

# CASE Insights<sup>SM</sup> on Diversity, Equity, Inclusion, and Belonging (United Kingdom)

*supported by*



**2021 KEY FINDINGS**

COUNCIL FOR ADVANCEMENT  
AND SUPPORT OF EDUCATION



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#### **ACKNOWLEDGEMENTS**

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- Sam Davies, former Head of Philanthropy & Alumnae Engagement, Girls' Day School Trust
- Mark Garratt, Director of Marketing, Communications and Recruitment, Anglia Ruskin University
- Kenon Man, Deputy Director of Marketing, University of Nottingham
- Ben Plummer Powell, Chief Philanthropy & Global Engagement Officer, The London School of Economics and Political Science
- Dee Reid, Director of External Relations, Leeds Beckett University
- Liz Reilly, Director of Philanthropy and Donor Relations, University of Edinburgh

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And finally, a special thanks to Lindauer, whose support made this research possible.

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# CONTENTS

<b>ABOUT THE SURVEY AND METHODOLOGY</b> .....	<b>4</b>
<b>SUMMARY OF FINDINGS</b> .....	<b>5</b>
<b>A WAY FORWARD WITH CASE</b> .....	<b>9</b>
<b>1. ABOUT THE INSTITUTION – WHERE DID RESPONDENTS WORK?</b> .....	<b>10</b>
1.1. Region/country .....	10
1.2. Type of institution .....	10
1.3. Department.....	11
<b>2. DEMOGRAPHIC INFORMATION: WHO COMPLETED THE SURVEY?</b> .....	<b>12</b>
2.1. Age .....	12
2.2. Gender.....	12
2.3. Sexual orientation.....	13
2.4. Religion or belief .....	13
2.5. Physical or mental health conditions or illnesses .....	14
2.6. Ethnic origin.....	15
2.7. Highest level of education.....	16
<b>3. THE RESPONDENTS’ ROLES</b> .....	<b>17</b>
3.1. Level at which respondent works at their institution.....	17
3.2. Amount of time spent in current role .....	17
3.3. Total time spent working within advancement.....	18
3.4. Sectors worked in previously .....	18
3.5. Future career within advancement .....	19
<b>4. DEI&amp;B AT THE INSTITUTION</b> .....	<b>21</b>
4.1. DEI&B training offered .....	21
4.2. DEI&B training completed .....	21
4.3. DEI&B improvement.....	22
4.4. Complaint resolution .....	23
4.5. Career development .....	23
4.6. DEI&B barriers .....	24
4.7. Mentoring opportunities .....	26
4.8. Leadership and DEI&B .....	27
4.9. Inclusive work environment .....	31
4.10. Membership of diversity networks/organisations .....	34

## ABOUT THE SURVEY AND METHODOLOGY

The **CASE Insights<sup>SM</sup> on Diversity, Equity, Inclusion, and Belonging (United Kingdom)** was carried out for the first time in 2021 to better understand the diversity of the advancement sector in the United Kingdom and whether the sector truly reflects the values related to diversity, equity, inclusion, and belonging (DEI&B) of the institutions and the communities they serve.

In order to create a baseline for DEI&B data in the advancement sector in the United Kingdom, CASE created this survey for the UK, intended to be the first of many such surveys in the coming years. In this first instance, the focus of the survey is primarily on ethnic/racial diversity. We expect that future iterations would expand to include or focus on other aspects of diversity.

By participating in this survey and providing their inputs, survey participants had the opportunity to anonymously share their experiences and contribute to accurate and relevant data available about the sector. This will help inform how CASE and member institutions can build relevant and effective programmes to increase diversity in the advancement community and to guide advancement leaders to create better DEI&B provisions within their teams and the overall sector.

The survey was open to participants from 1 September 2021 to 19 November 2021. Invitations to participate were sent to CASE members in the UK. The survey had 50 questions (including all sub-parts of questions), contained a mixture of closed and open-ended questions, and would have taken about 15 minutes for a respondent to complete. As some questions were dependent upon the response to a previous question, not all respondents would have seen all 50 questions.

The survey was administered by way of a survey link and all data collected were anonymous. Only CASE staff working with the survey had access to submitted data.

On 31 August 2022, initial findings from the CASE Diversity, Equity, Inclusion, and Belonging (DEI&B) Survey, UK, were shared in a session titled “Never have I ever...spoken about race” at the CASE Europe Annual Conference (CEAC) by speakers Kenon Man, Deputy Director of Marketing, University of Nottingham, and Divya Krishnaswamy, Senior Research Analyst, CASE. At this session, participants shared their personal experiences, and some additional inputs were collected by way of an anonymous online form. Four participants completed this form to provide additional input.

This report provides a summary of the findings from analysis of the survey inputs.

## SUMMARY OF FINDINGS

In total, 796 respondents from the UK completed the survey, and an additional four respondents provided feedback at the CASE Europe Annual Conference 2022.

While the data collected here are informative, there are gaps in the information provided. For example, 35% of respondents did not provide demographic information. This survey is therefore just the beginning of a long journey towards understanding these important issues for our sector. CASE plans to conduct additional surveys in the future, and this survey is being used as a model for similar CASE surveys in other regions, so we can gain a global perspective on these issues.

This data analysis provides valuable insights into the status of diversity, equity, inclusion, and belonging (DEI&B) within UK higher education institutions. Across all metrics, the institutional perceptions and experiences of those from minority ethnic groups were less positive than white respondents. However, we must keep in mind the heavily skewed participation of white respondents. While this likely reflects the dominant identity in the advancement profession in the UK and is therefore a useful learning point in itself, it means sample sizes for different ethnic groups are very small, and experiences potentially not representative.

### **Applying a lens of ethnic diversity: our use of language and limitations of the data**

As the focus of this survey was primarily on ethnic diversity, we wanted to consider whether the answers given by those of minority ethnicities differed from those who self-identified as white in their response.

A total of 520 respondents provided a response to the question about their ethnic origin. Since 85% of those respondents identified as white, our sample size of minority groups is small:

- 4% respondents were Asian/Asian British
- 3.7% respondents were Black/African/Caribbean/Black British
- 5% respondents were Mixed/Multiple ethnic groups
- 2% respondents preferred to not disclose their ethnicity

We recognise the limitations of aggregating data as individual experiences will be different between each group. However, due to the small sample sizes, we have analysed various aspects of diversity, equity, inclusion, and belonging using combined responses from the groups above.

Where we have aggregated the data, we use the term ‘minority ethnic groups’, recognising that all individuals have an ethnicity, but that some are minoritised in the UK by the barriers and discrimination they face.

## ABOUT THE RESPONDENTS' INSTITUTIONS

- The respondents were predominantly from England. The distribution across countries aligned with the breakdown of UK members of CASE.
- More than half of respondents were from Russell Group institutions even though they only make up 20% of CASE higher education members in the UK. This may be a result of those institutions having larger teams or perhaps their level of engagement with CASE or with this topic.
- While the Russell Group is overrepresented in the results, schools are underrepresented with only 5% of respondents from schools, despite 25% of CASE UK members being from the schools sector.
- Over 75% of respondents were from fundraising, alumni relations and development/advancement services teams. 17% stated they were from marketing/communications departments and a further 6% listed their department as external relations.

## RESPONDENT DEMOGRAPHICS

- There was a wide range of ages represented, with approximately one-third of respondents aged between 25–34, one third between 35–44, and one third over 45.
- 75% of respondents reported their gender as female and 80% stated they were heterosexual/straight.
- 47% stated no religion/belief.
- 14% reported having a physical or mental health condition/illness that impacted their ability to carry out day-to-day activities with the majority of those sharing that they experience a mental health condition and 36% of those being impacted by more than one condition.
- 85% of respondents identified as white, 5% belonged to Mixed/Multiple ethnic groups, 4% were Asian/Asian British, 3.7% were Black/African/Caribbean/Black British and 2% preferred not to disclose their ethnic origin. See note on page 5 regarding the small sample sizes and aggregating data.

- 51% of respondents stated that their highest level of education was an undergraduate degree. A further 38% had completed a postgraduate degree.

## THE RESPONDENTS' ROLES IN THEIR INSTITUTIONS

- When considering the level at which the respondent works within their institution, 29% of respondents stated they were in senior roles (senior manager, director or division leaders). There was a slightly higher percentage of staff in senior roles from minority ethnic groups (30%).
- 27% of respondents from minority ethnic groups had been in their role for less than one year, compared to 16% of white respondents. Similarly, 14% of respondents from minority ethnic groups have worked within the advancement profession for less than one year, compared to 7% of white respondents.
- While this may represent a more diverse approach to recruitment, it is concerning that when asked whether they saw a future career within the advancement profession, only 38% of respondents from minority ethnic groups answered yes compared to 60% of white respondents. 15% of respondents from minority ethnic groups answered no to that question, compared to 10% of white respondents.

## PERSPECTIVES ON DIVERSITY, EQUITY, INCLUSION, AND BELONGING IN RESPONDENT INSTITUTIONS

### *DEI&B training*

- 65% of white respondents were confident that DEI&B training was offered within their institutions and a further 25% thought it was probably offered, compared to 55% and 24% of respondents from minority ethnic groups respectively. Of those respondents who believed training was available, 78% of white respondents had completed it compared to 67% of respondents from minority ethnic groups.

### *DEI&B improvement*

- 70% of white respondents felt there had been positive improvements to DEI&B in their workplace culture in the past 2 years, compared to 52% of respondents from minority ethnic groups (and only 8% of minority ethnic groups strongly agreed with that statement in contrast to 24% of white respondents).
- 66% of white respondents felt that workplace policies regarding race/equality were being effectively implemented at their institution, compared to 47% of respondents from minority ethnic groups.

### *Complaint resolution*

- 83% of white respondents had confidence in their supervisor dealing effectively with any complaints relating to harassment/bullying/offensive behaviour, compared to 70% of respondents from minority ethnic groups.

### *Career development and mentoring*

- 76% of white respondents indicated they received encouragement from their institutions to take up career development opportunities, compared to 67% of respondents from minority ethnic groups.
- 62% of white respondents agreed that development opportunities were offered in a fair manner at their institution, compared to 45% of respondents from minority ethnic groups.
- 51% of white respondents had been offered mentoring opportunities compared with 42% of respondents from minority ethnic groups.

### *Barriers*

- 51% of white respondents agreed that barriers exist that have prevented them from progressing in their role within their institution, compared to 61% of those from minority ethnic groups. Of those who agreed, 63% of minority ethnic group respondents felt that the barriers they faced related to DEI&B, compared to 19% of white respondents.
- Respondents were invited to share a supporting reason for the barriers. Noting the significant

percentage of respondents who identified as white, the top five reasons listed were:

- Gender discrimination
- Lack of diversity in leadership
- Age discrimination
- Unconscious bias
- Discrimination against part-time workers or those with childcare responsibilities

### *Leadership and DEI&B*

- When asked if there was leadership support for DEI&B efforts at their institution, 88% of white respondents agreed, compared to 68% of respondents from minority ethnic groups.
- 73% of white respondents agreed that there were visible leaders making a significant impact on DEI&B at their institution compared to 55% of respondents from minority ethnic groups.
- Themes emerging from those who felt leaders *were* making an impact included diversity at a leadership level and recognition of ongoing efforts for diversity. Those who shared that leaders *were not* making an impact included reasons as follows:
  - Systemic/institutional racism
  - Unconscious bias in hiring and promotion
  - Lack of diversity in the sector/industry
  - Geographical limitations affecting diversity
  - Old boys' club culture
  - Lack of opportunities for career progression for ethnic minorities

### *Inclusive work environment*

- 86% of white respondents agreed that their institution promoted an inclusive work environment, compared to 59% of respondents from minority ethnic groups. Those who felt that their institution was promoting an inclusive work environment cited the following approaches:
  - Training/education
  - Inclusivity/culture
  - Recruitment/advancement
  - Flexible working
  - Leadership/accountability

- They also shared what their institution actively did to make them feel included. Popular responses included:
  - Communication and engagement
  - Staff networks and support groups
  - Training and development
  - Inclusive culture and language
  - Representation and visibility

#### *Membership of diversity networks/organisations*

- 27% of white respondents shared that they were part of a staff diversity network/organisation at their institution compared to 44% of those from minority ethnic groups. 12% of white respondents reported being part of a diversity network/organisation outside their place of work, compared to 29% of those from minority ethnic groups.



## A WAY FORWARD WITH CASE

These results evidence that advancement professionals in the UK from historically underrepresented groups do face pervasive systematic barriers throughout their careers. Fewer individuals from minority ethnic groups see a future for themselves in the advancement profession, and across all measures the institutional perceptions and experiences of those from minority ethnic groups were less positive than white respondents.

A strategic priority for CASE is to dismantle these barriers by establishing a pipeline of advancement professionals from diverse lived experiences and creating diversity, equity, inclusion, and belonging acumen for the profession, which will assist our members in hiring and retaining an advancement team that reflects the demographics of the institution's student and alumni bodies. Through our Opportunity and Inclusion Centre (OIC), CASE offers a comprehensive set of services to transform institutional systems and processes including:

### *Advancement Inclusion Index*

This tool measures DEI&B maturity and progress across four categories of policy and practice in addition to capturing respondent and demographic information for your institution.

### *Developing the talent pipeline*

Our two early career initiatives can assist with recruiting diverse professionals into advancement: CASE Graduate Trainee Programme and CASE Advancement Internship.

### *Multi-Cultural Network*

The Network creates a platform for members to support, challenge, and inspire one another by sharing experiences, best practices, and resources that help them stay engaged in the sector.

### *DEI&B training*

As well as on-demand training provision, CASE can develop bespoke training for your team and institution.

**To find out more about what CASE is doing to understand and advance DEI&B, visit [case.org/oic](https://case.org/oic) or contact Benjamin Fiore-Walker, Senior Director, Opportunity and Inclusion Centre ([bfiorewalker@case.org](mailto:bfiorewalker@case.org)).**

# 1. ABOUT THE INSTITUTION – WHERE DID RESPONDENTS WORK?

## 1.1. Region/country

The respondents were predominantly from England. The distribution across countries aligned with the breakdown of UK members of CASE.

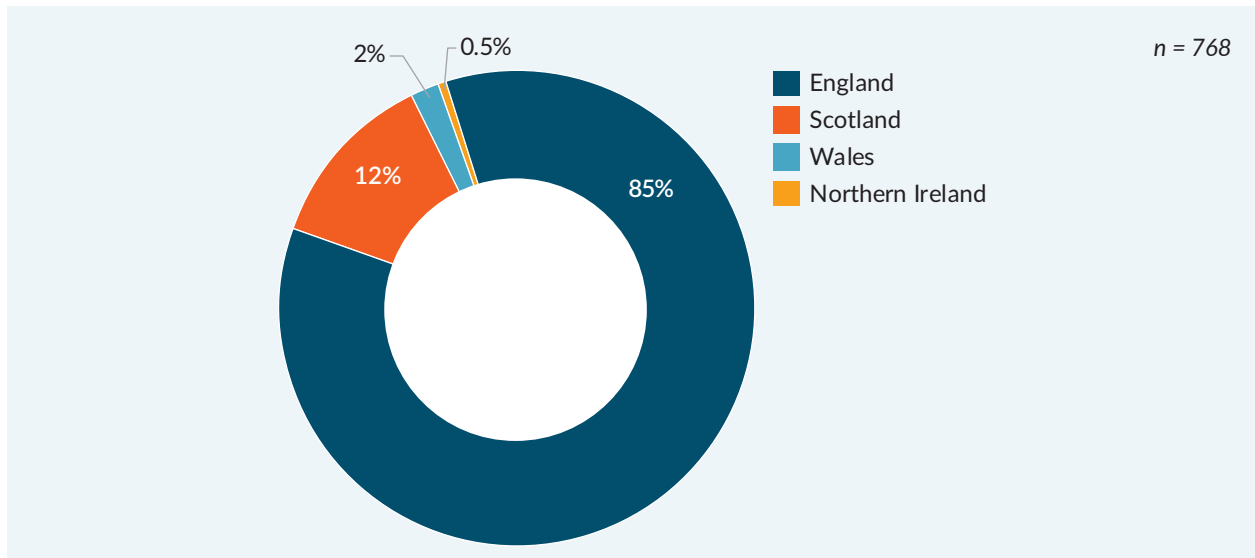


Figure 1

## 1.2. Type of institution

More than half of respondents were from Russell Group institutions even though they only make up 20% of CASE higher education members in the UK. While they were overrepresented in the results, schools were underrepresented with only 5% of respondents from schools, despite 25% of CASE UK members being from the school sector.

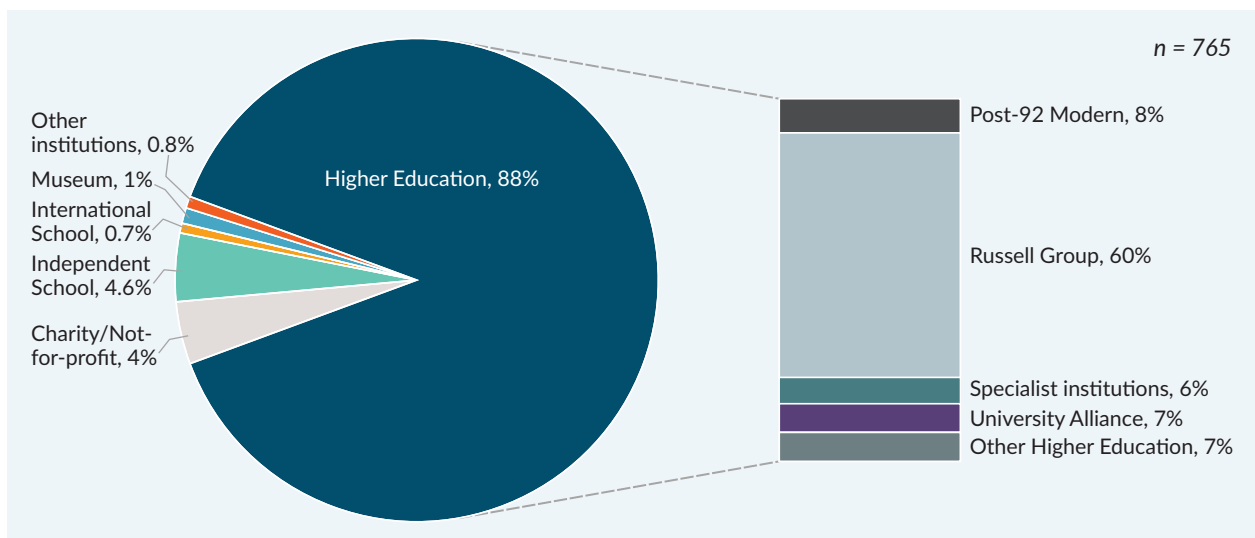


Figure 2

### 1.3. Department

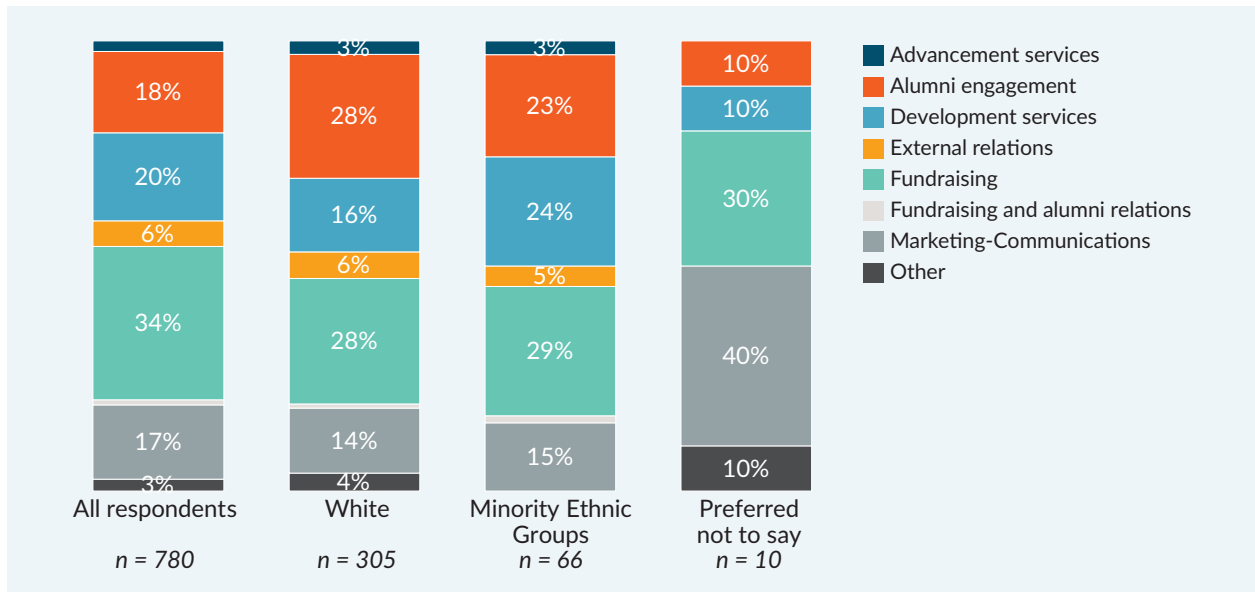


Figure 3

## 2. DEMOGRAPHIC INFORMATION: WHO COMPLETED THE SURVEY?

The purpose of this survey section was to understand more about the background of those currently working in the advancement profession in the sector.

Upon analysis of the data, we found that the response rate for these questions was significantly lower than the other sections of the survey. While the remainder of the survey looked at the institution where the respondent worked, this section focuses on the individual respondents themselves. This difference in response rates may have been caused by several factors. Firstly, as the questions are more personal in nature, not everyone may have felt comfortable responding to these. Secondly, as this section featured at the very end of the survey, respondents may have simply not completed it and chose to end their submission early.

### 2.1. Age

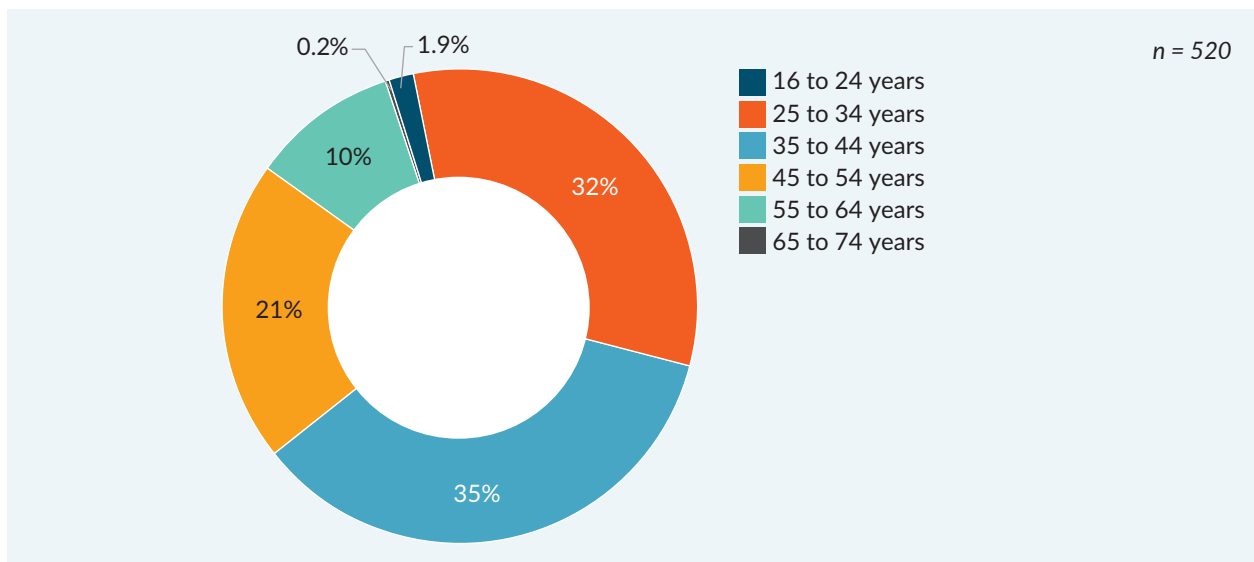


Figure 4

### 2.2. Gender

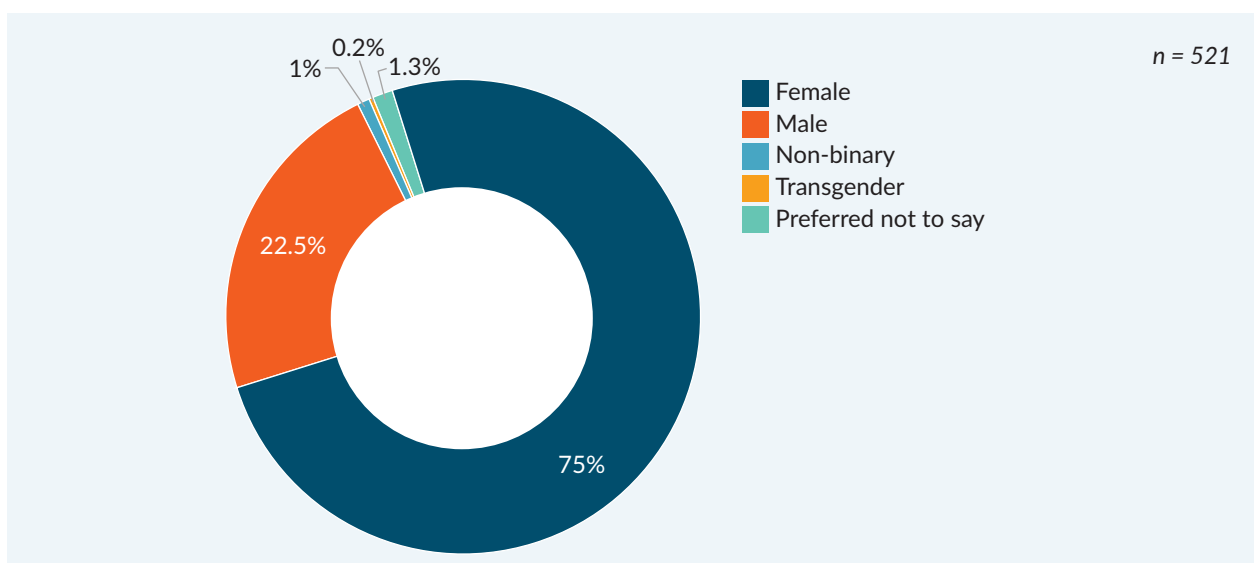


Figure 5

### 2.3. Sexual orientation

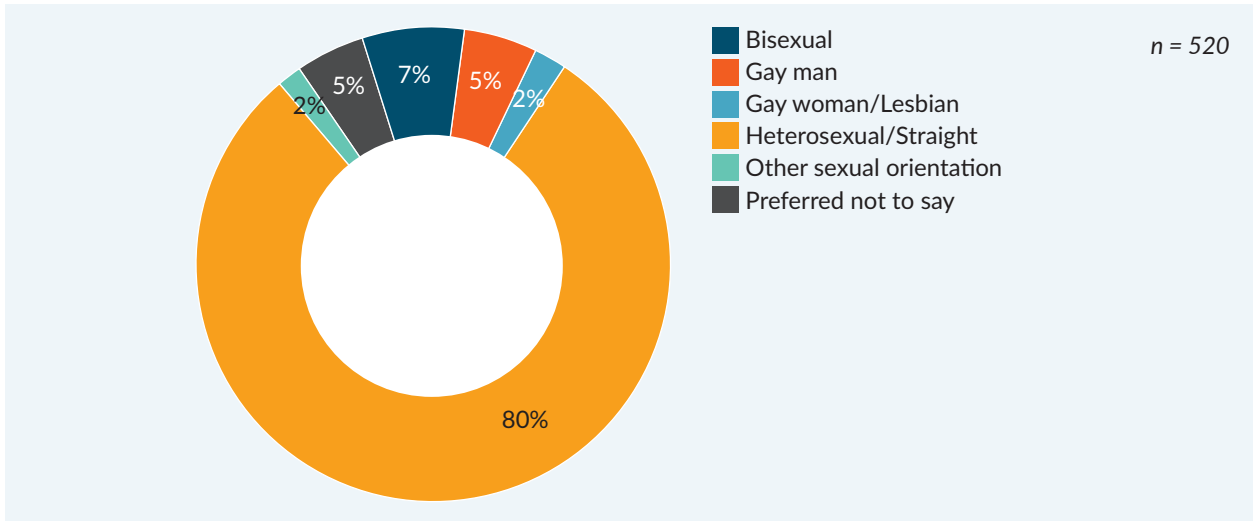


Figure 6

### 2.4. Religion or belief

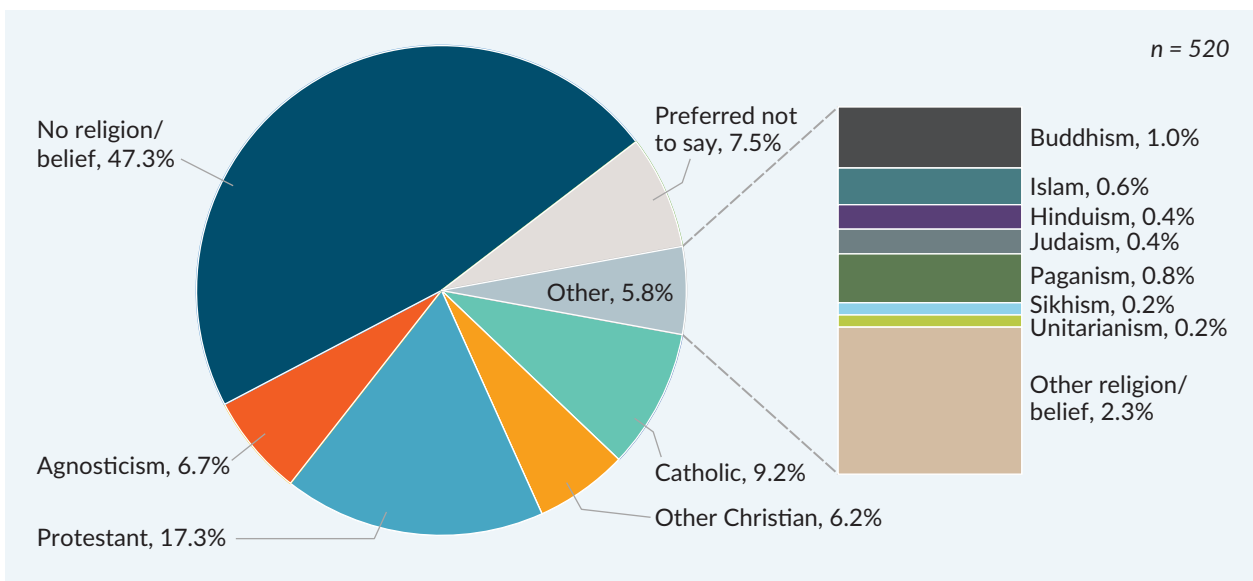


Figure 7

## 2.5. Any physical or mental health conditions or illnesses that reduce your ability to carry out day-to-day activities?

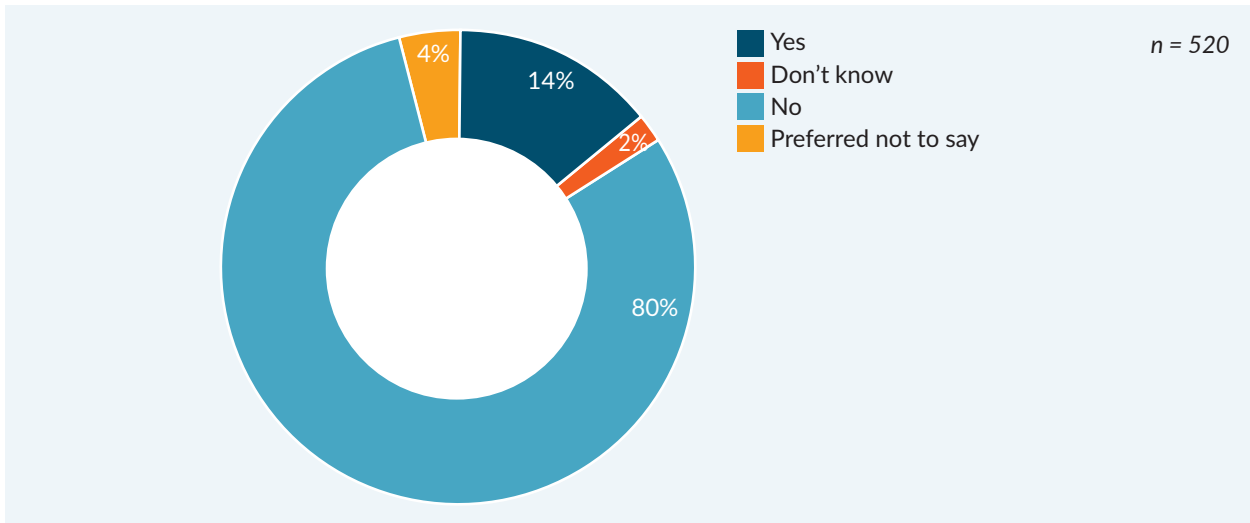


Figure 8

The conditions shared by those who responded that they experienced a physical or mental health condition or illness that reduced their ability to carry out day-to-day activities are listed below:

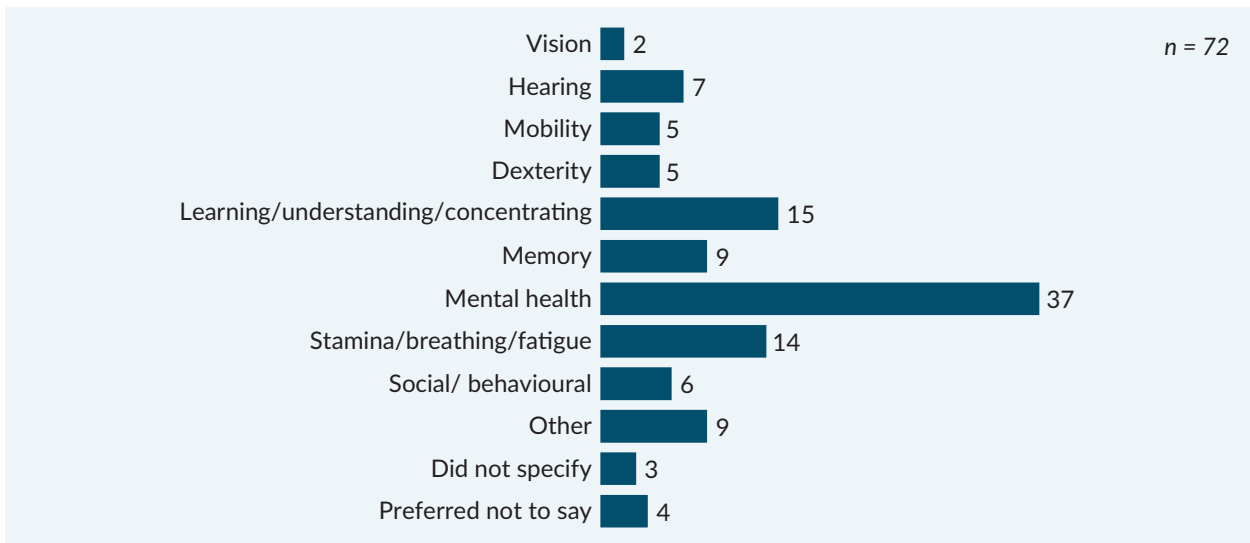


Figure 9

36% (26 respondents of the 72) of those who reported having a health condition or illness had more than one health condition/illness.

## 2.6. Ethnic origin

The breakdown of individual respondents' ethnic origins is below.

- 85% respondents identified as white
- 5% belonged to Mixed/Multiple ethnic groups
- 4% were Asian/Asian British
- 3.7% were Black/African/Caribbean/Black British
- 2% preferred not to disclose their ethnic origin

As noted in the introduction, we recognise the limitations of aggregating data as individual experiences will be different between each group. However, due to the small sample sizes, for the purposes of this report we have analysed various aspects of diversity, equity, inclusion, and belonging combining responses from the groups above.

Where we have aggregated the data, we use the term 'minority ethnic groups', recognising that all individuals have an ethnicity, but that some are minoritised in the UK by the barriers and discrimination they face.

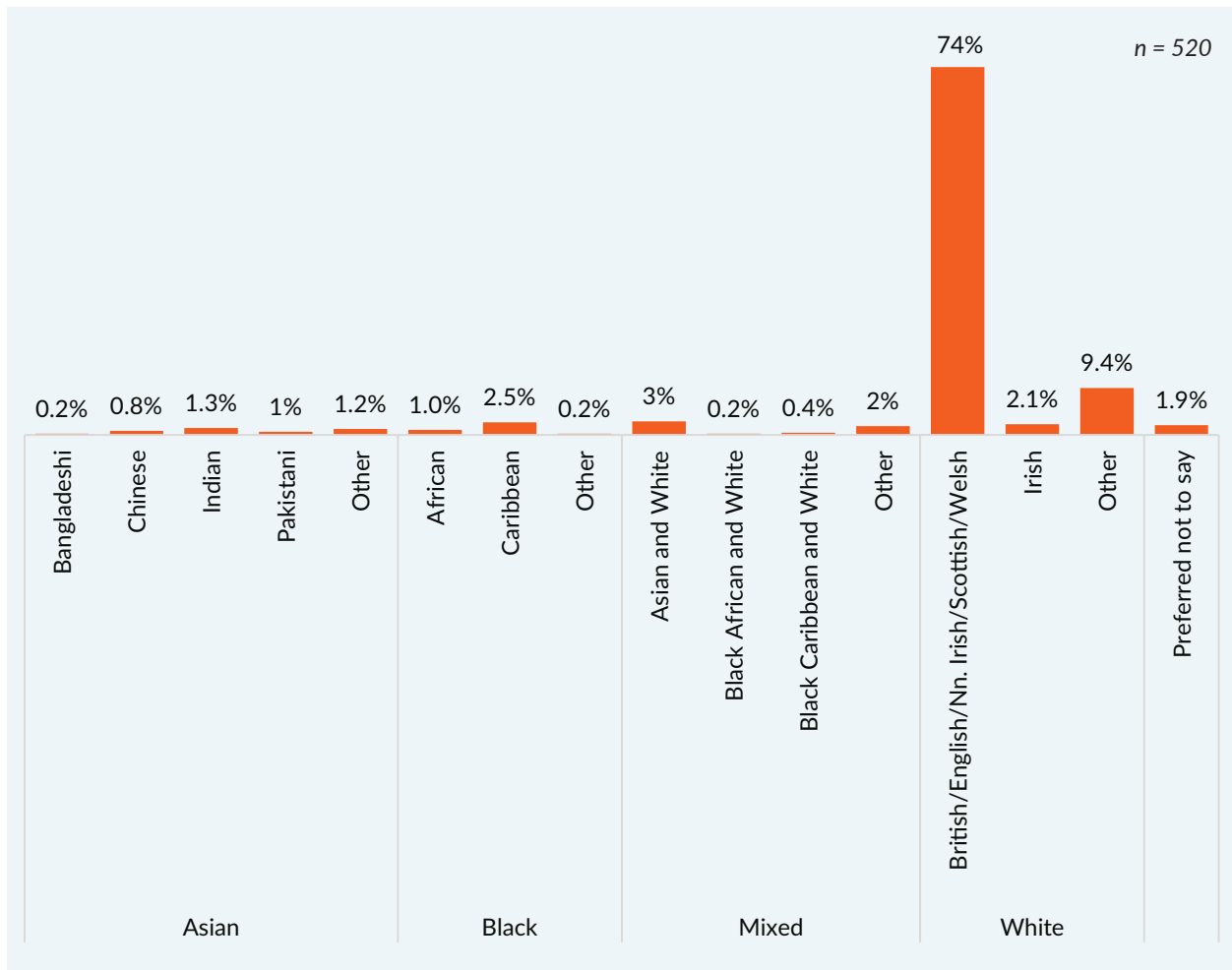


Figure 10

## 2.7. Highest level of education

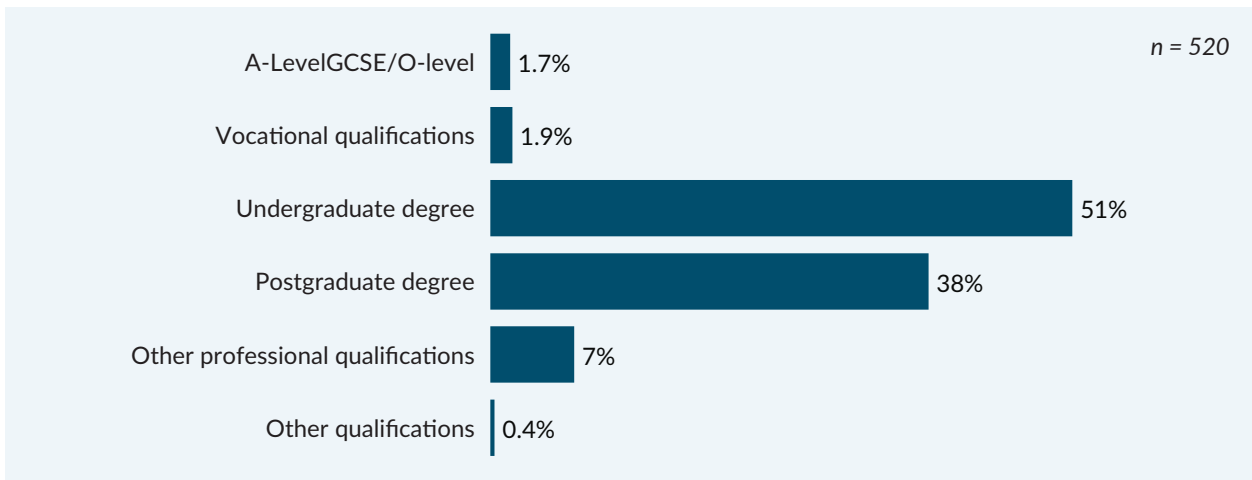


Figure 11



### 3. THE RESPONDENTS' ROLES

#### 3.1. Level at which respondent works at their institution

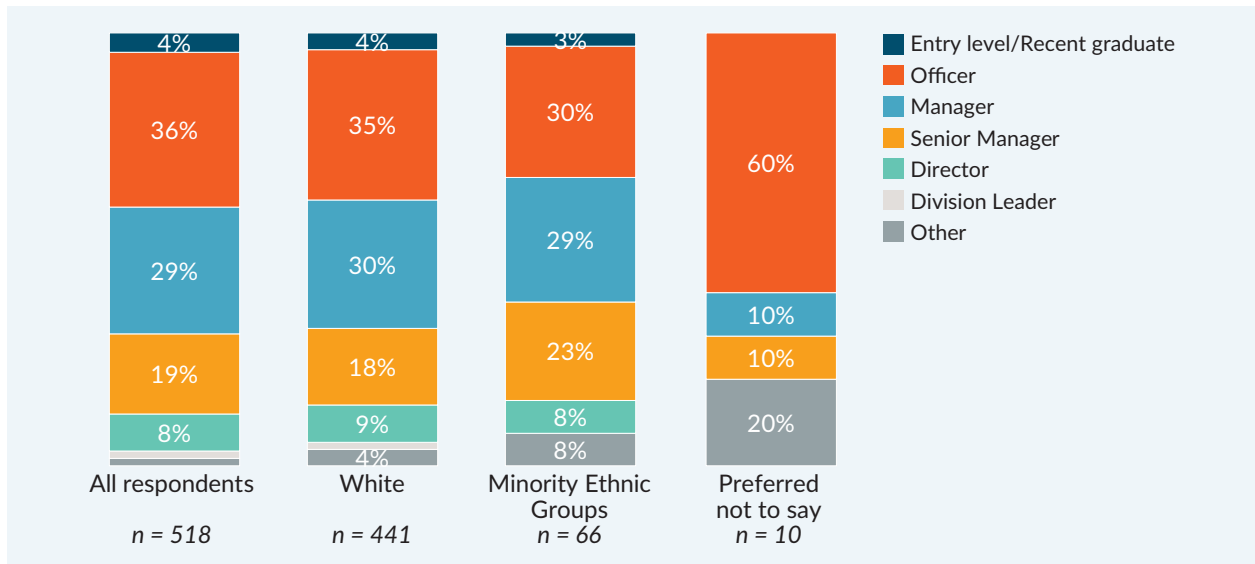


Figure 12

#### 3.2. Amount of time spent in current role

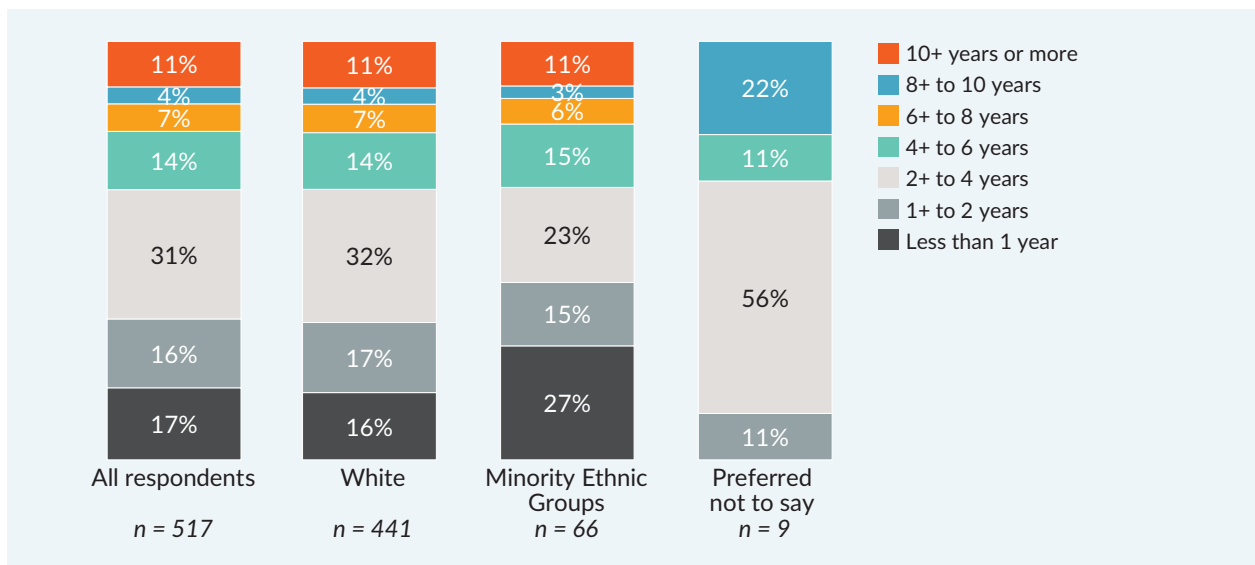


Figure 13

### 3.3. Total time spent working within advancement

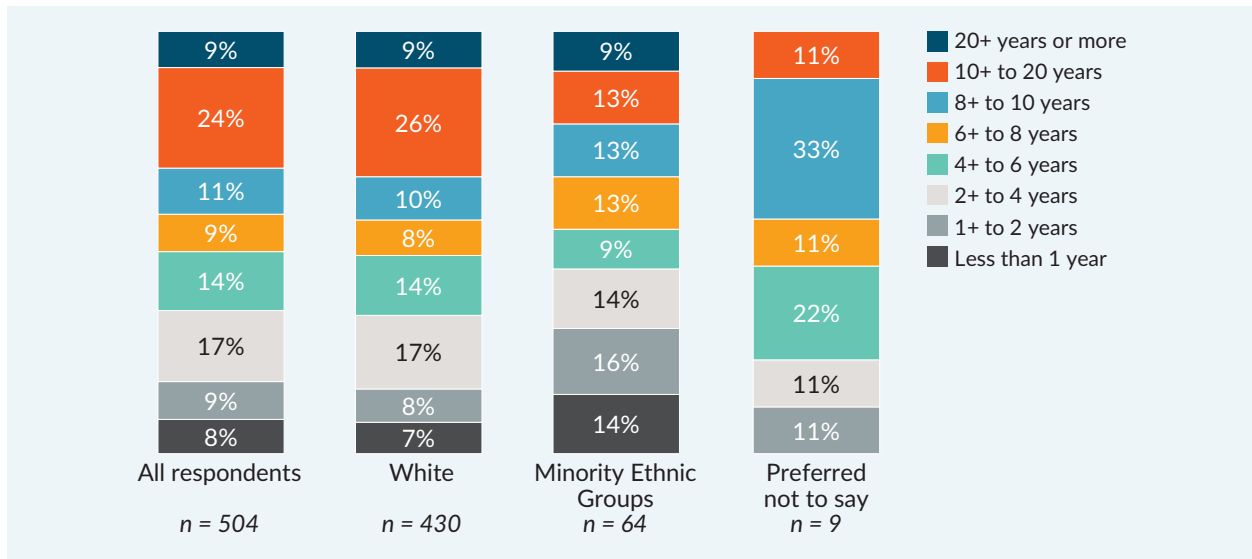


Figure 14

### 3.4. What sectors have you worked in previously?

38% of respondents previously worked in the higher education sector, 37% worked in charities, 29% in administration, 14% in hospitality, and 13% in schools (note, multiple sector selections were allowed). A breakdown of the sectors listed by respondents is shown below as a word cloud.

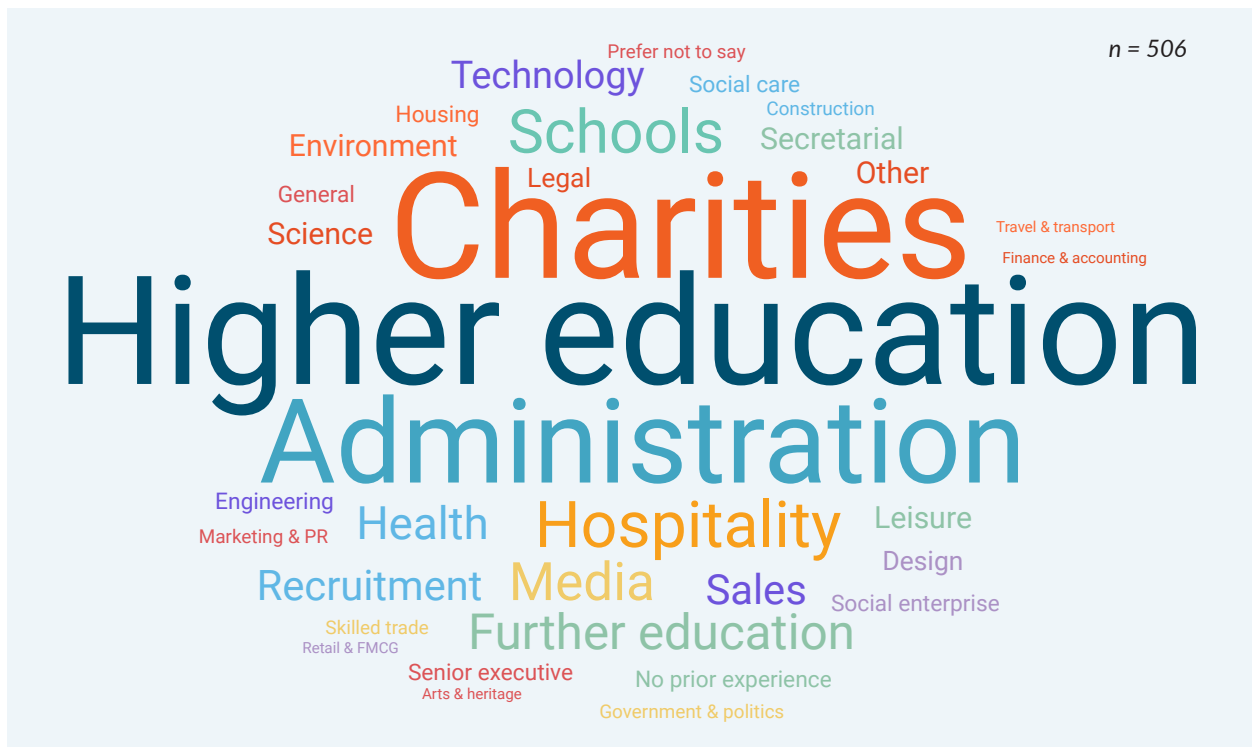


Figure 15

Of the 34 career options provided, 25% of the 506 respondents had worked in 2 sectors, 24% had worked in 1 sector only, and 21% in 3 sectors. The chart below shows the number of sectors respondents had worked in previously.

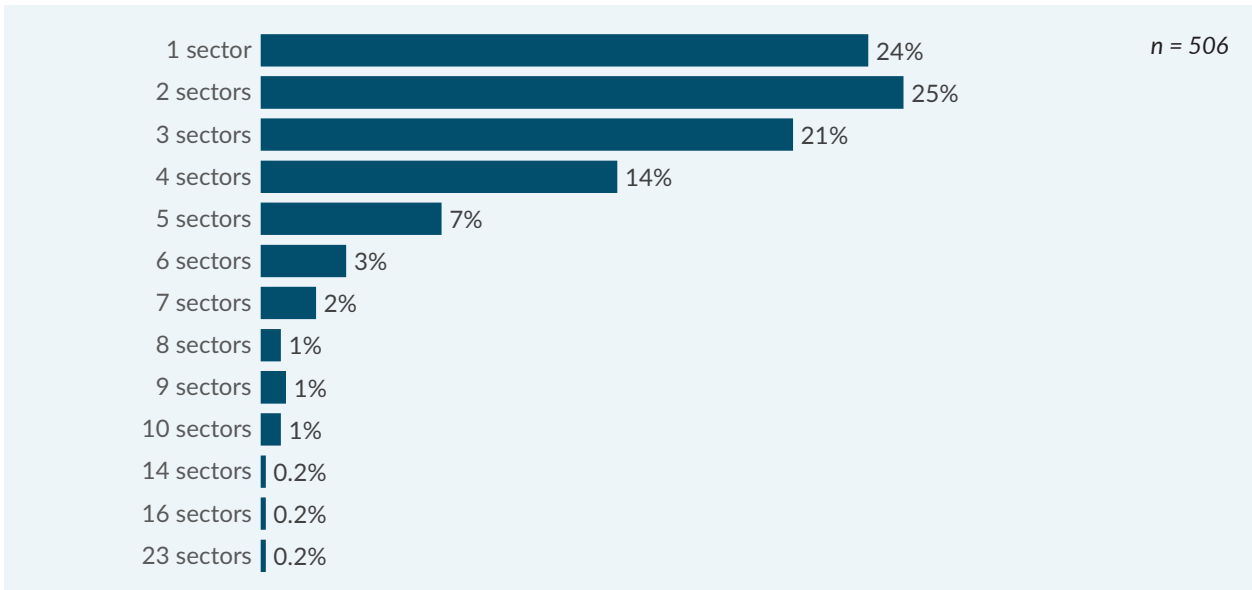


Figure 16

### 3.5. Future career within advancement

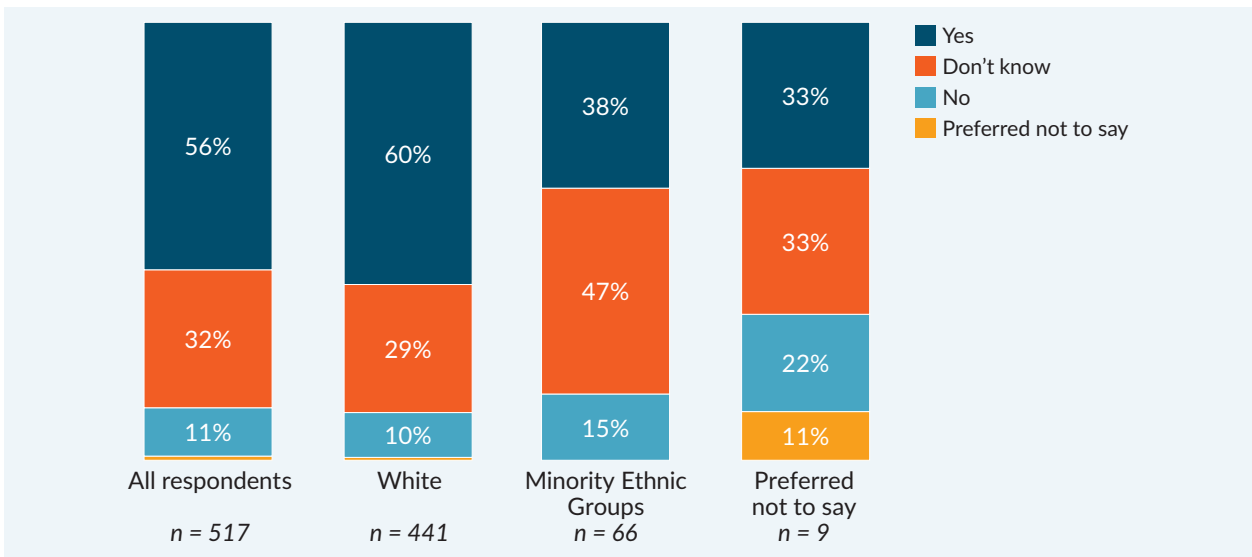


Figure 17

220 respondents provided No or Don't know responses when asked whether they saw a future in the field of advancement. They then listed sectors into which they thought they might move. The word cloud below shows the sector they specified with the size of the letters indicating a higher percentage of that sector being listed.



Figure 18

## 4. DEI&B AT THE INSTITUTION

### 4.1. Is DEI&B training offered at their institution?

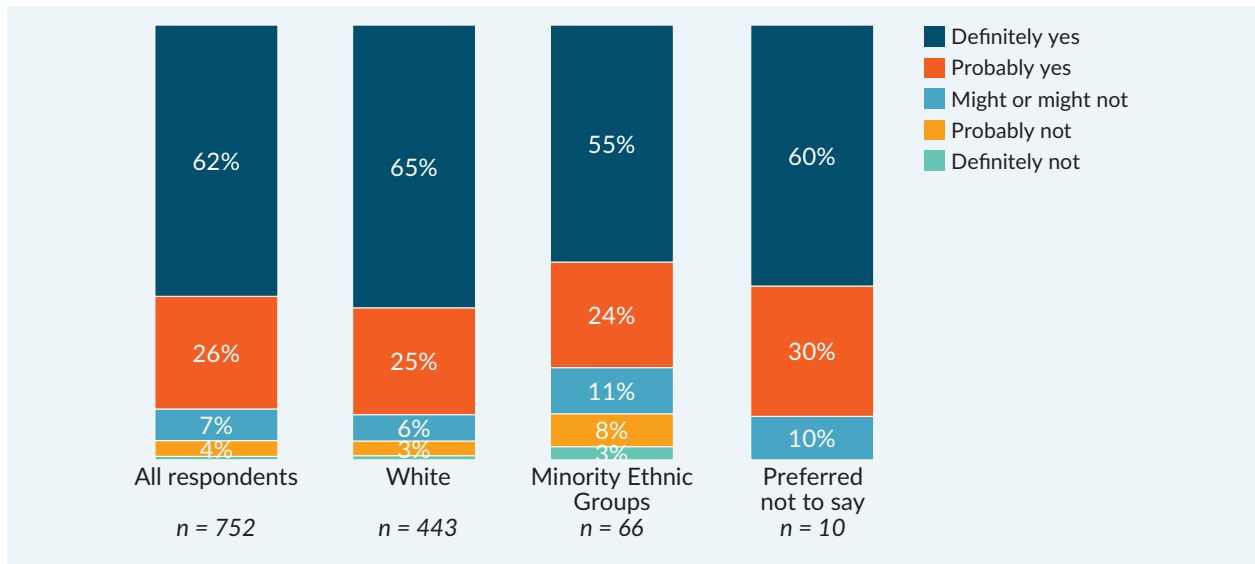


Figure 19

### 4.2. Have the respondents completed DEI&B training?

Of the 664 respondents that said that their institution probably or definitely provided DEI&B training, 594 respondents completed the linked question asking whether they had attended the DEI&B training provided by their institution.

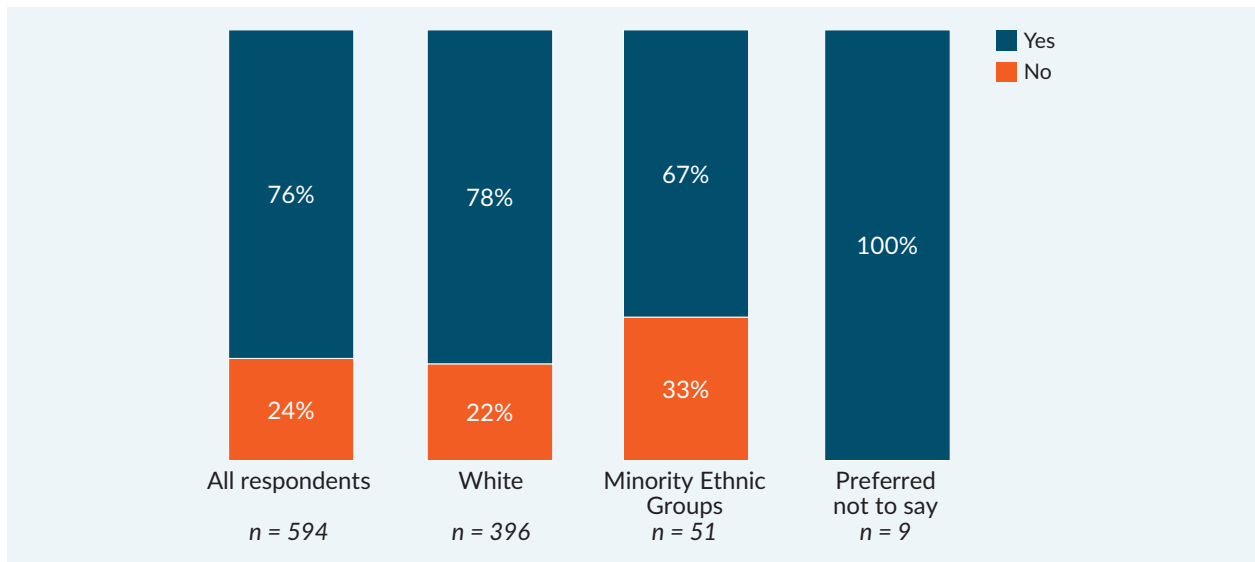


Figure 20

### 4.3. DEI&B improvement

- Do respondents think there have been positive improvements to DEI&B in their workplace culture over the last two years?

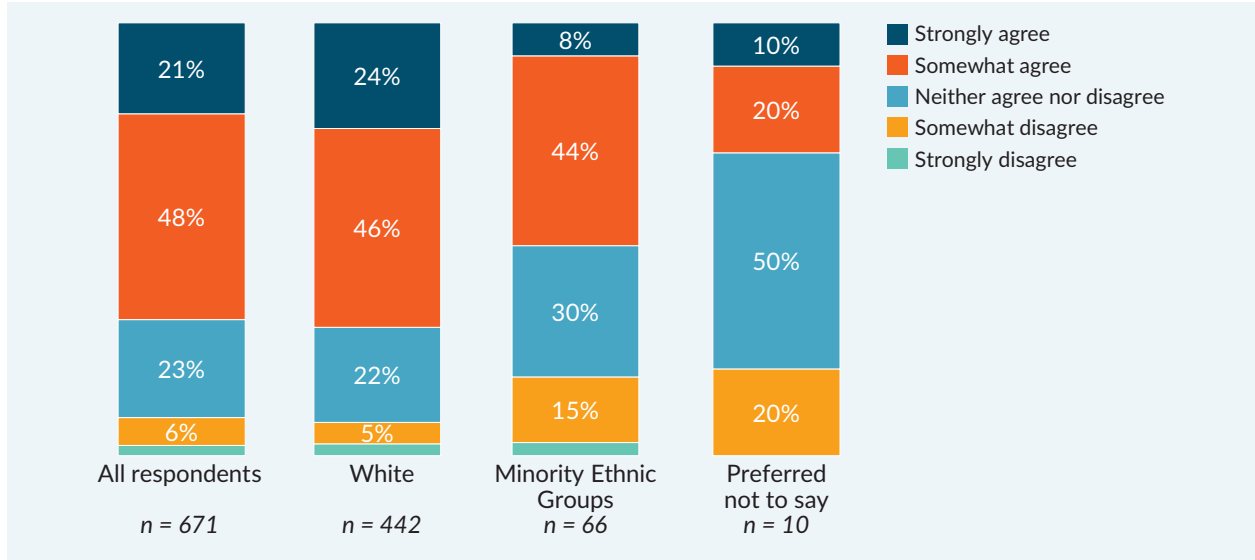


Figure 21

- Are workplace policies about race/equality being effectively implemented at their institution?

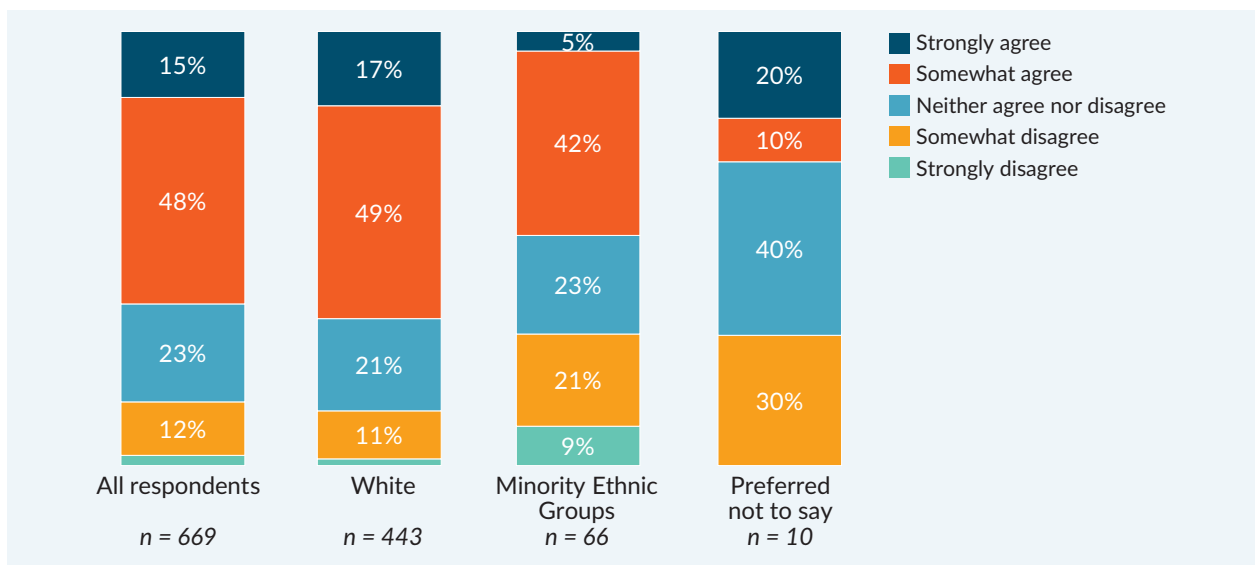


Figure 22

## 4.4. Complaint resolution

- Do respondents have confidence in their supervisor dealing effectively with any complaints relating to harassment/bullying/offensive behaviour?

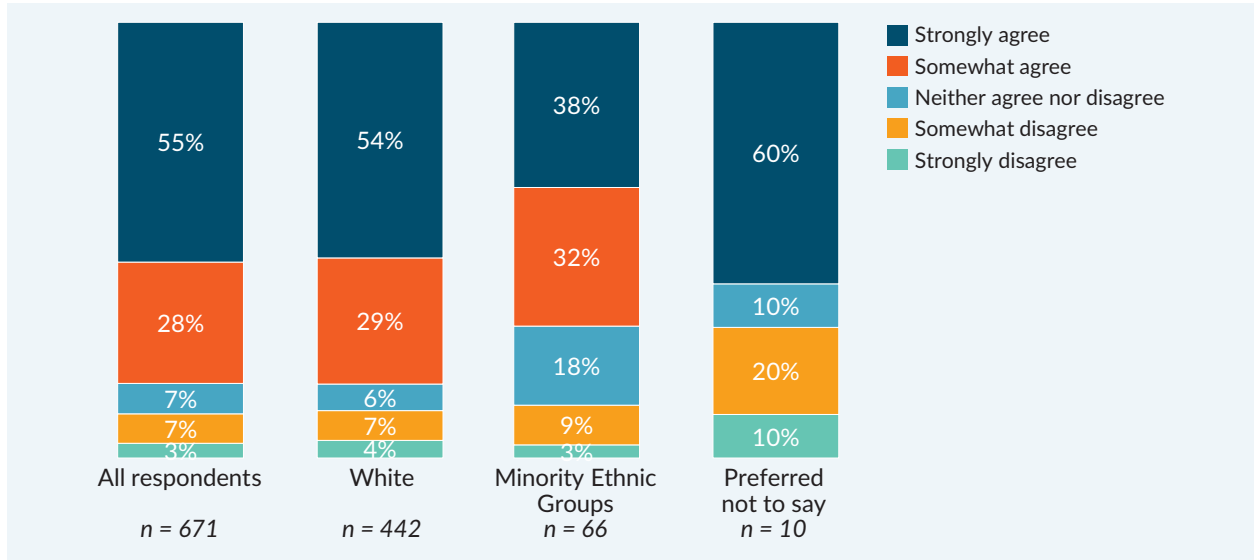


Figure 23

## 4.5. Career development

- Are respondents receiving encouragement from their institutions to take up career development opportunities?

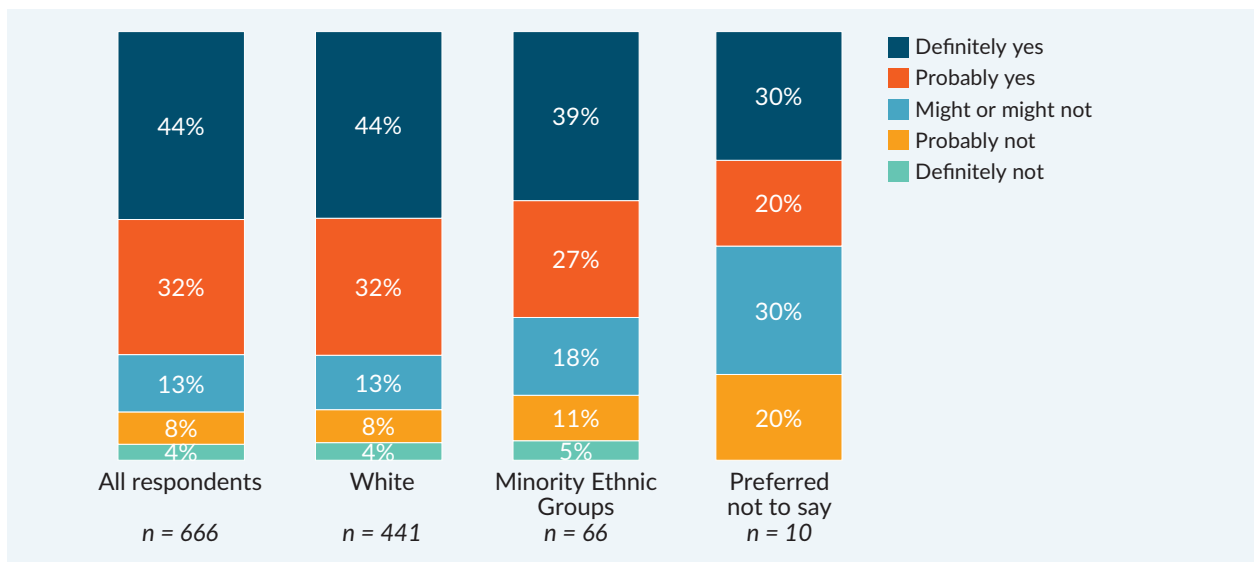


Figure 24

- Are development opportunities offered in a fair manner at their institution?

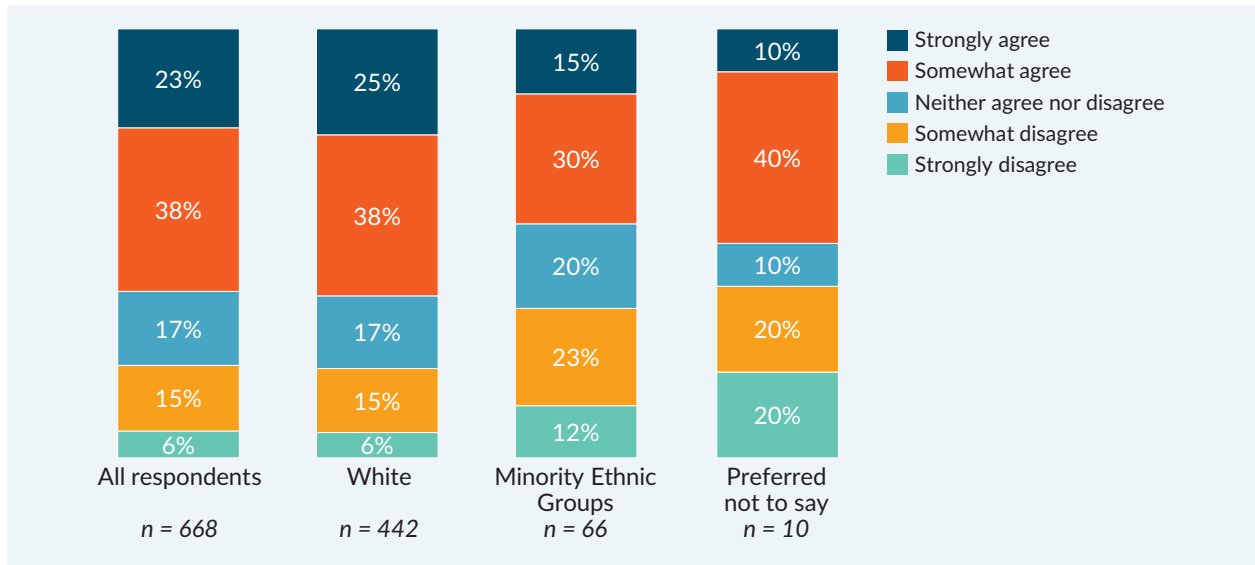


Figure 25

#### 4.6. DEI&B barriers

- Do barriers exist that have prevented respondents from progressing in their role at their institution?

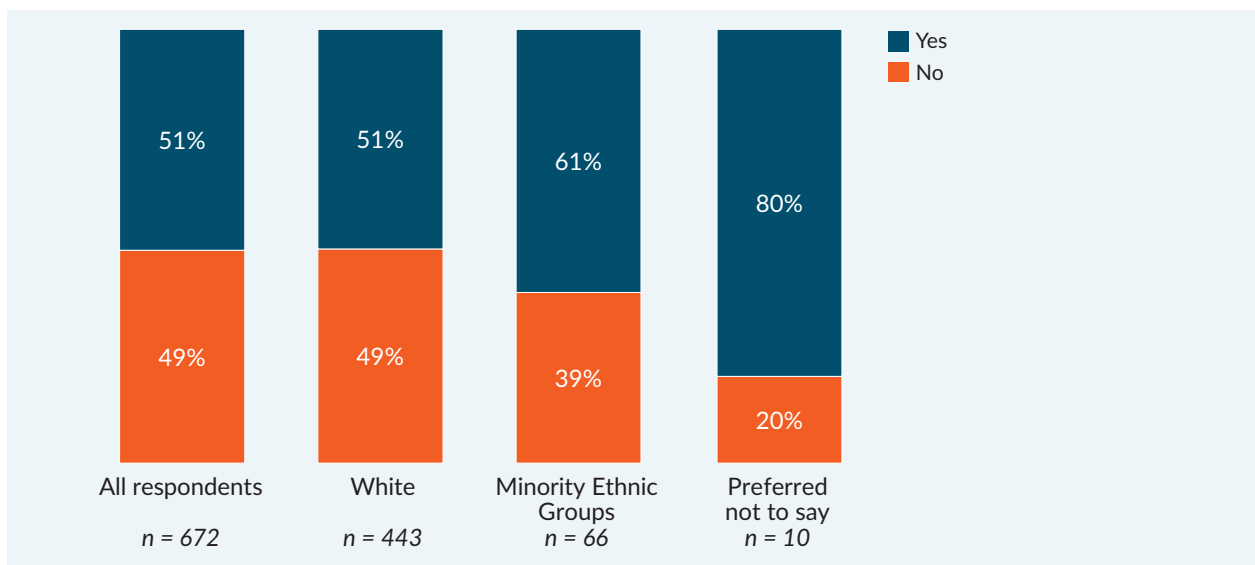


Figure 26



• Are those barriers that prevent respondents' progress in their role at the institution related to DEI&B?

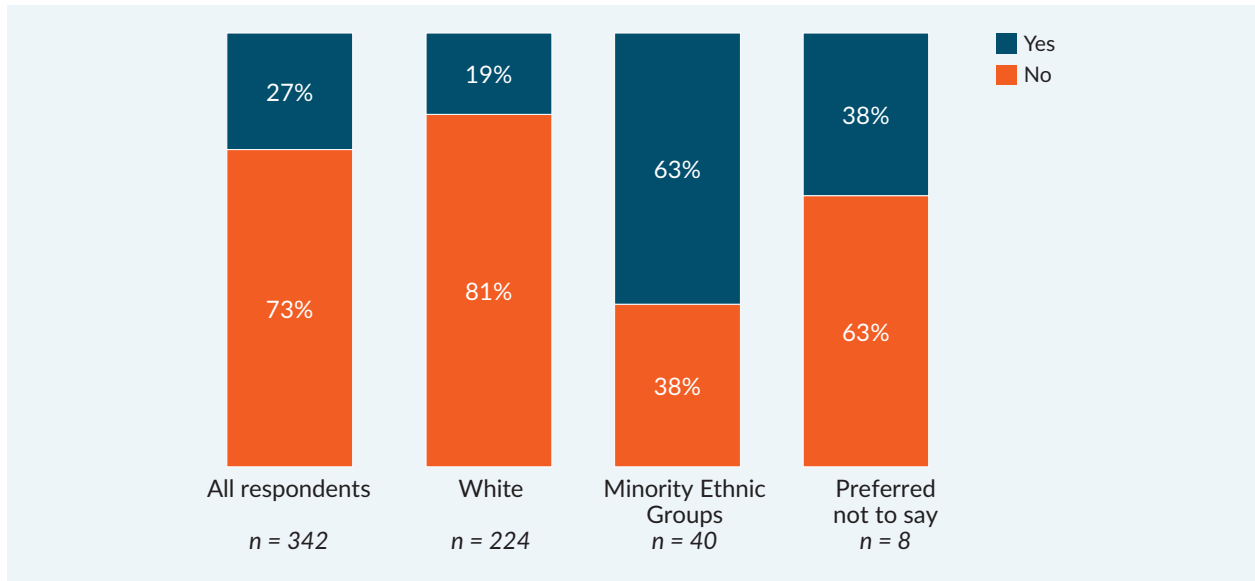


Figure 27

Of the 92 respondents that felt there were barriers that prevented them from progressing in their role at their institution, 70 provided a supporting reason. A breakdown of the barriers listed by respondents is shown below as a word cloud with the size of the letters indicating a higher frequency of that theme appearing in the comments. The top five reasons listed were:

- Gender discrimination
- Lack of diversity in leadership
- Age discrimination
- Unconscious bias
- Discrimination against part-time workers or those with childcare responsibilities

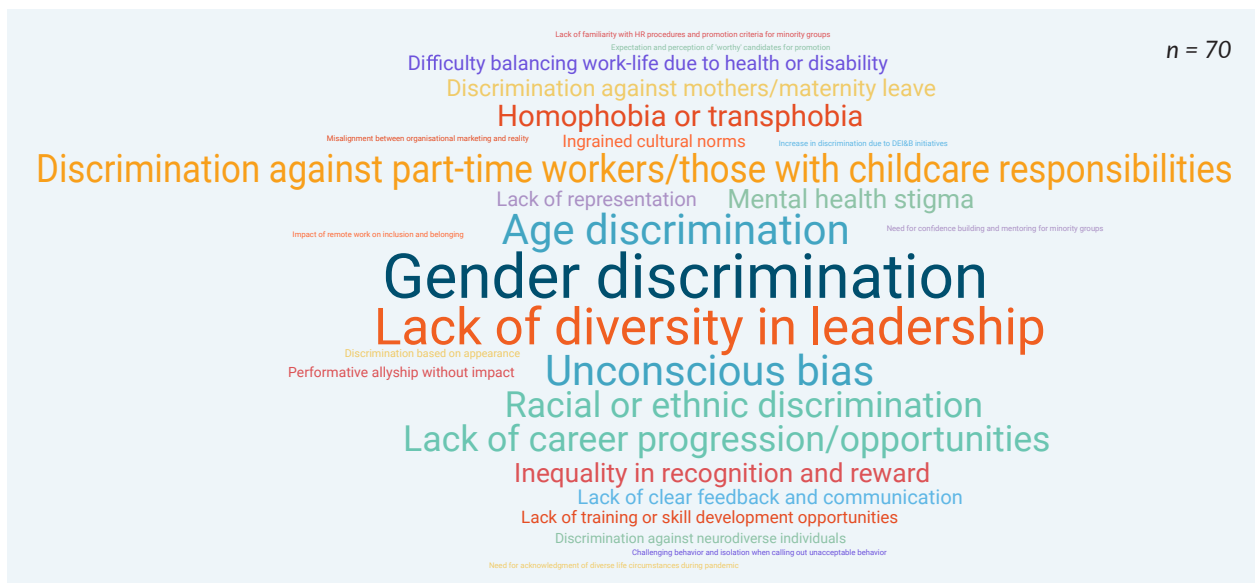


Figure 28

## 4.7. Mentoring opportunities

- Have respondents been offered mentoring opportunities at their institution?

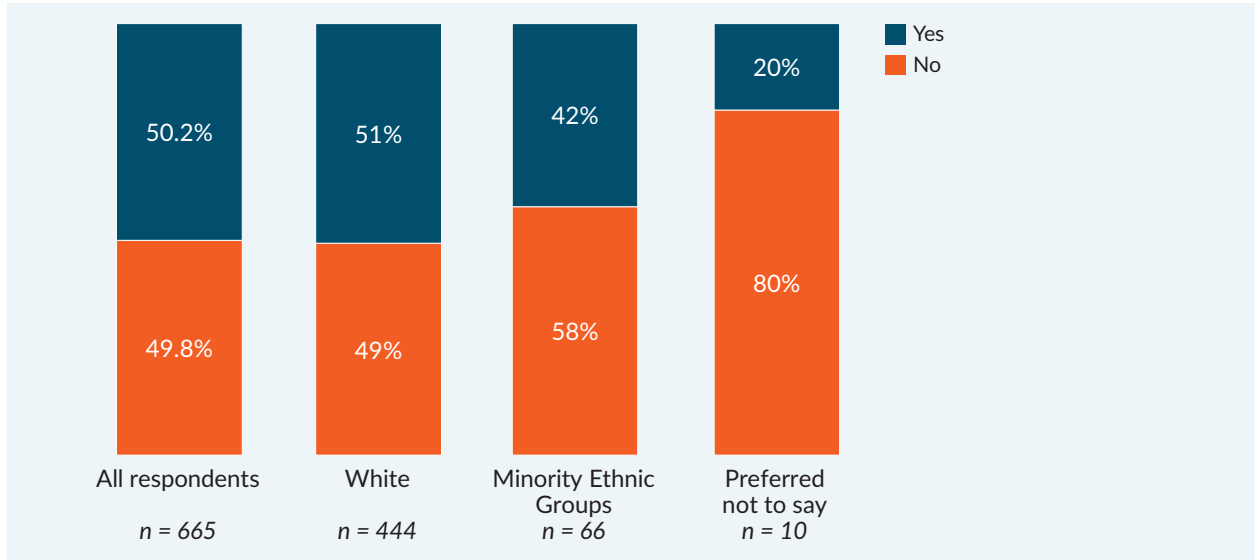


Figure 29

- Did respondents who received mentoring find it helpful?

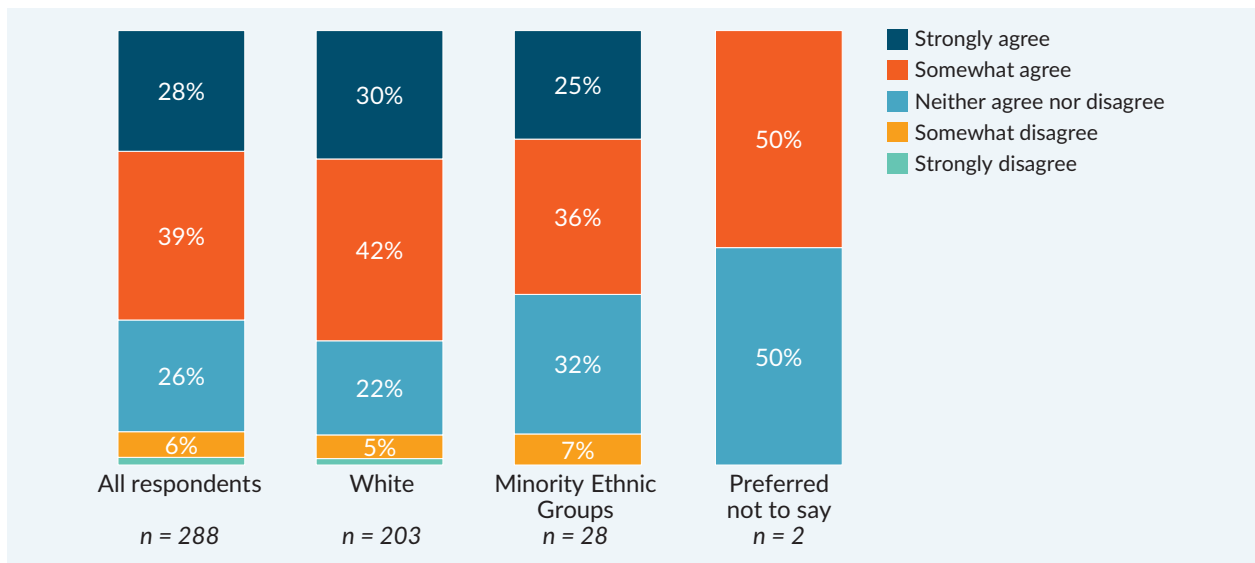


Figure 30

## 4.8. Leadership and DEI&B

- Is there leadership support for DEI&B efforts at their institution?

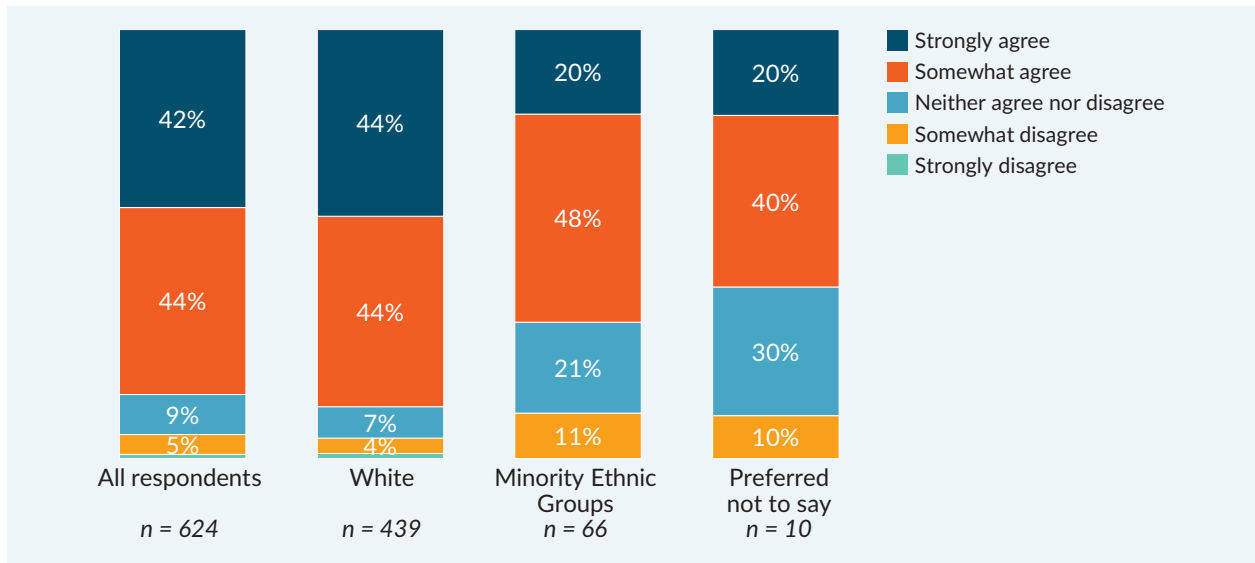


Figure 31

- Does the leadership at your institution lead by example and action what you expect regarding DEI&B?

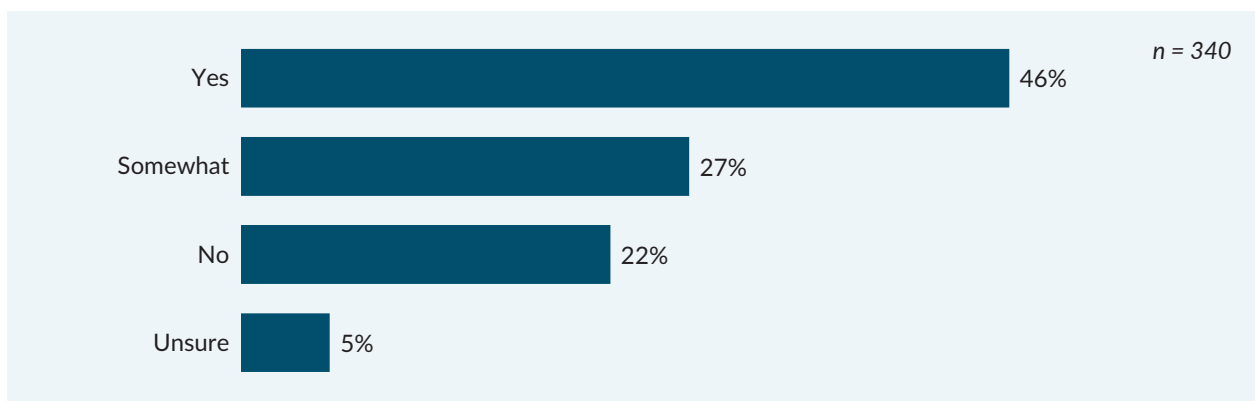


Figure 32

All respondents were invited to elaborate on their answer. An analysis of the comments listed by respondents is shown below as a word/theme cloud. The top five themes suggested were:

- Leadership's commitment to DEI&B
- Lack of diversity in leadership roles
- Implementation of DEI&B training
- Tokenism vs genuine change
- Role of policies and practices in promoting DEI&B



Figure 33

- Are there visible leaders that are making a significant impact at the institution for DEI&B?

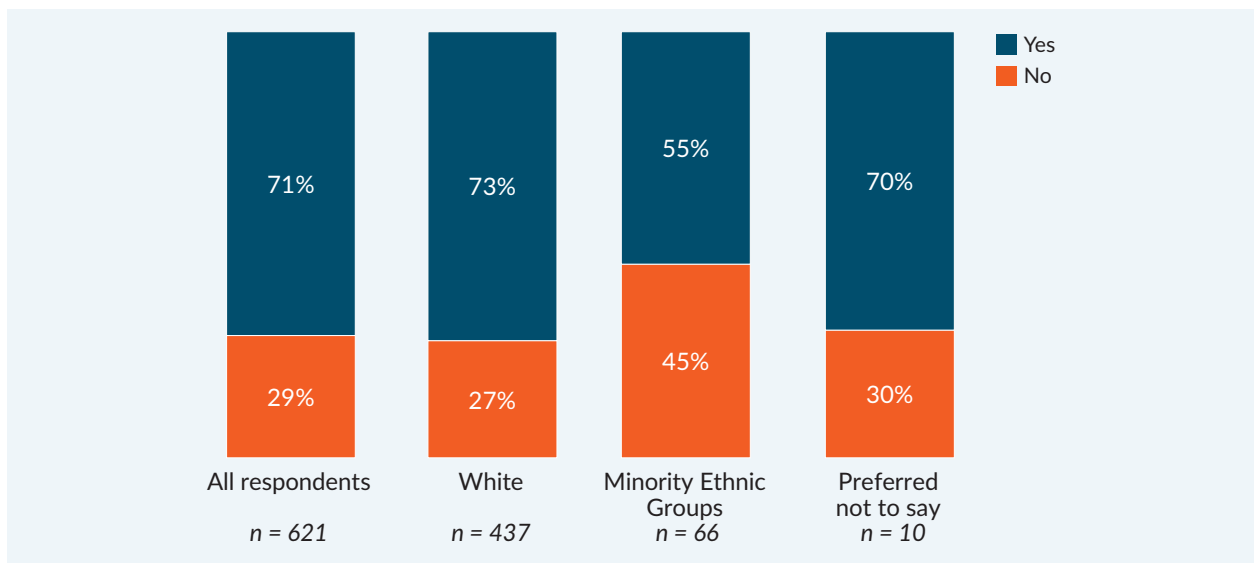


Figure 34

Of the 443 respondents that said their visible leaders *were* making a significant impact at their institution, 236 respondents provided comments about how they related to the visible leaders from ethnic minority backgrounds. An analysis of the comments listed by respondents is shown below as a word/theme cloud.

The top five themes were:

- Diversity at leadership level
- Ethnic minority representation at leadership level
- Need for more diversity
- Personal connection or disconnection with leadership
- Recognition of ongoing efforts for diversity



n = 236

Figure 35

Of the 178 respondents who felt that their visible leaders *were not* making a significant impact at their institution, 105 respondents provided comments about why there were no visible leaders from ethnic minority backgrounds in leadership roles at their institution. An analysis of the comments listed by respondents is shown below as a word/theme cloud. The top five themes were:

- Systemic/institutional racism
- Unconscious bias in hiring and promotion
- Lack of diversity in the sector/industry
- Geographical limitations affecting diversity
- Old boys' club culture
- Lack of opportunities for career progression for ethnic minorities



Figure 36

## 4.9. Inclusive work environment

- Does the institution promote an inclusive work environment?

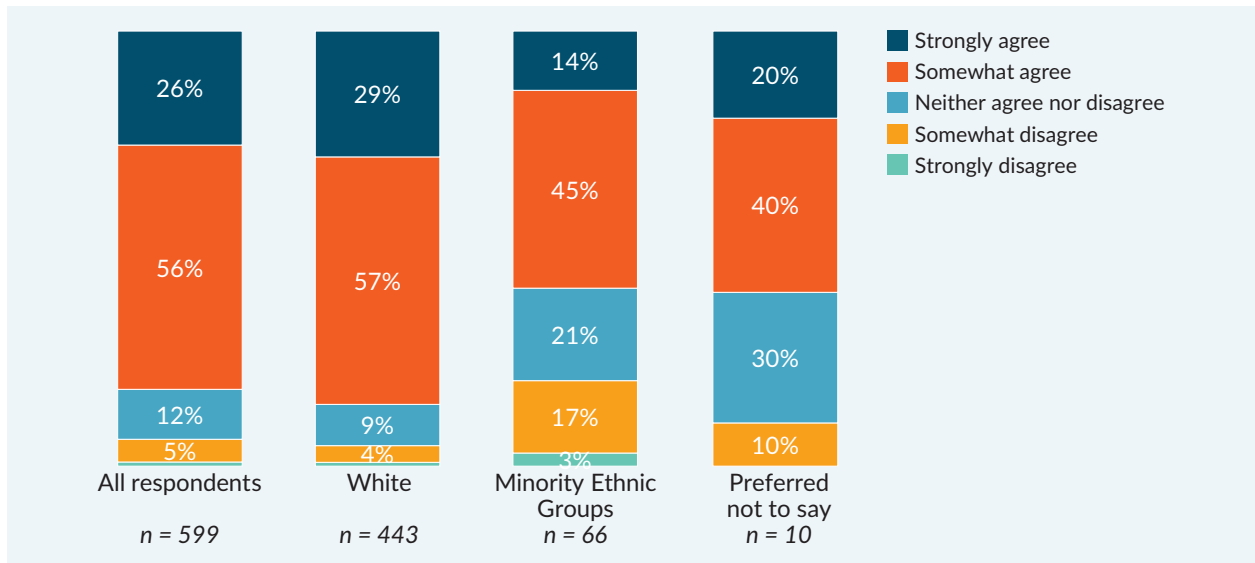


Figure 37

Of the 562 respondents who felt (strongly agree, somewhat agree, neither agree nor disagree) that their institution promoted an inclusive working environment, 253 respondents provided comments about how their institution promoted an inclusive working environment. The top five themes were:

- Training/education
- Inclusivity/culture
- Recruitment/advancement
- Flexible working
- Leadership/accountability



Figure 38

When asked what their institution actively did to make them feel included, 246 respondents provided comments. The top five themes were:

- Communication and engagement
- Staff networks and support groups
- Training and development
- Inclusive culture and language
- Representation and visibility



Figure 39

When asked about the top three things their institution could do to make respondents feel included, 165 respondents provided reasons represented below. The top five suggestions were:

- Leadership and representation
- Training and development
- Communication and engagement
- Equality and fair treatment
- Work environment and flexibility



Figure 40



Of the 165 respondents that provided a most important reason, 114 respondents provided comments represented below.



Figure 41

Of the 114 respondents that provided a second most important reason, 83 respondents provided comments represented below:



Figure 42

## 4.10. Membership of diversity networks/organisations

- Are you a member of any staff diversity network/organisation that you access for DEI&B information and/or support?

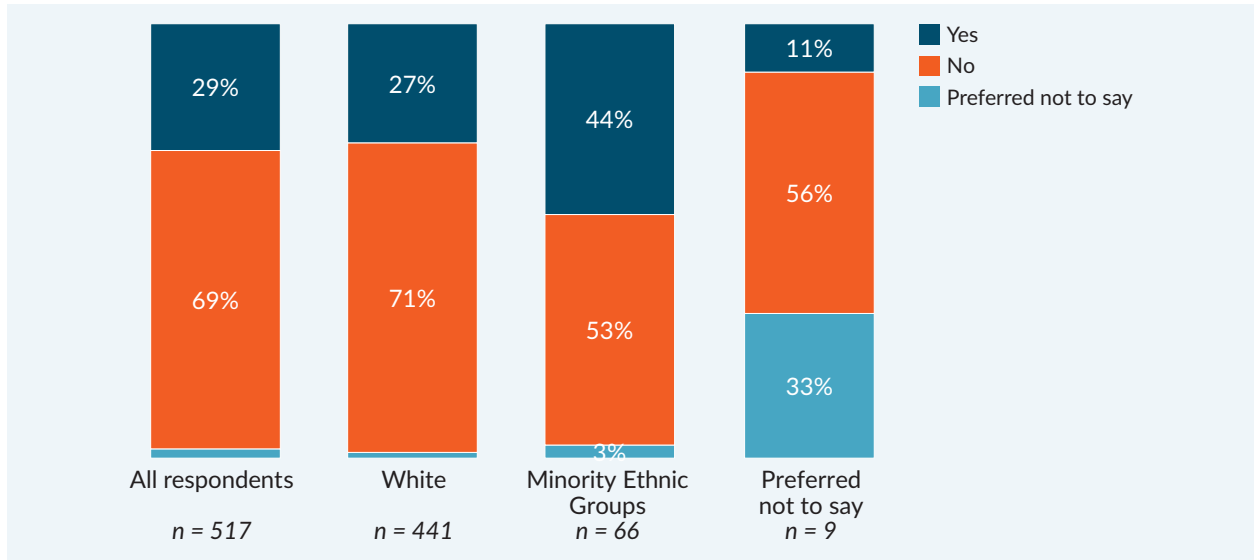


Figure 43

- Are you a member of a diversity network/organisation outside your institution that you access for DEI&B information and/or support?

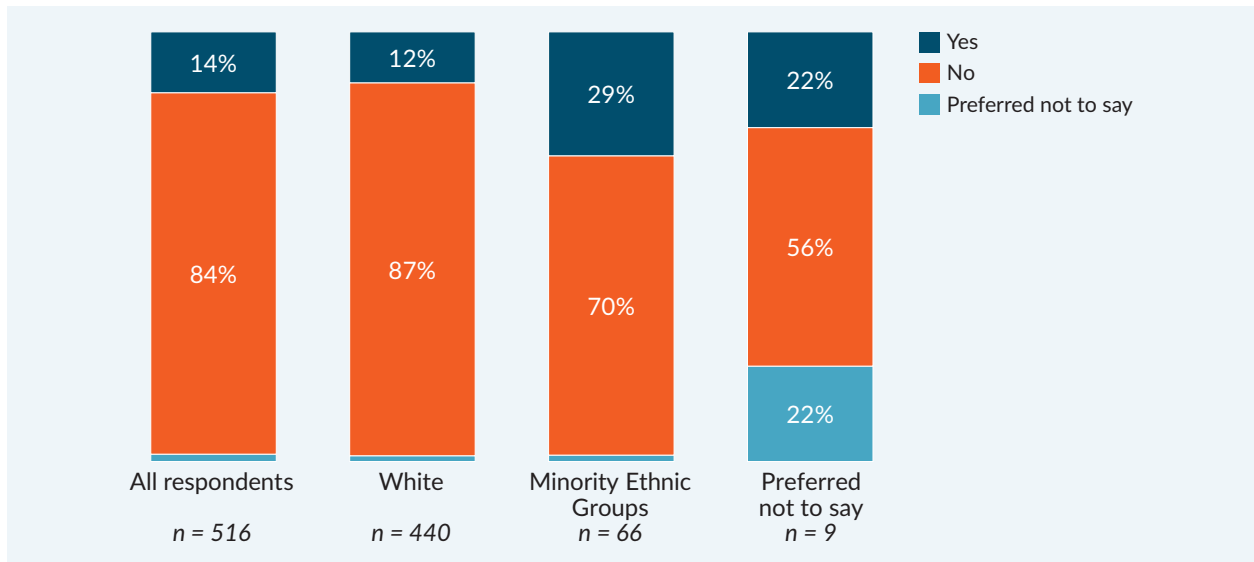


Figure 44

Overall, 47 respondents (9%) said that they were a member of both a staff diversity network/organisation within their institution as well as a diversity network/organisation outside of their institution.

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