



# Use of Technology for Development and Alumni Relations among CASE Members

July 2010

Prepared for SunGard Higher Education and CASE  
by Isurus Market Research and Consulting

## TABLE OF CONTENTS

	<i>Page</i>
1. List of figures and tables	2-3
2. Background and objectives	4
3. Methodology	4
4. Executive summary	5-9
5. Detailed findings	10
Strategic importance of development and alumni functions	10
Areas of challenge for development and alumni-relations functions	12
Collaboration	16
Tactical challenges	17
Role of technology in addressing tactical challenges	19
Importance of technology for the institution and for the advancement function	20
Technology in use by advancement	21
Satisfaction with existing technology tools and applications	23
Barriers to using technology effectively	25
Future investments in technology	27
Profile of survey respondents	33
Appendix A: Verbatim responses to open-ended questions	42
Appendix B: Survey document	46
Appendix C: Background information on survey sponsors & research company	58

## 1. LIST OF FIGURES AND TABLES

<i>Figures</i>	<i>Page</i>
Fig. 1 Strategic Importance of development and alumni relations functions	10-12
Fig. 2 Development and alumni challenges	13-14
Fig. 3 Mapping strategic importance and institution's performance	15-16
Fig. 4 Level of collaboration between development/alumni relations and other functions	17
Fig. 5 Tactical challenges	18
Fig. 6 Role of technology in addressing tactical challenges	19-20
Fig. 7 Role of technology for the department, for the institution	21
Fig. 8 Technology tools and applications currently used	22
Fig. 9 Satisfaction with ability to effectively use technology to overcome challenges	23
Fig. 10 Satisfaction with technology tools and applications currently used	24
Fig. 11 Barriers to using technology effectively	26
Fig. 12 Current usage of and future adoption plans for technology tools and applications	28-29
Fig. 13 Plans to adopt or replace technology tools and applications in the next 1-2 years	30-31
Fig. 14 Titles of survey respondents	33
Fig. 15 Disciplines of survey respondents	33
Fig. 16 Management of current advancement system	34
Fig. 17 Technical support for current advancement system	34
Fig. 18 Department size	35
Fig. 19 Institution size	35
Fig. 20 Total annual fundraising	36
Fig. 21 Public vs. private status of institution	36
Fig. 22 Institution type	37
Fig. 23 Geographic region	37
Fig. 24 CASE district	38

## 1. LIST OF FIGURES AND TABLES CONT'D

<i>Tables</i>	<i>Page</i>
Table 1 List of participating institutions	38-41
Table 2 Verbatim responses for Q11: Other tactical challenges	42-43
Table 3 Verbatim responses for Q13: Role of technology in addressing other challenges	43-44
Table 4 Verbatim responses for Q16: Other significant barriers to effectively using technology	44-45

## 2. BACKGROUND AND OBJECTIVES

In an era of uncertainty in the economy, rising costs, and, for many public institutions, reduced government support, educational institutions increasingly rely on their development and alumni relations functions to raise funds from alumni, foundations and other contributors.

This research, commissioned by the Council for Advancement and Support of Education (CASE) and SunGard Higher Education, explores the role of “advancement-enabling” technology in helping institutions meet the challenges of engaging constituents and attracting private support. It includes data on how technology is being used, the barriers to effective use of technology, and strategies for effective deployment of technology. Ultimately, by identifying institutional needs and understanding the role of technology tools in meeting those needs, this research can help improve the ability of advancement professionals to perform well and serve their educational purposes during these changing times.

## 3. METHODOLOGY

This report is based on data provided by 357 advancement staff in higher education institutions and independent schools. A total of 268 people from higher education institutions participated, as did 89 people from independent schools (private K-12 institutions). Institutions provided data through an online survey from November 9 to December 4, 2009. SunGard Higher Education fielded the survey, and Isurus Market Research and Consulting analyzed the data and prepared this report for CASE and SunGard Higher Education.

## 4. EXECUTIVE SUMMARY

The survey results provide instructive insight about the perspectives of advancement professionals on their strategic objectives and challenges, their relationships on campus, and the role of technology today and in the future in enabling their success.

### *Confidence in their ability to perform effectively*

Advancement professionals are faced with a range of strategically important priorities that compete for their time and resources. All of the strategic priorities assessed in the research are important to a majority of institutions. Their biggest strategic priorities focus directly on fundraising, such as securing major and annual gifts from individuals. Among the priorities assessed, the lowest strategic priority is assigned to activities aimed at cultivating constituent relationships such as online alumni engagement as well as alumni clubs, chapters, travel programs and events.

Although all of these strategic priorities compete for their time and resources, advancement professionals are largely confident in their ability to address their strategic needs. Most practitioners at both independent schools and higher education institutions don't view it as a challenge to effectively perform these strategically important functions. To the extent that they do see challenges in performing effectively, those at higher education institutions show most concern about major gifts and online alumni engagement. Independent school professionals are most concerned about planned giving and major gifts.

## RECOMMENDATIONS

- Continue to communicate strategic priorities clearly to staff
- Establish a shared and transparent view of performance by putting appropriate monitoring systems in place

### *Under-resourced*

Several findings in the research underscore the theme that a lack of staff resources prevents advancement professionals from both functioning more effectively in general, and also from leveraging technology to a greater degree. One-half of advancement professionals consider a lack of staff and financial resources to be a significant challenge, as do 38% of respondents at independent schools. Advancement professionals' primary barrier to using technology more effectively is a lack of staff to support their technology needs. The majority of advancement systems are primarily supported by the institution's central information technology department, which suggests that technology needs for advancement may not be appropriately resourced by the institution.

## RECOMMENDATIONS

- Begin identifying your technology support needs and benchmark staffing in those areas against that of your peer institutions
- Engage with your central IT department and other departments across campus to discuss how technology resources are being allocated
- Ensure that you have evaluated and invested appropriately in key areas by implementing strategic analytic reporting tools to manage key performance metrics

### *Growing importance of new media*

Social media and other new media are of growing interest for both higher education and for independent schools, and institutions plan to invest in technology to leverage these communication channels. While not considered strategically important by most institutions, online alumni engagement is one of the top challenges that institutions struggle to perform effectively. The large majority of higher education institutions have invested in technology to support online alumni communities; however, most are not satisfied with their current technology and 28% plan to invest in new online alumni community technology in the next two years. A large portion of higher education institutions are not yet using social media tools such as wikis and blogs (49%) or mobile devices for purposes beyond calls or emails (86%), but usage of these new media channels is expected to increase substantially in the next two years.

The relative ranking of social media and other new media as a lower strategic priority may be a function of the newness of the technology. Institutions are in the initial stages of determining how to best use these channels and how to measure their value and effectiveness. As institutions continue to invest in new media and learn how to measure their results effectively, the strategic ranking of social media and new media is likely to increase.

## RECOMMENDATIONS

- Understand the gaps with the existing social media tools and the barriers to adoption
- Talk to peer institutions about how they are using social media
- Survey your constituents about the social media tools they use
- Evaluate your goals for social media and establish metrics and monitoring activities to measure progress against those goals
- Determine whether your social media and alumni engagement efforts are tactical or strategic

### ***Technology falling short of needs, expectations***

Most institutions view technology as important to achieving their strategic vision, but they are only moderately satisfied with their ability to effectively use technology to address their challenges, and they are only moderately satisfied with most of the technology tools and applications they currently use.

Although most advancement professionals don't believe their existing technology is out of date or that they lack training on existing systems, the data indicate a lack of some important tools and applications.

- ***Strategic and analytic reporting tools.*** About half of respondents say they lack the ability to explore existing data sets. Less than half of institutions have strategic reporting tools in place, and most are not satisfied with existing reporting tools. When asked about their plans for technology investments in the next two years, strategic reporting tools are among the top priorities.

### **RECOMMENDATIONS**

- Initiate efforts to understand desired outcomes of strategic/analytic reporting tools so that an appropriate business case for extension, acquisition, or building of such tools can begin
- Initiate projects to extend, acquire, or build strategic/analytic reporting tool sets; note that your institution's central administrative computing department or other departments on campus may already have experience with such projects
- ***Technology and expertise to leverage new media.*** When asked about barriers to leveraging technology more effectively, a majority of institutions cite a lack of ability to leverage new communication tools that students and alumni have come to expect, such as social networks or online communities. While nearly all institutions have invested in online alumni communities, a large portion are not highly satisfied with their existing technology. Many plan to invest in new technology to support online communities, reach constituents through other social media and expand use of mobile devices. The data also suggest that advancement professionals are in the process not only of identifying the right technologies to use, but also of determining how to best leverage new media relative to other communication channels.

### **RECOMMENDATIONS**

- Implement monitoring systems and other forms of analysis to evaluate the effectiveness of existing technologies and identifying how and where to use new social media tools
- Ensure you have the expertise you need to leverage new social media tools
- Enlist the help of your current students or alumni volunteers who have experience building communities using social media



- **Back-office applications.** The data suggest that advancement professionals should consider focusing on back-office technology applications in order to help automate processes and solve problems created by a lack of staff. More focus on back-office technology should include efforts to better leverage existing technology as well as the potential benefits of technology not already in use. Based on this study's data on the types of technology being used today, more advancement functions have invested in constituent-facing technology such as online communities and email marketing and fewer have invested in systems to support back-office operations, such as strategic reporting, customer relationship management, or document imaging. Although advancement offices clearly indicate a need for more staff, there is likely a role for technology in addressing the staffing shortage.

## RECOMMENDATIONS

- Evaluate business processes to discover where efficiencies can be gained
- Redefine and streamline redundant processes
- Investigate technologies that automate business processes and workflow

### *Lack of institution-wide collaboration on advancement*

Several data points indicate that there is a lack of sufficient collaboration between advancement offices and other departments across campus. About half of respondents in higher education view a lack of collaboration and coordination across campus as a barrier to using technology effectively, and most believe that advancement and other functions such as enrollment management are not highly collaborative. In addition, nearly half view a lack of collaboration around development and alumni activities as a barrier to the effectiveness of the advancement function. Technology can be an important enabler of collaboration; however, changes in the institutional culture are necessary to achieve real collaboration around advancement.

## RECOMMENDATIONS

- Create a program with goals and metrics to encourage greater cross-campus collaboration between advancement, academic and enrollment management functions
- Collaborate in IT strategic planning efforts to evangelize newer concepts, such as outsourcing or shared services, to support back-office operations; note that this recommendation may also apply to methods on how to achieve stronger efficiency on back-office applications

## 5. DETAILED FINDINGS

### *Strategic importance of development and alumni-relations functions*

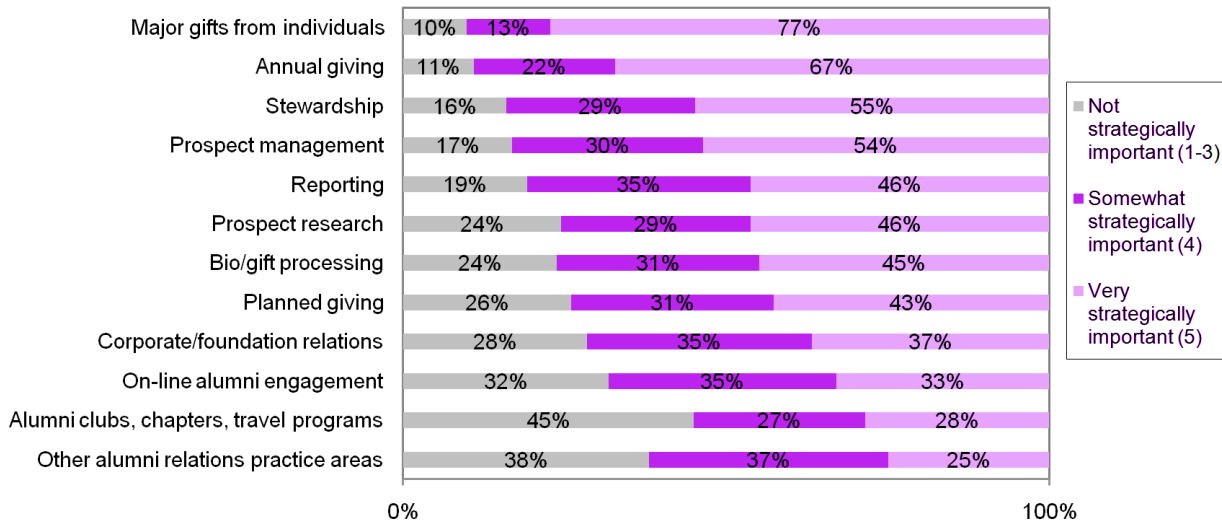
When asked to rate the strategic importance of twelve activities, a majority of respondents from higher education institutions and independent schools view almost all of these activities as strategically important.

In higher education, major gifts from individuals and annual giving are widely seen as having a high degree of strategic importance to the institution, followed by stewardship and prospect management. Alumni clubs, chapters and travel programs as well as “other” alumni relations practice areas are the least likely to be viewed as strategically important to the institution.

Figure 1. Strategic importance of development and alumni relations functions

Q7: Below is a list of various functions that an institution performs during the course of its day-to-day development and alumni-relations operations. Please rate each function based on its strategic importance to the institution, where 1 = not at all strategic and 5 = strategically important.

#### 1a. Higher Education (n=267)

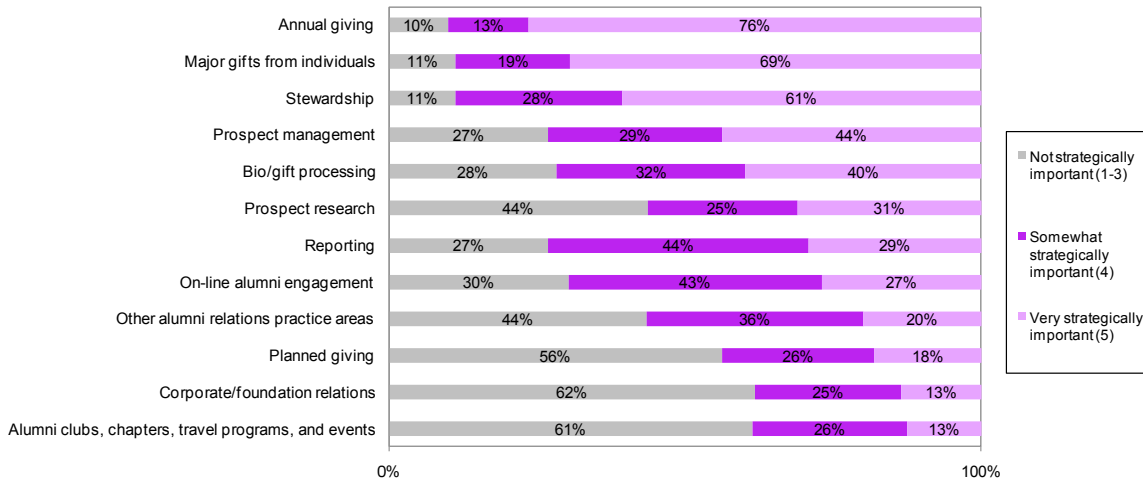


The strategic importance of these activities varies somewhat by institution type.

- Private institutions place more importance on planned giving, bio/gift processing, online alumni engagement, and alumni clubs, chapters and travel groups, compared to public institutions.
- Baccalaureate colleges place more importance on annual giving and less importance on corporate/foundation relations and online alumni engagement, compared to other types of institutions.
- Doctoral/research universities place more importance on planned giving, bio/gift processing, and online alumni engagement compared to other types of institutions.
- Master's colleges and universities place less importance on most of these activities, compared to other types of institutions.

Results for independent schools are similar to those for higher education: Major gifts from individuals and annual giving are most widely seen as having a high degree of strategic importance, followed by stewardship and prospect management. Independent school practitioners view most of these activities as having less strategic importance to their institution, compared to their counterparts in higher education.

1b. Independent Schools (n=89)



**Areas of challenge for development and alumni-relations functions**

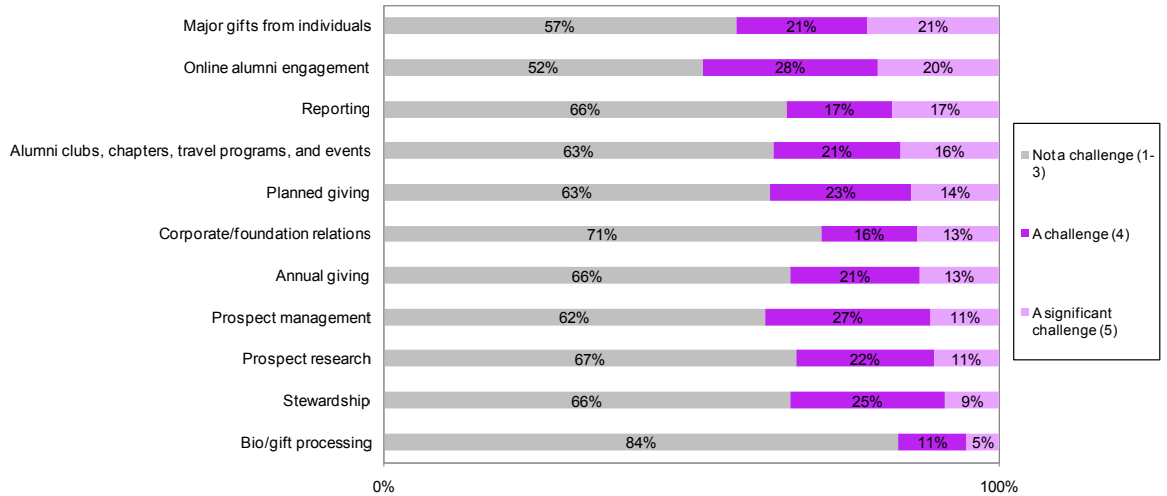
All of the activities listed above are considered to be strategically important to a large portion of survey respondents, and respondents are also largely confident in their ability to perform them. None of these activities are considered to be significant challenges by a majority of those at higher education institutions, and only one is considered significantly challenging by a majority of those at independents schools.

When asked to rate the level of challenge associated with performing each activity effectively, higher education institutions are most likely to focus on major gifts from individuals and online alumni engagement. Gift processing is their least challenging activity.

Figure 2. Development and alumni challenges

Q8: Please rate the degree to which each advancement function represents a challenge to your institution in terms of its ability to perform the function effectively, where 1=Not at all a challenge and 5=Significant challenge.

2a. Higher Education (n=264)



The extent to which these activities are a challenge to perform varies somewhat by institution type.

- Baccalaureate colleges find prospect management and planned giving to be more significant challenges than do other types of institutions. They find alumni clubs, chapters and travel programs to be less of a challenge.
- Doctoral/research universities find stewardship to be a more significant challenge, compared to other types of institutions.
- Master’s colleges and universities find corporate/foundation relations and major gifts more challenging, and online alumni engagement less challenging, than do other types of institutions.
- Public institutions are more challenged by online alumni engagement and alumni clubs, chapters, travel programs, etc., compared to private institutions.

For independent schools, planned giving is their area of greatest challenge by a wide margin, followed by major gifts and online alumni engagement.

2b. Independent Schools (n=89)

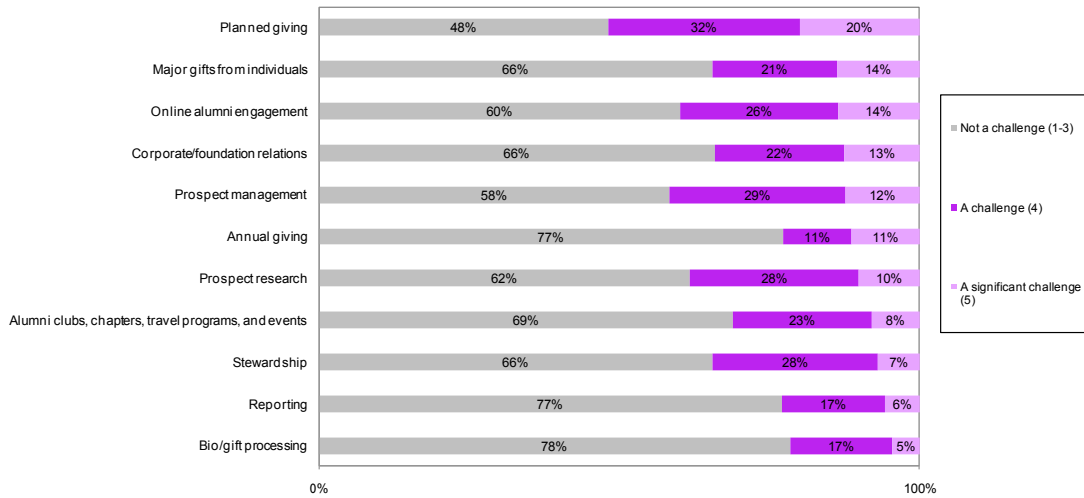
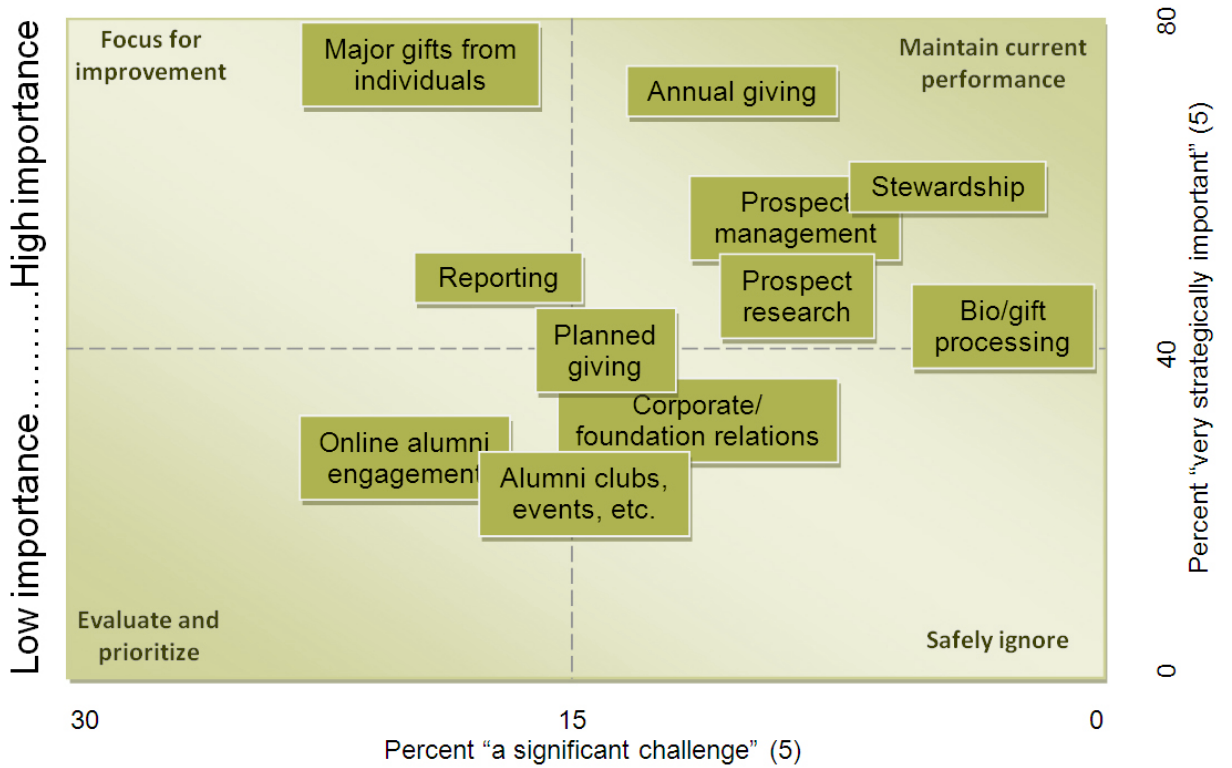


Figure 3. Mapping strategic importance and institution’s performance

The following quadrant map displays these advancement functions on a map across two dimensions: degree of difficulty and degree of importance.

In general, higher education institutions view themselves as capable of handling their most important strategic needs, such as annual giving, stewardship and prospect management (see upper right quadrant). Securing major gifts from individuals is the only activity that is both of high strategic importance—and also an area that a large portion of institutions find challenging.

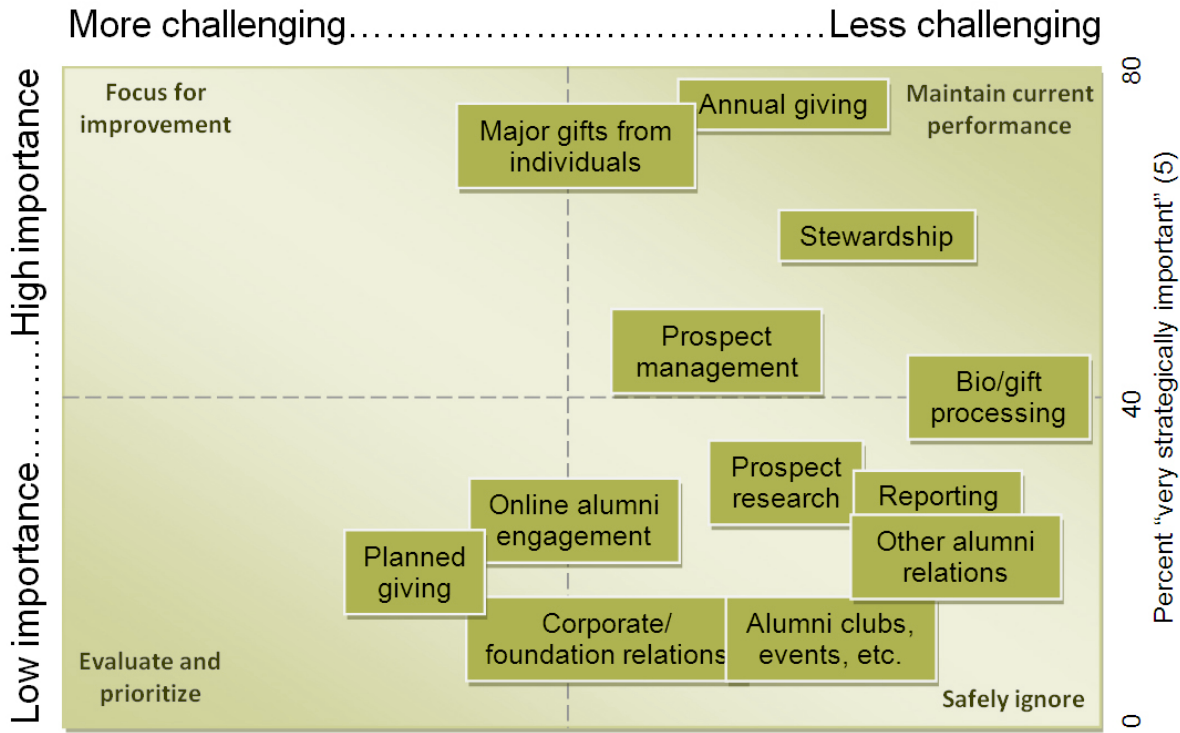
3a. Higher Education (n=267)



To a greater degree than higher education, respondents at independent schools are confident in the ability to address their most important strategic needs. Among their most important strategic needs, they face the greatest challenges in the area of major gifts.



3b. Independent Schools (n=89)



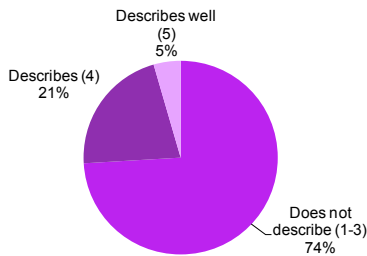
**Collaboration**

Collaboration appears to be an issue for most institutions, particularly in higher education. Most institutions describe relatively low levels of collaboration between development and alumni-relations functions and other campus functions such as enrollment management. In addition, 47% of higher education practitioners and 36% of independent school practitioners describe the lack of institutional collaboration as a challenge.

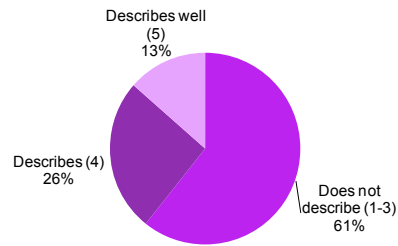
Figure 4. Level of collaboration between development/alumni relations and other functions

Q9\_11: Please rate the extent to which the following statement describes your institution: “There is a high degree of collaboration across the campus between the development and alumni-relations functions and other campus functions such as enrollment management.” Use a scale of “1” to “5” where “1” means “does not describe at all” and “5” means “describes very well.”

4a. Higher Education (n=266)



4b. Independent Schools (n=89)



**Tactical challenges**

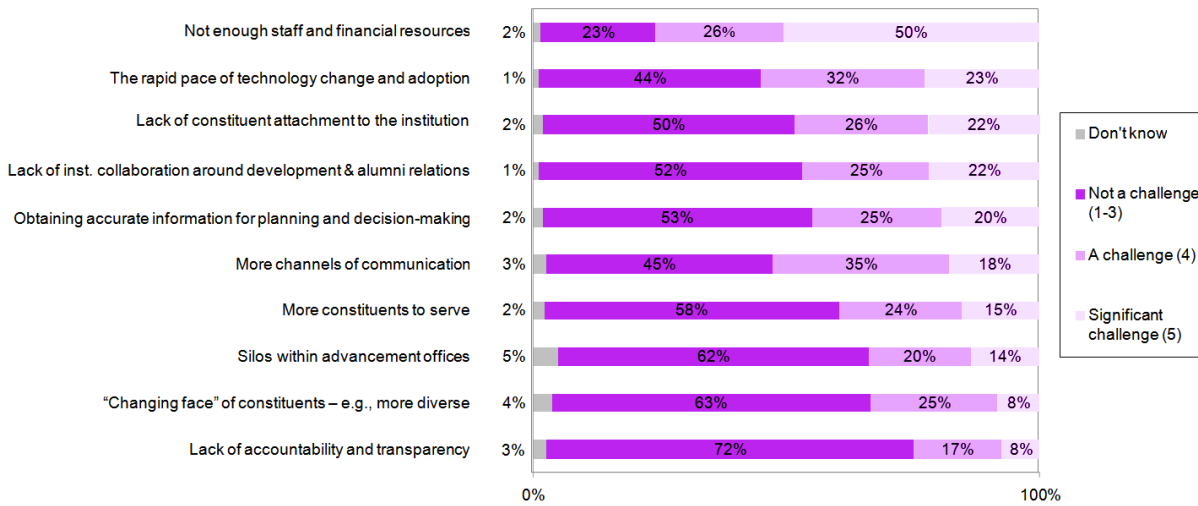
Institutions rated the degree to which a series of factors posed challenges to their success, from changes in the makeup of the alumni pool to institutional characteristics. The greatest challenge for both higher education institutions and independent schools, by far, is a lack of staff and financial resources. Fifty percent of higher education institutions and 38% of independent schools rated this as a “significant challenge.” The three least-challenging factors for both institution types are the changing face of constituents, silos within advancement offices, and lack of accountability and transparency.

Relative to the other challenges they face, dealing with more channels of communication is a bigger issue for independent schools than for higher education. It is the second-highest rated challenge for independent schools.

Figure 5. Tactical challenges

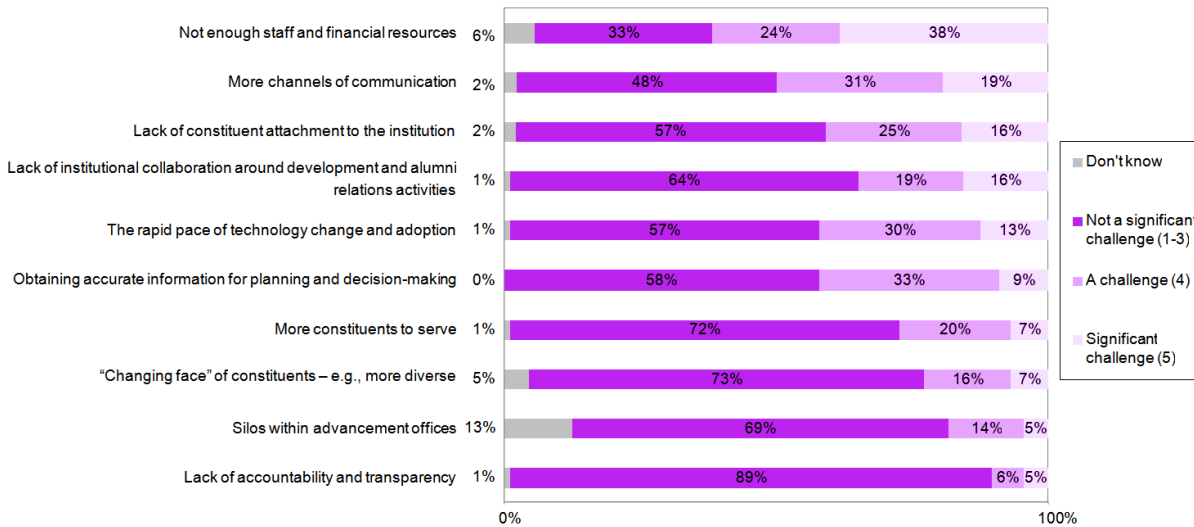
Q10: Below is a list of possible challenges that development and alumni relations departments may face. Please rate the extent to which each of the following statements describes your institution. Use a scale of “1” to “5” where “1” means “does not describe at all” and “5” means “describes very well.”

5a. Higher Education (n=267)



5b. Independent Schools (n=89)

5b. Independent Schools (n=89)



Participants were also invited to offer their own responses about what challenges their departments are facing, if it was not captured in the list of challenges they survey presented to them. No other challenge was named by more than 2% of higher education respondents or 3% of independent- school respondents. In total, 15% of higher education respondents and 20% of independent- school respondents provided additional challenges, suggesting that the above list fairly well captures the range of the greatest challenges facing institutions.

**Role of technology in addressing tactical challenges**

Most institutions believe technology plays an important role in addressing tactical challenges. Technology is most likely to be seen playing an important role in managing the rapid pace of technology change and adoption, obtaining accurate information for planning and decision-making, and dealing with more channels of communication.

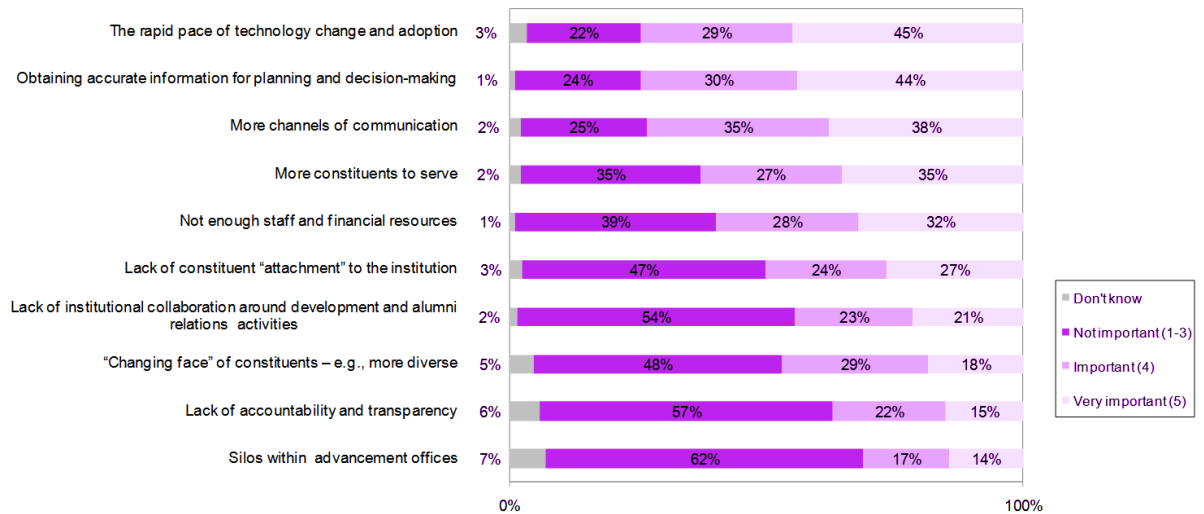
Technology is not seen as playing a particularly important role in managing the greatest tactical challenge faced by institutions: the lack of staff and financial resources.

Responses were similar for higher education institutions and independent schools.

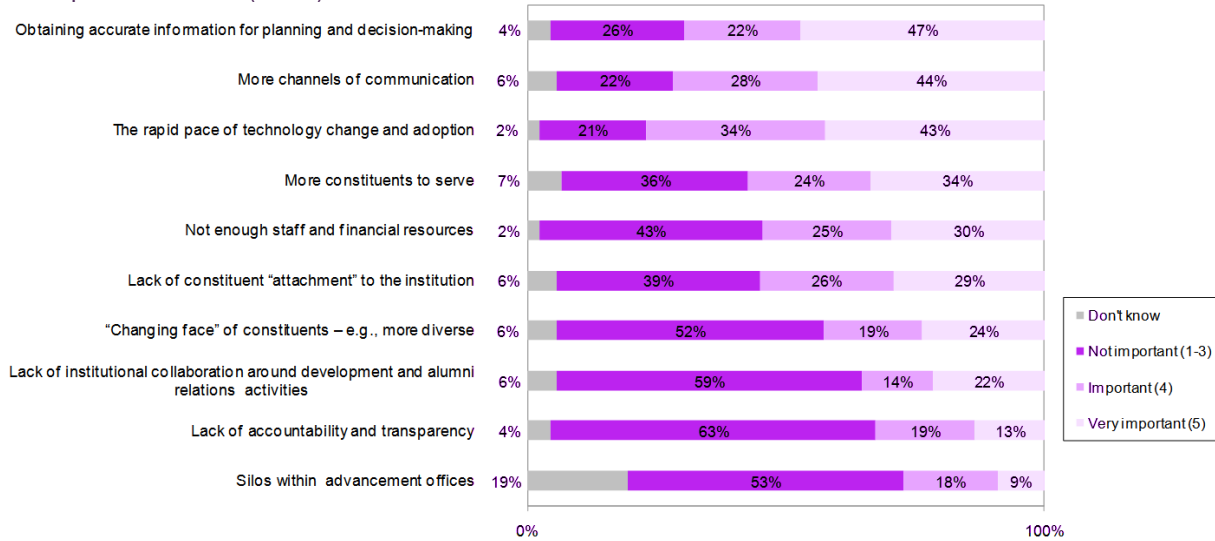
Figure 6. Role of technology in addressing tactical challenges

*Q12: How important is the role of technology in addressing each of the following challenges effectively? Use a scale of “1” to “5” where “1” means not at all important and “5” means it is very important.*

**6a. Higher Education (n=267)**



6b. Independent Schools (n=89)



Respondents also provided a handful of responses about additional challenges that could be effectively addressed by technology. Management solutions (1%) were the most commonly cited additional challenge met by technology in higher education; no additional single solution stood out among respondents at independent schools.

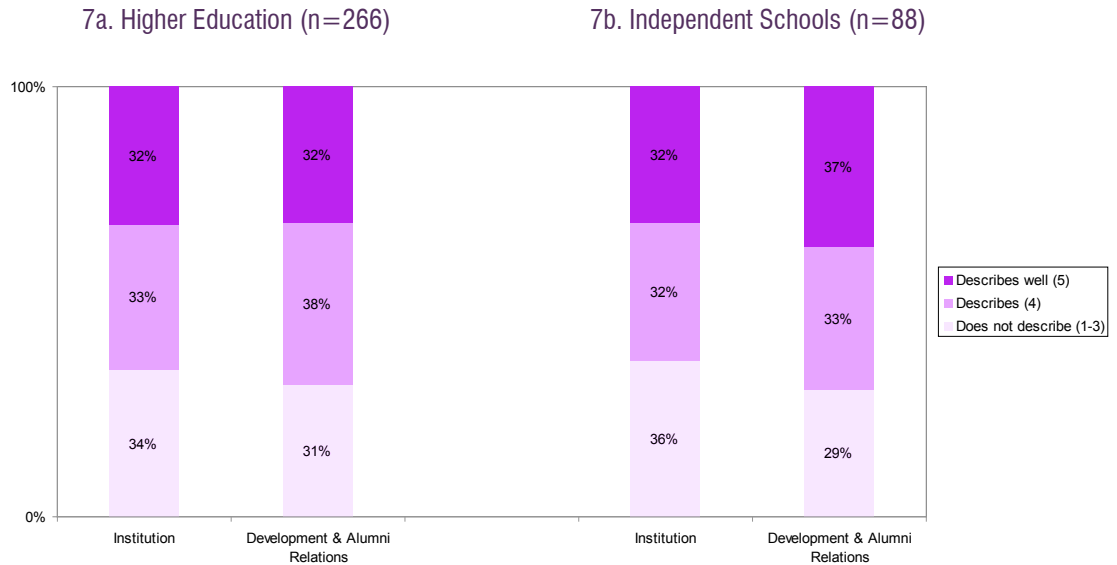
***Importance of technology for the institution and for the advancement function***

Both higher education and independent school respondents believe technology plays a substantial role both in their departments and, more broadly, at their institutions.

Seventy percent of respondents from both institution types agree that technology plays an important role in the strategic vision of their development and alumni relations functions and of their institution more broadly.

Figure 7. Role of technology for the department, for the institution

Q9\_12 and Q9\_13: Please rate the extent to which the following statement describes your institution: “Technology plays an important role in the strategic vision of the institution (Q9\_12) / development and alumni relations (Q9\_13).” Use a scale of “1” to “5” where “1” means “does not describe at all” and “5” means “describes very well.”



Note: due to rounding, figures may not total 100%.

### Technology in use by advancement

Although technology is very important to their strategic vision the majority of respondents are not currently using a wide range of tools and applications. Instead, a small number of applications are very widely used in both higher education and independent schools. The large majority of both institution types use online alumni communities and email marketing, and in higher education nearly seven in ten (69%) also use a core advancement system.

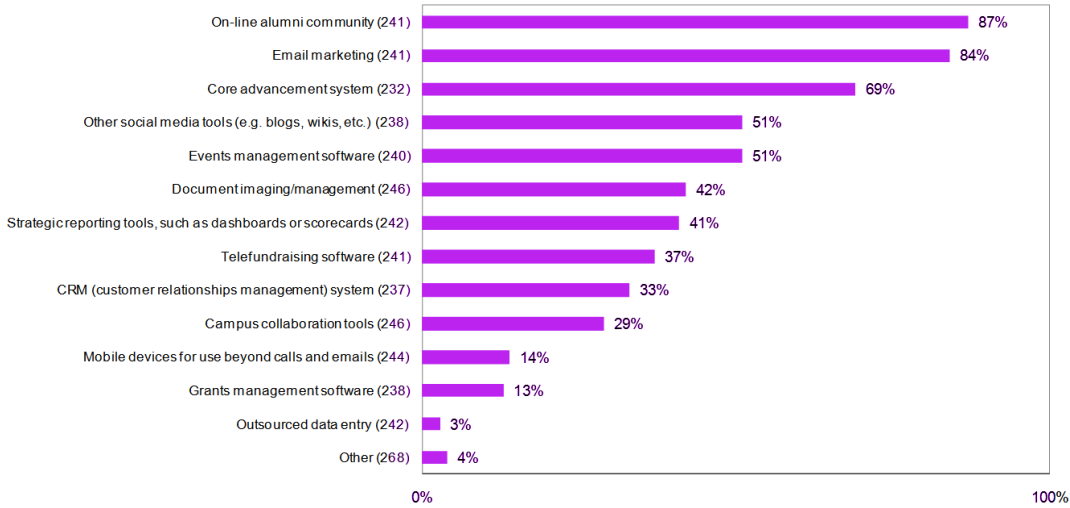
Higher education respondents report higher usage levels of most technology tools and applications, relative to respondents at independent schools. The greatest difference between the institution types is the use of telefundraising software (37% vs. 4%).

Figure 8. Technology tools and applications currently used

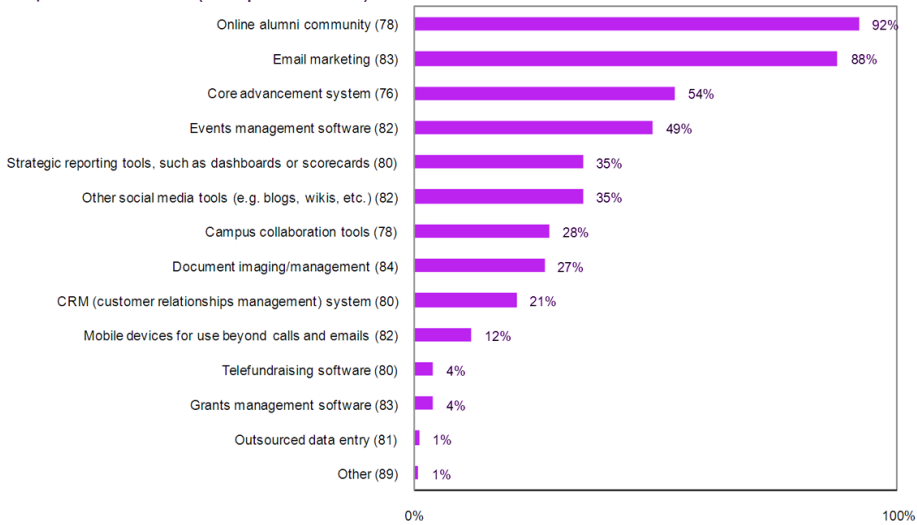
Q17: Please indicate which technology tools and applications are currently being used by your advancement office. Please check all that apply.

Note: data only include respondents who completed both Q17 and either Q19 or Q20.

8a. Higher Education (n in parenthesis)



8b. Independent Schools (n in parenthesis)



**Satisfaction with technology tools and applications**

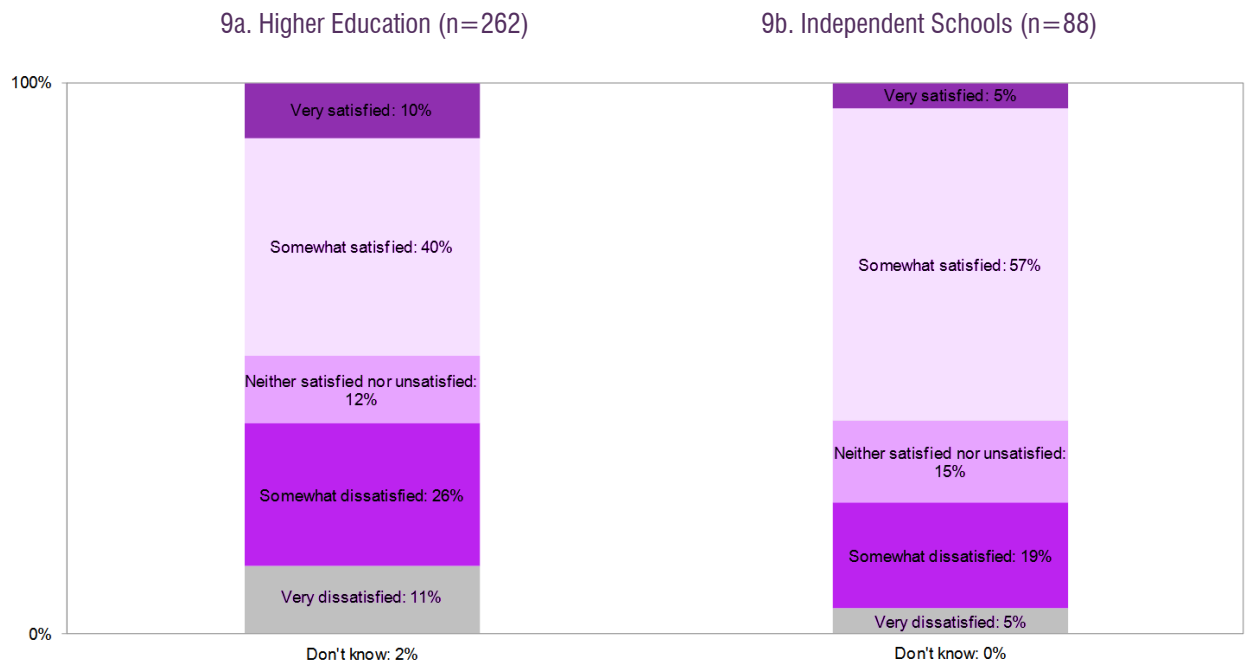
Although they view technology as playing an important role in addressing their challenges, respondents are only moderately satisfied with their ability to effectively use technology to do so.

In higher education, only one-half of institutions rated their satisfaction a 4 or 5; only 10% were very satisfied, rating a 5. Still, the level of satisfaction is moderate; more institutions are satisfied (very or somewhat) than dissatisfied (very or somewhat).

Independent schools were similarly lukewarm in their satisfaction, with 90% of responses between 2 and 4 on the scale of 5. Fifty-seven percent rated their satisfaction on this question a 4.

Figure 9. Satisfaction with ability to effectively use technology to overcome challenges

*Q14: How satisfied are your institution's development and alumni-relations departments with their ability to effectively use technology to overcome these types of challenges [the challenges in Q12]?*



**Note: due to rounding, figures may not total 100%.**

Institutions were also asked about their satisfaction with the specific technologies they use.

Consistent with their moderate satisfaction with their ability to use technology to address challenges, higher education respondents report only moderate satisfaction with the applications they rely on most. More than half rate their satisfaction a 1, 2, or 3 (out of 5) on widely used applications such as their online alumni community (61%), email marketing (55%), core advancement system (52%), events management (57%), or other social media tools (60%).

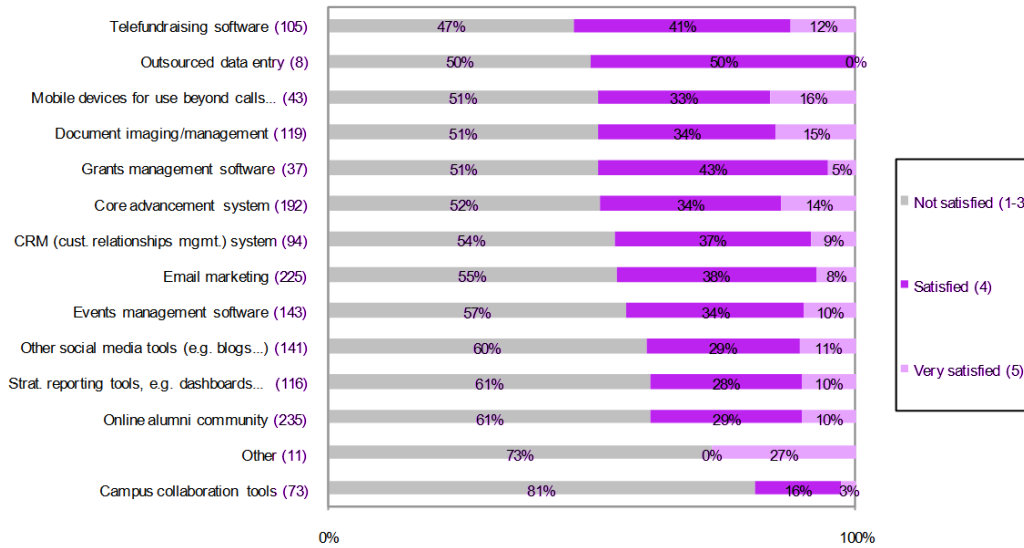


Similar to higher education, independent school respondents are not highly satisfied with the applications they rely on most. In general, they are somewhat more satisfied with their technology than are higher education respondents, and are noticeably more satisfied with their core advancement systems (72% satisfied versus 48% in higher education).

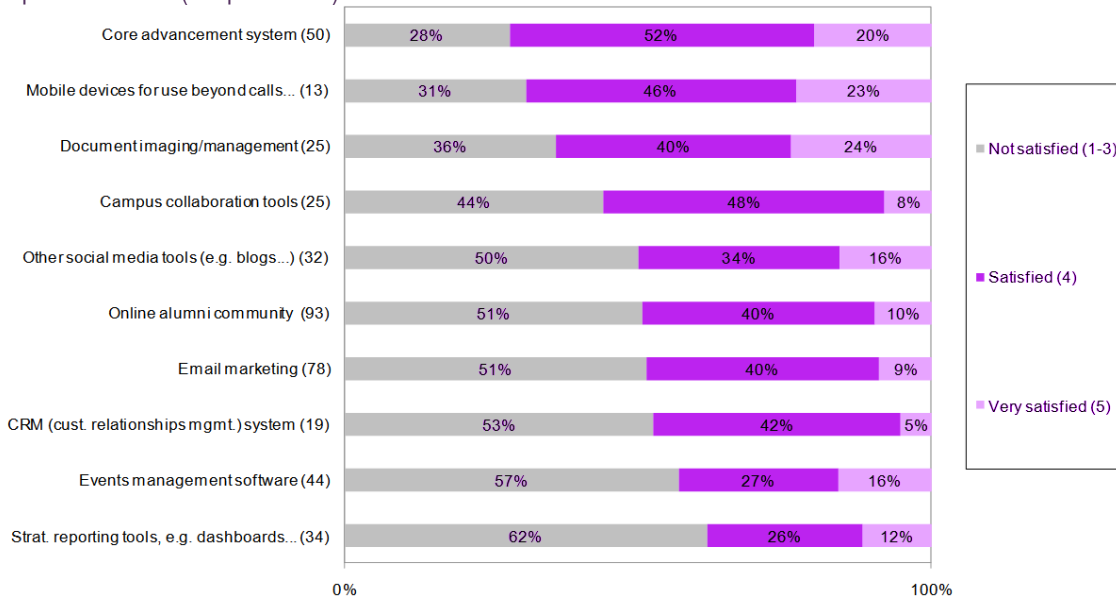
Figure 10. Satisfaction with technology tools and applications currently used

Q18: Overall, how would you rate your organization's satisfaction with your current technology tools and applications? Please use the following scale where 1=not at all satisfied and 5=very satisfied.

10a. Higher Education (n in parenthesis)



10b. Independent Schools (n in parenthesis)



Note: only included data for applications with 10 or more users [removed "grants management software," "telefundraising software," "outsourced data entry"].

***Barriers to using technology effectively***

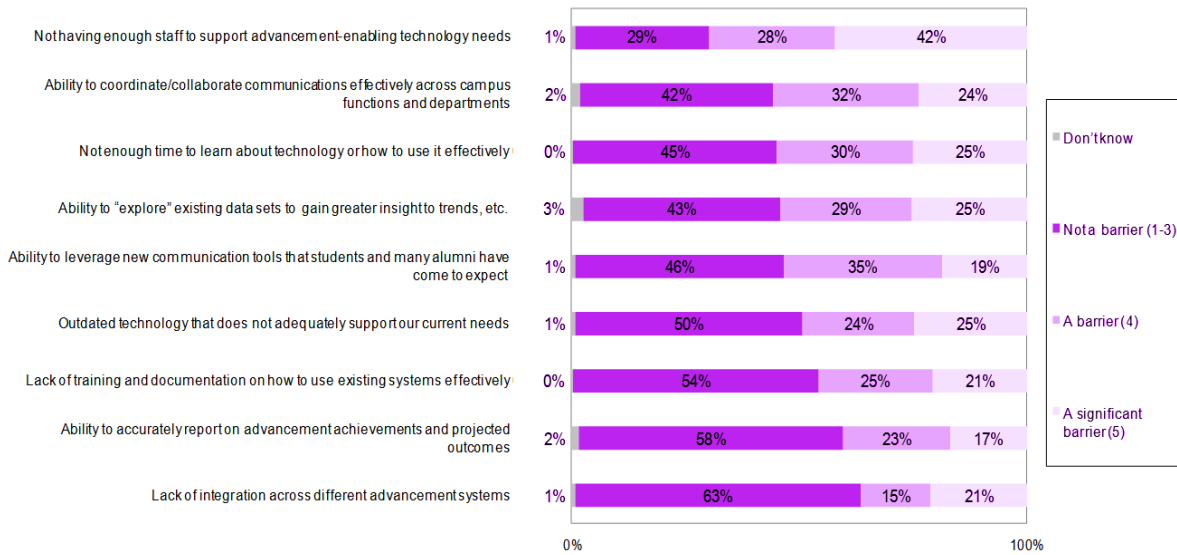
A lack of staff to support advancement-enabling technology is the single most common barrier to using technology effectively among both higher education and independent school practitioners. Other common barriers include a lack of time to learn new technologies, an inability to explore existing data sets, and an inability to leverage new communication tools. In higher education, a lack of organizational readiness to use technology also appears to be a common barrier: 56% of higher education respondents say the ability to coordinate/collaborate communications effectively across campus is a barrier.

Outdated technology and a lack of training and documentation appear to be less of a barrier than do skills, time and organizational readiness to use technology. One-half of higher education respondents view outdated technology as a major barrier, and it ranks sixth on the list of nine barriers.

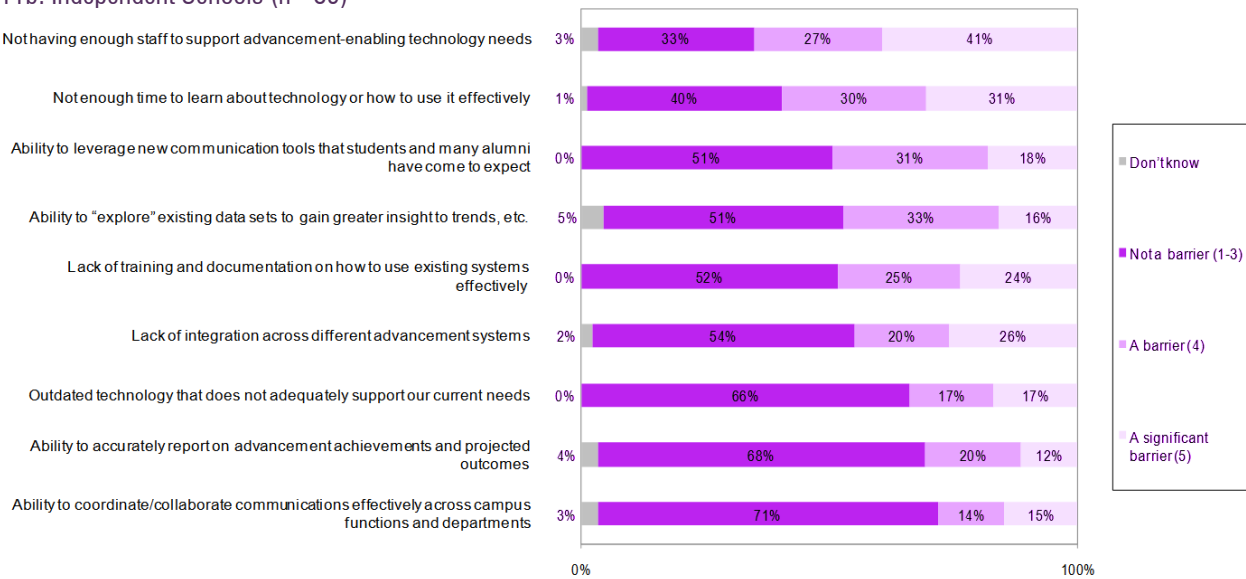
Figure 11. Barriers to using technology effectively

Q15: Below is a list of possible barriers that development and alumni-relations departments may encounter in effectively using technology to support efficient operations. Please indicate the extent to which each of the following issues represents a barrier for your institution's advancement operations? Use a scale of "1" to "5" where "1" means it is not at all a barrier and "5" means it is a significant barrier.

11a. Higher Education (n=266)



11b. Independent Schools (n=89)



## *Future investments in technology*

### **Higher Education**

Higher education institutions are most likely to invest in replacing or implementing new systems in the next two years to support email marketing (30%), online alumni communities (28%), and strategic reporting (28%).

- Investments in email marketing and online alumni communities will be made largely from institutions that are replacing existing systems (22% and 18%, respectively), with smaller percentages of institutions making first-time investments in these systems.
- Investments in strategic reporting tools will largely be made by institutions implementing these tools for the first time (19%). If institutions invest in strategic reporting tools as planned, their use in higher education will increase by more than 40% in the next one to two years (from 41% to 60%).

In addition to investing in online alumni communities, higher education institutions plan to invest in other systems to leverage new media.

- In the next one to two years, 22% plan to invest in social media tools (blogs, wikis, etc.) and 17% plan to invest in mobile devices for use beyond calls and emails. Most of the planned investment in other social media and mobile devices are new purchases (not replacements of existing systems).
- If institutions invest in mobile devices as planned, use of this technology will double from 14% to 28% in the next one to two years.

Most of higher education's planned investment in technology for the next one to two years focuses on tools or applications that touch constituents directly (email marketing, online communities, etc.), while there is less intent to invest in back-office systems such as core advancement systems (15%), CRM (14%), document imaging (14%), or campus collaboration (12%).

Higher education institutions do not plan to abandon any existing tools or applications: Less than 1% plan to stop using any tool or application in the next one to two years.

Figure 12a. Higher Education: Current usage of and future adoption plans for technology tools and applications

Tools and applications (n)	Total current use	Plans for tools/applications currently used				Total not currently using	Plans for tools/applications not in use		
		Continue to use existing	Abandon in 1-2 years	Replace in 3-5 years	Replace in 1-2 years		No plans to implement	Implement in 3-5 years	Implement in 1-2 years
<b>Email marketing (241)</b>	84%	54%	0.4%	8%	22%	16%	5%	3%	8%
<b>Online alumni community (241)</b>	87%	58%	0%	11%	18%	13%	2%	1%	10%
<b>Strategic reporting tools (242)</b>	41%	29%	0%	3%	9%	59%	37%	4%	19%
<b>Other social media tools (238)</b>	51%	40%	0%	3%	8%	49%	29%	6%	14%
<b>Events management software (240)</b>	51%	36%	0%	7%	8%	49%	31%	6%	12%
<b>Mobile devices (244)</b>	14%	9%	0%	2%	3%	86%	63%	9%	14%
<b>Core advancement system (232)</b>	69%	49%	0.4%	10%	10%	31%	24%	1%	5%
<b>CRM system (237)</b>	33%	23%	0%	5%	6%	67%	56%	4%	8%
<b>Document imaging / management (246)</b>	42%	34%	0%	3%	5%	58%	40%	9%	9%
<b>Campus collaboration tools (246)</b>	29%	24%	0%	1%	3%	71%	56%	6%	9%
<b>Telefundraising software (241)</b>	37%	30%	0.4%	4%	3%	63%	48%	6%	9%
<b>Grants management software (238)</b>	13%	11%	0%	1%	1%	87%	78%	4%	6%
<b>Outsourced data entry (242)</b>	3%	3%	0.4%	0%	0.4%	97%	94%	1%	2%

Figure 12b. Independent Schools: Current usage of and future adoption plans for technology tools and applications

	Currently used technology						Technology not in use currently						
	Total current use	Plans for tools/applications currently used					Total not currently using	Plans for tools/applications not in use					
		Continue to use existing	Abandon in 1-2 years	Replace in 3-5 years	Replace in 1-2 years	Replace in 1-2 years		No plans to implement	Implement in 3-5 years	Implement in 1-2 years			
Tools and applications (n)													
Other social media tools (82)	35%	27%	0%	5%	4%	65%	35%	6%	23%				
Strategic reporting tools (80)	35%	29%	0%	4%	3%	65%	39%	8%	19%				
Email marketing (83)	88%	60%	0%	15%	13%	12%	6%	0%	6%				
Document imaging / management (84)	27%	24%	0%	4%	0%	73%	49%	6%	18%				
Events management software (82)	49%	31%	0%	7%	11%	51%	41%	4%	6%				
Online alumni community (78)	92%	76%	0%	8%	9%	8%	0%	1%	6%				
Mobile devices (82)	12%	7%	1%	2%	1%	88%	65%	10%	13%				
Core advancement system (76)	54%	38%	0%	9%	7%	46%	37%	7%	3%				
CRM system (80)	21%	16%	0%	3%	3%	79%	68%	5%	6%				
Outsourced data entry (81)	1%	0%	0%	1%	0%	99%	91%	1%	6%				
Telefundraising software (80)	4%	4%	0%	0%	0%	96%	91%	0%	5%				
Grants management software (83)	4%	4%	0%	0%	0%	96%	86%	6%	5%				
Campus collaboration tools (78)	28%	24%	1%	1%	1%	72%	62%	6%	4%				

Figure 13a. Higher Education: Plans to adopt or replace technology tools and applications in the next 1-2 years

Tools and applications (n)	Currently use and will replace in 1-2 years	Do not use currently and plan to implement in 1-2 years	Total replace/implement in 1-2 years
Email marketing (241)	22%	8%	30%
Online alumni community (241)	18%	10%	28%
Strategic reporting tools (242)	9%	19%	28%
Other social media tools (238)	8%	14%	22%
Events management software (240)	8%	12%	20%
Mobile devices (244)	3%	14%	17%
Core advancement system (232)	10%	5%	15%
CRM system (237)	6%	8%	14%
Document imaging / management (246)	5%	9%	14%
Campus collaboration tools (246)	3%	9%	12%
Telefundraising software (241)	3%	9%	12%
Grants management software (238)	1%	6%	7%
Outsourced data entry (242)	0.4%	2%	2%



Figure 13b. Independent Schools: Plans to adopt or replace technology tools and applications in the next 1-2 years

Tools and applications (n)	Currently use and will replace in 1-2 years	Do not use currently and plan to implement in 1-2 years	Total replace/implement in 1-2 years
Other social media tools (82)	4%	23%	27%
Strategic reporting tools (80)	3%	19%	22%
Email marketing (83)	13%	6%	19%
Document imaging / management (84)	0%	18%	18%
Events management software (82)	11%	6%	17%
Online alumni community (78)	9%	6%	15%
Mobile devices (82)	1%	13%	14%
Core advancement system (76)	7%	3%	10%
CRM system (80)	3%	6%	9%
Outsourced data entry (81)	0%	6%	6%
Telefundraising software (80)	0%	5%	5%
Grants management software (83)	0%	5%	5%
Campus collaboration tools (78)	1%	4%	5%



## Independent Schools

Independent schools are most likely to invest in other social media (e.g., blogs, wikis) in the next one to two years: 27% plan to invest during that time period, and most of these investments will be in new implementations (23%).

They also plan to continue to invest in their most widely used technologies: online alumni communities and email marketing.

- Nearly all (92%) independent schools use online alumni communities currently, and 9% plan to replace their existing system in the next two years. An additional 6% of institutions plan to implement their first online alumni community in the next two years.
- Of the 88% of independent schools already using email marketing, 13% plan to replace their existing systems in the next two years. An additional 6% plan to implement their first email marketing system in the next two years.

Independent schools plan to increase their usage of strategic reporting tools, document imaging systems, and mobile devices significantly in the next two years.

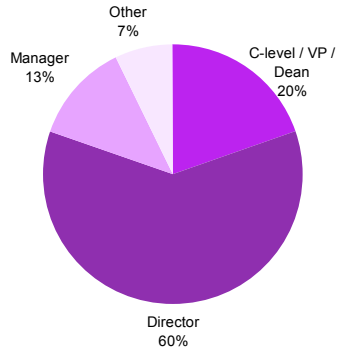
- An additional 22% plan to implement new strategic reporting tools (19%), or replace their existing systems (3%) in the next two years. If they invest as planned, their use of strategic reporting tools will increase by more than 50% in the next two years (from 35% to 54%).
- An additional 18% plan to implement new document imaging systems in the next one to two years. If independent schools invest as planned, their use of document imaging will increase by more than 50% in the next one to two years (from 27% to 45%).
- An additional 14% plan to invest in mobile devices in the next two years. If they invest as planned, their use of mobile devices will more than double (from 12% to 25%).

**Profile of survey respondents**

Figure 14. Titles of survey respondents

Q2: What is your title?

14a. Higher Education (n=268)



14b. Independent Schools (n=89)

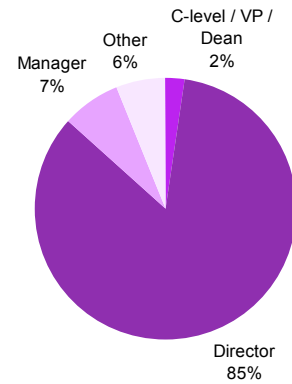
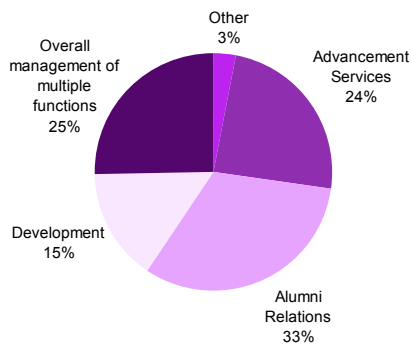


Figure 15. Disciplines of survey respondents

Q3: What is your primary advancement discipline?

15a. Higher Education (n=268)



15b. Independent Schools (n=89)

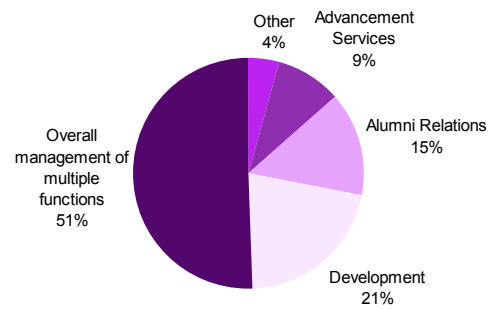
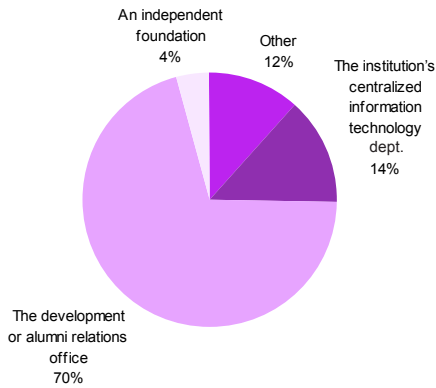


Figure 16. Management of current advancement system

Q4: Is the current advancement system – your institution’s primary repository of alumni and donor data – managed by...?

16a. Higher Education (n=266)



16b. Independent Schools (n=88)

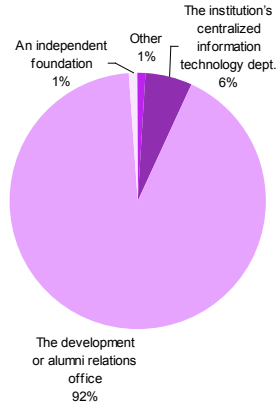
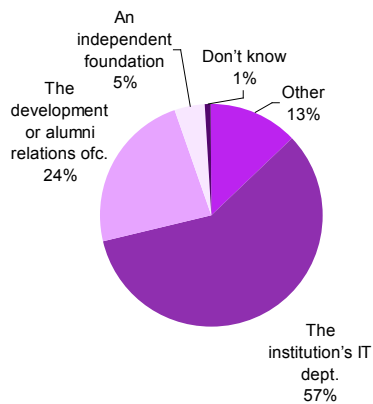


Figure 17. Technical support for current advancement system

Q5: Who provides technical support for your current advancement system?

17a. Higher Education (n=266)



17b. Independent Schools (n=89)

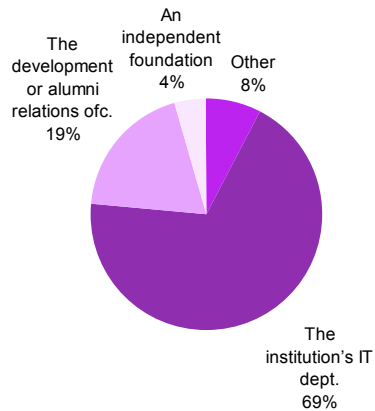
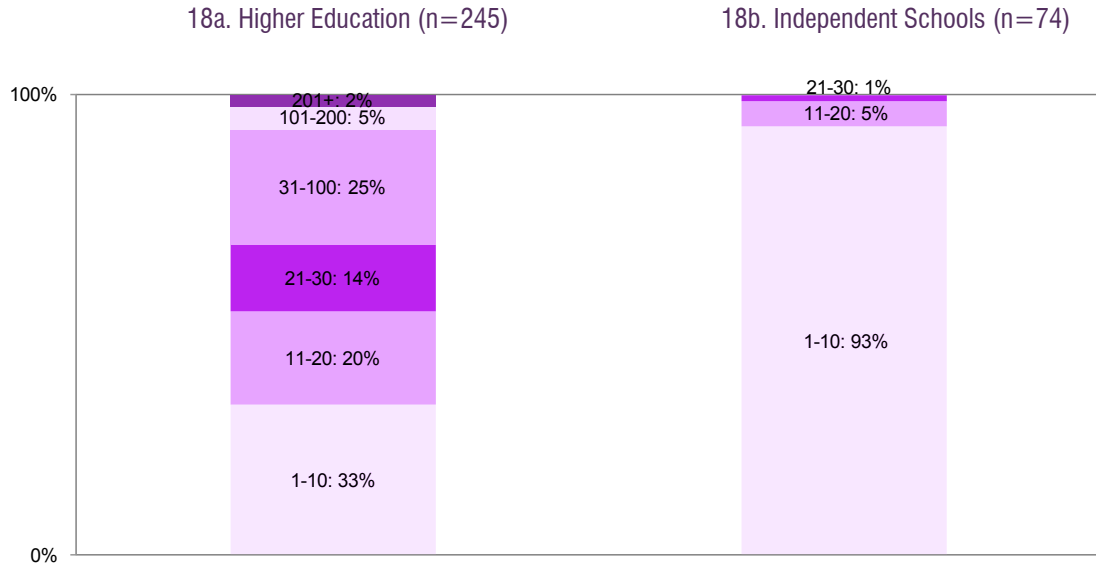


Figure 18. Department size

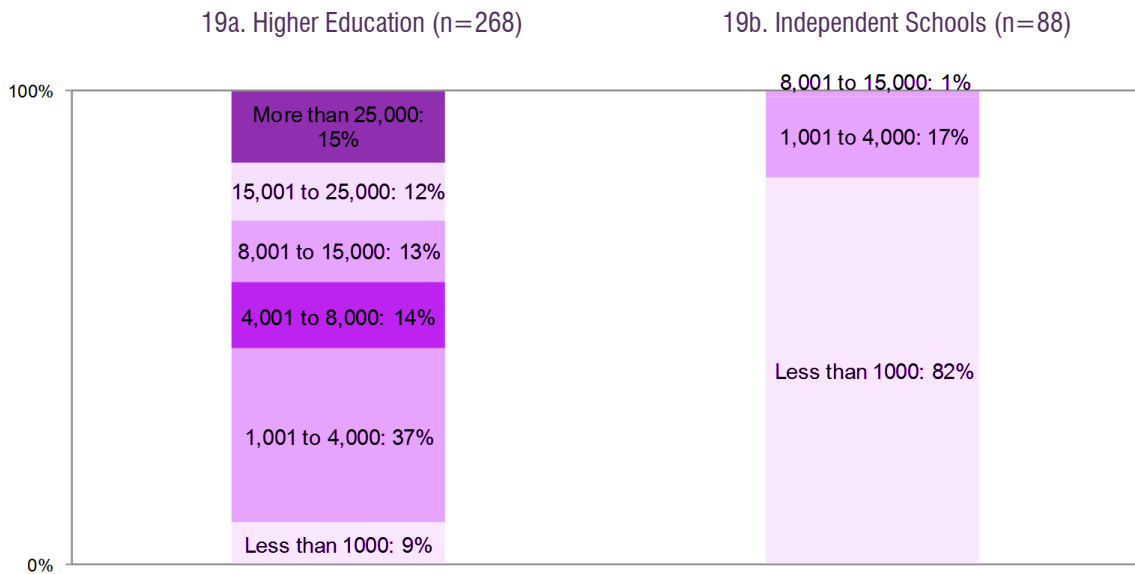
Q6: In total, how many full-time-equivalent (FTE) employees work in development and alumni relations, in any affiliated foundations, and in any affiliated alumni associations? To the degree possible, please do not include staff whose primary role is communications and marketing.



Note: due to rounding, figures may not total 100%.

Figure 19. Institution size

Q21: What was the total number of full-time-equivalent (FTE) students enrolled at your institution in Fall 2009?



Note: due to rounding, figures may not total 100%.

Figure 20. Total annual fundraising

Q22: Into which of the following categories does the total amount your institution raised in the last fiscal year fall? Please enter in U.S. dollars. (Conversion to a single currency allows for benchmarking of institutions in multiple countries. Currency converters may be found online.)

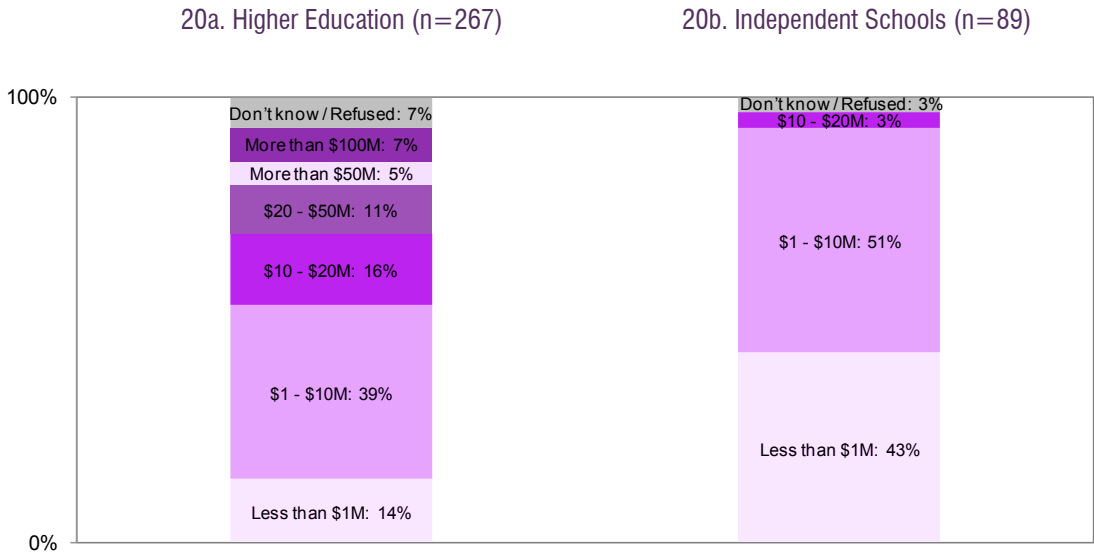
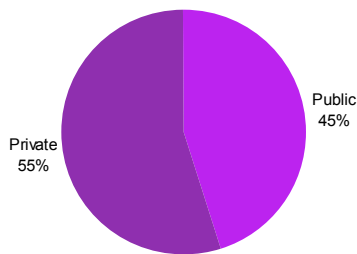


Figure 21. Public vs. private status of institution

Q23: Your institution is:

21a. Higher Education (n=265)



21b. Independent Schools (n=88)

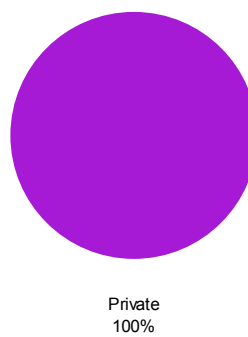


Figure 22. Institution type

Q24: Which of the following best describes your institution type? (Asked of higher education only)

**Higher Education (n=268)**

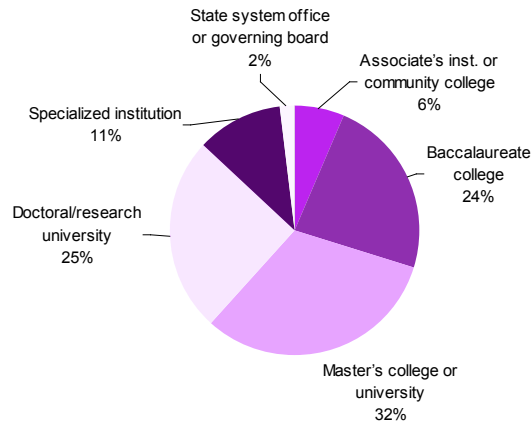
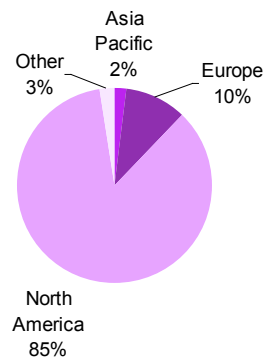


Figure 23. Geographic region

Q25: In what region of the world is your institution located?

**23a. Higher Education (n=268)**



**23b. Independent Schools (n=89)**

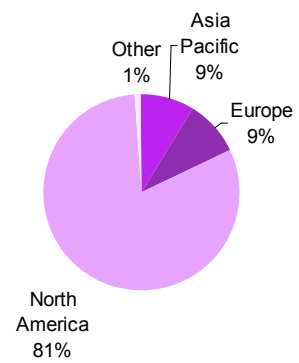
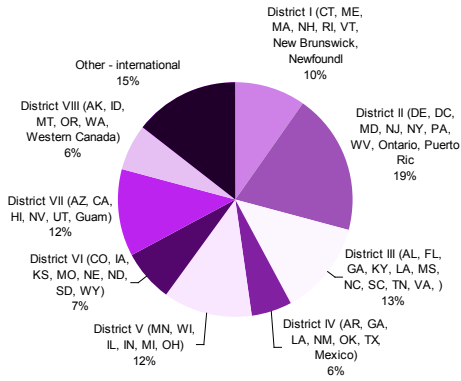


Figure 24. CASE district

Q26: In which CASE district is your institution's central campus located?

24a. Higher Education (n=268)



24b. Independent Schools(n=89)

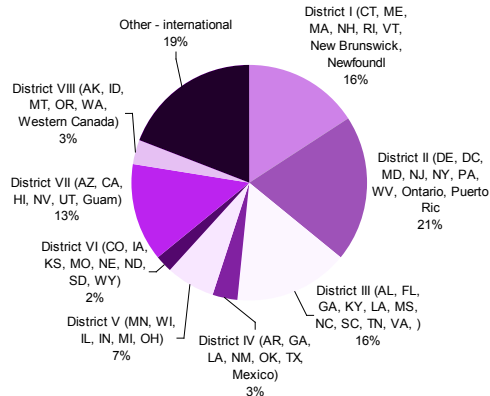


Table 1. List of participating institutions

Q27: What is the name of your institution?

Table 1a. Higher Education (n=268)

**Note: Institutions for which more than one person responded have the number of respondents from that institution in parenthesis. Twenty-three higher education respondents chose not to reveal the names of their institutions.**

- Abilene Christian University
- Albany Law School
- Albright College
- American University in Cairo
- Amherst College
- Antioch University
- Art Center College of Design (3)
- Asian Institute of Management
- Babson College
- Baker University
- Bastyr University
- Baylor College of Medicine
- Baylor University
- Bentley University
- Birmingham City University
- Boston College
- Boston University
- Bournemouth University
- Brigham Young University
- Brooklyn Law School
- Brunel University
- Bryant University
- Bunker Hill Community College
- California Institute of Technology (2)
- California State University, Sacramento
- California Western School of Law
- Cameron University
- Canadian College of Naturopathic Medicine
- Capital University
- Carroll University
- Casper College
- Catawba College
- Catholic University of America
- Cazenovia College
- Centennial College
- Central Washington University
- Claremont McKenna College
- Clarkson University
- College for Creative Studies
- College of Saint Mary
- Colorado College
- Colorado State University - Pueblo
- Concordia University
- Concordia University Chicago

Table 1a. Higher Education (cont'd)

- Concordia University Irvine
- Connecticut College
- Coventry University
- CSU Chico
- CSU Northridge
- Defiance College
- Desert Research Institute
- Dickinson College
- Doane College
- Drake University
- Duke University
- Empire State College
- Ferris State University
- Franklin & Marshall College
- Frostburg State University
- Geneva College (2)
- George Brown College
- Georgia College & State University
- Georgia Perimeter College
- Georgian Court University
- Goshen College
- Goucher College
- Grinnell College (2)
- Hardin-Simmons University
- Henley Business School
- Heritage University
- Hillsborough Community College
- Hobart and William Smith Colleges
- Hood College
- Houston Community College
- UNC Kenan-Flagler Business School
- Indiana University
- Indiana University and Foundation
- James Madison University
- Johnson State College
- Kansas State University
- Keele University
- Lake Superior State University
- Lawrence Technological University
- Lebanese American University
- Leeds Metropolitan University
- Life University
- LMU
- London School of Economics and Political Sciences
- LSU
- Maastricht University (2)
- Manchester Community College
- Manhattanville College
- Mansfield University
- Marquette University
- Mary Immaculate College
- Marymount College
- Mercer University
- Mercyhurst College
- Methodist University
- Michigan Technological University
- Middle Tennessee State University
- Millersville University
- Mills College
- Milwaukee School of Engineering
- Monash University
- Monroe Community College
- Morehead State University
- Muhlenberg College
- National University
- NC State University
- New England College
- Newcastle University
- Niagara University (2)
- NJIT
- North Carolina Wesleyan College
- North Dakota State University
- Northampton community college
- NYU Poly
- Obafemi Awolowo University, Ile-Ife, Nigeria
- Ohio Northern University
- Onondaga Community College
- Oxford Brookes University
- Pacific Lutheran University
- Pacific University
- Perry Technical Institute
- Pierce College District
- Pomona College
- Princeton Theological Seminary
- Queen's University Belfast
- Randolph College
- Ranken Technical College
- Red Deer College
- Reed College
- Rochester Institute of Technology
- Rosalind Franklin University of Medicine and Science
- Ryerson University
- Saint Mary's College of California
- Saint Meinrad School of Theology
- Salus University
- Samford University
- Santa Clara University (2)
- Seattle University
- Shepherd University
- Skidmore College
- Smith College (2)
- Snow College



Table 1a. Higher Education (cont'd)

- Southern Arkansas University
- Southwestern Assemblies of God University
- Spelman College
- St. Ambrose University
- St. John's University
- St. Norbert College
- St. Olaf College
- Stanford University
- SUNY Delhi
- SUNY Empire State College
- Swarthmore College (2)
- Sweet Briar College
- Taylor University
- The Boston Conservatory
- The Federal University of Technology AKURE (FUTA), Nigeria
- The Ohio State University Alumni Association
- The Principia
- The United States Sports Academy
- The University of Edinburgh
- The University of Greenwich
- The University of Queensland
- The University of the South
- Trinity Laban
- Trinity Valley Community College
- UC Davis
- UMass
- Unity College (2)
- Universidad Anáhuac
- Universidad de los Andes
- University at Albany, SUNY
- University College Falmouth
- University of Cape Town
- University of Aberdeen
- University of Alabama
- University of Alberta
- University of Cambridge
- University of Central Missouri
- University of Evansville
- University of Florida
- University of Georgia
- University of Gothenburg, Sweden
- University of Hartford
- University of Hawaii
- University of Manitoba
- University of Massachusetts Boston
- University of North Florida
- University of Pittsburgh
- University of Redlands
- University of Rochester (2)
- University of Salford
- University of San Diego
- University of South Carolina
- University of South Florida
- University of Southern Maine
- University of Texas at Arlington
- University of the Arts London
- University of Ulster
- University of Virginia
- University of Wales Institute, Cardiff (UWIC)
- University of Waterloo
- University of Western Australia
- University of Western Sydney
- University of Wisconsin-Milwaukee
- UT Arlington
- UT System
- Utah State University
- UTHSCSA
- Vermont Technical College
- VGH & UBC Hospital Foundation
- Virginia Tech
- Wake Forest University
- Washington and Lee University
- Western States Chiropractic College
- Western University for Health Sciences
- Western University of Health Sciences
- Westminster College (2)
- Westminster College Salt Lake City
- Willamette University (2)
- William Paterson University
- William Woods University
- Wilson College
- Winchester
- Winthrop University
- WPI
- Wright State University

Table 1b. Independent Schools (n=89)

**Note: There were two respondents from one independent school, the Western Academy of Beijing.**

**Seven respondents chose not to reveal the names of their independent schools.**

- American School of Bombay
- Barrie School
- Battle Ground Academy
- Beauvoir, the National Cathedral Elementary School
- Berkshire School
- Brookstone School
- Brother Rice High School
- Carondelet High School
- Castilleja School
- Catlin Gabel School
- Chatham Hall
- Chestnut Hill Academy
- Chestnut Hill School
- Christchurch School
- Colorado Rocky Mountain School
- Connelly School of the Holy Child
- Convent & Stuart Hall
- Cushing Academy
- Drew School
- Elmwood Franklin School
- Eton College
- Falmouth Academy
- Fountain Valley School of Colorado
- Girls Preparatory School
- Gonzaga College
- GSB
- Hackley School
- Harpeth Hall School
- Hong Kong International School
- International School Luxembourg
- International School of Brussels
- International School of Paris
- International School of the Peninsula
- Landmark School
- Laurel School
- Loyola Academy
- Mayfield Senior School
- Milton Hershey School
- Mount Saint Mary Academy
- NIST
- Norfolk Collegiate School
- Notre Dame Academy
- Prospect Sierra School
- Schutz American School
- Sewickley Academy
- Sidwell Friends School
- St Andrew's College
- St. George's School
- St. Johnsbury Academy
- St. Pius X High School
- St. Rose High School
- St. Stephen's & St. Agnes School
- St. Stephen's Episcopal Day School
- St. Vincent Pallotti High School
- Taipei American School
- Tampa Catholic High School
- The Athenian School
- The Browning School
- The Buckley School
- The Donoho School
- The Epstein School
- The Godolphin and Latymer School
- The Hotchkiss School
- The John Carroll School
- The John Lyon School
- The Mercersburg Academy
- The Mirman School
- The Rectory School
- The Seven Hills School
- The Stanley Clark School
- The Webb Schools
- The White Mountain School
- The Williams School
- The York School
- University Prep
- UWC-USA
- Valley Forge Military Academy & College
- Villanova Preparatory School
- Wesleyan School
- Western Academy of Beijing (2)
- Wheeler School

## APPENDIX A: VERBATIM RESPONSES TO OPEN-ENDED QUESTIONS

**Table 2. Verbatim responses for Q11: Other tactical challenges**

Participants were also invited to write in their own responses about what challenges their departments are facing if it was not captured in the list of items in the survey. No other challenge was named by more than 2% of higher education respondents or 3% of independent- school respondents. In total, 15% of higher education respondents and 20% of independent- school participants provided additional challenges, suggesting that the above list fairly well captures the range of the greatest challenges facing institutions.

*Q11: Are there any other significant challenges facing your development and alumni relations departments that were not mentioned above? Please specify here.*

**Table 2a. Higher Education (n=268)**

Staff turnover: 4 mentions, 2%

“Staff and leadership turnover.”

“Absence of a career path from admissions... promotes the loss of quality employees.”

Other staff or training problems: 4 mentions, 2%

“Specific technical expertise in creating and managing online collaborative systems.”

“Lack of staffing and support. Lack of leadership at the executive level with a willingness to make necessary steps to change.”

“Personal agendas within department.”

Lack of IT support: 3 mentions, 1%

“Limited technical support for enterprise software from central technology department.”

“Lack of cooperation with IT (other than for the conversion).”

Other financial constraints: 3 mentions, 1%

“Insufficient funding to carry out appropriate functions.”

“Cost of training.”

“Budgets to support both travel and professional development.”

Other: 24 mentions, 9%

“No sense of the need or reason to give back. Generally, there is a cultural issue of no real concept of philanthropy.”

“Ever-growing requirement of other departments within the University to contact Alumni.”

“We are merging the Development and Alumni Relations efforts at this time. Significant challenges are being tackled in this effort.”

**Table 2b. Independent Schools (n=89)**

Not prioritized: 3 mentions, 3%

*“Lack of support from Board of Managers.”*

*“Lack of visibility in the greater community.”*

Dispersed constituency: 2 mentions, 2%

*“Alumni and Alumni parents leave abroad.”*

*“Rural location -- constituents around the country and around the globe. Low participation rates.”*

Other: 13 mentions, 15%

*“Economy.”*

*“We have been in operation for 4 months. This is a new office and an effort that is not understood. It is difficult for people to support something they do not understand.”*

---

**Table 3. Verbatim responses for Q13: Role of technology in addressing other challenges**

Respondents provided a handful of responses about additional challenges. Management solutions were the commonly cited challenge met by technology in higher education; no additional single solution stood out among independent-school respondents.

Four respondents, all in higher education, took this occasion to point out limitations of technology in meeting challenges.

*Q13: Does technology play an important role in addressing any other challenges? Please specify any changes not listed above.*

---

**Table 3a. Higher Education (n=268)**

Management: 3 mentions, 1%

*“Time management issues.”*

*“Volunteer and event management.”*

*“Impacts ability to deliver services effectively and efficiently.”*

Technology is not enough: 4 mentions, 2%

*“Part of the problem is having the resources for the TECHNOLOGY! Keeping up with technology is very expensive and can involve much staff time. These questions are hard to answer- technology is a double-edged sword -- can help solve some challenges, but...”*

*“Technology can only address so many challenges by itself. A more pressing issue is for IT people to be educated in what the end user is trying to accomplish. Without development of specific knowledge within IT staff, technology will be limited.”*

*“For issues related to collaboration and accountability, technology only makes an impact once the culture of the institution is addressed. Technology cannot solve the problem.”*

*“Technology is a critical component of all organizational operations. However, technology can’t single-handedly resolve issues related to collaboration, transparency, or budget constraints. It can be an important partner in offering possible solutions.”*

Other: 9 mentions, 4%

*“Can provide us the data to target communications.”*

*“Primarily budgetary.”*

*“Declining enrollment.”*

*“Lack of institutional memory. Lack of clear and documented procedures. Inefficient, labor intensive and inconsistent info/data recording and reporting. Lack of major gift strategy management.”*

*“Reaching alumni globally, sending proposals to international foundations, trusts, corporate organisations and non-governmental organisations. Raising funds from individual philanthropists and reaching prospective donors. Creating a robust database of prospects.”*

**Table 3b. Independent Schools (n=89)**

Other (total): 7 mentions, 8%

*“Relationships between constituents.”*

*“It helps us communicate QUICKLY with an international/parent/alumni constituency.”*

*“IT is currently helping to integrate our Blackbaud programs which will break down some silo walls & enable cost-saving collaboration.”*

**Table 4. Verbatim responses for Q16: Other significant barriers to effectively using technology**

*Q16: Are there any other significant barriers that your development and alumni-relations department encounters in effectively using technology that are not listed above? Please specify.*

Respondents provided few additional barriers, suggesting that the barriers in Q15 mostly cover the range of advancement barriers.

**Table 4a. Higher Education (n=266)**

Not prioritized/appreciated: 4 mentions, 2%

*“Campus does not embrace or value technology with the same expectations as external constituents.”*

*“Lack of understanding of technology at CFO level, thus creating an unwillingness to invest. Always playing catch-up.”*

*“Alumni/development staff not interested in using new technology.”*

*“Lack of support at the top for technology and advances.”*

Other: 8 mentions, 3%

*“Technology is only as useful as the data within and the IT people managing it. This is a big concern for development.”*

*“Lack of affinity data on alumni from previous years, issues of control and access to data from individuals.”*

*“Lack of leadership and strategic planning in developing technology to serve and advance the entire Dev/AR operation.”*

**Table 4b. Independent Schools (n=89)**

Other (total): 3 mentions, 3%

*“We are in the process of changing our technology systems to one which is fully integrated: student records, development, accounting, etc.”*

*“Our IT department is philosophically opposed to social networking and has the leverage to prevent us from embracing this technology.”*

*“Lack of funds to invest in programs that could help us in all functions listed above. We have a lot of double and triple data entry between campus systems.”*

## APPENDIX B: SURVEY DOCUMENT

### *Technology for Development and Alumni Relations Survey*

Thank you for your participation in this survey! We are seeking feedback to help us better understand how development and alumni relations offices are utilizing technology. This survey will take about 20 minutes to complete.

0) How familiar are you with the technology applications and tools used by your institution's development or alumni relations offices, excluding "core" applications such as email, word processing, etc.? Specifically, we are interested in "advancement-enabling" technology, which includes tools such as your advancement software, on-line communities, social media, etc., used to support various advancement activities.

0. Very familiar
1. Somewhat familiar
2. Not very familiar
3. Not at all familiar
4. Don't know

1) While an advancement system—the primary repository of alumni and donor data for your institution—is only one example of "advancement-enabling" technology that may be in use by your office, how familiar are you with how well your advancement system meets your institution's needs?

0. Very familiar
1. Somewhat familiar
2. Not very familiar
3. Not at all familiar
4. Don't know

2) What is your title?

---

3) What is your primary advancement discipline?

0. Advancement Services
1. Alumni Relations
2. Development
3. Overall management of multiple functions
4. Other \_\_\_\_\_ (please specify)

4) Is the current advancement system—your institution's primary repository of alumni and donor data—managed by:

0. The institution's centralized information technology department
1. The development or alumni relations office
2. An independent foundation
3. Don't know
4. Other \_\_\_\_\_ (please specify)

5) Who provides technical support for your current advancement system?

0. The institution's centralized information technology department
1. The development or alumni relations office
2. An independent foundation
3. Don't know
4. Other \_\_\_\_\_ (please specify)



6) In total, how many full time equivalent (FTE) employees work in development and alumni relations, in any affiliated Foundations, and in any affiliated Alumni Associations. To the degree possible, please do not include staff whose primary role is communications and marketing.

\_\_\_\_\_ FTE

7) Below is a list of various functions that an institution performs during the course of its day-to-day development and alumni relations operations. Please rate each function based on its strategic importance to the institution, where 1 =not at all strategic and 5=strategically important.

	1=Not at all strategic	2	3	4	5=Strategically Important
7_0) Annual giving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7_1) Prospect research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7_2) Prospect management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7_3) Stewardship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7_4) Corporate/foundation relations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7_5) Major gifts from individuals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7_6) Planned giving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7_7) Bio/gift processing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7_8) Reporting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7_9) On-line alumni engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7_10) Alumni clubs, chapters, travel programs, and events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7_11) Other alumni relations practice areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8) Please rate the degree to which each advancement function represents a challenge to your institution in terms of its ability to perform the function effectively, where 1=Not at all a challenge and 5=Significant challenge.

	1=Not at all a challenge	2	3	4	5=Significant challenge
8_0) Annual giving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8_1) Prospect research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8_2) Prospect management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8_3) Stewardship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8_4) Corporate/foundation relations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8_5) Major gifts from individuals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8_6) Planned giving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8_7) Bio/gift processing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8_8) Reporting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8_9) On-line alumni engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8_10) Alumni clubs, chapters, travel programs, and events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



9) Please rate the extent to which each of the following statements describes your institution. Use a scale of “1” to “5” where “1” means “does not describe at all” and “5” means “describes very well.”

	1=Does not describe at all	2	3	4	5=Describes very well
9_11) There is a high degree of collaboration across the campus between the development and alumni relations functions and other campus functions such as enrollment management.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9_12) Technology plays an important role in the strategic vision of the institution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9_13) Technology plays an important role in the strategic vision of development and alumni relations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10) Below is a list of possible challenges that development and alumni relations departments may face. Please indicate the extent to which each of the following items represents a challenge for your institution. Use a scale of “1” to “5” where “1” means it is not at all a challenge and “5” means it is a significant challenge.

	1=Not at all a challenge	2	3	4	5= Significant challenge	Don't know
10_11) More constituents to serve	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10_12) More channels of communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10_13) “Changing face” of constituents – e.g., more diverse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10_14) Lack of constituent attachment to the institution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10_15) The rapid pace of technology change and adoption	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10_16) Lack of institutional collaboration around development and alumni relations activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10_18) Silos within advancement offices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10_19) Not enough staff and financial resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10_20) Lack of accountability and transparency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10_21) Obtaining accurate information for planning and decision-making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11) Are there any other significant challenges facing your development and alumni relations departments that were not mentioned above. Please specify here:

---



---



---

12) How important is the role of technology in addressing each of the following challenges effectively. Use a scale of “1” to “5” where “1” means not at all important and “5” means it is very important.

	1=Not at all important	2	3	4	5=Very important	Don't know
12_22) More constituents to serve	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12_23) More channels of communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12_24) “Changing face” of constituents – e.g., more diverse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12_25) Lack of constituent “attachment” to the institution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12_26) The rapid pace of technology change and adoption	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12_27) Lack of institutional collaboration around development and alumni relations activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12_28) Silos within advancement offices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12_29) Not enough staff and financial resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12_30) Lack of accountability and transparency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12_31) Obtaining accurate information for planning and decision-making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13) Does technology play an important role in addressing any other challenges? Please specify any challenges not listed above.

---



---



---

14) How satisfied are your institution’s development and alumni relations departments with their ability to effectively use technology to overcome these types of challenges?

- 0. Very satisfied
- 1. Somewhat satisfied
- 2. Neither satisfied nor unsatisfied
- 3. Somewhat dissatisfied
- 4. Very dissatisfied
- 5. Don't know

15) Below is a list of possible barriers that development and alumni relations departments may encounter in effectively using technology to support efficient operations. Please indicate the extent to which each of the following issues represents a barrier for your institution’s advancement operations? Use a scale of “1” to “5” where “1” means it is not at all a barrier and “5” means it is a significant barrier.

	1=Not at all a barrier	2	3	4	5=A significant barrier	Don't know
15_22) Outdated technology (e.g. websites, databases, technology tools) that does not adequately support our current needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15_23) Not enough time to learn about technology or how to use it effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15_24) Lack of training and documentation on how to use existing systems effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15_25) Lack of integration across different advancement systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15_26) Not having enough staff to support advancement-enabling technology needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15_27) Ability to leverage new communication tools that students and many alumni have come to expect (e.g. online communities, social networking, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15_28) Ability to coordinate/collaborate communications effectively across campus functions and departments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15_29) Ability to accurately report on advancement achievements and projected outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15_30) Ability to “explore” existing data sets to gain greater insight to trends, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16) Are there any other significant barriers that your development and alumni relations department encounters in effectively using technology that are not listed above? Please specify.

---



---



---

17) Please indicate which technology tools and applications are currently being used by your advancement office. Please check all that apply.

- 0. Campus collaboration tools
- 1. Core advancement system
- 2. CRM (customer relationships management) system
- 3. Document imaging/management
- 4. Email marketing
- 5. Events management software
- 6. Grants management software
- 7. Strategic reporting tools, such as dashboards or scorecards
- 8. Mobile devices for use beyond calls and emails – for “advancement-enabling” activities
- 9. On-line alumni community (e.g. vendor provided, Facebook, or LinkedIn, etc.)
- 10. Other social media tools (e.g. blogs, wikis, etc.)
- 11. Outsourced data entry
- 12. Telefundraising software
- Other. \_\_\_\_\_ (please specify)

18) Overall how would you rate your organization's satisfaction with your current technology tools and applications?  
Please use the following scale where 1=not at all satisfied and 5=very satisfied.

	1=Not at all satisfied	2	3	4	5=Very satisfied
18_0) Campus collaboration tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18_1) Core advancement system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18_2) CRM (customer relationships management) system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18_3) Document imaging/management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18_4) Email marketing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18_5) Events management software	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18_6) Grants management software	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18_7) Strategic reporting tools, such as dashboards or scorecards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18_8) Mobile devices for use beyond calls and emails – for “advancement-enabling” activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18_9) On-line alumni community (e.g. vendor provided, Facebook, or LinkedIn, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18_10) Other social media tools (e.g. blogs, wikis, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18_11) Outsourced data entry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18_12) Telefundraising software	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18_13) Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

[Ask Q19 if q17 = 1 (yes)]

19) Of the tools and applications that you currently use, are there any that you are:

0. Planning to replace in the next 1 to 2 years?
1. Planning to replace in the next 3 to 5 years?
2. Planning to stop using in the next 1 to 2 years?
3. Don't know

	Plan to <u>replace</u> in next <u>1-2 years</u>	Plan to <u>replace</u> in next <u>3-5 years</u>	Plan to <u>stop using</u> in next <u>1-2 years</u>	Don't know
19_0) Campus collaboration tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19_1) Core advancement system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19_2) CRM (customer relationships management) system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19_3) Document imaging/management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19_4) Email marketing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19_5) Events management software	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19_6) Grants management software	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19_7) Strategic reporting tools, such as dashboards or scorecards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19_8) Mobile devices for use beyond calls and emails – for “advancement-enabling” activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19_9) On-line alumni community (e.g. vendor provided, Facebook, or LinkedIn, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19_10) Other social media tools (e.g. blogs, wikis, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19_11) Outsourced data entry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19_12) Telefundraising software	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19_13) Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

[Ask Q20 if q17 = 2 (no)]

20) Of the tools and applications that you currently do not use, are there any that you are:

0. Planning to replace in the next 1 to 2 years?
1. Planning to replace in the next 3 to 5 years?
2. Planning to stop using in the next 1 to 2 years?
3. Don't know

	Plan to <u>implement</u> in next <u>1-2 years</u>	Plan to <u>implement</u> in next <u>3-5 years</u>	No plans to implement	Don't know
20_0) Campus collaboration tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20_1) Core advancement system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20_2) CRM (customer relationships management) system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20_3) Document imaging/management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20_4) Email marketing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20_5) Events management software	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20_6) Grants management software	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20_7) Strategic reporting tools, such as dashboards or scorecards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20_8) Mobile devices for use beyond calls and emails – for “advancement-enabling” activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20_9) On-line alumni community (e.g. vendor provided, Facebook, or LinkedIn, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20_10) Other social media tools (e.g. blogs, wikis, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20_11) Outsourced data entry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20_12) Telefundraising software	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

21) What was the total number of full-time equivalent (FTE) students enrolled at your institution in Fall 2009?

0. Less than 1000 students
1. 1,001 to 4,000
2. 4,001 to 8,000
3. 8,001 to 15,000
4. 15,001 to 25,000
5. More than 25,000
6. Don't know

22) Into which of the following categories does the total amount your institution raised in the last fiscal year fall? Please enter in U.S. dollars. (Conversion to a single currency allows for benchmarking of institutions in multiple countries. Currency converters may be found online.)

0. Less than \$1 million
1. Between \$1 million and \$10 million
2. Between \$10 million and \$20 million
3. Between \$20 million and \$50 million
4. More than \$50 million
5. More than \$100 Million
6. Don't know / Refused

23) Your institution is:

0. Public
1. Private

24) Which of the following best describes your institution type?

0. Independent and international schools (K-12)
1. Associate's institution or community college
2. Baccalaureate college
3. Master's college or university
4. Doctoral/research university
5. Specialized institution (such as medicine, law, art, technical, etc.)
6. State system office or governing board
7. Don't know

25) In what region of the world is your institution located?

0. Asia Pacific
1. Europe
2. North America
3. Other

26) In which CASE District is your institution's central campus located?

0. District I (CT, ME, MA, NH, RI, VT, New Brunswick, Newfoundland, Labrador, Prince Edward Island, Quebec)
1. District II (DE, DC, MD, NJ, NY, PA, WV, Ontario, Puerto Rico, US Virgin Islands)
2. District III (AL, FL, GA, KY, LA, MS, NC, SC, TN, VA)
3. District IV (AR, GA, LA, NM, OK, TX, Mexico)
4. District V (MN, WI, IL, IN, MI, OH)
5. District VI (CO, IA, KS, MO, NE, ND, SD, WY)
6. District VII (AZ, CA, HI, NV, UT, Guam)
7. District VIII (AK, ID, MT, OR, WA, Western Canada)

27) What is the name of your institution? This information will be used strictly for research purposes.

---

28) If you would like to receive a copy of the survey results, please include your name and e-mail address below. This information will not be used for any other purpose.

28\_0. Name  
28\_1 E-mail address

We are interested in collecting feedback from individuals that are at least somewhat familiar with the technology applications and tools used by your institution's development or alumni relations offices. If there is someone else in your department that you feel would be better able to answer these questions, please feel free to forward the link to the survey:

<http://vovici.com/wsb.dll/s/121bcg40506>

***Thank you for taking the time to complete this survey.  
Your input and feedback are very greatly appreciated!***









## **APPENDIX C: BACKGROUND INFORMATION ON SURVEY SPONSORS AND RESEARCH COMPANY**

### ***About CASE***

The Council for Advancement and Support of Education ([www.case.org](http://www.case.org)) is the professional organization for advancement professionals at all levels who work in alumni relations, communications and marketing, development and advancement services.

CASE's membership includes more than 3,400 colleges, universities and independent elementary and secondary schools in 61 countries. This makes CASE one of the largest nonprofit education associations in the world in terms of institutional membership. CASE also serves more than 60,000 advancement professionals on the staffs of member institutions and has more than 22,500 individual "professional members" and more than 230 Educational Partner corporate members.

CASE has offices in Washington, D.C., London, Singapore and Mexico City. The association produces high quality and timely content, publications, conferences, institutes and workshops that assist advancement professionals perform more effectively and serve their institutions.

**For information, visit [www.case.org](http://www.case.org) or call 202-328-2273.**

### ***About SunGard Higher Education***

SunGard Higher Education serves colleges, universities, and foundations in 40 countries worldwide, helping them build the resources they need to support new communities of learners. Today, 1,600 higher education organizations, 10 million students, and thousands of educational communities around the world rely on our broad portfolio of solutions and expert guidance to find better ways to teach, learn, manage, and connect.

Through our Open Digital Campus strategy, we collaborate with the higher education community to provide software and services that help community colleges, liberal arts colleges, public universities, foundations, state systems, central and district offices, and international institutions design and build their next-generation digital campuses.

**For information, visit [www.sungardhe.com](http://www.sungardhe.com) or call 800-223-7036.**

### ***About Isurus Market Research and Consulting***

Isurus Market Research and Consulting specializes in custom market research on behalf of clients in business-to-business markets. Our roots are in research for enterprise technology firms; however, we do significant work in the areas of education, healthcare, and business services. We regularly conduct qualitative and quantitative research in North America, Europe, and Asia.

**For more information, visit [www.isurumrc.com](http://www.isurumrc.com) or call 617-547-2400.**



1307 New York Ave., N.W. • Suite 1000  
Washington, DC 20005-4701  
phone 202.328.CASE (2273) • fax 202.387.4973  
case.org

## **SUNGARD**® HIGHER EDUCATION

4 Country View Road  
Malvern, PA 19355  
phone 800.223.7036 • fax 610.578.5102  
sungardhe.com