

2019 ANNUAL REPORT

The Mayerson Student Philanthropy Project

AN INVESTMENT IN LEARNING



SCRIPPS HOWARD
CENTER *for* CIVIC ENGAGEMENT

nku.edu/civicengagement

OUR MISSION

Northern Kentucky University delivers innovative, student-centered education and engages in impactful scholarly and creative endeavors, all of which empower our graduates to have fulfilling careers and meaningful lives, while contributing to the economic, civic and social vitality of the region.

This annual report provides information about the Mayerson Student Philanthropy Project at Northern Kentucky University for the academic year that included the Summer 2018, Fall 2018 and Spring 2019 semesters.

The program is housed in NKU's Scripps Howard Center for Civic Engagement under the supervision of Mark Neikirk, the center's executive director. Dr. Kajsa Larson, an associate professor of Spanish in the Department of World Languages & Literatures, served as the faculty coordinator for 2018-2019. Scripps Howard Center Program Coordinators Felicia Share and Melanie Hartzel were also part of our team, as was Service Learning Intern Grace Beck, an NKU senior majoring in integrative studies.

This report was designed and produced by NKU's Office of Marketing and Communications (MarCom), led by designer Leigh Ober. Generally, the photographs are the work of MarCom's photography team, led by Scott Beseler. The Associated Press provided the photo on page 12. Our faculty and our agency partners provided photos on pages 14, 15, 21, 23, 27, 31, 33 and 35.

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With 35 classes in 2018-2019, there was ample opportunity for creative adaptation of the experiential philanthropy pedagogy that underpins our program.

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As the African proverb says, it takes a village to raise a child. What’s true of children is true, too, of our student philanthropy classes.

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A LETTER FROM THE PRESIDENT



Dear Friends of Community Engagement,

Northern Kentucky University's new strategic framework, Success by Design, places a singular focus on advancing student success aligned with the needs of the region.

To accomplish this, we have chosen to emphasize three pillars: increased access, higher levels of completion and advancing opportunities for career and community engagement.

I have asked our faculty and staff to look at everything we do through the lens of these goals. Many of our efforts already do. Our Mayerson Student Philanthropy Project is one such example:

- **Access:** We want to become a preferred destination for learners. More and more, learners are looking for universities that combine classroom learning with real-world experiences, as our student philanthropy and other service learning classes do. They are a magnet for students who want this component as part of their college experience.
- **Completion:** We have new research that shows that students who take a Mayerson class are more likely to remain at NKU and graduate. Improving graduation rates and closing achievement gaps is a key outcome of student success, so this finding is significant as NKU works hard to move more students toward graduation through high-impact practices.
- **Career and community engagement:** Students in these classes hone soft skills (teamwork, critical thinking and communication) that 21st Century employers value. Meanwhile, as our students connect with nonprofits, they come to understand community issues and needs. An inclination toward stewardship, already strong in so many of our students, is renewed and strengthened.

We have completed our 19th year of student philanthropy and have built a robust, diverse model of this pedagogy. We have incorporated student philanthropy into a multitude of disciplines and in classes for first year through seniors as well as for graduate students. As we enter the 20th year, and we launch Success by Design, we are looking to elevate our efforts further – always with one overarching goal: advancing student success aligned with the needs of the community.

Sincerely yours,

Ashish K. Vaidya
President

SECTION ONE: OUR PROGRAM



**This past year, we had 35 classes across 20 disciplines, including our first class in neuroscience.
(Story on page 4)**

NKU dove headfirst into student philanthropy 19 years ago and has offered classes every year since. The program has become a model, replicated locally and around the nation.

On our own campus, we've opened the program to all colleges, all disciplines and the full range of NKU students, beginning with high school students taking courses for college credit and continuing through graduate school.

We'll enter our 20th anniversary year with a continuing commitment to improvement and growth of this innovative approach to teaching.

STUDENT VOICES

What did you learn?

"To be involved in the philanthropy process, I do not need to donate money. I can donate my time to help find resources that will be helpful to others to use."

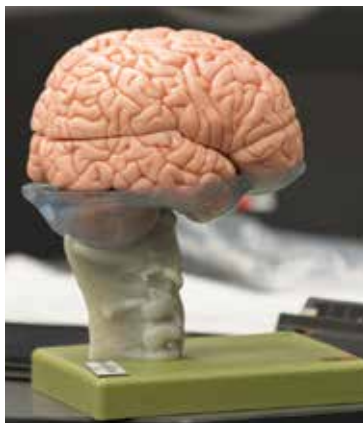
"Going into this class, I was not aware of the amazing nonprofits around me in Greater Cincinnati."

"It was surprising to learn about the needs of those who are less fortunate than I am. I did not realize this was going on right in our own backyards."

The above responses were selected from a survey administered to students who took a Mayerson Student Philanthropy Project class during the 2018-2019 academic year. The specific survey question was: What did you learn in class about social problems or needs, nonprofits or the philanthropy process?

TEACHING WITH STUDENT PHILANTHROPY: IT'S SMART

NKU DEVELOPED A PROGRAM, EXPANDED IT, IMPROVED IT AND THEN EXPORTED IT



When Northern Kentucky University launched the Mayerson Student Philanthropy Project in the Fall semester of 2000, the program was small but the vision was big: Could NKU be Ground Zero for incorporating an experiential philanthropy component into the college classroom?

Adding philanthropy to our classes is not something we do simply because giving money to nonprofits is good – which, of course, it is. It also is a smart way to teach. The giving component contributes to our students' learning, to their grasp of community needs and to their long-term commitment to stewardship. It also contributes to their acquisition of soft skills that make them career ready.

Our original vision imagined a program designed at NKU

but readily replicated on other campuses. We wanted to be a catalyst. To that end, our faculty became the nation's most active scholars of student philanthropy, presenting at conferences and publishing in peer-reviewed journals. NKU professors have published 18 scholarly articles and at least three more are in progress. Our team also produced a widely requested faculty handbook for course design.

Spreading the word has produced results. Today, there are student philanthropy classes at dozens of universities, including at our sister institutions in our region and state. There also are at least four multi-university programs. Additionally, there is a high school version of student philanthropy in our region, Magnified Giving, patterned after NKU's program. Like us, Magnified Giving started small but grew fast and now has over 100 high schools participating.

All of those accomplishments matter but perhaps nothing speaks better to the value of student philanthropy than the words of our students, who, year after year, talk of their Mayerson experience as something special. As one put it this past year, "I really enjoyed the hands-on aspect of the course. It was very interesting overall. And I learned a lot."

HIGHLIGHTS: A YEAR OF FIRSTS

2018-2019 was Northern Kentucky University's 19th academic year with the Mayerson Student Philanthropy Project. Here are some of the year's highlights:

- 25 faculty members taught or co-taught a class – six for the first time, which represents our commitment to bring this approach to teaching into more NKU classrooms.
- Our total giving, \$68,325, was the largest amount ever for one year.
- We had 35 classes, surpassing our previous high of 34 and pushing us above 300 total classes since inception.
- We crossed the 5,000 threshold in number of students who have taken a student philanthropy class since we first offered them in August 2000.
- We continued to span a diversity of academic disciplines, with 20 disciplines represented, including three for the first time: law, neuroscience and geology.
- The law course was our first in that college, which means student philanthropy has now been in all of NKU's seven colleges.
- New research shows that students who take a class that includes an experiential philanthropy component are significantly more likely to remain at NKU and graduate.
- 14 community funders supported one or more classes, more than in any past year.
- Our Camp Innovation: Philanthropy Academy in April 2019 exposed 14 elementary and middle school students to experiential philanthropy.
- A Fall 2018 learning community linked three NKU classes for common readings, experiences and, in the end, small grants to nonprofits.

	2018-2019	SINCE INCEPTION	IMPACT OVER VIEW
AGENCIES FUNDED	46	387	
CLASSES	35	309	
STUDENTS	695	5,549	
ACADEMIC DISCIPLINES	20	45*	
TOTAL DIRECT GIVING	\$68,325	\$871,466	

*Adding two more in the coming academic year

LESSON LEARNED

PHILANTHROPY BENEFITS THOSE WHO RECEIVE AS WELL AS THOSE WHO GIVE



Drake Planetarium Director Pam Bowers thanked Devin Casey and his ANT 307 classmates for their support during our Spring 2019 student philanthropy celebration.

ANT 307: Museum Methods awarded \$2,000 to the Drake Planetarium and Science Center in Cincinnati. As with all our classes, the philanthropy component of the class benefited the recipient as well as the students who decided where to give.

"This was a great experience to see how NKU is preparing its students for success and the application of learned skill sets," said Pam Bowers, Drake's executive director.

Devin Casey, a senior majoring in anthropology who was in ANT 307, wanted to invest in science education and in inclusion. The planetarium is using money to help low-income kids attend its science and technology summer camps.

Here are Casey's reflections, drawn from a final essay he wrote for the class:

"Gift giving is one of the most honorable parts of the human experience. In many cultures, it is at the center of social status and social networks. It illustrates the assistance humans give to one another to live and prosper.... Today, it is no longer seen as just the honorable thing to do or as a way to gain social status. It is a way for people to learn and love one another. Whether it is educating others, educating yourself or saving the world from ourselves, philanthropic giving is the unsung force to help the world."

OUR 2018-2019

SUMMER 2018 CLASSES

1 CLASS	18 STUDENTS
1 NONPROFIT RECIPIENT	\$1,000 INVESTED IN NONPROFITS

MBI 650: Intro to Business Analysis

- Taught by Charles Slaven
- Supported by community donors

Heroin Impact Response

Task Force \$1,000

FALL 2018 CLASSES

15 CLASSES	327 STUDENTS
23 NONPROFIT RECIPIENTS	\$30,950 INVESTED IN NONPROFITS

1 CO-CURRICULAR CLASS

BIS 275: Intro to Business Analysis

- Taught by Charles Slaven
- Supported by the Elsa Heisel Sule Foundation

Families Matter \$1,000

Mentoring Plus \$1,000

CMST 101: Public Speaking

- Taught by Megan Cole
- Supported by the Straws Charitable Foundation

Women's Crisis Center \$2,000

CMST 340: Strategies of Persuasion

- Taught by Jeff Fox
- Supported by the Greater Cincinnati Foundation and student fundraising

CLASSES AND THEIR INVESTMENTS

GO Pantry \$1,025
UpSpring \$1,025

EDS 365: Characteristics of Emotional/Behavioral Disorders

- Taught by Missy Jones
- Supported by the Straws Charitable Foundation

The Phoenix Program at NKY Cooperative for Educational Services \$2,000

EDU 316: Racism & Sexism in Educational Institutions

- Taught by Kimberly Clayton-Code
- Supported by Citi

Empowered Program at Covington Partners \$2,000

ENG 101: College Writing

- Taught by Jonathan Cullick
- Supported by the Horizon Community Funds of Northern Kentucky

Brighton Recovery Center for Women \$1,000
Sidekicks Made \$1,000

ENG 544: Research Methods in Professional Writing

- Taught by Janel Bloch
- Supported by Citi and community donors

Brighton Center Kindermusik \$1,000
Life Learning Center \$1,000

ENV 220: Protecting Water Resources

- Taught by Kristy Hopfensperger
- Supported by the Straws Charitable Foundation

Caring Response \$1,000
Madagascar Foundation for Ohio River Education (FORE) \$1,000

HNR 303: Arts for Social Change

- Taught by Daryl Harris

• Supported by ArtsWave
Commonwealth Artists Student Theatre (CAST) \$1,000
Sidekicks Made \$1,000

JUS 402: Alternatives to Incarceration

- Taught by Danielle McDonald
- Supported by the Elsa Heisel Sule Foundation

Life Learning Center \$1,000
Maslow's Army \$1,000

Learning Community Awards*

- Taught by Jonathan Cullick/Kristy Hopfensperger/Danielle McDonald
- Supported by the Scripps Howard Foundation

Brighton Recovery Center for Women \$250
Foundation for Ohio River Education (FORE) \$250
Northern Kentucky Community Action Commission \$1,000

LDR 160: Leadership Around the World

- Taught by Rick Brockmeier
 - Supported by community donors
- Campaign for Female Education** \$1,000

LDR 385: Teamwork in Organizations

- Taught by Megan Downing
- Supported by the Mayerson Foundation

Matthew 25 Ministries \$1,000
Pink Ribbon Girls \$1,000

LDR 385: Teamwork in Organizations

- Taught by Megan Downing
 - Supported by the Straws Charitable Foundation
- Band of Helping Hands** \$1,000
NKY Urban & Community Forestry Council \$1,000

PAD 631: Leading in Diverse Public Environments

- Taught by Julie Olberding
- Supported by the Scripps Howard Foundation

Mortar Cincinnati \$1,000
Urban League of Greater Southwestern Ohio \$1,000

PSY 520: Researching Substance Use Treatment

- Taught by Perilou Goddard
- Supported by the Straws Charitable Foundation

Court Clinic: Central Clinic Behavioral Health \$2,000

Young Women Lead: Be Philanthropic

- Facilitated by Felicia Share
- Supported by the Votruba/Wells/Beere Book Fund

Global Girls Alliance: Thousand Girls Initiative \$300
STEM Girls at Cincinnati Museum Center \$100

SPRING 2019 CLASSES

19 CLASSES	350 STUDENTS
23 NONPROFIT RECIPIENTS	\$36,375 INVESTED IN NONPROFITS
1 CO-CURRICULAR CLASS	

ANT 307: Museum Methods

- Taught by Judy Voelker
 - Supported by the Straws Charitable Foundation
- Drake Planetarium and Science Center** \$2,000

BIO/GLY 461: Ecology and Geology of Coral Reefs

- Taught by Denice Robertson/
Sarah Johnson
- Supported by the Straws
Charitable Foundation

Belize Audubon Society ... \$1,000

CMST 340: Strategies of Persuasion

- Taught by Jeff Fox
- Supported by the Straws
Charitable Foundation, the Greater
Cincinnati Foundation and student
fundraising

Children's Law Center \$1,250
Boys & Girls Club

of Newport \$1,250

EDU 316: Racism & Sexism in Education Institutions

- Taught by Kimberly Clayton-Code
- Supported by ArtsWave

Newport Schools Gifted & Talented Program \$2,000

ENG 101: College Writing

- Taught by Jonathan Cullick
- Supported by the R.C. Durr
Foundation

Fairhaven Rescue

Mission \$2,000

ENG 546: Grant Writing

- Taught by Janel Bloch
- Supported by the Elsa Heisel Sule
Foundation

Rose Garden Center for

Hope & Healing \$1,000

Covington Partners \$1,000

ENTP 320: Social Entrepreneurship

- Taught by Carole Cangioni
- Supported by the Mayerson
Foundation and IMPACT NKU

Housing Opportunities of Northern Kentucky

(HONK) \$2,000

ENV 493: Environmental Science

- Taught by Kristy Hopfensperger

- Supported by the Straws
Charitable Foundation

Urban Earth Farms \$2,000

GER 202: Intermediate German II

- Taught by Andrea Fielier
 - Supported by the Scripps Howard
Foundation and Rich & Lisa Boehne
- German Heritage Museum \$1,000**
Cincideutsch \$1,000

HIS 522: Intro to Historic Preservation

- Taught by Brian Hackett
- Supported by ArtsWave, the
Scripps Howard Foundation and
ReNewport

Newport History

Museum \$2,000

HIS 607: Exhibits in Museums & Historic Sites

- Taught by Brian Hackett
- Supported by ArtsWave and
IMPACT NKU

Behringer-Crawford

Museum \$1,625

HNR 302: Humanity & Society

- Taught by Ali Godel
- Supported by the Mayerson
Foundation

Brewhaus Dog Bones \$2,000

LAW 909: Children's Law Clinic

- Taught by Amy Halbrook/Susie
Bookser
- Supported by the Scripps Howard
Foundation

Pass It On \$1,000

Children's Law Center \$1,000

LDR 160: Leadership Around the World

- Taught by Megan Downing
- Supported by Mark and Kate
Neikirk

Matthew 25 Ministries \$1,000

LDR 160: Leadership Around the World

- Taught by Rick Brockmeier

- Supported by the Mayerson
Foundation

Alex's Lemonade Stand ... \$1,000

MBI 620: Strategic Leadership for Informatics

- Taught by Charles Slaven
- Supported by the Elsa Heisel Sule
Foundation

Be Concerned \$1,000

Reset Ministries \$1,000

NEU 101: Neuroscience for Life

- Taught by Chris Curran
- Supported by ArtsWave

Sidekicks Made \$2,000

PAD 560: Planning and Community Development

- Taught by Darrin Wilson
- Supported by ArtsWave & the
Greater Cincinnati Foundation

Westside Citizens

Coalition \$4,000

PAD 621: Resource Acquisition & Management

- Taught by Julie Olberding
- Supported by the Horizon
Community Funds of Northern
Kentucky

Adventure Crew \$1,000

Camp Innovation: Philanthropy Academy

- Facilitated by Kimberly Clayton-
Code
- Supported by the Votruba/Wells/
Beere Book Fund

Boys Hope Girls Hope

Cincinnati \$250

**The Learning Community Partners included three fall classes, ENG 101, ENV 220 and JUS 402, that together awarded funding to nonprofit programming with a social justice focus. This was in addition to the separate awards made by each class.*



Laura Menge of the Greater Cincinnati Foundation talked to students in CMST 340 about philanthropy's power to change communities for the better. The foundation provided funds to the class, which students in turn matched, primarily with a letter-writing campaign to family and friends.

AN ADAPTABLE TEACHING TOOL

BIOLOGY TO BUSINESS, LAW TO LEADERSHIP: ALL DISCIPLINES WELCOME

Social work, sociology, education, philosophy, religion, human services...

...those are disciplines that come readily to mind in any discussion of adding philanthropy to a college class. But NKU made a strategic decision a decade ago to add at least one new discipline to our inventory each year. We have now been in 45 – including three new disciplines this academic year: neuroscience, geology and law. In the coming year, we will add two more – executive leadership and mathematics.

Because our model requires the student philanthropy component to align with the learning outcomes of each class, the direction and emphasis of the classes might differ. Here are a few examples of how our classes incorporate philanthropy:

Grant writing: This advanced English class teaches students the skill of grant writing, so its philanthropy component involves taking formal grant applications from local nonprofits. What better

way to learn how to distinguish an effective grant application from an ineffective one than to dig into a stack of applications and evaluate them?

Strategies of persuasion: A little like the grant writing class, these students learn from their applicants – though their learning is more face-to-face. Students use a classic text on persuasive techniques. Then, when agencies come to class to make a pitch for funding, they

evaluate the presenters: Which one was most persuasive and why?

College writing: This freshman English class has a service requirement early on to get students acclimated to the idea of giving back. Next they explore community needs and agencies as they decide where to invest. At each juncture, they reflect on their experiences in increasingly complex writing assignments that require research, evaluation of sources and, in the end, persuasion as they make a case for the agencies they want to fund. The students learn to write by writing. The philanthropy component gives them something compelling to write about.

Law clinic: Each semester, eight law students learn the practice of law by jointly representing clients with their professors. The clinic's ongoing community partner is the Children's Law Center in Covington, a legal services nonprofit set up to protect the rights of children. The law students also do research and community education on topics related to children and families. For the Spring 2019 semester, their focus was on legal and practical problems facing immigrant populations. They identified nonprofits serving those families and children and invested in providing basic necessities as well as legal services.

Environmental science: To learn environmental science, textbooks are fine. But, as with so many subjects, textbooks are not the last word. Adding student philanthropy to this course places students in the company of real-world scientists putting theory into practice. Student teams work with nonprofits committed to stewardship of natural resources. The organizations talk in the language of environmental science and take time to demonstrate their work. They become, in effect, the co-instructors with NKU's faculty.

OUR DISCIPLINES TO DATE

*Here are the academic disciplines where NKU has included, or will include in the coming year, an experiential philanthropy component. Each is followed by the semesters and years offered.**

Anthropology (ANT): Fall 2001, Spring 2006, Spring 2017, Fall 2017, Spring 2019, Spring 2020

African American Studies (AFR): Spring 2002

Art (ART): Spring 2002, Spring 2003, Spring 2004

Biological Sciences (BIO): Spring 2019

Business Informatics (MBI & BIS): Spring 2018, Summer 2018, Fall 2018, Spring 2019

Chemistry (CHE): Fall 2011

Computer Science (CIT): Spring 2017

Criminal Justice (JUS): Spring 2003, Fall 2009, Spring 2010, Spring

2011, Fall 2014, Fall 2015, Fall 2017, Fall 2018, Fall 2019

Communication (COM & JCOM): Spring 2010, Spring 2011, Fall 2011

Communication Studies (CMST): Spring 2009, Spring 2011, Spring 2012, Fall 2013, Spring 2014, Fall 2014, Fall 2015, Spring 2016, Fall 2016, Spring 2017, Fall 2017, Spring 2018, Fall 2018, Spring 2019, Fall 2019, Spring 2020

Education / administration (EDA): Spring 2001

Education / graduate (EDG, EDMT & EDD): Fall 2009, Spring 2011, Spring 2018

Education / special education (EDS): Fall 2017, Fall 2018, Fall 2019

Education / teaching (EDU): Fall 2008, Spring 2009, Fall 2009, Fall 2010, Spring 2011, Spring 2014, Spring 2015, Spring 2017, Fall 2018, Spring 2019, Spring 2020

Executive Leadership & Organizational Change (ELOC): Summer 2019

English (ENG): Fall 2002, Fall 2003, Spring 2004, Fall 2004, Fall 2005, Spring 2006, Spring 2007, Spring 2008, Spring 2010, Spring 2011, Fall 2011, Spring 2012, Spring 2014, Fall 2014, Spring 2015, Spring 2016, Fall 2016, Spring 2017, Fall 2017, Spring 2018, Fall 2018, Spring 2019, Fall 2019, Spring 2020

Entrepreneurship (ENTP): Fall 2015, Fall 2017, Spring 2019, Spring 2020

Environmental Science (ENV): Spring 2010, Fall 2010, Fall 2013, Fall 2015, Fall 2017, Spring 2018, Fall 2018, Spring 2019, Fall 2019, Spring 2020

German (GER): Spring 2015, Fall 2015, Spring 2018, Spring 2019, Spring 2020

Geology (GLY): Spring 2019

History (HIS): Fall 2009, Fall 2010, Spring 2010, Fall 2010, Spring 2011, Spring 2012, Fall 2013, Spring 2015, Spring 2016, Spring 2017, Fall 2017, Spring 2018, Spring 2019, Fall 2019

Honors (HNR): Fall 2000, Fall 2001, Fall 2002, Spring 2004, Fall 2005, Spring 2007, Fall 2007, Fall 2008, Spring 2016, Spring 2017, Fall 2018, Spring 2019, Fall 2019, Spring 2020

Human Services / Mental Health (HSR): Fall 2000, Spring 2015, Fall 2015, Fall 2016, Spring 2017

Integrative Studies (IST): Fall 2013

Journalism (JOU): Fall 2009

Law (LAW): Spring 2019, Spring 2020

Library Informatics (LIN): Fall 2014, Fall 2015, Fall 2016

Management (MGT): Spring 2003, Spring 2004,

Marketing (MKT): Spring 2002, Spring 2004, Fall 2004, Spring 2005, Fall 2005, Spring 2006, Spring 2007, Fall 2007, Spring 2008, Fall 2008, Spring 2009, Fall 2009, Spring 2010, Fall 2010, Spring 2015, Fall 2015, Spring 2018

Mathematics (MAT): Fall 2019

Music (MUS): Spring 2009, Spring 2010, Spring 2011

Neuroscience (NEU): Spring 2019, Fall 2019, Spring 2020

Nursing (NRP & NRS): Spring 2001, Spring 2014, Spring 2015, Spring 2016, Spring 2017

Organizational Leadership (LDR): Spring 2010, Spring 2011, Spring 2012, Spring 2014, Spring 2015, Fall 2015, Fall 2016, Spring 2017, Fall 2017, Spring 2018, Fall 2018, Spring 2019, Fall 2019, Spring 2020

Philosophy (PHI): Fall 2003, Fall 2004, Fall 2005

Political Science (PSC): Fall 2000, Spring 2012

Psychology (PSY): Fall 2017, Fall 2018, Fall 2019

Public Administration (PAD): Spring 2003, Spring 2004, Spring 2006, Fall 2007, Spring 2008, Fall 2010, Fall 2011, Fall 2013, Fall 2014, Spring 2015, Spring 2016, Spring 2017, Fall 2018, Spring 2018, Fall 2019, Spring 2020

Public Relations (PRE): Fall 2005

Religious Studies (REL): Spring 2008

Sociology (SOC): Fall 2000, Spring 2001, Fall 2001, Spring 2002, Fall 2002, Spring 2003, Fall 2003, Fall 2004, Spring 2005, Spring 2006, Spring 2010

Social work (SWK): Spring 2001, Fall 2003, Spring 2005, Spring 2007, Spring 2012, Spring 2014, Fall 2014, Spring 2015, Spring 2016, Spring 2017, Summer 2017, Fall 2017, Fall 2019

Spanish (SPI): Spring 2012, Spring 2014, Fall 2014, Spring 2015, Fall 2016, Fall 2017, Spring 2018, Fall 2019

Speech (SPE): Fall 2001, Fall 2002, Spring 2003, Fall 2003, Fall 2005, Spring 2007,

Theater (TAR): Fall 2004, Spring 2006, Spring 2014, Fall 2015, Fall 2016, Fall 2017, Spring 2018, Fall 2019

University (UNV): Fall 2009, Fall 2013

Women's Studies (WMS): Spring 2003, Fall 2004

** The full Spring 2020 lineup is not yet set.*

REACHING STEM DISCIPLINES

Science and math may not seem the logical homes for student philanthropy – but NKU's faculty are challenging assumptions about where student philanthropy can fit.

NKU's inventory of classes in STEM (science, technology, engineering and math) disciplines that incorporate student philanthropy is growing by the year.

In 2018-2019, we had an anthropology class, a combined biology and geology class, a neuroscience class, a psychology class and two environmental science classes. Chemistry, nursing and computer science students have been involved in previous years. The coming year will add mathematics.

Does it work?

Our student surveys suggest it

does. This past year, 82.4 percent of the students in STEM disciplines said the philanthropy component contributed to their acquisition of the course academic skills and knowledge. The impact on stewardship is even more dramatic: 87.1 percent said the philanthropy component had a positive or very positive effect on their belief that they have a responsibility to help others in need.

SECTION TWO: OUR CLASSES



GER 202 studied the refugee crisis in Europe and learned of the dangerous crossings of the Mediterranean Sea, like this one in 2018. Crowded into rubber boats, these refugees at least had life vests. Many don't. *(Story on page 13)*

With 35 classes in 2018-2019, there was ample opportunity for creative adaptation of the experiential philanthropy pedagogy that underpins our program.

The result? High impacts on the two things we are trying most to affect with students: stewardship and academic success.

STUDENT VOICES

What did you like best?

"I appreciated that this was not just a made up scenario, but that we are actually helping a real organization that is helping real people."

"I appreciated that the class got to make all of the decisions. Most of the time, the professor takes the lead."

"I really enjoyed getting to meet the people at the nonprofit organizations. They were so sweet and caring, and I loved seeing what they did in person."

The above responses were selected from a survey administered to students who took a Mayerson Student Philanthropy Project class during the 2018-2019 academic year. The specific survey question was: What did you like or appreciate most about the Mayerson project experience?

TEACHING WITH PHILANTHROPY = HIGH IMPACT

SIX EXAMPLES OF HOW NKU'S FACULTY INCORPORATE THIS POWERFUL PEDAGOGY

The combination of classroom learning and community learning delivers multiple benefits, beginning with deeper comprehension of course material. Along the way, students also learn about how to address community needs and issues. How the NKU faculty achieves these high impact outcomes varies by course and instructional approach. The variety is inspiring.

OLD SCHOOL OR CUTTING EDGE? THIS CLASS WAS BOTH



Students learned German by studying issues confronting modern Germany and by studying the influence of German culture in our community.

Andrea Fieler was all about traditional methods to experiential education for a portion of her approach to teaching GER 202: Intermediate German II. But she was cutting edge, too.

The course objective is to teach writing and language skills. Dr. Fieler wanted to use immigration as the lens for her teaching.

She was very 21st Century when she turned the class's attention to the current refugee crisis in Europe. Using virtual reality glasses, her students watched 360° news clips and mini-documentaries that put them in the midst of a refugee camp or aboard a ship rescuing migrants in the Mediterranean Sea. Later in the semester, they used Google's Cardboard app to make their own 360° photographs, reflecting on what they had learned about immigration.

Even as they explored immigration through the virtual reality world, the GER 202 students also were grounded in old-fashioned reality when they visited local nonprofits connected to German culture and its preservation. That, Dr. Fieler said, "created the perfect balance to the technological engagements." The combination of experiences also laid the groundwork for the class to decide where to invest \$2,000. The class split the funds between two nonprofits:



Don Heinrich Tolzmann, president of the German-American Citizens League of Greater Cincinnati, guided GER 202 students through Over-the-Rhine, Cincinnati's historically German neighborhood.

- **The German Heritage Museum** is a repository for artifacts and records related to the contributions of German-Americans to Cincinnati.
- **Cincideutsch** fosters German language skills with social and cultural gatherings.

With the student grant, the museum bought siding to preserve the building, originally constructed around 1840 and therefore a German cultural artifact itself. According to the museum's curator, Don Heinrich Tolzmann, the students spent considerable time at the museum "studying its exhibits and publications, and meeting with our staff to learn about our goals and needs."

Cincideutsch is using a portion of its money to support a scholarship for students who would like to study in Germany. The balance will support Christkindlmarkt, an annual and authentic German Christmas market held in downtown Cincinnati with local artisans, traditional German fare and Glühwein (hot-spiced wine).

The benefits of connecting students to real-world components – whether virtual or live – was evident in the answers they gave in a class survey at the end of the semester. One summed it up well: "It brought everything we learned on paper to life. It made the impact and reality of German immigration more real."

Also "more real" was the German reading, writing and speaking skills the students honed. The virtual reality experiences involved German media outlets. Tours and visits in the community involved listening, reading and speaking in German. "Everything worked very well together," Dr. Fielier said. "One of my students, who didn't know about Cincideutsch before, has since been regularly attending their meetings and his German has started to dramatically improve."

ART MET SCIENCE IN THIS UNIQUE CLASS



EXAMPLE TWO: NEU 101 // SPRING 2019

In NEU 101: Neuroscience for Life, Jay Mullaguru and other students considered how art and the brain interact.

This course received funding from ArtsWave, which asks that its money be invested in programming advancing community arts. Neuroscience may not be the first discipline that comes to mind when you think community arts. Think again. The NEU 101 students did.

Dancing in a science class? It makes perfect sense if you want to understand how the brain interacts with art and creativity.

Neuroscience for Life, as this course is titled, required biological

sciences professor Christine Curran to consider how to tie the learning outcomes of her class to the giving goals of ArtsWave. Her solution, elegantly stated in the NEU 101 syllabus was this: "You will work to identify a nonprofit agency, school or

government agency using the arts to modify behavior or as therapy for a neurological disorder.”

Dr. Curran was incorporating philanthropy into her classroom for the first time – although she’ll be doing so again after seeing the benefits.

“I am highly enthusiastic about continuing the project,” Dr. Curran said after the semester ended. “The Mayerson project definitely helped focus the content of my course in a way that helped students think about applications versus the hard science of neuroscience.”

The class awarded to \$2,000 to Sidekicks Made, which makes creative stuffed creatures called “doodlies” for homeless children, who co-design them.

Dr. Curran wanted her students to explore the connections of neuroscience and art. She assigned readings and a homework exercise about artistic prodigies and geniuses. She brought guest lecturers to class, including:

- Presentations by a fine artist on the neuroscience of color.
- A dance lesson coordinated by NKU dance professor Tracey Bonner and a senior student choreographer whose capstone project used dance to illustrate nine personality types.
- A visit by NKU social work professor Amanda Brown, who discussed her work on the neuroscience of trauma, which influenced students’ eventual selection of Sidekicks Made, knowing that its art projects could help alleviate stress induced by homelessness.

How did it all work out?

We will let the NEU 101 students answer that. Here are some of their reflections:

ALEX SCHOLL, sophomore, nursing: “The project changed my perception of neuroscience and altruism because instead of just learning about it, it was actually put into effect. I learned that being ‘altruistic’ was not just limited to giving money. The same effects are had by donating time or energy, like we did by researching clients and presenting them in an effort to have money donated to them. It resulted in self-satisfaction.

“My attitude towards art has changed. I originally viewed art as just paintings, drawings, sculptures and other such things. After this project, I now know it’s much more than that.”

EMILY ANNEKEN, freshman, biological sciences: “This project helped me to understand how closely art and neuroscience are related. Our brain responds to art in ways that can help all kinds of people. I have always thought of art as a ‘soft’ subject in school, but now I realize that art can change a person’s life. This class assignment really opened my eyes to the connection of art and neuroscience.”

TIANNA NIEMEIER, sophomore, pre-med: “Growing up, I was interested in the creative process of making art. Now I see the impact neuroscience has on art including the reasoning behind the art and why it can help with illness and disability.

“This project has reminded me of how much I enjoy working with charities and volunteer organizations. Getting to know these nonprofit organizations has provided me with a deeper meaning of charity and hope. I believe I made a small impact in the community by learning about the resources available. Now I can refer friends and family to these places when needed.”

CHEYENNE BOGENRIEF, junior, biochemistry: “Being a part of this project made me realize that there is more of a connection between art and neuroscience than I ever thought there was. I found it very interesting that the two could even correlate because they seem so drastically different from each other.

“I have never really been interested in the ‘arts’ in the typically thought of form – like art museums, for example. During this class, I learned that art is so much more than just looking at ancient paintings hanging on a wall. My perspective has changed to see art in more things such as dance and writing. This class has made me appreciate them more.”

HISTORY STUDENTS HELPED TELL AN IMPORTANT STORY



The HIS 522 students' work with at the Southgate Street School is latest class/community collaboration involving the Newport museum and NKU. A Fall 2018 painting class produced four murals interpreting the city's history.

Students learned about historic preservation by working inside a historically significant building – and by creating teaching tools for community classes in historic preservation.

Established in 1873 as America was adjusting to the end of slavery, Newport's Southgate Street School served the African American children of Campbell County. It played that role until 1955 after the U.S. Supreme Court ordered an end to the idea of "separate but equal" public schools.

That 82-year run left an indelible stamp. Some of the school's alumni,

now in their 70s and 80s, remain alive to tell the story of an inspirational place where teachers instilled in their students the importance of an education.

Capturing that story in exhibits and oral histories has been central to the ongoing NKU/Newport collaboration that started in 2017, when the city decided to open a museum in the school. The strongest community museums do not rely solely on their exhibits. They also have programming. With their investment, the HIS 522 students helped Newport realize a programming goal for the new museum in the old school.

Here's the course description for HIS 522: Intro to Historic Preservation: "An examination of the growing field of historic preservation including such topics as philosophy, recognition and assessments, survey techniques, preservation planning, conservation, advocacy, federal compliance and protection of significant resources."

Turns out, the city and museum staff wanted to teach historic preservation in the school's basement. There were three obstacles: one, cleaning up the basement; two, making it accessible; and three, having teaching materials.

The students helped with all three,



The Newport Museum at the Southgate Street School opened in 2017 and has provided many opportunities for NKU student engagement.

beginning with getting their hands dirty and the basement clean. For the accessibility component, they applied for a grant from a local funder. For the historic preservation teaching materials, they researched the topic – which, after all, was the course’s topic – and produced ten teaching panels for display in the basement that the museum staff can use to teach classes about historic preservation.

Newport is among northern Kentucky’s oldest cities and, as such, has several older neighborhoods where residents are restoring homes. So the museum’s new program is a perfect fit with its surroundings. And creating tools for teaching historic preservation was an equally perfect fit for HIS 522’s learning outcomes. Brian Hackett, who directs NKU’s graduate program in public history, taught the class. Here are Dr. Hackett’s reflections on the experience:

“My students are always excited to work with a new up and coming museum. The excitement is palatable. But we knew going in

there were going to be challenges, so we knew we would need to be flexible and think on our feet.

“Knowing that it was possible that the museum’s basement would not be ready for our programming, we designed the exhibit to be capable for traveling so it could go directly into schools, city hall and other public venues. The students gained so much in understanding that the real world often throws curve balls at you so be prepared to hit them out of the park. You can’t learn that stuff in a classroom.

“As a result, I think students have developed a fondness for the Southgate Street School and are extremely proud and protective of the museum, its mission and the legacy of inclusive excellence it represents. The students and the teachers who stood against a world that thought little of them, to truly excel will be an inspiration to my students for a long time to come. The Southgate Street Colored School still has plenty of lessons to teach.”

VOLUNTEER COMPONENTS ADDED VALUE



Five of Dr. McDonald's, JUS 402 students volunteered with Maslow's Army during the Fall 2019 semester.

Danielle McDonald is a student philanthropy veteran, having taught seven classes dating back to 2009. She has consistently included a volunteering requirement. Her class, JUS 402: Alternatives to Incarceration, awarded \$1,000 each to the Life Learning Center in Covington and Maslow's Army, two agencies working with homeless families.

By Dr. Danielle McDonald

I first added a volunteer component to my Mayerson Student Philanthropy Project course because it was a requirement of the funder who was supporting my class. At the time, I had concerns for my students regarding their time.

The class itself was already full of assignments and most of my students work part- or full-time jobs, in addition to going to school. However, what I found at the end of the semester was the volunteering component added something to the course that was previously missing.

As a criminal justice professor teaching an upper level course on alternatives to incarceration, I wanted my students to not only

be aware of nonprofits within the community but also to feel comfortable contacting and connecting with nonprofits to help their clients who are involved in the criminal justice system be successful. The volunteering component was my missing link.

The majority of those who are under criminal justice supervision need help accessing social services and treatment programs within the community. If our students are aware of the nonprofits within the community and feel comfortable helping their clients to make these connections, then everyone benefits through improved community safety. Adding the volunteer component it

turned out addressed this need.

Until taking this class, the majority of my students had not had contact with a nonprofit and are unaware of what services they offer within the community. The Mayerson Project is an excellent way to introduce students to the nonprofits and social problems within the community, while the volunteering component further adds to this by helping the students to maintain sustained contact with the nonprofit throughout the semester. This continued contact provides students with more opportunities to observe and/or participate in the activities with the nonprofit, and so helps the student to see the value of the services the nonprofits offer along with how these services could potentially impact future clients.

Students keep journals of their experiences. Here's an excerpt from one: "This organization is amazing. The amount of knowledge I learned about what it takes to run a nonprofit facility and the care that has been placed on this building, the clients and its occupants will be a lesson I will take with me the rest of my life."

The volunteering component also helped to put a face to the data and research we discussed in class. For instance, it is one thing for me as a professor to state that housing is one of the biggest problems we face when helping those involved in the criminal justice system, but this information becomes far more meaningful and memorable when one has the opportunity to see this firsthand. This experience

then leads to the development of empathy and helps the student to see the person struggling with housing as a person with a name and a relatable story instead of just a data point in a study or a problem within our community.

Here's an excerpt from another student's journal: "I suppose what related the most from class was that all that some of these men needed in their lives were alternatives. Some were sent to prison for unnecessary extended periods of time. This time destroyed their lives. If there would have been something else that they could have done rather than serve prison time, then perhaps their lives would be far better off."

And another: "One of the biggest things that we have learned is how prior criminal history can affect someone's life. There was one gentleman that I talked to for most of the night. He had been rejected from his family due to his prison sentence. He did not go into detail as to why he was there but did elaborate on how his life has been affected. He was shunned by his family and had nowhere to go when he got released from prison. Personally, talking to him really helped me realize how much prison can really affect someone's life."

There also are tangible benefits for the community and the students:

- **The community** benefits as we send a class of students out to the community to volunteer their time.
- **Our students** learn that donating money is not the only way to help nonprofits, but that giving one's time is just as valuable.

The students also benefit as I have had at least one student each

GIVING TIME AS WELL AS TREASURE

Student philanthropy and volunteering are natural allies. One involves giving money, the other time and talent.

So, not surprisingly, students taking a Mayerson class often also volunteer for the nonprofits they explore. What they see ignites their passion – and so they sign up to help.

But the program does not have a volunteering requirement. That's because volunteering doesn't align with the learning outcomes of all our classes. And since student philanthropy is first and foremost a teaching strategy, its incorporation in a class has to connect to learning outcomes.

Given our variety of classes, a volunteering requirement would not work across the board. But it does work for some classes – and in those cases, professors add it.

semester receive either a job or an internship from their volunteer placement. This is an excellent benefit for the students and I discuss this at the beginning of the semester as a selling point to get the students onboard.

Not everyone is thrilled to find out they will be volunteering 20 hours throughout the semester with a nonprofit in the community, but nearly all see the benefit of networking and making connections as juniors and seniors. As the semester progresses, most students find they enjoy the experience and get far more out of it than they ever thought they would.

"It was a very eye-opening experience that I enjoyed very much," one student wrote. "Getting to talk to some of these people who came into the soup kitchen was incredible. There are so many things I take for granted and being able to participate in this reminded me just how precious life is. It bothers me that some people can

be so judgmental towards these people who don't have the same opportunities we have. It really puts things into perspective and reminded me just how important it is to care for one another."

Another student conveyed the depth of the experience: "This place has touched my soul. I love people, I love how unique everyone on this earth is, and we are all a product of our environment. I think to be a successful adult, I needed to try to witness many different human environments. I left there every Sunday with joy in my heart. It makes you feel good to help others. It brought so much awareness of what the Queen City needs. I will definitely be back on a random Sunday to see everyone, and to bring donations."

Incorporating volunteering into the class did take some work. However, in the end, the benefits far exceeded my expectations and I would never consider teaching the class again without the volunteer and journal assignment.

INDIRECT MODEL IS A GIVING PARTNERSHIP

The 'indirect model' is a student philanthropy variation NKU developed in 2007. Students partner with a corporation or foundation to review applications submitted by nonprofits and make recommendations about which ones to fund.



EXAMPLE FIVE: PAD 621

PAD 621 students provided input to the Duke Energy Foundation for the investment of \$264,138.

Most of our classes have \$2,000 and, at the end of the semester, they give it away.

Not Julie Cencula Olberding's classes. They give advice.

In an indirect class, students review, discuss, assess and rank grant applications, then share their analysis with the corporate or foundation partner. The partner uses that input in final decisions about where to give. Our partners have included the financial services corporation Citi, which has an operations center in Florence, and Toyota Motor North

America, formerly of Erlanger. Our 2018-2019 partner was the Duke Energy Foundation in Cincinnati.

It is a win for both. The corporation or foundation gets insight about applications it might not have time to gather on its own. Our students get a real-world look at how corporate and foundation giving happens.

The indirect model is especially well-suited to the learning outcomes of PAD 621: Resource Acquisition and Management, the graduate course in NKU's Master's of Public

Administration (MPA) program where this model has been nurtured.

Dr. Olberding explains:

“My students reviewed 32 grant applications that nonprofit organizations submitted to Duke for K-12 education programs in Ohio and Kentucky.

“I organized the students into small groups, consisting of three to four students. Each group reviewed eight grant applications, and each student in the group used the Duke rubric to assess their grant applications. The students met face-to-face in class one day to discuss the grant applications, particularly their strengths and weaknesses. The class recommended that the Duke Energy Foundation fund 14 of the 32 applications and, in the end, Duke funded nine of the 14 recommended applications.

“The indirect giving model of student philanthropy helps our MPA students learn more about grant-writing, grant-making and corporate philanthropy. It empowers those students who haven’t written grants in the past by pulling back the curtain and taking away some of the mystery of the process. And for students who have grant-writing experience, it provides them with even greater understanding, insight and confidence.”

Dr. Olberding’s class did the indirect model in parallel with a scaled-down direct model. They had \$1,000 provided by Horizon Community Funds of Northern Kentucky, whose mission is to “raise the quality of life for all people in the northern Kentucky community.”

The students started with the group of nonprofit organizations that had submitted grant applications to the Duke Energy Foundation and, in keeping with the Horizon Funds mission, focused on nonprofits working in Northern Kentucky. They pruned the list to four that they had evaluated highly during the earlier indirect giving process. The class voted to award \$1,000 to Adventure Crew, which provides outdoor opportunities – fishing, hiking, kayaking, skiing and others – to teens in northern Kentucky’s urban school districts.

Because they had to learn the Horizon Funds’ giving goals and align with those, the direct model provided PAD 621 students with added perspective on how larger donors invest to bring change in their communities.

MULTIPLE MODELS, SAME GOAL: TO LEARN BY GIVING

DIRECT

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

INDIRECT

Students in these classes act in an advisory role to a donor – and, in doing so, get invaluable experience working with an established, grant-making corporation or foundation.

STRINGS ATTACHED

Donors select an area of need or an issue for the class to consider. Students learn that, in the world of philanthropy, donors often are trying to have an impact in a niche they deem as a priority.

MATCHING

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

CO-CURRICULAR

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

THE COMMUNITY WAS THEIR CLASSROOM

Characteristics of Emotional/Behavioral Disorders is a required course for teacher candidates seeking certification to teach students with mild to moderate disabilities. It is perfectly suited to incorporate a philanthropy component that engages students with the challenges they'll one day face as teachers.



EDU 365 student Cody Robertson works with a student at the Phoenix Program.

Missy Jones structured EDU 365 a little differently from a typical Mayerson Student Philanthropy Project class. Most classes do not know which nonprofit will receive funding when the semester starts. But in some classes, as with EDS 365, the recipient is known at the start of the semester. Students must work with the agency to determine jointly what program or initiative will be funded within the agency. This model drives a deep dive for the students, as they visit and engage with their partner.

If EDS 365 was different in some ways, it was like all of NKU's student philanthropy courses in at least two significant ways:

- Decisions about where to invest were student-driven, not faculty-driven, and informed by students' engagement with their community partner.
- The class incorporated the principles of service learning. One resource our faculty use for assuring alignment with those principles is the *Service Learning Course Design Workbook*, published by the Michigan Journal of Community Service Learning.

EDS 365 collaborated with the Phoenix Program offered through the Northern Kentucky Cooperative for Educational Services, or NKCES. Northern Kentucky has 13 public school districts plus several private school options. NKCES allows delivery of specialized educational services that a district, on its own, may not be able to provide.

The Phoenix Program offers educational opportunities to students who have exhibited academic, social and behavioral barriers to learning in a traditional classroom setting. Students in the Phoenix Program have specialized individual learning needs. In the 2018-2019 academic year, the Phoenix Program served eleven northern Kentucky school districts and included students in grades K-12.

Twelve students were enrolled in EDU 365. Dr. Jones created three teams of students, each tasked with recommending what to fund within the Phoenix Program. This was no

casual collaboration. The class was embedded in the Phoenix Program. It met at the Phoenix Program for most of the class meetings. A memorandum of agreement was developed and signed between NKU and the NKCES to formalize the collaboration.

Using a small conference room at the school, the class met for about 90 minutes each week, and then spent the remaining 75 minutes volunteering in the Phoenix Program's classrooms. Organizing the course this way, students each completed a total of 12 hours and 45 minutes of service hours during the semester. The NKU students also were expected to interview K-12 students and teachers, as well as observe the learning environment, to determine the priority needs of the school program.

From this deep engagement, two options for funding emerged:

- Purchasing multi-sensory items for a calming room (two groups prioritized this project).
- Purchasing flexible seating so that students could feel comfortable and/or have their sensory needs met.

Dr. Jones described what happened from that point: "As the groups presented their ideas, an interesting dynamic occurred. Instead of voting on one project to forward, the students saw benefits across projects and as a result, decided to create an option that included the best components from each of the presentations.

"They all rolled up their sleeves and began deconstructing and then reconstructing a final, collaborative project. As a facilitator of learning, it was exciting to witness the dedication and enthusiasm demonstrated by the students.

"During the group proposal presentations, I was struck by the development of a sense of community among class members based on their shared experiences working with students with ED (emotional disturbances) and the teachers in the Phoenix Program. They seemed to have developed a shared sense of knowing about students with this disability and the school culture, which is something I would never have been able to provide them without this experience.

"Many have expressed a sincere desire to teach students with ED, admitting that prior to this experience they had been afraid of students with this disability label. Since there is a great demand for finding quality teachers willing and able to teach this special population of students, this is considered a valuable outcome of the service learning approach to this course."

ALIGNING WITH SERVICE LEARNING



Professor Missy Jones

Our classes are taught with service learning, an educational approach that combines classroom instruction with community engagement. One resource our faculty use to assure alignment with service learning principles is the venerable *Service-Learning Course Design Workbook*, published by the Michigan Journal of Community Service Learning in 2001. Teacher Education Professor Missy Jones used the workbook in designing EDU 365. Her thoughts:

"As a relative neophyte to implementing a service learning/philanthropy course, I find that I continue to experience the four stages of transformation described in the workbook, moving from students as passive to active learners, and relinquishing my traditional directive role toward a more facilitative role.

"Even as a second year facilitator of this strategy, I found myself questioning the rigor of the course, as described in stage three. My fears continue to be doused when I ask the students about this issue. They all agree that the hands-on experience was the most beneficial, and that they felt comfortable as active agents in their own learning."

HAVING A HIGH IMPACT

SUMMARY OF KEY SURVEY QUESTIONS

These results represent a sample of our survey results.

- **Black numbers represent the 2018-2019 academic year (Summer 2018, Fall 2018 and Spring 2019). The sample size was 493 respondents. The response rate was 69 percent.**
- **Gold numbers represent cumulative percentages for Spring 2014 and all semesters since. The sample size is 2,093 respondents. The response rate was 79 percent.**

THE MAYERSON CLASS I TOOK HAD AN EFFECT ON MY...	POSITIVE	VERY POSITIVE	TOTAL
Awareness of nonprofits in northern Kentucky	44.9%	47.6%	92.4%
	48.6%	42.5%	91.0%
Sense of personal responsibility to my community	39.5%	44.1%	83.5%
	41.3%	41.4%	82.6%
Belief that I have a responsibility to help others in need	36.8%	44.3%	81.1%
	38.0%	46.8%	84.7%
Interest in community service	40.8%	39.2%	80.0%
	42.7%	39.5%	82.3%
Intention to volunteer	38.1%	41.1%	79.2%
	42.7%	39.1%	81.8%
Belief that I can make a difference	38.9%	38.9%	77.8%
	40.4%	46.6%	83.0%
Intention to donate money to a nonprofit	41.0%	34.0%	75.0%
	45.6%	33.0%	78.6%

THE MAYERSON CLASS I TOOK HAD AN EFFECT ON MY...	POSITIVE	VERY POSITIVE	TOTAL
Awareness of the needs and problems addressed in class	51.4%	39.7%	91.1%
	52.7%	38.4%	91.1%
Student philanthropy's fit with the goals of this class	34.3%	51.9%	86.2%
	36.2%	48.8%	84.9%
Application of skills or knowledge	44.1%	39.7%	83.8%
	47.4%	38.6%	86.0%
Interest in this course	41.9%	41.9%	83.8%
	41.6%	41.1%	82.7%
Development of functional life skills	39.2%	41.6%	80.8%
	46.0%	38.3%	84.3%
Learning of the material in this course	41.4%	37.3%	78.6%
	43.0%	38.5%	81.5%
Desire to stay in college and complete a degree	18.1%	58.6%	76.8%
	21.6%	61.0%	82.6%

STUDENT PHILANTHROPY HAS A HIGH IMPACT ON STEWARDSHIP AND ACADEMIC SUCCESS

The Scripps Howard Center for Civic Engagement has been monitoring student philanthropy's effect on students since our first classes 19 years ago. We use a survey, or "pre-test," at the start of each semester and a more comprehensive survey, or "post-test," at the end of the semester.

We have learned a lot from the surveys, including that our students begin with an inclination toward stewardship. Student philanthropy classes amplify that inclination.

The real movement is evident when you dig deeper. Those who "agree" and who "agree strongly" is evenly split at the semester's start at 43.2 percent each. By the end of the semester, the "strongly agree" reply jumps to 50 percent.

The stewardship measures represent only half the story. The other half of the story is on the academic side. Student philanthropy engages students in their course material. The result is a better grasp of the course content and concepts and a significantly improved likelihood that students who take these courses will stay in college and complete their degrees.



NEW RESEARCH

STUDENT PHILANTHROPY IS A GRADUATION BOOSTER

Our classroom surveys consistently suggest that academic benefits accrue from adding a philanthropy component to our courses. One benefit especially stands out: Students tell us that taking a course with the philanthropy component boosts their desire to stay in college and complete their degrees.

National research indicates that students who self-report a likelihood of staying to complete their degrees actually do so. That research, while indicative of a beneficial impact, is not outright proof that students who take Mayerson Student Philanthropy Project course at NKU actually do what they tell us they are likely to do.

DO THEY, IN FACT, STICK AROUND AND GRADUATE?

To explore the question, we asked the Burkardt Consulting Center, which is housed in NKU's Department of Mathematics and Statistics, to examine actual student graduation data. The Burkardt Center provides statistical analysis service to campus and community clients. Here is the center's major conclusion:

"Based on data from recent years, there is strong statistical evidence that students who have been enrolled in Mayerson classes during their second to sixth semesters are both more likely to graduate within four years as well as more likely to graduate within six years, as compared to general NKU cohorts. The minimum estimated amount of improvement on four-year rates, particularly if courses are taken during sophomore or junior years, is estimated to be at least 15 to 20 percentage points."

A university exists to educate students. A degree is the confirmation of a completed process. So this new evidence confirming student philanthropy's contribution to improved graduation rates is significant.

We will be publishing this research more fully in a journal article. Meanwhile, thank you to NKU's Burkardt Consulting Center and its director, Joseph Nolan, Ph.D., for this important analysis.

Learn more about the Burkardt Consulting Center at inside.nku.edu/artsci/departments/math/centers/bcc.

SECTION THREE: PARTNERS



The local nonprofit CAST used its funding to support community theater featuring northern Kentucky high school students. *(Story on page 30)*

As the African proverb says of raising a child, it takes a village. What's true of children is true, too, of our student philanthropy classes. They don't happen without partners, including:

- Our funders, who invest in our classes.
- The nonprofits that welcome our students to their agencies to see firsthand how communities are changed for the better.
- Our faculty, who take the idea of teaching with philanthropy and make it real.

OUR PARTNERS: FUNDERS

Our classes are not possible without the generosity of our funders, who invest with the expectation of a double impact. First, their money will go to work in NKU's classrooms, where students learn, and next their money will go to work in the community at nonprofits selected by our students

THE MANUEL D. & RHODA MAYERSON FOUNDATION



*Our program, the Mayerson Student Philanthropy Project, takes its name from the Cincinnati-based foundation that first invested in an idea of adding a philanthropy component to our classes. As a trustee of the family's foundation, **Donna Mayerson** has been a champion of NKU's classes ever since. Learn more about the Manuel D. & Rhoda Mayerson Foundation at www.mayersonfoundation.org.*

MAKING THE WORLD A BETTER PLACE

By Donna Mayerson

Being the trustee for a family foundation is a daunting task. It requires tapping into your most deeply held values and determining how they can better the world. The hard part is that the world needs a lot of bettering.

While it's a privilege to have resources that can help, it's difficult to figure out how to best use them to do the most good.

This requires acquiring a deep knowledge about the community – pain points and assets.

Our decision-making at the

foundation flows from shared values and arriving at a consensus about the issues that we care most deeply about.

In addition to our commitment to addressing these issues directly, we wanted to play a role in catalyzing others to do the same about the issues they cared most deeply about. That is how the philanthropy program at NKU was birthed. In this way, it inspires young people to tap into their values, determine what they cared to care about in their community and make informed decisions about where to invest.

OUR 2018-2019 FUNDERS

ARTSWAVE

BOEHNE FAMILY

CITI FLORENCE

ELSA HEISEL SULE
FOUNDATION

HORIZON COMMUNITY
FUNDS OF
NORTHERN KENTUCKY

IMPACT NKU DONATIONS

MANUEL D. & RHODA
MAYERSON FOUNDATION

NEIKIRK FAMILY

NKU FACUTLY/STAFF
PAYROLL DEDUCTION

R.C. DURR FOUNDATION

RENEWPORT

SCRIPPS HOWARD
FOUNDATION

STRAWS CHARITABLE
FOUNDATION

VOTRUBA/WELLS/BEERE
BOOK FUND

We believe that when you shine a light on what's best in people that light illuminates those around them. What's best in people are their core strengths. Their strengths of character. Their most deeply held values. Tapping into those values to "do good" is the heart and soul of philanthropy.

What we have witnessed over the 19 years that this program has been running is that students have dug

deep into who they are and what they value most in determining how best to help their communities. They have put their values into action, capitalizing on their core strengths to build the strengths and assets within their communities. They have felt the light within and let it shine out into the broader community. They have indeed contributed to making the world a better place.

A WORD FROM ONE OF OUR NEWEST FUNDERS

SUPPORTING THE COMMON GOOD

By Nancy Grayson

Horizon Community Funds of Northern Kentucky is committed to fostering a robust culture of philanthropy in our region. When all members of our community, including students, are provided the opportunity to support solutions to local problems, we are able to create a brighter future together.

Evidence shows that students who participate in philanthropy programs are more likely to make charitable contributions, volunteer and serve on nonprofit boards as adults than their peers who have not been involved in such programs.

The Mayerson Student Philanthropy initiative is a long-standing model that has sparked similar programs in many communities beyond our region. Horizon Community Funds is proud to support this local, pioneering initiative in order to pave the way to a stronger, more vibrant region.

Together, we can support the common good for our commonwealth.

Learn more about the Horizon Community Funds of Northern Kentucky at www.horizonfunds.org.

WOULD YOU LIKE TO CONTRIBUTE?

Contact the NKU Office of Development & Alumni Relations at (859) 572-6180 or give online at supportnku.nku.edu/scripps-howard.

WOULD YOU LIKE MORE COPIES OF THIS REPORT?

Contact the Scripps Howard Center for Civic Engagement at engage@nku or (859) 572-1448.

STUDENT VOICES

Were you inspired?

"I plan to do more for my community because it is my responsibility to do what I can."

"I have just moved to this area, so this was the jumpstart in working with nonprofits and volunteering my time. I will be reaching out to a few nonprofits soon to volunteer for."

"After this course, I definitely want to become more involved in my community. There are so many ways and areas that I can become involved in."

These responses were selected from a survey administered to students who took a Mayerson Student Philanthropy Project class during the 2018-2019 academic year. The specific survey question was: 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?

OUR PARTNERS: NONPROFITS

An effective nonprofit is a busy place. Probably understaffed. Probably facing a pressing need. Maybe several. Yet each semester, nonprofits welcome our students, who arrive asking questions. Our classes don't work without nonprofits being willing to take time to answer those questions and, in doing so, educate our students about community needs and how to address them.

HOW DO THE NONPROFITS SELECTED PUT THEIR MONEY TO USE?

Our funders trust our students to invest in nonprofits that are making our community stronger and better. Here are a few examples of what that looks like – along with some testimonials from the nonprofits about their interactions with our students.

FALL 2018 SEMESTER

BAND OF HELPING HANDS, Covington, is a music performance venue using its proceeds to support creative and educational experiences (including music lessons) for local at-risk children and young adults. LDR 385 students awarded Band of Helping Hands \$2,000, a portion of which bought a trombone for a gifted student who played in his school band but could not afford an instrument.

Agency testimonial: “We had a great time working alongside the students, they were passionate and genuinely engaged—eager to learn of our mission and vision and eager to help be a part of extending help.”

COURT CLINIC, Cincinnati, provides evidence-based treatment to nonviolent clients in the court system who have co-occurring mental health and substance abuse or dependence disorders. PSY 520 students awarded \$2,000 to fund wellness activities provided to women and not covered by the agency's traditional funding services.

Agency testimonial: “We were very impressed by the level of research the class did, as well as their passion about the subject and our agency.”

LIFE LEARNING CENTER, Covington, takes a holistic, long-term approach to transforming the lives of its clients, who may have battled poverty, substance abuse and other struggles. Two classes, ENG 544 and JUS 402, invested \$1,000 each in the center to support transportation assistance, clothing, hygiene items and rental assistance. About 40 people, each working to stay sober and re-enter society from jail, are benefiting from the class investments.

Agency testimonial: “It was great and we are better with this amazing relationship. We especially appreciated the students' passion. Thank you.”

COMMONWEALTH ARTISTS STUDENT THEATRE (CAST), Newport, provides hands-on theater education behind the stage and on stage for high school students. Think “school” play but with students from multiple high schools and with



theater professionals as mentors. HNR 303 students awarded \$1,000 to CAST to support its 2019 Fringe NEXTival, a student playwriting festival.

Agency testimonial: “I was thoroughly impressed at the professionalism of the students as they learned the process of reviewing applications and determining a monetary value to project-based funding. What an important skill to learn as not only future patrons of the arts, but future corporate employees or future artists. I wish there had been a course like this available to me when I attended college!”

SPRING 2019 SEMESTER

PASS IT ON, Lexington, typically provides financial education and assistance to families, including tutorials on how to save substantially on household expenses through “couponology.” LAW 909 awarded \$1,000 to Pass It On for a special initiative to provide emergency assistance to immigrants affected by immigration policies. Families are receiving help with legal processes, rent, utilities and interpreter services.

Agency testimonial: “The students were obviously excited while learning and working with us at Pass It On, Inc. The enthusiasm made the



Sidekicks Made lets kids experiencing homelessness design their own stuffed toy, called a "Doodlie."

grant process less formal and more about the community we serve."

ROSE GARDEN CENTER FOR HOPE & HEALING, Covington,

provides safety-net services to those in need – including pregnancy support, a "no questions asked" food pantry, a free primary care clinic and a free dental clinic. The \$1,000 grant from ENG 546 will purchase 1,000 minutes of dial-in medical interpretation. Many of the center's patients do not speak English.

Agency testimonial: "The students' seriousness in preparing their questions, investigating the

issues and presenting to their colleagues was impressive. They clearly understand that responsible giving may involve weighing apples and oranges, and they rose to the challenge. Go Norse!"

URBAN EARTH FARM, Cincinnati,

is part of an overall effort to create sustainable city neighborhoods in East Price Hill – with, among other things, a garden and access to affordable, locally sourced vegetables. With \$2,000 from ENV 493, the farm will offer cooking demonstrations and samples of nutritious meals needy families in East Price Hill – one of the city's older

neighborhoods and one undergoing a grassroots revitalization.

Agency testimonial: "The students were always positive about what we hoped to achieve, and achieve we did, working together. This experience reaffirms the quality of students that NKU attracts, young people who want to make a difference for the future."

SIDEKICKS MADE, Cincinnati,

is a start-up nonprofit with a serious creative streak. Its work begins by asking children experiencing homelessness to draw a "Doodlie" – which is simply an image they imagine. Sidekicks volunteers snip and sew a stuffed animal version of the Doodlie, which then goes to the child who imagined it as his or her new Sidekick, which comes with a backpack, note, crayons and book. NEU 101 provided \$2,000 for Sidekicks' operations. Earlier, two fall classes, ENG 101 and HNR 303 had chipped in \$1,000 each.

Agency testimonial: "The program was fantastic! Each step ran smoothly and was clearly thought out from the classroom visits to the ceremonies. There was a strong connection with the classwork to the individual organizations. All the students we interacted with were invested in their coursework as well as the nonprofits. It's encouraging to see this type of dedication and philanthropy. I wish I could have participated in a similar program as an undergrad!"

MAKING A DIFFERENCE LOCALLY AND BEYOND

Students have invested in 387 organizations since the inception of the Mayerson Student Philanthropy Project at NKU 19 years ago. This academic year, they invested in 46 – including 21 that received a grant from us for the first time.

Students have focused on a wide range of needs and causes, from literacy to community theater, pet rescue to prenatal care, housing insecurity to food insecurity, music education to AIDS education, environmental stewardship to immigrant services, museum upgrades to public art.

While most of the investments have been local, some have been international, including in the construction of water wells and disease treatment in tribal villages.

Agencies in BOLD - awarded grants this year. Agencies in GOLD - first-time recipients of a Mayerson Student Philanthropy Project grant.

A

Action Ministries
Adventure Crew
Addiction Services Council
Advance Network
Afghan Institute of Learning
AIDS Volunteers of Cincinnati
Alex's Lemonade Stand
Alliance for Leadership &
Interconnection
Ambassador Program
American Cancer Society
American Heart Association
American Red Cross,
Greater Cincinnati
Animal Rights Community
Anthony Munoz Foundation
Artery
Arthritis Foundation
Ohio River Valley Chapter
Arts and Humanities Resource
Center for Older Adults
Art for All People
Artworks Cincinnati
Athletes-On-Line.com
Augusta Art Guild
Autism Speaks

B

Baker Hunt Art & Cultural Center
Ballet Theater Midwest
Band of Helping Hands
BDPA Education & Technology
Be Concerned
Beech Acres Foster Care
Behringer Crawford Museum
Belize Audubon Society
Benchmark Human Services
Bethany House Services
Betts House Research Center
Bi-Okoto Drum & Dance Company
Big Brothers Big Sisters of
Greater Cincinnati
Big Stef
Birthright of Cincinnati
Boone County School District
**Boys and Girls Clubs of
Greater Cincinnati**
**Boys Hope Girls Hope of
Cincinnati**
BRAC USA
Breakthrough Cincinnati
Brewhouse Dog Bones
Bridges for a Just Community
Brighton Center

Broadway Cares/Equity Fights AIDS
Buseesa Community
Development Centre

C

Campaign for Female Education

Campbell County Drug Free Alliance
Campbell County Family Literacy
Campbell County 4H Saddle Club
Campbell County School District
Campbell County Senior Center
Campbell Lodge Boy's Home
Camp Washington Urban Farm
Cancer Family Care
Caracole
Care Net Pregnancy Services
of Northern Kentucky

Caring Response Madagascar

Carnegie Visual & Performing
Arts Center
CASA of Kenton County
Catholic Social Services
Center for Chemical
Addictions Treatment
Center for Great Neighborhoods
of Covington
Center for Peace Education
Centro De Amistad
Charlie Three Quarter House
Check Your Genes
Chicks and Chucks
Child Focus
Childhood Food Solutions
Children, Inc.
Children's Home of Cincinnati
Children's Home of
Northern Kentucky
Children's Law Center
Children's Performing Arts of Lakota
Children's Theater of Cincinnati
Children's Theater of Mason
Christian Waldschmidt Homestead
Church of Our Savior
Cincideutsch
Cincinnati Art Museum
Cincinnati Association for the Blind
Cincinnati Black Theater Company
Cincinnati Center for Autism



The Foundation for Ohio River Education used student funding to support environmental education for local teachers in urban school districts, who learned how to test water quality in streams within walking distances of their schools.

Cincinnati Chamber Music Society
 Cincinnati Community Toolbank
 Cincinnati Early Childhood Learning Centers
 Cincinnati Exchange Project
 Cincinnati Men's Chorus
Cincinnati Museum Center
 Cincinnati Nature Center
 Cincinnati Observatory
 Cincinnati Opera Association
 Cincinnati State Community & Technical College
 Cincinnati Works
 Cincinnati Youth Collaborative
 Cincinnati Zoo & Botanical Garden
 Cinderella's Closet
 Citizen's Foundation, USA
 Citizens Policy Center
 CityCURE
 City Link Center
 City Heights Health Clinic

Clermont County Humane Society
 Cloverbrook Center for the Blind
 Coalition for Human Economy
Commonwealth Artists
Student Theatre
 Community Christian Academy
 Community Foundation of Westchester/Liberty Township
 Community Land Co-op
 Community Shares
 Comprehensive Community Child Care (4C)
 Connections Counseling & Mental Health
 Council on Child Abuse of Southern Ohio
Court Clinic
 Covington Independent Schools
Covington Partners
 Crayons to Computers
 Creating Hope International

Crittenden-Mount Zion Family Resource Center
D
 David School
 Delhi Historical Society
 Deworm the World
 Dinsmore Homestead
 Diocesan Catholic Children's Home
 Disabilities Coalition of Northern Kentucky
 Doctors Without Borders
 Downtown Cincinnati Inc.
 Dragonfly Foundation
Drake Planetarium and Science Center
 Dress for Success Cincinnati
 Drop Inn Center
 Durga Tree International
 Duveneck Arts & Cultural Center

E-F

Easterseals Greater Cincinnati
Emergency Shelter of
Northern Kentucky
Ensemble Theater of Cincinnati
Eve Center

Faces without Places

Fairhaven Rescue Mission

Faith Community Pharmacy

Families Matter

Family Nurturing Center
Family Promise of Northern Kentucky
Family Services of Northern Kentucky
Fernald Residents for Environmental
Safety & Health
Fernside: A Center for
Grieving Children
First Step Home
Florence Police Department
For AIDS Children Everywhere
Fort Thomas Military and
Community Museum

Foundation for Ohio River Education

Franciscan Daughters of Mary
Freestore Foodbank
Friars Club
Friends of Harriett Beecher Stowe
Friends of Sunrock Farm
Future Doctors for South Sudan

G

Gay and Lesbian Center of Cincinnati
Gay, Lesbian, Straight
Education Network

German Heritage Museum

Girl Scouts:

- Licking Valley Council
- Western Ohio Council
- Wilderness Road Council

girls!Can
Give Back Cincinnati
GLAD House

Global Girls Alliance

GO Pantry

God's Special Little Hearts
Golden Tower Senior Apartments
Good Shepherd Orphanage
Governor's Scholars Foundation
Grace Church of the Valley
Grant County School District
Grant Janszen Wish Foundation
Grateful Life Center/Transitions
Greater Cincinnati Coalition for
the Homeless
Greater Cincinnati Police
Historical Society Museum
Groundwork Cincinnati
Grub on the Go

H-I

Habitat for Humanity
Hannah's Treasure Chest
Head Start of Boone County
Health Resource Center of Cincinnati
Healthy Moms and Babies
Hearing, Speech and Deaf Center
of Greater Cincinnati
Helen Keller International
Henry Hosea House
Hickory Grove Baptist Church
Daycare & Preschool
Hispanic Resource Center
Historic New Richmond
Holly Hill Children's Services
Holy Cross High School
HOPE Grant County
Hope House Mission
Hospice of Northern Kentucky
Housing Authority of Covington

Housing Opportunities of Northern Kentucky

Housing Opportunities Made Equal
Humbledove

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

J-K-L

James A. Ramage Civil War Museum
Jobs for Cincinnati Graduates
Joseph House

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

Licking River Watershed Watch

Life Learning Center

Lifeline Ministries





Graduate students PAD: 560 Planning and Community Development, worked with a Newport neighborhood to identify and fund a public art project, creating a mural beside a local skate park.

Lighthouse Youth Services
Lincoln Grant Scholar House
Literacy Council of Clermont and
Brown Counties
Literacy in Northern Kentucky
Literacy Network of
Greater Cincinnati
Little Brothers: Friends of the Elderly
Lovesome Stables
Lydia's House

M

Madonna House
Make-A-Wish Foundation
Mary Magdalene House
Maslow's Army
Master Provisions
Mathis Foundation for Children
Matthew 25 Ministries
Melodic Connections
Mental Health Association
Mentoring Plus
Mercy Hospital
Mill Creek Restoration Project

Middletown Community Foundation
Mindful Music Moments
MoBo Bicycle Co-op
Mockbee
Moore Activity Center
Morgan County Starting Points
Mount St. Joseph University
Mortar Cincinnati
Music Resource Center of Cincinnati
My Nose Turns Red
Theater Company

N

National Conference for
Community and Justice
National Multiple Sclerosis Society,
Ohio Valley Chapter
National Underground Railroad
Freedom Center
NaviGo
Neediest Kids of All
Neighborhood Investment Partners
New Beginnings Christian
Counseling Services

New Hope Center
Newport History Museum
Newport Independent Schools
Next Recovery Homes
North Dearborn Pantry
Northern Kentucky African American
Heritage Task Force
Northern Kentucky Children's
Advocacy Center
**Northern Kentucky Community
Action Commission**
Northern Kentucky Community
Center
**Northern Kentucky Cooperative
for Educational Services**
Northern Kentucky Hates Heroin
Northern Kentucky Hunger Relief
Northern Kentucky Regional
Mental Health Court
**Northern Kentucky Urban and
Community Forestry**
Northern Kentucky University K-TAP
Northern Kentucky University
Foundation



Northern Kentucky Urban Young Life

O-P

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

Parents, Families and Friends of
Lesbians and Gays (PFLAG),
Greater Cincinnati Chapter
Paul's Healthcare Mission

Pass It On

Peaslee Neighborhood Center
People In Need Ministries
People Working Cooperatively

Pink Ribbon Girls

Planned Parenthood
Southwest Ohio Region

The Point

Pones Inc.

Power Inspires Progress

Pregnancy Center of
Northern Kentucky

Pregnancy Center West

Princesses Ballet

Project Connect

Project Restore

Pro Kids

Pro Seniors

Prospect House

Public Library of Cincinnati and
Hamilton County

R

Race Place Retire: Greyhound
Adoption

Relatives Raising Relatives

Redwood Rehabilitation Center

Renaissance Covington

Reset Ministries

Ronald McDonald House

Rose Garden Home Mission

Rosemary's Babies
Rosie's Girls
Roundabout Opera for Kids
Cincinnati

S

Saint Jude's Children's Research
Hospital
Saint Luke Center for Breast Health
Saint Rita Comprehensive
Communication Resources
Saint Vincent de Paul
Community Pharmacy
Santa Maria Community Services
Senior Services of Northern Kentucky
Services United for Mothers
and Adolescents
Shepherd's Crook
Shoulder to Shoulder
Sidekicks Made

Sixth District Elementary School,
Covington
Smart Growth Coalition for Greater
Cincinnati and Northern Kentucky
Social Venture Partners Cincinnati
Society of Saint Vincent de Paul
SOIL
SOTENI International
SPCA Cincinnati
SparkPeople Service
Special Spaces Cincinnati
Sportsman's Network
Springer School
Starfire Council of Greater Cincinnati
Steinfeld Toy Foundation
Stepping Stones
Stop AIDS
Stray Animal Adoption Program
Su Casa
Sunset Players

T-U-V

Talbert House
Teach for America
Teen Challenge Cincinnati
Teen Response
Tender Mercies

Thank You Foundation
Three Square Music Foundation
Transitions, Inc.
Tri-City Family Resource Center
20|20|20

University of Cincinnati Foundation

UpSpring

Urban Appalachian Council
of Cincinnati

Urban Earth Farms

Urban League of SW Ohio

Urban Young Life

Visionaries and Voices
Vivian's Victory

W-X-Y-Z

WAMATA

Washington United Church of Christ
Waterstep

Welcome House of
Northern Kentucky

West End Emergency Center

Westside Citizens Coalition

Winton Place Youth Committee
Women's Connection

Women's Crisis Center

Women Helping Women
Women's Theater Initiative
Women Writing for a Change
Foundation

Worldwide Responsible
Accredited Production

Wyoming Fine Arts Center

Yellow Ribbon Support Center
YMCA:

- Campbell County
- Kenton County
- Kentucky
- Ohio

Youth Opportunities United
YWCA Greater Cincinnati

OUR PARTNERS: FACULTY

On paper, experiential philanthropy is an idea. In the classroom, it's a way to teach that requires creative professors who align their learning outcomes with purposeful giving. Across a diversity of disciplines, NKU's faculty puts the experiential philanthropy idea into practice.



Theater Professor Daryl Harris incorporated philanthropy into his Fall 2018 honors class, Arts for Social Change.

Twenty-six NKU faculty members taught or co-taught Mayerson Student Philanthropy Project classes during the 2018-2019 academic year. Here is a list of them, including their position, department, when they started at NKU and their degrees.

JANEL BLOCH, Associate Professor, English (2008); Ph.D., Iowa State University, 2000; MA, Miami University Oxford, 1997; MBA, Indiana University, 1987; BBA, University of Wisconsin-Eau Claire, 1985.

FREDERICK BROCKMEIER, Adjunct Professor, Organizational Leadership (2006); Ph.D., Union Institute and University, 2004; J.D., University of Cincinnati College of Law 1975; B.A., University of Cincinnati 1969.

CAROLE CANGIONI, Associate Professor, Entrepreneurship (2011); Ph.D., The University of Texas at El Paso, 2011; MBA, University of Richmond, 1995; BSBA, American Business School in Paris, 1993; DTA, Toulon Institute of Technology, 1991; DUT, Valence Institute of Technology, 1990.

KIMBERLY CLAYTON-CODE, Professor, Teacher Education (2001); Ph.D., University of Louisville, 2002; MA, Northern Kentucky University, 1995; BS, Purdue University, 1994.

MEGAN COLE, Part-Time Faculty, Communication (2017); MA, Northern Kentucky University, 2016; BS, Northern Kentucky University, 2010.

JONATHAN CULLICK, Professor, English (2001); Ph.D., University of



Law Professor Amy Halbrook taught with philanthropy in the Spring 2019 semester. In April, she was honored during NKU's annual Academic Affairs Faculty and Staff Awards for excellence in teaching and instruction. Left to right, President Ashish Vaidya, Professor Halbrook, Chase Associate Dean Lawrence Rosenthal and Provost Sue Ott Rowlands.

Kentucky, 1997; MA, Marquette University, 1990; BA, University of Houston, 1986.

CHRISTINE CURRAN, Associate Professor, Biology (2008); Ph.D., University of Cincinnati, 2007; MS, University of Cincinnati, 1992; BS, Ohio University, 1978.

MEGAN DOWNING, Assistant Professor, Organizational Leadership (2010); Ed.D., Northern Kentucky University, 2012; MSIS, Northern Kentucky University, 2006; BS, Northern Kentucky University, 2002.

ANDREA FIELER, Lecturer, German Studies (2010); Ph.D., University of Cincinnati, 2010; MA, University of Cincinnati, 2004; BA, RWTH Aachen (Germany), 2002.

JEFFREY FOX, Lecturer, Communication Studies (2016); MA, Northern Kentucky University, 2008; BA, Northern Kentucky University, 2006.

PERILOU GODDARD, Professor, Psychology (1989); Ph.D., Indiana University, 1987; BS, Texas A&M University, 1981.

ALLISON GODEL, Senior Lecturer, Honors (2006); MA, Indiana University, 2004; BA, Northern Kentucky University, 2002.

BRIAN HACKETT, Associate Professor, History (2010); Ph.D., Middle Tennessee State University, 2009; MA, Eastern Illinois University, 1986; BS, Wisconsin-Stevens Point, 1984.

AMY HALBROOK, Associate Professor, Law (2011); JD, Northwestern University, 2005; BA, University of California-Berkeley, 1998.

DARYL HARRIS, Associate Professor, Theatre (2003); Ph.D., University of Alabama, 2006; MFA, University of Southern Mississippi, 1991; BA, University of Southern Mississippi, 1988.

KRISTINE HOPFENSBERGER, Associate Professor, Biology (2009); Ph.D., University of Maryland, 2007; MS, Washington State University, 2003; BS, University of Wisconsin - Stevens Point, 1999.

SARAH JOHNSON, Lecturer II, Geology (2002); MS, Purdue University, 1997; BS, CUNY, 1993.

MELISSA JONES, Professor, Teacher Education (2001); Ph.D., Miami University, Ohio, 2001; M.Ed., University of Cincinnati, 1991; BS, University of Cincinnati, 1988.

KAJSA LARSON, Associate Professor, Spanish (2010); Ph.D., University of Minnesota, 2010; MA, University of Minnesota, 2005; BA, Gustavus Adolphus College, 2001

DANIELLE MCDONALD, Associate Professor, Criminal Justice (2008); Ph.D., Indiana University of Pennsylvania, 2006; MS, Virginia Tech, 2001; BA West Virginia University, 1998.

JULIE OLBERDING, Associate Professor, Public Administration (2004); Ph.D., University of Kentucky, 2000; MPA, University of Kentucky, 1992; BS, Ohio University, 1989.

DENICE ROBERTSON, Senior Lecturer, Biology (2001); Ph.D., Old Dominion University, 2001; BS, Purdue University, 1994.

CHARLES SLAVEN, Professor of Practice, Business Informatics (2017); MBA, Miami University Oxford, 1974; BS, Miami University Oxford, 1972.

JUDY VOELKER, Associate Professor, Anthropology (2004); Ph.D., SUNY Buffalo, 2002; MA, SUNY Buffalo, 1994; MBA, Columbia University-New York, 1977; BA, Barnard College, 1974.

DARRIN WILSON, Assistant Professor, Public Administration (2018); Ph.D., Florida Atlantic University, 2015; P.G. Dip., University of Essex, 2011; MBA, Suffolk University, 2009; BS, University of Tennessee-Chattanooga, 2007.

NOT AN ADD-ON

FACULTY CONNECT PHILANTHROPY TO COURSE OBJECTIVES

Our faculty – across disciplines – weave the philanthropy component into their courses.

Typically, participation in philanthropy project is at least 10 percent of a student's grade, often 20 percent and, in some courses, 40 percent. Because courses and their learning outcomes differ, the percentages differ. But consistent over all courses is a central point: The philanthropy component is integral.

A review of each syllabus from the past year underscores this fact. In LDR 160: Leadership Around the World, Professor Megan Downing estimates on her syllabus that students can expect to invest 138 hours of time to successfully complete the course. She estimates the philanthropy component will consume 20 hours, or 14.5 percent of the total.

Her course was taught at Pendleton County High School as a school-based scholars class, which provide students with both high school and college credits. You will find the same commitment to integrating the philanthropy component reflected in the syllabi of upper-division courses and across disciplines:

- A theater class looked for, and found, community theater programming – learning as they invested.
- A business informatics class found agencies in need of business plans, wrote those for each client, and then selected two to receive funds to begin implementing the student recommendations.
- A public administration class on planning and community development focused on creative placemaking by working with an inner-city neighborhood group to identify, and fund, a public art project.
- A psychology class studying substance abuse treatment found agencies providing evidence-based treatment, learned about them, and then made investment choices.



Scripps Howard Center for Civic Engagement coordinator Felicia Share talks with high school students participating in a “mini-Mayerson” experience during breakout session at the Young Women Lead conference on campus in November 2018.

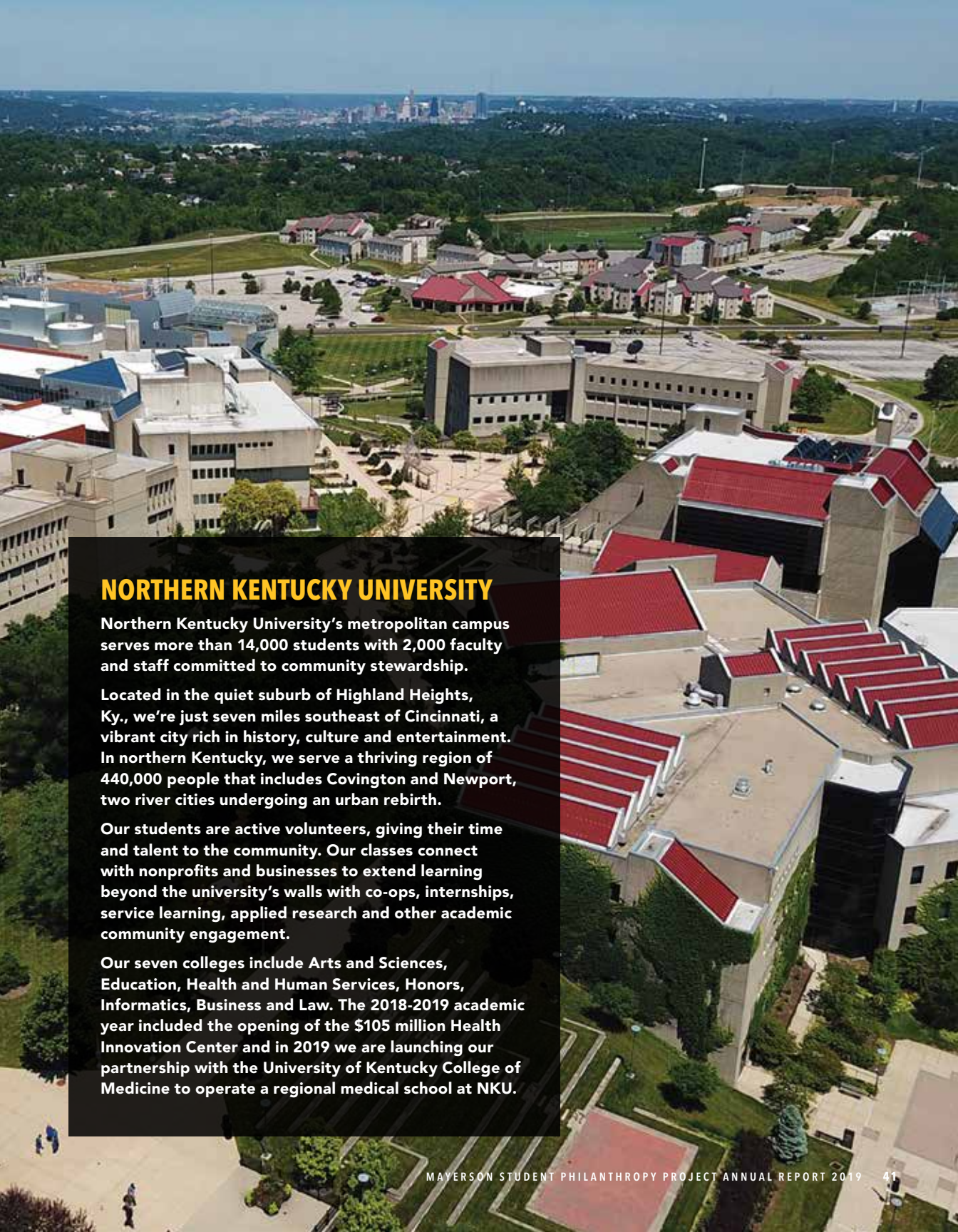
ABOUT THE SCRIPPS HOWARD CENTER FOR CIVIC ENGAGEMENT

NKU’s Scripps Howard Center for Engagement was established in 2003 with a gift from the Scripps Howard Foundation matched by the state. The center exists to connect campus and community and operates programming on campus and in the community to do so.

Much of the center’s work involves matching NKU classes to service learning projects, typically at community nonprofits. Our Mayerson Student Philanthropy Project classes are one example of that – but there are many others.

Over the past seven years, much of our service learning focus has been on the Westside neighborhood in Newport, which is northern Kentucky’s oldest neighborhood and also, by many measures, its most distressed. It’s a place where NKU’s engagement can make a difference. Several Mayerson Student Philanthropy Project classes – five this past year – have invested in Westside initiatives.

Learn more about the Scripps Howard Center for Civic Engagement at nku.edu/civicengagement.



NORTHERN KENTUCKY UNIVERSITY

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

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

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

Our seven colleges include Arts and Sciences, Education, Health and Human Services, Honors, Informatics, Business and Law. The 2018-2019 academic year included the opening of the \$105 million Health Innovation Center and in 2019 we are launching our partnership with the University of Kentucky College of Medicine to operate a regional medical school at NKU.

"The inclination towards giving selflessly can lay dormant if it is not encouraged."

–Philanthropist Neal Mayerson

WE ARE GRATEFUL TO OUR DONORS



The R. C. Durr Foundation, Inc.



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