



LITHUANIAN SPORTS UNIVERSITY

***Action plan 2021 - 2023***

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## 1. Organisational Information

<b>STAFF &amp; STUDENTS</b>	<b>FTE</b>
Total researchers = staff, fellowship holders, bursary holders, PhD. students either full-time or part-time involved in research	220
Of whom are international (i.e. foreign nationality)	15
Of whom are externally funded (i.e. for whom the organisation is host organisation)	0
Of whom are women	118
Of whom are stage R3 or R4 = Researchers with a large degree of autonomy, typically holding the status of Principal Investigator or Professor	87
Of whom are stage R2 = in most organisations corresponding with postdoctoral level	32
Of whom are stage R1 = in most organisations corresponding with doctoral level	101
Total number of students (if relevant)	1744
Total number of staff (including management, administrative, teaching and research staff)	262
<b>RESEARCH FUNDING (figures for most recent fiscal year)</b>	<b>€</b>
Total annual organisational budget	<b>6500000</b>
<b>RESEARCH FUNDING (figures for most recent fiscal year)</b>	<b>€</b>
Annual organisational direct government funding (designated for research)	2881600
Annual competitive government-sourced funding (designated for research, obtained in competition with other organisations – including EU funding)	958300
Annual funding from private, non-government sources, designated for research	15000

### ORGANISATIONAL PROFILE

LSU is known as a leading academic and research center in sports science in the Baltic Sea region. Starting with the enrolment of 100 students, we developed and expanded over the years and decades into an institution with nearly 2000 students. The LSU offers 19 degree study programmes at all three study cycles, mainly in sport science, where studies, research and practice are closely interconnected. Among the LSU graduates, there are many distinguished scientists, world-renowned coaches, famous athletes, and prominent public figures and a great number of champions and prize-winners of the Olympic Games, world and European championships.

## 2. Strengths and weaknesses of the current practice

### 2.1. Ethical and professional aspects

#### **Strengths and Weaknesses (Interim Assessment)**

During the reporting period, a lot of attention was paid to the formation of a research culture by creating scientific groups according to scientific interests that correspond to strategic research directions. Biomedical and Social Science Research Ethics Committees have been established, which are also mandatory for students' research. The University's ethics committees for biomedicine and social sciences once per year introduce the ethics of research to the academic community. We also have an academic and professional ethics committee which carries out educational activities through various types of seminars or publicity related to professional ethics and pays much attention to intellectual property.

The Project Management Unit is responsible for assisting researchers in project implementation, so meetings are held on demand, and advice is provided. In order to ensure the most effective project management, each project has a responsible administrator.

We are still facing difficulties with the publicity of research and the limited use of results. For several years every Saturday, a free Saturday School has been held for the general public, presenting the latest research results and opportunities for use. Also, few researchers are constantly presenting their own and others' latest research results in their FB account.

Internal survey has shown that ethical and professional principles at our university are seen as one of the best implemented. The results of the survey show that the best implemented principles are freedom of research, professional responsibility, ethics. The weakest evaluation of the principles: public involvement, evaluation systems, dissemination and exploitation of results.

Emerging external and internal changes encourage review of priorities and focus on such things as:

1. to improve the system of evaluation of researchers by combining the map of competences, qualification requirements and workload accounting;
2. to develop a research dissemination plan
3. to organize periodic training on research dissemination and exploitation of results for researchers.

### 2.2. Recruitment and selection

#### **Strengths and Weaknesses (Interim Assessment)**

According to national law, teachers and researchers shall be appointed to their positions through an open competition. They enter into fixed-term employment contracts for the term of five years. Persons who win the open competition for the second time in a row for the same teacher or researcher position shall enter into an open-ended employment contract and shall be accredited every five years following the procedures laid down by the University. A person who failed to receive attestation shall be dismissed. Recruitment to higher positions of a teacher or a researcher shall be organised through an open competition.

Respectively, the researchers assessed these principles on average. As the best implemented principle was mentioned recognition of qualifications. Indeed, the University seeks to assess, as far as possible, all the formal and informal qualifications that the individual has, which add value. Principles such as non-compliance with chronological order or length of service have been assessed as one of the least implemented, but this is due to legal constraints.

At present, a researcher workload project has been developed to encourage researchers to focus on activities that are essential for the implementation of a university strategy. There is also a review of the recruitment procedure, the development of an IT tool to facilitate participation in open competitions and reduce bureaucracy.

We organize an international open competition already for 3 years, and we see growing numbers of external candidates applying. We use different templates for teaching and researching positions, which include these components of job posting: required position, workload to be moored, basic responsibilities covering 4 areas (scientific work, experimental and project activities, pedagogical activities, publicity of the University), detailed qualification requirements for a particular position, wages and other working conditions. The applicant has just to

send us the minimum of documents, which are necessary for their evaluation (application, CV, publications and copies of diplomas).

In order to implement C&C, it is planned to support already established and implemented procedures, focusing on the following activities:

1. IT tool for development that facilitates participation in international open competitions
2. As the number of researchers from abroad increases, their social adaptation problem has been encountered, therefore, it is planned to develop a comprehensive adaptation program covering not only the professional but also the social adaptation and the creation of counseling opportunities.
3. Until now, the recruitment procedure for the selection committee was introduced only informally, but the Action Plan, which is currently being updated, provides for a detailed introductory material for the members of the committee, ensuring transparency in the recruitment procedure.

### *2.3. Working conditions*

#### **Strengths and Weaknesses (Interim Assessment)**

During the reporting period, an Intellectual Property Management and Knowledge Transfer Procedure was developed, which regulates the procedures and conditions for the management of intellectual property rights and knowledge transfer generated by university staff and students. However, this procedure is currently in Lithuanian language only. Once a year, a seminar on intellectual property is held before the school year and the whole academic community is usually involved in this seminar. Also there is a system created and implemented for students, then they together with researchers participate in research groups as a team members and carry out research.

The results showed that the working conditions and social security are rated as the worst. As the best implemented principle, the researchers evaluated profession enlightenment, teaching, mobility value, complaints and appeals. As the worst-performing principle, researchers assessed the possibility of access to career counseling, funding and pay, job stability. Part of this assessment was influenced by national legislation on fixed-term employment contracts. Although the salary of researchers in LT is below the EU average, in Lithuania our university is one of the TOP 5 with the highest salaries. But so far, little attention has been paid to career counseling. Until now, an individual career scheme was in force at the University, where a researcher who qualified for a higher position was eligible to apply for it.

Until now, the University has not been given much attention to the systematic researching of researchers' career issues. Therefore, one of the priorities of the renewed Action Plan is the creation of a career guidance system for researchers. Another planned action is to support flexible working conditions for researchers, further promote mobility and develop the research environment.

### *2.4. Training and development*

#### **Strengths and Weaknesses (Interim Assessment)**

The University Career and Competence Development Center is responsible for providing information on opportunities for professional development in Lithuania and abroad within the internal network. Likewise, the University itself organizes periodic reviews of pedagogical and scientific competencies every semester and organizes English language courses.

The results of the survey show that researchers value the opportunity to use research training and continuous improvement as the best implemented principle. At the University, there is an "unwritten rule" that there is a time for open scientific workshops on various topics every Wednesday from 16:00, so no lectures or other sessions take place to allow researchers to take part in them. Researchers evaluate scientific leadership as the worst implemented principle.

**Have any of the priorities for the short- and medium term changed?**

External developments and the needs of researchers encourage more focus on qualitative change, especially as regards the acquisition of certain competences. Therefore, in the nearest future, it is planned to support the already established and implemented principles and to pay more attention to "soft" principles related to training and qualification development.

The main future-oriented change in the training of researchers is the development of a systematic training plan, taking into account the map of researchers' competencies. Another important step in creating a favorable working environment is scientific leadership - mentoring. Therefore, it is planned to develop an informal procedure for scientific supervisors - to distribute the leading scientists as mentors.

### 3. Actions

#### 3.1. Proposed ACTIONS

Action 1	GAP Principle(s)	Timing (at least by year's quarter/semester)	Responsible Unit	Indicator(s) / Target(s)
Develop the procedures for the implementation of intellectual property and co-authorship principles	31. Intellectual Property Rights	January, 2016	Vice-Rector for Research, Senior lawyer	Confirmed and implemented procedure of intellectual property and co-authorship principles
	32. Co-authorship			
<b>Current Status</b>	<b>Remarks</b>			
<b>COMPLETED</b>	It was confirmed 25/05/2017 by University Senate			

Action 2	GAP Principle(s)	Timing (at least by year's quarter/semester)	Responsible Unit	Indicator(s) / Target(s)
Periodically conduct public seminars related to intellectual property and data protection	31. Intellectual Property Rights	At least once during the academic year	Vice-Rector for Research	At least 50 % of total research
	32. Co-authorship			Staff participated in seminars
<b>Current Status</b>	<b>Remarks</b>			
<b>COMPLETED</b>	Once a year, a seminar on intellectual property is held before the school year. The whole academic community is usually involved in this seminar.			

Action 3	GAP Principle(s)	Timing (at least by year's quarter/semester)	Responsible Unit	Indicator(s) / Target(s)
Periodically conduct seminars related to research ethics	3. Professional responsibility	At least once during the academic year	Vice-Rector for Research	At least 50 % of total research staff participated in seminars

	7.Good practice in research			
	10. Non discrimination			
<b>Current Status</b>	<b>Remarks</b>			
<b>COMPLETED</b>	The University has ethics committees for biomedicine and social sciences that once a year introduce the ethics of research to the academic community.			

Action 4	GAP Principle(s)	Timing (at least by year's quarter/semester)	Responsible Unit	Indicator(s) / Target(s)
Periodic meetings with implementing scientists to assess the progress of the project	5.Contractual and legal obligations	Once a semester	Office of Project Management	At least 50 % of research staff participated in seminars
	6.Accountability			
<b>Current Status</b>	<b>Remarks</b>			
<b>COMPLETED</b>	The Project Management Unit is responsible for assisting investigators in project implementation, so meetings are held on demand, and advice is provided. In order to ensure the most effective project management, each project has a dedicated administrator.			

Action 5	GAP Principle(s)	Timing (at least by year's quarter/semester)	Responsible Unit	Indicator(s) / Target(s)
Various activities involving the public and introducing the research carried out (Third Age University, researchers night, open days, etc.)	8.Dissemination, exploitation of results	At least once a semester	Career and Competence Development Centre, Vice- Rector for Research	At least one activity per Quarter. The minimum number of participants – 20
	9.Public engagement			
<b>Current Status</b>	<b>Remarks</b>			
<b>COMPLETED</b>	The public is introduced to univeristet research through activities such as the Third Age University (over 100 active participants each year); "Saturday School" - more than 50 active participants each Saturday; FB accounts of scientists (for example, A. Skurvydas has more than 15 000 followers <a href="https://en.html.facebook.com/albertas.skurvydas.7">https://en.html.facebook.com/albertas.skurvydas.7</a> )			

Action 6	GAP Principle(s)	Timing (at least by year's quarter/semester)	Responsible Unit	Indicator(s) / Target(s)
Plan the positions for which international	12.Recruitment	December 2016	Rector, Vice-Rector for Research, Vice-Rector for Studies	Number of internationally open positions each year.

competitions are announced	13. Recruitment (Code)			
	14. Selection (Code)			
	15. Transparency (Code)			
<b>Current Status</b>	<b>Remarks</b>			
<b>COMPLETED</b>	From the May of 2017 for all academic positions are announced international competitions in <a href="http://www.euraxes.com">www.euraxes.com</a>			

Action 7	GAP Principle(s)	Timing (at least by year's quarter/semester)	Responsible Unit	Indicator(s) / Target(s)
Review the announcement for the academic staff about open positions	13. Recruitment (Code)	December 2016	Office of Personnel and Law	To upgrade announcement template by including responsibilities, requirements and work conditions
	14. Selection (Code)			
	15. Transparency (Code)			
	24. Working conditions			
<b>Current Status</b>	<b>Remarks</b>			
<b>COMPLETED</b>	The job ad has been adjusted to EURAXES Jobs			

Action 8	GAP Principle(s)	Timing (at least by year's quarter/semester)	Responsible Unit	Indicator(s) / Target(s)
Improve researchers' motivational system	26. Funding and salaries	December 2016	Vice-Rector for Research, Vice-Rector for Studies, Office of Personnel and Law	
	28. Career development			
	30. Access to career advice			
	38. Continuing Professional Development			
	39. Access to research training and continuous development			
40. Supervision				
<b>Current Status</b>	<b>Remarks</b>			
<b>IN PROGRESS</b>	Currently, a research workload project for researchers has been prepared.			

Action 9	GAP Principle(s)	Timing (at least by year's quarter/semester)	Responsible Unit	Indicator(s) / Target(s)

Develop the procedures for the recognition of non-formal qualifications	14. Selection (Code)	March 2016	Teaching Staff and Research Staff Recruitment Commission	Number of hours of participation in non-formal education per year
	16. Judging merit (Code)			
	19. Recognition of qualifications (Code)			
<b>Current Status</b>	<b>Remarks</b>			
<b>COMPLETED</b>	One of the evaluation criteria for an open competition for open positions is participation in non-formal education - the acquisition of additional competences and qualifications.			

Action 10	GAP Principle(s)	Timing (at least by year's quarter/semester)	Responsible Unit	Indicator(s) / Target(s)
Appoint the persons responsible for the researcher career counseling	28. Career development	September 2015	Rector	Number of appointed persons
	30. Access to career advice			
	40. Supervision			
<b>Current Status</b>	<b>Remarks</b>			
<b>EXTENDED</b>	This activity was not implemented during the reporting period. However, a working group is currently in place that is responsible for conducting a thorough analysis of investigator competencies and hiring the main directions of qualification upgrading.			

Action 11	GAP Principle(s)	Timing (at least by year's quarter/semester)	Responsible Unit	Indicator(s) / Target(s)
Develop a researcher competency map	22. Recognition of the profession	January 2016	Competence Development Centre, Office of Personnel and Law	Number of researcher's competency maps
	28. Career development			
	30. Access to career advice			
	38. Continuing Professional Development			
	39. Access to research training and continuous development			
<b>Current Status</b>	<b>Remarks</b>			
<b>EXTENDED</b>	This activity was not implemented during the reporting period. However, a working group is currently in place that is responsible for conducting a thorough analysis of investigator competencies and hiring the main directions of qualification upgrading.			

Action 12	GAP Principle(s)	Timing (at least by year's quarter/semester)	Responsible Unit	Indicator(s) / Target(s)
Regularly inform researchers about professional	38. Continuing Professional Development	At least once a semester	Career and Competence	Number of information about

development opportunities in Lithuania and abroad	39. Access to research training and continuous development		Development Centre	development opportunities
<b>Current Status</b>	<b>Remarks</b>			
<b>COMPLETED</b>	The University Career and Competence Development Center is responsible for providing information on opportunities for professional development in Lithuania and abroad within the internal network. Likewise, the University itself organizes periodic reviews of pedagogical and scientific competencies every semester and organizes English language courses			

Action 13	GAP Principle(s)	Timing (at least by year's quarter/semester)	Responsible Unit	Indicator(s) / Target(s)
Carry out mentor training	37. Supervision and managerial duties	At least once during the academic year	Career and Competence Development Centre	Number of trainings
	40. Supervision			
<b>Current Status</b>	<b>Remarks</b>			
<b>EXTENDED</b>	This activity is currently not implemented.			

Action 14	GAP Principle(s)	Timing (at least by year's quarter/semester)	Responsible Unit	Indicator(s) / Target(s)
Create a system recognizing students of the second and third cycle of studies as early-stage researchers	21. Postdoctoral appointments (Code)	September 2016	Vice-Rector for Research, Vice-Rector for Studies	Number of included students into scientific groups.
	22. Recognition of the profession			
<b>Current Status</b>	<b>Remarks</b>			
<b>COMPLETED</b>	There is a system created and implemented for students, then they together with researchers participate in research groups as a team members and carry out research.			

Action 15	GAP Principle(s)	Timing (at least by year's quarter/semester)	Responsible Unit	Indicator(s) / Target(s)
Develop a researcher competency map	11. Evaluation/ appraisal systems	2020	HR Department	Number of developed systems
	12. Recruitment			
	25. Stability and permanence of employment			
	28. Career development			
	30. Access to career advice			
<b>Current Status</b>	<b>Remarks</b>			

<b>NEW</b>	
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<b>Action 16</b>	<b>GAP Principle(s)</b>	<b>Timing (at least by year's quarter/semester)</b>	<b>Responsible Unit</b>	<b>Indicator(s) / Target(s)</b>
Induction Information for new researchers to increase awareness of their professional responsibilities	3. Professional responsibility	At the beginning of each year	Study and science vice-rectors	At least one per year
	4. Professional attitude			
	6. Accountability			
<b>Current Status</b>	<b>Remarks</b>			
<b>NEW</b>				

<b>Action 17</b>	<b>GAP Principle(s)</b>	<b>Timing (at least by year's quarter/semester)</b>	<b>Responsible Unit</b>	<b>Indicator(s) / Target(s)</b>
Enhance career support services for all researchers.	28. Career development	2021	HR department and vice-rector for science	Number of career support services
	30. Access to career advice			
	36. Relation with supervisors			
	38. Continuing Professional Development			
	39. Access to research training and continuous development			
<b>Current Status</b>	<b>Remarks</b>			
<b>NEW</b>				

<b>Action 18</b>	<b>GAP Principle(s)</b>	<b>Timing (at least by year's quarter/semester)</b>	<b>Responsible Unit</b>	<b>Indicator(s) / Target(s)</b>
To review and update Code of Professional and Academic Ethics	2. Ethical principles	2019	Academic and Professional Ethics Committee	Number of updated Codes
	3. Professional responsibility			
	10. Non discrimination			
	11. Evaluation/appraisal systems			

	15. Transparency (Code)			
	16. Judging merit (Code)			
	31. Intellectual Property Rights			
	32. Co-authorship			
<b>Current Status</b>	<b>Remarks</b>			
<b>NEW</b>				

<b>Action 19</b>	<b>GAP Principle(s)</b>	<b>Timing (at least by year's quarter/semester)</b>	<b>Responsible Unit</b>	<b>Indicator(s) / Target(s)</b>
To improve the system of evaluation of researchers by combining the map of competences, qualification requirements and workload accounting	11. Evaluation/ appraisal systems	2020	Vice rector for science	Number of improved systems
	14. Selection (Code)			
	16. Judging merit (Code)			
	19. Recognition of qualifications (Code)			
<b>Current Status</b>	<b>Remarks</b>			
<b>NEW</b>				

<b>Action 20</b>	<b>GAP Principle(s)</b>	<b>Timing (at least by year's quarter/semester)</b>	<b>Responsible Unit</b>	<b>Indicator(s) / Target(s)</b>
To develop a research dissemination plan	3. Professional responsibility	2019	Public Relations Unit	Number of dissemination plans
	6. Accountability			
	7. Good practice in research			
	8. Dissemination, exploitation of results			
	9. Public engagement			
<b>Current Status</b>	<b>Remarks</b>			
<b>NEW</b>				

Action 21	GAP Principle(s)	Timing (at least by year's quarter/semester)	Responsible Unit	Indicator(s) / Target(s)
To review and update Code of Professional and Academic Ethics	6.Accountability	2021	Career and Competence Development Center	At least 20% participants out researchers (at least one training per year)
	7.Good practice in research			
	8.Dissemination, exploitation of results			
	9.Public engagement			
	38.Continuing Professional Development			
	39.Access to research training and continuous development			
<b>Current Status</b>	<b>Remarks</b>			
<b>NEW</b>				

Action 22	GAP Principle(s)	Timing (at least by year's quarter/semester)	Responsible Unit	Indicator(s) / Target(s)
To develop IT tool that facilitates participation in international open competitions	12. Recruitment	2019	Admissions Commission for Teachers and Researchers	Number of developed IT tools
	13. Recruitment (Code)			
	14. Selection (Code)			
	15.Transparency (Code)			
	16. Judging merit (Code)			
<b>Current Status</b>	<b>Remarks</b>			
<b>NEW</b>				
Action 23	GAP Principle(s)	Timing (at least by year's quarter/semester)	Responsible Unit	Indicator(s) / Target(s)
To develop an professional and social adaptation program for foreign researchers	10. Non discrimination	2020	Human Resources and Law Department	Number of developed adaptation programs
	24. Working conditions			

Current Status	Remarks
<b>NEW</b>	

Action 24	GAP Principle(s)	Timing (at least by year's quarter/semester)	Responsible Unit	Indicator(s) / Target(s)
To develop a detailed introductory material for the members of the Admissions Commission for Teachers and Researchers, ensuring transparency in the recruitment procedure	10. Non discrimination	2020	Admissions Commission for Teachers and Researchers	Number of trained Admissions Commission for Teachers and Researchers members
	13. Recruitment (Code)			
	14. Selection (Code)			
	15. Transparency (Code)			
	16. Judging merit (Code)			
	18. Recognition of mobility experience (Code)			
19. Recognition of qualifications (Code)				
Current Status	Remarks			
<b>NEW</b>				

Action 25	GAP Principle(s)	Timing (at least by year's quarter/semester)	Responsible Unit	Indicator(s) / Target(s)
to develop a systematic training plan, taking into account the map of researchers' competencies	11. Evaluation/ appraisal systems	2019	Human Resources and Law Department	Number of trained researchers
	24. Working conditions			
	28. Career development			
	30. Access to career advice			
	38. Continuing Professional Development			
	39. Access to research training and continuous development			
Current Status	Remarks			

<b>NEW</b>	
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Action 26	GAP Principle(s)	Timing (at least by year's quarter/semester)	Responsible Unit	Indicator(s) / Target(s)
to develop an informal procedure for scientific supervisors - to distribute the leading researchers s mentors	28. Career development	2021	Vice rector for science	Number of scientific supervisors - mentors
	36. Relation with supervisors			
	39. Access to research training and continuous development			
	40. Supervision			
<b>Current Status</b>	<b>Remarks</b>			
<b>NEW</b>				

**Unselected principles:**

1. Research freedom
17. Variations in the chronological order of CVs (Code)
20. Seniority (Code)
23. Research environment
27. Gender balance
29. Value of mobility
33. Teaching
34. Complains/ appeals
35. Participation in decision-making bodies

**Comments on the implementation of the OTM-R principles (Internal Review for Interim Assessment):**

This policy sets out steps of LSU teachers and researchers recruitment process. In line with HR Excellence in Research award, this policy aims to maintain and strengthen the principles of the C&C, providing more detailed information on the recruitment process.

**URL:** <https://www.lsu.lt/en/lsu-has-been-given-a-significant-international-award-hr-excellence-in-research/>

## 4. Implementation

The overall responsibility for the monitoring and the implementation of the Action Plan lies with the HR Department. The 2 year self-assessment has involved consultations with the University's research staff, administration and the HR Excellence committee. This consultation involved survey of researchers'. This interim assessment has helped assess the implementation of the HR4R Action Plan, measuring the status and progress of these actions, as well as

preparing a new plan for the next three years. During the first part of the implementation phase of the HRS4R programme, the LSU experienced some difficulties setting in the execution and monitoring of the actions planned. The HRS4R Steering Committee has evaluated the relevant actions that needed to be extended from the original schedule, which now are in the process of implementation, as they are now considered as strategic. But most of the proposed actions for the period 2016-2018 have been completed, though some actions have stem from them and are now part of the updated Action Plan for the next three years (2019-2021). The feedback gathered from the research community and the staff has proved critical to adjust the action plan with the purpose of meeting their needs.

### **Detailed description and duly justification**

The task of overseeing the implementation and evaluation of the Action plan is assigned to the HRS4R Steering Committee. A periodical examination of each action has been carried out during the meetings of the Steering Committee, in order to measure and evaluate the progress made on their implementation, also assessing the reasoning behind any possible delays or alterations on the intended schedule.

During the implementation phase, the feedback from the researchers has been gathered, mostly, through informal meetings and survey. The interim assessment, in itself, has been carried out with an consultation with the research and administration staffs. The internal analysis was also based on the answers provided by representatives of each group of researchers and staff to a number of questions, using indicators and evaluating the level of success. Internal review was organized by HR excellence committee consisting of: Vice-Rector for Science, Head of Doctoral and Scientific Department, Head of Personnel and Law Department, representatives of biomedical and social sciences, PhD student.

The Committee decided that the internal review would be carried out at the following stages:

1. self-assessment of 2016-2018 Action plan
2. based on C&C, prepare and conduct a survey of researchers
3. based on the results of the survey of researchers and the evaluation of new needs, to prepare 2019-20221 Action Plan
4. to present 2019-2022 Action Plan to the Rectorate and academic departments.

The main tool used to involve research community has been informal meetings, with the aim of keeping them informed of any new implemented actions and encouraging them to send back their suggestions directly to the HRS4R Coordinator. As previously stated, meetings carried out among the research staff have served as a platform for the HRS4R Coordinator to report to them.

Bearing in mind the results of this Interim Assessment, the action plan has been updated with the actions that are still pending completion and the new ones that have sprung both from this evaluation and from the HRS4R Steering Committee meetings. The revised Action Plan has been reviewed and approved by the LSU administration.

The Rector has been engaged in all the aspects involved with the HRS4R. The ultimate intend is to put into practice the HRS4R framework to help the University in achieving its goals that aims for excellence, making it more attractive for local and international researchers.

The research community needs to be widely involved as well. This has been done by means of periodical meetings, taking advantage of the fact that the LSU is a small Univeristy and face to face communication is feasible. It is important to keep working on the awareness of the cultural transformation that this process implies, without losing sight from the need of consensus and agreement by the research community at the LSU when implementing the action described in this plan.

The HR excellence committee consisting of: Vice-Rector for Science (Edmundas Jasinskas), Head of Doctoral and Scientific Department (Jurate Stanislovaitiene), Head of Personnel and Law Department (Inga Staskeviciute Butiene), representatives of biomedical (Marius Brazaitis) and social sciences (Saulius Šukys), PhD student.

Direct monitoring is assigned to Inga Staskeviciute-Butiene, but once a year or with significant deviation from implementation, the committee meets to discuss HR Strategy. Going forward, the steering committee will carry on

with the continuous monitoring of the implementation of the actions, with the aim of strengthening the LSU strategy with the HRS4R principles, ensuring that the implementation of the action plan produces measures embedded with the LSU policies, and also being prepared to integrate the remarks and suggestions provided by assessors.

HRS4R is included in LSU's 2019-2022 strategy as an integral part of it. The actions described on the revised version of the Action Plan have been based on the Internal Assessment conducted after the first Action Plan ran its course, and sprung from the resulting Gap Analysis. This plan has also been created on the basis of the feedback gathered from the researchers. The HRS4R and the principles described on the European C&C are considered key elements of the LSU overall strategic plan, with the participation of the relevant stakeholders. There is also a working group (Rector, Vice-Rector for Research, Vice-Rector for Studies, Vice-Rector for Development and Sport, Head of the Personnel and Legal Division) currently in charge of preparing the HR strategy for implementing the 201-2022 LSU strategy. In that regard, the principles addressed by the Charter & Code align significantly with the overall strategy of the LSU.

Each action has been entrusted to the responsible unit. Progress will be constantly evaluated by the Steering Committee, and any delay identified will be rectified and rescheduled within the timeframe of the revised Action Plan, in agreement with the relevant responsible unit. The implementation of the actions is seen primarily as a collaborative effort, which means that some alternatives have to be offered to facilitate the work of the unit responsible and make sure that the HRS4R strategy does not interfere with the everyday tasks.

There is a person who is directly responsible for the timely implementation of Action Plan - Inga Staškevičiūtė Butienė, Head of Personnel and Law Department. She updates the members of the Steering Committee on a regular basis about the progress (or lack of), so any support measure is carried out with the endorsement of the committee.

Most actions have a quantitative kind of indicator, meaning that the only way to cross the action off the 'pending' list is if the final result is completed. The responsible unit for the implementation of each action has planned several checkpoints that must be completed during the process. Before each Steering Committee meeting, the HRS4R Coordinator touches base with the responsible for the impending actions to report their status to the committee. Also a goodwill exists to ease the implementation process as much as possible, so as to interfere as little as possible with the everyday tasks. The deadlines expressed on the updated action plan are strong and achievable, but always open to reconsideration depending on the circumstances. The overall objective is to have these actions completed before the next assessment.

We will prepare for the external review by collecting the relevant results and indicators for each action. The related interim assessment will be reported by the HRS4R Steering Committee after collecting the input from the research community and preparation of the next action plan. A clear schedule for the meetings will be arranged so the assessors have the time and opportunity to talk with all the stakeholders during their visit.

Participation and willingness to assist the assessors is and will be encouraged so the University, as a whole, is ready to welcome them.