



MTU EXTENDED CAMPUS

CREATING CONNECTIONS SINCE 2011

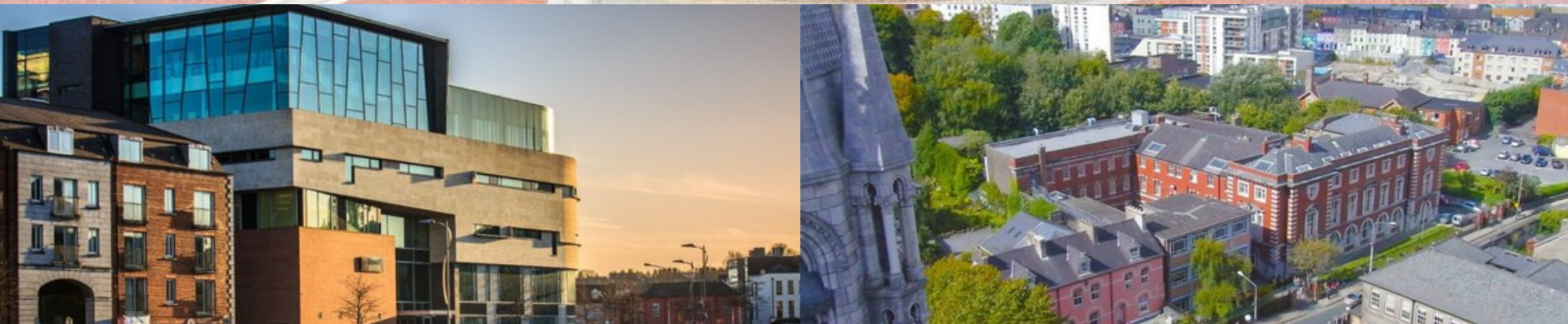
CAN ENGAGED TEACHING AND LEARNING BE *RESPONSIBLE* AS WELL AS *RESPONSIVE*?

Prof Irene Sheridan

11/03/2024

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WHAT ARE WE ASKED TO DO?

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Ireland Section 9(1)(b) of the Technological University Act (2018) states that a function of a TU shall be to:

‘provide programmes of education and training that reflect the needs of individuals, business, enterprise, the professions, the community, ... and facilitate learning by flexible means,’



- Key functions of a technological university (TU) are defined in the Technological Universities Act 2018
 - <http://www.irishstatutebook.ie/eli/2018/act/3/enacted/en/pdf>
- TU Act 2018 places a major focus on:
 - Regional relevance
 - International standards, outlook and ambition
 - Education and training
 - Research and innovation
 - Inclusive access to opportunities
 - Engagement with enterprise/industry, community and society – we use the term ‘enterprise’ to encompass all external organisations – public, private and not-for-profit

What does Extended Campus do?

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- Stimulate queries and build awareness of value of interactions
- Act as Front Door for organisations
- Collate business intelligence on existing and new engagement
- Drive strategy and good practice in interactions
- Contribute to scholarship on engagement nationally and internationally



WHO SHOULD WE BE WORKING WITH?

SMEs =

99.8% of all enterprises

69.2% of persons employed

41.5% of turnover

34.8% of GVA

Micro

98.7% of all enterprises

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>250 employees =

0.2% of all enterprises

30.8% of persons employed

58.5% of turnover

65.2% of GVA

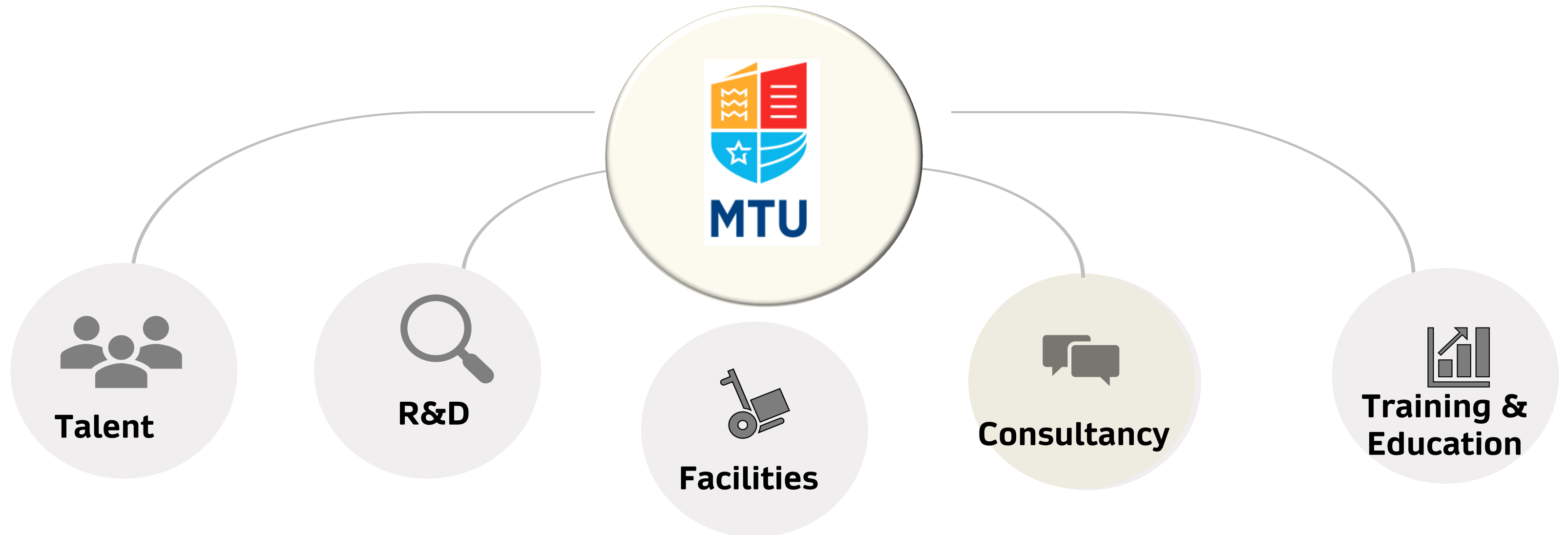
Central Statistics Office, Ireland, 2021

WHAT DO WE OFFER?

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BENEFITS OF WORKING WITH A UNIVERSITY?



WHO DO WE WORK WITH?

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WHO DO WE WORK WITH?

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| | >500 | <10 |
|--|-------|-------|
| Percentage of firms that provide training courses to their employees (CSO, 2020). | 90% | 53% |
| Percentage of employees having attained a Bachelor's degree or above (Keogh et al., 2020). | 61.7% | 27.4% |
| Participation rates in lifelong learning of employees (Keogh et al., 2020). | 13.6% | 10.4% |

WHY ARE SMES NOT ENGAGING?

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- Lack of human and financial resources.
- Lower educational attainment (Keogh et al, 2020).
- Short-term goals.
- Unaware of what universities have to offer.
- Unaware of how the collaboration could benefit them monetarily (even eventually).
- No personal contact (or coordination of contacts).
- Communication (culture) difficulties.

(Veksler and Thorgren, 2022; Cadiou and Chéné, 2018)

WHAT ARE THE RISKS/CONSEQUENCES?

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- Possible breach of EU State Aid rules ...
- SMEs struggle with adopting, modifying and uptake of innovations (Vega et al., 2008).
- SMEs unable to respond to new regulations or markets and ultimately business failure.
- Disproportionate
 - Access to talent pool.
 - Brand recognition.
 - Input to course development, especially microcredentials or special purpose awards, short courses or specialist courses.
 - Coordination/management of skills development for future.



WHAT SHOULD WE DO?

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Collation and analysis of engagement data and impact is essential if universities are to avoid such pitfalls – disaggregation of data and not just SME – rather micro and small...

Discussion Topics:

- How to judge the overall societal, environmental [...] impact of who we work with
- Potential to benefit the region, potential to benefit all learners, potential for research collaboration ...
- Should criteria be developed to decide on collaboration ...



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