



# FINDINGS OF THE 2021 PSA PARLIAMENTS SURVEY OF THE SUB-DISCIPLINE

Caroline Bhattacharya, Gavin Hart, Sean Haughey, Stephen Holden Bates and Alexandra Meakin



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# FINDINGS OF THE 2021 PSA PARLIAMENTS SURVEY OF THE SUB-DISCIPLINE

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## Abstract:

We report the findings of the 2021 PSA Parliaments survey of the sub-discipline. The survey ran between March and May 2021 with the purpose of: (i) identifying and mapping trends in theory and methods across the sub-field of parliamentary and legislative studies; (ii) understanding who is undertaking research in this area (in terms of gender, ethnicity, etc.); and (iii) seeking people's views about how the sub-field could be improved. The survey received 218 responses from people working across 48 different countries.

## Key words:

Equality and Diversity; Legislative Studies; Parliamentary Studies; Sub-discipline; Survey

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# FINDINGS OF THE 2021 PSA PARLIAMENTS SURVEY OF THE SUB-DISCIPLINE

## INTRODUCTION

The PSA Parliaments Specialist Group ran a survey<sup>2</sup> to identify and map trends in theory and methods across the sub-field of parliamentary and legislative studies. We were also interested in who is undertaking research in this area (in terms of gender, ethnicity, etc.) and how people think the sub-field could be improved. The survey ran from 1<sup>st</sup> March until 31<sup>st</sup> May 2021 and was advertised globally across different communication channels. We received 218 responses.

## RESULTS

### Respondents and research career

37% of our respondents self-identified as women, and 63% as men. 7.1% said that they belong to an ethnic minority in their country of birth, 12.4% in their country of work, and 14.1% in either or both countries<sup>3</sup>. 7.1% of respondents answered that they have a disability. 80.7% of people identified as heterosexual, and 10.6% as asexual, bisexual, gay, lesbian or queer, with 8.7% preferring not to answer the question.

The sample includes people born in 51 countries and currently working in 48 different countries. The most frequent countries of work were: UK (86), US (23), Germany (9), Mexico (6), Australia (5), Canada (5), Czech Republic (5), Finland (5) and Nigeria (5). Half of the respondents work in the UK or US. While we have a wide geographical coverage, the small number of respondents for most countries does not allow for comparison at the country level, but to some extent at the regional level (see Figure 1 for an overview of the regional distribution).

If we look at international mobility, 64.6% of researchers work in the same country where they were born and have received their highest degree, 30.1% have received their highest degree or currently work outside their country of birth, and 5.3% are highly mobile, in that they have been born, received their highest degree and work in three different countries. Table 1 suggests that women are more mobile.

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<sup>2</sup> The survey received ethical approval from the University of Birmingham.

<sup>3</sup> Nine and eight respondents preferred not to answer the question about belonging to an ethnic minority in their country of birth and in their country of work, respectively.

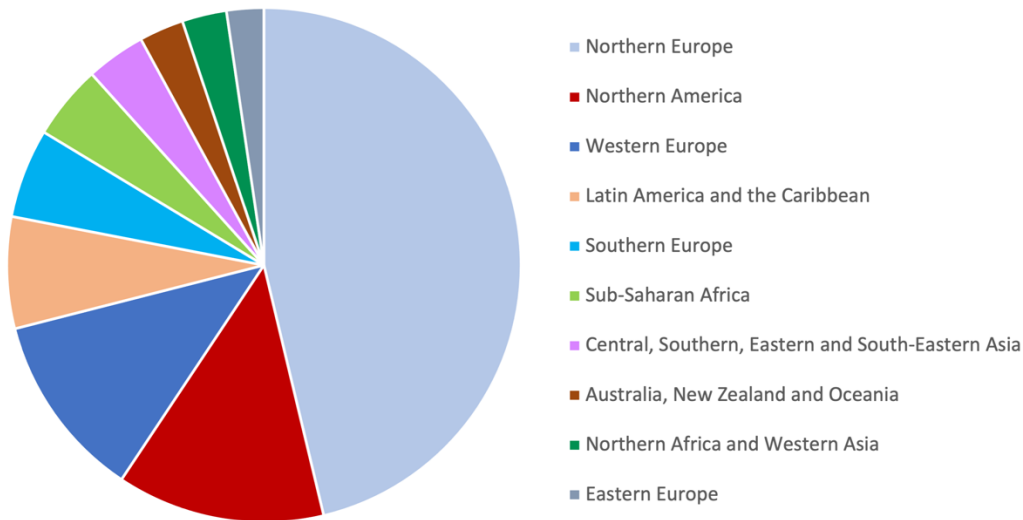


Figure 1: Country of work by region.

Table 1: Mobility by gender.

|       | Low   | Medium | High |
|-------|-------|--------|------|
| All   | 64.6% | 30.1%  | 5.3% |
| Women | 57.3% | 38.7%  | 4.0% |
| Men   | 68.5% | 25.0%  | 6.5% |

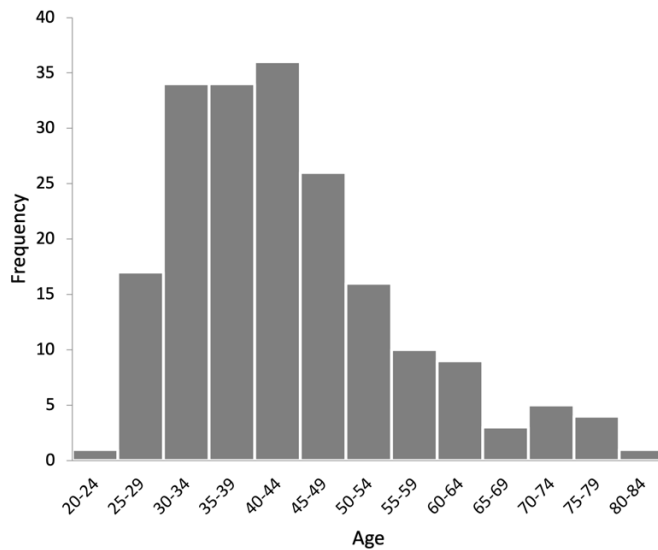


Figure 2: Age distribution.

The age distribution in Figure 2 illustrates that our sample covers all age groups, ranging from early-career researcher to retired scholar. The mean age of our respondents is 43 years, and the median is 40.5 years. Three in four have a PhD degree, 8.3% do not hold a PhD and 15.7% are currently studying for one. Out of those current PhD researchers, 44.1% are partially or fully self-funding their doctoral studies.

Overall, three in four are the first person in their family to get a PhD, and close to 30% were the first family member to go to university.

A percentage of 81% work or study at least part-time at a university or other higher education institution. As illustrated in Figure 3-1, we see a fairly even distribution across career stages, but in our sample, women are underrepresented in the positions of Full Professor and Associate Professor (see Figure 3-2). In terms of employment status, 40.3% have tenured, 17.6% have a permanent contract though not tenured, 27.8% are merely on a temporary contract, and 14.2% only have a student status<sup>4</sup>.

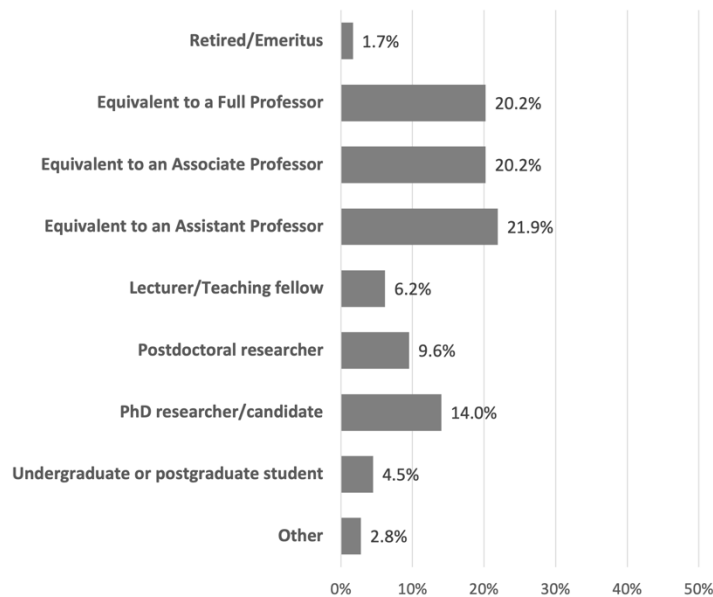


Figure 3-1: University position, all.

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<sup>4</sup> Here we report the highest status given by respondents. For example, for a respondent who answered 'student' and 'on a temporary contract', we choose the latter.



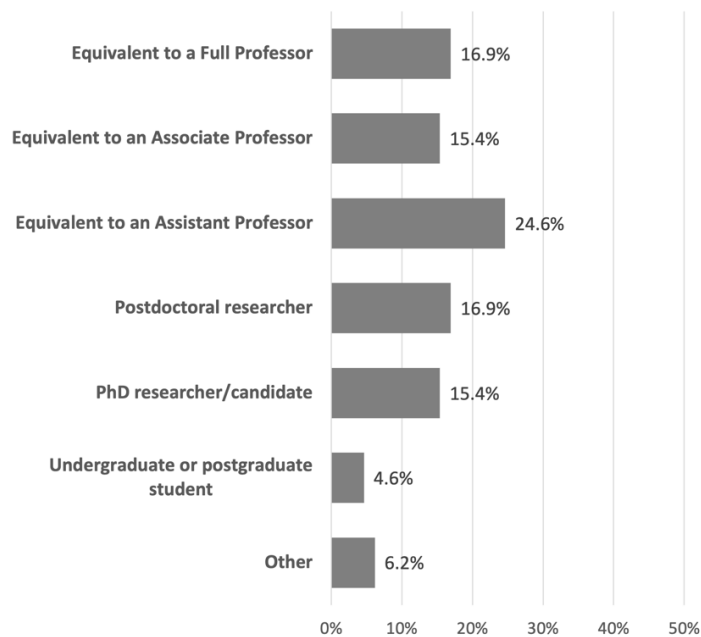


Figure 3-2: University position, women.

28.4% of respondents have never taught. Among those who have taught in the past or are teaching currently, 30.2% teach/taught up to PhD level, 14% up to MA level and 27.4% at undergraduate level.

## Research

Four in five parliamentary scholars who filled in the survey are political scientists, close to 10% are historians and 5% legal scholars. The remaining respondents come from other social science disciplines such as public administration or social policy and work or other disciplines (see Figure 4). As illustrated in Figure 5, two thirds of our respondents say that at least half of their research is on parliaments and legislatures. Among those respondents who have other research interests, 32% currently also work on political parties, elections and public opinion, and 15.4% and 11.8% on policy and the executive respectively.

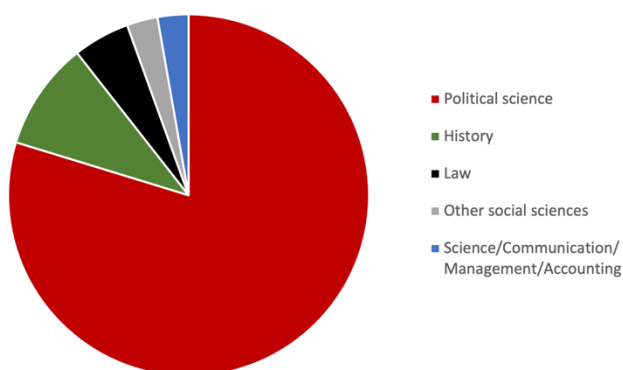


Figure 4: Academic disciplines.

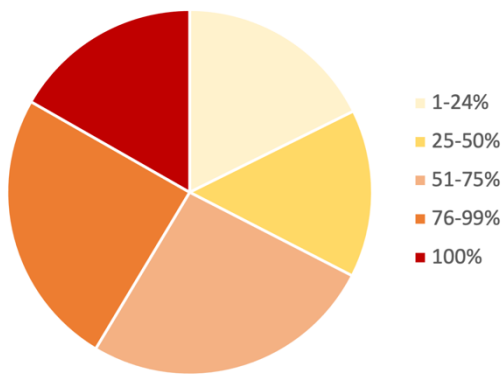


Figure 5: Proportion of research on parliaments.

48.8% of respondents say that some of their work is interdisciplinary. Among political scientists, sociology (24), law (18) and history (18) were the most frequently mentioned disciplines combined in interdisciplinary parliamentary research. Parliamentary scholars from other disciplines unsurprisingly combine political science most commonly if they engage in interdisciplinary research.

61.3% of parliamentary scholars engage in comparative work. Half of comparative researchers have included up to nine cases in their work, and 15% have conducted parliamentary research with 50 or more cases. 45% of those researchers who do comparative research, chose cases from the same world region, 21.4% from two regions, 13% from three regions, 9.2% from four regions, 2.3% from five regions, and 9.2% from all six regions of the world<sup>5</sup>. Interestingly, the average number of studied regions is higher for qualitative comparative researchers (2.6 regions) than for quantitative comparative researchers (2.1 regions). Figure 7 illustrates that Europe is by far the most studied region followed by North America, with 84.7% and 42% of parliamentary scholars researching these regions, respectively. Africa, Asia, South America and Oceania still get studied by one in four or one in five researchers.

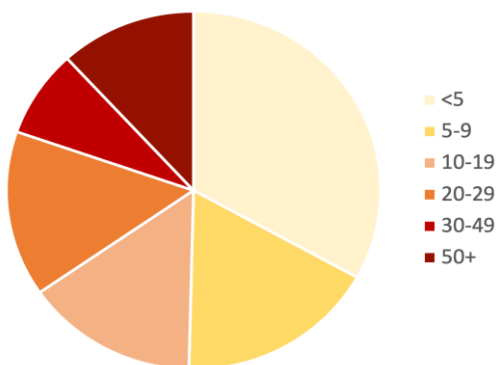


Figure 6: Maximum number of cases in comparative research.

<sup>5</sup> We distinguish between Africa, Asia, Europe, North America, South America and Oceania.

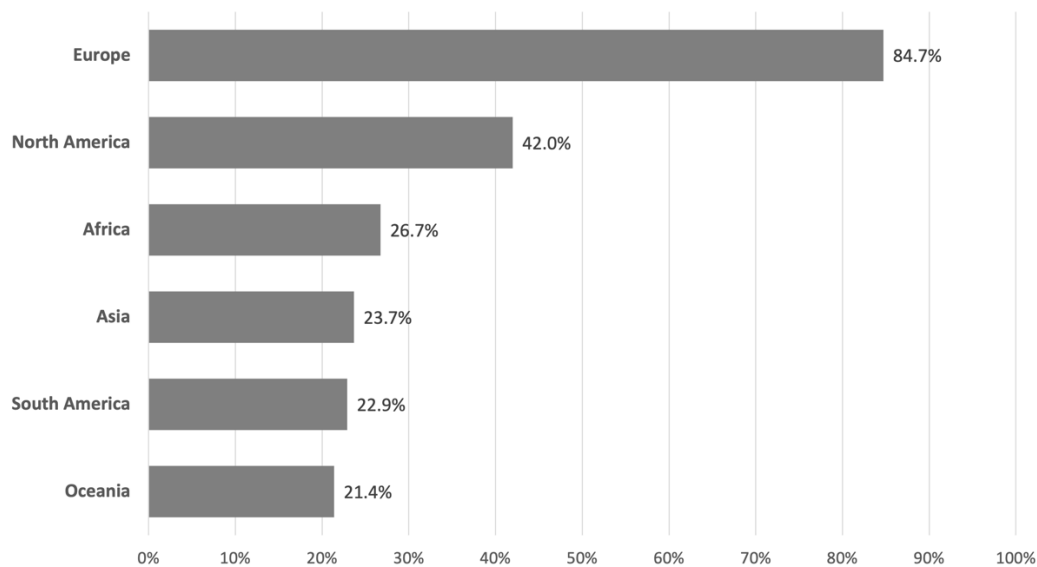


Figure 7: Most studied world regions in comparative analysis.

Over 90% of the researchers say that they have a parliament/legislature or a set of parliaments/legislatures that they focus on. As illustrated in Figure 8, more than 7 in ten respondents have at least one European parliament as their main focus, and around 13% focus primarily on legislatures in North America. For the other world regions, the numbers are below 10%. We observe that North America, Africa, South America, Asia and Oceania feature more prominently in comparative studies than as the main focus of parliamentary research. More than half of respondents say that a parliament in a Commonwealth country is part of their main focus, and 39.2% focus on the UK Parliament (one in four exclusively on the UK Parliament), while 6.7% focus on the devolved assemblies in the UK. 91.7% of respondents study national-level parliaments and legislatures, and three in ten have conducted research on sub-national institutions. 10.6% and 12.5% also focus on the local and supranational level, respectively, and 13.4% have conducted multilevel analysis.

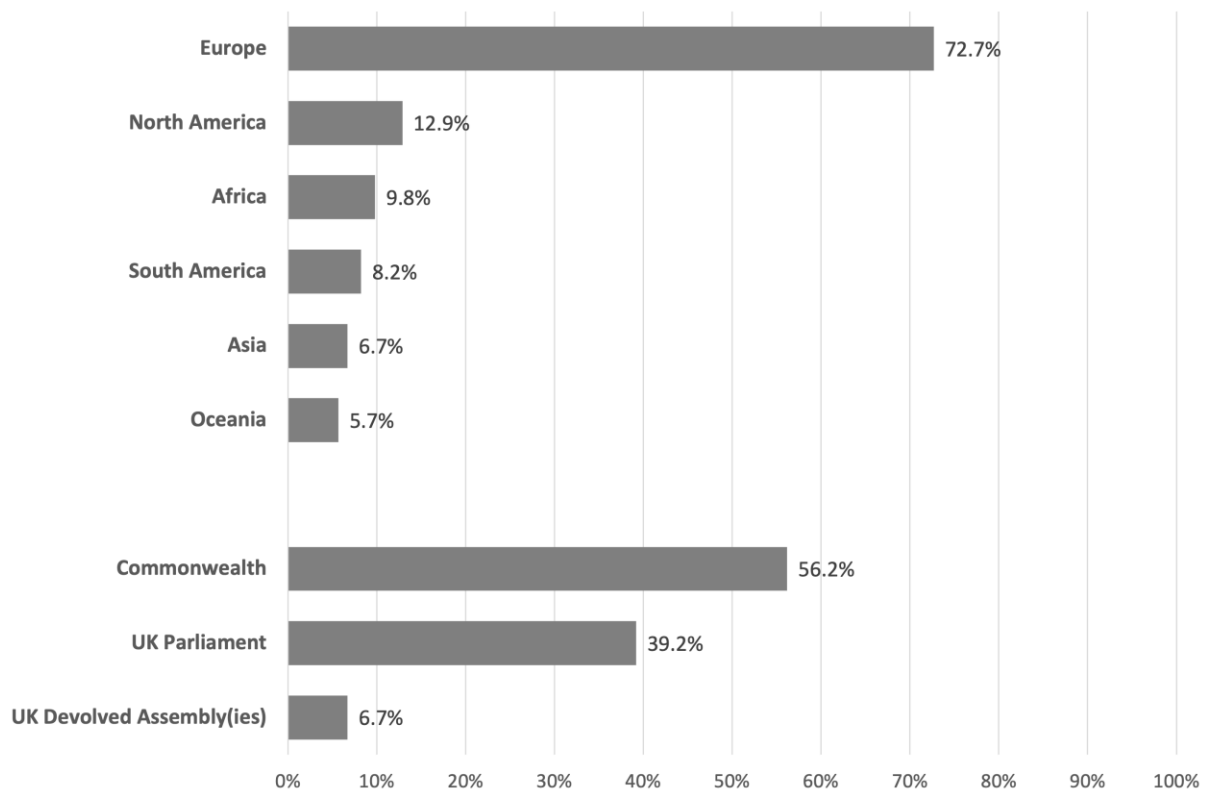


Figure 8: Parliament(s) of main focus.

Figure 9 provides an overview of the most studied areas of parliamentary research. At least one third of parliamentary scholars investigate: representation, legislative–executive relations, committees, the role of political parties, policy-making and roles and careers in parliaments and legislatures. As illustrated in Figure 10, there are more researchers who use exclusively or mostly qualitative methods than quantitative methods, and a share of 15.7% of respondents said they use them equally. The overview of methods (see Figure 11) shows that more than 70% have conducted case studies, and there are three categories of popular approaches: (1) interviews (semi-structured more often than unstructured), surveys and questionnaires and participant observation to directly hear from and/or observe parliamentary actors; (2) archival research, content analysis, documentary analysis and discourse analysis to study texts and other parliamentary documents; (3) statistical methods such as regression analysis and multivariate statistics.

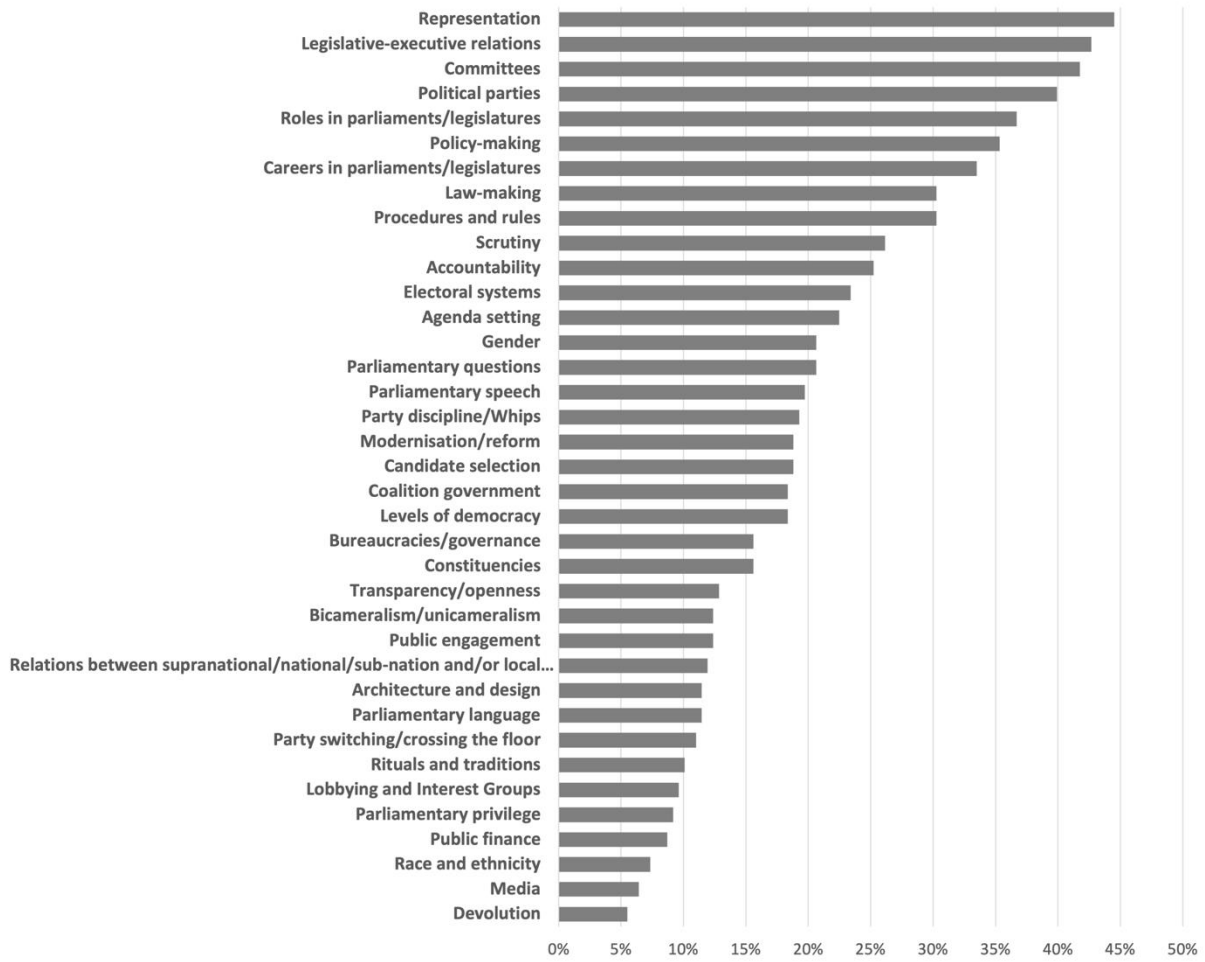


Figure 9: Most common research areas.

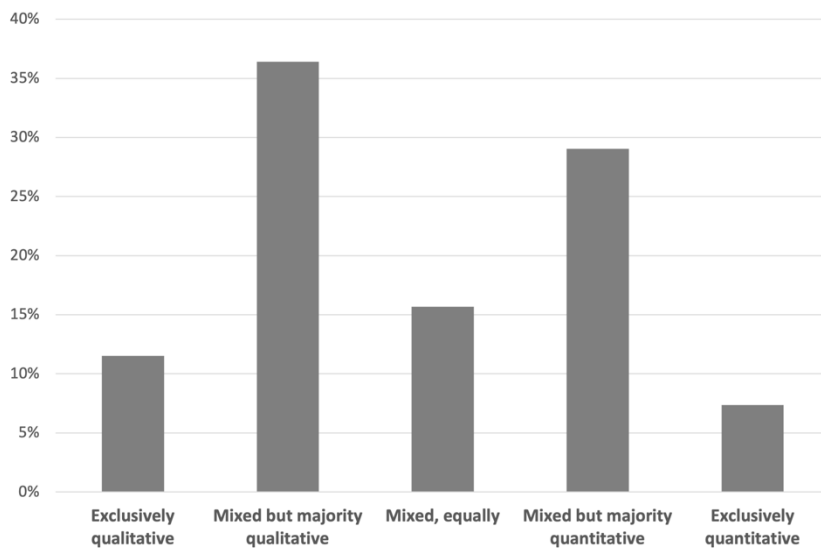


Figure 10: Use of qualitative and quantitative methods.

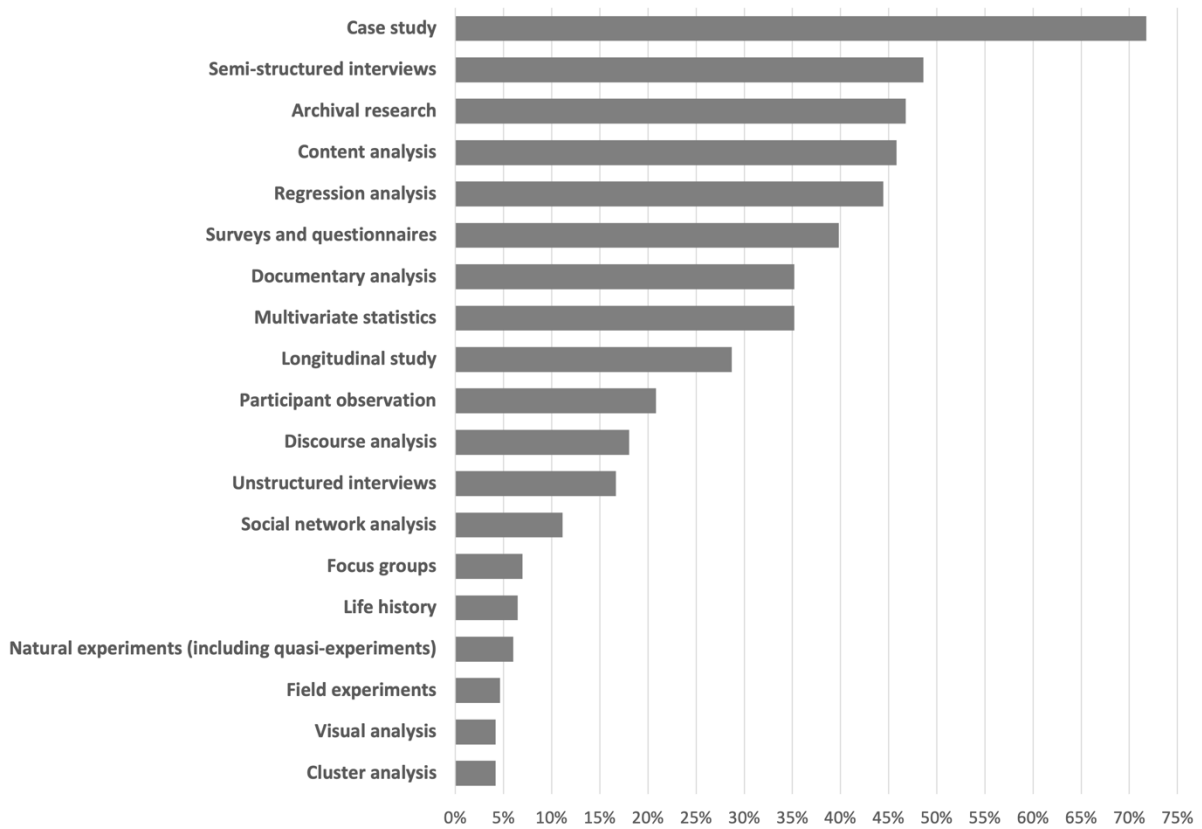


Figure 11: Most common methods.

When we asked parliamentary and legislative researchers about the theoretical, philosophical and analytical traditions which have informed their work, institutionalism was mentioned by almost half of them. One third mention rational choice, 15.4% critical approaches and 7.7% interpretivism as informative to their research (see Figure 12-1). Among those who mentioned institutionalism, rational choice institutionalism (37.3%), historical institutionalism (26.7%) and feminist institutionalism (16%) were the most prominent strands, while one third did not mention a specific trend (Figure 12-2).

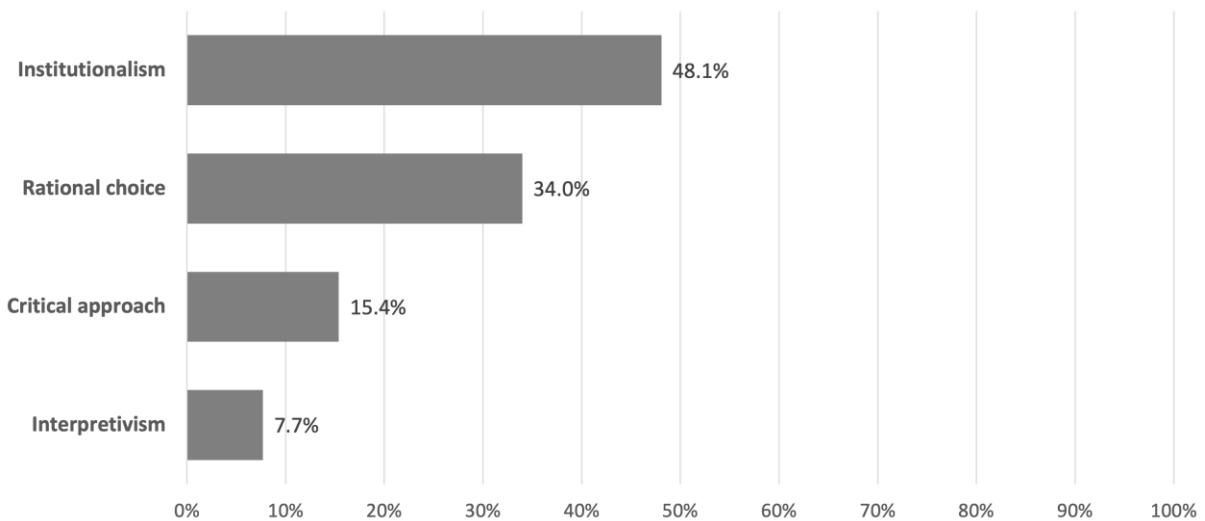


Figure 12-1: Theoretical, philosophical and analytical traditions.

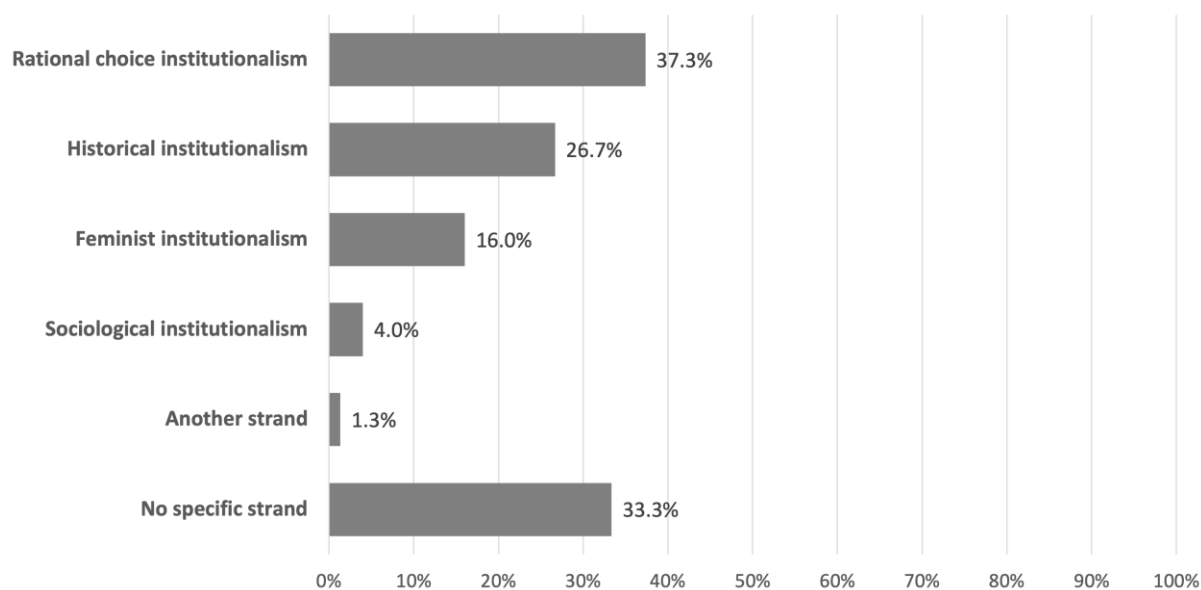


Figure 12-2: Strands of institutionalism.

### Publications and dissemination

A percentage of 39% have published in other languages than English, and 68.2% of those are not native speakers of English. Overall, 39.9% of respondents do not speak English as a native tongue. Among those who have published in languages other than English, Spanish, French and German are the most popular languages (see Figure 13).

Table 2 provides an overview of the number of publications, showing that 17.5% have not published an article, and four in ten have published between one and three peer-reviewed articles, and one in four have published at least seven articles. 72.7% have published at least one chapter in an edited collection, more than one in four published at least four chapters. Less than half of respondents have published a monograph. Less than one in five respondents have (co-)edited an edited volume and a special issue (see Table 3).

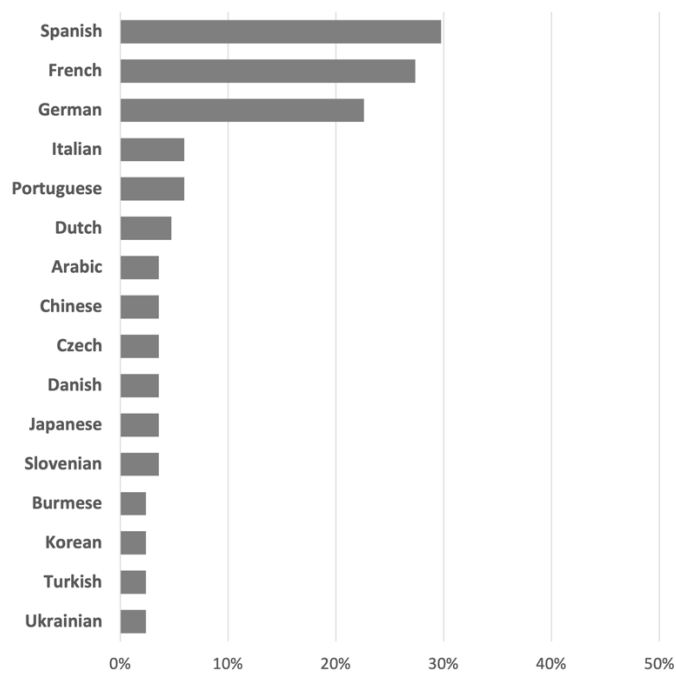


Figure 13: Languages of publication.

Table 2: Number of publications.

|            | Peer-reviewed articles | Chapters in edited collections | Monographs |
|------------|------------------------|--------------------------------|------------|
| None       | 17.5%                  | 27.3%                          | 51.1%      |
| 1          | 16.5%                  | 15.3%                          | 28.2%      |
| 2-3        | 24.1%                  | 30.1%                          | 14.9%      |
| 4-6        | 16.5%                  | 10.4%                          | 4.0%       |
| 7-9        | 7.5%                   | 6.0%                           | 0.6%       |
| 10 or more | 17.9%                  | 10.9%                          | 1.1%       |

Table 3: Number of (co-)edited works.

|           | Special issue | Edited collections |
|-----------|---------------|--------------------|
| None      | 83.3%         | 81.1%              |
| 1         | 11.2%         | 10.9%              |
| 2-3       | 3.3%          | 4.6%               |
| 4-6       | 0.9%          | 1.7%               |
| 7 or more | 1.4%          | 1.7%               |



A share of 64.7% have co-authored publications: 58.6% have co-authored with one other author at a time, 47.1% with two other authors, and 32.1% with three or more co-authors in at least one publication. Figure 14 illustrates some co-authorship patterns, which are probably not surprising: Internationally mobile as well as ethnic-minority researchers are more likely to co-author with people from other countries. Researchers belonging to an ethnic minority in their country of birth and/or in their country of work are also much more likely to have co-authors with a different ethnicity or gender. Female authors are also much more likely to have co-authors with a different ethnicity or gender. Female authors are also more likely to have co-authored with men, than vice versa.

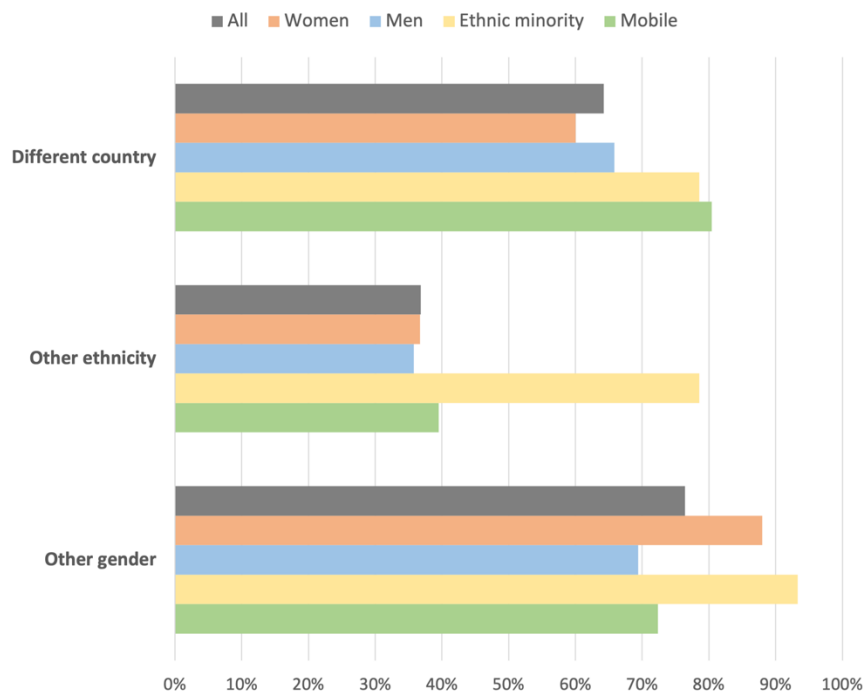


Figure 14: Co-authorship patterns.

Seven in ten respondents have presented their research on parliaments and legislatures at disciplinary-wide conferences during the last five years, 56.1% at specialist workshops, and 47.6% at specialist parliaments conferences. Overall, half of parliamentary scholars have disseminated their research to practitioners or submitted written evidence to parliamentarians (see Figure 15). 47.4% of female researchers communicate their findings to practitioners, and 52.3% of men do. 19% of respondents have co-designed a piece of research and/or a grant application with practitioners in the last five years. 16.9% of female researchers and 20.2% of men have co-designed studies with practitioners. As shown in Figure 16, Twitter and blog posts are the most popular dissemination channels, followed by newspapers and magazines. Parliamentary scholars appear more on radio than TV.

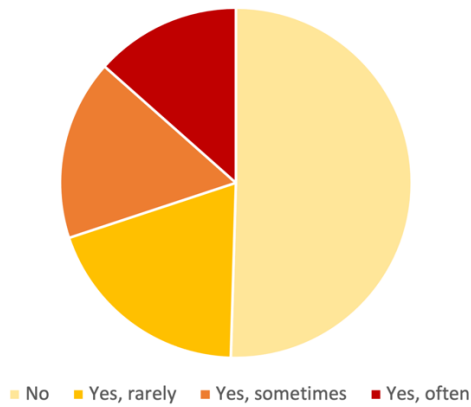


Figure 15: Dissemination of research to practitioners.

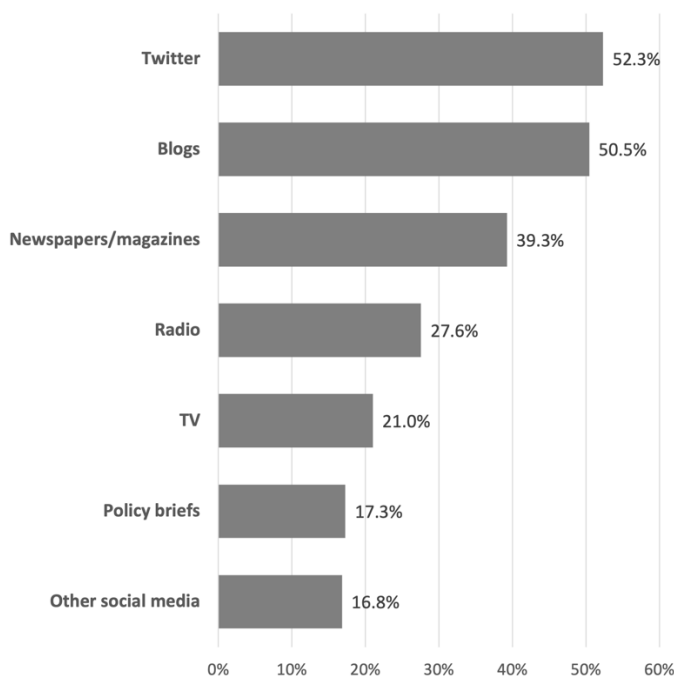


Figure 16: Most popular dissemination channels.

## Views on the sub-discipline

When we asked about the ways in which parliamentary and legislative studies could be improved and what the main challenges and threats to the sub-discipline are, most commonly researchers mention a lack of diversity in methods, theories and/or cases (50 mentions), a lack of communication between research silos and gatekeeping issues (24) and problems with access to data and politicians (21). Furthermore, it is suggested that despite external threats such as lack of funding (11), the sub-discipline needs to prove its wider relevance and improve its public engagement (17). According to our respondents, the main purpose of the sub-discipline should be to understand and explain parliaments and legislatures around the world (52 mentions), but also pursue normative goals such as strengthening and defending parliamentary democracy (43) as well to inform and contribute to the wider public discourse (20).

We also asked respondents about their viewpoints regarding the representation of women and academics from ethnic minority backgrounds in the sub-discipline as well research diversity. More than half of respondents think that women are generally underrepresented in parliamentary and legislative studies, only 14% disagreeing with this view. This view is more pronounced among female researchers and researchers belonging to an ethnic minority in their country of birth and/or country of work, while early-career researchers have somewhat more neutral views about this question (see Figure 17-1). If we look at how researchers feel about female (under-)representation in their own country (see Figure 17-2), some regional differences become apparent: In the UK, the position of women closely reflects the overall opinion; whereas in the US and Canada, more than three-quarter of female respondents think that women are underrepresented in legislative studies in their country, which is significantly higher than the overall view. In Africa and Western Asia, more than two-thirds say that there is a lack of female academics. In contrast, more than half of respondents from Europe (excluding the UK) do not agree with the statement. We also asked whether the status of female academics is better in parliamentary studies than in their own discipline. As shown in Figure 18, at the aggregate level, one in two did not see any difference. Women tend to see this more critically, while again early-career researchers see this a bit more positively. 23.5% of political scientists think that women are doing worse in the sub-discipline compared to the wider discipline, and a very similar percentage (22.9%) say the opposite is the case. More than 80% of researchers based in the UK and female respondents say that academics from ethnic minority backgrounds are not sufficiently represented in the sub-discipline, and half of them strongly agree (see Figure 19).

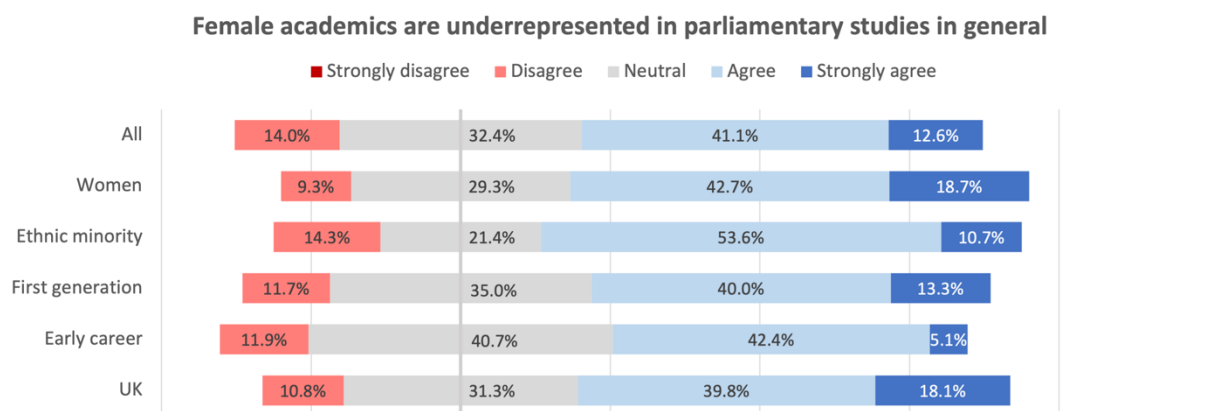


Figure 17-1: Views on female (under-)representation in general.

**Female academics are underrepresented in parliamentary studies in my country of work**

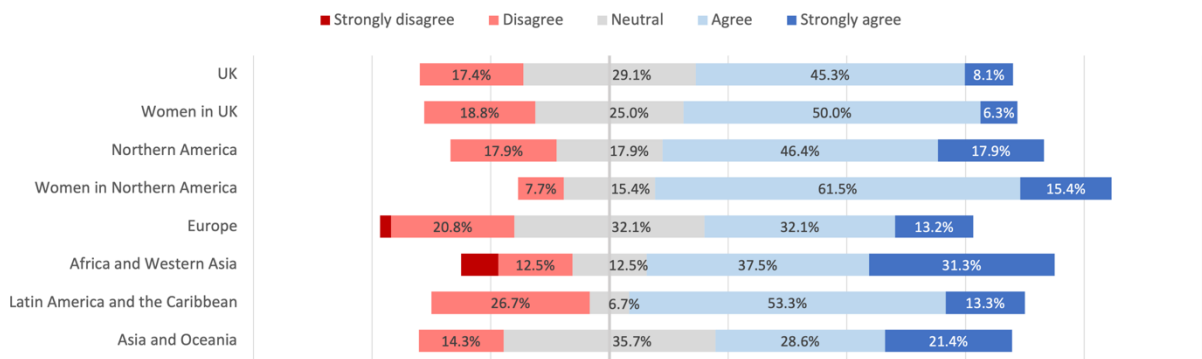


Figure 17-2: Views on female (under-)representation in country of work.

**The status of female academics is better in parliamentary studies than in my academic discipline as a whole**

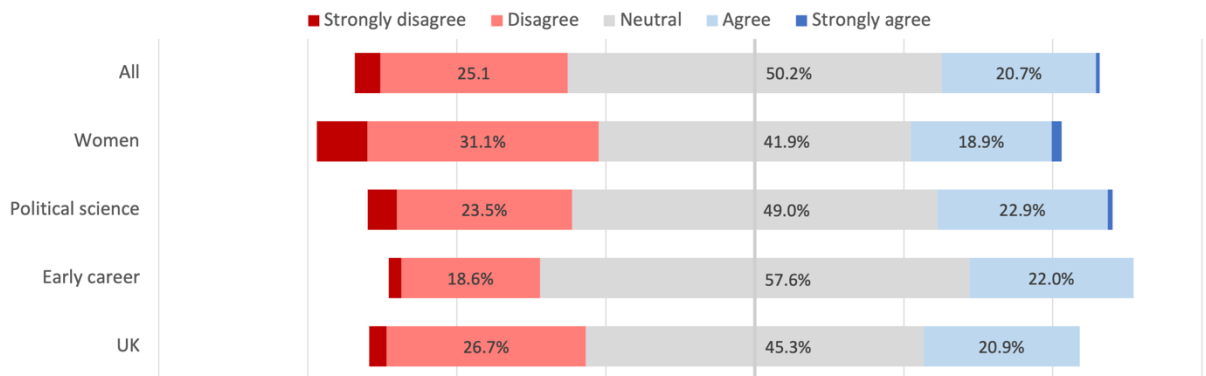


Figure 18: Views on status of women compared to own discipline.

**Academics from ethnic minority backgrounds are underrepresented in parliamentary studies**

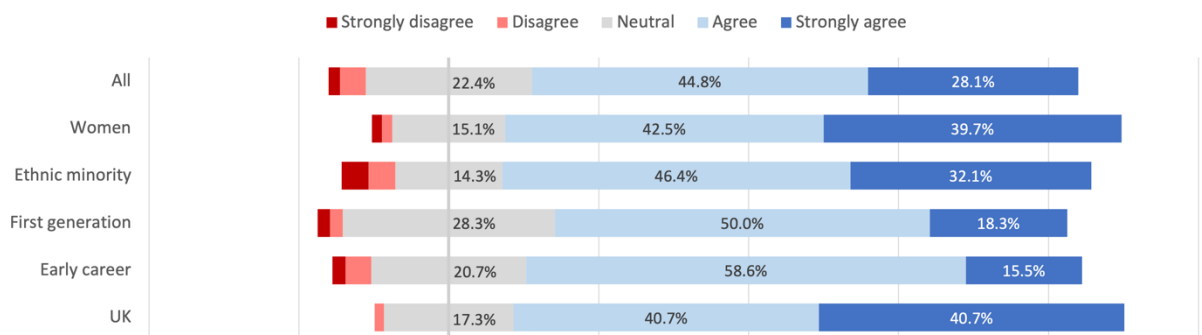


Figure 19: Views on (under-)representation of ethnic minority academics.

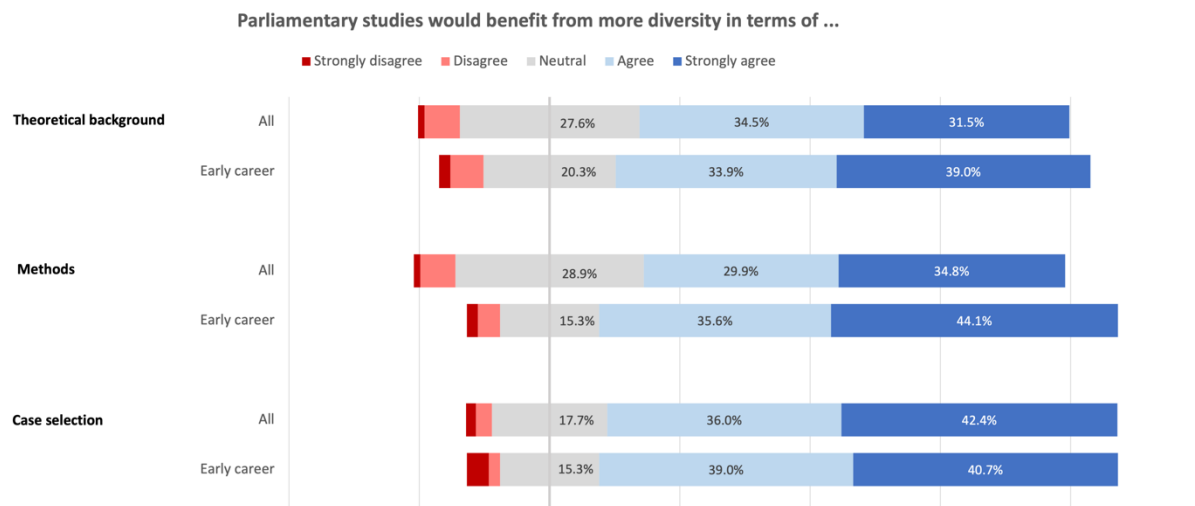


Figure 20: Views on research diversity.

As illustrated in Figure 20, there is a broad consensus that parliamentary and legislative studies would benefit from more plurality in terms of case selection, with 78.4% agreeing or strongly agreeing with this view. With regards to theoretical approaches, 64.7% believe that more academic diversity would be beneficial, and for early-career researchers the share is 72.9%. Close to 80% of early-career parliamentary scholars think that we need a more diverse range of methods and techniques, compared to 64.7% overall.

## **APPENDIX: SUMMARY OF THE ANSWERS TO THE 2021 PSA PARLIAMENTS SURVEY OF THE SUB-DISCIPLINE**

This appendix contains summaries of the answers to each of the questions posed in the 2021 PSA Parliaments Survey of the Subdiscipline. 218 people responded to the survey, which ran between March and May 2021.

For free text answers, answers have been re-coded. Some answers have been edited to protect anonymity (indicated by [REDACTED]) and some have not been included because they did not make sense, or were not relevant to the question posed. All free text answers are listed alphabetically, again to protect anonymity.

## Section 1: Your Research

### 1. Which of the following best describes your primary academic discipline? (n=218)

|                                  |             |
|----------------------------------|-------------|
| Accounting:                      | 1 (0.5%)    |
| Anthropology:                    | 1 (0.5%)    |
| Communication:                   | 1 (0.5%)    |
| Computer science:                | 1 (0.5%)    |
| Engineering:                     | 1 (0.5%)    |
| History:                         | 21 (9.6%)   |
| Information systems:             | 1 (0.5%)    |
| Law:                             | 11 (5.0%)   |
| Management:                      | 1 (0.5%)    |
| Other <sup>6</sup> :             | 1 (0.5%)    |
| Philosophy:                      | 1 (0.5%)    |
| Political science <sup>7</sup> : | 173 (79.4%) |
| Public administration:           | 1 (0.5%)    |
| Social policy & social work:     | 2 (0.9%)    |
| Sociology:                       | 1 (0.5%)    |

### 2. Which aspect(s) of parliaments and/or legislatures, or issues related to them, do you study? (n=218)

|                                      |            |
|--------------------------------------|------------|
| Accountability:                      | 55 (25.2%) |
| Agenda setting:                      | 49 (22.5%) |
| Architecture and design:             | 25 (11.5%) |
| Bicameralism/unicameralism:          | 27 (12.4%) |
| Bureaucracies/governance:            | 34 (15.6%) |
| Candidate selection:                 | 41 (18.8%) |
| Careers in parliaments/legislatures: | 73 (33.5%) |
| Coalition government:                | 40 (18.3%) |
| Committees <sup>8</sup> :            | 91 (41.7%) |
| Constituencies:                      | 34 (15.6%) |
| Devolution:                          | 12 (5.5%)  |
| Electoral systems:                   | 51 (23.4%) |
| Gender:                              | 45 (20.6%) |
| Law-making:                          | 66 (30.3%) |
| Legislative-executive relations:     | 93 (42.7%) |
| Levels of democracy:                 | 40 (18.3%) |
| Lobbying and Interest Groups:        | 21 (9.6%)  |
| Media:                               | 14 (6.4%)  |
| Modernisation/reform:                | 41 (18.8%) |
| Parliamentary language:              | 25 (11.5%) |

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<sup>6</sup> Listed as 'Parliamentary Studies'.

<sup>7</sup> Includes 5 answers listed under other that are normally seen as part of the discipline of political science.

<sup>8</sup> Includes one re-coded answer listed under other.

|  |            |
|--|------------|
| Parliamentary privilege:   | 20 (9.2%)  |
| Parliamentary questions:   | 45 (20.6%) |
| Parliamentary speech:  | 43 (19.7%) |
| Party discipline/Whips:  | 42 (19.3%) |
| Party switching/crossing the floor:                                      | 24 (11.0%) |
| Policy-making:   | 77 (35.3%) |
| Political parties:   | 87 (39.9%) |
| Procedures and rules:  | 66 (30.3%) |
| Public engagement:   | 27 (12.4%) |
| Public finance:  | 19 (8.7%)  |
| Race and ethnicity:  | 16 (7.3%)  |
| Relations between supranational/national/sub-nation and/or local levels: | 26 (11.9%) |
| Representation:  | 97 (44.5%) |
| Rituals and traditions:  | 22 (10.1%) |
| Roles in parliaments/legislatures:                                       | 80 (36.7%) |
| Scrutiny <sup>9</sup> :  | 57 (26.1%) |
| Transparency/openness:   | 28 (12.8%) |
| Other:   | 20 (9.2%)  |

**3. Do you have a parliament or legislature, or a set of parliaments or legislatures, which are your main focus of study? (n=218)**

Yes: 198 (90.8%)  
 No: 20 (9.2%)

**4. If yes, please state which one(s) (n=194)**

|  |  |
|--|--|
| Parliament(s)/Legislature(s) in Africa:        | 19 (9.8%)  |
| Parliament(s)/Legislature(s) in Asia:          | 13 (6.7%)  |
| Parliament(s)/Legislature(s) in Europe:        | 141 (72.7%)  |
| Parliament(s)/Legislature(s) in North America: | 25 (12.9%)   |
| Parliament(s)/Legislature(s) in Oceania:       | 11 (5.7%)  |
| Parliament(s)/Legislature(s) in South America: | 16 (8.2%)  |
| Assembly(ies) in the Commonwealth:             | 109 (56.2%)  |
| UK Devolved Assembly(ies):                     | 13 (6.7%)  |
| UK Parliament:                                 | 76 (39.2%); of which 48 (24.7%) focus exclusively on the UK Parliament |

**5. Have you ever carried out comparative research on parliaments? (n=217)**

Yes: 133 (61.3%)  
 No: 84 (38.7%)

**6. If you have undertaken comparative analysis, what is the highest number of cases you have included in your research? (n=127)<sup>10</sup>**

<sup>9</sup> Includes two re-coded answers listed under other.

<sup>10</sup> Answers re-coded into one of the six categories listed.



|        |            |
|--------|------------|
| <5:    | 42 (33.1%) |
| 5-9:   | 22 (17.3%) |
| 10-19: | 19 (15.0%) |
| 20-29: | 19 (15.0%) |
| 30-49: | 10 (7.9%)  |
| 50+:   | 15 (15.0%) |

**7. If you have undertaken comparative research across different parliaments, have you used cases from the following regions? (n=131)**

|                |             |
|----------------|-------------|
| Africa:        | 35 (26.7%)  |
| Asia:          | 31 (23.7%)  |
| Europe:        | 111 (84.7%) |
| North America: | 55 (42%)    |
| Oceania:       | 28 (21.4%)  |
| South America: | 30 (22.9%)  |

**8. When undertaking research on parliaments, which of the following levels have you focused on? (n=216)**

|                      |             |
|----------------------|-------------|
| Supranational level: | 27 (12.5%)  |
| National level:      | 198 (91.7%) |
| Sub-national level:  | 65 (30.1%)  |
| Local level:         | 23 (10.6%)  |
| Multilevel:          | 29 (13.4%)  |

**9. When undertaking research on parliaments, do you use quantitative and/or qualitative methods? (n=217)**

|                                  |            |
|----------------------------------|------------|
| Exclusively qualitative:         | 25 (11.5%) |
| Mixed but majority qualitative:  | 79 (36.4%) |
| Mixed, equally:                  | 34 (15.7%) |
| Mixed but majority quantitative: | 63 (29.0%) |
| Exclusively quantitative         | 16 (7.4%)  |

**10. Which specific techniques and methods have you used in your research on parliaments? (n=216)**

|                          |             |
|--------------------------|-------------|
| Archival research:       | 101 (46.8%) |
| Case study:              | 155 (71.8%) |
| Content analysis:        | 99 (45.8%)  |
| Cluster analysis:        | 9 (4.2%)    |
| Discourse analysis:      | 39 (18.1%)  |
| Documentary analysis:    | 76 (35.2%)  |
| Field experiments:       | 10 (4.6%)   |
| Focus groups:            | 15 (6.9%)   |
| Laboratory experiments:  | 1 (0.5%)    |
| Life history:            | 14 (6.5%)   |
| Longitudinal study:      | 62 (28.7%)  |
| Multivariate statistics: | 76 (35.2%)  |

|  |             |
|--|-------------|
| Natural experiments (including quasi-experiments): | 13 (6.0%)   |
| Participant observation:                           | 45 (20.8%)  |
| Regression analysis:                               | 96 (44.4%)  |
| Semi-structured interviews:                        | 105 (48.6%) |
| Social network analysis:                           | 24 (11.1%)  |
| Social sequence analysis:                          | 1 (0.5%)    |
| Surveys and questionnaires:                        | 86 (39.8%)  |
| Structural equation modelling:                     | 4 (1.9%)    |
| Unstructured interviews:                           | 36 (16.7%)  |
| Visual analysis:                                   | 9 (4.2%)    |
| Other:   | 20 (9.3%)   |

**11. Which philosophical, theoretical and/or analytical traditions, if any, have informed your research on parliaments? (n=156)**

|                                 |            |
|---------------------------------|------------|
| Mention of a critical approach: | 24 (15.4%) |
| Mention of institutionalism:    | 75 (48.1%) |
| Mention of interpretivism:      | 12 (7.7%)  |
| Mention of rational choice:     | 53 (33.0%) |

Of those respondents who mentioned institutionalism (n=75):

|   |            |
|---|------------|
| Mention of feminist institutionalism:             | 12 (16%)   |
| Mention of historical institutionalism:           | 20 (26.7%) |
| Mention of rational choice institutionalism:      | 28 (37.3%) |
| Mention of sociological institutionalism:         | 3 (4.0%)   |
| Mention of another strand of institutionalism:    | 1 (1.3%)   |
| No specific strand on institutionalism mentioned: | 25 (33.3%) |

**12. Do you consider any of your research on parliaments to be interdisciplinary? (n=215)**

|      |             |
|------|-------------|
| Yes: | 105 (48.8%) |
| No:  | 110 (51.2%) |

**13. If you do consider your research to be interdisciplinary, which disciplines does your research cover? (n=101)**

|                        |            |
|------------------------|------------|
| Anthropology:          | 4 (4.0%)   |
| Architecture:          | 1 (1.0%)   |
| Communication studies: | 5 (5.0%)   |
| Computer science:      | 5 (5.0%)   |
| Economics:             | 9 (8.9%)   |
| Education:             | 1 (1.0%)   |
| Future studies:        | 1 (1.0%)   |
| History:               | 23 (22.8%) |
| Law:                   | 26 (25.7%) |
| Linguistics:           | 2 (2.0%)   |
| Literature:            | 1 (1.0%)   |
| Management:            | 5 (5.0%)   |

|                        |            |
|------------------------|------------|
| Military:              | 1 (1.0%)   |
| Musicology:            | 1 (1.0%)   |
| Philosophy:            | 1 (1.0%)   |
| Political science:     | 18 (17.8%) |
| Psychology:            | 7 (6.9%)   |
| Public administration: | 5 (5.0%)   |
| Social policy:         | 1 (1.0%)   |
| Sociology:             | 31 (30.7%) |
| Theology:              | 1 (1.0%)   |
| Women's studies:       | 2 (2.0%)   |

**14. Thinking about your research over the past five years, approximately what proportion is on parliaments? (n=215)**

|                 |            |
|-----------------|------------|
| Less than 25%:  | 38 (17.7%) |
| 25-50%:         | 32 (14.9%) |
| 50-75%:         | 56 (26.0%) |
| >75% but <100%: | 53 (24.7%) |
| 100%:           | 36 (16.7%) |

**15. What else do you currently research other than parliaments? (n=169)**

|  |            |
|--|------------|
| Executive:                                     | 20 (11.8%) |
| Local government:                              | 8 (4.7%)   |
| Policy:  | 26 (15.4%) |
| Political parties, elections & public opinion: | 54 (32.0%) |
| Other:   | 76 (35.3%) |

**16. Do you also teach about parliaments/legislatures? (n=215)**

|                                 |             |
|---------------------------------|-------------|
| Yes:                            | 116 (54.0%) |
| No never:                       | 61 (28.4%)  |
| No but I have done in the past: | 38 (17.7%)  |

Of those respondents who answered yes (n=116):

|                                 |            |
|---------------------------------|------------|
| At undergraduate level:         | 59 (27.4%) |
| Up till MA level or equivalent: | 30 (14.0%) |
| Up till PhD level:              | 27 (12.6%) |

**17. If you would like to say anything else about your research, then please do so here. (n=25)**

All answers redacted.

## Section 2: Your publications and research dissemination

### 18. Is English (one of) your first language(s)? (n=218)

Yes: 131 (60.1%)

No: 87 (39.9%)

### 19. Have you published your research in a language or languages other than English? (n=218)

Yes: 133 (61.0%)

No: 85 (39.0%)

### 20. If so, in which other language(s) have you published your work? (n=84)

Spanish: 25 (29.8%)

French: 23 (27.4%)

German: 19 (22.6%)

Italian: 5 (6.0%)

Portuguese: 5 (6.0%)

Dutch: 4 (4.8%)

Arabic: 3 (3.6%)

Chinese: 3 (3.6%)

Czech: 3 (3.6%)

Danish: 3 (3.6%)

Japanese: 3 (3.6%)

Slovenian: 3 (3.6%)

Burmese: 2 (2.4%)

Korean: 2 (2.4%)

Turkish: 2 (2.4%)

Ukrainian: 2 (2.4%)

Bulgarian: 1 (1.2%)

Croatian: 1 (1.2%)

Finnish: 1 (1.2%)

Greek: 1 (1.2%)

Hindi: 1 (1.2%)

Kurdish: 1 (1.2%)

Norwegian: 1 (1.2%)

Romanian: 1 (1.2%)

Russian: 1 (1.2%)

Serbian: 1 (1.2%)

Swedish: 1 (1.2%)

Vietnamese: 1 (1.2%)

### 21. If so, how much of your work has been published in a language other than English? (n=85)

>25%: 38 (44.7%)

25-50%: 15 (17.6%)

50-75%: 13 (15.3%)

<75%: 12 (14.1%)

100%: 7 (8.2%)

**22. Thinking about your research on parliaments, how many of the following have you published:**

**a. Peer-reviewed articles (n=212)**

|       |            |
|-------|------------|
| None: | 37 (17.5%) |
| 1:    | 35 (16.5%) |
| 2-3:  | 51 (24.1%) |
| 4-6:  | 35 (16.5%) |
| 7-9:  | 16 (7.5%)  |
| 10+:  | 38 (17.9%) |

**b. Chapters in edited collections (n=183)**

|       |            |
|-------|------------|
| None: | 50 (27.3%) |
| 1:    | 28 (13.2%) |
| 2-3:  | 55 (30.1%) |
| 4-6:  | 19 (10.4%) |
| 7-9:  | 11 (6.0%)  |
| 10+:  | 20 (10.9%) |

**c. Monographs (n=174)**

|       |            |
|-------|------------|
| None: | 89 (51.1%) |
| 1:    | 49 (28.2%) |
| 2-3:  | 26 (14.9%) |
| 4-6:  | 7 (4.0%)   |
| 7-9:  | 1 (0.6%)   |
| 10+:  | 2 (1.1%)   |

**23. Have you ever (co-)edited a special issue of a journal or an edited collection on parliaments?**

**a. Special issues (n=215)**

|                  |             |
|------------------|-------------|
| None:            | 179 (83.3%) |
| Once:            | 24 (11.2%)  |
| 2-3 times:       | 7 (3.3%)    |
| 4-6 times:       | 2 (0.9%)    |
| 7 or more times: | 3 (1.4%)    |

**b. Edited collection (n=175)**

|                  |             |
|------------------|-------------|
| None:            | 142 (81.1%) |
| Once:            | 19 (10.9%)  |
| 2-3 times:       | 8 (4.6%)    |
| 4-6 times:       | 3 (1.7%)    |
| 7 or more times: | 3 (1.7%)    |

**24. When thinking about your research on parliaments, have you produced co-authored publications? (n=217)**

Yes: 141 (65.0%)  
No: 76 (35.0%)

**25. If you have published co-authored work on parliaments, how many co-authors have you worked with at a time? (n=140)**

1: 82 (58.6%)  
2: 66 (47.1%)  
3 or more: 45 (32.1%)

**26. When thinking about your co-authored research on parliaments, what percentage of your outputs include an author or authors:**

**a. Of a different gender? (n=140)**

0%: 33 (23.6%)  
1-25%: 32 (22.9%)  
26-50%: 31 (22.1%)  
51-75%: 15 (10.7%)  
76-99%: 8 (5.7%)  
100%: 21 (15.0%)

**b. Of a different ethnicity? (n=133)**

0%: 84 (63.2%)  
1-25%: 32 (24.1%)  
26-50%: 5 (3.8%)  
51-75%: 3 (2.3%)  
76-99%: 1 (0.8%)  
100%: 8 (6.0%)

**c. Based in a different country? (n=137)**

0%: 49 (36.8%)  
1-25%: 40 (29.2%)  
26-50%: 13 (9.5%)  
51-75%: 18 (13.1%)  
76-99%: 8 (5.8%)  
100%: 9 (6.6%)

**27. Thinking back over the past five years, where have you presented research on parliaments? (n=212)**

Disciplinary-wide conferences: 148 (69.8%)  
Specialist parliaments conferences: 101 (47.6%)  
Specialist workshops: 119 (56.1%)

Other<sup>11</sup>: 13 (6.1%)

**28. Thinking back over the past five years, have you presented your results to parliamentarians, or submitted written evidence to parliamentarians, based on your research on parliaments? (n=216)**

|                 |             |
|-----------------|-------------|
| Yes, rarely:    | 42 (19.4%)  |
| Yes, sometimes: | 36 (16.7%)  |
| Yes, often:     | 29 (13.4%)  |
| No:             | 109 (50.5%) |

**29. Thinking back over the past five years, how else have you disseminated your work over the past five years? (n=214)**

|                      |             |
|----------------------|-------------|
| Newspaper/magazines: | 84 (39.3%)  |
| TV:                  | 45 (21.0%)  |
| Radio:               | 59 (27.6%)  |
| Policy briefs:       | 37 (17.3%)  |
| Blogs:               | 108 (50.5%) |
| Twitter:             | 112 (52.3%) |
| Other social media:  | 36 (26.8%)  |

**30. In the past five years, have you ever co-designed research and/or grant applications with parliamentary actors? (n=216)**

|      |             |
|------|-------------|
| Yes: | 41 (19.0%)  |
| No:  | 175 (81.0%) |

**31. If you would like to say anything else about your publications and research dissemination, then please do so here. (n=22)**

All answers redacted.

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<sup>11</sup> Answers that mention presenting to parliaments, parliamentary committees or staff are excluded because the next question covers this.

### Section 3: Your research career

#### 32. Do you hold a PhD? (n=217)

|  |             |
|--|-------------|
| Yes:                                     | 165 (76.0%) |
| Not yet, I'm currently studying for one: | 34 (15.7%)  |
| No:                                      | 18 (8.3%)   |

#### 33. Did or do you self-fund your PhD? (n=198)

|                |             |
|----------------|-------------|
| Yes fully:     | 34 (17.2%)  |
| Yes partially: | 38 (19.2%)  |
| No:            | 126 (63.6%) |

#### 34. In which country did you obtain your highest academic degree? (n=215)

|                     |           |
|---------------------|-----------|
| Argentina:          | 3 (1.4%)  |
| Australia:          | 7 (3.3%)  |
| Austria:            | 2 (0.9%)  |
| Belgium:            | 6 (2.8%)  |
| Brazil:             | 1 (0.5%)  |
| Cameroon:           | 1 (0.5%)  |
| Canada:             | 5 (2.3%)  |
| China:              | 1 (0.5%)  |
| Czech Republic:     | 3 (1.4%)  |
| Denmark:            | 3 (1.4%)  |
| Ecuador:            | 2 (0.9%)  |
| Finland:            | 3 (1.4%)  |
| France:             | 5 (2.3%)  |
| Germany:            | 11 (5.1%) |
| Hungary:            | 1 (0.5%)  |
| India:              | 1 (0.5%)  |
| Indonesia:          | 1 (0.5%)  |
| Ireland:            | 3 (1.4%)  |
| Israel:             | 1 (0.5%)  |
| Italy:              | 5 (2.3%)  |
| Luxembourg:         | 1 (0.5%)  |
| Malaysia:           | 1 (0.5%)  |
| Mexico:             | 5 (2.3%)  |
| Netherlands:        | 1 (0.5%)  |
| New Zealand:        | 1 (0.5%)  |
| Nigeria:            | 3 (1.4%)  |
| Norway:             | 1 (0.5%)  |
| Oman:               | 1 (0.5%)  |
| Peru:               | 1 (0.5%)  |
| Portugal:           | 1 (0.5%)  |
| Russian Federation: | 1 (0.5%)  |
| Slovenia:           | 1 (0.5%)  |



|                 |            |
|-----------------|------------|
| South Africa:   | 2 (0.9%)   |
| Spain:          | 5 (2.3%)   |
| Sweden:         | 2 (0.9%)   |
| Switzerland:    | 2 (0.9%)   |
| Turkey:         | 4 (1.9%)   |
| United Kingdom: | 84 (39.1%) |
| United States:  | 31 (14.4%) |
| Uruguay:        | 2 (0.9%)   |

**35. In which year did you obtain your highest academic degree? (n=200)**

|                      |           |
|----------------------|-----------|
| 1972:                | 1 (0.5%)  |
| 1975:                | 1 (0.5%)  |
| 1977:                | 1 (0.5%)  |
| 1980:                | 2 (1.0%)  |
| 1982:                | 1 (0.5%)  |
| 1985:                | 1 (0.5%)  |
| 1986 <sup>12</sup> : | 2 (1.0%)  |
| 1988:                | 2 (1.0%)  |
| 1989:                | 1 (0.5%)  |
| 1990:                | 1 (0.5%)  |
| 1992:                | 3 (1.5%)  |
| 1993:                | 2 (1.0%)  |
| 1994:                | 2 (1.0%)  |
| 1995:                | 3 (1.5%)  |
| 1996:                | 3 (1.5%)  |
| 1997:                | 1 (0.5%)  |
| 1998:                | 1 (0.5%)  |
| 1999:                | 3 (1.5%)  |
| 2000:                | 3 (1.5%)  |
| 2001:                | 1 (0.5%)  |
| 2002:                | 3 (1.5%)  |
| 2003:                | 5 (2.5%)  |
| 2004:                | 4 (2.0%)  |
| 2005:                | 3 (1.5%)  |
| 2006:                | 4 (2.0%)  |
| 2007:                | 4 (2.0%)  |
| 2008:                | 8 (4.0%)  |
| 2009:                | 8 (4.0%)  |
| 2010:                | 5 (2.5%)  |
| 2011:                | 12 (6.0%) |
| 2012:                | 7 (3.5%)  |
| 2013:                | 5 (2.5%)  |
| 2014:                | 11 (5.5%) |

---

<sup>12</sup> Includes answer given as '1985/86'.

2015: 12 (6.0%)  
 2016: 12 (6.0%)  
 2017: 7 (3.5%)  
 2018: 20 (10.0%)  
 2019: 18 (9.0%)  
 2020: 12 (6.0%)  
 2021: 7 (3.5%)  
 Other: 6 (3.0%)

**36. In which country do you currently work? (n=214)**

|                 |          |
|-----------------|----------|
| Argentina:      | 1 (0.5%) |
| Australia:      | 5 (2.3%) |
| Austria:        | 3 (1.4%) |
| Belgium:        | 3 (1.4%) |
| Bolivia:        | 1 (0.5%) |
| Cameroon:       | 1 (0.5%) |
| Canada:         | 5 (2.3%) |
| Chile:          | 2 (0.9%) |
| China:          | 1 (0.5%) |
| Czech Republic: | 5 (2.3%) |
| Denmark:        | 2 (0.9%) |
| Ecuador:        | 2 (0.9%) |
| Finland:        | 5 (2.3%) |
| France:         | 4 (1.9%) |
| Germany:        | 9 (4.2%) |
| Ghana:          | 1 (0.5%) |
| Greece:         | 1 (0.5%) |
| Hong Kong:      | 1 (0.5%) |
| India:          | 1 (0.5%) |
| Indonesia:      | 1 (0.5%) |
| Iraq:           | 1 (0.5%) |
| Ireland:        | 3 (1.4%) |
| Italy:          | 2 (0.9%) |
| Luxembourg:     | 1 (0.5%) |
| Malaysia:       | 1 (0.5%) |
| Malta:          | 1 (0.5%) |
| Mexico:         | 6 (2.8%) |
| Netherlands:    | 1 (0.5%) |
| New Zealand:    | 1 (0.5%) |
| Nigeria:        | 5 (2.3%) |
| Norway:         | 1 (0.5%) |
| Oman:           | 1 (0.5%) |
| Peru:           | 1 (0.5%) |
| Philippines:    | 1 (0.5%) |
| Portugal:       | 2 (0.9%) |

|                 |            |
|-----------------|------------|
| Qatar:          | 1 (0.5%)   |
| Singapore:      | 1 (0.5%)   |
| Slovenia:       | 2 (0.9%)   |
| Somalia:        | 1 (0.5%)   |
| South Africa:   | 2 (0.9%)   |
| South Korea:    | 1 (0.5%)   |
| Spain:          | 4 (1.9%)   |
| Sweden:         | 2 (0.9%)   |
| Switzerland:    | 4 (1.9%)   |
| Turkey:         | 3 (1.4%)   |
| United Kingdom: | 86 (40.2%) |
| United States:  | 23 (10.7%) |
| Uruguay:        | 2 (0.9%)   |

**37. In which kind of organisation do you currently work? (n=216)**

|   |             |
|---|-------------|
| University or other higher education institution:                                   | 175 (81.0%) |
| Independent research institute <sup>13</sup> :                                      | 5 (2.3%)    |
| Public sector (e.g. parliament, government or local administration) <sup>14</sup> : | 27 (12.5%)  |
| International organisation (e.g. supranational parliament, etc.) <sup>15</sup> :    | 3 (1.4%)    |
| Think tank:   | 3 (1.4%)    |
| Private sector (e.g. consultancy):  | 6 (2.8%)    |
| Other:  | 11 (5.1%)   |
| Unemployed:   | 6 (2.8%)    |

**38. If you work at a university or a higher education institution, which one of following best describes your current position? (n=178)**

|   |            |
|---|------------|
| Retired/Emeritus:                               | 3 (1.7%)   |
| Equivalent to a Full Professor in the US:       | 36 (20.2%) |
| Equivalent to an Associate Professor in the US: | 36 (20.2%) |
| Equivalent to an Assistant Professor in the US: | 39 (21.9%) |
| Lecturer/Teaching fellow:                       | 11 (6.2%)  |
| Postdoctoral researcher:                        | 17 (9.6%)  |
| PhD researcher/candidate:                       | 25 (14.0%) |
| Undergraduate or postgraduate student:          | 8 (4.5%)   |
| Other:  | 5 (2.8%)   |

**39. If you work in a university or a higher education institution, which one of following best describes your status? (n=176)**

|                            |            |
|----------------------------|------------|
| Tenured:                   | 71 (40.3%) |
| Permanent but not tenured: | 32 (18.2%) |
| On a temporary contract:   | 50 (28.4%) |

<sup>13</sup> Includes one re-coded answer given under other.

<sup>14</sup> Includes one re-coded answer given under other.

<sup>15</sup> Includes one re-coded answer given under other.

Student: 27 (15.3%)

**40. If you would like to say anything else about your research career, then please do so here. (n=22)**

All answers redacted.

#### Section 4: Your opinions about the sub-discipline of parliamentary and legislative studies

41. Please consider the sub-discipline of parliamentary and legislative studies IN YOUR COUNTRY OF WORK. To what extent do you agree with the following statements:

a. Female academics are underrepresented in parliamentary studies (n=214)

|                    |            |
|--------------------|------------|
| Strongly agree:    | 30 (14.0%) |
| Agree:             | 87 (40.7%) |
| Neutral:           | 56 (26.2%) |
| Disagree:          | 39 (18.2%) |
| Strongly disagree: | 2 (0.9%)   |

b. Academics from ethnic minority backgrounds are underrepresented parliamentary studies (n=211)

|                    |            |
|--------------------|------------|
| Strongly agree:    | 88 (41.7%) |
| Agree:             | 80 (37.9%) |
| Neutral:           | 33 (15.6%) |
| Disagree:          | 8 (3.8%)   |
| Strongly disagree: | 2 (0.9%)   |

c. The status of female academics is better in parliamentary studies than in my academic discipline as a whole (n=209)

|                    |             |
|--------------------|-------------|
| Strongly agree:    | 1 (0.5%)    |
| Agree:             | 45 (21.5%)  |
| Neutral:           | 102 (48.8%) |
| Disagree:          | 51 (24.4%)  |
| Strongly disagree: | 10 (4.8%)   |

d. The status of academics from ethnic minority backgrounds is better in parliamentary studies than in my academic discipline as a whole (n=207)

|                    |             |
|--------------------|-------------|
| Strongly agree:    | 0 (0%)      |
| Agree:             | 9 (4.3%)    |
| Neutral:           | 100 (48.3%) |
| Disagree:          | 74 (35.7%)  |
| Strongly disagree: | 24 (11.6%)  |

42. Please consider the sub-discipline of parliamentary and legislative studies IN GENERAL. To what extent do you agree with the following statements:

a. Female academics are underrepresented in parliamentary studies (n=207)

|                    |            |
|--------------------|------------|
| Strongly agree:    | 26 (12.6%) |
| Agree:             | 85 (41.1%) |
| Neutral:           | 67 (32.4%) |
| Disagree:          | 29 (14.0%) |
| Strongly disagree: | 0 (0%)     |

**b. Academics from ethnic minority backgrounds are underrepresented parliamentary studies (n=203)**

|                    |            |
|--------------------|------------|
| Strongly agree:    | 57 (28.1%) |
| Agree:             | 91 (44.4%) |
| Neutral:           | 45 (22.2%) |
| Disagree:          | 7 (3.4%)   |
| Strongly disagree: | 3 (1.5%)   |

**c. The status of female academics is better in parliamentary studies than in my academic discipline as a whole (n=203)**

|                    |             |
|--------------------|-------------|
| Strongly agree:    | 1 (0.5%)    |
| Agree:             | 42 (20.7%)  |
| Neutral:           | 102 (50.2%) |
| Disagree:          | 51 (25.1%)  |
| Strongly disagree: | 7 (3.4%)    |

**d. The status of academics from ethnic minority backgrounds is better in parliamentary studies than in my academic discipline as a whole (n=201)**

|                    |             |
|--------------------|-------------|
| Strongly agree:    | 2 (1.0%)    |
| Agree:             | 11 (5.5%)   |
| Neutral:           | 106 (52.7%) |
| Disagree:          | 68 (33.8%)  |
| Strongly disagree: | 14 (7.0%)   |

**e. Parliamentary studies would benefit from more diversity in terms of case selection (n=203)**

|                    |            |
|--------------------|------------|
| Strongly agree:    | 86 (42.4%) |
| Agree:             | 73 (36.0%) |
| Neutral:           | 36 (17.7%) |
| Disagree:          | 5 (2.5%)   |
| Strongly disagree: | 3 (1.5%)   |

**f. Parliamentary studies would benefit from more diversity in terms of methods (n=204)**

|                    |            |
|--------------------|------------|
| Strongly agree:    | 71 (34.8%) |
| Agree:             | 61 (29.9%) |
| Neutral:           | 56 (28.9%) |
| Disagree:          | 11 (5.4%)  |
| Strongly disagree: | 2 (1.0%)   |

**g. Parliamentary studies would benefit from more diversity in terms of theoretical background (n=203)**

|                 |            |
|-----------------|------------|
| Strongly agree: | 64 (31.5%) |
| Agree:          | 70 (34.5%) |
| Neutral:        | 56 (27.6%) |

|                    |           |
|--------------------|-----------|
| Disagree:          | 11 (5.4%) |
| Strongly disagree: | 2 (1.0%)  |

**43. Thinking about the sub-discipline as a whole, how could research of parliaments be improved, and what are the main challenges and threats faced by parliamentary studies? (n=106)**

"A lack of funding in the area of constitutional law. It's not a 'sexy topic' to funders and it doesn't make much money that filters back into it either."

"Access to parliaments/parliamentarians has been my greatest challenge. This is also, I think, why in the U.S. there has been such significant emphasis on quantitative analysis."

"Access to politicians and their staff; distrust of academics/expertise/value by some politicians."

"Better access, cataloguing and funding."

"Broader global networks between those studying the sub-discipline. Challenge: A lack of easily publicly available information of parliaments, especially in the developing world."

"By sharing data collection efforts and by sharing data sets that are already available."

"Careful analysis of the process of legislative drafting, combining approaches drawing on public administration, law and political science, would be useful. The main challenge is to take into account the quality of outputs from parliamentary systems, rather than the quality of inputs."

"Coming at it from a historical background, I do think at times the sub-field would benefit from a bit more of an openness to historical approaches and perspectives - but perhaps this is just self-interest! Main challenge is perhaps the perception that parliaments in UK and perhaps elsewhere are less important than they were and this contributing to a sense that legislative/ parliamentary studies is less relevant than previously."

"Comparative research."

"Cross fertilization between democratic and authoritarian legislatures scholars would be very useful and it rarely happens."

"Data are not comparable between countries of western more consolidated democracies and less consolidated democracies, mainly between Latina America and the US or Europe."

"Delay in accessing parliamentarians for interviews."

"Difficulty of running experimental work in parliamentary studies. It is increasingly hard to publish non-causal work in high-ranking journals."

"Due to my own approach and biases, I will always advocate for a more interpretivist, ethnographic, qualitative approach - although things have improved considerably in this respect in recent years."

"Encouraging comparative and ethnographic studies can improve the sub-discipline. the challenge is to shift the focus to the official, the institutional, in order to question what goes on behind the scenes of parliaments. the main threat is the desertion of the parliamentary field by young researchers in view of the opacity that characterizes parliaments, especially in Africa."

"Explain the challenges of political representation, the relationship between members and political parties, political oversight."

"For representative democracy to thrive research in parliamentary studies is essential to meet new challenges like the use of social media by the government, its institutions and agents."

"Fostering mixed methods; organizing targeted support for Early Career Researchers particularly from underrepresented groups."

"Funding not going to the same old grandees in parliamentary studies. Dangers of echo-chambers. Dangers from always looking within parliamentary organisations. Dangers of becoming 'natives' within parliamentary studies."

"Funding, funding, funding."

"Gaining access to parliamentary bodies can be challenging."

"Generalist journals that do not accept non-mainstream cases – lack of diversity in terms of analytical perspectives, the discipline is dominated by behavioralism, rational choice theory and rational-choice-inspired variants of weak institutionalism – I mostly do quant work but I can only assume that qualitative work based on a single case face miserable odds of being accepted in top-ranking journals, yet we need methodological plurality as much of the internal functioning of legislative bodies is driven by institutionalized informal rules and norms..."

"Greater diversity of backgrounds, more experimentation."

"Greater emphasis on the understanding of parliaments by other state actors, especially the courts."

"Greater engagement with Parliamentary institutions."

"Greater theoretical/methodological approaches needed"

"I believe that the research of parliamentary studies could improve from studies that integrate mixed methods and that there is a greater development of qualitative methods. Regarding the challenges, I find that progress still needs to be made in the logic of comparative studies, where bicameral and unicameral cases are integrated. Finally, it is necessary to improve our understanding of subnational cases in certain federated countries."

"I see a strong gender divide in parliamentary studies. The traditional, institutional side is embarrassingly male-dominated. Yet there is a rich and growing subfield looking at diversity in legislatures, especially gender. But the connections between these two subfields seems very weak and I think both sides could benefit from greater connections. Institutionalists need to engage more with a diversity lens. Diversity scholars might benefit from greater understanding of the full institutional complexity of legislatures."

"I study [REDACTED] and have had little success in grant applications on [REDACTED]."

"I think parliamentary studies are too concentrated in a few disciplines. There are few studies from approaches other than political science, law and the like. I think that breadth of interdisciplinary approaches would improve parliamentary studies."

"I think researches on core parliamentary issues are hardly carried out in most Political Science universities especially when searching for schools abroad where I can carry out my PhD. For instance, I did not come across an expert in Legislative Oversight in some [REDACTED] Universities. The threat could be that most researchers carry out parliamentary researches without being immersed in practical parliamentary process/procedure or having parliamentary professional work experience."

"I think the incorporation of mixed methods in the research and the [use of] instruments [such] as ethnography or interviews for triangulation of the data."

"I would suggest more long-term ethnographic studies focusing on the "nerves of government" within the parliaments."

"I'm new to this field so I don't know much about it beyond the content of the literature for the areas in which I'm interested."



"Improved access to parliamentary staff and practices when conducting qualitative research."

"Improvement: higher standard of methodological training; challenges and threats: politicization."

"Improvements – greater willingness to undertake genuinely comparative work (seems thin on the ground in recent years, especially in the UK); greater willingness to think about 'big questions'; bridge gap between main 'silos' [...]. Challenges and threats - potential reduction in access to parliamentarians; marginalisation of many traditional methods/approaches used in UK parliamentary studies within Masters/PhD training of many leading departments; structure of academic job market at least in the UK means research time severely constrained for many working outside of PhDs, funded projects and dedicated research centres."

"Improving representation and experience of ethnic minority and women scholars in parliamentary studies. This is a political-science wide problem, but is particularly pressing given the connection of the sub-discipline to representative institutions and the practical and policy-relevant work it often produces. With that kind of responsibility as a sub-discipline should come leadership on these points."

"In comparative work, especially in younger democracies, many scholars use the UK/US/France as starting points and models. It would be helpful to have more theorizing about how parliaments function that is not tied to the institutional histories of a few countries with very formalized processes. The informal is under-researched."

"Include research on African parliaments."

"Increased cross-disciplinary conversation and collaboration (I'm painfully aware of how woefully uninformed I am, as a [REDACTED], of current more sociological work, or work in political science...and I notice the same problems vice versa)."

"Information and access to parliaments."

"Interdisciplinarity needs to be tackled adequately."

"[REDACTED]"

"It could be improved by taking in[to] account the economic crises and the effects of other external events like epidemia."

"It is too focused on how legislatures work in Western democracies. It is often difficult to apply frameworks to other contexts, especially new democracies."

"It tends to be either atheoretical, or overly formalised using impenetrable rational choice models. There is a risk of 'capture' when working closely with parliamentarians."

"It's irrelevant to practitioners [and] far too concerned with questions that don't matter [rather] than questions that do."

"Lack of cumulative knowledge and common theoretical frameworks."

"Lack of funding for collaborative research."

"Lack of institutional description of legislatures outside Europe and North American. Lack of normalized cross-sectional data on legislatures (formal powers, resources) more generally."

"Lack of perspective, lack of direct engagement/experience with parliaments, lack of comparative work, focus on formal rules, lack of inter-disciplinary cross- fertilisation, focus on masculine modes of inquiry and utter lack of attention to differences in gender. All could be remedied with reflection and thought; thinking more, and thinking better."

"Main challenges: proving broader relevance."

"Main threats are those facing academia as a whole: interference with academic freedom and marketisation of HE. Sub-discipline could be improved by greater collaboration and more openness with regard to sharing datasets."

"Make data collection of parliamentary information easier."

"May be changing the European-American orientation."

"More collaboration with research (both in the creation of research and in sharing findings)."

"More comparative research is needed to draw lessons across country contexts; parliamentary studies still feels heavily siloed by one's "home" legislature."

"More comparative scholarship to improve the sub-discipline. Dominance of quantitative methods is a challenge."

"More co-ordination and knowledge exchange are needed. Like everyone else, those engaged in parliamentary studies face future cuts in public funding."

"More diverse case-selection."

"More diversity in terms of case study, focus on broader political context, more qualitative work, and more attention to middle-range theory."

"More focus on informal rules and procedures, but a challenge to get access."

"More funding, more interdisciplinary studies."

"More geographical case studies."

"[REDACTED]"

"More observations and qualitative methods that track the relations between parliamentarians and constituents."

"More opportunities to observe the functions of Parliament from the inside via placements."

"More plurality of approaches. The US sub-discipline in particular is very distinct to what we do in the UK (and in Europe many are now following the US model). This is mainly highly theoretical and/or narrow research which has almost no linkage to the reality of parliaments. Bridging the divide between that type of research and a more open / plural approach that combines different methods (some of which may be narrow and highly quantitative) would enhance the sub-discipline very significantly. The US dominance of a specific model is particularly a problem due to their dominance of the wider politics discipline, rating of journals etc."

"More public policy research."

"More qualitative research in comparative design."

"More studies on the role of sub-national parliaments; oversight in the context of multi-level governance; and oversight of rule of law reform in the context of EU enlargement."

"More use of quantitative methods within the historical perspective."

"More work on accountability."

"Most of the relevant studies are focused on European countries or the US and theory travelling to Latin American/African/Oriental contexts does not seem to explain legislative behaviour or other phenomena."

"Most parliamentary studies are descriptive, including mine. This is mostly because there is very little interest and funding on this issue; so, we limit our research to the existing descriptive data."

"[REDACTED]"

"[REDACTED]"

"One of the key possible areas for improvement would be to reach beyond the scholarly community and to communicate more effectively with the wider public. Positive steps are being made in this area, but much work is still to be done."

"Parliamentarians are becoming more difficult to reach, given the number of requests for their time. This hampers research."

"Parliamentary studies have been the mainstream of political science since the beginning. While women and ethnic minorities in the discipline are usually in the cutting-edge, studying what is brand new and innovative, obscure, unusual, and with a variety of methods, the majority of scholars in the subdiscipline (white men, including young ones), have stayed firmly in the 1980s and 90s, not to say the 1960s. That is clear in any specialist conference for parliaments where the theory is always the same, the methods are always the same, the objects of study are always the same. At one event, I didn't even bother participating in discussions, because I'd be starting a question at the basics: "Did you consider gender differences when you ran this regression?"

"Parliaments need to be open and receptive to researchers."

"People need to develop expertise about institutions and use that to guide their work."

"Perceptions among political scientists that parliaments are less relevant than other governmental institutions."

"Personally, digitisation of more records held in the Parliamentary Archives. Digitisation of POST [Parliamentary Office of Science and Technology]."

"Quantitative bias in publication sites."

"Research of parliaments be improved by escaping from focuses on political parties and instead concentrate on the organisational structures and performances of parliaments in fulfilling their functions. Funding is a major constraint. Relationships should be improved between researchers and parliaments."

"Research scope is currently limited to few democracies or parliaments and can benefit from other countries' perspectives. Author bias is sometimes a problem. African parliaments are distinct and diverse and should be studied as such. Improve existing research methods."

"Research should include the legal contexts and be more willing to interact with practitioners."

"Seems to be in pretty good health."

"Speaking for myself only, I have found it intimidating to research parliaments, both from a practical perspective and the power relations that it entails, but also from a disciplinary perspective (feeling that I'm approaching it as too radical, unrealistic, not sensitive enough to procedural technicalities of parliaments)."

"Still quite often data tends to be shared only among friends or with a considerable time delay (i.e. long after the project has ended), which is a huge challenge for scholars outside these networks. Also many parliaments could improve data accessibility. We need more diversity and intellectual pluralism, and understand that these two are interdependent. The underrepresentation of certain regions and institutions could, for example, be addressed to a certain degree by increasing the diversity of scholars, thus, a higher share of people having the language skills to research understudied institutions."

"Subdivisions into niche specialisms based on theoretical preoccupations, disagreement over the value of quantitative vs. qualitative methods, and a tendency to consider empirical case study

data exclusively in terms of how it validates one or another such position are threats to broad-scale, multi-focal analysis of contemporary problems. This also makes our findings inaccessible to the public/non-specialists, and limits their usefulness for legislators and policy makers.”

“The main threats faced by parliamentary studies (broadly defined) in my view primarily come from methods-driven (as opposed to question-driven) research. Parliaments are seen by too many people as a 'data playground', providing opportunities for lots of elaborate quant analysis which is often of extremely limited use in the real world, and even to some extent risks bringing academia into disrepute. Too many people in the field of legislative studies understand little about how legislatures actually work, do not care very much, and indeed often have little interest in actual politics – being more driven by outdoing each other in terms of methods. Thankfully the PSA specialist group is not particularly dominated by such approaches/scholars, and has a more pluralistic and more policy-focused ethos. That makes it a much nicer place to be than some of the comparative forums for ostensibly similar research.”

“The great challenge is striking the balance between the general and the particular - 'legislatures' and 'parliaments' play different roles, in different ways, in different states and at different times. Yet if we are to produce cumulative knowledge about them, we have to try to generalise.”

“The main threat is under-funding of female and minority PhD students (outside of top US universities).”

“The UK is lagging behind the US and large parts of the Western Europe. There is still too much descriptive work being published, to a large extent the "Hull school of legislative studies" has done parliamentary research in the UK a disservice. In the UK more focus is needed using quantitative method, and the old gatekeepers need to be open for this. A threat is also the very cosy relationship that some researchers are building with parliamentary institutions which might be good for them, but excludes other researchers.”

“The US domination (most studies come from US) makes a quantitative approach domination. Qualitative researches and historical researches [...] could improve parliamentary studies”

“There are many scholars who study gender and parliament but their work is not considered mainstream or even worth citing in 'traditional' parliamentary studies. Question about women's or minority representation remains at the margin of the field.”

“There is often a mis-match between the needs of academia and what is useful to the institutions of parliament. I like the UK [Knowledge Exchange Unit] model although it's about building good relationships with researchers rather than short-term projects.”

“There should be a greater focus on law-making and its predictors in parliamentary studies outside the US.”

“Thinking like an academic who lives and works in a small peripheral country like [REDACTED], I think that what is relevant is the interaction with the academics who are on the horizon of theoretical advancement of the disciplinary subfield. I have participated in a panel of [REDACTED] or in [REDACTED], and they have been moments of particular importance for my personal and academic development, thanks to the interaction with colleagues. [REDACTED] I believe that the legislative and parliamentary studies subfield has the challenge of producing better theories that explain the functioning of the legislative assemblies of the presidential systems. The mainstream often reduces presidentialism to the American case, and I see that as a problem.”

“Too much focus on UK/US.”

"Too much work done on the very same, accessible countries/parliaments. Scholars attempting exploratory research on understudied legislatures struggle to get published in top notch journals (often for lack of referees willing to review on such unknown fields/countries)."

"We need job positions first of all. Main challenge: make our colleagues (and sometime ourselves) understand that the scope of parliamentary studies is much wider than just an interest in the legislatures. Studying parliaments is studying the society as a whole, with an original perspective. So, the main threat is the opposite: to be considered as a very specific field of research, in which only a few specialists are interested."

"When doing research on parliaments, I strongly encourage to focus more on parliaments from a non-Westminster tradition. A lot is happening out there!"

**44. What, in your opinion, should be the purpose of research in the sub-discipline of parliamentary studies? (n=106)**

"(a) Understanding how parliamentary processes work. (b) Improving the quality of outputs of the systems."

"Accountability and transparency."

"An understanding of the ideologies, understandings and practices of representation and citizenship (in and beyond national contexts)."

"Answering questions that actually have some genuine importance to the real world, while of course maintaining high quality standards in research (which does not necessarily mean advanced quantitative methods!). Seeking to make politics, and particularly legislatures, function better, and educating the wider world about how they work."

"Better understanding of parliaments and their roles/functions in society."

"Build in more generalizable knowledge that could ultimately work to improve parliaments all over the world."

"Critically examining democracy, exclusion, discrimination."

"Difference between theory and practice."

"[REDACTED]"

"Explain how parliaments evolve, what are the actors (not only parties or formal institutions) that influence the change. Explain similarities and differences across cases."

"Explain the discrepancy between formal institutional setup and the actual observed behavior of legislative actors."

"Explain the role of parliaments in democracy, fighting corruption; female and ethnic representation."

"Explaining parliamentary performance on institutional and individual levels."

"For members of the public to better understand how such an institution they elect functions."

"Foster greater understanding of legislative behaviour across different contexts."

"Further develop parliamentarism."

"I can't answer this question, as my opinion moves across ever element. The purpose is whatever any person might come up with."

"I don't think that there can be a single answer here. All of the options for topics of consideration that your survey included in the first section are valid and useful lines of inquiry. As with other political institutions, it's worth our knowing how they function, how they impact the behaviours of their members, and how they interact with other political institutions and publics."

"Improve general public's knowledge and understanding of parliament. Challenge think bubbles with parliamentary systems. Challenge parliamentarians and officials. Improve and diversify evidence."

"Improve parliamentary output and strengthen the performance of parliaments."

"Improving our understanding of parliaments and legislatures and demonstrating why this understanding matters."

"Improving parliamentary practice and public education."

"In addition to enhancing the understanding of the mechanisms, structures, actors, culture and debates in all (!) parliamentary institutions, research on parliaments should be linked to larger debates on e.g. democracy, power and structure–agency. I am increasingly of the opinion that we as parliamentary scholars also have a responsibility to defend parliaments as democratic institutions, thus not 'shy away' from normative claims (in the public arena)."

"In my opinion, research focused on parliamentary studies should have a service interest for parliamentarians and for citizens. The objective would be that the investigations serve to make better decisions and bring knowledge closer to civil society."

"Increase democracy."

"Information transfer across jurisdictional borders."

"Informing policy makers and other actors."

"Institutional evolution, performance, and effectiveness; new parameters of representation and decision-making for the 21st century; technology and innovation."

"It should be to understand how representation is conducted, but not only at the highest level. We should be looking at innovative solutions that can be "trickled up", as it were. We should be considering reforms. We should be working with parliamentarians, because one of our purposes should be to strengthen democracy."

"It should critically assess what parliaments aim to do and what they actually do and thus provide the ground for academic and public debates and the needs of democratic education."

"Knowledge."

"Legislative performance, law making based on evidence."

"Making it more inter-disciplinary."

"Our axiom should be: we study how legislatures work because they are the heart of democracies. Without parliaments there are no democracies and their prestige, legitimacy and capacity to fulfil their functions affect the quality of democracy."

"Outside of the United States, the most distinctive aspect of the sub-discipline of legislative studies is how it walks a line between the empirical and normative; between the study of legislatures and discussion of their merits, shortcomings, and possible improvement. While tricky at times, I think the field benefits from this ongoing tension and the overlap between study and reform. It makes for a vivid and dynamic field. It is strange how American legislative scholarship is almost exclusively positivist, and in my view increasingly narrow and irrelevant for that reason."

"Provide evidence to cause change and innovation in the manner legislatures operate."

"Providing insights useful for practitioners, parliamentary staff and policymakers working on parliaments."

"Pure, basic research to investigate the interplay of institutions and behaviour."

"Reflective analysis of working and culture of legislatures."

"Strengthen parliamentary practice. Share experiences and find dynamic ways to solve parliamentary puzzles."

"Strengthening democracy and critiquing it where necessary."

"Strengthening democracy, not least in these times when it seems increasingly under-threat."

"Studies in parliamentary studies need to be diversified to reflect the societies they represent, use of technology like data, social media by the parliamentarian, political parties and public."

"The efficiency of parliamentary decision making in the situations of emergency."

"The main goal should be to generate good research."

"The purpose of research in the sub-discipline of parliamentary studies should be on organisational structures and performances of parliaments in fulfilling their functions, extending to the conduct and performance of parliamentarians."

"The underlying problems such as poverty, hunger and exploitation."

"There shouldn't be a single purpose."

"To accurately describe the way in which parliament functions, and to make recommendations on how it can be improved in order to strengthen democracy."

"To address the pressing issues of contemporary parliamentary processes and the maintenance of democracy."

"To analyze parliamentary process and procedure with the aim of improving upon them. Parliamentary conventions should be reviewed where necessary."

"To answer questions that address core concerns of democratic theory and good government, including political equality."

"To better understand what means living in democracy (and what a democracy is, in fact) today, by studying the functioning of the heart of its characteristic institution."

"To contribute to better political process and public policy."

"To describe and explain the role of legislatures in political systems, including their impacts."

"To determine responsiveness and accountability."

"To develop our understanding of parliament."

"To ensure a polity that is based upon a model in which citizens act as co-creators of their decision making/representative institutions."

"To explain why parliaments behave as they do."

"To gain more knowledge about these policymaking institutions."

"To greater enhance public understanding of the work of Parliaments, their processes (including advantages and disadvantages) and their history."

"To impact institutional strengthening."

"To improve and strengthen democracy."

"To improve understanding, awareness and knowledge about parliaments and legislatures and their practices among academics but also practitioners, broadly defined to include those who interact with parliaments (e.g. public, NGOs) as well as parliamentarians and parliamentary officials."

"To increase our understanding of the past, and so of the present."

"To inform accurate teaching. To enhance public understanding of parliaments."

"To inform us of political behaviour in different institutional settings."

"To make a contribution to improving our understanding of the role and functioning of legislatures, and behaviour of elected politicians, within parliamentary systems; to make a positive contribution towards improving parliamentary practice."

"To provide high-quality knowledge on democratic institutions that can support parliamentarians, and to explain parliamentary procedures/work to our students/the public where ever possible."

"To provide the most accurate information possible about past parliaments and the culture surrounding them. To illuminate why politics has come to be as it is."

"To push for change in parliaments, so that they work for the public better (though this is obviously a challenging claim, what is in the public interest). To challenge power relations, or at least highlight them – i.e. that institutional arrangements are not so inevitable or common sense, but are very politically maintained."

"To record, inform and assist a wide range of multi-level studies. Also to further public understanding."



"To show how and where parliaments can do better."

"To strengthen parliaments, to strengthen democracy, and to contribute to a wider public discourse around why parliamentary democracy is important (and how it works)."

"To study all aspects of parliament in a methodologically rigorous way that can be replicated and goes beyond mere description."

"To support parliaments and parliamentarians to work better, to hold the institutions to account, to improve public, academic, and practitioner understanding of the institutions."

"To uncover the embedded processes in the parliaments as the institutions."

"To understand and improve how parliament works."

"To understand how institutional rules interact with ever-changing configurations of political interests to either advance or impede a legislature's performance of its functions and the realization of normative objectives and values."

"To understand how legislatures work, with a normative goal of helping them work better."

"To understand how parliaments reproduce, maintain, or advance inequality, discrimination."

"To understand how representation and legislative behaviour relate to each other."

"To understand how the most representative democratic body conducts its affairs."

"To understand parliaments and suggest well-supported reforms."

"To understand structures of power and representation."

"To understand the influences and institutional frameworks that affect how parliamentarians can carry out their work."

"To understand when power is assumed and by whom, and ultimately why and how it is deployed to what effect."

"To work with communities and parliaments to improve the quality of democratic law-making and representation in modern democracies."

"Underline the diversity and importance of legislative institutions for democracy in a wide perspective (national and international)."

"Understand how various parliaments function. Role of ICT in parliament, particularly during the pandemic. Participative democracy and citizen engagement are understudied."

"Understand representation, elite careers and relationships – but this really does vary across contexts. In some, legislators play a major role in amending and writing legislation. In others that is the least interesting aspect of their work."

"Understanding changing relations of power, and changing patterns and expressions of social authority."

"Understanding how legislating works/under what conditions legislative success is hampered/enhanced."

"[REDACTED]"

"We are trying to better understand how parliaments work and direct parliaments to be more representative of their people."

"[REDACTED]"

**45. If you would like to say anything else about the sub-discipline of parliamentary studies, then please do so here. (n=19)**

"A relevant aspect is access to scientific papers. The system my university uses allows articles from prestigious journals (LSQ, JLS or Parliamentary Affairs) to be read three years late. In 2021, I have access to publications from 2018. I wonder if journals could not open their publications in certain circumstances."

"In my experience there is a tendency for the sub-discipline to be split into two main silos. This is not so much along quant/qual lines (although this is certainly a factor), but between those primarily interested in parliaments as a convenient source of data to test theory and/or methods, and those interested in parliaments for their own sake and with a view to policy influence. The ECPR Parliaments group is often dominated by the former, and the PSA group more by the latter. While it is probably natural that people with these different interests are drawn to different research communities, both sets of researchers would benefit from somewhat greater interchange of ideas and perspectives between these groups."

"The sub-discipline of parliamentary studies tends to be dominated by the 'big legislatures' like the US Congress and UK Parliament. The scholarly conversations about these institutions is so rich that it often becomes insular. It can be difficult for students of smaller legislatures to gain traction, even with comparative studies."

All other answers redacted.

## Section 5: About you

### 46. What is your country of birth? (n=208)

|                 |           |
|-----------------|-----------|
| Argentina:      | 3 (1.4%)  |
| Australia:      | 4 (1.9%)  |
| Austria:        | 2 (1%)    |
| Belgium:        | 5 (2.4%)  |
| Bolivia:        | 1 (0.5%)  |
| Brazil:         | 1 (0.5%)  |
| Cameroon:       | 1 (0.5%)  |
| Canada:         | 5 (2.4%)  |
| Chile:          | 3 (1.4%)  |
| China:          | 1 (0.5%)  |
| Colombia:       | 1 (0.5%)  |
| Czech Republic: | 4 (1.9%)  |
| Denmark:        | 2 (1%)    |
| Ecuador:        | 2 (1%)    |
| Estonia:        | 1 (0.5%)  |
| Finland:        | 2 (1%)    |
| France:         | 6 (2.9%)  |
| Germany:        | 18 (8.7%) |
| Ghana:          | 1 (0.5%)  |
| Greece:         | 2 (1%)    |
| India:          | 4 (1.9%)  |
| Indonesia:      | 1 (0.5%)  |
| Iraq:           | 1 (0.5%)  |
| Ireland:        | 3 (1.4%)  |
| Israel:         | 2 (1%)    |
| Italy:          | 4 (1.9%)  |
| Kenya:          | 1 (0.5%)  |
| Malta:          | 1 (0.5%)  |
| Mexico:         | 4 (1.9%)  |
| Netherlands:    | 1 (0.5%)  |
| New Zealand:    | 2 (1%)    |
| Nigeria:        | 5 (2.4%)  |
| Norway:         | 1 (0.5%)  |
| Oman:           | 1 (0.5%)  |
| Peru:           | 2 (1%)    |
| Philippines:    | 1 (0.5%)  |
| Portugal:       | 1 (0.5%)  |
| Romania:        | 4 (1.9%)  |
| Saudi Arabia:   | 1 (0.5%)  |
| Slovakia:       | 1 (0.5%)  |
| Slovenia:       | 2 (1%)    |
| Somalia:        | 1 (0.5%)  |

|                 |            |
|-----------------|------------|
| South Africa:   | 2 (1%)     |
| South Korea:    | 1 (0.5%)   |
| Spain:          | 3 (1.4%)   |
| Sweden:         | 1 (0.5%)   |
| Switzerland:    | 3 (1.4%)   |
| Turkey:         | 2 (1%)     |
| United Kingdom: | 61 (29.3%) |
| United States:  | 24 (11.5%) |
| Uruguay:        | 2 (1%)     |

**47. What is your gender? (n=208)**

|                        |             |
|------------------------|-------------|
| Female <sup>16</sup> : | 77 (37.0%)  |
| Male <sup>17</sup> :   | 131 (63.0%) |

**48. What is your ethnicity?<sup>18</sup> (n=183)**

For UK based respondents (n=80):

|          |            |
|----------|------------|
| Black:   | 1 (1.3%)   |
| Chinese: | 1 (1.3%)   |
| Jewish:  | 2 (2.5%)   |
| Mixed:   | 4 (5.0%)   |
| Other:   | 1 (1.3%)   |
| White:   | 71 (88.8%) |

**49. Are you a member of an ethnic group that is a minority grouping in:**

**a. Your country of birth? (n=211)**

|                    |             |
|--------------------|-------------|
| Yes:               | 15 (7.1%)   |
| No:                | 187 (88.6%) |
| Prefer not to say: | 9 (4.3%)    |

**b. Your country of work? (n=193)**

|                    |             |
|--------------------|-------------|
| Yes:               | 24 (12.4%)  |
| No:                | 161 (83.4%) |
| Prefer not to say: | 8 (4.1%)    |

**50. What is your year of birth? (n=196)**

|       |          |
|-------|----------|
| 1938: | 1 (0.5%) |
| 1943: | 1 (0.5%) |

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<sup>16</sup> The following answers have been included: F, Female, woman, I am a woman though my social roles are not limited to feminine behaviours.

<sup>17</sup> The following answers have been included: M, Mala, Male, Male (he/him), man, Masculine.

<sup>18</sup> We provided an open text box for the question regarding ethnicity because the standard list of categories used in UK-focused surveys was not appropriate for other parts of the world. However, the wide variety of responses we received could not be meaningfully summarised and so, here, we only provide details of those scholars based in the UK. Anyone who runs a future follow-up survey will need to think about how best to capture this information.

1944: 1 (0.5%)  
1945: 1 (0.5%)  
1946: 1 (0.5%)  
1948: 1 (0.5%)  
1949: 1 (0.5%)  
1950: 1 (0.5%)  
1951: 2 (1%)  
1953: 1 (0.5%)  
1954: 1 (0.5%)  
1956: 1 (0.5%)  
1958: 3 (1.5%)  
1959: 2 (1%)  
1960: 1 (0.5%)  
1961: 3 (1.5%)  
1962: 2 (1%)  
1963: 1 (0.5%)  
1964: 4 (2%)  
1965: 1 (0.5%)  
1966: 2 (1%)  
1967: 3 (1.5%)  
1968: 2 (1%)  
1969: 3 (1.5%)  
1970: 5 (2.6%)  
1971: 3 (1.5%)  
1972: 2 (1%)  
1973: 6 (3.1%)  
1974: 3 (1.5%)  
1975: 5 (2.6%)  
1976: 10 (5.1%)  
1977: 7 (3.6%)  
1978: 8 (4.1%)  
1979: 3 (1.5%)  
1980: 6 (3.1%)  
1981: 12 (6.1%)  
1982: 6 (3.1%)  
1983: 8 (4.1%)  
1984: 7 (3.6%)  
1985: 6 (3.1%)  
1986: 7 (3.6%)  
1987: 5 (2.6%)  
1988: 5 (2.6%)  
1989: 8 (4.1%)  
1990: 7 (3.6%)  
1991: 9 (4.6%)  
1992: 4 (2%)

1993: 3 (1.5%)  
1994: 3 (1.5%)  
1995: 4 (2%)  
1996: 3 (1.5%)  
1999: 1 (0.5%)

**51. Do you consider yourself to have a disability? (n=212)**

Yes: 15 (7.1%)  
No: 195 (92.0%)  
Prefer not to say: 2 (0.9%)

**52. What is your sexual orientation? (n=207)**

Asexual: 1 (0.5%)  
Bisexual: 8 (3.9%)  
Gay: 8 (3.9%)  
Heterosexual: 167 (80.7%)  
Lesbian: 4 (1.9%)  
Queer: 1 (0.5%)  
Prefer not to say: 18 (8.7%)

**53. If you prefer to self-describe, how would you describe your sexual orientation? (n=0)**

**54. Were you the first person in your family to go to university? (n=204)**

Yes: 61 (29.9%)  
No: 143 (70.1%)

**55. Where you the first person in your family to study for a PhD? (n=205)**

Yes: 147 (71.7%)  
No: 48 (23.4%)  
Not Applicable: 10 (4.9%)

## Section 6: Additional information

56. If you have any further comments about this survey, please write them here. (n=21)

All answers redacted.