innovation

filméu

EUROPEAN
UNIVERSITY

FilmEU
innovation plan

UNIVERSIDADE
LUSÓFONA

LUCA
SCHOOL
OF
ARTS

TALLINN UNIVERSITY
Baltic Film, Media and
Arts School

Institute of
Art, Design +
Technology
Dún Laoghaire

Introduction and context

Innovation is at the centre of the FilmEU Alliance work towards the implementation of the future European University of Film and Media Arts (https://www.filmeu.eu/). FilmEU is committed to providing a transformative learning experience in the domain of the arts that fosters artistic research, innovation, and entrepreneurship across society. These different areas of intervention – education; research; innovation and entrepreneurship – compose the different domains upon which the Alliance is intervening in order to generally increase its levels of innovation. To do so, FilmEU included in its planning several activities intended to act as drivers of innovation across the Alliance and these different domains. The current WP6 deliverable summarizes the "Innovation plan" FilmEU designed based on the experiences conducted during its initial pilot stage that corresponded to the first E+ funding the Alliance obtained under the "European Universities" initiative (FILMEU – The European University for Film and Media Arts, Project: 101004047, EPP-EUR-UNIV-2020 – European Universities, EPLUS2020 Action Grant). 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 designed for the period 2024-2027. The toolkit was devised as a separate deliverable and is not included in the present document.

At the application stage it was assumed that the work to be carried out in the context of developing FilmEU Innovation plan would be developed in partnership with associated partner the Accreditation Council for Entrepreneurial and Engaged Universities (ACEEU). The fact that the Alliance's foreseen accelerator program along with its entrepreneurship education approach were later developed in the context of the EIT funded C-ACCELERATE project, determined this collaboration was not actually carried out. However, the deepening of the collaboration between FilmEU and its associated partner Aalto University, and the securing of support and advice from the EIT through its HEI Initiative, meant that FilmEU developed this Innovation Plan through alternative means.

Our work 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.

The EIT defines innovation as a process and an outcome by which new ideas respond to societal or economic needs and demand and generate new products, services or business and organisational models that are

successfully introduced into an existing market or that can create new markets and that provide value to society. This definition provided us with a starting point for our understanding of innovation.

Complementarily, the OECD work provided us with a strategic framework to better understand and manage multi-faceted innovation in a scenario of uncertainty like the one we face in FilmEU, while the EIT's IVAP model allowed us to initially assess the level of innovation and entrepreneurial capacity across our HEIs (including matters particular to the value chains and models of innovation in the creative industries) and later devised strategies and actions to increase that, while better engaging with different innovation ecosystems around us or to be setup in the future. The Innovation Vision Action Plan (IVAP) allowed us to identify a starting point expressed through the self-assessment conducted in the early stages of the process and then supported us in defining in more detail the specific outcomes that innovation seeks to achieve and how it expects to bring about those outcomes (see annex 1 for example of IVAP questionnaire and self-evaluation). From this follows that "Facets of Innovation framework" and the IVAP constitute the central elements our Innovation plan builds on.

Work on the OECD OPSI framework was mostly conducted in the context of FilmEU WP6 (WP6 Research and Innovation), while work on the IVAP and its deepening, was conducted both under FilmEU WP6 and the related project C-ACCELERATE - Accelerating the role of Creative Communities through the Exploration of Entrepreneurial Education and Radical

creativity within European Education. This project was submitted by the FilmEU Alliance and led by FilmEU associated partner Aalto University, under the EIT HEI-innovate initiative. The C-ACCELERATE project was one of the projects approved in the second cohort of pilot projects under this initiative (2021-2024).

C-ACCELERATE is focused on increasing the innovation and entrepreneurial capacity in Higher Education in the fields of the arts and creative practices. It brings together the four Higher Education institutions that currently promote the only European University in the cultural and creative industries (FilmEU, the European Universities Alliance for Film and Media Arts) and one university (Aalto University) with strong expertise and participation in different KICs, along with several industry and public organisations. Together, the consortium is working towards incrementally improving the degree to which entrepreneurship is included within the core ecosystem of the future European University and to which innovation is central in its consolidation. The work conducted under C-ACCELERATE (Accelerating the role of Creative Communities through the Exploration of Entrepreneurial Education and Radical creativity within European Education), and the prior work of the EIT that has informed the HEI and the tools available to consortia funded through this Initiative, has been instrumental in the design of the current FilmEU Innovation plan.

FilmEU Innovation Plan follows the Innovation Portfolio approach and is structured around a limited number of innovation activities that will support the Alliance in attaining its transformative objectives. The

portfolio approach specifies that organisations should relate innovation to their strategies and align their innovation activities with their strategic objectives. The portfolio approach provides us with a framework to do so since it views the different innovation activities as projects that an organisation carries out in view of fulfilling its strategic objectives. The alignment between these projects and the organisation's strategic objectives is central in our approach and in doing so we also intend to avoid some of the risks recently highlighted (Si, Loch & Kavadias, 2023) that result from the oversimplification of these projects and the lack of strategic orientation they sometimes denote. By framing our portfolio model in the more general context of the facets of innovation approach, we ensure both strategic and operational alignment.

Our approach: innovation portfolio and "facets" of innovation

Fragmented and unsystematised approaches to innovation are not adequate enough to address the complex and uncertain context FilmEU innovation plan deals with. Portfolio approaches to innovation management involve looking not only at the risks and investments connected with innovation, but also their influence on organisational values and broader ecosystem-wide effects. Such approaches and associated practices are far from fully developed but offer a way out of the increasing "projectifisation" of innovation activities, that is, a focus on isolated, time-bound, single-point solutions and efforts – a feature of

creative and media industry innovation established in the literature, and so a particular concern in creatively-focused education and research. Portfolio approaches aim to identify potential synergies among innovation activities, in this case in Higher Education organisations, ecosystems and also across different levels of society (e.g. connected to specific missions such as in this case the creation of a European University under the EU "European Universities" initiative).

FilmEU Innovation plan will use a portfolio approach. In this context we will, in particular, resort to the "Innovation Facets" framework developed by the OECD Observatory of Public sector Innovation (OPSI) that provides an easy way to consider innovative approaches and instruments that HEIs (Higher Education Institutions) can use to respond to emerging challenges in a timely manner. The model focuses on questions such as: What types of Higher Education innovations exist? How are innovative ideas generated in our organisations? Which methods are used to support investment in innovative projects in our schools? What capacity and resources are required for innovation now in our schools and in the context of FilmEU in the future? The model takes a strategic approach to innovation connecting the underlying purpose of participating organisations to concrete actionable issues and fits perfectly with the needs of FilmEU.

Our plan departs from the innovation portfolio approach in order to orient innovation activities according to the FilmEU Alliance strategy and mission. The framework helps us in identifying trends and gaps in our

overall innovation activities and reveal linkages to support learning and collaboration opportunities. From a strategic perspective, a portfolio of innovation activity is better than a project-based approach in achieving a purpose or mission, especially if the operating environment is uncertain and one cannot be confident about where (or when) an innovative response might be needed, as in the case of the "European Universities" initiative. This approach has several advantages that make it very apt to be used in the context of FilmEU innovation plan. A portfolio approach can help organisations dealing with defining their innovation policies to:

– **Avoid projectification**: When innovation activities need to fit into neat prescribed project formats, this influences the types of problems considered suitable for innovation. Portfolios reveal the collective impact and potential of a range of projects and activities toward an overarching purpose or mission. This is exactly the situation we are confronted with in the context of the FilmEU Innovation plan. This plan should be bigger than the specific E+ or H2020 projects FilmEU is involved in and focus on the broader Alliance mission instead.
– **Tackle risk aversion**: Innovation portfolio management shows the bigger picture of a wide range of projects. Distributing resources and risk in multiple directions can normalise failure and learning as a natural part of innovation.
– **Find synergies between activities**: Innovation activities do not exist in isolation. They form part of a broader organisational or systemic context. Portfolio approaches uncover how activities could be linked or form the basis of collaborative relationships. As we will see in the

next section, our portfolio approach departs from pre identified layers of innovation to then design a portfolio with different dimensions that correspond to potential concrete activities.

– **Build value chains and support scaling**: Innovation portfolios consider the entire innovation value chain, including the potential for scaling up or adopting innovations. They can also mobilise complementary partner relationships and different sources of knowledge and resources to help innovation activities advance from exploration to exploitation.

– **Monitor layered activities connected to big reforms**: Innovation portfolios can be analysed at the team/unit, organisational and wider ecosystem level to assess the desired strategic impacts. Visualising these relationships provides ways to co-ordinate, measure and align innovation at multiple levels towards a shared purpose or overall strategy.

– **Plan across ecosystems**: Complex problems span several sectors and necessitate the alignment of innovation activities across ecosystems including, for instance, innovation in basic research and local action to achieve a societal goal like green transition. Portfolios can identify how and who should be accountable for results, evaluate performance, and facilitate co-operation.

Following this, we associated to our innovation plan an "innovation toolkit". Our toolkit consist of a series of exercises both leadership and other stakeholders can perform in view of aligning their innovation projects with concrete strategic objectives and, building on existing

resources, translate them into concrete actions. This approach to the toolkit departs from existing toolkits that were successfully tested in other industries, such as the financial services one. One example of such toolkits, the strategic innovation toolkit that resorts to the basket approach (Si, Loch & Kavadis, 2023).

From the information presented above it becomes clear that the Innovation Portfolio approach is the one that best fits the needs of FilmEU innovation plan. The already mentioned "Innovations facets" framework identifies four facets:

1. **Enhancement-oriented** innovation - Enhancement-oriented innovation upgrades practices, achieves efficiencies and better results, and builds on existing structures.

2. **Mission-oriented** innovation - Mission-oriented innovation establishes a clear outcome and an overarching objective for achieving a specific mission.

3. **Adaptive** innovation - Adaptive innovation tests and tries new approaches in order to respond to a changing operating environment.

4. **Anticipatory** innovation - Anticipatory innovation explores and engages with emergent issues that might shape future priorities and future commitments.
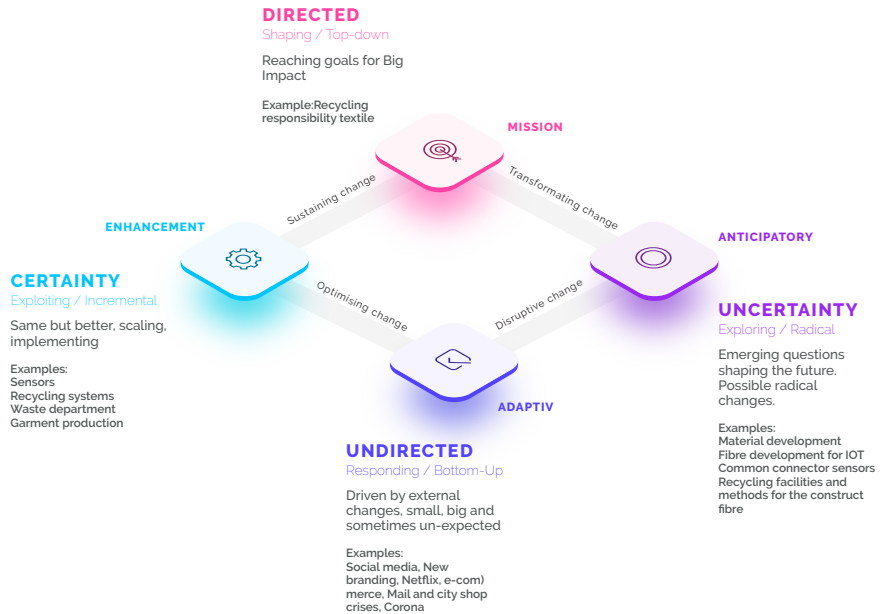
DIRECTED
Shaping / Top-down

Reaching goals for Big Impact

Example:Recycling responsibility textile

MISSION

Sustaining change

Transformating change

ENHANCEMENT

CERTAINTY
Exploiting / Incremental

Same but better, scaling, implementing

Examples:
Sensors
Recycling systems
Waste department
Garment production

Optimising change

Disruptive change

ANTICIPATORY

UNCERTAINTY
Exploring / Radical

Emerging questions shaping the future. Possible radical changes.

Examples:
Material development
Fibre development for IOT
Common connector sensors
Recycling facilities and methods for the construct fibre

ADAPTIV

UNDIRECTED
Responding / Bottom-Up

Driven by external changes, small, big and sometimes un-expected

Examples:
Social media, New branding, Netflix, e-com) merce, Mail and city shop crises, Corona

Figure 1
The Innovation facets framework (OECD)

The innovation portfolio approach is a way to manage the various innovation facets (e.g. mission-oriented, adaptive, enhancement-oriented and anticipatory innovation facets) by reuniting in a single portfolio of innovations all the activities an organisation is designing, developing or implementing with regard to innovation. The portfolio approach builds on a single organisational competitive advantage perspective and focus on the long-term impacts of the considered innovations. For FilmEU, this means that our portfolio can and should integrate innovations across all these facets accordingly with the impacts we want to attain.

Following on from this we decided to base our approach on a circular model that starts with the identification of layers and dimensions of innovations that should be targeted following the mission-oriented facet and the results of the assessment stage that resorts to the EIT IVAP model. Based on these results we define domains of impact and related areas of intervention, and this finally results in the definition of concrete actions that cover all other facets of innovation. This will then result in an increase in innovation that will then again initiate the process since increase in innovation will improve IVAP results and call for the revision of objectives.
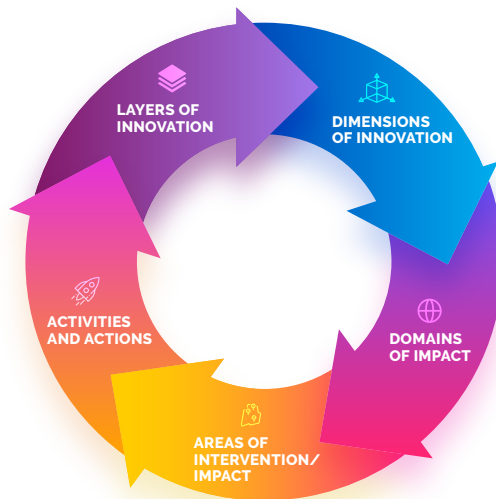
Figure 2
Circular methodology of FilmEU Innovation plan

Our portfolio model is constituted by four elements: a) The **layers** of innovation; b) the **dimensions** of innovation; c) the **impact** (domains and areas) of the innovation and d) the **facet** of the innovation. Each level that integrates these four elements then specifies activities and their objectives. The circular methodology described above drives implementation. In the following sections we will detail each of these elements.
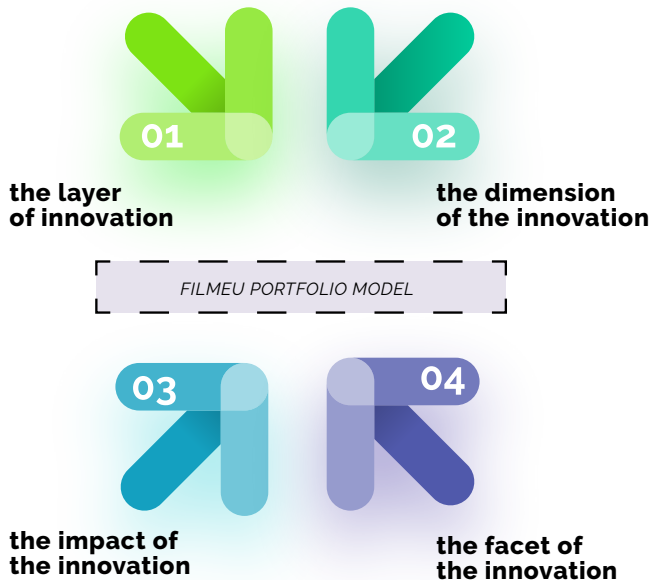

01

the layer
of innovation

02

the dimension
of the innovation

FILMEU PORTFOLIO MODEL

03

the impact of
the innovation

04

the facet of
the innovation

Figure 3
FilmEU Innovation portfolio model

- Creating new knowledge and space for sense making:. Spreading our plan across a diverse spectrum of activities will enable the development of mechanisms to create intelligence through practice and collaboration among the Alliance members.
- Mapping innovation portfolios to create a holistic view for innovation in FilmEU. This means we identify and describe all ongoing innovation projects into concrete actions and monitor their execution via common project management tools and our innovation dashboard. This will allow us to monitor and map innovation activities so that decision-making processes can be made holistically since all different innovation projects within the portfolio contribute and are aligned with the general strategic objectives of the organisation. This is essential in quickly changing contexts like the ones FilmEU operates in.
- Create a diverse supply of innovation: innovation often involves risk and uncertainty. To develop a risk readiness in the portfolio, FilmEU will create a diverse supply of different innovation activities that are adequate to our budget and available technology, human resources, and knowledge.
- Measure and evaluate the status of the innovation process. It is important to evaluate the success of innovation portfolio implementation, taking into consideration the type of innovation, the expected accomplishments and lessons learnt. Our plan considers the future implementation of mechanisms to track and to measure and evaluate our innovation portfolio.
- Ensure efficient project co-ordination and portfolio stewardship. Whereas innovation might arise from different organisations inside the

Alliance, it is essential to maintain the interconnections between the specific activities of each participating HEI and the general activities of the Alliance this plan focuses on. A dynamic decision-making process, setting clear objectives for different parts of the portfolio, owning decisions, and facilitating learning across activities is crucial for the success of our portfolio approach.

Before moving on to the detailing of our innovation portfolio one should further clarify our understanding of innovation and how it is operationalised in this plan in the context of Higher Education and Cultural and Creative Industries.

Understanding Innovation: in Higher Education and for the Cultural and Creative Industries

Work conducted in the context of the already mentioned OECD and EIT initiatives, along with relevant literature (Jeffcutt & Pratt, 2002; JRC, 2015; Damásio & Bicarco, 2017), assisted us in reaching an understanding of innovation that fits our needs and ambition. Our objective was to identify the traits of innovation that are relevant for Higher Education institutions but, considering the FilmEU focus on the Arts and in the Cultural and Creative sectors, we also seek to identify those traits of innovation in the cultural and creative sectors that could be relevant for our plan.

We understand 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 in order to achieve innovation. At the same time innovation in the creative industries appears to be a moving target. Following the classification of innovation in the art and cultural sectors proposed by Bakhshi and Throsby (2010: 16), we identify four forms of innovation that are relevant for the creative and cultural sectors and industries:

– Innovation in *audience reach*: broadening, deepening, and diversifying,
– Innovation in *value creation*: economic and cultural,
– Innovation in *art-form development*,
– Innovation in *business management and governance*: new consumption spaces, production means and business models.

In our plan, we embed a focus on all these four dimensions of innovation in the cultural and creative sectors both in the activities and in the programs we have devised.

One thing innovation in the cultural and creative sectors has in common with other forms of innovation, namely the ones we will deem as relevant for HEI, is how innovation is impacted by digitisation. In the context of both our pedagogical pilots in WP2 (FILMEU Institutional and Staff Capacitation) but also in the context of the design of joint structures in WP5 (Physical and Virtual Infrastructures), we analysed how digitisation across these sectors can also impact HEIs that operate in these areas and included this dimension in our plan. A core aspect of innovation in the arts and in the cultural and creative industries that we considered as fundamental for our innovation plan is the role played by experimentation. Bakhshi et al (2009: 171) quote authors stating boldly that creative industries are "an area where 'R&D' is the main activity, while production is secondary" (Lash & Urry, 1994). However, Bakhshi et al (2010; 9) carefully signalled: one should as well remain cautious with mingling experimentation and innovation: "experimentation and innovation in content and form are inherent to the arts". Being an "inherent form" for the arts does not necessarily allow confusing creative experimentation with Research and Development (R&D). Aware of this difference, in our plan we include experimentation as a subset of our pedagogical innovation dimension and detach it from our approach to R&D innovation which is based on the artistic research paradigm we have already previously explored (https://www.filmeu.eu/images/files/D6.1-Report-on-Artistic-research.docx.pdf)

Our innovation plan focuses on innovation in Higher Education considering the core objective of empowering the future FilmEU University with an

innovation plan apt to its mission and vision. 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. Educational innovations are more limited and understood as a procedure or method related to an educational activity that differs significantly from established practice and is used to increase the level of efficiency and overall quality of the educational process in a given environment.

In our plan, we focus on innovations in Higher Education – a type of innovation similar to innovations in education but applicable only to Higher Education Institutions (see figure 4) - and depart from the relations between ongoing transformations in the field of Higher Education in Europe – of which the "European Universities" initiative is a good example – and the concrete existing academic and scientific settings of the HEIs that compose the FilmEU Alliance. Our premise is that innovation in FilmEU is highly dependable on the existing levels of innovation in the HEIs that compose the alliance and their ability to implement the proposed transformations FilmEU entails.

As already mentioned, in the early stages of the process, the adoption of the IVAP methodology allowed us to ensure this. Based on Romanovska

& Romanovska & Makhdi (2022) we started, similarly to what was done in the case of the cultural and creative industries, by identifying the most common forms of innovation in Higher Education. We consider innovation in Higher Education to include all forms of innovative changes in activities inherent in Higher Education: teaching, training, learning, studying; scientific and R&D activities, technological development, experimentation and development of creativity; engineering, technical, informational activities; financial and economic support of the educational process and R&D, knowledge and technology transfer; academic (university) entrepreneurship; cultural and moral development, upbringing of human values; and all other types of activities universities, colleges and other institutions related to Higher Education perform along the so called knowledge square that includes education, research and innovation, linkage to society and services.

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 in itself 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
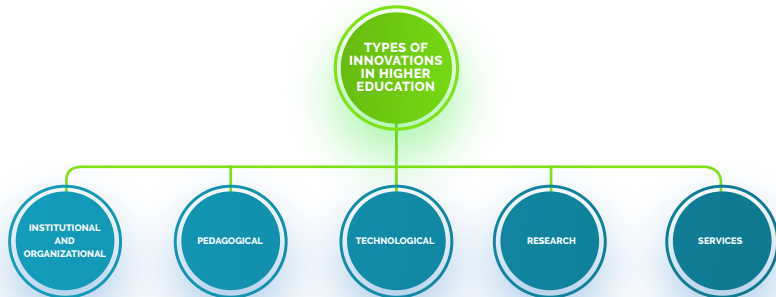4. Research innovation
5. Services innovation

Figure 4
Layers of innovation in Higher Education

Innovation in Higher Education: specific dimensions

The defined layers of innovation in Higher Education are those that can lead to innovative change as desired in the case of the European Universities initiative and its transformational purposes. Each one of these layers includes several specific types of innovation we plan to resort to. In

some cases, the specific types of innovation are common to more than one area. When we define in the next section the different types of innovation to be implemented, we hope this will become clearer. We will now detail the different "dimensions" or types of innovations that can be included in each layer of innovation in Higher Education.

Figure 6
Dimensions of innovation of the Institutional and organisational type

Innovations of institutional and organisational type are all those a) planned, systematic, periodic, urgent, sudden, spontaneous, or random innovations that at the b) local organisational level or joint level of the European University promote and facilitate c) innovations that correct, modify, improve, modernise and transform the way our organisations carry

out their missions and adapt to changing conditions and environments. *Governance and planning* correspond to innovations in the governance and planning models of the European University; *Partnerships* correspond to innovations in how we link to society and third parties as a single entity; *Procurement and logistics* correspond to innovations in the way the European University devises and implements innovative solutions and activities for its operational management; while *Marketing* correspond to innovations in the positioning, branding and communication of the European University as a new entity.

Figure 7
Dimensions of pedagogical innovation

Pedagogical innovations concern any transformations or novelties at the level of the design and conceptualisation of the educational process and/or the theoretical and conceptual models that support it. The specific dimension considered is labelled as *Educational models* innovations. Innovation in *Educational materials and interaction modes* includes any innovation that ensure the renewal of the educational environment, its socio-cultural conditions; forms of mediation (i.e. use of virtual technologies in learning) and ancillary didactic materials that support the educational process. Innovations both at the conceptual level but also at the subject level in terms of including across the process the competences and skills related to an entrepreneurial mindset fall under the *Entrepreneurship education* dimension. These innovations are crucial in our portfolio since they frame the outcomes we want to ensure among students, teachers, staff and participating HEIs in general, and this is why this dimension is operationalised in a toolkit complementary to this innovation plan. Innovations concerning the development and improvement of the knowledge, skills, abilities and competences of teachers and staff along with innovations in managerial processes - new solutions in the structure of educational systems and management procedures that ensure their functioning – that all target a general improvement in the capacitation of staff and organisations are innovations in *staff capacitation and management modes.* Innovations that combine different types of pedagogical innovations in view of fostering interdisciplinary; transdisciplinary and cross-disciplinary activities both at institutional, subject or group level are *Disciplinary and cross disciplinary innovations.*

Figure 8
Dimensions of technological innovation

Technological innovations are all those that resort or use a given technology or information system to perform or improve a given process at the level of the educational system or institution; support its activity or the activities of participating groups (i.e. students) and facilitates new learning environments, teaching methods or any related mediation process. Technological innovations are often considered to be the core innovations in education but in our view these innovations on their own are irrelevant and should also be considered with some of the other mentioned layers. *Education technologies and platforms* concern the use of specific

technological platforms for the delivery of educational processes and related communication activities. This might include distance learning related activities or, for instance, the use of AR – augmented reality - for simulation purposes. *Management and marketing technologies* concerns the use of information technologies in the process of management of the education system and related marketing activities including the recruitment, selection or mobility of students and staff. *Mediation and assisted-learning* include all uses of AI - artificial intelligence – and related solutions in support of teaching, evaluation, and educational management activities. This includes all ancillary activities dealing with identity management; digital certification of programmes and credits and issuing of credentials. *Didactic materials* is the dimension that covers all forms of technology-based production, delivery and management of educational related materials. Finally, *data storage, process and management* concern all data and information management procedures and solutions including the protection and distribution of materials; sharing of storage solutions and management of metadata at any level of the educational process or existing systems.

At the level of the "Research" layer we find all those innovations that transform and improve R&I activities. Some of these dimensions, such as the *data storage, process and management* can also be found at other levels and definitely many of the dimensions mentioned for instance at the technological level are also crucial for the research and innovation performance of a HEI and in particular the FilmEU Alliance. The other specific dimensions we find here are the *Organisational models* dimension that concerns that design and implementation of organisational models

Figure 9
Dimensions of research innovation

that increase the scope, impact and overall quality of R&I activities in
a HEI; the *Intellectual propriety management* dimension that is closely
linked with the data one already mentioned but here also includes the
protection and dissemination of all R&I related data, materials, processes
and outcomes. *Knowledge transfer and incubation* includes all innovations
that facilitate the transfer of knowledge to society and the valorisation of
all R&I outcomes produced by a HEI. Any innovative forms of interaction
with regional or local settings the HEI is based in or with other societal
stakeholders fall under this dimension. Aspect of smart specialisation
or models of innovation that refer to interactions between academia,

industry and public bodies, to foster economic and social development, such as the triple helix, all fall under this dimension. The last dimension under this layer is the *Innovative research agendas/projects* one that concerns the design, development and exploitation of new research agendas or R&I driven projects in search of the production of original and relevant knowledge; solutions and other R&I related outcomes.

Figure 10
Dimensions of service innovation

The final layer in our portfolio is the services one that also integrates five dimensions. *Digital services* concerns all innovations in terms of digital solutions that promote the Alliance joint provision of services to

its stakeholders. *Marketing innovations* concern any marketing activity that targets the Alliance as a whole, its marketing positioning and its branding. *Knowledge transfer and incubation* includes all innovations that facilitate the transfer of knowledge to society and the valorisation of all R&I outcomes produced by a HEI as described in the previous layer. *Digital educational services* is a dimension that brings together the innovations considered under "Technological innovations" layer in the cases where new services to the Alliance stakeholders are produced. The last innovation under this layer, the *New training and educational offer* dimension, concerns any new educational offer developed by the Alliance in whatever form, from lifelong learning programmes to degree awarding programmes, resulting in a new or modified educational service.

Innovation in Higher Education: Objectives and Impact

Now that we have described the different layers and dimensions of innovation our portfolio of innovation deals with, we can detail the objectives of this plan in view of the implementation of concrete activities that will materialise our portfolio across these layers and dimensions. Our objectives are defined in view of several impacts we want to attain via this plan.

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. Innovation should not be an effect of the system but one of it's core constituents. The EIT HEI Initiative allowed us to formulate an understanding of innovation that frames our proposal while our focus on change throughout the pilot stage allowed us to evaluate a number of foreseen innovations and define the proper context of their future implementation this plan now details. We envision this plan as an instrument that outlines strategies and activities that catalyse systemic impact through innovation ecosystems and institutional change in the Higher Education Institutions participating in FilmEU. Considering the Alliance is still in its early stages, and in the process of enlarging as from November 2023, we considered in this plan only a limited number of activities that have already been tested and evaluated. The enunciation of the portfolio of innovation approach allows us to revise and enrich this plan on a regular basis in the future and ensures its adaptability to future conditions.

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.

FilmEU Innovation plan "Domains of Impact":

Impact Domain 1: institutional engagement and change within and across the participating HEIs so that they can provide a sustainable contribution to positive societal and economic impact.

Impact Domain 2: Knowledge Square (representation of the mission of HEI as bringing together education, research, innovation and service to society), and development of the FilmEU ecosystems of innovation. These ecosystems should result from collaborations between business, research and education to work together to strengthen the links between participating HEIs in FilmEU and their local and regional ecosystems and safeguard the emergence of the desired innovation ecosystems.

Impact Domain 3: **Incubation** by contributing to developing innovations and original artistic and creative projects into potentially viable businesses as a mean to empowering people to transform ideas into business. This includes the use of project-based incubation as a mean to explore incubation in the specific context of the creative industries.

Impact Domain 4: **Enhancing the quality of innovation and entrepreneurial education** to improve HEIs own capacity to be entrepreneurial and innovative as well as to be able to teach and foster innovation and entrepreneurship. This both includes the impacts that result from new offer or of the transformation of existing one.

Impact Domain 5: **Knowledge sharing** by supporting exchanges between the Alliance and across Higher Education Institutions (HEIs) participating in the European Universities initiative and other entities in different ecosystems so that good practices and lessons are shared to improve practices and influence policies.

These five domains of impact can be at the same time present in a single activity foreseen under one of the different already mentioned layers and dimensions or directly result individually from a single activity. What the innovation portfolio approach allows us two is to define a general approach to innovation and then translate that into specific activities while ensuring those same activities are already designed with these impacts in view.

Innovation can be an uncertain investment. There is no guarantee that any single innovation will work, how it will work or what the unintended or unanticipated consequences might be. In an uncertain world, it is dangerous to rely too heavily on any one single strategy or approach. Changing circumstances (such as a crisis or disruptive development) can make promising or dependable approaches suddenly unreliable or unsuited to the new reality. Furthermore, a singular approach to innovation, such as a focus on efficiency gains, does not adequately respond to the multi-faceted and complex problems faced by FilmEU in its journey towards the setup of a European University of Film and Media Arts.

The FilmEU Innovation plan responds to this challenge via the adoption of an Innovation portfolio approach that ensures adaptability and impact. The FilmEU approach to innovation integrates a multitude of "drivers" that are an integral part of the Alliance approach to the design of the transformative education, research and innovation endeavour it is involved in: the design and implementation of a European University. These "drivers" include the educational challenge-based approach FilmEU proposes, the embeddedness of mobility realised through a projects-in-development methodology that is core to the proposed educational model, and the positioning of the knowledge triangle as a central tenet to curriculum design and harmonisation the Alliance has been pursuing. Such drivers assure that links between education, research and innovation are central to the fulfilment of this Alliance's mission and that innovation rests at its core.

All the members of the Alliance have as a strategic goal to offer an educational experience that responds to clearly identified professional needs of the cultural and creative industries, while adding a long-term view that focuses on emergent technologies, critical thinking and problem-solving skills that are essential to address the skills gap in these industries, the future competitiveness of the students, and their ability to contribute to broader societal development. This long-term view implies educational content that is informed by research while also helping students foster transferrable research skills.

The implementation of this Innovation plan implies a strong involvement and participation from all Alliance members but also of associated partners coming from all vertices of the knowledge triangle that ensure research results and innovation processes are integrated into the educational processes but are also transferred and have an impact in society. In the final sections of this plan, we will enunciate foreseen activities per area of intervention of the plan.

Innovation Plan areas of intervention

FilmEU innovation plan considers 9 areas of intervention/impact that follow the areas defined by the EIT in the IVAP as essential in order to boost an institution entrepreneurial capacity. For each one of these areas, we define the long-term aspirations, identify defined actions and activities

and their timelines and key performance indicators (KPIs). After this, we organise all these actions in each area of intervention in accordance with our enunciated layers and dimensions of innovation in order to finally attain or concrete innovation portfolio.

These different areas of intervention/impact follow the definition of the impact domains and they define the outcomes of the innovation process we aim for. The postulated cycle-based approach our innovation portfolio methodology builds on then implies that we start by identifying objectives and potential innovations accordingly with the definition of layers and dimensions of innovation and then translate that into concrete actions and activities by focusing on domains of impact and areas of intervention/impact. The design and implementation of the Innovation plan entails a methodology whereby the IVAP we initially used across the Alliance to assess the level of innovation in each institution and in the Alliance as a whole was in order to set a benchmark and define objectives. Our innovation portfolio was defined following this initial assessment in order to ensure all defined action have the maximum impact and improve the overall results of the Alliance IVAP. An example of the used IVAP template can be found in annex 1.

Defined areas of intervention for the FilmEU Innovation plan following the IVAP model are:

Area of intervention 1 – Institution

Area of intervention 2 - Leadership and governance

Area of intervention 3 - Organisational Capacity (including Funding, People and Incentives)

Area of intervention 4 – Education: Entrepreneurial Teaching and Learning

Area of intervention 5 - Preparing and Supporting Entrepreneurs

Area of Intervention 6 - Digital Transformation and Capability

Area of Intervention 7 - Knowledge Exchange and Collaboration

Area of Intervention 8 - Measuring Impact

Area of intervention 9 – Research

For each one of these areas of intervention a number of aspirational objectives (AO) was defined and formulated as questions that could help us in defining activities that would per area of intervention support us in terms of increasing innovation in each one of these areas. These driving aspirational objectives allow us to then envision activities that correspond to our layers and dimensions of innovation that we can then materialise into concrete actions. We will now detail all these aspirational objectives

and related driving questions per area of intervention and indicate the type of activity (Exemplary activity) they can include.

AREA OF INTERVENTION 1
- Institution

AO 1.1 – Innovation is at the centre of the mission of the institution and is both a strategic objective and a driver of institutional transformation across all layers of innovation in Higher Education. Exemplary Activity (EA) Clear definition of the HEI Mission and innovation role in it.

AREA OF INTERVENTION 2
- Leadership and governance

AO 2.1 – The HEI is a driving force for entrepreneurship and innovation in regional, social and community development. Exemplary Activity (EA) set-up of structures (i.e. Hubs) that support regional and community innovation

AREA OF INTERVENTION 3
- Organisational Capacity (including Funding, People and Incentives)

AO 3.1. – The HEI assures funding and investment for entrepreneurship. Exemplary activity (EA) Seed funding programs

AO 3.2 – New relations and synergies are constantly built across the institution. Exemplary activity (EA) Setup collaboration spaces

AO 3.3 – Incentives are in place to promote entrepreneurship. EA – prizes and awards for distinctive entrepreneurship related projects developed by students or staff.

AREA OF INTERVENTION 4
– Education including Entrepreneurial Teaching and Learning

AO 4.1. – formal and informal opportunities that support the development of an entrepreneurial mindset are in place. EA – short duration micro credentials programs promoting entrepreneurship related competences. Design informal learning opportunities and experiences to stimulate the development of entrepreneurial mindsets and skills.

AO 4.2 – Validation procedures and methods are in place that ensure the validation of entrepreneurship related learning outcomes. EA – design and implementation of degree label that includes entrepreneurship related competences.

AO 4.3 – Curriculum design and delivery involves the participation of external stakeholders namely industry related ones. EA – Inclusion in educational programmes of regular cycle of master classes that bring professionals to the HEIs.

AREA OF INTERVENTION 5
 - Preparing and Supporting Entrepreneurs

AO 5.1 – The HEI works towards increasing awareness of the value of entrepreneurship and stimulates the entrepreneurial intentions of students, graduates and staff to start-up a business or venture. EA – Inclusion of entrepreneurship related subjects in the different programmes curricula.

AO 5.2 – The HEI support its students, graduates and staff to move from idea generation to business creation. EA – Implementation of incubation structures.

AO 5.3 – The HEI provides training to its students, graduates, researchers or staff to assist business growth. EA – implementation mentoring program to support researchers in knowledge transfer.

AO 5.4 – Mentoring is provided. EA – mentoring for graduate students at thesis stage

AO 5.5 – Funding for entrepreneurship activities and projects is available. Seed funding programme supporting students' ideas generation.

AO 5.6 – The HEI provides access to incubation opportunities. EA - Implementation of incubation structures targeting graduates. This can

include both physical structures or incubation programs virtual ones in the form of programs that support the incubation of projects.

AREA OF INTERVENTION 6
- Digital Transformation and Capability

AO 6.1 – The HEI actively uses open educational resources, open science and open data practices to improve the performance of the institution and increase its impact on its ecosystem. EA – setup of data management structures compliant with the Horizon Europe FAIR principles.

AO 6.2 – The HEI makes use of its digital capacity to promote sustainable and inclusive innovation and entrepreneurship. EA - Design and delivery of digital education materials.

AREA OF INTERVENTION 7
- Knowledge Exchange and Collaboration

AO 7.1 – The HEI has strong links incubators, science parks and other external initiatives. EA – include external partners in the institution bodies across different levels.

AO 7.2 – The HEI provides opportunities for staff and students to take part in innovative activities with business / the external environment. EA – cooperation programs with external partners.

AREA OF INTERVENTION 8
  ## - Measuring Impact

AO 8.1 – Impacts of the innovation plan and entrepreneurship agenda are measured. EA – KPIs are defined for designed actions and activities.

AO 8.2 – The HEI evaluates on a regular basis how its collaborators and staff support and promote entrepreneurship. EA – Innovation KPIs are defined and shared among all stakeholders.

AO 8.3 – The HEI evaluates on a regular basis how entrepreneurship education is being delivered across the institution. EA – Entrepreneurship education is included in the regular QA procedures of the HEI and existing quality assurance systems.

Area of intervention 9
  ## – Research

AO 9.1 – The HEI has a defined research agenda that includes entrepreneurship and innovation as core elements. EA – A distinctive research agenda is defined and shared.

AO 9.2 – There is a knowledge transfer system in place that supports students, researchers and other research stakeholders. EA – dedicated Knowledge transfer structures are implemented.

Once all these areas of intervention/impact have been defined we can verify that all of them ensure the different domains of impact are addressed by activities we design that fit the remit of these different domains and areas.

Innovation plan actions and activities

In this section we will detail the activities and actions to be implemented under the current FilmEU plan. This is a living document and the mentioned actions and activities should be regarded as indicative for the period and they can and should be supplemented by new actions on a regular basis that ensure all facets of the innovation portfolio are covered. The current version of the Innovation plan covers a four year timeframe between 2024 and 2028.

Activity	Action	Layer and dimension of innovation	Domain and Area of intervention/impact	Key performance indicators
FilmEU Governance model	Implementation of distinct governance bodies including an academic council; an executive steering committee and a number of advisory boards representing stakeholders	Institutional and organisational innovation Governance and planning	institutional engagement and change	Bodies in place and minutes of meetings
Statute for European Universities	Design and implementation of a legal entity for FilmEU under Belgium legislation with the legal form of a VZW	Institutional and organisational innovation Governance and planning	institutional engagement and change	Statutes of the new legal entity approved
Innovative Pedagogies	Design and piloting of an original challenge based and student-centred pedagogical model - "the Samsara model"	Pedagogical Innovations Educational models	Knowledge Triangle and development of the FilmEU ecosystems of innovation	# joint pedagogical projects using the Samsara Model. # of projects in each partner that use the model
Regional and societal engagement	Representatives of external stakeholders participate in some of the bodies of the University and external entities are actively participating in the Innovation Hubs	Institutional and organizational innovation Partnerships	Knowledge sharing	# people and entities participating in Alliance bodies, activities and Hubs.
Innovative pedagogies	Common yearly thematic units are defined in order to foster challenge-based educational approaches	Pedagogical Innovations Educational models Educational materials and interaction modes	Enhancing the quality of innovation and entrepreneurial education	# yearly joint pedagogical challenge-based projects
Innovative pedagogies/Digital transformations	The Alliance designs its "AI ready" agenda and approach and implements tools to both foster the use of Ai in tutoring while at the same time prevent its mal use across degrees and Alliance activities	Pedagogical Innovations Educational models Educational materials and interaction modes	Knowledge Triangle and development of the FilmEU ecosystems of innovation	Virtual tutor tool operational Ai strategy in place
Institutional and staff capacitation/mobility/ Knowledge sharing	A yearly program is implemented labelled "Collegium" promoting staff mobility and knowledge sharing based on mobility activities	Institutional and organisational innovation	institutional engagement and change	# mobilities and joint projects
Institutional capacitation – research and innovation	Definition of common mechanisms for knowledge transfer and the joint implementation of innovation services	Research Innovations New organisational models	institutional engagement and change	Regulation and procedures in place and in use across the Alliance
Innovative Pedagogies/Liaison to society	Implementation of regular activities involving professionals and external stakeholders in the form of i.e. master classes "Experts on Air" or the joint FilmEU CineClub	Pedagogical Innovations Innovations in staff capacitation and management modes	Knowledge sharing	Monthly master classes and cineclube sessions
Joint Innovation agenda	Innovation is included as a key area in the European University mission and in its strategic objectives	Institutional and organisational innovation	Knowledge Triangle and development of the FilmEU ecosystems of innovation	Innovation included in mission statement of the University
Regional engagement	The Alliance defines regional smart specialization as a core element in its strategy translated in the strategic objective of setting up regional Hubs promoted by the Alliance that are regional transformative forces	Institutional and organisational innovation Partnerships	Knowledge sharing	# Innovation Hubs in place
Institutional capacitation/research	Implementation of regular Seed funding programs targeting joint collaborative research	Research Innovations Innovative research agendas/projects	Knowledge Triangle and development of the FilmEU ecosystems of innovation	# yearly submissions for seed funding # projects approved # concluded
Institutional capacitation/research/PhD education	Implementation of a common supervision model for PhD education	Research Innovations Innovative research agendas/projects	Knowledge Triangle and development of the FilmEU ecosystems of innovation	# students and teachers involved in joint supervision
Institutional capacitation/community building	Setup collaboration spaces – Alliance labs – across all HEIs that are spaces of collaboration and experimentation open to students for joint projects.	Research Innovations Knowledge transfer and incubation	Knowledge sharing	# Alliance Labs
Institutional capacitation/community building	Implementation yearly program of prizes and awards for distinctive projects/initiatives developed by students or staff in a joint manner across the Alliance – The FilmEU Awards	Services Innovations Knowledge transfer and incubation Marketing innovations	Incubation	# prizes awarded
New Joint educational offer – joint degrees	Design and implementation of new joint educational offers including new Erasmus Mundus joint degrees; joint international BAs and joint PhD. Design of these programmes as European Joint degrees	Services Innovations New training and educational offer	Knowledge Triangle and development of the FilmEU ecosystems of innovation	# new joint degrees
Curricular Harmonisation	Harmonisation of existing undergraduate programmes in view of increasing mobility, cross-curricular collaboration and flexible pathways;	Pedagogical Innovations Disciplinary and cross disciplinary innovations	Knowledge Triangle and development of the FilmEU ecosystems of innovation	# harmonised degrees
Curricular harmonisation	Common pathways for learning between HEIs with automatic recognition of credits	Pedagogical Innovations Disciplinary and cross disciplinary innovations	Knowledge Triangle and development of the FilmEU ecosystems of innovation	# degrees with common pathways and automatic recognition
Joint Degrees	The joint accreditation of existing joint Erasmus Mundus degrees in view of piloting and testing a European Label for joint degrees	Services Innovations New training and educational offer	Knowledge Triangle and development of the FilmEU ecosystems of innovation	# degrees with European Label
Entrepreneurship education	The design and piloting of a tailored entrepreneurship education model that follows the Alliance innovation model currently being piloted and tested with complementary funding under the C-Accelerate EIT HEI-Innovate initiative project;	Pedagogical Innovations Entrepreneurship education	Enhancing the quality of innovation and entrepreneurial education	
Entrepreneurship education	Implementation FilmEU incubator	Pedagogical Innovations Entrepreneurship education Knowledge transfer and incubation	Incubation	Incubator in place
Entrepreneurship education	Implementation mentoring program integrating alumni and professionals across the Alliance starting in the period with a pilot.	Pedagogical Innovations Entrepreneurship education Knowledge transfer and incubation	Enhancing the quality of innovation and entrepreneurial education	
Joint research agenda	The promotion, in the context of the complementary H2020 FilmEU_RIT project, of a dedicated research agenda that mobilises researchers across the Alliance in the form of emerging joint dynamic research clusters,	Research Innovations Innovative research agendas/projects	institutional engagement and change	
Joint services and structures	Design of a common data management strategy and guidelines for its implementation across different Alliance projects compliant with the Horizon Europe FAIR principles. Implementation of the digital mechanisms and services necessary in order to make this policies easy applicable across the Alliance.	Research Innovations Innovative research agendas/projects data storage, process and management	institutional engagement and change	
Joint research infrastructures and groups	Set-up of joint COEs (Centres of Excellence) based on the emerging joint research clusters	Research Innovations New organisational models	institutional engagement and change	# COEs – Centres of Excellence
Capacity building - funding	Submission joint research proposals for competitive funding under Horizon, E+ and other EU instruments (i.e ERC; EIT; EIC; Digital Europe)	Institutional and organizational innovation Governance and planning	Knowledge Triangle and development of the FilmEU ecosystems of innovation	# yearly joint proposals submitted

Activity	Action	Layer and dimension of innovation	Domain and Area of intervention/impact	Key performance indicators
Capacity building – research cooperation	Implementation common platform for matchmaking and synergies in view of collaboration in R&I proposals and projects	Technological Innovations Management and marketing technologies	Knowledge Triangle and development of the FilmEU ecosystems of innovation	Matchmaking platform in place
Joint teaching and research infrastructures	The design and initial installation of joint teaching and research infrastructures in the form of a hub – FilmEU HUB – of physical and virtual labs	Technological Innovations Education technologies and platforms	Knowledge Triangle and development of the FilmEU ecosystems of innovation	# labs operational
Joint procurement solutions	Evaluation, acquisition and implementation of a solution for the joint procurement of services and technologies that are mutually beneficial for all members of the Alliance.	Institutional and organizational innovation Procurement and logistics	Knowledge Triangle and development of the FilmEU ecosystems of innovation	Platform in place
Common Digital ID solution for EQAR	In view of joint degrees and implementation of joint digital services ensure all members have digital registry with EQAR	Technological Innovations data storage, process and management	institutional engagement and change	All member HEIs with EQAR digital ID
Joint digital services	Implementation of several joint digital services, including a solution for the federation of users across the Alliance, the European students' card, a common solution for Erasmus Without Paper (EWP) and a joint Virtual Learning Environment (VLE).	Technological Innovations Data storage, process and management	institutional engagement and change	EWP in place across Alliance Common VLE in place Users federation in place ESC in use Digital Wallet in place
Joint digital services	FilmEU dashboard is a digital joint tool to monitor ongoing joint projects both in education and R&I and store all data related to them.	Technological Innovations Education technologies and platforms	institutional engagement and change	Dashboard in place
Communication and dissemination	Unique branding strategy adopted across the Alliance. The corporate identity of the alliance is stabilized and implemented across different formats and media	Institutional and organizational innovation Marketing	institutional engagement and change	Each member includes the FilmEU identity in its own branding strategy
Communication and dissemination	Set-up of virtual or physical spaces of interaction between internal stakeholders of the Alliance (i.e. students)	Technological Innovations Management and marketing technologies	Knowledge sharing	# meetings/events bringing internal stakeholders together for knowledge and experience sharing
Communication and dissemination	Joint virtual exhibition platform available allowing for the distribution of students' and researchers outputs and the showcase of the Alliance work.	Technological Innovations Management and marketing technologies	Knowledge sharing	Platform in place.
Joint structures	Implementation at the level of the FilmEU Association of the following offices for which staff capacitation must be ensured: Joint Procurement Office, Joint International Office, HR joint office, IT management office – Digi-Factory, International office, Research office (RIT – Research, Innovation, Transformation), Communications office, Quality Assessment office, Tech Transfer Office (TTO), EDI office, Student support office, Sustainability office.	Institutional and organizational innovation Offices	institutional engagement and change	# offices implemented # staff hired to work in offices
Mobility	Regular mobility becomes a norm in the Alliance and mobility in different formats (virtual; short; hybrid; long; workplace based) is included across all programs	Pedagogical Innovations Educational materials and interaction modes	Enhancing the quality of innovation and entrepreneurial education	# and diversity of mobilities
continuous and Life-long learning	Dedicated portfolio of microcredentials and LLL programmes is designed and implemented in partnership with the industry	Services Innovations New training and educational offer	Enhancing the quality of innovation and entrepreneurial education	# microcredential programmes offered by the Alliance # LLL active programmes
Staff capacitation	Design and implementation of joint training opportunities for staff including remote training and short-term workplace based training activities	Pedagogical Innovations Innovations in staff capacitation and management modes	Enhancing the quality of innovation and entrepreneurial education	# courses and training actions conducted
Staff capacitation	Implementations H4RS pilot across the Alliance	Pedagogical Innovations Innovations in staff capacitation and management modes	Enhancing the quality of innovation and entrepreneurial education	Pilot implemented
Quality Assurance	The design of a joint quality assurance framework	Institutional and organizational innovation Governance and planning	institutional engagement and change	Joint QA framework in place
Quality Assurance	The Alliance implements internal QA mechanisms that allow it to accredit it joint degrees as European Joint degrees	Institutional and organizational innovation Governance and planning	institutional engagement and change	# joint European degrees accredited
Quality Assurance	Digital services for the piloting of a joint system for the monitoring of QA are designed and piloted	Institutional and organizational innovation Governance and planning Technological Innovations Management and marketing technologies	institutional engagement and change	Pilot Internal digital QA system conducted
Knowledge sharing and community building/ communication and dissemination	Regular communication materials and initiatives are disseminated with the participation of internal stakeholders coming from all members	Services Innovations Marketing innovations	Knowledge sharing	# internal communication tools and publications # events and meetings
Entrepreneurship education	A common entrepreneurship course is implemented across all members based on the C-accelerate experience	Pedagogical Innovations Entrepreneurship education	Enhancing the quality of innovation and entrepreneurial education	# students enrolled in course
Entrepreneurship education	Content targeting increasing the entrepreneurial mind-set of students, teachers and staff is implemented across all HEIs in the form of either short duration training programme or as part of the content of existing learning modules.	Pedagogical Innovations Entrepreneurship education	Enhancing the quality of innovation and entrepreneurial education	
Innovation Hubs	The Alliance puts in place several innovation hubs (one per partner) that are physical structures that support innovation related activities	Research Innovations New organisational models	Enhancing the quality of innovation and entrepreneurial education	# Hubs in place
Joint resources - Pedagogical materials	A joint hub of digital pedagogical resources is designed and implemented in a virtual format	Technological Innovations Didactic materials	Enhancing the quality of innovation and entrepreneurial education	Digital hub of resources in place # digital resources made available # of users
Joint IP policy	A joint IP policy is designed and approved by all members and common mechanisms for its implementation are in place	Research Innovations Intellectual propriety management	Enhancing the quality of innovation and entrepreneurial education	Joint Ip policy approved Mechanisms in place in the context of the Office
Communication and dissemination – outreach to society	Living labs are implemented associated to the Hubs where regular activities with society stakeholders are caried out	Services Innovations Knowledge transfer and incubation Marketing innovations	Enhancing the quality of innovation and entrepreneurial education	# living labs and activities
Communication and dissemination – outreach to society	A yearly event/exhibition is organised across the alliance showcasing to external stakeholders the results of students work.	Services Innovations Knowledge transfer and incubation Marketing innovations	Enhancing the quality of innovation and entrepreneurial education	Yearly exihibition
Quality Assurance/Digital services	A innovation dashboard is made available to key stakeholders that monitors the evolution of the KPIs in this plan.	Services Innovations Digital educational services	Knowledge sharing	Dashboard in place

The actions defined in this plan cover all dimensions and facets of innovation we have defined. These actions constitute a FilmEU Portfolio of innovations at this moment in time. In an ever more complex and changing environment, where organisations are constantly called upon to adapt themselves and strive for original modes of coping with change, FilmEU does not regard its Innovation platform as static or definitive. This portfolio is based on the outcomes of our pilot period and it will evolve and transform itself in the future as we move forward with the implementation of our University of Film and Media Arts, an unique and differentiated process that will transform all participating HEIs, its students, staff and teachers and ultimately contribute to the emergence of the Universities of the future, more agile, inclusive and competitive Higher Education institutions, that put innovation at the centre of everything they do.

References:

Bakhshi, H., Throsby, (2010), Culture of Innovation? An economic analysis of innovation in arts and cultural organisations, Nesta.

Jeffcutt, P. and Pratt, A.C. (2002), Managing Creativity in the Cultural Industries. Creativity and Innovation Management, 11: 225-233. https://doi.org/10.1111/1467-8691.00254

Haijian Si, Christoph Loch, & Stelios Kavadias (2023), "A New Approach to Strategic Innovation: A tool for connecting your projects with your goals", Harvard Business Review, September/October 2023, pp: 121-130

Kondur, O (2018). "Innovation of education and educational innovations in conditions of modern Higher Education institution." Journal of Vasyl Stefanyk Precarpathian National University, Vol. 5 nº1 pp: 9-16.

Romanovska, Yuliia & Romanovska, Oleksandra & Makhdi, Mokhamed. (2022). "Innovative academic entrepreneurship as a driver of transformational change in Higher Education and science". *Modern Information Technologies and Innovation Methodologies of Education in Professional Training Methodology Theory Experience Problems*. Pp. 65-78. 10.31652/2412-1142-2022-65-65-78.
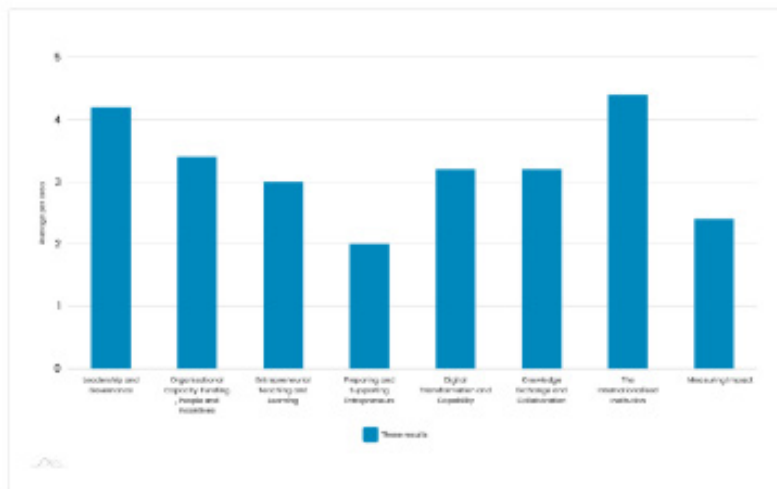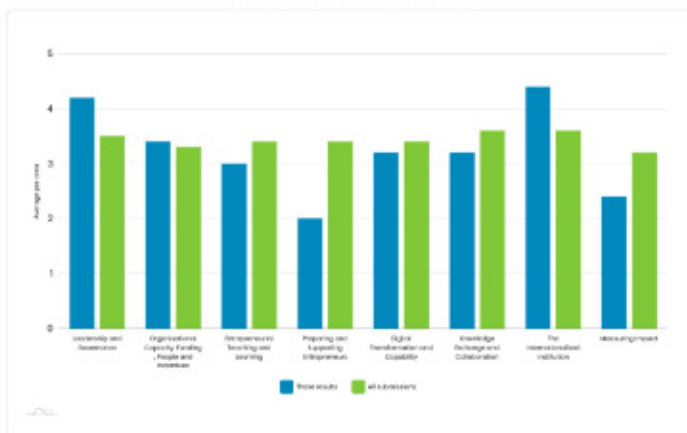
Annex 1 - IVAP

Self-assessments details
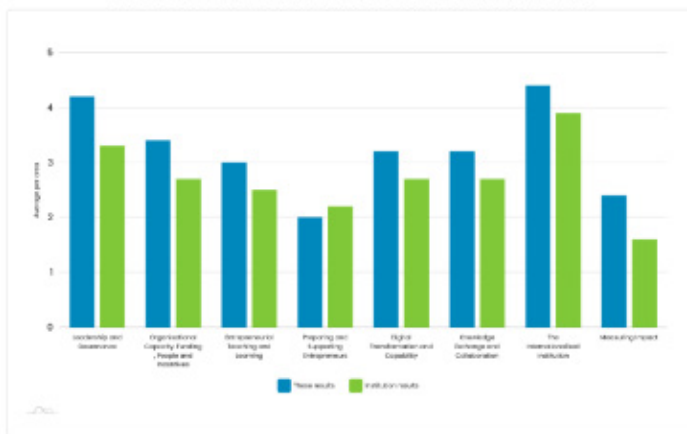
Overview

Submitted:
2023-02-30

Role:
Dean/Head of School/Faculty

COMPARING THESE RESULTS AGAINST ALL SELF-ASSESSMENTS

COMPARING THESE RESULTS AGAINST 3 SELF-ASSESSMENTS FROM LUSÓFONA UNIVERSITY OF HUMANITIES AND TECHNOLOGIES

Detailed results

LEADERSHIP AND GOVERNANCE

4.2

Entrepreneurship is a major part of the HEI's strategy. — (4)
There is a commitment at a high level to implementing the entrepreneurial agenda. — (5)
There is a model in place for coordinating and integrating entrepreneurial activities across the HEI. — (5)
The HEI encourages and supports faculties and units to act entrepreneurially. — (4)
The HEI is a driving force for entrepreneurship and innovation in regional, social and community development. — (3)

ORGANISATIONAL CAPACITY: FUNDING, PEOPLE AND INCENTIVES

3.4

Entrepreneurial objectives are supported by a wide range of sustainable funding and investment sources. — (3)
The HEI has the capacity and culture to build new relationships and synergies across the institution. — (3)
The HEI is open to engaging and recruiting individuals with entrepreneurial attitudes, behaviour and experience. — (5)
The HEI invests in staff development to support its entrepreneurial agenda. — (4)
Incentives and rewards are given to staff who actively support the entrepreneurial agenda. — (2)

ENTREPRENEURIAL TEACHING AND LEARNING

3

The HEI provides diverse formal learning opportunities to develop entrepreneurial mindsets and skills. — (4)
The HEI provides diverse informal learning opportunities and experiences to stimulate the development of entrepreneurial mindsets and skills. — (3)
The HEI validates entrepreneurial learning outcomes which drives the design and execution of the entrepreneurial curriculum. — (2)
The HEI co-designs and delivers the curriculum with external stakeholders. — (3)
Results of entrepreneurship research are integrated into the entrepreneurial education offer. — (4)

PREPARING AND SUPPORTING ENTREPRENEURS

2

The HEI increases awareness of the value of entrepreneurship and stimulates the entrepreneurial intentions of students, graduates and staff to start-up a business or venture. — (2)
The HEI supports its students, graduates and staff to move from idea generation to business creation. — (2)
Training is offered to assist students, graduates and staff in starting, running and growing a business. — (1)
Mentoring and other forms of personal development are offered by experienced individuals from academia or industry. — (3)
The HEI facilitates access to financing for its entrepreneurs. — (2)
The HEI offers or facilitates access to business incubation. — (2)

DIGITAL TRANSFORMATION AND CAPABILITY

3.2

The HEI fosters a digital culture and implements and monitors a digital strategy supporting innovation and entrepreneurship. — (4)
The HEI invests in, manages and continuously improves a fit-for-purpose digital infrastructure. — (4)
The HEI actively supports the use of digital technologies to enhance quality and equity in teaching, learning and assessment. — (4)
The HEI actively uses open educational resources, open science and open data practices to improve the performance of the institution and increase its impact on its ecosystem. — (3)
The HEI makes full use of its digital capacity to promote sustainable and inclusive innovation and entrepreneurship. — (1)

KNOWLEDGE EXCHANGE AND COLLABORATION

3.2

The HEI is committed to collaboration and knowledge exchange with industry, the public sector and society. — (4)
The HEI demonstrates active involvement in partnerships and relationships with a wide range of stakeholders. — (4)
The HEI has strong links with incubators, science parks and other external initiatives. — (2)
The HEI provides opportunities for staff and students to take part in innovative activities with business / the external environment. — (2)
The HEI integrates research, education and industry (wider community) activities to exploit new knowledge. — (4)

THE INTERNATIONALISED INSTITUTION

4.4

Internationalisation is an integral part of the HEI's entrepreneurial agenda. — (5)
The HEI explicitly supports the international mobility of its staff and students. — (5)
The HEI seeks and attracts international and entrepreneurial staff. — (4)
International perspectives are reflected in the HEI's approach to teaching. — (4)
The international dimension is reflected in the HEI's approach to research. — (4)

MEASURING IMPACT

2.4

The HEI regularly assesses the impact of its entrepreneurial agenda. — (3)
The HEI regularly assesses how its personnel and resources support its entrepreneurial agenda. — (1)
The HEI regularly assesses entrepreneurial teaching and learning across the institution. — (3)
The HEI regularly assesses the impact of start-up support. — (1)
The HEI regularly assesses knowledge exchange and collaboration. — (3)
The HEI regularly assesses the institution's international activities in relation to its entrepreneurial agenda. — (4)

Guidance notes

fil
m
éu

EUROPEAN
UNIVERSITY