

# THE MAYERSON STUDENT PHILANTHROPY PROJECT

ANNUAL REPORT  
FALL 2010/SPRING 2011

*“No one has ever become poor by giving.”*

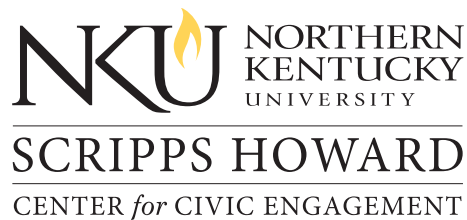
– Anne Frank

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*“The Mayerson project helps students to become more aware of nonprofits and social problems and ultimately encourages them to donate, volunteer and serve on boards after they graduate from NKU. The experience empowers individuals who may have thought that the world’s problems were too big and beyond them. But once they engage locally and see they can make a difference, then they want to do more.”*

– NKU professor Dr. Julie Olberding, in her article, “Does Student Philanthropy Work? A Study of Long-term Effects of the ‘Learning by Giving’ Approach” (the article is scheduled for publication in a 2012 issue of *Innovative Higher Education*).



**PUBLICATION DATE: JULY 2011**

This report is a summary of the Mayerson Student Philanthropy Project (MSPP) at Northern Kentucky University for the Fall 2010 and Spring 2011 semesters. The contents are the property of NKU and the Scripps Howard Center for Civic Engagement.

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## HIGHLIGHTS FROM THE YEAR

- 14 classes and 279 students participated in the Mayerson Student Philanthropy Project during the 2010-2011 academic year. That's an average of 20 students per class.
- Together, the classes played a role in the distribution of \$78,723 to 34 nonprofits.
- \$36,723 of that was distributed directly by MSPP classes.
- \$42,000 was invested through the NKU-developed "indirect model" of student philanthropy under a partnership with Toyota Motor Engineering & Manufacturing North America, Inc.
- Four major donors made this semester's classes possible: The Manuel D. & Rhoda Mayerson Foundation; Citi; the Scripps Howard Foundation; and Learn and Serve America.
- Two classes were funded by student fundraising, matched by a gift from the Scripps Howard Foundation. Funds raised by students totaled \$2,936, so matched they totaled nearly \$6,000.
- 975 volunteer hours were provided to nonprofits by MSPP students.
- A new "pre-test" was implemented to compare student learning; among other results, it showed that student awareness of nonprofits nearly doubled by taking a MSPP class.
- NKU published "Student Philanthropy: Plant It, Nurture It, Harvest It" – a faculty how-to handbook that is being distributed nationally in partnership with the National Campus Compact. A second printing is planned to meet the demand.
- An NKU professor completed a longitudinal study of student philanthropy's efficacy; the findings demonstrate that the positive impacts on students last after graduation.
- This year featured the first MSPP class in the sciences.
- An online MSPP class was offered for the second year in a row.
- Two NKU student clubs (American Democracy Project and V.E.T.S.) are continuing their club-based student philanthropy initiatives, using the MSPP model.
- Leadership Kentucky patterned a class philanthropy initiative after the MSPP model, raising \$5,000 to give to Kentucky nonprofits.
- The Scripps Howard Center for Civic Engagement is helping plan the first-ever statewide summit on student philanthropy for this summer, hosted by the Kentucky Campus Compact.

# The Mayerson Student Philanthropy Project at NKU

## ELEVEN IMPACTFUL YEARS

On our campus, this is an oft-told story: The new president of Northern Kentucky University was making the rounds, visiting supporters in the community, one of whom had equal passions for education and philanthropy. A question was posed: Might NKU teach stewardship and the value of investing in nonprofits in a college class? We could do that, the new president responded.

The year was 1999. James Votruba was the new president. He had gone to see Neal Mayerson, president of the Manuel D. and Rhoda Mayerson Foundation in downtown Cincinnati. With the concept conceived during that conversation as a guide, a design team was formed at NKU to create a structure and program. By the Fall 2000 semester, four classes were ready – one in sociology, one in human services, one in political science and one in honors. The Mayerson Student Philanthropy Project was up and running.

Eleven years later, NKU has become a national leader in establishing this powerful pedagogy, having now offered 120 classes in 27 disciplines – from English to education, art to anthropology, marketing to music. The classes have distributed \$566,905 to 228 nonprofit programs, mostly in small amounts of \$1,000 to \$2,000 each.

Along with the classes they teach, our faculty is also building a body of scholarship around student philanthropy, with articles published in peer-reviewed academic journals, conference presentations and foundational research. This year, for instance, Dr. Julie Olberding completed a longitudinal study that shows the lasting impact of Mayerson classes after students graduate.

We continue to stretch ourselves and stretch the student philanthropy model. We've added new courses, new funding, new models, new partners and new assessment tools. Next year we will innovate further.

We have built a proven model – and we are committed to its improvement and expansion.

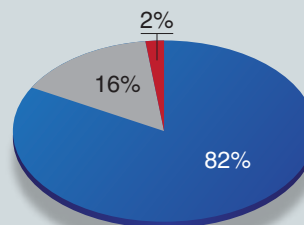


Mark Neikirk, executive director  
Scripps Howard Center for Civic Engagement

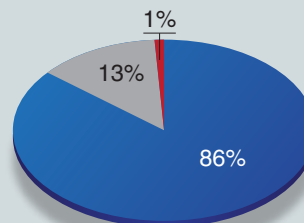
### Positive impacts

The immediate impact of student philanthropy classes on student stewardship is captured with end-of-the-semester surveys. These charts are a sample of the results for nine classes during the Spring 2011 semester.

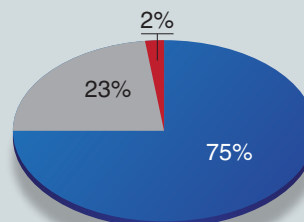
Positive  
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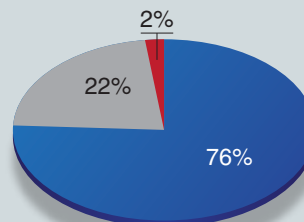
Effect on your awareness of needs and problems addressed in this class



Effect on your awareness of nonprofit organizations in the community



Effect on your intention to do volunteer work



Effect on your intention to give money to charity

## CLASSES AND RECIPIENTS: FALL 2010

CLASS	NONPROFITS FUNDED	AMOUNT
<b>ENV 220</b>		
Protecting Water Resources	Licking River Watershed Watch	\$2,000
<i>Professor Becky Kelley</i>		
37 students enrolled		
<b>HIS 515</b>		
Intro to Public History	Christian Waldschmidt Homestead &	
<i>Professor Rebecca Bailey</i>	Civil War Museum	\$2,250
10 students enrolled	Delhi Historical Society	\$2,250
<b>HNR 308</b>		
Arts for Social Change	Bi-Okoto Drum & Dance Theater	\$1,000
<i>Professor Daryl Harris</i>	Kincaid Regional Theatre Company	\$1,000
14 students enrolled		
<b>MKT 310</b>		
Professional Selling	Freestore Foodbank	\$2,300
<i>Professor Doris Shaw</i>	Madonna House	\$1,100
13 students enrolled	Hickory Grove Baptist Church Preschool	\$1,100
<b>PAD 621</b>		
Resource Acquisition & Management*	CASA of Kenton County	\$10,000
<i>Professor Julie Olberding</i>	Girl Scouts Wilderness Road Council	\$7,500
12 students enrolled	Give Back Cincinnati	\$6,000
	Cincinnati Opera	\$5,000
	Dress for Success	\$5,000
	Cincinnati State Community	
	& Technical College	\$5,000
	Ensemble Theater of Cincinnati	\$2,500
	Florence Police Department	\$2,000

\*PAD 621 used the indirect model of student philanthropy. In this model, students recommend grants to a private board but the private board retains decision-making authority in distributing the funds. For this class, Toyota Motor Engineering & Manufacturing North America, Inc., was the private entity. The class also made a direct gift of \$1,000 to CASA to supplement \$9,000 invested by Toyota.

# CLASSES AND RECIPIENTS: SPRING 2011

CLASS	NONPROFITS FUNDED	AMOUNT
<b>CMST 340</b> Strategies of Persuasion <i>Professor Jeffrey Fox</i> 23 students enrolled	Literacy Network of Greater Cincinnati Mathis Foundation for Children	\$1,500 \$1,500
<b>EDD 829</b> Regional Stewardship <i>Professor Paul Wirtz</i> 14 Students enrolled	Brighton Center Youth Transitional Living Program	\$1,068
<b>EDU 304</b> Reading & Writing Across the Curriculum <i>Professors Brandelyn Tosolt &amp; Kelly Gunn</i> 27 students enrolled	Cincinnati Zoo Boys & Girls Club of Greater Cincinnati	\$1,000 \$1,000
<b>ENG 546</b> Grant Writing <i>Professor Janel Bloch</i> 12 students enrolled	Crayons to Computers Dress for Success Cincinnati	\$1,000 \$1,000
<b>HIS 515</b> Intro to Public History <i>Professor Brian Hackett</i> 10 students enrolled	Betts House Research Center Ramage Civil War Museum	\$2,250 \$2,250
<b>HIS 607</b> Exhibits in Museums & Historical Sites <i>Professor Brian Hackett</i> 24 students enrolled	Fort Thomas Military and Community Museum	\$1,705
<b>JUS 402</b> Alternatives to Incarceration <i>Professor Danielle McDonald</i> 32 students enrolled	Drop Inn Center Brighton Center's Homeward Bound Brighton Recovery Center LeBlond Boys & Girls Club	\$1,500 \$1,000 \$1,000 \$1,000
<b>LDR 480</b> Organizational Leadership Capstone <i>Professor Rick Brockmeier</i> 14 students enrolled	Afghan Institute of Learning SOIL	\$1,000 \$1,000
<b>MUS 100</b> Music Appreciation <i>Professor Gary Johnston</i> 37 students enrolled	Music Resource Center of Cincinnati	\$2,000



# A RECAP AND A LOOK AHEAD

One of the challenges for student philanthropy programs nationwide is sustaining the classes year in and year out. At NKU, this program has lasted 11 years and included 120 classes in that time, largely because of the continued support of the Mayerson Student Philanthropy Project (MSPP) team – including NKU’s administrative leadership, NKU’s faculty, our community of funders, our nonprofit partners and, of course, our students.

This year’s program featured more classes (14) than average (11), and also included:

- New efforts to draw students into the fundraising for MSPP classes, with students leveraging almost \$6,000 in donations.
- Continued contributions by our faculty to the scholarship of student philanthropy.
- A greater push to export the student philanthropy model nationally, exemplified by the publication and distribution of the NKU-produced student philanthropy faculty handbook.
- A continued commitment to an interdisciplinary approach to student philanthropy.
- A continued commitment, also, to experimenting with new MSPP models, including the indirect model, the student fundraising model and the club model.

We have a strong lineup of five classes for the Fall 2011 semester. The Spring 2012 lineup is tentatively scheduled for four to six classes, including at least one class aligned with Vision 2015 goals.

The context in which our student philanthropy classes occur is important. At NKU, public engagement is a way of life:

- In 2006, NKU became one of only 66 institutions nationwide to be recognized by the Carnegie Foundation for the Advancement of Teaching for both “curricular engagement” and “outreach and partnerships.”
- This year, as in years past, NKU was included on the President’s Higher Education Community Service Honor Roll, the highest federal recognition a college or university can receive for its commitment to volunteering, service learning and civic engagement.



At the awards ceremony each fall and spring, hugs are common as students announce the awards to the nonprofits they selected.

- MSPP classes are among about 110 service learning classes each year, which places NKU at the forefront nationally in offering and supporting service learning. Service learning partners classes with community nonprofits to expand learning.

MSPP is a marquee program at NKU, where educating students to be good citizens and community stewards now and beyond graduation is a priority. What follows is a closer look at some of the highlights of the past year and a look ahead at the coming year.

## OUR STUDENT AND FACULTY FUNDRAISING

Over the years, NKU students in some MSPP classes have raised supplemental funds to give to the nonprofits they select. This past year, three classes took that fundraising to a new level. Together, they were able to distribute almost \$6,000 to four nonprofits. Here’s what they did and how they did it:

**CMST 340:** Most MSPP classes at NKU start with at least \$2,000, provided by donors. Professor Jeffery Fox’s Strategies of Persuasion class (23 students) started the semester with no funds.

Instead, he and his class took on the challenge of raising funds themselves. A Scripps Howard Foundation grant assured that each dollar raised by students would be matched, but if the students raised no money then the match would be zero. Their goal was to raise \$1,000 and thus have



\$2,000 to invest in the nonprofits they selected, as a typical MSPP class would have. In the end, they raised \$1,500 and so had \$3,000 to give. They invested half in the Literacy Network of Greater Cincinnati and half in the Mathis Foundation for Children.



Students from Jeffery Fox's CMST 340 stuffed envelopes as part of their letter-writing campaign to raise MSPP funds.

**HIS 607:** This class, Exhibits in Museums and Historic Sites, did not start as a student philanthropy class. But Professor Brian Hackett and his 23 students were enthused by the new community museum in Fort Thomas and by their classwork preparing the museum's historical exhibit about the 1977 Beverly Hills Supper Club fire. The class/community partnership was already on track to produce the usual win-win benefits of service learning. "This partnership is just the best thing," Debbie Buckley, the Fort Thomas renaissance manager, told NKY.com. "We profit because these classes do projects for us, and they profit because they get to do some hands-on learning."

Professor Hackett's class wanted to do more. They wanted to contribute financially as well. So they added a philanthropy component to their class, raising money through a letter-writing campaign. Using NKU's student philanthropy matching funds, their total gift to the museum was \$1,705.

**EDD 829:** By virtue of the course goals for EDD 829, the doctoral students in Professor Paul Wirtz's Regional Stewardship class were obliged to engage with a community partner. How they did so would be up to them. Some of the students in the class elected to work with the Brighton Center in Newport and its Youth Transitional Living Program. The program "works with young adults experiencing homelessness, helping them find safety from the streets, and giving them access to resources to help them move from crisis to healthy, functioning and independent lives."

The young adults (ages 18 to 24) in the Brighton Center program expressed interests in photography, cooking, music and scrapbooking. So Professor Wirtz's students tailored a multi-faceted approach, arranging attendance at NKU choral and orchestral concerts and participation in a culinary class at the Campbell County Extension Office.

For the photography component, there was a snag. Cameras were needed. So EDD 829 became a student philanthropy class, again leveraging NKU's matching pool for this purpose. The result: \$1,068 for cameras that will remain with the Brighton Center so that this program component for homeless youth can continue for years to come.

**FACULTY:** Students are not the only ones who raised money for student philanthropy. Our faculty did, too. When total giving was hovering around \$500,000 toward the end the Fall 2010 semester, past and present MSPP faculty stepped up with donations ranging from \$10 to \$100 to push total giving to nonprofits over the life of the program just past the half million dollar mark.

## OUR PARTNERSHIP WITH CAMPUS COMPACT

NKU and MSPP have a longstanding association with the Kentucky Campus Compact and the National Campus Compact, but for the 2010-2011 academic year our ties grew closer.

**PAY IT FORWARD:** This was the second year for a student philanthropy program operated jointly by the Campus Compacts of Ohio, Michigan and Kentucky. Funded by a \$1.4 million grant over three years by a Learn & Serve America grant, this program planned to fund 162 student philanthropy classes over the life of the grant.

According to the Ohio Campus Compact, which is administering Pay It Forward for the three-Compact consortium, "Since its inception, Pay it Forward has engaged over 2,000 students in 107 courses across 33 campuses in three states while providing more than 35,000 volunteer service hours and \$481,500 to community nonprofit organizations."

Year three funding is in jeopardy right now because of federal budget cuts, although it appears some funding may be available for NKU for the Spring 2012 semester. Whether additional funding comes or not, NKU benefitted in the first and

second year of Pay It Forward by receiving \$36,000 for distribution to nonprofits by our MSPP classes.

Pay It Forward also requires that students in classes funded by this grant log at least 15 hours of volunteer service during the semester. For 2010-2015, that resulted in 975 volunteer hours by NKU students.

**FACULTY HANDBOOK:** NKU's faculty handbook, published last summer, was distributed nationally with the assistance of the National Campus Compact and the Kentucky Campus Compact, both of which spread the word about its availability. The Kentucky Campus Compact also helped fund publication of the handbook. NKU produced about 600 copies of the handbook, "Student Philanthropy: Plant It, Nurture It, Harvest It: A Handbook for College and University Faculty." All of the copies have been distributed. Much of the demand resulted from the Compacts' marketing efforts.

**CONFERENCE:** A first-ever national conference on student philanthropy was planned for August 2011, funded largely by the Pay It Forward grant and scheduled to be held at Ohio State University. The federal cuts to the grant forced the cancellation of the conference; however, a scaled-down version for Kentucky universities and colleges is scheduled for July 27.

## OUR PARTNERSHIP WITH TOYOTA

For the Fall 2011 semester, we will continue our successful new partnership with Toyota Motor Engineering and Manufacturing North America, based in Erlanger, Ky.

NKU/MSPP and Toyota first partnered during the Fall 2010 semester, when students in PAD 621 (Resource Acquisition & Management) helped guide the distribution of \$42,000 to eight nonprofits. PAD 621 is a graduate class in NKU's Master of Public Administration program, which includes an area of concentration in nonprofit management.

MPA students in PAD 621 worked in 2010 with Toyota under the principles of the "indirect model" of student philanthropy, and MPA students in another course, PAD 622 (Volunteer Management), will do so this fall. For the indirect model, students do not 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; the final funding decisions rest with the foundation. The indirect model has the benefit of giving students an insider's perspective into the real world of philanthropy. With real dollars for real nonprofits at stake, the students hone their research, writing and presentation skills for a professional audience. The indirect model exemplifies NKU's commitment to continuous innovation with student philanthropy.

The indirect model is not something NKU rushed into. Professor Julie Olberding was one of the first professors to pilot this model in the Spring 2007 semester in partnership with Citi's regional office in Erlanger. Based on an assessment of the early classes by an outside evaluator, Dr. Olberding made revisions, which were applied during the Fall 2010 class in partnership with Toyota.



The committee that oversees Toyota's community giving listened intently as NKU students from Dr. Julie Olberding's class outlined their funding recommendations.

Dr. Olberding has published peer-reviewed research on the topic. In an article in the *Journal of Public Affairs Education* titled "Indirect Giving to Nonprofit Organizations: An Emerging Model of Student Philanthropy," Dr. Olberding concluded: "Overall, this study found that the indirect-giving student philanthropy program had a number of benefits. A majority of MPA students indicated that the project helped them become more aware of social problems and nonprofit organizations, and it helped them to learn the course material, apply the course principles to address a community need, and gain academic skills or knowledge."

## OUR COURSE DIVERSITY

The pattern of innovation showcased by the indirect model of student philanthropy at NKU is also exemplified by our commitment to moving student philanthropy into new disciplines.

In recent years, the Scripps Howard Center for Civic Engagement has made it a priority to add at least one new academic discipline to the MSPP catalogue each year. Music, education, history, religion and organizational leadership are among the new disciplines brought into the fold since 2008.

The one general field we had not cracked was the sciences. That changed in Fall 2010 semester with the addition of Professor Becky Kelley's course in biological sciences, ENV 220, Protecting Water Resources. And this fall, our first chemistry class will be added to the list when Professor PJ Ball's CHEM 391 course, Chemical Information and Writing, includes a student philanthropy component. The class, open only to chemistry majors, is described in the NKU course catalogue as follows: "Use and analysis of chemical information sources. Emphasis on specific writing methods used in chemistry such as abstracts, reports, grants and grant reviews."

Adding the sciences is just part of the MSPP cross-disciplinary story. Over the history of MSPP, NKU has implemented student philanthropy in 27 disciplines: sociology, human services, political science, honors, education, nursing, social work, anthropology, communications, African studies, art, marketing, English, public administration, criminal justice, women's studies, business, philosophy, theater, religion, music, University 101, journalism, history, environmental science, organizational leadership and, this fall, chemistry.

This story – that student philanthropy should be unleashed across campus – is one NKU is telling nationally. The point is underscored in the how-to handbook for faculty. And an NKU team (led Professor Danielle McDonald, our MSPP faculty coordinator for 2010-2011 and again for 2011-2012) presented at this year's annual conference of the American Democracy Project/American Association of Colleges and Universities. The session, titled "Teaching Student Philanthropy Across Disciplines," drew standing room only attendance of about 40 people.

## OUR CLUB MODEL: YEAR ONE

During the 2009-2010 academic year, one of our MSPP initiatives was to survey other colleges and universities that offered student philanthropy classes and programs. Our researchers were trying to find out whether something we thought to be true was true: that many campuses knew about the NKU program and patterned their classes after ours. That, in fact, did turn out to be so. But the research gave us an unexpected gift. We learned that we could learn from other campuses just as they had learned from us. One of the student philanthropy models that we learned about is a club model, and we've now replicated that model here.

**ADP CLUB:** The American Democracy Project Club (ADP) at NKU was started during the Fall 2010 semester. The club is designed to foster public engagement among students; one of its projects last year was raising funds and then investing those funds in selected nonprofits, adapting the student philanthropy methods already developed for the classroom. The club selected two community partners: a fourth-grade class in the Newport Independent School District and the Brighton Center.

For the fourth-grade class, ADP members volunteered their time, becoming pen pals to the fourth-graders. ADP members also raised \$300 to buy reading books for the class and secured a \$500 grant from a local foundation to support a trip to the Cincinnati Zoo.

For the Brighton Center, the students collected \$140 in canned goods. That was matched by the Scripps Howard Center for Civic Engagement with a \$140 gift certificate for food from Remke Markets. The ADP Club also collected canned goods during the Fall Awards Ceremony and with a can drive at the NKU Honors House.





**V.E.T.S:** Veterans for Education and Transition Support (VETS) coupled its “Help Fill the Boot Campaign” with a student philanthropy campaign, with plans to use the same evaluation and selection methods used in an MSPP class to evaluate nonprofits to select for investment. The club will focus on nonprofits serving veterans in Northern Kentucky and Greater Cincinnati.

## NEW FUNDING SOURCES

Our funders this past year included the Manuel D. & Rhoda Mayerson Foundation, Citi, the Scripps Howard Foundation, the Kentucky Campus Compact and 65 individual donors who contributed to the student-led fundraising.

But 2010-2011 also tapped two new revenue streams. Proceeds from the book “Becoming an Engaged Campus,” written by NKU President James Votruba, Provost Gail Wells and former associate provost Carole Beere will be directed to the Scripps Howard Center for Civic Engagement and earmarked by the center for student philanthropy. In addition, NKU’s Campus Campaign, which seeks gift commitments from NKU faculty and staff, now includes a box that donors can check to designate their gift for MSPP.

Looking ahead, the Scripps Howard Center for Civic Engagement is preparing a direct mail campaign, a campus event and an online giving component – all to raise funds for student philanthropy by accumulating small donations. In addition, the NKU Development Office is courting larger donors and the Scripps Howard Center for Civic Engagement is applying for grants.

One new strategy in grant seeking is that we are asking that some donors restrict their investment. What this means is that, if we secure those grants (and we’ve already secured two), then classes funded by those grants will be required to give only in a category designated by the donor.

Why invite restrictions? Because an important learning dimension is added as students study and grasp what donors are trying to effect with their money. Students learn, too, that in the real world funds are rarely unrestricted. This model was inspired by restriction set by one of our current supporters, Citi, which asked that the funds it provides go to nonprofits serving primarily low-income families. The restriction immediately proved its benefit as a teaching tool, while also meeting Citi’s giving goals.

During the Spring 2012 semester, one class (ENG 546/Grant Writing/Professor Janel Bloch) will use \$2,000 from donors who have specified that their funds must align with a Vision 2015 goal. Other classes will follow this restrictive model as donor support is confirmed.



Theater Professor Daryl Harris and students from his HNR 308 class (Arts for Social Change) spoke during the Fall Awards Ceremony for MSPP. The class awarded \$1,000 to the Bi-Okoto Drum & Dance Theater in Cincinnati and \$1,000 to the Kincaid Regional Theater in Falmouth, Ky.

## HOW THE NONPROFITS USED THEIR FUNDING

Here is a sample from the Fall 2010 awardees, based on their responses to the end-of-semester surveys:

**CASA OF KENTON COUNTY, INC.** was awarded a grant to recruit and train more volunteers. CASA stands for Court Appointed Special Advocates, and the program’s mission is to provide “volunteer advocacy for abused and neglected children so that they can thrive in safe, permanent homes.”

The MSPP award was used to provide three additional volunteer training classes throughout the year and purchase training materials. “We are only one of seven states in the country that isn’t funded by our state legislature,” CASA director Nicky Jeffries said. “We have to fund ourselves through grants, fundraisers and individual donations. Without the money awarded through Mayerson we would not have been able to provide the proper amount of training needed to serve more children.”

**DELHI HISTORICAL SOCIETY** was awarded a grant to build an interactive trunk museum with historical items and lesson plans for use in third- and fourth-grade classrooms as well as allow the society to catalog and store its photo collection.

“Since many schools have cut back on field trips, the trunk museum funded by the Mayerson grant will allow our historical society to take the museum to the classroom,” said Peg Schmidt, the society’s director.

**MADONNA HOUSE OF NORTHERN KENTUCKY** purchased a new computer to replace an outdated one. Madonna House provides residential, emotional, financial and educational support to single pregnant women who have decided to raise their child or chose a plan of adoption. “We are able to access files, email, and the internet without our system crashing. This allowed us to free up a better functioning computer for resident access,” Madonna House Program Director Cindy Scroggins said.

**HICKORY GROVE BAPTIST CHURCH DAYCARE & PRESCHOOL** was awarded a grant to make major improvements to its gross motor areas for their students. The improvements will be made to the playground area, specifically on new climbers. The staff hopes to have all improvements made by the start of the new school year in early September.

**FREESTORE FOODBANK** was awarded a grant to buy marketing materials and to host a special event for the Kids Café Program. The Kids Café program provides nourishing meals and snacks through a variety of community locations to address childhood hunger. Kids Café serves nearly 100,000 meals to needy children each year.

**CHRISTIAN WALDSCHMIDT** Homestead & Civil War Museum was awarded a grant to update its buildings. Currently, the museum is only open during the summer months due to the lack of insulation and drywall in the restrooms and all-purpose room. The MSPP grant will allow the museum to insulate and drywall the restrooms, and then stay open year round. The grant will also allow the museum to turn its all-purpose building into a visitor center.

Here is a sample from the Spring 2011 awardees, based on their responses to the end-of-semester surveys:

**LITERACY NETWORK OF GREATER CINCINNATI** was awarded a grant to cover the cost of a children’s basic reading class for one student for a year and another student for six months. “It was an honor to be chosen as a recipient of the NKU Mayerson Student Philanthropy Project,” Literacy Network President

Kathy Ciarla said. “The entire experience was so positive and I am so grateful for the grant of \$1,500. Thank you for providing this unique opportunity to the students and nonprofits.”

**CINCINNATI ZOO & BOTANICAL GARDEN** was awarded a grant to support its Education Zoo Academy Department. The grant will fund a college prep program, which allows students to also earn a vocational degree by working with animal care experts in the zoo for two hours per school day. Students spend their freshman and sophomore years at the Cincinnati Academy of Mathematics & Science at the Hughes Center. Students who attend Zoo Academy primarily come from local neighborhoods tied to the Hughes Center, and most come from low-income households.

**BOYS AND GIRLS CLUB OF GREATER CINCINNATI** was awarded a grant to support its Keystone Club, which is a character and leadership development group. The funds will enable teens to attend a Midwest regional leadership conference. According to the program director David Sanders, “At the conference many of the young people attending will assist and partner with community leaders and complete some type of community service project.”

**BETTS HOUSE** was awarded a grant to update its facilities. The Betts House is the oldest brick house in Ohio and also serves as a museum. The improvements will include storm windows. The old storm windows were installed in 1999 and not properly fastened. The new windows will lower heating and cooling costs, as well as solve a possible safety issue.

**DROP INN CENTER** was awarded a grant to supplement its food services budget. The Drop Inn Center used the grant to serve 8,403 meals during May 2011. The center serves three meals a day to an average of 90 people per day.

**RAMAGE CIVIL WAR MUSEUM** was awarded a grant to fund school tours to the museum for at least three local gradeschools that meet the low-income threshold. The remaining funds from the grant will be used to initiate the publishing of the museum’s new book, “With Ever Consequences of War: The Civil War in Northern Kentucky Remembered.” The book was put together by a historical editing class at NKU in 2008 to benefit the museum. The class was another example of NKU’s service learning commitment.

# COURSE CATALOGUE DESCRIPTIONS

## FALL 2010

### ENV 220

Protecting Water Resources: An overview of water resources and threats. Focus is on U.S. waters, the Clean Water Act, storm water, and reducing storm water pollution of water resources. A general education course (science inquiry).

### HIS 515

Introduction to Public History: Exploration of different non-academic career fields open to history and humanities majors; coursework includes reading current scholarship by different public history practitioners and active, experiential, service, and problem based learning projects.

### HNR 308

The World in Transition: Analysis of contemporary trends in cyberspace, business and other social arenas.

### MKT 310

Principles of Professional Selling: Strategies, theories, and personal skills involved in professional and effective sales; the role of selling in marketing.

### PAD 621

Resource Acquisition & Management: Concepts and practices of fundraising (direct mailing, annual, capital campaign, special events, planned giving, major gifts) and resource management (budgeting, financial reporting).

## SPRING 2011

### CMST 340

Strategies of Persuasion: Persuasion theory practice, and ethics in preparing and presenting persuasive messages and campaigns.

### EDD 829

Regional Stewardship: This course is experiential in nature and focuses on leadership and group processes through collaboration on a regional educational leadership project. Learning associates will acquire and apply knowledge, skills, and dispositions in an immediate and relevant setting. Topics include examining core values in the leadership process, group problem solving, leadership styles, decision making, power and influence, conflict management, ethical dilemmas, and community building.

### EDU 304

Reading and Writing Across the Curriculum/ Middle Grades: Nature of the reading and writing process in the middle grades across the curriculum; theory, instructional methods, and materials.

### ENG 546

Grant Writing: Theory and practice of preparing and analyzing grant applications. Special focus on the grant process in academic settings.

### HIS 515

Introduction to Public History: Exploration of different non-academic career fields open to history and humanities majors; coursework includes reading current scholarship by different public history practitioners and active, experiential, service, and problem based learning projects.

### HIS 607

Museum Exhibits in Museums and Historical Sites: Theoretical and practical approaches to the development, planning, design, and installation of exhibitions.

### JUS 402

Alternatives to Incarceration: A multidisciplinary approach to studying alternatives to incarceration. The history of probation, parole, and the emergence of intermediate sanctions are explored. Topics include boot camps, electronic monitoring, drug courts, halfway houses, intensive supervision. Finally, empirical research evaluating the effectiveness of these alternatives will be discussed.

### LDR 480

Organizational Leadership Capstone: Classical and contemporary theories of organizations and organizational behavior. Organizational purpose; how and why people in organizations respond to their environment. Highly interactive; emphasis on experiential discussion, life-centered workshops, student presentations, and case analysis.

### MUS 100

Music Appreciation: Survey of the development of mankind in western civilization through the study of music literature, music history, and basic components of music.



## FALL 2011

### CMST 340

Strategies of Persuasion: Persuasion theory practice, and ethics in preparing and presenting persuasive messages and campaigns.

### CHE 391W

Chemical Writing and Information: Use and analysis of chemical information sources.

Emphasis on specific writing methods used in chemistry such as abstracts, reports, grants and grant reviews.

### COM 687

Qualitative Research Methods: Methodology and practice of qualitative research; Methods include interviews, focus groups, ethnographic field studies, document analysis; Topics include research conceptualization, collection techniques, data analysis, reporting findings, crystallization.

### ENG 347

Technical Writing: Principles and techniques of technical writing, including proposals, lab reports, job applications, graphics, and feasibility studies. Recommended for students in sciences, public administration, social services, industry, and health and computer fields. Prepares students for cooperative writing internships in industries or agencies.

### PAD 622

Volunteer Management: History and philosophical underpinnings of volunteerism; role of volunteers in nonprofit organizations, volunteer development program including volunteer recruitment, training, performance appraisal, motivation and reward; risk management; trends in volunteering.

## COMING THIS FALL

Three new components of MSPP will debut in 2011—2012:

- 1st class in partnership with Vision 2015; students in this class must award their grants to nonprofits aligned with Vision 2015 goals. This is an example of our new “restricted giving” model of student philanthropy.
- 1st bridge between a Fall semester class and Spring semester class; the Fall class will determine needs and do an initial sort of grant applicants while the Spring class will analyze those applicants and make the final awards.
- 1st time for MSPP to take open applications from the nonprofit community; this will be for one class and will be conducted using NKU’s Institute for Nonprofit Capacity list-serve to reach nonprofits.

## OUR FACULTY'S APPROACH TO MSPP

A total of 13 NKU faculty members participated in MSPP for the 2010/2011 academic year. They represented 11 disciplines: communication, history, music, education, English, organizational leadership, criminal justice, marketing, environmental science, an honors course in the arts and public administration.

No two faculty members approach the incorporation of student philanthropy into the curriculum exactly the same way. The program is designed to permit creativity and flexibility. Here is a sample of the approaches taken by two faculty members during the 2010/2011 academic year.

### **Dr. Rebecca Bailey – Introduction to Public History (HIS 515) – Fall 2010**

Students in this course were introduced to the grant-writing procedure and its role for a public historian including creating an RFP. "Learning grant writing is a critical professional development experience for public historians, so the grant project was made the major project for the course and the most significant factor in determining the students' final grades," Dr. Bailey said.

She assigned each student to a particular museum in the region, with the assigned museum becoming that student's "community partner." Each student then wrote a grant proposal for his or her community partner and created a short Movie Maker or iMovie film about the partner's programs and services.

When asked to describe the most positive experiences from MSPP, Dr. Bailey answered, "The whole experience" and stated that this could best be summed up by the most common remark she heard during the final course discussion: "I did something that mattered."

### **Dr. Rebecca Kelley – Protecting Water Resources (ENV 220) – Fall 2010**

Students in this course were introduced to the topic of water resources and current threats to those resources. The MSPP portion of the course was a third of each student's grade. "The basis for this class is water quality and public outreach, engagement, and involvement mandated by the Clean Water Act, so the Mayerson program was a perfect fit," Dr. Kelley said.

Students were tasked with identifying nonprofits with a water quality interest. Next, they requested RFPs and then made group presentations on behalf of their nonprofit to the class, which, as a whole, selected funding winners. In their personal reflections, the students noted that the nonprofits invited them to work on projects with them even if they did not win an award. "This seemed to drive home the point to the students that they could get actively involved beyond the bounds of the assignment and beyond this semester," Dr. Kelley said.

She added: "Many students were most impressed with how poor these nonprofits are, that many of them have no paid employees, and just how far they proposed to stretch the \$2,000 the class had to award to them. With rare exception, based on student reflections, students' eyes were opened to what philanthropy is, how/why it works, and that they could make a difference."

## CLASSES AT NKU SINCE MSPP'S INCEPTION

The typical academic year (fall and spring semesters) includes 11 MSPP classes at NKU. This year, there were 14 classes. The number of classes generally is contingent on available funding each year.

### **FALL 2000**

1. *Joan Ferrante*, SOC 320:  
Social Research Methods
2. *Jim Roeder*, HSR 430:  
Human Services Administration
3. *Rita Raturri*, PSC 403:  
Public Policy Analysis
4. *Becky Sittason*, HNR 302:  
Investing in the Community

### **SPRING 2001**

1. *Rosa Weaver*, EDA 628:  
School Law and Ethics
2. *Ann Dollins*, NRP 435:  
Nursing in the Community
3. *Joan Ferrante*, SOC 210:  
Analysis of Racism and Sexism in the United States
4. *Willie Elliott*, SWK 203:  
Social Welfare in Contemporary Society

**FALL 2001**

1. *Sharlotte Neeley*, ANT 325:  
Applied Anthropology
2. *Becky Sittason*, HNR 302:  
Investing in the Community
3. *Jim Roeder*, HSR 430:  
Human Services Administration
4. *Joan Ferrante*, SOC 320:  
Social Research
5. *Cady Short-Thompson*, SPE 340:  
Strategies of Persuasion

**SPRING 2002**

1. *Ramona Brockett*, AFR 310:  
African Americans: The Law and the Courts
2. *Kelly Jo Asbury*, ART 210:  
Drawing I
3. *Matt Shank*, MKT 394:  
Sports Marketing
4. *Prince Brown, Jr.*, SOC 300:  
Race and Ethnic Relations
5. *Joan Ferrante*, SOC 321:  
Applied Social Research Methods

**FALL 2002**

1. *John Alberti*, ENG 101:  
College Writing
2. *Vicki Stieha*, ENG 101:  
College Writing & University 101
3. *Joan Ferrante*, SOC 320:  
Social Research Methods
4. *Cady Short-Thompson*, SPE 340:  
Strategies of Persuasion
5. *Becky Sittason*, HNR 301:  
Investing in the Community

**SPRING 2003**

1. *Shamima Ahmed*, PAD 620:  
Managing Not-for-Profit Organizations
2. *Kelly Jo Asbury*, ART 210:  
Drawing I
3. *Ramona Brockett*, JUS 494:  
Black Women, Crime & Politics
4. *Ann Dollins*, WMS 385:  
Women & Health
5. *Ronald Grapsy*, SPE 394:  
American Civic Communication

6. *Tracey Sigler*, MGT 410:  
Managing Organizational Change
7. *Kristen Yount*, SOC 355:  
Sociology of the Environment

**FALL 2003**

1. *Joan Ferrante*, SOC 100:  
Introduction to Sociology
2. *Jonathan Cullick*, ENG 101:  
Learning Community
3. *Nancy Hancock*, PHI394/WMS 384:  
Environmental Feminism
4. *Cady Short-Thomson*, SPE 340:  
Strategies of Persuasion
5. *Holly Riffe*, SWK 105:  
Community Experience in the Social Services

**SPRING 2004**

1. *Shamima Ahmed*, PAD 620:  
Managing Not-for-Profit Organizations
2. *Kelly Jo Asbury*, ART 210:  
Drawing I
3. *Doris Shaw*, MKT 310:  
Professional Selling
4. *Tracey Sigler*, MGT 410:  
Managing Organizational Change
5. *Becky Sittason*, HNR 302:  
Investing in the Community
6. *Christopher Wilkey*, ENG 291:  
Advanced College Writing
7. *Mari York*, ENG 291:  
Advanced College Writing

**FALL 2004**

1. *Doris Shaw*, MKT 306:  
Sales Management
2. *Molly Blenk*, SOC 110-009:  
Introduction to Race and Gender
3. *Gary Crum*, PHI 220-006:  
Health Care Ethics
4. *Jonathon Cullick*, ENG 101-L81:  
College Writing
5. *Daryl Harris*, TAR 414-003:  
NKU Tour Troupe
6. *Mari York*, WMS 150:  
Introduction to Women's Studies

**SPRING 2005**

1. *Molly Blenk*, SOC 100:  
Introductory Sociology
2. *Molly Blenk*, SOC 100:  
Introductory Sociology
3. *Doris Shaw*, MKT 306:  
Sales Management
4. *Vassilis Dalakas*, MKT 320:  
Consumer Behavior
5. *Joan Ferrante*, SOC 321:  
Applied Social Research
6. *Karen Tapp*, SWK 105:  
Community Exp-Social Services

**FALL 2005**

1. *Doris Shaw*, MKT 306:  
Sales Management
2. *Jonathon Cullick*, ENG 101:  
Community Based Writing
3. *Zachary Hart*, PRE 410:  
Electronic Public Relations
4. *Nancy Hancock*, PHI 394/WMS 384:  
Environmental Feminism
5. *Becky Sittason*, HNR 306:  
Investing in the Community
6. *Cady Short-Thompson*, SPE 340:  
Strategies of Persuasion

**SPRING 2006**

1. *Molly Blenk*, SOC 400:  
Urban Society
2. *Daryl Harris*, TAR 414:  
NKU Children's Theatre Tour Troupe
3. *Doris Shaw*, MKT 306:  
Sales Management
4. *Julie Olberding*, PAD 622:  
Volunteer Management
5. *Wanda Crawford*, ENG 101:  
College Writing
6. *Judy Voelker*, ANT 307:  
Museum Methods

**FALL 2006**

No MSPP classes

**SPRING 2007**

1. *Doris Shaw*, MKT 306:  
Sales Management

**FALL 2007**

1. *Julie Olberding*, PAD 621:  
Resource Acquisition and Management
2. *Daryl Harris*, HNR 308:  
The Arts for Social Change
3. *Doris Shaw*, MKT 306:  
Sales Management

**SPRING 2008**

1. *Julie Olberding*, PAD 621:  
Resource Acquisition and Management
2. *Jonathon Cullick*, ENG 151:  
Honors Freshman Composition
3. *Cady Short-Thompson*, SPE 340:  
Strategies of Persuasion
4. *Doris Shaw*, MKT 306:  
Sales Management
5. *Janis Cassiere*, REL 201/ REL 394:  
Introduction to Roman Catholicism

**FALL 2008**

1. *Doris Shaw*, MKT 625:  
Marketing Management
2. *Becky Sittason*, HNR 302:  
Invest in the Community
3. *Kevin Besnoy and Brandelyn Tosolt*,  
EDU 312, 312, and 312:  
Teaching Social Studies in the Early Grades
4. *Mari York*, ENG 101:  
Women and War

**SPRING 2009**

1. *Gary Johnston*, MUS 100:  
Music Appreciation
2. *Allison Godel*, CMST 101:  
Honors Principles of Speech Communication
3. *Brandelyn Tosolt*, EDU 310:  
Teaching Language Arts in the Early Grades
4. *Julie Raines*, JUS 302:  
Criminal Law
5. *Jimmie Manning*, CMST 394:  
Relationships

6. *Doris Shaw*, MKT 625:  
Marketing Management

## FALL 2009

1. *Leighann Rehtin*, UNV 101:  
Orientation to College and Beyond
2. *Danielle McDonald*, JUS 231:  
Race, Gender and the Law
3. *Doris Shaw*, MKT 305:  
Principles of Marketing
4. *Kevin Besnoy*, EDU 312 and EDU 312:  
Teaching Social Studies in the Early Grades
5. *Jimmie Manning*, JOU 492:  
Mass Communication Research Methods
6. *Brandelyn Tosolt*, EDMT 692:  
Middle Grades/ Secondary Practicum I
7. *Rebecca Bailey*, HIS 515:  
Introduction to Public History

## SPRING 2010

1. *Doris Shaw*, MKT 310:  
Professional Sales
2. *Christopher Wilkey*, ENG 395:  
Writing for Social Change
3. *Rebecca Bailey*, HIS 605:  
Museum Education & Interpretations
4. *Jimmie Manning*, COMM 627:  
Sexuality and Communication
5. *Gary Johnston*, MUS 100:  
Music Appreciation
6. *Molly Blenk*, SOC 110:  
Introduction to Race and Gender
7. *Danielle McDonald*, JUS 231:  
Race, Gender and the Law
8. *Becky Kelley*, ENV 400:  
Environmental Science Seminar
9. *Denise Dallmer*,  
International Leaders in Education
10. *Rick Brockmeier*, LDR 382:  
Organizational Change

## FALL 2010

1. *Becky Kelley*, ENV 220:  
Protecting Water Resources
2. *Daryl Harris*, HNR 308:  
Arts for Social Change
3. *Doris Shaw*, MKT 310:  
Principles of Professional Selling
4. *Rebecca Bailey*, HIS 515:  
Introduction to Public History
5. *Julie Olberding*, PAD 621:  
Resource Acquisition and Management

## SPRING 2011

1. *Gary Johnston*, MUS 100:  
Music Appreciation
2. *Kelly Gunn/Brandelyn Tosolt*, EDU 304:  
Reading & Writing across the Curriculum
3. *Janel Bloch*, ENG 546:  
Grant Writing
4. *Danielle McDonald*, JUS 402:  
Alternatives to Incarceration
5. *Brian Hackett*, HIS 515:  
Introduction to Public History
6. *Brian Hackett*, HIS 607:  
Exhibits in Museums and Historic Sites
7. *Jeffrey Fox*, CMST 340:  
Strategies of Persuasion
8. *Rick Brockmeier*, LDR 480:  
Organization Leadership Capstone
9. *Paul Wirtz*, EDD 829:  
Regional Stewardship



## SPREADING THE WORD

Much of our work on student philanthropy is internal; that is, our focus is on classes on the NKU campus. But increasingly, NKU is working proactively to spread student philanthropy to other campuses and institutions.

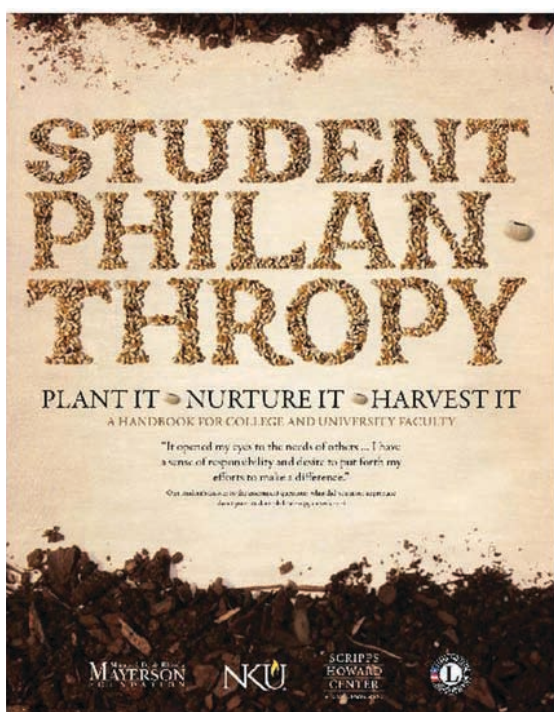
The pages just previous to this section describe the research and presentations at academic conferences – which represent part of the NKU's student philanthropy outreach. But this year also has included three additional components: publication and distribution of a faculty handbook; creation of a social media site; and export of the MSPP mode to Leadership Kentucky.

## THE FACULTY HANDBOOK

Why a national handbook? 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.”

The handbook came off the press in July 2010 and distribution started immediately, with pre-orders from universities in 14 states. As of today, orders have come in from 40 states, the District of Columbia and three foreign countries (the Philippines, Japan and Iceland). The initial printing of the handbook (600 copies) is exhausted and a second printing is planned for this summer.

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 put NKU's resources in one, easy-to-use publication, and by doing so support the growth nationally of student philanthropy.



NKU is surveying those who received a copy of the handbook to ask how they are using it and to seek their suggestions on any revisions. This survey will be finished in the coming months, but here is a preview from one respondent: “The handbook has helped to sustain the class we teach on our campus and has added to the quality of the course by helping me to incorporate a variety of practices that others use in their curriculum. The practical aspects of the handbook provided the most benefit to me. I appreciated the examples that were provided. I plan to try to incorporate more assessment materials in our class next year and the book will help me do that.”

## SOCIAL MEDIA: BUILDING A STUDENT PHILANTHROPY COMMUNITY

The Scripps Howard Center for Civic Engagement has created a Linked In site for faculty and others involved in student philanthropy to connect and discuss topics of mutual interest.

We are posting materials and prompt questions, as well as inviting members as this site is built this summer.



## SHARING OUR MODEL OUTSIDE THE ACADEMIC WORLD

While the NKU team works to spread the word about student philanthropy locally and nationally in education circles, we also partnered this past year to expand student philanthropy (as designed here at NKU) to a non-academic partner: Leadership Kentucky.

The Scripps Howard Foundation provided the funding for this effort, putting up \$3,000 in seed money that Leadership Kentucky was asked to augment before evaluating statewide needs in Kentucky and then determining nonprofits the class felt was best meeting those needs. The 50-plus members of the 2010 class raised an additional \$2,000, and so had \$5,000 to distribute.

Among the members of the 2010 Leadership Class was Gayle Hilleke, the director of the Kentucky Campus Compact, which has modeled its student philanthropy programming after NKU's. She tutored her classmates in the student philanthropy principles and helped guide the process of identifying needs and evaluating nonprofits to fund. Also as part of this exercise, the class heard from Mike Hammons, executive director of the Kentucky Philanthropy Initiative, about its efforts statewide to build community investment in strategic giving around common goals, such as early childhood development and child health/welfare.

The class decided to give \$1,000 each to these five nonprofits in Kentucky:

**Helping Hands of Greenup County:** This agency provides emergency assistance to low-income individuals through direct distribution of food, clothing, household and personal hygiene items; utility and prescription assistance, referral services and education.

**Hindman Settlement School:** Located at the forks of Troublesome Creek in Knott County, this has been a center of progressive education since 1902. Today, the school provides educational programs for children with learning disabilities.

**Christian Care Communities:** Christian Care serves older adults through a network of senior communities and services, including independent living, assisted living, skilled nursing care, short-term rehabilitation, long-term care and adult day care.

**Boy Scouts of America – Bluegrass Council:** The Blue Grass Council serves 55 counties in central and eastern Kentucky and impacts over 20,000 youth and adults annually.

**Life Learning Center:** With education, job search training and life coaching, the center works with clients trying to find employment to prepare them for productive, sustainable careers.

## RESEARCH ON STUDENT PHILANTHROPY BY NKU FACULTY

First and foremost for our university, MSPP is an academic undertaking. It is a classroom-based pedagogy embedded in the curriculum of each course offered. It also is carefully assessed, evaluated and improved. All of that makes it ideal material for peer-reviewed scholarship, and NKU's faculty has been active on that front again this year.

Professor Julie Olberding, who has taught MSPP for several semesters and who served as the faculty coordinator during 2008-2009 and 2009-2010, is widely published on the topic. This year, she completed a longitudinal study that examined whether the positive benefits of student philanthropy last after graduation. The answer, as we expected, was "yes."

Dr. Olberding collected quantitative and qualitative data using an online survey. She was

able to determine that the overall impact on alumni was positive. In addition to the overall impact, 86 percent of alumni had recently made charitable contributions, 71 percent reported volunteering and 15 percent served on nonprofit boards. All of those percentages are much higher than the national averages for these behaviors.

"The Mayerson project helps students to become more aware of nonprofits and social problems and ultimately encourages them to donate, volunteer and serve on boards after they graduate from NKU," Dr. Olberding said. "The experience empowers individuals who may have thought that the world's problems were too big and beyond them. But once they engage locally and see they can make a difference, then they want to do more."

Her research, titled "Does Student Philanthropy Work? A Study of Long-term Effects of the

'Learning by Giving' Approach," will be published in an upcoming issue of *Innovative Higher Education*, a peer-reviewed journal that focuses on innovations and new ideas in higher education.

Dr. Olberding also partnered with Professor Danielle McDonald for an article, "Learning by Giving: A Quasi-experimental Study of Student Philanthropy in Criminal Justice Education," accepted for publication in the *Journal of Criminal Justice Education*.

Drs. Olberding and McDonald compared a student philanthropy class with a control group to measure student philanthropy's benefits. Their key finding is that "those who participated in the student philanthropy project were significantly more likely to be aware of nonprofit organizations in their community.

The research produced this year by NKU faculty joins an existing catalogue of work that has been published in the *Journal of Public Affairs Education* (2005, 2007 and 2009), the *Academic Exchange Quarterly* (2009); and the *International*



Students of Dr. Julie Olberding, including Nick Coorey, above, evaluated 10 grant proposals from local nonprofits and presented their findings last fall to Toyota Motor Engineering and Manufacturing North America's contributions committee, which donated \$42,000 to the charities.

*Journal of Case Method Research & Application* (2006). NKU's retention, promotion and tenure policies encourage research and scholarship involving public engagement topics.

## PRESENTATIONS AT ACADEMIC CONFERENCES

November 2010: Danielle McDonald, Ph.D., and Julie Olberding, Ph.D., "To Help or Not To Help: A Quasi-Experimental Study Examining the Impact of Experiential Philanthropy," at the American Society of Criminology National Meeting in San Francisco, California.

April 2011: Frederick Brockmeier J.D., Ph.D., "Integrating Service Learning Online," Greater Cincinnati Consortium of Colleges and Universities/Southwestern Ohio Council for Higher Education, Higher Education Conference: Online and Up Close, at Northern Kentucky University.

June 2011: Danielle McDonald, Ph.D., and Mark Neikirk, "Signature Pedagogies: Embedding Civic Engagement Across the Curriculum," at the American Democracy Project National Meeting in Orlando, Florida.

August 2011: Danielle McDonald, Ph.D., and Mark Neikirk, "Civic Engagement Workshop, Talks, and Panel Discussion," at Center College in Danville, Kentucky.

November 2011: Danielle McDonald, Ph.D., presentation of a paper, "Service Learning & Student Philanthropy: Helping Students Make the Connection between the Classroom & Corrections," at the national American Society of Criminology conference in Washington, D.C.

## SCHOLARLY ACTIVITY IN PROGRESS

Danielle McDonald, Ph.D., is at work on a paper entitled “Service Learning & Student Philanthropy: Helping Students Make the Connection between the Classroom & Corrections.”

Doris Shaw, Ph.D., associate dean of the College of Business and a frequent MSPP faculty member, is examining how “seeds” planted by our students were ultimately nurtured by nonprofit community partners. The questions she is addressing are:

- 1) Were the financial rewards obtained by nonprofit partners spent in a manner that reflects the original purpose for the award?
- 2) How useful was the award amount on making an impact on organizational goals?
- 3) Did the nonprofit partners attempt to develop further relationships with students, faculty or other university constituents after the Mayerson course had ended?
- 4) Was the nonprofit partner able to invest the award toward their future growth?

## A WORD FROM THE PROVOST

*Excerpted from remarks made by Dr. Gail Wells, NKU's vice president for academic affairs and provost, to open the Mayerson Student Philanthropy Project Fall 2010 Awards Ceremony on December 2 at the Student Union. At this ceremony, students from the fall classes presented checks to the selected nonprofits.*

You might think that a ceremony you've held 20 times would get old. Not this one: It is refreshed year after year with new students, new community partners and new ideas. So let me warn you up front: Prepare to be inspired!

In a few minutes, our students will tell you what they've learned this semester by being part of the Mayerson Student Philanthropy Project. I don't know exactly what stories they will tell – but I guarantee you will leave here with a deeper understanding of how important it is that a university's classrooms extend beyond the campus – AND how equally important it is for the community to partner with the university to educate and enlighten. Welcome everyone. As NKU's chief academic officer, it is my pleasure to celebrate with you a project that is not only great for the community, but also is great pedagogy.

Those of you from the community may not use the word pedagogy every day, but on a college campus it is a core concern that is summed up by a simple question: How can our teaching reach maximum effectiveness?

All the evidence tells us that student philanthropy is a learning multiplier. Lectures and textbooks have their place, but active, engaged teaching pierces the wall between rote learning and real learning.

Student philanthropy is active, engaged learning. Step into a student philanthropy classroom and you'll hear dialogue, debate, and interaction as students identify community needs and then explore which nonprofits are most effective in meeting those needs.

What's more, this is learning that lasts. Later in today's program you'll hear from Dr. Julie Olberding, who directs our Nonprofit Certificate courses within the Masters of Public Administration program. Dr. Olberding is completing research on the long-term impact of the Mayerson Student Philanthropy Project. Her findings come down to this: the stewardship built in our classrooms lives on after commencement. It lasts a lifetime.



Dr. Gail Wells

## QUALITATIVE DATA: STUDENT COMMENTS

Toward the end of each semester since MSPP began, we've surveyed students in each class to assess their experience with student philanthropy. This is a sample of students' responses to open-ended questions on the Fall 2010 and Spring 2011 surveys.

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

- "I learned how to organize and understand the importance of organizing my thoughts and ideas. I see what goes into grant writing, and have a better appreciation."
- "Being new to the Greater Cincinnati area, I feel that this class has helped me gain awareness of the challenges that this community faces."
- "There are so many people who need aid and there are so many groups that exist to meet different needs. I wish they were more widely known."
- "One group can make a difference!"
- "The most significant thing I have learned is that there are ways that I can become involved in helping and changing the community I live in. Right now it makes me want to do more to help my community."

**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?**

- "Yes, I really want to work harder this next semester and take school more seriously as well as participate in other areas on campus."
- "I'm ready to get involved with helping on campus and in my community."
- "Yes, I will and have started volunteering for nonprofits."
- "I am going to volunteer with one of the organizations this summer."
- "I am very interested in becoming involved personally in some type of non-profit volunteer work."

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

- "The fact that these nonprofit organizations can get recognized for their work, and that students can learn how to be more involved in them."
- "It was beneficial to experience the grant process from the funder's perspective. It's hard!"
- "The fact that we created lesson plans that will actually be used by others."
- "I liked that we got to choose who we were going to give the money to."
- "I appreciate that I got the experience of helping my community and knowing the satisfaction that comes from helping others."

## QUANTITATIVE ASSESSMENT OF MSPP 2010-2011

This year, the MSPP team began administering a pretest to students in all student philanthropy classes at NKU. The pretest allows for a comparison of what students gained from the philanthropy aspect of their MSPP classes. Generally, the side-by-side comparisons show substantial gains in stewardship from the start of the semester to the end.

On the following pages, the assessment data – by the numbers – is presented in two formats:

**Pie charts:** These "quick read" charts summarize the key questions asked of students at the start of their MSPP class and toward the end, and show at-a-glance the impact of the classes during the Fall 2010 and Spring 2011 semesters.

**Tables:** These charts provide more detail, summarizing all of the questions asked of students.

# BY THE NUMBER: PIE CHARTS

## COLOR KEY

Positive

No Effect

No Response

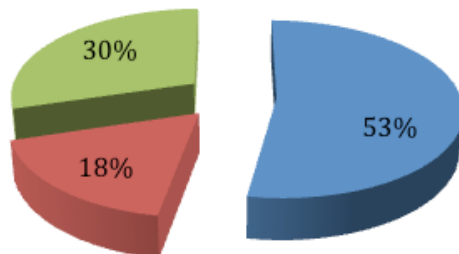
Negative



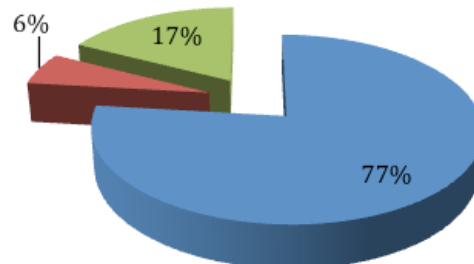
FALL 2010

**NEEDS:** I am aware of the needs and problems of people living in Northern Kentucky and Greater Cincinnati

Pre-test

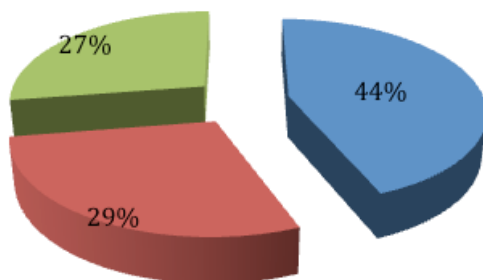


Post-test

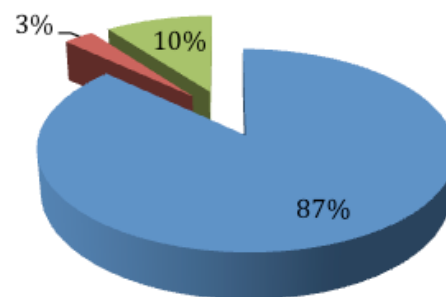


**NONPROFITS:** I am aware of nonprofit organizations in Northern Kentucky and Greater Cincinnati

Pre-test

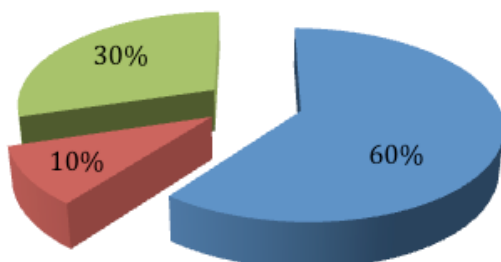


Post-test

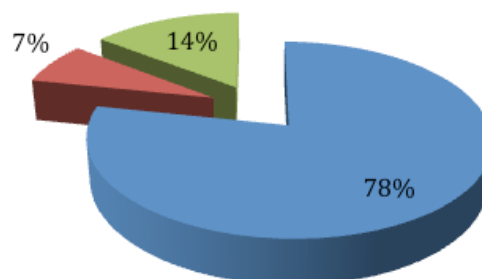


**SERVICE LEARNING:** I am interested in student philanthropy or service learning

Pre-test

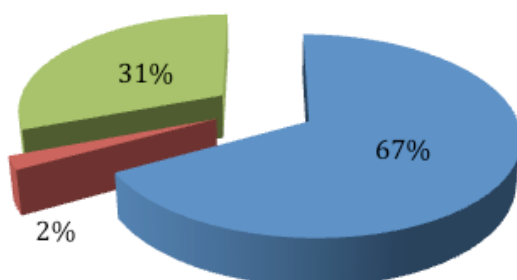


Post-test

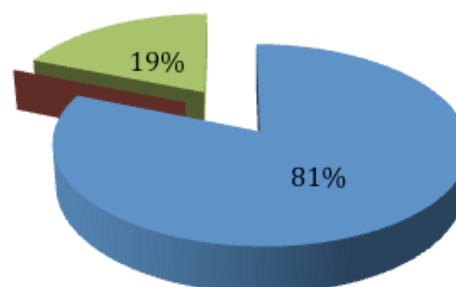


**PERSONAL RESPONSIBILITY:** I have a personal responsibility to the community in which I live

Pre-test

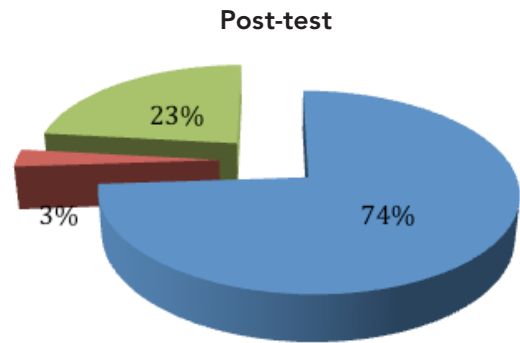
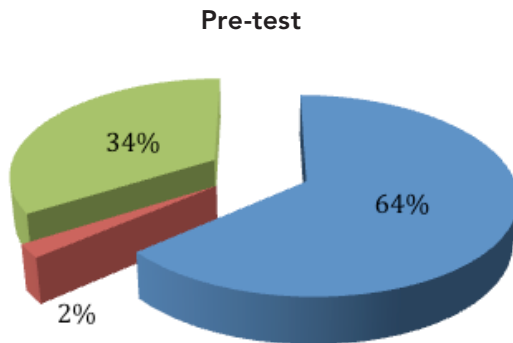


Post-test

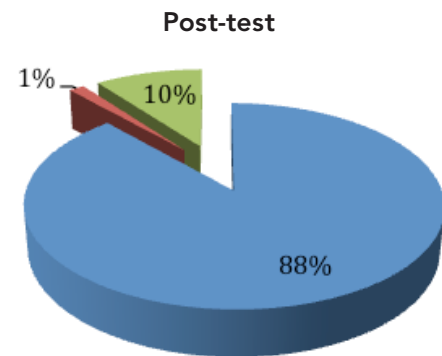
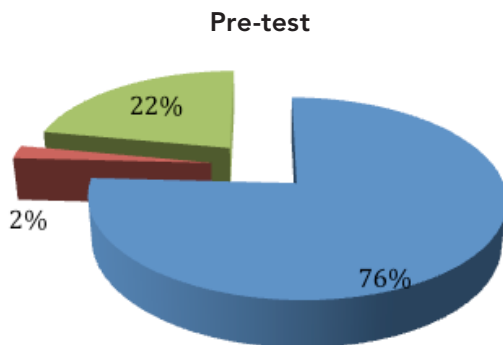




**FUNDRAISING:** I plan to help raise money for a charitable cause

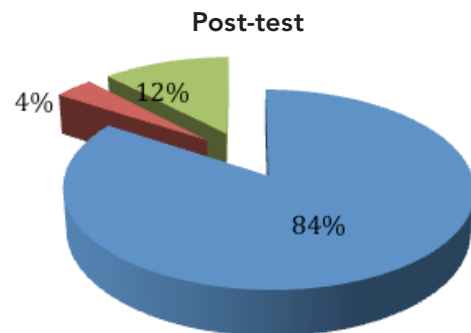
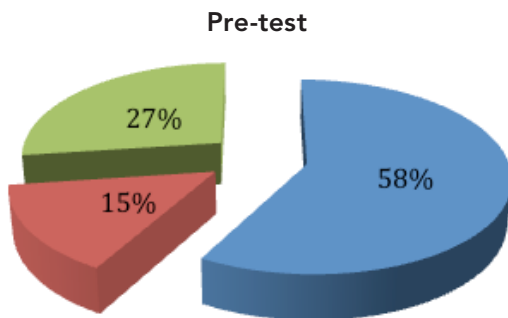


**DONATING:** I intend to donate money to charity in the future

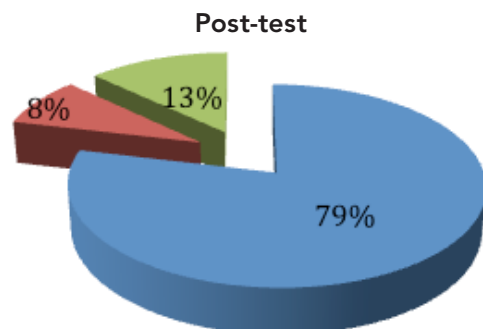
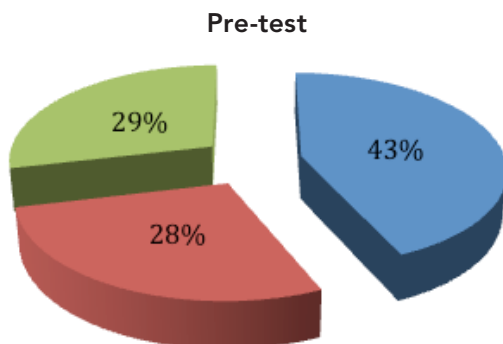


### SPRING 2011

**NEEDS:** I am aware of the needs and problems of people living in Northern Kentucky and Greater Cincinnati



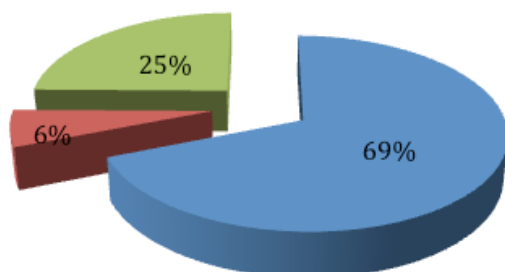
**NONPROFITS:** I am aware of nonprofit organizations in Northern Kentucky and Greater Cincinnati



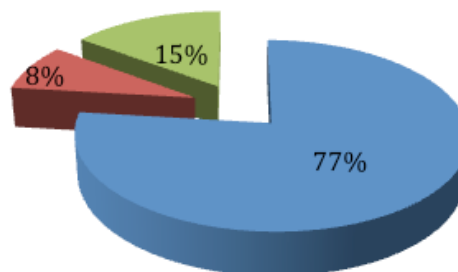


**SERVICE LEARNING:** I am interested in student philanthropy or service learning

**Pre-test**

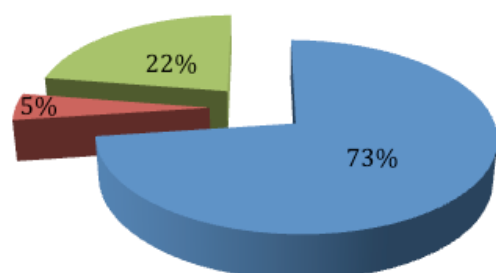


**Post-test**

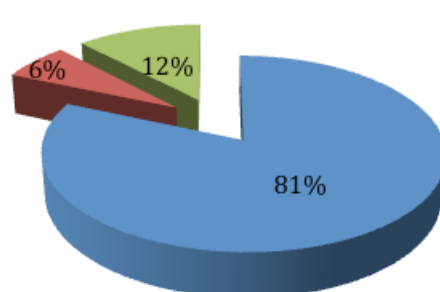


**PERSONAL RESPONSIBILITY:** I have a personal responsibility to the community in which I live

**Pre-test**

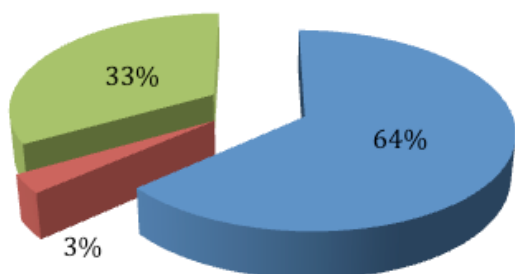


**Post-test**

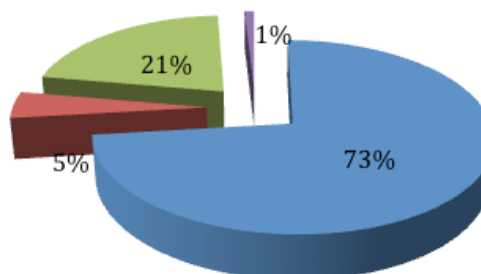


**FUNDRAISING:** I plan to help raise money for a charitable cause

**Pre-test**

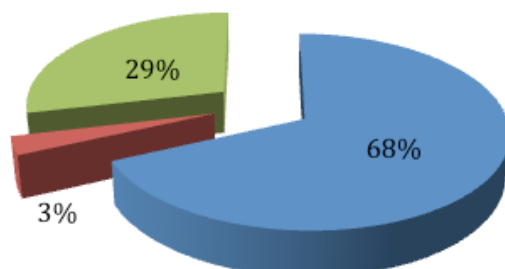


**Post-test**

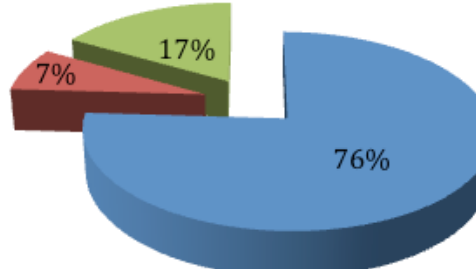


**DONATING:** I intend to donate money to charity in the future

**Pre-test**



**Post-test**



## BY THE NUMBER: TABLES

Graph 1 shows the pre-test and post-test data for the Fall 2010 semester.

GRAPH 1: FALL PRE-TEST VS. FALL POST-TEST								
Statement	Fall 2010 pre-test				Fall 2010 post-test			
	Positive	Negative	No effect	No response	Positive	Negative	No effect	No response
I am aware of the needs and problems of people living in Northern Kentucky and Greater Cincinnati.	53%	18%	30%	0%	77%	6%	17%	0%
I am aware of nonprofit organizations in Northern Kentucky and Greater Cincinnati.	44%	29%	27%	0%	87%	3%	10%	0%
I am interested in this course.	80%	4%	15%	0%	81%	4%	13%	1%
I am interested in student philanthropy or service learning.	60%	10%	30%	0%	78%	7%	14%	0%
I want to stay in college or complete my degree.	100%	0%	0%	0%	97%	0%	1%	1%
I am interested in belonging to and participating actively in a group or association.	64%	11%	25%	0%	70%	4%	26%	0%
I plan to work with someone or some group to solve problems in my community.	62%	8%	31%	0%	61%	12%	28%	0%
I have a responsibility to help others in need.	87%	0%	13%	0%	93%	1%	6%	0%
I have a personal responsibility to the community in which I live.	67%	2%	31%	0%	81%	0%	19%	0%
I believe that I can make a difference in the world.	88%	2%	10%	0%	91%	1%	7%	0%
I intend to volunteer in the future.	84%	2%	13%	1%	94%	0%	4%	1%
I plan to seek a career in a nonprofit organization.	27%	35%	36%	1%	23%	42%	35%	0%
I will personally walk, run or bicycle for a charitable cause.	67%	9%	23%	1%	72%	9%	19%	0%
I plan to help raise money for a charitable cause.	64%	2%	34%	0%	74%	3%	23%	0%
I intend to donate money to charity in the future.	76%	2%	22%	0%	88%	1%	10%	0%

Graph 2 shows the pre- and post-test data for the Spring 2011 semester.

GRAPH 2: SPRING PRE-TEST VS. SPRING POST-TEST								
Statement	Spring 2010 pre-test				Spring 2010 post-test			
	Positive	Negative	No effect	No response	Positive	Negative	No effect	No response
I am aware of the needs and problems of people living in Northern Kentucky and Greater Cincinnati.	58%	15%	27%	0%	84%	4%	12%	0%
I am aware of nonprofit organizations in Northern Kentucky and Greater Cincinnati.	43%	28%	29%	0%	79%	8%	13%	0%
I am interested in this course.	81%	1%	18%	1%	73%	8%	16%	3%
I am interested in student philanthropy or service learning.	69%	6%	25%	0%	77%	8%	15%	0%
I want to stay in college or complete my degree.	98%	0%	2%	0%	94%	2%	1%	3%
I am interested in belonging to and participating actively in a group or association.	71%	5%	23%	0%	68%	10%	22%	0%
I plan to work with someone or some group to solve problems in my community.	67%	6%	27%	0%	69%	6%	25%	0%
I have a responsibility to help others in need.	83%	2%	14%	1%	85%	4%	11%	0%
I have a personal responsibility to the community in which I live.	73%	5%	22%	0%	81%	6%	12%	0%
I believe that I can make a difference in the world.	82%	4%	14%	0%	81%	4%	14%	1%
I intend to volunteer in the future.	84%	2%	12%	1%	87%	5%	7%	1%
I plan to seek a career in a nonprofit organization.	27%	36%	36%	1%	31%	33%	35%	0%
I will personally walk, run or bicycle for a charitable cause.	64%	10%	25%	1%	69%	11%	19%	1%
I plan to help raise money for a charitable cause.	64%	3%	33%	0%	73%	5%	21%	1%
I intend to donate money to charity in the future.	68%	3%	29%	0%	76%	7%	17%	0%

Graph 3 shows the post-test data for the Fall 2010 and Spring 2011 semester.

**GRAPH 3: END OF SEMESTER EVALUATIONS AND REFLECTIONS**

	Fall 2010				Spring 2011			
	Positive	Negative	No effect	No response	Positive	Negative	No effect	No response
Your awareness of the needs and problems addressed in this class.	94%	1%	3%	1%	82%	2%	16%	0%
Your awareness of nonprofit organizations in Northern Kentucky and Greater Cincinnati.	96%	1%	1%	1%	86%	1%	13%	0%
Your interest in this course.	77%	4%	16%	3%	74%	6%	20%	0%
Your interest in taking another course with student philanthropy or service learning.	62%	7%	29%	1%	64%	6%	30%	1%
Your learning of the material in this course.	75%	3%	19%	3%	76%	2%	22%	0%
Your application of information and ideas from this course.	87%	0%	12%	1%	83%	0%	17%	0%
Your academic skills or knowledge.	88%	1%	9%	1%	81%	1%	18%	0%
The development of your functional life skills, like communications, assertiveness and decision making.	71%	1%	26%	1%	84%	1%	15%	0%
Your desire to stay in college and complete a degree.	67%	0%	32%	1%	81%	0%	19%	0%
Your belief that you have a responsibility to help others in need.	87%	0%	12%	1%	89%	1%	10%	0%
Your sense of personal responsibility to the community in which you live.	86%	0%	13%	1%	82%	1%	10%	0%
Your interest in community service.	81%	0%	17%	1%	75%	2%	23%	0%
Your intention to work on behalf of social justice.	57%	3%	39%	1%	63%	5%	31%	1%
Your belief that you can make a difference in the world.	80%	0%	19%	1%	81%	2%	18%	0%
Your sense of purpose or direction in life.	59%	1%	38%	1%	76%	2%	22%	0%

**GRAPH 3: END OF SEMESTER EVALUATIONS AND REFLECTIONS** *(continued)*

	Fall 2010				Spring 2011			
<b>Statement</b>	Positive	Negative	No effect	No response	Positive	Negative	No effect	No response
Your consideration of a career in the nonprofit sector.	39%	19%	41%	1%	44%	13%	43%	0%
Your interest in belonging to and participating actively in a group or association.	68%	3%	28%	1%	63%	2%	35%	0%
Your plans to work with someone or some group to solve problems in your community.	70%	1%	28%	1%	70%	1%	29%	0%
Your intention to volunteer.	77%	0%	22%	1%	75%	2%	23%	0%
Your intention to donate money to a charitable organization.	75%	1%	22%	1%	76%	2%	22%	0%
Your plans to personally walk, run or bicycle for a charitable cause.	61%	1%	36%	1%	63%	3%	34%	0%
Your plans to help raise money for a charitable cause.	80%	1%	17%	1%	73%	2%	25%	0%
The actual amount of funds that you currently donate to charitable organizations.	43%	3%	53%	1%	52%	8%	40%	0%
The actual amount of time that you currently volunteer.	48%	3%	48%	1%	58%	4%	38%	0%
Overall quality of the proposals submitted by nonprofit organizations for your consideration.	80%	4%	16%	0%	86%	3%	11%	0%
Group decisions by your class for monetary award(s) to nonprofit organizations.	84%	9%	7%	0%	80%	6%	14%	0%
The fit between the Mayerson project and the goals and outcomes of your class.	94%	3%	3%	0%	83%	1%	16%	0%

## MSPP'S HOME: DEDICATED TO CONNECTING CAMPUS AND COMMUNITY

The Mayerson Student Philanthropy Project is housed in NKU's Scripps Howard Center for Civic Engagement, an office on campus founded in 2002 to connect the campus and community. The center's programming is focused on developing citizenship and stewardship among NKU's nearly 16,000 students, often by partnering with faculty. Along with MSPP, the center's programming includes:

**Northern Kentucky Forum:** In partnership with Vision 2015 and Legacy, the center hosts eight to ten community forums each year on current events and public policy. Topics have included local governance, science and education, smart growth, civic innovation, health reform, the economy and the future of media. More than 2,000 people have attended Forum events since the first one in October 2008. Two NKU faculty members serve on the advisory board and NKU has hosted several of the events.

**Six@Six:** This lecture series is a partnership with three community institutions, the Carnegie Visual and Performing Arts Center in Covington, the Mercantile Library in downtown Cincinnati and the Behringer-Crawford Museum in Covington. Each venue hosts two of the six lectures each year. The Six@Six lectures feature NKU professors speaking about their research and scholarly work for a general audience. The past academic year was the inaugural season for the series, which costs \$6 to attend. Lectures included the history of art quilts, Lincoln's speeches, microbes in extreme environments, Shaker settlement of the Ohio River Valley, the music and magic of "Carousel" and a firsthand account of journalism on the frontlines.

**Newspaper Readership Program:** The center coordinates the distribution of the New York Times and USA Today on campus for student reading and classroom use. Four hundred newspapers were distributed for free each day during the 2010/2011 academic year. The newspapers also provided the background reading for faculty-facilitated dialogues on current events and public policy, including such topics as immigration policy, hate speech, education reform and the recession's impact on low-income families.

**Service learning:** NKU has about 110 service learning classes each academic year. The center supports many of these classes with faculty workshops, mini-grants, a mentoring network and a service learning resource center. The center also acts as a matchmaker for nonprofits seeking service learning partners at NKU. All MSPP classes are taught as service learning classes using service learning's pedagogical structure.

**Scholarship of Engagement:** The center supports scholarship to further public engagement research and the application of research in the community. A new fellowship program for Honors Program students is coordinated by the center and is designed to connect Honors student seniors to community-valued research connected to Vision 2015 goals. On the faculty side, the center supports the presentation of public engagement scholarship at academic conferences, underwrites some research costs and provides workshops on publishing. For example, this past year, the center hosted the editor in chief of the University Press of Kentucky, who discussed book publishing with the NKU faculty.

**Discover:** This magazine celebrates NKU research. The center produced the magazine for publication this summer on behalf of the Office of the Associate Provost for Research, Graduate Studies & Regional Stewardship.



**Democracy Square:** New this past year, Democracy Square started last fall as a giant, mobile white board in the Student Union. Each week, a question related to current events was posted (along with links to related media account) and students were invited to write their opinions with a dry erase marker. The idea is to inspire a vigorous discussion of public affairs on campus. This spring, Democracy Square got a permanent home in the foyer just outside the NKU main library. Democracy Square also has a cyberspace component on Facebook.

**Election initiatives:** The center hosted an online mock election in the U.S. Senate race, along with a voter registration drive, a poll-worker recruitment drive and, in partnership with Kids Voting Northern Kentucky, an online mock election open to all elementary, middle and high schools in Northern Kentucky. The center also hosted a dialogue with students on the state of political campaigns with former congressman Ken Lucas, a Democrat, and former Kentucky secretary of state Trey Grayson, a Republican.

**Spring into Service:** Nearly 100 student volunteers gathered at NKU one Saturday morning in April and then fanned out to volunteer sites for three hours of service at each site as part of this coordinated volunteer activity organized and hosted by the center. A sister event, Service on Saturday, was held in the fall and hosted by Student Affairs with SHCCE support.

**Healthy Monday-Let's Talk:** In partnership with NKU's Wellness Center, the Scripps Howard Center launched and coordinated a series of dialogues on health habits. Many of these dialogues were classroom-based with students trained as facilitators. So the program not only boosts health and wellness awareness, it also trains students in effective group facilitation – a key public engagement skill.

## MAKE A DONATION OR SPONSOR A CLASS

- The Mayerson Student Philanthropy Project is an excellent opportunity to invest in the effective work of community nonprofits while also investing in an approach to teaching that fosters community stewardship among Northern Kentucky University students.
- All donations, no matter how small, are welcome. Smaller gifts are allocated to our matching pool and complement student fundraising efforts.
- You can sponsor a class for \$2,000. All of that money will be distributed to nonprofits selected by the class or classes that you sponsor.
- You can give online at <http://development.nku.edu>. Click the "Give Online" button and designate your gift to the Mayerson Student Philanthropy Project.
- You can mail gifts to: Scripps Howard Center for Civic Engagement, FH 536 Northern Kentucky University, Highland Heights, KY 41019.
- To learn more about how to give, contact: Dan Emsicke, (859) 572-5628/[emsicked1@nku.edu](mailto:emsicked1@nku.edu) in the NKU Development Office.

# Get your NKU car magnet for only \$5!



Stop by the Scripps Howard Center for Civic Engagement's office (Founders Hall 536), email us at [engage@nku.edu](mailto:engage@nku.edu), or call us at (859) 572-1448.

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All proceeds benefit  
NKU's Mayerson Student Philanthropy Project.

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Learn more at <http://civicengagement.nku.edu>

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## What is student philanthropy?

- Each semester at NKU for the past 12 years, our Mayerson Student Philanthropy Project classes have evaluated community needs, explored what nonprofits in our region are meeting those needs and then selected nonprofits to receive \$1,000 and \$2,000 grants.
- The proceeds from magnet sales will support the money that the classes award to nonprofits during the 2011-2012 academic year.

## FALL 2011 Student Philanthropy Classes

- Strategies of Persuasion (CMST 340)  
Professor Jeff Fox
- Qualitative Research Methods (JCOM 687)  
Professor Jimmie Manning
- Technical Writing (ENG 347)  
Professor Janel Bloch
- Chemical Writing & Information (CHE 391W)  
Professor PJ Ball
- Volunteer Management (PAD 622)  
Professor Julie Olberding



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SCRIPPS  
HOWARD  
CENTER

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*for* CIVIC ENGAGEMENT *and*  
NONPROFIT DEVELOPMENT

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

The university is committed to equal employment opportunity, affirmative action, and eliminating discrimination. This commitment is consistent with an intellectual community that celebrates individual differences and diversity as well as being a matter of law.

Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender, national origin, race, religion, sexual orientation, or veteran status, is prohibited. The university will provide equal opportunity to all employees in regard to salaries, promotions, benefits, and working conditions and will monitor these areas to ensure that any differences that may exist are the result of bona fide policies and procedures and are not the result of illegal discrimination. 13770

## OUR 2010/2011 FUNDERS



Kentucky | **Campus Compact**

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*“The most significant thing I have learned  
is that there are ways that I can become involved in  
helping and changing the community I live in.  
It makes me want to do more to  
help my community.”*

– Student comment on a survey after taking  
a Mayerson class this year

