



Institutional Recruitment, Progression and Research Support Strategy Document- Trnava University

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INTRODUCTION

This Institutional Strategy Document will outline the national context of gender equality in Slovakia and will then go on to provide information about gender-related data at the University and in two Faculties. The GENOVATE project will currently centre its activities on the Faculties of Health and Social Work (FZaSP) and the Faculty of Education/ Pedagogy (PDF), with the view to including other Faculties as the project continues- most likely Theology Faculty next. FZaSP and PDF are two biggest Faculties in the University as well as being the most research proactive in terms of national and international projects (both are the only Faculties to be involved in EC funded Framework Programme projects (FP6 and FP7). It is hoped that after some time our work will cascade into the other Faculties; however we feel it is most realistic to start our work in a gradual way.

Trnava University, as is seen from the data presented in Section 1, is no different from any other University in its vertical and horizontal gender segregation, resulting in the commonly known analogy, the glass ceiling effect. This is starkly visible in table 2, page 7, with regard to the large numbers of odborný asistent (assistant professor, the first level/ grade after being hired as academic staff when qualified with a PhD) and the disproportionate numbers of female Professors.

The goal of the Strategy as outlined in section 4 is to Promote Gender Equality Awareness and Practices in Trnava University's Recruitment, Progression, Promotion and Retention Procedures. The aims and actions outlined in Section 4 of this document are strongly connected with the actions identified in the Gender Equality Action Plan TU. The Career Development Programme and the Sustainable Staff Progression Policies that we are planning will be the first of their kind in our institution. Therefore, the work we plan to do will be monumental leaps of endeavour in the history of our University.

In order to embed and ensure this Strategy and its actions will remain sustainable past the lifetime of GENOVATE, the team will work closely with the University Quality Board which has similar goals as GENOVATE in terms of working environment and staff progression.

It is important also to say that this Institutional Strategy will remain a 'live' document, being amended on an annual or biannual basis, to account for updated data and to incorporate learning points from the planned activities.

Section 1 – Baseline data, policy and practice

a. National context

Slovakia is a very young country and the society is still in a transformation process away from the former Communist system. Like in other European countries, equality between women and men in Slovakia is one of the most important dimensions of fundamental rights and attributes of democracy. The principle of equal treatment of women and men is guaranteed by the Constitution of the Slovak Republic. In the year 1993 Slovak Republic became a signatory of the UN Convention on the Elimination of All Forms of Discrimination against Women. In the year 2000 the Optional Protocol to the Convention was ratified. The actual legal framework is compatible with EU legislation. This fact is

very important for the evolution of gender equality in Slovak Republic because the EU defines equality between women and men as one of its core values.

Institutional mechanisms to provide gender equality policies are not stable and are very often changed and transformed. The gender equality agenda has been on the official institutional agenda in the Slovak Republic (SR) since the 1990s. The first body responsible for gender equality issues was established between 1991 and 1992, as the Governmental Committee for Women and Family. Between 1992 and 1996, gender equality and women's issues became part of the family agenda administered by the Ministry of Labour, Social Affairs and Family of the SR. The Coordination Committee for Women was established as a result of the Fourth World Conference on Women in Beijing, with the status of governmental committee. In 2000, the status of the committee was reduced to an advisory body at ministerial level, without any competencies. At the same time the Department for Equal Opportunities for Men and Women was established at the Ministry of Labour, Social Affairs and Family. The Coordination Committee was dissolved in 2002. At the parliamentary level the Committee for Equal Opportunities and the Position of Women was established as part of The National Council Board for Human Rights, Minorities and the Position of Women. The committee was an advisory body to the board. Its aim was to prepare comments on gender equality issues in legislation and to make statements on all relevant documents in the gender equality field. The activity of this committee was renewed after the elections in 2006 (Piscová, 2008).

The existing Department for Equal Opportunities of Men and Women at the Ministry of Labour, Social Affairs and Family of the SR was transformed in 2003 into the Department for Equal Opportunities and Anti-discrimination. In 2005, due to structural changes within the Ministry of Labour, Social Affairs and Family of the SR, this 'equal opportunity' department was again transformed into the Department for Family and Gender Policy. It was the first time that the term 'gender policies' became part of the political structure, which could be considered a significant step forward. On the other hand, the linking of gender policy and family policy carries the risk that the concept of gender equality will be inspired by a traditional perception of women's role. Frequent institutional changes in the gender equality agenda indicate the absence of a clear gender strategy as well as the fact that gender equality has not yet become a generally accepted value. After the formation of a new government in 2006, the Ministry of Labour, Social Affairs and Family changed its approach to the institutional provisions of the gender equality agenda. An independent department for gender equality and gender opportunities was established. The department is under direct supervision of the minister, which indicates a shift towards greater importance of the agenda (Piscová, 2008).

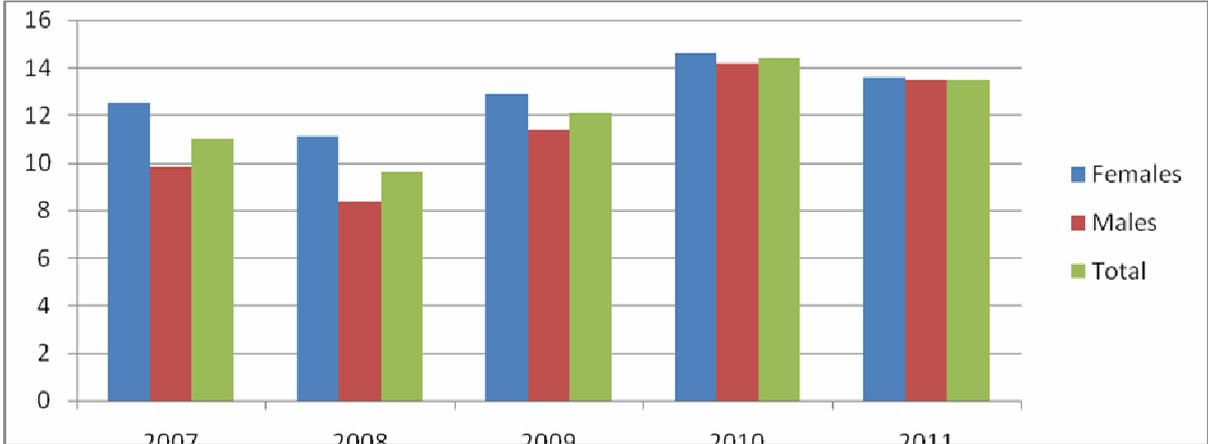
Currently there are two important documents related to gender equality in Slovak Republic:

- National Strategy of Gender Equality for the years 2009-2013 (Gender Equality and Equal Opportunity, 2008)
- Summary Report on the Status of Gender Equality in Slovakia in 2012 (Gender Equality and Equal Opportunity, 2013)

These two documents consist of a collection of information about the strategic plan of activities and tools in the area of gender equality as well as presenting the situation in Slovak Republic. A fundamental objective of the National Strategy is to create an environment, efficient mechanisms, tools and methods of implementation of gender equality in all areas of social life. The Summary Report is focused on the situation of men and woman during a period of economic and debt crisis.

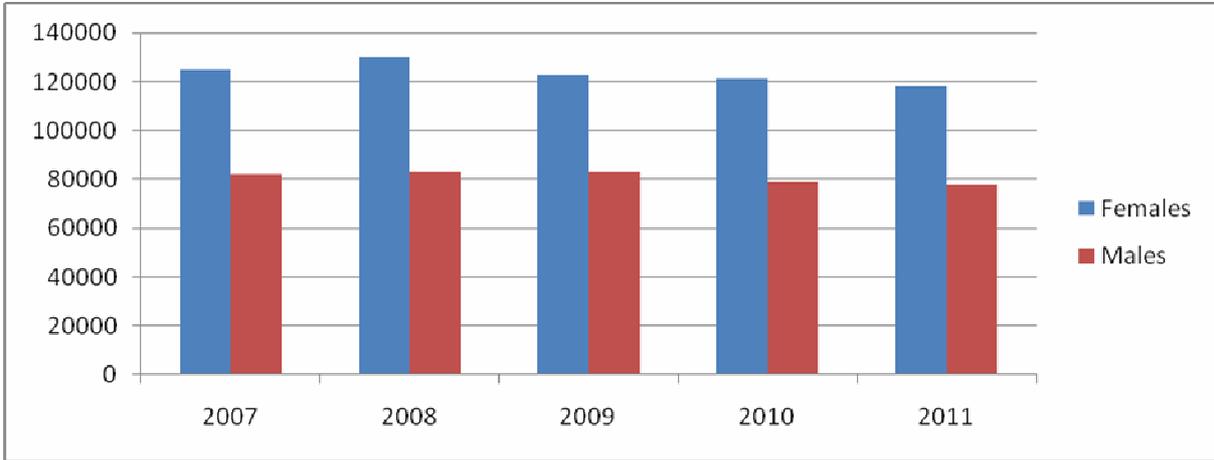
For a better understanding of the situation in Slovakia, we use relevant statistics in connection with unemployment, gender structure of students in higher education, structure of

teacher by schools and sex and structure of internal teachers in Higher education institutions by position, as illustrated in figures 1, 2 and 3. Women have higher unemployment rates compared to men, there are more female students in higher education institutions, and educational systems employ mostly women in the majority. These statistics portray a context illustrating that women are a vulnerable group when it comes to unemployment. They also make up the majority in the educational system, both in studying and teaching. However the vertical and horizontal segregation which occurs in Trnava University illustrates that even though females are in the majority, they do not hold the majority of senior employment positions. Table 1 also shows this, when looking at data on all teaching staff in higher education institutions.



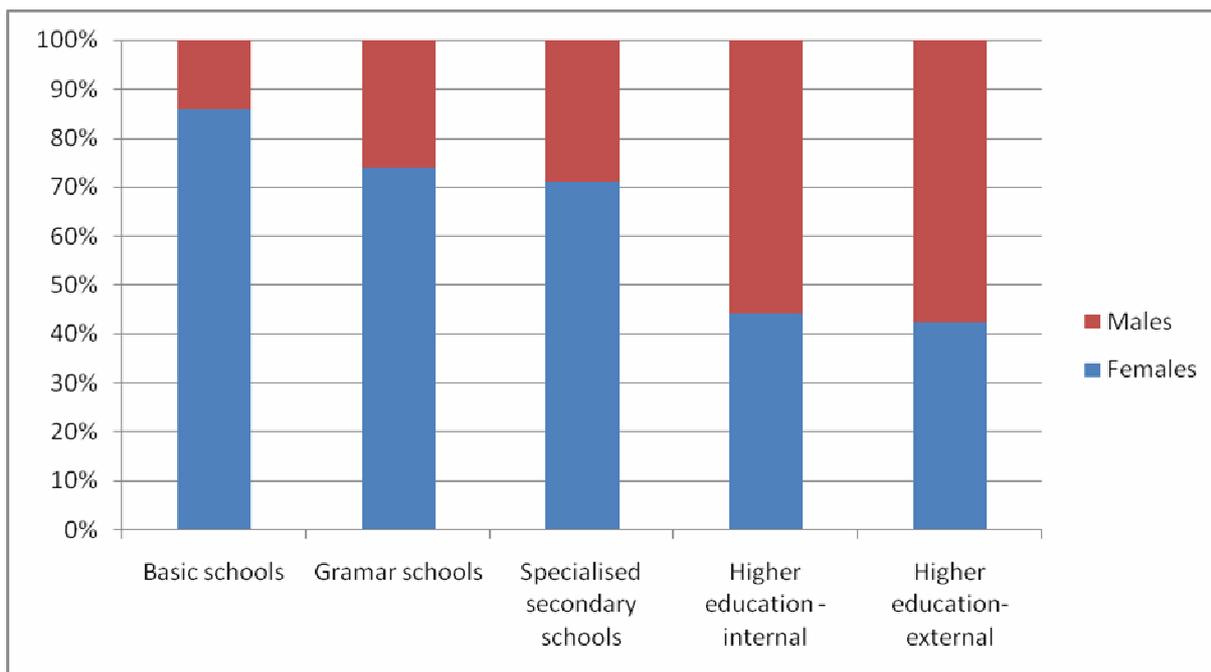
Source: <http://portal.statistics.sk/files/KrajskeSpravy/KE/gender2012/cely/gender-2012.pdf>

Figure 1: Unemployment rate in Slovak Republic



Source: <http://portal.statistics.sk/files/KrajskeSpravy/KE/gender2012/cely/gender-2012.pdf>

Figure 2: Students of higher education institutions (Slovak nationality)



Source: <http://portal.statistics.sk/files/KrajskeSpravy/KE/gender2012/cely/gender-2012.pdf>

Figure 3: Teachers by schools and sex in 2011

Table 1: Higher education institutions: Teachers – internal (full time) in 2011

	Females	Males
Professors	368	1218
Associate professors	888	1453
Assistent professors	3285	3158

Source: Statistical Office of the Slovak Republic (2012)

b. Data

Trnava University is one of the Slovakia's leading universities with almost 7500 students and 524 staff. Our university consists of:

- Faculty of Philosophy and Arts,
- Faculty of Education,
- Faculty of Health Care and Social Work,
- Faculty of Theology,
- Faculty of Law,
- the Rectorate (the President's Office and University Administration)

All these institutions are separate organizations with connection to the Rectorate of the university. This is one major difference between Trnava University and other universities in other

countries, where there are more unified policies for the entire institution. This was one of the main reasons why we collected data not from the whole university, but from separate entities; in this case, the Faculty of Health Care and Social work and the Faculty of Education. Working with separate entities is helping us to see the differences and specifics of each Faculty.

All employees are divided into two groups: academic/research and administrative employees. The target group of our GENOVATE activities are towards academic/research employees, however for the understanding of situation at TU is it helpful to have statistics about all employees, as shown in table 2.

The Faculty of Health Care and Social Work (FZaSP) and Faculty of Education/Pedagogy (PDF) are the two biggest faculties.

FZaSP is a faculty concerned with health and social issues. In the last 10 years, there have been many changes to the Faculty, which were associated with many systemic changes in the education system in Slovakia. From the biggest faculty at TU in the past, the FZaSP has become an average-sized faculty according the number of students. This fact has had a significant impact on the decreasing number of employees at FZaSP.

Table 2: Employees of the FZaSP

Employees TU FZaSP in the year 2012			
	Academic and research		
	male	female	total
Professor	14	4	18
Associate professor	10	16	26
Assistant professor	14	40	54
Assistant	0	1	1
total	38	61	99
	Administrative employees		
	male	female	total
expert	1	1	2
administrative	1	26	27
total	2	27	29
TOTAL			128

Data illustrates significant differences at the academic/research positions at the FZaSP (table 2). Professorial positions are occupied mainly by males and on the other side the assistant professor positions are assigned mainly by female colleagues. The positions of administrative employees are dominated by females. One of the reasons for this situation is that the Faculty contains many of the traditionally cited female disciplines, including social work, nursing and public health. In our culture these fields are associated with a high proportion of women in practice and on the academic level.

PDF is committed to educating teachers at pre-primary and primary education subjects, teachers for secondary education in individual subjects and social pedagogy. In table 3 it is clearly seen that in the Slovak republic the proportion of men and women working in basic and grammar schools is associated with a higher proportion of women in practice. In this area the practical and academic level is connected.

The position of assistant is an academic member of staff without PhD, and Odborný asistent- (assistant professor) has a PhD qualification. Apart from this difference, the work activities are similar between assistant and assistant professor regarding the teaching duties of both positions.

Table 3: Employees of the PDF

Employees TU PDF in the year 2012			
	Academic and research		
	male	female	total
Professor	9	1	10
Associate professor	15	15	30
Assistant professor	24	39	63
Assistant	0	0	0
Total	48	55	103
	Administrative employees		
	male	female	total
expert	1	1	2
administrative	0	17	17
total	1	18	19
Total			122

Table 3 illustrates many differences in the staff in the PDF. Professorial positions are occupied by males and on the other side the assistant professor positions are assigned mainly by female colleagues. The positions of administrative employees are dominated by female staff, a similar situation to FZaSP.

The system of financing universities in the Slovak republic is connected with three types of universities:

- Public
- Private
- State

TU is a public university re-established by National Council of Slovak Republic whilst in pursuant of Act No 191/1992. This act is connected with rules and obligations in the university. One of good practice example from a system perspective is the connection of salaries according to "Tables". The "Tables" are connecting working position and years of practice to a salary without any personal connection and are defined by the Ministry of Education. The idea is based on eliminating any discrimination of employees by the employer. On the other side, working position and years of practice is not a precise tool for defining a person's productability as a university employee.

Following The Higher Education Act, depending on the position, is it possible to have a different employment contract. Only an employee at the position of professor and associate professor can have a permanent employment contract (fixed tenure). An employee at the position of assistant professor and assistant can have only a fixed-term employment contract for the maximum

period of five years. The basic income is in connection to the “Table”, working position and years of practice. A Head of Department may decide to give a member of staff of the Department a bonus annually to motivate that person to continue working hard.

At TU internal schemes are not used like a tool for support of research and innovation, travel grants et cetera. Activities have to be financed from external schemes, external grants and so on. In the last two years two grant schemes were opened in order to support scientific, research and artistic activities of teachers, researchers and PhD students. The grant commission decides which grants will be supported and consists of representatives of the five Faculties. Table 4 outlines the composition of the deciding Grant Commission (dominated by males). Tables 5 and 6 show the numbers of men and women were applied and were given grants.

Table 4: Grant commission of TU by sex

Grant commission TU	
Male	6
Female	2
Total	8

Supported (successful) grants are mostly focused on publications completed in foreign country publishers. This means that a grant is given for a research study in exchange for the production of a publication. The Grant commission focuses on the quality of the application and the possible benefits for TU and the Faculties.

Table 5: TU grants in 2012

TU grants in 2012			
	male	female	Total
Applications submitted	8	2	10
Supported applications	6	2	8

Table 6: TU grants in 2013

TU grants in 2013			
	male	female	Total
Applications submitted	10	13	23
Supported applications	9	5	14

During the GENOVATE project it would be very important to work with targeted groups in different positions. One of the groups should be trained and supported in the use of management tools. Activities should bring together people from the management positions (dean, vice-dean, and head of department) in order to inform the Staff Progression Policy. The other targeted group we aim to work with are the Personnel Administrators from the Faculties and the Rektorate.

c. Policy and Practice

An overview of the policy and practice in the area of gender equality in recruitment, promotion, progression and retention in research and innovation in Trnava University was informed by three

relevant staff members. The template (Annex 1) as circulated and prepared by UCC (lead for WP3) was used. Ms. Kohuciková, as Head of Personnel Administration in the University Office (Rektorate), completed parts of the survey (by 25th May 2013) however most questions, as advised by Ms. Kohuciková, were more relevant for the Faculties. Since the GENOVATE TU team decided to focus initially the GEAP activity on two Faculties- Health and Social Work and Pedagogy- the Personnel Administrators of both Faculties thereafter completed the survey (Annex 1) with their respective Faculty information. Ms Bařinová (FZaSP) and Ms. Kařová (PDF) both completed the surveys on 12th June 2013 and 24th June respectively, with the assistance of TU GENOVATE team members.

The purpose of the survey was to enable the TU team to assess the current situation as it exists for policy and practice in the area of gender equality in recruitment, promotion, progression and retention in research and innovation. The following provides an overview of the results of this survey.

In Trnava University, information is gathered regarding staff categories:

- Asistent (academic or research position without PhD) - Assistant
- Odborný asistent (academic or research position with PhD)- Assistant professor
- Docent (this requires a thesis work followed by an oral defence. The successful candidate with attain the title of Docent (doc. in front of their name, for example, doc. Smith, PhD.). This exists and is recognised in Central European countries. – Associate professor
- Professor- Person receives the title of Professor based on their life of academic scholarship and endeavours - Professor

Gender-disaggregated data on academic staff and research staff is collected and reviewed yearly. Currently, in the FZaSP there are no staff working in the positions of 'researcher' at the time of the survey (12th June 2013). This will change by late 2013 when a part-time researcher will be hired as part of a new FP7 project focused on Brain Trauma research (CENTER- TBI) and a full-time researcher for the GENOVATE project. The Faculty of Pedagogy does have employees working in the positions of researcher; the same rules for recruitment apply to both academics and researchers in that Faculty and these rules will apply in the recruitment also for the two abovementioned positions.

Regarding Professional Development, when we compare the guided definition or description¹ for professional development in template Annex 1 (as provided by the leaders of WP3, UCC) then there is no such professional development in this meaning, provided in either Faculty. There are opportunities for staff to obtain training or classes in foreign languages (English and German) and to avail of the any training for improving IT skills. However, in terms of precisely improving or enhancing ones professional career by participating in training for improving leadership skills or project skills, such training and development is not provided within either Faculty. Additionally, such IT and language development is carried out and organised in an ad-hoc basis, not regularly. Such professional development is decided upon at the Faculty level as Ms. Kohuciková stated, and in cooperation always with the Faculty Dean and Heads of Department, not in line with a stand-alone Human Resources plan or strategy.

There are no formal feedback mechanisms for staff in either Faculty regarding professional development training. Data on participants attending any training is not recorded by either Faculty, and no data is recorded as to the impact of such or any training on the professional development of participants.

¹ Professional career progression or career enhancement skills: e.g. project management/leadership/proposal writing, NOT personal development/well-being/health

In terms of staff mentoring, there are no formal mentoring schemes in place in either Faculty. Informal mentoring exists to some extent in FZaSP and not all in PDF. Since there are no mentoring or coaching schemes in the Faculty, the impact of any (even informal) mentoring on the career development of staff members is not recorded.

Recruitment procedures in PDF apply for both researchers and academics, and in FZaSP currently only academics are employed. In the future when FZaSP will have researchers, the only difference in the requirements in the posts is that those in academic positions should have teaching/ lecturing practice, whilst this is not necessary for researcher positions. In terms of whether staff leave a Department or retire, and the recruitment of new staff, the decision ultimately lies with the Head of Department. Usually the Personnel Administrator in each Faculty will inform the Head of Department that a position is free or will become free, and will remind the Head to think about starting the recruitment process. For instance, staff can be hired on a temporary contract in order to replace people that go on parent leave, which can be anything from one year to three years (or five years, if the child has special needs). However most parents will stay at home to mind the child, mostly because it more cost-efficient not to pay the expensive child care costs. Currently there are no decisions on recruitment on the national level requiring or encouraging the recruitment of staff. The Head of Department and the Dean can discuss the strategies of each Department and the Personnel Administrator's role is to implement the decision of the Head of Department (ie to start the process of hiring a new person).

In both Faculties, neither policy nor practice exist which encourages or requires a gender balance and gender representation on the recruitment panel. It can be the case that the Head of Department asks for this gender balance, however, it is a subjective matter and depends on the individuals; there are policies in this area. No policy exists on gender participation in recruitment panels. The representative of the Personnel Unit participates in parts in the recruitment process, regarding the technical/ administrative parts. Most of the participation is related to ensuring compliance with equality and fairness law and preparing the recruitment process and interview. No person participates in the recruitment process that has a specific equality role. No equality training is available for members involved in the recruitment process. Job descriptions and criteria are standardised and publicly available, all in accordance to law. The law that guides employee relations and activities in Slovakia, and which applies to the Trnava University institution, is called Zákon č. 553/2003 Z.z. o odmeňovaní niektorých zamestnancov pri výkone práce vo verejnom záujme (law number 553/2003 relates to certain employees performing work in the public interest). For the recruitment panels, no equality training exists for the chair of the panel. Data on the gender composition of recruitment panels and gender-disaggregated data on application, selection and outcome, are not available; do not exist. Criteria for assessing research excellence for the recruitment process exist in PDF only. Criteria for assessing teaching excellence exist in both Faculties. A policy on consideration of gaps in the CV (životopis) caused by career leave for use during the recruitment process exists in PDF only. Both informal and formal feedback for unsuccessful candidates is available after the recruitment process ends. In terms of accountability structures within the institution for the recruitment process, there is a system of final approval of each decision by the chairperson of the recruitment board.

In terms of Promotion Boards, none exist in Trnava University. If someone wants to go from one position to another, they can interview for that next position, thus engaging in the recruitment process. If someone wants to advance from the position of Assistant professor to Associate professor - docent, for example, it means that they must acquire the qualification of Associate professor and then they can be hired (again, through the recruitment process) into the position of Associate professor of a particular Department. In terms of an academic or researcher being promoted in terms of salary, this happens at the discretion of the Head of Department. There are no existing procedures for justification of such bonuses or raises. In some departments, the Head will

promote a staff member in salary due to their work (publication activity, supervisor of doctoral students, participation or leader in national or international projects, and so on) or a person is promoted in salary for an unknown reason. The Head of Department is not obliged to explain or provide the reason, only to request the raise to the Personnel Administrator, who will carry out the decision as long as there are finances available for this endeavour. What this means in practice, is that there is an ad-hoc system; some people gain raises because of actual research activity and others are given raises for reasons unknown to anyone but the responsible Head of Department.

In terms of Retention Policies, no explicit policy exists in Trnava University. Recruitment policies are the main processes that exist for attaining new staff or for current staff to continue (to go from one position to another, from Assistant professor to Associate professor, for example). Informal practices do exist. A Head of Department, for example, may decide to give a member of staff a bonus annually in order to incentivise that person to stay and continue working in the Department. However, such subjective practices exist in the University, randomly from one Department to the next, without any practice being formalised.

To summarise the findings of this survey, information for a staff profile exists and is collected and reviewed yearly. No training in professional development is provided within the University or Faculties, however other staff development activities are available for example, language and I.T. support. The Institutional Strategy will include actions whereby feedback from academics and researchers in both Faculties can feedback and inform any professional development training that may take place. No formal mentoring systems are in place and the informal mentoring schemes are not assessed for their role or impact on staff career development. Recruitment boards do not participate in equality training; recruitment board chairs do not have equality training. There is no promotion policy or boards; there is no explicit retention policy. For both promotion and retention practices, staff can be processed only through the recruitment process. In Trnava University, the Heads of Department hold managerial positions and have the right to hire and relieve individuals of their duties. Personnel Administrators work closely with the Deans and the Heads of Departments on matters of personnel issues.

CONCLUDING COMMENTS

The collection of baseline data and examining national policy and practice is important and useful for the TU strategy and for the goals of our work. With this vital information we are able to work on our Institutional Strategy and look for possible activities during the implementation. In particular the data from Higher education institutions within SR are a good example for the situation in TU and other universities in Slovakia.

References:

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Gender Equality and Equal Opportunity (2008) National Strategy of Gender Equality for the years 2009-2013, http://www.gender.gov.sk/wp-content/uploads/2012/06/Národná_stratégia_rodovej_rovnosti_na_roky_2007-2013.pdf (accessed: 30th June 2013)

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Section 2 - Identify good practice in your institution and share this with partner institutions

In Trnava University, we decided to describe the parent leave policies which are endorsed by national legislation in Slovakia. We believe that this parent leave is progressive in supporting family life for academics and it is available for both parents to stay home from 1 year to 5 (depending on circumstances- please see Box 1). It is possible for academics on leave to continue to work on their projects and publications during parent leave, however this depends entirely on the preference of the individual (some prefer not to continue any work, some prefer to carry on their publishing and research duties whilst out of the office).

Box 1: Good practice in Trnava University in recruitment, promotion, progression and retention

Gender Equality in Recruitment, Progression and Research Support: Status

At the moment there are no gender-specific strategies or plans for the recruitment, progression, promotion and retention of staff in Trnava University as of yet. The University, as an employer, is obligated to implement state law regarding equality and employment practices.

Good practice from Trnava University (Trnavská univerzita)

As embodied within Trnava University's constitution and opening preamble, the University advocates Christian principles, wants to protect moral and spiritual values, and to provide education in the spirit of ecumenism. These values and Christian ethos are codified into the preamble and constitution of the University, which was re-established in 1992. This is a good place to start in describing an example of good practice in Trnava University (TU) as it sets the context for recruitment, progression, promotion and retention practices. This is very important for the understanding of the situation from ethical and moral perspectives in Trnava University.

This philosophy at our university marries with the law systems in the Slovak republic in all areas of social and health care and support, which results in our system of legal regulations being implemented throughout TU, set against the background of a Christian-based philosophy.

Therefore for the purpose of good practice in recruitment, progression, promotion and retention of employees, we must select a practice that is implemented in TU as a result of obligatory rules and which is supported by the dominating philosophy. Also, the influence of the former socialist regime cannot be forgotten, as employment of all adults in the workforce (male and female alike) was a foundation stone of the former philosophy. Supporting the employment of all adults in the workforce means that childcare and care of the family needed to be supported. One chosen good practice example by the TU team is the practice of parental and maternity leave in the University.

Maternity leave

In connection with childbirth and the care of a newborn child, a woman can take maternity leave for 28 weeks,. If a woman gave birth to two or more children, or the woman is raising the child alone (without a partner), she would be entitled to maternity leave of 37 weeks. Women commence their maternity leave at the beginning of the 6th week before the expected date of birth, and not earlier than the beginning of the 8th week before that date.

If the care for a newborn child is secured by a man in connection with the care he can take the newborn child's parental leave, and to the same extent as a woman is entitled to maternity leave.

Parental leave

To improve the care of the child, a woman and a man (mother and father) may ask the employer for parental leave. The employer is obliged to comply with such a request as according to state law.. Parental leave is granted to the extent to which the parent requests, but no longer than the child would be 3 years of age. If it comes to the long-term health status of the child requiring special care, the employer is required to provide either of the parents, who so request parental leave of up to 6 years of age. This leave is granted generally always at least one month in advance.

In this way, the employer is obliged to accept the employee after parental leave back to work, and to return the person to the same work position as before going on parental leave. This practice, as we understand it, is a very important part of the working conditions in TU, particularly the allowance of parental leave between the ages of 3 to 6 years of the child. The possibility of parental leave is seen as a tool for equality in the education of children for both parents. This also provides greater flexibility for young families.

Concluding comments

This practice of maternity and parental leave enables the retention and safe-guarding of employment for parents (usually mothers who take this time off work) even for a significant time (3 to 6 years). We believe this is a positive practice which allows family time away from paid work at a crucial time in the infant's and parent's life. Future policies and supports can perhaps be targeted towards supporting parents integrating back into the workforce after the time period away from paid employment.

In the Institutional Strategy, in order to maintain the practice of this parent leave as a positive part of the University's life, back-to-work initiatives can be included as part of the Sustainable Staff Progression Policy Policy and Career Development Programme for our University.

In May 2013 UCC shared with all partner an overview of the good practice activity in the area of recruitment, promotion, progression and retention in universities of GENOVATE. Two examples of good practice which are interesting for our institution and can be used in our Institutional Strategy are as follows:

- *Personas*, an initiative involving the construction of fictional characters based on real experiences and stories from the institution to allow discussion on expectations, bias and disadvantage/ advantage to be openly discussed (LTU- Swedish partner).
 - The use of fictional characters and also vignettes in designing and implementing the training within our proposed Career Development programme (CDP). This could be adopted in our design and would be an interesting tool to use with participants, in evoking experiences and learning points.
- *Through the Glass Ceiling*, a positive action project that included tailored mentoring and professional development programmes for female academics and researchers (UCC- Irish partner)
 - The experience of this positive action project can inform the development of our proposed CDP, especially in how we can formalise mentoring initiative with volunteering participants and in developing training workshops with participants on issues of career development and enhancement.

The *European Charter for Researchers* and the *Code of Conduct for the Recruitment of Researchers* were issued by the European Commission in 2005. It would be most appropriate that the Institutional Strategy is informed by the European Charter for Researchers, especially in the devising of the Sustainable Staff Progression Policy and in developing and implementing the CDP. This Charter has been used to inform the Human Resources strategy in the University of Naples, Italy, and we

would like for the principles to inform our Institutional Strategy which we aim to implement and develop over 40 months during this project, with a view to embedding it within existing structures. The Charter emphasises the need for all levels of researchers (and it can be the same for all academics) need to develop and their 'supervision and managerial duties.' In our Institutional Strategy we can make sure that this item is emphasised especially in the CDP and Sustainable Staff Progression Policy.

The lessons learned from the Prages (Practicing Gender Equality in Science) project (also an FP7 Capacities project) as embodied in its guidelines strengthens our intention to develop the proposed Sustainable Staff Progression Policy and CDP. In terms of 'programmes that work' with regard to our Institutional Strategy, the Prages recommendation is that Mentoring (2009: 176) and Training courses, lessons and seminars (p. 186) be implemented and sustained in Universities, in order to promote gender equality within the organisational structures.

As outlined by Prages (2009: 176) mentoring refers to

A relationship in which a more experienced person (the mentor) helps a less experienced one (the mentee). Mentoring is increasingly used in human resources development and is largely applied in the promotion of women in different organisational settings (such as public administration, enterprises and service providers).

Such mentoring can be initiated in Trnava University through the CDP, initially by a pilot programme and thereafter, with appropriate amendments (depending on the pilot exercise), being implemented and maintained in the activities of the Institutional Strategy.

The Prages guidelines support the concept that training courses, lessons and seminars be a part of embedding gender equality in recruitment and progression practices and policies. It is the aim of the Institutional Strategy to use training as a means for capacity-building and awareness-raising amongst participants, the university community and key decision makers (senior management).

CONCLUDING COMMENTS

Learning from the good practice experience of GENOVATE partners is an important and useful part of the project implementation. We have identified key good practices in the partner universities (use of vignettes and a career development programme) which we can learn from in the implementation of our own Institutional Strategy. The good practice as identified by the TU team in the parent leave can be greatly enhanced and supported by including a back-to-work initiative within the Institutional Strategy, within the Sustainable Staff Progression Policy and perhaps in the mentoring aspects of the CDP (ie. matching parents who have had similar experiences in parent leave for a significant time more than one year). Our activities benefit from the recommendations and experiences of a similarly themed FP7 project Prages, which also supports the initiatives of mentoring and training programmes, in sustaining and implementing change in the processes and practices for recruitment, progression, promotion and retention.

References:

European Commission, (2005) *The European Charter for Researchers*,
<http://ec.europa.eu/euraxess/index.cfm/rights/europeanCharter> accessed on: 27.6.2013

Cacace, M. (2009) *PRAGES Guidelines for Gender Equality Programmes in Science*, ASDO: Rome, Italy

Section 3 - Identify policy gaps in your institution in relation to gender equality in recruitment, progression, promotion and retention

This section of the Strategy document deals with the gaps as identified in our TU institution in relation to gender equality in recruitment, progression, promotion and retention. These gaps will be addressed with three main activities:

1. Sustainable Staff Progression Policy
2. Career Development Programme
3. Conducting new research

The identification of policy gaps in the TU institution was enabled by conducting the following steps:

- Baseline assessment of the national context for gender equality; data availability in the Faculties and at the University level; and surveying the policy and practice in TU concerning staff progression, promotion, recruitment and retention (please see Section 1 for more detail)
- Focused meeting between the Personnel Administrators (from University level and Faculty level) and members of the TU team (25th June 2013)

A summary of Section 1: There have been many social, ethical and political changes in the last 20 years in Slovakia. In many cases these changes occurred without any longterm plan or vision and because of this it is necessary to work again and again on institutional, systemic and legal changes and advancements. Frequent institutional changes in the gender equality agenda indicate the absence of a clear gender strategy as well as the fact that gender equality has not yet become a generally accepted value in Slovak society. These frequent institutional changes are connected not only with the gender equality agenda, but with the rapid transformations in all parts of society and social life, given the change in the political regime a mere 25 years ago, approximately. Changing conditions in the academic area are not connected with using managing tools in the academic area, for example, New Public Management tools and approaches. Collision between the past, present and future is not easy to work with and is a highly complex process; however the education system in Slovakia is coming to another point of change. Particularly in the academic area, it is important to establish and assess the ethical norms and values before we start to work with legal and economic frameworks- this can be achieved through GENOVATE. At the university level it is important to support professional development and feedback and monitoring mechanisms.

The meeting was very useful in meeting with the Personnel Administrators and the discussion of the results of the baseline assessment as conducted within the parameters of Section 1 of this strategy document. A number of issues were discussed, for instance, why there are so many female staff in the Odborný Asistent position in FZaSP (40 women, 14 men) however as the positions rise to docent (associate professor) and professor level, the number of women in the higher academic positions numbers fewer, there being 14 male Professors and 4 female Professors. The glass ceiling effect is undeniably visible, in terms of the horizontal and vertical gender segregation.

In discussing the findings of the survey on promotion, progression and recruitment, all participants in the meeting agreed that the activities and endeavours as outlined in the current TU GEAP are appropriate and are fitting proposed activities, given the findings of the survey and the baseline assessment.

The TU GEAP (Appendix 1) currently recommends the following, with regard to promotion, progression, recruitment and research support:

- Create a **Sustainable Staff Progression Policy** – this has the support of the Personnel Administrators, who agreed to provide advice in this activity
- Develop a **Career Development Programme (CDP)**, one that is mirrored by the experience of one partner institution in GENOVATE (UCC)

1. Sustainable Staff Progression Policy

Under the previous Rector's (President's) leadership (prior to 2011), there was a system whereby all Heads of Departments required biannual career plans (action plans) from their academic staff and the hope was that Heads of Department would use these plans to discuss any problematic issues with staff members, or to justify a bonus for a proactive staff member. However, the experience of the Personnel Administrators, and TU staff, was that many viewed these biannual plans as nothing more than bureaucratic burdens and treated them as administrative requirements that just simply needed to be completed and submitted. One plan for the Institutional Strategy is to bring back this activity and concept, embedded within the Staff Progression Policy. This would be tested within the Career Development Programme II. However it would commence with the following activities:

- Training would be provided to heads of Departments, so that they can discuss and better understand the purpose behind the biannual progression plans (which was missing when the previous plans were implemented across the University)
- The submission of biannual plans by Heads of Departments would be decided on a voluntary basis; Heads would decide whether they would engage in this activity or not (at least for the beginning, we believe it is more realistic to start this activity on a voluntary basis)

As outlined specifically in the TU GEAP, the Staff Progression Policy would involve the following:

Create a Staff Progression Policy with specific reference to recruitment, progression and promotion as an outcome of this project (GENOVATE)

Raise awareness in our university of gender issues in research and innovation through workshops and in-house training and facilitation with senior management, while developing the Staff Progression Policy

Embed the policy in the institutional structure in an effort to support the sustainability of gender equality action implementation in the future, in particular, in conjunction with the University Quality Board

2. Career Development Programme (CDP)

Much discussion centered on the issue of mentoring schemes within the University. There are no formal mentoring schemes *per se*; the advancement of one's career often depends on one's own level of motivation, confidence in their career, abilities, long-term plans within the University, and so on. One team member suggested that part of the CDP can deal with bringing together the informal mentoring systems that exist (for instance, a senior staff member providing guidance and advice to

younger members of staff). This can also be the case for bringing together the informal individual progression strategies of academics and researchers, and the formal process for progression. We could do this within the CDP and can inform the Sustainable Staff Progression Policy. The aim of this activity would be to support academics in their career aims and goals.

Much discussion at the meeting, plus the outcome of the baseline assessment for this Strategy Document (Section 1), supports the idea of creating and implementing a Career Development Programme (CDP). This idea is also based on the activities that have been ongoing in one partner institution within GENOVATE (UCC). One Personnel Administrator (PA) suggested that training be focused on enhancing leadership and managerial skills of Heads of Departments, who would benefit from additional support, especially in implementing the biannual action plans of employees. Training can also be focused on enhancing skills in research attainment and support, dealing with challenging interpersonal situations and especially in dealing with the hierarchy issues. For instance, a PA explained that oftentimes when the Head is younger than more senior members of the Department; it can be difficult for them to maintain the role as manager of the Department. This is a cultural issue and could be nicely worked through in training and facilitation processes.

The Personnel Administrator suggested training with certain groups of people, which the TU team supports. The Career Development Programme could include training for:

- Deans and Vice Deans
- Rektor and staff
- Rektorate Staff
- Personnel Departments
- Heads of Departments

In line with the TU GEAP, the CDP would involve the following activities:

Devise a Career Development Programme that prioritises action around staff mentoring initiatives and training in staff career progression

Develop a Career Development Programme (CDP) which will involve organising training workshops aimed to explore gender issues in the workplace. It will involve organising annual workshops with all levels of management of the university, at Faculty levels

Use the findings from surveys (as part of the WP actions and in-house data collection) to inform the workshops and to guide discussion on problematic and opportunistic areas.

Support researchers in accessing opportunities for advancement in their research careers through positive-action initiatives such as the Career Development Programme

Develop CDPs in order to support women (in particular) to progress in their academic careers and to nurture an environment that supports a work-life balance

Evaluate and monitor the impact of the Career Development Programme

These activities can be incorporated into this Institutional Strategy, inform the Staff Progression Policy and long-term plan for TU (ie. after GENOVATE is finished).

1. CONDUCTING NEW RESEARCH

In researching and collecting data for this strategy document, we discovered a lack of data in areas of gender equality for all matters concerning staff in Trnava University. The opportunity of the Institutional Strategy, a 40 month strategy, allows for us to plan conducting new research, which will also be made available within the recruitment and progression structures in TU.

New research that will be conducted will also inform the development and implementation of the Sustainable Staff Progression Policy and the Career Development Programme. It also aligns with the proposed actions within the GEAP.

New research will involve the following:

Conduct data collection in order to update the Institutional Strategy (created in July 2013; updated in November 2013) data to inform the Annual Data Report

CONCLUDING COMMENTS

There is a gap in data in relation to relation to gender equality in recruitment, progression, promotion and retention in TU. These gaps in data will be addressed by incorporating data collection and analysis activities into the TU Institutional Strategy. Data collection strategies will also inform the Sustainable Staff Progression Policy and the Career Development Programme, to ensure both endeavours are informed with up to date and relevant information.

It is clear that with each Rector's term (approximately 4 years), new policies and procedures take place. 2013 marks the mid-way point of the current Rektor and his team. It is the aim to ensure that the Institutional Strategy can become embedded over 40 months, with a view to becoming a sustainable feature in TU. Working alongside the University Quality Board will be a major enabling factor in ensuring sustainability of the Strategy and resulting Staff Progression Policy. Up to now, all procedures and processes in recruitment, progression, promotion and retention in TU are according to law only; they are now also guided by internal institutional policies. To create a sustainable and workable Institutional Strategy, and to generate and initiate the conditions for embedding the Strategy and Staff Progression Policy, is the challenge for the TU GENOVATE team.

Section 4 – Develop a strategy for your institution to address the needs identified in Section 3, drawing on international good practice and tailored to your own institutional context.

Based on the needs identified in Section 3, drawing on international good practice and with due regard for the Trnava University context, the goal of the Institutional Strategy for Recruitment, Progression, Promotion and Retention will be to **Promote Gender Equality Awareness and Practices in Trnava University's Recruitment, Progression, Promotion and Retention procedures**. The Institutional Strategy will be based on updated data, qualitative and quantitative, and continually developed over the lifetime of the GENOVATE project, culminating in the final report (M 42- June 2016).

Table 7 provides the summary of the aims, actions, milestones and those who are responsible for the tasks. Figure 4 provides the visual display of the implementation of the planned activities.

The goal of the Institutional Strategy will be achieved by implementing a number of actions according to the following aims:

AIM 1: Conduct new research into gender equality recruitment, progression, promotion and retention practices

In Trnava University organisational structures and in the personnel (human resource) and management system there is little, if any, research conducted specifically centred on gender equality. We plan to conduct research during the lifetime of the GENOVATE project and with a view to updating it annually thereafter. Data that will be updated will be the categories as outlined in the *WD 3.1 Guidelines for WP3 Strategy Documents April 2013 document* as circulated by UCC, the lead partner for WP3 (Section 1).

Aim 1- Actions

1.1 Conduct data collection (update the Institutional Strategy (July 2013) data to inform the Annual Data Report; Conduct focus groups and interviews regarding the perception and understand of gender equality in TU

Milestone, Aim 1: Annual Data Report (update since July 2013: (July 2014; July 2015; May 2016)

AIM 2: Support a gender-aware working environment

As specified in the TU Gender Equality Action Plan (GEAP), a Career Development Programme is envisaged as being an important initiative and a vital step for TU on its equality and diversity journey, and in each Faculty it is implemented, will be designed with due recognition of ongoing activities in career development, so as not to duplicate work but to enhance what is already happening. As discovered during the data collection for Section 1, there have been and there are no such programmes in the 2 Faculties (however there is such a programme in the Theology Faculty which the team can learn from), which seek to support academic and research staff on their career trajectories. The Career Development Programme TU that we are planning will be the first of its kind in our institution. Therefore, it will be a monumental step in our work.

Aim 2- Actions

2.1 Plan and devise the Career Development Programme (CDP) (including a mentoring system)

A CDP will be planned and devised until January 2014. From this time it will be implemented. Planning will involve the work and input from the TU GENOVATE team, the Personnel Administrators and representatives from the Dean's Offices (Dean and one Vice-Dean).

2.2 Implement the two rounds of the CDP (CDP I and CDP II)

The CDP will be implemented in two rounds concluding with an evaluation and monitoring of the activities. Because the CDP is a novel concept for our University, and since Trnava University is rather conservative and change is better being gradual and sustainable (rather than rushed and temporary), we plan to implement a CDP which is open to all staff. It will be the first time such a programme will be available to staff and will generate some interest. Participation will be voluntary. For the second round, the CDP will be amended (to take into account the monitoring of impact of the first CDP) and will be centered on gender equality. We believe this approach is better, as starting s CDP with the topic or focus as gender may not seem attractive to some, and would scare off many.

2.3 Monitor the impacts of the CDP I and CDP II

We will monitor the impacts (process and outcome) that participants will receive when taking part on the CDP.

2.4 Evaluate the CDP (both rounds) and the whole operation, implementation and impact of the CDP

We will evaluate the operation, implementation and impact of the CDP on the working life of the participants, and also on the attitudes and beliefs in relation to career progression.

Milestones, Aim 2

CDP- Feb 2014 (1st version for round 1); February 2015 (2nd version for 2nd round)

Evaluation of CDP (July 2014; July 2015)

AIM 3: Monitor and Evaluate the Strategy's Progress

The gender targets, which will be agreed and set as part of this Institutional Strategy and thereafter as part of the Sustainable Staff Progression Policy, will be monitored yearly in the lifetime of the project. The monitoring and evaluation activities that will take place within this Institutional Strategy will feed into the overall evaluation of the Strategy and will contribute mainly to the production of the Annual Progress Reports of the Strategy (for WP 3).

Aim 3- Actions

3.1 Monitor the gender targets

It will be important to monitor the gender targets which will an action for the GENOVATE team from August 2013. A separate plan for creating and monitoring gender targets has been devised. Many

thanks to UCC for the inspiration of their own plan for gender targets. These gender targets will be evaluated every year, starting in January 2014.

3.2 Annual evaluation of the strategy for WP 3

The evaluation strategy is composed of the evaluation and monitoring activities from within aims 2, 3 and action 4.1. Additionally, the reflections from aim 5 can also inform the annual evaluation processes, and the evaluation process can also be used to inform the actions involved for Aim 5.

3.3 Annual Progress Report of the Strategy (for WP 3)

In total 5 Progress Reports will be produced as part of the Institutional Strategy, including the Final Report in month 42 (June 2016). Each report will be informed by action 4.2 as described above, plus the data and information from Aim 1 (action 1.1).

Milestones, Aim 3

Monitoring report of gender targets- January 2014; January 2015; January 2016

Annual Progress Reports: October 2013 (M 10); June 2014 (M 18); June 2015 (M 30); September 2015 (M33); Final Report June 2016 (M 42)

AIM 4: Capture the reflections of experiences during the implementation of the Institutional Strategy

Aim 4- Action

4.1 Collection of reflections and recording of coping strategies (using UNINA online tools) and feeding into WP 2 also)

This will be directly connected the work of UNINA (WP 6) and TU (WP 2). UNINA have devised an online platform whereby partner institutions can submit regular comments on the operation and implementation of their Institutional Strategy. This will be within a blog-type forum for WP activity. This will be the repository of a recording of obstacles faced by ourselves and also any coping strategies we will deploy in order to deal with such obstacles and challenges. They will be recorded in the online tool. This action will also inform the evaluation of the Institutional Strategy and the Annual Progress Reports, as well as mutually being provided information from the evaluation and the Progress Reports.

Milestone, Aim 4

As part of WP 2 activity, reflections and coping strategies will be collected as part of the work for WP 2, and recorded in the online forum for WP activity.

AIM 5: Create a Sustainable Staff Progression Policy for Recruitment, Progression, Promotion and Retention in the University

A Sustainable Staff Progression Policy will be created during the lifetime of this project in Trnava University, so that activities, practices and policy measures can be sustained past December 2016, which is when GENOVATE ceases to exist. This Policy will be created during the project and will result in a Sustainable Staff Progression Policy in May 2016. Key to this Strategy will be the

involvement of senior decision makers (Rektor and the Deans) so that it has the endorsement and input from this leading and influential group.

Aim 5- Action

5.1 Devise Sustainable Staff Progression Policy during the project, informed by the evaluation work done so far

This Sustainable Staff Progression Policy will be informed by the Annual Progress Report except the Final Report in June 2016. The information from the Annual Reports will shape the activities, policies, practices and programmes which will continue in TU after December 2016, based on what will work and what won't work in the initiatives proposed in this Institutional Strategy.

Milestone, Aim 5

Started in October 2013, the Sustainable Staff Progression Policy will be completed in May 2016

Table 7: Aims, Actions and Responsibilities, TU Institutional Strategy

Aims	Actions	Milestones	Responsible
AIM 1: Conduct new research into gender equality recruitment, progression, promotion and retention practices	I. Conduct data collection (update the Institutional Strategy (July 2013) data to inform the Annual Data Report; (Activity included as action 1 of aim 1, 'conduct data collection' (information from CAM activities on the understanding of gender equality in Trnava will also inform this activity)) II. Annual Data Report (update since July 2013)	Annual Data Report (July 2014; July 2015; May 2016)	Trnava GENOVATE team
AIM 2: Support a gender-aware working environment	I. Plan and devise the CDP (includes mentoring system) II. Implement the two rounds of the CDP (1st round is a generic CDP; 2nd round is a CDP centred on gender equality) III. Monitor the impacts of the CDP IV. Evaluate the CDP II, and whole CDP	CDP- Feb 2014 (1st version for round 1); February 2015 (2nd version for 2nd round) Evaluation of CDP (July 2014; July 2015)	Trnava GENOVATE team and Personnel Administrators at the University and Faculty levels; Dean's Offices of each Faculty
AIM 3: Monitor and Evaluate the Strategy's Progress	I. Monitor the gender targets II. Annual evaluation of the strategy for WP 3 III. Annual Progress Report of the Strategy	Monitoring report of gender targets- January 2014; January 2015; January 2016	Trnava GENOVATE team

	(for WP3)	Annual Progress Reports: October 2013 (M 10); June 2014 (M 18); June 2015 (M 30); September 2015 (M33); Final Report June 2016 (M 42)	
AIM 4: Capture the reflections of experiences during the implementation of the Institutional Strategy	Collection of reflections and recording of coping strategies (using UNINA online tools) and feeding into WP 2 also)	As part of WP 2 activity, reflections and coping strategies will be collected as part of the work for WP 2	Trnava GENOVATE team
AIM 5: Create a Sustainable Staff Progression Policy for Recruitment, Progression, Promotion and Retention in the University	Devise Sustainable Staff Progression Policy during the project, informed by the evaluation work done so far	Started in October 2013 (by the work of the Strategy), Sustainability Strategy will be completed in May 2016	Trnava GENOVATE team and Personnel Administrators at the University and Faculty levels; Dean's Offices of each Faculty; Rektor; Quality Board

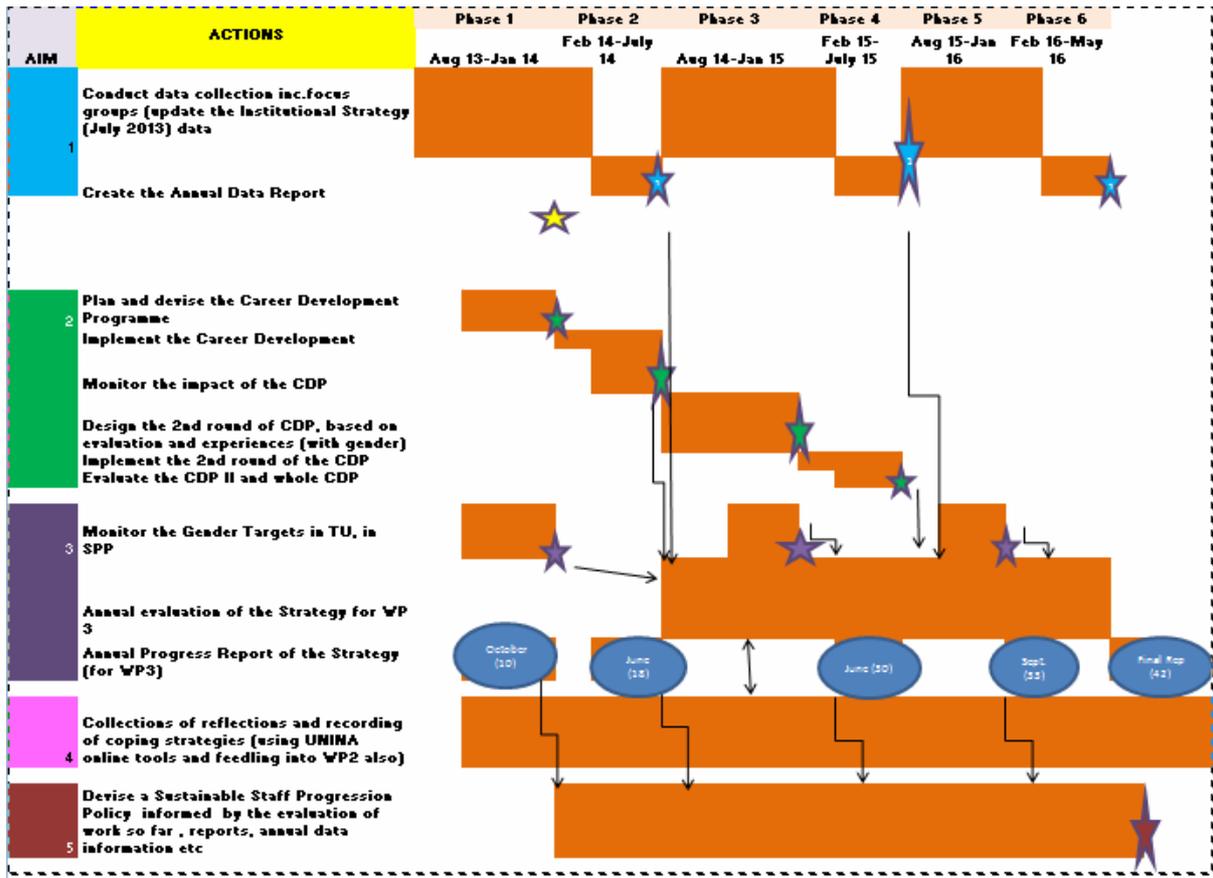


Figure 4: Workplan for the Aims, Actions and Responsibilities for the TU Institutional Strategy

CONCLUDING COMMENTS

The Institutional Strategy goal, aims, actions and the timeframe planned for each action all culminate to form the Strategy we will implement in Trnava University, starting off in the Faculties of Health and Social Work, and Pedagogy, and hopefully cascading out to the other Faculties during the project time period. The aims are all connected with the TU GEAP (apendix 1) and fill a gap in what is needed for developing an action agenda for recruitment, progression, promotion and retention practices and policies in TU. Although this plan is in some way indicative and dependant on staff members participating fully, we are hopeful that the actions we plan will be welcomed and will fill the gap in professional development and career support currently lacking in TU.

Section 5 – Potential Opportunities and Barriers

We can envisage a number of potential opportunities and barriers which will impact on the implementation and operation of the Institutional Strategy. The most significant factors are noted below.

Opportunities:

Trnava University has been involved in EC funded projects which have helped the institution to develop its infrastructure, in the renovation of the main University building, in enhancing the quality of the education and in collecting data which are helpful in the development of the education system (Andrej, could you insert the names of the Virtual University project here please? Slovak language and English would be great). Therefore we have a **good history with EC funded projects.**

The TU GENOVATE team is grateful to have such good and ready support and advice from our IAB member (Professor Kusý) and from our strategic collaborator from the Gender Studies Centre, Dr Szapuová. This **good support from external stakeholders** helps the team in its work enormously.

In the Faculties of Health and Social Work, and in Pedagogy, there are relatively **young and vibrant teams of researchers and academics**. Also, these two Faculties are the only ones to receive Framework Programme projects (FP6 and FP7). There are many national and international projects running in both Faculties and the vibrancy and proactive nature existent in both Faculties will be a major facilitating factor during the implementation of this Institutional Strategy.

Current national policies, the existing of National Strategy of Gender Equality for the years 2009-2013 and Summary Report on the Status of Gender Equality in Slovakia in 2012 provide a national context for gender equality in Slovakia.

The **sovereignty of the Faculties** is a potential opportunity in each Faculty developing its own activities, since Faculties are very much independent and sovereign from the main University offices and the Rektor's office, in terms of the Faculty policies and practices connected to staff progression matters. As long as the Faculties are operating within the boundary of the law, they can each develop additional initiatives specific for each setting.

Barriers:

The biggest and glaring barrier to implementing the Institutional Strategy is the **traditional working and social culture** in the University. It is a conservative University built on and directed by a strong Christian ethos. Also the historic context of the country (former Communist state) plus the young age of the University (celebrating its 20th anniversary this year) results in a number contextual issues relevant to TU.

As much as the sovereignty of the Faculties is an opportunity to implement change quite easily, once there is openness to any initiatives, this is also a hindering factor. The other side of this story is that it **would be very difficult, and indeed unprecedented, to develop a university (universal, whole-university) strategy**. Work always needs to begin with the Faculties and then it can grow from the Faculty operations.

As far as we can gather at the moment, there is **little interest, or at least a lack of understanding, in staff** within the Faculties in the topic of gender equality. The lack of understanding of what gender equality can actually mean for a University setting is existent we believe. There is little knowledge of the fact that it is located within the spectrum of diversity and offers an innovative approach to enhancing our science and research credentials.

Very often there may be changes in how Universities are assessed by the Ministry of Education, for example, in the accreditation processes. Guidelines for how accreditation processes will be implemented change from one government to the next. Very often **these frequent changes at the national level can impact on gender equality in higher education settings**. There also are frequent changes in the gender equality agenda at national level, in terms of the information documents and reports, which will be disorienting in our work, especially when we try to create a network that includes national level agencies (often the staff is changed with each change in government).

There is an **absence of a long-term gender equality strategy** at the national level that is fully funded and supported throughout Slovak higher education institutions.

CONCLUSION

It is the hope of the Trnava University GENOVATE team and supportive colleagues that the Institutional Recruitment, Progression and Research Support Strategy Document for our institution will be implemented smoothly and successfully. **The goal of this Strategy is to Promote Gender Equality Awareness and Practices in Trnava University's Recruitment, Progression, Promotion and Retention procedures**, which it can once the identified aims and actions are implemented This Strategy Document outlines the main areas that will be addressed (the Staff progression policy, the Career development programme, annual data collection and analysis, the creation of a sustainability strategy for this area of work and practice), many of which have been outlined in the TU GEAP. Evaluation and monitoring of the implementation of the Institutional Strategy will enhance the on-going learning during the implementation and in creating new initiatives and programmes.

APPENDIX 1- TRNAVA UNIVERSITY GENDER EQAULTY ACTION PLAN (updated, 22.10.2013)

Theme	Action	Outcome	Responsibility
Gender Equality in Recruitment, Progression and Research Support; Working environment and culture change; Develop a social model of gender equality implementation	<ul style="list-style-type: none"> • Devise and implement a Staff Progression Policy with specific reference to recruitment, progression and promotion. • Conduct a survey and round of semi-structured interviews and focus groups that can inform the policy. • Raise awareness in our university of gender issues in research and innovation through workshops and in-house training and facilitation with senior management • Embed the policy in the institutional structure in an effort to support the sustainability of gender equality action implementation in the future 	Staff Progression Policies- including recruitment, retention and promotion	Head of Human Resource [HR]; Vice Rector for Education; University Senate representatives

<p>Gender Equality in Recruitment, Progression and Research Support; Working environment and culture change</p>	<ul style="list-style-type: none"> • Develop a Career Development Programme (CDP) which will involve organising workshops aimed to explore gender issues in the workplace. It will involve organising annual workshops with senior management of the university (mentoring) • Use the findings from the survey (abovementioned action) to inform the workshops and to guide discussion on problematic and opportunistic areas. • Support researchers in accessing opportunities for advancement in their research careers through positive-action initiatives such as the Career Development Programme • Develop CDPs in order to support women (in particular) to progress in their academic careers and to nurture an environment that supports equal opportunities for men and women. • Summarise and move to here the SPP 	<p>Gender aware Career Development Programme</p>	<p>University Rektor; Vice Rektor for Education; Head of Human Resource [HR]; Seven Faculty Deans of the Academic Schools;</p>
<p>Gender Equality in Recruitment, Progression and Research Support; Working environment and culture change;</p>	<ul style="list-style-type: none"> • conduct a full Equality Impact Assessment and Analysis (EIAA) of the institution's research and innovation excellence standards • conduct a documentary analysis of national-level policy in relation to gender equality in research excellence, which is informed by findings of the EIAA • identify gaps between national policies and institutional implementation and practice • develop strategic relationships with national level funding councils or professional organisations to share learning. • develop a code of practice with key stakeholders for gender and diversity competent research excellence standards for TU 	<p>Code of Practice for gender and diversity competent research excellence standards for partner institutions</p>	<p>Vice Rektor for research (we have this Vice Rektor??); others?</p> <p>Maybe Quality Board (quality for education) --</p>
<p>Dissemination and sustainability strategy</p>	<ul style="list-style-type: none"> • <u>National level:</u> Create a national network of institutions and agencies that work in gender issues, such as the following: Centre for Gender Equality (Comenius University, Bratislava); World Health Organisation Country Office; Institute of Gender Equality; Human Rights Dept in Government Buildings. • Organize annual workshops in order to enable mutual learning on cross cutting issues of gender issues in research institutions • <u>International level:</u> Engage in knowledge-transfer and mutual learning in order to enhance and enable the establishment of formal networking. 	<p>Enhanced networking opportunities</p>	<p>Vice Rektor for Education; Seven Faculty Vice Deans for International Affairs</p>

