

REPORT

Quality Assurance

D9.5 Accelerator and Entrepreneurship Programmes

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film_eu

European Universities Alliance
for Film and Media Arts

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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 (henceforth, HEIs):

- Lusófona University of Humanities and Technology, Lisbon, Portugal (ULHT)
- LUCA School of Arts from Brussels, Belgium (LUCA)
- Dún Laoghaire Institute of Art Design and Technology, Dublin, Ireland (IADT)
- Baltic Film, Media and Arts School, Tallinn, Estonia (BFM)

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 Europe plays as a world leader in the creative fields, and promote the relevance of culture and aesthetic values for our societal wellbeing.

Context

During this task we implement and test the part of our quality assurance framework dedicated to entrepreneurship, innovation and engagement. This deliverable describes the overall process and how in that context the Alliance engaged with these different topics. Initially and as foreseen at the application stage, in collaboration with associated partner ACEEU, each partner university evaluated its own university against the 15 ACEEU standards as a starting point to identify strengths and weaknesses using the “ACEEU initial Toolkit Engagement survey”. The surveys are online questionnaires containing several questions on the FilmEU participants universities’ staff (both academic and administrative one). A plenary brief on the survey with all institutions, led by ACEEU was conducted on 8/07/21. There were 41 questions in the Online Questionnaire for Engagement, and 43 questions in the Online Questionnaire for Entrepreneurship, after the personal demographic data given by the participant in the period July-August 2021. The analysis of the answers was made in between September - October 2021. In November 2021, ACEEU shared the results at two physical meetings with each university for the discussion of the results of the analysis and recommendations, followed by meetings led by FilmEU WP9 for adequate debriefing of the results.

Building on the insights and the analysis from the ACEEU initial Toolkit Engagement survey, all members both individually and more importantly jointly, explored operational ways to improve the 15 ACEEU standards, especially the items with a low score. It is important to flag that the initial full partner SZFE, who participated in the initial survey became an associated partner with lesser responsibilities while the new full partner Tallinn University (TLU) was fully engaged in these transformational activities to advance its entrepreneurship and engagement approach and practices.

ACEEU initial Toolkit Engagement survey

This survey focuses on the five (5) main components; 1. *Orientation and strategy*; 2. *People and organisational capacity*; 3. *Drivers and enablers*; 4. *Education, research and 3rd stream activities*; 5. *Innovation and impact* and shows operational enhancement for the sub-goals or standards where applicable. For this endeavour, the transformational ideas provided from ACEEU after the initial survey were used as stepping stones. Each component is comprised of subcomponents for greater accuracy.

1. Orientation and strategy

Institutional commitment. The survey showed that the institutions commitment to engagement/entrepreneurship was not clearly defined by all institutions and/or was the commitment not sufficiently documented, not publicly known and understood.

Shared goals. The survey showed a lack of defined goals for academics, management and administrative staff.

Financial planning. To foster engagement appropriate investments are lacking, according to the survey. At the same time, future investment plans regarding engagement are not adequate.

This can be addressed by integrating engagement in the mission statement, sharing an organisation chart showing all individuals and units driving engagement.

2. People and organisational capacity

Leadership. Although the universities promote leadership principles, insufficient integration of community engagement of the stakeholders into the leadership of the institutions.

Staff profile. Shortfall of integrating engagement skills and experiences into the selection process of academic and non-academic staff.

Incentives and rewards. The offered incentives and rewards to promote engagement activity are in place but feedback of staff on engagement-related needs is inadequate.

Ideas for enhancement are using engaged leader profiles to recruit and develop leaders, recruiting academics with collaboration experience and reducing teaching load for engagement activities.

3. Drivers and enablers

Culture. Community engagement culture is promoted but the optimal environment for target engagement culture is not yet in place.

International support structure. Internal stakeholders from different departments, campuses do not contribute sufficiently to the provision of the available support services for fostering engagement.

Service alignment. Too few external services in the university's service portfolio for promoting engagement.

To improve these standards, engagement should be a central part of the portal, using an external engagement journey model to coordinate support services and analysis of ecosystems to identify collaboration partners.

4. Education, research and 3rd stream activities

Education. High score of engagement practices into courses but still work on the engagement competencies amongst the students.

Research. High level of commitment of researchers to translate research outputs into societal impact, though still room for improvement on future societal challenges.

3rd mission activities. Clearer identification of the needs of the external stakeholders is needed.

This can be solved by making use of external stakeholders as guest lecturers, identifying research needs through platforms presenting practical challenges of communities and offering lifelong learning courses.

5. Innovation and impact

Continuous improvement. Insufficient indicators to measure the community engagement activities and results.

Influence within the eco-system. Strong influence from staff across the university in the area of community engagement.

Impact. Good communication of engagement-related impacts to a wider audience but efficient processes to identify the engagement impacts made by people across the institution are missing.

To improve these standards, we can use external QA as a means for quality improvement, sharing insights of undertaking an engaged path with other universities and publish impact stories.

Methodology and Follow-up

The main objective of WP9 was to design and test an Accreditation system for FILMEU including the innovation and entrepreneurship dimensions, creating a program that goes beyond the national approach while corresponding to the specificities of the domain of the arts. The development of a European accreditation process is something the Alliance is deeply committed to. The overall rationale of WP9 is focused on developing FILMEU Quality and accreditation procedures along the dimensions of teaching, learning, research, engagement and entrepreneurship.

At the time of writing the application, we embraced the expertise of renowned institutions to guide us and facilitate the process. Therefore, it was key to collaborate with the Accreditation Agency EQ-ARTS for guidelines on QA within the arts, mainly for the education and research component.

For the engagement and entrepreneurial component, we opted for ACEEU, working as an associated partner of the Alliance. During this task we implement and test the part of our QA framework dedicated to entrepreneurship and engagement. The idea was to participate in the ACEEU 2-year long accelerator programme through which each of the partner universities first evaluates and then advances its entrepreneurship and engagement approach and practice.

The initial phase, as described in the part on *ACEEU initial Toolkit Engagement survey*, was completed as described with clear guidelines and steppingstones for the next phase.

After concluding the initial "ACEEU Engagement survey" and evaluating the Alliance HEIs results we embarked on further exploration of the local and international entrepreneurial eco-systems. During this process we encountered enhanced tools, more fit to purpose to achieve the forementioned objectives of increasing the Alliance innovation and entrepreneurship

profile within the stated timeline. Of the different identified tools, the one that clearly best fitted our purposes was the EIT - European Institute of Technology designed tool HEI-Innovate Self-assessment and related IVAP - Innovation Vision Action plan. These two tools were designed in view of encouraging HEIs to look at their own practices and the opportunities for increasing their impact in their ecosystem and empower HEIs to create an entrepreneurial culture and mindset that inspires people to transform their expertise into tangible, societal value that can support the transformation of their HEIs. These were precisely the same objectives of this task and following this we moved on with the adoption of these tools and designed the FilmEU IVAP and the FilmEU Innovation Vision Action Plan. This plan is designed as a framework for clarifying the strategic intent and purpose behind innovation in FilmEU but also integrates precise definitions of activities to be carried in the future along with a toolkit for the implementation of entrepreneurship education across the Alliance.

This plan was inspired by the work of the Organisation for Economic Co-operation and Development Observatory of public sector innovation (OECD OPSI <https://oecd-opsi.org/>) that developed the “Innovation facets” framework on which our plan draws from a strategic point of view. The specific focus on educational innovations and entrepreneurship education builds on the IVAP – Innovation Vision Action Plan framework developed by the European Institute of Technology (EIT) in the context of its EIT Higher Education Institute (HEI) innovate initiative (<https://eit-hei.eu/>) that is supporting Higher Education institutions across Europe to build their capacity to teach innovation and entrepreneurship.

Fit for purpose tool for enhancement.

We see innovation as a key competitive feature for organisations in a knowledge economy that rely upon creativity as a core aspect of their activity. FilmEU prizes creativity and innovation as a source of competitive advantage in the process of developing a European University that must rely in creativity and innovation at a contextual and organizational level.

Creativity and innovation are essential in the cultural and creative industries and should be conceived so that all stakeholders in these industries may have ideas and know how to choose the ideas that can be implemented to achieve innovation. At the same time innovation in the creative industries appears to be a moving target. When discussing innovation in Higher Education it is necessary to distinguish between the concepts of “educational innovations” and “innovations in education” (Kondur, 2018). Innovation in education is a broader concept than educational innovation. It includes educational, scientific and technological, infrastructural, economic, social, legal, administrative innovations along with other forms of innovation that are relevant for organisations and stakeholders operating in the educational sector, namely Higher Education institutions.

The areas of innovation in Higher Education considered in our plan as relevant are those that correspond to the different areas of intervention essential for the implementation of a European University. We label these areas as “layers” since we envision them as built up from components of our overall portfolio together contributing to the general innovation FilmEU is. The reasoning is quite straightforward: we define as areas of innovation in Higher Education all those domains that correspond to areas where the introduction of an innovation – either a novel process; product or service – can result in changes and transformations that support the development of the desired FilmEU European University. The layers we have identified are:

1. Organisational and Institutional innovation
2. Pedagogical innovation
3. Technological innovation
4. Research innovation
5. Services innovation

The main objective of this plan is to devise strategies and processes that nurture innovation at an individual level and at a contextual and organizational level, tough allowing for the development of a conceptual and organizational framework that supports the envisioned change process of transforming this network of HEIs into a collaborative European University that operates as hub of innovation.

This implies innovation should be regarded as a catalyst for change in view of building up FilmEU (including its expansion to an alliance of eight HEIs across eight different member states) as an innovation ecosystem that resorts to creativity and entrepreneurship as the main drivers of this change.

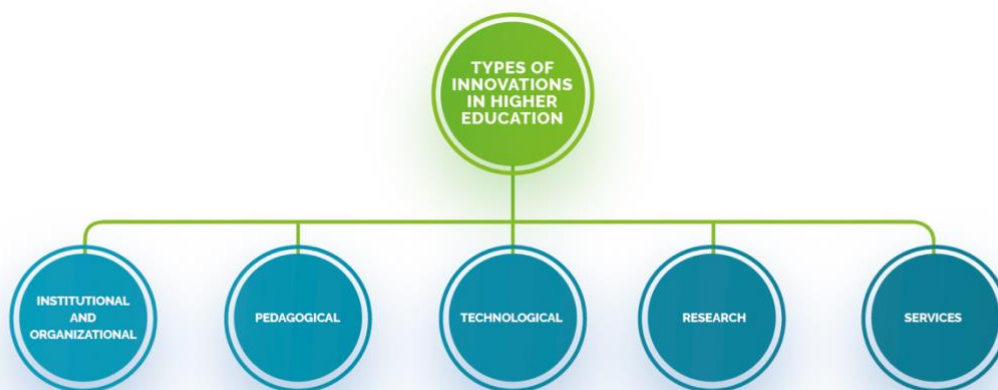


Fig1. Types of innovations in HE

In FilmEU, innovation takes place within complex national, international, and regional systems demarcated after the different national and regional contexts Alliance members are a part of. The innovation, institutional change and capacity building intervention we propose have to be elaborated with clearly articulated statements of intended impact while also accommodating multiple external influences that can influence delivery.

The toolkit, designed to complement the FilmEU Innovation plan, aims to support strategic envisioning in higher education institutions, fostering innovation and related activities. It takes the form of a card game called "FilmEU toolkit," which follows a portfolio approach but encourages users to connect innovation policies with the institution's overall competitiveness and future development. This strategic toolkit intends to nurture innovation among teachers, researchers, and staff, aligning innovative activities with the institution's objectives. It consists of exercises conducted in workshops with a minimum of five participants and one moderator, focusing on various dimensions of innovation identified in the Innovation plan. The toolkit's

design includes a strategy summary framework, a change canvas linking changes with innovation layers, and an innovation basket grouping projects aligned with the strategy. The three stages of the toolkit involve analysis, envisioning, and planning, facilitating strategic alignment and actionable innovation.

The card game “FilmEU toolkit follows the portfolio approach devised in our innovation plan but intends to allow the users to depart from the too often only project driven style of the portfolio approach and link their innovation policies and proposals to a more general view on the institution overall competitiveness and future development. This resulted in a toolkit that clearly has a strategic edge and seeks to relate innovation activities with the strategic objectives of a Higher Education institution. In the specific context of the FilmEU Alliance, we intend this toolkit to facilitate nurturing innovation among our teachers, researchers, and staff, and promoting innovative activities and an innovation driven mindset among the Alliance current and future members.



Fig2. Innovation toolkit card game

The toolkit was designed as a series of exercises those using the toolkit carry on in a workshop model with a minimum of 5 participants and 1 moderator interacting in sessions with no more that 1,2 hours. The interaction during these workshops should follow a focus group type of approach with the moderator taking the different participants through a series of exercises that each covers the several dimensions inside each of the layers of innovation we identified in

our Innovation plan. Since there are 5 dimensions inside each layer, the game has in total 25 cards. The first stage is the strategy summary framework that intends to support participants in the identification of the “Areas of Change” to be addressed based on the identification of threats but also vulnerabilities in the organization. After answering the four questions in the strategy framework, a fifth question is asked: “What needs to change in order to achieve our strategic objectives?”

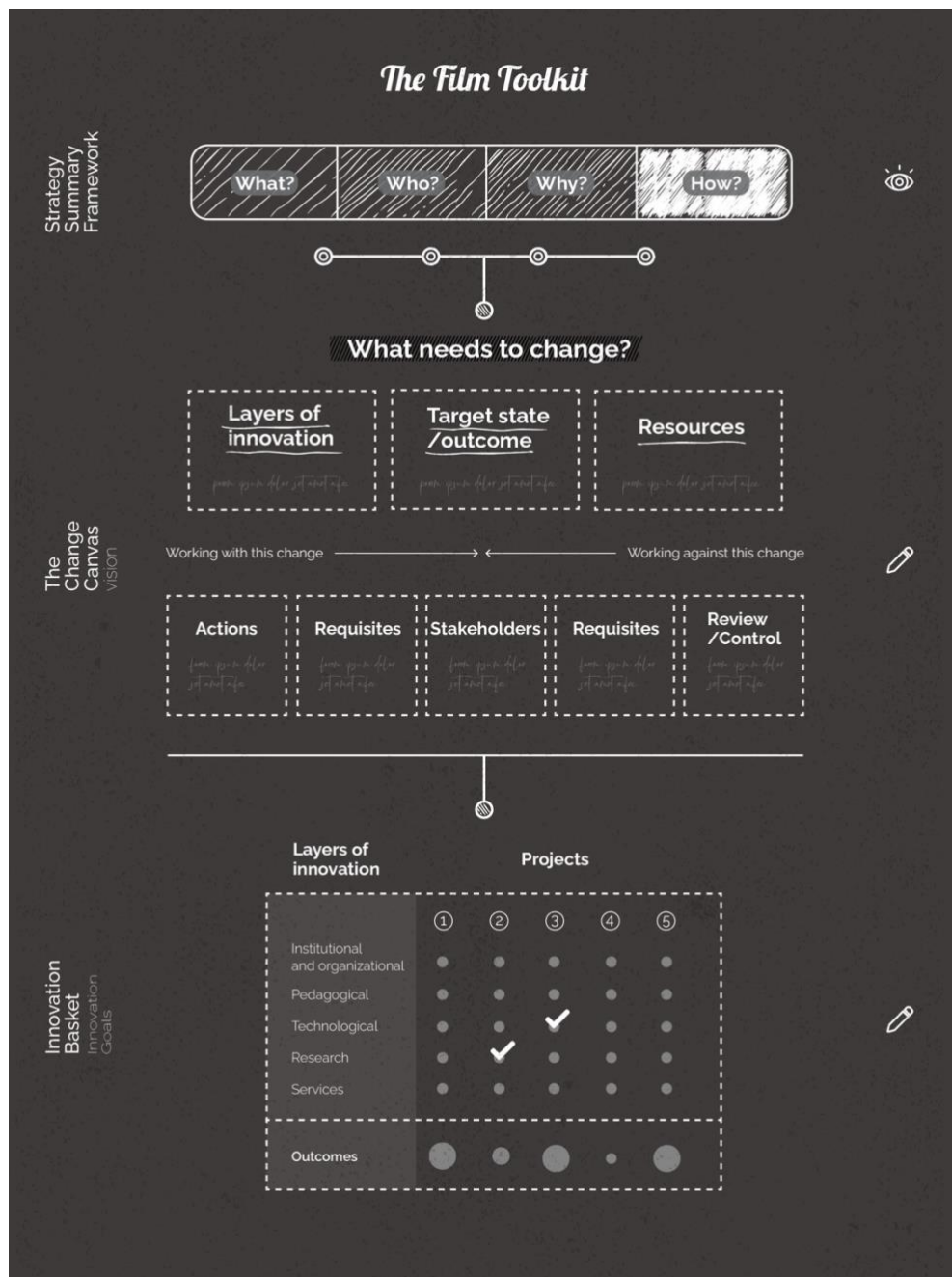


Fig3. Structure innovation toolkit

Change needs are then translated into innovation objectives resorting to the change canvas. The Canvas links these changes with each of the layers of innovation defined in our innovation

plan while also defining at the same level the desired outcomes and target state and the resources needed. In the bottom level of the change canvas concrete actions are identified along with the requisites for each action, the identification of the stakeholders that need to be engaged and the mechanisms for implementation and control. The actions are then plot into concrete projects grouped in the final stage which is the innovation basket. The basket is a sum of different projects across the different layers of innovation. Projects are then not only adjusted to support the strategy but can change the strategy itself as the process uncovers new risks and opportunities. The three stages of the toolkit correspond to an initial analysis and formulation of the strategy in general in the “strategy framework”, a second stage of envisioning and transformation of needed changes into concrete actions in the “Change Canvas” and a third stage of planning in the “Innovation basket” where the actions are grouped into projects and aligned with the strategy and desired change.

Activities

Concrete activities conducted during this task included the implementation and test of the part of our quality assurance framework dedicated to entrepreneurship and engagement. The process was mostly conducted only but included at least two physical meetings with each university besides a reflection workshop once the survey was concluded and results available that was conducted with the entire task force team of WP9. In this context, each university was able to evaluate its own university again the 15 ACEEU standards, using the ACEEU Canvas, video material and analysis tools- This phase 1 covered a period of roughly 30 weeks and resulted in an in-depth analysis of the situation and the definition by the Alliance of measures for advancing the situation. In the following stage, these measures were developed and implemented in the form of the definition of the FilmEU IVAP and related Toolkit. In Phase 2 we made use of our IVAP model and the innovation toolkit to come up with a set of concrete actions that resume our vision action plan and that were summarized in FilmEU Innovation Plan. The objective is for this plan of action to be later applied to all FilmEU Alliance.

Conclusion

The overall process of defining the accelerator and entrepreneurship approach of the FilmEU Alliance was very enriching for the Alliance and the objectives foreseen in the DOA fully accomplished. This process both allowed the Alliance to conduct needed assessments of its baseline and starting points, but also to define relevant and essential planning and strategic tools for the future that will now allow for the attainment of its transformational objectives. Although a different approached was taken during phase 2 of the tasks, the defined objectives were attained, and the outcomes even surpassed our initial assumptions. The decision to do that was based on the fact that, upon evaluation of phase 1 results, clearly the newly identified tools were more impactful than the ones foreseen at the application stages and could better support the Alliance in reaching its transformational goals. No double funding occurred since the actual application of the model for incubation foreseen under our Innovation plan was not part of the task designed under the current FilmEU E+ application. It was those complementary activities that were later conducted under other funding programme and that was only possible because all this exploratory and pilot work had been conducted under the task covered by this deliverable. The revision of the deliverable included the different discussion and reflection meetings within WP9, the later revision of the deliverable by the Steering committee and two extra rapporteurs assigned to the revision of the deliverable. The general process for the revision of deliverables under FilmEU was followed. The development and application of the FilmEU toolkit, designed as a card game, further supports

strategic envisioning and aligns innovative activities with institutional objectives. This toolkit promotes a collaborative and engaging approach to innovation, encouraging stakeholders to connect policies with broader institutional competitiveness and development goals.

Ultimately, FILMEU aims to transform its network of HEIs into a collaborative European University, serving as a hub of innovation and creativity. By fostering an environment that nurtures innovation at both individual and organisational levels, the project positions itself as a catalyst for change within the higher education landscape, contributing to the development of a dynamic and competitive knowledge economy in Europe.

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