

2. A Proposed Organisational Structure

2.1 Overall structure

A new structure is proposed that is intended to:

- enable speedy and flexible responses to new academic opportunities,
- foster the collegial development of cross-disciplinary activities,
- simplify both academic and administrative processes,
- be outward looking and truly entrepreneurial
- reduce academic administrative time,
- remove multiple record keeping,
- reinforce strong participation by all colleagues at all levels in the formulation of strategy and policy,
- facilitate diverse and creative overlapping groupings of colleagues and resources working collegially to common goals
- provide a pro-active, coherent and effective support system.
- enable devolved, responsive and informed decision-making.

The key changes envisaged summarised schematically in Figure 3 are that:

- Faculty-based collegial academic processes are distinguished clearly from management. Different Faculties to have either disciplinary or sectoral coherences via their overlapping compositions. Assignment of a School to one Faculty is invidious and divisive when it has (or should have) equal affinity to many.¹
- Distinguishing academic collegial processes from line-management ensures (i) a clear and distinct path for each, (ii) strong open collegiate academic processes that maximise communication across cognate areas² and (iii) distinctive clear responsibilities via Programmes Management Offices for taught programmes, research, resource planning and delivery.
- Faculties will provide strong open collegiate academic processes that maximise communication across cognate areas to foster

¹A School being a constituent part of more than one Faculty is a commonplace way of organising third-level institutions. In Ireland; for example at UCC the Department of Microbiology is in both the Faculty of Science and the Faculty of Medicine at NUIG, the Physiology Dept is in the Faculty of Science and the Faculty of Medicine. Looking further afield cross-faculty groupings are a feature of institutions as diverse as the University of St Andrew in Scotland and Imperial College London. Computer Science is often found with multiple Faculty affiliations in a single institution, for example at the University of Sheffield, Computer Science is in both the Faculty of Science and the Faculty of Engineering. In Aalborg University, Denmark, Departments are part of two or even three Faculties.

²To achieve the same goal, many institutions have cross-cutting groupings that are not called Faculties. The names for such groupings include "institutes" (for example Imperial College London: www3.imperial.ac.uk) "centres", "laboratories" and "programs" (see for example MIT: web.mit.edu/catalogue/overv.chap6.shtml), "themes" at DCU (see www.dcu.ie/themes/index.shtml) "discipline groups" (for example University of Western Australia: www.uwa.edu.au). Having varying terminologies for overlapping groupings with similar goals can lead to a group with a particular title (e.g., Faculty) being accorded more importance and/or esteem than those with another, less established, title (e.g., "discipline group"). As the term Institute has in Irish Universities become synonymous for interdisciplinary research activities (see, for example, UCD Strategic Plan 2005 to 2008 page 23), it would enable ease of recognition, if that usage prevailed within DIT. A consequence is "institutes" within an Institute, however this has not impeded the progress of MIT nor either its constituent MIT Kavli Institute for Astrophysics and Space Research or McGovern Institute for Brain Research.

collaboration³. Each would have important roles in professional (including accreditation) and/or sector links.

- Each academic Director is designated “Vice-President and Director”⁴ ⁵.
- School line management is organised via one of three Programme Management Offices⁶ each led by a Vice-President/Director.
- The majority of Vice-Presidents have an Institute-wide remit⁷ with responsibilities for administrative support and to act swiftly on new opportunities.
- Each school is the key component in internal processes and external presentations/descriptions of our provision⁸.

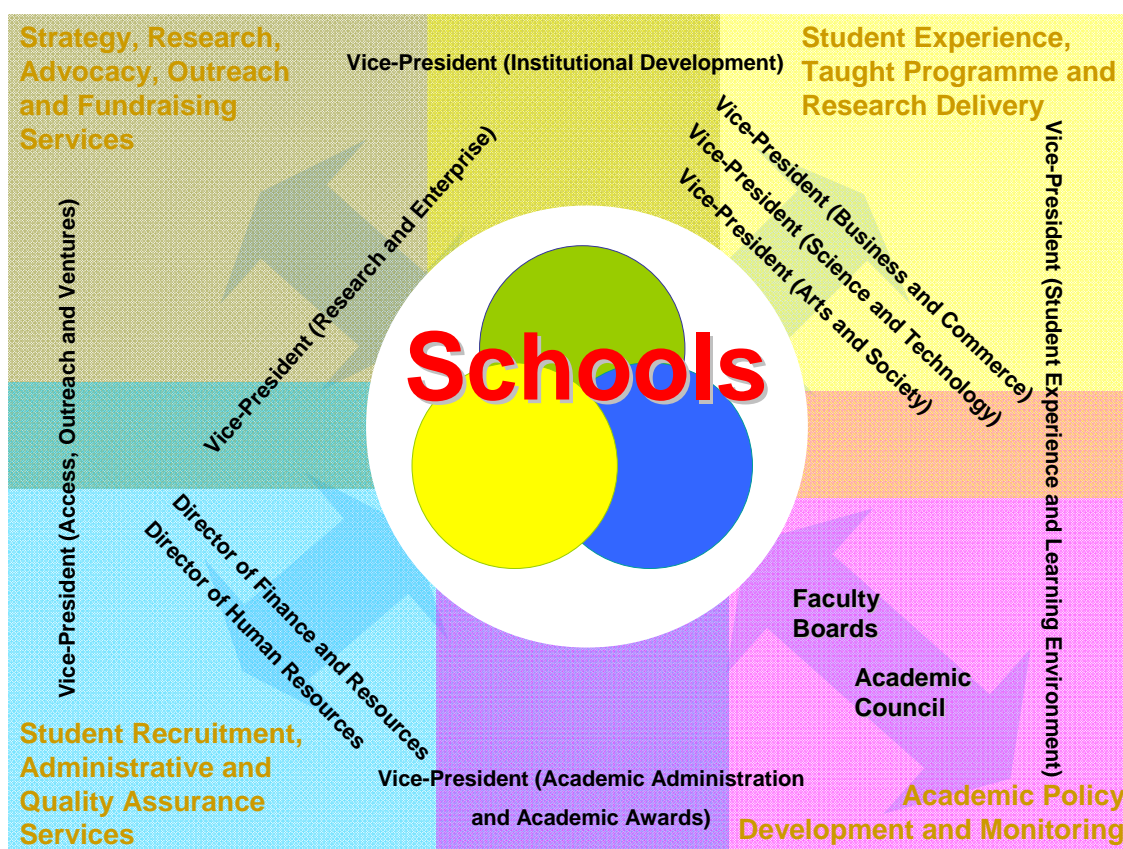


Figure 3 Overall Organisation Framework

³Collegial Faculty activity must be fostered because “objective knowledge is most effectively maintained and disseminated in institutions which are relatively autonomous and in which members of the academic community enjoy comparative freedom” R. Barnett, *The Idea of Higher Education*, Society for Research into Higher Education and Open University Press, 1990.

⁴They would remain Directors of the Institute within the meaning of the DIT Act and subsequent legislation. This change is to bring DIT in line with practice both internationally and in Irish universities. The title “Vice-President and Director” is for brevity shortened to “Vice-President” on occasion in this document.

⁵Internationally the job-title “Director” would normally be associated with leading a research institute/centre. In Ireland, most Institutes of Technology have exercised their right under the IoT Act to change the title of their Director to President. Thus the use of the title Director to solely designate those reporting in academic roles to the President is unusual and will continue to lead to confusion in developing relationships with external peers.

⁶These would be responsible for ensuring that resources are both in place and used efficiently via strong integrated decision-making in support of the delivery of programmes and research.

⁷This achieves a recommendation of OECD Review of Higher Education in Ireland that all institutions should have a “central guiding core” (Review of National Policies for Education: Review of Higher Education in Ireland Examiners’ Report, OECD, September 2004)

⁸for example on our website and in the prospectus

2.2 Faculties

There has been justified concern and disorientation at the possible loss of identity of existing Faculties that have successfully established a strong degree of interdisciplinary collaboration and external recognition. There could also be an expectation that certain disciplines have intrinsic faculty status and to vary this pattern could damage the standing of a discipline in the eyes of the external community. However an overlapping membership of constituent schools as shown in Figure 4 will enable both traditional and new cross-college disciplinary perspectives, initiatives and advocacies to be harnessed. They would enable us to retain existing strengths and minimize any disruption arising from restructuring. The positive features of the current Faculty structures would thus not be lost in these changes⁹. The overlapping composition of Faculties removes barriers separating Schools that are (fully or in part) either cognate in discipline or serve the same sector. This can enable resources to be directed into strengthening teaching resources sharing modules, avoiding fragmentation and unnecessary duplication. In each Faculty there will be strong relationships with relevant practitioners, the commercial interests and professional accrediting bodies of the sectors they serve. The addition of a Faculty of ICT recognises both the importance of this sector to the Irish economy and the strength of DIT's provision in this area¹⁰. Faculties (and an additional Faculty of ICT) will thus include all Schools with either cognate or complementing disciplines/facilities or serve aspects of the same sector¹¹.

Each Faculty Board will be chaired by a Head of School from that Faculty serving for two years in rotation¹². The Chair will continue as a Head of School. Each Faculty Board will report to Academic Council as shown in Figure 5. Each Board will be supported clerically by colleagues from the Office of the Vice-President and Director for Academic Administration and Academic Awards.

⁹It is suggested that the Faculty of Tourism and Food is renamed Faculty of Tourism, Food and Pharmaceuticals to reflect the strong commonalities between aspects of the formulation, production of high-added value foods (particularly nutraceuticals) and pharmaceuticals. This arrangement would also enable a coherent service to be provided to the important pharmaceutical sector.

¹⁰The addition of this Faculty will facilitate much needed Institute-wide coherence in new ICT programme development and in strengthening the multiplicity of modules that form our current provision.

¹¹The role of Faculties as described in the General Assessment Regulations (see Appendix 1) will remain unchanged. For Schools that are parts of more than one Faculty, the choice as to which of their programmes is considered by which Faculty Board is made by the Academic Council. Governing Body will be able to alter the scope of a Faculty's constituent School membership and additional Faculties may be formed as necessary.

¹² Current Faculty Directors may wish to continue to chair Faculty Boards in addition to taking on new roles.

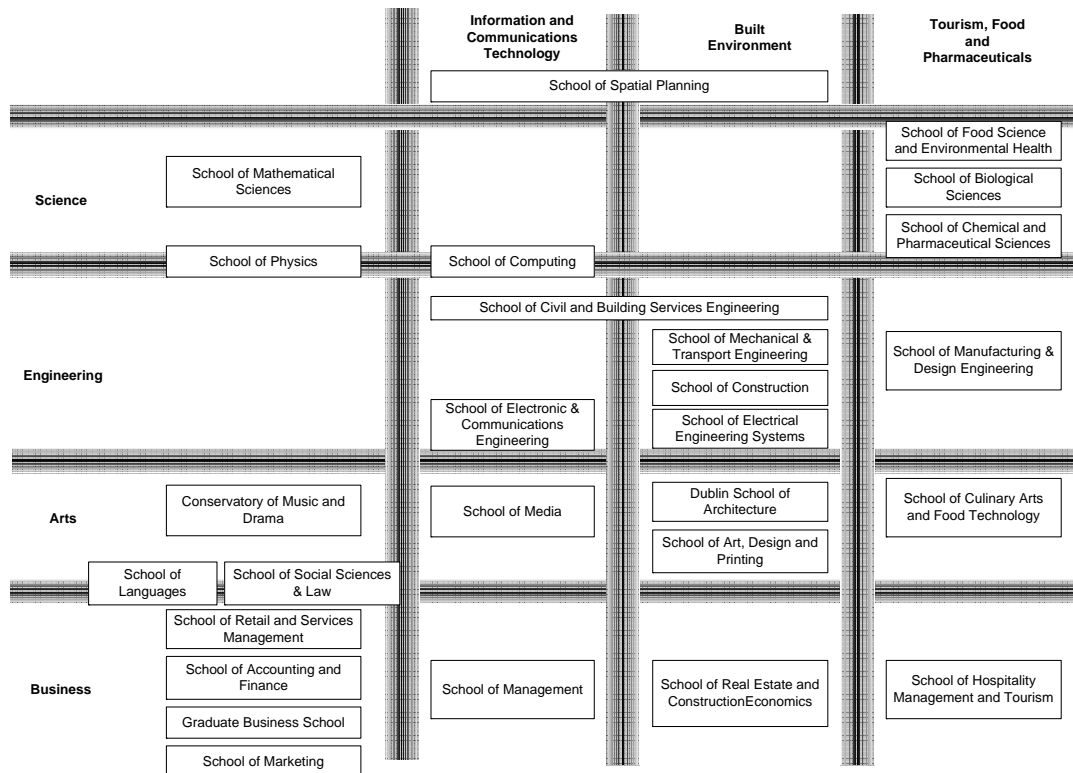


Figure 4 Faculties with Overlapping Membership of Constituent School

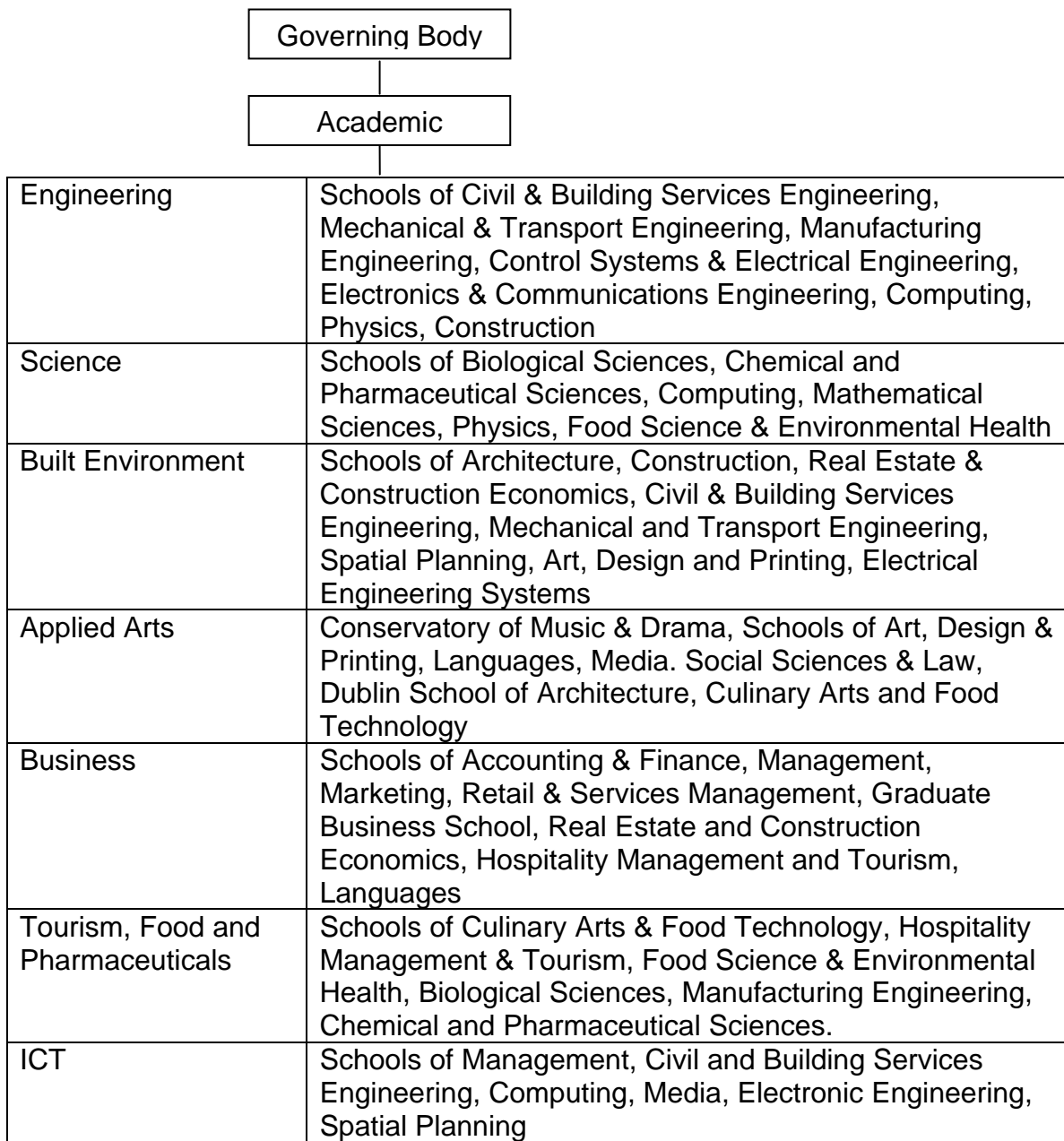


Figure 5 Academic Governance Structures

2.3 Academic Leadership

Management will change to the matrix structure as shown in simplified form in Figure 6¹³.

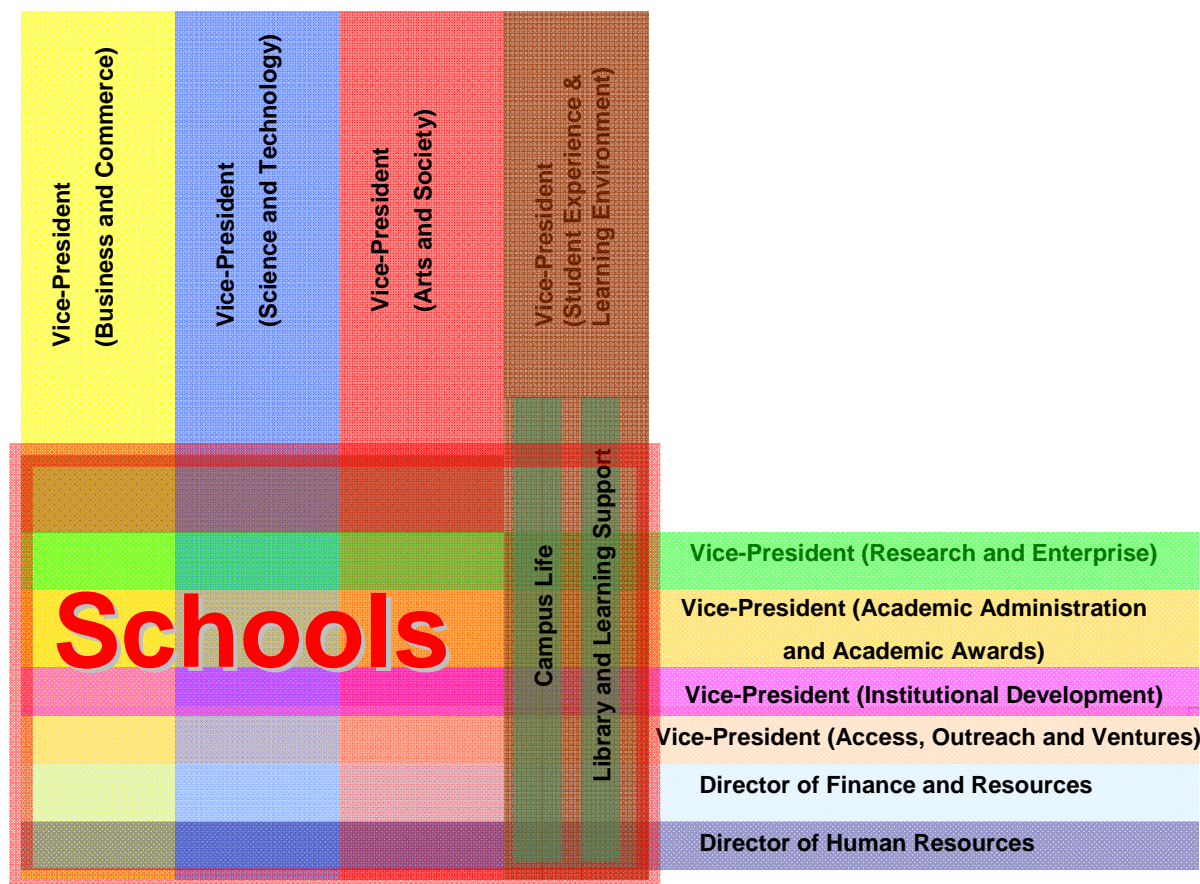


Figure 6. Simplified representation of matrix management structure.

Three “Programmes¹⁴ Management Offices” (PMO) led by Vice-President and Director (Business and Commerce), Vice-President and Director (Science and Technology) and Vice-President and Director (Arts and Society) are the vertical element of a matrix line-management structure drawing on supporting services headed by Vice-Presidents/Directors on the other side of the matrix. As they are a key underpinning platform, Student Experience and Learning Resources are on both sides of the matrix. The scope of each PMO reflects broad disciplinary coherence and where common oversight of resources would be most effective. The role of each PMO will be to lead the development of interdisciplinary curriculum, support academic research, pedagogical innovation, foster cooperation (both internally and externally), to offer interdisciplinary and multidisciplinary programme provision and avoid

¹³A detailed management structure incorporating these features is shown in Figure 10 in Appendix 3. For comparison the current structure is given in the Figure 11 also in Appendix 3.

¹⁴The term “programme” refers to both programmes of undergraduate and post-graduate study, apprenticeship, full- and part-time study, CPD, post-graduate research and academic research projects.

unnecessary duplication. Each PMO will play a key role in resource planning, the specification of physical facilities and in the recruitment and development of staff¹⁵. To meet the need for greater local delivery of support activities, staff working in these offices will be responsible to the respective “vertical” Vice-President for the effective delivery of their functions but will retain firm operational links with and will receive up-dating and training organised by the Vice-President/Director of their respective “horizontal” function to ensure unified implementation of DIT-wide policies and procedures. Professional advice in areas such as Finance and Resources and Human Resources would be available to schools from within the respective team in each PMO. Each such team will be led by a Programme Office Administrator. Significant locally-supporting finance and procurement functions will be linked formally to the relevant DIT-wide services¹⁶. To manage physical space effectively, a space inventory mapped by the Buildings Office will be sent to each PMO for confirmation. To enable Schools to take greater responsibility of the management of space, the apportionment of building maintenance, heat, power and light overheads to Schools will be on the basis of use. There will thus be incentives to share space and relinquish that unused. The Buildings Office will publish annually the total space inventory together with space norms for comparison. The Vice-President and Director (Business and Commerce), Vice-President and Director (Science and Technology) and Vice-President and Director (Arts and Society) will make space allocation decisions, using common data held by the Buildings Office as a support.

The Vice-President and Director (Business and Commerce), Vice-President and Director (Science and Technology) and Vice-President and Director (Arts and Society) will each be the line-manager of a group of Heads of School¹⁷. They will ensure that goals and targets based on the DIT strategic plan are allocated to Schools, based on the capacity and ability of each School as established via dialogue and discussion. Each group of Schools will be supported by a Head of Learning Development: the latter will work together under the auspices of the Vice-President (Student Experience and Learning Environment) to ensure that organisational boundaries do not arbitrarily limit academic initiative. Vice-Presidents/Directors of all support services will equally be expected to commit their services to operate in similarly flexible cross-boundary ways¹⁸. Metrics and reporting mechanisms for gauging progress towards agreed targets established in the strategic plan will be agreed. Vice-Presidents will be responsible for taking appropriate corrective actions as may be necessary. Within the Schools, operational plans will be developed for the academic year aligned with Institute goals.

¹⁵ Each PMO is configured so that the broadest range of resources can be allocated operationally to underpin academic priorities at local level. It is envisaged that parts of each current faculty administration will form each PMO.

¹⁶ Details of the devolved services are subject of the administrative services review but, in addition to those currently involved in academic administration, each group of Schools will have on-the-spot support of a 'local' human resource officer with a defined remit and authority plus a service relationship with and backup from the DIT-wide Human Resources service as necessary.

¹⁷ The selection of Schools managed by each PMO reflects where these are (or should be) common facilities and modules across programmes and where new disciplines and programmes (as examples, at the interfaces of physics and mechanical/manufacturing engineering, between biosciences and electronics, between retail and services management and hospitality and between environmental health and biosciences).

¹⁸ Structures alone can never, however, ensure that initiative flourishes and synergies are developed and exploited wherever they arise. Much delivery will depend crucially on team building, leadership, and the willingness of leaders at all levels to listen, stimulate, discuss, and then to manage change effectively.

It is recognised that knowledge does not have natural discontinuities; one of each Faculty's key role is to enable existing strong relationships to continue to flourish across the scope of each PMO thereby avoiding silos forming as well as enabling new linkages via those cross-Faculty memberships to drive interdisciplinary initiatives forward.

The Schools managed through each PMO will be:

Academic Staff and Students Numbers¹⁹

Science & Technology	Students		Academic Staff	
School	No's	WTE	No's	WTE
Biological Sciences	522	474	37	35
Chemistry	282	254	21	21
Computing	540	398	60	44
Mathematical Sciences	80	53	29	24
Physics	327	296	37	34
Civil & Building Services Engineering	1,031	830	77	67
Mechanical & Transport Engineering	1,222	763	80	53
Manufacturing Engineering	936	556	52	49
Control Systems & Electrical Engineering	1,627	792	61	60
Electronics & Communications Engineering	308	260	36	36
Food Science & Environmental Health	367	344	54	32
Construction	1,463	580	78	68
Science & Technology PMO	8,705	5600	622	523

Business & Commerce	Students		Academic Staff	
School	No's	WTE	No's	WTE
Accounting & Finance	818	761	40	33
Management	737	453	55	36
Marketing	1,158	1,007	95	64
Retail & Services Management	743	593	35	25
Graduate Business School	126	77	3	3
Real Estate & Construction Economics	661	570	32	30
Hospitality Management & Tourism	877	755	65	43
Business & Commerce PMO	5,120	4,216	325	234

Arts & Society	Students		Academic Staff	
School	No's	WTE	No's	WTE
Art, Design & Printing	559	530	68	59
Languages	231	211	36	28
Media	532	511	52	38
Conservatory of Music & Drama	1,258	288	121	77
Social Science & Law	927	701	67	37
Architecture	418	367	63	40
Environmental Planning & Management	334	306	44	23
Culinary Arts & Food Technology	1,104	540	57	46
Arts & Society PMO	5,363	3,454	508	348

¹⁹ The prevailing numbers will change year-by-year. This particular snapshot uses audited data for December 2006.

2.4 Schools

Each School will continue to develop a mission responsive to their particular disciplinary orientation and setting and to build upon and foster the strengths and initiatives of colleagues within them. Since they reflect the needs and methodologies appropriate to each different disciplinary setting, the contributions that each School makes to the mission of DIT are diverse. All Schools must though operate at qualitatively equivalent levels²⁰. Schools should carry out their academic operations with a high degree of delegated authority. Resource and budget allocations will be directly to each School as determined by the outcome of an inclusive annual planning process in the context of a three year Strategic Development Plan as required by the legislation placing DIT under the auspices of the HEA²¹.

Within Schools²² there would be cross-school responsibilities held by Assistant Heads of School²³, the latter if necessary could also lead further sub-units, of varying kinds and might represent 'disciplines' where these remain relevant to the intellectual landscape of the area or for professional reasons. It would be for Schools to determine their sub-structures, subject to approval by the respective Vice-President and in conformity with policies to identify appropriate internal structures and consultative arrangements relating to them, while always recognising that the Head of School would have formal responsibilities to ensure procedures and regulations were followed. Each academic colleague would be a full member of one School and (except for those academic colleagues in leadership roles outside the School) would report to the Head of that School. Some colleagues would be associate members of one or more Schools: this would confer rights to attend and participate in specific activities. Associate membership will be conferred by the Vice-President (Institutional Development).

2.5 Research

The support structure for research has been reorganised recently and will remain largely unchanged²⁴. Colleagues may be members of one or more research groups. All research groups will form part of a School. Some

²⁰The diversity of our academic activities, and variations that will necessarily occur in, for example, the size and composition of Schools, will inevitably mean that there will be inevitable variation in the precise details of functions, academic organisation and support structures required.

²¹IoT Act, Institute of Technology Bill, 2006

²²Schools' would in many cases be coterminous with current Schools. In the course of meetings on the relationship between Schools some proposals for changes in School structures emerged. In particular the arrangement of the Institute's teaching in Mechanical, Manufacturing and Transport Engineering needs detailed examination: a move of the Dept of Mechanical Eng to School of Manufacturing & Design Engineering has been advocated strongly along with the creation of a separate School of Transport Engineering. It may also be appropriate for the Dept of Building Services Eng to be part of the School of Electrical Engineering Systems. The Dept of Computing (presently in Civil and Building Services Eng) may be better placed for future development as part of the School of Electronic & Communications Engineering. In seeking re-alignments that give each School a clear discipline-based perspective, it could be argued that Schools will be unbalanced in terms of size and complexity, but there will always be larger, smaller school and more complex schools. If these changes were made the School of Civil and Building Services Engineering would not form part of the Faculty of ICT.

²³It is envisaged that each Head of Department will become an Assistant Head of School (as in the Faculty of Science) with School-wide responsibilities (for example for new programme development, CPD provision, and research). Where there is a coherent and distinctive disciplinary department within a School, it would be appropriate for this to be the responsibility of an Assistant Head of School.

²⁴The agreed structure for Research and Enterprise can be found on the DIT website

research groups may also form part of DIT-wide Research Institutes with specific associated additional resource allocations and responsibilities. Research Institutes will be formed around common facilities or strong cross-Institute research synergies. The heads of Research Institutes will report to the Vice-President (Research and Enterprise). All research student supervisors and research students will also be members of the Institute-wide “virtual” Graduate Research School. The latter is headed by the Vice-President (Research and Enterprise). A “Head of Research” will be attached to each Programme Management Office with academic responsibility for the development and support of research: this role will also have a matrix reporting relationship to the Vice-President (Research and Enterprise).

2.6 Decision-making processes

The School is the basic academic and operational unit of the Institute. With responsibility devolving towards Schools, each School is responsible for delivering School targets, and the use of Institute resources in pursuit of those targets. Accountability is to the relevant Vice-President. Schools will adopt arrangements established DIT-wide to ensure all colleagues had regular opportunities to be consulted on and to make input into policy decision-making that affected them. School-wide meetings will also be held twice each year and additionally when any major strategic change is envisaged. There will be representative student participation in such meetings. It would be essential that all Schools establish strong structures to exercise quality control over and monitor all aspects of teaching and learning for which the School is responsible. An Assistant Head of School would have with particular responsibility for school-wide curriculum management and teaching quality. Another Assistant Head of School may, where warranted, have day-to-day responsibility for a specific disciplinary sub-division of the School. Each School will have a 'Board of Studies' reporting to the Faculty Board providing a structured opportunity for formal input into quality enhancement by all academic colleagues and student representatives. The Heads of School would, through the planning process, operate within devolved budgets and would be responsible for the strategic planning, leadership, and delivery of teaching, assessment and research within their school, within broad parameters defined and agreed at DIT level, including effective common systems aimed at simplifying the structures and processes for admissions, curricula, timetabling and examinations.

Programmes Management Office Meetings (PMOM) will deal with staff, space and non-pay budget with decisions being made with respect to how new initiatives and existing activities should be developed. Each PMOM will (i) ensure that each School develops and reviews a strategy aligned to overall Institute strategy, (ii) provide appropriate support and take necessary corrective actions to ensure Schools meet their goals, (iii) develop School operational plans for each academic year and (iv) through an Institute-wide three-year rolling planning process, seek appropriate allocations of staff, space and non-pay budget resources in support of the Schools' operational plans and new initiatives. PMOM membership comprises the respective Vice-

President²⁵, constituent Heads of School, the respective Head of Learning Development, Head of Research and Programmes Office Administrator with other colleagues attending for identified agenda items and normally only to report on specific topics. There will be two types of PMOM: strategic planning²⁶ meetings and operational²⁷ meetings. Each will have the following standing sub-committees for (i) Staff Development, (ii) Research and Consultancy, (iii) Learning and Teaching, (iv) Marketing, (v) Continuing Professional and Short-course Programmes and (vi) Health and Safety.

Coordinated and quick responses to Short-term opportunities both arising externally and generated from within the Schools, would be carried forward by regular meetings of an **Operations Group** consisting of the President, and Vice-Presidents/Directors. DIT-wide medium-term strategic academic planning, will be coordinated by a **Planning Group** with the same membership to ensure the delivery of joined-up policy based on common processes across all parts of DIT, an illustrative example is shown in Figure 7.

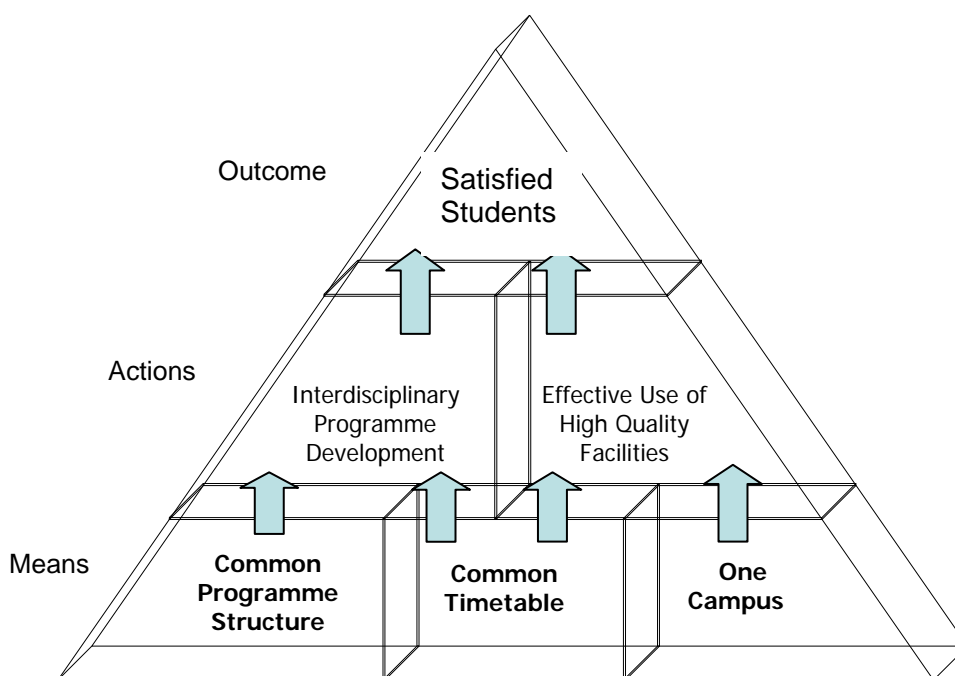


Figure 7 Illustrative Example of Common Processes and their intended Outcomes

²⁵ The respective Vice-President will distribute the minutes within five working days after each Programmes Office Meeting. The minutes will, after approval, be posted on the Institute's intranet. An Action Item Register will be maintained based on agreed action items arising from each PMOM. It is the responsibility of each member to ensure action items assigned to them are completed in a timely and appropriate manner.

²⁶ Strategic Planning meetings will focus on topics of agreed strategic importance with each topic having one "owner", assigned to research and draft a paper on the topic. This paper will be to inform the discussion at the meeting and help in optimising the use of its time in the meeting by outlining options and making recommendations. The "owner" to distribute this paper to the members five working days before it is scheduled to appear on the agenda to enable members to come to the meeting prepared.

²⁷ Operational Meetings will be held every two weeks. Agendas will generally contain operational and implementation business. All members can add items to the agenda.

2.7. Committees

DIT has a multiplicity of committees. These have arisen to safeguard the Institute against specific risks and/or to ensure that opportunities are seized. However the committee structure evolved separately and largely predated the formal risk analysis process adopted and implemented by the Institute. To reconcile this inconsistency, it is proposed that all Institute committees (at all levels) will be analysed formally to ensure that each is the unique custodian of a particular set of issues and that clear responsibility and reporting lines are established. It is anticipated that this will result in a substantial reduction in the number of committees. Each remaining committee will have a specific role and annual set of tasks set out in each annual Risks and Strategic Opportunities Action Plan. Maintenance of the latter will be the responsibility of the Vice-President (Institutional Development).