

## **D-ARCH Code of Conduct**

Annex: Examples

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### **Inappropriate behaviour**

#### *Example 1*

*When a male professor tells a female student that she looks sexy in her miniskirt, she might take this as a compliment and actually enjoy it (as a subjective experience), yet this does not mean that the remark is appropriate (as an objective fact). Firstly, not only the receiver of the compliment is concerned here, also other students who witness or hear about this remark might feel embarrassed or uncomfortable with their professor evaluating and complimenting a student's appearance. Second, this behaviour is professionally inappropriate because it is not the sort of behaviour that we wish to see professionally generalised: exposing students to other than work-related evaluations compromises the optimal learning conditions by destabilising and directing them towards other than educational concerns and objectives. The existing power imbalance between student and professor is in this case enhanced by the gender imbalance reproducing in this example the sexist stereotype of women being sexual objects. In short, the positive subjective experience of the female student in this case does not change the fact that this behaviour is objectively inappropriate.*

#### *Example 2*

*If my father used to hurt me by twisting my arm, I might feel triggered when a colleague touches my arm. However, there are no good reasons to expect that anyone but myself might experience this behaviour as problematic. To heal I need understanding and care for my feelings, but there is no reason to criticise or sanction my colleague's behaviour as inappropriate.*

#### *Example 3*

*When a professor makes an inappropriate comment during a meeting, it is important to acknowledge that there is less risk for another professor to speak up than for a teaching assistant or a student. When we are in leading positions, or in a position of (relative) power, we should use that position as leverage to call out and act against inappropriate behaviour.*

### **Discrimination**

#### *Example 4*

*A senior staff member makes jokes about trans persons during an informal lunch meeting. Nobody present dares to speak up; some are impressed by their seniority and status in the department, others don't want to expose them in front of others, still others think 'that is how they are, they don't mean bad'. Afterwards one person that was present during the lunch decides to confront the senior staff member personally. They go to their office and explain why they thought these jokes were inappropriate and hurtful. The senior staff member thanks them for making the effort, acknowledges the issue, and promises to send a message to those present at the lunch to apologise. So instead of reacting defensively or dismissively, the senior staff member takes this as an opportunity to learn. The colleague that spoke up decided not to vent or gossip behind the senior staff's back, but to reach out and explain, giving the senior staff member the chance to grow more awareness and adapt their behaviour for the future.*

### Example 5

*During an apero, a white student asks a black student where she is from and when she came to Switzerland. She was born in Switzerland and this is a question she frequently gets when meeting someone new. A friend standing next to her steps in by explaining that it is not okay to draw conclusions about someone's origins by reducing them to their racial characteristics, and explains the dynamics at play. So in this case, the friend of the student that received the question understands how often people of colour get this question and how exhausting it is to continuously have to educate on this, and therefore takes over.*

### **Classism**

#### Example 6

*A chair asks their students to build a large and detailed model for their design project. Most of the students in the group are well-off, so money and time are no immediate issue or burden to them. One of the students in the group cannot rely on financial support from his family and has to work in order to support his studies. He knows that building this model will cost a lot of money, for which he will have to work. That makes it in turn hard to dedicate the same amount of time as the others, who will do a few all nighters before the finals. After telling this to their close friends, they decide to speak as a group and ask the chair to impose limits on budget and working hours.*

### **Language**

#### Example 7

*A group of colleagues, whereof a majority speaks Swiss-German, is at lunch together. Out of habit they speak Swiss-German, not noticing that this excludes one person in the group. The excluded person asks the group to switch to high-German, as this is easier for them to understand. This works for a bit, but after a while they switch back to Swiss-German. The excluded person is tired of repeatedly having to ask to be included, and decides to just stay out of the conversation. Someone sitting next to them notices, apologises for excluding them and asks the group to switch language again.*

### **Power and dependency relations**

#### Example 8

*A male student is taking up more talking time than his female group partners at every crit and table talk. The assistant and professor don't interfere because they consider all their students equal, enjoying equal chances and opportunities. They assess the female students as weaker, having less well developed ideas and presentation skills. At a next session a new assistant comes in, who immediately notices how the power imbalance of social and professional gender relations is being reproduced in the room. The assistant intervenes and stops the student from dominating the conversation. He is asked to limit his speaking time to guarantee an equal speaking time for his peers.*

#### Example 9

*During the introduction session of a design studio, the professor tells the students that the chair strives for an open culture of conversation and exchange and invites everyone, across hierarchies and roles, to feel comfortable to share their thoughts and opinions, also critical ones. However she also states that even though the chair strives for this trust and openness,*

*this does not mean that there is no power in the room, and that all the teaching staff understand that this openness is not always evident given the fact that they will be grading in the end. So even though a horizontal, learning culture is encouraged, the chair understands and acknowledges that the power imbalance puts limits to horizontality and informality.*

### **Personal relations**

#### *Example 10*

*An assistant professor falls in love with her student and they pursue a sexual relationship. Other students of the group have not been informed, but they start seeing signs of great familiarity (inside jokes, frequent touching); one student sees them at an intimate dinner and another sees them kissing after class. The concerned parties here are the assistant professor, the student and the other students. The risks of this relationship are shared by all, but not equally. The assistant professor runs the risk of treating the student partially and favouring her, and therefore creating unequal and unfair learning conditions. Even if she manages to behave impartially, she still runs the risk of being perceived as behaving partially and showing favouritism, and therefore becoming the subject of mistrust by the other students. She also risks retaliation by the student if the relationship was to turn bad. The fact that she pursues an amorous relation with a student might also create a psychologically suboptimal learning climate for the other students, making them feel unsafe being a potential object of amorous and sexual attention in what is supposed to be a learning context limited to pedagogical attention and evaluation. The student involved runs the risk of losing the trust of her peers and of retaliation by the assistant professor if the relationship was to turn bad. The other students are running the risks of being treated partially at their disadvantage and to find themselves in a psychologically suboptimal learning climate creating mistrust, gossip and unsafety. Appropriate actions in this situation are different for all parties concerned. The peer students could take the initiative to discuss this with the assistant professor and the student concerned. However, due to power imbalances and the intimate nature of the relationship, this might be difficult and be experienced as inappropriate or embarrassing. They are also expected to inform a confidence person, but this might be challenging due to feelings of loyalty and privacy concerns. The student concerned can also be expected not to pursue this relationship and explicitly refuse it. If the assistant professor keeps on pursuing her, despite repeated refusal from her side, she is expected to document this and inform a confidence person. If the relationship cannot be avoided, she can also inform a confidence person, but due to loyalty to the assistant professor and fear of exposing her privacy, she might find it difficult to do this. If we do a power check, it is obvious that the assistant professor has the most power in terms of the hierarchical teaching and evaluation position she occupies. Therefore, she has the greatest responsibility for behaving appropriately. First, she should not pursue personal relations with students. If it does happen, she should immediately inform her supervisor and be taken away from teaching and evaluation responsibilities regarding the student concerned.*

### **Pedagogical and research integrity**

#### *Example 11*

*Students get the assignment to participatory redesign a public space in an underprivileged neighbourhood in Zurich. It is a 6-week project, starting with a consultation and co-designing phase and ending with a public event. Before the start of the event, the teaching team sits down all students and invites an expert to discuss some of the ethical problems that might surface (use of data and questions on consent, anticipating harm or anxiety in case of sensitive topics, avoiding intrusion and unpaid labour, etc) and sketch out a few guiding principles. The expert remains available for questions during the studio and a follow-up discussion can be requested.*

## **Wellbeing**

### *Example 12*

*A renowned architect is invited as a guest for the final review of a design studio. During an exchange on one of the final projects, she gets very angry and upset. She starts to yell and calls the presenting students stupid and lazy. One of the teaching assistants immediately steps in and calmly replies to the guest that criticism is welcome, but should remain respectful and constructive, and that yelling and calling students stupid and lazy is not acceptable. Sometimes, it might be complicated to immediately call out a person: when the person in question has a power position (for instance when the yelling is done by the professor of the chair and no one from the teaching team has received a confirmation that their one-year contracts will be prolonged) or when there are other dynamics at play (the yelling is done by the business partner of the professor of the chair). In such a situation diverting the attention away from what is happening can help to at least stop the inappropriate behaviour, for example by changing the topic of the conversation or calling for a break. However this can never be an excuse for not addressing the incident.*