

# **Study Environment Assessment Action Plan 2024 - 2028**

## **Introduction**

ITU's Action Plan for the study environment is aimed at strengthening the study environment over the coming years. The plan consists of seven focus areas. Each focus area is elaborated with 1. Issue(s) - examples of workshop discussions and data, 2. Vision and desired outcome, and 3. Supporting actions, actors and timeframe. Focus areas relate to three overall themes (Wellbeing, Learning Environment and Physical Environment) and vary in size and scope.

## **Process 2024**

- ITU received Data from the Study Environment Assessment Survey (autumn 2023) in the beginning of 2024.
- Data was discussed by Board of Studies (BoS) afterwards and a workshop with relevant stakeholders (students, teachers, administration, and management ) was held in April 2024.
- Based on the input from stakeholders, Dean of Education Support drafted an Action Plan and discussed with BoS end of April 2024. It was agreed on to draft an open Action Plan with room for changes and with few short term actions due to ITU's restructuring process.
- In May, Dean of Education Support collected feedback from internal stakeholders about the suggested focus areas, ideas, and actions in the action plan.
- The draft Action Plan was again discussed in BoS end of May and June and changes were made.
- The appointed responsible actors were consulted in June for approval.
- The final Action Plan and the follow-up plan was approved by Board of Studies end of June 2024.

## **Implementation and follow up plan**

Dean of Education Support will upload the approved action plan on ITU Student and will be responsible for updating the published plan regularly until June 2028, as described below.

The Action Plan will be discussed by Board of Studies every half year, starting in December 2024.

Dean of Education Support will ask stakeholders to provide status updates. Dean of Education Support will maintain and update a "backlog" with general comments and status reports and present at the Board of Studies meetings.

**Update – December 2024**

During November of 2024, Education and Quality (previously Dean of Education Support) received status updates from the stakeholders. Based on this input, Education and Quality added status updates to the Action Plan and presented it to the Board of Studies in December.

Since April 2024, ITU has undergone an organizational restructuring. As a result, the work relating to some of the focus areas in this Action Plan has been delayed. We expect stakeholders will return to these points when ITU starts implementing the new structure, and especially when the new Head of Education (previously Dean of Education) takes office in February 2025.

**Update – June 2025**

"The beginning of 2024 has been characterized by implementing ITU's new structure and onboarding of several new management positions, including the new Head of Education. It is an ongoing process, and some actions in the plan are slightly delayed.

**Update – December 2025 (February 2026)**

Board of Studies has spent the meeting in December 2025 (postponed to February 2026) discussing a process for analyzing new data from the Danish Student Survey 2025, and how to involve stakeholders during spring 2026.

# A thriving and inclusive study environment at ITU

## Action plan 2024-2028 overview

Focus area	1. Constructive feedback	2. Feedback mechanisms	3. Inclusive and constructive groupwork	4. Discrimination & harassment incidents	5. Special needs and disabilities	6. Optimizing the campus	7. Sanitary facilities
<b>Vision and desired outcome</b>	Constructive and continuous feedback from teachers and teaching assistants to students and vice versa.	Feedback loops: Better communication of course changes as a result of course evaluation.	Skills development of teachers to enable better facilitation of group formation and inclusive groupwork.  Knowledge sharing of good practices of groupwork contracts ("collaboration agreements").	Simplified procedures for reporting incidents.  Clear communication about processes and roles.  Better collaboration between relevant ITU committees, students and employees/ departments.	Increased knowledge, awareness and open communication with and about students with disabilities.	A more welcoming physical environment.  Better accommodation of teaching and learning facilities.  Better indoor climate.	Cleaner and functional toilets.

## Focus area 1 - Constructive feedback (Learning environment)

<b>Issue</b> <i>Examples of workshop discussions and data</i>	<b>Survey data</b> Bad to medium evaluation of some questions about feedback: <ul style="list-style-type: none"> <li>“I feel I get enough feedback on what I do on the programme” (e.g. individual or collective feedback from teachers, peers or supervisors” <b>(3.4)</b>, 22 % disagree or strongly disagree with the statement.</li> <li>“What I have not quite understood is made more clear by the feedback that I receive” <b>(3.4)</b>, 17 % disagree or strongly disagree with the statement.</li> </ul> <b>Workshop data</b> <ul style="list-style-type: none"> <li>Students always want more feedback, but it is time-consuming, and the teachers do not have time</li> <li>The quality of TA feedback is often not good enough</li> </ul>
<b>Vision/desired outcome</b>	Constructive and continuous feedback from teachers and TAs to students and vice versa
<b>Supporting actions, actors and timeframe</b>	<p><b>Education Group (autumn 2024/spring 2025):</b> Consider the opportunities for making a workshop 2 for TAs focusing on feedback. This will require making a budget request to Executive Management and Learning Support resources (Learning Support and Education Group) or make feedback a stronger part of teaching competence development which will require a decision from management about prioritizing this and work with this in a strategic project.</p> <p><b>Learning Support:</b> Feedback is a continuous focus area of LS and key to ITU’s pedagogical principles of student-centered learning. Learning Support supports additional initiatives in principle.</p> <p><b>Timeframe for new actions:</b> await new organisation/Head of Education. Re-visit in Spring 2025.</p>

## Constructive feedback *Status*

<b>December 2024</b>	<p><b>Learning Support</b> Learning Support has a continuous focus on feedback as a central aspect of the learning environment at ITU. As per the Action Plan timeline, no new activities have been carried out between July and November 2024. Learning support will re-visit this focus area when the new Head of Education takes office in Spring 2025.</p> <p><b>Education Group</b> As per the Action Plan timeline, no new activities have been carried out between July and November 2024. The Education Group will re-visit this focus area when the new Head of Education takes office in Spring 2025.</p>
<b>June 2025</b>	<p><b>Learning Support</b> Learning Support has a continuous focus on feedback as a central aspect of the learning environment at ITU. Learning Support supports the proposed “workshop 2” for TAs focusing on feedback. Learning Support will propose to HoE to revisit such a project in 2026 when the new organization is more settled.</p> <p><b>Head of Education / Education Group</b> ITU’s internal TA-implementation project has been extended to the end of 2025. It is expected that there will be a management decision about further initiatives and competency development for Teaching Assistants in autumn 2025.</p>

## Focus area 2 - Feedback mechanisms (*Learning environment*)

<b>Issue</b> <i>Examples of workshop discussions and data</i>	<p><b>Survey data</b></p> <p>Bad to medium evaluation of some questions about feedback:</p> <ul style="list-style-type: none"> <li>• “I feel I get enough feedback on what I do on the programme” (e.g. individual or collective feedback from teachers, peers or supervisors” <b>(3.4)</b>, 22 % disagree or strongly disagree with the statement.</li> <li>• “What I have not quite understood is made more clear by the feedback that I receive” <b>(3.4)</b>, 17 % disagree or strongly disagree with the statement.</li> </ul> <p><b>Workshop data</b></p> <ul style="list-style-type: none"> <li>• Some teachers present earlier course evaluation results, and which changes in the course they led at the start of the course which give students incitements to share their opinions as well.</li> </ul>
<b>Vision/desired outcome</b>	<p>Better feedback loops, e.g., communication of course changes as a result of evaluation.</p>
<b>Supporting actions, actors and timeframe</b>	<p><b>Autumn 2024ff:</b> The SAT groups are encouraged to discuss these issues from a study-level perspective frequently, e.g., in relation to course evaluations.</p> <p><b>Autumn 2024ff:</b> Course managers are reminded to inform students about student feedback and course changes as a result of course evaluation at the beginning of the semester and at opening lectures (Quality Coordinator and HoSPs).</p> <p><b>Learning Support:</b> Feedback loops are a continuous focus area of Learning Support activities for teachers at ITU.</p> <p><b>Timeframe for new actions:</b> await new organisation/Head of Education. Re-visit in Spring 2025.</p>

## Feedback mechanisms

### *Status*

December 2024	<p><b>Learning Support</b> Learning Support continues to examine the feedback mechanism at ITU. As per the Action Plan timeline, no new activities have been carried out between July and November 2024. Preparations have begun to introduce the new Head of Education to this focus area.</p> <p><b>Quality Coordinator</b> There has not been established a systematic model for coordinating information flow yet. This will be discussed with the new Head of Education.</p>
June 2025	<p><b>Learning Support</b> Feedback loops are a continuous focus area of Learning Support activities for teachers at ITU.</p> <p><b>Learning Support in collaboration with Quality Coordinator and Education &amp; Quality</b> Initiated onboarding dialogues with the new Head of Education about feedback mechanisms in course evaluations.</p>



## Focus area 3 - Inclusive and constructive groupwork (*Learning environment and wellbeing*)

<b>Issue</b> <i>Examples of workshop discussions and data</i>	<b>Survey data</b> Group work is listed at one of the top 5 most common academic activities. No questions specifically on groupwork.  <b>Workshop data</b> <ul style="list-style-type: none"> <li>• Group work in relation to exclusion, harassment, loneliness, etc. - is there a connection?</li> <li>• Groupwork can be difficult and if a group member has disabilities this can further complicate things</li> <li>• Students prefer choosing their own group but alignment through groupwork contracts work well</li> </ul>
<b>Vision/desired outcome</b>	<ul style="list-style-type: none"> <li>• Skills development of teachers to enable better facilitation of group formation and inclusive groupwork</li> <li>• Knowledge sharing of good practices of groupwork contracts ("collaboration agreements")</li> <li>• Clear information about ITU's practice of groupwork</li> </ul>
<b>Supporting actions, actors and timeframe</b>	<p><b>Autumn 2024:</b> Highlighting ITU's practice of groupwork to prospective students on ITUs webpages. (SAP/COMM)</p> <p><b>Study and Career Counselling and Learning Support:</b> Groupwork is an ongoing focus area regarding all students and teachers and is part of current project. Currently limited resources available.  If resources available – autumn 2024/spring 2025: knowledge sharing of good practices related to "collaboration agreements".</p> <p><b>Timeframe for new actions:</b> await of new organisation/Head of Education. Re-evaluate spring 2025.</p>

# Inclusive and constructive groupwork

## Status

<p><b>December 2024</b></p>	<p><b>Study and Career Guidance</b> Three workshops on groupwork were held during the autumn semester 2024 (for BDDIT, KDDIT, and GBI). The Study and Career Guidance also conducted a check-in related to the teaching in B-DDIT regarding how things were going in the groups. Going forward, The Study and Career Guidance will work on an offer for groups at ITU in 2025.</p> <p><b>Communication Department</b> The Communication Department has not had time or resources to work on groupwork yet. They aim to highlight groupwork on ITU's webpages in summer 2025.</p> <p><b>Learning Support</b> Groupwork pages on ITU Student and Teaching Guide on the Intranet have been updated with specific tools such as a collaboration agreement, and on Teaching Guide specific descriptions of collaborative methods and references. Group work has also been incorporated as a permanent and explicit topic in the Teacher Development Programme in the new module "Communication and relations with students". The module will run for the first time in spring 2025. Knowledge sharing of good practices related to "collaboration agreements" has not been addressed yet.</p>
<p><b>June 2025</b></p>	<p><b>Study and Career Guidance</b> In spring 2025, one check-in workshop has been held on the group work at B-DS. The Study and Career Guidance still hopes to be able to continue working on an offer for more groups at ITU in 2025/26. Study and Career Counselling and Learning Support has met on 12 May 2025 to share knowledge on the respective practices regarding groupwork. During June 2025 the teams will evaluate the "prompts" for Group Agreement and Expectations. <a href="https://itustudent.itu.dk/Study-and-Career-Guidance/Study-Skills/Working-in-Groups/Group-agreement-and-expectations">https://itustudent.itu.dk/Study-and-Career-Guidance/Study-Skills/Working-in-Groups/Group-agreement-and-expectations</a></p> <p><b>Communication Department</b> Th communication department will create a page on ITU's webpage titled 'What is it like to study at ITU?' under <i>Student Life</i>, which will include a section on group work. The text is ready and already part of ITU's BSc catalog and will be implemented over the summer of 2025.</p> <p><b>Learning Support</b> During spring Learning Support offered a workshop for teachers of relevance to group work: "Communication and relations with students": Presenters Pernille Hvalsøe &amp; Dina Friberg Larsen, Learning Consultants at ITU</p>

## Focus area 4 - Discrimination & harassment incidents (Wellbeing)

<p><b>Issue</b> <i>Examples of workshop discussions and data</i></p>	<p><b>Survey data</b> Many respondents have experienced some kind of discriminative, offensive and unwanted behavior at ITU or in other study-related contexts. Examples:</p> <ul style="list-style-type: none"> <li>• “Comments about appearance or gender that made you feel uncomfortable or were offensive” were reported by 68 respondents/12 % ,</li> <li>• “Receiving offensive, rough or condescending comments” was reported by 61 persons/10 %</li> <li>• “Being exposed to unwanted sexual attention” was reported by 40 respondents/7 %</li> </ul> <p><b>Workshop data</b></p> <ul style="list-style-type: none"> <li>• Both students and staff are worried about the high number of incidents reported</li> <li>• Tutors were asked to present sexual discrimination procedures for new students in the study start last year. This was an over whelming task, also because tutors did not find the procedures very clear.</li> <li>• Need for better overview of process</li> <li>• Include the Study and Career Guidance more in the DEI work</li> </ul>
<p><b>Vision/desired outcome</b></p>	<ul style="list-style-type: none"> <li>• Simplified procedures for reporting incidents</li> <li>• Better communication to students about processes and roles</li> <li>• Better collaboration across DEI committee, students and departments</li> </ul>
<p><b>Supporting actions, actors and timeframe</b></p>	<p><b>Autumn 2024:</b> Relaunch of the "Here to help" campaign (COMM, SAP). The campaign was launched in 2023 to reinforce ITU’s values of inclusivity and mutual respect, aiming to address issues reported within this focus area. The campaign coincided with the student survey, so maybe the measurable impact will be seen later. Inform about the updated pages on how to report incidents, etc. remember to inform teachers as well so that they can help students.</p> <p>Continue to have focus on the student area and collaboration across units and committees. Await new organisation/Head of Education. Re-evaluate spring 2025.</p>

## Discrimination & harassment incidents

### *Status*

<p><b>December 2024</b></p>	<p><b>Communication Department</b> The campaign "Here to help" ran during the study start of autumn 2024.</p> <p><b>Study and Career Guidance</b> The Study and Career Guidance has been preparing the Student Advisors to receive inquiries on discrimination and harassment. Additionally, there has been a focus on an inclusive study start, including informing the tutors about the code of conduct and sexual harassment policy at ITU. Going forward, work will begin on an online course for tutors on how to prevent boundary-crossing behavior, both in relation to enrolled students and new students.</p>
<p><b>June 2025</b></p>	<p><b>Study and Career Guidance</b> The Study and Career Guidance has actively worked on equipping the advisors well to handle inquiries and will revisit the process for "Here to Help" in August at the start of the semester. Additionally, the focus has been on an inclusive study start, including ensuring that tutors are informed about the code of conduct and sexual harassment policy at ITU.</p> <p>The Study and Career Guidance has developed an online onboarding module in LearnIT for all students employed in connection with the study start and as ambassadors. Here, students read about the <i>Code of Conduct</i> and receive examples of what is expected of them. Additionally, the students working on study start have created their own <i>Code of Conduct</i>.</p> <p>This year, The Study and Career Guidance, are also introducing a new <i>CARE MODEL</i> for the development of study start activities, ensuring inclusivity for all students.</p> <p>On March 20, an event was held by the <i>Student Council</i>, <i>ScrollBar</i>, and the <i>Sexual Harassment Committee</i> about <i>Here to Help</i>, where an advisor participated to review the process for inquiries related to <i>Here to Help</i>.</p>

## Focus area 5 – Special needs and disabilities

### *(Learning environment and wellbeing)*

<b>Issue</b> <i>Examples of workshop discussions and data</i>	<b>Survey data</b> 32 % of respondents report to have one or more of the listed impairments, diagnoses, or disabilities.  <b>Workshop data</b> <ul style="list-style-type: none"> <li>• Open dialogue – it should not be a tabu to have a functional impairment</li> <li>• Students should approach teachers rather than TAs about their needs</li> <li>• Teachers are not very knowledgeable and skilled when it comes to neurodiversity</li> <li>• More resources are needed if 1/3 of students need extra help</li> <li>• Gender vs. inclusion and diversity in a broader sense – ITU needs to broaden understanding, e.g. functional impairments</li> </ul>
<b>Vision/desired outcome</b>	<ul style="list-style-type: none"> <li>• Increased knowledge, awareness and open communication with and about students with disabilities.</li> <li>• Skills development courses where teachers could learn more about communication with and inclusion of students with disabilities.</li> </ul>
<b>Supporting actions, actors and timeframe</b>	<p><b>Spring-autumn 2024:</b> Project "Students with disabilities: taskforce for teaching activities" - (SAP).</p> <p><b>Summer-autumn 2024:</b> Committee for Diversity and Inclusion: Project Introducing the sunflower at ITU. Purpose: Create a culture change so that employees and students with disabilities feel better met, understood and included (SAP, COMM, HR).</p> <p><b>Autumn 2024:</b> In collaboration with SAP, COMM is developing a new page on the website for prospective students to showcase the Special Educational Support (SPS) available for students. This initiative serves two purposes: to facilitate a smooth transition for incoming students and to underscore that SPS is an integral part of student life for many at ITU.</p> <p>Student Council (internal SPS group) can be consulted on new initiatives.</p>

# Special needs and disabilities

## *Status*

**December 2024**

**Communication Department**

A new page about "SPS" is live on itu.dk. The "Hidden Disabilities Sunflower" ("solsikkesnor") will be implemented at ITU in 2025 after relevant staff have participated in an introductory workshop.

**Learning Support**

Currently, only limited resources are available. The Teaching Guide has been updated with cases addressing specific disabilities and additional resources for a more inclusive learning environment.

The following workshops have been held for Teachers and administrative staff:

- Universal Design for Learning: an inclusive teaching method held by Learning Support (October 2024).
- Neurodiversity in a Teaching Context, special workshop held by Studenterrådgivningen (November 2024).

**June 2025**

**Learning Support**

During spring 2025 Learning Support offered two workshops for teachers:

- Universal Design for Learning – teaching for diversity and inclusion. Presenter Pernille Hvalsøe Learning Consultant at ITU
- Neurodiversity and group work. Presenter: Anne Jakshøj, Mentor at HF Neurodivergent

## Focus area 6 - Optimizing the campus (Physical environment)

<b>Issue</b> <i>Examples of workshop discussions and data</i>	<b>6.1 A more welcoming physical environment</b> <b>Survey data</b> <ul style="list-style-type: none"> <li>Most questions about the physical environment receive a good or very good evaluation at ITU level (scores <b>3.5-4.6</b>).</li> <li>However, the opinion differs across study programmes. For example, respondents from some study programmes give bad to medium evaluation about whether they find the physical surroundings welcoming.</li> </ul> <b>Workshop data</b> <ul style="list-style-type: none"> <li>Make ITU cozier and more colorful</li> <li>Use the atrium differently</li> </ul>	<b>6.2 Better accommodate teaching and learning</b> <b>Survey data (comments)</b> <ul style="list-style-type: none"> <li>Teaching rooms are too small or poorly designed for teaching and groupwork</li> <li>There is a lack of rooms for groupwork</li> <li>Design students do not find classrooms suitable for the activities of their programmes (both free text comments and data)</li> </ul> <b>Workshop data</b> <ul style="list-style-type: none"> <li>The long teaching rooms are not good for teaching.</li> <li>Better overview of room bookings would be nice.</li> <li>More rooms for groupwork are needed for project work and exercises.</li> <li>There are many students at EHK and the rules for how they can use the meeting rooms are unclear.</li> </ul>	<b>6.3 Indoor climate</b> <b>Survey data</b> <ul style="list-style-type: none"> <li>How satisfied are you with the indoor climate in the classrooms where you generally attend class? (indoor climate regards both noise, illumination, ventilation and temperature" (<b>3.4</b>))</li> </ul> <b>Many survey comments about</b> <ul style="list-style-type: none"> <li>Cold auditoriums</li> <li>Bad air ventilation (especially in smaller rooms)</li> </ul>
<b>Vision and desired outcome</b>	<ul style="list-style-type: none"> <li>A greener and more welcoming atrium</li> </ul>	<ol style="list-style-type: none"> <li>Better communication about students' use of the Emil Holms Kanal (EHK) building</li> <li>Optimizing of teaching rooms</li> <li>Creation of a Design Space (for digital design) students</li> </ol>	<ul style="list-style-type: none"> <li>Properly heated auditoriums and better air ventilation.</li> </ul>
<b>Supporting actions, actors and timeframe</b>	<p><b>Facilities Management</b> explains that they have had many ideas about how to use atrium better. However, atrium is used for many events, conferences, etc., which makes it difficult to make permanent changes, e.g., decorate it with plants, put in new furniture etc.</p> <p><b>Facilities Management, Education Group, SAT Computer Science</b> find this focus area to be of low priority.</p> <p><b>Timeframe:</b> low priority to begin with. Re-evaluate when new organization is in place.</p>	<p><b>Ad 1. Facilities Management suggests:</b> Autumn 2024: Clear communication to students about how they can use the EHK building, meeting rooms etc. Make sure new students are aware of the opportunities (FM in collaboration with SAP)</p> <p><b>Ad 2. and 3. Facilities Management and Education Group suggest:</b> Meetings between FM, EG+HoD, where needs, expectations and resources are aligned, involvement of SAP, HoSPs, ExeMan and other stakeholders as needed. Groupwork and teaching restrictions are overlapping themes. Spring 2025: EG initiates start-up meeting and discussion.</p> <p><b>Additionally:</b> Student Council and Facilities Management are collaborating on a new room being planned in the Study Hall.</p>	<p><b>Facilities Management</b> is limited with regards to larger improvements or changes, however promises to continue to monitor this issues.</p> <p><b>Autumn 2024:</b> Facilities Management encourages students to report extraordinary changes in indoor climate to FM/Help desk.</p>

## Optimizing the campus

### *Status*

<p><b>December 2024</b></p>	<p><b>Facilities Management</b></p> <p><i>Ad 6.1:</i> The atrium must accommodate many different purposes. Therefore, Facilities Management is unable to introduce permanent solutions to make it greener, for example.</p> <p><i>Ad 6.2:</i> Student Council and Facilities Management are discussing the possibilities for an area of the student hall to include more “cosy” furniture. All other activities are still ongoing as they require extensive discussions among numerous stakeholders.</p> <p><i>Ad 6.3:</i> Very few inputs or complaints from students. Facilities Management continues to monitor the indoor climate.</p>
<p><b>June 2025</b></p>	<p><b>Facilities Management</b></p> <p>Facilities Management is still collaborating with newly elected members of the Student Council on re-designing the student hall above Café Analog.</p> <p>Facilities Management continuous to investigate a better usage of the Atrium. However, it is still not possible to introduce permanent solutions.</p> <p><b>Head of Education / Education Group</b></p> <p>ITU’s new Head of Education has started looking into the usage of teaching rooms at ITU and will continue to involve relevant stakeholders for dialogue and discussions in autumn 2025.</p>



## Focus area 7 - Sanitary facilities (Physical environment)

<b>Issue</b> <i>Examples of workshop discussions and data</i>	<p><b>Survey data</b></p> <p>120+ survey comments about the sanitary facilities and most of these find the sanitary facilities unsatisfactory. Examples:</p> <ul style="list-style-type: none"> <li>• Toilets are often unclean, e.g., urine and paper on the floor</li> <li>• Water taps are often out of order, soap dispenser empty, etc.</li> <li>• The conversion to unisex toilets has made the toilets more unhygienic</li> </ul> <p><b>Workshop discussions</b></p> <ul style="list-style-type: none"> <li>• Unisex toilets are the way to go but students should take greater responsibility for keeping facilities clean and for reporting things out of use</li> <li>• Toilets should better accommodate user's needs, e.g., nursing facilities, hangers for clothes and bags.</li> <li>• Cleaning of toilets should be better timed with teaching in the big auditoriums</li> </ul>
<b>Vision/desired outcome</b>	<p>Cleaner and functionable toilets.</p>
<b>Supporting actions, involved actors and timeframe</b>	<p><b>Autumn 2024:</b> Investigate opportunities for changing daily cleaning schedule (Facilities Management).</p> <p><b>Spring 2025:</b> Make toilets more user-friendly, e.g., posters about reporting toilets out of use, more hangers, etc. and communicate about it (Facilities Management and the Communication Department).</p>

## Sanitary facilities

### *Status*

**December 2024**

**Facilities Management**

Cleaning at ITU takes place in the morning and again after lunch. Facilities Management deems this the best and cleanest solution for ITU. Efforts to make sanitary facilities more user friendly will continue in 2025.

**June 2025**

**Facilities Management**

No new initiatives have been carried out since December 2024. FM receives many inquiries from students about deficiencies, which are then addressed and fixed. FM continues to monitor cleaning at ITU.