

**THE ETHICAL BASIS
OF THE COMMUNITY OF THE KAROL ADAMIECKI
ACADEMY OF ECONOMICS IN KATOWICE**

**1. GOOD PRACTICES IN THE HIGHER EDUCATIONAL
INSTITUTIONS**

2. THE ETHICAL CODE OF THE ACADEMY OF ECONOMICS

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GOOD PRACTICES IN THE HIGHER EDUCATIONAL INSTITUTIONS ¹

Preamble

The core value of academic ethos is true. The institutions are set up to make sure that they will look for them fairly (research objectives), educate the young generation in a methodical manner, help their intellectual and moral development, and also prepare future graduates for responsible public and professional performance in a democratic country (educational and educational purposes), and support the cultural and civil development of society as a whole (social objectives). In pursuing these objectives, universities must be open and entrepreneurial institutions and, in this spirit, look for ways to realise the fundamental values of the humanities, collaborating with other social actors, taking into account the tradition of the country and its region, in a way that is conducive to the challenge of the changing world. In carrying out these tasks, schools will shape their specific institutional culture. Its level and impact are recommended by the entire university community. A particular concern, however, lies with those who host universities: to the petitioner and to the Senate and, to the extent appropriate, to the Polish, single and collegiate bodies, the branches and boards of the branches, boards and boards of bodies, etc. The culture of their activities largely creates a culture of the whole university, shapes its proper face, integrates the academic community, has a positive impact on the environment of universities. That is why the formulation of basic principles and principles of good faith in the course of university education goes beyond the requirements of ordinary law.

and other regulations relating to universities.

Fundamental principles

1. *Principle of public interest.* According to the best university traditions, universities are called upon to undertake a fact-finding mission and to advance the truth. Properly understood, the culture of universities requires that the mission should be constituted as a pro bono measure. Being aware of its important social importance, universities make efforts to ensure that both the fairness of research and the education of future cultural and political elites contribute to the wealth of a common country and the consolidation of a mature democracy.

¹ In September 2005, the Polish Rectors Foundation set up the Commission to draw up a Code of Good Practice of Schools. The team was composed of: Professor A. Szoek (Chairman), Professor NZW.E. Chmieleck, (Registrar), Professors: Mr Graparski, Mr Koźmiński, Mr Koźmiński, Mr Woźniak, Mr Woźniak and Mr Chałupka, as representative of the Parliament of Poland Students. The preliminary draft prepared by the Commission was subject to public debate in universities and to the rectors' environment. The drafting team discussed in detail the proposed amendments. Subsequently, a revised draft was submitted to the Plenary Assembly of the KRASP, which, on 26 April 2007, enacted the Code of Good Practice in schools, and decided to announce it on the day of the 10th anniversary of the KRAASP Building in Krakow. The Code will be submitted to individual universities asking for the Senate's declaration of the full or partial adoption of the Code, together with the reasons for the decision. An appropriate complement to the implementation of the Code for the implementation of the Code will be the establishment by the KRASP of the Committee of Good Practice Practices, which will consider proposals for both the improvement of the Code and the infringement of the Code. The Code has been presented to the Conference of Professional Rectors of Polish Schools in order to enable the entire academic community to join the academic community.

2. The *principle of impartiality in public affairs*. The University enjoys the privilege of having a recognised authority of public life. With the involvement of the University, there are major social responsibilities. This requires that a university be guided by impartiality and objectivity, taking part in public communications and, in particular, when speaking in socially important cases.
3. The *principle of legality*. In doing so, universities not only comply with the law, as they are required to do in the legal state, but also within the academic community, have a culture of respect for the law and the impartiality of the application of the rules and procedures laid down by the competent authorities. It should also be borne in mind that any dissatisfaction with the law governing universities adopted in the Member State of establishment is manifest in such a way as to ensure that they comply with the rules of law.
4. The *principle of autonomy and liability*. An appropriate degree of autonomy, the norm of which is laid down by statute, includes the right to determine independently the specific objectives and tasks associated with the establishment of its own establishment, and the right to set up a number of regulations, specifying how colleges are to be operated. By exercising its autonomy, the university must nevertheless interpret its powers in such a way as to ensure, in the best way, the best way of acting in society and, at the same time, act effectively in society in order to be held responsible for the common good.
5. The *principle of separation and balance between powers in universities*. The legal and cultural rules governing the practical implementation of the principle of balance and division of powers between the Rector as a single judge, the Senate, as a collective body, and the civil courts and disciplinary committees, which benefit from an independent process, are an element of the collection of good practice as regards the exercise of authority. In this connection, it should be pointed out that, in particular, the Rector and the Senate are two separate and different bodies from which there is no authority over the other. The sign and the confirmation of the separation between the two authorities and their balance are statutory rules according to which neither the Rector nor the Senate elects a leader; they shall do so by the competent electoral authorities. In the performance of their duties, both the Rector and the Senate should rely on formal legal considerations, but they should refer to the prerequisites of the institutional culture of universities whose respect requires the respect of good practice in the conduct of both institutions.
6. The *principle of creativity*. Leading a university or its unit (a unit, an institute, etc.) requires creativity. It does not make it possible to confine itself to continuing action on the ground, but also to take initiatives to develop the university. These initiatives must be strategic in nature, and should be taken responsibly and consistently to carry out their tasks. They are to be set up by the university authorities, taking into account their substantial importance, their strength and staff, as well as the prospect of their cooperation with others. A proven ability to be creative should be an important criterion in elections or in a competition for leadership positions.

7. The *principle of transparency*. In order to strengthen the credibility of universities, especially in the rationality of the use of resources and in order to avoid cronyism, corruption and other powers, it is essential that any procedure relating to tasks and initiatives of research or teaching, competitions for posts, promotions of staff and prizes, cartridges and promotion of students should be public and fair.
8. The *principle of subsidiarity*. The different authorities should respect the principle of subsidiarity, requiring the respect of the competences and initiatives of the authorities and individual employees. On the other hand, that principle imposes on all the obligation to respect the road to act in dealing with cases, always with respect to the right of appeal to the question of dispute. The appeal instance shall be required to respond in kind and in a timely manner to the requests made by its staff members.
9. The *principle of respect for dignity and tolerance*. Having regard to the dignity and reputation of all members of the academic community, universities are guided by principles of trust, respect and tolerance for all legitimate views, attitudes and lifestyles. The right to privacy is respected and disputes are settled by way of debate between the parties which are free of respect and recognise their rights.
10. The *principle of the universality of research and education*. The University's traditional and contemporary mission is ordered by the University to be a universal institution, integrated through research and education in global science and in the interests of humanity as a whole. The academic institutions — rectors and senators — should endeavour to ensure that their tasks and activities are carried out. It is important to foster international contacts and aim at providing it with an appropriate place in the world's academic community.

Good practices in the activities of the college and the university. Introduction

A proper understanding and respect for the division of competences and the principles of cooperation between a repository and the Senate are crucial for the proper and efficient operation of universities. The division of competences, among other things, among others:

- a. the activities of the Rector shall be assessed by the Senate;
- b. the ex officio rector chairs the Senate, while retaining the power to suspend the implementation of the resolution of the Senate if they believe that they are in breach of the University's interest;
- c. the Senate shall draw up the opinion of the academic community, but the Rector shall present the opinion to the public;
- d. the Rector represents the institution outside and is the groundbreaking staff, students and doctoral candidates;
- e. the resolutions of the Senate shall be applicable to other organs and to staff, students and doctoral candidates where they have been taken within the limits of their powers, which are public and strictly defined by law and in the Statute, but the Rector decides on all matters concerning

universities, except for matters reserved by law or statutes to the powers of other bodies or Chancellor (and the principle of presumption of competence is applied to the Rector).

It is up to the Senate, which is not a major reviser, to set up guidelines, guidelines and guidelines for the Board of Departments and to give their consent in the essential matters concerning universities, as indicated in the relevant legislation, to the Rector, who should be part of the executive. The Senate should therefore not take over the powers of the Rector, and he should not pass on to the Senate of his responsibility for the decisions of the Senate, even if the opinion of the Senate is requested, which could be regarded as the one which may be regarded as a firm leader. On the other hand, the action of the rector must always be based on the Senate's decision of course, as well as the rules and procedures relating to the taking of decisions by the one-man or appointed bodies.

It should be borne in mind, however, that the position of the Rector requires not only the management, direction and representation of the university but, to a greater extent, be preferred to his university. In this sense, the Rector is a leader of the academic community that mobilises it to build and maintain a high quality of university work and achieve ambitious development goals.

Good practices in the actions of the Rector

1. Responsibility for the development of universities. As a single body responsible for managing and planning the development of the university, he submits, at the threshold of his term of office, the Senate, which is given specific expression at the beginning of each academic year, of the action plan that it undertakes to meet. The plan, adopted by the Senate, aims to address the most serious problems of the university and aims to develop it, in accordance with its mission. In a non-public university, this rule shall apply in so far as they do not infringe the statutory powers of a calf.
2. Demarcation of responsibilities. The Rector shall specify, in the form of an order, the terms of reference of his/her replacement (s) and the powers delegated to them. A similar procedure applies to its representatives. While respecting their specific competences (in accordance with the principle of subsidiarity), the Rector enters not only in specific cases and only with prior notification to the Rector or the Trustee and after explaining the reasons for his intervention.
3. The culture of the Senate meetings. As President of the Senate, the Rector ensures the order and culture of its meetings, in particular:
 - a. ensure that the agenda is subject to the same conditions as those declared without prejudice to the adopted procedure for determining the agenda;
 - b. it gives the members of the Senate sufficiently in advance their draft documents and that they take care of their fair debate;

- c. it refers to the openness of initiatives or observations made by members of the Senate to their opinions or intentions;
 - d. it shall observe the principles of, and have the effect of doing so in, the voting of the secret ballot, and in matters of public interest.
4. The responsibility of the company. In accordance with the rules adopted by the Senate, the rector separates — in accordance with the principles of discipline — the measures taken by the university and makes it available to the university in accordance with the rules adopted by the Senate. If there are no such rules, the Rector asks them to be adopted. The rules for allocating these funds (including funding for research) should be harmonised with the universities' strategic development plan. The Rector shall endeavour to seek the various sources of research into universities (including development projects and research projects): however, national and international, state and private, while ensuring cooperation with other actors, will not recommend or increase their reputation. The Rector shall ensure the sustainability of universities by creating conditions for individuals to facilitate the search for external sources of research.
 5. Avoidance of decisions on own account. The Rector does not act on his case. Acting within the scope of its powers, the Rector does not give preference to the principle of the presumption of competence and does not give preference to an organisational entity in which he himself performs his duties as an academic. The Rector will not be invited to a group in universities.
 6. Avoiding conflicts of norms or interests. The sense of responsibility for the office of the Office obliges the Rector to avoid such forms outside university, even not related to permanent employment, which would not be such as to make it difficult to carry out their duties. The Rector shall report to the Senate about the absence or avoidance of conflicts of norms or interests between universities and their additional activities. Similarly, the members of other single-member bodies or their alternates undertake to refrain from any competitive activity vis-à-vis their own universities. A proven concealment of the truth in the matter or a breach of that obligation is a good right to cancel the function. In the case of public professional universities, this rule shall apply unless it is incompatible with the law in force.
 7. A concern for the level of scientific research. The strength of the university is creative, original and research intensive. The Rector supports them, ensuring adequate conditions for doing so, protecting academics from an excess of teaching assignments, assisting those who study the search for financial means, inspiring and facilitating their cooperation. I would like to see the conditions for the development of young researchers, in particular doctoral candidates. The Rector is opposed to pathologies in universities, as well as across the scientific community. In this spirit, promote standards for their universities,

The ethical codes to be addressed to the entire scientific community in Poland², as well as supporting initiatives to create and adopt by individual universities their own codes of ethics, which take into account the specificity of universities.

8. Concerns about the quality of education. The academic mission of the University undertakes that there should be a permanent concern for a high level of education. This task is addressed by the Rector, inter alia, by having the appropriate selection criteria for the teaching staff, an appropriate system for checks on the reliability of teaching assignments, respect of the ministerial requirements, and the promotion of creative and concrete initiatives by academic staff in this regard. In order to effectively carry out these tasks, the Rector launches the implementation of and oversees the action of a university education system that introduces standards and procedures to ensure their effective implementation.
9. Support to student organisations. Bearing in mind, in particular, the universities' responsibilities to develop their students' personality and to prepare them for active and responsible participation in a democratic society, the Rector supports not only the scientific circles, but also the organisations set up by students and doctoral candidates which are able to develop their members' social attitudes, acquire organisational capacity and develop their cultural interests. They encourage and support the reporting of various projects to these objectives.
10. Respect for the traditions of universities. When deciding on atypical and precedent cases, the rector takes account of the institutional culture of its university, strengthening its traditions and avoiding contradictory solutions.
11. Contacts with the university community. In contacts with members of the university community, the Rector tries to reconcile their willingness to open new ideas in accordance with order and strategic development plans for the university as a whole; firmness in the enforcement of responsibilities, with regard to the personal problems of workers; impartiality in the resolution of the cases at issue with a view to protecting the weaker party in the conflicts; ensuring the common good of the university that respects the dignity of each member of the academic community. As a result of its function, the Rector has a lot of information about, or not linked to, the exercise of personal work by subordinate staff and students, either from themselves or from third parties. It must not be disclosed to outsiders or made it possible for them to lead a university. Donkeys and, in particular, anonymity, the rector, should either be ignored or ignored or separated to the attention of whom they are affected.
12. Electoral campaign. With a view to combating unachievable or harmful to the institution of promises put forward by candidates for a position of power

² In particular, the following documents are referred to: Good scientific excellence and good practice in research

groups of voters, including students, and the rector over the duration of the campaign, actively promote accurate information about the state of the university, its achievements, prospects and limitations. It is not the case that the position of the new university authority in the election campaign or its counter-candidate (when it is a candidate for its own motion) is in its position in the election campaign. In particular, it does not use the information available to him to increase his or her own or his preferred candidate's chances of election. This rule shall apply in so far as it applies in the light of the statutory provisions in force.

13. Election of the Rector by an Electoral Assembly. Elections for the position of the Rector require particular care to be taken to preserve good morals. Among other things, they are:
 - a. the principle of publicity of the election campaign. Candidates for the position of a reviser should not submit their promises only to a certain part of the academic community and only to known parts of the academic community. This implies the obligation to announce commitments made to classified or closed meetings with individual voter groups, including the student community. Compliance with that condition shall be observed in particular in respect of those commitments which the performance of which is likely to affect the relevant interests of the institution, as well as the principles and rules of procedure resulting from this Code.
 - b. the statutory security classification of an electoral act. For its completion, it is essential to ensure that there are adequate conditions for the institution to cast its votes, including, among other things, the right content of the ballot paper and the ways in which the candidate will be named by each individual. To adopt such a method of casting a vote, which prevents the secrecy of voting or the exercise of group pressure from breaching the secrecy of voting.
 - c. to refrain from the debate at the electoral meeting of the electorate. According to the law, elections are indirect and individual members of the electorate should choose freely to choose their own conscience. This does not mean limiting the ability of voters to communicate with each other prior to the vote. At the electoral assembly, the electoral college shall not hold a substantive debate and the sole task of that assembly shall be to make the act of election of the reviser itself or, at its request, to rectors, in accordance with pre-established electoral procedures. The election debate, which is open to all members of the academic community, should take place at the latest on the day before the election of the electoral college.
 - d. retention of the election silence in force for the university as a whole, at least on the day of the elections. Programming debates may, or even should, take place in accordance with the electoral law, during the period immediately preceding the election day. A voter vote on election day should allow the assembly to meet the electorate without being accompanied or put up by supporters of individual candidates.

- e. to abstain from candidates for the post of rector. If such a candidate is a member of an electorate assembly, he or she should not be actively involved in the meeting called for by the election of the Rector. If he/she takes part in that meeting, he/she should give up his or her vote.
 - f. retaining the initiative to propose candidates for rectors. In accordance with the law, all candidates for rectors submit a rector-elect. In the case of a candidate for a student Rector, the Rector asks for the acceptance of the appropriate selection of students for his or her candidate, but he should not take the initiative into his own hands.
14. Liaising with the predecessor. In order to respect the continuity of power in a university, requiring a balance to be struck between the need for continuity and the need to change its functioning, it is respectful of the achievements of its predecessors and makes use of their advice and support where they are required to do so. On the other hand, the rector avoids informal interference with his successor. In this way, others contribute to the institutional culture of universities, while at the same time contributing to the development of good morals in the process of transmitting and assuming all managerial functions in universities.
15. Rector's representative. In their interventions, the Rector ensures the good name and position of its universities, including in terms of competitiveness, while avoiding the use of non-competitive methods of competition with other universities. It does not mix the interests of the institution with his or her personal participation in social affairs, nor does it exercise its authority to build a public image. It is all the more important not to use their universities to carry out any political campaign.
16. Taking care of the appropriate place of university in public life. In view of the social status of universities, while at the same time being empowered, the rector shall, on the one hand, encourage the social well-being of staff and students, and even to participate actively in public life, on the other, while respecting the principle of impartiality and political neutrality of universities, shall protect them from the exploitation of the university for political purposes. Politicians and political debates take place only if they remain academic (lectures, seminars, scientific sessions, meetings). In particular, it is important to avoid the spread of all forms of xenophobia, the imposition of political ideologies or of religious fundamentalism and fanatical attitudes, which exclude discussion. The reviser may authorise the holding of meetings of a political nature at the premises of the institution, subject to the condition that the use of the premises will take place on a general basis and will not give rise to any political option for universities. The Rector tries not to give visibility to the political views during the teaching assignments and does not allow placement at the university.

slogans or posters of a similar nature shall protect higher education symbols before such words or posters.

Good practices in the activities of the Senate

1. Meaning of the Senate's cooperation with the Rector. In exercising their powers, members of the Senate shall cooperate with the rector for the benefit of the university as a whole. This cooperation requires the presence and active participation and active involvement of the Senate as a priority. In particular, members of the Senate shall be required to prepare properly for meetings and, in particular, to familiarise themselves with the materials produced.
2. Interaction of the Senate with the Board of Departments. The Board of Divisions enjoys a considerable degree of autonomy in carrying out the core tasks of the university. This autonomy should, however, be motivated by the interest of the university as a whole. By making use of its statutory right to set guidelines for the Board of faculties on the execution of the core tasks of the university, the Senate supports further initiatives. It should, however, prevent action to turn universities into a federation of faculties, guided by vested interests, which is a threat to the unity of the academic community and to the realisation of the university's mission.
3. Student participation in the Senate. Students are full members of the Senate, and the autonomy of students and doctoral candidates is a constituent element of academic autonomy. Students take part in all decisions about universities (not just student decisions), and the Rector as President of the Senate and all its members are making efforts to create the right conditions for students to make meaningful and full participation of student senators in the work of the Senate and its committees. It is the responsibility of students to actively and responsibly participate in the work of the Senate.
4. The responsibility for the programme of studies. In the exercise of its statutory powers, the Senate supports, but also supervises, the departments and institutes' initiatives to adapt the study programme to the state of the art, and to strengthen the specialities developed in universities. However, they should all strive to ensure that the programme's change is of true quality and not motivated by the interests of individual academic staff.
5. The Senate's initiative. Members of the Senate, with responsibility for the university, enjoy their powers to declare their own initiatives in the interests of the Senate. In doing so, however, they should inform the Rector about them and consult his views before declaring them to the Senate. Initiative to be notified during the Senate meeting without prior information

the Rector may be admitted to the minutes and be the subject of appropriate action before the next meeting of the Senate.

6. Respect the adopted agenda. The Senate shall decide on the matters to be adopted at the beginning of the meeting. Any extension of this order shall be subject to formal acceptance by the Senate. It is important to avoid any notification of changes to the agenda towards the end of the Senate meeting, especially when a part of its members has left behind. A member of the Senate may, at the beginning of the meeting, request an extension of the agenda, but he should inform the Rector before the beginning of the sitting, who shall take note of all the members of the Senate of the draft resolution if the proposed revision of the agenda is to vote on it.
6. The way in which the vote is taken. Resolutions shall, in accordance with the Statute, be adopted by open ballot or by secret ballot. A vote against the draft resolution must be preceded by the presentation of grounds justifying such opposition. It is unacceptable to consider instances of avoiding participation in the discussion and to ask for the secret ballot to be brought in order to reject the draft resolution.
7. Evaluation of the performance of the Rector. The principle of sound discussion preceding the adoption of the resolution refers in particular to the key issues to which, in particular, the evaluation of the performance of the Rector has been identified. Members of the Senate should be properly prepared to discuss the report back and actively take on the content and the directivity of the report over the report, and they should not be limited to editorial or editorial comments.
8. The principle of discretion. The academic community has the right to be informed of the content of the Senate's deliberations, with the exception of, however, the votes relating to staff matters, and not the relevant minutes of its meetings where there is a presumption of interest to them.

Final standards

1. The extent of the scope of the Code. The above fundamental principles and good practice in managing the institution shall apply to the single-member and the collegiate bodies of government of the different levels of government (divisions and councils, heads of institutes and their councils, etc.), as well as any competence derived from statutes or other legal provisions.
2. A university best practice committee. It is proposed that universities which have adopted this Code, in whole or in part, at the Senate, on the basis of a request by a reviser, refer to the relevant committee whose task it would be to review the compliance of the university authorities' activities, or that they have referred these tasks to a committee of appropriate powers. The Commission would report back to the Senate on its activities, and could usefully make suggestions for amendments to the text of the Code.

3. Review of the Code. Periodic revisions of the Codex at the initiative of the various universities, the rectors conference (KRASP, KRSPs), of the Student Parliament of the Republic of Poland or of the National Representation of doctoral candidates are assumed. The amendments will be made by the Committee of Good Practice set up by the KRASP.

**THE ETHICAL CODE OF
THE ACADEMY OF
ECONOMICS
KAROL ADAMIECKI IN KATOWICE**

Preamble

The University of Economics in Katowice is a community based on the academic community, which states that it is compatible with its values. They should be understood as everything for the Community to be appreciated, valuable and as a whole. These values contribute to the behaviour of all those forming part of the academic community, including students, doctoral candidates, scientific and administrative staff. These values should be present in the attitudes, behaviour of members of the academic community, in their relations between universities and all those who are part of our academic community. The values and resulting attitudes are described in the forthcoming Code of Ethics which all members of the academic community are obliged to comply with. When adopting and implementing these values, a member of the Academy's community helps to build the moral and social order of our university. In the interests of the common good, it also contributes to the construction of an appropriate image of the common good.

Part I. constitutive values of the community of the Academy of Economics

PERSON: it is the basic foundation for any values and principles. It is shown to be a unique and non-reducing reality for each individual or partial process. For this reason, people as a person should be viewed in an integrated manner, i.e. overall. It is a fundamental player in the world. That is why, as a person, the person becomes a point of reference for all the acts and attitudes contained in it. A person is a moral basis for any action. They therefore centralise all efforts in the Community Academy of Economics.

DIGNITY: it is the most distinctive feature of the person. It is through its inherent, intrinsic and inalienable dignity that human dignity is the ultimate value to which all social, economic, political, cultural or civilisational phenomena should be linked. Thus, the only way to address a human being is to ensure that the dignity of each person is unconditional. It is also a question of equality between persons. This is reflected in all interpersonal relations both internally and externally in the Academy of Economic Affairs.

TRUTH: it is both a value in itself and a value that underpins all cognitive acts. The truth is a fundamental responsibility of each individual, and therefore an employee of the Academy of Economics and, in particular, a researcher or a university teacher. To the extent to which the truth is about finding and discovering the truth, they are also obliged to take an individual step. The truth relationship becomes the only appropriate measure of all research, research or scientific inquiries at the Academy of Economics and educational processes, as well as other work activities. It is true that it is the cornerstone of all the human activities undertaken. The defence of the truth is therefore the defence of his/her own humanity from the attempt to learn from the different kind of ambition, mess, success stories or instances of power or any kind of pressure force.

FREEDOM: this constitutive feature of human existence is extremely important in all kinds of human activity, particularly in all scientific and educational activities. The subjective freedom of the learner is indispensable for the purposes of its own reason, experience and conscience and to prevent any external influence which may influence both the merits and the effectiveness of the work carried out — that is to say, to attempt to manipulate the truth. There is no freedom to learn and raise consecutive generations of students. Freedom is an area in which the entire population of the Academy of Economics develops their freedom. at the same time, it is also a task for it to be pursued solely with a view to its liability for it. Moreover, this value is an opportunity for all learning, which has a positive impact on human performance in the space of research, discussion and opinion.

COMMUNITY: we should not forget that, from the beginning, this category has been at the heart of each academic community. It was due not only to the autonomy of that community, but to its awareness of the common objective of an attempt to make the truth about the reality of the reality and the reality of the human reality. The Community should therefore play a role in the form of mutual respect, relations between all staff members and students from the environmental Academy of the Academy of Economics. It has an important impact on the right relationship between the student and the champion. It is based, first and foremost, on the fairness of the behaviour of the student, the institution and the respect of its master, and it should be a good example for personal and scientific advice and be meaningful and open to students' problems.

HARD WORK: it is naturally inherent in human life. We want to see action in a typically human activity. The result is shown in the poison and in the joy of the result of the action. In the Economics of the Academy of Economics, this feature is illustrated by their personal signature and their profound responsibility for the content of the study to be produced and how it will continue to be communicated.

In the light of the direct effect of such proceedings, it must be borne in mind that, in the long term, it must be borne in mind that this attitude is conducive to the benefit and the development of a broad group of participants in the fruit of the work carried out at the Academy of Economics.

FAIRNESS AND FAIRNESS: both of these features should be reflected in the work of all the environmental representatives of the Academy of Economics, in the form of work done by teaching staff. Guided by these values, the work and its effects will be marked by the reliability and reliability of the activities. In addition, they will be the result of and focused on the search for truth and, through this, science will be created on the basis of a basic morality and logic.

WORK ETHOS: it is not only a matter of performing their duties conscientiously, but also with the status of staff relations at the Academy of Economic Affairs. The moral qualities of the acts called ‘notes’, which are sustainably acquired for the realisation of a particular moral good, play a particular role here. Among these, the following are important roles: Consistency in deciding on the implementation of a different type of tasks; Justice should be given every opportunity to do so, particularly in the context of the Community’s relations; It is patience and hope, while waiting for a positive change in the process of bringing up the labour market, but we look forward to seeing the fruits of the work done; Their understanding and individual assessment of the behaviour of others; Clarity and clarity on how to make their voice heard; And respect for all personal relations, in particular the name of persons having authority.

SOCIAL RESPONSIBILITY: this is reflected in a spirit of action which takes account not only of their own interests but also of the activities and welfare of the other people or communities. This will be done, inter alia, with healthy competition, pumping the common good and contributing to the realisation of existing attitudes.

PATRIOTISM: it should be designed to be true to the country of origin, and should be drawn to national treasures and cultures. In this case, the national culture, which has a positive influence and a positive effect, plays a very important role in shaping the wealth of every Polish citizen. Patriotism also has a local dimension — particularly highlighted at the Economic Academy — linked to the moderation A “small home” (fathers), which chimes with their homes and their work for our common good.

Part II. A code of ethics in detail: internal stakeholders

The whole academic community should abide by the rules of conduct which are enshrined in the case, in order to ensure that the constitutional values of the population of the Academy of Economics can find their expression in the action.

CHAPTER I: Rules of conduct for the University authorities

1.

In the exercise of managerial functions, the UPAs shall assume particular responsibility for respecting the principles of ethical conduct by his subordinates, giving a formula for his own.

2.

The authorities are committed to the constitutional values of the academic community, mobilise it to build and maintain high quality assurance, accountability and planning for its development.

3.

The authorities are required, on the basis of a sense of responsibility, to refrain from engaging in activities outside of the university, even those which are not related to permanent employment, which would not be such as to make it difficult to carry out their duties. In the event of a breach of that obligation, there is a moral requirement to challenge the performance of his duties.

4.

The Czech authorities are not allowed to take part in actions that undermine the excellence of the Academy and should not be allowed to take part in projects that undermine its competitiveness and image.

5.

The Czech authorities should carry out their duties fairly and fairly, and in particular:

- ensure sustainable development by avoiding specific and collective interests at the expense of the common good, creating conditions for individuals to facilitate the search for external funding;
- ensure equal opportunities for employment, promotion and further training in line with the development strategy of the University, while avoiding any form of discrimination (in particular discrimination on the grounds of race, sex, age, nationality, religion and belief),
- strive to create a working environment based on mutual respect and tolerance and personal treatment of workers,
- ensure good working conditions and facilitate professional and personal development in the field of research, teaching and administration, and play a role in ensuring decent and fair wages for all workers,

- ensure freedom of research and freedom of expression for members of the academic community without fear of losing their jobs or privileges,
- take care of the conditions for the development of young researchers, assisting those who conduct research, inspiring and facilitating their cooperation,
- to contribute to the introduction of standards and procedures to ensure high quality education,
- support student and doctoral student organisations;
- will not listen to the cases of workers, providing a comfortable place and time for an interview,
- promote community participation — as a public place for debate on issues where the knowledge and authority of the scholars will be used for the public good;
- take care of the assets of the Academy of Economic Affairs and draw them up without incurring unnecessary costs.
- ensure that internal rules of operation are respected.

6.

During the election campaign, the new authorities of the Academy are required to represent their positions on the basis of their best ethical standards and, in particular, to shape a good practice in transferring and taking over all management functions in the University.

7.

The Academy of the Academy shall ensure its good name and position in public life, taking account of its policies.

8.

The authorities shall, in exercising their powers, cooperate with students and doctoral candidates for the good of the Academy for the purpose of fulfilling its mission.

9.

The Czech authorities shall not accept any material, ancillary or tasks related to the functions or duties carried out.

10.

The Czech authorities should not be involved in decisions directly affecting themselves or the closest family members who would have an advantage in terms of the post held.

11.

In view of its social position and function, the Czech authorities should be particularly sensitive to any irregularities in their own environment, in the opposite direction.

the pathology of academic, social and any kind of corruption and pressure in the way of various forms, such as harassment, bribery, blackmail, etc.

CHAPTER II: Principles of the conduct of academics

1.

Science, as a domain of precision, fairly accurate to the facts and the achievements of its predecessors, is particularly impressed by all types of unfairness and integrity. It is based on the sovereignty and conscience of its creators, as well as the pursuit of the truth, as well as a scientific worker:

The teaching profession should strive not only to discover and know the truth, but also to promote it and defend it.

2.

A research staff member should support and protect the intellectual freedom of their students, doctoral candidates and colleagues, while freedom in the academic community is indispensable throughout the scientific and educational process, and it is also a guarantee that their own courts can be heard.

3.

The research staff member should be independent and not dependent on scientific, political or economic considerations outside the scientific community. Therefore, it should not be allowed to engage in any activity or activity that could limit its failure to do so.

4.

The academic community requires its staff to learn each other's sciences, their interaction and solidarity, their fairness and their responsibilities in terms of universities and students.

5.

Teaching and teaching staff are required to avoid any form of words or behaviour which is not respectful of culture and morality.

6.

A teaching staff member should carry out his professional duties with care of his degree of integrity and diligence, a good name for the Academy of Economic, take an active part in each other's parent undertaking, and his abilities and knowledge should be used for his good.

7.

Teaching staff, who carry out public functions in state or local government posts and in other Polish and international organisations or organisations, should not disregard the dignity of their profession or abuse the constitutional values of the population of the Academy of Economics.

8.

A research staff member should avoid the use of the hereditament of the Academy of Economics for private purposes and, in particular, not to carry out work on the premises of other entities.

9.

The taking up of additional activities by the teaching staff of the Academy in addition to the universities of the College should not be at the expense of the basic workplace. A staff member of the Academy shall be required to provide sincere information on possible conflicts of interest and to obtain the appropriate agreement and acceptance.

10.

A teaching staff member has the right to demand a decent wage, corresponding to his qualifications and working difficulties, but should not recommend quality in the performance of his/her duties on pay.

11.

Any discrimination in the assessment, promotion, whether because of race, colour, religion, nationality, sex, sexual orientation, disability, age or belief, etc.— not to be acceptable to the academic community.

CHAPTER III: The duties of scientists as researchers

1.

The teaching staff should continually improve their knowledge and skills.

2.

The research work of a research staff member should be creative and must be carried out in accordance with the requirements of the scientific method, be reliable and be based on sound arguments.

3.

A research staff member should comply with high standards of scientific research and good scientific practice. It shall be responsible for giving them the right to make the teaching. It should enhance public awareness of the achievements of science it represents.

4.

The academic in scientific research shall observe the principles of scientific integrity and do not allow plagiarism or falsification of scientific results.

5.

A research staff member should avoid conflicts of interest in the evaluations of the acquis and scientific works and shall be guided by the objectivity, timeliness and principles of competence. Open to the public

the acceptance of gifts, gifts or other advantages which would undermine its assessment.

6.

A teaching staff member shall undertake to draw up an opinion, review or study only within the scope of his specialities and shall not be in the expectation of the principal and shall not allow the payer's pressure to influence the substance of the work. Sponsorship of studies should be disclosed. It is not acceptable to draw the test results from any non-academic benefit.

7.

A research staff member should comply with the principles of copyright and intellectual property.

8.

A teaching staff member has a special responsibility to eradicate scientific dishonesty and good morals in science.

CHAPTER IV: Responsibility for the ethics of staff and teaching staff in respect of their associates and Univesity

1.

The teaching staff member must comply with the colleagues of the principles of courtesy, loyalty and colleague. Mutual respect, advice and assistance shall be provided in their dealings with each other.

2.

A research staff member, ensuring the continuous development of their skills and knowledge, seeks to improve the working environment and the quality of education at the Academy of Economics and supports their colleagues, in particular subordinates, in the development of their professional competences.

3.

A teaching staff member, respecting the merits of his colleagues, should be informed, in the exchange of scientific advice, of substantive arguments both in relation to the news and of the subordinate.

4.

If you are found to be aware of the wrong procedure, you should be able to respond. At the same time, it should not publicly comment on the professional activities of another teacher. The unfounded presentation of a colleague in bad light, the loss of consideration, reduction of remuneration or removal of the post occupied, or a lack of merit in the promotion, is unfounded.

5.

A research staff member should take a stance on the basis of criticism of the work and concept of other authors, combined with criticism of yourself and the research acquis.

6.

A scientific and teaching staff member shall be in good faith to cooperate with each other in the context of the individual concerned and to refrain from actions which infringe such loyalty after the end of the cooperation, and should act in the event of misconduct on his part by his colleagues.

7.

A teaching staff member shows his allegiance to the Academy of Economic Sciences in terms of his/her compliance with the discipline of the labour force, assisting the democratically elected authorities in charge of exercising them and showing assistance in the construction of the prestigious University.

8.

A research staff member shall not be likely to obtain from his colleagues and subordinates the conduct contrary to the constitutional values of the community of the Academy of Economics.

CHAPTER V:

Preferred teaching and teaching staff for students and doctoral candidates

1.

The effect of education at the Academy of Economics is to shape a responsible human morality, equipped with knowledge of educational disciplines and appropriate practical skills. A research staff member should therefore assist the student in improving the cognitive ability of the truth.

2.

The teaching staff member should carefully prepare for the courses and use the teaching methods relevant to the subject of the subject being taught; the content of teaching assignments should be consistent with the current state of world science.

3.

The transfer of knowledge by teaching staff at the Academy of Economics should be carried out in a responsible manner in the area of professional competence, with particular emphasis on:

- disout prejudice and raise awareness of the influence of various opinions — presenting different views, concepts and scientific assertions and communicating a possible personal point of view,
- to ensure the impartial formulation of an opinion on the status of “acquis” and critical analysis thereof,

- attribution of errors made, recognition of the potential inadequacy of own ideas, intakes and wording,
- an individual approach to each student and offering the possibility of a personal and scientific dialogue,
- to encourage students and doctoral candidates to engage in a fair study and to carry out professional work,
- foster the scientific curiosity of students and doctoral candidates and ensure that they improve their cognitive and knowledge media.

4.

Before the start of the teaching cycle, a lecturer is required to provide students and doctoral candidates with information on the programme of activities, on the rights and obligations associated with the activities and on the criteria for assessing subjects.

5.

A research staff member should:

- adopt fair and equitable rules for assessing students and doctoral candidates,
- make a clear reference to the content, interpretation and translation of students and doctoral candidates while respecting the student's privacy and dignity.

6.

It is regrettable that, in addition to the power to identify the person to be evaluated, it is to be given a negative opinion outside the area of promotion of its students.

7.

It is morally reprehensible that a petition, a lesson or a study be made to its own students for consideration.

8

A research staff member should be encouraged to help build the interests of students and doctoral students both in individual and member organisations and foster the creation of an atmosphere that triggers the creativity of all participants in academic life.

9

A teaching staff member who is a champion of education should influence the student's or doctoral candidate's attitude by giving a good example and inspiring reflection on values outside the knowledge base associated with the study programme. By their attitude and appreciation, a worker is raising students.

CHAPTER VI: Official attitude of administrative staff

1.

A person classified as a member of the group of administrative staff should:

- conduct, conduct and contribute to the missions of the University,

- be aware that its activities will contribute to the dissemination of the good reputation of the Academy of Economic Activities in society,
- cooperate with other members of the academic community in order to improve the quality of the services provided by the University,
- in relation to other members of the academic community and other members of the academic community, respect all accepted forms of courtesy use in direct contacts and correspondence,
- remember, above all, the social and aesthetic appearance is your useful element when dealing with the public,
- take care of the order and order at the workplace,
- make full use of the skills and qualifications held in the interest of the Academy of Economics,
- pay particular attention to the conduct of their own and other members of the academic community in order to avoid any loss or loss;
- take note of and respect the principles set out in the Code.

CHAPTER VII: Administrative staff practices

The administrative staff of the Academy of Economics in Katowice should have certain characteristics:

- make good use of working time,
- ensure their reputation by performing their tasks in a timely manner,
- constantly improve their qualifications and skills in order to be able to perform their duties as effectively as possible,
- a high level of personal culture,
- in his/her activities, we would like to act in a sensitive, sensitive and sensitive manner.
- be honest and fair in relation to the persons concerned, their ratios and associates,
- the professional cases in question shall be dealt with impartially and objectively;
- exercise their duties with care.

CHAPTER VIII: Student and PhD student attitudes

1.

Students and doctoral candidates pursue integrity and decency in their proceedings and, in their contacts with others, follow the principles of good education and morality, with a view to the dignity of each individual.

2.

Students and doctoral candidates should not take any steps to undermine their dignity or the dignity of others, as well as taking action to harm their reputation or their confidence.

3.

At the end of their studies, a student and doctoral candidate is required to care for the reputation of the University.

CHAPTER IX: Student and doctoral candidates in the study process

1.

Students and doctoral candidates are required to work diligently and diligently on the continuous improvement of their qualifications and to acquire knowledge throughout the course of their studies.

2.

Students and doctoral candidates should make every effort to enrich their knowledge, also by taking part in voluntary and extra-curricular activities, and to develop all practical skills related to their future occupation.

3.

Students and doctoral candidates should treat the examination as well as any other form of knowledge verification as reliable checks, during which they should only use their knowledge and skills. Any fraudulent behaviour towards a positive result is reprehensible.

4.

Students and doctoral candidates are particularly vulnerable to the realisation of their academic academic value at their level.

5.

Students and doctoral candidates should respect friends of the principles of courtesy, loyalty and colleague. Mutual respect, advice and assistance shall be provided in their dealings with each other.

6.

Students and doctoral candidates should support other students in science, assist in adapting to the conditions of academic life, as well as meeting and respecting the rules of the Academy.

7.

In the absence of a student or student during the presentation of the group work, he or she shall be required to provide all relevant material at the time of the request for the activities of the remaining part of the team.

8.

Students and doctoral candidates consider the remaining part of the academic community to be respectful, in their dealings with them, of the principles of good education and customs, and thus avoid confidential personal contacts.

9.

Students and doctoral candidates do not take advantage of private contacts and personal ties with other staff members of the University.

10.

Students and doctoral candidates should adequately respond to any kind of ethical behaviour of University. In doing so, they should also refer to the cell responsible for ethical issues in the section responsible for ethical questions.

Part III. A code of ethics in detail: external stakeholders

CHAPTER I: Values that characterise the relationship between universities and their external environment

1.

Partnership. In its relations with the external environment, principles such as fairness and fairness are respected. Since the partners may have different interests, often conflicting interests, the ultimate aim is to strive for a common good. The Academy of Economics works to recognise the benefits of cooperation in partnership and to work with them in real terms.

2.

Training of professionals. The Academy of Economic Sciences is actively following the economic transformation and thus in a flexible way the education system is being developed in order to adapt the skills of graduates to the current situation in the labour market. Trained professionals can effectively and responsibly manage and act for their employers, taking into account the common good. In responding to market demand, the University cooperates with business representatives and various socio-economic organisations.

3.

Availability of educational offer. The Academy of Economics effectively reaches out to potential candidates for study. The overall aim is to get the brightest talents to achieve an effective educational function.

4.

Photograph. The University ensures that it has a positive image of the region, the country and internationally. By working together with the media, the school informs about its

projects are being made by a wide audience. Promotional material, websites and other media shall ensure the integrity of the information uploaded and be accessible to the public.

5.

Cooperation with other academic institutions. The university authorities, with a view to comparing both their own acquis and other education standards developed in other universities, work to strengthen their cooperation and exchange of views between universities. This makes it possible to determine the most effective way of organising the education unit. Cooperation takes place between the academic institutions of the region, the country and the world.

CHAPTER II: Management principles in relations with the environment

1.

Universities shall take care to promote the image of the Academy of Economic Activities as a centre of knowledge and business practice, promoting economic knowledge and entrepreneurship. The development of entrepreneurial mindsets, as well as investment and interpretation skills, includes both educated economists and the provision of knowledge to entrepreneurs and the general population.

2.

Research and economic analyses should be drawn up with the highest level of accuracy and relevance, and their implementation must meet the economic and social objectives of the firms and the organisations that report demand for these services. The University attaches particular importance to the respect of intellectual property rights.

3.

The Academy of Economics promotes the principles of sustainable socio-economic development by providing the necessary knowledge for optimal economic decisions.

4.

The staff of the Academy of Economics shall support citizens' initiatives and take action in favour of the local community. Promote the idea of corporate social responsibility and implement it in practice. The University recognises philanthropy as a particular expression of social responsibility and supports philanthropic attitudes among workers and the business community.

5.

In particular, attitudes that live together in both interpersonal and collective relations deserve special attention.

6.

The University works in accordance with the principles of fair competition, and seeks to ensure that the academic centre has the highest standards of teaching and professional ethics

Final provisions: application of the principles of the Code

1.

The whole of the academic community is required to comply with the principles set out in the World Code of Ethics, so that academics, administrators, doctoral candidates and students are involved.

2.

A member of the academic community has the right to obtain an explanation of its unclear wording or doubts about the content of the Code of Ethics, to submit comments and to initiate changes and additions to it. The competent authority in these cases is the Committee on Ethics and, at the next instance, the Rector.

3.

A member of the academic community should disclose and combat any manifestation of a breach of the Code of Ethics.

4.

The Ombudsman is responsible for ensuring compliance with the Code. Ethics at the helm of the Committee on The Ethics Officer appointed by the Rector.

5.

Committee is an advisory body of the Rector.

6.

It is for the Ombudsman to:

- a) the promotion in the academic community of the Academy of Economics of the contents of the Code,
- b) investigate infringements of ethical conduct by members of the academic community.

7.

The Ombudsman informs the Rector about the activities and their results. If the Ombudsman considers that any employee, student or doctoral candidate is in breach of the principles of ethical conduct, he shall immediately inform the Rector.

8.

A member of the academic community who has been the subject of an investigation by the Ombudsman and those who have submitted a request to the Ombudsman for infringement of the principles of ethical conduct shall have the right to lodge a complaint against the Ombudsman's activities to the Rector.