

CORONAUNITY



Diversity & Inclusion Report

SEPTEMBER 2020

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CoronaUnity would like to thank DIAL Global for their advice and contribution to the creation of this report.

Foreword from our Co-Founders

Since establishing CoronaUnity during the Covid-19 pandemic in the UK, we have remained focused on helping industries and individuals who have been negatively affected by the pandemic's impact. Having undertaken a number of previous ventures, in July we decided to focus our efforts on supporting two key bodies; (1) third sector organisations and (2) our fellow students. We wanted to help the third sector continue to drive positive impact by addressing some of their many challenges that have arisen as a result of the pandemic. We also wanted to provide opportunities for students, many of whom experienced cancelled internships and graduate jobs. Our solution was to establish a cross-university, pro-bono student consulting initiative - CoronaUnity Consulting.

We chose to operate a cross-university model to augment the opportunities offered by other student consultancies, many of whom utilise university-specific branches. Believing that we should assess people on their ability, merit and mindset, we opened our doors to students from any university, worked through over 300 applications, and provided students from across the globe with the opportunity to gain hands-on consulting experience.

As reflected in our client and consultant feedback, our diversity and inclusion (D&I) has been a key factor in our success thus far and will remain vitally important in our future. This report highlights our D&I landscape across multiple facets and we would like to use this opportunity to set a benchmark for others to use in the future. In addition, we hope to inspire other student consultancies to focus on their own D&I efforts and to continue driving change in opening up consulting opportunities for all.

Thank you for taking the time to read this report. We hope that you find it both thought-provoking and useful.

James Augustin, Aydin Hepsaydir, Zac Shander-Kelsey and Jasmine Handford
Co-Founders

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Overview

Introduction

Since our founding in March 2020, we have entered an exciting period of growth during which we have established ourselves as a non-profit student consultancy organisation in the UK. Now that we have reached the end of our first cycle of 21 student consultancy projects, and we are transitioning management, we feel that it is a perfect time to look back and reflect on where we stand in terms of Diversity and Inclusion (D&I) ahead of future cycles. This is the first D&I report that we have carried out. For this reason, in this report we do not claim to have the perfect method for assessing D&I, nor the answers for solving D&I challenges in student organisations. Rather, we intend to provide an open and honest account of our current D&I landscape within CoronaUnity. Our three key aims for this report are outlined below.

Advise Future Decision Making

This D&I report is a valuable tool for us as it will highlight the areas in which we show promise as well as those that require continued learning and development. We intend to use the insights gathered from our data to improve our decision-making, for recruitment or otherwise, ahead of future project cycles.

Set a Benchmark Comparison

To the best of our knowledge, this is the first D&I report for a student consulting organisation in the UK. For this reason, it has been difficult to compare our data to external benchmarks. We hope that the data in this report will help to provide a reference benchmark for the sector to use as a comparative measure in the future.

Inform and Inspire Others

We hope to set a precedent for student consulting organisations to proactively engage with their D&I landscape. Whilst we have tried to conduct this report in the best possible way, we know that we have more to learn. By being open with our methodology, we hope that others will learn from what we did well and where we can improve.

Report Framework

We are primarily a student consulting organisation with additional central support roles who are not involved in the day-to-day of the consulting initiative. Table 1 provides a breakdown of these roles. Of the 142 people in our workforce, 121 (85%) completed our D&I survey that informed this report. For further information on our survey methodology and transcript, please refer to the Appendix. As benchmarking data for student consultancies is lacking, we have used UK Higher Education and Management Consultancies Association (MCA) Member statistics as cautious comparisons throughout our report. The use of these sources is justified in the Appendix. Finally, in many cases we have included data that is specific to respondents in leadership roles as they represent 25% of all CoronaUnity positions and a 2018 study by BCG¹ found increasing diversity in leadership teams leads to better innovation and performance.

Please note that for all figures in this report, we use the following acronyms: *n*, number of respondents; *pns*, responded 'prefer not to say'.

Table 1. Company Breakdown by Role

	Total Number	Percentage of Consulting Initiative Roles	Percentage of Central Support Roles
All Roles	142	82%	18%
Leadership Specific Roles	35	91%	9%

¹United States - EN. (2020). *How Diverse Leadership Teams Boost Innovation*. [online] Available at: <https://www.bcg.com/en-us/publications/2018/how-diverse-leadership-teams-boost-innovation>. [Accessed 21st August 2020]

Key Findings



46% of all respondents are **BAME** (Black, Asian or Minority Ethnic).
This rises to **49%** in leadership roles.

59% of all respondents self-identify as female and the remaining **41%** self-identify as male.



37 different universities have been attended by our respondents. Of those who have attended university **75%** were associated with **Russell Group** universities and **5%** with **Oxbridge**.

27% of all respondents were based outside of the UK. This has been made possible by the remote nature of our roles.



of all respondents feel that they **belong** at CoronaUnity



of all respondents feel that their **performance** in their role is evaluated fairly



of all respondents feel that their **opinions and contributions** are valued

2

Diversity

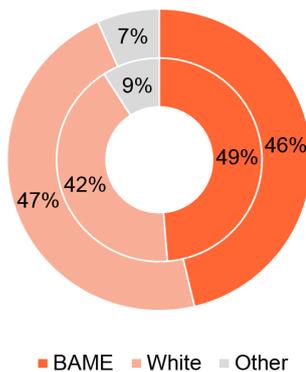
Diversity

01. Ethnicity

Ethnicity data from respondents demonstrates almost equal White and BAME representation across all levels, with increased BAME representation at leadership level. In both cases, our BAME representation exceeds that seen at employee level in the UK professional consulting industry² and in UK higher education enrolments³, indicating that student consultancies have the opportunity to act as a key access method.

Ethnicity Distribution August 2020

Outer: All Respondents [n = 121]
Inner: Leadership Respondents [n = 33]



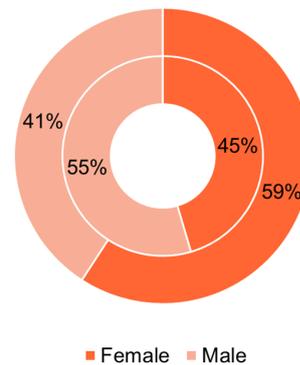
02. Gender Identity

Female identity representation exceeds that for male identity across all respondents, although gender identity is slightly more equally distributed at leadership level. Results from all respondents align closely with higher education institutions⁴ whilst leadership-specific responses align more closely with those in the UK consulting industry⁵. Our leadership cohort is more greatly enriched

with consulting roles than our company as a whole (Table 1, Page 5) which is of interest given the above consulting industry statistics.

Gender Identity Distribution August 2020

Outer: All Respondents [n = 120 ; 1 omitted as pns]
Inner: Leadership Respondents [n = 33]



Please note that the option to use terms aside from female (she/her) and male (he/his) identity was made available in the survey question, however this has not received representation as shown in the figure.

03. Sexual Orientation

The proportion of LGBTQ+ identifying respondents drops by 6% at leadership level compared to all respondents. Extrapolating the NUS' estimates for LGB-identifying students⁶ in the UK results in ~7% representation in higher education* which aligns with our data. However, overall data on LGBTQ+ representation in student and consulting populations is very limited and not conducive to an insightful benchmark comparison.

* Calculated by applying NUS' estimate of 175,000 students identifying as LGB in 2013 to the Universities UK's figure for 2.38 million higher education students in 2018/19. Extrapolation greatly reduces the reliability of the 7% figure calculated. Moreover, this is likely to be a conservative estimate as LGB does not include other key aspects of the LGBTQ+ spectrum.

² 22% MCA. (n.d.). *MCA 2020 Annual Report*. [online] Available at: <https://www.mca.org.uk/reports/mca-annual-report> [Accessed 21 Aug. 2020].

³ 24% in 2018/19 www.hesa.ac.uk. (n.d.). *Figure 4 - HE student enrolments by personal characteristics 2014/15 to 2018/19 | HESA*. [online] Available at: <https://www.hesa.ac.uk/data-and-analysis/sb255/figure-4>. [Accessed 21 Aug. 2020]

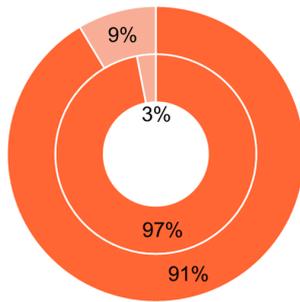
⁴ 57% female representation, 2017/18 and 2018/19 Universities UK (2019). *Higher Education in Facts and Figures*. [online] Available at: <https://www.universitiesuk.ac.uk/facts-and-stats/data-and-analysis/Documents/higher-education-facts-and-figures-2019.pdf> [Accessed 21 Aug. 2020].

⁵ 49% female, 51% male MCA. (n.d.). *MCA 2020 Annual Report*. [online] Available at: <https://www.mca.org.uk/reports/mca-annual-report>. [Accessed 21 Aug. 2020]

⁶ 175,000 students, based on data from 2013 survey Design, V. (2014). *Education Beyond the Straight and Narrow LGBT students' experience in higher education*. [online] Available at: <https://www.nus.org.uk/Global/lgbt-research.pdf> [Accessed 21 Aug. 2020].

Sexual Orientation Distribution August 2020

Outer: All Respondents [n = 117 ; 4 responses omitted as pns]
 Inner: Leadership Respondents [n = 33]



■ Non-LGBTQ+ Identifying ■ LGBTQ+ Identifying

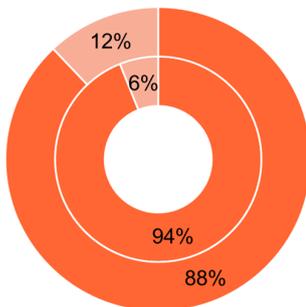
Please note that we did not define the acronym LGBTQ+ in our survey question. We will update this in future surveys.

04. Disability

Disabled representation from all respondents exceeds that at leadership level, but aligns closely with representation in UK higher education^{7,8}. In contrast to reported higher education statistics⁹, our D&I data reveals that disabled representation amongst respondents was greater amongst postgraduate students (20%; Masters and PhD)

Disability Distribution August 2020

Outer: All Respondents [n = 116 ; 5 omitted as pns]
 Inner: Leadership Respondents [n = 33]



■ Not Disabled ■ Disabled

compared to undergraduates (9%; Bachelors).

Please note that we did not define disability in the survey, rather we asked people how they self-identify.

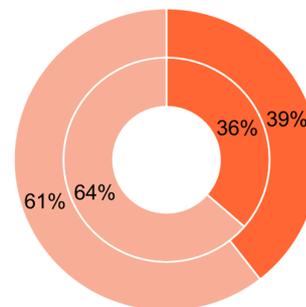
05. Education

Over one third of all- and leadership- respondents are first-generation university students.

Respondents (all) have attended 37 different universities. Of those who have attended university, 96% were associated with UK universities. The proportion of respondents at undergraduate level (78%) is closely aligned with representation seen in UK higher education statistics¹⁰, although this comparison is made cautiously due to limitations in our methodology^{**}. Russell Group representation for all respondents (75%) is considerably higher than that seen amongst young consultants in the UK consulting industry^{11,+}, suggesting a reduced educational diversity in our student consulting organisation. Our Oxbridge representation (5%) is comparable to that seen amongst young consultants in the UK consulting industry^{12,+}.

First Generation University Students Distribution August 2020

Outer: All Respondents [n = 119 ; 1 omitted as pns ; 1 omitted not attended university]
 Inner: Leadership Respondents [n = 33]



■ First Generation ■ Continuing Generation

** We defined undergraduates as those who are currently studying a Bachelors degree, or who have recently graduated with a Bachelor's degree maximum. We defined postgraduates in a similar way for both Masters and PhD levels. However, we did not provide the option for 'Bachelors with Integrated Masters' in the survey, therefore we can not be sure which category such people have placed themselves within.

+ MCA defines young consultants as those with < 5 years of consulting experience.

⁷ 12%, 2016/17 Equality + higher education Students statistical report 2018. (n.d.). [online] Available at: https://s3.eu-west-2.amazonaws.com/assets.creode.advancehe-document-manager/documents/ecu/2018-06-ECU_HE-stats-report_students_v5-compressed%20%281%29_1579781967.pdf. [Accessed 21 Aug. 2020]

⁸ 14%, 2018/19 www.hesa.ac.uk. (n.d.). Figure 4 - HE student enrolments by personal characteristics 2014/15 to 2018/19 | HESA. [online] Available at: <https://www.hesa.ac.uk/data-and-analysis/sb255/figure-4>. [Accessed 21 Aug. 2020]

⁹ Equality + higher education Students statistical report 2018. (n.d.). [online] Available at: https://s3.eu-west-2.amazonaws.com/assets.creode.advancehe-document-manager/documents/ecu/2018-06-ECU_HE-stats-report_students_v5-compressed%20%281%29_1579781967.pdf. [Accessed 21 Aug. 2020]

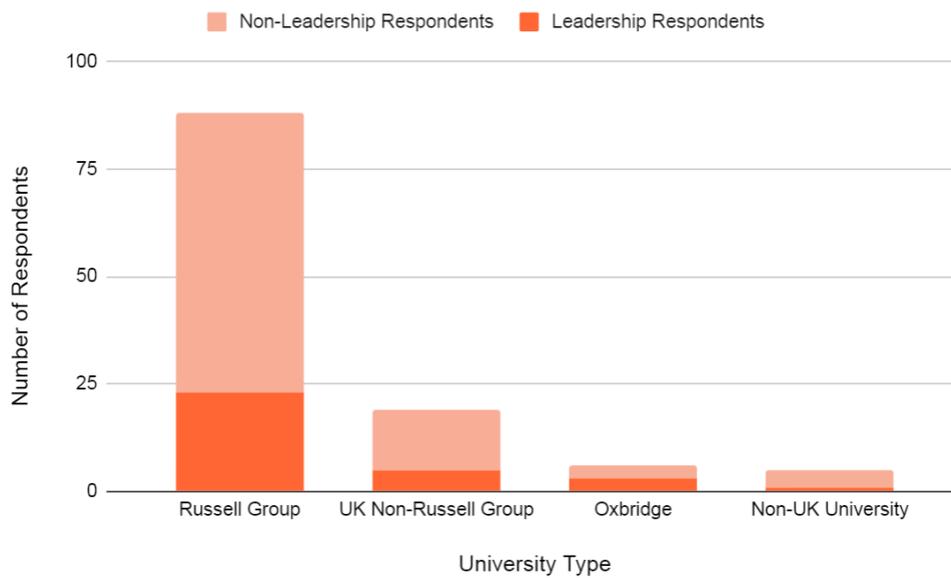
¹⁰ 76%, 2017/18 Universities UK (2019). Higher Education in Facts and Figures. [online] Available at: <https://www.universitiesuk.ac.uk/facts-and-stats/data-and-analysis/Documents/higher-education-facts-and-figures-2019.pdf> [Accessed 21 Aug. 2020].

¹¹ 45% in 2019 (down from 73% in 2011) Member Survey. (2020). [online] Available at: <https://www.mca.org.uk/wp-content/uploads/sites/60/2019/03/MCA-Member-survey-2019.pdf> [Accessed 21 Aug. 2020].

¹² 4-7%, 2016-19 Member Survey. (2020). [online] Available at: <https://www.mca.org.uk/wp-content/uploads/sites/60/2019/03/MCA-Member-survey-2019.pdf> [Accessed 21 Aug. 2020].

Distribution of Degree Type by University Type August 2020

All Respondents [n = 118, 2 omitted as pns and 1 omitted as they have not attended university]



Please note that the responses above are based on the University of a student who is currently studying. If a student is no longer studying, their most recent University has been recorded.

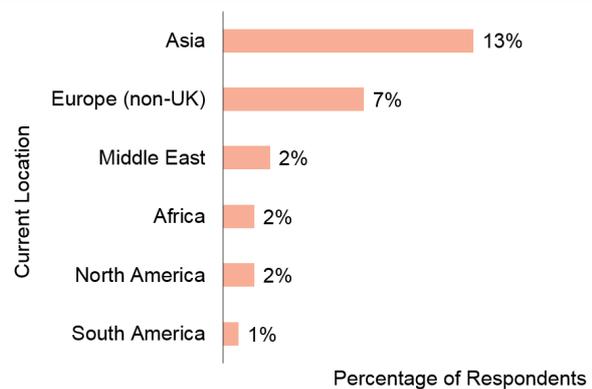
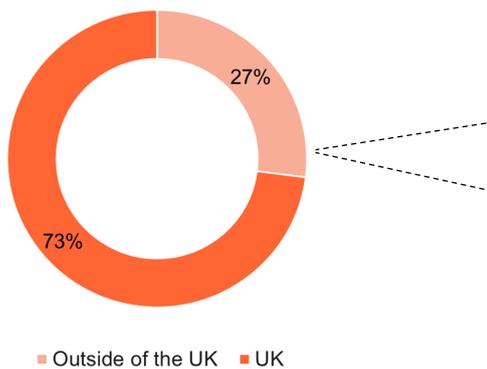
6. Geography

Similar proportions of all respondents and leadership respondents were based outside the UK

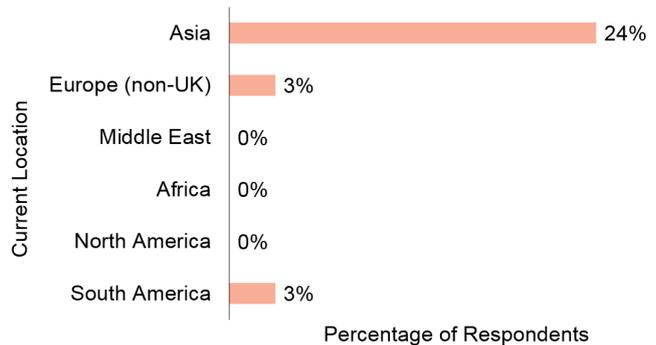
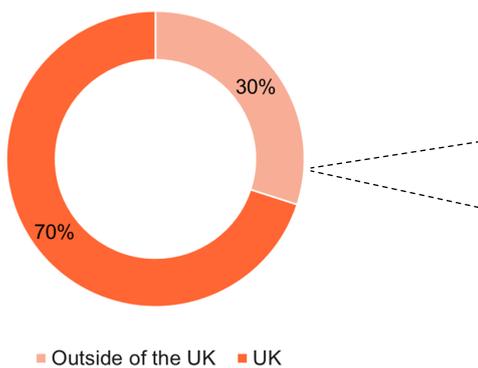
at the time of survey completion. The remote nature of our roles has made this possible. It is important to note that this survey was conducted in the midst of the global Covid-19 pandemic and during the UK summer months. Therefore, this percentage may be higher than otherwise expected as many students have moved home. However, we do not have the data to confirm whether or not this is the case.

Current Location Distribution August 2020

All Respondents [n = 121]



Leadership Respondents [n = 33]

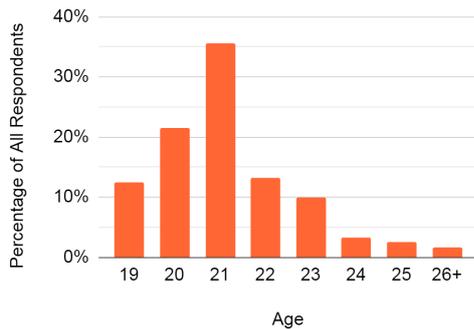


7. Age

21 is the mean, median and mode age for all respondents. This is maintained at leadership level although the range is reduced by 4 years. Two thirds of all respondents are aged 21+ which is slightly higher than the percentage of mature students (21+) in UK higher education¹³. This may indicate a bias away from early year undergraduates in CoronaUnity⁺⁺.

Age Distribution August 2020

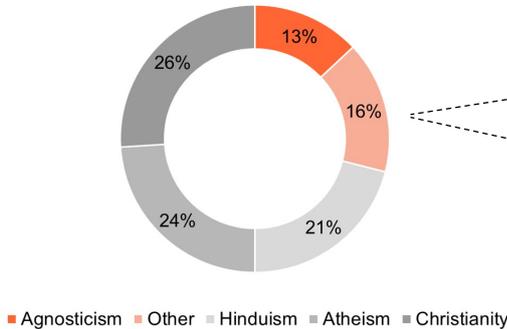
All Respondents [n = 121]



Religion Distribution August 2020

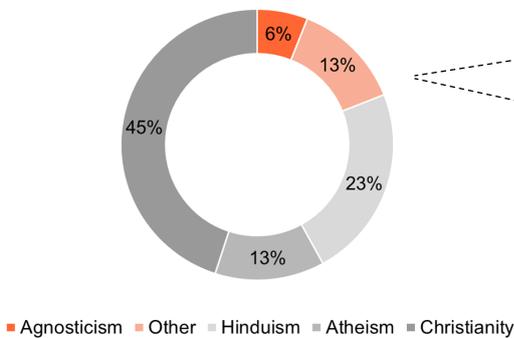
All Respondents [n = 97 ; 24 omitted as pns]

Christianity refers to all denominations and non-denominational.



Leadership Respondents [n = 31 ; 2 omitted as pns]

Christianity refers to all denominations and non-denominational.



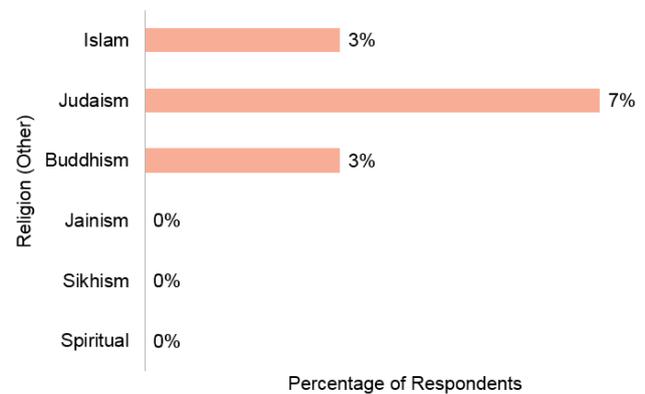
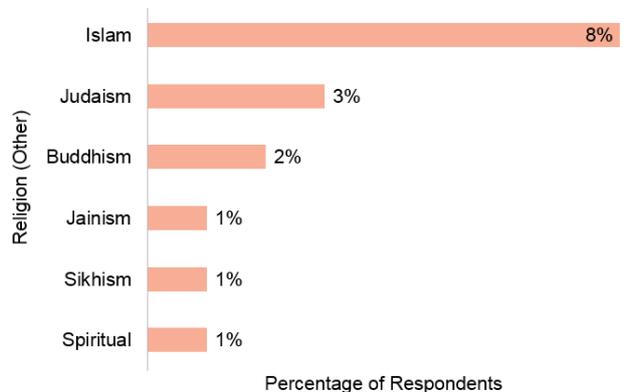
8. Religion

A variety of religions and beliefs are represented throughout the organisation. Leadership respondents have a larger representation of Christianity. Leadership respondents also lack religions and beliefs with very low representation in all respondents (Jainism, Sikhism, Spiritual).

Excluding agnostic and atheist responses, our data shows the greatest representation is held by Christianity and Hinduism. This differs slightly from Higher Education Statistics Agency who report that of students with a religion or belief, Christianity then Islam holds the greatest representation¹⁴.

However, we did not include an option for 'No Religion or Belief' in our survey however, therefore this comparison should be made with caution.

The 'prefer not to say' response rate was considerably higher for this question than any other in the survey. The greater number of omissions makes our conclusions harder to extrapolate across the whole company.



⁺⁺ Backing this up, of our Bachelor Degree respondents, 35% are in Year 1 or 2. The mean, median and mode ages for this group is 19-20 years, compared to 21 for the remaining 65% who are in Year 3+ or recently graduated with a maximum qualification of a Bachelors Degree.

¹³ 58.7% in 2017/18 Universities UK (2019). *Higher Education in Facts and Figures*. [online] Available at: <https://www.universitiesuk.ac.uk/facts-and-stats/data-and-analysis/Documents/higher-education-facts-and-figures-2019.pdf> [Accessed 23 Aug. 2020].

¹⁴ www.advance-he.ac.uk. (n.d.). *Research Insight: Religion and Belief in UK Higher Education | Advance HE*. [online] Available at: <https://www.advance-he.ac.uk/knowledge-hub/research-insight-religion-and-belief-uk-higher-education#:~:text=HESA%20statistics%20show%20around%20half> [Accessed 23 Aug. 2020].

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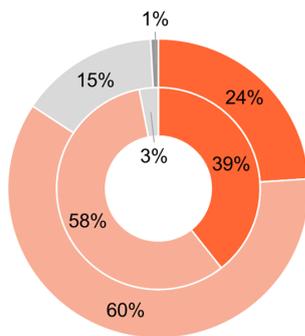
Inclusion

Inclusion

Distribution of Responses to our Three Key Inclusion Statements August 2020

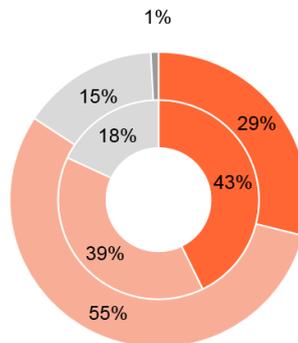
Outer: All Respondents [n = 121]; Inner: Leadership Respondents [n = 33]

Inclusion Statement 1
"I feel that I belong at CoronaUnity"



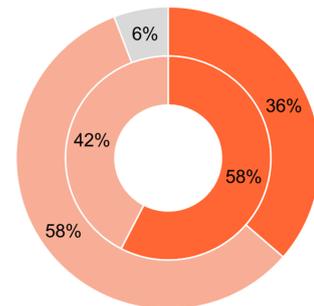
- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree

Inclusion Statement 2
"I feel that my performance in my role is evaluated fairly"



- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree

Inclusion Statement 3
"I feel that my opinions and contributions are valued at CoronaUnity"



- Strongly agree
- Agree
- Neither agree nor disagree

Overall Performance

Overall CoronaUnity performs well with respect to the 80% benchmark we used[^], with 84%, 84% and 94% of all respondents state that they 'agree' or 'strongly agree' to Inclusion Statement 1, 2 and 3, respectively. Although we aspire to increase these percentages further, it is encouraging that the majority of the remaining responses are neutral ('neither agree nor disagree') rather than negative ('disagree' or 'strongly disagree').

Areas for Improvement

We know there is still room for improvement, e.g. responses that fall below the 80% threshold (highlighted in red, Table 2 and 3).

Also of note, Inclusion Statement 3 received a greater number of 'agree' or 'strongly agree' responses than Inclusion Statement 1 or 2. This is a trend seen at all-respondent level as well as by diversity category (Table 2). Below we have proposed reasons for why this may be the case.

- a. The part-time and remote nature of all our roles may contribute to the lower response

to Inclusion Statement 1 as screens often act as a barrier to personal connection. Further insight is provided by the responses to Inclusion Statement 1 from those in leadership vs. non-leadership roles (Table 3). Leadership roles generally hold more responsibility and communicate across the organisation more regularly than those in non-leadership roles who typically function more within their immediate project team. Feeling part of a 'bigger picture' is important for feeling a sense of belonging, and this may be lacking for some in non-leadership roles.

- b. The lower response to Inclusion Statement 2 may be driven, in part, by a lack of clear understanding of where and how performance has been assessed. Performance reviews have not been carried out for central support roles. For those in the consulting initiative, many will not have reached their final performance reviews (with some not reaching their midway reviews either) at the time of survey completion.

[^] We used a benchmark of 80% 'agree' or 'strongly agree' responses to reflect a good response for each inclusion statement. This benchmark was recommended for Inclusion Statement 1 (see ref 15 below). We extended the use of this threshold to Inclusion Statement 2 and 3 due to the lack of additional benchmarks.

¹⁵ Huang, S. (n.d.). 5 Diversity and Inclusion questions to use at your company. *Culture Amp Blog*. Available at: <https://www.cultureamp.com/blog/5-diversity-and-inclusion-questions-to-use-at-your-company/> [Accessed 23 Aug. 2020].

Table 2. Response to Inclusion Statements by Diversity Category August 2020

Pns responses have been omitted from the table. One additional response omitted from 'Education' as they have not attended University.

Diversity Category	Respondent Sample Size	Percentage Respondents Stating 'Strongly Agree' or 'Agree' to each inclusion statement (%)		
		Inclusion Statement 1	Inclusion Statement 2	Inclusion Statement 3
ETHNICITY				
White	57	91	84	93
BAME	56	75	82	95
* Other	8	100	100	100
GENDER IDENTITY				
Female	71	80	82	94
Male	49	90	88	94
SEXUAL ORIENTATION				
* LGBTQ+	10	80	80	90
Non-LGBTQ+	107	85	84	96
DISABILITY				
* Disabled	14	86	93	86
Not Disabled	102	84	82	95
EDUCATION				
First Generation University Student	47	81	81	96
Continuing Generation University Student	72	88	88	93
Russell Group	89	82	82	94
* Oxbridge	6	100	100	100
* Non-Russell	19	95	100	89
* Non-UK	5	80	80	100
Undergraduate Degree	94	83	86	95
Postgraduate Degree	26	92	81	92
GEOGRAPHY				
UK Located	89	83	82	92
Non-UK Located	32	88	91	100
AGE				
19-21	84	81	83	96
22+	37	92	86	89
RELIGION				
* Agnosticism	13	85	92	100
Atheism	23	87	78	83
Christianity (all denominations and non-denominational)	25	88	96	100
* Hinduism	20	85	100	100
* Other Religions	16	75	75	94

Asterisk (*) indicates number of respondents in this category is 20 or less

Table 3. Response to Inclusion Statements by Leadership Status August 2020

Pns responses have been omitted from the table.

Leadership Status	Respondent Sample Size	Percentage Respondents Stating 'Strongly Agree' or 'Agree' to each inclusion statement (%)		
		Inclusion Statement 1	Inclusion Statement 2	Inclusion Statement 3
Leadership	33	97	82	100
Non-Leadership	87	78	85	92

4

Closing

Comments

Closing Comments

By now, we hope that we have provided you with a clear understanding of the current D&I landscape at CoronaUnity. Conducting this survey and report has been a valuable experience for us as it has provided us with clarity on areas in which we show promise, and areas for continued learning.

We are very happy to see that many professional consulting organisations in the UK are striving to champion D&I in their workplace. As part of this, we believe that student consulting organisations have a vital role to play by providing access to consulting experience for students from diverse backgrounds. By being open and candid with our data and methodology we hope to inspire and facilitate the action of other student consulting organisations to assess, engage with, and improve their own D&I landscapes.

In this era of a 'new normal' amidst the wake of the Covid-19 pandemic, many businesses and education institutions have been forced to adapt to a new style of work. This has been remote for many. Although this has been a change, we have found remote working with flexible hours to be a great benefit for diversity in some respects - not least by making international and national geographical diversity a greater possibility, and more importantly, a successful reality.

Moving forward, we will utilise the insight learned from this report to further engage with, and improve, our internal D&I at CoronaUnity. Not only is this the right thing to do from a moral standpoint, but we have also already seen the direct benefits on our client projects—see one of our testimonials below.

In order to ensure we continue to be proactive with our D&I landscape at CoronaUnity, moving forward we felt it important to create a new role on the management team as 'D&I Manager'. This role has been filled at the time of writing this report and we are excited to see how this will translate into further tangible improvements from the next project cycle onwards.

We hope that you have enjoyed reading our report and thank you very much for taking the time to do so.

CoronaUnity

“The team’s set of diverse knowledge and backgrounds was very valuable and positively impacted the project throughout.”

- Charity Client, CoronaUnity Summer Projects 2020

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Appendix

Report Methodology

1. Survey Methodology

Data on CoronaUnity's D&I landscape was obtained through an anonymous online survey of our workforce. The survey was completed by 121 of 142 (85%) of our workforce as of 21st August 2020. The survey questions covered 8 aspects of diversity (Ethnicity, Gender, Sexual Orientation, Disability, Education, Geography, Age, and Religion) and assessed responses to three inclusion statements. Each of the 'required' questions were made optional through the use of a 'prefer not to say' button.

2. Benchmarking Sources

Due to the lack of benchmarking D&I data from student consultancies in the UK, we used statistics from UK Higher Education and the Management Consultancies Association (MCA) to make cautious comparisons.

UK Higher Education Statistics

Data from our CoronaUnity D&I survey informed us that 114 of our 121 respondents attend, or have recently attended, university in the UK. Of the rest, 5 attend non-UK universities, 1 has not attended university, and 1 declined to provide this information. Due to the overwhelming majority connected to UK universities, we feel it is appropriate to make cautious comparisons with statistics provided on UK Higher Education.

Management Consultancies Association (MCA)

The MCA is the representative body for the UK's leading management consulting firms. Members of the MCA represent over 50% of the UK consulting industry¹⁶ and provide the statistics collected by the MCA. D&I in the professional consulting sector is something that we should be striving for, and student consulting organisations have the opportunity to play a vital role in providing access to consulting experience for all student demographics. For this reason we believe it to worthwhile to compare our D&I landscape with the UK consulting industry as a whole to further understand whether we could provide this access.

3. Survey Transcript

CoronaUnity Diversity and Inclusion Survey Transcript August 2020

Asterisk () indicates a required question. These questions were made optional through the use of a 'prefer not to say' option.*

1. Are you in a position of leadership?*

 - a. Yes
 - b. No
 - c. Prefer not to say

2. What age are you?*

 - a. 18
 - b. 19
 - c. 20
 - d. 21
 - e. 22
 - f. 23
 - g. 24
 - h. 25
 - i. 26
 - j. 27
 - k. 28
 - l. 29
 - m. 30+
 - n. Prefer not to say

3. Which ethnic group do you self-identify as?*

 - a. Black, Asian and Minority Ethnic
 - b. White
 - c. Prefer to use another category (e.g. Mixed / Multiple Ethnicity)
 - d. Prefer not to say
 - e. Other...[Space to write]

4. Do you identify as LGBTQ+?*

 - a. Yes
 - b. No
 - c. Prefer not to say

5. To which gender identity do you self-identify?*

 - a. Female (she/her)
 - b. Male (he/him)
 - c. Prefer to use another term (e.g. non-binary, agender, genderqueer)
 - d. Prefer not to say

¹⁶ MCA. (2018). *Management Consultancies Association (MCA) - A positive force for the economy.* [online] Available at: <https://www.mca.org.uk/>. [Accessed 21 Aug. 2020]

6. Where were you born?*
- Europe
 - Asia
 - Africa
 - South America
 - Australasia
 - North America
 - Prefer not to say
 - Other...[Space to write]
7. Are you currently located in the UK?*
- Yes
 - No
 - Prefer not to say
8. If you are not currently located in the UK, where are you based? *Please leave this blank if this does not apply to you.*
- Europe (non-UK)
 - Asia
 - Africa
 - South America
 - Australasia
 - North America
 - Prefer not to say
 - Other...[Space to write]
9. Are you a first generation university student?*
- Yes
 - No
 - Prefer not to say
10. What type of university do you attend?*
- Graduates: Please base this on the university at which you completed your most recent qualification.*
- Oxbridge
 - Russell Group
 - UK Non-Russell Group
 - Non-UK University
 - I have not attended university
 - Prefer not to say
 - Other...[Space to write]
11. Which university do you attend?
- Graduates: Please base this on the university at which you completed your most recent qualification.*
- [Space to write]
12. What higher education qualification are you currently studying?
- Graduates: Please base this on the qualification you completed most recently.*
- Bachelors Degree
 - Masters Degree
 - PhD
 - Prefer not to say
 - Other...[Space to write]
13. What year of your qualification are you currently in?
- Year 1
 - Year 2
 - Year 3
 - Year 4+
 - I am a graduate
 - Prefer not to say
14. Would you consider yourself to be a person living with disabilities (e.g. dyslexia, MS etc.)?*
- Yes
 - No
 - Prefer not to say
15. Which religion do you most closely identify yourself with?*
- Christianity
 - Islam
 - Hinduism
 - Judaism
 - Sikhism
 - Baha'i
 - Agnosticism
 - Atheism
 - Prefer not to say
 - Other...[Space to write]
16. Do you feel like you belong at CoronaUnity?*
- Strongly agree
 - Agree
 - Neither agree nor disagree
 - Disagree
 - Strongly disagree
 - Prefer not to say
17. I feel that my performance in my role is evaluated fairly*
- Strongly agree
 - Agree
 - Neither agree nor disagree
 - Disagree
 - Strongly disagree
 - Prefer not to say
18. I feel that my opinions and contributions are valued at CoronaUnity*
- Strongly agree
 - Agree
 - Neither agree nor disagree
 - Disagree
 - Strongly disagree
 - Prefer not to say
19. If you have any feedback on this survey to aid the design in future years, please include it here.
- [Space to write]

Diversity & Inclusion Report
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