Minutes for the employers panel meeting for Global Business Informatics (GBI) and Digital Innovation & Management (DIM) October 5, 2022

Participants from the panel:

Kirsten Nielsen, Nicolai Meelby, Joacim Jeppesen, Gert Hemmingsen, Mette Steffensen, Franci Johansen, Ina Corydon, Martin Pedersen Lennards, Anne Vadgaard, Carolina Benjaminsen

Participants from The IT University of Copenhagen (ITU): Louise Harder Fischer, Oliver Krancher, Lene Pries-Heje, Anne Jensen, Anna Elizabeth Thomsen

----

1.Welcome to new panel members and round of presentation.

Kirsten Nielsen, chair of the panel, opened the meeting and welcomed all new members. All panel members introduced themselves, highlighting what they expected to bring to the panel and the use of graduates in their own organisations, for example through bringing in perspectives on the (new) ways tech and business merge and what graduate skills this implicates.

2.Brief update from GBI and DIM

Head of **GBI,** Oliver Krancher, gave the panel a current status on the programme: performance indicators in terms of course evaluations and student surveys show that the programme is doing well. In spring 2022, GBI had the best course evaluation of all bachelor programmes at ITU.

Two recent changes (previously discussed at panel meetings) are under implementation:

1. GBI's 4th semester course in process modeling will include a focus on automation. Merely modeling processes is no longer relevant for solving business problems and allowing students to work on an automation process will cater to GBI students' request for more technical skills. Furthermore, technical traction has been introduced in each semester.

2. GBI has a new elective in IT and Green transitions (shared with DIM) which isconnected to ITU's significant research center in IT and sustainability.

GBI is still working on a revision of the programme and its structure.

Head of **DIM**, Louise Harder Fischer, updated the panel about current developments. 132 students were admitted September 1st, a good number in the light of Covid which has had a negative impact on most universities' recruitment, and an indication that the programme is on a good track.

In view of Covid, ITU maintains a strong focus on student well-being, mentor activities, extra support, and dialogues with students on their student life at ITU. Dean of Education, Pernille Rydén, has introduced a long-term strategy to factor in that students' wellbeing is crucial to their learning.

Two years ago, DIM introduced an introductory programming course to ensure that all graduates have basic skills in programming. This has enabled DIM to offer its most technical specialisations to all students.

Together with faculty, Louise and Irina will now focus on making the diversity in methods and approaches across the programme explicit in class – thereby enhancing students' awareness of their own competences in different areas and methods.

Questions from the panel

The panel asked how DIM ensures the integration between external students and students with an ITU bachelor's degree?

Louise explained that 20 –25% of students admitted to DIM have a bachelor from ITU (predominantly GBI, but also Software Development). The mandatory programming course is one way of ensuring that students without coding skills level up. The most technical specialisation takes specific measures to integrate this group. Head of Department, Lene Pries-Heje, added that ITU originated as a graduate university and has long-standing ability to take in bachelors from other universities and integrate their different backgrounds.

The panel asked the heads of programmes to clarify what type of profiles the programmes provide- programmers or integrators?

Oliver told the panel that GBI and DIM mostly educate integrators, people who are between IT and the business and can translate between those two worlds. The programmers are found in the computer science programmes.

3.Inclusion of a green competence profile in the employability profile

Oliver introduced that by agreement with the Ministry for Higher Education, all ITU's programmes must document what 'green' competencies and skills students achieve. The panel was asked if they could approve that a green competency profile is integrated in the existing employability profile.

The panel approved and commented that they would recommend keeping the profile as concrete as possible due to the broadness in the concept of sustainability. For example, by putting decision-making into it

4.Green competencies in the IT University's programmes

The panel discussed relevant competences in relation to green transition efforts.

Several panel members pointed to **a need for understanding data better**, where it is and how it can be used in supporting the green transition. "If you are going to support the green transition, you must understand the data and the stakeholders". The green agenda impacts everything and all aspects of how data flows. The panel agreed that **stakeholder management** and a better understanding of both the political level and organization is necessary.

A recurrent theme in the discussion was the need for **an integrated approach** to green transitions; for example by integrating green aspects into the product design and strategy, or assessing the impact on energy consumption when improving a service. "We help companies [with] their product strategies and design, [in this] we include energy assumption, CO2 emissions".
The panel agreed that graduates need a strong foundation in green transition efforts rather than a specialized profile.

The panel discussed **the complexity in supporting green transitions**:" We will need graduates who understand wicked problems and how to support our clients in finding solutions [to them]".
 One member commented that GBI/DIM students would be good a looking at the complexities involved in this (that different industries must come together to find solutions for green transitions/green IT/sustainability) and that one way of moving forward would be to students a greater understandings of the different cultures that meet, when having to find solutions for the green transition.

Specific recommendations for elements in a relevant graduate profile:

- Business growth opportunities through data
- Design data use as a lever for green transitions, and acknowledge that the culture between the different industries that need to meet is challenging.
- It would be fantastic if your students could use their social science perspectives together with their business and data understanding
- Teach graduates to take holistic approach, integrate sustainability into everything students do rather than make yet a new course or specialisation
- Put sustainability into the intended learning outcome of what you already do

 5.**Input to GBI's revision process**

The panel gave feedback to GBI's current process by discussing subjects and themes currently in demand and general competences they would expect to increase in demand.

Feedback on competences was to maintain a focus on analytical abilities, ensure that graduates know problem-solving. For example, by using more creation-oriented cases. Another suggestion was to put in casework in the very theoretical courses. The panel strongly recommended adding case work to theory, without making courses less theoretical or analytical for that matter.

The importance of architecture and being able to have an informed dialogue with architects was also mentioned, as was the importance of understanding the industry dimension, i.e. the interdependencies in different sectors and types of organisations.

In terms of future relevant general competencies, basic understanding of how themes such as metaverse, augmented and/or virtual realities will impact was mentioned.

The panel asked Oliver to clarify the mission of GBI. Oliver explained that the programme is about understanding, analysing, and solving problems in the intersection of business, society and IT in a global context.

The panel responded that GBI comes across as an ambitious programme and that it may be worth flagging that students do not specialize but should know enough to problem-solve and dig deeper, and then specialize more through the master.
One member suggested to bring project management more to the front in the programme.

The panel asked to which extent GBI as a programme helps students connect the different skill sets they achieve, commenting that how students manage to fit them together is what makes a great graduate. Oliver explained that he addresses exactly this through recorded semester start talks.

Kirsten commented that she would like the panel to keep the discussion in mind when discussing the panel's report in January.