



Organisation of DIT

March 2010

1. Background

Dublin Institute of Technology (DIT) has a proud history with origins dating back over 120 years. The formal creation of DIT itself in 1992 brought together six colleges recognised as centres of excellence in their areas of specialism and following the establishment of the Institute, their expertise formed the nucleus of the current faculty structure within DIT. However, today DIT operates in an increasingly complex higher education landscape. Changing student patterns & demands; the increased focus on up-skilling¹; lifelong learning and fourth level provision²; the shift in economic needs towards higher value-added operations³ including increased marketing, internationalisation and R&D; a move to a new HEA funding model, along with pressures from stakeholders for efficiencies, the enhancement of practical skills and value for money, all contribute to the drive for DIT to review, develop and enhance its offerings and operations. Indeed the announcement earlier this year regarding the development of a new national higher education strategy⁴ calls for actions in these areas. At the same time, DIT is embarking on the development of its new campus which provides substantial opportunity to create a leading-edge environment and framework to underpin the 21st century student learning experience.

Changes need to happen now in order to meet these new challenges and opportunities. The focus of this paper is on structural change of the organisation, designed to underpin the highest standards of academic leadership and management at this critical stage in the development of the Institute. An effective structure will facilitate the other aspects of organisational change that are required to enable DIT to fulfil its mission and vision, as outlined within the current 2009-2011 Strategic Plan.

2. Embarking on the Process of Structural Change

Successful organisational change in DIT requires the active participation and engagement of all key stakeholders. To this end an initial Green Paper was published in April 2008 setting out the reasons for organisational change, the nature of the proposed changes and advantages and potential criticisms of the changes envisaged. This was intended to provide an opportunity for all stake-holders in DIT to discuss and consider the best route to effective organisational change. Following the publication of the Green Paper, there was an extensive consultation and engagement process throughout DIT including Institute Open Fora; discussions at Directorate; a number of Management Fora; individual meetings in the Faculties; meetings with trade unions and the student union and feedback through 'change@dit.ie', in addition to numerous individual conversations and discussions. This process was of real value and served to shape a significant degree of change to the original Green Paper proposals.

A subsequent White Paper was discussed at the Governing Body meeting in March 2009. Following this meeting there was engagement at Directorate, Management Forum, with trade unions and individual feedback from DIT colleagues resulting in some additional refinement of the proposals. The Governing Body approved the proposal for the Organisation in DIT in June 2009. Subsequently, there has been further engagement in relation to the impact of some aspects of the proposed changes with internal and external stake-holders resulting in a further modification of the proposal.

In implementing all aspects of the Organisation of DIT, the Institute is committed to ensuring that there is a fair and transparent process to support the transition to the new structure including appropriate engagement with the trade unions.

¹ Tomorrow's Skills -Towards a National Skills Strategy, 5th Report Expert Group on Future Skills Needs, 2007

² Strategy for Science, Technology and Innovation 2006-2013

³ National Development Plan 2007-2013

⁴ 'National Strategy for Higher Education', announced by the Minister for Education & Science, on 6 February 2009.

3. Other Aspects of Organisational Change

Other aspects of organisational change that complement the new structure are currently underway or planned. They include:

- Development of the administration processes through the ‘Excellence in Administration’ project in the areas of finance, HR and student administration (both in Faculties and the Directorate of Academic Affairs);
- Integration of the various planning processes currently being operated so as to deliver a single streamlined framework for the development and implementation of strategic, academic and operational plans. This includes the Performance Management and Development System (PMDS) involving staff at all levels within DIT;
- Leadership and management development support for a range of academic and management colleagues; and,
- A review of the current committee structure within DIT.

4. Reasons for Change

- It is widely accepted that within progressive higher education institutions, academic disciplines do not operate in isolation from each other but work harmoniously in a way that responds to the developing needs of society and the economy. Whilst there are examples where DIT has been to the forefront in some areas, we must develop this capability widely across the whole Institute. Hence, DIT must be organised in a way that truly facilitates cross faculty, school and functional collaboration in the provision of cross disciplinary and multi disciplinary programmes to meet the evolving needs of students, employers and other stake-holders. We need to optimise the talents, expertise, skills and resources across DIT in the development of these programmes.
- Government policy seeks to develop the ‘Knowledge Economy’ and enhance the skill base of the Irish workforce. In 2007, the Expert Group on Future Skills Needs estimated that by 2020, at least 170,000 people in the workforce will need to be up-skilled to NFQ levels 6 to 10. Given the current challenging economic environment, this requirement is likely to be greater and more immediate. Many people now facing uncertainty of employment are taking actions to bridge the gap in their skill base and are seeking accessible educational offerings. By significantly enhancing our responsiveness to the needs of the non-traditional student, DIT can re-establish itself as the prime provider of flexible career-focussed learning.
- In the current economic climate and given the developing policy of the HEA in relation to resource allocation across the IOT sector, it is imperative that we act to control costs and deliver efficiencies in DIT. Government policy⁵ has recognised that higher education institutions will be required to pursue structural change “that can advance performance through more effective concentration of expertise and investment”. The use of the limited resources available to us must be deployed to support learning in a coherent and consistent way across the whole of DIT.
- In an increasingly competitive environment, DIT needs to optimise its strategic positioning and strengthen its identity. Strengthening this identity is not just about developing our programme offering and our marketing and branding position. It requires that the strengths and talents of all our people are harnessed, so that the experiences of all who come into contact with the Institute will be positively reflected as ‘One DIT’. To support this ‘One DIT’ approach, processes which impact students and staff need to be operated in a consistent and effective manner as opposed to the current situation where there can be diverse arrangements in different faculties.

⁵ Building Ireland’s Smart Economy – A framework for sustainable economic renewal, 2008

5. Key Principles underlying Structure Change

The structural change should enable DIT to:

- Bring meeting student needs to the fore: be 'One-DIT' – enabling students where appropriate to take modules across the Institute, enquire, apply and register on any site or on-line, anytime for programmes;
- Ensure processes operate in a consistent way across DIT whilst accommodating disciplinary distinctiveness, eliminate unnecessary bureaucracy to unlock creativity and innovation, promote initiative & teamwork;
- Bring together cognate provision; support agility in curriculum development, and grow cross-Institute programmes to meet industry & societal needs;
- Allocate resources across larger cognate academic groupings – avoiding unnecessary duplication and gaining critical mass;
- Devolve more decision-making to school level, with Heads of Schools performing a critical role as academic leaders and managers;
- Strengthen the strategic role of the Directorate in leading change;
- Balance discipline coherence with cross-cutting sectoral themes.

6. The New DIT Structure

6.1 Overview

The new DIT structure, detailed below, centres around a number of elements which will help the Institute to achieve its strategic aims. In attempting to build critical mass and concentrations of expertise it brings together cognate areas into a college structure within the Institute. At the same time it provides a structured approach to supporting interdisciplinary activity to meet sectoral needs and opportunities, through cross-cutting themes at Institute level. The structure enables enhanced responsiveness and the ability to deliver a quality service to an increasingly diverse student base. It establishes clear lines of responsibility for academic & functional management and channels the non-academic functions to provide high-level support to the academic enterprise. The overall composition of the current Directorate is changed, with roles reshaped to ensure a focus on the leadership and strategic direction of the Institute as a whole. The structure also confirms and strengthens the role of the School as the core academic operational unit of the Institute. There is no change to the fundamental role and function of Academic Council.

The current structure of 6 faculties will be replaced with the establishment of 4 colleges. These are:

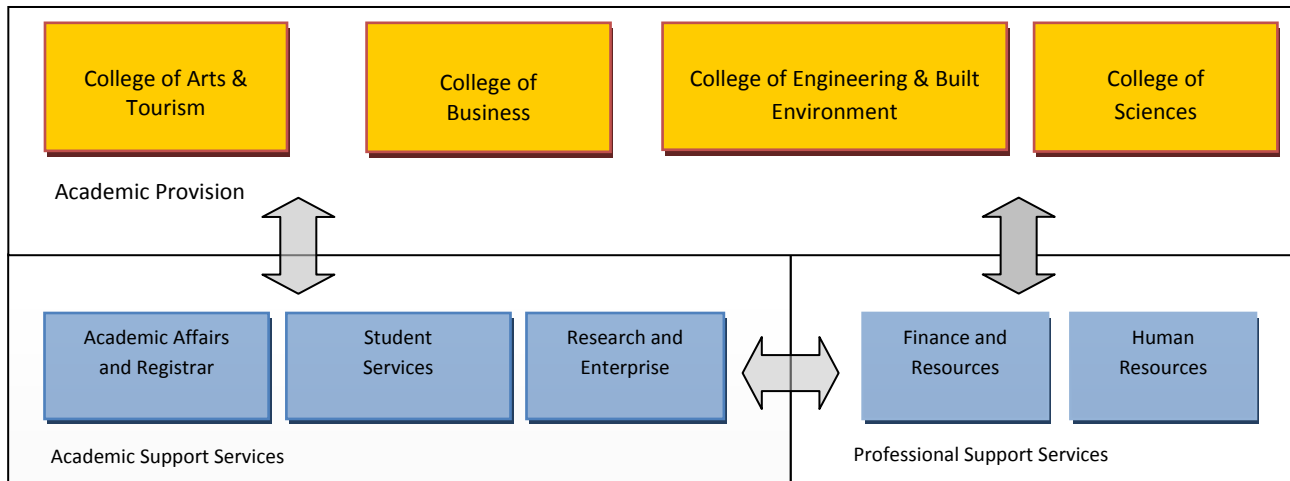
- College of Arts & Tourism
- College of Business
- College of Engineering & Built Environment
- College of Sciences.

Complementing the new college structure, there will be 5 supporting functions providing academic and professional support services across DIT. These are:

- Academic Affairs and Registrar
- Student Services
- Research and Enterprise
- Finance and Resources
- Human Resources.

The new structure is depicted visually in Figure 1 below.

Figure 1



6.2 Senior Leadership Team

The Directors of the four Colleges and the five cross DIT supporting functions, together with the President, will constitute the DIT Senior Leadership Team (SLT), which will replace the current Directorate. The changes in the composition of the Senior Leadership Team will result in reducing the overall number of Institute Directors (within the meaning of the DIT Act) from ten to nine. It is intended to hold this vacated Director role in abeyance in order to provide some flexibility in relation to the composition of the leadership team in any future re-organisation or structural change in the Institute.

6.3 Colleges

The move to a four college structure recognises the benefits that larger academic groupings can bring in terms of focusing on the education and research agenda of DIT, developing new areas of excellence and in ensuring efficient and effective delivery of administration support to colleges and schools. The four colleges comprise groupings of schools in broadly cognate areas and schools tend to sit on a continuum in these areas (see Figure 2 below). Those schools positioned closely to each other on the continuum will have similar approaches to learning strategies and similar requirements in terms of facilities. Hence the structure aims to bring schools with such common needs together to reap the benefits of critical mass.

Figure 2

College of Arts & Tourism	College of Business	College of Engineering & Built Environment	College of Sciences
School of Art, Design & Printing	School of Accounting & Finance	School of Architecture	School of Biological Sciences
School of Culinary Arts & Food Technology	School of Management	School of Civil & Building Services Engineering	School of Chemical & Pharmaceutical Sciences
School of Hospitality Management & Tourism	School of Marketing	School of Construction	School of Computing
School of Languages	School of Retail & Services Management	School of Electrical Engineering Systems	School of Food Science & Environmental Health
School of Media	Graduate Business School	School of Electronics & Communications Engineering	School of Mathematical Sciences
School of Social Sciences & Law		School of Manufacturing & Design Engineering	School of Physics
Conservatory of Music & Drama		School of Mechanical & Transport Engineering	
		School of Real Estate & Construction Economics	
		School of Spatial Planning	

It is recognised that the composition of colleges as set out results in some initial imbalance in terms of student numbers with the College of Engineering & Built Environment being significantly larger than any of the other Colleges. However there are significant growth opportunities in the other Colleges e.g. post graduate provision in the College of Business and the possibility of offering higher education learning programmes within the College of Arts & Tourism etc and over time it is anticipated that the imbalance will be lessened.

Led by a Director who shall be Dean of the College, the overall role of each College will be to provide academic and administrative leadership and management for their constituent schools. This will include:

- Providing academic leadership in developing teaching and research and associated quality assurance and setting academic objectives to guide the operation of the schools;
- Developing strategic plans for their colleges and determining the overall allocation of college resources to schools;
- Approval of school operating plans including plans for the introduction of new programmes;
- Identifying and developing key themes where two or more schools need to work together to develop an effective response to a new or developing environmental need e.g. in terms of curriculum development, research etc;
- Shaping and monitoring responses within the College that meet the requirements of the new learning paradigm;
- Keeping up to date with relevant current development in education and cultivating relationships with higher education institutions internationally; and,
- Managing the overall recruitment and development of the academic staff within the college.

Broad academic direction for each College will be provided by a College Board chaired by the Director and Dean of the College. The role of the College Board will be synonymous with that of the current Faculty Boards. There will be no change in the constitution of the College Boards, which will report to Academic Council in line with existing practice.

The College Executive will comprise: Director, Heads of Schools, Head of College Research, Head of College Learning Development and a college administrator.

6.4 Schools

Schools will be the core academic unit within DIT and will operate with a high degree of delegated authority from the College Director in the pursuit of school objectives and targets. Each school will continue to develop a mission responsive to their particular disciplinary orientation and to build upon and foster the strengths and initiatives of all colleagues within the School. Since they reflect needs and methodologies appropriate to each different disciplinary setting, the contributions that each school makes to the mission of DIT will be diverse.

Schools will adopt common arrangements across DIT to ensure all colleagues have regular opportunities to be consulted and to make input into policy decision-making that affects them. School-wide meetings will be held twice each year and additionally when any major strategic change is envisaged. There will be representative student participation in such meetings.

The School Management Team will comprise the Head of School and Assistant Heads of School. The Head of School will operate with significant delegated authority in the organisation and management of his/her school. The scope of this authority will include:

- Providing academic leadership in developing teaching and research and associated quality assurance within the school;
- Contributing to the development of strategic plans for their colleges;
- Development of school operating plans including plans for the introduction of new programmes;
- Managing the efficient and effective use of resources within the school;
- Keeping up to date with relevant current development in education and keeping informed of activities and development of other schools relevant to the direction of his/her school;
- Managing the overall recruitment and development of the academic staff within the school.

The current role of Head of Department will be re-titled Assistant Head of School and will entail school wide responsibilities (for example for new programme development, CPD provision, and research). Where there is a coherent and distinctive discipline within a School, responsibility for this discipline will be allocated to a designated Assistant Head of School who will retain the level of authority and autonomy currently afforded to Heads of Department.

It should be noted that in the course of meetings with schools during the development of the original Green Paper, proposals for changes in school structures emerged. For example it was suggested that the arrangement of the Institute's teaching in Mechanical, Manufacturing and Transport Engineering needs examination: a merger of the Department of Mechanical Engineering and the Department of Manufacturing Engineering within a new school has been advocated strongly along with the creation of a separate School of Transport Engineering.

In order to address issues such as these, the Directors responsible for each of the four Colleges will conduct an immediate review of the composition of schools within their colleges. In broad terms, it is anticipated that schools will need to be of a certain size (possibly 800 students), or with a feasible growth plan to achieve this size, and reflect a coherent set of disciplines. Frameworks and criteria underpinning this review will be developed through extensive consultation and engagement across the academic community in DIT. The frameworks and criteria will be broadly common across each of the four college reviews and will include adoption of a cross Institute perspective in terms of eliminating unnecessary duplication and overlap in provision. The review itself will be carried out with due regard to minimising uncertainty amongst colleagues.

6.5 Cross-Cutting Themes

In order for DIT to fulfil its mission of being career-focused and responsive to a rapidly changing education environment, the new structure provides for the establishment of specific cross-cutting themes. The introduction of such themes will create a framework designed to significantly enhance the position of DIT in developing coherent integrated Institute-wide responses to the needs of key societal and economic sectors and colleges and schools will be expected to actively contribute to the growth and development of the themes. Examples of these themes include: Internationally-Traded Services; Cultural & Tourism Industries; Energy & Sustainability; Information & Communications Technology (ICT); Urban & Regional Development; Social & Public Policy; Engineering & Manufacturing Technologies; Health, Food & Nutrition; Arts & Media; Social & Business Development and New Materials.

It is envisaged that Theme Leaders will be appointed by Academic Council to each of the specific themes on a rotational basis for a two year term. Theme Leaders will be supported by a working group drawn from across the Institute as appropriate to the needs of the relevant sector. The commitment required from Theme Leaders will vary and, in some cases, may require a full time secondment for the two year term. They will have a remit to develop effective cross college and school responses and will be expected to engage widely across DIT to identify collaborative opportunities under the theme headings and to formulate and progress initiatives in pursuit of the designated themes. Theme Leaders will be expected to develop consultation fora with industry or sectoral representatives relevant to the theme. So for example,

the Theme Leader for Energy & Sustainability would be expected to establish a consultation forum with representatives from organisations such as Sustainable Energy Ireland, the Department of Communications, Energy and Natural Resources, the Commission for Energy Regulation, the Irish Wind Energy Association etc and relevant enterprises e.g. the ESB, Airtricity etc. Formal meetings with representatives from each of the fora will be held twice a year and the President and relevant Senior Leadership Team members will attend one of these meetings each year. Outcomes from this consultation process will be the identification of areas of need and consequent changes in DIT's provision. The effective development of the cross cutting themes will require the development of both traditional and new cross-college disciplinary perspectives, initiatives and relationships across DIT.

There will be significant flexibility in relation to the development and operation of themes, dependent on the varying needs of the sectors they are addressing. Themes will be free to choose an identity that supports their positioning with external stake-holders e.g. the Tourism & Hospitality theme might choose to title itself as the National Academy of Tourism and Hospitality.

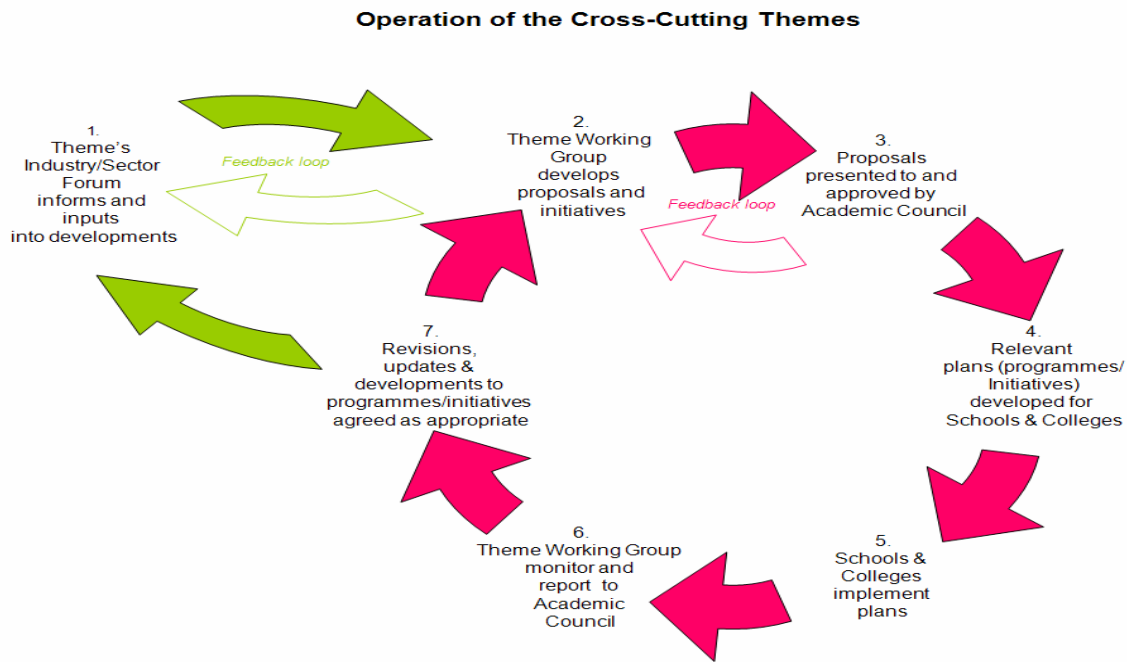
It is anticipated that Theme Leaders and other colleagues working to support the development of themes will be agents of change across the Institute. In managing the engagement with colleagues in colleges, schools and support services that is critical to effectively discharging their roles, they will be driving a culture where flexibility, innovation and change is expected in every part of the Institute and is seen as a requirement for continuing success

Each theme will report directly to Academic Council, bringing forward proposals and initiatives with agreed resulting actions being implemented by the relevant colleges and schools. Theme leaders will report back on progress to Academic Council, potentially resulting in revisions or updates to implemented proposals or initiatives. The development of the themes will be a key plank in the positioning of the Institute and they will be supported by our marketing and communication plans promoting them as areas of specific strength to relevant stake-holders. Over time new themes will emerge and existing themes will change and in some cases, if no longer relevant in form, scope or need, cease to exist. The key driver for ongoing change will be the relevance and responsiveness of the themes to the developing needs of Irish society and industry. It is expected that Academic Council will be the forum where proposed changes in terms of new and existing themes will emerge and, in any event, all such changes will require the approval of Academic Council.

In summary, it is expected that the cross cutting themes will provide the focal point for the development of new and modified academic programmes that are responsive to the dynamic needs of Irish society and will be integral to the operation of the colleges and schools within DIT going forward.

The operation of the themes is illustrated in Figure 3 on the following page.

Figure 3



6.6 Supporting Functions

It is recognised that the core role of the support functions of the Institute is to service the Colleges and Schools so that DIT can successfully deliver on its academic remit. In order to do so, the new structure proposes a 'Business Partner' framework, where expertise from support services will be dedicated to specific colleges. For example, a HR business partner would be allocated to work with each College, with a specific commitment of their time to that College, providing professional advice and guidance to help the College develop its manpower plan; identify its training & development needs; assist in the recruitment process; provide support in terms of employment legislation and dispute resolution; etc.

To support a coherent and efficient approach, all Institute-wide processes need to be organised in a 'One-DIT' way. Each key process will be the responsibility of one of the Directors responsible for supporting functions and all staff, regardless of their physical location, who work with these processes, will report ultimately to that Director. The responsibility of the relevant Director will be to set performance objectives and allocate responsibilities to achieve agreed service levels.

It is intended that the outputs of the 'Excellence in Administration' project will be the basis for the detailed operation of re-engineered student administration, finance and HR processes. The re-organisation of processes as described will free up resources within administration functions across DIT. This will facilitate a significant enhancement of the support that can be provided to underpin the academic mission and in turn enable College Directors, Heads of Schools and Assistant Heads of Schools to focus on the pursuit of key academic objectives and goals.

6.7 Committees

There will be a wide ranging review of the current committee infrastructure within DIT. All Institute committees will be reviewed 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 and an improvement in the effectiveness of operation of remaining committees.

7 Key Roles in the New Structure

7.1 Senior Leadership Team

The Senior Leadership Team (SLT) will provide a true leadership role in relation to the overall growth and development of DIT. The scope of this role includes collective responsibility for:

- Development and implementation of DIT's overall strategy to deliver its mission, vision and objectives;
- Building an organisation culture consistent with the 'One-DIT' approach;
- Planning and managing the delivery of the overall Institute budget ensuring costs are effectively controlled;
- The development, promotion and monitoring of policies and practices that fully comply with relevant law, regulation and stakeholder interests and participation in appropriate risk assessment and review processes to safeguard the interests of the Institute;
- Leading the development and adoption of relevant best practices across functional boundaries;
- Actively scanning and monitoring developments and emerging best practice in relation to their area of leadership responsibility and the higher education sector in general;
- Building relationships nationally and internationally to further the best interests of DIT;
- Participation in external communications activities including press and public relations activities, public speaking, etc in support of Institute external communications strategy;
- Development and review of appropriate, timely and accurate management information, forecasts and metrics to support the effective management of the organisation;
- Engaging with staff at all levels to ensure wide participation in the development of DIT and,
- Coaching and mentoring individual staff to support their personal and career development.

The delivery of this leadership role as described above will require that Directors ensure there is effective delegation of authority and responsibility to Heads of School, other staff within Colleges and senior people within the academic and professional support service functions.

A brief description of the roles of the President, College Directors and Directors responsible for academic support and professional support services follows.

7.2 President

The President is the chief executive officer of the Institute, reporting to Governing Body and is responsible for the direction and management of the Institute in its academic, administrative and financial activities. He/she will have a key leadership role in the development and implementation of DIT's mission, vision and strategic plan. The President will work in close collaboration with Governing Body to develop the Institute's operational programme and budget and to propose and develop policy. He/she will ensure that resources are efficiently deployed and properly controlled and that the Institute complies with all statutory and other appropriate regulatory requirements. The President is expected to foster and build upon the existing strengths and traditions of the Institute and to provide the personal and professional leadership to guide its future course, including engagement with a wide range of internal and external constituencies. The President will develop the human and financial resources of the Institute and strive to advance its role and standing in higher education throughout Ireland and internationally. The President will provide leadership to and facilitate the effectiveness of the Senior Leadership Team in the overall growth and development of DIT.

The functions currently positioned in the Office of the President will be reviewed following the completion of the transition to the new structure to identify whether they would be better positioned reporting to one or more of the Directors.

Academic Directors

7.3 Director and Dean of College

As set out under 6.3 Colleges, the Director and Dean of College will provide academic and administrative leadership and management to the College and its constituent Schools and Research, to achieve the goals of the College and to further the mission and strategic aims of the DIT.

As a member of the Senior Leadership Team, the Director and Dean of College is expected to contribute to the Institute mission and is accountable for the academic programmes developed within the College and for staffing and resourcing those programmes and maintaining quality assurance standards. The Director and Dean of College is also charged with ensuring that appropriately directed quality research is carried out within the College or in collaboration with staff of other Colleges and Research Institutes (internally and externally).

The Director and Dean of College will be a key representative of the President and of DIT to the external community, in particular to the professions and disciplines associated with the College.

7.4 Director - Academic Affairs and Registrar

The Director - Academic Affairs and Registrar will be responsible for academic strategy and policy and the coordination of coherent and consistent implementation of common academic support procedures. He/she will be responsible for academic programme records and the operation of an effective quality assurance process across the Institute; enrolment planning and admissions; the Library Service and the Learning Teaching & Technology Centre along with providing support to the work of Academic Council and building effective links with other higher education institutions. He/she will lead the development of the cross cutting theme framework to ensure the Institute's responsiveness to industry and societal needs.

7.5 Director - Student Services

The Director - Student Services will be responsible for ensuring that the experience of students is central to the operation of DIT and for the development of strategic relationships with key external stake-holders. With regard to the student experience, he/she will oversee the progressive development of student support services and student administration, including registrations, timetabling, examinations and graduations and will have responsibility for statutory reporting on behalf of the Institute. The Director - Student Services will set the agenda in terms of the development of DIT facilities so as to meet student requirements for the new campus at Grangegorman. Student liaison and engagement with external stakeholders including corporate bodies and the community will be a key dimension of the role and he/she will be responsible for growing philanthropic donations to the Institute.

7.6 Director - Research and Enterprise and Dean of the Graduate Research School

The Director - Research and Enterprise and Dean of the Graduate Research School will be responsible for developing, promoting and securing core resources for research, research students, technology transfer, and entrepreneurial support. The role includes ensuring research performance is monitored on a regular basis, against appropriate benchmarks and the results communicated and understood by all. It requires engaging with research funding bodies, co-ordinating cross disciplinary bids for research funding and widely promoting the research capability of DIT to relevant stake-holders. It entails overseeing research collaboration with partner institutions nationally and internationally and maximising the economic impact of our research by encouraging new enterprise formation and commercialisation of intellectual property

Non-Academic Directors

7.7 Director - Finance and Resources

The Director - Finance and Resources will be responsible for ensuring that DIT possesses appropriate procedures to guarantee financial robustness and legal compliance. He/she will be responsible for strategic financial planning including the development of the annual financial plan for the Institute and recommendations regarding the allocation of financial resources, as available to meet DIT's strategic objectives. The role will also have responsibility for organising and co-ordinating the timely production of management and financial information, including meeting all external reporting requirements; ensuring that the financial costs and benefits of investment proposals are clear, accurate and reliable; prioritising the work of Information Systems particularly in relation to supporting re-engineered processes and elimination of multiple data entry; negotiating appropriate commercial arrangements with a range of external suppliers so as to secure the supply of goods and services to meet Institute needs and quality standards and providing expert advice, guidance and information on finance, procurement and IT to DIT people at all levels so as to support decision-making and day-to-day management. The role will also have responsibility for management of estates and facilities. Finally the Director - Finance and Resources will act as Secretary to the Governing Body.

7.8 Director - Human Resources

The Director - Human Resources will be responsible for ensuring that the people who work in DIT are central to the realisation of its mission, vision and objectives and for the development and implementation of human resources strategy, policy and procedures consistent with this responsibility. This will include responsibility for the alignment of the HR strategy with the DIT mission, vision and strategic plan and for contributing to the organisational development agenda within DIT. The Director – Human Resources will have responsibility for developing and monitoring the implementation of HR policies and practices that will enable the Institute to attract, retain and motivate appropriately skilled and experienced people in all areas and at all levels; guiding and supporting manpower planning efforts across the Institute; complying with relevant employment law and regulations; leading the management of relations between DIT and relevant trade unions so as to ensure the negotiation and maintenance of a constructive working relationship that meets Institute needs; future development of the Performance Management and Development system working within the partnership framework; managing staff research and feedback exercises to track the impact of organisational initiatives; identifying issues and providing information to support strategic and operational planning; shaping the content and delivery of the internal communications agenda to support the people aspects of organisational change and providing expert advice; guidance and information on HR matters to DIT people at all levels so as to support decision-making and day-to-day management. Finally the Director - Human Resources will have responsibility for health and safety across the Institute.

At this point in time, there are no specific proposals for changes in the roles of other senior academic or administration positions in DIT. As the revised structure beds down following implementation, it is likely that existing roles will change and develop. In addition other change initiatives e.g. Excellence in Administration may lead to alterations in roles within this overall structural framework. It is acknowledged that the transition from six faculties to four colleges will have implications for colleagues in a number of roles e.g. current Faculty Heads of Research, Heads of Learning Development, and Administrators etc. In managing this transition, DIT is fully committed to engaging with colleagues in a fair and sensitive way.