

Inclusion Matters

Frequently Asked Questions

Please note that you must read the full [Call document](#) for guidance before submitting your application

The intention of this document is to share, as fully as possible, the questions received from the community in regards to the [Inclusion Matters Call](#) and the EPSRC responses.

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Q1: This call appears to be directed at improving ED&I within engineering and the physical sciences. Is this call restricted to these disciplines alone?

A1: Applications must be within the remit of EPSRC. This remit includes ICT, Mathematical Sciences, Engineering, Physical Sciences, Energy, Digital Economy, Healthcare Technologies, Manufacturing the future and Quantum Technologies. For more information on our portfolio and remit please see: <https://www.epsrc.ac.uk/research/ourportfolio/>
The call is aimed at accelerating culture change within institutions (or groups of them). Applications can focus on particular departments/faculties/thematic areas, although we would expect applications to look for opportunities to influence the wider institutional culture.

Q2: I would like to verify that the funding for this call is standard Research Council funding, and would count the same as any other EPSRC research grant.

A2: Any grant funded through this call would be a standard EPSRC grant. Any differences are those highlighted in the call document. For example, submissions to this call (outline and full applications) will not count towards the Repeatedly Unsuccessful Applicants Policy. Also, successful applicants may be required to adhere to further non-standard terms and conditions based on recommendations by the panel. Notwithstanding these standard terms and conditions, throughout the lifetime of the grant EPSRC will require the grant holders to share best practice with EPSRC and the wider community. In addition the grant holders must champion Equality, Diversity and Inclusion within the community.

Q3. Can the inclusion matters fund be used to work directly with schools – either supporting programmes involving role models in schools or by offering training and development opportunities for teachers and school leaders?

A3. Although an important area this type of activity is not something which can be supported as part of this call.

Q4. Does “Institution” mean at the university level? Or do smaller units such as departments and schools within a university also qualify as institutions?

A4. Institutions will be permitted to lead on one application only. We will not accept applications from Departments/Faculties/Schools of universities etc. Institutions may be involved as co-applicants/partners in applications led by other institutions. We expect Departments/Faculties/Schools to make contact with the ProVC for ED&I or ProVC for Research or equivalents to discuss any institution led application.

NEW Q&A’s (added 11 August 2017)

Q5. Why is the first stage of Inclusion Matters anonymous?

A5. The first stage of Inclusion Matters is being assessed anonymously without knowing the identities or institutions of applicants to reduce the effects of any unconscious bias. Capability to deliver will be assessed in stage two of the process.

Q6. Can public engagement activities be funded by EPSRC through this call?

A6: Although an important area, public engagement activity cannot be supported by EPSRC as part of this call (please see page 8 of the [call](#) for a list of ineligible activities). However, public engagement activity might be considered as a small part of the institutional support in a way that adds value to the overall application.

Q7. How many people from each university can attend the workshop?

A7. Attendance should be co-ordinated at the university with a maximum of two attending per university at the workshop.

NEW Q&A’s (added 18 August 2017)

Q8. With the inclusion of “Researching” in the call, would we be right in thinking we can have involvement from the social sciences?

A8. Yes, understanding the challenges, issues and potential actions of ED&I, might be aided with social science, and similar, expertise. The important aspect here is that the challenge/s being addressed must be to improve ED&I in engineering and physical sciences and associated subjects (in EPSRC remit), and to design and implement appropriate interventions.