

Ensuring Fairness of UCL Recruitment and Promotions Policies at the UCL Institute of Education



UCU
University and College Union

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UCL IOE Working Group for Recruitment and Promotion
June 2024

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Introduction and Executive Summary

Between 2014–2023, the local UCU branch noted a significant rise in numbers of members seeking professional advice in relation to concerns surrounding recruitment and promotions at the UCL Institute of Education (IOE). This seemed to correspond to the prolonged period of unsettled senior leadership that IOE had experienced since the merger with UCL. To that end, and in order to support members more effectively, the UCU branch decided to set up an official UCU Working Group comprising IOE colleagues, with the aim of gathering useful data centrally, reporting on the findings, and making recommendations for future improvements.

The Working Group carried out 11 interviews with individual members, ran a survey that received 110 responses (out of a total population of 508 UCU members at IOE), and analysed a number of key UCL and IOE documents relevant to its enquiry. Participant engagement was far greater to what was originally anticipated and analyses of the response data demonstrate that participants' views were strongly in line with reported findings in other reports such as the IOE's Athena SWAN Silver application, and provided useful triangulation.

Although the report covers recruitment and promotion at all grades, the Working Group found a bias towards the situation of academics looking towards Grade 10 promotion. While the comments from respondents are not always grade specific, the Working Group recommends that the views of colleagues seeking promotion at other grades should be elicited more explicitly in future exercises, in the interests of balance.

Analyses of response data suggest that the overwhelming respondent sentiment is negative with regard to fairness within IOE. Members at all grades repeatedly described a number of fundamental problems including:

- an overall lack of transparency and accountability in recruitment and promotions processes generally;
- inconsistent and often arbitrary application of the 2017–2018 promotions framework, including fundamental misunderstandings regarding the normal expectations of different academic roles;
- a proliferation of partisan and sometimes nepotistic hiring and remuneration practices;
- a lack of monitoring of process and outcomes, as well as sufficient awareness and reflective practice by many senior members of staff;
- weak and unhelpful feedback given to many applicants;
- incidences of humiliation and harassment in relation to recruitment and promotion;
- discriminatory practices, particularly age discrimination and discrimination towards those from non-British backgrounds, and
- lack of alignment to central UCL expectations and standards.

These common concerns matter because working in a university is never just a job—it is frequently part of someone's personality and identity in a deep and enduring sense.

When recruitment and promotions processes go wrong, on the scale that was reported in the interview and survey data, this can affect an individual badly at a fundamental level. As such, these flaws represent a form of moral harm with significant consequences for the psychological wellbeing of individuals, as well as impacting their private lives. The situation also has significant relevance for the effective operation of the organisation. If the wrong people end up in post, this starts to erode standards generally for all, and ultimately risks the status of the IOE, with consequences for its students.

The Working Group has concluded its report with a number of key recommendations (pages 23–25). Many of them are very similar to those listed in the Athena SWAN Silver application document *Policies and Practices of Academic Promotions, 2017-2024: Consistency, Transparency, Accountability*, and the Working Group hopes they will be of use in reforming IOE's policies and practices moving forwards.

University and College Union
UCL IOE Working Group for Recruitment and Promotion
June 2024

Working Group Terms of Reference

The University and College Union (UCU) recognizes the importance of ensuring equality, diversity, and fair employment practices within academic institutions. In order to address numerous concerns raised by members and employees at the UCL Institute of Education (IOE) regarding potential patterns of discrimination, harassment, and the appropriate application of central UCL recruitment and promotions policies, a dedicated Working Group was established under the UCL UCU's umbrella.

The primary objectives of this Working Group were as follows:

- 1.1. To conduct an enquiry into any reports of incidents of discrimination and harassment at the IOE, with a focus on recruitment and promotions processes.
- 1.2. To explore whether UCL's central policies related to recruitment and promotions are being consistently and equitably applied within the IOE.
- 1.3. To identify whether improvements in IOE's policies and practices are necessary to promote equality, diversity, and inclusion, and if so, what form these should take.
- 1.4. To make recommendations for addressing any identified issues to foster a more inclusive and equitable work environment at IOE.

The Working Group was constituted as an official Working Group of the UCL UCU IOE and consisted of the following members:

- 2.1. Chair: A representative appointed by the UCL UCU Executive Committee, possessing expertise in equality, diversity, and employment practices.
- 2.2. UCU Members: Four UCU members who are employees at the UCL IOE, selected based on their understanding of workplace practices within UCL IOE.
- 2.3. UCL Executive: A member of the UCL UCU Executive, who served as an ex-officio member and provided relevant information and guidance.
- 2.4 All members of the Working Group agreed that its purpose was to serve the primary objectives and they agreed to act in their service and in good faith.
- 2.5 To be quorate, three members of the Working Group needed to be present at each scheduled meeting.

Working Group Membership (alphabetical order)

Karen Edge, Tatiana Fumasoli (non UCU member), Evangelos Himonides, Sandra Leaton Gray, Victoria Showumni, Jo Van Herwegen (non UCU member), Zachary Walker. UCU IOE representatives support: Mark Newman, Holly Smith.

The Evidence

Evidence was obtained using the following methodologies:

1. Staff interviews were conducted individually with volunteers using an unstructured design (n=11)
2. Staff survey sent via the UCU IOE mailing list in February/March 2024 (n=128 total number of responses, n=110 full completion). The full survey can be found in the Appendix.
3. A search of related, central UCL and IOE policy and programme documentation was conducted. The following documents were identified and consulted:
 - i. UCL Academic Careers Framework
<https://www.ucl.ac.uk/human-resources/sites/human-resources/files/ucl-130418.pdf>
 - ii. UCL Academic Promotions Guidance <https://www.ucl.ac.uk/human-resources/policies-advice/academic-careers-framework-and-promotions-processes/academic-promotions-guidance>
 - iii. Academic Board Minutes 15th March 2017
https://www.ucl.ac.uk/governance-compliance/sites/governance_compliance/files/ab-150317.pdf
 - iv. Academic Board Minutes 3rd May 2017 https://www.ucl.ac.uk/governance-compliance/sites/governance_compliance/files/ab-030517.pdf
 - v. UCL Staff Grievance Policy
<https://www.ucl.ac.uk/human-resources/ucl-staff-grievance-policy>
 - vi. UCL Prevention of Bullying, Harassment and Sexual Discrimination Policy.
<https://www.ucl.ac.uk/human-resources/prevention-bullying-harassment-and-sexual-misconduct-policy>
 - vii. UCL Personal Relationships Policy
<https://www.ucl.ac.uk/human-resources/personal-relationships-policy>
 - viii. UCL Accelerated Incremental Progression or Award of Contribution Points Policy
<https://www.ucl.ac.uk/human-resources/accelerated-incremental-progression-or-award-contribution-point-procedure>
 - ix. UCL Equal Opportunity Statement
https://www.ucl.ac.uk/human-resources/sites/human_resources/files/equal_opportunity_policy_statement.pdf
 - x. UCL Commitment to UK Athena SWAN Principles
https://www.ucl.ac.uk/equality-diversity-inclusion/sites/equality_diversity_inclusion/files/principles_certificate_-_ucl.pdf
 - xi. Showumni, V, Fahad, L and Ohene-Yeboah, (2022)
Barriers to the Promotion of Black Academics: study of the experience of black IOE staff (UCL)
 - xii. Fumasoli, T (2024)
Policies and Practices of Academic Promotions 2017-2024: Consistency, Transparency, Accountability (Athena SWAN Silver application, IOE, UCL's Faculty of Education and Society)
4. All publically-available Employment Tribunal documentation from the UCL/IOE merger in 2014 to the present time (April 2024) was reviewed.

The Findings

Theme 1: Application of the UCL Promotions framework

1. First it is necessary to provide some information regarding the background of the revised UCL promotions framework. It was brought to Academic Board on 15 March 2017 and finally introduced in 2017–2018 after consultation with stakeholders, including a number of Senior Lecturers and Readers at UCL who were invited to attend workshops and contribute to the design of the new criteria. Their contribution was considered to be particularly important, as the Reader level grade was to be abolished during the process, which was likely to result in a number of promotion and grading anomalies that would need addressing. However, the revised framework applies to all grades, and stakeholders offered useful suggestions and advice across its entirety.
2. After rollout, the new promotions process and associated criteria were supposed to be subject to ongoing monitoring and review by Academic Board (see 48.3, Academic Board minutes, 3 May 2017). However, there has not been a formal review of the framework. Instead, there seems to have been *ad hoc* engagement with the review process as and when individual promotion problems have arisen. We have evidence from interviews that occasional *ad hoc* reviews have been carried out in response to emails to UCL Senior Leadership Team members from concerned colleagues. These reviews were carried out by Anthony Smith initially and more recently by Geraint Rees, without the involvement of Academic Board. There is no formal record that the Working Group could find of the number of cases that have been raised in this way.
3. Dissatisfaction with recruitment and promotions is significant across all grades.
 - About 38% of staff who responded reported that they experienced discrimination in the promotion process
 - About 20% of staff who responded reported that they experienced harassment during the promotion process
 - About 45% of staff who responded reported that they felt it was not safe to complain about promotion procedures
 - About 42% of staff who responded reported that they were not confident in IOE SLT to deal professionally with complaints
 - About 49% of staff who responded reported that they were not confident in IOE SLT to deal effectively with complaints
 - About 36% of staff who responded reported that they felt that Department recruitment and promotion panels were unfair
 - About 29% of staff who responded reported that they felt that Faculty recruitment and promotion panels were unfair
 - About 47% of staff who responded reported that they had witnessed bias/unfairness in recruitment and promotion processes.

4. These problems may indicate serious training needs at IOE. Training for members of IOE promotion panels, to carry out the task of reviewing applications, seems to be underdeveloped. For example, we evidence from interviews that, in the case of the IOE Grade 10 Faculty Promotions Panel, training consists of a short workshop of a few hours. Colleagues involved in recruitment or promotion for other grades sometimes have no training at all. This is particularly problematic in the case of relatively inexperienced professors or those who have recently transferred to IOE from other institutions, especially from non-research-intensive universities. Many of these panel members appear to have very limited experience of the full range of academic careers taking place within a research-intensive university such as UCL. Contrarily, there are also concerns in relation to panel members serving at department and faculty level who have only ever worked at IOE and have limited experience of assessing the background of applicants who have worked in different institutions, countries and contexts. These challenges potentially impact fair assessment of applications and overall quality assurance at an institutional level. In addition, the new emphasis on institutional citizenship within the UCL promotions framework does not seem to have been sufficiently covered during IOE training for (or application by) panel members. Colleagues completing the UCU survey have stated:

The process is opaque, with inconsistent feedback and information about criteria application across departments and faculty level.¹

The promotion process is based on subjective grading, which can be biased and prejudicial.

The senior promotions assessment process is inequitable, inconsistent and not transparent.

The UCL framework is better as criteria are clearer, but still a complicated process.

The process relies on individuals to argue their case against narrow criteria.

In relation to recruitment and promotion more generally, colleagues have stated:

In other countries I work in - there is a system of points for publications, projects, different roles. Every lecturer knows clearly what they need to do to be promoted.

In our system it feels everything is open to interpretation and there is no clarity what one needs to add to their profile in order to be promoted. There is more emphasis on how to write the support statement than what we have actually achieved. We should also have a points system.

¹ The lack of transparency finding in this theme is consistent with the findings of the IOE's Athena SWAN Silver application document *Policies and Practices of Academic Promotions 2017-2024: Consistency, Transparency, Accountability* (2024), p.4

5. Membership of the Grade 10 Faculty level promotions panel in particular is particularly problematic, as it is by invitation of the Director rather than by open competition. We know from the absence of an annual promotions panel report available to colleagues that proceedings are conducted in secrecy (rather than just confidentially, with names and identifying information concerning individuals redacted). The names of panel members are also not officially available, which compromises transparency and accountability within the institution.
6. As a result of a lack of rigour, training, transparency and rigorous overall monitoring by HR and the VP (Faculties), we see from the interview and survey responses that there are now serious questions about how accurately recruitment and promotions processes and associated criteria are being interpreted generally by IOE panels. For example:
 - a. There are frequent inconsistencies in how core and threshold requirements are interpreted by appointment and promotions panels at all levels, with verdicts for identical items varying greatly from year to year. For example, in relation to Grade 10 promotions, it is possible for a colleague to pass the Education, Research, Engagement or Citizenship threshold criteria in some years but not others, with the identical CV and personal statement being presented on multiple occasions, but being given significant differences in grading with very different comments. Given Grade 10 promotion is to reflect an entire career trajectory, inconsistent evaluation of sections that have passed in one year not meeting threshold in another compromises the integrity of the entire process. Similarly, there are serious discrepancies in the treatment of colleagues with similar CVs. In the words of colleagues responding to this enquiry:

In 2023, there was a clear case of promotion criteria being unequally applied across different applicants with one applicant not being promoted despite having a stronger CV and cover letter compared to another candidate. Feedback failed to address why the promotion threshold had not been met and the feedback provided was incorrect and contradicted what was in the CV and cover letter. A meeting with xxx who was chairing the promotion panel and yyy was held to discuss this outcome, as well as with zzz, xxxx and yyyy on a second occasion. Although the members in these meetings were willing to listen to the evidence provided, there was no clear indication as to what lessons would be learned or how they would address/rectify the current situation. To this date nothing has been changed, despite recommendations being suggested. Although the Provost has acknowledged that these cases would be investigated, nothing has changed in terms of how panels are constructed, how panels review the applications, and incorrect practices (e.g. using citation indexes as evidence of esteem- which breaches DORA agreements) remain imbedded in the process. It seems that senior leaders are not willing to reflect and improve on promotion inequalities and practices.

At faculty level I have seen the success bar be very different for different people. My personal feedback was failure in only one domain. The feedback in that domain would not have been passed by other successful applicants. I know because in three cases I had been fortunate enough that successful colleagues had shared their applications with me. I know that comparing applications can be difficult because of the mixed portfolio. However because I only failed in one domain, the comparison is more black and white. It genuinely is shocking.

I find the term "threshold" to be quite ambiguous. It would be good to have at least some parameters for publications, or grant fundings etc. To help set goals/targets in Appraisals.

Colleagues in our department have spoken openly about their worry that one of our colleagues' promotion was either a case of sexism or is due to his relationship to xxx as he has made it very clear to all of us that he is close with the Director. It reflects very poorly on the legitimacy of the process when someone who went the direct route because his application was not supported by his colleagues gets promoted - especially a male whose accomplishments are sorely lacking by comparison – and yet a female who is seen throughout the department as an accomplished scholar, a valuable leader in her field and in the department, and a strong mentor is not promoted in the very same cycle.

Criteria are consistently applied in a way that is not consistent with colleagues, affecting promotion applications outcomes.

Evidence of inappropriate information passed to stakeholders for direct route applications has been observed.

I have seen evidence of information passed inappropriately to stakeholders for direct route applications, circumventing the very reason for the direct route pathway being in place.

I have witnessed one individual persistently applying criteria in a way that was not consistent with colleagues and that has affected promotions outcomes. That person thought they were just being rigorous, however, the outcomes of their rigour, as it was not consistent with other colleagues' decisions, was a lack of fairness in outcomes.

The senior promotions assessment process ... is inequitable, inconsistent and not transparent ... [it] is based on one individual's subjective grading of the reviewee's performance which can be biased or prejudicial, but there are no grounds for appeal, moderation or higher-level oversight.

Different procedures/practice take place to privilege certain individuals being promoted in the department, while others are deliberately excluded.

- b. Some contributions are being noticeably over-calibrated whereas others are under-calibrated. For example, Pro-Vice-Provost or significant citizenship roles for central UCL or other universities are seen as having no promotion value, whereas minor management roles within individual IOE departments are seen as having higher promotion value by the panel, and this is a mentality that appears to have spread across the IOE in relation to other forms of recruitment as well. There is also confusion regarding teaching and academic routes at all grades, including 6-8. In the words of colleagues responding to this enquiry:

I was told by a very senior member of IOE that I would not be able to get promoted on an Academic contract because of my heavy involvement in citizenship. Therefore, I have moved to a Teaching portfolio simply because I would like to get promoted. Successful citizenship takes a lot of time and to be told that it will hold you back from promotion on academic contract is demotivating to myself and to younger colleagues.

I feel my achievements are recognised more by the EU and foreign partners than by my home institution. I've been shortlisted so many times for roles I could do well and I interviewed well, but I did not get them and I felt that the shortlisting and interviewing was just for going through the required processes, but I was never going to be appointed.

- c. There is frequently little understanding displayed in the review process of teaching buyout by applicants with ATR (Academic) track contracts who have applied for and won external research funding, and this has been interpreted at IOE by those holding Teaching track contracts themselves as their colleagues 'not doing enough teaching'. In the words of one colleague holding an Associate Professor (Academic) contract, responding to the enquiry:

I have been teaching in universities for over 20 years and this has included running large and highly successful degree programmes. In recent years, I have also been successful in being awarded prestigious research funding on several occasions to buy myself out of teaching duties for periods of time. In promotions feedback, I have been penalised for my previous experience 'happening too long ago' and the research funding success on the grounds that 'I don't do enough teaching'. This just doesn't make sense.

The Working Group also found multiple incidences of buyout rates for grades 7 and 8 being miscalculated or misreported by IOE research finance colleagues to Heads of Department, leading to workload planning difficulties, and/or research funding apparently vanishing within IOE accounting systems, and academics doing funded research in their own free time in order to keep projects running or complete deliverables. In the words of one colleague (typical of other comments):

I had a significant five-figure sum remaining in my Research Council budget, but it ‘disappeared’ without consultation or notification. I subsequently received a warning from my Head of Department for overspending on my research. I was then told I did not bring in enough research funding to justify a promotion.

- d. In feedback given to applicants, there appears to be a bias towards publication in particular academic journals that panel members are involved with personally, and away from books and commissioned reports or interdisciplinary journals, which seem to be under-calibrated. For example, as indicated in Table 1 later in this report, a key indicator of Grade 10 application success at IOE in 2022-2023 appeared to be having published academic work with one or more members of the promotions panel.
- e. The Working Group identified serious inaccuracies in a number of reviews, where it is clear that reviewers have not been sufficiently familiar with the operation of UCL platforms such as WorkTribe and UCL Profiles (previously IRIS) to make a thorough assessment of the materials provided. Instead, some panel members have relied upon hearsay and initial impressions of applicants’ local IOE reputations, rather than the hard evidence available to them. Some of the reviews include statements that are defamatory in character ².
- f. Promotions panels appeared to frequently privilege their predictive ability in terms of anticipating who gets through the main UCL panel, rather than seeking to get as many qualifying applicants through as possible. For example, the Working Group was told of one example where an applicant was informed in a feedback meeting they had been blocked from progression on the basis that they were not successful the previous year, and the panel was concerned that recommending them the next year was likely to skew the panel’s overall predictive success metrics.
- g. Where feedback to applicants is notionally presented as ‘helpful’ and ‘holistic’, it is often based on a fundamentally flawed understanding of the material provided, or focusing on very small points such as the narrative style of the document or saying there was insufficient detail regarding one or two minor events within a much larger, highly successful international career. This frequently gives the impression of the panel seeking to fail certain applicants, rather than seeking to encourage, unlike other Faculties.³ This tendency has been described to us as highly

² This appears to breach the **UCL Prevention of Bullying, Harassment and Sexual Misconduct Policy**, for example see in paragraph 1 “Inappropriate and/or derogatory remarks about someone’s performance”.

³ The lack of coherent advice available to applicants is similar to that reported in the IOE’s Athena SWAN Silver application document *Policies and Practices of Academic Promotions, 2017-2024: Consistency, Transparency, Accountability* (2024), page 4.

demotivating to applicants and breaches normal Faculty Promotions Committee practice across UCL. Colleagues have described their views of the process as follows:

Feedback from the then 'Director and Dean' was improvised on the spot. She only familiarised herself with my application moments prior to our meeting. It was the most insulting experience of my professional life. Key things rehearsed about 'institutional citizenship' were mainly suggesting that this had to fit her own interpretation of the concept, essentially working for her, not the institution ...

I was told that the hard work that I put into making a detailed grid of funding/grants where I unpacked the exact amounts coming to IOE and department, as well as my precise role ... was "too much information" and "people were only going to get suspicious" with this kind of information ... The arrogance ... of the feedback provider allowed them to even mock the overwhelming number of published outputs as a clear sign of immaturity and lack of leadership, where one should just tick the box with a limited number of publications and then seek a major grant, instead of producing more. The biggest problem with the way the 'feedback' was offered was the utterly non deterministic and open to personal interpretation of evidence.

The feedback was structural rather than content-based ... Feedback with the Head of Department was unhelpful and incorrect. Conflicting feedback on promotion applications has led to a loss of interest in applying for faculty roles.

I was given conflicting feedback re my promotion application. One year I was told I had a strong international profile and I needed publications. Next year I was told my international profile was not strong enough.

I felt the senior member of staff giving me feedback did not even look at my documents.

... the then director/dean single-handedly blocked my promotion. With strong recommendation from my legal advisory team, I submitted a facsimile of the failed application in the next run, which was past the former director's departure, and my application was successful. Even if this doesn't clearly demonstrate the potentially malevolent role and power that one person can have, then it certainly suggests how inconsistent the assessment processes had been.

7. Questions have also been raised as to whether IOE is adding its own additional promotion criteria at all grades without consultation, and these can be variable, and inconsistently applied. They can also reflect stereotypes and misconceptions amongst panel members as well as wider IOE management giving advice to applicants. We categorise these as IOE 'folk myths' as they do

not appear in the promotions criteria and regulations. For example, from feedback and advice given to unsuccessful applicants:

- a. To be promoted to Grade 10, there is a requirement to have been a Chair of an IOE committee or having held a minor departmental management post within IOE, as mentioned above.
- b. It is necessary to have been a Reader for no longer than three years before achieving Grade 10 promotion, otherwise promotion will never be possible.
- c. It is not permitted to reapply for Grade 10 promotion for two years running if an applicant has been unsuccessful.
- d. There is a requirement for Grade 10 promotion to have achieved UKRI funding within the last five years.
- e. There is a requirement for Grade 10 promotion to have held leadership positions within IOE rather than identical positions at other universities or UCL.
- f. There is a requirement for Grade 10 promotion for all teaching to have ‘international impact’ without the mechanism for this being specified (particularly in relation to ATR contract holders).
- g. There is a requirement for Grade 10 promotion to have been editor of an academic journal.
- h. It is impossible within the UCL system for applicants at all grades to transfer from Assistant Professor (Teaching) to Associate Professor ATR (Academic) posts.⁴
- i. The Working Group found three cases where older applicants have been told they are not eligible to apply for particular Grade 8 or Grade 9 Assistant or Associate Professor (Teaching) posts or promotions as they have not fully completed their PhDs, only to find younger staff appointed to permanent positions who have not started a PhD and who have no academic publications⁵. In the words of colleagues responding to this enquiry:

Someone (other than the programme leader) announced to a group of us who the programme leader wanted to be appointed as deputy in advance, so I decided not even to apply, and that appointment was then made to fit one of the two chosen persons mentioned to us.

Some people being told they need to finish their doctorate prior

⁴ In paragraph 8 of the **UCL Academic Promotions Guidance** there is clear provision for members of staff to move tracks upon promotion.

⁵ This is likely to be in breach of the **UCL Prevention of Bullying, Harassment, and Sexual Misconduct Policy**. For example, in Appendix 1 where it gives the examples “Deliberately creating an environment where a team member is side-lined or has their responsibilities limited or narrowed”; “Not providing equal development opportunities or promotional prospects to those in a team” and “Being discriminatory in recruitment practices or appointing staff in a non-transparent way”. Given age was also cited as grounds, this is likely also to be in breach of the Equality Act (2010).

to any promotion, others not having a doctorate but successful promotion. Very unclear how these decisions are made.

Related to my increment application, my then HoD said this was more like an upgrade (8 to 9) application and encouraged me to do this. I did this (upgrade application) and was told I needed to sell myself more. Also that I did not have a doctorate (even though this was not in the criteria).

Similarly, evidence emerged from some colleagues on research contracts suggests that staff have been blocked from applying for posts or responsibilities. In the words of one colleague:

I went for Grade 8 lecturer promotion in 2020, all my experience had been building up to this only to be told I was not eligible as I was on a research contract ... I have been on an open-ended contract for 10 years now!

Another colleague described how they were being forced to teach outside their specialism and actively blocked from applying to teach modules much closer to their specialism, even when opportunities were available:

The Head of Teaching and Learning ... said that they [the modules] were allocated to an external vacancy ... HR said I would never be hired because it would be a 'loss' to the department ... It can't be that opportunities are blocked to suitable qualified people who already work in the department.

- j. The Working Group has found cases where applicants for contribution points/accelerated points on Grades 7 and 8 were told IOE never awards more than one point to an individual, regardless of the situation, in contravention of the UCL Accelerated Incremental Progression or Award of Contribution Points Policy, and obviously undermined by the existence of multiple points at the top of the grade.
- k. At appeals panels attended by UCU Representatives discussing additional salary awards for Grades 7 to 9, as well as for Professional Services staff who are strongly supported by their line managers, there have been statements made repeatedly by senior colleagues that 'standards are higher at IOE than the rest of UCL' to justify not awarding additional salary points, even when applicants have been acting above their pay grade for considerable periods of time⁶. This has had a particularly negative impact on Professional Services staff retention at IOE.

⁶ This is likely to breach the **UCL Accelerated Incremental Progression or Award of Contribution Points Policy** paragraph 5.

Theme 2: *The Anomaly of Readership*

1. Salary scales have been used repeatedly as an excuse for not addressing key Readership/Associate Professor anomalies for colleagues on Grade 9. Readers were effectively demoted when the new titles came in in 2017–2018. Provost Michael Arthur argued in a meeting with one Working Group member that, if Readers are kept on the same pay scale, nothing needs to be addressed, even though a Readership is a conferred title under University of London regulations. Despite the conferred title problem being raised at Academic Board, along with recognition that there would be a significant number of edge cases needing individual assessment, nothing was done to address such anomalies (for example automatically promoting Readers to Professor, as was done in some other research-intensive universities).
2. Former IOE Director Becky Francis assured colleagues in 2017 in a whole staff meeting that colleagues subject to TUPE after the IOE/UCL merger, who were at the top of the Grade 9 pay scale and about to apply for Readership, would not be disadvantaged by a lack of automatic promotion to Professor, as they would automatically be able to access the discretionary points at the top of the Grade 9 scale as a compensatory mechanism. This proved not to be the case, and many applications were routinely rejected. This situation has been financially disadvantageous to colleagues by an amount we calculate to total up to £6329 p.a. per applicant, if they were coming to that stage of their career slightly too late, given the abrupt change in regulations.

Theme 3: *Conflict of interest*

1. In addition to point 6 (i) above, the Working Group identified multiple additional incidences of the broad range of potential conflicts of interest not being properly declared or considered at appointment and promotions panels.⁷ As a result, there is a risk of particular research collaborators being able to give each other favourable treatment. Conversely, there are instances of some research areas in which promotion rates are consistently and atypically low. For example, Table 1 outlines the outcomes of an analysis of publicly available information related to the relationships between the eleven successful IOE Grade 10 applicants from the 2022 promotions round, and panel members. While it is not possible at this point to point precisely to any patterns between panel members and unsuccessful applicants, not least because failed applications are not publicly reported, the table shows potential bias towards research collaborators and co-authors in the process. This does not take into account other relationships such as co-supervision. (It should be noted that panel membership was not available to us for previous years).

⁷ Problems with management of conflicts of interest is also reported in the IOE's Athena SWAN Silver application document *Policies and Practices of Academic Promotions 2017-2024: Consistency, Transparency, Accountability* (2024), page 4.

Table 1: Successful applicants from the 2022-2023 Grade 10 promotions round

Applicant number	Formal IOE or departmental leadership with panel member	Shared grant held with panel member	Co-authorship with panel member
1		Y	Y
2	Y		Y
3	Y		Y
4		Y	Y
5	Y	Y	Y
6		Y	Y
7			Y
8	Y	Y	Y
9			Y
10			Y
11	Y		

“Formal IOE or departmental leadership” indicates a departmental or Faculty-level management post, chairing of an IOE committee, or similar. There is a problem regarding this emphasis on IOE internal roles in particular. Not all of the roles are properly advertised, not all of them have fixed terms (meaning opportunities for others are effectively blocked), some do not have clear descriptors. There is evidence that involvement in minor, local roles is frequently and explicitly favoured over central UCL roles or roles at other universities widely considered to be higher status and more demanding.

2. The survey identified evidence of appointments being made at Grades 7 to 9 to family members, partners, and close friends of existing team members who then line managed one another. These applicants did not hold the usual qualifications or experience that would suggest readiness for successfully gained roles. The Working Group found evidence of other applicants being deliberately deterred from applying, or not being shortlisted despite being better qualified and more experienced.⁸ This has echoes at other appointment levels. In the words of colleagues:

⁸ This appears to be in breach of the **UCL Personal Relationships Policy**, paragraphs 6.1 to 6.4.

I spoke informally to the programme leader about the possibility of me applying and was then told I was not eligible to apply because a younger person with a PhD and lots of publications might apply for the job and I would not be able to compete. There were 7 appointments made for the vacancies, only two had a PhD, two had not even started a PhD and still don't have it till now, and the rest were still writing a PhD and submitted a year to several years after appointment, some of whom without any publications. The two without a PhD were made lecturers in Education, like the rest of the appointments, and were related (partners/ close family members) to staff at IOE/UCL, one of them to a senior member of staff on the programme. In each case, no conflict of interest declaration appears to have been made and colleagues were unaware. These applicants did not hold the declared qualifications or publication experience that would suggest readiness for successfully gained roles, when I had started a PhD and had one publication which is highly cited. Two other of these appointments were also linked with staff at IOE, one as partner and the second as someone supervised by a member of the programme leadership team.

Certain senior faculty level managers may have proteges or favourites preferred for advancement and positions.

I think certain senior faculty level managers had proteges or favourites that are preferred for advancement and positions, and sometimes these posts are not done so well.

Repeatedly I have been encouraged not to apply for roles that I am qualified for to ensure that favoured colleagues are able to be hired, and then promoted, for their contributions.

3. The Working Group found multiple cases of unexplained differential professorial banding, including one case of a colleague being automatically placed in a Band 3 professorship upon first Grade 10 appointment at the insistence of a former Director, whereas others with longer and more substantial experience in all areas have been denied promotion from a Grade 1 to a Band 2 professorship.
4. The Working Group identified evidence of the use of unexplained Grade 10 special personal salaries awarded between 2016–2020 by a former Director which do not conform to the relevant IOE or UCL criteria. These do not appear to have been challenged or audited sufficiently well.
5. The survey highlighted significant evidence of various categories of appointment taking place without due process, and the relevant committees and panels being overridden to ensure former colleagues, friends or research collaborators can be given preferential treatment by IOE Directors⁹. For example, in one year alone, there were two senior IOE appointments from the Queensland University

⁹ The issue of IOE cliques has also been raised in the IOE's Athena SWAN Silver application document *Policies and Practices of Academic Promotions 2017-2024: Consistency, Transparency, Accountability* (2024), page 5.

of Technology and eight honorary appointments from the same university, which represented the majority of the overall appointments in these categories. However, very few of these appointments made any substantive contribution to IOE, and all left not long after arrival. This had a negative impact on IOE succession planning, morale and work relationships, and also made it very difficult to appoint and retain key members of staff during the period immediately afterwards. Many examples of informal hiring practices were given by colleagues responding to the survey, which appeared to be ongoing, including:

- Unadvertised promotions, with the Head of Department promoting staff they 'liked' without proper advertisement, overlooking suitable candidates.
- Colleagues being actively discouraged from applying for promotion even though they hold all the necessary qualifications.
- Colleagues being told they are not eligible for promotion if they are on research-track contracts.
- Favouritism towards professorial-level candidates in awarding internal appointments, including allowing them networking opportunities and research spotlighting at departmental meetings.

In the words of colleagues:

Recently a colleague was leading an interview panel, even though there was a conflict of interest. The person that was offered the job and got hired, was close friends with the lead interviewer, having worked on two previous projects and having co-authored many papers in the past, even the scoring was done in such a way, so that they came first compared to the other candidates.

I don't feel comfortable providing details here. There is a very obvious and high profile example everybody is aware of.

I have worked in departments where nepotism appeared to be the default, and friends, former colleagues and children were regularly employed.

It seems strange that sometimes when new people join the IOE, they are then followed by colleagues from their previous institution.

There is an established pattern of people hiring co-authors in this department. I find this puzzling as most departments I have worked in actively discourage this due to having too little diversity in research interests and skills when you do this.

Theme 4: Lack of process

1. There is inconsistency in timings of promotion. For some applicants, promotions take place out of the normal sequence, with mid-year opportunities being presented to them to achieve Grade 10. For other applicants, this is strictly prohibited beyond the usual round and timetabling, which is relatively slow. As one colleague responded:

This also includes out of cycle promotions without any clarity, transparency, or publicly available information about how this can be achieved by others. This is completely unacceptable.

2. In Grade 10 application feedback examples, the Working Group has found evidence of departmental views on promotion suitability being overridden in favour of the views of institutional panel Faculty members. There is a concern here that subject-specific expertise is being ignored in favour of a more generic review process. This practice also compromises applicants carrying out interdisciplinary research, even though this is officially encouraged within the Grade 10 criteria, and indeed promotions criteria more generally. In the words of two colleagues responding to this enquiry:

My major concern is that our departmental judgement is routinely ignored – both in acceptance and rejection of applications. In the words of a Faculty Head at another university, “It either implies that the departmental panel aren’t abreast of the process, which seems unlikely assuming how experienced they are, or worse, that they are not respected to make a good decision.”

I feel bad for colleagues who sit on our departmental panel who try really hard to make objective decisions about colleagues’ readiness and then get overturned or ignored by a faculty panel with no disciplinary expertise or understanding of how that person contributes to the department. Our departmental panel is very experienced (two former HODs) and it makes no sense when their professional judgement is not followed by the faculty panel that has no experience in our field.

3. The Working Group has found evidence of a lack of rigour when ensuring the validity or veracity of claims made in promotions applications. For example, one successful applicant gave the impression that they were personally responsible for a major international research project, and was given the benefit of the doubt by the promotions panel, whereas they were actually in charge of a significantly more minor research workstream based locally at IOE. Conversely other unsuccessful applicants have been unfairly accused of misleading the panel about aspects of their CV, but reviewers have not checked the appropriate paperwork properly to ensure this is the case. Instead, reviewers have relied on WorkTribe and IRIS/Profiles dashboards as a single point of truth. Such databases were never designed to be used as a basis for high stakes promotions decisions, as they are not always accurate in terms of real-life job titles and

roles, therefore this use potentially goes beyond the GDPR Data Accuracy principle¹⁰. This is because people are looking at one database, which may be incorrect because of the design of the database that does not allow for non-standard contractual arrangements, and that is leading them to incorrect or erroneous conclusions about personal data held elsewhere within the organisation.

4. The Working Group found evidence of significant confusion relating to the Direct Route path for Grade 10 applications, grounded in the fact that until very recently IOE was a single department, as well as a faculty, a school, and a unit within the UCL system. This has meant IOE appeared to use its own hybrid approach, with departmental panel judgements carried forward at faculty level, and forward to central UCL, theoretically contaminating the process. It is also unclear whether IOE Deans have been providing the introductory notes and references that are usually expected of them for Direct Route applications when presented to the UCL Central Panel.
5. Colleagues in interviews and responding to the survey have frequently described the recruitment and promotions process at IOE using words such as “chaotic”, “incompetent”, “sclerotic”, “emotionally illiterate” and “bureaucratic”.

Theme 5: Discrimination

UCL has very clear equal opportunities policies. However, while these might be implemented superficially in recruitment and promotions processes, they are not always complied with fully. Colleagues at all grades speak about problems in relation to gender issues, friendship networks, nationality, ethnicity, and nuanced intersectional aspects of all of these and more:

Criteria for promotion often fail to acknowledge gender differences in ability to meet them.

The process discouraged women, as it took a long time to prepare for promotion and required a lengthy CV.

The criteria fails to recognise gender differences in ability to meet them, e.g. doing keynotes when you have the main responsibility for children at home. It is true that one can say that one has been invited but had to turn down an invitation, although that feels lame. It also misses the way in which you are less ‘in the circuit’ in the first place, you won’t get invited.

Bias is evident in the promotion process, with individuals affiliated with certain cliques or networks within the faculty, and those with a British background, appearing to progress more swiftly.

¹⁰ See <https://ico.org.uk/for-organisations/uk-gdpr-guidance-and-resources/data-protection-principles/a-guide-to-the-data-protection-principles/the-principles/accuracy/>

Promotions often favour those who have already had numerous opportunities, while others, particularly women or foreigners, lack necessary support.

There are occurrences where favouritism becomes evident through strategic distribution of opportunities and responsibilities, fostering a 'rich get richer' syndrome. This often results in the promotion of individuals who have already had numerous opportunities, while others, particularly women or foreigners, lack the necessary support, such as mentorship, to navigate the process better.

I have participated in recruitment panels where in spite of my objections the candidate offered the role had performed worst at interview and been the least well qualified (the candidate not recruited was from an ethnic minority).

The unfairness and bias I feel is nuanced. Rather than looking at individuals' contribution and thinking of potential upgrade, it relies on individuals to argue 'their case' against criteria that can be quite narrow ... Often busy professionals do not have time to go through the promotions processes. A pro-active ARD system should identify individuals and help them through or even just ask them if it is OK to put them forward for promotion/upgrade based on the reality of their work.

I see...institutional fit, being about the maintenance of white comfort ...It's about not rocking the boat. It's about coming in, and you know behaving whitely. It's doing the things that people do within a white organisation and not kind of tipping the balance of that.

And I think that when we are recruited into organisations like this... sometimes that's the perception that they have of who we are, but when we come in and we start to ask questions and disrupt and interrupt, we then are seen as problematic or difficult or different, especially difficult to work with. So for me it's about not disrupting white comfort, you know, this is the way we do things here and your job is to fall in line.

Conclusion

In QS subject rankings, the IOE has for 11 years been lauded as ‘No. 1 in the world for Education’, and obviously plays an important role on the world stage. Yet, ten years after the UCL/IOE merger, it is becoming increasingly clear that there are major difficulties with recruitment and promotion at IOE in terms of ethical practice, which is negatively impacting the workplace culture. This is unacceptable. As a world-leading organisation, with significant influence internationally, and in receipt of significant amounts of public funding, everyone working within it should be expected to comply with the seven Nolan principles for public life: selflessness, integrity, objectivity, accountability, openness, honesty, and leadership. However, the evidence underpinning this report demonstrates serious difficulties in all these areas. The difficulties reported here have been seen as sufficiently serious to warrant over 20% of around 500 members responding to a UCU survey, towards the end of a busy term, often providing lengthy additional written responses to indicate where the major problems lie. This is unprecedented. These colleagues, often very experienced and successful internationally, frequently report feeling demotivated, frustrated, and dispirited as a result of their experience of the workplace. Due to the IOE’s disproportionate size in the field of Education internationally, it is unrealistic for them all to leave and find posts elsewhere, nor would this ultimately be beneficial to the organisation.

It is evident from the enquiry’s findings that post-merger, IOE has struggled to maintain its historic commitment to fairness and equity, whilst also adapting to the processes and policies of a much larger university, which reflects the findings of the IOE’s Athena SWAN Silver application report. The Working Group identified five areas of particular concern:

1. Routine misapplication of the UCL recruitment and promotions framework at all grades, with consequent problems compounded by a lack of an appropriate monitoring or appeals process.
2. Lack of sufficient provision for colleagues at the top of the Grade 9 band, who were denied Readerships at relatively short notice due to the change in UCL university titles, causing them promotion difficulties and disadvantaging them financially.
3. Frequent conflicts of interest at all grades, with favourable treatment of research collaborators, co-authors, friends and relatives within recruitment and promotions processes.
4. Lack of process, with Grade 10 promotions taking place out of the normal cycle, departmental views being overridden, a lack of rigour in assessing applications, and confusion about how Direct Route applications should be handled.
5. Discriminatory practice, broader than the EDI issues covered in the recent Barriers to the Promotion of Black Academics report, to include gender issues, friendship networks, nationality, ethnicity, and nuanced intersectional aspects of all of these.

Below, we provide 15 recommendations that we consider should be actioned urgently. Most of these recommendations overlap with those listed in the IOE's Athena SWAN Silver application document *Policies and Practices of Academic Promotions 2017-2024: Consistency, Transparency, Accountability*. However, our findings are sufficiently serious to suggest that a full audit of IOE processes and practices should take place as a matter of priority, to provide a fuller account of the institutional problems that plague the workplace experiences of many colleagues, negatively impacting their personal and professional lives. The Working Group considers this should take a similar form to the Howlett Brown Bartlett Environmental Investigation of 2022.

We conclude with a final comment from one survey respondent:

Thank you so much for doing this work. It can only help us take one more step towards greater fairness, accountability, and parity.

**UCU Working Group on IOE Recruitment and Promotions
May 2024**

Recommendations

1. The IOE promotions process should be reviewed by the UCL Provost and Faculty Deans as a matter of priority and urgency. A comprehensive monitoring and review process needs to go beyond the usual categories of potentially discriminatory practice (such as Equality, Diversity and Inclusion) and also track issues such as potential conflicts of interest (such as including collaborators, mentors and recent colleagues on panels) as well as overall strategy, purpose and direction. Findings of this review should be reported in detail to Academic Board, subdivided by Faculty. This should lead to greater consistency across UCL in applying the criteria at all grades.
2. To support and align with Recommendation 1, Departmental and Faculty promotions panels should provide an annual report. This report should cover Equality, Diversity and Inclusion issues but also list the details of panel composition including names, grades, and professional expertise. All panel members must demonstrate full understanding and knowledge regarding UCL's Academic Career Framework. They should also list conflicts of interest and how these were accommodated, map general academic field and subfield trends in promotion (in case particular subject areas are repeatedly privileged without a wider debate about the Faculty's general strategy, purpose and direction taking place), and deal with any other pertinent issues, as a means of providing accountability as well as ensuring continuous improvement.
3. The precise responsibilities of Departmental vs Faculty promotions panels should be reviewed and clarified across the IOE and UCL and communicated to Deans. This review could begin by gathering evidence from both Departmental and Faculty-level panels, and analysing them to ensure consistency, to identify anomalies, and to rectify issues within the promotion cycle.
4. Appointments to IOE Faculty promotions panels should be for a fixed term. The Working Group suggests this should be a maximum of two years. Composition of the IOE Faculty panel should be transparent, with the list of panel members published alongside calls for promotion submissions, to enable colleagues to raise any conflict of interest concerns.
5. Training of all recruitment and promotion panels should be reviewed, extended and refreshed annually. This should emphasise:
 - Consistent use of scoring, sharing of information, quality of source citation and use, calibration of criteria, etc.
 - All promotion panel members must demonstrate that they understand the academic career framework criteria fully.
 - Appropriate treatment of Academic/Teaching/Research track applications.
 - Appropriate consideration and recognition of part-time contracts and FTE allocations.

- Definitions of and scope for potential conflicts of interest, and more robust guidance on when to recuse from decisions.
 - GDPR compliance, with a respect for its main principles (Lawfulness, fairness, and transparency; Purpose limitation; Data minimisation; Accuracy; Storage limitation; Integrity and confidentiality; and Accountability).
 - Unconscious bias training and or particular targeted training in equity in recruitment and selection.
 - Conflict of interest training, especially with regard to research collaborations, co-authorship, friendships and other personal relationships.
 - The Seven Principles of Public Life [“Nolan Principles”] (Selflessness, Integrity, Objectivity, Accountability, Openness, Honesty, Leadership).
6. Training for IOE Heads of Department, line managers and other members of staff should be immediately reviewed, with a view to addressing the ‘folk myth’ issue referred to earlier in this report, for all grades. This should include more sophisticated training on the differences between types of UCL contracts (i.e Research, Teaching and Academic tracks), as well as the appropriate use of different formal and informal data sources within and outside UCL in making recruitment and promotions decisions.
 7. A review process is undertaken to ensure that IOE Promotion practices are aligned and closely benchmarked to other Faculties within UCL. This should be supervised and evidenced by the UCL Vice-Dean (Faculties). Greater workload allocation should be given to recognise involvement in promotion panel activities.
 8. All IOE faculty and department roles should be advertised based on standard UCL descriptors and should be fixed term with incumbents having the opportunity to re-apply. Roles and associated workload should be calibrated against roles in other Faculties, as well as against central UCL roles. Where only one person is interviewed, this should be subject to external scrutiny. Panels should, if possible and appropriate, involve at least one person from a different department. Recruitment timelines should be monitored to ensure consistency. To address issues raised in the survey, an anonymous ‘after hiring’ review for individual members to share concerns could be implemented.
 9. All future first Grade 10 appointments beyond Band 1 should be subject to panel review.
 10. The Working Group has been unable to examine the current status of Readerships at IOE. There would however be a review of current treatment of, and career progression of, readers since the merger. If there are any remaining Readerships, a review of these positions and a plan to support Readers for promotion will be implemented.

11. To introduce greater fairness in terms of timetabling UCL promotions, the Working Group recommends a standard process that provides objective, criterion-based feedback for those not promoted. Promotions applicants should automatically receive a copy of their individual shortlisting grid upon which any decisions were made, and they should be offered the opportunity of detailed feedback.
12. Aligned with Recommendation 11, internal role applicants who are not selected for the role should be offered a copy of their individual shortlisting grid and the opportunity of detailed feedback.
13. Reports written by reviewers in response to all applications at all grades needs to be in a consistent form that provides actionable formative feedback, rather than just providing a series of brief bullet points or shorthand notes, based on a limited reading of the papers (and often not even referring to the comments of referees). In order to reduce the accompanying workload, a feedback form could be produced that is filled out by the panel chair and provided to all applicants.
14. As a matter of priority, the Working Group recommends that UCL HR asks colleagues sitting on promotions panels to complete a declaration of interests form in relation to personal relationships with any promotion applicants.
15. Honorary and visiting positions should also be subject to greater scrutiny and fit more closely to the long-term strategy, purpose and direction of IOE, with appropriate democratic engagement amongst wider IOE stakeholders to ensure this is the case. As part of this scrutiny, a review of the use of titles should be clarified and evaluated to ensure consistency with IOE grades and banding.

Appendix

IOE UCU Working Group Survey

General demographics

Participation

128 individual responses were started. Of these, 110 responses were completed by the closure of the online instrument.

UCU membership

The majority of respondents (N=95) reported to be UCU members. The response rate for UCU members was therefore 18.7% with additional responses from non-members with whom the link had been shared.

Total UCU members at IOE = 508

In the following categories

Professional services = 52

'Academic' (this includes both 'Teaching' – fixed term & 'Academic' Open contracts) = 322

PGR students = 20

Research contract =61

Unknown= 41

Age groups

Only 4% of participants reported to be under 35 years of age, and 10% over the age of 65. The majority of the responses came equally from respondents belonging in the 45–54 and 55-64 groups (N=34, 31%), with 25 responses (23%) coming from respondents reporting to be 35-44 years old.

Gender

Participants were invited to self-describe, using a Qualtrics Certified Question¹¹ (i.e. a question that could not be edited, if used as “certified” by the Qualtrics technology). Nevertheless, one participant reported being unsettled with the way that categories were presented suggesting that sex and gender were muddled. The working group team notes that the question was titled “How do you describe yourself?”, and that the terms “sex” and/or “gender” were not used. The majority of respondents (N=72, 67%) described themselves as “female”, with N=31 (29%) of respondents describing themselves as “male”.

Race/Ethnicity

The group made the difficult decision not to survey participants on race/ethnicity, in light of the recently published Barriers to the Promotion of Black Academics UCL report, where a major disparity had been highlighted in the representation of minority ethnic staff within IOE. The

¹¹ Certified questions leverage Qualtrics best practices to generate high-quality, standardized data to support better insights. By standardizing metrics — for example, age, gender, industry, location, CSAT, etc. — an entire XM workflow can be created that delivers better value in the form of unified datasets for comparative analysis, benchmarks, and continually updated and standardized profiles.

working group felt that participants might feel that their anonymity might be in jeopardy if they reported their race/ethnicity. Nevertheless, participants were given the opportunity to raise race/ethnicity related issues later in the survey.

Salary Grade Structure

There were no responses from people placed below Grade 5 and below, with only one respondent reporting to sit at Grade 6. Two thirds of the respondent body were placed in grades 8 (30%) and 9 (35%), with seven participants (11%) at grade 7 and 10 participants (23%) at grade 10.

Employment pre or post merger

54 participants (51%) reported to have been at IOE before the merger with UCL, with 49 participants (46%) reporting to have arrived at IOE after the 2nd of December 2014.

Application for promotion

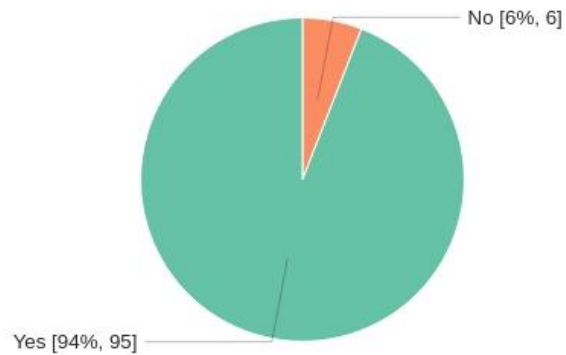
The majority of respondents reported having applied for an internal promotion within IOE in the past. Participants were advised that this could include things like applying to go permanent or to raise one's FTE, applying for course/programme leader posts, applying for additional salary points, applying for acting roles, applying for promotion to the next grade, applying to switch from Teaching to Research tracks or vice versa, applying for internal posts such as Head of Department, AHLT and Head of Research, applying to be chair of key IOE committees and so on, regardless of whether the outcome involved a pay rise, or not.

Participants were also asked to indicate when they had applied for promotion (NB: all times that they had done so). Responses indicated that applications were distributed fairly evenly across the available options, with a somewhat anticipated drop immediately before and after merger with UCL (2014-2017), perhaps due to the IOE trying to become acclimatised to the new reality.

Survey questions and non-text answers

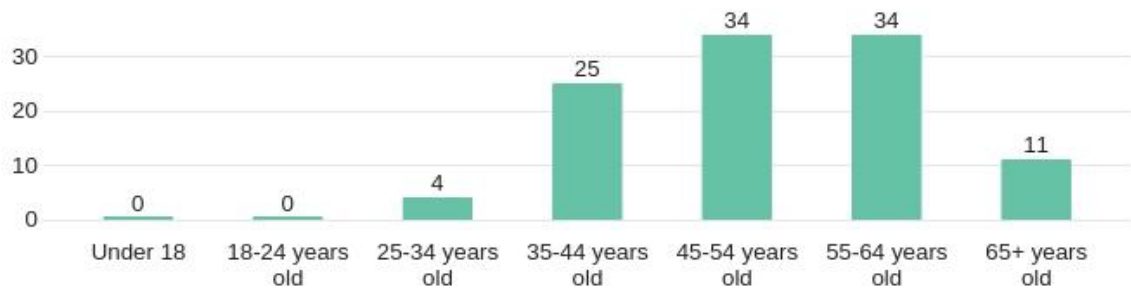
UCU membership

Q3 - Are you a member of UCU?



Age groups

Q4 - How old are you?



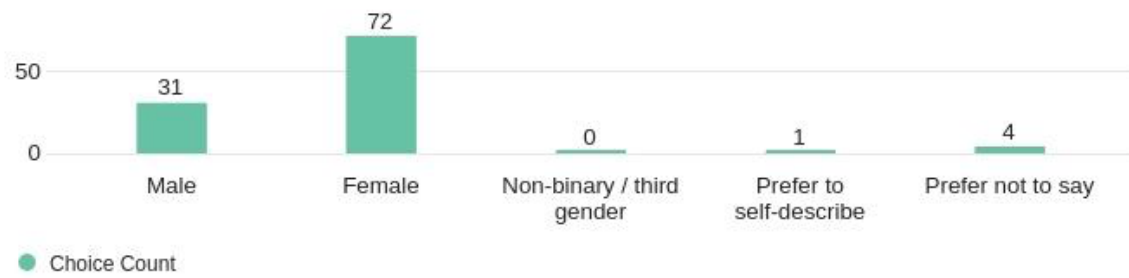
Q4 - How old are you?



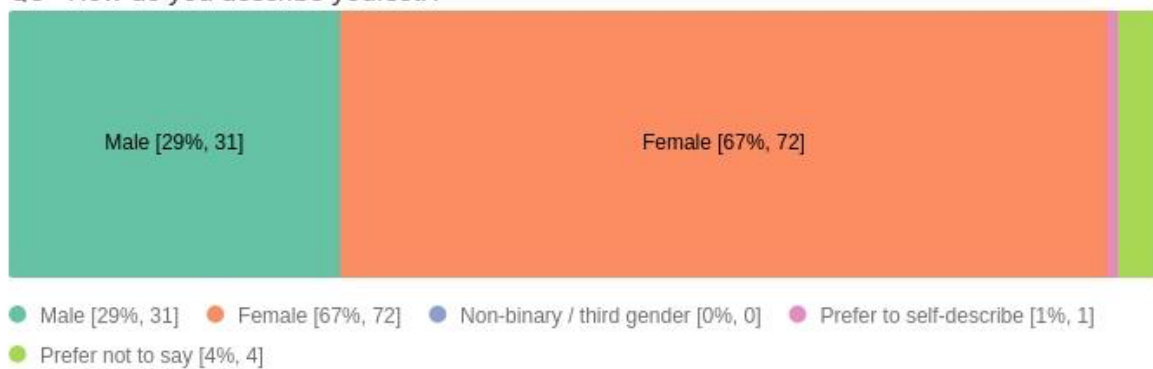
25-34 years old [4%] 35-44 years old [23%] 45-54 years old [31%] 55-64 years old [31%] 65+ years old [10%]

Gender

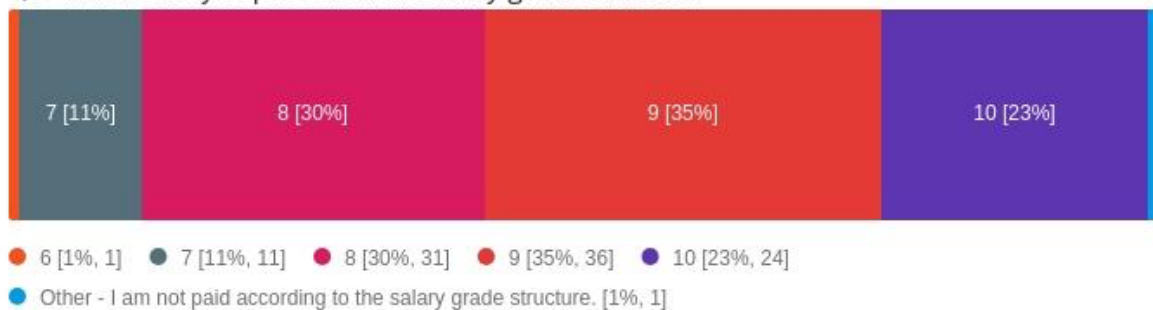
Q5 - How do you describe yourself?



Q5 - How do you describe yourself?

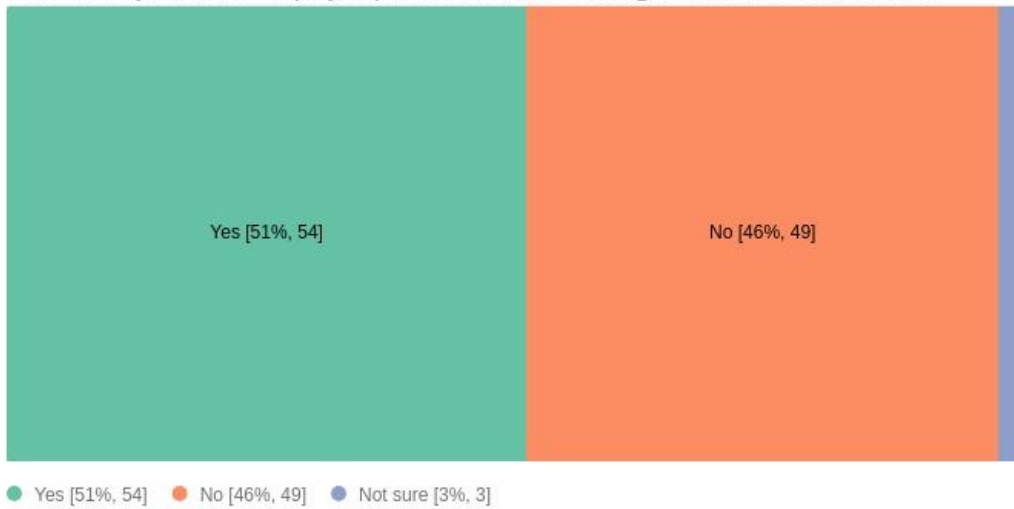


Q6 - Where are you placed on the salary grade structure?



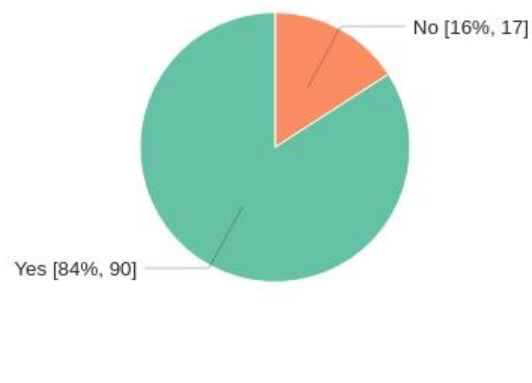
Employment pre or post merger

Q25 - Were you an IOE employee prior to the IOE/UCL merger on 2nd December 2014?

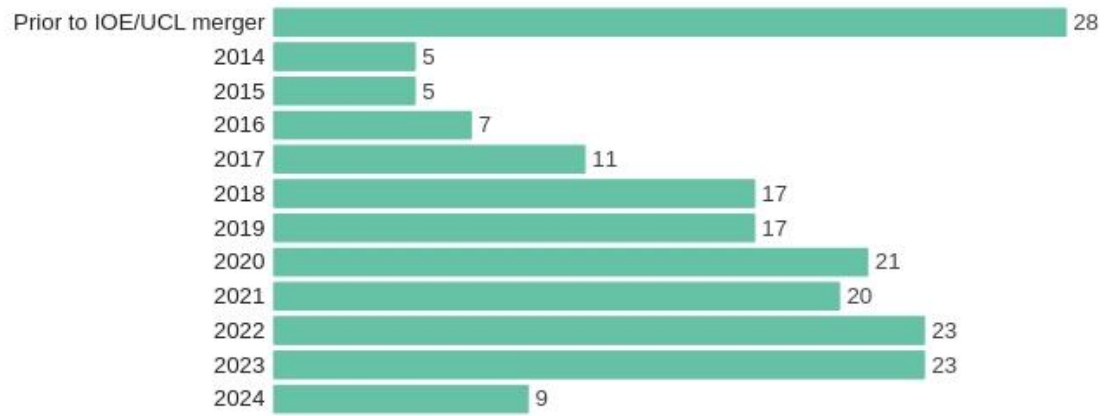


Application for promotion

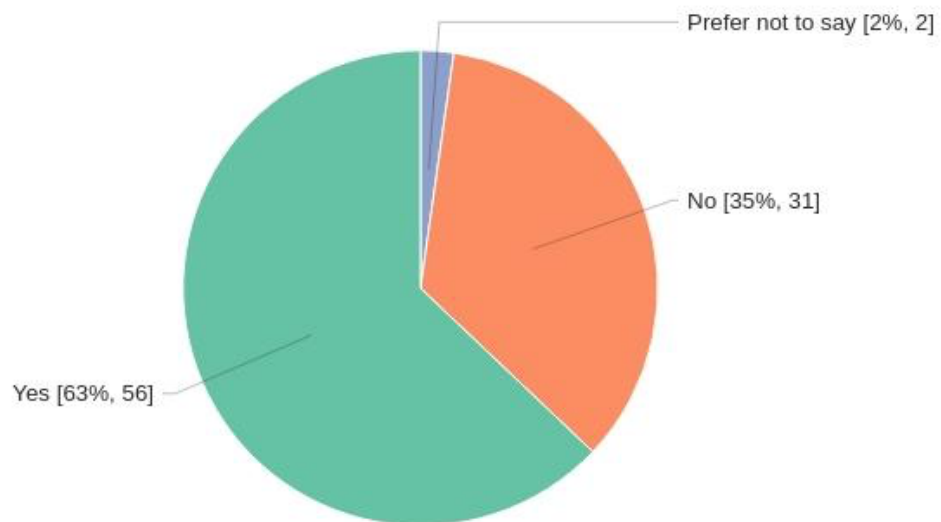
Q7 - Have you ever applied for an internal promotion or appointment within IOE?



Q8 - If, yes when did you do so? (tick all that apply)

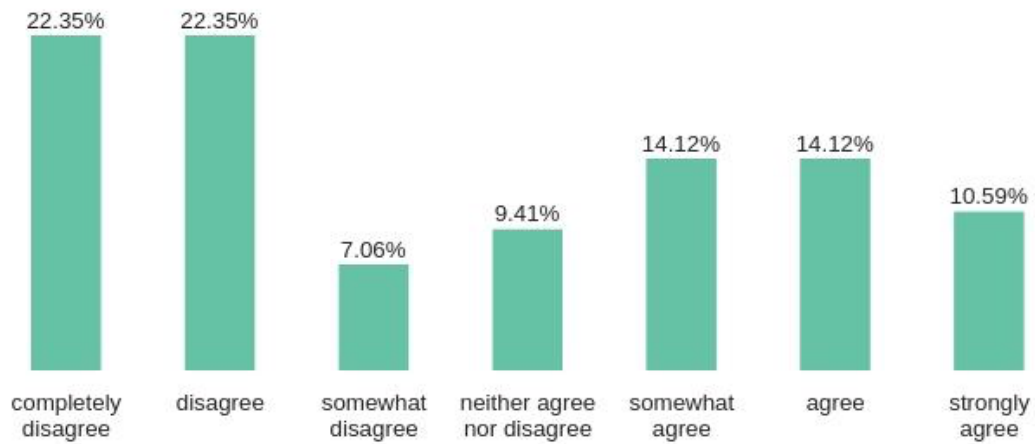


Q9 - Did you ever experience an unsuccessful internal promotion or appointment application?

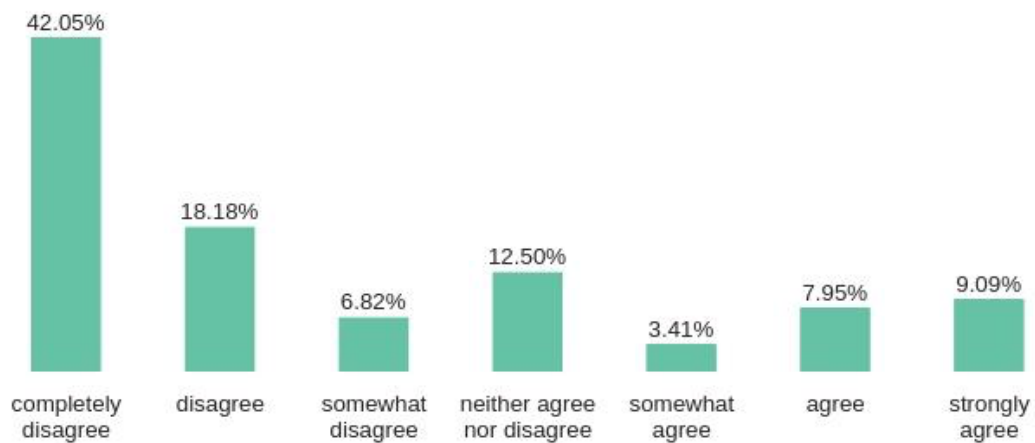


Personal experiences at IOE (ratings)

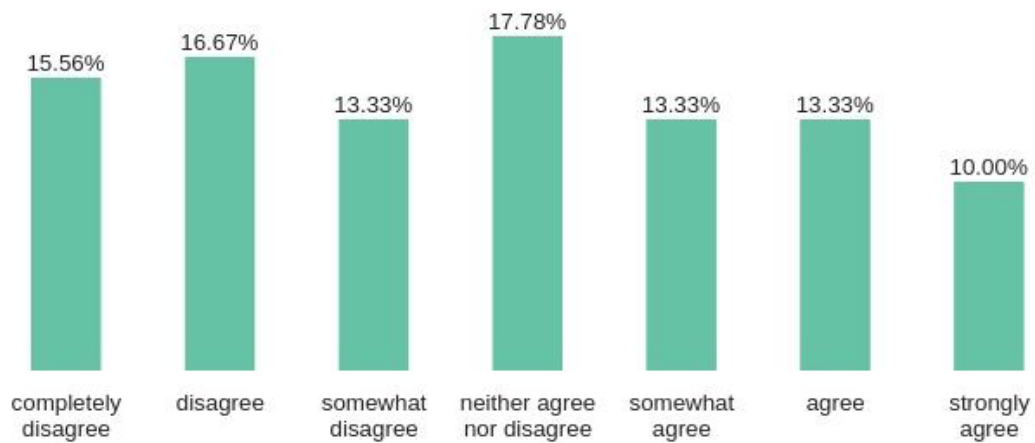
Q30_1 - I feel that I have experienced discrimination during these processes.



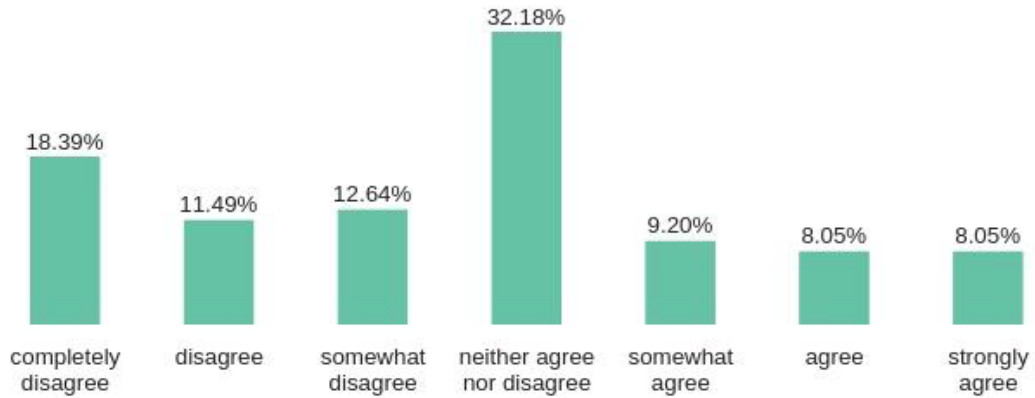
Q30_2 - I feel that I have experienced harassment during these processes.



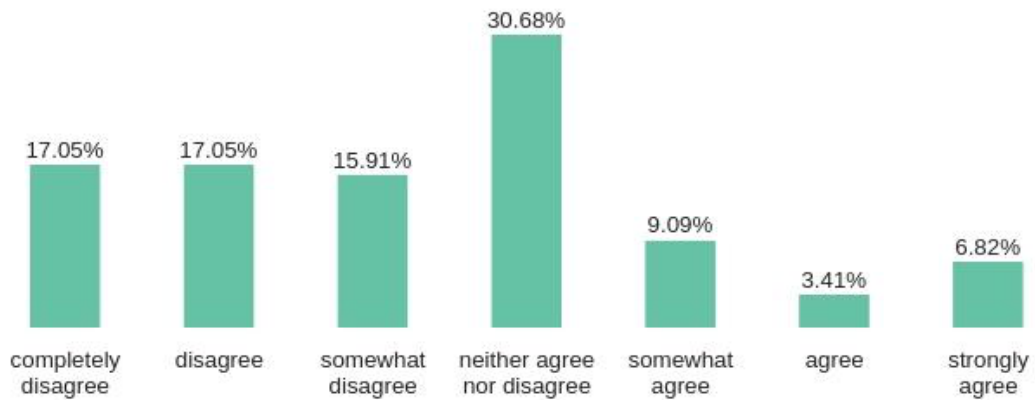
Q30_3 - It feels safe at IOE to raise complaints about the way these processes are run.



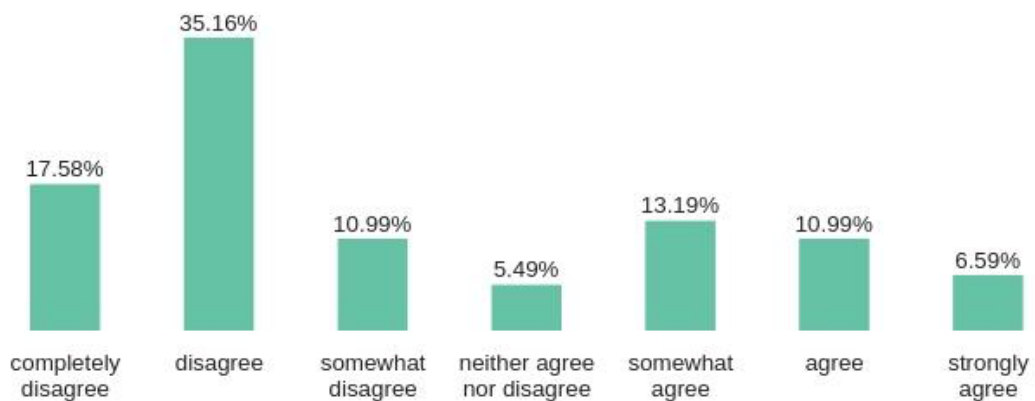
Q30_5 - I have confidence that IOE Senior Management deals with complaints about these processes in a professional manner.



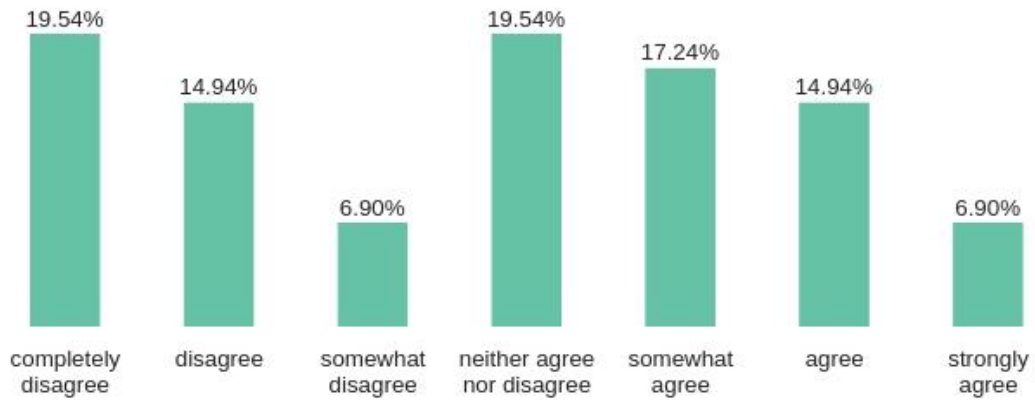
Q30_6 - I have confidence that IOE Senior Management deals with complaints about these processes effectively.



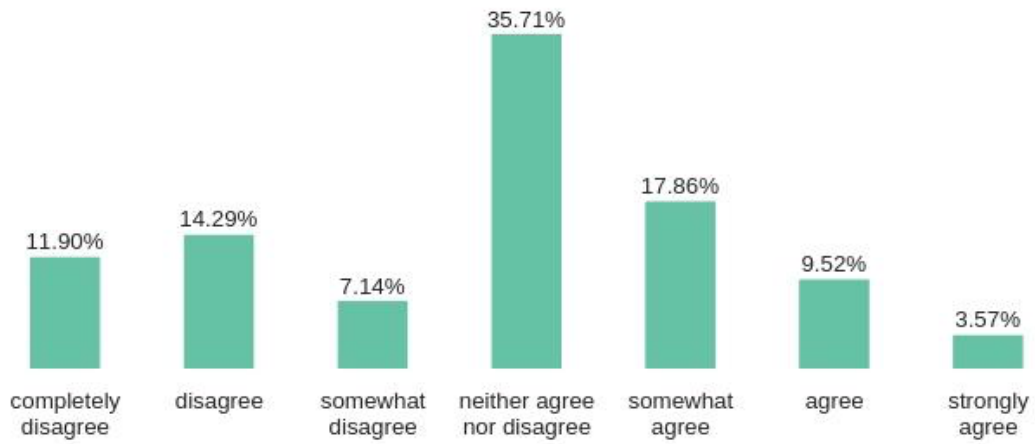
Q30_7 - I feel that the formal process of recruitment and promotion is clear and transparent at IOE.



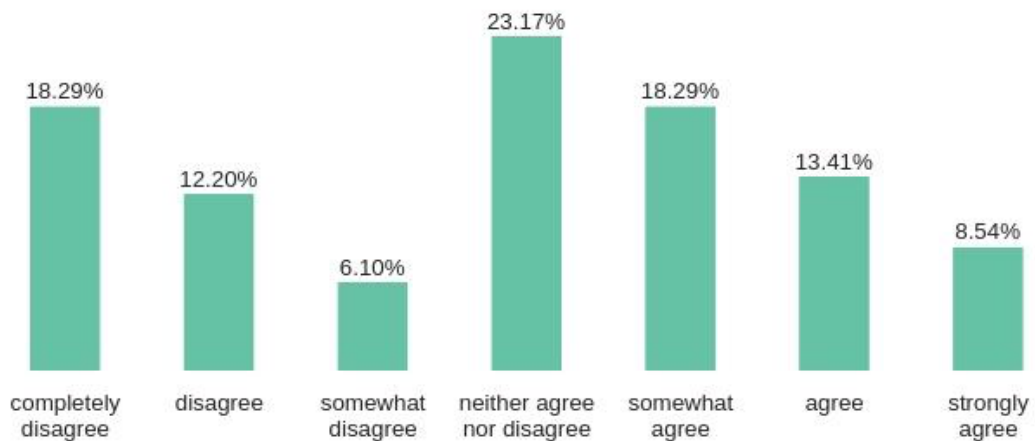
Q30_8 - Recruitment and promotions panels at DEPARTMENT level apply UCL criteria consistently.



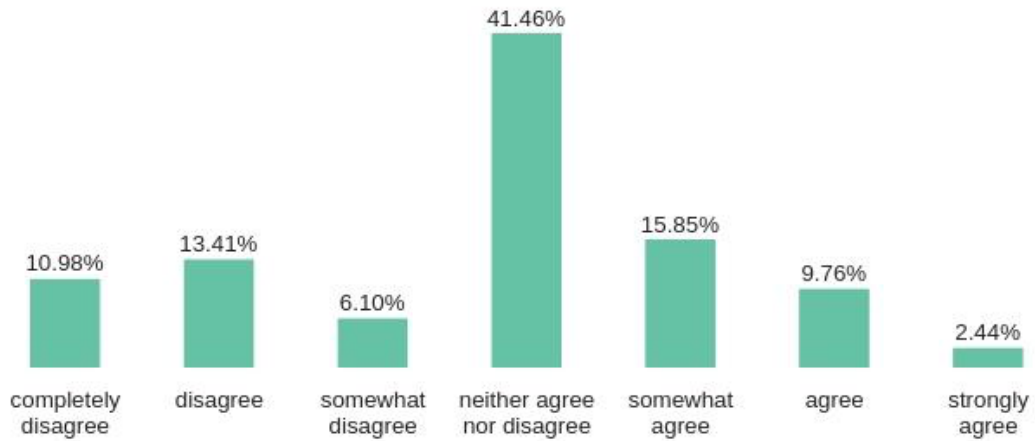
Q30_9 - Recruitment and promotions panels at FACULTY level apply UCL criteria consistently.



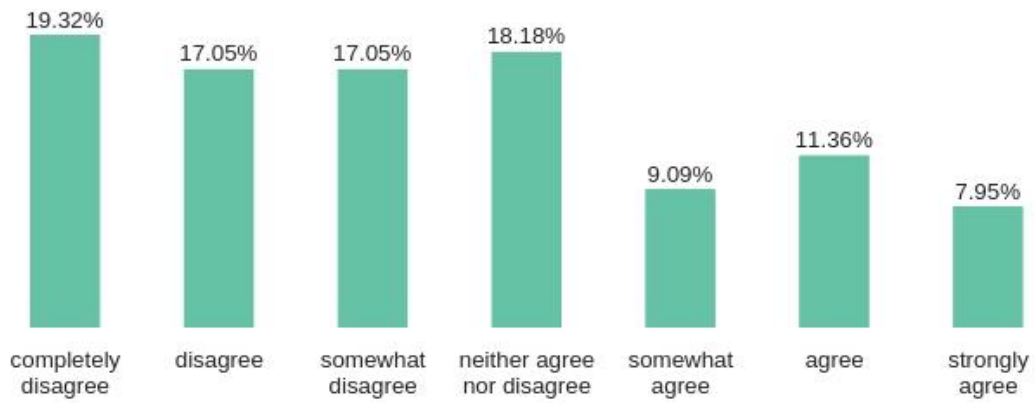
Q30_13 - Recruitment and promotions panels at DEPARTMENT level apply UCL criteria fairly.



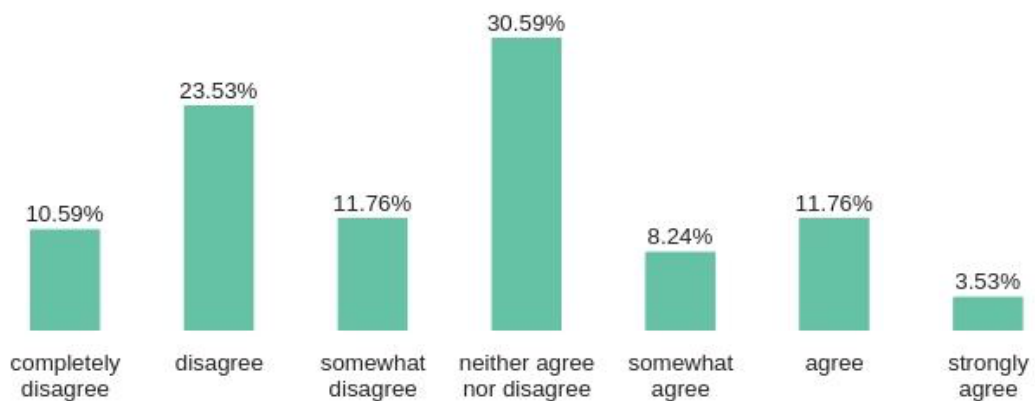
Q30_14 - Recruitment and promotions panels at FACULTY level apply UCL criteria fairly.



Q30_15 - I have confidence that DEPARTMENT recruitment and promotions panels make decisions without bias.

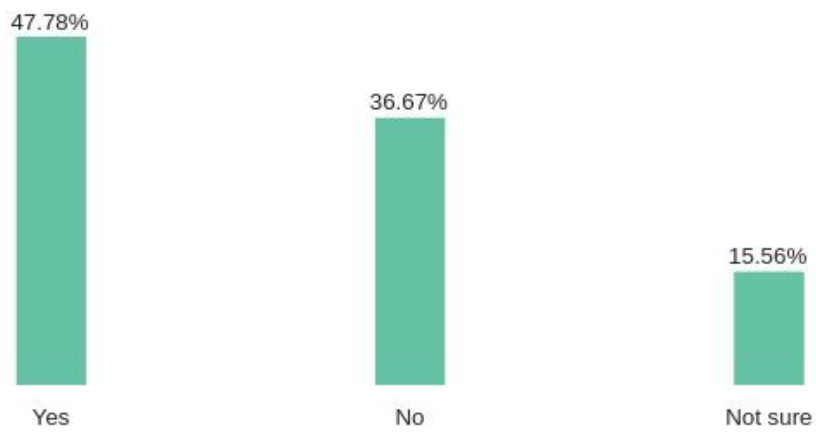


Q30_16 - I have confidence that FACULTY recruitment and promotions panels make decisions without bias.

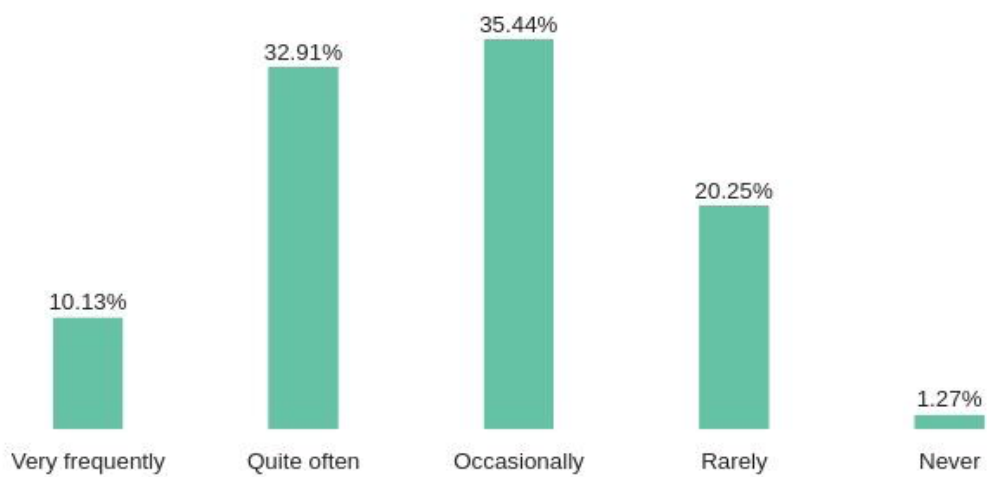


Knowledge about experiences of others

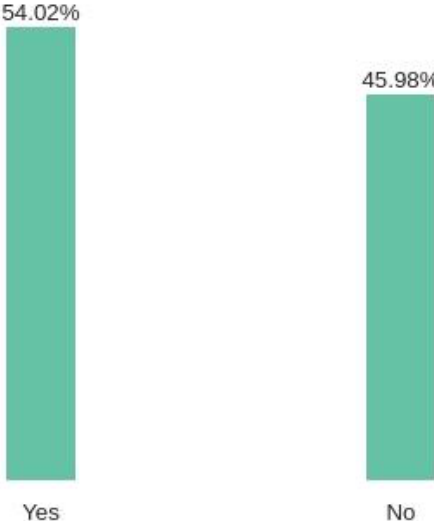
Q20 - I have personally witnessed other people being subjected to unfairness or bias during recruitment and promotions processes at IOE.



Q32 - How often do you think this happens?

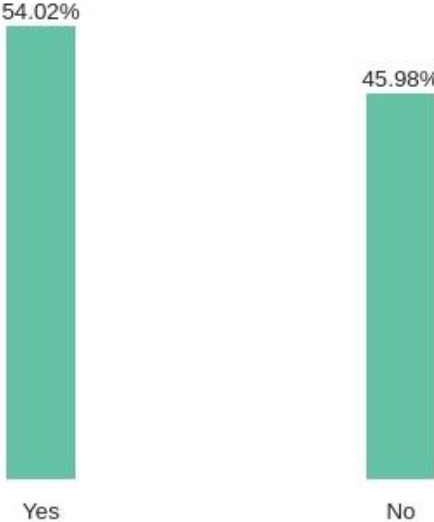


Q11 - Have you personally experienced any problems in relation to a recruitment or promotion application? Your response should relate to the process used only and not your relative success. If you have experienced this on multiple occasions, choose the incident that you feel affected you most on a personal level.

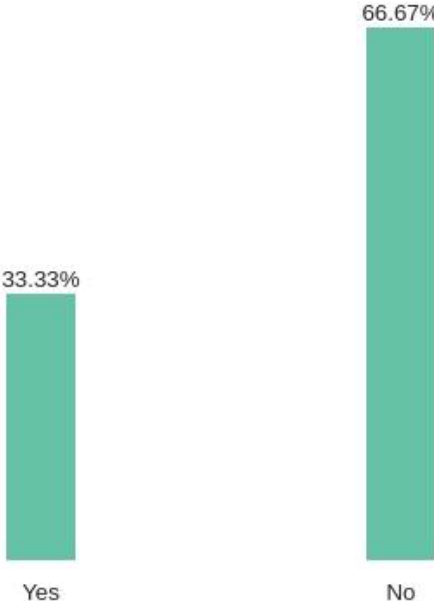


Personal experiences reported

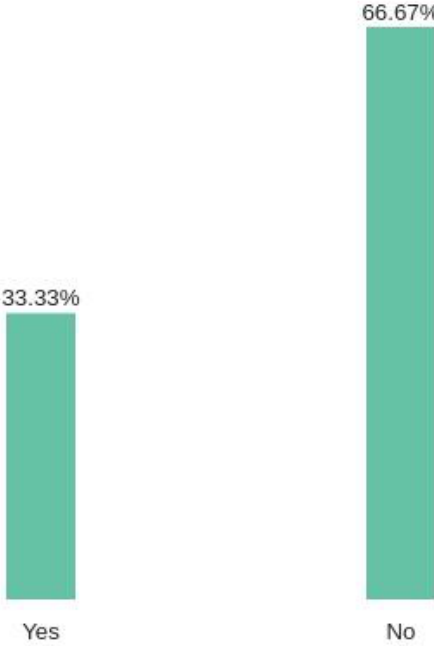
Q11 - Have you personally experienced any problems in relation to a recruitment or promotion application? Your response should relate to the process used only and not your relative success. If you have experienced this on multiple occasions, choose the incident that you feel affected you most on a personal level.



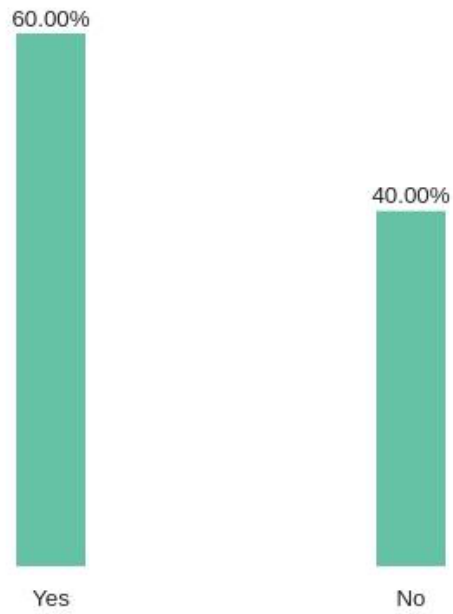
Q26 - The process did not have a clear enough timetable - I did not know when shortlisting and appointments were likely to be scheduled, or this kept changing.



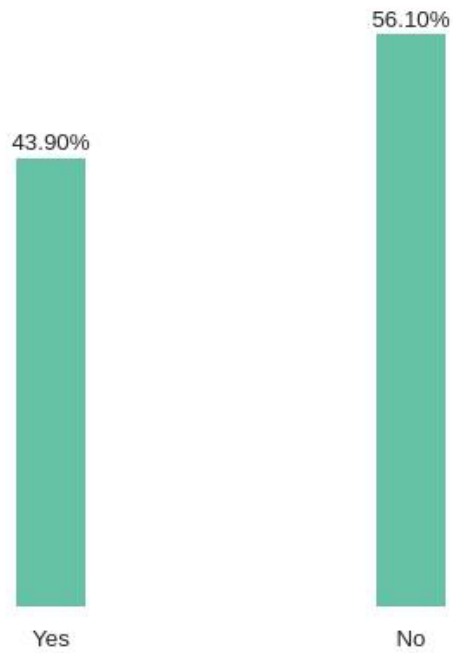
Q27 - I felt the deadline was too short.



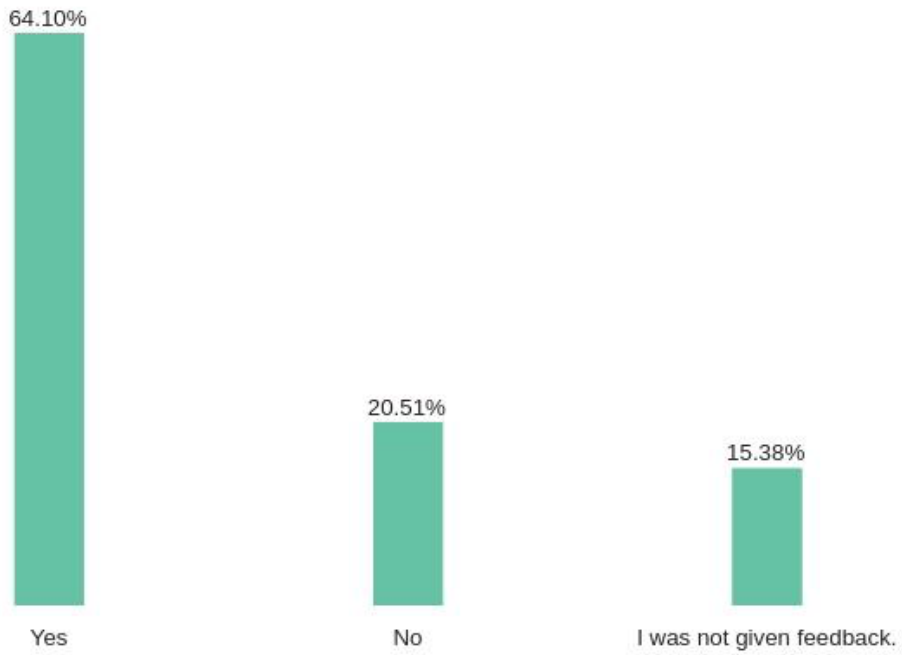
Q12 - I have been given incorrect or inaccurate information about what is required to be recruited or promoted.



Q28 - I clearly met all the stated requirements for a job or role but was not shortlisted.

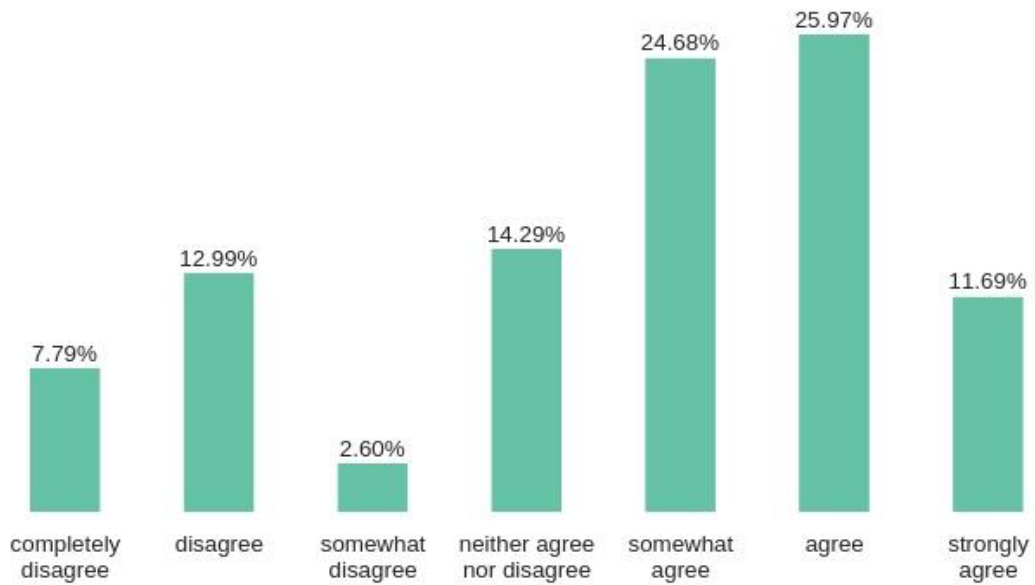


Q13 - I have experienced unfair or incorrect feedback about my recruitment or promotion.

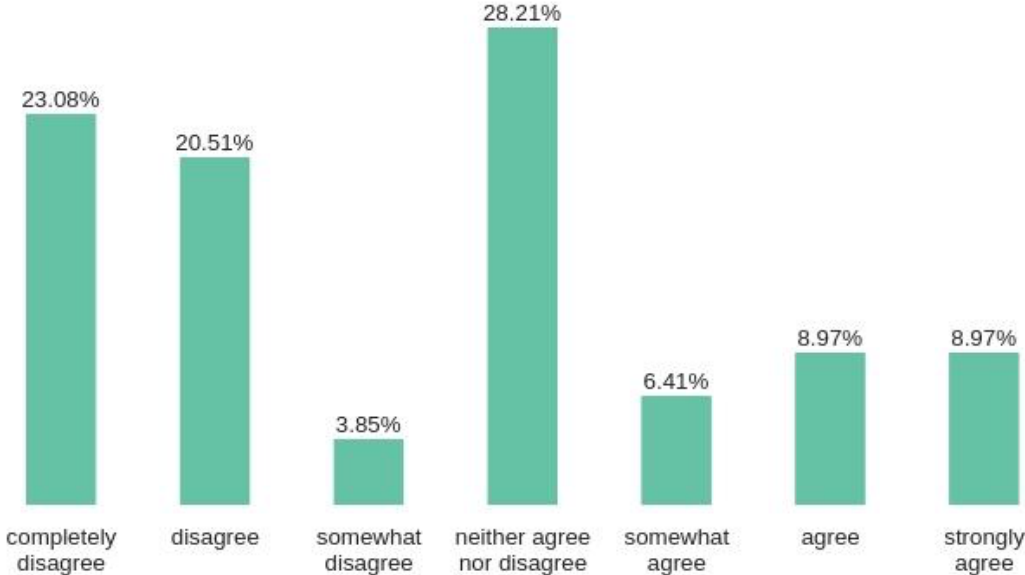


Experiences of others reported

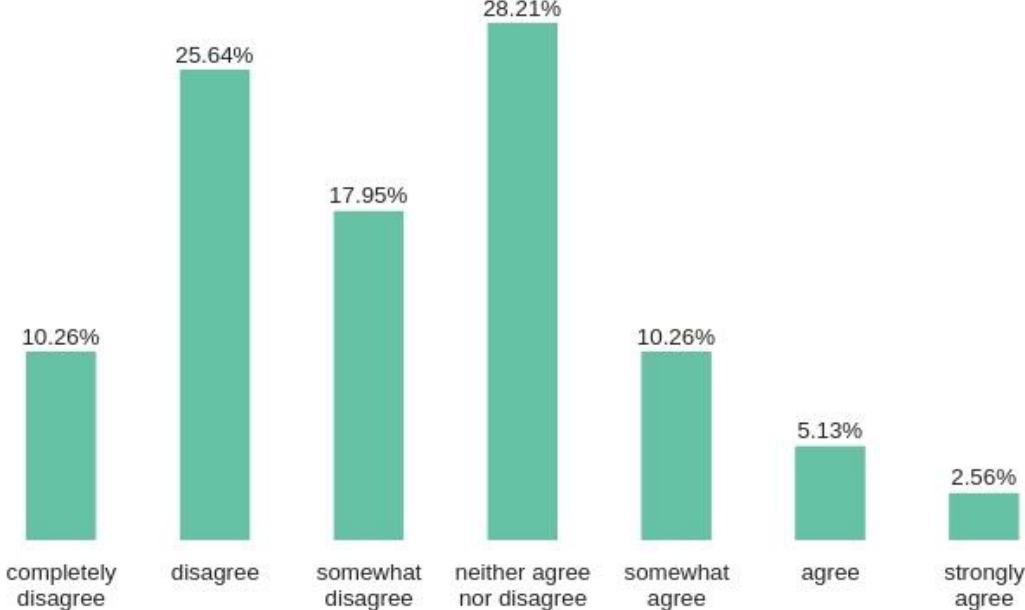
Q31_1 - I am aware that other colleague(s) have experienced discrimination in relation to these processes.



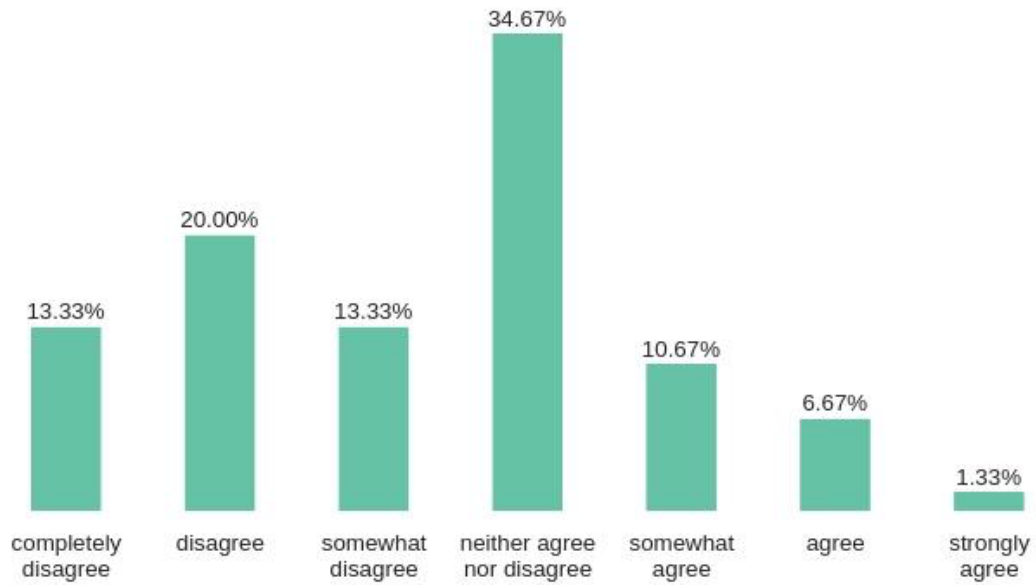
Q31_2 - I am aware that other colleague(s) have experienced harassment in relation to these processes.



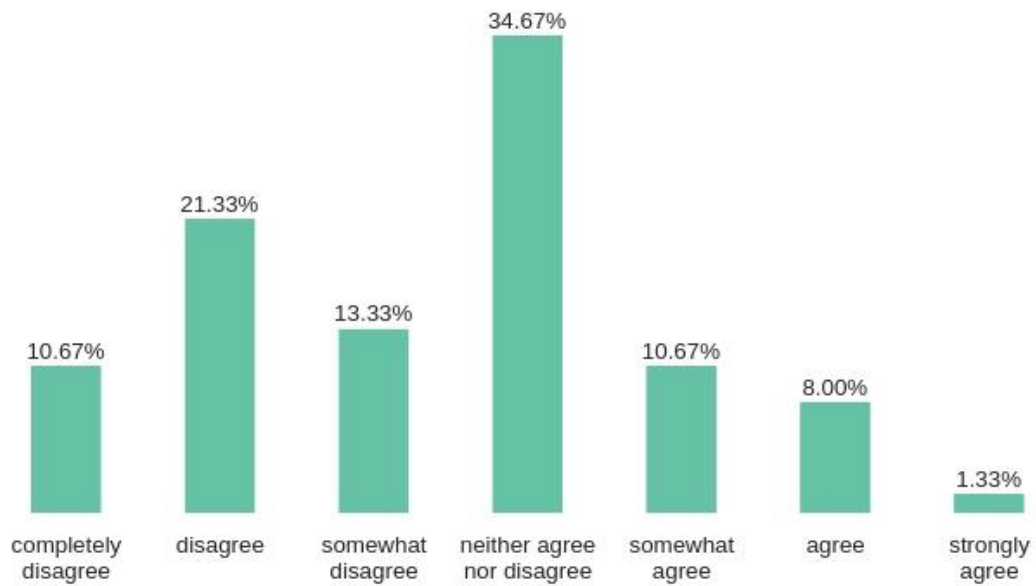
Q31_3 - In my view, colleagues feel safe raising complaints about these processes.



Q31_5 - In my view, colleagues feel that IOE senior management deals with complaints about these processes in a professional manner.

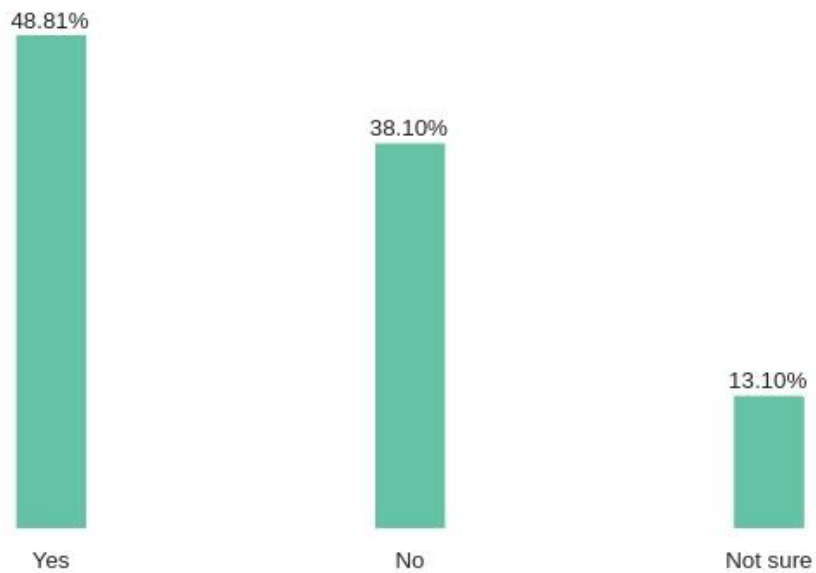


Q31_6 - In my view, colleagues feel that IOE senior management deals with complaints about these processes in a professional manner.

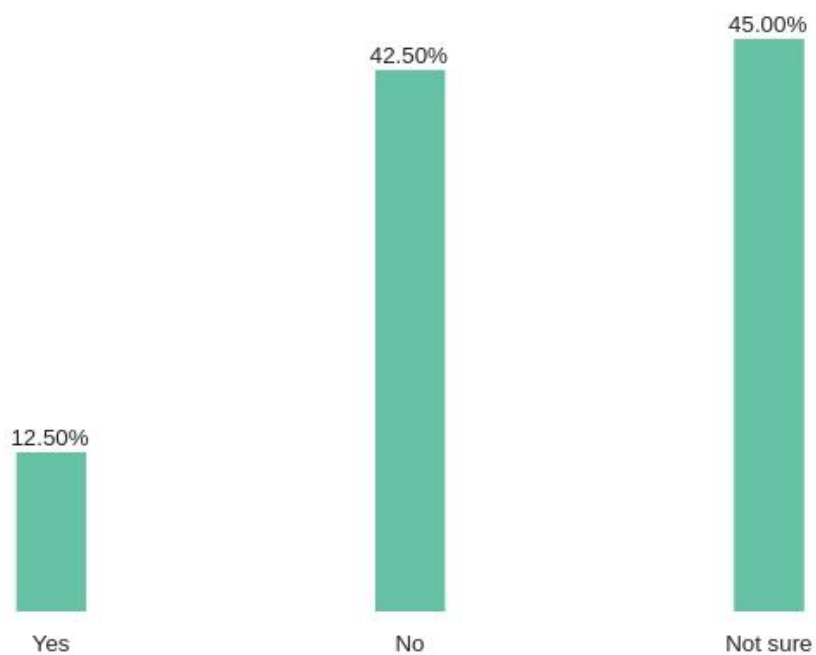


Transparency, equity

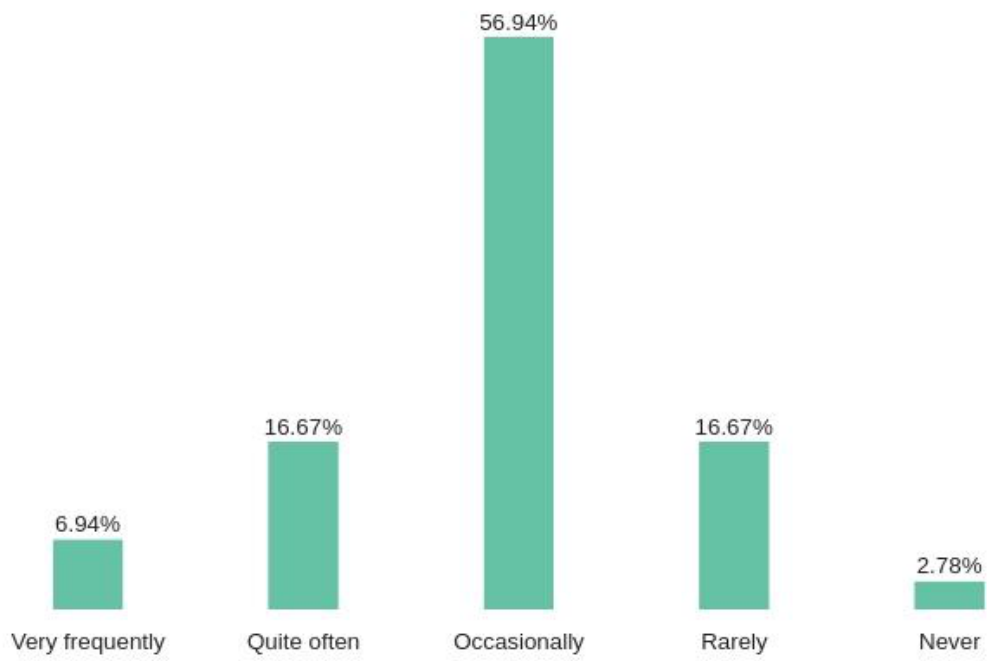
Q22 - Have you ever become aware of members of IOE staff hiring or promoting personal friends, family members, co-authors, research collaborators or close colleagues from previous places of employment?



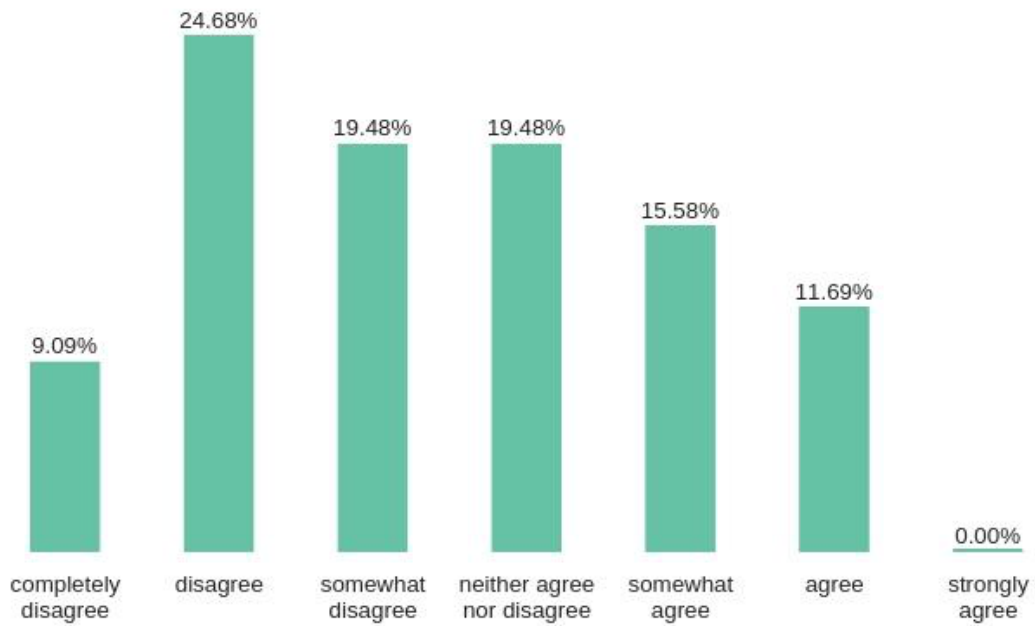
Q23 - Do you feel a sufficient declaration of interest was made?



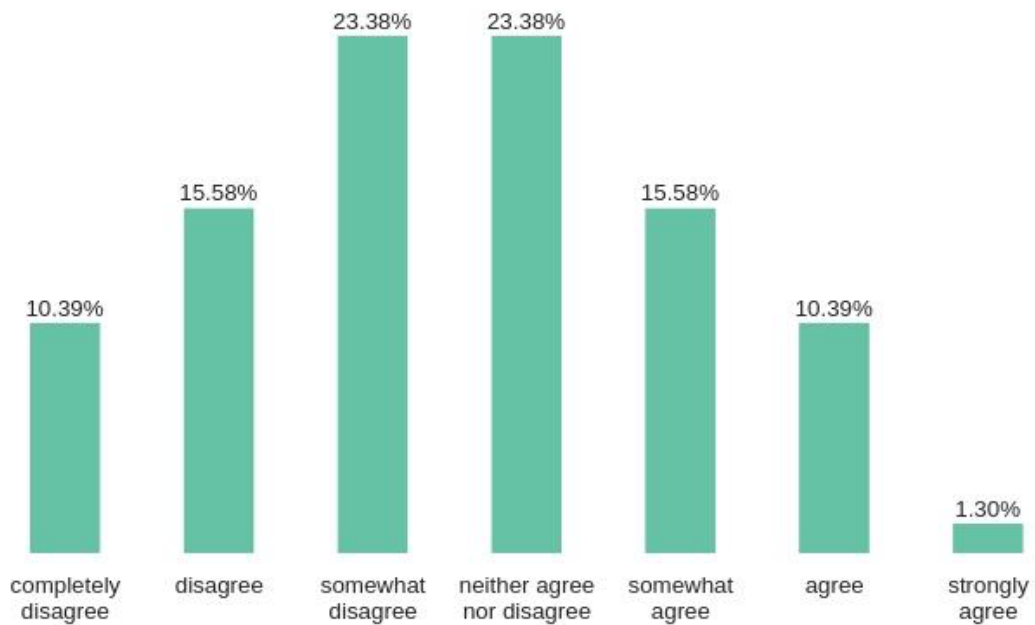
Q33 - How often do you think this type of hiring or promoting happens?



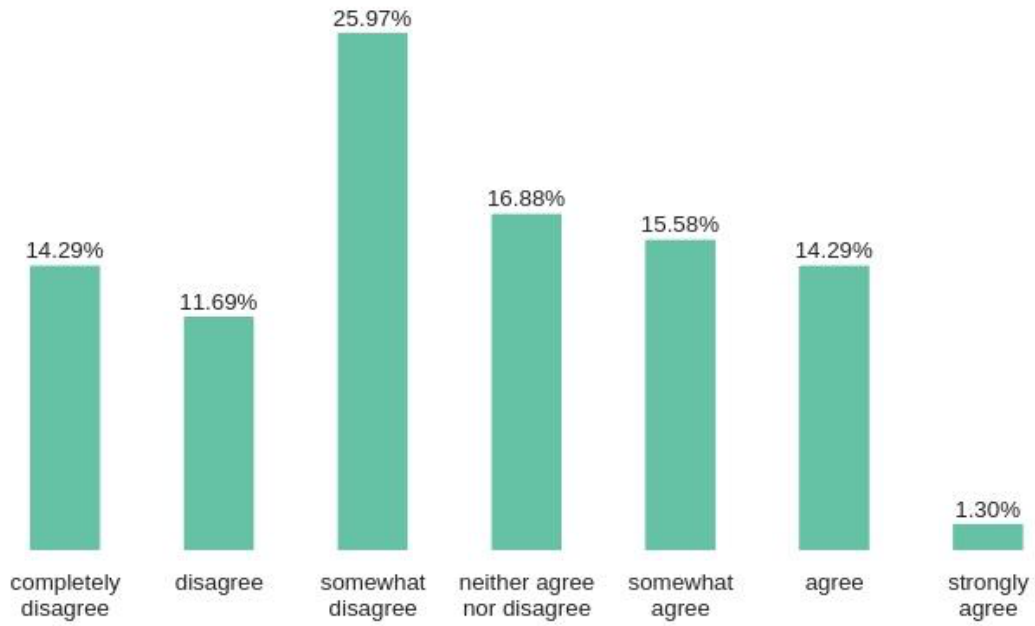
Q32_3 - Overall, there is evidence that IOE succeeds in ensuring fairness.



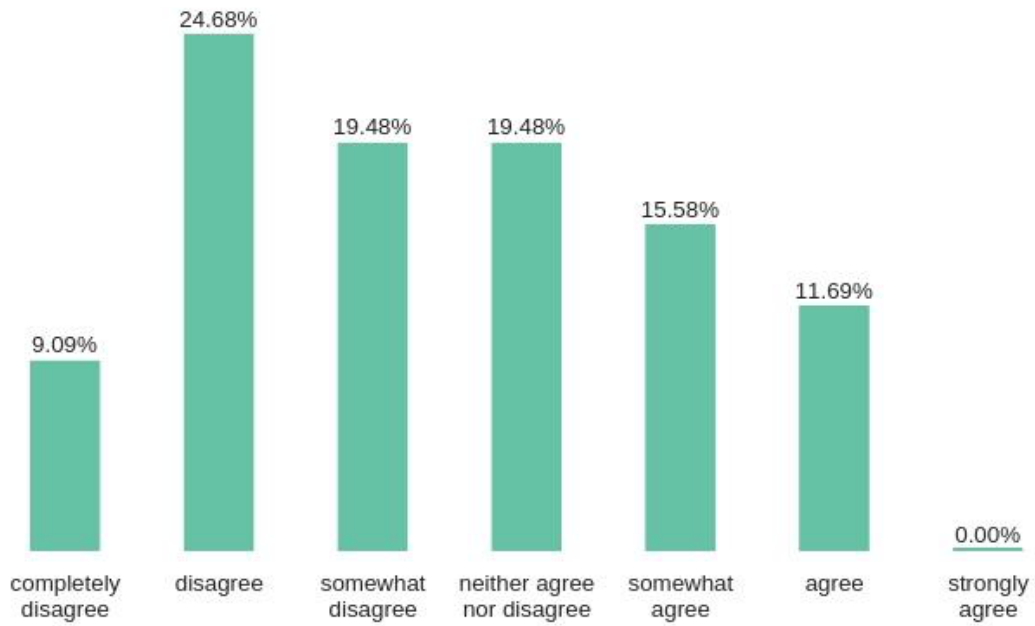
Q32_1 - Overall, there is evidence that IOE succeeds in ensuring equality.



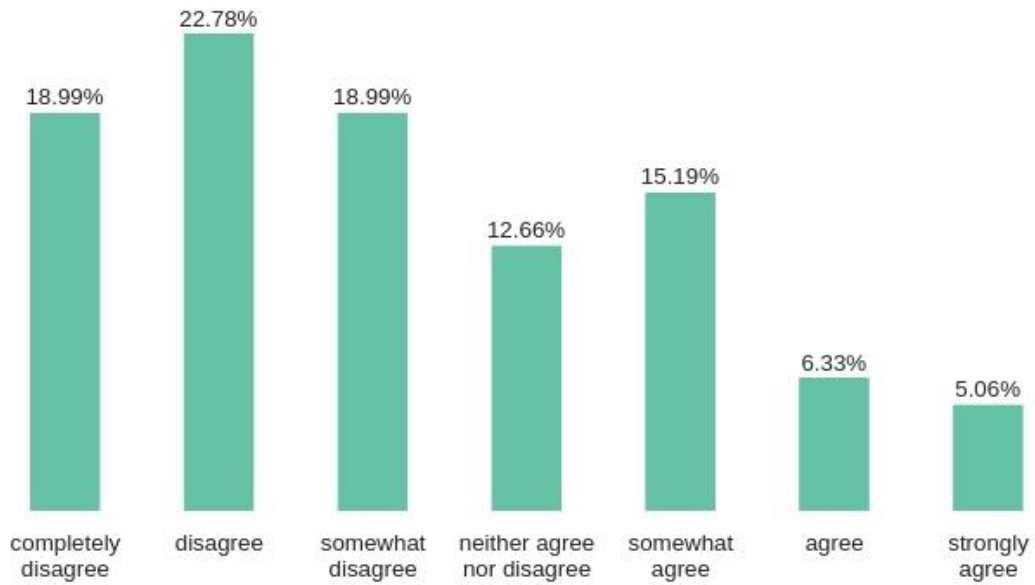
Q32_2 - Overall, there is evidence that IOE succeeds in ensuring diversity.



Q32_3 - Overall, there is evidence that IOE succeeds in ensuring fairness.



Q32_4 - Overall, there is evidence of fair recognition of the professional contributions people make at IOE.



Q32_5 - Overall, I feel that central UCL policies on recruitment and promotions are well implemented within IOE.

