Gender Diversity in our Portfolio: Survey Findings and Interventions

Contents

Acknowledgements

We would like to thank all who took the time to participate in the survey. Respondents shared personal experiences and detailed accounts of navigating the grant funding system which have enriched our understanding of what needs to change and improve. We would also like to thank members of the EPSRC Equality, Diversity and Inclusion Strategic Advisory Group (EDI SAG) and the EDI champions from the different EPSRC Strategic Advisory Teams (SAT) for their contributions to reviewing the recommendations, shaping the intervention and implementation plans. Finally, we would like to thank Dr Katie Nicoll Baines from the **Evidence Base: Growing the Big Grant Club Inclusion Matters project** who joined EPSRC on secondment to analyse the survey responses and devise recommendations for interventions to address the key findings.

Introduction

Underrepresentation of women is a well-established issue in the Engineering and Physical Sciences (EPS) community and is, therefore, one of EPSRC's Equality, Diversity and Inclusion (EDI) priorities. In October 2020, we published the report '**Understanding our portfolio: a gender perspective**' to share findings on the gender disparity in our large grant portfolio with the wider EPS community.

Key findings of this report included:

- Women are consistently under-represented in EPSRC's Principal Investigator (PI) applicant pool across our portfolio
- Application numbers from women for large grants are particularly low
- While award rates calculated by number of grants are similar for men and women, they are not when calculated using the value of grants
- There are notable differences in the value of grants applied for across genders, with women consistently applying for smaller grants.

Alongside that report, we launched a community 'Have Your Say' survey on the report findings from the EPS community.

In April 2021, Dr Katie Nicoll Baines from the **Evidence Base: Growing the Big Grant Club Inclusion Matters project** began a secondment with EPSRC to focus on analysing the survey responses with a view to developing recommendations for interventions to address the key findings. These interventions were also discussed with members of the **EPSRC Equality Diversity and Inclusion Strategic Advisory Group** (EDI SAG) and EDI champions from EPSRC Strategic Advisory Teams (SAT's) to refine and inform the implementation plans. The analysis, interventions and actions are presented in this publication with a view to continuing the work in the EPS community to address barriers to accessing large grant funding.

The interventions documented here will form a key part of the EPSRC EDI Action Plan that will be published later in 2022 alongside the **UKRI EDI Strategy** first edition.

Data Context and Methodology

The 'Have your say' survey comprised of different question types, including yes/no, numerical scoring from 1 to 10, multiple choice (where more than one option could be selected), opportunities for free-text answers and demographic data collection that included career stage, contract type, position, discipline/ subject area, caring responsibilities, age, gender identity, sexual identity, ethnicity, nationality and disability. The questions were co-created with the EDI SAG, members from our **Inclusion Matters portfolio** and the community. The full set of survey questions can be found in annex 1.

A combination of qualitative and quantitative methods were used to analyse the data. Analysis was carried out using a combination of MS Excel, R Studio for quantitative summary statistics and NVivo for thematic qualitative analysis of the free-text answers. Answers to multiple choice questions are presented in a quantitative format with options ranked from most to least chosen according to the number of respondents that selected that option. Free text answers where thematically analysed using the multiple choice options as a first point of coding and additional codes applied where new themes were identified. Questions with 1 to 10 scoring scale are presented as box plots displaying the full interquartile range and maximum and minimum score to display the variation in the data. Where relevant, demographic data is used to highlight differences in responses between men, women and non-binary people (n=3, included for completeness but comparisons are limited due to small sample size).

Demographics of survey respondents

The demographic data for the 361 respondents to the survey can be found in Annex 2.

The demographic characteristics question that focused on the survey responders' sexual identity demonstrated the largest proportion of respondents selecting the 'prefer not to say option'. In the free-text comments, some respondents indicated that they did not think that sexuality was relevant to this issue, and others shared their reticence to share information on sexuality and ethnicity for fear of being perceived as a victim. Inequalities experienced by members of the LGBT+ community in research and innovation have been explored by the **Institute of Physics**, **Royal Astronomical Society** and the **Royal Society of Chemistry** demonstrating the challenges faced by LGBT+ physical scientists in the workplace. There is a need for evidence gathering as to how/whether these challenges translated more widely into the EPS funding landscape.This highlights a wider issue worthy of follow-up. We have taken steps to understand the **racial inequality in our portfolio** and the wider EPS community, through a similar 'Have your say' survey the results of which will be published later in 2022.

Perspectives on key findings from the Understanding Our Portfolio: A Gender Perspective report

The first question survey respondents were asked was, 'What key findings are of interest to you?' and they were provided with the list of key findings outlined in the Gender Perspective report. All respondents selected multiple options for which key findings from the report were of interest to them, and many pointed out using the free text response that the findings are likely inter-related. The findings that were selected most frequently (Figure 1) as being of interest to respondents were:

- Low application numbers from women, particularly for large grants
- Women are consistently under-represented in EPSRC's Principal Investigator applicant pool

Figure 1: Number of responses to the question "What key findings are of interest to you?" Respondents could select multiple options.
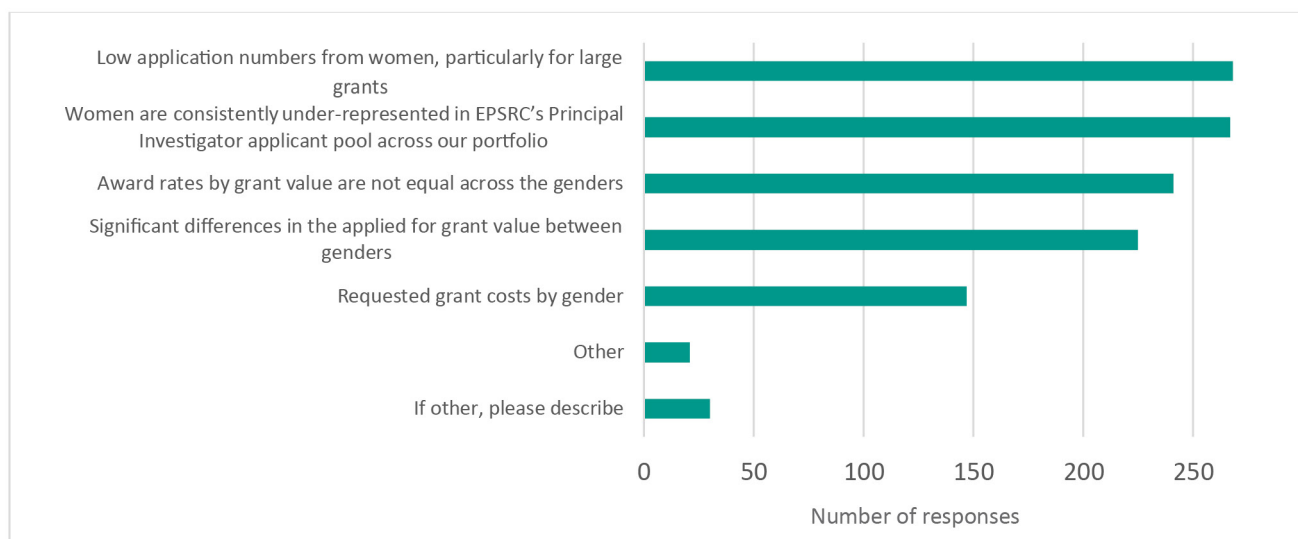
Respondents used the 'If other, please describe' option primarily to share specific examples of how they had experienced the different aspects of the key findings as well as to point out that gender inequalities in salary differences are likely linked to grant value differences. There were also requests for intersectional data analysis of large grant awards and exploration of potential gendered inequalities in how institutional support around large grants is managed.

Further work is needed to understand the intersection between protected characteristics and, working with colleagues in UKRI, we will continue to develop and enhance our analysis capability. Where data is presented at a granular level, the number of applications and awards for certain groups can become very small, challenging the robustness of conclusions.

The most prominent reason for the low number of applications for larger value grants from women, identified by respondents (n=270) was "Institutional culture or barriers, that favour men and/or more established researchers".

The second most popular reason selected (n=197) was "Personal Choice – women would like to apply but anticipate insurmountable barriers to success". Again, no respondent selected only one option and many pointed out that the options are inter-linked. The free-text responses also reinforce this notion and have been summarised in Figure 2 as a cycle of gatekeeping. This cycle is both a consequence of real institutional barriers based on the lived experience of women navigating the system and the barriers that are then anticipated as these experiences are passed on to a developing generation of researchers.

Respondents to the survey represented primarily mid-career and senior career stage staff, nearly two thirds of whom (n=231) had experience of either applying to be a PI or being a current/past PI on an EPSRC grant. A similar majority (n=236) also indicated that they have an interest leading a large investment grant of £2.5 million or more. A very clear majority of respondents (n=311) also agreed that women are disproportionately affected by barriers when applying for a large grant compared to men.

Figure 2: The gate keeping cycle
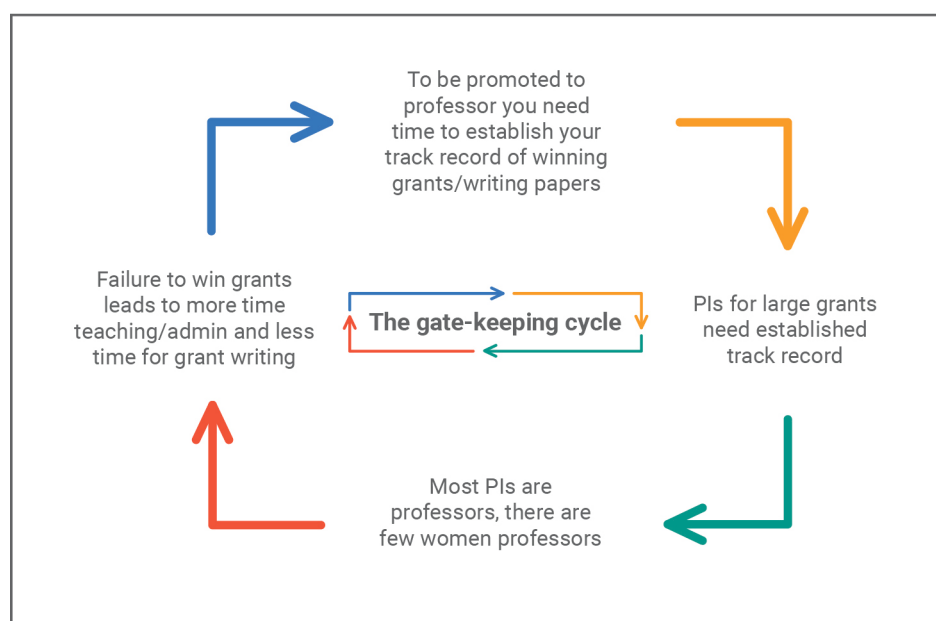
Barriers to applying for large grants

The survey asked respondents to select from a list of possible barriers to identify which affect women disproportionately as well as providing space for free-text entries. The barriers were defined through discussions with the EDI SAG, from our community dialogues and with relevant Learned Societies. The responses are summarised in Figure 3.

In the free-text responses many provided expanded reasons for why the chosen barriers exist with particular emphasis on the following areas:

TIME:

- Lack of available time due to being overburdened with other admin/EDI/pastoral care and teaching commitments
- Timing of deadlines conflict with school holidays and short turn-around of calls
- No time to build networks

SELECTION BIAS:

- Awarding committees consisting of mostly older white men
- Women don't fit the mould
- No accountability or process for raising issues of bias
- Multiple accounts of negative experience at interview stage
- Feedback bias

LOW SOCIAL CAPITAL:

- Limited access to crucial networks and opportunities for university support
- Internal gatekeeping at own institution
- No invitations to apply from senior colleagues
- Money begets money

UNDERVALUING:

- Personal devaluing: not ticking all the boxes
- Active discouragement
- Tokenism
- Women are not perceived as leaders
- Greater respect afforded to men
- Motherhood and part-time penalties
- Not valuing equivalent experience managing industry grants

Figure 3: Number of responses to the question "Which barriers to applying do you believe affect women disproportionately?" Respondents could select multiple options.
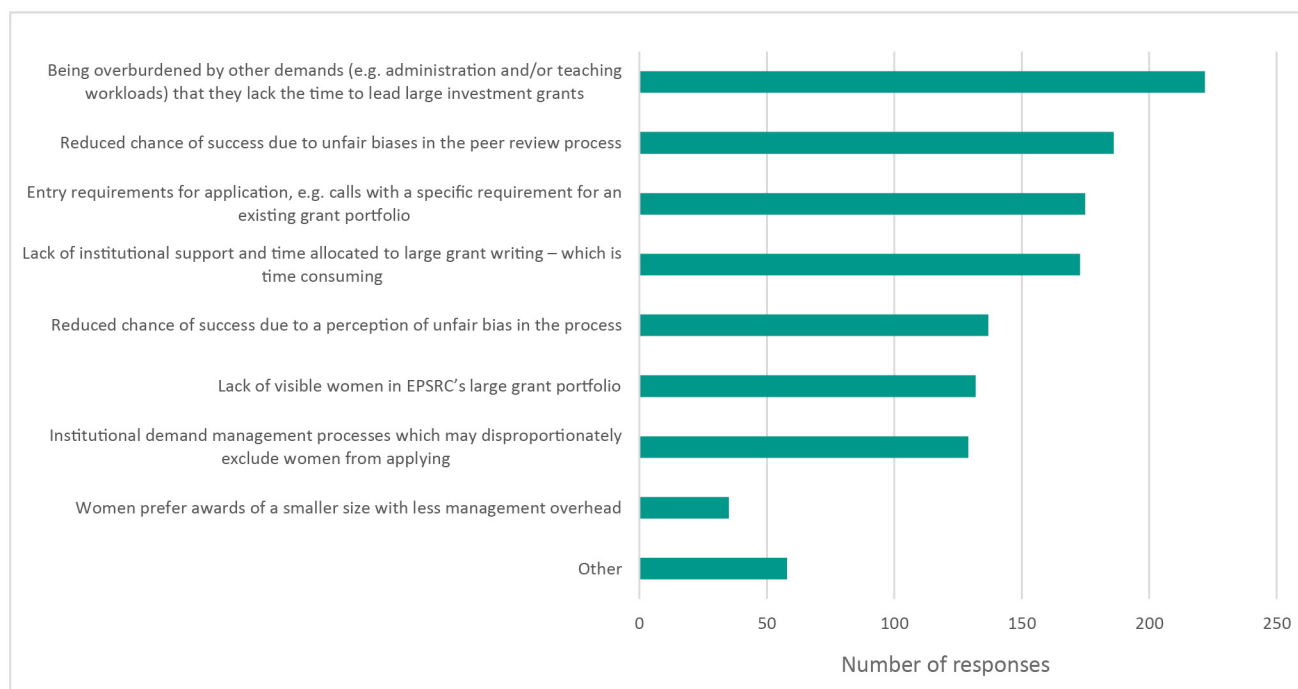
Perspectives of large grant holders

There was a subsection of questions specifically for those respondents who identified themselves as large grant holders (n=41: n=39 responded to at least 1 of the follow up questions: 22 women, 12 men, 7 undisclosed). These questions were designed to investigate how the respondents had found the process of applying for a large grant. These questions asked respondents to score from 1 to 10 (poor to excellent) their experiences of support from their institution, colleagues and EPSRC, experience of the

interview and peer review process as well as perspectives on the transparency and fairness of the process. Overall, median scores were of around 6 or higher, the highest being for interview environment and the lowest for support from EPSRC and the fairness of the peer review process. However scores across the responses ranged from 1 or 2 up to 10 for all questions suggesting that experiences vary considerably across the applicant pool (Figure 4).

Figure 4: Large grant holder's experiences of the application process.
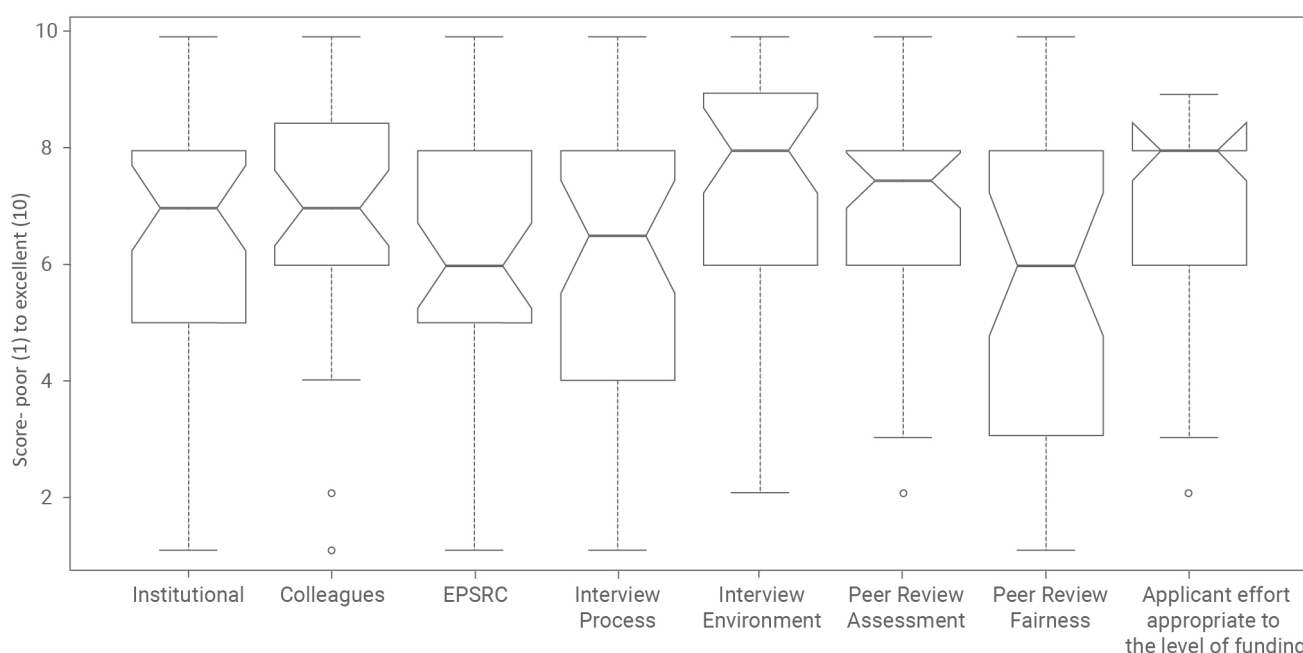
Respondents were also invited to provide an overall assessment of the application experience ranging from positive to negative

across 7 stages (Figure 5). There is an overall skew towards the experience being overall positive.

Figure 5: Overall experience of the large grant application process.
The size of bars represents the number of responses received for each option.
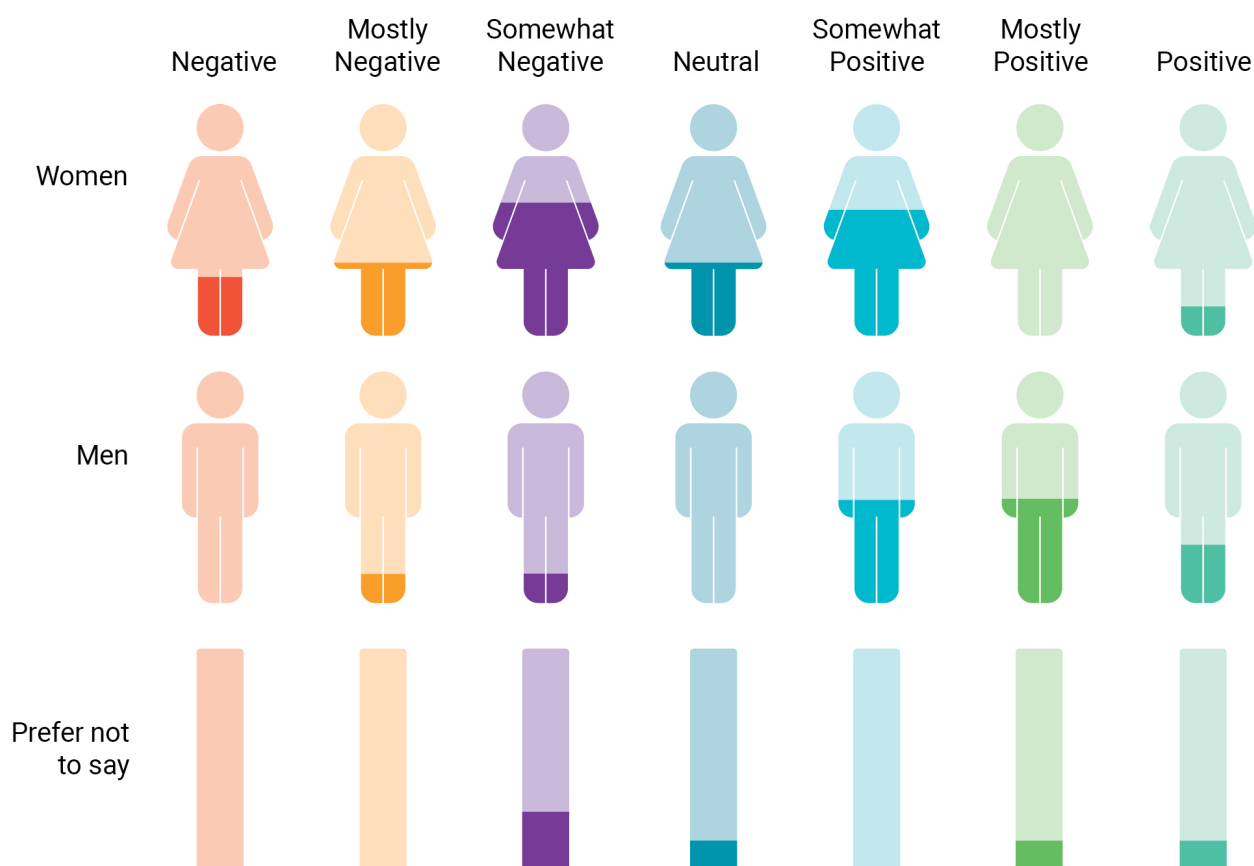
Those respondents who judged their experience as having some positive aspects (n=20: 10 women, 10 men) pointed out that they found the process transparent and fair, noting opportunities to respond to review comments and being able to ask questions of EPSRC as useful resources. However, all respondents with positive experiences also had negative ones, with a further 10 respondents only reporting examples of negative experiences using the free text option. The negative experiences reinforce the earlier findings of a perception of peer review bias, and inappropriate timescales associated with the process which are unmanageable alongside caring responsibilities and disproportionate workloads.

Additional areas for consideration

In many of the conversations with our community alongside the survey there were other areas pertinent to the process of accessing large grant funding that were discussed. For completeness we have chosen to include them here to provide a picture of other aspects that were considered as part of discussions at EPSRC with the EDI SAG and SATs.

■ The complexity of the current UKRI grant application Je-S form adds to the time burden associated with applications.

■ Je-S also currently offers no means of capturing sexuality data meaning that protected characteristic monitoring is not comprehensive. The UKRI funding Service currently gathers data on four protected characteristics: age, disability, ethnicity and gender (sex). UKRI are reviewing our data collection processes through development of the new funding service. Within this, we will review how data is collected on the characteristics and will also widen our data collection to other protected characteristics including sexuality.

■ The current funding service asks applicants to provide information on gender with male, female or not disclosed as response options. We recognise that gender does not simply refer to male and female, and that a broader range of gender identities exist. Gender and sex terminology is more nuanced and highly personal and UKRI plan to reflect this through data collection in the new funding system. It is also important that where sensitive demographic data is collected that clarity is provided on why the question is being asked and how it will be stored and used.

■ While it is possible for multiple Co-I's to be recognised on grants, there is no requirement for gender balance. In Norway, a gender balanced Co-I cohort is a requirement on grant applications. Initiatives like this could be considered as a route to providing more opportunities. It could also be extended to PI's where a gender balance is required on applications where the arrangement is to have two (or more) lead investigators.

Key interventions suggested and EPSRC actions

Here we outline the key interventions suggested in the survey grouped by the identified barriers and plans for action. Overall they are focused around the following factors:

1) Time: limited availability, burden of other demands and need for flexibility

2) Bias in the peer review process

3) Misconceptions about the grant application process, both pre and post award

Time: limited availability, burden of other demands and need for flexibility

Time and the lack of flexibility in our funding opportunities is a crucial barrier identified in the survey.

There are multiple factors influencing the time constraints placed upon an applicant when applying for a large grant. These include: other personal and professional commitments, lead time to respond to a grant competition and opportunities for networking to build the connections necessary to be well positioned for application. The proposed interventions are designed to address aspects of these challenges both at EPSRC and in Higher Education Institutions (HEIs).

Suggested Intervention(s)

Application process should have in-built flexibility.

a) Thoughtful deadlines that are open for long enough to enable a diverse cohort of applications, with a minimal number of stages (reduces cumulative impact of bias) and permission to resubmit where there has been evidence of bias and/or unfair practice in the process.

b) More inclusive ways of measuring track record (e.g. Resume for Research and Innovation) as well as options for different types of application and assessment.

c) Examine how to make administration of grant spend on EDI activities simpler (e.g., for EDI activities on a grant, caring responsibilities, accessibility)

Comprehensive workload models in Higher Education Institutions' (HEIs) to provide time for researchers to apply for grants; improve confidence in internal gatekeeping.

a) Transparency and accountability in the internal gatekeeping of large grant opportunities.

b) Review workload models to provide time for researchers to develop larger grant proposals.

Actions

We will:

1. Trial different modes of application within specific funding calls.

2. Highlight in EPSRC call documents that we are open to flexible models of leadership on grants – e.g. joint PI's.

3. Use the Resume for Research and Innovation.

4. Develop new communications on the available use of our funding to support inclusion.

Actions (continued)

5. Explore how we can simplify using grant spend for EDI activities enabling all EPSRC applications to allow appropriate budget requests for the implementation of EDI activities. We will consider if this should be ring fenced (e.g., the budget cannot be moved to another fund heading and can only be used for EDI activities).

6. Ensure no short deadlines to funding opportunities. We will commit to funding opportunities to be open for a minimum of 8 weeks unless an urgent business requirement dictates otherwise and/or for reasons not within our control.

EPSRC will engage in a discussion with university senior management to:

7. Determine how universities are addressing the workload model and what work is in progress already.

8. Explore how universities ensure diversity and fairness in their pre-selection processes for applications to EPSRC and other awarding processes. To share good practices across HEIs.

Bias in Peer Review Process

Bias in peer review was another key barrier experienced by respondents to the survey. This issue is complex as it involves addressing wider institutional biases from experiences of the system and brought into the peer review process by the reviewers themselves. There is a need for guidance from UKRI around how peer review ought to be conducted and the implementation of systems to ensure accountability and action where bias is identified to have led to unfair decision making. Factors involved in this process include the interview environment and what happens at interview as well as the gate-keeping that occur in HEIs (referred to by the respondents of the survey) before reaching the panel stage.

Suggested Intervention(s)

Why do we interview? Critical review of peer review panel interviews is required to interrogate the efficacy of the process.

a) How we interview: consider providing questions in advance that are standardised for all applicants.

b) Clear accountability process for addressing bias in peer review process.

c) Double Blind anonymous review until interview stage.

Actions

We will:

9. Trial Unconscious Bias Observers in our funding panels.

10. Trial and evaluate alternative models of peer review and a diversity of assessment routes e.g. New Horizons and others (opportunity to link into the Simpler Better Funding and UKRI Review of Peer Review project as set out in the UK Government People and Culture Strategy).

11. Aspects of the peer review process occur in UK HEIs as part of their internal sift process. We will model these interventions and build on our learning from the NPIF Innovation Fellowships Call, that resulted in the most diverse cohort we have funded, and which included a step for universities to inform us how they were ensuring diversity in the applications submitted.

12. Scope and undertake an independent investigation of (racial/sexism/ableism/sexuality/ageist/…/) bias in peer reviewer comments and scores. To understand implicit reviewer bias and how we might reduce this impact through the use of alternate approaches to ensure a fair funding system. This investigation will be undertaken working closely with the UKRI Review of Peer Review project detailed in the UK Government People and Culture Strategy.

Misconceptions about the grant application process, both pre and post award

Finally, the attitudes towards EPSRC as a resource were considerably mixed throughout the survey questions. Some had positive experiences of interacting with portfolio managers and seeking other forms of support whereas others felt there were barriers to accessing EPSRC and that it might be detrimental to reach out. There were instances of misconceptions about the role of EPSRC in decision making as well as a lack of confidence and clarity in the resource that EPSRC should represent in supporting grant applications at all stages.

Suggested Intervention(s)

De-bunking the myths about how the funding landscape operates.

Actions

We will:

13. Work with colleagues across UKRI to develop a communications campaign aligned with EPSRC race equality actions to provide simpler guidance on how to apply for funding and clarifying what happens in the peer review process. We will also improve the use of 'plain English' in Calls for funding as part of the UKRI Simpler Better Funding Service. To include working with HEI Research Offices.

Overall, these recommendations and interventions are designed to make it simpler and easier to apply for funding by addressing the timing, process used and entry requirements, and we also hope to improve confidence in our processes. We also ask research organisations to reduce barriers to application including establishing appropriate workload models, providing support and checking their own processes for bias and barriers.

The recommended interventions also draw many parallels with the recommendations for addressing racial inequality outlined in the race equality 'Have your say' survey findings and actions which will be published later in 2022. Many of the common issues and barriers identified through both community engagements focus on systemic bias and inequity in accessing funding. We will prioritise our interventions to focus on improving fair and inclusive access to funding.

Implementation of the actions in this publication will form part of the EPSRC EDI action plan, to be published in 2022. Although not mentioned here, the value and importance of mentoring schemes and role models will form an integral part of the EPSRC EDI Action plan.

Annex 1: 'Have your say' Survey Questions

The "Have your say" survey comprised a number of different question types, including yes/no, numerical scoring from 1-10, multiple choice (where more than one option could be selected), opportunities for free-text answers as well as demographic data collection across the 9 protected characteristics in the 2010 Equality Act, subject area and location/ nationality. The full set of 'Have your say' survey questions are as follows:

1 Section 1: Exploration of key findings

1. **What are the key findings within the report that are of interest to you? Please tick all that apply:**

   - Low application numbers from women, particularly for large grants
   - Women are consistently under-represented in EPSRC's Principal Investigator applicant pool across our portfolio
   - Award rates by grant value are not equal across the genders
   - Significant differences in the applied for grant value between genders
   - Requested grant costs by gender
   - Other, please describe

2. **In your opinion, what might the reasons be for the low number of applications seen at a larger grant value from women. Please tick all that apply:**

   - Personal choice – actively not wanting to apply for a large grant
   - Personal choice – would like to apply but anticipate unsurmountable barriers to success
   - Female Principal Investigators (PI's) are being discouraged from applying
   - Institutional culture or barriers, that favour men or more established researchers
   - Other, please describe

3. **In your own career which of these statements is true. Please tick the one that most applies to you:**

   - I am keen to lead a large (over £2.5 million) investment grant
   - I am not keen to lead on a large (over £2.5 million) investment grant
   - Not sure

4. **In your view, do you consider that women are disproportionately affected by barriers when applying for a large grant, compared to men?**

   - Yes
   - No

5. **If yes, which barriers to *applying* do you believe affect women disproportionately? Please tick all that apply:**

   - Lack of visible women in EPSRC's large grant portfolio
   - Being overburdened by other demands (e.g. administration and/or teaching workloads) that they lack the time to lead large investment grants
   - Institutional demand management processes which may disproportionately exclude women from applying.
   - Women prefer awards of a smaller size with less management overhead

- Entry requirements for application, e.g. calls with a specific requirement for an existing grant portfolio
- Reduced chance of success due to unfair biases in the peer review process

- Lack of institutional support and time allocated to large grant writing – which is time consuming
- Reduced chance of success due to a perception of unfair bias in the process
- Other, please give details

2 Section 2:
Applications to EPSRC and the Peer Review Process

We are interested to hear your experiences of applying to EPSRC for funding.

6. Have you applied to EPSRC before as a Principal Investigator?

- Yes, I'm a past grant holder
- Yes, I'm a current grant holder
- Yes, but I was unsuccessful
- No
- Don't know

7. If yes, have you applied to EPSRC as the Principal Investigator for a large grant above £2.5 million?

- Yes
- No
- Don't know

8. We are interested to hear your experiences, regardless of gender, of applying for an EPSRC large (greater than £2.5 million) grant.

Thinking about your own experiences, to what extent do you agree with the following statements, where 1 is strongly disagree and 10 is strongly agree

	1	2	3	4	5	6	7	8	9	10
I was well supported by my institution prior to submitting my proposal for funding	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
I was well supported by my colleagues prior to submitting my proposal for funding	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
I was well supported by EPSRC staff throughout my application	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
I considered the interview process to be well conducted and fair	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
I considered the environment for the interview appropriate	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

9. **Thinking about applying to EPSRC for a large grant, overall do you feel your experience was positive or negative:**

    - ■ Positive
    - ■ Mostly positive
    - ■ Somewhat positive
    - ■ Neutral
    - ■ Somewhat negative
    - ■ Mostly negative
    - ■ Negative

10. **Please provide further detail of your positive experiences:**

11. **Please provide further detail of your negative experiences:**

12. **Thinking about your recent large (greater than £2.5 million) grant application/s to EPSRC, did you experience any specific barriers related to the application, peer review and interview (if applicable) processes?**

    - ■ Yes
    - ■ No

13. **If yes, please give details of the barrier/s as well as what EPSRC could do to mitigate against them:**

Barrier	Suggested Mitigation Step

14. **Would the requirement for an interview put you off applying for a large grant?**

    - ■ Yes
    - ■ No
    - ■ Don't know

3 Section 3: Institutional support

15. **What support is available from your institution to help researchers with the development of their large grant proposals and submissions?**

4 Section 4: Learning from Others

We are interested in your experiences of applying to other funders for large investment grants.

16. **Please give details of any aspects of the application and/or peer review process that you consider worked well and why?**

17. **If you are familiar with any studies and/or evidence in the area of grant applications for funding and peer review related to gender that you think would help us address the findings in our investigations, then please give details below.**

5 Section 5: About you

This section collects demographic information about you, you are able to opt out of answering all of these questions should you wish to do so by selecting Not Disclosed/ Prefer not to say.

18. Which discipline best describes your area of work?

- Chemistry
- Mathematical Sciences
- Physics
- Materials
- Engineering
- ICT
- Manufacturing
- Energy
- Healthcare Technologies
- Digital Economy
- AI and Robotics
- Quantum Technologies
- Other (please specify):
- Not Disclosed

19. Which of the below best describes your career stage?

- Early career: Within five years post-PhD completion and/or within a contract role likely without line management responsibilities
- Mid-career: More than five years and fewer than 20 years post-PhD completion and/or in a permanent role likely with line management and/or leadership responsibilities
- Senior career: More than 20 years post PhD completion and/or within a permanent role with leadership responsibilities
- Not Disclosed

20. Contract type

- Permanent
- Fixed term
- Not Disclosed

21. Which of these best describes your academic position?

- Lecturer
- Senior Lecturer
- Reader
- Associate Professor
- Professor
- Honorary Professor
- Not Disclosed

22. Other (please specify):

22. Do you have caring responsibilities? Please tick all that apply.

- None
- Children under 18 years of age living at home
- Elderly relatives
- People with disabilities
- Other (please specify)
- Prefer not to say

23. Age:

- 20-29
- 30-39
- 40-49
- 50-59
- 60+
- Prefer not to say

24. Gender Identity:

- Woman
- Man
- Non-binary/Genderqueer
- Prefer not to say
- Prefer to self-describe

25. Sexual identity:

- Bisexual
- Gay Woman/Lesbian
- Gay Man
- Heterosexual/Straight
- Prefer not to say
- Prefer to self-describe

26. Ethnicity:

- Asian or Asian British - Indian
- Asian or Asian British - Pakistani
- Asian or Asian British - Bangladeshi
- Asian or Asian British - Chinese
- Other Asian background:
- Black or Black British - Caribbean
- Black or Black British - African
- Other Black background:
- Mixed – Black Caribbean and White
- Mixed – Black African and White
- Mixed – Asian and White
- Other Mixed background:
- Gypsy, Roma, Traveller
- White – British [English, Welsh, Scottish, Northern Irish]
- Other White background:
- Other Ethnic background:
- Prefer not to say
- \Where you have selected 'Other' please specify below:

27. Please indicate your nationality

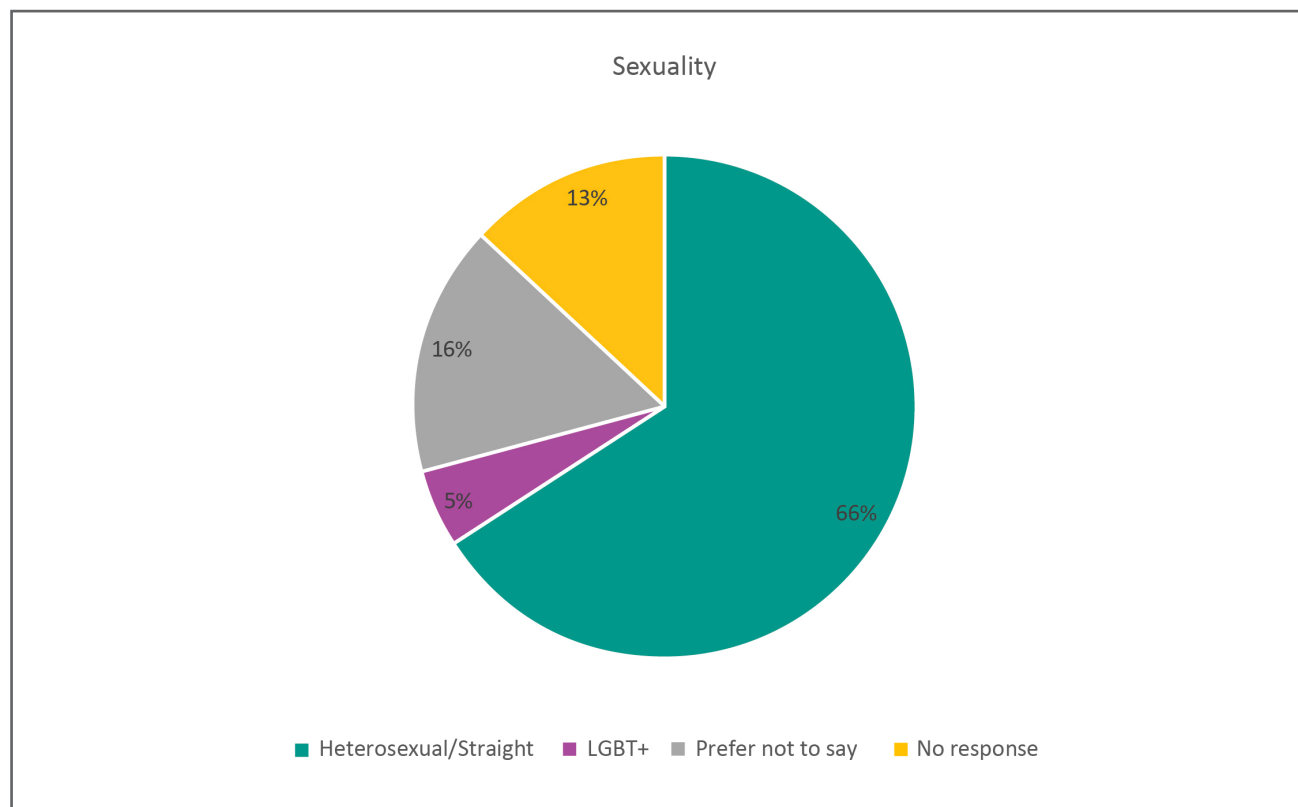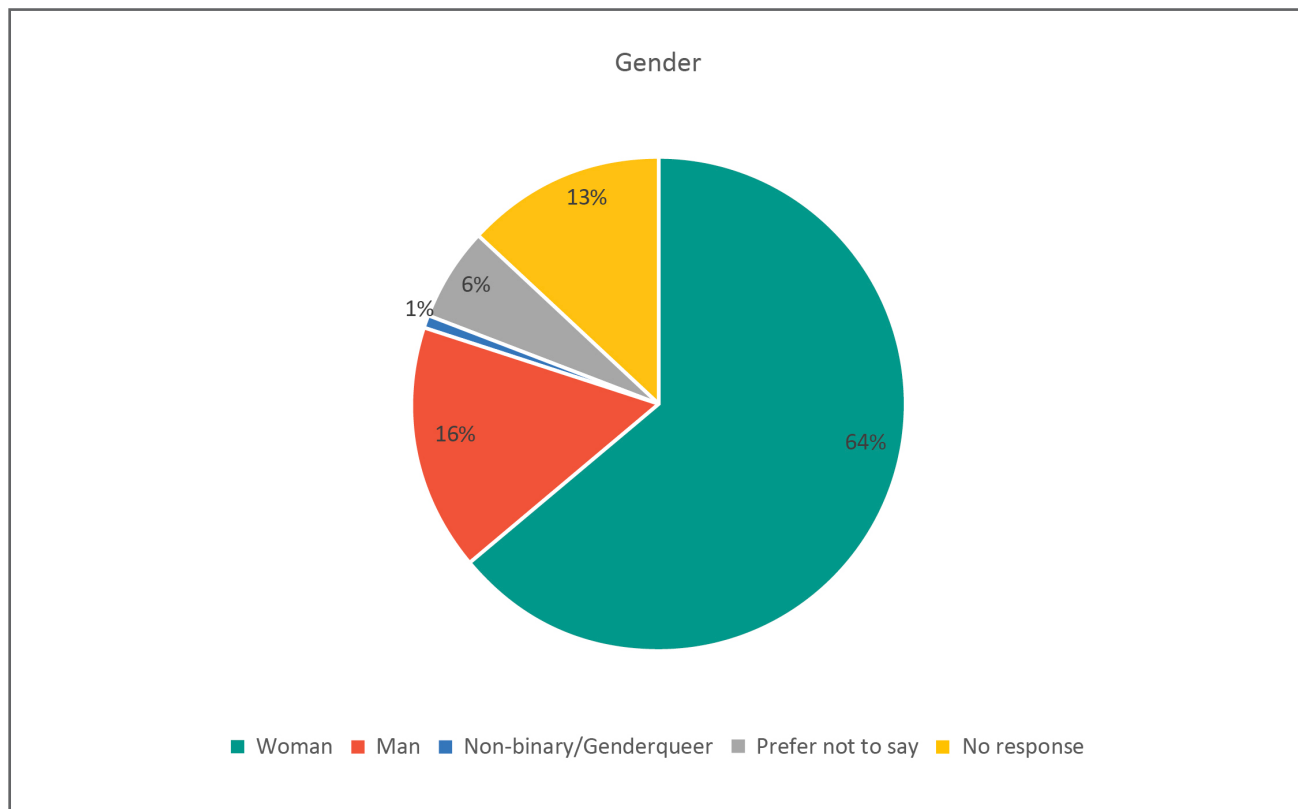- Drop down menu was displayed
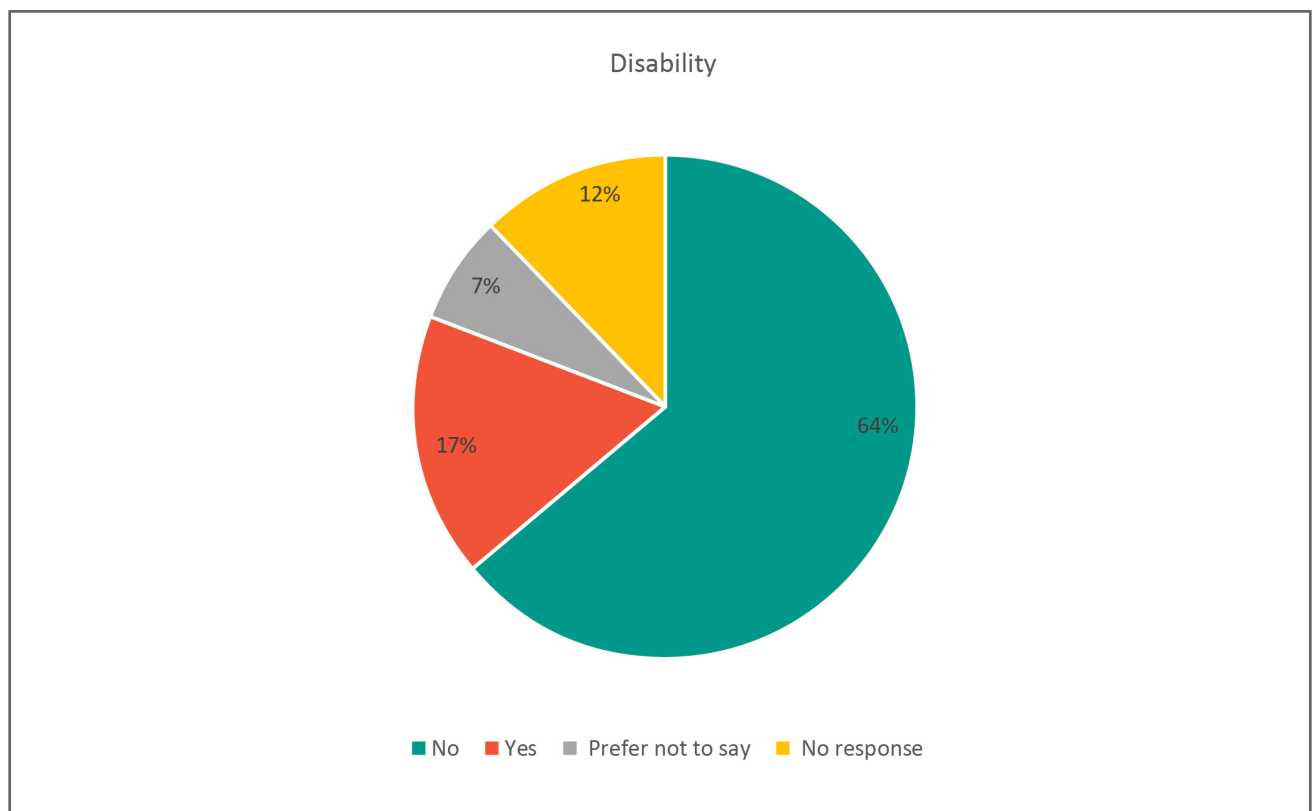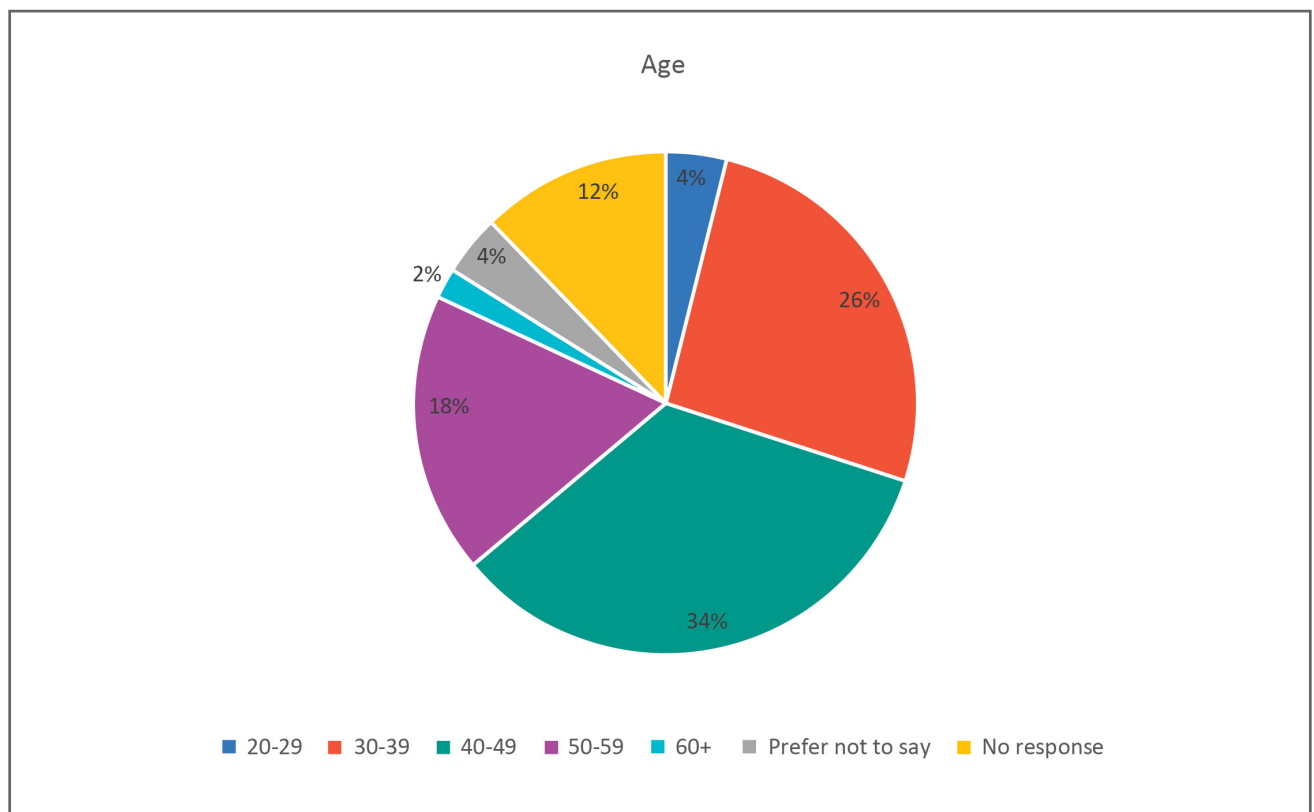- Prefer not to say

28. Disability:

- Autistic spectrum disorder: A social/communication impairment such as Asperger's syndrome/other autistic spectrum disorder
- Blind/partial sight: Blind or a serious visual impairment uncorrected by glasses
- Deaf/partial hearing: Deaf or a serious hearing impairment
- Long standing illness: A long-standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy
- Mental health: A mental health condition, such as depression, schizophrenia or anxiety disorder
- Learning difficulty: A specific learning difficulty such as dyslexia, dyspraxia or AD(H)D
- Physical Impairment/Mobility: A physical impairment or mobility issues, such as difficulty using arms or using a wheelchair or crutches
- Other disability/Prefer to self-describe: A disability, impairment or medical condition that is not listed above:
- No disability/No Known Disability
- Prefer not to say
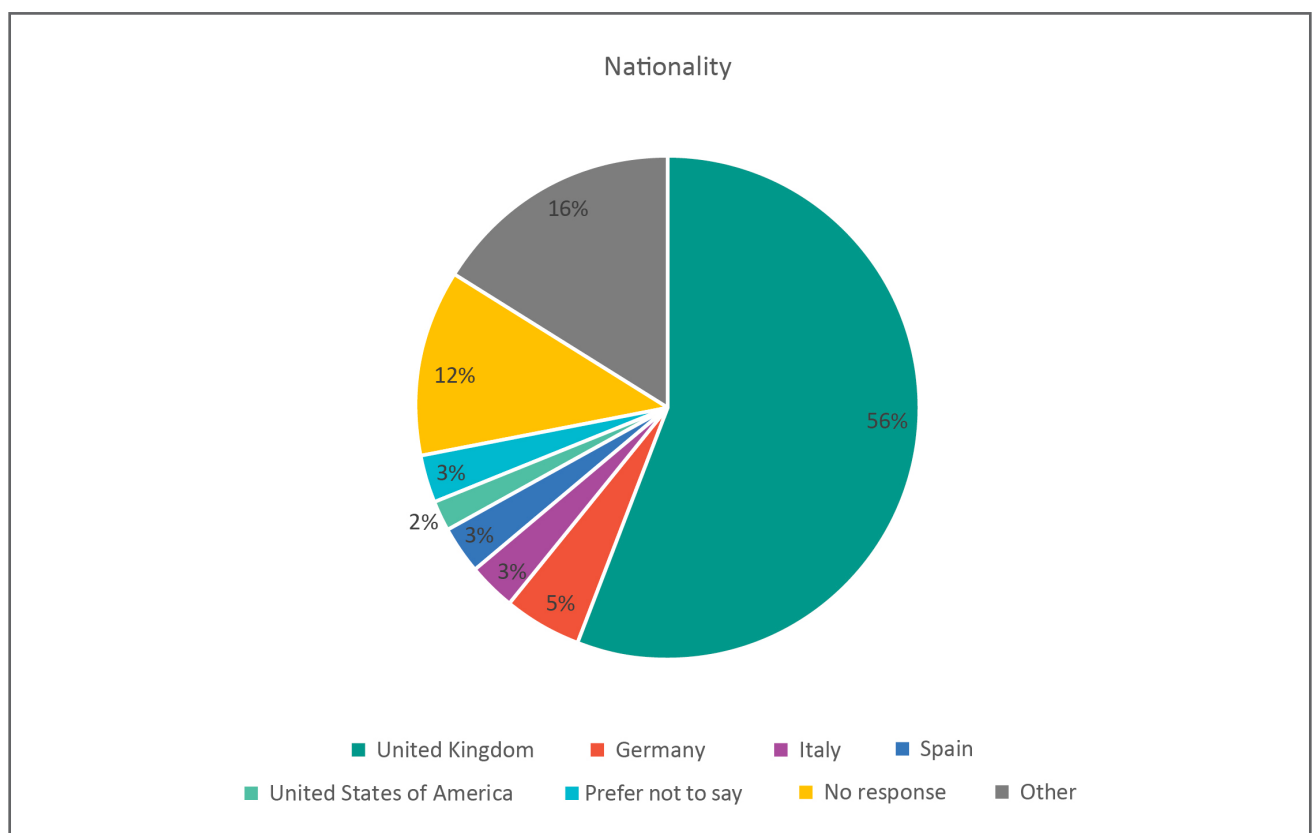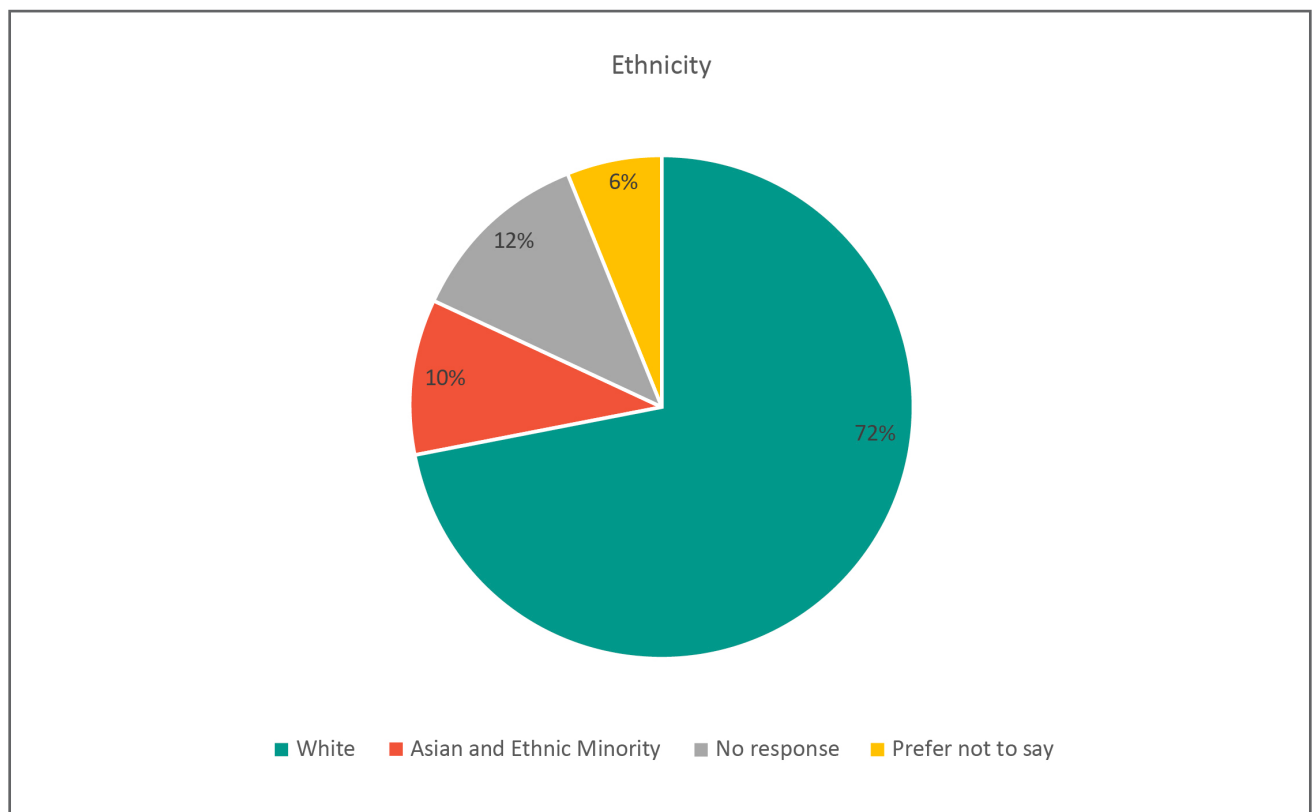- If you have selected 'Other' above please specify:

29. Please indicate which part of the UK you work in. This information is being collected to align our findings with other studies, it will not be used to link to research institutions within the region

- Regional drop-down box was displayed
- Not Disclosed

Annex 2: Respondents Demographics

Gender

■ Woman ■ Man ■ Non-binary/Genderqueer ■ Prefer not to say ■ No response

- 64%
- 16%
- 1%
- 6%
- 13%

Sexuality

■ Heterosexual/Straight ■ LGBT+ ■ Prefer not to say ■ No response

- 66%
- 5%
- 16%
- 13%

Age

Legend: 20-29 | 30-39 | 40-49 | 50-59 | 60+ | Prefer not to say | No response

Disability

Legend: No | Yes | Prefer not to say | No response

Ethnicity

- White
- Asian and Ethnic Minority
- No response
- Prefer not to say

Nationality

- United Kingdom
- Germany
- Italy
- Spain
- United States of America
- Prefer not to say
- No response
- Other

Caring Responsibilities

- None
- Children
- Several caring responsibilities
- Elderly relatives
- People with disabilities
- Other
- Prefer not to say
- No response

Career Stage & Contract Type

% Respondents

Early   Middle   Senior

- Fixed Term
- Permanent

Have you applied to EPSRC before as a Principal Investigator?

Legend:
- No
- Yes, I'm a current grant holder
- Yes, I'm a past grant holder
- Yes, but I was unsuccessful
- Don't know
- No response provided

Accessibility

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