

Minutes - Employers Panel Meeting for Global Business Informatics (GBI) and Digital Innovation and Management (DIM)-February 1, 2021 (online).

Participants:

The panel: Kirsten Nielsen, Tanja Danner, Simon Kiillerich Vedel, Joacim Jeppesen, Jan Struwe, Nicolai Meelby

ITU: Baki Cakici, Oliver Krancher, Pernille Rydén, Lene Pries-Heje, Camilla Rosengaard, Anne Jensen, Anna Elizabeth Thomsen

Agenda

1. Welcome and welcome to Pernille Rydén, Dean of Education, and Oliver Krancher, Head of GBI
2. Follow-up on previous recommendations (*Baki Cakici and Oliver Krancher*)
3. Report on the current status of GBI and DIM (*Baki Cakici and Oliver Krancher*)
4. Commendations and recommendations (*Kirsten Nielsen*)
5. The panel works on the annual report (*The panel*)
Please see template for primary quality data for the programmes, Employment Ticket for approval and Global Competence Profile

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1. Welcome

The panel introduced itself to Associate Professor Oliver Krancher, new head of GBI, and Pernille Rydén, new Dean of Education.

Oliver Krancher introduced himself and told that he looked forward to discussing GBI with the panel. Pernille Rydén also introduced herself and told the panel that she looked forward to get to know the panel better – what competences they find important and which industrial background they represent –to bring in her views and experience in future discussions.

2. Follow-up on previous recommendations

Baki Cakici updated the panel on the renaming of the specialization in public digitalization. At the meeting in November the panel was in favour of keeping the name and upon further discussion DIM decided to do so.

Reaching back to a discussion on programming skills in the panel from a year ago, Baki informed the panel that the new course in Programming and Data Processing ran its first lecture. As previously discussed, the course will teach programming slightly different and will include items such as maintenance, repair and literacy in Python. Baki promised to update the panel on the course at the meeting in autumn.

Oliver Krancher told the panel of recent developments in GBI following up on previous discussions about programme content:

-GBI students are now actively familiarizing themselves with standard platforms in class (and how they can be used and how they change the way IT is used in organisations).

-More enterprise architecture thinking has been and will be integrated in the courses Business Process Modeling and IT Governance and Quality Management (4th and 6th semester). Likewise, platform eco systems will be brought into the Business Foundations course.

Lifecycle planning is a strong focus in courses in the second year of GBI.

Finally, Oliver commented on past discussions about coding:

– in my experience it is usually hard for our students to get access to look at code (when doing field work), what will work better is providing our students with a cognitive tool set that allows them to understand the concepts around codes and coding. We have done some work to help our students understand the infrastructures.

Jan Struwe commented that Local Government Denmark would be happy to share what the municipalities are doing and would be happy to connect with teachers teaching enterprise architecture elements in GBI. He also referred Oliver to <https://rammearkitetur.kl.dk/>.

Kirsten Nielsen concluded that the programmes are very good at taking recommendations from the panel into account.

3. Current Status of GBI and DIM

Baki Cakici gave the panel a **status of DIM**. **The biggest problem remains the Danish language requirement** which makes the programme less competitive because it offers less international network and exposes students less to different ways of doing things. Admissions are impacted too – in 2020, DIM came close to having to admit applicants who did poorly in the internal assessment due to the reduced number of international applicants.

With fully **remote teaching**, the present challenge is to catch those who fall behind. Without direct contact to Teaching Assistants and fellow students, struggling students lack all network.

Baki told the panel that he had conveyed to students that employers still hire for student jobs, but that students were still concerned about jobs and access.

He finally mentioned that DIM now has students in their second term who have had a lot of their education online. -We worry what this will mean and will have to have a keen eye on how they are doing.

The panel expressed its concern about admissions and the effects of the **Danish language requirement** on the programmes and on education in Denmark as a whole.

Vice Chancellor Martin Zachariassen and Dean of Education, Pernille Rydén, discussed the background for this general development with the panel.

The panel made further enquiries about **online teaching** and how it affects students' participation. Baki explained the challenges in assessing actual participation in online classes.

Pernille Rydén told the panel that she is undertaking initiatives to support **students' wellbeing** and to support teachers in detecting students with problems.

The panel discussed the potential of peer support through group work and other social activities, including extracurricular activities. Pernille explained that student organisations, lab managers and Teaching Assistants will be involved in trying to set up initiatives. – After a year, students are experiencing a fatigue, the question is whether we can avoid it? I am not sure, but we can try do our best.

The panel then discussed whether concern over access to student jobs is a real or perceived problem. Within the panel all agreed that they are hiring students as usual and pointed out that collaborations with companies are equally important on the resume.

Jan Struwe encouraged ITU to make more collaborations with municipalities to open more doors for students. Local Government Denmark will be happy to help. The rest of the panel agreed and offered their support in forging collaborations.

Martin Zachariasen emphasized that opening up campus to minor group work is a high priority both to support collaboration and students' wellbeing.

Oliver Krancher gave a quick status of GBI. The programme experiences the same challenges in welfare and lack of international students as DIM. Oliver pointed out that there is **also good news in how the programme copes with corona**. - GBI also sees students who struggle a lot, but in terms of learning outcomes it does not look too bad. Except for one, all GBI students handed in on time showing that our students were quite good of doing their data collection (and adapting it) during corona. Along the same lines, all teams managed to collaborate and analyse e.g., business processes online last spring during lockdown.

In the recent study environment report, GBI scores very high in terms of teacher-student interaction. The results also show a good connection between what GBI wants to teach, what is taught and means of assessment.

In 2020 **GBI increased its intake** from 60 to 95 admissions. The increased intake will be maintained in 2021 leading faculty to use pedagogical techniques suited for larger classes. -So far, we have not heard any negative results, but it is a strain on the teacher resource situation. Oliver assessed that GBI so far seemed to have been able to recruit more students without lowering the quality. Maintaining the higher intake will require funding and resources to teach larger classes.

Oliver explained that he sees three challenges:

- The homogenous student body in a global programme is a challenge. - GBI has good exchange programmes and global content in its courses, but it is a priority to see how we can strengthen it
- Turn-over in staff, particularly in the business area. Management is working hard to create new positions.
- GBI is a great programme in terms of bringing together different perspectives, but some contemporary issues such as AI are not so present. This will be a priority.

4. Commendations and Recommendations

The panel agreed on the need to include more contemporary issues and encouraged Oliver to draw upon it where he feels they could contribute – e.g., in terms of guest lecturers.

Joacim Jeppesen commented that the ones that succeed upon graduation are those who can combine functional-analytical perspectives and link that to value creation from a business perspective. - Making and articulating that link is so valuable and we lack [graduates who can do so].

Oliver agreed and explained that linking business problems and technical/analytical processes is a very strong focus in GBI.

5.The Annual Report and Other Business

The panel discussed its report and approved the employment tickets.

The panel agreed to on an item for the agenda for the next meeting: - the difference between using 'digital' in the context of DIM and 'IT' in the context of GBI – does it make sense?