

Portfolio Allocation Model for Faculty Boards

The Portfolio Allocation Model for Faculty Boards shows the allocation of portfolios among the various positions that make up the Faculty Board. This portfolio allocation is based on the university job profiles for the dean and director of operations; the profiles as are included in the memorandum principles for the Faculty Board and derived from actual methods of working. Deviations from this Model can be submitted to the Executive Board in accordance with Article 18 paragraph 3 of the Executive and Management Regulations.

The purpose of the Portfolio Allocation Model for Faculty Boards is to promote clarity and stability with respect to the allocation of tasks among Faculty Board members. It is also designed to promote integrity in the university's advisory bodies, which include the faculty portfolio holders.

Explanation

Education and scientific practice take place in the faculties. The ITC Faculty is administered by a Faculty Board, consisting of a minimum of:

- The dean (chairperson);
- The portfolio holder for education;
- The portfolio holder for research;
- The portfolio holder for operational management;
- The portfolio holder for capacity management

The Faculty Board is a collective body. The dean acts as the chairperson of the Faculty Board.

Characteristic for collective responsibility is that responsibility for a given executive task always rests with the board as a whole. However, this interpretation of collective responsibility does not exclude the possibility that executive tasks may be allocated among the individual members of the Faculty Board – in other words, allocation along portfolio lines.

Each member of the Faculty Board has his or her own focus area: a portfolio. The portfolio holder is responsible for preparing the executive decision-making with respect to his or her own portfolio. In practice, this means that the portfolio holder can be held accountable for both collective administration and for the areas that fall under his or her specific portfolio.

Within the University of Twente an executive model has been chosen in which the dean and the portfolio holder for operational management are full-time positions. For the Professor who is appointed to the role of portfolio holder for research, education and capacity development within the Faculty Board at ITC a size of 0.2 FTE applies.

In addition to their executive duties, the dean and the portfolio holders for operational management and education also have management duties. These are not part of the allocation of the portfolio's within the board.

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Faculty of Geo-Information Science and Earth Observation (ITC)

Board member	Focus area
<p>Dean</p> <p><i>Freek van der Meer</i></p>	<ul style="list-style-type: none"> - University-wide frameworks, agreements and ambitions in Executive Board-Deans and Strategic Council. - Overall coordination and development of the faculty's strategy - Faculty's integrated academic, financial and social position - Internal and external relations, national and international - Integrated talent and team development of the faculty and specific chair policy and academic career policy - Research grants - Participation bodies - Doctorates (as member of Doctorate Board) - Integrated academic integrity (including ancillary activities) - Diversity - Integrated quality assurance (incl. accreditation processes and reviews)
<p>Portfolio holder for education</p> <p><i>Victor Jetten</i></p>	<ul style="list-style-type: none"> - Education-related university-wide frameworks, agreements and ambitions in University Committee for Education. - Education policy and development - Bachelor's and Master's education - Education exchange with other faculties - Examination Boards and Programme Committees - Education quality cycle - Balance between education and research - Talent and team development in the field of Education - EER (education and examination regulation) - Accreditation of educational programmes - Relations with education partners in the Netherlands and international, including joined degrees (shared with Capacity Development)
<p>Portfolio holder for research</p> <p><i>Karin Pfeffer</i></p>	<ul style="list-style-type: none"> - Research-related university-wide frameworks, agreements and ambitions in University Committee for Research. - Research policy and profiling (in coordination with the Scientific Directors) - Balance between research and education - Implementation and assurance of scientific integrity (in coordination with the Scientific Directors) - Organisation and coordination of research assessment (including external reviews) - Talent and team development in the field of research (including proposals for new tenure track positions)

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<p>Portfolio holder for operational management</p> <p><i>David Korringa</i></p>	<ul style="list-style-type: none"> - University-wide frameworks, agreements and ambitions in the field of operational management in University Operational Management Committee. - General faculty operations in the areas of HR, finance, management information, accommodation and facility matters, occupational health and safety and other supporting services - Participation in the areas in the portfolio - Talent and team development with respect to support staff - Collaboration with the faculty community with respect to service provision. Other faculties, central services and external parties. - Quality, planning and control and legal compliance in operational management
<p>Portfolio holder for Capacity Development</p> <p><i>Menno-Jan Kraak</i></p>	<ul style="list-style-type: none"> - Capacity Building related frameworks in UT and external context - Representation in UC-I - Responsible for strategic networks and partnerships - Internationalization (links SB and SBD) - Talent- and team development in field of Capacity Development
<p>Student Assessor</p>	<ul style="list-style-type: none"> - Give advice to the Faculty Board - Connecting role between various university bodies and student bodies - Contribute to student-related developments on a faculty level from a management perspective (e.g. being a point of contact for study associations)