



CAREERFOUNDRY

**DIVERSITY, EQUITY,
AND INCLUSION REPORT 2023**

Our Commitment: Leveling the Playing Field

At CareerFoundry, we're on a mission to enable anyone—regardless of background—to build a career that allows them to work on their own terms. By offering career-changing programs that are flexible, inclusive, and effective, we strive to become the most human-centric education provider.

We know that the field of tech is generally not representative of the diversity in our society and that this lack of diversity reflects a discrepancy of opportunity and access in populations that are historically marginalized.

As a global learning platform offering online career-changing courses in UX design, UI design, web development, data analytics, digital marketing, and product management—we are uniquely positioned to level the playing field by helping people around the world transition into careers they may not otherwise have access to.

As such, we have a responsibility to be an agent of change by reducing entry barriers into the tech industry, while also ensuring our courses are accessible to a wide range of people. Furthermore, our employees and instructors should accurately reflect the diversity of the students we serve.

In order to build a world where everyone has access to equal opportunities, we need to start with ourselves first. That's why we're making a long-term commitment to Diversity, Equity, and Inclusion (DEI). We have a clear vision of where we want to be by 2025 and have set targeted goals to get there. In this report, you'll find our DEI strategy for 2023 and the data collected in 2022 that informed it. You will also find evidence of our progress over the past three years since our 2019 Diversity Report.

We recognize the importance of DEI both in the world and within our mission and we're committed to making this strategy an embedded priority across the company to play our part in bringing diversity and inclusion into the future of tech.

Onwards and upwards,



A handwritten signature in black ink, appearing to read 'MR'.

Martin Ramsin
Founder and CEO



A handwritten signature in black ink, appearing to read 'MK Kirigin'.

Maria Fernanda (MK) Kirigin
Senior Diversity,
Equity, & Inclusion Officer

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A note on methodology

The data referenced in this report comes from our annual opt-in DEI survey which was distributed in May 2022. 84% of all employees responded, which is up from 71% in 2021. This was the first time we distributed a long-form DEI survey to our community of students and instructors.

13% of our students responded, as well as 24% of instructors. The results in this report are representative of those who completed the survey.

The survey was designed in-house and contained demographic and perception questions. The employee survey structure was essentially the same in 2021, but surveys in 2020 and 2019 were substantially shorter and the wording of questions varied. This means some responses are not comparable in year-over-year analysis for data before 2021.

EXECUTIVE SUMMARY

Executive Summary

DEI Highlights from 2022:

Since our 2019 Diversity Report, we've grown from 40 to 120 employees, from 100 to over 700 instructors, and to over 3000 active students worldwide. This vast growth has allowed us to increase the diversity of our community.

EMPLOYEES



57%
of our employees identify as women, and 57% of managers are also women



40%
of our employees in S.T.E.M.¹ roles identify as women



36%
of our employees are BIPOC²—an increase from 12% in 2019

STUDENTS



67%
of our students identify as women



87
Our students come from 87 different countries



40%
of our students are BIPOC—an increase from 25% in 2019

INSTRUCTORS



48%
of our instructors are BIPOC and 44% are women



54
Our instructors come from 54 different countries



55%
of our instructors have over 10 years of experience

¹ S.T.E.M. stands for Science, Technology, Engineering, and Mathematics. We consider STEM roles at CareerFoundry to be: engineering, finance, and product management & design.

² BIPOC stands for Black, Indigenous, and People of Color. By 'people of color', we mean anyone who identifies as one of the following racial or ethnic groups: Asian, Black, Caribbean, or African descent, Hispanic, Latine, or Spanish descent, Indigenous, Middle Eastern, or North African.

DEI Strategy Overview

DEI Vision for 2025:



EMPLOYEE DIVERSITY DIRECTLY MIRRORS
STUDENT DIVERSITY



LEADERSHIP ACCURATELY REPRESENTS
EMPLOYEE DIVERSITY



EMPLOYEE TURNOVER RATE IS 10% OR LOWER



INITIATIVES ARE IN PLACE TO INCREASE EQUITY
IN STUDENT OUTCOMES ACROSS RACE,
GENDER, AGE, AND DISABILITY



OUR PROGRAMS ARE ACCESSIBLE AND
AFFORDABLE TO A DIVERSE RANGE OF STUDENTS

DEI Strategy for 2023

EMPLOYEE STRATEGY

GOAL 1:

INCREASE EMPLOYEE REPRESENTATION AND RETENTION

- 1.1. Revise and strengthen inclusive hiring practices
- 1.2. Prepare leaders to manage an increasingly diverse team
- 1.3. Reduce barriers on paths to leadership
- 1.4. Increase workplace flexibility

COMMUNITY³ STRATEGY

GOAL 2:

REDUCE ENTRY BARRIERS FOR UNDERREPRESENTED GROUPS

- 2.1. Expand scholarship offerings
- 2.2. Provide public learning and networking events

GOAL 3:

IMPROVE STUDENT SUPPORT AND ACCESSIBILITY

- 3.1. Increase accessibility support for students
- 3.2. Assess equity of student outcomes

³ At CareerFoundry the term “community” refers to our students and instructors.

Our Goals for 2023

EMPLOYEE REPRESENTATION

While we're proud of our current diversity, we believe that in order to best meet the needs of our student body, we must start by representing our student diversity internally. Otherwise, communities who are underrepresented in the industry may be underserved by the products we design and services we provide. That's why one of our 2023 goals is to increase employee diversity to better mirror our students—with special focus toward ethnic diversity and increased gender diversity in S.T.E.M. roles.

EMPLOYEE RETENTION

We recognize that while a group may be diverse, that does not make it equitable or inclusive. That's why a core part of our goal in 2023 is to increase not only employee diversity, but also retention. To achieve this, we're offering more robust leadership development training, mentorship programs, and workplace flexibility initiatives; such as reduced working hours, remote work, and sabbatical programs.

REDUCING ENTRY BARRIERS FOR UNDERREPRESENTED GROUPS

To continue moving the goalposts of equality within tech, we will offer new scholarships to groups continuously underrepresented in the industry. These scholarships will be accompanied by regular live and interactive events spotlighting people in tech from underrepresented communities. Our hope is to create an open space for dialogue, representation, and networking to help inspire and motivate those who rarely see themselves in tech.

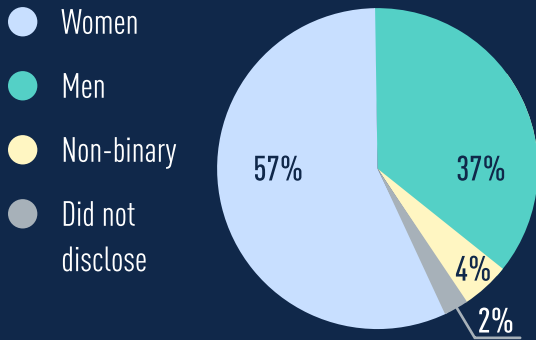
IMPROVING STUDENT SUPPORT AND ACCESSIBILITY

We're striving for greater user accessibility in our courses by expanding student advising efforts to provide more personalized support. We are also increasing the amount of media (such as videos and audio) in our curriculum to better accommodate and support students with learning disabilities. Lastly, we are implementing a more comprehensive student diversity survey to assess whether our learning experience and services are creating equal outcomes.

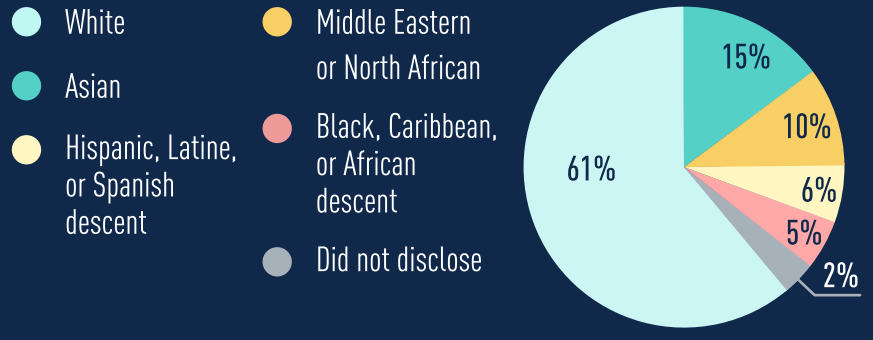
EMPLOYEE DIVERSITY, EQUITY, AND INCLUSION

EMPLOYEE DIVERSITY AT A GLANCE

GENDER



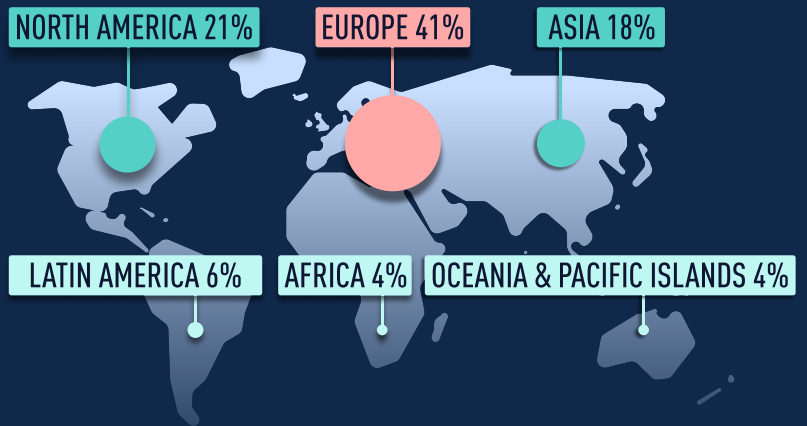
RACE AND ETHNICITY



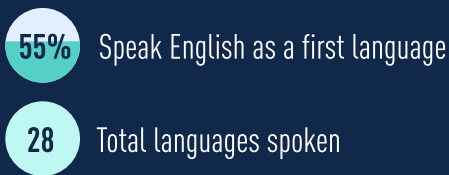
AGE



REGIONS REPRESENTED



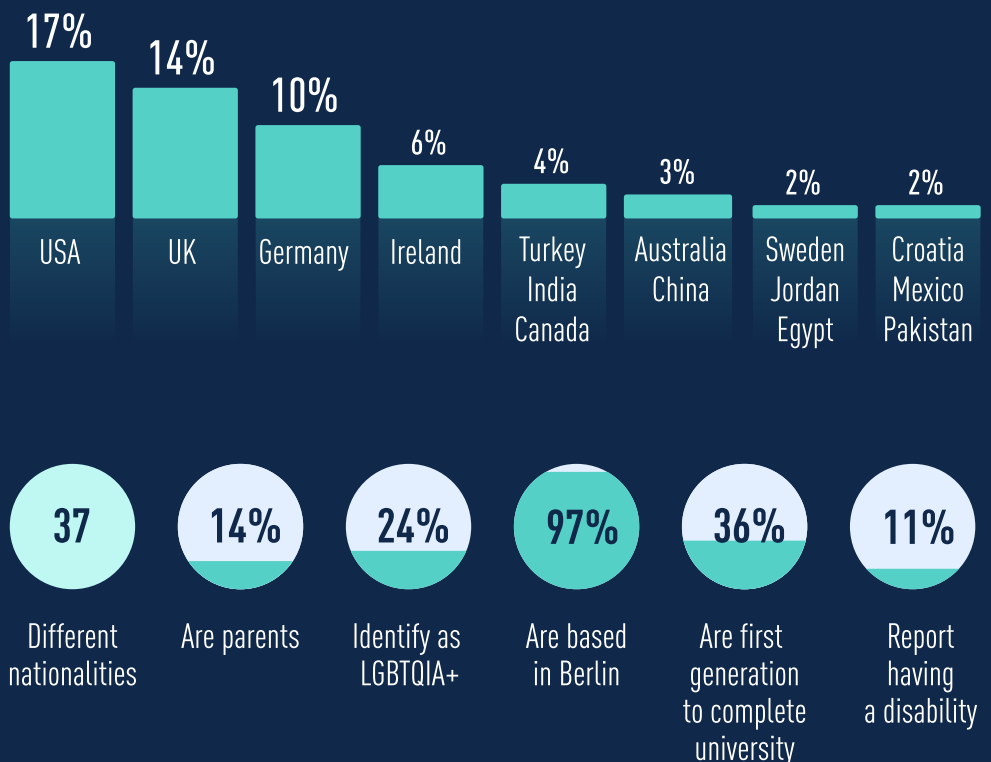
LANGUAGES SPOKEN



NATIVE LANGUAGES SPOKEN



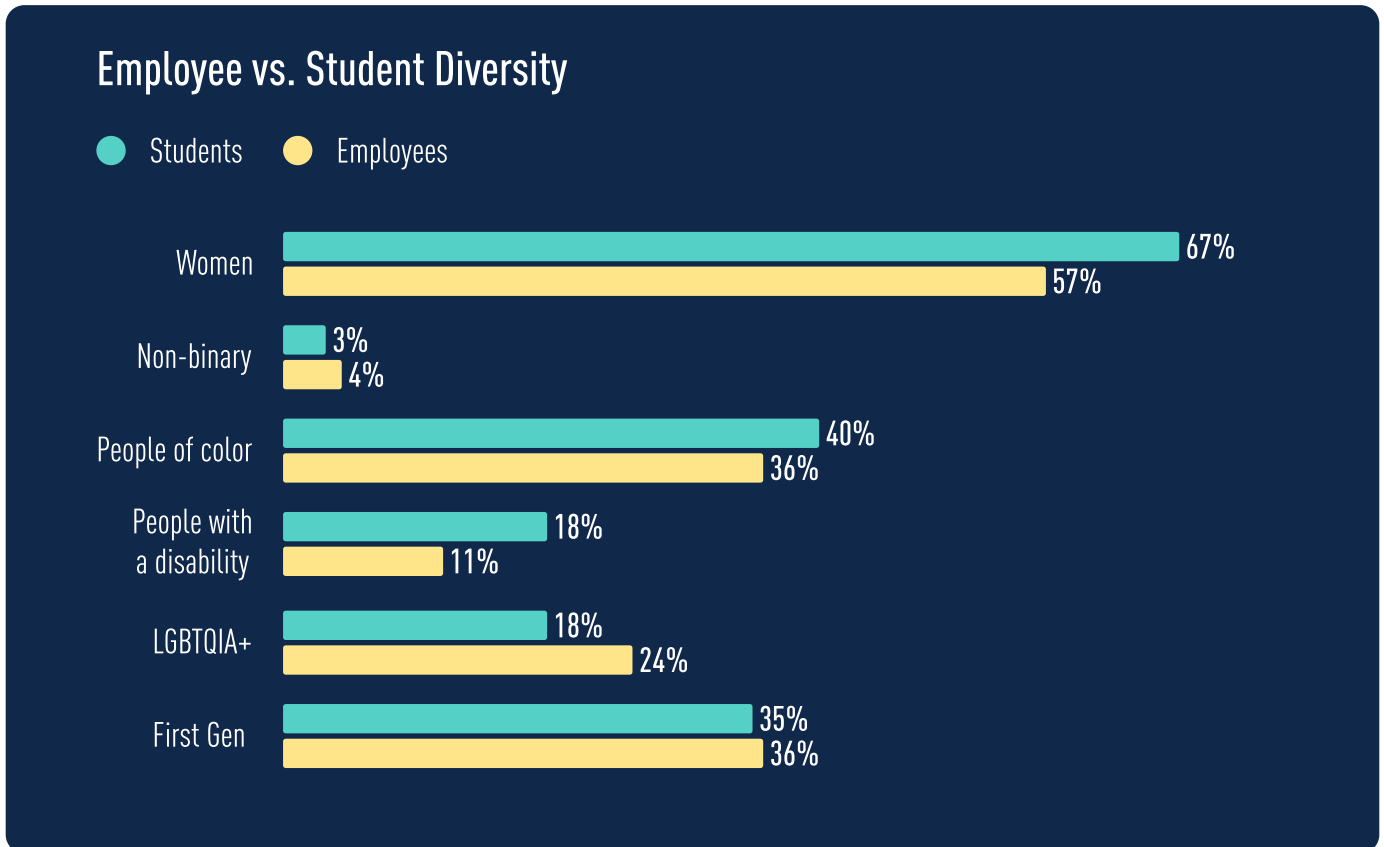
TOP 15 NATIONALITIES



Note: Statistical demographics come from self-reported employee data from 92 out of 110 employees collected through an opt-in DEI survey, May 2022. Percentages may not add up to 100 due to rounding.

Employee Diversity

As illustrated in our Employee Diversity at a Glance overview on the previous page, we are a very diverse workforce according to most identity markers. However, the data from our DEI surveys in May 2022 shows that although we are close, we do not yet fully represent our students in terms of gender, race, and disability.



Note: Students who are the first generation in their family to complete university, commonly known as “First Gen”, is a metric frequently used in the education field as an indicator of socioeconomic background. This is because students whose parents attended university or beyond are correlated with having greater access to educational or economic opportunities

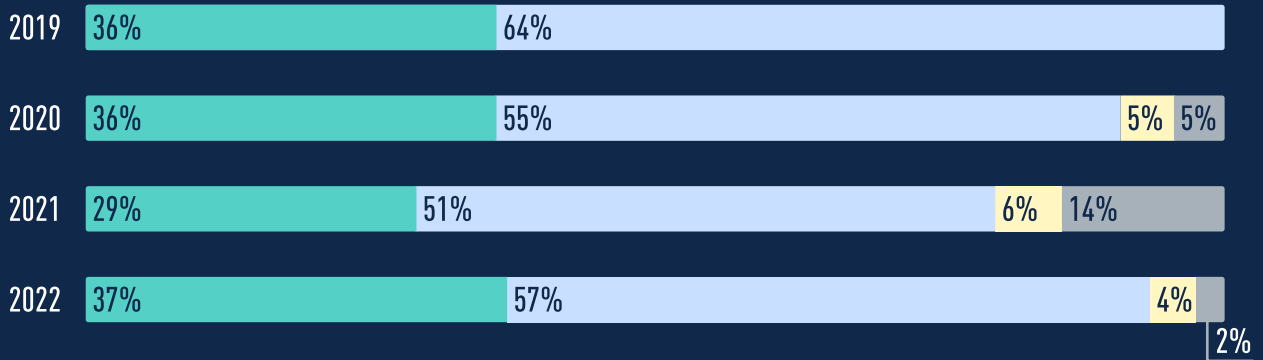
We are currently limited to hiring employees willing to be based in Germany, as well as by labor and data protection regulations. This means we are restricted in tracking certain identity markers—such as disability. We are, however, committed to becoming even more representative of our students along race and gender depictions (see Objective 1.1 on page 23 for further details on our strategy).

Employee Gender

Our historical data since 2019 shows that the percentage of women working at CareerFoundry has remained steady over time (see chart on next page).

Employee Gender

● Men ● Women ● Non-binary ● Did not disclose

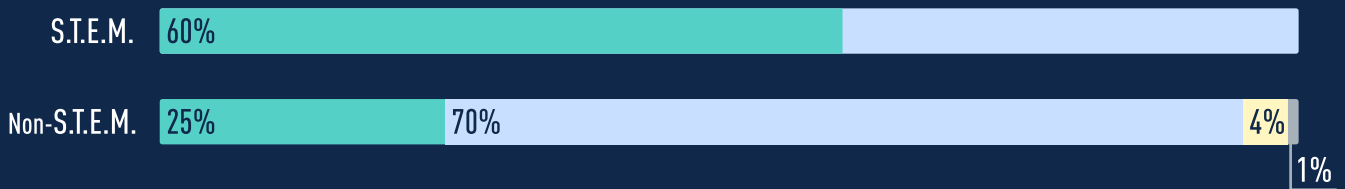


Note: Due to a technical error on the 2021 DEI survey, responses to the gender question were inaccurately recorded, resulting in a larger percentage of “Did not disclose” responses for that year

In the 2022 DEI survey, we began tracking gender by department to measure whether we have balanced gender representation in tech-related roles. We use the S.T.E.M. acronym to measure those roles.

Employee Gender in S.T.E.M.

● Men ● Women ● Non-binary ● Did not disclose



When gender is disaggregated by department, we see that 40% of our S.T.E.M. roles are filled by women.

A recent [McKinsey report](#) found that although 37% of people working in European tech companies identify as women, only 25% of the women in those companies work in tech roles. While 40% is above the industry average, it’s still not representative of overall women in the workforce. Our data also indicates a lack of non-binary representation. This is something we’d like to improve through more inclusive hiring practices (see Objective 1.1 on page 23).

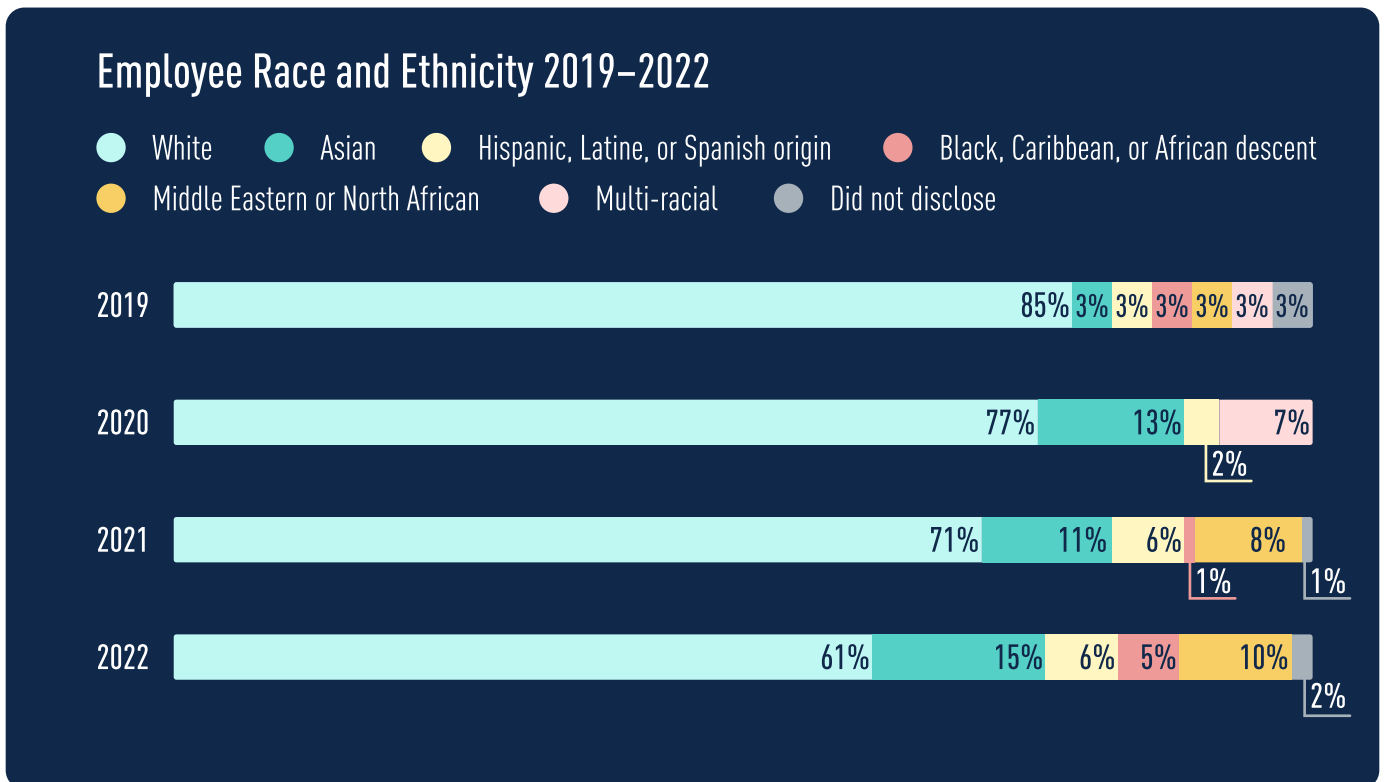
Employee Race and Ethnicity

As for our progress in terms of race and ethnic diversity, our DEI survey data shows significant improvement in the past three years.

In 2019, 85% of our workforce identified as White and only 15% identified as BIPOC*.

Since then, company growth has enabled us to be more intentional about diversifying our workforce. In May 2022, 36% of our employees identified as BIPOC.

36%
BIPOC EMPLOYEES
▲10% SINCE 2021



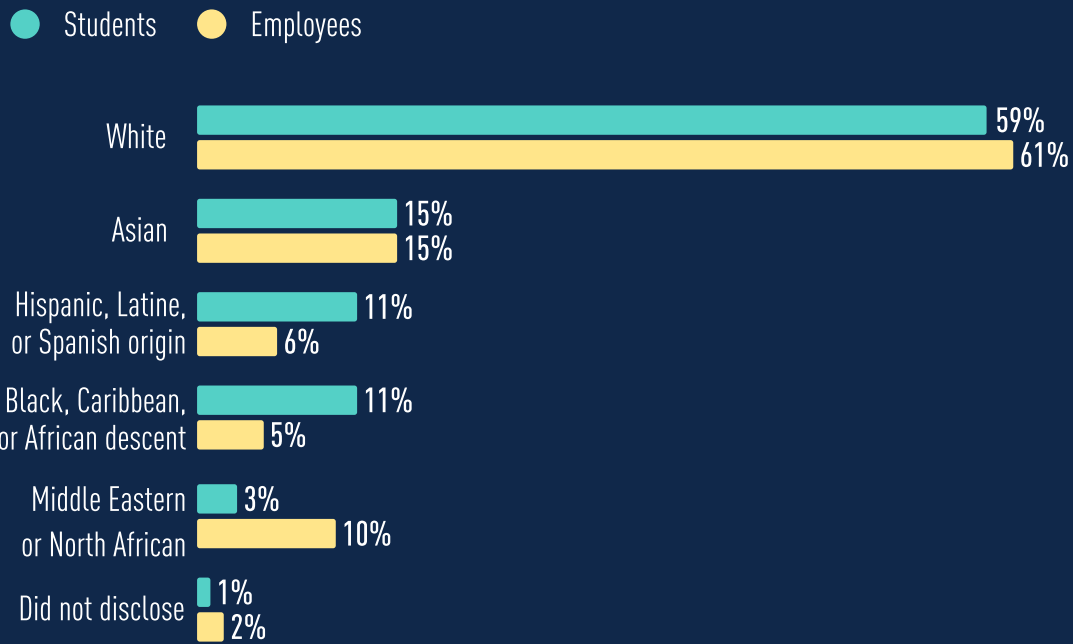
Note: In 2021 we removed “Multi-racial” from the choices available and asked participants to select what they most aligned with, including more than one option. Percentages may not add up to 100 due to rounding (2019: n=39, 2020: n=42, 2021: n=70, 2022: n=92)

In 2023 we would like to more accurately represent the more balanced distribution of racial diversity among our student body, as illustrated on the next page.

As the next graph shows, we have higher Middle Eastern and North African representation among our employees than among our students (10% vs. 3%), which we theorize may be due to being located in Berlin, Germany. Berlin is home to a higher population of Middle Eastern and North African persons compared to where the majority of our student communities are based.

* BIPOC stands for Black, Indigenous, and People of Color. By ‘people of color’, we mean anyone who identifies as one or more of the following racial or ethnic groups: Asian, Black, Caribbean, or African descent, Hispanic, Latine, or Spanish descent, Indigenous, Middle Eastern, or North African.

Employee vs. Student Race and Ethnicity



We also have a representation gap between students and employees who identify as Latine (11% vs. 6%) and Black (11% vs. 5%). To combat this we will improve our hiring practices to recruit more candidates from these communities (see Objective 1.1 on page 23).

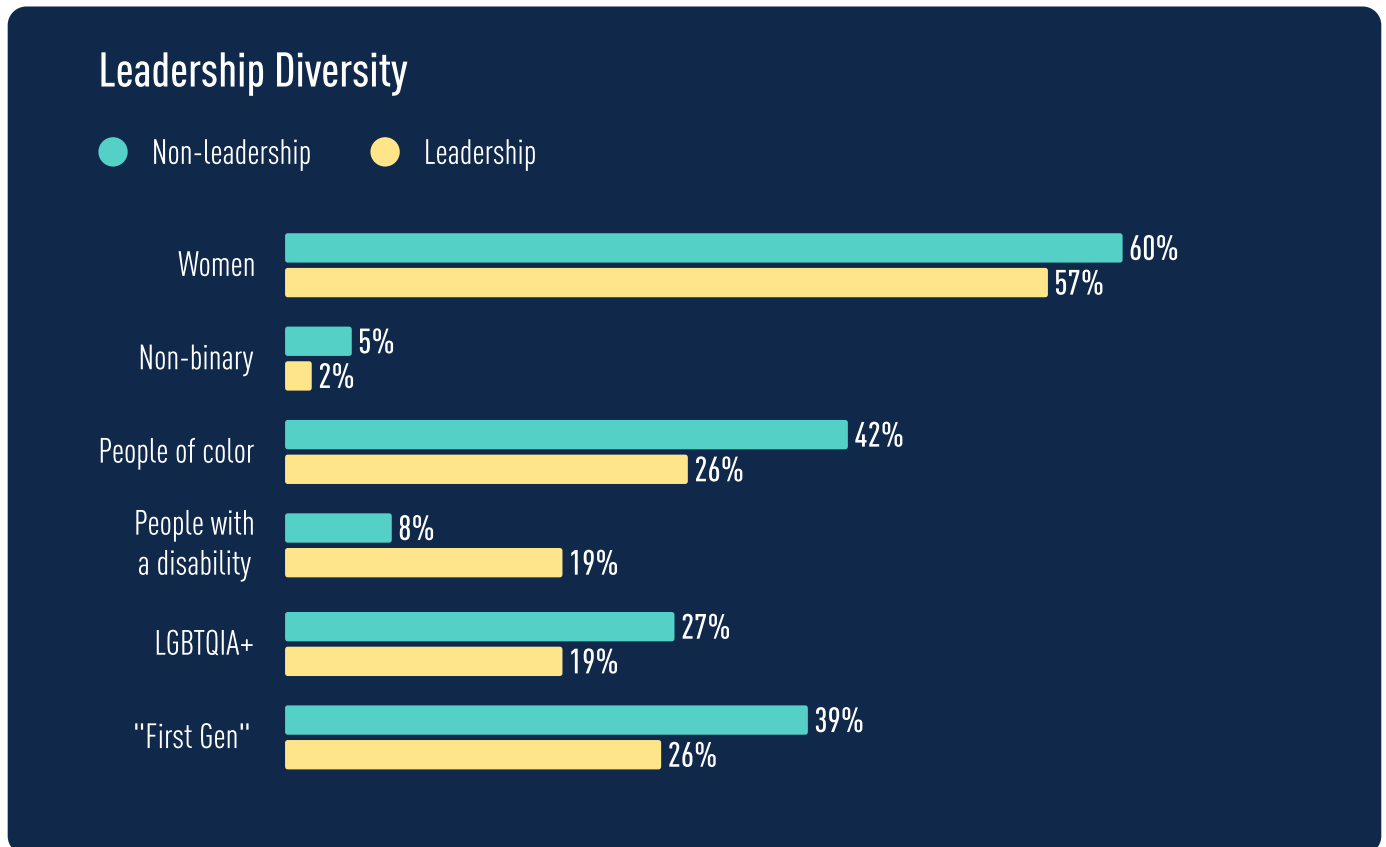
(For greater detail on our student diversity, refer to the Community section starting on page 27.)



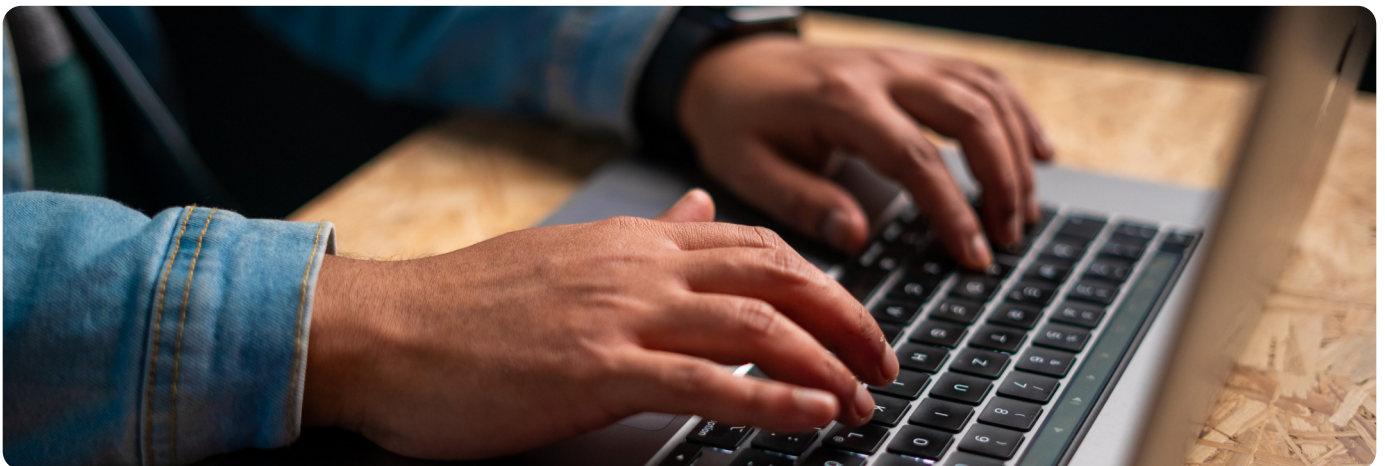
Leadership Diversity

In addition to building a workforce that reflects our students, it's also important that our leaders represent our employees to ensure an equitable and inclusive workplace.

The following image depicts the diversity of CareerFoundry leadership (which includes all managers), in comparison with those who do not hold a leadership role.



We found that the largest discrepancies between leadership and non-leadership are along the markers of race and ethnicity ("BIPOC"), socio-economic background ("First Gen"), and sexual orientation ("LGBTQIA+"). We also found that a higher percentage of leadership reported having a disability than non-leadership, although this may be because leaders felt more comfortable disclosing their disability.



Gender Diversity in Leadership

Representation matters, especially in management and leadership roles. Studies show that women still only make up an estimated 36% of senior manager roles and 26% of C-suite roles.

We are proud that the gender diversity in CareerFoundry leadership is high above the industry standard. As shown above, we found that the representation of women in leadership closely matches the representation of non-leaders—57% of managers identify as women compared to 60% of employees who identify as women.



Emma Tracey
CareerFoundry Board Member



Countless studies show that diversity improves decision-making and outcomes for companies. In CareerFoundry's case, it goes deeper—over 60% of our students are women, over a third are BIPOC, and they come from all over the world—making the topic a business imperative, rather than a nice-to-have vanity metric.



Megan Mulholland
Chief Product Officer



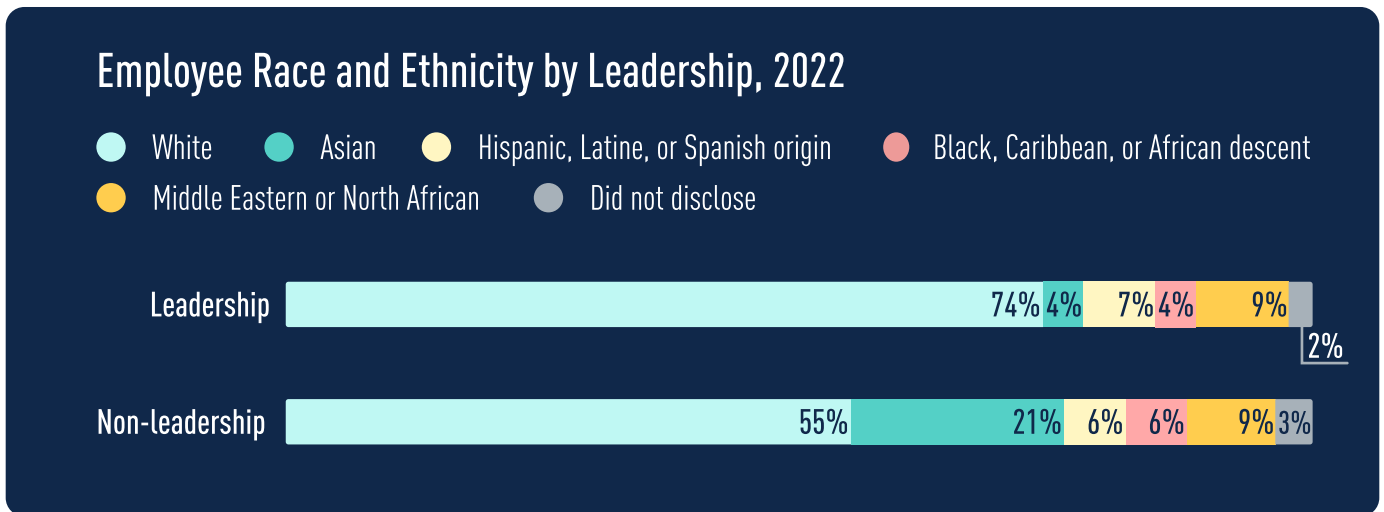
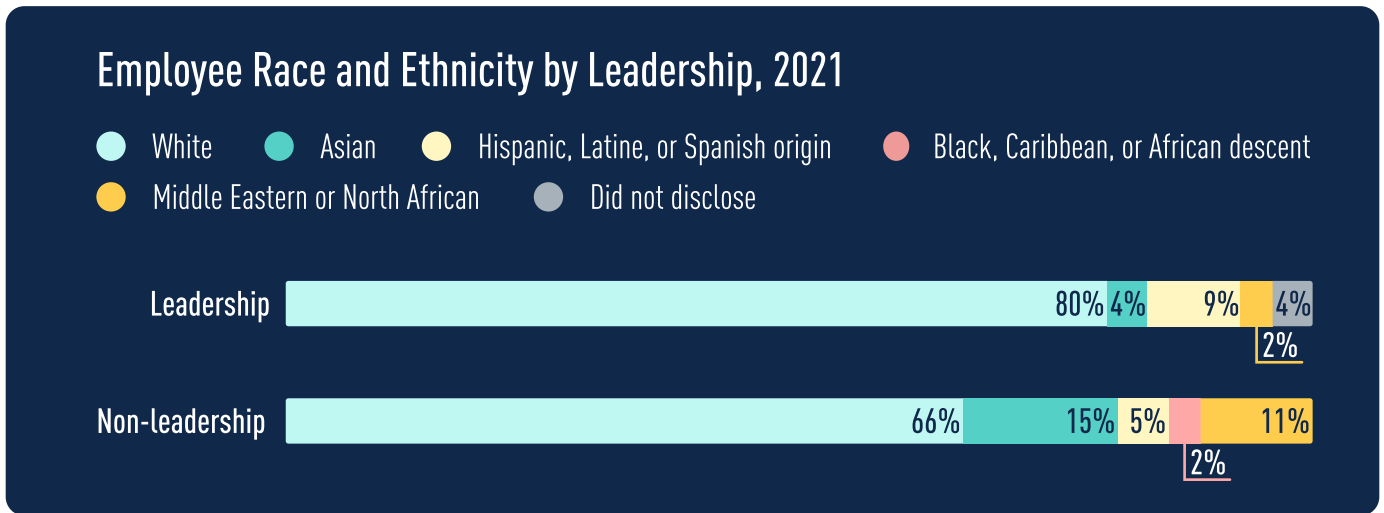
In my own career it has been critical to be exposed to different models of what good leaders look like, and to understand that I can be equally effective leading in a style different from what has been presented as the norm.

I'm so proud of working at a company that's living this value of gender diversity and of the work we're doing here to get more women into the industry and eventually into leadership roles of their own.



Race and Ethnicity in Leadership

Since the biggest leadership discrepancy we found was in terms of race and ethnicity, we will focus our efforts here in 2023. Year-on-year data shows that leadership representation has improved since 2021, and that there is mostly equitable representation of each ethnic group in leadership with one notable exception: there is a large and consistent discrepancy between the percentage of Asian employees (21%) compared with Asian leaders (4%).



What could this mean? This could be the result of one or more of the following: a lower number of Asian candidates applying for leadership roles; a lower likelihood of hiring Asian candidates for leadership roles; and/or a lower likelihood of promoting Asian colleagues into leadership roles.

With current data, we cannot know what the true reason(s) for these results are, but we do know we need to make leadership positions more accessible to all. As such, in addition to increasing the diversity of our candidate pool for leadership roles, we will also be creating more equitable paths to leadership in 2023 (see Objectives 1.2 and 1.3 on pages 24–25).

Paths to Leadership

Are opportunities for career development distributed equally at CareerFoundry? According to most employees, the answer is yes: In the 2022 DEI survey, 98% of employees responded “agree” or “strongly agree” to the statement “Opportunities for growth at CareerFoundry (such as promotions, salary raises, or access to professional development) are equally distributed across my team, regardless of background (in terms of race, culture, gender, disability, age, etc.)”.

To improve equity in salary levels and promotions we introduced a transparent salary framework in April 2021. This process removes undue negotiations which could result in uneven salaries. Instead, each position is benchmarked to market salary according to an employee’s role and level. Each year we carry out a re-appraisal to ensure that salaries are consistently at or above industry standard rates and adjusted for inflation. Salary benchmarks of all company roles are transparently shared to employees, and salary ranges are also listed openly in every job posting. Furthermore, we do not offer performance bonuses because our company values prioritize an environment of team collaboration and a culture of fairness.

In 2021 CareerFoundry introduced a system of transparent salary benchmarking in order to reduce the possibility of uneven salaries

Promotions are based on whether employees have met the expected behaviors we have benchmarked for that role and that career level. Every six months employees go through a formal 360° development review during which they can discuss their progress and define steps to reach the next career level.

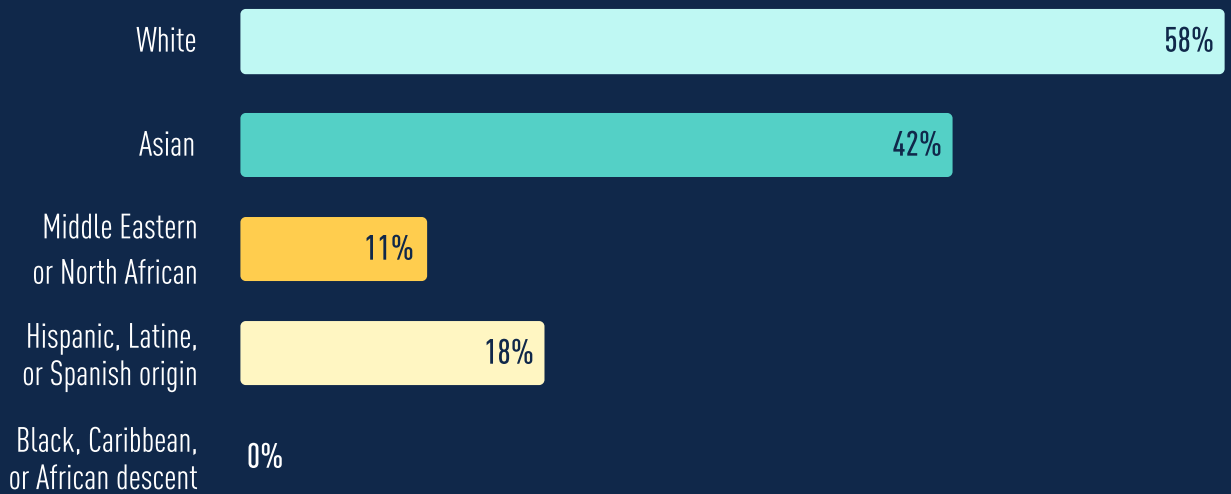


50% of employees have received a promotion at some point during their time at CareerFoundry

Self-reported data shows that 50% of employees have received a promotion at some point during their tenure at CareerFoundry. Disaggregated by gender, we found the rate of promotions was actually higher for women than for men (with 52% of women reporting having received a promotion).

However, when we disaggregate promotions by race, 58% of employees identifying as White reported receiving a promotion during their tenure, while only 22% of employees identifying as BIPOC reported receiving a promotion. Although we do have Black employees in leadership positions, we found that of the Black employees who filled out the DEI survey in 2022, none had been promoted internally to those leadership positions.

Promotions by Race and Ethnicity

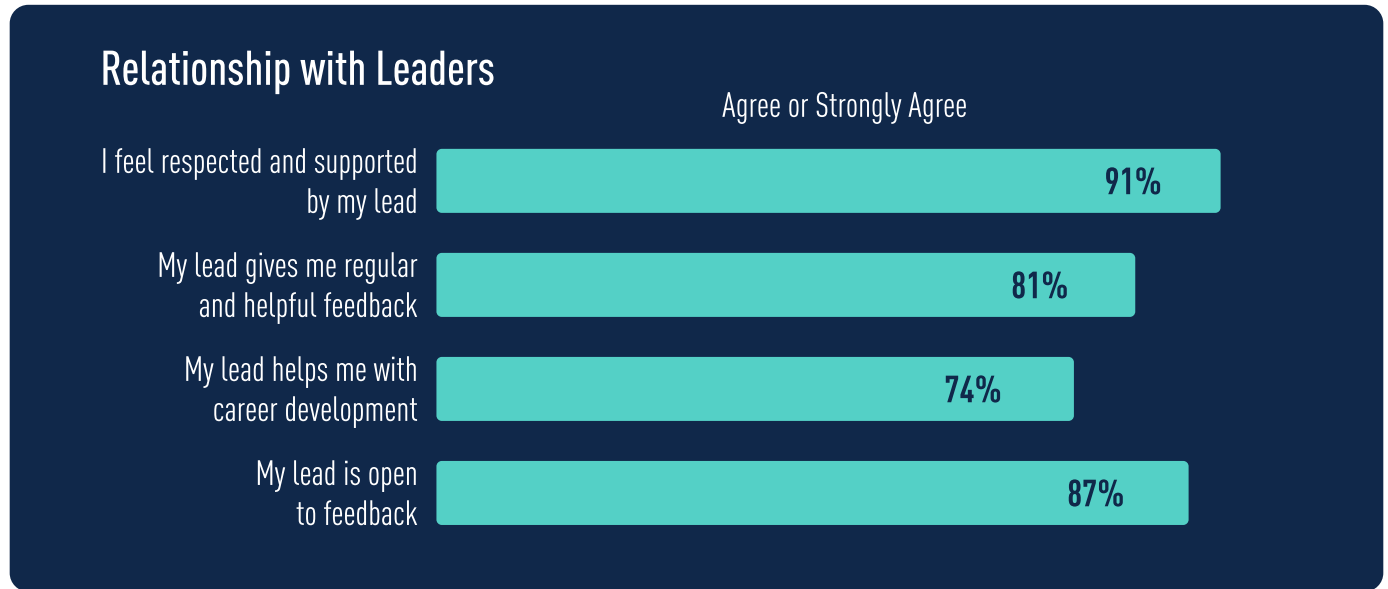


One of the reasons for this could be due to the interplay between promotions and tenure, as those with longer tenures at the company are more likely to have received a promotion. As shown in the chart “Employee Race and Ethnicity 2019–2022” on page 13, the recent increase of employee diversity means that there is less racial diversity among employees with a longer tenure.

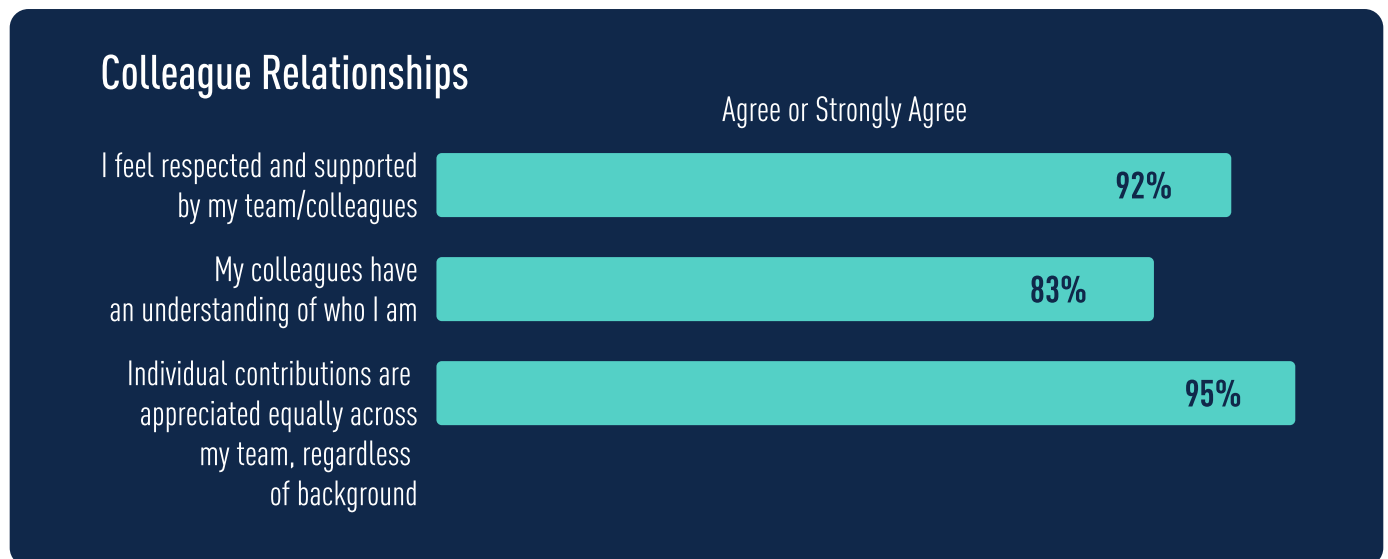
While this is self-reported data, the numbers here do indicate that this is an area we need to improve in. This imbalance is an important finding, and something that we are directly focusing on in our DEI Strategy (Objectives 1.2 and 1.3 on pages 24–25 for our detailed plan to address this).

Team Climate

We're proud that 91% of employees selected "agree" or "strongly agree" to "I feel respected and supported by my lead." In general, most of our employees report having a good relationship with their managers, as detailed below:



Employees showed that they also felt a sense of inclusion and support among their colleagues, as illustrated below:



We are very proud of having built a team culture where employees feel supported by their colleagues and leaders.

Employee Well-Being

In order to make CareerFoundry even more inclusive and accessible to all identity groups—particularly employees with disabilities or dependents⁵—we are boosting workplace flexibility through reduced working hours, more remote work possibilities, and sabbatical options (see Objective 1.4. on page 26).

Employee well-being is extremely important to us, which is why since 2021 we've partnered with nilo.health, a mental health platform that gives our employees access to sessions with a licensed counselor. To support our employees' physical health, we've also partnered with Urban Sports Club to provide a subscription that can be used in several cities in Europe. 84% of employees utilize nilo.health and 82% are using Urban Sports Club. We will continue with these partnerships in 2023.

We calculate employee well-being through a monthly survey using four indicators: happiness ("I am excited about my job"), personal motivators ("I am proud of the work I do"), company motivators ("I receive recognition and praise for my work"), and interpersonal relationships ("I have positive relationships at work").

At the end of 2022, the average score out of 5 for each indicator was respectively 3.7 (happiness), 3.9 (personal motivators), 3.6 (company motivators), and 4.1 (relationships).

44.7

Average eNPS

[employee Net Promoter Score]

We also use an eNPS score to measure employee satisfaction. eNPS (or employee Net Promoter Score) is used to measure how likely employees are to recommend our company as a place to work. As of December 2022, our average eNPS is 44.7. A strong eNPS is usually between 10–30, with a score of 50 being considered excellent. We're very close to 50 and hope to inch even closer in 2023.



⁵ 11% of our employees identify as having a disability and 14% are parents. Since these underrepresented groups require more flexibility in the workplace, we plan to add relevant initiatives to our 2023 priorities

INTERNAL DEI STRATEGY

Internal DEI Strategy

GOAL #1

IN 2023 WE WILL INCREASE EMPLOYEE REPRESENTATION AND RETENTION

Objective 1.1 Revise and strengthen inclusive hiring practices

By the end of 2023, we will...

- Increase women and non-binary employee representation in S.T.E.M. roles
- Increase BIPOC employee representation to match student diversity
- Increase BIPOC leadership to match employee diversity
- Design and implement a candidate experience survey
- Design and implement inclusive hiring training

We don't use hiring quotas at CareerFoundry, so our strategy for increasing employee diversity is to increase the diversity of our talent pool so hiring managers have a wider range of candidates to choose from for each open role. To do this, our talent acquisition team has set goals for what percentage of each candidate pool should be women or BIPOC.

We are designing a new inclusive recruiting process, including reviewing our interview questions and structure to ensure accessibility and inclusive language. Additionally, a new candidate experience survey will be used to gather feedback on how candidates perceive our interviews to help us find if there is any systemic bias during the recruitment process.

Regardless of candidate pool diversity, the final decision on an open role is up to the hiring manager. To ensure alignment on how and why inclusive hiring works, and to ensure understanding of how implicit bias may impact hiring decisions, we are designing and implementing a research-based inclusive hiring training that will be required for all hiring managers. This will be co-designed by the talent acquisition team and our senior DEI officer, scheduled to be rolled out in the middle of 2023.

To achieve our goal of increasing leadership diversity, we will not only revise recruitment processes as described, but also improve internal paths to leadership—such as promotion processes (for more details on this strategy, see Objective 1.3).

Progress on this objective will be measured through our annual employee diversity survey and new candidate experience survey.

Objective 1.2 Prepare leaders to manage increasingly diverse and remote teams

By the end of 2023, we will...

- Design and implement a leadership development curriculum embedded with DEI training
- Invest in a new survey tool to streamline the measurement of employee inclusion

We know it's not enough to bring diverse teams through the door; conditions for an inclusive and effective workplace must also be in place.

To make sure leaders are best prepared to support an increasingly diverse and remote team, we are designing a comprehensive leadership development curriculum required for all leads. Training on DEI topics (such as intersectionality, microaggressions, managing power dynamics, neurodivergence, etc.) will be organically integrated into leadership trainings throughout the year.

To measure progress, we will require managers to fill out a self-assessment survey at the start, middle, and end of their leadership development training. We will also adapt the annual employee DEI survey into a quarterly inclusion survey that will allow us to understand employee needs early on and address them.

Objective 1.3 Reduce barriers in paths to leadership

By the end of 2023, we will...

- Embed a hard skills framework into salary benchmarking and reviews
- Revise the development review process to reduce opportunity for bias
- Invest in a mentorship program open to all employees

We believe promotions and fair salaries should be accessible to everyone in the company, but we know humans are susceptible to systemic bias which may result in an uneven distribution of career progression.

In 2023, we will conduct an annual salary benchmark reappraisal to ensure we are on par with industry standards. We're also expanding role expectations for each career level to include hard skills as well as soft skills. Our hope is this will reduce bias in the promotion process, as hard skills are more tangible and quantifiable than the more subjective soft skills.

We will also revise the development review process to make 360° reviews less prone to bias by having leads respond to individual contributors' self-assessment and peer reviews, rather than offering up their personal assessment first. This process will be followed up with dialogue on alignment and expectations.

Furthermore, it is not enough just to hire with diversity in mind; we also need to focus on retention. In order to support employee professional development and ensure they feel valued at work, we're partnering with Femme Palette to provide a mentoring program to all our employees.*

To measure progress, we will track monthly promotion and turnover rates as well as review mentoring progress reports from Femme Palette.

*Note: Femme Palette is a woman-owned business, but mentoring is available to employees of all genders

Objective 1.4 Increase workplace flexibility

By the end of 2023, we will...

- Introduce a 4-day work week
- Offer sabbatical options to employees
- Expand remote working options
- Reduce employee turnover rate to 14% (from 21.6% in 2022)

To make remote work more inclusive and accessible for an increasingly diverse workforce, we plan to expand benefits and offerings that continue to embolden employee flexibility.

We believe that working fewer hours will lead to happier, healthier, and more engaged employees. Shorter hours allow people to feel more rested, better able to juggle complex needs, and spend less time distracted by personal tasks at work. That's why we started a 4.5 day work week beginning May 2022, and have received overwhelmingly positive feedback, with no noticeable dips in productivity or performance. We've also found this flexibility to be especially important to underrepresented groups such as parents and employees with disabilities.

With the support of our board, in 2023 we plan to reduce work hours even further to a 4-day work week. Employees will continue to receive the 40-hour work week salary, but will only be required to work 32 hours per week.

We also now offer sabbatical options. We believe sabbaticals allow employees to gain fresh experiences, perspectives, and skills to fuel their personal well-being, engagement, and professional growth. Employees with a minimum tenure of two years can take advantage of the program.

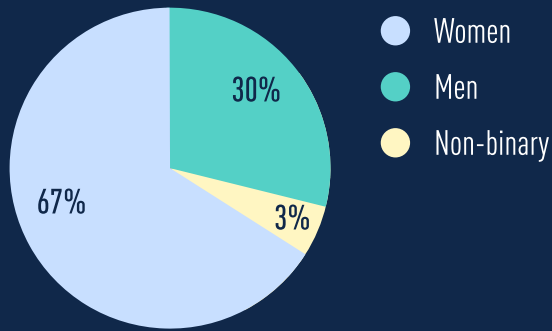
Lastly, we plan to expand where in the world our employees can work from. Currently, full-time employees are required to have a registered address in Germany, but are allowed to work abroad for up to 6 months a year. In 2023, we're exploring ways to allow employees to live outside of Germany full-time. An added benefit of this would include hiring globally, which would not only increase workplace flexibility and retention, but would also allow for increased diversity in our workforce.

Progress will be measured through our monthly turnover rate, eNPS, and employee well-being surveys.

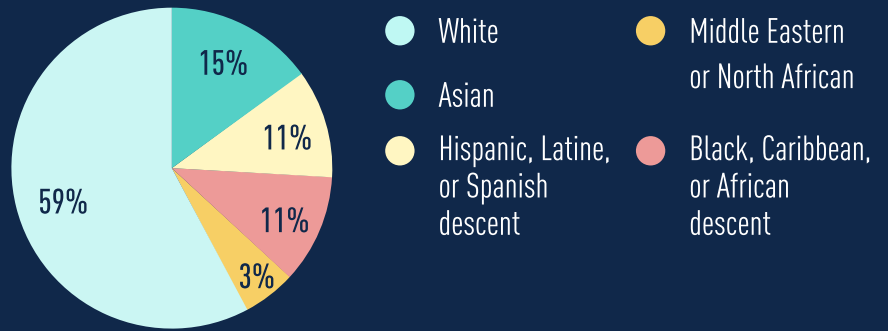
COMMUNITY DIVERSITY, EQUITY, AND INCLUSION

STUDENT DIVERSITY AT A GLANCE

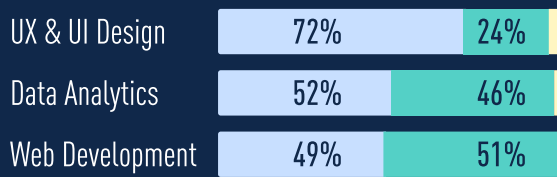
GENDER OVERALL



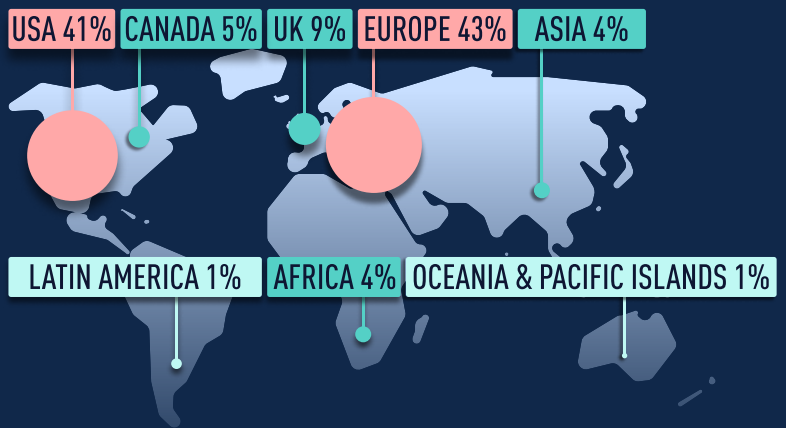
RACE AND ETHNICITY



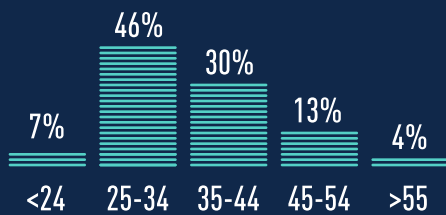
Gender by Program



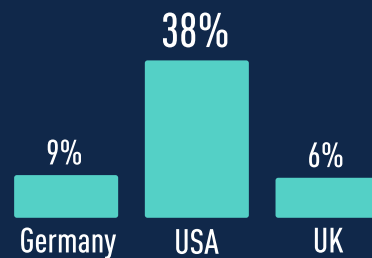
LOCATION OF RESIDENCE



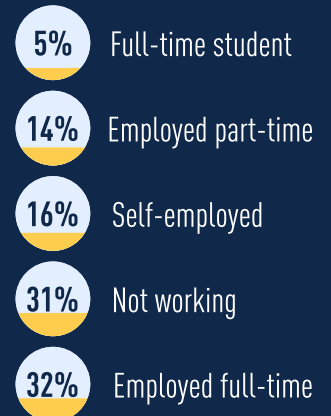
AGE



TOP 3 NATIONALITIES



STUDY TIME COMMITMENT

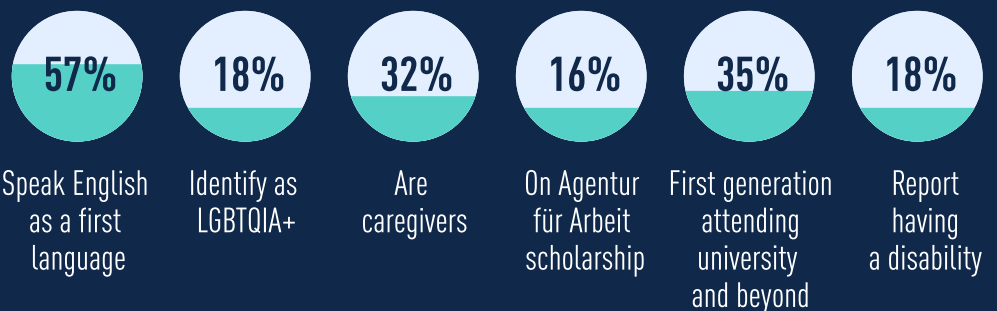


MOST COMMON PROFESSIONAL BACKGROUNDS

1. Teacher
2. Graphic Designer
3. Marketing Manager
4. Project Manager
5. Customer Service Agent
6. Retail Manager
7. Office Manager
8. Sales Associate
9. Web Developer
10. Social Worker

87 Different nationalities

73 Total languages spoken



Note: Statistical demographics come from self-reported student data collected through an opt-in DEI survey, May 2022

*This statistic is in reference to students who graduated from their program and Job Prep Course or found a job prior to graduation.

INSTRUCTOR DIVERSITY AT A GLANCE

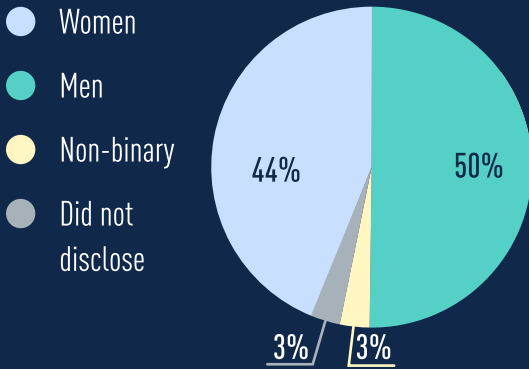
Note: "Instructors" represents an umbrella term for Mentors, Tutors, and Career Specialists

- **Mentors** are industry experts who provide students with personalized field advice and ensure their portfolios meet professional standards

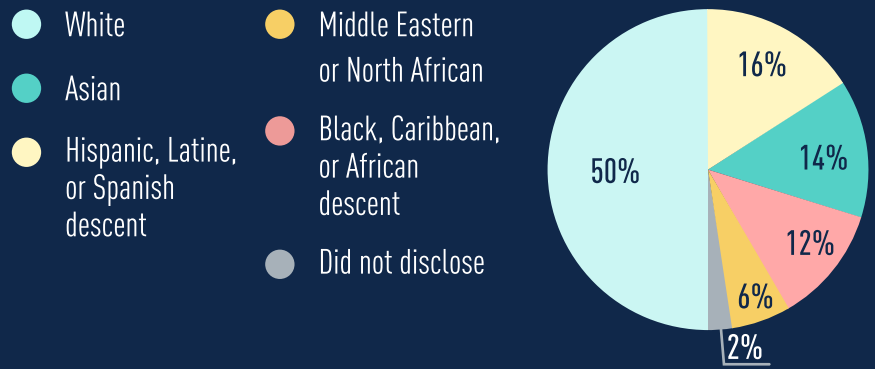
- **Tutors** are course content experts who guide students through their program and provide feedback on assigned tasks

- **Career Specialists** are assigned to students who enroll in the Job Preparation Course; they support students through the job application process

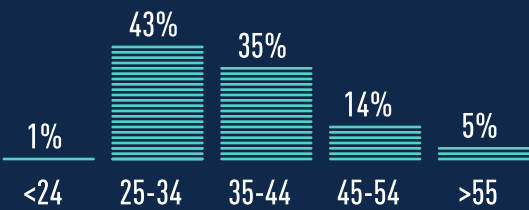
GENDER



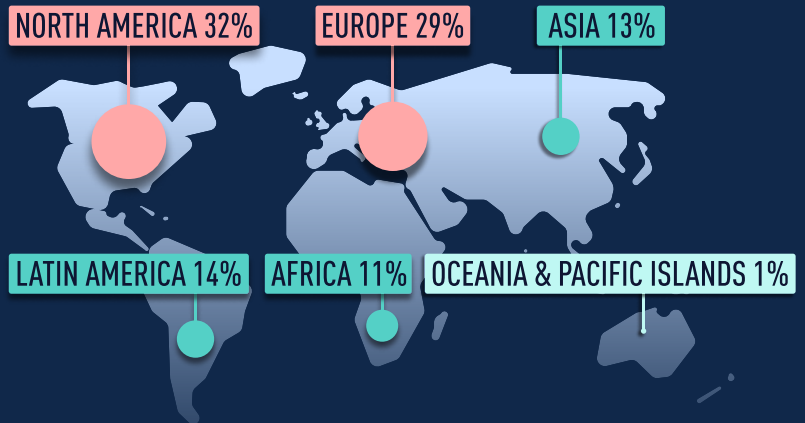
RACE AND ETHNICITY



AGE



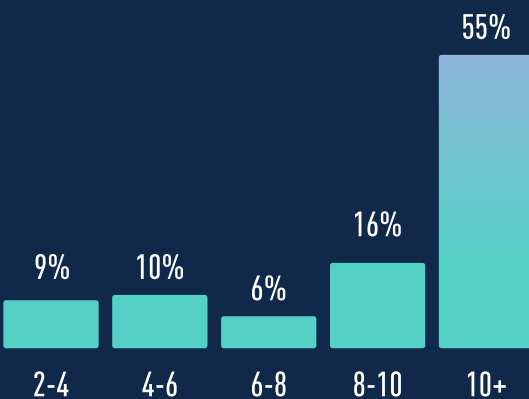
REGIONS REPRESENTED



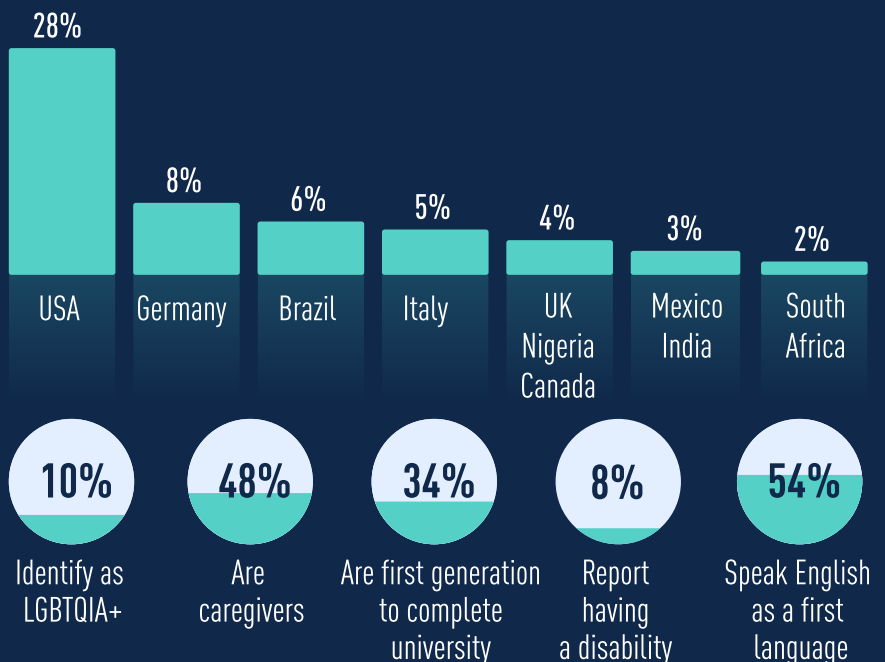
54 Different nationalities

46 Total languages spoken

YEARS OF WORK EXPERIENCE



TOP 10 NATIONALITIES



10% Identify as LGBTQIA+

48% Are caregivers

34% Are first generation to complete university

8% Report having a disability

54% Speak English as a first language

Note: Statistical demographics come from self-reported instructor data from 39% of mentors, 36% of tutors, and 19% of career specialists collected through an opt-in DEI survey, May 2022. Percentages may not add up to 100 due to rounding.

Student and Instructor Diversity

In addition to employees representing our student body, it's also important that our instructors mirror the diversity of our students. In the field of education, studies show that when students see themselves represented among their instructors, they can better imagine themselves in those roles in the future. As a global company, we also think it's important that our students get to see a more accurate representation of diversity in tech all over the world.

In this section, we'll break down the data on pages 28–29 and discuss student and instructor diversity.

Where does our community live and where are they from?

Most of our students live in the United States (41%), Germany (26%), and the United Kingdom (9%). About 40% of our students identify as migrants, meaning they live somewhere they did not grow up, which means our greatest diversity is in citizenship—our students come from a staggering 87 different countries. The top three nationalities are still the U.S., Germany, and the U.K., but we do have a sizable student population across India, Canada, Brazil, Italy, Nigeria, and Spain. We also have a growing student community from Sub-Saharan Africa (4% of alumni compared to 7% of active students).

Our instructors are from all over the world, as illustrated on the map located on page 29. We're thrilled that our experts represent 54 different nationalities.



I just wanted to say, as someone from the U.S. who hasn't traveled outside the country too much, it is so cool to have this global presence of the CareerFoundry community... It is so fun getting to meet and chat with folks from those places! Not many other avenues of being able to meet such a diverse, professional, and like-minded group of people.



CareerFoundry Alum in 2020

How many languages are spoken?

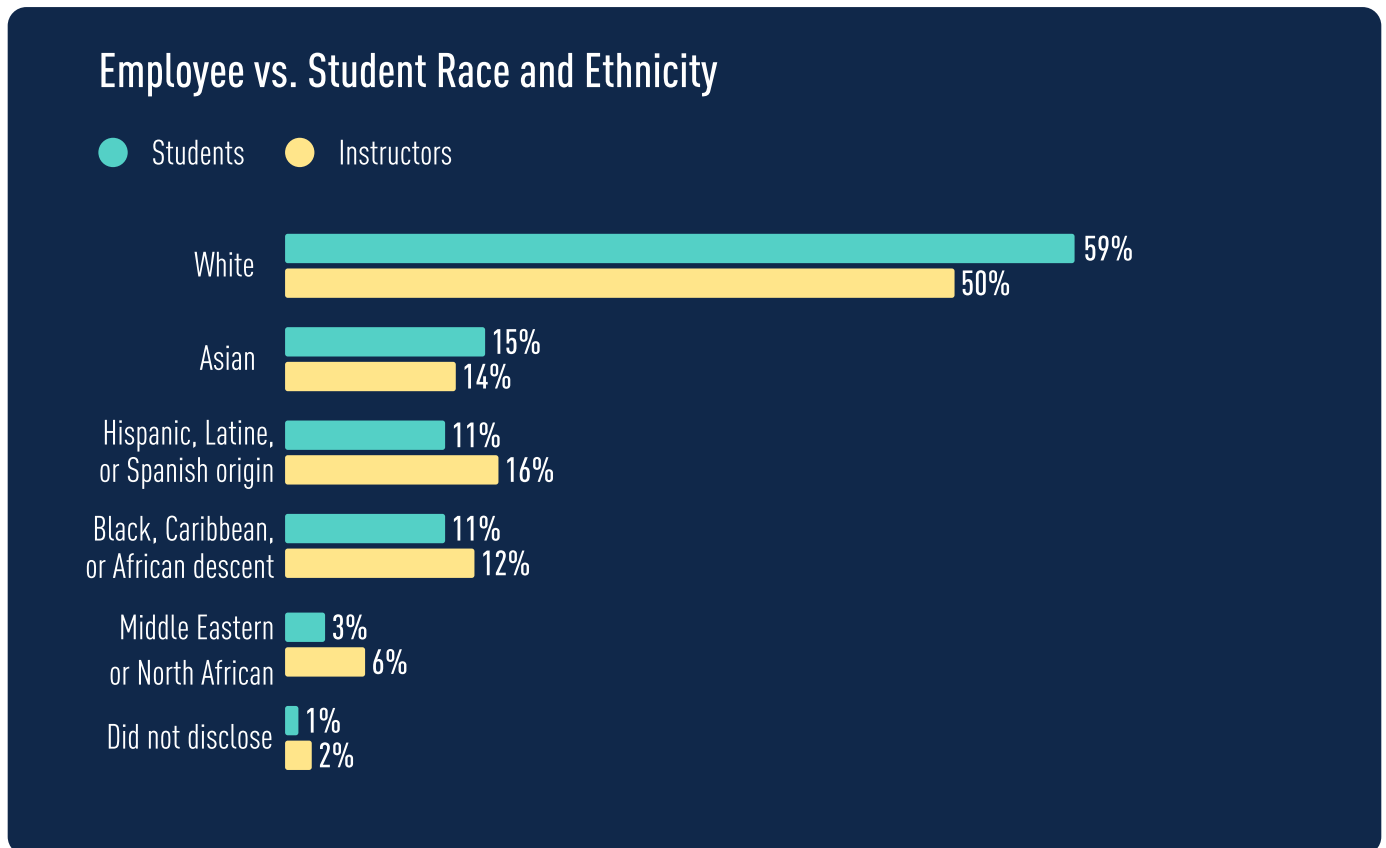
Our instructors speak 46 different languages and our students speak a whopping 73 languages natively!

After English (57%), the next most common native languages spoken by students are German (12%), Spanish (9%), and Portuguese (4%). Instructors are similar—most speak English natively (54%), followed by Spanish (12%), Portuguese (8%), German (7%), and Hindi (5%).

What races and ethnicities are most represented?

Our students are similar to employees in terms of race and ethnicity, except that the distribution of students of color is more varied (see page 11 “Employee vs. Student Diversity”). Within our community, instructor diversity is the most varied, with a higher percentage of people from underrepresented ethnic groups [in tech].

The illustration below details the racial diversity between students and instructors:



It's well documented that BIPOC employees are vastly underrepresented in the tech industry. For example, a report by [Diversity in Tech UK](#) reports that only 15% of the tech workforce in the U.K. are from B.A.M.E. (Black, Asian, or Minority Ethnic) backgrounds. Another report from the [U.S. Equal Employment Opportunity Commission](#) shows that workers in tech careers in the U.S. are 68% White, 20% Asian American, 5% Black, and 5% Hispanic. As the graph above illustrates, our student and instructor diversity exceeds those numbers of BIPOC representation in tech. Nevertheless these remain our least represented groups, with particularly low numbers among Black and Latine students.

To contribute toward diversifying the tech industry and increasing access to opportunities for historically marginalized populations, we are offering scholarships to consistently underrepresented ethnic groups in the tech industry in 2023 (see Objective 2.1 on page 37).

What is the gender representation in our community?

We have seen industry progress in recent years, yet women continue to be underrepresented in tech. In Germany, only about 17% of tech industry workers were women, according to a [HoneyPot](#) report from 2019. A report from the [U.S. Bureau of Labor Statistics](#) shows that in 2020, women only made up 25% of computing-related occupations in the U.S. The imbalance is even starker when we look at the intersection of race in that report: 13% were White women, 7% were Asian or Pacific Islander, 3% Black, and 2% Hispanic.

With gender imbalance so pronounced in the industry, we are delighted to see our students breaking the mold. In 2022, our students self-identified as 67% women, 30% men, and 3% non-binary. You can see the gender breakdowns by program on page 28. Among our instructors, we have 50% men, 44% women, and 3% non-binary self-identification.

In 2023, we will continue to offer our bi-annual Women in Tech scholarships paired with more learning and networking opportunities such as live panels to increase gender representation in tech (see Objectives 2.1 and 2.2 on pages 37–38).

67%
of CareerFoundry
students identify
as women

What about LGBTQIA+ representation in the community?

Among our students, 18% identified as being in the LGBTQIA+ community and 3% identified as transgender. Only 10% of our instructors reported being LGBTQIA+, but a larger percentage of instructors than students preferred not to respond (7% of instructors vs. 4% of students did not disclose).

It's admittedly difficult to gather accurate data about LGBTQIA+ representation in the tech industry because many people choose not to report, even if surveys are anonymous. This hints at a larger problem in the industry, which is a culture of people feeling uncomfortable in bringing their full selves to work. Research from the [Stonewall](#) organization shows that about 35% of LGBTQIA+ staff hide their identity at work for fear of discrimination. Another report by the [Institution of Engineering and Technology \(IET\)](#) found that 29% of LGBTQIA+ young people chose to avoid a career in S.T.E.M. due to fears that they would be discriminated against.

For this reason, we believe it's important to open doors to expand the LGBTQIA+ community in tech. To play our part in leveling the playing field, we will continue our partnership with Lesbians Who Tech to offer [Edie Windsor Coding Scholarships](#) and start offering LGBTQIA+ in Tech scholarships as well (see Objective 2.1 on page 37).

What about disability in the community?

In 2022, 18% of students reported having a disability (up from 14% in 2021), which indicates a steadily growing population. Within the group of students who have a disability, about one-third reported that it is a neurodevelopmental disability, and another one-third indicated it was a mental health condition or consideration. Other disabilities reported had to do with mobility, vision, hearing, or chronic illness.

Given the needs of our students, we know it's a responsibility to provide the necessary accommodations to ensure students feel supported throughout. Read more about our plans for accessibility in the next section and in Objective 3.1 on page 39.

Accessibility

We are committed to making sure our courses are accessible to a wide range of students, so we asked students whether they perceive CareerFoundry as an accessible place of learning.

Currently, most of our learning content is text-based, but we have an integrated text-to-speech function that reads the text out loud. All images include alt text descriptions for screen reader legibility. In addition, all videos on the platform now have closed captions or transcripts, as well as meeting all Web Content Accessibility Guidelines (WCAG) for things like player color contrast, screen reader, and keyboard/assistive technology compatibility. For any audio content included in our courses, an option of readable transcripts is offered. Our design team also conducted an accessibility audit at the start of 2022, which significantly improved readability of our learning content.

With that in mind, our students rated our programs an average of 4.1 out of 5 in terms of accessibility both in our learning content as well as the platform.

Please rate how accessible and inclusive you think our design is on the following platforms:	Average rating out of 5
Educational content (i.e., exercise content and task difficulty is at the right learning level, etc.)	4.1
Learning platform (i.e. navigation features and user experience make it easier to process the content, etc.)	4.1

In open text responses, many students said they felt the platform and learning content were already accessible, but that they wanted more media such as video and audio to support learning disabilities like ADHD and dyslexia. We plan to invest in expanding our media content in 2023 (see Objective 3.1 on page 39).

We know some students might need the accommodation of more time in order to comfortably finish their course or program. In 2022 we implemented a new policy allowing students with learning disabilities a one-month extension free of charge, with additional time awarded on a case-by-case basis for those who need it⁶. We will continue this in 2023.

⁶ Due to regulations from the Agentur für Arbeit (AfA), extensions cannot be granted to students who are on an AfA Bildungsgutschein.

For students: In interactions with the following resources, have you felt treated fairly and respectfully?	Average rating out of 5
Mentor	4.7
Tutor	4.7
Career specialist	4.5
Student advisor	4.6
CareerFoundry student community (in Slack, Study Buddy pairing sessions, etc.)	4.4
How welcome do you feel by CareerFoundry so far?	4.3

As for our instructors, we also want to make sure they feel supported as part of the CareerFoundry community. We found that they feel respected and treated fairly in their interactions, rating their experiences as follows:

For instructors: In interactions with the following resources, have you felt treated fairly and respectfully?	Average rating out of 5
Students	4.5
Mentor team	4.7
Career Services team	4.6
Fellow CF Instructors (on Slack, virtual events, etc.)	4.6
How welcome do you feel by CareerFoundry so far?	4.5

That said, instructors did express a desire for more extensive onboarding training and support, as illustrated below:

Instructor Preparation & Support	Average rating out of 5
I received sufficient onboarding that prepared me to interact with a diverse student population and cross-cultural situations.	3.7
I receive effective ongoing support that helps me work with a diverse set of students and cross-cultural situations.	3.8

To remedy this, we're developing a new instructor onboarding course to make sure our mentors and tutors feel supported from the start—with the goal of making sure students receive an even amount of support (see Objective 3.1 on page 39).



COMMUNITY DEI STRATEGY

Community DEI Strategy

GOAL #2

IN 2023 WE WILL REDUCE ENTRY BARRIERS FOR UNDERREPRESENTED GROUPS

Objective 2.1 Expand scholarship offerings

By the end of 2023, we will...

- Launch the Changemakers Scholarship for underrepresented groups
- Offer seasonal partial scholarships for the following communities: Black, Latine, LGBTQIA+ and women
- Offer seasonal Solidarity Scholarships to support the Equity Scholarship Fund
- Offer full scholarships to underrepresented groups through the Equity Scholarship Fund

We consider one of our largest entry barriers for students from underrepresented backgrounds to be our program price points. If our mission is enabling anyone to work on their own terms, then it's our responsibility to ensure programs are genuinely accessible to everyone. Due to the current economic climate, lowering the price point of our programs remains out of reach, but we can improve affordability.

To do this, we plan to launch the Changemakers Scholarship, which will be a discount available year-round to specific identity groups underrepresented in tech. In 2023, this scholarship will be available to those identifying as Black, Latine, LGBTQIA+, or women—as these groups are still the most underrepresented in the industry (for further details and supporting research, see pages 30–32).

Additionally, we will offer partial scholarships to applicants from the respective groups listed above. These partial scholarships (for example, the Women in Tech Scholarship in March 2023) will take place seasonally and be accompanied by further networking and learning opportunities (see Objective 2.2).

Attaining true equity and inclusion requires allies from all backgrounds. For those who don't identify as underrepresented but still embrace equity and inclusion in tech, we will offer the Solidarity Scholarship, a slightly smaller partial discount that will also take place seasonally. A portion of the proceeds from this scholarship will go toward the Equity Scholarship Fund.

To aid prospective students most in need around the world, we've started a new Equity Scholarship Fund, granting a limited number of full tuition scholarships to eligible applicants through a selective application process.

Progress on these objectives will be measured by feedback surveys, enrolment numbers, and student demographic data.

Objective 2.2 Provide public learning and networking events

By the end of 2023, we will...

- Offer at least 6 DEI events open to the public

In September 2022 we hosted two live “Women in Tech” webinar panels. These panels were open to the public and well attended, with relatively high engagement from prospective students. The event facilitated exciting conversations and provided networking opportunities to women considering tech careers. The positive response illustrated how important it is to create opportunities for people to come together in solidarity in order to have open discussions on the lived experiences of navigating career change as an underrepresented identity, as well as share in the strengths that empowered women contribute to the tech industry.

It is our belief that spotlighting people in tech from marginalized groups—thereby showcasing true representation—can further motivate those who rarely see themselves in tech. For these reasons we’ve committed to offering regular public DEI events, with at least six scheduled for 2023. These events should be timely, relevant, and provide direct value to groups underrepresented in tech. The long-term vision of these live and interactive panels is to create an open space for dialogue, representation, and networking.

We will continue to provide free events and content as a means to support underrepresented groups, lower income communities, and expand the circle of discussion further—allowing anyone interested to pursue life-changing career change.

GOAL #3

IN 2023 WE WILL IMPROVE STUDENT SUPPORT AND ACCESSIBILITY

Objective 3.1 Increase accessibility support for students

By the end of 2023, we will...

- Offer more flexible extensions for students with learning disabilities
- Invest in a graduation specialist
- Design and implement an instructor training course
- Increase the presence of educational media (video, audio, etc.) in our curriculum

In order for students with disabilities to perform their best and stay on track, they may need additional accommodations or support.

To address this, we're implementing a policy allowing students with learning disabilities a free one-month extension, with further extensions available on a case-by-case basis.

We also know that students with full-time jobs, dependents, or those on loan payment plans tend to struggle to graduate on time. To personally support those students, we plan to hire a graduation specialist. We hope having dedicated support for at-risk students will positively impact their retention and completion.

To improve instructor quality and understanding for diverse learning needs, we are rolling out a new instructor onboarding course. Through this course, instructors will learn to improve their practice as an online educator by deepening their understanding of role responsibilities, CareerFoundry values, curriculum structure and methodology, working with students and their varying needs, using inclusive language, and performance management processes.

Lastly, in response to feedback from students with disabilities, we will increase the presence of educational media (such as videos and audio) within our curriculum. Providing options for ways to engage with educational content is a recognized accessibility accommodation, according to [the Universal Design of Instruction \(UDI\) framework](#).

To improve the accessibility of our learning content, we will also invest more resources into our education media team, including hiring an educational media designer and adding a budget for freelance videographers to support media production. We aim to have at least one high-quality media asset featured in each Exercise across all courses and programs by the end of the year.

Objective 3.2 Assess equity of student outcomes

By the end of 2023, we will...

- Distribute a student demographic survey to all students

In the past, student demographic data was collected separately from data about their outcomes (i.e. graduation and job placement rates). This means our data falls short of telling the whole story and detailing whether demographics ultimately impact a student's ability to find a job after graduation. We suspect that might be the case—given research on how societal bias impacts educational and career outcomes.

To assess whether the CareerFoundry learning experience and student services are creating equal outcomes, we will be measuring student characteristics relevant to outcomes through an opt-in student demographic questionnaire.

The ultimate goal with this work is to understand if student success is equitable across different groups, while also protecting student privacy. Once we have a better understanding of how outcomes are distributed, we will have a better sense of what student-support projects to prioritize in the future.

All data we collect will be in keeping with the EU General Data Protection Regulation (GDPR). The data will not be visible to instructors and will only be reported in an anonymized and aggregate format. It will not be shared with third parties.

Acknowledgements

Thank you for reviewing our DEI Report and Strategy. We look forward to producing this report annually. In the meantime, you can find more information about CareerFoundry by visiting www.careerfoundry.com

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CareerFoundry Company Offsite 2023