

D2.7 FILMEU TENURE MODEL HANDBOOK

WP2 Institutional and Staff Capacitation

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FILMEU Tenure Model Handbook

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1. THE ACADEMIC POSITIONS AT FILMEU ALLIANCE

1.1. Introduction

FilmEU – The European university for Film and Media Arts, (Project: 101004047, EPP-EUR-UNIV-2020 — European Universities, EPLUS2020 Action Grant), brings together four European Higher Education institutions: Lusófona University, from Lisbon, Portugal (LU); BFM/TLU – Baltic Film and Media School, Tallinn University, from Tallinn, Estonia (BFM/TLU); LUCA School of Arts, from Brussels, Belgium; and Dún Laoghaire Institute of Art Design and Technology, from Dublin, Ireland (IADT). Together, these institutions collaborate around the common objective of jointly promoting high-level education, innovation and research activities in the multidisciplinary field of Film and Media Arts and through this collaboration, consolidate the central role of Europe as a world leader in the creative fields, and promote the relevance of cultural and aesthetic values in our societal well-being.

In October 2023, the FilmEU alliance reached a stage of its development where it can rely not solely on the accumulated experience of the joint research undertaken across its four institutions, boosting striving research hubs (within our FilmEU RIT project). It also managed to successfully test drive numerous pilots; testing institutional harmonisation at all levels, from pedagogical practices, mobilities, diversity and inclusiveness practices, staff and technological sharing of resources. It has been challenging but undoubtedly rewarding and WP2, the umbrella under which we write this book, has clearly accomplished its task vis-à-vis its “institutional and staff capacitation” title. WP2 has created the possibility for teachers and students from the four institutions to learn together, and for other work packages to learn and test drive institutional harmonisation with us. Now, we have reached a level of institutional maturity that allows us, with the knowledge and experience we have accumulated, to reach new heights.

It is essential for FilmEU the advancement of the institutional enablement of the alliance in the field of tenure, by delineating and executing joint procedures for staff recruitment, staff evaluation and talent retention. This handbook is therefore a major steppingstone in a common tenure programme. A robust and sustainable human resource strategy is key to the elaboration, expansion, and entrepreneurial ability of European universities. It is not solely relevant to recruit and attract the best talent or the necessary talent, it is paramount that we can retain this talent. As part of the report

on best practices published in 2022, the FilmEU team working in tenure invited speakers from across continents and organised debates, creating a relevant think tank, which opened the opportunity for a birds’ eye view on the topic. This previous report encapsulated the mapping of our best practices in the field, while at the same time enabling us to perceive what was common ground and could possibly lead to areas of industrial action. With this work we were also able to understand what is different because of historical, legislative, and cultural variations.

Furthermore, the 2022 FilmEU report on tenure best practices gave us the opportunity to understand that labour precarity in higher education is detrimental on various levels, from staff motivation to its retention, and to the way it jeopardises academic freedom. It was gratifying to testify that organisations such as the Organisation for Economic Cooperation and Development (OECD) have compiled solid research on the topic and validated our perspective that an appropriated, transparent tenure is the way to a satisfied and striving work environment. Our model distances itself from the commodification of higher education teaching.

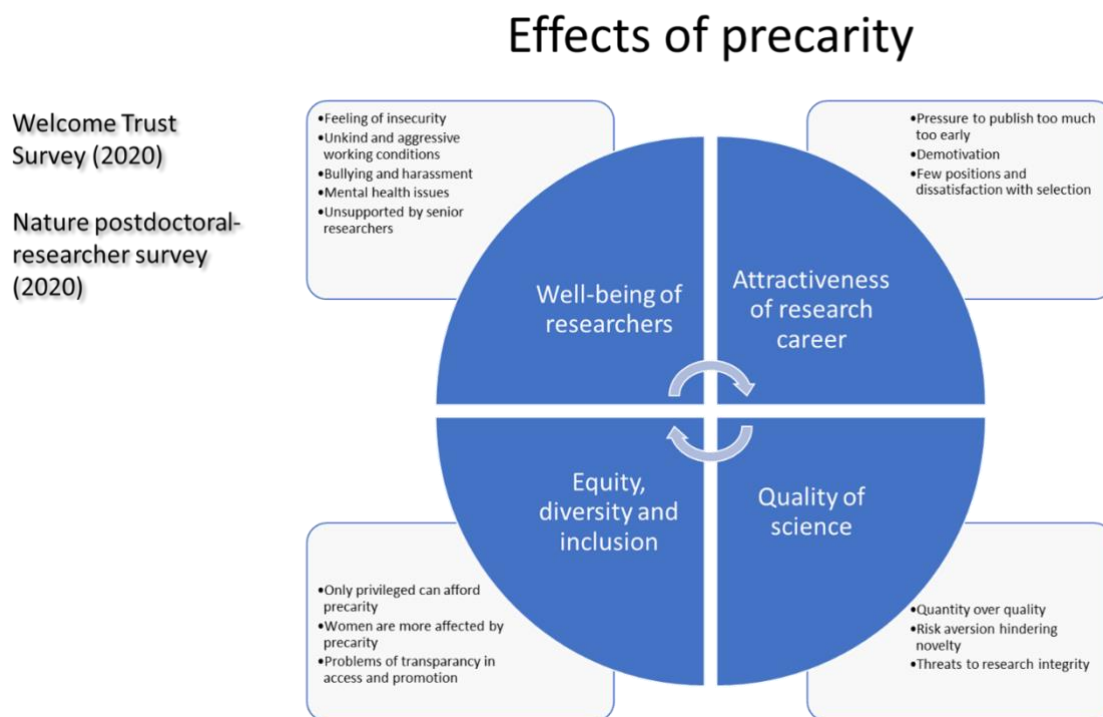


Figure 1. Effects of precarity.

We recognize that what we are publishing has many challenges, nonetheless because the future of the FilmEU Alliance in terms of governance is still being delineated, and the possibility of a common umbrella for recruitment is still under discussion. Nevertheless,

now in 2023, we are testing for the first time a tenured recruitment for FilmEU, the results of which will be published in a report independent from this handbook, also to be published in October 2023. In this pilot-recruitment-tenure we have been vocal and open on the relevance of nesting diversity and inclusion in the FilmEU alliance. Our aspiration is that the model provided is sustainable not solely for FilmEU but can also be implemented by other Alliances and HEI's.

The publication of this handbook is the result of a lengthy process by the working group which has undertaken the research and writing. This handbook is divided in 6 sections:

1. The Academic Positions at FilmEU University
2. Assistant Professor/ Recognised Researcher
3. Associate Professor/ Established Researcher
4. Full Professor/ Leading Researcher
5. Academic Freedom and Responsibilities
6. Intellectual Property

1.2 FilmEU Tenure Principles

Academic staff is seen as a key resource within higher education institutions (HEIs) and has a major role in achieving the objectives of the institution. Moreover, the implementation of the Bologna process, the moves towards a 'European Higher Education Area' and a 'European Research Area' encompasses almost all processes within HEIs including the professoriate.

Thus, the advancement of the academic career has a vital importance within HEIs and the tenure has become increasingly common across Europe as a permanent position at a higher level after a fixed term contract. Tenure is a concept that applies to faculty members in HEIs. It is a form of job security granted to eligible faculty members after a rigorous evaluation process.

Tenure signifies a long-term commitment between the faculty member and the institution. It implies a mutual understanding that the faculty member will continue to contribute to the institution's goals and fulfil their academic responsibilities over an extended period.

It is important to note that while tenure offers benefits to faculty members, it also comes with responsibilities. Tenure encompasses processes that assess candidates along four dimensions: research, teaching, collegiality and service. Tenured professors are expected to maintain their scholarly productivity, engage in effective teaching, and fulfil institutional service obligations.

Tenure in academia comprises **several principles** that aim to provide job security and uphold academic freedom for faculty members. The principles of tenure aim to strike a balance between job security and accountability, fostering an environment conducive to academic excellence and intellectual growth

These principles at FilmEU include:

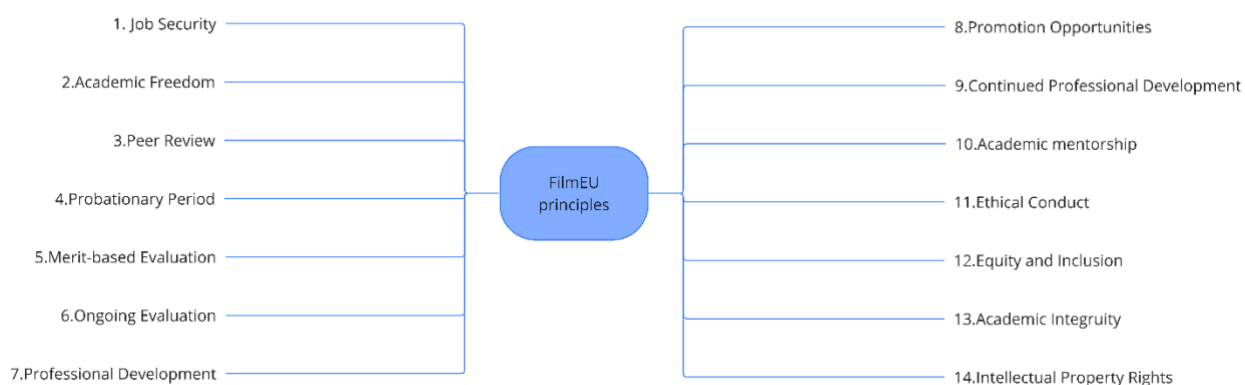


Figure 2. FilmEU Principles.

1. **Job Security:** Tenure provides professors with permanent job contracts.
2. **Academic Freedom:** Tenure allows professors to freely pursue their research, teaching, and public engagement.
3. **Peer Review:** Tenure evaluations involve external experts reviewing a professor's work to ensure a fair and unbiased assessment.
4. **Probationary Period:** Before getting tenure, professors go through a trial period called the tenure track, where their performance is evaluated.
5. **Merit-based Evaluation:** Tenure is granted based on a professor's achievements in research, teaching, collegiality and service to the community.
6. **Ongoing Evaluation:** Even after receiving tenure, professors continue to be periodically assessed to ensure they maintain high standards.
7. **Professional Development:** Institutions support the growth and improvement of professors through funding, workshops, mentoring programs and mobility practices
8. **Promotion Opportunities:** Possibility of promotion within the academic or organisational hierarchy. This provides further recognition and opportunities for increased responsibilities and leadership roles.
9. **Continued Professional Development:** Tenure does not imply an end to professional growth and development. Tenured individuals are expected to

engage in ongoing scholarship, in their field, and contribute to the academic community through research, teaching, collegiality and service.

10. **Academic Mentorship:** Tenure-track positions include mentorship from senior faculty members. This mentorship supports the professional development and success of early-career academics, helping them navigate the tenure process and establish their careers.
11. **Ethical Conduct:** Tenure carries a responsibility to maintain high ethical standards in research, teaching, and professional conduct. Tenured individuals are expected to uphold the values of their profession, promote integrity, and adhere to ethical guidelines.
12. **Equity and Inclusion:** Tenured are committed to promote equity, diversity, and inclusion within academic institutions. Tenure evaluation processes are free from biases, support underrepresented groups, and promote a diverse faculty.
13. **Academic Integrity:** Tenure serves to protect the academic integrity of the institution by ensuring that decisions related to hiring, promotion, and termination are based on scholarly achievements, expertise, and merit.
14. **Intellectual Property Rights:** Tenure acknowledges and protects faculty members' intellectual property rights. It ensures that scholars retain ownership and control over their research, inventions, and creative works, providing them with the opportunity to benefit from their intellectual contributions.

1.3. Recruitment

The competition for talent in the academic sector is a global reality and affects not only private but also public universities. Attracting and recruiting the best candidates implies a strategy focused on quality and prioritising applicant's needs and interests. The FilmEU alliance strategy for recruiting teachers and researchers considers some important guidelines to recruit top talent in higher education.

FilmEU:

- Uses targeted recruitment strategies to attract candidates with specific skill sets and experiences.
- Advertising job openings on relevant job boards and according to the field of the position.
- Has an appealing employer brand which includes not only offering competitive salaries, but also benefits, and professional development opportunities.
- Provides opportunities for research and publishing funding research projects, providing access to research facilities and offering support for publishing in academic journals.

- Offers flexible work arrangements contributing to the promotion of work-life balance.
- Promotes and creates a positive work culture based on collaboration, innovation, and diversity.
- Provides opportunities for professional growth, a supportive work environment, and recognition for outstanding performance.

The code of conduct for the recruitment of researchers established in the European Charter for Researchers is considered a relevant instrument for the FilmEU's alliance which is strongly committed to contribute for the development of a sustainable, attractive, and open labour market for researchers and to contribute to the advancement of the European Research Area.

1.3.1. Competitive Recruitment Process

The competitiveness of FilmEU's recruitment lies on the way the alliance faces all the process, as a competitive recruitment process in higher education involves attracting and selecting the best candidates for academic positions.

The recruitment process itself involves a job specification that is advertised, it gives a broad description of knowledge and competencies required, includes a description of the working conditions and entitlements and includes an applicant deadline to apply. The recruitment procedures are open, transparent, supportive, efficient and internationally comparable, as well as tailored to the type of positions advertised. The selection panels bring together diverse expertise and competences, have an adequate gender balance, and include members from different countries, with relevant experience to assess the candidate. The selection includes face-to-face interviews (for the 10 best scored candidates).

The process promotes transparency, candidates are informed, prior to the selection, about the recruitment process and the selection criteria and the number of vacant positions. After the selection process they are also informed about the results. The selection process takes into consideration the full range of experience of the candidates, including their creativity and level of independence. Merit is judged qualitatively as well as quantitatively, focusing on outstanding results within a diversified career path. The process considers a range of evaluation criteria, such as number of publications, teaching, supervision, teamwork, knowledge transfer, management of research and innovation and public awareness activities. Transnational experience is also valued, making the candidate's profile more attractive and tailored to an international environment.

FilmEU's recruitment respects the data protection according to the principles set by the GDPR as well as the policy of non-discrimination and equal access, striving to ensure that opportunities to work and develop at FilmEU are open to all. All job applications are treated equally, regardless of age, disability, gender identity or gender expression, race, ethnicity, religion or belief, sex, sexual orientation, or any other equality characteristic. FilmEU's university particularly encourages applications from disabled people and people from black, Asian and minority ethnic backgrounds, as these groups are currently under-represented in the Higher Education sector.

The recognition of qualifications¹ is considered by FilmEU alliance as an important procedure and envisages to explore existing national law, conventions, and specific rules on the recognition of these qualifications.

1.3.2. Invitational Recruitment Process

FilmEU also foresees invitational recruitment for some specific positions. It involves identifying and approaching potential candidates for academic positions and have the following structure:

- Development of a job description that outlines the responsibilities, qualifications, and expectations for the position.
- Identification of potential candidates who have the qualifications and experience required for the position. This can be done through networking, referrals, or research.
- Contact potential candidates to check their interest in the position and provide them with more information about the opportunity.
- Conduct the interviews of the candidates who express interest in the position and assess their qualifications, experience, and fit for the position.
- Make a job offer once the best candidate is identified, negotiate the terms of employment, and provide a timeline for starting the position.

All the process is fair and transparent, and diversity and inclusion are considered in the invitational recruitment process to ensure that all qualified candidates are given an opportunity to be considered for the position.

1.3.3. The Academic Career Paths at FilmEU

¹ [Code of Conduct for Recruitment | EURAXESS \(europa.eu\)](#)

In the academic career path, FilmEU offers three different ranking academic positions:

- Assistant Professor
- Associate Professor
- Full Professor

The requirements for each position are listed in the chapters 2, 3 and 4. The recruitment is based on achievements in three different domains:

- Research/Artistic Research/Artistic Work
- Teaching Competence
- Service and Impact

Graph (a) depicts the four different stages from R1 (first stage researcher) To R4 (leading researcher). The career path model at FilmEU is based on fixed term entry level positions and tenured positions as mapped out in the graph (b)

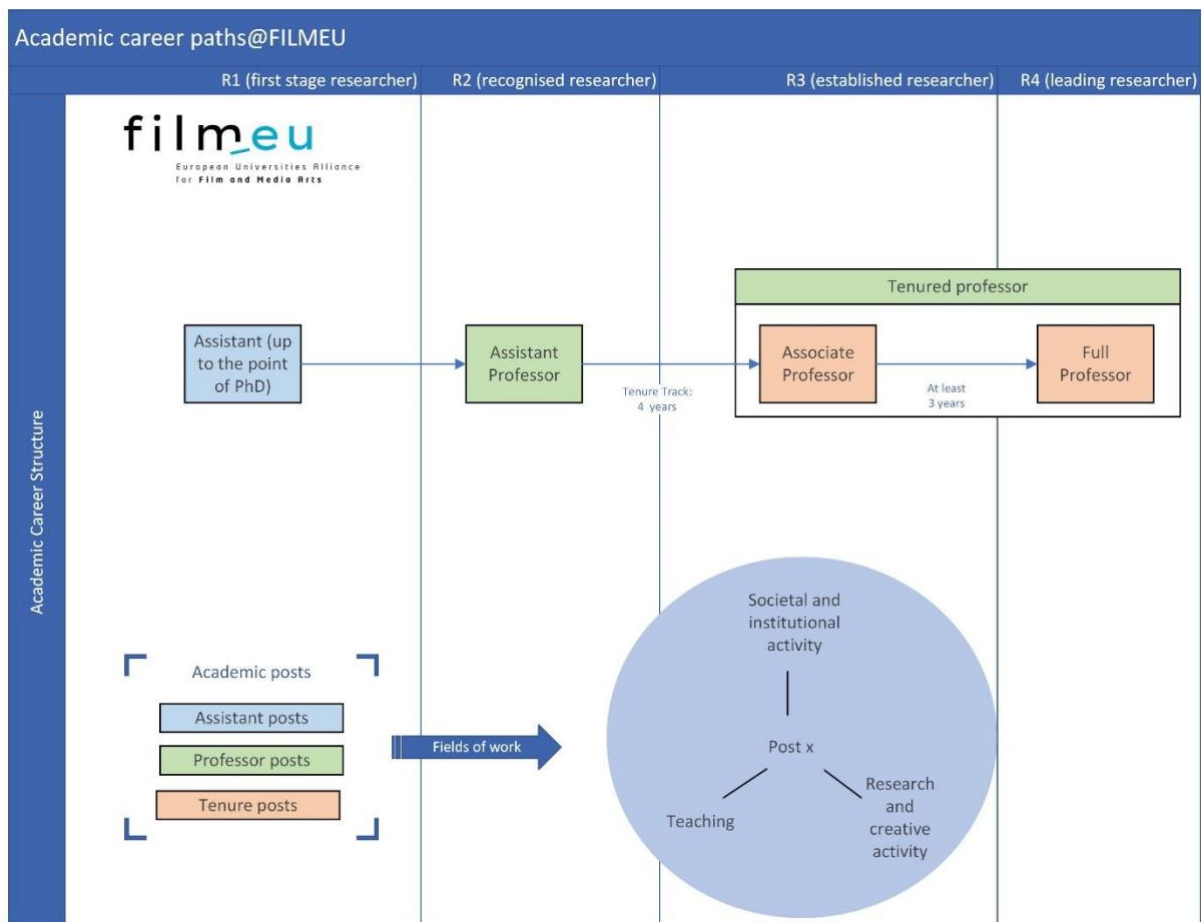


Figure 3. Academic career paths@FilmEU

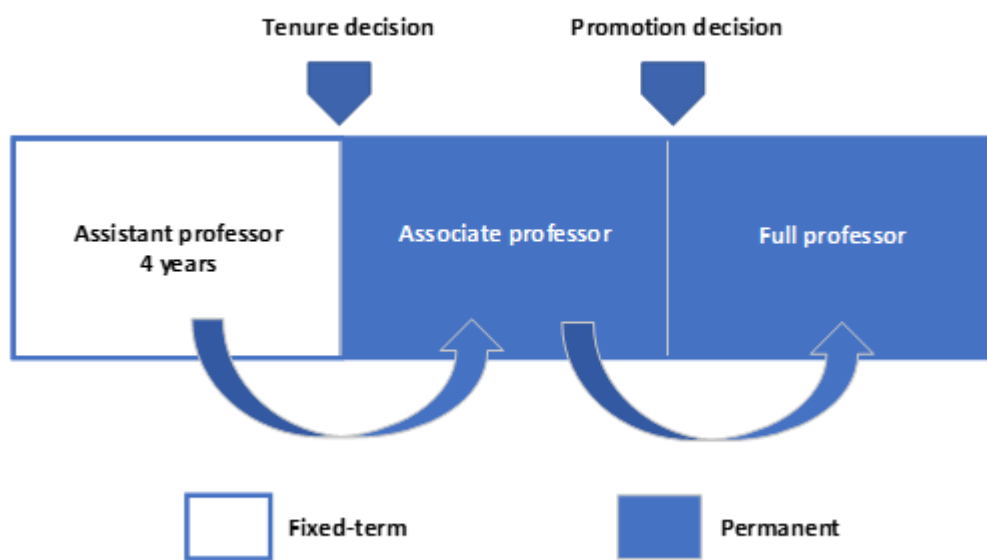


Figure 4. Tenure track@FilmEU

2. ASSISTANT PROFESSOR/RECOGNISED RESEARCHER

2.1. Requirements for the position and recruiting process

The Assistant Professor is appointed on a fixed term of five years. One year before the end of the term the work results are reassessed in view of further employment (i.e. entering the tenure track). The qualification of the potential candidates is assessed based on three criteria:

- Teaching Competence
- Research/Artistic Research/Artistic Work (henceforth: Research)
- Service and Impact (henceforth: Impact)

The ideal candidate for the position shows potential in the field of research and/or artistic work. The candidate has demonstrated a high capacity in teaching and supervision. In addition, the ideal candidate has demonstrated a capacity to be involved

in academic networks and has acquired experience in academic committees and other administrative activities.

The Assistant Professor is expected to focus a significant part of his activities on research, artistic research and/or artistic work. The teaching and supervision activities are another important cornerstone of the work. Upon completion of the first term, the Assistant Professor is evaluated on her/his merits in the three main areas (Research/Teaching/Impact) and on a significant development potential in the future. The candidate should further have the capacity to work in an international environment, develop multi-national networks and foster the communication between the FilmEU partner universities and beyond.

2.2. Contract and duties

A detailed description of the terms and conditions of employment will be posted with each specific position.

The Assistant Professor is expected to:

- organise and conduct at least one teaching program of high-level quality
- provide excellence in teaching and supervision on BA and MA levels
- carry out independent high-level research/artistic-research/artistic work
- participate in the network of FilmEU researchers and beyond
- promote, aid and/or initiate international collaborations
- collegiality and service to the academic community

3. ASSOCIATE PROFESSOR / ESTABLISHED RESEARCHER

3.1. Requirements for the position and recruiting process

The qualification of the potential candidates is assessed based on three criteria:

- Teaching Competence
- Research/Artistic Research/Artistic Work (henceforth: Research)
- Service and Impact (henceforth: Impact)

The ideal candidate has a track record of experience in the field of research, excellence in teaching and supervision and experience in the field of administration and curriculum development.

The Associate Professor is expected to focus a significant part of his activities on research, artistic research and/or artistic work. The teaching and supervision activities are another important cornerstone of the work. In addition, the Associate Professor is actively contributing to the development and promotion of the program. Upon completion of the 5 years' probation period, the Associate Professor is assessed based on her/his merits. A demonstrated excellence in the three main areas (Research/Teaching/Impact) is a prerequisite for the promotion to a full Professor position.

The general requirements for the position:

- A doctoral degree in the relevant field (or exceptional artistic and/or professional merits that demonstrate equivalent competences)
- Demonstrated experience to conduct independent excellent or high-quality research and/or artistic work with original ideas and impact
- Excellent or high-quality publications and/or artistic works at appropriate peer reviewed forums
- Proven ability of excellence teaching in the field of higher education
- Experience in acquiring external funding
- Ability to build and lead a research/artistic team or research/artistic work
- Ability to supervise PhD candidates and postdocs and having supervised PhD candidates
- As a merit: demonstrates collaboration across disciplines

3.2. Contract and duties

A detailed description of the terms and conditions of employment will be posted with each specific position.

The Associate Professor is expected to:

- have high-level research/artistic expertise
- carry out independent high-level research/artistic-research/artistic work
- provide excellence in teaching and supervision on all levels
- lead and organise a teaching program of high-level quality
- promote and initiate international collaborations
- have competence in interdisciplinary collaboration
- support collegiality and service to the academic community

4. FULL PROFESSOR / LEADING RESEARCHER

4.1. Requirements for the position and recruiting process

The Full Professor is appointed on a permanent basis (i.e. is tenured). On a five-year period basis, her/his work results will be reviewed based on merit and excellence. The qualification of the potential candidates is assessed based on three criteria:

- Teaching Competence
- Research/Artistic Research/Artistic Work (henceforth: Research)
- Service and Impact (henceforth: Impact)

The ideal candidate for the position is an internationally recognised expert in the field of research and/or artistic work. The candidate has demonstrated an excellent capacity in teaching and PhD/post-doc supervision. In addition, the ideal candidate has demonstrated a proven capacity to be a team leader of research or capacity building projects and academic networks and has acquired extensive experience in academic committees and other administrative activities. She/he has experience of engaging with the society and industry.

The Full Professor is expected to dedicate a significant part of his activities on attracting additional research funding and acting as a research capacitation beacon of the department. She/he should conduct internationally recognised research, artistic research and/or artistic work and promote it in academia and beyond. The teaching and supervision activities are another important cornerstone of the work, and the Full Professor is expected to have successfully supervised several PhD candidates and/or post-Doctoral researchers.

The Full Professor is evaluated on her/his excellence in the three main areas (Research/Teaching/Impact).

The general requirements for the position:

Research:

- Internationally recognised expert in the field
- Has acted as the leading researcher in at least one research/artistic project

- Extensive record of being a member of academic/artistic networks and associations

Teaching:

- Extensive teaching competence and pedagogical innovativeness
- The candidate has designed and/or led a BA/MA/PhD programme
- Has successfully supervised PhD and/or postdoctoral candidates

Service and Impact:

- Has an extensive track record of experience in the field of administration, and engagement with society and industry-linked entrepreneurship.
- The candidate should further have the capacity to work in an international environment, develop multi-national networks and foster the communication between the FilmEU partner universities and beyond.

4.2. Contract and duties

A detailed description of the terms and conditions of employment will be posted with each specific position.

The Full Professor is expected to:

- lead a team conducting an international level research/artistic-research/artistic work
- participate in the network of FilmEU researchers and beyond
- organise and conduct several teaching programmes and serve as the head of one study programme
- provide excellence in teaching and supervision on all levels
- promote, aid and/or initiate international collaborations
- undertake collegiality and service to the academic community

5. ACADEMIC FREEDOM AND RESPONSIBILITIES

5.1 Academic Freedom

An important component of the FilmEU Tenure Handbook is the support and nurturing of Academic Freedom. Academic freedom is a fundamental principle in higher education that underpins the pursuit of knowledge, encourages diversity of thought, and safeguards the integrity of the academic process. It supports the growth of scholars and students as independent thinkers who can contribute meaningfully to society through their research, teaching, and intellectual endeavours. FilmEU recognizes the value of academic freedom for professors and researchers, whilst also respecting any consequences it may cause, in relation to offending anyone or going against any human rights issues.

Therefore, academic freedom is a fundamental principle throughout the FilmEU consortium and is considered a core value of academia. FilmEU wants Academic Freedom to be embedded within our European University culture. There are various definitions of Academic Freedom, according to the European Higher Education Area and Bologna Process (EHEA) it is “the freedom of academic staff and students to engage in research, teaching, learning and communication in and with society without interference nor fear of reprisal” (European Higher Education Area and Bologna Process, 2020). At their last ministerial conference in Rome in 2020, the EHEA along with the Bologna Follow Up Group (BFUG) wrote a statement on academic freedom, they stated that “Academic freedom is a distinct, fundamental democratic right in part grounded in the right to education, and shares elements with freedom of thought, opinion and expression” (Italian Bologna Process Follow Up Group, 2020).

In Estonia academic Freedom is enshrined in their Universities Act and in Ireland it is enshrined in the Institutes of Technology Act. These Acts believe for a university to function properly, it should have the rights and responsibility to preserve and promote the traditional principles of academic freedom in the conduct of its internal and external affairs and should be entitled to regulate its affairs in accordance with its independent ethos and traditions and the traditional principles of academic freedom. In Portugal under the Constitution of the Portuguese Republic Seventh Revision (2005), both Articles 42 and 43 cover the “*(Freedom of cultural creation) 1. There shall be freedom of intellectual, artistic and scientific creation. 2. This freedom comprises the right to invent, produce and divulge scientific, literary and artistic work and includes the protection of copyright by law and the (Freedom to learn and to teach) 1. The freedom to learn and to teach is guaranteed. 2. The state may not programme education and culture in accordance with any philosophical, aesthetic, political, ideological or religious directives*”

(Parliament, 2005). Additionally, in Belgium Academic Freedom is enshrined under Article 24 of the Belgian Constitution.

Most universities throughout Europe publish their own Academic freedom statements or it is part of their Ethics policy. It is the intention of FilmEU to issue an Academic Freedom statement on the grounds that FilmEU identifies the benefits of academic research to society, to its own university and to the states of which the partnerships belong. Whilst Academic Freedom is key to successful teaching, learning and research, FilmEU is also aware of the challenges that academic freedom can encounter. The traditional example of these challenges includes and are not exclusive: political pressure or pressure from other groups, constraints if an institute is too bureaucratic and does not encourage academic freedom, external influences and unethical research. A more recent challenge to academic research is the influence of AI technology tools, for example Chat GTP and Bing.

It is proposed that FilmEU will issue its own Academic freedom statement and it will become a cultural ethos within FilmEU that will promote and encourage freedom of expression, in teaching and learning, research and dissemination. Key elements of academic freedom in higher education include:



Figure 5. Some key elements of academic freedom in higher education.

- **Research and Teaching:** Academics have the freedom to conduct research and teach content that aligns with their expertise and learning objectives.

- **Expression of Ideas:** Scholars should be able to express their opinions, viewpoints, and findings openly, and foster an environment where diverse perspectives can be debated and evaluated critically.
- **Public Engagement:** Academic freedom may extend to the involvement of scholars in public discussions and debates, allowing them to share their expertise with society and contribute to public discourse.
- **Intellectual Property:** Academic freedom includes the right of scholars to own the intellectual property rights to their research and creative work.

5.2 Academic Integrity

Academic integrity is a critical aspect of higher education, emphasising honesty, ethical behaviour, and the responsible use of knowledge and information. It is a set of values and principles that govern the conduct of students, faculty, researchers, and staff within the academic community. Therefore, maintaining academic integrity is vital to preserving the credibility and reputation of educational institutions and ensuring that learning and research are conducted with honesty and rigour. A definition of academic Integrity is "the commitment to and demonstration of honest and moral behaviour in an academic setting" (Ireland, 2021).

One of the priorities of FilmEU is to focus on upholding and supporting a culture of academic integrity within the alliance. Currently there are organisations that offer assessment services, resources, and consultations to its member institutions in relation to academic integrity. These include the International Centre for Academic Integrity (ICAI) that has membership from the United States, Canada, Mexico and South America and within Europe, there is the European Network for Academic Integrity (ENAI). Presently, Tallinn University is the only alliance member that is a member of the ENAI. There is The European Code of Conduct on Research Integrity, along with national policies and statements. Locally all of the alliance members have either plagiarism or a code of conduct policy that again are traditionally focused on students. It is recommended that a way for FilmEU to deal with embedding a culture of academic integrity for all of its stakeholders is by implementing a plagiarism policy aimed at both staff and students and to also implement a code of conduct policy for staff, which could deal with a lack of honesty, transparency, fairness issues and training on Integrity issues.

The most common breaches of academic integrity include plagiarism, untruths or cheating in exams. These breaches are more commonly focused on students as opposed to staff and it seems that most of the higher education institutions (HEIs) have a plagiarism policy that is aimed at students only.

The most common academic integrity objectives include;

- to foster a culture of academic integrity;
- to collaborate towards research and promotion of academic integrity;
- to provide a platform for academics and other stakeholders across all sectors to investigate, exchange, develop, collaborate and access resources in the field of academic integrity;
- to offer opportunities for students, researchers, educators and practitioners to take a leadership role in the field of academic integrity;
- to present best practices in the management of academic integrity;
- to network and collaborate with individuals and organisations actively pursuing related research on different topics of academic integrity (e.g. plagiarism, contract cheating, authorship, etc.);

Some key aspects of academic integrity to be considered at FilmEU:



Figure 6. Some key aspects of academic integrity.

FilmEU and FilmEU+ as part of their objectives are committed to the promotion of open, collaborative science, as well as to providing open access in most of the outputs it

produces – this includes open access to academic journals and platforms where creative work can be freely shared. Among the several benefits of the sharing of academic knowledge, we can also find ways to enhance and innovate in the realm of international co-production, which is vital to the European film industry. In addition to making the outputs widely available, FilmEU+ adopts a stance in support of academic freedom, in which science and networks have no geographical frontiers, and knowledge is co-created through dialogue in open, collaborative processes. With this in mind, and with the above common objectives, FilmEU will consider this in the development of their policies for both staff and students.

5.3 Professional Ethics

Similarly, the integrity of professional ethics is a core value to FilmEU. Professional ethics in higher education refers to the set of moral principles and values that guide the behaviour and conduct of individuals working within the academic community. This includes faculty members, administrators, researchers, staff, and even students who are preparing for their professional careers. Upholding professional ethics is essential for maintaining the integrity, credibility, and reputation of educational institutions and ensuring the well-being of all stakeholders involved. It is vital for staff to be ethically aware when practising their own research or declaring research within project activities. This is particularly important when dealing with minors or vulnerable adults and FilmEU will encourage this type of research to be conducted appropriately.

Some general ethical principles for FilmEU to consider are;

- Academic integrity
- Commitment to teaching and learning
- The research should not have the intent or obvious capacity to cause injury or other
- (psychological, emotional) harm
- People should not be coerced or falsely led into taking part
- Consent or appropriate permission must be obtained before using an individual's personal details
- All relevant information – including any risks or disadvantages – should usually be made clear in advance to potential participants
- Protect anonymity
- Allow people to withdraw from the research Fair treatment and inclusivity
- Responsible use of Resources
- Maintaining confidentiality
- Responsible mentoring

- Ethical use of technology
- Professional Development

FilmEU not only needs to consider the research ethics within the alliance, it also needs to consider when external partners want to use their own stakeholders for research purposes. Within the university, there are both local and national policies on research integrity and ethics, in Ireland and Portugal there are national policies published by the Irish Universities Association and the Technological Higher Education Association and the Portuguese Foundation for Science and Technology. In Belgium these policies are more local within each university and in Estonia there is a code of conduct for research integrity policy managed by the Estonian Research Council. All partners within the alliance also have their own local ethics policy.

The World Medical Association (WMA) developed the Declaration of Helsinki as a set of guiding medical ethical principles, however these fundamental points can be used across any discipline. In addition to the principles proposed above, it also notes the importance of the development of a research ethics committee within an organisation. It is therefore crucial that FilmEU consider doing this, the WMA states the following “This committee must be transparent in its functioning, must be independent of the researcher, the sponsor and any other undue influence and must be duly qualified. It must take into consideration the laws and regulations of the country or countries in which the research is to be performed as well as applicable international norms and standards, but these must not be allowed to reduce or eliminate any of the protections for research subjects set forth in this Declaration. The committee must have the right to monitor ongoing studies. The researcher must provide monitoring information to the committee, especially information about any serious adverse events. No amendment to the protocol may be made without consideration and approval by the committee. After the end of the study, the researchers must submit a final report to the committee containing a summary of the study’s findings and conclusions” (Association, 2013).

In relation to unethical research, the proposed FilmEU research ethics committee could also deal with this type of situation should it occur.

5.4 Faculty Authored Textbooks

Whilst there does not appear to be any faculty authored textbook guidelines within European universities, they do exist in the United States (US). An example of this is in the University of South Florida, whereby a faculty member must declare if they are using a book, software or any other materials they or a family member developed to the management team, so that the management can decide if this is suitable for teaching

purposes. There is no mention of additional payment or royalties in these guidelines, it is basically just to inform so that the material is suitable for the class. The Community College of Denver also has a policy that implies that any owned materials by teaching staff again must be shown to the Dean of the college and again there is no mention of payment.

If FilmEU were to consider a Code of Conduct policy, then similar to the US it would be important to factor in the following:

- The academic quality of the book
- The pedagogical value
- Intellectual property
- Copyright

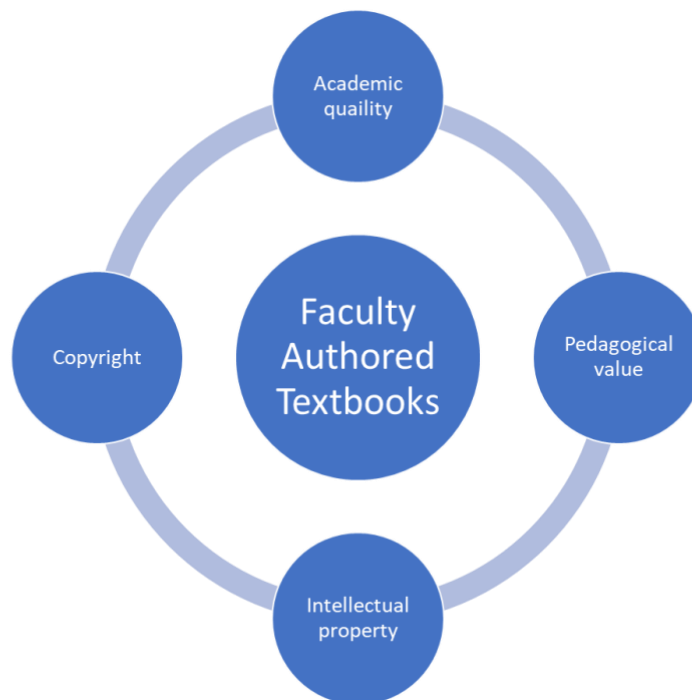


Figure 7. Principles for publishing faculty authored textbook.

Another area for FilmEU to consider is that the textbook is not being used for financial gain or profits as this would be a conflict of interest. Alternatively, to avoid personal financial gain or profits, FilmEU could consider developing a Disclosure Policy.

5.5 Research Misconduct

Closely linked to professional ethics is research misconduct, as mentioned previously, most members of the university fall under a national policy statement on ensuring research integrity. Locally some institutions also have their own Code of Conduct for the responsible practice of research and in the event of a misconduct, in IADT misconduct is dealt with through the staff disciplinary procedures.

For academic research misconduct, as touched upon earlier, according to the National Policy statement on Ensuring Research Integrity in Ireland, the different types of academic misconduct can be seen in this table.

Table 1: OECD description of types of misconduct by scientists and scholars

<p>Core "Research Misconduct"</p> <ul style="list-style-type: none"> • Fabrication of data • Falsification of data • Plagiarism <p>FFP normally includes:</p> <ul style="list-style-type: none"> - Selectively excluding data from analysis - Misinterpreting data to obtain desired results (including inappropriate use of statistical methods) - Doctoring images in publications - Producing false data or results under pressure from a sponsor 	<p>Research practice misconduct</p> <ul style="list-style-type: none"> - Using inappropriate (e.g., harmful or dangerous) research methods - Poor research design - Experimental, analytical, computational errors - Violation of human subject protocols - Abuse of laboratory animals
<p>Data-related misconduct</p> <ul style="list-style-type: none"> - Not preserving primary data - Bad data management, storage - Withholding data from the scientific community <p>NB: The above applies to physical research materials as well</p>	<p>Publication-related misconduct</p> <ul style="list-style-type: none"> - Claiming undeserved authorship - Denying authorship to contributors - Artificially proliferating publications ("salami-slicing") - Failure to correct the publication record - Including authors without permission
<p>Personal misconduct in the research setting</p> <ul style="list-style-type: none"> - Inappropriate personal behaviour, harassment - Inadequate mentoring, counselling of students - Insensitivity to social or cultural norms 	<p>Financial, and other misconduct</p> <ul style="list-style-type: none"> - Peer review abuse e.g., non-disclosure of conflict of interest, unfairly holding up a rival's publication - Misrepresenting credentials or publication record - Misuse of research funds for unauthorised purchases or for personal gain - Making an unsubstantiated or malicious misconduct allegation

Reproduced and amended from OECD publication 'Best practices for ensuring scientific integrity and preventing misconduct.'

<http://www.oecd.org/sti/scienceandtechnologypolicy/40188303.pdf>

As suggested this type of misconduct could be avoided with the implementation of an Ethics Research Committee and / or the implementation of Disciplinary Procedures.

Another vital component is to provide training for staff to actively avoid the possibility of disciplinary procedures being required.

6. INTELLECTUAL PROPERTY

The European Commission published a report called “The Management and Commercialization of Intellectual Property in European Universities”. It looks at the management practices of intellectual property (IP) within European Universities. It also identifies the challenges for IP management, these include:

- lack of funding for proof-of-concept work
- resource constraints
- a broad range of technologies and industries with which technology transfer offices (TTOs) need to work
- a non-existent local industry combined with legitimacy problems when trying to partner internationally (Holgersson, 2022)

This report confirmed that the IP management practices vary from country to country. With some universities providing more training and encouragement than others, and some still only have a basic awareness of IP, in addition to this regulation can differ with the Transfer Technology Offices (TTO) within a country.

IP is traditionally a tangible or intangible result from research. To manage this successfully, FilmEU is in the process of developing its own IP policy through its Research, Innovation and Transformation project (FilmEU RIT), which is identifying and managing / improving the challenges above. The FilmEU IP Policy seeks to set the framework for the translation of the IP arising from FilmEU’s activities into products, services, and processes. It encourages Staff Members, Students and Visitors to become Creators and to identify IP with potential commercial value. It also establishes clear rules and procedures for the management and Commercialization of such IP generated in the context of FilmEU. FilmEU will also establish an IP Management Office (IPMO) or designate a function within FilmEU or another organisation to act as such, to assist FilmEU in managing and Commercialising its IP in a form that will most effectively promote its development and use for economic and social benefit.

Another source that can help with IP for FilmEU is the European Union Intellectual Property Office (EUIPO) as they help with managing an EU Trademark, a registered community design and the law and guidelines for doing this.

Nationally and locally within the alliance partners, there are already IP Protocol guidelines and IP policies.

FilmEU will regularly review their IP policy and make sure that it matches both the local and national policies that are available within the alliance. It also needs to look at commercialization, patents, technology transfer funds and a disclosure policy to avoid conflicts of interest and develop an IP Committee that can organise up to date training in the IP area.

7. FINAL CONSIDERATIONS

If the complexity of the European University Alliances and FilmEU could be summed up in a couple of words, it would be a globally competitive cooperation on an international level. In FilmEU's case that is built foremost on our high-level film and screen media courses which serve as the centre of around which other elements, such as hubs, labs, legal statuses, and governance models, etc. circulate. The educational offers would of course be impossible without the people offering the courses and the people interested in the courses. In this document we have focused on the former – our teachers and academics that form the core of the FilmEU.

There cannot be a world class higher education initiative, a European University, in the long run without the ability to attract and keep talented people interested in being part of the alliance. A fundamental part of making academia a safe and motivating environment – both financially, intellectually and emotionally – for its employees, is the tenure track system on which this current document has focused on. A proper tenure track system must be clear and concise and take into consideration how academic integrity is established and maintained and how disputes are settled. The academic path forward, that will form a fundamental part of one's academic life, should be neat and easily understood to provide clarity about the future. For this reason, the people behind this document have gone to great lengths to compare different international tenure models in order to design what we consider to be the leanest version. This version has focused on the very core components of the tenure system. In addition to the clarity of the roadmap showing a way forward, the tenure system, as the document argues, should provide financial security. The latter is not only important in order to provide vital comfort to a professional's life, but also to allow for an academic freedom of mind and speech – the European University, both past and present, is built on the liberty to exchange ideas without fear of being prosecuted or made redundant for expressing oneself freely. While the task of full implementation of a proper contemporary tenure system that meets the basic requirements for an academic life that this document highlights will fall to the next iterations of FilmEU, we hope that the ideas and research

results expressed here will lead the process on a right track and towards a more stable future for our academics.

The working group leaves a final recommendation that the board nominates every year a group responsible for analysing harmonisation in the tenure field.

Appendix 1: Generic time allocation for Tenure track levels

FilmEU distributes time along three different academic responsibilities: (1) teaching, (2) research/artistic research research/artistic work and (3) impact/service. *Teaching* involves the sharing of knowledge with students, developing course materials, designing curriculum, and supervising students. *Research/artistic research/ artistic work* involves conducting independent research/ artistic research and/or artistic work with original ideas and impact, raising funding, and dissemination of disciplinary knowledge through publications and/or artistic works. *Impact/service* involves community centred activities and includes engagement in the scientific/artistic community, academic leadership and service, and societal impact.

The FilmEU time allocation model shares roughly the same key principles with the generic time allocation model of Aalto University²:

- The percentage of time that is allocated to research is substantial in the beginning to obtain a sufficient level of research output.
- The percentage of time that is allocated to teaching remains relatively constant to safeguard a qualified and required level of teaching and to keep professors in touch with students.
- The percentage of time that is allocated to impact and service increases with seniority and experience through increased leadership, committee membership and societal interaction.

² https://www.aalto.fi/sites/g/files/flghsv161/files/2023-03/Liite%201%2020230222%20Aalto%20Tenure%20Track%20Policies%20and%20Procedures_ENG.pdf
pdf
25

	Assistant professor	Associate professor	Full professor
Research/Artistic research/Artistic work	65% +/-10%	50% +/-10%	40% +/-15%
Teaching	30% +/-10%	30% +/-10%	30% +/-15%
Impact/service	5% +/-5%	20% +/-10%	30% +/-15%

Figure 8. Generic time allocation for Tenure track levels at FilmEU between research/artistic and professional work, teaching, and impact and service.

Appendix 2: Practical guidelines for tenure and promotion reviews

Appendix 2 sets out the key evaluation criteria that are used in appointment and promotion reviews both to tenure track and tenured positions.³ These reviews are based on a holistic peer-evaluation process with checks and balances and assess whether the candidate has proven sufficient positive evidence of excellence in the three main academic responsibilities as outlined in Appendix 1: the quality of research/artistic research/artistic work, teaching, and impact/service.

³ These criteria are largely based on the Aalto Tenure Track Policies and Procedures (revised version, valid from 1.3.2023).

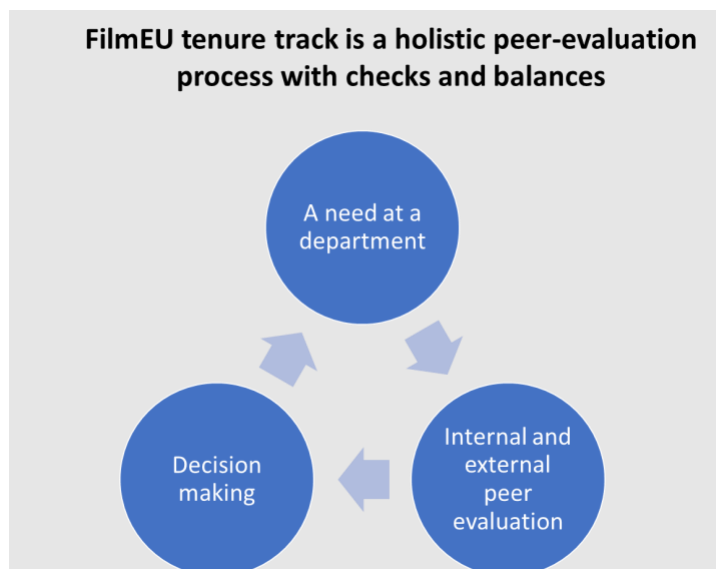


Figure 9. FilmEU tenure track as a holistic peer-evaluation process.

Criteria in FilmEU Tenure Track

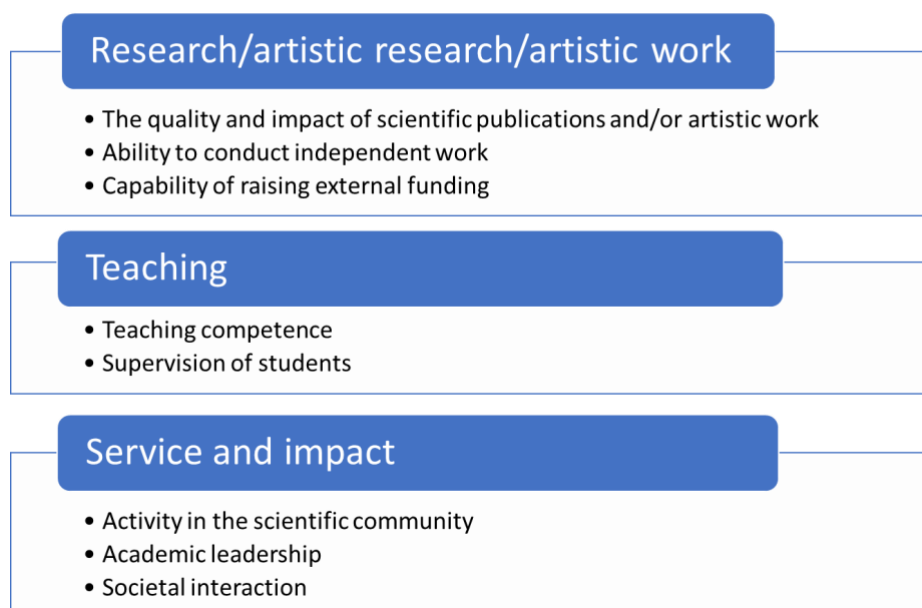


Figure 10. Assessment criteria in FilmEU Tenure Track.

Professors are reviewed at the end of their professor position. All assistant professors are assessed for tenured associate professor positions whereas tenured associate professors may seek appointment to full professor level.

Candidates to be considered for tenured positions are evaluated on the basis of the criteria of the position in question. They also need to demonstrate an improved and continued level of quality and impact since their last review.

Minimum requirements to be appointed to a tenured associate professor position are excellence in research and/or artistic work, and high-quality in teaching; or excellence in teaching and high-quality in research and/or artistic work.

Full professor-level appointment requires evidence of continued excellence in research or artistic work or in teaching (and conversely, a minimum of high quality in the other). In addition, contributions to societal impact and to academic leadership and service are expected. In rare cases of exceptional merit only, advancement to full professor based on excellence in impact and/or service, with a minimum of high-quality in research/artistic work and teaching, is possible (initiation of this process requires a decision by the provost). In addition, all professors are expected to commit to the FilmEU Code of Conduct.

Evidence of research and/or artistic merits are provided in the curriculum vitae, list of publications, and research/artistic portfolio. When reviewing a candidate’s scientific or artistic output, the following criteria are considered:

Assistant professor	Associate professor	Full professor
<ul style="list-style-type: none"> • Ability or potential to conduct independent excellent or high-quality research, artistic research and/or artistic work with original ideas and impact • Excellent or high-quality publications and/or artistic works at appropriate peer reviewed Forums • a doctoral degree in the relevant field (or 	<ul style="list-style-type: none"> • Ability to conduct independent excellent or high-quality research, artistic research and/or artistic work with original ideas and increasing impact • Excellent or high-quality publications and/or artistic works at appropriate peer reviewed forums • Success in acquiring external funding 	<ul style="list-style-type: none"> • Continued success in conducting independent excellent or high-quality research, artistic research and/or artistic work with original ideas and impact • International recognition as a scholar in the field • Excellent or high-quality publications and/or artistic works at appropriate peer-reviewed

<p>exceptional artistic merits that demonstrate equivalent competences)</p> <ul style="list-style-type: none"> • Proven ability of teaching in the field of higher education • Excellent command of English • As a merit: capability in raising funding; demonstrating leadership in research 	<ul style="list-style-type: none"> • Ability to build and lead a research/artistic team or research/artistic work • Ability to supervise doctoral students and postdocs • As a merit: demonstrates collaboration across disciplines 	<p>forums</p> <ul style="list-style-type: none"> • Continued success in acquiring external funding • Continued success in building and leading a research/artistic team or research/artistic work • Continued success in supervising doctoral students and postdocs • Contributions to developing the field or discipline • As a merit: demonstrates collaboration across disciplines
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Table 1. Assessment criteria Research and/or artistic work

Appendix 3: Right to Appeal

The right to appeal relates to four decision processes within the FilmEU tenure track structure:⁴

- (1) FilmEU has decided not to renew a non tenure appointment.** This applies to assistant professors in an initial probationary tenure status appointment who are not reappointed and who would not in the normal course of events be reviewed for tenure at this stage.
- (2) FilmEU has decided not to initiate a tenure review** for assistant professors in a probationary tenure status who are at the appropriate point in their careers to be reviewed for tenure.
- (3) FilmEU has decided not to grant tenure.** This applies to assistant professors who are reviewed for tenure.
- (4) FilmEU has decided not to Promote to Full Professor.** This applies to associate professors who are reviewed for promotion to full professor.

⁴ These processes were modelled after the four appeal processes of Cornell University (see Faculty Handbook).

Faculty members shall be informed of their right to appeal, and the procedures for exercising it, when they are first notified in writing of the decision.

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