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dinamia

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# LABS4CHANGE PROJECT

TOOLKIT FOR THE AUDIT  
IMPLEMENTATION

AUGUST 2025

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## Document Review Template

|   |  |
|---|--|
| Document name                           |  |
| Document type                           |  |
| Date of publication<br>Responsible unit |  |
| Related indicators                      |  |
| Observed aspects                        |  |
| Initial assessment                      |  |
| Evidence supporting the<br>assessment   |  |
| Other comments                          |  |

## Participant Observation Template

|                                    |  |
|------------------------------------|--|
| <b>Observed space</b>              | <i>Faculty, building, classroom, restroom, cafeteria...</i>                              |
| <b>Date and time of visit</b>      | <i>Moment of observation</i>   |
| <b>Related indicators</b>          | <i>Indicators that can be observed in this space</i>                                     |
| <b>Observable elements</b>         | <i>Posters, signage, campaigns, care spaces, visible resources...</i>                    |
| <b>Inclusive language presence</b> | <i>Is inclusive language present?<br/>How is it used?</i>                                |
| <b>Visual representation</b>       | <i>What kind of images are displayed?<br/>Do they represent diversity and inclusion?</i> |
| <b>Other relevant elements</b>     | <i>Perceived atmosphere, presence or absence of barriers...</i>                          |
| <b>Graphic material</b>            | <i>Photos, videos...</i>   |
| <b>Additional observations</b>     |  |

# Student Survey Template

## 1. Student profile

1. Gender:
  - Woman
  - Man
  - Non-binary / Gender non-conforming
  - Prefer not to say
  - Other: \_\_\_\_\_
2. Age: \_\_\_\_\_
3. Level of studies:
  - Bachelor's degree
  - Master's degree
  - Doctorate
  - Other: \_\_\_\_\_
4. Faculty: \_\_\_\_\_
5. Do you identify as part of any of the following groups?
  - LGBTIQ+
  - Migrant or racialised person
  - Person with a disability
  - None
  - Prefer not to say

## 2. Perception of climate and treatment

(1 = Strongly disagree, 4 = Strongly agree)

- I feel I am treated equally by teaching staff.
- I feel I can express myself freely without fear of discrimination.
- I perceive my university actively cares about gender equality.
- Classroom participation is promoted equally among students of different genders.
- There are visible spaces or campaigns promoting equality and diversity.

## 3. Knowledge and perception of resources and protocols

1. Do you know if there is a sexual or sexist harassment protocol at your university?
  - Yes, I know it well
  - I've heard about it but don't know it well
  - I didn't know it existed
2. If harassment or discrimination occurred, would you know who to contact?
  - Yes
  - No
  - Not sure

3. Do you trust your university would take appropriate measures in such cases?

- Yes
- No
- Not sure

#### **4. Participation and suggestions**

1. Have you participated in activities, events or campaigns on equality at the university?

- Yes
- No
- I don't remember

2. Would you like more spaces addressing equality and inclusion?

- Yes
- No
- Not sure

Open comments: Any experiences, reflections or suggestions to improve equality at your university.

## Key Informant Interview Guide

**Purpose:** Gather qualitative insights from Equality Unit staff or equivalent offices about policies, protocols and training related to gender equality.

### Introductory script:

*"Thank you for taking the time to participate in this interview. The aim is to better understand how gender equality is promoted and managed at the university. Your responses will be kept confidential and will be used only for research purposes."*

### Questions:

1. Can you describe your role and responsibilities regarding gender equality at the university?
2. What mandatory gender equality training is currently in place for teaching staff? How is it implemented?
3. Are there any initiatives to encourage voluntary participation in gender equality training?
4. Does the university have a formal harassment protocol?
  - How is it disseminated to staff and students?
  - How is it activated when a case occurs?
5. Is there an Equality Unit or a designated contact person for equality and harassment cases?
  - How are they introduced to the university community?
6. What challenges do you face in promoting gender equality and enforcing protocols?
7. What recent successes or improvements have you observed in these areas?
8. In your opinion, what measures would strengthen gender equality policies and practices?

## Focus Group Guide – Perception of Anti-Harassment Measures

**Purpose:** Understand students' perceptions of anti-harassment measures, their effectiveness, and possible improvements.

### Introductory script:

*"Thank you for joining this discussion. We want to understand your views and experiences regarding anti-harassment measures at the university. There are no right or wrong answers; we want to hear your honest opinions."*

### Opening questions:

1. When you hear "anti-harassment measures" at the university, what comes to mind?
2. Have you seen or heard about any anti-harassment campaigns or protocols on campus?

### Core questions:

3. Do you believe the university takes harassment seriously? Why or why not?
4. Do you know where to go or who to talk to if harassment occurs?
5. How confident are you that the university would take effective action?
6. Have you or someone you know used the complaint channels? How was the experience?
7. What barriers might prevent someone from reporting harassment?
8. How could communication and visibility of anti-harassment measures be improved?

### Closing question:

9. If you could change one thing about how the university handles harassment, what would it be?