

# **Analysis of Ethical Codes of Higher Education Institutions**

**Diploma Thesis**

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### **Abstract**

Hillayová, M. *Analysis of Ethical Codes of Higher Education Institutions*. Diploma thesis. Brno: Mendel University, 2016.

The diploma thesis deals with the relationship between the quality of ethical codes and the quality of higher education institutions. The introduction describes ethics, business ethics and higher education institution. The thesis explains their development and implementation of ethical code into organisation. The practical part aims to analyse the relationship between sophisticated level of code of conduct and quality of a university. Various ethical and economic criteria are used in order to discover such a relationship. Moreover, the core of practical part is check-list creation which is significant for the thesis results.

### **Keywords**

Ethics, business ethics, code of conduct, check-list, academic integrity, rankings.

### **Abstrakt**

Hillayová, M. *Analýza etických kodexů vysokých škol*. Diplomová práce. Brno: Mendelova univerzita v Brně, 2016.

Diplomová práce se zabývá vztahem mezi kvalitou etických kodexů a kvalitou vysokých škol. V úvodu jsou popsána témata jako etika, podnikatelská etika a vzdělávací instituce. Práce vysvětluje jejich vývoj a implementaci etických kodexů v rámci organizací. Cílem praktické části je analyzovat vztah mezi vyspělostí etických kodexů a kvalitou českých univerzit. Jsou využity rozličné etické a ekonomické ukazatele, aby se prokázal tento vztah. Jádrem praktické části je vytvoření check-listu, který je významný pro výsledky práce.

### **Klíčová slova**

Etika, podnikatelská etika, etický kodex, check-list, akademická poctivost, žebříčky.

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# 1 Introduction

## 1.1 Introduction

The society has been dealing with ethical issues since the beginning of the mankind. As people are able to distinguish between good and wrong, the ethics is still all around us, no matter how serious are our decisions. Like human nature or the culture, as well the ethics differs among various countries, continents. Even every one of us has different attitude towards ethics and moral issues. What is ethical to one person does not have to be necessarily ethical for another one, and vice versa. Due to the many variances it is not easy to say or to determine where the boundary between ethical behaviour and unethical one is.

The basis of ethical or moral behaviour is stated in the declaration of human rights, but every organisation such as a company or a university discover that they need something even more detailed and focused primarily on the organisation itself. This is the moment when it is important to establish an ethical code. The main difference between above mentioned declaration and the ethical code is that the code of conduct is not legally enforceable. On the other hand, it does not mean that misconduct of the ethical code is not penalized. Members of each organisation should understand their ethical code as binding rules and do not underestimate its power. The structure is mainly upon the organisation itself. More important rather than the structure is that all members of the university or the company are aware of this ethical code and respect it. It depends mainly on the management of each organisation which procedures and policies will create and how it will promote the ethical behaviour within the particular organisation.

As it was mentioned above the different attitudes towards ethical issues are undoubted. This thesis will uncover the differences of codes of conduct among higher education institutions in the Czech Republic. Since there exist 26 Czech public universities the variances are supposed to be strong.

## 1.2 Goal and hypothesis

The aim of this diploma thesis “Analysis of Ethical Codes of Higher Education Institutions” is to determine the state of ethical codes and their relations to the quality of the institution and their rank among others. The practical output of the work is to find out how ethical codes correspond to position of the institution in the ranking system and make some propositions how to improve them.

The hypothesis of the thesis is that better universities have better codes of conduct. Under better universities, we understand those more developed, with more academic research, and with the highest ratings by specialised agencies. Under better codes of conduct, we understand those dealing with more areas, and well structured.

### **1.3 Methodology**

This thesis is divided into two parts; theoretical and practical one. The first one provides theoretical background in ethics, its development, differences among various countries. Moreover, it describes business ethics and its implementation into business, the core of code of conduct and its benefits. Next chapter in the theoretical part covers organisations dealing with ethical issues in the Czech Republic and abroad. Last chapter regards ethics in humanitarian area what follows the second chapter about higher education institutions. It has two parts; academic integrity and ranking methods of universities.

As results from the check-list will be used in almost all chapters in the practical part, it is considered to be the core of this part. The practical part starts with the check-list analysis meaning that all available code of conduct of Czech public universities will be compared with the criteria stated in the check-list. The main analysis of this part are the correlations between points from the check-list analysis and particular criteria in order to discover whether there exists a relationship between quality of ethical codes of universities and the quality of the education institution itself. One of the chapters will underline the differences among codes of conduct of Czech and foreign universities. Thorough means will be explained in subchapters.

## 2 Ethics

The area of ethics (or moral philosophy) involves systematizing, defending, and recommending concepts of what is acceptable and non-acceptable. Ethical theories have been divided into three general subject areas; meta-ethics, normative ethics, and applied ethics. Meta-ethics investigates where our ethical principles come from, and what they mean. It deals with a possibility that ethical principles involve more than expressions of our individual emotions. Meta-ethical focuses on the issues of universal truths, the role of reason in ethical judgments, and the meaning of ethical terms themselves. Normative ethics takes on a more practical task, which is to arrive at moral standards that regulate right and wrong conduct. This may involve formulating the good habits that we should acquire, the duties that we should follow, or the consequences of our behaviour on others. Finally, applied ethics describes examining specific controversial issues, such as abortion, animal rights, environmental concerns, homosexuality, capital punishment, or nuclear war. The lines of distinction between meta-ethics, normative ethics, and applied ethics are often ambiguous. For example, the issue of abortion is an applied ethical topic since it involves a specific type of controversial behaviour. But it also depends on more general normative principles, such as the right of self-rule and the right to life (Fieser, IEP, 2015, [online]).

Second theory regarding the ethics is less formal and more understandable. According to a sociologist Raymond Baumhart, being ethical does not mean the same as following the law. The law often includes ethical standards to which most citizens endorse. However laws, as well as feelings, can oscillate from what is ethical. Typical examples where laws deviate from what is ethical and acceptable are slavery laws and the old apartheid laws of present-day South Africa. Secondly, being ethical does not represent the same thing as doing whatever society accepts. Most people in any society accept standards that are, in fact, ethical. Although, standards of behaviour in society can deviate from what is ethical. An entire society can become ethically corrupt; Nazi Germany is a good example of a morally corrupt society (Baumhart, Santa Clara University, 2015, [online]).

Moreover, if being ethical were doing whatever society accepts, then to find out what is ethical, a person would have to find out what society accepts. To decide what should be thought about abortion, for example, a survey of the society would have been taken and then adapt beliefs according to the survey results. But anyone has never tried to decide an ethical issue by doing a survey. Further, the lack of social consensus on many issues makes it impossible to equate ethics with whatever society accepts. Some people accept abortion but many others do not. If being ethical were doing whatever society accepts, someone would have to find an agreement on an issue which does not, in fact, exist (Baumhart, Santa Clara University, 2015, [online]).

Baumhart (2015) defined ethics in two areas. Firstly, ethics determines what is understood as right or wrong behaviour, usually in terms of rights, obligations, benefits to society, and fairness. Ethics explains the reason why society should ab-

stain from rape, stealing, murder, assault, slander, and fraud. Ethical standards include virtues, such as honesty, compassion, and loyalty. Ethical standards include standards regarding to rights, such as the right to life, the right to freedom from injury, and the right to privacy as well. Such standards are acceptable standards of ethics because they are supported by consistent and well-founded reasons. Secondly, ethics refers to the study and development of a person's ethical standards. Feelings, laws, and social norms can deviate from what is ethical. Therefore, it is necessary to constantly examine peoples' standards to ensure that they are reasonable and justifiable. Ethics also means the continuous effort of studying moral beliefs and moral conduct, as well as striving to ensure that people and institutions using ethical codes live up to standards that are reasonable and solid-based (Baumhart, Santa Clara University, 2015, [online]).

## **2.1 Development of ethics**

### **2.1.1 Ancient Greek ethics**

Ancient ethics answers not only the question of what is good and what is bad, but it dealt with theories of the way of human life. Socrates talked about the fact that every human being has been led by a "Daimonion" (conscience). Socrates argued that knowledge is a true virtue and vice is the result of ignorance. According to him, the good is like the sun. The sun gives light and life to the earth, the good gives knowledge and virtue to the intelligible world. Specifically the sun is the cause of goodness in people and their actions, and it also is the cause of existence and knowledge. The pursuit of love and of the good itself (rather than any particular good thing) Socrates thought was the main aim of education and philosophy.

According to Plato, every person has three sides: lust, will and mind. The mind should control wishes using the will. The question, why is it better to be fair, Plato answered; the mind deals with eternal values, the lust with temporary ones and therefore should the mind prevail. Both adjectives - good and fair mean for Plato the same. Aristotle's ethics builds upon Plato's with important variations. Aristotle's highest good was not the good itself but goodness embodied in a blooming human life. According to Plato, Aristotle gave a significant role to virtues in moral life. By virtues, we understand fixed habits of behaviour that lead to good outcomes; the main ones are courage, justice, prudence and temperance. However, the highest form of life is purely intellectual activity. Aristotle is also a supporter of the theory of centre ("Golden mean"). Only the extremes are bad and it is necessary to find the harmony between them (Irwin, 2007).

Later Greek schools of philosophy, such as the Epicureans and Stoics, looked into the conditions of the good life. Stephens (2014) states that, according to Greek the greatest good was pleasure and freedom from pain. The Epicureans emphasized the quiet enjoyment of pleasures, especially mental pleasure, free of fear and anxiety. They also believed that the sole aim and virtue is man's welfare. Achieving welfare should be restricted only if it is inappropriate for the particular person in the long run (self-destruct by alcohol, etc.). The Stoics believed that the universe has been organized by an intelligent being, and therefore it makes sense (logos).

The Stoicism acknowledged the reality as it is. People should accept there are things that can be changed and some cannot. For those that can be changed the person should bear the responsibility. According to the Stoics, the most important thing is that it does not depend on the results of actions (unlike for example Utilitarianism) but on the good will. Moreover, they praised the life of reason lived in accordance with nature (Stephens, IEP, 2014, [online]).

### **2.1.2 Middle ages**

Thomas Aquinas developed a synthesis of Biblical and Aristotelian ethics called natural law theory, according to which the nature of humans determines what is right and wrong. It is based on the Christian tradition and Aquinas managed to support the Christian ethic with rational basis. The doctrine of natural law (*lex naturalis*) is based on empirical observation and logical deduction. Each thing follows its purpose, and fulfilment of this purpose is good. The mind, which people got from God, is the basis of morality. Thomas Aquinas claimed as well that the moral evaluation of the behaviour does not depend on its outcome, but on the purpose for which it is aimed. Due to the fact, that the natural law is based on the mind, it is not culturally conditioned. Aquinas in his work *Summa Theologica* described the four main virtues: rationality, justice, fortitude and moderation. The natural law theory still remains at the heart of Catholic moral teaching, for example in its attitudes towards contraception and other controversial moral issues (Irwin, 2007).

### **2.1.3 New age**

Throughout the new age, the ethics was dealing with the question, what is the basis of morality. Thomas Hobbes argued that the way to create standards is through agreement between the ruler and individuals. The ruler should be afraid of anarchy. Hobbes in his book *Leviathan* wrote about absolutist state. The agreement should be promoted in order to reduce selfish human emotions. John Locke acknowledged as well in his *Treatise on Government* the need for a social contract; it is necessarily an impartial arbiter to resolve disputes. The authority should not be in the hands of the ruler but rather belongs to state institutions. This is basis for current modern democracy with the separation of legislative, executive and judicial power (Irwin, 2008).

Johnson (2008) states, that this time period is typical with many movements such as Kantian ethics or utilitarianism. Kant based the morality of the good will; it may be the only proper basis of good behaviour. Other people should not be the means of our success which is the goal of humanity. Kantian morality is a priori - applies regardless of the consequences (Johnson, 2008, [online]). The theory of utilitarianism is primarily based on the consequences of every act, whether the act in accordance with the standards is secondary. Both Kantianism and Utilitarianism provide ethical theories supporting contemporary liberal political developments, and associated enlightenment ways of conceiving of the individual. Utilitarianism still remains popular in the twenty-first century (Irwin, 2009).

#### **2.1.4 Twentieth century**

Irwin in his book states, that for the early twentieth century were typical many debates on meta-ethics. This way has been explained in the beginning of this thesis. There were many views ranged from moral realism, which holds that moral truths are about mind-independent realities, to evolutionary ethics, which believes ethical practices are merely evolved ways of behaviour that led to evolutionary success. J. L. Mackie introduced the terror theory, which held that the entire notion of ethical obligation is a mistake (Irwin, 2009).

According to Irwin (2009), reflections on the Holocaust led to a deepening appreciation of the reality of extreme evil. Rights theories such as Universal Declaration of Human Right from 1948, also in reaction to the Holocaust, emphasized the inalienable moral rights of people to life, education, and other basic goods. Other responses appeared reacting to the atrocities of World War II. They included existential reflections on the meaning of life that have served as a ground to approaches to ethics based on "the situation" and personal interaction. Throughout the 1970s have been introduced theories of applied ethics, the consideration of detailed practical cases in bioethics, basis of business ethics environmental and other such special fields. The research ethics was branched from the medical ethics, due to the extensive research done in the 20<sup>th</sup> century. Ethical guidelines were usually created in response to an ethical lapse or a scandal (Irwin, 2009).

### **2.2 Ethics across cultures**

In the introduction of this chapter the term culture will be explained in order to better understand its intersection with ethics.

The website Boundless.com describes culture a collective way of life, or way of doing things. It is the sum of attitudes, values, goals, and practices shared by individuals in a group, family, organization, or society. Cultures differ throughout time periods, between countries and geographic regions, and among groups and organizations, and even individuals. Culture mirrors the moral and ethical beliefs and standards according to people should behave and interact and communicate with others. Cultural norms are the shared, sanctioned, and integrated systems of beliefs, norms and practices that are handed from one generation to another and characterize a cultural group. Norms develop reliable guidelines for daily way of living and contribute to the health and welfare of a culture. Culture norms serve as rules for correct and moral behaviour, state the meaning and coherence to life. They also provide a means of achieving a sense of integrity, safety, and belonging. These normative beliefs, together with related cultural values and rituals, impose a sense of order and control on aspects of life that might otherwise appear chaotic or unpredictable (Boundless.com, 2015, [online]).

This is where culture intersects with ethics. Since it has been explained what is moral and influenced by cultural norms, the conflict might arise due to the fact that what is ethical to one group has not be considered so by someone else living in a different culture. According to cultural relativists this means that there is no singular truth on which basis could be the ethical or moral behaviour for all time and

geographic space, as our interpretations of truths influenced by our own culture. This approach is in contrast to universalism, which holds the idea that moral values are the same for everyone across nations. Cultural relativists consider this to be an ethnocentric view, as the universal set of values proposed by universalists are based on their set of values. Cultural relativism is also considered to be more tolerant than universalism because, if there is no principle or model for making moral judgments among cultures, then cultures have to be tolerant of each other (Boundless.com, 2015, [online]).

### **2.2.1 Differences between the West and the East and religions**

Ethical differences across cultures as well as across the West and the East are real. To find out the impact of such differences, it is important to determine the world's moral systems.

According to Guptara (2008), for the West countries is typical that moral judgements have no foundation beyond individual preference or cultural education. In other words, people like or dislike something just because they like or dislike it. There is no other reason people make the particular judgement they make. When this idea has been introduced by the philosopher Alfred Jules Ayer, it was something unusual in the world of philosophy although already quite popular in practice. However, it does not provide any basis for any discussion of ethical issues, in business or anything else. So called neo-trinitarianism has second position in the world's moral systems. It could be explained as a new trinity of values which the modern West has exported around the world since the end of the Second World War. The place of God the Father, God the Son and God the Holy Spirit (the Christian Trinity) has taken the new trinity, represented by the values of money, knowledge/power and pleasure/comfort. The third kind of ethical system is authority-based. Such authority can be religious leaders, parents, the law, 51 percent of society, or anything else (Guptara, Onbeing.org, 2008, [online]).

There also exist systems that might be called the essentialist systems. These systems are based on that actions/attitudes are right or wrong because of the nature of those actions or attitudes themselves. There exist two kinds of essential systems. The non-God-based ones are about that it is not necessary to believe in God. They work with the idea that most reasonable people know what is right or feel what is wrong. On the other hand, there exist systems distinguished from the authority-based systems such as the God-based systems Jewish and Christian. Due to the fact that authority-based systems work with the conviction that the authority cannot be questioned or argued with, are Judaism and Christianity different, the authority can be and is many times questioned, concludes Onbeing.org, 2008, [online].

Finally, there are tradition-based approaches to ethics. For Hinduism is typical a system of systematized relativism. This system works with a caste. It depends on two castes. The first one represents into which caste is person born (priests, warriors/administrators, merchants, menial workers, and outcaste) and the second one represents the person's stage in life; student, householder, retirement, renunciation. The question is whether the ethics of the priestly caste different from those



of the warrior, or the ethics for a student vary from those for an old man? In Hinduism, the answer is yes. The system focuses on men, not women; to whom applies principally the duty of being submissive or obedient to elders and, later, to husband. In traditional systems of ethics it has been usually threaten with women with respect, as long as they fulfil the traditional role. When women started taking on unfamiliar roles, ethical confusion set in both for the woman and for the society as a whole, and traditional societies took to a settled with a series of ethical compromises in order to cope with the situation (Onbeing.org, 2008, [online]).

Guptara says, that as the society is getting older and new descendants are on the earth, traditional ethical systems can and do get smoother. Young professionals in the East countries probably operate on an ethical system similar to the Western trinity system where the main three values are money, power, and pleasure. On the other hand, a modern western Buddhist will have much in common with a traditional Buddhist in the East, rather than with western people without Buddhist religion. All the ethical systems and religions are no longer limited to a national or rational context. In the current world, the conflicts are not between, for example, Japanese and Americans (at least not regarding what is ethical), but between the different ethical systems which now divide people within any society. Generally, there may arise fundamental conflict between two ethical systems: one of them is based on notions of fairness, justice and humanity, and the second one is that world is in fact dominated by contrary values — money, power and pleasure (Guptara, Onbeing.org, 2008, [online]).

### **2.3 Business ethics**

*“Business ethics is the study of business policies and practices, such as corporate governance, insider trading, bribery, discrimination, corporate social responsibility and fiduciary responsibilities.”* (Investopedia, 2013, [online]) Usually, business ethics is formed and guided by the law, while in other cases they provide bare minimums, similar to the minimum wage. Business ethics is aimed to ensure that trust would be established between businesses and consumers. Business ethics should always indicate that the same level of service would be offered, no matter if the business is dealing with a partner or a new customer (Investopedia.com, 2014, [online]).

According to the Institute of Business Ethics is business ethics interpreted as the application of ethical values to business behaviour. For the conduct of individuals, and as well as for the conduct of the organisation as a whole, is business ethics essential. Business ethics applies to any and all aspects of business conduct; from the conference room strategies, how is it within a company treated with its employees and suppliers to sales techniques, distribution channels, and accounting practices. Ethics is about discretionary decisions and behaviour guided by values which means it goes far beyond the legal requirements for a company (Institute of Business Ethics, 2012, [online]).

### 2.3.1 Development of business ethics

Adam Smith stressed the issue of liability business in his work *Theory of Moral Sentiments* already in 1759. Next important milestone in the area of business ethics is the work *Principles of Economics* where Alfred Marshall defined economics as a moral science with ethical roots (Krymláková, 2009).

According to Putnová (2007), the beginning of the development of business ethics has been dated to the early 20<sup>th</sup> century, as a phenomenon directly associated with capitalist society. After the World War II started economists in western countries to hold discussions on economic aspects of production and increase its impact on the living standards of the population. For many economists it consequently meant only an increase in the consumption of goods and services. Many areas dealing with the social side of economic prosperity stood to the forefront, such as education, environmental quality, discrimination, and etc. The important milestone was the year 1953 when the book *Social Responsibility of Businessman* has been published where the author H. R. Bowen required taking into consideration of social aspects of management. The name of his book has been partially used in the today commonly used term – Corporate Social Responsibility (Putnová, 2007).

Putnová in her book presents, that in 1974 has been organized the first conference on the topic of business ethics in cooperation with the Philosophy Department and College of Business at the University of Kansas in the United States. Subsequently, the collection of papers "Enterprise Ethics and Public Policy: Essay on Moral Issues in Business has been released. This year is considered to be the beginning of development of business ethics. After this event, the corporation Society for Business Ethics has been founded in the United States. First magazines devoted exclusively to the issue of business ethics have been broadly published throughout the 80s (Putnová, 2007).

In 1986 was founded the organization The Caux Round Table, which unite European, American, and Japanese managers of global companies. Those then cooperate with business and political leaders in setting strategies and tools aimed at increasing global trade responsibility. Important is the declaration *Principles for Business* proclaimed in 1994, which promotes ethical approach to business on a global scale. Today, the organization has more than 60 members. (Principles for Business, 2011, [online]).

Next very important organization engaged in business ethics is the European Business Ethics Network founded in 1987. "This organization unites representatives from the academic and business community to hold a discussion about the topic of business ethics and corporate social responsibility." (Krymláková, 2009, p. 35) Thus, the organizations is focused on organization of conferences regarding the topic of integrating ethics into business, then on the publications of this topic and further education in this area (European Business Ethics Network, [online]).

The 90s of the 20<sup>th</sup> century are often called as the period of institutionalization of business ethics. The book *The End of History and The Last Man* by Francis Fukuyama has been published. It emphasizes the growth of corporate social capital of companies, for example credibility. For this period was typical the increase of

the importance of entrepreneurship based on ethical conduct, so increasing number of courses in business ethics have been held at universities in the U.S. and Europe are organized, concludes Putnová (2007).

According to Putnová, the beginnings of the business ethics as a separate discipline in the Czech Republic can be dated to the 90s of the 20th century. In 1994 has been established the Society for Ethics in Economics at the Economics Institute AS in Prague and first translations, independent works and study texts from the field of business ethics began to emerge (Putnová, 2007).

In the following table are summarized the most important areas which have been typical for particular decade.

1960s	1970s	1980s	1990s	2000s
Environmental issues	Employee militancy	Bribers and illegal contracting practices	Unsafe work conditions in third world countries	Emerging technology issues: cybercrime, privacy
Civil rights & race relation issues	Human rights issues	Influence peddling	Increased corporate liability for personal damage	Financial misconduct
Employer and employee tensions	Covering up rather than correcting issues	Deceptive advertising	Financial mismanagement & fraud	International corruption
Changing work ethics	Disadvantaged consumers	Financial fraud (savings & loan scandals)	Organizational ethical misconduct	Sustainability
Drug use escalated	Transparency issues			Intellectual property theft

Tab. 1 Business Ethics Timeline  
Source: Ferrel, 2012

### 2.3.2 How to prevent different business ethics among countries

When a company decides to expand internationally, business ethics are an important subject. Business ethics can differ in many ways among countries as well as among industries. There are companies making efforts to be the gold standard for business ethics in their industry, while others do just the bare minimum that is legally required. It is important for companies to establish policies and practices, both domestically and internationally, with respect to business ethics, due to the increasing globalization of business (Investopedia, 2013, [online]).

Some business practices that would be frowned upon and illegal domestically are often a normal part of doing business in many foreign countries. In many Latin American countries, bribery and kickbacks are a regular and common part of doing business. A company needs to decide whether stick to its business ethics established at home or to engage in this questionable corruption. There are two ap-

proaches that can be used when company decided to expand abroad. The firm can adopt its own practices in each foreign country where it operates or operate internationally with the policies and procedures it has developed at home. Establishing the same standards in each company's worldwide division can be advantageous to ensure harmony throughout the entire organization. If it is explicitly forbidden in a company's written policies and procedures, workers and management are less likely to engage in a risky and illegal behaviour. Compliance can be ensured by mandating that its management and workers read and sign its policies and procedures and successfully complete an annual quiz. The second approach is based on the idea that company establish different policies and procedures for business ethics in foreign countries. Among countries differ also their attitudes towards risks. In some countries, child labour is acceptable and unfortunately normal, but is frowned upon in the most western countries. It could end up being a public relations nightmare and lead to a decline in domestic sales, if a multinational developed company is discovered to have used child labour (Investopedia, 2013, [online]).

### 2.3.3 The implementation of business ethics into business

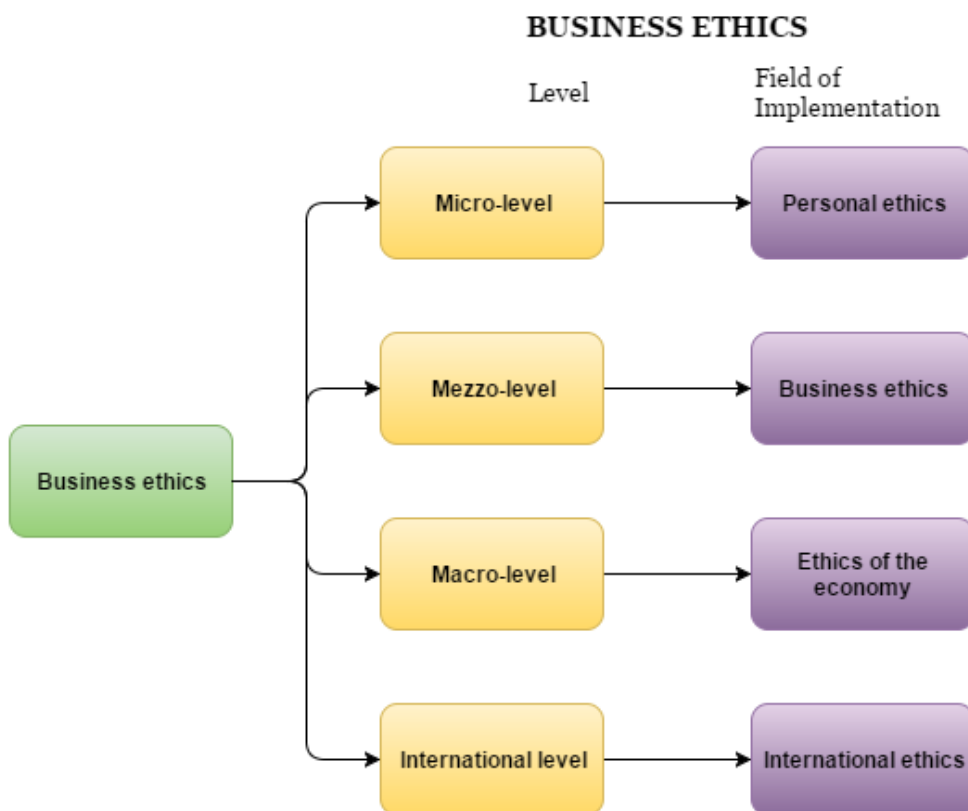


Fig. 1 Implementation of business ethics  
Source: Krymláková, 2009

The picture above demonstrates the division of business ethics into four levels and four sub-levels.

The micro-level of business ethics represents the ethics of a person themselves, acting in the economic environment such as the ethics of consumers, shareholders, managers, employees, producer, etc.

The mezzo-level of business ethics symbolizes the connection of ethics and economics within an organization (e.g. trade unions, professional associations and interest groups, corporations, etc.). The organizational ethical framework, meaning the observance of ethical principles and standards, ethical behaviour and decision making, implementation of tools into ethical organization management, etc., is essential in establishing the mezzo-level. Based on the connection of the ethical and economic aspects, according to Putnová (2007) can be distinguished four types of organizations:

- Unethical organization – it acts immoral;
- legislative organization – it understands ethics in economics as something useless, acting of this firm is only in accordance with legal regulations;
- pragmatic organization – it uses ethics only in the case the income will increase;
- ethical organization – it operates in accordance with the requirements of business ethics.

The main actors of the macro-level of business ethics or so called ethics of the economy are society and state. The state and legislative bodies serve as creators of ethical framework for the functioning of the economy through the creation of legislation, and therefore are able to influence the ethical conduct of business entities (Krymláková, 2009).

Krymláková in her book states, that the last level constitutes the international ethics. This area affects as legal regulation, so as the activity of many international institutions that define the rules for business of multinational companies. Among these organizations, we count the UN, OECD, ILO, etc. The most important sets of rules of ethical business of international organizations are OECD guidelines and the UN Global Compact. There are also significant business principles laid down by The Caux Round Table and the Global Sullivan Principles of corporate social responsibility (Krymláková, 2009).

#### **2.3.4 Methods of business ethics**

Methods are commonly used in any field of human effort. They flow from an understanding of goals and objectives, what might be called a mission. The medicine, for example, has its mission as well – prevention or cure of illness. And so medicine made some effort in order to find such favoured practices (drugs or surgery), that could provide higher benefits for patients. Business ethics is as well an area greatly influencing its choice of methods. Business ethics aims at improving the quality of business managers' ethical thinking and performance. Nevertheless, it is necessary to realize that the aim is not just understand how the ethics of business people and

business organizations works but to improve them. This goal includes all parts of business activities, from the marketing of product, design, sales to the quality of relationships with the firm's key people, no matter if they are customers, employees or stockholders (Brenkert, 2010).

Brenkert in his research presents, that this mission how to improve ethical performance of managers has three main implications for the methods of teaching, practice of business ethics and inquiry. Business ethics is a morally intentioned activity. Business ethics is based on the assumption that companies and organizations should behave ethically and people who are parts of management should express and develop a commitment to ethical conduct. The commitment to humanistic values and to ethical conduct is one of the defining features when company decided to focus on ethics. On the other hand, moral behaviour with the goal of supporting managers' ethical responsibility has not always represented the amount of work in business ethics, it still remains important because it stimulates and guides work in the field.

According to Brenkert (2010), the second implication of ethical and practical mission of business ethics is located in an opposite direction that the first one. Almost all ethical theories, even those that emphasize the abstraction from principles, realize the need for understanding the context and consequences of moral decision. This is really important in such an area as business ethics, because so many people are affected by these choices and the implications of those choices must be well understood. However, the presence of both descriptive and normative methodologies causes inevitable tension in the field. This tension has even led to a shift away from the philosophical toward pragmatic and economic approaches in the area of business ethics education (Brenkert, 2010).

The third way of implication of ethical mission is primarily focused on the individual business managers; it sees them as human beings, no matter if it is the CEO, member of the board directors, a middle-level executive, or a newly graduated MBA looking for the first job. This focus has changed the choice of methodologies. It highlighted issues or areas that are within the power of managers and belong to managers' responsibilities. Moreover, this focus has been inclined to pay attention away from the structural features of the business environment, such as economic, political, legal, cultural, or social systems that involve managers as citizens but are not commonly seen as the basis of managerial decision making. Managers are supposed to work within these systems but their business responsibilities have not usually been seen as extending to shaping them. There exists one sub-field of business ethics; the interest in corporate social responsibility so called CSR, which has stimulated discussion about the role of the company in reducing social problems. CSR emboldens organizations and firms to maintain their financial performance while they still focus on social ills even though those ills are not a result of the organization's activities. Nevertheless, CSR like business ethics still remains focused on the decision making process made by corporate officers or individual managers. It does not usually have any intentions to change the social, legal or cultural environments that form firm decision making (Brenkert, 2010).

This chapter explained the importance of philosophical and ethical analysis. It also introduced how the mission of business ethics has formed the choice of methodological approaches.

## 2.4 Ethical code (code of conduct)

Ethical codes are parts of ethical management tools. Those are divided into two categories; traditional and modern. Among the traditional tools belong codes of conduct, ethical patterns and training, and education in business ethics area. Among the modern tools belong ethical and social audit, ombudsman for ethics in business and ethics committees (Putnová, 2007). As this thesis is focused on the codes of conduct I will focus only on the traditional tools.

Ethical codes are the oldest and most commonly used tools of ethical management of the company. As the first code is considered the Hippocratic Oath, the history of ethical codes is dated back to ancient Greece. (Krymláková, 2009) "*Traditional tools of business ethics have been put to use in the 20s of the 20th century and are commonly used to this day.*" (Putnová, 2007, p. 70) Those were mainly the corporate credos and the values declaration, and therefore they were simpler types of codes of conduct. In the 30s the ethical codes has followed the introduction of patterns (ethical leadership) and training of employees to act ethically. Next development of traditional tools occurred in the 60s, since ethical codes based on the theory of the participating groups have been introduced into practice (Putnová 2007).

Putnová argues, that ethical codes are the basis of self-regulation in the areas that do not require legal treatment but they cannot be left without any modifications. Codes of conduct should therefore build on the existing legislative provisions. As ethical codes express opinions and ethical principles which the company acknowledges and by which it acts, they are also a form of communication of companies (Putnová, 2007). Ethical codes are a tool helping to ensure that the daily activities of the company (professional associations, associations of companies etc.) and the behaviour of all its employees (members) correspond to established principles. Code of conduct is a set of specific rules based on the values and principles of the organization and defining standards for professional manners. The establishment of the ethical code serves as enforcement of ethical behaviour and decision-making and thus help to improve the overall environment within the enterprise (sector) as well as the entire business environment (Znalosti v partnerství, 2008).

The website Znalosti v partnerství describes the ethical code as a document upon which can interested parties appeal in the case that would require them behave in the contrary to the principles defined in the code. Codes of conduct are usually in a form of recommendations but for those subjects who accept them, have binding character. The violation of the code is usually penalized. Adoption of the code of ethics should assure consumers and the public that the company observes the standard moral principles and serve as a basis for sanction, if the behaviour of a member of the company is not in compliance with the required standard

set out in the code. Company codes of conduct similarly as codes adopted by professional associations are usually created by company managers in cooperation with employees (Znalosti v partnerství, 2008, [online]).

The creation of the code of conduct should be based on both practical experience and expertise in business ethics. The basis for its creation may be an existing ethical code, responsibilities and relationships to individual groups of stakeholders, internal regulations and rules, values and objectives of the company, comparison with other codes of particularly successful companies, etc. (Krymláková, 2009). The web Znalosti v partnerství (2008) introduces some important areas that should every code of conduct deal with:

- elementary honour and respect of the law;
- safety and quality of the production;
- health and safety in the workplace;
- conflicts of interest;
- rejection of discrimination;
- relations with suppliers;
- environmental protection;
- corruption and bribery;
- business espionage;
- financial report;
- political activities;
- procedures for recruitment;
- description of ethically controversial situations and behaviours, which the company expects or commits to maintain;
- regulation of sanctions in case of misconduct.

According to the Association of Corporate Council, the code must be regularly updated in order to reflect changing laws and regulations, as well as business and industry changes. Revisions and updates should be made on a regular basis; otherwise the ethical code becomes outdated and will quickly lose its importance, relevance and become inappropriate. Updates and revisions are a chance to improve the code and should include information gained from audits, which establish the aspects of the code that are working and those that aren't. In some time it may happen the organization find itself confronting new ethical issues, which should be incorporated into the code along with strategies for dealing with them (Association of Corporate Council, 2010).

The successful implementation of this traditional tool of ethical management is based on the requirement that the code itself is formed as a coherent concept. *"The actual benefits of the code of conduct can be evaluated over the medium or long time period."* (Putnová, 2007, p. 75)

#### **2.4.1 Classification of ethical codes**

Ethical codes can be classified into corporate codes of conduct (i.e. code of specific company) and professional codes of conduct (codes of professional associations



and groups), and according to priority of use could be more classified into aspirational, educational and regulatory ones (Krymláková, 2009).

- Aspirational - in this case, the ethical code is in a form of a declaration of values, i.e. that sets out the basic ideas, values and principles which direct the organization;
- educational – code of conduct includes normative regulations that should, if necessary, help employees with solving of ethical conflicts;
- regulatory - the ethical code containing detailed rules and principles of ethical management (Putnová, 2007).

According to Putnová (2007), next classification is based on the length of the codes of ethics.

- Declaration of values - based on a business philosophy, indicating where the company is heading;
- corporate credo - consists of several paragraphs formulating ethical standpoints and ethical responsibilities of companies towards to stakeholders;
- code of conduct - the most complex form. There are anchored rights and obligations of employers, employees and customers, the company attitude to investors, suppliers, customers, creditors and competitors. The attention is paid also to other entities, which significantly affect the environment in which the company operates; the ethical code has the form of an extensive document.

#### **2.4.2 Benefits of ethical code**

Every company should have the code of conduct, regardless in which area it operates. The code has value as both an internal guideline and an external statement of corporate values and commitments. Although the code of conduct is not legally enforceable, its violation may lead to some penalties (e.g. a decrease of personal assessment for employees, negative publicity for the company or exclusion from professional associations) (Znalosti v partnerství, 2008).

This sub-chapter will summarize the main benefits of having the code. As two sources state, Inspire Succes (2012) and FSP Business (2013), the benefits are as follows.

- *removing undesirable practices, that can cause a decrease of stakeholders favour, and thus lead to economic losses;*
- *prevention of abusing position of superiors;*
- *means of motivation for employees that they work in an environment recognizing ethical values. Employees know what is expected of them in terms of behaviour;*
- *strengthening discipline in the company;*
- *increases employee loyalty, pride to be an employee of the company and thus facilitates the acquiring a high-quality personnel;*

- *it helps the company in problematic issues such as dealing with confidential data;*
- *increases company performance, efficiency, and its competitiveness, improves and simplifies communication with partners;*
- *having a sense of what the company values are and what the company stands for (Inspire Success, 2012, [online]);*
- *it helps resolve conflicts, such as conflicts of interest with management and employees;*
- *protection of the organization if the company is accused of unethical conduct or violations of the law. It demonstrates the efforts of the organization to act in accordance with current and moral manners;*
- *it specifies the business's social responsibility (FSP Business, 2013).*

## **2.5 Organizations dealing with ethical issues**

There exist organizations with the aim to bring some solutions into ethical issues across the world. Some of them are worldwide known, some operate only locally in the Czech Republic. This chapter will introduce the most important or the most famous ones.

### **2.5.1 Transparency International**

Among the best known organizations in the Czech Republic helping and supporting the development of an ethical business environment, is undoubtedly Transparency International. This non-government organization was established in 1993 in Berlin when a few people decided to take a stance against corruption and created Transparency International. Now it has subdivisions in more than 100 countries. The Czech branch was founded as a civil association in 1998 and was transformed into a public benefit corporation in 2004. It is the only international non-governmental organization focused on issues of corruption and the creation of anti-corruption programs in which they are trying to involve the Czech public, businesses and government institutions. (International Transparency, 2014, [online]).

The goal of this NGO is as following: *“From villages in rural India to the corridors of power in Brussels, Transparency International gives voice to the victims and witnesses of corruption. We work together with governments, businesses and citizens to stop the abuse of power, bribery and secret deals. As a global movement with one vision, we want a world free of corruption. We are leading the fight against corruption to turn this vision into reality.”* (International Transparency, 2014, [online]).

Transparency International Czech Republic plays an important role in the transformation of the Czech business environment and also helps the ethics development in our country. Besides the main activity, which is undoubtedly the fight against corruption, especially in the public sector, Transparency International is working on various projects and lets process research about the current situation of ethics attitudes in various countries. Based on these results, it can actively promote ethical business environment, where it is needed (International Transparency, 2014, [online]).

On their website every person can report the un-ethical behaviour within companies or individuals. Regardless, if this misconduct is in her or his organization or some others company.

### **2.5.2 Ethical Forum of the Czech Republic**

Ethical Forum of the Czech Republic is a non-profit organization, a civic association, which now has approximately 390 members of various professions. It was founded in 1999, mainly due to the necessity of moral change in a society marked by a totalitarian regime and the rediscovery of decency in human relations. The Ethical Forum fulfils a long-term social challenge related to ethical climate changes within the Czech society where are constantly discovering new financial and economic scandals (Etické forum, 2012, [online]).

The Ethical Forum organizes specific civic and professional activities realizing its objectives and program, it establishes a professional department, for example educational, entrepreneurial, for the prison and for the citizens within regions. Besides, the Ethical Forum sees the problem in the fact that the ethical issues are often spoken, but their content is not really shared among people, and it is left to our individual feelings, guesses and speculation. Moreover, there are very few experts who are actually dealing with the ethics influencing the social practice. Therefore the Ethical Forum has created a circle of qualified persons who have valuable knowledge and experience in the area of ethical education of citizens, institutions and organizations. The Ethical Forum organizes lecture series, seminars and conferences, cooperates with public authorities, trains entrepreneurs, administrative staff, and officers. It helps during the development of codes of conduct and also publishes literature of ethical behaviour (Etické forum, 2012, [online]).

### **2.5.3 Endowment Fund Against Corruption**

The Endowment Fund Against Corruption (in Czech Nadační fond proti korupci, NFPK) is a Czech non-governmental organizations established in the 15<sup>th</sup> of March, 2011 by Karel Janecek, Stanislav Bernard and Jan Kraus. Its aim is to support the fight against corruption in the country. Their motto is fitting: *"Do not be afraid and do not steal, instead of line your pocket and do not be afraid."* (NFPK.cz, 2013, [online]).

The basic vision of NFPK is a situation where the society will perceive corruption as a crime and, accordingly, will also be involved in approach to bribery. The fair state where corruption is not the norm, but rather contemptible exception, and when this attitude will have not only the executive branch, but also citizens. *"It is disgraceful what social prestige is given to thieves and other people who did not earn their money legally. Various celebrations, where the influential politicians shake hands with Mafia have become something normal. It is a shame for all of us; including those who despise corruption, and yet tolerate it."* (NFPK.cz, 2013, [online])

According to this vision it is apparent that NFPK supports citizens who refuse to put up with corruption. People who are capable of protesting against corrupt practices. A form of such support are financial rewards to whistleblowers, i.e. those

brave who, knowing personal risks did not let caught thieves cheerfully stealing. They were not afraid to call it theft. They warned that somebody was stealing. If the numbers of characterful and resolute people increases, corrupted individuals will be severely disadvantaged (NFPK.cz, 2013, [online]).

To their activities belong uncovering corruption mechanisms in the Prague Public Transport Company (in Czech Dopravní Podnik města Prahy). The fund has had a significant impact in the case of information systems at the Ministry of Labour and Social Affairs. It was also active in legislation, where among other things NFPK strives for transparency in government procurement and financial conditions (NFPK.cz, 2013, [online]).

#### **2.5.4 Correct (Fair) Business**

The Fair Business association was established by professional organizations, manufacturers, service providers and retailers, along with a number of companies from the Czech Republic. Its goal is to improve the image of entrepreneurship and entrepreneurs among the public, cultivate business environment in the Czech Republic and increase consumer confidence in relation to suppliers, sales and advertising. The founding companies and organizations want to change the bad image that the business has for Czech citizens and what harms honest and decent businessmen. The association created its own Code "Fair Business" and by its observance wants to separate the honest and reputable entrepreneurs and companies from those who are permanently damaging the reputation of business ethics in the Czech Republic. The main principles of the association include protecting the interests of customers towards to the legislation processes. Compared to the entrepreneur, the customer has a disadvantage and may not be skilled in the law, what is recognized by the Fair Business, and therefore the entrepreneur must respect the rights that the law attributes to the customer (Korektnipodnikani.cz, 2010, [online]).

#### **2.5.5 Surveys about ethical issues**

Three researches corresponding to the theme of this thesis - ethical issues have been chosen for this sub-chapter. The first one dealt with implementation of codes of conduct among companies in the Czech Republic. The other two are mainly about corruption and people's attitude towards it.

#### **Research about ethical code application**

The organization Transparency International - Czech Republic together with the University of Economics Prague (VŠE) made a survey regarding the application of ethical codes within companies operating in the Czech market. The aim of this research was to determine to what extent companies make available information about responsible behaviour, and find out the current level of application ethical codes. This survey was accomplished in 2006. Unfortunately, any next research dealing with this issue has not been done yet (Transparency International, 2006, [online]).

From the total sample of 1,240 researched companies in the first half of 2006 had a code of conduct or other document defining and regulating the values and principles of organizational behaviour and its employees, implemented 104 companies, representing 8.4%. Not all companies that had established the ethical code publish it on their websites. The mentioned document had published on the website 60% from 104 companies. Interesting is the comparison between purely Czech companies and purely foreign ones operating in the Czech Republic. Only 5% (41 from total amount of 876) of the purely Czech firms had implemented the code of conduct. Purely foreign organizations achieved better results. From the total amount of 205, 21% had established the code (Transparency International, 2006, [online]).

Even though, these results conduct a survey of ethical code application among companies and this thesis is dealing with the relationship between codes of conduct and universities, it may indicate some idea about the situation of Czech society and its attitude towards the ethical issues and the importance of having the ethical code. It will be introduced in the practical part, whether the comparison between Czech and foreign universities will have similar results like the analysis among companies.

### Corruption situation according to GfK

The GfK SE, established in 1934 as Gesellschaft für Konsumforschung (Society for Consumer Research) is Germany's largest market research institute, and the fourth largest market research organisation in the world. This organization has done one of the most extensive researches about the corruption climate in the Czech Republic (gfk.com, 2010, [online]).

Two questions regarding attitudes of Czech citizens towards the state of corruption in the Czech Republic have been chosen from the GfK research.

	2001	2002	2003	2006	2009
<b>I agree</b>	52%	60%	64%	66%	79%
<b>I disagree</b>	35%	32%	29%	25%	17%
<b>I do not know</b>	13%	8%	7%	9%	4%

Tab. 2 Is the Czech Republic a corrupted country?

Source:

[http://transint.xred.cz/doc/projekty/NIS/Konference/Martin\\_Mravec\\_GfK\\_Korupcni\\_klima\\_v\\_Ceske\\_republice.pdf](http://transint.xred.cz/doc/projekty/NIS/Konference/Martin_Mravec_GfK_Korupcni_klima_v_Ceske_republice.pdf)

The table 2 shows changes in the public opinion related to their feelings about corruption situation. Four fifths of the population of the Czech Republic (79%) in 2009 thought that the Czech Republic is a corrupt state. Only a fifth of respondents (17%) believed that it is not. Compared to the measurement in 2006, in the year 2009 was observed an increase in the proportion of positive responses by 13 percentage points. From the table above is apparent, that the public opinion is getting worse throughout the years. More and more people consider Czech as a corrupted

country which applies not only to companies and public authorities, but also universities.

The second table will show, whether the expected rate of corruption according to Czech citizens is decreasing or increasing. Similarly to the first question, this research has not been repeated and updated yet. Nevertheless, it will be enough to make an idea about the situation.

	2006	2009
increased	55%	67%
stayed the same	30%	27%
decreased	5%	2%
I do not know	10%	4%

Tab. 3 Expected rate of corruption.

Source:

[http://transint.xred.cz/doc/projekty/NIS/Konference/Martin\\_Mravec\\_GfK\\_Korupcni\\_klima\\_v\\_Cesk\\_C\\_republice.pdf](http://transint.xred.cz/doc/projekty/NIS/Konference/Martin_Mravec_GfK_Korupcni_klima_v_Cesk_C_republice.pdf)

Unfortunately, the results throughout three years (from 2006 to 2009) show, that the proportion of respondents who believe that the corruption in the Czech Republic increased, has raised a lot (by 12 percentage points). And those who think that the corruption decreased or stayed at the same level have diminished as well.

Transparency International explains, that both question suggest, the Czech corruption environment is not getting better, rather the opposite scenario is possible. It could be also interpreted as the situation where Czech citizens do not respect moral and ethical rules a lot. This result can be applied within business environment as well as within educational institutions. Moreover, Global Corruption Barometer 2013 supports this idea. It researched that people consider as corrupted not just political parties, legislature, military or judiciary, but also 30% of respondents believe that educational system is corrupted as well (transparency.org, 2013, [online]).

The practical part will cover whether the quality of ethical codes of universities is sufficient or within academic area are the same people with barely no interest in ethics.

## 2.6 Ethics in humanitarian area

Ethical behaviour is important in professional as well as in academic life. Most professionals and academics work with people from different areas of work. It is therefore important to behave ethically in order to develop quality relationships of co-operation, and thus be able to trust each other. Even if these people do not work together directly, most professional and academic pursuits involve human interaction of some kind, which inherently makes ethical issues part of it. Finally, most fields involve competition for resources, workforce or money. In other words, the competition and pressure to gain those resources may have the potential to lead people to engage in unethical behaviour in order to obtain them. Due to the im-

portance of ethical behaviour, research and training programs aimed at ethical behaviour are becoming increasingly widespread (Steneck, 2002 in: Bretag, 2016).

Research and training efforts on ethical decision making and behaviour have largely focused on professionals in field including business, medicine, engineering, and other sciences. However, ethical behaviour is critical for professional work in all fields, including those often-overlooked fields in the humanitarian areas. As people may not realize that work in the humanities involve ethical issues, it is possible that ethics in the humanities has been ignored and considered as unimportant. The lack of focus on ethics within the humanitarian area may be the belief that people in this area do not conduct research. However, ethical problems and the potential for research misconduct are not limited to the sciences and business, but include academic area as well. Ethical behaviour is important and crucial in any effort in which many people work together or work for each other. As people working in humanitarian areas also face ethical problems, Tracey Bretag and the collective decide to make a survey in this area (Bretag, 2016).

### **2.6.1 Codes of conduct in humanities**

In the hard sciences, most areas of work have their own code of conduct dealing with unique problem the professionals are struggling with. Perhaps due to the variety of different job possibilities within humanitarian area, it may be challenging for each field to create one ethical code which would be including and applicable to each job. While a rare few of this humanitarian area have their own professional societies and organizations with standardized codes of conduct, the majority of this mentioned area consists of unregistered organizations, each with its own ethical conduct. Individuals within humanities are often convinced that the code of conduct is necessary (Kuta, 2014 in: Bretag, 2016).

### **2.6.2 Research results**

Bretag (2016) claims, that the survey indicates ethical issues exist in academic field beyond the business and science. There are number of issues that people in humanitarian area are concerned about. For example, those are worried about maintaining objectivity in reviewing and critiquing others' work for monetary awards, as well as maintaining appropriate teacher-student relationship and mentoring activities. Furthermore, due to the highly creative nature of these fields, persons working in humanitarian area are especially concerned about the security of their intellectual property and the information they collect. In the scholarship fields such as history, philosophy, and language, where individuals focus their work on analysing and critiquing the human condition, the expectations about cooperation and sharing of information are less standardized. Moreover, many people in this area perceive research to be an individual effort (Bretag, 2016).

According to Bretag (2016), after thoroughly exploring he codes of conduct, it remains evident that the huge majority lack a singular professional society with a standardized professional ethical code. Architecture is the only area (compared e.g. with art, photography, theatre, philosophy, and journalism) which has a miscon-

duct reporting system, as well as an association that monitors the code and its violations. This is something other humanitarian areas lack. Establishing a singular code of conduct within professions may help improve professional behaviour. Furthermore, having one code allows members to clearly understand what is expected of them without the conflict of reading different expectations from different organizations and institutions. Most codes of conduct mention general issues such as business practices (e.g. conflicts of interest). There are, however, a number of important gaps that are not covered in the codes of conduct; the most important is an emphasis on research conduct in the humanities, especially concerning ambiguous, “day-to-day” issues (e.g. teacher-student relationship and its boundaries) (Bretag, 2016).

Moreover, there are many areas unique to the humanitarian fields that do not apply to the sciences and business. In particular, teaching, mentoring and interpersonal relationships are especially important in the humanities. Although the sciences and business deal with teaching and mentoring, these seem to be really important in humanities, as do social interactions and relationships, hierarchical authority, and power issues. These ethical issues may also arise in the sciences and business; they seem to be less relevant due to the nature of the work in these fields. Work in this area is much more personally relevant and these interpersonal issues need to be included in the ethical code (Bretag, 2016).



## 3 Higher education institutions

In the introduction, it is necessary to define the term “higher educational institutions”. These institutions admit as regular students only people who graduated from a school which provides secondary education (law.cornell.edu, 2011, [online]). The international definition of post school (tertiary) educations divides in into two parts; higher education and further education. The first one provides the higher education qualification at degree level which takes a minimum of three years, more typically four, to complete. This level is called bachelor’s degree. This degree has a theoretical underpinning. It is at a level which would qualify someone to work in a professional field and it is also includes advanced research activity. Higher education generally and mainly means university level education (Higher Education, 2010, [online]).

Further education generally includes those posts of graduate studies such as Master and Doctorate degrees. These degrees represent the highest people can earn, though they are divided into two levels. The master's degree is awarded for a particular course of study beyond the bachelor degree. They come in various categories, such as a Master of Arts, Master of Science, and Master of Theology. The amount of time it takes to gain a master's degree depends upon the program, but student should usually expect to study at least for 2 years. The second type of graduate degree, and considered to be a higher than the master's degree, is a doctoral degree. These are awarded for a particular course of study beyond the master's degree. Throughout the studies people have to provide a contribution to a field with academic character. Those who finish doctorates studies gain the title 'Doctor.' The amount of time which person must study before earning such a degree varies greatly by field, institution (Higher Education, 2010, [online]).

### 3.1 Academic Integrity

Academic integrity is practiced in the majority of educational institutions and it is stated in mission of universities and represented by the ethical codes. Moreover, it could be also taught in ethics classes and be noted in syllabi. Many universities have sections on their websites devoted to academic integrity defining what the term means to the specific institution.

Seventeen authors from 39 different countries define the term academic integrity with comparison in the work Handbook of Academy Integrity. There are comparisons from each part of the world and how this part understands this term. The study of academic integrity in the USA has expanded. They realized that the absence of cheating does not equate to the presence of integrity, and moreover, that targeting individual example of cheating and plagiarism may not be the best way to achieve educational objectives. While main those objectives are the primary goals of academic integrity, it is important to understand that academic integrity violations are less a problem of themselves, but rather a warning that something is wrong. Until the teachers will require memorization of someone else’s ideas and

mindless repetition of slogans, the system will be still ineffective (Fishman, 2016 in: Bretag, 2016).

On the other half of the Earth, in the UK, is the situation different. Concerns regarding academic integrity have increased over the last decade. Institutional policies were usually focused on detection of plagiarism where the guilt was mainly on the student's side. There has been significant movement towards improving the training and guidance provided for students regarding good academic practice. The way of assessments of writing students works has been changed as well. Teachers do not focus on factual content anymore, but rather on the way how is the work written and level it has. This helps reducing plagiarism attempts. Academic agencies within the UK such as the Quality Assurance Agency or the Higher Education Academy developed a guidance of professional standards for higher education teaching (Thomas and Scott, 2016 in: Bretag, 2016).

Irene Glendinning as the project leader of the Impact of Policies for Plagiarism in Higher Education Across Europe (IPPHEAE) is also one of the contributors in this Handbook. She used results from this project and created comparison among 27 member states of the EU. One of the most interesting finding of this project is that student plagiarism is rather due to the lack of skills or lack of knowledge about the importance of writing used resources, that due to the fact that student want to pass the subject and obtain credits for it. This is typical for countries where the plagiarism is part of the academic culture and is not understood by teachers as a problem, for example Poland, Romania, Italy, and France. Almost all students and teachers expressed the opinion that students need to be more informed and skilled about academic practices and how to avoid plagiarism. On the other hand, many teachers refused to be regularly updated and organise a discussion with their colleagues in order to share good practice. They argued, what possibly could professors learn new and who would teach them. None of 27 countries had a perfect solution for detecting academic misconduct. The investment in strong policy system is for academic community expensive and time consuming. They rather prefer other investment options. Just very few institutions had implemented transparent and consistent policies for promoting academic integrity and for handling academic misconduct. Even though the institution has such policies the number of cases of academic misconduct is still considered to be too high. On the other hand, institutions with more advanced policy system still lack systems that would be regularly updated and also remain vigilant against emerging threats to integrity and standards.

The project discovered that some EU countries, namely Sweden, Slovakia, the UK and Ireland had made important changes towards to progress at national as well as at international levels to address issues of academic integrity. Nevertheless, the project found out that much more is need to be done in almost every country to strengthen integrity policies that encourage scholarly practices with consistent and appropriate responds when misconduct occurs (Glendinning, 2016 in: Bretag, 2016).

### **3.1.1 Historical evolution**

The academic integrity was tightly connected with the southern honour code throughout the late 18<sup>th</sup> century. This has been observed mainly by the students and the surrounding culture of the time. The honour code focused on pride, power, duty, and self-respect. The aim for people was to promote the uprising or building of any of those mentioned above peoples' qualities. Moreover, academic integrity was tied entirely to the status and appearance of honest character of the person. If individuals committed an academic misconduct in order to maintain their good name, it was seen as a necessary means to an end (Gallant, 2008, [online]).

According to Gallant (2008), the concept of academic integrity remained the same until the end of the 19<sup>th</sup> century when the goals of the university changed. Professors of this century were required to teach and produce original research. The combination of acquiring tenure and publishing added extra stress to professors' jobs, even though acts of academic dishonesty were considered as acts of foolishness. Still, the southern honour code concept of academic integrity was evolving into a more contemporary concept. Academic integrity started to replace honour of the individual to the honour of a university as an institution. Such an evolution was important to promote unity throughout the academic institution and encourage students to hold each other responsible for dishonest acts. It also allowed the students to feel empowered through the self-monitoring of each other (Gallant, 2008, [online]).

As the importance of original research grew among faculty members the questioning of research integrity grew as well. With so much pressure linked to their professional status professors were under intense examination by the surrounding society. This inevitably led to the separating academic integrity ideals for student and faculty. Due to the fact of each group different goal orientations it no longer made sense to hold them to the same standards. By 1970 most schools established honour codes for their student body and faculty members, concludes Gallant (2008), [online].

Technology has become the most important and influencing factor the current academic integrity. It has expanded and changed the traditional views of teaching and learning. Its biggest contribution to society is the ability to make huge amount of information available to millions people across the world. Students have skewed illusion about what it means the ownership of information. Previous generations had to search for direct sources of material in order to obtain that material. Thus, technology has changed the way information is understood from an entity created by a single individual to more of a communal property. This put pressure on the academic institution to acknowledge this collective information. The academic integrity became less an individual character and more a social phenomenon (Gallant, 2008, [online]).

### **3.1.2 Ethical behaviour of actors in education**

The Council of Europe defines actors within education system as follows (Council of Europe, 2015):

- *Teachers;*
- *academic staff in HE (Higher Education);*
- *students;*
- *parents/guardians/care givers/carers of HE students;*
- *employers and managers within the education system;*
- *relevant public officials, political leaders and representatives of broader civil society.*

Ethical behaviour within academic society includes these parts according to (Council of Europe, 2015):

- *Integrity;*
- *honesty;*
- *truth;*
- *transparency;*
- *respect for others;*
- *trust;*
- *accountability;*
- *fairness;*
- *equity, justice and social justice;*
- *personal and systems improvement;*
- *quality education.*

Council of Europe states, that all actors in education system should ensure the integrity of their behaviour, which means that their behaviour is consistent and compatible with a set of positive ethical and moral principles and standards, based on core values. Integrity will provide the connection between quality in education and positive ethical principles, and create a barrier to corruption. Teachers and academic staff should demonstrate the appropriate and proper behaviour among their students, colleagues within the institution, administrative and managerial staff. Parents should avoid all inappropriate attempts in order to pass on a good example to their children. Elected politicians should be also the part which helps to promote integrity. Their tools could be involvement at the level of central or local government or creating a general code of conduct covering all elected politicians (Council of Europe, 2015).

Honesty as the second point in the ethical behaviour includes not be engaged in behaviour of an actual criminal nature. Honesty could be explained as a type of behaviour which negatively affects the quality status of academic degrees. Honesty in research represent avoiding lying, cheating, presenting work as one's own, not extorting money from students or fellow students. Specifically for teachers and academic staff it means that they must evaluate their students with equal criterion, they also have to provide all teaching, learning and assessment experiences necessary for the highest student success. Students must not offer sexual favour or financial bribes in order to receive better grade. Employers and managers should

make a commitment to honesty in all their general behaviours within the parts of the education institution where they work. This includes being truthful in all interpersonal communications with colleagues, both superior and subordinate, and any other actors with whom they are in contact (De Cremer, 2009).

Principles of truth are very similar to one mentioned above with regard to the honesty. All members of education institution should tell the truth and no lie in all their communications with other members. Truth relates to the overall goal of education which is being about the unlimited pursuit of truth.

The principle of Transparency can be defined as the *“Characteristic of governments, companies, organisations, and individuals of being open in the clear disclosure of information, rules, plans, processes, and actions. As a principle, public officials, civil servants, the managers and directors of companies, and board trustees have a duty to act visibly, predictably and understandably to promote participation and accountability”* (Transparency International, 2009 in: Council of Europe, 2015). The above mentioned definition may seem that it applies just on organisations. However, it applies to all actors people within the education system. Academic staff, management and teachers at all level should have clear policies on all main aspects of learning, teaching, discipline, assessment, etc. Employers and managers within the education institution with responsibilities for appointments and promotions procedures should ensure these procedures are transparent. Students who are part of student bodies should promote and provide information about transparent attitude to the wider student community. Last but not least, politicians are very important in providing and spreading transparent information (Council of Europe, 2015).

Respect for others regards collegiality in work. Important is also co-operation between other actors in education system, especially among students. All actors have the right to protect their privacy, be protected from verbal and physical violence. These two are really important and should be spread among students. All members, especially teachers, students, must treat colleagues and parents and carer fairly and with respect, without discrimination. Senior academic staff should promote non-discriminating and equal treatment in recruitment process, in evaluation the subordinates (De Cremer, 2009).

According to De Cremer (2009), trust is important as well in the educational environment with many people. This principle means all members of educational system can have a belief in the reliability of each other to be truthful, honest and act with others with respect. Moreover, if they behave according to this principle, they can also expect to be trusted by others. Important and huge role have parents. They should raise their children in environment with trust and respect (De Cremer, 2009).

The principle of accountability applies to all actors, whether at the level of individuals or institutions) in education system. Accountability is closely connected to the trust and respect for others. Academic staff is accountable to the senior employees and management, as well as to the institutional governing bodies, and to national government. Students do not have powers in the sense in which other actors in education may have. On the other hand, if they are part of student bodies,

they have to be accountable to the wider student community they represent. Moreover, all actors are accountable to the general legal system (Council of Europe, 2015).

Fairness is a basic principle which all actors in education system must observe in their approach to others. This principle involves treating others with impartiality, free from discrimination or dishonesty. Teachers should ensure that they promote fairness in all their activities towards their student. This covers relation to evaluation of students' work and management of students' behaviour. Any activity related to the acquiring of a degree should be based on transparent, consistent, legitimate, equitable and objective criteria. Those should be based for behaviour of all actors. Students as member of academic community should support fairness in all interactions and communication with their fellow student or academic staff. Manager within the education system should take a lead in developing and maintaining policies ensuring the fairness in recruitment of staff (Council of Europe, 2015).

The principle of equity, justice and social justice is wide-ranging. The term equity is relatively closed to the meaning of fairness and can be more broadened to the term justice or social justice. According to the definition by The General Teaching Council for Scotland social justice includes "*the educational and social values of sustainability, equality and justice and recognising the rights and responsibilities of future as well as current generations' and also to include 'fair, transparent, inclusive and sustainable policies and practices in relation to: age, disability, gender and gender identity, race, ethnicity, religion and belief and sexual orientation.*" (GTCS, 2013, [online]). Academic staff and teachers should seek to contribute positively to the education of their students. In addition to the general definition by GTCS described above, superior promote staff with management and leadership roles, and therefore may have particular responsibilities for developing policies on equity, justice and social justice, and for monitoring the success of the implementation and maintenance of these policies. As students do not have the responsibilities as the academic staff, they still should promote conduct consistent with aspects such as non-discrimination, and not supporting any kind of racism (Council of Europe, 2015).

The criterion of personal and systems improvement includes all actors mentioned above. They need to recognize the importance of making as maximum as possible for the contribution to the continuous improvement of the education system. It can be described as a specific professional commitment for education professionals in both terms; a commitment to the overall improvement of the system which personal development in turn contributes to. Except the education professionals, the principle of personal and system improvement should have a more general application for other actors in education system. Teachers should cover personal development of their teaching methods and their contribution to the research activity of the university. Not just teachers but all academic staff should ensure development and the on-going development of the education institution which employs them, the wider international community of research activities within their discipline, and last but not least the national higher education system

within they operate. As the students do not have the formal professional obligation like the academic staff, they still should be committed to the maximum personal improvement through their academic work. They should also contribute to the overall systems improvement of their alma mater, for example they should participate in quality improvement processes. Parents of students can support the systems improvement through their personal improvement where they e.g. will inform themselves about the details of policies and practices the education institution. Personal and systems improvement regards management employees as well. As appropriate to their level at which operate, they should seek to achieve the maximum positive impact of their personal improvement on systems improvement which involves innovating and being flexible in change implementation (Council of Europe, 2015).

The principle of Quality Education involves all actors in education system recognising their unconditional commitment to achieving educational provision which is of the highest quality possible. Academic staff and teachers should fully commit to provide the highest-quality learning and teaching experiences for their students. They also should produce the highest possible quality of research activities and their output, and thus to ensure the contribution to the best possible advancement of knowledge in their field of work. As full members of their education academic community, students should express a serious commitment to creation the highest quality of which they are capable in their academic work. Thus, they should recognise their participation in the pursuit of knowledge which supports the academic community. Employers and managers operating at institutional level within the education system should develop positive procedures and policies to achieve the highest-possible quality in all aspects of the institution's activities. They should provide the full support to staff in implementing and maintenance these policies and procedures, including doing everything possible to provide appropriate resources to make implementation achievable. The crucial role of relevant public officials and political leaders is to ensure the allocation of resources to the education system is sufficient and it can match realistically the level of expectation on the quality achievable (Council of Europe, 2015).

### **3.1.3 Guidelines for code of conduct**

For a long time, there have not existed any guidelines on ethical code for higher education institutions, till the International Association of Universities (IAU), jointly with Magna Charta Observatory established it in 2012. This guideline should encourage universities to adopt the code of conduct and meet the needs of current changes in higher education environment (IAU, 2012, [online]).

The two organisations determined following principles which should be stated in all ethical codes of universities (IAU, 2012, [online]):

- *Academic integrity and ethical conduct of research;*
- *equity, justice and non-discrimination;*
- *accountability, transparency and independence;*

- *critical analysis and respect for reasoned opinions;*
- *responsibility for the stewardship of assets, resources and the environment;*
- *free and open dissemination of knowledge and information;*
- *solidarity with and fair treatment of international partners.*

All codes of conduct of higher education institutions should promote that those apply for all members of the academic community. Moreover, they should focus specifically on these activities (IAU, 2012, [online]):

- *Promoting academic integrity in teaching and research by establishing procedures and policies and sanctioning academic misconduct;*
- *development of educational programs in order to underline the importance and significance of academic integrity;*
- *ensuring justice, equal opportunities, non-discrimination and fairness regarding both employer and institution as a whole;*
- *commitment to transparency and accountability in all activities and operations and ensuring that commitment will apply equally to all academic members;*
- *avoidance of abusing of power;*
- *promoting critical analysis, freedom of speech and right to the debate with others.*

This guideline was established independently on the check-list which will be used in the practical part of this thesis. Moreover, it refers that the check-list covers all possible areas regarding academic integrity.

### **3.2 Ranking methods**

As the higher education is considered to be an important component of the country productive economy, the quality of individual universities and the system as a whole (e.g. learning and teaching, research and knowledge contribution, commercialization and knowledge transfer) provide a good sign of a country's ability to compete on the global market. The trend for greater accountability and transparency has been extended by a raising need to present value for money and investor trust. In such an environment, the need for higher education rankings is inevitable. They are supposed to provide a clue about the quality of the university. For the education institutions themselves, they represent the way to benchmark their own presentation. For students, the rankings provide the potential future occupation and salary which after graduation might be achievable. For employers, they indicate what can be expected from the job applicants of a particular university. And finally for the public, rankings provide compact information about the university activities in an understandable way. Rankings have highlighted the importance of quality in the current competitive world and also the importance of investment in universities as a key factor which determines economic and social development in the country (Marope, 2013).



Marope in his work states, that university rankings use different indicators in order to compare various universities. The choice of indicators is based mainly on the promoters of each ranking system which is due to the fact that there is often no direct measurement. Each indicator is evaluated individually and assigned a weight of percentage of the total score. Since different ranking systems assign different weights to the indicators, the university position can change according to the weight ascribed to the particular criterion. Rankings are usually focused on the whole education institution; however, there is an increase in focus on the sub-levels according to the discipline of profession. According to Marope, rankings use information from four main sources:

- *independent third parties (government);*
- *bibliometric and citation data gained through proprietary, electronic or web-based sources;*
- *institutional data;*
- *student, employer and other stakeholder surveys (Marope, 2013).*

Rankings focus too much on research. This is not just due to the fact that research data are easily available but mostly it reflects a point of view that research is the most important criterion of university quality. Since rankings are primarily focused on research output, they ignore the full scope of education institution activity such as learning and teaching, and the quality of the student experience. No attention is also given to the economic and social impact of knowledge and technology transfer, or the contribution of regional or civic engagement, despite the fact that those are major goals for regional government (Marope, 2013).

<b>Rankings measure</b>	<b>Rankings do not measure</b>
Bio- and medical science research	Teaching and learning, including “added value”, the impact of research on teaching
Publication in Nature and Science <sup>1</sup>	Arts, humanities and social science research
Student and faculty characteristics (productivity, entry criteria, faculty/student ratio)	Technology/knowledge transfer or impact and benefit of research
Internationalization	Regional or civic engagement
Reputation – among employers, students	Student experience

Tab. 4 What rankings measure  
Source: Marope, 2013

Table 4 above shows a comparison of what is included in rankings criteria and what is not. Even though, that each rankings use different weight of indicators, results of major global rankings are often similar. This is due to the fact that ranking measure socio-economic advantage, the age, size of the university and its money. This naturally helps large countries and universities. Moreover, rankings are main-

<sup>1</sup> Nature and Science is a journal, based on possibility of free publication of scientific articles, including research reports and reviews.

ly aimed at the biggest and oldest (more than 200 years) universities. Since there are over 16,000 education universities all over the world, according to the International Association of Universities (IAU), rankings are usually focused only on a fraction of this number. Moreover, politicians, university leaders and policy makers take into account the achievements of the top 100 which represent less than 1% of the world's population of educational universities. This is the main reason why in the practical part will be used for correlation five rankings system in order to increase the possibility that more Czech universities will be included (Marope, 2013).

### 3.2.1 Methodology of particular ranking systems

This chapter will introduce methodology of some used rankings in the practical part.

#### Academic Ranking of World Universities (ARWU)

According to Liu, the initial purpose of this ranking was to measure Chinese universities but after its big success in the world, it now focuses on universities from the whole world. One of the main factors is its transparent methodology which uses selected, objective criteria and internationally comparable and verifiable data (Liu, 2013 in: Marope, 2013).

Criteria	Indicator	Code	Weight
Quality of education	Alumni of an institution winning Nobel Prizes and Fields Medals	Alumni	10%
Quality of faculty	Staff of an institution winning Nobel Prize and Fields Medals	Award	20%
	Highly cited researchers in 21 broad subject categories	HiCi	20%
Research output	Papers published in Nature and Science	N&S	20%
	Papers indexed in Science Citation Index	PUB	20%
Per capita performance	Per capita academic performance of an institution	PCP	10%
Total			100%

Tab. 5 Indicator and weights for ARWU  
Source: Marope, 2013

The highest scoring institution achieves a score of 100 for each indicator and other institutions are calculated as a percentage of the top score. The university's rank reflects the number of universities that sit above it (Liu, 2013 in: Marope, 2013).

#### Times Higher Education

This ranking was the first global evaluation system of universities which sampled the views of academics across the world and included latest measures of teaching capacity and research excellence. It consists of 13 indicators with particular weights as it is explained in the Table 6. Teaching (learning environment), research and citations have the highest weight – 30% (The Times Higher Education, 2015, [online]).

Area	Indicator	Percentage	Total percentage
Teaching (learning environment)	Reputation survey	15%	30%
	Staff-to-student ratio	4.5%	
	Doctorate-to-bachelor's ratio	2.25%	
	Doctorates awarded-to-academic staff ratio	6%	
	Institutional income	2.25%	
Research (volume, income and reputation)	Reputation survey	18%	30%
	Research income	6%	
	Research productivity	6%	
Citations (research influence)			30%
International outlook (staff, students, research)	International-to-domestic-student ratio	2.5%	7.5%
	International-to-domestic-staff ratio	2.5%	
	International collaboration	2.5%	
Industry income (knowledge transfer)			2.5%

Tab. 6 Indicators and weights for THE

Source: data come from *www.thetimeshighereducation.com*, 2015

### Top Universities

This ranking system uses six indicators with different weights. Four of the criteria are based on hard data and the last two are based on global surveys; one of academics and another of employers, both the biggest of their kind (Top Universities, 2015, [online]).

Indicator	Percentage
Academic reputation	40%
Employer reputation	10%
Student-to-faculty ratio	20%
Citations per faculty	20%
International faculty ration	5%
International student ratio	5%

Tab. 7 Indicators and weights for Top Universities

These three tables show that research is truly the most weighted indicator while for example international ratios are at the bottom of these percentage weights. Also other rankings have similar percentage; therefore more methodologies have not been explained.

## 4 Practical Part

As was mentioned above, it is necessary to analyse ethical codes within public universities in the Czech Republic. The first step was to create a check-list based on a thorough study of three Czech universities' ethical codes. This sample of three Czech higher education institutions was chosen specifically, in particular Mendel University in Brno, Charles University in Prague and Masaryk University in Brno. Two biggest and most famous universities in the Czech Republic have been chosen that should have ethical codes on an advanced level. As it is my alma mater, Mendel University has been chosen as well.

To create this check-list and make it more universal, it was important to compare the three ethical codes mentioned above with some Czech private universities and also some foreign ones. One European university – Oxford University in the UK and two U.S. universities - Brown University and Massachusetts institute of technology have been selected. Harvard University was not chosen intentionally, as its code of conduct is so detailed (it seemingly deals with every human being at the university) and extensive, it could not be compared with Czech ones. This University does not have a singular ethical code for the whole university; it developed many smaller codes dealing with every group of people.

The check-list consists not just of points, which are common for three Czech chosen codes of conduct, but also from points found only in one Czech conduct and which were considered significant as they were found in foreign codes.

The check-list had to have an appropriate length, neither too long nor too short. The check-list should serve as a basis for other ethical codes and every other extension is possible. After deep analysis, the mentioned points were found to be important and any ethical code should contain them, as they cover the basis of moral behaviour through many fields.

### 4.1 Check-list creation

The check-list is divided into five chapters:

- General requirements;
- Principles of pedagogical work;
- Scientific, research, artistic and other creative activities;
- Principles of access to education;
- Structure.

Each chapter consists of particular issues. On the other hand, it does not necessarily mean that every chapter covers problems with the same type. The check-list structure rather represents distribution as it has been settled in the Czech codes of conduct. Further grouping of similar points of the check-list will be introduced later.

The first chapter, General Requirements, covers the basis of moral behavior, such as discrimination, loyalty to the university, boundaries of professional rela-

tionships, non-abuse of humans' status. It also covers plagiarism issues and proper quoting of other authors. The second chapter is about pedagogical attitudes towards their students; how they should be evaluated by pedagogical staff and how teachers respect not only students' opinions but also students as human beings. The third chapter deals with academic staff once again, but from a different perspective. It describes their duties in scientific, research and other activities. Academic staff is responsible for its published papers and it is open to discussions. Academic staff also takes into account if someone else helps and they do not omit their names. The fourth chapter covers behavior of students during a lecture. They should not take photos or make videos without teacher's permission. If pedagogical staff allows taking a photo, it is only for students' needs and cannot be spread on the Internet or in any other way. The last chapter is not about what is written in the ethical code, but how it is written; whether the ethical code is divided into chapters according to a role of the actors and how it deals with violation of the ethical code. It is also about how the code of conduct is understandable for random readers or seekers and how quick they can find it online (if it is published online).

### **General requirements**

1. Members of the academic community are loyal to the university; they represent, promote and defend interests of the institution. They participate in building a fine reputation, both at home and abroad.
2. A member of the academic community opposes all forms of discrimination based on any grounds; racial, ideological, health, political, religious, or other.
3. The academic staff contributes to ensuring equal opportunities for mentally and physically disabled persons, respecting their specific communication requirements and creating the necessary technical and organizational conditions.
4. The staff member does not use its status, whether academic or at any level of the organizational structure, to a personal benefit or to benefit third parties.
5. The academic staff is aware of the boundaries of a professional relationship. Any crossing of the relationship between teachers and students, especially when it comes to sexual harassment or other unpleasant or rude behavior is unacceptable.
6. A member of the academic community maintains a critical approach towards the results of his work, obtained knowledge and conclusions and simultaneously maintains an objective, critical, but collegiate approach towards the work of his colleagues or classmates.
7. A member of the academic community does not appropriate somebody else's ideas and creations.
8. They are mindful of the consistent quoting of authors whose ideas and results are used as a base or as a part of their activities.
9. A member of the academic community commits neither plagiarism, nor auto-plagiarism, nor do they tolerate it.

**Principles of pedagogical work**

10. Academic staff always behaves fairly and objectively towards students, does not require them to carry out activities that belong to its own duties, and do not appropriate their work and their achievements.
11. During the teaching process, the staff explicitly reflects the attitudes and ways of acting to allow the establishment of teacher-student relationship based on mutual respect and trust. The staff leads the teaching process in a manner demonstrating proper relationship to academic freedom.
12. The academic staff acts towards the students in a collegiate way, encourages critical thinking and development. Furthermore, the staff neither underestimates, nor degrades, nor belittles students and their interests and studies.
13. During the evaluation and classification processes, a staff member behaves justly, impartially and objectively. The same applies during education process and testing.

**Scientific, research, artistic, and other creative activities**

14. The academic staff naturally makes the results of its research and development operations accessible, at the level of disclosure and the usual terms for the field.
15. The staff accepts responsibility for the quality and reliability of the results of its research and development activities.
16. Every member of the team recognizes other academic employee's contributions to the team effort and takes them into consideration; especially while determining the order of authors of the publication and reporting their share of work.
17. Members of academic staff are accessible and willing to participate in substantive debate. They furthermore respect the views of other team members. Their objective approach contributes to functional teamwork.
18. In case an academic staff member finds a significant error in their published texts, they will not try to hide or disguise it, but will carry out appropriate remedial steps without undue delay.
19. A member of academic staff rejects providing scientific, professional or artistic opinion if its findings could be influenced by its personal interest or at least clearly highlights this fact; thus avoiding any conscious conflicts of interest.

**Principles of access to education**

20. Students avoid recording personal expression of individuals without their permission for any purpose other than personal use and similar infringements of personal rights of individuals (recording lectures, seminars, taking photos, spreading recorded material on the Internet, or in any other similar way).

### Structure

21. The structure of the ethical code corresponds to the roles of the different actors (student, teacher, researcher, etc.).
22. Ethical Code contains a paragraph (article) dedicated to dealing with offenses against the principles set out in the Code.
23. User rating.
24. Accessibility.

## 4.2 Analysis using check-list

Before check-list creation it was necessary to have all ethical codes of public universities in the Czech Republic. From 26 Czech universities only 16 higher education institutions publish their code of conduct on the website. It means that only 60% of universities have their ethical code online. This is lower number in comparison to foreign universities, where most of them can be founded online. Unless, what I can say according to my research done throughout a few previous weeks. An e-mail has been sent (in November 2015) to secretariat of the dean of 10 universities which had not had the ethical code published online. Four replies have been received so far and I do not suppose that more answers will be received. So it means the analysis of ethical codes of Czech public universities consists of 20 codes of conduct, which is 75% of all codes. This following table involves also shortcuts of the Czech universities' names. They will be used later in the analysis of ethical codes.

Public Universities	Shortcut	Availability
Academy of Arts Architecture and Design in Prague	VŠUP	did not reply - not available
Academy of Fine Arts in Prague	AVU	online
Academy of Performing Arts in Prague	AMU	online
Brno University of Technology	VUT	online
College of Polytechnics Jihlava	VŠPJ	sent upon request
Czech University of life Sciences Prague	ČZU	did not reply - not available
Czech Technical University in Prague	ČVUT	online
Charles University	UK	online
Institute of Technology and Business in České Budějovice	VŠTE	did not reply - not available
Jan Evangelista Purkyně University in Ústí nad Labem	UJEP	sent upon request
Janáček Academy of Music and Performing Arts in Brno	JAMU	online
Masaryk University	MU	online
Mendel University in Brno	MENDELU	online
Palacký University Olomouc	UP	online
Silesian University in Opava	SU	online
Technical University of Liberec	TUL	online
Tomas Bata University in Zlín	UTB	did not reply - not available
University of Economics Prague	VŠE	online

Public Universities	Shortcut	Availability
University of Hradec Králové	UHK	online
University of Chemistry and Technology Prague	VŠCHT	sent upon request
University of Ostrava	OU	sent upon request
University of Pardubice	UPa	online
University of South Bohemia in České Budějovice	JU	online
University of Veterinary and Pharmaceutical Sciences Brno	VFU	did not reply - not available
University of West Bohemia	ZČU	online
VŠB - Technical University of Ostrava	VŠB	did not reply - not available

Tab. 8 Availability of ethical codes

#### 4.2.1 Total score of universities

As it was mentioned above, the check-list has been applied to three foreign universities and for comparison also to two Czech private higher education institutions. It was difficult to find any ethical code of private university, so this is the reason why only two of them have been used. They are highlighted light purple in the figure 2. The red line in this figure represents the average value – 9.77 points.

We can see results of check-list analysis in the following tables and the figure. Maximum achievable points are 22 because last two factors in the check-list (user rating and accessibility) will be explained later – different method has been used. Number 1 means that particular point is covered in the ethical code. By contrast, 0 represents situation, where particular point is missing. When the code of conduct is not available, it is marked in the table as zero total achieved points.

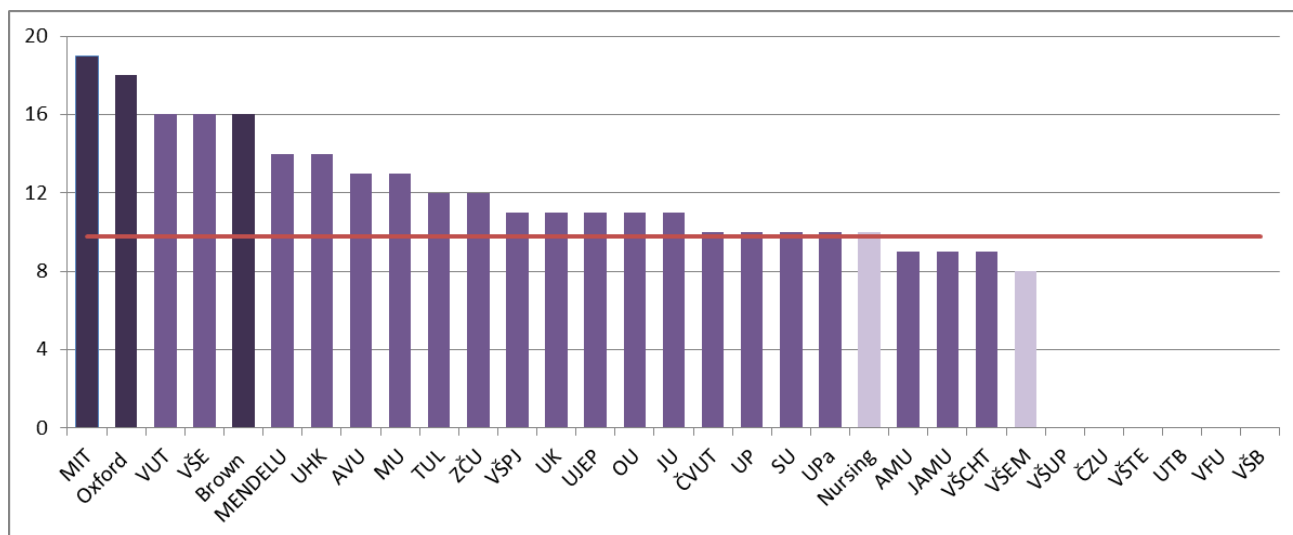


Fig. 2 Total score of public and foreign universities

It is supposed that higher reached points in this check-list analysis represents higher advanced level of the ethical code. It could be also clarified that higher acquired points mean broader range of the ethical code. In other words, it deals with



more issues of different character that code of conduct with fewer points. From this point of view universities with the most points are Brno University of Technology and University of Economics Prague (highlighted in green in the following tables). Both of them reached 16 points. This number covers 72% of all possible achievable points. In comparison with results of foreign ethical codes, where the university with the fewest points reached just 16, Czech situation is far below the level of the foreign universities' ethical codes. The three ethical codes with the fewest points are highlighted in red. In particular, there are universities such as; Academy of Performing Arts in Prague, Janáček Academy of Music and Performing Arts Brno and University of Chemistry and Technology in Prague. All of them acquired only 9 points. It means that these three ethical codes covered 40% of all factors mentioned in the check-list. This can be compared with the analysis of private institutions where average number of points is just 9. Eleven (50% of the check-list) and more points reached 13 Czech public universities which is more than 60% of all available ethical codes. I did not count six universities with unavailable ethical (stated in the table above).

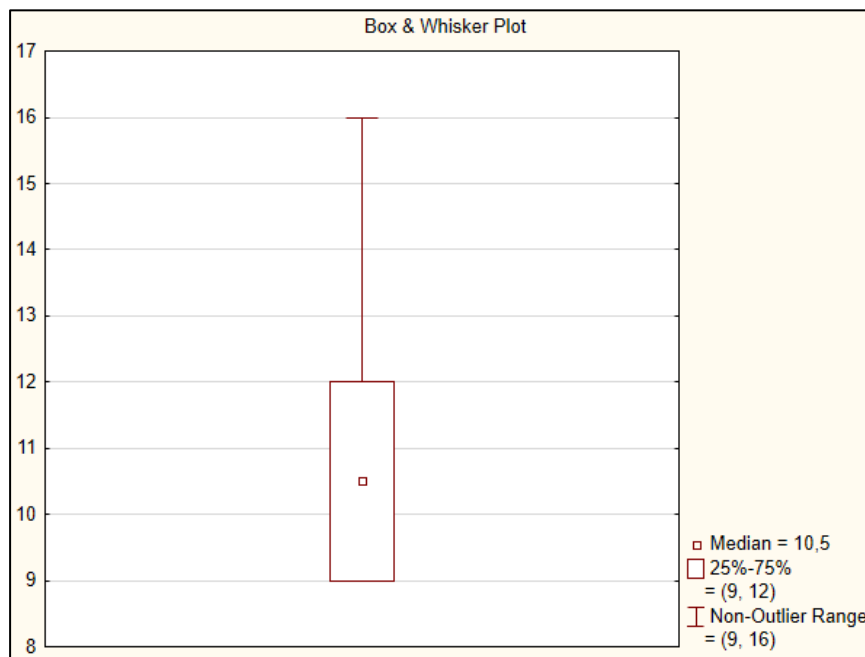


Fig. 3 Box and Whisker Plot

The modus (the most common number of reached points) is 11; six universities have this score. The median is 10.5, as is apparent from Figure 3. The interquartile range, which is the middle 50% of a rank-ordered data set, spreads from 9 to 12. The original data set contains several values of 0, which is caused by the unavailability of the specific university ethical code. In statistics, these values are considered outliers, and therefore are not depicted in the Box and Whisker plot.

Summary, I can say that the majority number of points (12 and more) achieved eight higher educational institutions, which is below the half of universi-

ties with available code of conduct. If we look at the points reached by foreign universities, in particular 16, 18 and 19, the situation in the Czech Republic is alarming. The ethical codes should be updated in order to follow actual issues in the society.

#### 4.2.2 Total score of particular criterion

As there are just 20 available codes of conduct used for the analysis, the maximum number, which could be reached, is 20. The figure 3 shows how many points reached each criterion. To make the following graph more understandable, for each check-list criterion has been created a shortcut consisting of one word.

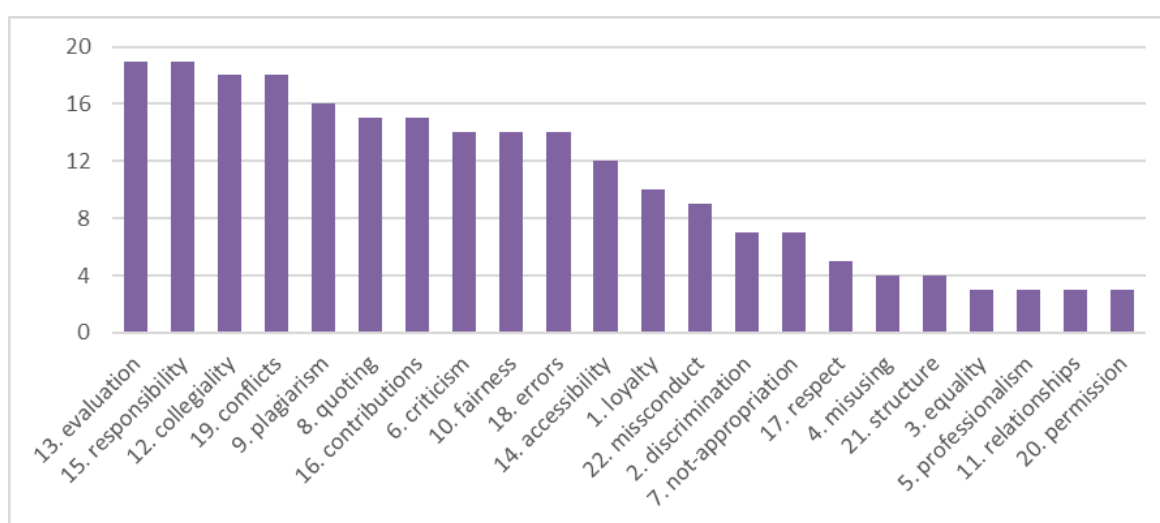


Fig. 4 Total score of particular criterion

Two criteria, specifically 13 and 15, achieved 19 points. This means that these two factors have been mentioned in 19 ethical codes. First of them applies objective and fair activities during evaluation and assessment process. Second one covers acceptance of responsibility for the quality and reliability of the result made during research activity. 18 points acquired also two factors of the check-list, numbers 12 and 19. The first one deals with the relationship between academic staff and students. Students should not be underestimated, but the pedagogue should support their thinking and development. The second one describes behaviour of the academic staff. It should avoid any conscious conflicts of interest.

Take the analysis from the second point of view, where we focus on the minimum points, we take into account four factors of the check-list; 3, 5, 11, and 20. All of these factors have been used only in three codes of conduct. It means that these factors have been very underestimated in the creation process of the ethical code. These points cover different area. The first two of them are about discrimination and sexual harassment; the point 11 applies leading the teaching process in a manner demonstrating proper relationship to academic freedom; the last one involves student behaviour during lessons and seminars. It is worth mentioning also

points founded in four ethical codes, particular 4 and 21. Number four says that the academic staff does not use its status to benefit itself or some third party. Factor 21 describes the structure of the code of conduct where it corresponds to the roles of the different actors (student, teacher, researcher, etc.). This point should be definitely mentioned in more codes because in comparison with the foreign ones it is highly underestimated. Foreign ethical codes focus not just on the pedagogical staff and its duties, but also on students' rights and responsibilities. So the ethical codes should be improved by adding more articles about only students or creation of conduct only for student. This is quite common abroad, as there are many smaller ethical codes dealing with particular issues or particular group of people, it was difficult to find the code for the whole university.

To sum it up, points mainly mentioned in the codes involves scientific and research activities and also relationship between students and the teacher. Also factors regarding plagiarism reached quite enough points. What should be definitely improved are issues about discrimination, namely points 2, 3, 4, and 5. This division keeping character of factors will be explained in following chapter.

Public Universities	Total	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.	16.	17.	18.	19.	20.	21.	22.
VUT	16	1	1	0	0	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	0	0	1
VŠE	16	1	0	0	0	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0
MENDELU	14	1	0	0	0	0	1	0	1	1	1	0	1	1	1	1	1	0	1	1	1	0	1
UHK	14	1	1	0	1	0	1	0	1	1	1	1	1	1	0	1	1	0	0	1	0	1	0
AVU	13	0	0	1	1	1	1	0	0	0	1	0	1	1	1	1	1	0	1	1	0	0	1
MU	13	1	1	1	1	0	0	0	1	1	0	1	0	1	1	0	1	1	1	0	0	0	1
TUL	12	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	1	0	1	1	0	0	1
ZČU	12	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	1	0	1	1	0	0	1
VŠPJ	11	1	1	0	0	0	1	0	1	1	1	0	1	1	0	1	0	0	1	1	0	0	0
UK	11	1	1	0	0	1	1	1	0	0	1	0	1	1	0	1	1	1	0	0	0	0	0
UJPE	11	0	0	0	0	0	1	1	1	1	1	0	1	1	0	1	1	0	1	1	0	0	0
OU	11	0	1	0	1	0	0	0	1	1	0	0	1	0	0	1	1	0	1	1	0	1	1
JU	11	1	1	1	0	0	0	1	0	1	0	0	1	1	1	1	1	0	0	1	0	0	0

Tab. 9 Check-list, part 1

Source: ethical codes of universities

1. loyalty, 2. discrimination, 3. equality, 4. misusing, 5. professionalism, 6. criticism, 7. not-appropriation, 8. quoting, 9. plagiarism, 10. fairness, 11. relationships, 12. collegiality, 13. evaluation, 14. accessibility, 15. responsibility, 16. contributions, 17. respect, 18. errors, 19. conflicts, 20. permission, 21. structure, 22. misconduct

Public Universities	Total	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.	16.	17.	18.	19.	20.	21.	22.
ČVUT	10	1	0	0	0	0	0	1	1	0	0	1	0	1	1	1	0	1	0	1	0	0	1
UP	10	0	0	0	0	0	1	1	1	1	0	0	1	1	0	1	0	0	1	1	0	0	1
SU	10	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	0	0	1	1	0	0	0
UPa	10	0	0	0	0	0	1	0	1	1	1	0	1	1	0	1	1	0	1	1	0	0	0
AMU	9	0	0	0	0	0	1	0	0	0	1	0	1	1	1	1	1	0	1	1	0	0	0
JAMU	9	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	0	0	0	1	0	0	0
VŠCHT	9	1	0	0	0	0	0	0	0	1	0	0	1	1	0	1	1	0	0	1	1	1	0
VŠUP	0																						
ČZU	0																						
VŠTE	0																						
UTB	0																						
VFU	0																						
VŠB	0																						
<b>Total</b>		<b>10</b>	<b>7</b>	<b>3</b>	<b>4</b>	<b>3</b>	<b>14</b>	<b>7</b>	<b>15</b>	<b>16</b>	<b>14</b>	<b>3</b>	<b>18</b>	<b>19</b>	<b>12</b>	<b>19</b>	<b>15</b>	<b>5</b>	<b>14</b>	<b>18</b>	<b>3</b>	<b>4</b>	<b>9</b>

Tab. 10 Check-list, part 2

Source: ethical codes of universities

1. loyalty, 2. discrimination, 3. equality, 4. misusing, 5. professionalism, 6. criticism, 7. not-appropriation, 8. quoting, 9. plagiarism, 10. fairness, 11. relationships, 12. collegiality, 13. evaluation, 14. accessibility, 15. responsibility, 16. contributions, 17. respect, 18. errors, 19. conflicts, 20. permission, 21. structure, 22. misconduct

<b>Private Universities</b>	<b>Total</b>	<b>1.</b>	<b>2.</b>	<b>3.</b>	<b>4.</b>	<b>5.</b>	<b>6.</b>	<b>7.</b>	<b>8.</b>	<b>9.</b>	<b>10.</b>	<b>11.</b>	<b>12.</b>	<b>13.</b>	<b>14.</b>	<b>15.</b>	<b>16.</b>	<b>17.</b>	<b>18.</b>	<b>19.</b>	<b>20.</b>	<b>21.</b>	<b>22.</b>
The College of Nursing	<b>10</b>	0	0	0	0	0	1	0	1	1	1	0	1	1	0	1	0	0	1	1	0	0	1
VŠEM - College of Economics and Management	<b>8</b>	0	1	0	0	0	1	0	1	1	1	0	0	0	0	1	1	0	0	0	0	1	0
<b>Foreign Universities</b>																							
Brown University	<b>16</b>	1	1	1	0	1	0	1	1	1	0	0	1	1	1	1	1	1	0	1	0	1	1
MIT	<b>19</b>	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1
Oxford University	<b>18</b>	1	1	1	0	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1

Tab. 11 Check-list, part 3

Sources: ethical codes of universities

1. loyalty, 2. discrimination, 3. equality, 4. misusing, 5. professionalism, 6. criticism, 7. not-appropriation, 8. quoting, 9. plagiarism, 10. fairness, 11. relationships, 12. collegiality, 13. evaluation, 14. accessibility, 15. responsibility, 16. contributions, 17. respect, 18. errors, 19. conflicts, 20. permission, 21. structure, 22. misconduct

### 4.3 Check-list sections

To make the analysis of ethical codes of Czech higher institutions more detailed it is necessary to divide the check-list into six groups of individual factors. Since the sections in the check-list focus mainly on actors, this classification deals with different areas. It is focused on the content of each criterion, basically what it is about, e.g. discrimination can affect both, students and teachers. Each group connects points with the same or very similar character. This classification corresponds to the one which has been used among codes of conducts of foreign universities. After this classification it would be easier to find out what area should universities focus on and what should be improved. The six groups are following.

Group name	Particular points	Max. achievable points
<b>1. discrimination</b>	2, 3, 4, 5	4
<b>2. plagiarism</b>	7, 8, 9	3
<b>3. education activities</b>	10, 11, 12, 13, 20	5
<b>4. scientific and research activities</b>	6, 14, 15, 18, 19	5
<b>5. formal requirements</b>	21, 22	2
<b>6. basics of moral behaviour</b>	1, 16, 17	3

Tab. 12 Check-list classification

First group links points regarding discrimination. Not just racial and ideological, but also misusing pedagogical status and sexual harassment. Second group is about plagiarism, proper quoting other authors and non-appropriating others' work. Third division joins pedagogical and student activities; behaviour of the academic staff during the teaching process, justly evaluation of work of its students, encouragement of students. On the other hand, this group also describes basis of student behaviour during lessons. Forth part covers activities during research and scientific activities, such as responsibility for the quality and reliability of the work, not hiding errors founded in a published text and avoiding any conscious conflicts of interest. Fifth group involves formal requirements of the structure of the code of conduct. The last classification is based on loyalty to the university, defending its interests, and also based on moral behaviour of the academic staff, for example respect the point of view of other team members, recognizing other academic employee's contribution to the team work.

### 4.4 Analysis visualisation

In the following chapter it will be explained with tables and graphs what the final score of each university is, with stress on the extreme values, comparison among public, private and foreign universities. This visualisation should be helpful in order to expose the lacking areas of the Czech universities.

#### 4.4.1 Public universities – detailed results

Universities	1. discrimination	2. plagiarism	3. education activities	4. scientific and research activities	5. formal requirements	6. basics of moral behaviour
VŠUP	0	0	0	0	0	0
AVU	3	0	3	4	1	1
AMU	0	0	3	4	0	1
VUT	2	3	3	3	1	3
VŠPJ	1	2	3	3	0	1
ČZU	0	0	0	0	0	0
ČVUT	0	2	2	3	1	2
UK	2	1	3	2	0	3
VŠTE	0	0	0	0	0	0
UJEP	0	3	3	3	0	1
JAMU	0	2	3	4	0	0
MU	3	2	2	1	1	3
MENDELU	0	2	4	4	1	2
UP	0	3	2	3	1	0
SU	0	2	3	4	0	0
TUL	0	2	3	4	1	1
UTB	0	0	0	0	0	0
VŠE	0	3	4	4	1	3
UHK	2	2	4	3	1	2
VŠCHT	0	1	3	2	1	2
OU	2	2	1	2	2	1
UPa	0	2	3	3	0	1
JU	2	2	2	3	0	2
VFU	0	0	0	0	0	0
ZČU	0	2	3	4	1	1
VŠB	0	0	0	0	0	0

Tab. 13 Total score according to classification

Universities with unavailable ethical code are red highlighted. Due to of the unavailability of the code of conduct these universities reached zero points in every area. These educational institutions are not taken into an account in the following analysis.

In the first group, where the maximum points are 4, are the Masaryk University and the Academy of Fine Art the best. Both of them achieved 3 points. Five universities (VUT, UK, UHK, OU and JU) reached 2 points but most of them, particularly 60%, acquired zero points. This represents that the area of discrimination is



very neglected. The Czech universities should definitely improve this field and update their ethical codes with more factors regarding right discrimination. How much is this area underestimated compared it to the foreign universities will be shown later in the sub-chapter Comparison. As criterions based on the area of discrimination should not be missing in any of the code of conduct, it is unpleasantly surprising that this group have the fewest points from all of the six groups,

Second classification dealing with plagiarism has better results than the first one. There are only two universities with zero points, namely Academy of Performing and Academy of Fine Arts in Prague. In view of the fact that both of them are art universities which means there is more difficult to prove misusing of property rights, they definitely should more focus on this part and anchor basis of plagiarism in their ethical codes. Due to the fact that plagiarism does not cover only abusing of a physical work for example some research, but also non-material property, such as music composition or drama. On the other hand, JAMU is also an art university and reached 2 from 3 possible points. So it is not possible to generalize this result to all art universities in the Czech Republic. Four universities achieved maximum 3 points and twelve educational institutions reached 2 points. This reflects satisfying situation where 90% of universities acquired at least 1 point in the area of plagiarism.

Third group covering educational activities is basically about the relationship between teacher and students and about course of a lesson and, also sufficient results. None of the universities has maximum 5 points, but also none of them has zero points. Only one university, specifically University of Ostrava, reached 1 point. Modus in this category is 3 points, twelve universities have this score. Three educational institutions acquired 4 points, namely MENDELU, UHK and VŠE. It is not surprising, that VŠE is one of the universities with the most points while it has the most points from the whole check-list. Also MENDELU and UHK reached the second highest amount of points in the check-list analysis. Summary I can say this area is sufficiently contained in the codes of conduct within Czech universities through all specializations.

Scientific and research activities criteria have the best result from all the six groups. None of the universities achieved maximum 5 points, but on the other hand there is big amount of educational institutions reaching 4 or 3 points, specifically 16 of them. Three universities have 2 points and only one university reached 1 point, namely the Masaryk University. As we can see in the area of discrimination the Masaryk University is the best with the most points, here is on the other side – with the fewest points. As 80% of universities have 3 or 4 points in this analysis, they consider area of research and scientific activities as important. But compared to the previous part which is about the teacher and his students is this group of criteria more stated in the codes of conducts. This represents current situation where are universities more focused on the course of a research and avoiding conflicts of interest, rather than on a course of lessons, evaluation of students and their personal development through teacher's support.

Last but one classification covers formal requirements. There are only two criteria which means maximum achievable points are 2. The modus value is 1 point

where this was reached by eleven universities. Eight of them have 0 points and only one educational institution achieved 2 points, specifically University of Ostrava. The good site is that 60% of universities got to the boundary of at least 1 point. The bad site is that 40% of universities ended with 0 points. It means they have not divided the ethical code into chapters according to the role of actors (student, teacher and researcher) and also have not covered an article dealing with offenses against the roles anchored in the conduct. It is important to set in the code the consequences of behaviour against it so as everybody would be aware of them and also it is important to stress the differences among students, teachers and other academic staff according their rights and responsibilities.

Last group involves basic of moral behaviour. Since every ethical code is supposed to be a set of moral rules it is surprising this group is quite underestimated. 11 of 20 universities stated 1 or 0 point from the maximum 3 points in their codes. Five universities reached 2 points and the rest (4) achieved maximum amount. The reason, why more than a half of educational institutions have not mentioned criteria based on the moral judgment, is that these factors might have been taken for granted. But what is natural for someone does not have to be necessary for someone else and vice versa.

To sum it up, the most mentioned classification in the codes is the number 4 – scientific and research activities. The one where universities still have many lack is the area of discrimination. It may have connection with the fact that the Czech society generally quite discriminating. As it is discrimination a part of current issues in the society, this should be stated in the conducts as well. And as it has been mentioned above in the ethical code should have been involved everything what could be possible cause of a future conflict.

#### 4.4.2 Comparison

In this sub-chapter, results of Czech public, private and foreign universities will be compared.

	1.	2.	3.	4.	5.	6.
<b>Average Public Universities</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>1</b>
The College of Nursing	0	2	3	3	1	0
VŠEM - College of Economics and Management	1	2	1	2	1	1
<b>Average Private Universities</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>1</b>
Brown University	2	3	2	3	2	3
Massachusetts Institute of Technology	2	3	4	3	2	3
Oxford University	2	3	3	3	2	3
<b>Average Foreign Universities</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>

Tab. 14 Comparison of universities

Table 14 consists of absolute average numbers for public, private and foreign universities. The row Average Public Universities represents the average number

in each classification of all Czech public universities with available code of conduct. The same method has been used for the calculation of private and foreign universities as well. The data for the following three graphs are standardized to scale of 1 to 10, as explains Table 15. As all groups do not have the same amount of criteria, the standardization is necessary in order to graphically compare the results.

	1.	2.	3.	4.	5.	6.
Average Public Universities	1.35	4.87	4.38	4.85	2.5	3.85
Average Private Universities	1.25	6.67	4	5	5	1.67
Average Foreign Universities	5	10	6	6	10	10

Tab. 15 Standardized data from 1 to 10

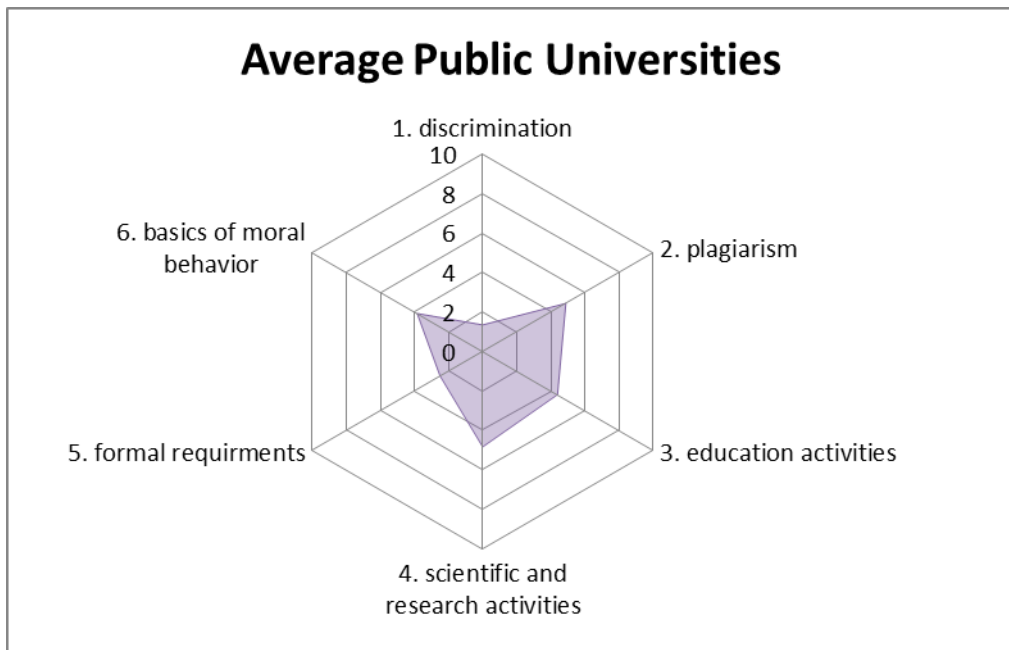


Fig. 5 Average Public Universities

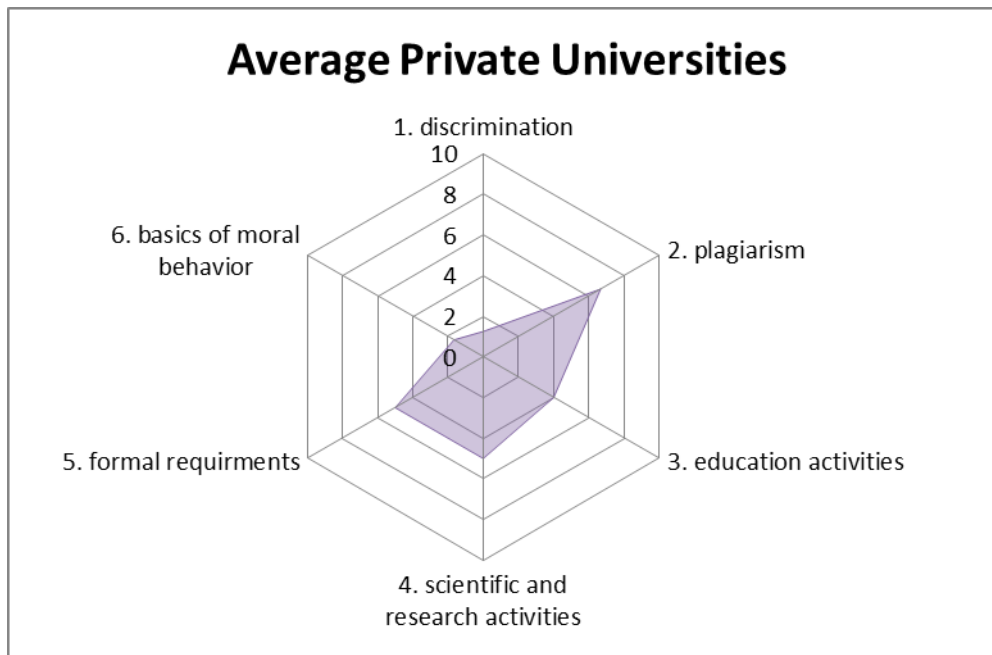


Fig. 6 Average Private Universities

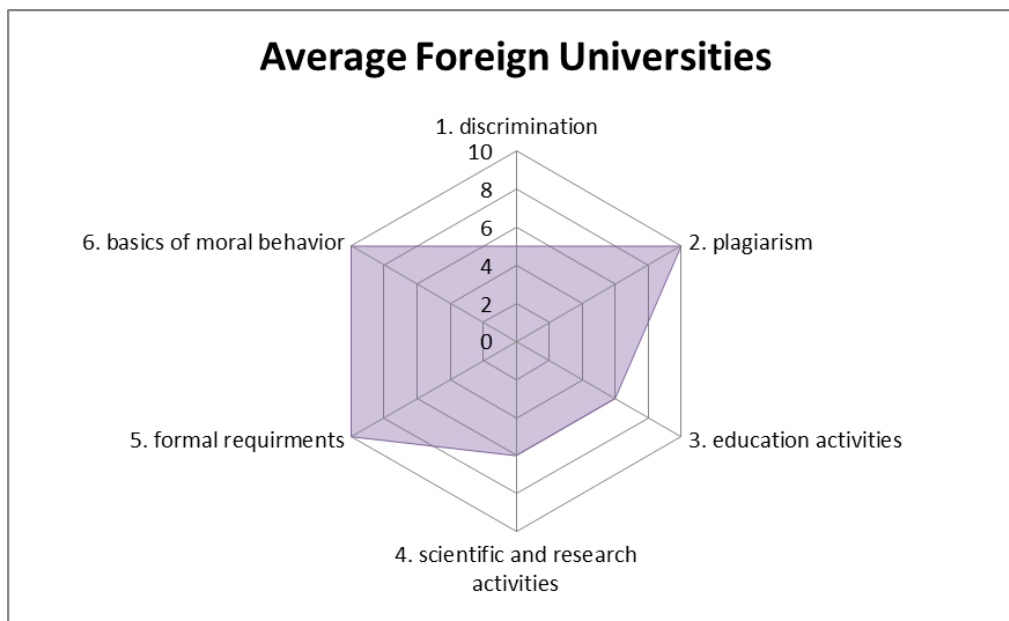


Fig. 7 Average Foreign Universities

It is apparent not only from the Table 14 but also from these three graphs that level of codes of conduct of public universities is quite below the private and also foreign ones. Especially these three graphs are helpful to imagine how much are particular areas covered by foreign universities compared to Czech ones. In any of the groups were not public universities better than the rest, at best they were only on

the same stage. The difference between Czech public and private educational institutions is not as noticeable as it is with the foreign universities. In the area of plagiarism, education activities, formal requirements and basics of moral behaviour are public universities on the same degree as the private ones. But groups dealing with plagiarism and scientific activities have better results within private universities. As the level of public universities is assumed to be better than the level of private ones, at least in most cases, it is definitely surprising. So I supposed that the results of analysis of ethical codes of public universities will be better than the private ones, at least for the reason that it was quite difficult to find several codes of private universities. Many of them do not publish their code online.

As in every of the six groups were foreign universities on the higher level, the comparison with foreign educational institutions has even worse results. Detailed look at the Table 14 will uncover foreign universities did not achieve zero or one point in any of the group. This means that the level of codes of conduct of foreign universities is higher than the level of public ones. The level of foreign codes of conduct is above the Czech ones not just because of the content of the codes but also due to the formal aspects. Only Brown University has the code in the pdf format the others have their conduct in the form of an own website where anyone can thoroughly look into particular chapter or issue. It is apparent that foreign universities pay more attention to ethical codes than Czech universities, public or private.

## **4.5 User evaluation**

This chapter covers criteria 23 and 24 of the check-list. To make this analysis more objective I wanted to have also others opinions about ethical codes, not just mine so I created a short questionnaire. It consists of two questions; how would you rate the ethical code and how fast can you find the code online? The question one, respectively 23, could be answered by stars; from 1 to 5 stars where more stars mean higher rating. In the second question, respectively 24, it has been timed how fast the code is found online. The questionnaire has been answered by five people of the age from 22 to 49 years old, women and men with pedagogical, economic and political education.

Public	Stars1	Stars2	Stars3	Stars4	Stars5	Mean	Time1	Time2	Time3	Time4	Time5	Mean
VŠUP	-	-	-	-	-	-	-	-	-	-	-	-
AVU	5	4	4	3	5	<b>4.2</b>	19.16	18.04	19.20	15.35	34.35	<b>21.22</b>
AMU	4	2	1	1	3	<b>2.2</b>	17.45	16.77	21.41	25.56	27.00	<b>21.64</b>
VUT	5	5	5	5	5	<b>5.0</b>	11.34	10.54	5.50	30.38	15.59	<b>14.67</b>
VŠPJ	3	2	2	1	2	<b>2.0</b>	-	-	-	-	-	-
ČZU	-	-	-	-	-	-	-	-	-	-	-	-
ČVUT	4	5	5	5	3	<b>4.4</b>	14.48	22.41	6.71	24.23	27.25	<b>19.02</b>
UK	4	3	3	3	5	<b>3.6</b>	11.63	12.74	11.61	17.33	14.80	<b>13.62</b>
VŠTE	-	-	-	-	-	-	-	-	-	-	-	-
UJEP	3	3	2	2	3	<b>2.6</b>	-	-	-	-	-	-
JAMU	4	2	3	3	2	<b>2.8</b>	7.56	7.89	13.10	9.16	17.63	<b>11.07</b>
MU	2	4	5	5	2	<b>3.6</b>	82.60	9.35	11.35	12.93	19.75	<b>27.20</b>
MENDELU	5	4	4	4	5	<b>4.4</b>	22.10	17.81	7.50	20.15	24.95	<b>18.50</b>
UP	3	4	3	2	5	<b>3.4</b>	27.43	59.32	9.85	77.67	25.80	<b>40.01</b>
SU	4	3	2	1	3	<b>2.6</b>	28.77	38.65	10.61	16.38	32.07	<b>25.30</b>
TUL	5	5	5	5	3	<b>4.6</b>	18.70	21.56	8.60	22.57	17.31	<b>17.75</b>
UTB	-	-	-	-	-	-	-	-	-	-	-	-
VŠE	5	5	5	5	5	<b>5.0</b>	11.20	12.30	7.98	9.41	10.07	<b>10.19</b>
UHK	2	4	5	5	3	<b>3.8</b>	19.53	16.65	8.25	14.66	13.45	<b>14.51</b>
VŠCHT	1	1	1	1	1	<b>1.0</b>	-	-	-	-	-	-
OU	2	3	4	5	2	<b>3.2</b>	-	-	-	-	-	-
UPa	3	2	3	2	2	<b>2.4</b>	16.21	12.51	9.83	10.75	9.98	<b>11.86</b>
JU	5	3	2	3	5	<b>3.6</b>	15.56	15.53	10.10	20.85	13.28	<b>15.06</b>
VFU	-	-	-	-	-	-	-	-	-	-	-	-
ZČU	5	3	3	3	4	<b>3.6</b>	16.16	15.13	7.70	13.71	9.31	<b>12.40</b>
VŠB	-	-	-	-	-	-	-	-	-	-	-	-
Private												
C. Nursing	5	4	4	4	4	<b>4.2</b>	70.75	61.12	25.68	72.27	44.30	<b>54.82</b>
VŠEM	2	2	3	2	1	<b>2.0</b>	98.32	11.48	106.65	121.08	8.30	<b>69.17</b>
Foreign												
Brown U.	2	4	4	4	2	<b>3.2</b>	38.06	28.68	13.18	85.10	14.68	<b>35.94</b>
MIT	1	4	5	4	3	<b>3.4</b>	147.28	43.89	39.57	60.55	38.52	<b>65.96</b>
Oxford U.	1	3	4	3	2	<b>2.6</b>	28.28	56.60	60.25	62.99	96.89	<b>61.00</b>

Tab. 16 User evaluation of universities

Table columns are named Stars1 till Stars5, respectively Time1 till Time5. It means that Stars1 and Time1 are from one respondent. The column Mean represents the average value of all five stars amount and time for one particular university. Time has been measured in seconds. Universities with unavailable code of conduct are not part of this evaluation and universities which have sent the code upon my re-

quest have only been evaluated by stars and time has not been measured, because the code is not published online.

Respondents evaluated ethical codes according to their length, clarity, intelligibility. They also took into an account classification of the conduct, whether there are paragraphs corresponding to a role of an actor, whether there is an article about an ethical commission. And last but not least respondents focused on the age of the code. There are three universities with extreme values among public educational institutions. Two of them, namely Brno University of Technology (VUT) and University of Economics Prague (VŠE) received 5 maximum stars from all respondents. At the other end of the evaluation is University of Chemistry and Technology Prague (VŠCHT) with only 1 star. Second best evaluation received Technical University of Liberec (TUL) where only one respondent gave 3 stars. In total, four universities achieved on average 4 stars and more, seven universities reached 3 and more stars on average and six universities have evaluation higher than 2 stars. Compared these three best universities according to respondents' opinions they correspond to the universities that acquired the highest positions in the check-list analysis. Particularly VŠE and also VUT have the best evaluation in both analyses. Also VŠCHT has ended at the bottom of both evaluation methods. Even though respondents dispose of minimum information about codes of conduct and they did not study them thoroughly, they were able to assess these codes with the layman point of view with the same results as it has been achieved during check-list analysis. This indicates that individual factors of the check-list have been properly set.

Interesting are results of foreign and private universities. While foreign universities reached high rating in the check-list analysis, among users are not so popular. Surprisingly, the highest evaluation is within Czech private universities, namely College of Nursing with 4.2 stars. None of the foreign educational institutions exceeded the boundary of 4 stars. Most asymmetric is rating of Massachusetts Institute of Technology (MIT) where the amount of stars oscillates from 1 to 5 stars. Most of the respondents argued that codes of foreign universities are too extensive and poorly arranged with many articles and paragraphs. On the other hand, these codes of conduct cover many areas so it is obvious there has to be lots of text. Respondents neither appreciate the presentation of ethical codes. They claimed that it is easier to find the code if it is published in pdf format rather than on its own website. To this argument corresponds also measured time where in most cases surpassed 60 seconds. It was difficult for respondents to orient on the websites of foreign universities.

Second researched attribute is the availability, in other words how fast can uninvolved person find the code of conduct online. Most of respondents used for searching Google and key words. Generally speaking, any problems have not occurred in finding ethical codes of Czech public universities. Some deviations are caused by the speed of the Internet or opening a file with an extension docx. The average time moves around 18 seconds. Difficulties appeared only in the case of code of Palacky University in Olomouc where the average time is 40 seconds.

Summary, according to five independent respondents, Czech public universities gained better evaluation than private or foreign universities. Educational insti-

tution abroad lost stars due to extensiveness of their codes and difficulties finding them online.

## 4.6 Differences among ethical codes

There has not been mentioned yet in this analysis some particular codes of conduct. This is the reason why I would like to pay attention to it in this following chapter and stress what is missing in Czech ethical codes compared to foreign ones.

The age of codes of conduct has not been analysed yet. The oldest code comes from University of Ostrava. It was published in 2006. There are also three codes released one year later, in 2007, namely; Academy of Performing Arts in Prague, Jan Evangelista Purkyně University in Ústí nad Labem and University of Pardubice. No wonder that these three universities ended in the second half of the check-list analysis. They should definitely update their codes and add some paragraphs regarding current issues (discrimination, plagiarism). Two codes have been published in 2015 (VUT and Academy of Fine Arts) and the rest of them has been released from 2008 till 2014, but most of them after 2010.

The ethical code of Mendel University includes the most extensive part dedicated to plagiarism and falsification of data. There has been stated what should be understood under plagiarism and what are its kinds. There is also an article dealing with deceptions in the verification and of knowledge and skills. The University of Hradec Králové is special due to very detailed characterization of individual actors (pedagogical staff and student) and their relationships. Not just between these two groups but also between pedagogical staff each other, pedagogical staff as an employee or manager and also relationships among students or their attitude towards studies. In both cases a question could raise whether it is necessary to have such extensive parts of the code, or create some kind of “under-code” which will be dealing with different areas. Compared it to the situation abroad where it is common to have the code for particular issue, for example code of conduct for only students, general employment policy and so on, it will be nothing unusual. Czech universities may consider creating smaller but more extensive codes.

Next difference between Czech and foreign ethical codes is their enforceability. There is mentioned in many of the Czech codes that morality is not legally enforceable and they serve only as some basis of moral rules. There also often appears mention that offenses against ethics should be primarily reflected by the individual conscience. Foreign conducts go deeper and do not take the ethical code as a group of rules. In every one of them have been stated consequences of misconduct and are taken very seriously.

What is definitely lacking in Czech codes unlike foreign codes are regulations regarding substance use such as campus smoking policy, policy on the use of alcohol and drug-free workplace policy. They have also strict rules because violation of these policies may be ground for serious disciplinary action up to expulsion for students or termination for employees. I have not found a mention of anything like this in any of Czech codes, the most similar to foreign codes is the one of Masaryk



University. And if Czech public universities want to get closer to the level of world universities they should in any case incorporate these policies into their codes.

## 4.7 Correlation

One of main section of this practical part is to discover whether there is a relationship between results of check-list analysis and the quality of educational institutions or not. I will try to confirm or reject the hypothesis that better ethical code means more quality educational institution. The quality has been assessed from two points of view; factor K – quality and world ranking. There are many factors according to them is money subsidized to particular university. For this analysis was factor regarding quality crucial, but others will be used for correlation as well in order to discover whether there is at least relationship with other factors and the quality of a university. Above mentioned relationship will be explained using Pearson correlation coefficient and these results will be more confirmed by program Gretl.

### 4.7.1 Factor K – Quality

This Factor K comes from the The Ministry of Education, Youth and Sports (next just MŠMT). This institution publishes at the end of a year a budget breakdown for Czech public universities for the following year. Data have been collected during 2015 and come from the budget for the year 2016. In the following table are two columns: first one shows how much percent of the whole amount of CZK 3,866,916 (MŠMT, 2016, [online]) is given to the particular university and the second column represents received points from the check-list analysis.

University	K-Factor in %	Check-list
Academy of Arts Architecture and Design in Prague	0.8%	0
Academy of Fine Arts in Prague	0.4%	13
Academy of Performing Arts in Prague	1.5%	9
Brno University of Technology	7.0%	16
College of Polytechnics Jihlava	0.2%	11
Czech University of life Sciences Prague	4.2%	0
Czech Technical University in Prague	9.4%	10
Charles University	22.9%	11
Institute of Technology and Business in České Budějovice	0.3%	0
Jan Evangelista Purkyně University in Ústí nad Labem	1.6%	11
Janáček Academy of Music and Performing Arts in Brno	1.0%	9
Masaryk University	12.5%	13
Mendel University in Brno	2.7%	14
Palacký University Olomouc	6.6%	10
Silesian University in Opava	1.1%	10

University	K-Factor in %	Check-list
Technical University of Liberec	1.9%	12
Tomas Bata University in Zlín	2.2%	0
University of Economics Prague	3.6%	16
University of Hradec Králové	1.3%	14
University of Chemistry and Technology Prague	2.6%	9
University of Ostrava	2.3%	11
University of Pardubice	2.3%	10
University of South Bohemia in České Budějovice	2.7%	11
University of Veterinary and Pharmaceutical Sciences Brno	1.2%	0
University of West Bohemia	3.6%	12
VŠB - Technical University of Ostrava	4.0%	0

Tab. 17 K-Factor and check-list correlation  
Source: www.msmt.cz – column K-Factor

It is apparent from Table 17 that almost one quarter of the whole amount of K-Factor goes to the Charles University and 12.5 % obtains Masaryk University. None of these two universities achieved the most points from all researched universities. Instead educational institutions with 16 points such as University of Economics Prague or Brno University of Technology acquire 7% and 3.6%, respectively. Even Mendel University and University of Hradec Králové with 14 points from the check-list analysis receive only 2.7%, respectively 1.3% of the amount. It is apparent that the hypothesis determined in the goal of this thesis might not be confirmed. The correlation will show whether there exists a relationship between quality of the university and their codes of conduct.

Correlation coefficients, using the observations 1 - 26

Check_list	K_factor	
1.0000	<b>0.2083</b>	Check_list
	1.0000	K_factor

Tab. 18 Correlation K-Factor and Check-list

Table 18 shows that the correlation between points achieved in the check-list analysis (Check\_list) and the amount of money received from MŠMT according to their own quality factors (K\_factor) is 0.2083. This represents low direct proportion between these two variables and the relationship between the quality of educational institution and its ethical code is weak. This could be understood as a situation where quality criteria stated by the MŠMT did not respect the academic ethics. If they would, the correlation will be much higher. MŠMT might prefer different quality criteria such as research and innovation results, own revenues, foreign students and fee-paying students (MŠMT, 2016, [online]) but none of these criteria regards ethics. While the K-Criterion evaluates certain measurable results, ethical codes rather describe processes. Focusing on the result often contradicts the ethical code. As it is an inherent part of the educational institution quality, MŠMT may

consider updating these quality factors and add one which would deal with academic ethics.

According to this correlation, it seems that the hypothesis will not be confirmed. For this reason, in order to ensure more results, the second correlation has been calculated.

#### 4.7.2 World rankings

This sub-chapter discovers the correlation with check-list points and rating Czech public universities. Following table summarizes every Czech public university which has been found and evaluated by the particular rating. Maximum points are 100 in each rankings and universities which are not part of any or some ranking received zero points. The column "Average points" symbolizes the mean of all five rankings for a particular university. This column has been used for the correlation with the points achieved in the check-list analysis.

University	CWUR	Top Universities	ARWU	Times Higher Education	U. S. News	Average points
VŠUP	0	0	0	0	0	0
AVU	0	0	0	0	0	0
AMU	0	0	0	0	0	0
VUT	0	8.2	0	30.08	0	7.656
VŠPJ	0	0	0	0	0	0
ČZU	0	0	0	0	0	0
ČVUT	44.34	22	0	25.5	47.5	23.75
UK	46.32	44.6	13.44	32.72	57.7	37.115
VŠTE	0	0	0	0	0	0
UJEP	0	0	0	0	0	0
JAMU	0	0	0	0	0	0
MU	44.36	2.96	0	25.5	38.5	16.74
MENDELU	0	0	0	0	0	0
UP	44.33	0	0	26.55	44	17.6375
SU	0	0	0	0	0	0
TUL	0	0	0	0	0	0
UTB	0	0	0	0	0	0
VŠE	0	0	0	0	0	0
UHK	0	0	0	0	0	0
VŠCHT	44.05	0	0	19.75	0	4.9375
OU	0	0	0	0	0	0
UPa	0	0	0	14.13	0	2.826
JU	0	0	0	0	0	0
VFU	0	0	0	0	0	0
ZČU	0	0	0	19.28	0	3.856

University	CWUR	Top Universities	ARWU	Times Higher Education	U. S. News	Average points
VŠB	0	0	0	38.24	0	<b>7.648</b>
<b>Foreign U.</b>						
Brown U.	52.01	59.1	27	69.6	66	<b>54.742</b>
MIT	97.54	100	70.4	92	94.3	<b>90.848</b>
Oxford U.	96.46	97.7	56.6	94.2	86.7	<b>86.332</b>

Tab. 19 World rankings and check-list correlation

Five different available world ranking have been used, namely Centre for World University Ranking (CWUR), QS World University Rankings – Top Universities, Academic Ranking of World Universities (ARWU), Times Higher Education, and U.S. News. All of these university rankings have been thoroughly examined.

This correlation has been also carried out within the sample of three foreign universities in order to highlight differences among Czech and universities abroad. It is apparent from the Table 19 that most of the Czech universities did not reach the boundary to be placed in any of these rankings. Only Charles University in Prague has been placed in all of these five university ratings which is connected with the fact that its amount of the received points is the highest. ČVUT and Masaryk University appear in four ratings, Palacky University took place in three ratings, VŠCHT and VUT occur in two rankings, and in one ranking are University Pardubice, University of West Bohemia and VŠB. Most Czech universities have been placed in the Times Higher Education rankings, specifically nine. The ARWU rating is the most demanding because only one Czech university is in this rating and also foreign universities did not receive many points. As foreign universities took place in all of these researched rankings, compared foreign universities to the Czech ones, these foreign ones have definitely better results. The correlations will more show how strong relationships between quality of educational institution and its code of conduct are.

Correlation coefficients, using the observations 1 - 26

Check_list	rating	
1.0000	<b>0.1559</b>	Check_list
	1.0000	rating

Tab. 20 Check-list and Czech universities rating correlation

Correlation coefficients, using the observations 1 - 3

check_list	for_rating	
1.0000	<b>0.9762</b>	check_list
	1.0000	for_rating

Tab. 21 Check-list and foreign universities rating correlation

Not even the correlation between received points within check-list analysis and rankings of Czech public universities proved any relations between these two re-

searched variables. In this case, the correlation is lower than in the first result. The value 0.1559 is not so conclusive it can be used for construction any relations among examined variables. The very low direct proportion describes the current conditions where Czech educational institutions do not put emphasis on codes of conduct. The situation abroad is absolutely opposite. The correlation here is almost 1, specifically 0.9762 which represents very strong positive relations among universities and their ethical codes. Every university which is considered to be as quality and prestigious one, and appears in most of the world rankings has also highly-developed code of conduct. Unfortunately, this cannot be also applicable in the Czech Republic. Namely Charles University which has been placed in all of five university ratings cannot be distinguished with well worked-out ethical code. The similar result applies also for ČVUT whose code did not receive many points within check-list analysis nor was user evaluation high. On the other hand, there are universities that did not occur in any of these ratings but their codes are very resembled foreign ones, namely VŠE, MENDELU or University of Hradec Kralove.

On the basis of these two researched correlations, the hypothesis of this thesis cannot be proved. The values of both correlations are not sufficient enough to be used as significant proofs. If there exists a relationship between quality of the educational institution and its code of conduct, it is not so strong to be regarded as a valid argument to generalize this hypothesis for all Czech public universities. The quality of ethical codes within the Czech Republic does not correspond to the quality of Czech public universities. Definitely, there are many ways for Czech educational institutions to be improved in comparison to foreign ones.

This analysis has been focused primarily on the quality of ethical codes and universities so far. Two sources dealing with quality among universities have been used; K-factor and results from world university rankings. Due to the fact, that any sufficient relationship between these two variables and quality of ethical codes has not been found and any other researches dealing with quality of universities are not available, therefore following correlations will be calculated with other economic criteria according to MŠMT. These correlations will be researched in order to find at least relationship between quality of ethical codes and some of those criteria.

### **4.7.3 Factor F – students with handicap**

Factor F favours student with some kind of handicap. According to the type of the handicap and number of disadvantaged students, the university receives from MŠMT the subsidy. In order to get this subsidy university has to prove that is adapted to those students. It means that university has to guarantee minimum of technical facilities, and is able to provide such services satisfying their specific need (MŠMT, 2016, [online]).

This factor has been chosen due to the fact that should be stated in the code of conduct each university. That higher education institution and its members do not discriminate disadvantaged people and will provide environment according to their specific needs.

The column “students with handicap” represents the total number of disadvantaged students attending particular university. The third column regards the amount of money which education institution receives from MŠMT, and the last column “check-list” shows total achieved points in check-list analysis. Numbers in brackets mean whether the university has stated a note about disadvantaged students in its check-list.

University	Students with handicap	Subsidy in CZK	Check-list
VŠUP	0	0	0
AVU	0	0	13 (1)
AMU	0	0	9 (0)
VUT	132	2 753 000	16 (0)
VŠPJ	0	0	11 (0)
ČZU	74	1 805 000	0
ČVUT	69	1, 809, 000	10 (0)
UK	327	10 257 000	11 (0)
VŠTE	16	532 000	0
UJEP	48	1 066 000	11 (0)
JAMU	9	590 520	9 (0)
MU	425	15 050 000	13 (1)
MENDELU	48	749, 000	14 (0)
UP	116	4 571 000	10 (0)
SU	25	633, 000	10 (0)
TUL	47	1 237 000	12 (0)
UTB	15	618 640	0
VŠE	25	673 360	16 (0)
UHK	45	879 000	14 (0)
VŠCHT	0	0	9 (0)
OU	57	1 611 000	11 (0)
UPa	53	1 788 000	10 (0)
JU	44	1 332 000	11 (1)
VFU	0	0	0
ZČU	74	1 693 000	12 (0)
VŠB	33	1 058 000	0

Tab. 22 F-factor and check-list correlation

Source: [www.msmt.cz](http://www.msmt.cz) – columns 2 and 3

As the Charles University is the biggest Czech educational institutions, its subsidy is the highest. On the other hand, it does not necessary be true that biggest university receives more money as it is apparent in the case of Mendel University and for example South Bohemia University in Ceske Budejovice. Many universities with unavailable ethical code or with few points from check-list analysis do not have any students with handicap such as AVU, VŠUP, VŠCHT or VFU. It may indicate that

universities with insufficient ethical code are not interested in having handicapped students on board. Whether there exist a relationship between level of ethical code and the factor F or not will show the figure below.

Correlation coefficients, using the observations 1 - 26

Checklist	
<b>0.2832</b>	Students
<b>0.2364</b>	Subsidy

Tab. 23 Correlation F-Factor and Check-list

The correlation has been calculated between points from check-list analysis and amount of money received from MŠMT (Subsidy) and again points from check-list and number of disadvantaged students. Both correlations represent low direct proportion, namely 0.28 and 0.24 (in round numbers). As it was supposed, these two correlations should be similar. The correlation is a little bit higher than with the factor K but still they are not sufficient to prove a significant relation. Neither this criterion which is stated in the ethical code of all three foreign universities has proved strong relationship. It indicates that when disadvantaged students decide on which university study they do not make their decision based on the quality of ethical codes. They do not take into account whether the university mentioned them in its code of conduct or not. They are indifferent. On the other hand, it is not possible to prove if the ethical code were more focused on this type of students the number of handicapped students would be higher.

#### 4.7.4 Factor D – international co-operation support

This indicator serves as a basis for MŠMT in order to divide money among all public universities according to the student mobility. Educational institutions can use this money for financing for example program Erasmus+, both for students and teachers, but also mobility beyond Erasmus+ (MŠMT, 2016, [online]).

As international co-operation support is one of the criteria in world university rankings, it will be used for correlation with quality of ethical codes. Since the correlation between codes of conduct and world rankings for foreign university exists, and very strong, it may be in the case of Czech universities as well.

University	Int. co-operation support in CZK	Check-list
VŠUP	1 199 000	0
AVU	436 000	13
AMU	3 692 000	9
VUT	22 041 000	16

University	Int. co-operation support in CZK	Check-list
VŠPJ	1 198 000	11
ČZU	13 328 000	0
ČVUT	10 221 000	10
UK	45 547 000	11
VŠTE	1 180 000	0
UJEP	8 256 000	11
JAMU	2 312 000	9
MU	38 190 000	13
MENDELU	7 588 000	14
UP	18 748 000	10
SU	2 903 000	10
TUL	6 260 000	12
UTB	5 121 000	0
VŠE	12 067 000	16
UHK	5 758 000	14
VŠCHT	3 380 000	9
OU	10 564 000	11
UPa	6 124 000	10
JU	4 760 000	11
VFU	2 307 000	0
ZČU	8 725 000	12
VŠB	8 095 000	0

Tab. 24 Factor D and check-list correlation  
Source: www.msmt.cz – column 2

Second column represents received money from MŠMT. Interesting is that amount is not dependent on the number of students and teachers who spent some time abroad, but it has been calculated as the average amount of received money throughout previous three years. Many universities with zero points from check-list analysis obtained relatively lots of money. Whether there exist some relationship will show following correlation.

Correlation coefficients, using the observations 1 - 26

Int_support	Checklist	
1.0000	<b>0.2904</b>	Int_support
	1.0000	Checklist

Tab. 25 Correlation D-Factor and check-list

The good part is that the correlation between money for international co-operation support and ethical codes is very similar to the previous one, specifically 0.29. This indicates that MŠMT keeps the same attitude towards ethical codes no matter what



criterion. The worse point of view is that this correlation is still quite low. MŠMT do not assign the amount of money according to number of students, neither according to the quality of ethical codes. They divide money according to the average amount of money of previous three years but the question is where the first subsidy came from. One of the main deviations in all correlations so far has been Charles University. It receives the highest sum of money in all criteria but its ethical code does not correspond to be one of the best ones. It is set that Charles University is the best in the Czech Republic, and therefore it has to receive the most money. And this economic criterion seems to work just under these pre-conditions.

#### 4.7.5 Factor A – study program

This factor is a budgetary indicator quantifying the performance of universities with the focus on the type and financial demands of accredited study programs and lifelong learning programs, the number of students and achievements in educational, research, development and innovation, artistic or other creative activities. The number of students has been calculated as the total amount of people studying particular university. As student is considered a person who attends a daily form a study. Those who have interrupted their studies are not part of this criterion (MŠMT, 2016, [online]).

This factor has been chosen due to the fact that primarily based on the amount of all students and according to this number, the university will receive the subsidy. It is the basic economic indicator and the correlation will show the strength of the relationship.

University	Total students	Factor A in CZK	Check-list
VŠUP	251	1 029 800	0
AVU	167	685 520	13
AMU	500	2 052 000	9
VUT	13 740	56 388 960	16
VŠPJ	796	3 266 480	11
ČZU	7 555	31 005 720	0
ČVUT	10 925	44 836 200	10
UK	19 239	78 957 160	11
VŠTE	1 067	4 379 120	0
UJEP	3 200	13 132 800	11
JAMU	447	1 834 640	9
MU	15 970	65 540 880	13
MENDELU	5 516	22 638 120	14
UP	9 725	39 911 400	10
SU	1 381	5 667 320	10
TUL	2 702	11 089 160	12
UTB	3 288	13 493 800	0
VŠE	7 463	30 628 000	16

University	Total students	Factor A in CZK	Check-list
UHK	2 822	11 581 640	14
VŠCHT	2 383	9 779 680	9
OU	3 707	15 213 680	11
UPa	4 219	17 315 080	10
JU	4 511	18 513 600	11
VFU	1 184	7 568 080	0
ZČU	5 523	22 666 240	12
VŠB	6 444	26 446 480	0

Tab. 26 Factor A and check-list correlation

From the table above it is apparent what has been indicated in the previous correlation (factor D) that the bigger university the bigger subsidy really matters. The lowest amount of money received Academy of Fine Arts in Prague with 127 students and at the other end is the Charles University with almost twenty thousands of students. Money is divided mainly according to number of students, no matter what students and MŠMT do not take into account any ethical criteria. To support the idea that the Charles University with its image is really one of the deviations of this analysis, two correlations will be calculated. The second one will be abstracted from the data about Charles University.

Correlation coefficients, using the observations 1 - 26

Checklist  
**0.2972** Totalstudents  
**0.2896** FactorA

Tab. 27 Correlation A-factor and check-list, with UK

Correlation coefficients, using the observations 1 - 25

Checklist  
**0.3466** Totalstudents  
**0.3175** FactorA

Tab. 28 Correlation A-factor and check-list, without UK

The results from both correlations confirmed the above mentioned idea. Firstly, the correlations with Charles University are similar to the all previous calculated correlations indicating a low direct proportion between amount of students and according to it received subsidy, and the level of code of conduct. Secondly, the correlation has really increased after the abstraction of Charles University. On the other hand, the correlation rose by five hundredths in the case of number of total students, and by 3 hundredths in the case of indicator A. This is mainly due to the

fact that the Charles University is considered to be one of the best universities in the Czech Republic, but still one university cannot have bigger impact on the validity of the total result while there are still 25 other universities.

Nevertheless, there are still universities such as Masaryk University that are considered to be the prestigious ones as well. Namely Masaryk University shows that university can have both; the good name among people and other universities, and advanced level of its codes of conducts. Moreover, there are also many universities that have not built up their names yet, numbers of students are not as high as those attending bigger universities, but the quality of the ethical codes is much more developed than in the case of big universities. According to all calculated correlations it seems that the quality of ethical code does not depend on the size of the university, therefore all correlations are quite low.

## 5 Discussion

The beginning of the practical part described the creation process of the check-list. As was explained in the theoretical part, the check-list covers all necessary areas within higher education institutions. All check-list criteria were also found in the International Association of Universities (IAU) guideline, independently on the check-list. It should serve as a very brief basis for the creation of other ethical codes; any other extension is just up to the university itself. While most of the students do not even know about the existence of such a document, mainly the biggest, most prestigious and famous universities should be more focused on the creation of an ethical code. Not just for their own needs, but also for the motivation of other universities that have not yet established their codes. It is mainly upon the university top management and their attitude towards the ethical code; if its members are not interested in the creation of such a code then the whole university adapts those opinions.

Twenty universities from 26 have been analysed in this thesis. Six universities did not send their ethical codes even after request, therefore those six codes are considered unavailable. As the check-list consists of 24 criteria, two last criteria have been analysed in a different way. The maximum number of achievable points is 22. None of the universities, including Czech public, private, and foreign did not reach this boundary. The maximum achieved number of points was 19 (MIT), Oxford University reached 18 points and the third highest score was 16 points. Two Czech universities had this amount; VŠE and VUT, and one foreign education institution - Brown University. Definitely surprising result was the case of Charles University and its low 11 points. It would be expected that Charles University would be in the top positions considering its worldwide reputation. The most commonly stated criteria from the check-list were no. 13 and 15, the first one regarding evaluation process of students, and the second one dealing with the responsibility of academic members for their research.

In order to discover which parts or areas are underestimated in the ethical codes of Czech public universities, the check-list has been divided into six groups. Each group connects criteria from the check-list dealing with the same or similar issues. Discrimination is the section that was most often missing. This issue, quite the opposite, is extremely well-anchored in the codes of foreign universities. Since the world is becoming more globalized, this area should not be undervalued since it represents the attitude of the whole university towards discrimination based on any reason. On one hand, the ethical code serves as a set of rules, but on the other hand, it also protects academic members against injustice. Therefore it is important to establish detailed criteria regarding discrimination. Comparison of the Czech universities' check-list sections' results with foreign universities shows that Czech codes of conduct cover less areas and moral issues. Every area was stated in the foreign codes more often and detailed than in the Czech ones. As one of many analyses, this classification indicates that codes of foreign universities are qualitatively well above the Czech ones.

All available codes of conduct have been evaluated by five independent amateurs in order to make this analysis more objective. They assessed codes according to their structure, clarity, content, etc. and also how quickly they can find those codes online. According to these five respondents the ethical codes of Czech public universities achieved better evaluation. Most of them criticized the foreign codes for their disproportionate length and also for the difficulty of finding them online. It indicates that the length of the codes does not measure the quality of such a document. The university has to find the right compromise between the length, clarity, and content.

Two criteria have been used for the first part of the correlation analysis; K-Factor given by MŠMT and results from worldwide rankings of universities, both with the same aim – to confirm or disprove the relationship between quality of ethical codes and quality of higher education institution. The correlation coefficient was around 0.2, which represents low direct proportion, neither one of those criteria could confirm this relationship. It means that criteria according to MŠMT included in the K-Factor do not respect the ethics and do not take it into account. When creating budgets, MŠMT may consider taking into account also the quality of ethical codes which could be motivating for universities to improve their own codes and not divide money just according to number of students. The second attribute regarding quality are the results from university rankings. This criterion has been compared to the results of foreign universities and the outcome is alarming. While foreign universities reached correlation almost equal to 1, the Czech ones only had 0.15. It means that universities can have both; developed code of conduct and be in top positions of university ranking.

Three other indicators have been used in determining the budget of MŠMT; indicators F, D, and A. All of them have been used in order to discover whether at least one of those economic criteria create relationship with the ethical codes of universities. Indicator D regards students with handicap and the subsidy received from MŠMT. Even though this criterion is commonly established in foreign codes of conduct and university ranking, it failed to prove the relationship between this criterion and the quality of ethical codes. The second indicator D is about international co-operation support. Although this factor has been used in the ranking systems and the relationship between quality of foreign ethical codes and the quality of universities according to results from rankings exists, the quality of Czech ethical codes does not depend on criterion D. The last correlation has been calculated with the results from the check-list analysis and criterion A. This indicator is primarily focused on the amount of students at each university and according to this number, the education institution receives money. Even in this case was the correlation too low to prove any relationship meaning that the quality of ethical code does not depend on the size of the university. Subsidies from MŠMT depend on the size and thus, all calculated correlation detected the low direct proportion between researched variables. So it means that the quality of code of conduct does not depend on economic indicators.

There seem to be some deviations throughout the analysis using correlations. One of them is the Charles University, therefore one of the correlations has been

calculated without this university. Although the direct proportion increased a little bit, absence of one university could not change the results from all universities so much. After calculating all correlations the hypothesis cannot be confirmed, therefore the hypothesis is rejected. However, there are some Czech universities proving that it is not impossible to maintain developed code of conduct and be considered as a prestigious university. This outcome supports also results from the research about implementation of ethical codes within companies in the Czech Republic mentioned in the theoretical part. Although this research covers only companies; there is not much significant difference between a company and a university. Both are organisations with hierarchical systems and people who need to feel safe and respected. Since this research proved that among companies in the Czech Republic only one tenth has implemented an ethical code so far, the result of this thesis is not surprising. Czech society has not been interested in ethical issues, establishing code of conduct and respecting them yet. The good news is that it is possible for universities to build up their good name without unfair competition and dishonesty, but with promotion of developed ethical code.

## 6 Conclusion

The theoretical part dealt with description of ethics, its development, and differences among countries. Specific types of ethics such as business ethics or ethics within academic community, so-called academic integrity, have also been explained. The theoretical part underlined the importance of the code of conduct, its benefits for an organisation and means of implementation. As the results from worldwide university rankings have been used in it the practical part, some of their methodologies were explained in the theoretical part.

As the aim of this diploma thesis was to discover whether there exists a relationship between quality of ethical code and the quality of higher education institution, the practical part was mainly focused on this goal and on the confirmation or rejection the hypothesis. After check-list creation and thorough analysis of all available codes of conduct of Czech public universities, the results showed that the above mentioned relationship could not be confirmed. Compared results of Czech universities to foreign ones, it definitely indicates that it is possible to maintain a developed code of conduct and also a good reputation of the university. Unfortunately, the situation in the Czech Republic is different and to be considered a well-developed university does not have to mean to keep a high-quality and maintained ethical code. The quality of ethical code has been independent on any economic criteria so far. Until MŠMT changes the rules of money distribution and adds indicators regarding the quality and sophistication level of ethical codes, there is no motivation for universities to improve or even establish their code of conduct.

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