

For the Members of the Board

Executive Management  
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Confidential Items are marked in grey and are only for the Board's own use. This applies to enclosures marked in grey as well.

The rest of this document and enclosures are Publicly Available Information.

**Agenda for the IT University Board Extra Meeting on Wednesday, June 3, 2020, at 09:00 – 11:00. Due to the coronavirus situation, the meeting cannot be held in the usual manner at ITU but will be a video meeting via Microsoft Teams.**

**Public items:**

- 1. Approval of the Minutes from the Previous Meeting (decision)**
- 2. Presentation of Executive-level Employers' Panel Report 2020 (briefing)**  
**Enclosure 1:** Executive-level Employers' Panel Report 2020
- 3. Status on the Coronavirus Situation at ITU (briefing)**

**Confidential items:**

**4.**

**5.**

**6.**

**Public items:**

- 7. Questions Regarding Mail-delivered Briefings (briefing)**
- 8. Any Other Business**

## **The Executive Management´s comments on the agenda**

### **Public items:**

#### **Item 1: Approval of the Minutes from the Previous Meeting (decision)**

No comments to the minutes from the meeting on April 1, 2020, have been received.

#### ***Recommendation:***

*The Executive Management recommend that the minutes be approved.*

#### **Item 2: Presentation of Executive-level Employers´s Panel Report 2020 (briefing)**

**Enclosure 1:** Executive-level Employers´s Panel Report 2020

Jan Sirich, Chairman of the Executive-level Employers´s Panel, will present highlights from the report to the board.

#### **Item 3: Status on the Coronavirus Situation at ITU (briefing)**

At the meeting Executive Management will give a short update on the situation.

### **Confidential items:**

#### **Item 4:**

#### **Item 5:**

#### **Item 6:**

### **Public items:**

#### **Item 7: Questions Regarding Mail-delivered Briefings (briefing)**

2020-05-11: Information on the Political Agreement on May 7, 2020, Regarding Controlled Re-opening of Universities

2020-04-08: Note on Survey Among ITU Students (in Danish only)

2020-04-06: Information Regarding ITU Exams, Spring 2020

#### **Item 8: Any Other Business**

Yours sincerely,

Gitte Gramstrup  
Assistant to the Executive Management

## Executive-Level Employers' Panel Report 2020

### IT University of Copenhagen

#### Process

The panel completes the report, based on the most recent reports of the Programme-Specific Employers' Panels. The report is used as input to the Education Group's yearly Education Portfolio Report and as input to a yearly discussion among ITU's Board of Directors.

The document is public information.

#### Context

At ITU, a study programme is said to be *ideal*, if

- 1) it attracts a large number of well-qualified students; and
- 2) the academic contents and the teaching are both world-class; and
- 3) it gives the students the competences needed for the future job market.

Elaborating on 3), every student should acquire some "employment ticket" during their time at ITU, i.e., they should learn something which is difficult and in demand in the labour market.

#### Quality Standards

- 1) Recruitment and Admission of Students
- 2) Teaching and Learning Activities
- 3) Graduates' Careers

#### Admission Budget 2019

The 2019 budget was based on the following assumptions concerning admission (after early drop out):

|                   |     |
|-------------------|-----|
| BSc DDIT          | 59  |
| BSc DS            | 67  |
| BSc GBI           | 60  |
| BSc SWU           | 156 |
| MSc CS            | 96  |
| MSc DDIT          | 134 |
| MSc DIM           | 130 |
| MSc Games         | 50  |
| MSc SD            | 95  |
| Master ILM        | 40  |
| Total (MSc + BSc) | 847 |
| Total             | 887 |

- MSc SDT was split into two separate programmes in 2017; Computer Science (CS) and Software Design (SD). Their first student intake was in Autumn 2018. Hence, some Primary Quality Data 2019 cover SDT (completion rate, average graduate delay, number of graduates and unemployment)
- BSc DMD and MSc DDK were redesigned in 2017 and renamed BSc DDIT and MSc DDIT (Digital Design and Interactive Technologies). Their first student intake is in Autumn 2018. Hence, some Primary Quality Data 2019 cover DMD and DDK (completion rate, average graduate delay, number of graduates and unemployment)



|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Overall Match with Current Needs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Based on the reports from the Programme-Specific Employers' Panels and your own impressions of ITU's portfolio of study programmes, how would you describe the overall match between current needs for competences on the Danish job market and the portfolio?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p>The Panel finds that the needs of the Danish labour market are well addressed by the current portfolio of study programmes at ITU (like last years' status).</p> <p>The panel is very pleased with the fact that ITU successfully has been able to increase the volume of its activities, due to increases in governmental funding. However, if opportunities to grow the volumes even further arise, the panel is convinced that the additional IT graduates will be warmly welcomed by the Danish labour market.</p>                                                                                                                                                                                                                                                                                                                                                                                                                               |
| What changes to the balance in the portfolio, if any, would you recommend in order to optimize the match?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p>Generally, the unemployment figures look very promising across the full portfolio. This is very positive and the trendline seems promising too. It will be interesting to see the results over the next years, when the various programme's adjustments become fully visible in the statistics.</p> <p>Diversity among the students – particularly concerning female students - has improved well due to a focussed and dedicated effort by ITU Management in recent years. However, there is still room for further improvements concerning diversity involving underrepresented groups, thus it's the Panel's recommendation to continue the diversity efforts.</p> <p>On the same page, the Panel finds it concerning and unnecessary that international students are omitted in some of the programmes - due to Danish A-grade requirements - and recommends ITU Management to continue its efforts and actions in improving this situation.</p> |
| What are the most important current needs (max. three) not covered by ITU's portfolio of study programmes?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p>The Panel has no specific recommendations on expanding the portfolio of ITU study programmes at present. Having said that, it also important to emphasize that it's the Panels opinion that ITU has proven abilities and competence to grow, thus we fully support future expansions in both students and study programmes; examples could be a M-DS and perhaps also in the cyber security areas.</p> <p>The labour market can easily absorb more graduates (which also is reflected in the unemployment figures).</p>                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Overall Match with Needs in 3-5 years' time                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| It takes some years before pervasive changes to a study programme are reflected in the competences of the graduates. Looking 3 to 5 years ahead, what current trends do you think are likely to give a substantially different pattern of competence needs from the one that exists today?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| The Panel sees a need to increase collaboration between corporates and ITU during the studying, in order to lower the gaps in the It-reality of life in corporates (legacy systems, increase in standard systems usage etc.) and the maturity of the graduates when entering the corporate life.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| What competences do you think will be less in demand 3 to 5 years from now?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| No decline foreseen.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |



|                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------|
| What competences do you think will be more in demand 3 to 5 years from now?                                           |
| No specific outlined.<br>Technically oriented competences are expected to continue have very low unemployment figures |
| Do you have concerns relating to the quality of portfolio of study programmes?                                        |
| (If yes: please elaborate)                                                                                            |
| No.                                                                                                                   |

| Does ITU follow up on the recommendations made by the Employers' Panels?                                                                                                                                                                                                              |            |            |     |     |               |         |     |     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|------------|-----|-----|---------------|---------|-----|-----|
| Based on your reading of the reports of the Programme-Specific Employers' Panels and your own experience with ITU, does the university follow up on recommendations given by the Employers' Panels?                                                                                   |            |            |     |     |               |         |     |     |
| Yes, all programme-specific employers' panels express satisfaction with the collaboration and actions taken by ITU Management.                                                                                                                                                        |            |            |     |     |               |         |     |     |
| Summative analysis of ITU's Portfolio of Study Programmes                                                                                                                                                                                                                             |            |            |     |     |               |         |     |     |
| <i>This evaluation is not included as part of the Programme-Specific Employers' Panels this year thus the Executive panel has chosen to omit filling in statements for the SWOT.</i>                                                                                                  |            |            |     |     |               |         |     |     |
| <table border="1"> <tr> <th>Strengths</th> <th>Weaknesses</th> </tr> <tr> <td>N/a</td> <td>N/a</td> </tr> <tr> <th>Opportunities</th> <th>Threats</th> </tr> <tr> <td>N/a</td> <td>N/a</td> </tr> </table>                                                                            | Strengths  | Weaknesses | N/a | N/a | Opportunities | Threats | N/a | N/a |
| Strengths                                                                                                                                                                                                                                                                             | Weaknesses |            |     |     |               |         |     |     |
| N/a                                                                                                                                                                                                                                                                                   | N/a        |            |     |     |               |         |     |     |
| Opportunities                                                                                                                                                                                                                                                                         | Threats    |            |     |     |               |         |     |     |
| N/a                                                                                                                                                                                                                                                                                   | N/a        |            |     |     |               |         |     |     |
| <p>Overall, ITU's study programmes give the students the competences needed for the future job market (select one and delete the rest):</p> <p>1: strongly disagree<br/> 2: disagree<br/> 3: disagree somewhat<br/> 4: agree somewhat<br/> <b>5: agree</b><br/> 6: strongly agree</p> |            |            |     |     |               |         |     |     |
| Recommendations                                                                                                                                                                                                                                                                       |            |            |     |     |               |         |     |     |
| It will still be beneficial to receive faster feedback from the labour market regarding the employment effects of revisions of study programmes.                                                                                                                                      |            |            |     |     |               |         |     |     |

Since ITU is mature (both competence and physical location wise) to grow further, continue efforts to increase ITU funding enabling future expansion.

Continue strengthening the collaboration with foreign universities and continuously address the need for cultural diversity, due to both educational quality and market attractiveness.

Please ensure the redesigned M-ILM study programme implementation, is not delayed further.

#### Comments and Suggestions

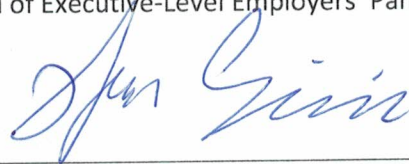
Across all the panels the overall picture in this year's report is positive; few and non-dramatic proposals for changes in the specific employer panels and the ITU management is acknowledged for taking actions accordingly.

It's the Executive panel's impression that ITU has a strong foundation and position for future growth which continued should be taken forward into constructive dialogues with the political environment.

#### Date and Signature

Date: 16.03.2020

Jan Sirich, Head of Executive-Level Employers' Panel (signed):





# Primary Quality data 2019

| Level                                                                          | BSc  |      |      |      | MSc  |      |      |        | Master |      | ITU total |
|--------------------------------------------------------------------------------|------|------|------|------|------|------|------|--------|--------|------|-----------|
|                                                                                | DDIT | DS   | GBI  | SWU  | CS   | DDIT | DIM  | Gam es | SD     | ILM  |           |
| <b>Programme</b>                                                               |      |      |      |      |      |      |      |        |        |      |           |
| Number of applicants (BSc: All applicants, MSc: only 1 <sup>st</sup> priority) | 336  | 312  | 377  | 552  | 224  | 176  | 240  | 132    | 358    | 79   | 2786      |
| Number of applicants offered admission                                         | 67   | 79   | 80   | 176  | 140  | 158  | 178  | 64     | 143    | 45   | 1130      |
| Number of students admitted after early dropout                                | 62   | 68   | 72   | 163  | 80   | 139  | 129  | 52     | 107    | 42   | 956       |
| Dropout after one year (%)                                                     | 8.5  | 15.6 | 11.6 | 16.8 | 4.4  | 3.6  | 8.8  | 2.0    | 5.1    |      | 8.5       |
| VIP/DVIP ratio                                                                 | 1.4  | 6.8  | 5.1  | 9.7  | 13.6 | 7.8  | 3.9  | 7.4    | 16.4   | 31.3 | 5.9       |
| Average score, course evaluation, Spring (6 is max)*                           | 4.58 | 4.69 | 4.6  | 4.77 | 4.74 | 4.95 | 4.93 | 4.37   | 4.78   | 4.97 | 4.75      |
| Average score, course evaluation, Autumn (6 is max)*                           | 4.68 | 4.35 | 4.42 | 4.65 | 4.63 | 4.09 | 4.45 | 4.84   | 4.37   | 5.02 | 4.42      |
| Average score, programme evaluation (6 is max)**                               | 4.8  |      | 4.52 | 5.08 |      | 4.89 | 4.6  | 5.07   | 5.04   | 5.07 | 4.91      |
| Average score, thesis and project evaluation (6 is max)**                      | 4.34 |      | 4.96 | 4.77 | 5.56 | 5.17 | 5.04 | 5.27   | 4.97   | 5.17 | 5.0       |
| Completion rate within schedule plus one year (%)                              | 78.3 |      | 77.2 | 56.2 | 71.0 | 86.0 | 85.1 | 77.6   | 71.0   |      | 76.9      |
| Average graduate delay, compared to curriculum schedule (months)               | 2.0  |      | 0.7  | 0.8  | 2.3  | 2.3  | 1.9  | 1.6    | 2.3    |      | 3.2       |
| Number of graduates                                                            | 45   |      | 53   | 71   | 102  | 126  | 110  | 53     | 102    | 28   | 625       |
| Unemployment rate 4-7 quarters after graduation (%)                            |      |      |      |      | 4.2  | 7.4  | 3.4  | 7.6    | 4.2    |      | 5.6       |
| Rolling, weighted average unemployment rate 4-7 months after graduation (%)    |      |      |      |      | 3.2  | 12.1 | 6.2  | 12     | 3.2    |      | 8.6       |

\* ITU implemented a revised course evaluation system in autumn 2019. The surveys used in spring and autumn respectively, differ in both wording and number of questions. Hence, scores cannot be compared.

\*\*Due to low response rates on several study programmes, scores are not entirely reliable.

# Primary Quality data 2018

| Level                                                                          | BSc  |      |      |      | MSc  |      |      |        | Master |      | ITU total |
|--------------------------------------------------------------------------------|------|------|------|------|------|------|------|--------|--------|------|-----------|
|                                                                                | DDIT | DS   | GBI  | SWU  | CS   | DDIT | DIM  | Gam es | SD     | ILM  |           |
| Programme                                                                      |      |      |      |      |      |      |      |        |        |      |           |
| Number of applicants (BSc: All applicants, MSc: only 1 <sup>st</sup> priority) | 296  | 446  | 497  | 548  | 200  | 221  | 373  | 123    | 302    | 66   | 3070      |
| Number of applicants offered admission                                         | 66   | 79   | 81   | 161  | 132  | 170  | 218  | 66     | 110    | 42   | 1083      |
| Number of students admitted after early dropout                                | 59   | 64   | 69   | 149  | 91   | 139  | 159  | 49     | 79     | 40   | 898       |
| Dropout after one year (%)                                                     | 6.3  | 16.1 | 10.4 | 14.3 | 6.9  | 5.5  | 5.3  | 6.6    | 6.9    |      | 8.0       |
| VIP/DVIP ratio                                                                 | 4.0  | *    | 3.7  | 1.9  | *    | 26.2 | 7.5  | 5.1    | 17.1   | 10.6 | 5.5       |
| Average score, course evaluation (6 is max)                                    | 4.61 | 4.81 | 4.7  | 4.79 | 4.82 | 4.71 | 4.56 | 5.04   | 4.7    | 4.96 | 4.74      |
| Average score, programme evaluation (6 is max)**                               | -    |      | 3.2  | -    |      | 4.78 | 4.55 | 5.16   | 5.33   | -    | 4.89      |
| Average score, thesis and project evaluation (6 is max)**                      | 5.07 |      | 5.02 | 5.37 |      | 5.17 | 5.04 | 5.3    | 5.34   | -    | 5.2       |
| Completion rate within schedule plus one year (%)                              | 75.3 |      | 78.8 | 63.4 | 65.7 | 88.2 | 87.0 | 84.3   | 65.7   |      | 78.1      |
| Average delay, compared to curriculum schedule (months)                        | 1.1  |      | 0.9  | 1.3  | 2.4  | 3.3  | 2.6  | 1.0    | 2.4    |      | 3.7       |
| Number of graduates                                                            | 49   |      | 48   | 59   | 89   | 112  | 134  | 45     | 89     | 41   | 590       |
| Unemployment rate 4-7 quarters after graduation (%)                            |      |      |      |      | 3.8  | 15.1 | 7.7  | 15.9   | 3.8    |      | 10.7      |
| Rolling, weighted average unemployment rate 4-7 months after graduation (%)    |      |      |      |      | 4.9  | 14.4 | 7.8  | 18.3   | 4.9    |      | 11.2      |

\*100% VIP coverage

\*\*Due to low response rates on several study programmes, scores are not entirely reliable.



# Primary Quality data 2017

| Level                                                                                 | BSc  |      |      |      | MSc  |      |       |      | Master | ITU   |
|---------------------------------------------------------------------------------------|------|------|------|------|------|------|-------|------|--------|-------|
| Programme                                                                             | DMD  | DS   | GBI  | SWU  | DDK  | DIM  | Games | SDT  | ILM    | total |
| Number of applicants (BSc: All applicants, MSc: only 1 <sup>st</sup> priority)        | 357  | 391  | 380  | 587  | 522  | 460  | 211   | 514  | 62     | 3484  |
| Number of applicants offered admission                                                | 71   | 71   | 77   | 160  | 182  | 203  | 79    | 246  | 46     | 1135  |
| Number of students admitted after early dropout                                       | 63   | 56   | 67   | 147  | 145  | 132  | 61    | 160  | 44     | 883   |
| Number of admitted MSc students, who qualified at another Danish institution than ITU |      |      |      |      | 112  | 96   | 20    | 63   |        | 291   |
| Dropout after one year (%)                                                            | 20.3 |      | 9.1  | 16.1 | 5.9  | 1.3  | 6.9   | 7.6  | 3.6    | 8.4   |
| VIP/DVIP ratio                                                                        | 2.7  | *    | 3.8  | 2.6  | 3.6  | 5.2  | 8.2   | 15.2 | 2.5    | 4.2   |
| Average score, course evaluation (6 is max)                                           | 4.77 | 4.68 | 4.67 | 4.94 | 4.76 | 4.71 | 4.97  | 4.77 | 4.89   | 4.79  |
| Average score, programme evaluation (6 is max)**                                      | 5.07 |      | 4.35 | 5.21 | 4.7  | 4.59 | 4.36  | 4.88 | 5.0    | 4.79  |
| Average score, thesis and project evaluation (6 is max)**                             | 4.69 |      | 4.64 | 5.06 | 5.18 | 5.25 | 5.01  | 5.07 | 4.3    | 5.02  |
| Completion rate within schedule plus one year (%)                                     | 63.4 |      | 70.8 | 62.9 | 81.8 | 63.3 | 82.9  | 59.2 |        | 69.8  |
| Average delay, compared to curriculum schedule (months)                               | 0.8  |      | 0.4  | 2.8  | 4.5  | 4.4  | 5.3   | 5.9  |        | 6.3   |
| Number of graduates                                                                   | 60   |      | 46   | 63   | 185  | 134  | 59    | 92   | 28     | 735   |
| Unemployment rate (%)                                                                 |      |      |      |      | 11.9 | 6.7  | 11.8  | 4.7  |        | 8.9   |

\*100 % VIP coverage

\*\*Due to low response rates on several study programmes, scores are not entirely reliable.

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