



# The Mayerson Student Philanthropy Project

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Annual Report  
Fall 2009/Spring 2010

SCRIPPS  
HOWARD  
CENTER  
*for* CIVIC ENGAGEMENT

**This report was prepared as a summary of the Mayerson Student Philanthropy Project (MSPP) at Northern Kentucky University during the Fall 2009 and Spring 2010 semesters. The contents are the property of NKU and the Scripps Howard Center for Civic Engagement. Information about MSPP can be obtained by contacting the center at 859-572-1448.**

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## **HIGHLIGHTS FOR 2009/2010**

Because this was the tenth year for MSPP at NKU, we sought to expand the quantity of classes along with the variety of classes. Both goals were accomplished. Among the highlights of the academic year:

- Production and publication of a national student philanthropy handbook
- The most MSPP classes in one year since the program began (19)
- Expansion into new disciplines (the first history class and the first science class)
- First online class
- First involvement of international students
- First class to target international aid agencies for investment
- Design and launch of a study to survey NKU alumni who participated in MSPP to examine the extent of student philanthropy's lasting impacts
- Presentation of MSPP at five academic conferences statewide and nationally
- A new partnership with Campus Compact for funding (\$41,000 over two years)
- \$830 collected by students to supplement the "giving pool"
- First-time requirement that students taking an MSPP class log at least 15 hours of volunteer service; volunteer hours totaled 1,748
- A public history class added value for its nonprofit applicants by creating an informational video for each applicant (using I-movie)

## **INTRODUCTION**

Northern Kentucky University's Mayerson Student Philanthropy Project (MSPP) marked a decade of operation with the 2009/2010 academic year, and did so with a new burst of creativity and expansion that should further secure the program's premier status nationally. This report is designed to summarize the past year and to look ahead at plans for the coming academic year.

The year featured more classes, more students and more community impact, along with support from new funding sources. The year also brought the publication of a new faculty handbook that will allow NKU to be a catalyst for expanding student philanthropy nationally.

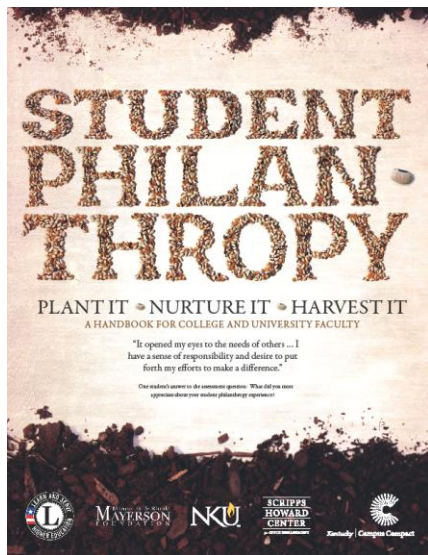
By the numbers, MSPP in 2009/2010 involved 444 students in 19 classes, investing \$43,500 in 32 nonprofits. This brings the total invested since MSPP's inception to \$485,152. The numbers

are part of the story, and undeniably important. But student comments capture the story behind the numbers. Responses on end-of-semester surveys record the power of MSPP to educate NKU students about nonprofits and community needs, while also inspiring them to remain engaged in community service long after the semester ends. Here is a sample:

- “I would like to be more involved in volunteering and nonprofit organizations. It gives me a stronger purpose in life.”
- “I didn’t realize how many people need help and how grateful some organizations are just because you’re there and willing to help.”
- “Not only did I make new friends, but I learned something new about Northern Kentucky. I stepped out of my box and saw and learned what I needed to do in order to make a change.”

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## THE NATIONAL HANDBOOK



### ABOUT THE HANDBOOK

- 66 pages
- Explanatory essays; sample syllabi; a suggested timeline; online resources
- Funded by a federal Learn & Serve grant, which allows free distribution
- Initial press run of 550 copies

The handbook came off the press in early July and distribution started immediately. **We have received pre-orders from universities in 14 different states, the District of Columbia and two foreign countries (the Philippines and Iceland).** As one professor who preordered the handbook explained, “Attached is my order form. This is timely. I am deciding ways to include

philanthropy and social projects in my courses.” Others said they had a longstanding curiosity about student philanthropy as a classroom tool but weren’t sure how to get started – and they see this handbook as Step One.

NKU and the Mayerson Foundation – as partners in creating the program at NKU – always wanted to develop a student philanthropy program that could be replicated nationally. The handbook is designed to address that goal. After his review of the handbook, NKU President James Votruba commented: “I can’t tell you how pleased I am with this handbook. What higher education needs are more ‘how to’ publications for those who value the work and want to act on those values.”

NKU’s student philanthropy program is among the nation’s oldest and most established examples of building philanthropy directly into the college classroom. As such, it already is a model to other universities and colleges, and a direct agent in the expansion of student philanthropy nationally. Until now, other universities and colleges have “found” NKU via Google, word of mouth or other means, and informally sought resource materials from us. **The handbook’s purpose is to support the growth nationally of student philanthropy by sharing the NKU experience in a more direct, focused fashion.**

Full-throttle distribution of the handbook will begin in mid-August as faculty return to campuses. The National Campus Compact will be our chief marketing partner. The Compact will do an e-mail blast nationwide and post an order form on the Compact website. The Compact is a national coalition of more than 1,000 college and university presidents dedicated to service learning and public engagement.

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## **PAY IT FORWARD: A NEW NKU/CAMPUS COMPACT PARTNERSHIP**

NKU was among the first campuses in Ohio, Michigan and Kentucky to be awarded student philanthropy funds under the Campus Compact’s new program Pay It Forward, which seeks to fund 162 student philanthropy classes over three years and to distribute \$1.4 million dollars. This program, funded by a federal Learn and Serve America grant, is based largely on the NKU student philanthropy model. So it brings three key advantages to MSPP:

- **Funding:** Previous Campus Compact student philanthropy programs were focused on starting student philanthropy classes and programs on campuses that didn’t already have them. Pay It Forward, in contrast, also permitted existing programs to apply. That opened a door to NKU that had been closed. NKU applied, and won the maximum

amount of funding for the 2009/2010 school year (\$20,500) and won that same amount for the coming year, for a total grant of \$41,000. This will fund eight student philanthropy classes as NKU (four this past year; four in the year ahead).

- **Program improvements:** Pay It Forward requires volunteer hours by students taking classes funded by the grant. Each student must volunteer at a nonprofit for at least 15 hours during the semester. The total hours among the four classes during recent Spring Semester was 1,748. With estimated value of volunteer time being \$20.85 per hour in 2009, the monetary value of this volunteer service exceed \$36,000.
- **Helping spread the word:** Because Pay It Forward is based on MSPP, our program is getting more attention nationally. NKU staff and faculty have helped mentor Pay It Forward staff and faculty, and the NKU handbook is being distributed to Pay It Forward faculty in the three states.

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## **INTERNATIONAL COMPONENT**

We are committed to innovation – and to rapid deployment of new ideas. This past year, one new idea popped up unexpectedly, and then quickly turned into an exciting addition to our student philanthropy roster.

It started with the Dec. 24, 2009 op-ed page of the New York Times. Nicholas Kristof wrote a column replying to readers who had asked him what international nonprofits would be good recipients of holiday charity:

*“This time of year I’m always barraged with inquiries about well-run charitable groups doing effective work. So let me tell you about some of the organizations that I’ve encountered that tackle global poverty in innovative ways. In this column, I’m putting aside the larger, well-known aid organizations like CARE, Save the Children, Mercy Corps and Heifer International. They all do fabulous work, but today I want to bring to show-and-tell some organizations laboring in obscurity. These groups are also a reminder that the gap in savvy, creativity and effectiveness between the business world and the nonprofit sector is narrowing — in some cases vanishing.”*

He listed eight examples of small but effective international nonprofits: Acumen Fund; Afghan Institute of Learning; BRAC (Building Resources Across Communities); Developments in Literacy; Deworm the World; SOIL (Sustainable Organic Integrated Livelihoods); Sustainable Health Enterprises; and the Worldwide Fistula Fund.

What if, we asked, one of our MSPP classes examined those eight nonprofits and picked two, giving each \$1,000. This would open the world to our students. They would have as a starting point the wise counsel of a column written by a Pulitzer Prize winner who is known for going to the far corners of the world to report firsthand on poverty, sickness, hunger and war. With the Spring semester upon us, we had to work fast. We enjoyed some good luck, ending up with not one, but two, “international” Mayerson classes.

One issue was getting a class organized in the few weeks between publication of the Kristof column and the beginning of the Spring semester in January. Enter Professor Rick Brockmeier. He was preparing to teach organizational leadership as an online class in the spring “short semester” class, and he was interested in the Kristof plan for student philanthropy. The short semester starts a little later, and thus allowed more time to revise the syllabus and otherwise prepare to incorporate student philanthropy into the class. At the Scripps Howard Center for Civic Engagement (where MSPP is overseen at NKU), we had been looking for an opportunity to add an online class. So a match was made, and the Mayerson project was integrated into an online course for the first time.

And then good luck struck again, allowing a second class using the Kristof column.

The prestigious International Leaders in Education Program was at NKU for the second year in a row. Funded by a grant from the U.S. State Department, it is designed to help teachers from developing countries learn more about the U.S. educational system and U.S. culture. This year, 18 distinguished teachers came to NKU from Bangladesh, Brazil, Egypt, India, Indonesia, Morocco, the Philippines, Senegal and South Africa.

Dr. Denise Dallmer, a professor in NKU’s College of Education, agreed to incorporate MSPP and the Kristof plan into her class for the international fellows. Dr. Dallmer said that one of the best outcomes of the Mayerson project was that it helped the international fellows develop “the ability to listen to each other give presentations based on research they did about the organization that they reported on and advocated for.”

While nothing is finalized, the use of the Kristof column in this innovative way has opened discussions with The New York Times about other possible collaborations. The Times is a partner with NKU under our Newspaper Readership Program.

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## **WHAT'S AHEAD FOR 2010/2011?**

It has been the goal at NKU to push MSPP a little further each semester, and the Fall and Spring semesters for the coming year will reflect that effort again. Once again, we'll mix up the class lineup, so that MSPP continues to operate across disciplines and incorporates at least one discipline new to MSPP. Other highlights ahead include:

### **⇒Toyota and the “indirect model”**

For the Fall semester, NKU has a new partnership with Toyota Motor Engineering and Manufacturing North America, based in Erlanger, Kentucky. Toyota has agreed to work with NKU/MSPP for an “indirect giving” class. The indirect model of student philanthropy was developed at NKU and launched in partnership with Citi, the financial services company that has been a supporter of MSPP for the last several years. For the indirect model, students don't give money directly to nonprofits; instead, they review and evaluate grant applications submitted by nonprofits to a corporation or foundation. The students act as an advisory board to that foundation, recommending which grants to fund. But the funding decisions ultimately rest with the foundation, not the students. The indirect model has the benefit of giving students an insider's perspective into the real world of philanthropy and honing their research, writing and presentation skills for a professional audience

### **⇒Student philanthropy as an NKU club activity**

One of the student philanthropy models that we learned about while researching other programs nationally is a club model, and we've been looking to replicate that model here. A new American Democracy Project Club at NKU has been started for the coming year. The club is designed to foster public engagement among students; one of its projects in the coming year will involve raising funds and then investing those funds in selected nonprofits, adapting the student philanthropy methods already developed for the classroom.

### **⇒“Safety net” requirement for some classes**

One donor (Citi at \$10,000) has stipulated for the coming year that its funds must go to nonprofits who serve low and moderate income families. More typically, MSPP funds come without restrictions from the donor beyond assurance that nonprofits – as defined by the Internal Revenue Service – are the recipients. This new restriction will impact at least four classes, and



faculty will use it as a teaching tool so that students understand that often donors give money with some strings attached because they are trying to make an impact in one or more areas.

In implementing this restriction and using it to teach, NKU faculty also will incorporate some educational components designed to enlighten our students about the struggles that low and moderate income families face in these challenging economic times.

### **⇒Giving talent and time as well as treasure**

NKU is working to develop a student philanthropy model in the coming year that will use the existing analysis tools for identifying and selecting nonprofits in which to invest. But in this instance, instead of receiving money, the “winning” nonprofits will receive a guaranteed number of volunteer hours from NKU students. This model could be deployed as early as this spring, although that’s not yet certain.

### **⇒Campus Campaign**

During fund drives, NKU’s development office offers donors the option of a general gift or the option of designating some or the entire gift for a specific project or program. In the coming year, the Mayerson Student Philanthropy Project will, for the first time, have a box that can be checked to designate gifts to the program’s “giving” pool (i.e., the money distributed by the students to nonprofits).

### **⇒Distribution of the new handbook**

Concerted efforts will continue through the coming year to distribute the new faculty handbook nationally. The Kentucky Campus Compact (headquartered at NKU) is helping to plan a conference on student philanthropy in partnership with the Ohio Campus Compact, and NKU has been assured a prominent presentation role. The handbook will be part of that presentation, as it will be at other regional and national conferences.

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## **FALL CLASS LINEUP**

Six MSPP classes are on tap for the Fall 2010 semester. They are:

- Protecting Water Resources (ENV 220-001) – Rebecca Kelley
- Arts for Social Change (HNR 308-001) – Daryl Harris

- Teaching Social Studies in the Secondary School (EDU 331-001) – Denise Dallmer
- Principles of Professional Selling (MKT 310) – Doris Shaw
- Introduction to Public History (HIS 515-001) – Rebecca Bailey
- Resource Acquisition and Management (PAD 621-001) – Julie Olberding

*NOTE: Professors Shaw and Bailey are implementing the Mayerson Student Philanthropy Project with funds from Learn and Serve America through a program called "Pay It Forward," which is overseen by the Kentucky Campus Compact. Professor Olberding is using the "indirect giving" model of student philanthropy, for which her students will evaluate and make funding recommendations about grant applications submitted by nonprofit organizations to Toyota Motor Engineering and Manufacturing North America, Inc.*

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## **2009/2010 BY THE NUMBERS**

### **Standout performance**

Across the board, the assessment questions this academic year found positive impacts as a result of MSPP. But a few categories had particularly high scores. Here are the leaders:

- Almost 90% of the students in the Fall semester reported that MSPP heightened their awareness of nonprofit organizations in the community; the percent was nearly as high among the Spring classes (87.5%)
- More than 88% of the students in the Fall semester reported that MSPP heightened their awareness of needs and problems addressed in their class.
- More than 81% of the students in the Fall semester reported that MSPP heightened their belief that they have a responsibility to help others in need.
- Almost 80% of the students in the Spring semester reported that MSPP improved their academic skills or knowledge

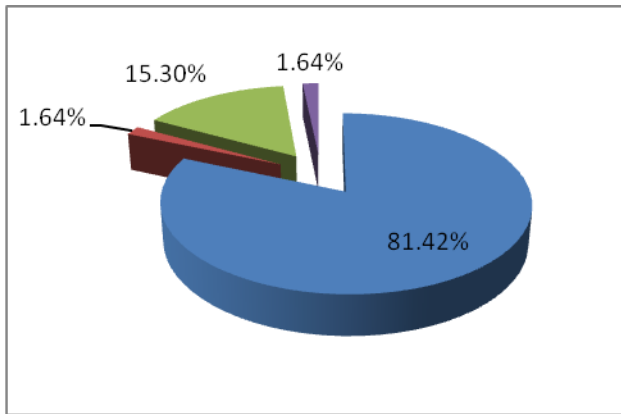
The 2009-2010 student survey results are reported in the pie charts that follow. Each chart reflects students' answers to a question framed around their MSPP class and its impact.

#### **COLOR KEY**

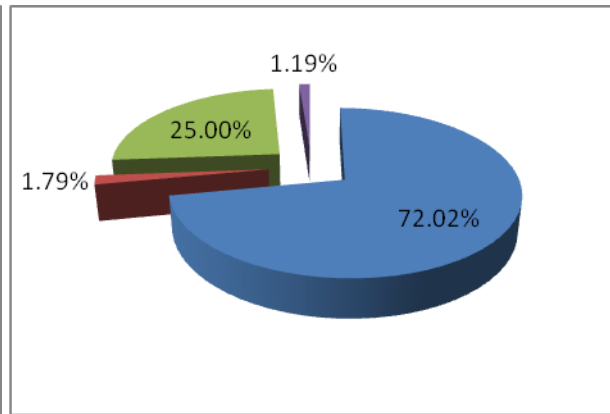
 Positive  No Effect  No Response  Negative

**CHART 1:** Effect on your belief that you have a responsibility to help others in need:

**Fall 2009**

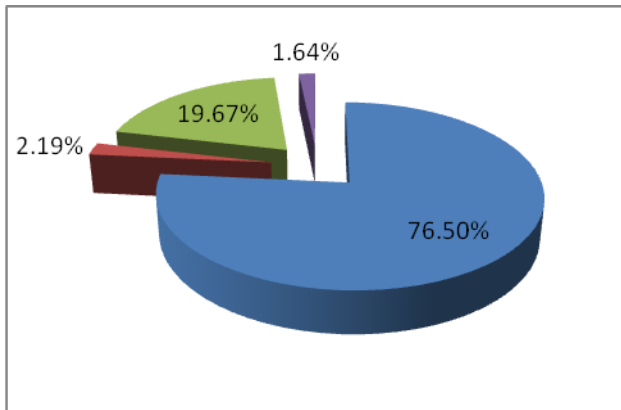


**Spring 2010**

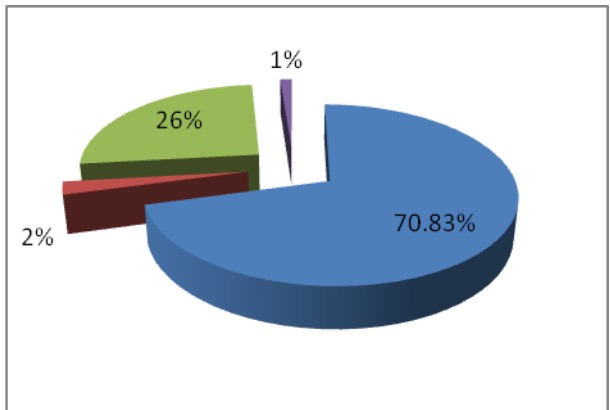


**CHART 2:** Effect on your sense of personal responsibility to the community in which you live:

**Fall 2009**

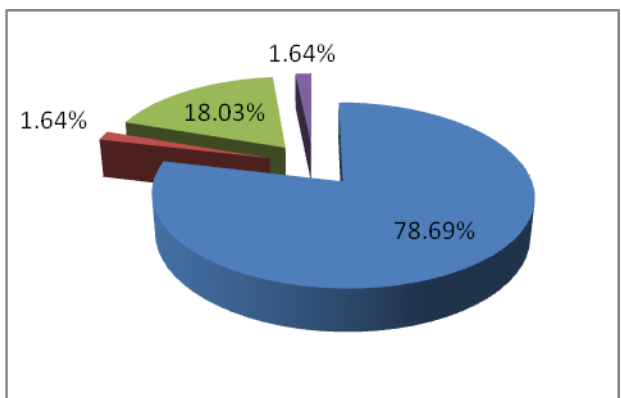


**Spring 2010**

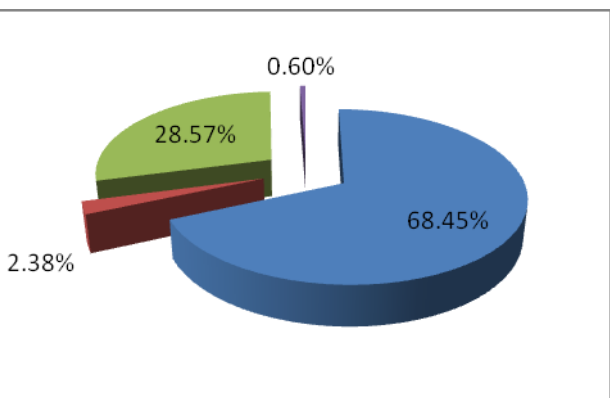


**CHART 3:** Effect on your belief that you can make a difference in the world:

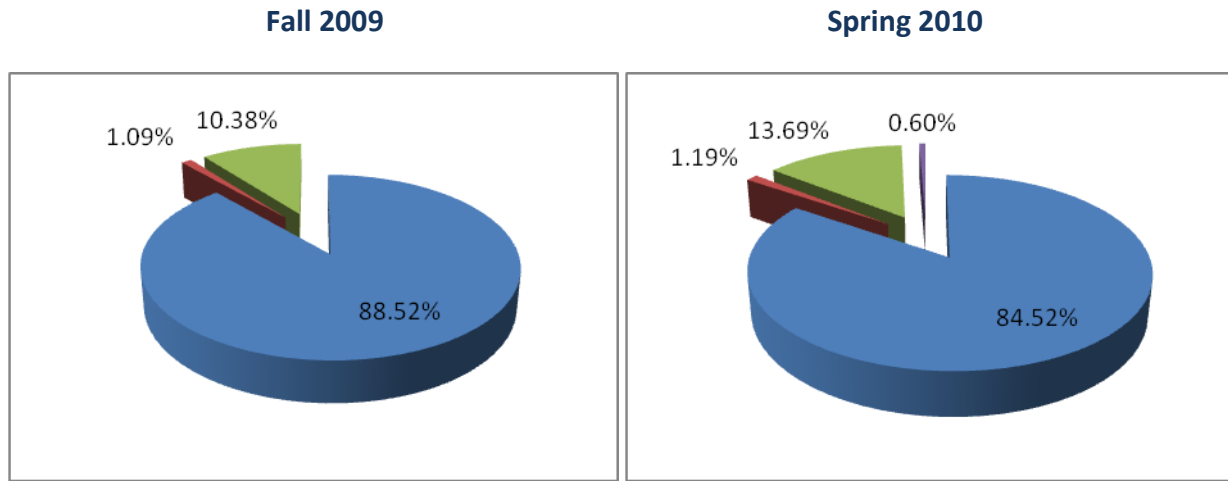
**Fall 2009**



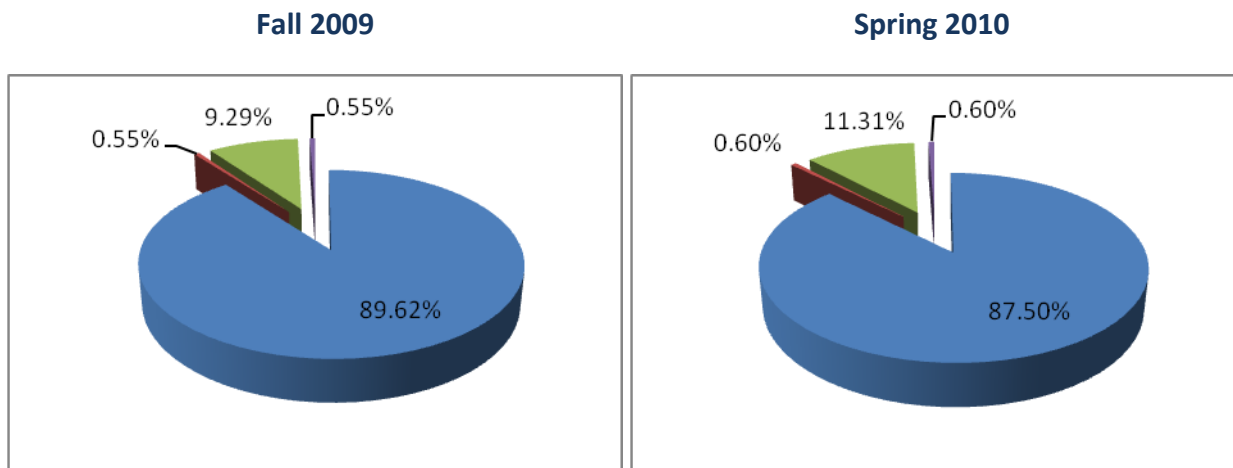
**Spring 2010**



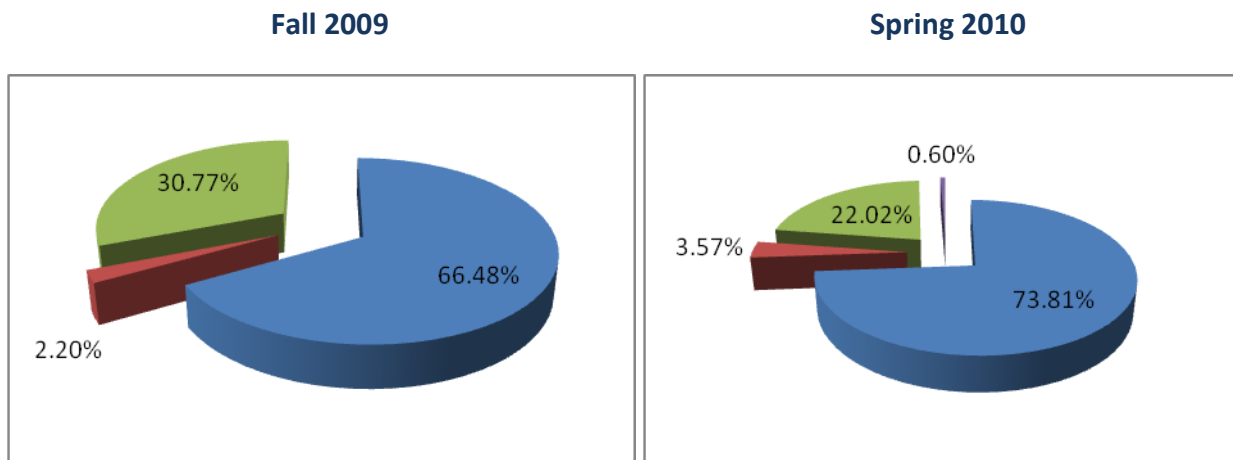
**CHART 4:** Effect on your awareness of needs and problems addressed in this class:



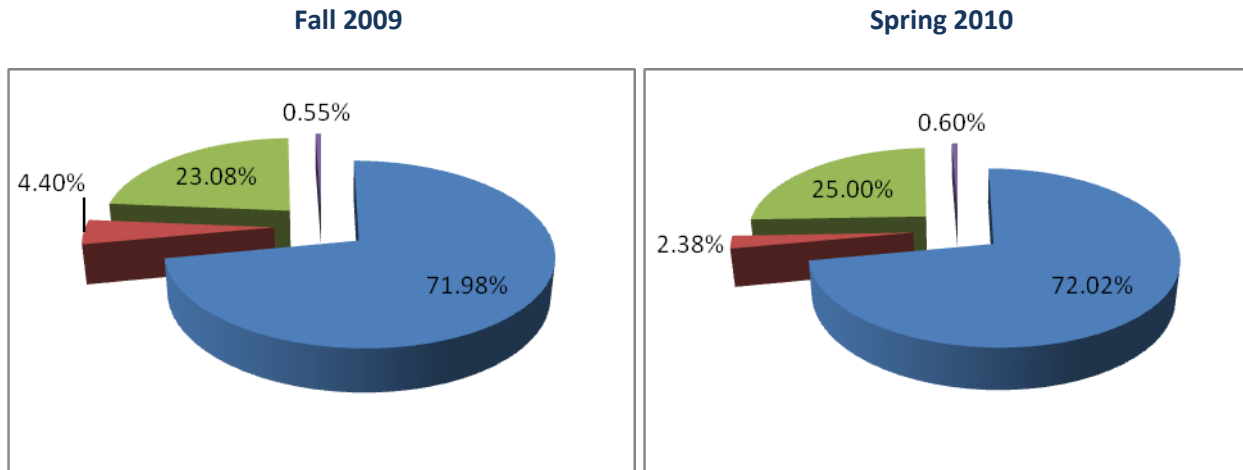
**CHART 5:** Effect on your awareness of nonprofit organizations in the community:



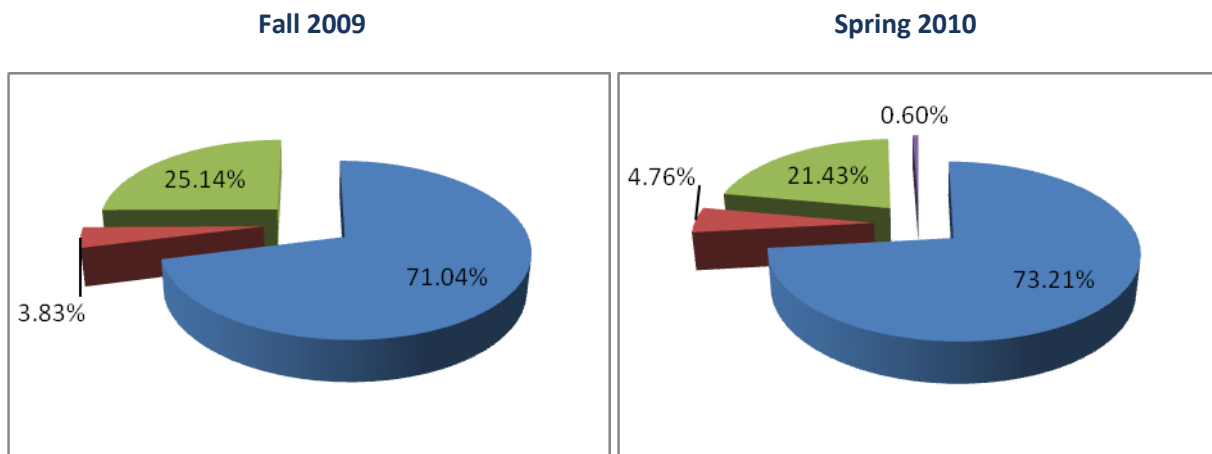
**CHART 6:** Effect on your intention to do volunteer work:



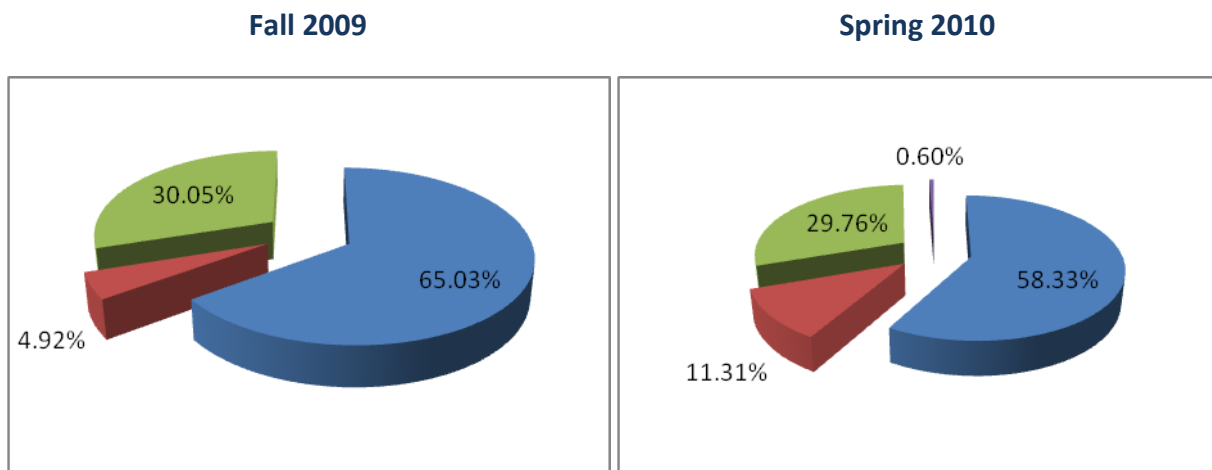
**CHART 7:** Effect on your intention to give money to charity:



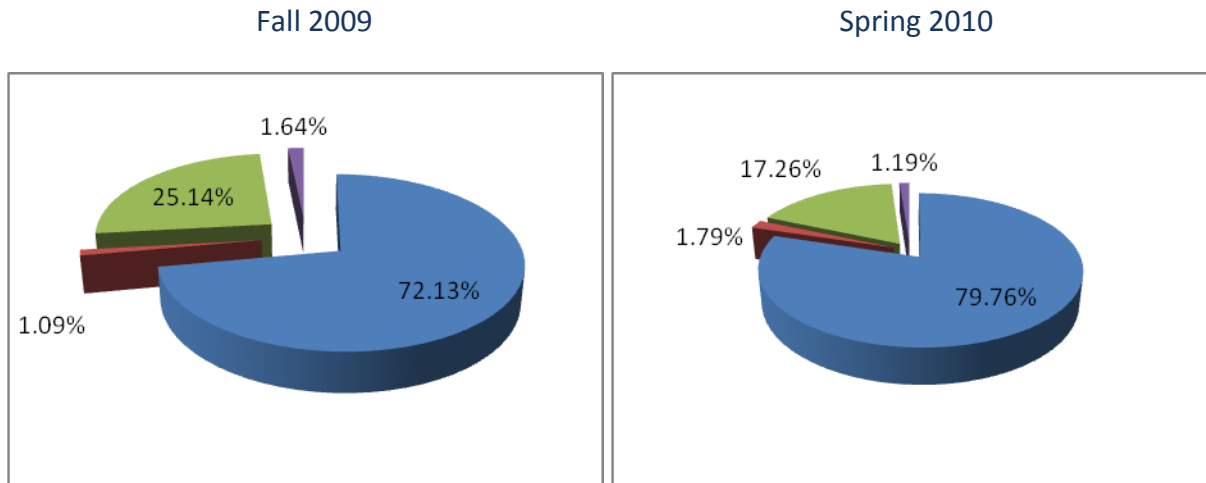
**CHART 8:** Effect on your interest in this course:



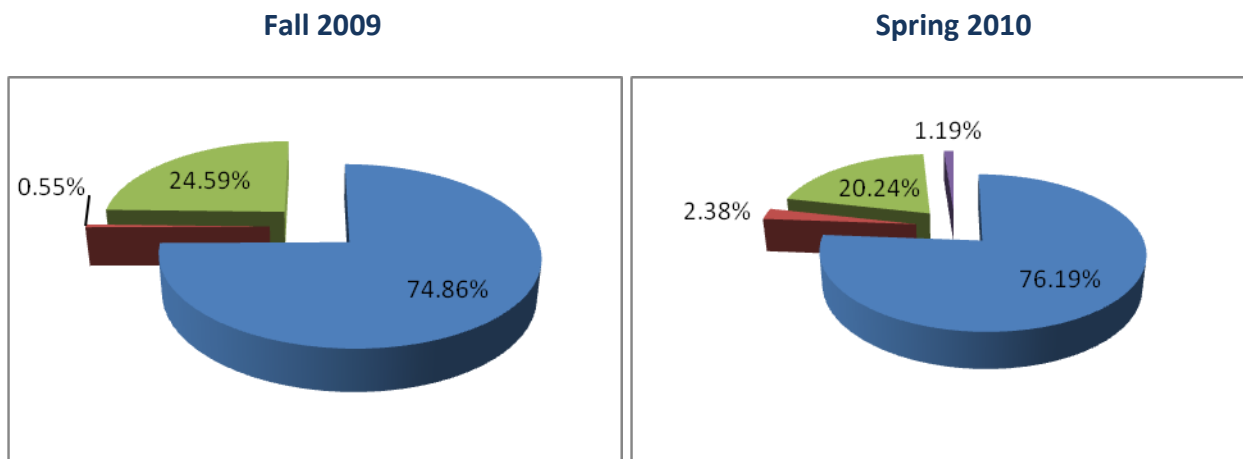
**CHART 9:** Effect on your interest in another course with student philanthropy or service learning:



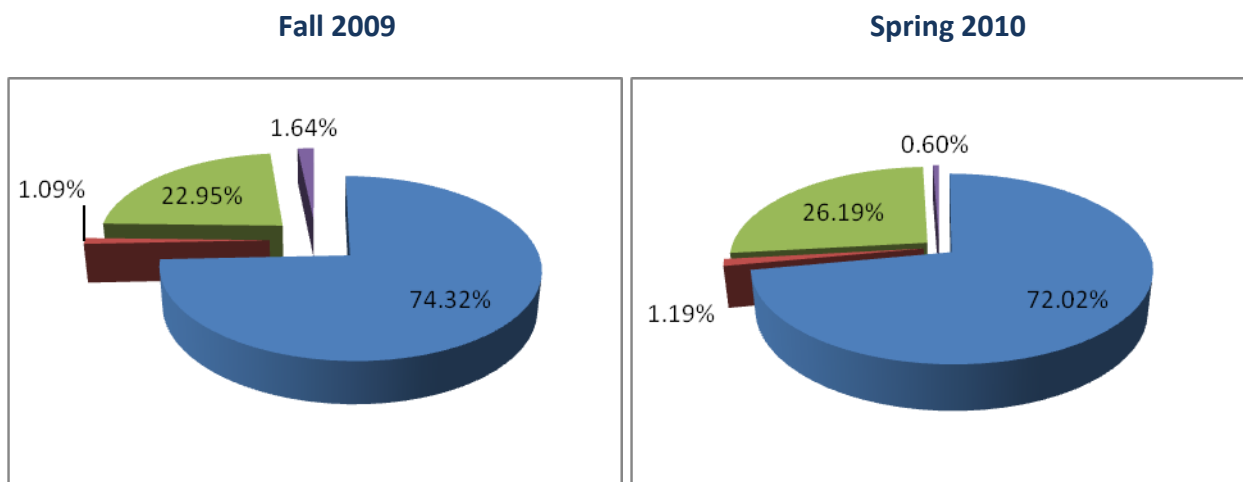
**CHART 10:** Effect on your academic skills or knowledge:



**CHART 11:** Effect on your application of information and ideas from this course:



**CHART 12:** Effect on your functional life skills (communication, assertiveness, problem-solving):



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## **QUALITATIVE DATA: STUDENT COMMENTS**

This is a sample of students' responses to open-ended questions on the Fall 2009 and Spring 2010 surveys.

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

- “This project allowed me to see the non-profit organizations available to schools and communities in our surrounding area. I was unaware of this before taking this class.”
- “I became more aware of the social problems in our community. I also learned about how many organizations are out there willing to help.”
- “The main things I learned are that there are many more people who need help than I ever knew about and that a little money goes a long way. The YMCA is using the \$1500 for four different schools where they have after school programs.”
- “I learned that it can be fun helping other people. I had a lot of fun volunteering at Pregnancy Care Center and I plan to volunteer more.”

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

- “After this I really feel there is more I can do in my community. I am willing to do whatever I can to help.”
- “I plan to volunteer more in organizations that connect to my life.”
- “Yes, I would love to volunteer much more frequently. I will definitely be getting more involved next semester because NKU does many wonderful things for those in need and I need to be part of that.”
- “As I completed my service I saw how much it meant to the people I helped, so I want to continue.”

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

- “That it is able to help a lot of people. I like that it stands for something and that we were able to help a lot of people.”
- “My favorite part was the award ceremony when the checks were presented to the nonprofits. They were all very thankful and told how they planned to use the grant money.”
- “I liked going to help people and the fact that we could've made a difference in people's lives.”

### **Is there anything you would like to change or bring to our attention about the Mayerson project?**

- “I'd like to be part of the aftermath of the project. I'd like to be there when students are benefited.”

- “I think you should continue using this project in classes like ours. We benefit from the experience. It’s always great to give funds to a cause that really needs it.”
- “I think more people should participate in the Mayerson project and be more aware of the ways in which it benefits the community.”
- “It was fun, insightful, and challenging! I wish all my classes were Mayerson classes.”
- “This project really made a difference in my life and now I’m more motivated to go out and make a difference in other people’s lives.”

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## **FACULTY REFLECTIONS**

A total of 14 NKU faculty members participated in MSPP for the 2009/2010 academic year. They represented a dozen different disciplines: biology, communication, criminal justice, English, history, marketing, music, organizational leadership, political science, sociology and University 101 (a course for freshmen designed to introduce students to the college experience, including its public engagement opportunities). What follows are two examples of faculty reflections about the value of the experience.

### **Dr. Rebecca Bailey – Museum Education and Historic Site Interpretation (HIS 605) – Spring 2010**

Dr. Bailey put a high value on student participation in the Mayerson Student Philanthropy Project; it was the primary class project and was valued at 40 percent of each student’s course grade. As part of the class, the students read about how museums seek funding to support their programming.

“The real assignments of writing effective grant proposals and selecting winning proposals transformed ‘academic’ classroom study to real world experience,” said Dr. Bailey.

Dr. Bailey assigned each student to a particular museum in the Northern Kentucky/Greater Cincinnati region, which became that student’s “community partner.” Each of the students then wrote a grant proposal for his or her community partners and created a short Movie Maker or I-Movie film about the partner’s programs and services.

“The students learned what it really is like to work in the most challenging area of museum work—funding, which really grounded their commitment to graduate school,” said Dr. Bailey. “The students became personally invested in their partner and the proposals they wrote; what especially moved them was the number of people who volunteered to support their organization.”

### **Dr. Jimmie Manning – Sexuality and Communication (COM 627) – Spring 2010**

In addition to reviewing nonprofit organizations and selecting them for a Mayerson grants, students worked on a team to organize a fundraising event or other special event for a nonprofit organization. Dr. Manning said that the students’ work on this service project was very creative



and innovative. They developed a movie party, a women's sexual violence awareness campaign and a dating workshop for teenagers.

According to Dr. Manning, the Mayerson project – combined with the service project – had some powerful impacts on his students, both in terms of learning the subject matter of the course and in terms of their interest in public engagement.

“Based on class discussion, they talked so much about things that crystallized for them or that they had never thought about before the project. I think that because the learning is more hands-on, sometimes they don't understand just how much they are learning,” he said. “Six of the students loved their organization so much that they want to continue working with it. That made me very happy – they were really passionate.”

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## **NONPROFIT ORGANIZATIONS: HOW DID THEY USE THE INVESTMENT?**

Here is a sample from the Fall 2009 awardees, based on their responses to the end-of-semester surveys:

1. **The German Heritage Museum** was awarded a Mayerson grant in Fall 2009 to sponsor a lecture series and make physical improvements to its building. Regarding the lecture series, Dr. Don Heinrich Tolzmann of the German-American Citizens League said, “The first lecture in January 2010 was a tremendous success and actually to such an extent that we did not have enough chairs for people.” Dr. Tolzmann added that the Mayerson project is “a two-way learning experience.” He said, “Working with an NKU student was most rewarding and provided us the opportunity to communicate what we are all about. This became the point of departure for valuable discussions on our work with the student, who then shared with us her ideas, views and perspectives.”  
Website: <http://www.gacl.org/museum.html>
2. **Childhood Food Solutions** was awarded \$1,000, which assisted in providing Winter Break Food Sack program. As a result of this program 1,600 elementary student received sacks containing nutritional bars, sandwich spreads, cereals, and more. In the U.S., there are issues about “food insecurity,” especially the high level of childhood food insecurity. As Tony Fairhead, director of the Childhood Food Solutions, said, “We believe we are establishing food security for the students.” In addition, students supported by the program took an Ohio proficiency test, after a year of food for non-school days was provided, 32 percent of the students were able to meet or exceed proficiency standards, with a pretest result that showed 50 percent of the students at or above proficiency. Website: <http://www.childhoodfoodsolutions.org/index.html>
3. **Family Nurturing Center** used its funding to support child abuse education in schools through the Kids on the Block Program. The program is designed to increase public awareness about the problem of child abuse and equip children with the skills to recognize, resist and report child abuse. Funds were used to purchase items for the program, including activity booklets and magnets that provided a tangible reminder of the material, phone numbers for follow-up and a lasting resource for children. Each year the program serves 13,000-15,000 people. Website: <http://www.familynurture.org/>

4. **Neediest Kids of All** was able to help allocate funds to schools in order to provide basic necessities such as hats, coats, gloves, shoes, boots, clothing items and eye glasses. This assistance is organized throughout more than 700 schools and Head Start sites in 17 counties in the Tri-state area. According to Juliana F. Wales, executive director, the “combination of the Mayerson grant monies, and the NKOAs’ fund raising was successful in raising enough money to make a second distribution of funds” to the schools. Website: <http://neediestkidsofall.com/>
  
5. **Tender Mercies** in the Cincinnati area was able to use the project funding to align organizational funds to address the needs of the community. The money was to augment marketing activities to make the community more aware of the mission and residents served by Tender Mercies, by promoting the 25<sup>th</sup> Anniversary events and activities to benefit those currently calling Tender Mercies home. As Jonathan Adey, director of operations put it: “Tender Mercies suffers from being a part of a sea of nonprofit organizations in a rough economy. Our target population, the chronically homeless, severely mentally ill individual, needs awareness in the community to begin to address the underlying issues facing this population. The Mayerson grant will help us to tell this story.” Website: [www.tendermerciesinc.org](http://www.tendermerciesinc.org).
  
6. **Welcome House of Northern Kentucky** is an emergency shelter for women and children providing also an emergency assistance pantry. The Mayerson grant allowed the shelter to feed and house approximately 60 women or children for a night. The funds were useful in starting an e-newsletter in order to increase awareness, increase volunteer support and increase funds donated to the agency. Website: <http://www.welcomehouseky.org/>
  
7. **The YWCA of Greater Cincinnati** applied the Mayerson grant awarded to assisting an existing program, The Amend Adolescent Program. This program is a prevention/intervention program for adolescent girls ages 11-18 who are on probation for violent offenses and/or are at risk for violent behaviors against family members and peers. The program also offers psychological/educational group session and utilizes cognitive behavioral techniques to help participants make changes in both their thinking and behavior. The results of the grant, showed in the fall of 2009, 93 percent of the adolescents (13 of 14) in the girls group demonstrated that they accepted personal responsibility for negative behavior by program completion. In 2009, a total of 33 adolescents were served. In 2010, an anticipated number of 40-60 youth may be impacted by this funding. Website: <http://www.ywca.org>.

The spring surveys are pending, but here is a sample of the plans for use of the funds distributed:

1. **InkTank** supports writing initiatives within a number of local nonprofit organizations dedicated to the care and welfare of the homeless, those in recovery and those suffering the effects of poverty. An NKU class awarded a \$2,250 grant to support InkTank’s programs, including a recovery program at the Drop Inn Center, which is a homeless shelter in the high-poverty neighborhood of Over-the-Rhine in Cincinnati. Men of the InkTank Drop Inn Center recovery program meet every Thursday afternoon to use writing to reflect on the relationships, hardships, joys and sorrows of life in order to strengthen the participant's relationship to himself and his past. This reflection is a key step to recovery. Website: <http://www.inktank.org/>
  
2. **The Peaslee Neighborhood Center** is a former school in the high-poverty neighborhood of Over-the-Rhine in Cincinnati. The Peaslee Neighborhood Center was selected for a \$2,250 grant to continue programs that help foster creative expression, self-determination and social change in residents of Over-the-Rhine and also to maintain its use as the “base” for service learning projects

in Over-the-Rhine. Various schools and faith-based organizations in Greater Cincinnati meet at Peaslee as they work on their service-learning projects and attend presentations there on the history and culture of OTR and on issues of poverty and social change and then continue to. Website: <http://www.peasleecenter.org/>

3. **The Greater Cincinnati Police Museum** collects and presents history and artifacts about more than a hundred municipal, county, state, and federal law enforcement agencies that have served this region for more than 200 years. A \$2,250 grant from the Mayerson project will be used to take the museum “on the road” with a traveling trunk of history that will help students and others to better understand the men and women who have served as police in Greater Cincinnati, how law enforcement has changed over the years and how police in this region contributed to the American model of policing. The trunk will include historical uniforms, weapons, equipment, etc. Website: <http://www.gcphs.com/>
4. **The Behringer-Crawford Museum** preserves and shares the regional history of Northern Kentucky as part of the Ohio Valley. The museum offers a wide range of opportunities for all ages and abilities to study and enjoy of the region’s natural, cultural and arts heritage. A Mayerson grant of \$2,250 will support educational experiences include self-guided tours, guided tours and structured programs, including summer camps with themes that range from archeology to claymation. Website: <http://www.bcmuseum.org/>
5. **The Women’s Crisis Center** provides crisis intervention, support and empowerment to victims and survivors of domestic violence, rape and sexual abuse. Services are provided to women, children, teens, older adults, immigrants, disabled individuals and male victims of partner abuse, rape and sexual assault and victims of human trafficking. Counseling services are provided to walk-ins to any one of six offices in Northern Kentucky (Covington, Carrollton, Hebron, Maysville, Vanceburg and Williamstown) and also via a 24-hour hotline. In addition to counseling, the Women’s Crisis Center provides shelter, pet protection and public education. For public education, staff members conduct age-appropriate personal safety programs on child sexual abuse in elementary schools and relationship abuse and non-stranger rape programs in junior and senior high schools. A \$1,500 Mayerson grant will be used to continue its counseling, shelter, pet protection and public education services and programs. Website: <http://www.wccky.org/>
6. **Planned Parenthood Southwest Ohio Region** has a goal of ensuring that every individual has the information, services and freedom to make healthy, responsible decisions about sex, sexuality and parenthood. An NKU class select Planned Parenthood for a \$1,500 grant to support its sexuality education programs, which are based on the idea that learning about sexuality is a life-long process that enhances people’s ability to make healthy and responsible choices in their lives. Its education programs include not only physical aspects of sexual development, but also emotional and social aspects, with the purpose of helping individuals to understand, take responsibility for and honor their sexuality. Website: <http://www.plannedparenthood.org/swoh/index.htm>
7. **The Greater Cincinnati Chapter of the Gay, Lesbian and Straight Education Network** strives to assure that each member of every school community is valued and respected regardless of sexual orientation or gender identity/expression. The focus of Cincinnati GLSEN is to provide information and support to students and educators. An NKU class awarded Cincinnati GLSEN a \$1,500 grant to support its services and programs, including the GLSEN Cincinnati Lending Library and special events such as the “Gay Prom,” which is a safe and welcoming alternative

high-school prom for lesbian, gay, bisexual, transgender or straight supporters. Website: <http://chapters.glsen.org/cgi-bin/iowa/cincinnati/home.html>

8. **Tristate Habitat for Humanity** was awarded a Mayerson grant of \$1,000 to purchase materials for building and renovating houses in Butler, Clermont, and Warren counties in Ohio; Boone, Campbell and Kenton counties in Kentucky; and Dearborn and Ohio counties in Indiana. Families are selected based on three criteria: need for adequate shelter, ability to re-pay a no-interest mortgage, and willingness to help build their own homes and the homes of others. Website: <http://www.habitat-tristate.org/>
  
9. **People Working Cooperatively** helps low-income, elderly and disabled homeowners in Greater Cincinnati with critical home repairs, energy conservation and weatherization, and maintenance services. The work is done by both trained professions and thousands of volunteers. PWC received a Mayerson grant of \$1,500 to purchase supplies and equipment in order to make repairs and upgrades to the homes of needy individuals in this region. Website: <http://www.pwchomerepairs.org/ohio.aspx>

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## **NONPROFITS FUNDED**

32 nonprofit organizations were funded by NKU students taking MSPP classes in the 2009/2010 academic year. They ranged from youth programs to inner-city housing programs, from nonprofits working on environmental challenges to nonprofits working to supply school teachers with needed equipment.

### **FALL 2009 CLASSES**

#### **Orientation to College and Beyond (UNV 101-045)**

*Professor Leighann Rehtin*

- Campbell County & Kenton County YMCAs \$1,500

#### **Race, Gender and the Law (JUS 231-001)**

*Professor Danielle McDonald*

- Welcome House of Northern Kentucky \$1,000
- Family Nurturing Center \$1,000

#### **Principles of Marketing (MKT 305-008)**

*Professor Doris Shaw*

- Tender Mercies \$1,000
- Over-the-Rhine Community Housing \$1,000

#### **Teaching Social Studies in the Early Grades (EDU 312-002 and EDU 312-0003)**

*Professor Kevin Besnoy*

- Neediest Kids of All \$1,000
- Crayons to Computers \$1,000

#### **Mass Communication Research Methods (JOU 492-001)**

*Professor Jimmie Manning*

- YWCA of Greater Cincinnati \$1,000
- IKRON Corporation \$1,000

**Middle Grades/Secondary Practicum I (EDMT 692-001 & 002)**

*Professor Brandelyn Tosolt*

- Freestore Foodbank \$1,000
- Childhood Food Solutions \$1,000

**Introduction to Public History (HIS 505)**

*Professor Becky Bailey*

- The Dinsmore Homestead \$1,000
- The German Heritage Museum \$1,000

**SPRING 2010 CLASSES**

**Professional Sales (MKT 310-001)**

*Professor Doris Sha*

- Tristate Habitat for Humanity \$1,000
- People Working Cooperatively \$1,500
- Grace Church of the Valley \$2,000

**Writing for Social Change (ENG 395-001)**

*Professor Christopher Wilkey*

- Peaslee Neighborhood Center \$2,250
- InkTank \$2,250

**Museum Education & Interpretation (HIS 605-001)**

*Professor Rebecca Bailey*

- Behringer-Crawford Museum \$2,250
- Greater Cincinnati Police Historical Society Museum \$2,250

**Sexuality and Communication (COM 627-001)**

*Professor Jimmie Manning*

- Women's Crisis Center \$1,500
- Planned Parenthood Southwest Ohio Region \$1,500
- Gay, Lesbian, Straight Education Network of Greater Cincinnati \$1,500

**Music Appreciation (MUS 100-007)**

*Professor Gary Johnston*

- Music Resource Center of Cincinnati \$2,000

**Introduction to Race and Gender (SOC 110-009)**

*Professor Molly Blenk*

- Be Concerned \$2,000

**Race, Gender and the Law (JUS 231-001)**

*Professor Danielle McDonald*

- Interfaith Hospitality Network \$1,000
- Council on Child Abuse of Southern Ohio, Inc. \$1,000

**Environmental Science Seminar (ENV 400-001)**

*Professor Becky Kelley*

- Imago \$2,000

**International Leaders in Education**

*Professor Denise Dallmer*

- Deworm the World \$1,000
- Creating Hope International \$1,000

**Organizational Change (LDR 382-004)**

*Professor Rick Brockmeier*

- Deworm the World \$1,000
- BRAC Centre \$1,000

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## **PRESENTATIONS AND PUBLICATIONS**

In operating MSPP, NKU is mindful of the program’s academic importance, since student philanthropy is, at its core, a teaching strategy. So we look for research and publication opportunities in scholarly journals and other outlets as well as presentation opportunities at academic conferences. We look at these opportunities as valuable to our faculty members’ academic careers and contributions and also as a tool for spreading the word nationally about student philanthropy and the MSPP model.

Here is a summary of the presentations and publications during the recent academic year:

### **Peer-reviewed publication**

- Jennifer Millisor and Julie Cencula Olberding. (2009). “Student Philanthropy in Colleges and Universities.” *Academic Exchange Quarterly* 13(4), 11–16.

### **Manuscript under review**

- Danielle McDonald and Julie Cencula Olberding. “Learning by Giving: A Quasi-experimental Study of Student Philanthropy in Criminal Justice Education.” *Journal of Criminal Justice Education*.

### **Scholarly activity in progress**

- Julie Cencula Olberding. “Does Student Philanthropy Have Lasting Impacts on Civic Engagement? A Study of Alumni’s Awareness, Beliefs and Behaviors in the ‘Real World.’” [This research is supported with a University Community Partnership (UCP) mini-grant from Northern Kentucky University.]

### **Other publications**

- Julie Cencula Olberding, Mark Neikirk and Dana Ng. (2010). *Student Philanthropy: A Handbook for College and University Faculty*. Scripps Howard Center for Civic Engagement, NKU, Highland Heights, Kentucky.
- Mark Neikirk, Julie Olberding and Aaron Caskey. (2009). *Learning by Giving: Mayerson Student Philanthropy Project Annual Report*. Scripps Howard Center for Civic Engagement, NKU, Highland Heights, Kentucky.

### **Presentations at academic conferences**

- Mark Neikirk and Julie Olberding. (June 2010). “Sustained Leadership: A Decade of Student Philanthropy.” At the American Democracy Project National Meeting in Providence, Rhode Island.
- Julie Cencula Olberding. (April 2010). “Indirect Giving to Nonprofit Organizations: An Emerging Model of Student Philanthropy.” At the Annual Conference of the American Society of Public Administration (ASPA) in San Jose, California. [This paper was one of three selected for a panel by ASPA’s Section on Public Administration Education from all papers presented at the 2009 Teaching Public Administration conference.]
- Julie Cencula Olberding. (November 2009). “Student Philanthropy at Northern Kentucky University.” At the National Association of Schools of Public Administration and Affairs (NASPAA) in Washington D.C. [Travel for this presentation was funded by Campus Compact.]
- Julie Cencula Olberding and Jennifer Millisor. (September 2009). “Encouraging Public Service Among Young People Through Student Philanthropy: A Study of Programs at U.S. Colleges and Universities.” At the Southeastern Conference for Public Administration in Louisville, Kentucky.
- Julie Olberding, Northern Kentucky University; Larry Johnson, University of Cincinnati; Cathy Bays, University of Louisville; and David Deggs, University of Arkansas. (November 2009). “Beyond Counting: Evaluation and Assessment.” At the Kentucky Engagement Conference. NKU’s METS Center in Erlanger, Kentucky.

## **STUDENT ENROLLMENT**

MSPPE class enrollment during 2009/2010 ranged from a graduate-level class with seven students to undergraduate classes with more than 40 students. Total enrollment for the academic year was 444 students with an enrollment of 209 in the Fall 2009 semester and 235 in the Spring 2010 semester.

### **Fall 2009 classes**

<b>Course name</b>	<b>Course number &amp; section</b>	<b>Enrollment</b>
Orientation to College and Beyond	UNV 101-045	24
Race, Gender and the Law	JUS 231-001	44
Principles of Marketing	MKT 305-008	26
Teaching Social Studies in the Early Grades	EDU 312-002	17
Teaching Social Studies in the Early Grades	EDU 312-003	25
Mass Communication Research Methods	JOU 492-001	20
Middle Grades/Secondary Practicum I	EDMT 692-001	21
Middle Grades/Secondary Practicum I	EDMT 692-002	18
Introduction to Public History	HIS 515-001	14
<b>TOTAL</b>		<b>209</b>

### **Spring 2010 classes**

<b>Course name</b>	<b>Course number &amp; section</b>	<b>Enrollment</b>
Professional Sales	MKT 310-001	22
Museum Education & Interpretation	HIS 605-001	16
Environmental Science Seminar	ENV 400-001	10
Sexuality & Communication	COM 627-001	7
Music Appreciation	MUS 100-007	27
Introduction and Race and Gender	SOC 110-009	45
Race, Gender and the Law	JUS 231-001	45
Writing for Social Change	ENG 395-001	12
International Leaders in Education	NA	18
Organizational Change	LDR 382-004	23
<b>TOTAL</b>		<b>235</b>

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## OUR 2009/2010/2011 FUNDERS

- Manuel D. and Rhoda Mayerson Foundation
- The Carol Ann and Ralph V. Haile Jr. Foundation
- Scripps Howard Foundation
- Kentucky Campus Compact/Learn and Serve America
- Citi



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