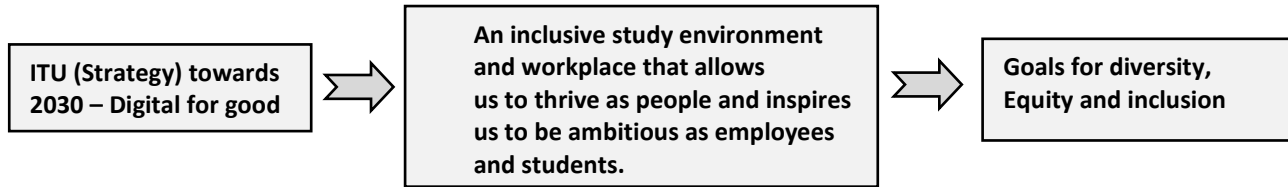


Goals for Diversity, Equity and Inclusion

2026 – 2030



“We want a study and work environment that enables students, faculty, and administration to thrive and excel and we recognize that the ITU community – with its diversity of interests, professional, social, and cultural backgrounds – is vital for the development of our university.”

“We want to ensure that our international IT education, world-leading research sections, and professional administration meet the demands of a rapidly changing world.”

“We want a work environment where employees feel valued, empowered, and motivated to contribute to ITU’s success with a shared sense of purpose supported by transparent communication and inclusive leadership.”

(ITU Towards 2030 – Digital for Good).

Approved by University Management April 2026.

Workplace and staff

- **Build DEI competence and awareness:** Provide annual DEI training and targeted workshops across the organization, in line with Horizon Europe’s Gender Equality Plan eligibility requirements/[Horizon Europe gender equality plan eligibility criterion | European Institute for Gender Equality](#)
- **Ensure inclusive recruitment:** Require bias-awareness training for all hiring committee members and ensure onboarding materials and practices reflect inclusive language and values.
- **Strengthen inclusive leadership:** Integrating DEI objectives into annual performance dialogues, joint leadership principles, and by establishing clear accountability for fostering an inclusive leadership style aligned with ITU’s strategic framework.
- **Promote well-being and feedback:** Conduct annual well-being surveys with actionable follow-ups and promote transparent communication channels for feedback and continuous improvement.
- **Support underrepresented groups:** Implement mentoring and networking programmes to improve retention and career development.
- **Establish more inclusive ITU social events**

Education area

- **Develop a culture of collaboration** between students and faculty based on respect and communication.
- **Design more versatile teaching and examination models** that accommodate different types of learning and working formats without the need for dispensation.
- **Reduce the gender gap** in the education area, in terms of workload, expectations, and evaluation.
- **Ensure equitable distribution and recognition of non-promotional and academic service tasks** by embedding them in workload planning and career development processes, to avoid systematic disadvantages for specific groups.