

A REVISED STRATEGY FOR THE DEPARTMENT OF INFORMATION TECHNOLOGY MANAGEMENT, 2016-2017

0. Introduction (mission, vision, identity)

This is the Department of Information Technology Management's strategy plan for 2016 – 2017. It is the result of numerous meetings at the department of IT Management, at tenured faculty meetings and a dedicated ITM strategy seminar held in August 2015.

The department currently ranks 16th in the world and 2nd in Europe only surpassed by University of Warwick. ITM will advance slightly on these outstanding positions over the next five years. See appendix A and B for an overview of rankings.

ITM is not an island but an integrated part of the fantastic teaching and research environment that combined constitute CBS. CBS strategy is Business in Society and the ITM strategy is aligned with the direction set in the general strategy. ITM contributes to BiS platforms and World Class Research Environments whenever possible and when relevant. ITM actively seeks collaboration with other departments at CBS for example through friendship meetings and other collaborative efforts.

The ITM department strategy is to create a context where researchers can realize their potential in a supportive and conducive environment with a set of common values, aspirations and directions. This is achieved by building a work environment – where the best academics thrive – which is founded on mutual trust and respect.



ITM Values:

- Scholarly work with enduring consequences
- An affirmative work environment
- Diversity and pluralism
- Collective action and collaboration
- Workplace interaction and citizenship

Our mission statement remains:

Co-creating knowledge with enduring consequences through the study of the interrelationships among people, information and technology

The ITM department cares about the interaction of people, information and technology in all of its manifestations. We study how individuals, groups, organizations and society can grow and prosper by capitalizing on information and technologies.

IT should always play a central role in our research and teaching. We do not focus solely on technical aspects, on organizational or management aspects, but rather take a socio-technical perspective and a multidisciplinary approach to address a range of strategic, structural, and operational activities involved in gathering, processing, storing, distributing and use of data and information and its derivatives in organizations and society.

1. Research

To accommodate for the fast moving pace and radical innovation that characterizes the IT field ITM organizes our research around themes rather than traditional research groups. Themes are emergent, topical, popular, inter-disciplinary and dynamic in nature. They are usually active for 3 – 7 years and then they transform into other themes or dissolve altogether.

Themes emerge from bottom up activities where researchers find that they share a common excitement about a new phenomenon. Themes encompass several faculty members who meet regularly about a common research phenomenon over longer periods.

2. Teaching (incl. educational portfolio, reflections on role in the CBS supply of education)

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ITM wants to be among the first departments to use advanced IT in the classroom for exploration and exploitation.

At ITM we design light house courses that demonstrate teaching excellence and innovativeness to inspire colleagues at ITM and at other departments. We experiment with the latest learning techniques (such as MOOCs) and blended learning. The department also supports teaching buddy activities of collegial supervision of teaching.

PhD education is a central activity and essential for the vitality of any academic department. The quality of the PhD candidates is a direct reflection of the quality of the department. We therefore need to manage the PhD education carefully so that our candidates obtain the best results regardless of whether they venture into academia or industry.

3. Dissemination (incl. publication strategy, media presence)

Association of Information Systems (AIS) is the core community of the department. The premier conferences are the European Conference on Information Systems and the International Conference on Information Systems and other related AIS conferences. Other communities are also relevant e.g. Human Computer Interaction, e-government, learning sciences, IEEE, ACM and software development that also hold relevant conferences. The AoM is also relevant both in terms of conferences and associated journals that appear on the FT45¹ and 4 and 4* on the ASB lists.

We wish to achieve high visibility and impact of our research. Therefore each ITM faculty member is responsible for publishing his/her research in journals that are the most reputable and yield a high personal h-index. It is encouraged to publish in journals that have an impact factor above one and a BFI² factor of preferably two or at least one.

¹ <http://library.mcmaster.ca/find/ft-research-rank-journals>

² BFI is the Danish bibliometric research indicator. See <http://ufm.dk/forskning-og-innovation/statistik-og-analyser/den-bibliometriske-forskningsindikator> (in Danish)

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To increase the quality of our publications we wish that tenured faculty members are measured by their two best publications over a five year period. The limit of two increases our ambition level and also allow for risk taking. It does not mean that tenured staff is expected to publish only two pieces of scholarly work every five years. One of the two must be published in the AIS Senior Scholar "Basket of 8 journals"³ and one BFI level 2 publication in a niche area of choice.

A third contribution is expected with a practice oriented focus. For example publishing an article in MISQ Executive, CACM, Harvard Business Review, or Sloan Management Review or it can be the publication of teaching cases, video or popular books or e-publications. The criterion is that the result has to reach a large number of professionals and make an impact.

The department continuously monitors our research output and impact with other core AIS departments in Europe and beyond. See appendix A and B for an overview of rankings.

4. Financing and external funding

We wish to have a high level of collaboration with representatives of industry and society (i.e. engaged scholarship). This is achieved by engaging in collaborative research projects and therefore it is an important activity to apply for and get external funding from national and international sources.

To increase the quality of our research and its impact we encourage tenured faculty members to see their research in a five-year horizon. This means that tenured faculty members have to excel within a five years scale rather than trying to achieve (too) many things every year. This does of course not mean postponing performance reviews or delaying assessments that is performed continuously but rather provide the possibility to set long-term goals since many research aspirations cannot be achieved in the short time periods but only through long-term dedication and hard enduring work.

³ MISQ and ISR from the Basket of 8 that are also on the FT 45 and UTD lists. On the ASB list MISQ and ISR are 4* and the remaining 6 journals are level 3.

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5. Staff (incl. DVIP, Ph.D. and reflections concerning academic pipeline)

We seek to hire faculty members from the departments and universities that we wish to compare ourselves. We wish to attract excellent faculty whom we hire on the open international competitive job market. We hire the absolutely best qualified PhD candidates as CBS international tenure track assistant professors.

ITM should be an attractive work place because it provides opportunities to excel in research and teaching for international career academics.

We only hire the best candidates as PhD fellows. For expectations, see appendix C. We wish to place our PhD candidates at comparable universities and in R&D units in organizations around the world to strengthen our ties and increase our collaboration. At ITM we believe that it is particular important to have worked in several academic environments and hence we usually does not hire our own PhDs into permanent positions. This is also to avoid academic inbreed.

We embrace diversity as it reflects the environment in which the department operates. The department should reflect a globalized and diversified world and therefore it is not only multi-cultural but we should deliberately seek to hire faculty members that represent different parts of the world.

6. External relations

We strive to stay competitive among the top AIS institutions in Europe and across the globe. Therefore we annually benchmark against peer departments at other European universities for comparison and assessment. We perform an analysis based on publicly available information from the departments' webpages and search engines e.g. Google scholar, ResearchGate, Academia, and rankings based on AIS senior scholar's basket of journals (Bo8).

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**APPENDIX A Global Top Rankings of Schools (2010-2014) in Bo8 journals
(EJIS, ISJ, ISR, JAIS, JMIS, MISQ, JSIS, JIT)**

Rank	University	Normal Count	Adjusted Count	Country
1	Georgia State University	69	30.67	USA
2	City University of Hong Kong	61	24.38	China
3	National University of Singapore	43	18.53	Singapore
3	University of Texas at Dallas	43	21.67	USA
5	University of Arizona	38	15.61	USA
6	Temple University	36	17.2	USA
7	University of Texas at Austin	35	15.9	USA
8	Carnegie Mellon University	32	16.7	USA
8	University of Maryland	32	13.68	USA
10	Clemson University	30	14.88	USA
10	University of Arkansas	30	15.47	USA
12	University of Minnesota	29	14.09	USA
13	Hong Kong University of Science and Technology	27	10.87	China
13	McGill University	27	13	Canada
13	University of Warwick	27	12.76	UK
16	Bentley University	25	11.37	USA
16	Copenhagen Business School	25	12.33	Denmark
16	Georgia Institute of Technology	25	11.33	USA
19	London School of Economics and Political Science	23	12.78	UK
19	Michigan State University	23	7.83	USA
19	University of Georgia	23	11.96	USA
22	Brigham Young University	22	9.11	USA
22	University of British Columbia	22	11.37	Canada
24	University of Connecticut	20	8.78	USA
24	University of Washington	20	9.17	USA

APPENDIX B European Top50 Rankings of Schools (2011-2015) in Bo8 journals
(EJIS, ISJ, ISR, JAIS, JMIS, MISQ, JSIS, JIT)

Rank	University	Normal Count	Adjusted Count	Country
1	University of Warwick	27	12.76	UK
2	Copenhagen Business School	25	12.33	Denmark
3	London School of Economics and Political Science	23	12.78	UK
4	University of London	18	10.5	UK
5	University of Cambridge	17	8.92	UK
6	Loughborough University	15	8.67	UK
7	Ludwig Maximilians University Munich	13	6.46	Germany
8	University of Groningen	12	6.19	Netherlands
9	University of Bamberg	10	6.43	Germany
10	ESSEC Business School	9	5.03	France
10	Goethe University of Frankfurt	9	5.62	Germany
10	HEC Paris	9	3.58	France
13	Brunel University	8	3.67	UK
13	Erasmus University Rotterdam	8	3.67	Netherlands
13	ETH Zurich	8	4.29	Switzerland
13	Lancaster University	8	3.92	UK
13	University of Cologne	8	3.38	Germany
18	Darmstadt University of Technology	7	5.58	Germany
18	RWTH Aachen University	7	2.62	Germany
18	Tilburg University	7	3.12	Netherlands
18	Universite Paris-Dauphine	7	2.67	France
18	University of Manchester	7	3.33	UK
18	University of Oslo	7	4.75	Norway

APPENDIX C Entry criteria at ITM

	PhD Fellow	Post Doc	Assistant Professor	Tenure Track	Associate Professor	Professor MSO	Full Professor
Research	You have great grades in general and in your thesis in particular. You demonstrate your research potential by writing a PhD project proposal.	You have handed in your thesis for defense.	You have handed in your thesis for defense.	You are hired at the international job market. You continue your PhD research and publish it at the highest level. If part of a tenure track you demonstrate your ability to build a separate research area and publish at the highest level in that area too.	You have 3 – 5 high level publications. At least one of them is in Bo8. You have an h-index over 5. Your research is focused and you are developing a clear international profile.	You have 7 – 10 high level publications. Several of them are in Bo8. You have an h-index around 15. You are willing to undertake a special obligation for the department. Your publication base is growing rapidly both in quality and in quantity.	You have more than 10 high level publications. Several of them are in Bo8. You have an h-index over 20. You have a coherent research strategy and portfolio. You are acknowledged as one of world's most prominent researchers in your area.
Education	You enjoy interacting with students.	You enjoy interacting with students.	You enjoy interacting with students.	You enjoy interacting with students.	You completed the pedagogical course. Course evaluations are satisfactory.	You have taught key courses and you have been involved in developing educational programs.	You have taught key courses and you have been involved in developing educational programs.
External Funding	You may have helped writing the PhD application for funding if necessary.	You have written applications to fund your own research trips and conference participation.	You have written applications to fund your own research trips and conference participation.	You have written applications to fund your own research trips and conference participation.	You have written applications for your own research and projects.	You have raised money for projects and industrial PhDs.	You have brought in large national or international research funding.
Academic citizenship	You will engage in the daily life of the department and participate in all seminars, workshops and WiPs.	You will participate in research projects and participate in the daily activities of the department.	You participate in research projects and participate in the daily activities of the department.	You participate in research themes and participate in the daily activities of the department.	You will serve in committees. You undertake administrative duties to the benefit of the department. You review for major journals.	You have served as AE or track chair at major journals and conferences.	You have mentored junior colleagues and demonstrated research leadership. You have participated in committees and editorial boards and as chair.
Dissemination	You will communicate about your own PhD project.	You will communicate about your own research area.	You will communicate about your own research area.	You will communicate about your own research area.	You have published your research to a wider practice oriented audience.	You are a source and you are able to set the agenda.	You are a main source and you are able to set the agenda.

Responsibilities & Job description at ITM

	PhD Fellow	Post Doc	Assistant Professor	Tenure track	Associate Professor	Professor MSO	Full Professor
Research	You complete the required course work and pass the WiP seminars. You publish and attend conferences both in your niche and in the AIS community.	You research the topics described in the post doc position and publish it the highest level.	You continue your PhD research and publish it the highest level. You build a separate research area and publish at the highest level in that area too.	You continue your PhD research and publish it the highest level. You demonstrate your ability to build a separate research area and publish it both in your research niche (BFI 2 level) and in Bo8.	You develop a clear international profile. You publish papers both in your research niche (BFI 2 level) and in Bo8. You supervise PhD fellows.	You undertake a special obligation for the department. A MoU with the HoD captures mutual expectations. Your publication base is growing rapidly both in quality and in quantity.	You evolve your research strategy and portfolio. You are continuously acknowledged as one of world's most prominent researchers in your area. Your publication base is growing steadily.
Education	You teach full courses repeatedly. You complete the pedagogical course. Course evaluations are satisfactory.	You enjoy interacting with students.	You teach full courses repeatedly. Course evaluations are satisfactory.	You teach full courses repeatedly. You complete the pedagogical course. Course evaluations are satisfactory.	You are course responsible. You create new courses and electives.	You teach key courses and you help develop educational programs.	You teach key courses and you help develop educational programs.
External funding	You write applications to fund your own research trips.	You write applications for your own research.	You write applications for your own research.	You write applications for your own research.	You raise money for projects and industrial PhDs.	You bring in national or international research funding.	You bring in large national or international research funding.
Academic citizenship	You are engaged in the daily life of the department and participate in all seminars, workshops and WIP. You take responsibility of your own PhD project.	You participate in research themes and participate in the daily activities of the department. You take responsibility of your own research portfolio.	You participate in research themes and participate in the daily activities of the department. You take responsibility of your own research portfolio.	You participate in research themes and participate in the daily activities of the department. You take responsibility of your own research portfolio.	You actively define research themes at the department and serve in committees. You undertake administrative duties to the benefit of the department. You promote ITM internationally and review for major journals.	You mobilize the department in support of the designated special obligation and push the agenda for the special obligation. You promote ITM nationally and internationally. You serve as AE or track chair at major journals and conferences.	You take responsibility of the working environment of the department & mentor junior colleagues. You reach out to the other departments at CBS. You demonstrate research leadership and position ITM favorably. You participate as chair in committees and editorial boards.
Dissemination	You communicate about your own PhD project.	You communicate about your own research area.	You communicate about your own research area.	You communicate about your own research area.	You publish your research to a wider practice oriented audience.	You are a source and you are able to set the agenda.	You are a main source and you are able to set the agenda.

APPENDIX D: DVIP: Recruitment, Integration, Quality Assurance and Development

ITM increasingly employ external teachers (DVIPs). The extent of each DVIP's teaching varies considerably – but together these colleagues constitute a vital human resource, adding competencies and practical experience that complement ITM's VIP teachers, but, importantly, also making up for the shortage of ICM VIP teaching and supervision capacity.

Recruitment

- ITM is regularly approached by practitioners who are interested in engaging with CBS as teachers. If the CV is relevant, the HoD will invite these people to a cup of coffee and a talk to clarify whether there is a basis for collaboration and to get a first idea of their potential as teachers. If the first impression is positive, the HoD asks the relevant ITM course coordinator to conduct a second interview.
- When openings occur, these candidates, often in competition with candidates proactively identified through ITM's networks, compete for the positions announced together with other applicants.
- Once the Assessment Committee has submitted its evaluations of applications received for a particular opening, it is the HoD, in consultation with the relevant ITM VIPs, who makes a shortlist of candidates. The preferred candidate(s) are invited for a formal interview with the HoD and/or relevant course coordinator before a decision is made.
- When a DVIP is recruited to supervise master level theses, this person's academic credentials will be subject to a particular scrutiny, in coordination with the relevant thesis supervisor coordinators.

Integration into ITM/CBS

- Once an external teacher has been employed, the day-to-day responsibility for preparing the teacher for his/her teaching assignment and interacting with him/her rests with the relevant course coordinator, backed by ITM's teaching support staff and HR coordinator.
- 1-2 annual events for DVIPS, addressing various academic, professional and/or pedagogical topics, typically organised as interactive workshops led by ITM/CBS staff and with time for networking and peer learning.

Quality Assurance and Development

- Ongoing dialogue with the relevant course coordinator is the most important and efficient way of monitoring and developing an external teacher's performance. In addition to this the course coordinator, the relevant Study Board and the Head of Department monitor all DVIPs' student evaluations. If results are not satisfactory, the course coordinator will take action, involving the DVIP in question to jointly arrive at an understanding of such challenges as there may be, challenges that may have to do with the course design and/or the perceived quality of the DVIP's performance.
- DVIPs are invited to participate in all relevant academic activities at ICM: PhD defenses, inaugurals, guest lectures, workshops, seminars and conferences. DVIPs are also encouraged to regularly consult courses/workshops offered by CBS Teach beyond the obligatory 'Learn to Teach' course.
- Continuous monitoring of DVIPs' PROPHIX hours and status of their affiliation (e.g. timely renewal of temporary contracts; transfer to permanent contracts). The HoD is always involved in decisions regarding renewal of DVIP contracts and transfer to permanent DVIP positions.
- An annual update of DVIP CVs is mandatory.