

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

**A GUIDE FOR CLASS OFFICERS**

**Fiscal Year 2018**

# 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

	<b>Class Projects</b>	<b>Class Gifts</b>
<b>Recurrence</b>	One time or annual	One time, over one or multiple years
<b>Solicitation Methods</b>	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.
<b>College Gift Credit</b>	Class credit, not individual	Both class and individual credit
<b>Tax Deductible</b>	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.
<b>Payment Collection and Processing</b>	Class	College/Development office
<b>In Case of a Target Shortfall</b>	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
<b>Approval Process</b>	Alumni Relations, and classes must petition for projects not on the wish list	Alumni Relations & Development
<b>Benefits</b>	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
<b>Challenges</b>	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 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

### **Student Internship Funding (\$4,000 - \$5,000 per internship)**

The Student Experiential Learning Fund (SELF) is a partnership between the Center for Professional Development and the Dartmouth Center for the Advancement of Learning. The fund is intended to support students in pursuing unpaid or low paying internships, non-Dartmouth research, group projects, conference travel, job shadows, specialized professional or leadership training not offered at Dartmouth, and other opportunities not supported by existing funding sources. The experiential learning opportunity must also closely align with career and/or academic interests. Priority is given to students and groups who have not received funding from SELF or another campus resource. Classes supporting SELF will receive a report from the student(s) sponsored by their class funds.

### **First Year Student Enrichment Program – FYSEP (\$3,000+)**

This year's first-generation student FYSEP cohort is the largest in the history of the program. Gifts to this fund will be used at the Director's discretion to support a variety of FYSEP activities, including FYSEP peer mentoring, community-building programs, field trips, group meals, and events between terms when many are unable to return home. Classes providing FYSEP support will receive a FYSEP annual report. Classes providing FYSEP support at the higher levels may have the opportunity to host a Homecoming, mini-reunion or other Hanover event featuring FYSEP program representatives.

## **Dartmouth Center for Social Impact**

- **Bridges to Impact (\$5,000 - \$10,000)**

This new Center for Social Impact pilot program supports new and aspiring social impact professionals through the creation of alumni mentoring and networking communities in major cities. New graduates and young alumni are matched with Dartmouth alumni engaged in social impact professional and volunteer work and become part of an annual series of networking events, workshops and seminars designed to support professional connections and growth. Programs began in New York and Washington, D.C. in 2017. Classes contributing to Bridges to Impact will be recognized as a Bridges to Impact sponsoring class and receive an annual report.

- **DPCS (\$5,000+)**

The newly renamed Center for Social Impact Dartmouth Partners in Community Service (DPCS) program provides funding up to \$5000 for domestic, community service leave term internships with non-profit agencies. This alumni-supported program was started by the class of 1959 more than 20 years ago, and now enjoys the sponsorship of 20 alumni classes. Funded interns are matched with Dartmouth alumni, who serve as mentors throughout the internship experience. Classes contributing to DPCS will be recognized as a DPCS sponsoring class and receive an annual report.

## **Student Life**

- **Collis Art Fund (\$4,000+)**

The Collis Center showcases a variety of local, student and professional art throughout the building. Class contributions to this fund will be used at the discretion of the Collis Center Director to support Collis exhibitions and displays. Contributing classes will receive an annual report and images of works or displays that their funds support.

- **Cross-Cultural Programming (\$4,000+)**

Student Life and the Office of Pluralism and Leadership offer a range of opportunities to promote and build cross-cultural understanding through student organizations, educational programs, and social activities. Contributions to this fund will support educational workshops, community dinners, history month programs, social and cultural activities, and other community building initiatives. Gifts to this fund will be used at the discretion of the Dean of the College to address program needs and priorities. Classes contributing to this fund will be recognized as a sponsoring class, may attend large public events that the fund supports, and will receive an annual report.

- **Greek Life Leadership Development Programs (various)**

Opportunities exist at various levels to promote Greek leadership development programs and retreats. Classes contributing to this fund will receive an annual report of activities supported.

- **Outdoor Programs (various)**

Opportunities exist at various levels to support the programs and activities of the Outing Club, the Ledyard Canoe Club, outdoor student leadership activities and weekend and term break

trips. Classes contributing to Outdoor Programs will receive an annual report of the activities supported.

## **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 details, visit our [funding opportunities page](#).*

### **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 to 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.
- **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.
- **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.
- **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- to 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. This opportunity has the 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."  
  
 Classes can support Business & Entrepreneurship instruction, leadership education, and/or cross-cultural learning experiences for this on-campus living and learning experience for 25 of sub-Saharan Africa's young leaders. Visit our [YALI page](#) for more information. Classes supporting YALI will receive profiles of the African Leaders they are supporting, links to video and news-related articles from the program, and updates on opportunities for engagement. This is also the potential for classmates to serve as connection points or network contacts for these budding business leaders.
- 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 per term) and 2) support for travel to conferences and professional meetings for skills development (\$10,000 per year).

- **Research Assistants – Fulbright Arctic Initiative (\$10,000-\$15,000 per 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: energy; water; health; and 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 per student or \$36,000 to fund an entire program each year)**

The Global Policy Leadership Practicum 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. Funding assistance covers costs associated with travel, lodging, or trip-related events. Classes supporting the Global Policy Leadership Practicum will receive an annual report on the program.

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

The [Rockefeller Global Leadership 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. Classes supporting the Global Leadership Program will receive an annual report on the program.

- **Dartmouth Leadership Attitudes and Behavior Program – D-LAB (\$10,000+ per term)**

[D-LAB](#), co-sponsored with the Collis Center for Student Involvement, 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 winter term student-facilitated program, 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. Classes supporting D-LAB will receive an annual report on the program.

- **Named First-Year Fellowship (\$5,000 per student or \$100,000 to fully endow one student)**  
[Fellows](#) meet intensive academic prerequisites and participate in a preparatory Civic Skills Training prior to starting their eight-week summer placement with Dartmouth alumni mentors in public policy fields in Washington, DC. 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. Classes supporting First Year Fellows will receive an annual report on the program.
- **Named Public Affairs and Public Policy Internship (\$4,000+ per student)**  
[Leave-term internships](#) provide 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. Classes supporting Public Affairs and Public Policy Internships will receive an annual report on the program.

## Dartmouth College Libraries

- **Memorial Book Fund (\$25 - \$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 your class's era or choose an amount in between. Please visit the [films archives](#) to see examples.

## **Dartmouth College Athletics**

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

A class membership in the Athletic Sponsors 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**

- **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. Classes contributing to the Karen E. Wetterhahn Science Symposium will be recognized on the program website and receive an annual report to share with classmates.

- **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. Classes contributing to WISP will receive information on the WISP interns that the funds supported, to share with classmates.

- **Senior Conferences (\$1,000+)**

Grants of up to \$1000 are given to seniors to present their research at a national conference. This can be in any academic field. Classes contributing to Senior Conferences will receive an annual report on the program.

- **Pathways to Medicine (\$1,000 - \$5,000)**

The program is designed to support the success of students preparing for a career in the health professions, particularly those from groups traditionally underrepresented in medicine. The program includes an annual retreat, exposure to the medical field via events and trips, and a Scholars program focused on social determinants of health and health care access. Classes

contributing to the Pathways program will receive an annual report on the program and student participants.

- **Pre-Health Peer Mentor Corps (\$1,000 - \$3,000)**

The goal of the program is to provide mentors for first year students who are planning to pursue a career in the health professions. Sophomores, juniors and seniors are trained to provide information, access to resources, and encouragement to first year students as they begin this journey. The program includes panels, workshops, and community-building events. Classes contributing to the Mentor Corps will receive an annual report on the program.

- **Pre-health Symposium (\$3000)**

An expert in the field will be invited to campus to present a keynote address and to meet with students in small groups. Student participants will be required to complete a set of readings or a single book in advance of the event so that they will be fully prepared to participate. Classes contributing to the symposium will be provided with the reading list, recognized on the website, and receive a report on the symposium. The report will include student feedback on the impact of the symposium.

## 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. Classes contributing to Hood Student Internships will receive an annual report to share with classmates.

### 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. Classes contributing to Summer Community Concerts will receive an annual report to share with classmates.

- **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, demo recordings, and videos offered to finalists. Classes contributing to Dartmouth Idol prizes will receive an annual report to share with classmates.

- **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. Classes contributing to support guest choreographers will receive an annual report to share with classmates.

### **Resources for Class Projects**

#### **Dartmouth Alumni Relations Class Activities Staff**

Beth Kelley '96, Director of Class Activities

[Elizabeth.A.Kelley@Dartmouth.edu](mailto: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:

**Check:**

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

**Securities:**

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

**Wire 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

## **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](mailto:Sylvia.Racca@Dartmouth.edu)