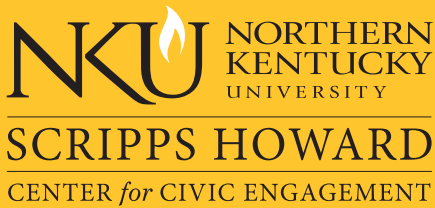


2018 ANNUAL REPORT

The Mayerson Student Philanthropy Project

CREATIVE // EDUCATIONAL // IMPACTFUL



nku.edu/civicingage

Q: What are the most significant things you learned?

A: A small donation can still be important. Donating to organizations can make a difference in people's lives and address problems in the community. And giving can inspire others to give.*

* A student response to our end-of-the-semester survey.

This annual report provides information about the Mayerson Student Philanthropy Project at Northern Kentucky University for the academic year that included the Summer 2017, Fall 2017 and Spring 2018 semesters.

The program is housed in NKU's Scripps Howard Center for Civic Engagement under the supervision of Mark Neikirk, the center's executive director. Dr. Kajsa Larson, an associate professor of Spanish in the Department of World Languages & Literatures, served as the faculty coordinator for 2017-2018. Scripps Howard Center Assistant Director Collette Thompson, Secretary Felicia Share and Service Learning Intern Brionna Jones also were part of our team.

This report was designed and produced by NKU's Office of Marketing and Communications (MarCom), led by designer Leigh Ober. Most of the photographs are the work of MarCom's photography team, led by Scott Beseler. Photos on pages 6, 24, 36 and 43 were provided by our faculty and our agency partners.

You can request additional copies this report via an email to engage@nku.edu. You can also request a copy of our faculty handbook for teaching student philanthropy via that same email address. Questions also are welcome by email or by calling the Scripps Howard Center for Civic Engagement at 859-572-1448. This report and the handbook can both be found online at [nku.edu/civicingement](http://nku.edu/civicingagement).

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Student philanthropy is a foundation upon which our faculty and students construct innovative approaches to engaged learning. No two classes are exactly alike – nor should they be.

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Student philanthropy is a way to teach. Students connect more deeply to their course material, whether in business or biology, English or German, communication or theater.

SECTION THREE

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Student philanthropy makes a difference. It makes a difference to the nonprofits. It makes a difference to funders who invest in the ideas of this program. Most of all, it makes a difference to students.

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Ashish Vaidya became Northern Kentucky University's sixth president on July 1, 2018. Dr. Vaidya is an economist and the former interim president of St. Cloud State University in Minnesota.

A LETTER FROM THE PRESIDENT

Dear Friends of Community Engagement,

I am new to Northern Kentucky University but not new to knowing about our institution's national reputation for community engagement.

No aspect of this work is more inspiring than the direct connections between our classrooms and our community. Service learning. Co-ops. Internships. Applied research. All of these elevate learning. So, too, does experiential philanthropy. Just as students "learn by doing," they also "learn by giving."

We know this at NKU because we've incorporated philanthropy into our classrooms for 18 years. What we've learned is that the Mayerson Student Philanthropy Project – as our program is called – amplifies what's taught in textbooks and lectures. Adding the giving component makes everything more real and more relevant.

By the numbers, we've had a very good year. We had 34 Mayerson classes in 2017-2018, more than in any previous year, with 710 students enrolled. They invested over \$66,000 in increments of \$1,000 to \$2,000 to an array of nonprofits, from a rescue shelter for retired racing greyhounds to a Newport agency that tutors and supports at-risk teens. We welcomed new funders to the fold and added a new discipline, business informatics, to the 41 already involved.

On a personal note, it inspires me to know that my presidential predecessor, James Votruba, brought the idea for these classes to NKU and oversaw their formation. As I rose through the ranks in my career in academic leadership, I followed Dr. Votruba's career and considered him a role model. It's a special privilege for me to be at NKU, where he nurtured his ideas in community engagement, including the creation of a national model for experiential philanthropy.

As NKU's newest steward of this legacy, I look forward to building upon this strong foundation.

Sincerely,

A handwritten signature in black ink that reads "Ashish Vaidya". The signature is fluid and cursive, with the first name and last name clearly distinguishable.

Dr. Ashish Vaidya
President, Northern Kentucky University

CREATIVE

STUDENT PHILANTHROPY

is a foundation upon which our faculty and students construct innovative approaches to engaged learning. No two classes are exactly alike – nor should they be.


LEARNING BY GIVING: EXHIBIT A

"I have learned that working in a team for a good cause can help a lot of people. I am now aware of more organizations that are out there in my community to help others."

Those are the reflections of a student in LDR 385: Teamwork in Organizations, a Spring 2018 class that invested \$1,000 in Lovable Stables of Dry Ridge, Ky. The class was taught by Organizational Leadership Professor Megan Downing.

The class was funded by ArtsWave, which asked students to look for arts programming that delivers community impact by fueling creativity and learning.

See a list of all classes and their investments on pages 7-9.

A photograph showing a young boy in a wheelchair interacting with a horse. A woman with long white hair, wearing a purple shirt, is leaning over the horse's head, holding its muzzle. The boy is looking up at the horse. The background shows an outdoor setting with other people and equipment.

REFLECTIVE ART
Lovable Stables in Dry Ridge, Ky., uses reflective art as part of its therapy.

NKU'S STUDENT PHILANTHROPY CLASSES ARE AN INVESTMENT IN CREATIVE TEACHING

The foundation laid for Northern Kentucky University's student philanthropy classes was sturdy and lasting. We've tried to build on it, bringing new ideas each year. After 18 years, this was our most creative yet.



Students in two theater classes and in the cast of "Angels in America" collaborated on making quilts that were auctioned to raise money for AIDS/HIV awareness.

Northern Kentucky University ended the 2017-2018 academic year with 34 classes participating in the Mayerson Student Philanthropy project, the most in the history of our program. The previous high was 25, met twice before.

A nice way to think about those 34 classes is as if they were a quilt with each square similar to the other but simultaneously unique and, together, making up a whole that is creative and beautiful.

A quilt is a particularly apt metaphor because two classes, both in theater, made quilts and auctioned them off to raise money that they in turn awarded to a local nonprofit.

One class, TAR 160, was in stagecraft, the other, TAR 340, in script analysis. Their collaboration was bound by a production of "Angels in America," Tony Kushner's unflinching look at how the AIDS epidemic upended lives and the culture. Nationally, the play has a longstanding association with the AIDS Memorial Quilt. Inspired by that, the NKU theater students sewed quilts and displayed them in a silent auction at NKU's "Angels" performances as well as on Facebook. In the end, they raised \$2,040 and awarded it to Caracole, a Cincinnati nonprofit serving patients with AIDS/HIV.

"We studied the craft of sewing, art activism and how quilting has been used for social change and issue awareness," says Professor Ronnie Chamberlain, who taught TAR 160.

Her students learned to use a sewing machine, read patterns and cut and assemble materials. Then they taught the TAR 340 students and the cast of "Angels" the basics so they could make squares for the quilts, too. The quilts bore testimony to the result of students teaching fellow students. One was tagged: "Handcrafted by Mr. Hatton's Playscript Analysis Class."

Another: "Handcrafted by the cast and production team of 'Angels in America.'"

Together, the students also learned about Kushner and the AIDS movement of the 1980s. The TAR 160 students attended "Angels," and the TAR 340 students led a post-show discussion that brought all of the pieces together – the quilts, the class readings and research, the play. The pieces became a whole.

CREATIVE AND COLLABORATIVE

The collaboration of the theater students was just one example of the creativity of our classes this year. Other examples cut across disciplines:

- A class studying civil rights wrote a curriculum for youth/ police relations and then found a community partner to put the curriculum to use.
- Public history students researched and built the first exhibit for a new museum at an old grade school in Newport, Ky.
- A Spanish professor whose class invested in a high school choral ensemble last year invited the group back to participate in

FAST APPROACHING 300 CLASSES AND 5,000 STUDENTS

Our classes have had a high impact on campus and in the community since their launch in the Fall 2000.

	SINCE INCEPTION	THIS YEAR
AGENCIES FUNDED	378	50
CLASSES	274	34
STUDENTS	4,854	710
ACADEMIC DISCIPLINES	42	17
DIRECT GRANTS	\$803,141	\$66,690
INDIRECT GRANTS	\$845,360	\$0*
COMBINED GRANTS	\$1,648,501	\$66,690

*An indirect class was not offered in 2017-2018

- selecting which nonprofit would get this year's grant.
- Four classes launched successful crowdsourcing campaigns and a fifth campaign sought funding for a future class. Together, they raised \$5,170.

When NKU held its first student philanthropy classes in August 2000, the word crowdsourcing didn't yet exist. Nor did Facebook, Twitter,

Instagram and other social media sites commonly used to spread the word about a crowdsourcing campaign.

Maybe that says it best. Though "Mayerson" (as we call our program for short) is the nation's oldest experiential philanthropy program in higher education, it isn't standing still. It adapts with the times to be creative, educational and impactful.

NKU'S MAYERSON STUDENT PHILANTHROPY PROJECT

Over the past 21 years, NKU's Mayerson Student Philanthropy Project has progressed from an idea to a national model replicated in more than 150 schools, including high schools, colleges and universities. Follow the unfolding story of our program in the timeline that runs through this report.

TIMELINE

1997

- The story begins as James Votruba arrives as NKU's fourth president. He had seen firsthand an experiential philanthropy project for high school students in Michigan. The seed of an idea had been planted.

1999

- President Votruba discusses the concept with Neal Mayerson, whose family's Cincinnati-based real estate development business was widely known for its generosity to the community and for fostering philanthropy. "I indicated to Neal that I liked this concept and would like to try it at the college level," Votruba would later recall. Mayerson welcomed the idea.

PHILANTHROPY ON TAP

We even had our first partnership with a brewery, which is not to say our students spent their semester enjoying craft beers. Rather, a marketing class partnered with an inspirational nonprofit, Mentoring Plus, that serves at-risk teenagers coming from dire situations at home.

The NKU students dove in with a mini-fundraiser for \$500. But the real work began when they divided into teams to think bigger. Each team was tasked with designing a fundraising event for Rhinegeist, a Millennial hotspot in Cincinnati's hopping (and hoppy) Over-the-Rhine district. The students were in MKT 480: Decision Making in Marketing, a class where they learn to analyze a competitive marketing landscape and then plan a strategy for a client. David Raska, who taught the class, had 41 students and, in effect, two clients: Mentoring Plus and Rhinegeist.

Mentoring Plus wanted a new and sustainable income stream. Rhinegeist wanted a bigger philanthropic footprint – something craft brewers all over the country want. The concepts for events that the class designed are intended to



GER 480 students record a video for their online campaign to raise money for Transitions, Inc., an agency that provides addiction treatment. View their video at impact.nku.edu under "Quest for Transitions."

raise \$20,000 over the next three years, providing new funds for Mentoring Plus and more brand identity for Rhinegeist among consumers who appreciate a company that gives back.

Dr. Raska's approach wasn't quite like any other in the 18-year history of NKU's Mayerson Student

Philanthropy Project. But it was creative. It was educational. And it was impactful. Those are goals we hope to achieve every year – and that our team of faculty, students and community partners clearly achieved this year.

2017-2018 HIGHLIGHTS

In addition to a record number of classes (34), the 2017-2018 Mayerson Student Philanthropy Project had some other highlights:

- We are within sight of 5,000 students having a "learn by giving" experience in the 274 student philanthropy classes offered since our first semester in the Fall 2000.
- Our students selected some familiar nonprofits for grants but added 24 new ones to a list that now numbers 378.
- Our portfolio of funders expanded. In the early days, we had one. This year, we had 12.
- Business informatics, a new discipline, was added to the 41 others that already had participated.
- We had our first ever summer class and laid the groundwork for our second.
- We had six online classes – the most for a single year.

OUR 2017-2018 CLASSES AND THEIR INVESTMENTS



Marketing Professor David Raska preps his students for the Mayerson awards celebration, where our grants are announced.

SUMMER 2017 CLASSES

1 CLASS	14 STUDENTS
1 NONPROFIT RECIPIENT	\$1,000 INVESTED IN NONPROFITS

SWK 105: Social Work and the Community

- Taught by Suk-hee Kim
- Supported by Citi Life Learning Center \$1,000

FALL 2017 CLASSES

17 CLASSES	334 STUDENTS
22 NONPROFIT RECIPIENTS	\$34,750 INVESTED IN NONPROFITS

ANT 328: Contemporary Issues in Anthropology

- Taught by Judy Voelker
- Supported by the Straws Foundation & student fundraising Cincinnati Museum Center \$2,500

CMST 340: Strategies of Persuasion

- Taught by Jeff Fox
- Supported by the Greater Cincinnati Foundation & student fundraising
- Women's Crisis Center \$1,000
- Brighton Center \$1,000

EDS 365: Characteristics of Emotional/Behavior Disorder

- Taught by Missy Jones
- Supported by the Straws Foundation
- NKY Cooperative for Educational Services \$2,000

ENG 101: College Writing

- Taught by Jonathan Cullick
- Supported by Citi
- Talbert House \$1,000
- Brighton Center \$1,000

ENG 544: Research/Methods in Professional Writing

- Taught by Janel Bloch
- Supported by ArtsWave
- Holly Hill Child & Family
- Solutions \$1,000
- Kincaid Regional Theater Company \$1,000

ENTP 320: Social Entrepreneurship

- Taught by Carole Cangioni
- Supported by the Scripps Howard Foundation

TIMELINE

2000

- A committee of seven faculty members meets over the summer to design a curriculum in keeping with NKU's vision of an engaged, learner-centered environment that treats the metropolitan region as an extension of the campus, promoting collaboration between the university and the public.
- With funding from the Manuel D. & Rhoda Mayerson Foundation, NKU launches the Mayerson Student Philanthropy Project in the fall semester with four classes in four disciplines: sociology, human services, public administration and honors. The program is believed to be the nation's first for higher education.

2001

- Communication Professor Cady Short-Thompson introduces a student fundraising component to her class, SPE: 340: Strategies of Persuasion. The class, now in NKU's College of Informatics and called CMST 340, continues to include that component. Dr. Short-Thompson's former student, Jeff Fox, now teaches it.

Over-the-Rhine Community
Housing.....\$2,000

ENV 220: Protecting Water Resources

- Taught by Kristy Hopfensperger
- Supported by the Straws Foundation

Foundation for Ohio River
Education.....\$1,000
Groundwork Cincinnati –
Mill Creek.....\$1,000

HIS 694: Special Topics in Public History

- Taught by Brian Hackett
 - Supported by ArtsWave & East Row Historic District
- Newport History Museum\$3,000

JUS 402: Alternatives to Incarceration

- Taught by Danielle McDonald
 - Supported by Citi
- Newport Boys & Girls Club.....\$1,000
Joseph House.....\$1,000

LDR 160: Leadership Around the World

- Taught by Rick Brockmeier
 - Supported by Citi
- BRAC USA.....\$1,000

LDR 385: Teamwork in Organizations

- Taught by Megan Downing
 - Supported by the Mayerson Foundation
- Fernside\$1,000
Women's Crisis Center.....\$1,000

PSY 494 / HNR 302: Drug Policy

- Taught by Perilou Goddard
 - Supported by the Straws Foundation
- Addiction Services Council ...\$1,000
NKY Hates Heroin.....\$1,000

SPI 202: Intermediate Spanish II

- Taught by Sandra Bazzani

- Supported by the Scripps Howard Foundation
- Chicks and Chucks.....\$1,000
Campbell County Drug Free Alliance.....\$1,000

SWK 601: Multiculturalism

- Taught by Suk-hee Kim
 - Supported by Citi & student fundraising
- Emergency Shelter of NKY\$1,000
Mentoring Plus\$1,000

SWK 614: Social Work Practice with Groups (two sections)

- Taught by Katie Terhune
 - Supported by the Mayerson Foundation & the Scripps Howard Foundation
- Relatives Raising Relatives\$2,000
Emergency Shelter of NKY\$2,000

TAR 262: Costume Construction

- Taught by Ronnie Chamberlain
 - Supported by ArtsWave
- Holly Hill Child & Family Solutions\$2,000

The Scripps Howard Center for Civic Engagement coordinated a social media contest that asked all Fall 2017 award winners to solicit votes to receive \$250 extra. The Emergency Shelter of NKY won.



Emergency Shelter
of Northern Kentucky
Life Saving. Life Changing

SPRING 2018 CLASSES

16
CLASSES

22
NONPROFIT
RECIPIENTS

362
STUDENTS

\$30,950
INVESTED IN
NONPROFITS

CMST 340: Strategies of Persuasion

- Taught by Jeff Fox
 - Supported by the Greater Cincinnati Foundation & student fundraising
- GO Pantry\$1,685
Race-Place-Retire:
Greyhound Adoption\$1,685

EDG 606: Leadership in a Diverse Society

- Taught by Brandelyn Tosolt
 - Supported by the Straws Foundation
- UpSpring\$1,000
Children, Inc.\$1,000

ENG 546: Grant Writing

- Taught by Janel Bloch
 - Supported by Citi
- Lincoln Grant Scholar House. \$1,000
Breakthrough Cincinnati.....\$1,000

ENV 493: Seminar: Environmental Science

- Taught by Kristy Hopfensperger
 - Supported by the Straws Foundation
- MoBo Bicycle Co-op\$1,000
Camp Washington
Urban Farm\$1,000

GER 480: Elder Scrolls: Morrowind auf Deutsch

- Taught by Andrea Fieler
 - Supported by the Scripps Howard Foundation & student fundraising
- Transitions, Inc.....\$3,670

HIS 318: Exploring Public History

- Taught by Brian Hackett
- Supported by the Scripps Howard Foundation & student fundraising.

Freedom Center..... \$1,000

HIS 394: Civil Rights Era I

- Taught by Michael Washington
- Supported by the Scripps Howard Foundation & student fundraising

Church of Our Savior (Youth Police Relations Project) \$2,000

LDR 160: Leadership Around the World (two sections)

- Taught by Rick Brockmeier
- Supported by the Mayerson Foundation

Autism Speaks..... \$1,000

Durga Tree International..... \$1,000

LDR 385: Teamwork in Organizations

- Taught by Megan Downing
- Supported by ArtsWave

Renaissance Covington..... \$1,000

Lovesome Stables \$1,000

MBI 650: Information Tech Project Management

- Taught by Charlie Slaven
- Supported by the Elsa Sule Foundation

Easterseals \$1,000

Rosemary's Babies..... \$1,000

MKT 480: Decision Making in Marketing

- Taught by Dave Raska
- Supported by the Straws Foundation & student fundraising

Mentoring Plus \$2,500

SPI 481: Hispanic Women Writers

- Taught by Kajsa Larson
- Supported by the Straws Foundation

Rose Garden Home Mission.. \$2,000

TAR 102: Race, Gender and Theatre

- Taught by Daryl Harris
 - Supported by ArtsWave
- Art for All People \$2,000

TAR 160: Stagecraft AND TAR 340: Playscript Analysis

- Taught by Ronnie Chamberlain & Michael Hatton
 - Supported by ArtsWave & student fundraising
- Caracole, Inc..... \$2,040
- Broadway Cares / Equity Fights AIDS \$120

The Scripps Howard Center for Civic Engagement coordinated a social media contest that asked Spring 2018 award winners to solicit votes to receive \$250 extra. 60 pantry won.

NON-CREDIT PROGRAMS

2
PROGRAMS

195
STUDENTS

6
NONPROFIT
RECIPIENTS

\$850
INVESTED IN
NONPROFITS

Young Women Lead

- Taught by Collette Thompson
 - Supported by NKU faculty & staff payroll deduction
- Henry Hosea House..... \$150
- The NEST Recovery Homes..... \$150
- Ronald McDonald House..... \$150
- Girl Scouts \$200

DreamFest

- Taught by Collette Thompson
 - Supported by NKU faculty & staff payroll deduction
- St. Jude \$100
- Stray Animal Adoption Center..... \$100

WHY STUDENT PHILANTHROPY?

OUR GOALS INVOLVE BOTH STEWARDSHIP AND ACADEMIC LEARNING

The goals of the Mayerson Student Philanthropy Project were established 18 years ago and remain as guideposts for the program:

- Establish for student learning the connections among the philanthropic process, civic responsibility and the subject matter.
- Apply the subject matter to address community problems.
- Provide opportunities for NKU students to interact meaningfully with the nonprofit sector.
- Increase public problem solving skills in students.
- Strengthen civil society in the region.
- Cultivate in students and faculty an enhanced interest in local nonprofits, the community and philanthropy.

WHAT WE DO AND HOW WE DO IT

Student philanthropy refers to the incorporation of a learn-by-giving component into college courses. It's not an after-class or club activity. It's integrated into the learning outcomes of a course.

Typically, a student philanthropy course at Northern Kentucky University starts with \$2,000, provided by the generosity of a donor who agrees to sponsor one or more classes.

The task for the students is to decide where to invest the money in a way that will provide a demonstrable community benefit. For the professor teaching the class, the task is to align the student philanthropy component with the learning outcomes of the class.

We teach student philanthropy at NKU with service learning, a well-established category of community engagement that creates classroom-community partnerships designed to benefit both partners. In the end, nonprofits receive a direct benefit – a grant. But along the way, they provide a tangible benefit to our students. As students interact with nonprofits, they learn about community issues and needs. They also learn how to address those in effective ways.

The key thing to remember about service learning is that, while the service is important, students don't get an A (or an F) for their service. As with any class, they are graded on their mastery of the course material. A leadership class might teach teamwork as student teams decide where to invest. An environmental science class might focus on nonprofits working to clean up watersheds and, in doing so, learn how that's done. Bottom line: Our classes find ways to incorporate student philanthropy to enhance what's being taught.

TEACHING WITH SERVICE LEARNING

Our classes are taught with service learning, an educational approach that combines classroom instruction with community engagement. A service learning class provides a tangible benefit to the community but also provides benefit to the students involved. The components of a well-designed service learning course include:

- One or more community partners, who are co-educators as students interact and learn from them;
- Application of knowledge so that students have an opportunity to translate what's learned from lectures and textbooks to something real;
- Reflection, whether oral, written or both, to provide an opportunity for students to find meaning from the experience of their community engagement.

Source: Service Learning Toolkit, Michigan State University, 2015.



SAME IDEA, DIFFERENT APPROACHES

DIRECT

Our basic model provides a class with \$2,000. Students identify a need or issue as their focus, explore nonprofits in the community (or, in some classes, the world) that are addressing that need or issue and decide as a class where to invest. This was our original model and is still the most common.

STRINGS ATTACHED

Donors select an area of need or an issue for the class to consider. ArtsWave, for example, asks our students to invest in community arts programming. Citi's emphasis is on education and low-income families. Students learn that, in the world of philanthropy, donors often are trying to have an impact in some niche.

MATCHING

A donor matches the students' fundraising, typically dollar for dollar. More and more, students are using online crowdsourcing as a tool for this model. They've also sold t-shirts, held silent auctions, hosted a dodgeball tournament and written solicitation letters to friends and family.

INDIRECT

Students in these classes act in an advisory role to a donor. Students review funding applications, make calls, visit and pour over financial records. In the end, the students recommend which applications to fund. While our students don't award money directly, they do get invaluable experience by working with an established, grant-making community partner.

CO-CURRICULAR

Most of our student philanthropy classes are for credit. But we've also mirrored this pedagogy in various non-credit, or co-curricular, activities and classes.

WHAT IS STUDENT PHILANTHROPY

Julie Olberding, an NKU public administration professor who has published extensively on student philanthropy, defines it 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." But she makes this important point, too: "Student philanthropy is a teaching strategy designed to engage students actively in the curriculum."

TIMELINE

2002

- Philanthropist Roger Grein of Cincinnati, a supporter of NKU, hears about NKU's philanthropy classes and decides to fund classes at Xavier University. Grein eventually funded additional classes at XU and other universities around the nation. Later, he would shift his focus to high schools and launch Magnified Giving, which now has programs in nearly 90 Greater Cincinnati schools.

2003

- The Scripps Howard Foundation contributes \$750,000 to launch an office at NKU that would guide students and faculty toward community involvement. The Scripps Howard Center for Civic Engagement becomes the new home of the Mayerson Student Philanthropy Project.

2005

- The Mayerson Student Philanthropy Project's first five years of growth are summarized in the annual report: "1,142 students enrolled in 61 sections of 36 different classes have invested \$319,256 in 218 projects involving 158 organizations. Students have raised \$33,026 of this total."

BUILDING BRIDGES...



Sometimes, the bridges between high school and college are built directly in the classroom. In a Fall 2016 Spanish class, Kajsa Larson's students awarded \$1,000 to the Boone County Women's Ensemble, a high school choral group. For her Spring 2018 class, Larson invited the ensemble back to interact with students in SPI 481: Hispanic Women Writers. Here, the NKU students practice their Mayerson presentation speeches about women's issues as the high school students listen and give feedback.

WE'RE NOT WAITING UNTIL COLLEGE TO APPLY THE LEARNING BY GIVING MODEL

In primary and secondary education as in higher ed, experiential education has earned its place beside textbooks and lectures.



Scripps Howard Center for Civic Engagement Assistant Director Collette Thompson discusses philanthropy with young students visiting NKU for Dreamfest.

Early childhood education experts counsel parents to look at everyday activities as learning opportunities. Colors. Numbers. Shapes. Learning them need not be dull. While folding laundry, ask your child what color the shirts are. Count the socks. Is the basket square or round? Ask. Teach.

What's true for preschoolers is true for older students, too. We all learn by doing, by seeing, by application of knowledge to everyday life.

With that in mind, primary and secondary teachers are incorporating experiential components in curricular activities. Consequently, freshmen arrive on college campuses today with an expectation of experiential learning.

Northern Kentucky University is ready for that—and works with local schools to create a pathway from high school to college that doesn't wait until a student's first day on our campus. Our Mayerson Student Philanthropy Project is part of the strategy.

MAGNIFIED GIVING

Not long after NKU started its Mayerson classes, Cincinnati philanthropist Roger Grein learned of them and invested in a program to bring experiential philanthropy to middle school and high school students. Now known as Magnified Giving, it operated in 86 schools in 2017-2018 and presented 149 grants to 117 local nonprofits totaling \$161,650.

Magnified Giving also offers a \$1,010 scholarship to a graduating senior who had a Magnified Giving experience and is headed to NKU. Students compete for the scholarship by answering questions about their commitment to service and learning. This year's winner was Mia Wheatley, who lives in Fort Thomas and graduated from Villa Madonna Academy in Villa Hills.

She plans to be a writer – an aspiration she clearly is talented enough to achieve, judging by her thoughtful answer to one of the questions on the scholarship

application: If you could change one thing in your community, what would you change and why?

Mia volunteers her time (and her knitting skills) to Scarf It Up, a nonprofit in Erlanger, Ky., that provides hand-made scarves to people who are homeless. The bitter cold made the gifts all the more important this past winter. To Mia, too many people don't understand why people are on the streets or in shelters.

"Everyone I talk to always says that they are there because of their own fault or drug abuse. While this could be true in some cases, it is not right to assume," Mia wrote. "If I could change anything, I would make everyone in my community see that the homeless people we see under bridges, on the side of the road, on our way to work, are all human beings who may have been just like us when we were in school."

CO-CURRICULAR

Among the many activities that NKU hosts every year for "future college students" are Dreamfest and Young Women LEAD. The first is an annual day of learning and enrichment for gifted children in grades 4 to 8.

THE 1010 SCHOLARSHIP

Want to invest in bridging the P-12 pathway to higher education?

You can donate to Magnified Giving's 1010 Scholarship by contacting Kelly Collison at kelly@magnifiedgiving or 513-733-9727.

The second is an all-day leadership conference for high school girls focused on leadership, education and development. Each event draws about 800 attendees.

The Scripps Howard Center for Civic Engagement added a "mini-Mayerson" experience for Dreamfest and LEAD attendees this past spring. The center's assistant director, Collette Thompson, taught the classes, each of which had \$100 to \$150 to invest. Collectively, they awarded \$850 to six nonprofits. In all, 195 attendees participated in the mini-Mayerson experiences.

DUAL CREDIT CLASSES

NKU's School-Based Scholars program provides dual credit classes at local high schools

where students are taught by NKU professors and receive both high school and college credits. We added philanthropy to dual credit classes at three high schools in 2017-2018: Campbell County, Simon Kenton and Dixie Heights.

The course at all three schools was LDR 160: Leadership around the World, taught by Frederick Brockmeier, an NKU professor of organizational leadership. He asks his students to find international nonprofits that are having a high impact with limited resources.

Over the past six years, we've been in 11 dual credit classes at seven northern Kentucky public high schools representing the region's range of suburban, rural and inner-city schools.

TIMELINE

2006

- NKU's classes begin to get attention in higher education circles when sociology professor Joan Ferrante's essay, "Student Philanthropy as a Vehicle for Teaching the Subject Matter," is included in "Quick Hits for Educating Citizens," published by Indiana University as a guide for faculty teaching strategies that connect students to community needs. Dr. Ferrante helped design NKU's student philanthropy program and managed it in its early years.

2007

- NKU public administration professors, Shamima Ahmed and Julie Olberding, publish "Can Student Philanthropy Help to Address the Current Nonprofit Identity Crisis?" in the *Journal of Public Affairs Education*, and set the stage for ongoing scholarship by NKU professors on student philanthropy.
- With a gift of \$24,000, Citi becomes first funder to support NKU's classes besides the Mayerson Foundation. Citi remains a supporter.
- Citi partners with NKU in creating a new, "indirect" model of student philanthropy. Students review and recommend which proposals Citi should fund. Students' recommendations are advisory not binding.

EDUCATIONAL

STUDENT PHILANTHROPY

Is a way to teach. Students connect more deeply to their course material, whether in business or biology, English or German, communication or theater.

LEARNING BY GIVING: EXHIBIT B CMST 340

Strategies of Persuasion is a class that teaches, as its name suggests, how to persuade. There are lectures and a textbook. Adding the philanthropy component allows the professor, Jeff Fox, to teach theory and practice side by side.

Says Fox: "Students learned course concepts throughout the semester and applied them to the work with the Mayerson Project. This included the writing and sending of the letters for fundraising, choosing and visiting nonprofits to ask them to apply for the class grant, reviewing the grant applications that came through, narrowing down the decisions and analyzing and presenting persuasive presentations on which nonprofits were the most deserving of the class funds."

More about how our classes align philanthropy with learning outcomes on pages 18-21.

GREYHOUNDS IN CLASS

Before being selected for a \$1,000 award, Race-Place-Retire had to persuade the students in CMST 340 that the greyhound adoption agency would make good use of the money.

A PROFESSOR'S PERSPECTIVE

WHY THE MAYERSON TEACHING APPROACH IS VALUED

By Kajsa Larson, Ph.D.



Kajsa Larson is an associate professor of Spanish in NKU's World Languages and Literatures Department. She also is the faculty coordinator for the Mayerson Student Philanthropy Project, which means she works directly with NKU's faculty to integrate experiential philanthropy into classrooms across disciplines. Dr. Larson is on sabbatical for the Fall 2018 semester and will be conducting research on the academic benefits of experiential philanthropy. She has taught eight Mayerson classes while at NKU, the first in the Spring 2013 semester and the most recent in the Spring 2018 semester.

As a faculty member, I am always looking for new teaching approaches, especially ones that provide both memorable and meaningful opportunities to apply skills to a real life setting, and ones that I would have liked to have had as part of my own college experience. The Mayerson Student Philanthropy Project covers all of these bases by allowing students to take what they learn in the classroom and bring it to the community to make a positive difference in the lives of others. This community partnership not only gives them a sense of empowerment and a greater understanding of how their efforts can – and do – impact others in a meaningful way.

The incorporation of the Mayerson Project in a class may initially seem to some students an intimidating, or perhaps fruitless, task because it requires an extra time commitment and out-of-class group work, both of which some students prefer to avoid. The introduction of these new challenges is precisely what helps student to grow by putting them on the edge of their comfort zone: a moment when they are most mentally open to expanding or altering their understanding of both themselves and the world around them. The Mayerson Student Philanthropy Project allows students to trace this process from start to finish and, along the way, reflect upon it. In the end, students embrace the challenge to give back to the community, in a way that they

may have never sought on their own, and learn from it. Ultimately, activities such as Mayerson represent the overall objective of the college experience: to nurture young adults and prepare them to personally and professionally thrive.

I'll give you an example of how such a mission can be put into action. In the Spring 2013 semester, I incorporated philanthropy into a hispanic film class to enrich students' understanding of 20th and 21st century films from Spanish-speaking countries. Students watched, and studied, twelve films about four social themes: marginalized groups, immigration, women and the fine arts. The films ranged from drama to comedies, and from different countries, to vary the point of view. The films related to each theme were shown in a sequence so students could reflect more deeply on them and make connections and comparisons. Students read an academic article and prepared a written response prior to viewing each film. A follow-up discussion was held in class to share comments and also discuss and analyze scenes from the films.

For the civic engagement component, students formed four "community boards" (student groups) that researched one of the themes and the basic plot summaries of its corresponding films. Next, these community boards identified social needs related to their assigned theme and located nonprofits in the local community that serviced

these needs. Each student wrote a two-page reaction paper that summarized his or her findings. Third, each community board chose one nonprofit to investigate more deeply, conducted a site visit to the group's chosen nonprofit, and each student wrote a two- to three-page reflection paper about the site visit.

Finally, after watching all of the films in class, the community boards prepared a persuasive group presentation that synthesized information from the films related to their social theme and the nonprofit that they had selected to research. The goal of the presentation was to convince the class that the community board's chosen nonprofit was deserving of the Mayerson grant money.

The class gave two \$1,000 awards, one for AIDS awareness and another for English language classes for immigrants. Although all four community boards put forth convincing arguments, two nonprofits did not receive funding but students brainstormed and discussed additional fundraising options for those two. In the end, students decided not to pursue this initiative but some did express an

interest in continuing a relationship with the community partner. Thus, the community gained new volunteers who likely would not have volunteered for this same cause if they had not participated in the Mayerson Project.

To understand better both the value and compatibility of incorporating philanthropy into a film course, I gave students a short post-survey to assess their attitudes. They answered three short questions:

- How did the Mayerson Project enhance your understanding of the films that we watched, especially those related to the Mayerson theme that you researched?
- How did the films enhance your understanding of the Mayerson Project and the theme that you researched?
- If your perspective of social issues has changed as a result of this course, please explain how?

Almost all of the student comments confirm the benefit of this experience. In response to the first question, one student wrote, "The Mayerson Project enhanced my understanding of the films because it proved that the issues are real

and they are not just made up for movies." Another student made a similar remark: "Having to identify local needs and then watching films that dealt with those themes gave a face and a story to those who are affected. Watching the films allowed me to see these are problems that other cultures experience, too."

Students also spoke to how they were able to expand their comfort zone and thereby alter their perspectives of social issues: "The social issue and organization my group researched was something I was initially not comfortable with. Now I feel I have a more accepting perspective of social issues, due to the films, class and the Mayerson Project."

The student feedback about the compatibility of civic engagement and film serves as a testament that these two pedagogical tools teach important life lessons such as the value of solidarity, active citizenship and the notion of learning by giving. Nonetheless, the approach to pairing film with civic engagement can be adapted in numerous ways to achieve an even deeper learning experience and a pay it forward mentality.

TIMELINE

2009

- The Scripps Howard Center implements a new policy of including at least one new discipline each year into the Mayerson portfolio. The policy helps NKU demonstrate that student philanthropy works across disciplines and colleges.
- NKU and universities in Kentucky, Ohio and Michigan collaborate on a student philanthropy program patterned after NKU's Mayerson classes and called Pay It Forward.

2010

- The Scripps Howard Center publishes *Student Philanthropy: Plant It, Nurture It, Harvest It*, a handbook for college and university faculty interested in incorporating this unique pedagogy into their classroom.
- Our first online Mayerson class is offered, portending what is now the routine inclusion of one or more online classes each year.
- A new "pre-test" is implemented so that results could be compared to "post-test" survey answers (collected since the program's inception). The survey shows that student awareness of nonprofits nearly doubled by taking a Mayerson class.



Public history students and volunteers hang a 1960s baccarat table for the gambling and vice section of an exhibit for Newport's new history museum at the old Southgate Street School.

LEARNING BY GIVING

Adding philanthropy to a class connects directly to learning outcomes.

The most important criteria for incorporating experiential philanthropy into a class at Northern Kentucky University is not teaching stewardship (although that is very important) but assuring that the philanthropy component will help in teaching the class and contribute to students' mastery of the subject being taught. How does that work? Here are a few examples.

ENG 546: GRANT WRITING Taught by Janel Bloch

Some years back, a nonprofit asked, How does my agency apply to receive money from an NKU class? The answer was: You don't. Our students find you. Indeed, for most classes, that's still true. Part of the investigatory task of students in many classes is to find nonprofits that are addressing the issues or themes the class is focusing on. Looking is part of the learning. But this class, ENG 546, begins with a twist. Nonprofits can apply. The way English Professor Janel

Bloch sees it, what better way to learn grant writing than by reviewing grants? Students see firsthand the strengths and weaknesses of real grant applications.

In the Spring 2018 class, students were each assigned to a grant application. They reviewed them, then visited and interviewed the applicants and, as the semester neared its end, wrote persuasive memos to be reviewed by the whole class. The class voted, selecting semifinalists who were invited to class to present. The students then voted again, selecting two winners,

the Lincoln Grant Scholar House in Covington and Breakthrough Cincinnati. Each received \$1,000.

"The Mayerson Project ties in well," Dr. Bloch says, "because it enables students to see the funders' perspective, which will in turn help them better understand their audience when writing grant proposals."

Her students agreed. Surveyed at the end of the semester, all but one (who did not take the optional survey) said the Mayerson component of the class had a positive or very positive effect on their learning of the course material.

HIS 694: SPECIAL TOPICS IN PUBLIC HISTORY

Taught by Brian Hackett

You might tell a would-be surgeon: To learn surgery, do surgery. Historians are no different: To learn history, do history.

That's the idea that guides Brian Hackett when he teaches his graduate course in public history. Every semester, his students take on a project – typically at a community museum. In the Fall 2017 semester, their client was the city of Newport, Ky., which wanted to open a

museum inside what was once the separate-but-equal grade school for African American students before the U.S. Supreme Court ordered desegregation in 1954.

For the HIS 694 students, doing history would mean researching local history, designing an exhibit, building it and co-hosting the exhibit opening on a chilly November evening. They had to fund all of that, too. They had a commitment of \$1,500 in funding – if they could match it, which they did.

Over the semester's 16 weeks, the students learned of the city's rich history, which included its Sin City days when casino gambling was illegal but openly allowed. They also learned the story of the Southgate Street School and its importance to the African American community, which determined that if their children could not attend the white public schools they would nonetheless not be denied a quality education.

The Southgate Street School museum drew about 150 people for that opening, then another 700 when the neighborhood added the museum to its holiday home tour. As for what the students learned,

one summed it up: "This course taught me that public history can be a social activism tool and you can reach the community through exhibits and programs."

ENG 101: COLLEGE WRITING

Taught by Jonathan Cullick

Left to their own devices, the students in Jonathan Cullick's introductory English class might have written about their summer breaks or about their moms – both potentially good topics. But for this section of ENG 101, writing assignments were drawn from the experiences and learning provided by the philanthropy component of the class.

ENG 101 is a general education (or "gen ed") class at NKU, meaning students from all disciplines – math, biology, theater, history, education, social work, etc. – take it. The gen ed objectives for the class are to teach students to analyze principles of rhetoric in college-level readings; employ those principles in their own writing; locate, evaluate, employ and correctly cite sources; and create complex, coherent, well-developed, organized, grammatically correct pieces for a variety of topics and audiences.

TIMELINE

2011

- NKU begins experimenting with the idea of co-curricular student philanthropy as a complement to the existing classroom-based model. The American Democracy Club selects two community partners, a school and a community center, raising \$800 for the school and collecting \$140 in canned goods for the community center.
- A nascent model called "strings attached" begins taking shape. It allows funders to identify a niche where they would like to see their funds invested. Citi, for example, asked that its funds be invested in educational initiatives for low-income families. Behind this new model was a realization that, in the real word, money rarely is donated without restrictions. Today, many of our funders provide giving parameters.
- NKU's president, provost and former associate provost publish *Becoming an Engaged Campus* (Jossey-Bass), and pledged all of the book's proceeds to the Scripps Howard Center, which in turn earmarked the money for Mayerson classes.

FACULTY VOICES

When we ask our faculty how their semester went and whether they would change anything, many answer by saying, in effect, “It went well but here’s what I’ll tweak the next time.” That’s a strength of the Mayerson Student Philanthropy Project: After 18 years, veterans of this approach to teaching make it better each year – and they mentor our newcomers. Overall, the NKU faculty who teach with Mayerson rave about it. Here’s a sample of their comments from 2017-2018:

Katie Terhune, social work

“I felt that my students had a very positive experience with the Mayerson project. Each indicated that they enjoyed visiting various agencies and learning about the mission of the agencies, as well as the services provided. I truly believe that my students now have a stronger ability to see themselves linked with community life beyond graduate school.”

Jeff Fox, communication

“I love seeing the students get into the project and take it seriously. What better way to learn content of a course – learn and also give back to the community at the same time.”

Sandra Bazzani, Spanish

“Great experience for the students. They were excited and inspired to help others. In my opinion, it changed the experience of teaching and learning for both students and faculty.”

Suk-hee Kim, Social Work

“The Mayerson course is so great for our student learning and community engagement.”

Cullick finds a direct correlation between the pursuit of those outcomes and the use of philanthropy to teach them. He began the Fall 2017 semester by asking students to do some relatively simple, quick community service (e.g., volunteer at a soup kitchen) and, afterward, to write about the experience. Cullick joined his students, finding a service activity of his own and writing about it.

As the semester proceeded, increasingly complex assignments brought other learning outcomes into play. For example, students located, evaluated, employed and correctly cited sources as they learned and wrote about needs in the community and local nonprofits serving those needs. They applied elements of rhetorical analysis as they evaluated how well agencies presented themselves to the class in appealing for funds. In the end, students combined all of the course outcomes in final persuasive essays suggesting where the class should invest. Collectively, all of these assignments included editing lessons and proofreading workshops, thus aligning with the gen ed learning objectives.

One of the values of adding a philanthropy component to a class is that it engages the students more deeply in the class. That certainly happened with Cullick’s ENG 101 students: 93 percent of the students in the class said the philanthropy component contributed to their application of information and skills from the course.

ENV 493: ENVIRONMENTAL SCIENCE SEMINAR Taught by Kristy Hopfensperger

Among the 10,000 nonprofits in our region, many are committed to environmental stewardship. Cleaner air. Cleaner water. More parks. Better parks. Less food waste. Organic farming. All of those causes and more are represented

This robust inventory of agencies means there are abundant “co-teachers” for Environmental Science Professor Kristy Hopfensperger, a Mayerson veteran who views philanthropy as a way to extend her classroom to the offices, field stations and worksites of the agencies doing environmental science day in and day out.

Hopfensperger’s seminar topic for the Spring 2018 semester was environmental inequality. To get started, she divided the 15 students in her class into four teams, each with a subtopic: access to food, access to clean water, access to outdoors and access to transportation. Each team researched nonprofits in the region and

selected one to be their partner. The students then volunteered a minimum of 20 hours with their selected agency. Besides the immediate learning it provided, the volunteering also let students build their résumés and network in their chosen career field.

Later in the semester, the selected nonprofits presented to the whole class, with each student team also speaking on behalf its agency. In the end, the students voted to fund MoBo Bicycle Cooperative and Camp Washington Urban Farm – the first committed to access to and education about cycling and the second committed to access to and education about freshly grown vegetables.

MoBo will use the money for build-a-bike days and summer camps and Camp Washington will use its grant for farm infrastructure needs, including greenhouse materials.

As important as those benefits are to the two nonprofits, one of the lasting benefits will be to Hopfensperger's students, 93 percent of whom said the philanthropic component had a positive or very positive effect on their academic skills or knowledge.

SPI 202: INTERMEDIATE SPANISH II

Taught by Sandra Bazzani

Teaching a foreign language may seem a stretch for incorporating philanthropy. Indeed, language classes weren't part of the Mayerson inventory until 2012. But they've been a constant every year since. Spanish Professor Sandra Bazzani was new to the program this year but found philanthropy a perfect fit for her course in intermediate Spanish.

From the first week of class, her students studied the needs of the community and started to match those with themes being covered in class. All of that is pretty standard for a Mayerson class. But there was one added rule in SPI 202: "Speak Spanish all the time." Students also made a list of vocabulary words that they needed to know in Spanish to successfully navigate the project and used class time to learn them.

With a structure in place for learning Spanish while also learning about community needs and how agencies are addressing those needs, the students in SPI 202 deliberated as a class and decided where to invest their funds.

Two agencies were awarded \$1,000 each by the class:

- The Campbell County Drug Free Alliance, which is using the funds to raise awareness of its drug prevention and education programming.
- Chicks and Chucks, which is using its funding to provide direct support to breast cancer survivors.

The philanthropy component of the class boosted students' awareness of nonprofits in the region: 25 percent reported strong or very strong awareness at the start of the semester; that rose to 100 percent at the end of the semester.

Something else happened as well. Energized by their nonprofit research, SPI 202 students learned Spanish. In Bazzani's words: "The highlight of the class is that the students were immersed in the target language, Spanish. All the meetings, research and preparation were in Spanish. Students were fascinated with the idea of helping others but also for being able to expand their vocabulary in Spanish and understand others students' presentations. It was not easy. It was challenging. But that was the idea."

TIMELINE

2012

- Our program begins to take on an international flavor as one class spends spring break abroad, visiting The Hague and other European locations to study human rights. Back home, they find nonprofits working on human rights locally and invest their Mayerson money accordingly. A second class uses a *New York Times* op-ed essay on small but effective nonprofits as a guide for where it invests.
- A devastating tornado passes through northern Kentucky in March. A mini-Mayerson, non-credit course is quickly arranged to invest in tornado relief. Students in the class also do a day of service, picking up debris in a rural community.

2013

- The Scripps Howard Center launches Project Hope, an effort to concentrate academic community engagement in a single, distressed neighborhood where collective impact could be achieved by addressing a range of needs. Four Mayerson classes invest in the target neighborhood – the Westside in Newport, Ky. They distribute \$6,000 to nonprofits based in or working in the Westside.

STUDENT PHILANTHROPY IS HIGH IMPACT

Why include philanthropy in the college classroom? For Northern Kentucky University, the answer rests with our institution's five goals: student success, talent development, institutional excellence, academic innovation and community engagement. The Mayerson Student Philanthropy Project contributes to our achievement of all of those.

Programmatically, we use surveys developed to measure two key categories of impact: stewardship benefits and academic benefits. The results are consistently impressive as students' eyes are opened to community needs even as they learn their course material more thoroughly.

STEWARDSHIP BENEFITS

Student philanthropy takes students out of the classroom and into the community to see firsthand what needs are most pressing and how they can be addressed. Our classes strengthen our students' commitment to be problem solvers who collaborate in addressing community needs.

THIS YEAR'S RESULTS

445 students responded to the end-of-the-semester survey from which the responses on these two pages were gleaned. All students taking a Mayerson Student Philanthropy Project class were invited to participate in the survey and 71 percent did so.

LONG-TERM RESULTS

1,473 students have responded to this survey since the Spring 2014 semester when our database was first created for tracking long-term results. The database now includes ten semesters. The long-term response rate is 83 percent.

THE MAYERSON CLASS I TOOK HAD AN EFFECT ON MY...	POSITIVE	VERY POSITIVE	TOTAL
Awareness of nonprofits in northern Kentucky	50.7%	40.1%	90.8%
	49.3%	41.4%	90.7%
Belief that I have a responsibility to help others in need	43.0%	41.7%	84.6%
	38.3%	47.3%	85.0%
Intention to volunteer	49.8%	34.4%	84.2%
	43.7%	38.7%	82.4%
Sense of personal responsibility to my community	47.8%	36.2%	84.0%
	43.0%	41.1%	84.2%
Interest in community service	48.9%	34.9%	83.8%
	43.2%	39.6%	82.7%
Belief that I can make a difference	44.1%	39.5%	83.6%
	40.7%	43.4%	84.2%
Intention to donate money to a charitable organization	48.5%	30.0%	78.5%
	44.3%	35.0%	79.3%
Plans to work to solve problems in my community	49.1%	27.8%	77.9%
	44.5%	32.8%	77.3%



A recent national study concluded that service learning “is a high-impact practice that increased the likelihood of student graduation.” We teach Mayerson with service learning – and see results: 83% of the students say the philanthropy component of their class contributed to their desire to graduate.*

* “Service Learning and Graduation: Evidence from Event History Analysis,” Michigan Journal of Community Service Learning, Volume 23, Issue 2, Spring 2017. NKU survey data reported below.

ACADEMIC BENEFITS

NKU’s strategic plan, Fuel the Flame, lists student success as “our paramount goal.” Hence, every program at NKU faces a litmus test: What’s its contribution to students’ academic success? Student philanthropy contributes to all the key student success measures, including deeper learning of class material as well as to retention and graduation.

THE MAYERSON CLASS I TOOK HAD AN EFFECT ON MY...	POSITIVE	VERY POSITIVE	TOTAL
Awareness of the needs and problems addressed in this class	52.6%	39.7%	92.3%
	53.0%	38.1%	91.1%
Academic skills or knowledge	48.7%	37.9%	86.6%
	48.1%	38.4%	86.5%
Development of functional life skills	48.2%	36.8%	85.1%
	47.5%	37.6%	85.1%
Interest in this course	41.9%	41.9%	83.8%
	41.6%	41.1%	82.7%
Desire to stay in college and complete a degree	25.4%	57.7%	83.1%
	22.4%	61.6%	83.9%
Application of information and ideas from this course	45.0%	37.9%	82.9%
	46.0%	37.9%	83.9%
Learning of the material in this course	42.3%	39.5%	81.8%
	43.4%	38.8%	82.2%
Interest in taking another service learning course	41.9%	30.3%	72.1%
	37.6%	34.9%	72.5%

BLACK NUMBERS
represent the 2017-
2018 academic year

GOLD NUMBERS
represent cumulative
percentages for
Spring 2014 and all
semesters since

iPHILANTHROPY

TAILORING MAYERSON TO THE ONLINE CLASSROOM



With the camera rolling and discussion prompts in hand, Annie Brown, the co-owner of Pique Gallery, interviews passersby to create performance art that she posts online. The project is part of Renaissance Covington's Pike Street ArtStoll, supported by students in LDR 385.

Northern Kentucky University first incorporated student philanthropy into an online classroom in 2010. The 2017-2018 academic year was our most aggressive dive yet into this burgeoning platform, with six classes either partially or fully online.

One of those classes was LDR 385: Teamwork in Organizations, which the NKU catalog describes as focused "on the dynamics of

teamwork. Roles and qualities of team leaders and team players will be discussed, along with attributes and behavior of teams. Special focus will be placed on problem solving in a team environment, diverse teams and virtual teamwork."

Organizational Leadership Professor Megan Downing taught LRD 385 in the fall semester and again in the spring. She found the philanthropy component perfectly aligned with the learning outcomes for the class, as students explored teamwork by doing it themselves and also by interviewing nonprofit leaders about how they use teamwork.

Downing first divided the class into virtual teams. Working in those teams, students conducted preliminary research to identify and select eligible organizations, which they invited to apply for funding. As they waited for applications, students researched service learning and further researched the agencies they had identified.

The student teams communicated with each other online and by phone. They made and shared PowerPoints. They watched TED Talks. They read about philanthropy and its purposes.

Teams also created guides for phone, email or in-person interviews with representatives of the nonprofits being considered for funding. In the interviews,



students asked about teamwork and the dynamics of teamwork in the organizations they were considering.

The class was funded by a grant from ArtsWave, a regional funding agency looking to invest in high impact community arts. Therein was another exercise in teamwork as the class learned ArtsWave's giving goals and aligned accordingly.

The ultimate teamwork was deciding where to invest. The class awarded \$1,000 to Renaissance Covington, which is using the money for an urban arts tour, and Lovesome Stables, based in Dry Ridge, Ky. At Lovesome, disabled students learn to ride horses. The LDR 385 grant funded reflective art experiences at the stable.

WHAT DID STUDENTS THINK?

SURVEY RESULTS

In a survey at the end of the semester, LDR 385 students were asked what effect the philanthropy component of their class had on their application of ideas and information from the course: 39% reported a positive effect and 50% reported a very positive effect (combined 89%).

Asked about the effect on their functional life skills, like communication, assertiveness and decision-making: 53% reported a positive effect and 43% reported a very positive effect (combined 96%).

REFLECTIONS

GEORGINA BAILEY: "We had to come up with our own team contract. We needed to learn how to communicate effectively with each other and how to work together virtually to complete a full-scale project. We had a few conflicts, but overall we managed it well. We could not have done it without the lessons we learned along the way."

DESTINY ROSENBERG: "You have to make sure that everyone has a role and that they know exactly what the role entails. This helps eliminate social loafing and makes everyone in the group feel like they have a purpose."

LORI CRUSE: "Although I work in a nonprofit organization, I do not specialize in the funding components, grant writing, etc. So this project gave me the opportunity to see all of the hard work that goes into producing the funding to maintain the various programs."

TIMELINE

2014

- After 14 years of giving money, a new model arrives. A class also gives time: A freshman orientation class, University 101, partners with a student organization that agrees to donate 50 volunteer hours. The organization, Alpha Lambda Delta (the national honor society for first-year students) doubles that, providing over 100 hours of service to the St. Vincent DePaul Society.

2015

- A Spanish professor, Kajsa Larson, and a German professor, Andrea Fieler, team up to teach a class that draws students from both disciplines. The class, Repression, Resistance and Reflection, examines themes from the Holocaust and the Spanish Civil War. Students then invest in nonprofits working at the local level on human rights today.

STUDENT VOICES

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

"How much nonprofit work can help a community. I really enjoyed getting to know my nonprofit and how passionate the people working for the organization can be."

"How easily I can make a difference."

"I was amazed by the needs and problems that are local. Working with our nonprofits was eye-opening."

"Nonprofits run on as little money as they can but always need more and everything helps."

"People very close to home are in need of environmental justice."

"Some people really do have big problems to deal with. A lot of us don't realize how blessed we are."

"I didn't realize the number of people in the Cincinnati area who struggle with HIV/AIDS. Before this project, I thought HIV/AIDS was a problem from the 1980s and 1990s that had been nearly eliminated. The Mayerson Project helped me realize that is not the case."

"I never realized how in need our community really is. I also learned a great deal about nonprofit organizations that I had no idea existed before this class."

These responses are drawn from our end-of-the semester survey of students taking a Mayerson Student Philanthropy Project class during the 2017-2018 academic year.

NKU PIONEERED A MODEL THAT OTHERS FOLLOWED

Excerpted from "Learning by giving: How today's students can become tomorrow's philanthropists," written by Jodi Benenson, David Campbell and Lindsey McDougale; published by The Conversation in November 2017.

If someone asked you to picture a philanthropist, chances are a billionaire like Bill Gates or John D. Rockefeller Sr. would come to mind. But not all philanthropists are billionaires, or even millionaires for that matter. People who make modest gifts of time or money can make a big difference in their communities.

We are professors who teach and do research about philanthropy, the practice of expressing generosity by giving away money and, in some cases, time. We see our job as motivating and preparing college and graduate students to become future leaders of nonprofit organizations or donors with good ideas about how to make a difference – starting right now.

One approach, known as "experiential philanthropy," teaches about charitable giving through hands-on experiences. Students get real money to give away to local nonprofits.

Northern Kentucky University pioneered this approach in 1999. Since then, students there have collectively awarded more than \$1.5 million to local charities as part of their coursework.

Wealthy donor, Geoffrey P. Raynor, is building on that model through the Philanthropy Lab. So far, this national initiative has spread to more than 20 universities, including many attended by wealthy students, such as Princeton and the University of Chicago.

Students sign up because they want to learn how to use their money and time to make change on the issues they care most about.

THE CONVERSATION

The authors are professors from the University of Nebraska Omaha, Binghamton University in New York and Rutgers University Newark. The Conversation is an independent and nonprofit source of news, analysis and commentary from academic experts. Read the full story at theconversation.com.

IMPACTFUL



TALKING POLICY
Princeton University sociologist Matthew Desmond, who won the 2017 Pulitzer Prize for *Evicted: Poverty and Profit in the American City*, spoke at NKU in April 2018.

STUDENT PHILANTHROPY

makes a difference. It makes a difference to the nonprofits receiving funds. It makes a difference to funders who invest in the ideas of this program. Most of all, it makes a difference to students.

LEARNING BY GIVING: EXHIBIT C

Author Matthew Desmond filled one hall in the evening and another the next morning at NKU to discuss his book, *Evicted: Poverty and Profit in the American City*.

Before he arrived, students in ENTP 320: Social Entrepreneurship read his book and began thinking about how to address its themes and ideas.

Carole Cangioni, who taught the class, saw an opportunity to raise students' awareness of how nonprofits – especially startups – use entrepreneurial concepts to address social needs. Her class invested \$2,000 in Over-the-Rhine Community Housing, an agency born in 2006 and known for bringing creative business approaches to low-income housing.

More about our connections with Evicted on pages 46-48.

OUR 2017-2018 FUNDERS

ARTSWAVE
CITI FLORENCE
EASTROW HISTORIC DISTRICT
ELSA HEISEL SULE FOUNDATION
GREATER CINCINNATI FOUNDATION
IMPACT NKU DONATIONS
MANUEL D. & RHODA
MAYERSON FOUNDATION
NEIKIRK FAMILY
NKU FACULTY/STAFF
PAYROLL DEDUCTION
SCRIPPS HOWARD FOUNDATION
STRAWS FOUNDATION
VOTRUBA/WELLS/BEERE BOOK FUND

OUR 2018-2019 FUNDERS

ARTSWAVE
BOEHNE FAMILY
CITI FLORENCE
ELSA HEISEL SULE FOUNDATION
GREATER CINCINNATI FOUNDATION
HORIZON COMMUNITY FUNDS
OF NORTHERN KENTUCKY
IMPACT NKU DONATIONS
MANUEL D. & RHODA
MAYERSON FOUNDATION
NEIKIRK FAMILY
NKU FACULTY/STAFF
PAYROLL DEDUCTION
R.C. DURR FOUNDATION
SCRIPPS HOWARD FOUNDATION
STRAWS FOUNDATION
VOTRUBA/WELLS/BEERE BOOK FUND

TEACHING THE HABIT OF GIVING



Philanthropist Neal Mayerson, Ph.D., and his dog, Bentley.

The Manuel D. & Rhoda Mayerson Foundation was the original funder of Northern Kentucky University's student philanthropy classes – and in the early years, the sole funder. This past year, eleven significant donors joined the Mayerson Foundation in supporting what's now called the Mayerson Student Philanthropy Projects. Dozens of other small donors also contributed, often through an online portal or in response to appeals from students taking our classes.

To explore what drives donors to support the idea of incorporating philanthropy into the college classroom, we asked Neal Mayerson, president of the Mayerson Family Foundations and the Mayerson Company to reflect on his family's reasons for giving. The company develops commercial property in Cincinnati.

Almost 20 years ago, you helped conceive of the student philanthropy concept at NKU. Were you confident then that it would last – and grow?

Things that add value to people's lives tend to survive and thrive. I knew this program would add value to students and the community, and that it would last only if the university also found value in offering it. Without steadfast and enthusiastic support from the university's leadership the program would not be what it is today.



FINDING OUR STRENGTHS

In addition to his business and philanthropic interests, Neal Mayerson, who has a doctorate in psychology, is chairman of the VIA Institute on Character. The institute encourages the identification of character strengths as a pathway to improved quality of life and workplace engagement. Learn more at viainstitute.org.

SUPPORT NKU STUDENT PHILANTHROPY

The Scripps Howard Center for Civic Engagement, which operates NKU's Mayerson Student Philanthropy Project, welcomes your support of our classes. Full sponsorship of a class is \$2,000. Partial support also is possible at any level. Smaller donations are pooled until enough funding accumulates to support a class. For information on how to give, contact NKU's Assistant Director of Annual Giving Jodi Zerbe at 859-572-5489 or zerbej1@nku.edu

You were an original funder of student philanthropy at NKU. Now there are many other significant donors helping make these classes happen. What's the attraction of student philanthropy to a donor – an "investor" if you will?

A big attraction to a funder is the two-for-one nature of the program. The community benefits through support to valued nonprofit organizations and at the same time student learning improves while experiencing personal and civic growth. By allocating grantmaking function to students, funders get a big bang for their buck in terms of social impact.

You've spoken often of your father teaching "the habit of giving" to his children. What does that mean and why is it important?

We all have so much capacity for helping each other and, it becomes habit when it is encouraged and modeled by parents and leaders. The inclination towards giving selflessly can lie dormant if it is not encouraged. My father wanted all children to experience the rewards of being involved in helping others.

If an NKU student about to graduate wondered how best to contribute to the common good, what counsel would you give?

I'd point out first that contributing to the common good begins with cultivating your best self. Goodness is contagious and as you are your best self you elevate others in the same direction. And I would suggest that cultivating gratitude creates a sense of abundance that propels generosity of spirit. Finally, I'd offer the perspective that even little contributions result in ripples of positive impact far beyond what

you can immediately observe.

What's your vision for student philanthropy for the next 20 years?

Philanthropy in its most literal sense is the cultivation and expression of love for one's fellow human beings. I can envision schools that create cultures of caring in addition to teaching content. Prioritizing the cultivation of character strengths on campus and in the classroom will magnify the philanthropic impulse and cause it to refract throughout our lives with one another.

TIMELINE

2016

- Our program embraces crowdsourcing. Two classes, GER 304: German Composition and Conversation in the fall semester, and CMST 340: Strategies of Persuasion in the spring semester, use a new university-branded, online crowdsourcing tool, IMPACT NKU (impact.nku.edu), to raise \$2,700 and showcase the value of social media to philanthropy.

2017

- Our first summer class to include Mayerson is a social work class.
- A program that started with one funder, the Mayerson Foundation, diversifies its portfolio with a dozen different funding sources.

2018

- The Mayerson Student Philanthropy Project wraps up its 18th year with a record number of classes: 34 versus four during its first semester in the Fall 2000.

SHARING WHAT WE'VE DEVELOPED AND LEARNED

NKU FACULTY ARE ACTIVE SCHOLARS OF 'LEARNING BY GIVING'

PRESENTATIONS

ANDREA FIELER, Ph.D., German

"Practice through Play: Teaching Language and Positive Interactions with the Digital Environment while Serving the Community" at the Kentucky World Languages Annual Fall Conference, Lexington, Ky., September 2018.

"Playing with Language: Digital Language Acquisition and Community Engagement" at the International Conference on Learning, Belfast, United Kingdom, July 2019.

**KRISTINE HOPFENSBERGER, Ph.D.,
Environmental Science**

"Learning by Giving: Using Student Philanthropy to Teach Water Resources," at the Society for Freshwater Sciences Annual Meeting, Detroit, May 2018.

**MEGAN DOWNING, Ed.D.,
Organizational Leadership**

"Developing Engaged, Socially Aware Students through Student Philanthropy," at the Annual Conference of Scholarship of Teaching & Learning: Classroom Innovation, at Tiffin University, Tiffin, Ohio, May 2018.

"Socially Aware Authentic Leadership Development through Student Philanthropy" at the Global International Leadership Association Annual Conference: Authentic Leadership for Progress, Peace, & Prosperity, West Palm Beach, Fla., October 2018. Dr. Downing is co-presenting with Melody Rawlings, Ed.D., of Northcentral University, and formerly of NKU.

PUBLISHED

JANEL BLOCH, Ph.D., English

"Student Philanthropy: Experiencing Grant Proposals from the Funder's Perspective," published in *Business and Professional Communication Quarterly*, June 2018.

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

PENDING

**KATHERINA NIKZAD-TERHUNE, Ph.D., Social Work
and**

JESSICA AVERITT TAYLOR, Ph.D., Social Work

"Student Philanthropy and Engaged Learning in a Graduate Level Social Work Course," pending submission to the *Journal of Higher Education Outreach and Engagement*.

ABSTRACT: This study examines the impact of the Mayerson Student Philanthropy Project in a graduate level social work course at Northern Kentucky University through the use of experimental and comparison groups, as well as pre-test and post-test data. Responses of students who participated in this project signify that incorporating student philanthropy into their course ultimately strengthened learning outcomes as they pertain to course and community engagement.

NEW EDITION COMING OF FACULTY HANDBOOK

In 2010, Northern Kentucky University's Scripps Howard Center for Civic Engagement produced a faculty handbook to share our approach to "learn by giving." This user-friendly guide includes essays about this approach to teaching along with timelines for course design and sample syllabi.

The National Campus Compact lists the handbook as a faculty resource on its website. That draws requests for it from around the world. We've received at least one request most every month for the past eight years.

With the benefit of new models, methods and research since 2010, the handbook is getting an update in the coming year. To request a copy, send an email to engage@nku.edu.



WHY WE TELL OUR STORY

"Anyone who teaches needs to know about student philanthropy. With its versatility and effectiveness, it enriches the learning experience regardless of course discipline, level or delivery method – traditional, online or hybrid. It is appreciated by learners of all ages.

"Teaching these classes, I saw firsthand the student excitement during the project and then experienced it again reading my students' reflections that communicated the impact on learning outcomes and their awakened desire to give back. Seeing that excitement and reading about it, I felt compelled to bear witness and share with other educators."

MEGAN DOWNING, NKU Professor of Organizational Leadership

GETTING STARTED ON OUR 19TH YEAR



Pictured at left, Chris Saunders of Mentoring Plus makes a pitch to the BIS 275 students to consider his class as a client. Mentoring Plus, like a lot small nonprofits, finds itself focused too often on short-term operational obligations. It is asking for help with a business plan that takes a longer term look at the agency's operations and strategic goals. Located in Newport, Ky., Mentoring Plus provides support services to at-risk, inner-city teens.

After hearing from agencies, the BIS 275 student teams will select their clients and then learn how to do a business plan by doing one, guided along their way by Professor Slaven's lectures and by assigned readings. By semester's end, each of the selected clients will receive a business plan. One client will receive \$2,000 toward implementing the plan.

The new academic year, 2018-2019, includes 14 classes for the fall semester and plans for a similar number for the spring semester. Among the disciplines included: business informatics, criminal justice, communication, education, English, entrepreneurship, environmental science, German, history, honors, law, organizational leadership, public administration and psychology.

NKU's student philanthropy

program adds at least one new discipline to the inventory of classes each year. Last year, business informatics was new, and it is with us again for the new academic year.

The Fall 2018 business informatics class is BIS 275: Introduction to Business Analysis. It's being taught by Charlie Slaven, who divides his class into teams of five. Each team takes on a local nonprofit as a client, working with that agency to create a business plan.

TRUE PARTNERS

NONPROFITS WELCOME OUR STUDENTS AND PUT OUR INVESTMENTS TO WORK

The nonprofits awarded grants from our Mayerson Student Philanthropy Project classes do amazing work. They are our true partners, giving benefits to our students even as our students invest in them.



TAR 262 students, with the dolls they costumed in hand, listen as Holly Hill's Dana Grouthaus thanks them for investing in the children's home, during our Fall 2017 end-of-semester student philanthropy awards ceremony.

HOLLY HILL CHILD & FAMILY SOLUTIONS

- \$3,000
- Fall 2017
- **TAR 262: Costume Construction & ENG 544: Research/Methods in Professional Writing**

These donations were made close to home. Holly Hill Child & Family Solutions has one location in Highland Heights, Ky., NKU's "hometown," and a second in nearby California, Ky.

Founded in 1884 as the Campbell County Protestant Orphan's Home,

it originally housed children whose parents had died or were too ill to care for them. Today, Holly Hill serves "societal" orphans, including children whose parents are caught up in our region's opioid epidemic. Some of Holly Hill's children have seen a parent or loved one overdose, get arrested or both.

Holly Hill's important work resonated with two of our Fall 2017 classes, one in theater and one in English.

In the theater class, students were learning costume design and did so by making costumes for dolls. So half of the donation from this class came as dolls with hand-made costumes (value: \$1,000+). Students had fun with the designs, even making superhero outfits for some of the dolls, each of which were delivered to Holly Hill with several student-made costumes.

The other half of the donation came as a check for \$1,000, that, when coupled with another \$1,000 check from an English class, provided \$2,000 for Holly Hill to support its art therapy program, which was in dire need of art supplies.

The emphasis on the arts by these two classes was no coincidence. Both classes were funded by ArtsWave, a regional agency that works with our students to find small, high-impact arts programming, often in the social services sector.

Holly Hill's development director, Dana Grothaus, said the class investments likely will impact hundreds, if not thousands of children, since the art supplies – and the dolls, used in Holly Hill's supervised visitation and

therapy rooms – will last for years. She said the dolls already are drawing attention: “Kids like to see themselves represented in the dolls. The NKU students and their professor worked extremely hard to find a variety of ethnicities that represent the children we serve.”

CINCINNATI MUSEUM CENTER

- \$2,500
- Fall 2017
- **ANT 328: Contemporary Issues in Anthropology**

Museums in our region are taking a particular interest in attracting girls to the sciences. In 2016, an NKU public history class worked with the Cincinnati Observatory to create a STEM fair for middle school girls, complete with a chance to meet mentors from professional fields (a veterinarian, for example) and participate in games demonstrating the principals of physics.

The year, the students in ANT 328 followed that same path. ANT 328 was supported by a \$2,000 gift from the Straws Foundation, which puts a particular value on girls and science. The class raised an extra \$500 and invested the total, \$2,500, in two initiatives at the Cincinnati Museum Center.

The first was in STEM Girls, which provides free programs for girls 7 to 14 and includes interactions with community mentors working in STEM-related fields. STEM Girls has classes at local libraries on such topics as chemical engineering (“explore the possibilities of chemical engineering as we play with chemistry, physics and math!”) and a Frankenstein workshop (“celebrate the 200th anniversary of Mary Shelley’s groundbreaking

novel as you tinker with circuits to bring a monster of your own to life!”)

ANT 328’s second investment was in the Field School at the Hahn Site, a prehistoric, Native American village east of Cincinnati. The ANT 328 investment will support scholarships and supplies.

The Hahn Site already was on the radar of some of the ANT 328 students, who had volunteered there as mentors. The site is a window into our region’s past. First excavated by the Peabody Museum at Harvard in 1885, it yielded flint, stone, bone, pottery and shell artifacts. Ongoing work has revealed a portrait of life in the 14th Century. The Museum Center uses the site to teach children and adults archaeology with hands-on experiences.

The Museum Center’s Kimberllynn Martin was impressed with NKU’s students and the student philanthropy concept: “The Mayerson project is an exciting opportunity for students to learn about the grant process, which many nonprofits rely on to continue their work. I would have loved an opportunity to participate in something like the Mayerson Student Philanthropy Project when I was in college.”

WOMEN’S CRISIS CENTER

- \$2,000
- Fall 2017
- **CMST 340: Strategies of Persuasion & LDR 385: Teamwork in Organizations**

Established in 1976, the Women’s Crisis Center provides a safe, nurturing shelter for women and their children who are escaping



Holly Hill

Child & Family Solutions



**Cincinnati
Museum
Center**



**Women's
CRISIS CENTER**

Hope Is Found Here

UpSpring



F·O·R·E
FOUNDATION for OHIO RIVER EDUCATION

domestic violence, rape or sexual abuse. Today, the center operates two emergency shelters in northern Kentucky and six walk-in offices in the region (Carrollton, Covington, Hebron, Maysville, Vanceburg and Williamstown).

The work of the center is easy to admire, and indeed in the Fall 2017 two classes were drawn to its mission, accomplishments and vision for even greater impact.

The center is splitting its \$2,000 between two programs, the first \$1,000 going toward new equipment for the shelter's playground and the second \$1,000 going toward the launch of a regional youth council to "enhance parental and community engagement efforts surrounding high schools with Green Dot."

Green Dot is a research-based, national program that teaches bystanders how to intervene if they witness bullying or power-based personal violence. "The idea of the youth council" says the Women's Crisis Center's Lori Droege, "is to engage a smaller number of people intentionally in order to have a larger impact on the surrounding community."

Jeff Fox, who taught CMST 340, required his students to do site visits to see the work of the nonprofits they were considering for grants.

"Each student or pair of students was asked to visit at least two nonprofit organizations of their choice to learn more about their need and to ask them to apply for the class grant," Fox explains. "Students also got to interact with the nonprofits when the top

eight came to the class to present. The top eight gave a persuasive presentation with the goal of convincing the class they were most deserving of the class funds."

Not only did the Women's Crisis Center pitch result in funding, the interaction with NKU's students also contributed to students' understanding of the work agencies like the Women's Crisis Center do: 77 percent of the students in CMST 340 and LDR 385 said the class contributed to their intention to work on behalf of social justice.

UPSPRING

- **\$1,000**
- **Spring 2018**
- **EDG 606: Leadership in a Diverse Society**

Nearly half of the children in Greater Cincinnati live in poverty and many are homeless.

Enter UpSpring, an agency whose focus is to provide educational support to homeless children because "a consistent education breaks the cycle of childhood homelessness and elevates kids, families and communities." With afterschool programs, summer camps and a resource collaborative to provide direct services to families, UpSpring is trying to give the children it serves a better chance in life.

That's what Education Professor Brandelyn Tosolt wanted her students to find and observe – but she wanted them to do it on their own with their own vision:

"One of my goals was to give new teachers the opportunity to use their professional voices. Too often, teachers are relegated to the

position of implementers of other people's decisions. It was important to me that the students designed and implemented their own process for the entire project. They decided what they meant by 'poverty' and 'in our region.' They decided how they would screen organizations and divided up how the organizations were contacted. They decided how the information they learned would be shared, and they ultimately decided which organizations to fund."

UpSpring is using its \$1,000 to support its summer programming and estimates that 60 children will have a safe place to learn and thrive because of this investment.

Dr. Tosolt's students awarded another \$1,000 to Children Inc., a northern Kentucky agency that supports P-12 service learning and preschool education. Children Inc. is using its money to purchase materials for teaching gross motors skills.

ART FOR ALL PEOPLE

- **\$2,000**
- **Spring 2018**
- **TAR 102: Race, Gender and Theater**

Daryl Harris had clear intentions for his class: "I charged students to identify an arts organization that used any form of the arts to address a race and or gender concern in the community. Ideally, researching such organizations would highlight, enliven and personalize some of the issues addressed during class readings and discussions."

There was an added challenge. His class was funded by a grant from ArtsWave, which asked the NKU students to invest in arts

programming that bridges cultural divides, enlivens neighborhoods and fuels creativity and learning.

The TAR 102 students found a match with Art for All People, a local agency that sees the arts as a way to support people who are marginalized in the community – including those who are mentally ill, addicted to alcohol and drugs, caught up in prostitution or just released from jail or prison.

The agency's goal "is to promote healing and reassert a sense of hope." That struck a chord with the TAR 102 students, who invested

\$2,000 to help Art for All People support a sober living home for women in northern Kentucky

One thing that impressed the Art for All People team about the NKU students was how eager they were to learn and get involved. So perhaps it is no surprise that 90 percent of the TAR 102 students said the philanthropy component of their class increased their belief that they have a responsibility to help others and increased their interest in volunteering.

From the perspective of Professor Harris, the students on the team

that first visited Art for All People and recommended the agency for funding seemed the most impacted: "Several of the students, some of whom professed to having never volunteered before, went to one of the sessions and volunteered their services. They commented on the value of the specific experience, and to their change of heart about volunteerism. Others made tentative arrangements to return, using their own form of artistic expressions – dance, music, poetry, etc.– to assist with the program."

CHANGING LIVES, CHANGING COMMUNITIES

SAMPLING THE IMPACT

8,086

The number of people served by the nonprofits receiving funds from NKU classes in the 2017-2018 academic year. Since some agencies are using their funds for multi-year projects which are likely to impact hundreds more people, this estimate is lower than the true, long-range impact.

300

The total number of people in the audiences that enjoyed performances of a musical based on Halloween characters developed by a Teen Musical Workshop in Falmouth, Ky. The workshop was supported by \$1,000 awarded to the Kincaid Regional Theater by ENG 544 students (Fall 2017).

76%

The percentage of nonprofits that were able to do something they couldn't have otherwise done without support from an NKU class. Most others are using their funds to support or expand an existing program.

30

The number of cancer-detecting Pap smears enabled at the Rose Garden Center for Hope and Healing in Covington by \$2,000 from SPI 481 (Spring 2018). Pap smears are among a myriad of health services that will be funded with the grant.

105

With \$2,000 in funding from JUS 402 (Fall 2017), the number of kids attending the Three Pillars Program at the Buenger Boys & Girls Club in Newport, Ky. The three pillars are academics, healthy lifestyles and good citizenship.

80

The number of children, ages 3 to 6, who will benefit daily from materials used to teach gross motor skills. EDG 606 (Spring 2018) awarded \$1,000 to Children, Inc., for the purchase.



BUCKS PLUS: MONEY ISN'T ALL OUR STUDENTS GIVE

Theater students in TAR 262, who gave costumed dolls to Holly Hill Child & Family Services, also hosted a group of teenagers from Holly Hill's residential treatment program for a viewing of the NKU production of "Beauty and the Beast." Such value-added engagement with community partners is typical of our Mayerson classes. Students often give time and talent in addition to funding.

FORE and GROUNDWORK CINCINNATI

- \$2,000
- Fall 2017
- ENV 220: Protecting Water Resources

Want to learn about watersheds? Get on a boat.

That's the approach taken by the Foundation for Ohio River Education (FORE), which has a floating classroom and laboratory aboard a converted riverboat. Field trips for elementary and high school students allow them to test water samples using the same methods and equipment that scientists use.

ENV 220 students reviewed 20 proposals before settling on two, FORE and Groundwork Cincinnati-

Mill Creek, each receiving \$1,000. FORE used its funds for materials and staffing costs for pre-voyage visits to schools. Those focus on watersheds and non-point pollution as a foundation for what students learn when they come on board the floating classroom.

FORE's executive director, Heather Mayfield, was especially appreciative that NKU students funded the pre-voyage visits, since other grants skip over those in favor of the floating classrooms.

More generally, she liked the fact that the students saw the value of FORE: "It is very validating to have your program recognized by these students, because their generation is next in line in sustaining the

stewardship of our local rivers, lakes and streams. If these students see the value in what we do, we know we are doing something right."

FORE reaches up to approximately 30 to 40 classes each year with about 40 students in each class. The ENV 220 investment will cover most of those, and thus reach over 1,200 students.

Groundwork Cincinnati is using its \$1,000 to hire about 15 young people for summer jobs centered around water quality, green jobs and outdoor recreation. A bonus for Groundwork: Many of the NKU students who learned about the agency's work now want to volunteer or intern there.

2000-2018 OUR PARTNERS IN EDUCATION

We teach experiential philanthropy with service learning pedagogy, which calls on a professor – in designing a course – to create an engagement component with mutual benefits to students in the class and to the community partners the class works with. It's a two-way street, with our students getting as much as they give.

Over the past 18 years, we've had 378 nonprofits as our partners. Agencies funded this year are shown in **BOLD**. There are 24 agencies funded for the first time this year. They are in **GOLD**.

A

Action Ministries
A.D. Owens Elementary School, Newport
Addiction Services Council
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
Art for All People
Artworks
Athletes-on-line.com
Augusta Art Guild
Autism Speaks

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 USA
Breakthrough Cincinnati
Bridges for a Just Community
Brighton Center
Broadway Cares / Equity Fights AIDS

Buseesa Community Development
Centre of Uganda/
Sisters of Notre Dame

C

Campbell County Drug Free Alliance
Campbell County Family Literacy
Campbell County 4-H Saddle Club
Campbell County Senior Center
Campbell Lodge Boys Home
Camp Washington Urban Farm
Cancer Family Care
Caracole, Inc.
Care Net Pregnancy Services of NKY
Carnegie Visual & Performing Arts Center
CASA of Kenton and Campbell County
Catholic Social Services
Center for Chemical Addictions Treatment
Center for Great Neighborhoods of Covington
Center for Peace Education
Centro De Amistad
Charlie Three Quarter House
Check Your Genes
Chicks & Chucks
Child Focus, Inc.
Childhood Food Solutions
Children, Inc.
Children's Home of Cincinnati
Children's Home of Northern Kentucky
Children's Law Center
Children's Performing Arts of Lakota
Children's Theatre of Cincinnati:
STAR Program
Children's Theatre of Mason
Christian Waldschmidt Homestead &
Civil War Museum
**Church of Our Savior / Youth-Police
Relations Project**
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
Durga Tree International
Duveneck Arts & Cultural Center

E-F

Easterseals (Greater Cincinnati) Emergency Shelter of Northern Kentucky

Ensemble Theatre of Cincinnati
Eve Center

Faces without Places
Fairhaven Rescue Mission
Faith Community Pharmacy
Family Nurturing Center
Family Promise of Northern Kentucky
Family Service of Northern Kentucky
Fast Pitch
Fernald Residents for Environmental
Safety & Health

Fernside Center for Grieving Children

First Step Home, Inc.
Florence Police Department
For AIDS Children Everywhere (FACE)
Fort Thomas Military and
Community Museum

Foundation for Ohio River Education

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



Students in LDR 385, an organization leadership class, awarded \$1,000 to Lovable Stables in Dry Ridge, Ky.



Students in ENV 493, an environmental science class, awarded \$1,000 MoBo Bicycle Co-op in Cincinnati.

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

Groundwork Cincinnati - Mill Creek

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 Child & Family Solutions
 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-K

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

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

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

Kincaid Regional Theatre

Know Theatre Tribe

L-M

LeBlond Boys and Girls Clubs of
 Greater Cincinnati
 Licking River Watershed Watch
Life Learning Center
 Lifeline Ministries
 Lighthouse Youth Services



Students in TAR 340, a theater class, auctioned show posters to raise funds for Broadway Cares/Equity Fights AIDS.

Lincoln Grant Scholar House

Literacy Council of Clermont & Brown Counties
 Literacy in Northern Kentucky
 Literacy Network of Greater Cincinnati
 Little Brothers: Friends of the Elderly
Lovesome Stables
 Lydia's House

Madonna House
 Make A Wish
 Mary Magdalene House
 Master Provisions
 Mathis Foundation for Children
 Matthew 25: Ministries
 Melodic Connections
 Mental Health Association (PIER)

Mentoring Plus

Mercy Hospital

Mill Creek Restoration Project
 Middletown Community Foundation
 Mindful Music Moments

MoBo Bicycle Co-op

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 History Museum

Newport Primary School
 Newport Scholar House

The Next Recovery Homes

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 Cooperative for Educational Services

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-P

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

Over-the-Rhine Community Housing

Parents, Families and Friends of Lesbians and Gays, Greater Cincinnati Chapter
 Paul's Healthcare Mission
 Peaslee Neighborhood Center
 People 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-S

Race Place Retire: Greyhound Adoption Relatives Raising Relatives

Redwood

Renaissance Covington

Reset Ministries

Ronald McDonald House

Rose Garden Home Mission

Rosemary's Babies

Rosie's Girls

Roundabout Opera for Kids Cincinnati
 (RokCincy)

Saint Jude's Children's

Research Hospital

Saint Luke Center for Breast Health

Saint Rita Comprehensive

Communication Resources

Saint Vincent de Paul

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 & 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

Starfire Council of Greater Cincinnati
 Steinfeld Toy Foundation

Stray Animal Adoption Program

Stepping Stones

Stop AIDS

Su Casa

Sunset Players

T-V

Talbert House

Teach for America

Teen Challenge Cincinnati

Teen Response

Tender Mercies

Thank You Foundation

Three Square Music Foundation

Transitions, Inc.

Tri-City Family Resource Center

20|20|20

University of Cincinnati Foundation

UpSpring

Urban Appalachian Council

Urban Young Life

Visionaries and Voices

Vivian's Victory

W-Z

WAMATA

Washington United Church of Christ

Waterstep

Welcome House

West End Emergency Center

Winton Place Youth Committee

The Women's Connection

Women's Crisis Center

Women Helping Women

Women's Theatre Initiative

Women Writing for a Change Foundation

Worldwide Responsible Accredited

Production (WRAP)

Wyoming Fine Arts Center

Yellow Ribbon Support Center

YMCA

Youth Opportunities United

YWCA

APPRECIATING OUR STUDENTS

As much as they appreciate the funding, the agencies funded by our philanthropy classes also appreciate the interaction with our students. The following is a sample from our 2017-2018 survey of the agencies receiving grants.

"It has been a positive experience, especially meeting young people who have a passion for service as we do."

"The students were an absolute pleasure to work with."

"We are so excited for the collaboration with NKU. The students were talented and wise. We are glad to have them serve as advocates for our mission. Thank you for this wonderful opportunity."

"It was eye opening to become aware of NKU's community service participation."

"This process and grant has been such a blessing!"

PHILANTHROPY CLASSES FIT INTO AN ECOSYSTEM OF ENGAGEMENT

FORUMS, TALKS, VOTER ED ALSO PART OF IT

The Mayerson Student Philanthropy Project is operated the Scripps Howard Center for Civic Engagement, an office at Northern Kentucky University that encourages classroom/community connections.

The center's mission aligns with the university's, especially with regard to NKU's commitment to innovative, student-centered education that empowers "our graduates to have fulfilling careers and meaningful lives, while contributing to the economic, civic and social vitality of the region."

NKU's mission also includes a strategic emphasis on community engagement, which is our center's primary work. The center contributes to an ecosystem of engagement at NKU so that students graduate with a lasting commitment to stewardship and citizenship.

The center was established in 2003 with a gift from the Scripps Howard Foundation that was matched by the state. That combination provided the start-up funding for the center's programming, which today is supplemented by grants and gifts from a wide range of donors.

OUR MISSION

The Scripps Howard Center for Civic Engagement will work on campus and in the community to foster stewardship and citizenship – guided in every initiative by the idea that learning is deepest when connected to the public good.

CONNECTING CAMPUS AND COMMUNITY

In addition to the Mayerson Student Philanthropy Project, the center's programming includes:

ART MUSEUM SYMPOSIUM

This annual event brings NKU faculty together with other experts to talk about a topic selected for that year and discussed on stage at the Cincinnati Art Museum. For 2018, the topic was the African American voice and story in American literature.

CHANGE SERIES

This series is designed to engage NKU students with thought leaders from the civic and nonprofit sectors, who provide guidance on how to get involved. This year,

the series focused on poverty and affordable housing – part of a university-wide focus on those topics.

DEMOCRACY SQUARE

White boards around campus include a weekly public affairs question – and an invitation to students to offer their opinions and insights. Optional readings on the week's topic also are posted.

ENGAGE@NKU

These teach-in sessions are for both nonprofits and NKU faculty, often together, and are designed to find ways for NKU classes to engage with community partners in service learning or other project-based learning.

The 2018 Art Museum Symposium featured poet Frank X Walker, author Ann Hagedorn, novelist Sheila Williams, journalist Kathy Y. Wilson and NKU English Professor Kristine Yohe.



NEWSPAPER READERSHIP PROGRAM

Part of an effort to keep NKU students informed, the Readership Program provides free digital access to the *New York Times*, *USA Today*, the *Associated Press*, the *Daily Chatter* and, for local news, *WCPO.com*.

NORSE EXPLORE

Our outreach begins early, with campus tours for elementary and middle school groups to give young students a glimpse of campus life. NKU students act as guides. The day often includes a talk or demonstration with a professor providing a taste of college instruction. One regular stop is the Haile Planetarium in the Science Center.

NORTHERN KENTUCKY FORUM

In partnership with NKYP (a young leaders group for northern Kentucky) the center hosts up to a dozen community meetings each year to discuss public affairs. This past year included discussions of affordable housing, higher ed, the environmental movement, gubernatorial politics and regional economics.

PROJECT HOPE/ THE 505 INITIATIVE

This five-year-old effort is focused “on 505” – the most distressed census tract in northern Kentucky by various demographic measures. The tract is the heart of Newport’s Westside, northern Kentucky’s oldest neighborhood. The idea is

to work with community partners to identify service leaning projects that NKU classes can take on to contribute to the neighborhood’s health and vitality. Student philanthropy classes have been among those connected to 505.

SIX@SIX

Six lectures. They start at 6 p.m. Six dollars to attend. Six@Six is a community lecture series that features NKU students and faculty talking about their research and creative activity. The 2017-2018 series included talks ranging from Kentucky women in the Civil War to advances in artificial intelligence. A “plus one” lecture each year is presented by a national journalist from the *Associated Press*.

As a part of Norse Explore, students from local schools visit NKU’s new Health Innovation Center and its simulation lab, where they learn to take a pulse, listen for a heartbeat and measure blood pressure.



SCRIPPS HOWARD CENTER *for* CIVIC ENGAGEMENT



LISTEN.
LEARN.
ENGAGE.

The Center for Civic Engagement's Six@Six Lecture Series showcases research by NKU's faculty and students.

SOUTHGATE STREET SCHOOL

This historically important building was once the "separate but equal" public school for African American children in Newport, Ky. Working with the city, the Scripps Center connected a dozen classes to the effort to open a history museum at the old school. A Mayerson Student Philanthropy Project was part of this effort. The museum opened in 2017, and NKU classes continue to take on projects to further develop the site and its programming.

VOTER INFORMATION

With voter registration drives, a resources website, support of Constitution Day and other activities, the center works to get NKU students involved in the democratic process. It works. Our students register and vote at higher rates than their peer institutions, according to data from Center for Information & Research on Civic Learning and Engagement (CIRCLE) at Tufts University.

Learn more about the Scripps Howard Center for Civic Engagement and our programs at [nku.edu/civicingement](http://nku.edu/civicingagement)

"Our center builds partnerships on campus and in the community, and looks for ways to benefit both."

**– Mark Neikirk, executive director
Scripps Howard Center for Civic Engagement**

SHARPENING OUR FOCUS: HEROIN AND HOUSING



The first annual conference of the Ohio River Valley Addiction Research Consortium was held at NKU in November 2017 and featured remarks by Sam Quinones, the author of Dreamland. He was interviewed by NKU Provost Sue Ott Rowlands.

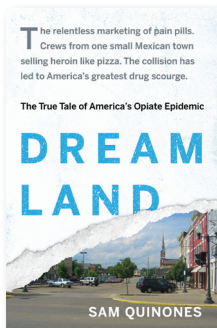
A campus committed to community engagement has a responsibility to listen and learn what issues matter most the community. Heroin and housing insecurity rise to the top in most any such discussion in northern Kentucky.

With that in mind, NKU Provost and Executive Vice President for Academic Affairs Sue Ott Rowlands worked with a campus

and community team to invite a leading author on each of those topics to campus – and to tailor our engagement efforts to address each crisis and potential solutions.

The Scripps Howard Center for Civic Engagement helped sharpen the focus, working with classes, student organizations, program leaders and community partners to turn an eye on both challenges.

HEROIN



In his book *Dreamland: The True Tale of America's Opiate Epidemic*, Sam Quinones gave his readers a dark but

compelling view of how today's heroin crisis originated and exploded. Some of *Dreamland* was set in northern Kentucky, making it all the more relevant to the NKU community.

Quinones visited campus three times, most recently in November 2017 to address the newly formed Ohio River Valley Addiction Research Consortium (ORVARC). The consortium was an idea drawn from a suggestion made by Quinones that universities in the nation's "heroin belt" along the Ohio River ought to collaborate in understanding the epidemic and finding ways to address it. NKU Provost Ott Rowlands accepted that challenge, putting together a team to launch ORVARC.

The Scripps Howard Center was assigned to organize the consortium's first conference, which drew about 130 people from 15 universities in six states. Meanwhile, the center asked that some of the Mayerson Student Philanthropy Project classes consider investment in nonprofits addressing the crisis. Several did. Classes invested \$7,820 over the past two years in that nonprofit niche.

CONTRIBUTING TO THE CONVERSATION

The story of how NKU contributed to our region's understanding of the heroin epidemic is told in a March 2018 article in the *Journal of Higher Education Outreach and Engagement* and titled "Community in Crisis: Confronting Our Heroin Epidemic and Leveraging Community Engagement to Address a Pressing Issue." The co-authors are Samantha Langley, Ph.D., vice provost of graduate education, research and outreach, and Mark Neikirk, executive director of the Scripps Howard Center for Civic Engagement.

Here is the abstract, summarizing the article:

"In the fall of 2015, Northern Kentucky University began a sustained, multidimensional effort to explore our region's devastating heroin epidemic. The goal was to engage NKU's students, faculty and staff with the community through public dialogue, experiential learning and research. Taken together, our engagements would contribute to public understanding of the crisis and its scope, as well as to evidence-based solutions in every relevant sector, including social and human services, education, public policy and health care. The initiative began as all such engagement should: with the university listening to the community and then structuring our plans according to that counsel."

JHEOE
Journal of Higher Education Outreach and Engagement
a publication of the University of Georgia



Matthew Desmond speaking on NKU's campus about his book, *Evicted: Poverty and Profit in the American City*.

HOUSING

Matthew Desmond, whose book *Evicted: Poverty and Profit in the American City* won the 2017 Pulitzer Prize for nonfiction, came to campus for two days in April, capping off a year of campus and community activities focused on housing insecurity.

Desmond spoke to over 600 people during an evening lecture and another 200 the next morning at a College of Education and Human Services Think Tank on *Evicted* and its powerful theme that "without a home, everything else falls apart." A job is harder to hold, educational stability difficult to achieve for

the household's children, drug and alcohol abuse more likely and family finances upended when the essential human need of safe shelter is taken away.

The Scripps Howard Center helped organize the Desmond events, as well as three community forums in advance of his visit. Several Mayerson classes also selected agencies working on housing insecurity for funding, investing \$16,750. Among those classes was ENTP 320: Social Entrepreneurship, taught by Carole Cangioni, who included *Evicted* on the reading list for her class. She's doing so again in the coming academic year.



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 seven colleges include Arts and Sciences, Education and Human Services, Health Professions, Honors, Informatics, Business and Law. The 2018-2019 academic year includes the opening of the \$105 million Health Innovation Center and in 2019 we will 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

