

**DARTMOUTH ALUMNI RELATIONS
CLASS PROJECTS AND CLASS GIFTS:**

A GUIDE FOR CLASS OFFICERS

Fiscal Year 2017

Class Projects and Class Gifts

Background

Over the years, Dartmouth alumni classes have generously provided financial support to the College, above and beyond individual gifts to the Dartmouth College Fund, in the form of class projects and class gifts. This support is intended to fulfill identified needs of the College while helping to unite a class and, in many cases, to unite a class with students.

The key distinction between class projects and class gifts is the collection mechanism for funds.

Class projects are managed by class treasurers and are given to Dartmouth with funds collected via dues slip check-off or out of general dues revenues. The Office of Alumni Relations aids in the receipt and designation of the class project.

- The class treasurer collects the funds as part of dues collection. The class manages processing of the payment, including gift acknowledgement to the individual for donations over \$250.00, and the Treasurer is the key contact person for the project.
- The class treasurer sends a check to Dartmouth, earmarking the desired allocation.
- The class receives college credit for the gift. (Please note that this is not tax credit because the gift is coming from the class treasury, already a non-profit organization itself).
- Most classes have at least one class project, and some classes have several. Only solvent classes should consider supporting a class project.

Class gifts are funded through direct solicitation of individuals in the class and receive guidance from the Development Office, through the class's Head Agent. **Class gifts must be supported by a lead donor or donors, who will fund the majority of the gift.**

- The Development Office provides key support in the establishment and maintenance of the gift.
- The Head Agent is the key contact, and works closely with development to solicit funds through form letters and through personalized contact for large asks.
- Individuals receive legal (tax) and recognition credit for the gift while the class receives recognition credit for the gift.
- Close contact with alumni relations and the development office is particularly important in establishing and managing class gifts.
- A lead donor or donors is essential to the approval process for a class gift.

Comparison Between Class Projects and Class Gifts

	Class Projects	Class Gifts
Recurrence	One time or annual	One time, over one or multiple years
Solicitation Methods	Line item on dues slip or out of general dues revenues.	Class members solicit through form letters or personalized contact for large asks. A lead donor or donors must be solicited and confirmed prior to soliciting other classmates.
College Gift Credit	Class credit, not individual	Both class and individual credit
Tax Deductible	Yes: classmates contributing to the class project via class dues receive tax credit through their class's organization. The class is responsible for sending receipts for gifts over \$250.00.	Yes: since gifts are sent directly to the College from individuals and the class treasury, the gifts are deductible through the College and the College is responsible for sending receipts.
Payment Collection and Processing	Class	College/Development office
In Case of a Target Shortfall	Either the class makes up the shortfall from the treasury or the project is deferred a year	Either the class makes up the shortfall from the treasury or the gift is deferred a year
Approval Process	Alumni Relations, and classes must petition for projects not on the wish list	Alumni Relations & Development
Benefits	Easier to meet goals Well established process Builds class unity Connection to current students Fulfills a College need	More significant contributions Creative gift options Builds class unity Processing by College Support from development Often permanent gift Fulfills a College need
Challenges	Fewer options for projects Processing burden on class Not all projects leave a permanent legacy	Target shortfall Solicitation can be difficult Not motivating to all classmates Difficult to find the lead donor(s)

Class Projects

Establishing Class Projects

Class projects should only be considered if classes are financially solvent.

1. Classes identify their goals, objectives and needs in selecting a project:
 - a. Objective and motivation for undertaking a project: connecting with current students, honoring classmates, permanent contribution to Dartmouth, etc.
 - b. Scope of project: financial commitment, term of project.
2. Classes review the projects on the wish list to identify projects that are of interest to the class and consistent with their goals and needs. (The procedure for undertaking projects outside of this list is addressed below.)
3. The treasurer, president or other officer consults with the Director of Class Activities to discuss the list of projects that are of interest to the class. Confirm the projects still need funding and are of appropriate scope for the class.
4. The class officially chooses and endorses the project. The official endorsement may either be a vote confirming one project or selecting one from a short list of projects. The endorsement may take place either at a class meeting, by an online vote of the class, or by vote of the Class Executive Committee.
5. Classes are responsible for collecting, processing, and managing the funds associated with class projects. Funds are usually collected from class dues (additional detail can be found in the financing class projects section, below).
6. Funds should be sent to the Class Activities Office with a letter clearly indicating which project(s) will be funded and the level of funding per project. Address the letter and funds to:

Elizabeth A. Kelley '96, Director, Class Activities
Dartmouth College
6068 Blunt Alumni Center
Hanover, NH 03755

7. Contributions to class projects are tax deductible. Classes are required to acknowledge all contributions over \$250.00, and may use the following language:

On behalf of the Class of [XXXX] Executive Committee, thank you for your generous contribution of \$[AMOUNT IN EXCESS OF \$250] to the Dartmouth Class of [XXXX] on [date of gift]. As you know, the Class of [XXXX] has been designated a tax exempt organization under the Dartmouth College umbrella. This letter serves as formal acknowledgment of your gift to the Class and that you received no goods or services in exchange for your support.

Tips for Deciding on Class Projects

- Classes should consider how multi-year commitments to a particular project will benefit the class: a 5-year commitment aligned with a reunion cycle will allow the class to develop a relationship with the benefitting area(s) of the College. This can be a motivator as classmates learn about their class commitment and get to know the program(s) they are helping to sponsor.
- Classes should consider supporting more than one project, in different areas of the College, in order to provide attractive options to all – *something for everyone*. However, this should only be considered when there are enough funds available to not dilute impact.
- Classes may choose to participate in multiple projects. Each project requires the approval process described in the above section.
- Some classes choose to operate the projects as separate budgets (with separate banking accounts). Other classes choose to operate projects within their overall operating budget.
- Many classes manage class projects through their president, treasurer or vice president while other classes have Class Project Chairs, members of the Executive Committee who are responsible for managing many of the aspects of the project, establishing a relationship with the Dartmouth office benefiting from the project, communicating with the students that directly benefit from the project, writing correspondence to class about the project, etc.

Communications

- The Class Project Chair, if the class chooses to elect one, is tasked with coordinating the communications efforts.
- Effective communication is critical to the success of class projects. The more classmates know about the project(s), the more likely they are to contribute.
- Classes should include in their dues letter communication about class projects, explaining how the project funds will be used, and ask for contributions. [Examples of effective dues letters](#) may be found on the [Treasurer's Association website](#).
- For those not directly involved with managing class projects, **the difference between class projects, class gifts and individual gifts to the Dartmouth College Fund, Friends of Athletics and other programs can be very confusing**. Be clear in your communications – especially those soliciting for class projects – that this is a *collective gift* made to Dartmouth by the *class as a whole*, in order to create unity and camaraderie within the class while sponsoring a program that is meaningful to all. It is an opportunity for your class to make its mark on the students of today.
- Classes are encouraged to include communication about class projects in newsletters, on class websites and in other communications to the class, such as Facebook posts. Communications include both descriptions and objectives of projects, as well as progress toward financial goals.
- For projects that directly benefit current Dartmouth students, the benefitting students are encouraged (by the College) to share their experiences with the class. The personal connection between a current student and an alumni class serves as a great motivator for classmates to give to the project, as they see the direct benefit of their contributions.

Financing Class Projects

Projects are traditionally funded from class dues, with several options for collecting the monies to support the projects.

1. Classes may designate a portion of the class dues for the projects. Some classes choose to fund class projects entirely from dues, simplifying the accounting process.
2. Classes may include a separate line item on the dues form for class projects.
 - a. If a class is engaged in multiple projects, they may choose to have either one line item for all projects or separate line items for each project. The former simplifies the accounting of funds for multiple projects and allows the treasurer to allocate the money as needed among the projects. The latter allows classmates to contribute to the projects of greatest interest to themselves, but requires more time and effort from the treasurer.
3. Classes may make contributions from their class treasuries to class projects. For example, if a class has made a significant profit at a reunion, they may choose to donate that surplus to a project.
4. Classes may choose to designate profits from other activities to class projects (participation in affiliate networks, sales of reunion books, sales of class souvenirs.)

Treasurers can run a report of contributors and total contributions to class projects in QuickBase. Note: for classes conducting multiple projects and using separate line items for each project, QuickBase uses a default contribution amount for each project in the order projects are listed. If a classmate contributes to projects in a different manner, the Treasurer will have to manually override the contributions in QuickBase. QuickBase also tracks contributions above and beyond default dues and project amounts, which Treasurers generally attribute to class projects.

Approval Process for Projects Not on the Wish List

Sometimes classes propose a new project that is not on the current “wish list” of class projects. The Director of Class Activities is the first and last stop in seeking approval for new proposals, and shepherds the process from initiation and discussion with appropriate departments on campus about feasibility and funding, to final sign-off. There are instances when a proposal either does not meet a need, or comes into conflict with campus plans and priorities. In particular, proposals that impact physical spaces, such as statues, plaques, and other artwork must go before certain established College committees. Ultimately, it must be the College, and not the class, that makes the final decision on the viability of a class project. That being said, the Director of Class Activities will work as a liaison between the class and the appropriate department to find a suitable solution that benefits everyone.

Class Project Wish List

Dartmouth College Fund

- **Class 1769 Society Membership (\$2,500 per year)**
Unrestricted gifts to the Dartmouth College Fund are key to Dartmouth's vitality. A gift from the Class treasury of \$2,500 or more per year will place your class on the 1769 Society honor roll and provide for a class representative to attend the 1769 receptions at Homecoming and during June reunions.
- **Endowed Annual Gift to the Dartmouth College Fund (\$10,000 or more)**
Your class's unrestricted support of the Dartmouth College Fund will continue on in perpetuity with an endowed gift of \$10,000 or more.
- **Endowed Named Class Scholarship (\$50,000 or more)**
For years to come, your class's generosity can directly support a Dartmouth student who requires financial aid via an Endowed Named Class Scholarship. Each year a student will be selected to receive the scholarship funded by your class. Your class will be notified of the name of the recipient and you may interact with the student at campus events as well as encourage him/her to write a letter to be shared with your class via Facebook, the class newsletter or website.

Student Affairs

A wide variety of opportunities exist within Student Affairs to provide targeted support to individual students, student organizations, and initiatives to benefit the student body as a whole. Examples of these kinds of opportunities, from projects to support first generation students, Greek Life, and outdoor activities to Center for Service and student health initiatives, follow below. Classes with particular interests in supporting the student experience are encouraged to consult Beth Kelley for more information.

Dartmouth Center for Service

- **International Internships (\$5,000 per internship)**
International internships engage students in full-time service-based experiences at a nonprofit organization or public agency during a leave term. Students experience personal growth not only through direct service, but also through a required reflection paper and discussions with Center for Service staff and other interns after they return to campus. The class will be recognized as the internship sponsor for each \$5,000 provided, and the Class President will receive a report on the students and projects supported by the class.
- **SEAD (Summer Enrichment at Dartmouth) program for teens (\$4,000)**

Focusing on college access and success, SEAD empowers promising high school students from under-resourced backgrounds (all students qualify for free lunch and attend schools in the south Bronx, Boston, Schenectady, and rural NH) to thrive in high school and college. The program also provides hundreds of Dartmouth students every year with transformative opportunities for service and leadership, through volunteer and staff positions during the program's summer session on campus and through off-term nine-week internship opportunities in the partner high schools throughout the year.

- **Putting Wheels Under Service—Dartmouth Center for Service (\$500-\$1,000)**
Virtually all of our 22 local service projects require transportation. Put wheels under our work with a gift of \$500-1000.
- **Dartmouth Partners in Community Service Intern Stipends – Dartmouth Center for Service (\$5,000)**
Internships sponsored by the Dartmouth Partners in Community Service Program (DPCS) engage students in full-time direct service work for a nonprofit organization or public agency during their leave term. Interns are paired with a Dartmouth alumni mentor. Students experience personal growth not only through direct service, but also through interactions with the mentor, a required reflection paper and discussions with Center for Service after they return to campus. (DPCS does not typically name interns for particular classes). The class will be recognized as a sponsoring class of Dartmouth Partners in Community Service.
- **Student Director Positions (\$1,000)**
The Center for Service hires student directors who provide leadership and support for service and education programs. Student directors and civic interns work closely with DCS staff and other students to plan and implement programs. Immersion in all aspects of the work of the Center for Service helps students to develop leadership abilities and skills in such areas as advising, communication, marketing, program assessment, and research. Students work approximately 10 hours per week for a full year. The class will be recognized as the position sponsor for each \$1,000 provided, and the class president will receive a report on the students and projects supported by the class.

Collis Center for Student Involvement

- **Student Organization Donations (\$1,000 and more)**
There are over 170 student groups on campus recognized by COSO, the Council on Student Organizations. These include a variety of different types of groups, such as performance (a cappella, dance, music, comedy, etc.), publications, issue-awareness, service & philanthropy, culture-specific, recreational, and pre-professional. For a complete list of groups, please visit www.dartmouth.edu/~coso. These groups could use funding to enhance their programming on campus or to support club activities.
- **Travel Scholarship Fund (\$2,000-\$4,000)**
Throughout the year many student clubs and organizations wish to attend events that require them to travel. Financial circumstances may present a barrier for some students to be able to

participate in club and organization travel. A gift of \$2,000-4,000 would provide a good base for this fund, and gifts of any amount are helpful.

- **Leadership Travel Fund (\$5,000 - \$10,000)**

There are a variety of regional and national conferences and conventions that would allow our student leaders to explore new ideas with students from other institutions, share best practices, and build skills to be effective leaders within their student organizations. With limited Student Activity funds to support travel, many members of our student organizations are not able to take advantage of these opportunities. A \$1,000 gift could fund an entire conference (travel, hotel, registration) for 1-2 students. A \$5,000-10,000 gift could provide funding for a larger delegation of student leaders (e.g., Collis After Dark interns, Programming Board exec board, Student Assembly) to attend a conference. Gifts of any size could be used to offset costs of registration and attendance.

- **Art Installation in Collis: (\$4,000 – \$5,000)**

Collis is at the center of student life at Dartmouth College. Currently, the Collis Center showcases a variety of local, student, and professional art throughout the building. We would be interested in additional art installations in Collis, either as permanent pieces or an annual exhibition.

- **Brews & Bands (\$2,000-\$5,000; \$25,000-\$30,000)**

Brews and Bands is a concert series planned and promoted by Collis After Dark. We typically bring in an acoustic rock/pop/indie folk band in the \$2,000-3,500 price range to perform in One Wheelock, a student social space in the lower level of Collis. New England microbrews are served along with non-alcoholic beverages and food/desserts of some kind. A \$2,000 – \$5,000 gift could fund a single concert of the series. A \$25,000-\$30,000 gift could fund the entire series for the year.

- **Ice Sculpture Contest: (\$8,000 - \$10,000)**

Winter Carnival is one of Dartmouth's greatest traditions. For many years, organizations across campus sponsored smaller thematic sculptures to complement the weekend's activities. Over the last several years, Winter Carnival Council and the Collis Center for Student Involvement sponsored an ice sculpture contest in order to revive this storied tradition. This event creates a good amount of foot traffic and picture taking.

First Year Student Enrichment Program (FYSEP) (\$3,000 per student)

- The First Year Student Enrichment Program (FYSEP) empowers first-generation students at Dartmouth College to thrive academically and in the greater college community. Through an eight-day pre-Orientation program and ongoing support throughout their first year, including one-to-one mentoring from upper class students, FYSEP students gain a broad array of understandings and skills designed to help them make the most of their experiences both inside and outside of the classroom. This year, more than 50 incoming students are involved. Classes can contribute to this effort by giving \$3,000 per student, or up to \$10,000 to support the upper class student mentoring program for one year.

Greek Life (various)

- Opportunities exist at various levels to promote special leadership initiatives such as the Greek Emerging Leaders Program, the Presidents' Academy, and the Greek Leadership Council retreat, support Greek Honorary Societies and create awards for outstanding performance. A complete list is available on request.

Center for Professional Development (Career Services)

- **Student Internship Funding (\$2,000 - \$4,000 per internship)**
Classes who support the funding of internships through the Center for Professional Development (CPD) directly impact the student experience at the college. Gaining real-world work experience is a critical part of the educational process for Dartmouth undergraduates, and the flexibility of the Dartmouth Plan allows our students to pursue internships and jobs throughout the academic year. Class Project support allows current Dartmouth students to pursue work opportunities that they would not otherwise be able to consider. \$4,000 supports a student internship for one term in an internship that is unpaid by the employer, while gifts of \$2,000 or less will help students cover costs not covered by a stipend or salary from an employer.

Health Professions Programs (various levels)

- **Pathways to Medicine**
This is a pilot program designed to fulfill specific needs for students from backgrounds under-represented in the field of medicine. The program creates a supportive campus community, brings alumni mentors and students together, and enables students to attend national conferences focused on support for "URM" students.
- **Pre-Health Mentor Corps**
This is a pilot peer mentoring programs for students undertaking a pre-health path, focusing on providing first year students with a diverse group of upper class peer support.

Health Promotions and Health Service Programs (various levels)

- **Dartmouth Cares Mental Health Awareness & Suicide Prevention program**
Gifts to this program at various levels would support the Mental Health Fair in Collis held each term, with a focus on raising awareness on mental health issues/suicide prevention; national speakers for campus programs; training; and promotional materials.
- **Thriving@Dartmouth Class Materials and Support (\$4,680 - \$5,000 per year)**
Thriving@Dartmouth is an 8-week co-curricular course for PE credit that encourages students to define and experience what it means to thrive from a holistic perspective. A series of evidence-based interactive practices equip students with the skills to cultivate a simple,

effective mindfulness practice, and practice skills that promote stress-management, resilience, and mental, intellectual, physical, and social wellbeing.

Outdoor Programs (various levels)

In addition to the larger scale class gifts that have supported new bunkhouses and significant improvements to various Outdoor Program facilities, there are a variety of options to support the programs and activities of the Outing Club, the Ledyard Canoe Club, outdoor student leadership opportunities and trips. A complete list of current needs is available on request.

Tutoring Initiative (various levels)

Many of our peer institutions provide free tutoring services to all students. While some students in specific programs may receive free tutoring here at Dartmouth, others pay a rate of \$9/hour. Given the cost, we believe that more than 200 students per class may perceive the cost as a barrier to obtaining the tutoring they need. Gifts at any level would support scholarships for students who do not have access to the program due to cost concerns.

The Dickey Center for International Understanding

The Dickey Center for International Understanding unites the diverse strengths of Dartmouth College—students, faculty, undergraduate and graduate schools—in addressing the world’s challenges. We broaden the scope of learning through advanced study, interdisciplinary collaboration, research innovation, and respect for a diversity of viewpoints. For more information on the Dickey Center see: dickey.dartmouth.edu

Opportunities for General Dickey Center Programmatic Support

- **Post-Graduate Fellowships (\$15,000 - \$20,000 per Fellow)**
Support a recent graduate in an initial professional experience in one of the Dickey Center’s research areas: security, health, environment, gender, or development. The fund would support a 6-9 month post-graduate fellowship under the mentorship of experienced professionals and with reputable partner organizations across the globe. *This project carries the potential opportunity to connect funded students with the Class via shared reports, travel blogs, etc.* For more information on post-graduate fellowship opportunities visit our [funding opportunities page](#).
- **Support a Dickey Center Student Internship or Fellowship (\$4,000 - \$6,000 per internship)**
Support an experiential or research learning opportunity for a Dartmouth student focused on domestic or international policy, innovation, or education around one of the Dickey Center’s five research areas: global health, environment, security, human development, and gender. *Intern/fellow reports, connections to the Dartmouth faculty conducting the research, notes from the field blogs and potentially a mini-reunion meet up are all mechanisms that can help establish the connection between the gifting class and the student experience.* For more information on undergraduate internship, fellowship, and research opportunities visit our [funding opportunities page](#).
- **Support a Student Assistant at the Dickey Center (\$1,000 - \$1,500 per term)**
The Dickey Center is always looking for support from ambitious undergraduates interested in a wide range of international issues. Each term, student assistants help coordinate programming for our five research areas working closely with the Director and Program Managers. For information on current special projects across all of our research areas, contact dickey.center@dartmouth.edu.
- **Winter Break Mini Grant Funding (\$1,000 per student)**
The Dartmouth calendar provides for additional experiential learning opportunities between the fall and winter terms. These grants would provide funding for global short-term student internships or special projects (2-4 week project mini grants from mid-November to the end of December). *This project carries the potential opportunity to connect funded students with the Class via shared reports, travel blogs, and potentially a mini-reunion meet up on campus. There is also a potential for meetings between interns and alumni in the countries where students are traveling.*

- **Student Publication Support (\$2,500 per issue)**
Sponsor an issue of *World Outlook* (foreign affairs journal) or *Standpoints* (global health magazine), two Dickey Center publications entirely student written, edited, and produced. Each publication prints two times per year. *Class support would be printed in the publication and a mailing list can be arranged for classmates to receive printed copies of each edition.* Visit our [student publications page](#) for more information.
- **Conference Presentation Funding (\$1,000 - \$2,000 per recipient)**
Conference funding for undergraduate and graduate students whose relevant research has been accepted for presentation at an academic or professional meeting nationally or internationally. Students have difficulty finding travel support for conference presentations and the Dickey Center receives requests for this type of funding throughout the year. The potential for developing essential professional skills and long-term research networks at these meetings is tremendous, and essential. *Potential opportunity to connect funded students with the Class via shared research reports.*
- **Intercultural & International Resource Room & Library Gifts (\$250 and up)**
Even small gifts can go a long way to supporting international and intercultural learning experiences for Dartmouth students, faculty, and staff. Gifts go toward expanding the Dickey Center's resource library and related materials for students heading abroad for leave-term or post-graduate experiences.

Opportunities for Specific Programmatic Support within the Dickey Center

- **Mandela Washington Fellows Program of the Young African Leaders Initiative (YALI) – Dartmouth's Business & Entrepreneurship Institute (\$10,000-\$25,000)**
The Mandela Washington Fellows Program is at the center of President Obama's Young African Leaders Initiative (YALI), a State Department-led program that is working to provide opportunities to "spur growth, strengthen democratic systems and enhance peace and security." Help support a continuance of the Dartmouth-based living and learning experience of 25 of sub-Saharan Africa's young leaders. <http://dickey.dartmouth.edu/yali>

Gift options range from \$10,000-\$25,000 for a Class to support business & entrepreneurship instruction, leadership education, and/or cross-cultural learning experiences for this on-campus summer program. For more information on Dartmouth's YALI Institute see: <http://dickey.dartmouth.edu/global-engagement/conferences-initiatives/young-african-leaders-initiative>. *Gifted classes can receive profiles of the African leaders they are supporting, links to video and news-related articles from the program with updates and opportunities for engagement. Additionally, if classmates are interested in serving as connection points or network contacts for these budding business leaders, we will make best efforts to match accordingly.*
- **Science, Technology and Engineering Policy Development Initiative (\$5,000-\$10,000)**
This initiative expands on the policy development success of the Institute of Arctic Studies UArctic, the Institute for Arctic Policy and the IGERT program. It supports graduate

students and postdoctoral fellows in developing a depth of knowledge about how national and international policy decisions are made and implemented. The program includes: 1) support for bringing researchers and practitioners to campus as speakers and for professional development (\$5000/term) and 2) support for travel to conferences and professional meetings for skills development (\$10,000/year).

- **Research Assistants – Fulbright Arctic Initiative (\$10,000-\$15,000/year)**

This program includes five short-term research assistantships to support the work of the Fulbright Arctic Initiative, a research program co-led by Ross Virginia, Director of the Institute of Arctic Studies at the Dickey Center, and University of Alaska Fairbanks, for scholars to study and assess the changing Arctic region. The Fulbright Arctic Initiative will include international exchanges, seminars and collaborative research for 16 scholars from the Arctic Council's eight member countries. One assistantship would support each of the key working group areas: 1) energy, 2) water, 3) health, 4) infrastructure. A fifth assistantship would support Ross Virginia in his role as lead scholar.

The Nelson A. Rockefeller Center for Public Policy and the Social Sciences

- **Global Policy Leadership Practicum (\$3,000 annually per student or \$36,000 to fund an entire program each year)**

Support the Global Policy Leadership Practicum, which provides real-world international policy experience for a select group of students engaged with the Rockefeller Center. Students begin this program by spending the fall term studying a broad array of policy issues in a selected country. They then travel to the country of study during the December break and spend two weeks meeting with policy leaders—politicians, academics, journalists, business leaders, diplomats, and other experts “on the ground” to set the context for analyzing their topic of study. Students collaborate to write a policy brief summarizing their findings as their field research concludes. Recent topics have included economic reform in India, the Northern Ireland peace accords, and America's role in the Israeli-Palestinian conflict.

Classes may contribute to this experience by giving \$3,000 per student or \$36,000 for the entire program each year. Funding assistance covers costs associated with travel, lodging, or trip-related events.

- **Rockefeller Global Leadership Program (\$20,000+ per term)**

Support the Rockefeller Global Leadership Program. This program engages Dartmouth students who want to further develop international leadership competencies, which are increasingly crucial in corporate, public and non-profit sectors today. Led by expert guest speakers each week, students have the opportunity for in-depth discussions about cultural identity and leadership, in addition to gaining first-hand experience in cross-cultural communication. Students reflect on lessons learned about personal identity, culture, and communication across cultures through a culminating experience in either Montreal or New York City. Funding assistance covers costs associated with speaker fees, travel, lodging related to the program and

the culminating field experience. <https://rockefeller.dartmouth.edu/leadership/rockefeller-global-leadership-program>

- **Dartmouth Leadership Attitudes and Behavior Program, D-LAB (\$10,000+ per term)**
Support D-LAB, co-sponsored with the Collis Center for Student Involvement. This is a program for approximately 150 first-year students that provides an opportunity for self-reflection and challenging discussion related to values, attitudes and behaviors. Through this student-facilitated program offered during the winter term, participants explore their individual beliefs and values; analyze the relationship between perception, intent, and impact; and work to align their core values with the greater community. D-LAB recruits and trains a strong and cohesive team of student facilitators. Armed with facilitation skills, student facilitators lead reflection exercises and discussions that are essential to personal growth as both a student and a community member. Funding assistance covers costs associated with facilitator stipends, program materials, and meals. <https://rockefeller.dartmouth.edu/leadership/dartmouth-leadership-attitudes-behaviors-program>
- **Named First-Year Fellowship (\$5,000 per student per year or full endowment at \$100,000 per student)**
Support the placement of a First-Year Fellow in a summer public policy internship in Washington, DC. Fellows meet intensive academic prerequisites and participate in a preparatory Civic Skills Training prior to starting their eight-week placement with Dartmouth alumni mentors in public policy fields. In the internship setting, they work on structured, meaningful projects and begin to build a network that will benefit them as they continue their education and launch their careers. Funds may cover costs associated with speaker fees, travel, summer lodging for the Fellows and Civic Skills training costs in Washington, DC. <http://rockefeller.dartmouth.edu/public-policy/first-year-fellows>
- **Named Public Affairs and Public Policy Internship (\$4,000+ per student per year)**
Support a Dartmouth student for a leave-term internship experience in public policy research, public policy analysis, or advocacy at the local, state, or national level. Named internships may include but are not limited to public policy issues relating to poverty, education, environment, health, international relations, or public interest law. Students are selected based on the internship's public policy relevance and their individual needs. Funding assistance covers costs associated with travel, lodging, or other expenses related to the internship. <http://rockefeller.dartmouth.edu/public-policy/internships/named-internships>

Dartmouth College Libraries

- **Memorial Book Fund (\$50 - \$75 per classmate)**
Classes may choose to memorialize each deceased member of their class with a book in Baker-Berry Library. Classes establish a per classmate amount and give this to the library when a classmate passes on. The library chooses a book, places a bookplate in the book, and the class notifies the family. The class chooses a liaison to work with the library on this project and to

share information with family members about the books selected by the library in memory of their family member.

- **College Archival Film and Video Preservation (\$300 per hour of videotape; \$3,000 per hour of 16 mm film; and many options in between)**

The library seeks sufficient funds to pay for the physical preservation of hundreds of hours of archival film and videocassette tape from the 1920s onwards, and their conversion to digital files for widespread internet access. Your class could choose to restore your class's Winter Carnival footage; your commencement; a particular football game; or another special class memory. Classes can support as little as one hour of preservation, for which they will receive recognition on the website from which the films are served; sponsor all the footage surviving from their era, or choose an amount in between. To see examples:

<http://www.dartmouth.edu/~library/digital/collections/dartmouthfilms/historical.html>

Dartmouth College Athletics

- **Athletics Sponsors Program (\$1,200 or more)**

A class membership in the Athletic Sponsor Program provides vital recruiting resources for Dartmouth's varsity sports, enabling coaches to visit and evaluate top prospects all over the country and to bring them to campus for their all-important recruiting visits. Classes are assigned a specific incoming student-athlete each year, whom they can invite to class functions and follow throughout their Dartmouth career.

Dean of the Faculty

- **Undergraduate Research Project Grants (\$2,000-\$4,500)**

Grants for Dartmouth undergraduates to engage in independent research with a Dartmouth faculty mentor are awarded for research during a leave term or for research related to a senior honors thesis.

- **Support for the annual Karen E. Wetterhahn Science Symposium: (\$1,000-\$5,000)**

An annual celebration of undergraduate research in the sciences, honoring the late Karen E. Wetterhahn, Professor of Chemistry and co-founder of the Women in Science Project (WISP). The symposium includes a keynote address from a distinguished scientist as well as a student research poster session. All students conducting research in the sciences are invited to present their research at this campus-wide celebration of the sciences and of undergraduate research at Dartmouth.

- **WISP (Women in Science Project) First-Year Research Internships (\$2,000)**

These grants are for first year and sophomore women to conduct paid, part-time research in the sciences under the guidance of Dartmouth faculty mentors or research scientists. Research internships may be in any science discipline, particularly in those areas where women are nationally most under-represented: chemistry, computer science, engineering, mathematics, and physics.

The Arts

Hood Museum of Art

- **Hood Museum of Art Student Internships (\$3,000 per intern for one year)**

The Hood Museum of Art is a teaching museum that puts experiential learning for Dartmouth students at the center of its practice. Each year, the museum offers paid internships to Dartmouth students entering their senior year. Students from all majors and backgrounds are encouraged to apply. Internships are available in the areas of curatorial, programming, public relations, and special projects. Every year, interns report that the experience has given them career inspiration, insight into museums, and the freedom to learn and work independently with thoughtful mentorship from Hood staff members. For many Hood senior interns, their *A Space for Dialogue* installation—a curatorial project that all interns complete—is the culmination of their internship experience and a highlight of their time at Dartmouth. Funding covers intern salary and research travel expenses, if appropriate.

Hopkins Center for the Arts

- **Underwrite a Free Summer Community Concert (\$10,000)**

The Hop offers several free concerts on the Green each summer, typically attended by more than 1000 people each.

- **Underwrite Dartmouth Idol Competition Prizes (\$10,000)**

This wildly successful annual Dartmouth student talent competition is enjoyed by the entire Dartmouth community. Funding is required for the cash awards and demo recordings and videos offered to finalists.

- **Underwrite a Guest Choreographer for the Dartmouth Dance Ensemble (\$10,000)**

Guest choreographers help build the repertoire of the Dance Ensemble and expose students to different styles and teaching methods, making for a more well-rounded experience for the dancers.

Resources for Class Projects

Dartmouth Alumni Relations Class Activities Staff

Beth Kelley '96, Director of Class Activities

Elizabeth.A.Kelley@Dartmouth.edu; 603-646-0313

The [Class Treasurer's Association website](#) can also provide guidance on collecting and managing funds.

Class Gifts

Overview of Class Gifts

Class gifts are raised through individual solicitations of classmates and/or through a broad-based solicitation outside of the dues collection process. Except in unusual cases, the College strongly discourages classes from engaging in this fund-raising activity. The reason for this is two-fold:

1. The primary vehicle for class fund raising is through the Dartmouth College Fund. Almost 2,000 alumni volunteer leaders, with representation from every class, work diligently every year to raise gifts through the Fund.
2. Large class gifts are very difficult to complete. In order for a class gift to be successful, the gift needs to be started with one or two key lead donors who fund at least ½ of the gift and set the example for others. The *least* successful class gifts have used a broad fund raising approach that results in many smaller gifts but not enough to complete the class gift. In a worst-case scenario, the class finds itself “saddled” with a class gift that it cannot complete.

Setting up Class Gifts

There are some cases in which a class gift can be achieved. Classes considering such a fundraising effort should take the following steps:

1. Classes should contact [Sylvia Racca '83a](#), Executive Director of the Dartmouth College Fund to identify projects that are of interest to the class and congruent with their goals and needs.
2. The Executive Director facilitates a conversation between the offices of Development and Alumni Relations and the class leadership to ensure that the purpose of the class gift is consistent with the priorities set by the College to meet its mission of educating the most promising students and preparing them for a lifetime of learning.
3. Once the purpose of the gift is established, the class and the Office of Development determine who should be approached within the class for the larger gifts to “jumpstart” the fund raising and set the example for other donors who will follow. Since it is likely that the Office of Development is already in conversation with these individuals, coordination is important. The actual solicitor may be a classmate or a professional staff fund raiser (if conversations are already in progress).
4. Once commitments for the lead “seed” gifts are secured, ensuring success for the gift, the class chooses and endorses the project. The official endorsement will be a vote by the Class Executive Committee.
5. Once the vote has taken place, a **Statement of Understanding** is prepared by the Office of Development for the Class President’s signature. The Statement of Understanding names the class gift, outlines its purpose, and how the funds should be utilized.
6. Once the lead “seed” gifts are secured, the class may choose to do a broader solicitation among a certain group of classmates or the whole class, depending upon the nature of the gift. The Executive Director of the Fund, or the staff class manager who works with the class’s head agent, works with the Class to coordinate this approach.

7. Once the **Statement of Understanding** is signed, the appropriate account number is set up by the Office of Gift Recording in Development. Gifts may be made directly to the office of Development:

Send a check:

Dartmouth College
c/o Gift Recording Office
6066 Development Office
Hanover, NH 03755-3555

Give securities:

Call the Dartmouth Investment Office at (877) 650-6956 or write to
Dartmouth College Investment Office
PO Box 107
Hanover, NH 03755-0107

Or wire a transfer:

Bank of America
63 South Main Street
Hanover, NH 03755

Name on Account: Dartmouth College
Beneficiaries on Account: Trustees of Dartmouth College
Account Number: 0000002-68887
ABA (Routing) Number: 0260-0959-3
ACH (Routing) Number: 011-400-495
or Swift Code (if foreign): BOFAUS3N

Class Gift Wish List

Class Scholarships – Office of Financial Aid

Making the Dartmouth experience accessible to every qualified applicant based upon their ability, and not their ability to pay, is a wonderful gift. Less than 15 institutions of higher education in the United States, including Dartmouth, are not only need-blind in their admission process but also guarantee to meet 100% of a student's demonstrated need for all four years. Classes may endow a class scholarship at the \$250,000 level. An endowment at this level will provide approximately \$12,500 annually in student scholarships. In addition, classes may fund a scholar each year through the Dartmouth College Fund with a gift of \$25,000. The full \$25,000 will be used in the year in which it is given for student scholarships.

Examples of Class Gifts

Class of 1955 Tucker Foundation Fellowship Endowment Fund

- Established with gift of \$50,000 from the Class of 1955
- With additional gifts over time, the recent market value is: \$137,606

Class of 1957 Performing Arts Touring Fund at the Hopkins Center

- Established with gift of \$50,000 from the Class of 1957
- Recent market value: \$62,397

Class of 1961 Legacy: The American Tradition in Performance Endowment Fund

- Established during the Will to Excel Campaign with gifts of \$10,000 from the Class of 1961
- With additional gifts over time, the recent market value is: \$1,160,262

Class of 1967 Space for Dialogue

- Established with gift of \$75,000 from the Class of 1967
- With additional gifts over time, the recent market value is: \$260,746

Class of 1960 Endowed Scholarship

- Established in 1995 with a gift of \$218,000 from the Class of 1960
- With additional gifts over time, the recent market value is: \$597,528

Resources for Class Gifts

Dartmouth College Fund, Office of Development

Sylvia Racca '83a, Executive Director
(603) 646-2198 or Sylvia.Racca@Dartmouth.edu