Dear Greenwood & Associates and the A&AA Selection Committee,

Please find the following as my expression of interest in applying for the position of Dean for the School of Architecture and Allied Arts, at the University of Oregon.

I am trained as a landscape architect, architect and city planner. As the leader of two university design schools I have enabled renewal and enhancement. In my academic and professional career I have done many things including giving a design voice to a disadvantaged neighbourhood, uncovering lost archival papers, helping lead my University’s response to a devastating flood, contributing to the enormous task of preserving world heritage, and most importantly facilitating the education of the next generation of design professionals.

Let me tell you my story in the attached material-

1. A response to the Position Profile; and,
2. My current CV.

I look forward to hearing further about this interesting position.

Regards,

Nancy Pollock-Ellwand, PhD and CSLA
Response to Position Profile

Dean, School of Architecture and Allied Arts
University of Oregon

Nancy Pollock-Ellwand. PhD, MArch, BLA
Dean and Professor

Required Qualifications

Terminal degree
I am a registered Landscape Architect (BLA) with extensive experience in both the public and private sector. I have two other professional degrees, one in Architecture (MArch) the other in Planning (PhD). This diverse professional training gives me an integrated understanding of design in both the built and natural environments. My academic background has served me well as the leader of two multi-disciplinary design schools.

Record in teaching, research-creative activity, professional service
The attached CV gives further detail of my accomplishments. The highlights include:
(Note- Tenured since 1995 and Full Professor since 2007)

Teaching
✓ Diverse teaching at both Undergraduate and Graduate levels;
✓ Design studios, lecture-based classes, and seminars- Instructor, Coordinator, Co-teacher, Guest Lecturer and Critic, and Visiting Scholar;
✓ External examiner in Barcelona for Royal Melbourne Institute of Technology (RMIT) University PhD-by-Practice candidates;
✓ Graduate supervision (principal, committee member and examiner) at both Master and PhD levels.

Research-Creative Activity
✓ Winner of highly competitive national research grant (Social Science and humanities Research Council Standard Grant, and a Doctoral Fellowship) and other varied research funding;
✓ Co-author of e-book on landscape history published by a leading academic publisher;
✓ Numerous publications in refereed, professional and popular media venues;
✓ Numerous presentations and moderation at academic conferences (refereed and non-refereed), professional symposia, and community workshops

✓ Olmsted expert, researching and writing extensively on the firm’s legacy in Canada. Leading to the recovery of previously unknown papers of Canadian Olmsted disciple, Gordon Culham. They were the foundation of the first major scholarly piece on this practitioner.

✓ Participation in design award competitions;

✓ Consulting independently and in interdisciplinarity teams;

✓ I have over the years developed a particular expertise in heritage preservation and conservation, and cultural landscape resources, and have consulted on projects from the high Arctic, to Mt. Fuji.

Professional Service
Serving in executive and working groups for professional and volunteer bodies locally, nationally and internationally, for example:

✓ Varied Service to Canadian and Australian Landscape Architecture professional organizations (Advocacy Task Force for Canadian Society of Landscape Architects, student design competitions, and educational representative);

✓ Participating on various advisory boards on urban design and landscape planning (locally, nationally and internationally);

✓ Campus planning committee advisor;

✓ Serving as VP North America to UNESCO International Council on Monuments and Sites (ICOMOS) Scientific Committee on Cultural Landscapes;

✓ Vice-President for cross-border Canada-US Alliance for Historic Landscape Preservation;

✓ Representation at an international level to UNESCO World Heritage as evaluator in role of desk and panel reviewer including sites in Japan, China, India, Thailand, Northern Europe and Scandinavia, and the USA. Most recently travelling to Paris to serve on the World Heritage 2016 site nomination reviews;

✓ Testifying as an expert witness.

Ethical standards
Every two years there is an independent faculty engagement survey commissioned by the University of Calgary administration. The evaluation includes metrics on Faculty management, transparent decision-making, and the creation of a barrier-free and equitable workplace. Over my tenure as Dean, I am proud to say that the evaluation of my effectiveness as a leader has increased 37% with a current overall approval of 79%. The assessment of my integrity, collegiality
and ethical approaches has consistently been high. I have scrupulously maintained the highest standard of ethical conduct throughout my career as a researcher, educator, practitioner and administrator.

**Administrative experience (budgets and personnel)**

In over a decade as a senior administrator I have successfully managed complex budgets in the light of government cutbacks, new strategic opportunities, and changes in institutional directions. I have also managed staff overseeing the human resource side of performance reviews, tenure and promotions, and the inevitable difficult individual HR cases. In Calgary I am evaluated annually on Key Performance Indicators that include budget management, enrolment control; fundraising achievements; research output of academic faculty members; and special initiatives. I have regularly exceeded performance expectations.

**Record of leadership**

In both Calgary and in Australia I was hired to lead and refresh design schools that were not performing to their potential. In Australia, the school that formally had a solid reputation had lost its energy and renewal was the most important task. With that came many challenges around recruitment, culture revitalization for both students and faculty, and advocacy regarding the role of the School in the University and the community. In Calgary, prior to my arrival, there had been a period of interim leadership with an inevitable loss of strong forward direction. After five years the Faculty has seen dramatic advances:

- Reflected in an effective leadership team and universally a more collegial work environment where a culture of recognition and respect;
- Raised profile of the faculty in the community and within the university;
- Strong alignment of research to major university community-based scholarship themes;
- Recruitment of new faculty that represents a 1/3 change in the faculty profile and strengths;
- Restructuring Calgary office by rewriting job profiles, recruitment of new staff, conversion of some casual to fulltime, and building individual potential through constructive performance reviews, sustained engagement and professional development
- A new mini-university for young aspiring grade school designers;
- Increased success of faculty in major research grants and design awards through mentoring, workshopping ideas, seed funding and editorial support;
- Coordinating the creation of a community-based research platform (makeCalgary) centering on taking design and planning action with the City of Calgary and a consortium of different University faculties (including Medicine, Business, Nursing and Social Work)
and industry partners. The annual themes have included makeCalgary- Vibrant, Healthy, Resilient and Equitable;

✓ After the 2013 flood that devastated the City and region of Calgary, I helped coordinate a design and planning response with a series of activities that included an international symposium bringing experts in the field of disaster recovery (Katrina, Super Storm Sandy and Quebec Ice Storms) to workshop with local staff and practitioners charged with the task of recovery. We also mobilized (as did others) cleanup of colleagues’ and students’ residences, provided professional advice on mould and flood damage and resilient urban design. This work was recognized with a provincial Hero of the Flood Award for the Faculty.

✓ Passage of 2016-2020 Strategic Plan that reflects the uniqueness of Calgary’s design school based on extensive Faculty and community facilitation;

✓ Engaging in collaborative fund raising that has resulted in a $1 million Professorship with the business school, a $10 million joint case-for-support for the expansion of the Library’s Canadian Architectural Archives, and helping to build a proposal to the Mellon Foundation (upon their request to the University of Calgary) for the development of a urban information network
  ✓ Launching two new professional degrees, the Master of Landscape Architecture the first Canadian graduate degree in over 35 years, and attaining the maximum accreditation terms for architecture and planning degrees;
  ✓ Development of graduate certificates for post-professional cohorts;
  ✓ Creation of semester abroad study opportunity in Melbourne, Australia running joint studio with RMIT and the City of Melbourne Urban Design Division;
  ✓ Presently working with program leads to create a shared virtually connected ‘Cities’ course for students based in Barcelona, Melbourne and Calgary;
  ✓ For both Adelaide and Calgary exploring institutional connections in Singapore, Malaysia, Mexico, Japan and China;

✓ And finally, building a strong community/alumni and fund raising core team that resulted in continuing impressive wins for a design school in Canada – securing $1.2 million this most recent fiscal year. Putting this into perspective, knowing A&AA’s higher fund raising goals, this represents $40,000 of support per student in 2015.
Desired Qualifications

Breadth of knowledge of field

After years of involvement in both the academic and professional design community, I have a substantial breadth of knowledge of architecture and the allied arts. I am acutely aware of contemporary trends, emerging theories and the major innovators. On a daily basis I am engaged with the challenges inherent in educating the next generation, weighing the perspectives of alumni and potential employers, consulting practitioners and dealing with accrediting bodies. At present I am the dean of a faculty that delivers the only accredited programs in Architecture, Planning and soon Landscape Architecture, in the province of Alberta.

It also delivers unique multi-disciplinary design thesis offerings at Master and PhD levels that engage an array of related fields including interior architecture, history, industrial design, ecology, urban design and engineering. As a practicing Landscape Architect and graduate with architecture and planning degrees, I am keenly aware of the great collaborative potential in the field of architecture and the other disciplines and specializations offered at A&AA. It is exciting to contemplate the synergies and the scope of innovation possible in this dynamic mix of Architecture, Art, Arts and Administration, Digital Arts, History of Art and Architecture, Historic Preservation, Interior Architecture, Landscape Architecture, Planning, Public Policy and Management and Product Design.

Proven record of fund raising

As a senior leader at the University of Calgary I spend significant time in the community raising funds for the Faculty. Last fiscal year I was successful with my development team in raising $1.2 million. In Canadian design school terms this is an impressive outcome particularly in light of the strained economic circumstances in the Province of Alberta’s resource-based economy. The reasons for this success comes from years of foundational work developing collaborative approaches for shared professorships, industry-based partnerships, and the building of a strong internal team around communications, alumni, marketing and fund raising. I believe the key to raising funds and maintaining support for an architecture and allied arts institution is to show potential and returning donors that there is a direct link between their gift and better buildings, communities, environments, products and quality of life. Donor passion is engaged when they connect their support to educating the next generation of innovators, theorists, practitioners and scholars. I have been successful in my present position in creating a narrative that engages and inspires support.
Diverse inquiry in design field
My experience as a researcher and practitioner has sensitized me to the diverse scope of design inquiry. As an administrator of a design school I applaud the diverse, inclusive and well-articulated approach that now guides the evaluation of performance of the faculty I work with. Faculty Guidelines that are used for promotion and tenure deliberations are well thought out and most appropriate for a design school. There the more traditional based scholarship is measured through the number of refereed articles, research dollars and successful graduate supervisions. On the other end of the scholarship continuum the Faculty recognizes critical practice where faculty members’ output is judged on the basis of reflection on their work, and peer review demonstrated in terms of design competitions, exhibitions and awards. This range is healthy for the community and makes for an inclusivity that creates a vibrant research culture.

Undergraduate and Graduate programs and curriculum development
Over the last ten years I have been responsible for the development of four new professional programs in design and planning (Urban Design and Planning in Australia; and Planning and Landscape Architecture in Canada). In addition I have overseen the revamping of a major thesis-based graduate degree in Environmental Design and am presently collaborating with a faculty group on a unique Practice-Based PhD in Design for the University of Calgary. Recently my curricular work has concentrated on post-graduate specializations – laddered graduate certificates intended to serve the specific needs of our professional and alumni community. This has been done in collaboration with working groups of faculty and alumni, and in consultation with the institutional and governmental approving bodies.

Diversity, inclusion and social justice
In Canada and Australia, as in the United States a commitment to diversity, equity and social justice is embedded in our collective psyche and constitutions. Educational institutions embrace and celebrate these values and I have been lucky to have served in these settings. Given this
common heritage I am thoroughly sensitized to issues surrounding diversity of student enrolments and hiring practices, and the need for equity when it comes to gender, ethnicity, sexual orientation or abilities. In a design and allied arts school I believe the commitment to these principles must be foundational in the working and learning environment.

Superior Communications
As a senior university administrator I have extensive communications experience – including moderating international academic conferences, acting as an MC for key alumni events, chairing staff meetings and student town halls and presenting design ideas to the public. At a University level I advocate for the Faculty and contribute to discussions on broader institutional issues and initiatives. I have spent years in the classroom presenting my views on design, as well as in a variety of venues describing my own research. The discipline imposed by the design critique has honed my skills for delivering substantive commentary. I have appeared on television and radio. I have written for the national and local media, blogged, and used other social media sites to communicate to a broader audience. I have maintained my scholarly research activity through my years as an administrator producing journal articles, book chapters, conference proceedings both refereed and non-refereed.

Consensus building and shared vision
At both of the schools which I have led, I developed Strategic Plans. They contained measurable deliverables which created a roadmap for success and for the establishment of expectations and commitments to the community. In my second term at the University of Calgary, a new Strategic Plan has just been delivered to guide the next five years of Faculty activity across Teaching, Research and Community Outreach. A community-based approach was facilitated by numerous initiatives that included working groups, alumni surveys, community consultation, faculty retreats and student presentations.

Fair transparent and collaborative style
I work with an executive leadership team consisting of Associate Deans for research, teaching and international programming, as well as the Faculty Manager. The team meets weekly and makes recommendations for my consideration. The decisions are communicated openly and transparently to faculty and students. Academic staff is further engaged in working groups focussing on diverse initiatives which are regularly brought to faculty and discussed as a community for action. This consultative approach is facilitated by substantive faculty meetings, regular communications, and advisory bodies.

Innovative and creative problem solver
Once my career turned to managing a Faculty I immediately recognized administration had huge creative potential. I was now in a position to guide change, facilitate excellence in others and
create opportunities for a community of educators, students, alumni, allied professionals and community groups. As a senior administrator I had the opportunity to establish new partnerships both within and beyond the university. I helped develop connections with community leaders. I promoted new programs and the enhancement of student experiences, and found different ways to communicate our scholarship and creative output.

**Demonstrated administrative experience**

At the University of Calgary I currently deal with 30 fulltime staff and over sixty sessionals, and some 45 adjuncts. The student population includes 300 graduate students, 75 undergraduate minors, hundreds of mini-university attendees and expected post-graduate certificate numbers in the coming year of 160 students. My budget sits at just over $6 million and an annual Faculty research income of over $1.75 million. In Australia, I led a School with more than 500 undergraduate and graduate students. It had a budget of over $7 million per year. Now having served in senior positions in three very different institutional settings for over a decade it is clear that the same issues apply for 500 students or 5000. There are similar demands for teaching excellence, the expectations for superior scholarship, opportunities and responsibilities for fund raising and alumni affairs, and challenges around human resource management. Over the years I have managed budget realities, built student recruitment, overseen the physical plant of the Faculty, extended international outreach, and directed marketing and communications.

- To understand the context of my leadership, the University of Calgary is currently ranked the top University under 50 years in Canada, #2 in North America, and #9 in the world. It is a comprehensive university (part of the U15) that has the full array of professional disciplines including law, engineering, medicine and design. It is currently ranked on the QS world rankings in 171st position. The Faculty of Environmental Design is one of 13 faculties in the University.
- I served as Head and Chair of the design school in Adelaide which is among Australia’s leading Group of Eight universities.

**Professional accreditation**

I am very proud to say that I have overseen five accreditations in three post-secondary institutions in two countries (University of Guelph- BLA; University of Adelaide- Masters of Planning and Landscape Architecture; and University of Calgary- Masters of Architecture and Planning). In all cases the programs received maximum accreditation periods. This has been most gratifying understanding the importance of
these events in the life of a professional faculty and the amount of work and care it takes to successfully undertake these reviews in a manner that is constructive and positive.

**Relationship building with external partners**

It is imperative that a successful institution has supportive external partners. Developing a successful continuing relationship is founded on trust and understanding. It is vital to give external partners not only recognition, but to take the time so an understanding can be developed about what is being accomplished by the institution, and what can be accomplished by the institution for the benefit of the community, the country and the world.

- In 2011, I organized the Faculty of Environmental Design Dean’s Circle which consists of a diverse group of industry and professional leaders and meets regularly throughout the year. They assist with fundraising, strategic directions and provide a sounding board for ideas.

- Relationships also need to be created with Industry Partners. At the University of Calgary, a new set of senior studios has been created in partnership with industry. The students are gaining insights from the industry partners, while the participating companies are tackling issues they have not had the R&D capacity to address before.

- Professional Partnerships are also being forged. In addition to the sessional work of adjunct practitioners, the local professional community is stepping forward for our students in Calgary. An internship program will be launched for the design students this coming year providing competitive job opportunities across diverse firms and government agencies.

- Added to this is a mentorship program guaranteeing each new entering student a professional mentor through their studies. Finally, this year in Calgary a Practitioner-in-Residence programme has been launched with a well-known local planning consultant. The terms and expectations of this appointment are being piloted, however already its benefits are being realized.