



4. Example scenarios with specific prevention recommendations for everyday university life at the Faculty of Sociology

The example scenarios outlined here are intended to provide helpful building blocks for all status groups involved in everyday faculty life, from courses, office hours, and complaint scenarios to workshop organisation. The examples listed represent a selection of possible scenarios and are neither comprehensive nor exhaustive.

Example scenarios: conferences/congresses/workshops

Preparatory measures:

- Preparation and display of **information material**, for example in the toilets and/or as an insert in the conference folder (material is available, for example, from [the Bielefeld Women's Emergency Hotline](#) or the Faculty's Equal Opportunities Commission)
- Outline a **strategy** for combating SHDV – possibly based on existing concepts (e.g. using a code word as in the "[Is Luisa here?](#)" campaign) or in cooperation with local university structures (e.g. the university or faculty's Equal Opportunities Commission).
- Find a **contact person** who is available during the events to answer questions and address concerns and who can be approached using the agreed code word (e.g. "[Is Luisa here?](#)"). Ideally, this person should not be part of the organising team to avoid potential conflicts of interest.
- Set up an **awareness team** that has received training on the topic beforehand (the concept developed by [the student representative committee of the Faculty for Educational Science](#) or by the student representative committee of the Faculty of Sociology fs.soziologie@uni-bielefeld.de) can be used as examples).

- In consultation with [facility management](#), [security services](#) can increase their presence in the relevant part of the building. This can be particularly helpful for events held during the weekend or semester breaks.
- Establishment of **rules** (for communication and behaviour) / **a code of conduct** for the event (for example, the German Political Science Association (GPSA) has published a paper on the topic of "[Discrimination-free meetings](#)").
- Set up a **quiet room**. The university already has centrally located [nappy-changing, breastfeeding, and quiet rooms](#), some of which can be locked.

During the conference/congress/workshop:

- At the beginning of the event, **point out**:
 - (communication and behavioural) **rules/code of conduct** (for example, with reference to the GPSA paper "[Discrimination-free meetings](#)")
 - The designated **contact person(s)** and the **awareness team**
 - [quiet rooms](#) at the university
 - the **house rules**, which authorise the organisers to expel persons who behave in a discriminatory manner from the event (if necessary, with the support of [security services](#))
 - the [university's policy against SHDV](#) (in particular with the note that this applies to all persons on campus, even if they are not employed by the university and are guests of the university)
 - the website of [the Equal Opportunities Commission](#) of the Faculty of Sociology.
 - the [counselling, reporting and complaints addresses](#)
 - the university's safety [escort service](#), which can be contacted in an emergency.

Follow-up:

- **Anonymous evaluation** of the conference/congress/workshop, which also includes questions on the topic of SHDV (e.g. to what extent the measures have led to a greater sense of security, whether participants felt harassed/threatened during the event, and what improvements could be made)
- **Refer** again to [counselling, reporting and complaint addresses](#).

Example scenarios: Teaching

Preparation of courses (in-person, digital or hybrid):

- Establish **communication rules** for the seminar in advance.
- For **block seminars** at **weekends** or during the **semester break**: Inform the [security service](#) when and in which part of the building the course is taking place so that they can increase their presence.
- Possible attendance at [PEP events](#) on topics such as non-discriminatory teaching, etc.
- When planning a **tutorial** or involving **tutors** in the course: joint preparation (e.g. drawing up communication rules), possible attendance at [Career Service workshops](#) or agreement on how to behave in the event of possible incidents.

During the course (in person, digital or hybrid):

- **In the first session, point out:**
 - the [PowerPoint slides](#) sent by the faculty's Equal Opportunities Commission with information on equal opportunities work and the advisory services available to faculty members.
 - **Communication rules** (if necessary, developed jointly with the students)
 - Lecturers as possible **contact persons** in the event of incidents, etc.
 - the lecturer's **right to enforce house rules**, which entitles them to expel anyone from the room in the event of discriminatory behaviour (with the support of the [security service](#) if necessary)
 - The university's [policy against SHDV](#)
 - The website of [the Equal Opportunities Commission](#) of the Faculty of Sociology
 - The [counselling, reporting and complaint addresses](#)
 - the Jours Fixes **of the Faculty's Equal Opportunities Commission**

In the event of incidents during the course (in person, digital, or hybrid):

A) Incident between students or initiated by a student:

If verbal harassment or discriminatory remarks occur during a face-to-face course, e.g. if a student makes a sexist comment to another student, the teacher can be informed (e.g. after the course or even during it). In this case, the teacher could make a record of the situation and, if desired, also speak to the person who acted in a discriminatory manner. If the teacher has noticed the discriminatory remarks directly in the seminar, they can address the transgression directly and ask the person to refrain from the disruptive behaviour. If the measures and warnings are unsuccessful, the person can be expelled from the event (if necessary, with the support of [security](#)). If there is a suspicion or fear that further disturbances will occur in the future, advice can be sought from the [threat management team](#) or the [Department of Studies and Teaching](#). In any case, the teacher should refer to [counselling and complaint addresses](#) in such situations.

B) Incident on the part of the teaching staff:

If the teacher makes general discriminatory remarks during the event or specifically towards a student, it is advisable to make a record of the situation. Another option would be to draw the teacher's attention to the discriminatory behaviour (e.g. directly, after the event or during office hours). It may also be helpful to get together with several students if you want to talk to the teacher. Discriminatory behaviour can also be reported in course evaluations. As the person affected, it may be helpful to visit a [counselling centre](#) to assess the situation and decide whether you want to make an official complaint.

Specifics of online or hybrid courses:

Online or hybrid courses pose different challenges than face-to-face teaching. Specific disruptions in these courses could include the following:

- **Unauthorised filming or photography**
- Displaying **inappropriate** (e.g. pornographic) **material** such as images or videos
- **Misuse of the chat function** (including direct, private chat messages)
- **Sharing the** access link with third parties who are not involved

Possible measures to counteract these challenges could include:

- [Safety instructions](#) from Bielefeld University
- Setting up a meeting with a **password**
- Set up a **waiting room** (to ensure that only registered participants can join the event)
- Only allow people who participate in the event under their **real names**
- People entering are **muted** (and cannot unmute themselves if necessary)
- **Deactivation** of the **chat function**
- Only the organiser or the person responsible for technology can **share** their **screen**.
- Once all participants are in the meeting, the **meeting** can be **locked to prevent new participants from joining**
- At the beginning of the meeting, **point out** that **filming and photographing are not permitted**
- At the beginning of the meeting, **point out** that **the chat function must not be misused**.
- Refer to the [dos and don'ts](#) of Bielefeld University.
- When **using breakout rooms**: as teaching staff/moderation, keep an eye on the rooms.

Example scenarios: Excursion/Field trip

Preparatory measures:

- Prepare and lay out **information material** (material is available, for example, from [the Bielefeld Women's Emergency Hotline](#) or the faculty's [Equal Opportunities Commission](#)).
- Outline a **strategy** for combating SHDV – possibly based on existing concepts (e.g. using a code word as in the "[Is Luisa here?](#)" campaign) or in cooperation with local university structures (e.g. the university or faculty's Equal Opportunities Commission).
- Find a **contact person** who is available during the excursion to answer questions and address concerns and who can be approached using the agreed code word (e.g. "[Is Luisa here?](#)"). Ideally, this person should not be part of the organising team to avoid potential conflicts of interest.

- Set up an **awareness team** that has received training on the topic beforehand (the concept developed by [the student representative committee of the Faculty for Educational Science](#) or by the student representative committee of the Faculty of Sociology (fs.sociologie@uni-bielefeld.de) can be used as examples).
- Establishment of **rules** (for communication and behaviour) / **a code of conduct** for the event

During the excursion/field trip:

- At the beginning of the excursion, **point out:**
 - (Communication and behaviour) **rules/code of conduct**
 - the previously designated **contact person(s)** and the **awareness team**
 - [the University's policy against SHDV](#) (in particular, pointing out that this applies to all persons outside the campus grounds as well, since this is a university event)
 - the website of [the Equal Opportunities Commission](#) of the Faculty of Sociology.
 - the [counselling, reporting and complaints addresses](#)

Follow-up:

- **Anonymous evaluation** of the excursion, which also includes questions on the topic of SHDV (e.g. to what extent the measures have led to a greater sense of security, whether participants felt harassed/threatened during the excursion/field trip and what improvements could be made).
- **Refer** again to [advice centres, reporting centres and complaints addresses](#).

Example scenarios: Campus grounds

Moving safely around the university grounds:

If students, teaching staff, or university staff feel unsafe on campus, e.g. in the evening after courses or after work, they can make use of the [security service's escort service](#). This service can provide accompaniment in situations that are perceived as unsafe, for example, if your car is parked in the underground car park or if it gets dark early in the winter months and the walk to the tram stop seems threatening due to poor lighting, etc. Furthermore, the security service can also be informed if someone feels harassed or followed by other people. If someone is affected by stalking in an **acute situation**, for example, the [security service](#) can be alerted to this person. Once the acute threatening situation has passed, if there is a need for counselling and/or a risk of recurrence, the [threat management team](#) can be contacted.

If there is a feeling of insecurity due to defective or missing lights, poor visibility, etc. on the campus grounds, [the control room](#) can also be informed so that appropriate measures can be taken.

In case of incidents:

If sexualised harassment, discrimination, or violence occurs on campus, the [security service](#) can be contacted in the acute situation. Subsequently, the person concerned can contact a trusted person and record the events in writing. Visiting a [counselling centre](#) would also be an option for the person affected to assess the case for themselves and decide whether they wish to make an official complaint. In this context, we would like to draw particular attention to the [counselling services offered by Frauennotruf Bielefeld](#), which also offers to accompany those affected to places such as the police.

Pick-up artists:

If female students, teaching staff, or administrative staff are approached by so-called **pick-up artists** on campus, the university's [security and escort service](#) can also be contacted. Pick-up artists specifically target female individuals in order to seduce them or persuade them to engage in sexual acts. They use strategies such as crossing

boundaries and belittling to manipulate their targets. The principle of "no means no" is ignored; "no" is taken as a challenge. Further information on their methods and strategies can be found [here](#).

Example scenarios: Meetings/consultation hours

Different types of meetings and consultation hours:

A) **Teaching staff – student** (e.g. for advice on final theses or seminar papers)

Preparing for the conversation:

- **Spatial situation:** Leave the office door open or use a visible room design, e.g. office door with a window
- Clearly communicate **the time frame** of the meeting
- Point out the possibility of **bringing a fellow student along**
- Have **information material** on the topic at hand

If cases of SHDV occur (on the part of teaching staff, but also on the part of students):

- **Talk to someone you trust** about the incident (e.g. friends, family, colleagues) and trust your gut feeling (Hassan and Sanchez-Lambert's '[Red Flag System](#)' can also be helpful for **classification**).
- Make **a written record** so that you don't forget the details of the situation and secure any possible evidence (e.g. emails).
- Contact the [university's harassment and discrimination helpline](#), which can advise on possible courses of action, such as counselling, reporting and complaints.
- Visit a [counselling centre](#) to assess the case and decide whether you want to make an official complaint. (We would particularly like to draw your attention to the [counselling services offered by Frauennotruf Bielefeld](#)).

B) Supervisor – doctoral candidate/postdoctoral researcher

Preparing for the conversation:

- **Spatial situation:** Leave the office door open or use a visible room design, e.g. office door with window.
- Clearly communicate **the time frame** of the interview
- Point out the possibility of **bringing a colleague along**
- Have **information material** on the topic at hand

If cases of SHDV occur (on the part of the supervisor, but also on the part of the doctoral candidate):

- **Talk to someone you trust** about the incident (e.g. friends, family, colleagues) and trust your gut feeling ([the 'Red Flag System'](#) by Hassan and Sanchez-Lambert can also be helpful for **classification**).
- Make **a written record** so that you do not forget the details of the situation and secure any possible evidence (e.g. emails).
- Visit a [counselling centre](#) to assess the case and decide whether you want to make an official complaint (we particularly recommend the [counselling services offered by Frauennotruf Bielefeld](#)).

C) Meetings among students (e.g. as a working group)

Preparing for the meeting:

- Agree on **rules for discussion and communication** in advance.
- Location: Find a **room within the university**, e.g. group study areas in the library. Leave the door open or ensure that the room layout allows for visibility.
- **Clearly communicate** the **time** and **duration** of the meeting.

If cases of SHDV occur:

- In acute (threatening) emergencies, contact the [security service as the university's safety escort service](#).
- If possible, also **mark the boundary violation** in the situation itself, either as the person affected or as an observer.
- As an observer, signal **your willingness** to talk afterwards and point out counselling services and the possibility of accompanying the affected person there.
- As the affected person (but also as an observer): **talk to someone you trust** about the incident (e.g. friends, family, colleagues) and trust your gut feeling ([the 'Red Flag System'](#) by Hassan and Sanchez-Lambert can also be helpful for **classification**).
- Make **a written record** so that you don't forget any details of the situation and secure any possible evidence (e.g. emails).
- Visit a [counselling centre](#) to assess the case for yourself and decide whether you want to make an official complaint (we particularly recommend the [counselling services offered by Frauennotruf Bielefeld](#)).
- Another option may be to **contact the teaching staff** who organises the course in which the group work takes place.

Example scenarios: attending training courses/further education

As a rule, university members such as students, administrative staff, academic co-workers or professors participate in training courses/further education courses given by a person from outside the university. As soon as the event takes place on the university campus, [the university's policy against SHDV](#) applies. This also applies to events organised by the university or faculty that take place outside campus (see [§2 of the policy](#)). University members can point out certain things in advance and during the event, or demand them:

- [the university's anti-SHDV policy](#) (in particular, pointing out that it applies to all persons on campus, even if they are not employed by the university and are guests of the university)
- the website of [the Equal Opportunities Commission](#) of the Faculty of Sociology

- The [counselling, reporting and complaint addresses](#)
- the [university's safety escort service](#), which can be contacted in an emergency
- Prepare and display **information material**, for example in the toilets and/or as an insert in the courses folder (material is available, for example, from [the Bielefeld Women's Emergency Hotline](#) or the faculty's Equal Opportunities Commission).
- Establish **communication rules** in advance or at the beginning of the event (non-discriminatory, etc., or a joint round of introductions with pronouns, as well as the option of not stating pronouns).

If cases of SHDV occur:

- In acute (threatening) emergencies, contact the [university's safety escort service](#).
- If possible, also **point out** the **boundary violation** in the situation itself, either as the person affected or as an observer.
- As an observer, signal **your willingness** to talk afterwards and point out counselling services and the possibility of accompanying the affected person there.
- As the affected person (but also as an observer), **talk to someone you trust** about the incident (e.g. friends, family, colleagues) and trust your gut feeling ([the 'Red Flag System'](#) by Hassan and Sanchez-Lambert can also be helpful for **classification**).
- Make **a written record** of the incident so that you do not forget any details and secure any possible evidence (e.g. emails).
- Visit a [counselling centre](#) to assess the case for yourself and decide whether you want to make an official complaint (we particularly recommend the [counselling services offered by Frauennotruf Bielefeld](#)).
- Another option may be to **inform** the **organisers** (e.g. PEP) about the incidents.

Follow-up:

- **Anonymous evaluation** of the training, which also includes questions on the topic of SHDV (e.g. to what extent the measures have led to a greater sense of security, whether participants felt harassed/threatened during the event and what improvements could be made).
- **Reiterate** the existence of [counselling, reporting and complaint addresses](#).