

2025 HEDS Advancement and Faculty Collaboration Survey

This is a PDF representation of the online version of the survey. It includes all questions and response options, as well as notes (in italics) about how questions will display to survey takers.

Welcome to the Advancement and Faculty Collaboration Survey. Thank you for agreeing to participate!

We are giving this survey to advancement/development professionals and faculty (including academic administrators with faculty status) at colleges and universities to better understand how the members of these two communities understand one another’s work and identify ways to make their collaboration easier and more productive.

Your participation in this survey is **voluntary**. There are no penalties if you decide not to participate or if you choose to skip any questions. The survey is very short and should take no more than 10 minutes to complete.

Your responses are **anonymous**. The survey is being administered by an independent organization, the Higher Education Data Sharing Consortium (HEDS). They will exclude any personal information, such as your name, email address, employee identification number, and your IP address, from the data they send to our institution.

Please note, anything you write in text boxes in response to open-ended questions will be sent to [Institution Name] exactly as you write it. If you do not want people at your institution to know who you are, please do not write anything in your text responses that might identify you.

By clicking “Next,” you indicate that you have read the information above and agree to participate in the survey. Thank you for taking the time to share your thoughts. We appreciate it.

[Respondents will see a “Next” button here.]

1. What is your role at [Institution Name]?

- Advancement/development professional
- Academic Affairs/Faculty

Respondents who answer “Advancement/development professional” will see Q2-11. Those who answer “Academic Affairs/Faculty” will be taken to Q12.

[Q2-11 and Q25 are for advancement/development professionals. Q12-21 and Q26-27 are for faculty. Everyone will see Q22-24.]

[Advancement/development professionals will see the next set of questions.]

In the next three questions, we ask about your experiences with faculty at your institution. If you have not had any experience with something or do not have any basis for a response, please select “Never” or “No knowledge.”

2. Indicate the frequency with which you collaborate with faculty colleagues in the following areas of your work.

	Very often	Often	Sometimes	Rarely	Never
Processes used for identifying prospective donors for major gifts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cultivating prospective donors for major gifts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engaging in stewardship of donors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applying for foundation or other extramural grants in support of faculty work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drafting applications for institution-level grants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participating in alumni engagement events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using technology for fundraising and donor data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Over the course of a normal year, how many different faculty members do you typically work with to reach your advancement goals?

- Zero
- 1–2
- 3–5
- 6–10
- More than 10

4. Describe the level of knowledge that your faculty colleagues have about the following areas of your work.

	Very knowledgeable	Generally knowledgeable	Some knowledge	Little knowledge	No knowledge
Processes used for identifying prospective donors for major gifts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Approaches for the cultivation of donors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Approaches for stewardship of donors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Distinction between restricted and unrestricted gifts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Distinction between current use funds and endowment gifts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Means and methods for constituent engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How to develop support from large foundations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How fundraising priorities are established	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using technology for fundraising and donor data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Currently, what level of importance does your institution give to the following activities in advancement? Please rank from 1 (Most important) to 7 (Least important).

	Current importance 1 = Most important, 7 = Least important
Processes for identifying prospective donors for major gifts	<input type="checkbox"/>
Cultivating prospective donors for major gifts	<input type="checkbox"/>
Engaging in stewardship of donors	<input type="checkbox"/>
Applying for foundation grants in support of faculty members' work	<input type="checkbox"/>
Drafting applications for institution-level grants	<input type="checkbox"/>
Using technology for fundraising and donor data	<input type="checkbox"/>
Participating in alumni engagement events	<input type="checkbox"/>

6. With which of the activities listed in the previous question would you like faculty to be more engaged? (Select all that apply)

- Processes for identifying prospective donors for major gifts
- Cultivating prospective donors for major gifts
- Engaging in stewardship of donors
- Applying for foundation grants in support of faculty members' work
- Drafting applications for institution-level grants
- Using technology for fundraising and donor data
- Participating in alumni engagement events

7. To what extent are your faculty colleagues aware of your work?

- Very aware
- Aware
- Slightly aware
- Not at all aware

If advancement professionals indicate that faculty are only “Slightly aware” or “Not at all aware” of their work in Q7, they will see the following question.

7a. In the previous question, you indicated that faculty colleagues are “Slightly aware” or “Not at all aware” of your work in advancement/development. What could, or should, be done to improve awareness between faculty and advancement?

8. How important is collaboration with faculty for you to be effective in your work?

- Very important
- Important
- Slightly important
- Not important at all

9. To what extent would the following enhance [Institution Name]’s capacity to secure more external grants? (100=Greatest extent)

	0	10	20	30	40	50	60	70	80	90	100
Additional information about grant opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additional support in drafting and submitting grant applications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying external resources related to your institution’s strategic goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff development opportunities for submitting external grants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. The key to raising more money each year is (Select one):

- Asking more people more often
- Getting current and prospective donors more engaged in the institution
- Putting bolder aspiration plans in front of donors
- Better educating donors about institutional strengths
- Stressing the critical needs of the institution
- Showcasing the best faculty

11. What are the most important things that you wish your faculty colleagues knew about your work at [Institution Name]?

Advancement/development professionals skip to Q22.

[Faculty will see the next set of questions.]

In the next three questions, we ask about your experiences with advancement/development professionals at your institution. If you have not had any experience with something or do not have any basis for a response, please select “No knowledge” or “Never.”

12. Indicate the frequency with which you collaborate with colleagues from advancement/development in the following activities.

	Very often	Often	Sometimes	Rarely	Never
Processes used for identifying prospective donors for major gifts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cultivating prospective donors for major gifts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engaging in stewardship of donors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applying for foundation or other extramural grants in support of faculty work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drafting applications for institution-level grants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participating in alumni engagement events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using technology for fundraising and donor data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. Over the course of a normal year, how many different colleagues in advancement do you typically work with?

- Zero
- 1–2
- 3–5
- 6–10
- More than 10

14. Describe the level of knowledge that your colleagues in advancement/development have about the following areas of your work.

	Very knowledgeable	Generally knowledgeable	Some knowledge	Little knowledge	No knowledge
Time demands for teaching students at your institution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The scope of your non-teaching professional responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Service responsibilities of faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resource needs of your scholarly/artistic work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resource needs of your department	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demands on you for the tenure/promotion process at your institution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional incentives for faculty to engage in fundraising	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. Currently, what level of importance does your institution give to the following activities in advancement? Please rank from 1 (Most important) to 7 (Least important).

	Current importance 1 = Most important, 7 = Least important
Processes for identifying prospective donors for major gifts	<input type="checkbox"/>
Cultivating prospective donors for major gifts	<input type="checkbox"/>
Engaging in stewardship of donors	<input type="checkbox"/>
Applying for foundation grants in support of faculty members' work	<input type="checkbox"/>
Drafting applications for institution-level grants	<input type="checkbox"/>
Using technology for fundraising and donor data	<input type="checkbox"/>
Participating in alumni engagement events	<input type="checkbox"/>

16. With which of the activities listed in the previous question would you like to be more engaged? (Select all that apply)

- Processes for identifying prospective donors for major gifts
- Cultivating prospective donors for major gifts
- Engaging in stewardship of donors
- Applying for foundation grants in support of faculty members' work
- Drafting applications for institution-level grants
- Using technology for fundraising and donor data
- Participating in alumni engagement events

17. To what extent are advancement/development professionals at your institution aware of your work?

- Very aware
- Aware
- Slightly aware
- Not at all aware

If faculty indicate that advancement/development professionals are only "Slightly aware" or "Not at all aware" of their work in Q17, they will see the following question.

17a. In the previous question, you indicated that your colleagues in advancement are "Slightly aware" or "Not at all aware" of your work at the institution. What could, or should, be done to improve awareness between faculty and advancement?

18. How important is collaboration with advancement/development professionals for you to be effective in your work?

- Very important
- Important
- Slightly important
- Not important at all

19. To what extent would the following enhance [Institution Name]’s capacity to secure more external grants? (100=Greatest extent)

	0	10	20	30	40	50	60	70	80	90	100
Additional information about grant opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additional support in drafting and submitting grant applications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying external resources related to your institution’s strategic goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faculty development opportunities for submitting external grants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

20. The key to raising more money each year is (Select one):

- Asking more people more often
- Getting current and prospective donors more engaged in the institution
- Putting bolder aspiration plans in front of donors
- Better educating donors about institutional strengths
- Stressing the critical needs of the institution
- Showcasing the best faculty

21. What are the most important things that you wish your advancement colleagues knew about your work at [Institution Name]?

[All respondents—advancement/development professionals and faculty—will see the Q22-24.]

In this next section, we ask questions about your identity, background, and affiliation with [Institution Name]. You may choose not to respond to any of these questions. We use responses to these questions to develop a picture of how different colleagues experience collaboration at your institution. We will not use this information to identify individuals. In addition, the organization that is administering this survey will combine the responses to these questions before sharing them with us.

22. What is your gender?

- Man
- Woman
- Nonbinary, please self-describe: _____
- Prefer not to respond

23. What is your race and/or ethnicity? (Select all that apply)

- American Indian or Alaska Native
For example, Navajo Nation, Blackfeet Tribe of the Blackfeet Indian Reservation of Montana, Native Village of Barrow Inupiat Traditional Government, Nome Eskimo Community, Aztec, Maya, etc.
- Asian
For example, Chinese, Asian Indian, Filipino, Vietnamese, Korean, Japanese, Pakistani, Hmong, Afghan, etc.
- Black or African American
For example, African American, Jamaican, Haitian, Nigerian, Ethiopian, Somali, Trinidadian and Tobagonian, Ghanaian, Congolese, etc.
- Hispanic or Latino
For example, Mexican, Puerto Rican, Salvadoran, Cuban, Dominican, Guatemalan, Colombian, Honduran, Spaniard, etc.
- Middle Eastern or North African
For example, Lebanese, Iranian, Egyptian, Syrian, Iraqi, Israeli, Moroccan, Yemeni, Kurdish, etc.
- Native Hawaiian or Pacific Islander
For example, Native Hawaiian, Samoan, Chamorro, Tongan, Fijian, Marshallese, Chuukese, Palauan, Tahitian, etc.
- White
For example, English, German, Irish, Italian, Polish, Scottish, French, Swedish, Norwegian, etc.
- Some other race or ethnicity: _____
- Prefer not to respond

24. How long have you worked at [Institution Name]?

- 0–3 years
- 4–8 years
- 9–15 years
- 16+ years
- Prefer not to respond

Q25 will only be shown to advancement respondents.

25. Please indicate your primary area in advancement.

- Alumni engagement
- Parent relations
- Annual fund
- Corporate and foundation relations
- Advancement events
- Prospect research
- Major gifts
- Planned giving
- Administrative support
- Other

Q26 and Q27 will only be shown to faculty respondents.

26. Please indicate your academic rank.

- Instructor/lecturer/adjunct
- Assistant professor
- Associate professor
- Professor
- Other
- Prefer not to respond

27. Have you served in an academic leadership position at the department chair/program director level or above at [Institution Name]?

- Yes
- No
- Prefer not to respond

[The following message appears after respondents click the "Submit" button.]

Thank you for taking the time to answer the questions on the Advancement and Faculty Collaboration Survey! We appreciate your feedback.