STUDENT PHILANTHROPY

PLANT IT • NURTURE IT • HARVEST IT

A HANDBOOK FOR COLLEGE AND UNIVERSITY FACULTY

"It opened my eyes to the needs of others …
I have a sense of responsibility and desire to
put forth my efforts to make a difference."

One student's answer to the assessment question: What did you most
appreciate about your student philanthropy experience?

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Dr. James C. Votruba
Northern Kentucky University President

Dear College and University Friends,

So you're interested in student philanthropy and want to start or sustain a program at your institution? You've come to the right place. This handbook will guide you through pedagogy and procedure.

It was a decade in the making – not because it took a decade to write and design it, but because it took a decade of student philanthropy classes at Northern Kentucky University to gain the insight, experience and expertise found in these pages.

When Dr. Neal Mayerson, a psychologist, business owner and philanthropist in our region, and I first talked about introducing student philanthropy into classes at NKU, we knew we wanted a model that could be replicated around the nation. That model is now built, and this handbook is a toolkit for building a similar program at your institution. If you already have student philanthropy classes, our handbook can be used to help sustain them. Indeed, we'll be using it on our own campus as new faculty and new disciplines are drawn into the student philanthropy family.

From the beginning, it was exciting to imagine developing a teaching strategy for student philanthropy that others could follow. And follow you have. Colleges and universities across the country have started student philanthropy programs based on NKU's model. They learned about us from journal articles, conference presentations, word of mouth and Google. With this handbook, we are taking some of the legwork out of the search. There was no such handbook in 2000, when we first incorporated student philanthropy into our classes. In the years since, we have tried to create an innovative, thriving program. Now we want to be responsible stewards of the idea by sharing it. We tried to plant and nurture a seed, and now we invite you to the harvest.

Sincerely,

James Votruba

STUDENT PHILANTHROPY

PLANT IT. NURTURE IT. HARVEST IT.
A HANDBOOK FOR COLLEGE AND UNIVERSITY FACULTY

This handbook is Northern Kentucky University's effort to share what we have learned about student philanthropy. It is meant to be used. So tatter the pages. Use a highlighter. Write in the margins.

We have consulted our faculty as well as faculty from other institutions. So what you have before you is the collective wisdom of many minds. But it is not the last word on the subject, which is why we designed the handbook to fit into a loose-leaf notebook. We suggest you put it in one and then customize. If you find a pertinent research paper, hole punch it and add it to your notebook. Likewise, add journal articles, your own notes and reflections, sample syllabi, newspaper stories – whatever you find that might help you teach student philanthropy.

Student philanthropy is a relatively new pedagogy. New approaches and significant research are being added to the literature routinely. NKU is happy to contribute, and we hope this handbook leads to the growth of student philanthropy on campuses and in classrooms everywhere.

Contents

Contact information

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http://civicengagement.nku.edu

NORTHERN KENTUCKY UNIVERSITY

STUDENT PHILANTHROPY

PLANT IT ~ NURTURE IT ~ HARVEST IT
A HANDBOOK FOR COLLEGE AND UNIVERSITY FACULTY

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NKU PHOTO

Students in a philanthropy class often work in small groups to identify and assess nonprofits to decide which ones will be funded. In challenging each other, they sharpen their critical thinking skills.

SECTION ONE

GETTING STARTED

"This is a much better experience than simply reading from a book or listening to a lecture. We got a chance to go into the offices of social workers and see firsthand how they operated. I now feel as though I have a good understanding of the core concepts of this course because I got a chance to see them in action."

—Mayerson Student Philanthropy Project student

Contents

Steeped in stewardship

The Northern Kentucky University culture has been a fertile place to plant, nurture and harvest the idea of teaching philanthropy.

Commitment:
Stewardship is built into the university's mission. It's strongly supported by the NKU leadership team. It's built into the university organizational structure, with offices like the Scripps Howard Center for Civic Engagement working to sustain and grow stewardship initiatives. Public engagement is formally valued in tenure and promotion for faculty. And NKU's academic strategy, as articulated for accreditation purposes, was written to encourage the use of active learning to enhance the ability of students to think critically.

National recognition:
NKU is an acknowledged expert on student philanthropy. Colleges and universities starting programs frequently contact NKU or review our materials online. Often the resulting replication is small scale by one professor at one university. But the model also has been followed on a larger scale, with the launch of multi-campus programs patterned after NKU's example.

Experience:
NKU launched the Mayerson Student Philanthropy Project with classes in the Fall 2000 semester. In the program's first decade, over 100 student philanthropy classes were held, reaching some 2,000 students. More than $450,000 was distributed to nonprofits, in grants ranging from $1,000 to $4,500 each.

Scholarship:
NKU values the scholarship of engagement, and our Mayerson faculty have published scholarly papers and presented frequently at conferences on public engagement and stewardship in higher education.

Community support:
The Cincinnati-based Manuel D. and Rhoda Mayerson Foundation has been a consistent and committed supporter of NKU's student philanthropy classes from the inception, and encouraged NKU to export the model nationally. Other donors have supported the program as well, providing most of the funds that students invest in nonprofits.

Service learning:
With about 120 service learning classes per year, NKU routinely connects classrooms to nonprofits. Student philanthropy classes are one example of this connection, but there are many more.

STUDENT PHILANTHROPY'S GOALS

- enhance students' awareness of social problems and nonprofit organizations in the community;

- influence their attitudes, interests, intentions and behaviors related to social responsibility and civic engagement;

- increase their knowledge of philanthropic processes, particularly grant seeking and grant making;

- enhance their understanding of the academic content of the course by integrating theory and practice; and

- improve their critical thinking, communication, leadership, and other work-life skills.

NFL Hall of Famer Anthony Muñoz created a foundation to build youth leadership and academic achievement. It was selected for a Mayerson grant in 2006.

Student philanthropy: What is it? Why do it?

Across academic disciplines, classes create a win-win for campus and community

Music appreciation is one of those classes students take not because they love Bach, Beethoven and Mozart.

No, they take it because it looks like an elective they might get through without too much pain. So when Northern Kentucky University Professor Gary Johnston added student philanthropy to his music appreciation class, students groaned. More work, they said. We didn't sign up for this, they moaned. But by the end of the semester, they had changed their tune. This, they reported, was perhaps the most powerful class they had ever taken.

What changed? No knock on Professor Johnston. He's a seasoned pro – an excellent teacher who knows his stuff. To listen to a jazz quartet by his side is to learn the structure that guides improvisation during a performance. Give the man a trombone and be prepared to be wowed.

But after years in the classroom, Professor Johnston was equipped with a new tool for teaching. His class had $1,000 and a re-

sponsibility to give it to one nonprofit that delivered jazz or classical music education to underserved young people. Job one of the class was to find nonprofits doing that. Next, the class was tasked to learn more about the nonprofits they discovered. The final step was to determine which nonprofit would make the best use of the $1,000.

In taking those steps, the students gained a richer, deeper appreciation of classical music and its power to transform lives. Bach, Beethoven and Mozart weren't dead musicians you had to listen to in college to get three credits and a passing grade. They were vital artists, changing lives. What's more, Professor Johnston's students also learned to appreciate the contributions of the nonprofits.

"Student philanthropy," NKU's Dr. Julie Cencula Olberding wrote in an article in the *Journal of Public Affairs Education*, "is an experiential learning approach that provides students with the opportunity to study social problems and nonprofit organizations, and then make decisions about investing funds in them."

Faculty members have breathed life into the definition through their creative application of NKU's program, the Mayerson Student Philanthropy Project. They

have made sure that student philanthropy classes aren't just about giving away money to nonprofits – that's the least of it. Faculty use student philanthropy as a way to teach their subject more deeply, engaging students' minds in active learning.

What we've learned most at NKU is that student philanthropy works. It works in a wide variety of classrooms, on our campus and on dozens of other campuses around the nation. And it can work on yours.

We have assessed our classes every year and the results consistently indicate that student philanthropy amplifies what's being taught, while also raising students' awareness of community needs and how to meet them. By the end of the student philanthropy experience, students feel more connected and committed to nonprofit engagement. They look past graduation and see themselves serving on nonprofit boards, giving money, volunteering their time and talent, or doing all of those.

Furthermore, the benefits of college and univeristy philanthropy classes are not confined to students. The nonprofits selected for funding report over and again how much student philanthropy has meant to them. As a music education nonprofit that received funding from one of Professor Johnston's classes put it, "This grant will positively impact our 100 plus members by allowing us to increase our hours of operation by 25 percent this summer. Adding four hours weekly will allow our members additional time to take music lessons, as well as add 16 reservations in our private digital studios. I can't wait to tell our teens that we will be able to extend our hours during the summer!"

The message of that quote is that the benefits of student philanthropy classes don't end on campus; they extend into the community. More significantly, the impact in the community is lasting. The classes prepare a new generation of students to graduate from college with a drive to make their communities better, and anxious to do so.

"Because of you, NKU's mission of community engagement was advanced. Because of you, funders' dollars were given more effectively. Because of you, nonprofits in our community will be able to do a little more."

—NKU Vice President and Provost Dr. Gail Wells, addressing students at the Spring 2009 Mayerson Student Philanthropy Project awards ceremony

Frequently asked questions

Q: Why would I want to use student philanthropy in the classroom?

A: Because it's effective. Evaluations of the Mayerson Student Philanthropy Project at NKU have found clear evidence of its impact:

- Students' participation in experiential philanthropy represents the first real meaningful community engagement experience for many of them.

- Students said they leave Mayerson classes with a greater awareness of social problems and nonprofit organizations. They believed that the student philanthropy experience had a very positive effect on their beliefs, attitudes and intentions related to charitable giving, volunteering and service.

- A majority of students indicated that the Mayerson project helped them to learn the curriculum, apply the course principles, and gain academic skills or knowledge.

Q: Is student philanthropy only for certain disciplines and types of courses?

A: A study of a dozen student philanthropy programs in U.S. colleges and universities found that the most popular disciplines for student philanthropy are public administration, business and communications (Millisor & Olberding, 2009). At NKU, we incorporate the Mayerson project into a wide range of courses – undergraduate and graduate, general education and specialized, honors and non-honors, and so on. NKU faculty have used student philanthropy in English, sociology, social work, history, criminal justice, marketing, organizational leadership, speech, education, theater and

research methods. More recently, we added music and environmental science to the list. Each semester, we recruit new faculty in other disciplines. Behind that strategy is the belief that public engagement (and student philanthropy is public engagement) belongs in every discipline.

Q: What is the "right" size for a student philanthropy class?

A: Student philanthropy is a flexible pedagogy. NKU faculty have used the Mayerson project in some classes with fewer than 10 students and in others with nearly 50 students. Faculty who have a larger class generally organize their class into smaller decision-making groups or "boards." These boards – each consisting of five to 11 students – tend to enhance participation and discussion in the decision-making process.

Q: Is student philanthropy only for the traditional "live" classroom? Has it ever been done online?

A: Until recently, the Mayerson Student Philanthropy Project has been used only in traditional courses at NKU, for which faculty and students meet face-to-face in the classroom. This appears to be the case at other colleges and universities. But in Spring 2010, student philanthropy was incorporated into a Writing for Social Change class, which met in Cincinnati's Over-the-Rhine neighborhood. Students worked with local activists and nonprofit organizations to pursue equitable community development in this gentrifying neighborhood. In addition, student philanthropy was used in an online class for the first time at NKU in the Spring 2010 semester and possibly for the first time anywhere in the nation. The students in an Organizational Change class researched nonprofit organizations on the internet, developed PowerPoint presentations to make the case for "their" organiza-

tion, shared these presentations online, and then voted for their choices electronically.

Q: What is the source of the money that students give to nonprofits?

A: At NKU, the funds invested in nonprofits come from a variety of sources, including foundations, corporations, government agencies and even individuals via students' fundraising efforts. This mix of funding sources seems to be similar to the sources of funding at other colleges and universities. An NKU study (Millisor and Olberding 2009) found that the most common source of funding was foundations, followed by the college or university itself, students raising money, corporations and alumni.

Q: Can my class raise additional funds? If so, how will the funds be used?

A: Yes, and many classes have done so. They have raised money through direct mail campaigns, concerts and other special events, bake sales, "give-a-buck" jars, etc. The faculty and students in the class decide how to invest these funds. Some classes simply increase the grant to the selected nonprofit or nonprofits by the amount that they raised; other classes award what they've raised to another nonprofit. For example, a Race, Gender and the Law class had to select two nonprofits – from three finalists – for a $1,000 grant each. The nonprofit that fell short on votes was a local domestic abuse center that applied for funding to buy a TV and a video game system for their teen residents. The students decided to collect donations – including the video game Rock Band – and raised enough money to buy a TV. Classes also have supplemented their financial gifts with gifts of time and talent (examples: volunteer hours, photography for marketing materials, creation of YouTube videos and help with writing grants).

Q: How do students make decisions about which organizations to fund?

A: It depends on the curriculum and the learning outcomes of the course. One common approach involves the students developing a list of relevant nonprofit organizations, narrowing it to a manageable number (between four and 10) and sending those a Request for Proposal. An RFP consists of a cover letter and a brief application form. Students evaluate the applications, often make site visits or invite the nonprofits to speak to the class, and ultimately vote on the applications.

Q: What does 501(c)(3) mean? And why must we select only nonprofits with 501(c)(3) status?

A: Section 501(c)(3) of the U.S. Internal Revenue Code gives a special designation to certain nonprofit organizations, including those operated exclusively for religious, charitable, educational, scientific, literary, arts, national and international amateur sports, and prevention of cruelty to children or animals. A 501(c)(3) designation has two advantages: 1) it exempts the nonprofit from paying federal taxes on its income, and 2) it allows foundations, corporations and individuals to deduct charitable contributions to the nonprofit from their federal income taxes. For this reason, many foundations and corporations grant funds only to 501(c)(3) organizations. The Mayerson Student Philanthropy Project follows this practice since foundations and corporations contribute the funds that students ultimately invest in nonprofit organizations.

Q: Can organizations with a religious affiliation participate in the student philanthropy program?

A: Yes, as long as they have 501(c)(3) status. Under IRS code, one type of 501(c)(3) is a religious organization. And faith-based organizations are increasingly addressing

social needs by providing food, clothing, shelter, education, health care, counseling and other services. Examples of organizations with a religious affiliation that have received a Mayerson grant in the past are: Catholic Social Services, Diocesan Catholic Children's Home, Henry Hosea House, Interfaith Hospitality Network of Greater Cincinnati, Our Daily Bread, St. Vincent de Paul Community Pharmacy, YMCA and YWCA.

Q: What about public schools? Other government agencies?

A: Public schools may apply for 501(c)(3) status and some of them do. But this step is not required because the IRS treats public school districts as government entities. And public schools and government agencies – like 501(c)(3) organizations – are exempt from federal income tax and are eligible to receive tax-deductible contributions.

Q: What if students contact an organization but its representatives are not interested in participating in the project?

A: Although rare, this does happen. It may be that students have contacted the organization at a time when staff members are busy with organizing a big fundraising event or writing a major grant proposal. The faculty member should make students aware that this situation may happen and, if it does, recommend that the students thank the nonprofit, move to the next one on their list and not be too disappointed.

Q: Why is the minimum grant $1,000?

A: The student philanthropy process requires a commitment by nonprofit representatives, particularly their time and energy. At NKU we've found that $1,000 is the minimum grant for nonprofits to see applying as "worth their while."

Q: How does the university know whether the nonprofit organizations have spent the grant for the programs and services that they described on the application form?

A: At NKU, we request a report and evaluation from all grant recipients about 4 to 6 weeks after the semester ends. This form asks the nonprofit organizations to provide the following information: a brief description of the program, project or other activity to which the grant was applied and the results; an estimated number of people impacted by this grant; and their perceptions and satisfaction with the Mayerson project.

Q: Must a university faculty member or class have thousands of dollars in order to do student philanthropy?

A: No, not necessarily. Of course, money is a key resource for nonprofit organizations; funding is critical in providing food, clothing, shelter, education, health care, counseling, music and art, and other services. But philanthropy involves not only treasure but also time and talent. For example, 25 students in a class could volunteer for 10 hours over the course of the semester – a gift of time. The estimated dollar value of volunteer time is about $20 per hour for 2009, according to Independent Sector (www.independentsector.org). So the 250 volunteer hours would be worth about $5,000. Or students in a web-design class could be given the assignment of selecting nonprofit organizations and redesigning their home pages – a gift of talent.

Another way to give is using the indirect model of student philanthropy, which is described in more detail in this handbook. For the indirect model, a class partners with a community funding agency – a corporation's philanthropic board, for example. The students evaluate "real" grant proposals by nonprofit organizations and make funding recommendations; how-

ever, the final funding decisions – and the responsibility for writing the checks – rest with the community funding agency itself, not the students.

Q: In addition to the money given away, how much does it cost to operate a student philanthropy class or program?

A: That's a question of scale. Most colleges and universities with a student philanthropy effort have only one faculty member doing it in one class (Millisor & Olberding, 2009) so operating costs are minimal. NKU has 12 to 20 student philanthropy classes per year (one of the most extensive programs in the nation), thus involving more administration and coordination. NKU spends about $15,000 a year on operating costs to compensate a faculty coordinator and an intern; to cover printing costs for course materials, assessment and reporting; and to fund an awards ceremony at the end of each semester.

MANAGING A CONFLICT OF INTEREST

It is not uncommon for a faculty member or students to be connected to one or more non-profits that appear on the radar of a student philanthropy class. Is this bad? On the contrary, it suggests a commitment to volunteerism and stewardship that should be saluted.

But the faculty member should be prepared to discuss conflicts of interest and strategies for managing them. This can be one of the most important lessons that students take away from the experiential philanthropy process. Hard-and-fast rules on conflict of interest can be difficult to make, but here are Northern Kentucky University's guidelines:

- **Disclosure.** Faculty who currently serve on a nonprofit board or receive financial compensation from a nonprofit (e.g., for consulting services) – or whose spouses or significant others are in such a situation – must disclose this information to the class. Students in a similar situation must disclose such relationships to the faculty member. Depending on the class, a professor may want to consider extending this guideline to include situations in which students' parents serve on a board or receive compensation.

- **Avoidance.** A class should not consider a nonprofit for which the faculty member serves on the board or receives financial compensation. In other words, they should not request proposals from these organizations or provide funding to them. The reason is that a professor has power in the classroom and, thus, could have real influence or at least perceived influence on decisions by the students. Exceptions to this must be approved by the student philanthropy program coordinator.

- **Recusal.** In the case of a nonprofit for which a student serves on the board or receives compensation, the class may request a proposal. But the student with such a relationship should recuse himself or herself from the "vote" or the decision regarding that particular application.

In the end, the principle behind these guidelines is that neither the professor nor any particular student should unduly influence the distribution of student philanthropy funds. The guidelines are intended to assure a "fair shake" to all nonprofits.

The widely respected BoardSource (www. boardsource.org) website offers this general counsel to nonprofits, and the same counsel should guide conduct in student philanthropy classes:

"The key for nonprofit boards is not to try to avoid all possible conflict-of-interest situations, but to identify and follow a process for handling them effectively. How an organization manages conflicts of interest and assures open and honest deliberation affects all aspects of its operations and is critical to making good decisions, avoiding legal problems and public scandals, and remaining focused on the organization's mission."

At the Spring 2010 awards ceremony, NKU students announced a Mayerson Student Philanthropy award of $2,000 to the Music Resource Center of Cincinnati.

NKU PHOTO

NKU's Mayerson Student Philanthropy Project

HISTORY

The seed for the Mayerson Student Philanthropy Project at Northern Kentucky University was planted in 1999 during a conversation between Dr. James C. Votruba, president of NKU, and Dr. Neal H. Mayerson, president of the Manuel D. and Rhoda Mayerson Foundation. The two shared a passion for finding ways to foster civic responsibility and engagement among college students. Dr. Mayerson agreed to fund a program integrating philanthropy into the college curriculum with the hope of advancing the development of competent student-citizens who seek to play vital roles in their community and who are committed to the pursuit of the common good.

Student philanthropy was a new concept then. Its presence on the higher education landscape was spotty, with no handbooks, best practice summaries or sample syllabi. So NKU convened a committee of seven faculty members during the summer of 2000 to design a curriculum.

The committee was led by Dr. Joan Ferrante, a sociology professor who had received NKU's Outstanding Professor Award in 1998. The committee laid out broad parameters that continue to define NKU's Mayerson Student Philanthropy Project today:

- Faculty members from all disciplines would be invited to participate, as no discipline or course has a monopoly on preparing students for civic participation.

- Selected classes would each be provided a few thousand dollars to invest in community organizations with 501(c) (3) designations.

- Faculty would be instructed to use the Mayerson project as a strategy for teaching the subject matter, not as an add-on. This way, students would come to realize that any academic discipline offers tools and concepts for identifying community needs and thinking about solutions.

- The classes should afford students the valuable learning experience of engaging in meaningful and memorable interactions and discussions with nonprofit leaders and with classmates.

Today, NKU's student philanthropy program is among the most established in the nation. It is also one of the most inclusive at incorporating philanthropy into different disciplines and courses, including graduate courses in public administration, business administration and public history as well as undergraduate courses in art, communication, criminal justice, education, environmental science, history, literature and language, marketing, philosophy, social work, sociology and theater. These classes have invested about $450,000 in more than 300 nonprofit projects and programs in the Greater Cincinnati/Northern Kentucky metropolitan area.

SPREADING THE WORD

Using the Mayerson project as a model, the Kentucky Campus Compact (KCC) and the Ohio Campus Compact (OCC) started a student philanthropy program, Campus Connects, that has been used by a number of colleges and universities in these two states. KCC and OCC are state-wide coalitions of colleges and universities dedicated to increasing capacity for service and civic engagement. Campus Connects was funded by Cincinnati philanthropist Roger Grein, who says of himself, "From my earliest days, I was taught how to give to others."

KCC and OCC more recently partnered with the Michigan Campus Compact to create a three-state collaborative supporting student philanthropy under a program called Pay It Forward. It's funded by the Corporation for National and Community Service's Learn and Serve America program. The consortium's program is designed to distribute $1.4 million via 162 student philanthropy classes in the three states over three years.

Campus Compact's embrace of NKU's model is fundamental to our vision for the growth of student philanthropy. From the start, NKU's model was developed for export. As NKU Vice President and Provost Dr. Gail Wells put it once, "Imitation is the sincerest form of flattery – and we're flattered that other universities are imitating our program. We've even helped a few get started, and we'll gladly help more because we have something special here and we want the world to know it."

FIRM FOUNDATIONS

Northern Kentucky University is a master's-granting metropolitan university with an enrollment of about 15,000 students. It is located in Highland Heights, Kentucky, which is part of the Greater Cincinnati/ Northern Kentucky metropolitan area. NKU's mission reads in part, "The university supports multi-dimensional excellence across the full breadth of its work: teaching and learning, research and creative activity, and outreach and public engagement…. The university embraces its regional stewardship role as reflected in its significant contribution to the intellectual, social, economic, cultural and civic vitality of the region and commonwealth."

NKU's Scripps Howard Center for Civic Engagement coordinates the Mayerson Student Philanthropy Project. The Scripps Howard Center's mission is to make a difference in the civic life of our communities through learning, scholarship, community involvement, and mutually beneficial partnerships with other organizations and institutions. A key goal is to provide opportunities for NKU students to engage in philanthropy, service learning and community service.

NKU's philanthropy classes also enjoy strong community support. The Manuel D. and Rhoda Mayerson Foundation has been our most consistent and irreplaceable partner. The foundation helped conceive the idea, develop it and fund the costs. The foundation also believed in the value of creating a national model and, from day one, urged NKU to keep no secrets but to spread the good word.

THE MANUEL D. AND RHODA MAYERSON FOUNDATION

The Manuel D. and Rhoda Mayerson Foundation is part of the larger Mayerson Family Foundations (www.mayersonfoundation.org). In recent years, the Mayerson Family Foundations have focused their efforts on five areas and developed key strategies in each area: arts, civic engagement, health and well-being, Judaism, and the inclusion of people with disabilities. The Foundations' vision is "to actively participate with others who are dedicated to creating communities that are just, caring and respectful – communities in which all people have opportunities to reach their highest aspirations."

Neal H. Mayerson, Ph.D.

Manuel D. & Rhoda MAYERSON FOUNDATION

"Giving is a habit that some people are privileged to be taught and others are not so privileged." This is an observation my father expressed many years ago that led our Foundation to focus efforts on providing opportunities for young people to experience the rewards of giving. As our activities in this arena evolved we became aware of the synergy of integrating giving with learning – what has become known as "service-learning". Learning that is contextualized in compelling real life stories makes a deeper impression. And, giving that is informed with knowledge of the contextual issues becomes more meaningful and compassionate.

Expressing this interest sparked a camaraderie in my first discussion with President Votruba. In that meeting we covered a lot of ground in introducing ourselves to one another, but it was this topic that created a harmonic resonance of spirit. Upon finishing our lunch we went our separate ways and little did I know that Dr. Votruba would spend a good part of the next year formulating a program that would become an expression of our shared value. Such follow-through is rare to find. So, it was with utter delight that our Foundation embraced the idea of the student philanthropy program. Since that time, about 10 years ago, NKU has been an exemplary partner, and we are very grateful for that.

We have taken care to collect data over the years to see the degree to which the benefits that we envisioned accruing to student, faculty, and non-profit participants really were occurring. Based on our experience over the years and the data we have collected we believe that this program indeed produces a number of benefits that make it well worth our investment of time and money, as well as investment from others. The program is highly replicable, and it has been our hope that we would reach a point at which we could help others interested in replicating our program. We have always envisioned a time when many campuses around the country would have like-kind programs supported by alumni and local philanthropists. Already there are more than a dozen campuses that have moved down this road of student philanthropy and so the vision is building into reality. Imagine a time when most or all college students have had first hand, personalized experiences with the plights and aspirations of others who they otherwise may have never come to know except through the biased lenses of media reports. Imagine a more humanized graduating class going forth and becoming the citizens of tomorrow who will determine public policy and offer the critical support to the profound work of non-profit organizations addressing the needs of so many. We see the expansion of this program as a meaningful and innovative strategy for improving the lives of many.

Over the course of these past 10 years of nurturing and developing this program we have, as a matter of course, learned a lot. This manual aims to help others interested in replicating the program. It represents an evolution of best practices built by the dedicated and talented staff and leadership at NKU. We hope that the publication of this manual will help this program grow onto many campuses around the country. And, we invite any interested parties to feel free to contact us and the program leadership at NKU to learn more.
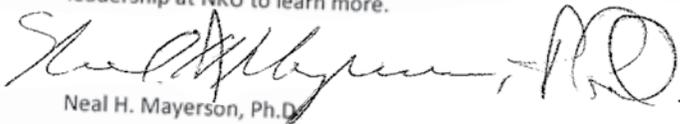
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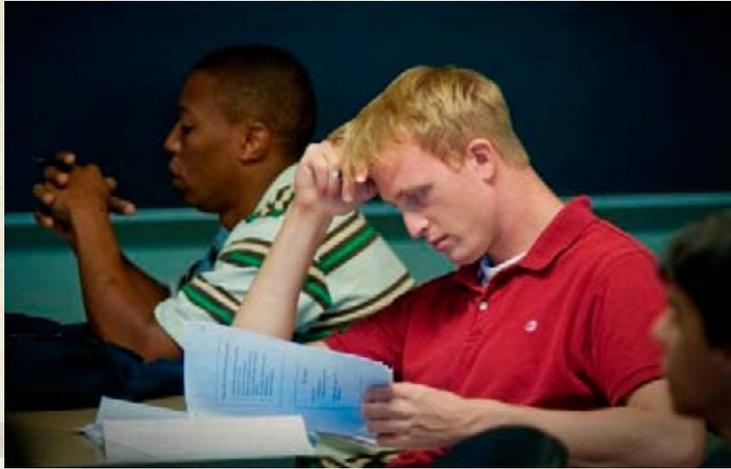
NKU PHOTO

At NKU and at an increasing number of universities in America, student philanthropy is an academic activity that starts in the classroom and stretches into the community.

SECTION TWO

A "HOW TO" GUIDE

"What did I like best about the class? It was hands-on learning. We were able to see what we learned in class applied in a real-world setting."

—NKU Mayerson Student Philanthropy Project student

Contents

Getting started: A checklist

✓ **Secure funding:** No less than $1,000 per class or select a model that doesn't require funds. (See the indirect model described in this section.)

✓ **Find a class where student philanthropy fits:** Be open-minded; it fits across disciplines.

✓ **Consult a guide to service learning:** Student philanthropy works best when service learning pedagogy is applied. Learn and Serve America's National Service-Learning Clearinghouse is an excellent resource (www.servicelearning.org).

✓ **Contact a mentor:** On your campus or elsewhere, faculty who have taught student philanthropy are generally anxious to share their experiences with you.

✓ **Revise your syllabus:** This handbook includes sample syllabi (pages 31-35) to help you tailor your syllabus to student philanthropy.

✓ **Consider you selection methods:** How the students select the "winning" nonprofits can vary, but a typical process involves a class discussion and a scoring matrix. Samples are included on pages 43-44.

✓ **Get familiar with your community's nonprofits organizations:** United Way, Guidestar and other resources can help you get a sense of the nonprofits in your town or region. Many states produce an annual report on nonprofits that you can find online.

✓ **Begin planning your celebration:** An awards ceremony where students present checks to the nonprofits provides an excellent way to celebrate the semester's learning and invite the community to see what your students have done.

✓ **Prepare your assessment tools:** Student philanthropy lends itself readily to assessment, and this handbook includes sample tools (pages 49-54).

✓ **Keep this handbook at the ready:** And remember to customize it. It's made to fit into a notebook and you can add current research, articles and your own reflections to your notebook.

Getting structure: A checklist

Student philanthropy was virtually unheard of when NKU launched its first classes in the fall semester of 2000. Much of what NKU did in those early years was inventive and untested. But from the start, NKU was careful to put some practices in place to assure success and continuous improvement:

✓ **Routine assessment:** Feedback is collected from faculty, students and nonprofits and used to guide program revisions.

✓ **Pedagogy:** The principles of service learning are used, including reflection and celebration components.

✓ **Professional guidance:** A faculty coordinator is selected so that professional mentoring and collegial dialogue is always available.

✓ **Scholarship:** Presentation of case studies and research by our faculty at conferences and publications in peer-reviewed journals is encouraged and supported.

Student philanthropy models

Two models of student philanthropy have been used at Northern Kentucky University, and each has its benefits.

One is the traditional – or original – approach, as it is the one that has been used since NKU launched the Mayerson Student Philanthropy Project in 2000. It provides a certain amount of funds to a number of classes each semester and then students decide which nonprofits receive funding. This model is known as "direct giving" since students have the responsibility of making decisions that directly impact the funding of nonprofits.

In 2007, NKU added a second approach to student philanthropy, the "indirect giving" model. This model partners a class with a corporation or foundation in the "real world." Students evaluate grant proposals and then make nonbinding recommendations to the corporation or foundation. Two large employers in Northern Kentucky (financial services conglomerate, Citi, and Toyota Motor Engineering & Manufacturing North America) have partnered with NKU on this model.

This section discusses each of these models in detail, and introduces a third option.

DIRECT GIVING

The direct giving model allots funds (as little as $1,000; as much as $4,500) to a number of classes. Generally the students research social needs and nonprofit organizations and then invite a number of nonprofits to apply for grants through a Request for Proposal (RFP) process. Students evaluate the applications or proposals and make collective decisions about which ones to fund and which ones not to fund. At NKU, the Scripps Howard Center for Civic Engagement and the University Development Office raise funds from corporations, foundations and other donors, and in turn, provide those funds to the classes selected for the direct giving model.

Some direct model efforts across the nation are created and managed at the institutional level. But in other cases, individual professors have taken the initiative to add student philanthropy to their own classes, including raising the funds themselves and even putting up their own money. The direct model also has been incorporated on some campuses into special student clubs, boards or other organizations. For more information on the variety of uses of the direct model, see the entry on "Student philanthropy nationally" (pages 18-19).

INDIRECT GIVING

This model's concept of partnering a class with a real corporate or foundation board turns the class into sort of an advisory board that recommends programs or projects for funding. As part of the class, students review and evaluate real applications in preparation for a presentation to the corporate or foundation board. Ultimately, the board – not the students – makes the final funding decision.

The model has some advantages:

- The university or professor does not need to raise money, as the funds for grants are supplied by a corporation or foundation.

- Students work with a corporation or foundation on grant-making in the real world, which gives them insight on both grant-seeking and grant-making.

- The corporation or foundation receives evaluations of grant proposals by students, based on their research and site visits. This input may provide the board members and staff with valuable information and insight, and it may save them some time and energy in their own review of the proposals.

- In addition, working with students may bring some sense of satisfaction to corporation or foundation board members because they are helping to nurture

a stronger sense of philanthropy and stewardship among young adults in their region. They are nurturing future philanthropists.

The potential disadvantages of the indirect giving model, relative to the direct giving model, include the following:

• The university or professor needs to communicate and coordinate with another community partner — the corporation or foundation — that takes time and energy.

• Students have less influence on the funding decisions because they are making recommendations and not final decisions. With indirect giving, the board's final decisions can align with the students' recommendations, they can completely go against the students' recommendations, or they can be somewhere in between. With direct giving, the students make the final decisions related to the granting of funds.

• The corporation or foundation needs to make plans to work with the class, which takes time and energy.

A THIRD APPROACH

Philanthropists often speak of giving time, talent and treasure. Most student philanthropy programs focus on treasure, but activity and opportunity abound in the other two areas.

Talent: Classes not only give funds, but sometimes offer information, ideas and services. A marketing strategy may be delivered by a marketing class, a home page by a web design class or narrative for a grant proposal by an English class. Because these applied learning opportunities engage students in the curriculum and enthuse them, these partnerships are a win-win for the class and the nonprofit.

Time: Some student philanthropy programs (the Ohio-Kentucky-Michigan Campus Compact's Pay It Forward program among them) require student volunteer hours. In other programs that don't require volunteer hours, end-of-semester evaluations consistently find that students have a heightened intention to volunteer.

One creative model for student philanthropy puts even more emphasis on time and talent. It involves creating a volunteer bank by working with campus organizations. For example, 50 students from five organizations on campus might offer five volunteer hours each, creating a volunteer bank of 250 hours. Then a student philanthropy class can "invest" this time and talent with a nonprofit selected by the class, using evaluation techniques similar to those used to assess the traditional philanthropy model that invests money or "treasure." The advantage of this model is that it can be done with little or no funding.

STUDENT PHILANTHROPY'S I-FACTORS

• **Identify** a need in the community. This can be done with census data, media reports, field research or guest speakers.
• **Investigate** which nonprofits are addressing the need or needs, and which ones are most effective. Online research is a starting point. Guest speakers from groups that know the community's nonprofit landscape can provide a good overview. Site visits to nonprofit agencies are insightful.
• **Invest** time, treasure and talent. Money (treasure) helps, but students also can volunteer time at the nonprofits they identify. A class might add value to its gift by providing tal-

ent; that is, by applying what's learned in the class to benefit the nonprofit. A web design class might critique the nonprofit's website; a marketing class might develop a marketing brochure; a history class might help a museum with research for an exhibit.
• **Incorporate** the learning goals of the course. Student philanthropy is, in the end, a teaching strategy designed to amplify the curriculum. That's what distinguishes it from co-curricular activities, such as a volunteer day.
• **"I can make a difference"** is a lesson student philanthropy teaches especially well. Students see firsthand that their efforts matter.

Learn-by-giving classes drew Chronicle of Philanthropy's eye

In May 2007, the Chronicle of Philanthropy – the leading journal in the field of nonprofit issues and current events – profiled the emerging interest in student philanthropy on college campuses, including Northern Kentucky University.

Written by Jennifer C. Berkshire and headlined "Guiding Future Philanthropists," the story described a popular new class, "Economics of Philanthropy and the Non-profit Sector," at the University of Mary Washington in Fredericksburg, Va.

"The course," Ms. Berkshire wrote, "is one of several scattered at colleges and universities across the country, many of them supported by family foundations that seek to foster a culture of giving among young people."

Here is an excerpt about the efforts in Cincinnati and Northern Kentucky:

At Xavier University, in Cincinnati, students who sign up for courses on subjects like theology, biology, or accounting, are increasingly likely to find philanthropy on the syllabus.

"The idea was to reach people who wouldn't otherwise think about philanthropy or community engagement," says Eugene Beaupre, who oversees the university's five-year-old philanthropy program. "Students who walk into these classes don't know that there's a philanthropy component."

Faculty members who participate in the program must integrate a philanthropic component into the core of their courses' missions.

A class on environmental biology, for example, might include a search for — and a donation to — environmental-advocacy groups in the Cincinnati area. Students enrolled in a course on computer networking might help local nonprofit groups install and make use of new technology.

Participating faculty members receive $1,000 to compensate them for their extra effort, while the four courses chosen by the university each semester are supplied with $4,000 to give away. So far, says Mr.

Beaupre, the program has donated more than $75,000 to local charities….

The Xavier program, and the money behind it, came to the university via Roger F. Grein, a local philanthropist and successful accountant who made his fortune investing in the stock market and gives between $500,000 and $700,000 to charity each year.

In addition to supporting courses at Xavier, Mr. Grein provides money to allow students in courses at two other Ohio institutions — Chatfield College, in St. Martin, and Wilmington College — as well as at Loyola University Chicago, to participate in grant making. His goal is to see the program spread across the country.

"I'll consider any university," says Mr. Grein. "Potentially it can work anywhere. It's just a matter of finding a structure and finding the charities."

> *"The idea was to reach people who wouldn't otherwise think about philanthropy or community engagement. Students who walk into these classes don't know that there's a philanthropy component."*
>
> —Eugene Beaupre
> Xavier University

While Mr. Grein is now a self-proclaimed evangelist for the idea of teaching philanthropy at universities, he admits that he didn't invent the concept, but instead followed the lead of an effort at Northern Kentucky University.

That project, paid for by the Manuel D. and Rhoda Mayerson Foundation, in Cincinnati, began in 1999 with a conversation between Neal Mayerson, the foundation's president and the son of its creators, and James Votruba, who had recently become president of Northern Kentucky University, says Breta Cooper, the foundation's executive vice president.

Since that initial brainstorming session, the Mayerson Student Philanthropy Project has endowed five to seven courses each semester with $4,000 each for students to give away, totaling nearly $200,000.

The Mayerson Foundation, which supports arts, civic engagement, and education projects, also provides additional money for faculty training and administrative costs.

"From our perspective this was money that we were giving away in the community anyway," says Ms. Cooper. "To have it funneled through young people who might give money away in the future means that we're getting so much more out of those dollars."

She notes that survey data collected three years after students complete the courses indicate that the philanthropy training is making a difference. "Three years out, 80 percent of the students are telling us that they've made a donation to a nonprofit since taking the class," says Ms. Cooper. "A third of them tell us that they're thinking about pursuing careers in the nonprofit sector."

NKU PHOTO

NKU's campus is in Highland Heights, Ky., a 10-minute drive from downtown Cincinnati. The northern Kentucky suburbs are located in three core counties – Boone, Campbell and Kenton –that lie just cross the Ohio River from the city, and together have a population of about 350,000. The Greater Cincinnati MSA has about 2.1 million people.

Student philanthropy nationally

Student philanthropy is gaining acceptance at other colleges and universities in the United States. A 2009 study by Northern Kentucky University researchers, Dr. Julie Olberding and Jennifer Millisor, identified more than 40 student philanthropy programs or courses at higher education institutions.

The study found some evidence of expansion and diffusion of student philanthropy efforts. A survey of a dozen student philanthropy efforts found that most of them have plans to expand. Most of them also indicated that they have been contacted by other colleges and universities interested in starting a new student philanthropy program or course.

A number of institutions have created **course-based student philanthropy**. Here are some examples:

ARIZONA STATE UNIVERSITY

A new graduate degree program in non-profit studies began offering a course in Spring 2007 called Theory and Practice of Philanthropy. The students made site visits, prepared cases for support, and ultimately awarded $10,000 to a nonprofit organization in Phoenix (Palka, D., 2007).

UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

The Carolina Center for Public Service at UNC-Chapel Hill developed a one-credit class for undergraduate students called Promoting Change Through the Nonprofit Sector. A website description of the class says, "This one credit hour course is designed to offer undergraduate students an opportunity to learn about the nonprofit sector and to promote change in local communities by working together to fundraise, design grant award criteria, solicit grant proposals and decide on recipient nonprofit agencies" (UNC-Chapel Hill, 2007, Public Service Scholars section). Each semester, about

eight to 15 students are selected, based on their applications, with preference for enrollment given to students in the university's Public Service Scholars program.

Other universities have established student philanthropy in an **extracurricular student club or council**. Generally, these clubs or councils involve a mix of students representing a variety of academic disciplines and levels (i.e., freshmen, sophomores, juniors, and seniors). Interested students compete for a limited number of positions on the student philanthropy council or club through an application and interview process.

MIDLAND COLLEGE

This Texas college has developed the Students In Philanthropy (SIP) club to teach "the importance of philanthropy and the role of nonprofit organizations in the community" (Midland College, 2007, student life/clubs/SIP). Students in the club raise funds, award grants to nonprofits, and "gain leadership and stewardship training through a structured program designed to educate, support and promote philanthropic leadership in the community" (Midland College, 2007, student life/clubs/SIP). Each year, up to 25 students are selected through an application and interview process. The selected students participate in the club's activities for a full academic year, and attend weekly meetings designed to enhance their knowledge of the nonprofit and philanthropic communities.

COLGATE UNIVERSITY

The Upstate Institute at Colgate University in Hamilton, New York, initiated the Student Philanthropy Council (SPC). "During the fall semester, experts in these fields lead seminars to guide the SPC in its efforts. In the winter, the SPC designs, solicits and evaluates proposals from regional nonprofits, and reaches group consensus on which will receive funding. In the spring, the

SPC disburses a total of $10,000 in grants to support regional nonprofit organizations" (Upstate Institute, 2007, home page + philanthropy council). Sophomores and juniors can apply for the council and, through a competitive process, 10 to 12 are selected to serve. The Student Philanthropy Council was funded with $50,000 from the Brennan Family Foundation, which is enough to hold five seminars through 2011.

In addition, there is one **national student philanthropy program** and one **three-state consortium** that we want to highlight:

STUDENTS4GIVING

Students4Giving was created through a partnership between Campus Compact – a national coalition of more than 1,000 college and university presidents dedicated to service learning and civic engagement – and the Fidelity Charitable Gift Fund – an independent public charity with a mission of furthering the American tradition of philanthropy. Through the Students4Giving program, students manage the philanthropic process, participating in both the fundraising and grant-making dimensions. They create a charitable mission statement, research community issues, assess the ability of nonprofit organizations to address these issues, and learn to manage charitable funds to achieve philanthropic

goals. The focus of Students4Giving is on sustainability – both financial and structural – of nonprofit organizations by teaching students about a variety of tools and strategies to create sustainable funding. The program also aims to create and support an infrastructure at colleges and universities dedicated to education related to the nonprofit sector.

PAY IT FORWARD

Pay It Forward was launched in late 2009 by the Kentucky Campus Compact, the Ohio Campus Compact and the Michigan Campus Compact. It seeks to fund 162 student philanthropy classes over three years and distribute some $1.4 million.

Pay It Forward is patterned after NKU's model, but has some added components, including mandatory volunteering (15 hours) by all students. NKU is a Pay It Forward participant school, and Pay It Forward's vision aligns with NKU's goals for student philanthropy: "The Pay it Forward grant will help develop a new generation of philanthropists through a course-based service-learning environment by engaging college students in hands on philanthropy, grant-making, and volunteer service while providing community nonprofits with much needed assistance in the current deflated economic environment."

UNIVERSITIES WITH STUDENT PHILANTHROPY EFFORTS

Arizona State University	Laney College	Thomas More College
Binghamton University	Lesley University	University of Cincinnati
Boston University	Loyola University	University of Kentucky
California State University at Fresno	Mercy College of Northwest Ohio	University of Mary Washington
Chatfield College	Mount Union College	University of North Carolina at Charlotte
Colgate University	Mount Saint Joseph College	University of Pennsylvania
Cornell University	Northeastern University	University of Pittsburgh
Davidson College	Northern Kentucky University	University of Virginia
Defiance College	Northwest Missouri State University	University of North Carolina at Chapel Hill
DePaul University	Notre Dame de Namur University	University of Nebraska Omaha
George Washington University	Otterbein University	University of Oregon
Grand Valley State University	Portland Community College	Western Michigan University
Grove City College	Providence College	Whitworth University
Indiana University	Stanford University	Wilmington College
		Xavier University

NKU students visited Elementz Hip-Hop Studio, a youth arts, dance and music studio in downtown Cincinnati and a 2005 student philanthropy grant recipient. Site visits give students a chance to evaluate nonprofit agencies firsthand.

NKU PHOTO

SECTION THREE

VOICES FROM THE TRENCHES

"The philanthropy project has resulted in some of the best writing I have received from students…. As my students determine which agencies to invest in, they become invested in their own learning, and that kind of investment offers only positive returns for their writing skills."

—Dr. Jonathan S. Cullick, NKU Department of English

Contents

INTRO

This section of the handbook provides a variety of voices from people involved in Northern Kentucky University's Mayerson Student Philanthropy Project. The opening essay is by Dr. Jonathan S. Cullick, the chair of NKU's Department of English. The essay offers a clear example of how student philanthropy is woven into a course and serves to enhance what's being taught. Scratch the surface of Dr. Cullick's use of student philanthropy and you'll see more than just grant making. You'll see powerful, purposeful teaching.

Subsequent observations represent the comments of other faculty members, followed by student comments gleaned from end-of-the-course surveys. This section closes with some examples of how student investments were used by recipient nonprofit agencies.

One professor's experience

TEACHING FIRST-YEAR COMPOSITION THROUGH STUDENT PHILANTHROPY: POSITIVE RETURNS

by Dr. Jonathan S. Cullick, chair, NKU Department of English

Dr. Jonathan S. Cullick

"Imagine you have $4,000 you can use to do something good for someone else. What would you do?" I pose this question to my students on the first day of my first-year writing course. They free-write responses, share their ideas in small groups, and read or present their responses to the class. Students might say they would use the money to help their parents pay some bills, or to help a sick family member, a neighbor who needs financial assistance, or their local church.

After students contribute their answers to the $4,000 question, I announce that this imaginary situation is real. As a class, we actually have this money to invest in our community.

The course is designed to help students improve writing skills by learning about their communities. They work independently and in groups to identify community needs, research local agencies, evaluate applications from agencies, award grants, and write reports. They visit one agency and interview the administrator. In a researched, persuasive essay, they try to convince their peers to invest some or all of the funds in the nonprofit organizations of their choice. At the end of the semester, they participate in a ceremony to award checks to the agencies they have selected to invest in. As I explain to the class, "The goal of this course is to help you to improve your writing skills by giving you something very important to write about. With your writing, you have the opportunity to help others make changes in their lives."

I prefer to teach the course as a first-year writing course, because incoming freshmen are especially open to the experience. When taught at the 101 level, the course is set up like any other first-year writing course. It presents writing assignments that help students make the transition from personal, experiential writing to writing that is text-based and audience-based. Students write personal narratives, reports incorporating sources, profiles based on interviews, critical responses to given texts, and persuasive, research-based position papers. The difference from other courses is that students in the philanthropy program accomplish all of these research and writing projects in the context of community engagement.

GETTING STARTED

The initial writing project is an Engagement Autobiography, a personal narrative that asks students to reflect upon their own community involvement and consider when they or their families have received assistance. In this context, assistance need not be governmental, organizational, or from any other official source; it can be defined in small ways, such as an extended family member helping with babysitting or a neighbor helping with a house repair. The purpose is to guide students to reflect upon our culture's symbolic valuation of self-sufficiency and individualism over community action.

The second writing project is Community-Based Research. The assignment is to write an essay describing a problem in the Greater Cincinnati or Northern Kentucky areas, addressing these questions: What is one major problem in our region? What is the extent of the problem? What are some examples of that problem? What organizations are doing something to resolve this problem? The students' task is to find out what people in our community need and to let others in the class know about these problems. This assignment introduces them to research in the form of major metropolitan newspapers and small community publications. A second source is a database of nonprofit organizations in our area. Finally, the students are reminded that they are sources. They may use any experiences and observations from their lives, schools, homes, churches, or other communities they belong to.

"The goal of this course is to help you to improve your writing skills by giving you something very important to write about. With your writing, you have the opportunity to help others make changes in their lives."

—Dr. Jonathan S. Cullick

The project often works in a class by students organizing themselves according to similar interests, in groups we call "community boards." The first two writing projects I have just described help students discover what needs they might be most interested in addressing. For example, one student of mine, whom I will call Kerrie, wrote her engagement autobiography about her own encounter with the drug addiction of a friend. She wrote her second paper, community-based research, about drug addiction in the Northern Kentucky area, in which she researched the extent of the problem and agencies that are trying to address it. When the time came to form community boards, she was able to group herself with other students who share an interest in addressing drug addiction.

AGENCY VISITS

The third major writing project is the Agency Profile Report. The students are directed to visit an agency with members of their community boards, interview one agency representative in person, and write a report describing the agency to the other members of the class. Students prepare for the interviews by brainstorming questions and practicing note-taking skills. Because students must schedule the interviews, I provide them with a letter of introduction, and we even practice making the telephone calls in class. In this part of the process, Kerrie contacted and visited an agency that offers treatment to drug-addicted adolescents.

Most agencies enthusiastically work with students like Kerrie, as they see the philanthropy project not only as a source of funding, but also as a teaching opportunity to inform future college graduates about the accomplishments and future needs of their organization. During the interviews, students may present the agency representatives with "Request for Proposal" forms, which the agencies may submit. My entire class collaborates in one big writing workshop to create these forms. They are, in effect, creating a writing

assignment for the agencies. One student sits at the front of the classroom drafting the form on the instructor's computer as the entire class participates in suggesting questions and revisions to add to the form. Because the stakes are so high, students take this process very seriously, and I am always in the position of a facilitator, stepping back and observing the process unfold, as students make suggestions, agree and disagree with each other, and ask each other for clarification in the way they construct their questions.

D-DAY

When we receive the agencies' completed forms, the funding requests become the objects of collaborative critical response. My class carefully reads and discusses the submissions, evaluating the merits of each request. Again, students take this process very seriously, and it is rewarding to me as a teacher to watch them exercise critical reading skills with great motivation.

The community boards decide which agencies to consider further as finalists, and it is those agencies that they invite to visit campus and give a presentation to our class. My students respond to each agency's presentation in writing to articulate what they have learned about the agency and to assess their own inclination to offer the agency funding. This is the part of the project where my model student, Kerrie, invited the adolescent addiction treatment program to submit a funding request and visit our classroom so she can inform her classmates about the good work this organization is doing.

Throughout the course, the students' audience is their classmates; they are writing to inform each other about community needs and agencies. In the final project of the course, the Funding Proposal Argument, again the students' audience is the class itself. Now the task is to answer this question: Which agency that we have considered most deserves funding today and in years to come?

The purpose of the essay is to inform and persuade, using a variety of sources: newspaper and magazine articles about the issue or problem the agency addresses; informational and advocacy web sites; and the agency's funding request, interview, class presentation, web site, and other published materials such as brochures. Students present their drafts in a class workshop. This is the point in the project when Kerrie presented her case to the class to fund the drug treatment agency. In the workshop, the content of Kerrie's argument and her execution of that argument become unified; she must write the paper effectively not simply for a grade, but for the purpose of convincing a real audience to engage in real action.

The philanthropy project has resulted in some the best writing I have received from students, who respond with solidly logical, passionately emotional, and ethically sensitive appeals to their audience. The student writers are aware that what they write about and how effectively they write about it will have a tangible effect beyond their grades. As my students determine which agencies to invest in, they become invested in their own learning, and that kind of investment offers only positive returns for their writing skills.

NKU PHOTO

Some 2,000 NKU students have taken Mayerson classes during the program's first decade.

More faculty observations

Each semester, NKU faculty members are asked to complete an evaluation and reflection form for the Mayerson Student Philanthropy Project. Here are some comments from a few of them:

• **Dr. Rebecca Bailey** used student philanthropy as a teaching strategy for the first time in her Introduction to Public History course in Fall 2009. Dr. Bailey said, "It was amazing to realize the full impact of how innovative it was for students to learn about the funding process. It taught them a new perspective and gave them new expectations about the give-and- take of grants. A positive result was the students' real world experiences, which inspired them to give their all. The Mayerson project is currently irreplaceable; the real-world dimension that the experience adds reinforces: (1) the course 'content,' (2) acquisition of skill sets, and (3) networking with community partners. … The learning is so deep, multi-dimensional, and certain to have impact after the class, that I can't fully express how much I appreciated the opportunity."

• **Dr. Kevin Besnoy** has incorporated the Mayerson project into his undergraduate course, Teaching Social Studies in the Early Grades. "For Education, the Mayerson project provided a great blend of philanthropy and real world experience into the learning process," said Dr. Besnoy. He noted that this experience will help future teachers to understand how schools fit into the larger community: "Students were able to analyze eight elementary schools and research the local nonprofit needs that addressed schools' and children's needs. The Mayerson project allowed the students to realize there are others ways to improve school settings beyond the classroom, and that teachers have an impact on a positive school climate."

"For Education, the Mayerson Project provided a great blend of philanthropy and real-world experience into the learning process."

—Dr. Kevin Besnoy
NKU College of Education

• **Dr. Jimmie Manning** used student philanthropy in his Mass Communication Research Methods course. According to Dr. Manning, "The Mayerson project allowed students to be aware of the widespread community problems that existed throughout their research. It added a practical aspect of the research, allowing the students to understand how various community nonprofits were in need and how much the students' help was appreciated." The Mayerson project enhanced his students' interest in the curriculum and their learning of life skills. "Another positive point was the motivation to do good research beyond a grade," said Dr. Manning. "Students learned a lot about interpersonal, organizational and presentational communication."

Student observations

At the end of each semester, students in Mayerson classes at NKU are surveyed. The anonymous comments below are condensed from recent surveys.

AWARENESS OF NEEDS & NONPROFITS

"I learned that there are a lot of kids out there who don't have any of the things I took for granted when I was in school."

"I've learned how many nonprofit organizations there are in this area. I also learned that there are many more needy people than I realized."

"The most significant thing I learned was how far a donation will go. It was amazing that we were able to help so many children in our area. What a humbling experience!"

"I learned that there are more nonprofit organizations that I ever imagined and there are all types of people in need of assistance—it is not limited to one gender, race, religion, or other demographic."

NKU students awarded a Mayerson grant in 2007 to Cinderella's Closet, a small, all-volunteer nonprofit that takes donations of "gently used" prom dresses and gives them to high school girls who might otherwise not have a prom dress.

"I'm impressed by the local organization and the breadth of people they are trying to service and provide for."

BELIEFS & INTENTIONS

"It is amazing how much my opinions have changed since I have started this class…I thought there was no way I would ever volunteer. I thought it would be such an unpleasant thing and it would depress me. However, after serving coffee to homeless people, I realized that it was not at all what I expected. I thought the people would be dirty, smelly and mean. I feel like such an idiot now. I really love going to serve coffee to them and after this class is over, I will keep going."

"When I graduate, I plan to pursue more volunteer opportunities."

"I plan to continue to volunteer and will be more supportive of the causes I see around me."

"I am more motivated to donate my time and money toward charities, as a result of our course."

"It is possible to help, and people are willing to work with you. A small act can go a long way, especially by inspiring others to contribute as well."

INTEREST & LEARNING

"We learned about various organizations and their efforts. Most appreciated, however, was the fact that the money donated will help hungry children."

"It is nice to know you contributed to a valuable organization."

"I most appreciated being able to make a difference."

"I appreciated researching nonprofit groups and feeling that I helped to make a positive decision for the community."

"It gave me a better understanding of the community in which I live and the amount of need existing."

A word from the nonprofits

The nonprofit organizations awarded Mayerson grants are asked to complete a report and evaluation form after the semester ends. Here are some examples of what the nonprofits reported to NKU:

- **The Childhood Food Solutions** used $1,000 from the Mayerson project to support its Winter Break Food Sack program. As a result of this program, about 1,600 elementary students – who would have gone hungry during their winter break from school – received sacks containing nutritional bars, sandwich spreads, cereals and more. Data indicate the percentage of students who meet or exceed standards on the Ohio proficiency test is much higher after a year of their receiving food for non-school days. http://www.childhoodfoodsolutions.org/index.html

- **Neediest Kids of All** allocated funds to schools in order to provide basic necessities such as hats, coats, gloves, shoes, boots, clothing items and eyeglasses. This assistance is organized throughout more than 700 schools and Head Start sites in 17 counties in Northern Kentucky/Greater Cincinnati. http://neediestkidsofall.com/

- **The Family Nurturing Center** used Mayerson funds to support their Child Abuse Education in schools through the Kids on the Block Program. The program is designed to increase public awareness about the problem of child abuse and equip children with the skills to recognize, resist and report child abuse. Funds were used to purchase items for the program, including activity booklets and magnets that provided a tangible reminder of the material, phone numbers for follow-up and a lasting resource for children. Each year the program serves 13,000 to 15,000 people. http://www.familynurture.org/

- **The YWCA of Greater Cincinnati** applied the Mayerson grant to support the Amend Adolescent program, which is a prevention and intervention program for 11- to 18-year-old girls who are on probation for violent offenses and/or are at risk for violent behaviors against family members and peers. The program offers psycho-educational group sessions and utilizes cognitive behavioral techniques to help participants make changes in both their thinking and behavior. In 2009, 33 adolescents participated in this program. http://www.ywca.org/

- **The German Heritage Museum** was awarded a Mayerson grant to sponsor a lecture series and make physical improvements to its building. Regarding the lecture series, Dr. Don Heinrich Tolzmann of the German-American Citizens League said, "The first lecture in January 2010 was a tremendous success and actually to such an extent that we did not have enough chairs for people." Dr. Tolzmann added that the Mayerson project is "a two-way learning experience." He said, "Working with an NKU student was most rewarding and provided us the opportunity to communicate what we are all about. This became the point of departure for valuable discussions on our work with the student, who then shared with us her ideas, views and perspectives." http://www.gacl.org/museum.html

> *"Working with an NKU student was most rewarding and provided us the opportunity to communicate what we are all about."*
>
> —Dr. Don Heinrich Tolzmann, German-American Citizens League

Be Concerned, Inc.

May 23, 2010

Dr. Julie Olberding
Faculty Director
Mayerson Student Philanthropy Project
Northern Kentucky University
Highland Heights, Ky.

Dear Julie,

Many thanks to the Mayerson Student Philanthropy Project for your recent grant of $2,000 to Be Concerned.

We are most grateful for the grant – the money will be spent on our free pantry program, which is currently helping about 800 families a month.

But we think just as important to us is the consciousness-raising that the program provided for students in Molly Blenk's race and gender class. Many of those students had never heard of Be Concerned before they began their investigation and deliberation leading up to their decision on the grant. Now most of them are familiar with our organization and some have become believers in the work we do.

Be Concerned has received MSPP grants in the past, but our experience with Molly's class reaffirmed our belief in the genius of the program and its ongoing value.

It was great to renew acquaintances with you at the awards program. Thanks again for your work on the Mayerson Student Philanthropy Project.

Sincerely,

Paul Gottbrath
Director

cc: Mark Neikirk
    Director
    Scripps Howard Center for Civic Engagement,

NKU PHOTO

NKU President James C. Votruba congratulates an NKU graduate at commencement.

SECTION FOUR

CLASSROOM TOOLS

"We want our students to graduate and excel in their disciplines, whether they have studied music or math, biology or business. But we also want to educate them to excel at stewardship."

—NKU President James C. Votruba

Contents

Suggested timeline

This schedule is based on a 16-week semester for NKU's Mayerson Student Philanthropy Project. It could be adjusted for a quarter (10 weeks), a half-semester (eight weeks) or some other term. It is probably best to develop the timeline from the end with the awards ceremony and then work back to determine the date for the checks to be processed and so on.

WEEKS 1-3

- Each faculty member submits the course syllabus to the Scripps Howard Center for Civic Engagement.

- A representative of the Scripps Howard Center administers a pretest survey to all students in Mayerson courses. (There is a sample survey instrument in this handbook.)

- The faculty member or students identify a social need or needs that connect to the learning outcome of the course.

- Depending on the size of the class, the faculty member may organize the class into "community boards," each consisting of 5 to 11 students.

- Each class generates a list of nonprofit organizations that meet the identified community need. There are three ways to accomplish this:

  1. the faculty member may offer a list of nonprofit organizations for students to consider;

  2. individual students or student community boards may do their own research to find nonprofits; or

  3. some combination of the two.

- Faculty may send the initial contact letter to the identified nonprofits to introduce them to the Mayerson project and the class. (There is a sample initial contact letter in this handbook.)

WEEKS 4-6

- Students begin their research by visiting the nonprofit organizations' websites as well as GuideStar (www.guidestar.org), BBB Wise Giving Alliance (www.bbb.org/us/charity/) and other sources.

- Depending on the curriculum and learning outcomes, students may present their findings to the faculty member, community boards and/or the entire class by:

1. writing and submitting a brief written report,

2. preparing and giving an oral report, or

3. some combination of the two.

- Depending on how many nonprofits have been identified, students may need to deliberate and decide which ones to send the Request for Proposal (RFP) letter and application form. (There is a sample RFP letter and application form in this handbook.) The number of nonprofits to send an RFP letter and application can range from as few as three to as many as 12.

- Depending on the curriculum and learning goals, the faculty or students write an RFP letter and application form to those nonprofits. Each nonprofit should be given two weeks to complete the application.

WEEKS 7-8

- The nonprofit organizations complete the grant application form.

WEEKS 9-12

- Students review the grant applications.

- The faculty may want students to narrow the number of nonprofits under consideration. This may be the case if there are a relatively large number of applications at this point, maybe more than six. Some questions that the faculty should consider are:

  1. Will the students do site visits or will nonprofit representatives speak to the entire class?

  2. If so, what is the ideal number of site visits or guest speakers?

  3. Or what are the minimum number and the maximum number?

- Students may conduct site visits of each nonprofit organization, either with their community boards or in groups of two students.

- The faculty member may invite each non-profit organization to send a guest speaker to visit the classroom to:

  1. describe the agency's mission and programs,

  2. explain how they would spend a grant of $1,000 or more, and

  3. conduct a question-and-answer session.

- Students deliberate about which nonprofit organizations to award funds.

WEEKS 13-14

- Students make final decisions about which nonprofit organizations to fund.

- Students or faculty write award letters and declination letters and send them to the appropriate organizations. (There are sample award and declination letters in this handbook.)

- Faculty members provide the Scripps Howard Center with copies of all application forms – funded and unfunded – that were completed and submitted to the class. If the class did not use the application forms, then the faculty must submit the following information on the funded nonprofits in order to process the checks and prepare the program for the Awards Ceremony:

  1. name of contact person at the nonprofit organization and, if different, name of person who will attend the awards ceremony;

  2. the contact person's telephone number and email address;

  3. name of organization, complete address and fax number;

  4. federal tax ID number (nine digits); and

  5. amount of award.

- The Scripps Howard Center submits the information to the university's accounting department in order to get the checks processed.

- The Scripps Howard Center develops and prints programs for the awards ceremony.

WEEK 15

- The awards ceremony is held for all classes involved with the student philanthropy program. Recently, the awards ceremony at NKU has been held on a Tuesday or Thursday from 4 to 6 p.m.

- Faculty and students should arrive about 15 minutes prior to the start of the ceremony and be prepared to welcome representatives of nonprofit organizations.

- At this ceremony, each faculty member gives a brief introduction of his/her students. Then the students introduce the nonprofit organizations – including their mission and key programs – and present checks to them. The students' presentation should be about three minutes in length for each nonprofit; they should practice their presentations beforehand for timing and clarity. A representative of each nonprofit is welcome to speak for a few minutes.

WEEK 16

- A representative of the Scripps Howard Center administers the posttest survey to all students in Mayerson courses. (There is a sample survey instrument in this handbook.)

AFTER THE SEMESTER ENDS

- The Scripps Howard Center sends a survey to all Mayerson faculty members to get their feedback on the program, including their personal experiences with using student philanthropy as a teaching strategy, their observations of how the Mayerson project impacted students, and their suggestions to improve the program. (There is a sample faculty survey instrument in this handbook.)

- About one month after the semester has ended, the Scripps Howard Center sends a report and evaluation form to nonprofit organizations that received a Mayerson grant. The purpose is twofold:

  1. to have the nonprofit report how the grant was spent and its impact on the community

  2. to solicit feedback on the program, including their personal experiences, observations of students' experiences and suggestions to improve the program. (There is a sample nonprofit report and evaluation form in this handbook.)

- Let the student philanthropy program coordinator know of any problems and/or suggested improvements.

- Consider whether your class provided you with a "scholarship of engagement opportunity" to present at a conference and/or write for an academic journal.

Sample syllabi

INDIRECT GIVING ~ SAMPLE SYLLABUS

Resource Acquisition and Management (PAD 621)
Instructor: Julie Cencula Olberding, Ph.D.
Email: olberdingj@nku.edu

COURSE DESCRIPTION

This course is designed to help students gain a more comprehensive understanding of the processes of acquiring and managing financial resources for nonprofit organizations. The study of resource acquisition focuses on the fundamental principles of fundraising, sources of funds, different types of fund raising programs and methods. The study of financial management focuses on the basics of budgeting, accounting and financial reporting for nonprofit organizations.

LEARNING OUTCOMES

Students will:

- learn the various sources of financial resources available to nonprofit organizations;
- comprehend fundamental principles of fundraising, such as the various types of constituent groups, the ladder of effectiveness in fundraising techniques, and the importance of linkage, ability and interest in potential donors;
- become familiar with various programs and methods to acquire funds, such as an annual fund, capital campaign, planned giving, direct mail, the internet and special events;
- learn more about the grant-seeking and grant-making processes;
- understand the basics of resource management, particularly budgeting, accounting and financial reporting; and
- refine their abilities to organize information and ideas and to communicate them effectively.

REQUIRED TEXTS

- Tempel, E.R. (Ed.). (2003). Hank Rosso's Achieving Excellence in Fund Raising (2nd ed.). Jossey-Bass.
- Blazek, J. (2008). Nonprofit Financial Planning Made Easy. Wiley.

ASSESSMENT

Each student's grade in the course will be based on the instructor's assessment of their work on the following assignments:

- First exam: 35 %
- Second exam: 35%
- Mayerson Student Philanthropy Project: 30%
- Total: 100 %

The following is a brief description of each assignment that will be assessed:

- **First exam:** This in-class exam will assess each student's understanding of fundamentals of fund raising, based on material from assigned readings, class discussions and guest speakers during the first half of the course.
- **Second exam:** This take-home exam will assess each student's understanding of financial management based on material from assigned readings, class discussions and guest speakers during the second half of the course.
- **Mayerson Student Philanthropy Project:** In partnership with NKU's Scripps Howard Center for Civic Engagement and Citi in Northern Kentucky, our class will review and evaluate real funding requests by real nonprofit organizations to Citi. Each student will review two or three requests and write an evaluation for each one, based on a sample evaluation. Students should turn in two copies of each evaluation: 1) one for the instructor that is double-spaced and about 10 pages in length, and 2) another for Citi's Community Impact Board that is single-spaced and about five pages in length.
- In addition, the class will need to reach a collective decision in regards to recommendations to Citi about funding the grant proposals. The first step of this decision-making process is actually the written evaluations by individual students. The second step will be done by small groups or "boards" of students that have evaluated the same proposals; each board will discuss the proposals and then make recommendations to the entire class. The third step is for the entire class to discuss the proposals and develop funding recommendations for Citi's Community Impact Board.
- The instructor will evaluate each student's work on the Mayerson project based on the written evaluations of the proposals, participation in class discussions to choose proposals for funding and, if applicable, presentations to Citigroup's board. This work is worth 30 percent of the course grade.

DIRECT GIVING ~ SAMPLE SYLLABUS 1

Race, Gender and Crime (JUS 231)
Instructor: Danielle McDonald, Ph.D.
Email: mcdonaldd1@nku.edu

COURSE DESCRIPTION

Political formulation of race and gender; race and gender issues related to criminality, victimization, prosecution; adjudication, sanctions, and employment within the legal system; antecedents of contemporary practice; prospects for change.

COURSE OBJECTIVES

- Examine the concepts of race, gender, and class and how these factors impact minorities and women involved in the criminal justice system.

- Analyze policies and programs that attempt to alleviate race and gender biases.

- Form an educated opinion on the topics discussed and be able to demonstrate this knowledge through class discussions and written assignments.

REQUIRED TEXT

- Mauer, M. (2006). Race to Incarcerate, 2nd edition. Additional readings on Blackboard under Readings tab.

COURSE REQUIREMENTS

- **The Mayerson Student Philanthropy Project:** This class will be participating in the Mayerson Student Philanthropy Project. More information will be provided in class.

- **Attendance:** It is your responsibility to attend class. If you are experiencing significant health or personal problems please contact me as soon as possible to discuss the situation and to make arrangements.

- **Web assignments (50 points):** You will be given websites that explore race and gender issues along with discussion questions to answer. There will be 6 web assignments throughout the semester. Each web assign-

ment will be worth 10 points each, 2 points for the print out of the home page and 8 points for answering the questions related to the website. You will need to complete 5 of the 6 web assignments; your lowest grade will be dropped. Web assignments will be made available on Blackboard under the assignments tab. Web assignments will be used to assess student learning outcomes 1, 2, and 3.

- **Free writes (50 points):** Throughout the semester you will be encouraged to stop and critically examine a topic through free writes. Free writes will be used to stimulate class discussions. Free writes cannot be made up. Free writes will be worth 5 points each for a total of 50 points and will assess student learning outcomes 1, 2 and 3.

- **Exams (300 points):** There will be FOUR exams throughout the semester. These exams will consist of multiple choice, fill in the blank, and short answer. The first three tests will NOT be comprehensive. They will cover the material presented since the previous exam. The fourth test will be a comprehensive final exam. This final will contain material covered on the first three exams. Each of the four tests will be worth 100 points. The lowest test score will be dropped for a total of 300 points. Therefore, if you take the first three exams and are happy with your grade you will not need to take the final exam. However, if you miss an exam, for any reason, you will be expected to take the final exam. Make-up exams will not be given for any reason. Exams will be used to assess student learning outcomes 1 and 2.

- **Writing assignments (100 points):** You will complete a paper associated with the Mayerson project. The paper will include evaluating 3 organizations to determine which you believe is the most deserving and will be worth 100 points. Further instructions for the paper can be found on blackboard under paper instructions.

DIRECT GIVING ~ SAMPLE SYLLABUS 2

Professional Selling (MKT 310)
Instructor: Doris Shaw, Ph.D.
Email: shawdor@nku.edu

COURSE DESCRIPTION

This course is designed to introduce the art of selling to upper-division students. Theories, as well as practical tools, related to strategies and tactics used in conducting the sales process will be stressed within the confines of today's business environment. Different learning methods will be utilized including traditional lectures, experiential and service learning, role-play exercises, along with various oral and written assignments.

COURSE OBJECTIVES

The primary objectives of this course are four-fold:

- To provide students with a theoretical foundation—the fundamentals—for understanding all major aspects of selling;

- To foster development of practical selling skills, involving oral and written communications, creative and adaptive thinking, relationship development, and the like;

- To develop a specific plan/project applying selling concepts and strategies to help non-profit organizations (NPO) in our community; and ,

- To assist students in determining their level of interest in sales as a possible career alternative To provide students with a theoretical foundation—the fundamentals—for understanding all major aspects of sales management.

EVALUATION CRITERIA

Student evaluation will be based on the following:

- There will be three non-comprehensive exams (100 point each). Each exam will consist of multiple choice and/or short answer questions. Any information covered in lectures, handouts, assigned readings, and class discussions may appear on the exam. Any student arriving more than ten minutes after the designated start time for an exam will forfeit their right to take it and receive zero points. Additionally, no provision is made for make-up exams unless prearranged with me BEFORE the scheduled exam time. Make-up exams are given at the discretion/convenience of the instructor.

- Each student is required to work on a sales team. Each team member is responsible for obtaining a nonprofit sales lead and providing a written proposal of their needs that must be submitted for consideration for the Mayerson funds (75 points). All leads obtained must fall within market opportunity guidelines established by each group's sales manager. Proposals will be subjected to an evaluation process (each student will receive up to 25 points for evaluating another student's proposal), and one proposal from each sales team will be selected for a formal sales presentation in front of a buying committee (the class). The goal here is to simulate the overall sales process and competitive nature of the buy/sell environment. Oral presentations by sales teams (50 points) regarding the distribution of Mayerson funds will take place in April. Evaluation criteria for both oral and written assignments will be posted on blackboard.

- Each student will be required to work on a team to complete role-play assignments (50 points) that apply sales concepts. These assignments, involving cold calling and needs assessments, will take place toward the end of the semester when you have a better and broader understanding of the profession. Details will be provided right before the third exam.

- The remaining portion of your grade (50 points) comes from completing two critical thinking assignments based on service learning methodology (20 points) and participating in class activities and discussions, such as in-class sales team meetings (30 points). Failing to attend class reduces your opportunity to participate relative to your classmates and thus is likely to reduce your participation points. You DO NOT have the opportunity to make up in-class activity points you have lost due to absence.

> *Each student is required to work on a sales team. Each team member is responsible for obtaining a nonprofit sales lead and providing a written proposal.*

DIRECT GIVING ~ SAMPLE SYLLABUS 3

Environmental Science Seminar (ENV 400)
Instructor: Rebecca L. Kelley, Ph.D.
Email: kelleyr1@nku.edu

COURSE DESCRIPTION AND OBJECTIVE

A seminar is defined as a meeting of advanced students who exchange ideas and engage in in-depth study of problems within their field. The objective of this one credit hour seminar is to encourage students to think in depth about the most pressing environmental issues on the planet.

STUDENT LEARNING OUTCOMES

Students will:

- gain a comprehensive understanding of the interconnectedness of the living and non-living world around them;
- study the relationships between environmental problems and politics and social issues;
- study the future outlook of the human population and our resources; and
- review options for solving our environmental dilemmas.

REQUIRED TEXTS

- Pilkey, O.H., & Linda Pilkey-Jarvis. (2006). Useless arithmetic: Why environmental scientists can't predict the future. Columbia University Press.
- The World Watch Institute. (2009). State of the World: Into a Warming World. W.W. Norton & Company.

STUDENT LEARNING ASSESSMENT

- This is a student participation course. No exams or quizzes will be given. Students will be given a letter grade based on their class attendance, selection and presentation of weekly discussion topics, and participation in the weekly discussion meetings.

- This course will also include a Mayerson Student Philanthropy Project for which the class will have $2,000 to invest in local nonprofit environmental organizations. Three class periods have been dedicated to working as a class to discuss the details and impact of identified organizations, conduct further research and make decisions about which organization(s) to support. The minimum award the class can give an organization is $1,000. Thus, $1,000 can be awarded to each of two nonprofits or $2,000 to one. The class will be required to raise extra funds to add to the $2,000 we have to give. This fund raising should occur on-campus and be consistent with the "Give A Buck" program. Specific details, options and opportunities will be provided in class.

- **Attendance** (2 points per class period): 30
- **Presentation of discussion questions:** 15
- **Research and contribution to the MSPP:** 15
- **Participation in fund raising:** 15
- **Total** – 75 Point Distribution

NKU, home of the Norse, is a relatively young university. It was founded in 1968. But it is growing fast, and now has over 15,000 students.

NKU PHOTO

DIRECT GIVING ~ SAMPLE SYLLABUS 4

Mass Communication Research Methods (JOU 492)
Instructor: Jimmie Manning, Ph.D.
E-mail: manningj1@nku.edu

COURSE DESCRIPTION

Methods of conducting, interpreting, and reporting research relating to mass communications, mass media, public relations, and advertising.

TEXTS

- Reagan, J. (2006). Applied Research Methods for Mass Communicators. Spokane, WA: Marquette.

- Research articles available from Steely Library website (as needed for class projects and research).

COURSE GOALS/MEASURABLE LEARNING OBJECTIVES

- To analyze and consider a variety of methods and theories related to mass communication research and whether these methods or theories are valid and/or reliable in a given context and with a given population.

- To understand where and how research regarding mass communication can be located and/or published outside of the professional realm

- To assess how mass communication research methods may be useful to a chosen career.

- To cultivate academic journal literacy.

- To practice the development and execution of mass communication research, demonstrated through participation in designing and executing a class research project.

- To develop the collaborative and contributive skills needed to work as part of a research team.

THE MAYERSON STUDENT PHILANTHROPY PROJECT

The Mayerson Project has granted our class $2,000 to donate to nonprofit organizations in the Northern Kentucky/Greater Cincinnati region. Over the course of the semester, you will research nonprofit organizations that need help in offering services relevant to the lives of Northern Kentucky/Greater Cincinnati's residents. Then, each board will solicit applications from organizations, evaluate applications, and select an organization (or organizations) and award a grant of up to $2,000. Additionally, the group responsible for shepherding this process may choose to fundraise so that additional funds can be awarded.

ATTENDANCE AND PARTICIPATION

(100 points total, or 10%)

Your Class Participation grade will be based on a combination of your (a) attendance, (b) in-class involvement, and (c) class citizenship, as described below:

(a) Attendance: After ONE absence, your Class Participation score will be affected as follows:

- **2 absences:** Highest possible Class Participation score will be 80

- **3 absences:** Highest possible Class Participation score will be 50

- **4 absences:** Class Participation score will be 0

- **5 or more absences for ANY reason:** Fail the course

(b) In-class involvement: Your contributions to class discussions are vital. I want to hear your comments, questions, and examples. Because this is a course that calls for lots of discussion, if I never hear your voice in class unless I call on you your highest possible Class Participation grade will be 50. I sincerely value dissenting opinions about topics covered in class – please let them be heard!

> *"I sincerely value dissenting opinions about topics covered in class – please let them be heard!"*
>
> —Dr. Jimmie Manning

(c) Class citizenship: If you are chronically late to class, tune out, text or play on the internet in class, or are impolite to your fellow students (or me!), your highest possible Class Participation grade will be 25. One warning will be offered in regards to citizenship; the second notice results in a violation of this policy and the grade reduction.

REST OF THE GRADE

- Weekly assignments: 200 points or 20%

- Quizzes: 100 points, or 10%

- Article reports: 150 points, or 15%

- Research projects: 300 points, or 30%

- Exam: 150 points, or 15%

Sample letters to nonprofits

The following are sample letters that Northern Kentucky University's Mayerson Student Philanthropy Project has used to contact nonprofit organizations. They can serve as templates for faculty and students, who can alter them as necessary and appropriate for their unique classes. In addition, depending on curriculum and the learning outcomes, faculty may want to have students write one or more of these letters themselves. For example, faculty members who teach Writing and Communication classes have developed assignments that require their students to write their own letters.

INITIAL CONTACT

This letter may be used when faculty or students first contact a nonprofit organization. The letter helps orient the nonprofit representatives to the Mayerson Student Philanthropy Project. It also provides the nonprofit with contact information for the faculty and/or students.

REQUEST FOR PROPOSAL (RFP)

After initial contact and research of nonprofit organizations in the community, the next step is to invite a subset of them to request funding by completing an application or writing a funding proposal. This handbook includes a sample Request for Proposal (RFP) letter and application form. Some faculty at NKU have used this form as is; others have edited somewhat for the specific purposes of their class; and still others have created their own or assigned students to create their own. It is important, though, to keep the application form short and simple. If the application is too lengthy and complicated, some nonprofit organizations may decide that the time and energy needed to complete the application is not worth the possibility of a $1,000 or $2,000 grant.

DECLINATION LETTER

After the class makes its final funding decisions, the faculty or students should send a letter or email message to the contact persons at the nonprofits NOT selected for grants. It is important to notify all nonprofit organizations that took the time and energy to complete application forms, as they will be waiting for the decisions.

AWARD LETTER

After the class makes its final funding decisions, the faculty or students should send a letter or email message to the contact persons at the nonprofits selected for grants, informing them of their awards and the end-of-semester ceremony. In addition, the letter should notify the nonprofits that they will be expected to complete a report and evaluation for the Mayerson project about four to six weeks after the end of the semester.

INITIAL CONTACT LETTER

[DATE]

[NAME OF ORGANIZATIONAL CONTACT]
[NAME OF ORGANIZATION]
[ADDRESS OF ORGANIZATION]

Dear [NAME OF ORGANIZATIONAL CONTACT]:

Students in my [COURSE TITLE] class at Northern Kentucky University (NKU) are participating in the Mayerson Student Philanthropy Project, for which they are researching social needs and nonprofit organizations in the Northern Kentucky/Greater Cincinnati region and ultimately will award grants to some of them. My students identified [NAME OF ORGANIZATION] as a nonprofit in which they are interested and would like to learn more. I am writing to let you know that one or more of them may contact you in the near future.

For the Mayerson project, my class will organize and administer a Request for Proposal (RFP) process, evaluate submitted proposals, and use a collective decision-making process to select one or more for a grant of $1,000 or more. As part of the evaluation process, my students may conduct site visits of nonprofit organizations and/or invite them to visit the class to talk about their programs and services. At the end of the semester, all classes and selected nonprofit organizations will be brought together for a celebration and awards ceremony.

Those of us involved with the Mayerson project believe that it is a "win-win" for students and nonprofit organizations. For students, learning about real needs and nonprofits in their community "brings to life" the course material, making it much more interesting and engaging. In addition, students realize that their individual efforts can make a difference, inspiring many of them to volunteer, donate money and seek careers in the nonprofit sector. For nonprofit organizations, one obvious benefit is that some of them will receive monetary grants. In addition, all nonprofits involved in the Mayerson project get exposure to college faculty and students with a wealth of knowledge, skills, energy and connections.

The Mayerson project is made possible by the generous funding from foundations, corporations and government agencies, including the Manuel D. and Rhoda Mayerson Foundation, the Carol Ann and Ralph V. Haile Jr. US Bank Foundation, the Scripps Howard Foundation, Citi, and Learn and Serve America. More information can be found at: http://civicengagement.nku.edu/involved/mayerson.php.

If you have any questions about my class or the Mayerson project, please feel free to email or call me. For your convenience, I am providing the basic information about my class and contact information in one place:

[NAME OF COURSE]
[NAME OF FACULTY MEMBER]
[DEPARTMENT]
[BUILDING AND ROOM]
Northern Kentucky University
Highland Heights, KY 41099
[EMAIL ADDRESS]
[PHONE NUMBER]

Sincerely,

[NAME OF FACULTY MEMBER]

REQUEST FOR PROPOSAL (RFP)

[DATE]

[NAME OF ORGANIZATIONAL CONTACT]
[NAME OF ORGANIZATION]
[ADDRESS OF ORGANIZATION]

Dear [NAME OF ORGANIZATIONAL CONTACT]:

As you may know, Northern Kentucky University (NKU) has been a national leader and innovator in the area of student philanthropy. Student philanthropy is a teaching strategy that provides students with funds to learn about and invest in nonprofit organizations.

This semester, eight classes are participating in the Mayerson project … which is the largest number ever! Each class has been provided with $_____ to invest in nonprofit organizations in Northern Kentucky and Greater Cincinnati. The students must invest a minimum of $1,000 in each organization, and the organization must have 501(c)(3) designation.

Our class – [NAME OF CLASS] – is one that is participating in the Mayerson project this semester. We have selected your organization as one that we may be interested in considering for a grant of $1,000 or more. We are sending you a grant application form for the Mayerson project. If you are interested in applying, please complete the attached form and return it via mail or fax by [INSERT DEADLINE] to:

[NAME OF FACULTY MEMBER]

[DEPARTMENT]

[BUILDING AND ROOM]

Nunn Drive

Northern Kentucky University,

Highland Heights, KY 41099

[FAX NUMBER]

Please be advised that those organizations selected for a grant will be asked to participate in the Mayerson Awards Ceremony, which will take place on _____ [DATE AND TIME]. In addition, about four to six weeks later, they will be asked to complete a grant report regarding their use of Mayerson funds and an evaluation regarding their experience with the Mayerson project.

In advance, thank you for your interest in the Mayerson Student Philanthropy Project. If you have questions, please contact [NAME OF FACULTY MEMBER] at [PHONE NUMBER] or [FACULTY EMAIL ADDRESS].

Sincerely,

[NAME OF CLASS]

APPLICATION FORM

THE MAYERSON STUDENT PHILANTHROPY PROJECT
Scripps Howard Center for Civic Engagement
Northern Kentucky University
Nunn Drive
Highland Heights, KY 41099
859-572-1448

Date:

Name of organization:

Federal ID (501c3) number:

Address:

Name of contact person:

Phone number of contact person:

Email address of contact person:

Please provide a brief description of your organization (history, mission and population served):

Please provide a brief description of the program or project for which you are requesting funds:

What is (are) the expected outcome(s) of this program or project?

How would you spend $1,000, if you receive an award? (Please provide an itemized budget, if possible.)

What is the total budget for the organization for the current year?

What is the expected timeline for this project?

Please attach the following documents: agency brochure and/or newsletter (if available), and a copy of your most recent 990 form or annual financial statement. Thank you.

Note: Decisions about the funding of applications are being made by NKU students who are involved in the student philanthropy program this semester. All of their decisions are final.

DECLINATION LETTER

[DATE]

[NAME OF ORGANIZATIONAL CONTACT]

[NAME OF ORGANIZATION]

[ADDRESS OF ORGANIZATION]

Dear [NAME OF ORGANIZATIONAL CONTACT]:

My students and I want to thank you for your participation in the Mayerson Student Philanthropy Project. I am writing to inform you that, unfortunately, my students did not select your organization for a Mayerson grant this semester. Please know that this was not an easy decision. We recognize the importance of what you do, and we wish we had more funds to distribute.

All of the organizations that my students considered showed a high level of commitment to their cause and their communities. We thank you for the time you spent working with us on this project and allowing us to learn about your organization and its important cause and excellent programs.

Again, thanks for participating in the Mayerson project. It has been a pleasure to learn about your organization.

Sincerely,

FACULTY NAME

COURSE NAME

What about an open invitation?

Once the nonprofit community hears about student philanthropy classes at the local university, agencies naturally ask: Where do I apply? The answer isn't as simple as you might imagine.

At the heart of this question is an underlying fact about student philanthropy: Its main purpose is to teach. Very often, some of the first lessons in a student philanthropy class revolve around the search for nonprofit agencies that align with a class objective. Doing research to see what's out there becomes a key assignment. The compilation of a list of potential nonprofits can provide a lot of "teachable moments." A faculty member may want to have students:

- use various resources in the community, on the internet, etc. to

identify the potential nonprofits,

- be thorough and objective in their search, and

- find nonprofits that are a good fit with the identified objective.

The search for a "good fit" may be based on the course content. A music class might focus on nonprofits that teach music, while an education class may look for literacy programs. Or the fit might be mandated by a donor. Perhaps the funder wants the class to invest solely in nonprofits that address "safety net" needs (food, clothing, shelter).

Northern Kentucky University has tried an open application process, which allowed nonprofits to express interest in the student philanthropy program to a central office at the university (the Scripps

AWARD LETTER

[DATE]

[NAME OF ORGANIZATIONAL CONTACT]

[NAME OF ORGANIZATION]

[ADDRESS OF ORGANIZATION]

Dear [NAME OF ORGANIZATIONAL CONTACT]:

Congratulations! The Mayerson Student Philanthropy Project at Northern Kentucky University (NKU) has decided to award your organization a grant of _____ [AMOUNT] to help fund the project outlined in your proposal. Please know that we were very impressed by the quality of your proposal and the level of commitment your organization has for the community.

There will be a special Mayerson Awards Ceremony to recognize the nonprofit organizations selected for awards this semester as well as the funders of the project. It will be held on _____[DATE, TIME, LOCATION]. Please send a representative to accept this award on behalf of your organization. An NKU student that evaluated your proposal will speak for a few minutes about your organization and present the award to you. You are welcome to say a few words.

We ask that the representative of your organization and any other interested parties arrive by _____ [TIME]. You can park at one of the parking garages on NKU's campus; please bring your ticket to the Awards Ceremony, and it will be validated. The following is a web site with a campus map: http://www.nku.edu/campusmaps/includes/pdf/NKU_2DMap.pdf.

In addition, we wanted to let you know that NKU's Scripps Howard Center for Civic Engagement, which manages the Mayerson project, continuously evaluates the project. As part of this process, the Scripps Howard Center will be sending you a survey to get your perspective and feedback. We ask that you take a few minutes to complete this survey so that we can identify the strengths and weaknesses in order to continue to improve the Mayerson project.

Again, I congratulate you and thank you for participating in the Mayerson project. It has been a pleasure to learn about your organization. We look forward to seeing you or another representative at the upcoming Awards Ceremony.

Sincerely,

FACULTY NAME

COURSE NAME

Howard Center for Civic Engagement). We learned, however, that most faculty members believe their course objectives are best met if students scan the local landscape to identify relevant nonprofits.

In the end, an open application process may do little more than bring to the surface those nonprofits that are best at finding grant opportunities, not those best at meeting class objectives. It also may create a flood of applications. There are over 10,000 nonprofits in Northern Kentucky and Greater Cincinnati, for example, so an open application process might bog down a philanthropy class for weeks.

So does this mean that an open invitation to applicants is always ill-advised? No. It might, for example, make sense in a smaller community. The best strategy is to consider your program structure and community and then tailor your application process to fit – always keeping in mind the learning goals of the classes.

The selection process

You think giving money away is easy? Think again.

One of the learning outcomes from student philanthropy is that students find that giving away money is not as easy as they might have thought. It takes work. It takes thought. It takes analysis.

They find themselves evaluating needs in the community along with considering which nonprofits are best suited to meet those needs. Investing wisely is a duty student philanthropy classes take seriously. Before a semester is over, questions about a nonprofit's administrative overhead, its rate of return, its organizational structure and its overall efficacy are likely to work their way into classroom discussions. Where, students ask, can they get the most bang for their buck?

The classroom models for evaluating nonprofits vary. A faculty member might, for example, ask the class to identify five nonprofits delivering food, clothing or shelter to needy families, and then divide a class of 25 students into five teams of five. Each team would then be assigned to visit one of the five pre-selected nonprofits and report back to the class. Based on the reports, the class would then discuss and select which nonprofit or nonprofits will receive funding. In an online model developed at NKU, the professor asked that students create PowerPoint case statements for others in the online class community to view and consider.

On the next pages is an evaluation matrix developed at the University of North Carolina at Charlotte by Dr. Dennis Long, professor and chair in the Department of Social

Work. UNC Charlotte conducted its student philanthropy classes using this matrix as part of the National Campus Compact's Students4Giving Program (http://www.compact.org/initiatives/students4giving). The class was for first-year Master of Social Work students, who were required to identify and analyze community-based needs assessments in three areas:

• Children/families

• Health/mental health

• Gerontology

As Dr. Long explains further: "In a unique fashion, the MSW Program at UNC Charlotte uses these three areas as curricular 'field of practice emphases' for instruction and professional development. Based upon analysis and reflection upon existing community needs using the department's mission to pay 'special attention to the region's most vulnerable populations', MSW students during fall (2009) semester identified a specific community need that would benefit from a small grant. During spring semester, students created a Request for Proposal (RFP), developed an evaluation matrix to evaluate proposals, selected the grant recipient, generated a press release, hosted a presentation event, and began fund raising to replenish the giving account."

A second matrix follows Dr. Long's. It was produced by NKU students who took an Honors class called Invest in the Community. Professor Becky Sittason included student philanthropy as part of the class.

PROPOSAL EVALUATION FORM ~ EXAMPLE A

ORGANIZATION NAME _____

QUANTITATIVE SCORING: *Rate each question on a scale of 1 to 5*

PROGRAM SUMMARY *(up to 20 points)*

_____ Target population & need addressed

_____ Numbers served and numbers anticipated to be served in the next year

_____ Program or project objectives

_____ Description of intervention/service

ORGANIZATIONAL CAPACITY *(up to 10 points)*

_____ Has the organization demonstrated its capacity to operate the proposed program? If it is a new program, has the organization demonstrated success in operating similar programs? Are concrete numbers and outcomes used, and do they back up the proposed capacity of the organization?

_____ Will this grant make a meaningful difference in the organization's ability to address the problem it aims to address?

PROGRAM SUSTAINABILITY *(up to 10 points)*

_____ How will the grant be used to enhance and complement other current funding?

_____ The organization shows ability to sustain the program or project once the grant cycle ends

BUDGET ANALYSIS *(up to 10 points)*

_____ Was the requested budget form used and was it thoroughly completed?

_____ Does the program description justify the budget requested?

_____**TOTAL POINTS**
Total possible points range from 0-50.

QUALITATIVE ENDORSEMENT: *Overall endorsement (check box from Strongly Disagree to Strongly Agree) choose one suggested amount of grant funding, and write any comments needed.*

QUALITATIVE ENDORSEMENT

☐ Strongly disagree with the endorsement for this applicant

☐ Disagree with the endorsement for this applicant

☐ Neither agree nor disagree with the endorsement of this applicant

☐ Agree with the endorsement for this applicant

☐ Strongly agree with the endorsement for this application

DECISION

☐ $4,000

☐ $2,000

☐ $1,000

☐ $0

COMMENTS

_____

_____

_____

This matrix is based on one model at the University of North Carolina-Charlotte, in the Masters of Social Work Program. To learn more about it, contact Dr. Dennis Long at ddlong@uncc.edu or (704) 687-7935.

PROPOSAL EVALUATION FORM ~ EXAMPLE B

ORGANIZATION

1. ORGANIZATIONAL HEALTH
(25 points)

_____ Trust organization – accountability

_____ Sustainability – funding, viable, realistic - organization

_____ Resources – facility, staff

_____ Strategic Plan for the organization

_____ Budget – revenue of organization

_____ Qualifications of organization to serve or meet a need

_____ Other funders and leverage of resources

2. NEED
(25 points)

_____ Impact – number of people served, improving community, ripple effect

_____ Involvement of people served

_____ Evidence of need (Community Needs Assessment)

_____ Supporting data

3. PROGRAM/PROJECT TO BE FUNDED
(25 points)

_____ Mission focused

_____ Budget – project budget realistic

_____ Uniqueness

_____ Timeline or duration of project/program

_____ One time or ongoing project/program

_____ Objectives and goals

_____ Sustainability – funding, viable, realistic - project

_____ Collaborating organizations

_____ Proven success rate

_____ Best practices for similar programs

_____ Other funders and leverage of resources

_____ Project feasibility

4. EXPECTED OUTCOME/RESULTS
(25 points)

_____ Outcome – measurable

_____ Outcome – qualitative

_____ Outcome – quantitative

_____ Systemic Change – Solutions

_____ Capacity building

TOTAL POINTS_____

This matrix is based on a model developed at NKU by students in the Honors Program as part of their Mayerson class.

Learn more
Resources for teaching student philanthropy

NONPROFIT INFORMATION

GUIDESTAR

www.guidestar.org

Guidestar provides a broad and deep database on nonprofit organizations. Guidestar encourages complete transparency of nonprofit organizations to assure public trust and confidence.

BBC WISE GIVING ALLIANCE

www.bbb.org/us/charity

BBC Wise Giving Alliance works to build trust in today's marketplace. Working with charities to incorporate ethics and help them become stronger organizations; charities are also provided with a multitude of free services.

BOARDSOURCE

www.boardsource.org

BoardSource's motto is "building effective nonprofit boards," and its rich array of best-practice guidelines, white papers and other resources can assist students in evaluating whether a nonprofit is well-managed.

FOUNDATION CENTER

http://foundationcenter.org/gainknowledge/nonprofitlinks/

Since 1956, the Foundation Center has operated as a national nonprofit service organization supported by nearly 550 foundations. It has been recognized as the nation's leading authority on organized philanthropy, connecting nonprofits and grantmakers to useful and trustworthy tools.

PHILANTHROPY RESOURCES ONLINE

http://indiamond.ulib.iupui.edu/PRO/

This digital library of primary and secondary sources that supports teaching and learning about philanthropy and the nonprofit sector is maintained by Indiana University - Purdue University Indianapolis.

NKU AND ITS PARTNERS

NORTHERN KENTUCKY UNIVERSITY

Nunn Drive
Highland Heights, KY 41099
(859) 572-5100

http://www.nku.edu

Founded in 1968, NKU is the youngest of Kentucky's eight state universities, but it has grown quickly to 15,000 students. NKU is nationally recognized for its range of public engagement programs. NKU's mission statement embraces public engagement. It reads in part: "The university embraces its regional stewardship role as reflected in its significant contribution to the intellectual, social, economic, cultural and civic vitality of the region and the commonwealth."

SCRIPPS HOWARD CENTER FOR CIVIC ENGAGEMENT

Northern Kentucky University
Founders Hall 536 Nunn Drive
Highland Heights, KY 41099
(859) 572-1448

http://civicengagement.nku.edu

NKU's Scripps Howard Center for Civic Engagement works to connect campus and community. Various events are created in order to encourage community involvement such as lectures, forums, and traditional citizenship outreach. The center hosts the Mayerson Student Philanthropy Project and provides service learning support to faculty.

NKY HELPS

www.nkyhelps.org

NKYHelps.org is an online site to connect individuals and nonprofit organizations with volunteerism and donations in the Northern Kentucky area. NKU co-maintains the site. Similar organizations in other communities can guide students toward active, engaged nonprofits.

INSTITUTE FOR NONPROFIT CAPACITY

Northern Kentucky University
724 Lucas Administrative Center
Highland Heights, KY 41099
(859) 572-7500

www.inc.nku.edu

INC is an academic-based, comprehensive organization that supports the development of nonprofit organizations through best practice solutions, facilitation and applied research.

MANUEL D. AND RHODA MAYERSON FOUNDATION

312 Walnut Street, Suite 3600
Cincinnati, OH 45202
(513) 621-7500

www.mayersonfoundation.org

A grant-making foundation that partners with and invests in highly effective and efficient organizations positioned within their field to make a significant impact on the issues they address.   The foundation helped conceive the Mayerson Student Philanthropy Project and has been the program's most consistent supporter.

KENTUCKY CAMPUS COMPACT

FH 536 Nunn Drive
Highland Heights, KY 41099
(859) 572-7614

http://kycompact.nku.edu/

Headquartered at NKU, the Kentucky Campus Compact (KyCC) is a statewide coalition of Kentucky college and university presidents and their institutions. KyCC's mission is to help each institution grow their capacity for service and civic engagement, and to promote statewide sharing of effective practices. Along with its sister Compacts from Ohio and Michigan, the Kentucky Campus Compact launched a student philanthropy program, Pay It Forward, in 2009.

OHIO CAMPUS COMPACT

631 N. Pearl Street
Granville, OH 43023
(740) 587-8568

www.ohiocampuscompact.org/

Ohio Campus Compact works to provide Ohio colleges and universities with resources, services and partnerships to strengthen the capacity to educate students for civic and social responsibility and to improve community life.

CAMPUS COMPACT

45 Temple Place
Boston, MA 02111
(617) 357-1881

www.campuscompact.org

A national coalition of over 1,100 universities and colleges that is dedicated to promoting community service, civic engagement, and service learning in higher education. The Compact site is home to a wealth of service learning support materials, including some tailored to student philanthropy.

CORPORATION FOR NATIONAL AND COMMUNITY SERVICE

1201 New York Avenue, NW
Washington, DC 20525
(202) 606-5000

www.nationalservice.gov

The Corporation for National and Community Service plays a vital role in supporting the American culture of citizenship, service and responsibility. It is the nation's largest grantmaker supporting service and volunteering. A Learn and Service America grant from the corporation helped to fund this handbook.

LEARN AND SERVE AMERICA

1201 New York Avenue, NW
Washington, DC 20525
(202) 606-5000

www.learnandserve.gov

Learn and Serve America is guided by four principles: meet the nation's needs, improve participants' lives, strengthen communities, and continuously enhance management. These guiding principles help over one million students make meaningful contributions to their communities while building their academic and civic skills.

An NKU writing class met off campus during the Spring 2010 semester to work with nonprofits in a low-income neighborhood in downtown Cincinnati.

NKU PHOTO

SECTION FIVE

ASSESSING STUDENT PHILANTHROPY

"The best part of the class was that it's the first class I've taken in college that actually meant something more than taking notes and tests. I feel like I made a positive impact on the community and the project made me care about class and doing well in it."

—NKU student after taking a Mayerson Student Philanthropy Project class

Contents

Measuring student philanthropy's impact

Northern Kentucky University evaluates the Mayerson Student Philanthropy Project from the perspectives of the key participants: students, faculty and nonprofit organizations.

What do the surveys show? A pie chart from 2008-2009 is included in this section to give a full view of the student survey results from an academic year. But the short story is this: When students respond to key questions about the Mayerson project's impact, the percentage of them reporting "positive" and "very positive" impacts generally exceeds 75 percent.

The questions asked and the reporting methods used have changed somewhat over the program's first decade, so a full apples-to-apples comparison cannot be shown. But there are a couple key questions that have drawn similar results during the Mayerson Student Philanthropy Projects first decade at NKU:

Question: The philanthropic experience had a positive or very positive effect on the participating student's "belief that you can make a difference in the world."

2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
73.4%	81.9%	81.9%	93.4%	90.9%	96.7%	NA	96%	80.9%	91.8%

Question: The philanthropic experience had a positive or very positive effect on the students' "sense of personal responsibility to the community in which they live."

2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
65.6%	78%	78%	81.5%	79.7%	86.1%	NA	75%	73.1%	75.5%

CUMULATIVE FINDINGS CONFIRM BENEFITS

One of the most extensive evaluations of a student philanthropy program was a study by NKU Professors Shamima Ahmed and Julie Olberding (2007/2008). The authors cumulated and analyzed end-of-the-semester data from about 1,000 students at NKU who participated in the Mayerson project from 2000 to 2005. Their findings included:

• 89.6 percent of students agreed that the philanthropy project increased their awareness of social problems;

• 94.9 percent agreed that it increased their awareness of nonprofit organizations;

• 88.6% indicated that their participation in a philanthropy project increased their sense of responsibility to help others in need;

• 83.7% said it increased their intention to give money to charity; and

• 82.6% said it increased their intention to do volunteer work.

Survey instruments you can use

This section provides sample language from consent forms and survey instruments that we have used at Northern Kentucky University to collect data from students, faculty and nonprofits. They are excerpts from actual documents and are meant to allow for adaptation to your student philanthropy class or program.

BOILERPLATE PERMISSIONS (SAMPLE LANGUAGE)

- **CONSENT:** Consent of study participants is often required by a college or university's Institutional Research Board (IRB). Even if not required, consent is a best practice. The following is sample language from a student consent form for NKU's student philanthropy program: "I hereby consent to participate in an evaluation of the Mayerson Student Philanthropy Project at Northern Kentucky University."

- **EXPLANATION:** "The primary purpose of this study is to assess the Mayerson project from the perspective of various participants, including students, faculty and nonprofit organization representatives. The results will be used to evaluate the program and improve it for participants in future semesters."

- **CONFIDENTIALITY (student surveys only):** "Your responses to these questions will be kept confidential. Your responses will be cumulated with the responses from other students involved in the Mayerson project this semester. Any results or reports related to the study will not link the names of respondents to their responses or comments."

- **RISKS:** "There are no significant risks associated with participation in this study, and there are no tangible benefits."

- **NAME AND SIGNATURE:** Lines for respondents to write and sign their names.

- **CONTACT INFORMATION:** For the student philanthropy director and/or faculty member as well as the IRB.

STUDENT PRETEST SURVEY

The pretest survey consists of 15 close-ended items designed to measure students' beliefs, values, and intentions prior to the philanthropy experience. Students are asked to assess each item using a 5-point Likert scale with 1 being "strongly disagree" and 5 being "strongly agree." The survey also has four demographic questions to determine each student's gender, age, race/ethnicity, and year in school.

1. I am aware of the needs and problems of people living in Northern Kentucky and Greater Cincinnati.

2. I am aware of nonprofit organizations in Northern Kentucky and Greater Cincinnati.

3. I am interested in this course.

4. I am interested in student philanthropy or service learning.

5. I want to stay in college or complete my degree.

6. I am interested in belonging to and participating actively in a group or association.

7. I plan to work with someone or some group to solve problems in my community.

8. I have a responsibility to help others in need.

9. I have a personal responsibility to the community in which I live.

10. I believe that I can make a difference in the world.

11. I intend to volunteer in the future.

12. I plan to seek a career in a nonprofit organization.

13. I will personally walk, run or bicycle for a charitable cause.

14. I plan to help raise money for a charitable cause.

15. I intend to donate money to charity in the future.

STUDENT POSTTEST SURVEY

The student posttest survey consists of the same 15 close-ended items from the pretest survey. In addition, it has 24 other close-ended items (see below) for which students assess their perceptions of the Mayerson project's impact on their awareness, beliefs, intentions, skills and knowledge, and so on. The items are presented on a 5-point Likert scale with 1 being "very negative" and 5 being "very positive." The survey concludes with open-ended questions.

1. Your awareness of the needs and problems addressed in this class.

2. Your awareness of nonprofit organizations in Northern Kentucky and Greater Cincinnati.

3. Your interest in this course.

4. Your interest in taking another course with student philanthropy or service learning.

5. Your learning of the material in this course.

6. Your application of information and ideas from this course.

7. Your academic skills or knowledge.

8. The development of your functional life skills, like communications, assertiveness and decision making.

9. Your desire to stay in college and complete a degree.

10. Your belief that you have a responsibility to help others in need.

11. Your sense of personal responsibility to the community in which you live.

12. Your interest in community service.

13. Your intention to work on behalf of social justice.

14. Your belief that you can make a difference in the world.

15. Your sense of purpose or direction in life.

16. Your consideration of a career in the nonprofit sector.

17. Your interest in belonging to and participating actively in a group or association.

18. Your plans to work with someone or some group to solve problems in my community.

19. Your intention to volunteer.

20. Your intention to donate money to a charitable organization.

21. Your plans to personally walk, run or bicycle for a charitable cause.

22. Your plans to help raise money for a charitable cause.

23. The actual amount of funds that you currently donate to charitable organizations.

24. The actual amount of time that you currently volunteer.

OPEN-ENDED QUESTIONS

- Discuss the most significant things you learned this semester about social problems or needs, nonprofit organizations, or the philanthropy process. Please use a few sentences to elaborate on your response.

- 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? Please discuss below.

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

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

Faculty evaluation and reflection

This survey is designed to assess the faculty experience with student philanthropy.

STUDENT ACTIVITIES

Students in my class:

	Required and graded	Required but not graded	Not required; extra credit	Not required or graded	Other
1. Submitted names of nonprofit organizations for funding consideration.					
2. Contacted nonprofits to learn about them and/or see if they were interested in submitting an application.					
3. Made onsite visits to nonprofits being considered for funding. If onsite visits, indicate how many nonprofits were visited.					
4. Coordinated the visit of nonprofits to speak to the class.					
5. Wrote letters to nonprofits indicating that their applications had been selected - or not selected - for funding.					
6. Played other roles in the Mayerson project that are not listed. If there were other roles, please describe them.					

IMPACTS ON STUDENTS

A section of the faculty evaluation includes a list of Likert-scale items and asks faculty to assess the Mayerson project's impact on students. Faculty rank each item on a 5-point scale (1 being "very negative" and 5 being "very positive"). This list is based on items on the student survey, which are on page 50. Here is a sample of the impact items on the faculty evaluation:

- Awareness of the needs and problems addressed in this class.

- Awareness of nonprofit organizations in the region.

- Interest in this course.

- Interest in taking another course with student philanthropy or service learning.

- Learning of the material in this course.

OPEN-ENDED QUESTIONS

- Briefly describe and/or provide examples of how you INTEGRATED the student philanthropy into the course content.

- Highlight any IMAGINATIVE or INNOVATIVE assignments, activities or assessments (in-class, at-home, individual, and/or group) related to student philanthropy.

- Please describe the most positive experience(s) that you and/or your students had with the Mayerson project this semester.

- Please describe any problems or challenges with the Mayerson project this semester.

- Do you have any suggestions for improving the Mayerson project?

Student survey results

These charts offer an at-a-glance view of the 2008/2009 academic year for eleven student philanthropy classes conducted at Northern Kentucky University during the fall and spring semesters. The classes were in several disciplines (marketing, education, communications, music, English and honors).

- ■ Positive
- ■ Negative
- ■ No response
- ■ No effect

THE MAYERSON PROJECT'S EFFECT ON

**Your belief that you have a responsibility to help others in need.**

9.18%

90.82%

Spring 2009

2.67%

17.33%

80%

Fall 2008
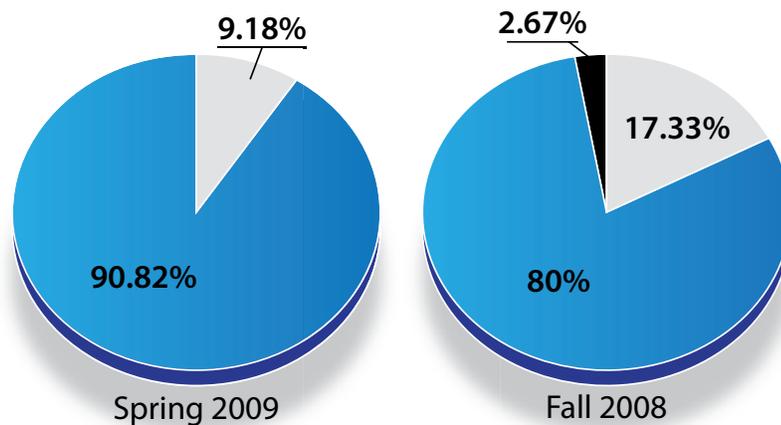
THE MAYERSON PROJECT'S EFFECT ON

Your sense of personal responsibility to the community in which you live.
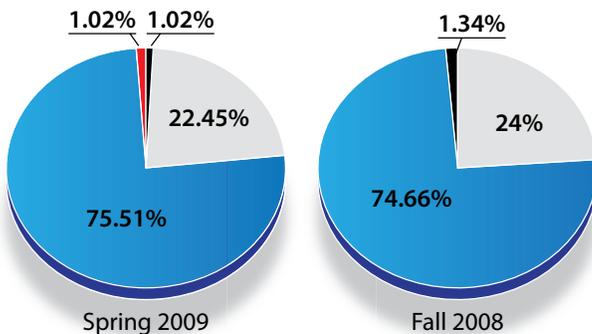
1.02% 1.02%

22.45%

75.51%

Spring 2009

1.34%

24%

74.66%

Fall 2008

THE MAYERSON PROJECT'S EFFECT ON

Your belief that you can make a difference in the world.

1.02% 7.14%

91.84%

Spring 2009

1.34%

13.33%

85.33%

Fall 2008
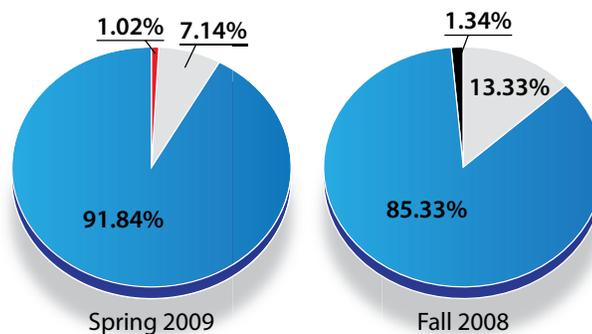
THE MAYERSON PROJECT'S EFFECT ON

Your awareness of societal problems/needs.
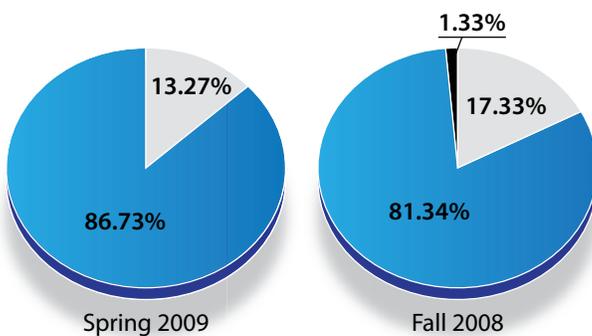
13.27%

86.73%

Spring 2009

1.33%

17.33%

81.34%

Fall 2008

THE MAYERSON PROJECT'S EFFECT ON

Your awareness of nonprofit organizations in the community.

.01% 1.02%

10.2%

88.77%

Spring 2009

5.33%

94.67%

Fall 2008

THE MAYERSON PROJECT'S EFFECT ON
Your intention to do volunteer work.

2.04%
24.49%
73.47%
Spring 2009

1.34% 1.33%
16%
81.33%
Fall 2008

THE MAYERSON PROJECT'S EFFECT ON
Your intention to give money to charity.

.01%
29.59%
70.4%
Spring 2009

1.34% 1.33%
28%
69.33%
Fall 2008

THE MAYERSON PROJECT'S EFFECT ON
Your intention to work on behalf of social justice.

.01% 4.08%
33.67%
62.24%
Spring 2009

1.33%
30.67%
68%
Fall 2008
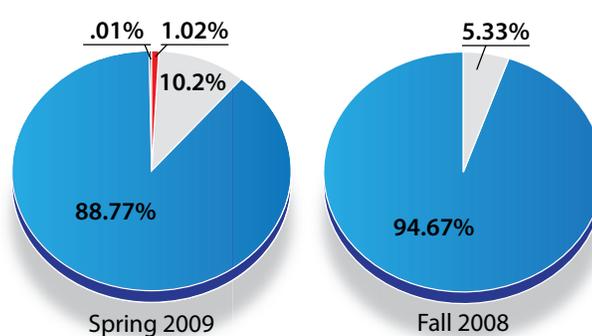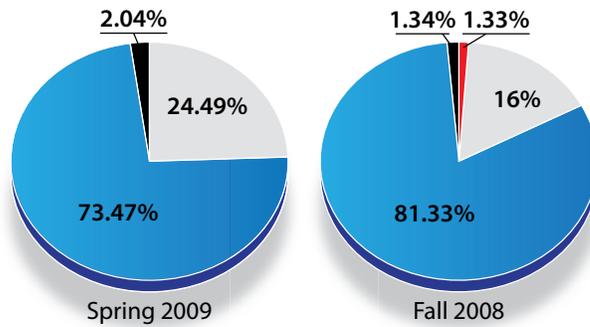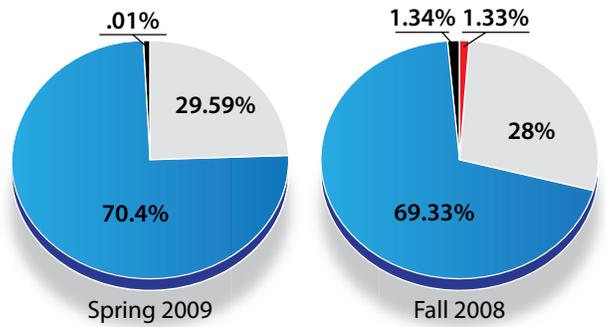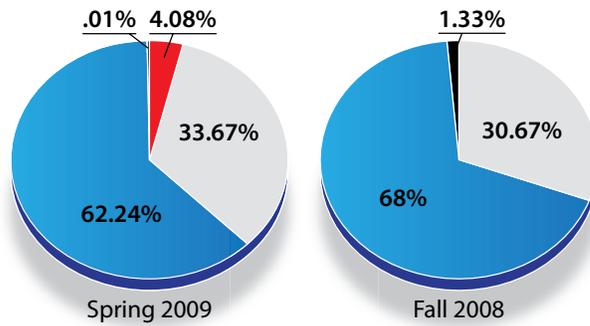
THE MAYERSON PROJECT'S EFFECT ON
Your interest in this course.

1.03% 5.1%
32.65%
61.22%
Spring 2009

1.34% 1.33%
33.33%
64%
Fall 2008
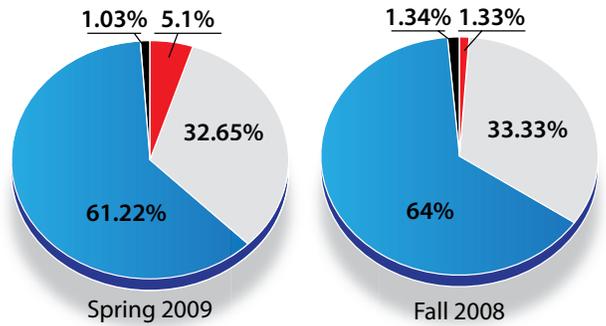
THE MAYERSON PROJECT'S EFFECT ON
Your attitude toward "experimental" programs like this one.

1.02% 3.06%
21.43%
74.49%
Spring 2009

1.33% 4%
18.67%
76%
Fall 2008
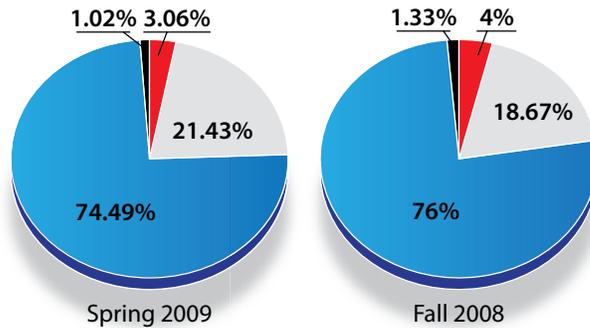
THE MAYERSON PROJECT'S EFFECT ON
Your academic skills or knowledge.

1.03% 1.02%
36.73%
61.22%
Spring 2009

1.34% 1.33%
29.33%
68%
Fall 2008
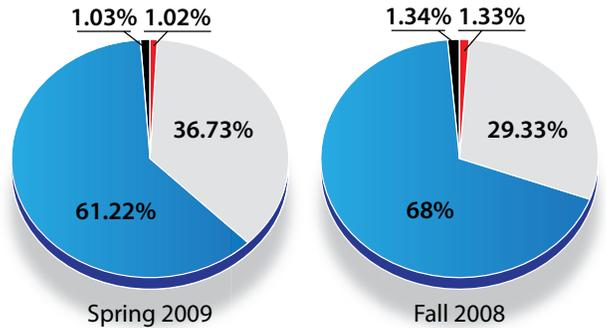
THE MAYERSON PROJECT'S EFFECT ON
Your application of principles from this course.

3.06%
24.49%
72.45%
Spring 2009

5.33%
14.67%
80%
Fall 2008
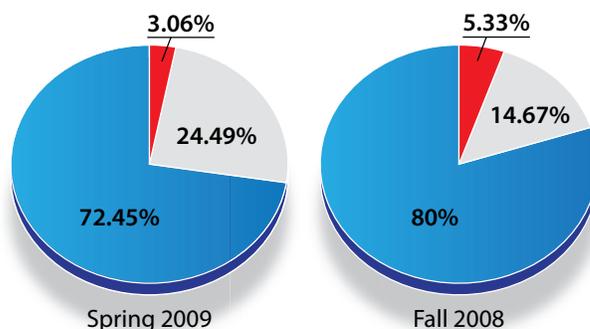
THE MAYERSON PROJECT'S EFFECT ON
Your functional life skills (communication, assertiveness, problem solving).

1.02%
32.65%
66.33%
Spring 2009

1.34%
33.33%
65.33%
Fall 2008
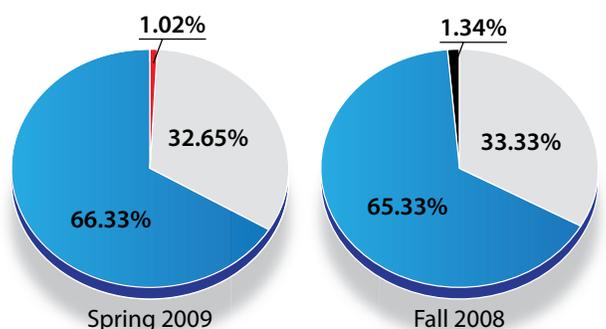
NONPROFIT REPORT AND EVALUATION

The grant application for the Mayerson Student Philanthropy Project asks nonprofit organizations for their tax ID number, their mailing address and other basic information. Then, about 4 to 6 weeks after the semester ends, a report and evaluation form is mailed to nonprofits selected for a Mayerson grant. The form has the following short-answer questions about the nonprofit, the grant and the process:

- Name of organization

- Name of contact person

- Phone number

- E-mail address

- Amount of student philanthropy grant awarded this semester

- Organization's total revenues in the most recent fiscal year

- The program, project or other activity for which the organization applied — or continues to apply – the student philanthropy grant

- Any results of the program, project or activity on which the grant was used

- The estimated number of people impacted by this grant

- If the grant helped the organization to do something that it would not have been able to do otherwise (if YES, briefly explain)

- If the nonprofit made a presentation to students in the philanthropy class

- If one or more students visited the organization? (if YES, how many and how long?)

- If one or more students volunteered for the organization — that is, donate their time to the organization beyond the student philanthropy project? (if YES, how many students and do they continue today?)

The form also has some close-ended questions about the nonprofit representative's level of satisfaction with the student philanthropy project. The items ask about their opinions of various characteristics of the Mayerson project, based on a Likert scale with 1 being "very dissatisfied" and 5 being "very satisfied." These criteria include the following:

- organization of the philanthropy project,

- quality of communication between the faculty member and nonprofit,

- quality of communication between the students and nonprofit,

- introduction of the nonprofit by student(s) at the awards ceremony, and

- overall experience with the philanthropy program.

Lastly, the form has a few open-ended items to solicit richer feedback from the nonprofit organizations:

- Important goals of student philanthropy programs, like this one, are to increase students' awareness of both social problems and nonprofit organizations with the idea that this experience may guide them toward a longer-term commitment to community service. Through your interactions with students, did you see or hear anything that might support any progress toward these goals? If so, please briefly describe.

- What did you like most about the student philanthropy program?

- What did you like least about the student philanthropy program?

- Is there anything about the student philanthropy program that you would like to bring to our attention or any changes that you would like to suggest? If so, please describe them briefly.

Cathy Halloran of Chicks and Chucks, a breast cancer support group, was ecstatic upon receiving a student philanthropy grant in 2009.

NKU PHOTO

Where 'help thy neighbor' comes alive

By Margaret Carnes Stevens

Student philanthropy teaches everyone it touches – students, faculty, community members and funders.

From 2006-2008, I coordinated the Mayerson Student Philanthropy Project at Northern Kentucky University. I was not in the classrooms while the students were learning through philanthropy, but I did experience tremendous learning, sharing and gratitude. Student philanthropy changes lives.

At the end of each semester, students and faculty in each of the NKU classes invite community members to join them in celebrating their learning during the semester. I attended four of these events during my time at NKU and found myself just as awestruck at the last celebration as at the first.

Hearing students talk about the transformative learning they had experienced will make anyone think differently about the purpose and process of teaching. Hearing the way small grants will change the experiences of our neighbors and people throughout the communities that we live, work, study and play in everyday will change the way that people think about the phrase, "Help thy neighbor." The funds, often in increments not much more than $1,000, have purchased prom dresses and created fairy tale experiences for high school students who otherwise couldn't afford the dress or the experience. They have purchased new ovens, refrigerators and dishwashers for shelters and youth centers. They have proven to be the difference in a nonprofit agency meeting its fundraising goals for the year. They have closed the gap in operating budgets.

Several things struck me at each celebration. First, every semester as I entered the event, there was an overwhelming sense of gratitude throughout the room. Agencies and community members were thanking students for the grants. Students were thanking faculty for the opportunity to participate in the class that semester. Faculty were thanking students for taking the student philanthropy journey with them.

Secondly, I was struck by the lessons that students articulated as they described how their class made funding decisions. Rare was the class that was able to fund all of the agencies that submitted applications, so inevitably there were tough decisions and negotiations in the classroom. Regardless of whether the class was a first-year seminar, senior capstone or some course between the bookends of a student's academic career, students often commented, "It's not easy to give away money."

Students quickly realized that there was more need in the community than they had funds to support. Students had to make tough decisions that undoubtedly meant they had to tell some agencies "no." Often, that just inspired students to raise additional funds. The fundraising efforts amazed me. Students literally passed the hat around class. They held car washes and bake sales. They conducted letter-writing campaigns. Their efforts yielded additional funds ranging from a couple hundred to a few thousand dollars. And yet the students still lamented not being able to meet all of the community needs.

In addition to hearing the impact of student philanthropy during the celebrations, I read about the impact in course evaluations. Not only is student philanthropy powerful, it is empowering. Students regularly wrote that the experience helped them understand the power of one and the power of community. One individual giving money. One individual giving time. One community working together to create change. Time after time, students shared that student philanthropy helped them discover the difference that a collection of individuals giving time and/or money together can make for one organization and for the individuals that it serves.

I have no doubt that, because of student philanthropy, the next group of philanthropists have graduated, are graduating, and will continue to graduate from college. These "Mayerson" students have learned what it means to give your time, talent and treasure to your community and the collective power of many "ones" in this process.

Margaret Carnes Stevens
Executive director, Indiana Campus Compact

Dr. Stevens joined the Indiana Campus Compact team as the executive director in July 2008. Previously, she was service learning coordinator at Northern Kentucky University. She has presented about and trained faculty in service learning and other active learning pedagogies regionally, nationally and internationally. She is interested in research and programs designed to more deeply engage students in their communities.

Celebrating student philanthropy

- Celebration is a core principle of service learning – and it's an excellent component to include in any student philanthropy program.

- At Northern Kentucky University, two celebration models live side by side. Some classes have their own gatherings, inviting all applicant nonprofits to an event. In addition, all the classes in any given semester gather for two hours in a room of the Student Union for reflections and presentations.

- The gatherings are without fail among the most inspiring held on campus throughout the academic year. Tears are typical. They also provide an excellent networking opportunity for students and for the nonprofits.

Melissa Kesler Gilbert, director of Center for Community Engagement at Otterbein College in Westerville, Ohio, directed a faculty workshop at NKU in the Spring 2010 on using reflection techniques in the college classroom.

NKU PHOTO

SERVICE LEARNING

"We were impressed by the way the students delved into each undertaking. We were amazed at the wide scope of agencies represented at the awards ceremony. Most important, it gave us great pleasure in seeing that so many students took each task to heart."

—A local nonprofit after receiving a student philanthropy grant

Contents

Student philanthropy and service learning

Student philanthropy courses can – and probably should – be taught as service learning classes, making use of the well-developed and well-researched pedagogies and practices that surround service learning. To put it another way, service learning's momentum in higher education has an ally in student philanthropy.

In "Service Learning: A Movement's Pioneers Reflect on Its Origins, Practice and Future," Timothy Stanton, Dwight Giles and Nadinne Cruz (1999) offer a definition of service learning that demonstrates the fit with student philanthropy: "Service learning joins two complex concepts: community action, 'the service,' and efforts to learn from that action and connect what is learned to existing knowledge, 'the learning.' "

Student philanthropy's most obvious community action is the investment of money in a nonprofit. But that's not the full extent of the service; within the framework of student philanthropy, professors and their classes frequently deliver more than money. Northern Kentucky University classes have helped nonprofits with grant writing, website development, event planning and marketing. A management

class (MGT 410: Managing Organizational Change), for example, conducted the usual student philanthropy steps:

- The class of 30 was divided into five teams of six. Each group identified a community issue or need, and then researched local nonprofits to see which ones focused on the identified issue or need.

- From those lists, each group chose a nonprofit to recommend for funding. The groups each worked with their respective partner nonprofit to prepare a grant proposal and a presentation.

- At the end of the semester, students evaluated the grant proposals and decided as a total class which projects to fund with the $4,000 earmarked for their class to distribute.

That's a typical flow in a student philanthropy class. But the marketing students added value by applying the concepts they learned in class to recommend organizational change strategies to the nonprofits. Dr. Tracey Honeycutt Sigler, associate professor and chair of NKU's Department of Management, taught that MGT 410 class, and she described the result in a journal article:

REFLECTION FOUR C'S

Reflection is a core principle of service learning. While it can be oral or written, individualized or a group activity, these four components are key to an academically and developmentally rewarding service learning experience:

1. **Continuous**: Reflection before, during and after a service experience enhances student learning.
2. **Connected**: What's being taught? What are the learning goals of the class? Connect the reflection exercises to those.
3. **Contextualized**: You can enhance the effectiveness of a service experience by placing it in a larger context. What, for example, did the experience illuminate about the responsibilities of a citizen?
4. **Challenging**: Push a little. Reflecting on a service experience should challenge students to think in new ways, raise new questions, and explore new ways of problem-solving.

These principles are discussed more fully in "A Practitioner's Guide to Reflection in Service-Learning" by J. Eyler, D. Giles, and A. Schmiede (Vanderbilt University, 1996).

"This course component was a live case study. Students had to identify specific organizational issues, complete the research necessary to address the organizational issues, evaluate the quality of the data they collected, and then make recommendations about how to address the issues. Students interacted directly with the organizations and made recommendations that had potential for positive impact. Feedback from the students indicated that these live case studies helped them understand the complexity of organizational change. In their reflections on the class, students indicated that the change analysis project was much more difficult than the written case studies they completed in class. "

In another example of student philanthropy taught using service learning principles, Dr. Rebecca Bailey's 500-level history class set out to select a community museum for funding. In the process, the class worked with several museums to understand and assist with their research and display needs. Dr. Bailey's syllabus lists six specific objectives for the class, each of which was deepened by the student philanthropy experience as students made site visits, read applications and discussed among each other which museum to fund. Here are the class objectives:

- Students will discover the different professional fields, collectively referred to as public history, that are open to students of history and related humanities fields.

- Students will learn and practice key terminologies and theories of a variety of public history professions.

- Students will evaluate, compare, and critique the practice of traditional and public history.

- Students will derive a better understanding of what careers might best suit their personality, interests, and professional skills and goals.

- Students will develop a broader and yet more coherent and exciting vision of their professional future and how, in their professional lives, they will affect the world around them.

- Students will leave the course better informed about what additional educational and/or occupational training they will need in order to pursue their chosen profession.

"The learning is so deep, multidimensional, and certain to have impact after the class, that I can't fully express how much I have appreciated the opportunity," Dr. Bailey said after teaching her student philanthropy class.

Think of service learning as a learning accelerant. As researchers have found, its benefits include a range of positives, from improving student retention to deepening the learning in required courses – and those same benefits extend to student philanthropy when taught within the service learning framework.

At NKU, the Mayerson Student Philanthropy Project exists in the larger context of the university's commitment to service learning. In any given academic year, NKU has about 120 service learning classes with student philanthropy classes accounting for 10 to 20 of those. Service learning, in turn, exists in the context of NKU's abiding belief in the importance of public engagement and stewardship.

REFLECTION

Reflection is central to service learning pedagogy and, for student philanthropy, provides a structured way to think critically about the knowledge gained. The national service learning support program, Learn and Serve America (www.servicelearning. org), underscores the importance of reflection: "Reflection activities guide students toward discovering, exploring, and evaluating relationships between the course content as they encounter it in readings, lectures, and discussions, and their experiences in the community. Reflection thus ensures service-learning is a dynamic, integrative process that develops students' knowledge, skills, and judgment." Reflection techniques vary widely in style

and form. The reflection might be written, and the written reflections might be essays or they might be blogs or journals. The reflection might be oral; and the oral reflections might be listening exercises, role-playing exercises or moderated classroom dialogues.

One innovative reflection structure being used at NKU involves partnering with the university's Newspaper Readership Program. As is true on many campuses, the face of NKU's program is the free distribution of the New York Times and USA Today. This is a benefit, albeit a passive one, as students pick up and read the newspapers, thus becoming better informed on national and world affairs. Most universities also look for active ways to use the newspapers for academic benefit. At NKU, this takes the form of faculty-facilitated student dialogues. Articles about a particular topic are collected as common readings for the students, thus informing the dialogue.

These events have become a forum for reflection at NKU. For example, two NKU choral music classes co-produced a community concert of Mendelssohn's "Elijah" as part of a service learning class. Newspaper articles related to the coursework and concert – including a review of "Elijah" at Carnegie Hall and stories about music education in primary and secondary schools – were assembled for the two classes and posted online (NKU uses Blackboard). The classes then met for a reflective dialogue, with the assembled articles – and the common experience of producing the choral concert – serving as reference points for the dialogue. The same technique of using selected newspaper articles as background material works for a student philanthropy class reflection. Classes that have targeted their giving to nonprofits providing safety net services (food, clothing and shelter) might, for instance, read stories about the increased demand for family support services in a down economy.

To learn more about readership programs, check out:
- USA Today: www.usatodayeducate.com
- New York Times: www.nytimes.com/ref/college/faculty/classroom.html

Regardless of which form you choose, reflection – like the other tools of service learning – has the power to make concepts better understood. Students have "aha" moments, and they have lasting learning.

In the final analysis, service learning improves academic learning. "One of the particular strengths of service learning," writes Dr. Janet S. Eyler of Vanderbilt University (Michigan Journal of Community Service Learning, Fall 2000), "is that it produces what Dewey called an 'educative experience,' i.e., it engages students in worthwhile activity which stimulates intellectual curiosity."

Service learning principles aren't bound by discipline. NKU's Dr. Randy Pennington applied them in two of his Spring 2010 choral music classes. His university students worked with students from three high schools to prepare and then stage a performance of Mendelssohn's "Elijah." Their joint community concert became the celebration component of the class. Professor Pennington also included a reflection component for the students – thus embracing another of service learning's core principles.

NKU PHOTO

NKU's definition of service learning

"Service learning is a course-based, credit-bearing educational experience in which students: (a) participate in an organized service activity that meets a community need, and (b) reflect upon their service activity as a means of gaining a deeper understanding of course content, a broader appreciation of the discipline, an enhanced sense of civic responsibility, and/or a greater interest in and understanding of community life."

DEFINITION CHECKLIST: Does this class...

- **Include** one or more, optional or required, organized service activities that meet a community need?
- **Include** a service option for all of the students enrolled in the course? This does not mean that ALL students must take advantage of the option.
- **Directly** link the service experiences to the course learning objectives?
- **Engage** students in reflection aimed at connecting lessons from the service to course content?
- **Assess** the learning that occurs as a result of the service?

COURSE DESIGN: Options

- **Service learning courses may** include one or multiple service experiences, and have different service projects available for different students.

- **There is no** minimum number of service hours required of students for a course to get a service learning designation. The amount of service hours necessary should be determined by the instructor based upon goals for the course related to service, learning and service learning.

Service learning sampler

Northern Kentucky University embraces the idea of service learning as a pedagogy not reserved to one or a few disciplines. Here is a sample of the variety of courses:

ARTE 381 Art Education Concepts
Taught by: Lisa Jameson

Service learning: Every Wednesday for six weeks out of the spring semester students in this course will teach art at Ludlow Elementary. This is a valuable service learning partnership, as this school has no art instructor.

ARTO 315 Documentary Photography
Taught by: Matthew Albritton

Service learning: Students will volunteer with local nonprofit organizations, photograph the experience, and share all images with the organizations.

CMST 230 Small Group Communication
Taught by: Stephen C. Yungbluth

Service learning: Groups will self-select an out-of-class activity that none of the group members have previously taken part in and should involve some sort of service to the community. This activity must also be one that requires groups to spend a substantial amount of time together planning and preparing for the event. Once completed, students will prepare a group experience manual based on the outcome.

ENG 395 Writing for Social Change
Taught by: Christopher Wilkey

Service learning: This course addresses how ordinary citizens can use writing to promote social change and social justice. Drawing on the rich tradition of community activism in the Cincinnati neighborhood of Over-the-Rhine, students will participate directly in the grassroots activities of a social movement working on behalf of people of modest means. Many class meetings will be held in Over-the-Rhine.

MGT 205 Business Management Principles
Taught by: Dan Kent

Service learning: Students will plan, organize and implement a fund-raising project for a nonprofit.

PAD 622 Volunteer Management
Taught by: Julie Olberding

Service learning: Students will develop a volunteer management handbook or plan for a local nonprofit or public organization identified by the instructor. One of the organizations will be the Frank Duveneck Arts and Cultural Center in Covington.

APPENDIX

"Our university is richer because engaged, active learning is the highest form of higher education. It's learning that sticks with you."

—NKU President James C. Votruba,

10 years, over 307 grants awarded

Northern Kentucky University and the Manuel D. & Rhoda Mayerson Foundation launched a student philanthropy project in 2000 and have sustained and grown the program since. In its first decade, the Mayerson Student Philanthropy Project awarded over $450,000 to 307 nonprofit projects and programs. The categories of recipients range from education to the environment, from arts to animals.

CATEGORY / NUMBER OF GRANTS

Category	Number of Grants
Education and Children's Services	81
Women's Services	36
Arts and Humanities	20
Hunger/Social Services	20
Community Improvement/Community Centers	19
Health Care	17
Homelessness/Housing	16
People with Disabilities	15
Museums/Community Resources	13
Family Services	13
Elderly	12
Environment	7
International Humanitarian Relief	6
Animals	5
Literacy	5
Multicultural Programs	3
Alcohol/Drug Treatment	2
Other Agencies	17
TOTAL	**307**

Contents

INDEX OF KEY TOPICS

Student philanthropy research: A sampler

"INDIRECT GIVING TO NONPROFIT ORGANIZATIONS: AN EMERGING MODEL OF STUDENT PHILANTHROPY"

Julie Cencula Olberding. (2009). Journal of Public Affairs Education 13(3/4): 593–615.

Student philanthropy is an experiential learning approach that provides students with the opportunity to study social problems and nonprofit organizations, and then make decisions about investing funds in them. The limited literature on student philanthropy has focused on the original model, called "direct giving," which provides students with funds to make small grants to nonprofit organizations. But the literature has not addressed an emerging model, called "indirect giving," which partners a class with a corporation or foundation, and has students evaluate "real" grant proposals and make funding recommendations. This article examines the impact of an indirect-giving program on Master of Public Administration students at Northern Kentucky University (NKU). A majority of students indicated that the program helped them to become more aware of social problems (64.8%) and nonprofit organizations (77.8%), learn the curriculum (75.7%), apply the course principles (75.7%), and gain academic skills or knowledge (62.1%). The article also discusses some "lessons learned" about the indirect-giving model of student philanthropy.

"STUDENT PHILANTHROPY IN COLLEGES AND UNIVERSITIES"

Jennifer Millisor and Julie Cencula Olberding. (2009). Academic Exchange Quarterly (Winter): 11-16.

This study identifies student philanthropy programs and courses at more than 40 colleges and universities in the United States. Then it collects and cumulates data on a dozen student philanthropy efforts regarding their development, implementation, evaluation and plans for the future. It finds that a majority of these efforts had been developed only within the past year or two. The most popular discipline for student philanthropy has been public administration, but it has also been tried in business, communication, social work, sociology, English, leadership and other disciplines. The total amount of funds for student philanthropy at each institution ranged from a low of $4,000 to a high of $24,000 with an average of $10,875. The most common source of funding is foundations, followed by the college or university itself, students, corporations and alumni. In terms of evaluation, all of the respondents said they collect data from students; some of them also gather feedback from participating nonprofits, faculty and funders. There are indications that student philanthropy will be increasing at U.S. colleges and universities, as a majority of respondents said that their own college or university has plans to expand their efforts and that they have been contacted by other colleges and universities interested in initiating student philanthropy.

"CAN STUDENT PHILANTHROPY HELP TO ADDRESS THE CURRENT NONPROFIT IDENTITY CRISIS? A CASE STUDY OF A MULTIYEAR, MULTIDISCIPLINARY PROJECT AT NORTHERN KENTUCKY UNIVERSITY."

Shamima Ahmed and Julie Olberding. (2007/2008). Journal of Public Affairs Education 13(3/4): 593–615.

Many approaches have been taken to make future public administrators aware of the contexts of public agencies and to prepare them with the knowledge, skills, and abilities needed to succeed in such organizations. One of the most recent innovations is student philanthropy, an experiential learning process through which students learn about nonprofit organizations and select one or more to which they award funding. Using survey data from 2000 to 2005, this article assesses the short-term and long-term impacts on students who participated in the Mayerson Student Philanthropy Project at Northern Kentucky University (n=986). An overwhelming majority of survey respondents indicated that the philanthropy project increased their awareness of social problems (89.6%) and nonprofit organizations (94.9%), their sense of responsibility to help others in need (88.6%) and the community in which they live (82.6%), and their intention to give money to charity (83.7%) and to do volunteer work (82.6%). These findings suggest that philanthropy projects in the classroom may instill and nurture in students the values of public service and the intention to volunteer for, donate money to, and work for a nonprofit.

"LIVE CASES IN ORGANIZATIONAL CHANGE: LEARNING ABOUT CHANGE THROUGH STUDENT PHILANTHROPY AND SERVICE-LEARNING"

Tracey Honeycutt Sigler. (2006). International Journal of Case Method Research & Application, 18 (2): 193-199.

Students in an undergraduate course on Managing Change at Northern Kentucky University participated in a philanthropy service-learning project with local non-profit organizations to: (1) learn about the organizations, (2) help the organizations create grant proposals, (3) create plans for desired changes in the organizations, and (4) award grants to the organizations. To create recommendations for change, students had to gather information about the organizations that would be provided by the author in a traditional case. In The Heart of Change (2003), Kotter and Cohen propose that effective change occurs through a process of See>Feel>Change rather than through a process of Analysis>Think>Change, the traditional perspective. Students in the Managing Change class were able to see the many and varied needs in their community when they started to do the research. Feelings were invoked when they visited the organizations, when they spoke with the organizational representatives, and when they met those served by the organizations. The impact of "seeing and feeling" was powerful. For example, students were willing to use their own funds to make sure that all organizations participating in the class project received funding even though many of them were not regular contributors to the non-profit community. Many students expressed their intentions to volunteer, to donate money, or to work with non-profit organizations in the future. In addition, these live case studies helped the students to see that real organizational change is ambiguous, complicated, and challenging.

"THE STUDENT PHILANTHROPISTS: FOSTERING CIVIC ENGAGEMENT THROUGH GRANT MAKING."

Renee A. Irvin. (2005). Journal of Public Affairs Education, 11(4), 325–336.

Service learning and civic engagement are sometimes wishful ideals for the university classroom. Incorporating the external world into the campus setting with a useful and beneficial project takes more effort in course preparation than a traditional course and takes time and effort by external organizations to accommodate the students' work, and students may simply not have enough skills yet to assist external agencies. This article describes a grant making project incorporated into undergraduate and graduate courses for the past three years. For each class, the instructor secured $5,000 from a corporation for the students to invest in a local nonprofit organization. Both graduate students and freshmen researched organizations and awarded a grant to the organization of their choice. Although the instructional focus of each course was different, in both courses the grant making project proved easy for the instructor to set up and implement and easy for nonprofit recipients to accommodate.

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Mayerson classes at NKU: 118 and counting

FALL 2010

EDU 331: Teaching Social Studies in the Secondary School – Denise Dallmer

ENV 220: Protecting Water Resources – Rebecca Kelley

PAD 621: Resource Acquisition and Management – Julie Olberding

MKT 310: Professional Sales – Doris Shaw

HIS 515: Introduction to Public History – Rebecca Bailey

SPRING 2010

MKT 310-001: Professional Sales - Dorris Shaw

ENG 398-001: Writing for Social Change - Christopher Wilkey

HIS 605-001: Museum Education & Interpretation - Rebecca Bailey

COM 627-001: Sexuality and Communication - Jimmie Manning

MUS 100-007: Music Appreciation - Gary Johnston

SOC 110-009: Introduction to Race and Gender - Molly Blenk

JUS 231-001: Race, Gender and the Law - Danielle McDonald

ENV 400-001: Environmental Science Seminar - Becky Kelley

International Leaders in Education - Denise Dallmer

LDR 382-004: Organizational Change - Rick Brockmeier

FALL 2009

UNV 101-045: Orientation to College and Beyond- Leighann Rechtin

JUS231-001: Race, Gender and the Law- Danielle McDonald

MKT 305-008: Principles of Marketing- Dorris Shaw

EDU 312-002 & EDU 312-003: Teaching Social Studies in the Early Grades-Kevin Besnoy

JOU 492-001: Mass Communication Research Methods- Jimmie Manning

EDMT 692-001 & EDMT 692-002: Middle Grades/Secondary Practicum I- Brandelyn Tosolt

HIS 515: Introduction to Public History- Rebecca Bailey

SPRING 2009

MUS 100-007: Music Appreciation – Gary Johnston

CMST 101H -001: Honors Principles of Speech Communication – Allison Godel

EDU 310-003: Teaching Language Arts in the Early Grades – Brandelyn Tosolt

CMST 394-002: Relationships - Jimmie Manning

MKT 625-001: Marketing Management – Doris Shaw

FALL 2008

MKT 625-001: Marketing Management – Doris Shaw

HNR 302-002: Invest in the Community – Becky Sittason

EDU 312-001, 312-002, and 312-003: Teaching Social Studies in the Early Grades – Kevin Besnoy and Brandelyn Tosolt

ENG 101-004: College Writing-Women and War – Mari York

SPRING 2008

ENG 151- H003: Honors Freshman Composition – Jon Cullick

MKT 306- 001: Sales Management – Doris Shaw

REL 201-001 / REL 394-002: Intro to Roman Catholicism – Janis Cassiere

PAD 621-001: Resource Acquisition and Management – Julie Olberding

Fall 2007

PAD 621-001: Resource Acquisition and Management – Julie Olberding

HNR 308-001: The Arts for Social Change – Daryl Harris

MKT 306-001: Sales Management – Doris Shaw

SPRING 2007

MKT 306-001: Sales Management – Doris Shaw

SPE 340-001: Strategies of Persuasion – Cady Short-Thompson

ENG 151-003: Honors Freshman Composition – Jon Cullick

SWK 408-002: Field Instruction III – Karen Tapp

HNR 302-003: Investing in the Community – Becky Sittason

FALL 2006

No Mayerson Classes during this semester.

SPRING 2006

SOC 400-001: Urban Society – Molly Blenk

TAR 414-003: NKU Children's Theatre Tour Troupe – Daryl Harris

MKT 306-001: Sales Management – Doris Shaw

PAD 622-001: Volunteer Management – Julie Olberding

ENG 101-018: College Writing - Wanda Crawford

ANT 307-001: Museum Methods – Judy Voelker

FALL 2005

MKT 306-001: Sales Management – Doris Shaw

ENG 101-L71: Community Based Writing – Jon Cullick

PRE 410-001: Electronic Public Relations – Zachary Hart

PHI 394-001/WMS 384-001: Environmental Feminism – Nancy Hancock

HNR 306-002: Investing in the Community – Becky Sittason

SPE 340-002: Strategies of Persuasion – Cady Short-Thompson

SPRING 2005

SOC 100-005/SOC 100-012: Introductory Sociology – Molly Blenk

MKT 306-001: Sales Management – Doris Shaw

MKT 320-002: Consumer Behavior – Vassilis Dalakas

SOC 321-001: Applied Social Research – Joan Ferrante

SWK 105-001: Community Exp-Social Services – Karen Tapp

FALL 2004

MKT 306-001: Sales Management – Doris Shaw

SOC 110-009: Introduction to Race and Gender – Molly Blenk

PHI 220-006: Health Care Ethics – Gary Crum

ENG 101-L81: College Writing – Jon Cullick

TAR 414-003: NKU Tour Troupe – Daryl Harris

WMS 150-N07: Introduction to Women's Studies – Mari York

SPRING 2004

PAD 620-001: Managing Not-for-Profit Organizations – Shamima Ahmed

ART 210-003: Drawing I – Kelly Jo Asbury

MKT 310-001: Professional Selling – Doris Shaw

MGT 410-001: Managing Organizational Change – Tracey Sigler

HNR 302-001: Investing in the Community – Becky Sittason

ENG 291-013: Advanced College Writing – Christopher Wilkey

ENG 291-004 / 291-007: Advanced College Writing – Mari York

FALL 2003

SOC 100-005: Introduction to Sociology – Joan Ferrante

ENG 101-L64: Learning Community – Jonathan S. Cullick

PHI 394-001 / WMS 384-001: Environmental Feminism – Nancy S. Hancock

SPE 340-002: Strategies of Persuasion – Cady Short-Thomson

SWK 105-002: Community Experience in the Social Services – Holly Riffe

SPRING 2003

PAD 620-001: Managing Not-for Profit Organizations – Shamima Ahmed

ART 210-002: Drawing I – Kelly Jo Asbury

JUS 494-002: Black Women, Crime & Politics – Ramona Brockett

WMS 385-001: Women & Health – Annie Dollins

SPE 394-001: American Civic Communication – Ronald Grapsy

MGT 410-001: Managing Organizational Change – Tracey Sigler

SOC 355-001: Sociology of the Environment – Kristen Yount

FALL 2002

ENG 101-L60: College Writing – John Alberti

ENG 101-L61: College Writing & University 101 – Vicki Stieha

SOC 320-001: Social Research Methods – Joan Ferrante

SPE 340-001: Strategies of Persuasion – Cady Short-Thompson

HNR 302-001: Investing in the Community – Becky Sittason

SPRING 2002

AFR 310X-001: African Americans: The Law and the Courts – Ramona Brockett

ART 210-003: Drawing I - Kelly Jo Asbury

MKT 394-003: Sports Marketing – Matt Shank

SOC 300-001: Race and Ethnic Relations - Prince Brown, Jr.

SOC 321-001: Applied Social Research Methods – Joan Ferrante

Fall 2001

ANT 325-001: Applied Anthropology – Sharlotte Neeley

HNR 302-001: Investing in the Community – Becky Sittason

HSR 430-001: Human Services Administration – Jim Roeder

SOC 320-001: Social Research – Joan Ferrante

SPE 340-001: Strategies of Persuasion – Cady Short-Thompson

SPRING 2001

EDA 628-001: School Law and Ethics – Rosa Weaver

NRP 435-003: Nursing in Community – Ann Dollins

SOC 210-001 / SOC 210-002: Analysis of Racism and Sexism in the United States – Joan Ferrante

SWK 203-004: Social Welfare in Contemporary Society – Willie Elliot

FALL 2000

SOC 320-001: Social Research Methods – Joan Ferrante

HSR 430-001: Human Services Administration – Jim Roeder

PSC 403-001: Public Policy Analysis – Rita Raturri

HNR 302-001: Investing in the Community – Becky Sittason

Our team

Julie Cencula Olberding is an assistant professor in NKU's Master of Public Administration (MPA) program, teaching courses such as foundations of public administration, resource acquisition and management, volunteer management, and nonprofit program evaluation. Dr. Olberding has incorporated student philanthropy into many of her classes and published research on student philanthropy. Before coming to NKU, Dr. Olberding was executive director of Citizens for Civic Renewal in Cincinnati and a program manager at the Council of State Governments in Lexington, Ky. She has a bachelor's degree from the E.W. Scripps School of Journalism at Ohio University and an MPA and Ph.D. from the Martin School of Public Policy and Administration at the University of Kentucky.

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Mark Neikirk is executive director of the Scripps Howard Center for Civic Engagement, an office at NKU focused on stewardship and public engagement. Mr. Neikirk started at NKU in 2007 after 28 years as a journalist, the last five as managing editor of The Cincinnati Post and The Kentucky Post. Mr. Neikirk is president of the Thomas D. Clark Foundation of the University Press of Kentucky and is past president of the Kentucky Associated Press Editor's Association. He holds a bachelor's degree in American history from the University of Kentucky, where he also attended graduate school before fleeing for the newsroom and the opportunity to write the first draft of history at the community level.

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Dana Ng is a graduate student in communication and intern in the Scripps Howard Center for Civic Engagement. She holds a bachelor's degree in public relations, specializing in international communication. Her work experience has involved designing and developing marketing and program materials for nonprofit organizations in business and social services. Ms. Ng has studied three years of Chinese and Japanese and has a working knowledge of French. Her career plan is to work for government, NGOs or international education institutions. Her motto is Mahatma Gandhi's call to action: "Be the change you want to see in the world."

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Our campus and community partners

Neither this handbook nor the Mayerson Student Philanthropy Project would be possible without the leadership at Northern Kentucky University, and especially President Dr. James Votruba, Vice President and Provost Dr. Gail Wells, and Associate Provost for Regional Stewardship Dr. Jan Hillard. Their message on campus and in the community is that stewardship and public engagement are a priority at NKU. Without their leadership and commitment, student philanthropy classes could not have been started or sustained at NKU.

We are grateful as well to our funding partners not only for their financial and institutional support, but also for their deep commitment to the idea of student philanthropy. They include: the Manuel D. and Rhoda Mayerson Foundation; the Scripps Howard Foundation; Citi; the Carol Ann and Ralph V. Haile, Jr./US Bank Foundation; and Learn and Serve America.

We especially thank all of the NKU faculty and students, past and present, who have embraced student philanthropy. Their commitment and creativity makes the project possible. And a special debt of gratitude is owed to Dr. Joan Ferrante, Dr. Carole Beere and Missy Gish, all of NKU, as well as Dr. Margaret Carnes Stevens formerly of NKU and now at the Indiana Campus Compact. Each of them helped create and grow the Mayerson Student Philanthropy Project, and it is their collective work across the program's formative years that laid the foundation for the program we have today at NKU – and for this handbook.

Finally, we salute the exceptional staff of NKU's University Printing for their dedicated work in the production of this handbook, and a special thanks to Jo Ann Fincken, Leigh Ober and George Hadesty.

MAYERSON STUDENT PHILANTHROPY PROJECT AWARD RECIPIENTS: 2000-2010

AD OWENS ELEMENTARY · AIDS VOLUNTEERS OF CINCINNATI · ACTION MINISTRIES · AMERICAN CANCER SOCIETY · AMERICAN HEART ASSOCIATION · ANIMAL RIGHTS COMMUNITY · ANTHONY MUNOZ FOUNDATION · ARTERY · ARTS AND HUMANITIES RESOURCE CENTER FOR OLDER ADULTS · ATHLETES-ON-LINE.COM · BAKER HUNT FOUNDATION · BALLET THEATRE MIDWEST · BE CONCERNED · BEECH ACRES FOSTER CARE ART PROJECT · BEHRINGER-CRAWFORD MUSEUM · BETHANY HOUSE · BIG BROTHERS/BIG SISTERS ASSOCIATION · BIG STEF · BIRTHRIGHT OF CINCINNATI · BOYS HOPE GIRLS HOPE · BOYS AND GIRLS CLUB OF GREATER CINCINNATI · BRIGHTON CENTER YOUTH LEADERSHIP DEVELOPMENT · BRIGHTON CENTER FOR EMPLOYMENT TRAINING · CAMPBELL COUNTY 4-H SADDLE UP CLUB · CAMPBELL COUNTY SENIOR CENTER · CAMPBELL LODGE BOYS HOME · CANCER FAMILY CARE · CARACOLE · CARE NET PREGNANCY SERVICES OF NORTHERN KENTUCKY · CARNEGIE VISUAL AND PERFORMING ARTS CENTER · CATHOLIC SOCIAL SERVICES · CENTER FOR GREAT NEIGHBORHOODS OF COVINGTON · CENTER FOR PEACE EDUCATION · CENTRO DE AMISTAD · CHARLIE'S THREE QUARTER HOUSE · CHICKS AND CHUCKS · CHILD FOCUS · CHILDREN'S THEATRE OF MASON · CHILDREN'S HOME OF CINCINNATI · CHILDREN'S HOME OF NORTHERN KENTUCKY · CHILDREN'S LAW CENTER CINCINNATI · CHILDREN, INC. · CHILDREN'S PERFORMING ARTS OF LAKOTA · CINCINNATI ASSOCIATION FOR THE BLIND · CINCINNATI CHAMBER MUSIC SOCIETY · CINCINNATI MUSEUM CENTER · CINCINNATI NATURE CENTER'S GLOBAL CLASSROOM PROJECT · CINCINNATI NATURE CENTER · CINCINNATI WORKS · CINCINNATI YOUTH COLLABORATIVE · CINCINNATI ZOO & BOTANICAL GARDEN · CINDERELLA'S CLOSET · CITIZENS POLICY CENTER · CITYCURE · CLERMONT COUNTY HUMANE SOCIETY · COALITION FOR A HUMAN ECONOMY · COMMUNITY CHRISTIAN ACADEMY · COMMUNITY LAND CO-OP · CONNECTIONS · COUNCIL ON CHILD ABUSE OF SOUTHERN OHIO · CRAYONS TO COMPUTERS · CREATING HOPE INTERNATIONAL · CRITTENDEN-MT. ZION FAMILY RESOURCE CENTER · DEWORM THE WORLD · DIOCESAN CATHOLIC CHILDREN'S HOME · DISABILITIES COALITION OF NORTHERN KENTUCKY · DOWNTOWN CINCINNATI · DROP IN CENTER · ELEMENTZ: THE HIP HOP YOUTH ARTS CENTER · EMANUEL COMMUNITY CENTER · ENSEMBLE THEATRE OF CINCINNATI · FACE (FOR AIDS CHILDREN EVERYWHERE) · FAIRHAVEN RESCUE MISSION · FAMILY NURTURING CENTER · FAMILY SERVICE OF NORTHERN KENTUCKY · FERNALD RESIDENTS FOR ENVIRONMENTAL SAFETY & HEALTH (FRESH) · FERNSIDE CENTER FOR GRIEVING CHILDREN · FIRST STEP HOME · FRANK DUVENECK ARTS & CULTURAL CENTER · FRIARS CLUB · FOURTH STREET ELEMENTARY SCHOOL · FREESTORE FOODBANK · FRIENDS OF SUNROCK FARMS · GAY & LESBIAN COMMUNITY CENTER OF CINCINNATI · GAY, LESBIAN, STRAIGHT EDUCATION NETWORK · GIRL SCOUT COUNCIL OF LICKING VALLEY · GIRLS!CAN · GLENN O. SWING ELEMENTARY FAMILY RESOURCE CENTER · GRACE CHURCH OF THE VALLEY · GRANT JANSZEN WISH FOUNDATION · GREATER CINCINNATI COALITION FOR THE HOMELESS · GREATER CINCINNATI POLICE HISTORICAL SOCIETY MUSEUM · HARRISON LEARNING CENTER · HEALTH RESOURCE CENTER OF CINCINNATI · HEALTHY MOMS AND BABIES · HEARING, SPEECH AND DEAF CENTER · HENRY HOSEA HOUSE · HISPANIC RESOURCE CENTER · HOLLY HILL CHILDREN'S SERVICES · HOLMES HIGH SCHOOL YOUTH SERVICE CENTER · HOLY CROSS HIGH SCHOOL · HOSPICE OF NORTHERN KENTUCKY · HOUSING AUTHORITY OF COVINGTON: EDUCATE TO ELEVATE · HOUSING OPPORTUNITIES MADE EQUAL · HUMBLEDOVE · IMAGO EARTH CENTER · INDIAN SUMMER CAMP · INKTANK · INNER CITY TENNIS PROJECT · INTERCOMMUNITY JUSTICE AND PEACE CENTER · INTERFAITH HOSPITALITY NETWORK OF GREATER CINCINNATI · INTERNATIONAL FAMILY RESOURCE CENTER · INTERNATIONAL VISITORS COUNCIL OF GREATER CINCINNATI · JAMES E. BIGGS EARLY CHILDHOOD CENTER · KELLY-CAROL FOUNDATION FOR CHILDREN WITH CANCER · KENTON COUNTY PUBLIC LIBRARY · KENTUCKY TAILS · KICKS FOR KIDS · KIDS COUNT · KNOW THEATRE TRIBE · LICKING RIVER WATERSHED WATCH · LIGHTHOUSE YOUTH SERVICES · LITERACY COUNCIL OF CLERMONT AND BROWN COUNTIES · LITERACY NETWORK OF GREATER CINCINNATI · LITERACY IN NORTHERN KENTUCKY · LITTLE BROTHERS: FRIENDS OF THE ELDERLY · LYDIA'S HOUSE · MADONNA HOUSE · MAKE-A-WISH FOUNDATION · MARY MAGDALEN HOUSE · MATHEW 25: MINISTRIES · MERCY HOSPITAL · MILL CREEK RESTORATION PROJECT · MOCKBEE · MUSIC RESOURCE CENTER OF CINCINNATI · NATIONAL CONFERENCE FOR COMMUNITY AND JUSTICE · NATIONAL MULTIPLE SCLEROSIS SOCIETY, OHIO VALLEY CHAPTER · NATIONAL UNDERGROUND RAILROAD FREEDOM CENTER · NEIGHBORHOOD INVESTMENT PARTNERS · NEW BEGINNINGS CHRISTIAN COUNSELING · NEW HOPE CENTER · NORTH DEARBORN PANTRY · NORTHERN KENTUCKY AFRICAN AMERICAN HERITAGE TASK FORCE · NORTHERN KENTUCKY COMMUNITY CENTER · NORTHERN KENTUCKY UNIVERSITY K-TAP PROGRAM · NORTHERN KENTUCKY URBAN YOUNG LIFE · OHIO EMPOWERMENT COALITION CONTACT CENTER · OHIO ENERGY PROJECT · ONE WAY FARM CHILDREN'S HOME · OPEN DOOR MINISTRY · OUR DAILY BREAD · O'BRYONVILLE ANIMAL RESCUE · PFLAG · PARISH KITCHEN · PEASLEE NEIGHBORHOOD CENTER · PEOPLE WORKING COOPERATIVELY · PINK RIBBON GIRLS · PLANNED PARENTHOOD SOUTHWEST OHIO REGION · PREGNANCY CENTER WEST · PREGNANCY CENTER OF NORTHERN KENTUCKY · PROKIDS · PRO SENIORS · PROJECT CONNECT · PROJECT RESTORE · PROSPECT HOUSE · REDWOOD REHABILITATION CENTER · RONALD MCDONALD HOUSE CHARITIES · SOCIETY FOR THE ADVANCEMENT OF REFORMED FELONS · SOTENI INTERNATIONAL · SUMA · SENIOR SERVICES OF NORTHERN KENTUCKY · SHEPARD'S CROOK · SHOULDER TO SHOULDER · SIXTH DISTRICT ELEMENTARY SCHOOL · SIXTH STREET ELEMENTARY SCHOOL · SMART GROWTH COALITION FOR GREATER CINCINNATI AND NORTHERN KENTUCKY · SOCIETY OF ST. 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STUDENT PHILANTHROPY

PLANT IT | NURTURE IT | HARVEST IT

Plant It: Funders plant the seeds of student philanthropy by providing the money that classes then decide how to invest in nonprofits. Northern Kentucky University has been fortunate to have the consistent and committed support of the Manuel D. and Rhoda Mayerson Foundation, along with gifts from Citi, the Scripps Howard Foundation, the Learn and Service America Corporation, and the Carole Ann and Ralph V. Haile, Jr. US Bank Foundation. Together, they planted the seeds.

Nurture It: A seed needs soil and sunshine, water and weeding. The seeds of philanthropy planted by funders are nurtured by students, who identify needs, investigate which nonprofits are meeting needs most effectively, and then invest in those selected. Students often nurture the seed further by raising matching money. They might also volunteer during and after the semester at the nonprofits they've learned to appreciate.

Harvest It: There is the obvious fact that the nonprofits receiving student philanthropy gifts harvest those funds to serve needs in the community. That harvest is extraordinarily important, and in NKU's case hundreds of nonprofits have celebrated this kind of harvest. But the other harvest is the stewardship students learn. It lasts a lifetime. As one student put it after taking a Mayerson Student Philanthropy class at NKU: "This project made me realize that no matter how little you may donate or do, every bit counts for those in need." That's a rich harvest.