



## Brief Summary of the Goals of the Candidate for Dean of the Faculty of Science for the 2026–2030 Term

doc. Mgr. Karel Kubíček, Ph.D.

Motto:

„Science is a way of thinking much more than it is a body of knowledge.“

Carl Sagan

Dear Senators, Dear colleagues, Dear students,

I stand here to run for the election for the position of Dean of the Faculty of Science at Masaryk University. My decision to run for this position stems from a deep motivation to offer the faculty my experience and knowledge, which I have gained over the years as a scientist, a teacher, and an academic representative. I am confident that I can contribute to the further development of the faculty and to the improvement of the quality of education and research.

The Faculty of Science is one of Masaryk University's four founding faculties. It has more than a century of tradition, outstanding scientific results, and thousands of inspiring graduates and internationally recognized scientists. We are committed to further developing the faculty with respect for the past and an emphasis on the needs of the future.

I am committed to continuing to contribute to the development of an environment in which mutual trust, open and constructive communication, and stable, stimulating, and welcoming conditions for research, teaching, and daily interactions among members of the academic community prevail. I believe the faculty management should establish a framework that allows for creative work, as well as high-quality pedagogical and organizational activities.

In this document, I present the areas that I consider key for the coming period. The faculty is very diverse, so the formulated goals must be further developed and discussed throughout the community, whether within formal structures, such as the Academic Senate or the Dean's Council, or within less formal, everyday academic discussions. Suggestions from outside sources, such as partners, graduates, and representatives of the application sphere, are also valuable.

I look forward to joint meetings and discussions on ensuring that our faculty continues to develop as an open, internationally recognized institution with a strong scientific and educational profile.

If elected Dean, I will perform my duties with full commitment. I am aware that this role is very time-consuming and therefore expect to adapt my scientific and teaching activities accordingly. I see the leadership of the faculty as a service to the academic community, and I am prepared to devote my utmost effort and responsibility, and care to it.

Sincerely!

Karel Kubíček

## Brief summary

### Education and teaching

- High-quality study programs
- Support for high-quality teachers and interdisciplinary combinations
- Response to social and labor market changes
- English-language study programs and internationalization
- Innovative forms of teaching
- Strengthening teacher training programs and cooperation with secondary/high schools
- Reducing dropout rate

### Doctoral studies

- High-quality selection of applicants, clear rules and outcomes
- Strengthening the role of supervisors, mentoring and support for young scientists
- Support for involvement in teaching, grant projects and mobility
- Financial stability of doctoral students, internal grant schemes

### Science and research

- Interdisciplinary and inter-institutional cooperation (Faculty of Medicine, CEITEC, Czech Academy of Sciences, etc.)
- Development of new capacities (BioPharmaHub) and research excellence
- Support for junior research groups (ERC, JUNIOR STAR)
- Internationalization of science, involvement in European programs

### Personnel policy

- Reduction of inbreeding, active recruitment from abroad
- Mentoring, career development, transparent evaluation and feedback
- Emphasis on well-being, mental health and support for diversity
- Support for parenthood, returns from parental leave, flexible working hours

### Research infrastructures and open science

- Active involvement in national and international infrastructures (ELIXIR, EIRENE, CIISB)
- Data sharing, open access, data security, and cybersecurity (FAIR data)
- Strategic enhancement of international reputation and visibility

### Technology transfer and cooperation with industry

- Support for proof of concept, spin-off companies, intellectual property protection
- Cooperation with the application sphere, industry, and public administration

### Regional role and third role of the university

- Popularization of science
- Strategic communication with the public, partners, and the media
- Developing the faculty's brand as an inspiring, prestigious institution
- Active involvement in regional development

### Management and administration

- Effective organization of agendas, reduction of administrative burden
- Digitization, process automation, better support
- Transparent and predictable selection procedures

### Friendly working and studying environment, mental well-being

- Culture of trust, support for diverse life situations
- Network of contact persons, burnout prevention, work-life balance
- Emphasis on equal opportunities, returns from parental leave

## Education and teaching

Teaching is the fundamental mission of the faculty and its most visible output to the public. I want to create an environment that supports high-quality and inspiring education—both for students and teachers. I will encourage for simplifying the structure of study programs, making them more comprehensible and open to interdisciplinary combinations. For me, the support of high-quality teachers – both systemic and symbolic – is key.

The faculty should respond to changes in society and the labor market. I will support the creation and development of professionally oriented study programs that help connect professional knowledge with practice. Micro-certificates also play an important role in this regard, as they enable the targeted development of competencies, whether for employment, a change of field, or retraining. I see an opportunity here not only for students, but also for the wider public within the concept of lifelong learning.

Education in the natural sciences has the enormous advantage of universal validity – it provides graduates with skills and knowledge that are applicable across disciplines and geographical boundaries. And the (almost universal) language of contemporary science (and beyond) is English. This fact represents a significant opportunity and advantage for our faculty, which we must take advantage of in relation to both domestic and foreign applicants.

Investing in the development of English-language study programs is a strategic step that can benefit both foreign applicants and the internationalization of the academic environment at the faculty. These programs are also attractive to foreign colleagues who participate in teaching and help establish international contacts. In the long term, this development may prove to be crucial, especially in view of the expected decline in the number of domestic applicants due to demographic developments. It is in this context that greater openness to foreign students can contribute to maintaining the dynamism and stability of the faculty environment.

In cooperation with the Center for Foreign Studies, the faculty offers extensive opportunities for travel abroad at all levels of study. The Department for Internationalization does an excellent job of reviewing and updating valid contracts for foreign programs and provides excellent service to students—as well as teachers—for travel to partner institutions.

Sharing know-how between thematically or methodologically related fields can be a significant source of inspiration and innovation for the faculty. I see the overlaps between individual fields and departments of the faculty as an opportunity to develop excellence. As dean, I would strive to ensure that proven experiences and tools are disseminated and used across the faculty wherever possible and logical.

One of the traditional and key roles of the faculty is the training of teachers of natural sciences. The high-quality education of future teachers is in our direct interest – it is precisely the graduates of natural science faculties and/or natural science study programs who embark on a teaching career who shape the next generation of potential applicants to study at our faculty. I want to strengthen cooperation between

departments, teacher training programs, and practice, and to promote the prestige and attractiveness of the teaching profession. This includes an emphasis on school practice, support for mentors, and deepening cooperation between the faculty and secondary schools.

Last but not least, I will support innovative forms of teaching – the use of digital tools, blended learning, team projects, and field teaching. I want teaching to be more than just the transfer of knowledge; I want it to be a shared space for curiosity, discovery, and collaboration.

Teaching at the Faculty of Science, Masaryk University, is based on the solid expertise of our teachers, which stems from their active research activities. It is precisely this connection between science and teaching that represents the fundamental added value that makes studying at our faculty attractive, relevant, and inspiring. In order to maintain and further strengthen this benefit, it is necessary to systematically develop the pedagogical competencies of academic staff and support modern forms of teaching. Part of this effort must include cultivating standards for final student work—whether projects, bachelor's theses, or master's theses—so that they are internationally competitive and a natural part of the faculty's research environment.

Although our goal in science and teaching is primarily excellence, it is essential to bear in mind how high the demands we place on our students are and what impact this can have on their academic success or failure. However, academic failure is not always the result of a demanding curriculum – it can stem from demotivation, an unsuitable choice of field of study, or other causes. It is therefore our shared responsibility to monitor the causes of dropout and look for ways to reduce it. My goal is for applicants and graduates to perceive studying at our faculty as meaningful, motivating, and leading to an education that will enable them to find suitable employment in the labor market.

## **Doctoral studies**

Doctoral studies are a fundamental pillar of scientific work at the faculty – the future of the entire academic community depends on the quality of its management, support, and anchoring in scientific teams. I want doctoral studies at the Faculty of Science to be not only formally high-quality, but above all inspiring and able to stand up to international competition.

I will strive to set clear, transparent, and realistic standards for doctoral studies that correspond to good practice at foreign universities. This includes not only the definition of expected outcomes and transparent evaluation, but also an emphasis on actual research activity, not just passive fulfilment of the study plan.

The admission process itself is a crucial moment. I want to strengthen the emphasis on selecting high-quality applicants and clearly formulating the requirements for admission to the program, including a specific idea of the research plan, motivation, and basic professional knowledge. In cooperation with supervisors, I want to strive to ensure that the majority of doctoral students complete their studies within the standard period of 4+1 years.

Young scientists need to be actively involved in teaching, international cooperation, and the life of the faculty. It is important to support their creativity while developing skills related to writing scientific articles, self-presentation, and other aspects of academic practice. This support must include systematic assistance with career planning, finding a research direction, and balancing professional and personal development.

Supervisors play a key role in this process. New colleagues should have access to mentors, administrative support, and assistance in preparing grant applications. It is also important to engage in dialogue with supervisors and share good practices that motivate students to complete their studies on time and set realistic goals within the standard period of study.

The financial remuneration of doctoral students must correspond to the demands we place on them. The income of a doctoral student within the standard period of study is at least 1.2 times the minimum wage, and the current faculty management deserves thanks for the excellent work it has done in this area – both within the faculty and in negotiating agreements with external employers of doctoral students.

The processes that have been set up are now entering the implementation phase, in which it will be crucial to fine-tune the practical steps and ensure stable funding for all fields and types of study. I will support greater involvement of doctoral students in teaching and grant projects, which will enable greater stability and personal development.

It is important for doctoral students to develop their skills in obtaining funding for their projects. This will contribute not only to the quality of research, but also to the acquisition of skills necessary for their future (not only) academic careers. Internal grant schemes that enable doctoral students to prepare their own proposals, obtain funding for their research, and receive qualified feedback should provide an ideal opportunity.

An important element of high-quality education for scientific personalities is mobility – whether in the form of internships at foreign workplaces, participation in international conferences, or involvement in international research teams or consortia. The faculty must also continue to develop targeted partnership programs and strategic partnerships that will enable young researchers to have direct contact with international science.

Modern competitive science is not possible today without access to state-of-the-art equipment. It is therefore crucial that doctoral students have access to the research infrastructures that operate this equipment. We must actively support the development of these centers and ensure cooperation with such shared laboratories.

## Science

### An open and collaborative faculty

To ensure the faculty's competitiveness and long-term stability, it will always be necessary to combine skills and knowledge across disciplines, think critically and

creatively, and communicate between disciplines. Biotechnology, energy, mobility, personalized medicine, preventive healthcare, climate change, the environment, and the use of artificial intelligence are areas where the natural sciences naturally come into play. Thanks to its multidisciplinary structure, the Faculty of Science must therefore educate students and develop and promote scientific projects in a way that responds to these challenges and societal needs.

An environment has been created and continues to develop at the Bohunice campus where the boundaries between faculties are naturally blurred. My goal will be to support and further deepen cooperation with the Faculty of Medicine, CEITEC, hospitals, the Faculty of Pharmacy, and other faculties and institutes of Masaryk University, as well as with other institutions (e.g., Brno University of Technology, Mendel University, and institutes of the Academy of Sciences).

From September 2026, BioPharmaHub (pavilions G61 and G62) will gradually start operating, opening up further development opportunities in the form of a Preclinical Center and expanding capacities for virology and microbiology, including BSL3 laboratories. These facilities and equipment will provide a base for the expansion and development of cutting-edge research at the faculty, and the faculty must therefore be active in promoting its own needs and strengthening its role as a natural scientific partner in these areas.

### Personnel policy

Top-level science and teaching are meaningless without outstanding people. The key to success will be an active personnel policy and support for young scientists, especially in establishing junior research groups that must have the ambition to apply for prestigious ERC grants or JUNIOR STAR. Such groups will require systematic assistance from the faculty – mentoring, stable funding, and administrative support (especially from the economy and grants department).

I will seek ways to minimize inbreeding as much as possible, and therefore I want to support actively reaching out to foreign candidates. In addition to personal contacts, public selection procedures, and long-term searches for potential colleagues, I want to deepen cooperation with, for example, Czexpats.

I will actively seek to host foreign experts—both at the teaching and research levels. However, international cooperation is not only about the exchange of people, but also about involvement in joint research projects, international networks, and consortia. The faculty should create conditions for coordinated participation in programs such as ERC Synergy, Horizon Europe, COST, INTERREG, Twinning, and others.

Staff development is the foundation of the faculty's high-quality functioning. Teaching and research are demanding professions — in terms of time, intellect, and mental energy. They place high demands on concentration, creativity, and the ability to cope with uncertainty. That is why it is necessary to pay systematic attention to motivating and supporting employees at all stages of their academic careers—from junior assistants and doctoral students to experienced professors and senior staff.



I want to create an environment where sharing experiences is common and natural, including through mentoring, where older or more experienced colleagues help younger ones plan their scientific direction, build their research profile, and prepare grant applications. Early-career academics in particular need support in the early stages of their careers in setting up their own research teams, which often involves complex decisions in the areas of human resources, people management, and research operations management. The transfer of practical experience in these areas appears to be a very effective tool for strengthening competencies and making it easier to manage leadership roles in an academic environment.

I will encourage the development of supportive training, supervision, and open feedback, including evaluations, which will lead to the cultivation of an academic culture based on respect and trust.

Caring for employees—including administrative teams—must not be just a formal phrase. It must include specific measures to prevent burnout, support mental health, provide access to psychological services, improve work-life balance, and emphasize transparent career conditions and fair pay.

#### Open science and secure data

Openness, transparency, reproducibility, and responsible sharing of research data are fundamental principles of modern science. The Faculty of Science must actively engage in open science systems—whether in the area of open publishing, data sharing, or open access to research tools and results. In cooperation with colleagues from the ICS, I will seek optimal ways to implement the FAIR data principles (Findable, Accessible, Interoperable, Reusable) and anchor them in research practice across the faculty, as well as the faculty's role in the European Open Science Cloud (EOSC).

Open science cannot function without an emphasis on data security and a responsible approach to cybersecurity. The faculty management, in cooperation with other partners (ICS, FI, CyberSecurityHub), will focus on staff training, security standards, and strengthening the resilience of research and administrative systems against threats from cyberspace.

#### Research infrastructures

In order for the faculty to remain scientifically competitive, it is necessary to maintain and develop access to national and international research infrastructures such as Czech BioImaging, CIISB (Czech Infrastructure for Integrative Structural Biology), ELIXIR (European Life-Science Infrastructure for Biological Information) or EIRENE RI (European Research Infrastructure on Human Exposome), but of course many others. Active participation in these structures enhances both the quality of scientific output and our ability to attract top scientists and grant funding.

A significant benefit of these infrastructures is that they enable academics, students at all levels of higher education – and often even high school students involved in specialized activities (e.g., SOČ) – to learn how to work with the latest technologies and approaches. This contributes significantly to the development of their skills,



motivation, and the connection of their studies with current research, giving students and researchers a competitive advantage not only within the Czech Republic but also globally.

Reflection on international comparability must also be part of the faculty's development. The faculty's position in international rankings is not a goal, but their analysis shows in which areas we can strengthen ourselves – whether in terms of the proportion of open publications, citations, international cooperation, or scientific infrastructure. My goal is to take measures that will lead to an improvement in our publication profile, visibility, and reputation, and thus to a better position within the Czech Republic and internationally.

### Technology transfer

Increasing the application potential of research results is a natural part of the development of a modern scientific institution and is linked to the need to create an environment in which research results are transferred into practice. I will therefore support cooperation with partners from the application sphere – whether companies, public administration, or healthcare. I will support the submission of Proof of Concept projects, the establishment of spin-off companies, and the licensing of research results. I will actively cooperate with the MU Technology Transfer Center, as well as other similar institutions in the Czech Republic, to ensure support for researchers in protecting intellectual property and finding application partners.

### The faculty in the region

In addition to its academic and scientific role, the Faculty of Science also plays an irreplaceable role in the regional innovation environment. As dean, I therefore want to specifically deepen cooperation with industrial and development partners—entities that not only employ our graduates, but also actively help them during their studies or at the start of their scientific careers.

## Faculty

### Administration

The faculty must function as a reliable entity—for its employees, students, and partners alike. I want it to be internally cohesive, efficiently managed, and open to innovation.

The dean's key partner in managing the faculty is the faculty bursar, who is responsible for operational matters, financial management, and the day-to-day running of the faculty. In the coming period, the secretary will also play a key role in promoting digitization, streamlining internal processes, and identifying administrative tasks that can be simplified or eliminated altogether. In addition, I consider it necessary to review and, if necessary, reorganize the agendas of the individual vice-deans so that they are clearly structured, thematically linked, and complement each other effectively. The goal is to create a functional, logically organized, and effective team.

It is therefore clear that one of the primary goals is to reduce the administrative burden wherever possible – through the digitization of processes, automation of routine agendas, more user-friendly forms, and clearer instructions. Support from the dean's office should be perceived as a professional service, not a bureaucratic obstacle. Of course, the success of digitization will also require cooperation with, for example, the IS and ICS teams.

### Selection procedures and evaluation

I will promote transparent, predictable, and timely selection procedures, including the regular publication of recruitment plans. This process must be in line with HR Award principles, provide clear expectations, and be conducted with respect for all applicants and participants.

Evaluation is also part of responsible management—not as a control mechanism, but as a tool for improvement. I want to promote a culture of open feedback and informal discussion, which allows us to evaluate the effectiveness of processes, the quality of teaching, and the approach to management.

### PR and third role

The faculty should have clearly structured and professional communication, both internally and externally. I want to further develop the faculty's PR and external presentation, which will target applicants from high schools, students from other universities, foreign applicants, and our own graduates. We need to clearly communicate that science education is high-quality, sustainable, and offers a wide range of career opportunities.

This PR will also emphasize sustainable development, ecological operating standards, and greater consistency in the faculty's environmental behaviour—from waste management to energy to public procurement. The faculty should set an example in this area, not only externally but also within its community.

Science should be visible – and therefore, it is not complete until it is communicated. The faculty should therefore have a clear presence in the public sphere. The popularization of natural sciences and the involvement of the public in scientific activities are not just a supplement to research work, but part of the third role of the university. I want to support a wide range of popularization activities – from events such as Researchers' Night, Science Slam, or Open Days, through cooperation with the media and schools, to strategic communication of research to the public, companies, and institutions.

In recent years, the Faculty of Science at Masaryk University has begun to build its identity—one that is open, inspiring, and confident. This development must be further supported and cultivated. The faculty needs to clearly articulate what makes it unique, what values it represents, and what benefits it offers to society—from solving environmental challenges to developing new technologies or drugs (or candidates).

Part of this strategy is also consistent work with graduate profiles – that is, the ability to clearly explain what skills graduates acquire, in which fields they find employment, and why a science education has lasting value.

I want to further increase the faculty's attractiveness to applicants—not only through the quality of teaching, but also through well-structured PR, visual identity, the faculty's inspiring story, cooperation with successful graduates, and personal contact with secondary and high schools. Successful graduates can act as natural ambassadors for the faculty—not only in terms of popularization, but also in establishing contacts with future students, employers, or partners. The faculty must be seen as a strong, modern institution that is a natural choice for students interested in knowledge, research, and social impact.

An important part of external communication is also the attractiveness of the faculty to partners – both from the academic and industrial sectors. PR must also target external audiences that the faculty needs in order to establish strategic partnerships and be prepared to receive external funding – whether in the form of public support, structural funds, or fundraising.

The faculty must work actively and professionally with the media and social networks – not just reactively, but with a clear strategy and plan. The comprehensible presentation of professional content in the media and on online platforms is key to building credibility and reaching younger applicants and the wider public.

The third role of the university is broader than just popularization. It also means the faculty's involvement in public affairs: supporting volunteerism, making scientific knowledge accessible to the widest possible audience, and contributing to the development of the region in the areas of innovation, industry, services, and culture. It is also important for academic staff to actively participate in advisory panels, professional societies, commissions, and other platforms that enable the sharing of expertise with public administration, businesses, and the non-profit sector.

### Equality, safety, and mental well-being

In this area, I want to build on the principles and standards of the HR Award, which aims not only to improve the quality of human resources work, but also to develop a culture of openness, transparency, and systematic support for the academic community at all stages of their careers.

A safe and respectful environment is not only the foundation of a healthy academic culture—it is a prerequisite for high-quality science, teaching, and cooperation across generations and professions. The faculty should be a place where students and staff can focus on meaningful work without fear of unequal treatment, prejudice, or disadvantage.

The faculty (and the entire university) already has a network of contact persons who are trained in the area of safe environments and cooperate with the university ombudswoman. I will support their further education, visibility, and accessibility to students and staff, while building a culture of trust and open communication. At the same time, I consider it important to work together within the faculty and the university

to cultivate relationships—whether in teaching or in addressing research issues where tension and uncertainty can arise from unequal status.

I want to continue to promote equal opportunities and a respectful approach that reflects diverse life and professional situations – whether it be childcare, eldercare, health disadvantages, or the need for more flexible forms of work. Where organizationally possible, the faculty should actively enable part-time employment and other accommodating forms of employment that help increase diversity and ensure the long-term sustainability of working life.

I would like to support parenthood and smooth returns from parental leave. Returning to the academic environment after a career break should be as stress-free and well-prepared as possible – both in terms of personal support and, for example, flexible working hours. In connection with this area, it is important to strengthen cooperation with preschool facilities and to strive in the long term to establish a faculty or university preschool facility directly on the UKB campus that would reflect the needs of academic families.

As part of the planned development of the university campus, I want to ensure that the faculty actively contributes to the creation of high-quality and modern dining options (for example, following the model of the eatsmart.cz system), as well as accessible meeting places for students, employees, and guests of the faculty. A space for informal exchange of ideas, sharing, or even relaxation is not an accessory, but an essential part of faculty life.

Part of supporting mental health is, for example, preventing burnout, which is becoming increasingly common in the academic environment. It is therefore necessary to systematically provide information on prevention options, promote a balanced workload, and develop tools that enable people to recharge their batteries – whether in the form of sabbaticals, internships at partner institutions, or other forms of temporary focus on research, education, and professional development.

## Conclusion

Dear Senators,  
Dear colleagues, Dear students,

I have presented my goals for the development and direction of the Faculty of Science. A number of new goals will certainly emerge in the future, and many goals would certainly deserve deeper analysis, but I believe that I have managed to provide an idea of how I would like to manage the faculty and where I see room for its development in the short and long term.

If I gain your trust and am elected Dean, achieving all of these goals will depend not only on me but also on the cooperation of the Faculty of Science management with every employee and member of the academic community. My primary goal is to create conditions that respect and take into account the opinions and needs of everyone. I have always emphasized the importance of a professional, welcoming, open, and friendly work environment for all colleagues and students, and other collaborators and

partners. I also believe that this environment should foster creativity so that everyone can develop and fulfil their goals.

Throughout my career as a student and academic at the Faculty of Science, during my doctoral studies in Florence, and during my postdoctoral fellowship at the Max Planck Institute in Göttingen, I have gained valuable experience in many areas of faculty life. I have served on the faculty and university senates, participated in economic committee work, and helped organize faculty balls. I have coordinated various projects and supervised bachelor's, master's, and consulted doctoral theses. I have also gone from being a teaching assistant to a study program guarantor and from a scientific novice to an experienced researcher who publishes in prestigious journals. At the same time, I have been involved in popularizing science for a long time (Science Slam, Researchers' Night, etc.). In all these roles, I believe that I have left a positive mark and contributed to the faculty's good reputation. I am here today to ask for your trust and consideration as a candidate for Dean. I am prepared for this role and am eager to contribute my experience, knowledge, skills, contacts, and commitment to ensure the continued success of the Faculty of Science.