



ACADEMIC EXPATRIATION INTO EUROPEAN UNIVERSITIES: APPLICATION OF PERSON IN ENVIRONMENT THEORY

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Abstract

Academic staffs migrate from one institution to another, some within the same country while some academics migrate to foreign institutions. Academic migration to foreign institutions entails greater challenges due to various factors including different national policies, language and cultural adaptations. Based on the theoretical concept of "person-in-environment", this research focused on three factors that would appeal to foreign academics who seek engagement with universities in the European Union countries, i.e. 1) accessibility to rules of conducts at EU universities, 2) understandable languages for foreign academics, and 3) organizational units assisting with the integration of foreign academics. Thirty-one universities from countries within the EU were randomly selected for the purpose of data collection. A formal analysis was carried out on the selected university websites to assess both the presence and the extend of the three factors of this research. The findings show the existence of ethical principles in the universities' internal rules and practical manuals available to help solve situations associated with foreign academics adaptation into the work and social environment. However the availability of such support is not adequately available in all institutions and are limited in many institutions. Comprehensive support is found in the four universities - the University of Limerick in Ireland, the University of Heidelberg in Germany, the University of Malta, and the University of Utrecht in the Netherlands. The Swedish University of Linköping also has rules in place for whistleblowing, paving the way for other EU universities to emulate. The ethics of the 21st century will have to address new situations, and dilemmas in relation to migration, and different values among social, cultural, and religious backgrounds. This article provides guidelines for better integration in the working environment abroad by introducing the three factors for integration, and points out the need to shift basic standards into practice to cater for better assimilation of expats into host country environment.

KEY WORDS: expatriates; knowledge workers; rules of conduct; migration; well-being

JEL Classification: F22, I23, O15

Introduction

Factors of the 21st century are reflected in universities by an increasing share of mi-grating foreign employees (hereafter FE). Entry into a foreign country means a demanding process of adaptation to a new working environment, socio-cultural conditions. The theoretical concept for the life of FE at the university is the concept of the ecological perspective "person-in-environment" (PIE), which originated in the USA and solves the functioning of the person concerning the social role, environmental problems in the physical and social world (Kondrat, 2013; Skotakova, 2020). Stein and Cloward dealt with the effects of the environment on humans in the second half of the 20th century, and Bartlett and Gordon (Navratil, 2000; Navratil, 2003) in the 1970s.

When FE leave their home country, they commonly leave their familiar culture and the internalized system of values (Putova, 2017; Vackova, 2016). The decision for social change and working abroad may arise due to various reasons. The most common reason is professional growth in the academic and scientific research area and the attractiveness, even financial, of a new job (Ackers, 2008). Social integration into a different environment can cause problems in terms of new work conditions, culture, social networks, religion, but also different ways of behaving, mentality, and problem solving, as well as eating, etc. According to the Ottawa Charter, health and personal well-being is a result of the active creation and keeping of social, mental, and physical abilities, therefore, in the process of integration of FE at the university, the complexity of looking at all aspects of behaviour and

personality dimensions is indispensable (Kozlova, 2003). Universities, as employers, issue documents that take into account all employee's well-being, including FE (Solcova, 2004; Görgényi et al., 2021), set up integration services and organizational units to support the rules of conduct arising in the multicultural life of the university. Universities ought to play this role effectively as they are deemed not only to be industry-driven but also caring for topics that will interest the greater society (Nathan et al., 2013).

The Strategy for the Internationalization of Higher Education (MEYS, 2020) leads to an increase in the competitiveness of institutions in the EU and worldwide (Eurydice, 2017). The principles of science, development and research are based on the basic code by which the European Commission already supported science and research in the EU in 2005 with the publication of The European Charter & Code for Researchers (European Commission, 2005). The Code contains 40 basic principles concerning the roles, responsibilities and rights of workers in science and research. In the Czech Republic (CR), it is followed by the Code of Ethics for Researchers of the ASCR (ASCR, 2005) and codes of ethics, codes of conduct, measures, and manuals on the rules of conduct of research and academic university staff. There are also support programs for FE going abroad - such as Euraxess, which in the Czech Republic is provided by the Center for Joint Activities of the ASCR and has its contact points at public universities (Euraxess Czech Republic, 2020).

To this extend, this study seeks answers to the following research question: Are there any rules of conduct in documents at universities that can support

foreigners in their integration, and are these sources in a language understandable for foreigners, and are there organizational units to provide them assistance with expatriation into the university? In order to answer the research questions, this paper is organized in the following structure. Introduction is followed by an extensive literature review in Section 2, synthesizing the most relevant previous scientific works related to the theoretical background of academic migration, focusing on European Union countries. Section 3 presents the research methodology where data collection and analysis procedures are discussed. Followed by Section 4 which consists of relevant research findings and the results. Finally, Section 5 emphasizes the main conclusions of the study and describes the possible directions for future research.

Literature Review

The PIE theory is an approach that describes individuals and their environments as a dynamic, interactive system, in which all components affect each other (Hare, 2004). Based on this interpretation, employees influenced by their environment and they also have an effect on it through their actions (Johnson, Yanca, 2001; Kondrat, 2002). The need to integrate interventions at different levels is also emphasized in social and academic work by using codes of ethics. For example, The European Charter & Code for Researchers summarizes basic principles in scientific research work. There are also country-specific declarations such as NASW Code of Ethics (NASW, 2000), Code of Ethics for Researchers of the ASCR in the Czech Republic (ASCR, 2005) or The Israeli social workers' Code of Ethics (ISASW, 1994).

Academic mobility and migration have identity implications even if it is positive or negative. Nevertheless, mobility can be determined as a key mechanism through which internationalization occurs and, in addition, it is perceived as a key form of professional capital in the academic labour market and also a new capital in the global knowledge economy. Although only few studies (Kim, Locke, 2010; Bedenlier and Zawacki-Richter 2015; Bönisch-Brednich, 2016) deal with the staff migration in academic environment, it can be seen, that despite of their benefits – such as transcultural learning, enhanced employability and intercultural competencies – there are several negative aspects of it – such as isolation, epistemic exclusions (Morley et al., 2018; Kim, 2017).

The rules of conduct and identification with the values of the university are a motive for increasing loyalty with the visions and strategies of universities and support for proper conduct (Bohata, 2017). They are important support not only for the management of human resources from abroad but are also important for the management of risks and the quality of the academic environment. The employees should be familiar with the rules and respect them. The problem may be that some documents are only formal, and their fulfilment is difficult to enforce (Bohata, 2018).

In the first issue of *Human Ecology* (1972), the human ecology was defined as “the complex and varied systems of interaction between man and his living and non-living environment” (Editors, 1972). Human ecology is

examined in fields with different interpretations, leading to different explanations, which are addressed through environmental, evolutionary, analogical-symbolic or interactive theoretical frameworks. The framework of environmental theory covers the interactions between the environment and society. Inter-active theory covers human ecology, which supports political, cultural or individual changes in human priorities (Smelser and Baltes, 2001).

In the twenty-first century, human ecology has the potential to develop the connection between biophysical and social sciences (Odum, 1997). Therefore, the human ecology requires collaboration between social, physical, and biological scientists with substantive involvement of relevant communities, which it targets (Karim-Aly et al., 2011).

Research in the USA (on the basis of the paradigm broadly concerned with the ecology of work and health), showed that developments in the field of physically and mentally well-balanced worksites support the wellness of the employees and reflect the rapidly changing contexts of work and health. This view highlights the importance of strategies to enhance the welfare of employees (Stokols et al., 1996).

The ecological perspective emphasizes the need to deal with people, but also the environment in which they live, so it is necessary to support human development and adaptive capacity, remove socio-cultural barriers and adjust the environment so that it better suits the needs (Skotakova, 2020). The rules of good conduct are one of the supports that help FE in integration together with organizational units that provide ongoing support and counselling.

The foreign academics may encounter undesirable barriers that prevent them from adapting to the new working environment. The language of communication is a major obstacle, although most foreign experts who work at universities can use the English language as “lingua franca” (Barancicova and Zerkova, 2015).

The values, i.e. culture, traditions and customs of the majority society come from the local culture and religion. In the process of adaptation to a new environment that respects unknown values and has other social and moral habits, a foreigner may experience the so-called ‘culture shock’ (Putova, 2017). Such a person may feel insecure, afraid, anxious, disoriented, and or confused in relation to a foreign language, values, norms, customs, rules and social situations. He/she does not know what is expected of him/her or what he/she can expect from a foreign university. Such experiences can result in feelings of inadequacy, helplessness, lack of confidence and loss of courage. These experiences may give rise to psychosomatic problems such as nausea, headaches, loss of appetite, but also insomnia, difficulty falling asleep, and or, conversely, excessive sleep and fatigue. The feeling of loneliness and social exclusion is also related to these experiences. Such a state usually lasts for days to weeks. After its experience, acculturation takes place, i.e. cultural learning and a gradual understanding of the new culture. The immigrant acquires language skills and his/her ties to the original culture are weakened. The process of acculturation ends with mental balance, language comprehension and mastery of everyday activities, which means orientation in a new environment, acceptance of a

new culture and perception that a person becomes a part and is integrated in the new working environment (Vackova, 2016).

Strategic documents in the 21st century must reflect emerging dilemmas and multi-cultural values in order to avoid dogmatic prejudice and labelling people in predetermined categories. There should be an ongoing need for education in the multicultural field and sensitive management of human capital from abroad - based on ethical rules and internationalization strategies.

Motivation and Aim of Study

The aim of the literature analysis, especially from the websites, is to find answers to the question of whether documents setting rules of good conduct, such as codes of ethics and other documents of guidelines of conduct are available at universities (can be found on the web), in an understandable language version for FE (mainly in English) and enforceable, i.e. what organizational units FE can find in critical situations in a foreign environment.

Several studies examine the motivations and difficulties in terms of academic migration and mobility. Some of them mention language barriers as a key obstacle, in addition to the low levels of integration with local staff, and the lack of involvement in management and administration or bureaucracy (Snodin et al., 2021; Poole, 2016).

Dilemmatic, and cultural-stressful situations, when the integrity of his personality and human dignity may be violated, may have psychosomatic consequences for his health (Havelkova, 2017), and thus a decrease in his work performance or illness. The new environment presents not only new dilemmas, but in extreme cases, there may be discriminatory situations arising from racial, cultural, and religious differences, such as xenophobia, mobbing, bossing, stalking, harassment, etc. Unbalanced or declining work performance in a foreign environment is a complication also for the employer, as his performance and competitiveness in a certain field of specialization may be endangered.

FE migration has numbers of dilemmas and trade-offs arising from rights to development, education, migration, equality and ethical principles. Brain drain, gain or waste have played a role in state policy initiatives. Different issues in FE migration include political implications, economic and policy impact as well as ethical dilemmas. (Freitas et al., 2012).

There could be different types of migrants in different types of university labour markets of supply and demand in developed and developing countries. The impact of skilled migration may be limited to specific areas. National policies of various states encourage the FE movement from developing to developed countries, because developed countries can benefit from the contribution of highly educated foreign workers and liberal regimes of international mobility (Lowell, Findlay, 2001).

Europeanisation process supports minority protection and combats discrimination, but the integration of immigrant minorities in some member states is not simple. Socially integrated long-term migrant residents are sometimes at a disadvantage compared to newcomers with European citizenship. Especially the third-country

nationals are encouraged to integrate into the dominant national majority. There is a division between belonging to the country or EU in historic terms and countries outside the EU. The rights of native minorities are guaranteed, but there must be set provisions for integrating migrants under similar conditions of tolerance and respect (CIDOB, 2012).

Against this backdrop, this research aims to seek answers to the following research questions:

Firstly, where can a FE find support in the event of a crisis - in the university's ethical documents or in organizational units?

Secondly, how are these documents or organizational units traceable on the university's website?

Thirdly, are websites and documents needed for FE available in an international language (in English)?

Materials and Methods

The research method is based on formal analysis consisting of the search and study of universities' websites. Formal website analysis is commonly done in order to assess availability of support documents for institutions or corporations (Nathan et al., 2017). The objective of this analysis is to map the European universities, based on 31 universities from EU Member States and thus, provide a better understanding of academic expatriation into European Universities. Research methodology represented by Figure 1 contains the main phases and tasks performed during the research.

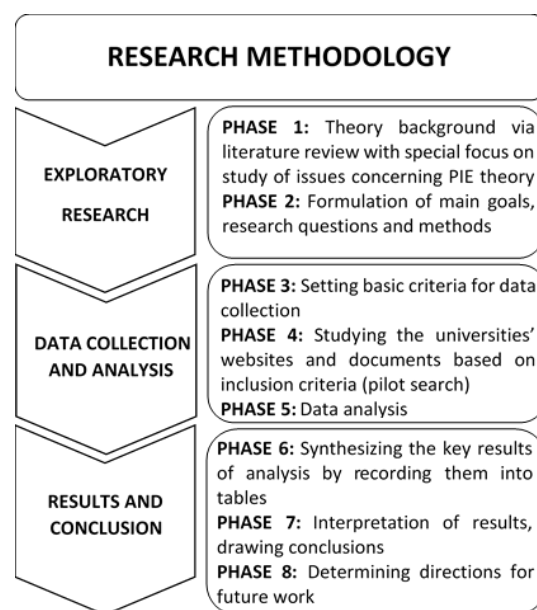


Fig. 1. Research methodology **Source:** Authors' own edition

For the initial analysis of scientific literature, the following sources were used systematically: the book collection of the Academic Library, EBSCO Discovery Service, original scientific articles in the last 3 years, from the Complementary Index and Academic Search Complete databases. For the formal analysis based on search for university websites, following three criteria were set:

- 1) Availability of the document on the university website.

- 2) Language version of the document (as a criterion for understandability for FE was determined the English language or another language in addition to the national language in the country) and search for documents related to the rules of conduct. Content analysis was used for the found documents (Nespor, 2018), finding out whether the found documents determine the rules of conduct at the university.
- 3) Enforceability of the rules - the existence of organizational units that FE could turn to in the event of a crisis, dispute resolution, or dilemma was sought.

The sampling method was discretionary random sampling and the research sample consisted of public or state 26 EU universities – one of each from EU Member States. They were randomly selected by drawing lots of university names of individual state found on the web (Study in Europe, 2021). Due to a large number of universities, the core set was narrowed so that each Member State was represented by only one university. In the Czech Republic (research base), 5 universities were drawn (MEYS, 2021). The analysis of more universities would be extremely extensive, therefore, this research sample does not show the general situation at universities in a given country, but only a random sample selected from each EU country.

Based on a pilot search of websites, in which documents containing rules of conduct were searched, keywords were determined for further searches: code of ethics, code of conduct, ombudsman, ethics committee, ethical board, whistleblowing.

The analysis of university websites identified language versions of the website and documents with topics dealing with the rules of conduct and organizational units that ensure compliance with the rules of universities. The search was always performed primarily from the search box of the main university website in the English language version. University websites have different structures, and are constantly updated. The analysis is from the middle of the year (July-August) 2021. If the keyword link was not found on the university's main website, a general Google search engine was also used (keyword together with the university name in English). It was very time-consuming to orientate one-self in the variable forms of the websites of individual universities. The obtained results were recorded in tables, which show the language version of the website, the name of the document dealing with the rules of conduct at the university, and which organizational unit is in charge of this process.

Results and Discussion

This section presents the findings of research. The detailed results are tabulated in Table 1 which is placed in Appendix A at the end of this article. Table 1 shows the data obtained from Czech Republic universities and data obtained from other EU universities. From CR, 5 universities CR were evaluated and from other EU countries 21 universities were evaluated. Altogether 26 HEIs were evaluated, which forms the data for this study.

Formal Analysis of the Three Factors

Availability of documents on university websites - all analysed universities have internal standards that lead to respect for human rights, respect, gender balance and esteem, or help identify misconduct. The mission of universities also implies the need to have ethical rules for scientific research and publication work. There are also rules for the recruitment of researchers, rules for pedagogical, evaluation, and expert activities.

The research identified two basic types of documents. The first type includes codes of ethics, focused on principles and values - they are based on the culture and environment at the university, emphasizing its mission and set of values. There are no instructions for resolving controversial situations in practical life. The second type of documents determines specific rules of conduct, including codes of conduct or practical manuals for employees, which, in addition to the rules of conduct, provide information for living in a university environment. Their use is beneficial for FE, although unknown (e.g. multicultural) complications may arise (Bohata, 2018). There are also documents where both types intersect. Other codes are focused specifically on, for example, the correct conduct of members of management bodies, behaviour in the workplace or directly addressing inappropriate types of behaviour. Some manuals provide practical guides (e.g. Dress Code).

FE will find these documents on the website of its host university, usually with contacts to organizational units where urgent and controversial cases can be resolved (hot-lines, ethics committee, ombudsman, vice-rector, or vice-dean for foreign relations). The search works directly from the main website of the university, but not always - in this case, it is necessary to use a general search engine (e.g. Google) with the name of the searched document and the name of the university.

The best range of documents with different rules of conduct was found at the Irish University of Limerick, which can be an inspiration in this regard. The rules are based on Irish equality and diversity policy, have guidelines for scientist-co-research ethics, acceptable workplace behaviour, governing body conduct, staff codes of conduct, and libraries' codes of conduct.

Recently, whistle-blowing protection has begun to penetrate university life. Procedures for whistleblowing were found by analysis at the Swedish University of Linköping. The aim of the introduction of the Whistleblowing Act is for the employer to find out about the illegal act and enable its correction, reduction of damage, the capture of perpetrators, etc., which can help FE in a foreign work environment. The law is intended to protect whistleblowers against the possible consequences of such notification, to implement the European Whistleblowing Directive 2019/1937 (Bicek, 2021).

Language: University websites have always been found in the national language of the country and the English language version. The English language can be considered the lingua franca of the academic environment (Barancicova, 2015). Some university websites have multiple language versions depending on the representation of the language groups operating at the university. The rules of conduct documents were in all cases found in English, only at the Spanish Universidad de

Jaen was the Code of Ethics in Spanish. This can be considered a sufficient resource for FE working at the university, as Spanish is considered the world's second most widely spoken language (ASOCHECA, 2016). The Italian University of Foggia Code of Ethics has been found in Italian only. The Portuguese University of Porto has Ethical Committee documents only in Portuguese. At the Austrian University of Innsbruck, the document Guidelines for Good Scientific Practice was found in German. Three universities have their websites in English only, as it is the official language of the country and also the world language: the Irish University of Limerick, the Cypriot University of Nicosia, and the Maltese University of Malta. There-fore, most language versions of the website were found at the Romanian University Alexandru Ioan Cuza in Iasi and the Slovak University of Zilina.

Enforceability/organizational units: The Ethics Committee, or the Ombudsman, the Academic Senate, the Disciplinary Committee, or another organizational unit of the university, which is authorized to do so, were identified as organizational units for the enforcement of the rules of conduct. Contacts for commission members are always

listed directly on the website, or they can be searched in personal search engines. The ethics committee or similar unit was not found on the website of the French University of Southern Brittany. Within universities, FE can also use various counselling or career/coaching centers, which also provide information on controversial ethical situations and set rules. It is also possible to contact the offices for international cooperation or foreign relations (usually the tab named International), which provide advice on working conditions at the university and residence in the country. For emergencies, there are non-stop services in the form of so-called hotlines or emergency calls. FE in a critical situation will probably turn to his colleagues or his superior, who will provide him with contact with the organizational unit that is most suitable for his support.

The highest enforceability of ethical rules was found at the oldest German University of Heidelberg, which has several ethical commissions, the Commission for the Protection of Good Academic Practice, incl. Ombudsmen, the Senate Equal Opportunities Commission, the Confidential Information Commission, and the Rector's Commission for Good Conduct.

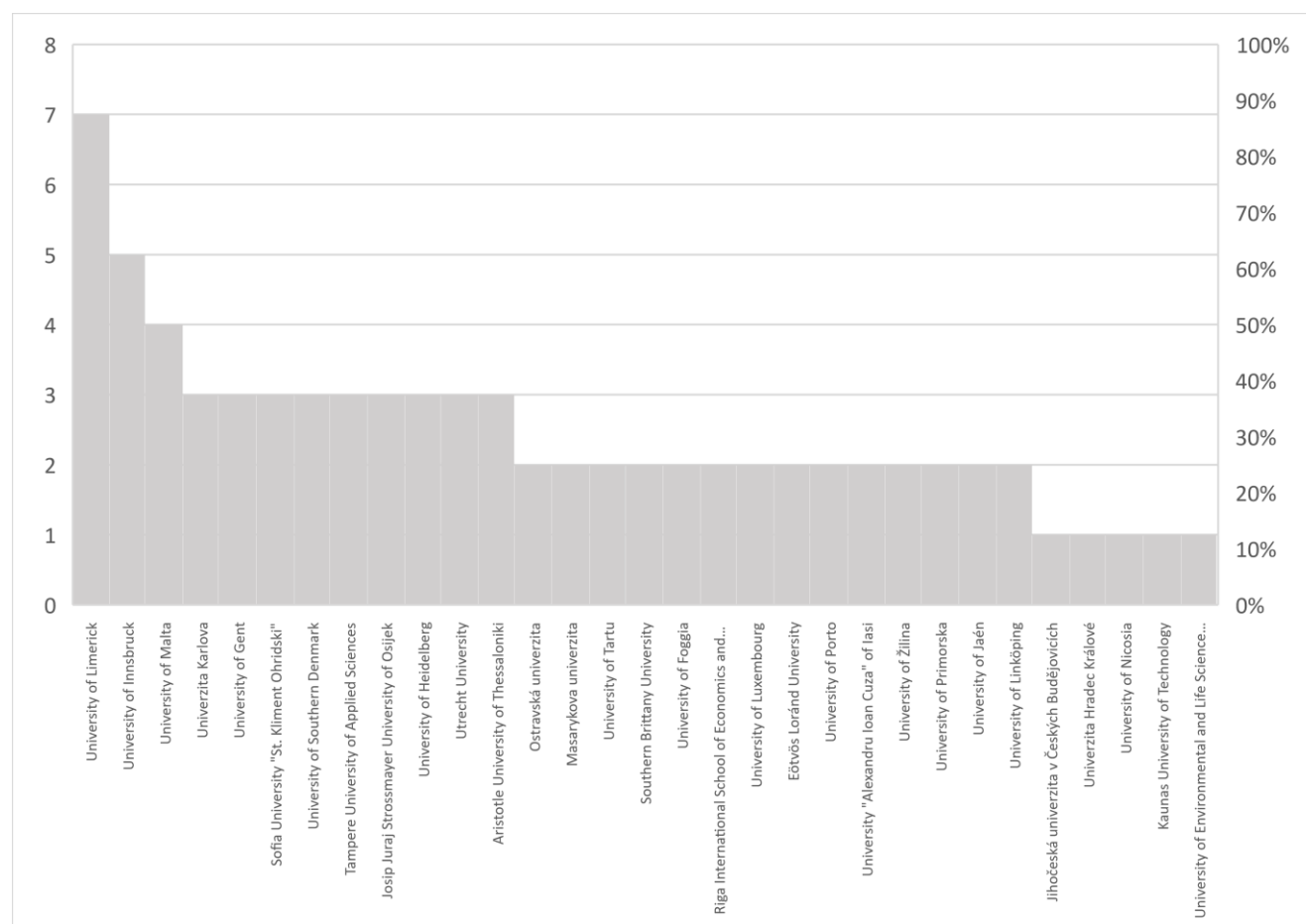


Fig. 2. Overall comparison Chart.

Legend: Blue box denotes availability and comprehensiveness of documents for FE.

Source: Authors' own visualization

Comparison Among the Universities

The graph in Figure 2 presents a comparison in the categories of availability, comprehensibility, and enforceability at all 31 universities (see Figure 2).

The results show that the best set and processed rules of conduct and representatives for their enforcement in the

EU can be found at the following four universities - the University of Limerick in Ireland, the University of Heidelberg in Germany, the University of Malta, and the University of Utrecht in the Netherlands. The Swedish University of Linköping already has rules in place for whistleblowing. It can be stated from the results that the universities of Western and Northern Europe, in particular, have a long experience in hiring FE, and therefore the setting of rules of conduct is sufficiently accessible, comprehensible, and enforceable. It is the reason for the East-West European migration (Fischer-Souan, 2018). The table lists all the identified documents and facts, many universities are based on the basic documents created by the European Commission, which are The European Charter & Code for Researchers (European Commission, 2005).

Part of the research was focused on the Czech Republic, where the greatest availability of ethical documents is at Charles University, which has many foreign students and employees. Masaryk University has a very well-developed code for professional conduct in terms of academic, scientific, and research work, as well as a code for the ethical conduct of employees. The University of South Bohemia in Ceske Budejovice has one main code with two annexes (each document was counted separately, as the main document addresses general ethical principles, its first annex is the principles for research work and the second annex is the principles for evaluation and expert work. The University of Ostrava uses the concept of coaching in the concept of human resources management. Emergency contacts in the form of emergency calls were found at three universities (UK, JU, OSU) under the International Department.

How to support brain-gain or circulation (Boeri, 2012)? The best way is good integration at a new foreign location. Active selection of highly qualified migrants means an optimal supply of labour where the state saves money on demanding professional and knowledge training (Vackova, 2017).

The international environment is the impetus for international cooperation. Without it, education and research would stagnate, and to increase the competitiveness of the institution, there is a significant continuous need to acquire knowledge, skills, and competencies from around the world. This social environment is aptly described by the motto Tolerance in Diversity (Maussen, 2012). From the point of view of an adaptation of FE at the university, it is not only about the ecology of the working environment, but also about supporting integration up to the so-called empowerment, i.e. a situation where a foreigner gains security in a new environment and control over his life and its conditions. Such a person was capable of changing thinking, feeling, values, and perceptions of oneself and others in the new society (Navratil, 2003). Such FE believe in their own ability, they prove successful at work, communicate in a foreign language, decide fully in life, and are responsible for the work performance (Dvorakova, 2008).

Migrant scientists, researchers, or academics who want to start a new life in another host society may come into conflict with the unknown environment. The rules provide them with a standard of best practice, but they can be removed from solving complex ethical issues in practice

when unexpected situations arise (Zapata-Barrero, 2020). Bohata (2017, 2018) writes about codes of ethics at universities in the Czech Republic and she states that they are often the target of criticism because the set rules are not enforceable, do not contain solutions to dilemmatic situations, and when employees are not consistently guided and continuously trained for certain actions, they do not have the intended effect (Bohata, 2018).

The pitfalls of searching and orienting in documents for FE can be the inconsistent appearance of university websites, information hidden by the need for many clicks. The results mean that from the perspective of international teams at universities, that it is necessary to base the perspectives of a person in a foreign environment and understand the individuality in the contexts in which he/she lives and acts (Kondrat, 2013). The principle of equality of rights and obligations is formally set out in the codes. The rules of conduct must reflect the situation of the multicultural environment in university practical working life, be supplemented by specific guidelines that take into account different values, cultures, and religions, and lead to the well-being of FE (Kmosek, 2018).

At this juncture, the intention of this research was not to go in-depth and critically examine the values and rules, but rather to think about the situation of FE, who finds themselves in an unknown environment that affects them in various contexts and seek support for themselves in the rules of conduct of the foreign employer, want to understand and to find help in solving the problem they encountered, thanks to their migration abroad. The other purpose is to motivate professionals from the universities not to be afraid to travel for a longer stay at a foreign university, which will be an increasingly common fact in the context of the future establishment of so-called European universities (CNAIER, 2021).

Conclusion and Future Research

The article is based on the principle of human ecology in the environment and emphasizes the need for institutional anchoring of the correct behaviour towards the FE in the multicultural environment of universities (Sargent, 1974; Richerson et al., 2001; Marten, 2001). This environment is influenced by three factors - the availability of the rules of good conduct, in a language that the foreigner understands, and the existence of organizational or supportive units to assist FE with the integration. The results of the research show that all 31 analysed universities have documents with ethical principles in their internal rules, or additional rules in the form of practical manuals helping FE to solve the crisis, controversial situations associated with adaptation, and integration into the work and social environment. The enforceability of these rules should be checked by the relevant organizational units, which should also arrange continuous training or coaching of all employees in the correct behaviour.

Along with the development of technology, the ethics of the 21st century will have to address new rules of conduct, new situations, and dilemmas of an ever-evolving and changing globalized society for employee well-being (Görgényi et al., 2021). It will have to take more account of consensus, migration, and the presence of foreigners,

including the different values between us. Respect, solidarity, and collegiality are important. The documents of the host universities must not lack specific instructions for solutions and practical rules facilitating FE orientation in their work environment.

Sharing examples of good practice between universities can help to increase the skills needed for the university labour market. Direct contacts between cultures are part of the prevention of hatred and intolerance. The coexistence of people from different social, cultural, and religious backgrounds helps mutual understanding and promotes an open mind. The analysis aimed to underline the importance of the rules of conduct for international cooperation, the integration and well-being of foreign colleagues and should initiate reflections on the management of human resources from abroad.

This research suffers several limitations. Firstly, only formal analysis was conducted in this study as it covered all EU countries. The research focused on the overall formal demonstration of the availability of ethical support for FE in respective EU countries. Although only one university in each EU countries and a representative sample of public universities in the Czech Republic were selected; it was time-consuming to orientate the websites of universities in various countries, as there is no uniform structure among them. Some information was difficult to find and locate, which required additional help from Google web browser search function. Secondly, a comparison of contents of the ethics documents was not possible during the process of this research due to the volume of information and data obtained.

Besides foreign academics, future studies may also look at support for international students for their well-being and mental health (Thurayrajah et al., 2020). Based on the experience of FE in a local academic environment, their commitment to work, and citizenship behaviour could be analysed (Dominic et al., 2021). Future research may also conduct in-depth content analysis on the ethical documents and support materials available for FE, as well as compare two groups of ethical documents – the first group, which formally sets the rules of conduct, and the second group, which focuses more on practical aspects and guidelines for solving FE dilemmas.

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Appendix A

Universities in the Czech Republic

University	Source: Web	Availability of Documents	Languages	Enforceability (Organizational units)	
University of Ostrava (OSU)	www.osu.cz	Coaching Code of Ethics; Publication Ethics and Malpractice Statement	EN, CZ	Ethics Committee, Counseling and Career Center	
Masaryk University (MU)	www.muni.cz	MU academic and professional employee code of ethics; MU employment code	EN, CZ	Ethics Board of the Faculty of Law, Ethics Board of the Faculty of Medicine	
South Bohemian University in Ceske Budejovice (JU)	www.jcu.cz	USB Code of Conduct; Annex No. 1 – Principles of Research and Publication of Findings and Results of Research; Annex No. 2 – Principles for Assessment, Evaluation, Reader and Expert Activities	EN, CZ	Ethics Committee, Ombudsman	
Charles University (UK)	www.cuni.cz	Code of Ethics; Employee Handbook; Sexual Harassment	EN, CZ	Ethics Commission; CU Point - Centre for Information, Counselling and Social Services	
University of Hradec Kralove (UHK)	www.uhk.cz	Code of Ethics	EN, CZ	Ethics Committee for Research	
Country	University	Source: Web	Availability of Documents	Languages	Enforceability (Organizational units)
Belgium	University of Gent	ugent.be	Research Code of Ethics; Unwanted Sexual Behavior - What Can I Do?; A-Z for International Staff	EN, NL	Ethical Affairs Committee
Bulgaria	Sofia University St. Kliment Ohridski	uni-sofia.bg	European Charter for Researchers; Code of Conduct for the Recruitment of the Researchers; ALLEA - The European Code of Conduct for Research Integrity; Ethics Code of the Academic Community of Sofia University	EN, BG	Ethics Commission, Academic Ombudsman
Denmark	University of Southern Denmark	sdu.dk	Danish Code of Conduct for Research Integrity; Publication ethics; Code of Conduct; Dress Code	EN, DK	Research Ethics Committee, Committee on Publication Ethics
Estonia	University of Tartu	ut.ee	Estonian Code of Conduct for Research Integrity; Values Development in Estonian Society 2015 - 2020	EN, RU, EE	Research Ethics Committee, the University of Tartu Centre for Ethics
Finland	Tampere University of Applied Sciences	tuni.fi	Ethical principles of research with human participants and ethical review in the human sciences in Finland; Responsible Conduct of Research and Procedures for Handling Allegations of Misconduct in Finland; Code of Conduct for Tampere Universities Community	EN, FI	Regional Ethics Committee of Tampere Universities
France	Southern Brittany University	univ-ubs.fr	European Charter for Researchers; Code of Conduct for the Recruitment of Researchers; Guidelines for Open, Transparent and Merit-Based Recruitment of Researchers (OTM-R)	EN, FR	Not found.

Croatia	Josip Juraj Strossmayer University of Osijek	unios.hr	Code of Ethics; Ordinance on Disciplinary Responsibility of Teachers; Declaration of Commitment to the European Charter for Researchers and the Code	EN, HR	Ethical Committee
Ireland	University of Limerick	ul.ie	Protected Disclosures Policy & Procedures; Equality and Diversity Policy; Operating Guidelines for the Governance and Oversight of Research Ethics; Acceptable Behavior in the Workplace Policy; Code of Conduct for Members of Governing Authority; Code of Conduct for Employees; Library Code of Conduct	EN	UL Research Ethics & Governance committee + Faculty Research Ethics Committees, Discipline Committee, Office of the University Advocate, Ombudsman and Ombudsman for Children (Dublin)
Italy	University of Foggia	unifg.it	Code of Ethics (only in the Italian language); European Charter for Researchers; Code of Conduct for the Recruitment of Researchers	EN, IT	Academic Senate
Cyprus	University of Nicosia	unic.ac.cy	Code of Business Conduct	EN	Research Ethics Committee, Cyprus National Bioethics Committee
Lithuania	Kaunas University of Technology	ktu.edu	Code of Academic Ethics	EN, LT	Board of Academic Ethics, Ombudsman for Academic Ethics and Procedures
Latvia	Riga International School of Economics and Business Administration	riseba.lv	Mission and Values - Ethics and Social Responsibility; Code of Ethics	EN, RU, LV	Ethics Committee
Luxembourg	University of Luxembourg	uni.lu	Research Ethics Guidelines; Code of Conduct	EN, DE, FR	Ethics Review Panel, Ethics Advisory Committee, Luxembourg Agency for Research Integrity
Hungary	Eötvös Loránd University	elte.hu	Code of Ethics for ELTE students; University Ombudsman Regulations	EN, DE, HU	University Ombuds Office, Research Ethics Committee Counselling Centre
Malta	University of Malta	um.edu.mt	Research Code of Practice; Research Ethics Review Procedures; Code of Behavior; Code of Conduct - guidelines for undergraduates	EN	University Research Ethics Committee, Committee for Safeguarding the Code of Professional Academic Conduct, Committee for Gender Issues Policy, University Ombudsman
Germany	University of Heidelberg	uni-heidelberg.de/en	Rules for the Safeguarding of Good Academic Practice and Handling Academic Misconduct; Statute of ombudsperson for doctoral students and their supervisors; Senate Guidelines for Fair Conduct	EN, DE	Ethics commissions I., II., Commission for the Safeguarding of Good Academic Practice, Ombudsmen for Good Academic Practice, Senate Commission for Equal Opportunities, Confidentiality Commission; Rectorate Commission for Fair Conduct
Netherlands	Utrecht University	uu.nl	Netherlands Code of Conduct for Research Integrity; Code of Conduct for Scrupulous Research Practice and Integrity; Research Integrity Complaints Procedure	EN, NL	Ethics Review Boards of faculties, Research Integrity Committee, Confidential Advisor Research Integrity-Executive Board
Poland	The University of Environmental and Life	upwr.edu.pl	Employee Code of Ethics	PL, EN	Ethics Committee

Sciences in Wroclaw					
Portugal	University of Porto	up.pt	Ethics Committee documents in Portuguese only; European Charter for Researchers; Code of Conduct for the Recruitment of Researchers	EN, PT	Ethics Committee of the University of Porto (CEUP)
Austria	University of Innsbruck	uibk.ac.at	Guidelines for Good Scientific Practice (in German language only); European Code of Conduct for Research Integrity; European Charter for Researchers; Code of Conduct for the Recruitment of Researchers; Guidance How to Complete Ethics Self-Assessment (H2020) Code of Conduct	EN, DE	Board for Ethical Issues
Romania	University Alexandru Ioan Cuza of Iasi	uaic.ro	European Charter for Researchers; Code of Conduct for the Recruitment of Researchers; Code of Ethics	EN, FR, DE, RO	Ethics Committee
Greece	Aristotle University of Thessaloniki	auth.gr	Code of Ethics in Research; European Charter for Researchers; Code of Conduct for the Recruitment of Researchers; Ethical Aspects in Research and Technology for Human (member of EARTHnet)	EN, GR	Ethics Committee, UNESCO Chair on Education for Human Rights, Democracy and Peace
Slovakia	University of Zilina	uniza.sk	Code of Ethics of University of Zilina; Code of Ethics of University Employees	EN, RU, UA, SK	Publishing Ethics of Crisis Management Journal - Editorial and Technical Board
Slovenia	University of Primorska	upr.si	European Code of Conduct for Research Integrity, revised edition published by ALLEA - Association of European Academies; Code of Ethics of University of Primorska	EN, SI	UP Ethical Issues Commission, UP Commission for Ethics in Research Involving Work with People
Spain	University of Jaén	ujaen.es	Human Resources Strategy For Researchers Action Plan; Código Ético del Personal de Administración y Servicios de la Universidad de Jaén – only in Spanish language	EN, ES	University Ombudsman-Defensor Universitario, Ethical committee with three commissions (animal testing, human research, and GMO and biological agents)
Sweden	University of Linköping	liu.se	Ethics, Values, and Norms; The whistleblower procedures	EN, SE	Centre for Applied Ethics, Chief Legal Advisor

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