

# Board of Studies (BoS) – 12 February 2021

**Present:** Stine Gotved (faculty), Martin Pichlmair (faculty, SAT Games), Signe Louise Yndigejn (faculty, SAT DD), Baki Cakici (faculty, SAT Bus)

Annamaya Halskov-Jensen (student, SAT Games), Alex Dalum (student, SAT Business), Mads Christiansen (student, SAT Business), Emil Vogt Sørensen (student, SAT DD), Thomas Flodgaard Kaufmanas (student, SAT DD), Theodor Christian Kier (student, SAT CS),

Lene Rehder (SAP), Pernille Rydén, Dorthe Stadsgaard (secretary, SAP)

**Assigned guests:** Lene Rehder (SAP), Pernille Rydén (Dean of Education)

**Guests:** Lise Lawaetz Winkler (Dean of Education Support)

**Absent:** Alexander Lytton (student, SAT Business), SAT Computer Science has not yet elected a faculty member for BoS

## Minutes

### 1. Approval of agenda

*The agenda was approved.*

### 2. Introduction by the 2020-chair – Stine Gotved

*Welcome to new members and a new year in BoS. Each member gave a brief introduction of themselves and the former chair (Stine G.) gave a brief introduction to BoS' responsibilities.*

*Theodor: Last year I made a Team for all student representatives, I will add you to the group asap.*

### 3. Election of chair and vice-chair

*Chair = Stine Gotved*

*Vice-chair = Mads Christiansen.*

### 4. Faculty and student for the Exemption Committee

*The Exemption Committee is a sub-committee to BoS that handles applications for exemptions from rules like 'three exam attempts'. The committee meets every three weeks and has three members:*

*The chair and vice-chair of BoS and a representative from SAP (currently Tove Pedersen).*

*Stine G. (chair) and Mads Christiansen (vice-chair) of BoS are the new members. Dorthe will inform Tove in SAP.*

### 5. Approval of minutes from meeting 15 December 2020

*The minutes were approved.*

### 6. New Dean of Education – welcome

*Pernille Rydén joined ITU in January 2021 as Dean of Education. She gave a brief presentation of herself and her role as Dean of Education.*

*The Deans work is focused on education, quality assurance, relevance, study environment, diversity, wellbeing (a top priority right now) etc. The first meetings with the SATs have been very valuable, the direct contact with student representatives is very important to the Deans work. The Dean underlined that she is always available to especially the student representatives.*

## **7. ITU Strategy 2022-2025 – BoS gives input**

In December 2020, ITU's vice-chancellor presented the draft ITU-strategy for the period 2022-2025. Since then, students have been asked to give input to their SAT representatives and **SAT** have discussed the draft strategy. **BoS** is to discuss the draft strategy, write their input and send it to Executive Management (deadline = 24. February).

Faculty and administrative staff discuss the draft strategy in their departments during January and February 2021. In March, Executive Management writes the second draft. The Board of Directors discuss the draft ultimo April. Staff and students (including BoS) are consulted during April and May. Board of Directors approve the strategy primo June.

Appendix 1 and 1a

*The students from SAT DD summarised their written input: We did some research among students from BDDIT and KDDIT and reduced the feedback to the appendix (1a):*

- *Increased student intake: Students are worried about the capacity of ITU in terms of physical space, the academic level of study programmes and campus infrastructure (anything from wifi to smooth administration and systems)*
- *Diversity: Gender should go beyond the binary (men and women) and diversity concerns should be broadened – it is about so much more than gender.*
- *Rankings: We would like to know more about why and how ITU should seek ranking.*
- *Sustainability should be part of the strategy (CO2 emissions etc.).*

*SAT CS students:*

- *CS students have the same worry about increasing the number of students, especially when it comes to student well being; there seems to be a good study environment among students but the handling of students with issues is already less than satisfactory.*
- *Ph.d. students: They want to increase the number of PhD students at ITU. We do not feel informed about the possibilities of becoming a PhD students – this does not add up.*
- *CS students are positive towards increased cooperation with external partners (e.g. companies)*

*BIT (Baki): We did not have enough time at our meeting to discuss it properly.*

*Games (Annamaya): Increasing the volume of female IT graduates; it might build the idea among women that they are only at ITU because ITU wants to increase their share. It is a risk. The phrasing is very important when concerned with diversity issues.*

*Pernille: Does the strategy resonate with the way you see ITU and how you want the university to be?*

*Mads: Students mainly think about the university from their point of view. Goals about ranking based on ITU's research reminds you that the university is more than education. This is positive; you are part of something bigger.*

*Thomas: Some of the goals started a discussion among students on the study programmes; how academic should the programme be etc. That is a good thing.*

*Stine: The main reaction to the goal of doubling the student population is that it is not impossible, but we already feel we are at our maximum and that many things will suffer from such a growth.*

*Emil: Some students have chosen ITU because it is a small institution. This should be taken into consideration as well.*

*Martin: I am impressed with the DDIT students' work and I agree with all of it. Personally, I also see another issue: Increasing student diversity might mean a higher unemployment, the two are not conflicting as goals but they might be hard to realise at the same time.*

*Stine: The drop-out rate for BDDIT's first year students has exploded since New Year's (students who started in 2020)! Growth is a good thing, but we cannot necessary decide ourselves where we grow...*

*Pernille: What is interesting is the underlining assumptions. The logic is that we need to expand to feed a hungry job market. But growth is about more than producing more graduates. There is a delicate balance between growing, ensuring quality etc.*

*Emil (asking Pernille): How does ITU see itself compared to non-academic educational institutions (e.g. KEA)? What are the academic skills we want to contribute with to the job market?*

*Pernille: I am still new at ITU and not able to answer that question yet. You should probably ask other parts of management. We have to be aware of our own underlying assumptions when discussing the goals. You seem to make the assumption that if we admit more students, they will be less qualified, and quality will suffer.*

*Thomas: We might need to define what we mean by quality.*

*Baki: I have written down a lot of comments and will try to condense them:*

- There is a lack of vision when it comes to teaching.*
- Where is the increase in students going to come from? With the current applicants we cannot double the intake, there are not enough qualified applicants.*
- Female IT graduates: This is badly phrased. The problem is that we have too many male graduates, the current phrasing makes it a female problem.*
- High ranking and employability: This is only one aspect of what we try to do.*
- External partners: Why only focus on companies and not include e.g. other universities?*

*Martin: I agree with Baki. We also create a lot of entrepreneurs – they are not covered by the strategy.*

*Stine: Thank you for all your input.*

*Dorthe: Who should put all the feedback together? Baki and Emil volunteered.*

*Pernille: What is the timeline? Should you have a meeting with Executive Management?*

**Decision:** *Baki and Emil put the feedback together and sends it to Dorthe who shares it with all BoS Members. BoS invites the Vice-Chancellor to the April meeting for further discussions.*

## **8. Study Environment Assessment 2020 – report and BoS' input to Action Plan**

The survey ran among students in October – December 2020. BoS is responsible for making the action plan to follow up on study environment issues, assisted by the Dean of Education Support. At this meeting, BoS discuss the results and begin to identify areas, where BoS finds a need for action.

At the March meeting, BoS discuss input from the other stakeholders via the draft action plan made by Dean of Education Support. At the April meeting the Action Plan is approved by BoS.

Appendix 2: Overview of process for Action Plan, implementation, and monitoring).

Appendix 3: Mail from DoE Support

Appendix 4: Study Environment Assessment Report BSc and MSc

Appendix 5: Study Environment Assessment Report BSc and MSc – details for questions on bullying, harassment, and discrimination

Appendix 6: Study Environment Assessment Report BSc and MSc – open answers

Appendix 7: Study Environment Assessment Report Master ILM

Appendix 8: Input to StuEnviAss Action Plan from SAT DD

Appendix 9: Feedback form (input to Action Plan)

Guest: Lise Lawaetz Winkler, Dean of Education Support

*Lise gave a brief introduction to the survey and assessment. She also mentioned that we (Dean of Education Support and Quality Coordinator) have realized that the report is not easy to read. We will work on how to present it next time (a year from now). We have focused on getting data out to stakeholders asap.*

*Lise: There are some pointers in data, e.g. wellbeing and inclusion. Today we will have an initial discussion, at the March meeting we will look at all stakeholder-input towards the action plan, and at the April meeting we should decide on action points.*

*Pernille: When it comes to student wellbeing, what is important right now are real-time data, not historical data. This is a challenge. What we saw in October/November cannot necessarily be translated to today.*

*Stine: We have some input from SAT DD.*

*Mads: It was difficult to make sense of the reports. And right now, dropping out can be a result of really wanting to be at university – students postponing the experience to avoid going to university from home.*

*Baki: It would be nice to have baselines comparing us to other institutions. So would splitting responses between study years on each study programme.*

*Theodor: I see the following issues: Workload seems to be unevenly distributed across programmes. The pandemic has decreased the amount of time students study per week, so we do not think these data reflects the real workload. Stress; there are bad signs, also compared to the fact that students participated in the middle of the semester and not close to exams. Knowing where to get help: A lot of students do not know how or where to get help. I tried to find out on ITU student and it is indeed difficult to find out how and where to get help.*

*Lise: Remember to differentiate between total and relative numbers when it comes to harassment etc.*

*Theodor: I still think it is troubling that students experience harassment etc. from staff.*

*Thomas: We keep using the assumption that COVID19 has made an impact. Can we compare this to the report done last year (internally)?*

*Lise: Learning Support did a report last summer, I will look into it and see if it can supplement this survey.*

*Stine: We will continue the discussions at our next meeting and begin to close in on action points for the follow-up Action Plan.*

**9. Diversity officer – does BoS want to do anything further?**

During 2020, BoS discussed the need for a new Diversity Officer at ITU. BoS addressed Executive Management and Education Group. Find their answers in the appendix. BoS is to discuss if they want to do anything further.

Appendix 10: Diversity Officer at ITU

*BoS did not feel EG's response engaged in the broader agenda concerning student diversity and ITU's work on and handling of it. BoS notice, that diversity is somewhat included in the proposed ITU Strategy for the years to come.*

*Stine: We have no more time today. We should bring it up again later this year and keep it in the back of our heads.*

***Decision:** Dorthe will put the topic on the agenda later this Spring.*

**10. AOB (Any Other Business)**

*There were no items for AOB.*