# HRM Principles in Research

**Survey Results 2025**

In February 2025, 23 of the 40 invited respondents (58%) participated in a survey of EKA staff holding elected academic positions and employees of the Scientific Institution. The survey was conducted using Google Forms to assess human resource management principles in the research environment.

Respondents rated 50 statements in three sections: general research principles and approaches; EKA's research activities and support; and recruitment processes. A five-point scale was used: 1 — Strongly disagree; 2 — Somewhat disagree; 3 — Neutral; 4 — Agree; 5 — Strongly agree. In the analysis, positive ratings combine "Agree" and "Strongly agree" responses.

Overall, respondents rate research ethics and freedom, professional recognition and a non-discriminatory environment highly. Areas for improvement include social security provisions, remuneration, career development support, communication within research groups and certain aspects of recruitment. A detailed response distribution for all statements is provided in the appendix.

## I General research principles and approaches

Freedom of thought and expression in research, while adhering to research ethics and recognising possible limitations, is rated positively by 82% of respondents (Question 1), while 4% disagree. All respondents state that they adhere to recognised ethical principles and the university's code of ethics (Question 2). Professional responsibility and the societal relevance of their research are affirmed by 87% (Question 3).

Adherence to strategic research goals, obtaining the necessary approvals and informing the parties involved are rated positively by 91% (Question 4). Compliance with intellectual property rights and related regulations is affirmed by 95% (Question 5). Efficient use of public funds and willingness to cooperate with audits are affirmed by 82% (Question 6). Safe working practices are affirmed by 82%, while 17% give a neutral rating (Question 7).

Dissemination and exploitation of research results, including public access or commercialisation, are affirmed by 78%, while 22% are neutral (Question 8). Making research understandable to non-specialists and engaging with the public are affirmed by 82% (Question 9). These results indicate scope to improve information and support for the exploitation of results and public access.

Regular contact with the research group leader and feedback are affirmed by 78%, while 13% disagree (Question 10). Working in accordance with plans and schedules is rated positively by 74%, while 17% disagree (Question 11). Attention should therefore be paid to communication and work coordination within research groups.

The role of senior researchers as models of professionalism and in building positive relationships with early-stage researchers is supported by 91% of respondents in each of the two questions (Questions 12 and 13). Continuing professional development at all career stages is affirmed by 96% (Question 14). The results reflect high expectations for mentoring and motivation to develop research competences.

## II EKA's research activities and approaches

Professional recognition at all career stages and non-discrimination are rated positively by 92% of respondents in each question (Questions 15 and 16). The suitability of the research environment, facilities and resources is affirmed by 78%;

13% are neutral and 9% disagree (Question 17). Resource accessibility for people with disabilities and members of minority groups is rated positively by 65%, while 30% are neutral and 4% disagree (Question 18).

Working conditions that enable staff to combine work and family responsibilities are rated positively by 79% (Question 19), the range of working arrangements by 87% (Question 20), and continuity of employment contracts in research projects by 83% (Question 21). Neutral ratings for employment continuity account for 17%, indicating a need to communicate employment conditions more clearly.

Fair and competitive remuneration is affirmed by 61%; 30% are neutral and 8% disagree (Question 22). Social security provisions and health insurance are rated positively by 35%, neutrally by 26% and negatively by 39% (Question 23). This is one of the most critically rated aspects of support. Compliance with occupational health and safety requirements is affirmed by 83% (Question 24). Efforts to promote gender balance are affirmed by 61%, while 39% are neutral (Question 25).

The existence of a career development strategy for researchers is affirmed by 47%; 30% are neutral and 22% disagree (Question 26). Support for professional mobility is rated positively by 61% (Question 27), and the necessary administrative support by 60% (Question 28). Support for developing knowledge, skills and careers is affirmed by 78% (Question 29). Access to career advice regardless of contractual situation is rated positively by 47%, while 43% are neutral (Question 30).

The opportunity to benefit from research results through intellectual property protection is rated positively by 56% (Question 31). Recognition of co-authorship in accordance with contributions is affirmed by 74% (Question 32). A clearly identified research group leader is confirmed by 82% (Question 33), while the leader's involvement and support are rated positively by 65% (Question 34).

The opportunity to participate in teaching is rated positively by 83% (Question 35). A transparent and regular evaluation/appraisal process is affirmed by 78% (Question 36), while consideration of creative contributions, international collaboration and other professional activities in appraisal is affirmed by 69% (Question 37).

The effectiveness, anonymity and impartiality of complaints procedures are rated positively by 65%, while 18% disagree (Question 38). Representation in decision-making is rated positively by 61%, while 30% are neutral and 9% disagree (Question 39). Explanations of support mechanisms, appraisal and opportunities for participation need improvement.

### III Recruitment processes

Clearly defined and transparent criteria for recruiting researchers are rated positively by 83% of respondents (Question 40). Their applicability to under-represented groups and researchers returning after a career break is affirmed by 39% (Question 41). Information on working conditions, career prospects and realistic application deadlines is rated positively by 44% (Question 42). Information on the selection procedure and feedback after selection are rated positively by 78% (Question 43).

Assessment of candidates' merit that also considers teaching, projects, achievements in industry and other contributions is affirmed by 69% (Question 44). Open, efficient and internationally comparable recruitment procedures are rated positively by 73% (Question 45).

Recognition of career breaks and variations in career paths as contributions to diversity is affirmed by 44%, while 52% are neutral (Question 46). Recognition of candidates' professional mobility as a contribution to development is supported by 69% (Question 47). Diverse selection committees and the use of varied selection methods are rated positively by 56%, while 39% are neutral (Question 48).

Assessment of qualifications based on candidates' achievements is rated positively by 83% (Question 49). Clear guidelines for postdoctoral appointments and professional development are affirmed by 69% (Question 50). The main areas for improvement are explaining inclusive selection requirements, assessing career breaks and ensuring access to information.

### Conclusions and recommendations

The survey shows positive ratings for research ethics, freedom and professional recognition. However, social security provisions, career development support and certain aspects of selection are rated more critically or are unclear to many respondents. The following actions are recommended:

**Exploitation of research results.** Raise awareness of commercialisation and public access to research results, and provide mechanisms to support their implementation.

**Research environment and administrative support.** Improve access to resources, support on safety and intellectual property issues, and communication and work coordination within research groups.

**Working conditions.** Review the remuneration and social security system, clarify employment continuity arrangements and maintain support for combining work and family responsibilities.

**Career development and mobility.** Improve access to information on the career strategy, advice and mobility, while strengthening administrative support.

**Inclusive selection.** Define and communicate conditions more clearly for under-represented groups, researchers returning after career breaks and postdoctoral researchers; improve the diversity of selection committees.

**Transparency and participation.** Explain appraisal and complaints procedures and strengthen opportunities for researchers' representation in decision-making.

## Detailed response distribution

The tables show response counts and percentages. Ratings: 1 — Strongly disagree; 2 — Somewhat disagree; 3 — Neutral; 4 — Agree; 5 — Strongly agree. Percentages are rounded to whole numbers; totals may differ from 100% due to rounding.

Questions marked with an asterisk have fewer than 23 responses: Question 32 has 21 responses, and Questions 41 and 42 each have 15 responses. The completeness of responses to these questions should be checked against the original data.

**Table 1. General research principles and approaches**

| No. | Statement | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| 1 | When conducting research, I enjoy freedom of thought and expression, while adhering to research ethics and recognising possible limitations. | 1 (4%) | 0 (0%) | 3 (13%) | 4 (17%) | 15 (65%) |
| 2 | I adhere to recognised ethical principles and practices appropriate to my discipline, as well as to the university's code of ethics. | 0 (0%) | 0 (0%) | 0 (0%) | 3 (13%) | 20 (87%) |
| 3 | I recognise my professional responsibility towards society and the scientific community and carry out research that is relevant to society. | 0 (0%) | 0 (0%) | 3 (13%) | 4 (17%) | 16 (70%) |
| 4 | I am familiar with the strategic goals in my research field, obtain the necessary approvals and inform the parties involved of any changes or delays. | 0 (0%) | 0 (0%) | 2 (9%) | 7 (30%) | 14 (61%) |
| 5 | I comply with applicable regulations at all levels concerning intellectual property rights, contractual terms and conditions, sponsors, etc. | 0 (0%) | 0 (0%) | 1 (4%) | 4 (17%) | 18 (78%) |
| 6 | I ensure the efficient use of public funds in my research and am prepared to cooperate with authorised audits and provide information on data collection and analysis processes. | 0 (0%) | 1 (4%) | 3 (13%) | 4 (17%) | 15 (65%) |
| 7 | I adopt safe working practices, including occupational health and safety, data protection, confidentiality and secure data storage. | 0 (0%) | 0 (0%) | 4 (17%) | 4 (17%) | 15 (65%) |
| 8 | I ensure the dissemination and exploitation of my research results, including public access or commercialisation, where applicable. | 0 (0%) | 0 (0%) | 5 (22%) | 6 (26%) | 12 (52%) |
| 9 | I seek to make my research accessible and understandable to non-specialists and engage with the public to understand its interests. | 1 (4%) | 0 (0%) | 3 (13%) | 7 (30%) | 12 (52%) |

| No. | Statement | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| 10 | I maintain regular contact with my research group leader and provide feedback. | 1 (4%) | 2 (9%) | 2 (9%) | 7 (30%) | 11 (48%) |
| 11 | Within my research group, I work in accordance with agreed plans and schedules. | 1 (4%) | 3 (13%) | 2 (9%) | 8 (35%) | 9 (39%) |
| 12 | I believe that senior researchers should be role models for other researchers in their conduct and professionalism. | 1 (4%) | 0 (0%) | 1 (4%) | 4 (17%) | 17 (74%) |
| 13 | I believe that senior researchers should build positive relationships with early-stage researchers to promote effective knowledge transfer and career development. | 0 (0%) | 1 (4%) | 1 (4%) | 1 (4%) | 20 (87%) |
| 14 | I pursue continuing professional development at all career stages through opportunities such as courses, seminars and technological innovations. | 0 (0%) | 0 (0%) | 1 (4%) | 9 (39%) | 13 (57%) |

**Table 2. EKA's research activities and approaches**

| No. | Statement | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| 15 | My university recognises and treats me as a professional from the beginning of my research career and at all career stages. | 0 (0%) | 0 (0%) | 2 (9%) | 8 (35%) | 13 (57%) |
| 16 | My university does not discriminate against me on any personal, demographic or social grounds. | 0 (0%) | 0 (0%) | 2 (9%) | 5 (22%) | 16 (70%) |
| 17 | My university provides me with an appropriate research environment, facilities, equipment and the necessary resources. | 0 (0%) | 2 (9%) | 3 (13%) | 11 (48%) | 7 (30%) |
| 18 | My university also provides an appropriate research environment, facilities, equipment and the necessary resources for people with disabilities and members of minority groups. | 0 (0%) | 1 (4%) | 7 (30%) | 6 (26%) | 9 (39%) |
| 19 | My university provides flexible working conditions that allow me to combine work and family responsibilities. | 0 (0%) | 1 (4%) | 4 (17%) | 5 (22%) | 13 (57%) |
| 20 | My university offers me various working arrangements, such as flexible working hours and teleworking. | 0 (0%) | 0 (0%) | 3 (13%) | 6 (26%) | 14 (61%) |
| 21 | My university supports the stability and continuity of my employment by seeking to ensure successive employment contracts in research projects. | 0 (0%) | 0 (0%) | 4 (17%) | 8 (35%) | 11 (48%) |
| 22 | My university offers me fair and competitive remuneration as a researcher. | 1 (4%) | 1 (4%) | 7 (30%) | 8 (35%) | 6 (26%) |
| 23 | My university offers me adequate social security provisions, health insurance and similar benefits as a researcher. | 6 (26%) | 3 (13%) | 6 (26%) | 2 (9%) | 6 (26%) |
| 24 | My university complies with occupational health and safety legislation. | 0 (0%) | 1 (4%) | 3 (13%) | 2 (9%) | 17 (74%) |
| 25 | My university seeks to ensure gender balance at all staff levels, including managerial positions, while respecting qualification and competence criteria. | 0 (0%) | 0 (0%) | 9 (39%) | 2 (9%) | 12 (52%) |
| 26 | My university has developed a career development strategy for all groups of researchers, including researchers on fixed-term contracts. | 3 (13%) | 2 (9%) | 7 (30%) | 4 (17%) | 7 (30%) |

| No. | Statement | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| 27 | My university promotes my professional mobility, including mobility between the public and private sectors, geographical mobility and interdisciplinary mobility. | 0 (0%) | 1 (4%) | 8 (35%) | 5 (22%) | 9 (39%) |
| 28 | My university provides the administrative support mechanisms needed for professional mobility. | 0 (0%) | 2 (9%) | 7 (30%) | 4 (17%) | 10 (43%) |
| 29 | My university supports the development of my knowledge, skills and career. | 0 (0%) | 0 (0%) | 5 (22%) | 9 (39%) | 9 (39%) |
| 30 | My university provides career and development advice to researchers regardless of their contractual situation. | 1 (4%) | 1 (4%) | 10 (43%) | 4 (17%) | 7 (30%) |
| 31 | My university enables me to benefit from the results of my research by ensuring appropriate protection of intellectual property rights. | 1 (4%) | 1 (4%) | 8 (35%) | 6 (26%) | 7 (30%) |
| 32* | My university ensures that I am recognised as a co-author in accordance with my contributions to research. | 0 (0%) | 0 (0%) | 4 (17%) | 4 (17%) | 13 (57%) |
| 33 | A leader has been appointed for my research group, and I clearly know who this person is. | 0 (0%) | 0 (0%) | 4 (17%) | 4 (17%) | 15 (65%) |
| 34 | My research group leader is involved in my research, provides support and gives feedback. | 1 (4%) | 1 (4%) | 6 (26%) | 3 (13%) | 12 (52%) |
| 35 | My university gives me the opportunity to participate in teaching as a researcher. | 0 (0%) | 1 (4%) | 3 (13%) | 6 (26%) | 13 (57%) |
| 36 | My university provides a transparent and regular evaluation/appraisal process that takes account of my creative contributions across all areas of professional activity. | 0 (0%) | 0 (0%) | 5 (22%) | 8 (35%) | 10 (43%) |
| 37 | The evaluation/appraisal process also takes account of my creative contributions, links with industry, international collaboration, public engagement activities, etc. | 0 (0%) | 1 (4%) | 6 (26%) | 6 (26%) | 10 (43%) |
| 38 | My university provides effective, anonymous and impartial procedures for handling complaints. | 2 (9%) | 2 (9%) | 4 (17%) | 5 (22%) | 10 (43%) |
| 39 | My university gives me the opportunity to be represented in decision-making processes. | 0 (0%) | 2 (9%) | 7 (30%) | 6 (26%) | 8 (35%) |

**Table 3. Recruitment processes**

| No. | Statement | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| 40 | My university provides transparent and clearly defined criteria for the recruitment of researchers. | 0 (0%) | 0 (0%) | 4 (17%) | 8 (35%) | 11 (48%) |
| 41* | My university's recruitment criteria also apply to under-represented groups of researchers (e.g. in terms of gender, race, sexual orientation or ethnicity) and researchers returning after a career break. | 0 (0%) | 0 (0%) | 6 (26%) | 4 (17%) | 5 (22%) |
| 42* | During the selection process, my university informs candidates about working conditions and career prospects and sets realistic application deadlines. | 0 (0%) | 1 (4%) | 4 (17%) | 5 (22%) | 5 (22%) |

| No. | Statement | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| 43 | Candidates are informed about the selection procedure, criteria and career opportunities at the university and receive feedback on their applications after the selection process. | 0 (0%) | 1 (4%) | 4 (17%) | 4 (17%) | 14 (61%) |
| 44 | Candidates' merit is assessed not only by the number of publications but also by considering aspects such as teaching, achievements in industry, research supervision, participation in projects and teamwork. | 0 (0%) | 2 (9%) | 5 (22%) | 7 (30%) | 9 (39%) |
| 45 | My university provides open, efficient and internationally comparable recruitment procedures. | 0 (0%) | 0 (0%) | 6 (26%) | 7 (30%) | 10 (43%) |
| 46 | My university regards candidates' career breaks or variations in their career paths as contributions to diversity rather than shortcomings. | 1 (4%) | 0 (0%) | 12 (52%) | 5 (22%) | 5 (22%) |
| 47 | My university recognises candidates' professional mobility (e.g. a stay in another country, a change of research environment or a move between disciplines) as a valuable contribution to their professional development as researchers. | 1 (4%) | 1 (4%) | 5 (22%) | 6 (26%) | 10 (43%) |
| 48 | Researcher selection committees at my university include members with diverse qualifications, competences, genders and other backgrounds, and use a range of selection methods to ensure an inclusive and impartial assessment process. | 1 (4%) | 0 (0%) | 9 (39%) | 6 (26%) | 7 (30%) |
| 49 | The assessment of qualifications at my university is based on candidates' achievements rather than the prestige of their employment or educational background or the circumstances of their previous professional development. | 0 (0%) | 0 (0%) | 4 (17%) | 8 (35%) | 11 (48%) |
| 50 | My university has clear guidelines for postdoctoral researchers concerning their appointment and opportunities for professional development. | 0 (0%) | 1 (4%) | 6 (26%) | 6 (26%) | 10 (43%) |