

# CONCEPT OF SUPPORT FOR EARLY-STAGE RESEARCHERS

FACULTY OF EDUCATION  
OF MASARYK UNIVERSITY  
(FEDU MU)

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## 1 Preamble

The aim of this document is to present a comprehensive concept of support for early-stage researchers<sup>1</sup> at the Faculty of Education of Masaryk University (hereinafter FEdu MU) taking into account their professional and career situation. This concept includes the period of preparation for future independent scientific and research activity as well as the actual transition from doctoral studies to the stage of starting one's own research career (typically in postdoc/assistant professor positions) having the potential to achieve habilitation. The document also reflects the role and position of the newly created platform of the (Post)doctoral School at FEdu MU, which systematically sets up support for the development of early-stage researchers. The concept further defines and specifies the terms of interested persons (such as supervisor and mentor), both in the university and faculty environment. The material is intended for all doctoral students and postdoctoral students, as well as persons who provide them with methodological support.

The concept is primarily based on the requirements of the [European Charter for Researchers](#) and the [Salzburg Principles](#) (2005), which describe the need for adequate support for researchers at the beginning of their career path. The document also reflects the [Strategic Plan of the Ministry for Higher Education for the Period from 2021](#); the goals of the [Strategic Plan of Masaryk University for the Years 2021–2028](#) and the [Strategic Plan of the Faculty of Education for the Years 2021–2028](#); the [Plan of the Development of Doctoral Studies at the Faculty of Education of MU 2021+](#) and [Dean's Directive No. 5/2019: Standard study requirements and students' results in doctoral study programmes at FEdu MU](#).

### 1.1 Concept Structure

In the first part of the document, the situation of early-stage researchers at FEdu MU will be more precisely specified and the roles of individual participants will be described. Next, the institution of the (Post)doctoral School will be presented, which is the point of contact at FEdu MU for providing and communicating forms of support.

The following section defines career development milestones for early-stage researchers and describes the skills and outcomes crucial to further professional development and career growth. Then the individual areas and forms of support will be named, as well as the related tools which are provided to early-stage researchers by the university, the faculty, and the (Post)doctoral School.

In the penultimate part, the document deals with the field of mentoring. It defines the terms *mentoring*, *mentor* and *mentee*, and names mentoring support tools. Finally, the document sets out the specifics of early-stage researchers from abroad and the forms of support provided to this group at the level of the university, faculty, and (Post)doctoral School.

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<sup>1</sup> If the generic masculine is used in the document, it refers to any gender.

## 2 Specification of Definitions and Terms

Key participants are early-stage researchers, as well as those persons who provide them with support in terms of professional development and career growth. This latter group are supervisors, consultants and senior (research) employees.

### 2.1 Early-Stage Researchers

When defining the group of early-stage researchers at FEdu MU, we rely on an internationally recognised classification of researchers – the so-called [European Framework for Research Careers](#) (European Commission, 2011). The framework distinguishes between four categories of research careers, referred to as R1–R4. Categories R1 and R2 correspond to the term of *early-stage researcher*. According to this classification, researchers (including doctoral students) who carry out research under supervision are referred to as *First Stage Researchers* (R1). The designation *Recognised Researchers* (R2) refers to researchers who have obtained a doctoral degree, but who have not yet achieved the ability to carry out research activities independently and require professional supervision.

As part of the terminological anchoring of the term *early-stage researchers*, the presented concept is based on the term *Early Stage Researchers* used by the [Salzburg Principles](#) and [European Charter for Researchers](#). In contrast, however, our revised term *early-stage researchers* (also widely used in academia) not only refers to researchers during the first four years of their research activities or professional training in the form of doctoral studies (p. 29), but also to researchers who have completed their doctoral studies.

In terms of time, the early-stage researcher stage lasts until researchers gain the possibility of research independence without the need for supervision (cf. [European Framework for Research Careers](#), R1 and R2 Research Position Description).

In the context of FEdu MU, we classify all students and graduates of doctoral study programmes as early-stage researchers. This also includes researchers in the positions of assistants, assistant professors and postdoctoral students working in individual departments and institutes (for a description of these positions, see [MU Directive No. 3/2018: Job Catalogue](#); for a description of the postdoc position at MU, see the RMU Guidelines: [Principles and recommendations for personnel management of the postdoc position at Masaryk University](#)). Support for early-stage researchers at FEdu MU is expected, as far as possible, in the range of 2 to 4 years from the successful completion of doctoral studies.

### 2.2 Definition of the terms supervisor, consultant and senior (research) employee

The *supervisor* is the primary person engaged in the institutionalised supervision of the doctoral student for the duration of their studies. The tasks of a supervisor at Masaryk University are determined by the [MU Study and Examination Regulations](#) (by Article 28) and the guidelines [Principles and Recommendations for Effective and High-Quality Doctoral Studies at Masaryk University](#). In general, the supervisor should systematically guide and support the doctoral student in their professional and career development (i.e. the transition from R1 to R2), supervise the course of studies, the fulfilment of

the required outputs, and the quality of the doctoral research. The supervisor should also continuously provide the doctoral student with feedback on all the areas mentioned, and should assist them in planning the necessary steps to successfully complete their doctoral studies.

Another role in the supervision of a doctoral student can be held by a *consultant*, who, thanks to their specialisation and expertise in a certain field or methodological aspect of the doctoral research, typically complements the role of the supervisor. At Masaryk University the role of consultant is defined in the guidelines for the field of doctoral study only as an expert for the given field of science (see [Principles and Recommendations for Effective and High-Quality Doctoral Studies at Masaryk University](#)); this role is not defined more specifically. At FEdu MU, the role of consultant is not necessarily institutionally bound; its inclusion is not mandatory, but it is recommended.

In addition to the supervisor and consultant, it is also necessary to mention *senior (research) employees* who professionally guide doctoral students, and assistants (i.e. R1 phase researchers), professional assistants, and researchers in the postdoc position (R2) working in the given department, research institute, or given research team. The scope of their activity is determined by the [Organisational Regulations of FEdu MU](#) (in Czech).

### 3 (Post)Doctoral School: its Concept and Activities

The intention of the [\(Post\)doctoral School](#) at FEdu MU is to create a trans-disciplinary platform supporting interdisciplinary cooperation, thereby seeking to combine inter- and transdisciplinary approaches. The target group of the (Post)doctoral School at FEdu MU are researchers in the initial stages of their professional and career development, whom the school wants to support in their study and research activities, as well as in their sharing, networking, and academic integration. In addition to doctoral (R1) students, it is aimed at R2 researchers with a doctoral degree. The aim of the activities of the (Post)doctoral School is to provide this group of researchers with appropriate support during the transition to independent scientific activity and for developing their expertise. Specifically, activities are offered aimed at supporting methodological competences (methodological workshops, weekend methodological school), professional development (requested lectures), publishing skills (publishing course in English, web platform to support publishing), and mutual sharing and networking (faculty-wide doctoral conference, the informal event “Doctoral Dates” etc.). An important component is also the information service about happenings and events in the scientific community.

Designing support for early-stage researchers under the heading ‘doctoral schools’ is carried out in accordance with the [Strategic Plan of the Ministry for the Higher Education Sector for the Period from 2021](#) (2020, p. 41), the [Strategic Plan of Masaryk University for the Years 2021–2028](#) (2020, p. 16), the [Strategic Plan of FEdu MU for the Period 2021–2028](#) (2021, p. 15) and the [Plan of the Development of Doctoral Studies at FEdu MU 2021+](#). At FEdu MU, support for the mentioned target group is being developed following the implementation of activities aimed at obtaining and maintaining the [HR Excellence in Research Award](#) (HR Award).

## 4 Professional Development and Career Growth

The *professional development* of a researcher refers to the continuous process of their improvement in every personal dimension and in their scientific-research-pedagogical and other competences which, in relation to professional standards, are considered to be important for the high-quality performance of the profession of researcher, scientist or academic.

Professional development is linked to levels of *career growth*, which can take three paths: (a) with an emphasis on education, (b) with an emphasis on research and development, or (c) integrating education, research, and development. Career growth is always associated with the functional classification of a researcher in a certain *career position*. For early-stage researchers who have chosen an integrated career path with an emphasis on education alongside research and development, this is an assistant and assistant professor position. The research-accented career path refers to the postdoc position. Career positions at Masaryk University are described in the [MU Directive No. 3/2018 Job Catalogue](#) and are also regulated by the [MU Selection Procedure Regulations](#). Career paths (including rules) are described in the [Evaluation Concept](#). Research careers are specifically addressed in the [European Framework for Research Careers](#) (2011) – see above. The introductory stages of R1 and R2, i.e. students at the doctoral level of education or holders of a doctoral degree, are associated with a lower degree of research independence and expertise, and thus a higher need for supervision. As experience is gained, qualifications and specialisations are developed and the ability to conduct independent research is strengthened – up to the independent performance of the role of supervisor of early-stage researchers. The classification of academic and non-academic employees in research and development at MU into categories R1–R4 is regulated by the [Guidelines of the Personnel Management Office of RMU](#).

Individual phases of career development are separated from each other by specific *evaluation milestones*, which represent a control instance for the level of development of the necessary competencies. The career development phase for early-stage researchers begins with the final state examination, the defence of the Master's thesis, and admission to doctoral studies, and it continues with the milestone of successfully passing the doctoral state examination, including the doctoral thesis defence, while its reference perspective for further direction is the habilitation procedure. The more advanced phase is directed toward the professor appointment procedure, and the entire career path of the researcher can then be completed with the honorary degree of professor emeritus. Evaluation milestones are also represented by transitions to the following phases (for a visualisation of career growth, including milestones, see figure no. 1).

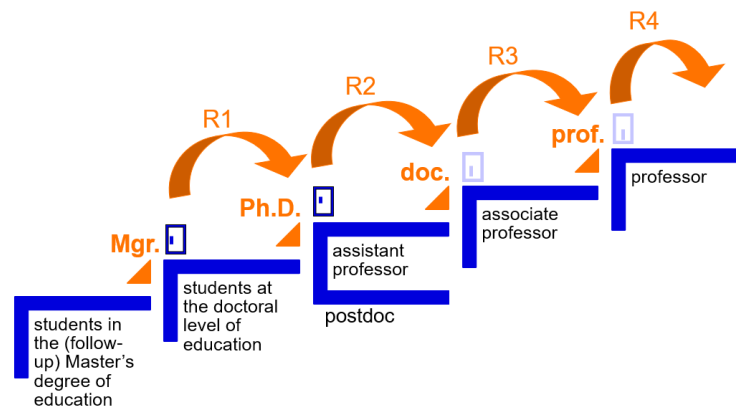


Figure No. 1 Visualisation of Career Growth

#### 4.1 Career Development of Early-Stage Researchers

This subchapter is based on three milestones in the career development of early-stage researchers: the start of doctoral studies, the transition between doctoral studies and one's own research activity, and the start of the habilitation procedure. It goes on to define and describe the skills and outputs whose acquisition (or in the case of milestones whose timely achievement) should significantly support in particular the professional development of early-stage researchers and subsequently contribute to their career advancement and employment in research, the academic sphere, or outside these areas, whether in the Czech or European context.

The general framework for formulating the requirements for a researcher's profile within the entire cycle of professional and career development is, in addition to the above-mentioned European Framework for Research Careers (European Commission, 2011), the so-called ([Researcher Development Framework; Vitae, 2009](#)). It is a competence model defining four key domains of a successful researcher's career – (1) *knowledge and intellectual abilities*; (2) *personal effectiveness*; (3) *research governance and organisation*; and (4) *engagement, influence and impact*. The domains are specified by subdomains with associated descriptors indicating mastery of a given competency. The indicators then form the basis of the [Researcher Development Framework Planner](#) application.

A third starting point for describing the requirements for early-stage researchers is the [Transferable Skills Model](#) (The European Council of Doctoral Candidates and Junior Researchers, 2018). The model includes 66 transferable skills grouped into the following areas: (1) *research*; (2) *mobility*; (3) *enterprise*; (4) *teaching and supervision*; (5) *interpersonal, or soft skills*; (6) *cognitive skills*; (7) *communication skills*; (8) *digital skills*; and (9) *career development*.

### 4.1.1 Career Development Milestones for Early-Stage Researchers with Tools and Forms of Support at FEdu MU

#### Milestone 1: Start of doctoral studies → Milestone 2: Completing doctoral studies and obtaining a Ph.D. degree

Among the framework documents for this milestone are the [MU Study and Examination Regulations](#), RMU Guidelines No. 1/2021: [Principles and Recommendations for Doctoral Studies](#) and [Recommendations for Students of Doctoral Degree Programmes](#) and [Dean's Directive No. 5/2019 Standard Requirements for Studies and Students' Results in Doctoral Study Programmes at FEdu MU](#), which formulates the obligations of students in doctoral programmes in the area of (1) publishing, (2) teaching activities, (3) presentation skills and internationalisation, and (4) research activities and doctoral thesis preparation. The presented concept summarises the forms of support that are provided to early-stage researchers in these areas at FEdu MU at the level of the university, faculty, and (Post)doctoral School.

#### Research Activity and Preparation of a Doctoral Thesis

Early-stage researchers should develop the skills to plan, manage, and evaluate a research project as part of their doctoral studies in conjunction with their doctoral research. Specifically, they should be able to define a research problem based on the study of domestic and foreign literature, process its theoretical basis, evaluate the state of knowledge in the defined area, differentiate different types of research and research designs, and as a consequence to characterise, justify and appropriately apply the chosen research strategy/methodology, draw conclusions for practice from their research findings, and disseminate the resulting findings. In their research work, doctoral students should reflect the state of knowledge and methodological standards in their field. Learning the principles of intellectual property, research ethics, and so-called "open access in science" (Open Science) is also important.

In relation to [Dean's Directive No. 5/2019](#), the following requirements for successfully passing the milestone of *completing doctoral studies and obtaining a Ph.D. degree* apply to early-stage researchers in the phase of doctoral studies at FEdu MU:

- one's own research activity within the framework of doctoral research the output of which should be original scientific, i.e. theoretical, methodological, or empirical-

University support:

- [MUNI PhD Academia](#) (e.g. the FRESHERS course)
- [MUNI Employee Portal](#) – Research or [Career Development](#) section.
- Central libraries of individual faculties (e.g. the [Central Library of the Faculty of Arts](#) and its website [Publication of Scientific Results](#))
- [Language Centre](#) (e.g. course Project Skills in English)
- [Technology Transfer Office](#) – website [Intellectual Property](#)
- [MU GDPR Directory](#)
- [Research Ethics Committee](#)
- [MU Directive No. 6/2015: MU Academic and Professional Employee Code of Ethics](#)
- [Open Science at MU](#)
- [Software licences](#)

Faculty support:

- The methodological part of the studies (e.g. methodology of scientific work or methods and techniques of quantitative and qualitative research), which is



<p>research work, or work that combines these concepts in an appropriate way.</p> <ul style="list-style-type: none"> <li>- Involvement of doctoral students in implemented research projects at the units is recommended.</li> </ul>	<p>provided by research institutes and individual departments.</p> <ul style="list-style-type: none"> <li>- Seminars and workshops at various units (advertised via the website of the faculty, doctoral studies, or the communication channels of individual units) or organised or mediated by the <a href="#">Central Library of the Faculty of Education</a></li> <li>- <a href="#">Publishing and Research Support Strategy at the MU Faculty of Education</a></li> <li>- <a href="#">Office for Research and Development, Quality and Academic Affairs</a></li> <li>- <a href="#">Project support Office</a></li> <li>- <a href="#">Faculty's Open Science methodologist</a></li> </ul> <p>Support within the framework of the <a href="#">(Post)doctoral School</a>:</p> <ul style="list-style-type: none"> <li>- Methodological workshops</li> <li>- Weekend methodology school</li> <li>- Faculty-wide doctoral conference</li> </ul>
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Publishing	
<p>In the field of publishing, doctoral students should be able to write a professional text (a journal study, possibly a professional book or a chapter of one, a contribution in anthologies/proceedings) and publish it with a high-quality, (ideally) indexed publisher.</p> <p>Specifically, they should gain knowledge about the publishing process and develop the skills to successfully manage it. They should be able to set out publication strategies, select a publication platform, secure preparation funding, write and publish output, resolve issues of intellectual property and publication ethics, and of language and formal proofreading requirements, to communicate with the editor's office, deal with peer review, and present output ensuring author affiliation through the use of identifiers. Orientation in the Open Access strategy for publishing outputs is also important.</p> <p>In the context of academic writing, early-stage researchers should be able to formulate their considerations and acquire the means of speech, rhetorical schemes, and basic stylistic principles of the given, e.g. Anglo-American, language culture of professional writing.</p> <p>In relation to <a href="#">Dean's Directive No. 5/2019</a>, the following requirements for successfully passing the milestone of <i>completing doctoral studies and</i></p>	<p>University support:</p> <ul style="list-style-type: none"> <li>- <a href="#">MUNI PhD Academia</a> (e.g. the FRESHERS course)</li> <li>- <a href="#">MUNI Employee Portal</a> – Research or Career Development section.</li> <li>- <a href="#">MU Portal of Electronic Information Resources</a></li> <li>- <a href="#">Centre for Scientometric Support</a></li> <li>- <a href="#">MU Technology Transfer Office</a></li> <li>- Central libraries of individual faculties – e.g. the <a href="#">Central Library of the Faculty of Arts</a> and its website <a href="#">Publication of Scientific Results</a>)</li> <li>- <a href="#">MU Language Centre</a> (e.g. Writing Lab, translation and proofreading of texts, workshops)</li> <li>- <a href="#">Software licences</a></li> <li>- <a href="#">Personal identifiers</a> (in Czech)</li> <li>- <a href="#">Open Access at MU</a></li> </ul> <p>Faculty support:</p> <ul style="list-style-type: none"> <li>- <a href="#">Publishing and Research Support Strategy at the MU Faculty of Education</a></li> </ul>

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*obtaining a Ph.D. degree* apply to early-stage researchers in the phase of doctoral studies at FEdu MU:

- at least 4 publications (professional books, chapters in a book, articles in journals or contributions in anthologies/proceedings), of which at least 1 study published in a journal or anthology/proceedings registered in the WoS or SCOPUS database and 1 study in a peer-reviewed journal.

- [Scholarship programme of FEdu MU No. 2: Supporting talented students in DSP](#) (in Czech)
- [Central Library of the Faculty of Education](#)
- [Office for Research and Development, Quality and Academic Affairs](#)
- [Faculty's Open Science methodologist](#)
- [Publishing Centre of the Faculty of Education](#)

Support within the framework of the [\(Post\)doctoral School](#):

- [Publishing Support](#) website – systematising tools and forms of support for authors from FEdu MU (not only for the early-stage researchers)
- [A course in publishing skills in English](#)
- [Workshops](#) to promote publishing and academic writing in English

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#### Presenting at (foreign) conferences, stays abroad (internships)

An early-stage researcher should be able to present professional contributions at conferences in the Czech Republic and abroad, and possess sufficient language skills that, in addition to presenting, they should also be able to establish foreign cooperation for consulting, project, publication or other purposes, and thus build an international dimension to their professional activities.

In relation to [Dean's Directive No. 5/2019](#), the following requirements for successfully passing the milestone *completing doctoral studies and obtaining a Ph.D. degree* apply to early-stage researchers in the phase of doctoral studies at FEdu MU:

- an internship of at least 7 weeks, typically at an academic/research unit,
- at least 4 lectures/presentations at conferences (2 in the Czech Republic and 2 abroad).

University support:

- [MU Centre for International Cooperation](#)
- MU Portal [Career Development](#) section
- Courses of the [MU Language Centre](#)
- Courses of the [Career Centre](#) (in Czech) (e.g. Presentation Skills)

Faculty support:

- English for academic purposes within DS (FEdu Language Centre, code by field)
- [Scholarship support for foreign trips and internships](#) (in Czech)

Support within the framework of the [\(Post\)doctoral School](#):

- Faculty-wide conference of students of the MU Faculty of Education

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#### Teaching skills, social engagement, and communication

Part of academic work also involves conveying the contents of research activities to various target groups. Thus, early-stage researchers should have the teaching skills to conduct various forms of direct and indirect teaching at a university (lectures, seminars, etc.). Upon agreement with the supervisor, it is also possible

University support:

- MU Portal [Career Development](#) section
- [CERPEK Competence Development Centre](#)

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to supervise and review Bachelor's theses. At the same time, it is important to develop the ability to communicate, or to popularise science, and to adapt the form of communication to a given recipient and purpose.

In relation to [Dean's Directive No. 5/2019](#), the following requirements for successfully passing the milestone *completing doctoral studies and obtaining a Ph.D. degree* apply to early-stage researchers in the phase of doctoral studies at FEdu MU:

- teaching or other teaching work in the range of 150 hours for the entire period of study.

- [Website for remote teaching at MU](#)
- [MUNI PhD Academia](#) (summer school)

Faculty support

- Collegial and expert (course guarantor, study programme guarantor) mentoring within the framework of teaching activities in individual departments
- [Website for online teaching at FEdu MU](#) (in Czech)
- [DigCompEdu](#) (in Czech) website to support the development of digital teaching competences
- [Audiovisual studio of FEdu MU](#)

Support within the framework of the [\(Post\)doctoral School](#):

- Events to promote the communication and popularisation of science
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## **Milestone 2: Successful completion of doctoral studies → Milestone 3: Habilitation procedure**

The essential career phase guideline for early-stage researchers in the postdoctoral phase is the [MU Directive No. 7/2017: Habilitation Procedure and Professor Appointment Procedure](#) and [FEdu Directive No. 2/2021: The Principles of the Habilitation Procedure and Professor Appointment Procedure at the Faculty of Education of Masaryk University](#), as the habilitation procedure represents a reference milestone towards which early-stage researchers should aim on their way to gaining research independence. Aiming towards the habilitation procedure is not the only possible career path after completing the doctoral studies; however, if the researcher is striving for further career growth, this milestone represents for them a decisive reference point. To describe areas of support for reaching the milestone of the *habilitation procedure*, we build upon those areas of support described above for the milestone *completing doctoral studies and obtaining a Ph.D. degree*, and we specify them in accordance with the tendency to gradually acquire research independence and expertise.

## Research and project activities, preparation of the habilitation thesis

Researchers aspiring to the habilitation procedure should already be gaining greater research independence and deeper insight not only within the scope of the researched area, but also within the entire field. Furthermore, they should be able to participate more actively and independently in their own and group research (including project) activities, to navigate the field of project management and science funding, to prepare project applications, and to successfully manage and subsequently evaluate projects.

At the same time, the international aspects of research should also be supported to a greater extent, e.g. by more active involvement in international communities within the field.

In relation to [FEdu Directive No. 2/2021](#), the following requirements for successfully passing the milestone *habilitation procedure* apply to R2 researchers aiming for habilitation at FEdu MU:

- one's own research activity within the habilitation topic, the output of which should be original scientific work containing new scientific knowledge. It may also be a collection of already published scientific works, or a printed monograph bringing new scientific knowledge, or a work of art or artistic performance, or a collection of same.
- Participation in the investigation of scientific research and other projects
- Membership in scientific and professional (artistic) societies, national or international bodies and committees, such as DSP doctoral committees, the editorial boards of scientific and scholarly (artistic) journals, scientific (artistic) boards, grant committees, the committees of professional societies, the committees of important congresses, conferences, festivals, and exhibitions, editorial boards, etc.

University support:

- [MUNI Employee Portal](#) – Research or [Career Development](#) section
- [RMU Office for Development](#) (in Czech)
- Central libraries of individual faculties – e.g. the [Central Library of the Faculty of Arts](#) and its website [Publication of Scientific Results](#))
- [Language Centre](#)
- [Technology Transfer Office](#) – [Intellectual Property](#) website
- [MU GDPR Directory](#)
- [Research Ethics Committee](#)
- [MU Directive No. 6/2015 MU Academic and Professional Employee Code of Ethics](#)
- [Open Science at MU](#)

Faculty support:

- [FEdu MU website for the habilitation procedure](#)
- Seminars and workshops at various units (advertised via the website of the faculty, (Post)doctoral School, or the communication channels of individual units) or organised or mediated by the [Central Library of the Faculty of Education](#)
- [Publishing and Research Support Strategy at the MU Faculty of Education](#)
- [Office for Research and Development, Quality and Academic Affairs](#)
- [Project support Office](#)
- [Faculty's Open Science methodologist](#)

Support within the framework of the [\(Post\)doctoral School](#):

- Methodological workshops
- Weekend methodology school

## Publishing

Aspirants to habilitation should further develop their skills in writing various types of professional texts (a journal study, possibly a professional book or a chapter of one, etc.), while the emphasis is on getting these texts published by

University support:

- [MUNI Employee Portal](#) – Research or [Career Development](#) section

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high-quality, (ideally) indexed publishers. Related to this is the need to improve writing in academic English, which will allow published results to achieve greater impact and reach. Tied in with increasing expertise in a certain area, more active involvement in peer-review and review proceedings is expected. The use of personal identifiers (ORCID, ResearcherID) is a matter of course.

In relation to [FEdu Directive No. 2/2021](#), the following requirements for successfully passing the milestone *habilitation procedure* apply to R2 researchers aiming for habilitation at FEdu MU:

- publication of scientific, professional, or artistic works (at least 1 research monograph, at least 15 beneficial scientific studies published in the Czech Republic and abroad, at least 3 textbooks or other teaching texts)
- achieving 20 positive citations and indexes (without self-citations) published in the Czech Republic and abroad

- [MU Portal of Electronic Information Resources](#)
- [Centre for Scientometric Support](#)
- [MU Technology Transfer Office](#)
- Central libraries of individual faculties (e.g. the [Central Library of the Faculty of Arts](#) and its website [Publication of Scientific Results](#))
- [MU Language Centre](#) (e.g. Writing Lab, translation and proofreading of texts)
- [Personal Identifiers](#) (in Czech)

Faculty support:

- [FEdu MU website for the habilitation procedure](#)
- [Publishing and Research Support Strategy at the MU Faculty of Education](#)
- [Central Library of the Faculty of Education](#)
- [Office for Research and Development, Quality and Academic Affairs](#)
- [Faculty's Open Science methodologist](#)
- [Publishing Centre of the Faculty of Education](#)

Support within the framework of the [\(Post\)doctoral School](#):

- [Publishing Support](#) website – systematising tools and forms of support for authors from FEdu MU (not only for the early-stage researchers)
- [A course in publishing skills in English](#)
- [Workshops](#) to promote publishing and academic writing in English

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#### Presenting at (foreign) conferences, stays abroad (internships)

Researchers aspiring to habilitation should be striving to develop domestic and foreign cooperation more intensively, both within a single sector and cross-sector, and thus building up the international dimension of their professional activities.

In relation to [FEdu Directive No. 2/2021](#), the following requirements for successfully passing the milestone *habilitation procedure* apply to R2 researchers aiming for habilitation at FEdu MU:

- presentation of results internationally,

University support:

- MU Portal [Career Development](#) section
- [MU Centre for International Cooperation](#)
- Courses of the [MU Language Centre](#)
- Courses of the [Career Centre](#) (e.g. Presentation Skills)
- [MU Directive No. 4/2017: Sabbatical leave](#)

<ul style="list-style-type: none"> <li>- at least 10 active presentations at scientific conferences, symposia or seminars, of which at least 1 is invited, including presentations in world languages in the Czech Republic and abroad,</li> <li>- completing a foreign scientific, professional, teaching and/or artistic internship, at least 1 of which is longer than one month, with a total duration of at least 3 months,</li> <li>- presentation of the habilitation lecture and successful defence of the habilitation thesis.</li> </ul>	<p>Faculty support:</p> <ul style="list-style-type: none"> <li>- <a href="#">FEdu MU website for the habilitation procedure</a></li> <li>- <a href="#">Support for stays abroad and sabbatical leave for habilitation and appointment procedures at FEdu</a> (in Czech)</li> </ul> <p>Support within the framework of the <a href="#">(Post)doctoral School</a>:</p> <ul style="list-style-type: none"> <li>- Professional events as an opportunity to present one's own area of expertise or establish contacts for foreign cooperation</li> </ul>
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Teaching skills, social engagement, and communication	
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<p>Aspirants to habilitation should, in conjunction with their increasing expertise and experience, have more developed skills for various forms of direct and indirect teaching activity (not only) at the university (lectures, seminars, etc.), including leading and reviewing final (Bachelor's, Master's, and in isolated cases also doctoral) theses and examinations within the Bachelor's and Master's final state examinations.</p> <p>In addition to mediating content in teaching, it is desirable that researchers develop their ability to communicate in a versatile and at the same time appropriate way, or popularise science and adapt the form of communication according to its given recipient and purpose.</p> <p>In relation to <a href="#">FEdu Directive No. 2/2021</a>, the following requirements for successfully passing the milestone <i>habilitation procedure</i> apply to R2 researchers aiming for habilitation at FEdu MU:</p> <ul style="list-style-type: none"> <li>- at least 3 years of regular teaching experience at a university, including various forms of teaching activities (lectures, exercises, seminars, supervision and reviewing of final theses, or supervision of doctoral students, etc.), which is carried out in the given or related field,</li> <li>- creation of educational (textbooks) and popular science texts,</li> <li>- membership in the examination board of final state examinations is recommended.</li> </ul>	<p>University support:</p> <ul style="list-style-type: none"> <li>- MU Portal <a href="#">Career Development</a> section</li> <li>- <a href="#">CERPEK Competence Development Centre</a></li> <li>- <a href="#">Website for remote online teaching at MU</a></li> </ul> <p>Faculty support</p> <ul style="list-style-type: none"> <li>- <a href="#">DigCompEdu</a> (in Czech) website to support the development of digital teaching competences</li> <li>- <a href="#">Website for online teaching at FEdu MU</a> (in Czech)</li> <li>- <a href="#">FEdu MU website for the habilitation procedure</a></li> <li>- Collegial mentoring within the framework of teaching activities in individual departments/institutions</li> <li>- <a href="#">Audiovisual studio of FEdu MU</a></li> </ul> <p>Support within the framework of the <a href="#">(Post)doctoral School</a>:</p> <ul style="list-style-type: none"> <li>- Events to promote the communication and popularisation of science</li> </ul>
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## 4.2 Concept of Mentoring Support

Early-stage researchers should be professionally guided by their supervisors in the case of doctoral students, and by the head of the project or unit in the case of assistants, assistant professors, and

postdoc researchers. Nevertheless, it seems appropriate to strengthen this support with some extra persons (mentors) who would especially help them in developing soft, transversal and transferable skills or competences, as well as skills in the field of academic publishing, obtaining grants, study stays, etc.

The document further defines the role of mentor and mentee at FEdu MU, and describes the existing mentoring support tools found there.

#### 4.2.1 Definition of the terms mentoring, mentor, mentee

*Mentoring* can be defined as the cooperation between a mentor and mentee. Mentoring is not yet systemically anchored at FEdu MU; within the RMU guidelines [Principles and Recommendations for Effective and High-quality Doctoral Studies at Masaryk University](#), the position of *mentor* is mentioned in connection with consultations, cooperation (p. 16), and the sharing of experience with colleagues (p. 13). This is an informal position that can be held by different people for individual areas of professional development and career paths. An early-stage researcher (i.e. doctoral student, postdoc or researcher in the position of assistant professor) acts in the role of *mentee* within the framework of mentoring cooperation, by which we collectively refer to the recipient of support. In the presented concept, mentors are perceived as important persons accompanying early-stage researchers in various areas of their professional and career development, who should be helping them at the beginning of their careers to set a strategy or development plan aimed at successfully achieving the milestone *completing doctoral studies* or *completing the habilitation procedure*. Often, this cooperation is based on a specific 'agreement' containing the goals, course, and forms of mentoring cooperation, including steps to achieve the given goals. The goal of mentoring is not (in contrast to supervising) to lead the mentee, but to transfer experience and knowledge. Specifically, a mentor can fulfil "the function of a professional and/or human role model (how to be a scientist, how to approach research, how to organise your work schedule, etc.), psychological support, or practical help ([...] e.g. by providing their network of contacts or expertise" ([Institute of Sociology of the Czech Academy of Sciences](#), 2018, p. 3 – in Czech).

Despite the absence of systemically anchored mentoring at FEdu MU, there does exist *collegial* or *peer mentoring*, which arises spontaneously at the unit between students of one degree programme, within study groups during individual courses in doctoral studies, or during faculty-wide events organised by the e.g. (Post)doctoral School. Collegial or peer mentoring refers to individual or group support within the community of early-stage researchers at the faculty. *Individual mentoring* occurs, for example, during the adaptation period, when a more experienced colleague is assigned to a new employee. *Group mentoring* is supported by the formation of discussion or study groups (*meet-ups*) across individual fields, where different aspects of scientific research or pedagogical activities are discussed. Mutual mentoring also contributes to interdisciplinary sharing and networking.

#### 4.2.2 Mentoring Support Tools

An important institutional platform for mentoring support at FEdu MU is the [\(Post\)doctoral School](#), the role of which is to support early-stage researchers to actively search for topics with the potential to become the subject of mentoring cooperation, and to establish cooperation with domestic or foreign mentors who are experts on the given topic. Strengthening the more or less formal mentoring

collaborations and the thematisation of various aspects of professional and career development takes place within the framework of workshops, lectures, doctoral conferences and the Doctoral Date community event under the patronage of the (Post)doctoral School.

Information about faculty and non-faculty (not only) mentoring activities on the [website](#) and [Facebook](#) is also important.

FEdu MU further takes full advantage of intensive cooperation with other parts of the university, especially with the [RMU Research Office](#), which organises events promoting the awareness of mentoring processes, educates mentors and mentees about the principles of mentoring, and at the same time creates opportunities to establish contacts between mentors and mentees (e.g. PhD Career Days, PhD Day, Summer school for doctoral students, Cotutelle consultancy, FRESHERS: Skills for Researcher Careers, seminars focusing on mentoring, seminars for supervisors, and other activities).

For various specific mentoring topics, a suitable opportunity is offered to engage with functioning mentoring concepts in the Czech Republic, such as the [mentoring programme of the National Contact Centre – Gender and Science](#) (in Czech), which represents a comprehensive concept for mentoring and also enables the connection of mentees with mentors outside the home institution.

In the context of the structure of mentoring cooperation, a reliable document is the [Manual for Mentors](#) (in Czech) published by the National Pedagogical Institute. Owing to the specific content in mentoring the target group of early-stage researchers, the [Skill set map for mentors of early-stage researchers](#) (called STEMskiller) is also offered as a suitable tool. Thematically, this tool covers the following four areas: (1) *research and scholarship*, (2) *learning, teaching, and supervising*, (3) *career management*, and (4) *engagement, involvement, collaboration, transdisciplinarity, and inquisitiveness*.

## 5 Support for Early-stage Researchers from Abroad

Researchers from abroad form a specific subsection of early-stage researchers, because in addition to the areas of support described above, they also need support based on their specific situation, when they usually arrive without knowledge of the Czech language, are entering an alien socio-cultural environment, and have to navigate our academic culture. It also places greater demands on the supervisors of doctoral students and senior (research) employees in terms of language skills, as well as on reflecting upon the necessary areas and suitable forms of support for the specific problems and challenges faced by incoming researchers from abroad.

### 5.1 Support at MU

From the administrative and organisational point of view, the [Centre for International Cooperation](#) and the [Welcome Office](#) play a key role at the university level: they provide incoming students and employees from abroad with support in all the necessary steps connected with their arrival, stay and departure, and also provide them with information on the specifics of Czech and academic culture. Foreign employees can use the [website](#) and [guide](#) that will lead them through their work or study stay in the Czech Republic.



[Internal regulations, directives, and other important MU documents](#) are also available in English. There are also English versions of the websites of individual MU constituent parts (e.g. [Technology Transfer Centre](#)).

Foreign students and employees at MU have opportunities for professional and personal development in Czech language courses for foreigners offered by the [MU Language Centre](#) or in courses at the [MU Competence Development Centre](#).

For doctoral students at MU, a [Ph.D. Guide](#) and website listing [Recommendations for students of doctoral study programmes at MU](#) have been created. In addition to administrative and informational support, international doctoral students at MU are also provided with support in the area of development activities, organised by the [MUNI PhD Academy](#) (FRESHERS courses developing the necessary skills for a research career, Summer School, MUNI PhD Career Days, and other additional events in English).

## 5.2 Support at FEdu MU

At FEdu MU, the point of contact for administrative and organisational support for foreign students and employees is the [Internationalisation and International Relations Division](#), the activities of which are described in the [Organisational Rules of FEdu MU](#) (Article 8 Section ii, in Czech). [A set of materials](#) (in Czech and English) is available for new entrants to FEdu MU (not only) from abroad and their senior employees which is intended to help them navigate an unfamiliar environment, and to provide basic relevant information for the performance of their work. These include, for example, instructions for starting employment, a methodology for starting out and adaptation in employment, an orientation package for new employees, and an adaptation plan for new employees. For the subsequent stages of managing the work performance of an employee (not only) from abroad, managers have at their disposal the [Evaluation Concept](#) in English, which also offers a summary of resources for education and presents career development opportunities.

Relevant information is also provided through important [internal standards, guidelines, and regulations](#) as well as the [faculty website](#) and [FEdu Portal](#), which are mostly available in English.

For those interested in doctoral studies at FEdu MU, a [web guide for applicants](#) is available in English, which provides basic information about studies and degree programmes, including admission procedure requirements. Applicants have the opportunity to choose selected degree programmes in English or German. [A web guide](#) has been created to provide applicants with basic information about life in Brno, the Czech Republic and about studying at FEdu or MU. For more information, doctoral applicants and current doctoral students can contact the [research and development assistant](#). Current students can also turn to their supervisor, a senior employee, and naturally, the faculty also offers an environment to get support from colleagues.

[The \(Post\)doctoral School](#) reflects the situation of early-stage researchers and involves them in the faculty and the wider professional community by organising part of its activities in English (e.g. some expert lectures or methodological workshops; there is a dedicated block for contributions in English at

the faculty-wide doctoral conference) and it runs an English version of its [website](#), where it provides information about selected activities (invitations to conferences, calls for publication, etc.) suitable also for researchers from abroad.