to help address those needs. They also engage more deeply in their course material.

# CHANGING LIVES, CHANGING COMMUNITIES

## MOVING THE STEWARDSHIP NEEDLE

---

**Students begin the semester with a limited grasp of community needs. The philanthropy experience leaves them with a deeper understanding of those needs – and a passion for addressing them.**

---

In January 2000, as the Mayerson Student Philanthropy Project was being conceived, the team designing it at Northern Kentucky University described the program's aspirations:

- To connect the learning experience of our students with the needs of our region;
- To have an immediate impact in the community, with tangible investments; and
- To instill in students an understanding of their role and responsibility in the community.

Year after year, those goals are met. To monitor that we survey students at the start of the semester and again at the end of the semester, asking a series of closed- and open-ended questions. Students who take a "Mayerson class" – as we've come to call our student philanthropy courses – are likely to end the experience with a stronger awareness of needs in the community and a stronger personal commitment to addressing those needs.

Predictably, students feel a sense of responsibility to help others even before they are exposed to student philanthropy. Their families, their church, their experience in high school – all of those create a foundation for stewardship. The Mayerson experience builds on that foundation.

At the beginning of the Fall 2016 and Spring 2017 semesters, most students (86.7 percent) said they agree or strongly agree that they have a responsibility to help people in need. By the semesters' end, that combined number rose modestly to 90.3 percent. It's when you dig deeper that the numbers reveal something dramatic: The percent of students who strongly agreed rose from 45.1 to a 53.4, a statistically significant 8.3 point increase.

The needle moved, too, when we asked students whether they agree that they have a personal responsibility to the community where they live. At the beginning of the semester, 30.7 strongly agreed. At the end, 42.7 percent strongly agreed, a 12 point jump.

Students also confirmed their enthusiasm for service in replying to open-ended questions. Many responses mirrored this one: "I absolutely plan on volunteering more, and I also applied for an internship next semester at one of the organizations that participated in our Mayerson Project."

Our survey questions about awareness of community needs provided even more striking results. A semester is 16 weeks long. In that short time, students learned the depth and diversity of needs in our community. Eyes were opened!

When asked about their awareness of nonprofits in our region, most students at the start of the semester indicated only a passing knowledge: 56.4 percent reported little or no awareness. By the end of the semester, that dropped to 10.6 percent. Those with a strong awareness rose from a mere 9.7 percent to an impressive 41.8 percent.

Open-ended questions elicited heartfelt replies, including this one: "I honestly didn't know a lot about the organizations in my community. This class opened my eyes to the needs in my community." And this: "I learned that just because I almost never hear about problems in our

community, that doesn't mean we don't have any."

One open-ended question simply asked what students most appreciated about the Mayerson experience. Many replies were some version of "being able to make a difference," but students also cited the value of a hands-on learning experience; the benefits of working in groups with fellow students; and the chance to visit nonprofits, see their work firsthand and see the passion nonprofits have for making their communities better.

Asked what was the most significant thing they learned, some students replied by citing a specific issue or concern – often reflecting the kinds of nonprofits they considered. "I never realized the amount of domestic violence that happens all around us," one student said. Others cited the challenges of healthcare access for poorer families; the value of needle exchange programs in preventing disease and death among heroin addicts; the extent of homelessness, even in our own backyard; the value of art as therapy; and the difficulty single mothers face in raising and educating their children.

Most students, however, were more general in identifying their most significant learning and pointed to their increased awareness of community needs and of nonprofits' efforts to address those needs – exactly the outcomes our program's founders hoped to achieve.

## **STUDENT VOICES: THESE CLASSES OPENED OUR EYES**

**"All of the effort that the nonprofits put in everyday is overwhelming. There's no day off for them."**

**"Each of these organizations has its obstacles to overcome in order to serve the people in need. None of these organizations have the funds needed to really provide the help each client needs."**

**"I learned how important \$1,000 is to these groups. It seems like a little amount but to the organizations it means a lot."**

**"I live in Newport so I felt I already knew all of the dynamic issues in the community, but I didn't really know much about the different organizations that could help. It was truly an enlightening experience."**

**"Listening to the passion of those who volunteer or work for very little pay for these organizations was inspiring."**

**"It's a big world out there, and many organizations need money to help them."**

# MEASURING THE BENEFITS

Northern Kentucky University uses student surveys to assess the impact of adding student philanthropy to our classes. The survey at the end of the semester includes 42 questions. These charts offer a sample of the results. Across the full battery of questions, the positive benefits of student philanthropy are above 50 percent and often above 90 percent.

## STEWARDSHIP BENEFITS

Student philanthropy succeeds in a classroom when students end the semester with a better sense of what stewardship means. Students learn about community needs, how agencies are addressing those needs and how one person or one group of people can contribute to addressing those needs.

### THIS YEAR'S RESULTS

321 responses to the post-test for Fall 2016 and Spring 2017

### LONG-TERM RESULTS

1,076 responses to the post-test for Spring 2014 through Spring 2017 (seven, 16-week semesters)

THE MAYERSON CLASS I TOOK HAD AN EFFECT ON MY...	POSITIVE	VERY POSITIVE	TOTAL
Belief that I can make a difference in the world	55.5%	35.4%	90.9%
	<b>53.1%</b>	<b>37.4%</b>	<b>90.5%</b>
Belief I have a responsibility to help others in need	39.6%	47.6%	87.2%
	<b>36.4%</b>	<b>49.6%</b>	<b>86.0%</b>
Belief I can make a difference	36.6%	48.8%	85.4%
	<b>39.4%</b>	<b>45.0%</b>	<b>84.4%</b>
Sense of personal responsibility to the community where I live	46.0%	39.0%	85.0%
	<b>41.2%</b>	<b>43.1%</b>	<b>84.3%</b>
Interest community service	44.2%	38.4%	82.6%
	<b>40.9%</b>	<b>41.4%</b>	<b>82.3%</b>
Intention to volunteer	43.9%	38.7%	82.6%
	<b>41.3%</b>	<b>40.4%</b>	<b>81.7%</b>
Intention to donate money to a nonprofit	44.2%	35.7%	79.9%
	<b>42.6%</b>	<b>36.9%</b>	<b>79.5%</b>
Intention to work on behalf of social justice	42.7%	27.1%	69.8%
	<b>37.3%</b>	<b>34.2%</b>	<b>71.5%</b>

**"I became much more aware of the issues that our surrounding communities face. It was eye-opening to see all the various organizations seeking to help solve those problems and issues."**

-MAYERSON STUDENT

## ACADEMIC BENEFITS

Student philanthropy succeeds in a classroom when students end the semester with a better grasp of the course material. The core mission of a university is to educate its students. A core question for a student philanthropy program is whether adding a philanthropy component contributes to students' academic learning.

THE MAYERSON CLASS I TOOK HAD AN EFFECT ON MY...	POSITIVE	VERY POSITIVE	TOTAL
Awareness of the needs and problems addressed in this class	55.5%	35.4%	90.9%
	<b>53.1%</b>	<b>37.4%</b>	<b>90.5%</b>
Academic skills or knowledge	53.4%	35.4%	88.8%
	<b>47.9%</b>	<b>38.6%</b>	<b>86.5%</b>
Development of functional life skills	51.8%	34.8%	86.6%
	<b>47.2%</b>	<b>37.9%</b>	<b>85.1%</b>
Desire to stay in college and complete a degree	22.3%	63.4%	85.7%
	<b>21.1%</b>	<b>63.1%</b>	<b>84.2%</b>
Application of information and ideas from this course	51.5%	32.0%	83.5%
	<b>46.4%</b>	<b>37.9%</b>	<b>84.3%</b>
Learning of the material in this course	47.3%	34.8%	82.1%
	<b>43.8%</b>	<b>38.6%</b>	<b>82.4%</b>
Interest in this course	44.8%	36.3%	81.1%
	<b>41.5%</b>	<b>40.8%</b>	<b>82.3%</b>
Interest in taking another service learning course	38.7%	31.7%	70.4%
	<b>35.9%</b>	<b>36.7%</b>	<b>72.6%</b>

# RESEARCH CONFIRMS BENEFITS



Connecting campus and community, NKU Professor Danielle McDonald, left, and her students worked with families at the Brighton Center, a social service agency in Newport.

## STUDENTS BECOME MORE SOCIALLY AWARE

**NKU professors have been active researchers, evaluating the benefits of incorporating student philanthropy into college classes and publishing their findings.**

What is the benefit of incorporating student philanthropy in the college classroom? Northern Kentucky University faculty have focused on that question in their scholarly work, exploring it and then presenting their findings at academic conferences, in

scholarly journals and in textbooks.

NKU's prominent role in this field of scholarship was recognized in the 2014 article in the *Journal of Public Affairs Education*, which reported: "Researchers at Northern Kentucky University are

responsible for most of the scholarship about experiential philanthropy. They have conducted empirical research and reflected deeply on the institution's integration of experiential philanthropy across its curriculum."<sup>[1]</sup>

Among the significant research publications this past year was an article co-authored by Danielle McDonald, a criminal justice professor and a past faculty coordinator of NKU's student philanthropy program. Her co-authors included Whitney McIntyre Miller, now at Chapman University in Orange, Calif. Dr. Miller is a former NKU professor and, like Dr. McDonald, served for a period as faculty coordinator of the student philanthropy program. Drs. McDonald and Miller collaborated with Lindsey McDougale at the School of Public Affairs and Administration at Rutgers University-Newark in New Jersey to publish in the *Journal of*



The research team examined student surveys over a longer period of time than most previously published articles, which tend to concentrate on results from a single class as a case study or a single year involving several classes. For their article, "Connecting through Giving: Understanding the Effect of the Mayerson Student Philanthropy Project," Dr. McDonald and her colleagues reviewed surveys from eight semesters (Fall 2009 through Spring 2013) involving 864 students.

Students spanned the spectrum from those taking freshman classes to others in graduate classes (72 percent were in undergraduate classes; 28 percent in graduate classes). The students' fields of study covered a range of disciplines (8 percent were life or physical sciences courses; 44 percent were in social sciences or humanities; and 48 percent were in professional fields, including education).

The research team's focus was on two questions, asking

whether participation in student philanthropy:

- Increases awareness of social problems and nonprofit organizations within the community?
- Enhances intentions or desires to participate in nonprofit organizations or organized community work?

What they found was clear evidence that the answer to both questions is yes. When

the semester started 30 percent of the students answered neutral when asked about their awareness of needs and problems of people in the area. Student philanthropy all but erased that lack of knowledge: By the end of the semester, 82 percent of the students said they were aware of the community's needs and problems.

As the team reported in

its conclusion:

"This study found that participating in student philanthropy significantly affected students' awareness of social problems within their community."

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

## NOT JUST AN NKU THING

**Q: Can NKU's positive outcomes from student philanthropy be replicated?**

**A: Yes. Indeed, they are being replicated on other campuses.**

The benefits to social awareness as well as to classroom learning seen in the Mayerson Student Philanthropy Project are equally evident at other colleges and universities that have adopted Northern Kentucky University's model. Last year, Mount Saint Joseph University launched its student philanthropy program with five classes and is continuing the program for the 2017-2018 academic year.

Like NKU, the Mount assesses classes with a survey. Though not exactly the same as NKU's, the questions are sufficiently similar to show parallel results:

- 85.6 percent agreed that the student philanthropy aspect of their course helped them to see how the subject matter they learned could be used in everyday life.
- 77.8 percent agreed that the philanthropy aspect helped them understand the lectures and readings in the course.
- 80.7 percent agreed that because of their philanthropy experience, they now feel an increased sense of social responsibility to help others in need.

Located in Cincinnati, Mount Saint Joseph was founded in 1920 by the Catholic Sisters of Charity. Its enrollment is 2,100.

# TELLING OUR STORY

## PUBLICATIONS

### **DANIELLE McDONALD, Ph.D., Criminal Justice**

"Connecting through Giving: Understanding the Effect of the Mayerson Student Philanthropy Project," published in the *Journal of Nonprofit Education and Leadership*, 2017, with co-authors McIntyre Miller of Chapman University and Lindsey McDougale of Rutgers University-Newark.

### **KAJSA LARSON, Ph.D., Spanish**

"Film as Engaged Learning: A Study on Teaching Civics through Spanish Culture," published in the *Journal of Community Engagement and Higher Education*, 2017.

### **MARY CHESNUT, MLS, Library Science**

"Building a Foundation for a Philanthropic Future: Community-Engagement in an Online College Class," published in *Community Engagement Program Implementation and Teacher Preparation for 21st Century Education*, 2017.

### **FREDERICK BROCKMEIER, Ph.D.,**

#### **Organizational Leadership**

"Service Learning Online: Preparing to Work in Global Societies with E-Service Learning," published in *Student Experiences and Educational Outcomes in Community Engagement for the 21st Century*, 2016.

### **MEGAN DOWNING, Ed.D.,**

#### **Organizational Leadership**

"E-Service Learning in Virtual Teamwork," published in *Student Experiences and Educational Outcomes in Community Engagement for the 21st Century*, 2017. Co-author, Melody Rawlings, Ed.D.

## PRESENTATIONS

### **MEGAN DOWNING, Ed.D.,**

#### **Organizational Leadership**

"Common Threads: Leading Through Inclusion in the Public, Private, and Educational Arenas" panelist at the International Leadership Association 18th Annual Conference, Atlanta, November, 2016

### **KAJSA LARSON, Ph.D., Spanish and**

#### **ANDREA FIELER, Ph.D., German**

"Spain, Germany, and the Holocaust: A Transdisciplinary Approach to Teaching Literature and Student Philanthropy," at Experiential Learning Conference, at Centre College, Danville, Ky., March 2017.

### **MEGAN DOWNING, Ed.D.,**

#### **Organizational Leadership**

"Engaging and Developing Inclusive Leaders in the 21st Century" panelist at the Tobias Leadership Center, Indiana University, Leadership Engagement & Discovery (LEAD) Conference, Indianapolis, April 2017

### **MARK NEIKIRK, executive director**

#### **Scripps Howard Center for Civic Engagement**

"Student Philanthropy: A Stewardship Catalyst," at the 2017 Kentucky Civics Symposium for social studies teachers, hosted by the Kentucky Department of Education, Frankfort, June 2017.

### **KIMBERLY CLAYTON-CODE, Ph.D. Education**

"Cultivating Collaborative Community Partnerships for Gifted Student Success," at the Social-Emotional Needs of Gifted Children (SENG) Conference, Chicago, August 2017.

### **NEIL DUCHAC, Ph.D., Human Resources**

"Integrating Service Learning into the Human Services Classroom," at the National Organization of Human Services Annual Conference, Des Moines, October 2017.

### **JEFF FOX, MA, Communication**

"Teaching Fundraising Courses," panelist at National Communication Association Annual Convention, Dallas, November 2017.



# PLANTING SEEDS, HARVESTING RESULTS

## FROM ART TOURS TO SMALL ACTS OF KINDNESS

**How best to set the stage for a student philanthropy? The professors teaching classes in our Mayerson Student Philanthropy Project ask that question – and then design their courses accordingly.**

Two fall classes this past year shared a common outcome: to improve communication and composition skills. But they were operating in two different languages. One was in English, the other in Spanish.

Jonathan Cullick taught ENG 101: College Writing and Kajsa Larson taught SPI 304: Spanish Composition and Conversation. Both professors take the approach that the best way to teach composition is for students to first find something interesting to write about, and then start writing. Together, the two classes illustrate how our professors lay a foundation for teaching student philanthropy

while also using the philanthropy component to enhance the learning outcomes they are trying to achieve.

SPI 304 was funded with support from ArtsWave, which asked our students to invest in community arts programming. Dr. Larson wanted to get her students thinking about the value of arts in the community and the world – and to do so with a Spanish language twist. First, she took her students to the home studio of Rebeca Calderón Pittman, a local artist who is a native of Guatemala, and then to the Cincinnati Art Museum to see the Spanish art there. Both trips provided an opportunity for the

*Professor Kajsa Larson's students got a sense of art's contributions with a trip to the home studio of Guatemalan artist Rebeca Calderón Pittman, right.*

students to reflect on what they saw by writing essays, composed in Spanish.

The trips set the stage for the later assignments involving the philanthropy component. Dr. Larson viewed them as a way “to educate and enrich students’ appreciation of art and art production as they researched ArtsWave nonprofits and practiced their Spanish conversation and composition skills.”

When it came time to invest \$2,000, the SPI 304 students looked for programming serving the Hispanic population and found



**"Their stories moved me to pause, stop grading, put down my pen, and just read their essays with gratitude."**

– Dr. Jonathan S. Cullick

two arts programs doing so. One taught ballet to young girls in an immigrant neighborhood. Another involved a music program at a local high school with a high population of Hispanic students.

For his class, Dr. Cullick wanted to ease his freshmen into the idea of being philanthropists by letting them experience giving firsthand while also giving them a topic for their first writing assignment. This was their assignment:

*Perform a small act of kindness or service and write about the experience. No time or hour requirements are imposed on you. It could take just a couple of hours, a whole day, or longer. It's the quality, not the quantity, that matters. Then write about it. Use descriptive words and vivid images to make your experience come alive for all of us. Make us all feel like we're there with you. As you write, reflect on your experience to reveal its significance to us.*

The way his students put his idea into action left Dr. Cullick in awe of their creativity. "In giving to others, students received a sense of empowerment, the realization that they have the potential to make a day better for another person," Dr. Cullick reflected. "They made the day better for me as well. Their stories moved me to pause, stop grading, put down my pen, and just read their essays with gratitude. Performing service and sharing it through writing set the tone for us to dive into the Mayerson project."

## **SAMPLES FROM THE STUDENT ESSAYS**

### **HOT DAY, COLD WATER**

Derrick Switzer delivered bottles of ice water to thirsty construction workers. "As I got back into the car I had an overwhelming sense of happiness," Derrick wrote. "Maybe my act of kindness wasn't some big thing, but to me it was a lot, as it was to those men needing a break. Good can be in any shape or form. If we truly want the world to change, then we have to take action and always pay it forward."

### **SOUP, BLESSING BAGS, AND MORE**

Margaret Wieman performed random acts of kindness: picking up garbage, bringing soup to a sick pal, giving someone rides. For homeless people, she prepared "blessing bags" filled with food and personal hygiene items. Margaret concluded, "Doing something kind doesn't have to be something extravagant or out of this world remarkable; it can simply be something minuscule that can make even a small impact on someone's life. I believe you don't have to be a heroic person to do good in this world."

### **CARE PACKAGES FOR SOLDIERS**

For American soldiers stationed in Saudi Arabia, Alisa Mardis prepared a care package filled with treats, postage stamps, magazines and a letter of appreciation. For Alisa, this project was personal: "While picking out these items, I kept in mind what sort of objects we had sent to my father in Afghanistan when

he was stationed there for a year. The excitement I had felt while selecting these goodies was exhilarating. I'll actually be able to make someone's day from halfway across the world!"

## JEANS, NO HOLES

Donating to the Clothing Closet in her hometown, Tori Watkins wrote, "I honestly didn't think that my donating those clothes would mean that much to someone. But the volunteer's smile said otherwise. I got a call from her the other day, and she told me that someone had come in and seen my clothes and got so excited they cried. She said that they had never had that nice of clothes, and that the jeans I donated were their first pair of jeans that didn't have holes. Going through my closet and giving my old clothes away, I

never thought would affect me like it did."

## SPECIAL NEEDS PROM

Anna Schwartz assisted with the Royal Prom of Capernaum, an annual local event for special needs people. "Working with Capernaum ministries has been the eye opener of a lifetime," Anna explained. "I'm so glad I get to be part of a bigger picture by serving these kids. Many of them are broken and searching for healing, just like you or me. And I'm thankful that I get to have even just a small part in that healing process for others. I hope I get to continue with this work."

## \$5, MUSIC AND A SMILE

Cassie Jones, who works at a nursing home, wanted to cheer up a resident whose mood seemed down. Remembering the woman's

love of music, Cassie purchased an MP3 player from a Five Below, where everything is \$5 or less. She loaded it with music and gave it to the woman. Cassie described what happened next: "She was listening to that MP3 player for the rest of the night. She danced as much as she could, even though the wheelchair restricted what she could do. She moved her arms up and down and side to side. She even rocked her head to the beat of Michael Jackson's song, 'The Way You Make Me Feel.' Seeing her face light up when she realized that someone was there for her made that simple \$5 worth a whole lot more. She listens to that music player almost every day now. Making this woman smile makes me wonder how such a little contribution can change a person's life."

## WHAT WILL YOU MOST REMEMBER?

At the end of each the semester, Professor Jonathan Cullick added a question to his course evaluations: **Five years from now, what do you think you will most remember from this course?** The students in ENG 101 course overwhelmingly answered this question by mentioning the Mayerson Student Philanthropy Project. Here is a sample of their answers:

**"I learned so much while making a difference in the community."**

**"How excited and engaged the students and the teacher were in what we did for the nonprofit organizations."**

**"Our push to do something great in our community."**

**"The importance of giving back to the community we live in, and how important writing can be."**

**"How I was able to do good, while getting my education."**





*Emmy Cade*  
2017 NKU graduate

## A CLASS WITH GOOD CHEMISTRY

Sometimes, the value of a class is best evaluated after some time passes. Jonathan Cullick received an email as the academic year ended from Emmy Cady, a graduating senior and chemistry major who took Dr. Cullick's Honors English class her freshman year.

I am graduating this semester and I was reflecting on all the great teachers and friends I've met here at NKU. It's crazy to think that I am actually graduating! I just thought you would like to know that your class was my favorite class across all my four years here at NKU, and probably the most influential as well. You may think it's crazy, me, a chemistry major, mathematics and physics minor, picked an English class as her favorite college course!

I started NKU as a very shy and timid person. Don't get me wrong, I'm still pretty shy. But I like to think I've kind of "grown into myself", if that makes sense. I feel more comfortable sharing my opinion and ideas with people. I am able to take constructive criticism a lot more... well, constructively. I can strike up a conversation with a complete stranger. All of these are things I couldn't image myself doing four years ago, and I like to think this all turned around my freshmen year of college. Your class in particular really got me out of my shell and pushed me to have an opinion and learn to fight for that opinion; whether it was peer reviewing, class discussions, or just an in-class activity.

Next, and probably the most important thing that has stuck in my mind about our class, is the work we did with the Mayerson Project. I'm going to be honest, I can't remember the organization my class decided to donate our grant to but I do remember that it went to a very good cause. I come from a very faith-based family that was always eager to give back to the less fortunate but I have never felt the joy I felt that day we gave our grant to that very deserving organization. I'm not sure if you remember or not, but the organization I had presented to the class, Be Concerned, came in second after much class deliberation. But I remember going to your office and you offering to donate some of your own money to the organization, instead. For the rest of my college career I have held this experience with me.

By working through this project I learned that no matter how bad of a day I was having, no matter how stressed I was from organic chemistry, no matter how busy I was with work, no matter how little was in my bank account, someone else was having a worse day, with more stress and less money in their bank account. And while this idea has kept me humbled, and will continue to as I enter the "real world," it has also helped to give me that voice that I lacked before college; that voice to speak up for those who can't.

My experiences in your course taught me more life lessons that I can fit in this email. Ever since taking your course I have started using this cheesy line whenever anyone asks me, "What do you want to do when you get out of school?" I respond saying, "I want to help people."

As I mentioned earlier, I will graduate with a chemistry degree from NKU. I know a bachelor's of science doesn't scream "PHILANTHROPY," but I like to think that there are jobs out there that will help support my passion for nonprofit work and let me further explore how my degree could tie into this.

# STUDENT PHILANTHROPY IS

## ...A JOINT EFFORT

The Mayerson Student Philanthropy Project is operated by NKU's Scripps Howard Center for Civic Engagement. But student philanthropy isn't something the center does alone. Partners on campus and off make these special classes possible.

## OUR INTERNAL PARTNERS

# INFORMATICS STUDENTS TEAMED UP TO DELIVER TECH SUPPORT TO NONPROFITS

**There's a structure to how we do student philanthropy. But there's room for experimentation and innovation, as two partners in the College of Informatics demonstrated with a unique collaboration.**



*The Center for Applied Informatics builds apps and provides other IT solutions to community customers.*

Nonprofits know how to operate on a shoestring. Their budgets give them little choice. But they also operate in an increasingly high-tech, digital environment.

The problem is, digital capacity costs money. A unique joint effort between a Spring 2017 student philanthropy class and Northern Kentucky University's Center for Applied Informatics (CAI), sought to address that challenge.

CAI is housed in NKU's College of Informatics, where students are being educated to provide the kind of high-end, digital solutions that a modern business – or nonprofit – needs for peak performance. Indeed, businesses and nonprofits frequently contact Informatics for help with IT projects. Responding to

the demand, NKU created the CAI in 2006 as a virtual co-op where students work in teams on community projects and, as in a traditional co-op, are paid.

Most IT solutions require more than one kind of expertise. Coding. Design. Data analytics. Video production. Security. Informatics has students across all of those skill sets. CAI can assemble the right team for each project, whether building a web page, an app or a tool for digital analytics. Working with a California fire department, for example, co-op students built an app that alerts anyone trained in CPR when someone nearby needs resuscitation. For a major corporation, they built a smart phone portal for reporting travel and other business expenses. For a regional early childhood education network, they developed a database to track kindergarten preparedness across school district jurisdictions.

While CAI can provide affordable IT solutions, its services aren't free. Working with donor Carol Swarts, NKU developed a student philanthropy class that could lend a hand to cash-strapped agencies in need of IT help. It would work like this:





*The Music Resource Center in Cincinnati needed digital tools to tell its story to the community.*

- Students in CMST 340: Strategies of Persuasion would first send a request for proposals to local nonprofits, asking them to submit an IT project that would cost no more than \$4,000.
- The students would divide into teams to visit the nonprofits, determining the top contenders.
- CAI would review the finalists to assure that the proposed projects were viable.
- Those agencies making the cut would be invited to class – placing the CMST 340 students in the role of evaluating which agency made the best case.
- Each student team would then select its top two agencies and prepare a presentation to the full class as to why each should be a contender for funding.
- In the end, students would vote to select an agency to receive a \$4,000 voucher for CAI services.
- Finally, CAI would assemble its co-op team to deliver the requested IT solution.

CAI's Executive Director Jill Henry was quick to embrace the collaboration: "Since 58 percent of our CAI projects focus on the nonprofit community, we are equipped with the experience to deliver a variety of services from multi-media design, photography, storytelling, website development or data analytics."

Dr. Swarts liked the idea, too, and funded it through her family's

Straws Foundation. She is an oncologist and, as such, has a particular interest in investing in science and math initiatives at NKU. IT solutions aligned with her intentions as a philanthropist.

Also saying yes was Jeff Fox, who teaches CMST 340. Fox is among the innovators in NKU's student philanthropy program. When a new approach is on the table, Fox is a go-to professor to give it a try.

After some initial trepidation, his students ended the semester as converts. "The Mayerson project was one of the most exciting and unique experiences that I've had at NKU so far," one student said. "I could tell that my peers and group mates were also excited about being able to work on a real-life situation. I will take this class and its content with me for the rest of my life."

Part of their real-life experience included fundraising. The Straws Foundation provided \$3,000. Fox's students had to raise another \$1,000, which they did.

The CMST 340 students awarded their CAI voucher to the Music Resource Center, a small nonprofit in Cincinnati where music

education is a vehicle for inspiring teenagers from economically challenged neighborhoods.

The center tries to "fuel a cycle of achievement" – that is, as kids learn to make music they gain the self-confidence that accomplishment provides. As the center puts it: "Teens who participate regularly in music not only hone their abilities to focus, think, organize and work with others but begin to master their own, often challenging, emotional lives."

The Music Resource Center was looking to tell its story more thoroughly with digital tools, including video. NKU's Informatics will bring their talent to that task.

"We will showcase personal stories of student expression and empowerment all while highlighting the impressive facility, instruments and recording studio resources," the CAI's Henry says. "The goal is to elevate community awareness to recruit under-served teenagers across the region and inspire them through music education. In addition, the content will be leveraged as a fund-raising campaign for volunteers and donors."

## OUR HIGHER ED PARTNERS

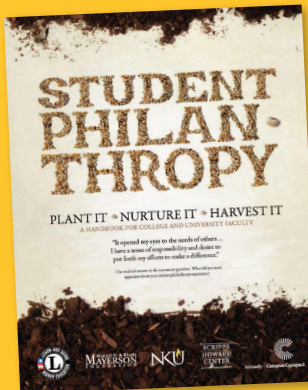
# NKU PROGRAM SETS AN EXAMPLE

**Our goal was to develop a program valued on our campus but also one that would be valued widely in higher education. With that in mind, we built a model designed for replication – and then spread the word.**

Northern Kentucky University's Mayerson Student Philanthropy Project began with "what if." What if we incorporated student philanthropy into the college classroom? Could we align philanthropy with learning outcomes? Could we simultaneously teach stewardship, social awareness, empathy?

The experiment proved itself quickly. As the first program report put it: "It is safe to conclude that Mayerson students believed that this experience changed them in significant ways. Without exception, every student rated the program as eye opening and even transforming."

Although a rarity when NKU started its program, student philanthropy can be found at dozens of colleges and universities today. Because NKU's program is among the oldest and most established, it is a frequent model for others. The newest adaptor is Howard University in Washington, D.C., an institution with a storied commitment to social justice. Howard will be adding at least one student philanthropy class as part of its 2018 Alternative Spring Break, one of the university's leading community engagement programs.



## OUR HOW-TO GUIDE

Our faculty handbook, *Student Philanthropy: Plant it, Nurture it, Harvest It*, is a how-to guide for incorporating a philanthropy component into the college classroom. Request a copy via [engage@nku.edu](mailto:engage@nku.edu).



# HOWARD UNIVERSITY

For more than 20 years, Howard University's Alternative Spring Break program (ASB) has been committed to serving communities in need and involving students in meaningful service. ASB connects students to the significance of their education and prepares them to be servant leaders for the nation and the world.

ASB is a service learning/civic engagement program with a mission to connect students with distressed communities and to explore the ethical and spiritual dimensions of leadership in addressing the problems of communities in need and the world at large.

Its initiatives aim to address various issues facing inner-city populations and underprivileged countries. In 2017, ASB aimed to: reduce gang violence in Baltimore; combat gun violence in Chicago; combat homelessness and advocate for HIV/AIDS awareness in Washington, D.C; lower the rate of illiteracy in Detroit; combat poverty in Memphis; counter the school to prison pipeline in New Orleans; counterbalance the socio-political impediments to high school retention in Newark; empower community members through social justice education in St. Louis; address environmental justice and college awareness in the greater Flint, Michigan, area; and provide construction, healthcare and education to the people of Haiti.

Adopting NKU's model of student philanthropy will take the ASB program to a new level by incorporating a grant-making experience and a course-based, credit-bearing educational experience. Students will learn the importance of philanthropy and the role of nonprofit organizations in communities served.

We look forward to taking Howard University's service learning and civic engagement to a new level by adopting the NKU model of student philanthropy.

**The Reverend Dr. Bernard Richardson**  
**Dean of the Chapel**  
**Howard University**

## OUR NONPROFIT PARTNERS

# STRONG TOGETHER

**No partner is more important in the student philanthropy equation than the nonprofits, where the passion and effort they bring to community stewardship inspires our students to become stewards, too. Here is a sample of our 2016-2017 nonprofit partners and their experiences with NKU's classes.**



*Mindful Music Moments brings classical music and mindfulness to schools through the morning announcements every school day*

### MINDFUL MUSIC MOMENTS

- \$2,000
- Spring 2017
- PAD 621: Resource Allocation & Management

The Academy of World Languages is a primary school in the Cincinnati Public Schools system where many of the children speak English as a second language. A variety of cultures and nationalities are represented. The teaching staff is committed to innovative approaches.

Each morning, the day begins with two minutes of classical music played over the school's intercom system. The music is meant to take time to calm everyone's mind before taking on the school day's challenges and stresses.

The academy is where Mindful Music Moments started. It's not where it has stopped – and PAD 621's investment will finance further growth.

The agency's Stacy Sims explains: "Mindful Music Moments brings classical music and mindfulness to schools over the morning announcements every school day, in collaboration with arts partners like the Cincinnati Symphony Orchestra, the Cincinnati Opera and more. We have a fast-growing presence in Cincinnati and this grant will allow two to four schools in northern Kentucky to experience a full year of daily content and training. This grant will allow 1,000 to 2,500 youth to experience music and mindfulness every day."

### ACTION MINISTRIES

- \$1,000
- Fall 2016
- CMST 340: Strategies of Persuasion

Action Ministries is a faith-based pantry that operates with volunteers. Its donations are spent on stocking the pantry and on overhead. (The mortgage. The delivery truck. The utilities.) But not on staff. CMST 340 students appreciated the agency's commitment to keeping costs down so as to maximize what is spent on food for needy families.

Action Ministries, in turn, appreciated the students. As agency volunteer Sandy Banta told us: "We, of course, appreciate the money but we also appreciate the opportunity to tell our story to students and faculty. This generation will be our next group of volunteers. We all need to nurture them to that end."

Action Ministries intends to stretch every dollar of the \$1,000 that CMST 340 students invested. By buying food from discount providers, Action Ministries can feed a family of three for less than \$10 a week. The student philanthropy grant will enable the agency to feed 100 families or roughly 300 people for a week.

### **CLOVERNOOK CENTER FOR THE BLIND & VISUALLY IMPAIRED**

- **\$1,000**
- **Fall 2016**
- **LIN 300: Information in Society**

The Clovernook Center in Cincinnati is among a handful of agencies in the region providing arts education and resources to blind and visually impaired people. Its clients embrace opportunities to express creativity by making something beautiful while using senses beyond sight.

The grant from LIN 300 covered the fee for a guest instructor, art supplies (clay, paint, brushes and glaze), invitations and beverages for the gallery opening.

As a nonprofit that relies on grants for its support, Clovernook liked the idea that NKU's student

philanthropy project is teaching students how agencies secure funding. "The process of reading grants, learning about what nonprofits do and determining who should be awarded funding is something that is very unique and does support the goals of the project," Clovernook's Jessica Salyers told us.

### **REDWOOD**

- **\$2,000**
- **Fall 2016 & Spring 2017**
- **ENG 101: College Writing and ENG 340: Business Writing**

Redwood was founded in Fort Mitchell in 1951 after parents Bill and Sue Reder had difficulty finding services for their son, Ron, who was born with cerebral palsy. Today, Redwood has full-service support for children and adults with severe disabilities.

Two student philanthropy classes, one in the fall and one in the spring, selected Redwood for funding. The fall class, ENG 101, provided \$1,000 that Redwood used for speech assessment kits that allow therapists to evaluate children's articulation and phonetics. The spring class, ENG 340, invested another \$1,000, which Redwood is using to stock its Early Care and Education Program. Its toys undergo a lot of wear and tear. Some just need batteries, as do the assistive technology devices used by many of the children. All in all, Redwood expects the grant to help at least 140 children.

For Redwood's Mike Goldman, his

engagement with NKU was about more than the money and what it buys: "Raising awareness of the needs of people with disabilities is the first task, and this project allowed us to introduce a cohort of students to the world of disabilities and the need for their generation to advocate on behalf of this increasingly vulnerable population. I could see the students' minds opening to this responsibility and it was very powerful to see."

### **FAMILY PROMISE OF NORTHERN KENTUCKY**

- **\$500**
- **Spring 2017**
- **SWK 640: Social Work Research**

Family Promise, headquartered in Newport, provides temporary housing for families through a network of churches and their volunteers. Family Promise is a past recipient of student philanthropy funds. The agency closed a few years ago. Now that it has reopened, it has captured our students' interest again.

The agency will use its \$500 for computer equipment and printers that homeless families need to print résumés, look up job and housing information and to apply for benefits.

Family Promise's Amanda Speier appreciated the investment but she also appreciated "that this project is more than just giving money. It's education, community awareness, partnerships and so much more."

Students in SWK 640 reported



at the end of the semester that as they became more aware of community needs, they also became more committed to volunteering at nonprofits. And a bonus: Three NKU students have internships at Family Promise in the 2017-2018 academic year.

### **KINCAID REGIONAL THEATRE,**

- **\$2,500**
- **Spring 2017**
- **ANT 307: Museum Methods & EDU 312: Social Studies in the Early Grades**

The Kincaid Regional Theatre in Falmouth is well-known as a theatre-in-the-park experience for tourists. Not as well-known is KRT Kids – Kincaid’s multi-week educational opportunity that allows youth in the region to participate in professional-quality theatrical productions.

Two NKU classes, ANT 307 and EDU 312, were inspired by KRT Kids. Each invested \$1,000, plus ANT 307 raised more funds, adding \$500 to the gift.

“We have a two-week workshop teaching rural young people theater skills – dancing, singing and acting,” says KRT’s Shirley Merrill. “The workshop culminates in a theatrical production with costumes, lighting, sound, scenery and props – giving the complete effect of how theatre works. It is always a lot of hard work, but the kids love it.”

Along with theater skills the kids learn self-expression, self-esteem, public speaking, responsibility and teamwork.

### **DRESS FOR SUCCESS**

- **\$2,000**
- **Fall 2016**
- **TAR 366: Costume Design**

Dress for Success in Cincinnati tries to solve a Catch-22 for women with limited financial resources who want to land a job: Without a job, they can’t afford business attire. Without business attire, they cannot make the right impression at an interview.

The solution? Dress for Success provides its clients with appropriate business clothing.

As theater majors who design and make clothing, TAR 366 students understood the importance of clothing and first impressions. From the first moment on stage, a costume needs to work – just as job applicants’ clothes must.

The class had \$1,000 from the Mayerson Foundation to invest. They doubled that with an online crowdsourcing campaign called Changing Clothing, Changing Lives. Dress for Success is using the \$2,000 to purchase plus-size clothing and shoes. The grant is enough to help 200 women.

Tracey Zwick of Dress for Success was impressed: “I love that students who participate in the project learn that you don’t have to make large gifts to make a large impact. I love that they develop a passion for philanthropy and service, and that they are given the tools to learn how to evaluate not only an organization’s financial stability but also the organization’s impact in the community.”

### **BERHINGER-CRAWFORD MUSEUM**

- **\$3,300**
- **Spring 2017**
- **HIS 607: Exhibits in Museums & Historic Sites**

If you are from our region, you know about goetta and you know about three-way chili, two uniquely local foods that – it turns out – have international origins. Goetta has its roots in Germany. Chili on a bed of spaghetti with shredded cheddar on top has its roots in Greece. Visitors to the Behringer-Crawford Museum’s special exhibit, “Culture Bites: Northern Kentucky’s Food Traditions,” now know this.

They can thank the public history students of HIS 607, who not only researched the summer exhibit, they also designed it, built it and raised money to cover the cost of creating it.

For the museum’s director, Laurie Risch, the value of interacting with the HIS 607 students wasn’t only their work on the exhibit. It was also the fact that the next generation of museum staffers got some real-world, career-prep learning: “They now understand the importance of supporting small nonprofits. They appreciated learning about the administrative side of the museum as well as the exhibit curation.”

HIS 607 also collaborated in 2015 with the museum to produce an exhibit commemorating the city of Covington’s 200th anniversary. In November 2016, the Kentucky Historical Society recognized that



*Hellen Onyango is one of the medical students whose education is supported by Future Doctors of South Sudan.*

exhibit, "Buffalos & Bourbon," with its Education Award.

## **FUTURE DOCTORS FOR SOUTH SUDAN**

- \$1,000
- Spring 2017
- LDR 160: Leadership Around the World

LDR 160 is a school-based scholars class, offered to high school students for secondary school credit as well as college credit. This section was taught at Cooper High School in Boone County.

To look for international nonprofits, students read selected columns by the *New York Times*' Nicholas Kristof, who travels in the Third World and reports on health, hunger and other crises. Because he comes into contact with so many nonprofits doing inspiring work, Kristof writes a column each December suggesting agencies doing high-impact work that might be worthy of donations. It's what he calls "my annual holiday gift

guide, offering suggestions for presents with meaning."

Future Doctors for South Sudan was on his 2014 list, and the Cooper students liked what they learned. They believed their student philanthropy investment would save lives.

Here is Kristof's take on the agency and its work: "Future Doctors for South Sudan was started by Dr. Ken Waxman, an American physician in Santa Barbara, Calif. He was working in war-torn South Sudan, where a girl is more likely to die in childbirth than to learn to read – partly because there are so few doctors. Dr. Waxman realized that one solution is to train talented young South Sudanese to become doctors themselves. So he and others are sponsoring brilliant South Sudanese students to attend medical schools in Kenya or Uganda and then go home to practice and help build up their own country."

# **GRANTS SOMETIMES COME WITH A BONUS**

Most nonprofits selected by our students receive at least \$1,000. But many receive gifts of time and talent, too. Once students learn about the amazing work nonprofits are doing, they are motivated to do more.

The students in Kajsja Larson's fall class, SPI 304: Spanish Composition and Conversation, certainly felt that way about the Boone County High School Music Program, which they selected to receive \$1,000.

Students first volunteered to sell tickets for the program's winter concert. And then, as the semester ended, they got wind of a theft of \$300 from the program's limited coffers. The Music Program had been raising money for travel expenses for choir members who needed financial assistance.

SPI 304 students sprang into action. During finals week, they launched a "give a dollar" campaign, reaching out to other students and faculty, including from other Mayerson Student Philanthropy Project classes. They raised \$85 and underscored the commitment of the NKU's "Mayerson" family to investing in community needs.

## THANK YOU FUNDERS

ArtsWave

Citi Florence

Manuel D. & Rhoda  
Mayerson Foundation

Neikirk Family

Scripps Howard  
Foundation

Skyward

Straws Foundation

## OUR FUNDING PARTNERS

# THEY INVEST SO WE CAN TEACH

Student philanthropy classes at Northern Kentucky University began in the 2000-2001 academic year after the Manuel D. & Rhoda Mayerson Foundation provided support to launch our program. This year, we had seven funders. Our students raised additional money from small donors and from fundraising events. Together, our donors and students enabled us to distribute \$45,900.

## Those who invest in student philanthropy do so to change lives and change communities.

### MANUEL D. & RHODA MAYERSON FOUNDATION

Mayerson is a “name” in Cincinnati real estate development. The family has developed shopping malls and downtown office towers – structures that define the region’s landscape. But Neal and Donna Mayerson also both hold doctorates in psychology and are champions of a branch of psychology that searches for character strengths rather than flaws. One of the strengths of their family is giving. Neal Mayerson, who oversees the family’s company and foundation, explains:

“My father, Manuel D. Mayerson, told stories about how he was raised by his family to always consider the needs of others in the community and to help as you are able. He referred to this as being privileged to have been taught the ‘habit of giving’.

“As we all can reflect now on how the world has become ever more interconnected over the years, the importance of recognizing our interdependence has taken on greater importance. Everything occurring on what may seem to be the outskirts of our personal reality has rippling effects into both the present and future of each of our lives, oftentimes in ways we cannot even recognize.

“And, in turn, everything we do has rippling effects into the lives of others in ways we cannot discern. This is why we think that it is so important to offer everyone the privilege of developing the habit of giving back and making positive ripples that build a better world for us all.”



Neal and Donna  
Mayerson



*Niki Clare,  
vice president of  
communications  
and public affairs at  
Citi Florence*



## CITI FLORENCE

Citi Florence is the northern Kentucky office of the worldwide financial company. Citi asks the classes it supports to look for nonprofits delivering educational services to low and moderate income families. Niki Clare is vice president of communications and public affairs at Citi Florence. She's also an NKU graduate, who's equally proud of her alma mater and her company – and of their partnership for philanthropy.

"Citi strives to make a positive difference in the communities where we live and work. We believe investing in education is one of the most effective ways we can help people improve the quality of people's lives, and it is an investment where we believe the community sees the longest, lasting impact.

"Over the years, the entire Citi Florence family has rallied together to support our site's commitment to education, through both volunteer efforts and financial contributions. As part of this education-focused strategy, long-standing partnerships like that of Citi and NKU are recognized as invaluable collaborations. By funding programs like the Mayerson Student Philanthropy Project, Citi is supporting the 'learn by giving' approach, which in turn has helped hundreds of nonprofit organizations.

"Citi views this commitment as a multi-impact opportunity, benefiting not only the various nonprofits but also impacting the students involved. They are exposed to nonprofits in our community and are also introduced to the importance of philanthropy. By participating in this hands-on learning, we are creating a population of life-long community stewards and leaders.

## ARTSWAVE

ArtsWave has invested in student philanthropy at NKU for three years, asking our students to search for high-impact, community-based arts programming in our region. ArtsWave program officer Kara Shibiya, an NKU graduate, works with us to communicate ArtsWave goals to our classes.

"ArtsWave is thrilled to play a part in encouraging discovery and learning through philanthropy. The Mayerson Student Philanthropy Project provides an opportunity for NKU students to not only experience the joy of giving, but create impact directly in our community through their investments.

"The arts – music, dance, theatre, museums, festivals and more – are vital components in building strong economies and more connected communities and, through this program, NKU students are helping to amplify this vitality and vibrancy in our region."

## STRAWS FOUNDATION

Oncologist. Cyclist. Philanthropist. Carol Swarts is all of those. But mostly she is a person with a zest for life.

And through her family's Straws Foundation, she is our newest student philanthropy investor.

*Carol Swarts,  
Straws  
Foundation,  
is the newest  
student  
philanthropy  
investor.*



A hands-on donor who enjoys seeing students put her investment to work, she visited the classroom during the semester and talked with students about her passion for impactful student philanthropy.

"The Straws Foundation is a small family foundation established to give back so students can receive the privilege of an education to pursue dreams and therefore success. We want these students to appreciate that others have been part of their support so they will also experience satisfaction in paying forward."

OUR ALUMNI

# STUDENT PHILANTHROPY'S IMPACT IS LASTING

By Beth Welter



New among our donors is the Scripps Howard Foundation, the charitable affiliate of The E.W. Scripps Company of Cincinnati. The Scripps team visited campus last fall to tour the College of Informatics (the building in background) and brought with them a check for \$10,000 to invest in NKU's student philanthropy classes.

*Beth Welter is senior director for internal communications at The E.W. Scripps Company, a media giant with interests in broadcast, radio and digital platforms. Sixteen years ago, while at NKU, she took a student philanthropy class. Its impact was lasting.*

When I entered the Strategies of Persuasion classroom in 2001, I was naive. I didn't know what being a part of a Mayerson Student Philanthropy Project class meant,

and I was unaware of the impact it would have on me.

Prior to the class, I defined "community involvement" as

writing a check or attending a fundraiser. And while those are important components of giving back, it didn't expose me to the people who need help. It didn't allow me to be empathetic to my neighbors.

The Mayerson Project changed that. It gave our class the opportunity to give back by pairing curriculum with grant making. Through this project, we learned about northern Kentucky not-for-profits that serve our most vulnerable neighbors. We understood the organizations' needs and the limited resources they have. And we applied the learned persuasion practices to make the case for why each nonprofit deserved the money.

This class inspired me to do more and to be a more meaningful part of community change.

For my class project, I chose to work with Diocesan Catholic Children's Home (DCCH). Its development director at the time was hesitant to work with me. He had put his heart into a similar program before, which was met with disappointing results. I was up for the challenge. And to say he and I were both surprised at the results would be an understatement.

I was successful in persuading my class to donate its generous funds to one of DCCH's programs. But that's not where the story ends. This class and DCCH's mission sparked a passion in me to get

involved. It was just the start of my relationship with DCCH and the nonprofit community.

As a direct result of my persuasion class, I became an active member of DCCH's annual giving committee. In real-time, I was able to apply the skills I was learning in my communications courses to help the children of DCCH. After a couple of years of committee work, I was asked to join the DCCH board.

NKU's student philanthropy class ignited something deep within me that was unexpected and humbling. It planted a seed of wanting to do more and be more for our community. Since graduating and moving off of DCCH's board, I continue to be involved with nonprofit organizations. I was a board member of Sabine's Cup benefiting CancerFree KIDS. Currently, I am a member of the strategic marketing committee for Family Nurturing Center, an organization that is working to end the cycle of child abuse. I also am on the communications committee for the YWCA of Greater Cincinnati, which focuses on eliminating racism and empowering women.

The work I do with these organizations feeds my soul in a way that I don't think I would have discovered had it not been for the student philanthropy class. Actively giving back turned something that was nice to do into something that was a part of me.



***"I am grateful for my NKU education, and I am especially appreciative that the university includes community stewardship in its curriculum. The student philanthropy class changed me and how I think about giving back. It's a lesson that I share with friends, family and co-workers, and one that I am instilling in my children."***

**– Beth Welter**

## OUR HIGH SCHOOL PARTNERS

# BUILDING A COMMUNITY ENGAGEMENT

# BRIDGE



**High school community engagement lays a foundation for continued service in college. Student philanthropy is becoming part of that continuum.**

More and more, primary and secondary schools are including service learning and other forms of community engagement in their classes. Student philanthropy is playing an important role in that movement – and creating synergy with higher ed.

For Northern Kentucky University, a starting point for connecting the high school experience with college opportunity is our school-based scholar program, which offers high school juniors and seniors the chance to receive both high school and college credit for a single course.

Such “dual credit courses” have grown in acceptance and

availability nationally in recent years. NKU has followed this trend with classes at 25 high schools. That gives us a pathway to try student philanthropy in the high school classroom with college-level course structures. We started with one class in 2012. We had five this past year.

The classes this year were incorporated into LDR 160: Leadership Around the World taught by the faculty of NKU’s Organizational Leadership Program. LDR 160 is designed to “explore the basic theories, trends and practices for leadership from varying global perspectives.” The philanthropy component introduced students to the role

of nonprofits internationally in leading change and addressing needs.

Frederick Brockmeier, a veteran professor in Organizational Leadership, taught four of the classes, each at a different high school. He saw a common thread in all his classes: Students were awakened to social responsibility.

Dr. Brockmeier divides his class into small teams to evaluate and recommend nonprofits for funding. The teamwork enhances the students' responsibility to their peers while the real-world nature of student philanthropy adds yet another dimension of responsibility. Dr. Brockmeier describes the combined outcome as layered and lasting: "The layering of social responsibility with self-accountability, peer responsibility and use towards a commendable purpose generates not only serious, genuine enthusiasm at the point of making the award but starts the individual towards a path of lifelong social responsibility."

A second initiative using student philanthropy to connect high school students to college involves a new NKU partnership with Magnified Giving. Modeled after our Mayerson program, Magnified Giving is designed for middle and high school students.

Created by Cincinnati philanthropist Roger Grein, Magnified Giving started in 2008 with \$8,000 and eight schools. This past year, the program was in 81 middle and high schools, reached

over 3,500 students and invested over \$133,000.

Working together, NKU and Magnified Giving created a new "1010 Scholarship" (named for the amount of the award, \$1,010) for a graduating senior who had a Magnified Giving experience in high school, who is coming to NKU for college and has demonstrated a particular interest in community engagement. The first recipient is Maddie Flaughner, a graduate of Bishop Brossart High School in Alexandria, who will major in elementary education.

Maddie sees her Magnified Giving experience as a foundation for continuing her community service: "I believe that with the service I have done through Magnified Giving, I have formed the platform to the rest of my life. In college, I plan to get involved with all different organizations and use what I have learned about hands-on learning to contribute to my life during and after college."

## GIVING DUAL CREDIT

NKU has included student philanthropy in eight dual credit classes at seven northern Kentucky public high schools.

- The schools are: Dixie Heights (twice), Newport, Campbell County, Ryle, Cooper, Simon Kenton, and Pendleton County.
- Together, those represent the region's range of suburban, rural and inner-city schools.

## WANT TO DONATE?

To contribute to the 1010 Scholarship for a student who is coming to NKU, contact Magnified Giving's Roger Grein at [rogergrein@zoomtown.com](mailto:rogergrein@zoomtown.com) or 513-733 9727.

# 2000-2017: 348 GOOD CAUSES

## WHERE HAVE OUR STUDENTS INVESTED?

From Falmouth, Ky., to the Sudan, our classes have invested locally and worldwide.

The list of needs and causes supported includes food pantries as well as community gardens. It includes shelters for the homeless but also shelters for stray pets. It includes arts programs for kids and arts programs for the visually impaired. It includes ballet, theater, hip-hop music and mindful music.

Perhaps the cause that is newest and especially tragic is the heroin epidemic, which only came to the fore in recent years but now draws our students' attention each semester.

Here is a list of the 348 agencies funded from the Fall 2000 semester through the Spring 2017 semester. Agencies funded this year are shown in **bold**. There are 16 agencies funded for the first time this year. They are in **gold**.

## A

### 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

## B

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

## C

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





*"Culture Bites: Northern Kentucky's Food Traditions," exhibit at the Behringer-Crawford Museum, created and funded by our students.*

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 Exchange Project**

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

**City Heights Health Clinic**

Clermont County Humane Society

Cline Elementary School, Campbell County

**Clovernook Center for the Blind**

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

## D

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

## E

Emergency Shelter of Northern Kentucky

Ensemble Theatre of Cincinnati Eve Center

## F

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

### **Future Doctors for South Sudan**

## **G**

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

### **Go Pantry**

God's Special Little Hearts

### **Golden Tower Senior Apartments**

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

### **Grub on the Go**

## **H**

Habitat for Humanity  
Hannah's Treasure Chest  
Head Start of Boone County  
Health Resource Center of Cincinnati  
Healthy Moms and Babies  
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

### **HOPE Grant County**

### **Hope House Mission**

Hospice of Northern Kentucky  
Housing Authority of Covington  
Youth Tutoring/Mentoring Program  
Housing Opportunities Made Equal  
Humbledove

## **I**

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 AIDS Society**

International Family Resource Center  
International Visitor's Council of Greater Cincinnati  
iSpace

## **J**

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

## **K**

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**  
Know Theatre Tribe

**L**  
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

**M**  
**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  
**Mindful Music Moments**  
The Mockbee, Inc.  
**Moore Activity Center**  
Morgan County Starting Points  
Mount St. Joseph University  
**Music Resource Center**  
My Nose Turns Red Theatre  
Company

**N**  
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**  
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

**P**  
Parents, Families and Friends  
of Lesbians and Gays, Greater  
Cincinnati Chapter  
Paul's Healthcare Mission  
Peaslee Neighborhood Center  
**People In Need Ministries**  
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

### **Princesses Ballet**

Project Connect

Project Restore

Pro Kids

Pro Seniors

Prospect House

Public Library of Cincinnati and  
Hamilton County

## **R**

### **Redwood**

Reset Ministries

### **Ronald McDonald House**

Rosie's Girls

Roundabout Opera for Kids  
Cincinnati (RokCincy)

## **S**

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

### **SPCA Cincinnati**

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

## **T**

Talbert House

Teach for America

Teen Challenge Cincinnati

Teen Response

Tender Mercies

Thank You Foundation

Three Square Music Foundation

Tri-City Family Resource Center

**20/20/20**

## **U**

University of Cincinnati Foundation

Urban Appalachian Council

Urban Young Life

## **V**

Visionaries and Voices

Vivian's Victory

## **W**

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

## **Y**

Yellow Ribbon Support Center

YMCA

Youth Opportunities United

YWCA

## NORTHERN KENTUCKY UNIVERSITY

Northern Kentucky University's metropolitan campus serves more than 14,000 students with 2,000 faculty and staff committed to community stewardship.

Located in the quiet suburb of Highland Heights, Ky., we're just seven miles southeast of Cincinnati, a vibrant city rich in history, culture and entertainment. In northern Kentucky, we serve a thriving region of 440,000 people that includes Covington and Newport, two river cities undergoing an urban rebirth.

Our students are active volunteers, giving their time and talent to the community. Our classes connect with nonprofits and businesses to extend learning beyond the university's walls with co-ops, internships, service learning, applied research and other academic community engagement.

Our six colleges include Art and Sciences, Education and Human Services, Health Professions, Informatics, Business and Law. In 2018, we'll open the \$105 million Health Innovation Center and in 2019 we'll launch our partnership with the University of Kentucky College of Medicine to operate a regional medical school at NKU.





---

# SCRIPPS HOWARD CENTER

---

*for* CIVIC ENGAGEMENT

## WE ARE GRATEFUL TO OUR DONORS

