



vpacad@sfu.ca
 www.sfu.ca/vpacademic
 TEL: 778.782.3925
 FAX: 778.782.5876

8888 University Drive
 Burnaby, BC
 Canada V5A 1S6

MEMORANDUM

ATTENTION	Senate	DATE	July 17, 2023
FROM	Wade Parkhouse, Provost and Vice-President Academic <i>pro tem</i> , and Chair, SCUP	PAGES	1/147
RE:	Full Program Proposal for the Urban Worlds Major (SCUP 23-33)		

A handwritten signature in black ink, appearing to read "W. Parkhouse", is written over the "PAGES" field of the memorandum.

At its meeting on July 12, 2023, SCUP reviewed and approved the Full Program Proposal for the Urban Worlds Major in the Urban Studies Program within the Faculty of Arts and Social Sciences and Department of Geography within the Faculty of Environment.

Motion: That Senate approve and recommend to the Board of Governors the Full Program Proposal for the Urban Worlds Major in the Urban Studies Program within the Faculty of Arts and Social Sciences and Department of Geography within the Faculty of Environment.

C: Nicholas Blomley, Professor of Geography, Faculty of Environment
 Anthony Perl, Professor of Urban Studies and Political Science, Faculty of Arts and Social Sciences
 Lara Campbell, Associate Dean, Undergraduate Programming, Learning and Teaching, Student Experience, Faculty of Arts and Social Sciences



SIMON FRASER UNIVERSITY
ENGAGING THE WORLD

BA, Major in Urban Worlds

Full Program Proposal

Dr. Nicholas Blomley & Dr. Anthony Perl
Faculty of Environment (Geography) and
Faculty of Arts and Social Sciences (Urban Studies)

August 2023
Simon Fraser University

1 Executive Summary

a) An overview of the institution’s history, mission, and academic goals:

In late 2019, then British Columbia Education Minister Rob Fleming spoke at SFU, encouraging participants to develop urban education at all levels. This proposal represents Simon Fraser University’s response to that call.

Continued urbanization—including densification in older urban cores and ongoing suburbanization across wider regions—and the opportunities and challenges associated with it are central to current discussions, from the United Nations to local governments. Well-trained and well-rounded urbanists are needed to shape our urbanized future.

Given the necessity of making urban spaces resilient and sustainable for human society to thrive in a turbulent world, SFU’s Bachelor of Arts (BA), Major in Urban Worlds degree program will contribute to the university’s Strategic Vision to “prepare students for the unknown and the unknowable, and to provide opportunities for them to continue learning throughout their lives”¹. This innovative multi-Faculty program will contribute to the Faculty of Environment’s (FENV) commitment to being a leader in “innovative, community-engaged teaching and research that shape a just and sustainable world”² and will support the Faculty of Arts and Social Sciences’ (FASS) commitments to facilitate “an educated and engaged citizenry, with the background knowledge and critical and analytical skills to assess and evaluate social, economic, political and cultural change and help build stronger, more resilient communities which are grounded in well-articulated values”.³

Core foundational and interdisciplinary programming

At the foundation of this proposal is a shared belief that cities matter. The proposed Major in Urban Worlds program offers two distinctive curricular streams to better comprehend the city—one focused on the geographic dimensions of urban change, the other prioritizing the holistic understanding of interdisciplinary, transdisciplinary, and postdisciplinary perspectives on the challenges facing cities and how to address them. While distinct, the streams share a common core of lower division courses and culminate with shared fourth-year capstone courses.

Both streams are designed to aggregate knowledge through a mix of theory and hands-on practice courses supported by a core curriculum. Students will develop a shared foundation for understanding the city through four required introductory core courses, that include situating the city within history and culture, while recognizing the dynamics of colonialism and postcolonialism to an understanding of Indigenous societies’ interactions with urban space and community.

Students will follow one of two distinctive streams: Urban Change or Urban Studies. The

¹ <https://www.sfu.ca/about/sfu-strategy.html>

² <https://www.sfu.ca/fenv/research/strategic-research-plan.html>

³ Faculty of Arts and Social Sciences, *5 Year Academic Plan, 2018-2023*, p. 3. Available at: http://www.sfu.ca/content/dam/sfu/vpacademic/files/vp_academic_docs/pdfs/ArtsSocialSciences2019-2024.pdf

Urban Change stream grounds students in an understanding of the dynamism of urban space, while the Urban Studies stream develops students' capacity to appreciate and improve human aspiration for and agency in city making.

Faculty of Environment (Geography): Urban Change Stream

The Urban Change stream in the Major offers students a focused emphasis on the geography of urban change. Urban environments are constantly changing. Their dynamism is essential to our world as we become a global urban society. After completing the proposed BA in Urban Worlds with the Urban Change Stream, students will emerge as well-rounded interdisciplinary graduates, with a deep knowledge of how cities have come to be what they are, how urban change continues to shape social change, and how to shape cities and urban life for the better in the future. They may go on to pursue advanced degrees in Planning, Geography, Urban Studies, or other disciplines, or pursue the many career options associated with the city. Their home department, Geography, is a longstanding centre of research, teaching, and service, with a sixty-year track-record in urban undergraduate programming. Ranked 4th in all Geography Departments across Canada, Geography was a founding member of the university at its inception in 1965. It has a longstanding expertise in experiential learning and its faculty hold a number of SFU Excellence in Teaching Awards. It includes several core faculty with urban expertise, who contribute to 'The City' research cluster. In the department, human geographers and spatial and geographic information scientists study the ways that cities concentrate human populations, economic production, cultural creation and environmental impact; they study their global economic influence and ecological footprints. Specifically, they conduct research that brings spatial, political, legal, social, cultural, economic, and environmental analyses to bear on urban politics, planning, policy, development, transportation, consumption, health services, property, and the law.

Faculty of Arts and Social Sciences: Urban Studies Stream

The Urban Studies stream in the Major will develop students' skills in discovering the richness and diversity of human settlement in cities. While the forces shaping urban life are often in flux, common factors that draw people to live and work in cities have extended across millennia and can be better understood through appreciating the culture, creativity, and communication that occur when people share and shape a community.

Graduates will be equipped to perceive and interpret the cultural, economic, historical, and political dimensions of urban society. The Urban Studies stream frames the meaning of city life by immersing students in the breadth of ideas and diversity of experiences that occur in cities. This approach to revealing urban meaning builds upon two decades of interdisciplinary graduate education in the Urban Studies Program, which was launched in FASS in 2003.

Students in the Urban Studies Stream will become part of an academic home with nine core faculty recognized as thought leaders in their fields; six associated faculty drawn from Geography, Sociology and Anthropology, Resource and Environmental Planning, Gerontology, and Health Sciences; and seven adjunct professors drawn from business,

government, and nonprofit sectors with research interests ranging from the smart city, urban regeneration, housing and municipal law, welfare policy, urban storytelling, urban design and healthy community planning, and applied demographics.

b) Credentials to be awarded

Bachelor of Arts, Major in Urban Worlds with streams in either Urban Change or Urban Studies.

c) Location of program

SFU Burnaby, Surrey, and Vancouver campuses.

The administrative home of the BA stream in Urban Change is the Department of Geography, located at the Burnaby campus.

The administrative home of the BA stream in Urban Studies is the Urban Studies program, located at the Vancouver campus.

d) Faculties offering the proposed new program

This innovative interdisciplinary program is based on a partnership between two Faculties at SFU: the Faculty of Arts and Social Sciences and the Faculty of Environment. Each stream brings unique perspectives to create a dynamic and interdisciplinary program, with a strong common core of foundational courses that balance theory and applied research.

e) Anticipated program start date

Fall 2024

f) Anticipated completion time

Students will be able to complete the BA, Major in Urban Worlds in four years.

g) Summary of the proposed BA in Urban Worlds

• **Aims, goals, and objectives:**

The objective of the proposed BA in Urban Worlds is to introduce students to a focused, robust, and sustained understanding of the city and its importance to human societies.

The city has served as a crucible where human creativity and innovation have forged achievements in culture, economy, politics, and technology over millennia. In our current century, it is increasingly apparent that the existential challenges to human society have become concentrated in cities, where a majority of the world's population now resides. The solutions to these threats are also likely to be hammered out within cities. Urban processes, sites, and scenarios thus offer tangible and valuable conceptual frameworks for undergraduates to gain invaluable understanding about the world in which they live.

Cities, suburbs, and urbanized regions are also constantly changing. Their dynamism is essential to the character of the contemporary world and, particularly, to the places where

we live. Disruptive (or destabilizing) urban dynamics arise from challenges that include gentrification, homelessness, housing crises, climate change, migration, the spread of infectious disease—of which COVID-19 is only the most recent example—racism, and other forms of inequity, marginalization, and stigmatization, as well as the city’s role as a node of extraction in the global economy. Cities produce, reflect, and amplify most of the dynamics, potentialities, and problems of global society.

Unsurprisingly, undergraduate students are very interested in learning about cities. Yet, until now, SFU—a major urban university committed to generating new ideas about the world and engaging directly with its communities—has only had a diffuse and disparate offering of urban undergraduate programming. The absence of an urban undergraduate Major makes it difficult both for students to benefit from the urban expertise that resides across the university and for the institution to present a legible identity in the realm of undergraduate urban pedagogy. The proposed Major will fill this gap by providing interdisciplinary undergraduate education that enables students to develop the critical skills and core competencies to advance the prospects for a brighter future, both for themselves and their multiple, intersectional communities.

The Urban Worlds Major draws from sustained expertise across SFU regarding the city, centred in Geography (FENV) and Urban Studies (FASS). Students will begin their journey into the separate streams in Urban Change and Urban Studies after completing a foundational lower division core program described in Section 3.2 below.

Faculty of Environment: Urban Change

The Urban Change stream of the Major will ensure that students will understand the dynamic geographies of the city, learning how cities have come to be what they are. In so doing, they will learn how to shape future cities and urban life for the better. This will be realized by:

- Exposing students to cutting-edge urban geographic scholarship and theory. The Urban Change stream is predominantly grounded in Geography courses, given the scholarly conviction that the understanding of urban change benefits from a focus on urban space. Urban dynamism both produces urban space and is spatially produced.
- Enhancing student experience and success, through an emphasis on real-world application of student learning and career skills-training, including Geographic Information Science, and the development of Co-operative Education (Co-op) options.
- Improving academic quality and curriculum, through the expansion of innovative and interdisciplinary programming, including the engagement of another Faculty, and the enhancement of experiential learning opportunities.
- Engaging communities, particularly through experiential learning opportunities.

Faculty of Arts and Social Sciences: Urban Studies

The Urban Studies stream will enable and empower students to embrace and engage with the diversity of urban life and thus build their capacity to shape cities for the good.

Educational outcomes will build upon a foundational capacity to identify and understand the collective cultural and social dynamics that are at work in the city.

Students will be able to recognize, assess, and critically reflect upon the factors and forces that shape people's experience in and of the city.

The ability to understand lived human experience will inform students' civic engagement. They will learn what it means to be a citizen in an increasingly contested world with growing uncertainty about ecological outcomes. Students will apply their understanding of citizenship to the challenges of community building. In so doing, they will advance social cohesion and resilience in the face of both natural and human initiated disruptions to urban life.

- **Contribution to the mandate and strategic plan of the institution:**

The proposed Major contributes to three core objectives highlighted in SFU's five-year Academic Plan, 2019–2024⁴:

1. Under **Curriculum**, the SFU plan signals a desire to: “Explore opportunities for innovative degree credentials with special foci on professional degrees at the master's level, timely thematic undergraduate Minors, joint degrees, dual degrees, and the laddering and stacking of courses leading to a degree, in the context of clearer pathways to degree completion” (p. 8).
2. Under **Engagement**, the plan calls for program development that will: “Increase the opportunities for all students to graduate with skills in innovation and entrepreneurship that will position them to be tomorrow's career-ready leaders and positive change-makers” (p. 9).
3. Under **Bridging Divides/Interdisciplinarity**, the plan calls for SFU to: “Increase opportunities for students to access interdisciplinary clusters of scholars and programming to understand and advance solutions to contemporary challenges that define our times” (p. 10).

Both streams of the Major will also contribute to the university's Strategic Vision to “prepare students for the unknown and the unknowable, and to provide opportunities for them to continue learning throughout their lives.”⁵ Furthermore, the institution's 2019–2024 Academic Plan commits the university to building and maintaining both “an innovative and progressive curriculum that meets the needs of the students of today—and tomorrow” and also to “creating dynamic, interdisciplinary opportunities for students and faculty.”⁶ Given the centrality of the city to a sustainable future, the Major also advances the university's Strategic Sustainability and Climate Action Plan.⁷

⁴ <https://www.sfu.ca/academicplan.html>

⁵ <https://www.sfu.ca/about/sfu-strategy.html>

⁶ <https://www.sfu.ca/academicplan.html>

⁷ <https://www.sfu.ca/sustainability/sustainability-plan.html>

Moreover, the institution’s Strategic Community Engagement Plan also aligns with the goals of the Major through its aim to encourage our students to “challenge the institution to enrich [their] experiential and community-engaged education.”⁸ Both Geography and Urban Studies have worked with the City of Vancouver’s CityStudio, an innovation hub where university students, citizens, and City of Vancouver staff collaborate on Vancouver related projects. For example, in 2021, Geography’s Leanne Roderick partnered with CityStudio in a number of her courses (including GEOG 461, one of the new fourth year core courses for the Urban Worlds Major).

Faculty of Environment

The proposed Major will respond to FENV’s 2018–2024 Strategic Report/Academic Plan,⁹ advancing its stated mission to be leaders in “innovative, community-engaged teaching and research that shape a just and sustainable world.” More particularly, the Major will address the following Strategic Objectives of the Plan:

Enhance student experience and success: This will be achieved by increasing career opportunities for students, through an emphasis on real-world application of student learning and career skills-training (e.g. through GEOG 266W and GEOG 461), the provision of highly marketable skills, including critical thinking, writing skills, and methods training, including Geographic Information Science, and the development of Co-op options. The Urban Change stream will also support accelerated admission for undergraduates moving into the Geography MA program.

Improve academic quality and curriculum: This will be realized through the creation of innovative interdisciplinary programming, centred on the dynamism of urban space.

Engage communities: This will be achieved particularly through experiential learning opportunities built into existing programming and new offerings, and via Co-op placements.

Faculty of Arts and Social Sciences

Within FASS, this proposed Major will advance at least two objectives identified in the Faculty’s five-year Academic Plan (2018–2023).¹⁰

1. The proposed BA, Major in Urban Worlds creates new opportunities to work across boundaries to develop a curriculum that engages with some of the “grand challenges” of our time (p. 10).
2. The Urban Innovation Lab capstone course contributes to the FASS Academic Plan goal of enhancing student engagement through “student-led community-based research partnerships” in which “community-based service learning will be community-informed but academically rigorous” (p. 11).

Within the Urban Studies program, the new stream will complement efforts to expand our curriculum to decolonize and diversify the methods and perspectives applied to urban problem solving. Curricular innovations that link graduate and undergraduate learning

⁸ <https://www.sfu.ca/vpacademic/associate-vp-academic/academic-planning.html>

⁹ <https://www.sfu.ca/fenv/about/reports.html>

¹⁰ http://www.sfu.ca/content/dam/sfu/vpacademic/files/vp_academic_docs/pdfs/ArtsSocialSciences2019-2024.pdf

have already been developed, such as with a graduate seminar on Diversity and Equity in Cities that is cross-listed with an undergraduate course on the same topic. These pedagogical perspectives support SFU's commitment to equity, diversity, and inclusion in its curriculum. The Urban Studies Program will pursue further cross-listing of its graduate courses once the undergraduate Major is approved.

The Urban Studies stream will support the accelerated admission for undergraduates moving into the Master of Urban Studies program, which was adopted in 2020 and enables the Urban Studies Program to offer a five-year combined BA-MUrb degree. It is anticipated that this accelerated degree path will be attractive to top students who are eager to work as highly qualified urban professionals.

- **Linkages between program outcomes and curriculum design:**

The proposed program aims to build upon the existing strengths of FASS and FENV while offering a unique, interdisciplinary education in urban change and urban studies. All Major students will complete 24-units of core course work, including four required introductory courses (GEOG 161, URB 101, PLAN 100, INDG 101) that provide an intellectual gateway to comprehending the city, its regulation and planning, and its situation within a globalized world. These provide a shared foundational understanding of the city. After completion of these introductory core courses, students then elect either the Urban Change or Urban Studies stream.

Faculty of Environment: Urban Change Stream

Students in the Urban Change stream of the Urban Worlds Major will achieve an understanding of the dynamic geographies of the city by developing the ability to:

- Describe, analyze and critique scholarship that conceptualizes the dynamism of cities, and the social and spatial relationships that constitute cities, urban regions, and global interurban relationships.
- Understand the wider historical and contemporary institutions, contexts, forces, logics, and legacies that shape cities, urban regions, and global interurban relationships.
- Ground this understanding in constructive and critical professional and civic engagement with the world through urban practice courses.
- Develop critical skills in the process, practice, and evaluation of knowledge creation in research focused on urban change, and in effective reading, writing, oral, and visual communication capabilities.

Faculty of Arts and Social Sciences: Urban Studies Stream

Learning objectives for the Urban Studies stream of the Major in Urban Worlds will foster comprehension of how cities work by developing the intellectual capacity to:

- Describe, analyze, and critique approaches used by urban practitioners and scholars to interpret urban conditions at multiple scales (interurban, regional, global).

- Identify and locate the differences and junctures that distinguish the normative understanding of cities from the empirical realities of urban life. This skill of considering what should be done and what has, or has not, been done will be applied to urban challenges in land use and housing, capital accumulation and economic activity, identity and social relations, mobility and movement, political relations, and interaction with nonhuman species.
- Students will be able to engage with, and articulate alternatives to, the crises facing cities at different points in time and in different locations, through identifying and closing the gaps between emerging or intensifying challenges and innovative solutions.

- **Potential areas/sectors of employment for graduates or opportunities for further study:**

Continued urbanization—including densification in older urban cores and ongoing suburbanization across wider regions—and the opportunities and challenges associated with it are central to current discussions, from the United Nations to local governments. Well-trained, well-rounded urbanists are necessary to shape our urbanized future.

Developing both streams simultaneously will allow SFU to launch graduates into careers that contribute across the range and scales of urban crises facing Canada and the world. A profile of possible occupations appears below.

Occupations (with National Occupational Classification [NOC] code for 2021):

- Educators, all levels (41220, 41221)
- Urban and land use planners (21202);
- Business development officers and market researchers and analysts (41402);
- Senior managers in construction, transportation, production, and utilities (00015);
- Senior government managers and officials (00011).

Both streams of the Major will equip students to think critically about urban places and processes. They will position students for a wide range of urban careers in which they grapple with and promote urban change. Students in both streams may access connections to the accredited environmental planning program in REM, which offers another professional pathway for graduates. Under the Accelerated Masters option, students in both streams can apply for graduate credit and advancement to either Geography's MA program or Urban Studies' MUrb program.¹¹

- **Delivery methods:**

Both streams will be delivered through a mix of conventional face-to-face lecture and seminar courses, online courses, field school courses, and applied work experience/lab courses. Ninety percent (90%) of these courses will be delivered in person and ten percent (10%) will be blended or online courses. There will also be a considerable

¹¹ <https://www.sfu.ca/gradstudies/apply/programs/accelerated-masters.html>

experiential learning component across the program.

- **Program strengths:**

SFU's proposed BA Major in Urban Worlds serves an important need for theoretical, methodological, and practical knowledge building about how to understand and improve urban processes as global and local urbanization continues, albeit unevenly. The know-how and know-why that students acquire from this Major will enable them to make positive contributions to managing the disruptions and minimizing the inequities that arise from urbanization. With its explicitly interdisciplinary focus and attendance to the dimensions, mechanics, and drivers of urban processes and dynamics (in both growth and decline), this Major enters a field where the need to know what makes cities work better continues to outstrip the supply of such learning opportunities for undergraduates in BC's post-secondary sector. This expertise in urban process and dynamics, acquired through a well-structured and well-supported curriculum, will be supplemented by the acquisition of methodological skills, such as Geographic Information Science, as well as qualitative and quantitative methods.

One additional strength is the emphasis given in both streams to experiential learning embedded in established community partnerships (e.g., with the City of New Westminster for URB 499 for a three-year period and with GEOG 461's partnership with the City of Vancouver's City Studio), with a dual focus on applied practical research and a methodological core providing the skill set for analysis of the city in all its dynamic complexity. The Major weaves in an immersive, experiential, and interdisciplinary context that focuses on the people who inhabit cities. It features a common core of courses and reveals where, why, and how fundamental socio-spatial processes such as gentrification, homelessness, and migration inform the processes of urban development in various contexts around the world. The recently established partnership between SFU and the City of Burnaby's Innovation Lab, designed to generate 'fresh solutions to challenges and issues affecting cities,'¹² also offers potential for developing exciting experiential learning opportunities and integrating them with earlier layers of local urban engagement. For example, the Doug Drummond Research Fellowship was established in honour of a former Mayor of Burnaby and supports graduate student research on that city's planning, management, and infrastructure. The Urban Studies Program is custodian of this Fellowship and will explore integrating its terms of reference with our new curriculum and the Urban Innovation Lab.

- **Level of support and recognition:**

FASS and FENV have both engaged in extensive consultation and have done so separately and through joint initiatives. We have included letters of support from colleagues at post-secondary institutions in British Columbia and beyond, such as Concordia University (QC) and York University (ON). We have also obtained letters of support from prospective employers in local government, Indigenous communities, and the urban development industry.

¹² <https://www.burnaby.ca/our-city/projects/civic-innovation-lab>

- **Related programs:**

- **British Columbia**

At SFU, the Undergraduate Urban Studies Certificate (18–23 credits) serves students interested in adding an urban specialization to their degree (whether that be a BA, BEnv, or other degree), but, as a certificate, it does not provide the depth or breadth of coverage that the proposed Major will provide. We propose to retain the Certificate. It should serve to direct some students to the Major, while also serving a useful purpose, allowing students to acquire an introduction to urban analysis while completing another degree. However, to avoid confusion and possible conflict, the Certificate will be renamed, and course content adapted to align with both the Urban Change and Urban Studies streams to ensure that it complements, rather than conflicts with, the proposed Major.

Also at SFU, the Planning program, administered by REM, offers urban planning courses, alongside regional, rural, resource, and environmental planning. The urban-related courses from this program are valuable inclusions in the proposed Major, but planning offers only one professional pathway among many possible research and career paths for graduates with a Major in Urban Worlds.¹³

The new (2022) Major in Urban Studies in UBC’s Department of Geography, co-taught with the School of Community and Regional Planning (SCARP),¹⁴ consists of 48 credits, with 12 core courses, and is intended to allow students to take urban-oriented elective courses in themes related to Indigenous urban life, the nature of cities, globalization, technology and cities, and cities and communities. Students must complete at least two courses in each theme. The UBC major envisions a roster of 50 students.

The proposed Urban Worlds Major differs in important ways. UBC’s Major has a much stronger focus on urban planning via its grounding in Geography and Planning programs at UBC. One of its defined focus areas is ‘Cities and Communities’ which focuses on community participation in the planning process. It also has different thematic foci, including sub-areas centred on a) the ecological dimensions of urbanization (‘Nature of Cities’), b) how new data and technology changes what it means to inhabit cities (‘Technology and Cities’) and c) Indigenous urban place-making (‘Indigenous Urban Futures’). Students are also required to complete a year-long student led capstone project, as compared to our more focused capstone practice-oriented course requirement. SFU’s Urban Worlds Major is also distinct in offering Accelerated MUrb and MA options, providing unique options for certain students to combine undergraduate and graduate training in urban education.

Of course, UBC and SFU programs are complementary and, indeed over time, we hope to articulate and collaborate on the sharing of courses or reciprocal course exchanges, including student-led community engagement and knowledge mobilization initiatives. More generally, we would suggest that the global relevance of the city – to policy, lived

¹³ <https://www.sfu.ca/students/calendar/2020/spring/courses/plan.html>

¹⁴ <https://geog.ubc.ca/undergraduate/ba-urban-studies/major/> and <https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,197,282,116>

experience, and study – is such that we need to provide additional capacity for students to build understanding of urban worlds in the Vancouver metropolitan region. Universities worldwide are creating space for urban inquiry, including the University of Chicago and the University of Toronto. Meanwhile, multiple urban-focused undergraduate programs can be found in many metropolitan regions, such as London (University College London, University of Westminster, London South Bank University), Los Angeles (USC, Cal State Northridge, Loyola Marymount), and Kuala Lumpur (University of Malaysia, University of Malaya, Universiti Teknologi Malaysia, International Islamic University of Malaysia).

Langara College offers a postbaccalaureate program in Applied Planning. Primarily offering a skills-focused aspect of an understanding of the urban development process, the Applied Planning program “builds applied planning skills for people who wish to work in the field of planning.”¹⁵ It is not as comprehensive as the programming proposed for the Urban Worlds Major proposal.

The University of Northern British Columbia’s School of Environmental Planning offers a Bachelor of Planning (BPI) degree. Areas of focus include Northern Rural and Community Planning, First Nations Planning, and Natural Resource Planning. There is limited urban content in this curriculum which provides a broad education in environmental planning, with a focus on questions of sustainability, climate change, biodiversity, environmental stewardship, and urban sprawl.

Elsewhere in Canada

The following are undergraduate Urban Studies programs offered in English elsewhere in Canada. It includes programs that correlate with the proposed SFU Urban Change and Urban Studies streams. Particular attention should be paid to York University’s Urban Studies program, which is now part of a new Faculty of Urban and Environmental Change. The list does not include Urban Planning or other types of Planning programs. Urban Planning, unlike the Urban Worlds Major, is a professional program, with a different pedagogic focus and different employment outcomes. Planning courses require Canada Institute of Planners accreditation.

Ontario has five programs that are thematically related to the proposed SFU undergraduate urban curriculum (although it is unlikely that SFU’s proposed program will be in competition for the same domestic students).

York University currently offers two separate urban-related undergraduate programs. The Urban Studies program offers a BA that focuses on the “social and cultural issues that characterize urban regions.”¹⁶ The new BES degree in “Cities, Regions, Planning” with concentrations in Urban Worlds, Urban Planning & Politics, and Urban political Ecology,¹⁷ housed in the new Faculty of Environmental and Urban Change at York, is closest in spirit to the proposed Urban Change stream. However, there are sufficient

¹⁵ <https://langara.ca/programs-and-courses/programs/applied-planning/index.html>

¹⁶ <https://www.yorku.ca/laps/sosc/urstr/>

¹⁷ <https://euc.yorku.ca/programs/cities-regions-planning/>

domestic students on the Canadian West Coast interested in an urban-centric education to support our proposed program without cannibalizing York's student demand.

The **University of Toronto** also offers a Major and Minor in Urban Studies, with an interdisciplinary and experiential focus similar to the other programs listed.¹⁸

Carleton and **Waterloo** both offer Urban Studies Minors.¹⁹

McMaster and **Western** offer smaller, more focused, certificate and specialization additions to students' Majors, similar to the existing Urban Studies undergraduate Certificate at SFU.²⁰

Quebec's **McGill University** offers Major/Minor concentrations in Urban Studies, again with a similar interdisciplinary focus.²¹

In Alberta, the **University of Calgary** offers a BA in Urban Studies within the Department of Geography. It is a broad interdisciplinary program covering the social, political, economic, cultural, and geographic processes that shape urban life.²²

The **University of Lethbridge's** BA in Urban and Regional Studies offers a similarly interdisciplinary education about human settlements.²³

Manitoba's **University of Winnipeg** features a program in Urban and Inner-City Studies. This is an interdisciplinary Major with a particular focus on engagement with the city's disadvantaged North End. As such, it provides a traditional Urban Studies focus, complemented with courses on Indigeneity, immigration and refugees, and gender. It also includes an innovative Inner-City Work Study offering, a twelve-week work and study program in which Indigenous, non-Indigenous, and newcomer students learn and work in Winnipeg's inner-city.²⁴

Concordia offers a BA Major and Minor in Urban Studies and a BA Honours and Specialization in Urban Planning²⁵. The Urban Studies program is less interdisciplinary than the proposed Major in Urban Worlds, while the Planning program's focus is, not surprisingly, on planning-related topics.

h) Contact information:

¹⁸ <https://innis.utoronto.ca/urban-studies/about/>

¹⁹ <https://carleton.ca/geography/new-urban-studies-minor/> and <https://uwaterloo.ca/environment/undergraduate/programs/urban-studies-minor>

²⁰ <https://www.science.mcmaster.ca/ees/undergraduate/undergraduate-programs.html#coming-fall-2020-concurrent-certificate-in-urban-studies-planning> and https://geoenvironment.uwo.ca/undergraduate/urban_development_program/program_information.html

²¹ <https://www.mcgill.ca/undergraduate-admissions/program/geography-urban-studies>.

²² <https://www.ucalgary.ca/pubs/calendar/current/arts-4-24.html>.

²³ <https://www.uleth.ca/artsci/geography/urban-regional-studies-ba>.

²⁴ <https://www.uwinnipeg.ca/urban-inner-city-studies/youthunited-winnipeg/index.html>

²⁵ <https://www.concordia.ca/artsci/geography-planning-environment/programs/undergraduate/urban-studies-planning-ba.html>

Professor Nicholas Blomley, 778 782 3713, blomley@sfu.ca (Urban Change, Geography), FENV

Professor Anthony Perl, 778 782 7887, aperl@sfu.ca (Urban Studies), FASS

2 Credential Recognition and Nomenclature

2.1 Post-secondary recognition

The BA, Major in Urban Worlds, will engage in the annual Provincial Articulation process to ensure that our degree requirements are acceptable for those students seeking to continue their education in graduate programs in BC and beyond, while also ensuring that other institutions are aware of this new credential so that further study can be pursued elsewhere if desired by the student. The program will respond as much to incoming high school students as to transfer students. With the accelerated master's option, students have the option to articulate undergraduate and graduate education in Urban Studies or Geography.

2.2 Industry/employer recognition

There are no regulatory, licensing, or credentialing bodies directly regulating the skills learned in each stream. As discussed below, however, there is strong evidence coming from academic studies and employer surveys that the unique combination of training offered in the Major will be needed and in demand in the future.

The curriculum for the BA falls squarely within the purview of the Board of Examiners (BoE)—Local Government Learning and Staff Development. The BoE is a tripartite agency of the BC government (Ministry of Municipal Affairs and Housing), the Local Government Management Association, and the Union of British Columbia Municipalities. Courses within the BA, Major in Urban Worlds, curriculum would be accredited by the BoE, meaning that students with the BA could obtain certification in Local Government Service Delivery, Local Government Administration, or Local Government Statutory Administration by taking the accredited courses as part of their Major or Minor. It would also be possible for local government employees to gain these accreditation certificates by taking courses in the BA, either as degree candidates or non-degree candidates.

This would add to the BA, Major in Urban Worlds, undergraduate enrolment. The Board of Examiners also offers two scholarship programs that are available to local government staff across BC for professional development and certification. Our program could leverage this support for prospective students.

Upon launching the BA, Major in Urban Worlds, we will apply to establish an SFU chapter of Upsilon Sigma, an international, multidisciplinary honour society created by the Urban Affairs Association (UAA) in 2018.²⁶ Upsilon Sigma is dedicated to recognizing and encouraging excellence in scholarship, leadership, and engagement in Urban Studies and related fields. Its mission is to promote academic excellence and enrich the educational

²⁶ <https://urbanaffairsassociation.org/upsilon-sigma/>

experience of undergraduate and graduate students pursuing degrees related to Urban Studies. SFU is an institutional member of UAA and our faculty members have participated in the organization's governance through service on its Board of Directors. Students and faculty have also presented research at UAA's annual conferences. Further participation in UAA and the Upsilon Sigma honour society will enrich the student learning experience in the Major.

3 Curriculum/Program Content

3.1 Program structure

We propose an integrated BA, Major in Urban Worlds, based on an innovative cross-faculty model with a firm grounding in two strong centres of urban expertise and teaching at the university. The BA, Major in Urban Worlds, is expected to be completed within four years (without Co-op additions). This will be realized by a program that includes a common core of courses, with two distinct streams of urban specialization (Urban Change and Urban Studies). The Urban Change stream requires 67-77 units, while the Urban Studies stream requires 58-68. Both streams will offer students a balance of conceptual and practical engagements with the range of social, political, environmental, and economic issues through which cities are defined. Students will also benefit from experiential learning opportunities and work experience, both built into the program. Finally, the Major will provide a home and central focus for undergraduate students across SFU with an interest in urban issues. Currently, these students are not well connected to a central "identity" (program). Having such a home in either Faculty will provide opportunities to attract more students, as current students have suggested in response to our consultations.

3.2 Core courses

i) Introductory core courses:

GEOG 161: Urban Change: An introduction to dynamic places

This course is an introduction to geographical perspectives on urbanized and urbanizing places, spaces, landscapes, and environments. The course focuses on the dynamism that characterizes cities and urban regions. Using a geographical social science approach, it provides an overview of how cities are shaped by humans and how we are shaped by cities. On completion, students will be able to:

- Explain what urban change is and what it might be in the future;
- Explore the relationship between society, space, and urbanization;
- Reflect on how one's everyday life is shaped by urban change;
- Appreciate how concepts from critical geographical scholarship can be applied to study urban change; and
- Examine how societies use governance, planning, activism, and other practices to shape and mitigate urban change.

URB 101: What is a City?

This course will be a core foundational course with no prerequisites. Students will learn from a range of urban perspectives, methods, and practices, brought to life by guest lecturers

among instructors teaching other courses in the Major and invited practitioners working to make cities better. The course instructor will act as a coordinator and synthesizer, knitting together these perspectives into a framework that guides students in answering the central, themed question presented in the course title: “What is a city?” The course content in URB 101 will also serve as an overview for the topics and courses students can pursue as they advance toward their BA, Major in Urban Worlds.

PLAN 100: Introduction to Planning

Students will be exposed to a broad overview of the field of planning. The course will introduce students to the role of a planner while exploring the practice of planning (human settlements and community planning) in varying contexts within Canada and internationally. Students will be introduced to the following:

- Planning theory, concepts, and practice;
- Evolution of approaches and frameworks in planning, from early civilizations through to the modern professionalization of planning in the late 19th century and today;
- Introductory overview of planning sub-fields: urban and regional planning; urban design; transportation, environmental, and sustainable urban infrastructure.

In addition, the PLAN 100 course will examine effective and meaningful public participation in planning including BIPOC communities and integrating equity-diversity-inclusion throughout planning’s life cycle. The “role of the professional planner,” planning ethics, as well as job opportunities in the public, private, and nonprofit sectors will be reviewed.

INDG 101: Introduction to Indigenous Studies

This course introduces students to the histories and cultures of the Indigenous peoples of Canada. The content includes an analysis of historical and contemporary concerns, with special attention to concepts of Indigenous identity, oral histories, gender roles, aesthetic expressions, and social justice. This course aims to promote awareness and understanding around Indigenous realities through an interdisciplinary approach.

ii) Second-year practice core:

To introduce students early in their program to the practical and career-oriented components of their studies and its relevance to lived urban environments, students in the Urban Change stream will be required to complete GEOG 266W (Geography in Practice) while students in the Urban Studies stream will complete URB 201 (Urban Inquiry and Practice).

iii) Second-year methods core:

The Urban Change stream requires the completion of GEOG 255-3 Geographical Information Science. Both Urban Studies and Urban Change streams require one additional quantitative methods course (one of GEOG 255, GEOG 251, SA 257, POL 201, STAT 201, STAT 203, INDG 301, GSWS 322 or SDA 270). In addition, both streams require one qualitative methods course from INDG 111, POL 200, SA 255, LBST 202. The Urban Change stream thus requires three methods courses in total, and Urban Studies requires two.

iv) Fourth-year practice core:

Given our commitment to experiential learning, students in both streams will be directed into a capstone practice course at the fourth-year level, taking at least one of URB 499, URB 497, GEOG 461, or GEOG 497.

The URB 499 Urban Innovation Lab is an already existing course cross-listed with the graduate program. It comprises 9 units, with prerequisites of 60 credits and permission of the instructor. This will be an immersive summative experience in organizational change processes with fieldwork with an external urban laboratory organization, which is currently the City of New Westminster. Through being participant observers in an actual urban problem solving activity embedded within a branch of the city government, students learn and apply understandings of urban innovation, systemic and transformational change, and sustainability transitions. The course comprises lectures, discussions and exercises, intensive reading, extensive time in the field, and preparing a team-based report on the urban work project.

In some years, undergraduates will also have the option to participate in an International Field School in comparative urban sustainability (URB 497) that Urban Studies pioneered in 2020 and continues to offer during the summer term as a shared learning experience for undergraduates and graduates.

The GEOG 461 Urban Change Studio is a new course. Students will integrate their accumulated knowledge and experience to address real-world urban problems, through a partnership with CityStudio in Vancouver. This project-based course will promote collaborative group work, where hands-on exercises allow students to gain experience in finding, processing, documenting, visualizing, analyzing, and communicating agendas for urban change.

This will provide fourth-year students with the opportunity to develop practical skills related to their degree by pairing them with local organizations engaged in work related to cities and real-world issues associated with urban equity, environment, policy, and community. Students will design, manage, and complete a group research project in response to a prompt or directive from a community partner.

GEOG 461 will teach research design, project management, data analysis, literature review, team work, peer feedback, social scientific writing and communication, and presentation skills.

Students will also be allowed to take GEOG 497 (International Field Study) for credit if it is offered with a clear urban change focus. This will provide a valuable intensive experiential learning opportunity.

Furthermore, discussions have been initiated between SFU Geography and York University's new Faculty of Environmental and Urban Change regarding collaborative, multi-sited undergraduate field education. These discussions envision joint groups of students visiting both the Toronto and Vancouver regions for experiential learning.²⁷

²⁷ Communication between Eugene McCann, SFU Geography, and Prof. Roger Keil, Cities, Regions, Planning BES Coordinator, York University Faculty of Environmental and Urban Change.

3.3 Existing and new courses

The Urban Change stream will benefit from two new Geography courses: a 100-level introduction to urban change, and a 400-level Urban Change Studio. These courses will provide focus for the experiential and career-oriented aspects of the program, as does the existing GEOG 266W (Geography in Practice).

Additional courses will be added in Urban Studies at both 200 and 400 levels to ensure the program provides students with opportunities for synthesis and “what next” thinking across the range of their degree program. This “what next” thinking will include hands-on learning about how to apply Urban Studies insight to a range of occupations, established and emerging, in this rapidly evolving area of inquiry and practice.

URB 201 provides majors with the tools and techniques needed to assess the city in its myriad manifestations, to identify opportunities and needs for improving the city, and to develop the skills and competencies to become effective urban change makers. This required course will be offered annually.

URB 201: Urban Inquiry and Practice

Effective inquiries in Urban Studies require integrating a variety of approaches to find, analyze, and communicate data about the city, its citizens, and its functions. This data can be drawn from multiple quantitative and qualitative sources and methods to define and examine urban problems, characteristics, and thwier possible solutions using tools of data analysis, visualization and presentation. With a focus on historical and regional context of Vancouver, students will apply theses tools and techniques to better understand its peoples, communities and neighbourhoods.

These applied examinations can open doors to professional urban practices that enable a career focus on examining cities. Such practices span a large number of occupational fields across the nonprofit, private, and governmental sectors which rely upon common modes of urban inquiry and practice that connect them and qualify practitioners of urban inquiry to start and excel in these careers.

By the end of this course, students will be able to apply common quantitative and qualitative tools and methods of analysis in urban research; to identify a basic software stack for data analysis, visualization, and presentation; to develop a functional understanding of how to utilize Census information to create basic neighbourhood data profiles; to develop a critical perspective on the context for quantitative datasets; to utilize a data-informed approach to explore community foodways small businesses and foodways in the context of Metro Vancouver; to create the foundations for a professional portfolio that will articulate and demonstrate the analytical and data literacy skills acquired both in the course and through the accumulation of skills acquired from the Major in Urban Worlds.

Bachelor of Arts

Students have the option of completing the Bachelor of Arts, Major in Urban Worlds, in the Faculty of Environment (Urban Change Stream) or in the Faculty of Arts and Social Sciences (Urban Studies Stream). In addition to the core requirements for both streams, students must

complete all units required for their stream and any additional Faculty-level requirements.

Urban Worlds Major

Program Requirements

Students must obtain a grade of C- or better to apply the credit to their major. Up to 10 credits of graduate coursework may be accepted towards both a bachelor of arts and masters program following successful application to an Accelerated Masters program,

Core Program Requirements

Lower Division Requirements

Introductory Perspectives

Students complete all of

- GEOG 161 Geographies of Urban Change (3)
- INDG 101 Introduction to Indigenous Studies (3)
- PLAN 100 Introduction to Planning (3)
- URB 101 What is a City? (3)

Foundations of Urban Practice

Students complete one of

- GEOG 266W Geography in Practice (3)*
- URB 201 Urban Inquiry and Practice (3)

* GEOG 266W is required for students intending to declare in the Urban Change Stream.

Urban Methods

Quantitative Methods

Students complete one of

- GEOG 251 Quantitative Geography (3)
- GEOG 255 Geographical Information Science I (3)**
- POL 201 Introduction to Quantitative Methods in POL (4)
- SA 257 Understanding Quantitative Research in S&A (3)
- STAT 203 Introduction to Statistics for Social Sciences (3)
- STAT 201 Statistics for Life Sciences (3)

**May be used to meet this requirement for the Urban Studies Stream only.

Qualitative Methods

Students complete one of

- INDG 111 Introduction to Participatory Indigenous Research Methods (3)
- POL 200W Investigating Politics: Research Design and Qualitative Methods (4)
- SA 255 Introduction to Social Research (4)
- SDA 270 Data Ethics and Society (4)
- LBST 202 Labour Research for Social Change (3)
- WL 105W World Literature Lab (3)**

**May be used to meet this requirement for the Urban Studies Stream only.

Wider Urban Contexts

Students complete one of

- GA 101 Global Asia (3)
- GEOG 221 Economic Worlds (3)***
- GEOG 241 People, Place, Society (3)***
- GSWS 204 Sex and the City (3)
- INDG 286 Indigenous Peoples and British Columbia: An Introduction (3)**

IS 101 Global Challenges of the 21st Century: An Introduction to International Studies (3)

SD 281 Introduction to Sustainability (3)

**May be used to meet this requirement for the Urban Studies Stream only.

***May be used to meet this requirement for the Urban Change Stream only.

Upper Division Requirements - Capstone Course

Students complete one of

GEOG 461 Urban Change Studio (6)

GEOG 497 Geography Field Study (5) (if Urban in focus)

URB 497 International Field School in Comparative Urban Sustainability (9)

URB 499 Urban Innovation Lab (9)

NOTE: SFU students accepted into the accelerated master's within the Faculty of Environment or the Faculty of Arts and Social Sciences may apply a maximum of 10 graduate course units, taken while completing the bachelor's degree, towards the upper division electives of the bachelor's program and the requirements of the master's degree. For more information go to: <https://www.sfu.ca/gradstudies/apply/programs/accelerated-masters.html>.

URBAN CHANGE STREAM

Lower Division Requirements

Studying Urban Change: Introductory Methods

Students complete

GEOG 255 Geographical Information Science I (3)

Upper Division Requirements

Studying Urban Change: Advanced Methods

Students complete one of

GEOG 351 Multimedia Cartography (4)

GEOG 352 Spatial Analysis (4)

GEOG 355 Geographical Information Science II (4)

GEOG 356 3D Geovisualization (4)

GSWS 399 Gender, Sex, and Numbers (4)

PLAN 300 Methods for Planning Analysis (4)

SA 358 The Philosophy of the Social Sciences (4)

INDG 301 Issues in Applied Indigenous Studies Research (4)

Changing Planning and Governance

Students complete

GEOG 363 Urban Planning and Governance (4)

Students complete two of

GEOG 449 City and Environment (4)

PLAN 406 Community Planning & Development (4)

PLAN 408 Environmental Planning for Sustainable Communities (4)

SD 381 Sustainable Communities (4)

SD 481 Sustainability Governance & Leadership (4)

Changing Infrastructures and Built Environments

Students complete

GEOG 362W Gentrification and Urban Change (4)

Students complete two of
 GEOG 324 Geography of Transportation (4)
 GEOG 424 Cities, Transportation, Infrastructure (4)
 HSCI 403 Health and the Built Environment (3)
 REM 355 Sustainable Transportation Mgmt (3)

Urban Change and Social Justice

Students complete three of the following courses (two of which must be from GEOG)
 GEOG 365 Race, Resistance, and Urban Space (4)
 GEOG 382 World on the Move (4)
 GEOG 385 Food and the City (4)
 GEOG 340 Queer Geographies (4)
 GEOG 440 Property, Land, Society (4)
 GERO 401 Environment and Aging (3)
 REM 357 Planning for Sustainable Food Systems (3)
 SA 364 Urban Communities and Cultures (SA) (4)
 GEOG 364 Cities and Crisis (4)
 GEOG 442 A World of Cities (4)
 POL 463 Diversity in Cities (4)
 HUM 340 Great Cities in Their Time (4)
 INDG 401 Indigenous Peoples and Public Policy (3)
 POL 314 Canadian Constitution (3)
 POL 316 Sex, Love, and Politics (4)
 POL 451W Public Policy Analysis (4)
 POL 452W Energy Policy (4)

and any upper division courses, from any program across the university, to total a minimum of 45 upper division units.

URBAN STUDIES STREAM

Lower Division Requirements

Social Science: Understandings of the City

Students complete one of
 POL 121 Political Engagement: From the Streets to the Ballot Box (3)
 POL 221 Introduction to Canadian Government (3)
 POL 222 Introduction to Canadian Politics (3)
 SA 200W Power, Conflict and Change in Canadian Society (4)
 SA 201W Anthropology and Contemporary Life (4)
 SA 260 Individual and Society (4)

Arts and Humanities: Understandings of the City

Students complete one of
 ENGL 202 The Environmental Imagination (3)
 ENGL 209 Race, Borders, Empire (3)
 HIST 130 Introduction to Global History (3)
 HIST 132 Global Environmental History (3)
 HUM 277 History of Greek Civilization (3)
 HUM 231 Daily Life in Ancient Greece & Rome (3)
 WL 103W Early World Literatures (3)
 WL 202 North/South Intersections (3)
 PHIL 120W Moral and Legal Problems (3)
 PHIL 121 Global Justice (3)
 CA 118 Contemporary Art History (3)
 CA 120 Introduction to Dance Forms: Contemporary and Popular (3)

Bridging Interdisciplinary: Understandings of the City

Students complete one of

- INDG 286 Indigenous Peoples and British Columbia: An Introduction (3)
- PLCY 200 Introduction to Public Policy (3)
- POL 253 Introduction to Public Policy (3)

Upper Division Requirements

Students complete three of

- HIST 372 City Life (4)
- HUM 340 Great Cities in their Time (4)
- URB 413 Storyscapes: Decolonizing the City (4)
- URB 423 Women in Cities (4)
- URB 463 Diversity in Cities (4)
- SA 364 Urban Communities and Cultures (4)

Students complete a minimum of one course, but no more than two, from each of the following Understandings of the City sections:

Social Science: Understandings of the City

- CMNS 314 Topics in Media Production & Aesthetics (4)
- POL 457W Technology and Innovation Policy (4)
- SA 317 Sociology of Art Forms (4)
- SA 321 Social Movements (4)
- SA 326 Goods, Ecology, and Social Thought (4)
- SA 329 Sex, Work, and International Capital (4)
- SA 371 The Environment and Society (4)
- SA 474 Cultures, Politics, Performances (4)

Bridging Interdisciplinary: Understandings of the City

- GEOG 364 Cities and Crisis (4)
- GEOG 365 Race, Resistance, and Urban Space (4)
- GSWS 305 Gendering Economy: Paid and Unpaid Labour (4)
- GSWS 312 Immigrants, Women, and Transnational Migration (4)
- GSWS 350 Women and Public Policy (4)
- HSCI 403 Health and the Built Environment (3)
- INDG 353W Indigenous Heritage Stewardship (3)
- INDG 403 Indigenous Knowledge in the Modern World (3)
- INDG 433 Indigenous Environmental Justice and Activism (4)
- IS 325 Social Movements in a Changing Africa (4)
- IS 333 Chinese Development and its Discontents (4)
- IS 373 Global Environmental Politics (4)
- LBST 308 The Labour Process: Technological Change and the Future of Work (3) LBST 312 Global Labour Migration (4)
- LBST 328 Labour Geographies (4) or GEOG 328 Labour Geographies (4)
- REM 350 Energy Management for a Sustainable Climate and Society (4)
- REM 355 Sustainable Transportation for a Zero-Emissions World (3)
- REM 357 Planning for Sustainable Food systems (3)

Arts and Humanities: Understandings of the City

- HIST 377 Environmental History (4)
- HIST 382 African American History since 1865 (4)
- HIST 455WRace in the Americas (4)
- HIST 463WRebellion and Revolution: Topics in the Theory and Practice of Resistance (4)
- HIST 402 Renaissance Italy (4)
- PHIL 320 Social and Political Philosophy (3)
- WL 309 Empire and Resistance (4)

and any upper division courses, from any program across the university, to total a minimum of 45 upper division units.

3.4 Curriculum and program goals

Both streams share a common goal of ensuring that students develop an understanding of the city and gain relevant skills in critical thinking, writing, and learning. Each stream, given its particularities, also has specific learning objectives.

Faculty of Environment: Urban Change Stream

The Urban Change Stream aims to educate students to be informed global citizens with strong commitments to reconciliation, equity, diversity, inclusion, and social justice. In doing so, the Urban Change Stream will address the existential challenges that threaten cities and the world while understanding and shaping changes that can create more socially just urbanized places in the future.

This will be done through a mix of classroom learning, capstone experiences, experiential learning and Co-op options in a range of settings not only in the context of policy making but also in relation to communities, activist organizations, etc. Pedagogy will focus attention on both local and Canadian contexts and also on global urban contexts and interurban relationships. Students are interested in a wide range of urban contexts, and this program is committed to critical urban analysis centred on analyses of Canadian urbanism and urban regions elsewhere. Approaching urban change as a global process with specific local manifestations will give students the intellectual tools necessary for a relational urban perspective.

The Urban Change Stream of the Major will combine a critical focus on policy, governance, and political economy with education about social movements and communities, all of which play a role in shaping urban change. Finally, the stream will emphasize methods and analysis at the lower and upper divisions, to deepen students' analytical capacities and to position them for employment. This aspect of the stream will draw on Geography's strengths in spatial analysis and Geographic Information Science while also encouraging students to explore methods in other programs.

Graduates with a BA, Major in Urban Worlds, Urban Change Stream will develop:

- 1. A detailed knowledge of changing urban processes, environments, and ways of life, from local to global scales.**
 - a. Students will be able to recall, explain, and apply concepts in a range of disciplines that address questions of urban change.
 - b. Students will be able to identify, describe, and explain the strengths and weaknesses of the principal approaches used by urbanists to analyze cities, urban regions, and global interurban relationships.
 - c. Students will be able to think critically about the ways that knowledge is produced through historical and contemporary debates in the interdisciplinary field of Urban Studies.
- 2. An ability to conceptualize and analyze the social and spatial relationships that constitute cities, urban regions, and global interurban relationships.**

- a. Students will be able to identify and think critically about different types and sources of information in studies of urban issues and to define the limitations of different forms of information.
 - b. Students will practice experiential and scholarly acquisition of knowledge about cities, urban regions, and global interurban relationships.
 - c. Students will be able to identify and think critically about key forces, processes, institutions, practices, communities, and landscapes that shape and are shaped by cities, urban regions, and global interurban relationships.
 - d. Students will employ numerous forms of information to critically evaluate models, theories, and “common sense” understandings of cities, urban regions, and global interurban relationships.
- 3. An understanding of the wider historical and contemporary institutions, contexts, forces, logics, and legacies that shape cities, urban regions, and global interurban relationships.**
- a. Students will have a foundational understanding of wider constitutive forces and processes at a variety of scales.
 - b. Students will be able to define, explain, and think critically about how wider historical and contemporary institutions, contexts, forces, logics, and legacies shape cities, urban regions, and global interurban relationships.
 - c. Students will be able to understand the character and key debates and approaches that constitute Urban Studies as an interdisciplinary field.
- 4. An understanding of the process, practice, and evaluation of knowledge creation in Urban Studies research.**
- a. Students will be able to find, read, and accurately summarize Urban Studies research.
 - b. Students will be able to conceptualize, design, and conduct an urban research project, employing appropriate methods including qualitative, quantitative, spatial analysis, and mixed methods.
 - c. Students will understand the principal theoretical frameworks, ethical considerations, and politics that characterize contemporary Urban Studies research.
 - d. Students will be able to construct research questions and develop analyses appropriate to Urban Studies and be able to critically evaluate this research.
- 5. Effective reading, writing, oral, and visual communication skills.**
- a. Students will be able to effectively communicate the results of individual and collaborative research projects.
 - b. Students will practice diverse modes of communication, demonstrating awareness of and ability to write for different audiences, in the academy and the community, through experiential learning opportunities.
- 6. Constructive and critical professional and civic engagement with the world.**
- a. Students will be able to use analytic reasoning, problem-solving skills, and critical and creative thinking to analyze urban change, to engage in discussions and decision-making processes, and to envision and evaluate alternative futures.
 - b. Students will practice skills leading to a wide range of positions in diverse careers addressing contemporary environmental, political economic, and social challenges.

Faculty of Arts and Social Sciences: Urban Studies Stream

The overarching learning objective of the Urban Studies Stream in FASS is to provide students with an urban-centred, experiential, and applied educational experience that equips and inspires them to instantiate change in cities. Beyond learning about the “why” of urban issues and acquiring knowledge through the interdisciplinary program, students can expect to gain practical experience in the “how”—including the methodological tools, professional skills, global experience, and applied knowledge required to meet and respond effectively to the myriad challenges that are manifest in cities.

Urban Studies’ curriculum will build students’ capability and competency through interdisciplinary course programming combined with experiential learning.

Graduates with a BA, Major in Urban Worlds, Urban Studies Stream will:

- 1. Experience constructive and critical professional and civic engagement with the world.**
 - a. Students will be able to describe, analyze, and critique both orthodox and heterodox approaches used by urban practitioners and scholars to interpret urban conditions at a variety of scales (interurban, regional, global).
 - b. Students will be able to locate the differences and junctures that separate normative approaches to understanding cities from the empirical realities of urban life and processes, in domains that include land and housing relations, capital and economic relations, identity and social relations, mobility and movement, political relations, and nonhuman relations.
 - c. Students will be able to articulate the challenges and opportunities presented in cities at different points in time and in different places on Earth, and to identify the impact gaps between proposed solutions and refractory urban crises.
 - d. Students will be able to critically interrogate, using a variety of concepts and theories, the processes and material conditions of urban life. Students will know how cities work, and when/where/why/for whom they fail. Students will gain familiarity with the processes, actors, structures, and dynamics of Canadian cities and how these differ from cities in other parts of the world.
- 2. Effectively perceive and communicate complex urban dynamics using reading, writing, oral, and visual communication skills.**
 - a. Students will be able to effectively communicate research findings.
 - b. Students will be able to discern and develop the best means of communicating arguments and information to a variety of audiences (e.g., academic, community, and professional networks).
 - c. Through experiential learning opportunities, students will gain experience in the functions of one or more different organizations shaping the city, including experience in meeting, writing, making presentations, and generating other forms of knowledge mobilization to non-academic audiences (including community and professional groups).
- 3. Be equipped with analytical skills, methods, and techniques drawn from multiple urban-related disciplines.**
 - a. Students will understand the key debates, approaches, and core concerns from the disciplines that engage with cities.

-
- b. Students will develop, through the course of the degree, a solid interdisciplinary foundation from which they will be able to draw in the creation of urban-focused research questions, concerns, skills, and approaches.
 - c. Students will be able to assess the commensurability of unique sets of disciplinary tools to create novel approaches for tackling pressing urban concerns.
- 4. Be able to situate contemporary urban breakthroughs and challenges historically, institutionally, culturally, politically, and systemically.**
- a. Students will gain the ability to perceive and communicate dynamics of inequality and injustice within cities (both in Canada and around the world) and to think critically about how these are generated, exacerbated, and addressed by different actors and groups.
 - b. Students will be able to single out the constituent aspects of urban institutions, systems, communities, policies, and ideologies using multiple sources of information and methods to understand the dynamics and interrelationships at play.
- 5. Understand processes, legacies, and erasures in urban knowledge creation, in both scholarship and practice.**
- a. Students will understand the resilience and dominance of mainstream approaches to urban knowledge.
 - b. Students will be able to locate, comprehend, and adequately summarize a breadth of Urban Studies research in different disciplines.
 - c. Students will gain frameworks and arguments with which to question the ethics and politics of urban knowledge creation, including legacies of erasure and injustice.
 - d. Students will engage with demands for and understandings of reconciliation, decolonization, community development, and community-based sources of knowledge.
 - e. By actively de-centring mainstream and traditional approaches to addressing urban challenges, students will become capable of prioritizing practices that are decolonized and equity-enhancing.
- 6. Gain exposure to a variety of professional and engagement opportunities in the city as these evolve, including—and extending beyond—the profession of urban planning.**
- a. Using an inquiry-motivated approach, interdisciplinary systems mapping, problem-solving skills, and individual and collaborative projects, students will be able to meet the challenge of complex and existential problems arising from, and situated within, cities.
 - b. Students will learn about diverse career paths and possibilities for urban professions and research.
 - c. Students will be exposed to the cycle of action ideation in regularization, institutionalization, and professionalization of the idea and different models to organize new work organizations, including solo cooperative, nonprofit and charitable, consulting, government, and others.

Students in both streams will be evaluated through a mix of graded lectures, seminars, field schools, and community-based learning courses. Co-op courses will offer options for additive units during their program.

As is clear above, the Urban Studies and Urban Change Streams of the Major, Urban Worlds, can be clearly distinguished from each other, given their different foci—an interdisciplinary engagement with the city, and a sharper focus on urban change, respectively. Yet they benefit from a common core of both theoretical and practical courses building insight into the growing opportunities for urbanists with multiple skills and ability to synthesize diversity.

The BA, Major in Urban Worlds, will be distinguished from other urban undergraduate programming in focus, breadth of interdisciplinary exposure, and experiential learning opportunities, with opportunities for practica.

The Urban Change Stream (FENV) can be distinguished from other urban undergraduate offerings in its singular focus on urban change. To understand global urban society, it is helpful to understand the role of the city as a vector of change. After completing the program, students will emerge as well-rounded interdisciplinary graduates with a deep knowledge of how cities have come to be what they are, how urban change continues to shape social change, and how to shape cities and urban life for the better in the future. In addition, the Urban Change Stream will give students a firm foundation in relevant methods, applicable to understanding and communicating urban change, at both lower and upper levels. Urban Change students will also have the benefit of two new courses which will provide focus for the experiential and career-oriented aspects of the program.

The Urban Studies Stream (FASS) will be the only undergraduate Urban Studies program in Canada to feed directly into an accelerated five-year MA, delivered with a track-record of extensive relations with community practitioners from nonprofits and urban planning, and with city social, cultural, and housing policy analysts. It is unique in its interdisciplinary breadth and integrative ambition of embracing multiple urban understandings.

Finally, both streams have a distinctive shared focus on urban practice through experiential learning (discussed below).

3.5 Work experience/field/practicum placement

Urbanists are, almost by definition, attuned to and engaged with the community. Thus, the courses in the Major include a significant amount of experiential learning: guests from the local community are invited to engage with students; students participate in field trips and studies of “real world” urban issues; and, of course, many benefit from community engagements with direct relevance to their urban interests. Both Geography and Urban Studies already have a strong track-record with experiential learning. The new and existing courses in both streams will provide students with practical field experience working with an organization in the Vancouver region, integrating theory and course learnings with insights from the efforts of allied community partners.

In 2022, the Urban Studies Program initiated a three-year agreement with the City of New Westminster for a pedagogical partnership in delivering URB 499, the Urban Innovation Lab. After preparatory seminars on campus, students have the opportunity to attach themselves to a task force (TF) or major project ongoing in New Westminster. During the subsequent two months of field work with the TF or major project, students gain an understanding of that TF or project's goals and how they get realized in the real world of urban practice. This occurs through student exposure to and familiarization with the TF or project team's work activities, structure and membership, relationship to the city's priorities, engagement with an advisory committee, research and project development actions, and presentation to City Council.

During this participation in the real world of urban practice, students gather experience to answer questions such as:

- a) What kinds of experimentation, risk-taking, and innovation create the preconditions for desirable social transformation in an urban organization?
- b) How do urban professionals bring together different kinds of knowledge, expertise, and practice to deliver real change on the ground for the people who need it most?
- c) What kinds of reasoning, arguments, justifications, and structures create opportunities for durable social change? And what are the logics and structures that get in the way of creating durable social change?

Future experiential learning opportunities will likely be located in Burnaby, Surrey, and Vancouver, among other communities, and with local First Nations. SFU already maintains strong relationships with these municipalities and Nations, as well as with community organizations in the region and beyond.

There is every indication that students in the Major will be well positioned for Co-op placements given their training. For example, Geography has longstanding experience in securing Co-op positions for undergraduate students. Students with GIS training are in demand for urban planning, urban development, and urban related management positions, particularly in planning to manage data. There are many Co-op opportunities with urban-related employers annually. Currently, SFU Environment Co-op students are hired by the following organizations: Vancouver, West Vancouver, District of North Vancouver, Abbotsford, Burnaby, Surrey, Coquitlam, White Rock, Delta, Chilliwack, Kelowna, Campbell River, Duncan, Victoria, Langley, Sunshine Coast Regional District, and Surrey Business Improvement Association. The strong relationships SFU has with these Co-op employers will support the growth of the Co-op program with students in the proposed Major.

Sample types of “Urban” Co-op Jobs:

- Climate-Resilient Buildings Intern
- Environmental Policy Analyst
- Geomatics Co-op
- GIS Analyst
- GIS Technician
- Land Remediation Policy and Program Assistant
- Planning Assistant
- Land Use Inventory Technician

- Student I - Planning
- Student Transportation Planner
- Environmental Outreach Team Leader
- Placemaking Intern
- Community Engagement Intern
- Economic Development Intern

4 Program Resources

4.1 Target audience and enrolment plan

There is a wide prospective audience for the BA, Major in Urban Worlds, given the obvious relevance of the city to student's lived experience. Domestic high-school students will be attracted to the program, particularly with the 2018 introduction of Urban Studies to BC's secondary school curriculum. Direct admission of international applicants, including graduates of Fraser International College and transfer students from BC's colleges, would form an additional stream of student intake. Undergraduate interests and motivation to be part of positive social change, urban culture and community, and sustainable development will attract students to the proposed major. The opportunity to gain professional experience through student-led urban research activities would also be a strong incentive for many students.

Both FENV and FASS provide many courses that expose students to diverse ways of thinking about, and acting in, cities. Courses across 12 FASS departments contribute to the modalities of learning about the city in both proposed streams of the Major, with additional diversity and richness of perspective and knowledge from REM, Geography, Health Sciences, and Communications. Students from within FENV and beyond participate in relevant urban-related courses that will also steer students toward both streams.

Offering a joint BA-MUrb degree in the Urban Studies Stream and the Accelerated Masters option in Geography will provide SFU with a unique educational option and could attract students from other provinces as well as international applicants. Both offer an existing bridge between undergraduate and graduate studies that could be expected to retain and recruit high performing SFU undergraduates in the BA program. The program will be able to provide both domestic and international students with a valid education offer. Given the importance of knowledge about Urban Worlds for a large number of international students, we can expect that international students would be as interested in this program as domestic students.

The Urban Studies Program expects to build enrolment in the Urban Studies Stream incrementally over a five-year period of staged and iterative development. If successful, in the first year, Urban Studies will aim to recruit 20 students for the stream, and up to five students would pursue the joint BA-MUrb program. In the following four years, Urban Studies seeks to increase admissions tied to growing course delivery and staffing capacity to reach a full scale of 80-100 undergraduate students.

The Urban Change Stream anticipates up to 30 students in the first year of the program, with an anticipated steady-state enrolment of 80-100 in three to four years. After three years, the combined enrolments are envisioned between 140-180 students.

Enrolment numbers will be closely tracked by both Geography and Urban Studies as the program is rolled out. Externally, departmental reviews and accreditation processes will provide for additional monitoring of student take-up and accountability to maintain the enrolment needed for a vibrant and vital delivery of this curriculum.

4.2 Resources

The combined BA, Major in Urban Worlds is not likely to impact existing undergraduate degree programs at SFU given our expected slight increase in domestic enrolments over the coming three years, although it may lead to a reallocation of some existing majors. The BC Social Studies curriculum Urban Studies 12 course offers a great opportunity for bridge programming or Advanced Placement credit in the Lower Mainland with first-year courses. The major will also likely attract international students, given the global significance of the city.

As noted above, the existing undergraduate Certificate in Urban Studies will be repositioned so that it complements, rather than competes, with the proposed major.

It is important to underline SFU's commitment that the BA, Major in Urban Worlds is envisioned as a regular fee program. Any joint degree option of a BA and MUrb will bridge undergraduate and graduate fee structures.

Faculty of Environment: Urban Change Stream

This stream can be initiated with no new hires of faculty or staff. Rapid program growth would inform staffing discussions with the FENV Dean's Office. Most courses will be taught by continuing faculty. Sessionals may be hired from time to time to cover faculty secondments and leaves.

The following new positions contained in Geography's five-year Faculty Renewal Plan may support the Urban Change Stream by adding urban teaching capacity, bridging curricular gaps, and facilitating enrolment growth. These positions are not required for the program to operate:

- **Assistant Professor, Climate Justice**—This position will provide evidence-based insights to inform equitable solutions to climate change. It builds on SFU's strategic research priorities around community-centred climate innovation, health, wellness, democracy, justice and equity, and supports SFU's community engagement vision.
- **Assistant Professor, Urban Futures**—This position is focused on the role, relationship opportunities, and challenges of emergent technologies and associated data gathering/analysis to the geographic information sciences especially as they relate to the urban built-environment and mobility. It builds on SFU's strategic research priorities in

health, wellness, democracy, justice and equity, and strengths in big data and urban design and policy.

Faculty of Arts and Social Sciences: Urban Studies Stream

Urban Studies at Simon Fraser University has a notable record of building important learning outcomes by steadily developing its curriculum and pedagogy over two decades. The BA, Major Stream in Urban Studies will extend this trajectory by advancing from modest initial course offerings to a fully developed Major over a period that could extend to five years, depending on student demand, and labour market demand for urban professionals. This was the incremental approach that yielded a Graduate Urban Studies Program in the first decade of the 21st century, and we see much opportunity in replicating this trajectory for undergraduate curriculum development.

FASS will begin by launching the proposed stream through existing courses in multiple departments and an initial offering of URB 101: What is a city? Initially, this can be accomplished via no net new teaching resources, but there is a plan for incremental expansion of continuing faculty resources in parallel with student enrolment.

FASS expects to build enrolment over a three-year period that would enable the addition of up to 1.5 new positions in the Faculty Renewal Plan of the Urban Studies Program during that timeframe. Current Faculty Renewal priorities in Urban Studies include a .5 Professor of Professional Practice (which is being divided into two .25 appointments of practitioners employed elsewhere) followed by recruitment of a new Indigenous urbanist who would specialize in Indigenous Urban Planning.

In keeping with commitments to similar scaled new programs in FASS, the Urban Studies Program would require up to a 0.5 FTE administrative (APSA 7) position to manage student enrolment, recruitment, placement in experiential learning, mentoring, and as an alumni liaison contingent upon enrollments.

Working with the Undergraduate Chair to coordinate and administer this stream, we expect this staff advisor to offer intensive inquiry-based counselling to students about available courses, streams, and academic options; to liaise internally within the university and externally with an extensive recruitment strategy for garnering enrolments; and to contribute to the development and communications of relevant opportunities for engagement, practice, professional development, and paracurricular activities within and beyond the university. As with other programs, the Undergraduate Chair will receive one course release per year. Future Faculty Renewal Planning would be the responsibility of the Undergraduate Chair and the Director of Urban Studies, and be conducted in consultation with participating departments.

Elective courses in other units could see increased enrolment as a result of the proposed program. New core Urban Studies and Urban Change courses could balance this enrolment growth and offer students in other departments and programs the opportunity to take elective courses in Urban Studies or Geography.

The launch of this program is thus resourced in FASS through the rebalancing of some of the graduate teaching capacity within Urban Studies to undergraduate teaching as part of their load via piggyback arrangements, and with the creative allocation of our Teaching Instruction (TI) budget. The Initiative in Urban Sustainable Development endowment funds in the Urban Studies Program could also support course development. These are not new resources.

In summary:

- The launch of this Major is not contingent on additional hires, but faculty renewal plans are taking the needs of the new Major into consideration.
- The Major is not expected to impact teaching loads in other programs.
- This Major is not expected to substantially reduce or eliminate other programs.
- This is a regular fee program.

5 Program Review and Academic/Administrative Oversight

Program Assessment

Until now, the Urban Studies Program has not been included in SFU's external review process. Once this undergraduate stream/program is added to the Urban Studies academic responsibilities in FASS, a regular external review cycle would commence as is typical with all departments. This would strengthen both the undergraduate and graduate program delivery in Urban Studies.

The Urban Change Stream will be assessed on an ongoing basis as part of the Geography Department's external reviews every seven years.

There are no relevant accrediting bodies for either stream of the Major.

Governance

Inter-faculty governance

Given two streams across separate Faculties, with a set of foundational first-year courses, second- and fourth-year core courses, and overlap between electives, an innovative inter-Faculty governance model is proposed. Each stream will be separately governed by Faculty-specific advisory committees, while necessary coordination between the two streams will be ensured through annual (or more frequent, as needed) inter-Faculty consultations.

The Chair of the FENV Urban Change Advisory Committee and the Undergraduate Chair in FASS Urban Studies will meet periodically and liaise regularly to address questions that pertain to both streams, including the availability of core courses, possible changes in either stream that will affect the other, etc.

FTEs will accrue to the units teaching the courses, as per normal practice.

Students in the upper division of each stream will be advised in their respective Faculty (e.g. Geography advisors for the Urban Change program). In FASS, intended students will be advised with all other incoming first-year students by Faculty advisors in Arts Central.

Disputes between the two streams will be managed by the Undergraduate Chairs in Geography and Urban Studies in consultation with their respective advisory and standing committees. If the dispute cannot be resolved, the Undergraduate Chairs will call a meeting with the Chair of Geography and Director of Urban Studies. If the dispute cannot be resolved between the Chair and Director, the Associate Dean, Undergraduate (FENV) and the Associate Dean, Undergraduate (FASS) will meet with the undergraduate Chairs and unit leads to obtain a joint resolution.

A Memorandum of Understanding will be ratified by both Geography and Urban Studies at the inception of the program, specifying shared agreements regarding issues such as governance, core courses, changes in the program, and other administrative matters for the units involved.

Faculty of Environment

The Urban Change Stream Advisory Committee will be composed of a Chair (a Geography faculty member), two additional faculty members from GEOG, one additional faculty member from another contributing FENV unit, an undergraduate student member, and the Geography Undergraduate Advisor (assistant, non-voting). The Geography Undergraduate Studies Committee will be the “paperwork committee” and the Urban Change Stream Advisory Committee Chair will report to it.

Faculty of Arts and Social Sciences

The Urban Studies Stream of the Major will be structured as a non-departmentalized program administratively housed within the Urban Studies unit where some faculty already have either a joint position or associate faculty membership. All regular instructors in the BA curriculum will be offered the opportunity to become Associate Faculty members of the Urban Studies Program. This model follows the precedent of other such non-departmentalized undergraduate programs in FASS, including Cognitive Science, Global Asia, Social Data Analytics, and Public Policy.

An Undergraduate Chair will be drawn from among the core faculty of Urban Studies. The Undergraduate Chair will be responsible for overseeing the delivery of the Major, and would normally be expected to have a core teaching role in either or both of URB 101 and URB 499. The Undergraduate Chair in Urban Studies would be supported by undergraduate advising staff in FASS and/or the Urban Studies Program. The Undergraduate Chair will represent the program at the FASS Undergraduate Curriculum Committee and will also liaise regularly with the Urban Change Stream Advisory Committee

Urban Studies will also create an interdisciplinary steering committee, which consists of a minimum of three faculty contributing courses to the program from other units and who will normally have associate or core faculty membership in Urban Studies. The steering committee will be consulted on a regular basis in regard to long-term curriculum planning,

student experience and alumni engagement matters, and community and other external projects, and will engage in long-term strategic planning and regular reviews.

6 Program Consultation

We anticipate developing reciprocal arrangements that enable students to transfer a limited number of units from the Urban Studies and Urban Change curricula identified above at colleges and universities in British Columbia.

Should we be able to integrate this curriculum with SFU's School of Resource and Environmental Management, the opportunity to create an accredited Urban Planning track in the BA could be explored. Students with a BA in either stream could pursue graduate studies in a range of departments in the social sciences at SFU, including Geography's MA program, as well as the Master of Public Policy and the Master of Urban Studies.

7 Evidence of Student Interest and Labour Market Demand

The transition to the new BC Curriculum, completed in 2018, introduced Urban Studies 12 to the elective courses available to BC high school students. Since that time, SFU Urban Studies has regularly received requests from high school teachers keen for information and resources as they build their new Urban Studies 12 courses. Recognizing the opportunity to rethink our approach to teaching and learning about cities represented by this significant educational reform, SFU Urban Studies partnered with the Urban Land Institute to host a lunchtime dialogue on September 13, 2019, at the Morris J. Wosk Centre for Dialogue with then Education Minister Rob Fleming, called "Wherefore Urban Education?" At this dialogue, attended by over one hundred educators and learners about cities, Minister Fleming heard from a panel of leading urbanists from along the educational pipeline, including high school students, undergraduates, international students, professional and more traditional graduate students, graduate Urban Studies alumni, and the Dean of FASS at SFU. In his reflections on what he had heard, and to improve the scope and quality of urban work, Minister Fleming encouraged those promoting increased attention to opportunities for learning about the city throughout the course of public education in BC. Minister Fleming invited open and ongoing conversation about the support the province can provide to focus these efforts. This curriculum proposal continues that conversation.

Judging by two separate surveys in FENV and FASS, there is also clear demand for the two streams. Appendix 8.3 provides additional details about the results of the surveys.

Faculty of Environment

FENV completed a student websurvey in March 2022. 53 students participated, predominately from the Geography BA Major, BENV Global Environmental Systems, and the BSc in Physical Geography. In summary, 18 of 53 students (33%) indicated that they would choose to major in Urban Change over their current Major if it were offered now. 30 of 53 (56%) respondents noted that they felt other students would be interested. A majority

(62%, or 33 of 53) felt the proposed program would open up interesting career paths for students. An earlier survey was conducted in 2021 with very similar results.

Faculty of Arts and Social Sciences

To explore demand for the Stream in Urban Studies, FASS administered two anonymous surveys in June 2022: one to current undergraduates in FASS and one to students in, and alumni of, the graduate Urban Studies program.

Undergraduate student survey: Results from an anonymous survey administered to current students in FASS in June 2022 reflect a clear interest in the proposed Stream in Urban Studies. Of the 103 survey respondents studying or intending to study Political Science, History, English, International Studies, Sociology, Philosophy, Humanities, and other areas, more than half (55%, or 57 respondents) indicated that they are or would be interested in majoring in this field. 28%, or 29 respondents, indicated being neutral; only 16.5%, or 17 respondents, answered that they are not interested.

Undergraduate student respondents revealed an interest in a range of urban issues and course topics, with the most interest expressed in courses on Equity and Social Justice (65%), Urban Housing and Gentrification (56%), Inclusion, Identity, and Belonging (54%), and Urban governance and politics (53%).

Survey of Urban Studies current graduate students and alumni: The 43 survey respondents included 16 graduate students and 27 alumni. Nearly 64% (26 respondents) believed there is current demand for an undergraduate Urban Studies program at SFU, with the rest indicating that they are not sure.

Of the 43 respondents, 85% (35) indicated that they would have declared a Major or a Minor in Urban Studies had it been available when they were undergraduates. 41% (17) indicated that they would have enrolled in a Major, and 44% (18) indicated they would have enrolled in a Minor. Only 15%, or 6 respondents, indicated they would have enrolled in neither the Urban Studies Major nor Minor.

More than half of the respondents reported that an undergraduate degree in Urban Studies would help prepare students for graduate school in Urban Studies or other fields (59%) and for a career as an urban professional (54%), and 37% indicated that the Urban Studies Stream would help prepare students for both. A greater percentage of alumni respondents reported that an undergraduate degree would help prepare students for a career as an urban professional: 59% (16 of 27 respondents) compared to 37.5% (6 of 16 respondents) of current graduate student respondents. This suggests that greater experience with being employed as an urban professional increases the value accorded to post-secondary education in Urban Studies. Both alumni and current graduate students believe that a Major or Minor in Urban Studies would help to prepare undergraduates for postgraduate studies at a similar rate: 55.5% and 56%, respectively.

Labour Market analysis

Global context

We find ourselves in the Urban Age, meaning that, for the first time in history, over half of the world's population now resides and works in cities. Therefore, the demand for urban-focused and situated jobs has become dominant and can be expected to increase.

At the global level, UN Habitat, the UN urban agency's New Urban Agenda (2017, iv) "incorporates a new recognition of (...) the linkages between good urbanization and job creation, livelihood opportunities, and improved quality of life, which should be included in every urban renewal policy and strategy."²⁸ The Urban Worlds Major will be ideally positioned to contribute to the transformation of the (urban) world through socially and environmentally just strategies.

Canada

The most current traditional labour market demand and occupational projection systems, such as the Employment and Social Development Canada (ESDC) and Canadian Occupational Projection System (COPS), were produced using data collected in 2019, well before the COVID-19 pandemic and its resultant labour market disruptions.

Evidence shows that economic recovery through the last Great Recession (2008–2018) was highly variegated and uneven (across regions and demographics), which stands as a cautionary tale when forecasting the post-pandemic economic and labour market. The World Economic Forum (WEF) projects that the economic crisis resulting from COVID-19 and its recovery period is likely to deepen existing inequalities.²⁹ As cities, governments, and institutions around the globe vow to "Build Back Better" through the long recovery ahead, the skills and expertise of Urban Studies and Urban Change graduates will continue to be in demand as cities persist through the waves of related and interlocking crises that are sure to follow.

With this in mind, we may prudently look to trend reports produced by urban professional organizations, alongside long-term trend projections in occupational labour markets, to gain a general sense of what the labour market demand for the proposed degree program will be.

The COVID Signpost 365³⁰ report, produced by the Canadian Urban Institute (CUI), draws from the opinions of 180,000 Canadians, as well as intellectual and data contributions from myriad partners, to capture what has occurred in Canadian cities since March 2020. While urban-based jobs are expected (and hoped) to remain a blended model of office and work-from-home, the work itself of rebuilding and/or making careful adaptations to cities (to ensure their fiscal viability and a rebound in private sector activity) will fall on urbanists engaged with community and skillful in informing and creating policy.

²⁸ <http://habitat3.org/wp-content/uploads/NUA-English.pdf>

²⁹ World Economic Forum. 2020. Key Findings. The Future of Jobs Report. October 20. Available: <https://www.weforum.org/reports/the-future-of-jobs-report-2020/digest>

³⁰ Canadian Urban Institute. 2021. COVID 365. Available: <https://static1.squarespace.com/static/5ed075212ba91b2099ee43f9/t/6054b8e27795e21bde6c6e5f/1616165105883/COVID365+-+final-2021-03-18.pdf>

The Urban Land Institute (ULI)'s Emerging Trends Report (2021) demonstrates that COVID-19 accelerated many of the trends that were evident in 2019–2020. The report projects that while large cities are likely to struggle for several years, smaller cities and suburbs will grow and become more appealing, requiring skilled city planners to ensure that the growth is equitable and sustainable. Google Trends charts show that interest in urban jobs and urban planning jobs as search terms has remained relatively stable over the last five years.

Skills and Competencies

The skills and experience that graduates with a Major in Urban Worlds gain will remain important and marketable professional attributes. These competencies—including analytical thinking and innovation; active learning and learning strategies; creativity, originality, and initiative; complex problem solving; critical thinking and analysis—have been identified by the World Economic Forum's *The Future of Jobs Report 2020* as the four top skills and skill groups that employers see as rising in prominence in the wake of COVID-19.³¹

Analytical thinking and innovation—defined as the capacity to analyze information and to solve novel, ill-defined problems in complex, real-world settings through the development of new ideas—are listed in the WEF report as the top job skill by employers. Related skill groups, including critical thinking and analysis, systems thinking, self-management, communication, and core literacies, are found to be increasing in relative importance.

The learning outcomes of the proposed program dovetail with this, and many other of the top desired and prerequisite skills for a variety of private, public, and nonprofit sector jobs. These jobs, which are situated at the local, provincial, or federal level, include community development organizations, urban planning and design (private and public), infrastructure and public transit, sustainability, economic development, urban resilience, emergency management, and public service.

According to WorkBC, the top ten competencies that employees need to succeed in the current and future job market are complex problem solving, critical thinking, creativity, people management, coordinating with others, emotional intelligence, judgment and decision-making, service orientation, negotiation, and cognitive flexibility.³²

The Major in Urban Worlds will provide students with the majority of these competencies along with enhancing associated skills and characteristics. Specifically, both programs' learning objectives (see above) include many that dovetail clearly with these top ten competencies: conceptual, critical, and analytical thinking; ability to acquire, evaluate, and creatively synthesize different types and sources of information; identify the (often invisible) various forces that shape urban life; research skills; communications skills of various types, including working individually and as part of teams; and interpersonal skills involving outreach and collaboration with communities.

³¹ World Economic Forum. 2020. *The Future of Jobs Report*. pp. 36. Available:

http://www3.weforum.org/docs/WEF_Future_of_Jobs_2020.pdf

³² <https://www.workbc.ca/Labour-Market-Industry/Skills-for-the-Future-Workforce.aspx>

Canada—Growing Opportunities for Urban Professionals

Several of the broadly categorized economic sectors projected to have the strongest employment growth from 2019 through 2028 according to the [Canadian Occupational Projection System \(COPS\)](#) 2019 projections include urban-related professions, in particular: Social Assistance; Legal, Accounting, Consulting & Other Professional Services; and Architectural, Engineering, Design, and R&D Services.

Figure 3: Industries Projected to Have the Strongest Employment Growth, Projection 2019–2028 (average annual growth, in percentage)

Computer System Design and Related Services	2.33%
Health Care*	2.21%
Social Assistance*	1.53%
Legal, Accounting, Consulting & Other Prof. Services*	1.37%
Arts, Entertainment, and Recreation Services	1.15%
Management, Administrative, and Other Support Services	1.14%
Food Services*	1.05%
Air, Rail, Water, and Pipeline Transportation Services	1.02%
Fabricated Metal Products and Machinery	0.97%
Elementary and Secondary Schools*	0.93%
Architectural, Engineering, Design, and R&D Services	0.89%
ECONOMY AVERAGE	0.90%

***Note:** Industries indicated with a star are those with a majority of female workers (more than 50% in 2018).

Data Source: ESDC 2019 COPS industrial projections

Figure Source: Canadian Occupational Projection System (COPS) Job Openings (2019–2028)

<https://occupations.esdc.gc.ca/sppc-cops/1.3bd.2t.1ilshtml@-eng.jsp?lid=22&fid=1&lang=en>

Employment growth is also expected to be faster in high-skill occupations, including “Professional occupations in law and social, community and government services,” “Professional occupations in natural and applied sciences,” and “Paraprofessional occupations in legal, social, community, and education services,” as Canada’s economy continues to become more knowledge-based.

Figure 4: 2-Digit Occupational Groupings by Projected Annual Average Growth Rate, 2019–2028 (average annual growth)

Growth above 1.30%*
Paraprofessional occupations in legal, social, community, and education services
Professional occupations in natural and applied sciences
Professional occupations in law and social, community and government services

*Annual growth rate for total employment is 0.90%. Boundaries were set at plus and minus 4 percentage points of this growth rate.

Data Source: ESDC 2019 COPS Projections

Figure Source: Canadian Occupational Projection System (COPS) Job Openings (2019–2028)

<https://occupations.esdc.gc.ca/sppc-cops/1.3bd.2t.1ilshtml@-eng.jsp?lid=22&fid=1&lang=en>

Green jobs in natural resources: Moreover, the Government of Canada identifies green jobs as a growth sector and defines those jobs as “[j]obs that require environmental skills, knowledge, experience, or competencies ... (e.g., architects and land use planners).”³³ The proposed Major offers a firm foundation for students to engage in the new green labour market, as the courses listed in the proposed calendar entry show.

British Columbia

BC’s population is expected to increase by 1,375,990 people by 2041 (from a total of 5,139,568 persons in 2020, to 6,515,558 in 2041)³⁴. This population growth and urbanization will create an increased need for professionals and researchers in community, urban, and regional policy and planning; housing planning and construction; mobility and infrastructure planning and development; community building; social policy and programming; and inclusive, equitable, and sustainable economic growth. All of these areas will require integrated considerations of climate mitigation and adaptation, resilience and disaster risk reduction, reconciliation and social and socio-economic equity. Graduates of the proposed interdisciplinary Urban Worlds undergraduate or joint-MA programs will be prepared for professional and leadership roles in these increasingly intersecting professional environments. Graduates and alumni of the existing Urban Studies and Geography program already demonstrate their ability to contribute to this broad range of urban-focused roles across multiple sectors, including public, private, research, and nonprofit, as discussed below.

³³ <https://www.nrcan.gc.ca/climate-change/canadas-green-future/green-jobs/87>

³⁴ [PEOPLE 2020: BC Sub-Provincial Population Projections](#)

In BC, the top predicted High Opportunity Occupations for the next decade (“those that are expected to experience higher demand and offer higher pay compared to other occupations”³⁵) include several into which graduates of the Urban Worlds Major can be expected to fit. These occupations are:

High Opportunity Occupation (NOC)	Forecasted average employment growth rate (2024–2029*)	10-year expected job openings
Architects (2151 ³⁶)	1.6%	1,360
Landscape Architects (2152 ³⁷)	1.5%	200
Information systems analysts & consultants (2171 ³⁸)**	2.0%	7,600
Lawyers (4112 ³⁹)	1.1%	5,160
Educators, all levels (4011, ⁴⁰ 4031, ⁴¹ 4032 ⁴²)	0.2%–1.1%	22,320
Social workers (4152 ⁴³)	1.2%	2,750

* Date range reflects period when first cohort of students would graduate.

** Relating to GIS and spatial analysis skills in the proposed program.

Other professions to which graduates of the proposed program will be well-suited include:

Occupation (NOC)	Forecasted average employment growth rate (2024–2029*)	10-year expected job openings
Urban and land use planners (2153 ⁴⁴)	1.0%	510
Social and community service workers (4212 ⁴⁵)	1.7%	11,030
Social policy researchers, consultants, and program officers (4164 ⁴⁶)	1.0%	1,520
Senior managers—construction, transportation, production, and utilities (0016 ⁴⁷)	0.1%	3,770
Senior government managers and officials (0012 ⁴⁸)	0.1%	3,770
Librarians & library and archive managers (5111, ⁴⁹ 0511 ⁵⁰)	0.4%–0.9%	620

* Date range reflects period when first cohort of students would graduate.

³⁵ <https://www.workbc.ca/Labour-Market-Industry/High-Opportunity-Occupations.aspx>

³⁶ <https://www.workbc.ca/Jobs-Careers/Explore-Careers/Browse-Career-Profile/2151#earnings-and-outlook>

³⁷ <https://www.workbc.ca/Jobs-Careers/Explore-Careers/Browse-Career-Profile/2152#earnings-and-outlook>

³⁸ <https://www.workbc.ca/Jobs-Careers/Explore-Careers/Browse-Career-Profile/2171#earnings-and-outlook>

³⁹ <https://www.workbc.ca/Jobs-Careers/Explore-Careers/Browse-Career-Profile/4112#earnings-and-outlook>

⁴⁰ <https://www.workbc.ca/Jobs-Careers/Explore-Careers/Browse-Career-Profile/4011#earnings-and-outlook>

⁴¹ <https://www.workbc.ca/Jobs-Careers/Explore-Careers/Browse-Career-Profile/4031#earnings-and-outlook>

⁴² <https://www.workbc.ca/Jobs-Careers/Explore-Careers/Browse-Career-Profile/4032#earnings-and-outlook>

⁴³ <https://www.workbc.ca/Jobs-Careers/Explore-Careers/Browse-Career-Profile/4152#earnings-and-outlook>

⁴⁴ <https://www.workbc.ca/Jobs-Careers/Explore-Careers/Browse-Career-Profile/2153#earnings-and-outlook>

⁴⁵ <https://www.workbc.ca/Jobs-Careers/Explore-Careers/Browse-Career-Profile/4212#earnings-and-outlook>

⁴⁶ <https://www.workbc.ca/Jobs-Careers/Explore-Careers/Browse-Career-Profile/4164#earnings-and-outlook>

⁴⁷ <https://www.workbc.ca/Jobs-Careers/Explore-Careers/Browse-Career-Profile/0016#earnings-and-outlook>

⁴⁸ <https://www.workbc.ca/Jobs-Careers/Explore-Careers/Browse-Career-Profile/0016#earnings-and-outlook>

⁴⁹ <https://www.workbc.ca/Jobs-Careers/Explore-Careers/Browse-Career-Profile/5111#earnings-and-outlook>

⁵⁰ <https://www.workbc.ca/Jobs-Careers/Explore-Careers/Browse-Career-Profile/0511#earnings-and-outlook>

The occupations listed above are indicative of the range of professions that will be open to graduates of an Urban Worlds Major. It will provide them with the appropriate mix of conceptual and practical education to position them to succeed in the future labour market and to change cities for the better.

Strong and growing sectors in BC and Vancouver

In BC, over 29,000 nonprofit, nongovernmental organizations employ 86,000 people and contribute \$6.7 billion to the province's economy.⁵¹

The social enterprise sector is also growing in Vancouver. According to the [Vancouver Economic Commission](#), Vancouver has more than 750 social enterprises and is a global hub for social purpose businesses and ideas focusing on local and global social and environmental issues, including solutions for urban environments.⁵²

The green building and housing sector is strong and growing in Vancouver, as part of the provincial and national strategy and goal to create more housing and increase green building through retrofits and new construction of zero emissions or low-carbon construction (Vancouver Economic Commission).

⁵¹ Government of British Columbia. Nonprofit Sector. Accessed June 15, 2022.

<https://www2.gov.bc.ca/gov/content/employment-business/non-profits-sector>

⁵² Vancouver Economic Commission. (2021) Vancouver Economy Report. June.

<https://www.vancouvereconomic.com/wp-content/uploads/2021/06/Vancouver-Economy-Report-June-2021-1.0-WEB.pdf>

8 Appendices

Table of Contents

8 Appendices 42

8.1 Calendar entry 43

8.2 New Courses 47

8.3 Market analysis—student interest and labour market demand 49

8.4 Consultation comments and letters of support..... 57

8.5 Resources 58

8.6 Financial plan (only if additional resources required) 59

8.7 Abbreviated curriculum vitae for faculty 60

8.1 Calendar entry

Urban Worlds major

Students have the option of completing the Bachelor of Arts in Urban Worlds in the Faculty of Environment (Urban Change Stream) or in the Faculty of Arts and Social Sciences (Urban Studies Stream). In addition to the core requirements for both streams, students must complete all units required for their stream and any additional Faculty-level requirements.

Transfer students may enter the program before fulfilling all lower division requirements. Students are expected to see an academic advisor as soon as possible about program entry.

Students should consult with the advisor when formally declaring this major, or risk prolonging their program.

Students may declare the major in the Urban Change or Urban Studies Stream (either in FASS or in FENV) once they have completed the lower division introductory perspectives course requirements (12 units).

Program Requirements

Students must obtain a grade of C- or better to apply the credit to their major. Up to 10 credits of graduate coursework may be accepted towards both a bachelor of arts and master of arts degree following successful application to an Accelerated Masters program,

Core Program Requirements

Lower Division Requirements

Introductory Perspectives

Students complete all of
 GEOG 161 Geographies of Urban Change (3)
 INDG 101 Introduction to Indigenous Studies (3)
 PLAN 100 Introduction to Planning (3)
 URB 101 What is a City? (3)

Foundations of Urban Practice

Students complete one of
 GEOG 266W Geography in Practice (3)*
 URB 201 Urban Inquiry and Practice (3)

* GEOG 266W is required for students intending to declare in the Urban Change Stream.

Urban Methods

Quantitative Methods

Students complete one of
 GEOG 251 Quantitative Geography (3)
 GEOG 255 Geographical Information Science I (3)**
 POL 201 Introduction to Quantitative Methods in POL (4)
 SA 257 Understanding Quantitative Research in S&A (3)
 STAT 203 Introduction to Statistics for Social Sciences (3)
 STAT 201 Statistics for Life Sciences (3)

**May be used to meet this requirement for the Urban Studies Stream only.

Qualitative Methods

Students complete one of

- INDG 111 Introduction to Participatory Indigenous Research Methods (3)
- POL 200W Investigating Politics: Research Design and Qualitative Methods (4)
- SA 255 Introduction to Social Research (4)
- SDA 270 Data Ethics and Society (4)
- LBST 202 Labour Research for Social Change (3)
- WL 105W World Literature Lab (3)**

**May be used to meet this requirement for the Urban Studies Stream only.

Wider Urban Contexts

Students complete one of

- GA 101 Global Asia (3)
- GEOG 221 Economic Worlds (3)***
- GEOG 241 People, Place, Society (3)***
- GSWS 204 Sex and the City (3)
- INDG 286 Indigenous Peoples and British Columbia: An Introduction (3)**
- IS 101 Global Challenges of the 21st Century: An Introduction to International Studies (3)
- SD 281 Introduction to Sustainability (3)

**May be used to meet this requirement for the Urban Studies Stream only.

***May be used to meet this requirement for the Urban Change Stream only.

Upper Division Requirements - Capstone Course

Students complete one of

- GEOG 461 Urban Change Studio (6)
- GEOG 497 Geography Field Study (5) (if Urban in focus)
- URB 497 International Field School in Comparative Urban Sustainability (9)
- URB 499 Urban Innovation Lab (9)

Note: SFU students accepted into the accelerated master's within the Faculty of Environment or the Faculty of Arts and Social Sciences may apply a maximum of 10 graduate course units, taken while completing the bachelor's degree, towards the upper division electives of the bachelor's program and the requirements of the master's degree. For more information go to: <https://www.sfu.ca/gradstudies/apply/programs/accelerated-masters.html>.

URBAN CHANGE STREAM**Lower Division Requirements****Studying Urban Change: Introductory Methods**

Students complete

- GEOG 255 Geographical Information Science I (3)

Upper Division Requirements**Studying Urban Change: Advanced Methods**

Students complete one of

- GEOG 351 Multimedia Cartography (4)
- GEOG 352 Spatial Analysis (4)
- GEOG 355 Geographical Information Science II (4)
- GEOG 356 3D Geovisualization (4)

GSWS 399 Gender, Sex, and Numbers (4)
PLAN 300 Methods for Planning Analysis (4)
SA 358 The Philosophy of the Social Sciences (4)
INDG 301 Issues in Applied Indigenous Studies Research (4)

Changing Planning and Governance

Students complete
GEOG 363 Urban Planning and Governance (4)

Students complete two of
GEOG 449 City and Environment (4)
PLAN 406 Community Planning & Development (4)
PLAN 408 Environmental Planning for Sustainable Communities (4)
SD 381 Sustainable Communities (4)
SD 481 Sustainability Governance & Leadership (4)

Changing Infrastructures and Built Environments

Students complete
GEOG 362W Gentrification and Urban Change (4)

Students complete two of
GEOG 324 Geography of Transportation (4)
GEOG 424 Cities, Transportation, Infrastructure (4)
HSCI 403 Health and the Built Environment (3)
REM 355 Sustainable Transportation Management (3)

Urban Change and Social Justice

Students complete three of the following courses, (two of which must be from GEOG)

- GEOG 365 Race, Resistance, and Urban Space (4)
- GEOG 382 World on the Move (4)
- GEOG 385 Food and the City (4)
- GEOG 340 Queer Geographies (4)
- GEOG 440 Property, Land, Society (4)
- GERO 401 Environment and Aging (3)
- REM 357 Planning for Sustainable Food Systems (3)
- SA 364 Urban Communities and Cultures (SA) (4)
- GEOG 364 Cities and Crisis (4)
- GEOG 442 A World of Cities (4)
- POL 463 Diversity in Cities (4)
- HUM 340 Great Cities in Their Time (4)
- INDG 401 Indigenous Peoples and Public Policy (3)
- POL 314 Canadian Constitution (3)
- POL 316 Sex, Love, and Politics (4)
- POL 451W Public Policy Analysis (4)
- POL 452W Energy Policy (4)

and any upper division courses, from any program across the university, to total a minimum of 45 upper division units.

URBAN STUDIES STREAM

Lower Division Requirements

Social Science: Understandings of the City

Students complete one of
POL 121 Political Engagement: From the Streets to the Ballot Box (3)

- POL 221 Introduction to Canadian Government (3)
 POL 222 Introduction to Canadian Politics (3)
 SA 200W Power, Conflict and Change in Canadian Society (4)
 SA 201W Anthropology and Contemporary Life (4)
 SA 260 Individual and Society (4)

Arts and Humanities: Understandings of the City

Students complete one of

- ENGL 202 The Environmental Imagination (3)
 ENGL 209 Race, Borders, Empire (3)
 HIST 130 Introduction to Global History (3)
 HIST 132 Global Environmental History (3)
 HUM 277 History of Greek Civilization (3)
 HUM 231 Daily Life in Ancient Greece & Rome (3)
 WL 103W Early World Literatures (3)
 WL 202 North/South Intersections (3)
 PHIL 120W Moral and Legal Problems (3)
 PHIL 121 Global Justice (3)
 CA 118 Contemporary Art History (3)
 CA 120 Introduction to Dance Forms: Contemporary and Popular (3)

Bridging Interdisciplinary: Understandings of the City

Students complete one of

- INDG 286 Indigenous Peoples and British Columbia: An Introduction (3)
 PLCY 200 Introduction to Public Policy (3)
 POL 253 Introduction to Public Policy (3)

Upper Division Requirements

Students complete three of

- HIST 372 City Life (4)
 HUM 340 Great Cities in their Time (4)
 URB 413 Storyscapes: Decolonizing the City (4)
 URB 423 Women in Cities (4)
 URB 463 Diversity in Cities (4)
 SA 364 Urban Communities and Cultures (4)

Students choose a minimum of one course, but no more than two, from each of the following Understandings of the City sections:

Social Science: Understandings of the City

- CMNS 314 Topics in Media Production & Aesthetics (4)
 POL 457W Technology and Innovation Policy (4)
 SA 317 Sociology of Art Forms (4)
 SA 321 Social Movements (4)
 SA 326 Goods, Ecology, and Social Thought (4)
 SA 329 Sex, Work, and International Capital (4)
 SA 371 The Environment and Society (4)
 SA 474 Cultures, Politics, Performances (4)

Bridging Interdisciplinary: Understandings of the City

- GEOG 364 Cities and Crisis (4)
 GEOG 365 Race, Resistance, and Urban Space (4)
 GSWS 305 Gendering Economy: Paid and Unpaid Labour (4)
 GSWS 312 Immigrants, Women, and Transnational Migration (4)

- GSWS 350 Women and Public Policy (4)
 HSCI 403 Health and the Built Environment (3)
 INDG 353W Indigenous Heritage Stewardship (3)
 INDG 403 Indigenous Knowledge in the Modern World (3)
 INDG 433 Indigenous Environmental Justice and Activism (4)
 IS 325 Social Movements in a Changing Africa (4)
 IS 333 Chinese Development and its Discontents (4)
 IS 373 Global Environmental Politics (4)
 LBST 308 The Labour Process: Technological Change and the Future of Work (3)
 LBST 312 Global Labour Migration (4)
 LBST 328 Labour Geographies (4) or GEOG 328 Labour Geographies (4)
 REM 350 Energy Management for a Sustainable Climate and Society (4)
 REM 355 Sustainable Transportation for a Zero-Emissions World (3)
 REM 357 Planning for Sustainable Food Systems (3)

Arts and Humanities: Understandings of the City

- HIST 377 Environmental History (4)
 HIST 382 African American History since 1865 (4)
 HIST 455W Race in the Americas (4)
 HIST 463W Rebellion and Revolution: Topics in the Theory and Practice of Resistance (4)
 HIST 402 Renaissance Italy (4)
 PHIL 320 Social and Political Philosophy (3)
 WL 309 Empire and Resistance (4)

and any upper division courses, from any program across the university, to total a minimum of 45 upper division units.

8.2 New Courses

GEOG 161: Urban Change: An introduction to dynamic place

This course is an introduction to geographical perspectives on urbanized and urbanizing places, spaces, landscapes, and environments. The course focuses on the dynamism that characterizes cities and urban regions. Using a geographical social science approach, it provides an overview of how cities are shaped by humans and how we are shaped by cities.

The following educational goals will guide the class.

- (1) Explain what urban change is and what it might be in the future;
- (2) Explore the relationship between society, space, and urbanization;
- (3) Reflect on how one's everyday life is shaped by urban change;
- (4) Appreciate how concepts from critical geographical scholarship can be applied to study urban change; and
- (5) Examine how societies use governance, planning, activism, and other practices to shape and mitigate urban change.

Schedule:

1. Introduction: geographical approaches to cities, urban regions, & urban change
2. The development of cities & urbanism: a brief survey
3. Cities as dynamic places: circuits of capital & knowledge
4. Home / Land / Value: Settler colonialism and questions of change in the past, present, & future
5. Global urbanism
6. Cities & economic change: production & services
7. Cities & economic change: social reproduction & care work
8. Cities & political change
9. Cities & social change
10. Cities & environmental change

11. Urban futures

GEOG 461: Urban Change Studio

The urban change practicum provides fourth-year Urban Worlds students with the opportunity to develop practical community-engaged skills related to their degree by pairing them with local organizations that are engaged in work related to cities. Urban work is defined broadly, as urban change covers a wide range of sectors and organizations that focus on topics of equity, the environment, policy, and the community. Students will design, manage, and complete a research project alongside a team of students in response to a specific prompt or directive from a community partner.

In partnering with CityStudio in Vancouver, GEOG 461 will teach research design, project management, data analysis, literature review, team work, peer feedback, social scientific writing and communication, and presentation skills.

Learning Objectives:

- The development of effective project management and teamwork skills
- The ability to function efficiently and equitably as part of a dynamic and diverse team
- Improved written and oral communication skills (through the creation of proposals, literature reviews, final reports, and final presentation materials)
- The ability to effectively and creatively communicate solutions to complex urban problems to a general audience and knowledge users

Course Schedule

1. Introduction
2. Meeting with CityStudio Partners + Choosing a question
3. Project Planning and Scoping
4. Anatomy of a Literature Review
5. Effective Presentation Skills
6. Community-Engaged Research
7. Knowledge Mobilization and Translation Workshop
8. Project Proposal Presentations (in-person)
9. Effective Feedback
10. CityStudio Partner Check-In
11. Communicating With Communities: Op-eds, Media, Promotion, and Knowledge User Engagement
12. Final Presentations
13. Conclusion

URB 201 Urban Inquiry and Practice

Effective inquiries in Urban Studies require integrating a variety of approaches to find, analyze, and communicate data about the city, its citizens, and its functions. These data can be drawn from multiple quantitative and qualitative sources and methods to define and examine urban problems, characteristics, and their possible solutions using tools of data analysis, visualization and presentation. With a focus on historical and regional context of Vancouver, students will apply these tools and techniques to better understand its peoples, communities and neighbourhoods. These applications can become keys to open doors to professional urban practices that enable a career focus on examining cities. Such practices span a large number of occupational fields across the non-profit, private, and governmental sectors and yet, there are common threads of urban inquiry and practice that connect them and qualify practitioners of urban inquiry to start and excel in these careers.

Learning Objectives:

By the end of this course, students will be able to:

- Apply common quantitative and qualitative tools and methods of analysis in urban research.
- Identify a basic software stack for data analysis, visualization, and presentation;
- Develop a functional understanding of how to utilize Census information to create basic neighbourhood data profiles;
- Develop a critical perspective on the context for quantitative datasets;
- Utilize a data-informed approach to explore community foodways small businesses and foodways in the context of Metro Vancouver.
- Create the foundations for a professional portfolio that will articulate and demonstrate the analytical and data literacy skills acquired in the course.

8.3 Market analysis—student interest and labour market demand⁵³FENV websurvey:

Q3 . If you were starting at SFU and this Urban Change major was available to you, would you choose it over the major you are in now? (Rating Matrix)	1	2	3	4	5
1= Absolutely not; 5= I definitely would	7	10	18	12	6
Q4 . Do you think people you know might have been interested if it had been available? (Rating Matrix)	1	2	3	4	5
1= Absolutely not; 3= Maybe a few; 5= I definitely do	3	2	18	13	17
Q5 . Do you think the proposed major would open up interesting career paths for students? (Rating Matrix)	1	2	3	4	5
1= No; 3= Probably; 5= Definitely	3	3	14	11	22
Q6 . Tell us your thoughts on the proposed major. What's good about it? Are there problems in it/themes that you'd like to see in it that aren't there? (CommentBox)					

Q6 . Tell us your thoughts on the proposed major. What's good about it? Are there problems in it/themes that you'd like to see in it that aren't there? (Comment Box)

- I enjoy the urban aspect of the human geography program, however I wish it was more focused and less generalized. I am in support of this Major as it would've been what I would have enrolled in.
- Great addition. Currently the only notable undergraduate program for Urban Studies is the Urban Studies Certificate that one can get in addition to their Major. Having an entire Major dedicated to the field of study of urban planning would be really beneficial for future students.
- I like that it might be considering problems in today's Urban Studies.
- I think the proposed Major is such a great idea. As a human geography student with a special interest in urban geography, having an option to do my degree in Urban Change would be amazing. Not only does it omit the need for a human geography student to get the Urban Geography Certificate, it allows for students to be fully engaged in urban geography.
- I think overall the Major is a great idea. I just wonder if it would be helpful to have a few introductory courses to physical geography like Geog 111. Thinking back to when I first enrolled at SFU in GES, I found that many of the concepts discussed in the social geography classes were really beneficial toward my understandings on new upcoming social geography issues like climate refugees, disproportional impacts of climate change on BIPOC communities, climate change community and city adaptations, etc. Everything else seems to fit well with the goals of this Major and Minor.

⁵³ Note that the survey was done to investigate interest for both, Major and Minor, to allow for future development.

Q6. Tell us your thoughts on the proposed Major. What's good about it? Are there problems in it/themes that you'd like to see in it that aren't there? (Comment Box)

- I think it is good that the university is in the process of making this Major because there currently isn't anything similar to this Major yet (besides the Certificate). I know people in the Certificate and even people in my Major who are interested in becoming an urban planner so I think this Major will be well received. The Major does seem a little short, maybe adding a couple more courses would be beneficial. Or just changing a couple of the "choose 1 of" to "choose 2 of" in some categories. I am curious because it doesn't appear to be too much different from the human geography major. Maybe adding more planning courses or making the planning courses mandatory in addition to more policy courses.
- There are good categories being offered and the theme is congruent across the whole Major. Overall, it seems like a good option that I'm sure people will enjoy taking in the future.
- I am unfortunately nearing the end of my degree, but this program looks amazing and very applicable to real life in cities! *I would totally have considered it as a new student right now. Great balance of courses; social justice, global equity, climate crisis, racial capitalism, and mass incarceration need to be talked about, and openly educated among the student population. Thank you, Please feel free to reach out. I really hope this program gets introduced! I would think about a possible transfer if my courses would allow it.
- I think it will be a good Major. Our society is moving toward more green energy and a greener society overall. I think knowing how to make that transition would be useful when creating policy.
- I don't think it's in SFU's/geography's best interest to create another Major when there are programs such as GIS and Sustainable development that need to be improved.
- There is currently an Urban Studies Certificate; would this Major replace that?
- It sounds great! Definitely start marketing it now, peak interest in all the high school students asap. I am in my fourth year and only now finding out about our Urban Studies Program. I would have definitely taken a second look at my own degree planning if I knew this program was available. I think it is very important to explain all of the options to new students (and the ones still figuring it out) as early as possible!
- should instead be a stream of geography
- Perhaps one or two physical geography courses could help improve the breadth of knowledge you can acquire. Considering that Human Geography requires GEOG 111, I think it would make sense for this proposed Major to also require it.
- I think allowing students the opportunity to explore urban development through sustainability and other similar topics would engage with a group of people that are advocates of making our societies more eco-friendly, and accessible to all.
- I think that as time goes on more and more individuals will be more conscientious about climate change and how we need to reestablish new goals on the way we build our cities.

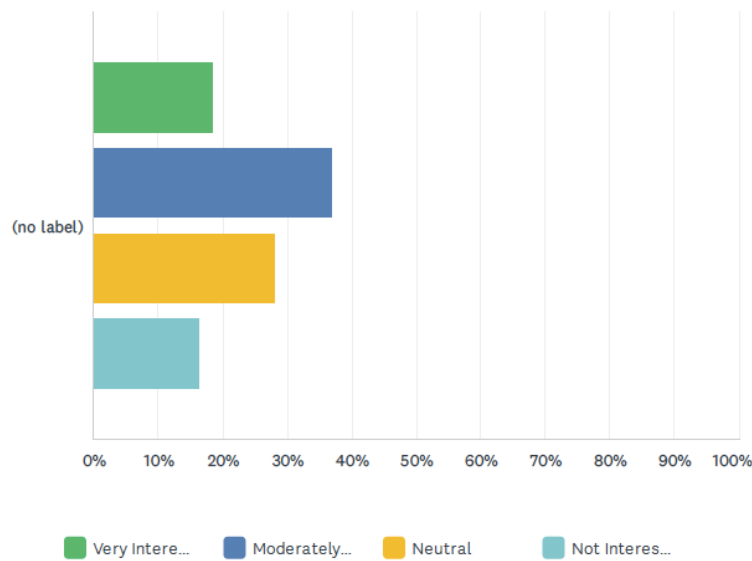
FASS surveys:

FASS administered two anonymous surveys in June 2022: one to current undergraduates in FASS and one to current graduate students and alumni of Urban Studies. The results are presented below.

Undergraduate Student Survey

Q5 Are you or would you be interested in an Urban Studies Major or Minor?

Answered: 103 Skipped: 0



	VERY INTERESTED	MODERATELY INTERESTED	NEUTRAL	NOT INTERESTED	TOTAL	WEIGHTED AVERAGE
(no label)	18.45% 19	36.89% 38	28.16% 29	16.50% 17	103	2.43

Q6 What kind of issues or courses would you would be interested in?

Answered: 103 Skipped: 0

ANSWER CHOICES	RESPONSES	
Urban climate adaptation	46.60%	48
Equity and social justice in the city	65.05%	67
Urban ethics and theory	39.81%	41
Urban economic development and industry	40.78%	42
Urban food and agriculture	41.75%	43
Urban governance and politics	53.40%	55
Urban housing and gentrification	56.31%	58
Inclusion, identity and belonging	54.37%	56
Indigenous urbanism	46.60%	48

Planning	31.07%	32
Public Space and Place-making	40.78%	42
Sustainable urban development	41.75%	43
Technology and smart cities	35.92%	37
Transportation and Mobilities	39.81%	41
Urban cultures and community resilience	43.69%	45
Urban data and research methods	26.21%	27
Cities in History	43.69%	45
Global Cities	39.81%	41

Q7 Do you have any additional comments?

Answered: 20 Skipped: 83

Illustrative Respondent Comments:

Expressing interest and excitement for the Urban Studies Major or Minor:

Excited to see this hopefully come to fruition for potential undergrad studies!

This sounds amazing please offer it before I graduate LOL!

It would be great to see different urban issues and their implications.

Expressing an interest in Urban Studies degree combined with another degree or interdisciplinary studies:

As a History Major, I think that Urban Studies Minors would be a really cool and practical addition for those like myself who would consider working in government planning, or school to better understand those people who they represent or teach.

I think providing this kind of option is really geared to my goal of going into the library field :)

This is very exciting. I would love to see a link between these programs and International Studies for sure!

Urban Studies and Political Science joint major?

Sounds like it would be an excellent and unique interdisciplinary program for those interested!

Additional Comments:

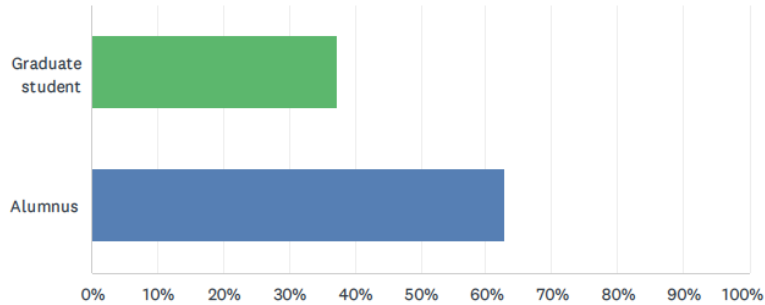
If the SDA [Social Data Analytics] Political Science courses counted toward this that would be great!

Courses should count for WQBs [Writing, Quantitative, and Breadth Requirements] to garner popularity.

B. Survey of Urban Studies current graduate students and alumni

Q1 Are you a current graduate student or alumnus of the SFU Urban Studies Program?

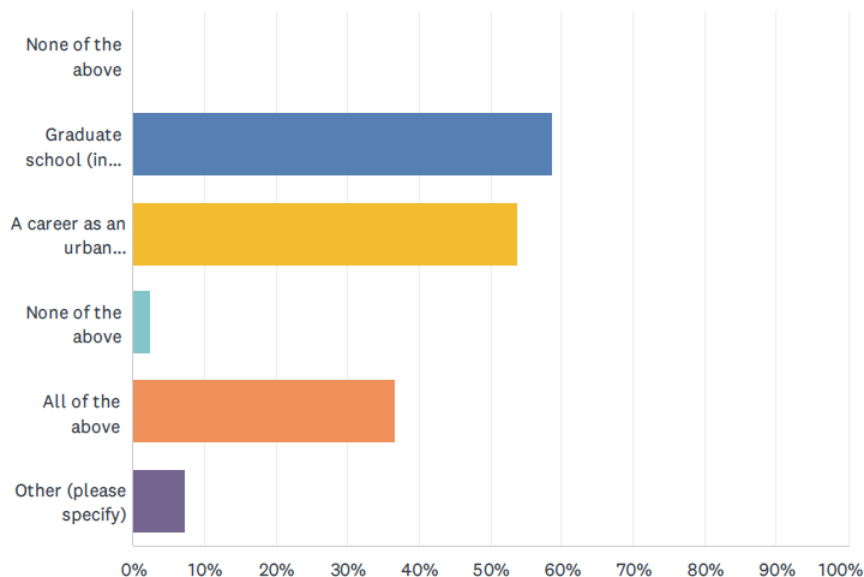
Answered: 43 Skipped: 0



ANSWER CHOICES	RESPONSES	
Graduate student	37.21%	16
Alumnus	62.79%	27
TOTAL		43

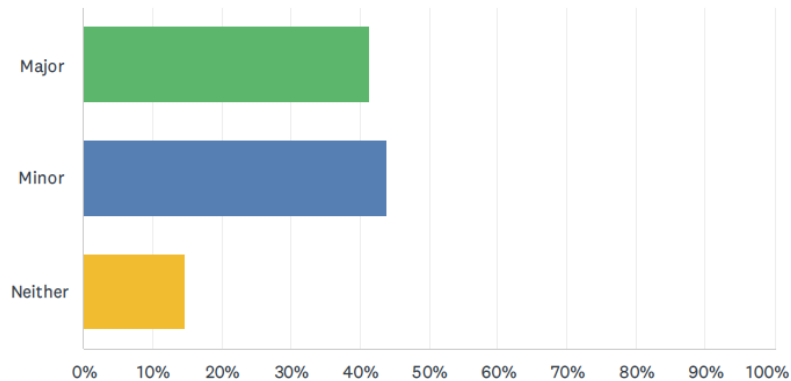
Q5 Do you feel that an undergraduate Major or Minor in Urban Studies would help students prepare for:

Answered: 41 Skipped: 2



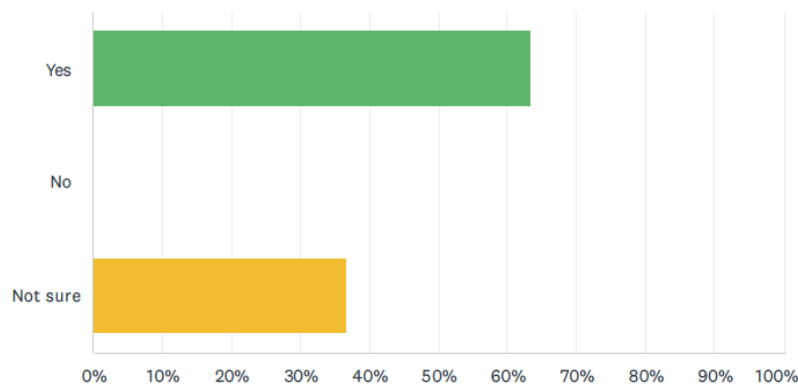
Q6 Would you have declared a Major or Minor in Urban Studies when you were an undergraduate, if such options were available at the time?

Answered: 41 Skipped: 2



Q7 Do you believe there is current demand for a Major or Minor in Urban Studies at SFU?

Answered: 41 Skipped: 2



Q8 Do you have any additional comments?

Answered: 19 Skipped: 24

Illustrative comments from graduate students:

Cities are the defining human habitat. Canada, as a state, must realize that we are no longer a rural country. Urbanists, and the discipline itself, will be an essential tool to navigating the choppy waters of the 21st century and beyond.

It would be helpful to promote this program as a good career path to local government /planning roles, with some path to a registered planner accreditation, and have more local government Co-op opportunities.

Students of an undergraduate program in Urban Studies should be able to apply to architecture schools for grad school after.

Illustrative comments from alumni:

I completed an undergraduate degree in Urban Planning in the US before coming to SFU.

I believe that undergrad students would certainly be interested in a MINOR to begin with whether they be in many different programs and faculties with obvious crossovers, such as geography, economic development, tourism development, social work, etc. There is great value in learning about how to build better places to live, work, and play. Especially in these crazy times... The pandemic and all of the resulting collateral damage to, and the missing pieces of, a civil society has revealed are paramount to collectively moving forward to a better future. 'Nuff said on that An undergraduate program would help people get started in the field faster.

It would be great if the program offered pathways to professional designations/certifications, i.e. planning, etc.

I was an undergraduate student at SFU and transferred to Waterloo after my second year to pursue an urban planning degree. As consideration of this program proceeds, thought should be given to PIBC/CIP recognition, something still valued by many employers.

An additional benefit of an undergraduate option in Urban Studies is that it would give the graduate students more teaching opportunities.

Q6. Tell us your thoughts on the proposed Major. What's good about it? Are there problems in it/themes that you'd like to see in it that aren't there? (Comment Box)

- I think it is good that the university is in the process of making this Major because there currently isn't anything similar to this Major yet (besides the Certificate). I know people in the Certificate and even people in my Major who are interested in becoming an urban planner so I think this Major will be well received. The Major does seem a little short, maybe adding a couple more courses would be beneficial. Or just changing a couple of the "choose 1 of" to "choose 2 of" in some categories. I am curious because it doesn't appear to be too much different from the human geography major. Maybe adding more planning courses or making the planning courses mandatory in addition to more policy courses.
- There are good categories being offered and the theme is congruent across the whole Major. Overall, it seems like a good option that I'm sure people will enjoy taking in the future.
- I am unfortunately nearing the end of my degree, but this program looks amazing and very applicable to real life in cities! *I would totally have considered it as a new student right now. Great balance of courses; social justice, global equity, climate crisis, racial capitalism, and mass incarceration need to be talked about, and openly educated among the student population. Thank you, Please feel free to reach out. I really hope this program gets introduced! I would think about a possible transfer if my courses would allow it.
- I think it will be a good Major. Our society is moving toward more green energy and a

- greener society overall. I think knowing how to make that transition would be useful when creating policy.
- I don't think it's in SFU's/geography's best interest to create another Major when there are programs such as GIS and Sustainable development that need to be improved.
 - There is currently an Urban Studies Certificate; would this Major replace that?
 - It sounds great! Definitely start marketing it now, peak interest in all the high school students asap. I am in my fourth year and only now finding out about our Urban Studies Program. I would have definitely taken a second look at my own degree planning if I knew this program was available. I think it is very important to explain all of the options to new students (and the ones still figuring it out) as early as possible!
 - should instead be a stream of geography
 - Perhaps one or two physical geography courses could help improve the breadth of knowledge you can acquire. Considering that Human Geography requires GEOG 111, I think it would make sense for this proposed Major to also require it.
 - I think allowing students the opportunity to explore urban development through sustainability and other similar topics would engage with a group of people that are advocates of making our societies more eco-friendly, and accessible to all.
 - I think that as time goes on more and more individuals will be more conscientious about climate change and how we need to reestablish new goals on the way we build our cities.

8.4 Consultation comments and letters of support

Letters of support from:

- BCIT; School of Construction and the Environment, Wayne Hand
- Bosa Properties; Vice President, Development, Dan Cupa
- City of New Westminister; Director of Engineering Services, Lisa Leblanc
- Concordia University; Department of Geography, Planning and Environment, Pierre Gauthier,
- Corpus Christi College; Academic Dean, Dr. Paul Allen
- Douglas College; Department of Geography and the Environment, Dr. Rini Sumartojo
- Pottinger Bird Community Relations; Principal, Virginia Bird
- Simon Fraser University; Department of Economics, Dr. Fernando Aragon
- Simon Fraser University; Department of English, Diana Solomon
- Simon Fraser University; Department of Geography, Tracy Brennand
- Simon Fraser University; Department of Indigenous Studies, Eldon Yellowhorn
- Simon Fraser University; Department of Psychology, Rebecca J. Cobb
- Simon Fraser University; School of Resource and Environmental Management, Sean Markey
- Simon Fraser University; Department of Sociology and Anthropology, Kathleen M. Millar
- Simon Fraser University; Urban Studies, Anthony Perl
- ULI British Columbia; Chair, Duncan Wlodarczak
- University of British Columbia; School of Community and Regional Planning, James J.T. Connolly;
Department of Geography, Elvin Wyly; School of Community and Regional Planning, Heather
Campbell; Department of Geography, Geraldine Pratt
- University Canada West; VP Academic, Maureen Mancuso
- University of Victoria; Geography, Dr. Cam Owens
- York University; Urban Studies Program, Department of Social Science, Teresa Abbruzzese

See below.



**BRITISH COLUMBIA
INSTITUTE OF TECHNOLOGY**

3700 Willingdon Avenue
Burnaby, British Columbia
Canada V5G 3H2

bcit.ca

Dr. Paul T. Kingsbury
Associate Dean, Undergraduate, Faculty of Environment
Professor, Department of Geography
Simon Fraser University

April 28, 2023

Dear Dr. Kingsbury,

Re: Proposal for a BA in Urban Worlds

On behalf of the British Columbia Institute of Technology I am pleased to provide this letter of support for Simon Fraser University's proposal for a BA in Urban Worlds.

With the increasing complexity of challenges facing urban environments it seems very appropriate for SFU to initiate a two-stream interdisciplinary program with a focus on understanding and improving human agency in city making as well as studying urban dynamics by exploring the geographies of homelessness, gentrification, housing crises, migration, and other fundamental place-based processes.

Sincerely,

A handwritten signature in blue ink, appearing to read "Wayne Hand", written in a cursive style.

Wayne Hand
Dean, School of Construction and the Environment
BCIT

Aug 14, 2023

Dr. Lara Campbell
Associate Dean, Undergraduate and Student Experience
Faculty of Arts and Social Sciences

Dear Dr. Campbell,

My name is Dan Cupa and I am a former alumnus of the SFU Master's of Urban Studies (MUrb) program, which I completed in 2007. Since completing the program, I have spanned a career in real estate development from working with an international consulting firm, to a large Canadian pension fund, a merchant developer and now with Bosa Properties, a vertically integrated development firm active in the planning and building out communities across the Lower Mainland - with close to 10,000 residential units in our pipeline, of which a significant portion include rental and affordable rental homes.

Learning the skills to be able to take on and address the increasingly complex challenges of city building and delivering housing, as well as other land use assets in our region, all started with my Urban Studies degree.

These challenges are in part the result of increasing complex policy objectives aimed at dealing with pressing issues around housing affordability, economic growth, social equity, decarbonization and urban resiliency, among others. Bringing the knowledge, skills and perspectives to students during the undergraduate stage will provide more exposure and better equip students to become meaningful participants to tackling the urban issues that lie ahead.

As such, I am writing this letter in support of the creation of the proposed 'BA in Urban Worlds' at Simon Fraser University.

Sincerely,



Dan Cupa
Vice President, Development
Bosa Properties Inc.
dcupa@bosaproperties.com
604-992-0034

February 17, 2023

File Plan No.: 01.0195.05

Sent via email: fass_ad_undergrad@sfu.ca
fassecc@sfu.ca

Dr. Lara Campbell
Associate Dean
Undergraduate Programming, Learning and Teaching, Student Experience
Faculty of Arts and Social Sciences
SFU

Re: **Simon Fraser University Proposed B.A. in Urban Studies and Urban Change – Letter of Support**

Dear Lara Campbell:

On behalf of the City of New Westminster, we write to offer our enthusiastic support for the proposed B.A. in Urban Studies and Urban Change at Simon Fraser University. The City of New Westminster has a longstanding relationship with Urban Studies at SFU, through student research, cooperative work placements, public event hosting, public engagement strategy development, and through careers for graduates. With respect to this proposed BA in particular, we anticipate contributing to and benefitting from engagement with our SFU partners in delivering the Urban Innovation Lab as a fourth year capstone course for B.A. Majors in Urban Studies and Urban Change.

We have set the table for the partnership envisioned in this proposal with a pilot Urban Innovation Lab including a group of graduate students this January 2023. After over a year of planning with senior city staff and Urban Studies faculty, the City of New Westminster welcomed the pilot class of Urban Innovation Lab graduate students from SFU into City Hall for an initial semester of engagement in issues assessment, problem solving and hands-on learning about innovation in local public administration. We are working to design an urban innovation lab approach that will give participating students, instructors and CNW staff unique perspective and insight into effective functioning in a complex urban municipal organization to meet specific designated objectives across disciplinary and professional competencies. We have encountered SFU instructors and students who are keen to assist CNW with critical analysis, idea generation, experimentation, and capacity building to improve our timely response to a series of complex, multi-disciplinary, and evolving challenges. Our shared work in the lab involves both ‘thinking’ and ‘doing,’ as students are invited to work together in groups with a senior CNW staff member to produce a contribution to strategic and innovative thought and action. The lab nature of the course entails a focus on experimentation and mentorship, meaning we will acknowledge the need for new kinds and sources of knowledge and understanding to produce change. We will explore how to engage

effectively, in interdisciplinary groups, in problem definition and problem solving in a complex organization, and work across disciplines with a goal of strengthening an innovation culture.

Our cross-sectoral theme of focus for the pilot lab is the City's downtown livability initiative. In September 2021, Council passed a Downtown Recovery Strategy that recognizes the need for urgent and long-term action to address issues including fire risk, street cleanliness, vacant properties, the COVID-19 pandemic, access to basic needs like shelter and toilets, and increased homelessness and toxic drug overdoses. An interdepartmental team has been working diligently to implement the strategy's actions with budgetary implications estimated at \$4,392,000 for 2022 and 2023. The work is centred on the City of New Westminster's multi-disciplinary compassionate approach and includes improvements in streets and sanitation, outreach to offer more services to unsheltered people, including innovative peer and team-based approaches to addressing opioid and illicit drug abuse on our streets, such as the Peer Assisted Crisis Team, Assertive Community Team, and Integrated Homelessness Action Response Teams, and improvements to indoor and outdoor public and community spaces.

Our thoughtful in-kind investment of staff time, energy and ideas into the creation and operation of the Urban Innovation Lab fits with our approach, articulated within our Diversity, Inclusion, Equity and Anti-Racism Framework, to promote a respectful learning culture for our staff, including valuable professional development opportunities, an emphasis on providing open, continuous learning and mentorship opportunities, and a transparent culture within the workplace. We are also pleased to see the Lab as an opportunity to share with these capable students some of the lessons that we may not have had the opportunity, ourselves, to learn in our own educational pathways.

We look forward to working with instructors and students at SFU to see our new Urban Innovation Lab develop to its full potential to harness the interest and power of multi-disciplinary team-based, solutions-focused, hands-on learning and engagement in urban innovation to address challenges and opportunities in the City of New Westminster.

Yours Sincerely,



Lisa Leblanc, P.Eng., M.Sc
Director of Engineering Services

cc: Lisa Spitale, Chief Administrative Officer

Doc# 2233555



Montréal, 5 June, 2023

Dr. Nick Blomley, Professor
Department of Geography,
Simon Fraser University,
Burnaby, BC
V5A 1S6

Dear Dr. Blomley,

It is my pleasure to write in support of the proposal for the creation of a BA in Urban Studies and Urban Change at Simon Fraser University. I am doing so in my capacity as Urban Studies undergraduate director and academic advisor in the Department of Geography, Planning and Environment at Concordia University.

Initially trained in architecture, before completing a PhD in Urban Planning, I joined Concordia in 2001 where I have since been teaching in the Major in Urban Studies and the Specialization in Urban Planning programs. I am also currently serving as co-director of the Built and Natural Environments cluster of the Concordia's Next-Generation Cities Institute (NGCI), which was launched in 2020. I have put my professional and academic expertise to good use outside of the academia, while serving on the board of the RESO, a community economic development corporation for Montréal South West from 2013 to 2018, Montréal's Heritage Council from 2011 to 2014 and as a commissioner at the *Office de consultation publique de Montréal* (Montréal's Office of public consultation) since 2021. I took the liberty to describe briefly some of my academic and non-academic contributions as I believe that those are relevant to my appreciation of the pertinence of the proposed BA in Urban Studies and Urban Change.

My support is based on the innovative nature of the program itself as well as on the broader societal context that it will prepare students to engage with. The latter aspect concerns the need to train a new generation of students in the face of what might be considered the most pressing challenge of our times: climate change. Cities are at the forefront of the fight against and adaptation to climate change and other environmental crises. For, a majority of the world population already lives in cities and the urbanization rates are increasing rapidly. That trend is expected to be fueled by the very displacements induced by those crises, putting into question the ability of municipalities to handle such influxes of migrant and immigrant populations. Moreover, cities are important contributors to GHG emissions. This is due in no small part to the mode of urbanization that marked their development in the last century, as epitomized urban sprawl and dependence to the automobile. Cities are in dire need of major retrofitting and adaptations in the context environmental and energy transitions, while its most vulnerable

populations are hit the hardest by the effects of climate change. Suffice it to say that in Canada and around the world, there exists a pressing demand for specialists trained to engage with the complexity of the urban systems, and well versed in the interactions of their social, natural, and built components. Concordia's Next-Generation Cities Institute, for instance was specifically created to foster innovative approaches in fundamental and applied research, that could bring researchers, specialists and stakeholders from different disciplinary and practice backgrounds to collaborate more effectively.

The latter point brings me to the proposed program's characteristics. While taking into consideration their respective mission, mandates, and scope, I see some similarities in philosophies and approaches between the NGCI and the BA in Urban Studies and Urban Change. Firstly, both initiatives question traditional academic traditional model while aiming at bridging gaps between disciplines, between theory and practice, and between the academia and the so-called real world (for lack of a better expression). Both aim to train students to be more agile and to navigate seamlessly the complexities of the urban contexts. Key objectives are foster the ability to grasp the multifaceted nature of the problems and to engage more efficiently in processes leading to concrete and rapid transformations. In my opinion, the urgency of the situation calls exactly for such reframing of academic and professional training. As an example, one of the objectives of the NGCI is to tighten the "feedback loop" between fundamental and applied research and the deployment of technologies, processes and policies for instance by getting researchers, stakeholders and end-users to collaborate more closely at all stages, from defining the needs, to development, implementation and ex-post analysis.

The proposed BA's approach and particularities present essential ingredients that would contribute to its success. As a cross-faculty proposal, from the Urban Studies Program in the Faculty of Arts and Social Sciences (FASS) and the Department of Geography in the Faculty of Environment (FENV), the BA will offer the students the benefits of a multidisciplinary curriculum while addressing the need to train future professionals that are conversant in more than one field of expertise. Though conceptually appealing, multidisciplinary is difficult to operationalize in particular at the undergraduate level. For, limited exposure to different perspectives can translate into superficial knowledge acquisition. A second challenge is to ensure that students are given the opportunity to explore meaningful connections between different perspectives and types of knowledge.

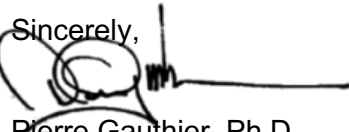
The proposed curriculum is promising and particularly astute in that regard. On the one hand, offering two streams mitigates the risk of trying to cover too much ground. While the *urban studies* stream is more geared towards into theoretical approaches, the *urban change* stream is engaging more resolutely with spatial dynamics from an applied perspective. On the other hand, having a shared foundation and a core curriculum that includes theoretical, experiential and hands-on practice courses gives substance to multidisciplinary training. Moreover, the summative fourth-year practicum will provide all students with a concrete opportunity to bridge the gap between theory and practice while mobilizing different types of skills and knowledge.

In conclusion, by training, and based on my experience in teaching, research, and community work, I am sold to the virtues of bridging academic and applied work to the benefit of students, stakeholders, and the society at large, not to mention the teachers and researchers themselves. Though the curricula of Concordia's urban studies and planning programs are fairly traditional, they entail a mix of theoretical and practical learning. Over the years, I have witnessed the benefits of such a decompartmentalized approach in the ability of our former students to thrive professionally as well as academically, in graduate research or professional programs such as

urban studies, geography, urban planning and architecture including at McGill University, the University of Toronto, Columbia, the London School of Economics and Simon Fraser.

The creation of a BA in Urban Studies and Urban Change at Simon Fraser University would enrich the Canadian academic landscape in a critical field, while training future professionals to engage in difficult tasks that are of utmost importance for our common future.

Sincerely,



Pierre Gauthier, Ph.D.
Associate Professor
Department of Geography, Planning and Environment
Concordia University
1455 de Maisonneuve Boulevard West,
Montréal, Québec
H3G 1M8

pierre.gauthier@concordia.ca



CORPUS CHRISTI COLLEGE

Dr. Paul Allen,
Academic Dean
Corpus Christi College,
5935 Iona Drive,
Vancouver, BC V6T 1J7

April 18, 2023

To: Paul Kingsbury, Associate Dean,
Undergraduate Faculty of Environment, Simon Fraser University
Re: BA, Major in Urban Worlds

Dear Prof. Kingsbury,

I am writing to support the new BA program in Urban Studies that is being proposed by your faculty. I have read through the proposal in its summary and more detailed description and I conclude that it provides a reasoned and responsible approach to urban studies, which as the proposal makes clear, is of vital importance for Canada.

I have two distinct reasons for supporting this creative proposal. First, it is designed as an arts program with clear involvement of specialists in various humanities and social science disciplines. The emphasis on well-rounded graduates is a refreshing consideration of one of the most important yet underestimated goals of an undergraduate education in the arts. The curricular goals discussed in both the urban change and urban worlds streams of the detailed description of the program evince a focus on critical as well as independent modes of thought. I am very glad to see there a stress on the interpretation of data, application of conceptual insights and the emphasis on analytical thinking.

Second, this program is clearly interdisciplinary and it allows students to take even their core courses from one of several different disciplines (eg: Geography, Political Science, Statistics). Also, there seems to be a good deal of expectation of co-op placements that will benefit the students with an applied aspect to the program. The result is a program that combines an overall sense of theoretical coherence with an experiential component. What this means is that the practical dimension of the urban planning degree is captured in this program without sacrificing the necessary focus on complex humanistic and social science questions that undergird every urban planning policy initiative. I endorse this program and its overall goals.

Sincerely yours,

Dr. Paul Allen, Academic Dean

May 10, 2023

Dr. Paul T. Kingsbury
Associate Dean, Undergraduate, Faculty of Environment
Professor, Department of Geography
Simon Fraser University

Dear Dr. Kingsbury:

As an urban geographer and the Chair of the Department of Geography and the Environment at Douglas College, I am writing to express my strong support for the creation of a new bachelor's degree program in Urban Worlds at Simon Fraser University. I believe that proposed degree would be a valuable addition to the educational landscape in British Columbia by offering students a combination of interdisciplinary studies and choice of streams in the Faculty of Arts and Sciences Urban Studies Program and the Faculty of the Environment Department of Geography.

Similar to Simon Fraser, at Douglas College, we have seen student interest in courses on cities and urbanization increase in recent years. Such interest will only continue to grow, following increasing demand for professionals with expertise in related fields. The proposed degree in Urban Worlds at Simon Fraser will help prepare students to address challenges facing cities and their communities by bridging some of the current gaps in undergraduate offerings at universities in British Columbia. Particular strengths include the breadth of the Urban Studies stream, the emphasis on critical scholarship and inquiry in the Urban Change stream, the incorporation of core courses on quantitative and qualitative research methodologies, and the choice among capstone experiences.

In summary, and with the unanimous approval of the faculty in Douglas College's Department of Geography and the Environment, I strongly support this proposal.

Sincerely,



Dr. Rini Sumartojo, Instructor and Chair
Department of Geography and the Environment
Douglas College
Unceded territories of the Qiqéyt (Qayqayt) and kʷikʷə́łəm (Kwkwetlem) Nations

August 14, 2023

Dr. Lara Campbell
Associate Dean, Undergraduate and Student Experience
Faculty of Arts and Social Sciences
Simon Fraser University

Dear Dr. Campbell,

Please accept this letter in support of the creation of the proposed BA in Urban Worlds at Simon Fraser University.

Professionally, I am the Principal at Pottinger Bird Community Relations, a real estate consultancy firm specializing in development-related community relations. Our knowledge of the municipal approvals process, combined with our 'hands-on' work with community groups, municipal planning staff, elected officials, the media, and other stakeholders enables us to provide community relations support to the professional property development team.

As you can imagine, those typically interested in working at our firm come from a similar background to the aforementioned degree, or, at the very least, a genuine passion for city planning and community service. Planning, Urban Studies, International Relations, and other similar educational backgrounds are huge assets to our business, and often are the unsung heroes of establishing City Planning best practices. With this in mind, I fully support the creation of this new program, which would only serve to broaden the scope of Urban Studies learners early on.

In our business, we are often face-to-face with a variety of stakeholders, be it City Planners, architects, community groups, consultants, and public figures; the skills learned in an Urban Studies degree allow you to bridge the technical with genuine people skills, creating an invaluable advantage to the workforce, both as future employees and employers.

It's our job to arm students with the ability to provide the most beneficial and solution-oriented approach to chipping away at the challenges of today, and a degree from SFU in Urban Worlds will allow students the opportunity to move through life with confidence, clarity, and a community minded goal.

I hope this letter serves as a mark of the tremendous potential this degree could have on students, cities, and best practices.

Sincerely,



Virginia Bird, Principal
Pottinger Bird Community Relations

May 25, 2023

Dr. Lara Campbell
Associate Dean, Undergraduate Programming, Learning and Teaching, Student Experience
Faculty of Arts and Social Sciences
Simon Fraser University

Dear Dr. Campbell,

I am writing to express the Economics Department's strong support for the proposed **BA in Urban Worlds** put forth by the Urban Studies Program and the Department of Geography.

The proposed program will enrich the educational opportunities for undergraduate students at SFU by equipping them with the necessary theoretical and practical skills to analyze urban dynamics. This knowledge will prove invaluable in addressing pressing issues such as homelessness, gentrification, migration, and other critical place-based processes. Given its interdisciplinary nature, this program is expected to generate significant interest among students from various fields across the university.

While our department is not currently involved in the proposed program, we do offer courses that align with its objectives. Moreover, we have several faculty members in our department who specialize in urban economics and possess the expertise to contribute courses that would further augment the program's multidisciplinary and quantitative approach.

Yours sincerely,



Dr. Fernando Aragon
Professor & Undergraduate Chair
Department of Economics



Simon Fraser University
Academic Quadrangle 6129
8888 University Drive
Burnaby BC
Canada V5A 1S6

4 May 2023

Dear Dr. Campbell,

I write to affirm the English Department's strong support for the proposed Major in Urban Worlds. The Major promises to be of great interest to students across FASS, and to students in the English department in particular. Several of our faculty are actively engaged in research and writing projects that examine the literature of the urban world. Examples of classes we teach that may fit with the proposed major include English 202: The Environmental Imagination; English 209: Race, Borders, Empire; English 385: Across Time, Across Space; and English 443W: Seminar in Literatures of Disapora and Migration. For all of these reasons we welcome and support the formation of the new Major in Urban Worlds.

Yours sincerely,

Diana Solomon

Undergraduate/Associate Chair

Department of English

Tracy A Brennand
Professor & Department Chair

8888 University Drive
Burnaby B.C. Canada V5A 1S6

TEL + 1 778 782 3718
FAX + 1 778 782 5841
tabrenna@sfu.ca

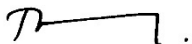
7 June 2023

Re: Support for BA, Urban Worlds

Dear Nick (Blomley),

I want to indicate the strongest support of Geography for the BA in Urban Worlds. The Urban Change stream within this Major is an important new initiative for the Department, one that we have worked toward since 2014. First, we acknowledged the centrality of The City to our research agenda. We then aligned our Faculty Renewal Plan to build on existing strengths in this area and hired May Farrales, Magie Ramirez, Leanne Roderick and Sharon Luk, strengthening social, political, race and decolonial urban perspectives in Geography. We introduced several new courses in the urban space: GEOG 340 – Queer Geographies; GEOG 364 – Cities and Crisis; GEOG 365 – Race, Resistance and Urban Space; GEOG 429 – Racial Capitalism and Beyond; and GEOG 465 – Geographies of Conquest and Liberation. Two more have been recently approved: GEOG 161 – Urban Change: an introduction to dynamic places, and GEOG 491 – Urban Change Studio. These courses will facilitate cohort building and ensure a community-engaged capstone experience, respectively. The proposal for the Urban Change stream grew out of these strategic initiatives.

Respectfully,



Tracy Brennand
Professor & Chair, Department of Geography



MEMORANDUM

ATTENTION	Lara Campbell, Associate Dean, FASS	DATE	May/17/2023
FROM	Eldon Yellowhorn, Chair, INDG	PAGES	1/1
RE:	BA in Urban Worlds		

The Department of Indigenous Studies enthusiastically supports the proposed major in Urban Worlds. At the May 17, 2023, meeting of the department we discussed this proposal and there was uniform approval to include content from Indigenous Studies, specifically INDG 101 and/or INDG 286.

The proposed BA fits well with our department's research and academic mission of examining the real-life conditions of Indigenous people wherever they establish their communities .

Eldon Yellowhorn



Rebecca J. Cobb, PhD
Associate Professor
Department of Psychology
Simon Fraser University
8888 University Drive
Burnaby, BC V5A 1S6

Email : rcobb@sfu.ca
Office: 778-782-3123
Fax: 778-782-3427

May 5, 2023

Dr. Lara Campbell
Associate Dean
Faculty of Arts and Social Sciences
Undergraduate Programming, Learning and Teaching, Student Experience

Dear Dr. Campbell,

On behalf of the Department of Psychology, I am writing to express support for the proposed new undergraduate major in Urban Worlds. I have reviewed the program proposal and anticipate that it would be attractive and beneficial to students. Accordingly, it is my view that this new major would be a valuable addition to the curriculum at Simon Fraser University.

Sincerely,

Rebecca J. Cobb, PhD



June 8, 2023

ATTN: Dr. Paul Kingsbury, Associate Dean – Undergraduate, FENV

FROM: Sean Markey, Director, School of Resource and Environmental Management (REM)

Dear Professor Kingsbury,

I am writing to express REM's strong support for the Full Program Proposal, BA in Urban Worlds. REM has appreciated the strong engagement from the Department of Geography and Urban Studies throughout the program development process. The program will contribute a tremendous asset to the undergraduate offerings in the Faculty of the Environment, providing a hub for the strong interest from undergraduate students in urban/city issues.

REM looks forward to supporting the program through our included course offerings, particularly within our certified undergraduate planning program. Urban World students will add great depth and diversity of interests to our classes. We also anticipate mutual student engagement and research opportunities given the complementarity between planning and urban issues.

Please don't hesitate to contact me if you have any questions regarding REM's support for the program.

Sincerely,

Sean Markey, PhD
Professor & Director
School of Resource and Environmental Management
Simon Fraser University



Simon Fraser University
AQ 5054
8888 University Drive
Burnaby BC
Canada V5A 1S6

May 9, 2023

Dear Dr. Anthony Perl and Dr. Nicholas Blomley,

I am writing to express support from SFU's Department of Sociology and Anthropology (SA) for the proposed BA program in Urban Worlds, jointly created by the Urban Studies Program in the Faculty of Arts and Social Sciences (FASS) and the Department of Geography in the Faculty of Environment (FENV). This program will help build upon and create new connections for urbanists in the SA faculty whose expertise includes mobilities in city space, urban development and the transformation of cities, and urban poverty and inequality. The Urban Worlds program will enable students who are trained in social science theory and research methodologies to apply their training to contemporary problems associated with the rapid growth of urban areas worldwide. SA furthermore sees the interdisciplinary design of the program as essential for helping students analyze and address complex urban issues from a range of perspectives and methodologies.

The SA Department has committed to supporting this program by contributing courses at the lower and upper levels in both the Urban Change and Urban Studies Streams. These include courses on qualitative and quantitative research methods in the social sciences; the sociology of social movements; environmental sociology, art and performance, and urban anthropology, among others. These courses will be enhanced by the contributions of Urban Worlds majors who will have a wide exposure to the study of city making, urban space, and urban change from disciplines in both FASS and FENV.

Thank you for the hard work and creativity that went into the development of this new program.

Sincerely,

Kathleen M. Millar
Associate Professor and Chair of the Undergraduate Curriculum Committee
Department of Sociology and Anthropology



Suite 2100
515 W. Hastings St.,
Vancouver, BC V6B 5K3

TEL 778.782.7887

Anthony Perl,
Director
aperl@sfu.ca

MEMORANDUM

ATTENTION Lara Campbell, Assoc. Dean - Undergraduate
FASS

DATE 8 June 2023

FROM Anthony Perl, Director, Urban Studies

PAGES 1

RE: Urban Studies Program support for Full Program Proposal BA, Major in Urban Worlds

I write to reconfirm the strong support within Urban Studies for the Full Program Proposal, BA in Urban Worlds. At each stage of the development, and then redevelopment, of an undergraduate curriculum focused on understanding cities and how to improve them, Urban Studies has demonstrated nearly unanimous support for this academic initiative.

This initiative has been a shared goal in Urban Studies ever since 2019, when (then) Minister of Education Rob Fleming charged us with advancing a curriculum that could build on the new BC focus on urban studies in secondary school at a public forum on the future of urban education that we organized at the Wosk Centre. Our Urban Studies stream of the new BA responds directly to that call to action.

Even as we were negotiating, and renegotiating, our academic relationship with partners in the Department of Geography, to deliver this curriculum, Urban Studies began adding undergraduate capacity to our curriculum. We began with split sections in URB 413/613 *Storyscapes: Decolonizing the City Through Arts and Culture*; URB 423/623 *Women in Cities: A Critical Intersectional Perspective*; and URB 463/663 *Diversity and Equity in Cities*. We have continued preparing for the Urban Worlds curriculum by developing required courses URB 101 *What is a City?*, and URB 201 *Urban Inquiry and Practice* and URB 499 *Urban Innovation Lab*. These courses will be ready when the curriculum is launched.

SFU has the opportunity to create a critical mass in urban education with this curriculum, one in which the whole can become greater than the sum of the parts.

Cordially,

June 10th, 2023

Dr. Lara Campbell
Associate Dean, Undergraduate and Student Experience
Faculty of Arts and Social Sciences
SFU

Dear Dr. Campbell,

Please let me introduce myself in my capacity with Urban Land Institute's British Columbia Chapter (ULI BC) Executive Leadership: Duncan Wlodarczak, Chair of ULI BC and Chief of Staff with the Onni Group.

I am writing this letter in support of the creation of the proposed 'BA in Urban Worlds' at Simon Fraser University.

As Chair of ULI BC and as a former alumnus of SFU and its Urban Studies Program, I can attest to the impact and overall contributions of Urban Studies to city building in BC in today's environment. For decades, cities have been inundated with significant and various challenges that require solutions. These challenges are nearing a crisis, such as climate change, economic inequality, affordability, and racial injustice, to name a few. These problems have continued to become more acute in recent years, and unless a new generation of problem solvers can help find new solutions, we will continue to feel the consequences of these challenges here in BC and beyond. The opportunity to learn with the specific lens of Urban Studies situates one to tackle these challenges, whether it be personally or professionally.

As we look at tackling today's challenges, and others that may arise, in the 21st century, it would be a tremendous asset to have more individuals graduate with academic and intellectual exposure of Urban Studies. To begin undergraduate learning through the lens of Urban Studies would allow students to take on this understanding at an early stage, where they could continue their education or career with a trajectory of voice, purpose and impact. Providing individuals with this opportunity would be a valuable and important step towards a better future for more cities, that we need to see.

At ULI BC, we have spent a considerable amount of time speaking to urban studies and planning in the context of today's environment, speaking specifically to the challenges of economic inequality, climate change, and affordability. Looking forward, we will continue focusing on these and similar topics, but will also be expanding to discuss the deeper inequities and injustice that underlie many of these challenges. This has and will require significant education within our member and non-member network, but also look to do our part by looking to the younger generation.

Over the past several years, ULI BC launched and has hosted numerous sessions of UrbanPlan, an engaging simulation exercise in which participants—high school students, university students, public officials, and community members—learn about the market and non-market forces that shape real estate development in our communities. Participants experience the challenging issues, private and public sector roles, complex trade-offs, and fundamental economics in play when proposing realistic land use solutions to vexing growth challenges. We have completed two years of UrbanPlan in two high

schools and one university, and are looking to grow the program in more high schools and universities in the near future.

In 2019, ULI BC hosted then Minister of Education, Hon. Rob Fleming, for a discussion regarding the role education plays in providing students with the foundation to tackle urban issues. To us, it is clear that the Province of British Columbia is supportive of adding the lens of urban studies as a foundational piece of education, knowing it has been added to the grade 12 curriculum. Given that we know the important role the base education of our future members and industry colleagues will play as we look to find the best practices in city building that is core to ULI's mission, it is our intention to continue such conversations by working with the current Minister of Education, Hon. Jennifer Whiteside, and Minister of Advanced Education and Skills Training, Hon. Anne Kang, and connecting them with our membership.

I raise these examples in hopes that they demonstrate that students in BC currently can pursue an urban studies foundation of academic learning in high school, outside formal educational institutions, and at the graduate level. I believe it vital to allow those same students the opportunity to continue their intellectual development with an undergraduate degree in Urban Studies, and feel that the lack of such a BA program is a major gap in the potential curriculum of students wishing to equip themselves for tackling the major challenges we face today and in the future. By enabling SFU's Urban Studies Program to provide that opportunity, SFU will be helping create new generations of 'city builders' directly contribute to solving the most pressing issues of our time.

About ULI and ULI British Columbia

The Urban Land Institute is a global, member-driven organization comprising more than 45,000 real estate and urban development professionals dedicated to advancing the Institute's mission of shaping the future of the built environment for transformative impact in communities worldwide.

ULI BC brings together multi-disciplinary professionals with a range of experiences and expertise. We offer non-partisan, unbiased content that lends itself to be the leading organization in the region dedicated to excellence in city building and best practices. Through thought leadership, developing the leaders of tomorrow, leveraging ULI's global network, and being fully engaged in our communities, we are committed to tackling the greatest urban challenges we face as cities, regions, a province, and the country.

Sincerely,



Duncan Wlodarczak
Chair, ULI BC
duncan.wlod@gmail.com
604.970.5555



11 April 2023

Nicholas Blomley, Ph.D.
Professor
Simon Fraser University
8888 University Drive, Burnaby, B.C., V5A 1S6

Anthony Perl, Ph.D.
Professor
Simon Fraser University
Suite 2100, 515 W. Hastings St., Vancouver, BC, V6B 5K3

Dear Professors Blomley and Perl,

On behalf of the School of Community and Regional Planning, the Department of Geography, and the Urban Studies Program at UBC, we write to offer our **enthusiastic support for the proposed BA Major in Urban Worlds at Simon Fraser University**, with the Urban Change stream in Geography in the Faculty of Environment, and the Urban Studies stream in the Faculty of Arts and Social Sciences.

It is a sign of the times that colleagues at both SFU and UBC are responding to student demand for more focus on urban processes, challenges, and opportunities. While Urban Studies has been a vibrant interdisciplinary field for decades, interest grew dramatically when the world's population tipped across the fifty-percent threshold about fifteen years ago. Disciplines that not so long ago dismissed 'urban' as an adjective of marginalization suddenly saw the significance and implications of planetary urbanization for economic and political processes and the global-scale challenges of the Anthropocene as an entirely new era of humanity as a force in geological evolution. New York University established a Center for Urban Science and Progress, directed by a theoretical physicist. Another physicist was named the first director for a \$35 million urban research center at the University of Chicago – a fitting twenty-first century echo of the Chicago School of Sociology that rose to prominence in the 1920s and looms so large in the history of urban theory. The University of Toronto recently brought together eleven separate units into a comprehensive new School of Cities, including among its faculty the “celebrity urbanologist” Richard Florida.



These are just a few of the reasons why it's urgent to add more than one degree option in Urban Studies for students in the Vancouver metropolitan region. It was Florida's work, after all, that inspired former UBC President Arvind Gupta a few years ago, who noted in a speech in Kelowna that "great cities and great universities exist in symbiosis, feeding, inspiring, and energizing one another. ... every city counted among the world's 'most livable' boasts a world-class university." As separate cities and suburbs coalesce into global city-regions defined by dynamic blends of local and transnational influences, it's a natural evolution to see multiple academic institutions – with abundant Urban Studies expertise – to handle the increasingly complex divisions of labor in research, teaching and service. The roster of world-class metropolitan regions with multiple institutions offering Bachelors' programs in Urban Studies and closely allied fields includes not just London, UK, with choices among three separate institutions (University College London, University of Westminster, London South Bank University), and New York (two at separate CUNY campuses, NYU, Manhattan College), but also Toronto (U of T, York, Ryerson), Los Angeles (USC, Cal State Northridge, Loyola Marymount), Hong Kong (University of Hong Kong, Chinese University of Hong Kong), Kuala Lumpur (University of Malaya, International Islamic University of Malaysia, Universiti Teknologi Malaysia), Johannesburg (University of Johannesburg, University Witwatersrand), and a number of other established or ascendant urban regions. Even the university Santa Ono led before he came to UBC in 2016 – Cincinnati – offers two separate urban Bachelor's degree programs in the College of Design, Architecture, Art, and Planning (a BSc in Urban Studies and a Bachelor of Urban Planning).

As the Vancouver region becomes an ever more prominent theme in discussions amongst urban theorists, planners, designers, artists, and activists in cities around the world, **it is entirely appropriate and valuable for students to have Bachelor's options at both SFU and UBC.** Both of our institutions have well-established urban expertise in existing programs in Geography, Planning, and several other units across each of our campuses, and student interest continues to grow. Given the many existing collaborative initiatives between urbanists at SFU and UBC – mentoring students at the Master's and Doctoral levels, organizing Urban Forum events on urban theory and public policy at SFU's Harbour Centre – we look forward to working with you to harness the interest and power of students' engagement with urban challenges and opportunities.



Sincerely,

A handwritten signature in blue ink that reads "James J. Connolly".

James J.T. Connolly, Ph.D.

Assistant Professor, School of Community and Regional Planning

A handwritten signature in black ink that reads "Elvin Wyly".

Elvin Wyly, Ph.D.

Professor, Department of Geography

A handwritten signature in black ink that reads "Heather Campbell".

Heather Campbell, Ph.D.

Professor and Director, School of Community and Regional Planning

A handwritten signature in black ink that reads "Geraldine Pratt".

Geraldine Pratt, Ph.D.

Professor and Head, Department of Geography

May 10th, 2023

Dear Anthony,

Thank you for sharing with me your proposal for the new program in Urban Worlds at SFU. I've reviewed the program and find it innovative, relevant, and timely, and believe it would be a valuable and enriching addition to the portfolio of degrees offered by SFU, and the BC sector as a whole.

The curricular structure you have described strikes me as very sound, and in particular I think the plan to have two complementary course streams—Urban Studies and Urban Change—affords many opportunities for students to engage with and confront a wide range of important issues related to the urban environment. You've clearly thought through and articulated the value of a multi-disciplinary approach to the challenges of understanding and explaining and (ideally) improving the astonishingly complex and multi-faceted mix of concrete and abstract structures that is the modern (or indeed, historical or even pre-historical) city.

I also applaud the focus, especially in the final year, on practical, experiential, applicative learning with an emphasis on community impact. It's clear that one underlying motivation for the major is a recognition of the growing need for pragmatic expertise in addressing the issues of growing cities. The emphasis on building career-ready skills, and the consequent ready availability of both co-op and post-graduation pathways where students can address those issues, is thus another strength of the proposal. You've identified a wide array of skills that students can expect to develop through these experiences; you may want to link these to and highlight more explicitly the learning outcomes targeted by the program, as well as the key metrics which could be used by the program to assess student progress and by graduates to demonstrate competency to employers.

The research you have done on interest in the new major is quite convincing and validates the importance and potential of the program. At UCW we have recently put forward two new degree proposals that specialize and also extend one of our core programs (the MBA) and this kind of demand analysis was crucial to devising robust proposals. I also interpret your 'competitive analysis' of similar programs elsewhere as demonstrating more of a cooperative or complementary situation than a competitive one. In particular, you've identified the emphasis in other programs on the admittedly important field of city planning. Your Urban Worlds programs seems to me to approach planning less as a skill or practice in itself, and more as one part of a larger cycle of understanding problems, identifying possibilities, and implementing solutions.

I wish you the best in starting up this exciting new program and look forward to hearing about a successful launch.

Best regards,



Maureen Mancuso, VP Academic



University
of Victoria

Department of Geography

PO Box 3060 STN CSC
Victoria British Columbia V8W 3R4 Canada
Tel (250) 721-7327 Fax (250) 721-6216
Email geoinfo@uvic.ca Web www.geography.uvic.ca

Apr 24, 2023

Dr. Anthony Perl,
Professor Urban Studies
Simon Fraser University
Suite 2100, 515 W. Hastings St., Vancouver, BC, V6B 5K3

I write today to enthusiastically express support for this timely effort to advance urban education in BC. Simon Fraser University's proposed **BA in Urban Worlds**, offered jointly through Geography and Urban Studies responds emphatically to former BC Education Minister Rob Fleming's encouragement "to develop urban education at all levels." As a Professor in the Geography Department at the University of Victoria and the coordinator of our international urban geography field school program, I am impressed with the thoughtfulness invested in this proposal.

For better or worse, cities are where it's at in this turbulent world. Trying to grasp these complex phenomena is essential to addressing the most pressing socio-ecological crises we face globally and understanding opportunities for justice, sustainability, resilience, accessibility, mobility, and genuine prosperity. A complex understanding of cities and urban systems is demanded for everything from addressing poverty, housing, and public health crises to adapting to and mitigating the effects of the climate emergency.

And students are recognizing the importance of the "urban world". Existing urban-themed courses and programs at BC's universities are well-subscribed and demands for more comprehensive consideration of the social lives of cities is burgeoning.

While the need for more urban-focused programs is clear, I am struck by how well-conceived this particular proposal is. The proposed BA draws on SFU's strong but underdeveloped urban focus in Geography and Urban Studies. Students move through a program built on breadth and depth, reflecting the "real-world complexities of a phenomenon that defines the lives of billions of people" arriving at a summative practicum in their final year. I appreciate the focus on "unique career-ready skills" while simultaneously offering deep critical engagement with the complexity of pressing urban problems. This program will help propel students into graduate study (for example in the accredited planning program in the School of Resource and Environmental Management, Geography, or Urban Studies) and eventually into promising

fields in the public, non-profit, and private sector including policy making, urban planning, landscape architecture, information analysis, consulting, law, education, and advocacy.

SFU has apparently found strong student support for the proposed program, and such findings can be corroborated by evidence from UVic. Surveys consistently reveal that the biggest perceived gap in our program is in the area of urban planning (and urban studies, more generally). Given that UVic does not offer any specific urban-focused programming and UBC (which does) has enthusiastically endorsed the program, I see the BA in Urban Worlds as advancing urban education in southwest BC without stepping on the toes of others. There certainly is room for more sustained attention to cities in this urbanized corner of the world.

It is, thus, without hesitation that I endorse the proposed BA in Urban Worlds at SFU.

Sincerely,

A handwritten signature in black ink, appearing to read 'Cam Owens', with a stylized flourish at the end.

Dr. Cam Owens,
Teaching Professor (Geography)
University of Victoria
Victoria, BC
camo@uvic.ca



June 2, 2023

**FACULTY OF
LIBERAL ARTS &
PROFESSIONAL
STUDIES**

**Department of
Social Science**

Urban Studies

4700 KEELE ST.
TORONTO ON
CANADA M3J 1P3

Attn: Dr. Nicholas Blomley & Dr. Anthony Perl
Faculty of Environment (Geography) and
Faculty of Arts and Social Sciences (Urban Studies)
Simon Fraser University
Burnaby, BC V5A 1S6

**Re: Letter of Support for BA, Major in Urban Worlds Degree Program
Proposal**

Dear Dr. Blomley and Dr. Perl,

Thank you for inviting me to review your full degree program proposal for a Bachelor of Arts Major in Urban Worlds at Simon Fraser University (SFU). As the Coordinator of the Urban Studies program in the Department of Social Science in the Faculty of Liberal Arts & Professional Studies (LA&PS) at York University, I read your proposal with much excitement on the new possibilities and opportunities a partnership between the two Faculties (Faculty of Arts and Social Sciences and Faculty of Environment) will bring for undergraduate urban programming at Simon Fraser University.

A shared degree in Urban Worlds presents an innovative way forward in collaborative curriculum development that responds to the needs and desires of students to learn about cities through an interdisciplinary focus on urban change. This proposed Major consolidates urban programming in one Major, which fulfills a curricular gap by providing students a cohesive and robust program that will enable students to develop critical thinking skills and interdisciplinary knowledge on cities, regions, and the dynamics of urban change in local and global contexts.

As you noted in your program proposal, urban programming at York University has also gone through significant restructuring, and has now been consolidated in the Faculty of Environmental and Urban Change in the Cities, Regions, and Planning (CRP) program. This decision was to help bring clarity to urban programming at York which will allow students to benefit from the concentration of urban faculty members with a wide range of expertise in an interdisciplinary field. An undergraduate program in British Columbia will not have any impact in terms of competition for students in the CRP program in Toronto, Ontario.

I do believe there is tremendous opportunity in your proposal to create synergies that will not only bring together the best elements and features of the Urban Studies and Geography programs, but will provide a cohesive curriculum interweaving robust academic training, a scaffolded learning approach,



experiential education, and professional development opportunities that will help attract and retain students in SFU.

I wholeheartedly support this proposal from both a pedagogical and institutional perspective in advancing innovative urban curriculum and teaching at SFU. This proposal is compelling and thoroughly completed. The BA, Major in Urban Worlds has a strong collaborative foundation that will allow this Major to successfully grow.

I wish you all the very best in launching this new Major in Urban Worlds!

Yours Sincerely,

A handwritten signature in cursive script that reads "Teresa Abbruzzese". The ink is dark and the signature is fluid and legible.

Teresa Abbruzzese, PhD
Assistant Professor and Coordinator Urban Studies Program
Department of Social Science, Office S703
Liberal Arts & Professional Studies, York University
4700 Keele St., Toronto, ON, Canada M3J 1P3

8.5 Resources

The Urban Worlds Major will be taught by existing faculty: no additional instructional resources are needed to launch the Major. In summary:

- The launch of this BA is not contingent on additional hires, but faculty renewal plans are taking the needs of the new Major into consideration.
- The BA is not expected to impact teaching loads in other programs.
- This BA is not expected to substantially reduce or eliminate other programs.
- This is a regular fee program.

Faculty of Environment (FENV)

The Urban Studies Stream can be initiated with no new hires of faculty or staff; rapid program growth would inform staffing discussions with FENV Dean's Office. Most courses will be taught by continuing faculty; sessionals may be hired from time to time to cover faculty secondments and leaves.

The following new positions contained in Geography's five-year Faculty Renewal Plan may support the Urban Change Program by adding urban teaching capacity, bridging curricular gaps, and facilitating enrolment growth. These positions are not required for the program to operate:

- **Assistant Professor, Climate Justice**—This position will provide evidence-based insights to inform equitable solutions to climate change. It builds on SFU's strategic research priorities around community-centred climate innovation, health, wellness, democracy, justice and equity, and supports SFU's community engagement vision.
- **Assistant Professor, Urban Futures**—This position is focused on the role, relationship opportunities, and challenges of emergent technologies and associated data gathering / analysis to the geographic information sciences especially as they relate to the urban built-environment and mobility. It builds on SFU's strategic research priorities in health, wellness, democracy, justice and equity, and strengths in big data and urban design and policy.

Sessionals may be hired from time to time to cover faculty secondments and leaves. Financial matters and administrative assistance for the Major will be administered by existing staff within Geography.

Faculty of Arts and Social Sciences (FASS)

The launch of the Urban Studies Stream in FASS will be initially resourced through the rebalancing of some graduate teaching capacity within Urban Studies to undergraduate teaching as part of their load via piggyback arrangements, shared co-teaching in URB 101, and with the recruitment of our first Associate Professor of Professional Practice (.25 CFL, targeted search currently underway). The Initiative in Urban Sustainable Development endowment funds are currently being used to

support course development of URB 499 Urban Innovation Lab. These are not net new resources.

Another .25 Professor of Professional Practice position would secure our existing Indigenous curriculum content, URB 413, through converting a recurring Visiting Professor position to a continuing part-time professional position.

And as program enrolment grows, we would then recruit an Assistant Professor in Indigenous Urban Planning to advance our commitment to, and capacity for, reconciliation with Indigenous urban communities.

In keeping with commitments to similar scaled new programs in FASS, the Urban Studies Program would require up to one 0.5 FTE administrative (APSA 7) position to manage student enrolment, recruitment, placement in experiential learning, mentoring, and as an alumni liaison contingent upon enrollments once the program is launched.

Proposed tuition and other program fees

Tuition for the Major will be unit based, at standard undergraduate tuition rates, which will be adjusted annually based on the University's incremental tuition increases. Domestic and International students will be subject to the appropriate tuition based on their status. Effective Fall 2022, domestic tuition rates are \$203.80 per unit and international tuition rates are \$1,095.15 per unit (for students who entered SFU in 2019/20 or later), as per Academic calendar (<https://www.sfu.ca/students/calendar/2023/summer/fees-and-regulations/tuition-fees/undergraduate.html#domestic>).

8.6 Financial plan (only if additional resources required)

See above.

8.7 Abbreviated curriculum vitae for faculty

Faculty of Environment:

- Shivanand Balram, University Lecturer, Department of Geography
- Tara Holland, Department of Geography, School of Environmental Science
- Eugene McCann, Professor, Department of Geography
- Leanne Roderick, Lecturer, Department of Geography

Faculty of Arts and Social Sciences

- Annika Airas, Term Lecturer, Urban Studies
- Karen Ferguson, Professor of Urban Studies and History
- Aude-Claire Fourot, Associate Professor, Urban Studies and Political Science
- Peter V. Hall, Assistant/Associate/Full Professor, Urban Studies, Associate Member of Geography
- Meg Holden, Professor, Urban Studies and Environmental Management
- Mohsen Javdani, Associate Professor of Economics, School of Public Policy and Urban Studies Program (Joint Appointment)
- Tiffany K. Muller Myrdahl, Senior Lecturer, Department of Gender, Sexuality, and Women's Studies and Urban Studies Program
- Anthony Perl, Director of Urban Studies Program, Professor of Political Science and Urban Studies
- Andy Yan, Director, City Program and Adjunct Professor, Urban Studies
- Yushu Zhu, Assistant Professor, Urban Studies Program, School of Public Policy

See below.

Shivanand Balram, PhD

University Lecturer, Department of Geography, Simon Fraser University
8888 University Drive, Burnaby, BC, Canada V5A 1S6
E-mail: sbalram1@sfu.ca • *Telephone:* (778)-782-2003

EDUCATION AND TRAINING

McGill University, Geography Department, Quebec, Canada

PhD in Geographical Information Science and Environmental Modelling.

Concentrations: GIScience, Spatial Decision Support Systems, Environmental Modeling.

Centre for Curriculum Development & Transfer, British Columbia, Canada

Facilitation Skills Certificate.

Theory and practice of assessing learning outcomes, curriculum designs, and facilitating learning

Simon Fraser University, LIDC, British Columbia, Canada

Certificate in Web-Based Instruction.

Concentrations: Practical and theoretical techniques of web-based and electronic teaching and learning.

Simon Fraser University, LIDC, British Columbia, Canada

Certificate in University Teaching and Learning.

Concentrations: Face-to-face teaching and learning methodologies and practice.

University of Cambridge, Geography Department, Cambridgeshire, United Kingdom

Master of Philosophy (M.Phil) in Geographical Information Systems and Remote Sensing.

Concentrations: GIScience, Health Geography, Spatial Analysis.

Syracuse University (SUNY), College of Environmental Science & Forestry, Syracuse, USA

Visiting Scholar. Environmental Science and Forestry.

Concentrations: Forest hydrology, ecological modeling, and environmental impact analysis.

University of Guyana, Turkeyen Campus, Guyana

Bachelor of Science with Major in Physics and Minor in Mathematics.

Concentrations: Physics, Mathematics, Solar Energy, and Photovoltaic Power Systems.

WORK EXPERIENCE

University Lecturer

Simon Fraser University, Geography, Canada

Preparing and delivering lectures for various courses in quantitative geography, GIS and remote sensing to different levels of undergraduate students. Delivering teaching excellence through new pedagogies, preparation of exams, assignments, interactive Canvas notes, and coordinating teaching assistants and computer lab work. Pursuing educational leadership through curriculum design, developing new courses, and using technologies for online delivery. Involvement in service at various levels. Participating in professional and pedagogical development. Conducting work on various teaching and research topics.

Lecturer

University of Guyana, Department of Physics, Guyana

Prepared and delivered lectures in Physics, GIS, and Remote Sensing to B.Sc. Physics, Geography and Environmental Science students. Other duties include the preparation of examinations, external examiner, student assessments, coordination of science experiments, and administrative work.

GIS Consultant

Pro Tempore Secretariat, Amazon Cooperation Treaty

Designed and implemented a GIS feasibility study. Provided technical support to integrate GIS databases in the national institutions of Guyana for the development of economic and ecological zoning plans.

GIS Analyst

The Inter-American Development Bank Guyana Urban Rehabilitation Programme

Designed and maintained a PC-based Urban Geographical Information network spatial database that integrated ArcCAD, AutoCAD, and ArcView.

Research Assistant

The Institute of Applied Science and Technology, Solar Energy Laboratory, Guyana

Design and installation of photovoltaic power systems for use under Guyana's meteorological conditions.

Laboratory Technician

The Guyana Pharmaceutical Corporation, Guyana

Development of new pharmaceutical products, Quality control, and Customer sales and support.

RELEVANT COURSES TAUGHT

DIGITAL EARTH (GEOG150): Practical applications of geographic information techniques for analysis and problem-solving in multiple contexts. This course will demonstrate how the various GIScience components contribute to a more complete understanding of real-world events and processes. Students will also obtain an understanding of how GIScience analysis can be extended to benefit research and policy in a multidisciplinary context. (undergraduate).

QUANTITATIVE GEOGRAPHY (GEOG251): An introduction to basic quantitative techniques for the collection of geographic data. Topics include describing data, gathering samples, theoretical distributions, linking samples and populations, testing significance, and exploring spatial relationships all within practical, real-world application contexts. (undergraduate).

GIS I (GEOG255): A basic overview of Geographical Information Systems and Science; GIS software, hardware, data structures and models; spatial data, operations and algorithms; practical applications and limitations. This course will introduce students to the technical differences between GIS and GIScience, the tools and methods that enable their effective use, and an introduction to using spatial data management and analysis software. (undergraduate).

GIS II (GEOG355): Geographical Information Systems and Science (GIS) integrate a unique mixture of geography principles, computer science and mathematics. This course will examine both the geographical and technical components of GIS covering the range from spatial representation to matrix algebra. The emphasis will be on raster data representation, analysis and applications. Students will learn about geographic representation, data input and quality, data structures, storage and analysis, digital terrain models, visualization and cognition, scale and generalization, and geographic objects with uncertain boundaries. (undergraduate).

CURRICULUM VITAE

Tara Holland

Department of Geography | School of Environmental Science
Simon Fraser University
8888 University Drive, Burnaby, BC, Canada V5A 1S6
tholland@sfu.ca | 604-880-9635

EDUCATION

2009 – 2014	PhD Geography , University of Guelph Thesis: “ <i>Adaptation to climatic and socioeconomic change in rural regions: The case of the Prince Edward County wine sector</i> ”.
2003 – 2005	MSc Geography , University of Guelph Thesis: “ <i>Landscape changes in a coastal lagoon system, Jalisco, Mexico: Implications for Barra de Navidad lagoon</i> ”.
2000 – 2003	BA Environmental Studies and Geography , Bishop’s University
1992 – 1997	BSc Biological Science (Honours) , University of Guelph

ACADEMIC EMPLOYMENT

May 2019 – current	Lecturer , Geography/Environmental Science, SFU
Sept 2018 – April 2019 Sept 2017 – April 2018	Limited-Term Lecturer , Geography/Environmental Science, SFU
Sept 2016 – April 2017	Sessional Instructor , Geography/Environmental Science, SFU
Aug 2017 – Aug 2019	Science Education Specialist , Earth and Environmental Science, University of Central Asia/UBC
Aug 2014 – Aug 2017	Lecturer/Science Teaching and Learning Fellow , Earth, Ocean, and Atmospheric Sciences, UBC
July 2013 – May 2014	Teaching Fellow (Lecturer) , Life Sciences/Physical Sciences, Quest University Canada
Sept 2013 – Dec 2013	Sessional Instructor , Geography, University of Guelph
Sept 2006 – May 2009	Instructor , Environmental Studies and Geography, Bishop’s University
Sept 2005 – Dec 2005	Sessional Instructor , Earth and Environmental Sciences, Mount Royal University

SCHOLARSHIPS, FELLOWSHIPS, AND AWARDS

Value	Year	Scholarship/Award/Fellowship	Location of Tenure
1000	2022	FENV Dean's Excellence in Teaching Award	Simon Fraser University
Part of TLDG	2022	Amundsen Fellowship	Simon Fraser University
Part of salary	2020	FENV Faculty Teaching Fellow	Simon Fraser University
-	2017	Bishop's University "Top 10 After 10" Award	Bishop's University
81,000	2015	SSHRC Postdoctoral Fellowship	Declined
150,000	2013	SSHRC Vanier Canada Graduate Scholarship	University of Guelph
15,000	2010	Tri-Council Scholarship	University of Guelph
15,000	2010	Ontario Graduate Scholarship	Declined
2000	2010	Board of Graduate Studies Research Scholarship	University of Guelph
5000	2009	Dean's Scholarship	University of Guelph
1750	2004	Board of Graduate Studies Research Scholarship	University of Guelph
5000	2003	Ont. Graduate Scholarship in Sci. and Tech.	University of Guelph

TEACHING

EDUCATIONAL LEADERSHIP AND CURRICULUM DEVELOPMENT

2020 – current	Faculty of Environment (FENV) Teaching Fellow - Develop and provide teaching resources and support for FENV colleagues
2020 – current	Fraser International College (FIC) Coordinator EVSC 100, GEOG 100, GEOG 104 - Review and give feedback on syllabi, course materials and assessments
2019 – current	Educational Goal Development and Curriculum Mapping , Geography - Curriculum mapping and preliminary assessment for all programs for Departmental self-study - Educational Goals development for Climate Change and Society Minor - Curriculum mapping for new Climate Change and Society Minor and Urban Change Major/Minor
2019 – current	Teaching Reviews for Sessional Instructor and Limited-Term Lecturers, Geography - Observe classes, review course materials, and provide feedback to Sessional Instructors and Limited Term Lecturers
2017 – 2019	Curriculum Developer , Earth and Environmental Science program, University of Central Asia, Khorog, Tajikistan (based out of UBC) - Designed 6 courses
2015 – 2017	Workshop Facilitator , Teaching and Learning Fellow Development Series, Faculty of Science, UBC

Jan 2012 – April 2012 **Workshop Facilitator**, Graduate Student Teaching Development Program,
Centre for Open Learning and Educational Support, University of Guelph

Teaching Workshops/Panel Presentations

- 2022 **Holland, T.** *Getting it write? Tools for supporting multilingual learners in a “W” course in Environmental Science.* Linguistically Responsive Classroom Instructor Series workshop, March 11, Centre for Educational Excellence, SFU.
- 2021 **Holland, T.** *Tapping into student perspectives: Using SETC student feedback to inform teaching practice.* SETC Panel: Lessons Learned from Student Feedback, July 21, Institute for the Study of Teaching and Learning in the Disciplines, SFU.
- 2020 **Holland, T.** *Notes from the (remote) field: Designing and delivering an engaging online course.* Designing Remote Teaching Workshop, July 28, Faculty of Environment, SFU.
- 2019 **Holland, T.** *Incorporating active learning into classes of any size.* Innovations in Teaching and Learning Roundtable Series, April 17, Faculty of Environment, SFU.
- 2016 **Holland, T.**, Sherman, S., Stang, J., & Strubbe, L. *Paired teaching for faculty professional development.* CTLT Spring Institute, May 7, UBC.
- Stang, J., Strubbe, L., **Holland, T.**, Sherman, S., Lister, A., Barker, M., & Graves, M. *Paired teaching for professional development in teaching.* Science Supper Series, March 22, UBC.
- 2015 **Holland, T.** *Facilitation skills for meetings with faculty.* Teaching and Learning Fellow Development Series, Nov 24, UBC.
- Holland, T.**, & Sherman, S. *Self-directed learning and metacognition.* Teaching and Learning Fellow Development Series, Nov 16, UBC.
- Holland, T.**, & Strubbe, L. *Facilitating effective classroom discussions.* Science Education Open House, April 13, UBC.
- Holland, T.** *Survey design fundamentals.* Teaching and Learning Fellow Development Series, March 18, UBC.
- 2012 **Holland, T.** Graduate Student Teaching Development Series, Jan – May, University of Guelph.
- *Experiential learning*
 - *Facilitating effective discussions*
 - *Lesson planning for engagement*
 - *Student assessment and feedback*

PEDAGOGIC/PROFESSIONAL DEVELOPMENT

- 2023 - Decolonizing and Indigenizing STEM Series (CEE, 6 weeks, March – April)
- 2022 - San'yas Indigenous Cultural Safety Training Program (PHSA, 6 weeks, June – July)
 - Peer Observation Bias Training – Inclusive Teaching Series (CEE, March 16)
 - Linguistically Responsive Classroom Instructor Series (CEE, 6 weeks, Jan – March)
 - Tea & Teachings: Conversations around Indigenizing Teaching (CEE, 6 weeks, Jan – April)
 - Teaching and Learning Development Grant Workshop (ISTLD, Feb 1, 15)
- 2021 - Blended Learning Design Course (CEE, 10 weeks, Sept – Dec)
 - SFU Symposium on Teaching and Learning (CEE, May 19-20)
 - Decolonizing Curriculum Panel (CEE, Feb 23)
 - How Do Institutions and Indigenous Peoples Work Together in Decolonizing and Indigenizing Teaching and Learning Practices? (CEE, Jan 26)
- 2020 - Well-being and inclusivity in online learning environments workshop (CEE, May 20)
 - Recording and Editing Video Content (CEE, May 4)
 - Zooming in on Education Workshop, hosted by SFU Student Peer Ambassadors (March 31)
 - Remote Instruction: 3-day intensive workshop (CEE, April 27-29)
 - Teaching and Learning Development Grant workshop (ISTLD, Feb 10, 24)
 - Online Course Development Workshop (Teaching Matters Seminar Series, Jan 20)
- 2019 - SFU Symposium on Teaching and Learning (May 5-6)
- 2017 - Teaching and Learning Development Grant workshop (ISTLD, Nov 9, 23)
- 2015 - Clicker Workshop (Centre for Teaching, Learning, and Technology (CTLT), UBC, March 3)
 - The Integration of Research, Teaching and Learning (CTLD, UBC, Feb 24)
- 2014 - Developing your Cultural Competency (2-day workshop, UC-Boulder, July)
 - Educational Research Workshop (UBC, Sept 24)
 - ISW Facilitator Development Workshop (5-day workshop, UBC, Sept)

SEMESTERLY TEACHING ACTIVITY AT SIMON FRASER UNIVERSITY

(Course Type: I = in person; R = remote; B = blended)

Semester	Activity	Course	Number	Course Type	Hours	Enrollment
2023-1	Teaching	Intro to Environmental Science	EVSC 100	Lecture (I)	2	62
2022-3	Teaching	Earth Systems	GEOG 111	Lecture (I)	2	259
2022-3	Teaching	Geography in Practice	GEOG 266W	Lecture (B)	3	64
2022-3	Teaching	Environmental Science in Practice	EVSC 201W	Lecture (B)	3	61
2022-2	Teaching	Intro to Environmental Science	EVSC 100	Lecture (B)	3	135
2021-3	Teaching	Environmental Science in Practice	EVSC 201W	Lecture (B)	3	39
2021-3	Teaching	Geography in Practice	GEOG 266W	Lecture (B)	3	80
2021-2	Teaching	Intro to Environmental Science	EVSC 100	Lecture (R)	2	132
2021-2	Teaching	Climate Change, Water, Society	GEOG 104	Lecture (R)	3	273
2021-1	Teaching	Environmental Science in Practice	EVSC 201W	Lecture (R)	3	50
2021-1	Teaching	Environmental Science Capstone	EVSC 400	Lecture (R)	2	29

2021-1	Teaching	Environmental Science Capstone	EVSC 400	Tutorial (R)	2	29
2021-1	Teaching	Climate Change, Water, Society	GEOG 104	Lecture (R)	3	188
2021-1	Teaching	Geography in Practice	GEOG 266W	Lecture (R)	3	60
2020-3	Teaching	Intro to Environmental Science	EVSC 100	Lecture (R)	2	181
2020-3	Teaching	Climate Change, Water, Society	GEOG 104	Lecture (R)	3	177
2020-2	Teaching	Intro to Environmental Science	EVSC 100	Lecture (R)	2	131
2020-1	Teaching	Environmental Science Seminar	EVSC 300	Lecture (I/R)	3	31
2020-1	Teaching	Environmental Science Capstone	EVSC 400	Lecture (I/R)	2	25
2020-1	Teaching	Environmental Science Capstone	EVSC 400	Tutorial (I/R)	2	25
2020-1	Teaching	Environmental Science Thesis	EVSC 490W	Lecture (I/R)	0	1
2020-1	Teaching	Climate Change, Water, Society	GEOG 104	Lecture (I/R)	3	94
2019-3	Teaching	Intro to Environmental Science	EVSC 100	Lecture (I)	2	135
2019-3	Teaching	Directed Study in Environ. Sci	EVSC 491	Dir. Studies	1	1
2019-3	Teaching	Climate Change, Water, Society	GEOG 104	Lecture (I)	3	86
2019-3	Teaching	Climate Change, Water, Society	GEOG 104	Lecture (I)	3	36
2019-3	Teaching	Earth Systems	GEOG 111	Lecture (I)	2	198

SUPERVISION OF TEACHING ASSISTANTS

Level	Name	Title	Course	Tutorials	Enrollment	Semester
Doctorate	Hannah Harrison	Geography in Practice	GEOG 266W	-	64	2022-3
Doctorate	Jon Harding	Environmental Science in Practice	EVSC 201W	-	61	2022-3
External	Orlando Vera	Earth Systems	GEOG 111	2	40	2022-3
Master	Mia Fitzpatrick	Earth Systems	GEOG 111	4	80	2022-3
Master	Alfie Mortimer	Earth Systems	GEOG 111	4	80	2022-3
Master	Morgan Wright	Earth Systems	GEOG 111	1	20	2022-3
Master	Takuma Mihara	Earth Systems	GEOG 111	2	40	2022-3
Doctorate	Julia Meyers	Intro to Environmental Science	EVSC 100	6	80	2022-2
Master	Justin Barbati	Intro to Environmental Science	EVSC 100	2	30	2022-2
Master	Laura Mackey	Intro to Environmental Science	EVSC 100	2	25	2022-2
Master	Chavez, Marina	Geography in Practice	GEOG266W	-	80	2021-3
Doctorate	Harding, Jon	Environmental Science in Practice	EVSC201W	-	39	2021-3
Doctorate	Cantu, Mark	Intro to Environmental Science	EVSC100	3	54	2021-2
Master	Fitzpatrick, Crystal	Climate Change, Water, Society	GEOG104	-	91	2021-2
Master	Murphy, Dan	Climate Change, Water, Society	GEOG104	-	91	2021-2
Doctorate	Myers, Julia	Intro to Environmental Science	EVSC100	4	78	2021-2
Doctorate	Perez, Natalia	Climate Change, Water, Society	GEOG104	-	91	2021-2
Master	Bouche, Clementine	Climate Change, Water, Society	GEOG104	-	63	2021-1
Doctorate	Ilori, Chris	Climate Change, Water, Society	GEOG104	-	63	2021-1
Doctorate	Kennedy-Slaney, Liam	Geography in Practice	GEOG266W	-	60	2021-1

Master	Levy, Jacqui	Environmental Science in Practice	EVSC201W	-	25	2021-1
Doctorate	McCrae, Crystal	Environmental Science in Practice	EVSC201W	-	25	2021-1
Master	Reyes, Cheryl	Climate Change, Water, Society	GEOG104	-	62	2021-1
Master	Duncan, Maggie	Intro to Environmental Science	EVSC100	4	66	2020-3
Master	Fogliata, Francesca	Climate Change, Water, Society	GEOG104	-	58	2020-3
Doctorate	Ilori, Chris	Climate Change, Water, Society	GEOG104	-	58	2020-3
Doctorate	MacIsaac, Alex	Climate Change, Water, Society	GEOG104	-	61	2020-3
Doctorate	McCrae, Crystal	Intro to Environmental Science	EVSC100	2	40	2020-3
Master	Wright, Morgan	Intro to Environmental Science	EVSC100	4	65	2020-3
Master	Duncan, Maggie	Intro to Environmental Science	EVSC100	3	60	2020-2
Master	Gullacher, April	Intro to Environmental Science	EVSC100	4	71	2020-2
Doctorate	Tuyisenge, Germaine	Climate Change, Water, Society	GEOG104	-	94	2020-1
Master	Bryce, Jordan	Earth Systems	GEOG111	3	60	2019-3
Master	Dinney, Meaghan	Earth Systems	GEOG111	1	20	2019-3
Doctorate	Hurson, Max	Earth Systems	GEOG111	3	60	2019-3
Doctorate	Jamshidian, Soudeh	Intro to Environmental Science	EVSC100	2	40	2019-3
Master	Kusack, Kyle	Intro to Environmental Science	EVSC100	6	95	2019-3
Doctorate	Nzotungicimpaye, CM	Earth Systems	GEOG111	3	58	2019-3
Master	Zhang, Jin	Climate Change, Water, Society	GEOG104	-	86	2019-3

SUPERVISION OF UNDERGRADUATE THESES

Start/End	Status	Student	Unit
2019 – 2020	Completed	Hilary Ta	Environmental Science
		<i>Natural Infrastructure and Climate Change Resilience: Stormwater Assets and Suggestions for Implementation in Burnaby, British Columbia</i>	

EXTERNAL THESIS EXAMINER

Student	Thesis Title	Degree	Institution	Date
Mahdieh Heydari	A Study on Surface Urban Heat Island with Focus on Outdoor Thermal Comfort: A Pilot Project at the BCIT Burnaby campus	MASC	BCIT	May 2022

SUPERVISION OF RESEARCH PERSONNEL

Start/End	Student	Position	Funds Source	Description
Sept-Dec 2021	Binqing Yu	Graduate Research Assistant	ISTLD, SFU	TLDG project: Literature review and qualitative data analysis
Oct 2020- March 2021	Gabi Trainor	Undergraduate Research Assistant	ISTLD, SFU	TLDG project: Quantitative data analysis

RESEARCH

CURRENT RESEARCH INTERESTS

- Pedagogy to encourage student motivation, engagement, and learning
- Climate change education
- Supporting multilingual learners in writing-intensive courses
- Curriculum and course-level decolonization and Indigenization
- Faculty teaching development; metacognition

PEDAGOGY RESEARCH PROJECT FUNDING

Grant	Start Year	End Year	Title	Funding Source	Total	Involvement	Collaborators
Amundsen Fellowship	2022	Current	Developing a Teaching Squares program: Impact on teaching practice in the Faculty of Environment	ISTLD	25000*	PI	
Teaching and Learning Development Grant	2021	2022	Assessing the impact of weekly low-stakes assessments on student motivation, engagement, and learning in two large-enrollment remote courses	ISTLD	3700	PI	
Teaching and Learning Development Grant	2020	2021	Measuring student improvement in climate literacy in a first-year interdisciplinary climate change course	ISTLD	5000	PI	Sharla Stolhandske, FIC
Teaching and Learning Development Grant	2018	2020	Effect of two-stage collaborative testing on student exam anxiety and performance	ISTLD	6000	Co-Investigator	Becky Cobb and Lara Akin, Psychology, SFU

*Funding includes two course releases

PUBLICATIONS

(* = undergraduate student; ** = graduate student I supervised)

Refereed publications

- Strubbe, L.E., Stang, J, **Holland, T.**, Sherman, S.B., & Code, W. (2019). Faculty adoption of active learning strategies via paired teaching: Conclusions from two science departments. *Journal of College Science Teaching*, 49(1), 31-39
- Holland, T.** (2018). Impact of a departmental instructional skills course on graduate students' beliefs about science teaching and learning. *Journal of College Science Teaching*, 47(6): 57-65.
- Holland, T.**, Sherman, S., & Harris, S. (2018). Paired teaching: a professional development model for adoption of evidence-based teaching practices. *College Teaching*, 66(3): 148-157.
- Holland, T.** and B. Smit. (2014). Recent climate change in the Prince Edward County, Ontario, Canada winegrowing region: Implications for a fledgling wine sector. *Regional Environmental Change*, 14(3), 1109-1121.
- Holland, T.**, Smit, B., and G.J.V. Jones. (2014). Toward a conceptual framework of terroir tourism: A case study of the Prince Edward County, Ontario wine region. *Tourism Planning and Development*, 11(3), 275-291.
- Cardille, J., White, J., Wulder, M., and **T. Holland**. (2012). Representative landscapes in the forested area of Canada. *Environmental Management*, 49(1), 163-173.
- Holland, T.**, Mariscal, J., Davidson-Arnott, R.G.D. and J. Cardille. (2011). Landscape Changes in a Coastal System Undergoing Tourism Development: Implications for Barra de Navidad Lagoon, Jalisco, Mexico. *Investigaciones geográficas* 74, 7-18.
- Holland, T.** and B. Smit. (2010). Climate change and the wine industry: Current research themes and new directions. *Journal of Wine Research* 21(2), 125-136.
- Wulder, M., White, J., Hian, T., Coops, N., Cardille, J., **Holland, T.**, and D. Grills. (2008). Monitoring Canada's forests—Part 2: National forest fragmentation and pattern. *Canadian Journal of Remote Sensing* 34(6), 563-584.

Book reviews

- Holland, T.** (2021). "Review of Uncommon Sense Teaching: Practical Insights in Brain Science to Help Students Learn. Barb Oakley, Beth Rogowsky, & Terrence J. Sejnowski., New York: TarcherPerigee (Penguin Random House), 2021. 321 Pages." *Journal of Geography* 121(2), 86.

Non-refereed contributions

- Holland, T.**, & Yu, B**. (2022). *Assessing the impact of weekly low-stakes assessments on student motivation, engagement, and learning in two large-enrollment remote courses*. Teaching and Learning Development Grant Final Report, March. <https://tinyurl.com/3p3cbn5b>
- Holland, T.**, Trainor, G*., & Stolhandske, S. (2021). *Measuring Student Improvement in Climate Literacy in a First-Year Interdisciplinary Climate Change Course*. Teaching and Learning Development Grant Final Report, July. <https://tinyurl.com/ybte6wb9>

- Holland, T.** (2021). “*Instructional Strategies to Motivate Learning in Remote Classes*”. FENV Remote Teaching Tip Sheet #6, March. <https://tinyurl.com/5n997xx7> (link for all Tip Sheets)
- Holland, T.** (2021). “*5 Steps for Effective, Engaging, and Equitable Virtual Discussions*”. FENV Remote Teaching Tip Sheet #5, January.
- Holland, T.** (2020). “*3 Evidence-Based Tips to Increase your Remote Teaching Presence*”. FENV Remote Teaching Tip Sheet #4, December.
- Holland, T.** (2020). “*Running Exams using the Canvas Quiz Tool*”. FENV Remote Teaching Tip Sheet #3, November.
- Holland, T.** (2020). “*Early-Semester Feedback Surveys: Beneficial for you and for your Students*”. FENV Remote Teaching Tip Sheet #2, October.
- Holland, T.** (2020). “*Suggestions for TA Training, Responsibilities, and Support in Remote Courses*”. FENV Remote Teaching Tip Sheet #1, September.
- Cobb, R., **Holland, T.**, & Aknin, L. (2019). *Effect of Two-Stage Collaborative Testing on Student Exam Anxiety and Performance*. Teaching and Learning Development Grant Final Report, March. <https://tinyurl.com/2mjd26fv>
- Stang, J., Strubbe, L., **Holland, T.**, & Sherman, S. (2017). *Paired teaching: High-impact, low-cost professional development in evidence-based teaching for new faculty*. Internal whitepaper, Faculty of Science, UBC. Available online at <http://hdl.handle.net/2429/64513>.

TEACHING CONFERENCE PRESENTATIONS

(* = undergraduate student; ** = graduate student I supervised)

- Holland, T.** (2023). *Reimagining a face-to-face poster session as an interactive online forum: Design tips for student engagement and interaction*. SFU Digital Learning Showcase, 14 March.
- Holland, T.**, & Yu, B**. (2022). *Frequent, formative assessments promote student motivation and deepen understanding of content in remote courses*. International Society for the Scholarship of Teaching and Learning (ISSOTL), Kelowna, 2-5 November. [Interactive Session].
- Holland, T.**, & Trainor, G*. (2021). *Measuring student improvement in climate literacy in a first-year interdisciplinary climate change course*. Earth Educators’ Rendezvous, Online, 11-15 July. [Poster]. Session Chair.
- Cobb, R., Holland, T., & Aknin, L.** (2019). *Make sure your voice is heard: Faculty and student experience with Two-Stage Collaborative Exams*. SFU Teaching and Learning Symposium, 5-6 May, Vancouver, BC. [Interactive Workshop].
- Holland, T.** & Sherman, S. (2018). *Paired teaching: A model for adoption & retention of active learning pedagogy*. Society for Teaching and Learning in Higher Education (STLHE) Annual Conference, 19-22 June, Sherbrooke, QC. [Oral].

Jolley, A., Gilley, B., **Holland, T.**, Sherman, S., Scribner, E**., & McMillan, R**.. (2018). Teaching and learning about teaching and learning: UBC's graduate course in evidence-based pedagogy. GSA Annual Meeting, Indianapolis. [Oral].

Holland, T. & Sherman, S. (2017). *Paired teaching for transfer of evidence-based teaching practices*. Western Conference on Science Education, 4-7 July, London, ON. [Poster].

Holland, T. (2015). *Investigating a paired teaching model for transfer of evidence-based teaching practices*. Earth Educators' Rendezvous, 13-17 July, Boulder, CO. [Poster].

CURRICULUM VITAE

EUGENE McCANN

Department of Geography, Simon Fraser University, Burnaby, BC, V5A 1S6 Canada
Email: emccann@sfu.ca

CURRENT ACADEMIC APPOINTMENTS

2012–Present. Professor, Geography.

2013–Present. Associate faculty member, SFU Dept. of Sociology & Anthropology.

EDUCATION

1998 (Nov.) Ph.D., Geography. University of Kentucky

1993 (Dec.) M.A., Geography. Miami University, Ohio

1991. (Jun.) M.A. (Hons.), Geography. University of Glasgow, Scotland

PUBLICATIONS

Books

2015. Jonas, A.E.G., **McCann, E.**, & Thomas, M. *Urban geography: A critical introduction*. Wiley-Blackwell.

2014. Paddison, R. & **McCann, E.** eds. *Cities & social change: Encounters with contemporary urbanism*. Sage.

2011. **McCann, E.** & Ward, K. eds. *Mobile urbanism: Cities & policy-making in the global age*. University of Minnesota Press.

Articles in Refereed Journals (Last 5 Years)

2023. **McCann, E.**, & Duffin, T. Mobilising a counterhegemonic idea: Empathy, evidence, and experience in the campaign for a Supervised drug Injecting Facility (SIF) in Dublin, Ireland. *Transactions of the Institute of British Geographers*, 48(1), 83-99.

2022. **McCann, E.**, McClintock, N., & Miewald, C. Mobilizing 'impermaculture': Temporary urban agriculture and the sustainability fix. *Environment & Planning E: Nature and Space*. Currently Online First.

2021. McClintock, N., Miewald, C., & **McCann, E.** Governing urban agriculture: Formalization, resistance and re-visioning in two 'green' cities. *International Journal of Urban and Regional Research*, 45(3), 498-518.

2020. Baker, T., & **McCann, E.** Beyond failure: the generative effects of unsuccessful proposals for Supervised Drug Consumption Sites (SCS) in Melbourne, Australia. *Urban Geography*, 41(9), 1179-1197.

2020. Rogers, D., Herbert, M., Whitzman, C., **McCann, E.**, Maginn, P. & 18 others. The City Under COVID-19: Podcasting As Digital Methodology. *Tijdschrift voor Economische en Sociale Geografie*, 111(3), 434-450.

2019. Baker, T., **McCann, E.**, & Temenos, C. (2020). Into the ordinary: Non-elite actors and the mobility of harm reduction policies. *Policy and Society*, 39(1), 129-145.

2019. Miewald, C., **McCann, E.**, Temenos, C., & McIntosh, A. “I do my best to eat while I’m using”: Mapping the foodscapes of people living with HIV/AIDS who use drugs. *Social Science & Medicine*, 226, 96-103.
2018. Miewald, C., **McCann, E.**, McIntosh, A., & Temenos, C. Food as harm reduction: barriers, strategies, and opportunities at the intersection of nutrition and drug-related harm. *Critical Public Health*, 28(5), 586-595.

Book Chapters (Last 5 Years)

- In Press. **McCann, E.** Referencing, truth-spots, and boundary-work: Encountering, transcending, and redrawing boundaries in urban studies. In Angeliki Sioli, Nishat Awan, & Kristopher Palagi, eds. *Fissures in walls: Architectures of resistance*. Leuven University Press.
2023. **McCann, E.** ‘Right here, right now’: Immediacy, space, and publicness in the politics of climate crisis. In Håvard Haarstad, Jakob Grandin, Kristin Kjærås and Eleanor Johnson, eds. *Haste: The slow politics of climate urgency*. UCL Press.
2022. Baker, T., & McCann, E. Beyond failure: the generative effects of unsuccessful proposals for Supervised Drug Consumption Sites (SCS) in Melbourne, Australia. In Lauermann, J., & Temenos, C. (Eds.). (2022). *The Urban Politics of Policy Failure*. Routledge. Reprint of a paper originally published in *Urban Geography*, 2020.
2021. **McCann, E.**, & Mahieus, L. Everywhere from Copenhagen: Method, storytelling, and comparison in the globalization of public space design. In Hurl, C. & Vogelpohl, A. (eds.), *Professional Service Firms and Politics in a Global Era*. Palgrave Macmillan, 115-134.
2019. Blomley, N. & **McCann, E.** “A necessary stop on the circuit”: Radical Geography at Simon Fraser University. In Barnes, T. J., & Sheppard, E. (eds.). *Spatial Histories of Radical Geography: North America and Beyond*. Wiley, 117-148.
2018. McClintock, N., Miewald, C., & **McCann, E.** The politics of urban agriculture: Sustainability, governance, and contestation. In Ward, K., Jonas, A., Miller, B., & Wilson, D. (eds.). *The Routledge Handbook on Spaces of Urban Politics*. London: Routledge, Ch. 30.
2018. Miewald, C., Grieve, S., McIntosh, A., **McCann, E.**, Temenos, C., & Woodward, M. Toward inclusion: Researching Food as Harm Reduction in an Urban Foodscape. In Klodawsky, F., Siltanen, J., & Andrew, C. (eds.). *Toward Equity and Inclusion in Canadian Cities: Lessons from Critical Praxis-oriented Research*. McGill-Queen's Press, 159-179. [Note: Sean Grieve and Meghan Woodward are Peer Research Associates, i.e., members of the community being researched in the Food as Harm Reduction project who we trained to conduct parts of the research.]
2018. McCann, E. Expertise, truth, and urban policy mobilities: Global circuits of knowledge in the development of Vancouver, Canada’s ‘Four Pillar’ drug strategy. Reprinted in A. Latham, ed., *The City: Post-Modernity*. Thousand Oaks, CA: SAGE. [Originally published in *Environment & Planning A*, 2008].
2018. **McCann, E.** & Ward, K. Relationality / territoriality: Toward a conceptualization of cities in the world. Extracted in X. Ren & R. Keil, *The Globalizing Cities Reader*. New York: Routledge, Ch 29. [Originally published in *Geoforum*, 2010].

Book and papers in preparation

- Mahieus, L. & **McCann, E.** Conviviality, tensions, and exclusions: the politics of public space in Vancouver’s Chinatown. Invited for a special issue of the journal *Urban Planning* on

“Improvisation, Conviviality, and Conflict in Everyday Encounters in Public Space” guest editors: Mervyn Horgan & Saara Liinamaa. Currently under revision.

McCann, E. *Moving Ideas: The travels and politics of supervised drug consumption sites*. Book-length manuscript for an academic press.

McCann, E. Publics/space: Questions of publicness, place, & the political. For *Progress in Human Geography*.

McCann, E. Gehlification? Design, measurement, persuasion, and seduction in the globalization of public space. For an urban studies journal.

RESEARCH GRANTS AND FELLOWSHIPS

Ongoing Funding

2018-2023. **Principle Investigator**. Referencescapes & public space: Futures, pasts, & elsewhere in contemporary urban politics. Social Sciences and Humanities Research Council Insight Grant. \$231,000.

Completed Funding (Last 5 Years)

2015-2018. **Collaborator** (with Nathan McClintock, PI, Portland State University, USA and Christiana Miewald, collaborator, Simon Fraser University). Urban agriculture, policy-making, and sustainability: A mixed-methods comparative study. US National Science Foundation. US\$399,998.

INVITED PRESENTATIONS

Keynote & invited presentations at conferences & symposia (Last 5 Years)

- 2021. Mobilized ideas & ‘policy publics’: Reflections on policy mobilities in a time of crises. International Conference on Policy Diffusion and Development Cooperation, Closing Plenary: Public Policy Transfer: Now, After and Beyond the Global Pandemic. Sao Paulo / Online, March.
- 2019. Mobile Innovations: Actors, Institutions, Politics, and Space. University of Duisburg-Essen IN-EAST School of Advanced Studies final conference: Innovation in East Asia in Global Context: E-Mobility and Urban Systems. Held at the Japanese-German Center, Berlin, May.
- 2019. Reflections on geographies of adjacency and relationality: Borders, bordering, and the city. Bordering On symposium, School of Architecture, Louisiana State University. February.

Invited presentations to academic units (Last 5 Years)

- 2023. Publics / Space: A tentative agenda for researching publicness & the political. Department of Geography, Maynooth University, Ireland. March.
- 2021. Experts, publics, & place: A contribution to the conceptualization of urban public space. Department of Geography, University of Zurich, Switzerland (Online).
- 2021. Publics / space: Questions of publicness, placemaking, & the political. Department of Geography, National University of Singapore. November.
- 2019. Workshop on publishing in *EPC: Politics & Space* for graduate students in Geography, Urban Studies, and Planning, The University of Hong Kong, March.
- 2019. Globalized public space: Mobilities, referencescapes, and expertise. Centre of Urban Studies & Urban Planning, The University of Hong Kong, March.

2018. *Referencescapes & public space: Futures, pasts, & elsewhere in contemporary urban politics*
University of Victoria Department of Geography, Victoria, BC. March.

ADVISING (Last 5 Years)

Post-doctoral Fellows

Friederike Landau (PhD, 2017, Institute for Sociology, Technical University Darmstadt) 2019-2020.

- Currently: Assistant Professor, Geography, Radboud University, Netherlands.

Visiting Scholar

Kristin Edith Abrahamsen Kjærås (Visiting PhD student from University of Bergen, Norway.), Spring 2020.

Graduate Student Advising (Simon Fraser University unless otherwise noted)

Advisor: In Progress

Andrew Longhurst (Ph.D., Geography). Topic: Health care restructuring across national contexts.

Negin Shooraj (M.A., Geography). Topic: Bicycling and public space in Vancouver, Canada.

Baharak Yousefi (Ph.D., Geography). Topic: Public libraries, public space, and trauma.

Advisor: Completed

2022. Melora Koepke (Ph.D., Geography). "Welcome to the Bubble? Crisis and care at the crossroads of the Parisian "migration crisis."” **Advisor.**

2021. Lise Mahieus (M.A., Geography). *Imagining neighbourhood futures through public space: the case of Vancouver’s Chinatown.* **Advisor.**

2021. Matthew Campbell (M.Urb., Urban Studies). *Permission to be loud: Struggling with urban development contradictions in the Vancouver Music Strategy.* **Advisor.**

2018. Samantha Thompson (M.A., Geography). *"It’s yours": Tenant experiences of home and care in women’s non-profit housing.* **Advisor.**

Committee Member Ongoing

Terri Evans (Ph.D. Geography) Topic: *Regulating Suburbia: Examining the logics behind the regulation of homeless encampments.*

Katie Gravestock. (Ph.D. Geography) Topic: *Retail, labour, and the spaces of fashion.*

Anders Moeller. (Ph.D. Geography, National University of Singapore). Topic: *Indonesia’s new capital.*

Claire Shapton (M.A., Geography) Topic: *Legal geographies of supportive housing.*

Samantha Thompson (Ph.D. Geography, University of Washington – Seattle) Topic: *Social impacts of housing crises.*

Committee Member Completed

2021 Xuzheng Wang (Ph.D., Geography) *Financialization and development regime building in waterfront redevelopment in Chinese port cities under neoliberalism: A case study of Qingdao Olympic Sailing Centre.*

- 2020 Trevor Wideman (Ph.D., Geography) Land Use, Planning, and Private Property: Waste and Improvement in Early 20th Century Winnipeg and Vancouver, Canada.
- 2020 Ataman Avdan (Ph.D., Sociology). The Making of Consurbia: Conservation, Urbanization, and Socio Environmental Change in Turkey's Gediz Delta.
- 2018 Marc Tadaki (Ph.D., Geography, University of British Columbia) Filling the void: Struggles over implementing freshwater policy in Aotearoa New Zealand.

External examiner

- 2022 Nikhil Sambamurthy (M.A., National University of Singapore), Designing together: Tracing the people, places, and practices of participatory design in urban Southeast Asia.
- 2021 Chris Van Veen (Ph.D., SFU Health Sciences) Between Care and Control: A Discourse Analysis of Vancouver's "Mental Health Crisis".
- 2021 Veronique Sioufi (Ph.D., Geography). External examiner on qualifying exams.
- 2020 Zachary Cameron (M.A., Geography). Permaculture as a driver of social change? A textual analysis of permaculture with perspectives from coastal British Columbia.
- 2020 Timothy Wykes Guelph (PhD, Geography, Guelph University) The Legitimacy of 'Compassionate Mix': Post-Revanchist Urban Policy and Bottom-up Influence in Downtown Oshawa, Ontario, Canada
- 2020 Samantha Romano (MSc, Geography) The potential of emerging interfaces to transform engagement with historical narratives in geographic space.
- 2020 Alexandra Collins (PhD, Health Sciences) Social and structural contexts of the overdose crisis: An ethnography of overdose risk among structurally vulnerable women who use drugs in Vancouver, Canada.
- 2019 Yijia Zhang (M.A., SFU Communications). *Shanzhai*-ed Didi and the "New Chinatown": WeChat-based Ride-Hailing among Chinese International Students in Metro Vancouver.
- 2019 Liam Fox (M.A., Geography). Regulating in the Public Interest? Canadian energy regulation as an institutional fix for sovereign legitimacy.

Undergraduate honors thesis

2019. Daniel Rajasooriar. Effect of the Agricultural Land Reserve on Land Prices in Surrey, BC.

Undergraduate directed readings

2021. Shaun Williams. Planning and economic development.
2020. Ana Mendez. The decommodification of Housing: Tenant Organizer Programs as systems of resistance.

TEACHING (Last 5 Years)**Graduate seminar (SFU)**

Geography 640. Seminar on “Urban space and power.”

Undergraduate classes (SFU)

Geography 261. Encountering the city. (Social Sciences ‘breadth’ course.)

Geography 362W. Gentrification & Urban Change (Previously: Geography of urban built environments.) (‘Writing’ course.)

Geography 442. A world of cities.

SELECTED PROFESSIONAL SERVICE (Last 5 Years)***International & National Disciplinary Service***

Editorial Roles:

- Managing Editor, *Environment & Planning C: Politics & Space* (2016-Present).

Editorial board memberships:

- *Urban Geography* (2006-Present).

Various Years. Reviewer for granting agencies:

- 2022. Chilean Comisión Nacional de Investigación Científica y Tecnológica (CONICYT) Associative Research Program.
- 2021. Evaluation committee member, Social Sciences & Humanities Research Council of Canada (SSHRC) Insight Grants program.
- 2019. Chilean Comisión Nacional de Investigación Científica y Tecnológica (CONICYT) Associative Research Program.
- 2018. International Adjudication committee member, Chilean Comisión Nacional de Investigación Científica y Tecnológica (CONICYT) Associative Research Program.
 - Duties: Review of 41 applications, similar in size to SSHRC Insight Grant applications; A week in Santiago with the funders and other reviewers creating a ranking of those to be funded.

Promotion & Tenure evaluation:

- 2021. Promotion reviewer (New Zealand university).
- 2020. Promotion reviewer (US university)
- 2020. Tenure & Promotion reviewer (US university)
- 2020. Promotion reviewer (English University)
- 2020. Promotion reviewer (English University)
- 2020. Tenure & Promotion reviewer (Canadian University)
- 2019. Promotion reviewer (Canadian university)
- 2019. Promotion reviewer (English University)

University Service

Ongoing Service

2016 – Present. Faculty affiliate, Institute For Transpacific Cultural Research (<http://www.sfu.ca/itcr>).

2015 – Present. Chair, Undergraduate Certificate in Urban Studies Steering Committee.

Past Service

2018 – 2019. Steering Committee member, Centre for Sustainable Development (<http://www.sfu.ca/sustainabledevelopment.html>).

2017 – 2018 Sociology/Anthropology Tenure & Promotions Committee.

Departmental Service

Ongoing Service

2022-2023. Tenure and Promotions Committee; Indigenous Geographies Assistant Professor Hiring Committee; Graduate Studies Committee.

2020-2021. Undergraduate Studies Committee; Equity, Diversity, & Inclusion Committee.

2019 – 2020. Undergraduate Studies Committee; Appointments Committee: CRC in Racialization & Environmental Change.

2018 – 2019. Strategic Planning Committee; Graduate Studies Committee; Tenure & Promotion Committee; Appointments Committee (Urban Social Change Assistant Prof.; Urban Limited Term Lecturer; CRC in Racialization & Environmental Change).

Past Service

2015 – 2018. Chair, Undergraduate Programs. [Mandate to strategically reorganize the department's 5 degree programs while enhancing our understanding of our undergraduates' experience and finding ways to enhance that experience.]

2017 – 2018. Appointments Committee (Physical Geography Lecturer).

Community Service

Media

2020 – Present . Host, *Minor Revisions*, a podcast that demystifies the process of writing for academic journals through interviews with authors about the behind-the-scenes stories of their publications. <https://journals.sagepub.com/page/epc/collections/podcasts>.

2021. Interviewed for SFU's Vancity Office of Community Engagement website [about the Minor Revisions podcast](#).

2021. Interviewed for the '[Sustainability after Covid' video series](#), SFU Faculty of Environment.

2020. Interviewed on the radio show "[This is Hell](#)" about essay, "[Spaces of publicness and the world after the Coronavirus crisis](#)". Radio stations WNUR & WLPN in Chicago, IL and KRFP in Moscow, ID. [A link to the interview is here](#).

2020. Featured in two versions of a podcast on the sonic geographies of cities under Covid-19. Versions:

- *The Conversation's* "[Trust me, I'm an Expert](#)" podcast.

- [City Road podcast](#) (extended version).
2019. Food as Harm Reduction project featured in Farah, T. Nutrition Is an Overlooked Aspect of Harm Reduction, *Filter Magazine*. July. <https://filtermag.org/nutrition-drugs-harm-reduction/amp/>
2019. Food as Harm Reduction project featured in Elliott, S. Harm reduction, Food for Thought, *Georgia Straight*. October 6th. <https://www.straight.com/life/1310801/scott-elliott-harm-reduction-food-thought>
2018. Quoted in MacDonald, N. Otter's reign of terror seen as an allegory for modern-day Vancouver. *Globe & Mail*. November 20th. <https://www.theglobeandmail.com/canada/british-columbia/article-otters-reign-of-terror-seen-as-an-allegory-for-modern-day-vancouver/>
2018. Quoted in Kamlade, C. Town Centre Park Renamed. *The Other Press*. June 8th. <http://theotherpress.ca/town-centre-park-renamed/>

REFERENCES

Available upon request.

Curriculum Vitae
Leanne Roderick

Lecturer, Department of Geography
Simon Fraser University
8888 University Drive, Burnaby BC Canada V5A 1S6
leanne_roderick@sfu.ca
January 2021 - December 2022

Educational Background

- 2016 Ph.D. Political Studies, Queen's University
Field Specializations: International Relations and Gender
Dissertation Title: The International Political Economy of the Consumer Credit Big
Data Industry – Governance, Knowledge, and Structural Power
- 2009 MA European Studies, University of British Columbia
- 2008 BAH Political Studies, Queen's University
Honours Thesis
- Career Interruption: April 2014 – September 2015 (parental leave)

Teaching

Pedagogic/Professional Development

- 2022
- Beyond the Classroom Series: Lyana Patrick and Jaimy Fischer (TILT, December 1)
 - Grant Writing Consultation with Naveed Gulzar (November 21)
 - Teaching 'Triangle' Pilot with Tara Holland and Andrew Perkins (Summer 2022 term)
 - One-on-One Teaching Consultation with Bee Brigidi (CEE, April 26)
 - Labour-based Grading: Anti-Oppression and Anti-Racist Assessment (CEE, April 20)

- Teaching 101: Documenting Your Teaching (CEE, April 11)
- Anti-Bias Peer Observation Workshop— Inclusive Teaching Series (CEE, March 16)
- Grading with Canvas (CEE, 6 January)

Semesterly Activity at Simon Fraser University

Semester	Type	Course	Number	Session	Type	Hours	Enrollment
2021-2	Teaching	Geography of Transportation	GEOG324	Spring 2021	Lecture	4	57
2021-2	Teaching	Urban Professional Development II	URB602	Spring 2021	Seminar	2	4
2021-2	Teaching	Urban Sustainable Development	URB645	Spring 2021	Seminar	4	13
2021-2	Teaching	Urban Economic Development	URB675	Spring 2021	Seminar	4	6
2021-1	Teaching	Economic Worlds	GEOG221	Fall 2021	Online	3	38
2021-1	Teaching	Urban Planning and Policy	GEOG363	Fall 2021	Lecture	4	39
2022-2	Teaching	Climate Change, Water, Society	GEOG104	Spring 2022	Online	3	259
2022-2	Teaching	Canada	GEOG162	Spring 2022	Online	3	143
2022-2	Teaching	Economic Worlds	GEOG221	Spring 2022	Lecture	3	34
2022-3	Teaching	Our World: Human Geography	GEOG100	Summer 2022 Intercession	Online	3	185
2022-1	Teaching	Our World: Human Geography	GEOG100	Fall 2022	Online	3	333

2022-1	Teaching	Economic Worlds	GEOG221	Fall 2022	Online	3	59
--------	----------	-----------------	---------	-----------	--------	---	----

New Course Preparations and Enhancements

(**Bold** = new course prep; ^ = researched course pedagogy with support from a Teaching and Learning Development Grant; * = new course delivery mode)

Year	Course	Details
2021	GEOG324*	- reformatted course for remote delivery
2021	GEOG363*	- pursued partnership with CityStudio Vancouver for experiential learning opportunity; created a blended course format with online lectures and 5 in-person fieldtrips and activities
2021	GEOG221	- created 1 new assignment ('Mythbusters'); piloted new online discussion tool (PackBack)
2022	GEOG104	- incorporated Indigenous Ways of Knowing and Traditional Knowledge (TK) into course content; added reflective journal entry assignments for students to explore climate anxiety and climate grief
2022	GEOG162	- created new assignments, lectures, midterm and final exam
2022	GEOG221*	- reformatted online course for in-person delivery; this included developing 5 new in-class learning activities; implementing experiential learning partnership with CityStudio; 1 field trip
2022	GEOG100^	- entirely new course preparation, including designing over 30 new assignments and quizzes, piloted new labour-based grading system

Educational Leadership and Curriculum Development

September 2021 - present **GEOG Full Program Proposal (Urban Change)**

- Developed two new course proposals (GEOG2xx and GEOG4xx) for inclusion in the Urban Change Major / Minor program

March 2021 - June 2021

**Faculty of Arts and Social Sciences / Urban Studies Ad-Hoc
Notice of Intent (NOI) Committee**

- Authored and following sections of the initial Urban Studies NOI: linkages between program outcomes and curriculum design; distinctive characteristics; evidence of student interest; evidence of labour market demand; designing the format and aims of a new undergraduate course (URB101)

Supervision of Teaching Assistants

Level	Name	Title	Course	Tutorials	Enrolment	Began	Completed
PhD	Wideman, Trever	Geography of Transportation	GEOG324	3	57	2021-1	2021-4
MA	Shapton, Claire	Urban Planning and Policy	GEOG363	2	37	2021-9	2021-12
PhD	Philips, Rachel	Economic Worlds	GEOG221	2	34	2022-1	2022-4
UG	Cole, Tyler	Canada	GEOG162	-	143	2022-1	2022-4
MA	Heim, Katarina	Canada	GEOG162	-	143	2022-1	2022-4
PhD	Yang, Lilian	Climate Change, Water, Society	GEOG104	-	259	2022-1	2022-4

MSc	Bryce, Jordan	Climate Change, Water, Society	GEOG104	-	259	2022-1	2022-4
PhD	Harrison, Hannah	Climate Change, Water, Society	GEOG104	-	259	2022-1	2022-4
PhD	Yang, Lilian	Our World: Human Geography	GEOG100	-	185	2022-5	2022-6
PhD	Peters, Scott	Our World: Human Geography	GEOG100	-	185	2022-5	2022-6
MA	Molander, Maya	Our World: Human Geography	GEOG100	-	185	2022-5	2022-6
PhD	Coppella, Leah	Our World: Human Geography	GEOG100	-	333	2022-9	2022-12
MA	Heim, Katarina	Our World: Human Geography	GEOG100	-	333	2022-9	2022-12
MA	Burns, Lucy	Our World: Human Geography	GEOG100	-	333	2022-9	2022-12
MA	Cole, Tyler	Our World: Human Geography	GEOG100	-	333	2022-9	2022-12
PhD	Gravestock, Katie	Our World: Human Geography	GEOG100	-	333	2022-9	2022-12
PhD	Coppella, Leah	Economic Worlds	GEOG221	-	59	2022-9	2022-12

Supervision of Graduate Theses

Start/End	Status	Student	Unit
2019-2021	Completed	Sadia Tabassum	Urban Studies (MUrb)

Passed with no revisions; November 2021. Primary Supervisor.

Supervision of Research Personnel

Start/End	Student	Position	Funds
Sept 2021 - Sept 2022	Sam Clark	Graduate Research Assistant	ISTLD:SFU

TLDG Project: *Who Cares? Student-Instructor Relationalities in Remote Learning Using an Ethic of Care Pedagogy*

Research

Current Research Interests

- Pedagogy that builds communities of care, meaningful learning, and reflective practices
- Course-level decolonization and Indigenization
- Legal and political geographies of urban vehicle residents

Research Project Funding

Grant	Start	End	Title	Funding Source	Total	Involvement	Collaborators
SSHRC Small Explore Grants* *applied Dec 2022 - results expected April 2023)	July 2023	April 2024	Vehicle Residency in Urban Space: A pilot study on legal precarity	SFU Internal	\$8938	PI	Nick Blomley

Innovations in Indigenous Teaching and Learning in FENV	Fall 2022	Spring 2024	Creation and Collection of Indigenous Video and Podcast Content for 'Canada' Course	FENV	\$7900	Co-Applicant	Nadine Schuurman
Teaching and Learning Development Grant (TLDG)	May 2022	Jan 2023	Who Cares? Student-Instructor Relationships in Remote Learning Using an Ethic of Care Pedagogy'	TILT (formerly ISTLD)	\$5000	PI	

Conferences, Workshops, Presentations

June 2022	Summer Institute in Economic Geography (Invited Participant); Montreal (invitation deferred to 2024)
March 2022	SFU Undergraduate Research Symposium (Keynote Speaker) Title: "Is Disciplinarity Dead?"
November 2021	Guest Lecture, GEOG266 Title: 'Banking on Refugees'
June 2021	Guest Lecture, GEOG386 Title: 'Gendering Finance'
February 2021	Centre for Educational Excellence Remote Learning Forum (Invited Presenter) Title: "Engaging Students With a "First Time Hearing"--Style Synchronous Learning Activity"

Awards

November 2022	Nominated for an SFU Early Career Award for Excellence in Teaching (results will be announced March 2023)
November 2021	2020/2021 Excellence in Teaching Award from Faculty of Arts and Social Sciences Employee Achievement Awards (Term Teaching)

Service

Active Service to Simon Fraser University

Departmental Committees

September 2022 - present	GEOG Tenure and Promotion Committee GEOG Equity, Diversity and Inclusion Committee (Organizing Chair)
January 2022 - April 2022	GEOG Equity, Diversity and Inclusion Committee GEOG Graduate Studies Committee
January 2021 - April 2021	Urban Studies Steering Committee, Urban Studies

Other University Service

October 2022	Faculty of Environment “More Than You Think” Event Pro-D Day Recruitment Event, Guest Lecture (co-presenter)
May 2021 - May 2022	Urban Studies Mentorship Pilot Program Director
March 2022	Organizer - GEOG Teaching Faculty Preparatory Talks for Departmental External Review
September 2021	Chair, MUrb Thesis Defence (Simon Goodspeed)
March 2021 - June 2021	FASS Urban Studies NOI Ad-Hoc Committee
January 2021 - Dec 2022	Authored 32 reference letters for undergraduate students for grad school applications, fellowships/scholarships, and post- positions
graduation 2021 - current	Member, Well-being in Learning Environments Network

Membership in the Academic Community

International Studies Association (ISA)

Reviewer, *Environment and Planning A: Economy and Space* (2 reviews, 2021-2022)

Reviewer, *Review of International Studies* (1 review, 2022)

Service to the Community At Large

December 2022	Served as Project Judge for <i>CityStudio</i> Vancouver’s ‘Hubbub 19’ event
August 2022 - present	Member of and volunteer with <i>Our Squamish</i> , a community non-profit dedicated to enhancing urban public spaces for lively, inclusive, sustainable, safe & healthy Squamish
July 2020 - present	Co-Director, Vehicle Residents of Squamish Advocacy Group
January 2021 - July 2021	Member, District of Squamish Economic Leadership Team

DR. ANNIKA AIRAS
Term Lecturer
Urban Studies, Simon Fraser University

Fields of Research Interest and Specialization: Urban waterfront change, sustainability, intercultural learning, comparative urban studies, and developing experiential learning opportunities including field trips, workshops, and an international field school.

ACADEMIC POSITIONS

- 2021-current Lecturer
Urban Studies, Simon Fraser University, Canada
- 2021 Sessional Lecturer
Urban Studies, Simon Fraser University, Canada
- 2020-2021 Sessional Lecturer
Geography, University of British Columbia, Canada
- 2016-2020 Postdoctoral fellow and Sessional Instructor
Urban Studies Program and Geography, Simon Fraser University, Canada

EDUCATION

- 2012-2016 Doctor of Philosophy
Geography, University of Helsinki, Finland
Dissertation title: “Historical distinctiveness in the changing built environment -
Redevelopment of former woodworking waterfronts”
- 2009-2011 Master of Science
Geography, University of Helsinki, Finland
- 2006-2009 Bachelor of Science
Geography, University of Helsinki, Finland

TEACHING EXPERIENCE

Instructor

- 2023 Urban Research Methods, URB 670
Simon Fraser University, Spring term.
- 2023 Urban Sustainable Development, URB 645
Simon Fraser University, Spring term.
- 2022 Urban Communities and Cultures, URB 620
Simon Fraser University, Fall term.
- 2022 Urban Professional Development, URB 601
Simon Fraser University, Fall term.
- 2022 Comparative Urban Sustainability, URB 691/497
International field school to Helsinki, Finland.
Simon Fraser University, Summer term.
- 2022 Urban Sustainable Development, URB 645

- Simon Fraser University, Spring term.
- 2022 Urban Research Methods, URB 670
Simon Fraser University, Spring term.
- 2021 Urban Professional Development, URB 601
Simon Fraser University, Fall term.
- 2021 Great Urban Thinkers, URB 605
Simon Fraser University, Fall term.
- 2021 Urban Communities and Cultures, URB 620
Simon Fraser University, Fall term.
- 2021 Comparative Urban Sustainability: Nordic Region, URB 691/497
Simon Fraser University, Summer term.
- 2021 Urban Worlds, GEOG 350
University of British Columbia, Geography, Spring term (term 2).
- 2020 Urban Worlds, GEOG 350
University of British Columbia, Geography, Fall term (term 1).
- 2020 Comparative Urban Sustainability: Nordic Region, URB 691/URB 497
Simon Fraser University, Urban Studies, Summer term.
- 2020 City and Environment, GEOG 449
Simon Fraser University, Department of Geography, Spring term.
- 2019 Cultural Geography, GEOG 420
Simon Fraser University, Department of Geography, Spring term.
- 2017 Urban Planning and Policy, GEOG 363
Simon Fraser University, Department of Geography, Fall term.

SELECTED RESEARCH GRANTS AND AWARDS

- 2021 Virtual Field School Re-Development Funding (Co-applicant with Dr. Meg Holden), International Services for Students, Simon Fraser University. \$7500 CAD
- 2019 Field School Development Trip Funding (Co-applicant with Dr. Meg Holden), International Services for Students, Simon Fraser University. \$5,000 CAD
- 2019 Teaching and Learning Development Grant (Co-applicant with Dr. Meg Holden), “Sustainability Beyond Google Translate: Language-enhanced Nordic and Canadian Approaches to Teaching and Learning Urban Sustainability” Simon Fraser University. \$6,000 CAD
- 2016-2017 Jorma ja Märtha Sihvolan säätiö (Finland), Scholarship for postdoctoral research, €8,500
- 2012-2015 Doctoral programme in the Built Environment, RYM-TO (Finland), Doctoral Fellowship, €27,540/year

RESEARCH COLLABORATIONS

- 2017-2021 Research Assistant, Simon Fraser University
- With Dr. Peter Hall, Research projects on logistics and shipping
 - With Dr. Meg Holden, Research project on eco-urbanism

2013-2014 Research Assistant, SSHRC-funded “ReClaiming the New Westminster Waterfront”-research project, Simon Fraser University, Canada, September 2013-July 2014.

PUBLICATIONS AND KNOWLEDGE DISSEMINATION

6 peer reviewed publications, 11 papers presented in conferences, participation in 9 conferences as session chair, organizing assistant, workshop organizer, facilitator or workshop participant, journal reviewer for *Journal of Transport Geography* and *The Journal of Urban Design*, 3 magazine and blog articles, 1 podcast.

Peer-Reviewed Publications

Airas, A. (2021). “Every city is allowed one”? Creating waterfront suburbias in the Vancouver region. *Canadian Journal of Urban Research*, 30(2): 42-61.

Holden, M., About, C., Doussard, C., Rochard, H., Airas, A. and Poiroux, A. (2021). Off-cycle. Comparing model sustainable neighbourhoods in France and Canada. *City*. 25(5-6): 671-697.

Airas, A., & Hall, P. (2019). Reinventing Urban Waterfronts Beyond the Urban Core: Public Space and Redevelopment in Squamish and the Vancouver Region. *Canadian Journal Of Urban Research*, 28(1): 1-18.

Holden, M., Airas, A. and Larsen, M. (2019). Social Sustainability in Eco-urban Neighbourhoods: Revisiting the Nordic Model. In Shirazi, R. and Keivani, R. (Eds.) *Social Sustainability, Theory, Policy and Practice*. Routledge.

Airas, A. (2018). Towards homogeneous waterfronts? Historical woodworking waterfronts in transition. In Visentin, F. & Vallerani F. (Eds.) *Waterways and the Cultural Landscape*. Routledge.

Airas, A., Hall, P. V. & Stern, P. (2015). Asserting historical “distinctiveness” in industrial waterfront transformation. *Cities*, 44: 86-93.

Karen Ferguson

Professor of Urban Studies and History
Simon Fraser University

Fields of Research Interest and Specialization: The Americas. In U.S. history: twentieth-century African American, policy, and urban history.

PROFESSIONAL EXPERIENCE

- Simon Fraser University, Vancouver, British Columbia, Professor of Urban Studies and History, 2014 to Present.
- Simon Fraser University, Vancouver, British Columbia, Director of the Graduate Program of Urban Studies, 2012-2015.
- Simon Fraser University, Vancouver/Burnaby, British Columbia, Associate Professor of Urban Studies and History, July 2007-September 2014.
- Simon Fraser University, Burnaby, British Columbia. Associate Professor of History, September 2002-July 2007.
- Simon Fraser University, Burnaby, British Columbia. Assistant Professor of History, September 1997-September 2002.
- University of Rochester, Rochester, New York. Postdoctoral Fellow, Frederick Douglass Institute for African and African-American Studies. Lecturer, History Department, September 1996-May 1997.

EDUCATION

Duke University, Durham, North Carolina. M.A. (1991), Ph.D. (1996) in History
McGill University, Montréal, Québec. Honors B.A. in History, 1989

TEACHING

Current Courses

URB 630 Urban Development and Planning
URB 635 Urban Inequality and the Just City
URB 696 Seminar in Urban Studies
HIST 213 The United States Since 1877
HIST 382 African American History since 1865
HIST 455 Race in the Americas
HIST 440 Selected Topics in United States History (Current Topic: Myths and Realities of Martin Luther King, Jr. and Malcolm X)

Past Teaching (1997-2010)

HIST 213 The United States Since 1877
HIST 374-W Selected Topics in the History of the Americas (Writing Intensive)
HIST 383 American Dream in the Twentieth Century
HIST 384 North American Urban History
HIST 426 State Power and Social Regulation in North America
HIST 452 United States in the Progressive Era
HIST 455 Race in the Americas
HIST 487 United States in Depression and War

Other Teaching Service

Over 15 Directed Studies for one or more students at the Undergraduate and Graduate levels since 1997, including four Ph.D. field courses and 6 directed readings for Honors students.

Graduate Students Supervised (since 1999): Supervisor to 30 Masters students in Urban Studies and 6 Masters students in History, and as a committee member and/or field supervisor on 7 doctoral committees.

Areas of Graduate Supervision: Twentieth-Century Urban History, Post-Emancipation African American History, History of Post-Reconstruction American Public Policy, History of Race in the United States.

PUBLICATIONS AND KNOWLEDGE DISSEMINATION

2 peer reviewed monographs, 6 peer reviewed articles and book chapters, 2 peer reviewed manuscripts accepted for publication, 3 invited articles, 4 scholarly blog entries, convener, co-convener and co-editor for 5 conferences and proceedings, 29 academic presentations.

Peer Reviewed Monographs:

Top Down: The Ford Foundation, Black Power, and the Reinvention of Racial Liberalism (Philadelphia: University of Pennsylvania Press, 2013). Part of the Series "Politics and Culture in Modern America," edited by Margot Canaday, Glenda Gilmore, Michael Kazin, and Thomas Sugrue.

winner of Honourable Mention for the 2014 Robert K. Martin book prize from the Canadian Association of American Studies

Black Politics in New Deal Atlanta (Chapel Hill: University of North Carolina Press, 2002). Part of the John Hope Franklin Series in African American History and Culture.

Selected for inclusion in the Long Civil Rights Movement pilot publishing platform, 2011

Peer Reviewed Articles And Book Chapters (Since 2007):

"A Monastery for Laypeople: Birken Forest Monastery and the Monasticization of Convert Theravada in Cascadia," *Journal of Global Buddhism*, 23, no. 2 (2022):203-18

"Birken Buddhist Forest Monastery: Asian Migration, the Creative Class, and Cultural Transformation in the New Pacific British Columbia," *BC Studies*, no. 208 (Winter 2020/21): 17-44. (co-authored with Luke Clossey, equal contributions).

"Introduction – Special Issue on the Urban Legacies of the Winter Olympics" (with Peter Hall, Meg Holden, and Anthony Perl), *Urban Geography*, 32, no. 6 (2011): 761-766 (Co-editor of this special issue of the journal).

"Organizing the Ghetto: CORE, the Ford Foundation, and American Pluralism, 1967-1969," *Journal of Urban History*, 34, no. 1 (2007): 67-100.

"Rethinking the City to Support Global Sustainability" (with Anthony Perl, Meg Holden, and Mark Roseland), *Journal of Urban Technology*, 14, no. 2 (2007): 3-13. (Co-editor of this special issue of the journal)

Peer-Reviewed Manuscripts Accepted For Publication (Since 2011):

“Monasticism,” invited submission for the *Oxford Handbook of North American Buddhism*, eds. Ann Gleig and Scott Mitchell.

SELECTED GRANTS AND AWARDS

MITACS Accelerate Grant, “Community Land Trusts: Exploring civil society’s role in reconciliation and the housing crisis,” Intern, Audrey Guay, 2018, \$30,000

Social Sciences and Humanities Research Council of Canada (SSHRC) Small Research Grant, 2017-2019, \$6,762.47

Chair’s Research Grant, Simon Fraser University, 2012-2015 \$15,000

SSHRC Aid to Workshops and Conferences in Canada Grant, 2005, \$20,000

SSHRC Standard Research Grant, 2002-2005, \$52,150

SERVICE TO THE ACADEMIC COMMUNITY

- Robert K. Martin Book Prize Committee Member, Canadian Association of American Studies, 2013
- Chair, Canada-U.S. Fulbright Program Adjudication Committee, 2010
- Canada-U.S. Fulbright Program Adjudication Committee, 2007-2009
- International Contributing Editor, *Journal of American History*, 2007-2015
- Grant Assessor for Social Sciences and Humanities Research Council, 2007, 2009, 2011
- Reviewer for American Academy in Berlin Fellowship, 2016, 2017

Manuscript Reader for numerous academic publishing houses and journals from 2013 to present.

Dr. Aude-Claire Fourot

Associate Professor, Urban Studies and Political Science
Simon Fraser University

Fields of Research Interest, Specialization and Teaching: Immigration and Integration; Equity and Diversity in Cities; Francophone Immigration and Francophone Minority Communities; Citizenship; Public Policy and Democratic Governance; Research Methods and Analysis.

Educational Background

- 2009 Ph.D. Political Science, Université de Montréal, Canada.
2002 M.A. Political Science, Université Laval, Canada.
2000 B.A. Political Science, Sciences Po Bordeaux (cum laude), France.

Academic Positions

- 2022 Director, Centre for Urban Governance and Citizenships Studies, SFU
2021 Associate Professor, Urban Studies, SFU
2016 Associate Professor, Political Science, SFU
2011 - 2016 Assistant Professor, Political Science, SFU
2014 - 2021 Faculty Associate, Urban Studies, SFU
2012 Faculty Associate, Centre for the Comparative Study of Muslim Societies and Cultures, SFU
2010 Sessional Instructor, Political Science, Sciences Po
2008 Sessional Instructor, Political Science, Université de Montréal

Current Fellowships

- 2021-2025 French Collaborative Institute on Migration Fellow, Institut Convergences

TEACHING EXPERIENCE

At Simon Fraser University

2011-

- Introduction to Canadian Politics (French, undergraduate)
- Introduction to Canadian Government (French, undergraduate)
- Introduction to Public Policy (French, undergraduate)
- Introduction to Qualitative Research Methods (French, undergraduate)
- Community-Based Research (French, undergraduate)
- Immigration, Integration and Policy (French and English, undergraduate)
- Experiential Learning (French, undergraduate)
- Diversity and Equity in Canadian Cities (French and English, undergraduate and graduate)
- Directed Readings (French and English, undergraduate and graduate)
- Honors Essay (French and English, undergraduate)

In Canada

- Introduction to Québec and Canadian Government (French, undergraduate) - Université de Montréal, 2008
- Participation in the CERIU Summer school “Practices and Politics in Intercultural Context” (French, Graduate) - Université de Montréal, 2015

Outside Canada

- Immigration and Cities (English, graduate) – Master Altervilles, Université Jean Monnet, 2015

- Introduction to Comparative Politics (English, undergraduate) – Sciences Po Paris, 2009

Graduate Students Supervised: Supervisor to 12 Masters students, committee member or external examiner for 13 Masters students, second supervisor to one PhD student, supervisor to 5 undergraduate honours thesis students, supervisor to 17 research assistants and 6 teaching assistants.

PUBLICATIONS AND KNOWLEDGE DISSEMINATION

7 books and special issues, 11 chapters in edited books, 13 journal articles, 3 research reports, 2 working papers, 2 book reviews, participation in 53 conferences, workshops and presentations, organizer or co-organizer of 20 conferences, workshops and roundtables.

Books and Special Issues (Selected)

Anouk Flamant, Aude-Claire Fourot and Aisling Healy (eds.). (2022, In Press). *Les politiques migratoires à l'ère des réseaux de ville*. Paris, Éditions du PUCA (alphabetical order)

Translation accepted for publication. *Migration Policies in a Networked Age? The Roles of Cities in the Reception and the Welcoming of Migrant Populations*, Paris, Éditions du PUCA.

Anouk Flamant, Aude-Claire Fourot and Aisling Healy (eds.). 2022. "City Networks Activism and the Governance of Migration." Special Issue. *Local Government Studies* <https://doi.org/10.1080/03003930.2022.2045277> (alphabetical order)

Anouk Flamant, Aude-Claire Fourot, Aisling Healy and Camille Schmoll (eds.) 2020. L'accueil hors des grandes villes, Special Issue. *Revue Européenne des Migrations Internationales*, 36 (2&3). <https://doi.org/10.4000/remi.15022> (alphabetical order) (Translation: The Reception of Exiles Outside Big Cities)

Aude-Claire Fourot, Rémi Léger, Jérémie Cornut and Nicolas Kenny (eds). 2019. *Le Canada dans le monde : Acteurs, idées, gouvernance*. Les Presses de l'Université de Montréal. ISBN 978-2-7606-4023-8 (1st editor). (Translation: Canada in the World: Actors, Ideas, Governance)

Aude-Claire Fourot. 2013. *L'intégration des immigrants. Cinquante ans d'action publique locale*. Les Presses de l'Université de Montréal. ISBN: 978-2-7606-2293-7 (Translation: Immigrant Integration: Fifty Years of Local Public Action)

Journal Articles and Book Chapters (Since 2020)

Aude-Claire Fourot, Nel Ewane, and Claudie Mompoin. (2022) "Laval, accueillante et inclusive": L'évolution des politiques et des pratiques d'accueil et d'intégration des personnes immigrantes et réfugiées à l'échelle locale." In Bob White (ed.) *Villes interculturelles au Québec : Pratiques d'inclusion en contexte pluriethnique*. Politea. (first author)

Aude-Claire Fourot. (2022) "Comprendre l'implication des municipalités et des communautés francophones en situation minoritaire dans la gouvernance de l'immigration au Canada." In Chiasson Guy and Anne Gilbert (eds.) *La ville inclusive. Dans les pas de Caroline Andrew*. Presses de l'Université d'Ottawa : 45-66.

Suzanne Huot, Anne-Claire Delaisse, Luisa Veronis and Aude-Claire Fourot. (2022) "Promouvoir des espaces inclusifs pour impliquer les immigrants et les réfugiés d'expression française dans le Grand Vancouver." In Geneviève Brisson and Rémi Léger (eds.) *La Francophonie de la Colombie-Britannique. Education, diversité, identités*. Presses de l'Université Laval :107-126. (4st author)

Aude-Claire Fourot, Aisling Healy and Anouk Flamant. 2022. "French Participation in Transnational Migration Networks: Understanding City (Dis)Involvement and Passivism." *Local Government Studies* <https://doi.org/10.1080/03003930.2020.1857246> (first author)

Aude-Claire Fourot. 2021. "Comparing Ambiguities: Municipalities, Francophone Minority Communities, and Immigration in Canada." *Canadian Journal of Political Science*, 54(1): 75-95. <https://doi.org/10.1017/S0008423920000888>

Anouk Flamant, Aude-Claire Fourot and Aisling Healy. 2020. "Hors des grandes villes ! L'accueil des exilé.e.s dans les petits milieux d'immigration." *Revue Européenne des Migrations Internationales*, 36(2&3): 7-27. <https://doi.org/10.4000/remi.15795> (alphabetical order)

GRANTS AND FUNDED RESEARCH PROJECTS (SELECTED)

Observatoire de l'immigration francophone au Canada

Investigator. Funding: IRCC. *Principal Investigator:* Linda Cardinal (Université de l'Ontario Français). Total: \$1,317,750. Submitted: 2022.

Cities, Networks and the Governance of Migration: An International and Multidisciplinary Perspective

Principal Investigator. Funding: SSHRC Connection. Total: \$25,000. Awarded: 2020.

Is Canada My Home? Understanding the Factors that Contribute to a Sense of Belonging to Canada for Mothers with Young Children, Seniors and Youth With Lived Refugee Experiences

Principal Investigator. Funding: SSHRC Engage Partnership. Total: \$25,000. Awarded: 2020.

Refugees and Mechanisms of Governance at the Municipal and Metropolitan Levels: A France-Canada Comparison

Principal Investigator. Funding: SSHRC Insight Development Grant. Total: \$75,000. Awarded: 2018.

COMMUNITY SERVICE

Membership and Research Expertise

2021 - 2022	Member, Expert panel on Francophone Immigration, Immigration, Refugees and Citizenship Canada
2022 -	Board Member, Canadian Political Science Association
2019-	Center for Migration Studies, Faculty affiliate, UBC
2017 - 2019	Vice President, Association des universitaires francophones et francophiles de la Colombie-Britannique
2012 - 2017	Founding Member, Association des universitaires francophones et francophiles de la Colombie-Britannique

PETER V. HALL

Urban Studies Program
Simon Fraser University at Harbour Centre
515 W Hasting St
Vancouver, BC, CANADA, V6B 5K3

Phone: (778) 782-6691
Fax: (778) 782-5297
Email: pvhall@sfu.ca

Fields of Research Interest and Specialization: bridging the disciplines of geography, planning and economics, often combining qualitative and quantitative social research methods, to address three areas related to development at the local, urban and regional scales: (1) Port Cities, Seaports and Logistics; (2) Local Labour Markets and Employment; (3) Community and Local Economic Development.

EDUCATION

Ph.D. University of California, Berkeley, City and Regional Planning (2002)
M.Sc. London School of Economics and Politics, Urban and Regional Planning Studies (1995)
B.Soc.Sc. University of Cape Town, Honours in Economics (1989)

ACADEMIC APPOINTMENTS

2003-2006: Assistant Professor, Department of Geography, University of Waterloo
2006-present: Assistant/Associate/Full Professor, Urban Studies, Simon Fraser University
2010-present: Associate Member of Geography, Simon Fraser University
2015-2018: Director of Urban Studies, Simon Fraser University
2019-2022: Associate Dean and Dean pro tem, Faculty of Arts and Social Sciences, Simon Fraser University

SELECTED AWARDS AND GRANTS

City of Vancouver, *Employee Transit Subsidy Study*, 2018-19. [\$280,000]
SSHRC Insight Grant. *Logistics, linkages and development*. 2013-17 [CAN \$85,832]
SSHRC Partnership Development Grant. *Reclaiming the New Westminster Waterfront*. 2012-15 [CAN\$199,970]

SELECTED PUBLICATIONS AND KNOWLEDGE DISSEMINATION

4 books, 4 guest editor/special issues, 44 journal articles, 29 reviewed reports and book chapters, 26 short articles, 48 op-eds and book reviews, 77 conference papers and presentations, 20 invited academic presentations, 54 other invited presentations, and numerous workshops attended as host organizer, invited facilitator, rapporteur or discussant, and participant, and numerous media engagements.

Most recent book

2015 *The Proposal Economy: Neoliberal Citizenship in "Ontario's Most Historic Town"*, Stern, P and Hall, PV. Vancouver: UBC Press.

Selected Journal Articles and Book Chapters

2021 Employer-paid transit subsidies and travel behaviour: Experimental evidence from Vancouver hotels, *Journal of Urban Mobility*, [with Anthony Perl, Karen Sawatzky and Steve Tornes].
2021 Ride-hailing applications in Vancouver, Canada: Representation, local empowerment and resistance, *Canadian Journal of Urban Research*, 30 (1): 53-66. [with Isamara M. Vasconcelos].
2021 Global Value Chains and regimes of Urban Governance: Reflection on Four Canadian Gateway Cities, *Canadian Journal of Urban Research*, 30 (1): 1-15. [with C De Fuentes, JM Montsion; D Brunelle].

- 2019 Reinventing urban waterfronts beyond the urban core: Public space and redevelopment in the Vancouver region. *Canadian Journal of Urban Research*, 28(1): 1-18. [with Annika Airas].
- 2019 ‘I don't want my town turned into a spectacle’: Community museums as tactics, *Museum Anthropology*, 42(1): 28-41. DOI:10.1111/muan.12194 [with P Stern].
- 2018 “Vancouver (Canada): Equitable sustainability planning within the post-industrial urban development model”, in Sébastien Darchen & Glen Searle (eds) *Global Planning Innovations for Urban Sustainability*, Chapter 5. Abingdon: Routledge. [with Wes Regan]
- 2018 Trucking regulation as a critical chain asset in port complexes, *Research in Transportation Business & Management*, 26: 122-127. DOI <https://doi.org/10.1016/j.rtbm.2018.04.002> [with T O'Brien]
- 2018 “Connecting to What?: forgetting history, finding risk”, in Curran, W and Hamilton, T (eds) *Just Green Enough*, Chapter 5. Abingdon: Routledge. [with Pamela Stern].
- 2018 “How people green the port”, in Monios, J and Gordon Wilmsmeier, G. (eds) *Maritime mobilities*, Chapter 4. Abingdon: Routledge. [2nd with K Hendricks].
- 2017 Linking online social proximity and workplace location: social enterprise employees in British Columbia. *Area*. DOI: 10.1111/area.12333. [with O Keane, P Kingsbury, N Schuurman]
- 2016 Canadian Social Enterprises: Who gets the non-earned income? *VOLUNTAS: International Journal of Voluntary and Nonprofit Organizations*. DOI 10.1007/s11266-016-9787-z [with C Liston-Heyes, P Elson and N Jevtovic]
- 2015 Planning for Urban Freight Transport: An Overview, *Transport Reviews*, 35(5): 583-598 [with J Cui and J Dodson].

COURSES TAUGHT

<i>Cities, Transportation, Infrastructure</i>	UG	Simon Fraser	Sp12, Sp14
<i>Transport Geography</i>	UG	Simon Fraser	F11, F12, F13, F14, F15, F17
<i>Urban Economic Development</i>	Grad.	Simon Fraser	Sp08, F11, F12, F13, F14, F16
<i>Leadership in Sustainable Community Development</i>	UG	Simon Fraser	Sp08, Sp09, Sp10
<i>Models and Cases in Comm. Eco. Development</i>	UG	Simon Fraser	Sp07
<i>Urban Research Methods</i>	Grad	Simon Fraser	F06, F07, Sp09, Sp10, Sp12, Sp13, Sp14, Sp15, Sp16, Sp17, Sp18
<i>Community Economic Development in Canada</i>	Grad.	Waterloo	W05
<i>Theory of Local Economic Development (co-taught)</i>	Grad.	Waterloo	F04, F05
<i>Practice of Local Economic Development (co-taught)</i>	Grad.	Waterloo	F04, F05
<i>Seminar in Location Theory and Regional Development</i>	Grad.	Waterloo	W04, W05, W06
<i>Evaluation of Environment and Business Integration</i>	UG	Waterloo	W04, W05, W06
<i>Global & Local Dimensions of Industrial Restructuring</i>	UG	Waterloo	F03
<i>Urbanisation in Developing Countries</i>	UG	Berkeley	Su99, Su00

Graduate Students Supervised:

- At SFU: Senior supervisor to 48 Masters students (40 completed, 8 in progress) and second supervisor to 51 Masters students (44 completed, 7 in progress), external examiner for 6 Masters students and 8 PhD students, senior honours thesis advisor for 4 undergraduate students, and advisor for 5 visiting researchers and one post-doctoral researcher.
- At University of Waterloo: Thesis/research paper chair/senior supervisor for 5 Master of Applied Environmental Studies (MAES) students, graduate thesis/research paper committee member for 17 MAES students, graduate thesis reader for 11 masters students, and senior honour thesis advisor for 3 students.

- Supervisory committee member or external examiner for 9 masters and PhD students at other universities.

COMMUNITY SERVICE (selected since 2017)

Advisory Board for the California Air Resources Board-funded study “Workforce and Economic Impact Evaluation of Future Zero-Emission Requirements for Cargo Handling Equipment”, CSULB, 2022.

Advisor, ULI BC Virtual Advisory Panel, Employed and Homeless, Urban Land Institute, 2021.

Advisor, Employment Lands Review, City of Vancouver, 2019-20.

Advisor, Ports Modernisation Review, Governance and Capacity & Competitiveness studies, Transport Canada, 2019.

Subject Matter Expert, Metro Vancouver and TransLink’s Joint Long-Range Scenarios Planning Project, 2019.

Strathcona Resident’s Association, advice on Burrard Inlet rail corridor expansion, 2019.

Gabriolans Against Freighter Anchorages Society, advice on anchorages, 2019.

Member, AIVP Network of Experts (AIVP – The worldwide network of port cities), 2018-present.

Network of Experts on Federal Labour Standards, Labour Program, Employment and Social Development Canada, Government of Canada, 2017-8.

DTES SRO Collaborative’s Research Advisory Committee, 2017.

Dr. Meg Holden

Professor, Urban Studies Program and Resources and Environmental Management
Simon Fraser University

Meg Holden (she/her) is an urban environmental pragmatist who uses engaged, dialogic and place-based writing, research, teaching and action strategies to contribute to a better shared future.

EDUCATION

- 2004 Ph.D. Public and Urban Policy, New School for Social Research, New York, USA
Dissertation: A Pragmatic Test for Sustainability Indicator Projects: the case of social learning in Seattle (Ctte: RA Beauregard, M Cohen, L Servon, RW Lake)
- 1998 M.S. Geography and Planning, Rutgers University, New Jersey, USA
Thesis: Galiano Island, GIS and a Democratic Means to Sustainability (Ctte: RA Lathrop, RW Lake, D Ehrenfeld)
- 1996 B.Sc.(Hons) Geography, University of Victoria, Canada
Thesis: Galiano Island: A landscape portrayed and betrayed (Advisor: CJ Wood)

EMPLOYMENT

- 2021- Professor, Urban Studies, Resources and Environmental Management, SFU
- 2021- Director, Centre for Sustainable Development, SFU
- 2018-21 Professor, Urban Studies and Geography, SFU
- 2018-21 Director, Urban Studies Program, SFU
- 2018 Visiting Researcher, Labo Dynam. Sociales et Recomposition des Espaces, U de Paris I
- 2018 Professeur de sciences sociales 7^e (temps partiel), Conseil Scolaire Francophone
- 2011 Visiting Academic, Global Cities Research Institute, Royal Melb Instit of Tech U
- 2010-18 Associate Professor, Urban Studies and Geography, SFU
- 2004-10 Assistant Professor, Urban Studies and Geography, SFU

COURSES DESIGNED AND TAUGHT

URB 605 Great Urban Thinkers	URB 605 Introduction to Urban Studies
URB 647 Urban Ethics and Philosophy	URB 497/691 International Field School
URB 645 Urban Sustainable Development	GEOG 449 City and Environment
URB 650 Urban Governance	GEOG 363 Urban Planning and Policy
URB 625 Sustainability Assessment for Cities	GEOG 391 Qualitative Research for Human Geographers
URB 670 Urban Research Methods	GEOG 604 Research Methods for Human Geographers
URB 696 Urban Research Seminar	URB 695 Angles on Green Buildings
URB 695 Vancouver Ideas Book	PLAN 100 Introduction to Planning
REM 642 Planning Sust. Communities	URB 499/692 Urban Innovation Lab

STUDENT THESIS PROJECTS SUPERVISED: Supervisor to 51 Masters students, 1 PhD student and 5 undergraduate honors students.

Supervisor for one postdoctoral fellow and one visiting research student.

Committee Service for Ph.D./Masters Students: Committee member for 31 completed MURB students and 9 other masters students in Geography, Communications, Gerontology, and Women's Studies at SFU,

in the School of Community of Regional Planning at UBC, Environmental Communications at Royal Roads University, and Western Sydney University; also for 15 completed Ph.D.s and two ongoing Ph.Ds.

AWARDS AND RECOGNITION

- Advisory Board Member, National Self-Represented Litigants Project
- Advisory Board Member, Villes Régions Monde
- Candidate Member, Planning Institute of British Columbia
- 2021 CIP Planning Excellence, Planning Publications & Media, *Canadian Cities in Transition*, 6th Ed.
- 2018 SFU President's Award for Leadership in Sustainability
- 2010 Gold Medal, Willmar Shields Rich Award for excellence in communication (Vancouver Foundation). Vital Signs for Metro Vancouver

RESEARCH GRANTS AND CONTRACTS

2022 Co-Investigator, with Dugan O'Neil (SFU VPR) and Andrew Barker (UW) and nine others. Community-Centred Climate Innovation (C3I). Canada First Research Excellence Fund Letter of Intent Successful., \$91,245,000. *In review*.

Co-Investigator, with Dr. Atiya Mahmood and Meghan Winters. Hey Neighbour Collective. MITACS Accelerate Cluster. \$300,000

Applicant. Crossing Paths, Crossing Perspectives: Urban studies in Quebec and British Columbia. Laval University Press. University Publications Fund. \$5577.75.

2021 Co-Investigator, with Dr. Meghan Winters. Exploring Barriers and Facilitators of Social Connectedness Among Adolescents in Low SES Neighbourhoods: a citizen science study in Vancouver, BC. SFU/SSHRC Institutional Grant, \$10,000.

Consultant with Andy Yan, Am Johal, Janet Webber. The future we want, the plan we need. SFU Partnership for Public Convening to Support the Development of the Vancouver Plan. City of Vancouver, \$65,000.

Co-Investigator, with Dr. Yushu Zhu. Housing vulnerability in the pandemic: an evaluation of COVID-19 impact on community housing tenant well-being in BC. SSHRC Partnership Engage Grant, \$24,680.

Principal Investigator, with Dr. Meghan Winters, Atiya Mahmood, Meridith Sones. The housing, sociability and well-being nexus in Canadian communities. SSHRC Knowledge Synthesis Grant, 'The Emerging Asocial Society,' \$30,000.

2020 Co-Investigator, with Dr. Damian Collins (U of A), and others. Canada Mortgage and Housing Corporation (CMHC) / SSHRC. Community Housing Canada: Partners in Resilience. \$1,371,200.

Principal Investigator, South Vancouver Neighbourhood House Neighbourhood Equity Project. SFU Community-Engaged Research Initiative (CERi), \$10,000.

Co-Investigator, with Dr. Sandra Breux (INRS), Regards croisés sur les études urbaines au Québec et en Colombie-Britannique. Québec Programme d'appui aux relations canadiennes, \$21,759.

Collaborator, with Dr. Karsten Zimmerman (TU-Dortmund), Robin Chang (PhD student). Sustainable Adaptation of Urban Industrial Lands (SAIL): examples from Canada and Germany. DAAD, \$45,000.

PUBLICATIONS, PRESENTATIONS AND KNOWLEDGE DISSEMINATION

One book, four edited volumes, 48 refereed journal articles, 18 refereed book chapters, 21 editorials and invited commentary since 2011, 27 public policy, reports and working papers since 2006, 20 conference proceedings papers since 2002, 25 events hosted or co-hosted, and numerous invited and keynote presentations, academic and professional presentations, book reviews, media, blog posts, podcasts, and encyclopedia entries.

Books:

2017 Holden, M. *Pragmatic justifications for the sustainable city: Acting in the common place*. Routledge Series on Equity, Justice and the Sustainable City (J. Agyeman and S. Zavestoski, series eds). Published in paperback in 2019.

Edited Volumes:

2023 Breux, S. and Holden, M. (eds). *Crossing Paths, Crossing Perspectives: Urban Studies in Quebec and British Columbia*. Also published in French as: *Regards Croisés sur les études urbaines au Québec et en Colombie-Britannique*. Laval: Presses Universitaires Laval.

2019 About, C., Doussard, C., Holden, M. (eds). *(Re)Penser la ville du XXI^e siècle : 20 ans d'écoquartiers dans le monde*. Paris: Dunod-Colin.

2017 Holden, M., Stevens, C., Phillips, R. (eds). *Community Quality-of-Life Indicators: Best cases VII*. New York: Springer.

2017 Turner, B.S. (ed) *The Wiley Blackwell Encyclopedia of Social Theory* (ISBN 9781118430866) New York: John Wiley & Sons Ltd. (City section editor).

Refereed Journal Articles (Since 2020):

- Holden, M. Separation capitalism: accumulation by bond-breaking. *Canadian Journal of Women and the Law. In revisions*.
- 2022 Holden, M. Frank Cunningham's pragmatic perspective. *Socialist Studies/Etudes socialistes* 16(1). <https://socialiststudies.com/index.php/sss/article/view/27335/20234>
- 2022 Coburn, E., Glasbeek, H., Holden, M., Mills, C., Cunningham, F. Ideas in Context: A conversation with Frank Cunningham. *Socialist Studies/Etudes socialistes* 16(1). <https://socialiststudies.com/index.php/sss/issue/view/1864/1>
- 2022 Boulton, C., Dedekorkut-Howes, A., Holden, M., Byrne, J. How leadership influences urban greenspace provision: the case of Surrey, Canada. *Urban Affairs Review*. <https://doi.org/10.1177%2F10780874221101393>
- 2021 Holden, M., About, C., Doussard, C., Rochard, H., Poiroux, A., Airas, A. Off-cycle: Comparing model sustainable neighbourhoods in France and Canada. *City*. doi.org/10.1080/13604813.2021.1988346 Video abstract: <https://youtu.be/bLzwcM1NrcM>
- 2021 Sones, M., Firth, C.L., Fuller, D., Holden, M., Kestens, Y., Winters, M. Situating social connectedness in healthy cities: conceptual primer for research and policy. *Cities & Health* doi.org/10.1080/23748834.2021.1926657
- 2020 Boulton, C., Dedekorkut-Howes, A., Holden, M., Byrne, J. Under pressure: factors shaping urban greenspace provision in a mid-sized city. *Cities* 106 (Article 102816). doi.org/10.1016/j.cities.2020.102816
- 2020 Holden, M. The quest for an adequate test: Justifying the sustainable city as an order of worth. *Sustainability* 12(11): 4669 [doi:10.3390/su12114670](https://doi.org/10.3390/su12114670)
- 2020 Holden, M., Seifi, S., Adeli, R. Hey Neighbour! A new initiative in rental building resident sociability. *International Journal of Community Well-Being* 3(3): 341-359.

NATIONAL AND INTERNATIONAL RESEARCH COLLABORATIONS

Led or participated in 15 national and international multi-year research collaborations focusing on urban and community wellbeing and sustainability, community housing, healthy cities and climate change policy and action.

SERVICE TO THE ACADEMY AND PROFESSIONS: Editorial board member, Environmental and Sustainability Indicators Journal; International Journal of Community Well-Being. Mentor, International Support Network for African Development. Peer review activity is tracked publicly at <https://www.webofscience.com/wos/author/record/775359>

Mohsen Javdani
Associate Professor of Economics
School of Public Policy & Urban Studies Program (Joint Appointment)
Simon Fraser University

Fields of Research Interest and Specialization: Applied Econometrics, Labour Economics, Economics of Gender and Race, Economics of Immigration, Economic Inequality, Political Economy, Economics and Ideology.

CURRENT POSITION

Associate Professor of Economics (09/2020 – present)
Simon Fraser University
School of Public Policy & Urban Studies Program (Joint Appointment)

PAST POSITIONS

Associate Professor of Economics (07/2019 – 09/2020)
University of British Columbia – Okanagan Campus
Department of Economics, Philosophy and Political Science

Assistant Professor of Economics (07/2012 – 07/2019)
University of British Columbia – Okanagan Campus
Department of Economics, Philosophy and Political Science

Visiting Positions

Visiting Scholar, Department of Economics, University of Ottawa (05/2019 – 12/2019)

OTHER AFFILIATIONS

- UNESCO Inclusive Policy Lab (10/2020 – present)
- Research Fellow, Institute for the Study of Labour (IZA) (10/2019 – present)
- Collaborator, Canadian Productivity Partnership (12/2018 – present)
- Member, Institute for Community Engaged Research, UBC Okanagan (12/2016 – 08/2020)

EDUCATION

Ph.D. Economics, Simon Fraser University, Vancouver, BC (2006 – 2012)
Committee: Simon Woodcock (co-chair), Jane Friesen (co-chair), Krishna Pendakur
Thesis title: Three Essays in Labour Economics and the Economics of Education

M.A. Economics, University of British Columbia, Vancouver, BC (2005 – 2006)

B.A. Economics, Shahid Beheshti University, Tehran, Iran (2000 – 2005)

COURSES TAUGHT

Instructor, SFU

- Economic Inequality, Fall 2020.
- Urban Inequality, Spring 2021, Fall 2021.
- Economic Foundations of Public Policy II (Macroeconomics for Public Policy), Spring 2021, Spring 2022, Spring 2023.

Instructor, UBC Okanagan

- Economic Inequality, Summer 2020.
- Labour Economics (Econ 360), Spring 2020, Fall 2017, Fall 2016, Fall 2015, Spring 2015,

Spring 2014, Fall 2013, Spring 2013, Fall 2012.

- Econometrics (Econ427), Spring 2020, Spring 2018, Spring 2017, Spring 2016.
- Introduction to Strategic Thinking (Game Theory, Econ221), Fall 2018, Fall 2017, Fall 2016, Fall 2015, Fall 2014.
- Intermediate Microeconomics (Econ204), Spring 2019, Spring 2018, Spring 2017, Spring 2016, Spring 2015.
- Methods of Empirical Research (Econ328), Spring 2020, Spring 2019.
- Advanced Econometrics (IGS509C), Graduate Course, Spring 2015.

Mini Graduate Course in Advanced Applied Econometrics

- Allame Tabatabaee University, Tehran, Iran, April 30th 2014.
- This was an 8-hour mini-course with around 40 graduate MA and PhD students in attendance. The department of economics at Allame Tabatabaee University is considered the best department of economics in the country.

Regression with Panel Data – Theory and Application

- Canadian Mortgage and Housing Corporation (CMHC), Ottawa, ON, August 10, 2018. This was a 2-hour mini-course with around 40 researchers attending, mainly with MA and PhD in economics.

Graduate Students Supervised:

Supervisor to 7 Masters students at SFU (2020-2022), and supervisor or committee member to 4 Masters students, one PhD student and 8 undergraduate students at UBC Okanagan.

RESEARCH GRANTS, AWARDS, AND FELLOWSHIPS (SINCE 2017)

- SSHRC Partnership Grant (Understanding Precarity in BC), \$2,499,946, 2022-2028 (Co-applicant).
- SSHRC Insight Grant (Examining Views among Economists and Economics Students), \$84,375, 2020-2023 (Principle Investigator).
- SSHRC Insight Development Grant (Who Said or What Said? Estimating the Effect of Ideological Bias on Views Among Economists), \$48,934, 2017-2019 (Principle Investigator).

PUBLICATIONS AND KNOWLEDGE DISSEMINATION

12 publications in refereed journals, 2 working papers, 6 works in progress, 6 articles and opinion editorials in media and policy reports and publications, 5 seminar presentations, 15 conference presentations.

Publications in Refereed Journals (since 2018):

- “Who Said or What Said? Estimating Ideological Bias in Views Among Economists,” with Ha-Joon Chang (SOAS University of London). Forthcoming, the Cambridge Journal of Economics.
- “Visible Minorities and Job Mobility: Evidence from a Workplace Panel Survey,” 2020, Journal of Economic Inequality, 18(4):491-524.
- “Not for the profit, but for the training? Gender differences in training in the for-profit and non-profit sectors,” with Benoit Dostie (HEC Montréal), 2020, British Journal of Industrial Relations, 58(3):644-689.
- “Canadian Immigrants and Training Opportunities: Evidence from Canadian Linked Employer Employee Data,” with Benoit Dostie (HEC Montréal), 2020, Industrial Relations: A Journal of Economy and Society, 59(2):275-315.
- “Public Attitudes Toward Immigration — Determinants and Unknowns,” 2020, IZA World of Labor, 473 doi: 10.15185/izawol.473.

- “Job Satisfaction and Coworker Pay in Canadian Firms,” with Brian Krauth (SFU), 2020, *Canadian Journal of Economics*, 53(1), 212-248.
- “Moving Up or Falling Behind? Gender, Promotions, and Wages in Canada,” with Andrew McGee (U of Alberta), 2019, *Industrial Relations: A Journal of Economy and Society*, 58(2):189-228.
- “Labour Market Mobility and Early-Career Outcomes of Young Immigrant Men,” With Andrew McGee (U of Alberta), 2018, *IZA Journal of Development and Migration*, 8(1):20.

Working Papers:

- “Public Attitudes Towards Immigration in Canada: Evolution and Determinants,” with Mehdi Mohamadian.

REFeree EXPERIENCE

SSHRC Insight Grant, *Scottish Journal of Political Economy*, *Labour Economics*, *Industrial Relations*, *Economics of Education Review*, *Canadian Public Policy*, *European Journal of Population*, *Journal of International Immigration and Integration*, *Sociological Review*, *Social Science Journal*, *Journal of Economics and Management Strategy*, *Canadian Centre for Policy Alternatives (CCPA)*, *Centre for Growth and Opportunity*

TIFFANY K. MULLER MYRDAHL

Senior Lecturer

Department of Gender, Sexuality, and Women's Studies and Urban Studies Program
Simon Fraser University

Fields of Research Interest, Specialization and Teaching: Urban inequalities and inclusion strategies, especially those targeting women and sexual minorities; teaching courses on women and cities and research methods.

EDUCATION

- 2008 PhD., University of Minnesota, Minneapolis, MN
 Field of study: Geography, Feminist Studies Minor
- 2002 M. Public Policy, University of Minnesota, Minneapolis, MN
 Field of study: Public Policy
- 1994 B.A., University of Wisconsin, Madison, WI
 Field of Study: History, Women's Studies Minor

ACADEMIC POSITIONS

- 2018-current Simon Fraser University
 Senior Lecturer
 Department of Gender, Sexuality, and Women's Studies and Urban Studies Program
- 2016-18 Simon Fraser University
 Senior Lecturer (Limited Term)
 Department of Gender, Sexuality, and Women's Studies and Urban Studies Program
- 2012-15 Simon Fraser University
 Ruth Wynn Woodward Junior Chair & Assistant Professor
 Department of Gender, Sexuality, and Women's Studies
- 2008-13 University of Lethbridge (On Leave, 2012-13)
 Assistant Professor, Department of Women & Gender Studies
 Associate Member, Department of Geography
- 2006-08 Macalester College
 Visiting Assistant Professor, Department of Geography
- 2005-07 Metropolitan State University
 Community Faculty Member, Department of Social Sciences
- 2001-08 University of Minnesota, Various departments
 Instructor: Department of English, Department of Gender, Women & Sexuality Studies,
 Department of Geography
 Graduate Teaching Assistant: Department of Geography

TEACHING COMPETENCIES AT SIMON FRASER UNIVERSITY

Courses taught in Gender, Sexuality, and Women's Studies:

- o 102, Feminist Action
- o 204, Sex & the City
- o 318, 319 (+830) Sport through a Feminist Lens
- o 350, Women & Public Policy
- o 399, Gender, Sex & Numbers

- o 411 (+831) Gendering Environment
- o 800 Toolkits for Feminist Research
- o 844 Advanced Qualitative Methods: Participatory & Decolonial Approaches

Courses taught in Urban Studies:

- o 423/627, Women in Cities: A Critical Intersectional Practice
- o 665, Urban Housing Policy
- o 670, Urban Research Methods
- o 696, Urban Studies Prospectus Development Seminar

Graduate Students Supervised: supervisor to 5 Masters students, co-supervisor to one PhD student, committee member to 12 Masters and PhD students, and external examiner to two PhD students.

PUBLICATIONS

JOURNAL ARTICLES

2019. Canadian Feminist Geography in the 21st Century. *Gender, Place and Culture*, DOI: 10.1080/0966369X.2018.1563525. **Invited submission.**

2013. Ordinary (small) cities and LGBTQ lives. *ACME: An International E-Journal for Critical Geographies*, 12, 279-304.

2011. Politics 'out of place'? Making sense of conflict in sport spaces. *Leisure/Loisir: The Journal of the Canadian Association of Leisure Studies*, 35, 153-171.

2011. Lesbian visibility and the politics of covering in women's basketball game spaces. *Leisure Studies*, 30, 139-156.

2009. 'Family-Friendly' without the double entendre: A spatial analysis of normative game spaces and lesbian fans. *Journal of Lesbian Studies*, 13, 291-305.

Muller, T. 2007. 'Lesbian community' in WNBA spaces. *Social & Cultural Geography*, 8, 9-27.

Muller, T. 2007. Liberty for all? Contested spaces of women's basketball. *Gender, Place and Culture*, 14, 197-214.

JOURNAL ARTICLE UNDER REVIEW

At the intersection of equity and innovation: Trans inclusion in the City of Vancouver. Submitted to *Urban Planning* in November 2022.

BOOK CHAPTERS

2022. "LGBTQ+ Communities" in D. Pojani, Ed. *Alternative Planning History and Theory*. Routledge. **Invited submission.**

2019. Marchbank, J. & T. Muller Myrdahl. "Queering Timmies: Theorising LGBTQ Youth Claiming and Making Space in Surrey, BC, Canada" in S. Habib and M. Ward, Eds. *Youth, Place and Theories of Belonging*. BSA/Routledge.

2018. "Theatre Outre and Lessons from a Welcoming and Inclusive Community" in C. Andrew, F. Klodawsky and J. Siltanen, Eds. *Promoting Equity and Inclusion in Canadian Cities*. McGill-Queens University Press. **Invited submission.**

2016. "Visibility on their own terms? LGBTQ lives in small Canadian cities" in G. Brown & K. Browne, Eds. *Companion to Geographies of Sex and Sexualities*. Surrey, UK: Ashgate. **Invited submission.**

2016. With G. Brown & P. Vieira. "Editor's Introduction: Urban Sexualities" in G. Brown & K. Browne, Eds. *Companion to Geographies of Sex and Sexualities*. Surrey, UK: Ashgate. **Invited submission.**

2014. "A Geographer in the Gallery: The value of making sexual difference visible" in J. Mills, Ed. *Complex Social Change: teaching/performing/exhibiting/designing/mapping*, pp. 34-53. Lethbridge, AB: University of Lethbridge Art Gallery. **Invited submission.**

2011. "Queering creative cities" in P. Doan, Ed. *Queering Planning: Challenging heteronormative assumptions and reframing planning practice*, pp. 157-167. Surrey, UK: Ashgate.

2010. "Producing gender-normative spaces in U.S. Women's Professional Soccer" in S. Frank & S. Steets, Eds. *Stadium Worlds: Football, Space and the Built Environment*, pp. 195-212. London: Routledge. **Invited chapter. Invited submission.**

Muller, T. 2006. "Contested terrain of the WNBA arena" in C. Aitchison, Ed. *Sport and Gender Identities: Masculinities, Femininities and Sexualities*, pp. 37-52. London and New York: Routledge.

Muller, T. & Shelley, F. M. 2006. "Gender, sport and geographic education" in F. M. Shelley & L. DeChano, Eds. *The Geography-Sports Connection: Using Sports to Teach Geography*, pp. 103-113. Pathways series, 33. Washington, D.C.: National Council for Geographic Education.

ENCYCLOPEDIA ENTRY

2019. "Gendered Space" in A. Orum, Ed. *The Wiley Blackwell Encyclopedia of Urban and Regional Studies*. John Wiley & Sons. DOI: 10.1002/9781118568446.eurs0116. **Invited submission.**

2010. Queer Theory, in *The Encyclopedia of Geography*. Sage. **Invited submission.**

PROFESSIONAL PUBLICATIONS

2021. We've Painted a Rainbow Crosswalk. Now What? *Plan Canada*, special issue on Social & Racial Equity. Canadian Institute of Planners, Spring 2021. **Invited submission.**

ADDITIONAL KNOWLEDGE DISSEMINATION

7 book reviews (2 invited), numerous invited talks, public presentations and research-focused conference presentations in Canada and the U.S.A., 19 papers presented, 3 creative dissemination exhibits and presentations.

FUNDING, FELLOWSHIPS & AWARDS (EXAMPLES SINCE 2010)

2020-22	Faculty of Arts & Social Sciences Teaching Fellow , Simon Fraser University.
2020	Simon Fraser University Excellence in Teaching Award .
2011	Social Sciences and Humanities Research Council (SSHRC) Insight Development Grant . \$41,995.

SERVICE

2022-23	Tenure & Promotion Committee, GSWS
2021-23	Tenure & Promotion Committee, URB
2021-22	Hiring Committee, GSWS
2020-2024	Teaching Fellow, Faculty of Arts & Social Sciences
2019-ongoing	Undergraduate Chair, GSWS
2018-ongoing	Member, Community Engaged Research Initiative (CERi) Advisory Committee
2016-2021	Secretary, Board of Directors, Women in Cities International/ Femmes et Villes
2012-2021	Member (invited), Board of Directors, Women in Cities International/Femmes et Villes

Anthony David Perl

Director of the Urban Studies Program, 2021-2024
Professor of Political Science and Urban Studies

Fields of Research Interest and Specialization: Comparative Public Policy; Transportation, Environmental and Energy Policy; Urban Governance; Public Enterprise; Policy Advisory Work.

POST-SECONDARY EDUCATION

Ph. D. University of Toronto, in Political Science. 1993.

M.A. University of Toronto, in Political Science, with specialization in Public Administration. 1985.

A.B. Harvard University, *cum laude* in Government. 1984.

ACADEMIC APPOINTMENTS

At Simon Fraser University:

- Professor, with tenure, and Director, Urban Studies Program, July 2005 – August 2012; September 2021 - present.
- Professor, with tenure, Urban Studies, September 2012 – August 2021.
- Professor, with tenure, Department of Political Science, July 2005 – present.

At Griffith University:

- Adjunct Professor, Cities Research Institute, June 2016 – present
- Adjunct Professor, Urban Research Program, March 2013 – May 2016

At New York University:

- Visiting Scholar, Rudin Center for Transportation Policy and Management, Wagner Graduate School of Public Service, 1999 – 2009.

At the University of Calgary:

- Professor, with tenure, Department of Political Science, July 2003 – June 2005.
- Associate Professor, with tenure, Department of Political Science, July 1997 – June 2003.
- Assistant Professor, Department of Political Science, July 1993 - June 1997.

At the City University of New York:

- Director, Aviation Institute, York College, July 2002 – June 2003.
- Visiting Scholar, CUNY Institute for Urban Systems, October 2001 – June 2002.

At the *Université Lumière Lyon – 2*, Lyon, France:

- Chateaubriand Scholar, *Laboratoire d'Économie des Transports*, September 1994 - July 1995.

At the University of Toronto:

- C.A. Ashley Fellow, Trinity College, July 1990 - June 1993.
- Instructor, Department of Political Science, May - August 1992, and January - June 1991.

TEACHING

Graduate courses taught include:

Urban Research Seminar; Transportation and Urban Development;
Transportation/Communications Policy Studies Seminar; Economic and Social Policy Seminar;
Policy Studies Seminar; North American transportation policy seminar (in French)

Undergraduate courses taught include:

The Canadian State; Introduction to Public Policy Analysis; Topics in Public Policy;

PUBLICATIONS, PRESENTATIONS AND KNOWLEDGE DISSEMINATION

8 books, 31 book chapters (peer reviewed), 55 refereed journal articles, invited participation in numerous conferences and seminars in Canada, the U.S.A., Korea, Israel, Australia, and Europe.

Books (Since 2020):

Big Moves: Global Agendas, Local Aspirations and Urban Mobility in Canada, by Anthony Perl, Matt Hern and Jeffrey Kenworthy. (Montreal: McGill Queen's University Press, 2020), 302 pp.

Studying Public Policy: Principles and Processes, Fourth Edition, by Michael Howlett, M. Ramesh and Anthony Perl. (Don Mills, Ontario: Oxford University Press Canada, 2020), 392 pp.

FELLOWSHIPS AND GRANTS (Since 2009)

- Social Sciences and Humanities Research Council of Canada, Partnership Engagement Grant COVID-19 Special Initiative for “Urban Public Transit Recovery During and After COVID-19”. Principal Investigator. Value: \$18,597. Duration: 12/20 – 11/22.
- Pacific Institute for Climate Solutions, Fast Track Research Grant for “Zero-Emission challenges in Urban Mobility Future After COVID-19”. Principal Investigator. Value: \$17,624. Duration: 11/20 – 4/21.
- City of Vancouver, Research grant for “Employer transit discount study” Co-investigator with Peter V. Hall. Value: \$280,000. Duration: 01/17 – 12/20.
- Social Sciences and Humanities Research Council of Canada – Standard Research Grant for “Negotiating Urban Policy Paradigms in Toronto and Vancouver” Value: \$89,866. Duration: 4/09 – 3/12.

RESEARCH PRIZES

- *Dean's Medal for Excellence in Research and Teaching*. Faculty of Arts and Social Sciences, Simon Fraser University, 2014. Value: \$1,000
- *Honorable Mention Second Annual TRB Communicating in Transportation Competition*, for the first edition of *Transport Revolutions: Moving People and Freight Without Oil*, by Richard Gilbert and Anthony Perl (London: Earthscan, 2008). No monetary value.
- *Runner-Up Award for Best Paper*, for “Setting One's Sights: Exploring the Dynamics of Goal Selection in Road Safety Policy” (co-authored with Chris Berry), 41st Annual conference of the Canadian Transportation Research Forum. Value: C\$750. Awarded: May 2006.
- *Distinguished Research Award*, Faculty of Social Sciences, University of Calgary, March 2003.
- *Runner-Up Award for Best Paper*, for “The Green Mile: Approaches and Attitudes Toward Environmental Sustainability Among Canadian Transport Faculty” (co-authored with Michael Bates), 36th Annual Conference of the Canadian Transportation Research Forum. Value: C\$750. Awarded: May 2001.
- *Prix de la Société Lyonnaise de Banque*, for the best paper submitted to the 6th World Conference on Transport Research on the topic of transport finance. Over 800 papers were eligible for a total of 8 prizes. Value: 10,000 French francs. Awarded: July 1992.

SERVICE TO THE ACADEMIC COMMUNITY AND PROFESSIONS

Member, Transit Cooperative Research Program Panel H-56, “Reinventing Transit Networks for a New Mobility Future” 2018 – June 2020.

- This panel provides oversight for a \$300,000 (US) investigation.

Member, Vancouver City Planning Commission, May 2015 – December 2019

- The Vancouver City Planning Commission is an advisory body of volunteers appointed by Council with a broad mandate to consider and advise Council on matters relating to the future of Vancouver. The Commission carries out this mandate through special projects on relevant issues, and by selecting specific matters on Council's agenda on which to provide comment during Council's deliberations.

Member, Oversight Committee, National Railroad Cooperative Research Program, Transportation Research Board, 2012 – 2016

- This national railroad research program is sponsored by the Federal Railroad Administration (FRA) and managed by the National Academies, acting through its Transportation Research Board (TRB), with program oversight provided by an independent governing board. The NCRRP is an applied, contract research program with the objective of developing near-term solutions to problems facing passenger and freight rail practitioners. Appointed to the Oversight Committee by the United States Secretary of Transportation.

Member, National Cooperative Railroad Research Program Panel 03-04, "Intercity Passenger Rail Service and Development Guide." 2012 – 2015.

- This panel provides oversight for a \$400,000 (US) investigation.

Chair, Transportation Research Board, (U.S.) National Research Council, Rail Group Executive Board, April 2011 – April 2014

- The Transportation Research Board is the National Research Council's consultative and advisory body for transportation. The Rail Group consists of eight committees that propose research, share research findings, sponsor special activities, and provide a forum for transportation professionals to discuss today's and tomorrow's rail-related transportation issues. The chairs of each of the committees are members of the Rail Group Executive Board, along with liaison members from TRB's rail-related sponsors and from other groups with overlapping interests. The Executive Board chair and members provide general oversight and coordination of the activities within the group.

Director, VIA Rail Canada, April 2008 – November 2012

- Served a full term on VIA Rail's Board of Directors. VIA Rail is Canada's public passenger railway. Operating 480 trains each week over 14,000 kilometres of track, VIA Rail serves some 450 Canadian communities.

Chair, Transportation Research Board, (U.S.) National Research Council, Committee AR010, Intercity Rail Passenger Systems, 2006 – 2011

- The Transportation Research Board's Committee on Intercity Passenger Rail was the largest of eight committees in the Rail Group.

Member, Transportation Research Board, (U.S.) National Research Council, Committee AR010, Intercity Rail Passenger Systems, and A1E13 (predecessor committee nomenclature), 1996 – 2005

- Chaired the Research Subcommittee from 2001 – 2005.

Member, Social Sciences and Humanities Research Council of Canada Insight Grants Selection Committee, 2012

- Review applications submitted to Canada's National granting council for research projects in environmental issues and Northern Communities.

Member, Social Sciences and Humanities Research Council of Canada Political Science (2) Selection Committee, 2009 – 2011

- Review applications submitted to Canada's national granting council for research projects in urban politics, public policy, and governance.

Andy Yan, MCIP, CIP, GISP

Director, City Program and Adjunct Professor, Urban Studies
Simon Fraser University

Andy Yan is director of the City Program and an adjunct professor of Urban Studies at Simon Fraser University. He has extensively worked in the non-profit and private urban planning sectors with projects in the metropolitan regions of Vancouver, San Francisco, New York City, Los Angeles, and New Orleans. He specializes in the fields of urban regeneration, applied demographics, Geographic Information Systems, neighborhood development, public outreach, social media, and quantitative research.

EDUCATION

- 2002 Masters of Arts, Department of Urban Planning, University of California - Los Angeles, USA
Thesis: "Rethinking Vancouver's Chinatown: Planning in a Global Neighborhood", co-chaired by Shirley Hune, Phd. and Paul Ong, Phd.
- 1999 Bachelor of Arts (Honours First Class) Geography and Political Science, Simon Fraser University, Canada
Thesis: "The Cartography of "Hongcouver" and the (Re)orient(aliz)ation of Canadian Immigration Policies in the 1980's and 1990's"

EMPLOYMENT

- 2016 to present Program Director, City Program, Simon Fraser University – Vancouver, Canada
- 2006 to present Principal, Andrew Yan Consulting – Vancouver, British Columbia
- 2015 to 2016 Acting Program Director, City Program, Simon Fraser University City Program
- 2006 to 2017 Senior Urban Planner, Bing Thom Architects + Researcher, BTAworks – Vancouver, Canada

ACADEMIC AND PROFESSIONAL APPOINTMENTS

- Adjunct Professor, Simon Fraser University Urban Studies Program
- Visiting Scholar, New York University Asian/Pacific/American Studies Institute (2002-2003, 2015-2016)
- Adjunct Professor, University of British Columbia School of Regional and Community Planning
- Affiliate, University of British Columbia School of Architecture and Landscape Architecture Masters of Urban Design
- Member, Simon Fraser University Urban Studies Advisory Council
- 2020 – 2021 Canada Mortgage and Housing Corporation Housing Supply Challenge
expert review panel: member

PROFESSIONAL MEMBERSHIPS

- Member, Canadian Institute of Planners and Planning Institute of British Columbia (2008)
- Member, Certified Geographic Information Systems Professional

SELECTED VOLUNTEER SERVICE MEMBERSHIPS

- Director, Jack Webster Foundation (and member of the Governance and Event Committee)
- Director, Planning Institute of British Columbia (and chair of Membership Committee)
- Member, 2022 Real Estate Foundation of British Columbia Land Use & Conservations Awards Committee
- Member, City of Burnaby Building Retrofit Taskforce

COURSES DESIGNED AND TAUGHT

FASS211 - Data Literacy and the City	PLAN755 – Urban Planning Laboratory (UBC)
URB201 – Urban Inquiry and Practice Data Literacy and the City (Designed, submitted, and currently under SFU Senate Committee on Undergraduate Studies review)	

Also designed the City Program’s Community Data Science Certificate and the CITY100s Series of Introductory Urbanization Courses in urban planning, housing, transportation, neighbourhood design, regional planning, community data, architecture, landscape architecture, public health, and sustainable cities.

Contributions to Training

External reader on four Master’s thesis review committees for students in Architecture (University of Waterloo) and Urban Studies (SFU) and one PhD student in Health Sciences (SFU) with direct placements of graduates in employment positions.

RESEARCH CONTRIBUTIONS

Selected notable contributions centred around professional and academic research on housing and urban planning in metropolitan Vancouver:

1. Creating the first empty condominium study in Downtown Vancouver (2009) <https://www.theglobeandmail.com/news/british-columbia/empty-condo-myths-untrue-research-shows/article4274274/>
2. Developing a study of land titles in a study population of high value City of Vancouver residential properties and their connection to globalization and the financialization of housing (2015) <https://vancouver.sun.com/news/local-news/bank-mortgages-not-bags-of-cash-behind-mainland-chinese-home-buys-study>
3. Introducing the idea that the housing market in Vancouver is connected to the hedging a global demand for economic, political, social, and climatic stability (2014) <https://www.newyorker.com/magazine/2014/05/26/real-estate-goes-global>
4. Visualizing the possible effects of sea level rise in the City of Vancouver (2010) <https://www.straight.com/article-298192/vancouver/get-ready-rising-sea>
5. Writing the masterplan update to Surrey City Centre, the second downtown to the Metro Vancouver region (2008) <https://www.surrey.ca/sites/default/files/media/documents/City%20Centre%20Plan.pdf>
6. Appearing to the House of Commons Standing Committee on Finance on the ongoing housing challenges faced by Canadians (2022) <http://www.ourcommons.ca/Content/Committee/441/FINA/Evidence/EV11640913/FINAEV32-E.PDF>

GRANTS

Lead Investigator. 2023. City of Surrey Economic Development Department. \$35,000. *Economic and Demographic Indicators Project*.

Principal Researcher, 2022 Lambda Alpha International. \$5,000 “*Retail Health and Vitality and the Prospects of 15-minute Neighbourhoods in the City of Vancouver*”

Co-applicant. 2020-2025. Canada Mortgage and Housing Corporation (CMHC) / Social Sciences and Humanities Research Council (SSHRC). \$1,375,000. Canham, S.L. (PI) +13 Co-investigators. *Aging in the Right Place: Building Capacity for*

Promising Practices that Support Older People Experiencing Homelessness in Montreal, Calgary, and Vancouver. CMHC-SSHRC Housing Partnership Grant.

Collaborator. 2020-2025. Canada Mortgage and Housing Corporation (CMHC) / Social Sciences and Humanities Research Council (SSHRC). \$1,371,200. Collins, D. (PI) + 19 Co-investigators. "Community Housing Canada: Partners in Resilience." CMHC-SSHRC Joint Initiative.

Collaborator. 2020-2025. Canada Mortgage and Housing Corporation (CMHC) / Social Sciences and Humanities Research Council (SSHRC). \$1,350,000. Gurstein, P. (PI) + 10 Co-investigators. "Balanced Supply of Housing Node." CMHC-SSHRC Joint Initiative.

Lead Investigator. 2019-2020. City of Surrey Economic Development Department. \$30,000. *Social Vibrancy and Economic Innovation Indicators Project.*

SELECTED ACADEMIC, PROFESSIONAL, AND OPINION PUBLICATIONS

Census Making and City Building: Data Perspectives on the 1907 Anti-Asian Riots and the Development of Vancouver. In H. Tsang (Ed.), *White Riot: 1907 Anti-Asian Riots in Vancouver.* Vancouver: Arsenal Press. p.149-165.

"Making room for whom?", Vancouver Sun, Feb 4, 2022.

Data Primer — Bring Back Main Street. (September 10, 2020). Canadian Urban Institute.

<https://bringbackmainstreet.org/dataprimer>

Beyond the Dreams of Avarice?: The Past, Present and Future of Housing in Vancouver's Planning Legacy (co-written with Penny Gurstein) in *"Planning on the Edge: Vancouver and the Challenges of Reconciliation, Social Justice, and Sustainable Development"*, UBC Press, December 2019, p.215-246.

Chinatowns: Spaces of Exclusion and Neighborhoods of Inclusion (Entry), *The Arsenal of Exclusion & Inclusion*, Actar, June 2017.

"All Hands on Deck: Building a Resilience Constituency" (with Mary W. Rowe), *Ideas for New York's New Leadership*, Municipal Arts Society New York City, March 2014.

"Ownership, Occupancy, and Rentals: An Indicative Sample Study of Condominiums in Downtown Vancouver", BTAsworks, May 2009.

"Solving the Housing Crisis", Carnegie Community Action Project, June 2006.

"Neighborhood Profile: New York City's Chinatown", Asian American Federation of New York, 2004.

"Asian Pacific American Same-Sex Households: A Census Report on New York, San Francisco, and Los Angeles", Asian American Federation of New York, March 22, 2004.

"A Community of Communities: Asian Pacific America in California, 1990 - 2000", Co-written with Paul Ong, UCLA Urban Planning in The New Face of Asia Pacific America: Numbers, Diversity and Change in the 21st Century, Asianweek: Los Angeles and San Francisco, 2002.

"Revitalization Challenges for Vancouver's Chinatown", 2002. Carnegie Community Action Project.

MEDIA ENGAGEMENTS

As measured by SFU Communications and Marketing and focused on Canadian news outlets with search terms: City Program, Andy Yan or urban planner and SFU or Simon Fraser. Please note possibility of mention repeats.

Year	Number of mentions
2022 (January to October)	710
2021 (January to December)	780

These media mentions do not account for global media mentions in the Bloomberg News, New York Times, South China Morning Post, and the Financial Times (United Kingdom) or all non-English language Canadian media

YUSHU ZHU

Assistant Professor
Urban Studies Program, School of Public Policy
Simon Fraser University

RESEARCH AREAS

Urban housing policy, Community housing, Home and belonging, Civic engagement

WORK EXPERIENCE

- 08/2019 – **Assistant Professor**
Urban Studies Program and School of Public Policy
Simon Fraser University
- 09/2020 – **Research Associate, David Lam Centre**
Simon Fraser University
- 06/2017 – **Honorary Research Associate, Institute of Asian Research**
The University of British Columbia
- 06/2017 – 08/2019 **Survey Research Manager**
Asia Pacific Foundation of Canada (APF Canada)
- 08/2015 – 06/2017 **Sessional Lecturer, Department of Geography**
Postdoctoral Fellow, Institute of Asian Research (IAR)
The University of British Columbia
- 08/2014 - 08/2015 **Postdoctoral Fellow**
Spatial Structures in the Social Sciences
Brown University

EDUCATION

- 2014 **Ph.D. in Architecture with a concentration on urbanism, and environment and behavior**
University of Illinois, Urbana-Champaign, USA
- 2007 M.S. in Human Geography
Sun Yat-sen University, Guangzhou, China
- 2005 B.S. in Geography
Sun Yat-sen University, Guangzhou, China

RECENT PROJECTS

2020-2025 SSHRC Partnership Grant (Co-applicant) *C\$1,371,200*
Project title: “*Community Housing Canada: Partners in Resilience*”

2021-2024 SSHRC Insight Development Grant (Principal Investigator) *C\$57,200*

Project Title: “*The Uneven Impact of Neoliberalization and Housing Financialization: A Multilevel Analysis of Housing Inequality in Canada: 1981-2016*”

2021-2024 SSHRC Insight Grant (Co-applicant) C\$94,990

Project title: “*How to Build a Nation for all Nations? A Mixed Big-data Approach to Social Integration of Immigrants in Canada, 1970 – 2020*”

2020-2021 SSHRC Partnership Engage Grant (Principal Investigator) C\$24,680

Project title: “*Housing Vulnerability in the Pandemic: An Evaluation of the COVID-19 Impact on Community Housing Tenant Well-being in B.C.*”

2020-2021 Lincoln Institute China Program International Fellowship (Principal investigator)

Project title: “*The Restructuring of Home and Sense of Home: Examining the Socio-Spatial Outcomes of Urban Redevelopment in Urban China since 2000.*” C\$42,000

TEACHING EXPERIENCE SFU

Urban Housing Policy (Spring 2020; Spring 2021; Fall 2021; Fall 2022)

Quantitative Methods for Policy Analysts (Fall 2020; Fall 2021; Fall 2022)

The Great Urban Transformation of China (Fall 2019)

Graduate Students Supervised: Supervisor to 23 Masters students, committee member or external examiner for 2 PhD students and 11 Masters students, and supervisor to 5 research assistants.

ACADEMIC PUBLICATIONS

22 Refereed publications, 3 policy reports, 3 invited publications & conference proceedings, 16 conferences and workshops.

Refereed publications (Since 2019)

Hélène Bélanger, **Yushu Zhu** (joint first authorship). Social housing in comparison: Montreal and Vancouver metropolitan areas. In S. Breux & M. Holden (eds.), *Regards croisés sur les études urbaines au Québec et en Colombie-Britannique | Crossing Paths, Crossing Perspectives on Urban Studies in Quebec and British Columbia*, Presses de l'Université Laval (Quebec City). Forthcoming.

Yushu Zhu, Changdong Ye, 2022, Urban renewal without gentrification: toward dual goals of neighborhood revitalization and community preservation?, *Urban Geography*, DOI: 10.1080/02723638.2022.2159651.

Yushu Zhu, Qiang Fu, Jiabin Gu, 2022, “All boats rise with a rising tide? Marketization, rural migrants and housing inequality in urban China”, in Y. Li & Y. Bian (eds.), *Social Inequalities in China*, World Scientific Publishing. <https://doi.org/10.1142/q0357>.

Yushu Zhu, Qiang Fu, Changdong Ye, 2022, State-embedded gentrification in China, *Cities*, 131, 103926, ISSN 0264-2751, <https://doi.org/10.1016/j.cities.2022.103926>.

Qiang Fu, Yufan Zhuang, **Yushu Zhu**, Xin Guo, 2022, “Sleeping lion or sick man? Machine learning approaches to deciphering heterogeneous images of Chinese in North America”, *Annals of the American Association of Geographers*, DOI: 10.1080/24694452.2022.2042180.

Yushu Zhu, Yue Yuan, Jiaxin Gu, Qiang Fu, 2021, Neoliberalization and inequality: Disparities in access to affordable housing in urban Canada 1981–2016, *Housing Studies*, DOI: 10.1080/02673037.2021.2004093.

Yue Yuan, Jiaxin Gu, Xin Guo, **Yushu Zhu**, Qiang Fu, 2021, Detecting temporal anomalies with pseudo age groups: Homeownership in Canada, 1981 to 2016. *Population, Space and Place*, e2532. <https://doi.org/10.1002/psp.2532>.

Yushu Zhu, 2020, “Interests driven or socially mobilized? Place attachment, social capital and neighborhood participation in urban China,” *Journal of Urban Affairs*. DOI: 10.1080/07352166.2020.1773837.

Gu, Xin Guo, Gerry Veenstra, **Yushu Zhu**, Qiang Fu, 2020, “Adolescent marijuana use in the United States and structural breaks: An age-period-cohort analysis, 1991 to 2018.” *American Journal of Epidemiology*. DOI: 10.1093/aje/kwaa269.

Qiang Fu, Yanlong Zhang, **Yushu Zhu**, Ting Li, 2020, “Network centralities, demographic disparities and voluntary participation.” *Mathematical Foundations of Computing*. 3(4): 249-262.

Qiang Fu, Yufan Zhuang, Jiaxin Gu, **Yushu Zhu**, Huihui Qin and Xin Guo, 2019, “Search for K: Assessing Five Topic-Modeling Approaches to 120,000 Canadian Articles,” *2019 IEEE International Conference on Big Data (Big Data)*, Los Angeles, CA, USA, pp. 3640-3647. DOI: 10.1109/BigData47090.2019.9006160.

Policy reports

Yushu Zhu, Meg Holden, Dorin Vaez Mahdavi, Ziqing Zeng, 2022, Housing vulnerability and well-being in the COVID-19 pandemic: A B.C. Survey on the secondary effects of non-pharmaceutical interventions. (Year-End Rep. No. 5). Community Housing Canada.

Yushu Zhu, Meg Holden, Piao Han, Steve Kim, 2021, Toward a better understanding of housing vulnerability (Year- End Rep. No. 1). Community Housing Canada.

Yushu Zhu, Changdong Ye, 2021, The restructuring of home and sense of home: Examining the socio-spatial outcomes of urban redevelopment in urban China since 2000. Lincoln Institute of Land Policy Working Paper. Refereed.

AD-HOC REFEREE SERVICE

Urban Studies; Geoforum; Eurasian Geography and Economics; Environment and Planning A; Environment and Planning C; Social Science Research; Chinese Sociological Review; Cities-The International Journal of Urban Policy and Planning